



# RAHUL COLLEGE OF EDUCATION

(N.C.T.E. Reg. No. WRC/5-6/89/2006 Dtd. 27/09/2006 CODE NO. APW03437/123403) AFFILIATED TO UNIVERSITY OF MUMBAI  
AFF/RECOG.1/1249 OF 2007 Dtd. 28 Feb. 2007 | Recognized Under Section 2(f) of the UGC Act 1956 | COLLEGE CODE: 767



## Examination Analysis for Semester III Batch 2022-24 Academic Year 2023-2024

### Examination Analysis for Semester III Batch 2022-24

This document provides a detailed analysis of the performance of students from Semester III Batch 2022-24 of Rahul College of Education. The analysis covers key performance metrics, trends in internal and external assessments, and actionable recommendations to enhance student outcomes. The purpose of this review is to guide academic interventions and strategic planning for improved results.

#### Overall Performance

The dataset comprises performance data for 42 students, including marks from internal and external assessments across CC4, IC3, and Pedagogy, along with PBC scores. Total Marks are calculated as the sum of Pedagogy and PBC scores. The analysis reveals the following key insights:

1. Internal assessments for CC4 and IC3 show consistent averages of 30.67 and 31.62, respectively.
2. External assessments demonstrate improved scores, with CC4 averaging 31.89 and IC3 averaging 35.92.
3. Pedagogy scores are stronger in external assessments (average: 35.58) compared to internal (average: 31.05).
4. PBC scores contribute significantly to Total Marks, averaging 160.19.
5. The average Total Marks is 227.47, with top-performing students scoring up to 246 and lower-performing students at 204.

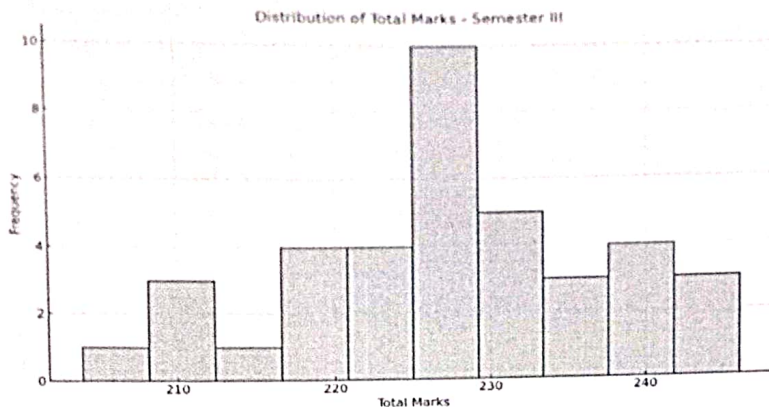
#### Distribution of Total Marks

The distribution of Total Marks highlights a concentration of scores between 220 and 235. A smaller proportion of students exceed 240, while a notable number fall below 210, signaling the need for targeted interventions to uplift lower-performing students.



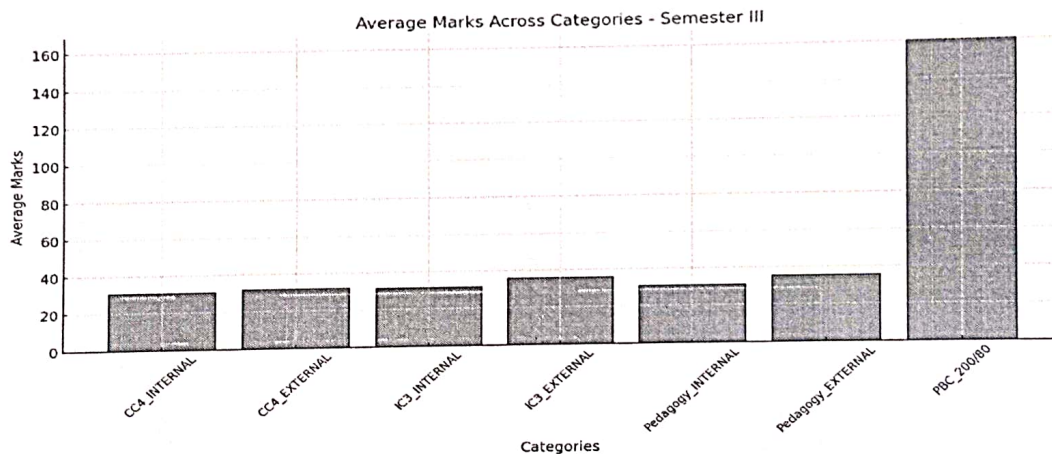
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## Performance Across Categories

An analysis of category-wise averages indicates consistent internal scores across CC4 and IC3. External scores are higher across all categories, with external Pedagogy assessments showing the most significant margin. This reflects the students' stronger performance in standardized external evaluations compared to internal assessments.



## Recommendations

Based on the analysis, the following recommendations are proposed to enhance student performance:

1. Focus on Internal Assessments: Conduct interactive workshops and regular feedback sessions to improve internal scores.
2. Boost PBC Performance: Introduce simulated practice sessions and skill-based



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learning activities to strengthen PBC scores. .

3. Support Low Performers: Identify students scoring below 210 and provide personalized coaching and peer learning opportunities.

4. Enhance Pedagogy External Scores: Organize mock external tests and encourage reflective teaching practices to improve Pedagogy scores.

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