CHAPTER - I

INTRODUCTION
CHAPTER - I

INTRODUCTION

The progress of any country is not dependent on the number of rivers it has, extent of forests it has or number of industries it has, but it depends totally on the fitness of her citizens. A fitter country is a prosperous country and it is a prospective country also. Such is the importance of fitness of people in any nation. Fitness can not be achieved overnight and as a matter of fact it is a continuous scientific process leading to total fitness. Physical Education is a process through which an individual obtains optimal, physical, mental and social skills and fitness.

According to Bucher\(^1\), "Physical Education is an integral part of total educational process and it aims at the development of physically, mentally, emotionally and socially fit citizens through this medium of physical activities which have been selected with a view of realizing those outcomes".

To keep oneself physically fit, emotionally stable and mentally alert, participation in sports and games and other activities becomes essential in the modern society. It is the fit person who can enjoy life and contribute to the joy of those around him. He can add life to years and also years to life.

In the field of university education, Physical Education has a special role to play. As an integral part of university education, it strives to develop physical, mental, emotional and social efficiency of modern youth. Physical Education aims at providing an effective and healthful span of life by developing total individual personality.

Education is one of the processes for the development of ability to satisfy the social needs. The goals of education could be achieved through Physical Education. As Dewey\(^2\) defines, "Education is a process of the continuous reconstruction of experience with the purpose of widening and deepening its social content while at the same time the individual gains control of the methods involved".

The achievement of the academic and sports performance of the children who are the backbone of human progress depend on their physical structure as well as their psychological equipment and educational experience.

Swamy Vivekananda stated that education is the manifestation of perfection already in man. This perfection must take place in body, mind

and soul. The mind and body represent a unity in human beings, one giving strength and support to the other and both functioning in harmony. To educate a person without a sound body there can not be a sound mind. Both are inter-related and inter-connected. This is the most valuable point that is stressed in the field of Physical Education. Physical Education serves as the medium for man's total education, emotional and intellectual development using experience centered on movement. Education and Physical Education are two sides of a same coin. Physical Education is an integral and inseparable part of General Education.

EDUCATION

Education is the complete development of the individuality of the child so that he can make an original contribution of human life according to the best of his capacity. It is the deliberate and systematic influence exerted through instruction and discipline. It means the harmonious development of all the power of the human being the physical, social, intellectual, aesthetic and spiritual. Education is to bring about the potential of an individual. It is an unfolding of one's inherent capacity by providing appropriate experiences, which are carefully planned to bring about an alround development of the child.
The Father of our Nation Mahatma Gandhiji\(^3\) affirmed that education is an all round drawing out of the best in child and man-body, mind and spirit.

**IMPORTANCE OF EDUCATION**

The values of all educational efforts at home, school, and in society are judged by the personality that is the result of the education in thought and practice. Education must provide opportunity for acquiring knowledge, but that knowledge should be made to function. Education does not merely mean the acquisition of knowledge or experience but it means the development of habits, attitudes and skills that help a man to lead a full and worthwhile life.

Education has an important role in this modern world. The famous educationist and philosopher Aristotle said, "The true aim of education is the attainment of happiness through perfect virtue".\(^4\) Education begins at birth and continues throughout the life span of every individual. So education helps to complete fitness of every individual.


PHYSICAL EDUCATION

Physical Education is an integral part of education. According to Bucher\textsuperscript{5}, "Physical Education is a very important part of educational process, it is not a 'frill' or an 'ornament' which has been tucked on to the school programme as a means of keeping children busy".

In fact it is a vital part of education. Through a well directed Physical Education programme students develop skills for the worthy use of leisure time, engage in activity which is conducive to healthful living, develop, socially and contribute to their physical and mental health.

Physical Education contributes to the educational process in achieving educational goals as in the case of any other academic subject. Physical Education is incomplete if it is not educative in its content and education without Physical Education is incomplete and can not have a sound existence because man is a psychophysical unity.

THE AIM AND GOAL OF PHYSICAL EDUCATION

The importance and aim of Physical Education is that, it should provide skilled leadership and adequate facilities which afford an opportunity for the individual or group to act in situations which are

physically wholesome, mentally stimulating and satisfying, and socially sound. William's goal challenged physical educators to develop the abilities to impart significantly the lives of those they taught or lead.

Every individual, in turn, could contribute something to the welfare of the society. Traditionally, this goal has been associated with Physical Education's role in imparting the aim of education. Today's goal for Physical Education involves similar aspirations for its diverse programmes in this technological society. The aim of Physical Education is to increase every individual's physical, mental, and social benefits from physical activities and to develop heartily, the life-style skills and attitudes.

PURPOSE OF PHYSICAL EDUCATION

The purpose of Physical Education is closely linked with its aim but also includes its stated intention to act (i.e., a process). Thus the purpose may encompass a behavioural change, a commitment, a determination and a willingness to alter one's life-style. Optimizing one's quality of life through a long-term commitment to an enjoyable, personal exercise programme that will meet varied needs in a changing world, is the purpose of Physical Education.
THE OBJECTIVES OF PHYSICAL EDUCATION

The objectives of Physical Education are more specific than the goal or aim and purposes comprise particular outcomes. Usually plural, in combination they result in the achievement of a purpose and an aim. Professional colleagues and the general public often learn about Physical Education's worth through an examination of its objectives and their fulfillment.

In 1934, the American Physical Education Association's Committee on objectives listed physical fitness, mental health and efficiency, social-moral character, emotional expression and control, and ability to appreciate as the desired objectives. In 1950 they were restated by the professionals to develop and to maintain maximum physical efficiency, to develop useful skill, to conduct oneself in socially useful ways, and to enjoy wholesome recreation.

In 1965, the American Association for Health, Physical Education and Recreation stated five major objectives (AAHPER, 1965).

1. To help children move in a skillful and effective manner in all the selected activities in which they engage in the Physical Education programme, and also in those situations where they will experience during their life time.
2. To develop an understanding and appreciation of movement in children and youth so that their lives will become more meaningful, purposeful and productive.

3. To develop an understanding and appreciation of certain scientific principles concerned with movement that relate to such factors as time, space, force, and mass-energy relationship.

4. To develop through the medium of games and sports better interpersonal relationship.

5. To develop the various organic systems of the body so that they will respond in a healthy way to the increased demands placed on them.

**SPORTS**

Sports constitute a common heritage, which all men have experienced from times immemorial. Culturally sports provide an international bond among humans wherever and whenever they live. One can hardly imagine what the world would look like and how it would be today without a "sport dimension". Sports elicit excitement, challenge, change of pace, expressive reaction, interpersonal communication pride in achievement, aspiration towards ever higher goals intense rivalry, and unaffected, natural, enthusiastic participation on the part of millions of persons in every corner of the world.
Sports are generally considered to be a subdivision of a broad category of human activities called Physical Activities. Sports activity usually has one or more commonly agreed upon characteristics.

A physical performance is involved in varying degrees of skill. Physical conditioning is prerequisite to an acceptable level of performance, according to the inherent nature of the particular sport under consideration.

There is a recognizable pattern of motor performance. Sports skills are now believed to be highly specific and are determined genetically and through experience, practice and competition.

Sports are conducted with an understanding and agreement that standard recognizable rules are to be followed by all concerned. Such rules not only control all physical movements of the contestants but also serve to standardize the playing area, the equipment and facilities, the time limits, the scoring system and other essential factors which affects the outcome.
Opposition of some type of customarily established procedure is involved in most sports. This opposition may take any of the several forms as shown by the following example. One player may compete against another with the winner being determined by some type of scoring system. A team may contest with another team with a scoring system to determine the winner. In some sports a natural obstacle may be the opponent, as in mountain climbing. The opponent to the hunter or fisherman is the wild animal or bird, or a fish in its natural habits.

VARIETY IN SPORTS

Sports take a wide variety of forms in countries around the world. Some authorities claim that there underlies certain areas of commonality in sports no matter where they are played, or who plays in them. Perhaps it is the background of vast disparity and contrast from country to country, which is making the difference. Hunt has made an interesting and informative analysis of sports in various countries, which well illustrates the latter view.

Close perusal of the chapter about specific countries written by leading Physical Education authorities from those countries will reward the reader with a greater understanding and appreciation of the unique
forms which characterize indigenous sports. The reader should determine for himself the extent to which common threads are interwoven through the fabric of sport in each country.

IMPORTANCE OF SPORTS

The aim of sports is the same as that of general sports performance. According to Williams 6, "Sports should aim to provide skilled leadership and adequate facilities which will afford an opportunity for the individual or group to act in situations which are physically sound"

Sports devoted to Physical Education programmes and interscholastic athletics are increasingly being questioned by the Professionals of Health and Physical Education. The American Academy of Pediatrics Committees on Sports Medicine and School Health (1987) and the American College of Sports Medicine (1988) have recently issued strongly worded statements highlighting the need for school sports programmes to adapt health related physical activity goals. In a society in which adult sedentary life style and behaviour contributes substantially to the epidemic or cardiovascular and other chronic diseases, there is a rationale for shifting the orientation of sports to a health focus.

Sports activity is also beneficial to high density lipoprotein cholesterol in children. These associations between physical activity and risk factors are equal for adults and children and especially children can reduce their risk of heart diseases that may develop later, through regular sports activities.

Sports activity in childhood and in young adulthood is believed to enhance the intake of calcium in the bones, high peak calcium content and slower losses of bone calcium are promoted by sports activity. So fractures during a later life should be prevented and bone health throughout life should be improved. Some scientists believe development and maintenance of the muscular strength and flexibility will prevent back pain and other injuries in adulthood. Sports activity is an appropriate intervention in childhood obesity.

It is well accepted that sports activities have significant health benefits for adults. At least 20 minutes of vigorous exercise three times a week are needed to improve fitness. The same standard appears to apply for children also.
BENEFITS OF SPORTS ACTIVITIES

There are many benefits of taking part in sports activities. One can develop wholesome personality through sports activities.

As Auxter, David and Pyter, Jean⁷ have illustrated, "Sports and Physical activities are important for emotionally disturbed person's because there is potential for the development and restoration of physical and emotional characteristics".

Sports and physical activities provide a wide variety of opportunities to meet the interests of the children. Some of the benefits of programmes of sports and physical activities are as follows:

1. The programme may provide incentive for acceptable modes of conduct during sports activity.
2. Aggressive tendencies may be expressed in socially acceptable ways because of controlled rules.
3. Games and activities may provide opportunities for the development of social characteristics such as co-operation and co-ordination.

4. To help children more in a skillful and effective manner in all the selected activities in which they engage and also in those situations that they will experience during their lifetime.

5. To develop an understanding and appreciation of movement in children and youth, so that their lives may become more meaningful, purposeful and productive.

6. To develop interpersonal relationship through the medium of games and sports.

7. To develop the various organic systems of the body so that they will respond in a healthy way to the increased demands placed on them.

Participation in sports activities releases tension. It provides emotional satisfaction and well being. Some psychologists believe that participation in sports activities develops certain personality traits. Although an individual's personality is formed early in life, it can be modified by experiences afterwards. All the important traits of personality such as, self-control, self-confidence, unselfishness, courage, quick decision, sense of fair play, courtesy, honesty, alertness, loyalty, teamwork, co-operation, obedience to leaders, ability to mix with others, friendliness, appreciation of the superiority in others, quality to face the defeat, sportsmanship and control of emotions are being developed by participating in sports activities.
So, opportunities of cultivating these characteristics are provided in game situations. These characteristics are very essential to discipline the society. The playground is a good laboratory to develop all these personality traits. Physical activities play a dominant role moulding the personality of youth and children.

Sports and games not only develop the physical skills but also contribute towards:

1. The development of organic fitness.
2. The development of Neuro-Muscular co-ordination.
3. The development of desirable social behaviour.
4. The attitude towards the leisure and the ability to use the leisure in wholesome ways.
5. The development of desirable health habits.

NECESSITY OF PARTICIPATION IN SPORTS

Osterhoudt, G. Robert, while stressing the necessity of sports participation said, "The lived body experiences of necessity in sports is variously construed as: deterministic, a personal condition of motor

inability, a personal condition of physiological inability and a restriction upon the choice of movements performed. The lived body experience of freedom in sport is variously conceived as: The freedom for deterministic necessity. The freedom for realization of personal intentions. The freedom for creating new personal interactions and the freedom to be unified."

MOTIVATION IN SPORTS

In order to attract the children towards sports and to develop sports skills and also to develop interest among the children, motivation plays an important role.

Suin, Richard\(^9\) says, "Physical characteristics, sense activity, perceptual and decision making process, acquired skills and development of human structure, thus preparing for competition." The optimum state of arousal, encourages the structure to function in a desirable way. But emotions and attitudes translated into motivational force accomplish more than this. They were responsible for the athletes selection of a particular sports activity over other possible activities at some point in his or her life.

They influenced the decision to preserve and practice, at it over many years and under trying conditions even though other alternative activities were always available.

One may suggest that motivation is responsible for

1. Selection and performance for some activity.

2. Persistence at the activity.

3. Intensity and vigour of performance.


PARTICIPATION OF WOMEN IN SPORTS

Our ancestors saw woman as a member of the family or a group, as a daughter, a wife or a mother only and not as an individual with an identity or rights of her own. The general idea was that a woman was made for man and she was simply to be a member of the family who had to look after her husband, children and other members of the family. She was supposed to inculcate the cultural values and heritage in her children. Women were not permitted to think or act freely. They had to obey the will of the men. Sports and games were exclusively meant for men only. Women never had the opportunity to participate in traditional games. They were similar to precious jewels kept in the lockers. They
witnessed participation of men, enjoyed and appreciated the gallants. Due to the traditional restrictions, opportunities for women never existed to take interest in sports. They accepted the norms of society. There are no signs of release from that social bondage even today. Pandit Jawaharlal Nehru said, "To awaken the people, it is the woman who must be awakened. Once she is on the move the family moves, the village moves, the nation moves".  

Nehru, the architect of Modern India emphasised the need for women to possess equal rights in education and participate in sports and games in India. Mahatma Gandhi and other social reformers supported the cause of improving women's condition through education and reform of marriage laws.

ISSUES AND CONTROVERSIES

False understanding and misconceptions about feminity, deep-rooted social customs and traditions are considered responsible for the constraints for them to participate in sports. Thenberge while speaking on

women participation in sports said, "Women have been discouraged or prevented from participating in sports by a complementary set of exclusionary practices and cultural ideas that viewed them as fragile and unsuited to strenuous physical activity."

If we adopt such a belief about biological determinants we are led to "if and then", definition of people. If a person is nurturing, dependent, weak, non-aggressive, emotional, sensitive and quiet, then that person is 'feminine'. If a person is strong, aggressive, controlled, goal oriented and independent, then that person is 'masculine'.

**SOCIETAL EXPECTATIONS**

School is a miniature society and its emphasis is more or less on the formal education to stress the inherent qualities of the children.

Leonard opined "The need to achieve is both intrinsic and extrinsic and often provides the impetus for deciding to become an athlete. Achievement motivation is a term that initially would appear to comprise

psychological rather than sociological parameters"^{12}

Achievement motivation has a high degree of relevance with reference to the participation and involvement of women athletes.

Birell^{13} presents two general myths concerning women.

1. They do not have high need to achieve.
2. Achievement motivation is developed solely as of early childhood training and that level is irreversibly fixed at an early age.

There are still a number of widely held, although scientifically inaccurate beliefs that many parents continue to accept as compelling reasons for discouraging their daughters from athletic competition. They are:

1. Women are genetically, culturally, and physically weak.


2. Sports competition is physically dangerous and strenuous physical activity will harm the delicate female reproductive system.

3. It is abnormal for girls to be interested in sports.

4. Females who compete in sports eventually lose their femininity and become masculine.

5. Girls and women are not meant to become athletes.

**GENDER ROLE SOCIALISATION**

Socialisation is the most powerful process for transferring the beliefs about gender roles from one generation to the other. Critical to process are socialising agents who include parents, peers, teachers, coaches and media. The influence of socializing situations are observed at birth and continues for a lifetime. Gender role behaviours have been historically accepted as two sets of traits called masculine and feminine.

For most women engaging in sports, it invokes two contradictory role expectations associated with, being a woman and the expectations of being, an athlete. The traits often cited for being a successful athlete, aggressiveness, tough mindedness, dominance, self-confidence and risk
taking are usually associated with males rather than females. In contrast
mentally healthy females are likely to be described as dependent, emotional, passive and submissive.

Harris opined that "When a female chooses to participate in vigorous competitive activities she may be risking a great deal. She is lying on the line everything. She may represent as a female in much the same as was the girl who first in public risked her image, or the female appeared in public wearing pants. The female who had the courage of her convictions and security of her femininity concept is still taking a risk when she wins a tennis match from her male opponent. Competitive sports are still primarily the prerogative of the male in this society".

In essence these traditional prescriptions against female participation in vigorous physical activities represent a type of social inequality and a form of discrimination of sexism.

In recent years the gender roles have been liberalized, nevertheless clear difference remain between men and women in the world of sports.

Unrealistic assumptions about masculinity and feminity create problems for both men and women in sports. One assumption identifies certain characteristics of traits required to succeed in sport. A second assumption is that only males possess such characteristics and therefore sport is best done by males.

Whatever the differences of views be on the subject of males and females participation in sports, participation by both sexes have come to stay. This commonality of participation by both sexes has their inherent benefits for the integrated development of total personality. Therefore society of present order is totally encouraging both sexes to participate in sports and games at all levels of educative processes like Primary, Secondary, College, and University levels.

THE ROLE OF UNIVERSITIES IN PHYSICAL EDUCATION AND SPORTS

In the field of university education Physical Education has a special role to play. As an integral part of university education, it strives to develop physical, mental and social efficiency of modern youth. Physical Education helps in providing an effective and healthful span of life by
developing total individual personality, unlike the old concept that Physical Education aims only to build up muscles and hence adds grace to the body.

Physical Education at the university level plays a vital role in achieving an alround development of the personality of the present day youth. Universities by offering the necessary training in Physical Education, acts as a nucleus in building the character on one side and helps in improving the standard of sports on the other side.

Every student in a university has a right to participate in wholesome form of Physical Education and sports. As such it is the responsibility of the universities to offer adequate and varieties of activities. Department of Physical Education at the university level has to offer variety of activities to suit different tasks and abilities of the individuals one side and offer to a selected few to excel further at the university and national level competitions on the other side. Sports are for all for general fitness and sports are for gold for those who are gifted.
The modern society is witnessing the frustrated university students indulging in anti-social activities. The youth that is unable to use his leisure in a wise and purposeful manner is drawn towards acts that brand him as anti-social. Hence, in modern society there is a great need of Physical Education at the university level, which can prevent the youth from anti-social acts.

With a band of disciplined youth at university level with energy, drive and determination, India could hope to keep its flag aloft in the field of sports at the international level and help to realise the new values in order to make life in the society richer and happier.

In order to achieve the optimum level of performance at the university level, a well organised system of Physical Education on a firm and sound administrative set up has to be established. This administrative set up has to look into various factors that influence the sports promotion programme. This includes organised coaching camps, conduct of tournaments, spotting out talents, participating in the Inter-University tournaments and award of incentives and other recognitions.
A well organised Physical Education programme at the university level could definitely play a vital role in moulding the character of modern youth and instil some of the finest traits of human personality. There is a small awareness about the need of Physical Education in the present day educational set up. A wholesome programme of Physical Education at this juncture shall awaken self consciousness in the modern youth.

The well organised sports and games blended with appropriate training will naturally help the Youth at the university level to develop the required qualities which will make them as acceptable members of society.

The pattern of administration affects the goals, the ambitions, happenings and achievements in the field of Physical Education. It helps to evaluate the work done, with which it is easy either to modify or to continue to the target of success. Administrative set up includes a body of persons engaged in administering, organising and imparting instruction in Physical Education at the university level. If the personnel in the field, is set about the task with energy, drive and determination, then within the
course of a decade the country could produce a large body distinguished youth not only bringing glory to our nation in the international sports but also enrich life in the universities by instilling some of the best traits of human personality.

Universities in India, as anywhere else in the world are the most productive field of promotion of Physical Education and sports. In India there is a lacuna in providing sufficient attention for the development of Physical Education and sports in the universities. It has resulted in the poor sports standard of the country as a whole. The performance of Indian sportsmen in the international arena so far has been disheartening. Our success was restricted only to Hockey in the Olympics, which even failed to win the gold medal in all the recent international competitions including Olympics. It only reflects our bad planning and execution. But at the same time countries like Germany and tiny African countries, which do not have even strength of an Indian State, are harvesting the medals.

It is observed that in the Indian universities not many sportsmen of national and international caliber are found today. In the national teams of developed countries it was found that most of the sportsmen belonged
to the universities. Indian Universities are far behind in contributing to the national teams.

IMPORTANCE OF SPORTS FACILITIES IN THE UNIVERSITIES

Proper facilities and suitable programmes may help an individual to achieve the top place in the nation and in the world. The facilities are the two motivating factors, which avoid injuries and increase the interests and attitude towards the Physical Education.

The facilities and achievements are inter-related. Adequate facilities ensure more achievements in the fields of sports and games. Systematic training to develop alround fitness and optimum development of skill can only be possible through maximum utilization of facilities. There appears a bleak picture of facilities of all types in the universities for the development of sports and games. Priorities for using facilities and equipment should be established on the basis of educational objectives and the number of students involved. Financial burden appears to be one of the major stumbling blocks in the implementation of successful Physical Education programmes in the universities.
NEED OF SURVEY OF SPORTS FACILITIES IN THE UNIVERSITIES

The modern Physical Education programmes emphasise extensive play area, equipment and competent personnel. Facilities required for Physical Education activities vary from institution to institution depending upon the availability of playing area and location of the institution. The importance of adequate Facilities for the successful programme of Physical Education in colleges and other educational institutions cannot be overstated.

Sharman states that facilities needed for Physical Education include play fields, Tennis courts, Base ball diamonds, Hand ball courts, Squash courts, Lockers rooms, Shower rooms and Swimming pools and variety of equipment such as balls, bats, nets and gymnastic apparatus.15

The scope of Physical Education programme is largely dependent upon the amount and kind of facilities provided at college and university levels. Enormous facilities are essential for the upliftment of sports and games. The facilities and equipment are the heart and soul of Physical

Education programme. So a systematic survey of sports facilities is highly essential. Without the facilities all types of participation will be very limited.

REASONS FOR THE SELECTION OF THE TOPIC

Students' participation in Sports and Games at the collegiate and university level is very discouraging. The percentage of students participating in Sports and Games at the colleges is very negligible. This appears to be a common problem among the college students of our nation today.

The following Table 1, shows the number of participating colleges in the S.V. University Inter-Collegiate Sports and Games from 1993-94 to 1997-98.
Table showing the number of college teams that participated in Sri Venkateswara University Inter-Collegiate Sports and Games from 1993-94 to 1997-98.

<table>
<thead>
<tr>
<th>No</th>
<th>GAME/SPORT</th>
<th>SEX</th>
<th>Number of college teams Participated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>93-94</td>
</tr>
<tr>
<td>1</td>
<td>Foot Ball</td>
<td>Men</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>Hockey</td>
<td>Men</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>--</td>
</tr>
<tr>
<td>3</td>
<td>Volley Ball</td>
<td>Men</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Basket Ball</td>
<td>Men</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Cricket</td>
<td>Men</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>Ball Badminton</td>
<td>Males</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Shuttle Badminton</td>
<td>Men</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Tennis</td>
<td>Men</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>--</td>
</tr>
</tbody>
</table>

TABLE-1
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Kabbadi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Kho-Kho</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Table Tennis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Hand Ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Gymnastics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Wrestling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Weight Lifting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Swimming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Boxing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Athletics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The Values in the parentheses indicate the Percentages)
For example during the Sri Venkateswara University, Inter-Collegiate games tournament in the year 1993-94, out of 144 affiliated colleges, Four Basket Ball teams and only Four Foot Ball teams took part in the inter-collegiate tournament. This clearly shows only 3% of the colleges have taken part and 97% are not taking part in the games competition. This pathetic low participation is equally true for all disciplines.

The researcher is a member of staff of teaching department of Physical Education of Sri Venkateswara University, Tirupati. One of his important duties is to organise the Inter-Collegiate Sports and Games of the University and to select the University teams for participating in the Inter-University Tournaments. He is confronted with the same problem of poor participation and poor performance of students in Sports and Games.

Whom to select is the problem for the selectors in almost all the Universities in India with only little choice before them, but whom to drop is the problem for the selectors in the Universities of western countries.
because almost all the players are of high standard. There appears a colossal wastage of fruitful time of students wasting away their time in coffee clubs, pubs and commercial streets. There has to be a process to woo them from coffee clubs, pubs and commercial streets on to tracks, swimming pools and gymnasiums. The reasons for low participation may be very many, but the wastage of youth power has to be stopped.

All these factors have motivated the researcher to make a study on the causative factors for low participation of college students in sports and games especially of Sri Venkateswara University, Tirupati. The study was undertaken to find out the reasons for the poor participation of collegiate students in Sports and Games, so that corrective measures could be suggested.

SIGNIFICANCE OF THE STUDY

This study may bring to light the factors that contribute to the low participation of college students in Sports and Games of Sri Venkateswara University. This study is significant in the sense that the
outcome may help in the development of the total personality of the student leading to a better society.

HYPOTHESES OF THE STUDY:

Hypothesis - 1: The students with knowledge of the values of physical fitness will have better participation than those who do not.

Hypothesis - 2: Students with better playing facilities may have better participation than those who do not.

Hypothesis - 3: The students, who get encouragement from the Physical Education teacher, will have better participation than those who do not.

Hypothesis - 4: The students, who get encouragement from the Principal of the college, will have better participation than those who do not.

Hypothesis - 5: The students, who get encouragement from the General teachers of their colleges, will have better participation than those who do not.
Hypothesis - 6: Students who get encouragement from the parents will have better participation than those, who do not.

Hypothesis - 7: Students who have friends interested in participation in Sports and Games will have more chances of participation than those, who do not.

LIMITATION OF THE STUDY

This study is limited to the Degree Colleges located in the agglomeration area of Sri Venkateswara University comprising Chittoor, Nellore and Cuddapah districts.

Thus, the study undertaken is entitled:

Analytical Study of certain causative factors for the low participation of college students in Sports and Games of Sri Venkateswara University.