

PREFERENCES OF TRADITIONAL GAMES PLAYED BY SCHOOL CHILDREN IN REWARI DISTRICT OF HARYANA

S. Gulia¹, R. Dhauta² and D. K. Dogra³

^{1,2}ASPESS, Amity University, Noida, (U.P), India

³Department of Physical Education, Faculty of Arts, Banaras Hindu University, Varanasi,(U.P), India

¹satishgulia12345@gmail.com, ²rdhauta@amity.edu, ³dr.dkdogra74@gmail.com

ABSTRACT

Traditional games were the only games preferred by the children in villages / countryside with varied reasons, major as contributors in developing health and well being apart from physical, emotional and social development of the children and passed on to other generation without much effort. So children preferred traditional games. The main purpose of conducting this study was to find out the school children's preferences of traditional games played by them in Rewari district of Haryana. The data pertaining to the study was collected from three schools out of three blocks in Rewari district involving a total of 75 subjects playing traditional games ranging between 12 to 16 years of age. The research findings revealed using a percentile method that there are one hundred games which are the preferences of the children in the Rewari district. As a matter of fact it's a great sign of preserving and passing our cultural values to our children in the form of regional traditional games.

Key words: *Indigenous, Heritage, Values, Functional Abilities, and Productivity.*

Introduction

Traditional Games are the face of any nation's cultural heritage, background, philosophies, and desires as reveals their lifestyle involvement experiences (Ambretti et. al. 2019). Additionally, it also imparts the moral values, cultural values and universal values respectively (Aypay, 2016). The engagement and use of traditional games in early childhood education times were having numerous benefits in pre-pubescent children growth and development (Reza and Puji, 2019). Likewise, Gelisli and Yazici (2015) advocates that traditional games supports motor, linguistic, cognitive and social emotional improvement as well as children self-care.

Further, Singh et. al. (2018) reports that traditional games plays as a significant tool to improve various fitness and functional abilities, fundamental movement skills, body as well as object control. And, Charles et. al. (2017) identifies that traditional games intervention was very effective to refine and develop the motor skills of school children. Nugraha et. al. (2018) also suggests that traditional games exposures play a vital role in learning social skills among children at elementary level. Hakimeh et. al. (2009) also concludes that school children traditional games involvement improves fundamental motor skills.

Moreover, Sharon (2014) studied the influence of traditional indigenous games in elementary curriculum among school children and teachers reported that this technique was a very effective means to encourage cooperation and teamwork in school children. Hernani et. al. (2014) determined the therapeutic component effect of traditional games engagement among vulnerable risk children. Furthermore, implementation of traditional games in curriculum contributes to lower the violence among school children (Gao et. al. 2013). In fact, children engagement in traditional games were significantly decrease the health care cost that improve productivity (Shing et. al. 2010) and integrated traditional games teaching and learning also develops life skills in school children (Gyadu, 2016). Previously, Javier et. al. (2014) concludes that traditional games play a strategic role in relation to the emotional facets of physical education. These games were preferred and played by children of different age groups in the schools, streets, on community land and within the houses. "Children don't have to spend even a single penny out of their pockets (Allan A. Marfarlan, 1985)". Secondly, traditional games are not required any specialized training and they passed on from one generation to the other without putting in much effort. Thus, the investigators undertaken this study to find out the preferences of traditional games played by

school going male children in Rewari District of Haryana (India).

Purpose

The purpose of this study was to identify the preferences of traditional games played by school going male children in Rewari District of Haryana (India).

Objective

The objective of this study was to determine the preferences of traditional games played by school going male children in Rewari district of Haryana.

Methodology

A total of 75 school going male children practicing traditional games of three schools out of three blocks in Rewari District of Haryana were selected randomly for the present research study. The Age of the subjects were ranging between 12 to 16 years and the average age was 14 years. Further, one hundred traditional games were selected as variables to identify the traditional games playing preferences of school going male children and the preferences were selected by the selected subjects themselves through questionnaire

obtained as final data for this study respectively and, the percentile method was applied as a means of statistical tool for analyzing appropriate findings and conclusions.

Delimitation of the Study

The study was delimited to the following areas:

- This study was delimited to the Traditional/street games played by school children.
- The study was also confined to Rewari district of Haryana.
- The study was delimited to the children studying in VI - X class government schools only.
- Further this study was delimited to the boys only.

Limitation of the Study

- The response pattern of the subjects may be considered as one of the limitation for the study.
- The daily routine and their lifestyle may also be taken into account as another limitation of this research work

Research Findings

Figure No.-01: Graphical Representation of Playing Percentage of Particular Traditional Games by School Children Rewari District of Haryana (1-25)

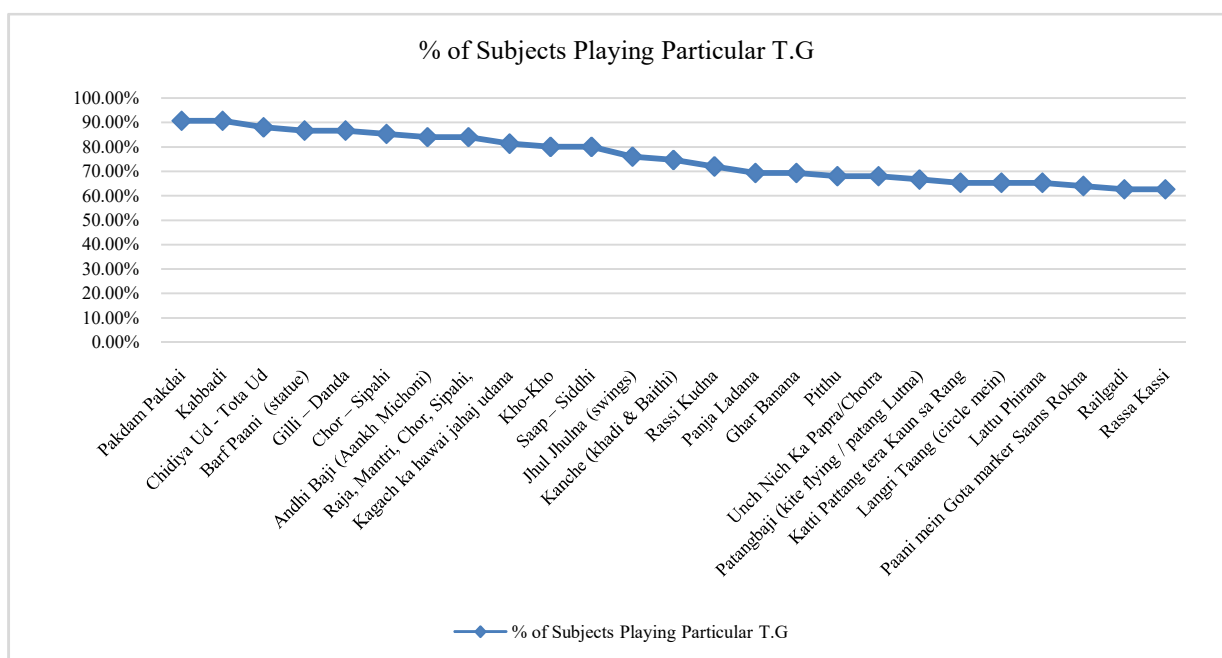


Figure No.-02: Graphical Representation of Playing Percentage of Particular Traditional Games by School Children Rewari District of Haryana (26-50)

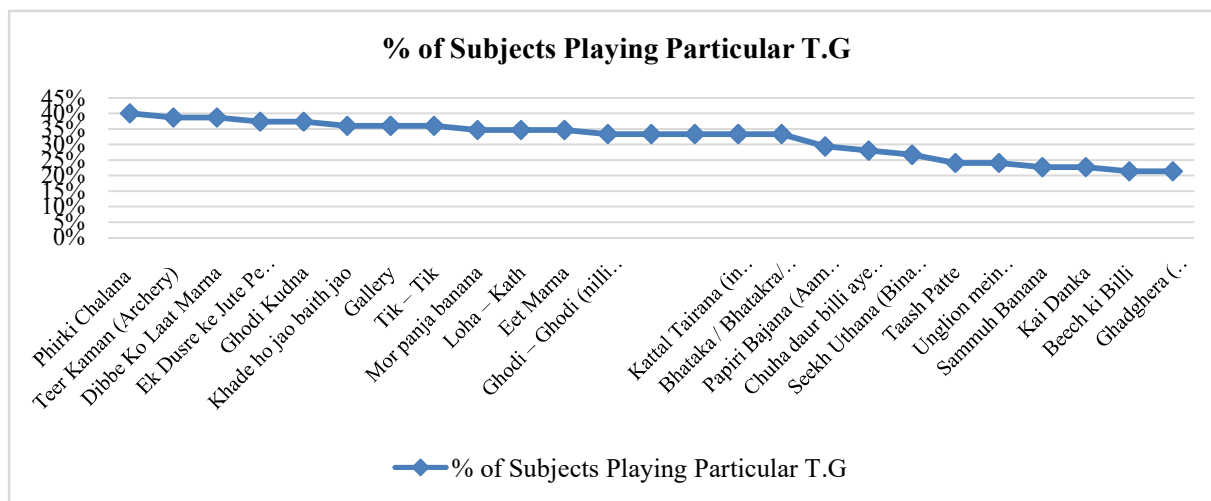


Figure No.-03: Graphical Representation of Playing Percentage of Particular Traditional Games by School Children Rewari District of Haryana (51-75)

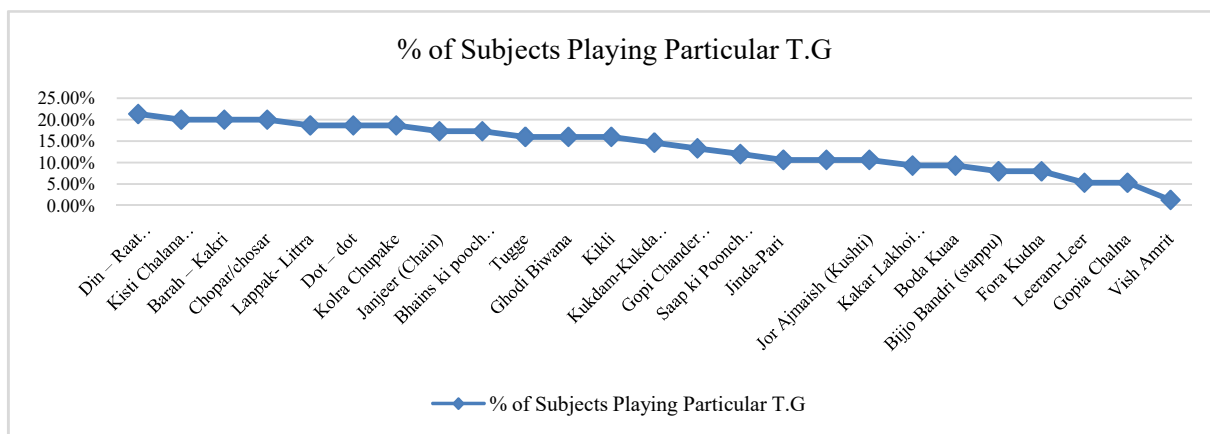
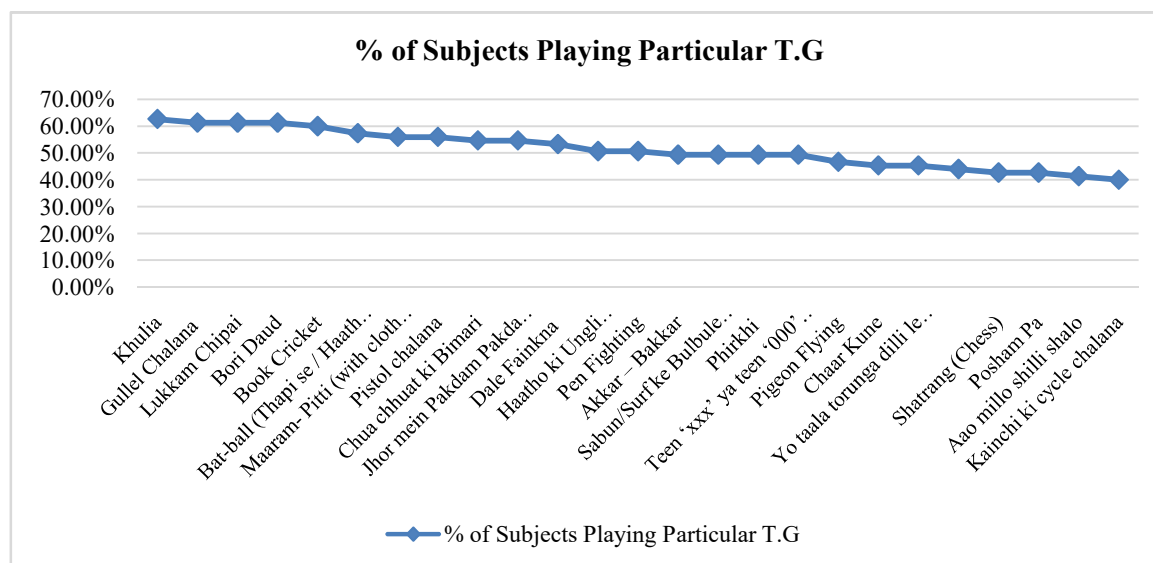


Figure-04: Graphical Representation of Playing Percentage of Particular Traditional Games by School Children Rewari District of Haryana (76-100)



Discussion of the Research Findings

Data collected on the selected school going male children were analyzed on the basis of percentage method. And, the findings of the present study exhibited the most preferred traditional games by school going male children which were played in Rewari District of Haryana lies between 80-100% namely Kabbadi, Pakdam Pakdai, Chidiya Ud - Tota Ud, Barf Paani (statue), Gilli – Danda, Chor – Sipahi, Andhi Baji (Aankh Michoni), Raja-Mantri-Chor-Sipahi, Kagach ka hawai jahaj udana, Kho-Kho, Saap – Siddhi, Jhul Jhulna (swings). Further, Traditional games which were lies between 60-80% are Kanche (khadi & Baithi), Rassi Kudna, Panja Ladana, Ghar Banana, Pitthu, Unch Nich Ka Papra/Chotra, Patangbaji (kite flying / patang Lutna), Katti Pattang tera Kaun sa Rang, Langri Taang (circle mein), Lattu Phirana, Paani mein Gota marker Saans Rokna, Railgadi, Rassa Kassi, Khulia, Gullel Chalana (peid ki lakdi se / haath ke anguthe aur tarjani ungli se), Lukkam -Chipai, Bori Daud, Book Cricket, Bat-ball (Thapi se / Haath Mein Chhappal se). Moreover, preferred traditional games which were lie between 40-60% are Maaram-Pitti (with cloth ball), Pistol chalana, Chua chhuat ki Bimari, Jhor mein Pakdam Pakda / Bhag Kar Kudna, Dale Fainkna (jhor mein kaun sabse duur tak dala fainkega), Haatho ki Ungli batana/pehchanna, Pen Fighting, Akkar – Bakkar, Sabun/Surf ke Bulbule udana, Phirkhi (cola dhakkan/cham ya gatte ko gol kat kar hole bana kar dhaga dal kar dono hatho se chalana, Teen ‘xxx’ ya teen ‘000’ ek line mein pure karna, Pigeon Flying, Chaar Kune, Yo taala torunga dilli le kai bhajunga, Maachis ke taash Banana/Filmo ke Cards(photu) se taash Khelna, Shatrang (Chess), Posham Pa, Aao millo shilli shalo, Kainchi ki cycle chalana, Phirki Chalana (dhate mein seekh dal kar goldhare mein), Teer Kaman (Archery) and Traditional games which were lies between 20-40% are Dibbe Ko Laat Marna, Ek Dusre ke Jute Pe Pair rakhna, Ghodi Kudna, Khade ho jao baith jao, Gallery, Tik – Tik, Mor panja banana, Loha – Kath, Eet Marna (paddha baithakar distance cover karna), Ghodi – Ghodi (nilli ghodi), Chhappal Hathon Mein Dal Kar ball ko Duur tak dusre ke pale mein

marna, Tutti Chappal se / Bearing se Gadi Banana Aur Galion me Ghumna/race lagana, Kattal Tairana (in Talab), Bhataka / Bhatakra/ Bhandha Phod (chikni mitti se bowl shape banakar dharti mein hit karna), Papiri Bajana (Aam ki guthli, Jae, Barsham ki), Chuha daur billi aye (sher-bakri), Seekh Uthana (Bina Hilai), Taash Patte, Unglion mein Phukni tangna, Sammuh Banana, Kai Danka, Beech ki Billi, Ghadghera (Running with tyre), Din – Raat (Chas/Bandh), Kisti Chalana (paani mein), Barah – Kakri, Chopar/chosar, Lappak- Littra as per finding of the present study. At last, the traditional games which were lies between 10-20% are Dot – dot, Kolra Chupake, Janjeer (Chain), Bhains ki pooch pakar ke Tairna/Pajame ki Taang Bandh Kar kai Hawa Bhar Kar Tairana, Tugge, Ghodi Biwana, Kikli, Kukdam-Kukda Kitna Bojh, Gopi Chander Bhara Samundar, Saap ki Poonch pakadna, Jinda-Pari (catching without joining hands i.e separately), Sarkende ke Patton Se Rib ko Hawa Mein Uncha Udana, Jor Ajmaish, Kakar Lakhoi /Pevam Peva, Boda Kuaa, Bijjo Bandri (stappu), Fora Kudna, Leeram-Leer, Gopia Chalna, and Vish Amrit respectively.

Furthermore, the top ten ranked traditional games played which were preferred by school going male children in Rewari District of Haryana State were Kabbadi 90.66% Pakdam Pakdai 90.66% Chidiya Ud - Tota Ud 88% Barf Paani (statue) 86.66% Gilli – Danda 86.66% Chor – Sipahi 85.33% Andhi Baji (Aankh Michoni) 84% Raja, Mantri, Chor, Sipahi 84% Kagach ka Hawai Jahaj Udana 81.33% Kho-Kho 80% respectively. This could be the main reason that traditional games needs maneuver physically as well as mentally which were most preferred by the selected boys subjects and these games are holding excitement, thrill, discovery and adventure, challenges, competition, visualization, social cooperation and team work and assertiveness with no specific equipment's (Lucas and Sherry, 2014; Romrell, 2013; Bakar et. al. 2008; Karakus et. al. 2008; Hartmann and Klimmt, 2006; Von Salisch et. al. 2006; Inal & Cagiltay, 2005; Klawe et al., 2002; Amory et. al. 1999; Buchman and Funk, 1996; Benenson, 1993; and Pellegrini, 1992). Whereas, the least

ten popular traditional games preferred by selected subjects were Sarkende ke Patton Se Rib ko Hawa Mein Uncha Udana 10.66%, for Jor Ajmaish, 10.66%, Kakar Lakhoi /Pevam Peva 9.33% for Boda Kuaa 9.33%, for Bijjo Bandri (stappu) 8%, for Fora Kudna again 8%, for Leeram-Leer 5.33%, for Gopia Chalna, 5.33% and Vish Amrit 1.33% respectively. However, many research findings were suggested that the game preference choices of children were influenced by numerous factors and need to identify

(Kuhaneck et. al. 2010 and Kinzie and Joseph, 2008).

Conclusion

Further, it is concluded that there are near about one hundred different sort of traditional games which are the preferences and played by the school going children in the Rewari District of Haryana to improve their quality of life with a great sign of preserving and passing our cultural values on which the foundations of society rests to our children in the form of our regional traditional games.

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