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CHAPTER I

INTRODUCTION

1.1 Introduction

Principles of experience and scientific knowledge in every field of progress and human development are systematically and scientifically followed in the present modern age. Research is being made even in the field of physical education and sports day by day in order to penetrate new and novel games, techniques and methods of training. The progress in research made by The western countries in their sports made known to the world the western sports became popular due to their distinguishing features, utility and having convinced their importance through the medium of research. Today, western sports have important place all over the world. They are played on a large scale. They could do it only because of their research application of scientific knowledge and schematic attitude.

Physical education and sports in India have important place since ancient times due to many reasons. Several kinds of games are played in our country from the olden times. Manifold kinds of exercises are prevalent. In India some games are played in the festivals, for the physical development and some are played for the purpose of entertainment. Later on sports brought to India by the British became popular. Only sports club did perform the task of maintaining and retaining our indigenous games, kinds of exercises, some vyayam-shala and arneas. Still the indigenous games could
not get the satisfactory popularity. Some of them too tried but could not get success upto the mark. Therefore, it is necessary to prove the benefits of our indigenous games, their distinctive features and importance. Only with this purpose the researcher studied the traditional physical education especially in Maharashtra from Indian kinds of exercises and games ; its background is as follows:

**Background of Traditional Sports in Maharashtra**

There has been a long lasting tradition of sports, exercises and entertainments in Maharashtra since ancient times and it has been continually obliging and helpful to the lives of people and to the ease of our society in all. The illustrative and metaphorical references of the sports like Atya-Patya, Hututu and the game of marbles and pebbles found in ancient saints’ literature indicate that the mentioned sports seen to be prevalent in the contemporary social life example: Saint Tukarama’s Abhangas (verses) have a description of Atya-Patya and Hu-Tu-Tu. Additional references of various sports and kinds of entertainments are also found in the contemporary folk songs and folk – dances.

The references of the existence of games like gambling, a game of dice, archery and chess, hunting in the era of Vedic Maharashtra are found. Similarly a pit for offering made in a sacrifice races of horses and chariots in festivals and collective (group) dances were also held and performed variety entertaining programmes seem to be prevalent in Maharashtra, since the time of Saatvahan. The people in that period used to play a game of chess. The special indigenous game of Maharashtra i.e. Wrestling is as old as the period of Saatvahan. References of wrestlers’ athletic contests are found in
Gathasaptshatit in first and second B.C.(Before Christ). In the period of Yadavas aerobics like jugglar, Kolhati, and acrobatic games and the game of puppets etc. entertaining kinds were popular. A game of dice or saripat was also popular, wrestling, Koldandu, Lagore, game of Balls, Hamama, Surkandi, (Surparambi) were popular among kinds and children, young boys and girls, toys included earthen and wooden toys, dolls and pictures. References of a whirligig (Bhingari), Taranguli, Chinchore, and cowries (Kavdyas) are found in sedentary games. Some sports made known to Mahrashtra from Uttar Pradesh in the period of Bahamani out of them the game of chess became very popular. It was being played with different name, “Chaturang” in the ancient times. Besides this the games : Chauras and Ganjikat were also played. Vitti – Dandu, Ball and Bat (Cricket), Lagor, Top, Surparambi, Pat- Pat, Gotya, Sawali, Hide and Seek, Big-kite or kite Flying, Ekabaki, Hu-Tu-Tu, Hamama and Atya-Patya games were popular among boys. Out of them the game Vitti-Dandu was brought forth to Maharashtra from the south. Its original name was vajat lendmund. The games like pinge, Fugadi and Tipari etc. Girls sports were prevalent. The narration of a topic punctuated by music, a tumulus festivity in propitiation of a goddess a long intricate story and an entertainment of religious moralizing etc. were prevalent in that epoch.

Among them fights of the animals; bulls, rams and cocks, contests of bullock carts, fight with elephant fight between the serpents and mongoose, skilful exercises of animals were also held. Bears and monkeys, games of magic, cards and playing cards have been the kinds of public entertainments in Maharashtra from the olden times.
Especially women’s sports like Fugadi, Pinga, Tipari, Zimma, Khis-Bai-Khis, Agota-Pagota and cock etc. dancing games have been played by young girls and women on the festivals of Nag–Panchami, Gouri and Hadga. In the empire/region of Marathas the masculine game like Lathi, Kathi, Bothati, Faridgada, wrestling, Lazim, Atya-Patya etc. were popular. The kinds of exercises like Dand, Jor, Baithaka, Suryanamaskar and mallkhamb (A pillar for the exercise of wrestlers) etc. were popular among boys and youngsters and the youth on a large scale in order to acquire sturdy body and health excellent strength and energy. A mode of regulated breathing known as “Pranayam” for getting physical ease and the continuity of “yoga-Asanas’ too have heritage from the olden times. A minstrel’s ballads and folk songs along with the narration punctuated by music were the special and effective means of common public entertainment in this epoch. Physical education was not begun to understand as the essential subject for the school and college going students’ lives for many years in Maharashtra in the beginning. Still in the institutions western officers were working and started the skilful existing sports like cricket, foot–ball, Vyayam and athletic games voluntarily.

Some institutions like Jummdada Vyayam-Mandir, Baroda, Hanuman Vyayam Prasarak Mandal, Amaravati, Maharashtra Mandal, Pune, Ambabai Talim, Kolhapur, Samarth Vyayamshala, Mumbai, etc. have started classes of physical education in summer vacation and have already promoted and spread the method of Indian exercise in the latter half of 19th century, and have made the teachers (instructors) ready in physical education and exercises on all sides. A committee was appointed in 1927 under the
chairmanship of Kanhayalal Munshi in order to consult about the beginning of physical education through education.

Institutions and the government did not support financially, no action of execution could be taken in the report of this committee. During this time Shri Kanitkar, Shri Shaha and Shri Rolangton chalked out a plan to embark physical education in colleges situated in the premises of Mumbai University. This plan was first of all implemented in Pune on the experimental level. Accordingly classes of duration of 40 to 50 minutes were started after splitting up pupils into divisions. The training of the sports like Kho-Kho, Atya-Patya, Hu-Tu-Tu and Foot-Ball and the regular exercises etc. was begun in those classes.

There were four divisions in the province of Mumbai before pre-independence period: Mumbai division, western Maharashtra, Karnataka, and Gujarat. The institutions of exercises (Vyayam) in this division (section) rendered invaluable service to physical education. In this respect (regard) especially the institutions of Maharashtra Mandal, Pune, Hanuman Vyayam Prasarak Mandal, Amaravati, Jummadada Vyayam Mandir Baroda, Samarth Vyayam Mandir, Dadar, Mallsajjan Vyayamshala, Dharwad, Yashwant Vyayamshala Nasik, Ambabai and Bhanu Talim, Miraj etc. must be mentioned. In view of organization different institutions all Maharashtra physical education Mandal, Pune, this association (established in 1927) did perform invaluable task. This organization also did the task of making the public available the booklets of regulations by getting them printed and bringing uniformity in the rules of Indian indigenous games (sports). Some booklets of regulations published by all Maharashtrian Physical Education
Mandal are as follows: Mumbai Physical Education Mandal, Gujarat Physical Education Mandal, Ahamadabad, Karnataka Physical Education Mandal, Dharwad, etc. Institutions have done commendable and remarkable tasks in their respective fields in framing the rules of sports: a game of hopping on one leg i.e. (Langadi), Lagora (game of trap-stick), Vitty-Dandu and in holding races and contests of athletic sports: Atya-Patya, Kho-Kho and Hu-Tu-Tu.

There was a domination of British people (English People) in India during the period of British and they started to educate the selective people of Hindusthan with the purpose of increasing their employees. The responsibility of education was entrusted with the provincial government in 1880; but it had no place for physical education. According to the recommendation of 1882, Indian education commission masculine exercises, parades and military drill or maneuvers were started in some selected institutions. This thought got an inspiration (motivation) in 1894 and practically some kinds of sports like football, cricket, gymnastics, etc. were started. But the task of maintaining the tradition of Indian exercise and sports during this period was done only by private Vyayam Shalas, institutions and Gymnasiums. Similarly some institutions continued on the propaganda of ancient and scientifically sacred 'Yogavidya'.

After the period of post independence 7 the reconstruction of education was started according to Indian constitution. Physical education was regarded as the leading means of individual development and social protection. Physical education is the only befitting medium for accomplishing the objectives of the gain of healthy physique, sturdy body, muscular skills,
mental enthusiasm and good use of leisurely hours for entertainment. Educationalists began to agree to this thought. Indian Government appointed an advisory commission for physical education and entertainment. This committee prepared a national outline of physical education and entertainment (recreation) in 1956. Plans for the graded syllabus of physical education on all levels of primary, secondary, collegiate education, training of physical education instructors and its evaluation methods were also framed. Later on several committees worked on physical education and suggested improvements. Moreover, contributed to the programming activities of physical education. And it was also necessary to pay attention to the ancient Indian games, gymnasiums and tradition. The task of modern sports, its extension along with its propaganda was continued on and therefore, the ancient Indian sports were set back. Ancient Indian sports are popular even today. At present they are being played of fulfilling the aims and the objectives of physical education and so it is necessary to make research on this sport and work out writing on it. It is equally needed to encourage these sports.

At present, all ancient and traditional sports in the world have been taken their cognizance on the international level. Consequently the first conference of the International sports was held at Bankok on the issue of traditional sports. In that conference a light was thrown on all traditional sports of the world, their importance and research was made convincing. Researchers too demonstrated the importance and practicals of ancient Indian sports i.e. Atya – Patya in that conference. The importance of additional and distinct sport i.e. Atya – Patya of Maharashtra, was to be convinced to the participants (players of this game) and trainees to whom the
present researcher submitted his research paper in this conference. Sportsman and experts of several countries took practical guidance of Atya – Patya from the relevant researcher. Therefore, a great inspiration for research on this game was created in the researcher’s mind . The importance of Atya – Patya in the form of principles and practicals will remain significant not only in Maharashtra and India but also all over the world in future .

1.2 Title and Explanation of the of Research

The study of effects on the selected players (of Atya – Patya ) on Health Related Physical Fitness Ability is done in this research. The present research aims at studying the effects on the Health Related Physical Fitness Ability and selected Motor Ability of the actual players of Atya – Patya. For this purpose training of Atya – Patya must be given to the players upto the fixed period and to observe the effect by measuring their Health related physical fitness ability as well as selected motor fitness ability.

1.3 Background of Research

Formerly education was limited for the fixed class . It was not possible for all to take education . In other words it was known as class education. The same system was followed by the British. Later on social reformers realized the significance of education and so we have succeeded in raising several movements and carrying education from class to mass. It is necessary to make change even in physical education. If we think of the present condition , we will come to know that fixed (very few) people have realized the importance of physical education .All should understand it and it is the need of
the present age. Physical education should be nearly prescribed for the limited schools and colleges and others have come to know its importance. But even still today we cannot take and give physical education because if socially accepted sports, western sports, training methods and financial condition taken into consideration, it is not easy for all to facilitate with physical education, Health education and recreation and to get it. If schools are taken into account, physical education, facilities and amenities of sports can not be made available to all students in one school. Therefore the researcher thought over the matter i.e. how can physical education be available to all and how to carry it from class to mass. And accordingly he studied it while studying the researcher happened to read Veena Gavhankar’s book “Ek Hota Carver” 15. This book was written on a certain Negro Man of U.S.A. Thousands of acres of land in the Southern America had become barren during that period for having produced the cotton continually in that land. This Negro Man cultivated groundnut in that land as an experiment. But in that period the crop of groundnut was thought to be the food of monkeys. Therefore the Negro convinced the uses of groundnut by preparing various eatables. He proved it by experiment afterwards and prior to it the production of cotton was drawn well after the cultivation of groundnut in that barren land. This made the researcher realize that research should be made on the ancient Indian forgotten sports. The valuable information about the method of physical education preserved by us is taken from the ancient books containing the hearsay information about sports. Its usefulness must be brought to the notice of society though this research. And so some questions can be definitely solved after realizing its usefulness.
Several researches are made on the western sports and still are being made. They were known to the world and the world accorded its approval for having proved their usefulness and the people began to master them after making those sports and the methods of physical education popular on a large scale i.e. extensively. People got to know many other advantages: development in physical and motor ability, health ability, entertainment in view of western sports and physical education and so they became popular. But due to this popularity we began to forget our indigenous sports but the researcher thought (felt) that if the above all benefits be made available throughout the medium of our indigenous sports; they would become popular and most of the people in society will play those sports and so he determined to make research on the ancient Indian sports.

Shri D.G. Wakharkar writes in his volume, “A way having of physical education.” while studying physical education of Indian sports and throwing light on the physical education during the rule of Englishman. Indian Gymnastic method and sports had to go through difficulties during the region of British Empire. The Englishmen began to look at Vyayamshala doubtfully. The restrictions of Englishmen begins to occur on Gymnasiums, Vyayamshala and indigenous sports that were starving for the development of power, courage and character of youth and trying for creating national spirit in them and still they remained living and existing. They tried spontaneously for the development of the youth (Gymnasiums and Vyayamshalas in small villages too) spontaneously tried for the development of the youth. Variety in Indian Vyayam method and sports, simplicity, educational view and scientific base “are worth – considering”. It means that the British Government did not like
the all round progress of Indian citizens caused by traditional Indian sports. Variedly in Indian Vyayam method and sports will be known as given in the following kinds:

1. **Body increasing Exercises**
   
   Dand - Baithakas, Suryanamaskar, Yogasana etc.

2. **Aerobic Exercises**
   
   (A) Jodi, Gada (Mace), Mudgal, Karela, Mallkhamb, etc.
   
   (B) Jumping Somersaults, Actions of Balance, Rope-Climbing etc.

3. **Kinds of Fights**

   Wrestling, Spear, Baneti, Barchi, Dand-patta, a Hatchet (parshu), Lathi-kathi, Bothati, Faridgada, etc.

4. **Entertaining Sports and exercises**

   Swimming, riding on horses, archery, Mountaineering, Kho-kho, Kabaddi, and Atya-Patya, etc.

Therefore, the physical and mental development happens (becomes) equally or in a balanced quantity because of which all physical activities and sports are included in physical education. "Kothari Commission" was appointed in order to study the educational method extant in all India. The drawn conclusion done in the study during the period: 1964 to 66 are recorded (noted) in the report. The commission stated while considering physical education, lay stress on traditional physical education and allotted
them activities thinking of students’ liking and ability. All activities should be complimentary to educational motive, “The traditional forms of play and physical activities that have developed in our country should receive the emphasis in the programme”. “The programme offered should supplement of programme of education”.

It seems and appears from the above recommendation of Kothari Commission that it is again essential to make research on it by the scientific method for throwing a novel light on all ancient, Indian, traditional sports and on the method of exercises and for increasing their popularity and for observing their distinctive features and effects. Therefore the researcher determined to do research on the traditional sports

While studying ancient Indian sports especially Maharastrian traditional sports the researcher’s attention was drawn to this sport “Atya-Patya”. This sport is being played in rural areas. This sport is athletic (Maidani) as well as masculine (Manly) but the researcher thought that it is necessary to make research on this neglected sport in order to get it approved by society and government and to convince its significance.

“Atya-Patya” is a traditional and Indian sport. It, being played in different parts of our country since ancient times (period) is known as Doria Bandh, Maabi, Dappu, Patti, Sur-Patya and Atya-Patya. Even-though this sport is neglected today, it is abounded with a lot of peculiarities. It is an athletic and lead containing sport. The main target of this sport is to get maximum marks against the opponent team. Strenuous efforts have to be made for getting marks very quickly (speedily). While playing this sport different physical activities take place to make forceful activities on the left and
right side of the trenches, to jump, to bend down (to stoop) to lean at the front, to run in a zig-zag manner, to maintain balance and to dodge etc. kinds of physical activities are seen and found all sided exercise is taken. It was observed by the researcher and due to its distinctive features the researcher planned to make research on this sport.

The player of this sport has to try his best in order to get marks against the team of the opponent. Likewise judicious judgements have to be taken at the proper time. One has to make use of one’s talent to make the player out. Player’s intellectual and mental development is accomplished through this sport. And on account of this background the researcher thought this sport to be a sport of special characteristics.

If schools in the rural area especially in Maharashtra of Indian are surveyed sufficient facilities and amenities of education are not available there. Very rarely facilities of physical education are found there. Schools which have facilities and amenities of physical education have very few equipments and instruments and they are not found to be of high quality. Urban area is as much populated as rural area. Schools in urban parts do not have sufficient playgrounds. It also seems that physical education has been indirectly neglected for having given more emphasis on rational education. Similarly, some schools seem to be inclined to imparting physical education. Although instruments and equipment’s are available, it is found that they are not sufficient for all. Additionally as there is only one physical education instructor in the whole of school due to government policy, he cannot give justice to all students. It means that all can’t get the benefit of training of physical education. Only because of all these reasons the researcher began
to search for the sport which could be available with the experimentally minimum expenditure. Out of his research he realized that or (came to know it or got to know it) Atya – Patya was an inexpensive sport. It can be learnt with somewhat (a little or more) the minimum playground is required in this sport. No kind of any instrument or equipment is required in this sport. The researcher thought it necessary to have a research on this all round sport endowed with all good qualities.

Researcher read an article, “There is neither spacious playing ground nor sufficient sports material how should I teach the students ?” in the memorandum, "chandrshekaraya" of Maharashtra mandal's Chandrashekhar Agashe college physical education written by Dr. Vinayak D. Bapat of Mumbai University and he put up his problem in that article and also tried to solve it by different experiments. Such condition is seen even in a developed city like Mumbai. Therefore, it is necessary to propagate (spread) the inexpensive indigenous sport like Atya-Patya and on account of this fact the research was made on this sport and its usefulness was felt as well as its distinctive features were realized and due to this the researcher chose this topic and his research got more speed.

Thus, various problems in manifold schools can be encountered by the physical education instructors. Traditional Indian Atya-Patya sport can be useful for solving them.

3.1 The Nature of Atya – Patya

Atya-Patya is an ancient Indian sport. Formerly it was played in gymnasiums and Vyayamshalas. Even today this sport is played in some
places of rural areas of Maharashtra. This sport which is played in different parts of our country is recognized (known)as Dorya Bandh, Maabi, Dappu, Patti, Sur-Pati and Atya-Patya.

Players of one team have to obstruct (hinder) the players of other team in a fixed place i.e. (trenches) and the obstructed player has to slip out by dodging. This is Maharashtrian sport having a rough outline. This athletic sport (Maidani sport) includes the different actions of preventing (hindering), dodging and Shiva-Shiv (touching and going running). This sport was prevalent in the epoch of Saint Tukaram (16th Century) and it is reflected or revealed through the description of the following Abhangaas (verses poems) of Marathi Guru Visvasaint Siromane Saint Tukaram Maharaj 11 as follows

Mage Pudhe pahe sambhaluni doni thaya |
Chukahuni jaya gadi rakhe Gadiyasi ||1||
Murde danda donhi tonda gadiya savad kari |
Bhetiya sange taya hal tujvari || 2 ||
Gadiya gadi vatuni dei |
Jayacha sodi techi thai || 3 ||
Agalaya bale karil kaya |
Tuj dene lage daya || 4 ||
Nava ghari paula kari |
Sapade toe thehe dhari || 5 ||
Jinkoni dava kari |
Thava satta aanikavari || 6 ||
Sapadoni daie bahukal gunthalasi |
Baliya gadi phall fodi na dharita tayasi || 7 ||
Chukandi jo khaya miloni angi jaya |
Gunthalasi kaya tuka mhane azuni || 8 ||

- Saint Tukaram

Formerly, there were no approved rules for this sport. Deccan Gymkhana of Poona started all Indian matches of this sport controlled by official authority, rules and regulations in 1914. Even Hindvijay Gymkhana of Baroda framed different (separate) rules for matches in 1918. All Maharashtra physical education Mandal (association/organisation) of Pune set the modern, attractive uniform and disciplined form to this sport since 1935. This Mandal started a new single method of Atya-Patya. At present this sport is played everywhere according to their rules.

The playground 14 of Atya-Patya is divided into Sur-Pati and other nine trenches as per the current rules. A trench place where this game starts is known as the front trench or Kapal Pati and the last trench is known as the back-trench (Lon-Pati). A trench which divides all trenches is known as the central trench or surpati and the player on it is said to be a Grenadier or sur. There are two groups (team) of players and each of them has nine players. At the time of official match for each trench, sur pati and front trench one for each total eight referees and one umpire are arranged. In addition to this time officer and recorder of marks are present there. Lon players in this sport (Loners) come back to the front trench while playing from the front to back trench and by turning over from the back trench return. After crossing the front trench lona (back trench) takes place. Player opponent (patiwale or holders) of patya stand on patyas obstruct lonas to try not to complete lona (Game
point). The judgement of game depends only upon the game. Sur can defeat (beat) his rival anywhere from all sides. But if the opponent has gone in to the back trench the holder of pati (player can not beat him.

Practically, when the game starts after throwing a toss sur of the team of trenches (patiwalay) rapidly touches the second trench and takes a round again. This activity is known as cutting the square. Sur can’t beat the player without cutting the square before cutting the square most of the players reach the spot where the holders of the third trench (pati) stand.

At such time sur obstructs the players by preventing them with the help of third patiwal. It is known as holding a confinement. Such type of kondi can occur any where and at anytime. Patiwal try to hinder lonawale by making kondi as well as try to make them out by touching them. Thus if the team of lonawala is made out without doing loan patiwales get an opportunity to do lona.

There are several ways like dodging and Pad-Udya (falling and jumping) for breaking the trap done by patiwales. Some players try to reach the lona pati while being in the third (pati) trench. A player who has met (encountered) lonapati is only called a veteran player : By going to the back side of patiwal the word “Tond” is pronounced and it is said to appeal Tond. Then patiwal turns his face “Tond”. The player takes lona from the pati and tries to reach the central trench (Chambhar pati ) by crossing patya. At that time sur leaves first obstruction (kondi) and holds Kondi in that pati where veteran player is seen. A veteran player reaches lona (point) to an unfair player who has not reached lona Pati. This lona is reached only if the fair and unfair players are found in the same square. Thus, if the front trench is
crossed from one player to other player while moving on lona, lona is completed. After wards the rest of the players need not play upto the front – trench. The judgement is decided on the number of lonas on the rival party. Duration of time for the game is seven minutes only. During this if lona is left incomplete, the players who have crossed as many patyas get marks of those patyas one mark each.

This sport is entertaining, sufficient exerting exercise and inexpensive. Individual activeness (agility), collective skill (skill of team) are put to test in this sport. Simultaneously education of physical, mental and neuromuscular co-ordination is also obtained in it. Therefore the researcher decided to make research on this sport.

1.4 **Necessity and Importance of Research**

Today different plans are implemented through physical education and sports in order to develop player’s different abilities. These plans do not become completely successful due to rural and urban facilities, financial difficulties and the lack of proper guidance etc. Therefore the researcher has chosen this subject for his research in order to study the effects of Atya-Patya and its actual playing (traditional sport) on the Health related physical fitness and selected motor ability. The researcher chose this subject for research in order to see the availability of the advantages of western sports, playing through the medium of indigenous sport and to verify the necessity of our experimental indigenous sports.
If the present condition is considered or seen, (if the condition of the current schools is seen), they require playground but practically don’t have it, they have difficulty of playground. Likewise the sports like Foot-ball, Hockey require a spacious playground. Schools are realizing the difficulty of playground due to the reasons of thickly populated urban locality and extension of the construction of schools. The game which can be played within the minimum space is found to be Atya-Patya. If the importance of this sport is convinced through research, then the problem of the space for the playing ground of schools will be solved and so it is important to do research on this topic.

This game is not expensive as there is no necessity of instruments and equipments for playing it. It is not possible to make all instruments and equipments available to all i.e. Badminton, Basketball, Volley-Ball, Foot-Ball, Cricket and Hockey etc. expensive sports in rural as well as urban areas, All in schools can’t get instruments and equipments and for this it will be possible to recoup that imperfection (deficiency) by the sport of ‘Atya-Patya’, and all can get physical education and the pleasure of playing this sport ‘Atya-Patya’ and so it is important to make research on this topic. By playing ‘Atya-Patya’ body gets all sided and fair exercise. Due to this it helps body to be sturdy and healthy through the medium of this sport. Only for this it is necessary to see the effects, distinctive features and usefulness of this game. "Atya-patya" and to get it known by playing it. Therefore the
researcher chose this traditional and peculiar game, Atya-Patya for research.

‘Atya-Patya is a very entertaining sport. It is entertained by the actual player of sport and the watchers of this sport. A person forgets his sorrow, anxiety, stress and tension through the medium of entertainment (amusement) and gets rid of them and so he is helped for maintaining his health well. By playing ‘Atya-Patya’ mind is entertained and through this the task of physical exercise is achieved.

Physical activities occur after playing this, ‘Atya-Patya’. Body undergoes all sided and excellent exercise. Due to this Health related physical fitness, ability and selected motor ability are developed. It is necessary to make research on this sport in order to see how far / much these abilities are developed. After research its importance will be convinced to others and Atya-Patya will be played by all in society. The task of developing individual ability through this medium and keeping body fit and healthy will be accomplished.

The present research will help to improve this sport and to reform its ancient traditional standard (quality and level). Simultaneously still no research is done on this neglected Indian sport and so research on this subject is important and essential.

Due to research on this subject help will be rendered to Atya-Patya. This traditional sport is getting the approval of society and government.
1.5 Objectives of Research

(1) To prepare the training programme of playing “Atya – Patya” game.

(2) To find out the effects of playing atay-patya on the Health Related physical fitness of the players (Adolescents).

(3) To find out the effect of playing atay-paty on the selected motor fitness of the players.

1.6 Hypothesis

(1) Ho : There is no significant effect of playing atay-paty on cardio-respiratory endurance

(2) Ho : There is no significant effect of playing atay-paty on strength and endurance of abdominal muscles.

(3) Ho : There is no significant effect of playing atay-paty on body fat of triceps, sub scapular, thigh and calf muscles.

(4) Ho : There is no significant effect of playing atay-paty on flexibility.

(5) Ho : There is no significant effect of playing atay-paty on exclusive strength.

(6) Ho : There is no significant effect of playing atay-paty on Agility

(7) Ho : There is no significant effect of playing atay-paty on power of shoulder.

(8) Ho : There is no significant effect of playing atay-paty on speed
1.7 Scope and limitations

This study has large scope to conduct similar research program for other Indian cities.

The limitations of the study were as follows

1. The researcher could not collect more data for more accurate results.
2. The researcher cannot impose restrictions on the diet of the selected subjects for research.
3. No limitation can be laid upon the daily (regular) routine of the selected students for this research.

1.8 Delimitation of research

1. The study is delimited only for Sulakhe Highschool, Barshi.
2. The study is delimited only for 9th standard students.
3. The study is delimited only for the boys belonging to age group of 14 to 16 years viz. Adolescents.
4. The study is delimited only for the age group 14 to 16 years selected students' Health Related Physical Fitness ability as well as selected Motor fitness ability factors.

1.9 Definitions of Important terms

1. Health Related Physical Fitness

Health related fitness is based on the assumption that an adequate level of body development is required for health. The health
related fitness is measured by evaluating mainly the following these factors:

I) Body composition (percentage of body fat and lean body mass.)

II) Cardio – respiratory functions of the body

III) Musculo-sekeletal functions especially of abdominal and lowback part of the body.

IV) Flexibility

2. Motor Fitness

As quoted by C.A. Butchev\textsuperscript{13} A General Motor ability means physical ability and motor ability. Body’s common motor ability means a place where different physical activities come together and where the co-ordination of all bodily parts and physical skills-are included in it, physical and motor ability means body’s movable machines ability and efficiency with motion and general motor ability and means sturdy person’s body’s muscular strength, power energy, flexibility, agility, muscular efficiency, respiration of the heart and its efficiency reaction time, relation of activities between hands and eyes etc. are also included in it.

General motor ability means energetic forceful and alert physical and mental ability which can be achieved without any fatigue and this energy becomes useful at leisurely hours and at crisis.

It may be defined as one’s present innate and acquired ability to perform motor skills of a general and fundamental nature excluding specialized sports skills. Motor fitness suitability or preparedness for
performing big muscle activity without undue fatigue. It is compassed of muscular strength and endurance, Cardio-vascular endurance, power, flexibility, co-ordination, balance, speed, agility and body composition.

3. Adolescence

The period from the beginning of puberty to the attainment of maturity.²

4. Adolescence Stage

The essence of the word adolescence² is growth and it is in this sense that adolescent represents a period of intensive growth and change in nearly all aspects of child’s physical, mental, social and emotional life. It is very crucial period of one’s life. Generally refers to teenagers i.e.13 to 19 years.
References


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