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Entrance test of physical education course in university of Delhi: An appraisal

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Abstract

The present study revealed M.P.Ed. admitted candidates percentage are higher in comparison to B.Sc./ B.P.Ed., B.A. course and M.A. courses candidate are 57.142%, 46 %, 52% and 2% respectively. To measure this differences data were collected from the recorded data of IGIPSS admission students in M.P.Ed. And B.P.Ed. Courses during 2006-07 year. The data were analyses on the basis of opinionnaire scale which was prepared to conduct semi structure interview observation. The study signifies encourages the female candidates to take admission in B.P.Ed. Courses. So that promotion and awareness of physical education courses promote the females as sports teacher for schools and for promotion and encourage the various awareness programmes designed for women and rural areas.

Keywords: Entrance test, physical education course, awareness programmes

Introduction

Entrance test as the name suggest is the first "rung of ladder" for success that one has to climb or in order to touch the highs of glory and spread wings in open space of knowledge and opportunities to join group of intellectuals that gives one run to reach on top of the world and taste the success. This is from where one's journey starts to enter the boardrooms and become the part of brainstorming session to discuss the strategies and one day to prove oneself as a new kid in a block.

How do we extract cream from milk? Surely all knows, churning and filtering, this is exactly how the foundation of entrance test is laid down to extract "cream d'la cream". Out of the bunch of averages, one has to churn in the process of stages set by respective selector and finally filtetred to distinguish who deserves.

Almost at all the level of educational, academic and professional courses, entrance test has become a necessary evil which is good for the individual, institutions and professions since it filters the non-deserving and promotes the merit. So also, it controls the quality in take at the entry point. Physical education as a profession is now being accepted and slowly making its headway to stand at par with others. Being main area of vocation employment, entrance test has also been introduced in admission process to the courses of physical education as recommended by the National commission of Teacher Education (NCTE) (2000; 2007).

Number of teachers in the physical education has increased in country, and B.P.Ed., M.P.Ed. is offered in various institutions. These courses heavy rush of candidates for admission to the limited number of seats. It sounds logical that candidates best suited to the profession are selected through proper procedure introduced as entrance test. The admission procedures are developed as valid, reliable and objective test but there is always a scope of improvement. Therefore, efforts need to be made to improve existing admission procedure with a view to ensure that deserving candidates get admitted for greater need to make leaders in profession.

Significance of the Study

It may consolidate the status of component of admission procedures. It may assess the role of elimination test and its influences of admission patterns. The study may lead to determine the factors influencing the procedure. It may provide a reference and record for future studies to improve upon the admission procedures.

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Bachelor of Physical Education (B.P.Ed.), 1 year.
 Number of Seats: For BPED Free 40, Payment 10.
 Master of Physical Education (M.P.E.), Duration: Two year
 Number of Seats: For MPE Free 15, payment 05.

Admission Procedure

- (a) The eligible candidates will be called for an interview and selection trails on the breakup of marks for various items will be as follows.
- (b) Written Test (2 Hour's Duration) : 100 Marks - The written test will be test the ability, aptitude and knowledge of candidates in the area of sports sciences taught at BPE, BPEd and DPEd level, and latest trends in Phy Education and Sports. The minimum marks required to pass the written test shall be 40 marks.
- (c) Sports performance test : 100 marks - Each candidate shall be tested for sports performance by a core group of experts in any of the following games. Hockey, Football, Volleyball, Basketball, Badminton, Cricket, Judo, Kho-Kho, Kabaddi, Gymnastics, Swimming, Hand Ball, Lawn Tennis, Table Tennis, Weight Lifting, Best Physique, Wrestling, Chess, Aerobic & Athletics.
- (d) The minimum marks to be secured for passing shall be 50 marks.
- (e) The test in one game/sport to judge the suitability of the candidates to undertake specifilization in the game/sport in Part II of course structure. The SOSPESS reserves the right to delete any game or sport from the list on account of administrative feasibility.
- (f) In case any candidate desiring to change a game/sport for specialization after admission, his/her suitability will be tested by the expert committee.
- (g) A candidate should obtain atleast 50% of the total points to be eligible for admission to the course, however SC/ST and OBC candidates and international sports men shall be required to obtain 45% of the total to be eligible for admission.
- (h) Those students who have won 1st, 2nd, 3rd place at the junior Nationals. Nationals or All India Inter university competitions in the preceding three years will be

granted admission directly provided they fulfil the minimum educational requirements.

- (i) Medical fitness Test: The candidates who have qualified and are in the merit shall be medically examined by the medical board appointed by the deptt. For this purpose only. Those candidates shall be permitted to join the course, who are found medically fit.
- (j) Personality test cum Interview: 25 marks - The candidate shall have to face interview committee for personality test cum interview. The candidate shall be awarded marks out 25 by each of the committee members independently.

Data Collection

1. Observation analysis/comparison techniques and content / record techniques were used for collecting data from recorded data base of admission forms of admitted student in 2006-07. Item scale and semi-structured interviews were used for collecting data from the sample.
2. Opinionnaire scale was prepared to conduct semi structured interview from students of M.P.Ed. and B.P.Ed. for the session 2006-2007 at I.G.I.P.E.S.S.

Through semi-structured interview observation, analysis and comparison techniques were used for collecting and collecting data from the identified sample. Opinion was taken from the admitted application as a subject of M.P.Ed. & B.P.Ed. of University of Delhi for determine in the entrance test i.e. "What it is" and "What it should be" recorded data base of admission forms of admitted student in 2006-07. Item scale and semi-structured interviews were used for collecting data from the sample.

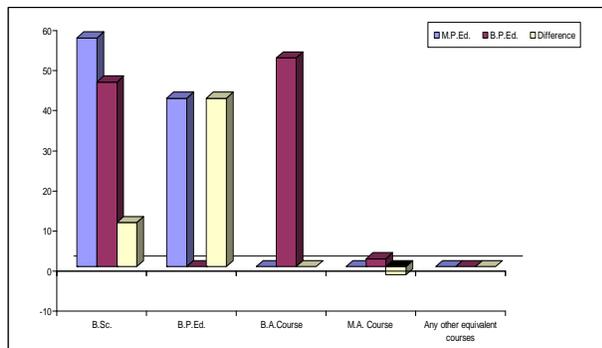
Data Analysis

Data has been assessed qualitatively and quantitatively in terms of percentile scale and discussion on the specific statements given by the sample in item scale and semi-structure interview.

Table 1: Previous Qualification

S. No.	Topic/Content	M.P.Ed. (%)	B.P.Ed.(%)	Difference (%)
I.	Previous qualification			
i.	B.Sc.	57.142%	46%	11.142%
ii.	B. P. Ed.	42.857%	0%	42.857%
iii.	B. A. Course	0%	52%	(-) 52%
iv.	M.A. Course	0%	2%	(-) 2%
v.	Any other equivalent courses	0%	0%	--

(Profile of Candidate Pursuing M.P.Ed. and B.P.Ed. 2006-2007)



Data in table No. 2 shown with the help of figure 2 represents the percentage of admitted candidates in M.P.Ed. whose previous qualification is B.Sc. or B.P.Ed. is 57.142% and 42.857% respectively. But the percentage of candidates with degree in B.Sc., B.A. Course & M.A. Courses are 46%, 52% & 2% respectively.

Recommendations

On the strength of data collected through the item scale, semi structured interview, literature support and the findings drawn from Data Interpretation following recommendations are made:

1. Female candidates should be encouraged to take admission in B.P.Ed. Courses to promote female as sports teachers for schools. So also promotion and awareness about Physical Education courses should be done to attract talent from rural areas also Awareness programmes should be designed with special focus on women and rural area.
2. Personality development programmes should be part of the professional degree programmes, especially to train students on personal development along with professional development. Guidance counseling cell should be made operative and available to students undertaking the Physical Education Courses.
3. Contents of the written examination in the Entrance Test should be reviewed and made specifically relevant to the course curriculum of the degrees which are considered eligible for admission.
The prospects must specify the contents to be covered in the written examination and sample paper may be made available.
4. Marks obtain by the students in the final merit list should be displayed with a breakup of score achieved by the candidates in each component of the admission entrance test of these courses.
Marks may be displayed on the student notice board and result may be given on website.
5. Qualifying Physical Fitness Test may be reviewed.
The review maybe done on the findings of projects and studies.
6. More studies are recommended in this area to determine the relevance, identification of the weaknesses and appropriateness of the procedure etc.

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