CHAPTER-II

REVIEW OF RELATED LITERATURE

The review of literature is an essential part of any research work. It enables the researcher to define the limits of the study, clear some concepts and not only formulate hypothesis and we can know what we knew and what we have to know (Kamlesh M.L., 1994).

The importance of literature review is compared as “foundation upon which all future will be built, if we fail to build the foundations of knowledge provided by the review of literature, our work is likely to be shallow and will often duplicate some else.” (Brog & Meredith, 1983)

The review of literature also important for better planning and research the “familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved” (Best, 1959).

Thus survey of related studies is a step towards the direction of locating, studying and evaluating reports of relevant researches, published works consulting the encyclopedias and journals and web contents on the related studies. In this chapter some of important relevant works reviewed and put forwarded on the participation of women in sports. The involvement of women in sport continued to be an interesting issue, which has prompted a variety of responses from a wide range of sports researchers contributing to debates on the subject matter. The purpose of this chapter is to critically analyse a number of studies focusing on female sport participation in general and participation in sport in educational institutes in particular. It is significant as it leads to

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competency in the area of physical education and sports and can also extend to the real life situation. The review of related literature is provided in chronological order.

Various studies have been made of the survey of programme and facilities for the promotion of a better programme of physical education at various levels. The conditions are not the same at all places. The programme of physical education depends upon the facilities available in the colleges. Hence, it becomes imperative to have a purview of the related literature in order to have a basic idea in this direction. The collection of eminent educationists view reveal that facilities are indispensable for carrying out a successful physical education programme in colleges and universities. The information so gathered are categorically stated below in proper sequence.

The importance of adequate facilities for a successful programme of physical education in colleges cannot be over stated. A standard in physical education “is a requirement in terms of facilities, equipment and personnel established by authority, research or general consent.”4 The problem involving the participation of women in the field of sports, games and their motivation are new and this work appears to have received very little attention.

Fitness of women to participate in physical activities is none less than that of men counterparts. At the 1952 Olympics in Helsinki, Ernst Jokl5 with a team of investigators took a long look at the question of physiological capabilities of women under strenuous situations. They could concluded that biologically the female sex as more robust and hence more capable of adopting itself to the demands of environment challenges than has so far been assumed. Physiologically, the women are fully capable of active participation in the sports movements. The purpose of this thesis is to evaluate participation and

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achievement of Bangalore University women in sports. This study was intended to estimate the achievements of the sports women of Bangalore University in competitions like Interuniversity, Interstate, Nationals and in International competitions. It was also intended to find out the effectiveness of the set up of the organization at the university level to promote women sports. In this chapter the researcher presents, literature pertaining to the present study to have a basis and to give further scope and direction for this study

Singh; Singh and Yadav (2013)\textsuperscript{6} purposed of the study was to locate the causes of poor participation of women in games and sports. 20 physical education sports personnel/teachers of Varanasi and 30 women players from different games and sports from the different faculty/colleges of Banaras Hindu University were selected for present study. Through questionnaire consider five factors namely were sociological point of views, physiological point of views, economical point of views, and other point of view on which opinion of girl players and athletes were asked. In addition to general descriptive statistics-mean and percentage were used for analysis of data. Women participation in games and sports was mostly affected by sociological factors, economical factors. The psychological factors, physiological factors, other factors (such as political, cultural and religious) were not affecting the women to participate in games and sports. The Attitude of most of the physical education and sports Personnel/teachers were positive about women participate in games and sports. Most of the physical education and sports Personnel/teachers were agreed that they have lack of funds and lack of facilities. About lack of interest of students they were not agreed and about administrator’s interest they were agreed that most of these administrator’s were not interested in games and sports.

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Meenakashi (2012)\textsuperscript{7} studied on Physical Education as a Career of Women: A Socio-Demographic Study of Haryana. She explored the background factors responsible for lesser preference of women towards the physical education as a career, attitude and perception of female students and their parents, peer group, physical education teachers and experts and the institutions like school, college and universities to examine the role and politic attitude of these institutions. Physical education to the researcher is just not limited to the fitness of body as it is perceived in general but it is a mean of overall development of body, mind and spirit. Sports participation is growing rapidly, as it is observed in last few years but women’s participation is not satisfactory and proportionately equal to the men sports. Women do not have the environment and opportunities as their counterparts have and this scenario is still very unequal and uneven when we see it on the grounds of religion and caste. According to the study the majority of women sports in Haryana are being played by women who belong to the Jat community. Jat women constitute 52 percent followed by 28 percent of Yadav girls, which is a backward caste in Haryana but not much different than to Jats in terms of social and economic condition. But the more concerning fact was that not a single schedule caste girl could find place in the study. This is a serious example of deprivation of schedule caste girls from the sports but the research did not give any reason and attention to the ‘missing’ section of modern prosperous Haryanvi society which might have been a victim of triple disadvantageous position i.e. being women from schedule caste and that too of a poorer economic condition.

Rao (2010)\textsuperscript{8} investigated the study of Constraints of Indian Women Participation in Games and Sports. The constraints referred to in the problem stated above will be confined to the study of parental, community, tradition, 


religion, college and personal constraints of women participation in sports in India. This study has brought to light some new facts regarding women's non-participation in games and sports. The results may go a long way in removing some of these prejudices, thus, some hidden talents of women will be helpful to improve the level of participation and achievement at the National and International level. The population under this study was college women who were studying Pre-Degree, Degree and PG Colleges in the Arts, Science and Professional Colleges in India. Thousand women of 25 colleges were selected from 12 states in India on a random sampling basis. They were the subjects for the present study and they were selected from selected states in India. The results concludes that there has been lack of encouragement from the parents and family members. The traditional way of living was a big hurdle for women taking part in games and sports. There was lack of sports orientation of the people living in the society. Taking part in games and sports for women has not been become a common phenomenon. There had not been a good leadership among physical education personnel and a proper motivating system. It has been clearly found that government college women had expressed more constraint compared to private college women.

Nthangeni, Haycock and Toriola (2009) studied on factors affecting sports participation among female students at Tshwane University of Technology, South Africa. The primary aim of this study was to examine factors affecting sport participation among resident and non-resident female students at Tshwane University of Technology (TUT), Pretoria, South Africa. The study targeted all students participating in 12 registered sports but due to the fact that only a limited number of the total population of students engage in competitive sport, a sample of 148 participants completed the questionnaires. The non-participants included 259 students who volunteered to provide information for

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the study. Both categories of students completed structured questionnaires. Many of the participants (52%) indicated that their main motivation for engaging in sports was the possibility of receiving student bursary. Sixteen percent (16%) were motivated by the belief that the university will give them free sport equipment, while 13% of the participants indicated that they were encouraged to take part in sport because of the possibility that their club membership will be subsidized. Thirty-nine percent of non-resident students also acknowledged the importance of sport bursaries as an incentive. Some of the non-participants (13%) indicated that they would engage in sport in future if they were provided with sporting equipment. The non-participants (26%) stated that expensive club membership was a major deterrent to involvement in university sport. The results have practical implications for effective promotion and management of sport in universities. In developing strategies aimed at promoting sport participation among female university students, bursary awards, free equipment provision, membership fee subsidization and free accommodation, should be emphasized in conjunction with other incentives.

Sangwan (2008)\textsuperscript{10} in her Ph.D. thesis Participation of Women in Sports: A Case Study of International Sports Women with Special Reference to Haryana State indicated the obstacle specially for the women coming from poorer backgrounds, minorities, backward and scheduled castes and pointed that the issue of women’s equality in Indian society is imbibed patriarchy and caste hierarchy with its economic dimensions. This whole scenario is reflective in every sphere of life and in sports as well. While discussing various factors effecting women participation like social structure, religion, economic condition and gender bias and discrimination faced by the participants she pointed on caste as a factor and obstacle for the women. It is revealed in the study that the lesser participation and success in the sports thereof just limited to the women of upper

caste and that too with good economic condition and family background. The data given in her thesis as success stories of women sports show that they were related to the upper caste and the drop outs were more from the minority and lower caste women. There was not a single schedule caste woman that can be studied on the same criterion. This picture speaks about the caste prejudice and unequal opportunity in the arena of sports. On the issue of caste discrimination only those who belonged to backward caste felt the caste discrimination she observed and it is quite natural as how one can speak about the experience if he or she does not have experienced it? The role of caste in determining sports as career and aspiration level is strongly supported in her study and referred to a earlier study conducted on students of sports college where all the participants were from upper caste and not a single sports person was from schedule caste out of hundred participants. The fact indicates the deprivation of female schedule castes along with minorities from the sports participation.

Verma (2007)\textsuperscript{11} studied on Parental Influence and Women Sports Participation in Haryana that the attitude of parents regarding female participation is very much negative. Though, the girls have desire to participate in sports but it depends upon the attitude of parents of the girl and normally it has more weight over their natural desire for participation. But this same attitude does not stand in the way of the boys of the same parents. This is very contradictory and conservative approach which girls faced and live in the family in terms of parent’s different treatment to the girls in their own home.

Okkes A. Gençay, and Selçuk Gençay (2007)\textsuperscript{12} studied on factors Affecting the Participation of Children in Summer Sport Courses. International. The aims of this study were to determine (a) why do parents enroll their children to these courses?; (b) what are the main features that the parents take into


consideration in such courses; (c) is there any relationship between the features to which parents take into consideration in the summer sport courses and their reasons for enrolling their children in the courses. The data of the study were collected through questionnaires from the parents of 225 children between the ages of 7 to 13 who participated in the summer courses. The primary purpose of parents enrolling their children in the summer sport courses were primary socialization and, secondary physical competence development. The main course features which parents take into account were the quality of the trainer and the safety and hygiene of the sporting medium.

Scheerder et al. (2006)\textsuperscript{13} found a significant positive correlation between the length of time one is involved in sports participation during late adolescence, and continued participation in some form of activity into adulthood. Furthermore, those females who participated in club-organized sports had a higher stay on rate than those who participated in non-organized activity. The females were no longer participating in competitive sport, but continued to be active in other activity areas.

Xhakaza (2005)\textsuperscript{14} studied on psychosocial factors that influence female sport participation in secondary schools. Females continue to be poorly represented in sport as participants, coaches, advisers and as team administrators and are seldom seen in the capacity as managers of different sporting codes. This study sets out to determine the different psychosocial factors that influence female sport participation in the high school milieu. This study will provide knowledge that will aid the understanding of the phenomenon of participation and non-participation of high school girls. After studying available literature on the subject, several factors were identified as influential determinants of whether

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  \item\textsuperscript{14} Eileen Xhakaza ‘Psychosocial Factors that Influence Female Sport Participation in Secondary Schools.’ (Dissertation, Magister Artium in the Faculty of Arts in Psychology, University of Johannesburg, 2005).
\end{itemize}
girls decide to participate or not to participate in sport. The following factors were identified: financial benefits; family support; career opportunities; stereotypes about female sport participation; physiological nature of females; self-esteem; ability; motivation; competitions; need for recognition; coaching preferences and how well females get the recognition over their male counterparts. The study was motivated by the realization that females in South Africa are generally poorly represented in the world of sport. This poor representation becomes more evident when the girls enter the senior secondary classes. Educational Institutions should maintain the spirit of sport participation and by so doing generate sport participation by women as a life long skill. A questionnaire, based on the literature review, was designed to gather information on the psychosocial reasons why high school girls participate or do not participate in sport. After a pilot study was done, the questionnaire was distributed to three former model C high schools in the southern regions of Johannesburg. The High School Personality Questionnaire (H.S.P.Q.) was the instrument used to compare personality factors between the two groups. A total of 266 girls (grades ten to twelve) were included in this study. The results indicated that various psychosocial factors influence female sport participation. Only a few girls (n=98) in the sample participated in sport while most girls (n=168) did not. The reasons why girls seemed to participate in sport included the fact that they enjoy sport, wanting a healthy life style, and they also enjoy the competition. The reasons why girls did not participate include the need to pay attention to academic commitments, lack of motivation, pressure and the competitive nature of the world of sport. Awareness of the influence of and negative impact of these psychosocial factors can help sport psychologists, sport educators, coaches, administrators, sport organisations and the government to develop programmes/systems that will promote female participation in sport.


Goyat (2005)\textsuperscript{15} In her unpublished Ph.D. thesis A comparative Study of Rural and Urban Sports Women in Relation to Attitude Towards Sports with Special Reference of Haryana concludes as that parents, teacher and other significant adults normally do not provide as much encouragement for rural girls to participate in sports and games. Lack of ground and infrastructural facilities also proves a major barrier in involving the girls in sports. But this study doesn’t look upon the scheduled caste girls of rural area. Thus, the study presents general attitude of parents and other related stake holders rather of specify the problems of SC girls and their participation in the sports.

Devi (2005)\textsuperscript{16} in her Ph.D. thesis on Background factors Related to Participation of Female Students in Sports at Higher Education Level reveals so many reasons of lesser participation of women in sports. She concludes that personal interest and attitude of a female student towards sports is the main factor for participation. She finds that women themselves give less preference to sports and physical education as a career. They want to join sports as an activity only not as a profession. They give more weightage to their academic career instead of sports. Though, she did not examine the male dominating social environment that made such a psyche and do not allow women to participate in sports on a large scale and thus leaving behind limited choices of career and opportunity for them. But the environment inside home and of locality the concern of safety and security of the daughters comes out as major factors affecting women participation.

Chauhan and Sharma (2005)\textsuperscript{17} in their research on Socio Cultural Deterrents in participation of Sports for Rural College Female Students points


out that some socio-cultural factors made it difficult to participate in college sports for females of rural areas. As students of the institutions they had to face many obstacles in participation of sports events. Women are always needed to have extra ordinary support and consent for participation from family. On the other hand in case of boys they have no such problem of taking consent from the parents. This study shows the challenges and difficulties generated due to society’s approach for women’s sports.

Vilhjalmsson and Kristjansdottir (2003)\(^\text{18}\) found that girls did not enroll in clubs in the same numbers as boys, and that when they did, they dropped out more readily. However, if they dropped out, they remained more physically active than those girls who had never belonged to a club.

Cockburn and Clarke (2003)\(^\text{19}\) stated that young women who participated in sport may have become subject to ‘femininity deficit’; that by being sporty, they would be perceived to be less feminine or heterosexually desirable. They also reported that some young women wanted to be involved in sport, but perceived that participation in sport was contrary to their understanding of what it was to be feminine. This view was supported by findings in Whitehead and Biddle (2008), but they also found that active females did not subscribe to this notion of femininity. The girls argued that the fact that they were active did not equate with them being less feminine.

Chahal (2002)\(^\text{20}\) in his Ph.D. thesis on Critical Analysis of Female Participation in Sports with Special Reference to Haryana State concludes that parents encourage their daughters to participate in sports but social customs and traditions resist their wishes. Moreover, lack of facilities, space, and


infrastructure discourages the girls to participate in sports activities in a comprehensive way. However, this is no category and specific mention on the treatment for Dalit or Schedule Caste females in sport participation in all of his discussion.

**Mulvihill, Rivers and Aggleton (2000)**\(^\text{21}\) found that as children got older, their parents had less influence over their choice to participate in sport and he found that older teenagers distanced themselves from involvement in family-based activities. The researcher was also stated that preferences for physical activities are transient throughout one’s lifetime, so although team games may feature in an adolescent repertoire, they may be replaced with other activities in later life.

**Digest, (1998)**\(^\text{22}\) indicated in the effects of socio-economic status on girls' sports participation that the disadvantaged socio-economic position of black people leads them to even further marginalization, which is in turn responsible for fewer individuals participating in sport. For black females, chances of receiving quality physical education and athletic training at a young age are low, which hampers the development of foundations for subsequent motor development indicated that some low-income group families also depend on the daughters to provide child care for younger siblings after school, to prepare family meals and to run the homes when the parents are at work. For these reasons it would be impossible for some girls to be involved in sport because it would be perceived as comfort and luxury. Further states that one and a half black girls compared to one-quarter of white girls said that they cannot consider taking part in competitive sports when their families could not finance their transportation needs and equally lack of parental support has been indicated as


one of the factors, which discourage female sport participation in a country affected with the bias of gender and race.

Nisha (1995)\textsuperscript{23} in her unpublished thesis on Socio Cultural Deterrents of Participation in Sports for Punjab University Female Students finds that the attitude of parents is very significant for the female participation in sports despite their belief that sports is a less famine issue. Participation in sports is seen as deviation from the general behavior of girls. In such a society, parents who allowed their girls to participate in the sports seen as taking something uncommon and exceptional step. Even then this support and permission from parents is also not one time permission for participation in any of game at any of place. There are some more hurdles in way of participation as girls are not allowed to move freely anywhere as and when it is required to take part in sports. It is observed that sports women are bounded within the restrictions of parents consent and fear of society’s rejection. However, the researcher doesn’t find any significant obstacle from the point of religion regarding women sports participation but this study do not look into the relation of caste and parents support for participation in sports by SC girls.

Singh, (1990)\textsuperscript{24} in a book on Indian Women and Sports tried to see find the relationship between participation and religion. The ratio between participant and non-participants according to religion is seen lower among the follower of Islam in comparison to followers of other religion. It finds the percentage of non-participants significantly higher than participants. In case of participants 85 percent were Hindu, 5.35 percent Muslims, 4.64 percent Christians and 4.61 percent belongs to other religions. This ratio is not a reflection of actual population of India. This uneven participation of the followers of different religion raises question on socio-cultural values of the respective religion


regarding sports participation. But this study does not look into the issue of caste and sports.

**Women and Sports Participation:**

Stressing the need for the women to participate in competitive sports Neal\textsuperscript{25} state: Participation in sports activities can make her more aware of health factors and promote in her a sense of satisfaction and achievement. The motivation provided by participation in sports reinforces self-discipline in carry out good health practices, and can lead to more “Dynamic womanhood.”

According to Miller,\textsuperscript{26} sports would produce a masculine type of women, that exercise makes girls muscle bound; that participation in competitive athletics would lead to difficulties in child birth, even rare developmental malformations were alleged to be caused through athletic training.

According to Steinhave,\textsuperscript{27} an exercise physiologist, in a paper prepared as early as 1932, reviewed the findings of several studies dealing with the possible effects of vigorous physical activity and sports participation on pregnancy and child birth and concluded that in normal healthy girls and women, strenuous exercise and active sport participation “Do not militate against the chances of normal childbirth.” Infact most of the girls and women mentioned in the study continued their activities during their menstrual cycle, without detriment to their health or performance ability.

According to Karpovich\textsuperscript{28} the period immediately preceding the menstrual flow is most critical and that a woman should be especially protected during that period. Yet, at that time, some women have a compelling urge to


\textsuperscript{28} Peter V. Karpovich, ‘Physiology of Muscular Activity.’ (Philadelphia and London : W.B. Saunders Company), P.23.
undertake tasks requiring physical efforts such as rearranging furniture or cleaning a cellar or garage. The result of such activity appear to be beneficial. Further he quotes that excusing a menstruating girl from classes mild physical activity is not warranted.  

Neal\textsuperscript{30} is of the opinion that, “participation in sports activities can make her more aware of health factors and promote in her a sense of satisfaction and achievement, the motivation provided by participation in sports reinforce self discipline in carrying out good health practice and can lead to more dynamic women hood.”

There are some arguments that woman cannot develop her personality in men colleges but she feels a sense of freedom in women colleges.

According to Agarwal\textsuperscript{31} quite frequently in co-educational colleges nearly all the amenities are for men, and women are little more than tolerated recreational facilities and space for women similarly are inadequate.

The arguments in favour of co-education were that separate education was economically, wasteful, that women, as the equals and not the inferiors o men, deserved an education equal that provided for men; that any institutional separation of the sexes was ‘unnatural’ and artificial and that co-education could exert a ‘refining’ influence upon young men.

**Facilities needed in Womens colleges:**

Thomas states that, facilities are the pre-requisite to conduct of good programme of physical education at all levels, lack of ground facilities affect the students participation. The importance of adequate facilities for a successful programme of physical education in colleges cannot be over stated. A standard

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\textsuperscript{29} Ibid. \\
\textsuperscript{31} J.C. Agarwal, ‘The Progress of Education in Free India.’ (New Delhi : Arya Book Depot), P.213.
\end{flushleft}
in physical education is a requirement in terms of facilities, equipment and personnel established by authority, research or general consent.\textsuperscript{32}

**Facilities required for physical education are many varied**

Sharman is of the view\textsuperscript{33} facilities needed for physical education include playing fields, tennis courts and base ball dimands; gymnasium, play sheds, hand ball courts, squash courts, locker rooms and swimming pools, and a variety of supplies and equipment such as balls, bats nets and gymnasium apparatus.

Joseph\textsuperscript{34} states that, physical education requires facilities in the form of play fields, gymnasium and where possible swimming pools.

Nageskar\textsuperscript{35} state that physical education in colleges can play a vital role in promoting sports and games. For the development of sports in our country Nageskar is of the view that facilities like play grounds, equipment at cheap cost, coaching competitive sports and guidance in sports administration are needed. Ideal and proper facilities are very essential to carry out a programme and to ensure better outcome and full utilization of the programme.

Bucher (1959)\textsuperscript{36} opines, facilities in a college, recreational centre or a public health building should be geared to health standards. They play an important part in protecting the health of individuals and in determining the educational outcomes.

Thomas (1967)\textsuperscript{37} states as follows to attain a standard and for the effective functioning of the physical education programmes, it is a requirement


\textsuperscript{34} Joseph, P.M. ‘Organization of Physical Education.’ (Bombay: The old Students Association, 1956), P.57.


\textsuperscript{36} Charles A. Bucher, ‘Administration of School Health and Physical Education Programme.’ 2\textsuperscript{nd} Edition (St. Louis: C.V. Mosby Company, 1959), P.212.

in terms of facilities, equipments and personnel established by authority, research of general consent.

Hughes and French (1954)\textsuperscript{38} state as follows: “One of the major problems in physical education and athletics is with out question, that of providing adequate indoor and outdoor facilities. Every institution and every director teacher and coach faces this problem in some degree.

Voltmer and Esslinger (1949)\textsuperscript{39} state, “...factor which has adversely affected physical education programme is inadequate facilities.”

A Committee (1956)\textsuperscript{40} on National plan of Physical Education and Recreation has recommended, “5,000 to 10,000 square feet of play field per student should be available in colleges.”

A Committee (1965)\textsuperscript{41} of the Mysore state sports congress is of the opinion that a college with a population of 1,000 to 1,500 students should have a minimum of 10 acres of play field.

Deshmukh’s Committee Report (1967)\textsuperscript{42} recommended : “It is necessary that each college should aim at having about 8 to 10 acres of land for play fields.”

A Committee\textsuperscript{43} for examining facilities provided for sports for women states: Same facilities should be provided exclusively for women students in


\textsuperscript{40} A National Plan on Physical Education and Recreation, 1956, New Delhi, Ministry of Education, Government of India.

\textsuperscript{41} Mysore State Sports Congress, Recommendation of the Committee, No.1, 1965 (Bangalore, Mysore State Sports Council), P.134.

\textsuperscript{42} Deshmukh’s Committee Report, cited in the Report of the 7th Annual Conference of the All India Association of Allagappa College of Physical Education 1967 (Karaikudi, Allagappa College of Physical Education), P.22.

\textsuperscript{43} Recommendations of the Committee’s for examining facilities provided for sport and recreation for women students, cited by the registrar of Bangalore University in his letter to principals (Bangalore, No. ACA, 11, G-3, SPT, 183/71-72 Dated : 22.07.1971).
each college. It is suggested that one court for each game may be made available for women students provided for Indoor games.

Williams (1966)\textsuperscript{44} states: the programme and paper depends upon the facilities available and comes alive only when the persons are effective agents.

A workshop (1971)\textsuperscript{45} on curriculum development in physical education suggests: The success of any physical education programme in colleges/universities will largely depend on the nature and extent of the facilities provided. It is seen that in a large majority of the colleges/universities in different states, lack of adequate facilities has adversely affected the physical education programme. The facilities now available in the country are slightly better to day, yet they are no means adequate. Ample facilities should therefore be provided in all colleges/universities.

**OVERVIEW**

In the review of related literature it is noticeable that in recent years the level and numbers of women increased globally in sports participation at state and international competitions. The review of literature also shows that there were so many myths and baseless ideas against women participation in all the times. However, during the time norms and values of society also gone through the process of change that caused the positive change in traditional mind set of people. Nevertheless, the whole process can not seen less than women’s struggle “on play ground for a play ground” from ancient to modern times in East or West, in developed to developing countries and from modern to backward feudal societies. It can be seen everywhere a reflection of the changing status of women for a natural right to play, still it is going on because there are so many country and societies who prevent women from sports. Now-a-days in our society but it is also true that still there are sufficient evidences of hierarchy,


\textsuperscript{45} Gwaliar Workshop on Curricula Un-development in Physical Education, 1971, *Programme of Physical Education for Colleges/Universities.*
class, discrimination on the basis of race, gender and ethnicity viz-a-viz women’s family, parents education, economy which adversely affect women’s participation. Even then sports participation is growing rapidly as observed in last few years but women’s participation is not satisfactory and proportionately equal to the men sports. Along with these vertically common issues there are region and society specific issues too exists regarding women participation. In Karnataka it seems that the fruits of social development and advancement could not available equally across the section of gender and caste. Though, as a society we gained a lot but isn’t it half truth and matter of concern, if we know that the maximum number of women participants particularly at degree colleges affiliated to Bangalore University. The reasons should be examined for the sake of betterment of society and country.