

The Traditional Sports and Games and it's Preservation in West Bengal



Sports Science

KEYWORDS : Traditional Sports and Games, Preservation, West Bengal

Mr. Pradip Tudu

Research Scholar, Visva-Bharati

ABSTRACT

Traditional sports and games (TSG) cultivate local and regional customs and strengthen the sense of national belonging. Locally or regionally rooted TSG encourage exchanges between districts, citizenship and regions and preserve a sense of cultural identity by providing marks of roots and reference. (Malgorzata Bronikowska, Michael Groll)
In this paper we outline the traditional games and sports of West Bengal. In addition, the values of traditional games and sports; modern children and traditional games & sports; the full picture of decline of the traditional games & sports; Parents Interpretation and the Actions to be taken to preserve the Traditional Games and Sports will be proposed.

Introduction

West Bengal has quite a number of traditional Sports and games which are played mostly by kids but still are cherished by other people of any ages, since it just reminds them of their own childhood days. These are absolute fun to play. Though with the advent of computer/video games and of late mobile games, kids prefer to spend their times indoors, but still these games are very popular.

The stunning difference between the games played in the previous and present generation clearly shows that we have almost forgotten most of our valuable traditional games.

- Traditional games & Sports in West Bengal
- KIT-KIT
- Dang Guli (Gilli Danda)
- Guli (Marbel)
- Buri chu
- Ghani
- Lal Lathi (Red Stick)
- Ghuri (Kite Flying)
- Cock Fighting
- Archery
- Kho-Kho
- Kabaddi
- Atya-Patya
- Dhupur-Dhupur Kathi
- Iching Biching
- Lattu

Values of Traditional Games and Sports

The values that we achieve by playing these games are more when compared to the games that we play nowadays. Some of the values that we gain are that they are environment friendly, we get a chance to learn about our culture and history, and an important thing is, it is suitable for all ages, so they increase the interaction between generations.

Traditional games sharpened one's observational and math skills. Traditional Games were not just games; they were designed in such a way that one can develop lot of skills like logical thinking, building strategy, concentration, basic mathematics, aiming, and lot more.

Traditional Games act as learning aids. They teach many things while playing like 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.

MODERN CHILDREN AND TRADITIONAL GAMES & SPORTS

Looking at the modern children, one striking difference be-

tween the childhood that the previous generation had and the one that this generation is having is the lack of Indian or native game Nowadays almost all kids play games like cricket, tennis and football.

Nobody is playing games like Kabaddi, Goli, KIT-KIT, Dang Guli (Gilli Danda), Guli (Marbel), Buri chu, Ghani, Lal Lathi (Red Stick) etc.

THE FULL PICTURE OF DECLINE OF THE TRADITIONAL GAMES & SPORTS

A number of factors are causing the decline:

First of all, children have more options now than ever before, with lots of other temptations for their attention.

Parents working long or odd hours or multiple jobs, just don't have the time to transport their kids to practices and games.

Kids these days are so awesomely advanced. They have their Mobile, iPods and can operate a PC or note pad/ laptop without much trouble.

We're not talking about games for children online. We're not referring to traditional games the ones that we played when we were kids and we don't have all those nifty gadgets around.

Parents Interpretation

According to many parents they try to keep their young children involved in as many sports as possible, but admit it requires some serious juggling as they try to make time for homework and dinner on the nights there are games or practices.

In addition to the traditional sports, parents said their children enjoy non-traditional such as wrestling, Cricket, swimming, music, drama and art etc.

Don't have much time to explain and demonstrate their kids to practices and games.

Actions should be taken to preserve the Traditional Games and Sports

It is the time we should realize that our traditional games/sports should be spread through various means whatsoever in order to save them from becoming wipe out. Modern sports however always remain in fashion due to the media's support. If media starts bringing up the traditional sports, there could be significant improvement in development of traditional sports.

Traditional games can be made popular but then this re-

quires attention of the government. Without funding the traditional games, such games would not grow and without branding them on media, people wouldn't recognize their importance.

Traditional Games and Sports should be put in the syllabus of the school and Physical Education Courses.

A Conference and work shop on traditional Games and sports can be organized thrice in a year.

Traditional Games and Sports center can be opened up to spread it in a wide range.

Research Center for Traditional Sports & Games can be established in the Indian famous Universities.

Conclusions:

If the variety of play and games represents the West Bengal of the people of India, each reduction of their popularity is a threat against all of us/all of our cultures. That is why, if biodiversity is fundamental for the survival of life, then ludodiversity is the value of TSG for the survival of culture (Eichberg 2004).

References

1. Blanchard K., *The Anthropology of Sport*, Bergin and Garvey, Westport, Connecticut – London 1995.
2. Cailliois R. (1958), *Les Jeux et les homes. Le masque et le vertige*, Éditions Gallimard.
3. Egan S., (2003), *An Holistic Analysis of the Educational Components of Traditional Games*, *Studies in Physical Culture and Tourism*, Vol.10, No 1., 39-49.
4. Eichberg (2004), Nørgaard, *Education through Play and Game – Danish Experiences (w:) Education through Sport: Towards an International Academy of Sport for All. A report to the International Sport and Culture Association (ISCA) and the European Commission*, Gerlev: International Movement Studies 2004 – <http://www.iasfa.org/literature.htm>
5. Gratton Ch, Taylor P (2000), *Economics of Sport and Recreation*, Spon Press, London.
6. <http://newschips.blogspot.in/2011/11/forgotten-traditional-games.html>
7. <http://newslite.tv/2010/08/10/traditional-outdoor-games-are.htmles.in/>
8. <http://www.buffalopost.net/?p=18949/www.traditionalgam>
9. <http://www.indiaonline.in/About/sports/Traditional-Sports.html>
10. <http://www.proud2bindian.in/sports-india/4229-international-sporting-event-india-vs-traditional-sports.html>
11. <http://www.proud2bindian.in/sports-india/4229-international-sporting-event-india-vs-traditional-sports.html>
12. Huizinga J. (1950), *Homo Ludens*, New York: Roy Publishers.
13. Jaouen G. (2003), *Educational Stakes for The 21st Century Society Trough Inheritance, Diffusion, And Transmission of Tradition Games (Preface)*, *Studies in Physical Culture and Tourism*, Vol. 10, No.1, 11-13.
14. Jaouen, 2006
15. Naul, R. (2003) *Concepts of Physical Education in Europe*, in: K. Hardman (Ed.) *Physical Education: deconstruction and reconstruction – issues and directions*, (Berlin, Verlag Karl Hofmann Schorndorf), 35-53.
16. Parlebas P. (2003), *The Destiny of Games Heritage and Lineage*, *Studies in Physical Culture and Tourism*, Vol. 10, No 1, 15-26.
17. Penney, D. & Chandler, T. (2000) *Physical Education: What future (s)?*, *Sport, Education and Society*, 5, (1), 71-87.
18. Piasecki E. (1959), *Tradycyjne zabawy I gry ruchowe oraz ich geneza*. In: Michał Godycki (ed.) *40 latd Katedry Wychowania Fizycznego UP do Wyższej Szkoły Wychowania Fizycznego w Poznaniu*. Poznan, 89-303.
19. Renson R, Manson M., Vroede De E. (eds), *Typologie de classement de jeux traditionnels en Europe*, Dossier no. 1, *Classement élaboré après les séminaires de Vila Real, Portugal (1988), et Leuven, Belgique (1990); Élaboré après saisies et additions de G. Jaouen*, Printemps 2001.
20. Rink, J.E. (2001) *Investigating the assumptions of pedagogy*, *Journal of Teaching in Physical Education*, 20, 112-128.