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Choices of children in relation to traditional games played in Gurugram district of Haryana

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Abstract

Traditional games are considered as a part of our culture and preferred by the children in villages throughout the country with lots of different reasons, like physical development, emotional development, cognitive development, societal development and cultural developments apart from their health, fitness and well-being. The games and sports are our inborn tendency, as a result children of different age groups have a strong inclination towards traditional games. The main purpose of conducting this study was to find out the choices of children in relation to the traditional games played by them in Gurugram district of Haryana. The data relating to the study was collected from three different schools out of three different blocks in Gurugram district of Haryana involving a total of 75 (seventy five) subjects playing the traditional games ranging between 12 years to 16 years of age. The research findings were revealed using a percentile method out of one hundred traditional games.

Keywords: Traditional games, culture, inclination, health

Introduction

The involvement of children in the traditional games in the early childhood has many positive aspects in pre-teenage growth and development (Reza and Puji, 2019) [26]. Traditional Games are the part of our cultural (Ambretti et. al. 2019) [2]. Research had shown that these games develop children's ability to follow the rules and regulations, in making strategies, and in improving social interaction, contributing to healthy cognitive developments. Traditional games help children to understand the world around them and social and cultural values. Traditional games improve fitness, basic movements and object control Singh et. al. (2018) [28]. Traditional games refine and build up the motor skills of school children Charles et. al. (2017) [8].

Furthermore, Sharon (2014) [25] studied the effect of traditional indigenous games in basic curriculum among school children and teachers stated that this method was a very valuable means to give confidence co-operation and teamwork in school children. Hernani et. al. (2014) on the other hand concluded that the therapeutic component effect of traditional games engagement among vulnerable risk children. Furthermore, implementation of traditional games in curriculum contributes in lowering the violent behavior among school children (Gao et. al. 2013) [9]. In fact, children's involvement in traditional games reduces the health care cost and improves the productivity "Children don't have to spend even a single penny out of their pockets. Secondly, traditional games don't require any sort of specialized training and they are passed on from one generation to the other without putting in much endeavor. So, this study was undertaken to find out the choices of traditional games played by school children (male) in Gurugram District of Haryana.

Purpose: The purpose of this study was to identify the choices of children in relation to traditional games played in Gurugram district of Haryana.

Objective: The objective of this study was to determine the choices of children in relation to traditional games played in Gurugram district of Haryana.

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Methodology

A total of 75 (seventy five) school going male children practicing in traditional games of three different schools out of three different blocks in Gurugram District of Haryana were selected randomly for the present research study. The Age of the subjects were ranging between 12 years to 16 years. Further, a total one hundred traditional games were selected as variables to identify the traditional games playing choices of school going male children and the choices were selected by the children/subjects themselves through the questionnaire obtained as final data for the present study, the percentile method was applied as a means of statistical tool for drawing the conclusion.

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

Limitation of the Study

- The response pattern of the selected 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

Delimitation of the Study

The study was delimited to the following areas:

Research Findings

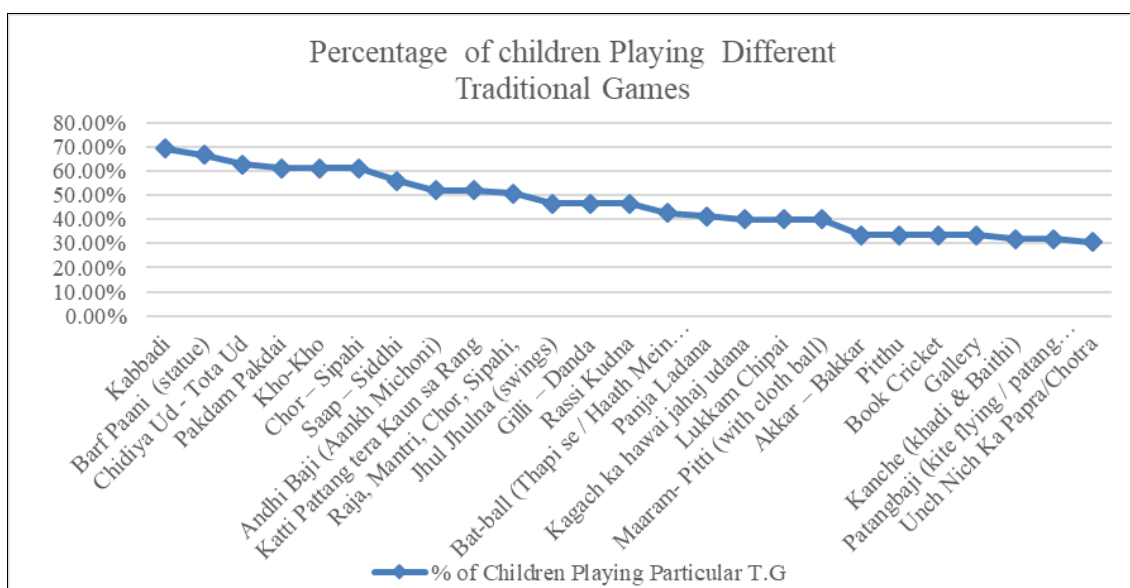


Fig 1: Percentage of School Childern Playing Different Traditional Games in Gurugram District of Haryana (1-25)

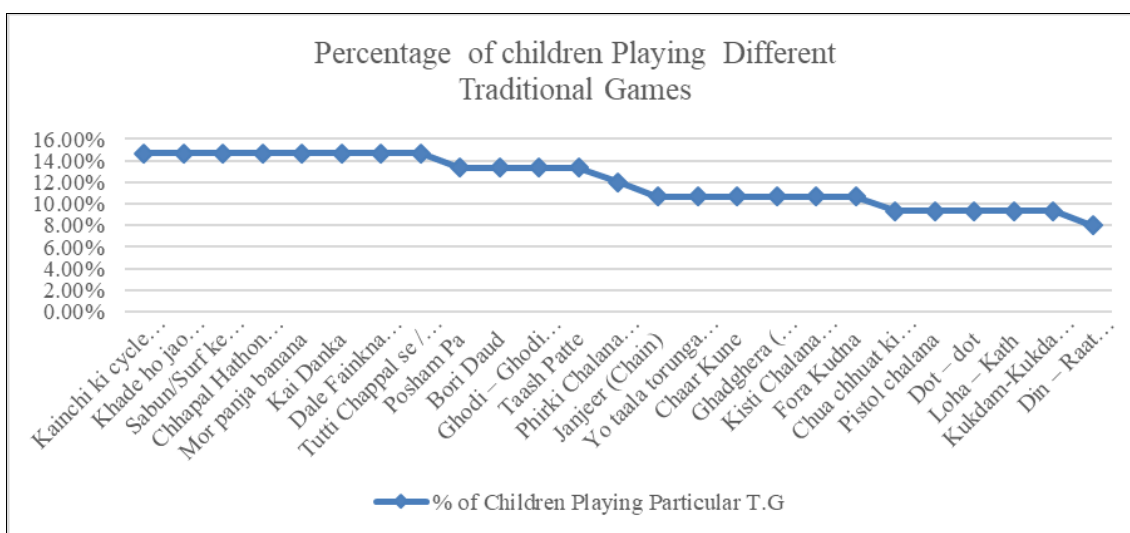


Fig 2: Percentage of School Childern Playing Different Traditional Games in Gurugram District of Haryana (26-50)

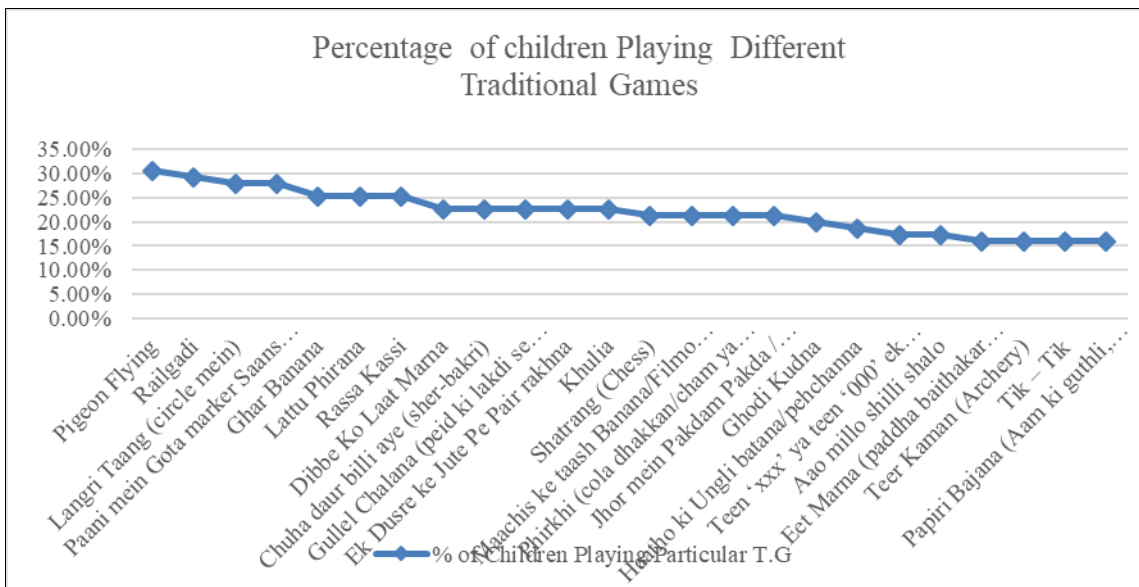


Fig 3: Percentage of School Childern Playing Different Traditional Games in Gurugram District of Haryana (51-75)

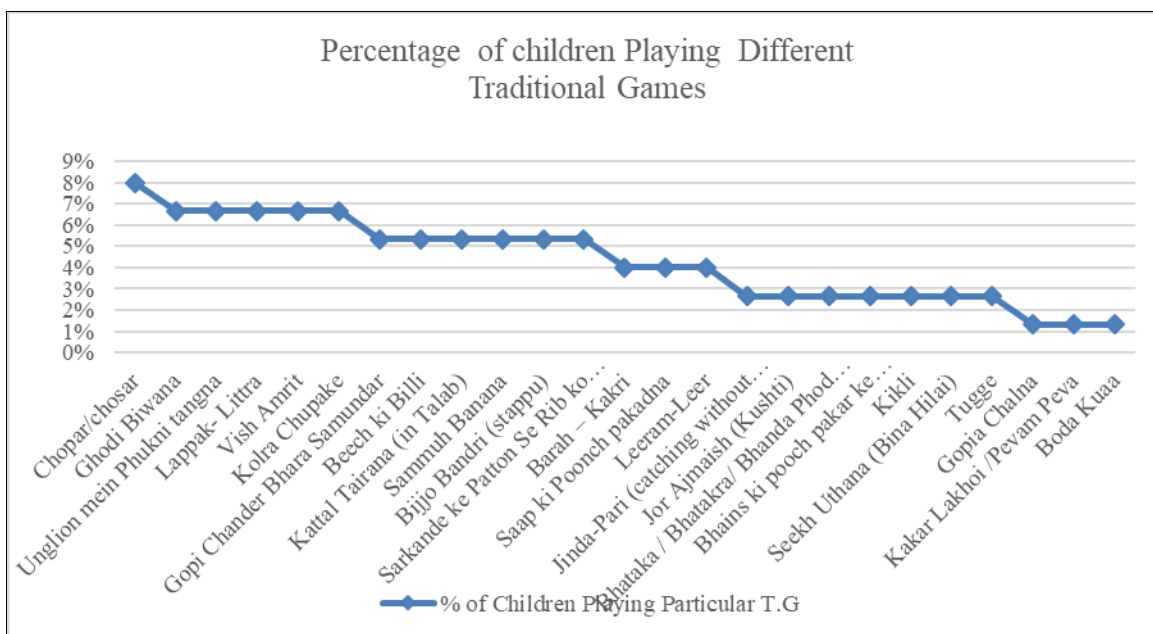


Fig 4: Percentage of School Childern Playing Different Traditional Games in Gurugram District of Haryana (76-100)

Discussion of the Research Findings

Data which was collected from the selected school going male children were analyzed on the using percentile method and, the findings of the present study shows the most preferred choices of traditional games by school going male children played in Gurugram District of Haryana i.e Kabbadi 69.33%, Barf Paani (statue) 66.66%, Chidiya Ud - Tota Ud 62.66%, Pakdam Pakdai 61.33%, Kho-Kho 61.33%, Chor - Sipahi 61.33% Saap - Siddhi 56%, Andhi Baji (Aankh Michoni) 52%, Katti Pattang tera Kaun sa Rang 52%, Raja, Mantri, Chor, Sipahi 50.66%, Jhul Jhulna (swings) 46.66%, Gilli - Danda 46.66% Rassi Kudna 46.66%, Bat-ball (Thapi se / Haath Mein Chhappal se) 42.66%, Panja Ladana 41.33%, Kagach ka hawai jahaj udana 40%, Lukkam Chipai 40%, Maaram- Pitti (with cloth ball) 40%, Akkar - Bakkar 33.33%, Pitthu 33.33%, Book Cricket 33.33%, Gallery 33.33%, Kanche (khadi & Baithi) 32%, Patangbaji (kite flying / patang Lutna) 32%, Unch Nich Ka Papra/Chotra 30.66%, Pigeon Flying 30.66%, Railgadi 29.33%, Langri Taang (circle mein) 28%, Paani mein Gota marker Saans Rokna 28%, Ghar Banana 25.33%, Lattu Phirana 25.33%, Rassa Kassi 25.33%,

Dibbe Ko Laat Marna 22.66%, Chuha daur billi aye (sher-bakri) 22.66% Gullel Chalana (peid ki lakdi se / haath ke anguthe aur tarjani ungli se) 22.66%, Ek Dusre ke Jute Pe Pair rakhna 22.66%, Khulia 22.66%, Shatrang (Chess)21.33% Maachis ke taash Banana/Filmo ke Cards(photu) se taash Khelna 21.33% Phirkhi (cola dhakkan/cham ya gatte ko gol kat kar hole bana kar dhaga dal kar dono hatho se chalana) 21.33% Jhor mein Pakdam Pakda / Bhag Kar Kudna 21.33% Ghodi Kudna 20% Haatho ki Ungli batana/pehchanna 18.66% Teen 'xxx' ya teen '000' ek line mein pure karna 17.33% Aao millo shilli shalo 17.33% Eet Marna (paddha baithakar distance cover karna)16% Teer Kaman (Archery) 16% Tik - Tik 16% Papiri Bajana (Aam ki guthli, Jaee, Barsham ki)16% Pen Fighting 14.66% Kainchi ki cycle chalana 14.66% Khade ho jao baith jao 14.66% Sabun/Surf ke Bulbule udana 14.66% Chhappal Hathon Mein Dal Kar ball ko Duur tak dusre ke pale mein marna 14.66% Mor panja banana 14.66% Kai Danka 14.66% Dale Fainkna (jhor mein kaun sabse duur tak dala fainkega)14.66% Tutti Chappal se / Bearing se Gadi Banana Aur Galion me Ghumna/race lagana 14.66% Posham Pa 13.33% Bori Daud 13.33% Ghodi - Ghodi (nilli ghodi)

13.33% Taash Patte 13.33% Phirki Chalana (dhate mein seekh dal kar goldhare mein) 12% Janjeer (Chain) 10.66% Yo taala torunga dilli le kai bhajunga 10.66% Chaar Kune 10.66% Ghadghera (Running with tyre) 10.66% Kisti Chalana (paani mein) 10.66% Fora Kudna 10.66% Chua chhuat ki Bimari 9.33% Pistol chalana 9.33% Dot - dot 9.33% Loha - Kath 9.33% Kukdam-Kukda Kitna Bojh 9.33% Din - Raat (Chas/Bandh) 8% Chopar/chosar 8% Ghodi Biwana 6.66% Unglion mein Phukni tangna 6.66% Lappak- Littra 6.66% Vish Amrit 6.66% Kolra Chupake 6.66% Gopi Chander Bhara Samundar 5.33% Beech ki Billi 5.33% Kattal Tairana (in Talab) 5.33% Sammuh Banana 5.33% Bijjo Bandri (stappu) 5.33% Sarkende ke Patton Se Rib ko Hawa Mein Uncha Udana 5.33% Barah - Kakri 4% Saap ki Poonch pakadna 4% Leeram-Leer 4% Jinda-Pari (catching without joining hands i.e separately) 2.66% Jor Ajmaish (Kushti) 2.66% Bhataka / Bhataka/ Bhanda Phod (chikni mitti se bowl shape banakar dharti mein hit karna) 2.66% Bhains ki pooch pakar ke Tairna/Pajame ki Taang Bandh Kar kai Hawa Bhar Kar Tairana 2.66% Kikli 2.66% Seekh Uthana (Bina Hilai) 2.66% Tugge 2.66% Gopia Chalna 1.33% Kakar Lakhoi /Pevam Peva 1.33% Boda Kuaa 1.33% respectively.

Furthermore, the top ten ranked traditional games played which were preferred by school going male children in Gurugram District of Haryana State. Kabbadi, Barf Paani (statue), Chidiya Ud - Tota Ud, Pakdam Pakdai, Kho-Kho, Chor - Sipahi, Saap - Siddhi, Andhi Baji (Aankh Michoni), Katti Pattang tera Kaun sa Rang, Raja, Mantri, Chor, Sipahi. This could be the main reason as to why children have choices for T.Gs and inclination towards them as these games need care, skilling and also on the other hand holding excitement, thrilling, adventure, discovery, challenges, competition, prophecy, social co-operation, cohesiveness, team work without any specific equipment (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, for the least choices a number factors needs to be identified (Kuhaneck et. al. 2010 and Kinzie and Joseph, 2008).

Conclusion

It is concluded that there are near about one hundred different sort of traditional games which are the preferred choices of the school going children in the Gurugram District of Haryana helping our children to improve upon and develop their social, mental, emotional, sensory skills, logical thinking, building of strategy, concentration power and other moral values leading a way for overall quality of life and preserving our regional traditional games as a part of our culture.

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