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Fondness of traditional games played by children in Faridabad district of Haryana

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Abstract

Traditional games are a vital part of cultural heritage, passed down through generations and deeply rooted in the history. Traditional games often reflect the values, environment, and social dynamics of the communities they originate from. Traditional games rely on physical activity, strategy, and social interaction, fostering teamwork, creativity, and problem-solving skills. The games and sports are our inborn tendency, as 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 fondness of children traditional games played by them in Faridabad district of Haryana. The data relating to the study was collected from three different schools out of three different blocks in Faridabad district of Haryana involving a total of 50 (fifty) subjects playing the traditional games ranging between 12 years to 16 years of age. The research findings were revealed by using percentile method.

Keywords: Traditional games, culture, interpersonal skills, inclination, health

Introduction

Traditional games play a crucial role in preserving history, fostering community engagement, and promoting physical and cognitive development. They often reflect the geographical and cultural influences of the regions they originate from, incorporating local materials, customs, and. Many traditional games also emphasize teamwork, strategy, and social bonding, making them valuable for developing interpersonal skills. Traditional games vary widely across different regions. They serve as a means of education, physical exercise, and entertainment, making them an integral part of childhood and communal gatherings. Traditional Games are the part of our cultural/traditional background, philosophies, and lifestyle. Beyond their cultural and recreational value, traditional games also serve as educational tools. Many games involve logical thinking, strategy, and physical coordination, helping players develop cognitive and motor skills. Some traditional games even teach historical narratives, moral lessons, and practical skills that were crucial in past societies. Likewise, Gelisli and Yazici (2015) ^[10] uphold that traditional games supports motor, linguistic, cognitive and social emotional enhancement as self-care among children.

Charles *et al.* (2017) ^[8] discovered that traditional games involvement was very useful to refine and build up the motor skills of school children. Nugraha *et al.* (2018) ^[15] also put forward that traditional games experience play a very important role in learning of social skills among children at elementary level amongst children. Hakimeh *et al.* (2009) also wrap up by saying that involvement of school children in the traditional games develop their fundamental motor skills.

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 fondness of traditional games played by children in Faridabad district of Haryana.

Objective

The objective of this study was to determine the fondness of traditional games played by children in Faridabad district of Haryana.

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Methodology

A total of 50 (fifty) school going male children practicing traditional games of two different schools out of two different blocks in Faridabad 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 fondness of traditional games played by children which 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.

Delimitation of the Study

The study was delimited to the following areas:

- This study was delimited to the Traditional or street games played by the school going children.
- The study was confined only to the Faridabad district of Haryana.
- The study was delimited to the children studying in sixth to tenth class in 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

Research Findings

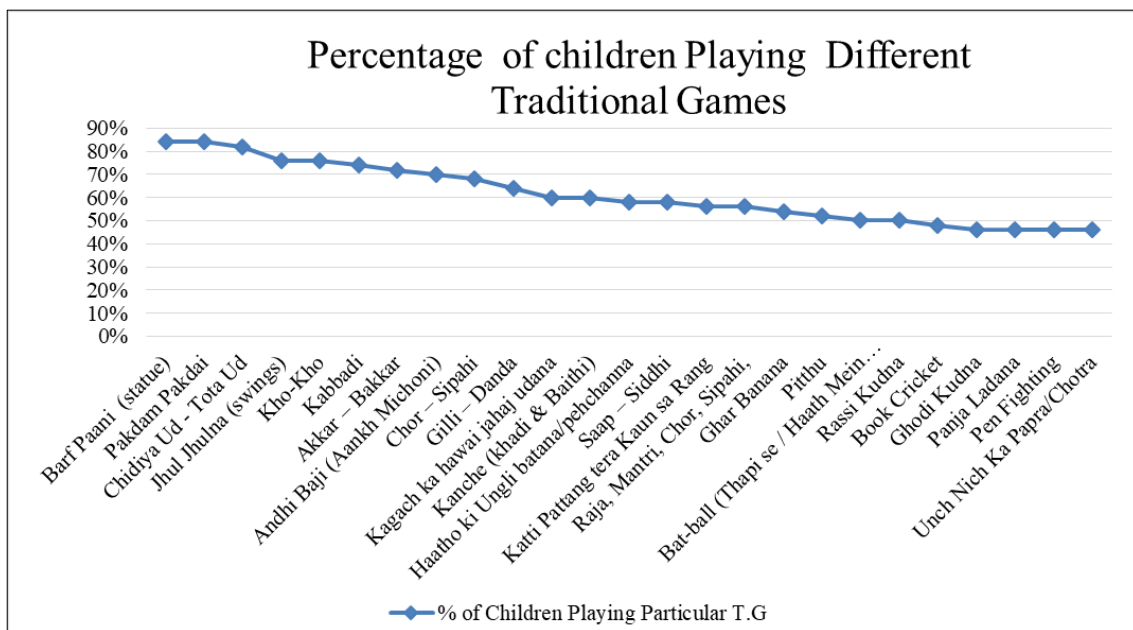


Fig 1: Percentage of School Children Playing Different Traditional Games in Faridabad District of Haryana (1-25)

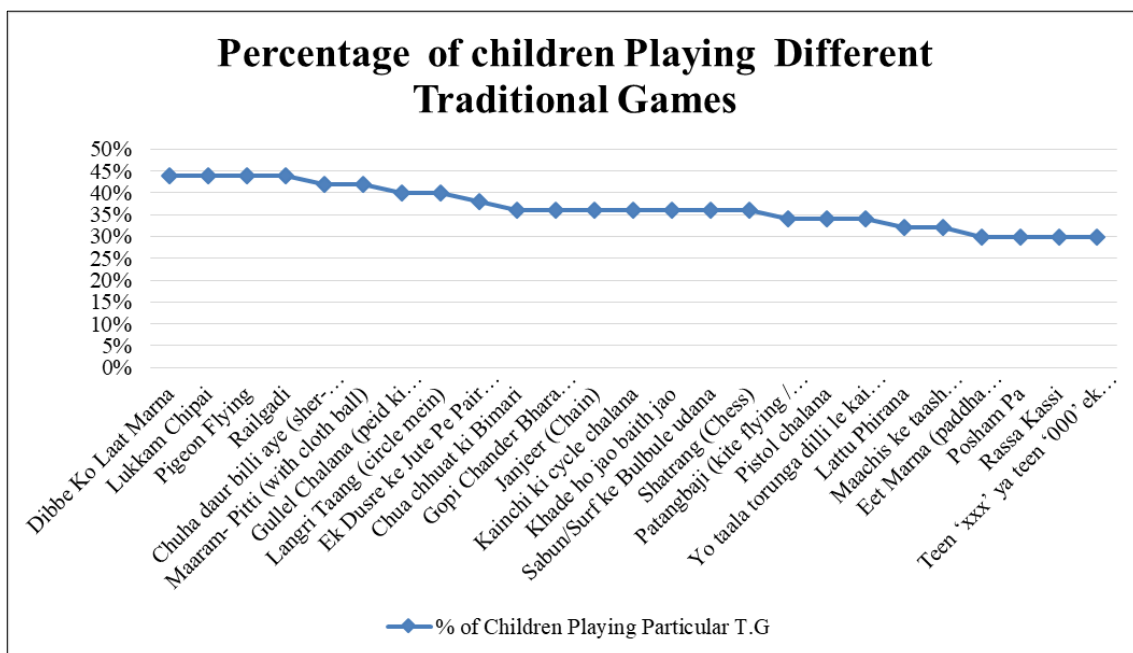


Fig 2: Percentage of School Children Playing Different Traditional Games in Faridabad District of Haryana (26-50)

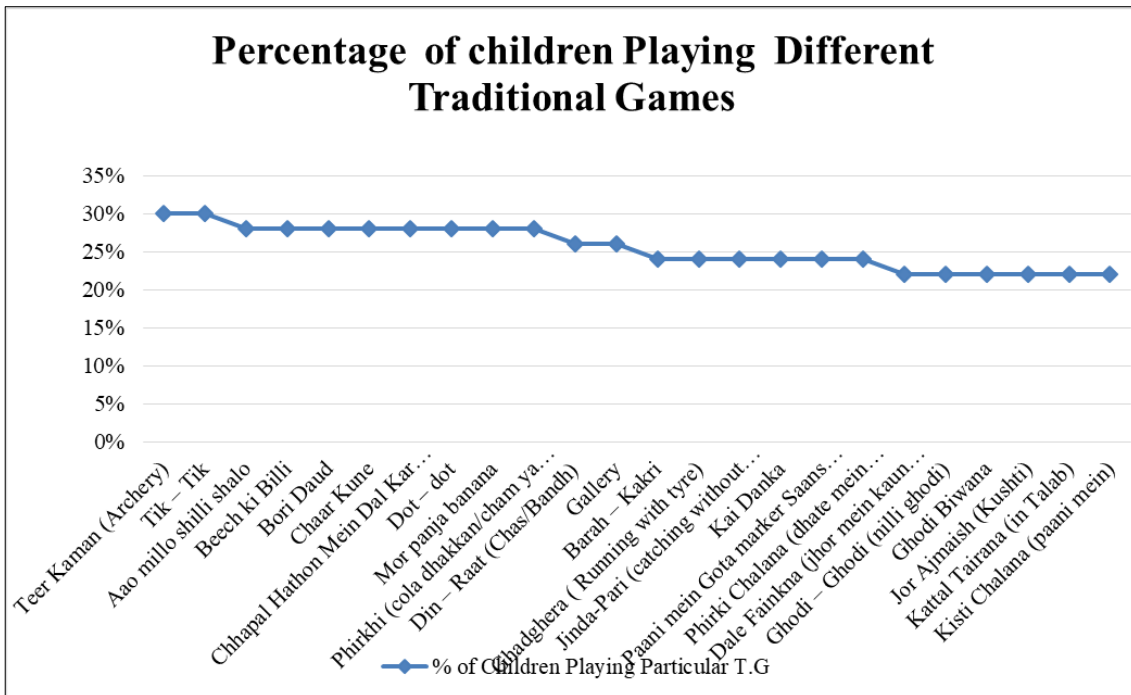


Fig 3: Percentage of School Childern Playing Different Traditional Games in Faridabad District of Haryana (51-75)

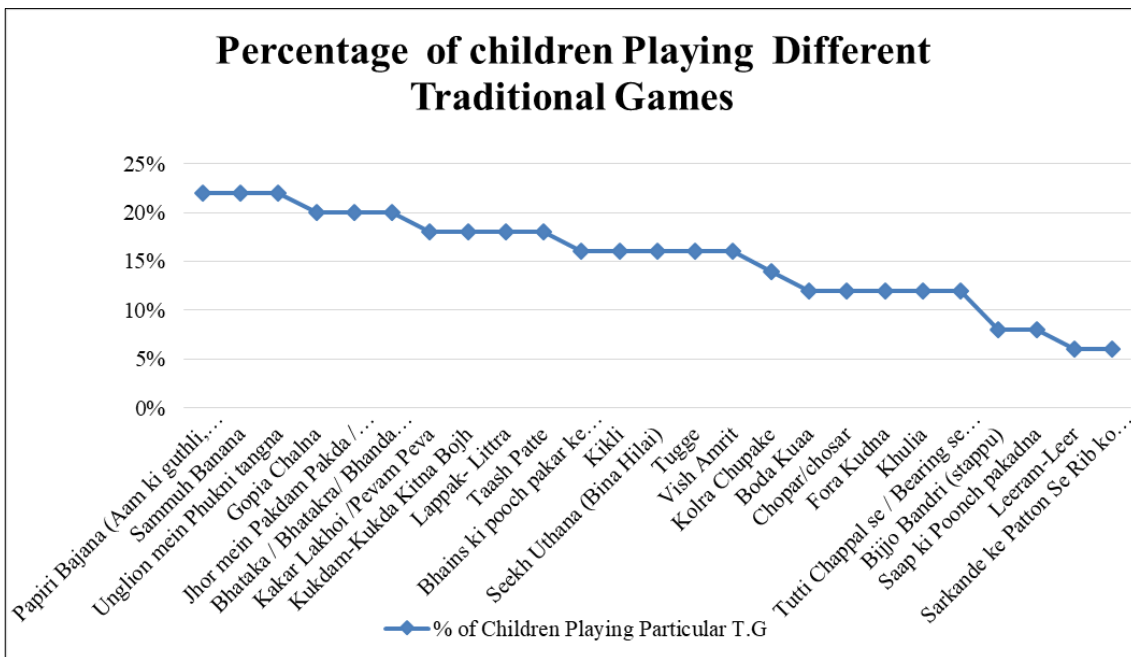


Table 4: Percentage of School Childern Playing Different Traditional Games in Faridabad District of Haryana (76-100)

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 Faridabad District of Haryana i.e Barf Paani (statue) 84% Pakdam Pakdai 84% Chidiya Ud - Tota Ud 82% Jhul Jhulna (swings) 76% Kho-Kho 76% Kabbadi 74% Akkar - Bakkar 72% Andhi Baji (Aankh Michoni) 70% Chor - Sipahi 68% Gilli - Danda 64% Kagach ka hawai jahaj udana 60% Kanche (khadi & Baithi) 60% Haatho ki Ungli batana/pehchanna 58% Saap - Siddhi 58% Katti Pattang tera Kaun sa Rang 56% Raja, Mantri, Chor, Sipahi,56% Ghar Banana 54% Pitthu 52% Bat-ball (Thapi se / Haath Mein Chhappal se) 50% Rassi Kudna 50% Book

Cricket 48% Ghodi Kudna 46% Panja Ladana 46% Pen Fighting 46% Unch Nich Ka Papra/Chotra 46% Dibbe Ko Laat Marna 44% Lukkam Chipai 44% Pigeon Flying 44% Railgadi 44% Chuha daur billi aye (sher-bakri) 42% Maaram- Pitti (with cloth ball) 42% Gullel Chalana (peid ki lakdi se / haath ke anguthe aur tarjani ungli se) 40% Langri Taang (circle mein) 40% Ek Dusre ke Jute Pe Pair rakhna 38% Chua chhuat ki Bimari 36% Gopi Chander Bhara Samundar 36% Janjeer (Chain) 36% Kainchi ki cycle chalana 36% Khade ho jao baith jao 36% Sabun/Surf ke Bulbule udana 36% Shatrang (Chess) 36% Patangbaji (kite flying / patang Lutna) 34% Pistol chalana 34% Yo taala torunga dilli le kai bhajunga 34% Lattu Phirana 32% Maachis ke taash Banana/Filmo ke Cards(photu) se taash Khelna 32% Eet Marna (paddha baithakar distance cover

karna) 30% Posham Pa 30% Rassa Kassi 30% Teen 'xxx' ya teen '000' ek line mein pure karna 30% Teer Kaman (Archery) 30% Tik - Tik 30% Aao millo shilli shalo 28% Beech ki Billi 28% Bori Daud 28% Chaar Kune 28% Chhupal Hathon Mein Dal Kar ball ko Duur tak dusre ke pale mein marna 28% Dot - dot 28% Mor panja banana 28% Phirkhi (cola dhakkan/cham ya gatte ko gol kat kar hole bana kar dhaga dal kar dono hatho se chalana 28% Din - Raat (Chas/Bandh) 26% Gallery 26% Barah - Kakri 24% Ghadghera (Running with tyre) 24% Jinda-Pari (catching without joining hands i.e separately) 24% Kai Danka 24% Paani mein Gota marker Saans Rokna 24% Phirki Chalana (dhate mein seekh dal kar goldhare mein) 24% Dale Fainkna (jhor mein kaun sabse duur tak dala fainkega) 22% Ghodi - Ghodi (milli ghodi) 22% Ghodi Biwana 22% Jor Ajmaish (Kushti) 22% Kattal Tairana (in Talab) 22% Kisti Chalana (paani mein) 22% Loha - Kath 22% Papiri Bajana (Aam ki guthli, Jae, Barsham ki) 22% Sammuh Banana 22% Unglion mein Phukni tangna 22% Gopia Chalna 20% Jhor mein Pakdam Pakda / Bhag Kar Kudna 20% Bhataka / Bhataka/ Bhand Phod (chikni mitti se bowl shape banakar dharti mein hit karna) 18% Kakar Lakhoi /Pevam Peva 18% Kukdam-Kukda Kitna Bojh 18% Lappak- Littra 18% Taash Patte 18% Bhains ki pooch pakar ke Tairna/Pajame ki Taang Bandh Kar kai Hawa Bhar Kar Tairana 16% Kikli 16% Seekh Uthana (Bina Hilai) 16% Tugge 16% Vish Amrit 16% Kolra Chupake 14% Boda Kuaa 12% Chopar/chosar 12% Fora Kudna 12% Khulia 12% Tutti Chappal se / Bearing se Gadi Banana Aur Galion me Ghumna/race lagana 12% Bijjo Bandri (stappu)8% Saap ki Poonch pakadna 8% Leeram-Leer 6% Sarkende ke Patton Se Rib ko Hawa Mein Uncha Udana 6% respectively.

Furthermore, the top ten ranked traditional games played which were preferred by school going male children in Faridabad District of Haryana State are Barf Paani (statue), Pakdam Pakdai Chidiya Ud - Tota Ud, Jhul Jhulna (swings), Kho-Kho, Kabbadi, Akkar - Bakkar, Andhi Baji (Aankh Michoni), Chor - Sipahi, Gilli - Danda. Children have fondness for Traditional Games and as you know that these games are full of excitement, competition, insight, and team work without using any sort of costly gear.

Conclusion

It is concluded that Traditional games are more than just sources of entertainment as they embody cultural heritage, social bonding, and personal development. Through their simplicity and reliance on human interaction, these games have fostered values such as teamwork, problem-solving, and physical agility across generations and children of Faridabad district of Haryana are fond of nearly one hundred different sort of traditional games despite the rise of digital entertainment, the significance of traditional games remains undeniable, as they offer a way to connect with history, promote physical activity, and strengthen community ties.

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