

# Socio-Economic Conditions of Power and Skills of Kabaddi Players

Bipinchandra Shukkarabhai Patel\*

Assistant Professor in Physical Education

**Abstract – Kabaddi is an Indian game, which requires both power and skills for its play. It was known by different names in different spots. Kabaddi is a game of two teams of twelve players every, where one team becomes a looters and other team ends up hostile to thieves. Seven players might take the ground at the line and the staying five should be saved. The pillagers need to go to the restricting court with continues clear stable recitation permitted to the word "Kabaddi" without ceasing to take a breath and should attempt to touch against marauders and make him out. The span of the counterpart for the men might be 2 parts of 20 minutes each. There should be an interim of 5 minutes between both the halves.**

**Keywords: Significance, Improving, Economic Status, Kabaddi Players, India.**

## INTRODUCTION

Kabaddi is basically an Indian game, which summons gigantic prominence in the India and additionally its hinterland. In India, kabaddi is well known in various names. In the southern parts of India, the game is alluded to as Chedugudu or Hu-Tu-Tu. In eastern India, it is affectionately called Hadudu (for men) and Kit-Kit (for women). The game is known as Kabaddi in northern India. Breath control, attack, avoiding and development of hand and feet are the essential aptitudes that one needs to secure, with a specific end goal to play kabaddi. The player has to get control and learn both hostile and defensive skills to exceed expectations in the diversion, which joins the characteristics of rugby and wrestling. Read on to investigate the history of kabaddi in India.

The kabaddi can be followed to the pre-noteworthy circumstances. In India, kabaddi was essentially contrived as an approach to build up the physical strength and speed in young men. Amid its origin, kabaddi was played to support the self-defense skills and to grow fast responsiveness to attacks. It additionally honed the reflexes of counterattacks of the people, who mostly Played in gatherings or teams. Kabaddi likewise discovers put in Hindu folklore. The sensationalized rendition of the immense Indian epic, the Mahabharata, has made a relationship of the game, wherein the warrior Arjuna's child Abhimanyu faces an intense time, when he is caught in the 'Chakravayuha' set by his adversaries of the War.

## KABADDI GAME IN INDIA

**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 INTERS UNIVERSITY TOURNAMENTS:**

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.

**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. Socio-economic 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 economic 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 labourers 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. 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. In hot or cold times, in open spaces or in country side or crowded city, slumps, streets, children jump, run, hide, chase each other, by means of games, the child is engaged not only in self-discovery explorative with its senses. Children get many benefits by means of games. Williams and Scott (1953) conducted a study of Negro infants. He found that a group of Negro infants reared in homes of low socio-economic status were substantially above average gross motor acceleration as compared to Negro infants who were reared in homes of high socio-economic status.

## 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

1. Karad and Wahid (2011). Personality traits between Kabaddi and Kho-Kho players.
2. Joshi and Vakani (2011). Personality difference between volleyball and kabaddi players.
3. Hosseini, S. (2011). The Effect of Aquatic and Mental Trainings on Balance in Elderly Males. *Middle-East Journal of Scientific*.
4. Yousefi, B., S. Naghshbandi, J. Nahid and E. Alireza (2012). The Four Year Trend of Competitive Balance in Three First.
5. Standing Countries in 2010 World Cup. *World Journal of Sport Sciences*, 6(4, 6): pp. 406-409.
6. Mahmoud, M.H. (2011). Balance Exercises as the Basis for Developing the Level of Physical and Skill Performance in Basketball Young Players. *World Journal of Sport Sciences*, 4: pp. 172-178.
7. Pangrazi, R. P., Corbin, C. B., & Welk, G. J. (1996). Physical activity for children and youth. *JOPERD*, 67(4), 38-43. EJ, pp. 528 648.
8. Pate, R. R., Pratt, M., et. al. (1995). Physical activity and public health: A recommendation from the Centers for Disease Control and Prevention and the American College of Sports Medicine. *JAMA*, 273(5), pp. 402-407.

---

**Corresponding Author**

**Bipinchandra Shukkarabhai Patel\***

Assistant Professor in Physical Education