

Professional Competence Attributes for Physical Education Trainee Teachers: New Education Policy (Nep 2020) Perspective

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Abstract

The present society focus on the international society is in dynamic phase and moving fast daily, but also facing unprecedented challenges of under potential candidate in industry. Every industries are suffering with this problem of under potential candidates, not just in India, it is around the world. Indian higher education system also working according the need of internationalization, they expend their infrastructure, revised their policies, introduce new programs, revised curriculum and update their faculty member, also improve student interest and engagement in teaching learning process. In the present study professional attributes are identified for different domain's of physical education. A structured interview was conducted with physical education industry expert from various field of physical education. Their responses and opinions were collected as data collection, and coding process was followed on interview process. A table of professional attributes is findout after data analysis.

Keywords: Industry, Professional attributes, Physical Education, industry demand.

1.0 Introduction

Today, In the present scenario not only in India but the whole world is facing unprecedented challenges-from great recession, fall of jobs, job security, and lack of dedicated and productive employee. This complex issue is a matter of debate and finding out the solution as soon as possible in all the fields, and need to look at the future (Behzadirad & Stenfors, 2015). This is well known thing that the industrial revolution make changes in today's lifestyle of society. The journey of education system also changed accordingly under the shadow of industrial revolution 4.0 (Puncreobutr, 2016). The success of these revolutions is depending upon the men power and their working capacity and potential. So dependency raises the bar for selection of candidate and expectation of industry from candidate. Global demand increase demand of productive candidates in every field and create pressure on higher education to create more professionally skillful candidate (Perry et al., 2015). A productive candidate can bring healthy competitiveness in organization or in field, responsible for knowledge economy, improving the national competitiveness on the global stage and responsible for social mobility (UGC, 2020).

This pressure provoked higher education to make changes according to international challenges, which leads to update policies, programs, curriculum, infrastructure and teaching learning process, and also lead to create relationship between industry, institution, teachers and students (Chen et al., 2016).

Higher education system should take initiative to update for professional challenges. A long term initiative is required for institutionalizing an outcomes oriented higher education system at national and international level (MHRD, 2019).

Indian higher education also initiated to do the same and seeking for long term result oriented action all the time, according to UGC's 12th Five year plan (2012-2017) report in India higher education is passing through a phase of magnificent expansion caused by great number of students enrolled in higher education colleges and universities, magnificently expansion of number of colleges and universities, level of public funding in higher education (MHRD, 2016). This expansion brought up challenges in higher education and provided equal opportunities for quality higher education to each and every student (UGC, 2012), also a historical opportunity to make more professional and balanced students who can achieve international benchmarking and create their own standard in their respective fields (UGC, 2011). Indian higher education always create historical changes on time to time like; UGC Act 1956 (UGC, 2002), National policy on Education 1986, Program of Action 1992 (MHRD, 1992), National Education policy 2016 (Chandrasekar, 2016), for producing productive student. These all changes and initiatives are resulting of outcomes-oriented series of action like: adding new programs, update existing program, update curriculum based on futuristic need, New Education Policy (MHRD, 2020) revised and reframe as per the present scenario and futuristic need of society. Similarly physical education field also expended in around the world, leading industries, policies raising the bar in the field (Chouari, 2016). Research finds that there is also lacking of professional attributes in physical education candidates and in the present verity and diversity available in physical education, which always required multi-skilled candidate (Jensen, 2011). Lack of professional attribute create gap between candidate and industry, resulting ultimate loss to profession.

Now, it is matter of discussion that what enables a student to be a industry ready, handful with skill. Which kind of professional attributes required for physical education trainee teacher for professional establishment in future (Cohen & Zach, 2013). When discussing the professional attributes for physical education students in higher education, they must focus on the basic components of performance and development tools (Spruit, 2016). As Jensen, 2011 states 'meaningful appraisal geared teacher improvement and development in learning', similarly this statement directly correlates in student learning for professional requirement of growth and development (Cascallar, 2016). The model facilitates professional growth and allows candidates, teachers and other beneficiaries to identify their own benefits based on the needs (Fox et al., 2011).

2.0 Methodology

2.1 Selection of variables

The need of the physical attributes are based on related literature, existing research, journals and expert opinion from physical education industry four major variables were identified from physical education.



Figure-1: illustration of physical education professional domain (DEECD, 2014).

- **Academics:** This parameter includes assessment of theory and practical classes, grounds activities, course related other classes, and other co-curricular participation of physical education trainee teachers.
- **Sports:** This parameter explores the level of participation of candidates sports as a player, as a volunteer, as an official and as an organizer at various level competitions during their program.
- **Industry exposure:** This parameter explores the previous experience of candidates related to the physical education industry. Their association with various opportunities in the physical education field and learning.
- **Social responsibility:** This parameter explore the association and contribution of the candidate's connects with the society in terms of NCC, NSS, Scout & Guide, NDRF, NGO, Govt. social schemes etc.

2.2 Selection of Participants

For the present study, 24 experts from physical education industry including; 4 HOD from school, 2 HOI department of physical education, 4 Principal of school, 2 HR manager from physical education industry, 3 admission cell and placement cell in-charge of department of physical education, 4 director of sports, 1 CEO physical education service providing company, and 4 Faculty members of school and colleges are selected as participants.

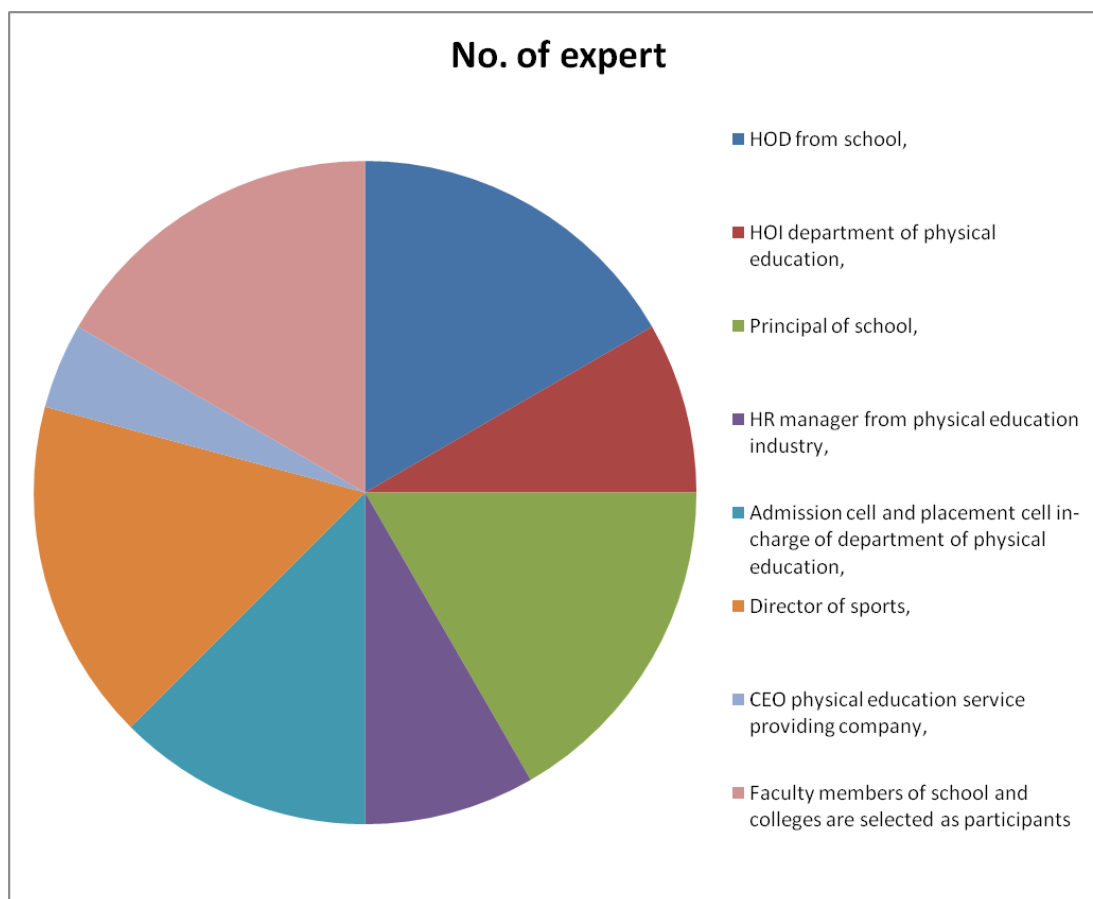


Figure – 2: Illustration of physical education expert by pie chart.

2.3 Data Collection

Participants were interviewed via with semi structured interview protocol and their responses and opinions were recorded as data collection.

2.4 Data Analysis

- **Computation:** Interview data was analyzed and followed by the coding procedure.
- **Coding:** Coding procedure followed to findout the attributes suggested by expert opinion and outcomes of the study is presented in the table format, below:

Table- 1: represent the variables, attributes and coding

List –I	List-II	List-III	List-IV
Variable	Sub-variable	Physical education professional attribute	Label of Coding
1. Academics	1.1 Classroom teaching	1.1.1 Classroom participation	32
		1.1.2 Student interest based education	14
		1.1.3 Theoretical knowledge	22
		1.1.4 Knowledge sharing	28
		1.1.5 Teacher's ability	22
		1.1.6 Transfers of learning	19
		1.1.7 Communication skills	26
		1.1.8 Career guidance	14
		1.1.9 Skilled based academic opportunities.	29
		1.1.10 Teaching lesson practice	16
		1.1.11 Promoting local language	14
		1.1.12 Industry oriented academics	22
		1.1.13 Updated classroom	17
	1.2 Grounds activity	1.2.1 Practical exposure	25
		1.2.3 Physical activity	20
		1.2.4 Latest equipment & facilities	12
	1.3 Research activity	1.3.1 Research paper	10
		1.3.2 Dissertation	10
	1.4 Conference	1.4.1 No. of participation	10
		1.4.2 Paper presentation	10
	1.5 Workshop	1.5.1 No. of participation	9

	1.6 Co-scholastic event participants	1.6.1 Co-curricular skill exposure	19
2. Sports	2.1 Sports participation	2.1.1 AIU tournaments	11
		2.1.2 District/state/nationals level tournaments	15
		2.1.3 Federation/association	17
	2.2 Sports volunteer	2.2.1 Sports event participation	29
	2.3 Technical official	2.3.1 Certification	15
		2.3.2 NSNIS	14
	2.4 Sports organizer	2.4.1 Inter-class competition	16
		2.4.2 Intramural/Inter house	15
		2.4.3 Interschool/Intercollegiate	20
		2.4.4 Clubs/academy level competition	19
		2.4.5 Exhibition competition	02
3. Industry exposure	3.1 International internship	3.1.1 Connect with the organizations	10
	3.2 Summer internship	3.2.1 Connect with the organizations	15
	3.3 School internship	3.3.1 Coaching & training in schools	16
	3.4 Apprentice	3.4.1 Connect with the organizations	22
	3.5 Sports industry	3.5.1 Event organization	9
		3.5.2 Sports goods manufacturing	2
		3.5.3 Physical education service providing industry	13
		3.5.4 Sports management	5
	3.6 Corporate sector	3.6.1 Event organization	9
		3.6.2 Sports goods manufacturing	2

		3.6.3 Physical education service providing industry	13
		3.6.4 Sports management	5
		3.6.5 Technical official support	12
		3.6.6 On job training	17
	3.7 Federation/organization	3.7.1 Volunteering	20
		3.7.2 Technical official	14
	3.8 On site visit	3.8.1 Event organization	9
		3.8.2 Sports goods manufacturing	2
		3.8.3 Physical education service providing industry	13
		3.8.4 Sports management	5
		3.8.5 Technical official support	12
		3.8.6 Industry visit	18
4. Social Responsibility	4.1 NCC	4.1.1 National integration, level of participation	9
	4.2 NSS	4.2.1 Socialization, community services	7
	4.3 NGO	4.3.1 Community connect and exposure	2
	4.4 NDRF	4.4.1 Community services	2
	4.5 Scout & Guide	4.5.1 no. of camp	7
	4.6 Govt. schemes	4.6.1 no. of participation	22
		4.6.2 Response-effectiveness	3

3.0 Results and Discussion

The finding says; professional enhancement of physical education student will not only bounded within curriculum, course/program guidelines. Professional enhancement of candidate in physical education drives them beyond curriculum boundaries and a candidate should include these attribute in

them for professional growth. Whereas List-1 represents the mandatory areas in physical education domain/variables for candidate, all the expert gave their concern all the variables. List-II i.e. sub-variable of physical education represents the core mandatory areas of physical education which includes essential factors of program, and initiated areas for professional enhancement.

List-III, represent the physical education professional attributes, which are essential for any candidate, who seeking professional establishment or enhancement profession. These attributes are outcome of the study, with the concerned with all the physical education expert.

List –IV represent the label of coding, which means that how many times these attributes agreed or suggested by the industry expert during their interview.

4.0 Conclusion & Recommendations

Professional demand of industry will raised their bar every day, internationalization increase this process. Society also working and thinking upon this area and bring changes as usual. International and national higher education agencies working on these challenges, expansion of higher education institutes, adding programs, creates infrastructure, updated curriculum and faculty members. Also need to working on existing infrastructure as updated curriculum and program, provide training to teachers, creating and revised new policies. Physical education has their own demand, so the policies are revised accordingly. Physical education domain are identified able to fulfill the required, professional attribute add importance to a candidate. Professional attributes bring overall development to a candidate for being more professional and productive toward industry and create more chances for being selected and established.

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