# BA GENERAL 6TH SEMESTER RESULT ANALYSIS(2023) – REPORT

Sripat Singh College

Presented To

MR.SAGAR SIMLANDEY

COORDINATOR -IQAC

Presented By

MR. SHYAM SUNDAR SETT

# 1. Introduction

## A.Brief overview of the purpose of the analysis.

The purpose of this analysis is to comprehensively assess the academic performance of students during the 6th semester at Sripat Singh College. This examination aims to provide a nuanced understanding of the results, identifying trends, strengths, and areas for improvement. By delving into key metrics such as Grade Point Averages (CGPA), pass percentages, and subject-specific performances, this analysis seeks to offer valuable insights for the enhancement of teaching methodologies, curriculum development, and overall student support services. Through a systematic review of data collected from official records,this analysis aims to contribute to informed decision-making, fostering a culture of continuous improvement within the academic environment of the college.

## B.Contextual information about the college and its academic programs

Sripat Singh College stands as a prominent institution committed to academic distinction and holistic development located at Jiaganj in Murshidabad. It has emerged as a cornerstone of education, providing students with a conducive environment for intellectual growth and skill acquisition.

## Academic Programs:
Sripat Singh College offers a diverse array of academic programs spanning arts and science. These programs, meticulously designed, aim to impart a holistic education, nurturing critical thinking and practical skills essential for the evolving demands of the professional landscape. The curriculum demands a commitment to academic rigor and relevance, aligning with industry standards.

## Faculty Expertise:
The college prides itself on a dedicated faculty known for their expertise and passion for teaching. Faculty members at Sripat Singh College bring a wealth of experience from academia and it needs industry exposure, fostering an intellectually stimulating atmosphere for students. Their mentorship plays a pivotal role in shaping the educational journey of each student.

## Student Diversity:
Sripat Singh College celebrates diversity, boasting a student body that represents a myriad of backgrounds, cultures, and perspectives. This diversity enhances the overall learning experience, fostering a rich tapestry of ideas and promoting a multicultural understanding among students.

## Infrastructure and Facilities:
The college is equipped with semi-modern infrastructure and facilities to facilitate an enriched learning environment and needs Cutting-edge classrooms, well-equipped laboratories, more resourceful library, and recreational spaces contribute to an overall holistic college experience.

**Commitment to Excellence:**
Sripat Singh College is dedicated to nurturing excellence in academic and extracurricular endeavors. Encouraging a holistic approach to education, the college actively supports student participation in clubs, sports, and community service initiatives, instilling values that extend beyond the classroom.

**2.Methodology**:

**A.Explanation of the data collection and analysis methods used.**

**Data Collection and Analysis Methods at Sripat Singh College:**

**Data Collection:**

1. Official Records:The primary source of data for this analysis comprises official records from Sripat Singh College.Subject-wise performance data have been meticulously collected to ensure accuracy and reliability.

**Data Analysis:**

A. Statistical Analysis: Statistical methods, including t-tests , were employed to identify significant trends, correlations, and variations. This rigorous statistical approach ensures the robustness of the analysis.

B.Excel and Data Visualization Tools:
Spreadsheet software, notably Microsoft Excel, was used for data organization and initial analysis. Data visualization tools, such as charts and graphs, were employed to present findings in a clear and accessible manner.

C. Ethical Considerations: Throughout the data collection and analysis process, strict adherence to ethical standards was maintained. Privacy and confidentiality of student information were prioritized to ensure the integrity of the analysis.

This comprehensive approach to data collection and analysis at Sripat Singh College ensures a thorough examination of the 6th-semester results, fostering informed decision-making for continuous improvement in academic outcomes.

**Source of data**
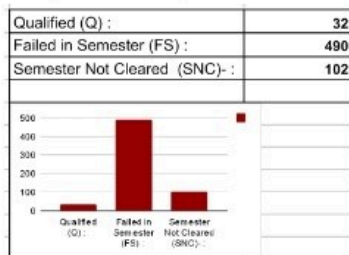Official records of Sripat Singh College provided by IQAC
- 6th Semester result

## 3. Overall Performance:

**A-**

- Total Students appeared for exam (6th Semester -2023): 624
- Qualified (Q) : 32
- Failed in Semester (FS) : 490
- Semester Not Cleared(SNC)- : 102

## Graphical Representation

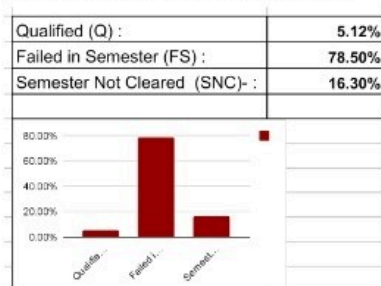| Qualified (Q) : | 32 |
|---|---|
| Failed in Semester (FS) : | 490 |
| Semester Not Cleared (SNC)- : | 102 |



BA General students (2023)

## Percentage wise report

- Total Students appeared for exam (6th Semester -2023): 624
- Qualified (Q) : 32 - **5.12%**
- Failed in Semester (FS) : 490- **78.5%**
- Semester Not Cleared (SNC)- : 102- **16.3%**

## Graphical Representation

| Qualified (Q) : | 5.12% |
|---|---|
| Failed in Semester (FS) : | 78.50% |
| Semester Not Cleared (SNC)- : | 16.30% |



BA General  students (2023)

## Key observations

1. The overall pass rate for the 6th Semester exam in 2023 is low, with only 5.12% of students qualifying.

2**. A significant majority of students, 78.5%, failed in the semester.**

3. The Semester Not Cleared (SNC) category, representing 16.3% of students, indicates that a notable portion did not clear the semester but also did not outright fail.

4. The total number of students who appeared for the exam is 624, providing context for the pass and fail percentages.
5. These observations suggest a need for further analysis to understand the **reasons behind the high failure rate and the Semester Not Cleared outcomes.**
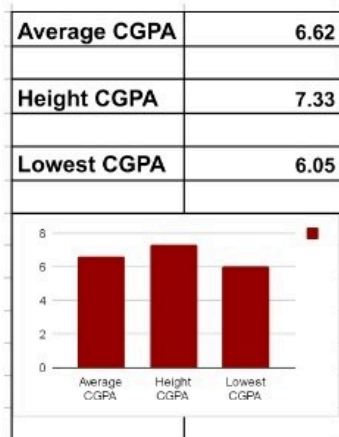

## B - Average CGPA of the entire cohort.

Average CGPA of passed students of BA General Category :6.62

Highest CGPA among passed students of BA General Category :7.33

Lowest CGPA among passed students of BA General Category :6.05

Graphical Representation

| Average CGPA | 6.62 |
|---|---|
| Height CGPA | 7.33 |
| Lowest CGPA | 6.05 |



BA General students (2023)

Key observations:
1. The average CGPA of passed students in the BA General Category is 6.62, indicating a moderate overall performance level.
2. The highest CGPA among passed students is 7.33, showcasing a notable achievement within this category.
3. The lowest CGPA among passed students is 6.05, highlighting some variation in academic performance within the group.
4. The range between the highest and lowest CGPAs (7.33 to 6.05) is relatively narrow, suggesting a degree of consistency in performance among the passed students.
5. These observations provide insight into the distribution of CGPAs among passed students in the BA General Category, indicating a generally decent performance with some individuals excelling.

## C- 1)CGPA among Qualified Candidates (Total 32):

## C- 1)CGPA among Qualified Candidates (Total 32):

Between 9-10 CGPA -0
Between 8-9 CGPA -0
Between 7-8 CGPA -5
Between 6-7 CGPA -27

## Graphical representation:

| Between 9-10 CGPA | 0 |
| Between 8-9 CGPA | 0 |
| Between 7-8 CGPA | 5 |
| Between 6-7 CGPA | 27 |
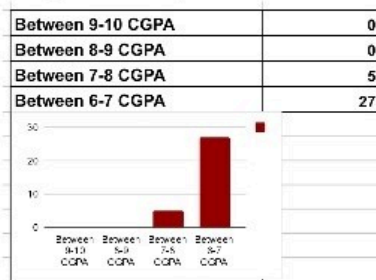


## C- 2) Percentage wise CGPA among Qualified Candidates :

Between 9-10 CGPA -0%
Between 8-9 CGPA -0%
Between 7-8 CGPA -15.6%
Between 6-7 CGPA -84.3%

## Graphical representation:

| Between 9-10 CGPA | 0% |
| Between 8-9 CGPA | 0% |
| Between 7-8 CGPA | 15.65% |
| Between 6-7 CGPA | 84.35% |
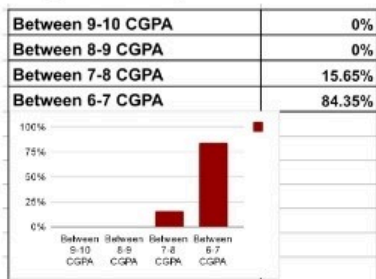


## Key observations:
1. The majority of students fall within the CGPA range of 6-7, constituting a significant 84.3%.
2. The CGPA range of 7-8 shows a notable decrease, with a percentage of 15.6%.
3. Both the 8-9 CGPA and 9-10 CGPA categories report a 0% distribution, indicating no students within these highest performance ranges.
4. The absence of students scoring between 9-10 CGPA suggests a potential gap in achieving the highest academic excellence.
5. Overall, the distribution highlights a concentration of students in the 6-7 CGPA range, emphasizing the need for attention and improvement in academic performance across the spectrum.

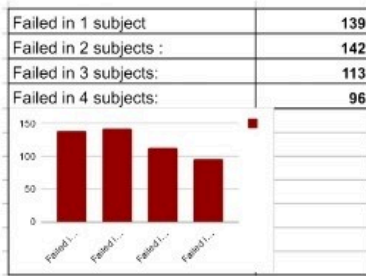4. Subject-wise Failure Analysis:

A-
Total failed candidates:490
Failed in 1 subject : 139
Failed in 2 subjects : 142
Failed in 3 subjects: 113
Failed in 4 subjects: 96

## Graphical representation

| Failed in 1 subject | 139 |
|---|---|
| Failed in 2 subjects : | 142 |
| Failed in 3 subjects: | 113 |
| Failed in 4 subjects: | 96 |



B- Percentage-wise Subject-wise Failure Analysis
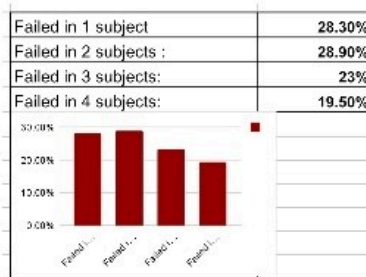
Failed in 1 subject : 28.3%
Failed in 2 subjects : 28.9%
Failed in 3 subjects: 23%
Failed in 4 subjects: 19.5%

Graphical representation

| Failed in 1 subject | 28.30% |
|---|---|
| Failed in 2 subjects : | 28.90% |
| Failed in 3 subjects: | 23% |
| Failed in 4 subjects: | 19.50% |



**Key observations:**
1. A substantial 28.9% of students have failed in two subjects, indicating a noteworthy academic challenge for this group.
2. The percentage of students failing in one subject stands at 28.3%, underscoring a significant portion facing academic difficulties in at least one area.
3. The 23% failure rate in three subjects suggests a considerable number of students struggling across multiple areas of study.
4. A concerning 19.5% of students failed in four subjects, signaling a significant portion facing widespread academic challenges.
5. **The progressive increase in failure rates with the number of subjects indicates a need for targeted interventions to address and support students with varying levels of academic difficulty.**

## C- 1-Department wise Failure report (Fail1+Fail2)

BNGPDS Failed :142+26 =168

ENGPDS Failed : 4+13 =17

HISPDS Failed : 34+75=109

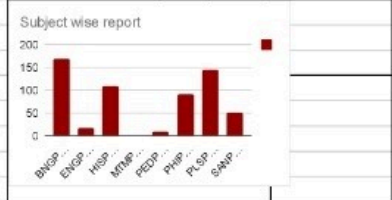MTMPDS Failed :1+0=01

PEDPDS Failed: 4+5=09

PHIPDS Failed  : 35+55=90

PLSPDS Failed : 45+99=144

SANPDS Failed :20+31=51

## Graphical representation

| | |
|---|---|
| BNGPDS Failed :(142+26) | 168 |
| ENGPDS Failed : (4+13) | 17 |
| HISPDS Failed : (34+75) | 109 |
| MTMPDS Failed :(1+0) | 1 |
| PEDPDS Failed: (4+5) | 9 |
| PHIPDS Failed : (35+55) | 90 |
| PLSPDS Failed : (45+99) | 144 |
| SANPDS Failed :(20+31) | 51 |



## C-2 Percentage-wise department wise Failure report (Fail1+Fail2)

BNGPDS Failed :28.5%

ENGPDS Failed : 2.8%

HISPDS Failed : 18.5%

MTMPDS Failed :0.16%
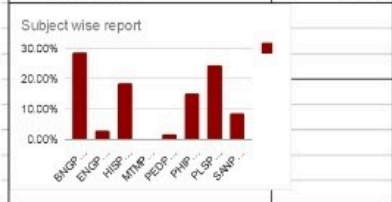
PEDPDS Failed: 1.5%

PHIPDS Failed  : 15.2%

PLSPDS Failed : 24.4%

SANPDS Failed :8.6%

## Graphical representation

| | |
|---|---|
| BNGPDS Failed | 28.50% |
| ENGPDS Failed | 2.80% |
| HISPDS Failed | 18.50% |
| MTMPDS Failed | 0.16% |
| PEDPDS Failed: | 1.50% |
| PHIPDS Failed | 15.20% |
| PLSPDS Failed | 24.40% |
| SANPDS Failed | 8.60% |



Subject wise report

## Key observations

**1. The highest departmental failure rate is in BNGPDS at 28.5%, indicating a significant academic challenge within this department.**

**2. PLSPDS follows closely with a failure rate of 24.4%, highlighting substantial academic difficulties in political Science.**

3. HISPDS reports an 18.5% failure rate, suggesting moderate challenges faced by students in history.

4. PHIPDS exhibits a notable 15.2% failure rate, signaling difficulties in the philosophy department.

5. SANPDS shows an 8.6% failure rate, indicating a moderate level of academic challenges in Sanskrit.

6. ENGPDS has a relatively lower failure rate at 2.8%, suggesting better academic performance in English.

7. PEDPDS reports a modest 1.5% failure rate, indicating a relatively low academic challenge in physical education.

8. MTMPDS has the lowest failure rate at 0.16%, suggesting strong academic performance in Mathematics.

**9. The distribution emphasizes the need for targeted support in departments with higher failure rates, such as BNGPDS and PLSPDS.**

**10. Overall, these department-wise failure rates point to varying academic challenges across disciplines, necessitating tailored interventions for improvement.**
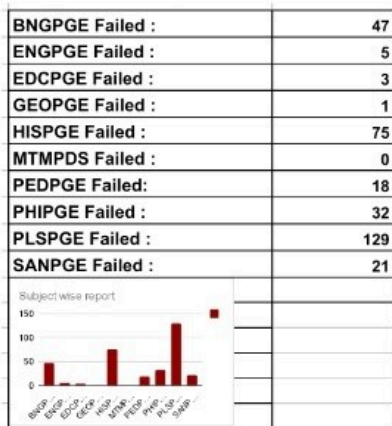
## D-1Department wise Failure report in GE subjects (Fail 3)

**BNGPGE Failed :47**
**ENGPGE Failed :5**
**EDCPGE Failed :3**
**GEOPGE Failed :1**
**HISPGE Failed :75**
**MTMPDS Failed :0**
**PEDPGE Failed:18**
**PHIPGE Failed :32**

**PLSPGE Failed :129**
**SANPGE Failed :21**

## Graphical representation

| | |
|---|---|
| BNGPGE Failed : | 47 |
| ENGPGE Failed : | 5 |
| EDCPGE Failed : | 3 |
| GEOPGE Failed : | 1 |
| HISPGE Failed : | 75 |
| MTMPDS Failed : | 0 |
| PEDPGE Failed: | 18 |
| PHIPGE Failed : | 32 |
| PLSPGE Failed : | 129 |
| SANPGE Failed : | 21 |



## D-2 Percentage-wise Department wise Failure report in GE subjects (Fail 3)

**BNGPGE Failed :14.1%**
**ENGPGE Failed :1.5%**
**EDCPGE Failed :0.90%**
**GEOPGE Failed :0.30%**
**HISPGE Failed :22.6%**
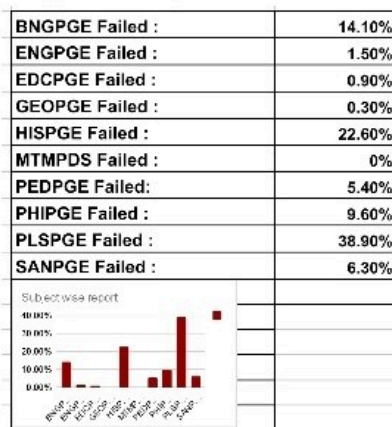**MTMPDS Failed :0%**
**PEDPGE Failed:5.4%**
**PHIPGE Failed :9.6%**
**PLSPGE Failed :38.9%**
**SANPGE Failed :6.3%**

## Graphical representation

| | |
|---|---|
| BNGPGE Failed : | 14.10% |
| ENGPGE Failed : | 1.50% |
| EDCPGE Failed : | 0.90% |
| GEOPGE Failed : | 0.30% |
| HISPGE Failed : | 22.60% |
| MTMPDS Failed : | 0% |
| PEDPGE Failed: | 5.40% |
| PHIPGE Failed : | 9.60% |
| PLSPGE Failed : | 38.90% |
| SANPGE Failed : | 6.30% |



## Key observations

1. PLSPGE has the highest GE subject failure rate at 38.9%, indicating a significant academic challenge within this political science-related subject.

2. HISPGE follows closely with a failure rate of 22.6%, suggesting substantial challenges faced by students in history-related GE subjects.

3. BNGPGE reports a 14.1% failure rate, emphasizing the need for attention in this general education subject.

4. PHIPGE exhibits a notable 9.6% failure rate, signaling challenges in philosophy-related GE subjects.

5. ENGPGE has a relatively low failure rate at 1.5%, indicating better academic performance in English-related GE subjects.

These observations highlight the varying levels of academic challenges across different GE subjects, emphasizing the importance of targeted interventions and support in specific areas, particularly in PLSPGE and HISPGE.

E-1Department wise Failure report in SE subjects (Fail 4)
BNGPSE Failed :95
ECOPSE Failed :4
HISPSE Failed :45
PEDPSE Failed :05
PHIPSE Failed :22
PLSPSE Failed :51
SANPSE Failed :06

Graphical representation

| BNGPSE Failed : | 95 |
| ECOPSE Failed : | 4 |
| HISPSE Failed : | 45 |
| PEDPSE Failed : | 5 |
| PHIPSE Failed : | 22 |
| PLSPSE Failed : | 51 |
| SANPSE Failed : | 6 |



Subject wise report
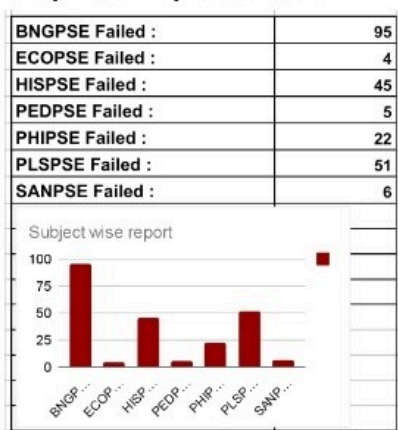
E-2 Percentage-wise, department-wise Failure report in SE subjects (Fail 4)

BNGPSE Failed :41.6%
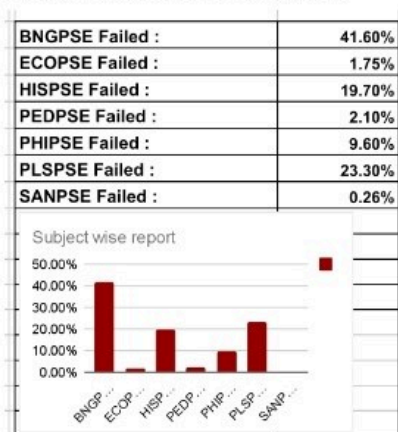
**ECOPSE Failed :1.75%**
**HISPSE Failed :19.7%**
**PEDPSE Failed :2.1%**
**PHIPSE Failed :9.6%**
**PLSPSE Failed :23.3%**
**SANPSE Failed :0.26%**

## Graphical representation

| | |
|---|---|
| **BNGPSE Failed :** | 41.60% |
| **ECOPSE Failed :** | 1.75% |
| **HISPSE Failed :** | 19.70% |
| **PEDPSE Failed :** | 2.10% |
| **PHIPSE Failed :** | 9.60% |
| **PLSPSE Failed :** | 23.30% |
| **SANPSE Failed :** | 0.26% |



## Key observations

1. **BNGPSE has the highest failure rate at 41.6%, indicating a significant academic challenge within this specific subject.

2. PLSPSE follows with a failure rate of 23.3%, signaling substantial academic difficulties in political science-related subjects.

3. HISPSE reports a 19.7% failure rate, emphasizing challenges faced by students in history-related subjects.

4. PHIPSE exhibits a notable 9.6% failure rate, indicating struggles in philosophy-related subjects.

5. ECOPSE has a relatively low failure rate at 1.75%, suggesting better academic performance in economics-related subjects.

These observations underscore the need for targeted interventions, academic support, and potential curriculum adjustments, especially in subjects with higher failure rates such as BNGPSE and PLSPSE.

## 4.Top Performers with CGPA

1) 3316247-2077188
   TANMAY SAHA
   077386 of 2020-2021

Q
7.33 CGPA
2) 3316247-2075966
   MARJINA KHATUN
   076171 of 2020-2021
   Q
   7.25 CGPA
3) 3316247-2077176
   SUSANTA RAY
   077375 of 2020-2021
   Q
   7.10 CGPA

## 5.Recommendations and Action Plans:

### A- Proposed strategies to address identified weaknesses.

### 1. Subject-specific Tutoring Programs:
Establish tutoring programs tailored to subjects with higher failure rates, such as BNGPSE and PLSPSE, providing students with targeted academic support.

### 2. Faculty Training and Development:
Conduct training sessions for faculty members, focusing on effective teaching methods and strategies to address the identified weaknesses in subjects like BNGPSE and PLSPSE.

### 3. Peer Mentorship Programs:
Implement peer mentorship initiatives to connect struggling students with peers who have excelled in the identified challenging subjects, fostering a supportive learning environment.

### 4. Curriculum Review and Adjustment:
Evaluate and potentially revise the curriculum in subjects with higher failure rates, ensuring it aligns with student needs, promotes engagement, and meets academic standards.

### 5. Student Support Services:
Enhance student support services, such as counseling and academic advising, to address non-academic factors contributing to weaknesses identified in subjects like HISPSE and PLSPSE.

### 6. Interactive Learning Platforms:
Introduce interactive and technology-enhanced learning platforms to engage students more effectively in challenging subjects, making the learning experience more dynamic and accessible.

### 7. Regular Progress Monitoring:

Implement a system for continuous monitoring of students' progress in identified challenging subjects, enabling timely intervention and support.

## 8. Collaborative Learning Initiatives:
Encourage collaborative learning through group projects, study groups, and peer collaborations, particularly in subjects with higher failure rates.

## 9. Feedback Mechanisms:
Establish channels for students to provide feedback on their learning experiences, helping identify specific challenges and areas for improvement in the targeted subjects.

## 10. Incentivize Improvement:
Recognize and reward departments that show significant improvement in addressing identified weaknesses, fostering a culture of continuous improvement and accountability.

## B - Suggestions for improvement in teaching methodologies, curriculum, or support services.

1. Active Learning Strategies:
Encourage the use of active learning techniques, such as group discussions, case studies, and hands-on projects, to enhance student engagement and understanding.

2. Technology Integration:
Incorporate technology into teaching methodologies to create interactive learning experiences, including online resources, simulations, and virtual labs.

3. Differentiated Instruction:
Recognize and accommodate diverse learning styles by implementing differentiated instruction techniques, ensuring that material is accessible to all students.

4. Real-world Applications:
Integrate real-world examples and applications into the curriculum to demonstrate the practical relevance of academic concepts, enhancing student motivation and comprehension.

5. Continuous Assessment:
Implement regular formative assessments to gauge student understanding throughout the course, providing timely feedback for improvement.

6. Professional Development:
Facilitate ongoing professional development opportunities for faculty to stay updated on innovative teaching methods, technology tools, and pedagogical approaches.

7. Student-Centered Approaches:

Shift towards student-centered teaching approaches that empower students to take an active role in their learning, fostering critical thinking and independent problem-solving skills.

8. Collaborative Teaching:
Encourage interdisciplinary collaboration among faculty members to create a holistic learning experience that connects different subjects and provides a broader perspective.

9. Flexible Learning Paths:
Offer flexible learning paths to accommodate varying student paces and learning preferences, allowing for a more personalized and effective educational experience.

10. Enhanced Support Services:
Strengthen academic support services, including tutoring, counseling, and mentorship programs, to provide additional assistance for students facing challenges in specific subjects.

## 6. Conclusion:

- Summary of key findings.

1. **Departmental Variation**:Significant departmental variations exist in failure rates, with BNGPDS and PLSPDS having the highest overall failure rates, indicating a need for targeted interventions in these areas.

2. **General Education Challenges**:
GE subjects show diverse failure rates, with PLSPGE and HISPGE having the highest rates, emphasizing the importance of addressing academic challenges in these general education courses.

3. **Subject-Specific Weaknesses:**
BNGPSE stands out with the highest failure rate among specific subjects, warranting focused strategies to improve student performance in this area.

4. **Disciplinary Differences**:
Failure rates vary across disciplines, suggesting the necessity for tailored approaches in teaching methodologies, curriculum design, and support services to address specific challenges in each field.

5. **Successes and Opportunities:**
Some departments and subjects demonstrate lower failure rates, providing opportunities to identify and replicate successful teaching methodologies and support systems across the institution.

Overall, a comprehensive approach is needed to address departmental, subject-specific, and disciplinary challenges, focusing on targeted strategies, faculty development, and enhanced support services to improve overall academic outcomes.

**- Emphasis on the importance of continuous improvement**

**Continuous improvement is pivotal in fostering academic excellence and ensuring the ongoing success of educational institutions. Emphasizing this imperative involves:**

**1. Adapting to Evolving Educational Trends:**
Regularly assessing and incorporating innovative teaching methodologies, technological advancements, and pedagogical best practices to stay current with educational trends.

**2. Feedback Mechanisms:**
Establishing robust feedback mechanisms, including student evaluations, peer reviews, and self-assessment, to identify areas for improvement in teaching methods, curriculum design, and support services.

**3. Data-Driven Decision Making:**
Utilizing data analytics to identify patterns, trends, and areas of concern, allowing for informed decision-making in refining teaching strategies, curriculum content, and student support initiatives.

**4. Professional Development:**
Encouraging and investing in the continuous professional development of faculty members, ensuring they have the tools and knowledge to implement effective teaching methodologies and adapt to changing educational landscapes.

**5. Regular Curriculum Reviews:**
Periodically reviewing and updating the curriculum to align with industry needs, technological advancements, and the evolving requirements of a dynamic job market.

**6. Outcome Assessment:**
Establishing clear learning outcomes and regularly assessing student achievements against these outcomes, allowing for adjustments to teaching methods and curriculum content as needed.

**7. Benchmarking Against Best Practices:**
Continuously benchmarking against national and international best practices in education to adopt successful strategies and remain competitive in delivering high-quality education.

**8. Incentivizing Improvement:**
Implementing recognition and reward systems for departments, faculty, and staff members who demonstrate excellence and contribute to continuous improvement in teaching and support services.

**9. Flexibility and Adaptability:**

Cultivating a culture of adaptability and openness to change, encouraging faculty and administrators to embrace new ideas, methodologies, and technologies that can enhance the learning experience.

**10. Student-Centric Approach:**
Prioritizing the needs and feedback of students, involving them in the continuous improvement process, and tailoring educational experiences to meet their evolving expectations and aspirations.

**In essence, a commitment to continuous improvement is essential for educational institutions to remain responsive, relevant, and effective in preparing students for the challenges of the future.**