



Role Of Selected Folk Games Programme On Self Perception Of College-Going Students

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ABSTRACT: The antique value of folk games assists us to remember our past socio-economic status which is the main base of formulating various folk games. Folk games have often been created from local resources and circumstances, which reflect the cultural ethos. Folk games are not only the form of game but at the same time it also considers as a process which engages a group of people in recreation and entertainment for a certain duration of period. Folk games are designed in such a way that one can develop from a psycho-social aspect along with physical fitness. Equipment-free folk games follow simple rules and regulations which is the main key of its popularity. But in last few decades, it faded up its universal glory. Renowned competitive sports which are mostly very expensive in nature restricted the worldwide practice of folk games. Among the entire society, college going students are played an important role to maintain the socioeconomic culture and tradition of the nation. To feel the sentiment, traditional cultural behaviour self-perception is one of the crucial issues. Self-perception helps one to behave correctly according to the variation of his surroundings. In West Bengal, more than 65% of educational institutions are situated in remote village areas where the costly, equipment-oriented game is not at all lasting for a longer duration rather priceless, apparatus-less folk games are mostly suitable. Like other games, folk games also include physical activity which enrich the player from the direction of physical fitness. But at the same time it is invented to know the role of the folk games on psychological variables, like Self Perception. For the purpose of study total 38 college going male students were selected as subjects (age – 18-21 years), among them 19 were included in the Experimental Group and rests were kept as Control Group. A planned, popular, bunch of folk games programme suitable for the college students were selected as training programme for 12 weeks. Analysis of covariance was applied as statistical analysis where the level of significance was set at 0.05 level. The result of the study showed the significant differences was found in Self-perception.

Key Words: Folk Games, College Students, Self-Perception.

INTRODUCTION- Folk games are a vital component of folklore, as highlighted by William R. Bascom, who stated that folklore encompasses various forms of cultural expression, including folk art, crafts, beliefs, and music. Some ancient folk games, common in the past, are forgotten and disappear because present young generation specially children no longer know them. Folk games, which were an integral part of our ancestors' childhood, have almost vanished. Present old generations still recall some of the endangered folk games, but children in modern society do not know about them. Folk games have had great significance and have left a mark in the childhood of every human who played them.

Folk Games can be defined as traditional, regionally-rooted games that may include vocal elements, can be played with or without instruments, indoors or outdoors, follow few easy rules, and reflect historical lifestyles and socio-economic conditions, transcending class and religious divisions while promoting health, intelligence, and enjoyment.

Barun Kumar Chakrabarty¹ (2001) attempted to depict a definition of folk-games that The games with a particular regionalized identity, based on few easily affordable equipment or without any equipment at all which are played indoor or outdoor in association with rhymed verse or unrhymed chartings are called folk-games.

Folk Games are characterized by regional variations in names and forms, minimal or natural equipment requirements, potential incorporation of rhymes or odes, and easily grasped rules that can be learned through observation.

By discussing the main characteristics of Folk Games are as follows:- (i) Regionalism - Folk games have not any universal common form. The same game is known by different names, in different forms in different places. (ii) Equipment free game – Most of the folk games are equipment free game whereas Very few folk games need the equipments which are not much expensive and very easily available because they are the part of nature, like stone, sticks, sand, tree, river/ pond etc. which are costless equipment. (iii) Rhythmic - Sometimes folk games are combined with ode or rhymes which may be meaningful or meaningless. (iv) Hassles-free Regulations - Simple rules and regulations of the games are adopted easily by the player by watching the game once only. (v) Reflection of Socio-Economic Life Style - Folk games, rooted in the traditional lifestyle of a region, reflect its socio-economic conditions. (vi) Flexible and intrinsic Motivation - Folk Games are characterized by flexible time limits, open player participation, and a focus on enjoyment rather than external rewards. Though in Folk games, there is competition but the aim of the competition is for “endless joy”.

Folk games, cherished by young ages for their simplicity and lack of cost, are being overshadowed by the increasing focus on competitive sports in educational institutions, where limited resources and the allure of electronic media contribute to the decline of traditional play in favor of more expensive games like football and cricket.

In light of the young men of colleges and society's potential loss of traditional folk games coupled with the financial burden of global competitive games, the researcher aims to find out the role of these folk games' on mental well-being, advocating for their inclusion in college curriculum to relieve the students of remote villages from monotonous exercise while promoting their fitness.

METHODOLOGY- Total thirty-eight college going male students of Chatra Ramai Pandit Mahavidyalaya were selected as subjects for the study. Among them nineteen were included in Experimental Group ($n_1=19$) and rest of nineteen were kept as Control Group ($n_2=19$). All of the subjects were in between the age of 18-21 years. Self Perception was measured by standardized Questionnaire named Belbin Self-Perception Inventory.

12 weeks folk games training programme was administrated on experimental group of college going student. This study consisted of two different groups, Group - I ($n_1=19$) was

¹ Chakrabarty, Barun Kumar, Lokokrirar Samajtatwa, Academy of Folklore, Kolkata, 2003, p-28-29.

Experimental group, who underwent through the training programme for 12 weeks and Group - II ($n_2=19$) acted as control group, who did not receive treatment. Control group spent their college days normal and as usual. All the participants were tested prior to and after the experimentation. The folk games training programme was specifically designed by considering the age and gender of the subject. Six days in a week and every morning for 70 minutes before the college started training was administered. In every morning 70 minutes training program was consist of 10 minutes light warm up and bunch of three folk games for one hours. Four bands of folk games i.e. A, B, C, D were constructed for smooth running of training programme as well as relief from monotonousness. Band A had bunch of three folk games, i.e Kanamachi (Blind Bee), Mangso Churi(Stolen Meat), Murgi Lorai (Cockfight), Band B had another bunch of three folk games, i.e Balloon Bachao (save the Balloon), Chand Mari Choi Choi(Guess the Target), Dalim Dala (Hit the Target by Ball). Band C consisted of bunch of three folk games, i.e. Indur – Biral (Cat & Mouse), Pittu (Ball Battery), Khoi-Doi-Chire-Muri and Band D had three folk games i.e. L-O-N-D-O-N, Golla Chutt (Moving Shot), Dang-guli (Stick and Shot).

Table- 1 Entire Training Program Schedule

Week	No. of Days	Band	Folk games
1 st Week	For Consecutive 3 days	Band A	(i) Kanamachi (Blind Bee), (ii) Mangso Churi (Stolen Meat), (iii) Murgi Lorai (Cockfight)
	For another Consecutive 3days	Band B	(i) Balloon Bachao (save the Balloon), (ii) Chand Mari Choi Choi (Guess the Target), (iii) Dalim Dala (Hit the Target by Ball)
2 nd Week	For Consecutive 3 days	Band C	(i) Indur – Biral (Cat & Mouse), (ii) Pittu (Ball Battery), (iii) Khoi-Doi-Chire-Muri
	For another Consecutive 3days	Band D	(i) L-O-N-D-O-N, (ii) Golla Chutt (Moving Shot), (iii) Dang-guli (Stick and Shot).
3 rd Week	Same Programme Schedule as 1 st Week		
4 th Week	Same Programme Schedule as 2 nd Week		
And so on..... up to 12 weeks			

STATISTICAL ANALYSIS: No attempt was made to equate the groups in any manner at initial stage. Hence, to make adjustments for differences in the initial means and test the adjusted posttest means for significant effect, the analysis of covariance (ANCOVA) was used. All of the statistical analysis tests were computed at 0.05 level of significance ($P<0.05$).

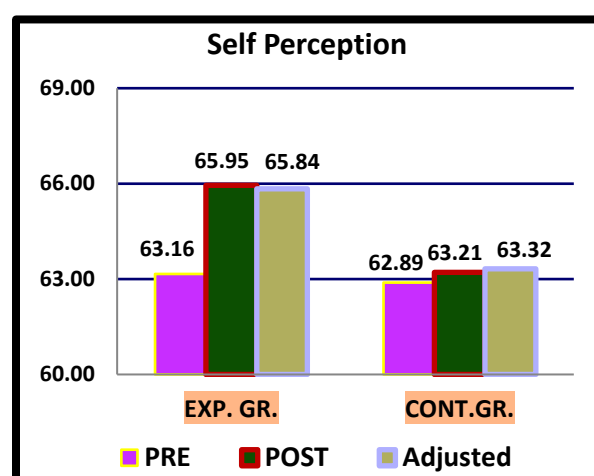
RESULTS AND DISCUSSION: The result of the study has been presented in tabular form as given hereunder.

ANCOVA OF THE MEANS OF EXP GR. AND CONT. GR. COLLEGE GOING STUDENTS IN SELF-PERCEPTION

TABLE -2

Mean	Exp Gr	Cont Gr	Sum of Square		df	Mean Sum of Square	'F' ratio
Pre Test	63.16	62.89	B	0.66	1	0.66	0.03
			W	714.32	36	19.84	
Post Test	65.95	63.21	B	71.16	1	71.16	4.25*
			W	602.11	36	16.73	
Adjusted	65.84	63.32	B	60.38	1	60.38	16.64*
			W	126.97	35	3.63	

FIGURE -1



*Significant at 0.05 level of significance

$F_{0.05}(1,36) = 4.11$

$F_{0.05}(1,35) = 4.13$

B = Between Means Variance

W = Within Group Variance

Table -2 indicated that the resultant F-ratio of 0.03 was not significant in case of pre-test means of Self Perception whereas the post-test means of both the groups yielded F- ratio of 4.25, which was significant at 0.05 levels of significance where Tab F = 4.11. The difference between the adjusted post-test means of Self Perception was also found significant as the obtained F ratio was 16.64. The F ratio needed for significance at 0.05 level of significance was 4.13. The graphical representation of the mean values of Self Perception has been presented in figure 1.

FINDINGS - The findings of the study showed that significant mean differences were found between the control group and experimental group in the variable Self Perception after administration of the mentioned training programme for the duration of six weeks. The reasons may be occurred to the facts that it provide opportunities for self-reflection while playing the folk games which permits them to confront and understand their own capabilities and areas of improvement. The cultural background, traditional diversity, and sense of belongingness are remarkable nature of folk games which help one for mental mapping for correct self-identity which ultimate result on the better self perception. With the help of

Bandura's (1997) theory of self-efficacy, we can refer that individuals who master tasks gain confidence in their abilities, leading to a more positive self-image that may be one of the ways of self perception. Practicing regularly of various folk games mentioned in this training program has nature of developing deeper insight regarding the present game situation which enhances the self perception level.

CONCLUSION: Within the limitations of the present study, the following conclusions may be drawn.

1. 12 weeks specific Folk Games Programme is effective to bring in remarkable positive changes in Self Perception of college-going male students of Bankura District.
2. The nature of Folk Games Programme i.e. equipment less game or involvement of priceless equipment, easy and flexible rule regulation, involvement of mass students, no hard and fast time limitation, lot of enjoyment etc. is proved for appropriate and well-set for mental mapping and also enhances the perception level of the college students.
3. Broadening the Folk Games Culture is useful to carry out the reflection of area wise Socio-Economic culture and daily life style.

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