‘Attitude are likes and dislikes. They are our affinities for and our aversions to situations, objects, persons, groups or any other identifiable aspects of our environment, including abstract ideas and social policies”

-- Bem, (1970)
Chapter-I

Introduction

1.1 THE MEANING OF SPORTS:

Sports is a social phenomenon by it helps the society to develop all necessary traits of personality, these are required for the development of an individual. Sports are natural desire of human beings, physical and mental development of the children is promoted by sports, so inspiration for sports is quite natural. Sports should be recognized as a social need. Sports are so much important in life of a person that many wisemen here tried to define its importance.¹

According to Ron Dickening:

"Sports is the most precious commodity we can handover to the next generation"

"Sports is a means of providing pleasure to people, it is like offering clothes to those who need them".

Similarly, Ruskin has also defined sports in the following manner,

"Play is the exerting of body and mind made to please selves without a determined end".²

Sports as an activity offer an opportunity of gaining self-knowledge, self-expression, fulfillment, personal achievement, skill acquisition and demonstration of ability, social interaction, enjoyment, good health and well-being. It promotes involvement, integration and responsibility in society, and
contributes to the development of society, especially when sports activities have been accepted as an integral part of the culture and tradition of every society and every nation. It is an evident fact that the statistics pointed out, while women and girls account for half of the world population (50 per cent) the percentage of their participation in sports varies from country to country and is far less than that of men and boys in our country. Despite a growing participation of women in sports and games in the recent years and also the increased opportunities for women to take effective participation in domestic and international fields on a significant representation of women in decision making process in sports has not taken place to occupy a conspicuous position. This results in unequal opportunities for women and girls in sports resulting the violation of constitutional mandate regarding “equality before law and equal protection of law in the territory of India”. It has been widely accepted that women’s experiences, values and attitudes can enrich, enhance and develop sports, so also participation in sports can enrich, enhance and develop women’s personality in the society.

In modern society, sports have a very important role to play. Much of the attraction of the sports comes from the wide variety of experience and feelings that result from participation, namely, joy, anguish, success, failure, pain, relief and a feeling of belonging. Sports competitions offer
considerable opportunities to us to become stars and leaders. For the
youths, the sports stars are better known than the leading politicians of a
country. Sports have ever reflected development in society primitive
sports were limited and regulated by taboos and traditions. Modern sports
are played by prescribed rules and set norms. The difference between the
primitive and modern rules is that modern sports are rationalized rather
than prescribed by traditions. Plato advocated that girls and boys should
be put to vigours exercises during their bringing up. Romans were fond to
athletics. They aimed at military proficiency through games and sports.

George has rightly said, "Sports and games provided a medium for
the development of the self". So sports are the vehicle for character
formation and on instrument for pattern maintenance in the society. Every
society tries to inculcate certain values in the younger generation. Every
society puts some goals before the sports system acceptable to the society
in its entirety. Sports contribute alertness and promote the team spirit,
loyalty, tolerance and altruism. In modern age the national identity is
synonymous with nation building. It can be achieved if the nation is
healthy and strong. It leads to emphasize on the health of people and their
military preparedness. Sport is a competitive frontier that connects a
nation together with other countries without causing any bloodshed or
hostility. Probably this is the reason which has prompted Coldwell to conclude, “that new or different political, economic or social systems have used sporting success in international sports as an internal and external validation of that system’s worth”.

Lipsyte has also rightly pointed out, “Sports provide one of the few bits of glue that all holds our society together. It is only the sports through which one can develop one’s moral values and build one’s character.”

Thus, we can say that the more a society is sport loving, the more disciplined it is. Sports have become a new weapon in the arsenal diplomacy.³

**Input-Output Relationship between society and sports**

- Society provide input to
  - 1. Goal Determination
  - 2. Infrastructure
  - 3. Rules and Regulations
  - 4. Funds
  - 5. Association and Federations
  - 6. Competitions
  - 7. Facilities
  - 8. Awards and Rewards
  - 9. Punishment

- Sports provide output to Society
  - 1. Discipline
  - 2. Physical and Mental Fitness
  - 3. Money
  - 4. International Peace
  - 5. Nationalism
  - 6. Character Formation
  - 7. Fame, Glory and Recognition
  - 8. National Identity
  - 9. Globalization
  - 10. Privatization
  - 11. Proper Use of Leisure Time
  - 12. Give Pleasure
According to some historians, sports were started earlier by 776 B.C. In reality, sports came into existence between 1253 B.C. and 884 B.C. According to the Greek intellectuals, Greece is considered to be the first country in recognising and giving importance to sports. Greeks were the such persons who understood the importance of the sports and promoted sports spirit among the people.

According to Greeks, “Gymnastic for the body and music for the soul are of great importance” So, the whole world is indebted to the Greeks for giving sports important place in education.

1.2 The History of Sports

Sports in the Past Decades

Sports in Ancient Greece (1000 B.C. to 100 B.C.):

The games played by the early Greeks were grounded in mythology and religious beliefs. They usually were held in conjunction with festivals involving a combination of prayer, sacrifices and religious services, along with music, dancing and ritual feasts. Competitors in these early games were the only ones with the money and time to hire trainers and coaches and travel to the various sports. The field events were clearly based on the interests of young males. They consisted primarily of sports,
such as chariot racing, wrestling and boxing, javelin and discuss throwing, foot racing, archery and long jumping.

Greek festivals also were linked to religious beliefs. For example, Olympia was chosen as one of the festival sites because it was associated with the achievements and the activities of celebrated Greek gods and mythological characters. In fact, Olympia was dedicated as a shrine to the god Jesus about 1000 B.C. Although permanent buildings and playing fields were not constructed until about 500 B.C., the games at Olympia were held every four years. Olympic games became the most prestigious of all athletic events.

1.2.2 Roman Sports Events (100 BC to 500 AD)

Roman leaders used sports activities to train soldiers and provide mass entertainment spectacles. They borrowed events them from Greek games and contests, but they geared athletic for giving training them as their pre-preparation to be prospective obedient military men. As the power and influence of the Roman Empire grew, sports events and spectacles became increasingly important as diversions for masses. Folk games and local sport activities existed throughout the Roman Empire. Roman sport events differed from organized sports today in that they sometimes were connected with religious rituals.
1.2.3 Tournaments and Games during the Middle Ages (500 to 1300):

Sports activities during the middle ages usually took two forms. The local games were played by peasants, and tournaments were staged for knights and nobles. Some of the local games of this period have interesting histories.

During most of the medieval period, the Roman Catholic Church accepted ball games. Games became a basic part of village life. Local ball games had improved such as soccer, field hockey, football, rugby, bowling, curling, baseball and cricket. Horse racing also improved. Gradually, the warlike nature of tournaments was softened by colourful ceremonies and pageantry. Medieval tournaments and games were not much like today’s organized sports. They never involved the measurement and recording of athletic achievement.

The Renaissance, Reformation and Enlightenment: Games as Diversions (1300 to 1800):

About the same time that peasant were being subjected to increase controls in many locations, the “scholar – athlete” became the ideals among many of the aristocrats and the affluent. In fact, they saw the ‘Renaissance man’ as someone who was “socially adept, sensitive to
aesthetic values, skilled in weaponry, strong of body and learned in letters”. Activities like horse racing, hunting, tennis and bowling took place on the private residences/estates of the wealthy, making it difficult for the puritans to enforce their prohibitions. A few sports, including cricket, horse racing, yachting, fencing, golf and boxing became highly organized during the late 1600s and the 1700s, although participation patterns stepped-in, which resulted in class divisions in society.

**Seventeenth – Century Europe**:  
During this period sports were became more popular and physical education was introduced as a subject in educational process. Some educated young children were to take part in sports and physical activities. In 18th century Johan stressed physical activities. He was the physical education teacher in this time.

**Sports in United States during 1880 to 1920**:  
In this age, sports were became important. Football, baseball and basketball were became more popular game during this age. In 1904, the academy of physical education was set up in 1904. Health and physical education was introduced in 1937. Dancing exercise was included in physical education programme.5
1.3 Women in Sports

1.3.1 Women Sports through the Ages in Different Countries.

Women Sports in Ancient Greece: 1000 B.C. to 100 B.C.: During the ancient period in Greece only the male members used to participate in sports and physical activities. But it was a matter of pity, that women were not allowed in sports and physical activities. Particularly on the occasion of festivals, occasionally, the women, children, besides the old aged persons, were given chances to participate in sports. Women were prohibited to take part in the Olympic games. They could not even enter the playground or the stadium as spectators (Lookers on). However, women held their own games at Olympia with great dedication to the goddess Hera, the relative of Jesus. According to some historians, "The Heyaean Games even predated the exclusively made Olympic games". Unfortunately, interested women athletes often risked their reputations and dignity in the eyes of males when they engaged in sports. Physical strength did not fit with definitions of heterosexual family among Greeks, therefore, many questions were raised about the sexuality and sexual orientations of strong and physically fit women and even of the Goddess’s in Greek Mythology.
The distinction against sports women was rooted in the patriarchal family system and offered only limited opportunities for women outside their households. Although, some women belonging to the high gentry Greek families became regular participants in the sports at certain sites, their achievements were not promoted and publicized like the achievements of the male athletes.

**Roman Sports Events (100 B.C. – 500 A.C.):** Women were not allowed to participate in Roman Sports events. But they were allowed in the stadium as spectators and cheer male athletes, but few women were allowed to participate in the games and athletics. Within the Roman family, the status of woman was like a servant and they were totally controlled by man. Like Greek women, they were discouraged from pursuing interests beyond the confines of the household.

**Women Sports During the Middle Age/Era: 500 to 1300 A.D.:** Throughout in the medieval period, women were though less appropriate than men to be involved in physical games and sports activities. Their banned opportunities were fixed in a combination of religious doctrines and male centered family structure. A women’s duty was only to be obedient and submissive and dedicated. The orientation did not bring alteration much through the middle ages. However, the peasant women
were involved in some games and physical activities associated with the regular rounds of village events in the duration of year. Among the aristocracy, gender relations were patronized, so that men’s and women’s activities were obviously distinguished/differentiated. Women in the upper class sometimes engaged in ‘Lady-like’ games and physical activities, but they were subjected to the male domination and were often viewed as sex objects and models of beauty. Their involvement in active pursuits was limited. Feminine beauty during that time was defined passive/submissive terms: the less active a woman was, more likely, she was to be perceived as beautiful. Therefore, in meeting the criterion for beauty, a woman avoided all existing sports activities with a very limited involvement in sports and physical exercises.

**Women Sports during the Renaissance, Reformation and Enlightenment (1300 A.D. to 1800 A.D.)**

**The Renaissance:** Throughout the renaissance period, women had relatively a few opportunities to be involved in sports activities. Although the high gentry women sometimes corporal games, their lives were prohibited by demands of work both inside and outside the home. They often had to do hard physical labours, but they were not encouraged to be engaged in physical activities and sports, that called special attention to their physical proficiencies/abilities and their accomplishments as the
upper class women, while sometimes they participated in activities like bowling, croquet, archery and tennis etc., but often women during these times were usually regarded as ‘naturally’ weak and passive, so their involvement in sports was limited. Some of these ‘Renaissance Women’ may have been pampered/ gratified and put on the proverbial pedestal, but their lives were tightly controlled by men who, maintained their grip/position of power partially by promoting the idea that women were too fragile to leave the home to do things on their own way.

**The Reformation Period:** During the protestant reformation, growth in negative attitudes regarding women sports and physical activities adversely affected the participation of women.

**The Enlightenment Period:** During this period, women sports were different from today. No one seriously thought that sports and sports participation could change for women developed or how their social life was organized. Therefore, there were no reason for people to organize sports activities for women.

**Women Sports During Middle Age: 1800-1900 A.D.**

Aristotle believed, “women had fitted by nature for subjugation to the male of the species because they had no ability for self direction”
Hundreds of years have passed but still this statement is very much relevant in our Indian society, where every step of women is checked, marked and guided by men. The general consensus seems to be that she should be more dependent, submissive and less competitive with the males. No one denies the major physiological differences between men and women. There are certain anatomical differences. But these aspects can be modified with proper physical training. As we have seen that in the early days of primitive life a woman played a significant part with man, helping him hunt, obtain food and prepare clothing. There was no great muscular difference between the two sexes in those days. When this nomadic society became sedentary, a woman began to take her place in the home and although she helped with the physical labour involved in early farming, she remained busy in looking after domestic animals and preparation of food. Some of sports as well as some of their playthings have also been described by Vatsyayana. The girls took delight in making garlands of flowers, building small houses of earth, of wood, playing with dolls or in cooking imaging food with such materials as earth etc. They sometimes played together at games involving some exercise of the limbs such as hide and seek, spinning round holding each others but stretched arms blindman’s buff, games with salt of heaps of wheat. They got very
little opportunity to take part in games and sports. They passed most of their leisure hours in gossiping, cooking and sleeping.

The women of upper and richer sections were more fortunate than their other sisters of both the communities belonging to the middle and lower strata of society, as they got opportunities to take part in some of the outdoor games.

The great development in sports in Britain before the First World War hardly involved women at all. It is true that women were accepted at Wimbledon in 1884 and a year later Martine Bergman – Osterberg founded the first PEOPLES College for women at Dartford. However, women were not invited to the Paris Congress organized by Pierce de Coubertin, nor were they allowed to complete in the 1896 Olympic Games which followed the Paris Congress. There is no participation of women in first Olympic game held at Athens in 1896, but further Olympic games it was gradually increased. Wimbledon saw the first women competing on its lawns in 1875 and American women had their own national championship in 1890. To this day neither the international Olympic Amateur Federation (IOAF) nor the International Olympic Committee, the two most important governing bodies in sports, have anything like a fair representation of women. In the 1870 and 1880s
Colleges appointed female physical education instructors to teach Gymnastics and Calisthenics to the increasing number of female students. In the 1880’s tennis became very popular. Nevertheless women players had to fit the demands of their times. The vision of the ‘New Women’ had emerged by the 1890’s. The ‘new women’ had emerged by the 1890’s. The new women was more independent then woman of previous generation. They played in heavy dresses with petticoats and were expected to play in leisurely fashion. At this time women also took to golf, although often it was little more than pitch and putt. Costume for golf remained very restrictive and it was usually played for social not sporting reasons. The arrival of cycling as a popular activity gave women two new freedoms. Within certain limits they were able to cycle wherever they liked and also they escaped from their restrictive clothing into looser fitting and lighter clothes. Men viewed with suspicion all women’s sports which emphasized freedom and spontaneity. The rules of participation reflected the roles of men and women at that time. Lewis devoted much of his life to the activities of the Women’s Christian Temperance Union (WCTU), which he himself had founded and he became an avid supporter of women sports.
Women Sports during 1900-1990: This was a period of great change. During the first World War women took on many jobs previously only done by men. After the war many people had a different attitude towards women and their role in society. Women took part in sports in increasing numbers. Many rejected the old restrictions based on a view of women in the role only of wife and mother. It became easier for women from the working class to take part in sports as living standards rose. Much of sports introduced like badminton, cricket, golf, hockey, lacrosse, netball, skatting, swimming, tennis, volleyball etc. AT the Paris 1990 Olympic Games unofficial tennis and golf events for women took place. In 1904 at St. Louiss there was a women’s archery competition but it was not recognized by IOC. In 1908, in London, 43 women competed in figure skating, tennis and archery.

To understand why women had such an enormous difficulty in being equal partners with men in the development of sport and physical recreation, it is necessary to look at the social issues. Very few working chess women had the money, the time or the energy to take part in sport of any sort. During the inter-war years, a number of sportswomen caught the eyes of public.
**Imagination:** Swimming was considered the least masculine and was the first competitive sports to be introduced into the Olympic for women, as early as 1912. Syzanne Lenglon did so in Tennis. She won her first Wimbledon singles title in 1919 at the age of 20. Suzanne Lenglen was a glamorous French women who were a short sleeved blouse, a short pleated skirt and white stockings. She established new standards of play, dress and behaviour for women tennis players.

In 1920 in the Olympic Games at Antwerp 136 women from 20 countries took part in tennis, swimming, archery, figure skating and yachting. The IOC continued to exclude women’s athletics from the Olympic programme.

In 1922 the International Women’s Sports Federation (IWSF) organized their own women’s Olympics. It was held in Paris and consisted of eleven athletic events in one day. A crowd of 30000 saw the events. The Winter Olympics started in 1924 and from the beginning included women. The IOC formally allowed women’s athletics in 1928 Olympics, with five tracks and field events. Unfortunately, some of the runners in the women’s 800 M event collapsed after the race. This strengthened opposition to women’s sport.
In 1928 at St.Moritz, Sonya Henje won the first of three successive victories in the figure-skating. She became world famous as a skilful and exciting performer before becoming a film star. ‘Babe’ Didriksen was an outstanding all-round sportswoman. She first achieved fame in 1930 when she broke the world javelin record at the age of 16. She could compete in as many as eight athletic events and also took part in baseball, basketball, tennis, swimming and diving. She was a notable amateur golfer and later turned professional. In 1930 the women’s League of Health and beauty was founded in London with 16 members. By 1939, there were 166000 members in England and the movement had spread to many other countries.

The 1948 Olympics were held in London. One ‘Flying Dutchwoman’, Fanny Blankers – Koen won four track gold medals. The ‘Blond haired mother of two’ was given the headline ‘fastest woman in the world is an Expert cook!’

The great social changes of the ‘swinging’ sixties gave women greater confidence and more independence and freedom to control their own lives. There was publicity for the feminist view of society. The 1960 Rome Olympics saw a large increase in women taking part – 610 out of 4738. The women’s 800 M returned to the programme after a gap of 32 years. It was allowed by the 400 M in 1964, the 1500M in 1972 and the marathon and 3000 M in 1984. 1988 saw the 10,000M for the first time, but the steeplechase, triple jump, hammer and pole vault were still not
open to women. However, in the U.K. championships the triple jump was introduced in 1990 and hammer in 1991. The most successful sisters in Olympic history, Jrena and Tamara press were suspected of drug taking. They retired suddenly when sex testing was introduced into athletics in 1966, giving rise to more suspicion about their gender. The child-like gymnast Olga Karbut shot to fame in 1972 Munich Olympics. She captivated audiences worldwide with her ability and innocence. The 1970’s saw the emergence of the powerful east German women’s teams in athletics and swimming. At the 1976 Olympics they won 20 out of a total of 28 gold medals in both sports. Many girls and young women were trying to join boy’s teams and to play sports which had previously been male only. At the same time the boom in fun runs, jogging and marathons saw women running with and against men. The best women in some discipline can now beat men. Martina challenged a Dutch Tennis players, Richard Drajcets in men versus women chess. This fight will never take place but the women sports personalities have shown to the world that they do not lack any muscle power and endurance capacity as compared to their male counterparts. In 1977, at the age of 19 years, Cindy Nicholas, swan the English Channel both ways without stopping, beating the previous record set by a man by 10 hours, 5 minutes. A year later she knocked another 40 minutes off the record. In 1979, the females competed for the first time in triathlon 1.4 mile ocean swim, followed immediately by a 112 mile cycle race and ending with a 26 mile
The issue of female participation has also altered dramatically in relatively recent times. The last years of the 1980s and early 1990s have been the arrival of new events such as the women’s Soccer World Cup and most recently the women’s Rugby Union World Cup, both of which no doubt, in time, will grow to be significant sporting events, as a number of other sports owned or now shared by women have become. The old idea of sport only being played by ‘butch’ women on Hockey fields is well outdated and does not reflect modern societal practices or beliefs.

In 1981, the first women was appointed to the IOC. A decade later Britain had two members, the Princess Royal and Mary Glen Haig. Activities such as aerobics, dance and weight training have promoted images of a modern idea women-fit with a well proportioned and conditioned body. Advertising has exploited this image by using sportswomen to sell products. The ‘glamourous, glitzy, shock-haired queen of Seoul’ – Florence Griffith Joyner was in great demand after her winning of gold medals.\(^7\)

By the beginning of the 20\(^{th}\) century, women’s participation in sports was reckoned to be a symbol of their “real emancipation” as women as sports participants are not only the target of the sports council, but also of sports business people. Few sports now ban woman completely. Although may women compete at Judo and Karate, few so
far have seriously attempted to wrestle, box or play rugby. Women’s cricket is a long established minority sport. In 1972 the Football Association officiating recognized women’s football. Despite the old fashioned views about what is suitable or not suitable for them, women are now playing in nearly all sports at different levels. This quiet revolution has accelerated its spread in recent years. It is based on the view that women themselves should be quite free to choose their own leisure time activities.

In 1990 the Council of Europe ran 9 seminars called ‘Women and Sport – Taking the Lead’ at which 19 countries looked at the ways to encourage women to take up leadership role in sports. There is no doubt that as we enter the 1990’s, women still have many disadvantages to overcome in order to take part in the physical recreation on an equal basis with men. The media has promoted strong images of successful sportswomen. The Sunday times sportswomen of the year award has shown further good role models of performers, coaches and officials. Helen Rollason, a former PEOPLES teacher, in 1990 became the first woman ever to host Grandstand, the BBC’s flagship sports programme. The Sports Council has recognised the need to project women in its ‘Sport for all’ campaign. The formation of women’s sports foundation in 1984 and its development has given women a voice to challenge the discrimination they face in sports and recreation at all levels.
**Women Sports during the Modern Age:** In the United States one of the early advocates of exercise and sports for women was a physician. Dudley Allen Sargent’s has stressed on the need and importance of sports activities for women has found favour with many. Some of the specific mental and physical qualities which are developed by athletics are increased power of attention, will, concentration, accuracy, alertness, quickness of perception, reason judgement, forbearance, patience, obedience, self control, loyalty to leaders, self denial, courage, strength and endurance etc.

Looking at women in sports, it is obvious that sports-women are indeed moving forward with the passage of time while breaking age long barriers. Despite the speedy developmental efforts in the field of women and sports, it has not been possible to establish women’s own status reputation and professionals. It is perhaps due to the transitional problems particularly related to the attitude and approach towards women and sports.⁸

There is no participation of women in first Olympic game held at Athens in 1896, but in further Olympic games it was gradually increased. Women did not take part in these competitions. Now in 2000 Olympics 3906 female and 6416 male took part.
Table 1.1  Male and Female participation in Olympic Games

<table>
<thead>
<tr>
<th>Sr. No. of Games</th>
<th>Year</th>
<th>Men</th>
<th>Women participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1896</td>
<td>245</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>1900</td>
<td>1206</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>1904</td>
<td>681</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>1908</td>
<td>1999</td>
<td>236</td>
</tr>
<tr>
<td>5.</td>
<td>1912</td>
<td>2490</td>
<td>57</td>
</tr>
<tr>
<td>6.</td>
<td>1916</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>1920</td>
<td>2591</td>
<td>78</td>
</tr>
<tr>
<td>8.</td>
<td>1924</td>
<td>2956</td>
<td>136</td>
</tr>
<tr>
<td>9.</td>
<td>1928</td>
<td>2724</td>
<td>290</td>
</tr>
<tr>
<td>10.</td>
<td>1932</td>
<td>1281</td>
<td>127</td>
</tr>
<tr>
<td>11.</td>
<td>1936</td>
<td>3738</td>
<td>328</td>
</tr>
<tr>
<td>12.</td>
<td>1940</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13.</td>
<td>1944</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14.</td>
<td>1948</td>
<td>3714</td>
<td>385</td>
</tr>
<tr>
<td>15.</td>
<td>1952</td>
<td>4407</td>
<td>518</td>
</tr>
<tr>
<td>16.</td>
<td>1956</td>
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<td>371</td>
</tr>
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<td>17.</td>
<td>1960</td>
<td>4739</td>
<td>610</td>
</tr>
<tr>
<td>18.</td>
<td>1964</td>
<td>4457</td>
<td>683</td>
</tr>
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<td>19.</td>
<td>1968</td>
<td>4750</td>
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<td>1972</td>
<td>6065</td>
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<td>21.</td>
<td>1976</td>
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<td>22.</td>
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<td>1992</td>
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<td>26.</td>
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<tr>
<td>27.</td>
<td>2000</td>
<td>6416</td>
<td>3906</td>
</tr>
</tbody>
</table>

Women have been continuously barred by rationales having no sound and logical basis. 9
1.4 WOMEN SPORTS IN INDIA

1.4.1 Status of Women in Indian Society

God created Adam and Eve as equal, but, down ages, women have been downtrodden and relegated to an inferior position in the social setup.

According to one school, a woman is the best gift of God to man. It is sad, but true fact, that women, who constitute one-half of humanity, have always been treated as second class citizens and denied even basic rights, in most cases. Men have always dominated women and considered them as inferior to them. During wars, the attitude of the society towards women was very unsympathetic and indifferent.

Sage Agastya says, “women combine fickleness of the lightning, the sharpness of a weapon and the lightning, the sharpness of a weapon and the swiftness of the eagle.”

Women have been discriminated against from the womb to the grave down the ages. They have been suppressed, oppressed, tortured and exploited in various ways by the pre-dominantly male-dominated society. The status of women is a complex question. The status of women throughout the world has been under going a lot of changes right from the ancient time. They vary from time to time and place to place.10
1.4.2 Status of Women in Past Ages

The Rig Vedic age (2500 B.C. – 1500 B.C.):

The position of women in Vedic India was not low Vedic age was better than what we ordinarily expect it to have been. Women's status was equivalent to that of man. Girls were educated like boys, and used to pass through a period of Brahmacharya. Some of the high-class women were highly educated and they actively participated in the intellectual and philosophical discussions. One comes across references in lady sages like Gosha, Apala, Lopamudra, Indrani, Maitreyi and Gargi. Gargi was one of the greatest Vedic scholars of her time. She challenged Yaghavalkya. Apart from a literary career women entered fields of teaching, medicine, business, military and administration.

The girls had naturally an effective voice in the selection of their life partners. There were also Swayamvara marriages, widows of this age were permitted to remarry.

The position of women on the whole was fairly satisfactory, the community as a whole was showing proper concern and respect for women, allowing them considerable freedom in the different activities of the social and political life.
The age of later Samhitas, Brahmans and Upanishads (1500 B.C. – 500 B.C.)

From about 1500 B.C. there were perceptible changes in the women’s status due to various reasons. According to the Gautama Samhita, a girl should be given in marriage before she attains puberty. There was however, a gradual decline in the female education of the period advanced. Conditions of women improves as society advances to modern times. They were useful member of society. Her proprietary right was also the same as it was in Vedic age. Manu said, “As if self, son and a daughter is equal to a son, how they when one’s self is living in the form of one’s daughter, can any one else take the wealth”. Brahaspati said, ‘the wife is declared to be the inheritor of the husband’s wealth and in default of her, the daughter, like a son, springs from the limb of a man, how can any other man inherit her father’s property while she lives.

The rise of Brahanamism became detrimental to the status of women. They prescribed a life of strict discipline. Window’s remarriage was prohibited instead Sati Pratha was recommended.

The age of the Sutras. The Epics and the Early Smritis (500 B.C. – 500 A.D.)

The position of women deteriorated considerably during this period. The Aryan rule had become well established over the greater part
of India. They became parasites and lost the esteem of society. The tendency to regard women as fragile and of a weak moral fiber was getting stronger in this period.  

**The age of Later Smritis. (500 A.D. – 1800 A.D.):**

The position of women improved in this age. Many changes came in the status of women, like child marriage, widow remarriage, right for equality, proprietary rights etc. The *Sati* system and polygamy reduced the status of women. Women found themselves suddenly confined within the four walls of the home. They were deprived of any rights to justice, freedom, education, equality, legally, economically and in every other way. They came to be called Abala or Griha pinjarakokila (cuckoo of the cage).

**Islamic Period:**

In the Muslim period, the position of women further deteriorated, women faced a number of hardship and cruelty. Muslims arrested the progress of Hindu civilization and an era of blind faith and perpetuation of old customs followed. Hindu women, like their Muslim counterparts, adopted the purdah. They had no opportunity for education. Women had lost all their liberal activities and became the property of their male masters. The cruel custom of sati was widely practiced during this period.
Jauhar was also quite common as well as popular particularly among the Rajputs and Marathas. It was the darkest period so far as women were concerned. It was a period of all found decline the position of women had been quite pitiable. According to Tulsidas

"Dhor, Gavar, Shudra, Pashu, Naari yei Sab taadan kei adhikaari."\textsuperscript{12}

Position of Women During the period of Jainism And Buddhism:

From time to time, protestant movements like Buddhism, Jainism, Vaishnavism, Sikhism made sincere efforts to improve the status of women. They too regarded women as mothers and wives but necessarily inferior to men. Buddhism considered male monks as superior to the nuns. In Jainism women were given a respectable position. Vaishnavism permitted their women the right to divorce and re-marriage.\textsuperscript{13}

**During Pre-Independence Period:**

**British Period (Christian Period)**

In the Latter half of the 18\textsuperscript{th} century, when the British came to India, women’s status had dropped to the lowest level. It was the worst period in the history of country because of child marriages and Sati system etc. Maithli Sharan Gupt has described the position of women in the following words:
“Abla jeewan Hai, Tumhari Ye Hi Kahani, Anchal Mei Hai Dhudh aur Ankhoan Mei Pani.”

They had no status in society. Their entry to the social, political and religious functions was prohibited. During this period one finds exception women like Chand Bibi, Jhansi Ki Rani Laxmibai, Kittur Rani Channamma and Rani Abbakka who made the remarkable impact in the field of administration.

Due to some social-reformer like Raja Ram Mohan Roy and Dayanand Saraswati, Mahatma Gandhi, Swami Vivekanand, women’s status began to change. It was 20th century. Mrs. Annie Besant tried to promote women’s education through the Indian Association. But a small section of women took advantage of these. During India’s struggle for independence, thousands of women took part under the leadership of Sarojini Naidu, Vijayalaxmi Pandit and Kasturba Gandhi.¹⁴

Post – Independence Period:

The Government of India in 1953 set-up a central Social welfare Board with a nation wide programme of grant-in-aid for promoting welfare and development services for women. The position of girls, women and widows began to improve during this period. The Government of India introduced female education in India. This led to the
improvement in the position of daughter. Women have started regaining their position in society only since the later part of the 19th century. Proliferation of Mahila Mandals is a striking phenomenon of this period. The new Indian government of Independent India also declared the equal rights for men and women.\textsuperscript{15}

John Stuart Mills has given a very strong and impressive call regarding the equal rights of women. He has written in this book, “The subjection of women” up to the present times values of our policies are based on dependence but now the time has come to accept the policies based on justice. With these efforts a suitable stage was set up for the equality of men and women.

In modern age, woman has started becoming aware of rights. She has equal rights to men in every field. These changes have had profound influence on different dimensions of the family system and women’s status.\textsuperscript{16}

1.4.3 History: Women sports in India in Past and Present

In India, women’s sport is not so old in the organizing of sport events. On women sports world level there is not any different history of women sports. India has a rich culture of these activities and an excellent account of them can be found in the archeological excavation of
Mohanjodro and Harrappa, the Vedic literary works of Panini, Charaka, Kautilya, Kalidasa, Banabhatta, Rajashekhra, Kalhana, Dandin as well as the Budh’s and Jain literatures. They are supported by various archeological evidences such as coins written of foreign travel too. All of these help us to trace the history of women sports in Early India. There are no record of any physical art or craft current fashion during the ancient age. but an idea of same can be formed from a careful study of war weapon, tools and implements scales and sculptures found at different places.

**Women Sports during 3250 B.C.-2750 B.C.:**

The status of women found at Mohanjodro represent a dance standing on the right leg and with left leg raised in front. Dance is a part of sports activities. So it was a recreative sports at that time. This status was reflected in the artifacts displayed at the National Museum at New Delhi.

**Women sports during 2500 B.C.-600 B.C.:**

This period is called by Vedic period. In this period women used to participate in various sports activities and physical training and some women also hand knowledge of military science. From the (Hymnbook) of the Rigveda, it is found that the non-Aryan women joined the army in
large numbers. Women were so perfect that men of that time did not consider it so easy to fight with the women. ‘Swing’ was favourites past time. Ball games were in vogue in this period and were played by men as well as women. In the fashionable circle, games with ball (Kanduk Krida) appears to have been the chief outdoor exercise. besides from this, girls played a number of courtyards games like “Hide and Seek” and “Run and Catch”. Women also participated in dancing like activities in funfairs in a very large number.

**Early Hindu Period (600 B.C. – 302 A.D.):**

Ramayana, Mahabharata, Purans, Budhist and Jain literature tells us about the physical and military process of women. Kekeyi participate in war. Dancing was physical activities e.g. the 100 daughter of Kusanabha.

Ball games were very popular among women. Its reference has been made in the duel fight between Ravana and Sugriva. When Ravana pushed Sugriva, the latter jumped over him like a ball and threw him to the floor. The word ‘Kandu’ has further been used in Ramayana from where we find that the ball was fosse by flung down hitting it against the floor with the palm. Besides, gardens were the other source of enjoyment/entertainment of girls. Recreation and sports centres for women were also in existence. Unmarried girls used to visit these places
for games. Ball games were played by men and women alike. Altekar say that in fashionable circles games with ball seem to have been the chief outdoor physical exercise.

According to Purana’s wrestling was greatly adopted by the people. It developed to the pitch of the modern free style wrestling with no holds barred. The royal authorities used to invite wrestlers for bowls and men and women of all castes and creed used to assemble to witness the bowls.

According the Buddhist and Jainist literature, women were not denied physical culture. They seem to have been admitted to military and physical training as might be found from the mention of *Patanjalics Saktibal* which means professional female also took military and physical training as their professional career. Besides this, mention has been made of female wrestlers, who used to participate in wrestling tournaments occasionally.

During the period of Jain influence women also received training in military science in art school as they pursued the same curlicue was prescribed for males. It is noticed that the Silpa curriculum included physical and military science was both popular and through. Its adoption by female students marked a novel countries of the students over and above supplying the state with its potential defender.
A big party of roaming acrobats used to come to Rajgraha every day to show physical feats and tricks. The best of all was the performance of a girl. She used to claim the top of a high pole and could every easily move about, vault, dance, sing there. Everyone used to rush there to witness her wonderful feats. The acrobats used to earn a lot of it. A young man of well-to-do family fell in love with a girl expert in acrobatic. He left his home to become an acrobat and ultimately got the girl.

According to Kautilya's Arthshastra, females slaves participate in singing, playing musical instruments like Bina, Pipe and Drum. A class of carefree women is acquainted in Kamsutra as frequently of Goshthis and Gathas.

The attack of Alexander has got a special significance from the point of view of the history of physical education in India. Megasthenes, with whom Kautilya collaborates on several points, describes the royal hunt with the road kept clean, the retinue and musicians guarded by the armed women appointed by the then royal authority.

**Later Hindus Period (320 A.D. – 1200 A.D.):**

Some military training and sports like activity, physical culture seems to have been essential for women as it would be evident from Karpuranjari which refers to girls with names ending in Mala. Archery
among women seemed to have been very popular during the Gupta period as would be seen from the Ahicchra images. In the same way from the Mathura Museum, a woman from Bhuteswar is seen demonstrating a sword dance.

**During Ancient period:**

In this age, a woman is called a Goddess. According to a proverb, 'the place were the women are respected in gifted by Gods.' A woman is looked with a sense of respect. In ancient time, she used to select her husband on the basis of swyambar but sports were a difficult task for her. In India women are meant to bear a healthy child only. No doubt, she was free but her freedom did not allow her to go out from her house or to play the games of her choice.

**During Middle Age:**

With the arrival of Muslims, the girls were married at an early age, she was considered to be an ‘Abla’ (weak) and as such, a weak person cannot play any game or perform any type of physical activities. She was deprived of all rights and had to remain dependent on man. Because of the ‘purda’ system, she could not think about any sports or games. The women were not allowed even to sports.17
**Women sports during pre-independence period:**

Only dancing exercises were allowed to women. Renewal of the Olympic Game in 1896, Baron Pierre De Coubertin the foundation father of Modern Olympic movement, described women's place clearly, “Women have but one task that of crowning the winner with garlands.”

This man of great deeds and ideals was avowedly against the idea of woman participation in sports. He considered it unnatural as he said further, “Women’s sports are all against the law of nature.” Such ideas confined women to the place which have already made for her with in the four walls of her house. The women sports were stressed over with the beginning of women education in India.

**During Post Independence Period:**

After a long struggle women have gained access to the sporting arena. Women, throughout history, have created for themselves a social space where they can realize their need for the physical expression. After the first and second World War, the women sports took a new image. During the war women performed such jobs which were performed by the man earlier. Firstly people became more aware about women’s physical capabilities and secondly, women themselves realized their power and so gained both emotional strength as well as confidence.
By the beginning of the 20th century women’s participation in sports was considered to be a sign of their freedom. Competitive sports were included for women. Almost all disciplines once considered for male domains were thrown open to women. To change the indifferent attitude of women towards sports, the significant requirement is to create a sense of security among women through Judo, Karate, etc.

In this age female has equal rights to men in every field. The women sports activities have begun to improve. In this age all associations, clubs and government institutions provide equal opportunities to female participants as well as male participants.

**Women sports During Modern age in India:**

The issue of female participation has also altered dramatically in relatively recent times in India. Now girls can also play wrestling, boxing, pole-vaulting, Judo, Karate etc. Women have proved that they are not lagging behind the man in any sphere of life. They have climbed the highest mountains.

Any attempt to understand the indifferent attitude of women towards sports must take the primary cognizance of women’s evolution of their relationship with the society. Sports is a social phenomenon and is socially organised which means specialisation and obedience to
artificial rules in games. In a patriarchal social set-up, where women are subordinates, the symbol of joy and entertainment. She is a mean to an end.

She can bear children and a receptacle for nurturing future generations. They are considered physically weak. This lack of physical power leads to more general timidity. She has no faith in a force. She does not dare to revolt, to invent. Since women have no leadership role to play, sports had no function in their lives. In a society where women were not allowed to express their emotions and were discouraged from watching sports competitions and displays. Simone De Beauvoir vividly described the change in attitudes and outlook which occurs in a young girls as she is gradually forced to conform to accepted norms of behaviour. Looking at women sports, it is obvious that women sports in India are indeed moving forward with the passage of time breaking barriers. Despite the speedy development efforts in the field of women and sports, it has not been possible to establish its own status reputation professionals. It is perhaps due to the transitional problems particularly related to the attitude and approach towards women and sports. In India, females’ conditions in sports are very poor in many comities due to social, economical, political, educational and religious reasons. Indian
Women have less participation in sports in comparison to other countries. In European countries the women sports are much popular but in this sphere, India is still lagging behind. There are few Indian women which are now developing their inclination towards sports. Some Indian women like Sulekha Sule, a Maharashtra hurdler, Mandu Shidutt of Railways, Nirupama Mankad, the tennis national champion several times, showed their performance after many barriers. If we want to increase the interest of women towards sports, special efforts are required to achieve this end. Indian women were not seriously interested in sport until the early 1900’s club life. A promising young athlete, Mary Leela Rao, earned her place in Indian Olympic team for Melbourne in 1956. Athletics was introduced on a competitive basis for women in 1934 in Delhi. The Punjab, the U.P. and Bengal three states have participated in women’s sports. Volley ball for women first came into vogue in the U.P. Meenakshi Chowdhary, Shukla Roy, Uma Mathur and Kusum Mehra are well known in the field of Volley Ball and Aarti Saha, in swimming. Today most women have fewer opportunities in life compared with men. Social change has gradually given women greater opportunities to plan their own lives. As the expectations of women have changed, so their participation in a variety of activities, including sport, has increased. Previously many
sports were not open to them. Today Indian women can take part in almost all sport, although only in a few do they actually compete on equal terms with men. There is still discrimination and prejudice against Indian women taking part in sport. However, people's attitude are changing gradually.\textsuperscript{18}

1.5 WOMEN SPORTS IN HARYANA

1.5.1 Position of Women in Haryana State:

As far as the position of women is concerned in Haryana, the position of women in not equal. This condition is worth thinking. The social condition of woman is unequal in India they used to have share in father's property. But act has been changed by Legislative assembly to keep them away from father's property. But that act was not recommended by president, that is why it had to be taken back. Something is being done for women. By reformists, they are not inclined to see them grow as educated citizen as this privilege goes to the educated housewives. Poet Lakhmichand opened a girl's School. But his poetry belongs to traditional face. Women have been taught for being a obedient wife and bear the child. They approve of child marriage. Still he supports tradition of veil. Who can tell us, what is the real condition of
ladies, in the society. Government has declared in 1993-94 by that notice, we can feel ladies are not equal.

Where ever we go, we can observe the condition of ladies by employment, education and health in Haryana Condition is not fair.

1. **Ladies are in Job** – By the record of 1991 in state 42,59,846 gents have job and comparison of gents 458880 ladies have in jobs. Being a temporary employee, the condition of women is very critical. There are 362419 ladies are on temporary jobs. In Job Sector Condition is not fair, in some department of Haryana out of 73 department, 49 department. No body is I class lady officer.

In the State of Haryana, the numbers of women are working in unofficial and unorganized field like sewing, embroidery, knitting, farming and sales woman. House made and they get less salary. Rather the work of nurse is being done by Ladies. In Anganwari department, only women are working and they get less salary.

2. **Women and girls in the field of education in Haryana state** – In the field of education, health, culture field, they do not get good change for development. Records said in 1991-92 comparison of 92.5 per cent boys, only 81.1 per cent girls get admission up to 8th class. Differences increase from 6th to 8th class. 73.2 per cent Boys than 51.5 per cent girls happen to
get admission. UNICEF says in one study, in girls section member of child labour is on increase. Census 1991, in Haryana shows comparison of 48,72,754 educated male, female are 25,58,951. National family Health Survey 1993, Says, there is a world of difference between male and female, in education. In the co-educated set-ups, boys have got special rights. They use Lawn, Library, Common room, sport’s areas more than girls.

3. Health – If we want to talk about health of women and girls in the context of child birth, they can’t take a free decision. They have to bear the burden for the family. If we go to O.P.D. in hospital, we find less ladies or girls. In Haryana Boys are getting more nutritional food than girls or women.

4. Political Condition– In assembly of Haryana you find rarely a few women in Lower House of the Indian Parliament. We can find one lady, who represents from Sirsa. Out of reserved seat for SC/BC. Ladies are not able to use their rights of vote, the one who is all in all in the family takes decision to cast the vote. After reservation, it becomes possible to take part as an active candidate in the panchayat’s election. A number of husbands of these Ladies have been working in it.
5 Marriage tradition – Marriage is done on behalf of caste, gotra and mediator’s choice. Dowry plays an important role in marriage. Beside Dowry there is traditions like Bhat, Duser Kathli, Sida. Women have not any privacy. Veil system also exists in women.

6. Social Atrocity – Being Unequal condition in Haryana, they have to face terrible Social atrocity. Women are served as a consuming things. They have to live continuously under pressure.

The fear and feelings of insecurity is vanquishing the personality of women. Mishappening like murder for dowry rape/kidnapping and physical torture take place in the large scale in money houses women are beaten not only by the husband, but even by the elder and younger. brother-in-law.

8. Sex Ratio: It has become a profession in Haryana to kill female embryo after identifying in uterus. This is fact by the record the ratio of females are less than male in Haryana among all the states of India.

<table>
<thead>
<tr>
<th>Year</th>
<th>India</th>
<th>Haryana</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>933</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>820</td>
<td></td>
</tr>
</tbody>
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9. Women Agitation in Haryana: Women have very bad image in Haryana. The reason is that still they are burdened with the process of reproduction. One person hails from Bihar was surprised that number of
women drive scooter in Haryana state. It proves that women are physically strong in Haryana state as compared to others states. They speak not only in requesting language and coating rather. They speak for getting accepted their demands. There is no hesitation or fear. They show their ability if they get any chance. Every body can judge their initiatives, ability in games in social process and in other fields is wonder as soon as she gets a chance can climb on the Everest. If she can be in a spacecraft, she can also win gold medal in the Olympics. She can participate in Hockey, Wrestling, Judo, Volley Ball and perform in other events.

We can find in Haryana, they have got curiosity for participating in social activity. Downtroddens are longing to mend their life level. They want to raise their voice against atrocity. We came to know the courage of women when the literacy movement was going on. They had been subjected to various kinds of obstacles as their family was against in their participation, but, yet they participated. Capability and courage of women are not accepted till today. It is taken as a burden. Women Sports in Haryana:

In India, Haryana is quite backward in women’s sports in comparison to other states like Kerala, Punjab, Madhya Pradesh and
Maharashtra etc. In these states women are more aware about various sports discipline. But women and girls of Haryana state, especially in rural areas, are not serious about sports. In India, women sports festival was start in 1875. But girls and women of Haryana did not participate in sports festivals due to their early marriage, less awareness and lack of education, all these are the main reasons for this debate. In rural areas the parents are more worried about their girls’ marriage, when they got married they stop taking part in games and sports. If we want to increase the interest of women towards sports, special efforts are required to achieve this end. The women are not lagging behind the men in any sphere of life. In Haryana state, women are more talented, they have more stamina, more strength and confidence. They have sailed single handed around the world and climbed the highest mountains. The evident example is of Santosh Yadav who has proved this by climbing the mount Everest and Karnam Maheshwari is also one of the greatest weight lifter of Haryana who got bronze medal in Olympics. It can also be stated with certainly that if women are given the same sports opportunities and social sanction as men, their performance is bound to improve considerably and they may come up over and above men in their performance.20
Two rural girls have also participated in the Olympic Games, named Kamla Dalai and Sunita Dalal. Further the closer look at the environment, efforts and facilities available, one will feel convinced that the participation of women in sports needs an integrated approach potential enough to bring about on overall development in women’s participation in the state of Haryana.

Keeping in view to promote the positive attitude among women sports in rural and urban areas of Haryana as well as throughout of India, a few schemes have been floated with financial support of the government of India and the sports authority of India. Three schemes namely, sports hostels scheme, national sports festival for women and promotion of sports and physical education are in existence and encourage women for participation in sports.\(^ \text{21} \)

The need of the hour is to provide more schemes for encouraging women to take effective participation in games and sports so as to complete their counterparts men and establish a record that they “stand superior to men”: and not in any way less than man in our society.

Now Haryana Government also provides many facilities for girls and boys. Many infrastructural facilities like stadium, tracks and playgrounds are available in every district. To promote sports and games
the department of sports are established by the government. SPDA scheme have been introduced to provide facilities for sports. Women sports festival are also organised every year. Many lady coaches have been trained through different centres. A large amount of money is spent as an incentive for promotion of sports activities in rural and urban areas. Many scholarships and awards are provided to meritorious sports women. A scheme called ‘Bhim Puruskar’. But only 17 sports women of Haryana were honoured by ‘Bhim Award’. It shows the poor position of female sports persons in Haryana.

In Haryana, state total Arjuna Awardees are 38 in number, out of 38, number of male sportsperson is 33. On the other hand out of 38, only 6 females are Arjuna Awardee. Ms. Geeta Jutshi (1976) of district Gurgaon was the first Arjuna Awardee of Haryana state. In 1982, Ms. Kirpali Patel got Arjuna Award, Ms. Sunita Sharma in 1985, Anju Dua in 1999 and Neelam. J. Singh in 1999 got Arjuna Awards. Mamta Kharb, a Hockey Player, belonging to district Rohtak also got ‘Arjuna Award’ from Haryana state only few sportswomen participated in Olympic games named Kamal Dalal, Sunita Dalal and Maheshwari etc. It indicates towards less participation of female in sports and less participation effects the attitude of sportswomen.
Haryana state has twenty districts. All the districts have different life standard. There are many differences between all districts like economical and educational etc. District Rohtak, Hissar, Kurukshetra have more sports facilities due to presence of University sports complexes. In the female section Hissar had better performance in different sports. The Bhiwani district was also better shine for inclination of female participation. Archery is more popular among female in Gurgaon district. The Kurukshetra district had better concentration upon women sports. Hockey is more popular in Ambala and Karnal districts among females. The female participation in sports in Panchkula, Rewari, Narnaul, Yamuna Nagar, Kaithal, Jhajjar, Fatehabad, Panipat, Faridabad and Gurgaon is not satisfactory. They do no better concentration in female sports.

Now-a-days, the Government of Haryana announced a new sports policy to promote sports in Haryana state. They have announced one crore rupees for Olympic gold medallist and 25 lakhs to winner of Bronze Medal in Olympic games.

Karnam Malleshwari, only one Indian Medallist was from Haryana state and got cash prize of 25 lakh from the Chief Minister of Haryana State. The Haryana Government has decided 3% reservation for
sportsperson in services. The sports persons are now being given concession of 75 per cent fare for travelling in Haryana Roadways buses.

Now-a-day, the Government of Haryana built a Nehru Stadium where coaching in hockey, wrestling and volleyball to the young boys and girls are given. Girls coaching camps are held from time to time for the selection of teams of district Jind. Coaching Centres are being established separately for men and women for training in sports.

The Government of Haryana is spending a lot of money for sports, introducing various schemes, providing facilities, but still women have not achieved the required results. Many reasons are responsible for that. Some of the major reasons are as follows:

1. In rural areas poor image of sports.
2. Early marriage of girls.
3. Lack of awareness.
4. Negative attitude of society towards sports.
5. Involvement of politics and lack of facilities.
6. Insufficient sports facilities and equipments etc.

In Haryana state, the Government is spending a lot of money for promoting the sports in rural and urban areas. But the above mentioned major reasons are responsible for the less participation of women in
games or sports. Dietary and economic factors, which are not taken into consideration, we offer dietary the poor standard of our sportswomen. The hard work is the major factor to developing their sports performance. Performance has to be linked to physical, mental and other such allied factors. Environment, physique, diet and parental cooperation are the major factors contributing to good sports performance. Poor economic factors which are not taken into consideration. In Haryana state, parents are not serious about women sports. They do not provide sufficient diet and time for games and sports. People think that women are less aggressive. For generations it has been maintained that women are a weaker sex and biologically inferior. But Mamta Kharb, Sunita Sharma, Santosh Yadav, Karnam Malleshwari, Kamla and Sunita Dalal have proved that women are not weaker sex and not biologically weak and not ‘ABLÁ’. In Haryana women’s sports has acquired a new image. This led to two changes in the perception: firstly, people become more aware of women’s physical capabilities and secondary women gained both strength and confidence. In Haryana state, women have been and continue to be learned with women’s physical abilities or rather limits of performance by giving inconvincing arguments like sports spoil the beauty and womanhood, sports activities changes the life style, walking, talking and
behaviour etc. They are now receiving thunderous macho-claps not from inside the sports arenas but also from the ringsides. Almost all the sports disciplines, which were once considered chiefly male domains, have been thrown open to the women. If we want to increase positive attitude towards sports, special efforts are required to achieve this end. So the main purpose of the study was to find out the reasons of less participation and indifferent attitude of women towards sports in rural and urban areas when rural women are more strong. In some places it has been seen that the rural girls have more calibre regarding sports in comparison to the urban areas.

Previously there were some myths regarding the reproductivity but all myths are denied now-a-day. Women provided their self with new records during the pregnancy and after giving the birth of a child. Some myths are:

A. Sports spoil the beauty.

B. Sports makes a women rough and tough.

C. Participation in exercise or sporting events during menstruation is harmful. And menstruation cycle of sportswomen become irregular.
D. Efficiency of performance is reduced after pregnancy or early marriage.

E. Sports participation will create problem in the settlement of marriage.

F. Girls are biologically weak.

Observation of 729 Hungarian female athletes showed there was no disturbance of the onset of menarche. It would be good practice for coaches and physical educators of women to advise the members of their teams and classes to maintain accurate records of their menstrual cycles. This practice should result in better health and performance in the athletes.²⁴

In this study, the researcher wants to find out the reasons why women are indifferent towards sports and wants to compare the rural and urban sports women in relation to attitude towards sports. Keeping in view the indifferent attitudes of women towards sports.

1.7 WOMEN IN PHYSICAL EDUCATION

Women in physical education and sports have been imputed not only by the place of physical education in a particular society, but also by the place that women have in any society. Moreover, by the space that
women held in any society under consideration and to the great considerable extent by the ideas that men and

In the early times, it had been wrongly concluded in the society that women simply did not possess the intellectual efficiency to profit from the higher type of education. Therefore, women were purposely given no intellectual function. Their duty was only to give birth and to foster children and to manage the home affaires. But this concept has been really and truly has changed considerably for women. Plato had a view, he held a belief that women should have education similar to the pattern, he suggested for men. A few girls, whose families have sufficient means were educated, but physically activities was not a part of such trainee, there were a few expectations, but these were rarities indeed. A simplest yet lay waste maneuver like bending the feet kept women quite weak and worthless for any thing save household management and decoration.

As the Indian history reveals that there was a considerable concern for health and recreation before the foreign reign in the 10th century and that a number of sports and games were practiced. The teacher training for physical education in England was imparted for women only in a few colleges. About 40 year later the first college for male Physical Education
students opened. However, different courses were introduced along with philosophy and teaching method. In 1970’s teacher training was reorganized which led to mixed courses for all physical education student.

A number of reasons have contributed, including the closing of specialist colleges, the loss of many all girl’s schools, the pressure for PE to become more academic and the move towards scientific analysis. Whilst men have been appointed to the former women’s colleges, women have not been appointed to the same extent in former men’s colleges. This has led to women being under-represented in this area.

The current movement towards mixed teaching of PE in schools may also be a disadvantage for girls. It is likely that boys will dominate the lesson, getting more of the teacher’s attention, taking up more space to practice and retaining more possession of the ball in team games due to their physical size and strength. Girls’ experiences of mixed PE may leave them disinterested and uninvolved. The equality of opportunity at the secondary school level should take into account girl’s and boy’s different earlier experiences. Girls may lack skill and confidence to compete on equal terms.
It is essential that all students training to teach are aware of the way education after discriminates against girls and women. This is especially important for the physical education teachers and research suggests they are likely to hold the least sympathetic attitudes towards equal opportunities.

1.7 WOMEN AND EDUCATION

Women education is not a modern experiment in India. Thousands of years ago, in the Vedic period, the daughters acquired an ideal of education in an ideal way. During the Muslim rule, women’s education was restricted. It was imparted only to the women of royal families and privileged classes in their own homes. The credit for women’s education goes to the missionaries, who pioneered the opening of girl’s schools first for the children of Christian converts and later for others. In 1820, David Hare established a girl’s school at Calcutta. Lady Amherst, in 1824, encouraged a society for the education of native family by becoming its patroness. Even in 1823, the Church of England Missionary society alone ran 20 girl’s school. J.B. Drinkwater Bethune’s efforts many be regarded as making the real beginning of Women’s education in modern India.

With regard to the higher education of women, the universities took a strange attitude. Several girl applicants for the entrance
examination of Calcutta University were refused permission by the Syndicate on the ground that in the act of incorporate they had no power to admit any female to a university examination.

The Indian Education Commission of 1882 deplored the slow progress of women’s education. ‘By the end of the nineteenth century there were 12 colleges, 467 secondary schools and 6,628 primary schools for girls with a total enrolment of 444,470 girls students in the whole of India.’ A special Board of women’s education should be created in the Calcutta University. In 1918, the Calcutta University commission also recommended that the post graduate classes should be thrown open from women equally with men. In 1925, the national council of women was established. The first all India women’s Education conference held in 1928. The second Khar committee in 1938-39 also known as Basic Education committee was in favour of co-education. This committee emphasized the need for training in cookery, Laundry, needle work, home crafts, care of children and first aid.

The University Education Commission 1948-49 emphasized the importance of women’s education as: “There cannot be educated people without educated women. Women students in general are helped to identify their place in society both as citizen and as women. The
secondary Education commission 1952-53 recommended that every type of education open to men should be opened to women. In 1950-51 girls accounted for 26.7 per cent of the total number of pupils in primary and middle classes, 13.9 per cent in high and higher secondary classes and for 12.4 per cent in college and universities. By 1954-55, these proportions had risen to 28.2, 16 and 13.6 per cent respectively. The university grants commission provided liberal assistance for women’s colleges and women’s hostels. In order to encourage women students, special scholarship were also provided. The National Policy on Education 1968 stressed the importance of women’s education. It said, “The education of girls should receive emphasis, not only on grounds of social justice but also because it accelerates social transformation.” As per national policy on Education, 1986, “Education will be used as an agent of basic change in the status of women. National Education system will play a positive, interventionist role in the empowerment of women. Women’s studies will be promoted as a part of various engineering courses and educational institutions encouraged to take up active programmes to further women’s development.”

It is a part of the fate of educationally backward countries and there can be little doubt that India still falls into that category to have at any
given point of time a galaxy of distinguished and brilliant women who tend to create the impression that the women of the country are highly educated. Nor is this peculiar to the twentieth century, for we can go back hundreds of years to Avvai of Madras and Anandamayee of Bengal, Gulbadan Begum, daughters and sisters of Moghul Kings, to Nur Jahan, Jahanara, Mumtaz and ill-fated Zebunnisa. In more recent time we have had Toru Datta and Sarojini Naidu, the latter of voice rich and eloquent outside her own private realm of lyric poetry. Today we have women ambassadors and women ministers in the central and state governments, women in high office in the country’s bureaucracy and women holding the liberal professions of teaching, law, medicine, journalism, nursing and sports. Furthermore, there can be no doubt that attitudes have changed even more than the numbers of educated women have risen.

**Sports Achievement:**

There are many physical reasons why, at present, most women are unable to compete on equal terms against men. It must be remembered, however, that the best women in some sports can now beat good men in those sports. When women are given the same sporting advantages as men, their performances increase considerably.
It may be that social pressures are more important than physical limitations in determining a women’s sporting success. People learn the values, attitudes and expected behaviour of the society in which they live. In our society there have been different expectations from boys and girls from an early age. Boy’s are given tough sports skills and encouraged to be competitive.

In the secondary school, the games dominated physical education programme has appealed to boys. The majorities have found the subject attractive, an opportunity to show off their developing masculinity. This has not been so for girls, many of women have rejected the games approach and with it physical recreation in general. In recent years the development of many non-competitive, movement based activities of girls has increased participation and interest. In the past there was a dilemma for girls. They did not believe that they could be sexually attractive and sportswomen at the same time. This view was reinforced by society in general. It is now a wonder that many girls avoided physical activity of all kinds.

Today attitudes in society are changing. Women now feel free to take part in sport of all kinds without their femininity being threatened.
Removing the Barriers:

The southern council for sport and recreation has produced its own plan for encouraging more women into active physical recreation. The council found a number of barriers:

1. Tradition and Perception:
   - Traditionally sport has been male dominated.
   - The social conditioning and Sexual stereotyping have been the main factors which prevent women’s participation in sport.
   - The image and identity of sport have worked against greater involvement by women.
   - Sports, in particular competition, are linked with muscularity.

2. Caring Role in Society:
   - ‘A women’s place is in the home.’
   - Women should care for husband, children and ageing relatives.
   - This role makes a regular commitment to sports very difficult.

3. Finance
   - Working at home is not a paid employment, therefore women can feel that they are not entitled to their own leisure time.
> When financial resources are scare, women’s sport tends to get a low priority for the family expenditure.

4. Transport and Access

> In the majority of cases the man use the car in connection with his employment.

> Access to facilities via public transport is critical.

> Links between the facility and public transport are also important-unlit passages, dark subways.

> Recognition to these barriers leads to Greater Attention to women’s needs.

Welcoming Atmosphere:

The design of facilities, outside and inside, should be ore welcoming. Facilities should be light, bright, clean and well-sign pasted and staff should be more welcoming and less intimidating.

Programming:

Sessions attracting women with different lifestyles should be carefully timetabled, for example, mothers with toddler from 10-12, older women from 14-16, working women lunchtime and evening family sessions at the weekend.
Childcare:

This is an obvious need where women with responsibility for young children are participating, that is family changing, baby feeding and crèche facilities. Cleanliness in all these areas is vital.

Women only Sessions:

Many women tend to doubt their physical capabilities and do not want to make fools of themselves in front of men. They prefer to try out new sports and acquire new skills in purely female company. Other considerations, such as modesty, need to be taken into account, especially in the case of older women and women whose culture or religion has a strict dress code.

Women Instructors:

When women are beginning or learning a new activity, many prefer to be taught by women.

Balance of competitive and Recreational Sports:

Much of the view that sport is not appropriate for women relates to that women are not competitive and that it is unfeminine to aspire to win. However, many women do like competitive sports as it gives them standards to achieve and the motivation to improve.
Widening of Horizons:

Women also need to try more adventurous and challenging activities. In a sports council demonstrations project in Cambridge shire, a woman’s sports Motivator worked with local women’s Institutes and encouraged over 2000 women to take part in gliding sailing and windsurfing.

Social area:

Women welcome the opportunity to relax after sport with their friends, have coffee or a drink, a chat and perhaps a bite to eat. They do not feel comfortable about going off to the pub in the same that sportsmen do.

Advertising:

Often women do not hear about courses that are just right for them. Providers need to advertise their programmes and facilities. One of the best ways of reaching women and girls is through word of mouth for example outside super markets and schools, through mother and toddler groups, and through friends, husbands and boyfriends.

Women are not all the same:

It is wrong to think of women as one target group all with the same needs. Some prefer competitive, others non-competitive sports, some
prefer activities in mixed groups others women-only sessions. Centres need to find out what women in their area need, and plan their activities for them.

Women's Sports Foundation (WSF)

A national voluntary organisation, WSF was established in 1984 by a group of women. The foundation wanted to give a voice to challenge the partiality faced by women and young girls in sports and recreation at all levels. The aim of WSF is to increase the positive attitude of all women and girls towards sports. They want to enjoy equal opportunity for game and sports at every level.

The WSF draws its membership from those included professionally with sport and recreation, students, sportswomen and others who are aware at the problem that women often face in sport.

The WSF tries to use the skill/knowledge and strengths of its members in various ways. Some campaign for improved and equal media coverage of events. Others help produce resource packages which include a 'Guide to careers in sport and relaxation for women and young Girls.'

The WSF forks in partnership with organisations such as the sports council, the CCPR and British Association of National Coaches. A
quality newsletter is produced, together with a series of leaflets and posters on women’s participation in sport.

The WSF believes that for far too long sportswomen have had to contend with tensions between their roles as females and athletes and that this attitude must change.

**Women and Coaching:**

In Seoul Olympics which was held on year 1988, out of total competitions, the male were 66 per cent and female were 34 per cent yet, 92 per cent of the coaches were male and only 8 per cent females.

In Britain some women are beginner in the coaching, but few in more senior coaching positions. Traditional attitudes are found at all levels of coaching, for example at the local club often ‘Dad’ coaches the youngsters and ‘Mum’ organises the refreshments.

One major problem for women is that coaching is seen from a male point of view. In general the male coach is likely to appear forceful and decisive. Therefore successful women coaches are likely to those who adopt this style.

There are three main fields in which women get involved in the coaching: Senior competitors whose playing days are over, women who get involved through their children’s sport and women physical education
teachers. Getting women into coaching is not organised. Due to the lack of confidence man-women did not win the country field but male coach have most confidence. Beginners in coaching do not progress. The National coaching foundation provides a service to all coaches for development of the technical programme. The director of the NCF, Sue Campbell, believes action is needed on a number of fronts to ensure that women play a full part in coaching.

Women and sports Administration:

Linda Whitehead was the first full time paid officer of the women’s football Association (WFA). She joined the WFA in 1980. In 1989 she was voted the Sunday Times Sports women Administrator of the year. She realised that the long hours of sweat, hard work and frustration in promoting women’s football had paid off for both her and the sport. She has fought for the right of all women as individuals to be given the opportunity to do what they want and not what society tells them should be doing. In the early days she received little sports, although that has improved considerably in recent years. However, although ideas are changing, she is still fighting the view of football as the only preserve of men. Numerous Football League clubs still operate a ban on women in the boardrooms.
She believes that women administrator should take up a higher profile. This will demonstrate that women make excellent professional administrators and also encourage more women to follow. However, on occasions where injustice exists she believes in taking on the people.

**Women and Leisure Management:**

Now-a-days more women than ever before have been selected for a career in leisure management. Although statistics for colleges and lower management positions are still dominated by men. In 1990, only 15 percent of the membership of the Institute of leisure and Amenity Management were women. The leisure profession in a hard discipline. It involves unsocial hours and late nights. Success depends not only on excitement and dedication but the ability to manage, to negotiate, to convince and to effect women are as capable as men in performing the skills required in leisure management. Their greatest problem is the disagreement with the demands of family life. The busiest time for leisure participation is after five and at weekends. Therefore, children of female leisure managers will continue to be at home when their mother is working. For many women the rewards of the work are not great enough to make up for the problems that crop up after joining a career/job.
Women and Sports Journalism:

In Seoul Olympic games which was held on year 1988, number of British Journalists and photographers was 120. But out of them only 2 women journalists covered the Olympic games. A stranger to Britain who looked at the sports pages of the national papers or switched on to the main sports programmes on television, would probably think that sport was reserved only for men! In the world of journalism, women have got well, but sports still remains male dominated. There are many difficulties to overcome for women wishing to write about sport. As apprentices, women are not usually given an opportunity to work in the sports department. Breaking into sport is difficult men have developed networks of contacts over the years. Press boxes have long been considered as reserved for men only. Combining a career in sports journalism and family life can cause problems. Evening and weekend working are common practice. This can cause conflicts. The governing bodies themselves need to supply the media with information about women coaches and officials as well as competitors. A positive image of women in sport and reporting sport is Necessary.25
1.8 WHAT IS ATTITUDE

Meaning of Attitude

Attitude is a broad term covering almost all the important fields of human knowledge, is specially prominent in the fields of education, psychology, sociology and politics. It is a guiding force behind all human actions. Though the term is defined by many distinguish psychologists, educationists etc., yet it cannot be distinguished clearly from such terms as traits, opinion, disposition, interests, value and temperament. It is therefore, necessary to understand the meaning and nature of attitude. We can understand as a determining acquired tendency which prepares a person to behave favourably or unfavourably towards a specific object or class of objects do the conditions prevailing.

What exactly, is an attitude? Because the term is a popular one in daily life, almost everyone has an idea of its meaning. Social psychologists, however, must define the concept carefully if they want to use it to explain people’s behaviour. although many different definitions have been proposed by various theorists, certain elements are common to most of them.

One of the simplest definitions was suggested by Bem (1970), “Attitudes are likes and dislikes. There are our affinities for and our
aversions to situations, objects, persons, groups or any other identifiable aspects of our environment, including abstract ideas and social policies”

Thus, attitudes are our evaluative (good/bad) feelings toward particular targets, they are affective or emotional. This evaluative or affective quality is probably the most important characteristics of the concept of attitude.

Attitudes refer primarily to the favourability of our feelings toward particular targets.

Attitudes always have a referent – that is, they always refer to feelings about or towards some object (attitudes towards sports, attitudes toward nuclear energy and soon). People often think of attitudes in more general terms such as, “The baseball player has a bad attitude” when social psychologists speak of attitudes, however, they always have particular referents in mind. This concept has wide generality. We can have favourable or unfavourable feelings (attitudes) towards virtually anything people, objects, issues, events, situations, policies, groups, abstract ideas and so on.26

We hear it all of the time-probably everyday – ‘Be positive think positive, have a positive attitude. We could fill Eden Garden stadium with all the looks and tapes and there stadium with all the looks and tapes out
there about attitude and how it effects your life. And yet it is something that we (me probably more than others) need to work on every day of our lives. The impression some people give is that you can just ‘decide’ to change your attitude. But it is not easy. It’s not something you can just say one morning – from now on I am going to be positive each and everyday’. If it was that easy, we would all be skipping around, smiling, and singing a happy tune.

Building a positive attitude is like running. You need to start off slow, work at it every day, and build up your strength and endurance. If you continue to work at it, before you know if you will look at the world and at life, in a whole new slight attitude does make a difference in everything you do, especially your performance in sports and work.

Two people will have two completely different opinions about the exact same training program or the training facility or the trainer-one person would get all rewed up and go bananas and say and see all the good things and the other would swear up and down, look depressed and complain that it cannot get worse than this. What is the difference? Sure it is the attitude of the person concerned. Some people are so negative and cynical about everything in life (and probably everything they do) that they fail before they even get started. Why two people respond so
differently in exactly the same circumstances you bet, it is the attitude. Here are some things we can do to try to build that positive attitude within ourselves.

Hangout and associate with positive people. The people around us will effect our attitude good or bad (and we can also affect theirs). Keep company with positive people. The key is how to recognize people with negative attitude. Here are few things:

**Facial Expressions**: Most people with bad facial expression would have bad attitude.

**Stay away from Gossipers**: If you see anyone taking about someone else and behind them distance yourself.

**Negative talks**: People with negative attitude will talk negative habitually. They will never appreciate anything and will always blame people or circumstances.

Write down your goals and dreams and map out how you are going to get there. Make them realistic and attainable. Go after them with an undying belief in yourself. If you truly believe you will get there, you will. Find a mentor and/or literature on self improvement the power of positive thinking, and attitude. Find someone who you can believe in or a
book you enjoy. If you make improving your attitude fun, you will love to work on it everyday. And you’ll see results much faster.

Just remember that changing your attitude is a continuous process that will be fulfilling, rewarding, and most of all fun! “You can complain that rose bushes have thorns – or rejoice that thorn bushes have roses”

Our attitudes are based on our beliefs. That is the way we feel about something or someone depends on what we know about it or them.²⁷

Sources of Attitude

Where do we obtain knowledge about various objects, persons, groups and issues? There are two basic sources:

(A) Direct Personal Experience: Knowledge gathered from personal experience can be trusted more than information obtained from other people. Perhaps most of our knowledge comes from our personal experiences. We learn first hand about people - Carole is funny, Stuart is aggressive, Robern is shy and so on.

(B) Other People and Institutors: We get a lot of information from other people and institutions. We depend on others: Parents, peer groups, institutions, mass-media and so on.
Why are Attitudes Important:

The question can be asked, why are attitudes important? That is, why have social psychologists given a great deal of research attention to people's evaluative feelings may be important.

First, it is generally assumed that attitudes are relatively enduring, that is people's reeling towards objects.

Second, attitudes are learned. We are not born liking or disliking nuclear power plants; we learn to like or dislike them. Consequently, the processes of attitude formation and change can be studied and it may be possible to develop programs that encourage socially desirable attitudes.

Third and most important, attitudes are assumed to influence behaviour, that is people's actions are believed to reflect their feelings toward relevant objects and issues. Indeed, interest in the attitude concept has always been based on the assumption and attitudes influence behaviour. In 1935, Allport defined an attitude as "a predisposition to respond in a consistent manner toward all objects and situations with which the attitude is related. Thus, if we are to understand, predict and influence human behaviour, than we must investigate and understand attitudes."^28
The Attitude of Sportsmen and Sportswomen Towards Sports:

When people talk about apart, they sometimes refer to 'a professional attitude. Such an attitude is usually unwelcome in amateur sport. It comes from the traditional differences between amateurs and professionals. Amateurs take part of enjoyment and satisfaction. For the professional, the result is all important, a 'win at all costs' attitude is therefore a possibility. Because of this, it is sometimes thought that all professionals will stop at nothing to win. Professionals have a variety of different attitudes to the way they try to win. Whilst some will stop at nothing, others will show good sportsmanship and considerate towards their opponents.

A 'professional attitude' can be a compliment to a player when it refers to such things as very thorough and carefully preparation of a competition and a hard working, dedicated approach to the sports. Amateurs are expected to have a different attitude. Since they do not rely on winning to pay their wages, they are not expected to take the result of the competition so seriously. However, a wide variety of attitudes are seen, including winning at all costs. The top amateur in international competition cannot be expected to take part with the same attitude towards winning as the tennis player having a game with a friend in the
park. In practice, it is best to look at the individual person involved in the sport, rather than his or her status as an amateur or professional. Professional Rugby league is a very physical and often violent game. Amateur Rugby union matches can also be described in the same way. There are no general rules. There are as many different attitudes towards sport as there are people taking part.  

1.9 DEFINITIONS OF TECHNICAL TERMS

Sports

Addows Huxley, “Like every other instrument, man has invented, sport could be used for good and evil purposes. Used badly, it can encourage personal vanity and group vanity, greedy desire for victory and even hatred for rivals, an intolerant spirit decors and contempt for people who are beyond arbitrary selected pale”

According to Sir Dennis, “Sport is the most unifying influence in the world today”  

Activity

“Activity is the specific thing which is done to exert the energy in this text its use will be a sport of some sort”
Physical Education

According to C.C. Cowell, "Physical Education is the social process of change in the behaviour of the human organism, originating primarily from the stimulus of social, big muscle play and related activities".32

Attitude:

According to Thurston (1967) Griefed his ideas in these words, "Attitude is the effect for or against a psychological object"

Sorenson says that “an attitude is a particular feeling something. It therefore, involves a tendency to behave in a certain way in situations which involve that something whether, person, idea or object. It is partially rational and partially emotional and is acquired not inherent in an individual”33

1.10 VARIABLES INVOLVED IN THE STUDY:

Following variables involved in the study are:

Dependent Variables : Sex, Age

Independent Variable: Attitude

1.11 STATEMENT OF THE PROBLEM

The present problem for investigation is stated as under topic:
“A Comparative Study of Rural and Urban Sportswomen in Relation to Attitude towards Sports with Special Reference of Haryana”

1.12 SIGNIFICANCE OF STUDY

The present study shows the comparison between the attitudes of rural and urban sportswomen in the Haryana state. In comparison to other states Haryana state is still lagging behind in women sports. In Haryana, the attitude of women towards sports is indifferent. It may be due to economical factors, socio-economic status and some social aspects. Haryana needs more awareness for women sports from parents’ side and society with the help of this comparative study. The researcher wants to find out the drawback or indifferent attitude of rural sports women and urban sports women towards sports and how it can be developed in both the areas.

1.13 OBJECTIVES OF THE STUDY

Following are the main objectives of this study are:

1. To compare the indifferent attitude of sports women towards sports among the rural and urban areas of Haryana.

2. To analyze the prevalent myths in the present society.
3. To find out the problem which create hindrance in the way of sports involvement among female

4. Study of sports facilities for women in rural and urban areas of Haryana.

5. To study the general attitude of parents regarding women sports.

6. To find out the attitude of Head of the Institutions / Organisation and government offices.

7. To compare the standard of sports among rural and urban areas of Haryana.

8. To study the economic and social factors responsible for the backwardness of women sports in Haryana state.

1.14 HYPOTHESES

1. In rural areas the girls are more talented in sports activity due to their good physical fitness level in comparison to urban areas.

2. In rural areas people are less aware about female participation in sports in comparison to urban areas.

3. In the rural areas of Haryana, there is less participation of women in sports activities due to lack of sports facilities i.e. stadium, sports equipments.
4. Sports are considered not a means of livelihood but a wastage of time and recreational activity.

5. In Haryana state, women are indifferent attitude towards sports due to lack of parents’ awareness, poor economic conditions and social factors.

1.15 DELIMITATION:

The present study is delimited as follows:

1. The study was delimited to the selected sample ranging from 15 to 22 years of age groups randomly drawn from schools and colleges of rural and urban areas of Haryana state.

2. The sample was drawn from only four districts of Haryana state, however, the districts were randomly selected from the state.

1.15. STATISTICAL ‘t’ TEST IS USED:

For any kind of research, there should follow a well conceived design and procedure and it should be free from every source of error if there is any. In order to obtain proper and adequate data on the basis of which hypothesis of the study can be tested, the study needs to be systematized. For the better findings of any research especially in behavioural science, what is the most important is to use valid and reliable tool for the collection of data and appropriate design for their
analysis. To have definite, valid and reliable findings the study should be delimited in regard to concept, in regard to sample and in regard to tools used. The present problem “A Comparative Study of Rural and Urban Sportswomen in Relation to Attitude Towards Sports with Special Reference of Haryana”

1.16 LIMITATION

The study was conducted in Haryana state taking the girls from both areas i.e. rural and urban. The study is related purely to girls.
REFERENCES


29. Ibid.

