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**AUG-SEP**

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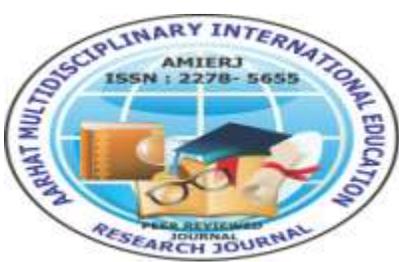
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## **STATISTICAL ANALYSIS OF MARKS OBTAINED AT THE B.ED.EXAMINATION**

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### **Abstract :**

*This present paper reports the analytical study undertaken the relationship between practical and theory marks of teacher students. The practical marks is related to teacher educators attendance and punctuality, teacher educators attitude and methodology in teaching, teaching-learning process, teacher students performance and student teacher feedback, student educator and students teacher evaluation. There obtains a very close correlation between a conclusion that might somewhat modify these who are septic about giving weight age to internal assessment as lacking reliability. The total 80 B.Ed. student teachers of this college were selected by stratified random sampling. Obtain marks out of 600 in university examination were taken as external and obtain marks out of 600 in college examination as internal evaluation. Findings were derived on the base of objectives, hypothesis, statistical analysis*

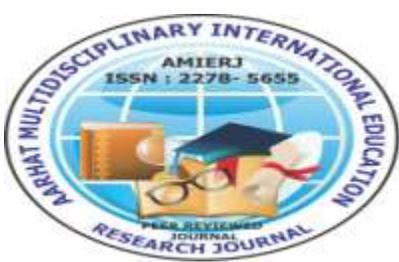
### **Key words:**

*Assessment, Evaluation, Examination, Teacher students, feedback internal marks, and Theory examination marks, weight age of practical marks.*

### **Introduction:**

The training institution is concerned with the development of trainee teacher in all round development of his physical, social and emotional, teaching knowledge, skills, and personality qualities. During the process of the teacher training of the teacher students has to be continually appraised with regard to the level of his intelligence, attainment, aptitude and interest and the method of teaching-learning, various skills to be adopted. The traditional system of examinations which primarily measures the academic achievements. Several research studies are being made to bring to light the drawbacks of this system so that remedial steps can be taken.

The weight age given to the internal marks in the final evaluation of a student teacher achievement and performance in one such step. In examination and measurement the emphasis is upon includes all the changes that take place in the development of a balanced personality and measure the qualities of teacher students. The researcher to investigate the relationship between



the final theory examination and internal marks in various practical's. The scheme of examination in the B. Ed. Degree course is as under

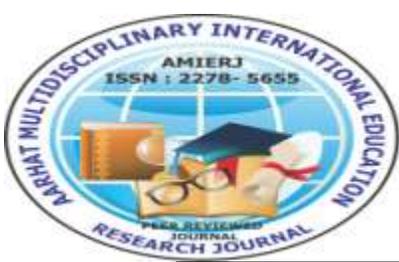
**Theory Course**

| Course  | Name of the Subject                          | Internal | External | Total |
|---------|--|----------|----------|-------|
| EDU 501 | Foundations of Education                     | 20       | 80       | 100   |
| EDU 502 | Pedagogical Knowledge                        | 20       | 80       | 100   |
| EDU 503 | Secondary Education and Classroom Management | 20       | 80       | 100   |
| EDU 504 | Learning Resources and Evaluation            | 20       | 80       | 100   |
| EDU 505 | English, Marathi, Hindi, Mathematics         | 20       | 80       | 100   |
| EDU 506 | History, Geography, Science, Commerce        | 20       | 80       | 100   |
|         | Total  | 120      | 480      | 600   |

All the papers carry 100 each and each section carry 50 marks .In the six papers all the marks assigned at the annual examination. Practical related to six theory Paper is 120 marks assigned by the teacher educators.

**Practicum**

| EDU :507 School Based Experiences  | Marks |
|--|-------|
| a. Initiatory School Experiences (10 Days)                                 | 60    |
| b. Internship Programme  | 50    |
| EDU:508 - Practice Teaching Competency                                     |       |
| a. Micro-Teaching (5+5 Lessons)  | 20    |
| b. Integrated Lesson (1 Lesson)  | 05    |
| c. Lesson Planning Workshop & Demonstration Lessons                        | 10    |
| d. Simulated Teaching (1+1 Lessons) Each Method                            | 20    |
| e. Stray Lessons (6+6) & 5+5 in Internship Programme                       | 110   |
| f. Workshop on Constructivist Approach to Teaching ( Planning of 1 lesson) | 20    |



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|   |     |
|---|-----|
| g. Workshop on Preparation of Teaching aids   | 30  |
| h. Lesson Observations (Micro = 10, Bridge = 2, Demonstration =7 ,Simulation = 4, Constructivism=2, ICT =2, Models =2,Stray Lessons = 31 Total =60) | 60  |
| i. Workshop On ICT Based Lessons (Planning of 1+1 lessons)  | 20  |
| J. Workshop on Models of Teaching (Planning of 1+1 lessons)   | 20  |
| EDU: 509 Development of Language and life skill   | 20  |
| EDU:510 Project Work  | 10  |
| a. Action Research Workshop (Preparation of Proposal)   |     |
| b. Project related to Community Experience  | 20  |
| c. Physical Education Workshop  | 15  |
| EDU:511 Evaluation  |     |
| a. Diagnostic Test on Content Knowledge and Remedial Programme  |     |
| b. Workshop on Comprehensive and Continuous Evaluation  | 20  |
| c. Twelve assignments (Two Open Book Assignment)  | 20  |
| d. External Viva  | 50  |
| e. Internal Examination   | 20  |
| Total   | 600 |

The teaching profession requiring through knowledge as well as practical skills. Teacher students work with the physical body. The training is totally related to practical work. Practical work develop the teacher students work with the complex of the human mind and personality. The practical work is based on long established learning theory such as feedback, guidance, demo, reinforcement, were adopted.

### Objectives:

- 1.To compare the internal and theory examination marks of student teacher.
- 2.To study the student teacher attitude towards practical and theory examination.
- 3.To study the Internal and External evaluation of B.Ed. student teachers.
2. To know the correlation between Internal and External evaluation of B.Ed. Student teachers.
3. To study the Internal and External evaluation of B.Ed. student teachers in context of their faculty.
4. To know the correlation between Internal and External evaluation of B.Ed. students teachers in context of their faculty.

### Research Sample-

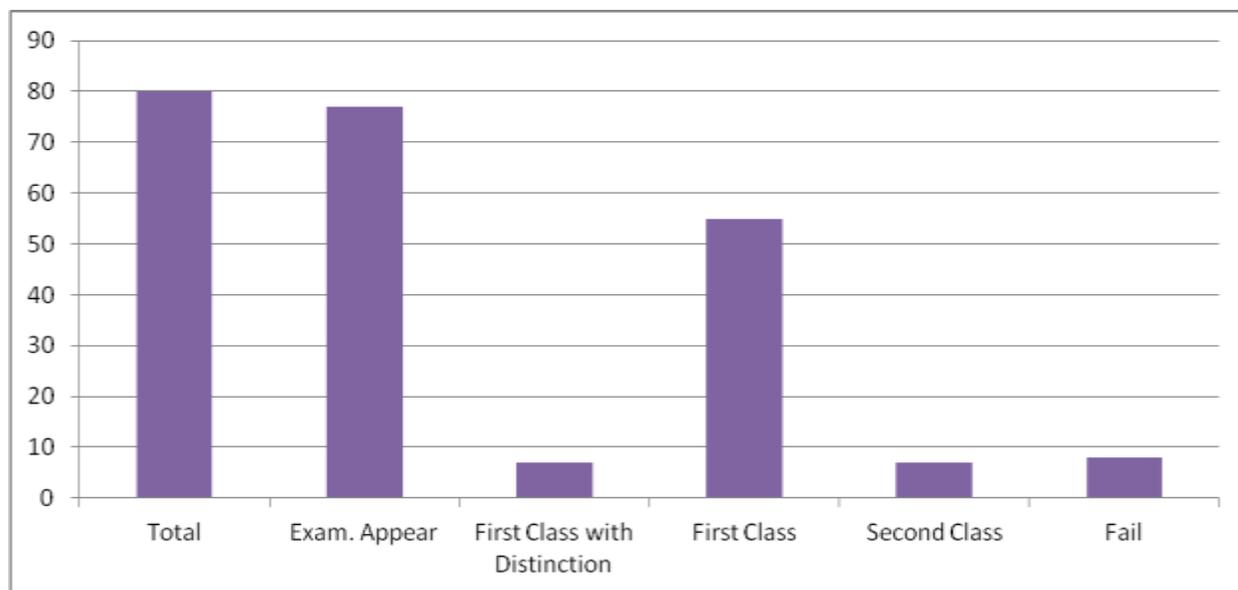
For the present study the purposive sampling method was used for the selection of the sample consisted statistical Analysis of Marks Obtained at The B.Ed. Examination (2015) of S.M.T. Government College of Education. The Details of Sample results as follows

**Table 1: Sampling data**

| Total | Exam. Appear | First Class with Distinction | First Class | Second Class | Fail |
|-------|--------------|------------------------------|-------------|--------------|------|
| 80    | 77           | 7                            | 55          | 7            | 8    |

Table 1 shows that out of 80 students 77 were appearing the B. Ed. Examination. The percentage of Appearing examination is 99.25. In this Examination 7 students got first class with distinction out of 77 and 55 students teacher obtained first class.

**Graph 1: Shows the student teacher result**



Graph 1 shows the result of student teacher in B. Ed. Examination held in March 2015 .

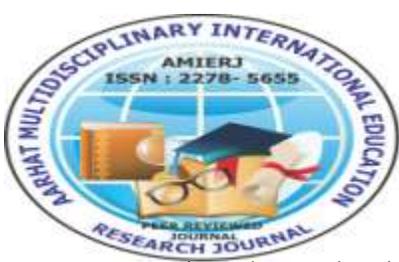
### Analysis under different aspects:

The achievement of student teacher obtained i) EDU 501 :Foundations of Education ,ii) EDU

502 Pedagogical Knowledge, iii) EDU 503 :Secondary Education and Classroom Management ,  
iv) EDU504:Learning Resources and Evaluation, v) EDU 505: Pedagogical Content Knowledge  
and Methodology,( Marathi, Hindi, English, Sanskrit, General Science, Commerce) vi) EDU  
506: Pedagogical Content Knowledge and Methodology(History, Geography, Mathematics,  
Economics)

**Table 2: Course wise mark of student-teacher**

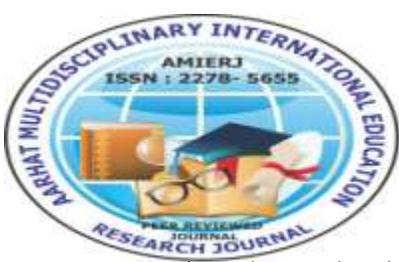
| Sr No  | Seat No | i  | ii | iii | iv | v  | vi | Total          | i  | ii | iii | iv | v  | vi | Total | Practicum | TT  | %     | Result |
|--------|---------|----|----|-----|----|----|----|----------------|----|----|-----|----|----|----|-------|-----------|-----|-------|--------|
| Theory |         |    |    |     |    |    |    | Sessional work |    |    |     |    |    |    |       |           |     |       |        |
| 1      | 182     | 53 | 63 | 55  | 55 | 53 | 63 | 342            | 16 | 16 | 14  | 15 | 15 | 18 | 94    | 451       | 887 | 73.92 | Pass   |
| 2      | 183     | 42 | 24 | 49  | 38 | 66 | 44 | 263            | 16 | 16 | 13  | 14 | 15 | 16 | 90    | 446       | 799 | 66.58 | Fail   |
| 3      | 184     | 52 | 48 | 52  | 48 | 53 | 65 | 318            | 17 | 17 | 15  | 15 | 14 | 17 | 95    | 464       | 877 | 73.08 | Pass   |
| 4      | 185     | 54 | 51 | 47  | 45 | 66 | 60 | 323            | 16 | 15 | 13  | 14 | 16 | 15 | 89    | 443       | 855 | 71.25 | Pass   |
| 5      | 186     | 0  | 39 | 36  | 33 | 55 | 47 | 210            | 15 | 15 | 14  | 14 | 16 | 17 | 91    | 430       | 731 | 60.92 | Fail   |
| 6      | 187     | 50 | 43 | 53  | 43 | 60 | 49 | 298            | 16 | 15 | 14  | 13 | 15 | 14 | 87    | 435       | 820 | 68.33 | Pass   |
| 7      | 188     | 53 | 63 | 53  | 46 | 52 | 60 | 327            | 15 | 15 | 13  | 15 | 15 | 16 | 89    | 406       | 822 | 68.50 | Pass   |
| 8      | 189     | 42 | 34 | 42  | 41 | 45 | 52 | 256            | 17 | 17 | 13  | 13 | 18 | 14 | 92    | 460       | 808 | 67.33 | Pass   |
| 9      | 190     | 52 | 41 | 49  | 44 | 42 | 50 | 278            | 16 | 17 | 15  | 13 | 14 | 17 | 92    | 445       | 815 | 67.92 | Pass   |
| 10     | 191     | 52 | 48 | 53  | 49 | 46 | 64 | 312            | 16 | 16 | 15  | 15 | 16 | 14 | 92    | 443       | 847 | 70.58 | Pass   |
| 11     | 192     | 56 | 49 | 50  | 47 | 52 | 59 | 313            | 16 | 18 | 14  | 15 | 18 | 17 | 98    | 469       | 880 | 73.33 | Pass   |
| 12     | 193     | 54 | 45 | 46  | 42 | 55 | 59 | 301            | 15 | 15 | 13  | 14 | 15 | 16 | 88    | 389       | 778 | 64.83 | Pass   |
| 13     | 194     | 45 | 33 | 47  | 37 | 63 | 50 | 275            | 16 | 16 | 13  | 13 | 15 | 17 | 90    | 463       | 828 | 69.00 | Fail   |
| 14     | 195     | 50 | 44 | 51  | 43 | 50 | 52 | 290            | 17 | 17 | 13  | 14 | 15 | 14 | 90    | 453       | 833 | 69.42 | Pass   |
| 15     | 196     | 49 | 45 | 51  | 44 | 53 | 56 | 298            | 17 | 16 | 15  | 16 | 15 | 15 | 15    | 460       | 773 | 64.42 | Pass   |
| 16     | 197     | 41 | 40 | 42  | 35 | 55 | 47 | 260            | 16 | 16 | 14  | 13 | 18 | 16 | 93    | 422       | 775 | 64.58 | Pass   |
| 17     | 198     | 57 | 57 | 52  | 46 | 68 | 50 | 330            | 17 | 17 | 15  | 15 | 16 | 16 | 96    | 473       | 899 | 74.92 | Pass   |
| 18     | 199     | 37 | 36 | 44  | 36 | 45 | 56 | 254            | 17 | 16 | 13  | 16 | 16 | 14 | 92    | 455       | 801 | 66.75 | Fail   |
| 19     | 200     | 30 | 37 | 46  | 35 | 41 | 45 | 234            | 16 | 16 | 13  | 16 | 18 | 14 | 93    | 462       | 789 | 65.75 | Fail   |
| 20     | 201     | 0  | 0  | 0   | 0  | 0  | 0  | 0              | 0  | 0  | 0   | 0  | 0  | 0  | 0     | 0         | 0   | 0.00  |        |
| 21     | 202     | 52 | 54 | 50  | 40 | 58 | 61 | 315            | 17 | 17 | 15  | 16 | 15 | 14 | 94    | 484       | 893 | 74.42 | Pass   |
| 22     | 203     | 49 | 45 | 44  | 42 | 60 | 59 | 299            | 17 | 16 | 13  | 16 | 18 | 15 | 95    | 472       | 866 | 72.17 | Pass   |
| 23     | 204     | 44 | 40 | 44  | 40 | 62 | 49 | 279            | 16 | 17 | 14  | 16 | 16 | 16 | 95    | 444       | 818 | 68.17 | Pass   |
| 24     | 206     | 56 | 40 | 47  | 42 | 62 | 47 | 294            | 15 | 15 | 13  | 14 | 17 | 14 | 88    | 438       | 820 | 68.33 | Pass   |
| 25     | 207     | 62 | 52 | 57  | 44 | 63 | 62 | 340            | 16 | 16 | 13  | 15 | 18 | 18 | 96    | 474       | 910 | 75.83 | Pass   |
| 26     | 208     | 59 | 40 | 46  | 43 | 61 | 55 | 304            | 15 | 16 | 14  | 13 | 16 | 16 | 90    | 436       | 830 | 69.17 | Pass   |
| 27     | 209     | 50 | 45 | 48  | 44 | 62 | 56 | 305            | 17 | 18 | 14  | 16 | 18 | 14 | 97    | 468       | 870 | 72.50 | Pass   |
| 28     | 210     | 33 | 41 | 39  | 43 | 55 | 49 | 260            | 17 | 18 | 13  | 13 | 18 | 13 | 92    | 485       | 837 | 69.75 | Fail   |



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|----|-----|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----|-----|-----|-------|------|
| 29 | 211 | 49 | 42 | 45 | 46 | 62 | 57 | 301 | 15 | 15 | 14 | 15 | 16 | 16 | 91  | 427 | 819 | 68.25 | Pass |
| 30 | 212 | 54 | 48 | 54 | 47 | 62 | 52 | 317 | 16 | 15 | 13 | 15 | 16 | 14 | 89  | 427 | 833 | 69.42 | Pass |
| 31 | 213 | 46 | 41 | 47 | 44 | 43 | 44 | 265 | 16 | 15 | 13 | 14 | 13 | 16 | 87  | 427 | 779 | 64.92 | Pass |
| 32 | 214 | 59 | 51 | 50 | 45 | 42 | 62 | 309 | 16 | 14 | 14 | 13 | 13 | 17 | 87  | 401 | 797 | 66.42 | Pass |
| 33 | 215 | 49 | 46 | 44 | 45 | 43 | 57 | 284 | 16 | 16 | 13 | 13 | 13 | 17 | 88  | 439 | 811 | 67.58 | Pass |
| 34 | 216 | 44 | 45 | 45 | 44 | 62 | 52 | 292 | 16 | 16 | 12 | 14 | 16 | 13 | 87  | 454 | 833 | 69.42 | Pass |
| 35 | 217 | 47 | 47 | 43 | 44 | 64 | 55 | 300 | 17 | 17 | 14 | 13 | 15 | 16 | 92  | 456 | 848 | 70.67 | Pass |
| 36 | 218 | 56 | 52 | 47 | 45 | 61 | 52 | 313 | 17 | 16 | 13 | 14 | 18 | 13 | 91  | 475 | 879 | 73.25 | Pass |
| 37 | 219 | 54 | 47 | 40 | 40 | 53 | 55 | 289 | 15 | 14 | 13 | 13 | 16 | 16 | 87  | 409 | 785 | 65.42 | Pass |
| 38 | 220 | 59 | 52 | 47 | 43 | 65 | 48 | 314 | 16 | 14 | 15 | 13 | 16 | 15 | 89  | 449 | 852 | 71.00 | Pass |
| 39 | 221 | 41 | 33 | 40 | 27 | 49 | 46 | 236 | 16 | 16 | 14 | 14 | 17 | 16 | 93  | 425 | 754 | 62.83 | Fail |
| 40 | 222 | 51 | 41 | 47 | 48 | 52 | 54 | 293 | 16 | 16 | 15 | 15 | 15 | 12 | 89  | 443 | 825 | 68.75 | Pass |
| 41 | 223 | 61 | 56 | 45 | 44 | 64 | 58 | 328 | 16 | 16 | 13 | 14 | 16 | 16 | 91  | 437 | 856 | 71.33 | Pass |
| 42 | 224 | 58 | 59 | 53 | 50 | 47 | 62 | 329 | 17 | 15 | 13 | 14 | 14 | 15 | 88  | 443 | 860 | 71.67 | Pass |
| 43 | 225 | 63 | 56 | 54 | 54 | 62 | 64 | 353 | 18 | 18 | 16 | 15 | 18 | 14 | 99  | 503 | 955 | 79.58 | Pass |
| 44 | 226 | 54 | 48 | 46 | 45 | 60 | 60 | 313 | 16 | 15 | 13 | 15 | 16 | 16 | 91  | 441 | 845 | 70.42 | Pass |
| 45 | 227 | 55 | 46 | 44 | 42 | 45 | 54 | 286 | 16 | 18 | 14 | 15 | 14 | 17 | 94  | 465 | 845 | 70.42 | Pass |
| 46 | 228 | 43 | 43 | 46 | 41 | 42 | 54 | 269 | 15 | 16 | 15 | 14 | 16 | 16 | 92  | 434 | 795 | 66.25 | Pass |
| 47 | 229 | 57 | 50 | 51 | 49 | 52 | 59 | 318 | 17 | 18 | 15 | 15 | 18 | 17 | 100 | 483 | 901 | 75.08 | Pass |
| 48 | 230 | 56 | 50 | 47 | 46 | 42 | 63 | 304 | 17 | 17 | 14 | 15 | 15 | 18 | 96  | 465 | 865 | 72.08 | Pass |
| 49 | 231 | 59 | 50 | 47 | 41 | 67 | 59 | 323 | 16 | 17 | 13 | 14 | 16 | 18 | 94  | 456 | 873 | 72.75 | Pass |
| 50 | 232 | 54 | 49 | 52 | 48 | 60 | 52 | 315 | 17 | 17 | 15 | 16 | 18 | 15 | 98  | 491 | 904 | 75.33 | Pass |
| 51 | 233 | 56 | 47 | 51 | 46 | 43 | 48 | 291 | 16 | 16 | 14 | 14 | 13 | 16 | 89  | 459 | 839 | 69.92 | Pass |
| 52 | 234 | 49 | 45 | 45 | 40 | 63 | 56 | 298 | 16 | 18 | 16 | 17 | 16 | 16 | 99  | 485 | 882 | 73.50 | Pass |
| 53 | 235 | 56 | 55 | 50 | 52 | 58 | 60 | 331 | 16 | 17 | 15 | 16 | 16 | 15 | 95  | 460 | 886 | 73.83 | Pass |
| 54 | 236 | 50 | 44 | 45 | 46 | 60 | 55 | 300 | 15 | 17 | 13 | 15 | 18 | 18 | 96  | 444 | 840 | 70.00 | Pass |
| 55 | 237 | 53 | 50 | 45 | 34 | 44 | 61 | 287 | 15 | 17 | 13 | 15 | 16 | 17 | 93  | 454 | 834 | 69.50 | Pass |
| 56 | 238 | 43 | 34 | 40 | 42 | 62 | 43 | 264 | 13 | 14 | 13 | 14 | 15 | 16 | 85  | 395 | 744 | 62.00 | Pass |
| 57 | 239 | 58 | 50 | 56 | 53 | 69 | 61 | 347 | 17 | 18 | 16 | 17 | 17 | 16 | 101 | 491 | 939 | 78.25 | Pass |
| 58 | 240 | 58 | 59 | 50 | 55 | 62 | 59 | 343 | 16 | 17 | 14 | 14 | 18 | 13 | 92  | 458 | 893 | 74.42 | Pass |
| 59 | 241 | 46 | 40 | 33 | 40 | 52 | 51 | 262 | 17 | 17 | 14 | 15 | 18 | 15 | 96  | 465 | 823 | 68.58 | Pass |
| 60 | 242 | 41 | 48 | 35 | 46 | 52 | 54 | 276 | 16 | 16 | 14 | 14 | 16 | 16 | 92  | 427 | 795 | 66.25 | Pass |
| 61 | 243 | 45 | 44 | 40 | 44 | 61 | 56 | 290 | 16 | 17 | 15 | 16 | 18 | 14 | 96  | 443 | 829 | 69.08 | Pass |
| 62 | 244 | 50 | 46 | 52 | 49 | 61 | 58 | 316 | 17 | 16 | 16 | 17 | 17 | 14 | 97  | 474 | 887 | 73.92 | Pass |
| 63 | 245 | 37 | 44 | 31 | 47 | 37 | 49 | 245 | 16 | 14 | 14 | 17 | 15 | 15 | 91  | 424 | 760 | 63.33 | Fail |
| 64 | 246 | 30 | 40 | 30 | 39 | 40 | 41 | 220 | 16 | 15 | 13 | 15 | 14 | 14 | 87  | 402 | 709 | 59.08 | Fail |
| 65 | 247 | 50 | 41 | 50 | 48 | 65 | 58 | 312 | 16 | 16 | 15 | 17 | 18 | 17 | 99  | 467 | 878 | 73.17 | Pass |
| 66 | 248 | 50 | 46 | 50 | 53 | 44 | 51 | 294 | 16 | 18 | 12 | 12 | 13 | 16 | 87  | 432 | 813 | 67.75 | Pass |
| 67 | 249 | 49 | 47 | 49 | 55 | 45 | 59 | 304 | 17 | 18 | 13 | 15 | 14 | 16 | 93  | 465 | 862 | 71.83 | Pass |
| 68 | 250 | 41 | 40 | 45 | 40 | 48 | 40 | 254 | 16 | 16 | 15 | 15 | 18 | 14 | 94  | 464 | 812 | 67.67 | Pass |



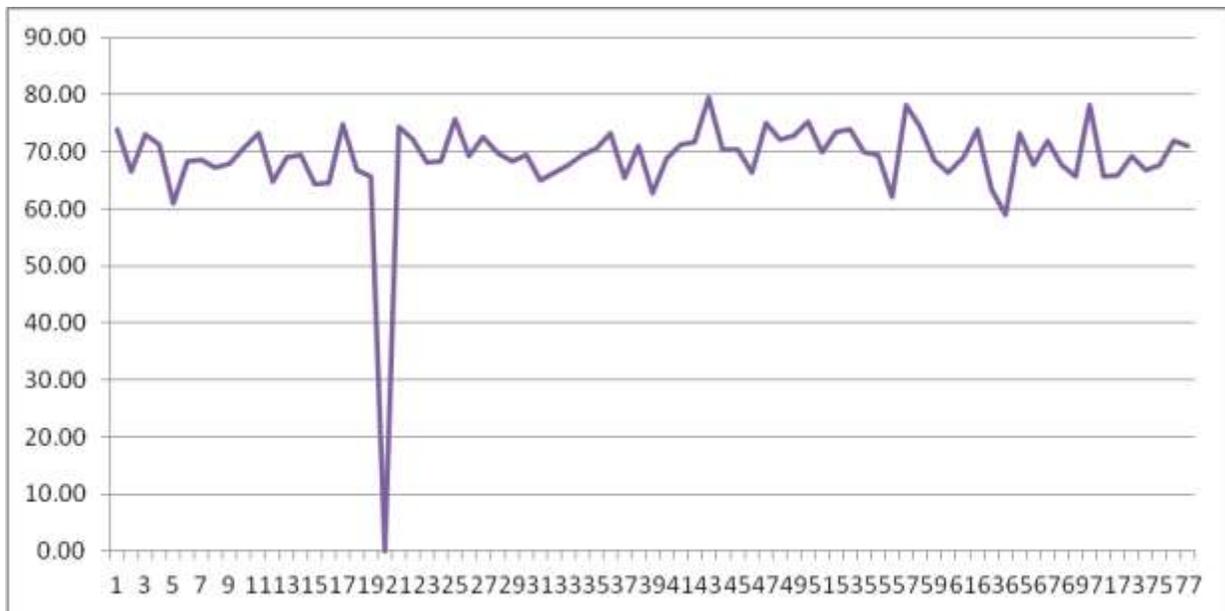
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|----|-----|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----|-----|-----|-------|------|
| 69 | 251 | 46 | 34 | 49 | 41 | 50 | 49 | 269 | 16 | 16 | 14 | 16 | 15 | 15 | 92  | 426 | 787 | 65.58 | Pass |
| 70 | 252 | 53 | 56 | 60 | 55 | 67 | 62 | 353 | 17 | 18 | 16 | 16 | 16 | 18 | 101 | 485 | 939 | 78.25 | Pass |
| 71 | 253 | 50 | 42 | 45 | 44 | 59 | 50 | 290 | 16 | 16 | 14 | 14 | 15 | 17 | 92  | 405 | 787 | 65.58 | Pass |
| 72 | 254 | 51 | 36 | 49 | 40 | 55 | 51 | 282 | 15 | 16 | 13 | 13 | 18 | 13 | 88  | 421 | 791 | 65.92 | Pass |
| 73 | 255 | 45 | 36 | 49 | 40 | 50 | 54 | 274 | 16 | 16 | 14 | 17 | 16 | 15 | 94  | 464 | 832 | 69.33 | Pass |
| 74 | 256 | 43 | 41 | 46 | 40 | 65 | 60 | 295 | 15 | 15 | 14 | 15 | 16 | 15 | 90  | 417 | 802 | 66.83 | Pass |
| 75 | 257 | 41 | 34 | 47 | 43 | 40 | 57 | 262 | 16 | 17 | 13 | 14 | 17 | 17 | 94  | 457 | 813 | 67.75 | Pass |
| 76 | 258 | 53 | 51 | 55 | 53 | 49 | 60 | 321 | 17 | 17 | 15 | 14 | 15 | 17 | 95  | 448 | 864 | 72.00 | Pass |
| 77 | 259 | 40 | 40 | 40 | 42 | 52 | 55 | 269 | 17 | 17 | 15 | 15 | 18 | 18 | 100 | 483 | 852 | 71.00 | Pass |

The average scores for individual class also show that there is a big gap among first class, which may be related with the ethos of study. so that although this comparison is not exact, it is closely approximate.

Graph 2 : Course –wise Student teacher result

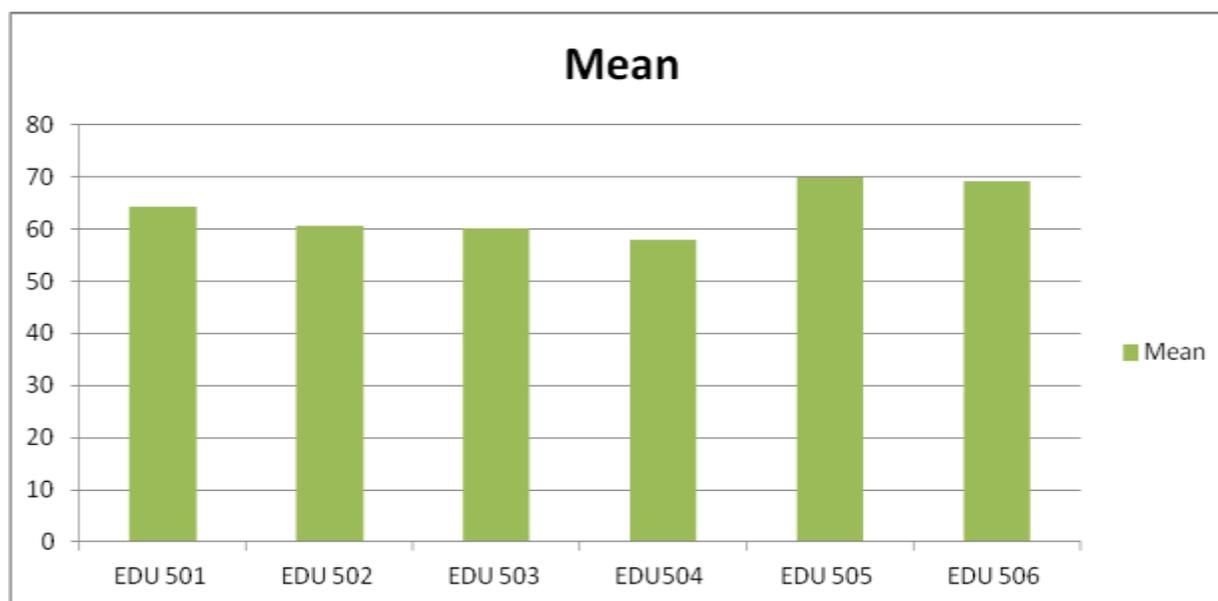


The result of theory examination and practical marks of each teacher-students were then calculated and statistical analysis was done for further analysis were defined. The mean of course is as follows

**Table 3 : Mean of all course**

| Sr. No. | Course  | Mean  |
|---------|---|-------|
| 1       | EDU 501 :Foundations of Education   | 64.30 |
| 2       | ii) EDU 502: Pedagogical Knowledge  | 60.70 |
| 3       | iii) EDU 503 :Secondary Education and Classroom Management  | 60.00 |
| 4       | iv) EDU504: Learning Resources and Evaluation   | 58.00 |
| 5       | v) EDU 505: Pedagogical Content Knowledge and Methodology,<br>( Marathi, Hindi, English, Sanskrit, General Science, Commerce) | 69.80 |
| 6       | vi)EDU 506: Pedagogical Content Knowledge and<br>Methodology(History, Geography, Mathematics, Economics)                      | 69.20 |

**Graph 3 : Mean of all course**



The teacher-students were studied and sessional work of each paper is support to increase the marks of this Each course. The mean of all theory papers marks is in between 58.00 to 69.00. The practical experience is basically related to theory papers.



**Conclusion –**

The teacher-students come into the profession and as existing teachers learn more and develop new ideas. The teacher training is of a highly complex which requires considerable knowledge a wide variety of skills and positive attitudes. The interesting point here is that teacher educators who carry out course planning in a teacher-students group frequently derive from experience of personal relationship and the practical work in groups. The complex nature of present day teacher-training means that the work of a teacher-educator and teacher students is no longer simply that of an teacher profession. The statistical analysis of the examination results of materials research methods course was carried out. The results indicate that the distribution of examination scores approximate to normal distribution. It is noted that there is a big gap among first class student teacher and second class passed . Difficulty of the exam paper belongs to median level, and discrimination of this is qualified as well as reliability.

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