

APPENDIX 'B'

Determination of the academic quality of the students:

The quality of the student may in many ways be related to his caste; to his city, urban and rural as also local and non-local habitation. The student's quality will also determine the choice of his plans of further study, the choice of his occupation and the choice of the place of settlement. Similarly, it is the quality of the student which will throw light on the student as he is in the various walks of life and on his estimations and aspirations.

A word needs to be said about the determining of the academic quality of the student. While the inquirer was moving about from school to school in connection with his field work, he was collecting the percentage of marks earned in the annual examination of the previous year by the student under the sample and also getting the assessment of the same students done by the teachers who meet them all through, inside and outside the class, within and without the school. He observed some deviation in the percentage of marks and the academic quality assessment as given by the teacher concerned. He had occasions of discussing, this point of deviation with

some teachers and the principals of the schools and he was given to understand that the teachers' rating was the cumulative assessment of the academic quality of student and it may therefore vary with the examination percentage in as much as the examination percentage is based upon the candidate's performance at a given point of time. The inquirer, in view of his personal experience of the examinations and the examination system almost felt convinced that the vagaries of examination do leave a chance for doubt about the percentage of marks earned by the candidates at a formal examination.

There were three forms of academic quality assessment of the students. Firstly, as the student rated himself as Good, Average, Ordinary or Weak; Secondly, as he was rated according to the percentage in the preceding annual examination, and thirdly as rated by the teacher as Good, Average, Ordinary or Weak. The student's rating of himself is in the direction of over-estimation and could not therefore be a sure guide. Between the remaining two, the inquirer felt that none of the two could be accepted without a positive evidence in favour of one or the other. Hence, in the present inquiry, an attempt has been made to establish the validity of the ratings given by the teachers against the external criterion.

Scatter Diagram

		Examination mark percentage						F.Y.
		26-35	36-45	46-55	56-65	66-75	76-85	
Teachers' rating	G	1	8	61	47	21	10	148
	A	2	96	53	12	3	-	166
	O	14	103	26	6	1	-	150
	W	25	25	3	-	-	-	53
F.X.		42	232	143	65	25	10	517

The external criterion selected in the present case is the examination marks secured by the students in the previous annual examination. As the examination marks for all the 540 students under survey could not be obtained, on account of migrations of some students from other schools, we have here a total of 517 only.

The product movement correlation of co-efficient between the ratings and criterion courses was calculated by the usual method. The product movement co-efficient of correlation between the ratings of by teachers and examination marks come out to be .6, which is fairly adequate to establish the validity of the ratings of teachers. Hence, the academic quality of a student as rated by the teachers is accepted in this inquiry.