Chapter 1

Introduction

1.1 Background of the Study

Sports and physical activity has been considered as an integral part of human life since its origin. It is commonly accepted that sports and games fulfil the requirements of human activities. A revolutionary achievement of electronic media has made it all the more important not only in the lives of participants but also among the millions of spectators, viewers and listeners. A sport is now popularly conceived as both socially and personally helpful activity. In modern time, the spirit of extreme competition has changed the entire scenario in sports. In the beginning of the twentieth century, industrial revolution caused rapid development in all sectors. Its impact was also seen in the sports field. Due to modernization in sports, the performance of all players improved tremendously. Sequentially physical fitness developed. This led to the development of infrastructure, like surface, equipment, etc. The craze for winning medals in the Olympics and in other international competitions has catalyzed the sport scientists to take interest in exploring all the aspects and possibilities which can contribute to enhance sports performance to undreamed heights.

Direct assistance from various sports sciences such as sports physiology, sports medicine, biomechanics and sports psychology have raised the sports performance to a great height. The sport scientists have now started looking
beyond these horizons. The idea that athletes must perform under similar conditions of training and competition are getting well-established firmly because physical efforts are important during training and psyche state is important during competition.

In the modern world, scientific approach in sports training and coaching is very vital for high performance (Singh, 1983). There are different performance factors affecting the success of players in the competition (Singh, 1983) e.g. physical fitness, environmental factors, psychological makeup, etc.

1.1.1 Physical Fitness

Fitness has been an individual subject. It implies the capacity of each person to live most efficiently within less potentialities ability to function depends upon the physical, moral, mental, emotional, social and spiritual components of fitness all of which was related to each other and was mutually dependent.

People often think of physical fitness when the term fitness is used, but this encompasses only a part of person's composition. It implies that one should view physical fitness as only a part of total fitness. We can now see that a person is considered to fit a particular task or activity when he can complete it with a reasonable degree of efficiency, without undue fatigue and ability to recover from the effects of hard work.

Physical fitness is the ability to carry out daily tasks with vigour and alertness without undue fatigue and abundant energy to enjoy leisure time pursuits and to meet unanticipated emergencies. This implies that fitness has necessary qualities which will differ in individuals and at the same time they differ time to
time in the same person. Constantly changing life process creates different needs and emphasis for different individuals, as they grow older. There is an optimum level of fitness for different age groups. Needs and requirements of an ever changing environment interacting with the ongoing life process of the individuals make changing demands of individuals. For better understanding of physical fitness the components of physical fitness must be known. The components of physical fitness as listed by Larson and Yocom were resistance to disease, muscular strength, muscular power, muscular endurance, cardiovascular endurance, flexibility, speed, agility, co-ordination, balance and accuracy. (Yocom, 1951)

To summarize, physical fitness tends to be defined by the contemporary advancements in skills imparted to the individuals, with insights towards probable future trends. Mathews in a broad sense, elaborates physical fitness as the "Capacity of an individual to perform given physical tasks involving muscular effort." Troester Jr. (Troester, September, 1957) states that, "Physical fitness includes those qualities which will allow an individual to perform life activities involving speed, strength, agility, power and endurance and to engage in various kinds of physical activities required of modern-day living, including sports and athletics, and to be able to maintain optimum amount of fitness for the individual concerned."

Physical fitness is in fact, the involvement of muscular movement or a series of movements in co-ordination with the cardio-respiratory system of an individual to perform any kind of task. Such performance is, also, governed by
numerous inherent determinants. Such inborn determinants, on being isolated at various times, provided for the growth of the discipline of physical fitness, consequent to which the performance of an individual is deemed to be enhanced and appreciated.

Physical fitness is more than cardiovascular fitness. Most experts agree that fitness has many different components of which cardio-vascular fitness is only one. From a public health perspective strength, muscular endurance, flexibility and body composition, also, merit considerations. (AAHPERD Test Manual, 1980)

According to Williams (Wiliams, 1962) physical fitness is essential not only in terms of general health, but also for the special physical requirements, for competitive sports and certain highly specialized and demanding occupations. As a result of current work, particularly in the field of ergonomics and physical education, it’s becoming increasingly obvious though, not generally appreciated that the achievement and maintenance of high levels of physical fitness produce significant efforts on the working of the human body.

The use of fitness tests has been strongly recommended in schools because it is assumed that they motivate children to become more fit. Fox and Biddle (Biddle, 1988) discussed the use of fitness testing in schools. They recommended that -

• The fitness test to be selected with great care because it communicates to the children and their parents, what fitness is.
• The teacher should recognize that fitness test scores are influenced not only exercise habit, but also by maturation, genetic ability, skill, level of motivation and test conditions.

• The teachers should not only concentrate so much on the product of fitness by emphasizing fitness norms and comparisons among children, rather, fitness testing should be viewed as a means of monitoring progress toward personal fitness goals that can be achieved by participation in realistic exercise programs.

Physical fitness is an inseparable part of sports performance and achievement. The quality of an individual sportsman's fitness in terms of its utilization value is directly proportional to the level of fitness. Greater the ability of a person to attain higher level of performance e.g. the differences between Chinese and Russian Gymnasts, they have same techniques and skills but regarding physical fitness Chinese are better than Russian Gymnasts. In the arena of international competitions, one can hardly differentiate the top-notch contents for one another in terms of level of fitness. However, the deciding factor sometimes remains with fitness for effective living has interdependent components involving intellectual, emotional as well as physical factor.

In recent years more and more attention has been paid to nature of “Physical Fitness” not only in terms of general health but also, of the special physical requirement for competitive sports as well as certain highly specialized and demanding occupations. As a result of current work, particularly in the field of ergonomics and physical education, it appreciated that the achievement and
maintenance of high levels of physical fitness, produced significant efforts on the working of human body." (American Medical College Association and American Association of Health. Physical Education and Recreation, Exercise and Fitness, 1964)

The American Association of Health, Physical Education and Recreation (1967) defined physical fitness as "that state which characteristics the degree to which a person is able to function efficiently."

Clarke, (Clarke, 1976) defined "Physical fitness is the ability to carry out daily tasks with vigour and alertness, without undue fatigue and with ample energy to leisure time pursuits and to meet unforeseen emergencies."

Lorin, (Lorin, 1978) stated that physical fitness is that condition of the body which will permit the youngster to maintain good health, respond favourably to physical effort and physical stress, enjoy the sensation of his/her own body and function at an optimal mental and physical level.

Reilly, (Reilly, 1981) defined physical fitness as the ability to reach high level of performance and the ability to withstand the stresses imposed on the sportsman by his participation. The fitness status at which the training is given may lie anywhere along the continuum of fitness.

The physical fitness may be classified as general physical fitness and specific physical fitness. The general fitness is the prerequisite for all the sports, which include strength, speed, endurance, agility, flexibility, balance and power whereas specific fitness varies from sport to sport. In certain sports, the
strength component of fitness is a dominating factor whereas in other sports, endurance, speed and agility may be required for achieving better results. If one wishes to put the two concepts in their proper place, one must conclude, the general fitness is a physical condition of a higher order than average. Each sports activity demands different types and levels of different motor abilities and when a sportsman possesses these, he is said to have specific physical fitness. It is the specific fitness which makes it possible for the player to perform unusual and extraordinary movements, and to do so at a very high standard of efficiency. It is also termed as "Performance Fitness."

1.1.2. Intelligence

Sport is a psycho-social activity. It has both psychological and social dimensions besides physical, physiological and technical aspects. Man's interest in sports is found among all the society of the world. Most of the nations share a common interest in sport competition, especially during Olympic Games, where people from all nations focus their attention on the drama of competition. But the quality of participation of the athletes and sportsmen is determined by their psychological factors. In this modern era of competition, psychological preparation of a team is as important as teaching different skills of a game on the scientific lines. Teams are motivated not only to play the game but also to win the games. It is not only the proficiency in the skill which brings victory but more important is the spirit of the players with which they play and perform their best performance in the competition.
The uses of psychological principles were also important for the performance in sports and therefore, it is given greater consideration in present days. There are certain accepted psychological principles which have to be applied during training, so that players are able to show their best performance. Coaches, physical educationists and sport scientists have always expressed a great need to know more about those psychological principles which are helpful in improving the motor skill of players.

During severe competition, a sportsman undergoes many important behavioural changes. Today physical education scientists and coaches need not to be expert in the matters of skill training only but also should act as engineers who understand the mechanism of human behaviour in and outside the play field, under extremely intense situations. Sports psychology, as an applied branch of psychology has taken giant strides towards the knowledge of human endeavour especially during intense competitive situations. So in the modern times, sport has become highly complex process which involves multifaceted behavioural patterns.

Suinn (Suinn, 1976) Jean Clavate Killy, a three time winner of Olympic gold medals, reported that his only preparation for one race was to ski (the course) mentally. Suinn uses several techniques of sports psychology to enhance performance. Of course, the methods were tailored to meet the need of each athlete. Seven gold medallist in swimming event of 1976 Olympic Games winner Mark Spitz said that at this level of physical skill, the difference between winning and losing is 99% psychological.
Now coaches and physical educators have become more aware and worried about the psychological and sociological aspects of sports rather than merely physiological fitness and skill in the various activities. They realized that psychological and sociological characteristics of the participants contribute more towards their success than mere physical fitness. They further need to know more about principles of motor learning, patterns of growth and development, the role of emotional phenomena, motivation for the peak performance, interpersonal relationship and character traits of the athletes.

Krojl (Krojl, 1964) emphasized saying that the players do not play with their bodies alone but they use various mental processes side by side. Hall (Hall, 1908) reiterated that physical education is not an end in itself but it is for the sake of mental and moral culture. It is to make the intellect feeling and will more vigorous, sane, supple and resourceful.

Vanek and Cratty (Cratty, 1970) quoted the De Coubertin book entitled "Essay in Sports Psychology" written in 1913, in which he described sports as an aesthetic expression as well as educational tool for attaining better emotional balance.

Kane (Kane, 1972) defined that “an individual's physical (athletic) abilities are related to his personality structure.” The environment in which physical abilities are displayed (e.g. in games and sports) constitutes an ideal setting for the development of desirable personality characteristics such as confidence, sociability, self reliance, co-cooperativeness and general personal adjustment.
Suinn (Suinn, 1976) and Llewellyn and Blucker (Blucker, 1982) have stressed on use of specifically tailored psychological techniques to suit a particular sports person. Like many other trained techniques initiated in professional sports, the sports psychology has begun to occupy a prominent place in the design of sports programs.

It is believed that biological capabilities of athlete have reached to the saturation point. Therefore future record will be broken with psychological approach of the competition. In modern competitive sports, psychological factors of an individual or a team have become as much important as teaching different skills of a game on scientific lines. Today, the battle is fought and won with psychological strategies and not with only guns and sophisticated weapons. Same is the case with modern competitive sports for winning a game or a race.

Many factors like personality, motivation, physical characteristics and motor abilities as well as environmental situations are regarded as having an interacting influence on an individual's selection of the achievement in various physical activities. Although variables and their effects on activity participation has been the subject of a number of studies, the role of intelligence has, to a great extent, been overlooked.

Speculation arises as to whether intelligence is related to activity participation, and if so, to what extent. If one adheres to the organismic point of view, proposed by Cattle (Cattell, 1971) and supported by some research evidences, then one probably finds strength in the theory of the inter-relatedness of
factors pertaining to physical growth, motor performance, social adjustment and intelligence. On the other hand, much evidence is offered to demonstrate the independence of such factors.

The role of physical activity in the lines of individuals and groups within the formal intelligence range, within gifted children and within retarded children has evaluated in terms of the extent of their physical activity as well as their relative success in such activity. More intelligent students seem to have greater activity interests than individuals with lower intelligence. The psychological elements concerned with intellectual behaviour and emotional development are important aspects of physical education. These elements are more difficult to identify, appreciate and apply in the field because they are mostly covert in their origin, though they take external manifestations. Hence, the physical educationist should know the nature and relationship between the psychological elements and physical education aspects like intelligence, motivation, practice, method of learning, guidance, knowledge of results, transfer of training, etc. so that the roles and responsibilities are characterized, through appropriate action, to the expected goals. Some of the important, psychological elements and forces which influence the performance in physical education are motivation, individual differences in potentialities, intelligence, and maturation and so on. Psychological elements seem to the underlying covert factors which directly and indirectly influence the performance and achievement of the students and either assist or hamper their performance.
Intelligence is a noticeable factor in any learning and hence the physical education teacher should understand the concept of intelligence and its impact on performance. It is better for him to assess the intelligence level of his students and present them significant physical tasks.

The physical educator should understand that a student who is academically weak need not be deprived in sports because performance depends on other factors like interest, motivation, type of coaching, etc. He should also not entertain the idea that participation in sports and games necessarily interferes with educational studies. The physical educator should help the students get rid of this wrong concept and support them to improve simultaneously both in academics and physical activities.

Physical education, thus, has important psychological elements to be considered by the physical education teacher to bring about better physical performance by his students. Factors like personality, self-awareness, confidence attitudes, and perception influence the behaviour of a player.

Physical education provides opportunities for sensory experiences which were of significant importance to intellectual growth.

According to Guilford (Guilford, 1967) one of the varieties of intelligence measured by psychometric tests is kinaesthetic perception and according to Piaget (Piaget, 1972) sensory motor activities are a form of practical intelligence. These indicate the importance of physical activity towards the growth of overall intelligence and to overall intellectual functioning.
Pestalozzi, Froebel, Montessori and the Macmillan sisters were able to see the importance of physical activity in intellectual functioning and produce forms of education that took cognizance of it. Intellectual participation in activities encourage creative and analytical thinking, minimizes professional assistance from the physical educator. Opportunities to make sound judgments and decisions, based on evidences and variables involved, require unassisted intelligence and logical thinking by the students. Thus, intellectually supported program and its effects are indisputably essential for the improvement of effective sportsmanship.

It is a matter of regret, however, that in spite of its role in sports, the factor of intelligence has not yet received due significance in the field of education and training in sports and physical activities.

Case studies of athletes in various European countries indicate that those with more academic background and with higher score on Intelligent Quotient tests, as would be expected, are better equipped to engage in self-assessments of the psychological and physiological data collected about themselves than their less educated teammates. Those less gifted intellectually, seem also to have a more difficult time engaging in self-administered relaxation and activation training prior to competition. After competition, understanding reasons for success or failure seems similarly more difficult for those athletes with lower I.Q. scores.

It is, of course, apparent that the intellectual group such as athlete has of himself and of appropriate training strategies should, to a large degree,
influence his success in maintaining and improving his condition within the unknown environment earlier to and during high level competition.

Cratley (Cratley, 1972) suggested that it is a common observation that runners and swimmers possess a sense of time or pace that enables them to swim or run more "intelligent races". Whether such a quality is primarily perceptual or intellectual is debatable.

According to Best, (Best, 2009) intelligence is the ratio of mental age to chronological age multiplied by 100 to eliminate decimals. According to Terman "it is ability to act abstractly. (Terman, 1921) According to Wechsler, (Wechsler, 1958) it is the ability to act purposefully, to think rationally and deal effectively with the environment.

The persistent notion that there are some kinds of thought processes and intellectual strategies important in athletics has continued to plague those interested in cognitive aspects of sport. Several researchers in the mid 1980s have began to shed some light on these important relationships (Bumett, 1987)

The field of intelligence is slowly spreading its tentacles into other fields where human interaction with the environment is more. A sport is another such field where intelligence is required to a greater level.

1.1.3 Sports Achievement

Sports achievement means the achievement or medal or place winning in participated sports competition. Achievement means accomplishing the given task. In sports competition, participants who successfully achieve the target,
goal, aim or place, get the achievement medal. It could be of any form.

Generally in sports competition, players holding first three or four places were known as achievers. It is different from performance. In sports competition, Gold medal is awarded to first place, Silver medal to second and Bronze medal to third place. Sports achievement was also related to the level of competition like District, State, National or International level of competition.

In India, there are different awards given to honour achievement in sports like Rajiv Gandhi Khel Ratna Award, Arjun Award, Dhyan Chand Award or Dronacharya Award. (Ministry of Youth Affairs & Sports, 2008). Brief information about these achievement awards is as follows -

- Name of the award, its objectives, definitions of the terms in its context, eligibility for the award, nomination made for the award and its scrutiny, procedure for selection of awardees, number of award in a calendar year and award consisting information. Separate application forms are attached there with.

In Maharashtra, Shiv Chatrapati Award is honoured for Achievement in Sports. (Directorate of Sports and Youth Services Maharashtra State., 2008). For giving these awards, committee analyses particular player’s sports achievement using following scoring system.
**TABLE 1.1**  
Scoring Points for Shiv Chatrapati Award

<table>
<thead>
<tr>
<th>Competition Level</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic/ Inter National</td>
<td>Direct</td>
<td>Direct</td>
<td>Direct</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Asian/ Commonwealth</td>
<td>Direct</td>
<td>Direct</td>
<td>Direct</td>
<td>15</td>
<td>10</td>
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<tr>
<td>National</td>
<td>25</td>
<td>20</td>
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<td>10</td>
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<tr>
<td>State</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
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</tbody>
</table>

(Adapted from (Directorate of Sports and Youth Services Maharashtra State, 2008))
1.1.4 Talent Identification

To prepare an international athlete who will achieve high performance, sports talent has to be hunt in early stage. A diamond shines only when cut and polished. So are sports talents.

_I took a piece of living clay_

_And gently formed it day by day_

_And moulded with my power and art_

_The young child's soft and yielding heart._

_I came again when years were gone_

_It was a man I looked upon._

_He still that early impress wore_

_And I could change him nevermore._

******* Unknown (Barrow, 1983)********

A long and difficult road from nurturing schoolboy star to a top-line performer is littered with pitfalls, the paths are varied. Some players find it easy with no set-backs, others have many obstacles to overcome; for some the 'light' of the star emerges in their early days and only needs kindling by the development of their talent, but for others the road to success is a difficult process which may suddenly appear through the most unusual circumstances. (Law, 1969)

Winning a medal in Olympics, World Cup and International competitions is not an easy task in the tough globalized world of sports competitions. This is long term plan in the clench of die-hard competitive training. "This has eventually
compelled coaches, trainers and all those concerned with the development of sports to pick-up children at an early age in order to train them in long term planning for optimum results. This has posed a problem to the physical educationists and sports scientists to find out methods for selection of potential sportsmen at very early age. This has resulted in an increasing interest in talent spotting in all sports." (Brar, 1991)

The search and selection of potential athletes in specific fields based on scientific knowledge is a matter of routine in many developed countries. Unfortunately, in India this aspect has not been given serious consideration. Consequently athletes are selected from the "Available Pool" mainly on the basis of their performance records on various sports meets. It is often forgotten that such "talents" have already reached their peak performance with little scope for further spectacular improvement in spite of intense grooming schedules; therefore fresh look needs to be taken to improve upon the methods of selection of Indian athletes. The need is to be identified at a very young age." (Singh J., 1987)

Until recently physical talent was considered adequate recommendation for a future player, the development in sports technology has made available additional techniques for the assessment of a player's potential and performance. Sports have undergone a tremendous change; in consequence, sports are now dominated by a new breed of coaches. The new coaches are interested in a combination of physical talent with other qualities- qualities
that not only influences performance but also helps to sustain the athlete his or her commitment to sports. (Blucker, 1982)

Good players do not become great without committing themselves whole-heartedly to improve their craft and eventually their match performance. The extent to which the player does not want to be beaten will determine how hard he will work to polish his strengths and to improve his weaknesses.

In performance sports, identification of talent is of immense importance. Several disciplines of sports science are of help in the identification of talent. But their approach is limited to one or few components of talent. Talent finds full expression in physical activity during competition. During competition total personality of the sportsman is involved. As a result, competitive performances are very good indicators of sports talent.

Sports talent is the sum of pre-requisites and possibilities of their development possessed by a person which will enable him to achieve high performance in a sport in future. The pre-requisites includes motor abilities, technical skills, tactical efficiency, physique, personality traits, motives, interests etc. (Singh, 1983)

The identification and selection of future elite athletes in childhood or adolescence has become a necessity. It takes years of intensive regular training for an international performance to be achieved. Children selected for elite sports activities require suitable conditions and sports facilities, equipments of high quality, a rational style of life and the service of experts, including a sports physician, a well educated and experienced coach etc. Such conditions can be
created for selected children only. Therefore, correct identification, selection and placement of young talents is becoming important everywhere. (A. Dirix, 1986)

Talent selection earlier was based on personal experience, an intuition or 'good eye' of the coach or scout serving as a major tool. Few published studies, offers more scientific approach to predict future success. This lack of published information stems from the fact that the ultimate performance of the mature athlete is a resultant of a large number of factors, such as genetic, sociological and psychological as well as the type of habitual activity and training one has been exposed to throughout the years. It is not simple for the researchers to isolate a single factor keeping all other factors constant, in order to learn more about these parameters. (Brar, 1991)

The physical development of a sportsman at the peak of his performance has also become of prime interest to anyone involved in the cultivation of young sportsmen. In the recent past, in India also, there have been attempts to search for talent and to determine various factors, which could be responsible for ultimate success. The sports scientists working with the top coaches in the concerned sport are trying to find out basic physical, physiological and psychological characteristics that might be the performance limiting factors." (Freeman, 1982)

The deprived performance of sportsmen at the higher competitions, not only concerns especially to the coaches, trainers, physical educationists and sports scientists, but it is also concerned directly to the player's innate quality.
Numerous factors like skill abilities, motor abilities, psychological factors, physiological factors, social and environmental factors etc. are responsible as the performance limiting factors behind the sportsman on the marks of poor performance in a competition. Natural ability is essential, but it needs to be combined with hard work, good coaching and challenging match experience. It is very difficult to define ability and measure it.

Sports skill tests are designed to measure basic skills used in playing specific sport. Because of wide range of skills in most sports, a selection of the most important skill becomes invariably necessary. The selection is usually based on experts' judgment or opinion or statistical analysis and these skill items are called test battery. The skill tests help students to evaluate their performance in the game and to provide an impetus to improvement. The test also serves the purpose of helping a teacher to measure students' performance and to evaluate his own teaching procedure and program. (AAHPERD, 1969)

Normally a person starts taking part in a game or event without proper guidance. It is thus a pure chance that his choice of the sport may be suitable to his inbuilt capabilities. Therefore, the failure to become a champion in most of the cases is unavoidable. Hence there is an urgent need to provide counselling to those who are gifted with such suitable characteristics that form the basis of performance in a game or an event. This may be one of the most important factors that can help in raising the standard of sports in most of the countries. In Japan, however, the system of selection keeping physique in view has been adopted in more than one thousand schools and was administered
for around three hundred thousand subjects from kindergarten to the university level. The consequent contribution made in awakening interest towards physical fitness and in the promotion of national programs of physical training has been indeed remarkable (Hirata, 1979). However, physique is not the exclusive factor for selection. The other factors which determine performance also need due consideration. With this in view, it is desirable to focus attention of those who are connected with sports in one way or the other, for improving selection procedures particularly in childhood. "Catch them young" should be the aim and the selection of talent in this way will help utilizing the time and energy of the coaches as well as athletes in a more effective manner. It will also be useful in improving methods of training for children and give a new look to the system (Sidhu, 1984).

Genetic inheritance is also one of the indispensable factors affecting the talent of an individual that will contribute to higher performance in future. "Careful examination of the individual's blood relatives may provide useful indications about the chances of one's development in the prerequisite sportive characteristics, thus avoiding the danger of wasting the time and effort that might only produce a misfit" (Geda, 1971).

For top level performance, it is very important to spot, select and nurture a budding sportsman as it is recognized by that athlete must possesses some inherent qualities which can be developed by means of systematized and scientific training. For spotting and selecting a player, one must consider physique and fitness, as these qualities will help a long way towards better
performance. Moreover, tough competition has eventually compelled sport authorities to pick-up children at an early age in order to train them over a long period for optimum results.

Cooper feels that some sort of complex of personality factors must be functioning that compels an individual to join and work with a team, with its regular practice, leadership, peer involvement and continuity over time. He also states that such factors related to participation in the competitive sport may be different from general psychological needs related to ordinary physical activity. (Cooper, 1968) Motivation is one of the most essential attributes for the effective performance. It is a driving force, which compels the athlete to accomplish difficult and challenging tasks. The urge to compete, excel and achieve is a universal phenomena, common to all human beings. The understanding of what motivates an individual to take part in sports is the first step towards effective performance. Motivation serves to energize, select and direct performance. It helps in setting tough goals and in directing the energy and efforts to achieve those goals." (Singh., 2001)

From the above description, it is drawn out that talent search is designed to identify promising young athletes or players (12 years and older) and prepare them for participation in domestic, national and eventually international competition. The program utilizes information across all disciplines of sports science to identify young athletes with characteristics associated with elite performance. Athletes are then guided to sports and games that best suit their
attributes and provided with the opportunity to realize their potential in a high quality talent development program.

1.1.5 International Scenario of Sports Training Program

There are various sports training programs across the world. Top countries with reference to the Olympics Medals such as China, America, Australia, Germany and many other countries have their own specialized sports training programs which depends on their National Sports Policy.

Sports Policy for America states that there is decentralization; no government controlled national curriculum or specific government agency for sports policy. Sports policy for UK states that there is the government department responsible for sports known as ‘The Department of Culture, Media and Sport’ (DCMS). In Pakistan, a sports academy which initiates sports at grass root level was planned from 2005.

Sports in China were heavily influenced by government. Role of Government in Sports in China is explained as follows. Before 1980, the Chinese sport governance system was a huge state-run enterprise. The Chinese government was responsible for funding and overseeing sport-related affairs and operations under a centrally planned, hierarchical economic system (Jones, 1999). The country’s adoption of the open-door policy in 1980s led to the transformation of the sport system in China. The sport governance system then gradually evolved under the free-market system to become more self-sufficient (Hong, 2003). The State Sports Commission was restructured to become the State General Administration of Sport in 1998. Although the sport
governance system has been reformed considerably in the last two decades, the governments at all levels still has extensive control of sport operations in China.

The essence of Chinese Olympic strategies and ambition is a unique system of selecting and training elite athletes. China is one of the few countries in the world that dedicate and use spare-time sport schools extensively to train and prepare future elite athletes. A spare-time sport school is a boarding school specialized in sport and established to train Olympic hopefuls. Students are selected for their athletic talent. They take academic classes in the morning and engage in rigorous sport training sessions in the afternoon. These sport schools serve as a reserve pool for elite sport teams at the provincial and national levels. Currently, 3, 60, 000 students attend about 3,000 sport schools at all levels in the country. Many issues are associated with this centralized athlete development system, including early entry (e.g., diving starts at age four or five), arbitrary selection methods, poor training facilities and conditions, inhumane training methods, and inadequate education. On the other hand, this system provides China with an advantageous position for winning medals in the Olympic Games and other world sport competitions, leading to tremendous national pride among its citizens.

The Sports Law of the People’s Republic of China became effective on 1st October, 1995, becoming the first fundamental legal document for sports. The Sports Law establishes the main tasks and key principles in managing the sport industry, confirms the importance of mass sport, and identifies the duties and
responsibilities of sport-related organizations. Essentially, the law sets the framework for the development of sport in China (Jones, 1999). The enactment of the law signified that the sport industry in China has entered a new era under the protection of the country’s legal system. Based on the Sports Law, local governments at provincial and city levels have the right and authority to make their own rules for managing sport within their jurisdictions.

The Plan for Olympic Glories was released by the SGAS in 1995. The plan outlined three goals: (a) restructuring the system in elite sport training and management, (b) enhancing the elite athlete delivery pipeline and system (including sport schools), and (c) maintaining the nation’s leading position in world sport competition, particularly the Summer Olympic Games (Chinese Olympic Committee, 2009).

In 1995 the State Council promulgated the guidelines for a national fitness program. The guidelines were drafted with the aim of improving the health and the overall physical condition of the general population. The guidelines encouraged everyone, especially children and adolescence, to engage in at least one sporting activity every day, learn at least two ways of keeping fit, and have a health examination every year. The hope was that by 2010 about 40 percent of China’s population would be regularly participating in physical activity and that clear improvement would take place in the physical fitness level of Chinese citizens. (Ming Li, 2012)
Depending upon these sports policies, various countries formed sports school programs. There was very few Sports School like programs which researcher found as the references. Some are specified below.

a. **Singapore Sports School.**

![Singapore Sports School Logo](image)

Singapore Sports School (Singapore Sports School, 2011) is a specialized independent school. It was officially opened on 2\(^{nd}\) April 2004 by Mr. Goh Chok Tong, Singapore's second Prime Minister.

This School is the only school in Singapore that offers select youths an integrated academic and sports program in a world-class environment.

**Mission:** Singapore Sports School nurtures "Learned Champions with Character" for the 21st Century through World-Class Youth Sports Development, Academic Rigor, Character Excellence and Organizational Excellence.

**Values:** Singapore Sports School will rise to the challenge to develop staff and student-athletes to live as Champions in the 21st Century instilled with the core values of Respect, Integrity, Responsibility, Excellence and Resilience.

**Vision:** Singapore Sports School is the premier sports school with an international reputation for excellence in student-athlete development.

*School Tagline is "Learned Champions with Character."*
b. National Sports School Canada

The National Sports School (National Sports School, 1994) was collaboration between Win Sport Canada and the Calgary Board of Education. It was established in 1994 to provide an environment for Canada’s high-performance student-athletes to pursue excellence in both their academic and athletic careers. The National Sport School is well known for its strong academic standing as well as its innovative teaching and learning environment personalized for high-performance student-athletes.

School Mission: At the National Sport School, they provide a supportive academic environment to enable developing high-performance athletes to mature as self-directed, life-long learners while pursuing excellence in sport. They are proud to provide the academic program for over 150 developing and elite high-performance athletes who represent the best in 21 different Olympic sports. Their founders are the Calgary Board of Education and Win Sport Canada.

They were represented by over 20 current and former student-athletes who competed for Canada in the 2010 Winter Olympic Games in Vancouver. This represented over 10% of the Canadian Team.
School provides the flexibility that is required to accommodate the training, travel and competition demands of our high-performance student-athletes. It also provides these young men and women with an academic program leading to the completion of the requirements for their Alberta High School Diploma and to graduate with the qualifications necessary to enter the post secondary institutions of their choice.

Some of the key features of the National Sport School are:

- A learning environment that uses advanced online technologies to support learning
- Grades Nine to Twelve in the academically rigorous Alberta Education Program of Studies.
- Teacher Advisors for each student-athlete.
- A Sport Psychologist on staff.
- Sport Psychology courses.
- A four period day with fixed-time classes including embedded A.M. and P.M. tutorials.
- Personal Learning Plans for each student-athlete.
- A reduced pupil/teacher ratio to accommodate travelling student-athletes.

Guiding Principles

They believe that learning occurs best when:

- A culture of excellence in sport and learning permeates the school.
• All stakeholders – students, parents, coaches, teachers and Win Sport Canada – participate in the decisions affecting student-athletes and their educational programs.

• Student-athletes assume responsibility for the achievement of their academic goals by developing the attitudes and skills to become independent learners through effective time management and communication skills.

• Student-athletes are provided with a hybrid educational environment, individualized scheduling, programs and support. A Teacher-Advisory program, small group instruction, tutorials, the opportunity to negotiate deadlines and the use of distance learning technologies facilitate student-athletes to continue their studies while training and competing.

• As interdependent members of a learning community, student-athletes endeavour to develop positive relationships with other members of our school community (fellow students, teachers, support staff and community partners).

Balancing School and Sport

A working relationship between the sport organizations and the school takes into consideration the best interests of the student-athletes. The school recognizes that there are times when sport commitments will take priority over academic responsibilities; correspondingly, there are times when the sport organizations need to recognize that academic requirements must take priority over sport.
Although student-athletes are given greater flexibility in how they complete their work, they still must cover all the material in the course outline and in accordance with the Program of Studies, as provided by Alberta Education. The flexible school environment allows student-athletes to adjust their academic responsibilities to their training and competition schedules. Student-athletes who are heavily involved in their sport in a specific term should take fewer classes during that academic term. Flexibility within a course exists where athletes may negotiate with the subject teacher to accommodate their athletic commitments.

Mission: At the National Sport School, they provide a supportive learning environment to enable developing high-performance athletes to mature as self-directed, life-long learners while pursuing excellence in sport.

Vision: The National Sport School will enable elite athletes to achieve their secondary school goals while training and competing in Olympic sports.

Beliefs: They believe that learning should be:

- Personalized where curriculum more closely reflects life outside school.
- Relevant with connections to student-athlete’s lives.
- Cross-curricular to more closely reflect our world.
- Flexible to accommodate the unique learning needs of students.
- Multi-dimensional to involve more than skills and content.
c. **Malaysian School of Sports** (Malaysian School of Sports, 2012)

The intention to establish sports schools in Malaysia was first considered in the late 80s. On 20 January 1988, the Cabinet approved the National Sports Policy, a comprehensive document towards the advancement, progress and development of sports in the country. Through the formulation of this policy, it is the country’s desire and aspiration to produce a healthy, fit, united, disciplined, productive society and a generation of competent athletes to enhance and reinforce the country’s image internationally.

The Ministry of Education has given fresh emphasis to the role of sports and co-curricular activities to produce students who are physically, emotionally and intellectually balanced. Recognizing the important role of sports in fostering national unity and the need to produce athletes of high calibre, the plan for the establishment of sports schools was approved in the 5th Malaysia Plan (1991 - 1995). Sports schools, while they are similar to fully residential schools, focus on the following concepts:

- Development of world-class student athletes
- Use of professional coaches
- Sports Science specialization across the curriculum
- Emphasis on sports as a career

In 1996, the first Malaysian sports school, Bukit Jalil Sports School, was built in the National Sports Complex. Its success in producing athletes for the Commonwealth Games led to the construction of the second sports school, Bandar Penawar Sports School, in Kota Tinggi, Johor in 1998.
A Malaysian sports school groups together potential student athletes so that their sporting and academic talent can be nurtured and enhanced under the guidance of dedicated coaches and select academic teachers. Through more structured and efficient monitoring, improvement in academic and sports performance can be balanced and integrated.

From the aspects of management and administration, the school follows entirely the concept of the fully residential school which is equipped with sports and academic facilities.

Admission Method –

- **Primary School Students (Years 5 and 6)**
  Admission of student athletes to sports schools is through the process of talent identification, talent search, talent scouting, and nomination by national sports associations and the National Sports Council. Offers of admission are made year-long based on current vacancy and sporting needs. The intake of student athletes is based on the needs of the country’s core sports.

- **Secondary School Students (Forms 1-5)**
  Admission of student athletes to sports schools is through the process of talent identification, talent search, talent scouting, and nomination by national sports associations and the National Sports Council. Offers of admission are made year-long based on current vacancy and sporting needs.

  Minimum academic qualification of student athletes is 3Cs in the UPSR and 4Ds in the PMR.
• Pre-University Program

The intake of pre-university program student athletes is based on SPM results and fulfilment of the stipulated general requirements. Those selected are student athletes who represent the country or who have the potential to represent the country in the near future. Application is made online at the MOE website. Entry requirements are as follows:

• Has represented the country/Has the potential to represent the country
• Has taken the SPM examination and passed Malay Language
• Aged not more than 20 on the date of registration of the year of admission
• Active in chosen sport continuously and recognized by the National Sports Council and national sports associations
• Pass the interview by the selection committee if required

1.1.6 Indian Scenario of Sports Training Program


There was a general and popular saying that "Health is Wealth". The following brief description of how physical education has been reflected in various policy and curricular documents may contribute to a better understanding of the status of physical education in Indian school curriculum.


The commission that was appointed to survey the problems of secondary state of school education as a whole made the following points with regard to Health and Physical Education.
Health Education

- Physical fitness and health education assume an importance that no state can afford to neglect. The emphasis so far has been more on the academic type of education without proper consideration being given to physical welfare and the maintenance of proper standards for the pupils.

- Students should not only appreciate the value of health education but also learn the ways in which they can effectively maintain and improve their health.

- All students should be subjected to thorough medical examination and activities for promoting and safeguarding health should find a place throughout the school program.

- School health service should be extended to the community, as the health of school children is determined not only during the hours spent at school but also, and more so, the time spent at homes and in their neighbourhood.

- Very little is being done in educational institutions in respect of the malnutrition of children.

Physical Education

- Various activities should be planned to develop physical and mental health of students, cultivate recreational interests and skills and promote the spirit of team work, sportsmanship and respect for others.
• Physical education is much more than drill or a series of regulated exercises. It includes all forms of physical activities and games which promote the development of body and mind.

• The school should go to the community and seek its assistance in the furtherance of the program of physical education.

• Unless all teachers of the school do not participate in activities along with the physical instructor, physical education will not be a success.

Education Commission (1964-66) popularly known as Kothari Commission stated

• Physical education not only aims at physical fitness but also has educational values. It contributes to physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership and obedience to rules.

It should include development exercises, rhythmic activities, sports and games, outing activities and group handling activities.

• At the pre-primary and early primary stages, the syllabus should aim at developing among children the mastery over basic skills, such as walking properly, running, throwing, etc.

• At the secondary stage, the syllabus may contain sports, games and athletics in their standard form.

• After the primary stage, the syllabus should be planned separately for boys and girls. Rhythmic activities will have an appeal for girls, less strenuous games, such as badminton, throw-ball, etc. are also popular among them.

The National Policy of Education -1986, has very rightly mentioned that "Sports and Physical Education are an integral part of the learning process, and well be included in the evaluation of performance. A nation-wide infrastructure for physical education, Sports and games will be built into the educational edifice". The infrastructure will consist of play fields, equipment, coaches and teachers of physical education as a part of the school improvement program. Available open spaces in urban areas will be reserved for playground, if necessary by legislation. Efforts will be made to establish sports institutions and hostels where specialized attention will be given to sports activities and sports related studies, along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games. As a system which promotes on integrated development of body and mind, Yoga will receive special attention. Efforts will be made to Introduce Yoga in all schools: to this end, it will be introduced in teacher training course.

While re-emphasizing the above points the Program of Action (POA) has mentioned that action in the following areas will be necessary to implement the policy objectives of NPE -1986:

- In deciding the curriculum load the need to allocate sufficient time to sports and physical education which the NPE, 1986 holds as an integral of the learning process, should be kept in mind.
• Physical education and Yoga should be introduced for at least 45 minutes per day, preferably just after assembly.

• Approved games should be included in the school time-table for at least two periods in a week.

• Special incentives will need to be given to students who perform well in sports and games.

• Special incentives may be considered for subject teachers who perform extra duty in conducting classes in physical education, Yoga, sports and games.

• The basic equipment, such as Footballs and Volleyballs may be provided to each school, similarly, some amount of contingency may be provided to each school.

• A scheme for creation and improvement of playgrounds should be taken up on a phased basis under Jawahar Rojgar Yojana (JRY) and Nehru Yuvak Kendras (NYK).

• An intensive and extensive program of teachers training to equip all subject teachers with necessary skills to impart training in physical education, games and Yoga will be necessary.

• The present program to train and recruit physical education teachers for high schools should be expanded.

• New schools may be established/recognized only if playgrounds are available.
• A comprehensive system of inter-school tournaments and championships in select disciplines should be introduced over a period of time. This system should culminate in a National School Championship.

• Special cash awards to winning schools and a special system of incentives for successful athletes also needs to be introduced.

c. **Sports Policies 2001**

The Preamble of this policy illustrate that activities relating to Sports and Physical Education are essential components of human resource development, helping to promote good health, comradeship and a spirit of friendly competition, which, in turn, has positive impact on the overall development of personality of the youth. Excellence in sports enhances the sense of achievement, national pride and patriotism. Sports also provide beneficial recreation, improve productivity and foster social harmony and discipline.

The National Sports Policy, 1984 was formulated with the objective of raising the standard of Sports in the country. The National Education Policy, 1986 also incorporated the objectives of the Policy in so far as the Education Sector was concerned. The National Sports Policy, 1984 provided inter-alia, which the progress made in its implementation, would be reviewed every five years to determine the further course of action, as may be necessary, following such review.

Over the years, it has transpired that even as the National Sports Policy, 1984 encompasses various facets in respect of encouraging sports in the country, the implementation of the same is not complete and leaves much to be
desired. The goals and objectives laid down in the Policy are yet to be substantially realized. A need has, therefore, been felt to reformulate the National Sports Policy in more concrete terms, spelling out the specific measures required to be taken by the various agencies, which are involved in various ways, in promoting sports in the country.

In terms of the National Sports Policy, 2001, (Ministry of Youth Affairs & Sports, 2008) the Central Government, in conjunction with the State Government, the Olympic Association (IOA) and the National Sports Federation will concertedly pursue the twin objectives of "Broad-basing of Sports” and "Achieving Excellence in Sports at the National and International levels". Sports activities, in which the country has potential strength and competitive advantage, need to be vigorously promoted. Towards this end, Sports and Physical Education would be integrated more effectively with the Education Curriculum.

While the broad-basing of Sports will, primarily remains a responsibility of the State Governments, the Union Government will actively supplement their efforts in this direction and for taping the latent talent, including in the rural and tribal areas. The Union Government and the Sports Authority of India (SAI), in association with the Indian Olympic Association and the National Sports Federations, will focus specific attention on the objective of achieving excellence at the National and International levels.
The question of inclusion of “Sports” in the Concurrent List of the Constitution of India and introduction of appropriate legislation for guiding all matters involving national and inter-state jurisdiction, will be pursued.

**Broad basing of Sports**

Considering the key role of sports in national life and for inculcating national pride in the younger generation, the objective of broad basing, that is, universalisation or mass participation in Sports assumes special significance. It is imperative to ensure that the educational institutions, Schools and Colleges in both rural and urban areas; the Panchayati Raj Institutions, Local Bodies, the government machinery, the Sports Associations and Industrial Undertakings, as also the various Youth and Sports Clubs, including those of the Nehru Yuva Kendra Sangathan (NYKS) throughout the country are, and remain, fully associated with this Program. Efforts will be made to promote and encourage women’s participation in sports. The Union and State Governments, as well as the Sports Federations/Associations will endeavour to promote a "club culture" for the speedier development of Sports in the country.

In the National Sports Policy, 2001, high priority will be accorded to the development of Sports in the rural areas to harness the available talent and potential. In this context, the Village Panchayats or Gram Sabhas as well as rural Youth and Sports clubs will be mobilized to facilitate development of the requisite infrastructure and for the identification of talent through an appropriate competition structure in the rural areas as also in the disadvantaged and remote parts of the country which appear to merit special
consideration under various schemes including for the North East. Efforts will also be made for tapping such potential as swimming in coastal areas and Archery in tribal areas. The available talent will be nourished and actively supported. Geographically disadvantaged regions will be extended additional support for the promotion of Sports. There has been a strong tradition of Indigenous and traditional games in practically all parts of the country through ages. Indigenous games will be promoted through schemes related to rural sports.

Integration with Education

The integration of Sports and Physical Education with the Educational Curriculum, making it a compulsory subject of learning up to the Secondary School level and incorporating the same in the evaluation system of the student, will be actively pursued. A National Fitness Program would be introduced in all Schools in the country, steps initiated to augment the availability of infrastructure, including play fields/ sports equipment and action taken to provide Physical Education Teachers in educational institutions through, inter-alia, the training of selected teachers in these disciplines. Specialized Sports Schools may also be set up. An appropriate Inter-school and Inter- College/University competition structure would be introduced at the National, State and District levels.

Infrastructure Development

The availability of adequate sports facilities throughout the country is basic to the development and broad-basing of Sports. In addition to the Union and
State Governments, the sustained involvement of other agencies, including the Panchayati Raj Institutions, Local Bodies, Educational Institutions, Sports Federations/Associations. Clubs and Industrial Undertakings will be enlisted in the creation, utilization and proper maintenance of the Sports infrastructure. While existing play fields and stadium, both in rural and urban areas, will be maintained for sports purposes, the introduction of suitable legislation may be considered for providing open areas to promote sports activities. Steps would be taken to evolve low cost functional and environment-friendly designs in this regard, so that maximum benefits could be derived through relatively low levels of investment. Efforts will also be made to optimally utilize the available infrastructure and manpower and Special Coaching Camps organized, during the vacations, to provide intensive training to talented sports persons, even as they pursue their academic work.

**Excellence in Sports**

The Union Government would focus attention on achieving Excellence in Sports at the National and International levels. Various sports disciplines will be prioritized on the basis of proven potential, popularity and international performance. Particular emphasis will be placed on the development of such priority disciplines and the prioritization reviewed, from time to time. The IOA and the State Governments would also accord higher priority to such disciplines. In planning the development of various disciplines, the genetic and geographical variations within the country would be taken into account so that in areas of potential, in particular disciplines, timely steps may be taken to
harness the existing and emerging talent. Centres of excellence will be set up to identify and train outstanding sportspersons including sports academies where young and talented sports persons will be groomed to achieve higher levels of performance in the international sports arena.

**National Sports Federations (NSFs)**

It is recognized that the management and development of Sports are functions of the Indian Olympic Association and the National Sports Federations, which are Autonomous Bodies and who, in turn, have affiliated State Level and District Level Associations. Government, other concerned agencies and the Federations or Associations have, therefore, to work together harmoniously and in a coordinated manner to fulfil the objectives of the National Sports Policy, 2001. At the same time, the Indian Olympic Association and the various Sports Federations/Associations will need to demonstrate orientation towards the achievement of results and ensure tangible progress in the field of Sports, keeping this in view, model bye-laws or organizational structures may be formulated for the NSFs, in consultation with them, and with due regard to the Olympic Charter, so as to make the functioning of the Federations/Association transparent, professional and accountable.

Acknowledging the importance of National Championships for developing competitive spirit and for talent-scouting, it would be incumbent on the Federations/Associations to hold Annual Championships in various disciplines in all categories viz. Seniors, Juniors and Sub-Juniors (for both Men & Women) at the District, State and National levels. Each National Federation would draw
up the Annual National Calendar of these events sufficiently in advance, every year, which would be compiled and published by the IOA. Greater emphasis will be placed on promoting the development of Sports amongst the juniors and sub-juniors and more talented amongst them are identified for Special Training and Support.

Effective participation in International Events, especially Olympics, Asian and Commonwealth Games, is a matter of National Prestige. Participation in these Events has, so far, largely been restricted to those disciplines in which creditable performance is anticipated. The contingents to represent the country in such events need be chosen in due time, in the light of performance and promise, in National Championships and elsewhere. Long Term Development Plans (LTDPs) will be prepared for each Sports discipline, incorporating details of standard of performance, targeted levels of performance, participation in competitions at national and international levels, sports exchanges, scientific support and the holding of international competitions in the country. The implementation of the LTDPs will be reviewed periodically and this would be continued, as a Rolling Plan year after year. The release of Government assistance would be considered on the basis of performance relating to the LTDP in question.

Scientific Back-up to Sports Persons

The significance of scientific-back up to Sports stands well established. Action will be initiated to strengthen this area, in accordance with international standards. Experts would be associated with each Sports Discipline or Groups
of Sports Disciplines, on a continuing basis, to provide the requisite support in terms of nutrition, psychology, medicine, pharmacology, anthropometry physiology, bio-mechanics, as well as other branches of Sports Sciences. Suitable mechanisms would be introduced to achieve co-ordination between the laboratory and the field, that is, between the Coaches and the Sports Scientists; particular care taken to ensure nutritional support to talented sports persons and to sustain their mental health along with competitive spirit. Appropriate research and development measures will also be initiated for the promotion of sports and to impart special skills to promising sports persons so that they are enabled to give their best in international and other prestigious competitions. SAI, other public and private organizations will be involved in such research and development programs. SAI and NSFs would take coordinated steps towards the modernization of the infrastructure required for the training of sports persons and to provide them scientific support for achieving Excellence in Sports.

**Incentives to Sports Persons**

Incentives provide recognition and financial security to distinguished sports persons, during and after their sporting careers; it also motivates the youth in the serious pursuit of sports activities. Adequate assistance will be extended for Insurance Cover and Medical Treatment in the event of such eventuality/requirement. Job reservation for sportspersons as per the prescribed categories will continue.
Social Recognition, the Conferment of Awards and Honours at the National, State, and District levels, incentives in the form of Cash Awards and Avenues of Employment are important elements of the National Sports Policy, 2001.

**Resource Mobilization for Sports**

Insufficiency of financial resources has been a major constraint in promoting sports in India. While the Union and State Governments would need to arrange higher budgetary provisions, special efforts are equally called for to mobilize corporate funds for the development of Sports in the country. Accordingly, corporate Houses would be approached and encouraged to adopt and support particular disciplines (as well as sports persons) in the longer term; for this purpose. Tripartite Agreements between the Government and the concerned Sports Federations and the Corporate Houses may be entered into for different Sports Disciplines. In the context of the Policy of Economic Liberalization, Private/Corporate sectors would be more closely involved with the promotion of Sports, in general, and to build and maintain Sports infrastructure, in particular, with requisite emphasis on the latest technologies. A suitable package of incentives may also be evolved for this purpose. Eminent sports persons of established merit will be encouraged to set up and manage Sports Academies.

The National Sports Policy, 2001 would be reviewed, periodically, in order, inter-alia, to incorporate changes/modifications which may be necessitated by technological and other advancements in the field of Sports.
d. Comprehensive Sports Policy 2007

India’s performance in international sports needs to be significantly enhanced through a holistic and sportsperson-centred cradle-to-grave sports policy.

**Excellence in Sports**

To achieve highest levels of performance at the highest levels of international competition, a well-formulated, target-oriented and need-based approach will be adopted incorporating the following elements –

Ensuring fair and reasonable opportunities to all talented young sportspersons, irrespective of economic background, social origin, gender or regional location, to fully realize their potential; win laurels for themselves and glory for the nation.

Promoting a competitive sports culture by harnessing sports development to youth development and youth development to national development so that the culture of sports acts as a critical engine of accelerated and inclusive economic growth.

Providing a sufficient number of sports competitions at all levels, from the village or urban neighbourhood level through the block or district level to the state level, to create a culture of mass participation in competitive sports, including indigenous games as well as sports, and extending to both genders as well as Paralympics events. This would also enable sports administrators to cast their net wide enough to spot talented young persons of both genders of different age groups in different games and sports from all over the country.
Excellence in the performance of the top sportspersons who win international honours for the country is largely the outcome of the following three factors:

- Breadth and depth at the base of the talent pyramid.
- Rigor of the selection process to move up the pyramid.
- Quality of coaching and training facilities at the top.

Based on these three factors, the Comprehensive Sports Policy proposes to put in place the following structure for talent search and development, an endeavour shared between Central and State Governments, supplemented by the National Sports Federations and Sports Authority of India and State Sports Authorities, as well as the corporate sector, both public and private.

Talent Scouting Pool: SAI and every State government, educational institution and sports federation would be encouraged to create and maintain a pool of seasoned talent spotters to identify talented youngsters in different age brackets from the sub-district and district level competitions. Special emphasis would be given on identifying disciplines that are most popular in certain areas or regions due to geographical or cultural reasons, including indigenous sports and games. Special camps would be held to identify children below fourteen years of age with special motor and speed capabilities or with particular bone and muscle structure that is suitable for certain sports or games. It would be ensured that the selection base is kept large enough to cater for drop-outs.

Sports Nurseries: Identified youngsters would be exposed to short-duration specialized coaching in sports nurseries in different disciplines to verify their
potential and commitment, including the family support for a more structured and long-term training regime.

Counselling for making a career in sports with a clear understanding on the financial and academic arrangements would determine the selection of talented youngsters.

The selected youngsters would then be admitted to specialized sports schools or academies which combine a strict sports regime with a normal academic curriculum, as detailed next -

Sports Schools and Academies: Each State Government will be encouraged and financially supported to set up one or more sports schools where high-end facilities and competent coaches in the selected sports would be provided along with residential accommodation for all the talented players. All common services like gyms, sports doctors, trainers, masseurs, entertainment, extra-curricular activities etc. would be made available. Tutors and distance education would be provided to facilitate their academic pursuits in a flexible and convenient manner. Central and State Government will also give scholarships to the players to meet their living costs. The intake would be limited to 3 to 4 times the number required to represent the State in inter-State or national team competitions in each of the selected disciplines. Admission and subsequent continuation would be strictly on the basis of all-round commitment and performance in the chosen sport. In the event of termination or drop-out for genuine reasons, the State government and the sports school will make all necessary efforts to ensure financial and academic
rehabilitation of the players within the sports sector by arranging a regular or part-time employment as coaches for beginners or volunteers to help mass participation activities in the villages or management of sports competitions etc. This would ensure that the public investments made in the sportsperson do not go waste. The corporate sector, public and private, would also be encouraged to set up similar sports academies in association with Central and State Government, SAI and National Sports Federations.

Centre of Excellence in Sports: Central Government will financially support Sports Authority of India (SAI) to set up several Centres of Excellence in various disciplines for the training of probable members for national teams. These Centres would have the latest state-of-the-art facilities and equipment at par with international standards. They will also have the flexibility to engage the best national or international coaches and other technical support staff to provide the best services to the national teams and other probable players. Further, they will identify the most talented players in the country in the sub-junior category upwards and undertake their long-term development on the same lines as the State sports schools and academies. The selection of players for admission in this category would be done by SAI in consultation with the National Sports Federations. The regime at these centres would include regular institutional training at the centre, including short-term specialized training abroad, if required; participation in major national tournaments; and strategic international competitive exposures. Corporate entities will be encouraged, and given required fiscal incentives and matching financial contributions, to
invest in sports academies and centres of excellence in which special purpose vehicles would be set up to ensure that management is run on professional lines and they have an important role in decision-making.

Coaches and other technical support staff: The conduct of sports depends to a large extent on the quality and number of coaches and other support staff like physical trainers, sports scientists, sports doctors, sports administrators, managers, umpires, time keepers, technicians to operate as well as maintain sports equipment, grounds men, trained youth coordinators, NSS volunteers etc.

SAI and State Governments will assess the overall requirements for the country and each State and utilize some of its existing sports infrastructure to produce the requisite numbers of coaches and other support categories. Similarly, Laxmibai National Institute of Physical Education (LNIPE) would produce physical education instructors. The sports universities would be encouraged to produce the requisite number of sports medicine, science and management professionals. State Government and private institutions would also be encouraged to produce other specialized technicians and support staff in sufficient numbers to meet the huge requirement for the country.

In India various attempts have been made by Government bodies, Public and Private sector bodies, Non Governmental Organizations, Private Clubs and some schools to prepare sportsmen of national level in a limited number. These efforts or Sports Programs are as follows -
e. **Government Agencies**

i. Sports Authority of India (SAI)

ii. Army Boys Sports Company Scheme (ABSC)

iii. Army Sports School

iv. Krida Prabodhini – Maharashtra State

f. **Public Sector Agencies**


g. **Private Sector Agencies**

viii. Usha School of Athletics.

ix. Private Clubs of Various Sports.

Detail information about all above programs is as follows.

**E. Government Agencies**

i) **SAI Training Centres.** (Sports Authority of India, 2012)

The Government of India formed a committee in 1987 to study all schemes of government and consequent to its findings amalgamated SAI Schemes to promote sports and games including physical education. Mandate of the Committee was to review the programs; schemes and make recommendations for their continuance with modifications as also merger of the Schemes, where considered necessary. The Committee felt that to get talent from the rural areas, and to provide in-house coaching facilities to the talented youth of the
country in their own States, Sports Authority of India should launch scheme which came to be known as Sports Project Development Area Scheme (SPDA). Based on the recommendations of the Committee, a Scheme was formulated, whereby each SPDA Centre was to cover 80-100 development blocks and jointly implemented by Central and State Governments or UTs. State’s share was to be provided in kind, including hostel and the land for development of infrastructure for starting the SPDAs; Each SPDA catering to a maximum of 4 Olympic disciplines, based on the popularity of these in particular area.

Later, with the aim to providing coaching, training and nutritional support to sports persons who attained advanced levels of sports proficiency, the Scheme known as Sports’ Hostel, was launched by the former SNIPES Board.

The Governing Body, consequent to a study conducted, in its meeting held on 25th May, 1995 decided to merge both the Schemes and titled it, ‘SAI Training Centre, (STC) Scheme’ to -

- Make it possible for Central Government and State Government to work together for sports development efforts, through integration of various Schemes.

- Correct existing regional imbalances in sports infrastructure in the Country and within a State.

- Enable SAI to nurture junior sports talent scientifically who had attained excellence at Sub Junior level under NSTC Scheme and induct them into the STCs/Centres of Excellence, for further scientific and in-depth coaching on a long term basis.
• Provide package of assistance for sports infrastructure and undertake various sports programs in particular areas.

• Ensure maximum utilization of the facilities already existing or to be created in a district/zone to avoid a situation where sports infrastructure remains idle and also ensure proper maintenance of the same.

• Ensure equitable distribution of the funds earmarked for various Plan Schemes of the Government of India and SAI.

• Take the benefit of various Plan Schemes to the grass root levels for nurturing talent.

In order to groom junior level sports persons in the age group of 14 to 21, SAI Training Centres were established, for which the State Government were to provide all the infrastructure facilities, with SAI running the Scheme by providing scientific training to the selected trainees/equipment support and minor current repairs of the infrastructure talent.

Selection of trainees is done on basis of potential and performance. Trainees who are medal winners in State/National Level Competitions are automatically admitted into the Scheme subject to their being found medically fit. Trainees who are medal winners at District Level Competition or have participation in State Level Competitions are admitted, subject to their being found fit medically or physically and also have the required potential which is assessed by battery of tests.
Facilities provided to the trainees include boarding, sports kit, stipend, competition exposure, education expenses, medical, insurance and others. The details of financial support given or facilities provided under the Scheme.

Disciplines covered are Archery, Athletics, Badminton, Basketball, Boxing, Cycling, Diving, Fencing, Football, Gymnastics, Handball, Hockey, Judo, Kabaddi, Kho-Kho, Karate, Kayaking & Canoeing, Lawn Tennis, Sepaktakraw, Shooting, Softball, Table Tennis, Taekwondo, Swimming, Volleyball, Weightlifting, Wrestling and Wushu.

Age Criterion: Sports persons in the age group of 14-21 years are admitted under the Scheme. Relaxation is given in meritorious cases with particular focus on Gymnastics and Swimming.

At present there are 60 STC Centres in which trainees are being trained all over the country.

**National Sports Talent Contest Scheme (NSTC)**

National Sports Talent Contest, (NSTC) Scheme was launched during 1985 for spotting talented young children in the age group of 8-14 years from schools and nurturing them by providing scientific training.

Objective of NSTC was to Play & Study in the same school with scientific scouting of talent at optimum age, essential for converting the genetically and physiologically gifted children into future medal hopes in various competitions at National and International levels. Under the Scheme, schools having good sports infrastructure and record of creditable sports performances are
adopted by SAI. Trainees in the age group of 8-14 years are inducted under the scheme.

Following are the distinct sub-schemes of the NSTC Scheme since the year of inception:

- Regular Schools of NSTC Scheme (1985)
- Jawahar Navodaya Vidyalaya (2001)
- Indigenous Games & Martial Arts (IGMA) (2001)
- Akharas (2003)
- Sports Centre on the pattern of Akharas (2006)

Detail information were as follows -

- Regular Schools (NSTC)

Facilities provided:

Each adopted school in addition to the services of coaches for imparting training to the inmates, gets funding, for purchase of consumable sports equipment, Sports Kit, Competition Exposure & Insurance etc.

The selection of trainees under the above scheme is done based on potential and performance basis.

- Trainees, who are medal winners in State/National Level Competitions are automatically admitted into the Scheme, subject, to their being found medically fit.
- Trainees who are medal winners at District Level Competition or have participation in State Level Competitions are admitted subject to their
being found fit medically and physically and also have the required potential which is assessed by battery of tests.

➢ For selection from the remote, tribal & coastal areas, the trainees are also selected by organizing competitions among participants. Selection is done by a Selection Committee consisting of representatives of SAI, School/Akharas, SAI coaches, Sports Scientists etc. The sports persons identified on this basis are offered admission after age verification, medical examination and on found suitable by applying battery of tests.

Sports disciplines covered in NSTCs under the Scheme are Athletics, Badminton, Basketball, Football, Gymnastics, Hockey, Kabaddi, Kho-Kho, Swimming Table Tennis, Volleyball and Wrestling.

- Jawahar Navodaya Vidyalaya (JNV)

Adoption of JNVs under NSTC scheme was approved by the Governing Body of SAI for optimally utilizing the infrastructure available in rural, semi urban areas in 2001.

This Scheme aims at widening the coverage of talented sports persons in the age group 8-14 years at sub junior level in remote and rural areas by adoption of JNV Schools having tradition in sports and requisite sports infrastructure. Trainees are provided with stipend, Sports Kit, competition exposure as well as accidental insurance. Further, adopted schools are also provided grant for purchase of sports equipment.

Sports disciplines covered in JNVs under the Scheme are Archery, Athletics, Basketball, Football, Hockey, Kabaddi, Table Tennis, Volleyball and Wrestling.
• Indigenous Games and Martial Arts (IGMA)

Objective

To promote indigenous games and martial arts which are traditional, the schools in rural and semi urban areas are chosen for scouting of talent in these games. Educational institutions having cluster of schools like, DAV, Vidya Bharti and similarly placed institutions are also adopted for promotion and development of indigenous games and martial art as part of the NSTC Scheme.

Under the Scheme, the scouting of talent in indigenous games and martial arts are done on the basis of open competitions organized for scouting and spotting of talent. The retention/ weeding out of existing trainees are also on the basis of their performances in these competitions.

For organizing competitions by adopted schools for scouting of talent, grant is made available by SAI towards meeting expenditure towards organizational expenses including rentals, medals, refreshments etc. In additional to this, schools are also provided the services of experts for imparting training to the inmates subject to availability of coaches in the particular discipline.

Trainees in the Scheme are provided with stipend, Sports Kit, apart from an annual grant to the school for purchase of sports equipment and for organizing competition for scouting of talent as well as insurance for its trainees.

Presently, indigenous games and martial arts in the disciplines of Archery, Athletic, Kabaddi, Kho-Kho, Kalariapayatu, Mukna, Silambam, Thangta, Thoda and Wrestling are conducted in various Centres in the country.
• Akharas

Objective

Keeping in view the peculiar nature of wrestling, Akharas having minimum specified infrastructure such as a hall for wrestling/ hostel accommodation etc. are being adopted on the recommendations of the concerned State Government and Regional Director of SAI. Based on laid down norms 15-20 wrestlers per Akharas are selected and admitted. They are given assistance in the form of Wrestling mat and/or multigym stipend per trainee per month to supplement their diet.

Sports disciplines covered in Akharas under the Scheme are wrestling.

• Sports Centres on the Pattern of Akharas

Objective

To encourage sports centres across the North Eastern States, J&K and other scheduled tribes area where schools, colleges, voluntary bodies, other block and village level organizations are running sports centres specially for disciplines such as Athletics, Judo, Wrestling, Boxing, Swimming and other recognized martial arts, sports centres were started in 2006.

Adopted Akharas in addition to the services of an experienced coach, required equipments as per norms are also provided. Further, monthly stipend is also paid to the selected trainees. Sports disciplines covered in Sports Centres on the pattern of Akharas under the Scheme are Football, Judo, Hockey and Taekwondo.
ii) **Army Boys Sports Company Scheme** (Sports Authority of India, 2012)

Main objective of the Scheme is to achieve excellence at international levels by making use of good infrastructure and efficient administrative and disciplined environment of the Army. The Scheme is a joint venture of the Army and Sports Authority of India. Boys in the age group of 8-16 years of age are inducted under the Scheme. After attaining the required age of 17.5 years, the trainees are also offered job in the Army. The selection of trainees under the above scheme is done on potential and performance basis.

- Trainees who are medal winners in State/National Level Competitions are automatically admitted into the Scheme subject, to their age verification and being found medically fit.

- Trainees who are medal winners at District Level Competition or have participation in State Level Competitions are admitted subject to age verifications and being found fit medically and physically and also having the required potential, which is assessed by battery of tests.

- For selection of raw talent from remote, tribal & coastal areas the trainees are also selected by organizing competitions among participants. Under this criterion, for both team as well as individual games, the participants are made to play and selection done by a Selection Committee consisting of representatives of SAI, Army & SMC coaches. The sports persons are identified on the basis of the following tests.
  
  - Application of specific games/Skill tests.
  - Verification of age between 8 to 16 years.
Application of Battery of tests on sports persons qualifying in the specific games/skill tests & age-verification to assess their potential.

Medical examination of sports persons qualifying above tests.

Disciplines covered were Archery, Athletics, Basketball, Boxing, Diving, Equestrian, Fencing, Football, Gymnastics, Handball, Hockey, Kayaking & Canoeing, Shooting, Swimming, Rowing, Volleyball, Wrestling and Weightlifting.

Under the Scheme trainees are provided boarding & lodging, Educational Expenses, Sports kit, Insurance, Medical cover, Competition exposure, besides scientific coaching from experienced coaches. At present, there are 15 Centres in India wherein trainees are being trained, in the above mentioned disciplines.

iii) **Army Sports Institute** (Army Sports Institute, 2012)

India, a billion plus strong population, diverse genetic makeup and an aptitude to excel, but few Olympics Medals. To change this condition, great visionary and former Chief of the Army Staff Gen. S Padmanabhan (Ret.), started “Mission Olympics Program”. On July 1, 2001 Army Sports Institute was established to tap vast talent pool of the Army. Located on acres of lust green landscape in Pune, ASI is the first Sports Academy in India, to change the face of sporting culture in India.

The Army Sports Institute is a unique, multi-disciplinary Sports Institute. The institute imparts training in seven sports: archery, athletics, boxing, diving, wrestling, fencing and weightlifting. Training is given by internationally renowned foreign as well as Indian coaches and qualified physical trainers of
National Institute of Sports (NIS). They are backed by a team of specialists in sports medicine, psychology, bio-mechanics and nutrition. Institute provides world class training infrastructure, the best equipment, excellent boarding and lodging facilities backed by Sports Sciences.

At ASI talent is identified and opportunity is provided to develop that talent to its fullest potential. The Institute has a double-layered intake of talent.

- **Boys Sports Company**

Catch them young and nurture them to be the champions of tomorrow. At ASI Boy’s Sports Company (BSC) enrols young talent. Children (10 to 16 years of age) are selected after series of tests. They are provided free boarding, lodging, kit and education with assurance of enrolment in the Army on coming of age.

- **From Army & Selected Civilians**

The Institute draws its talent from the various Training Centres and Regiments of the Indian Army. Proven civilian talents are also taken and directly enrolled as Havildar (National Medallists) and as Junior Commissioned Officer (International Medallists).

“Provide good facilities, assured financial support, sound and responsive administration to attract the best young talent in the country to nurture excellence in selected disciplines by employing an integrated approach to sports training to meet highest international standards, supported by latest in sports sciences and coaching within the constraints of sports environment in
the country and Indian Army coupled with army discipline to win medals at the Olympics for the country.”

At ASI, primary intention is to produce sports talent in the pursuit of creating sportsperson of international (Olympic) standards, through our sports science based program. Training was designed in such a way that every sportsperson receives technical, tactical, physical and mental training with an optimum leaning environment to 'to win'.

Boys Sports Company (BSC) was raised on 1st Jan, 2006, under the "Mission Olympics Program" with a specific aim of "Catching them Young", as a part of the Joint venture between Army and Sports Authority of India. BSC serves as a feeder wing to the ASI with an ultimate aim of winning medals for India at the International competitions.

Presently BSC has capacity of 180 Sports Cadets, with future plan to increase additional 150 plus Sports Cadets (Can expand up to 210 Sports Cadets). BSC forms a broader base as a feeder to the elite Army Sports Institute, which is meant for excellence in the following disciplines: Archery, Athletics, Boxing, Diving, Wrestling, Fencing and Weight Lifting
### TABLE 1.2

Medals Won By ASI Sportsmen in Various Disciplines

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Disciplines</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Archery</td>
<td>21</td>
<td>20</td>
<td>11</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>Athletics</td>
<td>54</td>
<td>26</td>
<td>34</td>
<td>114</td>
</tr>
<tr>
<td>3</td>
<td>Boxing</td>
<td>61</td>
<td>49</td>
<td>69</td>
<td>179</td>
</tr>
<tr>
<td>4</td>
<td>Diving</td>
<td>02</td>
<td>--</td>
<td>--</td>
<td>02</td>
</tr>
<tr>
<td>5</td>
<td>Fencing</td>
<td>04</td>
<td>05</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>Weight Lifting</td>
<td>46</td>
<td>33</td>
<td>19</td>
<td>98</td>
</tr>
<tr>
<td>7</td>
<td>Wrestling</td>
<td>10</td>
<td>06</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>198</td>
<td>139</td>
<td>166</td>
<td>503</td>
</tr>
</tbody>
</table>

(Adapted from [http://www.armysports.in/achievements](http://www.armysports.in/achievements)(2012). Information of medals won by ASI sportsmen in various disciplines on International level.)
TABLE 1.3

National Level from 2001 to till Date

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Disciplines</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Archery</td>
<td>30</td>
<td>20</td>
<td>25</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>Athletics</td>
<td>162</td>
<td>109</td>
<td>99</td>
<td>370</td>
</tr>
<tr>
<td>3</td>
<td>Boxing</td>
<td>158</td>
<td>94</td>
<td>107</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Diving</td>
<td>26</td>
<td>17</td>
<td>14</td>
<td>57</td>
</tr>
<tr>
<td>5</td>
<td>Fencing</td>
<td>04</td>
<td>01</td>
<td>04</td>
<td>09</td>
</tr>
<tr>
<td>6</td>
<td>Weight Lifting</td>
<td>74</td>
<td>52</td>
<td>42</td>
<td>168</td>
</tr>
<tr>
<td>7</td>
<td>Wrestling</td>
<td>52</td>
<td>39</td>
<td>79</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>506</td>
<td>341</td>
<td>370</td>
<td>1217</td>
</tr>
</tbody>
</table>

(Adapted from http://www.armysports.in/achievements(2012). Information of medals won by ASI sportsmen in various disciplines on National level.)
iv) **Krida Prabodhini – Maharashtra State** (Directorate of Sports and Youth Services Maharashtra State., 2008)

Under Governments’ Sports Policy, to nurture skills of various sports events, Residential Krida Prabodhini was formed to provide the facilities to Students of 8-14 age groups. In this Krida Prabodhini, students are selected through Battery of Test, District, Zonal & State level. It is observed that some students are not interested in staying in hostel of Krida Prabodhini & to leave their schools, hence they are not appearing for the tests.

The objective of the Krida Prabodhini is to develop players of international standards. It is required to adapt the alternative recruitment process to attract hardworking and skilled players. Hence Government has taken following decisions:

- Non residential admission to capable students through Battery of Test as per requirement to Residential Krida Prabodhini.
- To grand the permission to capable and registered Institutions to form Non Residential Krida Prabodhini under standard conditions.

**Krida Prabodhini in Maharashtra**

To develop more and more players of International and Olympic level, selection of skilful players and providing Technical & Scientific training, appropriate diet & modern sports facility and to develop a culture of sports and planned efforts.

Centres of Krida Prabodhini are at Pune, Kolhapur, Sangli, Thane, Amrawati, Akola, Nasik, Nagpur, Pravaranagar, Aurangabad and Gadchiroli.
Public Sector Agencies


Andhra Pradesh Sports School Established by the Govt. of Andhra Pradesh in November 1993 at Singaipally and Thoomkunta (V) of Shamirpet (M), A.P.

Aims: To nourish the children to excel at National and International Competitions and to Produce "High Calibre Sports Persons" from Andhra Pradesh. Provides the best academic facilities on par with sports and also the qualitative required amenities.

Beliefs: Physical fitness, Intellectual potentiality, economical support, social background, ethical approach, political encouragement and creative ideas in all our endeavours.

Vision: To achieve excellence in coaching and teaching, to preserve and generate the knowledge and talent, to cultivate and resolute the moral values, to develop and enhance the human resources, to improve the quality of life and contribute a sustainable development of the Region and Nation in harmonious with our culture, heritage and environment.

Motto: Service to the Society through Sports.

Academic Program of the school - The school is running on totally residential pattern from IV class to Intermediate with A.P. State Syllabus (English Medium). Teacher – Student ratio is 1: 20.
<table>
<thead>
<tr>
<th>Year Of Plan</th>
<th>Age Group</th>
<th>Class</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>8-9 Years</td>
<td>IV</td>
<td>Postural Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>General Physical Conditioning</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>9-10 Years</td>
<td>V</td>
<td>Enhanced Physical Conditioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fundamentals Training of Skills</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>10-11 Years</td>
<td>VI</td>
<td>Specific Skill training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Skill Development</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>11-12 Years</td>
<td>VII</td>
<td>Practical Period</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Initial Achievements at District level Sub- Junior competitions</td>
</tr>
<tr>
<td><strong>Fifth Year</strong></td>
<td>12-13 Years</td>
<td>VIII</td>
<td>Performance Period</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Initial Achievements at State Level Sub-Junior Competitions</td>
</tr>
<tr>
<td><strong>Sixth Year</strong></td>
<td>13-14 years</td>
<td>IX</td>
<td>Allotment of suitable Sports discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participation at National level Sub-Junior level competitions.</td>
</tr>
<tr>
<td><strong>Seventh Year</strong></td>
<td>14-15 years</td>
<td>X</td>
<td>Special base for high sports performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Optimal Performance at State/ National Level Junior Competitions.</td>
</tr>
</tbody>
</table>

Continued
<table>
<thead>
<tr>
<th>Year Of Plan</th>
<th>Age Group</th>
<th>Class</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighth Year</td>
<td>15-16 Years</td>
<td>I Inter</td>
<td>Further development of Specific Base training.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excellence of performance at National level junior competitions.</td>
</tr>
<tr>
<td>Ninth Year</td>
<td>16-17 Years</td>
<td>II Inter</td>
<td>Special Build up competition training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exposure to Area and continental junior competitions.</td>
</tr>
</tbody>
</table>

(Adapted from http://www.apsportsschool.net (2006).)
vi) **Pimpri Chinchwad Municipal Corporation Krida Prabodhini.**

P.C.M.C. has also residential sports school “Krida Prabodhini”. It provides academic & sports facilities to nearly 130 students.

vii) **Pune Municipal Corporation Krida Niketan, Pune.**

On the same basis of P.C.M.C. Krida Prabodhini, Pune Municipal Corporation started Krida Niketan in 2009. Feature of this sports school are same as P.C.M.C. Krida Prabodhini.

**Private Sector Agencies**

viii) **Usha School of Athletics** (Usha School of Athletics, 2008)

Usha School of Athletics was formally inaugurated on 29th May 2002 at Koyilandy, Calicut, Kerala. Many organizations and individuals came forward to support U.S.H.A. They include CFTRI headed by Dr. Prakash, IIMK, Akshaya Trust (Mr. Shibu Lal of Infosys and Mrs. Kumari Shibu Lal), Mrs. Sudha Murthy of Infosys Foundation, Mr. S. Gopalakrishnan (Infosys), Mr. Mohandas Pai (Infosys), Bangalore Sports Club, Late Shri. Sunil Dutt, Mr. P. N. C. Menon of Sobha Developers, the Govt, of Kerala,

**Vision & Mission**

**Vision**

- “I am committed to athletics and I want to ensure that my country wins at any cost” P.T. Usha

- The vision of U.S.H.A. is to nurture talent to achieve excellence in every field of athletics and to place India firmly on the international sports map.
Mission

• To identify and nurture talent, and groom it to be at par with international athletes

• To eliminate any disadvantages or handicaps by providing all essential training inputs – physiological, physical, psychological and technological – to blooming athletic talents.

• To provide continuing education along with sports training

• To promote scientific training in sports and apply all research results

• To inculcate love for sports among the general public and to promote sports as a serious career for the talented.

Values

U.S.H.A. will pursue excellence while maintaining organizational and personal integrity and focusing on technological enhancement of talent. U.S.H.A. will develop talent based purely on merit, and will maintain transparency in all operations.

Goals

• Excellence for the U.S.H.A. students in every event from school level to international level.

• Victory for U.S.H.A. students in the 2012 Olympic games, and every Olympic meet thereafter.

The History

P.T. Usha and her friends in her native place chalked out a meticulous plan to launch the Usha School of Athletics in Koyilandy to train the young blood in
Indian Athletics. A 20 Crores Rupees project, the school, Usha says, will be the country's premier institute for training young talent.

The Government of Kerala came out with an offer of 30 acres of land and a financial grant of 15 lacks for the project. Usha School was incepted in Koyilandy near Kozhikode on rented premises with twelve students. The students lived and trained under the guidance of P.T. Usha from day one based on a pre-planned time schedule in the school. At present the school coaches eight trainees — all girls.

The method of study, exercise, diet, psychological counselling attitude building etc. are carefully planned and scientifically devised with the help of internationally acclaimed experts in the respective fields. Teachers who know and understand their students, know their sports, and possess developmentally appropriate philosophies help nurture the budding talents. A full time Certified Athletic Trainer provides medical care to our athletes.

India, with its vast spread, is a great mine of sports talents. Yet the achievement at the international level is dismal. This is due to the lack of timely recognition and nurturing of talent, coupled with ignorance, lethargy, lack of facilities and disproportionate focus on other areas.

There is no agency with holistic approach to develop sportsmen in our country of 110 Crores people. The laurels won till date are the result of the hard work of local autonomous bodies or personal efforts or mere luck.
Scientific and extensive training in the right direction is available only to sports persons in the armed forces. But the main drawback here is that training starts very late in life.

The great reputed and well established institutions have safeguarded traditional practices. Since they are unaware of modern science they are lagging behind in the competitive world. All the autonomous and Government organizations have limited independence in the fast changing and unstable political situation of the country. It is a general opinion that they lag behind in extensive study, far sighted thinking, and selfless service. The resources are not utilized properly. A major portion of resources are spent on cricket which is played by only 12 countries in the world.

Because of all these reasons, a common man looks at sports with great disgust. Sports talent does not receive proper respect and recognition in the society today. Intelligent, energetic, active achievers do not choose sports as their field. There are no special efforts have been taken for constructing a system to nurture national level players in a school environment.

1.2 Philosophical Base for Research Problem

The Kridakul Program of Jnana Prabodhini, Pune is the Nursery of India's Future Gold Medallists which was started in 1998 at Jnana Prabodhini Navnagar Vidyalaya, Nigdi, Pune. It is a special sports school which is committed to prepare sportsmen of national and international calibre. This needs a separate education system. There are some limitations for the normal schools, as they have to maintain a balance in studies and sports. The Kridakul
Program is trying to set up an independent educational system with the aim of grooming sportspersons. They have started from standard Fifth. There is a separate division of selected students and they are trying to keep all the obstacles away from their daily routine. To give minute attention towards all the students, the number of students selected in a class is restricted to 30.

**Detail information of Jnana Prabodhini Kridakul Program**

Indian sports scenario ...... Where the shoe pinches?

Diamonds achieve greatness as being cut and polished. So are sports talents. India is a great mine of sports talents with its vast spread. Yet the achievement at the international level is dismal. This is due to the lack of timely recognition and nurturing of talent coupled with ignorance, lethargy, lack of facilities and disproportionate focus on other areas.

Kridakul is a humble step in the direction of removing a foresaid contradiction. It is a Sports School devoted to the identification of sports talent at early age and nurturing it through systematic, scientific efforts so as to win laurels at the international level. This is done through competent trainers, research based methodology and state of the art technology.

The idea of Kridakul was originally conceived by Jnana Prabodhini (JP), a well known educational institution in India catering to the development of intellectually gifted students. Kridakul is part of that dream related to sports field. Pursuit of excellence in every area is at the core of JP’s philosophy.
Kridakul justifies all the aims and objectives of Jnana Prabodhini, its parent Organization. Kridakul is deeply rooted in Jnana Prabodhini Navnagar Vidyalaya.

**Specialties of Kridakul Program**

- An attempt to have an excellent infrastructural facility.
- An attempt to have individual guidance by limiting the number of students and by appointing expert trainers.
- Trainers of national repute and experienced persons in sports field are in charge of this project.
- Experts in sports medicine and sports psychology are a part of this project.
- Groups of selfless workers who are dedicating their full time for the success of this project.
- Visit of eminent sports personalities from time to time and their guidance.
- The liberal assistance from social organization, trusts and philanthropists.
- A good and complimentary environment between students, teachers, parents and management.
- A work with greatest insight, research methodology and proper study.

**Position of Sports in India:**

- There is no agency with holistic approach to develop sportsman in our country of 121 Crores.
- The laurels won till today is the result of the hard work of local autonomous bodies or due to the personal efforts or due to mere luck.
• Scientific and extensive training in the right direction is available only to sports persons in the armed forces. But the main drawback here is that training starts very late in life.

The institutions of great repute and which are ancient have safeguarded traditional practices. Since they are unaware of modern science they are lagging behind in competitive world. All the autonomous and Government organizations have limited independence in the fast changing and subtle political situation of the country. It is the general opinion that they lag behind in extensive study, far sighted thinking, and selfless service. The resources are not utilized properly. A major portion of resources are spent on cricket which only 12 countries in the world are playing. Because of all these reasons, common man looks at sports with great disgust. Sports talent does not have proper respect and recognition in the society of today. Intelligent, energetic, active, and achievers do not choose sports as their field.

Need of Kridakul Program:

• To obtain excellence in sports it is necessary to begin training at a proper age.

• Today it is difficult to evolve a sportsman considering the vast curriculum and modern race for marks. Therefore there is a great need to develop an independent system.

• Along with sports skill, sports should be developed as a career so that sports persons can earn their livelihood from it.
• Success in sports is multidisciplinary. It involves physiology, physics, psychology, sports Training, sports medicine and such many more sciences. It also involves their inter relation. These and many more sciences have to be studied in detail to evolve a method.

• To do fundamental and extensive work in sports field and reach great heights in sports so as to restore glory of Indian sports.

• To make sports person useful entity of the society. He will guide the common man regarding good health, health habits and will promote exercises for physical fitness in the society.

• To enable an individual to use his sports talent to lead an active, enthusiastic and respectable life in the society.

• To enable him to motivate and mobilize the masses.

**Aim of Kridakul Program** is to obtain Gold Medal for India at the international sports.

**Specific Objectives of Kridakul Program**

• To develop sports personality through infrastructural facilities for evolving talented Sportsmen.

• To evolve an educational process to develop sports as Career.

• To develop favourable attitude and awareness in the society for sports personality.

• To develop awareness regarding the importance of sports for all round development of an individual.
Personality Development

The all-round development of a sports person is not possible only through getting laurels in sports. Therefore a thought has to be given to develop personality through sports training.

Development of Environment Conducive to Sports

The students, their parents and the society accept sports out of love rather than with compulsion. Therefore it is necessary to have sports training for various age groups, competitions at various levels to enhance the skill, to develop killer instinct, lectures and guidance to create awareness about health and physical education. Thus it should be a social movement to spread the message "Stay fit and live happily".

Training at an Early and Appropriate Age

In order to develop sports excellence, it is necessary to catch them young and start training at an early period of growth. Therefore Kridakul starts sports training at the age of 10.

Scientific Outlook

In order to evolve a player of international repute it is necessary to have a scientific outlook. Right from training to actual success in sports competitions, it is necessary to have various scientific techniques. It includes sports medicine, sports psychology, science of body language or movements, management of sports trainers and many more such aspects. It is an attempt to evolve a system based on all these sciences.
Parent's Training

It is necessary to have workshops for parents to develop in them a positive and complimentary role and also create opportunities for their active involvement in the project. This enhances the success of students.

Guidance of Experts

It is possible to be successful in sports only by efforts of many. Experts are invited to guide for attaining great success.

Culture

To prepare sportsmen of international calibre needs a separate education system. There are some limitations for the normal schools, as they have to keep balance in studies and sports. Kridakul is trying to set up an independent educational system for this aim. They have started from standard 5th. There is a separate division of selected students and they are trying to keep away all the obstacles from their daily routine. To give minute attention towards the entire student, maximum 30 students entering in 5th standard are selected.

Admission and Selection Process

Kridakul choose students passed standard 4th and are eligible through physical tests. Along with the students of Jnana Prabodhini Navnagar Vidyalaya, Nigdi, students from other schools are also selected. But students cannot withdraw from Kridakul in the middle of the course as per the rule.

Time Table

This system enables students to study and simultaneously excel in sports. School time is from morning 7 to evening 7. This is a 12-hour school. Numbers
of holidays are also limited. Out of 12 hours, four hours are allotted for Sports Practice, two hours for snacks, lunch and rest, five hours for studies and one hour for self-study or sports project.

**No Ignorance in Studies**

Today our society denies accepting sports as a carrier so the sportsmen have to study too; hence special attention is given to their studies. As they have reduced the number of holidays, this is never a problem for them. Every day the students study for one hour on their own and teachers teach them for four hours, which is sufficient. Regularity in studies, perfect guidance of teachers when needed, proper guidance to increase the potential of students for self-study, helps in minimizing study tensions.

**No Burden on Extracurricular Activities**

Today we are experiencing many burdens on students of normal school. There are several exams of various subjects; competitions, coaching class etc. and students are smashed in these crowds. If you want to achieve Excellency in any field including sports this crowd is a hurdle. Many talented students are lost in this crowd. They keep roaming without any aim. The students of Kreedakul are kept away from this meaningless crowd. Sports being the only main subject of these students they are able to concentrate to increase their sports potential.

**Sports Training**

Scientific study is the base for the timetable of sports training. The span of six years is planned for the sports training of these students. Students taking admission in standard 5th are of age 10 or 11 years. They will become
teenagers after two years. So more attention is given to their physical fitness in these 5\textsuperscript{th} and 6\textsuperscript{th} standards. Then these students are given events according to their potential and interest.

**Training with physical fitness components**

There are 12 sessions of ground in a week. In every session few exercises are taken. To increase the Excellency in sports, strength, stamina, speed, balance, agility etc are the required basic physical qualities. Different exercises are performed in these 12 sessions based on planning, according to their abilities. For measurement of these physical and motor fitness abilities, fitness tests are conducted twice in a year.
**SAI Physical Fitness Test** (Directorate of Sports and Youth Services Maharashtra State, 2008)

**TABLE 1.5**

**SAI Physical Fitness Test**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>(SAI) Physical Fitness Test</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Height and Weight</td>
<td>Body Composition</td>
</tr>
<tr>
<td>2.</td>
<td>Bend and Reach</td>
<td>Flexibility</td>
</tr>
<tr>
<td>3.</td>
<td>800 meter running</td>
<td>Cardio vascular Endurance</td>
</tr>
<tr>
<td>4.</td>
<td>Standing Broad Jump</td>
<td>Strength</td>
</tr>
<tr>
<td>5.</td>
<td>30 meter Sprint</td>
<td>Speed</td>
</tr>
<tr>
<td>6.</td>
<td>10 meter*6 times Running</td>
<td>Agility</td>
</tr>
<tr>
<td>7.</td>
<td>Standing Vertical Jump</td>
<td>Power</td>
</tr>
</tbody>
</table>

Detail information regarding each fitness test was given in the appendices. These tests are conducted in three consecutive working days. All coaches conduct these tests.
Primary training of skills

They concentrate initial 2 years on physical fitness. Along with it primary lessons for individual or team events are given through games like Athletics, Gymnastic and Swimming to students. We see that they achieve basic essential skills. According to this students are trained. Both these games help the students, as these are the primary requirement for any other games. From std. 7th students are given training for their specific games.

Other useful sciences used for sports

In the process of grooming players sports training must be backed with sports medicine, sports psychology, diet and nutrition, etc. For this experts from these fields are consulted at regular time intervals.

Evaluation

Students are getting benefits from the regular training. Also care has been taken that students should not suffer from any side effects. For this reason various examinations and evaluations are essential at regular intervals. We regularly check physical ability of students after every two months. For these tests latest equipments are used (Bicycle Argo meter, Grip Dynamometer, Skin fold meter, Flexio - meter, Peak flow meter, Hemato - meter). A separate unit has been set up for this. Students receive moral boosting through these tests and further training is done with more interest.

Medical check up and guidance

There is a Sanskrit subhashit, which states that health is at the roots of justice, money, desire and emancipation. All deeds of all living beings lead to
happiness and happiness is health. How can the students of Kridakul be an exception to this saying? Health projects are started in Kridakul for this reason itself. It is necessary to preserve students' health from the physical and mental stress, which the students face from daily exercise.

To preserve ancient sciences is one of the aims of Jnana Prabodhini hence choice of Ayurveda is obvious; Even though various sciences are available for fitness.

Health precaution: The ways to eat and live, the changes in season are responsible for the body disturbances. Strenuous sports and exercise may have ill effects on body. To avoid this attention is given on the diet and health planning of these students.

Even after these efforts if students fall sick they are given Ayurvedic treatment. This treatment cures the problem and stops its recurrent occurrences. Being the best treatment, for the protection of student's health Ayurveda helps a lot.

Benefits till today: The health project has been started in Kridakul from last three years is showing its good effects. Its formal presentation is going on. The curing of old disease, the increase in strength, height, weight etc. are seen clearly.

**Psychological training**

Along with the healthy body the sportsman should have strong mind. With this point of view, they conduct mental training program. Similarly after a specific time span, various tests are conducted to understand the personality of students. This is the specialty and uniqueness of this project. For the first time
while selecting students for the new division, physical and psychological tests were taken. Personality test and special sports attitude tests were included.

**Upasana (Meditation)**

To increase confidence and concentration, group Upasana is done twice in a week. Similarly after the sports’ sessions on ground, a small prayer is taken.

**Relaxation**

In the year 2006, experts had taught mental relaxation to the student. That was practiced regularly that year. After the morning sports session on ground the students are assembled together in hall. First physical relaxation was done through Yogasanas. Then after proper instructions, their mental relaxation was done through Shavasan. Everyday 20 minutes are used for it. This results in freshness and enthusiasm of students in study hours; it is the experienced by our teachers.

**Mental practice**

Mainly the students of Standard 7th were given the training of mentally practicing their skills. In this, students mentally practice skills, which they learnt on ground, during their free time.

**Counselling**

Experts have a talk and give instructions to the students according to their games, sometimes individually or in-groups. This helps to understand group interactions. Similarly, personal problems faced by students playing individual events are understood and solutions are found to minimize them. Everyone’s opinion about their group mates is taken. Because of this, the group
confidence is increased. The groups are informed about their positive and strong points as well as their weak points. Ways are found out to turn weak points into strength. Individual talk and counselling helps us to understand their family problems and their parents’ reactions towards the Kridakul project.

To increase the inspiration of students in sports, daily one hour is given for sports project. In this project students have to read sports news, collect articles on sports, photographs etc. Students are provided with various books and magazines on sports for reading. Through all this we are giving emphasis on sports.

**Latest Facilities**

To run this training program, required latest equipments are already put up at Jnana Prabodhini Navnagar Vidyalaya from past 20 years. This includes the ground of 3 acres, gymnastic hall, health centre, clinic, library of sports books and cassettes, audio visual room etc. similarly ample amount of sports equipments are made available from time to time.

**Ambitious Staff**

Even when the scheme is excellent the people who work it out are also important factors. In this Kridakul project, experienced sports teachers’ works full time and independent teachers are appointed for academic. For sports training some experts are appointed. Two doctors work full time for these students. The dietician and the psychiatrist give guidance weekly. Because of
the enthusiasm, zeal, and efforts of these people Kridakul is grooming up strongly.

**Experts Visits**

While running this project they have consulted experts and taken their guidance from time to time. Till today national level trainers like Mr. Lakhiram, Mr. Sharma, Mr. Ram Bhagwat, sports director Ganesh Thakur, Mr. Rudresh Hosmania, Kaka Pawar etc have visited and given their valuable guidance to Kridakul project. Similarly sports critic and journalist Mr. Hemant Jogdev, Deputy Director of Maharashtra State Mr. Ramesh Mishra have visited and given guidance from time to time. With best wishes of sports' lovers this project is running successfully. Mr. V. N. Abhyankar, the centre in charge of Jnana Prabodhini Nigdi is the centre of our inspiration. Kridakul have reached till here because of his inspiration.

**Training strategies**

Sports training of Athletics, Wrestling, Kabaddi, Kho-Kho, gymnastics, Yogasanas, Mallakhamb given in three stages.

Stage I - emphasis on general physical fitness and training in basic physical and motor skills.

Stage II – Exposure to selected seven games and their basic skills.

Then we identify and segregate into game wise training groups.

Stage III –Rigorous training and preparation for competitions.
**Methodology:**
Specially designed training, winter camp, use of audio-video aids, visits to sports institutes, individual counselling, exposure to practice matches and competitions, regular evaluation, projects on sports related topics.

**Applying Sports Sciences**

**Sports Medicine**
We use Ayurveda, the ancient and holistic medical science of India for prevention of overuse injuries, enhancement of various fitness components, diet and nutrition management, treatment and management of chronic sports injuries, certain cases of acute sprain, strain, and contusions. We also take help from advanced modern medicines especially in the cases of acute sports injuries (like ligament tear).

**Sports psychology** – ‘Fitness of the mind’ is a necessity of the athlete for peak performance. To build up the ‘psyche’ of the athlete we do,

Testing – To know the athlete.

Training – To enhance the mental abilities.

Treatment – To mould the athlete as per requirements.

Research – To refine, upgrade and explore our expertise.

**Performance enhancing environment**

Kridakul is a semi residential school with 280 working days each with daily 12 hours working. Parents are also actively involved in various activities developing positive and complementary attitude on their part. Frequent
interactions with eminent sports personalities are a regular element of Kridakul.

**Achievements**

Kridakul are not interested in the possibilities of defeat. There is always room at the top.

- 150 students at national level and 350 students at state level from Kridakul participated.
- Thrice a trainee in athletics from Kridakul had been selected and attended ‘Junior Indian Sports Training Camp’.
- Players groomed in Kridakul showed matchless performance in athletics, Kabaddi, kho-kho and Yogasanas every year at national level.

### 1.3 Statement of the Problem

The Kridakul Program aims at providing a nursery for the future medallist players at International Sports Competition. Kridakul Program ran for past fifteen years. They had laid down specific objectives. But has the Kridakul Program really worked as a nursery for future medallists? The result is not that much sufficient. Is it going in the right direction? Is talent search appropriate? Are coaches really experts? Are games selection right? Is school structure (only up to 10th standard) sufficient and appropriate as per laid down objective? Is attitude of coach right? Is no mass participation correct policy? Whether Kridakul nursery nurturing the selected games? To find the answers for these questions, researcher has decided to conduct a critical study of Physical
Fitness, Intelligence and Sports Achievement of the students undergoing the Kridakul Program of Jnana Prabodhini, Pune.

The experience of the Researcher, review of articles and discussions with experts led the Researcher to select the following title for this study, “A Critical Study of Physical Fitness, Intelligence and Sports Achievement of the Students undergoing the Kridakul Program of Jnana Prabodhini Pune”

1.4 Need and Significance of the Study

The Kridakul Program of Jnana Prabodhini, Pune is a humble step in the direction of removing a foresaid contradiction. It is a Sports School devoted to the identification of sports talent at an early age and nurturing it through systematic, scientific efforts so as to win laurels at the international level. This is done through competent trainers, research based methodology and state of the art technology.

- This study is needed to find an answer for the question ‘is the Kridakul Program really a nursery for future medallists?’
- This study may also answer the question ‘is the Kridakul Program going in the right direction?’
- This study will give guidance for other likely Sports Training Programs.

It was with this in mind that the Researcher has proposed to conduct a critical study of Physical Fitness, Intelligence and Sports Achievement of the students undergoing the Kridakul Program of Jnana Prabodhini, Pune.
1.5 Objectives of the Study

Objectives of this study are as follows -

1.5.1 To analyze the existing data of Physical Fitness - body composition, flexibility, cardiovascular endurance, strength, speed, agility and power of students from the Kridakul Program.

1.5.2 To analyze the existing data of general Intelligence of students from the Kridakul Program.

1.5.3 To develop a criterion tool to evaluate the Sports Achievement of students participated and/or won medals on district, zonal, state and national level from the Kridakul Program.

1.5.4 To analyze the existing data of Sports Achievement of students from the Kridakul Program.

1.5.5 To find out that whether Kridakul Program achieved the objective with respect to Physical fitness.

1.5.6 To find out that whether Kridakul Program achieved the objective with respect to Sports Achievement.

1.5.7 To find out relationship between Physical Fitness and Sports Achievement of students.

1.5.8 To find out relationship between Intelligence and Sports Achievement of students.
1.6 Hypotheses of the Study

Researcher stated the research hypotheses of the study

H$_1$: There is significant co-relation between Physical Fitness and Sports Achievement of students of Kridakul Program.

H$_2$: There is significant co-relation between Intelligence and Sports Achievement of students of Kridakul Program.

1.7 Assumptions of the Study

Assumptions are those which researcher thinks are fact but cannot verify. For the purpose of this study the assumptions were as follows.

1.7.1 All the students were assumed to have appeared for the Kridakul Program Entrance test.

1.7.2 It was assumed that Subject experts have collected the data scientifically.

1.7.3 All experts like Coaches, Sports Psychologists, Vaidya and teachers were assumed to have conducted the tests correctly.

1.7.4 All the students were assumed to have participated in their sports competitions at the fullest potentials.

1.7.5 It was assumed that Kridakul program developed overall personality of the students.

1.8 Delimitations of the Study

Delimitations of this study were as follows

1.8.1 There were many sports schools program like Kreeda Prabodhini, Balewadi, Pune or P.C.M.C. Kreeda Prabodhini. But this study was delimited only to Kridakul Program run By Jnana Prabodhini, Nigdi, Pune.
1.8.2 This study was delimited to students of the Kridakul Program with chronological age 9 to 17. (Standard V to X)

1.8.3 This study was delimited to boys from the Kridakul Program.

1.8.4 This study was delimited to the academic period from 2005 to 2010.

1.8.5 This study was delimited to the sports achievement of seven different events included in the Kridakul Program which are Athletics, Gymnastics, Kabaddi, Kho-Kho, Mallakhamb, Wrestling and Yogasanas.

1.8.6 This study was delimited to the seven Physical Fitness components which are body composition, flexibility, cardio vascular endurance, strength, speed, agility and power.

1.8.7 This study was delimited to the seven Physical Fitness Test by SAI which are Height and Weight, Bend and Reach, 800 meter Running, Standing Broad Jump, 30 meters Sprint, 10 meters*6 times Running and Standing Vertical Jump.

1.8.8 This study was delimited to general Intelligence. Intelligence score (quotient) indicated by the Standard Progressive Matrices (SPM) intelligence test for the general intelligence.

1.9 Limitations of the Study

Limitations are those which are beyond control of researcher. The limitations of this study are as follows.

1.9.1 There would be no control on hereditary aspects of the students.

1.9.2 There would be no control on environment of the students.
1.9.3 The data about effect of socio-economic status of the subjects is not available.

1.9.4 The data has been collected in the past.

1.9.5 Fitness data of cardio vascular endurance test was recorded differently. 800 meter or 400 meter running was same and 9 or 12 minute run walk test was same. But both test measures different abilities. As the entire test data was taken in the past, researcher could not deal with it.

1.9.6 The instruction about diet has been given in the Kridakul Program. There was no control over the implementation by the students on these instructions.

1.10 Operational Definition of the Important Terms

1.10.1 Critical Study

Critical study was the process used to determine what has happened during a given activity or in the Kridakul Program. Critical study was to see whether the Kridakul Program is working, and was successful according to the goals set for it, or if the original intent is being successfully carried out.

1.10.2 The Kridakul Program of Jnana Prabodhini, Pune

It is a special daily sports school program (six days in a week) which is developed time to time and run by Jnana Prabodhini Navnagar Vidyalaya, Nigdi, Pune for 280 days in a year started in June, 1998.

1.10.3 Physical Fitness

It is the composite score of Health and Skill related standardized physical fitness tests by Sports Authority of India (SAI) like test for body composition,
flexibility, cardio vascular endurance, strength, speed, agility and power of students of the Kridakul Program which determines the Physical Fitness.

1.10.4 Intelligence

For the purpose of this study, intelligence was a score (quotient) indicated by the Standard Progressive Matrices (SPM) intelligence test of students of the Kridakul Program. Intelligence assessed by this SPM test will be a general intelligence.

1.10.5 Sports Achievement

It was the total score of achievement of students from the Kridakul Program who participates and/or wins medals on district, zonal, state and national level of the competition organized by various authorities like School Games Federation of India and various Federations of the Games. Points will be as per the tool developed by researcher.
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