Annexure-1

TALENT IDENTIFICATION FOR SPORTS SCHOOL ADMISSION

SELECTION MANUAL

The Directorate of Sports and Youth Affairs

GOVT. OF KERALA

TALENT IDENTIFICATION

For Admission to Sports Schools and Sports Hostels

Overview

The objective of sports training is to prepare athletes to achieve the highest level of performance in the sport most suited to their abilities and at the appropriate age. It is therefore essential to identify talented children early and provide them with systematic, scientifically based training. Experience has shown that only children with inherent talent in a particular sport can attain truly outstanding levels of performance. Talent identification is a complex process and has become one of the most critical components of modern sports training and development.

Objectives of Sports Talent Identification and Development

Sports talent refers to the combination of an individual's inherent potential and their capacity for development, enabling them to reach a high level of performance in a particular sport. Talent identification involves the systematic selection of individuals based on their current performance, physiological and psychological attributes, and the prediction of their future potential. It also includes screening young athletes to determine those most likely to succeed and guiding them toward sports in which they are best suited. The primary objective of the talent identification process is to recognize and select children with the greatest abilities and potential to excel in specific sports disciplines.

Rationale and Benefits of Talent Identification

1. Children are selected from a larger, healthier population.
2. Children are guided toward sports or events that best match their physical, physiological, and psychological characteristics.
3. Physical health and other vital abilities are assessed carefully during the selection process to ensure future success.
4. Selecting inherently talented children reduces the time required to achieve high performance levels.
5. It enables effective long-term training and performance monitoring.

Criteria for Talent Identification

High-performance sports demand specific genetic, physical, physiological, and psychological attributes. However, natural talent alone is insufficient; success also depends on factors such as coaching quality, nutrition, training

environment, dedication, and discipline. While inherited traits provide a foundation for sporting potential, performance development is a product of both innate ability and environmental influences. The following criteria are essential in the talent identification process:

Health Status

A comprehensive medical examination is mandatory for all participants in the preliminary screening process. The examination ensures that each child is in proper health for intensive training and identifies any physical or organic conditions that may affect participation.

Anthropometric Characteristics

Anthropometric traits—such as height, weight, and body proportions—play a crucial role in determining suitability for specific sports. Certain body types may enhance or limit performance in particular events. Height, for example, is advantageous in basketball, volleyball, and rowing, while shorter stature is beneficial in gymnastics, diving, and figure skating. Although predicting adult height at an early age is challenging, morphological indicators—largely hereditary—are valuable predictors of performance potential.

Physiological Parameters

The functional capacities of children should be carefully evaluated during talent identification. Maximum oxygen uptake (VO_2 max) is a key indicator of aerobic work capacity and endurance, which is partly hereditary (50–70%). The lactate threshold serves as a reliable predictor of success in endurance sports. These measures help determine an athlete's suitability for endurance-based disciplines.

Muscle Fibre Composition

The composition of slow-twitch (red) and fast-twitch (white) muscle fibres is largely genetic and influences athletic performance. Although precise testing for muscle fibre distribution is complex, indirect assessments such as VO_2 max and vertical jump performance can provide useful estimates. These evaluations guide the placement of young athletes in events that best suit their muscular characteristics.

Motor Qualities

Motor qualities—speed, endurance, strength, and flexibility—are fundamental components of athletic performance and are partially inherited. Standardized laboratory and field tests are used to assess these traits, including 30 m or 50 m sprint tests, shuttle run, standing broad jump, vertical jump, ball throw for distance, and middle-distance run. These tests form an essential part of any comprehensive talent identification program.

Psychological Abilities

Psychological attributes are critical in determining an athlete's ability to cope with the demands of training and competition. Key factors include emotional stability and low anxiety levels, self-motivation, sensory-motor coordination, intelligence, decision-making ability, and social adaptability.

Maturity

Biological maturity must always be considered in talent identification. Early maturers tend to be taller, heavier, and stronger, but late maturers may surpass them once full development is achieved. Determining biological age rather than chronological age prevents misjudgment in selection. The training background of each child must also be evaluated, as trained and untrained children exhibit significant differences in motor and physiological characteristics.

Conclusion

An effective talent identification system combines medical, anthropometric, physiological, psychological, and motor assessments to select young athletes most capable of achieving excellence in sports. Through early identification, structured training, and scientific monitoring, the system ensures that each athlete reaches their full potential in the sport best suited to their natural abilities.

Talent identification – a long-term process

Overview

Comprehensive talent identification is not a one-time activity but a long-term, systematic process carried out over several years and across multiple stages, beginning from early childhood. At the initial stages, general abilities are

emphasized, while in later stages, both general and specific qualities are assessed. Every sport has its own ideal model for performance factors and talent identification parameters. It must be understood that talent identification and selection programmes alone cannot guarantee the emergence of champions. There is currently no foolproof system for identifying sporting talent anywhere in the world. Many promising athletes fail to reach their full potential due to inappropriate training methods, especially during their formative years. The primary cause of losing talented young athletes often lies in the pursuit of quick results, treating children as miniature versions of adult athletes rather than developing them progressively.

Need for a Scientific Approach to Talent Identification

Traditional practices that use cross-sectional talent identification models—predicting future success based on current physical, physiological, anthropometric, and skill measurements within age groups—have proven to be ineffective. This is primarily because adolescents who possess certain abilities at one stage may not necessarily retain them throughout maturation. Sports performance capacity is influenced by multiple interrelated components, yet conventional talent identification models have often focused on a limited range of variables. Testing protocols generally include anthropometric, physical, and physiological measures, which are unstable during adolescent growth phases, thereby reducing reliability. Moreover, these models tend to evaluate current performance rather than future potential, favoring early-maturing children and inadvertently excluding many with genuine long-term promise. Experts therefore recommend that talent identification programmes be dynamic and multi-dimensional, conducted at different developmental stages. The process must integrate talent identification and talent development as complementary, inseparable components to ensure that each athlete's full potential is realized.

Key Factors to be Considered in Talent Identification

- Primary selection should cover a wide geographical area and a large population base.
- A comprehensive testing programme should assess all determinants of sports performance.

- Factors to be evaluated include general motor abilities, anthropometric characteristics, health status, physiological parameters, psychological traits, body posture, and training background.
- Sport-specific requirements must be taken into account for each discipline.
- The growth and developmental stage as well as hereditary factors of each child should be considered.
- Cultural relevance of particular sports prevalent in specific regions should be given special emphasis.
- The attitude and motivation of the child toward sports and training must also be evaluated.

Talent Identification and Selection Procedure

1. Constitution of Talent Identification and Development Committee (TIDC)

A Talent Identification and Development Committee (TIDC) shall be constituted, comprising experts in sports talent selection, testing, measurement, and sports training. This committee will supervise and monitor the entire process of athlete selection and induction.

2. Selection Notification and Publicity

A detailed notification outlining the selection dates, venues, procedures, test items, and scoring criteria shall be published well in advance. The ideal period for conducting state-wide selection trials is January to February of the academic year. Extensive publicity should be provided through mainstream and social media. Official communication must be sent to all educational institutions through the Department of Education to ensure awareness among students. Under the guidance of the TIDC, coaches and support staff shall also visit schools, training centers, and competition venues to scout and identify potential athletes. Efforts should be made to maximize participation in the selection trials.

3. Submission of Applications

Applicants must submit their details through a Google Form prior to the selection trials. The form should include the candidate's name, age, contact number, preferred trial center, chosen sports discipline, and any prior

achievements. This will help organizers schedule and communicate selection dates and times efficiently.

4. Venues for Selection

At least one selection center shall be established in each district. Venues must be easily accessible, adequately equipped, and provide uniform conditions for conducting both general and sport-specific tests.

5. Selection Panel

The selection panel shall consist of coaches from various sports disciplines, experts in testing and measurement, and qualified support staff. All members will receive orientation on test administration and score recording to ensure transparency and reliability. To maintain consistency, the same testers will conduct the same tests throughout the process, ensuring uniformity and credibility in the evaluation.

Phases of Selection

The selection process will be conducted in two phases:

Phase I – Primary Selection

This phase involves identifying potential athletes from different centers across the state. The selection will include general motor ability tests, key anthropometric assessments, and sport-specific evaluations using standardized methods. Scores from various test items will be converted into normative values, and a merit list will be prepared. Considering the unique requirements of each sport and age group, appropriate weightages will be assigned to various performance parameters. To reduce the influence of prior training, greater importance will be given to less-trainable factors. The top 10–15% of candidates in each category and discipline, based on performance standards and available hostel seats, will advance to Phase II.

Phase II – Assessment Camp and Final Selection

Candidates shortlisted from Phase I will participate in a one-week Sports Talent Assessment Camp under the close supervision of coaches and experts. The camp will include orientation sessions covering the purpose, testing protocols, and skill demonstrations. Participants will then be re-tested on all

relevant assessments. To ensure reliability and fairness, all tests will be conducted under identical conditions using standardized equipment and experienced testers. Both objective and subjective test procedures will be applied. In addition to physical, motor, and sport-specific assessments, the camp will include medical examinations, body composition analysis, postural assessment, and psychological evaluation.

Test Items

Given the complexity of talent identification, a comprehensive and multi-faceted testing and assessment programme is required to accurately evaluate each child's potential. At the basic level, assessments will focus on motor abilities and select anthropometric variables to gauge potential based on current development. At the advanced level, a broader range of factors will be examined, including motor qualities, anthropometric measures, physiological parameters, psychological traits, and sport-specific proficiency. This integrated approach will help identify athletes with the highest potential for long-term success in their respective sports disciplines.

The following tests and assessment will be conducted

Sl.no	**Test items**	Class VI	ClassVII&VIII	Class IX&X	Plus one	Degree &PG
1	Height	✓	✓	✓	✓	✓
2	Weight	✓	✓	✓	✓	✓
3	Standing Reach	✓	✓	✓	✓	✓
4	Jumping Reach	✓	✓	✓	✓	✓
5	30m Run	✓	✓	✓	✓	✓
6	4x10m. shuttle run	✓	✓	✓	✓	✓
7	Standing long jump	✓	✓	✓	✓	✓
8	Sit and reach	✓	✓	✓	✓	✓
9	Push-ups/ Medicine ball double arm forward pass	✓	✓	✓	✓	✓
10	Medicineball- double armBackward throw	✓	✓	✓	✓	✓
11	600m.Run	✓	✓	**x**	**x**	**x**
12	1000m. Run	**x**	**x**	✓	✓	✓
13	Sports potential	✓	**x**	**x**	**x**	**x**
14	Sports specific tests	**x**	✓	✓	✓	✓

15	Sports achievements	x	x	✓	✓	✓
16	Medical examination	✓	✓	✓	✓	✓
17	Body Posture tests	✓	✓	✓	✓	✓
18	Interview & Psychological Assessment	✓	✓	✓	✓	✓

Objective methods of testing

As far as possible, objective and standard tests should be used for assessing all the performance parameters. If subjective tests are used for assessing any of the performance abilities, **standard testing protocol** should be followed.

Weightage on test items based on developmental stage of the child and nature and requirements of sports disciplines

Since the Physical, Physiological, Anthropometric components, other demands and requirements for different sports disciplines depends on the nature of the sports , different rate of weightage has to be given for each parameter. Further**, trainable factors have to be given less weightage, whereas less- trainable factors has to be given higher weightage**.

Weightage marks for different test items

Standard VI

Physical and motor qualities - 90, Sports potential- 10-(Total 100)

Sl.no	Test item	Weightage %
1	Height	**15**
2	Weight	**x**
3	30m Run	**20**
4	4x10m. shuttle run	**10**
5	Standing long jump	**10**
6	Sit and reach	**5**
7	Push ups/Medicine ball Double arm forward pass	**5**
8	Medicine ball back throw	**10**
9	Vertical jump	**10**
10	600 M Run	**5**

11	Sports potential	**10**
	Total	**100**

Selection to Standard VII&VIII

Physical fitness- 75, Sports proficiency- 25, sports achievement-0 (Total 100)

Sl. No	Sports Discipline	Test items and weightage											Total Marks
		1	2	3	4	5	6	7	8	9	10	11	
1	Athletics	10	x	10	15	7.5	10	5	5	5	7.5	25	100
2	Basketball	15	x	10	10	10	10	5	5	5	5	25	100
3	Boxing	10	10	10	10	5	5	5	5	10	5	25	100
4	Cricket	10	x	10	15	10	10	5	5	5	5	25	100
5	Cycling	x	x	10	15	10	10	5	5	10	10	25	100
5	Fencing	10	x	10	15	10	10	5	5	5	5	25	100
6	Football	10	x	10	15	10	10	5	5	5	5	25	100
7	Handball	10	x	10	15	10	10	5	5	5	5	25	100
8	Hockey	10	x	10	15	10	10	5	5	5	5	25	100
9	Judo	5	10	5	10	10	10	5	5	10	5	25	100
10	Kabaddi	10	10	5	10	10	5	5	5	10	5	25	100
11	Kho Kho	5	x	10	15	10	10	5	5	5	10	25	100
12	Netball	10	x	10	10	10	10	5	5	10	5	25	100
12	Swimming	10	x	10	10	10	10	5	5	10	5	25	100
13	Taekwondo	10	10	5	10	5	10	5	5	10	5	25	100
14	Volleyball	15	x	10	10	10	10	5	5	5	5	25	100
15	Wrestling	5	10	10	7.5	5	10	5	10	7.5	5	25	100

1.Standing Height, 2. Weight, 3 Vertical jump. 4. 30m.sprint, 5. 4x10m. shuttle run, 6. Standing long jump, 7. Sit and reach, 8. Push ups, 9. Medicine ball throw, 10.600m.run 11.Sports potential

II Admission to plus one class

Physical fitness- 55, Sports proficiency- 35, sports achievement-10 (Total 100)

Sl. No	Sports Discipline	Test items and weightage												T0tal Marks
		1	2	3	4	5	6	7	8	9	10	11	12	
1a	Athletics(S&J)	10	x	10	10	5	5	2.5	2.5	5	5	35	10	100
1 b	Middle & LD	10	x	5	10	5	5	2.5	2.5	5	10	35	10	100
1 c	Throws	10	x	10	5	5	5	2.5	5	10	2.5	35	10	100
2	Basketball	15	x	10	5	2.5	2.5	5	5	5	5	35	10	100
3	Boxing	10	10	5	5	2.5	2.5	2.5	5	10	2.5	35	10	100
4	Cricket	5	x	10	5	5	5	5	5	10	5	35	10	100
5	Cycling	10	x	5	10	5	5	5	5	5	5	35	10	100
6	Fencing	5	x	5	10	10	5	5	5	5	5	35	10	100
7	Football	5	x	5	10	5	5	5	5	5	5	35	10	100
8	Hockey	5	x	5	10	5	5	5	5	5	5	35	10	100
9	Handball	5	x	5	10	5	5	5	5	10	5	35	10	100
10	Judo	5	10	5	5	2.5	2.5	5	5	10	5	35	10	100
11	Kabaddi	10	5	5	5	5	5	5	5	5	5	35	10	100
12	Kho Kho	10	x	5	10	10	5	5	2.5	2.5	5	35	10	100
13	Netball	10	x	5	10	5	5	5	5	5	5	35	10	100
14	Swimming	5	x	5	10	5	5	5	5	10	5	35	10	100
15	Taekwondo	5	10	5	5	5	5	5	5	5	5	35	10	100
16	Volleyball	15	x	10	5	5	5	2.5	5	5	2.5	35	10	100
17	Weight lifting	x	10	5	5	5	5	5	10	10	2.5	35	10	100
18	Wrestling	x	10	5	5	5	5	5	7.5	7.5	5	35	10	100

1.Standing Height, 2. Weight, 3. Vertical jump. 4. 30m.Sprint, 5. 4x10m. shuttle run, 6. Standing long jump, 7. Sit and reach, 8. Push ups, 9. Medicine ball throw, 10.1000m.run 11.Sports proficiency.

III Admission to Degree course

Physical fitness-40 Sports proficiency- 40, sports achievement.20

Sl. No	Sports Discipline	Test items and weightage												T0tal Marks
		1	2	3	4	5	6	7	8	9	10	11	12	
1a	Ath.sprint&jump	5	x	5	10	2.5	5	2.5	2.5	5	2.5	40	20	100
1b	Middle &long	5	x	5	5	2.5	5	2.5	2.5	2.5	10	40	20	100
1c	Throws	5	x	5	5	2.5	2.5	2.5	5	10	2.5	40	20	100
2	Basketball	10	x	5	5	5	2.5	2.5	2.5	2.5	5	40	20	100
3	Boxing	5	5	5	2.5	2.5	5	2.5	5	5	2.5	40	20	100
4	Cycling	10	x	5	5	2.5	5	2.5	2.5	2.5	5	40	20	100
5	Fencing	5	x	5	5	5	5	5	2.5	5	2.5	40	20	100
6	Football	5	x	5	5	5	5	2.5	2.5	5	5	40	20	100
7	Handball	10	x	5	5	2.5	5	2.5	2.5	5	2.5	40	20	100
8	Hockey	5	x	5	5	5	5	2.5	2.5	5	5	40	20	100
9	Judo	x	10	5	5	2.5	2.5	2.5	5	5	2.5	40	20	100
10	Kabaddi	5	x	5	5	5	5	2.5	5	5	2.5	40	20	100
11	Kho Kho	5	x	5	5	5	5	2.5	2.5	5	5	40	20	100
12	Netball	10	x	5	5	5	2.5	2.5	2.5	5	2.5	40	20	100
13	Softball	5	x	5	5	5	5	2.5	5	5	2.5	40	20	100
14	Swimming	5	x	5	5	5	5	2.5	2.5	5	5	40	20	100
15	Taekwondo	x	5	5	5	5	5	5	2.5	5	2.5	40	20	100
16	Volleyball	10	x	5	5	5	2.5	2.5	2.5	5	2.5	40	20	100
17	Weightlifting	x	10	5	5	2.5	2.5	2.5	5	5	2.5	40	20	100
18	Wrestling	x	10	5	5	2.5	2.5	2.5	5	5	2.5	40	20	100

1.Standing Height, 2. Weight, 3 Vertical jump. 4. 30m. Sprint, 5. 4x10m. shuttle run, 6. Standing long jump, 7. Sit and reach , 8. Push ups, 9. Medicine ball throw, 10.1000m.run 11.Sports proficiency.

IV Admission PG Course

Physical fitness-30 Sports proficiency- 40, sports achievement.30

Sl. No	Sports Discipline	Test items and weightage												T0tal Marks
		1	2	3	4	5	6	7	8	9	10	11	12	
1a	Athletics Sprint&Jumps	x	x	5	5	2.5	5	2.5	2.5	5	2.5	40	30	100
	Middle&long	x	x	5	5	2.5	5	2.5	2.5	2.5	5	40	30	100
	Throws	x	x	5	5	2.5	5	2.5	2.5	5	2.5	40	30	100
2	Basketball	x	x	5	5	2.5	2.5	2.5	2.5	5	5	40	30	100
3	Boxing	x	x	5	5	2.5	5	2.5	2.5	5	2.5	40	30	100
4	Cycling	x	x	5	5	2.5	2.5	2.5	2.5	5	5	40	30	100
5	Fencing	x	x	5	5	5	2.5	2.5	2.5	5	2.5	40	30	100
6	Football	x	x	5	5	5	2.5	2.5	2.5	2.5	5	40	30	100
7	Handball	x	x	5	5	5	2.5	2.5	2.5	2.5	5	40	30	100
8	Hockey	x	x	5	5	5	2.5	2.5	2.5	2.5	5	40	30	100
9	Judo	x	x	5	5	5	2.5	2.5	2.5	5	2.5	40	30	100
10	Kabaddi	x	x	5	5	5	2.5	2.5	2.5	5	2.5	40	30	100
11	Kho Kho	x	x	2.5	5	5	5	2.5	2.5	2.5	5	40	30	100
12	Netball	x	x	5	5	2.5	2.5	2.5	2.5	5	5	40	30	100
13	Softball	x	x	5	5	2.5	5	2.5	2.5	5	2.5	40	30	100
14	Swimming	x	x	2.5	5	2.5	5	2.5	2.5	5	5	40	30	100
15	Taekwondo	x	x	5	5	2.5	5	2.5	2.5	5	2.5	40	30	100
16	Volleyball	x	x	5	2.5	5	5	2.5	2.5	5	2.5	40	30	100
17	Weightlifting	x	x	5	2.5	2.5	5	2.5	5	5	2.5	40	30	100

18	Wrestling	**x**	**x**	**5**	**2.5**	**2.5**	**5**	**2.5**	**5**	**5**	**2.5**	**40**	**30**	**100**

1.Standing Height, 2. Weight, 3 Vertical jump. 4. 30m. sprint, 5. 4x10m. shuttle run, 6. Standing long jump, 7. Sit and reach , 8. Push ups, 9. Medicine ball throw, 10.1000m.run 11Sports proficency

Test Administration

1. Standing Height

Standing height shall be measured using a stadiometer while the athlete stands erect on the apparatus. The reading shall be recorded to the nearest full centimetre.

2. Body Weight

Body weight shall be measured using a standard electronic weighing machine and recorded to the nearest one kilogram. Weightage marks will be awarded for bogy weight base on BMI. Those who have ideal BMI shall be given max marks, obese and under-wight category students will be given minimum marks.

3. Vertical Jump Test

Purpose: To assess vertical leg power. The score for the vertical jump shall be the difference between the jump-and-reach and the standing reach measurements.

Standing Reach: The athlete shall stand sideways next to a wall where the markings for measurement are made, and extend one arm upward. The distance from the floor to the tip of the extended finger shall be recorded to the nearest centimetre.

Jump and Reach: The athlete shall stand sideways near the wall and perform a vertical jump by bending the knees and swinging the arms upward. At the peak of the jump, the athlete shall mark the wall with the fingertips of the extended arm. Chalk powder or similar material may be used on the fingertips to aid

marking. The distance from the floor to the highest mark made shall be recorded to the nearest centimetre as the jump-and-reach score.

4. 30-Metre Sprint

Purpose: To assess acceleration speed. The athlete shall stand behind the starting line. Upon the starting signal, the athlete shall run 30 metres as fast as possible. The time from the starting signal until the athlete's torso crosses the vertical plane of the finish line shall be recorded to the nearest one-tenth (1/10) of a second.

5. Standing Long Jump

Purpose: To assess horizontal leg power. The athlete shall stand behind the take-off line and leap forward by bending the knees and swinging both arms onto a soft surface (preferably kabaddi mats). The distance from the take-off line to the nearest mark made by any part of the body on landing shall be measured to the nearest centimetre.

6. Sit and Reach Test

Purpose: To assess hip and lower back flexibility. The athlete shall sit on the ground with both legs extended and feet touching the base of the apparatus. Without bending the knees, the athlete shall lean forward with arms extended, reaching as far as possible along the measuring scale. The reading at the tip of the fingers on the scale shall be recorded as the score.

7. 4 x 10-Metre Shuttle Run

Purpose: To assess agility. Two lines shall be marked 10 metres apart. The athlete shall stand behind the starting line. Upon the starting signal, the athlete shall run to the line 10 metres away, pick up a small wooden block, return to the starting line, place the block behind it, and repeat the process with a second block. The total time taken to complete the task shall be recorded as the score.

8. Push-Up Test

Purpose: To assess shoulder strength. The athlete shall assume a push-up position with palms shoulder-width apart and toes touching the ground. Upon the command "start," the athlete shall lower the body by bending the elbows until the chin touches the ground and then return to the starting position. The

body must remain straight throughout. The number of correctly performed push-ups in 30 seconds (up to Grade 8) or 1 minute (Grade 9 and above) shall be recorded as the score. The tester must ensure that the athlete maintains a straight body line and performs each repetition in one continuous motion. For female athletes, modified push-ups shall be performed with knees resting on the floor instead of toes.

9. Medicine Ball Double-Arm Forward Pass

Purpose: To assess shoulder and arm power. The athlete shall sit with legs extended straight and back upright, holding the medicine ball with both hands. The ball shall be thrown forward using both arms for maximum distance. The distance from the hip line to the point where the ball first lands shall be recorded as the score.

10. Medicine Ball Backward Throw

Purpose: To assess core and shoulder strength. The athlete shall stand with feet 40–60 cm apart behind the marked line, facing away from the throwing direction, and hold the medicine ball with both hands (2 kg up to Grade 8 and girls; 4 kg for boys Grade 9 and above). The athlete shall lean forward and, while rising, throw the ball backward over the head for maximum distance. The distance from the throwing line to the point where the ball first lands shall be measured to the nearest 10 cm and recorded as the score.

11. 600 / 1000-Metre Run

Purpose: To assess endurance ability. Athletes in Grades 6–8 shall complete a 600-metre run, while those in Grade 9 and above shall complete a 1000-metre run. Upon the starting signal, athletes shall run or walk the full distance. The time taken from the starting signal until the athlete’s torso crosses the vertical plane of the finish line shall be recorded to the nearest one-tenth (1/10) of a second.

12. Sports Potential and Sports Proficiency

Sports Potential: This shall be assessed through sport-specific quality tests, evaluation of physical features, and expert observation. Assessors shall consider the inherent qualities required for particular sports disciplines and the

potential for their development. Emphasis shall be placed on identifying raw talent rather than on existing skill performance. Both objective tests and subjective evaluation may be used, and marks shall be awarded accordingly.

Sports Proficiency: This shall be assessed by sport-specific experts who will evaluate the athlete's skills, technical performance, and game-specific abilities. Standardized tests shall be conducted to assess proficiency in various components of the sport. A uniform scoring system shall be applied across all games.

13. Medical Examination

All students shall undergo a medical examination to evaluate their general health status and identify any medical conditions that may restrict participation in intensive physical training or competition.

14. Body Composition and Postural Tests

Body composition and postural assessments shall be conducted to detect any postural deformities or physical imbalances that could affect training or athletic performance.

15. Personal Interview and Psychological Assessment

A personal interview shall be conducted by experts and coaches to assess the athlete's attitude, psychological attributes, family and social background, prior training experience, and general information.

Marks for sports achievement (Maks out of 10)

Sl.no	Sports achievement*	Marks
1	Representing the country for arecognised international competition	10
2	I place in national level championships (All India)	9
3	II place in national championships „	8
4	III place in national championships „	7
5	Representing the state for nationals	6
6	I place in State championship/Representing the University	5

7	**II place in State championship**	**4**
8	**III place in State championship**	**3**
9	**Representing district for state championship/ I/ /II/III Place in the University inter collegiate Championship**	**2**
10	**I place in district competitions**	**1**

- *NOTE: Marks will be awarded according to the weightage fixed in the case of degree and P G courses.Only achievements in the concerned sports discipline organized by recognized and approved bodies—such as the respective State or National Association/Federation, Association of Indian Universities (AIU), School Games Federation of India (SGFI), or Sports Authority of India (SAI)—during the last two years will be considered for the purpose of awarding marks for sports achievements. Only the highest achievement will be considered.*

Norms for Scoring on Different Test Items

Separate rank lists will be prepared for each sports discipline and for different academic levels of admission.

Test scores will be standardized into age-specific norms to ensure fairness and comparability across categories. Based on the specific demands and performance requirements of each sport, appropriate weightages will be applied while calculating the final scores.

This system ensures a transparent, scientific, and discipline-specific method of evaluation for selection and admission.

ADMISSION AND MONITORING SYSTEM

1. Admission Process

A common selection process will be conducted for admission to Classes VI, VII, VIII, and Plus One / First Degree Course / Post Graduate Course.

Lateral entry will be permitted for Classes IX and X for students who demonstrate outstanding sports achievements at the recognized levels.

Admission to the Sports Schools and Sports Hostels will be strictly based on merit, derived from the rank list, and subject to seat availability in each discipline.

A minimum qualifying standard will be prescribed for each sports discipline to maintain quality in admission.

Students will have the freedom to choose their preferred institution or training centre. If seats are unavailable in their first choice, admission will be offered based on their second or third preference, as per availability.

2. Training System

Training will be structured in alignment with a Long-Term Athlete Development (LTAD) model, emphasizing progressive and holistic growth.In the initial stages, focus will be on general training aimed at improving basic motor qualities.Students will receive foundational instruction in the skills and movements common to multiple sports disciplines.

As training progresses, students will specialize in a chosen discipline, focusing on both general athletic development and specific skill enhancement according to their training age and stage of development.

3. Evaluation and Monitoring of Training

The training programme is scientifically planned and periodized for different age groups and developmental phases. Implementation emphasizes progressive load, appropriate recovery, and prevention of overtraining, early specialization, and burnout.Tests and measurements will be conducted quarterly with the support of coaches and trainers to evaluate progress.

Data from these assessments will be compiled, analyzed, and reviewed regularly.

Feedback will be provided to athletes and coaches to guide modification or fine-tuning of training programmes, ensuring continuous improvement and adaptation.

4. Training and Performance Targets

Specific training and performance targets will be established for each age group and training phase across all sports disciplines.Each trainee will be observed and evaluated carefully based on the performance standards and technical requirements of their respective sport or event.The evaluation will be objective, structured, and continuous, forming the basis for long-term athlete development and performance tracking.

5. Athlete Retention and Relieving (Weeding Out)

A data-driven and transparent system will be followed to ensure accountability and maintain the highest standards of performance.

Key Result Areas (KRA) and Key Performance Indicators (KPI) will be defined for each age group.Athletes will be continuously evaluated based on these criteria.

Those showing consistent underperformance or lack of potential despite adequate training support will be systematically weeded out to maintain quality and optimize resources for high-potential athletes.

This approach ensures fairness, efficiency, and the continuous enhancement of the overall training environment.

6. Documentation and Record Maintenance

All critical information related to the training programme, sports achievements,academic progress, training attitude, attendance, and behavioural observations by coaches, teachers, parents, and administrators will be systematically documented.

A Student Performance Register will be maintained individually for each trainee, capturing their progress throughout their tenure at the institution.

This record will serve as a comprehensive reference for evaluation, review, and policy decisions. After completion of the course, the register will be archived in the institution's record section for future reference.

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