6.1 Need and Significance of the Study

The validity, truthfulness or the credibility of the B.Ed. entrance test for selection of candidates to educational colleges is an important issue in teacher education and, therefore, is an important area for research. Any criterion for admission to B.Ed. course could be an effective tool to screen right persons for teaching profession. So, B.Ed. entrance test is being used as a tool to control the quality of teacher-trainees and hence, of teachers.

The results of more than 50 prominent research studies, conducted during 1950-80, as presented by Gupta (1984) in an All India Seminar, had shown that teachers had long standing dissatisfaction, teaching profession attracted either the dedicated or the aimless but never the ambitious people, training colleges' products were stagnant minded, their caliber was poor, most of the teacher trainees suffered from various personality and adjustment disorders and also faced much anxiety and frustration.

These facts clearly indicate that somewhere something is wrong in our teacher education system. Causes of poor quality of teachers could be numerous but the admission criteria for selection of the teacher-trainees, primarily, are one of the major causes. Now for the admission in B.Ed. colleges norms laid by the NCTE are being followed. In Punjab the admission to B.Ed. colleges affiliated to Panjab, Punjabi and Guru Nanak Dev universities is done through B.Ed. Entrance test every year. The focus of the study is to assess the efficacy, credibility, predictive validity etc. of the Joint B.Ed. Entrance Test-2003 conducted by the G.N.D.U. for the admission to
education colleges in Punjab and Union Territory of Chandigarh.

Trainees enter the B.Ed. course in their early adulthood when they already have achieved maturity. To bring any effective and permanent change in their attitude, aptitude, interest, understanding, thinking, reasoning, intelligence and other personality traits is very difficult, if not impossible. Furthermore, in our country teachers are trained in a hurry, within a short period of few months and with such a hectic curriculum we should not expect to draw too much out of the trainees. So, to control the quality of trainees, a careful and judicious selection procedure is required. The present study is significant, as it helps us to know whether the Joint B.Ed. Entrance Test-2003 could select right persons having some of the required attributes.

No doubt, the eligibility marks to appear in the entrance test were 45% in the first or second degree examination with a relaxation of 5% to SC/ST candidates, yet the criterion for B.Ed. admission has shown disregard to the academic equipment of the candidates as the admission was made on the basis of the merit of the candidates in the Entrance Test only. There are host of studies, which have successfully demonstrated a substantial relationship between academic achievement and intelligence and also showed that high achievers tend to differ significantly in relation to certain personality aspects. By knowing the relationship of academic achievement of candidates with their scores in the entrance test, the present study investigates that how much it is justified to ignore the merit of academic marks in admissions. The selection criteria though has admitted the candidates on the basis of minimum eligibility marks in their qualifying examinations yet the study explores their actual level of achievement in graduation examinations.

One among the essential qualities of a good teacher is that he might be reasonably intelligent as it is the intelligence which helps a
person in learning, acquiring knowledge, thinking in abstract terms and making adjustments. The general assumption that the more intelligent students will be better teachers is not always supported by all the studies. But there are several research reports, which show a definite relationship between intelligence and success in teaching. Perhaps giving importance to this viewpoint, the B.Ed. Entrance Test assessed the general mental ability of the candidates through Paper-I: Part C. The study is significant, as it helps us to know whether the entrance test was a reliable tool to select intelligent persons. Along with it, the study also helps in exploring the intelligence level i.e. I.Q. of the student-teachers in education colleges of Punjab and U.T. Chandigarh.

There can be a little doubt that the attitudes a teacher has towards himself, towards his pupils and towards teaching profession influence his behaviour in the classroom and also his effectiveness in teaching. The results of many researches clearly indicate that teaching attitude and teaching success are significantly related to each other. Positive or favourable attitude makes the work not only easier but also more satisfactory and professionally rewarding. A negative or unfavourable attitude makes the teaching task harder, more tedious and unpleasant. The Entrance Test was supposed to be an effective tool for selecting the candidates with desirable teaching attitude as Paper I: Part B of the entrance test assessed teaching potential of the candidates. The results of the study help in knowing whether the entrance test was an effective tool for assessing the teaching attitude of the candidates.

The predictive validity of any entrance test is always unknown and it varies from test to test also. The study is also useful as it explores the predictive validity of the entrance test by investigating whether those who are on the high merit in entrance test have also secured high scores in their B.Ed. examinations.
Since the introduction of B.Ed. entrance test in Punjab, very few studies have been conducted on it and they too are narrow in scope. It could be called a significant work as the researcher is not aware of any study on Joint B.Ed. Entrance Test-2003 conducted on such a large sample of teacher-trainees representing the whole population belonging to the education colleges in Punjab and U.T. Chandigarh affiliated to all the three Punjab, Punjabi and Guru Nanak Dev universities. Again, the study deals with all those important variables such as academic achievement, intelligence, teaching attitude and performance of the students in B.Ed. course which are closely related to the success in teaching profession.

Further more, the three universities by rotation bear the expenditure in lacs on the conduct of B.Ed. entrance test and admissions. Many persons from the university, so many from different educational colleges, the candidates, parents, guardians, etc. remain busy for so many days. The study investigates whether this process of conducting admissions is merely wastage of time, energy and finance or is a fruitful effort which will provide us more objective, valid, reliable, scientific and transparent procedure of admissions and ultimately will help to bring quality teachers in our schools.

Keeping in view all the facts given above and also thinking that this piece of research work is directly related to an important aspect of teacher education, the investigator felt the need of studying the relationship of the B.Ed. Entrance Test with the scholastic and attitudinal variables.

6.2 Statement of the Problem

The problem is stated in measured words as under:

Relationship of B.Ed. Entrance Test Performance with Scholastic and Attitudinal Variables
6.3 Terms Used in the Study

- Entrance test performance is the marks obtained by the candidates in the Joint B.Ed. Entrance Test –2003 conducted by the G.N.D.U.
- Scholastic variables are those variables which are related with the academic achievements of the candidates. For the purpose of the study graduation (B.A./B.Sc./B.Com.) marks, B.Ed. marks and Intelligence scores of the candidates were considered as scholastic variables.
- ‘Teaching Attitude’ of the candidates is the attitudinal variable of the study.

6.4 Objectives of the Study

The study was undertaken with the following objectives:

1. To study and analyse the data on entrance test, B.A./B.Sc./B.Com., teaching attitude, intelligence and B.Ed. scores.
2. To find out the difference in entrance test, B.A./B.Sc./B.Com., teaching attitude, intelligence and B.Ed. scores of the groups based on universities and colleges.
3. To study the relationship between the scores obtained by the selected candidates in B.Ed. entrance test and obtained by them in their graduation (B.A./B.Sc./B.Com.) examinations.
4. To find out the relationship between teaching attitude of the candidates and their performance in the entrance test.
5. To study the relationship of scores of the B.Ed. students on the entrance test and intelligence test.
6. To find out whether or not there is any relationship between the scores of the candidates obtained in the entrance test and the scores obtained in the B.Ed. final examination.
7. To investigate whether the qualifying examination (B.A./B.Sc./B.Com.) scores of candidates and their teaching attitude have any relationship with each other.
8. To find out the relationship between B.A./B.Sc./B.Com. and intelligence scores of the candidates.
9. To study the relationship between B.A./B.Sc./B.Com. scores of the trainees and their scores in B.Ed. final examinations.
10. To investigate how far the intelligence and teaching attitude of the B.Ed. students are related to each other.
11. To study the relationship between teaching attitude of the candidates and their performance in B.Ed. examination.
12. To know the relationship between B.Ed. examination scores and intelligence scores of the teacher trainees.
13. Another objective of the study is to analyse the syllabus and question paper of the B.Ed. Entrance Test – 2003, to note the weaknesses, if any, and suggest improvements.
14. Finally to make recommendations and suggestions emerging out of the study.

6.5 Hypotheses of the Study

Synchronizing with these objectives following hypotheses were formulated:
1. There is no significant difference in entrance test, B.A./B.Sc./B.Com., teaching attitude, intelligence and B.Ed. scores of the groups based on universities.
2. The scores on entrance test and scores in B.A./B.Sc./B.Com. examinations have no positive correlation.
3. Entrance test scores and teaching attitude scores are positively and significantly related to each other.
4. The scores on entrance test and scores on intelligence test of the candidates have a positive and significant correlation.
5. The scores on entrance test and scores in B.Ed. examination have a positive and significant correlation.
6. Teaching attitude scores and scores in B.A./B.Sc./B.Com. examinations bear a poor may be a negative correlation.
7. Scores in the B.A./B.Sc./B.Com. examinations and scores on intelligence test are positively and significantly correlated.
8. B.A./B.Sc./B.Com. examination scores and B.Ed. examination scores are positively correlated and the index of correlation is high.
9. Teaching attitude and intelligence of the candidates do not show any significant correlation with each other.
10. Teaching attitude scores and B.Ed. examination scores have a significant positive correlation.
11. Scores on intelligence test and scores in B.Ed. examination have a significant positive correlation.

6.6 Sample and Sampling Techniques of the Study

The total number of sample colleges to be taken from the population colleges was decided. One-fourth, i.e. twenty five percent, of the total colleges was considered to be an ideal number to represent the population. So, with the ratio of 1:4, 9 out of the total 36 colleges, affiliated to the Panjab, Punjabi, and G.N.D. universities, were included in the sample of the study. After this, the number of sample colleges from each university was fixed with the same proportion. Total colleges affiliated to Panjab, G.N.D. and Punjabi universities were 16, 13 and 7 respectively. Therefore, 4 colleges from Panjab University, 3 colleges from G.N.D.U. and 2 from Punjabi University, i.e. 9 in total were selected randomly for the sample of the study. The sample of the study included 525 B.Ed. students taken from the population of about 5200 students admitted to all the education colleges. Sampling at this stage could be called a Convenient, Incidental, Chance, Opportunistic or Mixed type of sampling. It could also be called an Unsystematic Random Sampling as the required number of students was picked from the specified sample units without any prejudice.
6.7 Tools and Techniques Used for Data Collection

In order to collect the data for the study different tools and techniques were used. They are as under:

1. Marks relating to B.A./B.Sc./B.Com. examination and Entrance Test were collected directly from the B.Ed. students and also from the official records of the B.Ed. colleges.
2. Marks obtained by the sample subjects in B.Ed. final examination were taken from the B.Ed. Result-Gazettes of the Panjab, Punjabi and G.N.D. universities and also from the offices of the colleges.
3. Test of General Intelligence for college students (TGI), constructed by Pal and Misra (1991), was used to measure intelligence of the B.Ed. students.
4. Teaching Attitude Inventory (TAI), developed by Ahluwalia (1998) was used to measure the attitude of B.Ed. students towards teaching profession.

6.8 Statistical Treatment of the Data

1. Mean, median, mode, standard deviation, skewness, percentages and percentiles were computed for the descriptive analysis of the data relating to all the variables of the study.
2. To know the significance of difference between means t-test was applied. One way Analysis of Variance (ANOVA) was applied to ascertain the significance of differences among means of various groups based on universities, colleges, intelligence and B.Ed. marks.
3. Karl Pearson’s product moment method of correlation was used to determine the relationships between the variables of the study. To know the significance of the relationships, Garrett (1981) was followed.

Tables were prepared to present the results. Correlation matrix
was also prepared to give a complete view of the relationships. Tabular analysis, wherever necessary, has been supported by appropriate diagrams in order to provide a graphical representation.

Results of the study have been discussed and interpreted in the light of objectives and hypotheses in chapter 4. The chapter has been divided into two sections. Section-I deals with the nature and differential analysis where as Section-II deals with the correlation analysis of the data. To make the conclusions of the relationships more effective, the findings of the first section have also been taken into consideration.

6.9 Findings and Conclusions

The findings and conclusions of the first and second sections of chapter 4 are as under:

SECTION-I

6.9.1 Entrance Test Scores

Based on the scores obtained by the students in Joint B.Ed. Entrance Test-2003, the findings and conclusions are reported below:

1. Mean, median and mode of the distribution of entrance test scores are 128.19, 128 and 130 respectively and the skewness of the distribution is .031. The mean and median are very close to each other and the skewness is also negligible. So, it is concluded that the entrance test scores of the candidates are almost normally distributed.

2. The mean values for entrance test scores of the Panjab, G.N.D. and Punjabi universities’ candidates are 127.8, 126.245 and 131.48 respectively. The F-value 4.138, found by applying ANOVA, is significant at .01 level which indicates a significant difference among the mean scores of the universities. From the
t-values for the difference between mean scores of the three universities it is concluded that the entrance test scores of the Punjabi University students are higher than those of the Panjab and G.N.D. universities’ students. But no significant difference is found in the entrance test scores of Panjab and G.N.D. universities’ students.

3. The F-values for the differences among the mean scores of the different colleges under P.U. and also under G.N.D.U. are 11.811 and 6.691 respectively and the t-value for the difference between mean scores of the colleges in Punjabi University is 5.382. All these values are significant at .01 level which conveys that the entrance test scores of the students admitted to different colleges in each university differ significantly from one another.

4. From the results of t-tests, it was found that the students of D.S.C.of Edu., Chandigarh, D.A.V. College of Edu., Abohar, Khalsa College of Edu., Amritsar and Punjab College of Edu., Raipur have obtained higher marks in the entrance test.

6.9.2 B.A./B.Sc./B.Com. Marks

Following are the findings relating to B.A./B.Sc./B.Com. marks of the candidates:

1. The mean, median and mode of the frequency distribution of B.A./B.Sc./B.Com. marks of the candidates is 58.96, 58 and 54 percent respectively. The mean score 58.96 and the range of scores from 50-70 in which the 82.66 percent of the candidates lie, indicate that the achievement of the candidates in their graduation courses is quite satisfactory. The skewness is .26 which conveys that the distribution of the graduation marks is almost normal.

2. Mean values of B.A./B.Sc./B.Com. marks of the candidates admitted to Panjab, G.N.D. and Punjabi universities are 58.92,
59.26 and 58.64 percent respectively. The F-value is .273 which is not significant and conveys that the candidates admitted to the three universities for B.Ed. course have the same level of achievement in their qualifying examinations.

3. The F-values for the difference among B.A/B.Sc./B.Com. mean scores of the candidates of different colleges in Panjab, G.N.D. and Punjabi universities are 1.460, 2.447 and 1.915 respectively and all these values are not significant. So, it is concluded that the graduation marks of the candidates of different colleges in each university are similar to one another.

6.9.3 Teaching Attitude

The major findings based on teaching attitude scores of the B.Ed. candidates are as follows:

1. The mean, median and mode of the distribution of teaching attitude scores are 252.65, 254 and 250 respectively. The skewness of the distribution is .006. It is concluded that the distribution of teaching attitude scores is almost normal.

2. Mean values of the teaching attitude scores of Panjab, G.N.D. and Punjabi universities' students are 253.63, 249.56 and 256.73 respectively. The F-value for the difference among means is 1.221 which is not significant. So, it is concluded that the teaching attitude of the candidates admitted to the different universities is almost similar.

3. The teaching attitude of the students of different colleges in Panjab University differs significantly from each other as the F-value 27.076 is significant at .01 level. Similarly the F-value 9.063 conveys that the teaching attitude of the students of different colleges of G.N.D.U. differs significantly. But the t-value 1.267 is not significant which means the teaching attitude of the students of different colleges in Punjabi University is similar.
4. From the t-test for significance of difference between means it was found that the student of D.A.V. College of Edu., Abohar, Partap College of Edu., Ludhiana, Govt. College of Edu., Faridkot, Punjab College of Edu., Raipur, have higher teaching attitude as compared to others colleges.

5. Mean values of teaching attitude scores of Above average, Average and Below average groups based on intelligence are 256.3, 250.7 and 251.8 respectively. The difference among the means is not significant. It is concluded from the results that the teaching attitude of Above average, Average and Below average intelligent candidates is almost similar.

6. Mean values of teaching attitude scores of Above average, Average and Below average groups based on B.Ed. marks are 254.83, 252.82 and 250.15 respectively and the difference among the means is not significant. The results convey that the teaching attitude of students showing high, average or low performance in B.Ed. examinations is almost similar.

6.9.4 Intelligence

The major findings based on the intelligence scores of the candidates are as follows:

1. Mean, median and mode of the distribution of intelligence scores are 30.21, 30 and 28 respectively and the skewness is .008. From the negligible difference between mean and median and the negligible value of the skewness, it is concluded that the distribution of intelligence scores is very close to the normal.

2. Mean scores of intelligence of Panjab, G.N.D. and Punjabi universities’ students are 30.7, 28.7 and 31.2 respectively. F-value for significance of difference among means is significant at .01 level. From the t-values for the difference between the means it is concluded that the intelligence of the candidates admitted to the G.N.D.U. is comparatively low where as the
candidates admitted to Panjab and Punjabi universities have the same level of intelligence.

3. The F-values 5.154 and 11.428 for the difference in the intelligence level of the students of the different colleges in Panjab and G.N.D. universities respectively are found significant at .01 level of significance. So, it is concluded that the intelligence level of the students of the different colleges in P.U. and also in G.N.D.U. differs significantly from one another. The t-value 0.929, which is not significant, indicates that the intelligence level of the students of different colleges under Punjabi University is similar.

4. From the t-tests for significance of difference between means, it is found that the students of D.A.V. College of Edu., Abohar, D.S. College of Edu., Chandigarh, Guru Nanak College of Edu., Kapurthala, Govt. College of Edu., Faridkot and Punjab College of Edu., Raipur have higher level of intelligence as compared to other colleges.

5. The I.Q. of the candidates ranges from 50 to 125 and 98 percent of the students are scattered in Superior, Average and Border line/dull categories of intelligence. 63.62 per cent of the B.Ed. students are average intelligent, 22.85 are below average and 13.52 percent are above average intelligent students. Thus, the results indicate that the students under superior category are low as compared to the students under Border line/ Feeble minded categories. No genius or very superior candidate has entered the B.Ed. course.

6.9.5 B.Ed. Marks

The major findings and conclusions based on the B.Ed. marks of the sample students are as given below:

1. Mean, median and mode of the B.Ed. scores distribution is 69.50, 70 and 68 percent respectively and the skewness of the
distribution is .017. The mean and median are very close to each other and the skewness also is negligible which conveys that the distribution of B.Ed. scores is almost normal.

2. Mean values of B.Ed. scores of the Panjab, G.N.D. and Punjabi universities’ candidates are 71.39, 66.52 and 69.81 respectively and the F-value found is significant at .01 level which indicates that B.Ed. marks of the candidates of the three universities differ significantly from one another. From the t-values for the significance of difference between means it is concluded that all the three groups differ significantly from each other and the achievement of Panjab University students in B.Ed. examinations is the highest while as it is the lowest in case of G.N.D.U. students.

3. The F-value 2.531 for the difference among B.Ed. mean scores of the students in different colleges of G.N.D.U. was found not to be significant. So, it is concluded that the B.Ed. marks of the students of different colleges in G.N.D.U. are similar to one another. The t-value for the difference in B.Ed. marks of the students of both the colleges of Punjabi University is 0.623 which is also not significant and indicates that there is no significant difference in the B.Ed. marks of the students of these colleges. F-value for the difference in the marks of the students of four colleges of P.U. is significant which conveys that they differ significantly from each other. But, from the t-values for the differences among their means, it was found that except D.A.V College of Edu. Abohar the students of the other three colleges have obtained similar marks in B.Ed. course. So, it is concluded that marks of the candidates of different colleges in each university are similar.

4. The mean values of B.Ed. scores of Above average, Average and Below average candidates are 74.94, 69.65 and 63.79. It is
concluded from these values that the Average group of students has achieved nearly 70 percent marks in B.Ed. examinations which is generally considered as a high score. Even the mean score of below average students is very satisfactory. Thus, it is concluded that the achievement of selected candidates in B.Ed. course is very satisfactory.

Conclusions

Given below are the conclusions of the first section.

- Entrance test, B.A./B.Sc./B.Com., teaching attitude, intelligence and B.Ed. scores of the candidates are normally distributed.
- There is no significant difference in the teaching attitude and graduation marks of the students of Panjab, G.N.D. and Punjabi universities but they differ significantly in relation to their entrance test, intelligence and B.Ed. scores.
- There is no significant difference in the graduation and B.Ed. marks of the students of different colleges under each university but they differ significantly in relation to their intelligence, teaching attitude and entrance test performance.
- Graduation marks of the selected candidates and their performance in B.Ed. course is quite satisfactory.
- I.Q. level of the selected candidates is not very satisfactory as about 23% among them are below average intelligent and genius or very superior did not enter the course.
- Teaching attitude of average, above average and below average intelligent students and also of high, average and low achievers in B.Ed. course, is neither favourable nor unfavourable but is neutral.

SECTION-II

6.9.6 Relationships Between the Variables of the Study

Following are the findings and conclusions relating to the
relationships between entrance test, B.A./B.Sc./B.Com., teaching attitude, intelligence and B.Ed. scores of the candidates.

1. The relationship between entrance test scores and B.A./B.Sc./B.Com. marks of the candidates is found to be positive and significant. So, both the variables are significantly related to each other.

2. Entrance test scores and teaching attitude of the candidates are positively and significantly related to each other.

3. The entrance test scores and the intelligence scores of the candidates have shown a positively significant relationship with each other.

4. The relationship between entrance test scores and B.Ed. marks of the candidates is found to be positively significant.

5. There is a significant and positive relationship between B.A./B.Sc./B.Com. marks and teaching attitude of the candidates.

6. The relationship between B.A./B.Sc./B.Com. marks and intelligence of the candidates is found significantly positive.

7. B.A./B.Sc./B.Com. marks and B.Ed. marks of the candidates are found positively and significantly related to each other and the index of correlation is higher.

8. Teaching attitude and intelligence of the candidates are not significantly related to each other. An indifferent correlation has been found between the two variables.

9. The relationship found between teaching attitude and B.Ed. marks of the candidates is not significant but there is a lack of correlation between the two.

10. The relationship between intelligence and B.Ed. marks of the candidates is found to be positive and significant.

6.9.7 Summary of the Relationships

- Entrance test and B.A/B.Sc./B.Com. marks both are significantly related to all the variables of the study.
- Intelligence and B.Ed. marks are significantly related to all the variables except teaching attitude.
- Teaching attitude is significantly related to entrance test and graduation marks but poorly related to intelligence and B.Ed. marks.
- Entrance test scores, B.A./B.Sc./B.Com. marks and intelligence are the reliable variables to predict the success of candidates in B.Ed. course. But B.A/B.Sc./B.Com. marks have shown a better predictive validity as compared to the other variables.

### 6.9.8 Conclusions of the Relationships

The candidates who have higher marks in the entrance test also have higher marks in graduation courses and vice versa. The mean score of graduation marks of the candidates is 60% and 83% of the candidates lie in the score-range from 50% to 70%. It conveys that if the relationship of the entrance test with graduation marks is significant, the achievement of the candidates at graduation level is also quite satisfactory even when the Merit List for selection was prepared on the basis of performance of the candidates in the entrance test. So, it is concluded that the entrance test was an efficacious tool to select the candidates having good marks in graduation courses.

The entrance test scores and the B.Ed. marks of the candidates are positively and significantly related to each other. On the other hand the performance of the candidates in B.Ed. course is also very satisfactory as 97% of the candidates are the first divisioners. They have achieved 60% and above marks in the B.Ed. course and even 43% among them have obtained more than 70% marks. So, it is concluded that the entrance test was a good tool to predict the success of the candidates in B.Ed. course and hence, had a good predictive validity.
As the entrance test scores and the intelligence of the candidates are significantly related to each other so those who have obtained higher marks in the entrance test also have higher level of intelligence and vice versa. But the entrance test could not put a check on the entry of below average intelligent candidates as 23% of the candidates are found dull or border-line candidates. Hence, so far as the intelligence of the candidates is concerned, the entrance test was not a valid test to assess the required level of intelligence.

Teaching attitude is significantly related only with entrance test and graduation marks but not with intelligence and B.Ed. marks of the candidates. The average, below and above average groups based on intelligence and B.Ed. marks have only neutral teaching attitude. The teaching attitude has been found as a weak predictor and also a weaker variable of the study. The graduation marks are significantly related to all the variables and their predictive validity is higher as compared to the other variables of the study.

From the above findings of the study it could be concluded that teaching attitude is not much reliable variable to be used as a criterion for selection of candidates to B.Ed. course. Intelligence, on the other hand, is an important variable for this purpose. The Entrance test and the graduation marks have appeared as credible tools to predict the success of student-teachers in teacher education programme. But graduation marks have shown a better predictive validity as compared to the entrance test. Entrance Test has failed to put a check on below-average intelligent candidates. On the other side, host of the studies say that high achievers tend to differ significantly in relation to intelligence. So, it is concluded that entrance test could be an efficacious tool to select the candidates for B.Ed. course. But as the predictive validity of any entrance test is always unknown and doubtful, it will be appropriate to give due
weightage to the graduation marks in the criteria for the selection of candidates to B.Ed. course. So, both the entrance test scores and the B.A./B.Sc./B.Com. marks of the candidates, if are made the part of admission procedure, will give a better criteria for selection of candidates to the B.Ed. course.

6.9.9 Weaknesses in the Syllabus and the Question Paper of the Entrance Test and Suggestions for Improvement

One of the objectives of the study was to analyse the syllabus and question paper of the B.Ed. entrance test, to note the weaknesses, if any, and suggest improvements. As viewed by the teacher educators, the prescribed syllabus for the joint B.Ed. Entrance Test-2003 is vast in its magnitude and scope. In each paper there are number of areas or subjects with no definite limits. Some areas of study like Social Science, Language, Literature etc. are not clear and create confusions as they have not been specified. The syllabus for Teaching Potential is expecting too much from the prospective teachers. Its share in the admission criterion is more than the requirement. The syllabus and the weightage given to General Mental Ability are appropriate. Some mistakes may be due to the casualness in printing, are also seen in the syllabus. The majority of the B.Ed. students opined that except Language Proficiency the syllabus was new for them and they did special preparation to appear in the test. They found that some questions in the test were very simple but some questions, especially of general awareness were tough which required deep and vast knowledge.

The teacher educators suggested that the scope of the prescribed syllabus for entrance test should be carefully defined and delimited without reflecting any inadequacy or casualness. Weightage given to Teaching Potential should be reviewed. To assess the language proficiency of the candidates, more effective measures are required to be used because most of the candidates entering the
colleges are not good in languages. Every effort should be made to make the entrance test reliable and valid. Test items should be analysed carefully from all aspects while preparing the question paper. Some other objective type test items, instead of multiple-choice only, should also be used to make the test more interesting and comprehensive.

6.10 Recommendations of the Study

One another objective of the study was to make recommendations emerging out of the study. They are:

1. No doubt, the entrance test has successfully selected most of the candidates having good marks in the graduation courses and the performance of the selected candidates in B.Ed. course is also satisfactory. But it could not put a check on the entry of below-average intelligent candidates and the findings relating to the teaching attitude of the candidates are also not very satisfactory. Some researches also indicate that admission entrance tests and such like standards used to assess the abilities of candidates are not always reliable and valid. So, it is recommended that the entrance test should not be made the ‘sole criterion’ for selecting the candidates to B.Ed. course.

2. The marks of the candidates in the B.A/B.Sc./B.Com. examinations are significantly related to intelligence, teaching attitude and entrance test scores. The graduation marks also have shown a higher predictive validity as compared the entrance test. So, it is recommended that the graduation marks of the candidates should not be shown such a disregard in the selection criteria as had been shown while selecting the candidates for the session 2003-04 and also for the proceeding sessions. Merit List of the candidates for admissions should be prepared on the basis of the performance of the candidates both
in the entrance test and graduation examinations. In fact, more weightage should be given to the graduation marks because the credibility of any entrance test is doubtful but the probability of such doubts is comparatively low in graduation tests.

Meenakshi (2003) also expresses, “Since the predictive validity of any entrance test is always unknown and doubtful, it is hard to believe that any B.Ed. entrance test could be so superb and so unfailing a test on teaching effectiveness and pedagogical accomplishments that the 14-16 years of candidate's labour, for getting the graduate degree, is only a toyish frolic.” So the criterion for selection of the candidates for B.Ed. course should be revised and reviewed.

3. Teaching attitude in the study is poorly related to intelligence and B.Ed. marks of the candidates. In fact, teaching attitude is found as the weakest variable in the study. So, its share in the selection criteria should be reviewed. It is very difficult to assess the teaching attitude especially with such a tool containing only a number of multiple-choice questions and the conduct of which is like an examination. While attempting such tests, when the motive is to get admission, the candidates do not reveal the truth and hide their negative attitudes.

The candidates should be admitted on the basis of the presumption that the candidates who want to enter the profession at least possess neutral, if not favourable, attitude towards teaching. Attitudes are dynamic in nature which could be developed with training. So, the training programme and the training colleges should be entrusted with the responsibility of modifying and developing among students the desirable teaching behaviours and competencies.

But for this purpose, a nine months, 4 to 5 months in terms of effective period spent in the colleges, B.Ed. training programme is
insufficient and irrelevant. Presently the schedule of the B.Ed. course is too hectic. Both the student-teachers and the teacher educators in the educational colleges are just passing through all the aspects and activities of the curriculum. It would be pertinent here to quote Taneja’s (1988) saying, ‘During 40 years of my total involvement in Teacher Education my memory has been resounding with Lord McNair’s words “Teachers are prepared in hurry, rather than matured”. Have we ever made the prospective teachers aware of their Role perception, Role performance and Professionalism?’ About twenty years ago Taneja expressed his 40 years’ experience which is true till today. So, the duration of the teacher education programme should be reviewed in context to its length and its effective implementation.

4. The present study reveals that nearly 23% of the candidates are below-average intelligent, having I.Q. between 75 and 90. This is a disappointing finding relating to the selected candidates. So, it is recommended that any criteria for selection of candidates to B.Ed. course must make it sure that at least dull or below average intelligent candidates might not enter the B.Ed. course. Efforts should be made to weed out some persons whose admission will adversely affect the lives of thousands of children.

To impose a check on the entry of such candidates, to pass out the Mental Ability Test of the entrance test should be made mandatory for every candidate. The other papers of the Entrance Test should be evaluated only for those candidates who secure the minimum qualifying marks/pass marks in the Mental Ability Test. Tough in the present scenario it seems difficult to put such conditions but it is the need of the hour.

5. The present study reveals that only 13% of the student teachers admitted to the education colleges though were of superior intelligence but very superior or genius did not join the course. It
is a matter of serious concern that why this profession is unable to get its share from among the cream youth. Reason behind it primarily is the poor salary and status of teacher in our country. As discussed in chapter 4 the recruitments in public sector are decreasing day by day and the private sector is exploiting the teachers in every way. So, it is suggested that measures should be taken to improve the status of teachers. The order of the Punjab and Haryana High Court to Punjab School Education Board for implementation of basic pay scale to private school teachers and the action on the same is an admirable step towards this direction. Such efforts may help in attracting the intelligentsia to this profession.

6. For the session 2003-04 only those candidates who obtained at least 100 (40%) marks in the B.Ed. entrance test were made eligible for admission to the course with a relaxation of 25 (10%) marks in favour of SC/ST candidates. For the session 2008-09 the eligibility-condition was lowered down to 75 (30%) marks for the general category and 62.5 (25%) marks for other categories candidates. 32553 candidates appeared in the test but only 12540 could pass out and more than 10,000 seats remained unfilled. A few of the colleges admitted the candidates on the basis of the merit in graduation examinations as per the orders of Punjab and Haryana High Court. But most of the colleges followed the ‘First come-First serve’ policy and then every Tom, Dick and Harry entered the B.Ed. colleges.

Now for the session 2009-10, there was no such eligibility-condition and those who appeared in the entrance test, even if getting zero marks, were eligible for admission. 26935 candidates appeared in the entrance test. As per the result of the entrance test declared on 2nd August, 2009 on the website www.gndu.co.in, Roll No. 11628 obtained zero score but got
26915th rank. There were so many others also who scored from 0 to 50 in the entrance test. But the seats remained vacant even after calling up all who appeared in the test. It was in the month of December 2009 that the seats were filled on the bases of academic merit of the candidates.

The entrance test is used as a screener to select quality candidates for education colleges. Earlier with the introduction of the entrance test, the eligible candidates possessed at least some level of abilities or potentialities required for the profession. But in the present scenario some questions which need answers are: In what way the performance of the eligible candidates who obtained zero or very low marks in the entrance test could be interpreted or is justified? What is their level of intelligence or of general knowledge? How much is their mathematical or teaching aptitude? Are they reasonably proficient in English or in any of the Punjabi and Hindi languages?

What could be the accountability or the credibility of the B.Ed. entrance test when all who appear in the test are eligible for getting admission to the course? Thus, in such conditions the need of the entrance test is questionable and the conduct is a mere wastage of time, money and energy of thousands of people. A Centralized Counseling for admission, in which the Merit List could be prepared on the basis of the academic achievements of the candidates, can serve the purpose more effectively.

The criteria for B.Ed. admission should be determined thoughtfully and if such tools like the Entrance Test are to be used then their usability should not be doubtful rather they should act as a check on the wrong entry of the candidates to the teaching profession. So, it is recommended that instead of taking the entrance test so casually, it should be made more reliable and valid to improve the quality of the entrants in the education
colleges. For this purpose following suggestions may be taken into consideration:

(i) Discussions among eminent educationists, scholars and experienced persons who are related to this profession should be held to decide about:
   (a) What to assess i.e. which abilities are required?
   (b) How much to assess i.e. the difficulty level?
   (c) How to assess i.e. tools to be used?

(ii) Blue - print showing detailed information about the appropriate weightage given to different objectives, contents and forms of questions should be prepared separately for each test.

(iii) These tests must be constructed by specialized, experienced and technically competent persons, preferably those who are involved in the above said activities. They should focus on accuracy, reliability and validity of the test.

7. The number of colleges in the state of Punjab and the U.T. Chandigarh was 26 when the present study was undertaken and it increased up to 36 in the same session of 2003-04. In that session there were 16, 13 and 7 colleges affiliated to Panjab, G.N.D. and Punjabi universities respectively. There were about 5200 seats in all the colleges. Now for the session 2009-10, there are 177 education colleges. Among them 49 are affiliated to G.N.D.U., 57 to Punjab University, 79 to the Punjabi University and 2 to the newly established Lovely Professional University. The number of the total seats in these colleges is 24,500 as per the approval granted by the NCTE. So, there is an increase of 141 in the number of the colleges and of about 19,000 in the number of seats during the period of six years.

The number of colleges and the seats are increasing year by year. The questions which need to be answered are: Does the
state of Punjab need thousands of teachers every year for its schools? Has the required demand and supply of teachers ever been estimated? and Is the quality of teachers our real concern?

7. This manifold increase in the number of education colleges is alarming. It is high time that some serious thought be given to this aspect of teacher education. To move in step with the times, the emphasis should be placed on quality instead of the quantity of teachers. Aggarwal (1988) in ‘Education colleges at Cross Roads’ rightly opines, “The mushroom growth of such colleges on the one hand, hint at the popularity of the course, and on the other point to the system suffering from a disease which will eat away its vitals”.

8. A significant difference has been found in the B.Ed. marks of the candidates of Panjab, G.N.D. and Punjabi universities. The reasons behind this difference need to be investigated. There may be two reasons behind it. One is that the candidates of the three universities differ significantly in their abilities which are required while performing in examinations. But it does not seem true as the graduation marks of the candidates of all the three universities are similar. The other reason may be the difference in the syllabus or the evaluation procedure for B.Ed. courses of the three universities. If the syllabus or the evaluation procedure is responsible for this difference in B.Ed. marks then steps should be taken to bring uniformity in the same so that the trainees should not suffer at the time of their selection as teachers in Punjab.