

Academic Performance of B.Ed. Students In Relation to their Marks in Entrance Examination and Graduation

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Abstract

The present study is an attempt to study the academic performance of B.Ed. students in relation to their marks in entrance examination and graduation. For this, a sample of 1200 students was drawn from Government and Government aided Colleges of Education, affiliated to Guru Nanak Dev University. The obtained data were analyzed with the help of Two Way Analysis of Variance. The data revealed that i) Female B.Ed. students performed better in theory papers than male students whereas male and female students did not differ significantly w.r.t. marks in teaching skill and work experience, when sex and achievement in entrance test are taken as classificatory variable. ii) Students who achieved higher on entrance test performed better in theory, teaching skill and work experience paper in B.Ed. course than students who perform lower in entrance test. iii) Female and male students did not differ significantly w.r.t. marks in theory, marks in teaching skill and marks in work experience in B.Ed. course when sex and achievement in entrance test are taken as classificatory variable. iv) Students with high achievement in graduation performed better than students with low achievement in graduation w.r.t marks in theory, marks in teaching skill and marks in work experience in B.Ed. course. v) Both male and female students with high achievement in graduation performed better than male and female students with low achievement in graduation w.r.t. marks in teaching skill and work experience in B.Ed. course. vi) Female students with high achievement in graduation performed better than female and male students with low achievement in graduation w.r.t. marks in teaching skill in B.Ed. course. viii) Female and male students with high achievement in graduation performed better than female students with low achievement in graduation w.r.t. marks in work experience in B.Ed. course.

The overall progress of any nation depends on its system of education. If a nation wants quality education it must have quality teachers. Research studies have shown positive association between students' achievement and teachers' academic skills, level of content knowledge, years of experience and participation in content-related professional development opportunities (UIS, 2007). An important and on going challenge for education is to find new and appropriate ways to deal effectively with ever changing nature of culture and society. Part of this challenge is to consider the needs, interests, beliefs, traditions and values of individuals and groups of people. Teacher play an important part here (Holmes Group, 1986). Improving teacher quality is now a global concern. The role of the teaching profession, understood as a professional community, sharing the fruits of experience and practice, whose members provide face-to-face tuition to learners, remains, nonetheless essential in basic education (UNESCO, 2005).

With the efforts of NCTE, State Governments and private sectors, the establishment of secondary teacher education institutions gained a rapid speed. There are more than 9000 teacher education institutions in India, MHRD Annual Report (2007-08)

Moon (2007), in a recent document prepared for UNESCO, presents global scenario of teacher education in the following manner:

“Across the world, government have, increasingly, begun to regulate for the quality and outcome of teacher education (this is true of centralized and decentralized system of control). Most of teacher education remains focused on pre-service or qualification upgrading while continuing professional development is often limited and lacking in coherence. Teacher education programmes are increasingly focusing on standards or outcomes involving more integrated practical and theoretical curriculum models.” To satisfy the emerging needs of the society, and to accelerate the progress of the nation, there is a need of well structured and dynamic education system where the teacher education has an important role to play.

It is in this context that the B.Ed. entrance test which is now being conducted by majority of the Universities assumes a significant relevance for the selection of B.Ed. trainees so that good teacher trainees can be selected. Entrance examination has now become the major instrument for the selection of B.Ed. interns. Mechanism used for deciding the appropriateness of the candidates is to make them go through an entrance examination. This concludes the principle of selection in entrance examinations for the professional course and one essentially depends on elimination process. According to N.C.T.E., the eligibility criterion for getting admission in B.Ed. is minimum 50% marks in graduation. But in Punjab in the session 2008-09, students got admission through entrance test as well as directly on the basis of marks in graduation. Admission for the session 2010-11 for B.Ed course has been done purely on the merit basis. These recent developments are changing the contours of B.Ed admission process.

During the recent years, increasing private participation in the field of teacher education led to the emergence of numerous teacher education institutions opened by private managements. Only in the state of Punjab this number has crossed 160 colleges in the region. In one way this expansion is serving to the increased need of school teachers in the country, on the other hand it is posing number of problems for the monitoring bodies like NCTE and universities. One major difficulty prevailing is deciding the criterion for admission to the B.Ed seats in different colleges which are very large in number.

Now-a-days, the criterion of B.Ed. admission is academic merit of the students. But earlier, student's performance in B.Ed. entrance test was frequently being used as a criterion of B.Ed. admission in most of the Indian University. In entrance test, there are less chances of use of unfair means because it is an objective type test and there is no prescribed curriculum for the test. There is no personal approach and threatening to supervisory staff. This test is helpful in testing the language ability, teaching aptitude, general awareness and mental ability. Moreover, there is no variability in scoring the answer sheet of B.Ed. entrance test.

Olstad, Beal, Noe and Schaefer (1983) found that the predictive value of entrance grade point average for success in student teaching for 190 preservice teachers (95 elementary, 95 secondary) and found top three of the elementary preservice teachers ranked based on their practice teaching performance had significantly higher entry grade

point average than those in middle or lower third. Ramakrishnan (1989) found that an objective type entrance examination has now become the major, if not the sole, screening instrument for selection to professional education. Riggs and Riggs (1991) found that correlation of 0.28 between entrance grade point average student and student teaching performance. Silvenoin et. al. (1991) quoted from Iida Hakkinen (2004) Do University exams predict academic achievement? "Past performance in school and success in the entrance exam are quite weakly correlated, sometimes even negatively correlated." Hakkinen (2004) found that only entrance exams would not significantly change the average performance in any field.

ACADEMIC ACHIEVEMENT

Success has become an idea of attaining position and respect. A good academic record of students is an index of an effective educational system. Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Good (1959) defined academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores of marks assigned by the teacher. According to Trow (1967), academic achievement means the attained ability or degree of competence in a school task usually as measured by standardized test and expressed in percentage or grade units based on norms derived from pupil performance. Singh and Kaur (2003) defined academic achievement as competence of the students shown in school subject for which they have taken instruction. The test scores or grades assigned to the students on the basis of their performance in the achievement test determine the status of pupil in the classroom.

The academic performance of pupils continues to be the primary and most important goal of education. The accomplishment in the school work is called achievement. Achievement signifies accomplishment of gain or a performance carried out successful by an individual or group on the completion of task whether it is academic, manual or social. Academic achievement depends on the quality and quantity of the student's work, which is judged in terms of score of grade. Academic performance is used to label the observable manifestation of knowledge, skill, concept, understanding and ideas which are the sources of academic achievement. Mehta (1956) expressed the view that word 'performance' is a wider term, which includes both the academic and other performance of an individual. It is the learning outcome of the student in which performance is included. Academic performance refers to how students deal with their studies and how they cope with or accomplish different task given to them by their teacher. Christian (1980) reported that academic performance indicates the learning outcome of students. Learning affects three major areas of behavior in students i.e.

1. Cognitive
2. Psychomotor
3. Affective

Academic performance of B.Ed. students include theory which involve foundation courses and teaching methodologies and also the set of interrelated activities to facilitate learning in students' teaching activities. It also include work experience programme to make the distinction between intellectual and manual work.

Theory

Theory involves foundation courses and teaching methodologies. Theory is the basic foundation of education procedure. It is the way to assess the student's achievement in curriculum area. According to Cambridge Advanced Learner's Dictionary (2003), theory means a formal statement of the rules of which a subject of study is based or of ideas which are suggested to explain a fact or event or more generally, an option or explanation.

Teaching Skill

Skill means the ability that a person has to carry out a task smoothly and competently in order to achieve some result. Bhatia and Purohit (2001) defined skill as proficiency in the performance of a task. It involves motor learning skill means to do something or perform some task efficiently and with ease. According to Singh (2001), skill is an action formed by repetition and characterized by a high degree of performance and performed more or less automatically.

Teaching skill is a set of interrelated activities a teacher performs in a classroom with a view to facilitate learning in student's teaching activities and can be analyzed in terms of teacher's behavior. These are specific instructional activities and procedure that a teacher may use in his classroom. Sharma (2001) explained that teaching is considered a science as well as an art. An effective teacher employ certain teaching skills to general calculative learning situation in his classroom. Passi (1981) defined teaching skill as a set to teaching behavior, which can be defined, observed, measured, taught and is effective in bringing about desired changes in teaching behavior of pupil teacher.

Work Experience

Indian Education Commission (1966) has defined work experience as participation in productive work in school, at home, in the workshop, on a farm, in a factory or in any other productive situation. Any activity experience, direct or indirect, which involves productive aspect of our life in its social and economic environment can be called work experience. It depends upon the planning of an activity at a particular stage, how much students like to participate and how much they are expected to learn from that activity.

ACADEMIC PERFORMANCE OF B.Ed. COURSE IN RELATION TO ACHIEVEMENT IN GRADUATION

There are certain researches on marks obtained in graduation and academic performance of the B.Ed. students which shows a positive correlation between them. Taylor, Tluanga and Mishra (1966) conducted a study, 'examination' as predictors and find out that candidate performance in one examination indicated his probable performance in the next. Riggs and Riggs (1991) analyzing the record of 437 elementary preservice teachers found that marks in two prerequisite education courses correlated 0.24 and 0.37 with subsequent student teaching performance. Singh (1992) found that the correlation between the marks in B.Sc. and marks in B.Ed. theory is 0.35 and between marks in B.A. and B.Ed. theory is 0.30 which are significant at 0.01 level. It is common for all that pass% for B.A./B.Sc. is 35% and pass% for B.Ed. theory is 40%. All the students involved in the sample are passing B.A./B.Sc. and B.Ed. theory and the

performance of the students in B.A./ B.Sc. and B.Ed. theory is consistent perhaps due to this reason the correlation are significant. Biswal, Das and Shrivastava (2002) found that the correlation between the percentage of graduation of B.Ed. students and their theory and overall achievement were substantial, positive and significant. The correlation between the graduate % of B.Ed. students and their practical achievement were found low, positive and significant. Further, graduate% was found significantly associated with B.Ed. theory, practical and overall achievement of students as the mean % of marks of Theory, practical and over all achievement of B.Ed. students with high graduate % (i.e. \geq mean graduate%) were found significantly more than that of the student with low graduate % (i.e. $<$ mean graduate %) So, it can be said that students with more graduate % do better in B.Ed. theory, practical and over all achievement in comparison to the students with low graduate%. Now, the question arises, what should be the criterion for selecting and screening the candidates (students) for B.Ed? Either the entrance test or the achievement in graduation should be the criterion for the selection of students? Both the criterion has positive points which work in their favour as a criterion. This paper intends to answer the above given question.

There has been different criterion for selecting the students for professional courses like B.Ed. Most popular two ways of selection are on the basis of merit in the entrance examination and admission on the basis of merit in the previous examination. From past few years there has been debate on the issue whether entrance examination or the merit basis should be the criterion for selection. According to recent development in some states like Punjab the entrance examination has been replaced by the purely merit based admission in B.Ed course.

The purpose of this study is to investigate the effect of achievement in entrance examination and achievement in graduation on academic performance of B.Ed. students. In order to do so the present study has been framed as, "STUDY OF ACADEMIC PERFORMANCE OF B.Ed. STUDENTS IN RELATION TO THEIR MARKS IN ENTRANCE EXAMINATION AND GRADUATION"

OBJECTIVES OF THE STUDY

The study was designed to attain following objectives :

- 1) To study academic performance of B.Ed. students viz. a viz., theory examination, teaching skill and work experience programme.
- 2) To study academic performance of B.Ed. students in relation to their achievement in entrance examination.
- 3) To study academic performance of B.Ed. students in relation to their marks in graduation.

METHOD OF STUDY

Sample Description

For the present study, Government and Government aided Colleges of Education, affiliated to Guru Nanak Dev University, Amritsar had been taken. It consists of all the students who had passed the B.Ed. examination. The sample consisted of unequal number of males and females. Same is the situation in the selection of achievement of students in entrance examination and achievement of students in graduation.

Design and Procedure

The present study was designed to find out the effect of three independent variables viz. a viz., sex, achievement in entrance examination and achievement in graduation on three dependent variables i.e. marks in theory, marks in teaching skill and marks in work experience.

2×2 factorial design was employed on the scores of B.Ed. theory examination, teaching skill and work experience wherein, the sex of the students and achievement in entrance test were studied as independent variables and were used for the purpose of classification viz. male and female students, high and low achievement in entrance test. 2×2 factorial design was also employed on the scores of B.Ed. theory examination, teaching skill and work experience wherein, the sex of the student and academic achievement in graduation were studied as independent variable and were used for the purpose of classification viz. male and female students with high and low achievement in graduation.

STATISTICAL TECHNIQUES EMPLOYED

The following statistical techniques were employed to analyze the obtained data.

- 1) 2×2 analysis of variance was employed on the scores of marks in theory, marks in teaching skill and marks in work experience along with descriptive statistics.
- 2) t-ratios for the difference in means of various cells of 2×2 (sex × graduation) on the scores of various dimensions of marks in teaching skill and marks in work experience.

RESULTS

1. 2×2 (SEX × ENTRANCE TEST) ANALYSIS OF VARIANCE ON ACADEMIC PERFORMANCE (MARKS IN THEORY, TEACHING SKILL AND WORK EXPERIENCE) OF B.Ed. STUDENTS

The means of subgroups for 2×2 (sex × entrance test) factorial design for marks in theory, teaching skill and work experience in B.Ed. course have been presented in the Table 1 below :

TABLE 1
MEANS OF SUBGROUPS OF ANOVA FOR 2×2 (SEX × ENTRANCE TEST) FACTORIAL DESIGN FOR MARKS IN THEORY, TEACHING SKILL AND WORK EXPERIENCE IN B.Ed. COURSE

		HAG	LAG	Total
Theory	Male	$M_1=373.085$ $\sigma_1=35.321$ $N_1=35$	$M_2=347.257$ $\sigma_2=29.774$ $N_2=35$	$M_{ML}=360.171$
	Female	$M_3=386.475$ $\sigma_3=41.048$ $N_3=326$	$M_4=257.583$ $\sigma_4=30.084$ $N_4=326$	$M_{FL}=372.029$
	Total	$M_{HAE}=385.177$	$M_{LAE}=356.5825$	

Teaching Skill	Male	$M_5=149.2$ $\sigma_5=7.161$ $N_5=35$	$M_6=144.2$ $\sigma_6=9.3$ $N_6=35$	$M_{ML}=146.7$
	Female	$M_7=152.583$ $\sigma_7=10.06$ $N_7=326$	$M_8=144.02$ $\sigma_8=11.86$ $N_8=326$	$M_{FL}=148.3015$
	Total	$M_{HAE}=152.25$	$M_{LAE}=144.037$	
Work Experience	Male	$M_9=158.171$ $\sigma_9=6.635$ $N_9=35$	$M_{10}=156.629$ $\sigma_{10}=66.34$ $N_{10}=35$	$M_{ML}=1574$
	Female	$M_{11}=159.638$ $\sigma_{11}=8.398$ $N_{11}=326$	$M_{12}=156.76$ $\sigma_{12}=7.23$ $N_{12}=326$	$M_{FL}=158.199$
	Total	$M_{HAE}=159.496$	$M_{LAE}=156.747$	

In order to analyse the variance, the obtained scores are subjected to ANOVA. The results have been presented in the Table 2 below:

TABLE 2
SUMMARY OF ANOVA FOR 2×2 (SEX × ENTRANCE TEST) FACTORIAL DESIGN FOR MARKS IN THEORY, TEACHING SKILL AND WORK EXPERIENCE IN B.Ed. COURSE

Sources of variance	Df	Theory			Teaching Skills			Work Experience		
		SS	MS	F-Ratio	SS	MSS	F-Ratio	SS	MSS	F-Ratio
Sex (A)	1	3778.7796	3778.7796	3.1561	21.4918	21.4918	0.24117	125.2903	125.2903	2.21527
Achievement in Graduation (B)	1	207029.1918	207029.1918	172.8328*	10781.3019	10781.3019	120.9834*	3752.5152	3752.4152	66.3487*

Interaction (A×B)	1	99.8530	99.8530	0.08336	0.03565	0.03565	4.0049**	295.117	295.117	5.218**
WSS	718	860064.2918	1197.8611		63983.7967	89.1139		40608.2464	5.65574	

*Significant at the 0.01 level of confidence.

**Significant at the 0.05 level of confidence

ACHIEVEMENT IN ENTRANCE TEST :

It may be observed from the Table 2 that the F-Ratio for the difference between students with high achievement in entrance test and low achievement in entrance test was found to be significant at the 0.01 level of confidence. The examination of their corresponding groups means Table 1 suggest that B.Ed students with high achievement in entrance test are found to perform better in theory, teaching skill and work experience marks of B.Ed. students than students with low achievement in entrance test.

SEX

It may be observed from the Table 2 that F-Ratio for the difference between male and female students in their performance in theory B.Ed exams was found to be significant at the 0.01 level of confidence whereas F-Ratio for the difference between male and female students were not found to be significant even at the 0.05 level of confidence w.r.t. marks in teaching skill and work experience. The examination of the corresponding group means from the Table 1 suggest that female students scored higher than male students on theory marks in B.Ed. course but they do not differ significantly on marks in teaching skill and work experience in B.Ed. Course.

The Table 2 shows that F-Ratio for the interaction between sex of the students and achievement in entrance test of B.Ed. students on theory, teaching skill and work experience marks in B.Ed. course was not found to be significant even at the 0.05 level of the confidence.

2. 2×2 (SEX × MARKS IN GRADUATION) ANALYSIS OF VARIANCE ON THE ACADEMIC PERFORMANCE (MARKS IN THEORY, TEACHING SKILL AND WORK EXPERIENCE) OF B.Ed. STUDENTS

The mean of subgroups for 2×2 (sex × marks in graduation) factorial design for marks in theory, teaching skill and work experience in B.Ed. course have been presented in the Table 3 below :

TABLE 3
MEANS OF SUBGROUPS OF ANOVA FOR 2×2 (SEX × MARKS IN GRADUATION) FACTORIAL DESIGN FOR MARKS IN THEORY, TEACHING SKILL AND WORK EXPERIENCE IN B.Ed. COURSE

		HAG	LAG	Total
Theory	Male	$M_1=381.571$ $\sigma_1=33.545$ $N_1=35$	$M_2=349.971$ $\sigma_2=28.446$ $N_2=35$	$M_{ML}=365.771$
	Female	$M_3=390.558$ $\sigma_3=38.677$ $N_3=326$	$M_4=356.448$ $\sigma_4=30.76$ $N_4=326$	$M_{FL}=373.503$
	Total	$M_{HAG}=389.687$	$M_{LAG}=355.820$	
Teaching Skill	Male	$M_5=153.257$ $\sigma_5=99.57$ $N_5=35$	$M_6=145.4857$ $\sigma_6=7.485$ $N_6=35$	$M_{ML}=149.371$
	Female	$M_7=152.650$ $\sigma_7=10.59$ $N_7=326$	$M_8=144.926$ $\sigma_8=8.275$ $N_8=326$	$M_{FL}=148.788$
	Total	$M_{HAG}=152.7088$	$M_{LAG}=144.980$	
Work Experience	Male	$M_9=159.1429$ $\sigma_9=6.499$ $N_9=35$	$M_{10}=158.486$ $\sigma_{10}=6.767$ $N_{10}=35$	$M_{ML}=158.814$
	Female	$M_{11}=159.896$ $\sigma_{11}=6.75$ $N_{11}=326$	$M_{12}=154.917$ $\sigma_{12}=6.75$ $N_{12}=326$	$M_{FL}=157.4065$
	Total	$M_{HAG}=159.823$	$M_{LAG}=155.263$	

In order to analyse the variance the obtained scores are subjected to ANOVA. The results have been presented in the Table 4 below :

TABLE 4
SUMMARY OF ANOVA FOR 2×2 (SEX × MARKS IN GRADUATION) FACTORIAL DESIGN FOR MARKS IN THEORY, TEACHING SKILL AND WORK EXPERIENCE IN B.Ed. COURSE

Sources of variance	Df	Theory			Teaching Skills			Work Experience		
		SS	MSS	F-Ratio	SS	MSS	F-Ratio	SS	MSS	F-Ratio
Sex (A)	1	3778.7796	3778.7796	3.1561	21.4918	21.4918	0.24117	125.2903	125.2903	2.21527
Achievement in Graduation (B)	1	207029.1918	207029.1918	172.8328*	10781.3019	10781.3019	120.9834*	3752.5152	3752.4152	66.3487*
Interaction (A×B)	1	99.8530	99.8530	0.08336	0.03565	0.03565	4.0049**	295.117	295.117	5.218**
WSS	718	860064.2918	1197.8611		63983.7967	89.1139		40608.2464	5.65574	

*Significant at the 0.01 level of confidence.

**Significant at the 0.05 level of confidence.

ACHIEVEMENT IN GRADUATION

It may be observed from the Table 4 that F-Ratio for the difference between students with high achievement in graduation and low achievement in graduation on theory, teaching skills and work experience marks were found to be significant at the 0.01 level of confidence. It means that the two groups differ significantly on the mean theory, teaching skill and work experience marks in B.Ed. course. The examination of the corresponding group means from the Table 3 suggest that students with high achievement in graduation performed better in theory, teaching skill and work experience marks than students with low achievement in graduation.

SEX

It may be observed from the Table 4 that F-Ratio for the difference between male and female students on theory, teaching skills and work experience marks were not found to be significant even at the 0.05 level of confidence. It indicates that the two groups do not differ significantly on theory, teaching skill and work experience marks in B.Ed. course.

The Table 4 shows that F-Ratio for the interaction between sex of the students and achievement in graduation of B.Ed. students on theory marks in B.Ed. course was not found to be significant even at the 0.05 level of confidence but this interaction was found to be significant at the 0.05 level of confidence w.r.t. marks in teaching skill and work experience which suggest that there exist an interaction effect between sex of the students and achievement in graduation. To further analyze the significance of difference in various cell, t-Ratios have been computed to know the inter cell differences due to which F-ratio for the interaction is found to be significant. t-Ratios are presented in the Table 5 below :

TABLE 5
t-RATIOS FOR THE DIFFERENCE IN MEANS IN VARIOUS CELLS OF 2×2
(SEX × MARKS IN GRADUATION) DESIGN ON THE SCORES OF TEACHING
SKILL AND WORK EXPERINECE IN B.Ed. COURSE

Subgroup(Teaching skills)	M_D	σ_D	t-ratio
M ₅ -M ₆	7.789	2.1056	3.699*
M ₅ -M ₇	0.607	1.7823	0.340
M ₅ -M ₈	8.331	1.7443	4.776*
M ₆ -M ₇	7.164	1.3456	5.324*
M ₆ -M ₈	0.56	1.9239	0.2911
M ₇ -M ₈	7.724	0.7443	10.3775*
Subgroup(Work experience)	M_D	σ_D	t-ratio

M ₉ -M ₁₀	0.6569	1.5858	0.413
M ₉ -M ₁₁	0.7531	1.2389	0.6078
M ₉ -M ₁₂	4.2259	1.1604	3.64176*
M ₁₀ -M ₁₁	1.41	1.27	1.1604
M ₁₀ -M ₁₂	3.569	1.2034	2.965
M ₁₁ -M ₁₂	4.972	0.5958	8.35631*

* Significant at the 0.01 level of confidence

It may be observed from the Table 5 that means of sub-groups on teaching skill in B.Ed course shows that t-Ratios are significant for some subgroups namely M₅-M₆, M₅-M₈, M₆-M₇, M₇-M₈ and some other on work experience marks namely M₉-M₁₂, and M₁₁-M₁₂. The further examination of means table 3 suggests that:-

- 1) Both male and female students with high achievement in graduation perform better than male and female students with low achievement in graduation w.r.t. marks in teaching skill and work experience in B.Ed. course.
- 2) Female students with high achievement in graduation perform better than female and male students with low achievement in graduation w.r.t. marks in teaching skills in B.Ed. course.
- 3) Female and male students with high achievement in graduation perform better in work experience than female students with low achievement in graduation.

DISCUSSION OF FINDINGS

The study was conducted with the purpose to find out the adequate criterion of selection of students in professional course like B.Ed. the basic question was to investigate whether performance in entrance examination or performance in graduation should be taken as criterion for admission. The findings of present study reveal that students with high achievement in entrance test performed better in theory examination, teaching skills and work experience programme of B.Ed course. It indicates that entrance examination is a good indicator of achievement of the students. This finding gets its support from the purposefulness of entrance examination. As entrance examination is conducted with the sole purpose to assess the knowledge and aptitude required specifically for the teaching profession. The finding gets strength from the studies of Olstad, Beal, Noe and Schaefer (1983) and Riggs and Riggs (1991).

Further the findings of the study also reveal that both male and female students with high achievement in graduation performed better than students with low achievement in graduation w.r.t. marks in theory, skill in teaching and work experience programme in B.Ed. it indicates that achievement in previous examination is good predictor of the performance of students. This finding gets support from the fact that subjects in graduation are specific and comprehensive in their respective areas of study. Students who performed better in these subjects also use their previous knowledge in teaching subjects of B.Ed. The finding gets strength from the studies of Biswal, Das, Shrivastava (2002), Riggs and Riggs (1991) and Marso and Pigge (1991).

Further, the findings of the study suggest that the female students performed better in theory examination than male students whereas male and female students do not differ on skill in teaching and work experience marks in B.Ed. It indicates that gender does not play any role in this context. The finding gets its support from the fact that basic nature of females is generally oriented to the conceptual aspect of study rather than skill based activity. The finding gets strength from the findings of the studies conducted by Corbett, Hill, Rone (2008).

So the major implication of this study is that no single criterion can be enough for the selection of appropriate students for B.Ed course. The merit of the students should be prepared including marks scored in entrance examination and marks scored in graduation as this procedure will help in assessing the ability and caliber of a student in a holistic manner. In addition to this examination system at graduation level should be more reliable, objective and comprehensive. It should not only assess the memory aspect or writing skills of the students but all the aspects of the human personality eg: intelligence, attitude, interests, aptitude etc. New evaluation techniques can be introduced such as objective type tests and records like cumulative records, anecdotal records, observation techniques etc. If marks of graduation are not true indicators of achievement of students then achievement in entrance examination should be taken into consideration, because pupil teachers are raw for the teaching profession and only deserving persons should assume the responsibility of this profession.

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