CHAPTER-I
INTRODUCTION

1.5. Hypothesis
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Anthropology studies mankind in its totality. The term in its literal sense means, "study of mankind", as it is a combination of two Greek words, namely, anthropos and logos. Anthropology has gained popularity rapidly within the social/behavioral sciences circle. Through its various fields of specialization, it offers us great insights to the understanding of human ways of lives of societies both in time and space. Although the science of anthropology studies all human societies across time and space, it has conventionally been accepted to associate with the study of the societies and problems of the traditional, non-western peoples. Health science students learning this discipline have a great advantage of gaining fresh insights and practical benefits in their personal lives and professional practices. With the emergence of Medical Anthropology as a separate discipline to cater to the needs of health, illness, disease and health disorders of various types have been looked differently and it was all due to the significance of anthropological increasing domain. The World Health Organization’s (W.H.O.) motto is to provide good health facilities to all people irrespective of their nature, size, composition of societies and irrespective of their level of development. As a result many nations of the world have launched several programmes and projects to improve the health aspects of their citizens without any discrimination of caste, creed, race, sex, language and religion.

Historical Overview of Anthropology

The story of a modern man began in the dark jungles of pre-history where nothing was known to anybody about any thing. Even then human
beings over a period of time and space have adopted themselves to the changing conditions of time and space by inculcating such traits which suits them and to sustain themselves on this planet. Anthropology was originally devoted to the study of aboriginals but with the passage of time it has had many horizons to incorporate many more issues of human life and societal life. Anthropology is a discipline which studies humans from both biological as well as cultural aspects to deal with both biological and cultural evolution. Here Charles Darvin (1859) and Leslie White are the notable ones to deal with these two different lines of rational research.

Anthropology as academic discipline was born out of the colonial administration of England and the anthropologists of England had a clear cut notion in their mind stating that cultural is the monopoly of only the affluent sections and not the property of savages. This was badly refuted by Tylor (1867) in his book ‘Primitive Culture’ and proved beyond doubt that culture is the monopoly of human beings irrespective of their development starting from the savagery society to the highly developed and civilized societies. As a result of this the overall impression of the evolutionary anthropologists of London have changed considerably with regard to the understanding of anthropology itself.

The evolutionary era of Darvin have revolutionized human thinking with regard to the creation of man on this planet. Prior to this all religious dogmas were under the impression that the entire Universe was the creation of some supernatural power and depending upon their religious dogmas they opined that this universe was created by their prime gods. But only after 1859 people for the first time came to know that man is a product of man. But this scenario took several decades to sustain in the minds of the commoner due to his unquestioning faith in the existence of supernatural powers.
Anthropology became a profession primarily in museums, During the 1870s and 1880s many museums devoted to the study of humankind were founded in Europe, North America and South America. Anthropology’s link with museums influenced its development throughout the late nineteenth and early twentieth centuries. Professionalization during the latter part of nineteenth and early twentieth centuries made great breakthroughs in the quality and quantity of ethnographic research. Early anthropologists mainly studied small communities in technologically simple societies. Such societies are often called by various names, such as, traditional, non-industrialized or simple societies. Anthropologists of the early 1900s emphasized the study of social and cultural differences among human groups. Here, many of the indigenous peoples of the non-western world and their social and cultural features were studied in detail and documented. This approach is called ethnography. By the mid-1900, however, anthropologists attempted to discover universal human patterns and the common bio-psychological traits that blend all human beings. This approach is called ethnology. Ethnology aims at the comparative understanding and analysis of different ethnic groups across time and space (Kottak, 2002; Scupin and DeCorse, 1995).

Subject Matter and Scope of Anthropology

The subject matter of anthropology is very vast. The subject covers all aspects of human ways of life and culture, as humans live in a social group relationship. Discovering the meaning, nature, origin, and destiny of humanity is one of the key concerns of anthropology. According to the present stage of scientific knowledge attained in anthropology, the term humanity or mankind is a very difficult term to define. Anthropologists
seem to be unsure whether humanity is absolutely dichotomous with other lower forms of animals. Some may even tend to regard humanity and non-humanity as something that is best understood in the form of continuum. This sense of continuum may be particularly in terms of time scale. Thus, the farther we go in time backwards, the narrower becomes the difference between humanity and non-humanity. It has now become a generally accepted fact in anthropology, although no full evidences are forthcoming, that humanity is a product of the evolutionary processes, and that humans have evolved from their closest living primates (Bryan:1997 and Behe:1996).

Although anthropologists always investigate the distinctive features of different cultures, they also study the fundamental similarities and differences among people throughout the world (Scupin and De Corse: 1995). They try to find out factors of both the similarities and differences in certain beliefs, practices and institutions that are found across cultures.

**Methods of Research:**

The hallmarks of anthropology are qualitative research methods such as extended fieldwork, focus-group discussion, participant observation, in-depth and key informant interviews. Although these methods are now practiced in other behavioral sciences as well. No other discipline seems to be so associated with and employs such methods as anthropologists.

**Sub-fields of Anthropology**

Anthropology has many branches of its own. But here I will be touching upon sports anthropology in a bit detail that does not mean that I am not caring other branches.
Sports Anthropology

The evolution of the human species has always been closely tied to the relationship between biology and culture, and the human condition is rooted in this fascinating intersection. Sport, games, and competition serve as a nexus for humanity's innate fixation on movement and social activity, and these activities have served throughout history to encourage the proliferation of human culture for any number of exclusive or inclusive motivations: money, fame, health, spirituality, or social and cultural solidarity.

The study of anthropology, as presented in Anthropology of Sport and Human Movement, provides a scope that offers a critical and discerning perspective on the complex calculus involving human biological and cultural variation that produces human movement and performance.

The Anthropology of Sport and Human Movement moves the discussion about the role of sport in human society to a new level, integrating the latest findings of biogenetics and physiology with the insights regarding sport as a cultural phenomenon.

An effective anthropological approach to sport is grounded in a comprehensive understanding of anthropology as an academic discipline. Anthropology, "the study of human beings," is one of the social sciences and can be subdivided into four major areas: While each provides a distinctive window on sport, a particular perspective, the anthropology of sport is primarily a behavioural science and thus more closely tied to cultural anthropology.
During its first one hundred years anthropology gave limited attention to sport and games, the most notable exception being the work of Stewart Culin. With the advent of the 1960s, sport became a more frequent topic in anthropological circles. Anthropologists began to treat conceptual problems in a detailed and systematic fashion. The organization of the Association for the Anthropological Study of Play signaled the actual emergence of the anthropology of sport.

This anthropology of sport is the systematic study of sport from a cross-cultural perspective.

As indicated earlier, the interests and subject-matter of anthropology are wide-ranging. This broad discipline is usually divided in four main sub-fields. These are: Biological anthropology, sociocultural anthropology, linguistic anthropology and archaeological anthropology. Sometimes, applied anthropology is added as a fifth sub-field. A brief discussion of the four major sub-fields is as follows.
Biological Anthropology

Biological anthropology is the branch of anthropology most closely related to the natural sciences, particularly biology; that is why it is often called biological anthropology (Scupin and DeCorse, 1995; Howard and Dunaif-Hattis, 1992). It studies the biological dimensions of human beings, including biological evolution, the physical variations between contemporary populations, and the biology and behavior of non-human primates. Biological anthropology itself is further divided into three special fields of study: paleoanthropology, primatology and anthropometry.

Paleoanthropology: is a subspecialty in Biological anthropology which is interested in the search for fossil remains from prehistoric times to trace the development of outstanding human physical, social and cultural characteristics. Paleoanthropologists are aware of this limitation but textbook accounts of origins of human beings tend to neglect them.

Primatology: The study of the biology and behavior of primates, that is, the animals that most closely resemble human beings in terms of physiological and anatomical structure, is an important field in Biological anthropology. Primatologists observe primates such as gorillas, chimpanzees, gibbons, and orangutans in their natural habitats to ascertain the similarities and differences between these other primates and humans (ibid, same page). Primatological research helps us understand what human beings share with other animals, what makes them part of the natural world and their unique characteristics (Howard and Dunaif-Hattis, 1992).

Anthropometry: The study of human variations within and among different populations in time and space, human ecology, population genetics, etc make up the central concerns of this sub-branch of Biological anthropology.
Socio-Cultural Anthropology

This is also often called social anthropology or cultural anthropology. It is concerned with the social and cultural dimensions of the living peoples (Pritchard: 1995); and with the description and analysis of people's lives and traditions (Podolefsky and Brown: 1997). Socio-cultural anthropology studies the social, symbolic or nonmaterial and material lives of contemporary and historically recent human societies, taking the concept of culture central to its goal (Howard and Dunaif-Hattis: 1992).

Cultural anthropologists conduct studies of living peoples, most often by visiting and living among a particular people for an extended period of time, usually a year or longer (Keesing: 1981). They conduct fieldwork among the people they study and describe the results of their investigations in the form of books and articles called ethnographies. Cultural anthropology is also concerned with making generalizations about, and seeking explanations for, similarities and differences among the world's people. Those who conduct comparative studies to achieve these theoretical goals are called ethnologists. Thus, two important aspects of social/cultural anthropology are ethnography and ethnology. The former is based more on empirical study and description of the culture and ways of living of a group of people. While the latter is more of a theoretical study of the similarities and differences among the human groups of the world, past or present. There are many other specialized fields of study in social or cultural anthropology. Some of these include: anthropology of Art, Medical anthropology, Urban/Rural/Economic Anthropology, Political anthropology, Development anthropology and anthropology of Religion, Legal anthropology, Demographic
anthropology, Ecological anthropology, Psychological anthropology, Ethnomusicology, etc.,

**Archaeological Anthropology**

Archaeology studies the ways of lives of past peoples by excavating and analyzing the physical remains they left behind. Artifacts are the material remains of human societies (Scupin and DeCorse: 1995). Archeologists also study ecofacts, the footprints on the ecology by the past societies. This helps reveal the way human societies interacted with their local ecosystems. Tools, ornaments, pottery, animal bones, human skeletal material, and evidence of how people lived in the distant past are collected, and systematically analyzed. Archeological anthropology has three major goals: 1) classifying and sequencing material culture; 2) reconstructing ancient ways of life; and 3) explaining and delineating cultural processes (Howard and Dunai-Hattis:1992). Some branches of study in archeology include: Prehistoric archeology: Prehistoric archeology investigates human prehistory; that is the periods of time in a region before the art of writing developed. Many anthropological archeologists study societies that did not leave behind any written records.

**Linguistic Anthropology**

Linguistics is the scientific study of language. Linguists describe and analyze the sound patterns, combinations of sounds, meanings and structure of sentence in human languages (Kottak:1994). They also attempt to determine how two or more languages are related. Historically, modern linguists are especially interested in whether all human languages share any universal common feature. Some recent work suggests that
human infants are born with knowledge of a set of generalized rules that allow them to discover the specific rules of language around them and to formulate new sentences by applying these rules.

Therefore, the topic entitled "An Abuse of Drugs in National Level Sports – An Anthropological Study" which the researcher has chosen is very much associated with one of the branches of Anthropology.

The word "Sports" is derived from the Latin word "Disportere" and it means 'carrying away from work' or in other words, leisure time activity. Sporting is a natural instinct and has been created through human movements. Sports activity is defined as an 'individualised or group activity in which rules are fixed'. The term is commonly used in the broader concept to include athletics, games, play-gymnastics, swimming and activities of an individual and team variety, both competitive and noncompetitive. Sports are also an integral part of life as well as an educational process at all times and in all societies, ancient or modern. It is a highly organized activity, from the earliest times to the modern.

Today almost all nations in the world, attach greater importance to the development of sports in order to improve the nation's health and for the wellbeing of the future generations. A few nations even try to project the superiority of their political ideology and their political and social systems through their achievements in the field of sports. Sports can also play a vital role in nation building in bringing national integration and international understanding, friendship and strengthening of relationship between nations. This naturally helps to bring the world close and maintain peace and harmony among the nations and global brotherhood.
Sports also develops good relationship between people who belong to different colours, castes and creeds. It unites different religions, communities and also avoids the diversification of societies and stimulates continuous developmental programme.

Sports, in its various forms, play a vital role in the life of mankind. As a recreational and competitive activity it has existed since time immemorial and continued even today.

Sports play an important role in society as well as at national & international levels. Sports and games enhance health and development of physical fitness of the participants, giving youngsters a healthy and socially acceptable, physical and emotional outlet for aggressive and competitive needs. Sports remain a social significance by reflecting the tradition and culture of people. It also has its own influence on the life and living of common man in society. Every individual must be physically fit to carry out his or her day-to-day duties or activities. In sports and games, physical fitness plays a vital role in the improvement of a player's performance, especially at the competitive level. Therefore, physical fitness has become an essential part of sports and games and also for a superior sports performance.

Sports and games are played not only as pastime activities but also to derive pleasure, fun, recreation, professional growth and monetary benefit through competition. It helps in developing personality and nationalism among the people. Sports and games involve a lot of spirit, interaction between many groups of people and promote group action, cooperation and co-living. Physical lithe has become essential for a more meaningful and enjoyable life. Modern thinkers now-a-days emphasise that the best individual is one who is physically fit, mentally sound and
sharp, 'emotionally balanced and socially well adjusted. These can be easily achieved through sports and games alone.

Modern age is the age of science and technology. Man has invented a number of machines for his comfort and to reduce his load of work. As a result, he gets a lot of leisure time which, in turn, leads to inactivity, less work and exercise. This has in turn led to lethargy and degeneration of the human system. Here sports are the only remedy for keeping fit and active which also helps in production. Finally, we can raise it to the national level and say if everybody is healthy and strong, then the nation also becomes strong and sturdy. Sports are essential to man at all levels - to the growth and development in childhood, progress and achievements in the prime of life and a disease-free life in old age. As a process of education, it also plays an important role in the development of personality (Quillen: 1963:50). It gives pleasure, fun and recreation. It helps to develop culture among the young generation and teaches them discipline, regularity, punctuality and sincerity. It maintains peace and harmony in the community and helps social living and group thinking. Sports should become an integral part of human life.

Sports always bring the world close and develop international understanding, peace and prosperity among nations and co-operation and co-living among people. It brings together people from different nations irrespective of their caste, creed, colour, race, religion, language and region. At the international level too, sports activity helps to develop nationality, patriotism, respect and a proud feeling for their country. It also develops the spirit of challenge. Sports activity is a part of physical education which itself is an integral part of education. Without sports the programme physical education will be incomplete. So the goals of education cannot be achieved without sports.
Sport goes beyond a measure of athletic excellence and the winning of trophies and medals. Sport is an integral thread in the social fabric of society and enriches our daily lives. True winners are those who achieve their goals through talent, skill, training, motivation and rising to all the challenges their sports present. Increasingly, however, a "win at all costs" ethos that undermines the very integrity of sport has entered the arena and a new game is at stake, the dangerous and sometimes deadly game of doping.

Drug abuse in sport is not a new phenomenon; athletes have taken performance-enhancing agents since a very long time. The legendary Arthurian knights supposedly drank magical potions from the cup of Merlin. Our own Celtic tales describe the use of strengthening potions to aid valour in battle and the druids' use of narcotics is well documented by historians. The berserkers', a class of ancient Norse warriors who fought frenziedly, "berserk" behaviour was attributed to a deliberate diet of wild mushrooms. The Ancient Olympics in Greece were riddled with corruption and doping to the extent that the games had to be dissolved.

In Ancient Rome, gladiators drank herbal infusions to strengthen them before chariot races and going into battle. Almost two millennia later, the first documented report in the medical literature was published in 1865 in the British Medical Journal, citing expulsion of a swimmer from an Amsterdam canal race, for taking an unnamed performance-enhancing drug. The first doping death occurred in 1886 in cycling.

In the early 1900s, the most popular Drug abuse agent was a cocktail of alcohol and strychnine. The use of strychnine was superseded by amphetamine, following its development in the 1930s. In 1960, the Danish cyclist, Kurt Jensen, died after overdosing on
amphetamine in an attempt to seek competitive advantage and the search for control measures began. Methods of anti-doping control were pioneered in the 1960s, by Arnold Beckett, an academic pharmacist with a specialist interest in sports pharmacy, based at Kings College London (formerly Chelsea College). It was however the televised death of the British cyclist Tommy Simpson, while under the influence of amphetamine during the 1967 Tour de France that proved the catalyst for implementation of official anti-doping control systems and the banning of amphetamine in international sport. Cycling has long since been a harbinger for systematic doping and as one top cyclist explained "it is impossible to finish in the top five of a Tour de France without doping". In 1968, the International Olympic Committee (IOC) published the first banned list of drugs and implemented the first formal drug testing programme at the Montreal Olympics.

In the last three decades a number of names have joined the cheaters' hall of fame including Ben Johnson (stanozolol), Dan Mitchell (testosterone), Linford Christie (nandrolone), Olga Ygorova (erythropoietin) and Andrea Raducan (pseudoephedrine), to name a few. Johnson was abusing stanozolol and other agents for years with the help of fringe practitioners, before testing positive at the Seoul Olympics in 1988. In the UK, many were shocked by the Linford Christie saga, however he first tested positive in 1988, at the start of his career, for the banned stimulant pseudoephedrine; not surprisingly he has now lost the contract for whiter than white whites. It was the Irish swimmer Michelle Smith de Bruin who brought the reality of doping home to our own doorstep; while the country was divided in 1998 as to whether she was sporting Jenny or a bold deceiver, the IOC confirmed that there was "Whiskey in the Jar" and the amount therein defied all possible human
consumption. The doping scourge has continued into the new millennium. Alain Baxter came from 63rd in the world to attain a bronze medal in this year's Winter Olympics at Salt Lake City, only to be stripped of his medal after a positive test that could only have been attained had the nasal spray implicated been swallowed whole. Only recently, another scandal hit the headlines adding to the disrepute of cycling when Stefano Garzelli tested positive for probenecid; five of his team were either arrested, indicted or "disappeared" during police investigations.

Accurate data on the prevalence of doping is difficult to accrue as it is not financially feasible to screen all athletes. Selection for doping is usually random for example medal winners, team captains, goal scorers, the number on a shirt or bib, or athletes who show a sudden or unexpected improvement in personal bests and world placings. The true incidence of doping tends to be more widespread than anti-doping control data would suggest. Several surveys have revealed alarming statistics. In a British Olympic purvey in 1996, 48% of athletes agreed doping was a problem; of these 86% stated it was most prevalent in track and field events. In 1989, an Australian Senate Standing Committee Report concluded that 70% of athletes who had competed internationally had taken drugs. One study found that men & women participating in sport are more likely to abuse drugs towards the end of their career.

Doping is not just a symptom of elite competition; it is also prevalent in an amateur sports and school sports. In France, the incidence of deliberate doping in amateur sport is 5-15%. In 1993, the Canadian Centre for Drug-Free-Sport estimated that 83,000 children between the ages of 11 & 18 years had used anabolic steroids in the previous 12
months. In a more recent American study, prevalence of anabolic steroid use in teenagers was 4-12% for boys and 0.5-2% for girls; in addition to school sports performance, males used anabolics to enhance physical appearance. In France, the incidence of adolescent doping is estimated at 3-5%; males again more commonly implicated.

The advent of gas chromatography and mass spectrometry in the early 1980s transformed the success of drug testing. The main problem now for anti-doping control tests, is that although analytical tests are becoming increasingly sophisticated, the athletes who cheat are "at least one step ahead". The interface between science and law is evident in recent sports arbitration decisions. One such example is the Yegorova and erythropoietin case. It is clear that testing procedures and application of the rule of strict liability alone will not win the war against drugs. Operational inconsistencies exist between countries and sports federations and progress is hampered by lack of international collaboration. New strategies are needed based on educational and psychological approaches. Moreover the new age of gene transfer technology (GTT) will gradually render dope testing control systems obsolete; GTT will increase muscle growth by as much as 28%. Doping is a major ethical, educational, financial, health and management problem and governments have a poor track record in controlling its spread.

1.2 REVIEW OF LITERATURE:

A number of scholastic studies have come in abundance but my study made on anthropological lines is different from the rest. This is because of the fact that my study is intensive, indepth and qualitative research having the longest association of my stay with sports persons who have achieved considerable heights in their sports events to whom I
have studied in detail. The concept of drug abuse in national level sports programmes at different times and at different levels is very much discussed. Use of drugs and its abuse in national and international level sports have become very common today in spite of several testing agencies of their own. It is also possible that sports programme suitable to one place may not be suitable or appropriate to another. This is because of the difference in the facilities required for different sports and their levels and places. So review of related literature will give us an insight to know the depth and dimension to the concept of research.

Webster (1940:1), discusses the importance of sports grounds. According to him, one of the essential items for healthy living is the "Maintenance or provision of open spaces". He further says that, 'for physical education, the play-ground itself is the class room. The play-ground must be spacious enough to accommodate a large number of students'.

Mallaradhya, an eminent educationalist, administrator and snorts enthusiast, (1957:7) says, "Provision of adequate play-field facilities throughout the state is one single factor that creates a favourable atmosphere for the genuine development of sports and games". He says further, "The open fields are to be treated as open air machine shops tor training sportsmen and as an efficient means of popularizing sports.

Successive Governments have also shown interest in the development of sports. From time to time they have appointed committees to look into or enquire into the state of affairs of sports. The Committee on National Plan of Physical Education and Recreation constituted in 1968 emphasizes the importance of equipment. It says that a good programme of sports and physical education requires varied
equipments in sufficient quality. Use of different kinds of equipments is necessary for different kinds of skills. It must be remembered that this is one of the objectives of physical education and this is facilitated when equipments are ample.

Sujan Singh (1963:25) states that the most important facilities that are needed for the success of sports training are: a) Play fields, b) Gymnasiums, c) Adequate class-rooms, d) Swimming Pools, and e) Tracks for Athletic events. His views are basic and the facilities he suggests are most essential since the other facilities such as coaches, equipments etc. can be borrowed from others.

Thomas (1961:8), another physical educationalist, is of the opinion that modern physical education programme emphasising out-door National sports activities requires extensive play-grounds for different field events. He says that the play-fields are the open class-rooms and as such they must be properly equipped and maintained. The size of the play field and its proximity to the college needs careful thought and consideration. He says further that a play ground is not an added attraction to the college set-up but a continuation of the process of education in the class-room on the ground that without them education is bound to be incomplete and ineffective.

The Deshmukh Committee (1966:21) which was constituted by the Central Government to enquire into the physical education facilities in Indian universities and Colleges says that "they do not have enough resources to provide basic facilities and amenities in the field of games and National sports." So the Committee recommended that the Government should provide substantial proportion (80%) of the total expenditure required for an effective programme of compulsory physical
education. According to this report, the Central and State Governments took measures and steps in the right direction.

The Central Government has channelised its funds in the form of Block Grants through agencies such as U.G.C. and/or SNIPES (now through National spoils Authority of India) for the development of physical education and National sports facilities such as play-fields, grounds, gymnasium, swimming pool, improving the surfaces of play fields and for providing flood lighting to play-courts. The State Governments, too, have issued orders to appoint qualified staff in physical education and National sports in the colleges. Accordingly the order sent by the Karnataka Government, Order No. Ed/146/upc/79, dated 3rd October 1981, is an example. The Committee found that the ratio of students and physical education staff was disproportionate. There was also lack of job description, syllabus to teach or any programme to execute, in such circumstances, in the absence of a planned programme of physical education and National sports in the colleges, the students do not seem to benefit at all. However, the directors of physical education can plan and execute a programme of their own as long as it is within the existing facilities.

Bakshi (1971: 17), another physical educationalist, is of the opinion that for our schools and colleges the aim should be to provide ideal environment and facilities for natural physical activities. This should be provided under highly qualified leadership having scientific knowledge and sympathetic understanding of human nature. If this is done, idea-environment with proper facilities can promote physical education and National sports activities in both quality and quantity. Dharam Singh (1982:71) of Punjabi University, Patiala for his M.Litt. Dissertation in physical education studied the physical education
programmes, coaching and physical facilities offered at Patiala, Punjab. He collected data randomly and by using a questionnaire, he concluded as follows:

1. In 1978-79 a total of 95 students, in 1979-80 a total of 101 students and in 1980-81 a total of 103 students, actually participated in the school games. This shows the meager participation of students in physical education programmes.

2. The physical education staff in various schools is not adequate.

3. Only 32% of the schools have sufficient equipments needed for a physical education programme,

4. Play-ground facilities in 63% of schools are insufficient, and

5. Various scholarships received by the participants during different years were not encouraging and satisfactory.

Opposed to this, the findings of Kaur are quite different. A student of Panjabi University, Patiala, Kaur investigated (1983) for his M.Litt dissertation the role and contributions of National sports wings in colleges towards the development of National sports and games in Punjab. For this, he collected data from 420 students, 40 coaches and 15 Principals from 19 colleges having National sports wings in different disciplines and by using three different questionnaires. He concludes that:

1. Motivation join the National sports wings, is largely provided by to the parents.

2. The students satisfied with fairness of selection, boarding and lodging arrangements, play-grounds, equipments, uniforms and daily allowances.
3. College rules and regulations help the students in their performance.
4. Coaches look after the welfare of their trainees regarding their diet.
5. Coaching camps at college and university levels are quite useful.
6. Qualifications of coaches are satisfactory, lash (1951: 18) is of the view that.

   1. National sports programme should really encompass the total person, his spiritual, mental, emotional, social, cultural, physical aspects and in all stages of his life, right from his birth.
   2. It should have a direct effect on his attitude and aptitude towards fitness.
   3. The programme should reap all youths.
   4. It should be made stronger in schools and colleges.
   5. It should be a national responsibility and should meet recognised standards.
   6. The programme should be an integral part of education.
   7. It should include health education, recreation, health examination and physical fitness and skill.
   8. It should give strength, flexibility and also develop skills and help achievements.

Govinda Rajulu (1969:16), an eminent Professor of Physical Education, believes that lack of academic value to physical education in Indian Universities, has brought down its value. He says further that "people in-charge of physical education are not in a position to organize and administer the National sports programme successfully." He further
makes an observation that "the people who are put in charge of the programmes of University physical education have not been provided with; a programme suitable to that particular age group. This kind of situation will ultimately kill the interest of the students in physical education."

A few physical educationalists like Kothiwala go to the extent of suggesting that physical education be made one of the subjects. In his paper published in the Journal of Physical Education at degree level and Recreation (1959:29) he suggested that Indian Universities should introduce physical education as a compulsory subject at all degree examinations. He believes that a perfect integration of body with mind will take place only when every individual participates in National sports along with academic or professional education.

An ideal National sports programme would include at least one period of work for every day of attending school or college. Daily the duration of period and the type of activity can be based on age level interest and facilities available. For selection of a good programme, a number of factors have to be taken into consideration. Guess (1961) made a survey of 49 independent secondary schools in the city of California (USA), he used the questionnaire method to determine the extent of their National sports programme implemented as per the recommendations made by the State of California for the boys for four years physical education programme. He found that a majority of the independent schools failed to meet the state standards. The common weaknesses were the Inadequacy of trained personnel. A lack of communication between school and parents acted adversely, resulting in limited classes, and inter-school athletic programme aquatic programmes.
William (1966:423), on the contrary, opines that "the success of physical education programme depends upon the men behind the activity. Because the facilities available come alive only when persons involved become effective agents." therefore, in the absence of adequate finance, facilities and qualified staff, any amount of programme planning is mere waste. On similar lines Parappa, Principal, Physical Education College, Bangalore also suggested that irrespective of the student strength of a college, one lecturer in Physical Education with Masters degree in Physical Education, should be appointed (1980:7). The teacher and student ratio for the implementation of the programme shall be 1:300. He further added that the physical education and National sports may be offered as an elective subject at the degree level. He also viewed that all the physical education lecturers should be sponsored to undergo N.I.S. training in a phased programme.

According to Mukerjee (1983:18), who studied the status of National sports in National sports training institutions in West Bengal, says that one of the essential pre-conditions to improve the training programmes is the improvement of training institutions. He says further that the efficiency of an educational institution depends on its staff, students, physical education and National sports facilities.

The Indian Ad hoc Enquiry Committee on National sports and Games (1958) had recommended that a college with a student population of 1000 or 1500 should have a minimum of 10 acres as play-grounds; a High School with a strength of 500 -1000 students should have a minimum of 3 - 5 acres; and a primary school should have a minimum of one acre. However, it was felt that even about 10 years after this report was submitted, the educational institutions do not have adequate play
fields. This has been the greatest handicap in the smooth implementation of the National sports Organisation Programme which has been launched by the Government of India under the Fourth Five Year Plan for Universities and Colleges. The matter was considered in a recent meeting of the informal consultative committee for National sports Organization Programme presided over by the Union Education Minister and it was felt that top priority shall be given to financial assistance to Universities and Colleges for provision of multi-purpose playing fields which have a pavilion and fields for games like hockey, football, volleyball etc., as well as a track for athletic events.

In 1966, the All-India Council of National sports set up a Committee consisting of Saryashri Ranga Ramanujan and Mehta, to draw up a detailed plan for protecting and improving the existing play-grounds and for securing land for new playing fields. The committee arrived at the following conclusions which were approved by the All India Council of National sports and were circulated to all State Governments and State National sports Councils for implementation.

1. State Governments should make through their municipalities an inventory existing areas and facilities that are available of or offer possibilities for development of National sports.

2. State Governments should prepare an analysis of recreation areas in appraise their adequacy and formulate acquisition the cities, and improvement programmes designed to meet the needs.

3. Education authorities in the State should ensure that facilities for primary, secondary and further/education are provided for their area, including adequate facilities/for recreation and social and physical training.
4. A local authority shall, in particular, co-operate with any voluntary societies or bodies whose objects include the provision of facilities or the organisation of facilities/activities of a similar character.

5. a) Neighbourhood play-grounds should furnish day-to-day opportunities for children;

b) Community playing field to serve as a major recreation area for young people and adults with a section set apart for children;

c) Athletic field designed primarily for highly organised team games and track and field events;

d) Large recreation park;

e) Special areas for developing particular types of sport.

1.3 METHODOLOGY:

Doing research in anthropology is unique to itself. It is because of its techniques and methods it has a special place amongst social sciences. The type of techniques which we use in collecting the data will not be made by any other social scientist in the field of research. Anthropology has no survey method. It is purely based on empirical research and empirical findings based on two things, one by establishing rapport with the people and also to collect total way of life of those people in whom he is interested in through Participant Observation.

1.4 OBJECTIVES OF THE STUDY:

The objectives of the study are as follows.

1. The reason behind the use of drugs in national level sports.

2. Factors responsible for the motivation to use of drugs in national level sports.
3. In national level sports the use of drugs is numerically increasing and the reasons for the same.

4. Types of sports and games in national level.

5. Identification of the scientific methods of drug testing in national level sports.

6. How do drug tests work in the national level sports.


8. The rehabilitation of an abuse of drugs in national level sports.

Tools of research such as Observation, interview, case studies and extended case studies have been extensively used to collect the data needed for this study. In order to do so I have used both Primary and Secondary sources of data (from the field and as well as library).

The idea is to study the abuse of drugs in the field of national level sports, in an in depth manner. This academic attempt is the first of its kind. In this study hopefully we will break new grounds since it is a pioneering attempt in a less researched area. This is an empirical study and conclusion have been drawn on the basis of data collection by the researcher during his college holidays specially during the months of summer vacation i.e. from March to June, 2008 to 2013.

The above mentioned aims and objectives have given us sufficient imputes to the understanding of an abuse of drugs in national level sports in particular and international level sports and games in general.

1.5. HYPOTHESIS

1. Every athlete wants to carve a place in the event in which he participates which in turn gets him popularity, social respect and to
improve his/her financial position within a shortest possible time. In order to do so many of them will fall prey to the use of drugs to improve their performance in sports.

2. Many top officials privately feel that without taking help of performance enhancing substances, along with effective masking agents, most Indian athletes cannot win medals.

3. Most of the Athletes come from poor backgrounds and lack in education, most of the times they don't come to know that the substances they are taking is banned in sports.

4. The performance of the athletes can be improved with proper research and set up a safe method with effective masking agents.

5. According to a rough estimate, 70 to 80 per cent athletes worldwide use masking agents. In India, we only do policing; there's no other programme to provide athletes specialised assistance.

6. In sports that require physical superiority, Indians, largely due to their weak natural build, cannot match their rivals on their own.

7. Indian sports desperately needs professionals, especially in sports medicine, not ad-hoc administrators who get posted courtesy politicians. But to appoint the right person to the right position.

8. Since sports is a specialised field we need to invite professional coaches, physiotherapists, trainers, dieticians, nutritionists etc. from abroad and make them train Indian athletes and coaches.

The topic of my research has the above mentioned hypothesis. Most of the hypothesis has been tested fully and others partially based on the empirical information received by the sports persons to whom I have interviewed.