

ANALYSIS REPORT OF THE RESULT (B.A.-HONOURS)

2023 passed out



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1. Introduction

A. Brief overview of the purpose of the analysis.

The objective of this analysis is to conduct a comprehensive evaluation of the academic performance of B.A-Honours students during the 6th semester at Sripat Singh College. This examination endeavors to provide a detailed understanding of the results, highlighting trends, strengths, and areas requiring improvement. By scrutinizing key metrics such as Grade Point Averages (CGPA), pass rates, and subject-specific achievements, this analysis aims to offer valuable insights for refining teaching methodologies, shaping curriculum development, and enhancing overall student support services. Through a systematic examination of data sourced from official records, this analysis seeks to facilitate informed decision-making, nurturing a culture of continual enhancement within the college's academic milieu.

B. Contextual information about the college and its academic programs

Sripat Singh College, nestled in Jiaganj, Murshidabad, is a distinguished institution dedicated to academic excellence and holistic student development. It serves as a beacon of education, fostering an environment conducive to intellectual enrichment and skill development for its students.

Academic Programs:

Sripat Singh College proudly presents an extensive range of academic programs encompassing both arts and science disciplines. Our meticulously crafted programs are tailored to provide a comprehensive education, fostering critical thinking and practical skills crucial for the dynamic professional sphere. With a curriculum centered on academic excellence and contemporary relevance, we ensure alignment with industry benchmarks, preparing our students for success in their chosen fields.

Faculty Expertise:

Sripat Singh College boasts a distinguished faculty renowned for their expertise and unwavering commitment to teaching. Our faculty members blend rich academic backgrounds with valuable industry insights, cultivating an intellectually vibrant environment for students. Their mentorship is instrumental in guiding and shaping the educational trajectory of every student, ensuring they thrive both academically and professionally.

Student Diversity:

At Sripat Singh College, we cherish diversity, with a student body that reflects a tapestry of backgrounds, cultures, and viewpoints. This diversity enriches the learning journey, creating a vibrant exchange of ideas and fostering a deep multicultural understanding among students.

Infrastructure and Facilities:

Sripat Singh College is continuously enhancing its infrastructure to provide a cutting-edge learning environment. Our state-of-the-art classrooms, fully-equipped laboratories, extensive library resources, and recreational spaces are designed to offer students a holistic college experience that nurtures both academic excellence and personal growth.

Commitment to Excellence:

At Sripat Singh College, we are committed to fostering excellence in both academic and extracurricular pursuits. Embracing a holistic educational philosophy, we actively promote student engagement in clubs, sports, and community service initiatives, cultivating values that transcend traditional classroom boundaries.

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 foundation of this analysis rests on meticulously gathered data sourced directly from the official records of Sripat Singh College. We've meticulously collected subject-specific performance data to guarantee the utmost accuracy and reliability in our findings.

Data Analysis:

A. **Statistical Analysis:** We utilized statistical methodologies, such as t-tests, to discern noteworthy trends, correlations, and fluctuations. This rigorous statistical framework ensures the resilience and validity of our analysis, providing confidence in the conclusions drawn.

B.Excel and Data Visualization Tools:

We employed spreadsheet software, notably Microsoft Excel, for efficient data organization and preliminary analysis. To enhance clarity and accessibility, we utilized data visualization tools such as charts and graphs to present our findings in a visually engaging manner.

C. **Ethical Considerations:** During the entire process of data collection and analysis, we maintained strict adherence to ethical standards. Our top priority was safeguarding the privacy and confidentiality of student information, thus upholding the integrity of the analysis.

This meticulous approach to data collection and analysis at Sripat Singh College ensures a comprehensive examination of the 6th-semester (B.A - Honours) results. It facilitates informed decision-making for ongoing enhancements in academic outcomes, fostering a culture of continuous improvement.

Source of data

Official records of Sripat Singh College provided by IQAC

- 6th Semester result (B.A - Honors)

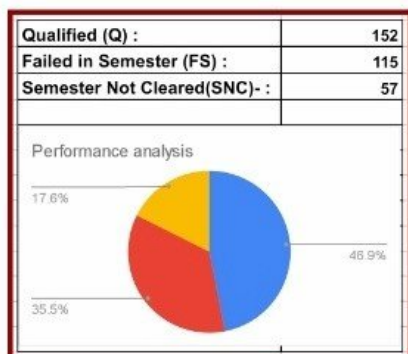
3. Overall Performance:

A-

- Total Students appeared for exam (6th Semester (B.A-Honours) -2023): 324

- Qualified (Q) : 152
- Failed in Semester (FS) : 115
- Semester Not Cleared(SNC)- : 57

Graphical Representation

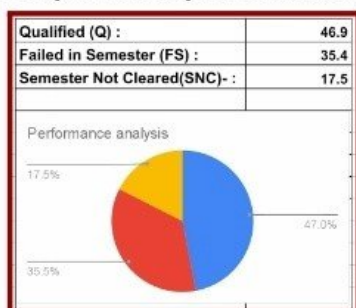


BA-Honours students (2023)

Percentage wise report

- Total Students appeared for exam (6th Semester B.A- Honours -2023): 324
- Qualified (Q) : 152 - **46.9%**
- Failed in Semester (FS) : 115- **35.4%**
- Semester Not Cleared (SNC)- : 57- **17.5%**

Graphical Representation



BA (Honours) students (2023)

Key observations

1. The pass rate for the 6th Semester (B.A- Honours) exam in 2023 is notably low, with only 46.9% of students successfully qualifying.
2. **A substantial portion of students, comprising 35.4%, did not meet the requirements to pass the semester.**
3. The Semester Not Cleared (SNC) category, representing 17.5% of students, denotes those who did not meet all semester criteria but did not fail outright.
4. A total of 324 students appeared for the exam, providing context for the pass and fail percentages.
5. **These observations underscore the necessity for in-depth analysis to uncover the underlying reasons behind the elevated failure rate and the outcomes categorized as Semester Not Cleared.**

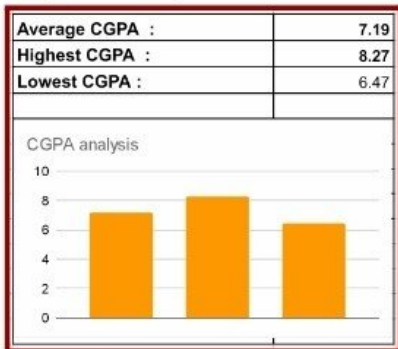
B - Average CGPA of the entire cohort.

Average CGPA of passed students of B.A. Honours Category :**7.19**

Highest CGPA among passed students of B.A.Honours Category :**8.27**

Lowest CGPA among passed students of B.A.Honours Category :**6.47**

Graphical Representation



B.A.Honours students (2023)

Key observations:

1. The mean CGPA among successful BA Honours Category students stands at 7.19, reflecting a satisfactory overall performance.
2. With a remarkable CGPA of 8.27, the top-performing student in this category demonstrates exemplary academic achievement.
3. Conversely, the lowest CGPA of 6.47 underscores the diversity in academic outcomes within this cohort.
4. Notably, the range from 6.47 to 8.27 is relatively narrow, suggesting a consistent level of performance across the group.
5. These findings illuminate the distribution of CGPAs among BA Honours Category graduates, revealing a generally commendable performance with notable instances of exceptional achievement.

C- 1)CGPA among Qualified Candidates (Total 152):

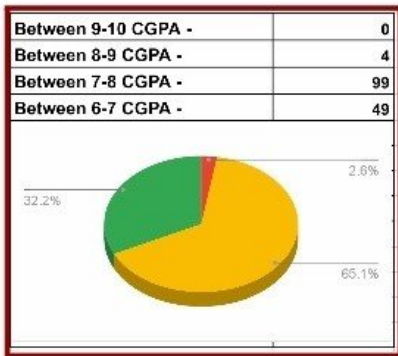
Between 9-10 CGPA - 00

Between 8-9 CGPA - 04

Between 7-8 CGPA - 99

Between 6-7 CGPA - 49

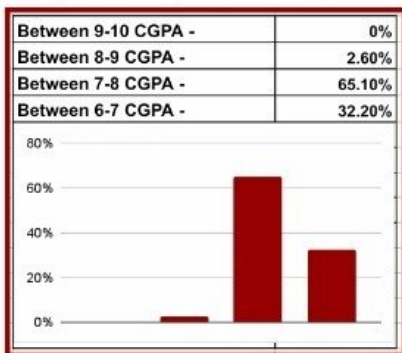
Graphical representation:



C- 2) Percentage wise CGPA among Qualified Candidates :

- Between 9-10 CGPA -0%**
- Between 8-9 CGPA - 2.6%**
- Between 7-8 CGPA - 65.1%**
- Between 6-7 CGPA - 32.2%**

Graphical representation:



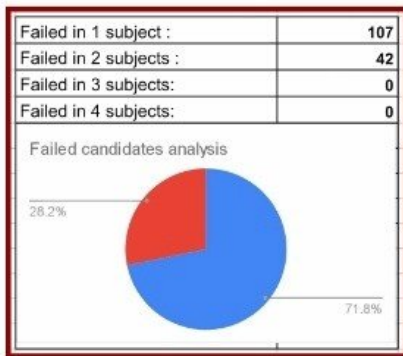
Key observations:

- There are no students achieving a CGPA between 9 and 10, indicating a complete absence of top-tier academic performance.
- A minimal percentage of 2.6% of students fall within the CGPA range of 8-9, reflecting a scarce representation in the high-performance category.
- The majority of students, comprising 65.1%, achieve CGPAs between 7 and 8, indicating a prevalent performance bracket.
- A significant proportion of 32.2% of students attain CGPAs within the range of 6-7, highlighting a substantial cohort within this performance tier.

4. Subject-wise Failure Analysis:

- A-
- Total failed candidates:115
- Failed in 1 subject : 107
- Failed in 2 subjects : 42
- Failed in 3 subjects: 00
- Failed in 4 subjects: 00

Graphical representation



B- Percentage-wise Subject-wise Failure Analysis

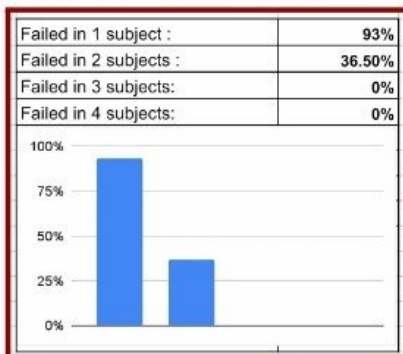
Failed in 1 subject : 93%

Failed in 2 subjects : 36.5%

Failed in 3 subjects: 0%

Failed in 4 subjects: 0%

Graphical representation



Key observations:

- 1. The failure rate in one subject is significantly high, at 93% among all failed candidates.**
2. Approximately 36.5% of students failed in two subjects, indicating a notable but lower failure rate compared to failing in just one subject.
3. There were no instances of students failing in three subjects, suggesting a considerable improvement compared to failing in one or two subjects.
- 4. Similarly, there were no reported failures in four subjects, indicating a positive trend of academic performance as the number of failed subjects decreases.**

C-

1-Department wise Failure report (Fail1+Fail2)

BNGHCC+BNGHDS Failed: 16+08 = 24
(13+14) & (3+4)

ENGHCC + ENGHDS Failed : 24+09 = 33
(13+14) & (3+4)

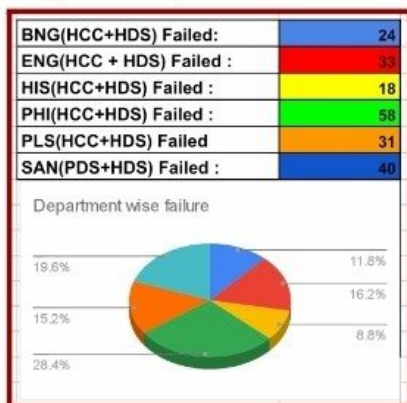
HISHCC+HISHDS Failed : 15+03 = 18
(13+14) & (3+4)

PHIHCC+PHIHDS Failed : 28+30 = 58
(13+14) & (3+4)

PLSHCC+PLSHDS Failed : 25+06=31
(13+14) & (3+4)

SANPDS+SANHDS Failed : 26+14=40
(13+14) & (3+4)

Graphical representation

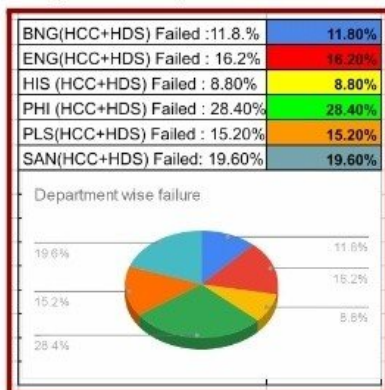


C-

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

BNG(HCC+HDS) Failed : 11.8.%
 ENG(HCC+HDS) Failed : 16.2%
 HIS (HCC+HDS) Failed : 8.80%
 PHI (HCC+HDS) Failed : 28.40%
 PLS(HCC+HDS) Failed : 15.20%
 SAN(HCC+HDS) Failed: 19.60%

Graphical representation



Key observations

1. PHI has the highest failure rate: With 28.40% of students failing, it indicates a potential challenge in understanding or engagement with the subject matter. Further investigation into teaching methods or student support may be warranted to address this high failure rate.

2. HIS has the lowest failure rate: At 8.80%, HIS shows a relatively low failure rate compared to other subjects. This could indicate that the subject material is better understood or that teaching strategies are more effective in this area.

3. English and Sanskrit have relatively high failure rates: ENG (16.2%) and SAN (19.60%) both have failure rates above the overall average. This suggests that additional support or resources may be needed to help students grasp the content in these subjects.

4. Bengali and Political Science have moderate failure rates: BNG (11.8%) and PLS (15.20%) fall between the lowest and highest failure rates, indicating room for improvement but not as critical as subjects with higher failure rates.

5. Possible correlation with subject difficulty or teaching effectiveness: The variation in failure rates across subjects may reflect differences in the complexity of the subject matter or the effectiveness of teaching methods. Subjects with higher failure rates may require closer attention to ensure students' comprehension and success.

6. Consideration of student demographics and preferences: It's also worth considering whether there are any patterns in student demographics or preferences that could influence the failure rates in certain subjects. Tailoring support strategies based on such insights could help improve overall academic performance.

4. Top Performers with CGPA

1-3116247-2077394
ANJUMANARA KHATUN
075538 of 2020-2021
Q
8.27-CGPA

2-3116247-2077396
ANKITA MONDAL
075884 of 2020-2021
Q
8.03-CGPA

3-3116247-2077398
ARADHANA SAHA
075539 of 2020-2021
Q
7.96- CGPA

5.Recommendations and Action Plans:

A- Proposed strategies to address identified weaknesses.

- 1. Subject-specific tutoring and support:** Provide additional tutoring or support sessions for subjects with high failure rates, such as Philosophy (PHI) and Sanskrit (SAN), to help struggling students grasp the material better.
- 2. Teacher training and development:** Offer professional development opportunities for faculty members to enhance teaching methods and strategies, particularly in subjects where failure rates are high.
- 3. Student mentorship programs:** Establish mentorship programs where successful students can mentor those who are struggling, providing guidance and support tailored to individual needs.
- 4. Early intervention and academic counseling:** Implement a system for early identification of students at risk of failing and provide them with academic counseling and support services to address their challenges.
- 5. Remedial classes:** Offer remedial classes or workshops for students who are struggling in specific subjects, focusing on strengthening their foundational knowledge and skills.
- 6. Utilize peer-to-peer learning:** Encourage collaborative learning among students by organizing study groups or peer tutoring sessions, allowing them to learn from each other and reinforce their understanding of course material.
- 7. Review and revise curriculum:** Regularly review and revise the curriculum to ensure it is up-to-date, relevant, and effectively structured to meet the needs of students, particularly in subjects with high failure rates.
- 8. Provide access to additional resources:** Ensure students have access to a wide range of learning resources, including textbooks, online materials, and academic journals, to support their studies and deepen their understanding of the subject matter.
- 9. Implement assessment strategies:** Use a variety of assessment methods, such as formative assessments, quizzes, and projects, to gauge student understanding and provide timely feedback for improvement.
- 10. Encourage student engagement:** Foster a positive and interactive learning environment by incorporating active learning techniques, class discussions, and hands-on activities to engage students more effectively in their studies.
- 11. Address language barriers:** Provide language support services for students whose first language is not the medium of instruction, particularly in subjects like English (ENG) where language proficiency may impact performance.

12. Monitor progress and outcomes: Regularly monitor student progress and academic outcomes to track the effectiveness of implemented strategies and make adjustments as needed to further improve student success rates.

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. Majority of students failed in one subject, with a smaller percentage failing in two subjects, and no reported failures in three or four subjects.
2. Failure rate in one subject is significantly high at 93%, while approximately 36.5% of students failed in two subjects.
3. No instances of students failing in three or four subjects, suggesting considerable improvement compared to failing in one or two subjects.
4. Analysis of failure rates in different subjects shows varying percentages, with Philosophy (PHI) having the highest failure rate at 28.40% and History (HIS) having the lowest at 8.80%.
5. English (ENG) and Sanskrit (SAN) have relatively high failure rates above the overall average.
6. Possible correlation with subject difficulty or teaching effectiveness is noted, suggesting closer attention to subjects with higher failure rates.
7. Consideration of student demographics and preferences may influence failure rates in certain subjects.
8. Strategies to address identified weaknesses include subject-specific tutoring, teacher training, and student mentorship programs.
9. Early intervention and academic counseling are recommended to support students at risk of failing.
10. Utilization of peer-to-peer learning and additional resources can enhance student engagement and understanding.
11. Curriculum review and revision are suggested to ensure relevance and effectiveness in addressing student needs.
12. Regular monitoring of student progress and outcomes is essential to track the effectiveness of implemented strategies and make necessary adjustments for improvement.

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