Chapter 1

Introduction
1.1 GENERAL INTRODUCTION

Physical education has, until recently, been considered almost exclusively as a profession providing programmes in educational institutions, but is now also an academic discipline with a growing knowledge base whose focus point is human movement. From an evolutionary perspective modern man’s advanced technologically based culture has propelled him well ahead of his biologic adaptive capacity. Substitute forms of vigorous physical activity are necessary to replace such activities that were inherent in man’s normal everyday life until little more than hundred years ago.

Evidence indicates that organised physical activity programmes developed early in man’s existence, first being used to teach physical skills necessary for survival. Subsequently, historic evidence of the role of organised physical activity programmes revealed that various cultures have placed widely disparate value on the need and purpose of physical education.

The profession of physical education has developed and expanded during the past quarter century in two principal ways.

1. It is increasingly an academic discipline, though it retains a strong professional context, with a growing body of knowledge whose central focus is human movement.

2. Via the dramatically enhanced societal awareness of the optimal health / fitness role of structured physical activity programmes that now extend well beyond the traditional educational institutional settings.

The growth of physical education as an academic discipline is a result of the enhanced role of science and research in higher education, and the need of the profession for more sound information and theories upon which to develop and administer its programmatic offerings.
Concurrently, the application of structured physical activity programme has become more pluralistic and diverse, including those for pre school children, middle age adults and senior citizens, in addition to the traditional programme in educational institutions. This is particularly evidenced by the increased role of fitness based programme in the achievement of health and well-being, now widely available in community organisational settings, health clubs, the corporate sector and clinical settings. This growth, outside the educational settings, has provided an expanded array of career options for physical education professionals beyond traditional teaching and coaching careers, including health / fitness instruction, physical therapy, athletic training, sports communication, sports marketing etc. The term physical education seems to be recognizably inadequate to describe the expanded role of human movement study and its societal application in the late 21st century (1). The role of physical education in schools and colleges was held to include increased emphasis on teaching activity more likely to be used into one's advanced years. Further principles of exercise prescription, physiologic effects of exercise and health benefits and risks of physical activities should be taught in a carefully planned and sequenced curriculum. Physical education should take a more assertive role in research, training of leadership personnel and in organised physical activity programme development in societal settings outside educational institutions. Physical education has been considered not only a profession but also an academic discipline and the need of physical education is whole heartedly accepted by the eminent educationists, reformers, bureaucrats as well as politicians. It is a fact that although physical education has been continuing since primitive age to modern day, its aims and objectives were not same in different times in different countries. Physical education not only for the development of physique but also for the development of nation and it has a great educational value. This idea first came during the European renaissance. Thereafter organised form of physical education was gradually developed mainly in Germany, Denmark, Sweeden, Britain,
the United States of America etc. It reached its peak in these countries between later half of 19th century and first two decades of 20th century and was made a compulsory subject in school system. Now physical education has been accepted as a core and integral part of education. Therefore, the United Nations Educational Scientific and Cultural Organisation in its 20th Session at the Paris Conference (1978) drew up a charter and emphasized that physical education and sports are dedicated to human progress and development. The United Nations Educational Scientific and Cultural Organisation in its ‘Declaration on Sports’ mentioned that “......An individual, whatever his ultimate role in society, needs in his growing years a balance of intellectual, physical, moral and aesthetic development which must be reflected in the educational curriculum and time table”.

On this perspective of status of physical education in West Bengal the authorities of West Bengal Board of Secondary Education, concerned with secondary school education took a complete different posture regarding physical education. They made a historic blunder by converting physical education to an optional subject from a compulsory one in secondary final examination. The researcher felt during that time that the people concerned with the decision making on school curriculum were not fully informed regarding state of affairs, historical perspective and factual events relating to physical education. Under this circumstances researcher took up this problem- “Physical Education Scenario in West Bengal from 1882 to 1982”. The justification of selection 82’s of the two century is that in 1882 the then viceroy Lord Ripon appointed first Indian Education Commission on 3rd February, 1882 with Sir William Hunter as a chairman and twenty other members. The commission is popularly known as “Hunter Commission” after the name of its chairman. On the other hand introduction of Master's course in physical education in 1982 at Kalyani University, West Bengal, had fulfilled the process of development of the subject as an academic discipline at per with other academic subjects. These two years 1882 and 1982 have been considered as landmark in the
development of education and physical education in West Bengal. In this thesis both the terms 'Bengal' and 'West Bengal' have been used to indicate the pre and post independence period respectively, regarding the state of West Bengal which came into existence in 1947.

For better understanding of the scenario relating to physical education between 1882 and 1982, the researcher felt to present a short history of physical education with special reference to Bengal prior to 1882, and accordingly it is narrated in next few pages.

1.2 HISTORICAL PERSPECTIVE OF PHYSICAL EDUCATION WITH SPECIAL REFERENCE TO BENGAL PRIOR TO 1882

The purview of the present dissertation is the period between 1882 and 1982 pertaining to the scenario of physical education in West Bengal. While collecting the information and reviewing the available old and very old literature the researcher felt that it was necessary to have an understanding prior to 1882. Infact some stray findings relating to physical culture from the old literature sparked his mind to look into far back, say beyond arrival of East India Company in India. From his background of history at Masters level, the researcher during his studentship at physical education courses was in search of historical relevance of the happenings and movements relating to physical education from the available literature and historical materials, the researcher was of the view that history of physical education is virtually related to the history of civilization. Therefore, the researcher felt it would be more appropriate to have a glimpse of the facts and historical perspective in relation to man's physical culture, practice and education around the world. Moreover the Indian scenario relating to these aspects should be viewed with emphasis to Bengal. Accordingly in this chapter researcher has attempted to make a garland with some significant important historical flowers to apprise the readers a sequence of historical development on the affairs of physical culture and education from primitive culture to the modern age.
1.2.1 PHYSICAL EDUCATION IN EARLY SOCIETIES

In primitive societies, there were no organised programmes, however, physical activity was a part of their culture, part of their daily regimen. Civilization has brought the need for an organised physical education and sport programme. As early civilization developed larger communities, there was an increase competitive drive and the emergence of competitive games and races. Archaeological evidents from the Sumerian Civilization (3000 B.C. - 1500 B.C.) illustrated boxing and wrestling (22). In Egypt (3000 B.C. - 1100 B.C.) the upper class youth practises many types of activities including acrobats, tumbling, dancing, resistance exercises, jumping, tug-of-war, ball games, wrestling, swimming etc. In Chinese Civilization during Chau period (1100 B.C. - 256 B.C.) there was evidence of prominent role of physical education particularly for male children. Study of the martial arts included arrow shooting, hand to hand fighting, wrestling, fist fighting, sword fighting, medical gymnastics, different forms of football and traditional forms of dancing were part of their life (26).

One of the remarkable archaeological discoveries from ancient India (Indus Valley Civilization) is a swimming pool, approximately of olympic proportion (1200 sq ft.) (23). Other sports enjoyed by the Aryan Indian of about 1500 B.C. were hunting, riding, archery, wrestling, javelin, hurling, running, jumping, and dancing. Physical educators were apparently appointed to instruct the sons of wealthy house holds. The rise of Buddhism discouraged pursue of the martial arts. But swimming, wrestling, hopping around a diagram traced on the ground continued to be popular pastime. At two famous seeds of learning, (Taxhasila & Nalanda), separate facilities were established for the teaching of physical education including corrective activities.

1.2.2 THE CLASSICAL ERA

Although *Odyssey* gives some pictures of Greecean games around 1200 B.C., the earliest historical documents refer to city state of Sparta
about 800 B.C. Education was a serious discipline matter. Training of the Spartan youth consisted of a military conditioning programme, wrestling, boxing, gymnastics, swimming, running, throwing of discus and javelin. Greek civilization was marked by major inter-state game including the olympic festivals. In Athens, as Sparta, many philosophers placed a strong emphasis on physical development of the adolescent. Solone (638 B.C. - 589 B.C.), Socrates (470 B.C. - 399 B.C.), Plato (427 B.C. - 347 B.C.), Aristotle (384 B.C. - 322 B.C.), all the great Greek philosophers developed the concept of a balance between physical and intellectual development. They emphasized on a combination of play and physical activity with story, morals, music, literature, painting etc.

The ancient Greek held festivals that included art, music and a wide range of athletic contests. The olympic initiated in 776 B.C. and were held every four years and citizens of all social strata were eligible to compete. By the 4th century B.C. Plato and Aristotle wrote that the Athenian ideal was changing as education was more intellectualised in the direction of literature, philosophy and art. Physical education became of lesser importance though the most highly skilled athletes were encouraged to become professionals. The olympic games remain popular but active participation by a large number was increasingly replaced by growing number of spectators and fewer more highly specialised professional athletes. The games were ultimately abolished by Roman emperor in the year 394 A.D. (33).

1.2.3 ROMAN PERIOD

The Roman period was marked by a tremendous development of spectator sports. It may be presumed that the crowded nature of Rome and other large cities fostered a search for entertainment that could be organised within a limited area (16). Exercise was valued mainly in a military and industrial context and the activities of Greek gymnasium were regarded as effeminate. The Roman philosophers Cicero (106 B.C. - 43 B.C.),
Quintilian (35 A.D. - 100 A.D.) appreciated the value of physical activity in the development of graceful body. They accepted exercise for health and strength but not merely for pleasure. Chariot race, gladiatorial combat and the fighting of animals by professional athletes and slaves were most favourite spectators events.

1.2.4 MIDDLE AGE

During the middle age approximately 1000 years (i.e. 400 A.D. - 1400 A.D.) there was relatively little attention given to physical education. This occurred primarily because of two philosophical beliefs: I) Asceticism and II) Scholasticism (32). Asceticism arose early as a consequence of the evolving Christian society which rejected the moral decadence of Rome. Formal education was not of importance through much of the medieval period, though the knowledge of previous civilization was preserved in the monasteries. Scholasticism developed later from an increase in importance attached to the writings of early Christian scholars and the rediscovery of Aristotelean writings. However, emphasis was placed on the importance of developing the mind through disciplined study to the neglect of the body.

1.2.5 RENAISSANCE - (Approx. 1350 A.D. - 1650 A.D.)

The renaissance weakened the hold of the church in the education and it became possible to contemplate again the balance pattern of instruction favoured in the ancient Greece. During the period from 1350 A.D. to 1650 A.D. many changes occurred in Western Europe, which resulted in an enhance role for physical education (20). Principal among the effects of the renaissance on physical education was humanism, a philosophy that emanated from the writing of Athenian Greeks and ascribed importance to the meaning and value of human life. This represented distinct departure from the previously prevalent impact of Asceticism. The main aim of physical education remained in the building
of strength "to defend regional rights". Greater attention was given to the importance of physical exercise and its potential for providing more for man than the physical skills and training required for military objectives. One of the early exponents of this profound change was the Italian educator, Vittorino da Feltre (1378 A.D. - 1446 A.D.) in the early 15th century, who established a school that provided the epitome of physical education exemplified in the training of the medieval knight in combination with study of the classical Greek and Latin scholars. Greek idea was later accepted with important contributions to modern western European and United States physical education by eminent philosophers of the time.

1.2.6 ENLIGHTENMENT AND BEYOND

The age of enlightenment is inspired by the English philosopher, John Locke (1632 A.D. - 1704 A.D.). He had a marked impact on patterns of education. In France, Jean Jacques Rousseau (1712 A.D. - 1778 A.D.) reacted against interference in the school by either church or state. He argued for a naturalism in education with a strong emphasis on health and unity of mind and body. In fact only after the shock defeat of the French in the Franco-Prussian war (1870) the interest in physical education found a new approach by the introduction of compulsory military style education for boys in France. In England educational system perpetuated a rigid class structure. Education became compulsory between 1876-1880 A.D., nevertheless within the state school system, facilities remains limited and physical education occupied only a minor place in the curriculum, however, physical education and sports were quite developed by Archibald Maclaren (1820-1884 A.D.) during the time (24).

In Germany, educational reform was initiated with Johann Bernhard Basedow (1723-1790 A.D.). He developed the first modern physical education programme in 1774 when he established a Philanthropinum or model school. He made physical education an integral part of the overall curriculum. Inspired by the Basedow's philosophy, a number of similar
schools were established in Germany. From such school Johann Christoph Friedrich Guts Muth (1759-1839 A.D.) became the leader of modern gymnastics for almost fifty years (21). He developed a more structured programme of physical education including running, jumping, lifting, carrying, dancing, balancing, shooting, fencing, vaulting etc. He wrote a number of books on physical education. A contemporary of Guts Muth, Friedrich Ludwig Jahn (1778-1852 A.D.) introduced a more political and militaristic emphasis into German gymnastics. He initiated the Turnverein movement in Germany during early 19th century. His programmes designed to enhance the physical and moral vigour of the young German male adult participants. Lastly, Adloph Spices (1810-1858 A.D.), who was the founder of school gymnastics, was more than any other individual in Germany helped to make physical education as part of school life.

In Scandinevia, exercise was conceived as an important instrumental pedagogy. Denmark was the first country to adopt compulsory physical education through the efforts of Franz Nachtaegall (1777-1847 A.D.). In neighbouring Sweeden, the Royal Central Gymnastic Institute was opened in the year 1813 A.D. under the direction of Per Henric Ling (1776-1839 A.D.). His programme had four objectives - pedagogic, medical, military and aesthetic and he sought to place physical training on a firm scientific basis.

1.2.7 UNITED STATES OF AMERICA

North American physical education system is largely inherited from Europe. In the United States there was little inclination for play among early settlers. The political refugees introduced German gymnastic to the Boston area in 1820 A.D. Cathurine Beechar in 1829 A.D. developed a new American gymnastic system and was designed to produce grace of motion, good courage and sound health (33). Y.M.C.A and Y.W.C.A (1866 A.D.) movement gave a further impetus for the growth of physical education in the United States. However, they added physical to social,
educational and religious goals in the spheres of education. Before 1860 there were no organised physical education programmes in colleges and public schools. There was also no organised programme for teachers training in physical education. Dr. Dio Lewis stressed that teachers should be well prepared and in 1861 A.D. he established a Normal Institute of Physical Education in Boston for training of the teachers (24). This training system was developed when Y.M.C.A. first introduced a two years programme at their International Training School in Springfield, Massachusetts in 1887 A.D. Ohio in 1892 was the first state to pass a law requiring physical education in the public schools. Other states followed and by 1925, 33 states had a physical education law.

1.2.8 PHYSICAL EDUCATION IN INDIA

(a) INDUS VALLEY CIVILIZATION (Approx. 3250 B.C. - 2500 B.C.)

In ancient India, pursuit for a strong body was part of culture. Physical activity usually practised as leisure pursuit. Archaeological findings of Mohenjodaro and Harappa provided us the opportunity to understand the nature of physical activity prevailed during that period. War weapons, tools and implements, fortification, seals, sculptures and other remnant found at Harappa and Mohenjodaro provided us certain information relating to lifestyle in ancient Indian culture. War weapons were so heavy that unless there was a strong body it was not possible to handle them. A statue of a bronze dancing girls (6) provides us the information that dancing particularly community dancing was the favourite recreation of pre-Vedic people. From the discovery of a big bath cum swimming pool (7) at Mohenjodaro which was analogous to a modern swimming pool, one may easily conclude that swimming was one of the important event of a leisure pursuit during that period.

A number of historians (19) also indicated that hunting, bull-fighting, marbles, dicing were popular pastime. One of the earthen seals that was found at Indus Valley civilization, portrays a hero or a deity of very muscular appearance gripping two tigers on either side of him by throat. The animal
have open mouths and claws. This shows that people had enormous strength and courage as the hero had no weapon in his arms (7).

Another clay seal (17) showing either a buffalo or a bull tossing a man over his head, appears as if a man vaulting over the animals as in sport. In another seal, a man with a horn like helmet in his head is seen punching a blow on an animal whose look does not appear to be distinct (14). From this it is clear that punching or boxing was in practice.

(b) THE VEDIC PERIOD (2500 B.C. - 600 B.C.)

During early Vedic period, Aryan civilization gave enough emphasis on the development of fine physique and intellect. Aryans maintain their martial spirit (18) for a long time by constantly fighting against their foes. Physical exercise in various forms were part of life style since the society was divided into four varnas on caste basis. Surya namaskar and pranayama were also practised during that time. Chariot race, swimming, marbles, playing of dice, hunting, music and dancing were other physical activities in which people used to participate.

In the later Vedic period, great emphasis was laid on the culture of physique and strength. Military related education was also an important feature of this period. Evidence of use of combative weapons were observed (29). In the Rig Veda, the Atharva Veda enough references have been given regarding good physique and need for muscular strength. Boxing, horse and chariot racing, hunting, acrobatics and dancing were very popular physical activities that were practised during the period.

In order to establish their supremacy over the non Aryans, Aryans provided enough opportunity to acquire military skill (13). A citizen was expected to defend himself or herself from an adversary.

(c) EARLY HINDU PERIOD (600 B.C. - 320 A.D.)

Early Hindu period showed a rich culture of physical activity. The Ramayana and the Mahavarata, two famous epics may be considered as
good source of information to understand the social system of this period. Similarly, Purana and Buddhist and Jain literature also revealed the social system including pattern of physical culture. Reviewing the information in those literature, Das (1985) has explained that in the Ramayana there were a number of heroes who showed great achievement in archery, wrestling and use of heavy war weapons. It may be assumed that unless great effort in physical culture were enforced, such high level of perfection and performance in physical attributes, as described in the Ramayana, would not have possible.

Vivid description of master piece of physical culture may be observed in the pages after pages in the Mahabharata. The great teacher Dronacharya, may also be considered as coach, was very much successful in developing perfection in archery and had mastery over other war weapons. Particularly the performance of Arjuna, one of the main heroes of the Mahabharata, in archery has been described as an art.

The strength, skill, co-ordination, balance and many other performance variables were of very high standard during this period as evident from the descriptions of performance of the princes (Kourava and Pandaba). Mace fight, chariot driving, wrestling, some form of water sports were prevalent during this period. There were a number of recreational sports too in vogue during this period and has been described in minute details. This description in the literature clearly shows that high level of physical fitness, military skill, courage were part of life at least among the high ups in the society.

A good account of various physical contest and sports for example 'discus contest', 'rope contest', 'stone contest', 'plough fight', boxing and wrestling were observed also in the Markendya Purana and Harivansa Purana (15) - the old recorded literature in Sanskrit.

Boxing and wrestling reached a perfect stage of development in ancient India. Kathasarit Sagar, one of the very old literature, tells us how Asokadatta, a young man of Varanasi, U.P state in India, having studied sciences, learnt boxing and wrestling and gradually acquired eminence (30).
Beal, (1875) in his book, *The Romantic Legend of Sakya Buddha*, showed that specialization in military and physical culture was very popular during early period of Lord Buddha, who himself received military training along with other princes under the careful guidance of Khantadeva, a renowned specialist in military art (3).

In the famous Jataka stories, “mainly devoted to Lord Buddha”, a number of physical activities, which were mentioned, were practised by a wide range of population. Archery was most attractive one. Moreover wrestling, hunting, animal fight, water sport, dancing, magic, fencing etc. were very popular sports and recreational activities among the masses.

*Lalita Vistara*, (31) another Buddhist literature, have also shown the various forms of physical culture that were practised during the period. In this literature other than the sports already mentioned, a number of other forms of physical culture had been mentioned. Jumping, leaping, vaulting, diving, boating, elephant and horse riding, yogadarsana and hitting the target with a spear were practised during this period.

From the nature of activity, it may be assumed that all these physical culture were not restricted to upper class people. Rather for the sake of recreation people used to participate in various forms of physical activity.

(d) LATER HINDU PERIOD (320 - 1200 A.D.)

During this period Indian educational system and culture was of high esteem. Nalanda and other institutions of higher learning were established during this period. Indian subcontinent was divided into many small kingdoms. Various rulers of several dynasty such as Gupta (320-550 A.D.), Pala (750-1050 A.D.), Chalukyas of Badami (540-750 A.D.), Rastrakuta (750-975 A.D.), Chalukyas of Kalyan (975-1190 A.D.), Pallava -(5th-8th century A.D.), Chola (850-1050 A.D.), were not only a great warrior but also promoter of education as well as physical culture. Princes of several states were admitted to Nalanda and other institutions not only for a general education i.e. philosophy, astrology, mathematics,
military art etc. but also for training in horse riding, archery, swimming, wrestling, fencing etc. All famous seeds of learning were patronised by the kings.

It is worthy to mention here that during this period physical culture and physical activity for women got a momentum. From the sculpture, painting and other sources we may draw the conclusion that women were proficient in archery, sword fighting, horse riding and also in folk dancing during this period.

A good number of philosophers, writers, scientists, medical science experts were evolved during this period. In their famous writings and works, the practice of physical culture for the masses may be noticed. Bana, in his famous writing *Kadambori*, had narrated the training procedure in archery, discus, sword, lance etc. Kalidas, in his writing *Kumarasambhava*, had clearly indicated the necessity of a good physique for maintaining health and religious practices. Susruta probably was the first to have analyse the physical exercise and physical activity from a scientific viewpoint. He mentioned that “.......physical exercise is nothing but a sense of weariness from bodily labour and it should be taken everyday” (4). Susruta also used physical exercise and other forms of physical activity as a therapy to get rid of certain disease.

Someswara III (1126-1137A.D.) of the later Chalukya dynasty had described system of military and physical art in his work in great details. He emphasized on the use and training with various equipment like dagger, shield, lance, bow and arrow etc. Wrestling, yogadarshan and swimming were widely practised.

From the various resources, it becomes evident that some sorts of physical culture were part of life of the people during this period, along with the families of king and other functionaries. General masses had also some opportunity, for example wrestling was very popular and was given prominence as a medium of physical exercise. It was patronised by the king.
To understand the status of physical culture and physical education in India during the 13th century, it is necessary to link it up with the social and political conditions that were prevailing in India. In 1192, defeat of king Prithviraj, the ruler of Ajmer and Delhi, by Mohammad Ghori at Tarain marked the commencement of permanent Muslim rule in India and was continued till 1757. Several Muslim dynasty such as Slave (1206-1290), Khilji (1290-1320), Tuglaq (1320-1414), Sayed (1414-1451), Lodhi (1451-1526) and Mughal (1526-1757) were the ruler of India for about 650 years. Of these dynasties the Mughal dynasty was famous in the Indian history in several ways. Many archaeological attractions of modern day were built during Mughal period. Liberal attitude of Akbar was more important to establish Mughal dynasty on a strong foothold. Development of architecture, sculpture and painting were its peak during the period. Overall they established their supremacy nearly all over India. However, after the death of Aurongjeb (1707) it was confined into north India and several independent kingdoms were flourished, such as Haydarabad, Karnatak, Auodh, Punjab, Bengal etc.

But physical culture during that period was not developed to much. From the writings of Abulfazal and traveller Edward Teri, it is observed that hunting, chaughan similar to horse polo, card, chess, chaupar similar to modern ludo, narada, pachisi, chandel etc. were prevalent and mainly used as recreational activity by the king and upper class societies. Boxing and wrestling competitions were held by the professional wrestler and boxer infront of the king. Mughal emperors, Bubur, Humaun, Akbar were efficient in swimming and horse riding. Among the said activities choughan was very much popular among the upper class people. To play this game high level of fitness was required.

At the same time, few Hindu kingdoms were grown up against the invasion of muslim rulers, such as Bijoynagar empire (1336-1665), Maratha
empire (1649-1818) in south and western India, several small independent Rajput kingdoms in western India and they devoted themselves to protect Indian Hindu culture, heritage, philosophy etc.

It is learnt from the important south Indian literature that kings of the Bijojynagar emperors were enthused in sports and games and patronised physical culture including several sports. They realised that to protect themselves from the aggression of the muslim rulers, people must be physically fit. Wrestling, dancing, small lathiplay (kolttam), hunting, fencing, swimming, horse riding, water sports, boating etc. were very popular among the general people.

Evidence, found from Partugees tourist Pej, revealed that king Krishnadev Roy practised heavy physical activity regularly at morning. Another foreign traveller Lin Soten described that the people of Bijojynagar empire were efficient in swimming, diving and boating in the worst condition of the river. It was also evident that women of the Bijojynagar empire practised physical exercise and they also engaged in wrestling (27).

Maratha empire was founded by Shivaji (1627-1680) in 1649. He was mentally and physically very strong, a good horse rider, efficient runner, fine sword fighter as well as excellent army organiser. He was inspired by his Guru, Ramdas, who wanted to develop health consciousness among the people. To make his idea a success he developed few gymnasiums.

Shivaji felt that to fight against large Mughal army, people of the Maratha races must be physically fit and be efficient in military skill. For this purpose, he established several institutions, where the people learnt donbaithak, suryanamaskar, malkhomb, wrestling, lezium, mace fight, fencing, weight lifting, lathi play etc. Other Maratha peswa also patronised physical culture.

Several small Rajput Kingdoms were also developed and grown up. The Rajput kings were courageous and good fighter. Rajput princes were trained in horse riding, javelin throwing for target from horse. They were engaged with archery. Wrestling was also very popular during that time. Hunting was also treated as recreational activity among the kings.
The scenario of Bengal in the 18th century was not much different from the rest of the country. Murshidkuli Khan was appointed as Governor of Bengal in 1713, at the behest of the then Mughal emperor. However, he declared Bengal as an independent state in 1723 and the status was maintained till 1757. The last nawab (king) of Bengal Siraj-ud-daulah was defeated and killed by the soldiers of East India Company in the battle of Plassey on June 23, 1757. This British company in connivance with some traitors, closely associated with the council of the king, made historical conspiracy and forced to defeat of Siraj-ud-daulah. That was the landmark and made the passage of British rule in India.

(g) PHYSICAL EDUCATION IN BRITISH PERIOD (1757-1882)

By the end of the 18th century, the then East India Company expanded its jurisdiction and virtually converted from business entrepreneur to political governance. They were given power to control over the presidency of Bengal and were gradually controlled all aspects of socio political life. Many other princely states had no other alternative but to surrender to the East India Company.

Since then East India Company became the devine ordainer of destiny of Bengal. They gradually introduced British system in almost every works of life. For the fulfilment of their own purpose they introduced western pattern of education in 1835. The prevailing Indian system of education (gurukul system) was gradually demolished by the active support of the East India Company. On the basis of the Wood's Despatch Report in 1854, three universities were established in Calcutta, Bombay and Madras in 1857. During this period, East India Company was more interested to strengthen and increase their political power and supremacy rather for the development of socio cultural aspects of the native Indians. The scope and practice of physical culture or physical education had not been envisaged during this period. It may not be out of place to mention here that other European countries were relatively advanced in the sphere of physical
education and physical culture in comparison with the situation in England following industrial revolution. Therefore, interest of East India Company for the expansion of education and physical education was limited.

1.2.9 PHYSICAL EDUCATION IN BENGAL PRIOR TO 1882
(i) EFFORTS BY THE INDIANS :-

During the late Muslim period and early British period (East India Company), the Indian traditional system of physical culture, development of physical pursuit specific to skill and strength were badly affected probably due to uncertainty into society. In Bengal it was not until the time of some brilliant personalities of Indian renaissance, who gave tremendous boosting to the traditional culture by way of rejuvenate them with modern outlook. The scope and practice of pursuit relating to physical activity found a new horizon under their leadership.

For any discussion regarding education, culture, art and literary work from the period of early 19th century it will be of no use if we do not consider the contribution of Tagore family. Prince Darakanath (1794-1846), grandfather of Rabindranath, was of a great stature among the enlightened Indians. He was well acquainted with British culture and had been to England at least two times. From his autobiographical sketch (12) (edited by Prabhat Kr. Gongopadhya, 1962), it appears that Maharsi Debendranath Tagore (1817-1905), father of Rabindranath Tagore, was introduced to learn various forms of physical culture mainly wrestling, don-baithak, exercise with big club at the very early age. It may be assumed that unless Darakanath was aware about the benefit of organised physical activity, he would not have introduced this culture in his family.

In turn, Debendranath also made several arrangements of physical culture and developed certain facilities for the benefits of his sons and other members of the family (28). Rabindranath and his elder brothers used to learn various aspects of general education from their tutor at home. At the same time they had to learn wrestling, swimming, horse riding,
gymnastics, *lathi* play (a form of combative sports with sticks), rowing, running, jumping etc. from various experts in these activities. Debendranath had a substantial understanding regarding the necessity of a strong body and the process for the development of same. He had inculcate this not only to the members of this family but the learnt enlightened members of the society who were closed to him. It is interesting to note that during mid 19th century daughter-in-law of Debendranath used to practise horse riding with her husband, Jotyrindranath.

It may not be out of place to mention here that practice and culture of Tagore family was rather unusual in those days. Not that all other, to some extent, educated and enlightened, at the same time economically advanced families of Calcutta, were also habitual with this physical culture. Rather an inactive life style with full of thirst for sensual pleasure was the order of the day and typical Bengal culture prevailed in those days.

The family culture of Rabindranath Tagore (1861-1941) was not only exception but also they walked hard to inculcate modernisation in outlook and were interested to enlighten the people and masses in the form of movement.

Maharsi Debendranath published literary magazine - *'Tottabodhini Patrika'*(1-A) in which among many other thinkers, Akshay Kumar Dutta (1820-1886), the editor, wrote (1848-1851) a series of articles relating to body, mind and spirit, and the necessity of exercise (25). Probably this was the first time when a movement for people awareness started for the development of health through exercise by Akshay Kumar Dutta. He was more interested to attack the lazy, inactive, weak minded sickly Bengalee youths so that there may be a sea-change in the attitude of the young Bengalees. Akshay Kumar Dutta was a product of Bengal renaissance and with the patronage of Tagore family, he was the first to introduce a new thinking, new concept towards physical education, physical culture and active life style. He emphasized in his writings that if a person, from well to do family, leads an inactive life style, he will have to face a number of health hazard in his later life (5). "Loss of appetite and a loss of mental
power, fatigue and other health hazard are directly related to inactive lifestyle" - he indicated. His thinking on this issue was definitely an advance outlook beyond his time. His certain observation are still valid particularly relating to consequences of inactivity which are now a days referred to as hypokinetic diseases. He was very much unhappy over the curriculum of the English schools introduced by the British rulers since they did not contain any programme of physical education and culture. In his famous writings, he also proposed that one should learn the benefits of exercise along with his own regular participation in the exercise programmes. He felt that unless a clear insight is obtained regarding benefits of exercise, one may not be interested to make physical activity as part of his culture and practice.

Another leading personality of Bengal renaissance, Nabagopal Mitra (1840-1894) a disciple of Rajnarayan Basu (1826-1899), established National School in 1872 under the auspices of National Assembly. Probably this was the first time when some sort of physical education and physical activity introduced in the school education system along with art, music and general education. Gymnastic, wrestling, combative activities, horse riding, shooting were regularly practised by the students. Nabagopal Mitra also introduced a Bengali circus party where excellence of physical culture by the Bengalee youths were shown regularly.

Rajnarayan Basu, another reformist was very much interested in national movement. Under the direct patronage of Tagore family and with the help of his followers and Nabagopal Mitra Hindu Mela was inaugurated in 1867 (5). This was continued till 1881 as an annual feature. Hindu Mela was considered as a programme of national movement and product of Bengal renaissance. Exhibition of various forms of physical culture, wrestling, lathi play, fencing, horse riding, rifle shooting, stunting were a regular feature of Hindu Mela. Competition of various physical activities were usually held and the champions were honoured with prizes (2). The object of this programme in Hindu Mela was to motivate the young Bengalees for a strong healthy body and conscious people to involve in national
movement. The organisers of Hindu Mela were convinced that unless the Bengalees became strong in body and mind, they would not be able to change their fortune, at the same time they were interested to spread the feeling of nationality as a movement.

Critical review of the available literature specially news papers, weekly and monthly magazines revealed us that printing media during that time praised and supported the organisers of Hindu Mela for sponsoring nationalist feeling. The important news paper and literary magazine which published editorial and features in this regard were, 'Tottobodhini Patrika', 'Sambad Prabhakar', 'Amrita Bazar Patrika,' 'Bharati'; 'Bangadarshan' etc. In this literature, the writers and editors drew the attention of the readers regarding the necessity and practice of physical culture among the Bengalee masses. Some organisers were all praised for Nabagopal Mitra and his associates for developing grand physical culture programme during Hindu Mela.

(ii) INITIATIVE BY THE BRITISH GOVERNMENT

European system of education was first introduced by the Missionaries and from the early part of the 19th century it took a strong hold by way of establishment of formal educational institutions. Between 1813 and 1854, East India Company initiated to introduce British system of education for the purpose of running Government and very specifically to have cheap Indian Government servants who will be able to read and write English and transact the Government machinery and business smoothly. Around 1840 Government schools were established in almost each district, but scope of physical education was absolutely nil in these institutions. For which the enlightened Bengali proliferate writer Akshay Kumar Dutta criticized heavily. Wood Despatch (1854) was the blueprint of educational system in India by the British Government. Thereby for the sole purpose of creating a new generation of Bengali masses by complexion of skin but will remain faithful to the British and by culture and practice will try to be similar with the Englishmen.
Calcutta University was established in 1857 on the basis of this blueprint and scope of higher education was gradually initiated. However, in all this approaches by the British Government physical education was thoroughly neglected and was not considered as a subject under the purview of educational system. It was not until 1872-1873 when Nabagopal Mitra introduced physical education and physical culture in the National Schools and Deputy Governor (chotolat) Gorge Campbel (1871-74) introduced gymnastics in the Government Schools. Government records (8) revealed that in May, 1873 Lieutenant Governor sanctioned the appointment of a teacher of gymnastic for the Calcutta Normal School, the Barasat and the Barrackpore Schools on a salary of Rs. 40/- a month, with Rs. 15/- on account of travelling allowances. May be this was the first time that the Government made an effort to introduce physical culture in the school curriculum. Government also sanctioned liberal funds of Rs. 500/- for Barasat and Barrackpore Schools each and Rs. 750/- for Calcutta Normal School for gymnastic apparatus. Hindu School also got Rs. 650/- for creating a gymnasium (9) and a teacher was appointed for gymnastic during July, 1875 (10). From another report, it may be seen that the principal of Hooghly College informed Government that gymnastic were very popular among the boys of the school (11). Two text books for Gymnastic were also published in 1875, one by Harish Chandra Sharma and the other by Syama Charan Ghosh.

In this few pages the researcher has attempted to narrate very briefly the prevailing scenario relating to education particularly physical education before 1882. The main emphasis of this presentation would be to focus the incident, planning, and development between 1882 and 1982. The back drop of 1882 is to help the readers to understand the perspective and steps towards 1882. This chapter may be considered as a curtain-raiser of the main era.
1.3 PURPOSE OF THE STUDY

Looking into these brief historical perspective of the physical education scenario in West Bengal between 1882 and 1982, the researcher was motivated to focus the prospect and retrospect of the development of the subject and set the following objectives for the present study.

i) To observe critically the various commission reports which were constituted by the British Government and to identify their attitude towards physical education.

ii) To find out the state of affairs of physical education in Bengal during British rule since first Indian Education Commission in 1882.

iii) To find the impact of akhra movement on the development of physical culture among Bengalee youths.

iv) To locate the legislative effort for the introduction of physical education and drill into schools and colleges.

v) To identify socio-political and historical perspective for introduction of physical education as a teachers training programme in Bengal in 1932.

vi) To locate the stages of development of physical education as an academic discipline in university system.

vii) To find out the administration of physical education programme in West Bengal.

viii) To identify the special features that occurred in West Bengal as a consequence of introduction of physical education as a compulsory subject in secondary examinations curriculum in the year 1974.

ix) To view critically employment opportunity and scope of physical education as a profession during this period.

x) To look into the consequence of introduction of Master's course in physical education at Kalyani University for the first time in whole of East and North Eastern region of the country.
1.4 SIGNIFICANCE OF THE STUDY

i) The study will throw a new light on the comprehensive understanding of physical education in West Bengal.

ii) State of affairs of physical education during British rule may be identified.

iii) The study will give an opportunity to disclose the facts and figures regarding the initiative of Government and other agencies for the promotion of physical education.

iv) The information gathered in this presentation may provide handy tools for those who fight for the cause of physical education.

v) Slogan for active life style is coming up, the finding will help to form philosophy of active life style.

vi) The education planners, researchers and administrators may be benefitted by way of utilising the information of the thesis in their endeavour.

vii) Professional organisations who fight for the fostering of the profession, may find important and significant clues in support of their argument.

viii) Understanding of the historical perspective of the profession will help all those who wants to develop physical education as a profession as well as an academic discipline.

1.5 DELIMITATION

i) The study was delimited to a particular period of time from 1882 to 1982.

ii) The study was further delimited to the development of physical education with emphasis on educational institutional settings.

iii) The historical analysis of the incident was restricted to West Bengal.

iv) The scope of the study was broad, however even within educational institutions, more emphasis was given to professional training institutes and physical education in secondary school level.
v) Since the study was restricted to West Bengal, the development of physical education in other states of Indian Republic were not considered.

1.6 LIMITATION

i) For such historical research the study has to depend on documents and literature. Unfortunately in our profession these are a great snag since documents are not properly kept in the educational institutions and the literature are too meagre.

ii) The principal sources of information for this thesis were collected mainly from only four Govt. agencies- West Bengal State Archives, National Library, Writers Building Library and office of the District Officer for Physical Education & Youth Welfare, Midnapore, and therefore it was a limitation of this study.

iii) Systematic documentary evidences were very much limited in training institutions, therefore, the researcher had to depend on personal interview with eminent physical educationists.

iv) Physical education subject has not been developed as an academic discipline till 1970's. Moreover societal awareness was very much restricted and therefore, the literature and other academic documents e.g. report of the seminar, symposia etc. were not readily available like other developed subject. This was really a strong limitation in this study.

v) As a consequence, the researcher had to depend on the documents available in the Govt. establishments. Therefore, cross verification of the documents and information could not be made which the researcher considered as a limitation.
1.7 REFERENCES FOR CHAPTER - I


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