

CHAPTER 1

INTRODUCTION

Sport is one area where gender inequality is strongly evident. The problem is more socio-psychological than anything else. Today, as we stand at the start of a new millennium it is deplorable that men and women are treated so differently, especially in sport. Women make up 50% of the world's population but they are not given equal opportunities. Men are still considered the better sex and this is one of the reasons why the world is yet to produce a female Michael Schumacher, Tiger Woods, Mike Tyson or a Sachin Tendulkar.

Sport in India is yet to reach its peak. The Mughals ruled India for centuries, the Britishers for another one and a half-century. It was only after 1947, when we achieved independence that we started developing as a modern nation, with special rights to half of its citizens namely women. Indian women are still trying to establish their own identity. Women in India are still unable to take a stand for themselves.

Times have changed and are improving but there is still a lot to be achieved. Men have an upper hand in all spheres of life. Gender inequality is a deep-rooted issue and in order to change the situation, drastic steps/measures need to be taken. The worst thing to happen is the female feticide. Latest technology is being blatantly misused for killing the girl child. Far from giving her good education and a happy life we Indians are trying to eliminate women from this earth. Dogmatic principles govern much of our thinking.

As is mentioned above, gender inequality is one of the many issues because of which India is not being able to progress at a faster rate. In India we seem to be deifying our great leaders but never pay attention to what they are trying to tell us. Pandit Nehru has said that 'to awaken the people, it is the woman who must be awakened, once she is on the move the family moves, the nation moves'.

A society, which does not allow a girl to do something simple as primary education, is unlikely to let her participate in sport without any hurdles. Even before taking part in 400meter hurdles the girl has to pass so many more social hurdles. This project is an attempt to analyse the problems that a girl, who wants to shape her life as a sports woman.

Research has suggested that participation in sport can be an invigorating and personally empowering experience for women. Being an athlete, especially a skilled athlete, can change the way a woman sees

herself. It can make her feel physically stronger, more competent, and more in control of her life as an independent individual. Sport participation also provides girls and women with opportunities to reconnect with the power of their own bodies.

The notion that men and women are “naturally” different has been used for many years to justify the exclusion of women from some or all sports. Many people feel that since women could never equal or surpass men’s achievements, there was no apparent reason why women would be allowed to get involved in sport. After all, if sports were primarily about setting records and dominating others, women would always be second class in power and performance sports. Unfortunately, this way of thinking about gender and sports still exists. Many people continue to compare women and men in terms of performance differences and then go on to say that differences will never disappear because men are simply physically superior to women. Of course, most of these people never wonder what kind of physical skills athletes would need if sports had been shaped by the values and experiences of women instead of men. For example, if most sports had been created by and for women, the motto for the Olympic Games would not be *citius, altius, fortius* (faster, higher, stronger); instead, it might be “Balance, Flexibility and Endurance” or “ Physical Excellence for Health and Humanity”!

It is important to understand that gender equity in sports is a complex issue. Gender and sport are one of the most important issues in terms of gender inequality. In no other area is the inequity as large as in sport. The purpose of this research is to STUDY GENDER ISSUES IN SPORT IN INDIA. The idea for this research topic came about as it was observed that female participation in sport was discouraged and also that those who played faced innumerable problems. Just to keep playing against the wishes of the family and the society is a Herculean task. Excelling in sport is even more courageous. As has been mentioned earlier, the advantages of sport are manifold. In order for India to become a stronger and a more wholesome nation, we need to fight gender inequality.

The Institutional and Policy Context

The National Youth Policy

The New National Youth Policy, 2003, was tabled in parliament in December 2003, in which Youth are defined as in the age group of 13 to 35 years; with the object of bringing a large segment of the adolescent population into the age group. The policy recognizes four thrust areas in which “Gender Justice” is one of them. Policy includes various key sectors of youth development and “Sports and Recreation” is also present there. National Commission for Youth was setup on 15th March 2002 and has submitted the report on 5th July 2004 based on the terms of reference. It was observed that in the terms of reference ‘Sports’ was totally neglected.

New National Sports Policy, 2001, envisages broad basing of sports, achievement of excellence in international sports events, provisioning of modern sports infrastructure, upgrading skills of our coaching fraternity, more efficient functioning of national sports federations, adequate sport science

backup and active involvement of business and industry in promotion of sports. Enhancement of the participation of women in sport is one of the salient features of the policy.

In order to implement the directives of honorable Supreme court of India, Ministry of Youth Affairs and Sports constituted a committee to look into the complaints regarding 'Sexual Harassment of women at work place'.

Women and Sports

The recent report of the National Commission for Youth (2004) has traced in detail the participation of women in Sports before and after 1947. The first Indian women to participate in the Olympics was in 1952. In 1975, the Government of India instituted the National Sports festival for women with a view to promote women's sports. The National festival is preceded by competitions at the local and the district level. However the report has observed that these competitions have been reduced to mere issuing of certificates and the subsequent selection at the national level is done on ad-hoc basis. The National Commission report has also pointed towards the issue of dropout rate of girls from the schools. The report observed, "Sports is by and large an elite activity in the country and the adoption of a sports policy, as the government has done in 1984, is hardly likely to change the situation very much."

The Sports Authority of India

The Sports Authority of India (SAI) was established by the Government of India on March 16, 1984 with the twin objectives of broad-basing of sports and spotting/nurturing of talented children in different age groups for achieving excellence by providing them with requisite infrastructure, equipment, coaching and other facilities. It has 6 regional centers at Bangalore, Gandhinagar, Kolkata, Chandigarh, Bhopal and Imphal and one sub-center at Guwahati. SAI has also two academic wings, one for training of coaches and research and development in sports at the Netaji Subhash Chandra National Institute of Sports, Patiala and the other for physical education at the Lakshmibai National College of Physical Education, Thiruvananthapuram. Under the scheme, National Coaching Scheme, SAI has under its rolls 1510 coaches in different grades against the sanctioned strength of 1623.

Budget allocations

It would be also useful to review the resources committed by the Government of India on promoting sports in the country.

Demands for grants of Central Government (excluding Railways) for 2003-2004 (revised estimates) was Rs 860791.33 crores in which Ministry of Youth Affairs and Sports has been sanctioned Rs 428.00 crores. The department of elementary education and literacy got Rs 5454.60 crores, department of secondary education and higher education got Rs 4832.40 crores.

According to the annual report 2003-2004 of the Ministry of Youth Affairs and Sports GOI, Ministry got the funds for total youth welfare schemes Rs. 10,038 lakhs and for sports and physical

education Rs. 28,971 lakhs. For the promotion of sports and games in school- Rs 125 lakhs was the estimate, for rural sports program- Rs 125 lakhs and for national sports development fund- Rs 20 lakhs was the revised estimate. Rs. 360 lakhs was the revised estimate for the grant of rural schools for development of play fields and purchase of sports equipment.

Lakshmbai National Institute for Physical Education alone has got revised estimate of Rs. 765 lakhs, where Sports Authority of India has got Rs 11,447 lakhs.

Under the scheme 'Grants for Promotion of Sports in Universities and Colleges', central assistance is provided to universities/colleges for development of playgrounds and construction of indoor stadiums/ swimming pool. The assistance is in the ratio of 75:25 in the case of special category states and 50:50 in the case of all other states, subject to certain ceilings. During 2003-2004 grants were released for 442 universities/colleges of 20 states and it was Rs. 20,41,97,913/-. (Most of them are from Maharashtra i.e. 98, least number is from Rajasthan i.e.02).

The data on the budget allocations give certain indications of the Government's intentions of promoting sports. However, in reality whether the budget allocations are effective in promoting sports needs to be examined separately.

India and the World

The situation in the western countries is better but still women are facing very similar problems to ours. America is a very developed nation in the world. But even in the United States, women are victims of gender inequality. They still do not have equal representation as compared to men. Men hold majority of the positions of managers, coaches and sport administrators. Things did change after the 1970s when Title IX was introduced but there is a lot of scope for improvement.

There has been research in this area but it is far from conclusive. Lately, however, Indian female sports persons have faired better than the men. Be it Anju Bobby George, PT Usha, Sanya Mirza, Anjali Bhagwat. This does not overlook the achievements of Sachin Tendulkar, Prakash Padukone, Pullela Gopichand, and Leander Paes. All that is implied is that women are making a mark for themselves in the world of sport and are gaining respect.

This study has been carried out with the hope that it will help to map the past and the present condition of women in sport in India. Such a mapping would enable to provide guidelines to improve women's sport in India.

The study will cover all aspects associated with women's sport ranging from health, nutrition, financial and social support, gender biases and will later present a complete and wholesome picture on women's sport in India. The study attempts to trace facts pertaining to differential treatment of women from different social and financial backgrounds.

CHAPTER 2

LITERATURE REVIEW

This literature review tries to cover all possible issues in women's sport. There is a large body of literature on gender studies. Similarly, there are a number of studies of sports related themes such as performance, group cohesion etc. However, there are not many studies looking at Gender issues in Sports. Again, most of the research studies we located are based outside India, very few are done on an Indian sample. The topics of these studies cover themes such as performance of women athletes, self-image, social status and participation in sports, sexual harassment, political and economic factors in sports etc.

Self Image

Psychologists and Sociologists are quite concerned and interested in the issues of Self Concept and Self Image hence we see quite a few studies on this issue. Pricilla Choi's study is about, 'The sex appeal and flex appeal of the physically active woman'. She says, 'The pursuit of, and preoccupation with, 'beauty' are central features of the ideology of femininity. This drive for 'beauty' has been taught to us since childhood. The aim of this paper is to examine, from a critical feminist perspective, how this influences women's involvement in sport and physical exercise. To do this it will look at the activities of aerobics and bodybuilding chosen as representative of two opposite ends of a conceptual continuum. This paper will illustrate how aerobics is considered an acceptable physical activity for women to participate in because the aim is to lose fat (reduce the body) and create the body beautiful of slim, toned and sexy. In contrast, the aim of bodybuilding is to build muscles and make the body larger and stronger, which is not acceptable, because it is not consistent with the ideology of femininity. As a result, the women who participate in both of these activities face different dilemmas that are similar in their mandate to conform with pressures from family, friends, governing bodies and wider society to look beautifully feminine. **It will be argued that, as a result, women are not empowered by participation in sport and physical exercise. They are, in fact, disempowered, discouraged from participating and prevented from attaining psychological health that comes from pride and pleasure in their physically active bodies.**

Jessica L. Miller, Gary D. Levy studied Gender role conflict, gender-typed characteristics, self-concepts, and sport socialization in female athletes and nonathletes. They state, 'Participation in sport is primarily a masculine activity in American society (Czisma, Wittig, and Schurr, 1988). Sport participation also appears to cultivate development of masculine characteristics (e.g., competitiveness, achievement)

in athletes (e.g., Birrell, 1983), and is one manner for American males to pursue and achieve a masculine gender role identity (Anthrop and Allison, 1983). In contrast, American society typically views being female and an athlete as incompatible (Desertrain and Weiss, 1988; Die and Holt, 1989). Sport participation by females routinely carries a negative stigma (Die and Holt, 1989; Moore and Gobi, 1995; Selby and Lewko, 1976; Ugucioni and Ballatyne, 1980). In fact, research shows female athletes are perceived by male and female college students as significantly less feminine than female nonathletes (Fisher, Genovese, Morris, and Morris, 1977; Snyder and Sprietzer, 1976).

Czisma et al. (1988) were among the first to suggest these phenomena might result in female athletes experiencing a sense of conflict between personal gender values and societal expectations of femininity.

We think this not anyway different what happens in India. Players have good postures, excellent bone structure, they walk straight, and they could also be more muscular. In India girls are not supposed to walk straight, with head held high, they should definitely not be muscular or show strength. If this happens then are called 'masculine'. This may keep the girls away from playing a game.

Anne Torhild Klomsten , Einar M. Skaalvik , Geir Arild Espnes enquire, 'Physical self-concept and Sports: Do Gender Differences Still Exist?' They found, 'A positive self-concept is an important part of human development, and sports participation is known to contribute to it. Studies of gender differences in self-concept indicate those differences in domain-specific self-concepts of boys and girls tend to run along gender-stereotypic lines. Previous research on children and adolescents has demonstrated small but consistent gender differences in favor of boys in physical self-concept (Crain, 1996; Crocker, and Ellsworth, 1990; Eccles et al., 1993; Hattie, 1992; Hayes et al., 1999; Marsh, 1989; Marsh et al., 1991). In general, these studies have demonstrated that boys score higher on measures of general physical self-concept than do girls. Marsh (1989) has also shown that boys score higher on perceptions of "physical ability" and "appearance" than do girls. His and other studies have further demonstrated that physical self-concept drops during early adolescence (Marsh, 1989; Marsh and Craven, 1997; Marsh, Barnes, Cairns, and Tidman, 1984; Wigfield and Eccles, 1994) and that these drops in self-concept are more pervasive in girls than in boys.

The adolescent years constitute a unique developmental phase when rapid biological changes occur in an organism that is relatively mature cognitively, and thus is also capable of reflecting upon these changes (Brooks-Gunn, 1986). Individual self-concepts differentiate with age, and they become increasingly correlated with external indicators of competence as children grow older (Marsh et al., 1984; Shavelson, Hubner, and Stanton, 1976). Gender differences in development are especially evident for the growth spurt, which begins on the average 2 years earlier for girls than for boys (Tanner, Whitehouse and Takaishi, 1966). Differences are also evident for the development of body fat in girls (increasing from 10-11 years) and leanness in boys (from 15 years; Ross, Dotson, Gilbert, and Katz, 1985).

Research in the sociology of sport suggests that sport can be an invigorating and a personally empowering experience for girls and women (Nelson, 1994; Taub and Blinde, 1993; Young and White, 1995). Being an athlete, especially a skilled athlete, can change the way a woman sees herself. It can make her feel physically stronger, more competent, and more in control of her life as an independent individual. This is important because social life often is organized in ways that lead girls and women to see themselves as weak, dependent and powerless (Cantor and Bernay, 1992; Hargreaves, 1994; McDermott, 1996; Young, 1990).

Sport participation also provides girls and women with opportunities to reconnect with the power of their own bodies. Many images of women in society present the female body as an object to be looked at, evaluated and consumed. Some girls and women even learn to objectify their own bodies as they apply these images to themselves. Because identity and a sense of power are grounded in a person's body and body image, **sport participation can help women overcome the feeling that their bodies are objects. Developing physical skills can give women the confidence that comes from knowing that their bodies can perform with physical competence and power. Furthermore, the physical strength often gained through sport participation goes beyond helping a women feel fit; it also can make her feel less vulnerable, more independent, and more in control of her physical safety and psychological well-being** (Birrell and Richter, 1994; Blinder at al., 1993, 1994; Nelson, 1991, 1994; The Berge, 1995; Young and White, 1995).

Are looks important?

We also asked this question to our sample. Looks and the current obsession with thin bodies have created lots of problems for today's generation. Here are some studies on this issue.

There are competing images of female bodies in many cultures today. Many girls and women hear confusing cultural messages that they should be **"firm but shapely, fit but sexy, strong but thin"** (Markula, 1995). Although they do see images of powerful women athletes, they cannot escape the images of fashion models whose reputations depend on a body shape that women can catch only by depriving themselves of the nourishment they need to be strong. These fashion images highlight thinness, bust size, waist size, lip shape, hairstyles, body hair removal, complexion, allure and the clothes and accessories that together "make" the woman. Girls and women also hear that physical power, competence is important, but they see disproportionate rewards going to women who look young and vulnerable. They are advised to "get strong, but lose weight". They get the impression that muscles are good, but too many are unfeminine.

Despite highly publicized ads by sporting goods companies and other cultural messages saying that being strong and athletic is "in," powerful cultural messages promote the "beauty myth" (Hargreaves, 1994; Wolf, 1991). The "cultural pull" toward the beauty myth remains powerful for two reasons:

1. If women become too strong, this will disrupt the established gender order, threatening those men and women who benefit from the status quo; and

2. If women become too satisfied with their body images, they will not spend as much money on products whose sales depend on high levels of female insecurities about their appearance.

Mixed cultural messages about female bodies are related to sport participation in two ways:

1. Many women of all ages do not want to begin participating in physical activities and sports until they are thin enough to look "right" and to wear the "right" clothes, and
2. Many women who do participate combine their physical activity with pathogenic weight-control behavior that lowers body fat but produces Amenorrhea, deprives them of necessary nutrients, and increases the likelihood of stress fractures and other injuries.

Studies show that an alarming number of women athletes use laxatives, diet pills, diuretics, self-induced vomiting, binges, and starvation diets in conjunction with their training (Caldwell, 1993; Nativ et al., 1994; Non, 1994; Overdorf and Gill, 1994; Ryan, 1995; Tofler et al., 1996; Wilmore, 1996). The same was reported by the present sample under study. Though none had ever resorted to the above mentioned weight lose techniques, they had witnessed their fellow athletes do so on many occasions. This increases the probability of injuries, jeopardizes health, and keeps alive the idea that women must either conform to the beauty myth or be rejected by men and by women who subscribe to the myth and use it to evaluate other female of all ages.

When the goal of being physically active is cosmetic fitness rather than physical competence, there is a tendency to drop out of sport programs when weight loss goals are achieved and appearance meets myth-based expectations. Of course, it is possible that those seeking cosmetic fitness actually will discover that sports are fun, but it is not assured. Some women seem to be on a never-ending quest to look like Barbie rather than to achieve pleasure in sports with a strong body. This limits port participation.

Sport Participation

Who participates in sport and what are important factors that affect sport participation? It is a very crucial question. Traci A. Giuliano , Kathryn E. Popp , Jennifer L. Knight, Traci A. Giuliano observed in their study, 'The present study examined the extent to which childhood play activities predict future sport participation by women. Eighty-four college women (40 Division III varsity athletes and 44 nonathletes) at a predominantly White liberal arts school in the Southwest completed a questionnaire that measured their adult experiences with sports as well as their childhood play activities. The results revealed that playing with "masculine" (rather than "feminine") toys and games, playing in predominantly male or mixed-gender groups, and being considered a tomboy distinguished between women who later became college athletes and those who did not. These findings suggest that females should consider childhood play activities, along with other agents of socialization (i.e., family, peers, and coaches), as important factors in predicting future sport participation.

The value of sport participation for females is undeniable. In 1997, the President's Council on Physical Fitness and Sports issued a landmark report, *Physical activity and sport in the lives of girls*, that confirmed what many coaches, athletes, and parents had long suspected, namely, that sports have innumerable benefits for the girls and women who play them. Page after page of that report describes evidence of the physical (e.g., lower risks of obesity, heart disease, osteoporosis, and other chronic diseases), psychological (e.g., higher self-esteem, better body image, enhanced sense of competence and control, reduced stress and depression), and academic (e.g., better grades, higher standardized test scores, lower risk of dropping out) benefits of sport and physical activity. In the past few years, the best-selling book *Reviving Ophelia* (Pipher, 1994), and the more recent *Raising our athletic daughters* (Zimmerman and Reavill, 1998) have publicly trumpeted the benefits of sport and physical activity for improving girls' well-being and have urged parents to do whatever it takes to get their daughters involved.

What does it take to encourage girls to get involved in sport? That is, what are the factors that motivate females to initially participate in, and to stay committed to, sport? For the past 25 years, researchers interested in female socialization into sport have attempted to answer this question, which has become a particularly relevant topic in the post-Title IX era (e.g., Coakley, 1987; Greendorfer, 1977, 1987; Higginson, 1985; Lewko and Ewing, 1980).

One mother writes, 'Recently, I sat waiting with a group of mothers as our daughters finished their practice at the gym. As mothers do, we were exchanging "war stories" about raising adolescent girls. One mother stated, "We never acted like that, did we?" We all fell into our own thoughts about our experiences as adolescent girls. Presently, one mother broke the silence, "You couldn't give me a million dollars to be an adolescent again!" We all laughed and nodded our heads in agreement. Not one of us wanted to live through again what our daughters were living through right now. Yet all the mothers waiting there would have done anything to make it easier for their daughters than it was for them.

Along with girls and women dropping out of a sport programme once they reach their ideal weight and also girls not playing because they feel it makes them less feminine there are some other reasons also why women do not or are not able to participate in sport. Family responsibilities and money are the two main reasons.

Home making, child rearing and earning a living: what happens when class and gender relations come together in women's lives?

Women in family situations have been less likely than their male counterparts to be able to negotiate the time and resources needed to maintain sport participation. When a married woman with children decides to join a soccer team that schedules practices late in the evening, she may encounter resistance from members of her family. Resistance is certain if she traditionally has served her family as chef, chauffeur, and tutor. "Time off for good behavior" is not a principle that applies to married

women with children. On the other hand, married men with children may not face the same resistance within their families. In fact, when they play softball or soccer after work, their spouses may delay family dinners, keep dinners warm for when they arrive home, or even go to the games and watch them play.

Women in middle-and lower-income families most often feel the constraints of homemaking and child rearing. Without money to pay for childcare, domestic help, and sport participation expenses, these women simply don't have many opportunities to play sports. Nor do they have time to spare, or a car to get them to where sports are played, or access to gyms and playing fields in their neighborhoods, or the sense of physical safety they need to leave home and travel to where they can play sports. Furthermore, sports are often social activities occurring among friends. If a woman's friends do not have resources enabling them to participate, she will have even fewer opportunities and less motivation for involvement (Gems, 1993). Of course, this is also true for men, but women from middle-and lower-income families are more likely than their male counterparts to lack the network of relationships out of which sport interests and activities emerge.

Women from upper-income families often face a different situation. They have resources to pay for childcare, domestic help, carryout dinners, and sport participation. They often participate in sport activities by themselves, with friends, or with other family members. They have social networks made up of other women who also have the resources to maintain high levels of sport participation. Women who have grown up in these families often have played sports during and since their childhood and attended schools with good sport programs. They seldom have experienced the same constraints as their lower- income counterparts.

Women have been complaining about the lack of coverage for sport by media since a very long time. This has had a very bad effect on the development of sport. The sad part even in Tennis media pays more attention to the costumes of the women players and their looks than their game. Which is today considered to be more interesting. Today's women players are also considered to be more charismatic than today's male Tennis players, who play more like machines. In India the condition is worse. In fact Indian women are winning more medals for the country than men still they hog more lime light than the women players. See this incident, Indian women's Hockey team won a final against the Japanese team fighting against many odds, the same day India's Male Cricket team lost a match to the Australians in Australia (as usual), and this losing team got more coverage than the winning ladies Hockey team.

Opportunities for women are limited

Recent research shows that many sport organizations, including those in high schools and colleges, are not very good at supporting and retaining women coaches and administrators (Pastore, 1994). Professional development programs, workshops, and coaching clinics have not been widely sponsored for women employees, although some women's organizations, such as the Women's Sport

Foundation in the US and the Canadian Association for the Advancement of Women and Sport (CAAWS) in Canada, have stepped in to provide assistance and guidance for women working in sports. Barriers to career opportunities for women in sports are slowly being chipped away, but the forces that have limited opportunities in the past are still part of the ideologies and structures of many sport programs.

An Indian Study on Gender issues in Sports

One such study is by Dr Bhalerao in 2003. It is her Ph. D. thesis, which is about gender issues in sport. The title of which is 'Analysis of problems faced by women players who participate in inter-university sport competitions'. This thesis analyses the problems specific of girl players in at the university level. There are quite a lot of similarities in the factors that she has analyzed and the factors that we are dealing with in the present study. But there are basic differences in the sample. Dr Bhalerao's sample is limited to inter-university players, hence the girls are basically playing at one level and also they are in the similar age group. In the present study the sample that we have selected is varied in many ways including their age and playing experiences also the games that they are playing.

Dr Bhalerao has used three methods of data collection, a questionnaire, interviews and observations. In the first part of the questionnaire she asks about the factual information of the player like information about her family, financial status, playing experience, education etc. In the second part she has divided the problems faced by the girl players in nine groups and asked questions about them. The problems are classified in the following groups,

1. Family
2. Social
3. Psychological
4. Physiological
5. Sport equipment and facilities
6. Financial problems
7. Problems arising because of the government
8. Physical education and coaching related problems
9. Problems developed due to selection committees

The players selected for this study were from four universities in Maharashtra state. They were from Pune, Nagpur, Aurangabad and Amravati universities. All these cities are comparatively developed areas in India and also in Maharashtra.

In the analysis she says, all the university players can be said as facing very similar problems most of the time, there could be very small regional difference.

Media and Sport

Nathalie Koivula writes about **Gender Stereotyping in Televised Media Sport Coverage** she says, 'Sports spectators usually experience sports through different mass media. To deepen our understanding of the cultural values embedded in sports and to explore current values and power structures regarding men and women, it is necessary to investigate the potential effect that mass media may have in influencing beliefs about gender-appropriate sport behavior. The present study examined samples of televised sports in Sweden during 1995/96 (1,470 minutes), with a follow-up examination in 1998 (528 minutes). **The results indicated gender differences regarding both quantity and type of coverage. For example, less than 10% of the total examined sports news time covered female athletes, and less than 2% of the time was used to cover women athletes in sports categorized as masculine. It seems that televised media sports coverage continues to reinforce constructions of divisions along lines of gender and to reproduce traditional expectations regarding femininity and masculinity.**

There is overwhelming evidence of differential patterns of media coverage given to female and male athletes Sport sociologist conclude that this difference in coverage exists based on two observations:

1. In spite of the enormous increase in participation rates for a wide variety of women across a broad array of activities, sportswomen have been grossly underrepresented in terms of overall coverage (Boutilier and San Giovanni, 1992)
2. Males are consistently presented in ways that emphasize their athletic strength and competence, whereas females are presented in ways that highlight their physical attractiveness and femininity (Gina Daddario, 1994; Duncan and Has Brook)

And overwhelming body of empirical evidence gleaned from media coverage of sport demonstrates that female athletes remain second class citizens who are trivialized, sexualized and demeaned in one of the most influential institutions in American culture. Individuals internalize the messages, the values and beliefs promoted by mass media, so that whenever media texts and commentaries contain sexist ideologies the repercussions of this internalization are harmful to the path of women athletes.

By portraying females in ways that systematically highlight their sexual difference from males, the media contributes the limiting of women's full potential as athletes. Power is central to all of these media constructions power of choice and power of access to resources, opportunities and identities as athletes.

Mary Jo Kane and Helen J Lenskyj (1997) did a study on media treatment of female athletes. Issues of gender and sexuality. They reported that over the last two decades, sports sociologists have convincingly demonstrated media representation of women's identities in sport link their athleticism to deeply held values regarding femininity and sexuality (Duncan, 1990; Harjreaves (1994); Kane (1996); Kane and Greendorfer (1994) Lenskyj (1986,1992,1994) In both print and broadcast journalism these representations create the prevalent world view that female athletes are by definition, **a less authentic**

version of their male counterparts .This is because sport media images and stories provide us with endless symbols, myths and spectacles that equate male athleticism with strength, courage and competence while simultaneously equating female athleticism with sexual appeal femininity and a so called limited physical (biological) capacity (Willis ,1982; Kane,1996).this stereotypic coverage constitutes a common sport culture in which men have power and women (by comparison) do not, in large measure because women's athletic accomplishments are trivialized by the media (Duncan and Hasbrook, 1988).

This is a Canada/Us base study and hence the findings of this cannot be generalized to the Indian setup. A female player related an incident where a dog of a male Indian player received news coverage over the Indian women's team (cricket) in the sports section of a national newspaper. There was a passing mention of the Indian women's cricket team winning a championship whereas the dog hogged all the limelight.

The basic premise of Michael Messner's (1998) research was that because women's athletic efforts and achievements are systematically ignored, underreported and denigrate when covered, the media becomes an important technology for constructing dominant ideologies, practices and power structure related to gender:

"Sports tend to be presented in the media as symbolic representations of a particular kind of social order, so that in effect they become modern morality plays, serving to justify an uphold dominant values and ideas" (Hargreaves,1982, p 127)

Gender equity

It is important to understand that gender equity in sports is a complex issue. One way to think of gender equity is to use the following guideline, suggested by a gender equity panel organized in 1993 by the National Collegiate Athletic Association (NCAA).

An athletics program is gender equitable when either the men's or women's sports program would be pleased to accept as it own the overall program of the other gender.

Ideological and Structural Issues

Dominant forms of sport in most cultures are played and organized in ways that work to the advantage of most men and to the disadvantage of most women. When people participate in sports, they often learn a form of "common sense" that leads to the conclusion that women are "naturally" inferior to men. **For example, the tendency, even today, of some people to say that a person "throws like a girl" when he or she does not throw a ball correctly indicates that this notion of female inferiority is built right into the way we think about gender and physical abilities. This gender logic clearly privileges boy and men and gives them power girl's ad women both in and outside of sports.**

Another aspect of the gender logic used in many sports is that men and women are naturally different, and that the natural characteristics of women are superior to the natural characteristics of

women, except when it comes to giving birth and nurturing children. For many years this "logic" led women to be excluded from sports. Women were told by male doctors that if they played sports they would damage their uteruses and breasts, and experience other physical problems endangering their abilities to have children. Today's college students may laugh at these myths, because the information needed to refute them is widely available. For these women, myths about sport and the physiology of women have kept a till keep them out of sports. (This is especially true for girls coming from poor families in India. They are uneducated and hence are unaware of the benefits of sport)

The notion that men and women are "naturally" different has been used for many years to justify the exclusion of women from some or all sports. Many people feel that since women could never equal or surpass men's achievements, there was no reason to let women get involved. After all, if sports were primarily about setting records and dominating others, women would always be second class in power and performance sports. Unfortunately, this way of thinking about gender and sports still exists. Many people continue to compare women and men in terms of performance differences and then go on to say that differences will never disappear because men are simply physically superior to women. Of course, most of these people never wonder what kind of physical skills athletes would need if sports had been shaped by the values and experiences of women instead of men. **For example, if most sports had been created by and for women, the motto for the Olympic Games would not be *citius, altius, fortius* (faster, higher, stronger); instead, it might be "Balance, Flexibility and Endurance" or "Physical Excellence for Health and Humanity"!**

Another belief promoted by the gender logic underlying many sports was that men are naturally strong and aggressive and women are naturally weak and passive. As we've seen, this belief has clearly disadvantaged women when it comes to sports. In fact, over the past century, billions of women around the world have been "protected" by men who do not let them play certain sports considered to be too rough or demanding. This belief also has led to the conclusion that because women can't match standards set by men; women's sports are not interesting to watch. For the last fifty years, this conclusion has prevented or slowed the development of professional sports for women.

It has taken many years to break down these gendered forms of "common sense". But they still exist in blatant forms in many poor countries where access to education, especially among women, is restricted. And they still exist in more subtle forms in postindustrial societies where access to education is widespread. Consider, for example, why gymnastics and figure skating are so popular in many countries where old forms of gender logic are being questioned and challenged.

When we take a critical look at dominant sport forms in many societies around the world, we see that they often involve dramas highlighting masculine, power, and toughness-those attributes associated with dominant ideas about masculinity in those societies. Sport spectacles celebrate an interpretation of the world that privileges man and perpetuates the power they gave to organize social life to fit their interests. The multicore facilities usually built with public money cater to the interests

of men and host sports in which men "kill", "whip", "roll over", "punish", and "annihilate" other men while people cheer them on. The images associated with these sports are images of manhood based on aggression, physical power, and the ability to intimidate and dominate others; they emphasize a concern with ranking people in terms of their ability to dominate. In this way, a sport tends to reinforce and perpetuate ideologies (interpretations of social life) that favor the interests of men over the interests of women.

ALTERNATIVE DEFINITIONS OF MASCULINITY

As things are now, dominant sport forms normalize the idea that masculinity involves aggressiveness and a desire to outdo or outperform others. In fact, some people associate men's behaviour in sports with biological nature and conclude that traditional definitions of masculinity are "natural". Strong and aggressive men are lionized and made into heroes in sports, while weak or passive men are marginalized and emasculated (Jansen and Sabo, 1993). As boys and men apply this ideology to their own lives, they tend to view manhood in terms of things that jeopardize the safety well being of themselves and of others (Fine, 1987; Wacquant, 1995).

The frightening record of men's violent and destructive behaviour suggests that there is definitely a need to develop additional and alternative definitions of masculinity and the idea that "boys will be boys" is closely associated with serious problem behaviors in many societies around the world-in other spheres of everyday life as well as in sports (Miedzian, 1991). However, dominant forms of sport today's society seem to prevent people from being aware of the need to raise questions about gender ideology.

ALTERNATIVE DEFINITIONS OF FEMININITY

The experiences of many women athletes also suggest a need to develop additional definitions of femininity. Until there is widespread acceptance of alternatives to dominant definitions of femininity, women will continue to face problems in connection with playing sports. These problems can take many different forms. For example, some girls still do not receive the same kind of encouragement as their brothers to be socially independent and physically active in play activities and sports. This is particularly true in the Indian setup where sons and daughters are treated very differently. As infants girls are handled more gently and protectively than boys. Boys are thrown into the air more often, given more toys requiring active play and the use of motor skills, and allowed to explore more of their physical environments before being "cautioned" and constrained by their parents. Girls are watched over more closely, even before they start to walk. This pattern of "protectiveness" and constraint continues through childhood, and limits girls' participation in sport activities (Beal, 1994; Coser, 1986).

In most North American families, young girls are not discouraged from playing sports but may be treated differently than their brothers in at least 3 respects.

1. Girls are less likely to learn that physical activities and achievements in sport can or should be uniquely important sources of rewards in their lives.

2. Fathers spend considerably less time in shared physical exercises and activities with daughters than with sons.
3. The play time of girls is more likely to be regulated and controlled by parents.

This "conditional permission", even when it is justified by parental fears for the safety of their daughters, is an outgrowth of the dominant definition of femininity; it can subvert opportunities and motivation to play or organize complex competitive games involving physical skills. Such games require going outside the house, leaving the family yard, playing with large groups (including some children unknown to parents), getting dirty, having arguments and fights now and then, playing rough, and sometimes getting hurt. Furthermore, it is impossible to do these things when curfews are inflexible and younger brothers or sisters have to be watched.

It is no wonder that girls end up playing different kinds of games than those their brothers play (Lever, 1976, 1978). Boys do not have nearly as many parental constraints limiting their activities. This is one of the things enabling many of them to move quickly beyond their sisters in the development of sport skills.

Fathers reinforce these "femininity restrictions" when they treat their daughters as "Daddy's little girls". This protectiveness is well intentioned, but it often constrains the play activities of girls and focuses girls' attention on catering to the needs of their fathers, an orientation that precludes the development of social independence. Mothers reinforce these femininity restrictions when they treat their daughters as "Mommy's little helpers". Of course, girls (and boys) should support and assist their parents. But when girls get locked into care taking and nurturing roles and overly dependent relationships with either of their parents, they seldom have opportunities to develop competence in physical activities and sports. Alternative definitions of femininity would alert parents and others to the problems that now exist because of traditional femininity restrictions.

Gender logic, in sports and society at large, is not fixed in nature. Instead, it is constructed, challenged, revised, and even changed in dramatic ways through social interaction (Connell, 1995).

While talking about masculinity and femininity we must say something about those women who play those games which are traditionally considered as 'masculine' games. Here are some studies about 'Women Body Builders.

Expanding definitions of femininity

Women bodybuilders are described variously as powerful women, unfeminine freaks, the ultimate hard bodies, new women, "gender benders", entertainers, and sideshows for real sports. These descriptions vary with historical and cultural factors (Bolin, 1992a).

Until the late 1970s, there was no such thing as competitive women's bodybuilding. It didn't exist, because it is so totally contradicted dominant definitions of femininity, pushed boundaries of

social acceptance, and raised questions about what is "natural" when it comes to the bodies of women.

Many people on the recent past saw women bodybuilders as rebels or deviants, as freaks of nature. This was the case because most people in Western cultures saw gender in terms of differences that divide all humans into two distinct and mutually exclusive categories: male and female. According to this classification system, females are defined as the "weaker sex" and femininity is associated with being soft, petite, emotional, and in need of protection. In fact, the dominant standard of feminine beauty over the past century has been associated with vulnerability and weakness. Males, on the other hand, are defined as stronger, and masculinity is associated with being hard, strong, rational and the defender of women. In fact, masculine attractiveness has traditionally been associated with invulnerability and strength. And many people simply assume that "nature intended it that way".

Women bodybuilders have challenged this gender logic, and in the process have threatened many people's ideas about how the world works. According to dominant gender ideology, women bodybuilders are unfeminine, because they are "too muscular", and ugly, because their bodies aren't soft and vulnerable. But not everyone accepts this ideology. For those seeking alternative definitions of femininity, women's bodybuilding has provided new images that some people find exciting. They like the idea of challenging traditional notions of "female frailty" and raising questions about the biology of gender difference. Women's bodybuilding has encouraged this process by showing that hardness and strength are not exclusively the attribute of males (Miller and Penz, 1991).

Despite the fact that women bodybuilders, like women athletes in other sports, are what we might call "gender benders", they are not able to completely escape the constraints of dominant definitions of femininity. The first women bodybuilders were careful not to be too good at building muscles. They emphasized a toned, symmetrical body displayed through carefully choreographed graceful moves. Their goal was to somehow stay within the boundaries of femininity as determined by contest judges. But this presented problems, because definitions of femininity have never been set once and for all time. Definitions are constantly changing, and that made it possible for judges to spell out what was "too muscular" or how much body symmetry was needed to look "feminine".

While judges tried to come up with a bodybuilding ideal that balanced muscularity and body symmetry, women bodybuilders tried to anticipate judge's standards and often challenged the standards used from contest to contest.

This issue of trying to define femininity was frustrating to bodybuilders who were seeking muscularity during the early 1980s. For example, one woman stated that,

When you compete, your muscularity is all, but the judges insist on (us) looking womanly.

They try to fudge the issue with garbage about symmetry, promotion and definition. What

They really want is tits and ass (Camie Lusko, cited in Bolin, 1992b).

According to Anne Bolin (1922 a,b) a body builder and an anthropologist who has studied body-building, the constraint presented by dominant definitions of the femininity have led women body builders to make clear distinctions between how they present themselves during competitive posing and what they do in their work-out gyms. In other words, women carefully separate their lives into 'front stage' and 'back stage' regions. In the back stage region of the gym, they focus on body work and building muscles. Serious training overrides concerns about how gender is defined outside the gym. Femininity is irrelevant and workouts are not 'gendered' in any way - all body builders, women and men, train the same way.

Women bodybuilders are not unique when it comes to presentation of self. Any women in a power sports has two choices if she wants to avoid being socially rejected by some people.

1. Work to change dominant definitions of femininity.
2. Neutralize the stigma associated with being muscular by creating an image that fits dominant definitions of femininity.
3. However when women bodybuilders walk on the stage, the femininity insignia's they inscribe on their bodies contrast with their muscularity to such an extent that it is difficult for anyone who sees them not to realize that femininity is social construction rather than a biological fact. The contestants in women's events today are clearly more muscled than 98% men in the world, and they make it difficult to maintain the notion that women are the weaker sex or that femininity implies frailty and vulnerability.

In the next paragraph we will discuss the issue' are playing girls any different from no playing girls? Which is in a way connected to the issue of masculinity and femininity as we have seen in the last few pages. In most of the societies sport women are not considered to be 'feminine'. Particularly in a society like India.

Playing and non-playing girls

The conclusions and generalizations that have been drawn from the previous comparison areas have been done primarily through research conducted on male rather than female subjects. After a thorough review of the available literature, Morgan (1980a) drew this conclusion: "Comparisons of college athletes and nonathletes, or athletes from different sport groups, did not appear to be consistent in the literature dealing with females" (p.60). Morgan blames methodological and design problems for the inconsistent results. He points out that this inconsistency seems to disappear when the successful or elite female athlete is compared with the "normative" female.

After reviewing much of the available literature on the female athlete and personality, Williams (1980) cautiously concluded that the "normative" female differs in personality profile from the successful female athlete. Specifically, the female athlete is found to exhibit personality traits much like those of both the normative male and the male female (i.e., assertive, achievement-oriented, dominant, self-

sufficient, independent, aggressive, intelligent, and reserved). On the other hand, the normative female tends toward passiveness, submissiveness, dependence, emotionality, sociability, low aggression, and low need achievement.

Additionally, Williams (1980) cites numerous studies that show low personality variation within sport groups such as fencing, ice hockey, track and lacrosse. This observation would suggest the existence of specific personality types or profiles for different sports.

Thus, it would appear that like her male counterpart, the female athlete differs from the nonathlete in terms of personality. As with male athletes, female athletes from one sport are likely to differ to some degree from female athletes in another sport in terms of their personality profiles. Differentiation between athletes of varying skill levels on the basis of personality factors is feasible only at the level of the elite performer.

Gender Issues

The issue of male superiority

The notion of male superiority may (explain) the current double standards...whereby coaches of female teams are an ever-increasing occurrence, but females rarely coach male teams. It is assumed that males are automatically able to coach women, but unthinkable that a woman would attempt to coach men's team. (Fishwick, 1986, pp.78)

Knoppers (1989) pointed out that few investigations have considered the under representation of women coaching male teams and that this underrepresentation is problematic. It is assumed that because sport has historically been defined as a male preserve and because men are also assumed to be more competent and thus superior to women, men can (and should) fill leadership positions in women sport (Stangl and Kane, 1991). But as the quote above also indicated there is more at work here than the assumption of male superiority. There is a reverse notion that women lack competence and are therefore not qualified for positions of power (Kater, 1977a; Stangl and Kane 1991), particularly in terms of supervising men in sports (Williams and parkhouse, 1988).

A study by Mary Jo Kane and JM Sating indicated that there was a significant increase in the overall number of female coaches from the early stages of Title IX to 1988-89. In 1974-75 the number of female head coaches represented less than one half of one percent of all coaching positions; today that percentage is approximately two percent.

On the one hand there has been a significant increase in the number of women serving in leadership roles in men's athletics at the high school level. On the other hand, women continued to represent such a small minority of head coaching positions that the overall increase seemed inconsequential.

Sport as a site of gender struggle

Historically, definitions of maleness and masculinity were synonymous with the conceptions of athleticism. At the same time, traditional notions of what is meant to be a female were in direct

opposition to what is meant to be an athlete (Mary Jo Kane, 1989 p 58-59). However, in the wake of the 1970s feminist movement, women's roles expanded into many areas traditionally occupied by men.

Homophobia

Another body of knowledge, which takes as its fundamental premise, men's domination of sport, is the emerging literature on homophobia in women's athletics. For example, Pat Griffin (1992) argues that homophobia, along with sexism, have been the cornerstones of fear, intolerance and oppression that have kept women out of sport or contained them once within it. In this sense she joins numerous scholars (Benette, Whitakes, Smith and Sablove, 1987; Nelson, 1991; Thorngren, 1990) who argue that real or imagined presence of lesbians in sport threatens male domination. Sabo asserts that homophobia perpetuates male power in sport by maintaining men's monopoly on existing resources.

Numerous authors have made the claim that a lesbian presence in sport is threatening because it challenges male hegemony by upsetting existing power structures based on gender and sexuality (Griffin, 1992; Lenskj, 1991, 1992; Thorngren, 1990). Why is this? Monique Wittig (1993) has argue that there is no such thing as a natural category of women; we are culturally imagined, not born. In a similar vein, Witting asserts that lesbians too are socially constructed artifacts whose existence poses a direct threat to heterosexist assumptions regarding the so-called natural and therefore immutable connection between sexuality and gender. According to Wittig, refusing to become or remain a heterosexual is tantamount to refusing to become a man or a woman, whether it is conscious or not. This refusal has particular material consequences for lesbians hat relate to men's control over women:

"For a lesbian this (refusal) goes further than the refusal of the role of 'women'. It is the refusal of the economic, ideological and political power of a man".

As a woman stated: **"I don't fit the stereotype. I mean the stereotype based around women that are very masculine and strong and athletic. I wouldn't say I'm pretty in pink, but I m feminine and I appear very feminine and I act that way."**

In their analyses of sport media's treatment of women, critical sport scholars have convincingly shown how stereotypical images of femininity and (hetero) sexuality serve to marginalize and trivialize women's sporting participation. In addition, homophobic representation of female athletes, almost notably the symbolic erasure of women who participate in sports traditionally considered a male preserve, play a central role in perpetuating male sporting hegemony.

Feminist sport scholars need to identify and challenge the ways in which media representations equate men's sporting experience with a lesbian presence, particularly as that question is used to prevent women's empowerment. A radical feminist approach is suggested, both theoretically and politically, and to move away from an analysis of homophobia as an irrational fear, to one that it is a very logical response to the power of sport – the power to, in Rich's terms, create a "politically activating impulse".

Such an impulse must resist a liberal humanist position that sexual orientation is an individual, private matter and that lesbians in sport are no different from heterosexual counterparts.

The trivialization of certain women athletes and women's sports

There are certain assumptions that unless women are clearly heterosexual, or at least attractive enough to be sexually desired by heterosexual men, they are not really women (Birrel and Theberge, 1994; Kolnes, 1995). This way of thinking trivializes women athletes and what they do. It is grounded in homophobia, the irrational fear of homosexuality. In response to homophobia, many women athletes, including heterosexuals will go to great lengths to "prove" they are "real women". They may go out of their way to emphasize traditional feminine attributes and even say in interviews that being an athlete is not nearly as important as eventually getting married settling down, having children, and becoming a nurturing homemaker. Homophobia affects all women athletes, lesbian and straight alike; it creates fear, it pressures men to conform to traditional gender roles, and it silences and makes invisible the lesbians who manage, coach, and play sports (Crosset, 1995; Hargreaves, 1994; Nelson, 1994; Sabo and Messner, 1993).

Participation patterns among women

Earlier in this review we have seen why women and girls do not participate regularly in sport. But there has been some changes coming about in this phenomenon. Let us see those changes.

Since the 1970s, the single most dramatic change has been the increase participation of girls and women in sport. This has occurred in many countries around the world. Five major factors account for recent increase in sport participation among girls and women in North America and other parts of the world:

- New opportunities—Teams and programs developed over the past two decades have uncovered and cultivated interests ignored in the past.
- Government legislation demanding equal treatment for women in public programs.
- The women' movement.
- Increased media coverage of women in sport.

The five factors noted above could also be applied or looked into by India to increase participation. For example 'Title IX' which was passed by the congress in 1972 in the US gives equal rights to women.

This should also happen in India.

Participation Opportunities

The type of sport participation opportunities available for women and girls reflect dominant definitions of femininity in a culture. Earlier, women were believed to be naturally frail and inclined toward graceful movements. So they were encouraged to participate in gymnastics, swimming, tennis,

golf, and other sports that people thought were unrelated to strength, power and speed, which were widely believed to be "manly" traits. Girls and women did play sport but they never had the same opportunities men had.

Over the years, some of the women who have participated in sports have demonstrated clearly that notions of female frailty were grounded in ideology rather than nature. Girls and women encounter the strongest resistance when they play sports that traditionally have been the "flag carriers of masculinity" in particular societies (Bryson, 1990).

Inequities in participation also occur in international sports. For example women still play fewer sports than men at the Olympics and other international events

Women in our Indian culture often face barriers that discourage sport participation and certainly limit the extent to which any woman could take sport seriously enough to train at an elite level. These barriers are both normative (i.e., establishing ideas about what is and isn't appropriate) and structural (i.e. restricting access to opportunities and to the things they need to take advantage of the opportunity).

Until recently , not many people believed that spectators would pay to watch women play anything but "ladylike" sports in which they competed alone or with nets separating the opponents and preventing physical contact between them.

Under representation of women in coaching and power positions in sports.

Despite radical increases in the number of sport participation opportunities for girls and women since the mid 1970s, women have suffered setbacks in the ranks of coaching and sport administration in women's program.

Of course, it is possible for men to do a good job in these positions, but unless girls and young women see women in positions of authority and power in their programs, they will be reluctant to define sports and sport participation as important in their own futures. If women are not visible as leaders in sport programs, people tend to conclude that women's abilities and contributions are less valued than men's. This conclusion can limit sport participation among girls and women (Lingatom – Kimura, 1998).

Historically there have been serious inequities in the following areas in the American schools:

- access to facilities
- quality of facilities, including playing surfaces, locker rooms, showers and heating and cooking systems
- availability of scholarships
- program operating expenses
- provision and maintenance of equipment and supplies

- recruiting budgets
- scheduling of game and practice times
- travel and per diem expenses
- opportunity to receive coaching and academic tutoring
- number of coaches assigned to teams
- Salaries of administrators, coaches, trainers, tutors etc.
- provision of medical and training services and facilities
- publicity for individuals , teams and events

Reasons for under representation

Reasons for under representation of women in coaching and administrative positions in women's sports have been widely debated and studied (Acosta and Carpenter, 1992; Dubois,1995; Pastore, 1994; Pastore et al, 1996; Wilkerson, 1996). The major reasons are:

1. Men have effectively used well-established connections with men in sport organizations to help them during the job search and hiring process.
2. Compared to men, most women applicants for coaching and administrative jobs do not yet have the strategic professional connections and networks that are important when they seek jobs in sport organizations.
3. Job search committees often use subjective evaluative criteria, making it more likely that women applicants for coaching and administrative jobs will be seen as less qualified than men applicants.
4. Few support systems and professional development opportunities exist for women who want to coach or be administrators, and for women already in coaching and administrative jobs
5. Many women have the perception that athletic departments and sport organizations have "corporate cultures" that do not provide much space for those who see and think about sports differently than the white men do who over many years have established their ways of doing and thinking about sports.

Harsh economic conditions, prejudices and institutional barriers have limited the participation of many poor girls

Another issue in sport and particularly in gender sport is of the social class. A lot depends on social class in Sport. Selection of the sport, which you play, training facilities, equipment that you get to use, cloths, coaching and lastly selection also depends on your social class. It is bitter fact in sport.

Social class and economic inequality in sport

It is widely believed that only performance counts in sports. Most people see sports as open to everyone, and they see success in sports as the result of individual abilities and hard work, not money and privilege. But when they are formally organized, sports depend on material resources. More than even before, it now takes money to play certain sports and obtain the coaching necessary to develop sport skills. It also takes money to attend sport events in sport stadiums where spectators are increasingly segregated by how much they can pay for tickets or whom they know in the corporations that buy luxury boxes and club seats.

When it comes to who has what in society, many people believe that skillful athletes can use sports to earn vast amounts of money or gain the experiences and connections that will lead ultimately to occupational success. This connection between sports and success has been repeatedly emphasized in rags-to-riches stories about highly paid athletes who came from low-income backgrounds. But these beliefs and stories often distract our attention from the ways sports can sometimes do subvert economic achievement and success, and the ways sport participation is strongly linked with issues of social class and class relations in society.

Sports and economic inequality

Differences related to money and wealth, political position and influence, and social status are important in social life. Sociologists are concerned with these differences because they affect how people see themselves and others, how they interact with one another, and whether they can obtain what they want and need even when others resist them. In other words, sociologists see money and wealth, political position and influence and social status as three important sources of power in society.

The processes through which these three sources of power become a part of the organization of social life and the everyday lives of people in society are called **class relations**. Because class relations are tied closely to economics and politics, and because they often involve a combination of inter group tension, conflict, exploitation, and oppression, they attract considerable attention in sociology, including the sociology of sport.

Many people believe that sports and sport participation are open and democratic, that inequalities related to money, position, and influence do not spill over into the organized games we play and watch. Although this maybe true in the case of some informally organized sport forms, it is not true in the case of formally organized sports.

Formally organized sports could not be developed, scheduled, or maintained without material resources. The people who control those resources and use them to organize and sponsor sports generally give preference to sport forms organized around their own values and interests. For example, the wealthy aristocrats who organized and sponsored the modern Olympic Games established a definition

of "amateur" that gave an advantage to athletes from wealthy backgrounds around the world; athletes from less privileged backgrounds who used their sport skills to make a living were excluded from the games. Today the Olympics are associated with the logos of wealthy and powerful corporations that would not sponsor an event unless they were consistent with the corporations' interests in expanding markets and making profits.

Elite and powerful groups in society always have had considerable influence over what types of activities will be organized into sports and funded. Even when grass-roots games and physical activities have become formally organized and developed into sport forms, they have not been widely sponsored or promoted unless they fit the interests of people with resources in society.

Doupna, Moja speaks about "influence of some aspects of parental socio-economic status on the attitude towards sports." She investigated the relationship between socioeconomic characteristics of parents of primary school-age children in Slovenia and the parents' attitude towards sports participation and amount of exercise. There were 2760 mothers and 2760 fathers. Variables included owning a car, owning a property or real estate, age, education, and number of children. Results show that the influence of attitudes towards sports on actual participation in a sports activity in mothers was slightly smaller than in fathers. Owning a car explained more significantly participation in a sports activity in fathers than in mothers. The owning of material property also had a larger causal effect on sport activity participation of fathers than mothers. Young mothers and older fathers were less actively involved in sports and mothers with more children were less active. The attitude of mothers and fathers towards sports were associated with their level of education and with SES of the family. The better the living conditions of an individual the more positive his/her attitudes were towards sports which consequently meant a more active/regular participation in sports and exercise.

After the social issues one also has to consider the role of politics in sport. In fact in the modern day sport, particularly in India politics plays a much larger role than anything else does.

Sports and politics

The idea that sports and politics can be kept separate is naïve. Sports do not exist in cultural vacuums. They are integral parts of the social world. As parts of the world, social, political and economic forces influence them. Sports do not exist apart from the people who create, organize and play them the lives of these people and their relationships with one another are connected at least partially to issues of power and control. Therefore, politics becomes a part of sports just because politics is a part of people's lives. It is unavoidable.

Drugs and sport

Almost everyday we read about the use of drugs in sport. It has become a sad but almost a permanent part of the modern day sport.

Wichstrom, Lars and Pederson, Willy' study is about "Use of anabolic-androgenic steroids in adolescence: Winning, looking good or being bad". They investigated prevalence of anabolic-androgenic steroids (AAS) use among Norwegian adolescents and to contrast S perspectives on AAS use: performance enhancement in sport competition, body image and eating concerns and AAS use as belonging to a cluster of prob. Behaviors. 8508(53.8%) female youths (aged 12-25 yrs) were surveyed. Sports participation included measure of participation in strength sports, participation in competitive sports, strength training, and perceived athletic competence. Body image and eating concerns included measures of disordered eating, perceived physical appearance and satisfaction with body parts. Problem Behavior was measured by 3 dimensions of conduct probes, illicit drug use and sexual involvement. Results reveal that AAS use was .8%, 12-mi prevalence us .3% and 5.1% had been offered AAS- to sports involvement and demographics.

Logistics regression analysis showed that AAS use was associated with such prob. behavior was marijuana involvement and overt nondistruction and to some extent with involvement in power sports and disorder eating. AAS users differed little from those who had been offered but refrained from using AAS, except that they were more likely to be current marijuana users.

Tricker, Ray investigated "Painkilling drugs in collegiate athletics: Knowledge, attitudes and use of student athletes". This researcher examined the attitudes of student athletes towards the use of painkilling drugs. A total of 563 ss at 2 divisions, one NCAA universities were surveyed in this study- 165 (29%0 of the ss reported that they felt there is nothing wrong with using painkilling drugs on the day of competition (when injured) to cope with pain. These ss use painkilling drugs to mask injury in order to continue participation in their sport. Student athletes' perceptions of societal norms and expectations realities to competitions and the degree of control student athletes perceive that they have when deciding to use painkillers, maybe important determinants governing the extent to which they may be at risk for abusing these substances. Research on planned behavior and resigned action suggests that salient beliefs affect intentions and subsequent behaviors either through attitudes or subj.-norms, or the degree of (perceived) control that an individual feels he/she had over the behavior. This model was used as a framework for analyzing the attitudes of college athletes towards painkilling drugs. Recommendations are included in this article for coaching and educational staff that are concerned about controlling use and abuse of painkilling drugs by student athletes.

Sexual harassment in sport

One of the most frequently discussed topic in sport is that of sexual harassment. The sad part I that girls do not come in to open to speak about it. They are more ashamed of it that the man who harasses them.

Humphrey, Stepehn E. and Kahn, Arnold S.'s paper is about "Fraternities, athletic teams and rape: Importance of identification with a risky group", this study examined the relationship between sexual assaults and membership between high-risk fraternities and athletic teams. Although past

research has identified fraternities and athletic teams as high-risk groups for sexual assault, the findings have been inconclusive. Based on student perceptions, we separated fraternities and athletic teams in high-risk and low-risk groups. A survey of 182 male students (mean age 19.8 yrs) including those who were members of 3 fraternities and 5 athletic teams as well as nonmembers indicated that the high-risk groups on measures of sexual aggression, hostility toward women, and male peer support endorsing sexual aggressing. These finding showed that some fraternity or athletic team members are more likely to commit sexual assault than males in the general student population, but this is not true. For all such. it is concluded that the results help explain inconsistencies reported by pervious researchers.

Understanding the complete girl

In the end we must try to understand the complete girl if we are interested in developing girls sport. Physical activity and sport are not simply things young girls do in addition to the rest of their lives, but rather they comprise an interdependent set of physiological, psychological and social processes that can influence, and, in varying degrees, sustain girls' growth and development.

University of Minnesota's Center for Research on girls and women in sport has published a report Physical Activity and sport in the lives of Girls. Physical and Mental health dimensions from an Interdisciplinary approach.

This project tries to understand the complete girl, particularly the 'sport girl'. They are saying that now in America more women than men participate in several leading fitness activities-aerobics, exercising, bicycling, equipment exercising, running and swimming. Their survey shows girls now comprise about 37% of all high school athletes. They are also saying that today girls' achievements in physical activity and sport remain overshadowed by the cultural prominence of men's sport. Boys still receive a disproportionate share of opportunities to participate in exercise and sport. Male dominated sport organisations remain mixed in politics and beliefs that short charge girls and women. Most importantly harsh economic conditions, prejudice and institutional barriers have limited the participation of many poor girls, girls of color and girls with disabilities.

This report says that girls from economically disadvantaged backgrounds, girl of color and girls with disabilities can face unique obstacles in relation to physical activity and sport.

Gender equity

The major question is how to bring about gender equity in Sport. Some social scientists have suggested strategies for doing it.

Lopiano (1991) also urged people in sport organization to use the following strategies to promote gender equity:

- Confront discriminatory practices in your organization and become an advocate for women athletes and women coaches and administrators.

- Be an advocate and a watchdog, and insist on fair and open employment practices in your organization.
- Keep track of data in your organization and issue a "gender equity score card" every year.
- Lead and educate others about the history of discrimination in sports and how to recognize the subtle forms of discrimination that operate in sports today.
- Object to any policies that would result in a decrease in women's sport participation or participation opportunities for women.
- Recruit women athletes into coaching, and establish internships and other programs to recruit and train women to enter jobs at all levels in the organization.
- Use women's hiring networks when looking for coaches and administrators in all sport programs.
- Create a supportive work climate for women in your organization, and establish policies to eliminate sexual harassment.

CHAPTER 3

METHODOLOGY

Sample

The sample was purposive. The sample size was 182. 134 players and 17 coaches responded to the questionnaires. Interviews were held with another group of 31 players.

Table 1 - Sample profile

Questionnaires	Interviews with players	Coaches/Officers
134	31	17

Data was collected using a detailed questionnaire responded by 134 female players. The second tool of data collection was the interviews. We interviewed 31 players for this purpose though out of these 31 interviews we retained 28 because the remaining three were only partially complete. A separate questionnaire was developed and administered to 17 sports officers/coaches/managers.

The sample also differed on the basis of game. The following table presents a comprehensive picture of the sample size representing each game.

Table 2 - Sample profile by Games

Athletics	22	Boxing	3	Badminton	2
Basketball	16	Handball	3	Taekwondo	2
Volleyball	13	Karate	3	Hockey	2
Kabaddi	10	Football	3	Shot-put	2
Cricket	8	Swimming	3	Tennis	2
Table Tennis	7	Softball	4	Sailing	2
Judo	5	Kho Kho	13	Diving	1
Baseball	3	Archery	2	Throwball	1
Power Lifting	2				

As is clearly evident, the maximum number of females represents athletics. Athletics includes short sprints, long sprints, jumps, and marathons. It should be noted here that the sample size obtained is purely incidental and accidental.

Table 3 - Sample profile of Coaches

Basketball	4	Table Tennis	1	Swimming	1	Cricket	1
Volleyball	2	Cross Country	1	Handball	1		
Softball	1	Chess	1	Kho Kho	1		
Badminton	1	Archery	1	Athletics	1		

The following table shows us the total sample distribution for each of the centers.

Table 4 - Sample profile by locations

City	Players	Coaches
Dehradun	8	-
Bhilwara	8	2
Goa	17	6
Nagpur	10	2
Chennai	8	2
Pune	6	-
Orissa	8	-
Solapur	10	-
Amravati	8	1
Shimla	8	2
Delhi	20	-
Mumbai	7	-
Ratnagiri	8	-
Indore	8	2

The sample for the interviews was selected on the basis of certain criteria:

- The sample should be only females
- The sample should be players or coaches from team or individual sport.
- The sample should be 12yrs and above.
- The sample should represent various levels of participation (school level to international level)
- The sample should be representative of the entire female population. Hence, sample should be taken from all over the country.

The sample consisted of female sports persons from all over India. The sample were representative of the following regions.

Table 5 - Interview profile

Pune	9
Mumbai	7
Delhi	7
Balewadi (rural and semirural)	4
Nigdi (rural and semirural)	4

The interviews were conducted in urban and rural parts of India. Out of this 23 interviews were conducted in Mumbai, Pune, and Delhi and eight were conducted in Balewadi and Nigdi which are rural and semirural areas near Pune. In Balewadi, the interviews were conducted at the SAI sports school where the girls come from the rural or semi-rural areas. Nigdi has a private sports school where 4 interviews were conducted.

Level of Participation

The players consisting the sample were from different levels ranging from inter school / inter college to international level where the females represented the country. Table No 7 shows us the distribution of sample on the basic of the level of experience.

Table 6 - Level of participation

International	11	District	3
National	79	University	2
State	35	College/School	2
Zonal	1	Divisional	1

As far as the coaches and officials were concerned, out of a total of 17 (approx.) only 5 mentioned the level of players they worked or trained with, 3 with the national team and 2 with their respective state teams.

Socio economic status

The research also took into consideration the financial and socioeconomic background of the sample bell-shaped curved relationship may be evident between the number of females and SES.

Table 7 - Socio economic status

Poor	1
Lower Middle	20
Middle	84
Upper Middle	22
Rich	7

From the table it is evident that maximum number of female sports persons were from the middle class. The one player from a poor financial background was from Bhilwara.

An interesting observation that was noted here was that 2 out of the 7 "rich" girls were into the "unconventional" games of sailing and diving and were from Goa. Also there are two girls from Ratnagiri who come from lower to lower middle class families.

Role of officials

Out of the 17 officials/coaches, most of them were coaches.

Table 8 - Role of officials

Coach	7
Sports Official	3
Administrator	1
Sports teacher	1
Misc.*	5

**misc: all of the above + manager, referee, player*

The 4 people in the misc. category held 2 or more positions as a coach, officer, administrator etc.

Association with men's and women' sports

All 17 officials/ coaches were in some way associated with women's sport. All except one are associated with men's sport.

Tools

Qualitative method of data collection was used in this study. The two tools that we used were

1. Interview
2. Questionnaire

As has been mentioned above, out of the full sample of 182, 31 were interviewed. The questionnaires that were given to the 134 players covered a wide range of issues. The interviews that were conducted were unstructured but the contents of the questionnaires were used as guidelines to give direction to the interviewee. The aim of using the interview method was to gather subjective information and probe the interviewees.

The information that was gathered by both these tools was varied. Every aspect of women's sport in India was tapped into with the help of these tools.

Apart from gathering preliminary information like name, age, game, level of participation, SES, both the tools covered the following topics:

1. Practice
2. Coaching
3. Selection
4. Stipend
5. Nutrition/Diet
6. Menstrual Cycle
7. Social/Parental Support
8. Studies
9. Gender Issues
10. Self Image
11. Benefits of playing
12. Future plan
13. Reason for choosing the game
14. Feedback

The areas being investigated are also in line with previous researches on gender and sport. These researches had been looked into before finalizing the interview schedule or the questionnaire. *The questionnaires used for data collection are in the Appendices.*

The questionnaire that was designed consisted of 77 items. The items were both open ended and fixed alternative type. They were placed as such that they progressed from general question or specific questions. The very first part gathered preliminary information – name, age, game, occupation etc. Questions relating to the game were put first. This was done to ensure that the sample does not feel threatened and gets familiar with the tool. Questions pertaining to more sensitive issues such as gender issues and family support were asked in the latter half of the questionnaire. The questionnaire was in Hindi as well as in English so as to allow diversity of sportswomen being sampled.

The interviews that were conducted also followed a similar pattern. The sample that was interviewed was mostly sportswomen of an international standard who had represented India. With the help of this tool, in depth exploration was possible. The interview also progressed from general to specific and personal issues. The interviews were unstructured and free flowing.

Data Collection Procedure

Questionnaire

Investigators were selected from different parts of the country and regions. They were requested to get 8 female players and 2 coaches/officials to fill up the questionnaires. Copies of the questionnaires were sent to each investigator via mail. Instructions on how to get the questionnaire filled up were also sent. Instructions included on how to form rapport, how to approach the sample and on how to conduct it (see appendix for instructions and questionnaires).

Questionnaires were collected from the following regions. Dehradun, Bhilwara, Goa, Nagpur, Orissa, Delhi, Amravati, Pune, Solapur, Simla, Indore, Chennai, Mumbai, Ratnagiri.

Most of the questionnaires were filled up by the players themselves. In a few exceptional cases the investigator filled up the questionnaire on behalf of the sample.

There were two forms of the questionnaire that had been circulated one in English and a Hindi questionnaire. A sportswoman could fill up any form, whichever she felt comfortable with.

Interviews

The project coordinator and the research assistants took all the interviews themselves. Most of the interviews were taken at the place of their practice. Though some of them insisted that they wanted it elsewhere because they won't be comfortable and free to speak at the place of practice. All the interviews were tape recorded with the permission of the players.

CHAPTER 4

DISCUSSION

Gender and Sport in India is a very vast topic. India as a country is huge in size. In addition to that, its culture and atmosphere varies from place to place. What is true for one region is not so for another. This is a reality of all aspects of human life in India. There is a huge divide between life in the cities and metros and life in the smaller towns and villages. On one hand in the metros and bigger cities we see India competing with the western world and on the other hand there is the real India which exists in the smaller towns and villages.

Education, lifestyle, money and income, sources of income, eating habits, dressing habits, dwellings and attitudes, everything is different from one region of India to another. This particularly is true for the life of women in India. In the metros and the bigger cities we see girls and women going out, being educated and making careers. They are at par with any man, in many ways they are even better. We see them in all possible careers and professions, we also see them in sport. So we see the women golfers like Nonita Laal, tennis players like Sanya Mirza and Badminton players like Aparna Popat. It is a great struggle and requires great efforts to become so proficient and successful in any game. The women/girls have done it and reached the place where they are now. Still it must be said that they are the chosen few who are privileged to be born in upper class families, where parents supported them in every possible way. They are the ones who did not have to face societal strictures. They had the opportunity to play the game that they loved. But this group is very small compared to the other large number of girls who live in smaller towns and villages who do not have the support of money, who do not have the familial and societal support. Let alone playing a game, let alone getting good facilities and equipment for sport, they don't even get the basic education that they want

This project is to about all these girl/women players in India who decided to play and who keep on 'practicing' their chosen game in spite of all the social, psychological economical and physical hurdles. We have tried to reach to these girl players to find out how they do it, how they practice, get training, their health problems and the pressures that they go through.

We have collected the data/the information in two ways. One are the in-depth interviews of players from all possible games, collected personally by the co-ordinator and research assistants mainly from various sport centers in Pune, Balewadi, Nigdi, Mumbai and Delhi. Secondly we had developed a questionnaire in which we had asked questions about everything in the life of a girl player. This questionnaire contains questions regarding 14 aspects in a girl player's life as a player, ranging from the factual data to her future plans. There are in all 77 questions and the girls have filled those questionnaires themselves.

As mentioned earlier data was collected on the questionnaire, which really was a 'written interview' of the players, from eight states. Though we would have liked to get data from more states, and we also tried, in the given time frame we managed to collect it from eight states and from a total of 134 girl players. The purpose was to reach the interiors of the country, also to reach players of various ages and various playing experiences. We think that in addition to this we have collected responses about the 'issues in female sport' from coaches. For this we used questionnaires (different ones specially constructed for coaches) filled by about 17 coaches from various states.

Hence the analysis is at three levels, one is the in-depth interviews, second, the questionnaires and third, the responses of the coaches.

The main problems for girls in sport really start at the very beginning. There is a big question mark in front of their participation in sport itself.

In our study we have tried to get responses from girl players from all possible social strata, of variety of age groups, from a number of different games and also participation at different levels from school to the International. The sample also comes from rural, semirural, urban area and also the three metros Mumbai, Delhi and Chennai.

The problems they have narrated to us are enormous in nature and the picture of 'Indian women's sport' is quite 'Scary'.

ANALYSIS OF DATA

Let us start the discussion with the analysis of the questionnaire, which had 77 items and covered 14 issues excluding the factual information.

The 14 issues are as follows along with the analysis of responses of the players.

I. Practice and related problems. The following seem to be the major practice related problems that the players have.

Table I : Practice and Coaching related Problems

● "fight with senior players"	● no practice schedule followed as such	● "Less stress from education institution on day to day work"
● "need synthetic take for practice"	● lack practice	● no female coach
● facilities in the stadium are not upto the mark	● kho kho ground needs to be claimed	● There is no coach who coaches beginners or even intermediate
● lack of equipment	● training only before tournaments	
● more practice needed during tournaments	● Lack funds	
● increase practice time	● Practice in the morning	
	● There should be more practice	

II. COACHING

Out of the whole sample, many seem to have male coaches. A very small number of female coaches is in the field. Many of the girls have suggested that they would like to have a female coach, particularly when they are travelling for a tournament. It is still very difficult to discuss certain problems with a male coach.

Generally girls seemed to be satisfied with the coaching that they were getting, barring a few cases. The issue of coaching is a very vital issue. Girls are not ready to put their views on the paper.

III. SELECTION

This is a very sensitive issue. Girls generally hesitated putting their opinions on a paper. Though quite a few have discussed it in details in the interviews.

The surprising thing is though they are saying that they are 'Satisfied' with the selection procedure, at the same time they are giving 'suggestions' about the 'changes' that should be made in the selection procedure.

They say that the selection procedure is unfair, there is partiality, selection timings set by national associations are 'not being adhered to', and there is politics and favoritism

In the interviews, we get a better and 'clear' picture of what happens in the selection procedure. Of course this issue is not really 'gender specific'. Selection is a tricky business even in men's sport

IV STIPEND

Stipend allotted for practice ranges from Rs. 8 to Rs. 80 per day. For tournaments it is Rs. 15/- Rs. 200/-. Sometimes instead of money they get energy drink, refreshments, travel allowance. Many are of the view that the stipend is negligible. Only one player said that once she got a onetime scholarship of 10000/- Rs. This is an exceptional case. Also for many travel, food, stays are free at the place of tournament. But the problems at the place of tournaments are much larger and not limited to the finances. We will see them later on. The stipend system or TA/DA is more of a set system for University tournaments and not for the district and state tournaments. In this case girls have noted that 'they take signature on one amount and give us much less or not at all'.

V. NUTRITION, DIET, WEIGHT, HEALTH

Most of the girls have said that they take healthy diets comprising of fruits, vegetables, milk, eggs, pulses etc.

There were very few, just three, who say they are underweight. A larger number of them feel they are of the right weight. But the number that say 'they are overweight is not so small.' About 25% say they are overweight. Though as we have not calculated their BMI we have no way of knowing whether they are overweight or not. Many a times girls feel they are overweight because of society

pressures where 'thin is in'.

None of them said they take laxatives or any other drugs. Though girls even in the smaller towns are aware of 'performance enhancing drugs'

The general health problems as narrated by them are enumerated in Table II.

Table II : Health Problems

● Anaemia	● Malnourished	● Joints problem
● Ligament tear	● Back ache/injury	● Accumulation of water in the knee
● Fracture	● Leg injury	● Asthma
● Knee Pain/problem	● Head injury while diving (diver)	● Premenstrual syndrome
● Menstrual problem		

VII. MENSTRUATION

Almost 85% of the girls said they do not have any problems regarding menstruation. It is very regular. About 75% players said they play during menstrual cycle. Though some of them (25%) feel that it does affect their game. Some of them about 15% have said that playing affects their menstrual cycle.

We asked them how they cope with the discomfort or pain. They said...

- Take medicines
- Reduce play
- Avoid over training
- Skip practice
- Slow down

But some of them also said that menstrual cycle has a positive effect on their game. They put more effort and perform better.

VII. SOCIAL AND PARENTAL INFLUENCE

The questions about Parental and Social support were about support from parents, parent's satisfaction, whether it affects performance or not, inspirations from family who are sport persons themselves, whether there can be a career in sport and what they think is the outlook of society towards a girl player.

Girls do say that parents are supporting them and are satisfied with their sport performance, but they do not or can not have a career in sport. Half the girls say that parental satisfaction or dissatisfaction does not affect their performance.

According to 60% of them say society has positive outlook, but that means 40% say that society doesn't look positively towards a girl player.

Some of the comments of the player are worth mentioning:

- They (parents) don't want me to play but support little bit.
- They are 'strictly' opposed to sport
- Mother is against sport
- Parents don't want studies to be neglected.
- Initially she scolded me and beat me, when I got popular through sport she realized and encouraged me.

Here are some positive and negative views, as the girls perceive.

Positive	Negative
<ul style="list-style-type: none"> ● Faith in me ● People are impressed ● Encourage at top position ● Appreciation from some ● They feel we are different ● People feel I have great personality ● They admire ● I get honor ● People feel I am confident 	<ul style="list-style-type: none"> ● Some ridicule ● They don't enjoy watching girls play games ● In villages they are discouraging

These comments indicate that society and parental outlook/ thinking is changing people are becoming more positive towards the idea of girl playing competitive sport and also making a career in sport.

Still it is not enough. Girl players need other kinds of support, which is infrastructural and financial.

VIII. STUDIES VS SPORT

Out of the whole sample about 70% said both studies and sport are important to them. About 40% agreed that sport participation does affect their studies.

Their comments can be summarized as follows:

Positive 60%	Negative 40%
<ul style="list-style-type: none"> ● Playing gives me good results ● Playing seems to affect me positively. It increases my analytical skills ● It helps me concentrate better 	<ul style="list-style-type: none"> ● Exams and competitions clash

IX. ISSUES OF GENDER EQUITY

Girls say more number of boys play than girls. Girls have more difficulties in sport participation than boys.

We asked them whether girls should play all games or not? 77% said that 'yes' they should. We also asked them whether playing the typically 'aggressive' games like boxing or wrestling or even weightlifting affects a girl's health. About 70% said that no it does not.

Then came the most important question and problems that girl players face. About 50% of players say that there is the issue of sexual harassment, 50% say no But in response to question no 47, many state that sexual harassment is a major problem in women sport in India.

When we asked them whether they have experienced it, about 20% of them said that yes they have.

Many girls are also aware of lesbianism in sport, though they have not seen it.

It seems girls hesitate to discuss or speak of any problem at personal level. But when asked to state 'problems in women's sport' they narrate many.

A lot can be understood by reading the tables about problems and suggestions by players.

Table III : Problems of Gender Equity

● Restrictions	● Education (deprivation)	● Lack of motivation
● Lack of encouragement	● Sexual harassment	● Lack of attention
● Diet	● Sponsorship problems	● Lack of Knowledge
● Security issues	● Old fashioned customs, practices, tradition	● Gender difference
● Lack of parental support, coaches, associations (as compared to boys)	● Low social status	● Menstrual problems
● Chauvinism	● Domestic issues (marriage etc)	● Backward thinking
● Stereotypes	● Low physical strength	● Potential is not realised
● Lack of good coaches	● Poverty	● Lack of media coverage
● Social morality	● Illiteracy	● Studies get neglected
● "coaches don't do justice... they select on the face, looks and not on talent"	● Societal attitude	● Discrimination
● Women are considered weak	● Social obligation	● Torture
	● Taboos	● Adjustment problem in team
	● Duty bound permission	● Victimising
		● Faulty selection procedure
		● Eve teasing

X. BENEFITS OF SPORTS

We asked them whether they thought there were any benefits of playing a sport. All of them answered affirmatively

Table IV : Benefits of Sports Participation

● Physical	● "Learn to face tough time"	● better for the country
● Social	● future opportunities	● personality development
● Mental	● psychological	● Team work
● Health	● fame	● Fitness
● Confidence building	● discipline	● Career prospects
● Independence	● active	● "People perceive you differently"
● Peace of mind	● all round development	● Knowledge
● Benefits studies	● extra credit in exams	● Employment
● Exposure	● reservation in jobs and schools	● Travel
● Respect	● promotes talent	● "Mind gets relaxed"
● Boredom perspective		

We asked the players for their suggestions about developing women's sport in India. They made quite a few. These suggestions are about the training and competing part, they are also about developing women's sport in the country itself and they are also about what they expect from the family and the society in general. We can easily see that the girls have given a lot of thought the subject and issues of women's sport.

Table V : Suggestions for improvements in women sports

Encouragement by senior player	Build psychological and physical strength	Involvement of parents (support)
Promotion of sport in local areas/at the primary level	Compensation at school "Sport Schools"	Societal help Social upliftment
Better facilities	Promotion in local areas	Domestic constraints
Hostel	Rewards	Encouragement in villages
Safety, security	Economic help	Attitude change
Travel	Govt. and non govt. help	Guidance, education
Female manager	Stipend	Understanding
Female coaches	Advantages of sport career	Community mobilization
Special women's tournaments, championships	Job opportunities	Awareness
Right environment	Monetary support	Individual interest
Selection	Scholarships	Freedom
New techniques,	Incentives	Confidence
Equipment	Importance of fitness should be made clear	Change perception
Indoor ground facilities	Public awareness campaigns	Equality between men and women
Diet	Incentives	
Sport committees		

XI. SELF IMAGE

Self image, self-concept or self-esteem are very vital in anybody's life, but they are particularly more important in a girl player's life. Any girl's self-image is dependent many times on her own 'body image'. How they feel about their body structure, their looks and personality is very important. It determines their level of self-esteem. Every girl has some idea and opinion about how she should look,

what should be her body structure and what kind of personality is 'good personality. Hence when a girl says that she is overweight she may not be so.

A girl's participation in sport also depends on her perceptions about body image. Gill D. (1995), a sport psychologist, says 'females are generally more negative about their bodies and are concerned with physical beauty and maintaining an ideal, thin shape (as identified by media and societal images) while sport demands strength, power, endurance, speed and many other things. Different games need different physiques'.

Nonita Lal, an ace Golfer from Delhi, who is a coach now, said, now a days girls do not understand the difference between being healthy and being slim. They don't understand that Golf requires stamina and also strength. All the girls want to look like models and want to be thin. One can not play golf with that shape.

Girls are torn between conforming to the societal standards and playing their chosen games. Hence we see players trying to look beautiful, wearing a lot of make-up and jewelry even during a match. Media also discusses their outfits more than their game.

In our sample we found a very positive thing. About 70% of the girls said looks are not important. They also said one should have good personality.

Most of the girls felt that player girls are different from non-players. They are more –

- Energetic
- Mentally strong
- Disciplined
- Tougher
- Healthier
- Proud
- Confident
- Balanced
- Developed personalities
- Bold
- Risk takers
- Active

They said they felt great to be a player. They were proud, happy, different, good, confident, lucky and fearless. They are respected and equal to any boy.

But here are some honest comments which make you think.

- Looks are important. One should look smart

- Looks boost your confidence
- Selection committee doesn't look at talent
- Good looks attract

Many of them when asked about what they would like to change about their personalities said they wish to be fitter and lose weight.

XII. FUTURE PLANS

A large number of them wanted to continue participation in sport. About 70% said that they also wanted to have careers in sport related fields. Half of the sample are not aware of any careers /jobs in sport. Still most of them know that there are not many job opportunities.

Many more said they would like to be a professional player.

They want to continue in sport but they have very limited knowledge of the options available to them.

XIII. REASONS FOR CHOOSING THE GAME

They have given at least 30 reasons why each one of them has chosen to play this particular game. We are happy that we managed to get responses from girls from 24 events/games. All the girls have responded well. We observed that older girls because of their maturity are able to understand the issues better. They are also better able to write their opinions compared to younger girls. We asked in question no. 53 what suggestions they would like to make to improve the condition of women sport in India. Here are their suggestions:

XIV. FEEDBACK

Almost all of them liked the questionnaire. They said no one so far has asked us about our problems. We felt the questionnaire was too lengthy, but girls did not think so. In fact some said there are many more issues and you should have asked more questions.

We asked the girls to make suggestions about how to improve the condition of women's sport in India and they made the following suggestions.

Analysis of Interview

So far we have discussed the responses of girl players on the questionnaire. Let us now proceed to the analysis and discussion of the interviews

There are in all 31 Interviews the area wise classification of the sample can be seen in the Methodology chapter Table no. 5

Out of the 31 interviews that we took we have analyzed 28 interviews. We did not take into consideration the remaining three because they were incomplete.

The interviews were free flowing. Initially we requested and explained to the players that we would be happy if they could share their experiences with us. We also requested them to narrate some incidents from their careers.

The whole experience of talking/conversing with these players was unique. The stories that they told us were sometimes harrowing sometimes amusing. Not all had to go through hurdles. In some games, in some places even sport girls get support. Overall the experience of talking to the women players was extremely enriching.

Our criteria for interviewing a player was simple. The player had to have played at the national level, either at junior or at the senior level. Which in other words means she should have enough experience of playing in competitions, of traveling, of the selection procedure. We also thought that to speak extensively about all the issues in women's sport the player should be mature. We thought that it would be appropriate to speak only to those players who are above the age of fourteen. Though in our sample there are a few players who are a little younger than that.

Not all from our sample are presently active in competitive sport. Some are active as coaches, as officials as referees too. And most importantly this sample comes from a variety of games

After talking to them we realized that the experience of these players seem to differ according to their game, place, social status, level of participation and also financial status.

It is easily noticeable that girls from affluent families play games like Golf, Tennis, Badminton, Table Tennis or Swimming. Cricket seems to be a 'middle class' game. Other games like Hockey, all athletic events, Judo, weight lifting etc. seem to be middle to lower middle class games, for obvious reasons.

Games such as Tennis, Golf or Badminton are expensive to play, in comparison to other sports. For both, training/coaching and equipment, large sums of money are required. Other games can be played without expensive equipment or 'dress'. Second reason could be, in smaller towns Tennis or Golf is not a possibility at all. It is just not available, but athletics or Judo is comparatively easily available, plus certain games do not need equipment.

We also noticed a separate group of players who live in the hostels at SAI centers or Kreedha Prabodhini, which is again a distinct group.

The purpose of 'playing' is different for different groups.

This was observed in the interviews as well as questionnaires. The girls from Balewadi, Pune's Kreedha Prabodhini come mostly from rural areas and many times are from poor to lower middle class families. We felt sending them to a 'Sport School' was a way out for the parents. These schools provide shelter, education and also a possibility of a good career to girls and boys. Expectations of these girls from a sport training school are also limited. Plus they get some scholarships from the Government.

It would be very interesting to see some of their comments. We think these sport schools are in a very good scheme. There should be more of these, but they should be specifically for the girls.

One Hockey player who stays at Kreedha Prabodhini says about the quality of food served to them, 'that way it is ok, neither too good nor too bad. Once in a while you do find 'insects' in it, 'Rotis' are 'Kachhy', a bit uncooked, and too much of flour on it. They make lots of Rotis, so the ones that are made at the beginning become very hard (by the time we get to eat them) Though they do get milk, eggs and fruits in their food. And they are quite satisfied with it.

Issues

The issues that these girls discuss predominately are about – practice, equipment, good ground, coaches, i.e. they are mostly practice related. Secondly they also speak about the selection procedure. Thirdly they speak about 'sponsorship. Sexual harassment is an issue about which they say, 'yes it is there but it has not happened to me. I have seen it happening to others.'

Our impression is. Girl sport is neglected area. No one seems to give much importance to it.

We could sum up their problems in the following way.

1. Practice: where, how, with what equipment, how long, and the coach are some major practice/ coaching/coach related issues.

Coaching and practice

Sonali Gite, a rower, who lives in the hostel at Krida Prabodhini, Balewadi, tells, ' we practice for a few hours 2 hrs in the morning and 2 hrs in the evening. Since last few days we do not have a coach, coach is changed. And this river is not actually for rowing, but we have to adjust. If you want to play for India, this practice is not enough. In India camp you practice in three schedules for different purposes.

About her coach she said, 'he was the principal, but he took this game in his hands. He was not a rower. He used to take our practice by watching and reading! Before that Smita Madam was there. She was a medallist in international competitions. We used to practice according to what she has taught us. Our sir did not understand much!! Actually we had 3 coaches. First coach used to scold a lot, girls used to cry. They had a lot of problems with him. Then we had Smita Madam. She taught us for 6 months. She would sit with us and teach every stroke. She had a fight with Mr. Bhosle.

But she had lots of expectations from our group. She said there is a lot of politics in Kreedha Prabodhini. That is why she is not coming here. When she left, Lokhandwala sir was called back (First coach). That time I could have done second India Camp and would have gone for international tournament, but when I got selected first, sir did not send us. He said you two do not behave well and speak aggressively. So he deliberately missed our India camp. His attitude was very 'different'. He was not interested in teaching but he would say, 'this is a hen laying golden eggs kill her slowly. Every

thing is 'Sarkari'. He would come only 2-3 times in a week for coaching. When a girl lost medal he said do not show me your face.

This particular player had spoken freely about many issues.

We interviewed two Hockey players also from Kreeda Prabodhini. There is one more sport school in Pune. It is in Nigdi, Pradhikaran, which is very close to Pune's industrial area Pimpri and Chinchwad. This sport school is part of a normal Maharashtra board school. They have one player's class in each standard. These players are selected on the basis of their physical and also mental abilities. Though there are girls in this school, the number is much less than that of boys. We interviewed two very promising athletes from this sport school, 'Kreedakul'.

As an example we are attaching interviews of players from these sport schools. It is one thing to be a player living at home, but it is quite another when you live in a hostel and decide to be a 'player'. Kreeda Prabodhini in Balewadi is a Government run sport center. The complex is huge and equipped with latest technology and facilities. On the other hand Kreedakul is run by a private school, which lack adequate funds. But one can easily see the difference between these two sport schools. The Kreedakul girls face much less problems than Balewadi girls do. The interviews reflect everything that happens at both these sport centers.

Travelling

The second most pressing problem faced by the girl players is of traveling and the arrangement at the place of tournament. Most of them are saying 'we travel without reservations'.

Sonali and Vaishali two Hockey players from Kreeda Prabodhini say, 'many times there are no reservations. When we had gone to Punjab for a tournament there was no reservation for 13 of us out of the 19. We went sitting all the way.'

This same story gets repeated in most of the interviews, barring those select elite game players in the games like Chess, Tennis or Golf. In case of these girls', their parents bear the charges of traveling. Till the girls are mature and confident enough to travel alone, or when they are traveling in a group, mothers accompany them. Which is an additional expense and parents have to bear it, along with hotel charges. 'Sport is an expensive hobby' but as a career it is even more expensive. Hence in the initial stages parents 'invest' in their child and once child shows performance she gets it back through sponsorship, through scholarship or prize money. A girl with good potential and excellent training starts earning at a very young age.

See this example of a Chess player from Pune. She is all of 16 years, and already an international player. While talking about her practice schedule and method she informed us that only a few days back she has purchased a Laptop for her practice, and that she has purchased it with her own prize money. Though even for her prize money is always not enough to take care of all her expenses, particularly traveling and entry fee.

She also told us that while representing the state, the state is supposed to pay for their expenses including entry fee, TA and DA. They never do it. In fact players recently have been fighting for it, with the state and federation.

What we observed in every game has a different story and a different set of problems.

The story of Gymnastics

Here are some excerpts from the interview of two Gymnasts. They are among the youngest in our sample. Both are from Mumbai.

Practice is again a problem, with school, classes and distances in Mumbai, every day they can practice for about two hours. Then they spoke about the facilities, 'Here at this center in Bandra facilities are not good. In North India facilities are good. We do not have sand on the floor, there are tiles, so we get more injuries. Mats are also not good, they are not shock absorbent, hence we also get backache problems.

While practicing we wear black-shorts and gray T-shirt, but for tournaments we have to wear a Gym suit. **Our practice takes place in the open air so we cannot wear a Gym suit, we feel uncomfortable.**

Outdoor practice is not good. One thing is there are too many people watching and coming and going. Even if you tell them they do not listen. And if you do outdoor practice regularly then playing indoors for tournaments exhausts you.'

They know that their practice is not enough. They say, 'In other countries gymnasts practice for 17-18 hours.' They say girls have limitations they can play only unto the age of 20-22. Then there are also injuries. Travelling again is a problem like any other game. 'We spend from our own pockets even when traveling for a tournament. Even for nationals we have to spend our own money

Federation is supposed to pay for us but they don't.

'When there are nationals they give us track suits. For that they take our measurements. **But all of us get tracksuits of one size, even of size 42.** For taking measurements they call us anywhere. Actually the whole Maharashtra team should have tracksuits of one color but it does not happen. **Even for Gym suits we paid from our own pockets.**

Even for scholarships and sponsorships we have to keep running around.

They also spoke about security. They feel girl players should be given more security. In Ambala somebody attempted to murder two players. People from other states beat good players. They also steal things. Actually this happens more in northern states. We have to lock our things and also carry our kit every where. If we hang our Gym suits for drying then they get stolen or people come and cut them into pieces.

Selection is also a major problem. There is cheating and unfairness everywhere, even in nationals. Particularly in Punjab. E.g. many times girls or their mothers sit as judges, so naturally she gives more marks to her daughter. Nobody listens. If we say anything they disqualify us. There should be proper judges, others should be thrown out.

The game of Cricket

We interviewed some senior retired players who are still connected with the game. Three of them are from the game of Cricket. All of them are now in the role of office bearers in the Cricket Federation or team managers.

The story of Cricket is somewhat different from other games. They say the condition of Cricket has improved, basically because ex-cricketers are now active in the role of office bearers in the Cricket Federation. There is less corruption, less politics and that they are trying to improve the quality as well as the quantity. They want more and more girls to participate. In fact now they are conducting tournaments for junior and sub-junior levels too. It is a must if they have to get grant.

All of them are doing the work voluntarily. For them the problem is of sponsorship. Government grant is C grade and there are no sponsors. In the beginning ladies Cricket was given C grade, no one at the federation tried to get it upgraded. Now we are trying for it.

Slowly the number of girls and teams is increasing. Cricket is being played even in the rural areas. In fact there are 26 teams at sub-junior level. In Andhra there are 26 district teams. Now they also have connectivity. State Federations and national federation officials meet frequently

The difference has come about because now there are women on the Federation, not men. We are all ex-players, we know the problems, and we have been through it. Now this generation of women office bearers is 'clean', we work for the players. In our time we used to carry our bedding also, but now the association provides it. Girls travel light now.

We have to look for sponsors. Because the Indian team is performing well we get publicity, which is the most important thing. Doordarshan helped us, they show all our international matches live. Media is very important. If we get publicity then we get sponsors.

One of them told a very pathetic story. When our team was playing and winning an international match against Australia, there was no news of it in the papers. On the same day they published a photograph of 'Nehra's Dog' watching him play on TV. !

We are trying to change it. Now the girls are also playing more sincerely. There is more awareness of diet, of fitness, of weight. When we were playing we would do anything, drink any water. Now a days girls don't do it. We don't allow it. No Coca-Cola. We don't allow them to drink it, no aerated drinks at all, we also don't drink it to support them.

Then there is another story of Judo, and still another of the hearing challenged Badminton players from Pune. Both these interviews are attached in the Appendix.

Parents and also players told us about many such stories. They said write our stories but not our names. Two mothers, one from Mumbai and the other one from Delhi told us some horrifying stories of coaches, selection committees and the unfairness in swimming.

One story goes like this, 'politics is worse in Swimming because there is lots of scope for it. Only money is important for the coaches and the organizers. If you want to pull a swimmer down they their ways. For example in a meet, you give a good swimmer such a lane from where she cannot see other swimmers then her timing changes. Worst things are done in the long distance swimming. Boys and girls from poor not so rich families (those who refuse to pay!) are given a route which is mire difficult and also no support to them of guiding boats. But for those who 'pay' the sea route are easy and there boats to guide them.'

The whole process of undertaking this project and now completing it is an eye opener. We were aware that there is politics, there is cheating, there is a lot of corruption in sport. We found something much more. We found horrifying apathy on the part of the Government machinery, on the part of the Sports Federations, on the part of the coaches.

No one seems to be interested in that one thing that is 'Women's Sport'. Everybody was there to get a piece of the pie.

We thought maybe girls are not playing in large numbers because of familial, parental and societal pressures. But now we realize, many times girls do not play because there is no future in sport them. Maybe parents know this, so they are not willing to let their daughters to be full time players.

We tried to get questionnaires filled by Banglore players who live at the Hostel in SAI Banglore. They refused to put anything on the paper. They said we will tell you everything but do not mention our names.

The only positive stories that we saw were from Cricket, Tennis and Golf. But then these players come from affluent families. Parents are investing a lot of money in this and also a lot of time. **The story of Cricket has changed because ex-cricketers have become more active in the Federations. What about other games? When is it going to change?**

On our part we have made some observations regarding this issue.

We tried to understand on our part why participation of girls in sport is so low. And this is what we have observed:

1. Girls depend on school facilities only. There are no other sport grounds available to them in villages or smaller towns. So it is necessary that there should be more sport facilities developed in these places.

2. Girls in the rural and semi-rural areas get married very early and that is a big deterrent.
3. There are more school drop-outs at the age of 13-14 particularly among the girls. Naturally along with school education sport also stops.
4. Girls in these areas have too many household responsibilities. Apart from going to school a lot of their time is spent on house and farm work, hence there is no time for sport.
5. Over and above this, there is no concept of 'playing'. Girls do not play after a certain age. Even very young girls do not play the regular organized games. These games are meant for boys only. We should be able to change this attitude.
6. Actually this attitude can be changed if we focus more on the Indian games like Kho-kho, Kabaddi and Mallakhamb. They do not need equipment and can be made available or compulsory to all school going girls. Here I would like to tell the story of Australian ladies Hockey team; presently it is the number one team in the world.
 - The motto of the Australian Ladies Hockey Federation was that 'girls should be encouraged to play from a very young age. The more girls play more will reach the higher levels of competitions and more will win.
 - The story goes like this, 'the sporting culture in Australia is male dominated. All Australian women's hockey association is the organisation that has done the unbelievable. Some key inspirational players have laid the foundation for their international success. They have targeted and developed their people. Opportunities have been maximized by finding those talents who are willing and able to maintain the momentum of success. **There are about 1,60,000 girls who play Hockey in Australia. It all started in 1910! The membership was one guinea and the ruling committee was made up of three members from each state who elect the president annually. Here is an example of State involvement for the development of a game and it is very successful.**
 - The aim was to provide women with the opportunity to participate in an structured competitive sport. **They want to seek the profile of women's hockey nationwide as a healthy, recreational and social team sport. From the grassroots they then moved on to establishing themselves as the best team in the world and done so successfully.** It is a calm coordinated activity. There is by word of 'commitment' in all that they do. Most importantly all the state associations are voluntary.
 - **Can we have it in India? Can we encourage so many of our girls play Hockey or any other game, may be some Indian game like Kho-Kho or Kabaddi?**
7. Then of course there is the major problem of poverty. Whatever expenses parents do are done on a boy child and never on a girl child.

8. People still feel that it is very difficult to get marry off Career girls. Sport girls worse off than that. They are considered to be manly and not good as housewives.
9. Then there is the question of wearing sporting cloths. Girls are not allowed to wear those manly or revealing (?) dresses. So again sport is out for the girls.

ANALYSIS OF THE COACHES' RESPONSES

For the coaches' responses, questions were specially designed to gather information. They were asked to write their opinions on similar issues that athletes were asked about.

There was a general consensus on the problems faced by female players. Mostly all the coaches and managers felt that lack of security was the biggest problem for a female player. The coaches felt that parents did not feel comfortable in sending their daughters to participate in events outside their hometown. Hence the girl players miss out on vital exposure and opportunities to experience competitive sports. A few coaches felt that the families of some of these girls were not supportive, as they feared that the studies and academic performance could get neglected.

Majority of the coaches reported about the problem of lack of nutritious diet and health. They felt that the girls are under nourished as their diet lacks the necessary nutrients.

Regarding the attitude of the society towards girls in sport, the coaches had mixed opinions, some felt that it was healthy while some thought otherwise. They observed that the personality of a girl in sport is different from other girls. Those who play are bold, practical, smart, disciplined, team oriented, active and extrovert.

Narrating their experiences of coaching women, the coaches felt that female players are sincere, dedicated and hard working. They are cooperative and are also psychologically stronger than men. However the coaches also found in their experiences that female players were not mentally aggressive. They often give up the sport when in difficult situations. These players don't explain their personal difficulties to a male coach.

The coaches mentioned in the interviews that men's sport was given more importance and that the men players could continue to pursue their sport longer than women do. Factors such as marriage, pregnancy and child care were some of the barriers that women players faced.

The coaches said that female players are often victims of harassment, eve teasing and verbal abuse. This leads to their being demoralized and humiliated.

What should change? The responses of the coaches are as under:

- SAI should take a more active role in women sport.
- Sponsors should come forward with more support.
- Hostel and other infrastructure facilities need to be improved.

- Special sport training centers for women should be set up.
- There is an urgent need to bring in more number for female-trained coaches.
- Equal opportunities should be provided to both male and female players.
- Selection procedures should be fair and transparent.
- More scholarships should be provided for women sport persons for them to stay longer in their sport.
- There is a need to promote and encourage sport at the grassroots level.
- Symposiums and workshops should be held to bring in more awareness among the society about sports.

In the above paragraphs, we analyzed the responses of the players, the coaches and the mangers. This analysis has formed the basis of the recommendations and conclusions that are presented in the next two chapters.

CHAPTER 5

CONCLUSION

The project was developed with the purpose of identifying the problems that women players in India face during their career as a sports person. At the very outset we knew that the problems are innumerable and every player would have her own story to tell. We wanted to know about it. It was a huge task and the time allotted to us was no match to it. So we decided to design the study in such a way that we get the most possible representative sample in our limited resources. We have managed to reach as many as varied groups of players as we can.

We wanted to reach and talk to as many players as we could. But talking to them personally on one to one basis and interviewing them at a length is a daunting task. And above that that was not going to serve our purpose and aim of reaching many players, from a number of games and also of various ages. Hence in addition to the detailed interviews of players we decided to do something more and flung our nets far and wide. Along with the interviews we also developed a questionnaire, which was really in the form of a written interview. This was of great help and we really could get responses from players from various states, from various regions and also from various backgrounds. Now our sample is made up of players from eight states and from varied regions.

The analysis, which was partially qualitative and partially quantitative, has been able to throw light on all possible issues in women's sport in India. We have discussed all these problems in the earlier chapter.

Now in the conclusion we would like to say..

1. Indian women players are no less than any women players in the world. They are equally talented and hard working. The problems that they face are much more daunting than the problems faced by the players in the developed countries. Indian players are a very courageous lot.
2. It is very sad but we have to say it, the problems that we have are 'man made'. They are of the sociological variety. Still we realized that it is not the parents that are not letting girls play but it is the 'system of Indian sport' that is to blame. The system is not working, as it should. There is a total apathy. People who are running the show of 'sport' in India are to be blamed.
3. All the players whom we interviewed and also those who responded to the questionnaires said, 'we want to play', 'want to have career in sport but..'

4. What they want are good facilities and equipment.
5. They want fair and clean selection procedure.
6. They want good and experienced coaches, especially female coaches.
7. They want good medical support and advice on other related health matters.
8. They want support from families and the people around them.
9. They want job opportunities and job security.
10. They want more competitive opportunities.
11. They want support from the government machinery and the sport federations or some sponsors.
12. Equality is of utmost importance to them. They want equal opportunities to play and to be treated at par with men.
13. Women /girls sports clubs are very rare which restricts girls' participation in sports as parents do not like their daughters to play with boys.

These girls have not stopped at telling their own stories. They have told us what should be done to improve the condition of women's sport in India. In fact, those girls who are playing Indian games like Kho-kho and Kabaddi say, 'we are playing this game because we want this game to become popular, we are fighting for survival'. We can now say that the job that we had undertaken has been completed successfully, though ideally we would have liked to bring in responses from players from all over India. Still we hope that we have managed to put up a case of the Indian girl player.

CHAPTER 6

RECOMMENDATIONS

Here are some recommendations that we would like to make for the improvement of the condition of women's sport in India. **Our definition of improvement is not limited to success in sport in international competitions.** It could be said as the end product of the whole exercise. We need to have a total all encompassing improvement in women sport. And it should start at the grassroot level. The most important factor for this is the motivation factor, and it is there for all of us to see. We observed that all the girl players that we met were really enthusiastic and concerned with sport. They wanted not only to play but also to have a career in sport. Now it is the society and the government that have to take initiative and work towards improving the state of women sport.

1. Our first recommendation would be to start a 'movement of sport'. Girls should be encouraged to play an organized team sport or even an individual sport from a very young age.
2. Like basic primary education, sport should also be made compulsory. We are not even talking about competitive sport, what we are suggesting is recreational healthy sport. More girls should play more games-'Sport for Health'. Girls should be educated and made aware of the health benefits of sport.
3. A talent search should take place very frequently in all the games all over India, and mainly in the rural and semi-rural regions.
4. Girls should be allowed to make a choice of their game.
5. Parents should be made aware of the benefits and facilities available for a girl player.
6. We need to encourage and also run a special programme so that more and more of them become coaches and referees. Most of the girls in our sample have suggested that they are happy and comfortable with female coaches.
7. The state federations and also the national federations of women's sport have more male office bearers than female. This proportion and system should change. Female office bearers should be more in number and rules should be made to that effect.
8. Ex-players should be elected or nominated to the federations, just like the Indian Ladies Cricket Association. We have seen that the condition of Ladies Cricket and also their performance has improved tremendously because of this.

9. Girls are asking for more competitions in their respective games. They should be provided with opportunity to play in more competitions.
10. Standard of coaching needs improvement.
11. There has to be some machinery which keeps tabs on the functioning of the Sport associations, the government run sport schools and other sport centers. The mismanagement of funds and facilities should be curtailed.
12. Girls have also spoken a lot about the facilities of living and even toilets at the place of tournaments. This is a very common and serious issue, as this directly affects the performance. The tournament organizers should see to this.
13. Girls should be provided with better security when they are travelling for competitions.
14. The sport ministry and also the Sport Authority of India should be made answerable to the mismanagement in the selection process and in the mismanagement of funds in terms of cash and kind, which are provided.
15. Special training should be provided to coaches, referees and association people on the problems of female players.
16. They should also undergo some training about their responsibility towards the development of women's sport. They should also be made responsible for their actions as coaches, referees and managers of ladies sport.
17. Girl players should be given training on various aspects related to sport like time management, sport psychology, personal hygiene, self defense and career guidance.
18. Sport sciences training centers should be opened and girls should also be made aware that sport sciences could be a choice of career for them.
19. Sport sciences should be used more frequently for the enhancement of performance in women's sport.
20. Girls would be made aware of the various career choices they can have related to the field of sport.
21. More jobs should be generated and reserved for women players.
22. Women players should be given consultations on rehabilitation after their retirement.
23. There should be a tribunal to hear the complaints of girl players, and it should be seen that girls get justice for the misbehavior against them. This has a special reference to sexual harassment. Special State and University level grievance committees should be set up.
24. Role of media is very vital in the development of women sport. Media should give more coverage

to ladies sport so that people become more aware of it. Girls will also be encouraged to participate in sport.

25. Private sector Industries should provide sponsorship to women sport. If government provides them with some benefits then they would be ready to sponsor women sport.
26. Private sector companies should provide jobs to women players.
27. Para-military should reserve jobs for women players.
28. Sport ministry should be would allowed to take care of sport activities in primary schools.
29. Special budgets should be allocated for primary schools.
30. Indian games should be promoted in rural areas as they are more economical.
31. Sports clubs and centers should be made especially for girls.
32. Hostels with safe and hygienic facilities should be provided.
- 33. In the Ministry of Sports, a special cell should be opened with the focus on the 'development of women's sport' in India. This cell should be entrusted with the mandate of working on promoting women's sport in India.**

REFERENCES

- Bennett, R., Whitaker, K., Wooley Smith, N., and Sablove, A.(1987). Changing the rules of the game: Reflections toward a feminist analysis of sport. **Women's Studies International Forum**,10, 369-379.
- Bhalerao, (2002), '**Analysis of problems faced by women players who participate in inter-university sport competitions**', Ph.D. thesis, Nagpur University.
- Bowker, A., Gadbois, S., Cornock, B., **Sports participation and self-esteem: variations as a function of gender and gender role orientation (1)**.
- Duncan, M.C. (1990). Sports photographs and sexual difference: Images of women and men in the 1984 and 1988 Olympic Games. **Sociology of Sport Journal**, 7, 22-43.
- Duncan, M.C., and Hasbrook, C.A.(1998). Denial of power in televised women's sports. **Sociology of Sport Journal**, 5, 1-21.
- Duncan, M.C., Messner, M.A., Williams, W., and Jensen, K. (1994). **Gender stereotyping in televised sports**. Los Angeles: Amateur Athletic Foundation
- Gilson, C, Pratt Mike, Roberts Kevin, Weymes Ed (2000), Peak Performance, Business lessons from the world's top sport organisations, harper Collins Publishing.
- Guiliano, T.A., Popp, K.E., Knight, J.L.,**Football versus Barbies: Childhood Play Activities as Predictors of Sport Participation by Women**
- Kane, M.J.(1996). Media coverage of the post Title IX female athlete: A feminist analysis of sport, gender, and power. **Duke journal of GenderLaw and Policy**, 3(1), 95-127.
- Kane, M.J. and Greendorfer, S. (1994). The media's role in accommodating and resisting stereotyped images of women in sport. In P. Creedon (Ed.), **Women, media, and sport: Challenging gender values** (pp. 28-44). Thousand Oaks, CA: Sage Publications.
- Kane, M.J. 7 Lenskyj, H. J. (1997). Media Treatment of female Athletes: Issues of Gender and Sexualities. **Mediasport: Cultural Sensibilities and Sport in the Media Age**, Lawrence Wenner (Ed.), 1997.
- Klomsten, A.T., Skaalvik, E.M., Loy G.A.E., Mcpherson, **Physical self-concept and Sports: Do Gender Differences Still Exist?**

- Koivula Nathalie, Gender Stereotyping in Televised Media Sport Coverage.
- Lenskyj, H. (1986). **Out of Bounds: Women, sport and sexuality.** Toronto: Women's Press.
- Lenskyj, H. (1994). Sport and Female Values. **Women in Sport and Physical activity journal**, 3, 35-45.
- Messner, M. A., and Sabo, D. F. (1990). **Sport, men and the gender order.** Champaign, IL: Human Kinetics Publishers.
- Miller, J.L., Levy, G.D. Gender role conflict, gender-typed characteristics, self-concepts, and sport socialization in female athletes and nonathletes.
- Nelson, M. B.(1991). **Are we winning yet? How women are changing sports and sports are changing women.** New York: Random House.
- Physical Activity and Sport in the Lives of Girls: Physical and Mental Health Dimensions from an Interdisciplinary Approach.
- Report of The National Commission for Youth (Volume I) 2004, Government of India, Ministry of Youth Affairs and Sports.

The following athletes were interviewed for the study:

Name of the Player	Game
1. Anjali Pendharkar	Cricket
2. Tripti Bhattacharya	Cricket
3. Fernandis	Hockey and Cricket
4. Saumya Swamanathan	Chess
5. Dharini	Archery
6. Divya Deshpandey	Table Tennis
7. Mangla Shende	Judo
8. Radhika Tupule	Tennis
9. Sonali Sonave	Hockey
10. Vaishali Sur	Hockey
11. Sonali Grite	Rowing
12. Sonali Gargote	Athletics
13. Neha Raikar	Athletics and Yoga
14. Karshmira Joglekar	Badminton
15. Apoorva Bhagat	Rope Mallakhamb
16. Suvarna Takle	Rope Mallakhamb
17. Neha Singh	Taekondo
18. Swati Kothekar	Badminton
19. Vandita	Gymnastics
20. Anuja	Gymnastics

Name of the Player	Game
21. Shilpa Chillal	Judo
22. Nonita Laal	Golf
23. Monika Joon	Discus Throw
24. Tanya Vij	Swimming
25. Shobika Badhwar	Tennis
26. Shweta Chaudhary	Shooting
27. Pavneet Kaur	Athletics
28. Sanjana Chopra	Athletics

INSTRUCTIONS FOR INVESTIGATORS

This is a questionnaire, which contains 77 questions about the life of a sports woman in India. The questions here range from their basic information like name and education to the problems that they face as a sports woman in India.

If you read these questions you may feel they are so simple but in reality these can generate very serious and deep answers. And this is the job of the investigator. They have to establish a rapport with the player so that the player gives true answers to these questions.

ALONG WITH THIS LETTER WE ARE SENDING 2 COPIES OF THE QUESTIONNAIRE TO YOU. ONE IS IN ENGLISH AND ONE IN HINDI. Please take photocopies (Xeroxes) according to your need. I.e. If you are giving the questionnaire to some one who does not understand English then give her the Hindi questionnaire.

Your job:

- Interview about 8 girl/women players and 2 coaches/sport officers who are connected to ladies sport in your city/town.
- All the players should be above the age of 12.
- Out of these 8
 - ❖ 2 high school girls (9-10 std)
 - ❖ 2 girls who play for their college
 - ❖ 2 girls who play at the district level or the university level
 - ❖ 2 who play for the state
 - ❖ 2 Coaches or sport officers.
- Choose 3-4 games. Do not interview more than 2 girls from one game. We need responses from different players from different games.
- See to it that the players from both individual games (Athletics, table tennis, Badminton etc) as well as from group games (Kabaddi, Kho-kho, Hockey etc) are interviewed.

- Please interview one player at a time.
- Ask the player if she can fill the questionnaire on her own. If not then please do it yourself. (Do it in good handwriting)
- Do not make the player hurry. Let her do it at a slow speed. Give her time to think.

Establishing rapport

- First introduce yourself. Tell the player who you are and why you want to interview her.
- Tell her that you are working for Bharatiya Stree Shakti. Tell little bit about Bharatiya Stree Shakti and its work.
- Tell her that this is a **research project**, which we are doing for The National Commission for Women.
- Through this project we want to find out what Girl and women players of India are feeling. How is their condition, how they are treated by the society. Are they treated well by their colleges, coaches, selectors, family members etc. Do they need more facilities, sponsorships, scholarships etc? We want to know everything about their game. How they practice, what they eat and mainly all their problems as '**Girl Player**'
- Tell them that this is a research project and the information that they give us will be kept 'confidential'. They should feel free to tell us everything that they want. We want to know all about their problems.
- That this project may be submitted to the Sport Ministry and all the girl players in India will benefit from that.
- So tell them please give all the true answers.
- Get these questionnaires filled in a quiet place. There should be privacy and no other person should be present to distract the player.
- Preferably away from the playground, the player should not feel pressurized by the coach or other players.

There is a separate questionnaire for coaches/sport officers.

BEING A GIRL PLAYER

- | | | |
|-----|--|--|
| 1. | Name | Age |
| 2. | Education | Last year's marks |
| 3. | Present occupation | Parent's occupation |
| 4. | Game | Level at which playing/previously played |
| 5. | Since how many years are you playing? | |
| 6. | Why did you choose to play this game? | |
| 7. | Do you play any other game? | |
| 8. | Tell us some details about your practice. When, where, how... | |
| 9. | Do you think you are getting enough practice? | |
| 10. | Would you like some changes in your practice schedule? | Yes/No |
| 11. | Is your coach a male or a female? | |
| 12. | What is your coach's style of coaching? | |
| 13. | Are you happy with the coaching that you are getting? | Yes/no |
| 14. | Tell us something about your relationship with your coach. | |
| 15. | What is the selection procedure for your college, university or state tournaments? | |
| 16. | Are you satisfied with it? | Yes/No |
| 17. | If not, what would you like to change about it? | |
| 18. | In how many competitions you participate every year? | |
| 19. | Do you think it is enough? | |
| 20. | Do you get a stipend for snacks at everyday practice? How much? | |
| 21. | Do you get stipend for tournaments? How much? | |
| 22. | Do you feel very tired after your practice? | Yes/No |
| 23. | What is your daily diet? | |
| 24. | Do you think you are of right weight? | |
| 25. | Have you ever used laxatives/diuretics to lose weight? (Or any other measures?) | |
| 26. | Do you have any other health problems? Specify. | |

27. Are you taking any other medicines for strength building or speed? Specify.
28. Are you aware of these types of medicines?
29. Do you think you have the right height, weight and strength for your game? Yes/No
30. Are your periods regular? Yes/No
31. Do you play during your periods? Yes/No
32. Do periods affect your game? Yes/No
33. How do you cope with it?
34. Has playing affected your periods in any way? How?
35. Are you satisfied with your overall performance? Yes/No
36. If no, why not?
37. Are your parents satisfied with it? Yes/No
38. How do your parents find the idea that you play?
39. How do they react to your wins and loses?
40. Does it affect your performance?
41. Does/was anybody in your family a player? If yes, at what level?
42. Has it affected your career in any way?
43. What do you think is more important- Studies or sports?
44. Do you think your playing has affected your studies in any ways?
45. How do you feel about you being a girl player?
46. Do you think same number of boys and girls are players?
47. What according to you are the difficulties a girl player has to face in our country?
48. Do all players both girls and boys face such difficulties? Yes/No
49. Is sexual harassment one of those problems? Yes/No
50. Have you experienced such situations/do you know anybody who has faced such a problem?
51. Have you heard about "Lesbianism"? Yes/No
52. Have you seen any cases in sport?
53. What should be done to promote ladies sport in India?
54. How girls should be encouraged to play sport?
55. Do you think there are any benefits of playing?
56. Do you think girls should play all the games that boys play? [Wrestling, weight lifting..]
57. Do you think there are ill effects of playing 'boys' games on a girl's health?
58. Have you had any major injuries? Yes/No
59. Which?

60. What treatment did you take?
61. Which job opportunities sporting girls have?
62. What is your future plan?
63. How long you are going to continue in sport?
64. Do you have any idea about different careers related to sport?
65. Are planning to have a career related to sport? (Coaching, referee etc)
66. What benefits do you get because of playing? [Physical/Health/Mental/Social]
67. Can a girl become a professional player in India?
68. Are 'Playing Girls' any different from other girls?
69. How do you think people look at 'girl players?'
70. Are 'looks' important in sport? Yes/No
71. If yes, in what way?
72. Are you satisfied with your personality? Yes/No
73. Would you like to make some changes in it?
74. Do you think better looks and personality will help you in your sporting career?
75. How did you find this questionnaire?
76. Would you like to add anything to what you have said so far?
77. Please write anything that you feel is missing from this questionnaire in the remaining space.

INTERVIEW QUESTIONS FOR THE COACHES/SPORT OFFICERS/MANAGERS

1. Name:
2. Age:
3. Game with which Associated:
4. Associated for how many years?
5. In what capacity
6. Career so far as a coach/manager/referee/sport officer:
7. How long you have been associated with women's sport?
8. Are you also associated with men's sport?
9. What are the problems that girl players generally face?
10. What are the most common health problems in Indian girl players?
11. Do these players get and take sufficient nutritious food every day?
12. Do they get family support for sport participation?
13. Do you have to talk to the family of the player about her sport participation, about health and any other issues? Could you tell some incidents?
14. What is the outlook of the society towards a girl player?
15. Do you think women sport in India is growing?
16. How do girl players behave with people and also with teammates?
17. Are they any different from other girls? In what way?
18. Have you seen any cases of sexual harassment in your sport?
19. What do you think about the sport federation of women's sport?
20. What is the difference between women's sport and men's sport in India?
21. What should be done to promote women's sport in India?
22. Tell us about your experiences both [positive and negative of working with women players.
23. Have you seen any cases of lesbianism in sport?
24. What changes should be made in women's sport?

INTERVIEW I

Name : Tanya Vij

I started competitive swimming in 1997. I live in Gurgaon near Delhi. I used to practice at Talkatora stadium but now I go to the National Stadium. My coach was Mr. SD.

Practice

Earlier I used to train for 6 to 7 hours a day. Now it is 2 hours. I have to balance my studies (Economics III rd year) and sports so I have reduced practice hours. There is a swimming pool near my house so I go there. We start with jogging. It is followed by brisk running and ground exercises. Twice a week, we have training in the gymnasium for weights, sit-ups, pushups etc. I also spend time in endurance workouts. This takes around 3 hrs in the morning. After college, I train for another 2½ -3 hrs. The total workout consists of swimming 10,000 meters. Flexibility is very important in swimming. So we have to do exercises to improve flexibility. Yes, I am happy with my practice schedule. I always had male coaches.

Accomplishments

I have been selected for national competitions held at Bareilly and Bangalore. I won medals in 50 meter free style. I am a sprinter. I have been participating in school nationals, junior national and national games. I was also a member of the relay team for Delhi. I was awarded the Best swimmer award for Delhi State. My father was a reputed athlete. He represented India in the Asian Games. My sister is also a swimmer. My parents encouraged both of us and motivated us right from the time when we were in the school.

Studies and sports

However my studies suffered. Sports builds your concentration power. You can study more. You can slog without getting tired. It develops physical and mental aspects.

Selection

I experienced a lot of politics and favoritism. One can get selected by paying money. It hasn't happened with me but I know people who have done it. A swimmer who shows the best time gets ahead. But many a times, other swimmers who do not do well also get selected.

We both left the sport because you cannot make a career in India in sports. We were also tired of the politics. It's better to be away from it and concentrate on studies.

Facilities

Swimming is an expensive sport. Till two years ago, good quality swim-suits were not available. A lot of facilities are expensive. In India, we do not get international quality swimming goggles. My uncle used to send this from U.S.A.

Sponsorship

Getting sponsorships is very difficult. I know a few women sports persons who are sponsored by organisations. But they are Olympic level swimmers. We have to spend so much money from our own pocket. We don't have infrastructure. Swimming is a science. Many a times you need support of computers. You need to study it. We don't have this facility in India. That's why we are nowhere in swimming (Olympics). We have talent. We practice really hard but foreigners are excellent.

Difference between boys and girls

Both boys and girls have almost the same problems. But girls obviously have to be more careful especially of the men who are around but it should not hinder you. Coaches concentrate more on people from richer families. They pay their way through. I have seen girls who have no talent but their parents just keep paying money to push them through. I have seen people who are not so well-off do much better. They slog more. It's the same for boys. For them, this is a profession. They get jobs as well. For others, they stop at college.

Competitions

There are sufficient competitive events. Girls do have adequate opportunities for participating.

Stipend

I used to get Rs 15 per day for practice while I was in college. There was no stipend offered at National Competitions. During tournaments and camps, we get paid for the transport. But the staying facilities are bad. Food is not at all good. I prefer to stay on my own so that I could swim better. The best swimmers are financially capable and are given sponsorship.

Use of drugs and doping

It is rampant. I have seen people doing these. There is so much politics. Even though, they have been tested positive, no action has been taken. They either pay bribe or have connections with the hire-ups. I know people who take drugs to increase speed and strength medicines. I have never taken any drugs. This happens at the national level. There is so much at stake that people will go to any length to improve performance.

Health Problems

I have a sinus problem.

Menstruation

It is not a big problem. Women players do swim during their menstruation periods. One takes pills to delay it. I don't think it's a problem.

Performance

I am satisfied. In two years, I can beat others who have been swimming since 12 years. I practiced a lot. I really worked hard. Sometimes I stopped going to school.

Future

But now I need to concentrate on studies. Economics is a tough subject. There is no career in swimming. There is a lot of politics involved. Swimming is not worth pursuing as a career. It has a lot of advantages but as a career it is not good.

Benefits

There are many physical and mental benefits.

Family Support

I have no words to describe their support. It is all because of them. They used to drop and pick me up at the swimming pool for practice for 4 to 5 years. My parents have always protected me. I am very grateful to them. I had a scholarship (free education). But now in college, I have to pay fees.

Career

If you want to pursue it, nothing should come in your way. It is for everyone to decide.

Coaching by male coaches

Yes. I was trained by male coaches. But it was not a hindrance. I used to swim when there were other men in the pool. It was never a problem. Swimming is a sport in India where even married women aren't allowed to swim. Even my cousins are very conservative. So for them I am like a role model. I am proud of it.

INTERVIEW II

Name: **Kashmira Joglekar**

Karishma is a Hearing impaired Badminton player from Pune, she has represented India.

Now she is 18

She used to play all games. Her father is a cricket player (he played for Mumbai University) he wanted to support her in sports. Since she is **hearing impaired** team game was not the choice. Badminton is a safe game to play another point is that there is no team so there is no partiality

She started playing a Bal Bhawan under *** supervision. Then we shifted to Hyderabad when she was in 4th class. We were there for 4 yrs. Mr. Mohd. Arif who was a national level coach, gave her the training, when we came back to Pune, Mr. Deodhar started coaching her, she had attained a good level of physical fitness in Hyderabad

She played in the Veizag nationals

Earlier we had no idea that there were separate tournaments for the deaf and dumb people in Andhra. So she played with normal children, in AP she played the Veizag nationals where she was a runner up.

There we got to know that there are separate tournaments for the deaf. There was a deaf women's competition in Delhi where she won 3 medals. After that she got medals she nationals the deaf pool. She went to Taiwan for the Asia-pacific. In 2001 she went for the 19th deaf Olympics in Rome.

She got 3 medals in Taiwan, in the individual event, she got bronze, in the ladies doubles she got silver and she got a silver for the team. She played almost all the games from her team. In Rome, she hurt her foot, so her individual ranking was 7th.

In mix doubles, Rajeev Bagga partnered her and they got a gold. She had to leave the tournaments because of her injury.

Now she has almost stopped, she plays only the college tournaments.

She has injury in her right leg.

There were lots of problems even in her training. That would always happen. Nobody would be ready to play against her.

Even when her game was very good, and when her being deaf and dumb did not affect the game, people used to walk away. She used to feel frustrated and cry in Hyderabad. She would feel insulted, whenever Kashmira would enter in court against somebody, the partner would leave the game. It was insulting for her.

They were all very senior to her and she was very young, she was just 9-10 yrs. And neither they were going to come up without playing with the junior, so she had a bad experience she had never had any problem like this in Pune. In fact in Pune, the coach himself used to give her the practice. There she used to have only fitness in the morning and in the evening she had only the actual on court practice, we used to get her fitness don in the morning but it used to be a problem in the evenings so we decided to change the coach, then we look her to Secunderabad. He was a good coach, but he hardly paid attention to the fitness. Arif Sir used to pay more need to the fitness. After 4 yrs. Then, we came to Pune.

We came back to Pune and than we started going to Deodhar sir. We told him about the way she used to come home crying and how no one used to play against her. He said her will look after it and I did not have time to look for another coach. Besides, it was convenient for us since issued to take her for her practice after I came back from office from 8:30 to 10:30 pm

There was another experience in the selections BPL had started an academy and there was selection trials. It was a day camp. For 15 days or so. And charged us 2400 Rs. Some body from Prakash Padukone's academy was supposed to come for selection. Finally someone same. They had already selected the students.. They just made us fool.

She played two International tournaments. I was with her all the time I was with her even when she had gone there. Government did not help with a single paisa. There was no manager or coach for the Indian team. There were no doctors either. Her foot got worse while playing and there was no one we would show it to. **I was the only person with the team who could listen and talk.** That too because I spent for my travel, it is very shameful that they spend so much on the Olympic and still they could not spirit a rupee on this? Could at they afford a single doctor, manager?

I had to arrange everything even on the airport because there were 40 deaf and dumb children. Their parents were relived that I was with them because there was no other way they could contact the children. Italian and German teams used to feel that there was absolutely no one with the Indian team. Their people came to check up on her and were really surprised that there was no one with us.

Korean, coach, who had played at the national level, had been trained by their govt. 2 yrs. On how to handle to deaf. Our govt. may not be able to do that but they could have at least provided a doctor.

When, we came back with the medals those people, who read the newspaper, contacted us and congratulated. But there were no awards rewarded, Even the news groups were late to respond and publicize, the express group were the first to publish her. But there was no recognition in spite of having played Olympics.

INTERVIEW III

I am Shilpa Chillal. I am a national level Judo Players. I am playing this sport since 1989. I continue playing even after my marriage. I am 28 years old. I have a 5 year old son. Last year, I won the first Bronze medal for Maharashtra in the National games at Vishakhapatnam.

We were four sisters and a brother. Before marriage, my parents were in Ahemadnagar in Maharashtra. I was born in Ahemadnagar. We were not economically well off. My mother is a housewife and father was an accountant. I faced difficulties because of our economic status. In 1989, I started playing Judo. I was in 6th class. My friends used to play judo. They were award winners. Our tournaments were held in Manipur. I could not participate, as I could not afford expenses for 15 days tour.

We do not get any financial assistance. We have to pay on our own. Even for the national events, we have to arrange for our food and boarding. For each competition we have to spend about two to three thousand, which was not possible for me

After my marriage, I came to Pune. In Pune, I did my Bachelor of Physical education (B.P.Ed.) course. Now I am doing the Masters course. My husband is in the defence service. It was my dream to achieve the Chatrapati award. Before my marriage, there was some break in my training but after marriage I started again in 2001. I did not join any club but practiced with my husband. He is not a Judo Player but gradually he has developed interest in sports. I used to tell him about the moves and defence. I used to practice with him. It was not possible for me to go to any club after 6 p.m. I was doing B.P.Ed. and then M.P.Ed. I also had a job and I had to manage the house. So it was not possible for me to train in additional work out. I only had to practice the moves. I could practice at home.

My husband gave me full support. That is why I could persue the game. My mother in law was also very supportive and of helping nature. She was a class one officer in the Government education department.

I won my first gold medal in 2001. This was a big boost to me after I had started again. In the next three years, I won four more gold medals in national events –Orissa Patiala, Mumbai. I won gold medals in Parbhani, Nasik and Pune in state level competitions. I was selected for the National games in held in Andhra Pradesh and Punjab. Finally I have collected my points for consideration for the Chatrapati award. One needs 125 points but I have got 130 points so far. I have submitted the forms

and now I am awaiting for results. This will be declared in February 2005. I hope I will achieve it. I have received Zilla Krida Puraskar.

I am youngest in my family. My siblings never had any interest in any games. Self and brother had started up but the let in 2/3 months as it is a rough and tough game. But I pursued it economical crisis were there. My participation in the tournament was never confirmed till the last day economic problems were always there

I had joined private club for Judo. Fees for the same was 100 Rs., which was waved off. But dress and fee, tournament fees etc. use to be about 500 to 600 Rs. Even I played 2,3 matches / yr. It used be 5000 to 6000 Rs. Whichever medals people felicitated but for matches entry fee we paid.

My parents managed it after 10, 11th 12th I picked up a job if you get same position in state level you can get a scholarship from govt. which was a help for me

Judo federation of India took our signatures and later informed they didn't receive a grant for nationals we signed vouchers for 1000 to 1500 but never received any thing. The reply would be we haven't received grant so can't give you. For grant purpose we are taking signatures from 1989 to 2004 I got money only for this time now my institute has, shifted to Nasik

The previous committee was working from 1989 till 2003 we were not aware that we could get money. So we did not get any advantage. This scheme were never heard of. Now the management committee has changed.

Now I have done B.P.Ed and M.P.Ed. I have suffered as a player I do not want others to suffer. A good coach can make a good player. Our coach were not familiar with the rules and regulations. For getting Chatrapati award, Coach also has got some favorite students

Coach may be good but castism, economic difference matter. Mine is a struggling life.

See this as an example of selection procedure in Judo! I am from Nagar. The selection was to take place in Pune. The expenses started from day one, when we came for selection trials. We used to come with all provisions. For the next tournaments the trials were conducted a day prior to the departure. We have to reach Pune with the baggage even before we know whether we are selected or not. We may or may not get selected. If we do not then we go back to Nagar with our baggage. It is your luck. Then there is always the problem of money. It was in the hands of the referee. Though things have changed.

Now let me tell you about coaches and coaching. For national camps the international coaches came. Our couches are good but the sports equipment and no weightage for sports means inferior quality of coaching. Anybody can be coach in India but payments and media sport has to be there. But Indian coaches can be at per with international coach.

Yes sport persons need special diet. Yes but I do not take my special diet because of my financial condition was not good. After marriage I had no time to concentrate on my diet. There is pressure on me. When I play I am neglecting my family. I was playing in Anadpur Saheb my son was just a month old. When I participated for national game if I would have left my son behind in case of emergency it would have taken at least 2 days and to take him along was difficult I had to carry his things. My husband was looking after him when I had my matches. My teammates were not cooperative, instead passed nasty comments.

Ragging is quite common. It means making fun of somebody. Tease on my weak point, neglect or avoiding the person. It is not easy to be a part of a team.

Sexual harassment

Not at the time of selection, but when we are travelling outside yes. Once we were attending an orchestra after tournaments in Punjab. We were away from our group we were 3-4 girls. Boys tried to molest us but after all we were Judo players.

Right no I am playing in the under 70 kg category and there is a rule in Judo that if a players weight is 65 kg then they can play in the proper weight category. There is a girl named Poonam Chopra from Delhi. She is more like a man, her voice is also deep. She is friendlier with the men. She doesn't like being with the girls. She is an international player and she has even got the Arjun award. There was a controversy over her gender in the match. Then they checked her up. Finally it was proved that she is a girl, we used to be scared of her, the way she would behave. But it is true, in some sport events, because of the practice, hormones change. Things that a normal lady does, like blushing, being soft etc. is not found in us we do change we are more clashing, we do not feel the need for support like the other women or girls. We can go alone any with a sports woman is different than a normal lady. There are changes in her.

The more rough the game, the more you change, if you are a weight lifter, your voice is sure to change, those who play power weight lifting or Judo are a little more masculine. There definitely is a difference between the Normal ladies nad sports women.

Those who go for combat are different. But yes there is a difference between the normal ladies and sportswomen

A sportswoman has undergone a lot of changes. She has her own views, she doesn't agree with anyone easily. Doesn't tolerate harassment from her husband, workplace, in the bus etc unlike the other women, if she has an interest in something then no one can stop her.

LIST OF THE TEAM MEMBERS

1. Dr Maneesha Kothekar B.A.M.S.
2. Dr. Jyoti Kanitkar M.A., Ph.D. (Psychology)
3. Ms. Tejaswini Dani B.Com, D.B.M.
4. Ms. Pratibha Jaju B.Com.
5. Ms Renu Joshi M.A. (Psychology)
6. Ms. Vasundhara Nangia M.A. (Psychology, Part I)
7. Ms. Rashmi Haridas B.A., B.Lib

**A STUDY ON
GENDER ISSUES IN SPORT
IN INDIA**

**BY
BHARATIYA STREE SHAKTI**



**NATIONAL COMMISSION FOR WOMEN
NEW DELHI**

CONTENT

Foreword	(i)
Acknowledgement	(iii)
Chapter I : Introduction	1
Chapter II : Review of Literature	5
Chapter III : Methodology	29
Chapter IV : Discussion	35
Chapter V : Conclusion	55
Chapter VI : Recommendations	57
References	61
Appendices 1 to 7	63

FOREWORD

Sports has always been regarded as a male preserve. From the Olympian heights to the local stadium, sport has always been associated with muscle power and therefore women have always had a secondary status in relation to sports activity in general and sports policy in particular. But sport as a means to better physical health and as a motivator for excellence has as much relevance to a woman's life as to a man's. Achievement in sports has a particularly empowering effect on the individual and therefore sports deserve to be included in any holistic policy aimed at empowerment of women.

With this perspective, the National Commission for Women, being always concerned with removal of discrimination and disabilities faced by women, sponsored a study on gender issues in sports so that the hurdles they face in this arena can be removed and they can sprint forward shoulder to shoulder with men in all activities involving human excellence.

Bhartiya Stree Shakti which has been active since 1988 for women's development carried out the study involving interviews with a large number of sports persons and administrators all across the country. Their report contains a focused discussion of the problems faced by women in sports and makes a set of useful recommendations for starting a movement of sports which should involve girls from a young age and motivate them both for sound health and excellence in personal achievement. It emphasizes the role of the family, the community and the state in creating a promotional atmosphere and removing all traces of discrimination at the psychological and policy levels.

It is hoped that the document would kindle new thinking in a neglected area of women's endeavour.



P. Advani

POORNIMA ADVANI

Chairperson

National Commission for Women

Place : New Delhi
Date : January, 2005

ACKNOWLEDGEMENT

Bharatiya Stree Shakti expresses deep gratitude to all, who helped us in this project of ***A study in 'Gender and Sports'***.

First of all we thank The National Commission for Women and the Respected Chairperson, NCW, Dr. Poornima Advani by whom we were entrusted with the task of this study, similarly Smt. Nirmala Sitharaman, member NCW, who encouraged us to take up this neglected area in the process of women's empowerment.

We would like to thank all the institutions, players, coaches and officials who readily agreed to be interviewed for this purpose and imparted invaluable information and experiences of working in this field. We are also thankful to Sports Authority of India for their kind cooperation.

In the end we acknowledge the support given by the team and heartily thank the team members, Tejaswini Dani, Pratibha Jaju, Renu Joshi and Vasundhara Nangia.

DR, MANEESHA KOTHEKAR
Project Director

DR. JYOTI KANITKAR
Project Coordinator