



P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631

(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE included under UGC 2(f) & 12(B) category

Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students

SUBJECT COMPETANCY



2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students.

ENGLISH 2018-2019

REPORT OF SUBJECT COMPETENCE TEST: ENGLISH OPTIONAL ACADEMIC YEAR 2018-19

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2018-19 comprised a test conducted at P. K. M College of Education, Madampam. The test included three parts, each with specific scores, and the data were categorized based on mean and standard deviation.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated for each part, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 7 students teachers of academic year 2018-19. The test consists of 3 parts with scores 10, 10 and 10 respectively.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Part	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
I	5.857142857	1.463850109	2	4	1
II	6	2.160246899	2	5	0
III	6.142857143	1.345185418	1	5	1




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 TAMIL NADU - 626001

RECOMMENDATIONS

- Focus on understanding the factors contributing to the wider spread of scores in Part II and consider targeted interventions.
- Provide additional support to the student teacher who scored below one standard deviation in Part III.
- Encourage a review of the test format and content to ensure fairness and clarity.

Further action may be taken based on the specific context and objectives of the test and the educational program.




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UNIVERSITY OF CALicut
KALAMANGALAM, KANNUR DISTRICT

2019-2020

REPORT OF SUBJECT COMPETENCE TEST: ENGLISH OPTIONAL ACADEMIC YEAR 2019-20

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2019-20 comprised a test conducted at P. K. M College of Education, Madampam. The test included three parts, each with specific scores, and the data were categorized based on mean and standard deviation.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated for each part, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 8 student teachers of academic year 2019-20. The test consists of 3 parts with scores 10, 10 and 10 respectively.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

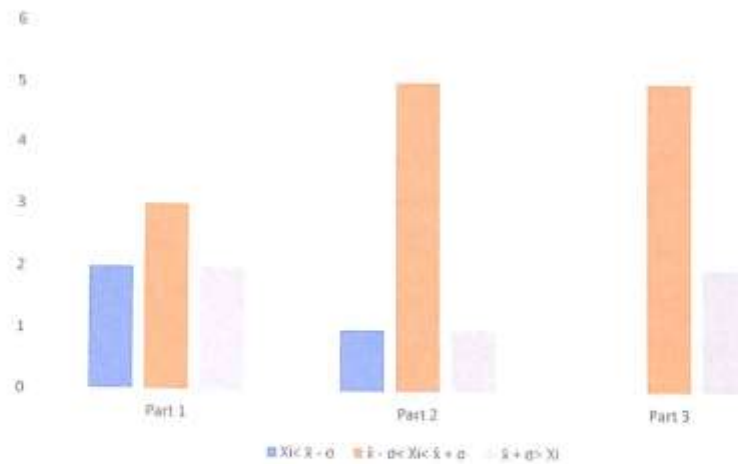
ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Part	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
I	4.5	1.414213562	2	3	2
II	5	1.195228609	1	5	1
III	4.625	1.685018016	0	5	2




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TIRUPATI, ANDHRA PRADESH - 517 001



ANALYSIS OF PART I

Mean (\bar{x}): 4.5

Standard Deviation (σ): 1.414213562

The analysis of Part I reveals the following distribution of scores:

Below one standard deviation ($X_i < \bar{x} - \sigma$): 2 students

Within one standard deviation ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$): 3 students

Above one standard deviation ($\bar{x} + \sigma > X_i$): 2 students

This suggests that a majority of students (3 out of 7) performed within an acceptable range, while 2 students performed below expectations and 2 students exceeded the average performance.

ANALYSIS OF PART II

Mean (\bar{x}): 5

Standard Deviation (σ): 1.195228609

The analysis of Part II reveals the following distribution of scores:

Below one standard deviation ($X_i < \bar{x} - \sigma$): 1 student

Within one standard deviation ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$): 5 students

Above one standard deviation ($\bar{x} + \sigma > X_i$): 1 student

The majority of students (5 out of 7) performed within a close range of the mean, indicating a relatively consistent performance. One student performed below expectations, while another student demonstrated an above-average performance.



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 BANGALURU (K.), - 570031

ANALYSIS OF PART III

Mean (\bar{x}): 4.625

Standard Deviation (σ): 1.685018016

The analysis of Part III reveals the following distribution of scores:

Below one standard deviation ($X_i < \bar{x} - \sigma$): 0 students

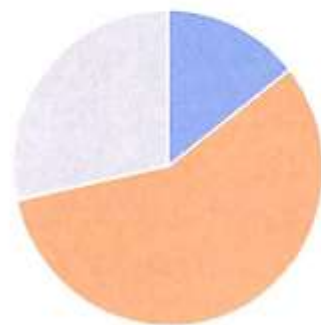
Within one standard deviation ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$): 5 students

Above one standard deviation ($\bar{x} + \sigma > X_i$): 2 students

Part III indicates that the majority of students (5 out of 7) performed within a standard deviation from the mean. However, 2 students exceeded the average performance, showcasing a higher level of proficiency in this section.

ANALYSIS OF TOTAL MARKS

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
30	14.25	3.991061441	1	4	2



■ $X_i < \bar{x} - \sigma$ ■ $\bar{x} - \sigma < X_i < \bar{x} + \sigma$ ■ $\bar{x} + \sigma > X_i$

This distribution indicates that the majority of students (4 out of 7) fall within one standard deviation from the mean, suggesting a relatively consistent performance around the average. One student performed below expectations ($X_i < \bar{x} - \sigma$), and two students demonstrated an above-average performance ($\bar{x} + \sigma > X_i$).




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ACTION TAKEN

The analysis of the Subject Competence Test for English optional provides valuable insights into the performance of student teachers. The recommendations based on this analysis include:

- Targeted Support: Identify and provide additional support to students who performed below one standard deviation from the mean in any part of the test.
- Strengthen Weak Areas: Focus on specific areas of the curriculum where student teachers demonstrated lower proficiency to enhance overall subject competence.
- Recognition of High Achievers: Acknowledge and encourage students who performed above one standard deviation, fostering a positive learning environment.

This comprehensive analysis serves as a foundation for refining teaching strategies and tailoring support to address the diverse needs of student teachers in the English optional program.




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2020-2021

**REPORT OF SUBJECT COMPETENCE TEST: ENGLISH OPTIONAL
ACADEMIC YEAR 2020-21**

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2020-21 comprised a test conducted at P. K. M College of Education, Madampam. The test included three parts, each with specific scores, and the data were categorized based on mean and standard deviation.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated for each part, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 8 students teachers of academic year 2020-21. The test consists of 3 parts with scores 10, 10 and 10 respectively.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

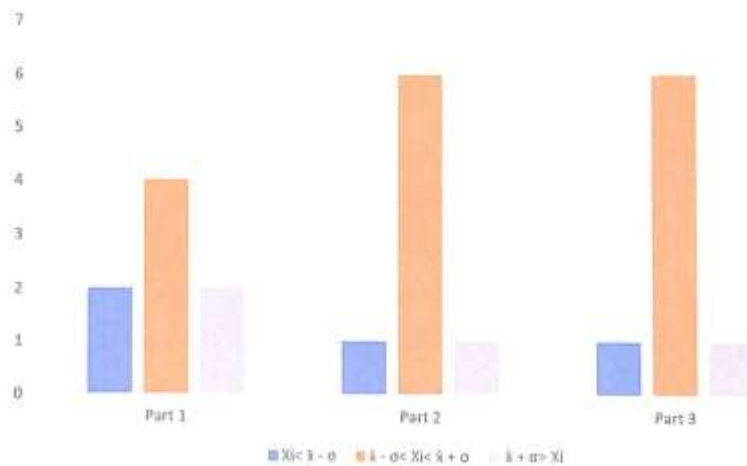
ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Part	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma < X_i$
I	6.375	1.187734939	2	4	2
II	6	1.511857892	1	6	1
III	5.875	1.552647509	1	6	1




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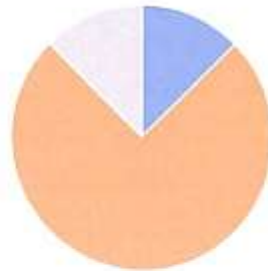
- Part I has a higher mean and lower standard deviation compared to Parts II and III. It also has an equal number of students below and above one standard deviation from the mean.
- Part II has the lowest mean but a higher standard deviation compared to Part III. The distribution of marks is fairly symmetric around the mean, with approximately equal numbers of students below and above one standard deviation from the mean.
- Part III has a slightly higher mean compared to Part II but a similar standard deviation. The distribution of marks is similar to Part II, with approximately equal numbers of students below and above one standard deviation from the mean.

Overall, Part I seems to have the highest average performance with a relatively narrow spread of marks, while Parts II and III have lower average performance but with a wider spread of marks.

ANALYSIS OF TOTAL MARKS

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
30	18.25	3.882193783	1	6	1


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* $X < \bar{X} - \sigma$ * $\bar{X} - \sigma < X < \bar{X} + \sigma$ * $\bar{X} + \sigma < X$

RECCOMENDATIONS

- **Teaching Strategies:** Analyze the teaching methods used for each part and identify strategies employed in Part I that contributed to its higher mean.
- **Individual Student Support:** Provide additional support and resources to students who scored below one standard deviation from the mean in any part.
- **Feedback Mechanism:** Establish a feedback mechanism where students can provide insights into the difficulty level of specific parts of the test.
- **Total Marks Analysis:** The overall performance analysis indicates a moderate mean and a relatively wide spread of marks.
- **Recommendation:** Focus on identifying any common trends or challenges that contributed to the spread in total marks. Implement targeted strategies to address these challenges and enhance overall performance.
- **Continuous Monitoring:** Implement a system for continuous monitoring and assessment throughout the academic year.


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2021-2022

REPORT OF SUBJECT COMPETENCE TEST: ENGLISH OPTIONAL ACADEMIC YEAR 2021-22

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2021-22 comprised a test conducted at P. K. M College of Education, Madampam. The test included four parts, each with specific scores, and the data were categorized based on mean and standard deviation.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated for each part, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 7 students teachers of academic year 2021-22. The test consists of 4 parts with scores 10,10,10 and 10 respectively.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

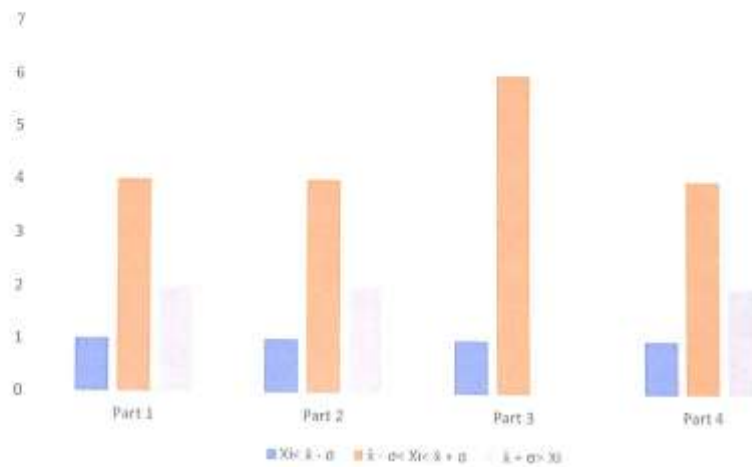
ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Part	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
I	2.571428571	1.133893419	1	4	2
II	1.714285714	1.112697281	1	4	2
III	2.285714286	0.755928946	1	6	0
IV	3.285714286	1.603567451	1	4	2



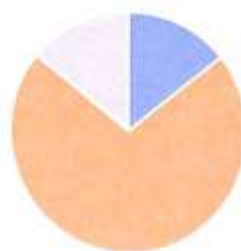
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SRIRANGAPURAM, KANNUR DIST., 670631



- For Parts I, II, and IV, the majority of students fall within one standard deviation from the mean, indicating a relatively consistent performance in these parts.
- Part III shows a higher dispersion as more students are beyond one standard deviation above the mean, suggesting greater variability in scores for this part.
- Parts I and II have similar means but different standard deviations, implying that Part II has a wider spread of scores.
- Part III has a lower standard deviation, indicating less variability in scores, but the distribution is skewed towards higher values

ANALYSIS OF TOTAL MARKS

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
20	9.857142857	3.716116765	1	5	1



$X_i < \bar{x} - \sigma$ $\bar{x} - \sigma < X_i < \bar{x} + \sigma$ $\bar{x} + \sigma > X_i$



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RECOMMENDATIONS

1. Part III Focus: Due to the higher number of students above one standard deviation, additional attention and support may be needed in Part III to understand why some students performed exceptionally well.
2. Part II Analysis: Investigate the wider spread in Part II despite a similar mean to Part I. Identify specific topics or questions within Part II that may have contributed to this variability and address them accordingly.
3. Overall Feedback: Collect feedback from students to understand their challenges, strengths, and preferences. This qualitative information can complement the quantitative analysis for a more comprehensive view.
4. Continuous Monitoring: Continue to monitor student performance in subsequent assessments to track improvements and identify persistent challenges.
5. Tailored Interventions: Consider providing targeted interventions for students who consistently fall below one standard deviation from the mean, ensuring personalized support for their specific needs.
6. Adjust Instructional Strategies: Based on the analysis, consider adjusting instructional strategies for each part, tailoring teaching methods to the identified strengths and weaknesses.
7. Encourage Collaboration: Promote collaborative learning among students to facilitate peer-to-peer support and enhance understanding of the subject matter.




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2022-2023

REPORT OF SUBJECT COMPETENCE TEST: ENGLISH OPTIONAL ACADEMIC YEAR 2022-23

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2022-23 comprised a test conducted at P. K. M College of Education, Madampam. The test included three parts, each with specific scores, and the data were categorized based on mean and standard deviation.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated for each part, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 6 students teachers of academic year 2022-23. The test consists of 4 parts with scores 10,10,10 and 10 respectively.

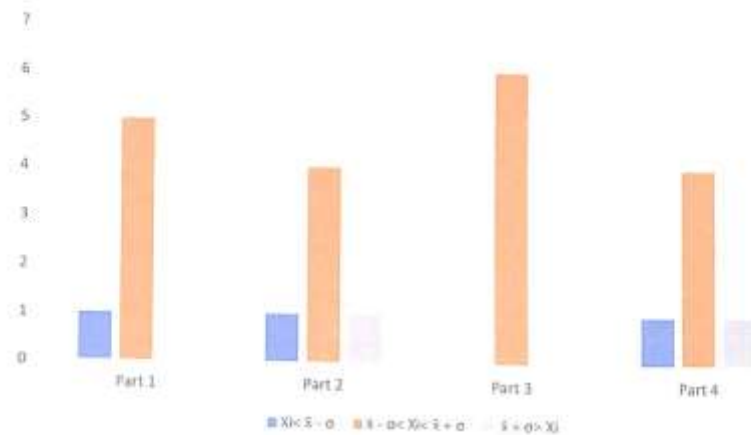
In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Part	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
I	4.666666667	1.861898673	1	5	0
II	3	0.632455532	1	4	1
III	2.5	0.547722558	0	6	0
IV	3.833333333	0.98319208	1	4	1


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SREEKANTHAPURAM, KANNUR DT., 670023



- The variability in student performance is reflected in the differences in mean and standard deviation across the parts.
- Parts II and IV have students performing both below and above one standard deviation, indicating more diverse performance.
- Part III shows a more consistent performance, with all students within one standard deviation of the mean.
- The analysis suggests potential areas of improvement for parts where students are consistently below one standard deviation

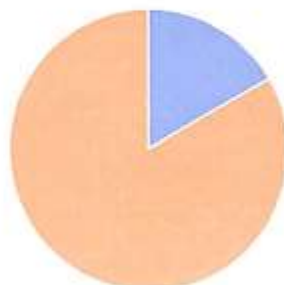
ANALYSIS OF TOTAL MARKS

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
20	14	3.577708764	1	5	0



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SITTAKANDAPURAM, KANNUR DL.-673521



$$= X < \bar{x} - \sigma \quad = \bar{x} - \sigma < X < \bar{x} + \sigma \quad = \bar{x} + \sigma < X$$

RECOMMENDATIONS

1. Targeted Support for Part II and IV:
 - Provide additional support and resources for students in parts where performance is more variable (Parts II and IV).
2. Recognize Consistency in Part III:
 - Acknowledge the consistency in performance in Part III and consider exploring what factors contribute to this uniformity.
3. Review and Adjust Teaching Strategies:
 - Evaluate the teaching strategies used for parts with lower mean scores and consider adjustments to enhance understanding and performance.
4. Encourage Peer Collaboration:
 - Promote peer collaboration and learning, particularly for students who perform below one standard deviation, to benefit from the strengths of their peers.
5. Provide Additional Resources:
 - Offer supplementary resources and materials for students who fall below one standard deviation to support their learning.
6. Continuous Monitoring:
 - Implement a system for continuous monitoring of student performance to identify trends and address challenges promptly.

By implementing these recommendations, the institution can work towards improving overall student performance and ensuring a more equitable learning experience.


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MALAYALAM

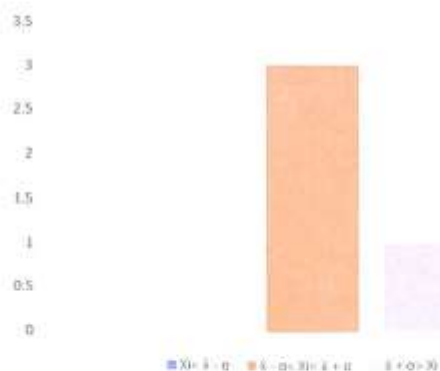
2018-2019

BATCH 2018-20

ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
20	10.75	0.957427108	0	3	1



- **0 students scored below $\bar{x} - \sigma$:** This suggests that no student scored more than one standard deviation below the mean.
- **3 students scored between $\bar{x} - \sigma$ and $\bar{x} + \sigma$:** These students scored within one standard deviation of the mean.
- **1 student scored above $\bar{x} + \sigma$:** This suggests that one student scored more than one standard deviation above the mean.

RECOMMENDATION

- **Provide Support for Students Scoring Below Average:** While there are no students scoring below one standard deviation below the mean, it is essential to monitor and provide support to students who may be on the lower end of the performance spectrum. This could involve additional resources, tutoring, or personalized assistance.
- **Encourage Consistency in Performance:** Recognize the consistency in performance among the majority of students falling within one standard deviation from the mean. Encourage and support them to maintain this level of performance by providing resources, study tips, or opportunities for further engagement with the subject matter.




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 THAPURAM, KANNUR

- **Implement Remedial Measures for the Exceptional Performer:** For the student scoring more than one standard deviation above the mean, consider tailoring advanced or challenging coursework to ensure continued intellectual growth. Additionally, encourage the sharing of successful study strategies with peers.
- **Continuous Monitoring and Feedback:** Establish a system for continuous monitoring of student performance, including regular assessments and feedback. This will help identify trends, provide timely interventions, and ensure ongoing improvement.




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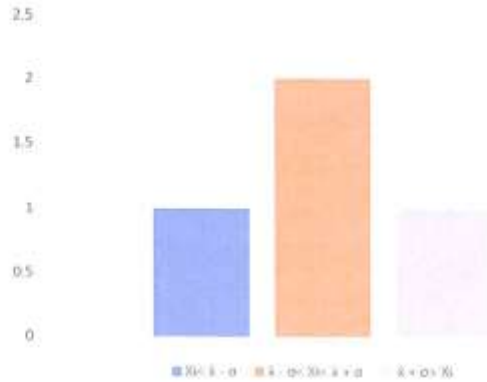
2019-2020

BATCH 2019-21

ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
20	11.75	2.217355783	1	2	1



1. $X_i < \bar{x} - \sigma$ (Below one standard deviation from the mean): 1 student teacher

2. $\bar{x} - \sigma < X_i < \bar{x} + \sigma$ (Within one standard deviation from the mean): 2 student teachers

3. $\bar{x} + \sigma > X_i$ (Above one standard deviation from the mean): 1 student teacher

RECOMMENDATIONS

- Identify Strengths and Weaknesses: Explore the performance of the 2 student teachers who fall within one standard deviation above and below the mean. Identify any common strengths or weaknesses in their test scores. This can help understand areas where the student teachers excel or need improvement.
- Provide Additional Support: Offer additional support and guidance to the student teacher who scored below one standard deviation from the mean. This individual may benefit from extra resources, tutoring, or personalized assistance to improve their understanding and performance.




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SREEKANTHAPURAM - 670631

- **Recognition and Encouragement:** Acknowledge and recognize the 2 student teachers who performed within one standard deviation above the mean. Positive reinforcement can motivate them to maintain or improve their performance.
- **Continuous Monitoring:** Implement a system for continuous monitoring and feedback. Regular assessments can help track progress and identify any emerging patterns or issues. This proactive approach allows for timely intervention.
- **Promote Collaboration:** Encourage collaboration among student teachers. Those who performed well can offer support and guidance to their peers, fostering a positive learning environment.
- **Individualized Learning Plans:** Develop individualized learning plans for each student teacher based on their strengths and weaknesses. Tailoring educational experiences can maximize the effectiveness of the learning process.
- **Professional Development Opportunities:** Identify areas where the student teachers collectively may need additional training or professional development. Offering relevant workshops or courses can enhance their skills and knowledge.



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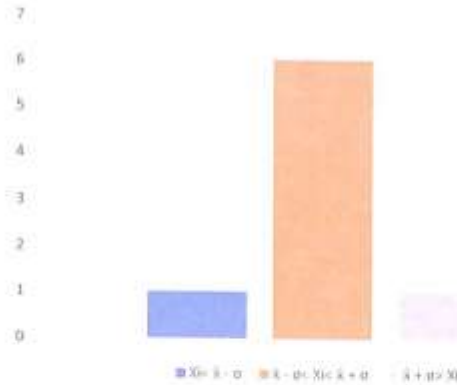
2020-2021

BATCH 2021-23

ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
20	11.75	2.217355783			



- **Category 1 ($X_i < \bar{x} - \sigma$):** Scores less than one standard deviation below the mean. In this case, the value is 1.
- **Category 2 ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$):** Scores within one standard deviation above or below the mean. In this case, the values are 6.
- **Category 3 ($\bar{x} + \sigma > X_i$):** Scores greater than one standard deviation above the mean. In this case, the value is 1.

RECOMMENDATIONS

- **Identify Areas of Improvement:** For students in Category 1 ($X_i < \bar{x} - \sigma$), it's essential to identify the areas where these students are struggling and provide additional support or resources to help them improve.
- **Maintain Consistency:** Students in Category 2 ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$) are performing within the expected range. Encourage them to maintain their performance and provide opportunities for further growth.
- **Recognize High Achievers:** Students in Category 3 ($\bar{x} + \sigma > X_i$) are excelling. Recognize their achievements and consider providing advanced challenges or opportunities for them to further develop their skills.




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- **Individualized Support:** Consider providing individualized support based on the specific needs of students in each category. Tailor interventions to address the unique challenges and strengths within each group.
- **Review Teaching Methods:** Reflect on teaching methods to identify if there are any common challenges faced by students across categories. Adjust instructional strategies accordingly to better meet the diverse needs of the student teachers.
- **Continuous Monitoring:** Implement a system for continuous monitoring and assessment to track the progress of students over time. This will help in making timely interventions and adjustments as needed.
- **Encourage Collaboration:** Facilitate collaboration among student teachers, allowing them to share insights and strategies that contribute to their success. This collaborative environment can foster a supportive learning community.



A handwritten signature in blue ink, appearing to be "J. S. S.", written over the printed name of the Principal.

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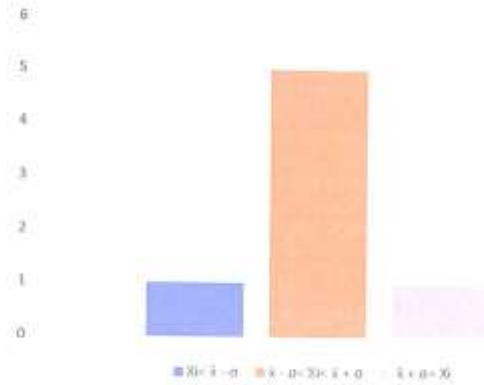
2021-2022

BATCH 2022-24

ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
25	8.285714286	2.429971585	1	5	1



- **$X_i < \bar{x} - \sigma$ (1):**
 - This category includes values that are one standard deviation below the mean. It suggests that students scoring in this range are below the average but not significantly so.
- **$\bar{x} - \sigma < X_i < \bar{x} + \sigma$ (5):**
 - This category includes values within one standard deviation above and below the mean. It indicates the range around the average performance.
- **$\bar{x} + \sigma > X_i$ (1):**
 - This category includes values that are one standard deviation above the mean. Students falling into this category are above the average, but not significantly.





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RECOMMENDATIONS

- Analyze the performance of students falling into each category to identify areas of strength and weakness.
- Consider providing additional support or challenges based on the performance categories.
- Monitor the overall class performance and identify any patterns or trends
- It would be helpful to have more context about the specific test, the educational goals, and the criteria for categorization.
- Further statistical analysis, such as histograms or percentile calculations, could provide additional insights into the distribution of scores




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**REPORT OF SUBJECT COMPETENCE TEST: MALAYALAM
OPTIONAL
BATCH 2023-25**

INTRODUCTION

The analysis of the Subject Competence Test for the 2023-25 batch comprised a test conducted at P. K. M College of Education, Madampam.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 6 student teachers of Batch 2023-25. The test was out of 50.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

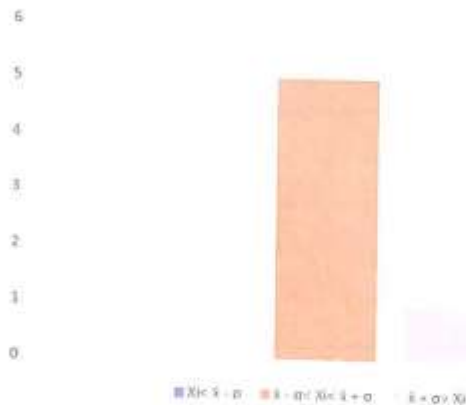
ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
50	18.66666667	11.07549848	0	5	1




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- **Category 1 ($X_i < \bar{x} - \sigma$):** Values less than one standard deviation below the mean. In this case, it includes scores from 0 to $(18.67 - 11.08) = 7.59$. However, it seems that the provided data only goes down to 0.
- **Category 2 ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$):** Values within one standard deviation of the mean. In this case, it includes scores from $(18.67 - 11.08) = 7.59$ to $(18.67 + 11.08) = 29.75$.
- **Category 3 ($\bar{x} + \sigma > X_i$):** Values greater than one standard deviation above the mean. In this case, it includes scores from $(18.67 + 11.08) = 29.75$ to 50.

RECOMMENDATIONS

- **Individual Student Support:** For students scoring below one standard deviation from the mean, it's crucial to identify specific areas of weakness. Provide additional support and resources to help them improve in these identified areas. Students falling within this range are performing reasonably well but may still have room for improvement. Encourage targeted interventions for refinement in specific skills or topics. Recognize high-performing students and offer challenges or opportunities for enrichment to keep them engaged and motivated.
- **Feedback Mechanism:** Establish a feedback mechanism to understand the student perspective on the test. This can provide additional insights into the challenges they faced and areas where they may need more support.
- **Professional Development for Teachers:** Provide professional development opportunities for teachers to enhance their teaching strategies and approaches. This can include workshops on effective assessment methods, differentiated instruction, and addressing diverse learning needs.
- **Continuous Monitoring:** Implement continuous monitoring of student progress to identify trends and patterns over time. This will enable timely interventions and adjustments to teaching strategies as needed.




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- **Encourage Peer Collaboration:** Foster a collaborative learning environment among students. Encourage peer-to-peer support, study groups, or collaborative projects to enhance their understanding of the subject.
- **Celebrate Achievements:** Recognize and celebrate both individual and group achievements. This positive reinforcement can boost student morale and motivation.




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NATURAL SCIENCE 2018-2019

REPORT OF SUBJECT COMPETENCE TEST: NATURAL SCIENCE OPTIONAL ACADEMIC YEAR 2018-19

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2018-19 comprised a test conducted at P. K. M College of Education, Madampam.

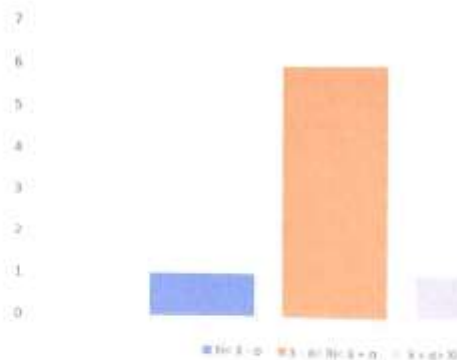
For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 8 student teachers of the academic year 2018-19. The test was out of 40.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
40	24.625	6.864765109	1	6	1




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- The majority of student teachers (6 out of 8) scored within one standard deviation of the mean, indicating a relatively consistent performance around the average.
- One student scored below one standard deviation from the mean, suggesting a need for additional support or intervention in specific areas of the curriculum.
- Another student scored above one standard deviation from the mean, indicating strong performance.

RECOMMENDATIONS

- **Individual Student Support:** For students scoring below one standard deviation from the mean, it's crucial to identify specific areas of weakness. Provide additional support and resources to help them improve in these identified areas. Students falling within this range are performing reasonably well but may still have room for improvement. Encourage targeted interventions for refinement in specific skills or topics. Recognize high-performing students and offer challenges or opportunities for enrichment to keep them engaged and motivated.
- **Feedback Mechanism:** Establish a feedback mechanism to understand the student perspective on the test. This can provide additional insights into the challenges they faced and areas where they may need more support.
- **Professional Development for Teachers:** Provide professional development opportunities for teachers to enhance their teaching strategies and approaches. This can include workshops on effective assessment methods, differentiated instruction, and addressing diverse learning needs.
- **Continuous Monitoring:** Implement continuous monitoring of student progress to identify trends and patterns over time. This will enable timely interventions and adjustments to teaching strategies as needed.
- **Encourage Peer Collaboration:** Foster a collaborative learning environment among students. Encourage peer-to-peer support, study groups, or collaborative projects to enhance their understanding of the subject.
- **Celebrate Achievements:** Recognize and celebrate both individual and group achievements. This positive reinforcement can boost student morale and motivation.





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2019-2020

**REPORT OF SUBJECT COMPETENCE TEST: NATURAL SCIENCE
OPTIONAL
ACADEMIC YEAR 2019-20**

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2019-20 comprised a test conducted at P. K. M College of Education, Madampam.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 10 student teachers of the academic year 2019-20. The test was out of 40.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$X_i > \bar{x} + \sigma$
40	24.33333333	7.566372975	1	7	2




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Mean and Standard Deviation: The mean (24.33) provides a measure of central tendency, indicating the average score. The standard deviation (7.57) gives an indication of the spread or variability of scores around the mean.

Score Distribution: The majority of students (7 out of 8) fall within one standard deviation from the mean. This suggests that a significant portion of the student teachers performed around the average score.

RECOMMENDATIONS

- **Individual Student Support:** For students scoring below one standard deviation from the mean, it's crucial to identify specific areas of weakness. Provide additional support and resources to help them improve in these identified areas. Students falling within this range are performing reasonably well but may still have room for improvement. Encourage targeted interventions for refinement in specific skills or topics. Recognize high-performing students and offer challenges or opportunities for enrichment to keep them engaged and motivated.
- **Feedback Mechanism:** Establish a feedback mechanism to understand the student perspective on the test. This can provide additional insights into the challenges they faced and areas where they may need more support.
- **Professional Development for Teachers:** Provide professional development opportunities for teachers to enhance their teaching strategies and approaches. This can include workshops on effective assessment methods, differentiated instruction, and addressing diverse learning needs.
- **Continuous Monitoring:** Implement continuous monitoring of student progress to identify trends and patterns over time. This will enable timely interventions and adjustments to teaching strategies as needed.
- **Encourage Peer Collaboration:** Foster a collaborative learning environment among students. Encourage peer-to-peer support, study groups, or collaborative projects to enhance their understanding of the subject.
- **Celebrate Achievements:** Recognize and celebrate both individual and group achievements. This positive reinforcement can boost student morale and motivation.




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2020-2021

**REPORT OF SUBJECT COMPETENCE TEST: NATURAL SCIENCE
OPTIONAL
ACADEMIC YEAR 2020-21**

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2020-21 comprised a test conducted at P. K. M College of Education, Madampam.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 8 student teachers of the academic year 2020-21. The test was out of 40.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

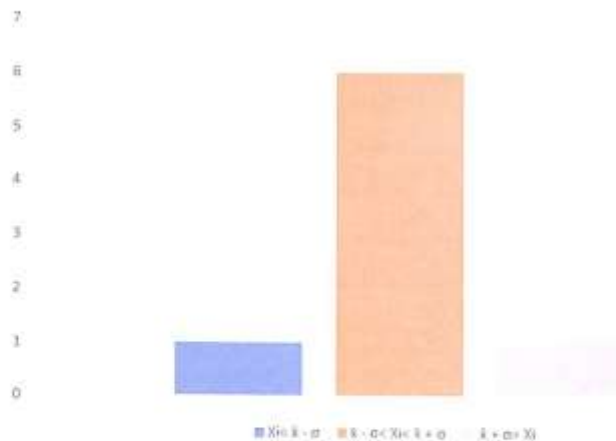
ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma < X_i$
40	25.375	5.44944296	1	6	1




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- Below one standard deviation ($X_i < \bar{x} - \sigma$): 1 student
- Within one standard deviation ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$): 6 students
- Above one standard deviation ($\bar{x} + \sigma > X_i$): 1 student

RECOMMENDATIONS

- **Individual Student Support:** For students scoring below one standard deviation from the mean, it's crucial to identify specific areas of weakness. Provide additional support and resources to help them improve in these identified areas. Students falling within this range are performing reasonably well but may still have room for improvement. Encourage targeted interventions for refinement in specific skills or topics. Recognize high-performing students and offer challenges or opportunities for enrichment to keep them engaged and motivated.
- **Feedback Mechanism:** Establish a feedback mechanism to understand the student perspective on the test. This can provide additional insights into the challenges they faced and areas where they may need more support.
- **Professional Development for Teachers:** Provide professional development opportunities for teachers to enhance their teaching strategies and approaches. This can include workshops on effective assessment methods, differentiated instruction, and addressing diverse learning needs.
- **Continuous Monitoring:** Implement continuous monitoring of student progress to identify trends and patterns over time. This will enable timely interventions and adjustments to teaching strategies as needed.
- **Encourage Peer Collaboration:** Foster a collaborative learning environment among students. Encourage peer-to-peer support, study groups, or collaborative projects to enhance their understanding of the subject.
- **Celebrate Achievements:** Recognize and celebrate both individual and group achievements. This positive reinforcement can boost student morale and motivation.




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2021-2022

**REPORT OF SUBJECT COMPETENCE TEST: NATURAL SCIENCE
OPTIONAL
ACADEMIC YEAR 2021-22**

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2021-22 comprised a test conducted at P. K. M College of Education, Madampam.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 8 student teachers of the academic year 2021-22. The test was out of 40.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

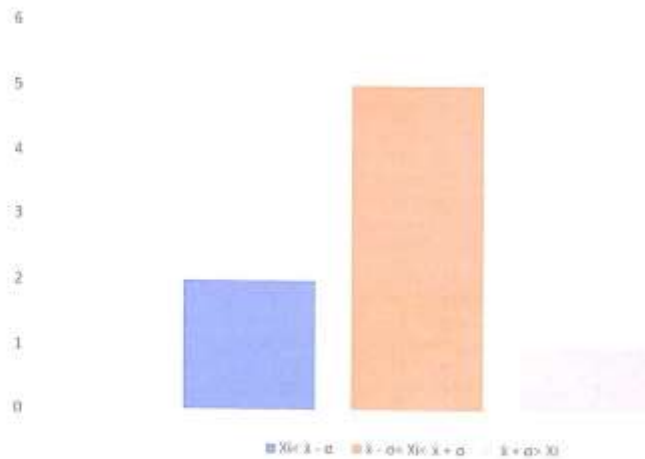
ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
40	25.875	4.642582409	2	5	1




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- Below one standard deviation ($X_i < \bar{x} - \sigma$): There are 2 student teachers in this category.
- Within one standard deviation ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$): There are 5 student teachers in this category.
- Above one standard deviation ($\bar{x} + \sigma > X_i$): There is 1 student teacher in this category.

RECOMMENDATIONS

- Individual Student Support: For students scoring below one standard deviation from the mean, it's crucial to identify specific areas of weakness. Provide additional support and resources to help them improve in these identified areas. Students falling within this range are performing reasonably well but may still have room for improvement. Encourage targeted interventions for refinement in specific skills or topics. Recognize high-performing students and offer challenges or opportunities for enrichment to keep them engaged and motivated.
- Feedback Mechanism: Establish a feedback mechanism to understand the student perspective on the test. This can provide additional insights into the challenges they faced and areas where they may need more support.
- Professional Development for Teachers: Provide professional development opportunities for teachers to enhance their teaching strategies and approaches. This can include workshops on effective assessment methods, differentiated instruction, and addressing diverse learning needs.
- Continuous Monitoring: Implement continuous monitoring of student progress to identify trends and patterns over time. This will enable timely interventions and adjustments to teaching strategies as needed.




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- Encourage Peer Collaboration: Foster a collaborative learning environment among students. Encourage peer-to-peer support, study groups, or collaborative projects to enhance their understanding of the subject.
- Celebrate Achievements: Recognize and celebrate both individual and group achievements. This positive reinforcement can boost student morale and motivation.



P.K.M. KAITHA
SREEKANDAPURAM, KANNUR

2021-2022

**REPORT OF SUBJECT COMPETENCE TEST: NATURAL SCIENCE
OPTIONAL**

ACADEMIC YEAR 2022-23

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2022-23 comprised a test conducted at P. K. M College of Education, Madampam.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 8 student teachers of the academic year 2022-23. The test was out of 40.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

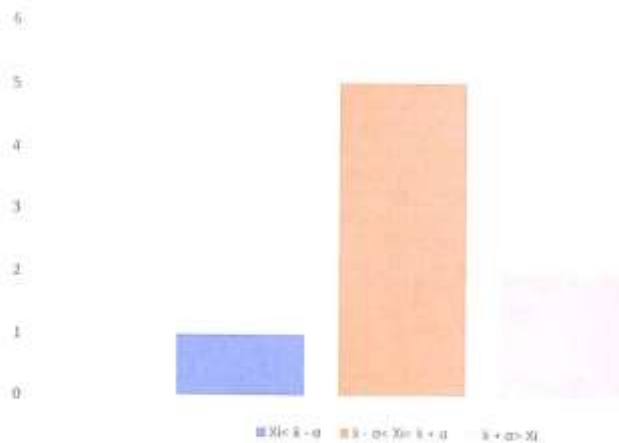
ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$X_i > \bar{x} + \sigma$
40	22.5	7.2702918	1	5	2




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- The mean score of 22.5 suggests the average performance of the student teachers.
- The standard deviation of 7.2702918 indicates the spread or variability of the scores around the mean.
- The categorization shows that the majority of students (5 out of 8) scored within one standard deviation of the mean, suggesting a relatively consistent performance among the majority.
- 1 student scored below one standard deviation, while 2 students scored above one standard deviation, indicating variability in the performance of these individuals.

RECOMMENDATIONS

- **Individual Student Support:** For students scoring below one standard deviation from the mean, it's crucial to identify specific areas of weakness. Provide additional support and resources to help them improve in these identified areas. Students falling within this range are performing reasonably well but may still have room for improvement. Encourage targeted interventions for refinement in specific skills or topics. Recognize high-performing students and offer challenges or opportunities for enrichment to keep them engaged and motivated.
- **Feedback Mechanism:** Establish a feedback mechanism to understand the student perspective on the test. This can provide additional insights into the challenges they faced and areas where they may need more support.
- **Professional Development for Teachers:** Provide professional development opportunities for teachers to enhance their teaching strategies and approaches. This can include workshops on effective assessment methods, differentiated instruction, and addressing diverse learning needs.




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- **Continuous Monitoring:** Implement continuous monitoring of student progress to identify trends and patterns over time. This will enable timely interventions and adjustments to teaching strategies as needed.
- **Encourage Peer Collaboration:** Foster a collaborative learning environment among students. Encourage peer-to-peer support, study groups, or collaborative projects to enhance their understanding of the subject.
- **Celebrate Achievements:** Recognize and celebrate both individual and group achievements. This positive reinforcement can boost student morale and motivation.




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2022-2023

**REPORT OF SUBJECT COMPETENCE TEST: NATURAL SCIENCE
OPTIONAL
ACADEMIC YEAR 2023-24**

INTRODUCTION

The analysis of the Subject Competence Test for the academic year 2023-24 comprised a test conducted at P. K. M College of Education, Madampam.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. The test was conducted among 8 student teachers of the academic year 2023-24. The test was out of 40.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

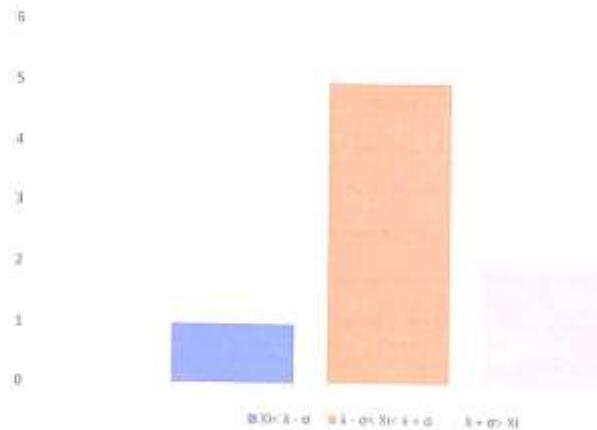
ANALYSIS OF THE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$X_i > \bar{x} + \sigma$
40	24.125	5.221863378	1	5	2




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- The mean (\bar{x}) of 24.125 indicates the central tendency of the scores, suggesting the average performance.
- The standard deviation (σ) of 5.22 provides information about the spread or variability of the scores around the mean.
- A majority of the students (5 out of 8) fall within one standard deviation from the mean, suggesting a relatively consistent performance among them.
- One student scored below one standard deviation from the mean, while two students scored above one standard deviation.

RECOMMENDATIONS

- **Individual Student Support:** For students scoring below one standard deviation from the mean, it's crucial to identify specific areas of weakness. Provide additional support and resources to help them improve in these identified areas. Students falling within this range are performing reasonably well but may still have room for improvement. Encourage targeted interventions for refinement in specific skills or topics. Recognize high-performing students and offer challenges or opportunities for enrichment to keep them engaged and motivated.
- **Feedback Mechanism:** Establish a feedback mechanism to understand the student perspective on the test. This can provide additional insights into the challenges they faced and areas where they may need more support.
- **Professional Development for Teachers:** Provide professional development opportunities for teachers to enhance their teaching strategies and approaches. This can include workshops on effective assessment methods, differentiated instruction, and addressing diverse learning needs.



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- **Continuous Monitoring:** Implement continuous monitoring of student progress to identify trends and patterns over time. This will enable timely interventions and adjustments to teaching strategies as needed.
- **Encourage Peer Collaboration:** Foster a collaborative learning environment among students. Encourage peer-to-peer support, study groups, or collaborative projects to enhance their understanding of the subject.
- **Celebrate Achievements:** Recognize and celebrate both individual and group achievements. This positive reinforcement can boost student morale and motivation.



A handwritten signature in blue ink, appearing to be "J. ...".

PRINCIPAL
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SOCIAL SCIENCE

2018-2019

REPORT OF SUBJECT COMPETENCE TEST: SOCIAL SCIENCE OPTIONAL BATCH 2018-20

INTRODUCTION

The analysis of the Subject Competence Test for the 2018-20 batch comprised a test conducted at P. K. M College of Education, Madampam.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. A pre - test and post - test were conducted among 7 student teachers of Batch 2018-20. The test was out of 25.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

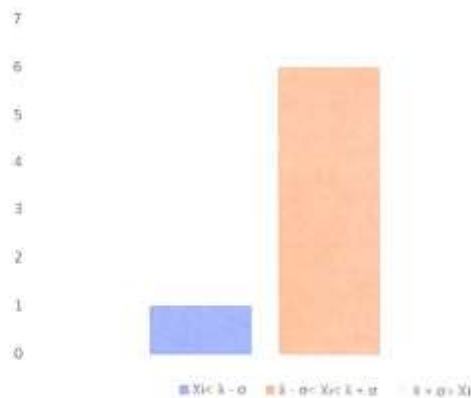
ANALYSIS OF THE PRE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$X_i > \bar{x} + \sigma$
25	12.28571	2.13809	1	6	0




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- **Category 1 ($X_i < \bar{x} - \sigma$):** Values less than one standard deviation below the mean. In this case, it includes scores from 0 to $(12.28571 - 2.13809) = 10.148$. However, it seems that the provided data only goes down to 1.
- **Category 2 ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$):** Values within one standard deviation of the mean. In this case, it includes scores from $(12.28571 - 2.13809) = 10.148$ to $(12.28571 + 2.13809) = 14.424$.
- **Category 3 ($\bar{x} + \sigma > X_i$):** Values greater than one standard deviation above the mean. In this case, it includes scores $(12.28571 + 2.13809) = 14.424$ to 25.

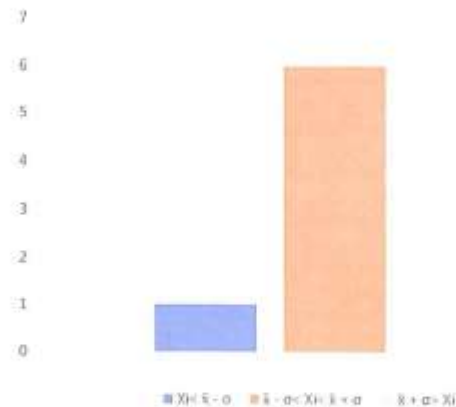
ANALYSIS OF THE POST TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
25	21	2.683282	1	6	0




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- **Category 1 ($X_i < \bar{x} - \sigma$):** Values less than one standard deviation below the mean. In this case, it includes scores from 0 to $(21 - 2.683282) = 18.317$. However, it seems that the provided data only goes down to 1.
- **Category 2 ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$):** Values within one standard deviation of the mean. In this case, it includes scores from $(21 - 2.683282) = 18.317$ to $(21 + 2.683282) = 23.683$.
- **Category 3 ($\bar{x} + \sigma < X_i$):** Values greater than one standard deviation above the mean. In this case, it includes scores $(21 + 2.683282) = 23.683$ to 25.

RECOMMENDATIONS


- **Identify Strengths and Weaknesses:** Explore the performance of the 2 student teachers who fall within one standard deviation above and below the mean. Identify any common strengths or weaknesses in their test scores. This can help understand areas where the student teachers excel or need improvement.
- **Provide Additional Support:** Offer additional support and guidance to the student teacher who scored below one standard deviation from the mean. This individual may benefit from extra resources, tutoring, or personalized assistance to improve their understanding and performance.
- **Recognition and Encouragement:** Acknowledge and recognize the 2 student teachers who performed within one standard deviation above the mean. Positive reinforcement can motivate them to maintain or improve their performance.




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- **Continuous Monitoring:** Implement a system for continuous monitoring and feedback. Regular assessments can help track progress and identify any emerging patterns or issues. This proactive approach allows for timely intervention.
- **Promote Collaboration:** Encourage collaboration among student teachers. Those who performed well can offer support and guidance to their peers, fostering a positive learning environment.
- **Individualized Learning Plans:** Develop individualized learning plans for each student teacher based on their strengths and weaknesses. Tailoring educational experiences can maximize the effectiveness of the learning process.
- **Professional Development Opportunities:** Identify areas where the student teachers collectively may need additional training or professional development. Offering relevant workshops or courses can enhance their skills and knowledge.




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2019-2020

**REPORT OF SUBJECT COMPETENCE TEST: SOCIAL SCIENCE
OPTIONAL
BATCH 2021-23**

INTRODUCTION

The analysis of the Subject Competence Test for the 2021-23 batch comprised a test conducted at P. K. M College of Education, Madampam.

For the test analyses, the mean (\bar{x}) and standard deviation (σ) were calculated, providing insights into the central tendency and spread of the scores. The categorization of scores into different intervals, such as below one standard deviation, within one standard deviation, and above one standard deviation from the mean, allowed for a comprehensive understanding of student performance distribution. A pre - test and post - test were conducted among 8 student teachers of Batch 2021-23. The test was out of 25.

In summary, a combination of descriptive statistics, including mean and standard deviation, was employed for the analysis. The insights obtained from this analysis provided a basis for actionable recommendations to enhance teaching strategies and support students in specific areas of the curriculum.

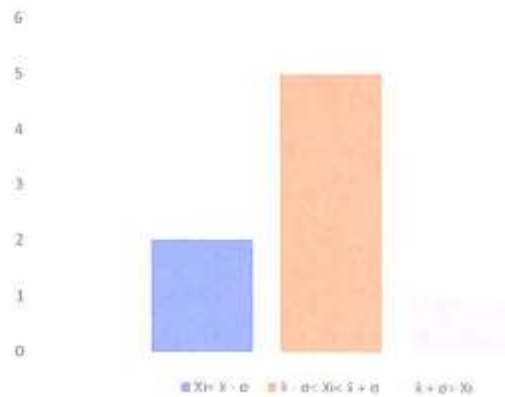
ANALYSIS OF THE PRE TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
25	10.25	2.815772	2	5	1




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- **Category 1 ($X_i < \bar{x} - \sigma$):** Values less than one standard deviation below the mean. In this case, it includes scores from 0 to $(10.25 - 2.815772) = 7.434$. However, it seems that the provided data only goes down to 2.
- **Category 2 ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$):** Values within one standard deviation of the mean. In this case, it includes scores from $(10.25 - 2.815772) = 7.434$ to $(10.25 + 2.815772) = 13.066$.
- **Category 3 ($\bar{x} + \sigma > X_i$):** Values greater than one standard deviation above the mean. In this case, it includes scores $(10.25 + 2.815772) = 13.066$ to 25.

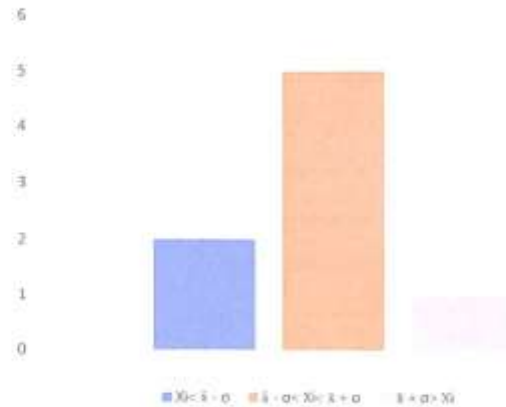
ANALYSIS OF THE POST TEST

The marks obtained by the student teachers are categorised based on the mean and standard deviation of the collected data.

Total	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
25	20.75	2.492847	2	5	1



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- **Category 1 ($X_i < \bar{x} - \sigma$):** Values less than one standard deviation below the mean. In this case, it includes scores from 0 to $(20.75 - 2.492847) = 18.257$. However, it seems that the provided data only goes down to 2.
- **Category 2 ($\bar{x} - \sigma < X_i < \bar{x} + \sigma$):** Values within one standard deviation of the mean. In this case, it includes scores from $(20.75 - 2.492847) = 18.257$ to $(20.75 + 2.492847) = 23.243$.
- **Category 3 ($\bar{x} + \sigma < X_i$):** Values greater than one standard deviation above the mean. In this case, it includes scores $(20.75 + 2.492847) = 23.243$ to 25.

Action Taken

- **Individual Student Support:** For students scoring below one standard deviation from the mean, it's crucial to identify specific areas of weakness. Provide additional support and resources to help them improve in these identified areas. Students falling within this range are performing reasonably well but may still have room for improvement. Encourage targeted interventions for refinement in specific skills or topics. Recognize high-performing students and offer challenges or opportunities for enrichment to keep them engaged and motivated.
- **Feedback Mechanism:** Establish a feedback mechanism to understand the student perspective on the test. This can provide additional insights into the challenges they faced and areas where they may need more support.
- **Professional Development for Teachers:** Provide professional development opportunities for teachers to enhance their teaching strategies and approaches. This




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can include workshops on effective assessment methods, differentiated instruction, and addressing diverse learning needs.

- **Continuous Monitoring:** Implement continuous monitoring of student progress to identify trends and patterns over time. This will enable timely interventions and adjustments to teaching strategies as needed.
- **Encourage Peer Collaboration:** Foster a collaborative learning environment among students. Encourage peer-to-peer support, study groups, or collaborative projects to enhance their understanding of the subject.
- **Celebrate Achievements:** Recognize and celebrate both individual and group achievements. This positive reinforcement can boost student morale and motivation.




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