



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

*International Journal of Recent Scientific Research*  
Vol. 10, Issue, 01(E), pp. 30498-30503, January, 2019

**International Journal of  
Recent Scientific  
Research**

DOI: 10.24327/IJRSR

## Research Article

# PROBLEMS AND CHALLENGES OF IMPLEMENTATION OF PHYSICAL EDUCATION IN SCHOOLS IN WEST BENGAL

Ray, Gopal<sup>1</sup> and Bera, Tusharkanti\*<sup>2</sup>

<sup>1</sup>Physical Education, University of Mumbai, Mumbai-31 India

<sup>2</sup>Bharati Vidyapeeth (Deemed to be University) College of Physical Education, Pune-30 India

DOI: <http://dx.doi.org/10.24327/ijrsr.2019.1001.3071>

### ARTICLE INFO

#### Article History:

Received 10<sup>th</sup> October, 2018

Received in revised form 2<sup>nd</sup>

November, 2018

Accepted 26<sup>th</sup> December, 2018

Published online 28<sup>th</sup> January, 2019

#### Key Words:

Physical education, West Bengal, School

### ABSTRACT

Considering the traditional base and tremendous health benefit of different exercise systems, the Bengal Government made physical education as one of the compulsory examination subjects (like physics, chemistry, mathematics, etc) in the secondary schools in 1974. The down fall in the profession of physical education started in 1995 and accordingly the West Bengal Government withdrawn the policy decision of 1974 and implemented another new policy decision in 1995, where physical education was made as an optional subject in the curriculum in secondary schools. Why the Govt. of West Bengal suddenly withdrawn the above status of physical education in the state? Which were the problems and challenges of implementation of physical education in the schools? The data were gathered by administering custom made questionnaires, checklists and rating scales. The policy documents were analyzed considering internal and external criticism, whereas percentage-wise analysis was done for other data. The result revealed that 1) the policies of Bengal Government on Physical Education for the secondary schools have been properly designed, 2) there is no lacuna on the part of the state Government towards implementation of Physical Education in the secondary schools in West Bengal, 3) In the present scenario, the revival or reconsideration of *physical education as a compulsory examination subject* in the secondary schools in the state is not possible. The result suggests that for revival of *physical education as a compulsory examination subject* in the secondary schools in the state may be possible if physical education teachers presently working in the schools must work hard and must develop a good relationship with the head of the school.

Copyright © Ray, Gopal and Bera, Tusharkanti, 2019, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

### INTRODUCTION

Physical Education is an integral part of education and therefore it has been recognized by the school education globally. History reveals a distinctive touch from human's primitive age through Sumerian as well as Indus civilization followed by the civilization of Greek, Roman, Middle ages, Renaissance, Europe, United States of America and even in India.

During illuminated period in Europe, the term *physical training* was very popular because such training had a firm scientific basis. The beginning of the term *physical education* was evident in North America during 1820 and gradually this concept as well as implementation of *physical education programme* was popularized in Bengal through YMCA (Young Men's Christian Association) and YWCA (Young Women's Christian Association).

Thus, physical activities of physical education have a deep root in our human civilization and they cannot be neglected till the human dynasty is alive in this planet. Realizing the values of physical activities on human health and fitness, today, physical education programmes have been included in the curriculum of Indian schools and in West Bengal too.

#### Scenario of Physical Education in West Bengal

In Bengal, the concept of *physical culture* was evidently dominant during Muslim and British periods. As a part of *physical culture*, various physical activities like *wrestling, horse riding, lathi play, swimming, gymnastics* etc were very popular among males during 1794 till 1905. During this period, the activities of *physical culture* were dominantly seen in the family of Rabindranath Tagore and gradually these activities of *physical culture* were transmitted to many families in the then Calcutta. However, for females such physical activities were very limited. In 1872, the National School was established at

\*Corresponding author: Bera, Tusharkanti

Bharati Vidyapeeth (Deemed to be University) College of Physical Education, Pune-30 India

Calcutta by Nabagopal Mitra - a leading personality of Bengal Renaissance, where physical education was introduced perhaps for the first time in Bengal.

The first Indian Education Commission at Calcutta (under the British rule) on 3<sup>rd</sup> February 1882 emphasized the need for physical exercises in primary education. Further, the Director of Public Instruction (DPI), Govt. of West Bengal during 1890-91 emphasized physical education activities like drills, dumbbell exercises, indigenous games, gymnastics etc in Govt. schools in Bengal.

In 1907, the post of "Advisor to the Bengal Govt. for Physical Education" was sanctioned and accordingly Dr. J.H. Gray (USA) was appointed to look after the formal implementation of physical education in the state. Further, Dr. Segard was appointed for this post in 1914 and he worked up to 1919 and proposed to facilitate physical education in the schools in Bengal. However, Calcutta being the then Capital of India (under British rule), Sri Nagendranath Ghosh was the first fulltime "Physical education advisor to Bengal province" in 1922. In February 1926, the first female Physical Directress was Miss M.G. Carswell of YWCA, Calcutta. Amazingly, during 22 February 1926 the Bengal Legislative Council recommends compulsory physical culture for the students between 12 to 18 years.

Further, *Central Advisory Board of Physical Education and Recreation* (1950) recommended that physical education be compulsory from elementary education schools to secondary education schools. This *Central Advisory Board* for the first time in India, in 1953-54, considered physical education as an essential and integral part of general education.

In 1956 the National Plan of "physical education and recreation" was emphasized and in 1959, the Union Govt. recommended to implement National Physical Efficiency Drive (NPED) which is mandatory of every state. Accordingly, the Govt. of West Bengal implemented this NPED programme throughout the state. During 1972, the NPED scheme was handed over to the then Laxmibai National college of Physical Education, Gwalior.

The real momentum of physical education was on top priority in 1974, where the West Bengal Board of Secondary Education made physical education as a compulsory examination subject for the students of Secondary Schools in West Bengal. Therefore, employment opportunities for physical education teachers increased in Bengal. Later on, during 1995, amazingly the status of physical education in this state was declined and the West Bengal Board of Secondary Education, Govt. of West Bengal, made this physical education as an optional subject from Standard IX. The question arises-why such degradation of physical education was evident in West Bengal? The basis of this investigation starts on this question.

To quest for the answers of the above questions and to find out some strategy for revival of the status of Physical Education in the curriculum of schools in West Bengal, the present investigation was planned and executed.

### **Research Design & Method**

This piece of investigation is a historical-cum-developmental research. In the phase of historical research, the authentic

documents on Govt. policies on physical education and sports after India's independence have been located and verified. After establishing the authenticity of the documents, the developmental phase of research was conducted. The phase-wise research design is as follows:

#### **PHASE-I: Method of Historical Research**

Data collection for this type of research was made on two sources viz., primary sources and secondary sources. Further, the data of primary sources and secondary sources were validated by internal and external criticisms. The step-wise methodology is given below.

#### **Step-1: Locating the Govt. Policies on Physical Education at Schools**

##### **Locating Primary Sources**

The primary sources located for data collection during September 2013 are as follows

- The Asiatic Library, National Library and British Library of Kolkata (previously Calcutta) were attended to chalk-out the hard copy of the references of Govt. policies on Physical Education. Although membership is required to use these Libraries, the researcher was able to use them through the Ministry sources of Govt. of West Bengal. From these sources, the researcher got little information about implementation of physical education at secondary education.
- Ministry of Youth Welfare and Sports (Bikas Bhavan, Govt. of West Bengal) at Kolkata was also consulted for collecting the hard copy of some of the Govt. policies on Physical Education and also the Govt. decision (Govt. GR etc) towards its implementation. The researcher got entry in this Ministry with a special pass from the Office of the Education Minister, but could not able get the photo of hard copies of the documents on the Govt. decisions (Govt. GR etc). However, he was allowed to note down the summary of some of the decisions from the original hard copies under the CCTV surveillance. Here he got some information, in a disrupted way, about implementation of physical education in secondary education system.
- Further, the researcher also visited the office of the West Bengal Board of Secondary Education, Kolkata. Here he found some documents in relation to implementation of physical education at the schools under the West Bengal Board of Secondary Education.

##### **Locating Secondary Sources**

The secondary sources located for data collection during September 2013 are as follows:

- Internet was browsed to have proper references of various Government policies on Physical Education; however, little information available was identified and noted.
- Books containing the Reports of recommendations of various committees assigned and published time to time by the Govt. of West Bengal were out of stock; however, some old photographs and scanned pages of old books (out of print) were found in the Library of

Department of Physical Education (Kalyani University, West Bengal) and in the oldest Post Graduate Training College of Physical Education (Banipur, West Bengal). However, a book (Banerjee and Koner, 2006) published by a private agency on the basis of a doctoral dissertation of Kalyani University (West Bengal) containing some of the important reports of recommendations of various committees on physical education was also consulted as a secondary source for data collection.<sup>1</sup> Some data received, here, about physical education are related to school education.

### Step-2: Reviewing the Govt. Policies on Physical Education

After locating and collecting the data of primary and secondary sources, the data were authenticated during January 2014 considering following steps:

- A thorough review on the available data on Govt. policies and recommendation for various committees appointed by the Govt. of West Bengal was done.
- Authenticity of the documents was established through internal criticism and external criticism.

### Phase-II: Method of Developmental Research

#### Step-1: Collecting information for evaluation of the Govt. Policies on Physical Education from the documents

- On the basis of the critical review, a Check-list was prepared during January 2014 for evaluating the Govt. policies. To accomplish the work of framing the Check-list, some of the Govt. nominees (who are alive and were involved for framing the policies) and renowned personalities in Physical Education in West Bengal were consulted. The Check-list consisted of 9 points and the scoring was done on 'Yes' or 'No' basis.
- On the basis of the Check-list, each document of 'primary' and 'secondary' sources on Govt. policies was reviewed and critically analyzed (through logical interpretation) to identify the problems and challenges faced by West Bengal Government towards proper implementation of Physical Education in the State. This helped to obtain the list of problems and challenges faced by West Bengal Government towards proper implementation of Physical Education in the State.

#### Step-2: Collecting data for evaluating implementation status of Physical Education throughout the state of West Bengal

After identifying the list of problems and challenges faced by West Bengal Government towards proper implementation of Physical Education in the State, following method was, further, employed to examine if the similar problems are facing by the Head of the schools and the physical education teacher in the State:

- Three Rating scales (one for the Govt. official, one for the Head of the schools, and another for the teacher of Physical Education) were constructed for evaluating the implementation status of Physical Education in West Bengal. Standard process was considered to construct these Rating scales (Bhattacharyya *et al.*, 1977). The reliability coefficients of these rating scales for the Heads of the institutions and teacher in physical

education were 0.75 and 0.77 respectively and of course they ensured the content validity.

- Two Attitude scales (one for Head of the schools, and another for the teacher of Physical Education) were also constructed for evaluating their attitudes while implementing Physical Education in schools in the state. Two custom made questionnaires were also developed considering standard procedures (Bhattacharyya *et al.*, 1977). The reliability coefficient of the attitude scale for the Heads was 0.68 and the scale for the teachers of physical education was 0.71). Since there was no such parallel questionnaire of similar nature available, the researcher has to restrict for content validity which the questionnaires had.
- Cluster sampling technique was employed to locate the sample schools in the state of West Bengal, and then the Rating scales as well as Attitude scales were administered (from July 2014 till July 2015) on the sample for data collection throughout the state.

#### Blue print of sample schools in West Bengal

Name of District (No. of School available)	No. of School attended (month, year)	Data obtained on Rating Scale (No.)		Data obtained on Attitude Scale (No.)	
		Heads responded	PET* responded	Heads responded	PET* responded
Darjeeling-77	15	12	15	10	15
Jalpaiguri-87	17	16	16	13	16
Cooch Behar-77	15	11	15	11	15
Uttar Dinajpurgh-61	12	09	12	09	12
Dakshin Dinajpur-18	04	04	03	04	03
Malda-81	16	11	16	11	16
Birbhum-92	18	14	17	14	17
Murshidabad-289	60	43	56	43	56
Nadia -411	82	65	75	65	75
Bardhaman-739	148	127	143	125	140
Hooghly-605	121	114	120	114	120
Purulia-269	15	09	13	09	13
Bankura-410	82	69	80	69	80
Midnapur-627	125	113	123	113	123
Howrah-878	176	151	173	147	173
North 24 Parganas-871	174	134	175	132	175
South 24 Parganas-1320	264	188	254	185	254
Kolkata - 484	97	68	92	68	92
Total School in the state (7396)	20% school attended (1480)	1158	1407	1142	1395

\*PET: Physical Education Teacher

#### Statistical design

The historical data as obtained through the primary and secondary sources were analyzed through external as well as internal criticism with logical reasoning. The data of developmental research on implementation status and implementation attitude of the heads of the schools and the teachers of physical education were processed through percentage-wise analysis and their comparison was also assessed.

#### Findings

##### a. Findings on Implementation status of Physical Education in Secondary Schools in West Bengal

### **Result on Authentication of documents on Secondary Education**

Based on external and internal criticism, the documents were authenticated and the results obtained are as follows:

The authentication of the data obtained from Bengal Govt.'s decisions about inclusion of physical education in the curriculum of Board of Secondary Education revealed that-

1. the primary sources were the documents (meeting notices, the resolutions and orders on policy decision of Public Instruction of Bengal Govt.; Reports, proceedings and letters of West Bengal Board of Secondary Education, Govt. of West Bengal that contain policy decision as well as order for implementation of physical education in the schools of secondary level of academic institution) were found authentic because they bear govt. seal, stamp, date and signature of authorized officials of Bengal Govt., and
2. the secondary sources were the documents (Books published by private agencies, letters of various district officers for physical education and youth welfare, etc) were valid because they were written by the then govt. officials (additional in-charge) but published by private agencies.

### **Result on implementation status of Govt. Policies on Physical Education in Secondary Schools**

To accomplish the work on framing the Check-list, some of the Govt. nominees (who are alive and were involved for framing the policies) and renowned personalities in Physical Education in West Bengal were consulted. The Check-list consisted of 9 points and the scoring was done on 'Yes' or 'No' basis. These policy documents (primary and secondary data) were assessed on the line of the questions as per the Check-list.

#### **The result indicates that**

- The policy documents obtained from primary and secondary sources were found authentic.
- The critical review of the documents revealed that the Govt. of West Bengal framed a committee under the leadership of the then DPI (Director of Public Instruction) in 1974 to review and recommend if physical education can be introduced formally in the West Bengal Board of Secondary Education. The committee reviewed all pros and cons of physical education and recommended the subject for inclusion in the curriculum of secondary schools.
- Based on the recommendation, the West Bengal Board of Secondary Education introduced physical education as a compulsory examination subject (like other subjects) in the curriculum of Secondary Schools in 1974 and implemented in the curriculum.

### **Result on problems, challenges and threats faced by State Govt. while implementing Physical Education during 1974 to 1995**

Three Rating scales were administered on the Govt. officials (Board of Secondary Education and District School Inspectors) (n1=3), heads of schools (n2=1158) and physical education teachers (n3=1407) from 20% of the districts, who worked

during 1974 till 1995 and are alive today. The percentage-wise analysis of their opinion revealed the following problems –

- 80% of the Govt. officials received many complaints about the implementation status of physical education in secondary schools in the state.
- 89-95% of the Heads of the schools, worked during the period 1974-1995, were not in the favour for giving equal status to physical education like other school subjects. They opine that the full time physical education teachers get equal salary like other subject-teacher, but they are inefficient and spend very little time for implementing physical education programmes. They also questioned about behaviour of physical education teachers. They feel that many of the physical education teachers possess hefty body after completion of 2-3 years of service and cannot even run properly. The heads also objected that there are evidences of talented students who secured good marks in theory subjects, but fail in the board exams and pointed fingers on the responsibility of the physical education teachers. Moreover, many of the parents / guardians are also not happy about compulsory physical education-the heads of the schools opined. They also opine that physical activities are good for the students, but physical education teachers are responsible for the down fall of physical education in the state.
- 95-99% of the physical education teachers (PET) of the schools, worked during the period 1974-1995, were happy for receiving equal status to physical education like other school subjects. They feel very positive in getting equal salary like other subject-teacher, but they deny about their inefficiency and spend very little time for implementing physical education programmes. They also questioned about the behaviour of the Heads of the schools and expressed that the heads treat them rudely like a step son in comparison with other subject-teacher. Considering the behaviours of head of the institution, the teachers of other subjects also behaves likewise and a sense of isolation is evident. They agreed that many of them possess hefty body. However, they experienced that the Heads orders to give good marks to the talented students in the final examination of the subject of physical education, even though they never attended physical education classes throughout the year. The PETs also reported that the Head's disrespectful attitude debarred them to conduct physical education classes rather he engages the PETs to take classes of other theory subject. Although physical education (PE) periods are mentioned in the time table, but during this PE class the PET are assigned for teaching other theory subjects so that PE classes are not commenced. The PETs also opine that almost all the heads are responsible for the down fall of physical education in the state. It seems both the PETs and Heads of the secondary schools were responsible for down fall of physical education in West Bengal.

The above results infer that physical education programme as per curriculum was not properly implemented in the secondary schools in West Bengal during the period 1974 to 1995.

Now, there is a tough challenge for improvement and reinstatement of physical education as a compulsory examination subject in the secondary school in West Bengal. Although the Govt. of West Bengal withdraws the status of compulsory physical education as examination-subject, however, still there is a chance for improvement because physical education is still existed as optional subject in the curriculum of the Board of Secondary Education in West Bengal.

In fact, if the same problems between the Heads and PETs exist, there is always a threat about the existence of physical education even as optional subject in schools. Moreover, if such a threat continues, the existence of optional subject may be abolished and the possibility of future appointment of PETs in secondary school in West Bengal may be stopped.

For this, there is a need to extend this piece of research to find out, if the same problem of implementation of physical education exists in the secondary schools even after the year 1995 onwards. Hence, a developmental research has been conducted.

#### **Result on implementation of physical education after 1995**

The developmental research was conducted to verify if there is any problem in implementing physical education as an optional subject in the Secondary Schools after 1995 onwards. To accomplish this part of investigation, two questionnaires (attitude scales towards implementation of physical education) were developed: One for Heads of the secondary schools, and another for PETs of the schools. The result revealed that –

- Attitude of 85-89% of the Heads of secondary schools towards PETs are not favourable. They are also not favourable for the students who opt for physical education.
- About 90-93% of the PETs opine that Heads and other teachers in the school create direct or indirect obstacles for proper implementation of physical education even though it is an optional subject.

The result presented above indicates that, even after 1995 till 2014, it is a serious problem being faced by both the Heads and the PETs towards implementation of physical education in the secondary schools in West Bengal. In this regard, Bengal Govt's intervention is the need of the day for revival of physical education in the secondary schools.

#### **CONCLUSION**

This study could warrant the following conclusion:

- The policies of Bengal Government on Physical Education for the secondary schools and colleges have been properly designed and there is no lacuna on the part of the state Government towards implementation of Physical Education in the secondary schools in West Bengal.
- In the present scenario, the revival or reconsideration of *physical education as a compulsory examination subject* in the secondary schools in the state is not possible. However, the profession of physical education needs to be happy with the present status

i.e., physical education as an optional subject in the secondary schools.

- For revival of *physical education as a compulsory examination subject* in the secondary schools in the state, as a strategy, the professionals of physical education presently working in the schools must work hard and must develop a good relationship with the head of the school. Let almost all the heads of the secondary school in Bengal unite together and send the meeting resolution as well as recommendation is to be communicated to the state Govt. for *reconsideration of physical education as a compulsory examination subject* in the secondary schools. This act might help for the revival of physical education in the state.

#### **References**

- Anastasi, A. (1963). *Psychological testing* (2nd ed.). New York: The Macmillan Co.
- Banerjee, A.K., and Koner, J. (2006). *Physical education in Bengal 1882-1982*. Kolkata: Pustak Binapani, 27, Beniatola Lane, Kolkata-700 009.
- Bhattacharyya, D.D., & Bhattacharyya, A. (1977). *Evaluation and statistics in education*. Calcutta: Blacki India Employees Cooperative Industrial Society Ltd.
- Bucher, C.A. (1960)., *Foundations of physical education*. St. Louis: The C.V. & Mosby Co.
- Chien-Yu Lin. Ping-Chao Lee. Hui-Fang Nai. (2008). Theorizing the Role of Sport in State-Politics. *International Journal of Sport and Exercise Science*, 1, 1, 23-32.
- Douglas Booth (2003), Hitting Apartheid for Six? The Politics of the South African Sports Boycott. *Journal of Contemporary History*, 38, 3, 477-493.
- Freeman, Frank N. (1939). *Mental tests: Their history, principles, and applications* (Revised Edition). Boston : Houghton Mifflin Co.
- Furst, E.J. (1970). *Constructing evaluation instruments*. New York: Longmans Green & Co.
- General Report on Public Instruction in Bengal for 1889-1890 in General (Edn), Nov, 1890, *Proceeding Nos. 19-22*, File-5.
- General Report on Public Instruction in Bengal for 1902-1903 in General (Edn), Dec., 1903, *Proceeding Nos. 43-44*, File-8-R\61.
- Haywood, M. K, "The Role of Physical Education in the Development of Active Lifestyles", *Research Quarterly for Exercise and Sport*, 62:2 June 1991, p. 151.
- Houlihan,Barrie., White, Anita. (2002). *The Politics of Sports Development: Development of Sport Or Development Through Sport?* London: Rutledge.
- Hubbard, A.W. (1973). "Research Methods in Health, Physical Education and Recreation". Washington, D.C. : American Alliance of Health, Physical Education and Recreation or AAHPER, p.260.
- Jonathan Grix (10 JAN 2013). "Sport Politics and the Olympics." *Political Studies Review*, 11, 1, 15-25. DOI: 10.1111/1478-9302.12001.
- Letter from Directorate of Public Instruction, Bengal, to the Secretary, Govt. of Bengal, General Department in

- General (Edn.), May 1908, *Proceeding Nos.53-54*, File No.1-G\10, Letter No. 13259, dated 23.7.1907.
- Maharashtra State Council of Educational Research and Training (1988), Primary Education. Pune: Maharashtra S.C.E.R.T.
- Maharashtra State Bureau of Textbook (1998-99). *Health and physical education syllabus: State level project*. Pune, India: Maharashtra State Bureau of Textbook Production and Curriculum Research, Senapati Bapat Road, Pune, Maharashtra.
- National Council of Educational Research and Training (1971). *Education and national development: Report of education commission*. New Delhi: NCERT, pp.xvi-xviii, xix-xii.
- National Council of Educational Research and Training. (1951). *Education and national development: Report of the Education Commission*. New Delhi: NCERT.
- NCERT (2000). *National Curriculum Framework 2000*. Publication Division, National Council of Educational Research & Training, Sri Aurobindo Marg, New Delhi, 110 116.
- NCERT (2005). *National Curriculum Framework 2005*. Publication Division, National Council of Educational Research & Training, Sri Aurobindo Marg, New Delhi, 110 116.
- NCERT (2005). *Syllabus for Primary Classes, Vol. I*, October 2005. Publication Division, National Council of Educational Research & Training, Sri Aurobindo Marg, New Delhi, 110 116.
- NCERT (2005). *Syllabus for Upper Primary, Secondary & Higher Secondary Classes, Vol. II*, October 2005. Publication Division, National Council of Educational Research & Training, Sri Aurobindo Marg, New Delhi, 110 116.
- Stark, Harbert Alick (1916). *Vernacular education in Bengal from 1813-1912*, Calcutta: The Calcutta General Publishing Co., p.14.
- Weston, A. (1962). *The making of American physical education*. New York: Appleton Century-Crofts.

**How to cite this article:**

Ray, Gopal and Bera, Tusharkanti. 2019, Problems and Challenges of Implementation of Physical Education in Schools in West Bengal. *Int J Recent Sci Res*. 10(01), pp. 30498-30503. DOI: <http://dx.doi.org/10.24327/ijrsr.2019.1001.3071>

\*\*\*\*\*