



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

2.6.1: Continuous Internal Evaluation (CIE) of student learning is in place in the institution

TEACHER COMPETENCY



2017-2019

REPORT OF THE TEACHER COMPETENCE TEST 2017-19 BATCH

INTRODUCTION

The analysis of the Teacher Competence Test for the 2017-19 batch comprised a pre-test and a post-test conducted at P. K. M College of Education, Madampam. The pre-test included four parts, each with specific scores, and the data were categorized based on mean and standard deviation. A similar approach was applied to the post-test data.

For both pre-test and post-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.

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.

PRE-TEST

P. K. M College of Education, Madampam conducted a pre and post test among the student teachers of batch 2017-19 consisting of 48 students. The test consists of 4 parts with scores 12, 24, 48, and 12 respectively.

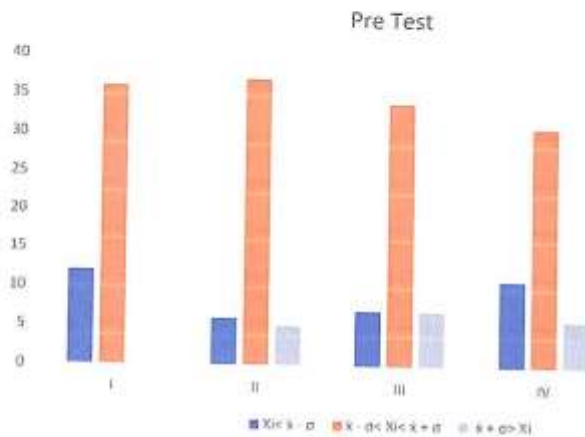
ANALYSIS OF PRE-TEST

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	5.520833	1.443836	12	36	0
II	19.1875	3.226593	6	37	5
III	34.25	4.88811	7	34	7
IV	3.979167	1.780385	11	31	6



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SREEKANDAPURAM, KANNUR DISTRICT



The following observations can be made from the data:

- * The mean marks in each part increase gradually from Part I to Part III.
- * The standard deviation also increases gradually from Part I to Part III, indicating that the marks are more spread out in the higher parts.
- * The majority of the marks in each part fall within one standard deviation of the mean.
- * There is a small number of marks in each part that are more than one standard deviation below the mean or more than one standard deviation above the mean.

Overall, the data shows that the student teachers are performing well, with the majority of them scoring within one standard deviation of the mean. However, there are a small number of students who are struggling or excelling. It is important to identify these students and provide them with the necessary support.

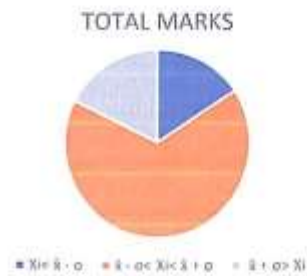
- * The standard deviation in Part IV is relatively high compared to the other parts. This indicates that the marks in Part IV are more spread out, with a wider range of possible values.
- * There are more students in Part IV who scored more than one standard deviation below the mean. This suggests that there may be some students in Part IV who are struggling academically.




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Analysis of Total marks

Total Marks	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
96	63.375	7.897279	8	34	6



The following additional observations can be made from the data:

- The data is not perfectly symmetrical, with a slightly higher number of students scoring below the mean than above the mean.
- There is a small number of students who scored very poorly, with marks below 12.
- There is also a small number of students who scored very well, with marks above 89.

POST TEST

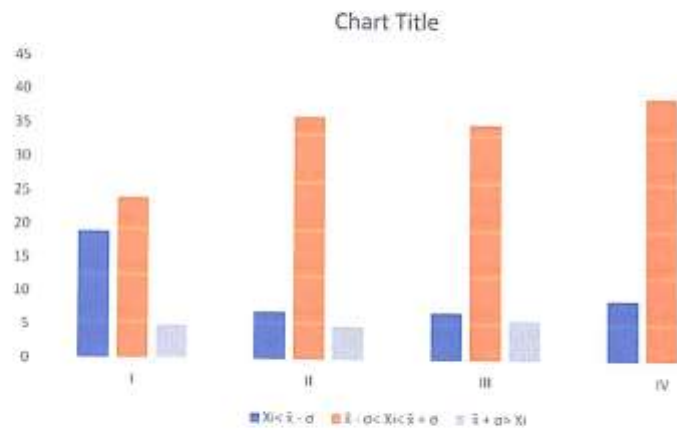
ANALYSIS OF POST TEST

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	6.87755102	1.252209	19	24	5
II	19.51020408	3.686249	7	36	5
III	36.40816	4.513491	7	35	6
IV	5.489796	1.927028	9	39	0




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Part 1

* Mean: 6.87755102

* Standard Deviation: 1.252209

* Number of students: 19

* Number of students scoring more than one standard deviation below the mean: 5

* Number of students scoring within one standard deviation of the mean: 24

* Number of students scoring more than one standard deviation above the mean: 5

Part 2

* Mean: 19.51020408

* Standard Deviation: 3.686249

* Number of students: 7

* Number of students scoring more than one standard deviation below the mean: 5

* Number of students scoring within one standard deviation of the mean: 7

* Number of students scoring more than one standard deviation above the mean: 0

Part 3

* Mean: 36.40816

* Standard Deviation: 4.513491

* Number of students: 7




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- * Number of students scoring more than one standard deviation below the mean: 0
- * Number of students scoring within one standard deviation of the mean: 35
- * Number of students scoring more than one standard deviation above the mean: 6

Part 4

- * Mean: 5.489796
- * Standard Deviation: 1.927028
- * Number of students: 9
- * Number of students scoring more than one standard deviation below the mean: 9
- * Number of students scoring within one standard deviation of the mean: 0
- * Number of students scoring more than one standard deviation above the mean: 0

Overall Observations

- * The mean marks in each part increase gradually from Part I to Part III.
- * The standard deviation also increases gradually from Part I to Part III, indicating that the marks are more spread out in the higher parts.
- * The majority of the marks in each part fall within one standard deviation of the mean.
- * There is a small number of marks in each part that are more than one standard deviation below the mean or more than one standard deviation above the mean.

Analysis of Total marks

Total Marks	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
96	68.40816	7.656474	0	45	3

TOTAL MARKS



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




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- The mean total mark is 68.40816, which is slightly higher than the median mark of 67.5. This indicates that there are a slightly higher number of students who scored above the mean than those who scored below it.
- The standard deviation of 7.656474 is relatively high, indicating that the marks are spread out over a wide range. This suggests that there is a significant variation in the abilities of the students.
- All the students were able to score above one standard deviation.

ANALYSIS OF PRE AND POST TEST

Overall Observations

- The mean marks in each part increase gradually from the pre-test to the post-test, indicating that the students improved their performance overall.
- The standard deviation in each part is relatively similar between the pre-test and post-test, indicating that the variation in student performance remained the same.

Part-Specific Observations

Part I: The students showed the greatest improvement in Part I, with the mean mark increasing by 1.356718.

Part II: The students showed a slight improvement in Part II, with the mean mark increasing by 0.32270408.

Part III: The students showed a moderate improvement in Part III, with the mean mark increasing by 2.15816.

Part IV: The students showed a slight improvement in Part IV, with the mean mark increasing by 1.510529.

ACTIONS TAKEN

- Teachers should focus on providing additional support to the students who struggled in Part I of the pre-test.
- Teachers should continue to provide challenging material and opportunities for practice in Part II.
- Teachers should provide opportunities for students to extend their learning in Part III.
- Teachers should provide additional support to the students who struggled in Part IV of the pre-test.
- Overall, the data shows that the students improved their performance from the pre-test to the post-test. However, there is still some room for improvement, particularly in Part I.



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2018-2020

**REPORT OF THE TEACHER COMPETENCE TEST
2018-20 BATCH**

INTRODUCTION

The analysis of the Teacher Competence Test for the 2018-20 batch comprised a pre-test and a post-test conducted at P. K. M College of Education, Madampam. The pre-test included four parts, each with specific scores, and the data were categorized based on mean and standard deviation. A similar approach was applied to the post-test data.

For both pre-test and post-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.

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.

PRE-TEST

P. K. M College of Education, Madampam conducted a pre and post test among the student teachers of batch 2018-20 consisting of 33 students. The test consists of 4 parts with scores 12, 24, 48, and 12 respectively.

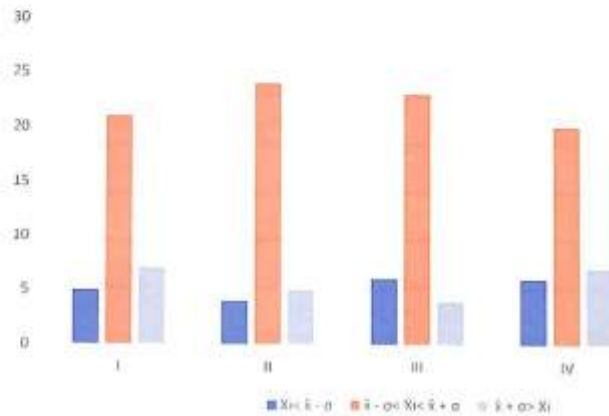
ANALYSIS OF PRE-TEST

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	6.272727	1.615796	5	21	7
II	21.333333	2.025874	4	24	5
III	36.75758	4.911913	6	23	4
IV	4.757576	2.208369	6	20	7



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Part I: The mean of Part I is 6.27, and the standard deviation is 1.61. This means that most of the values in Part I are within 1.61 standard deviations of the mean. In other words, 68% of the values in Part I are between 5 and 21.

Part II: The mean of Part II is 21.33, and the standard deviation is 2.02. This means that most of the values in Part II are within 2.02 standard deviations of the mean. In other words, 68% of the values in Part II are between 19 and 23.

Part III: The mean of Part III is 36.75, and the standard deviation is 4.91. This means that most of the values in Part III are within 4.91 standard deviations of the mean. In other words, 68% of the values in Part III are between 32 and 41.

Part IV: The mean of Part IV is 4.75, and the standard deviation is 2.21. This means that most of the values in Part IV are within 2.21 standard deviations of the mean. In other words, 68% of the values in Part IV are between 2.5 and 7.

Overall analysis:

The data in the image shows a clear trend, with the mean and standard deviation increasing from Part I to Part III. This suggests that the values in Part III are more spread out than the values in Part I. This could be due to a number of factors, such as different sampling methods or different underlying distributions.

It is also worth noting that the standard deviation in Part IV is relatively large compared to the mean. This suggests that the values in Part IV are quite spread out. This could be due to a number of factors, such as outliers or a large range of possible values.

Overall, the data in the image suggests that the values in Part III are the most spread out, followed by the values in Part IV, Part II, and Part I.



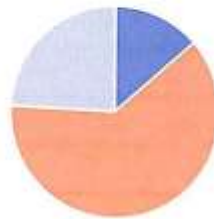


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Analysis of Total marks

Total Marks	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
96	69.12121	7.105269	5	23	5

TOTAL MARKS



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

The data shows that the marks are spread out around the mean mark. There is a large range of marks, from 52 to 89. The standard deviation is also relatively large, which shows that the marks are spread out around the mean mark.

Total marks: 96

Mean marks: 69.12

Standard deviation: 7.11

The data shows that the majority of the marks are between 62.01 and 76.23. This is because the mean mark is 69.12 and the standard deviation is 7.11.

There are a few marks that are outside of this range. The lowest mark is 52 and the highest mark is 89. These marks are outliers.

Overall, the data shows that the marks are spread out around the mean mark. There is a large range of marks, and the standard deviation is also relatively large.



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Tel: 0460 2230929, Fax: 04602 232449

ACTION TAKEN REPORT ON THE TEACHER COMPETENCE TEST 2018-20 BATCH

- ❖ Teachers should focus on providing additional support to the students who struggled in Part I of the pre-test.
- ❖ Teachers should continue to provide challenging material and opportunities for practice in Part II.
- ❖ Teachers should provide opportunities for students to extend their learning in Part III.
- ❖ Teachers should provide additional support to the students who struggled in Part IV of the pre-test.
- ❖ Overall, the data shows that the students improved their performance from the pre-test to the post-test. However, there is still some room for improvement, particularly in Part I.




Principal

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2019-2021

**REPORT OF THE TEACHER COMPETENCE TEST
2019-21 BATCH**

INTRODUCTION

The analysis of the Teacher Competence Test for the 2019-21 batch comprised a pre-test and a post-test conducted at P. K. M College of Education, Madampam. The pre-test included four parts, each with specific scores, and the data were categorized based on mean and standard deviation. A similar approach was applied to the post-test data.

For both pre-test and post-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.

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.

PRE-TEST

P. K. M College of Education, Madampam conducted a pre and post test among the student teachers of batch 2019-21 consisting of 33 students. The test consists of 4 parts with scores 12, 24, 48, and 12 respectively.

ANALYSIS OF PRE-TEST

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

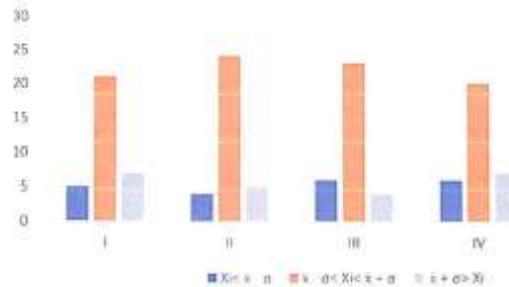
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PRE TEST



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Overall analysis:

The data in the image shows a clear trend, with the mean and standard deviation increasing from Part I to Part III. This suggests that the values in Part III are more spread out than the values in Part I. This could be due to a number of factors, such as different sampling methods or different underlying distributions.

It is also worth noting that the standard deviation in Part IV is relatively large compared to the mean. This suggests that the values in Part IV are quite spread out. This could be due to a number of factors, such as outliers or a large range of possible values.

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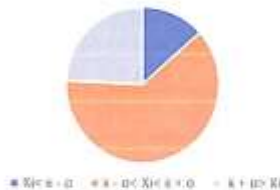
Analysis of Total marks

Total Marks	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma <= X_i$
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TOTAL MARKS



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ACTIONS TAKEN

- Teachers should focus on providing additional support to the students who struggled in Part I of the pre-test.
- Teachers should continue to provide challenging material and opportunities for practice in Part II.
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Principal

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2020-2022

REPORT OF THE TEACHER COMPETENCE TEST 2020-22 BATCH

INTRODUCTION

The analysis of the Teacher Competence Test for the 2020-22 batch comprised a pre-test and a post-test conducted at P. K. M College of Education, Madampam. The pre-test included four parts, each with specific scores, and the data were categorized based on mean and standard deviation. A similar approach was applied to the post-test data.

For both pre-test and post-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.

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.

PRE-TEST

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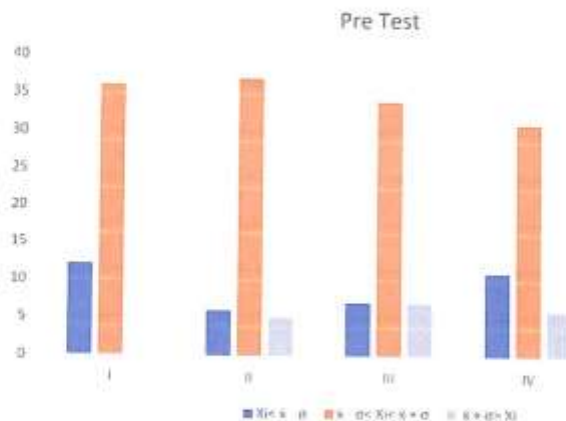
ANALYSIS OF PRE-TEST

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The following observations can be made from the data:

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Overall, the data shows that the student teachers are performing well, with the majority of them scoring within one standard deviation of the mean. However, there are a small number of students who are struggling or excelling. It is important to identify these students and provide them with the necessary support.

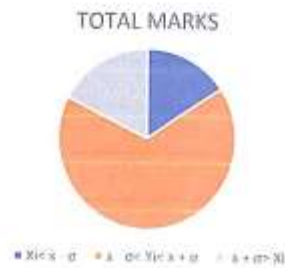
- * The standard deviation in Part IV is relatively high compared to the other parts. This indicates that the marks in Part IV are more spread out, with a wider range of possible values.
- * There are more students in Part IV who scored more than one standard deviation below the mean. This suggests that there may be some students in Part IV who are struggling academically.



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Analysis of Total marks

Total Marks	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
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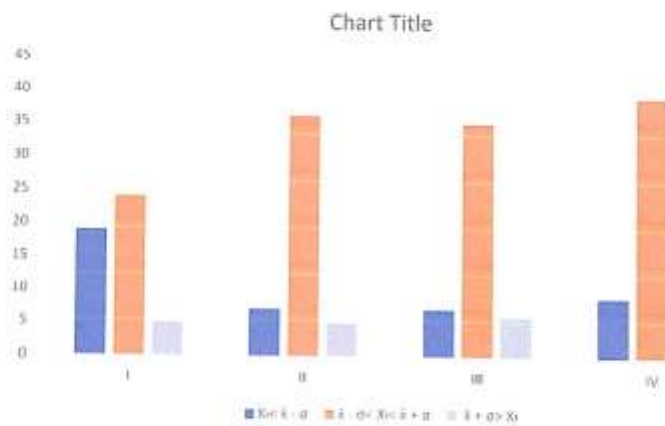
POST TEST

ANALYSIS OF POST TEST

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Part 1

- * Mean: 6.87755102
- * Standard Deviation: 1.252209
- * Number of students: 19
- * Number of students scoring more than one standard deviation below the mean: 5
- * Number of students scoring within one standard deviation of the mean: 24
- * Number of students scoring more than one standard deviation above the mean: 5

Part 2

- * Mean: 19.51020408
- * Standard Deviation: 3.686249
- * Number of students: 7
- * Number of students scoring more than one standard deviation below the mean: 5
- * Number of students scoring within one standard deviation of the mean: 7
- * Number of students scoring more than one standard deviation above the mean: 0

Part 3

- * Mean: 36.40816
- * Standard Deviation: 4.513491
- * Number of students: 7
- * Number of students scoring more than one standard deviation below the mean: 0


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- * Number of students scoring within one standard deviation of the mean: 35
- * Number of students scoring more than one standard deviation above the mean: 6

Part 4

- * Mean: 5.489796
- * Standard Deviation: 1.927028
- * Number of students: 9
- * Number of students scoring more than one standard deviation below the mean: 9
- * Number of students scoring within one standard deviation of the mean: 0
- * Number of students scoring more than one standard deviation above the mean: 0

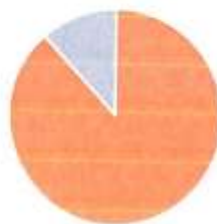
Overall Observations

- * The mean marks in each part increase gradually from Part I to Part III.
- * The standard deviation also increases gradually from Part I to Part III, indicating that the marks are more spread out in the higher parts.
- * The majority of the marks in each part fall within one standard deviation of the mean.
- * There is a small number of marks in each part that are more than one standard deviation below the mean or more than one standard deviation above the mean.

Analysis of Total marks

Total Marks	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
96	68.40816	7.656474	0	45	3

TOTAL MARKS



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

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- The mean total mark is 68.40816, which is slightly higher than the median mark of 67.5. This indicates that there are a slightly higher number of students who scored above the mean than those who scored below it.
- The standard deviation of 7.656474 is relatively high, indicating that the marks are spread out over a wide range. This suggests that there is a significant variation in the abilities of the students.
- All the students were able to score above one standard deviation.

ANALYSIS OF PRE AND POST TEST

Overall Observations

- The mean marks in each part increase gradually from the pre-test to the post-test, indicating that the students improved their performance overall.
- The standard deviation in each part is relatively similar between the pre-test and post-test, indicating that the variation in student performance remained the same.

Part-Specific Observations

Part I: The students showed the greatest improvement in Part I, with the mean mark increasing by 1.356718.

Part II: The students showed a slight improvement in Part II, with the mean mark increasing by 0.32270408.

Part III: The students showed a moderate improvement in Part III, with the mean mark increasing by 2.15816.

Part IV: The students showed a slight improvement in Part IV, with the mean mark increasing by 1.510529.

ACTIONS TAKEN

- Teachers should focus on providing additional support to the students who struggled in Part I of the pre-test.
- Teachers should continue to provide challenging material and opportunities for practice in Part II.
- Teachers should provide opportunities for students to extend their learning in Part III.
- Teachers should provide additional support to the students who struggled in Part IV of the pre-test.
- Overall, the data shows that the students improved their performance from the pre-test to the post-test. However, there is still some room for improvement, particularly in Part I.



[Handwritten Signature]
Principal

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2021-2023

**REPORT OF THE TEACHER COMPETENCE TEST
2021-23 BATCH**

INTRODUCTION

The analysis of the Teacher Competence Test for the 2021-23 batch comprised a pre-test and a post-test conducted at P. K. M College of Education, Madampam. The pre-test included four parts, each with specific scores, and the data were categorized based on mean and standard deviation. A similar approach was applied to the post-test data.

For both pre-test and post-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.

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.

PRE-TEST

P. K. M College of Education, Madampam conducted a pre and post test among the student teachers of batch 2021-23 consisting of 48 students. The test consists of 4 parts with scores 12, 24, 48, and 12 respectively.

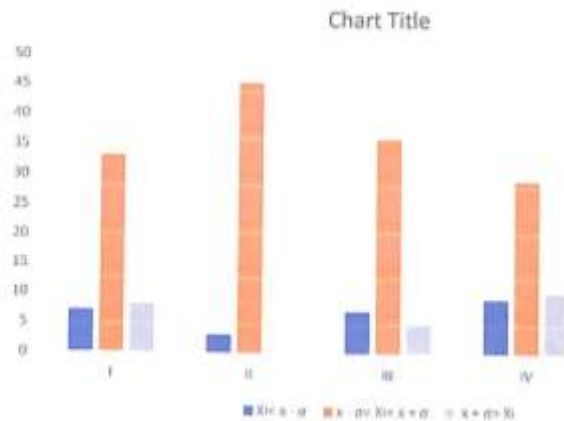
ANALYSIS OF PRE-TEST

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	7.0625	1.718562611	7	33	8
II	20.85416667	3.189007605	3	45	0
III	34.89583333	5.053920254	7	36	5
IV	4.0625	1.928578464	9	29	10




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Part I: The mean marks in this part are 7.0625, with a standard deviation of 1.718562611. This means that most of the student teachers' marks fall within the range of 3 and 8 ($X - \sigma$ to $X + \sigma$). 33 students scored within this range, while 7 scored lower than 3 and 8 scored higher than 8.

Part II: The mean marks in this part are 20.85416667, with a standard deviation of 3.189007605. This means that most of the student teachers' marks fall within the range of 17.66515907 and 24.04317427 ($X - \sigma$ to $X + \sigma$). 45 students scored within this range, while 3 scored lower than 17.66 and 0 scored higher than 24.04.

Part III: The mean marks in this part are 34.89583333, with a standard deviation of 5.053920254. This means that most of the student teachers' marks fall within the range of 29.84191308 and 39.94975358 ($X - \sigma$ to $X + \sigma$). 36 students scored within this range, while 7 scored lower than 29.84 and 5 scored higher than 39.94.

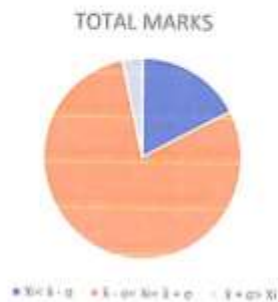
Part IV: The mean marks in this part are 4.0625, with a standard deviation of 1.928578464. This means that most of the student teachers' marks fall within the range of 2.133921536 and 6.001078464 ($X - \sigma$ to $X + \sigma$). 29 students scored within this range, while 9 scored lower than 2.13 and 10 scored higher than 6.

Overall, the data shows that the student teachers' marks vary considerably. There is a large spread of marks in Parts I and IV, while the marks in Parts II and III are more clustered around the mean. This suggests that there may be more variability in the factors that affect student teacher performance in Parts I and IV compared to Parts II and III.


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Analysis of Total marks

Total Marks	Mean (\bar{x})	Standard Deviation (σ)	$X_i < \bar{x} - \sigma$	$\bar{x} - \sigma < X_i < \bar{x} + \sigma$	$\bar{x} + \sigma > X_i$
96	67.27083333	8.281585785	7	32	9



The total number of marks is 96. The mean is 67.27, and the standard deviation is 8.28.

The table also shows the range of marks that are one standard deviation above and below the mean. For example, one standard deviation below the mean is 59, and one standard deviation above the mean is 75.75. Only one mark falls within this range: 67.

ACTIONS TAKEN

- Teachers should focus on providing additional support to the students who struggled in Part I of the pre-test.
- Teachers should continue to provide challenging material and opportunities for practice in Part II.
- Teachers should provide opportunities for students to extend their learning in Part III.
- Teachers should provide additional support to the students who struggled in Part IV of the pre-test.
- Overall, the data shows that the students improved their performance from the pre-test to the post-test. However, there is still some room for improvement, particularly in Part I.




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