

Development through Sports: A Sociological Study of two States in India

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Abstract

Over the past decade, UN agencies, international sport federations, international and national non-governmental organizations (NGOs) and national governments have been using sport as a tool for development. The crucial rationale that can be attributed to this belief is documented from studies that under appropriate conditions physical health benefits of sport such as prevention of diseases, lessening of likelihood of unhealthy practices (such as illegal drug use and unsafe sex), potential to positively influence social integration and inclusion of people with disabilities, women and girls, enhancement of self-worth and the likes contribute to the social fabric of our society. The level of development of a Nation which was initially considered only in economic terms limiting itself to dependence on industrial, agricultural and/or service sectors, is witnessing a paradigm shift. The idea that well-being of a country only on the pretext of economic growth was challenged by the United Nation's Declaration on the Right of Development (1986):

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1 Introduction

The development is a comprehensive economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals on the basis of their active, free and meaningful participation in development and the fair distribution of benefits there from.

Perhaps when we talk of development, more pervasively there should be a talk of Sport. The Sport implies to all kinds of physical activities that contribute to physical fitness, psychological well-being and social interface, such as structured or competitive sport, play, recreation, and aboriginal sports and games (European Charter 2001). Sport is an important tool to promote issues of development, social cohesion and understanding amongst people (Kofi Annan, Former United Nations Secretary – General). It promotes healthy living, which can better be described as the ability to utilize well the intrinsic and extrinsic resources within each dimension of life to participate fully in life activities which contribute to growth and development in each stage of the lifestyle of a person; from birth, infancy, to aging.

As I intend to study the sociological perspective of sport through which the development mechanism can be generated, it would be appropriate to apprehend it in a broader sense. This field should be concerned with the descriptions and explanations of the interrelations between sports and other social components...the unique feature about the sociological approach to

sport, as distinct that from psychology has been a focus about sport in its function as a component of social organization (Edwards, Harry: 1973) Thus, sport is a vital component of major sociological concepts such as social organization, socialization, culture, deviance, small groups, collective behavior, mass media, and institutional interrelationships (education, politics, and religion). The sociological perception of sports is based on three fundamental themes; sport is a social institution worthy of sociological examination like the more traditional institutions of politics, religion, economy, marriage/family, law, health/medicine education, and science; sport is a microcosm of the larger society and as such reflects and reinforces the foremost philosophy; and several institutional links between sport and other societal institutions make it impossible for changes in one sphere not to have deep effects in all spheres. Methodological considerations of Bourdieu and Gidden's render the current research as discursive construction of social practices. Bourdieu's social approach to the study of sport, the sub discipline of Sport Sociology, and the scope it offers to those inquiring into the social dimensions of sport and physical education have been widely recognized (Clement, 1995; Jarvie & McGuire, 1994; De France, 1995). His sociology has inspired many publications on 'sport studies' (Clement, 1995) and Clement (1995) and argues that it is the relevance of the bodily dimensions (which I talk of as the mind set) of sport that makes Bourdieu's approach attractive. He does not offer a social set of principles as much as a sociological method and a set of analytical tools through

which culture and society can be understood and examined. His notion of habitus in particular, suggests a means of understanding how bodily engagement in day to day practice and in the practice of sport and other institutionalized physical activity function to symbolize the interacting dynamics of culture, class and gender. However, when I try to collaborate Giddens structuration with what I intend to do, I do find a symmetry. The structuration approach does not focus on the individual actor or societal totality but social practices ordered across space and time. Agency, as Giddens calls, is human action. To be human is to be an agent, although not all agents are human beings. The agency, according to Giddens, can lead to both the reproduction and the transformation of society. Practices are produced in a context of the duality of structure and agency (Rob Stones, 2005, Structuration Theory, pp.4-5) and are not themselves simply agency. It is the practices that reproduce social structures and these social structures can develop the mind set of the very vast populace of India, in particular the youth, by absorbing and driving them in to the main stream of national development. With the given potential and India developing as a youth nation in the forth coming 15 years, there are dream projects by which I intend to draw schedule as to why we have still to move ahead in this area of sports, despite that other big nations are already on the pace of development far more than us.

2. Importance of the Proposed Topic and Objectives of the Research

In most developing nations today, young people make up the largest segment of the population — in some cases more than 50%. In most cases, the number of young people will peak in the next 10 years, in some cases in the next 20 years. This means that countries will be facing significant fiscal pressures to fund secondary education and the prevention of non-communicable and infectious diseases such as HIV and AIDS. The large number of young people also offers an historic opportunity. The emerging workforce is young, and the overall population contains relatively few elderly individuals and children to support. For governments, this can free up resources to invest in things like human capital that yield high development returns. To maximize the opportunity this young cohort presents, it is important to invest in and support today's children and youth. Investing in children and youth today will ensure that they are healthy and well equipped to manage the critical life transitions ahead of them. While the early years are an important determinant of a child's future, adolescence is also critical multiple transitions that set the stage for adult life. The World Bank has identified five components of because it involves youth development, or tran-

sitions, that have a major impact on how each young person's human capital is safeguarded, developed and deployed:

- Continuing to learn;
- Starting to work;
- Developing a healthy lifestyle;
- Beginning a family; and
- Exercising citizenship.

The importance of this proposed topic can be readily gauged by the global attention it has been receiving for the past some years, and this importance has increased vigorously at least during the past two decades. Some of these vital commitments are as follows:-

- In 1959, the UN Declaration of the Rights of the Child recognized every child's right to play and recreation.
- In 1978, UNESCO echoed this sentiment, declaring sport and physical education a fundamental right for all in its International Charter of Physical Education and Sport, adopted by the General Conference at its twentieth session in Paris.
- In 1999, the third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III) put forward the Declaration of Punta Del Este, which committed to a focus on sport for all.
- Governments again acknowledged the right of children and youth to sport and recreation in 2002 when the UN General Assembly adopted A World Fit for Children.
- Following the report of the UN Inter-Agency Task Force on Sport for Development and Peace in 2003, the UN General Assembly passed a series of resolutions entitled Sport as a Means to Promote Education, Health, Development and Peace in 2003, 2004 and 2006.
- In 2005, the United Nations proclaimed 2005 the International Year for Sport and Physical Education (IYSPE) and called on decision-makers to come together to support sport and physical education activities and sport-based development.

These commitments reinforce the importance of sport and play as a basic human right for all children and youth. Sport can add significantly to global, national and local efforts to give children a healthy start. Sport can help those who haven't received a good start, and equip youth with the information, skills, personal and social resources, and support needed to make key life transitions successfully. It is important to note, however, that much of the facts supporting sport's potential come from developed countries. More focused research and evaluation of policies and programs is needed in developing nations, to generate knowledge and inform initiatives undertaken in these contexts. However, sport is already being used worldwide to advance child and

youth development and education, suggesting that its benefits are already appreciated, if not yet fully understood or explained.

Existing evidence shows that developmentally appropriate programs for young children can help ensure they receive the positive experiences and stimulation through play that they need to take advantage of critical developmental windows and establish a foundation for success. Involving parents and caregivers allows programs to pass on simple and enjoyable ways for them to help their children develop and grow through play. The role of sport in crisis management, social development and community building has augmented tremendously over the past decade, and countries all over the globe have started concentrations on this vital issue in order to socially uplift the standards of their denizens. Countries have empirically observed that a sporting nation is a strong nation, both physically and mentally. Example of countries of the likes of the United States of America, China, Canada, Australia, United Kingdom are before us and these nations have consistently maintained the standards of a sporting nation. Small countries such as Japan, the Korea, and Kenya etc. have made steady inroads. The secret of their success are coupled with the coordinated efforts of various agencies involved in promotion of sports, creation of infra structure from the grass root level and intensive coaching. As compared to the progress of these nations, there has been no progress in India's performance over the years despite various sports programs. Previously, some attempts have been made by the Government of India to analyze the reasons behind the dismal performance. Some instances to quote are formation of the Amrik Singh Committee in 1987 to study the report of Indian Olympic Association on the show of India in the Tenth Asian Games held at Seoul. Another Committee headed by Mr. M.M. Rajendran in 1991 was constituted to study all sports schemes. Sport development is a national priority, as it promotes active lifestyle, child and youth development, social inclusiveness, employment opportunities, peace and development, and above all a sense of belongingness and national pride. While as state subject, sports development comes within the purview of the States up to the state level; at the national and international level, (including meeting international treaty obligations), it falls within the realm and remit of the Union Government under its residuary powers and within the ambit of Entries 10 and 13 of the Union List in the Seventh Schedule of the Constitution of India (National Development Code of India, 2011, Ministry of Youth & Sports Affairs, Government of India).

However, the sports culture in India is one prime issue which needs to be analyzed. The sociological mindset of parents towards sports which visualizes it only as a recreational activity (that too in very less number of cases) and not as a career growth prospect, the educational curriculum which puts more emphasis on academics leaving behind sports are some of the concerns which require investigation. Research directed at the relation-

ship between parents and their children is important in that the behavior and approach of parents may impact the players' desire to continue playing sports. With this background, it is trusted that this study shall contribute towards a better understanding of the sociological factors which can be instrumental in promotion of sports, development of the youth and the nation.

3. Literature Review

By naming 2005 The International Year of Sport and Physical Education, the United Nations did much to broaden the analysis of sport, and child and youth development, globally, and to increase the acceptance of sport as both an end and a means to aspects of international development, such as the Millennium Development Goals (Van Eekeren, 2006, p.19). Although much of the literature reviewed in this document uses definitions, concepts and evidence from high-income countries, such as Canada, the United States, the United Kingdom and Australia, a great deal of international attention is being paid to the potential utility of sport for child and youth development in Lower Middle Income Countries (LMICs). Recently, scholars have argued for the need to conduct prolonged, critical and empirical analyses of the utility of sport for child and youth development in LMICs, although this literature is only now emerging, and evidence of the success (or failure) of sport and child/youth development interventions in LMICs is scarce at this time (Auweele et al., 2006, p.15).

With context to India, there is almost no research work done in this area, particularly with reference to the sociological measurements pertaining to growth and development of the children and youth through sports practices. As such, reliance on a single type or source of data (statistics, case profiles, and interviews with stakeholders and/or participants) will fail to capture the complexities of the relationship between sport and child/youth development and many studies need to be reflected upon, apart from evidence based research.

The Panchayat Yuva Krida Aur Khel Abhiyan Scheme Document narrates as follows:

"Sports and physical education play a crucial role in the all round development of children, adolescents and youth, hereafter referred to as youth in general, who constitute not only about 70 per cent of our population but, as the Prime Minister has repeatedly emphasized, constitute our single most significant human resource advantage over all aging developed societies and even China. With a view to ensuring sport development as an integral aspect of youth development and youth development as critical to accelerated national development, the National Sports Policy 2001 lays special emphasis on "Broad-basing of Sports" through grassroots level sport activity and "Promoting Excellence in Sports" at the national and international levels. It is, therefore, essential that sport development is given adequate thrust so that

it could permeate through other aspects of social life and make the youth health conscious, positive and productive”.

According to Peter Donnelly & Simon Darnell, University of Toronto, and Jay Coakley from University of Colorado in their report on *The use of sport to foster child and youth development and education*, 2007:

“With regard to all of the other benefits of participation in sport identified in the research literature (i.e., psychological and social benefits and improved mental health), the evident benefits appear to be an indirect outcome of the context and social interaction that is possible in sport rather than a direct outcome of participating in sport. Critical analysis of a broad range of research findings provides overwhelming support for this conclusion. The research is often carried out under the assumption that positive benefits result from sport, or with the intention of discovering the positive benefits resulting from sport. As pointed out in the reviews, and in a number of critical meta-analyses that were reviewed, the results of such ‘research’ are frequently taken up uncritically, and repeated in other literatures. As a consequence of the above finding, two major areas of further research are needed:

- Research to add to our growing knowledge of the precise circumstances under which sport may result in positive outcomes for gender relations, disability inclusion, youth development, mental health, peace and conflict resolution, and other areas of interest; research concerning how sport may be adapted to achieve positive outcomes in different contexts, and for different populations and individuals; and research that assists program organizers to determine and plan the specific aims and form of the intervention.
- Research on leadership and leadership training – the form of leadership, and the knowledge and training of leaders have frequently been identified in the research literature as key to the achievement of positive benefits as a result of sport participation”.

Feren Takacs, 1988 in his report on *The Development and Theoretical Background of Sport Sociology in Hungary*, published by the *International Review for Sociology of Sport*, narrates:

However, the best professional and sociological research was carried out by Ferenc Kemeny, founding member of the International Olympic Committee and a close friend of Coubertin on physical education in Hungarian secondary schools (Kemeny and Kovacs, 1899). These surveys carried out in 1897 and 1898 met the contemporary criteria of educational sociology. Typical examples of classical sociological approach were: what impact do exercises have on (a) the moral attitudes of youth? (b) their physical development? (c) their character? Do the parents and society do anything for physical education? If so, what?”

Nuria Puig, INEF-CATALUNYA, *Avinguda de'l Estadi*, in 1995 in *The Sociology of Sport in Spain*, translated by Richard Rees states

“Study themes predominating in Sociology of Sports today can be grouped in three main areas: (a) the evolution and significance of sport, (b) the organization of sport and (c) social attitudes to sport. The first is of more global character that sets out to interpret the significance of sport in contemporary society. The other two are more developed from empirical point of view and involve a greater number of people”.

Douglas Hartmann and Christina Kwauk, in their research on sport based social programs, titled *Sport and Development: An overview, Critique and Reconstruction* published by the *Journal Sports and Social Issues*, Sage 2011 state:

“Development has become both a watchword and a fascination in sporting circles worldwide. Yet sport officials, policy makers, and advocates often have relatively unsophisticated understandings of development and the role of sport therein. This can result in programs and initiatives that are unfocused, ineffective, or even counterproductive. Drawing on critical theory and informed by our own research on sport-based social programs, the authors attempt to impart clarity by distinguishing two different approaches to sport and development: a dominant vision, in which sport essentially reproduces established social relations, and an interventionist approach, in which sport is intended to contribute to more fundamental change and transformation”.

Newtonian physics is supplemented by the theory of relativity. In the natural sciences, the process of explanation is continual, and in many cases relatively straightforward. The process of explanation in the social sciences – social theory – is not nearly so straightforward. Giddens, 1982 notes:

(1) We cannot approach society, or ‘social facts’, as we do objects or events in the natural world, because societies only exist in so far as they are created and re-created in our own actions as human beings ...

(2) Atoms cannot get to know what scientists say about them, or change their behavior in light of that knowledge. Human beings can do so. Thus, the relation between sociology and its ‘subject-matter’ is necessarily different from that involved in the natural sciences.

Abercrombie, 2000: 8 state that:

Giddens argues that ‘societies only exist in so far as they are created and re-created in our own actions [agency] as human beings’ (1982: 13), and he resolves the dilemma by proposing the ‘duality of structure’ – “‘structure’ is both the medium and the outcome of the actions which are recursively organized by structures’

Donnelly, Peter in *Sport and Social Theory*, 2007 observes:

The relationship between social class and participation in sport and physical activity is much more complex than it is

possible to explain by either agency or structure interpretations alone. Individuals do choose whether to participate or not, if the circumstances of their lives permit such a choice. And even if the choice is available to an individual, a whole host of circumstances from that person's past (e.g. whether his/her family had been involved in sport, or had encouraged participation; the person's experiences in school physical education classes, etc.) and present (e.g. whether transportation and child care are available; whether they are safe; whether people are made to feel welcome and comfortable participating) may affect his/her decision.

Donnelly and Harvey (1996: 23–4) outline the structural barriers to participation in sport and physical activity, which they classify as:

- (1) Infrastructural barriers – associated with the material means of access (e.g. cost, available transportation, time, etc.);
- (2) Super structural barriers – associated with ideas about access (e.g. policies, knowledge, prejudice, etc.); and
- (3) Procedural barriers – associated with the course of action available to individuals to attain access (e.g. social support, citizens' rights, organizational structure and management style).

In addition, two types of access are identified by Donnelly:

- (1) Participation access – when individuals have information; when they are able to cope with procedures associated with access (e.g. registration); and when they meet competent staff who are sensitive to diversity; and
- (2) representational access – when participants (i.e. those with participational access) are also present in the structure and decision-making process.

Donnelly characterized the latter as 'a fully democratized sport and leisure environment [which] include(s) both the right to participate, regardless of one's particular set of social characteristics, and the right to be involved in determination of the forms, circumstances and meanings of participation' (1993: 417). In other words, the agency of participants is involved in creating and recreating the structural circumstances of their participation.

Richard Light, University of Melbourne, 2001 finds:

Bourdieu is rare among mainstream sociologists in that he has a central concern with the body and his conceptual tools offer a powerful means of investigating the social dimensions of sport and physical education. (Clement, 1995; Jarvie & McGuire, 1994; De France, 1995)

In the study on high school soccer conducted in a Melbourne school in 2001 some key informants' engagement in soccer emerged as the primary means through which they could find meaning in their lives. As Gardner, (1993) suggests, schools tend to value the more academic dimensions of schooling over other achievement or ability such as that in the 'bodily-kinesthetic'

domain (Gardner et al., 1990). Some of the young men in the study came from families with little financial resources, brought with them little of the cultural capital valued in schools and experienced little success in the classroom. They had however developed physical capital in the form of playing ability and embodied knowledge in soccer. From a very young age these boys had embodied the game and developed a 'practical mastery' of their cultural and physical environment. Unlike the school in which their particular form of physical capital had little value, their ability and worth was highly valued in their world outside school. It was valued by their families, their friends, and their local and ethnic communities and by all involved in their soccer clubs. Through corporeal engagement in soccer they were able to construct an identity and find a sense of dignity.

4. Research Methodology

The factors that influence sports participation have emerged as a point of interest among many academics and policy-makers (Wheeler, Sharon; 2011). In order to detect the determinants of sports participation, a constructive and exploratory research methodology has been adopted by me. My academic pursuits in the field of Sociology, coupled with my distinctions in the field of sports as a National Technical Official of the Athletics Federation of India have helped me in making an empirical study, the base for which has been the interview methodology.

It is well established that sports participation rates decline with age and the decline is most marked between the ages of 16 and 23, the period during which most individuals complete full-time education. After this period, participation rates continue to decline but at a slower pace (Roberts and Brodie, 1992).

The data drawn upon in the present study has a sample size of 500 interviews, spread over the two big States of Uttar Pradesh (U.P.) and Bihar. 350 interviews have been conducted from Uttar Pradesh and 150 interviews from Bihar. The States of U.P. and Bihar had been chosen due to reasons of their population percentile (U.P. being the most populated and Bihar the third most populated state of India) (Census, India 2011), and due to their lagging behind in the human index of development. A choice of these states helped me in assessing the virtual impact of sociological development through sports. Geographically, districts (both empowered and underpowered were selected) from both the states were selected for interviewing, so as to get a mix of the sample and spatial classification method was used. Urban, Semi-urban and rural areas were given due consideration in my study, so as to make it more pragmatic and meaningful. For each interview, the questionnaire was bifurcated. The first part imbibed questions which were put up to the parents of the children (students) and the other part for the children (students). The age group of students interviewed ranged from 15 to 24 years. Prior

to this, the first phase considered data collection for recruitment of families. Before going for the interview, the parents and children were briefed regarding the nature and purpose of the study. Some initial questions relating to interviewee's sporting habits, what sports they ever did, or what sports will they be doing, how often they did these sports, who with, where they did them, and how they become involved in them were common to both. Furthermore, both interviews included questions regarding the parents' behaviors and beliefs in relation to the child's sports participation, thus shedding light on the children's socialization into sport. Children's sports activities, their schoolings, hobbies, interests towards other social activities, their inclination towards sports and which sport in particular, facilities in their schools or colleges and back at home, availability of telecommunication facilities such as mobile phones, internet etc., their experiences after playing, their level of satisfaction at the end of the day after playing, etc. were recorded. Gender consideration was given while interviewing the children. The parents interview scheduling consisted of their occupations, socio-economic background, whether they too hail from a sportive cultural background, and if yes, then whether they have tried to provide opportunities for their children, their views about national and international sports events and inclinations, their opinion about sport as a sociological tool for their children's development and growth, or sport as a leisure time activity, sport as a career objective, sport as a feel of patriotism, role of government in promoting sports, etc. Some interviews were recorded also. Marks in a point scale from 0 to 100 in groups of 0-10, 10-20, 20-30...were assigned for each question thereby quantitatively classifying the data. Frequency distribution was ascertained thereafter.

The questionnaire, containing 50 questions were designed with the help of senior luminaries in the field of sports, such as the Secretary and Joint Secretary of Athletics Federation of India, some Cricket coaches, Kabaddi coaches, etc. as this could have helped in designing the most pertinent questions. From the field of Sociology, I consulted some eminent Sociologists in order to ensure that the sociological aspect of development is being purely looked into. A Pre-Testing was done on four to five sets of parents and students and this helped me in knowing the shortcomings, drawbacks, costing, timings etc., and I incorporated the corrections in the interview questionnaire. Statistical tools were applied to derive the results.

5. Results and Conclusion

The significant effects of various factors imminent to the development aspect through this Sociological study were investigated. The summary tables statistically for various levels with brief discussions are being produced here below:-

It has been analyzed that the inclination of parents given their socio-economic background towards putting their children in sports activities shows a declining trend (i.e. 27% and 24% in the 1 – 1.25 lac bracket) in both the States. The meager enhancement of 1% (i.e. 29% in 0.75 – 1 lac bracket) in the State of U.P. but again a dip in the same bracket in Bihar shows the disinclination. The overall percentage of inclination of the parents, who had been thoroughly questioned, is dismal. The mindset of these parents towards sports and social development is read as less impacting. Involvement and attainment in a 'field' are based on a combination of one's habitus and cultural capital and those groups that possess the most capital can dictate the legitimate means of access to the 'field'. The proletariat class suffers.

The Socio-Cultural scenario is somewhat different, with some healthy factors (Table 1). The parents were discussed about their social and cultural backgrounds, with not only sports but regarding participation in other co-curricular activities, such as indoor games, meetings in societies, attending panchayats, fairs, exhibitions, traditional dancing, singing and other such activities which make them and their children more vibrant and active. The results at Table 2 show that with the rise of income level, the inclination towards cultural activities and sports does increase. In many ways sport represents a social 'field' (Bourdieu, 1990), a structured space of positions that impose specific determinations on those who enter it and this has been tested

The observations given by the respondents establish that geographical location plays a vital role towards educating the mindset of the people. It is evident that the state of Uttar Pradesh takes lead in comparison to the state of Bihar. It was assessed that the per capita income of the state of UP is higher in relation to Bihar. Moreover, the various districts covered in the state of UP, pose the advantage that people take over. A good geographical location, which envisages the desired infra structure, helps in aiding and enhancing the outlook of the parents and children/youth both. The parents informed that the availability of infra structure somewhat incited them to send their children to

Table 1. The Socio-economic back grounds of parent's vis-à-vis inclination towards sports

Income bracket Annually (INR)*	State of UP	State of Bihar	Inclination/Sports	
			U.P. (in %)	Bihar (in %)
38,000 – 50,000	73	23	21	16
50,000 – 75,000	174	69	28	27
75,000 – 1,00,000	58	33	29	25
1,00,000 – 1,25,000	45	25	27	24

*As per the latest index (of 2012) of the Planning Commission, Government of India, the annual income of an average Indian comes to INR 36,500. This had been the basic criteria behind starting with an income bracket of INR 38,000.

Table 2. The Socio-Cultural back grounds of parent's vis-à-vis inclination towards sports

Income bracket Annually (INR)	State of UP	State of Bihar	Inclination/Sports	
			U.P. (in %)	Bihar (in %)
38,000 – 50,000	73	23	19	14
50,000 – 75,000	174	69	32	25
75,000 – 1,00,000	58	33	34	23
1,00,000 – 1,25,000	45	25	35	25

Table 3. Impact of geographical location

Income bracket Annually (INR)	State of UP	State of Bihar	Inclination/Sports	
			U.P. (in %)	Bihar (in %)
38,000 – 50,000	73	23	36	11
50,000 – 75,000	174	69	39	13
75,000 – 1,00,000	58	33	41	14
1,00,000 – 1,25,000	45	25	46	17

playgrounds. However, in the state of Bihar, despite the less percentile in comparison to UP (Table 3), we observe that there is increase in the percentage and involvement, and this goes to establish somewhat that geographical location does play a role in changing social awareness and belongingness towards sports. The knowhow of Government Sports policies is very less, and as such there is no follow up in this regard from the participants. These policies are yet to make inroads, and therefore it becomes imperative for the Government of India to judiciously exercise its authority and ensure that the sports development programs do reach its destination so as to benefit the populace at large.

Observations on gender participation were heartening. Out of the income brackets shown, the percentile of women increases with the enhancement of income. It were the women which had been interviewed, and they were of the opinion that sports does change the mindset of children and youth. They compared sports with the physical work which they were doing at home, and stated that this keeps them mentally and physically healthy. Naturally, the increase in income level provided them with more able opportunities. However, it was informed that female participation was less in comparison to male, and many factors such as environment, economic background, etc. were attributed, besides the male hierarchical approach.

Rather than simply enhancing individual freedom and opportunity, sport-based intervention programs also serve as a form of social control and regulation (Table 4). Basic education is important for gaining foothold in sports in order to think of social neoliberalism. Sport (organizations) can be viewed as a vehicle for generating different forms of capital, most notably

Table 4. Female participation factor influencing sports

Income bracket Annually (INR) % of Women	State of UP	State of Bihar	Inclination/Sports	
			U.P. (in %)	Bihar (in %)
38,000 – 50,000 (12%)	73	23	29	22
50,000 – 75,000 (14%)	174	69	36	25
75,000 – 1,00,000 (16%)	58	33	41	29
1,00,000 – 1,25,000 (21%)	45	25	53	31

economic, cultural, social and symbolic capital (Bourdieu,1986), from which certain benefits can be derived that enable social agents to improve or maintain their social position. The social environment, geographical conditions, educational arrangements and the regional economy determine to a large extent if personal development and ambition are able to flourish. The role of schools and colleges in promoting sports activities and social involvements is meager.

6. Limitations

The present study has some encumbrances and limitations. More emphatically, following are some of the limitations which could not be taken care by me due to limited resources, some within and some beyond my control:-

1. Developing countries are, of course, underdeveloped, at least by the indexes used in Western industrialized nations. The statistics used to measure development are usually analyzed in relation to the concept of a developed country, and consequently the indicators for “development” are usually fixed by the Western industrialized nations who make decisions about the validity of data concerning underdevelopment and development (Digel, 1995). The concept of development is addressed by reference to statistical data of the population's demographic conditions, the quality of public communications, the achieved technological standards, life expectancy, the nutritional situation of the inhabitants, and the distribution of wealth (Coghlan, 1992). I have no option other than contextualizing the western sports sociology. However, due attention has been given to the aspects of geographical locations.
2. Due to the exploratory nature of this investigation as well as its small sample size, I feel it is important to note that the reader should exercise caution when considering this investigation's results so as not to make totalizing assumptions.
3. In totality, the terminology “sports” is being investigated, and research in to the disciplines is wide open.

4. The children / students of age group ranging from 9 – 14 years could not be taken in to consideration. The rationale for selection of age group ranging from 15 – 24 years was that the participation rate witnesses a negative trend after the age of 24 years, and thus a study conducted in the current range of 15 – 24 years will be appropriate. In this context, there is a scope of studies involving these age groups too.

7. Expected Contribution of the Research

The potentials that exist within sport are those that can help with fundamentally different views of the world perhaps based upon opportunities to encourage trust, obligations, redistribution and respect for sport in a more socially orientated humanitarian world. The late novelist Susan Sontag (2002) once said about the novel that any novel worth reading is an education of the heart; it enlarges your sense of human possibilities and what human nature can be. Does this make sense in relation to sport, does it fulfill its potential to expand once sense of human possibilities, to delight, to inform and transform the worlds we live? While it is important to explain and understand economic, social, historical, physiological, psychological and many other explanations of what sport can do for society, the more significant intellectual and practical questions often originate from questions relating to social change (Jarvie, Grant 2007). To ignore the capacity of sport to assist with social change is not an option, particularly for students, teachers and researchers of sport, all of whom have the capacity and the platform to act as public intellectuals.

A broader discussion relates to the capacity of sociology to address multiple publics (Burawoy, 2005). This issue is as relevant to the activities of sociologists of sport as it is to other sociologists and, indeed, to all university teachers and researchers, particularly those who are involved in the social sciences. In India, the Sociology of Sports is yet to make a route. No work at all for the study of a sociological impact of sports on the development perspective has been carried out. References, books, bibliographies etc. in the fraternity of sports sociology in India are rare, to say, negligible. Studies such as the present one or for that sake leading to study of sociological interests in the field of sports are not present. With the given youth potential of India, its young population, achievements in the field of sports, advancement in the area of Indian Sociology, advancement of the Indian Economy, and other co-related factors, the need and interest in the area of sports sociology and studies has risen. It was indeed a challenging assignment, as references from western countries can only be taken in to account. It is in this more detailed analysis that the power of Bourdieu's theory, and the importance of sports, will become most apparent.

It is for the first time that this research stresses the importance of human beings in sport rather than sport itself. Thus, alongside vigorous economic and social reform, Indian sports policy will be encouraged to undergo a substantial change. The contribution which I intend to deliver to the policy makers and educationists is as follows:

1. Despite the growing number of actors and actions promoting sporting activity, it remains true that few of the young people are used to sports practices in India. To address the use of sports practices by the children and youth and inculcate a habit of indulging in to physical activities, this study will visualize those reasons which may prove to be of assistance in garnering their resources.
2. The present need and objective of this study can be satisfied if it develops quantitatively and qualitatively, especially in search of new paradigms and bold individual and collective research ventures and integration with related social sciences.
3. The socio-political situation of the States of U.P. and Bihar is responsible for the underestimation of sports developmental trends in families. This study will for sure contribute towards this direction in understanding the reasons for underdevelopment in sports.
4. The value of this work embarking on the problems will be important above all due to the need to awaken and develop "a sociological imagination" in Indian society, a humanistic approach to matters related to sport, and also to formulate future hypotheses that would be useful for more advanced empirical studies.
5. The "physical culture – society" wherein social aspects of physical culture will be studied shall lay emphasis on future researching interests of cultural studies in sports, on its adaptation transformations, on historical determinants of changes regarding influence and functions, and on the description and analysis of basic developmental tendencies, resulting from the social character of this culture, from value patterns and norms regulating human behavior in this context.
6. An emphasis is placed on maintaining a solid knowledge base of statistics and sports news, which can be utilized by researchers in future.
7. The paradigmatic significance of sport's contribution to the development and reinforcement of national identity will be identified through interviews, and this will contribute amply in forming a solid data base for sports councils, federations and ministries.
8. According to Wang (2006), "national reputation is one clear indication of a nation's power strength" (p. 91), and as Mercer (1996) noted, it reflects and affects the country's standing in the global arena. If more and more of the Indian youth gets associated with sports, the more the pride and power of the nation.

9. A broader perception of the significance of sport participation can be apprehended.
10. A shift from sport participation as exceptional behavior to sport participation as accepted and even normative behavior will be the likely outcome, as hypothesized and this paradigm shift in stances will help the Government in designing a policy of Sports for All.
11. In conclusion, this research project is designed to 'get the ball rolling' in the field of sport sociology in regard to the systematic examination of social movement theories in India.

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