



The Wisdom of Play: Traditional Indian Games

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Introduction

Traditional games have existed since ancient times, and they play an essential role in children's physical, mental, emotional, and social development. Games also promote emotional intelligence by teaching regulation, cooperation, and relationship skills. Playing traditional games in groups fosters teamwork, problem-solving skills, and confidence.

Traditional games focus on the joy of play rather than winning, teaching patience, perseverance, and resilience. They teach children to accept both praise and criticism positively, thereby building endurance and motivation. Through role-playing and imitation, games strengthen memory, creativity, and problem-solving skills while promoting self-regulated learning. Indian traditional games that foster the development of moral, emotional, social, and cognitive abilities include Gilli Danda, Pallankuzhi, Kho-Kho, and Kabaddi.

Despite UNESCO's 2017 call for their preservation, the increasing popularity of digital entertainment has led to a decline in these games. Their cultural significance and educational benefits are in jeopardy due to this deterioration. By incorporating ancient activities into contemporary education, we can preserve India's cultural heritage while promoting students' holistic development.

Historical Roots of Traditional Indian Games

The history of sports in India goes back to the Vedic period. In the Atharva-Veda, there is a saying: *"Duty is in my right hand and the fruits of victory in my left."* This is very similar in spirit to the Olympic oath: *"For the Honour of my Country and the Glory of Sport."* When the founders of the modern Olympic Games were planning the disciplines, they had India's



traditions in mind. India and Greece share a long history of cultural links, dating back to around 975 B.C. Both cultures enjoyed sports such as chariot racing and wrestling. In fact, many modern Olympic events are refined versions of the strength and speed-based games played in ancient India and Greece.

The famous epic Mahabharata recounts a game called Chaturanga, played between two groups of cousins at war. The epic is dated between 800 BC and 1000 BC. From Chaturanga came the word Shatranj, and later modern chess. In the Mahabharata, Yudhishtira and Duryodhana are said to have played a version of Chaturanga with dice. The game was designed as a battle simulation, reflecting the military strategies of ancient India.

The game of cards originated in ancient India and was known as Krida Patram. These early cards were made of cloth and decorated with scenes from the Ramayana, Mahabharata, and other traditional art. Later, in medieval India, cards became popular in royal courts and were known as Ganjifa cards.

Snakes and Ladders, known initially as Moksha Patam or Paramapadam, originated in India as a means to teach children moral and spiritual values. It was created by the 13th-century saint Gyandev and used cowrie shells and dice. The ladders stood for virtues like faith, generosity, and knowledge, while the snakes represented vices such as anger, greed, pride, and lust. The final square, 100, symbolized Moksha. The idea of this game was that good deeds lift you up in life and evil deeds pull you down. The British took the game to England in 1892 and renamed it Snakes and Ladders.

Dice are believed to have originated in India. Archaeological evidence of oblong dice has been found at Harappan sites like Kalibangan, Lothal, and Ropar, dating back to the 3rd millennium BCE. These were used for gambling and are mentioned in the Rig Veda and Atharva Veda. From India, the practice of dicing spread west to Persia and influenced their board games.

Pallankuzhi is an old South Indian game, mentioned in the Ramayana. It was popular during the Chola dynasty and often played by women in temple courtyards during festivals such as Shivratri and Vaikuntha Ekadasi. The board has 14 small pits (2 rows of 7), and players use seeds, pebbles, or cowrie shells. Two players take turns moving the shells, trying to capture as many as possible. The player who collects all the shells wins.

Kho-Kho is one of India's most popular traditional games. Kho-Kho is believed to have originated in Maharashtra as a form of "Run Chase." In ancient times, it was played on chariots and called RATHERA. The game requires speed, stamina, and quick reflexes, while also teaching discipline, teamwork, and sportsmanship.



Insuknawr, a traditional sport of Mizoram, played only by men and it is recognized as the Mizo National Game. It is a contest of strength where two players try to push each other out of a circle, which is 16–18 feet wide, using a wooden pole about 8 feet long.

Mallakhamb is one of India's oldest sports, combining elements of gymnastics and strength performed on a wooden pole. Evidence of its early forms can be found in ancient Indian epics such as the Ramayana and on Chandraketurgarh pottery dating back to the second to first century BCE. The earliest clear literary reference to Mallakhamb appears in the Manas-Olhas (1135 A.D.), a 12th-century text.

Silambam, a martial art of Tamil Nadu using a long bamboo staff. References to Silambam date back to second century A.D. in Silapathikaram. It was promoted by the Pandya, Chola, and Chera kings, and its staves were in high demand among foreign traders, including Romans and Greeks.

Polo originated in Manipur as Sagol Kangjei around 3100 BCE, deeply connected with local gods, festivals, and traditions. The game is credited to King Kangba and was played by ordinary people using the indigenous Manipuri pony. In 1858, British officers Captain Robert Stewart and Major General Joe Sherer witnessed a game of Sagol Kangjei in Manipur. Fascinated by it, they introduced the sport to their peers. Sherer promoted the game in Silchar, where the Silchar Polo Club was founded in 1859. A few years later, Stewart and Sherer established the Calcutta Polo Club in 1861–62, which also produced the first rulebook for modern polo. Kalaripayattu: A martial art from Kerala, believed to have begun in the 4th century A.D. with sage Parasurama. It flourished in the 16th century and is one of the oldest martial traditions in the world, practiced in special arenas called kalaris.

Cultural Significance and Community Bonding

Games as Vessels of Culture and Identity

Games reflect and shape the beliefs, customs, and social conventions of the people who produce and play them. They are potent symbols of culture and identity. They provide players with immersive experiences that promote empathy and understanding by illustrating historical backgrounds and cultural narratives through character design, storytelling, and gameplay mechanics. To preserve cultural history and educate future generations, many indigenous games, for example, integrate traditional tales, rituals, and symbols. Similar to this, games created in other locales frequently showcase regional languages, cultures, and social issues, offering a forum for cross-cultural communication and expression. Players from all over the world can learn about different viewpoints due to this cultural embedding, which fosters an appreciation for other cultures.



Additionally, by enabling players to explore and express many facets of themselves in virtual environments, games aid in the construction of identities. People can experiment with gender, ethnicity, and social roles through customizable avatars and story options, which promotes the formation of both individual and collective identities. A sense of belonging is fostered by the communities that online multiplayer games generate, where people from different cultural backgrounds and interests come together.

The common customs, beliefs, and identities centered around gaming are referred to as video game culture. A medium's definition of culture influences power relations and perceptions, which in turn impact media and scholarly debates. A critical analysis of these definitions reveals the shortcomings of game studies and recommends more comprehensive research methodologies. The worldwide reach of the gaming industry also raises concerns about cultural appropriation and uniformity. Games can be valuable tools for social interaction, and education and cultural preservation can be achieved by incorporating cultural diversity and fostering respectful representation.

Social Cohesion Through Traditional Play

By uniting people and communities through shared interests, values, and experiences, traditional play is crucial for fostering social cohesion. Traditional games and play activities, with their roots in cultural history, often emphasize collaboration, communication, and group participation, all of which foster a sense of belonging and strengthen social ties. Usually handed down through the generations, these games act as a link between the past and the present. Elders teach younger players the stories, rules, and meanings of each game, fostering possibilities for intergenerational connection. By preserving social norms and cultural values, this information transfer strengthens community identity and continuity.

Traditional play often takes place in public spaces, such as village squares, celebrations, or family gatherings, creating inclusive environments where individuals from diverse backgrounds can interact. Many classic games are cooperative, which promotes respect and teamwork among players, helps resolve disputes, and fosters trust. This group interaction fosters understanding and empathy, two qualities that are vital to social cohesiveness. Particularly in mixed societies, traditional play can be used as a social integration strategy. Playing games together helps people from diverse social and cultural backgrounds discover common ground, breaking down barriers and fostering harmony.

This study examines stereotypes, derogatory depictions, and marginalization in the context of prejudice against video games and their culture. It draws attention to initiatives taken by publishers and participants



to counteract prejudice through diversified media and industry standards. To further lessen bias, future studies should concentrate on in-depth analyses of different forms of discrimination. Traditional games effectively foster social connection across age, gender, and socioeconomic divisions because of their accessibility and simplicity. Traditional play is more than just leisure; it is a powerful tool for fostering harmony within communities, preserving cultural heritage, and strengthening social bonds.

Play, Ritual, and Community Life

Community life, ritual, and play are intricately entwined; each enhances the others to produce significant social interactions that uphold cultural values and a sense of shared identity. Play frequently forms the basis of ritual by offering planned but creative activities that captivate participants on an emotional and social level. In turn, rituals transform play into symbolic behaviours that signify significant societal occasions, life changes, or shared values. Play is deeply ingrained in ceremonial traditions, such as festivals, ceremonies, and rites of passage, in many cultures. Playful components, such as games, dance, music, and storytelling, are used at these events to encourage involvement and emotional bonding.

People internalize the community's ideals and customs, reinforcing their participation through these shared experiences. Rituals' symbolic and recurring elements connect generations past, present, and future while fostering a sense of continuity and stability. Integrating play and ritual enhances social cohesiveness and the general well-being of the community. "According to this study's analysis of popular Steam games, brand loyalty, multiplayer capabilities, and marketing tactics are equally crucial to success as game quality.

In a cutthroat gaming industry, it emphasizes the significance of creative gameplay, marketing, and technologies like virtual reality, providing developers and marketers with valuable insights. (Yu, 2024) Playful rituals promote social ties by fostering cooperation, mutual respect, and trust among participants. They also provide a secure setting for expressing feelings, resolving disputes, and celebrating group accomplishments. Resilient communities require a sense of purpose and belonging, which is fostered by this dynamic connection. Additionally, the combination of ritual and play promotes cultural transmission, as elders mentor younger members in these customs, ensuring the preservation of legacy and identity. Recognizing the value of play and ritual in communal life can motivate efforts to revive long-standing customs and provide fresh avenues for group interaction in modern society.

Educational Theories and Cognitive Value of Play



Traditional Indian games have immense educational value according to theories in psychology. They are valuable instruments for holistic education that extend beyond recreation, as they foster cognitive, social, and personal growth by promoting active learning, teamwork, and a variety of intelligences.

- **Piaget's Cognitive Development Theory**

Piaget's Cognitive Development Theory emphasizes that children learn by actively interacting with their environment. Play supports this process, helping them explore, experiment, and build knowledge. For example, Pallankuzhi, which requires counting and strategy, aligns with the concrete operational stage, where children develop logical thinking and grasp concepts such as conservation and reversibility. Piaget also noted that children progress from guided practice to independent play across the stages of preoperational, concrete operational, and formal operational, each reflecting increasingly advanced cognitive abilities.

Piaget's stages of development can be clearly seen in how children learn traditional games. They usually receive guidance by watching demonstrations and learning rules. And they experiment through trial and error with some supervision. Also, achieve independence by developing strategies and even creating new variations.

According to this theory, children's ability to play games changes as they grow. At ages 4–7 (Piaget's preoperational stage), they enjoy simple games like Snakes and Ladders, which involve counting and taking turns. Between 7–11 years (concrete operational stage), they can manage games that need more logic and strategy, such as Pallankuzhi. By the time they reach 11 years and above (formal operational stage), they are ready for complex games like Chaturanga or advanced Kabaddi, which require planning, strategy, and abstract thinking. These age ranges are approximate since children may develop at different speeds depending on the environment and experiences.

- **Vygotsky's Sociocultural Theory**

Vygotsky's Sociocultural Theory highlights the importance of social interaction in learning. His concept of the Zone of Proximal Development (ZPD) explains the gap between what a child can do independently and what they can accomplish with guidance. Traditional games like Kabaddi and Kho-Kho foster teamwork, communication, and strategy, creating a social setting where children learn from peers and more skilled players. Vygotsky emphasized that children learn most effectively



in social settings, where guidance enables them to accomplish tasks they cannot accomplish alone. Traditional Indian games like Kabaddi and Kho-

Kho encourages teamwork and collaborative learning. As children plan and communicate with peers, they work within the ZPD, improving through peer support and shared problem-solving. Teachers or older peers can support the process by breaking down rules, giving hints, or modelling strategies, which he referred to as scaffolding. Gradually, as children gain confidence, they internalize these skills and move from guided play to independent participation.

- **Gardner's Theory of Multiple Intelligences**

Gardner's Theory of Multiple Intelligences shows that intelligence encompasses a wide range of skills rather than just IQ. Simultaneously, traditional Indian games stimulate multiple intelligences. In Kho-Kho, for instance, collaboration fosters interpersonal intelligence, while Kabaddi fosters bodily-kinesthetic intelligence through physical agility. Strategic planning in games like Chaturanga and Pallankuzhi enhances intrapersonal intelligence by promoting self-awareness and focus. These games also reinforce logical-mathematical reasoning through strategy and counting. Traditional games promote a comprehensive approach to learning that involves the mind, body, and emotions.

By linking traditional games to established educational theories, their value as instruments for comprehensive education becomes evident. These games provide hands-on, social, and interactive experiences that promote cognitive growth, social skills, and personal development. It also demonstrates that traditional games are not only recreational but also powerful educational resources that align with active, context-based learning models.

Integration of Traditional Games into Modern Education

Including traditional Indian games in modern education can enrich learning by combining cultural heritage with contemporary goals. These games can be used in subjects such as physical education, social studies, and mathematics to provide a more holistic approach. The integration of the Indian Knowledge System into education has also been recognized in policy, such as the National Education Policy (NEP) 2020.

Local community involvement is key to integrating traditional Indian games. Grandparents, artisans, and village elders often hold authentic knowledge of the rules, symbolism, and history. Inviting them to schools can provide firsthand demonstrations, preserve cultural heritage, and promote intergenerational



dialogue. Combining community expertise with classroom instruction helps students learn, appreciate, and take pride in India's heritage while keeping games alive as evolving traditions.

The Shell Game, as played in South India, shows how a simple activity can have cultural, social, and educational value. Using four kavade to hide and shuffle an object, the game builds focus, memory, and problem-solving skills. As a local version of the global shell game, it demonstrates how traditional games adapt while staying unique. In this way, the kavade game serves as both a learning tool and a cultural symbol, supporting growth and preserving identity in today's world.

Games like Kabaddi sharpen strategic thinking and teamwork, Kho-Kho develops speed, focus, and cooperation, while Mallakhamb integrates yogic concentration with physical dexterity. These games are not separate from academic learning, instead, they can serve as interdisciplinary bridges linking physical education with mathematics through counting, strategy, and measurement, history through cultural narratives of games, environmental science through use of natural spaces, and philosophy through lessons of discipline and balance. By framing these games as part of the curriculum, educators can encourage students to see knowledge as lived practice rather than abstract content.

- **Early Exposure in Primary Education**

Introducing traditional play in early schooling builds values of respect, cooperation, and cultural pride. Play-based teaching methods that can be employed at this stage are:

- Storytelling with play:** Introducing myths, folktales, and historical anecdotes associated with games such as Kabaddi or Lagori.
- Integration into daily routines:** Making games like Kho-Kho or Gilli-Danda part of school recess and classroom energizers.
- Experiential values:** Using traditional games to teach sharing, patience, and resilience, values often missing in modern competitive schooling.

This supports a holistic model where play nurtures both academic and non-academic growth

- **Traditional Play in Secondary Education**

At the secondary level, curriculum innovation involves structuring play for interdisciplinary learning and identity formation. Pedagogical strategies may include:

- Interdisciplinary modules:** For example, linking Kabaddi with lessons in physics (force, balance, motion) or psychology (team coordination, decision-making).



- ii. **Cultural history modules:** Teaching the evolution of wrestling (Kushti) through Gurukul traditions and dietary practices.
- iii. **Skill-based projects:** Asking students to document rules of local games from their grandparents, promoting oral history and community engagement.

Moreover, organized inter-school leagues and tournaments can bridge the gap between tradition and professionalism, demonstrating to students that indigenous games are not outdated but offer pathways to careers and global recognition.

- **Higher Education and Research in Play Pedagogy**

In higher education, curriculum innovation through traditional play involves systematic study, professionalization, and research. Universities can develop specialized courses on:

- i. **Ethnography of play** – documenting and analysing regional games.
- ii. **Traditional sports sciences** – studying Ayurvedic diet, yogic practices, and physical training associated with Kushti or Mallakhamb.
- iii. **Play and innovation** – using indigenous games as design frameworks for gamification and physical education technologies.

The future of Indian education lies in this fusion of play and pedagogy, where classrooms are not confined to rote learning but expanded into fields. By embracing traditional play as a driver of curriculum innovation, India can cultivate a generation that is both globally competent and deeply connected to its heritage.

Health, Teamwork, and Social Skills through Games

Physical Fitness and Emotional Resilience in Play

Play is a vital part of healthy development for children and adults of all ages because it fosters emotional and physical resilience. Physical activity that is physically demanding promotes endurance, coordination, and mobility, all of which contribute to overall health and well-being. Running, jumping, climbing, and participating in team sports are examples of activities that improve cardiovascular fitness, muscle strength, and flexibility, which help prevent diseases associated with sedentary lifestyles. Physical advantages, play helps people become more emotionally resilient by providing a secure and encouraging space to explore their emotions, confront obstacles, and develop coping mechanisms. Children and adults alike gain confidence, learn how to deal with failure, and learn how to control irritation via play.



“Examining exercise tolerance and resilience as mediators in this relationship, this study investigates how physical activity lowers negative feelings”.

Play's unpredictability fosters flexibility and problem-solving skills, two qualities necessary for emotional resilience. Particularly via encouraging cooperation, empathy, and communication, social play fosters emotional intelligence. Play interactions with peers aid in the development of meaningful connections, emotional regulation, and an understanding of diverse viewpoints. These social skills are crucial for navigating challenging emotional situations in daily life. Play is a natural way to decompress and elevate mood by releasing endorphins and providing a break from everyday stressors. Promoting social and physical play helps people develop stronger bodies and minds, preparing them to handle life's obstacles with more resilience and adaptability. Understanding the two advantages of play highlights its crucial role in community initiatives, healthcare, and education.

Cooperative Learning and Peer Interaction

Peer contact and cooperative learning are essential teaching strategies that improve social and academic growth. Collaborative learning fosters active involvement, shared accountability, and mutual support by involving students in group projects. This results in a dynamic atmosphere where knowledge is created collaboratively. Peers collaborate to solve issues, finish projects, or investigate ideas in cooperative learning environments, which fosters deeper comprehension through explanation and discussion. “This study clarifies the function of empathy in prevention by demonstrating that cooperative learning lowers bullying by improving affective empathy and peer-relatedness”. These exercises' collaborative format also fosters the growth of interpersonal abilities, including patience, empathy, and conflict resolution.

In cooperative learning settings, peer connection fosters a feeling of belonging and community. Students gain trust and respect when they rely on each other's abilities and help each other with their deficiencies. This increases motivation and engagement. This supportive social setting promotes inclusivity and collaboration by lowering feelings of rivalry and loneliness. Students who participate in cooperative learning are better prepared for real-world scenarios where cooperation and teamwork are crucial. People contribute to group objectives while realizing the significance of group achievement, which develops leadership abilities and accountability.

Cooperative learning is a functional instructional approach, as research continuously demonstrates that it enhances social skills and academic outcomes. Teachers can design classrooms that are both intellectually and socially interesting by encouraging peer interaction. Peer engagement and cooperative



learning are effective strategies that support holistic development. They enable students to share and learn from one another, enhancing their knowledge and vital life skills in a supportive community.

Building Team Spirit and Social Values

Whether in social organizations, businesses, or schools, creating cohesive, supportive, and productive communities requires a strong foundation in social ideals and teamwork. While social values encompass the guiding principles of respect, cooperation, justice, and empathy, team spirit refers to the sense of unity and shared purpose among team members. Collaborative activities that call for mutual support, trust, and communication are among the best ways to foster team spirit. People become committed to the group and feel a sense of belonging when they collaborate to achieve shared objectives. Members are encouraged to put group success ahead of individual accomplishment as a result of this shared experience, which also improves interpersonal ties. Consistent practice and modelling in group environments foster social ideals. Fairness, inclusion, and respect-focused activities help people internalize these values.

Team sports, group projects, and community service programs, for instance, offer chances to exercise collaboration, settle disputes, and value different viewpoints. By providing exemplary examples and fostering situations where each member feels heard and respected, leaders play a critical role in promoting social ideals and team spirit. Members are further inspired, and a mutually respectful culture is strengthened when individual contributions are acknowledged within the team. Encouraging emotional intelligence, social responsibility, and a strong sense of teamwork, as well as improved group performance, all support personal development. They equip people to successfully negotiate intricate social situations and make constructive contributions to society.

Pedagogical Approaches to Reviving Indian Indigenous Games

Reviving Indian indigenous games requires education, community involvement, and thoughtful teaching. The Indian Knowledge System (IKS) supports this by emphasizing holistic development, discipline, and physical fitness. Ancient texts, such as the Dhanurveda, Agamas, and Natyashastra, emphasize physical training for both body and mind, informing modern teaching methods. Including games such as Kalarippayattu, Kushti, and Mallakhamb in school and university programs can enhance fitness, foster cultural pride, and promote a connection to heritage.

A key teaching method is experiential learning, where students learn through hands-on experiences rather than just studying theory. For example, Kushti in akharas followed the Gurukul system, combining



physical training, Ayurvedic nutrition, and yoga. Incorporating this approach in physical education can develop discipline, resilience, and teamwork. Similarly, Mallakhamb and Kalaripayattu, which focus on concentration, flexibility, and self-defence, support modern teaching by combining thinking, feeling, and physical skills.

Contextualized pedagogy teaches indigenous games along with their cultural, historical, and philosophical background. Games like Kho-Kho and Kabaddi can be introduced through stories, festivals, and classroom discussions, showing students that they are more than just sports; they also reflect cultural identity.

Professionalism in traditional games has boosted their popularity. Leagues like the Pro Kabaddi League and Ultimate Kho-Kho League show how training, sponsorship, and media attention bring these games into the mainstream. Schools and universities can adopt similar models through inter-school competitions, scholarships, and professional coaching. The Kho-Kho World Cup (2025) shows that global exposure can motivate students, helping them see indigenous games as potential careers and paths to international recognition.

Collaborative and inclusive teaching is vital for traditional games. Encouraging participation across gender, caste, and region promotes inclusivity and community bonding. Games like Lagori and Gilli-Danda can be revived in schools, focusing on cooperation and creativity rather than just competition. Teachers can adapt these games for modern classrooms while keeping their traditional spirit.

Ultimately, digital and media-based pedagogy offers opportunities for more extensive engagement. Creating online tutorials, live-streamed competitions, and interactive platforms can help young learners connect with these sports beyond the physical classroom. This approach ensures that indigenous games are not confined to rural akharas or cultural festivals but are accessible to a global audience.

Reviving Indian indigenous games requires blending tradition with innovation. Approaches like experiential learning, cultural context, professional training, inclusivity, and digital tools make these games relevant today. By including them in schools and communities, India can preserve its cultural heritage and teach future generations the holistic values of the Indian Knowledge System.

Sustainable Frameworks for Cultural Preservation and Learning

Reviving Heritage Through Education



One effective strategy for maintaining cultural identity and fostering a sense of community is to revive heritage through education. Traditions, languages, artwork, crafts, and historical knowledge that have been passed down through the centuries are all considered to be part of one's heritage. However, these priceless legacies are frequently threatened by fast industrialization and globalization, which causes them to gradually erode. Students gain a deeper understanding of their roots when local history, traditional arts, and indigenous knowledge are incorporated into school curricula. To revitalize its cultural legacy, the article criticizes India's colonially impacted educational system and calls for the progressive merger of traditional Indian ideas, modern literature, and practical artistic and technical skills based on spiritual principles. This enhances their educational experience and fosters a sense of pride in their cultural heritage.

Cultural festivals, storytelling sessions, and workshops are examples of educational programs that provide young people with dynamic opportunities to engage actively with their heritage. These encounters ensure that elders' knowledge and methods are successfully passed down by bridging the generational divide. The impact and reach of heritage education are further increased by integrating technology. A wider audience, including diaspora communities, can now access cultural knowledge thanks to digital archives, virtual museums, and online courses. In a world that is changing rapidly, preserving cultural diversity and identity requires reviving heritage through education. It ensures that heritage is a live, breathing force by enabling people and communities to value their past while adjusting to the future.

Policy and Practice for Sustaining Traditional Games

Maintaining traditional games necessitates both a thorough legislative framework and doable programs that encourage participation and preservation. Because they capture the history, values, and social cohesion of communities, traditional games are an essential component of cultural heritage. These games run the risk of becoming obsolete, though, given the popularity of digital entertainment and contemporary sports. The documentation and acknowledgment of traditional games as significant cultural assets have to be given top priority in policy actions. Governments and cultural institutions can establish specialized departments to study, preserve, and promote these games.

Traditional games promote early participation and intergenerational transmission when they are included in community programs and school curriculum. Grants and sponsorships can provide funding for the planning of competitions, celebrations, and seminars, which will raise awareness and interest in these



sports. “Children's social-emotional development, cultural identification, and health are all improved by traditional games, which call for their inclusion in the curriculum and more study”.

Working together with local communities is essential. Traditional games can be taught and revived by elders and practitioners who have the requisite knowledge and abilities. Coaches and instructors can be prepared to teach these games successfully through training programs. Traditional games are also made more accessible to a larger audience by being incorporated into public areas like parks and community centres.

Traditional games are also maintained in part by technology. Social media advertising, virtual contests, and interactive lectures can all be made with digital platforms to appeal to younger audiences. Maintaining traditional games necessitates a well-rounded strategy that combines grassroots initiatives with encouraging laws. By appreciating and supporting these games, societies can protect cultural diversity, promote physical activity, and strengthen community ties.

Toward a Holistic and Culturally Rooted Education

To develop well-rounded individuals, a holistic and culturally based education places a strong emphasis on integrating academic knowledge with local customs, cultural values, and indigenous knowledge. This method acknowledges that education is a process that creates identity, ethics, and social responsibility rather than just imparting knowledge. Students gain pride and a sense of belonging by strengthening their ties to their heritage through education rooted in cultural contexts. “In addition to encouraging interconnection and a more expansive perspective, holistic education promotes balanced development across intellectual, emotional, spiritual, and social domains”.

To promote healthy growth, a holistic education considers the intellectual, emotional, social, and spiritual aspects. It fosters empathy and critical thinking, creativity and discipline, as well as personal development and community involvement. To ensure that education reflects the lived reality of students, culturally embedded education incorporates indigenous languages, arts, practices, and knowledge systems into curricula. As students see their identities and experiences affirmed during the learning process, this relevance improves motivation and retention.

By promoting cultural regeneration and preservation, this type of education combats the homogenizing consequences of globalization. It enables communities to address contemporary issues while preserving their unique worldviews. In their capacity as cultural mediators who value and integrate local knowledge into their teaching, teachers play a crucial role. Collaboration among educators, legislators, families, and



cultural leaders is necessary to implement an education that is holistic and deeply rooted in culture. Learning experiences are enhanced and cultural continuity is reinforced when education is shifted toward a more comprehensive and culturally grounded approach. It equips students to thrive academically while making significant contributions to their communities and the broader world, promoting a more equitable and culturally vibrant society.

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