

TASK FORCE REPORT

Capacity Building of
Sports Administrators

Empowering administrators,
strengthening governance, and
shaping India's sporting future

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PREFACE

Sport has the power to move nations. It can unite a billion hearts in a single breath, awaken pride in every village and city, and inspire the next generation to dream beyond limits. I have lived this power as an athlete, and today, it is with that same conviction that I present this comprehensive report of the Task Force on Capacity Building of Sports Administrators, constituted by the Ministry of Youth Affairs and Sports under the Khelo Bharat NITI 2025 framework.

Over the past decade, India's sporting ambitions have grown in both scale and depth. Today, our country aspires not only to achieve global sporting excellence, but also to host the Olympic Games in the near future. This transformative vision demands more than just world-class athletes and infrastructure; it requires a professional, accountable, and forward-looking sports administrative ecosystem. Behind every medal won and every dream pursued stand administrators whose roles, whether in policy, governance, operations, or talent development, are as vital as the athletes themselves.

The Task Force was entrusted with a wide-ranging mandate:

- To evaluate the current administrative framework across institutions such as SAI, National Sports Federations, and State Associations;
- To identify capacity and governance gaps;
- To design a competency-based framework for all administrative roles;
- To recommend a tiered training and certification model;
- and to propose a national institutional framework for delivery and monitoring.

In carrying out this responsibility, we engaged deeply with the sporting ecosystem. We consulted athletes, government officials, SAI administrators, NSF representatives, state functionaries, academic experts, and international institutions. We studied national and global best practices, reviewed legal and organizational frameworks, conducted field-level assessments, and most importantly, listened carefully to the lived realities of sports administrators across the country.

This report is both diagnostic and prescriptive. It identifies the structural, functional, and systemic gaps that currently constrain sports governance, but more importantly, it charts a roadmap for transformation. The vision it lays out is of a cadre of administrators who are digitally enabled, ethically grounded, operationally skilled, globally benchmarked, and above all, driven by the same spirit of excellence that animates our athletes.

The recommendations of this Task Force are anchored in a set of guiding principles. They are designed to be actionable in practice, sustainable over time, economically viable, and scalable across the vast expanse of our country. Each proposal has been crafted with a clear intent: to generate measurable impact, to strengthen institutional capacity without imposing unmanageable burdens, and to ensure that the benefits of reform reach from the grassroots to the national level. In this way, the framework seeks not only to address the immediate challenges of sports administration but also to lay down foundations that will endure, adapt, and grow with India's sporting aspirations.

I am deeply grateful to the members of the Task Force for their commitment, rigour, and vision. I also extend my sincere thanks to the Ministry of Youth Affairs and Sports and the Sports Authority of India for their constant guidance and faith in this process.

As India marches toward its shared national dream of being among the Top 10 sporting nations by 2036, let us recognize that the pursuit of excellence is not the burden of athletes alone. It is equally carried by those who design, enable, and safeguard the sporting ecosystem. Our human capital in sports administration is not just a support system; it is the backbone of our nation's sporting future.

If sport can stir the soul of a nation, carry our flag with dignity across the world, and give every child the courage to dream, then let us ensure that those who serve sport behind the scenes are empowered with the same spirit of excellence. For it is only when athletes and administrators move forward together, with shared purpose and belief, that India will truly realize its destiny as a great sporting nation.

ABHINAV BINDRA
CHAIRPERSON

**Task Force on Capacity Building
of Sports Administrators**

ACKNOWLEDGEMENTS

The preparation of this report has been a collective effort, enriched by the contributions of many individuals and institutions across India's sporting ecosystem.

We acknowledge with deep appreciation the Ministry of Youth Affairs and Sports, led by the Honourable Union Minister Dr. Mansukh Mandaviya Ji, whose leadership and commitment to strengthening sports governance provided both direction and encouragement to this exercise. The support of the Sports Authority of India and the Ministry's officers and experts was equally invaluable, offering institutional insights and guidance at every stage.

The Task Force also benefited from the active participation of the National Sports Federations, the Indian Olympic Association, State and District Sports Associations, and field-level administrators. Their experiences and perspectives, drawn from the realities of daily governance, lent this report both depth and authenticity.

Contributions from leading academic and professional institutions, including IIMs, NLUs, LNIPE, NS NIS Patiala, NSU, LNCPE, IISM, Dani Sports Foundation, Abhinav Bindra Foundation, IGNOU, TISS, AISTS India, and ASU Global Sports Institute, significantly strengthened our work. Their research, frameworks, and global perspectives helped shape the competency models and training pathways proposed here.

We also recognize the wisdom and experience shared by retired administrators, foreign coaches, high-performance directors, and athlete representatives. Their voices ensured that this report remained balanced between academic vision and operational reality.

Special mention must be made of the Core Research and Documentation Team comprising project associates, analysts, and young professionals working with the Ministry and SAI. Their tireless work in analysis, drafting, and coordination has been central to bringing this document together.

Above all, this report is dedicated to the countless sports administrators at the grassroots, district, state, and national levels. Their perseverance, often without recognition or adequate resources, forms the silent but enduring foundation upon which India's sporting aspirations will rise.

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EXECUTIVE SUMMARY

The Task Force on Capacity Building of Sports Administrators was constituted by the Ministry of Youth Affairs and Sports (MYAS) under the Khelo Bharat NITI 2025 framework to design a future-ready, sustainable, and professional governance system for Indian sport. Its vision is to create a cadre of administrators who are globally benchmarked, digitally enabled, ethically grounded, and above all, athlete-first—capable of steering India's sporting ecosystem towards its long-term ambition of becoming a Top-10 sporting nation and a credible contender to host the 2036 Olympic Games.

The Task Force adopted a rigorous, evidence-based approach: analysing existing structures within MYAS, SAI, NSFs, and state departments; consulting athletes, administrators, policymakers, and global experts; and benchmarking against leading models from Australia, the UK, USA, and Europe.

Key Findings

The findings highlighted systemic deficits:

- a.** Lack of a professional cadre of sports administrators and weak institutional continuity.
- b.** Fragmented, outdated training opportunities for sports administrators with limited focus on competencies or continuous professional development.
- c.** Gaps in current sports education in developing administrative capabilities, leaving graduates with limited ecosystem awareness and little exposure to how national, state, and institutional structures interact.
- d.** Inadequate athlete pathways into governance, with most athletes currently ill-equipped with the skills needed to transition from their sporting careers into administrative roles.
- e.** Minimal use of digital tools and analytics in governance.

At the same time, India has an unparalleled opportunity: with its extensive university system, expanding professional institutes, and rising global sporting profile, the country can create a self-sustaining ecosystem for sports administration that is rooted in Indian institutions yet benchmarked against the best in the world.

Comprehensive and Sustainable Reform Agenda

The Task Force recommends a thirteen-point agenda that transforms sports governance into a professional, accountable, and athlete-centred system. Designed for long-term impact, the framework embeds delivery in a network of universities and institutions across India, ensuring national reach, inclusivity, and durability.

1. Apex Authority

Establish the National Council for Sports Education & Capacity Building (NCSECB) as an autonomous statutory body affiliated to MYAS to regulate, accredit, certify, and globally benchmark all training in sports administration. The NCSECB can function under the overall framework recommended by this Task Force, ensuring coherence, credibility, and long-term sustainability of the reforms. Linked to a Unique Administrator ID (UAID) and a national registry, this ensures uniformity, accountability, and transparency.

2. Operational Mechanism

Create a National Training & Development Cell (NTDC) as the operational arm of NCSECB, responsible for curriculum delivery, coordination with partner institutions, and monitoring outcomes.

3. India-Specific Curriculum Development

Effectiveness of any curriculum is significantly determined by the pedagogy and content. Given the context specificity and applied nature of sports administration, relevant India specific content should be developed that can be used for training the sports administrators. Such content should be developed in collaboration with academic institutions of reputation that are involved in research and publication.

4. Competency & Curriculum Framework

Adopt a five-level national competency model (Foundation Operator → Visionary Architect) with ten core clusters including Athlete Orientation, Grassroots and Inclusive Development, High Performance and Excellence Orientation, Governance and Regulatory Knowledge, Strategic and Leadership Competencies, Managerial and Operational Competencies, Resource Mobilization and Marketing, Interpersonal and Communication Competencies, Digital, Analytical and Contextual Awareness, Ethics, Integrity and Learning Orientation. This forms the national benchmark for all administrators across SAI, NSFs, and state/district bodies.

5. Capability Maturity Framework

Introduce a five-level Capability Maturity Model (CMM) as a diagnostic and planning tool for sports governance reform. This model allows SAI, NSFs, and State Departments to assess their institutional maturity across indicators such as cadre structure, curriculum adoption, digital enablement, and athlete pathways. The CMM framework enables evidence-based performance monitoring, facilitates targeted interventions, and provides a roadmap for evolving from 'Emergent' to 'Strategic Anchor' institutions.

6. Athlete Pathways

Introduce a Dual Athlete Pathway with modular, credit-based education and skill-building opportunities that allow athletes to transition seamlessly into administrative, coaching, or allied roles post-retirement. With the Sports Governance Act enabling more athletes to enter federations, completion of governance training modules should

be recognised as an additional merit for SOM positions. This incentivises athletes to upskill, ensures federations gain members who pair sporting excellence with governance competence, and creates a pipeline of authentic, equipped leaders for Indian sport.

7. Civil Service Integration

Train IAS and state cadre officers in structured sports governance modules at both induction and advanced stages, recognising their central role in implementation. Civil service academies should integrate sports governance training to sensitise future bureaucrats.

8. Global Exposure and Partnerships

Develop a tiered global partnerships framework to provide role-linked international learning, research collaboration, and exchange opportunities with IOC, FIFA, World Athletics etc, and leading universities such as Loughborough, Deakin, AISTS, and Tsukuba.

9. Networked Delivery Model

Build a network of empanelled institutions (National Sports Universities, IIMs, IITs, NLUs, NIS Patiala, LNIPE, and select private institutes) to deliver training under a common national framework. This ensures scalability, regional reach, inclusivity, and resilience, making the system sustainable over decades.

10. Certification & CPD

Introduce mandatory certification and credit-linked progression, aligned with NEP 2020 and Academic Bank of Credits. Continuous Professional Development (CPD) credits and refresher courses will be linked to promotions, ensuring training has career value.

11. Digital Backbone

Establish a UAID-linked performance monitoring system to track administrator learning and outcomes, linking them to performance-based KPIs.

12. NSF Governance Reforms

Encourage National Sports Federations to progressively adopt international best practices, including role separation, professional management, and greater athlete inclusion. Provide frameworks, capacity-building support, and model guidelines to facilitate this transition, while respecting their autonomy.

13. Practice Pathways

Ensure training is tied to practice and progression through structured placements, a national accreditation registry, and policy integration. Create rotational postings, apprenticeship models, innovation labs, and partnerships with federations, government, and private sector to guarantee that every trained administrator has an outlet to apply competencies and progress within the system.

This report presents a sustainable, actionable, and future-proof roadmap to transform Indian sports administration. By embedding capacity building in a distributed network of universities, institutes, and civil service academies, the proposed system ensures scale, continuity, economic viability and resilience.

For the first time, India will have a professionalised cadre of sports administrators whose competencies, careers, and accountability are linked to global standards and national ambitions. Together, these reforms can transform Indian sports governance into a globally respected, athlete-first, and enduringly sustainable system, positioning the nation to realise its long-term sporting ambitions and to be a credible contender on the road to 2036 and beyond.



CHAPTER - 1

Introduction



CHAPTER 1

1.1 Genesis of the Task Force

The evolving landscape of Indian sports necessitates a robust, knowledgeable, and accountable administrative system capable of supporting athletes and institutions within a high-performance environment. With the rollout of flagship government initiatives such as Khelo India, Target Olympic Podium Scheme (TOPS), and the Fit India Movement, along with India's increasing ambition to host major international sporting events, including the 2030 Commonwealth Games and the 2036 Olympic Games, the role of sports administrators has expanded significantly. They are no longer just traditional managers but have emerged as strategic enablers of performance, governance, and systemic excellence.

In recognition of the critical need to strengthen both institutional frameworks and individual capacities within the sports administration ecosystem, the Union Cabinet approved the Khelo Bharat NITI 2025 on 1st July 2025, a landmark policy initiative marking a transformative chapter in Indian sports governance. A cornerstone of this policy is the systematic enhancement of human resources across the sports sector, with a focus on administrators, coaches, and sports science professionals. This is to be achieved through structured capacity-building programs, targeted training, and comprehensive professional development. Khelo Bharat NITI 2025 acknowledges that elite athletic performance is intrinsically linked to the strength and efficiency of administrative and support systems. Therefore, the policy underscores the urgent need to implement mechanisms that develop the skills, competencies, and operational capabilities of individuals responsible for the governance, management, and execution of sports programs across all tiers of sports organizations in the country.

1.2 Constitution and Composition of the Task Force

In alignment with this strategic objective and to translate policy vision into actionable frameworks, the Ministry of Youth Affairs and Sports (MYAS), vide its Office Memorandum No. 8-70/2025-SP-III dated 30.07.2025 (Annexure 1), has constituted a Task Force under the Chairmanship of Shri Abhinav Bindra to develop a comprehensive framework for the Capacity Building of Sports Administrators and was entrusted with the following Terms of Reference:

- a.** To evaluate the current administrative framework of Indian sports bodies (SAI, NSFs, State Associations), identify key gaps, and assess the relevance of existing training programs in the context of a modern professional sports ecosystem.
- b.** To develop a multi-level Competency Framework for sports administrators, detailing essential skills and knowledge across roles from junior to leadership levels.
- c.** To propose a sustainable national Training and Development Ecosystem, with nodal universities and defined roles for MYAS, SAI, IOA, and NSFs.
- d.** To recommend the creation of a standardised, multi-level curriculum based on the Competency Framework, and to develop a comprehensive policy for Continuous Professional Development (CPD) that includes a system for credit points, mandatory refresher courses, and advanced certifications to ensure clear career progression for administrators.
- e.** To formulate a comprehensive strategy for providing international exposure to sports administrators by establishing strategic partnerships with global sports federations and renowned academic institutions, and to create a framework for organising international exchange programmes, study tours, and expert-led workshops.
- f.** To examine the idea of setting up a National Academy for Sports at NS NIS Patiala for capacity building of sports administrators.
- g.** To recommend a Performance Management and Monitoring System to evaluate the effectiveness of capacity-building initiatives; to develop key performance indicators (KPIs) for tracking the progress of trained administrators and their impact on their respective organisations; and to establish a mechanism for the periodic review and assessment of the entire framework to ensure its continued relevance and effectiveness.

1.3 Methodology

The Task Force was composed of eminent domain experts spanning governance, academia, finance, sports administration, sports education, athlete welfare, and digital systems. Under the leadership of the Chair, the group undertook a comprehensive benchmarking exercise, comparing Indian practices with international counterparts—particularly from Australia, the United Kingdom, and the United States. This comparative analysis, coupled with a rigorous gap assessment, led to the formulation of a core hypothesis to guide systemic reform.

The Task Force adopted an evidence-driven, multi-phased methodology designed to produce practical, inclusive, and globally benchmarked recommendations for reforming India's sports administration ecosystem. The methodology was structured across four distinct but interlinked phases:

Phase I – Situational Analysis: A comprehensive mapping of the existing sports administration landscape at the national, state, and institutional levels was conducted. This phase identified structural and functional gaps, while also reviewing current training programs and institutional capabilities.

Phase II – Stakeholder Consultations: In-depth, structured engagements were held with a diverse range of stakeholders, including administrators, coaches, athletes, policymakers, academicians, and international experts to capture multi-perspective insights.

Phase III – Comparative and Competency Benchmarking: International best practices were analyzed through detailed studies of high-performing global models alongside cross-sectoral comparisons with governance and capacity-building frameworks in defence, health, civil services, and education.

Phase IV – Synthesis and Framework Development: Insights from the previous phases were synthesized to formulate a comprehensive Competency Framework, accompanied by an implementation roadmap, monitoring and evaluation mechanisms, and flexible training delivery models (physical, online, and blended formats).

1.4 Sources of Data

Key Informant Interviews (KII) with officials from MYAS, SAI, National Sports Federations (NSFs), state-level associations, coaches, athletes, sports scientists, and executives from the private sector.

Focused Group Discussions (FGDs) involving faculty and professionals from institutions such as LNCPE, NS NIS, LNIPE, IIMs; Khelo India and TOPS program staff; district-level sports officers; and mid-level administrators.

Surveys and Questionnaires targeting entry- and mid-level sports administrators, coaches, and interns to gather quantitative and perception-based insights.

Policy Documents: Including Khelo Bharat NITI 2025, National Sports Policy 2001, Department of Personnel and Training (DoPT) norms, SAI operational manuals, and international policy frameworks from IOC, UNESCO, etc.

Academic Research: Studies from Indian and global academic institutions covering sports science, public administration, and organizational development.

Program Evaluations: Review of flagship initiatives such as Khelo India, Fit India Movement, and TOPS, along with assessments of international sports development programs (e.g., AIS – Australia, UK Sport, USOPC, Japan, Singapore).

Global Databases: Data and benchmarking information from sources such as the World Bank, UNDP, UNESCO, and international sports federations' portals.

Industry and Media Reports: Insights from reputable publications and consultancies including The Economic Times, Mint, Sportstar, ORF, Deloitte, EY, and PwC



CHAPTER - 2

Evaluation & Gap Analysis of Current Administrative Framework

CHAPTER 2

The current administrative framework of Indian sports bodies reveals significant structural gaps and governance challenges that hinder the development of a holistic and professional sports ecosystem. This brief assessment identifies critical areas requiring immediate intervention to build capacity among sports administrators and align with contemporary global standards. An effective sports administrative system requires a robust, well-defined, and adequately staffed cadre structure to implement national-level schemes and support grassroots sports development. However, the current administrative ecosystem within the Ministry of Youth Affairs & Sports (MYAS), Sports Authority of India (SAI), National Sports Federations (NSFs), and State Sports Departments exhibits critical shortcomings in human resource planning, deployment, and institutional capacity.

2.1 Structure of Indian Sports Organisations: Mapping Government Bodies and National Sports Federations (NSF):

Indian sports administration is arranged as a multi-layered structure, stacking both governmental and autonomous bodies within the sporting ecosystem nationally and internationally (Annexure-2):

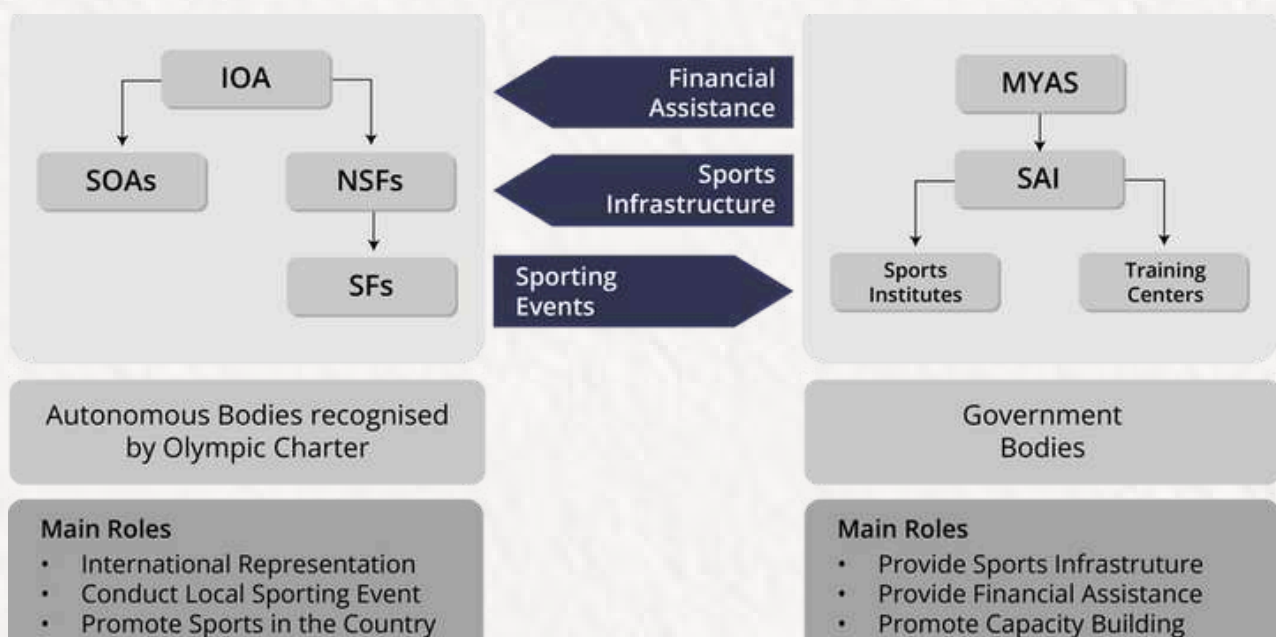
1. Ministry of Youth Affairs and Sports (MYAS): It serves as the apex governmental authority responsible for formulating national sports policy, allocating funding, and providing overarching governance for the Indian sports ecosystem. It plays a central role in shaping the country's sports policy framework and ensuring alignment between central directives and state-level implementation. MYAS coordinates extensively with state governments and national sports federations to ensure cohesive development and execution of sports initiatives. Additionally, it operates through specialized wings that manage infrastructure development, sport-specific administrative functions, and international cooperation to strengthen India's global sporting engagements.

2. Sports Authority of India (SAI): An autonomous body under MYAS, SAI is responsible for talent identification, training centres, scientific research, high-performance analysis, and running several schemes to promote athletes and sports science.

3. Indian Olympic Association (IOA): The umbrella body responsible for India's representation in the Olympic Movement. IOA is the recognized National Olympic Committee (NOC) as per the IOC mandate. It affiliates all National Sports Federations (NSFs). IOA interacts with international bodies and governs multi-sport events like the Olympics, Commonwealth Games, Asian Games.

4. National Sports Federations (NSFs): Autonomous, sport-specific societies registered under the Societies Registration Act, 1860. NSFs handle the development, management, and control of their respective sports. NSFs are affiliated with their respective International Federations (e.g., FIFA for football, FIBA for basketball) and follow a governance framework as directed by MYAS and national sports code/sports bill.

5. State Olympic Associations & State Sports Federations: Affiliate with national bodies, channel funding and administrative oversight at the state level, organize district/state level tournaments and implement policies regionally.



2.2 Structural Constitution of National Sports Federations (NSFs) in India

1. Legal Basis and Recognition

- 1.NSFs are established as national sports governing bodies for their respective sports.
- 2.They are legally registered societies or bodies recognized under applicable laws.
- 3.The National Sports Governance Act, 2025 formalizes NSF's as designated bodies responsible for the governance of specific sports disciplines.

2. Governing Documents

- 1.NSFs have a constitution or Memorandum of Association and Bye-laws. The constitution aligns with The National Sports Development Code of India 2011 (which prescribes governance standards, transparency, and democratic values). However, they now need to comply with the National Sports Governance Act, 2025 including mandatory clauses on tenure, election process, age limits, and athlete representation.

3. Governance Framework - Key Organs

- 1.General Body: Apex decision-making body comprising representatives from State Associations or affiliated units. Responsible for major policy decisions, amendments to the constitution, and election oversight.
- 2.Executive Committee: Elected body responsible for day-to-day administration. Positions include President, Secretary General, Treasurer, Vice Presidents, and Joint Secretaries. Terms are usually capped at a maximum of four years per session, with defined limits on consecutive terms (e.g., max three consecutive terms with mandatory cooling-off period).

Other Committees:

- Selection Committee (to select athletes, coaches).
- Disciplinary Committee (for disputes and code of conduct breaches).
- Technical Committee.
- Anti-Doping Committee.
- Women's Commission and other sport-specific or special committees as mandated by the constitution or national regulations.

2.3 HOW INDIAN SPORTS ORGANISATIONS FILL THEIR FUNCTIONAL POSITIONS

Organisation	Recruitment Method	Hybrid Model / Key Notes
Sports Authority of India (SAI)	<ul style="list-style-type: none"> Permanent cadre roles filled via direct recruitment, promotion, deputation under DoPT/ DoE norms. Significant use of contractual appointments for experts (sports scientists, high-performance coaches, advisors, physiotherapists, nutritionists, analysts, young professionals). Recruitment notices specify qualifications, age, and experience; selection via tests/interviews. Administrative Cadre: permanent staff recruited via UPSC Civil Services interview & internal promotions. DG SAI appointed by the Appointments Committee of Cabinet (ACC). 	<p>Hybrid staffing model:</p> <ul style="list-style-type: none"> Core permanent cadre handles admin/operational functions. Deputation used when no eligible in-house candidates. Contractual staff supplement schemes/projects like Khelo India, TOPS, Fit India. Technical, coaching, and performance roles largely contractual, short-term, expertise-driven.
National Sports Federations (NSFs)	<p>Elected Leadership Roles:</p> <ul style="list-style-type: none"> President, Secretary General, Treasurer, EC members elected by General Body representatives (state/ affiliate units). Elections overseen by the National Sports Election Panel for transparency. <p>Professional/ Administrative Staff:</p> <ul style="list-style-type: none"> Some NSFs (e.g., Hockey India, NRI) employ CEOs, Executive Directors, Analysts, Ops Managers. SAI encourages NSFs to hire High Performance Directors, Managers, S&C experts under ACTC budgets. Mostly contractual, direct recruitment advertised via NSF/ SAI websites. 	<p>Governance split:</p> <ul style="list-style-type: none"> Elected leadership manages policy, oversight, compliance. Professional staff handle operations, technical & high-performance management. Contractual hiring growing in Hockey India and few others, esp. for technical/support staff.

2.4 Roles & Responsibilities of the Sports Authority of India (SAI) and the corresponding roles of key members and officials:

a. Strategic Governance & Policy Direction: Formulate national policies and strategies to promote sports development and excellence across India. Plan, implement, and monitor flagship programs, talent identification, and major athlete support schemes such as Khelo India and TOPS (Target Olympic Podium Scheme).

b. Athlete Training & Development: Organize training camps and programs for athletes from grassroots to elite level, manage national teams, and provide access to top-class facilities, support staff (coaches, physiotherapists, nutritionists), and sports science. Regular monitoring and evaluation of athlete progress, including data-driven analysis.

c. Infrastructure Development & Management: Develop, maintain, & utilize major sports infrastructure and stadiums for training, competitions, and community engagement.

d. Coach Education & Human Resource Development: Run academic programs for coaches & physical education specialists; manage recruitment, training, and certification of coaches.

e. Collaboration with NSFs & Stakeholders: Provide technical, financial, and logistical support to National Sports Federations (NSFs) and other partners for athlete development, training, and international participation.

f. Implementation of Safeguarding & Inclusion Policies: Ensure that athlete welfare, safeguarding, gender equity, and inclusion policies are in place and followed throughout schemes and training centers.

g. Community Engagement & Sports for Development: Promote mass participation, fitness, social inclusion, and sport as a development tool through “Come & Play,” outreach, and community schemes.

2.5 Roles & Responsibilities of NSFs and Corresponding Roles of Their Members

As autonomous entities, National Sports Federations (NSFs) bear the primary responsibility for the promotion, development, regulation, and international representation of their respective sports. While office bearers handle specific operational duties, the core governance and strategic decision-making responsibilities rest with the Executive Committee (EC) of each NSF. An analysis of selected NSFs in India reveals that their functions can be broadly categorized into six key domains:

a. Promotion & Development of Sport

To promote and encourage the sport in the country, to provide and make available facilities for the training of players, establish technical standards for coaching and officiating, to stimulate the interest of the people in the promotion of the sport and to formulate State Associations in all states and territories of India, encourage and regulate activities of affiliated state/district associations and clubs, coordinating through respective associations, and develop grassroots programs and infrastructure

b. Capacity Building

To infuse players and coaches with new knowledge and techniques of the sport, and arrange training of coaches, instructors and jury/referees via NIS Patiala or equivalent.

c. Competition Management

To select the Indian teams for participation in any international tournament/championships; organize and regulate National/state Competitions & selection trials; prepare rules, regulations, and policies for smooth conduct of matches, leagues, and tournaments; to select and control the Indian Teams for the Olympics, Asian Games, Commonwealth Games, and other games/tournaments under the patronage of IOA, IF's, and Asian Federation, inside or outside the country; promote, control, and finance visits to India by foreign teams.

d. Governance & Compliance

To affiliate with, adhere to, and abide by the Statutes, Rules & Regulations, and jurisdiction of IF, Asian Federation, and IOA; opposition to discrimination (race, gender, politics, religion, creed) and binding to IF statutes; to grant membership to State Associations/Boards; formulate and implement policies, codes of conduct, election procedures, and grievance redressal.

e. Social Responsibility & Ethical Standards

To support and maintain the ideals of the Olympic Movement, particularly the fight against doping via appropriate tests and checks; enforce safe sport policies, ethics codes, and government sports policy directives.

f. Resource Mobilization & Asset Management

To render, as possible, financial assistance to players, officials, and affiliates for training, participation abroad, or hosting competitions; to procure, collect, and accept donations/contributions on reasonable terms; acquire land, buildings, and ranges by gift, purchase, exchange, lease, or hire; borrow and raise money against NSF assets when required.

2.6 Key Systemic and Capacity Gaps in SAI & State Sports Departments

The Sports Authority of India (SAI) and State Sports Departments form the backbone of India's sports administration, responsible for athlete development, infrastructure, and program delivery. This Task Force, based on the primary research that I conducted, concluded that both institutions face deep systemic and capacity challenges (Annexure-3) that hinder professionalism, efficiency, and governance effectiveness. These gaps not only constrain the implementation of national policies but also weaken coordination with federations and other stakeholders, limiting India's ability to build a modern, athlete-centric sports ecosystem.

a. Lack of a Professional Cadre: Neither SAI nor state departments have a dedicated sports administration service. Instead, roles are filled by generalist civil servants or contractual staff, often lacking sector-specific expertise. This has resulted in ad-hoc decision-making, weak institutional continuity, and an absence of long-term professionalization.

b. Poor Institutional Integration: Coordination between SAI, National Sports Federations (NSFs), and State Departments is limited and fragmented. Overlapping roles, duplication of functions, and unclear accountability frameworks reduce efficiency and create systemic bottlenecks.

c. Inadequate Capacity Building: Training for administrators within SAI and states is sporadic and non-specialized. India lacks a national institute or framework for sports administration and governance, leaving administrators without clear career pathways, competency benchmarks, or professional development opportunities.

d. Weak Policy Execution & Technology Use: Policy rollouts at the national and state levels are often delayed by bureaucratic processes and a lack of clear accountability. Technology investments are underleveraged, with digital tools poorly integrated, minimal data sharing, and weak use of analytics for performance monitoring or evidence-based decisions.

e. HR & Cultural Challenges: Sports administration within SAI and states is not seen as a structured career. There are no performance-linked incentive systems, competency frameworks, or professional recognition mechanisms. As a result, morale is low, turnover among contractual staff is high, and the sector struggles to attract and retain motivated talent.

2.7 Administrative Structures and Operational Inefficiencies in SAI & State Sports Departments

The administrative framework and operating structures of SAI and State Sports Departments suffer from unclear mandates, fragmented processes, and outdated service conditions, reducing institutional capacity and delivery effectiveness.

a. Unclear Job Roles and Overlapping Responsibilities: Permanent and contractual staff often operate without clearly defined responsibilities, leading to duplication, inefficiencies, and gaps in accountability.

b. Fragmented Processes and Lack of SOPs: Operational workflows lack standardisation across SAI and state systems. The absence of robust SOPs leads to delays, inconsistent practices, and weak monitoring.

c. Weak Technology Integration: Digital platforms exist but are poorly integrated. The absence of a unified data architecture undermines real-time monitoring, analytics, and transparent reporting across national and state levels

d. Outdated Service Rules and Career Pathways: Recruitment norms, service conditions, and promotion structures remain rigid and outdated. This discourages specialization, blocks professional growth, and limits the attractiveness of long-term careers in sports administration.

e. Inadequate Training and Capacity Development: There is no structured framework for continuous training or skill development for administrators in SAI or states. The lack of professional capacity-building pipelines prevents the creation of a strong leadership cadre for Indian sport.

2.8 National Sports Federations & the Need for Global Governance Alignment

National Sports Federations (NSFs) in India serve as the apex bodies responsible for governing their respective sports. Their mandates include organizing competitions, ensuring compliance with national and international regulations, and fostering athlete development. However, the prevailing governance structures are predominantly statutory and compliance-focused, often neglecting strategic planning, athlete welfare, and the broader promotion of sport.

In contrast, global peers such as leading National Governing Bodies (NGBs) and National Sporting Organisations (NSOs) adopt advanced governance frameworks. These include a deliberate separation between governance and operations, with qualified professionals managing executive functions while office bearers focus on strategic oversight. Key features of these models are athlete representation in decision-making bodies, integration of former athletes through Dual Career Pathways, and alignment with the Long-Term Athlete Development (LTAD) approach. This ensures that leadership is not only athlete-centric and accountable but also forward-looking and strategically effective.

Indian NSFs, by statutory design, define specific roles for Presidents, Secretary Generals, Treasurers, and Executive Committee members. These roles cover governance, administration, financial oversight, and legal representation. However, the absence of functional separation between governance and operations has led to blurred lines of accountability, weak transparency, and minimal professionalization.

Furthermore, Indian NSFs often lack institutional mechanisms that are standard in international practice. These include independent oversight bodies, athlete representation and preparedness for governance roles, professionally appointed executive leadership, and strong accountability frameworks. Unlike mature international models that emphasize checks and balances such as term limits, grievance redressal mechanisms, transparent elections, and separation of powers these features are developing in the Indian context.

To align with global best practices and strengthen governance capacity, Indian NSFs must undertake structural reforms. This includes adopting a competency-based leadership model supported by targeted training and capacity-building, and institutionalizing digital tools and sports science integration to enhance transparency, innovation, and athlete monitoring. By embracing these reforms, Indian sports governance can evolve into a more professional, ethical, and athlete-focused system, one that is capable of delivering sustained sporting excellence.

Note: A detailed table elaborating on the governance skills, roles, and responsibilities of the NSFs and their global peers (Australia, UK, USA) is provided in the Annexure 4-6 for comprehensive reference.

2.9 Governance Gaps in Indian NSFs vs. Global Best Practices

The contrast between Indian NSFs and leading international models highlights several systemic governance gaps. These differences are captured in the table below:

Dimension	Indian NSFs (Current Gaps)	Global Best Practices
Role Separation & Clarity	Presidents often act as both figureheads and operational heads; governance and executive powers overlap, weakening accountability.	Clear separation of governance (Board Chair) and operations (professional CEO), e.g., World Athletics.
Strategic Leadership	Office bearers are consumed by administrative tasks, leaving little space for vision-setting, innovation, or global competitiveness.	Leadership prioritizes transformation and future growth, e.g., IOC's Olympic Agenda 2020.
Governance Committees	Few or no functional committees for audit, integrity, or athlete welfare, limiting oversight and structured decision-making.	Specialized committees handle audit, integrity, athlete welfare, and performance, e.g., Australia's Integrity & Audit Panels.
Stakeholder Representation	Athlete and stakeholder voices are minimal or non-binding in governance frameworks.	Mandatory athlete representation (e.g., 33% in USOPC), ensuring inclusive, performance-informed decisions.
Financial Oversight	Financial control rests with Presidents/Secretaries; audits are irregular and public reporting is limited.	CFOs oversee finances; independent audit committees ensure transparency and accountability.
Integrity & Compliance	Disciplinary matters handled by elected officials, risking conflicts of interest and bias.	Independent compliance and integrity units manage ethics and disciplinary functions.
Operational Expertise	Key areas (HR, marketing, legal, high performance) often led by non-specialists; limited integration of athlete expertise.	Qualified professionals lead specialist functions; former athletes with expertise embedded into management.
Checks & Balances	Concentration of authority in few hands; weak board oversight and limited collective governance.	Shared decision-making through committees and independent directors ensures transparency, accountability, and balance.

This benchmarking underscores the urgent need for reforms in Indian NSFs to bring them in line with global standards. Without clear role separation, professional leadership, independent oversight, and structured athlete representation, governance risks remaining compliance-oriented rather than strategic and athlete-centered. Such reforms are essential to strengthen effectiveness, integrity, and performance in Indian sport.

2.10 Strengthening Sports Governance through Professional Hiring

A critical gap in Indian sports governance is the limited reliance on professional staff with domain expertise in finance, legal affairs, governance, marketing, high-performance management, sports science, and athlete development. Too often, federations depend solely on elected officials, while professional expertise remains underutilized.

Professional hiring is vital to ensuring efficiency, compliance, and forward-looking strategies. Federations without such expertise risk inefficient operations, weak compliance mechanisms, and missed opportunities for growth and global competitiveness. In contrast, when professionals with advanced qualifications and practical experience are integrated into governance structures, they bring credibility, technical depth, and strategic foresight.

Qualified personnel typically hold advanced degrees in sports management, business, law, or technical disciplines, coupled with practical experience in sports administration or corporate governance. Their integration into federations bridges the gap between sporting insight and professional management practice. Following are two examples of former athletes becoming successful sports administrators

1. Chris Fydler – Olympic gold medallist and lawyer, who has held governance roles in Swimming Australia, successfully blending athlete experience with legal expertise.
2. Matt Welsh – Former elite swimmer who transitioned into executive leadership roles across sport and the corporate sector after formal management training, demonstrating how professional qualifications enable athletes to extend their influence beyond competition.

2.11 Gaps in Dual Athlete Career Pathways and Governance Preparedness

India does not yet have a structured Dual Athlete Career Pathway integrated with the Long-Term Athlete Development (LTAD) model, which supports athletes in combining elite performance with education, leadership, and governance skills. While the Sports Governance Act mandating athlete representation in sports bodies through the Sportsman of Merit category is a very welcome step, the real gap lies in athlete preparedness to take up these governance and leadership roles effectively. Most athletes retire without the relevant skills in administration, leadership, or governance, leaving them underprepared for the responsibilities such positions demand.

Former Athlete Leaders – Global Examples

1. Sebastian Coe (UK) – Olympic middle-distance champion, now President of World Athletics.
2. Thomas Bach (Germany) – Olympic fencing gold medallist, former IOC President.
3. Kirsty Coventry (Zimbabwe) – Olympic swimming champion, former Minister of Sport and now President of the IOC.

2.12 Strengthening Governance and Human Capital in Indian National Sports Federations (NSFs)

National Sports Federations (NSFs) are central to the governance, development, and promotion of sport in India. Research by the Task Force indicated systemic gaps in leadership structures, role clarity, and professional competencies that continue to hinder their effectiveness.

This section evaluates Indian NSFs against global best practices and proposes a competency-based framework for reform that can help professionalize governance, improve accountability, and strengthen human capital.

Key Insights and Comparative Analysis

Indian NSFs were assessed across five competency domains, highlighting the roles typically undertaken by key office bearers:

- a. Social & Interpersonal Competencies** (e.g., communication, negotiation): Typically led by the President and Secretary General.
- b. Operational Competencies** (e.g., grassroots execution, athlete welfare): Managed primarily by the Secretary General and Executive Committee.
- c. Technical & Athlete Pathway Competencies** (e.g., talent identification, sports science): Shared across senior office bearers.

d. Administrative & Managerial Competencies (e.g., finance, legal, HR): Oversight led by the President, Treasurer, and Secretary General.

e. Digital & Technology Competencies (e.g., MIS, AI integration, social media): An emerging but underutilized area within most NSFs.

This competency mapping reveals that while roles are clearly statutory, their execution is inconsistent, and critical domains like digital innovation and sports science remain underdeveloped.

2.13 Key Governance Gaps in Indian NSFs

The following are the key governance gaps in NSFs that the Task Force identified.

a. Over-Centralisation of Authority: In many NSFs, the President exercises disproportionate control over operations, finance, and appointments. This contrasts sharply with global norms, where governance and execution are clearly separated. Combined with Limited transparency, this leads to low accountability and stunted leadership development.

b. Lack of Professional Management: Elected office bearers often take on operational responsibilities without formal training in sports management. Few federations appoint full-time CEOs or domain-specific directors. This often results in conflicts of interest, inefficiency in day-to-day functioning, and weak execution of high-performance programs.

c. Limited understanding of Sports Science: Indian NSFs lag in the adoption of data-driven systems, athlete monitoring tools, sports science support, and digital engagement platforms. The consequences are suboptimal athlete development, poor transparency, limited innovation, and disengagement of both youth and sponsors.

d. Weak Adoption of Global Governance Standards: Compliance with Olympic and International Federation (IF) charters, as well as codes on anti-doping, safeguarding, and integrity, remains inconsistent. This raises concerns about athlete safety and risks, reputational damage, and loss of funding or partnership opportunities.

To strengthen governance and human capital, Indian National Sports Federations (NSFs) should progressively align with global best practices by prioritizing two key areas. First, they must adopt a competency-based leadership model that defines clear, role-specific competencies for office bearers and executives. This model should be supported by targeted training and robust capacity-building programs that enhance leadership effectiveness, professionalism, and accountability. Second, NSFs should institutionalize digital and sports science integration. This includes embedding digital, data-driven systems for athlete monitoring, performance tracking, and transparency, alongside adopting evidence-based sports science practices to foster innovation and elevate athlete welfare. Together, these measures will help modernize federation functioning, drive performance outcomes, and build trust in institutional governance.

2.14 Curriculum Gaps Between Sports Education & Institutional Objectives in India

Indian Sports Bodies carry responsibilities that go far beyond organizing competitions. Their mandate includes policy formulation, ethical governance, athlete safeguarding, dispute resolution, international engagement, and resource mobilization. To perform these diverse functions effectively, leaders and staff require a broad, specialized, and applied skillset.

A structured review of India's sports education ecosystem including programs in sports management, physical education, coaching, and sports law reveals significant gaps (Annexure-7-8). While these courses provide foundational knowledge, they often lack the practical depth, strategic orientation, and real-world application needed to prepare administrators for the complex demands of modern sports governance.

2.15 Linking Indian Sport Bodies Objectives to Key Administrative Skills

The following mapping outlines how each institutional function aligns with specific competency domains necessary for effective delivery.

Objective	Mapped Competency Domains & Key Skills
Promotion & Development of Sport	<ul style="list-style-type: none"> • Social & Interpersonal: Stakeholder engagement, motivational leadership, networking, public liaison. • Operational: Grassroots development, project execution, talent pathways, sport-for-development, sustainability.
Competition Management	<ul style="list-style-type: none"> • Operational: Event and logistics management, risk response, integrity enforcement, rules and regulations.
Regulation & Governance	<ul style="list-style-type: none"> • Operational: National policy, anti-doping, and compliance with sport law. • General Management: Legal frameworks, contracts, governance structures, performance systems. • Social: Stakeholder diplomacy.
Integrity & Ethical Standards	<ul style="list-style-type: none"> • Social: Ethical leadership, accountability. • Operational: Integrity of sport, anti-doping, risk management. • General Management: Compliance and enforcement. • Digital: Digital monitoring and analytics.
Dispute Resolution	<ul style="list-style-type: none"> • Social: Mediation, conflict resolution, negotiation. • General Management: Dispute protocols, governance for adjudication.
Safeguarding & Athlete Welfare	<ul style="list-style-type: none"> • Operational: Safeguarding frameworks, inclusivity, athlete well-being, crisis response. • Social: Empathy, stakeholder sensitivity, safe sport leadership.
International Relations	<ul style="list-style-type: none"> • Social: International liaison, negotiation, public diplomacy. • Operational: Olympic/IF charters, international policy alignment.
Resource Mobilization & Asset Management	<ul style="list-style-type: none"> • General Management: Budgeting, sponsorships, HR, event bidding, risk management. • Social: Strategic partnerships, networking. • Digital: Digital marketing, social media for sponsor engagement.
General Powers & Policy Making	<ul style="list-style-type: none"> • General Management: Strategic and policy planning, governance design, performance frameworks, procurement. • Social: Public leadership, institutional liaison. • Digital: IT proficiency, data-driven decision-making

2.16 Gaps in Course Coverage vs. Indian Sport Bodies Functional Objectives

The review of Indian sports education reveals several systemic shortcomings. Many sports management programs remain heavily oriented toward business functions such as marketing, branding, and logistics, often neglecting essential aspects like governance, ethics, and athlete development. In contrast, physical education and coaching programs tend to offer strong technical knowledge and support for athlete development but are inadequately aligned with modern governance and administrative practices. Key curricular gaps are evident across the board. Sports law education lacks practical components such as real-case simulations and enforcement training. Ethics modules are primarily theoretical, without structured decision-making frameworks or tools to address corruption and match-fixing scenarios. Event management training is largely logistical, offering minimal instruction on governance, officiating, or integrity compliance. Courses on international sport typically provide only a superficial introduction to the Olympic Charter, with insufficient emphasis on diplomacy and international representation. Lastly, sponsorship and funding education disproportionately emphasizes private sponsorship, neglecting critical areas such as corporate social responsibility (CSR), public-sector funding schemes, and long-term sustainability planning.

An environment scan of India's sports education ecosystem highlights where current programs fall short in meeting functional requirements:

Objective	Covered in Current Courses	Key Gaps
Sport Promotion & Development	PE/coaching programs (BPED, MPED at SAI/NSNIS, LNIPE) include grassroots and youth development.	Lack of LTAD models, inclusive participation strategies, and structured talent ID frameworks. Sports management programs focus heavily on business, not athlete development.
Competition Management	Event planning, logistics, financial modeling (IISM, IIM Rohtak, NASM).	Weak focus on governance, officiating standards, competition manipulation, and compliance with international rules.
Regulation & Governance	Sports law, ethics, and basic governance modules (GISB, AISTS India).	Minimal exposure to real-world governance frameworks (SAI, IOA) and limited application of rules/statutes.
Integrity & Ethics	Some coverage in diplomas on anti-doping and ethics.	No mandatory or applied ethics curriculum; weak training on corruption, discrimination, or match-fixing.
Dispute Resolution	Basic introductions in sports law programs.	Lack of arbitration/mediation training, case-based simulations, or sector-specific legal processes.
Safeguarding & Athlete Welfare	Elements in sports medicine, psychology, and ethics modules.	No structured modules on safeguarding, child protection, DEI (diversity, equity, inclusion), or safe sport frameworks.
International Relations	Some exposure in AISTS India/GISB on global governance and diplomacy.	Little focus on Olympic governance, international representation, or global policy engagement.
Resource Mobilization & Asset Management	Sponsorship, event revenue, facility management.	Weak focus on PPP models, CSR, long-term sustainability, and infrastructure development.
General Policy & Leadership	Leadership and strategic planning modules.	Limited exposure to national sports policy-making, NSF leadership frameworks, and public-sector sport systems.

2.17 Governance Coverage Deficit in Indian Sports Education

Beyond course content, Indian sports education lacks detailed engagement with the governance ecosystem. Graduates often emerge without understanding how key institutions interconnect.

Critical components missing from curricula include:

a. Roles and interlinkages of MYAS, SAI, IOA, NSFs, and state associations.

b. Functional understanding of entities such as TOPS (Target Olympic Podium Scheme) and the Mission Olympic Cell (MOC).

c. Structural insights into state sports departments: talent pipelines, funding flows, infrastructure responsibilities.

d. Operational exposure to selection committees, disciplinary bodies, and national championship structures.

Students lack '**ecosystem literacy**' , the ability to navigate and operate effectively within India's governance framework essential for careers in federations, policy-making, and athlete development.

CHAPTER - 3

Multilevel Competencies For Sports Administrators In India



CHAPTER 3

3.1 Purpose of the Framework

This chapter sets out a comprehensive multilevel competency framework for sports administrators in India, detailing the essential skills, knowledge, and orientations required across roles that range from entry-level functionaries to senior leadership positions. This multilevel competency framework intends to address the gaps identified in Chapter 2. The framework seeks to provide clarity on the progressive competencies required at each stage of an administrator's career, while also defining a clear pathway for professional growth and maturity within the sporting ecosystem.

The framework has been designed with the specific realities of the Indian sports ecosystem in mind. India's sporting landscape is characterised by its tremendous diversity, marked by variations across geography, socio-economic status, and institutional capacity. At the same time, India carries high aspirations of global sporting recognition, aspiring to translate its vast talent base into success on international platforms such as the Olympics.

Yet, the current system operates in conditions of resource scarcity and institutional capacity that remain nascent compared to developed economies. In this context, building administrator competency is not merely desirable but urgent, as effective governance and leadership can amplify limited resources, strengthen systems, and ensure equitable opportunities for athletes across the country.

The framework has been deliberately crafted with flexibility so it may be adapted to different contexts and organisational types. It applies equally to sports administrators who are elected to federations, those who are recruited as professionals, and those who serve in public or private institutions across the country.

Above all, the framework is anchored in the critical objectives of the Indian sports ecosystem. It is designed to ensure that administration remains athlete-centred, that governance is inclusive and participatory, that grassroots pathways are nurtured and linked to elite sport, and that the pursuit of competitive excellence is guided by principles of fairness, transparency, and integrity.

3.2 Structure of the Framework

The multilevel competency framework is structured to be both mutually exclusive and collectively exhaustive. Each competency area is distinct in focus, while together they capture the full range of skills required for effective sports administration in India.

The framework is organised into three interlinked sections:

a. Section I: Competency Domains – defines the ten core areas of competency necessary for effective sports administration.

b. Section II: Capability Maturity Model – presents five progressive levels of administrative maturity, offering both an evaluation tool and a pathway for career progression.

c. Section III: Mapping of Competencies to Maturity Levels – integrates the competency domains with the maturity model, illustrating how proficiency in each area evolves as administrators progress from foundational roles to visionary leadership.

Together, these sections create a comprehensive developmental blueprint for sports administrators in India, capable of guiding recruitment, training, evaluation, and long-term leadership development in alignment with national sporting ambitions.

Section I: Competencies for Sports Administrators

The effectiveness of sports administration in India depends on a clear understanding of the skills, knowledge, and orientations that administrators require. Sports administrators operate across a wide spectrum of roles, from organising grassroots competitions to negotiating global partnerships, and from safeguarding athlete welfare to shaping Olympic strategy. To build a professional pathway that is structured and progressive, we have identified ten core competencies that together define what is essential for effective sports administration.

Each core competency is linked to specific activities and responsibilities that administrators are expected to carry out. This ensures that the framework is both practical and measurable, with effectiveness being demonstrated in how well administrators discharge these responsibilities.

Together, these core competencies provide the foundation for curriculum design, diagnostic assessment, and career progression. The ten core competencies are as follows

1. Athlete Orientation
2. Grassroots and Inclusive Development
3. High Performance and Excellence Orientation
4. Governance and Regulatory Knowledge
5. Strategic and Leadership Competencies
6. Managerial and Operational Competencies
7. Resource Mobilization and Marketing
8. Interpersonal and Communication Competencies
9. Digital, Analytical and Contextual Awareness
10. Ethics, Integrity and Learning Orientation

Detailed Description of Competencies

1. Athlete Orientation: This competency defines an athlete-first approach across programmes and decisions. It encompasses the design and delivery of athlete welfare initiatives, transparent selection processes, accessible grievance redressal, and robust safeguards for physical and mental health. It also specifies capabilities to design development pathways that span competition, education, and life beyond sport, so that transition and second-career preparation are systematically supported.

2. Grassroots and Inclusive Development: This competency establishes the base of participation and talent. It includes outreach in rural and tribal areas, school and community sport, and the deliberate promotion of para-sport. It specifies inclusion as a design principle, with particular attention to women, differently abled individuals, and marginalised communities, and sets expectations for early talent identification and the building of sustainable local ecosystems that feed higher levels of play.

3. High Performance and Excellence Orientation: This competency sets the parameters for elite preparation and competitive success. It includes identification of elite athletes, planning and operation of high-performance centres, and readiness for major events such as the Asian Games and the Olympics. It calls for benchmarking against leading sporting nations including China, the United States, and Australia, while balancing broad-based participation with the disciplined pursuit of excellence.

Additionally, it encompasses the annual planning and calendarisation of sporting activities to ensure predictable and performance-focused cycles.

4. Governance and Regulatory Knowledge: This competency defines the knowledge and application of regulatory frameworks that secure credibility. It includes policy comprehension, rule enforcement, and oversight of federation operations, with explicit alignment to national and international organisations such as MYAS , SAI, IOC, IFs and WADA. It also specifies the capability to draft transparent governance structures and embed compliance, accountability, and due process. Include, Sports Governance Act.

5. Strategic and Leadership Competencies: This competency sets expectations for vision, planning, alliance-building, and crisis management. It includes the articulation of long-term strategies aligned with national priorities, including the country's Olympic ambition for 2036, along with the ability to mobilise stakeholders and steward complex change. It specifies leadership behaviours that inspire people, navigate institutional complexity, and maintain credibility in high-stakes contexts.

6. Managerial and Operational Competencies: This competency defines the executional backbone of sport. It includes competition organisation, facility management, budgeting, and supplier and contract management, ranging from small district procurements to large stadium projects. It specifies competencies in financial stewardship, infrastructure upkeep, and resource allocation so that programmes run reliably and efficiently.

7. Resource Mobilization and Marketing: This competency describes how sustainability is secured through financing and partnerships. It includes sponsorship development, public-private collaboration, CSR fundraising, and frames sport as both a social good and a compelling investment proposition. It specifies capabilities in marketing, relationship-building with corporates and philanthropists, and effective public advocacy for the sport.

8. Interpersonal and Communication Competencies: This competency sets out the relationship and influence skills required across India's diverse contexts. It includes stakeholder management, conflict resolution, volunteer coordination, and media interaction, with sensitivity to linguistic, social, and regional variation. It specifies persuasion, negotiation, consensus building, diplomacy, and public speaking capabilities that enable constructive engagement with athletes, communities, policymakers, and international bodies.

9. Digital, Analytical and Contextual Awareness: This competency positions administration within a data-enabled, context-aware paradigm. It includes proficiency with MIS and athlete tracking, and the application of analytics, artificial intelligence, and generative AI to enhance transparency and decision quality. It also specifies the ability to read socio-economic and political contexts such as regional disparities and barriers to access so that decisions are both evidence-based and responsive.

10. Ethics, Integrity and Learning Orientation: This competency anchors the framework in values and continuous improvement. It includes transparency in selection and finance, robust anti-doping enforcement, and systemic safeguards against corruption, nepotism, and favouritism. It specifies a strong learning orientation across sports science, management, policy, and technology, and encourages benchmarking against global best practices while adapting to Indian realities.

Section II: Capability Maturity Model for Sports Administrators

a. Purpose of the Model

Sports administrators in India operate at many levels from district associations that run grassroots competitions, to state federations that build pathways, to national organisations that govern high-performance sport. Naturally, they differ in experience, authority, and maturity. To bring coherence and clarity to this diversity, a Capability Maturity Model (CMM) for sports administrators is proposed.

This model sets out a five-stage progression of administrative capability. It provides not only a diagnostic mechanism to evaluate an administrator's current position, but also a pathway for professional growth. By defining expectations at each stage, it allows individuals and organisations to identify strengths, recognise gaps, and prepare for future responsibilities.

b. Application of the Model

At the outset, every administrator can be mapped to one of the five maturity levels based on their current role and demonstrated capacity. For instance, a mid-level officer in a state federation might align with Level 2 – Programme Coordinator, while the head of that federation could align with Level 3 – Strategic Manager. This classification is not static; it provides a development pathway. Administrators can be encouraged to enhance their competencies in order to progress to the next level, ensuring both personal career advancement and institutional strengthening.

In this way, the Capability Maturity Model functions simultaneously as a framework for evaluation, a curricular guide for training, and a career progression ladder for sports administrators across India.

c. The Five Levels of Capability

The framework defines five levels, each representing a distinct stage of maturity, responsibility, and orientation:

Level 1: Foundation Operator

This level is the entry point into sports administration. The role is oriented toward providing support and executing basic tasks. Competency expectations are focused on understanding fundamental administration and operations—such as event organisation, athlete registration, and compliance with simple rules. This stage builds familiarity with systems and cultivates reliability in delivery.

Level 2: Programme Coordinator

This level represents a transition from execution to coordination. The role is oriented toward project management, requiring the ability to manage teams, oversee events, and ensure compliance with state or federation guidelines. Competencies include coordination across districts, ensuring that programmes run smoothly, and managing resources at a modest scale. The focus here is on becoming dependable as a programme-level manager rather than an individual operator.

Level 3: Strategic Manager

At this stage, administrators move into leadership of departments or major programmes. The orientation is toward strategy and stakeholder management. Competencies include developing plans, leading teams, managing crises, and driving measurable outcomes. Administrators at this level are expected to integrate grassroots programmes into national pathways and ensure alignment with broader policy goals. They provide both operational oversight and strategic direction.

Level 4: Institutional Leader

This level requires full organisational leadership. The orientation shifts to shaping the direction of federations, academies, or state directorates. Competencies involve long-term visioning, governance reform, organisational culture-building, and management of large-scale partnerships or infrastructure. Leaders at this stage define institutional credibility and set benchmarks for accountability, inclusivity, and transparency.

Level 5: Visionary Architect

The pinnacle of maturity in the model, this stage represents leadership at the national and global scale. The orientation is systemic: shaping India's sports ecosystem in line with international best practices and Olympic ambitions. Competencies include system-building, global diplomacy, major sponsorship mobilisation, and legacy planning. Leaders at this stage act as global influencers, capable of transforming Indian sport into a globally recognised and sustainable system.

Section III: Mapping Competencies to the Capability Maturity Levels

Having identified ten broad competency areas in Section I and having defined five maturity levels in Section II, this section integrates the two strands into a coherent framework. It demonstrates how each competency evolves as administrators advance through the stages of maturity—from the Foundation Operator at the grassroots to the Visionary Architect shaping national and global sporting systems. This mapping ensures clarity on what proficiency is expected at each stage and provides a structured pathway for administrators to enhance their skills and responsibilities over time.

1. Athlete Orientation: The competency of Athlete Orientation begins with ensuring the most basic aspects of athlete welfare and grows into shaping athlete-centric ecosystems at a global benchmark.

a. At the Foundation Operator level, the emphasis is on basic care—ensuring athlete safety, well-being, and inclusion in local programmes.

b. As a Programme Coordinator, the responsibility expands to coordinating support systems such as travel assistance, and scholarships at the state level.

c. The Strategic Manager balances national-level athlete requirements, such as training camps and exposure trips, with policy mandates and resources management.

d. At the Institutional Leader stage, the administrator advocates for athlete-first policies and builds grievance redressal mechanisms within institutions.

e. The Visionary Architect shapes entire ecosystems centred on athlete welfare and development, drawing on global best practices such as those seen in the USOPC and the Australian Institute of Sport.

2. Grassroots and Inclusive Development

Competency in grassroots and inclusive development evolves from identifying local talent to building a nationwide, equitable sporting pipeline.

- a. A **Foundation Operator** identifies talent in schools and villages, ensuring outreach in rural and marginalised areas.
- b. The **Programme Coordinator** develops structured pathways across districts, enabling grassroots athletes to access higher levels of competition.
- c. The **Strategic Manager** aligns grassroots efforts with national talent identification frameworks such as Khelo India.
- d. As an **Institutional Leader**, the focus broadens to championing inclusivity—ensuring equal opportunities for women, para-athletes, and disadvantaged groups.
- e. The **Visionary Architect** ensures that a nationwide grassroots-to-elite pipeline exists, comparable to the systems in countries such as China, where provincial networks seamlessly feed into national excellence.

3. High-Performance and Excellence Orientation

This competency area tracks the progression from supporting local training to positioning India among the world's leading sporting nations.

- a. At the Foundation Operator stage, administrators provide basic coaching support and organise competition exposure for local athletes.
- b. As **Programme Coordinators**, they facilitate state-level high-performance programmes and allied verticals like sports science support, and link talented athletes to academies.
- c. The **Strategic Manager** designs national pathways for elite athletes, oversees training camps, and ensures integration with international competition schedules.
- d. At the **Institutional Leader** level, administrators manage national centres of excellence and foster collaborations with global experts.
- e. The **Visionary Architect** sets the long-term strategy for Indian sport, benchmarking elite programmes against world leaders and targeting success at global events such as World Championships and the Olympics.

4. Governance and Regulatory Knowledge

Governance competencies evolve from compliance with local rules to shaping policy at the global level.

- a. A **Foundation Operator** focuses on understanding basic rules of SAI and state bodies, ensuring compliance during events and competitions.
- b. As **Programme Coordinators**, administrators apply federation policies and ensure anti-doping awareness at the state level.
- c. The **Strategic Manager** develops governance frameworks for transparency and builds systems for compliance.
- d. The **Institutional Leader** strengthens governance standards across federations, driving institutional accountability and reform.
- e. The **Visionary Architect** works on shaping policy reforms at the national and global scale, ensuring alignment with international governance standards such as those of the IOC and WADA

5. Strategic and Leadership Competencies

Leadership competency develops from small-scale team management to vision-building for Indian sport as a whole.

- a. The **Foundation Operator** manages small teams and ensures that daily tasks are completed efficiently.
- b. A **Programme Coordinator** develops partnerships across districts and coordinates multi-district programmes.
- c. As a **Strategic Manager**, administrators develop medium- to long-term plans, manage crises, and drive national sports promotion initiatives.
- d. The **Institutional Leader** provides thought leadership, builds alliances across ministries, corporates, and NGOs, and shapes organisational direction.
- e. The **Visionary Architect** defines the vision for Indian sport in the coming decades, mobilises national consensus, and establishes India's global credibility in the world of sport.

6. Managerial and Operational Competencies

Managerial proficiency moves from logistical efficiency to systemic reform in operations and finance.

- a. The **Foundation Operator** handles grassroots logistics, such as small procurements, facility upkeep, and event arrangements.
- b. At the **Programme Coordinator** level, administrators manage tournaments, oversee contracts, and supervise vendors.

- c. The **Strategic Manager** is responsible for large budgets, national infrastructure projects, and high-value supplier management.
- d. The **Institutional Leader** brings in professional practices such as governance audits and formalised contract management.
- e. The **Visionary Architect** drives systemic reform in sports finance and infrastructure, ensuring that Indian operations meet world-class standards.

7. Resource Mobilization and Marketing

This competency spans from engaging local donors to positioning Indian sport in the global market.

- a. A **Foundation Operator** builds rapport with local sponsors and donors, such as small equipment contributions.
- b. The **Programme Coordinator** negotiates modest sponsorships and CSR tie-ups for state-level programmes.
- c. At the **Strategic Manager** stage, administrators secure major sponsorships and position sports as a national brand.
- d. The **Institutional Leader** develops national-level marketing strategies and leads large-scale public-private partnerships.
- e. The **Visionary Architect** ensures that Indian sport becomes globally marketable, attracting international sponsors and establishing sustainable funding models.

8. Interpersonal and Communication Competencies

Interpersonal skills expand from local-level communication to global sports diplomacy.

- a. The **Foundation Operator** manages basic communication with athletes, parents, and volunteers.
- b. As **Programme Coordinators**, administrators coordinate across districts, resolve conflicts, and engage with regional media.
- c. The **Strategic Manager** negotiates with federations, manages national media engagement, and builds national coalitions.
- d. At the **Institutional Leader** level, administrators represent Indian sport internationally, handle sensitive diplomatic relations, and speak for institutions on critical issues.
- e. The **Visionary Architect** becomes a global spokesperson for Indian sport, inspiring both domestic stakeholders and the international community.

9. Digital, Analytical and Contextual Awareness

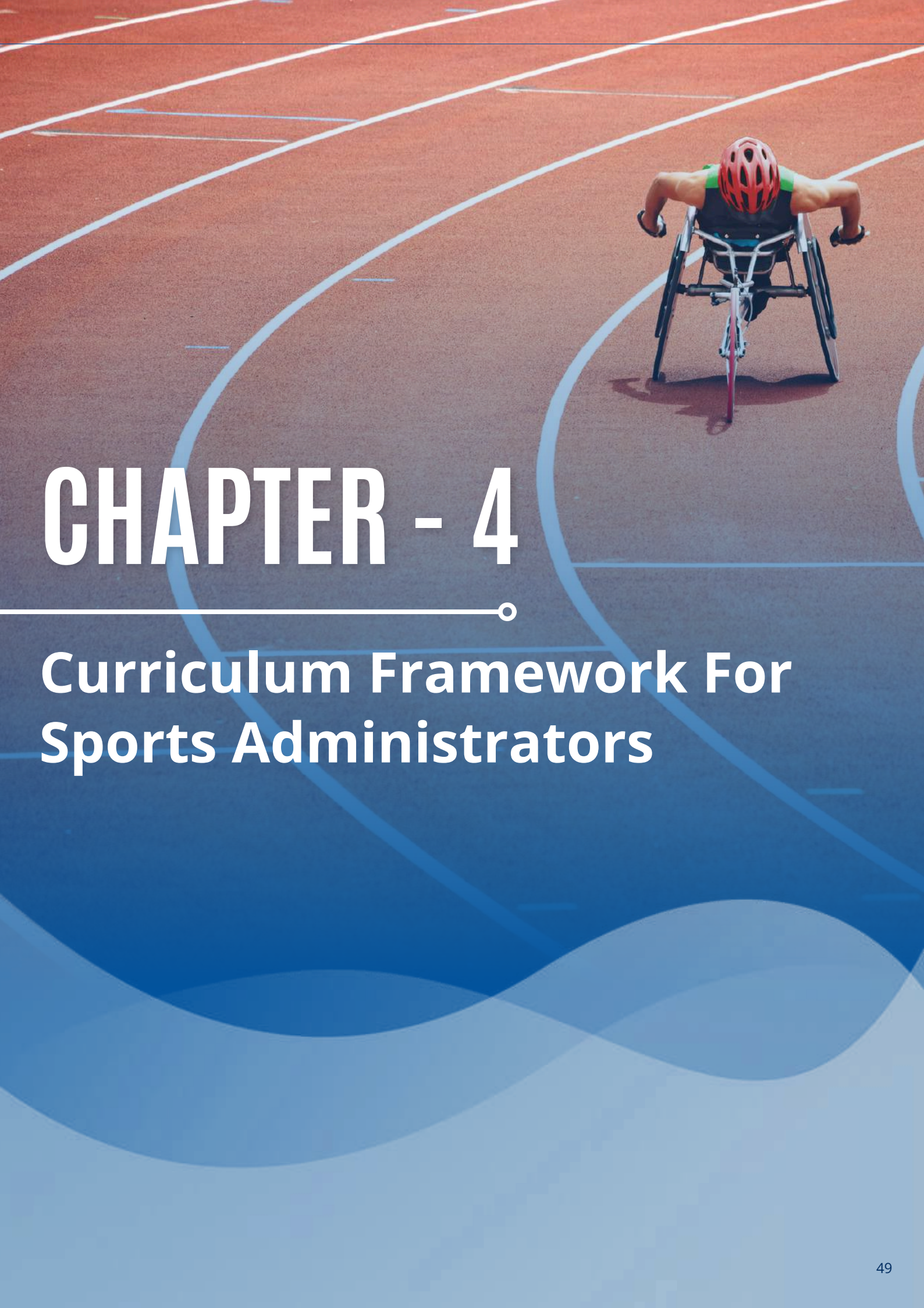
This competency reflects the increasing integration of technology and contextual intelligence in sports administration.

- a. The **Foundation Operator** uses MIS tools for basic reporting and develops digital literacy.
- b. The **Programme Coordinator** applies performance data at the state level, ensures transparency, and adopts emerging digital tools.
- c. The **Strategic Manager** integrates advanced analytics into national programmes, including the use of AI and Gen AI tools for talent identification and monitoring.
- d. As an **Institutional Leader**, administrators harness big data for policy planning and anticipate socio-economic and political factors affecting sport.
- e. The **Visionary Architect** drives digital transformation across India's sporting ecosystem, embedding AI, analytics, and sports technology as systemic enablers

10. Ethics, Integrity and Learning Orientation

This final competency builds from personal ethical conduct to embedding integrity into India's sporting identity.

- a. The **Foundation Operator** adheres to basic ethical standards in selection and procurement.
- b. At the **Programme Coordinator** stage, administrators enforce fairness in state competitions and actively resist favouritism.
- c. The **Strategic Manager** ensures transparency at the national level, building robust and fair governance structures.
- d. The **Institutional Leader** institutionalises codes of ethics, whistle-blower systems, and a culture of continuous learning for executives.
- e. The **Visionary Architect** positions ethics and learning at the heart of India's global sporting identity, creating platforms for international knowledge-sharing and aligning India with the highest standards of governance and accountability.



CHAPTER - 4

Curriculum Framework For Sports Administrators

CHAPTER 4

The Task Force recommends the creation of a standardized, multi-level curriculum framework based on the competency model. It further proposes a need for Continuous Professional Development (CPD). The policy should include: A credit point system, Mandatory refresher courses, and Advanced certifications. These measures will ensure clear and structured career progression for sports administrators.

The effectiveness of any sports administration curriculum depends not only on its structure but also on its pedagogy and contextual relevance. In India, a lack of locally grounded content, such as case studies, simulations, and role plays, limits training effectiveness. Current materials often rely on international models that don't reflect India's unique challenges, like government dependence, resource constraints, or political dynamics. To bridge this gap, a repository of India specific content must be developed in collaboration with reputed academic institutions. Over time, this initiative will build a pipeline of applied research, strengthen training across competency levels, and position India as a thought leader in sports administration globally.

The curriculum framework developed here for Indian sports administrators is aligned with the competency development model described in Chapter 3. While designing the curriculum framework, a balance has been maintained between standardization and the autonomy of institutions delivering the programmes.

Institutions must have the flexibility to structure their programmes and choose suitable content. However, they are responsible for ensuring that:

1. All modules are adequately covered,
2. The specified learning outcomes are fully achieved.

For this reason, learning outcomes have been clearly defined for each module. This chapter is organized into the following sections:

Section 4.1: Training curriculum framework for the five Capability Maturity Levels (CMMs) of an Indian Sports Administrator. Each level includes learning modules that are recommended to be completed before progressing to the next.

Key Learning Areas: Participants at this level are introduced to a set of foundational competencies that prepare them for effective grassroots administration. These include:

Section 4.2: A diagnostic tool to assess capability. Since individuals may enter sports administration at different stages of their career, this tool helps them identify their current level in the capability maturity hierarchy.

Section 4.3: Illustrative designs of training modules for each level of capability. Detailed session plans for two selected competencies such as Digital, Analytical and Contextual Awareness and Strategic & Leadership Competencies — across five capability maturity levels have been prepared and included. These sessions show how the curriculum framework can progressively deepen with experience and responsibility.

Sections 4.4: Detailed session plans for one selected competency — Strategic and Leadership Competencies — across three capability maturity levels. These sections show how the curriculum framework can progressively deepen with experience and responsibility.

Section 4.5: Special training module outlines for Indian Administrative Service (IAS) officers. Given their critical role in governance and development, these modules aim to equip IAS officers with the knowledge and tools to become key enablers of India's sports ecosystem.

4.1 Curriculum Framework for each Capability Maturity Level (CMM)

In this section, we present the training curriculum framework for each of the five Capability Maturity Levels (CMMs). For each of the ten cluster competencies as mentioned in section Chapter 3, the curriculum framework is designed to deepen progressively across the five levels, and follows the structure given in Figure 3.3. At every level, the curriculum framework specifies a) Modules to be completed, b) Delivery formats (pedagogy), c) Learning goals and, d) Learning outcomes.

CMM Level 1 — Foundation Operator

a. Target Group: The Foundation Operator level is intended for entry-level administrators working in districts, academies, and grassroots programmes. It is deliberately open and inclusive, with no eligibility requirements, ensuring that anyone with the motivation to contribute to sport can be trained. The aim is to democratise access to sports administration and create a wide base of capable operators across India.

Core Purpose: This level seeks to build basic functional, athlete-centric, and operational skills. It focuses on equipping administrators to handle day-to-day responsibilities with competence, fairness, and integrity, while ensuring that the athlete remains at the centre of all decision-making.

- a. Athlete Welfare Basics:** Creating safe environments, developing awareness of nutrition, and ensuring inclusion and sensitivity to the needs of all athletes.
- b. Grassroots Sports Development:** Encouraging fundamental movement skills and play-based activity, laying the groundwork for lifelong participation in sport and future athletic development.
- c. Grassroots Talent Identification:** Learning how to spot and support potential in young athletes and guide them into structured pathways.
- d. Event and Facility Operations:** Gaining skills in logistics, scheduling, budgeting, and maintaining facilities for small programmes and events.
- e. Governance Orientation:** Becoming familiar with the policies and guidelines of SAI, NSFs, and state bodies, as well as basic anti-doping awareness.
- f. Communication Skills:** Developing confidence in engaging with athletes, parents, and local communities to foster trust and collaboration.
- g. Digital Literacy:** Using basic tools such as MIS reporting systems, Excel, and WhatsApp or other instant messaging applications for coordination, information management, and reporting.
- h. Ethics and Integrity:** Understanding fairness, impartiality, and transparency in selection and programme delivery, and learning how to handle basic grievances responsibly.

Delivery and Assessment: Training at this level is delivered through short workshops of two to three days, supported by e-learning videos available in regional languages. Senior officers provide mentoring to ensure role modelling and guidance. Assessment is simple and practical, involving checklists, role-plays, and supervisor feedback, so that participants are tested on applied skills rather than theoretical knowledge.

Expected Outcomes: By completing this level, participants will be able to organise grassroots events effectively, manage athlete registration and scheduling, and demonstrate awareness of athlete welfare and inclusivity. They will be capable of applying ethical practices in areas such as selection and reporting, using simple digital tools to enhance transparency, and contributing to grassroots talent identification and support. The Foundation Operator level builds the bedrock of India's sports administration system.

CMM Level 2 - Programme Coordinator

Target Group: This level is designed for administrators who are responsible for managing state-level programmes and academies. They act as the critical link between grassroots initiatives and national systems, ensuring that talent and resources flow smoothly across districts, schools, and state structures.

Desired Eligibility: Completion of the Foundation Operator (CMM Level 1) is desirable, as it provides the basic grounding in functional and ethical practices upon which this stage builds.

Core Purpose: The Programme Coordinator level represents a shift from execution at the local level to coordination and resource mobilisation at a larger, state-wide scale. The goal is to develop administrators who can harmonise multiple programmes, mobilise resources, manage stakeholders, and ensure that state-level operations are both effective and inclusive.

Key Learning Areas: At this stage, participants acquire more advanced competencies that prepare them to manage complex programmes, negotiate resources, and resolve conflicts while maintaining athlete-centric values. Core areas include:

a. Athlete Support Programmes: Designing and managing scholarships, medical assistance, travel support, and other mechanisms that directly impact athlete welfare.

b. Grassroots Pathway Design: Creating structured connections between schools, districts, and state academies, so that emerging athletes can move seamlessly through the development pipeline.

c. Supplier and Vendor Management: Gaining the skills to handle procurement processes, manage contracts, and oversee audits with transparency and efficiency.

d. Sponsorship Basics: Understanding how to mobilise resources by negotiating local sponsorships and CSR partnerships, ensuring that programmes are adequately funded.

- e. **Conflict Resolution and Communication:** Building the capacity to manage disputes among athletes, parents, coaches, or institutions, and to handle media relations at the state level.
- f. **Data for Decision-Making:** Using state-level MIS and performance tracking systems to monitor athlete progress, guide policy, and improve programme outcomes.
- g. **Ethics in State Programmes:** Safeguarding fair play, ensuring compliance with anti-doping rules, and managing political pressures with integrity.

Delivery and Assessment: Training at this level is conducted through state-level institutes, using a blended approach of classroom instruction and online learning modules. The pedagogy emphasises applied knowledge, with assessments based on case studies, group projects, and peer feedback. This ensures that participants are tested not just on technical skills but also on their ability to collaborate, innovate, and solve problems in realistic scenarios.

Expected Outcomes: Graduates of the Programme Coordinator level are expected to demonstrate proficiency in managing state-level programmes, with capabilities spanning logistics coordination, financial planning, and supplier or vendor management. They are equipped to facilitate seamless communication and operational integration across districts, schools, and state academies to ensure efficient programme delivery. In addition, they possess the skills to mobilise local sponsorships and CSR contributions to enhance the sustainability of initiatives. Their training includes conflict resolution strategies and stakeholder management, enabling them to effectively engage with diverse groups including media representatives. Programme Coordinators are also responsible for ensuring adherence to state sports policies and anti-doping norms, while systematically collecting and reporting athlete data to support talent identification and long-term athlete development. Furthermore, they act as advocates for athlete welfare, promoting safety, equity, and inclusivity across state-driven programmes. The Programme Coordinator level thereby strengthens the middle tier of India's sports administration framework.

CMM Level 3 — Strategic Manager

Target Group: This level is designed for administrators who are responsible for managing national programmes, national training camps, and the functioning of federations. They operate at the crucial interface where policy, performance, and governance converge, shaping India's sporting priorities at a national scale.

Desired Eligibility: Completion of the Programme Coordinator (CMM Level 2) is desirable, as it provides the operational and coordination experience needed to step into roles that demand strategic oversight, resource mobilisation, and national-level leadership.

Core Purpose: The Strategic Manager level equips administrators to move beyond coordination into leadership roles that require long-term planning, strategic decision-making, and national visibility. The goal is to prepare professionals who can design and implement high-performance systems, manage complex resources, and represent Indian sport credibly both at home and internationally.

Key Learning Areas: Participants at this stage are introduced to advanced competencies that emphasise high-performance management, governance, and global benchmarking. Core areas include:

- a. High-Performance Pathways:** Developing seamless links between academies, national teams, and international competition structures to ensure athlete progression.
- b. Strategic Planning:** Designing multi-year programmes, setting measurable outcomes, and preparing sustainable budgets that align with national sporting ambitions.
- c. Advanced Resource Mobilisation:** Negotiating large sponsorship deals, leveraging CSR, and establishing public-private partnerships to fund high-performance programmes.
- d. National Governance Standards:** Ensuring compliance with audit requirements, transparency norms, and adherence to best-practice governance frameworks.

- e. Media and Public Engagement:** Building skills to manage national-level media relations, conduct public outreach, and navigate crisis communication effectively.
- f. Talent Analytics:** Using integrated data systems for scouting, performance evaluation, and evidence-based programme design.
- g. International Benchmarking:** Learning from global leaders such as China, the USA, and Australia, and adapting lessons to the Indian context.
- h. Ethics and Anti-Corruption:** Understanding governance failures through case studies, learning whistle-blower mechanisms, and building robust systems of integrity.

Delivery and Assessment: Training at this level is delivered through immersive, residential programmes at national institutes, complemented by exposure visits to elite training centres. Learning is application-driven, with participants engaging in national case studies, simulation exercises, and a capstone project that tests their ability to design and lead complex programmes in real-world scenarios.

Expected Outcomes: By completing the Strategic Manager level, participants will be equipped to design and implement national-level talent development and high-performance programmes that are aligned with long-term objectives. They will possess the strategic foresight to develop detailed plans incorporating clear performance metrics and multi-year budgeting. These professionals will be capable of negotiating and securing significant sponsorships, CSR contributions, and public-private partnership (PPP) based funding, ensuring financial sustainability. Their training enables them to benchmark national programmes against global best practices and localize international insights effectively to suit India's unique sporting context. A strong emphasis is placed on data literacy, empowering administrators to leverage analytics for athlete scouting, performance monitoring, and programme evaluation. Participants will champion athlete centricity, establishing support systems that safeguard athletes' active careers and facilitate seamless second-career transitions. Additionally, they will demonstrate communication acumen by managing national media engagements, navigating crises with credibility, and enhancing institutional reputation. Upholding integrity in decision-making and promoting ethical governance are core attributes expected at this level. The Strategic Manager level develops a cadre of administrators who can shape India's national sporting landscape with foresight and professionalism.

CMM Level 4 — Institutional Leader

Target Group: The Institutional Leader level is designed for senior administrators at national sports federations, the Sports Authority of India (SAI), and state sports directorates. These individuals are entrusted with the responsibility of leading organisations, shaping governance systems, and forging partnerships that advance both national and international sporting agendas.

Desired Eligibility: Completion of CMM Level 3 (Systems Builder) is desirable, ensuring participants already possess experience in managing complex programmes, implementing reforms, and navigating multi-stakeholder environments.

Core Purpose: The goal of this level is to prepare leaders who can transform institutions into engines of reform, innovation, and credibility. Institutional Leaders must be able to set vision, drive governance reform, negotiate large-scale contracts, and integrate technology and ethics into the very fabric of their organisations.

Key Learning Areas: This curriculum develops administrators capable of providing credible and forward-looking institutional leadership:

- a.** Institutional Leadership: Vision setting, culture-building, and long-term organisational strategy.
- b.** Governance Reform: Designing board structures, ensuring accountability, and building stakeholder trust.
- c.** Negotiation & Diplomacy: Managing inter-ministry, inter-state, and international collaborations with skill and tact.
- d.** High-Performance Management: Overseeing centres of excellence, contracting global coaches, and delivering performance outcomes.
- e.** Finance & Large Contract Management: Leading public-private partnerships, negotiating with large vendors, and managing infrastructure projects.
- f.** Policy Advocacy: Engaging effectively with MoYAS, state governments, regulators, and legislative bodies.
- g.** Data-Driven Governance: Leveraging big data, AI, and digital platforms to design responsive, transparent policies.
- h.** Ethics in Leadership: Building integrity systems, codes of conduct, and robust safeguards against corruption.

Delivery and Assessment: This level will be delivered through executive education-style programmes at national institutes and IOC/ IFs affiliated courses, complemented by international study tours with leading sports organisations. Assessment will include leadership 360° reviews, governance simulations, and the preparation of policy memos and strategy papers.

Expected Outcomes: By completing this level, Institutional Leaders will be equipped to provide visionary leadership and strategic direction for premier institutions such as federations and the Sports Authority of India (SAI). They will be empowered to spearhead governance reforms that embed transparency, accountability, and inclusivity at all levels of decision-making. These leaders will possess the negotiation acumen to manage large-scale contracts related to infrastructure, digital systems, and international coaching arrangements. At the policy level, they will be capable of advocating for impactful change, influencing key decisions within the Ministry of Youth Affairs and Sports and representing India in international forums. With an emphasis on innovation, Institutional Leaders will drive the integration of sports science, emerging technologies, and data-led practices into national programmes, ensuring India's sporting infrastructure remains globally competitive.

Additionally, they will be skilled in forging international collaborations and forming strategic alliances with global sporting bodies and institutions. A steadfast commitment to integrity will guide their leadership, as they create robust mechanisms to uphold ethical conduct and prevent corruption. The Institutional Leader level creates administrators who are the custodians of institutional excellence.

CMM Level 5 — Visionary Architect

Target Group: The Visionary Architect level is designed for the highest tier of leadership in Indian sport—visionaries heading national federations, the Sports Authority of India (SAI), and Olympic bid task forces. These individuals stand at the pinnacle of governance and are entrusted with shaping the long-term direction of India's sporting ambitions, including the historic journey toward the 2036 Olympic Games.

Eligibility: Completion of CMM Level 4 (Institutional Leader) is required, ensuring that participants have first-hand experience in leading institutions, driving governance reforms, and creating national and international partnerships.

Core Purpose: The goal of this level is to equip leaders with the ability to envision and articulate long-term strategies that inspire India's sporting system to meet and exceed global benchmarks. Visionary Architects must be capable of combining diplomacy, innovation, sponsorship, and legacy planning into a cohesive roadmap that secures India's place among the world's leading sporting nations.

Key Learning Areas: This advanced curriculum focuses on shaping leaders who can influence both national and global sporting landscapes:

a. Vision 2036: Scenario planning and global benchmarking exercises that prepare India to mount credible and inspiring bids to host global sports events, while embedding long-term strategies that extend beyond the event.

b. International Sports Diplomacy: Developing the ability to represent India with authority at international forums such as the IOC, WADA, and global federations, building credibility and alliances that serve the national interest.

c. Global Sponsorship and Branding: Positioning India as a dynamic global sports market, attracting top-tier international sponsors, and building a powerful brand identity around Indian sport.

d. Sports Technology and Innovation: Harnessing emerging technologies—including AI, wearables, performance analytics, and smart infrastructure—to keep India at the forefront of sports science and innovation.

e. Thought Leadership: Preparing leaders to contribute meaningfully to global debates on ethics, governance, and sustainability, positioning India not just as a participant but as a shaper of international standards.

f. National Ecosystem Integration: Building a seamless alignment between schools, universities, leagues, federations, and the private sector, so that all stakeholders work within a single coordinated national framework.

g. Legacy Planning: Ensuring that investments and structures created for Major Sporting Events and other milestones translate into a sustainable ecosystem that thrives well beyond a single event.

h. Learning Orientation: Creating continuous networks of knowledge-sharing and mentorship, fostering a culture of leadership development for the next generation.

Delivery and Assessment: This level will be delivered through executive education-style programmes at national institutes, also through global learning experiences with leading organisations such as the IOC, AIS Australia, and the US Olympic & Paralympic Committee, complemented by tailored leadership programmes at world-class business schools. Assessment will focus on visionary and strategic ability through tools such as strategy papers, global benchmarking presentations, and consensus-building exercises with diverse stakeholders.

Expected Outcomes: By completing this level, Visionary Architects will be able to define and communicate a compelling national vision for sport that aligns with India's Olympic 2036 aspirations and the long-term goals of the New Sports Policy. They will lead the implementation of this policy at the highest strategic level, ensuring coherence across institutions, initiatives, and timelines. Visionary Architects will position India as a global benchmark in governance, ethics, sustainability, and sporting innovation. They will elevate India's international presence through strategic engagement with bodies such as the IOC, ASOIF, and regional continental forums—advancing the nation's sports diplomacy. Their leadership will also drive global sponsorship and branding efforts, attracting elite partners and major investments into the Indian sporting ecosystem. Domestically, they will unify disparate elements—schools, universities, leagues, federations, corporate actors, and public institutions—into a seamless, integrated framework that supports participation, performance, and excellence. Visionary Architects will also embed legacy thinking and long-term sustainability into every major milestone and mission, ensuring India's progress continues well beyond a single event. Critically, they will serve as mentors.

4.2 Diagnostic Tool for Assessment of Capability

Section II introduces a practical diagnostic tool to assess capability. Because people may enter sports administration at different stages of their careers, this tool helps each individual identify their current position on the capability maturity ladder and determine the most appropriate entry point for training and development.

Sports administrators in India enter the system at very different stages of their careers—some begin at the grassroots, while others transition later from athletics, academia, or the civil service. To ensure that every individual is placed in the right learning pathway, the Task Force proposes a diagnostic tool that allows each administrator (or their supervisor/peer) to evaluate current capabilities and identify growth opportunities.

How the Tool Works

- a.** Competency Domains: The tool is structured around 10 core domains of competencies, each essential to effective sports governance.
- b.** Level Indicators: For each domain, performance is described across five levels of maturity (Foundation Operator → Visionary Architect).
- c.** Assessment Method: Administrators can either self-assess or be assessed by supervisors/peers.
- d.** Rating Scale: Each competency is rated on a simple 1–5 scale:
 - 1 = Rarely Demonstrated
 - 2 = Sometimes Demonstrated
 - 3 = Consistently Demonstrated at this Level
 - 4 = Exceeds Expectations at this Level
 - 5 = Demonstrated at Next Level

Purpose of the Tool

This diagnostic process enables:

- a.** Correct Placement into the appropriate training level.
- b.** Identification of Gaps for targeted capacity development.
- c.** Tracking of Growth over time, ensuring professional progression is measurable and meaningful.

Competency Domains and Diagnostic Indicators

1. Athlete-Centric Orientation and Welfare

Sample Question: Do you actively integrate athlete welfare considerations into planning and decision-making? At what scale (local, state, national, global)?

L1: Ensures basic safety and inclusivity in local events.

L2: Tracks athlete progression; connects them to coaching/nutrition support.

L3: Uses athlete feedback in program design.

L4: Establishes grievance redressal and safe sport mechanisms.

L5: Champions the athlete-first philosophy in national/global policy.

2. Grassroots and High-Performance Program Management

Sample Question: What level of sports program have you independently designed and managed?

L1: Organizes district-level events and manages logistics.

L2: Manages state-level competitions and talent scouting.

L3: Designs national talent pipeline programs.

L4: Shapes high-performance systems and integrates sports science.

L5: Benchmarks India against global leaders and drives Olympic-level systems.

3. Governance, Policy, and Compliance

Sample Question: What is your role in ensuring compliance with anti-doping, selection, or policy standards?

L1: Follows local rules and selection guidelines.

L2: Implements state sports policies and ensures anti-doping compliance.

L3: Drafts program guidelines and aligns them with national/international codes.

L4: Leads governance reforms, ensuring transparency.

L5: Influences global sports governance bodies (IOC/IFs).

4. Financial and Supplier Management

Sample Question: What size of budget or procurement contract have you directly managed?

L1: Handles small procurements (equipment, venues).

L2: Manages medium budgets and negotiates supplier contracts.

L3: Oversees national-level budgets and vendor contracts.

L4: Manages large infrastructure or technology contracts.

L5: Leads mega-projects and global financial negotiations.

5. Resource Mobilization and Marketing

Sample Question: What kind of sponsorships/resources have you successfully mobilized, and at what scale?

L1: Mobilizes local contributions and sponsorships.

L2: Secures CSR or local business partnerships.

L3: Secures national sponsorships and CSR partnerships.

L4: Builds PPP models and negotiates long-term sponsorships.

L5: Leads global sponsorship campaigns and sports diplomacy initiatives.

6. Stakeholder and Interpersonal Communication

Sample Question: Have you represented your organization to government, media, or international bodies? At what level?

L1: Communicates with schools, parents, and local officials.

L2: Coordinates between districts and states; resolves conflicts.

L3: Engages federations, media, and athlete families.

L4: Influences government/policy makers and manages crisis communication.

L5: Shapes international sports diplomacy.

7. Digital Analytical and Contextual Awareness

Sample Question: What type of digital tools do you use for program management and decision-making?

L1: Uses basic tools (Excel, WhatsApp) for reporting.

L2: Works with MIS/athlete databases.

L3: Employs analytics and dashboards for decision-making.

L4: Implements digital ecosystems across federations.

L5: Leverages AI, big data, and global benchmarking systems.

8. Socio-Political-Economic Awareness

Sample Question: How do you account for socio-economic or political factors when planning sports programs?

L1: Recognizes local barriers (gender, caste, school access).

L2: Considers regional disparities in program delivery.

L3: Anticipates national political/economic impacts.

L4: Builds consensus across political/administrative divides.

L5: Leverages global geopolitical trends for India's advantage.

9. Leadership and Strategic Visioning

Sample Question: What size and diversity of teams/projects have you led?

L1: Leads small volunteer groups.

L2: Supervises district administrators and motivates teams.

L3: Leads large national projects and mentors juniors.

L4: Shapes institutional culture and builds leadership pipelines.

L5: Articulates an Olympic vision and inspires global credibility.

10. Ethics, Integrity, and Learning Orientation

Sample Question: What steps have you taken to ensure transparency and ethical practices in your role?

L1: Demonstrates fairness in selections and accepts feedback.

L2: Promotes transparency at the state level and commits to self-learning.

L3: Models integrity in national programs.

L4: Institutionalizes ethics codes and whistle-blower mechanisms.

L5: Champions global standards of fair play & continuous learning innovation.

4.3 Competency: Digital Analytical and Contextual awareness

This section outlines how training modules can be systematically designed to match each stage of capability maturity. To illustrate this approach, two competencies—Digital Analytical and Contextual awareness and Strategy and Leadership—are presented as examples, with module designs mapped across all five levels of the capability maturity framework.

Level 1: Foundation Operator

Focus	Digital literacy, basic data handling, athlete/event reporting.
Programme Duration:	3 Days (21 hours)
Audience:	Grassroots administrators, first-time digital tool users
Day 1	Introduction to Digital Tools & Grassroots Data Collection
Session 1 (9:30–1:00):	Introduction to Digital Tools
Learning Objectives:	Build comfort using email, WhatsApp, Google Sheets/Excel, MIS portals.
Content:	Email setup and etiquette; WhatsApp groups/broadcast, Google Sheets basics (rows, columns, formatting), MIS (Management Information System) overview.
Activities	<ul style="list-style-type: none">• Send a sample official email and set up a WhatsApp broadcast list.• Create a basic attendance sheet in Google Sheets.
Session 2 (2:00–5:30):	Data Collection at the Grassroots
Learning Objectives:	Use standard templates to capture attendance, results, injuries.
Content:	Data entry templates; event results recording; injury reporting basics, Avoiding common data errors (duplicates, missing fields).
Activities	<ul style="list-style-type: none">• Mock event reporting for 20 athletes.• Group discussion: challenges in field data entry.

Day 2	Basic Analysis and Application
Session 3 (9:30–1:00):	Simple Analysis Skills
Learning Objectives:	Calculate averages and participation growth; use Excel basics.
Content:	Sum/Avg/Count; simple trend tracking; basic charts.
Activities	<ul style="list-style-type: none"> • Compute the average performance for a district meet. • Build a bar chart comparing attendance across schools.
Session 4 (2:00–5:30)	Case Study – Tracking Athlete Participation in a district programme
Learning Objectives:	Apply digital skills to monitor programme participation and progress.
Content:	Participation logs; simple dashboards
Activities	Analyse a district participation dataset; identify 3 “pipeline” athletes.
Day 3	Ethics, Confidence and Reducing Paperwork
Session 5 (9:30–1:00):	Data Ethics and Safe Sport
Learning Objectives:	Understand confidentiality, fair use of data, and safe-sport principles.
Content:	Data privacy basics; risks of oversharing; do’s & don’ts with athlete data.
Activities	<ul style="list-style-type: none"> • Scenario game: decide how to handle sensitive requests (e.g., injury info). • Discussion: Why fairness and safety matter in reporting.
Session 6 (2:00–5:30):	Building Confidence in Digital Tools
Learning Objectives:	Reduce paper reliance; adopt daily digital practices
Content:	Time saved with digital vs paper; simple troubleshooting.
Activities	<ul style="list-style-type: none"> • Convert a handwritten log into a spreadsheet. • Reflection: one digital practice to adopt immediately.
Outcome	Operators independently use digital tools for record-keeping, reporting, and simple monitoring.

Level 2: Programme Coordinator

Focus	Managing larger datasets, ensuring quality, using state MIS.
Programme Duration:	3 Days (21 hours)
Audience:	District/ state programme coordinators, data focal points
Day 1	State Systems & Data Quality
Session 1 (9:30–1:00):	State-Level Digital Systems & Central Databases, Portals
Learning Objectives:	Navigate central databases/portals; understand state MIS architecture.
Content:	Logins, roles/permissions; common state dashboards.
Activities	Walk-through a sample state portal; role-based access exercise.
Session 2 (2:00–5:30):	Ensuring Data Quality, Consistency, Timeliness
Learning Objectives:	Establish quality checks and SLAs for data flows.
Content:	Validations, de-duplication, completeness; cadence management.
Activities	Build a data quality checklist and a monthly reporting calendar.
Day 2	Intermediate Analysis & Talent Trends
Session 3 (9:30–1:00):	Intermediate Analysis (Pivot Tables, Cross-District Comparisons)
Learning Objectives:	Use pivots to slice data across districts, age groups, events.
Content:	Pivot tables, filters, conditional formatting; variance analysis.
Activities	Create a pivot to compare participation and results across districts.
Session 4 (2:00–5:30)	Case Study – Identifying Talent Trends Across Districts
Learning Objectives:	Translate analysis into programme decisions.
Content:	Trend spotting: rising athletes, under-served districts, event strengths.
Activities	Case discussion: propose 3 interventions to support emerging districts.

Day 3	Privacy & Workflow Digitisation
Session 5 (9:30–1:00):	Data Privacy, Consent & Child Protection Policies
Learning Objectives:	Apply consent protocols and child protection policies.
Content:	Consent forms, data minimisation, access control; safeguarding basics.
Activities	Review/ redline a sample consent policy for clarity and safeguards.
Session 6 (2:00–5:30):	Digitising Competition Workflows
Learning Objectives:	Reduce inefficiencies via e-forms, QR check-ins, and automated reports.
Content:	End-to-end digital workflow: registration → seeding → results → certificates
Activities	Design a digital workflow for a state meet; identify bottlenecks to fix.
Outcome	Coordinators manage state-wide data, ensure accuracy, and use analysis for programme improvements.

Level 3: Strategic Manager

Focus	Integrating systems, dashboards, and analytics into decision-making.
Programme Duration:	3 Days (21 hours)
Audience:	Federation managers, SAI managers, state leads
Day 1	Systems & Dashboards
Session 1 (9:30–1:00):	National Athlete Management Systems & Performance Tracking Software
Learning Objectives:	Understand national AMS capabilities and integrations.
Content:	Athlete profiles, medical/performance logs, API integrations
Activities	Map data flows from district to national AMS.
Session 2 (2:00–5:30):	Building Dashboards for Talent Pipelines & Results
Learning Objectives:	Design dashboards that inform selection and development.
Content:	KPI selection; pipeline funnels; result boards.
Activities	Create a mock dashboard for U-17 talent tracking.
Day 2	Visualisation & Selection Analytics
Session 3 (9:30–1:00):	Visualisation Tools (Power BI/Tableau) for Decision Support
Learning Objectives:	Build interactive visuals; share insights securely.
Content:	Data models; role-based dashboards; publishing best practices.
Activities	Convert a static report into a Power BI/Tableau dashboard.
Session 4 (2:00–5:30)	Case Study – Using Analytics for National Team Selection
Learning Objectives:	Apply multi-factor criteria with transparency.
Content:	Performance indices; injury flags; consistency metrics.
Activities	Simulate a selection meeting using a weighted scoring model.

Day 3	Policy & Transformation
Session 5 (9:30–1:00):	Drafting Policies for Responsible Data Sharing
Learning Objectives:	Balance openness with privacy and competitive advantage.
Content:	Data classification, MoUs, anonymisation, audit trails.
Activities	Draft a data-sharing policy clause for federation partners
Session 6 (2:00–5:30):	Implementing Federation-Level Digital Transformation Projects
Learning Objectives:	Lead end-to-end transformation initiatives.
Content:	Roadmaps, vendor management, change management, KPIs.
Activities	Build a 6-month transformation plan with milestones and risks.
Outcome	Managers design and use dashboards, integrate digital data in decisions, and ensure responsible use.

Level 4: Institutional Leader

Focus	Building integrated systems, leading digital change.
Programme Duration:	3 Days (21 hours)
Audience:	Senior federation/SAI/state leadership
Day 1	Digital Ecosystems & Interoperability
Session 1 (9:30–1:00):	Designing Institutional Digital Ecosystems
Learning Objectives:	Architect interoperable systems across federations/institutions.
Content:	Enterprise architecture; standards; APIs; master data management.
Activities	Draw an interoperability map across federation, SAI, states.
Session 2 (2:00–5:30):	Integrating Multiple Datasets (Finance, HR, Training, Performance)
Learning Objectives:	Unify cross-functional datasets for strategic insight.
Content:	Data lakes; ETL; governance structures.
Activities	Design a unified schema linking finance–HR–performance.
Day 2	Multi-Dataset Integration & Predictive Insight
Session 3 (9:30–1:00):	Predictive Analytics with Analysts (Injury Risk, Training Loads)
Learning Objectives:	Commission predictive models and interpret outputs responsibly.
Content:	Workflows for RPE, load management, recovery indices.
Activities	Review a mock injury-risk model and define action thresholds.
Session 4 (2:00–5:30)	Case Study – Mission Olympic Cell Data Integration
Learning Objectives:	Identify integration wins and pitfalls in elite contexts.
Content:	Data sources, ownership, cadence, confidentiality, access.
Activities	Post-mortem: list top 5 integration lessons for scale-up.

Day 3	Governance Structures
Session 5 (9:30–1:00):	Governance Structures for National Data Systems
Learning Objectives:	Establish boards, policies, and controls for national systems.
Content:	Steering committees, data councils, DPO role, audits.
Activities	Draft ToR for a National Sports Data Council.
Session 6 (2:00–5:30):	Partnerships for Digital Transformation
Learning Objectives:	Lead partnerships with technology firms and academia.
Content:	Partnership models, SLAs, IP/ownership, sustainability.
Activities	Build a partner RFP outline including KPIs and data clauses.
Outcome	Leaders spearhead institutions-wide digital ecosystems and integrate analytics into high-performance strategy.

Level 5: Visionary Architect

Focus	Global benchmarking, AI/Big Data, shaping India's digital vision for the next decade.
Programme Duration:	3 Days (21 hours)
Audience:	Senior-most leaders shaping national digital vision
Day 1	Global Best Practice & National Vision
Session 1 (9:30–1:00):	Learning from Global Best Practices
Learning Objectives:	Benchmark China, Australia (AIS), UK systems; identify transferable practices.
Content:	Athlete systems, funding, analytics, integrated institutes.
Activities	Gap analysis: India vs China/AUS/UK on 5 capability areas.
Session 2 (2:00–5:30):	Building a “National Digital Sports Grid” Vision
Learning Objectives:	Articulate an interoperable national architecture and roadmap.
Content:	Principles, governance, phasing, financing, standards.
Activities	Draft the one-page “Grid” vision and a 3-horizon roadmap.
Day 2	AI, Big Data & Medal Planning
Session 3 (9:30–1:00):	Leveraging Big Data, AI & Wearables for Forecasting
Learning Objectives:	Understand AI use-cases and risks for performance forecasting.
Content:	Data pipelines from wearables; model governance; bias/ethics.
Activities	Design a pilot integrating GPS/RPE data into selection dashboards.
Session 4 (2:00–5:30)	Case Study – Team GB Analytics for Medal Planning
Learning Objectives:	Extract lessons for India's podium strategy.
Content:	Funding prioritisation models; cohort analysis; scenario planning.
Activities	Build a medal-projection scenario for 2032/2036 using sample data.

Day 3	Global Ethics & 2036 Visioning
Session 5 (9:30–1:00):	Global Digital Ethics & Cross-Border Data Collaboration
Learning Objectives:	Set ethical stance and collaboration protocols internationally.
Content:	Cross-border sharing, privacy regimes, reciprocity, safeguards.
Activities	Draft principles for an India-led cross-border data alliance.
Session 6 (2:00–5:30):	Visioning – India’s Digital Leap for Olympics 2036
Learning Objectives:	Produce a future-ready national digital strategy.
Content:	North Star, milestones, risks, investment plan.
Activities	Present a 10-slide “2036 Digital Leap” plan for peer review.
Outcome	Architects inspire and lead a future-ready national digital transformation strategy, positioning India at global frontlines.

4.7 Competency: Strategic and Leadership Competencies

Level 1: Foundation Operator

Focus	Self-leadership, teamwork, basic supervision.
Programme Duration:	3 Days (21 hours)
Audience:	Junior-level administrators at district/grassroots (often first-time leaders; may be new to structured learning)
Day 1	Understanding Self and Team Leadership
Session 1 (9:30–1:00):	Roles & Responsibilities of a Grassroots Sports Administrator
Learning Objectives:	Clarify duties at district/local level; link grassroots to national goals.
Content:	Organising events; supporting athletes; coordinating with schools/clubs; link to SAI/federations/state associations.
Activities	<ul style="list-style-type: none"> Mapping exercise: draw the district sports ecosystem (stakeholders). Discussion: “How does my grassroots work affect India’s medal chances?”
Session 2 (2:00–5:30):	Basics of Teamwork & Collaboration
Learning Objectives:	Motivate volunteers, parents, coaches; build trust and resolve misunderstandings.
Content:	Elements of effective teamwork: communication, respect, coordination; volunteer motivation (recognition, inclusion, appreciation).
Activities	<ul style="list-style-type: none"> Role play: convincing a reluctant school to host a district tournament. Game: “mini relay team” to demonstrate coordination
Day 2	Communication and Everyday Problem Solving
Session 3 (9:30–1:00):	Communication for Influence
Learning Objectives:	Communicate with athletes, parents, schools, local officials; practise active listening and clear messaging.
Content:	Clarity, tone, cultural sensitivity; handling difficult conversations (complaints, disappointments).
Activities	<p>Simulation: explain to a parent why a child was not selected.</p> <p>Exercise: 2-minute speech introducing a district initiative to Panchayat leaders.</p>
Session 4 (2:00–5:30)	Problem-Solving at the Grassroots Level
Learning Objectives:	Apply structured problem-solving to common issues; balance resources, fairness, outcomes.
Content:	Typical problems: equipment shortages, scheduling conflicts, small disputes; framework: Identify → Options → Decide → Act → Review.
Activities	<ul style="list-style-type: none"> Case: two schools want the same ground slot—decide transparently. Group: list top 3 local challenges and brainstorm solutions.

Day 3	Ethics, Fairness and Personal Leadership
Session 5 (9:30–1:00):	Ethics & Fairness in Local Administration
Learning Objectives:	Apply fairness in selections/resource allocation; practise ethical choices.
Content:	Bias, favoritism, conflicts of interest; athlete-first principles.
Activities	Ethics game: star athlete vs newcomer selection dilemmas. Reflection: write about a tough decision and the values used.
Session 6 (2:00–5:30):	Becoming a Role Model in the Community
Learning Objectives:	Build self-confidence; inspire young athletes and earn trust
Content:	What makes a role model (consistency, fairness, integrity); leadership as service.
Activities	<ul style="list-style-type: none"> • Personal vision: write a one-sentence leadership promise. • Peer sharing: one action you will take to be seen as a role model.
Programme Wrap-Up (5:30–6:00)	<ul style="list-style-type: none"> • Share leadership charters; trainer message: “Every act of fairness fuels India’s sporting dream.” • Feedback & certificates.
Outcome	Participants will: understand their role in the ecosystem; lead small teams; communicate clearly; solve everyday problems fairly; demonstrate ethical conduct and begin their leadership journey as trusted role models.

Level 2: Programme Coordinator

Focus	Supervising programmes, conflict resolution, operational leadership.
Programme Duration:	3 Days (21 hours)
Audience:	District/state programme leads managing multi-site delivery
Day 1	Multi-Stakeholder Supervision & Time Management
Session 1 (9:30–1:00):	Leading District Coordinators & Multi-Stakeholder Teams
Learning Objectives:	Structure oversight across districts; run effective coordination cadences.
Content:	Roles/RACI, meeting rhythms, reporting packs, escalation paths.
Activities	Draft a monthly supervision calendar and a RACI for a state programme.
Session 2 (2:00–5:30):	Delegation & Time Management for Smooth Competitions
Learning Objectives:	Delegate tasks confidently; manage calendars and dependencies
Content:	Delegation ladder; time-boxing; checklists; run-of-show templates.
Activities	Build a delegation plan and ROS for a district championship.
Day 2	Conflict Resolution & Influencing
Session 3 (9:30–1:00):	Conflict Resolution (Districts, Athletes, Coaches)
Learning Objectives:	Use structured mediation; document and close disputes.
Content:	Interest-based negotiation; grievance registers; settlement templates.
Activities	Role play: athlete–coach dispute; create a signed resolution note.
Session 4 (2:00–5:30)	Influencing State Government, Media, Sponsors
Learning Objectives:	Build narratives and relationships that unlock resources.
Content:	Stakeholder mapping; message houses; media basics; sponsorship asks
Activities	Draft a one-pager to a sponsor and a briefing note for state officials.

Day 3	Ethics, Transparency & Resilience
Session 5 (9:30–1:00):	Ethics in Resource Allocation & Transparent Decisions
Learning Objectives:	Allocate fairly; publish transparent criteria.
Content:	Open criteria, audit trails, minutes; avoiding conflicts.
Activities	Create a transparent equipment allocation rubric and disclosure note.
Session 6 (2:00–5:30):	Building Resilience & Adaptability Under Constraints
Learning Objectives:	Keep programmes on track despite shocks.
Content:	Contingency planning; rapid replans; mental resilience practices.
Activities	Run a tabletop exercise: venue cancelled 24 hours before event.
Programme Wrap-Up (5:30–6:00)	Recap; peer commitments for next 90 days; feedback & certificates.
Outcome	Supervise district programmes, resolve conflicts, manage diverse stakeholders.

Level 3: Strategic Manager

Focus	Leading national programmes, strategic planning, mentoring juniors.
Programme Duration:	3 Days (21 hours)
Audience:	Mid-career administrators managing national-level programmes/federations
Day 1	National-Scale Leadership & Team Performance
Session 1 (9:30–1:00):	Fundamentals of Sports Leadership at National Scale
Learning Objectives:	Distinguish operational vs strategic leadership; align with national KPIs.
Content:	Athlete-first leadership in political/public contexts; goals → KPIs (medal tally, participation, welfare).
Activities	Case: compare TOPS with Australia's AIS; draft 3 measurable leadership goals.
Session 2 (2:00–5:30):	Building & Managing High-Performing Teams
Learning Objectives:	Lead multidisciplinary teams (coaches, nutritionists, psychologists, analysts).
Content:	Traits of high-performing teams; motivation/feedback; Tuckman model in sport.
Activities	Role play: coach-physio conflict; map team structure and communication gaps.
Day 2	Strategy & Crisis Leadership
Session 3 (9:30–1:00):	Strategic Planning Workshop
Learning Objectives:	Translate vision into strategy and outcomes; scenario plan.
Content:	SWOT, Balanced Scorecard adapted to sport; examples (Hockey India rebound; Wrestling Federation planning failures).
Activities	Draft a mini plan for "Medal-winning pipeline for 2028"; simulate a 20% funding cut and re-plan
Session 4 (2:00–5:30)	Leadership in Crisis Situations
Learning Objectives:	Manage controversies, media scrutiny, and athlete welfare issues ethically.
Content:	Selection disputes, doping, harassment; principles of transparent crisis leadership.
Activities	Case: Mary Kom selection dispute—lessons; simulation: press conference after a doping scandal.

Day 3	Mentorship, Ethics & Sustainable Leadership
Session 5 (9:30–1:00):	Mentoring & Succession Planning
Learning Objectives:	Build leadership pipelines; groom next-gen administrators.
Content:	Avoiding over-reliance on few leaders; coaching vs mentoring.
Activities	Draft a mentoring plan; discuss preventing talent drain.
Session 6 (2:00–5:30):	Ethics, Transparency & Athlete-Centric Leadership
Learning Objectives:	Anchor leadership in ethics and athlete welfare amid pressures.
Content:	Case: Wrestling Federation governance issues; sponsor conflicts; biased selections.
Activities	Debate: preferential treatment for stars? Write a personal leadership charter (fairness, welfare, accountability).
Programme Wrap-Up (5:30–6:00)	Recap; 3-month action pledge; feedback & certificates.
Outcome	Translate vision to strategy; lead multidisciplinary teams; demonstrate transparent crisis leadership; mentor pipelines; commit to ethical, athlete-centric leadership.

Level 4: Institutional Leader

Focus	Vision setting, institutional culture, systemic leadership.
Programme Duration:	3 Days (21 hours)
Audience:	Senior administrators (federations, SAI, state directorates)
Day 1	Culture & Stakeholder Alignment
Session 1 (9:30–1:00):	Leading Institutions – Athlete-First Culture
Learning Objectives:	Set vision and embed athlete-first values organisation-wide.
Content:	Athlete-first leadership in political/public contexts; goals → KPIs (medal tally, participation, welfare).
Activities	Case: compare TOPS with Australia's AIS; draft 3 measurable leadership goals.
Session 2 (2:00–5:30):	Building & Managing High-Performing Teams
Learning Objectives:	Lead multidisciplinary teams (coaches, nutritionists, psychologists, analysts).
Content:	Traits of high-performing teams; motivation/feedback; Tuckman model in sport.
Activities	Role play: coach–physio conflict; map team structure and communication gaps.
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Content:	Selection disputes, doping, harassment; principles of transparent crisis leadership.
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Activities	Debate: preferential treatment for stars? Write a personal leadership charter (fairness, welfare, accountability).
Programme Wrap-Up (5:30–6:00)	Recap; 3-month action pledge; feedback & certificates.
Outcome	Translate vision to strategy; lead multidisciplinary teams; demonstrate transparent crisis leadership; mentor pipelines; commit to ethical, athlete-centric leadership.

Section IV: Training Framework for IAS Officers as Enablers of Sports Ecosystem Development

IAS officers occupy a unique position as enablers of India's sports ecosystem. Unlike technical specialists, they bring governance authority, inter-departmental influence, and policy reach. This framework positions IAS officers as key actors in mapping resources, mobilising communities, managing programmes, and motivating cultural change. It provides a structured curriculum across career stages from early postings at the district level, to mid-career roles in states, to senior national assignments ensuring officers are not only administrators, but leaders of transformation in sport.

Common Foundations (Applicable at All Levels)

Before diving into career-stage modules, all officers share a common set of foundations that guide their role in sport governance:

Core Objectives

- Champion inclusion ensures participation across gender, socio-economic backgrounds, geography, and ability.
- View grassroots participation as the essential pipeline to sporting excellence.
- Mobilise and use resources efficiently, especially under constraints.
- Safeguard athletes while enforcing fair and transparent governance.
- Position sport as a driver of nation-building, social cohesion, and youth empowerment.

Four Roles of the Administrator

- Map – Assess resources, infrastructure, and stakeholders to understand the ecosystem.
- Mobilise – Bring together departments, partners, and communities to collaborate.
- Manage and Monitor – Implement, coordinate, and track programmes and schemes effectively.
- Motivate – Inspire participation, build trust, set vision, drive cultural change, and influence policy.

Module 1: District / Rural Level (Early Career Officers)

Audience: Junior IAS officers in their first postings at the district or rural level.

Purpose: To equip officers as the first line of delivery of sport as a public good, with special focus on community engagement, and grassroots participation.

Component	Details
Institutions & Roles	Officers engage with District Sports Officers, local associations, schools, colleges, NGOs, and panchayats. At this level, the officer ensures that the constitutional 'Right to Play' is realised on the ground.
Governance Priorities	Implementation of national and state schemes in a way that encourages community ownership and ensures inclusive participation. Effective coordination between the education, health, rural development, and women and child development departments.
Key Responsibilities	<ul style="list-style-type: none"> • Map: Identify local facilities, coaches, NGOs, CSR partners, and youth groups. • Mobilise: Bring together education, health, rural development, women's groups, and media. • Manage & Monitor: Run a district sports calendar, oversee inclusivity, and establish a grassroots talent identification pipeline. • Motivate: Promote life skills such as teamwork, discipline, and confidence through sport; reduce school dropouts; empower girls; strengthen community bonds; and provide feedback for policy inputs.
Tools & Schemes	Khelo India (school/block competitions, micro-grants), Fit India (village walks, school fitness hours, open gyms), CSR funding for equipment and pitches, Safeguarding Guidelines for child protection.
Infrastructure Priorities	Development of low-cost, multi-purpose grounds; community open gyms; walking tracks; upgrading of school fields to double as local hubs.
Impact	<ul style="list-style-type: none"> • Vibrant grassroots competitions (inter-school leagues, district tournaments). • Empowerment of girls and marginalised groups. • Reduction of school dropouts through sport. • Improvement in community health and education outcomes. • Local life-skills development and policy feedback for higher levels.

Module 2: State Level (Mid-Career Officers)

Audience: IAS officers in mid-career, serving in state secretariats, sports departments, or leading academies and federations.

Purpose: To transform officers from district-level executors into coordinators of state ecosystems, ensuring integration between grassroots pipelines and national ambitions.

Component	Details
Institutions & Roles	Officers interact with state sports departments, federations, and academies. They are the critical link between grassroots initiatives and national frameworks.
Governance Priorities	Translating national schemes into state policy instruments. Safeguarding and accountability mechanisms while respecting federation autonomy. Integration of sport into Education, Health, Tourism, Industries, Urban Development, and Social Justice agendas.
Key Responsibilities	<ul style="list-style-type: none"> • Map: Collect and analyse district-level data on infrastructure, participation, and coaches. • Mobilise: Partner with universities, industries, CSR/PPP players, and tourism departments. • Manage & Monitor: Run state sports calendars, academies, and LTAD pipelines with inclusivity. • Motivate: Position sport as a tool of education, state identity, and social inclusion. Inspire teamwork and resilience, and ensure that administrators, coaches, and volunteers see themselves as youth developers as well as competition organisers.
Tools & Schemes	Khelo India (state academies, infrastructure grants, state games), Fit India (workplace/school programmes), CSR/PPP partnerships for infrastructure and training centres, state-level safeguarding helplines and grievance redressal.
Infrastructure Priorities	Upgradation of academies, stadia, aquatic centres, and training hubs. Integration of sports science into state academies. Creation of a state cadre of coaches, referees, and support staff.
Impact	<ul style="list-style-type: none"> • Strong state competitions feeding into national tournaments. • Inclusion of tribal, rural, and para-athletes. • Alignment of education and sport (school/university sports). • Sport as a driver of jobs, tourism, and industry. • Effective state policy recommendations.

Module 3: National Level (Senior / Deputation Officers)

Audience: Senior officers at MYAS, SAI, or representing India in international forums.

Purpose: To position IAS officers as policy leaders, global advocates, and stewards of India's Olympic ambitions, while balancing governance with diplomacy and nation-building.

Component	Details
Institutions & Roles	Ministry of Youth Affairs & Sports (policy, funding), SAI (training, infrastructure, academies), NSFs (competitions, governance, selections), IOA (Olympic representation), International bodies (IOC, IFs, WADA, OCA).
Governance Priorities	Federation autonomy with accountability. Transparent government stewardship of funding, safeguarding, and anti-doping. Strategic role in mega-events, diplomacy, and global partnerships.
Key Responsibilities	<ul style="list-style-type: none">• Map: National centres, NSFs, athlete pathways, and digital systems.• Mobilise: Public-private partnerships, broadcasters, international federations, and diplomacy.• Manage & Monitor: Legislation, safeguarding, digital monitoring systems, and mega-events.• Motivate: Build a national vision of sport as nation-building, global branding, and soft power. Rally stakeholders around Olympic success. Create enabling policies for the entire ecosystem.
Tools & Schemes	Khelo India (national games, infrastructure), Fit India (nationwide campaigns), TOPS (elite athlete medal preparation), NSP 2025 (mass participation, digital monitoring, welfare), Sports Governance Act (legal standards).
Infrastructure Priorities	Olympic-standard centres of excellence and stadia. Sports science labs and recovery facilities. National frameworks for coaches and multidisciplinary support staff. Deep integration of sports science and medicine at elite levels
Impact	<ul style="list-style-type: none">• Competitive success at global levels.• Inclusive participation across gender, para-sport, and marginalised groups.• Growth of India's sports industry and economy.• Soft power and global branding through sports diplomacy.• Policy reforms with long-term sustainability.

4.8 Credit Levels & ABC (Academic Bank of Credits)

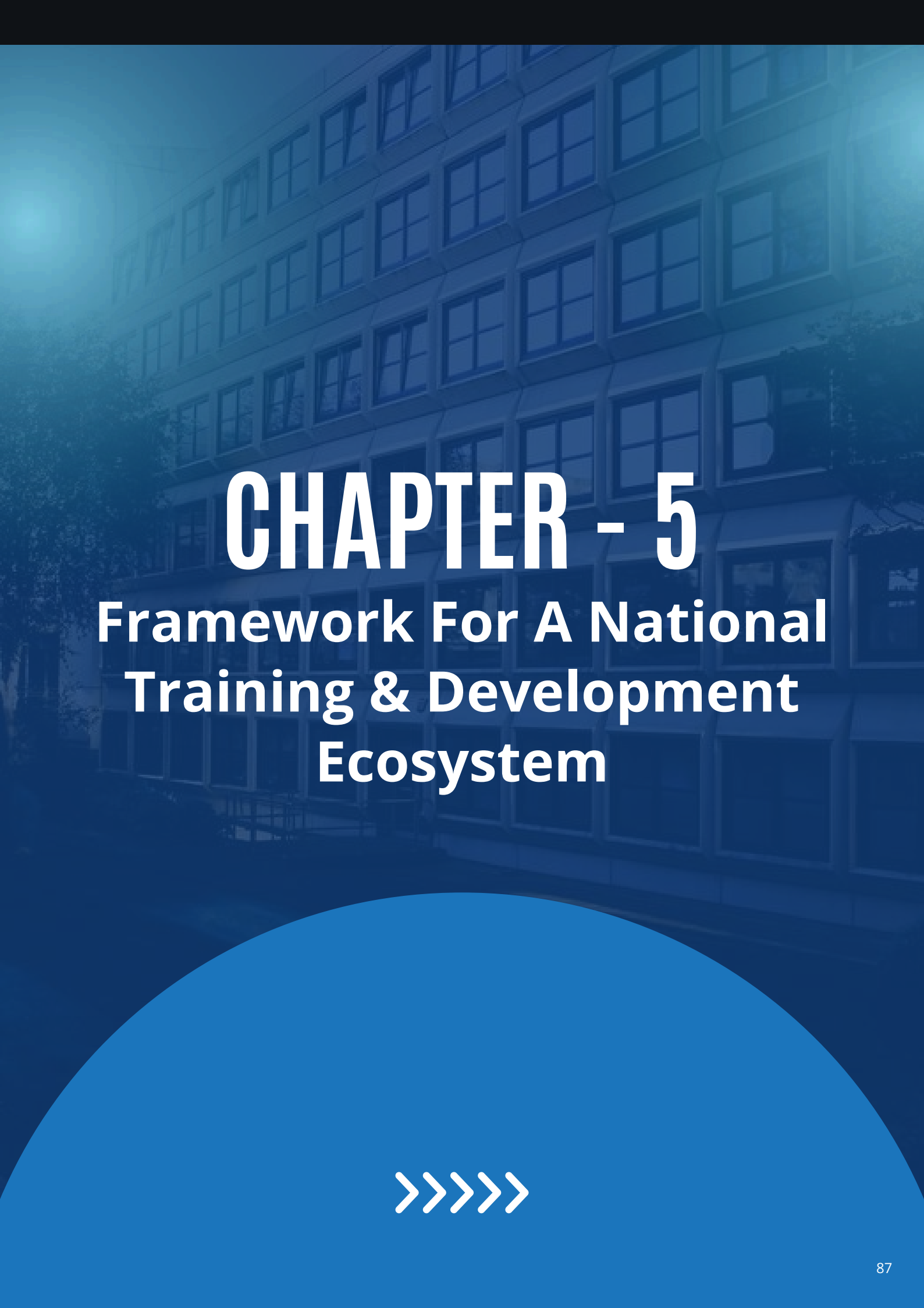
In alignment with NEP 2020 and the Academic Bank of Credits (ABC), the Task Force proposes a credit-bearing certification framework for each level of the Competency Maturity Model (CMM). Credits earned are stackable and transferable, enabling lifelong learning pathways for sports administrators. This ensures that micro-certifications at entry levels progressively accumulate into higher-level executive certifications and global fellowships.

Credit Allocation by Level:

- **Level 1** — Foundation Operator (L1): 10–20 credits (entry-level micro-certificates). Focus: athlete welfare, event logistics, digital literacy.
- **Level 2** — Programme Coordinator (L2): 10–20 credits (stackable). Focus: program management, procurement, state-level coordination, and safeguarding.
- **Level 3** — Strategic Manager (L3): 10–20 credits. Focus: strategy, high-performance systems, sponsorship negotiation, governance practice.
- **Level 4** — Institutional Leader (L4): 10–20 credits (executive/postgraduate certifications). Focus: institutional governance, policy advocacy, large contract management, diplomacy.
- **Level 5** — Visionary Architect (L5): 10–20 credits (fellowships, global immersion). Focus: Olympic bid leadership, systemic transformation, global strategy.

Cumulative Pathway: Credits earned at L1 and L2 shall accumulate toward L3 and L4 qualifications. For example, an administrator completing 40 credits across L1 and L2 will have their credits recognised in ABC, reducing course load for higher certifications. This “stackability” ensures recognition across institutions and progression aligned to career growth.

This credit system ensures modular flexibility, career progression, and international portability of qualifications, embedding sports governance training into India’s higher education ecosystem



CHAPTER - 5

Framework For A National Training & Development Ecosystem



CHAPTER 5

India's sporting ambitions cannot be realized without parallel investment in the people and institutions that support athletes. Today, sports administration training in India is fragmented, inconsistent, and dependent on individual goodwill rather than structured systems. In a country of India's scale, this leads to uneven outcomes and limits the potential of athletes. If athletes are to soar, the ecosystem around them must also rise.

To make a lasting difference, India requires three things: standardized quality, a competency-driven curriculum, and a delivery network that spans the country through nodal institutions. Most importantly, we must build a cadre of thousands of trained administrators who can implement policies and manage systems with integrity and skill. This requires moving from personality-driven leadership to institution-driven capacity building.

The framework that follows proposes a two-tier model to deliver on this vision, combining a lean apex body for governance and standard-setting with a specialized operational arm for delivery, embedded into India's existing administrative training systems.

5.1 National Council for Sports Education & Capacity Building (NCSECB)

An autonomous statutory body affiliated with the Ministry of Youth Affairs & Sports (MYAS), modelled on best practices from institutions such as AICTE and the National Medical Commission. The NCSECB will serve as the apex body to consolidate, regulate, and assure the quality of all training and development programs in sports administration.

Core Functions:

- a. Accreditation & Quality Assurance** – Authorize and audit universities, state institutes, and private training providers to ensure high-quality, standardised delivery.
- b. Curriculum & Standards Setting** – Align national curricula with the Competency Framework (ToR ii) and multi-level curriculum (ToR iv).
- c. Certification & Continuous Development** – Issue and renew certifications for administrators and faculty, anchored to a Continuous Professional Development (CPD) credit system linked to a Unique Administrator ID (UAID).

- d. Monitoring & Evaluation** – Conduct regular audits, assess training outcomes, and ensure evidence-based improvements.
- e. Global Benchmarking & Partnerships** – Forge collaborations with IOC, international federations, AISTS (Switzerland), UK Sport, SportAUS, and global sports universities for international credibility.
- f. National Registry of Sports Administrators** – Maintain a digital, centralised registry of certified administrators, their CPD credits, and eligibility for advancement.
- g. Faculty Ecosystem** - Develop faculty development programmes by forging global partnerships like; IOC Academy, AISTS, IIMs, and leading institutions to ensure we have enough trained faculty to deliver credit-bearing modules.
- h. Governance Principle** - The NCSECB will remain lean, functioning through specialised committees or temporary working groups rather than a large permanent bureaucracy.

5.2 National Training & Development Cell (NTDC)

Acting as the executing arm of NCSECB, NTDC will operationalise the policies, standards, and directions issued by NCSECB, functioning as the national secretariat for training and development.

5.3 Functions:

The institution will act as the operational hub to coordinate with nodal universities, state governments, and national federations. It will be responsible for operating the **National Digital Learning Platform – e-Khel Pathshala – which will be integrated with the iGOT Karmayogi platform. Additionally, it will manage the Unique Administrator ID (UAID) system to ensure transparent tracking of certifications and Continuous Professional Development (CPD).** The institution will also publish and deliver the National Training Calendar, encompassing induction programmes, mid-career upskilling, and refresher courses. Lastly, it will be required to submit annual reports to the NCSECB, detailing training coverage, quality metrics, and impact assessments.

5.4 IAS Training Integration

It is recommended that select modules from the NTDE curriculum be integrated into the training of IAS officers at LBSNAA and other central and state academies. This will ensure that future civil servants are sensitised to the value of sport and are able to contribute meaningfully to its development, while leveraging its potential for social cohesion, youth empowerment, and national progress throughout their careers.

5.5 Institutional Roles and Responsibilities

For the NTDE to function effectively, clear role definitions for each stakeholder are critical. The following delineation ensures policy leadership, operational efficiency, academic excellence, and sport-specific expertise, while embedding accountability across all levels.

Institution / Entity	Functions / Responsibilities
Ministry of Youth Affairs & Sports (MYAS)	<ul style="list-style-type: none"> • Provide overall policy direction and statutory mandate. • Allocate budget and resources.
Sports Authority of India (SAI)	<ul style="list-style-type: none"> • Provide support during NTDC's initial phase until it achieves independent operational capacity. • Assist in programme design, delivery, and roll-out of training modules. • Enable dual-career pathways by integrating education, employability, and life-skills support for athletes. • Facilitate partnerships with universities, NSUs, and manage integration of digital platforms.
Nodal Universities (LNIPE, NSU, IIMs, IITs, NLUs, etc.)	<ul style="list-style-type: none"> • Serve as academic hubs. • Develop high-quality academic content and pedagogy to be used for training sports administrators, based on research. • Design & Deliver a modular curriculum aligned to NCSECB standards. • Enable credit transfer and CPD recognition. • Build and sustain a national faculty pool.
Indian Olympic Association (IOA)	<ul style="list-style-type: none"> • Facilitate international exposure and Olympic education. • Partner with the International Olympic Academy. • Support the development of governance-related modules on the Olympic movement and best practices.
National Sports Federations (NSFs)	<ul style="list-style-type: none"> • Develop and deliver sport-specific training modules. • Collaborate with International Federations for technical education and certification pathways. • Disseminate best practices in sport-specific governance.
State Sports Departments & Universities	<ul style="list-style-type: none"> • Ensure regional training delivery across states. • Provide local language modules to expand accessibility. • Support grassroots-level capacity building for administrators and officials.
LBSNAA and Other Civil Service Academies	<ul style="list-style-type: none"> • Integrate select NTDE modules into the training of IAS and other civil service officers. • Sensitise future civil servants to the value of sport. • Equip them to contribute meaningfully to sport's role in social cohesion, youth empowerment, and national development throughout their careers.

5.6 Composition of the NCSECB Board

The effectiveness of the NCSECB can hinge on the calibre and diversity of its members. The Board should be constituted to ensure representation from government, academia, sport, and industry, while bringing global expertise and credibility. Recommended Profiles:

- i. Chairperson** – Eminent national figure with a track record in sports governance, public policy, or higher education.
- ii. Ex-Officio Members** – Secretary (MYAS), DG (SAI), senior representatives from the Ministry of Education and DoPT.
- iii. Academic & Pedagogical Experts** – Senior academics with expertise in sports management, law, economics, public administration, and competency-based curriculum design.
- iv. Sports Governance Representatives** – Members from IOA and National Sports Federations (rotational basis).
- v. International Experts** – 2–3 members with IOC/IF/AISTS/UK Sport/SportAUS or equivalent experience for global benchmarking.
- vi. Industry Representatives** – Leaders from sports technology, HR, corporate governance, or CSR in sports.
- vii. Athlete Voice** – Eminent former athlete with integrity and leadership experience.
- viii. Independent Quality Experts** – Specialists in accreditation, monitoring, and evaluation (e.g., NAAC/NBA/AICTE experience).

Principles of Constitution:

- i. Size:** 12–15 members (lean, yet diverse).
- ii. Tenure:** 3 years (renewable once).
- iii. Working Groups:** Temporary, domain-specific committees (curriculum, accreditation, international partnerships, evaluation).

5.7 Curriculum Delivery Mechanism

To move from vision to impact, the delivery of curriculum modules must be anchored in a robust and sustainable mechanism. The most effective pathway can be to embed these modules within a nationwide network of nodal universities and institutions, both public and private, that already serve as centers of academic and professional excellence, such as IIMs, IITs, NITs, and leading universities (an illustrative list is provided in the Annexure, though the framework is designed to expand through many more partnerships). By leveraging these institutions, the program can tap into existing infrastructure, faculty expertise, and the credibility of established brands.

Sport administration is as much about management, governance, and leadership as it is about sport-specific knowledge. Therefore, integrating modules into the offerings of management schools, technical institutes, and universities at both graduate and postgraduate levels can ensure that current and future administrators develop the multidisciplinary skillset required to succeed. Many of these institutions are already running graduate, postgraduate, and executive programs; adding NTDE modules into their curricula can strengthen their relevance, make graduates more job ready, and create a steady pipeline of skilled administrators.

This approach ensures scale, sustainability, and accessibility. By distributing delivery across a diverse network, the system avoids centralized bottlenecks while simultaneously aligning to NCSECB's standards. Over time, this can build a critical mass of administrators who are not only certified but also trained in the very institutions that shape India's professional leadership across sectors.

5.8 Key Delivery Flow

The framework rests on a lean but effective model:

- i.** The NCSECB faculty provides strategic direction, standard-setting, and accreditation.
- ii.** The NTDC serves as the execution arm, ensuring delivery, monitoring, and digital integration.
- iii.** Specialized working groups can be constituted for curriculum, partnerships, or evaluation, but the system avoids creating heavy, permanent sub-structures.

This institutional framework unifies governance, quality assurance, international benchmarking, and implementation under one coherent structure, ensuring sustainability, accountability, and global credibility for India's sports administrator training ecosystem.

5.9 Creating Outlets and Pathways for Trained Sports Administrators

For capacity building to deliver sustained impact, training must be directly tied to opportunities for practice, placement, and progression. Without structured outlets, even the most well-trained administrators risk being underutilised. Therefore, the framework institutionalises mechanisms that ensure every trained administrator can find an appropriate role to apply and demonstrate competencies.

Core Mechanisms:

i. Structured Placement Pathways – Training programmes can be formally linked to government schemes, federations, state sports departments, and district-level bodies. Placements, fellowships, and deputations can be institutionalised to ensure trained administrators are deployed into meaningful roles immediately after training.

ii. Accreditation and Registry (Applied Use) – The Unique Administrator ID national registry of certified administrators can serve as the official pool for recruitment. Federations, state departments, and private organisations can be encouraged—and in some cases mandated—to draw candidates from this registry, ensuring that certification translates into visibility, employability, and deployment.

iii. Integration with Policy Mandates – Ministries, federations, and sports authorities can be encouraged (or mandated) to allocate a fixed percentage of administrative roles to certified professionals. This creates predictable demand and validates the relevance of the training pipeline.

iv. Rotational and Apprenticeship Models – Early-career administrators can be rotated across districts, academies, and federations, or attached to senior administrators as apprentices. This provides structured exposure, mentorship, and practical application of competencies.

v. Innovation Labs – Training can be linked to Sports Governance and Innovation Labs, enabling administrators to lead short-term projects such as digitising district competitions or piloting grassroots inclusion programmes. These labs serve as immediate platforms for applying learning in real-world contexts.

vi. Partnerships with Private Sector and NGOs – Collaborations can be developed with leagues, franchises, NGOs, and CSR initiatives to expand opportunities beyond government systems. This widens the ecosystem and ensures administrators contribute across both public and private domains.

CHAPTER - 6

Framework For Global Exposure & Capacity- Building



CHAPTER 6

International exposure is an essential catalyst to strengthen the professional capacity of Indian sports administrators. The mandate of ToR 5 is to design a comprehensive and outcome-oriented strategy that ensures exposure opportunities are not symbolic or ad-hoc but systematically linked to India's sports governance and management needs. This ToR emphasizes three core priorities:

- a.** Structured International Partnerships – Establishing collaborations with leading academic institutions, international federations, and global sports governance bodies.
- b.** Targeted Exposure Opportunities – Designing stage-appropriate immersion programmes for administrators at different levels of their careers.
- c.** Systematic Integration of Learning – Embedding insights into domestic systems through curriculum enrichment, faculty development, and monitoring frameworks.

The task force is of the opinion that the objective should not merely to arrange short visits or generic study tours, but to create context-specific, outcome-driven learning pathways aligned with India's Olympic 2036 ambition and national policy frameworks such as NSP 2025 and NEP 2020.

6.1 Guiding Principles For Global Exposure & Collaboration

1. Clarity of Purpose

Every international engagement must have well-defined, India-centric objectives aligned with the administrator's current role and national reform priorities (e.g., mega-event operations, finance, safe sport, or governance reforms). Relevance must be demonstrated: for example, an administrator managing finances in an NSF should attend programmes specialising in sports financial management, while those working in athlete services should focus on welfare and safeguarding models.

2. Strategic Selection of Participants

Strategic selection of participants must be role-relevant, merit-based, and future-oriented, ensuring that individuals chosen for international engagements can apply their learnings immediately. Criteria should include current or future assignments, leadership potential, and service experience—avoiding ad-hoc nominations or symbolic representation.

3. Institutional Collaboration Beyond Training

Institutional collaboration beyond training should evolve into deeper, long-term partnerships with international institutions. These collaborations must go beyond short-term workshops to include joint research on governance, sports science, athlete well-being, and performance pathways that are directly relevant to India. These should not only be limited to International Federations and universities, but also with sports technology companies, consulting firms, and management schools.

Co-designing curricula is essential to ensure Indian training programmes integrate global best practices while staying rooted in Indian realities. Additionally, fostering virtual collaborations—such as webinars, joint online courses, and masterclasses—and developing structured exchange programmes can help build sustained institutional relationships. International academic collaborations should not be limited to short-term training. They must also include research partnerships in areas of direct relevance to Indian athletes and administrators. In line with the National Education Policy (NEP) 2020, all efforts must be made to ensure that credits earned through international modules are transferable into Indian academic qualifications, thereby promoting continuity and academic recognition. At present, there is very limited India-specific research on sports science, athlete well-being, governance practices, and performance pathways. Collaborations with reputed global institutions can help fill this gap, while also assisting in curriculum development for Indian training programmes. Such curriculum partnerships would ensure that courses in India reflect global best practices while being rooted in Indian realities.

4. Faculty Development as a Core Component

As new courses and modules are developed, there will be a pressing need to build a pool of capable faculty within India, making faculty development an integral part of these collaborations. Indian institutions must be equipped not only with well-designed curricula but also with trained educators who can deliver them effectively over the long term. Faculty development must therefore be a core component of all international collaborations, with partnerships focused on nurturing skilled Indian trainers who can cascade global knowledge domestically. This approach ensures continuity in learning and capacity-building initiatives, significantly reduces long-term dependence on foreign programmes, and ultimately contributes to building a robust and sustainable sports training ecosystem in India.

5. Tiered Exposure Opportunities for Administrators

There are already several short capsule courses available through the IOC and International Federations, which should be systematically identified and adopted to provide regular, targeted knowledge upgrades to Indian sports administrators. Exposure opportunities must be structured in a tiered manner, aligned with the individual's career stage and the institution's needs. Short-term capsules (5–15 days) should focus on specific areas such as governance, ethics, finance, law, technology, and athlete rights, offering timely and relevant insights. Medium-term fellowships (1–6 months) should enable immersive experiences in federations, research institutions, or mega-event organizing committees to facilitate applied learning. Long-term academic programmes or fellowships (1–2 years) should be reserved for individuals in or preparing for senior leadership roles, where deep international expertise is essential. Longer-term study leave should only be encouraged when there is clear applicability to Indian sport, and those who benefit from such opportunities must share their learnings widely across the system to ensure that knowledge is not confined to individuals but contributes to institutional capacity-building.

6. Exposure Opportunities for Technical Officials

Establishing strong international partnerships with international federations must be prioritized to also upskill India's pool of technical officials, judges, and referees alongside administrators. Eligible candidates should be systematically identified and enrolled in official certification programs offered by these federations, ensuring they meet the highest global standards. Building such competencies is not merely desirable but essential, particularly as India aspires to host major international sporting events. A certified and globally benchmarked technical workforce will enhance credibility, ensure fair play, and position India as a trusted destination for world-class competitions.

7. Systematic Knowledge Diffusion

To ensure that international exposure translates into broader institutional gains, returnees must actively contribute to capacity-building within their organizations. This includes preparing policy briefs or case notes based on their learnings, conducting peer-training workshops or seminars, and developing new modules to strengthen domestic training curricula. Such structured mechanisms ensure that the knowledge and expertise acquired abroad benefit the entire sports ecosystem, fostering collective growth rather than being confined to individual advancement.

8. Monitoring and Evaluation (M&E)

A structured Monitoring and Evaluation (M&E) framework must be embedded within all international exposure programmes to assess both individual learning outcomes and broader institutional impact. This should include tools such as baseline and endline assessments, outcome mapping, and periodic feedback loops. The insights generated through these evaluations should inform ongoing refinement of the exposure initiatives, enabling continuous improvement, scalability, and alignment with long-term national priorities in sports governance and administration.

6.2 Strategic Partnership Framework

India must establish multi-dimensional collaborations with international institutions to strengthen governance, research, and training capacity in sports administration. Key partners include global sports federations such as the IOC, FIFA, ITF, World Athletics, FINA, and BWF, etc which offer valuable insights into policy frameworks, event management, and regulatory compliance. Additionally, partnerships with leading academic institutions should be forged to co-develop curricula, deliver advanced training programmes, and undertake joint research. These institutions include Loughborough University (UK), University of Tsukuba (Japan), AISTS in Lausanne (Switzerland), Deakin University (Australia), Johan Cruyff Institute (Netherlands), German Sport University Cologne (Germany), and the University of Queensland (Australia). Together, these collaborations can help bridge global best practices with India's unique needs, creating a sustainable and globally benchmarked capacity-building ecosystem.

6.3 Modes of Engagement

- a.** Formal MoUs: Joint training, research projects, and faculty exchange.
- b.** Customized Curricula: Designed to address Indian needs (grassroots development, NSF reforms, multi-sport event delivery).
- c.** Hybrid Training Models: Blending online modules, in-person immersion, and experiential learning.
- d.** Onsite Faculty Engagement: International experts visiting India to deliver large-scale training aligned to local realities.

6.4 Implementation Framework

- a.** NTDC under the guidance of the board should negotiate MoUs, coordinate scholarships, and manage exchange programmes

- b. Rolling Annual Calendar:** A structured, rolling annual calendar should be established to plan international exposure opportunities in alignment with major global sporting events such as the Olympics, Asian Games, and FIFA World Cup, as well as global academic cycles. Coordination with institutions like the National Sports University, SAI, NS NIS, LNIPE, and respective Sports Federations is essential to avoid duplication of efforts, minimise disruptions to domestic academic and training schedules, and ensure seamless collaboration across key institutions.
- c. Transparent Nomination and Selection:** Introduce a merit-based and rotational nomination process, ensuring regional representation, gender equity, and inclusivity.
- d. Hybrid and Cost-Effective Delivery:** Adopt blended learning models (online + short immersion abroad) to balance cost, scale, and quality.
- e. Curriculum Integration:** Co-develop India-specific case studies and modules with global partners to contextualise international knowledge for Indian realities.
- f. Knowledge Repository:** Create a digital platform for storing content, case studies, and experiences from international exposure for wider access within the sports ecosystem.

6.5 Selection Policy for Administrators

To ensure fairness and effectiveness in international exposure opportunities, a transparent and merit-based selection process should be institutionalized. Eligibility should be directly linked to an administrator's current or upcoming responsibilities, ensuring that the engagement is purposeful and role-relevant. Selection criteria should include leadership potential, service record, orientation toward reforms, and the capacity to disseminate knowledge upon return. Assessments should be conducted by independent panels comprising leaders from National Sports Federations (NSFs), athlete representatives, and governance experts to maintain integrity and credibility. Diversity should be a guiding principle, with representation ensured across federations, genders, regions, and sporting disciplines.

6.6 Knowledge Application and Dissemination

International exposure must result in systemic improvements rather than personal enrichment. To ensure this, a multi-pronged implementation mechanism should be adopted. Returnees should be required to lead specific action projects focused on reform areas such as governance, digitization, or athlete welfare. In addition, they must conduct peer training workshops at National Sports Federations (NSFs), Sports Authority of India (SAI) centres, and state departments, thereby cascading the learning throughout the system.

A centralised digital repository should be created to host case studies, toolkits, policy briefs, and training materials developed through these experiences, enabling broader ecosystem access and institutional memory. Furthermore, success stories and innovations stemming from these exposures should be publicly documented and celebrated to inspire replication, encourage accountability, and recognise leadership in reform.

6.7 Monitoring, Evaluation, and Long-Term Sustainability

A robust Monitoring and Evaluation (M&E) framework should be essential to ensure the credibility, accountability, and ongoing evolution of international exposure initiatives. Competency assessments should be embedded through baseline and endline evaluations to track changes in participant skill levels. Impact should be measured against clear Key Performance Indicators (KPIs), such as the number of governance reforms implemented, improvements in NSF compliance, and enhanced efficiency in event delivery. To ensure the longevity of the initiative, funding must be diversified—drawing from government support, private CSR contributions, and international development aid. Additionally, the programme should undergo annual reviews to incorporate emerging global trends, such as digital governance, mental health and well-being in sport, and Environmental, Social, and Governance (ESG) principles, thus ensuring its relevance and forward-looking orientation.

6.8 Expected Outcomes

Participants will gain practical learning through hands-on immersion in mega-event delivery, sports federation operations, and grassroots engagement, enabling them to apply real-world strategies effectively. They will develop a strong understanding of athlete-centric governance, compliance, and transparent operational practices through global benchmarking exposure. Technological familiarity will be enhanced via direct engagement with cutting-edge sports science, digital governance systems, and anti-doping innovations. Furthermore, participants will build influential international networks and diplomatic competencies, boosting India's global credibility and influence in the world of sport.



CHAPTER - 7

National Academy For Sports Administrators

CHAPTER 7

The Task Force was mandated to evaluate the idea of establishing a National Academy for Sports at NS NIS Patiala dedicated to the capacity building of sports administrators. This matter has been carefully examined in light of the needs of the Indian sports ecosystem, the evolving global best practices in sports governance, and the current institutional capacities available within the country.

7.1 Key Observations are detailed as below:

a. Single-Academy Model is Insufficient

i. While the idea of a single National Academy is well-intentioned, it risks becoming restrictive and unsustainable. Sports administration is not a purely technical subject; it is an interdisciplinary field spanning management, governance, policy, law, and athlete management.

ii. A single academy, especially within the existing structure of NS NIS Patiala, lacks the breadth of academic expertise and infrastructure to deliver on all these dimensions.

b. Role of NS NIS Patiala

i. NIS Patiala holds an established reputation in the Indian sporting ecosystem, particularly for its deep technical expertise and its long-standing contribution to the training of coaches and other sport-related professionals. This institutional legacy and credibility make it an important stakeholder in any national framework for building administrative capacity.

ii. It should therefore be empanelled as one of the key institutions delivering modules within the proposed framework. While NSNIS is rightly regarded as the premier institute for sports coaching, its privileged status has also created unintended consequences. Recruiters in Central and State services, as well as PSUs, tend to give preference almost exclusively to NSNIS-trained coaches, limiting opportunities for graduates of other credible institutions. In some cases, even internationally certified coaches are not considered eligible for government or PSU roles.

Designating NSNIS as the National Academy for Sports Administrators risks replicating this imbalance in the field of sports governance. Such exclusivity could stifle the growth of other universities and institutes offering high-quality sports management programmes, concentrating recognition and opportunity too narrowly. Instead, India's scale and diversity demand a networked model, where NSNIS plays a leading but not singular role, complemented by multiple institutions that together build a broad, inclusive, and sustainable ecosystem for sports administration.

c. Resource Allocation and Impact

i. Establishing a single, stand-alone National Academy would require significant investment in infrastructure, faculty, and administrative resources. Yet the returns on such a concentrated investment are likely to be limited, as the academy would only be able to reach a finite number of administrators each year.

ii. By contrast, investing in a network of institutions spreads resources more effectively, creates multiple access points across the country, and ensures far greater impact in both scale and reach. This distributed model also allows for progressive expansion without overburdening any single institution, making it a more efficient and sustainable use of national resources.

d. Inclusivity and Scale

i. A single “National Academy” risks creating a monopoly of credentialing, whereby only graduates from that institution gain recognition for government jobs or appointments.

ii. Given the size and diversity of India, and the current maturity of the Indian sports ecosystem, it is imperative that multiple institutions are empowered to deliver capacity-building programmes in order to ensure scale, inclusivity, and regional reach.

iii. By creating consortium models where government institutes, private universities, and global partners co-deliver programmes will fast-track international collaborations and reduce bureaucratic delays. Each empanelled institute will serve as a knowledge hub and think tank, producing applied research in governance, athlete welfare, finance, and digital transformation. It will promote women administrators and ensure regional/language inclusivity.

e. Global Partnerships

Given India’s current stage in sports management and administration, it is essential to imbibe global best practices through partnerships with leading international universities. Such collaborations help ensure that curricula remain aligned with the highest international standards and expose administrators to cutting-edge innovations.

In this context, NSNIS—being the country’s premier coaching institute and a potential anchor for sports administration training—also needs to look outward. However, government institutes like NSNIS face significant procedural challenges in establishing such collaborations. Strict Government Financial Rules and the requirement of global tendering often make the process slow and unattractive for foreign universities, which are hesitant to navigate these bureaucratic hurdles.

By contrast, private institutions can establish collaborations with much greater ease due to leaner decision-making structures. For instance, New Horizons Alliance Private Limited successfully facilitated the entry of AISTS (Switzerland), one of the world’s leading sports management institutes, into India.

The takeaway for NSNIS is not to act in isolation but to ensure that while it contributes significantly, it does so as part of a broader ecosystem of institutions that can more flexibly engage in global collaborations. This balance avoids over-centralisation and ensures that Indian sports administration training benefits from both NSNIS’s stature and the agility of other partners in bringing in international expertise.



CHAPTER - 8

Performance Management And Monitoring System

CHAPTER 8

The performance of a sporting nation does not depend on athletes alone; it depends equally on the invisible scaffolding of administration that supports them. Administrators decide how talent is nurtured, how opportunities are created, and how fair processes are upheld. Yet, in many systems, their performance is rarely assessed with the same rigor as that of athletes. India, in its ambition to be among the world's leading sporting nations by 2036, requires not only world-class athletes but also world-class administrators.

The present chapter aims to recommend a detailed performance management and monitoring system (PMMS) for sports administrators in India. The purpose of the proposed PMMS is to manage and monitor a world-class sports ecosystem in India where sports administrators function as enablers of athlete success at a global level, custodians of efficient performance systems promoting transparent sports governance, fulfilling India's long-term sporting vision (Olympic 2036 and beyond). Implementing a standardized PMMS for Sports Administrators will ensure transparency and accountability in sports administration at the district, state, regional, national, and international levels. The proposed PMMS has the following objectives:

1. **Enhancing Accountability:** Ensures administrators deliver measurable outcomes in athlete welfare, program implementation, and governance.
2. **Standardize Evaluation:** Establish uniform performance yardsticks across all levels of administration.
3. **Promote Athlete-Centricity:** Prioritize athlete welfare, inclusivity, and safe sport in all administrative actions.
4. **Strengthen Governance:** Improve transparency, compliance, and ethical conduct across institutions.
5. **Capacity Building:** Identify training needs and create pathways for professional growth of administrators.
6. **Global Alignment:** Benchmark Indian administrative practices with leading international sports organization

8.1 Guiding Principles

- a.** Transparency: Evaluation criteria and results are accessible, fair, and data-driven.
- b.** Equity: Assessments are tailored to the scope of responsibilities at each level to ensure procedural and distributive justice.
- c.** Objectivity: Incorporation of multiple data sources (self, supervisor, audit, and athlete feedback).
- d.** Continuous Learning: Use evaluations to identify professional development and growth areas.
- e.** Integration: Digital MIS platforms ensure seamless monitoring and reporting across levels.

8.2 Levels of Evaluation

The PMMS will be applicable for the earlier-mentioned five levels of sports administration, which are as follows:

- a.** Foundation Operator (District/Entry-level)
- b.** Programme Coordinator (State-level)
- c.** Strategic Manager (National Federation/Program Head)
- d.** Institutional Leader (Federation/SAI/State Director)
- e.** Visionary Architect (National/Global Strategist)

8.3 Evaluation Methodology

All the sports administrators (five levels) will be evaluated on a rating scale of 1 to 10 on the 10 predefined competencies mentioned below. A rating of 1, indicating minimum competency, to 10, indicating the highest performance. Competency Areas:

1. Athlete Welfare,
2. Grassroots and Inclusive Development
3. High Performance and Excellence Orientation
4. Governance and Regulatory Knowledge
5. Strategic and Leadership Competencies
6. Managerial and Operational Competencies
7. Resource Mobilization and Marketing
8. Interpersonal and Communication Competencies
9. Digital, Analytical, and Contextual Awareness
10. Ethics, Integrity, and Learning Orientation

Each competency is broken into three measurable Key Performance Indicators (KPIs), weighted according to importance at that administrative level. Institutions and federations can use discretion to assign weights to each competency. Administrators are scored on a 1–10 scale, where 1–3 indicates minimal competency and 9–10 indicates benchmark performance. The PMMS provides a developmental pathway; for example, if someone scores poorly on a KPI or competency, the system points them towards targeted training, mentoring, or professional development.

Weightages of the competencies:

a. Customized by role (e.g., athlete welfare is more weighted for personnel at the district level; strategic alignment is more weighted at the national level).

b. Sports institutions/Federations can use their discretion in finalizing the weightages

Data Sources: The data for evaluation will be predominantly primary and collated from supervisor ratings and self-assessment. Details about the data sources are given below.

1. Primary

a. Supervisor ratings,

b. Self-assessments,

c. Independent audits,

d. Athlete feedback.

2. Secondary

Actual outcome: a) Medals b) Improvement in athlete participants

c) Athlete pipeline

Frequency of evaluation: Annual/Biannual review with quarterly monitoring and feedback, or as deemed fit by the sports institute and federation.

Outputs: The result of the evaluation will be performance scores. Rating bands can be created based on the scores, which will serve as a guideline for promotion, salary hike, and/or incentives. Detailed outcomes of the evaluation are given below.

i. Performance scores,

ii. Rating bands (Outstanding → Unsatisfactory), and

iii. Promotion

iv. Pay band increase

v. Incentives

vi. Recognition - Sports Administrator of the year (District, Region, Nation, and International level)

vii. Suggesting training needs to overcome weaknesses in both domain-specific and behavioural areas. Fast-track leader identification through the creation of a talent pool as “Future Leaders” including administrators and trainers/developers. Development centres will be established for polishing the leaders at both international and national levels.

A sample PMMS evaluation template for one competency of Foundation Operator (Level 1) is shown below for reference. See Table 1. A detailed Excel file and the report highlight the competency-wise KPIs and their evaluation template for all levels from Level 1 (Foundation Operator) to Level 5 (Visionary Architect).

PMMS: Foundation Operator (Level 1) Base Level				
Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
	3 per Competency	Max: 100	1-10	
Athlete Orientation	1. Athlete Safety Compliance Rate: % of local events and training sessions conducted with all required safety protocols in place (first aid, equipment checks, and emergency procedures).			
	2. Athlete Welfare Support Coverage: % of athletes accessing basic welfare facilities (nutrition support, medical check-ups, travel assistance) in local programs.			
	3. Inclusion Index in Local Programs: Number/ percentage of women, differently-abled, and underrepresented groups participating in local sports activities relative to total athletes.			

8.4 Implementation Framework

Implementing PMMS requires not just paperwork, but a change in culture. Buy-in from top management is the first step. Training the evaluators “train-the-trainer” model ensures ratings are consistent and credible. Digital systems must be in place to track evidence and produce dashboards. Finally, communication is critical: administrators should see PMMS not as a threat, but as an enabler of their own growth. Hence, to effectively implement the proposed PMMS for sports administrators in the Indian sports institutions, federations, etc., the following enabling factors will be critical.

- i. Top Management Buy-In:** Formal endorsement by Ministry, SAI, and National Federations.
- ii. Personnel:** Trained evaluators, HR specialists, and monitoring officers at district/state/national levels.
- iii. Infrastructure:** Digital MIS, evaluation dashboards, data reporting mechanisms.
- iv. Capacity Building:** Train-the-trainer modules for evaluators, workshops for administrators.
- v. Resources:** Budgetary provision for evaluation exercises, audits, and IT systems.

8.5 Process Steps

The PMMS can be rolled out systematically. The proposed phase-wise plan of implementation is as follows:

- i.** Orientation and knowledge building of administrators and evaluators.
- ii.** Pilot testing at district and state levels.
- iii.** Phased national rollout (district → state → national → global coordination).
- iv.** Annual/Biannual evaluation cycle with digital dashboards.
- v.** Feedback loop for administrators (strengths and training needs).
- vi.** Continuous refinement based on global best practices.
- vii.** Review of PES every 5 Years

8.6 Expected Outcomes

The expected outcome of the PMMS for sports administrators is as follows:

- i.** Improved accountability and professionalism in sports administration.
- ii.** Enhanced athlete welfare and inclusivity.
- iii.** Transparent governance processes aligned with international standards.
- iv.** Stronger talent pipeline and high-performance management.
- v.** Enabling India as a globally credible sporting nation in medals and systems.

8.7 Aspirational Goal

By institutionalizing the proposed PMMS for sports administrators in India. The Indian sports ecosystem will nurture a cadre of

Sports administrators who drive

- a. Excellence**
- b. Integrity**
- c. Innovation**

Ensuring that India emerges as a top sporting nation globally by 2036, measured by medals, governance, and administrative benchmarks.

RECOMMENDATIONS



RECOMMENDATIONS

From the above findings, the Task Force identified ten priority recommendations:

1 Creation of National Council for Sports Education & Capacity Building (NCSECB)

Establish NCSECB as an autonomous statutory body affiliated with the MYAS, serving as the apex authority to consolidate, regulate, and assure the quality of sports administration training. The NCSECB should be responsible for accreditation of training providers, setting and updating curriculum standards, faculty development, certification and renewal through a CPD credit system linked with a Unique Administrator ID (UAID), global benchmarking, and maintaining a national digital registry of certified administrators. With a lean governance model and representation from government, academia, sport, industry, and international experts, the NCSECB can ensure credibility, sustainability, and uniformity in the training ecosystem.

2 Establishment of National Training & Development Cell (NTDC)

The NTDC should be set up as the operational arm of NCSECB to coordinate curriculum delivery, digital integration, and monitoring. It should manage e-Khel Pathshala integrated with iGOT Karmayogi, operate the UAID-linked registry, and publish the national training calendar for induction, mid-career, and refresher courses. Its functioning should be supported with appropriate dedicated administrative staff to ensure smooth functioning, delivery, and monitoring at scale. Its work can be backed by Nodal Universities (LNIFE, NSUs, IIMs, NLUs, etc.), NSFs, IOA, and State Sports Departments to deliver academic, sport-specific, and regional content.

3 Institutionalise a National Multi-Level Competency & Curriculum Framework

MYAS and SAI should formally adopt the proposed five-level competency framework (Foundation Operator → Visionary Architect) as the national benchmark for all sports administrators. It should be mandatory for all MYAS and SAI personnel to undergo structured training aligned with this framework. This includes completing modules mapped to the ten core competency clusters Athlete Orientation, Grassroots and Inclusive Development, High Performance and Excellence Orientation, Governance and Regulatory Knowledge, Strategic and Leadership Competencies, Managerial and Operational Competencies, Resource Mobilization and Marketing, Interpersonal and Communication Competencies, Digital, Analytical and Contextual Awareness, Ethics, Integrity and Learning orientation.

NSFs and State/District Sports Bodies should be strongly encouraged to align their internal capacity-building plans with this framework. Participation in certified modules should be promoted through targeted incentives such as eligibility for scheme-based grants, enhanced access to central assistance, and performance-linked funding. The framework should accommodate both elected and appointed administrators while promoting inclusivity, athlete-centric governance, and alignment with India's long-term sporting vision.

4 Institutionalising a Dual Athlete Career Pathway

With the Sports Governance Act enabling more athletes to enter federations, former athletes and athletes nearing their retirement should be incentivised to complete the modules under the proposed framework, ensuring that they not only upskill but also see tangible career progression opportunities. This should be recognised as an additional merit for SOM positions. This combination can incentivise participation, ensure federations gain members who combine sporting excellence with governance competence, and create a steady pipeline of authentic, equipped leaders for Indian sport. Additionally, athletes should be provided opportunities wherein they can pursue education and skill development during their active sporting careers, like coaching, sports science, management, and allied domains. To achieve this, short-term, hybrid-mode modules can be introduced. In parallel, academic degree programmes should adopt a flexible, credit-based modular structure, allowing athletes to accumulate credits over time rather than being bound by rigid 3–4 year timelines. This approach, aligned with international best practices, can create a sustainable second innings for athletes while strengthening India's sports ecosystem with experienced, athlete-turned professionals.

5 Practice Pathways

To maximize impact, capacity-building must be directly tied to practice and progression. Trained administrators should be placed through structured pathways, supported by the national accreditation registry, and integrated into policy mandates. Partnerships with federations, government, and private sector must ensure every administrator finds an outlet to apply competencies and progress within the system.

6 Training of Civil Servants in Sports Governance

Integrate structured sports administration modules into the training of civil servants at both national and state levels, recognising their pivotal role in shaping sports policy and implementation. Modules on sports governance, athlete welfare, and scheme delivery should be incorporated into the foundational courses at LBSNAA and state training academies.

7 Establish a Structured Global Partnerships and Exposure Framework

To systematically link international learning opportunities with India's sports governance priorities and Olympic 2036 ambitions. This should include formal collaborations with leading international federations (IOC, FIFA, ITF, World Athletics, etc.) and reputed academic institutions (Loughborough, Tsukuba, AISTS, Deakin, Cologne, etc.) for curriculum co-design, research partnerships, and faculty exchanges. Exposure opportunities must be tiered (short capsules, medium fellowships, long-term study) and role-linked, ensuring that administrators selected are those whose present or upcoming assignments directly benefit from the knowledge gained.

8 Adopting a Networked Model of Empanelled Institutions

Develop a system where multiple empanelled institutions (such as NS NIS Patiala, LNIPE, National Sports Universities, IIMs, IITs, NLUs, select state universities, and select private universities/institutes/colleges such as IISM, AISTS India) deliver modules under a common national framework. This approach ensures wider geographical reach, inclusivity, and scalability, while leveraging diverse expertise in management, governance, law, technology, and athlete services. NS NIS Patiala should remain an important stakeholder within this ecosystem, but not the exclusive "National Academy."

9 Link Professional Development to Career Progression and Institutional Incentives

To enhance professionalism, transparency, and outcome-based learning within the Indian sports administration ecosystem, the Task Force recommends the establishment of a National Performance Management and Monitoring System (PMMS). This system should be implemented across MYAS, SAI, and State Sports Departments, directly mapped to the five-level competency framework and ten core domains. Training and certification should be made mandatory for government sports administrators and directly linked to promotions, postings, and incentives.

10 Credit-Based Certification under NEP/ABC:

Introduce a credit-based certification framework for sports administrators aligned with NEP 2020 and the Academic Bank of Credits (ABC). Each capability level (L1–L5) shall carry 10–20 credits, stackable across the five levels. Credits should be recognised nationally and internationally through NCSECB's partnerships with UGC/AICTE and global universities. This framework integrates modular training with lifelong learning pathways, enabling administrators to accumulate credits over time toward higher-level certifications and global immersion fellowships.

For National Sports Federations (NSFs), the Task Force acknowledges their autonomy under the Olympic Charter and recommends an advisory approach to professional development. NSF executives should be encouraged to undertake relevant training based on their roles, with incentives such as government support and funding linked to participation. NSFs may also develop their own internal PMMS aligned with national benchmarks, enabling performance self-evaluation and cultivating accountability. Together, these recommendations aim to foster athlete-centric governance and build a performance-driven administrative culture.

ANNEXURES

Annexure-1

OM regarding constitution of Task Force for designing the Framework for Capacity Building Of Sports Administrators

No. 8-70/2025-SP-III
Government of India
Ministry of Youth Affairs & Sports
Department of Sports

Hall No. 103, Jawaharlal Nehru Stadium,
Lodhi Road, New Delhi-110003
Dated: 30th July, 2025

OFFICE MEMORANDUM

Subject: Constitution of Task Force in the Department of Sports to design a framework for Capacity Building of Sports Administrators

A Task Force with the following members is hereby constituted in this Department to study, examine, and deliberate the various issues related to the capacity building of sports administrators, and to submit its report with specific recommendations:

S. No.	Name	Details	Position
1	Sh. Abhinav Bindra	Former Athlete	Chair
2	Sh. Adille Sumariwalla	Vice President, World Athletics	Member
3	Prof. Sourav Mukherji	Professor, IIM Bangalore	Member
4	Comd. Rajagopalan	ELMS Foundation	Member
5	Sh. Nilesh Kulkarni	Founder, ISSM	Member
6	Sh. Rana Shankar Yadav	IIM Rohtak	Member
7	Sh. Ramesh Gill	Director, AISIS (India)	Member
8	Sh. Gulshan Lal Khanna	Association of Indian Sports Sciences	Member
9	Sh. C. Dhundapani	Director, SAI	Member/Convener

2. Further, the following will be the Terms of Reference of the Task Force:

- To evaluate the current administrative framework of Indian sports bodies (SAI, NSFs, State Associations), identify key gaps, and assess the relevance of existing training programs in the context of a modern professional sports ecosystem.
- To develop a multi-level Competency Framework for sports administrators, detailing essential skills and knowledge across roles from junior to leadership levels.
- To propose a sustainable national Training and Development Ecosystem, with nodal universities and defined roles for MYAS, SAI, IOA, and NSFs.
- To recommend the creation of a standardised, multi-level curriculum based on the Competency Framework, and to develop a comprehensive policy for Continuous Professional Development (CPD) that includes a system for credit points, mandatory

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refresher courses, and advanced certifications to ensure clear career progression for administrators.

v) To formulate a comprehensive strategy for providing international exposure to sports administrators by establishing strategic partnerships with global sports federations and renowned academic institutions, and to create a framework for organising international exchange programmes, study tours, and expert-led workshops.

vi) To examine the idea of setting up a National Academy for Sports at NS NIS Patiala for capacity building of sports administrators.

vii) To recommend a Performance Management and Monitoring System to evaluate the effectiveness of capacity-building initiatives; to develop key performance indicators (KPIs) for tracking the progress of trained administrators and their impact on their respective organisations; and to establish a mechanism for the periodic review and assessment of the entire framework to ensure its continued relevance and effectiveness.

3. The above Task Force shall submit a comprehensive report with a detailed roadmap, including short-term, medium-term, and long-term actionable recommendations and timelines, for creating a professional and sustainable administrative ecosystem in Indian sports. The Task Force shall submit its report within 30 days from the date of its constitution.

(K.M. Jaiswal) 20/11/24
Director (Sports)
Tel No: 011- 24367126
Email ID: km.jaiswal@nic.in

To:
All members of the Task Force (by name)

Copy for information to:

1. PS to Hon'ble Minister, Youth Affairs & Sports.
2. PPS to Secretary (Sports).
3. PSO to JS (Dev.), MYAS.
4. PPS to JS (Sports), MYAS.

Annexures 2

Structure of Indian Sports Organisations: Mapping Government Bodies and National Sports Federations (NSF)

Organisation	Key Role / Mandate	Functions & Responsibilities
Ministry of Youth Affairs & Sports (MYAS)	Apex government body for sports policy and governance	<ul style="list-style-type: none"> • Shapes and controls the national sports policy framework • Provides funding and oversight • Coordinates with states and federations • Specialized wings manage infrastructure, discipline-specific areas, and international cooperation
Sports Authority of India (SAI)	Apex body for sports promotion under MYAS	<ul style="list-style-type: none"> • Promotes sports and excellence at national & international levels • Talent identification & athlete training • Operates training centres, NCoEs, STCs, Academies • Provides sports science, high-performance analysis • Implements schemes like Khelo India, TOPS, Fit India
State Governments & State Sports Councils	State-level sports administration	<ul style="list-style-type: none"> • Formulate & implement State Sports Policies aligned with National Sports Policy • Execute grassroots programmes, talent scouting & development • Maintain state-level sports infrastructure • Coordinate with NSFs' state affiliates

Indian Olympic Association (IOA)	Recognized National Olympic Committee (NOC)	<ul style="list-style-type: none"> • Represents India in the Olympic Movement • Affiliates and coordinates with NSFs • Liaises with international sports bodies • Governs India's participation in Olympics, Asian Games, CWG, etc.
National Sports Federations (NSFs)	Autonomous bodies for each sport (registered under Societies Act, 1860)	<ul style="list-style-type: none"> • Development, management, and promotion of respective sports • Athlete selection for international events • Conduct national championships, training camps, clinics • Support & regulate affiliated State Associations • Provide facilities, technical education, financial aid • Uphold Olympic ideals & anti-doping measures
State Olympic Associations & State Sports Federations	State-level counterparts of NSFs	<ul style="list-style-type: none"> • Affiliate with NSFs and channel funding • Organise state/district tournaments • Implement policies regionally • Often volunteer-driven, politically influenced • Composed of elected members, many with limited professional background
Academic & Allied Institutions	Sports education, research, and allied services	<ul style="list-style-type: none"> • Institutions like LNIPE, LNCPE, NS NIS Patiala provide academic, sports science & admin training • Bodies like NADA, NDTL, and SAI Centres support anti-doping & allied functions • Often face faculty shortages and rely on contractual staff

Annexure 3

Key Gaps in the Indian Administration Structure

Category	Key Gap
Cadre Structure	No permanent sports administration cadre; overuse of deputation and contracts
HR Capacity	Inadequate legal, governance, IT, and project skills
Career Progression	Stagnant promotion opportunities; lack of role-based hierarchy
Technology & MIS	Weak integration; low digital literacy; limited use of data analytics
Training & Development	Sporadic, generic, and not role-based or competency-driven
Institutional Integration	Poor vertical and horizontal convergence between HQ, field units, and NSFs
Policy-Execution Gap	Disconnect between central schemes and local-level implementation
Culture & Motivation	Low morale, weak recognition, and lack of professional identity

Annexure 4

Roles & Responsibilities of SAI, State Sports departments & the Global peers (UK, USA & Australia) Sports Authority of India (SAI)

Role	Designation	Key Responsibilities
Ministry of Youth Affairs & Sports (MYAS)	Political & Administrative Head	Formulate national sports policy; approve major programmes, budgets, and reforms; represent India in international sports policy forums.
Director General, SAI	Chief Executive Officer	Lead SAI; implement MYAS policies; oversee national schemes (Khelo India, TOPS, FIT India, NCoEs, STCs); manage budget; coordinate with NSFs, state departments, IOA
Senior Executive Director / Deputy Director General/ Executive Director	Senior Management	Head functional verticals (Operations, Coaching, Sports Science, Infrastructure, Finance, Personnel); ensure scheme delivery across regions.
Regional Heads	Heads of Regional Centre Heads	Manage SAI schemes within allocated states; coordinate with state sports departments, NSFs, and academic institutions; oversee infrastructure and athlete welfare.
Heads of Divisions (Coaching, Sports Science, Finance, Administration, Engineering)	Middle level managers	Develop and execute technical policies; recruit/train coaches; oversee sports science integration; ensure financial and administrative compliance.
Centre In-Charges (NCoE, STC, Academies)	Local Operations	Manage training centres; ensure athlete welfare, host competitions, and maintain facilities.
Coaches / Sports Science/ Engineering Staff	Technical Delivery	Deliver training, conditioning, and rehabilitation; implement performance plans.
Administrative Officers	Operational Support	Handle HR, finance, logistics, procurement, and compliance at all levels.

Annexure 4

State Government Sports Departments

Role	Designation	Key Responsibilities
Minister for Sports / Principal Secretary (Sports)	Policy Head	Formulate state sports policy; approve budgets; oversee implementation of central and state schemes.
Director / Commissioner of Sports	Chief Executive Officer	Lead state sports administration; manage state-level schemes, academies, competitions, and infrastructure.
Joint / Deputy Directors	Scheme & Division Heads	Oversee functional domains (Coaching, Infrastructure, Events, Sports Science); coordinate with districts.
District Sports Officers	Field Leadership	Implement schemes at district level; conduct talent scouting; liaise with schools and local bodies
State Coaches & Trainers	Technical Delivery	Train athletes at district/state academies; prepare teams for national competitions.
Administrative Staff	Operational Support	Handle HR, procurement, finance, and logistics for schemes and events.

Annexure 4

Australia – Australian Sports Commission (ASC) & State Institutes

Role	Key Responsibilities
Board Chair	Strategic governance; ensure alignment with national policy; oversee CEO performance.
Board Directors (Independent & Specialist)	Provide expertise in finance, law, governance, marketing, sports science, and athlete welfare.
Chief Executive Officer (CEO)	Lead operations; manage strategic initiatives; liaise with government, NFs, and high-performance partners.
Director – High Performance	Oversee national athlete pathways; coordinate Olympic/Paralympic preparation; manage high-performance funding.
Director – Participation & Community Sport	Grow grassroots participation; partner with schools and community bodies.
Chief Financial Officer	Budgeting, long-term investment, audit oversight, and transparent reporting.
Integrity & Ethics Manager	Oversee safe sport, anti-doping, and integrity functions.
Athlete Wellbeing & Engagement Manager	Run athlete transition programs; embed athlete voice in governance.

Annexure 4

UK – UK Sport & Sport England

Role	Key Responsibilities
Board Chair	Strategic governance; ensure alignment with national policy; oversee CEO performance.
Board Directors (Independent & Specialist)	Provide expertise in finance, law, governance, marketing, sports science, and athlete welfare.
Chief Executive Officer (CEO)	Lead operations; manage strategic initiatives; liaise with government, NFs, and high-performance partners.
Director – High Performance	Oversee national athlete pathways; coordinate Olympic/Paralympic preparation; manage high-performance funding.
Director – Participation & Community Sport	Grow grassroots participation; partner with schools and community bodies.
Chief Financial Officer	Budgeting, long-term investment, audit oversight, and transparent reporting.
Integrity & Ethics Manager	Oversee safe sport, anti-doping, and integrity functions.
Athlete Wellbeing & Engagement Manager	Run athlete transition programs; embed athlete voice in governance.

Annexure 4

USA – U.S. Olympic & Paralympic Committee (USOPC)

Role	Key Responsibilities
Board Chair	Governance oversight; ensure compliance with Ted Stevens Act; strategic direction.
CEO	Lead USOPC operations; manage athlete support, high performance, and NGB relations.
Chief of Sport Performance	Oversee elite programs; coordinate with NGBs for athlete preparation.
Chief of Athlete Services	Deliver welfare, transition, and education programs.
Integrity & Compliance Officer	Independent oversight of ethical and anti-doping compliance.
Chief Marketing & Commercial Officer	Manage sponsorships, media rights, and brand development.
CFO	Lead budgeting, financial planning, and reporting.

Annexure 5

Roles & responsibilities of NSFs in India & Global Peers

NSFs in India

Office Bearer	Key Role	Responsibilities
President	Chief Executive & Chairperson	Presides over all meetings; overall control and supervision; disciplinary authority; sanctions expenditure (up to ₹50,000); manages staff appointments; constitutes committees; exercises emergency powers; oversees compliance with constitution and governance; nominates team officials.
Senior Vice President / Vice Presidents	Deputy to President	Presides over meetings in President's absence; assumes President's duties in case of vacancy or prolonged absence (with approval where required); represents zones or regions.
Secretary General / Honorary General Secretary	Chief Administrator	Manages daily administration; supervises staff; initiates policy and organizational matters; manages correspondence and official documents; prepares meeting agendas and notices; authorizes expenditure (up to ₹35,000); represents the body legally; implements governing body decisions.
Joint Secretaries / Honorary Joint Secretaries	Assist Secretary General	Support daily operations; carry out assigned tasks; authorized to act as Secretary General during absence with President's approval.
Treasurer / Honorary Treasurer	Financial Custodian	Maintains accounts; supervises funds and expenditure; prepares budget, balance sheet, and audited reports; signs financial documents; authorizes payments; reports to President and governing body.
Executive Committee Members	Governance & Oversight	Participate in governance decisions; appoint sub-committees; enforce discipline; manage staff and vacancies. Uphold the objectives of NSF in the country
General Council Members	Policy & Elections	Elect office bearers; approve reports and budgets; amend rules; manage membership and assets.

Country	Role / Designation	Key Responsibilities
Australia	President / Board Chair	Lead the board, provide strategic direction, ensure effective governance, and oversee organizational integrity.
	Vice President / Deputy Chair	Support the Chair in leadership duties, provide strategic input, and ensure sound governance practices.
	Non-Executive Director	Contribute expertise in governance, strategy, or specific industry sectors; participate in decision-making.
	Non-Executive Director	Strengthen governance frameworks, oversee community or stakeholder engagement, and support transparency.
	Non-Executive Director	Provide insights in finance, technology, operations, or relevant sectors for strategic planning.
	Non-Executive Director	Guide brand strategy, cultural initiatives, public relations, and stakeholder communications.
	Non-Executive Director	Offer management or consulting expertise and contribute to achieving high performance and efficiency.
	Non-Executive Director	Bridge specialized sector knowledge with business and financial management expertise.
	Chief Executive Officer (CEO)	Provide executive leadership, manage operations, oversee stakeholder relationships, and ensure long-term sustainability.
	Director – Strategy & Governance	Design and maintain governance systems, drive strategic initiatives, and monitor performance standards.
	Chief Financial Officer / Corporate Services Director	Oversee financial planning, budgeting, reporting, and ensure efficient corporate services.
	Performance / Program Director	Manage program delivery, oversee quality standards, and drive operational excellence.
	General Manager – Operations	Oversee day-to-day operations, manage resources, and coordinate departments.
	Government & Policy Manager	Lead relationships with government bodies, manage policy compliance, and coordinate legislative matters.
	Integrity / Compliance Manager	Uphold ethical standards, ensure compliance with regulations, and manage risk.
	People & Culture Manager	Manage HR strategy, recruitment, training, and foster a positive organizational culture.
	Program / Development Manager	Develop and manage initiatives aimed at growth, training, and capacity building.

Country	Role / Designation	Key Responsibilities
UK	Chief Executive Officer (CEO)	Provide executive leadership, oversee organizational strategy and operations, drive performance and major event success, and manage stakeholder relations including branding and rebranding efforts.
	Executive Director of Business Affairs and General Counsel	Oversee organizational strategy and advancement focused on performance, major events, and international relations; manage commercial aspects such as sponsorship agreements; lead regulatory and integrity functions; fulfill company secretarial duties.
	Performance Director	Lead performance strategy and culture across elite programmes; work closely with coaches and performance staff to meet medal targets and maintain high standards for all teams.
	Associate Director – Performance Strategy & Operations	Develop and oversee overarching performance strategies and operational plans across programmes; manage planning and delivery of activities for swimming and related aquatic sports.
	Director of People	Manage all areas of human resources including employment lifecycle, employee benefits, policies and procedures; lead equality, diversity, inclusion initiatives and health and safety training.
	Director of Corporate Strategy and Planning	Lead corporate strategy and planning processes; support CEO in driving organizational efficiencies and professional standards; manage head office operations to ensure effective work environment.
	Director of Finance	Prepare, approve, and monitor budgets; manage financial reporting to Board and stakeholders; lead finance team and relationships with auditors and bankers.
	Director of Events, Marketing & Communications	Deliver against events, marketing, communications, and commercial strategies; oversee event planning and execution; manage international influence initiatives.
	Associate Director – Sports Science & Sports Medicine	Lead development and strategic management of sports science and sports medicine programmes to support athlete performance and health.

Country	Role / Designation	Key Responsibilities
USA	President /Board Chair	Lead governance and strategic oversight; chair board meetings; provide organizational leadership and external representation
	Chief Executive Officer (CEO), Non-Voting, Ex Officio	Provide executive leadership; manage day-to-day operations; oversee strategic initiatives; ensure performance and goal delivery.
	International Representative	Represent the organization in relevant global federations or alliances; ensure compliance with international policies; foster partnerships.
	Committee Member – Stakeholder Group	Represent the interests of a specific stakeholder group; provide perspectives and act as liaison between group and board.
	Committee Chair – Stakeholder Group	Lead a stakeholder-specific committee; coordinate representation and communicate concerns or recommendations to the board.
	Advisory Committee Chair – Technical/ Professional Area	Provide subject matter expertise; support development and maintenance of standards, training, and professional development.
	Competition / Events Chair	Oversee policies and regulations for competitions or events; maintain fairness and operational effectiveness.
	High Performance / Excellence Chair	Develop and guide strategies for excellence in organizational or program outcomes; oversee performance goals.
	High Performance / Excellence Chair	Develop and guide strategies for excellence in organizational or program outcomes; oversee performance goals.
	Officials / Regulatory Chair	Manage training, certification, and deployment of accredited officials; uphold quality and compliance standards.
	Youth / Development Chair	Lead youth or grassroots development initiatives; promote participation and engagement programs.
	Program Area Chair	Oversee a specific program area; ensure strategic development, event delivery, and member support.
	Council Chair / Multi-Council Liaison	Oversee operations of multiple councils or committees; ensure collaboration and alignment with organizational strategy.
	Independent Director	Provide impartial governance oversight; contribute industry or functional expertise from outside the membership base.
	Secretary, Non- Voting	Maintain official records; ensure accurate documentation of meetings, policies, and governance materials.
	Treasurer, Non- Voting	Oversee financial matters; manage budgets, audits, and compliance with fiscal policies; report to the board on financial health.

Annexure 6

Summary of comparison Roles & Responsibilities of Indian & Global NSF's functional positions

Country	Key Role	Core Responsibilities	Skills Required
UK / USA / Australia	Chairperson / President	Lead the Board, ensure governance, strategic vision, public representation	Leadership, strategic thinking, diplomacy, communication
	CEO / Executive Director	Professional management of operations	Leadership, operational expertise, financial acumen
	Treasurer / Finance Director	Financial oversight, budgeting, audit	Financial literacy, risk management
	Secretary / Governance Officer	Compliance, governance support	Legal knowledge, organization
	Board Members / Non-Executive Directors	Governance oversight, independent expertise	Governance knowledge, independence
	Audit/Risk Committee Chair	Risk, compliance, ethics oversight	Risk management, ethics
India	President /Chief Executive & Chair	Strategic and operational authority, disciplinary control, emergency powers	Strategic leadership, governance knowledge
	Senior/Vice President	Deputize President, represent zones	Leadership, diplomacy
	Secretary General	Chief administrator, policy execution, correspondence	Administration, policy, legal and financial knowledge
	Joint Secretary	Assist Secretary General	Administrative support, governance process knowledge
	Treasurer	Custodian of funds, budget and audits	Financial management, integrity
	Executive Committee	Governance, discipline enforcement, staff oversight	Governance, decision-making
	General Council	Elect office bearers, approve budgets & policies	Representation, governance

Annexure 7

Gaps in Indian Sports Education Courses and the subsequent lack in skill development of sports administrators

NSF Objective	Covered in Existing Courses	Gaps in Curriculum Depth	Impact on Administrator Skill Development
Promotion and Development of the Sport	Physical education and coaching courses include grassroots training, youth programs, and some talent identification; elite athlete development addressed in select certificates.	Limited coverage of sports for development, sustainability, dual career pathways, and comprehensive stakeholder engagement (communication, leadership, networking).	Graduates lack skills to design and lead sustainable, socially inclusive sport development programs incorporating community engagement.
Competition Management	Event planning, logistics, volunteer management, and basic crisis management taught.	Inadequate emphasis on competition governance, enforcement of integrity and anti-manipulation protocols, and diplomacy / communication skills during events.	Administrators may effectively execute events but struggle with enforcing fairness, managing conflicts, and sustaining events long-term.
Regulation and Governance	Sports law, governance principles, and compliance basics are introduced; anti-doping concepts included in some programs.	Practical rule enforcement, real-time compliance, governance system design, and diplomatic stakeholder relations insufficiently covered.	Graduates often have only theoretical knowledge and lack skills required for dynamic governance and regulatory enforcement.
Integrity and Ethical Standards	Ethics and anti-corruption addressed conceptually; leadership ethics included in leadership-focused coursework.	Lack of mandatory, applied ethics and anti-doping enforcement, whistleblower protection, and integration of digital ethics monitoring.	Administrators are underprepared to implement and uphold integrity policies effectively in practical situations.
Dispute Resolution	Basic conflict management, mediation, arbitration introduced in some governance courses.	No dedicated, practical training for sports-specific dispute scenarios, empathy-driven negotiation, and case-based learning.	Graduates lack confidence and skills to handle disputes and grievances within sports organizations efficiently.

Safeguarding and Welfare	Athlete welfare and psychological support included in limited offerings; emotional intelligence occasionally addressed.	Formal safeguarding policies, child protection, inclusivity frameworks, and crisis response are minimal or absent.	Administrators may struggle to ensure safe, equitable, and inclusive sporting environments, particularly for vulnerable groups
International Relations	Some exposure to Olympic movement, international sport governance, and diplomacy in advanced programs	Weak preparation for representation at international forums, negotiation in multi-national settings, and Olympic Charter application.	Graduates are generally unprepared for diplomatic roles and global engagement needed for effective NSF representation.
Resource Mobilization and Asset Management	Fundraising, sponsorship, basic asset and financial management feature in many programs.	Poor coverage of sustainable funding, public-private partnerships, CSR integration, and long-term ecosystem financing strategies.	Graduates lack comprehensive skills for sustainable resource mobilization and managing complex funding ecosystems.
General Powers and Policy Making	Leadership, strategic planning, policy basics and governance systems taught in select MBA and executive programs.	Insufficient focus on legislative drafting, multi-stakeholder governance, advocacy, and integration of sustainability and athlete welfare policies.	Graduates lack strategic governance competence and the ability to influence sports policy and large-scale organizational change.

Annexure 8

Universities in India that run sports related courses

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
SAI / NSNIS Patiala	Govt.	Diploma in Sports Coaching	Sports Coaching (sport-specific), Techniques/Tactics, Training Methodology, Physiology, Nutrition, Injury Management, Sports Psychology, Rules / Officiating	Sports Administration, Sports Science, Talent Identification
		Certificate Course in Sports Coaching	Intro to Coaching, Technique, Sport-specific Training, Psychology, Nutrition, Injury Prevention, Practical Internships	Sports Science, Event Management
		PG Diploma in Sports Medicine	Human Anatomy, Sports Medicine, Musculoskeletal Injuries, Exercise Physiology, Rehab, Sports Nutrition, Pharmacology/Doping, Psychology	Sports Science, Sports Medicine
		Masters in Sports Coaching	Advanced Coaching, Biomechanics, Performance Analysis, Strength & Conditioning, Motivation, Program Design, Talent Identification, Practicum	Sports Science, Talent Identification, Performance Analysis
		Skill Development Programmes	Communication, Conflict Management, Sports Analytics, Digital Literacy	Sports Administration, Performance Analysis
		Strength & Conditioning	S&C Principles, Physiology, Resistance Training, Nutrition, Testing, Periodization	Sports Science
		Sports Psychology	Sport Psych Fundamentals, Motivation, Counseling, Prep for Performance	Sports Science, Performance Analysis
		Sports Physiotherapy	Assessment in Sports Injuries, Rehab, Posture, Electrotherapy, Manual/Exercise Therapy, Return-to-Play	Sports Science, Sports Medicine
		Sports Nutrition	Macro/Micronutrients, Diet Planning, Sport-specific Nutrition, Supplements/Doping	Sports Science

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
LNIPE (All Branches)	Govt.	Bachelor of Physical Education (B.P.Ed.)	Foundations of PE, Anatomy & Physiology, Kinesiology, Sports Psychology & Sociology, Methods of Physical Education, Officiating & Coaching, Health Education & Nutrition, Organization / Administration in PE, Sports Training, Measurement & Evaluation, Research Methodology, Yoga, Track & Field, Team Games, Gymnastics, Practicals	Sports Science, Physical Education, Sports Administration
		Master of Physical Education (M.P.Ed.)	Advanced Sports Psychology & Sociology, Sports Biomechanics/Kinesiology, Physiology of Exercise, Sports Medicine, Research Methods, Sports Training, Advanced Coaching, Curriculum Design, Sports Technology, Adventure Sports, Officiating, Practicals	Sports Science, Sports Administration, Physical Education
		M.A. (Yoga, Sports Psychology, Sports Journalism)	Yoga Philosophy, Asanas, Pranayama, Research, Sports Psychology (Performance, Motivation, Group Dynamics), Sports Journalism (Writing, Media, Communication)	Sports Science, Performance Analysis, Sports Communication
		M.Sc. (Sports Physiology)	Physiology of Exercise, Testing & Evaluation, Cardio-respiratory Physiology, Exercise Metabolism, Research, Sports Nutrition, Lab Practicals	Sports Science
		PG Diploma (Sports Coaching, Fitness Management, Yoga Education)	Foundations of Sports Coaching (Sport-Specific), Training Methodology, Physiology, Injury Prevention, Nutrition, Sports Psychology, Fitness Mgmt, Yoga Education, Internship/Practical	Sports Science, Sports Administration, Event Management
		Diploma (Sports Coaching, Fitness, Yoga, Sports Journalism)	Technical Skills in Game/Sport, Officiating, Nutrition, Psychology, Sports Journalism basics, Sports Writing, Event Management	Sports Science, Event Management, Communication
		Ph.D.	Research in Physical Education, Exercise Physiology, Biomechanics, Sports Psychology, Sports Management, Sports Nutrition, Sports Sociology, Physiotherapy	Physical Education, Sports Science, Sports Administration

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
LNCPE (Trivandrum)	Govt.	Bachelor of Physical Education (B.P.Ed.)	History of PE, Human Anatomy & Physiology, English Comprehension, Sociology, Community Coaching, Gymnastics, Track & Field, Swimming, Cricket, Minor Games, Movement Education, Environmental Studies, Kinesiology, Health Ed, Coaching & Officiating, Yoga, Computer Basics, Sports Training, Event Organization, Sports Law, Practicals, Internship, Teaching Practice	Physical Education, Sports Science, Event Management, Sports Administration
		Master of Physical Education and Sports (M.P.E.S.)	Advanced PE Pedagogy, Research Method, Sports Biomechanics, Psychology, Sports Management & Administration, Sports Nutrition, Exercise Physiology, Yoga, Event Management, Sports Law, Sports Technology, Specialization Practicals, Dissertation	Sports Science, Sports Administration, Event Management, Physical Education
		Ph.D. (Physical Education)	Research Methodology, Advanced Physical Education & Sports, Interdisciplinary (Exercise Physiology, Sports Biomechanics, Psychology, Sociology, Management, Coaching, Nutrition)	Physical Education, Sports Science, Sports Administration
SGSU	Govt.	Bachelor of Physical Education and Sports (B.P.E.S.)	Foundations of PE, Anatomy, Physiology, Kinesiology, Sports Training & Coaching, Sports Sociology, History of Sport, Olympic Movement, Yoga, Health Ed, Sports Nutrition, Management in PE, IT in Sport, Practicals (Games, Athletics), Teaching Practice, Internship	Physical Education, Olympic Studies, Sports Science, Sports Administration, Technology
		Bachelor of Physical Education (B.P.Ed.)	PE Concepts, Human Anatomy, Physiology, Kinesiology, Sports Technology, Health Ed, Organization & Administration in PE, Sports Training, Psychology, Yoga, Coaching, Measurement and Evaluation, Practicals in various games/sports, Internship	Physical Education, Sports Science, Sports Administration, Sports Operations

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
SGSU	Govt.	B.Sc. Sports Coaching (various sports)	History and Trends, IT in Sports, Anatomy & Physiology, Biomechanics, Sports Psychology, Sports Management, Pedagogy, Training Prescription, Conditioning, Rehab, Nutrition, Specialization Theory & Practicum, Sports Law, Event Management, Assessment, Internship	Sports Science, Sports Administration, Performance Analysis, Event Management
		BBA in Sports Management	Principles of Management, Financial Accounting, Economics, Marketing, Sports Law & Ethics, Event Management, HRM, Facilities Management, Sports Analytics, Communication Skills	Sports Administration, Sports Business, Event Management, Analytics, Marketing
		Post Graduate Diploma in Sports Coaching (various sports)	Sports Coaching Theory (Sport-specific), Biomechanics, Physiology, Psychology, Nutrition, Training Methodology, Sports Management, Practicals, Internship	Sports Science, Talent Identification, Sports Administration, Event Management
		Post Graduate Diploma in Sports Management	Sports Management Principles, Event Management, Sports Marketing, Sponsorship, Media & PR, Law and Ethics, Financial Management, Analytics, Facility Management, Project	Sports Administration, Sports Business, Event Management, Marketing, Analytics
		Master of Physical Education and Sports (M.P.E.S.)	Advanced Research Methodology, Applied Physiology, Sport Psychology, Sports Training, Biomechanics, Sports Management, Event Management, IT in PE, Electives in Yoga/Exercise Science/Coaching, Internship, Dissertation	Sports Science, Sports Administration, Event Management, Physical Education, Analytics

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
IIM Rohtak	Govt.	Executive Post Graduate Diploma in Sports Management (EPGDSM)	<ul style="list-style-type: none"> • Sports Marketing, Advanced Sports Marketing, Integrated Sports Marketing Communication, Digital Marketing • Sports Event Management, Management of Multi-disciplinary Events • Sports Facilities Planning, Construction & Maintenance, PPP Models • Operational & Supply Chain Issues in Sports • Financial Reporting, Performance Measurement, Financial & Project Management, Strategy & Planning • Sports Economics, Sports Law, Ethics & Compliance • Sports Medicine, Health & Nutrition, Sports Kinetics, Sports Psychology • Data Analytics in Sports, Information Technology in Sports • HR in Sports, Leadership & Team Management, Negotiation & Conflict Resolution • Entrepreneurship, Government Policy, International Sports Management, League Management • Live Projects, Industry Immersion, Industrial Visits 	Sports Administration, Sports Business, Event Management, Marketing, Sports Operations, Policy Making, Analytics, Leadership, International Sports Management
		B.Sc. Sports Coaching	Sport Coaching Principles, Practical Coaching (multiple sports), Anatomy, Biomechanics, Training Theory, Nutrition, Officiating, Management, Internship	Sports Science, Sports Administration, Talent Identification
National Sports University Imphal	Govt.	Bachelor of Physical Education (BPES)	Foundations of PE, Fitness/Wellness, Yoga, Sports Admin, Exercise Physiology, Kinesiology, Event Org, Practicals	Physical Education, Sports Administration

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
National Sports University Imphal	Govt.	M.A. Sports Psychology	Adv. Sports Psychology, Group Dynamics, Psych. Interventions, Counseling, Research Methods, Performance Techniques	Sports Science, Performance Analysis
		M.Sc. Sports Coaching	Adv. Coaching, Applied Sports Science, Performance Analysis, Athlete Management, Sports Leadership, Electives, Dissertation	Sports Science, Sports Administration, Performance Analysis
SSSS, Symbiosis Pune	Private/ Deemed	B.Sc. Sports & Exercise Science	Foundations, Anatomy, Physiology, Nutrition, Sports Psych, Fitness Assessment, Biomechanics, S&C, Motor Learning, Analytics, Practicals, Internship	Sports Science
		MBA Sports Mgmt (Event)	Sports Economics, Finance, HRM, Event Planning/Execution, Hospitality, Logistics, Sponsorship, Volunteer Mgmt, Sports Law, Analytics	Sports Administration, Event Management
		MBA Sports Mgmt (Marketing)	Branding, Digital & Social Media, Consumer Behavior, Merchandising, Sponsorship, Marketing Strategy, Sports Law	Sports Administration, Sports Marketing
		MBA Sports Mgmt (Tech)	Data Analytics, Sports Informatics, Tech Startups, Innovation in Sports Business	Sports Administration, Sports Technology
IISM, Mumbai	Private	Bachelor of Sports Management (BSM)	Management Principles, Sports Marketing, Event Mgmt, PR, HRM, Analytics, Sponsorship, Sports Law, Athlete Mgmt, Digital Media	Sports Administration, Sports Business, Event Mgmt, Marketing
		Master of Sports Management (MSM)	Sports Marketing/Promotion, Event Creation, Legal Framework, Sponsorship/Brand, Analytics, Strategic HRM, Revenue, International, Internship	Sports Administration, Sports Business, Event Mgmt, Marketing
		PGP in Sports Management (PGPSM)	Sports Ecosystem, Strategic Mgmt, Facility/Event Mgmt, Planning, Law, Athlete Mgmt, Digital Media, Fan Engagement	Sports Administration, Sports Business, Event Mgmt, Marketing

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
IISM, Mumbai	Private	Bachelor/Master of Sports Science	Physiology, Nutrition, Injury Prevention, Coaching Methods, Sports Psychology, Biomechanics, Research Project	Sports Science
NASM	Private	MBA/PGDM Sports Management	Sport Management Concepts, HRM, Law, Marketing, Sponsorship, Media, Analytics, Event Mgmt, Finance, Risk Mgmt	Sports Administration, Sports Business, Event Mgmt, Marketing
		M.Sc. Sports Management	Sports Industry, Economics, Strategy, Media & Sponsorship, Facility/Event, Sports Law, Research Project	Sports Administration, Sports Business, Sports Science, Event Mgmt.
		BBA (Hons), BBM/BMS Sports Mgmt	Management, Marketing, Facility/Event Mgmt, Sports Journalism, Retail, Community Sport Development	Sports Administration, Sports Business, Event Mgmt, Marketing
		UG Diploma in Sports Management	Sports Industry Overview, Administration, Communications, Digital Marketing, Event Ops	Sports Administration, Event Mgmt, Marketing
Amity School of PE & Sports Science, Noida	Private	B.Sc./M.Sc./PhD (PE & Sports Sc)	Anatomy, Biomechanics, Physiology, Sports Training, Measurement / Evaluation, Research, Leadership, Ethics, Sports Nutrition, Practicals, Dissertation	Sports Science, Physical Education
		Sports Management Programs	Management, Event Mgmt, Marketing, HRM, Law/Governance, Research Project	Sports Administration, Sports Business
Jio Institute, Mumbai	Private	PGP in Sports Management	Business of Sport, Event Mgmt, Marketing, Policy, Analytics, Leadership, Entrepreneurship, Infrastructure, Industry Immersion	Sports Administration, Sports Business, Event Mgmt, Analytics
K J Somaiya Inst. of Mgmt, Mumbai	Private	Executive Program in Sports Management	Business Fundamentals, Event Mgmt, Media/Communications, Sports Law, Sponsorship, Leadership, Networking, Internship	Sports Administration, Sports Business, Event Mgmt, Marketing

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
Lovely Professional University, Jalandhar	Private	BBA in Sports Management	Principles of Sports Mgmt, Marketing, Facility Mgmt, Event Mgmt, Law/Ethics, Analytics, Business Communication	Sports Administration, Sports Business, Event Mgmt, Marketing
		Physical Education Courses	Physical Ed Theory, Health, First Aid, Biomechanics, Sports Training, Practicals	Physical Education, Sports Science
IGNOU (Open Univ)	Govt / Open	Diploma in Event Management	Intro to Event Mgmt, Planning, Finance, Marketing, Event Monitoring, Practical/Project	Event Management
		Cert. Sports Coaching	Coaching Foundations, Technical Skills, Training, Rules, Nutrition, Psychology	Sports Science, Event Management
		Management Programs	Management, Marketing, HR, Communication, Project Mgmt	Sports Administration, Sports Business
Rajasthan Royals - Royals SB	Private Franchise	Sports Event Management Course	Event Industry, Financial Models, Sponsorship, Volunteers, Facility Ops, Ticketing, Hospitality, Security, Innovation, Marketing	Event Management, Sports Business
		Business of Sports Leagues Course	League Structure, Commercial Operations, Revenue, Governance, Franchise Mgmt, Stakeholders	Sports Business, Policy Making
		Fundamentals of Sports Marketing	Branding, Digital Marketing, Sponsorship Activation, Social Media, Analytics	Sports Marketing
Parul University	Private	Sports Management	Sports Business, Event Mgmt, Branding/Sponsorship, Law/Ethics, Media/Communication, Athlete Development	Sports Administration, Sports Business, Event Mgmt, Marketing
		Physical Education	PE Theory, Sport Skills / Practicals, Health Ed, Physiology, Biomechanics	Physical Education, Sports Science
Jain University, Bangalore	Private	Sports Science	Anatomy, Exercise Physiology, Nutrition, Biomechanics, Sports Psych, Injury Prevention, Sports Technology	Sports Science
		Physical Education, Sports Management	Coaching, Event Mgmt, Marketing, Communication, Performance Analysis	Sports Administration, Sports Science, Event Management

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
Jain University, Bangalore	Private	Physical Education, Sports Management	Coaching, Event Mgmt, Marketing, Communication, Performance Analysis	Sports Administration, Sports Science, Event Mgmt.
Woxsen University, Hyderabad	Private	UG/PG Sports Management Courses	Sports Mgmt Principles, Marketing, Event & Facility Mgmt, Sports Law, Digital, Analytics, Athlete Representation, Capstone	Sports Administration, Sports Business, Event Mgmt, Marketing
Dani Sports Foundation	Private/ Non-profit	High Performance Coach Development Program (Certificate, 7 months)	<ul style="list-style-type: none"> • Core Coaching Practices / Behaviours (not sport-specific technique) • Athlete Performance Management • Leadership & Management of High-Performance Programs • Communication & Emotional Intelligence • Sports Analytics / Science / Tech (applied, not technical) • Group Research Project • Project on sport management / leadership • Global Best Practices Exposure 	High Performance Coaching, Sports Leadership, Athlete Development, Performance Analysis, Strategy, Emotional Intelligence
		High Performance Leadership Program (Certificate, 7 months)	<ul style="list-style-type: none"> • Emotional Intelligence in Leadership • Talent Identification & Development (youth, junior, senior levels, Podium Potential/Ready) • Athlete Preparation & Competition Strategy • Application of Sport Science, Technology, Analytics, Engineering, Sports Medicine • Policy Creation & Execution • Group Research and Individual Projects • Exposure to international best practices 	Sports Leadership, Talent Development, Strategy, Policy, Sport Science, Athlete Development, Emotional Mastery, Management
MIT School of Mgmt, Pune	Private	PG Sports Management	Sports Business, Entrepreneurship, Analytics, Event Mgmt, Finance, Facility Ops	Sports Administration, Sports Business, Event Mgmt.

Institute Name	Type	Course/ Program	Subjects Taught (Typical)	Focus Area
MIT School of Mgmt, Pune	Private	Event Management	Event Business, Operations, Marketing/ Sponsorship, Ticketing, Risk/Crisis Management	Event Management
AISTS India (International Academy of Sport Science & Technology), Mumbai	Private	PG Certificate in Sport Management & Technology (PGCP), Executive Education Certificate Programme in Sport Mgmt.	Management Module (incl. strategy, marketing, event mgmt, finance in sport), Career & Leadership Module (Leadership, networking, mentoring, fieldwork, internship), Law Module (sports law, contracts, IP), Sociology Module (sport & society, ethics, culture), Medicine Module (sports medicine, anti-doping), Technology Module (digital transformation, analytics, innovation)	Sports Administration, Sports Business, Sports Law, Sports Medicine, Technology, Leadership
		Executive Education Certificate Programme in Sport Management (EECP)	Advanced sports leadership, management, innovation, digital literacy, legal aspects, technology, medicine	Sports Administration, Leadership, Sports Business, Technology
Global Institute of Sports Business (GISB), Mumbai	Private	Post-Graduate Program in Sports Management (PGPSM)	Global Sports Ecosystem, Sports Marketing & Sponsorship, Sports Analytics & Data in Sport, Event & Facility Management, Athlete Representation & Development, Digital & Social Media in Sport, Sports Law & Governance, Finance in Sport, Leadership & Networking	Sports Administration, Sports Business, Event Management, Marketing, Analytics
		Executive Post Graduate Program in Sports Management (EPGP-MS, hybrid)	Business of sports, leadership, entrepreneurship, management, event ops, marketing, digital transformation, international immersion, mentorship, and live projects with sports industry experts	Sports Administration, Sports Business, Event Management, Marketing

Annexure-9

Key Performance Indicators- Foundation Operator – Level-1

Performance Evaluation: Foundation Operator (Level 1) Base Level				
Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Athlete Orientation	1. Athlete Safety Compliance Rate: % of local events and training sessions conducted with all required safety protocols in place (first aid, equipment checks, emergency procedures).			
	2. Athlete Welfare Support Coverage: % of athletes accessing basic welfare facilities (nutrition support, medical check-ups, travel assistance) in local programs.			
	3. Inclusion Index in Local Programs: Number/ percentage of women, differently-abled, and underrepresented groups participating in local sports activities relative to total athletes.			
Grassroots and Inclusive Development	1. Talent Identification Rate: Number of promising athletes identified through scouting camps, trials, or local competitions per quarter.			
	2. School & Village Outreach Coverage: % of schools and villages in the assigned area covered by awareness / participation programs.			
	3. New Participation Growth: Increase in the number of first-time participants (students, rural youth, marginalized groups) engaged in organized sports activities.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
High Performance and Excellence Orientation	1. Training Delivery Effectiveness: % of scheduled local training sessions conducted as planned with proper coaching support.			
	2. Competition Exposure Rate: Number or % of athletes who participated in at least one local/district-level competition during the year.			
	3. Athlete Development Tracking: % of athletes whose skill level or fitness benchmarks improved compared to baseline assessments at the start of the season.			
Governance and Regulatory Knowledge	1. Compliance Accuracy Rate: % of local events conducted fully in line with SAI/state regulations (safety, eligibility, anti-doping basics, equipment standards).			
	2. Regulatory Awareness Training Coverage: % of athletes, coaches, and volunteers oriented on basic SAI/state rules before competitions.			
	3. Event Documentation Timeliness: Event Documentation Timeliness: % of required compliance reports, permissions, and records submitted on time to district/state authorities.			
Strategic and Leadership Competencies	1. Task Completion Rate: % of daily/weekly assigned tasks completed by the team on time			
	2. Team Coordination Efficiency: Frequency of team meetings, briefings, or updates conducted to ensure clarity of responsibilities.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Strategic and Leadership Competencies	3. Staff Performance Support: % of team members receiving timely feedback, guidance, or problem-solving assistance.			
Managerial and Operational Competencies	1. Event Logistics Efficiency: % of local events organized without major logistical issues (venue readiness, equipment availability, scheduling).			
	2. Procurement Accuracy & Timeliness: % of small procurement requests completed within approved budget and timeline.			
	3. Facility Maintenance Standard: % of facilities maintained in usable condition (e.g., cleanliness, equipment functionality, safety checks) based on monthly inspections			
Resource Mobilization and Marketing	1. Local Sponsor Engagements: Number of local sponsors/donors personally approached or engaged during the year.			
	2. Resource Mobilization Value: Total monetary or in-kind value (e.g., equipment, kits, uniforms) secured through local sponsorships / donations			
	3. Donor Retention Rate: % of local sponsors/donors who continue support or repeat contributions in the next cycle.			
Interpersonal and Communication Competencies	1. Communication Clarity: % of athletes/parents/volunteers reporting that instructions and information were clear and easy to understand in feedback forms.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Interpersonal and Communication Competencies	2. Response Timeliness: Average time taken to respond to basic queries from athletes, parents, or volunteers.			
	3. Engagement Frequency: Number of structured communications (meetings, briefings, updates, notices) held with athletes/parents/volunteers per month.			
Digital, Analytical & Contextual Awareness	1. Accuracy of Reports Submitted: % of error-free reports submitted through MIS tools			
	2. Timeliness of Data Entry/Submission: % of reports entered and submitted within the prescribed deadlines			
	3. Digital Proficiency in Tools: Number of MIS/digital tool functions (e.g., data entry, basic analysis, report generation) used independently without supervision.			
Ethics, Integrity and Learning Orientation	1. Compliance with Ethical Guidelines: % of selection and procurement decisions made in alignment with established rules and codes of conduct.			
	2. Transparency in Processes: Number of procurement/selection records documented and made available for audit or supervisor review.			
	3. Grievance-Free Operations: Grievance-Free Operations: Number of complaints or grievances raised against the manager regarding fairness in selection or procurement.			

Annexure-10

Key Performance Indicators- Programme Coordinator – Level-2

Performance Evaluation: • Programme Coordinator (Level 2)				
Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Athlete Orientation	1. Coverage of Athlete Support Programs: % of eligible state-level athletes provided with at least one structured support (nutrition, travel assistance, or scholarships).			
	2. Utilization of Allocated Resources: % of allocated budget/resources for athlete welfare programs effectively utilized within the financial year.			
	3. Athlete Satisfaction with Support Programs: Average satisfaction score from athletes (via surveys/feedback) on nutrition, travel, and scholarship support.			
Grassroots and Inclusive Development	1. Talent Identification Coverage: Number/percentage of districts covered under grassroots talent identification programs in a year			
	2. Pathway Participation Rate: % increase in athlete participation from schools/villages into structured talent pathways annually.			
	3. Transition Success Rate: % of identified grassroots athletes progressing into state academies or higher training centers.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
High Performance and Excellence Orientation	1. Athlete Placement Rate: % of identified state-level athletes successfully placed in academies or high-performance centers			
	2. Program Implementation Quality: % of planned state-level high-performance training camps/programs executed as per schedule and standards.			
	3. Athlete Satisfaction & Retention: Average athlete satisfaction score (via structured feedback on coaching, facilities, support) and retention rate in programs			
Governance and Regulatory Knowledge	1. Policy Compliance Rate: % of state-level programs/events conducted fully in accordance with SAI/state and national federation rules.			
	2. Anti-Doping Awareness Coverage: % of athletes, coaches, and support staff trained or briefed on anti-doping rules and procedures annually			
	3. Compliance Documentation Accuracy: % of events/programs with complete, timely, and accurate documentation of adherence to federation policies and anti-doping protocols.			
Strategic and Leadership Competencies	1. Program Coordination Effectiveness: % of multi-district programs executed on schedule with minimal logistical issues.			
	2. Stakeholder Partnership Development: Number of formal partnerships established with local clubs, schools, NGOs, or community organizations to support programs.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Strategic and Leadership Competencies	3. Cross-District Participation Rate: % increase in athlete participation from multiple districts in coordinated programs.			
Managerial and Operational Competencies	1. Tournament Execution Rate: % of scheduled state-level tournaments conducted successfully, adhering to timelines and quality standards.			
	2. Vendor Contract Compliance: % of vendor contracts executed according to agreed terms (deliverables, quality, timelines).			
	3. Budget Adherence: % of tournaments managed within allocated budget limits, with minimal variance.			
Resource Mobilization and Marketing	1. Number of Sponsorships Secured: Total number of local/state-level sponsorships or CSR tie-ups successfully negotiated during the year			
	2. Value of Sponsorships/CSR Contributions: Total monetary or in-kind value secured for state programs through sponsorships or CSR tie-ups			
	3. Sponsor Retention Rate: % of sponsors/CSR partners who continue their support in subsequent program cycles.			
Interpersonal and Communication Competencies	1. Cross-District Coordination Efficiency: % of district-level teams/programs successfully coordinated with minimal reporting or communication delays.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Interpersonal and Communication Competencies	<p>2.</p> <p>Conflict Resolution Effectiveness: Number of conflicts/issues among athletes, coaches, or stakeholders resolved satisfactorily within a defined time frame (e.g., 2 weeks).</p>			
	<p>3.</p> <p>Media Engagement Frequency and Impact: Number of state media interactions (press releases, interviews, coverage of programs) and positive media mentions.</p>			
Digital, Analytical & Contextual Awareness	<p>1.</p> <p>Data-Driven Decision Making: % of athlete selection, training, or program decisions supported by performance data.</p>			
	<p>2.</p> <p>Timely Data Submission: % of state-level athlete performance data submitted and updated in MIS or central systems within set deadlines.</p>			
	<p>3.</p> <p>Data Transparency & Accuracy: % of performance reports and analytics shared with stakeholders (coaches, athletes, federations) that are error-free and accessible</p>			
Ethics, Integrity and Learning Orientation	<p>1.</p> <p>Fairness Compliance Rate: Fairness Compliance Rate: % of state-level competitions conducted in accordance with established fairness and ethical guidelines.</p>			
	<p>2.</p> <p>Grievance Incidence Rate: Grievance Incidence Rate: Number of complaints related to unfair selection, favoritism, or unethical conduct reported per year.</p>			
	<p>3.</p> <p>Ethics Awareness Coverage: Ethics Awareness Coverage: % of coaches, officials, and support staff trained or oriented on ethical standards and anti-favouritism practices.</p>			

Annexure-11

Key Performance Indicators- Strategic Manager – Level-3

Performance Evaluation: Strategic Manager (Level 3)				
Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Athlete Orientation	1. National Athlete Coverage: % of elite athletes receiving required support (training camps, exposure trips, scholarships) aligned with national policies.			
	2. Policy Alignment Rate: % of athlete programs, camps, and trips that fully comply with national policy mandates and federation guidelines.			
	3. Athlete Satisfaction & Performance Impact: Average satisfaction score from athletes regarding support and opportunities, plus measurable improvements in performance metrics during national-level programs.			
Grassroots and Inclusive Development	1. Program Alignment Rate: % of grassroots programs across states/districts fully aligned with national talent identification frameworks			
	2. Talent Advancement Rate: % of athletes identified through grassroots programs progressing to state/national-level academies or development programs			
	3. Inclusivity and Participation Coverage: % of programs actively including women, differently-abled, and marginalized groups, ensuring equitable access.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
High Performance and Excellence Orientation	1. High-Performance Pathway Implementation Rate: % of sports disciplines with structured national-level high-performance pathways formally approved and implemented.			
	2. Elite Athlete Progression Rate: % of athletes in elite camps who achieve improvement in national/international rankings or performance benchmarks			
	3. Quality & Frequency of Elite Camps: Number of elite training camps conducted annually meeting international standards (e.g., certified coaches, sports science support).			
Governance and Regulatory Knowledge	1. Governance Framework Adoption Rate: % of governance frameworks/policies (e.g., selection criteria, procurement guidelines) formally documented, approved, and implemented at the national/state level.			
	2. Regulatory Compliance Score: % of organizational processes/events audited that are fully compliant with Sports Authority of India (SAI), national federation, and anti-doping regulations.			
	3. Transparency & Accountability Index: Number of compliance reports, audit findings, and public disclosures (e.g., selection lists, financial summaries) made accessible to stakeholders on time			
Strategic and Leadership Competencies	1. Strategic Plan Implementation Rate: % of strategic initiatives (e.g., national campaigns, talent programs, infrastructure projects) successfully launched and executed within planned timelines.			
	2. Crisis Response Effectiveness: Average response and resolution time for major crises (e.g., athlete disputes, event cancellations, governance issues).			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Strategic and Leadership Competencies	3. Stakeholder Alignment & Engagement Score: % of key stakeholders (federations, sponsors, government bodies) reporting satisfaction with strategic direction and leadership communication.			
Managerial and Operational Competencies	1. Budget Utilization & Efficiency: % of allocated budget utilized effectively without major variances (overspending / underspending).			
	2. Infrastructure Project Delivery Rate: % of national-level infrastructure projects (stadiums, training centers, facilities) completed within approved timelines and cost estimates.			
	3. Supplier & Contract Compliance Score: % of suppliers/vendors adhering to agreed quality, cost, and delivery standards under formal contracts.			
Resource Mobilization and Marketing	1. Sponsorship Value Secured: Total annual sponsorship/CSR funding secured for national programs (₹ Crores).			
	2. Brand Visibility Index: % increase in national media mentions, social media engagement, and public recognition of key sports initiatives.			
	3. Corporate Partnership Retention Rate: % of corporate sponsors and CSR partners renewing agreements for 2+ years.			
Interpersonal and Communication Competencies	1. Stakeholder Negotiation Success Rate: % of successful agreements/partnerships concluded with federations and allied bodies.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Interpersonal and Communication Competencies	<p>2.</p> <p>Media Engagement Quality Index: Number and quality of positive national media features, interviews, or coverage secured annually.</p>			
	<p>3.</p> <p>Coalition-Building Effectiveness: Number of multi-stakeholder coalitions/alliances initiated or strengthened for sport promotion at the national level.</p>			
Digital, Analytical & Contextual Awareness	<p>1.</p> <p>Analytics Integration Rate: % of national-level programs and policies that incorporate digital analytics or performance data.</p>			
	<p>2.</p> <p>Talent Trend Identification Accuracy: Number of athletes successfully scouted/predicted through data-driven tools who progress to elite training camps or academies.</p>			
	<p>3.</p> <p>Digital Tools Utilization Index: Extent of adoption of advanced tools (e.g., AI, performance dashboards, video analytics) across national programs.</p>			
Ethics, Integrity and Learning Orientation	<p>1.</p> <p>Transparency Compliance Score: % of national-level reports, audits, and decisions publicly disclosed within stipulated timelines.</p>			
	<p>2.</p> <p>Governance Integrity Index: Number of governance processes (e.g., selection, procurement, budgeting) audited and found compliant with ethical standards</p>			
	<p>3.</p> <p>Learning & Ethical Capacity-Building Sessions: Number of training/workshops conducted annually for staff and stakeholders on ethics, governance, and compliance.</p>			

Annexure-12

Key Performance Indicators- Institutional Leader – Level-4

Key Performance Indicators- Institutional Leader – Level-4				
Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Athlete Orientation	1. Athlete-First Policy Implementation Rate: % of organizational policies and programs formally reviewed and updated with athlete-centric provisions.			
	2. Grievance Redressal Effectiveness: % of athlete grievances resolved within defined timelines (e.g., 30 days).			
	3. Athlete Satisfaction Index: Annual survey score reflecting athletes' perception of welfare, inclusion, and support.			
Grassroots and Inclusive Development	1. Inclusivity Participation Rate: % increase in participation of women, para-athletes, and athletes from disadvantaged groups in organizational programs.			
	2. Talent Advancement Rate: % of athletes identified through grassroots programs progressing to state/national-level academies or development programs			
	3. Inclusive Program Coverage Index: Number of new inclusive programs or policy frameworks introduced annually (gender equity, para-sports pathways, rural outreach).			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
High Performance and Excellence Orientation	1. Centre of Excellence Performance Index: % of centres meeting annual performance benchmarks (athlete progress, training quality, medal outcomes).			
	2. Global Collaboration Outcomes: Number of formal collaborations established with international experts, institutes, or federations.			
	3. Elite Athlete Development Success Rate: % of athletes from centres of excellence progressing to represent India at continental or global competitions.			
Governance and Regulatory Knowledge	1. Governance Compliance Score: % adherence of the federation/institution to national and international governance codes (SAI, IOC, WADA).			
	2. Accountability Mechanism Implementation: Number of institutional accountability mechanisms established/strengthened (e.g., audit systems, conflict of interest declarations, whistleblower protection).			
	3. Transparency Index: % of organizational decisions, financial reports, and selection processes publicly disclosed on time.			
Strategic and Leadership Competencies	1. Strategic Alliance Development: Number of formal partnerships/MoUs established with ministries, corporates, and international bodies.			
	2. Policy & Strategy Influence Index: Number of policy inputs, white papers, or strategic recommendations accepted by government or federations.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Strategic and Leadership Competencies	3. Leadership Recognition & Visibility: Invitations or recognitions received at national/international forums (panels, conferences, awards) as a thought leader in sports administration.			
Managerial and Operational Competencies	1. Contract Compliance Rate: % of contracts reviewed and executed in alignment with professional standards (legal, financial, and ethical).			
	2. Governance Audit Coverage: Number/percentage of departments, projects, or federations audited annually.			
	3. Procurement Efficiency Index: Average time taken to process and finalize contracts or procurement deals compared to baseline standards.			
Resource Mobilization and Marketing	1. National Marketing Strategy Implementation: % of planned national-level marketing initiatives successfully launched and executed.			
	2. PPP Engagement Value: Total value (₹ Crores) of Public-Private Partnerships secured for sports infrastructure, athlete programs, or events.			
	3. Brand Reach & Awareness Growth: % increase in nationwide audience reach and engagement through campaigns (media, digital platforms, community outreach).			
Interpersonal and Communication Competencies	1. Global Representation Effectiveness: Number of international conferences, summits, or global forums where the leader represents Indian sport annually.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Interpersonal and Communication Competencies	2. Diplomatic Engagement Success Rate: % of sensitive diplomatic negotiations (with international federations, governments, or bodies) resulting in positive agreements, partnerships, or conflict resolution.			
	3. Stakeholder Satisfaction Index (Global & Domestic): Feedback score (1–10 scale) from key international and domestic stakeholders (IOC, Asian federations, national ministries) on communication effectiveness and relationship management.			
Digital, Analytical & Contextual Awareness	1. New policy introduction: Proportion of new data driven policies, frameworks, or strategic decisions at the institutional level			
	2. Responsiveness of policies (time taken from insight to action).			
	3. No. of early-warning reports/whitepapers issued annually			
Ethics, Integrity and Learning Orientation	1. Ethics & Compliance Implementation Rate: % of organizational units (departments/federations) fully compliant with formalized ethics codes and policies.			
	2. Whistleblower System Effectiveness: Measures the effectiveness of whistleblower mechanisms by the number of complaints addressed within defined timelines and confidentiality maintained			
	3. Executive Learning & Development Index: Measures the leader's commitment to continuous learning and knowledge-sharing initiatives (executive workshops, training programs, international exposure).			

Annexure-13

Key Performance Indicators- Visionary Architect – Level-5

Performance Evaluation: Visionary Architect (Level 5)				
Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Athlete Orientation	1. Global Benchmarking Implementation Rate: % of athlete support programs (training, nutrition, career development, welfare) aligned with internationally recognized best practices.			
	2. Athlete Welfare & Satisfaction Index: Measures athlete feedback on overall welfare, support, and career development opportunities across the ecosystem.			
	3. Athlete Development Pathway Effectiveness: % of athletes successfully progressing from grassroots to elite levels (state → national → international competitions).			
Grassroots and Inclusive Development	1. Nationwide Grassroots Coverage Rate: % of districts/states with structured grassroots sports programs feeding into talent identification and elite development pathways			
	2. Talent Identification-to-Elite Transition Rate: % of athletes identified at grassroots level who progress to state/national elite programs within defined timelines.			
	3. Inclusivity & Diversity Index: % of representation of women, differently-abled athletes, and marginalized communities in grassroots programs.			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
High Performance and Excellence Orientation	1. Global Benchmark Alignment Score: % of elite athlete programs, training facilities, and support systems aligned with internationally recognized best practices (e.g., USOPC, AIS Australia).			
	2. Elite Athlete Performance Progression Rate: % of elite athletes achieving medals, personal bests, or qualifying standards in international competitions.			
	3. Long-Term Excellence Strategy Implementation Score. % of strategic initiatives implemented on schedule			
Governance and Regulatory Knowledge	1. Policy Reform Adoption Rate: % of governance reforms initiated by the Visionary Architect that are officially adopted at national or international level (federations, ministries, IOC/WADA alignment).			
	2. International Compliance Alignment Score: % to which Indian sports policies, anti-doping regulations, and governance practices meet global standards.			
	3. Stakeholder Confidence & Engagement Index: Annual survey of stakeholder satisfaction with transparency, accountability, and policy clarity.			
Strategic and Leadership Competencies	1. Vision Adoption and Alignment Score: Measures the extent to which national and state-level federations, ministries, and sports bodies have formally adopted and aligned their strategic plans with the Visionary Architect's decade-long vision.			
	2. National Consensus Mobilization Index: Assesses the leader's effectiveness in building stakeholder consensus on strategic initiatives (policy reforms, funding priorities, elite sport programs, grassroots expansion). No of meeting conducted for consensus formation			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Strategic and Leadership Competencies	3. Global Recognition and Influence Score: Measures the leader's success in positioning Indian sport as credible and influential on global platforms (IOC, IFs, international collaborations, foreign funding, athlete exchanges). Invitation to international board			
Managerial and Operational Competencies	1. Infrastructure Modernization & Standardization Index: % of national training centers, stadiums, and facilities upgraded to meet international operational and safety standards.			
	2. Financial System Reform Effectiveness: % of Centres and federations implementing standardized financial controls			
	3. Operational Excellence Implementation Score: % of standardization of process and adoption across national programs			
Resource Mobilization and Marketing	1. Global Sponsorship Acquisition Rate: Measures the total value and number of international sponsorships and partnerships secured for Indian sports programs annually.			
	2. Sustainable Funding Model Implementation Score: Measures the % of sports programs operating on diversified, self-sustaining funding models (corporate partnerships, PPPs, merchandising, sponsorships) rather than purely government funding.			
	3. Global Brand Recognition Index: Measures international visibility and perception of Indian sport as a marketable and credible entity. Eg. Athlete exchange program			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Interpersonal and Communication Competencies	1. Global Stakeholder Engagement Index: No of international forums, summits, or meetings attended			
	2. Domestic Stakeholder Inspiration Score: Leader's effectiveness in motivating and aligning domestic stakeholders (athletes, coaches, federations, government bodies) to national strategic goals			
	3. Media & Public Communication Effectiveness: Measures the quality and impact of public communications (press releases, interviews, social media, conferences) in raising India's sports profile globally.			
Digital, Analytical & Contextual Awareness	1. Digital Transformation Implementation Score: % of national sports programs and federations adopting AI, data analytics, or sports technology tools introduced under the Visionary Architect's leadership.			
	2. Data-Driven Decision Effectiveness: Extent to which analytics and technology inform strategic decisions (e.g., athlete selection, performance monitoring, resource allocation).			
	3. Innovation & Emerging Technology Index: Number of new tech initiatives piloted and scaled nationally			

Competencies	Key Performance Indicators (KPIs)	Weightage in (%)	Supervisor Rating	Development Need/ Suggested Training
Ethics, Integrity and Learning Orientation	1. Global Ethics & Integrity Adoption Score: % of major programs and federations comply with ethics codes and anti-corruption practices.			
	2. Knowledge-Sharing Platform Implementation: Number of international platforms or programs initiated annually for learning and knowledge sharing			
	3. Continuous Learning and Leadership Development Index. Number of executive education or capacity-building programs conducted.			

Annexure-14

Abbreviations

Abbreviation	Full Form
ACC	Appointments Committee of the Cabinet
ACTC	Annual Calendar for Training and Competition
AFI	Athletics Federation of India
AI	Artificial Intelligence
AISTS	International Academy of Sports Science and Technology
AIFF	All India Football Federation
AIS	Australian Institute of Sport
ASU	Arizona State University
CBSE	Central Board of Secondary Education
CPD	Continuous Professional Development
CSR	Corporate Social Responsibility
CWG	Commonwealth Games
DEI	Diversity, Equity, and Inclusion
DLSS	District Level Sports Schools
DoE	Department of Expenditure
DoPT	Department of Personnel and Training
EY	Ernst & Young
Gen AI	Generative Artificial Intelligence
GoI	Government of India
HPD	High Performance Director
HRM	Human Resource Management
IIM	Indian Institute of Management
IISM	International Institute of Sports Management
IOC	International Olympic Committee
IOA	Indian Olympic Association
IF	International Federation
JC	Junior Consultant
KPI	Key Performance Indicator
KRA	Key Result Area
LBSNAA	Lal Bahadur Shastri National Academy of Administration
LNCPE	Lakshmibai National College of Physical Education
LNPIE	Lakshmibai National Institute of Physical Education
LTAD	Long-Term Athlete Development
MIS	Management Information System
MoU	Memorandum of Understanding
MOC	Mission Olympic Cell
MYAS	Ministry of Youth Affairs and Sports
NADA	National Anti-Doping Agency
NCoE	National Centre of Excellence
NDTL	National Dope Testing Laboratory

Annexure-14

Abbreviations

Abbreviation	Full Form
NGBs	National Governing Bodies
NS NIS	Netaji Subhas National Institute of Sports
NSDC	National Sports Development Code
NSFs	National Sports Federations
NSOs	National Sporting Organisations
NSU	National Sports University
NOC	National Olympic Committee
OBs	Office Bearers
ORF	Observer Research Foundation
PwC	PricewaterhouseCoopers
S&C	Strength and Conditioning
SAI	Sports Authority of India
SOPs	Standard Operating Procedures
STCs	Sports Training Centres
TISS	Tata Institute of Social Sciences
ToR	Terms of Reference
TOPS	Target Olympic Podium Scheme
UAID	Unique Administrator Identification
UK Sport	United Kingdom Sport (government agency / council)
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USOPC	United States Olympic & Paralympic Committee
YP	Young Professional

Annexure-15

Glossary of Terms

S.No.	Term / Abbreviation	Full Form
1	ACC	Appointments Committee of the Cabinet – High-level committee making senior appointments in ministries/autonomous bodies.
2	ACTC	Annual Calendar for Training and Competition – Framework supporting NSFs' training, camps, and competitions.
3	AIS	Australian Institute of Sport – Australia's premier high-performance training institute.
4	AI	Artificial Intelligence – Computational models applied for analytics and decision-making in sports.
5	Athlete Orientation	Competency domain focusing on athlete welfare, safeguarding, selection transparency, and career pathways.
6	CPD	Continuous Professional Development – Structured lifelong learning and certification for administrators.
7	CSR	Corporate Social Responsibility – Corporate funding support for sports and infrastructure.
8	CWG	Commonwealth Games – Major multi-sport international event held every four years.
9	DEI	Diversity, Equity, and Inclusion – Ensuring representation of women, para-athletes, and marginalized groups.
10	DoE	Department of Expenditure – Ministry of Finance department for pay, allowances, and sanctioning norms.
11	DoPT	Department of Personnel and Training – Nodal department for recruitment rules and cadre management.
12	Gen AI	Generative Artificial Intelligence – Advanced AI models for predictive analysis in governance and sports.

Annexure-15

Glossary of Terms

S.No.	Term / Abbreviation	Full Form
13	Governance & Regulatory Knowledge	Competency domain relating to compliance with rules, policies, and anti-doping codes.
14	IOA	Indian Olympic Association – India’s recognized National Olympic Committee.
15	IOC	International Olympic Committee – Supreme authority of the Olympic Movement.
16	KRA	Key Result Areas – Assigned performance domains for accountability.
17	Khelo India	Flagship grassroots sports scheme launched by Government of India in 2018.
18	KPIs	Key Performance Indicators – Metrics to evaluate governance and training outcomes.
19	LNIPE	Lakshmibai National Institute of Physical Education, Gwalior.
20	LNCPE	Lakshmibai National College of Physical Education, Thiruvananthapuram.
21	LTAD	Long-Term Athlete Development – Global athlete training and development framework.
22	MOC	Mission Olympic Cell – Elite athlete support body under MYAS/SAI managing TOPS.
23	MYAS	Ministry of Youth Affairs and Sports – Apex ministry for sports governance in India.
24	NADA	National Anti-Doping Agency – Responsible for implementing anti-doping rules in India.
25	NCoE	National Centre of Excellence – High-performance training centres under SAI.
26	NDTL	National Dope Testing Laboratory – India’s accredited doping control lab.

Annexure-15

Glossary of Terms

S.No.	Term / Abbreviation	Full Form
27	NSFs	National Sports Federations – Sport-specific governing bodies registered under Societies Act, 1860.
28	NGBs / NSOs	National Governing Bodies / National Sporting Organisations – International equivalents of NSFs.
29	NS NIS	Netaji Subhas National Institute of Sports, Patiala – Asia’s largest sports training institute.
30	ORF	Observer Research Foundation – Indian policy think tank cited for governance insights.
31	PwC	PricewaterhouseCoopers – Professional services firm cited for sports sector analysis.
32	SAI	Sports Authority of India – Apex sports promotion body under MYAS.
33	S&C	Strength and Conditioning – Sports science domain supporting athlete physical development.
34	SOPs	Standard Operating Procedures – Standardised procedures for accountability and compliance.
35	STCs	Sports Training Centres – Regional grassroots athlete training hubs under SAI.
36	TOPS	Target Olympic Podium Scheme – Scheme to support India’s Olympic medal hopefuls.
37	Task Force	Committee of experts constituted by MYAS/SAI for capacity building framework.
38	ToR	Terms of Reference – Mandated objectives assigned to the Task Force.
39	UAID	Unique Administrator Identification – Proposed digital ID for tracking administrator development.
40	UK Sport	UK’s government high-performance sports agency.

Annexure-15

Glossary of Terms

S.No.	Term / Abbreviation	Full Form
41	UNDP	United Nations Development Programme – Global development agency cited for HR/governance.
42	UNESCO	United Nations Educational, Scientific and Cultural Organization – Global agency cited for education and ethics in sport.
43	USOPC	United States Olympic & Paralympic Committee – Governing body for US Olympic & Paralympic sports.