

PREDICTION VALUE OF MARKS AT THE PRECEDING EXAMINATION IN FORECASTING MARKS AT THE SUCCEEDING EXAMINATION

A. R. KAMAT AND A. G. DESHMUKH

Introduction: In earlier articles¹ wastage and stagnation in college education were discussed on the basis of an investigation conducted in a local college. It was observed, in this connection, that the marks at the Secondary School Certificate (S. S. C.) Examination is the most dominant factor in determining the college career of a student. Both wastage and stagnation were found to be closely associated with this factor. It was therefore thought that it would be useful to investigate whether and how far the marks at the earlier public examination can predict the marks at the later public examinations. Concretely, the problem is to find whether the marks at the S. S. C. examination are good indicators of the marks at the Intermediate examination and the degree examination in arts or science, and whether the marks at the Intermediate examination are good indicators of the marks at the degree examination. The method of linear regression has been used for this purpose. For the general description of the inquiry and the data collected the reader is referred to the first of the three articles mentioned above.

Data under consideration: Table 1 classifies all students who appeared for the Intermediate Arts examination by the percentage marks (y) that they obtained in this examination at the first attempt against their percentage marks (x) at the S.S.C. examination. Only those students for whom both these marks were available are considered for this purpose. Both percentage marks are grouped in intervals of five. Table 2 classifies all students who appeared for the B.A. examination by the marks (y) obtained at that examination at the first attempt against their marks (x) at the S. S. C. examination, and table 3 classifies all those who appeared at the B.A. examination by their marks (y) at the B.A. examination at the first attempt against their marks (x) at the Intermediate Arts examination. It should be noted that in the case of 'exempted' students (that is students who passed the earlier examination availing themselves of 'exemption' in one or more subjects, secured at a previous failure) exact information was not available about (x), the marks at the earlier examination, and they are therefore excluded from this analysis in tables 1, 2, 3. Tables 4, 5, 6, respectively give the same data for science students, the Inter-

¹ Deshmukh A. G. and Kamat A. R., *Artha Vijnan*, Vol. 2, Nos. 1, 2, 3, (1960).