CONCLUSIONS

The ancient programme of Physical Education of India are very unique reflecting the regions and its culture. The Physical Education Programme of Pre-Independence region are part of the state life and they are evolved over a period of time and their theory practice suggestive of the mood and attitudes of the states culture games, they are with metaphors, symbolic of the experience with people go through and as such integrated to the urban ambience. Unlike the modern games that are governed by standardized rules and regulations, dependent on hi-tech equipment and training and driven by the compulsion of commerce and profit of sports and games are region-specific, largely spontaneous and built into the ways people see and experience their lives.

Integrated to the urban life, the state games have more direct impact on the making of the individual, particularly in moulding the child's personality. The childhood cannot be distanced from the rural games in the villages as they are evolved naturally while playing recreational activities. In these rural and urban
Physical Education investigator assessed the elements of competitions, ideas of role playing, association of playing abilities, playing attitudes, behavioural patterns, physical exercises and organizational measures. These elements ultimately constitute the body of game and from this point view the importance of the present study are very clear and also it is become more explicit after going through the relevant studies stated in the following context to this gap and contradictory findings.

The games are very less expensive but give maximum pleasure to the participants. Each of traditional game found before Independence era has scientific backgrounds and they were supplementary to the physical and mental growth of children and adults.

There are numerous different types of sports and games were found which are played by urban people, school boys and girls during harvesting, festival and cultural gatherings in the country.

There are different games have linkage with the present modern games of India which are having international recognition.

Analysis of the different types of games for the development of sports and games in the India is done. As per the findings of different culture games commonly played in India have direct impact on the body and mind to change the wholesome personality of an individual. The most important reason to play
sports and games is to have fun. Laughter, fun and goodwill are necessary to cope with stress and pressure. The value of laughter in maintaining health and equilibrium is beyond question. Culture games play is perhaps one of the few sources of spontaneous laughter and as such can be a wonderful stress-buster for adults and children alike. The second crucial aspect is the social element involved in playing these rural culture games. The experience of playing varies depending on the people with whom we play and what kind of games we play, thus making each play session a different experience. Another important aspect of traditional games is the role they play in building relationships. Relationships get a chance to build beyond a structured environment through traditional games. These culture games are such a device - they teach healthy competition, mutual tolerance, thinking skills for facing problems, attitude to accept defeat and show dignity in victory. Beyond all else, these games brought the members of the family together in a shared experience of play.

Physical and psychological benefits to the children's and adults through participation in Physical Education. The things are learnt and experienced through the participation both in physical as well as psychological aspects and they are, learn to win and lose, think and plan, improve motor skills, develop sensory skills, count, add and identify colour, improve hand-eye co-ordination, have fun, participants learn about our culture and history, sports and games are environment friendly, culture
games are suitable for all ages, culture games promote interaction between generations.

**RECOMMENDATIONS**

The games should to be part of written practical curriculum for the primary and high school students. Because they teach many things to children's while playing like how to learn to win and lose, develop sensory skills, count, add, improve motor skills, identify color, improve hand-eye co-ordination and finally to have fun, naturally one play or watch a game to have fun. Games are not just games; they are designed in such a way that one can develop lot of skills like logical thinking, building strategy, concentration, basic mathematics, aiming, and lot more.

The talent identification and selection trails in Physical Education through culture games should be conducted to find out hidden talent for advanced training and coaching for the promotion of games from grass root level.

As observed by the investigator the games in ancient India are more talented and skillful and are well trained and coached by well qualified professionals by providing basic infrastructure facilities at the grass root level.
The Department of Youth Empowerment and Sports should concentrate and provide adequate budget for research projects of games for the sports and its development.

Physical Education programme should be part of all citizens for the better and healthy life style.

Present kind of studies are to be conducted in various aspects of Physical Education to find the relationship between past rural culture games and present sports and games.

The players in pre-independence period are more talented and skilful in Wrestling, Kabaddi, Malkamb and Kho-kho games. They are well trained and coached by well qualified professionals by providing basic infrastructure facilities at the grass root level and bought laurels to the nation.