CONCLUSION
In last chapter investigator has presented the discussion of the results. In present chapter investigator will present the conclusions of study. Before presenting the conclusions investigator would like recall the objectives of the study.

(1) To find out the relationship of the components and whole of the B.Ed entrance test scores with teaching effectiveness.

(2) To find out the relationship of the components and whole of the B.Ed entrance test scores with attitude towards teaching.

(3) To compare the previous system based on academic merit with the present system of selection to B.Ed training course, conclusion will be discussed under following headings.

6.1 Relationship between the components of the entrance test and teaching effectiveness.

6.2 Relationship between components of entrance test and attitude toward teaching.

6.3 Comparison of the relationship between competition based scores and merit based scores with teaching effectiveness.

6.4 Comparison of the relationship between competition based scores and merit based scores with attitude towards teaching.

6.1 Relationship between the components of the entrance test and teaching effectiveness.
6.1.1 For male teachers the combination of intelligence test and aptitude test was found positively related with teaching effectiveness. Extra weightage due to non-curricular activities was also related to teaching effectiveness.

6.1.2 G.K cum language test, co-curricular score and total competition based score were not related to teaching effectiveness.

6.1.3 The combination of intelligence test and aptitude test for female teachers were related to teaching effectiveness.

6.1.4 G.K cum language test, co-curricular score and total competition based scores are not related to teaching effectiveness.

6.1.5 In case of general caste teachers again the combination of intelligence test and aptitude test was related to teaching effectiveness.

6.1.6 G.K-cum-language test, co-curricular score and total competition based scores were not related to teaching effectiveness.

6.1.7 In case of Backward class teacher the combination of intelligence test and aptitude test was positively related to teaching effectiveness.

6.1.8 G.K-cum-language test co-curricular score and total competition based scores were not related to teaching effectiveness.

6.1.9 For scheduled caste teachers the combination of intelligence test and aptitude test were not related to teaching effectiveness.

6.1.10 G.K cum language test co-curricular score and total competition based scores were related to teaching effectiveness.

6.1.11 The combination of intelligence test and aptitude test for arts teachers were related to teaching effectiveness.

6.1.12 G.K cum language test, co-curricular score total competition based score were not related to teaching effectiveness.

6.1.13 For science teachers the combination of intelligence test and aptitude test were not related to teaching effectiveness.
6.1.14 G.K cum language test, co-curricular score and total competition based scores were not related to teaching effectiveness.

6.1.15 It can therefore be concluded that language cum aptitude test, that is, paper second only has better predictive validity of teaching effectiveness.

6.1.16 B.Ed entrance test, to a certain extent, is able to predict teaching effectiveness.

6.1.17 Extra weightage being given for selection in to B.Ed class has no relationship with teaching effectiveness of would be teachers.

6.2 Relationship between components of entrance test and attitude toward teaching:

6.2.1 For male teachers the combination of intelligence test aptitude test was not related to attitude toward teaching.

6.2.2 G.K cum language test, co-curricular score and total competition based scores were highly related to attitude toward teaching.

6.2.3 The combination of intelligence test and aptitude test for female teachers were not related to attitude toward teaching.

6.2.4 G.K cum language test, co-curricular score and total competition based scores were positively related to attitude toward teaching.

6.2.5 In case of General caste teachers, the combination of intelligence test and aptitude test were not found related to attitude towards teaching.

6.2.6 G.K cum language test, co-curricular score and total competition based scores were strongly related to attitude towards teaching.

6.2.7 Again the combination of intelligence test and aptitude test for backward class teachers were not related to attitude toward teaching.

6.2.8 For Scheduled caste teachers the combination of intelligence test and aptitude test were very strongly related to attitude towards teaching.

6.2.9 G.K cum language test, co-curricular score and total competition based scores were not related to attitude towards teaching.
6.2.10 In reference to arts teachers the combination of aptitude test were not related to attitude towards teaching.

6.2.11 G.K cum language test, co-curricular score and total competition based scores were related to attitude towards teaching.

6.2.12 For Science teachers the combination of intelligence test and aptitude test were highly related to attitude toward teaching.

6.2.13 G.K cum language test co-curricular score and total competition based scores were not related to attitude towards teaching.

6.2.14 Attitude toward teaching was found related to first paper of the entrance test. This first paper was the combination of G.K and language test.

6.2.15 Hence B.Ed entrance test, on the basis of which selection is made does not show any clear sign of relationship with attitude towards teaching.

6.2.16 Besides this extra weightage given due to co-curricular activities and being the ward of some special categories do not show any relationship with attitude toward teachings.

6.3 Comparison of the relationship between competition based scores and merit based scores with teaching effectiveness.

6.3.1 In case of male student teachers merit based scores were better related to teaching effectiveness as compared to competition based scores.

6.3.2 Same was found true for female teachers, Here also merit based scores were found to be better related to teaching effectiveness as compared to competition based scores.

6.3.3 According to the scores of General caste student teachers, the merit based score were better related to teaching effectiveness in comparison of competition based scores.

6.3.4 Merit based and competition based score and equally related to teaching effectiveness in case of backward class student teachers.
5.3.5 In the case of Scheduled caste student teacher the situation is quite similar and merit based score were equally related to teaching effectiveness.

5.3.6 For student teacher's of arts merit based scores were strongly related to teaching effectiveness in comparison of competition based scores.

5.3.7 For science students again merit based scores were highly related to teaching effectiveness as compared to competition based scores.

5.3.8 It can therefore be finally concluded that merit based scores have better predictive validity for teaching effectiveness as compared to competition based scores. This study establishes the superiority of merit based selection procedure.

6.4 Comparison of the relationship between competition based scores and merit based scores with attitude toward teaching:-

6.4.1 For the male student teachers merit based scores and competition based scores were equally related to attitude toward teaching.

6.4.2 In case of female student teachers, there is no difference between scores and merit based scores and both are equally related to attitude towards teaching.

6.4.3 Again the competition based scores and merit based scores had equally impact on attitude toward teaching in case of general caste student teachers.

6.4.4 According to backward caste student teachers the merit based scores were better related to attitude toward teaching.

6.4.5 For the schedule caste student teacher the competition based scores were equally related to attitude toward teaching as merit based scores.

6.4.6 There is no difference between the merit based scores and competition based scores, in case of Arts student teachers both are similarly related to attitude toward teaching.

6.4.7 Again merit based scores and competition based scores are equally related to attitude toward teaching in case of science student teachers.

VALIDITY OF HYPOTHESIS
Following eight hypothesis were formulated in the beginning on the research. These hypothesis were as follows:-

1. Academic components of entrance test are related to teaching effectiveness.
2. Weightage due to cocurricular activities are related to teaching effectiveness.
3. Weightage due to special categories is not related to teaching effectiveness.
4. Academic components of the entrance test are related to attitude towards teaching.
5. Weightage due to cocurricular activities and teaching experience are related to attitude towards teaching.
6. Weightage due to special categories is not related to attitude towards teaching.
7. The present system of selection is better related to teaching effectiveness as compared to old system.
8. The present system of selection is better related to attitude towards teaching as compared to old system.

First hypothesis was found true because A-score was related to teaching effectiveness.

Second hypothesis was not found true.

Third hypothesis was also not found true.

Fourth hypothesis was found true to some extent.

Fifth hypothesis was again was not found true.

Sixth hypothesis was not found true.

Seventh and eight hypothesis were completely rejected. Meaning there by that earlier system of merit based selection was better as compared to present competition based system.

It has already been mentioned that studies directly linked with our study are rare. Hence it is very difficult to generalize the results. Only Shrivastava (1980) established the
validity of academic record based selection procedure. Certainly it is a neglected field so more work is needed be done in this field.

**SUGGESTIONS FOR THE FURTHER STUDIES:-**

1. Validity of competitions based selections can also be checked in medical, engineering and management courses.

2. Now a days selection to various calssses right from promary to graduation is being condceted through written test. Validity of these selection procedures is also needed to be cheeked with reference to academic merit.

3. Like wise validity of competitions based selections to various jobs and professions is also to be validated.

4. Same study can also be repeated with parger sample.

5. More refined techniques of analysis like multiple-regressions analysis and conveyance can also be used for data analysis.

**FINAL COMMENT:-**

Finally it appears that competitions are being used as administratively safe, not academically sound, selection procedure. Hence it does not guarantee the selection of suitable candidates. Candidates better suiting to teaching profession can better be selected taking academic merit into consideration.

Although investigator could not found any predecive validity in any sort of extra weightage. But this extra weightage can not be recomended to be dropped. It is because if no encouragement will be given to participation in sports, NCC, NSS etc. Than these institutions will die down. These institutions are to be kept alive keeping in view the broader life perspective So they should not be looked into from narrow angles of teachers training only. Same is true for the wards of freedom fighters, army men, police, widow and teachers etc. As matter of fact weightage of 25 marks out of 400 coming out ot nearly 6.25% can be retained without showing its direct predecive validity. But present compitition based selection is needed to be improved to make it equally valid as merit based selection was found. For this purpose carefully constructed tests or standrasied tests should be used. Beside this, personality test may also be
included in test battery. Situation test, performance test, interviews equivalent to the pattern of S.S.B of army should be used.