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“Importance of developing economical status of Kabaddi players”

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Introduction:-

Kabaddi is 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 as Hu-Tu-Tu. In eastern India it is fondly called Hadudu (for men) and Kit-Kit (for women.) The games are 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. Though Kabaddi is primarily a South Asian game.

Fundamental skills of Kabaddi: There are two fundamental skills of Kabaddi. They are

- 1) Raiding skills.
- 2) Defensive skills.

Important Kabaddi Tournaments:

- 1) National Kabaddi championship
- 2) Gold Cup Bombay.
- 3) Inter-university Kabaddi tournament.
- 4) All India Schools Kabaddi tournament.

Inclusion of Kabaddi in curriculum:

In 1961, the Indian University Sports Control Board 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 the game in India introduced as one of the important games in school by the school games federation of India in 1962.

A social economic status:

John (1951) has reported that sports like boxing, football and wrestling that require long practice hours seem to have a relatively larger population of competitors from families of lower social status. People of high income group preferred sports like tennis.

Wylie (1953) found that children from high socio-economic status had better physical fitness and healthy personality characteristics and hence high performance in sports. Technically socio-economical status is the level indicative of both social and economical achieve or a group.

Herbert Sorenson (1954) A sound mind lives in a sound body is a proverb in our country where many are socially backward 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 low class. Through they have the aspiration to show themselves up in physical activities they seldom in it.

An individual's socio-economic factor may influence his opportunity for participation his/her desire to excel in is 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 a study Bhyllar (1916) assessed the relationship between game performance academic performance, intelligence, social economic status and personality characteristics. She conducted that individual who score high on personality factor were ended favourably towards physically activity and subject is 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% and bottom 27% cases differed significantly at oslevels on personality factor and socio economic status subjects having favourable attitude were academically superior.

Conclusion:

Resources have suggested many explanations for the effect of SES on health. For ex. The effect may be due to genetic influence, environmental exposures to toxins, quality of medical care and psychological behavioural factors. Some researchers have suggested that there may be critical period in childhood when SES has its biggest effect. In addition, these relationship persist and that early childhood 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.

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