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## Rationale of Physical Education and Sports in Non- Formal Education System

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### Abstract

Educative system classification proposal, comprising formal, non-formal and informal education, their features and relations at the level of concepts and practical utilization is presented.

“Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.”

National Institution of Open Learning System mainly caters to the educational needs of the out of school children in general and those belonging to school drop-outs and organised different programs such as Life Enrichment Program and Life Skill Program. Empowerment of adolescents through education and life skills development of NIOS to make informed choices, keep of infections like HIV and adopted a responsible behavior leading to a healthy society. Learning is not restricted to the time spent in school. It begins at birth and continues all your life. However, ongoing learning throughout life enables people to take advantage of new opportunities that arise as society changes.

World Health Organisation emphasized the importance of health, physical activity and other innate powers training. It is the role of PE to provide instructional actions that not only promote skill development and proficiency, but also enhance an individual's overall health. PE may incorporate following rationales in non-formal education:

- Set up and upgrade non-formal courses related to fitness, lifestyle and wellbeing
- Offer online courses in physical education and sports sciences

Given the importance of PE foundations, currently those who miss out on basic education suffer exclusion because the health of the people is which all their happiness and all their powers as a state depend.

**Keywords:** Physical Education, Sports, Non Formal Education, Informal Education, Formal Education

### 1. Introduction

#### 1.1 Background

As the Kennedy (1960) stated that ‘If we are failing to encourage physical development and prowess; we will undermine our capacity for thought’<sup>[1]</sup>. We will minimize our capacity of work and use of those vital skills for the expanding and mounting individual.

“Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.” – International Charter of Physical Education and Sport: UNESCO, 1978<sup>[2]</sup>.

#### 2. Introduction of Education System

Education means learning knowledge, skills, and attitudes. The most important part of learning is how to learn. Learning means deciding about your own lifestyle. As Dib (1987) explained that educative system classification proposal, comprising formal, non-formal and informal education, their features and relations at the level of concepts and practical utilization is presented<sup>[3]</sup>.

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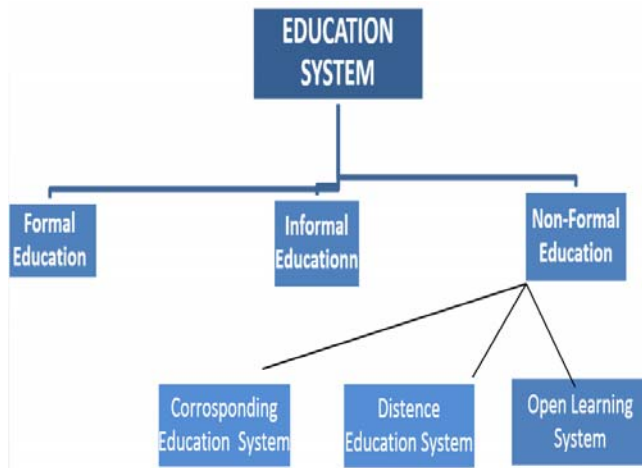


Fig 1: Education Setup

### 2.1 Formal Education

Formal education is an organized, systematic, structured educational model according to a particular set of laws and norms, based on planned curriculum objectives, content and methodology.

### 2.2 Informal education

Informal education is a general term for education outside of a standard school setting. It can refer to various forms of alternative education, such as: Unschooling or Home schooling or Auto didacticism [4]. Even less structured is **informal education** which deals with everyday experiences are interpreted or explained by elders or peers which are not planned or organized (incidental learning).

### 2.3 Non-formal education

According to Dib (1988) that educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into the so-called non-formal education [3]. The scope of non-formal education may be fall into three educative processes, namely: "correspondence learning", "distance learning" and "open systems".

### 3. Open learning

Open learning system is well established at worldwide. The term non-formal education has come to cover education (training) initiatives as far as apart as extension services for every concern area [5]. As remarked by Butts (1981), "open learning systems are defined as those which offer students a measure of flexibility and autonomy, to study the programmes of their choice when and where they wish, and at a pace to suit their circumstances [6].

### 3. Open School Learning/ System in India

The present pattern, in which we have education at the beginning of our lives, then work in one field until an extended retirement period, is changing. This is because rapid technological change and growth in information require ongoing learning. Given the importance of learning foundations, currently those who miss out on basic education suffer exclusion. However, ongoing learning throughout life enables people to take advantage of new opportunities that arise as society changes. It also provides opportunities for those who are unemployed to re-enter the workforce. The

projects and programs implemented under the label of 'non-formal education' are very diverse in scope. What they usually have in common is an organized, systematic, educational activity, carried on outside the framework of the formal education system, to provide different types of learning to particular groups in the population [7].

The National Institute of Open Schooling (NIOS) established as an autonomous institution under the Ministry of Human Resource Development, Government of India in 1989. NIOS mainly provide to the educational needs of the out of school children in general and those belonging to school drop-outs and socially and economically backward section of the learner population and organised different programs such as Life Enrichment Program and Life Skill Program. Empowerment of adolescents through education and life skills development of NIOS to make informed choices, keep of infections like HIV and adopted a responsible behavior leading to a healthy society. Learning is not restricted to the time spent in school. It begins at birth and continues all your life. However, ongoing learning throughout life enables people to take advantage of new opportunities that arise as society changes. Keeping the rapidly changing social scenario and life style in view, NIOS has decided to initiate a program called AEP.

### 4. Rationale of Physical Education and Sports in Non-Formal Education:

*"Be strong my young friends, that is my advice to you. You will be nearer to heaven through football than through the study of the Gita"* [8].

The General Assembly of UN adopted Resolution 58/5 proclaiming 2005 as International Year of Sport & Physical Education (IYSPE 2005), thus giving a strong impetus to efforts to more fully integrate sports into the development agenda, as: i) being integral to quality education with mandatory physical education recognized in a number of countries as a universal pillar to foster education, health and personal development; ii) improving the health standards of the population; iii) achieving sustainable development; and iv) building lasting peace [9].

#### 4.1 Art and science of the human movements:

Physical Education is the based on different physical, sportive activities which are observe in the form of movements. Human body is a machine which cannot execute precisely if it is not on top form and sound. "Physical education is the study, practice and appreciation of the art and science of the human movements" [6, 10]. While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency, but also enhance an individual's overall health [11].

#### 4.2 Improving the health and fitness

Physical education is the major vehicle for improving the health and fitness of any nations. Sarkauskiene (2013) emphasized the importance of physical health, physical activity, and other innate powers training as per the World Health Organization and European Commission approved documents [12]. Different Health & fitness related reports statistically cited that physical inactivity as a national health risk. These reports advocated the need for daily physical activity, citing the following health benefits from moderate participation: improved strength and endurance, healthier bones and muscles, weight control, reduced anxiety and increased self-esteem, and, often, improved blood pressure and cholesterol levels.

### 4.3 Improving the cognitive performance

In addition to the health benefits, cognitive performance can also be enhanced through physical education. There is a growing body of research that supports the important relationship between physical activity and brain development and cognitive performance. Jensen (1998) pointed out the strong relationship of the cerebellum to memory, perception, language, and decision-making, citing physical activity as a way to enhance cognition [13].

### 4.4 Enhance the sense of achievement, national pride and patriotism

One aspect of physical education and sports activities explore through competitions which are played at various levels. So the stakeholders are full of zeal and explore cooperation, peace, sense of togetherness and responsibility.

The Preamble to the National Sports Policy 2001 of India states - "Activities relating to Sports and Physical Education are essential components of human resource development, helping to promote good health, comradeship and spirit of friendly competition, which, in turn, has positive impact on overall development of personality of the youth. Excellence in sports enhances the sense of achievement, national pride and patriotism [14, 15].

### 4.5 Boost up all round personality

The students are provided non-formal set up through which they can gain knowledge and understanding of themselves physically, socially and emotionally. The program is based on themes of character and value that teach students lifelong lessons on which they can use in the larger community and in their personal lives. These courses may be based on:

- Health, Fitness and Lifestyle
- Yog & Wellbeing
- Recreation and Health Improvement Management
- Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built.
- Movement concepts (space awareness, effort, and relationships)
- Sports methodology in community work
- Leisure activity & Indigenous sports
- Adventure Sports & Camp Activities

Learners will apply theoretical concepts of physical education & sport in a practical setting in the way of coursework, internships, Online PE programs/ classes, learners may demonstrate creative thinking, problem solving, and independent study skills. The students/ learners of this program find positions in physical education, athletics, coaching, business, health promotion, athletic training and sports medicine, fitness/wellness, intramurals, and/or recreation to name a few. They may focus on induction training, recurrent training, orientation programmes, research studies and surveys, curriculum development, preparation of training materials, evaluation strategies and techniques, use of educational technology, media and others.

Most recently the Declaration of Berlin 2013 – UNESCO's World Sports Ministers Conference (MINEPS V) is very helpful to advocate that why the physical education and sports play imperative role in each and every type of learning, curricula or educational system? That is "Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society."

### 5. Conclusion

Given the importance of PE foundations, PE culture and PE literacy to the health & wellbeing of the people is which ultimate happiness and all their powers as a state depend. Non-formal and informal elements would be gradually incorporated by any education system, so as continually to meet the needs of individuals and of the society.

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