RAHUL COLLEGE OF EDUCATION

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

Examination Analysis for Semester IV Batch 2022-24

This document provides a detailed analysis of the performance of students from Semester IV Batch 2022-24 of Rahul College of Education. The analysis focuses on key performance metrics, trends across internal and external assessments, and actionable recommendations to enhance student outcomes. This comprehensive review is intended to guide future planning and interventions for academic improvement.

Overall Statistics

The dataset comprises performance data for 42 students, including marks from internal and external assessments across different categories such as CC5, IC4, and electives. Additionally, scores from the ABILITY (20 marks) and PBC (60 marks) categories are included. The Total Marks are calculated as the sum of ABILITY and PBC scores.

Key findings from the dataset include:

1. The average Total Marks for students is 150.8, with a maximum score of 170 and a minimum of 122.
2. Internal marks for CC5, IC4, and electives average around 31, indicating consistency.
3. External marks are slightly higher, with an average of 33, suggesting better performance in externally evaluated components.
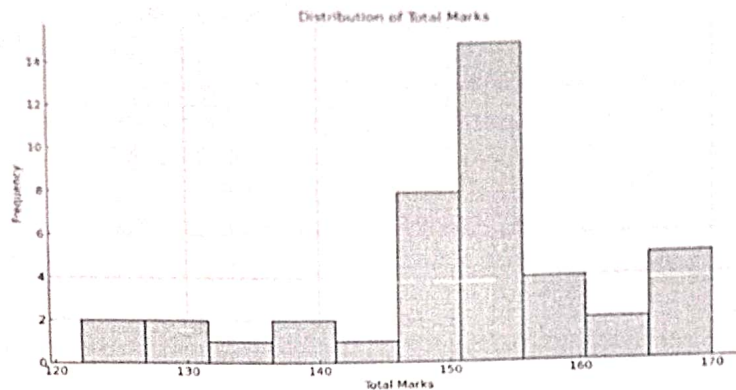4. ABILITY scores average at 38.6 (out of 50), while PBC scores average at 112.2 (out of 150).

Distribution of Total Marks

The distribution of Total Marks reveals that most students score between 146 and 155, with a smaller proportion achieving scores above 160. This highlights a need to support students scoring in the lower range (below 130) to bring them closer to the average.
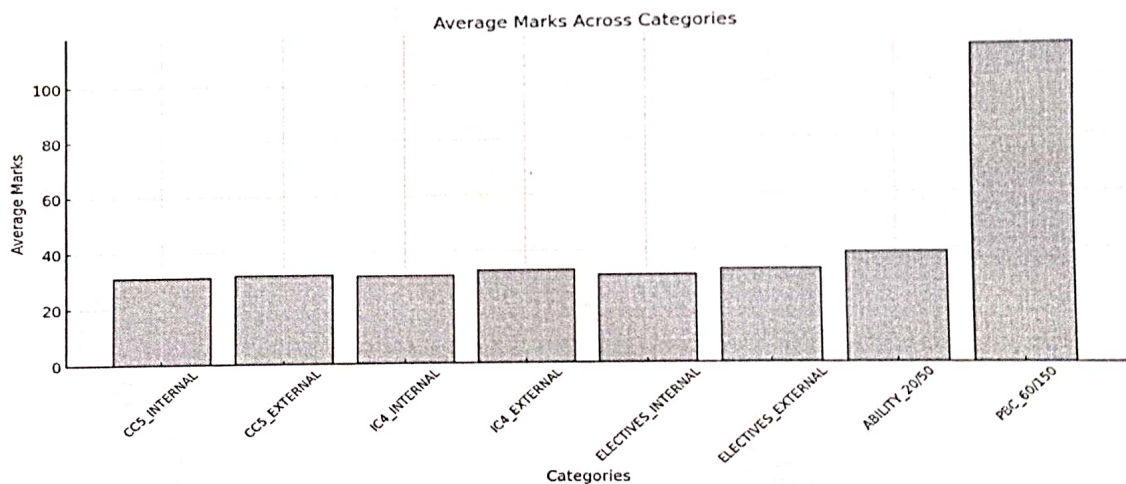
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Distribution of Total Marks

Performance Across Categories

The performance across different assessment categories highlights some interesting trends. Internal marks for CC5, IC4, and electives are relatively consistent, averaging around 31, while external marks average slightly higher at 33. This indicates that students perform better in external assessments, which may be due to differences in evaluation methods or preparation levels.

Recommendations for Improvement

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

1. Focus on Internal Assessments: Introduce targeted support for internal assessments,

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such as additional practice sessions, peer mentoring, and interactive teaching methods to improve understanding.

2. Boost Ability Scores: Conduct skill-based workshops and activities focused on practical and theoretical applications to improve scores in the ABILITY category.

3. Strengthen External Preparation: Provide mock exams replicating external assessment conditions to maintain and improve high external marks.

4. Support for Low Performers: Identify students scoring below 130 in Total Marks and provide personalized coaching to help them bridge the gap and align with the average performance.

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