Importance of Developing Economical Status of Kabaddi Players

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Abstract: Kabaddi is an Indian game, which requires both power and skills for its play. It was known by various names in various places. Kabaddi is a game of two teams of twelve players each, where one team becomes a raiders and other team becomes anti-raiders. Seven players shall take the ground at the line and the remaining five shall be reserved. The raiders have to go to the opposing court with continues clear sound recitation allowed to the word "Kabaddi" without stopping to take a breath and should try to touch anti-raiders and make him out. The duration of the match for the men shall be 2 halves of 20 minutes each. There shall be an interval of 5 minutes between both the halves.

INTRODUCTION

Kabaddi is essentially an Indian game, which commands huge popularity in the India as well as its hinterland. In India, kabaddi is popular in different names. In the southern parts of India, the game is referred to as Chedugudu or Hu-Tu-Tu. In eastern India, it is fondly called Hadudu (for men) and Kit-Kit (for women). The game is known as Kabaddi in northern India. Breath control, raid, dodging and movement of hand and feet are the basic skills that one has to acquire, in order to play kabaddi. The player has to acquire power and learn both offensive and defensive skills to excel in the game, which combines the characteristics of rugby and wrestling. Read on to explore the history of kabaddi in India.

History of Kabaddi Game In India

Origin

The origin of kabaddi can be traced to the pre-historic times. In India, kabaddi was primarily devised as a way to develop the physical strength and speed in young men. During its inception, kabaddi was played to boost the self-defense skills and to develop quick responsiveness to attacks. It also sharpened the reflexes of counter attacks of the individuals, who mostly played in groups or teams. Kabaddi also finds place in Hindu mythology. The dramatized version of the great Indian epic, the Mahabharata, has made an analogy of the game, wherein the warrior Arjuna's son Abhimanyu faces a tough time, when he is trapped in the 'Chakravyuha' set by his enemies of the War.

Kabaddi In Mythology

Historians suggest that some other ancient scripts have proved that kabaddi existed in the pre-historic times in India. In Mahabharata, Arjuna had a unique talent in the game of kabaddi. He could effortlessly sneak into the 'wall' of enemies, destroy them all and come back unscathed. As per the Buddhist literature, Gautam Buddha played kabaddi for recreational purposes. It says that he loved to play the game and took it as a means to exhibit his strength, which helped him to win his brides. It is quite evident from the manuscripts discovered by the historians that kabaddi was a much adored game in the ancient times.

Kabaddi In Modern India

In the modern times, kabaddi was given the national status of a game in India in 1918. The state of Maharashtra is accredited with upbringing the game to a national platform. Consequently, the standard set of rules and regulations for the game were formulated in the same year. However, the rules and regulations were brought to print only after a few years, in 1923. During the same year, an All India Tournament for kabaddi was organized at Baroda, wherein the players strictly followed the rules and regulations formulated for the game. Since then, the game has come a long way. Its popularity
increased and a number of tournaments were organized at national level, throughout the country. The game was introduced at the 1938 Indian Olympic Games held at Calcutta, which fetched it international recognition.

**AIKF And AKFI**

With a view to increase the popularity of kabaddi as a sport in India, the All India Kabaddi Federation (AIKF) was founded in 1950. Since its establishment, the AIKF has been working towards uplifting the standard of the game. To serve the purpose, it has been conducting National level kabaddi championships on a regular basis since 1952, in accordance with the set rules and regulations (for the game). In 1955, the first men's national tournament was organized in Madras (the present day Chennai), while the women's nationals were held in Calcutta (the present day Kolkata). The Amateur Kabaddi Federation of India (AKFI) came into existence in 1973, in order to popularize the game in the neighboring countries of India as well as to organize national level tournaments.

**Inclusion Of Kabaddi In Curriculum**

In 1961, the Indian University Sports Control Board (IUSCB) included the game of kabaddi in its curriculum, as a prime sports discipline for the students. This raised the status of kabaddi as a game in India, further. Thereafter, the game was introduced as one of the important games in the school by the School Games Federation of India (SGFI) in 1962. This decision played the pivotal role in urging the school going children to participate in state and national level competitions for the game, organized by the SGFI. Another development in the history of kabaddi in India took shape in 1971, when the National Institute of Sports (NIS) included Kabaddi in the curriculum of Regular Diploma courses.

**The Present Day Scenario**

The popularity of kabaddi has increased over the passing years, from being a popular game in the rural India to a sport recognized at the national level. A number of championships, both at the national and international level, have been organized for kabaddi, wherein the Indian national kabaddi team has delivered remarkable performances. The introduction of Federation Cup Kabaddi matches in India in 1981 is a milestone in the history of kabaddi in India. India touched another milestone in 2004, when she hosted the first ever Kabaddi World Cup, in Mumbai. The country won the World Cup, as well. She has produced a number of talented Kabaddi players, so far, who have earned international recognition and brought laurels to the country.
Accordingly, modern Kabaddi is a synthesis of the game played in various forms under different names. Kabaddi received international exposure during the 1936 Berlin Olympics, demonstrated by India. The game was introduced in the Indian National Games at Calcutta in 1938. In 1950 the All India Kabaddi Federation (AIKF) came into existence and framed the rules. The AIKF was reconstituted as The Amateur Kabaddi Federation of India (AKFI) in 1973 and the first nationals for men were held in Chennai.

Kabaddi was introduced and popularized in Japan in 1979 by Sundar Ram of India, who toured Japan on behalf of Asian Amateur Kabaddi Federation for two months to introduce the game. In 1979 matches between Bangladesh and India was held across India. The first Asian Kabaddi Championship was held in 1980 and India emerged as champion beating Bangladesh. The other teams in the tournament were Nepal, Malaysia, and Japan. The game was included for the first time in the Asian Games in Beijing in 1990 where seven teams took part. India won the gold medal and has also won gold at the subsequent seven Asian Games.

KABADDI IN INTER UNIVERSITY TOURNAMENTS

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OTHER FIELD GAMES SOFTBALL

Softball is a team sports invented by George Hancock in 1897 at the Farragut Boat club in Chicago. Later out door version as the game called Kiter ball was developed by Hewes Rober today softball is played all over the world by literally millions of people from all walks of life. The softball team consist of 15 players reach, 9 players take part in the game 6 players are in reserve. The match consists of 5, 7 or 9 innings.

FOOT BALL

According to Eric Worthington (1974) football is played by more countries in the world than any other game and for that reason it is only the game on programme of the Olympic Games and undoubtedly than any other ball game. Football is a game, which calls for strenuous, continuous thrilling action and therefore appeals to the youth of the world over. The skills involved in the game are simple, natural and yet are highly stimulating and satisfying to anyone who participates in the game.
SOcio EconomIc staTus

Technically, “socio-economic status is the level indicative of both the social and economic achievement of an individual or a group”. Herbert Sorenson (1954). A sound mind lives in a sound body is a proverb. In our country where many are socially back word and economically not sound, rehabilitation for this poor destitute is a necessity. Even, if the required sympathy is given for accelerating them, still the physical fitness can only be in a Lowell. Though they have the aspiration to show themselves up in physical activities, they seldom in it. The fortunate few who are economical sound and healthy do have the physical fitness to take up the privilege in the sports man ship. Children attending the school from back word and depressed communities are affected due to their environment. Socio-economic factor assumes a continuous ranking of society from high to low on the basis of occupation, income, education, wealth, life and cultural way of life. Socioeconomic factor emphasis the economic condition of society and their behaviors in life. An individual socio-economic factor may influence his opportunity for participation, his desire to excel in his choice of activity, and his success.

Socio-economic factor refers to social and economical standing. A person who has high standing in the community and good quality and ample propositions is said to have good socio-economic factor while a poorly educated labourer of small income who lives in a small town has low economic factor. These are the extremes and between these most people can be classified. Hence, is not bestowed on a person but achieved by him. In the attempt to achieve, this man enters competition of various forms in life some achieve but fail to achieve. An individual’s socio-economic factor may influence, his opportunity for participation, his/ her desire to excel in his choice of activity and his success. It is widely believed that only performance count in sports. Most people see sports as open to everyone, and they see success in sports as the result of individual abilities and hard work, not money and privilege. But when they are formally organized sports depend on material resources. More than even before it now takes money to play certain sports and obtain the coaching necessary to develop sports skills.

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Brock (1972) investigated the relationship between physical measurements and socio-status. The socio-metric questionnaire was administered to mixed longitudinal sample of upper elementary school children. The subjects (N varied from 170 to 238) who participated in the “Toledo Growth Study” were tested for the physical variables at the end of the fourth, fifth and sixth school year. The socio-metric scores were correlated with the structural and functional physical variables through product moment correlation procedures. The co-efficient was tested for significance at the 0.01 level. There was a relatively high correlation among boys and girls with regard to three socio-metric categories such as friend homework and sports the agreement between boys and girls in rating of their peer was considerably lower.

In a study, Bhullar (1976) assessed the relationship between game performance, academic performance, intelligence, social economic status and personality characteristics. She concluded that individuals who score high on personality factor were endowed favourably towards physically activity and subjects with higher intelligence have more favourable attitude towards physical activity in general. It was also revealed that subjects with favourable and less favourable attitude towards physical activity i.e. top 27 per cent and bottom 27 per cent cases differed significantly at .05 levels. On personality factor and socio-economic status subjects having favourable attitudes were academically superior.

Best (1980) conducted a study on comparison of personality traits and socioeconomic status of female athletes and non athletes at Ohn Brown University. In his study he found that college athlete came from families of higher socio-economic status. He also found out that the socio-economic status of college athletes was very high compared with high school athletes.

Jaygopal (1981) studies 275 students of IX standard from nine schools functioning in the lower socio-economic pockets of Madras city which resulted in no significance correlation between scholastic achievements. With an objective of studying
the relationship between educational attainment and intelligence, need, achievement, socio-economic factor and the ordinal position at birth in the family and the nature of relationship between the selected variables, contractor investigated 300 randomly drawn students who had completed their secondary school certificate examination from Ahmedabad city. The major findings were that educational attainment was functionally related positively to intelligence and accounted for 25 percent of the variance in educational achievement.

**Conclusion**

Researchers have suggested many explanations for the effect of SES on health. For example, the effect may be due to genetic influences, environmental exposures to toxins, quality of medical care, and psychological-behavioral factors, just to name a few possibilities. Here I provide a brief overview of some of the primary psychological-behavioral factors. Some researchers have suggested that there may be critical period in childhood when SES has its biggest effect. They found early childhood experiences may program a pattern of biological and behavioral responses that has prolonged effects across the life span. Research has demonstrated that SES early in life is a predictor of adult health behaviours and that early childhood environments predict adult cardiovascular disease. In addition, these relationships persist even after accounting for the effect of adult SES. These findings suggest that it may be important to understand the characteristics of a child’s environment during critical windows in order to understand health consequences later in life.

**References**