



## **COMPONENT OF PROFESSIONAL PREPARATION**

### **INTRODUCTION**

Professional preparation is indeed a complex and dynamic process because it involves a number of interacting elements, which change in time. The objective of the present topic is to analyze the professional preparation in physical education, with the focus on the relation between the very dynamic labour market and the required competence of the professionals to deal with the associated demands. There is no doubt that the professional preparation must not aim to train professionals to merely repeat means for solving practical problems, but professionals with the capacity to repeat the process of solving problems. Consequently, professional preparation programs need to be formative instead of informative and prepare professionals capable of using scientific thinking and method to solve practical problems of intervention.

Professional preparation may be thought of as the process of increasing personal marketability. When viewed from this perspective, professional preparation includes not only the course work and academics, but related career experience as well. Typically, professional preparation curricula in physical Education have been oriented towards preparing individuals for careers in teaching and coaching.

### **OBJECTIVES OF PROFESSIONAL PREPARATION**

Objectives of professional preparation may be explained under the following headings:

1. To provide an experience to tabulate and compile the proper results and records of various physical education and sports activities.

2. To provide an experience to maintain the various types of stock and issue registers and other records in a systematic manner to provide a professional output.
3. To provide the knowledge about various heads of the budget, allocation under relevant heads.
4. To provide the professional status to the individual.
5. To achieve the aims and objectives of physical education and sports as well as education.
6. To develop the understanding about the “National Sports Policy” its “Plan of Action” to achieve the goal systematically.

## **BRIEF HISTORY AND PERSPECTIVES**

Professional preparation is a complex process. It implies, before all, a philosophy that clearly defines the professional profile of the graduates. This profile strongly connects to the social needs and to the characteristics of labour market, both very dynamic in nature. Thus, defining competence within this profile is not a trivial task. We can conceive the professional competence as the capacity to solve a problem in a given situation with high performance, which involves the application of a set of professional knowledge, skills, sensibilities and attitudes. Because of the diversity of problems and specificity of situations, competence cannot be a capacity described by a stock of finished and accomplished resources, but a capacity endowed by means to face changes in the task and situation. Hence, competence is a dynamic capacity that implies flexibility and adaptability. Present reflections about professional preparation include questions like:

- a) Which professional profile professional preparation programs must pursue?
- b) What type of professional would be better prepared to offer society a quality service to adequately attend their needs?
- c) What kind of professional competencies and sensibilities must a professional hold?
- d) Which professional is better, an autonomous person to continuously search for new knowledge or one dependent on external guidance and motivation?
- e) Which professional is better, a person capable of solving problems or one with the capacity to apply already established solutions?

f) Which professional is better, one with acute sensibilities to make diagnosis of the conditions, necessities, and expectations of students and clients before prescribing activities or with capacity to prescribe activities only?

An analysis of the historical process of professional preparation in physical education, with didactical purposes, shows some very characteristic phases. In the beginning, the guiding principle was “learn to execute movements to be able to teach them.” In this phase, the goal of the professional preparation was to form a skilled performer by means of a curriculum with emphasis on subject matter oriented to practical activities.

## **PHYSICAL EDUCATION AS A PROFESSION**

We can classify professions according to different criteria. In relation to the criterion of expected, required and demanded preparation for professional practice, they can be either technically or academically oriented professions. Technically oriented professions require a high school educational level, usually offered by secondary technical schools. On the other hand, academically oriented professions demand training in university's undergraduate programmes.

Physical education belongs to the academically oriented professions, and professionals apply basically three types of knowledge in their interventions:

- 1) Scientific knowledge produced by the formal study of movement or physical activity or physical exercise;
- 2) Personal knowledge acquired by the experience in movement or physical activity or physical exercise; and
- 3) Professional knowledge developed by the professional practice with movement or physical activity or physical exercise.

Although physical education professional intervention requires the usage of these three types of knowledge, the social and professional credibility of an academically oriented profession depends on the legitimacy of the academic body of knowledge that supports the professional practice. The legitimacy of the body of knowledge, in its turn, presupposes the existence of a structure to orient and organize the production, systematization, dissemination and

application of knowledge, that is, an epistemological basis that can be the evidence and define the identity of the area. Nevertheless, several uncertainties remain concerning the academic identity of physical education.

## **PHYSICAL EDUCATION IN INDIAN DEMOCRACY**

India is a world largest democracracatic nation with diversity. It has unique feature which are ideal for everyone. Indian democracy has always provided and motivated the development activities in the field of Physical education and sports. We can explain clearly under the following headings.

Ideals of Indian Democracy are:

1. Secularism
2. Socialism
3. Liberty and equality
4. Fundamental Right
5. Fundamental Duties

As a Whole, the total Indian scenario may be divided into two Era for describing contribution of Physical Educationist in development aspect of Indian democracy.

### **A. Pre Independence Era:**

During Pre-independence, the people were engaged generally in their daily life activities for the survival. People just select light and recreational nature of activities. Health and Fitness are prime movers for the people. The rulers and some other educationist then played the role as Physical Educationist. They try to set up a democratic atmosphere in sports arena. Some leaders are:

- H.C.Buck
- Sir Dorabji Tata and
- Dr. A.G. Neoheren

**B. Post-Independence Era:**

After independence, the Indian democracy supported view of systematic developments for education, physical education and sports. Various committees, commissions, plan and policies were initiated to recommend on certain issues through which democratic motto can be realize. In the series of development, various sports federations were came into existence. These are:

- Marshal K.M. Karripa
- S.H.Shondi and many more.

**SPORT MANAGEMENT PROFESSIONAL PREPARATION**

The Sport Management Professional Preparation subject includes both practical and theoretical components.

**Practical component:**

From a practical perspective, students will undertake a structured and supervised 100 hour vocational experience where they gain first-hand experience of working as a sport management professional. This experience affords students an opportunity to experience, analyze and evaluate professional environments, as well as to appraise their own strengths and weaknesses, and enhance their understanding of career opportunities.

**Theoretical component:**

The theoretical component focuses students on skills essential for transferring and applying the information learned throughout their degree. This equip students with the tools to maximize their placement experience and achieve related outcomes, develop a flexible career strategy and ultimately, to communicate their own professional brand to potential employers.

The rationale of this subject is to increase students' awareness of the requirements of professionals working in the sport management industry and expose students to the working

environment of the types of organizations in which they may wish to seek future employment. Sport Management Professional Preparation is designed to link and complement the student's program of study by introducing them to the dynamics and workings of the sport management work environment.

## **COMMON COMPONENTS OF PROFESSIONAL PREPARATION**

There are some commonly accepted components for profession which distinguish them from other vocations and area of work. These unique qualities serve as criteria which may be professional study used in judging professional status. The following are the common components of professional preparation:

1. Scientific and Philosophical bases.
2. Specialized skills.
3. Service Motive.
4. Code of ethics.
5. Extended period of preparation.
6. Body of literature and scholarly achievements.
7. Professional associations.
8. Accreditation.
9. Certification.

Now, let us have elaborate of the above common components: First of all;

### **Scientific and Philosophical bases:**

Scientific and Philosophical bases are dependent upon research. It involves continuous study and also based it on philosophic process and research or both.

### **Specialized skills:**

Specialized skills are necessary for the professional person to perform his service in the society. Special technique and theory can understand the guiding principles and the basics of the fields.

**Service Motive:**

It indicates the deep realization of a social function to perform the moral obligation to the mankind. It can be categorized into two needs, they are:

- a. Improvement of the society in which they live.
- b. Improvement of the profession itself

**Code of ethics:**

Code of ethics means the guidelines of one's behavior. For example: Taking oath, code of conduct formulated rules and regulation.

**Extended period of preparation:**

One should undergo a good course and a thorough teaching-learning process for the theory, practice, practical work, training work, research work and tutorial work etc.

**Body of literature and scholarly achievement:**

There should be books, Journals, Thesis, Abstract, various articles written by the experts, photographs and films etc.

**Professional association:**

It should have its own association like doctors, engineers, charter accountants and physical education teacher etc.

**Accreditation:**

Accreditation is recognition. It is the practice of an association as an agency to give approval to an institution or to the programme.

**Certification:**

Another quality of profession is that there must be some form of license or certification to support some high standards.

## **CONCLUSION**

Professional preparation is indeed a complex and dynamic process because it involves a number of interacting elements, which change in time. Professional courses for the preparation of Physical Education teachers are now being offered in a large number of Universities, colleges, teacher's colleges, state normal schools, junior colleges and in special schools of physical education. The rapid growth in the number of institutions giving these professional courses is an indication of the attempt to meet the growing demand for teachers of Physical Education.