Chapter 2

Literature Review

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 naïve 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. Some of the studies quoted here have been conducted in foreign countries even than the researcher does not claim that the survey of studies attempted in this chapter is complete and exclusive. 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 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.
(Bhullar, 1965) in her study *Evaluation of the Existing Program of Physical Education in Govt. High/Higher Secondary Schools in Chandigarh* finds that all the studied institution in Chandigarh had no planned program in the Physical Education. These educational institutions had their play grounds but not utilised for the purpose rather in some of the institutions their grounds had been made cattle ranches. The equipments were lacking as well and the time allocation for Physical Education was discriminatory and no attention was given to sports. They were not having organized pattern for the conducting intra-mural and extra-mural competitions. Though this study is more than four decade old but stills this type of apathy and lack of interest in promotion of sports culture still prevails and is an obstacle in educational institutes in rural areas.

(Hart, 1972) wrote in his book *Sports in the Socio Cultural Process*, that the attitude towards women is very unprogressive due to spurious thinking and masculine myth of the society. Mostly people believed that sports activity will enlarge women’s muscles and they will look more like a man. Due to such half truths most of the girls hesitate to participate in games. The society and cultural norms and values of the time regarding participation of women in sports critically analyzed.

(Ghosh, 1978) in his article, published in *SNPES Journal* examined the physiological study and explored that women are lighter, less muscular and fragile than man but on the whole the result of athletic training is as good for women as for man. Moreover in some categories of field events like long jump a girl of eleven year old may cover double the distance than the boys of the same age. This study refutes any physiological disadvantage for women that can be use against women and not let them participate in the sports.

(Sohi, 1981) *Social Status of Indian Elite Sportsmen in Perspective of Social Stratification and Mobility* was undertaken with two major hypotheses. First, the participation in sports at higher competition level requires certain support induced through social stratification both the traditional and newly emerging one. Second, achievement in sports provides some influence for social mobility among the sportsmen. Social stratification as a socio-cultural perspective has been shown related to life chances, consequences and life style in general. An individual in a social structure is so deeply
imbibed that he is destined to develop a particular behavioral temperament in general. In this context, a few studies have been conducted revealing that participation in sports both as recreational and competitive is significantly related to the various social classes or strata. Incidentally, such studies have been conducted in developed countries. The studies of once socialist countries revealed that sports participation was open to everyone in those countries. India’s position is quite different from such models and interesting in respect of fact that it is a fast developing country and gradually the traditional social stratification is also losing its old but strong hold. The findings of the study revealed that in terms of traditional caste system, most of the sportsmen came from higher castes. In view of the emerging class system, most of them belong to the middle class. Mobility in a certain areas can observe simultaneously, religion can also see as an influencing factor of sports participation. Further, in short, there has been seen a relationship between the type of sport and strata. Some of the stratification indices were highly related to the type of social stratification, i.e. caste and class. According to this study there are sufficient evidences that the social system of hierarchy influence the sports.

(Cokley, 1982) in *Sports in Society: Issues and Controversies* referred many issues and controversies involved in the participation of women, vis-à-vis the given social class, race, gender and territorial ethnicity and attempted questions in interactional perspective. Yet women’s family, education, economy, media and religion are the emanating corner of women’s participation choices. Cokley reported that Black, especially female, were inadequately represented or not at all in some sample locations baring sports a middle class and that too white men’s affair following the logic of ‘gender’ and ‘race’. He discussed the myths which have excluded females from sports. In the process of playing sport, it is believed that females might damage their vital organs like breasts. There is no evidence that shows that the breasts or other reproductive organs are at risk at any point when females take part in sport. Breasts are the least at risk organ of the female body. The uterus is said to be the most shock resistant organ. In fact, males are more prone to injury and trauma because their sexual organ is external. The bone structure of females is definitely smaller and more fragile. The average male is 20% stronger that the average female, males also have a 25% faster reaction time and they also have a cardiovascular capacity advantage of 25 to 50% in comparison to female counterparts. These differences mean that males have
more power, speed and strength. The same factors can be attributed to high injury rates among males. While commenting on class and society besides physical differences of male and female the author finds that the participation pattern of any society in whole world reflects the impact of material resources and their class in terms of how people live their lives and compete.

(Chu, 1982) in *Dimensions of Sports Studies* covered various issues of sports studies including the position of women in sports. He observed that as lower castes and untouchables are socially subjugated in the whole Indian subcontinent so is the position of women in sports. However, the condition of American women is much better in comparison to other regions. He also found that the growth of college and school girls in sports was significant. The responsible factors for determining the participation were sex-role socialization and personality attributes are significant than others but the study did not highlight more on lower castes and Indian women in sports.

(Rao & Overman, 1984) in their article *Sex Role Perceptions among Black Female Athletes and Non-Athletes* while reviewing dozens of books and articles which centers around the theme of women’s participation in sports, recognised the necessity of space for women’s expression through socially constructed symbolic activities like sports and dance etc. They assert that sport, conventionally has been thought as a process of physically building a man and viewed as synonymous to the male personality. On the other hand a woman is supposed to possess different characteristics as femininity and possible fragility. Sports considered being a male domain; traditionally children are made to know this in early age. Thus, sport participation valued more for males than for females. This view suggests that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement-oriented and self-controlling. On the other hand a ‘real’ woman is supposed to possess different psychological and physical characteristics. The different values system of a society for a single object like sport can convert it into a complex unwanted phenomenon for women participation in such a society. Some prejudices and myths always adversely influence women’s taking parts in competitive sports. Some barriers and social disabilities were also noticed but the study does not cover caste related hindrances due to foreign genesis.
(Graydon, 1984) while analyzing the sample of British Sports women writes in a edited book on *Psychological Research and Sports Women* that besides some psychological factors the socialisation, self-confidence, presence of significant others, peer group, family members and school institution led the British women to participate in sports. However, it was not attempted adequately whether women coming to sports were of special kind in term of their class and ethnicity. It would be more appropriate to look into the class and other social stratification of such sports women in Britain.

(Varpatoli, 1987) in an article named *The Hidden Curriculum in Leisure: An Analysis of a Girl's Sports Subculture* finds that sports has been regarded something unimportant and separate from life which is further seen as unrelated to the broader social context and processes. Sport as an agent of socialization has either been ignored or seen to be a ‘boy’s thing’. The family being a primary socialization agent to a high extent can define appropriate gender behavior. It can mould, reinforce and shape the expected and actual behavior. In it sport can be included. Other than family, people who are usually seen as role models have influenced individuals who later involved in sports. Thus a family is said to be generally responsible for early sports socialization but parents keep sports away from girls as per social influence.

(Dutt, Bhan, & Singh, 1989) in *Socio Economic Background of Sports College Students of Haryana Agriculture University, Hissar* revealed that women and girls deprived from participation of sports due to some social inhabitations. The Caste distribution of the sports person showed that the Jat students of agriculture background dominating in college sports. And the factor which leads them to sports is their physical strength and ability to expend on sports. On the other hand mostly schedule caste students do not participate in the games because they are not able to bear expenses though they have strong desire to participate in sports. This study also indicates other socio economic constraints in relation to sports participation and shows that how sports become confined to men of rural and urban areas leaving behind women’s participation. The authors suggests that radical and revolutionary social change required in society to made the sports more democratic and equal to all irrespective of gender and caste.
(Singh, 1990) 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 do not look into the issue of caste and sports.

(Guttmann, 1991) in his book *Women's Sports: A History* gives detail about women’s sports in different countries and different societies and theirs development since ancient times to Renaissance. To author all history of women sports is history of conflict between what was considered a natural function of women whether wife, mother or homemaker and her desire to participate in sports. In early years of Olympic Games women’s achievement and ability was a matter of appurtenance. This attitude was evident in the contemporary headlines of newspaper. The headlines were “the fastest woman in the world is an expert cook.” It shows the attitude of the society that looks upon women only as a cook despite her all success in the sports. Guttmann explains the scenario as a battleground and a mirror, a stage for gender wars and a reflection of the changing status of women in Western world.

(Sandhu, 1992) investigated the policies of government in *Women and Sports Seeking a New Philosophy* regarding women and sports. She proposed some effective measures for performance oriented results in sports. She stressed on the need to chalk out alternative model to bring about change in terms of mass-participation, excellence and better performance, economic gains and social acceptance of women in sports but so far, the scheme specifically for Schedule Castes has not found place.

(Engel, 1994) observed in a article that school is a place to fulfill certain social roles with peers and the opposite sex. Most of the decisions that teenagers make are important for their development and self-actualization and this might have a big impact on their lives at a later stage. If the pressure to participate in sport is not generated at home,
then it should come from the coaches, peers and particularly the teachers who are the main driving forces within the education sector. School is thus important as it moulds the lives of our developing teenagers. On the other hand, the author also indicates that schooling is of fundamental importance in perpetuating the notion that some sports are more ‘masculine’ or ‘feminine’ than others. For some schools there is still a discrepancy as to which gender should participate in the different sporting codes. According to the study the schools do not have girls’ soccer, basketball and volleyball teams as these are labeled as boys sporting codes. Schools are institutions in which physical activity is mainly organised within an educational context and thus determines whether learners will participate or not. The link between sport and education plays a crucial role in the overall development of the learner.

(Harris, 1994) says in *Race, Sports and Social Support* that the decision to play sport might be an individual choice driven, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from parents, teachers, peers or even role models in the community and a conducive sporting environment could also be a motivating factor. The media can be a powerful tool to instill an interest and affinity to sport. Further he finds the family is generally responsible for early sports socialization of the children.

(Nabar, 1995) in her book *Caste as Women* deals with the question as where does the contemporary Indian woman stand today? In what manner does she reflect the influences of cultural and historical conditioning? And finds that the discrimination against women by and large is three fold i.e. sex, caste and class based. In Indian society for women it is nothing less than living with triple layered existence and discrimination. She look at Indian and Western women and finds, from girl child to the widow, Indian women has to play traditional roles that she plays being daughter, wife and mother in modern Indian society. And these stereotype gender role expectations deprive women form natural development. This triplicate discrimination do not spare a women in any of walk of life she finds.

(Shaw & Caldwell, 1995) in their article *Leisure and Identity Formation in Male and Female Adolescents: A Preliminary Examination* indicated that female sport participation
and physical activities are positively associated with psychological maturity and identity development. Sport aids females to challenge restrictive gender based prescriptions. If girls know who they are then it is easy for them to make choices, they are confident with themselves and their world.

(Nisha, 1995) 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 form 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.

(Buffer, Hyaams, & Carruthers, 1996) in their article Differences in Adolescent Activity Participation by Gender, Grade and Ethnicity argued that the socialization process at home for both sex is different in society. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. They are furthermore provided with role models who encourage and support participation in physical activities. Girls however not get such encouragement to be involved in physical activities. Contrarily girls receive greater encouragement for certain sporting events which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball and athletics. They indicate that with regards to sport, girls and boys tend to be socialised differently both in South Africa and abroad. They highlighted a survey that was conducted in the Western Cape a city of South Africa, and the results indicated that girls took part in non-active leisure activities like dancing and partying as opposed to boys who
placed higher priority on sport participation; but this inclination is not something natural itself rather, it is an outcome of social values regarding sports.

(Hargreaves, 1997) in his article published in *Women's Studies International Forum* criticise and take up the issue of separate provision of education for different groups based on gender and race as a tool used by the apartheid South African government to put into the acceptance of institutionalised racism and gender discrimination in the educational institutes. He further argued which made it impossible for ‘black’ females to participate in sport. For blacks, leisure and sports experiences were restricted by racial and gender divisions. The oppression coming from being black women that too of lower working class, they have limited choice of convenient venues and they often had to travel long distances for them to be able to play and this was one of the factors causing females to be sidelined. However after such all difficulties if more black woman become involved in sport more women would also be empowered by occupying decision making positions i.e. moving away from the so-called deep-seated imbalances between men and women sport.

(Digest, 1998) 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 marginalisation, 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.

(Kancha, 2001) A versatile attempt on the problem concerning the Dalit identity has been made by her through epistemological analysis of ‘Dalit’ as a concept in her article on
Dalit vs Brahminism the Epistemological Conflict concluded that the Brahmin and Dalit are the polarized counter identities. Brahmin was the ‘consuming’ identity, while Dalit was ‘productive’ and ‘reproductive’. Dalit identity discourse focuses on materialism and Brahminical epistemology was constructed around supernatural forces or ideological simply. She found Ambedkar approach for Dalit *bahujan* appropriate in attempting participation of untouchables in India. In recent research literature, identity question is gaining significance; so it can be attempted after defining the Dalit identity.

(Leunes & Nation, 2002) finds in *Sport Psychology: An Introduction* physical fitness of women in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts and genitals. Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and due to the fact that the reproductive organs of female can be affected. These beliefs prevailed for years and later evidence began to prove these early beliefs wrong. A few of such were regarding growth and biological changes. In the pre-adolescence stage during 9-11 years involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence. The body goes under developmental changes in the skeletal system, muscular system and motor development. Motor development is particularly essential as co-ordination develops which later helps to master many physical skills. On pregnancy and sports the authors, further put some examples of women those participated and won while they were pregnant. There was one Irwin, who was a female athlete from USA who won a bronze Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship as a bareback rider when she was eight months pregnant. However, it also appears that athletes return to top quickly after having had delivery. A study is also cited that showed that 75% of the athletes improved their Olympic results during the two years after delivery and this improvement was more apparent in the first year. The world class Mary Decker Slaney an Olympian from USA started practice on track six days after giving birth to her baby and was running successfully after one month. Though we can’t take these examples to prove that there is no risk to life in sports during pregnancy or immediate after delivery for each.
and every female but it shows the courage and state of physical fitness of a female athlete against any ordinary women.

(Jain, 2002) in her book on *Sports Sociology* explored the theoretical and empirical material with sociological perspective and approached assessing the environment of equal opportunities for women’s weaker sections in India. She questioned the progress of the women’s participation and reports that what happened to the target of achieving the goal of increased women sports participation? The plan and results she quoted as that in “the next ten years Indian Government should raise and promote the women participation to its own 70% in Indoor Games and 35% in outdoors and what we could achieve is only 24.2%.” Some direct and indirect social inhibitions were at the roots of the traditional structure of Indian society that mattered in their participation. She put an example of such constraints from Iran where Muslim ethos, she found, were not permitting women to sports in their country. However, the study do not mention Dalit women’s participation and constraints facing in this direction rather she presents and analysed the issue very well in the context of women sports in general.

(Chahal, 2002) 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 SC females in sport participation in all of his discussion.

(Maguire, Jarvie, Mansfield, & Bradley, 2002) the book *Trends Towards the Future in Physical Education* showed that the marginalisation of girls in sports begins from and with the physical education curriculum that clearly reflects gender division. Later according to this curriculum boys and girls took part in gender-appropriate sports and they were also taught separately. Girls took part in activities that were less strenuous with restrictions of space and instructions to avoid body contact. On the other side boys usually get encouragement to be aggressive, dominating and physically competitive. These practices later became visible during playing time, when boys tend to be more aggressive and want challenging activities, as opposed to the girls who were forced to show a tendency
to be passive to be a good girl. As colleges opened their doors for females in recent past, there were criticisms from those who even supported female education. But such supporters of education were too giving value only to the development of mind over body. It was not balanced approach but unknowingly contributing towards the degeneration of the whole race says the author in comparison to the colleges which provided opportunities for physical training and outdoor games to prove that the girls could maintain a healthy physique as well as maintaining a professional job. Later, college women started to be involved in athletics and competitive sport and basketball proved to be popular among female students. It was particularly useful in teaching the women physical stamina and teamwork. These activities proved that women could maintain their health while studying. This study indicated that in 1896 when modern Olympics continued to resist women’s involvement on the false belief that it would be unnatural for women to play sport and also that the Olympics was a forum for men to display their athleticism even then, they increased year by year in the sports participation. If there was no female participant at the Athens in 1896 the number had been raised to 3684 female participants in Atlanta in 1996 but the question remains unanswered why still the number of females involved still falls short in terms of the male participation figure of 7059 author raises.

(Goyat, 2005) 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.

(Chauhan & Sharma, 2005) in their article 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.

(Devi, 2005) 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.

(Xhakaza, 2005) in her dissertation on Psychosocial Factors that Influence Female Sport Participation in Secondary Schools points out that females of continue to be poorly represented in sport as participants. The study sets out to determine the different psychosocial factors that influence female sport participation in the high school milieu. This study provides knowledge on understanding of the phenomenon of participation and non-participation of high school girls. According to study several factors were identified which influence and works determinants on which girls decide to participate or not to participate in sport and these can be identified as financial position, family support, career opportunities, stereotypes about female sport participation along with physiological nature of females the sense of self-esteem, ability, motivation and need for recognition; the coaching preferences and how well females can get the recognition over their male counterparts. This study is an outcome of the realisation of the fact that females in South Africa were generally poorly represented in the world of sport on different levels from top to down to schools. The study indicated and awaked about the influence of negative impact of certain psychosocial factors which should be treated by psychologists, sport educators,
coaches, administrators, sport organizations and the government to develop specific plan to promote female participation in sport.

(Kumari & Singh, 2005) the home environment of the sports person was studied in an article on the *Role of the Home Environment Differentiating Sportsman and Non Sportsman* and the findings suggest that there is a positive correlation of the home environment at the level of .01 of confidence with the factors like control, punishment, social isolation and rejection for participants than the non sportsman. But the study does not make any classification on the basis of gender of players. It can be understood that the role of home environment is important for both the genders but the degree and direction can decide who will participate and who will not.

(Shah, Mander, Thorat, Deshpande, & Baviskar, 2006) the evidence of incidences and extent of the practice of untouchability in contemporary India is shown in this scholarly written book on *Untouchability in Rural India* which presents systematic analysis of the problem. It is based on the results of a very large survey which covered 560 villages of 11 states and found that untouchability continues to be widely prevailing and is practiced in one or another form in almost 80 percent of the villages. The field data is supplemented by information about associated forms of discrimination which Dalits face in their daily lives due to ‘unclean’ occupations open to them, double burden of being Dalit women is there, who suffer both gender and caste discrimination and upper-caste violence. The study also describes Dalit efforts to overcome deeply entrenched caste hierarchies and to assert their right to live with dignity. While the evidence presented in this book suggests that the more blatant and extreme forms of untouchability appear to have declined, discrimination continues and is most prevalent in the religious and personal spheres. The study shows the notion of untouchability continues to pass through the public sphere, including in a host of state institutions and the interactions that occur within them. This is a very good study for insight of problem of caste however; they did not cover the area of sports specifically.

(Verma, 2007) shows in *A Study of 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 doesn’t 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.

(Gautam, Dwivedi, Pandey, & Shukla, 2007) studied and referred the lack of minimum facilities of sports in A Survey of Sports Facilities Available in Govt. Aided Inter-College of Kanpur Region, UP in the inter-colleges which were aided by the Govt. Most of the colleges have not facilities required for the indoor or outdoor games. Even most of the colleges were not providing playing facilities to play games like kabbadi, kho-kho and volleyball which require a minimum infrastructure. Study points out the apathy and lack of interest as a greater obstacle rather lack of facilities in the institutions. This trend is a reflection of taken academics as a different and more important thing in the development of individual human being. Sports have been taken as a secondary or less preferred thing for the students. This type of attitude of policy makers and also of the people responsible on the end of implementation adversely affects the sport funding and budgeting in due course. In future course institutions build a phenomenon of their own, without giving opportunity to the students, that they have no interest so that no expenditure on sports is needed. Thus it become a vicious circle and hampers the interest of society as a whole.

(Kant & Waghmore, 2007) in their article appeared in a journal as Exploring the unexplored Dalit work-view in development discourse highlighted the marginalisation and exclusion of untouchables in pre-modern India. He explored historically by taking material from pre-medieval and medieval periods in India. They concluded that the problem of social exclusion has been persistent in aggressive form under hegemonic order generated by upper castes. The untouchables remain out of Ashrams and Mathas of high Hindus and Buddhists. However, no placement of participation of Dalit females in and out of educational institutions appeared.

(Anand, 2007) while writing on cricket in India in his book Brahmins & Cricket: Lagaan’s Millennial Purana and Other Myths could not forget the caste system. He opened the discussion as “in a nation that has produces eight Brahmin Prime Minister out of thirteen, a nation where despite the decades to affirmative action and Mandalisation the top posts of bureaucracy continue to be dominated by Brahmins, it should perhaps not be
surprising that cricket, another national obsession, should also suffer from a similar statistical truth.” He says there is no escaping the fact and simply put the longitudinal data collected from the history of Cricket since 1960 to 2003 and revealed the fact of ‘extraordinary over-representation’ of single high ‘sacred’ caste i.e. on an average six Brahmin players have been there, and sometimes it was nine even Brahmans in Indian cricket team which comprise only a little over 4 percent of Indian population. Further the author raise question “why does such dominance not extend to other team sport such as hockey or football? Hockey is predominated by OBCs, dalilts, Sikhs and Adivasis. A cultural equivalent of this Indian example can found in the basketball-crazy US. It is like other myths in sports that says the white men can’t jump (80 percent of NBA basketball players are Black, whereas 80 percent of baseball players are white).” According to this observation though we can’t generalises the trends on any scientific base in terms of the physical ability of any race or caste to which any player belong but it certainly raise a question to answer by sports sociologist and shows the sociological bases of religion, race and caste for participation in sports. One possible answer to the question is given by Ramchandar Guha, historian of the game quotes the author that “Cricket being a non-body contact sport was certainly one attraction from the barahman. Besides, to play this game you did not have to be physically very strong.” Guha also points out that those with a working-class background tended to be bowlers since it involved more sweat. “There are exceptions of course like Srinath but Dodd Ganesh and Venkatesh Prasad shared a working-class background, though Prasad was a Brahman” says Guha. By this logic, Brahmans and the upper class have dominated batting, as cricket is a ‘batsman’s game. On the recent development and inclusion of Sehwag and Nehra in the team he points “ten years ago we could not have thought of Jats making it big in the game. Thanks to the television, ODIs and the market culture that accompanies it, the game has penetrated geographically. So, the options have widened and the catchment area of players has improved.” Thus the observation can be made as the times are a-changing but equal opportunities need to be created. A team that reflects the diversity of the nation better, not only taps a range of talent, but also becomes truly ‘national’. Again it is pointed out by Guha that in regional sense it has democratized but not caste-wise. The non-Brahmans entering the team come from the upper crust of the
society. Though the game has penetrated rural India, kids from the countryside can hardly think of making it big.

By the apprehended question “why drag caste into cricket?” the author sought attention on reasons of unequal opportunity and its root cause in any society and answers “one is not dragging it; only pointing to what is already there” and it must be examined like Racism Study Group set up in 1998 by England and Wales Cricket Board which submitted its report called ‘Hit Racism For a Six’ for just, equal and better sports environment of India.

(Sangwan, 2008) 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.
(Jodhka, 2012) in a paper published in a journal named as *Engaging with Caste: Academic Discourses, Identity Politics and State Policy* discussed systematic theorisation of caste in India and its effects at the level of policy making. In their attempts to theories changing realities of caste, new relationships between caste and democratic political processes were besought. These shifts transformed as well as expanded the meanings of democratic politics and state development policy. Indeed, the fact that caste collectivities not participating as equals even in modern democratic politics, emerged in what came to be called the third moment of caste. That’s why the institution of caste has not undergone simply revival but more significantly it is articulated very differently. Nevertheless, articulations from the below or understanding of caste from below allow engagements with realities of caste at an intellectual level or to make sense of why and how caste continues to be present today; therefore addressing the question of caste at policy level. As the study examine the acute functioning of caste as a system it does not cover sports policy and caste taking into direct relation, however enrich the knowledge of caste and state polity to see and understand further that how caste play a role in overall life.

(Kamlesh, 2012) in his scholarly written book on *Psychology in Physical Education and Sport* describes the organic basis of behavior of a human body same for all but as nature has not made two individual exact same the difference in behavior, reaction and personality differences emerges but the cultural groups of different societies add in more differences beyond the biological differences. Cultural inheritance, social attitudes and practices, religion and economic conditions influence human growth and cause some more individual differences. Broad mindedness or narrow mindedness, religious tolerance or intolerance, frugality or lavishness etc are not generally inherited but acquired forms of behavior as outcomes of traditions, customs etc. These differences are not inheritable unlike genetic or biological variations of traits or characteristics. The socio-cultural differences are just skin-deep and very well possible to remove. On the whole the cultural differences are peripheral and the biological differences vital because social and cultural difference can be removed by some remedial steps in this direction but nothing could be possible to increase the height after a certain age. On the other hand in case of psychological differences on the basis of variables like memory, intelligence, cognition, judgment, motivation, trainability etc. the difference of gender is negligible and of little consequence. The good thing in sports
is that the coaches and physical educationists look beyond ahead of socio-cultural differences and take cognisance of differences among children only in motor qualities, abilities, skill educability, age-sex, body size etc which are critical to participation, performance and success in sports. And the performance in physical activity and sport greatly depends on attention by the teacher/coach.

(Meenakashi, 2012) the researcher dealt with the general conditions regarding physical education in India and in particular in Haryana in her Ph.D. thesis *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 sc 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.

**Conclusion**

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 grass root level to
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 as a battleground and a mirror, a stage for gender wars and 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. We cannot rule out existence of a bit of flexibility nowadays in our society but it is also true that still there are sufficient evidences of hierarchy, 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 Haryana 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 belonged to a particular section or class of the society. The reasons should be examined for the sake of betterment of society and country.
Works Cited


