



Shree Rahul Education Society's (Regd.)

SHREE L. R. TIWARI DEGREE COLLEGE

(Arts | Commerce | Science)

UGC Recognition under sec 2(f) of the UGC Act 1956 |

Approved by Government of Maharashtra |

NAAC Accredited with CGPA-3.14 Grade "A" (1st Cycle) |

Affiliated to University of Mumbai |

College Code -1064 | ISO Certified 9001:2015 |

Hindi Linguistic Minority institution

To

The Principal,

Shree L. R. Tiwari Degree College of Arts, Commerce & Science

Subject: Submission of Department-wise Result Analysis for Odd Semester Examination (I/III/V) – Academic Year 2024-25

Respected Sir,

I am hereby submitting the department-wise result analysis of the students for the **Odd Semester Examinations (I/III/V)** conducted during the **Academic Year 2024-25**.

Kindly acknowledge the same at your earliest convenience.

Thank you for your attention and support.

Dr. Saeed Sawant

Exam Co-ordinator



Dr. Sanjay Mishra

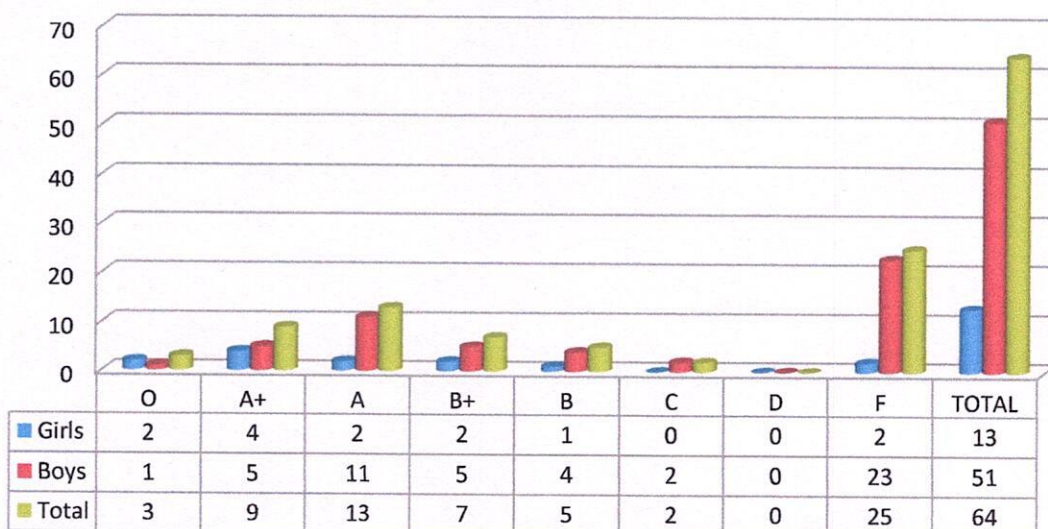
I/C Principal

Shree L. R. Tiwari Degree College of Arts, Comm. & Sci.
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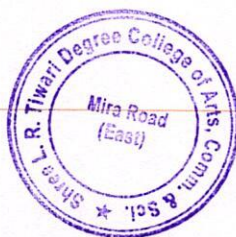
Bachelor of Science(Computer Science) Semester-III Result Analysis
for A.Y. 2024-2025
(October 2024)

Grade	Girls	Boys	Total
O	2	1	3
A+	4	5	9
A	2	11	13
B+	2	5	7
B	1	4	5
C	0	2	2
D	0	0	0
F	2	23	25
TOTAL	13	51	64

SYBSC CS SEM-III



Data Interpretation and Analysis:



1) Overview of Performance

- The total number of students is **64 (13 girls and 51 boys)**.
- **25 students (39.06%) failed**, a significant concern.
- **Only 3 students (4.69%) achieved an O grade**, indicating a low number of top achievers.
- **31 students (48.44%) scored in A+, A, or B+ categories**, showing a moderate number of high performers.
- **Few students scored in C (2 students)**, and **no students scored in D**, meaning struggling students tend to fail outright.

2) Grade-wise Distribution

- **High Performers:**
 - **3 students (4.69%) received an O grade** (2 girls, 1 boy).
 - **9 students (14.06%) received an A+ grade** (4 girls, 5 boys).
 - **13 students (20.31%) received an A grade** (2 girls, 11 boys).
- **Moderate Performers:**
 - **7 students (10.94%) received a B+ grade** (2 girls, 5 boys).
 - **5 students (7.81%) received a B grade** (1 girl, 4 boys).
- **Low Performers:**
 - **2 students (3.13%) received a C grade** (both boys).
 - **25 students (39.06%) failed (F grade)** (2 girls, 23 boys).
 - **No students scored in D grade**, suggesting those struggling fall directly into F.

3) Key Observations

- **Boys dominate in both high and low performance:**
 - Boys make up the majority of **A (11 boys, 2 girls)** and **F grades (23 boys, 2 girls)**.
 - This suggests a **wider performance gap** among boys, with many excelling while others fail.
- **Girls perform better in top categories:**
 - The ratio of girls to boys in **O and A+ grades is better compared to their overall number**.
 - **Girls have a much lower failure rate** than boys (only **2 girls failed** compared to **23 boys**).
- **The failure rate is alarmingly high (39.06%):**
 - This is nearly **40% of the total students**, indicating major academic struggles.
- **No middle-ground performance:**
 - **Few students scored in C (3.13%), and no students scored in D**.
 - This suggests that struggling students are not being supported enough before failing completely.



4) Areas of Concern

- **High Failure Rate:** Almost 40% of students failed, indicating a need for intervention.
- **Boys Struggle More:** Out of 25 failing students, 23 are boys, highlighting a gender disparity.
- **Few Top Achievers:** Only 3 students (4.69%) scored an O grade, showing a lack of academic excellence.
- **Missing Middle Ground:** The absence of D grades and low C grades suggests that students are either succeeding or completely failing.

5) Recommendations for Improvement

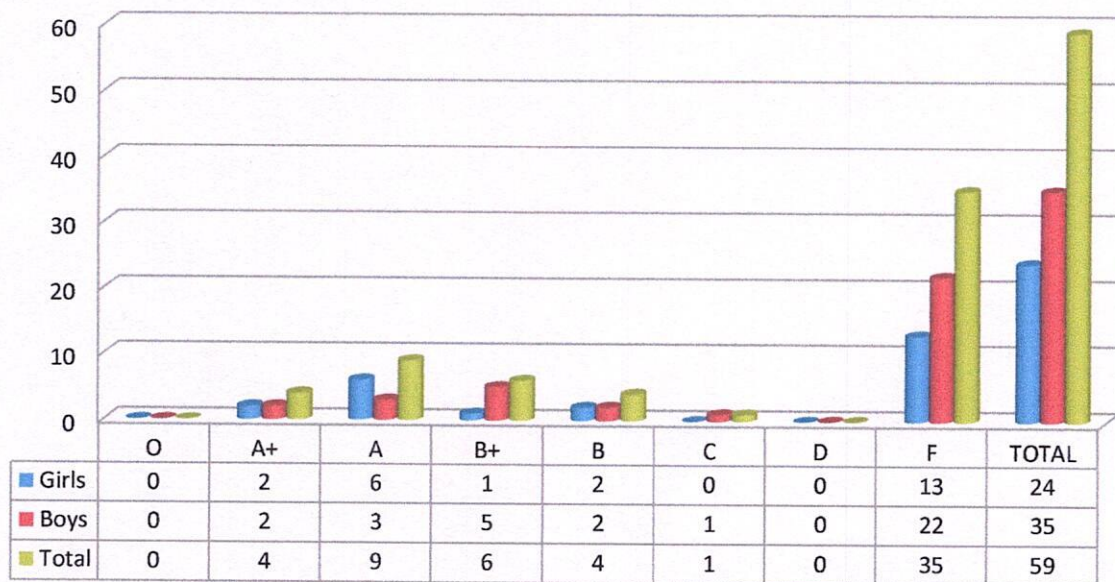
- **Intervention for Struggling Boys:** Since boys have a much higher failure rate, targeted tutoring, mentorship, and academic support should be introduced.
- **Early Identification of Weak Students:** Regular assessments and remedial programs can help prevent students from dropping directly into the F category.
- **Encourage Middle-Level Improvement:** Students scoring low should be guided towards achieving at least C or D grades instead of failing outright.
- **Enhancing Top Performance:** Programs to promote excellence, like peer mentoring, special assignments, and reward systems, should be implemented to increase O and A+ grades.
- **Balanced Teaching Strategies:** Since boys show extreme variation in performance (either high or failing), personalized learning approaches should be adopted.



Bachelor of Science(Data Science) Semester-III Result Analysis for A.Y. 2024-2025 (October 2024)

Grade	Girls	Boys	Total
O	0	0	0
A+	2	2	4
A	6	3	9
B+	1	5	6
B	2	2	4
C	0	1	1
D	0	0	0
F	13	22	35
TOTAL	24	35	59

SYBSC DS SEM-III



Data Interpretation and Analysis:

1) Overview of Performance

- **Total Students:** 59 (24 girls and 35 boys).
- **35 students (59.32%) failed**, which is a serious concern.
- **Only 4 students (6.78%) scored in the A+ category**, and **no student scored an O grade**, showing a lack of top performers.
- **19 students (32.2%) performed in A to B range**, indicating a small group of moderate performers.
- **1 student (1.69%) scored a C**, and **no students scored a D**.

2) Grade-wise Distribution

- **Top Performers:**
 - **A+ Grade:** 4 students (6.78%) (2 girls, 2 boys).
 - **A Grade:** 9 students (15.25%) (6 girls, 3 boys).
- **Moderate Performers:**
 - **B+ Grade:** 6 students (10.16%) (1 girl, 5 boys).
 - **B Grade:** 4 students (6.78%) (2 girls, 2 boys).
- **Low Performers:**
 - **C Grade:** 1 student (1.69%) (1 boy).
 - **D Grade:** 0 students (0%).
 - **F Grade:** 35 students (59.32%) (13 girls, 22 boys).

3) Key Observations

- **High Failure Rate:** More than half (59.32%) of the students failed.
- **No Outstanding Achievers:** No students received an O grade, suggesting a lack of academic excellence.
- **Boys Dominate Failure:** 22 out of 35 failing students are boys, highlighting a significant struggle.
- **Girls Perform Slightly Better in High Grades:**
 - Girls outperformed boys in the A category (6 girls vs. 3 boys).
 - However, girls also have a high failure rate (13 girls in F grade).

4) Areas of Concern

- **Zero O Grades:** This suggests a lack of students reaching the highest level of academic achievement.
- **Majority of Students Failing (59.32%):** The number of failing students is alarmingly high.
- **Low Representation in A+ and A Grades:** Only 13 students (22.03%) scored in these categories.



- **Boys Face More Challenges:** A high number of boys failed compared to girls, but girls still struggle with failures.

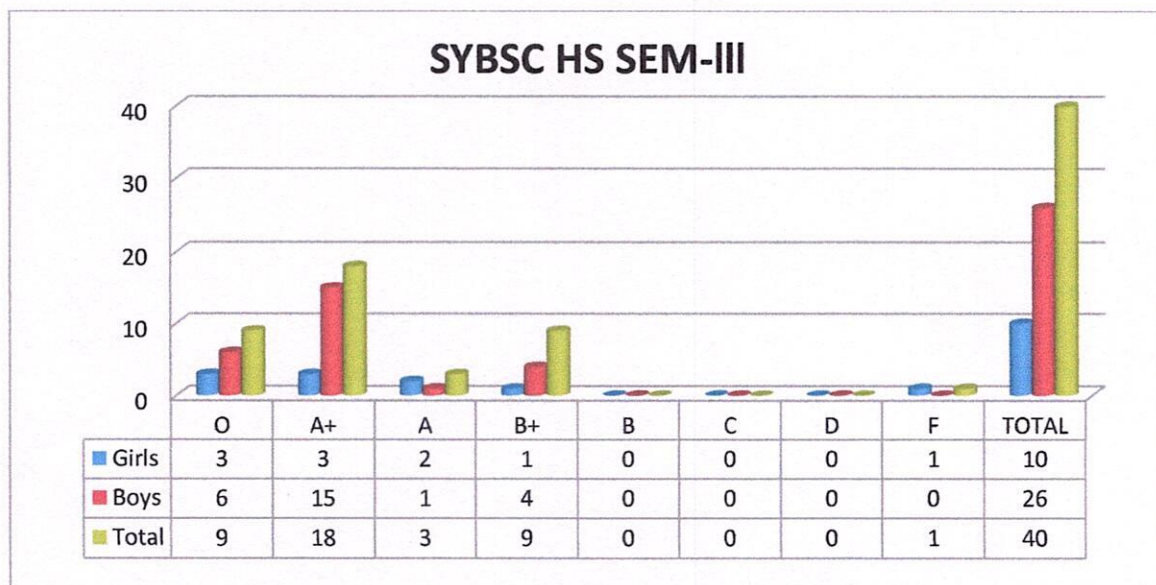
5) Recommendations for Improvement

- **Intensive Remedial Programs:** Since **59.32% of students failed**, extra coaching, tutoring, and targeted interventions are necessary.
- **Focus on Middle Achievers:** Students scoring in B and C should be encouraged and guided towards higher grades.
- **Address Gender-Specific Learning Gaps:** Boys need more structured academic support to improve their performance.
- **Enhance Top Performance:** Programs for excelling students, such as mentorship, peer learning, and rewards, should be introduced.
- **Regular Assessments and Early Interventions:** Identifying struggling students before they fail will help reduce the F grade percentage.



Bachelor of Science(Hospitality Studies) Semester-III Result Analysis for A.Y. 2024-2025 (October 2024)

Grade	Girls	Boys	Total
O	3	6	9
A+	3	15	18
A	2	1	3
B+	1	4	9
B	0	0	0
C	0	0	0
D	0	0	0
F	1	0	1
TOTAL	10	26	40



Data Interpretation and Analysis:

1) Overview of Performance

- The total number of students is 40 (10 girls and 26 boys).
- 27 students (67.5%) scored in the top two grades (O and A+), indicating strong overall performance.
- Only 1 student (2.5%) failed, which is a positive sign.
- No students scored in the B, C, or D categories, meaning performance is either excellent or very weak.



2) Grade-wise Distribution

- **High Performers:**
 - 9 students (22.5%) received an **O grade** (3 girls, 6 boys).
 - 18 students (45%) received an **A+ grade** (3 girls, 15 boys).
 - 3 students (7.5%) received an **A grade** (2 girls, 1 boy).
- **Moderate Performers:**
 - 9 students (22.5%) received a **B+ grade** (1 girl, 4 boys).
- **Low Performers:**
 - 1 student (2.5%) failed (**F grade**) (1 girl).
 - No students in **B, C, or D grades**, which indicates a gap in middle-level performance.

3) Key Observations

- Overall strong performance, with 67.5% of students in the top two grades (**O and A+**).
- Boys dominate in high performance:
 - 6 boys scored **O** vs. 3 girls.
 - 15 boys scored **A+** vs. 3 girls.
- Only 1 student failed, which is a very low failure rate (2.5%).
- No students scored in **B, C, or D grades**, suggesting that students either perform exceptionally well or are at risk of failing.

4) Areas of Concern

- **Middle-range performance is missing:** No students scored in **B, C, or D** categories, meaning students are either excelling or falling behind.
- **Gender Disparity in Performance:** Boys outperform girls significantly in **O and A+** grades.
- **Potential Risk for Hidden Weaknesses:** While failure rates are low, the absence of mid-range grades (**B, C, D**) suggests that students may be receiving higher grades due to external factors rather than a true distribution of ability.

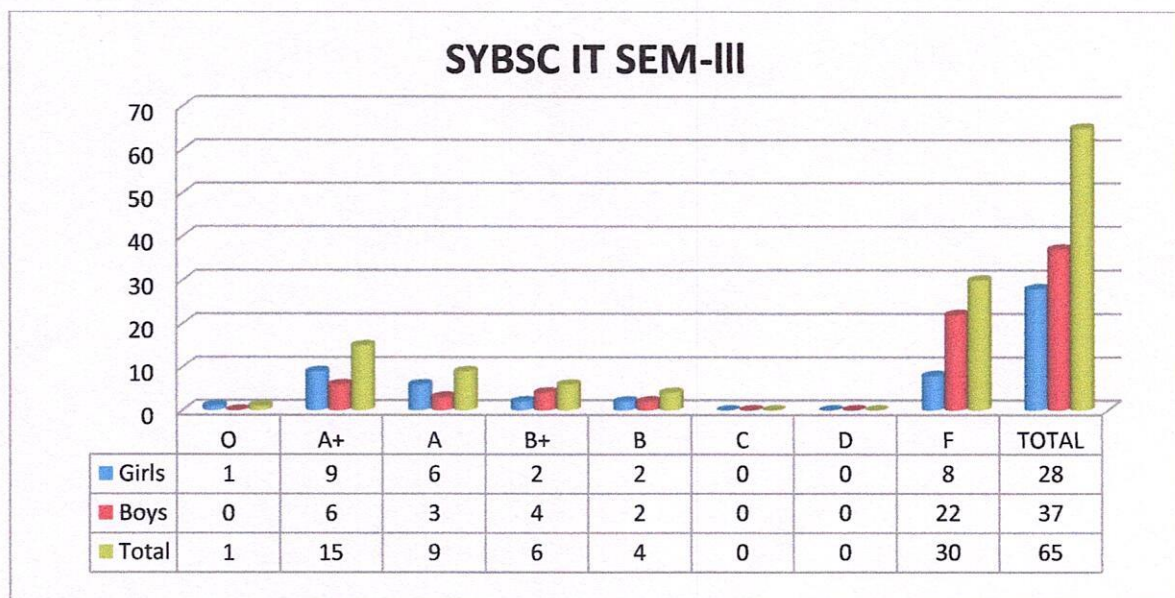
5) Recommendations for Improvement

- **Encourage a Broader Grade Distribution:** Adjust assessments to provide a more varied grading structure instead of clustering students in the top categories.
- **Address the Gender Gap:** Identify why fewer girls are scoring in **O and A+** and implement strategies to support their academic growth.
- **Monitor At-Risk Students:** The lack of **C and D** grades suggests that struggling students may not be recognized early enough—introducing progress tracking can help.
- **Enhance Critical Thinking Assignments:** Encourage more rigorous problem-solving and conceptual learning to differentiate performance levels.



Bachelor of Science(Information Technology) Semester-III Result
Analysis for A.Y. 2024-2025
(October 2024)

Grade	Girls	Boys	Total
O	1	0	1
A+	9	6	15
A	6	3	9
B+	2	4	6
B	2	2	4
C	0	0	0
D	0	0	0
F	8	22	30
TOTAL	28	37	65



Data Interpretation and Analysis:

1) Overview of Performance

- The total number of students is **65 (28 girls and 37 boys)**.
- **30 students (46.15%) failed (F grade)**, which is a significant concern.



- Only 1 student (1.54%) received an O grade, indicating very few top achievers.
- A+ and A grades together make up 24 students (36.92%), showing a fair number of high performers.
- There are no students in the C or D grade categories, meaning students are either excelling or failing.

2) Grade-wise Distribution

- **High Performers:**
 - 1 student (1.54%) received an O grade (1 girl).
 - 15 students (23.08%) received an A+ grade (9 girls, 6 boys).
 - 9 students (13.85%) received an A grade (6 girls, 3 boys).
- **Moderate Performers:**
 - 6 students (9.23%) received a B+ grade (2 girls, 4 boys).
 - 4 students (6.15%) received a B grade (2 girls, 2 boys).
- **Low Performers:**
 - 30 students (46.15%) failed (8 girls, 22 boys).
 - No students scored in the C or D range, meaning struggling students are falling directly into the failing category.

3) Key Observations

- Boys have a significantly higher failure rate (22 boys failed vs. 8 girls).
- Girls outperform boys in high grades (A+ and A), with 15 girls in these categories compared to 9 boys.
- A high percentage of students (46.15%) failed, which is a serious issue.
- There is no middle ground (C or D grades), meaning struggling students are not even reaching a pass mark.
- Only 1 student received an O grade, suggesting a lack of exceptional performance.

4) Areas of Concern

- The failure rate (46.15%) is extremely high, especially among boys.
- A strong performance gap exists between boys and girls, with girls performing better in top grades.
- Students who struggle seem to fail outright, with no representation in C or D grades.
- Very few students excel, with only 1 student getting an O grade.

5) Recommendations for Improvement

- **Intervention for At-Risk Students:** Special focus should be given to students at risk of failing, with personalized tutoring and remedial sessions.
- **Targeted Support for Boys:** Since boys have a much higher failure rate, mentorship programs and additional resources should be provided.

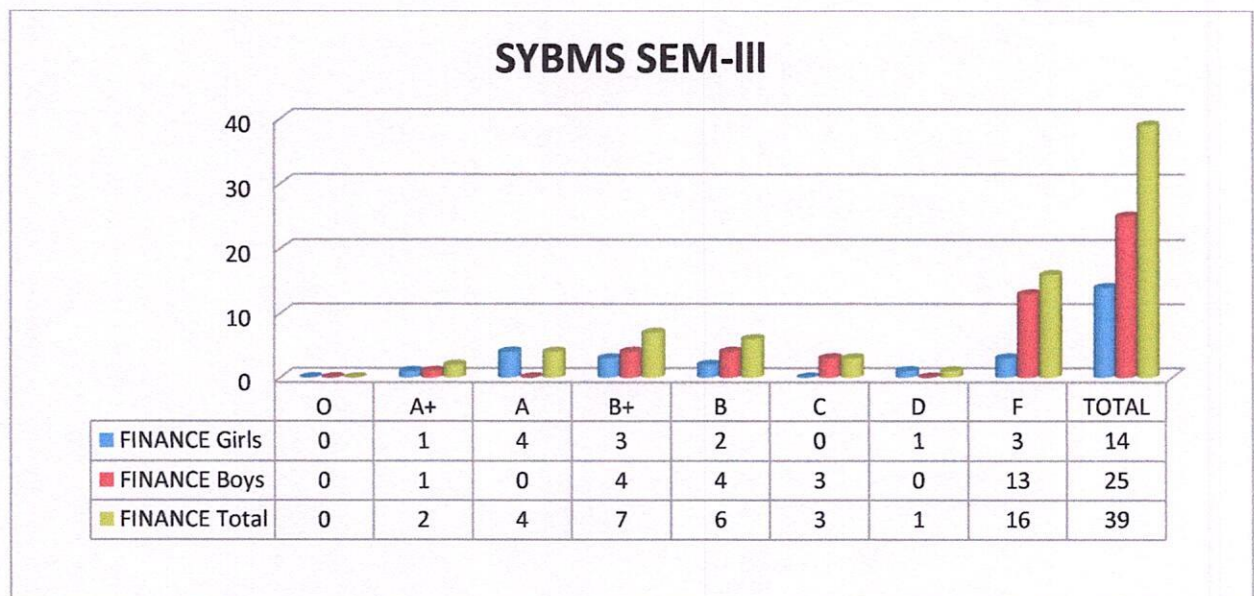


- **Bridging the Performance Gap:** Since no students scored in C or D, restructuring assessments and assignments to provide a gradual grading scale can help students improve without falling directly to failure.
- **Encouraging Excellence:** Since only 1 student achieved an O grade, promoting competitive learning, extra credit projects, and academic incentives could push more students to aim for top scores.
- **Early Identification of Weak Students:** Regular progress tracking can help teachers identify struggling students before they fail.



Bachelor of Management Studies Semester-III Result Analysis for A.Y. 2024-2025 (October 2024)

FINANCE			
Grade	Girls	Boys	Total
O	0	0	0
A+	1	1	2
A	4	0	4
B+	3	4	7
B	2	4	6
C	0	3	3
D	1	0	1
F	3	13	16
TOTAL	14	25	39



Finance Data Interpretation and Analysis:

1) Overview of Performance

- The total number of students is 39 (14 girls and 25 boys).
- 16 students (41.03%) received an F grade, indicating a relatively high failure rate.
- Only 2 students (5.13%) achieved an A+ grade, showing very few top performers.



- The majority of students fall into the **B+, B, and C range**, indicating an average performance.

2) Grade-wise Distribution

- **High Performers:** Only 6 students (15.38%) scored A+ or A.
 - 1 girl and 1 boy received an A+.
 - 4 girls received an A, while no boys secured this grade.
- **Moderate Performers:**
 - 7 students (17.95%) scored B+ (3 girls, 4 boys).
 - 6 students (15.38%) scored B (2 girls, 4 boys).
 - 3 students (7.69%) got a C (all boys).
- **Low Performers:**
 - 1 student (2.56%) got a D (1 girl).
 - 16 students (41.03%) failed (3 girls, 13 boys).

3) Key Observations

- Boys have a higher failure rate (52%) compared to girls (21.4%).
- Girls outperformed boys in top grades, with 5 girls in A+ or A, while only 1 boy achieved A+.
- More boys (13) failed compared to girls (3), making up the majority of F grades.
- The highest number of students (7) are in B+, showing a concentration in mid-level performance.

4) Areas of Concern

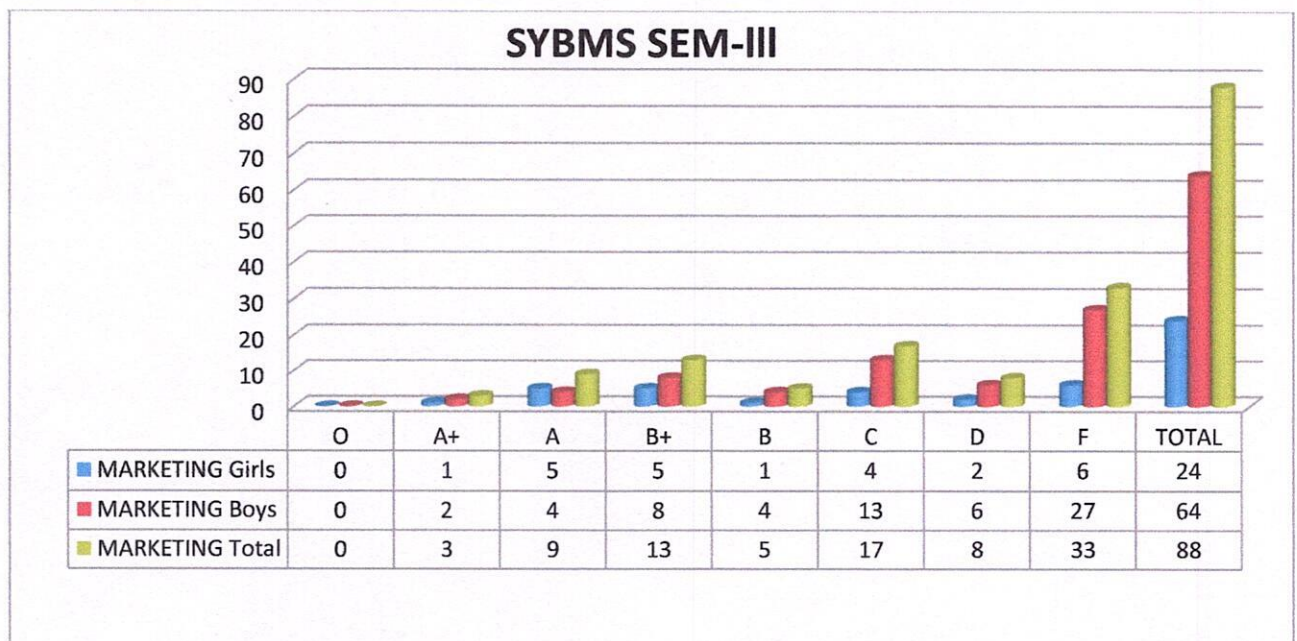
- The overall failure rate is high (41.03%), with boys failing at a much higher rate.
- Only 6 students (15.38%) scored A or A+, showing a lack of top performers.
- No students scored an O grade, indicating room for improvement in excellence.
- More boys are struggling, particularly in the lower grades (C, D, and F).

5) Recommendations for Improvement

- **Targeted Support for Boys:** Since boys have a higher failure rate, focus on additional support, mentoring, and study techniques.
- **Extra Coaching for Weak Students:** Implement remedial classes, especially for those at risk of failing.
- **Encourage High Achievers:** Recognize and motivate students scoring A+ and A to push for excellence.
- **Interactive Learning Strategies:** Use group studies, real-world financial case studies, and problem-solving sessions to improve engagement.
- **Frequent Assessments:** Conduct regular tests to track progress and identify struggling students early.



MARKETING			
Grade	Girls	Boys	Total
O	0	0	0
A+	1	2	3
A	5	4	9
B+	5	8	13
B	1	4	5
C	4	13	17
D	2	6	8
F	6	27	33
TOTAL	24	64	88



Marketing Data Interpretation and Analysis:

1) Overview of Performance

- The total number of students is **88 (24 girls and 64 boys)**.
- **33 students (37.5%)** received an **F grade**, indicating a high failure rate.
- Only **3 students (3.4%)** received an **A+**, showing a lack of top performers.



- A significant portion of students (17 students, 19.3%) are in the **C grade**, which is below average.
- The **majority of students are concentrated in B+, C, and F grades**, showing a wide performance gap.

2) Grade-wise Distribution

- **High Performers:**
 - Only **3 students (3.4%)** received **A+** (1 girl, 2 boys).
 - **9 students (10.2%)** received **A** (5 girls, 4 boys).
- **Moderate Performers:**
 - **13 students (14.8%)** received **B+** (5 girls, 8 boys).
 - **5 students (5.7%)** received **B** (1 girl, 4 boys).
 - **17 students (19.3%)** received **C** (4 girls, 13 boys).
- **Low Performers:**
 - **8 students (9.1%)** received **D** (2 girls, 6 boys).
 - **33 students (37.5%)** failed (6 girls, 27 boys).

3) Key Observations

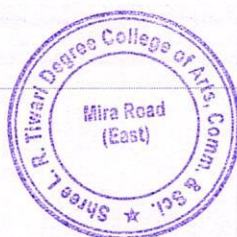
- Boys have a much higher failure rate (27 boys failed compared to 6 girls).
- Girls performed better in A and B+ grades (5 girls in A, 5 in B+), while boys dominate C, D, and F grades.
- C is the most common passing grade, suggesting that many students struggle to achieve higher scores.
- No students achieved an O grade, which highlights a lack of top academic performance.
- The percentage of failing students (37.5%) is concerning, with boys making up the majority of failures.

4) Areas of Concern

- The failure rate is significantly high (37.5%), especially among boys.
- Only 3 students (3.4%) achieved A+, showing a lack of excellence in performance.
- Many students (19.3%) are in the C category, which suggests below-average understanding.
- The gap between boys and girls is significant, with more boys struggling academically.

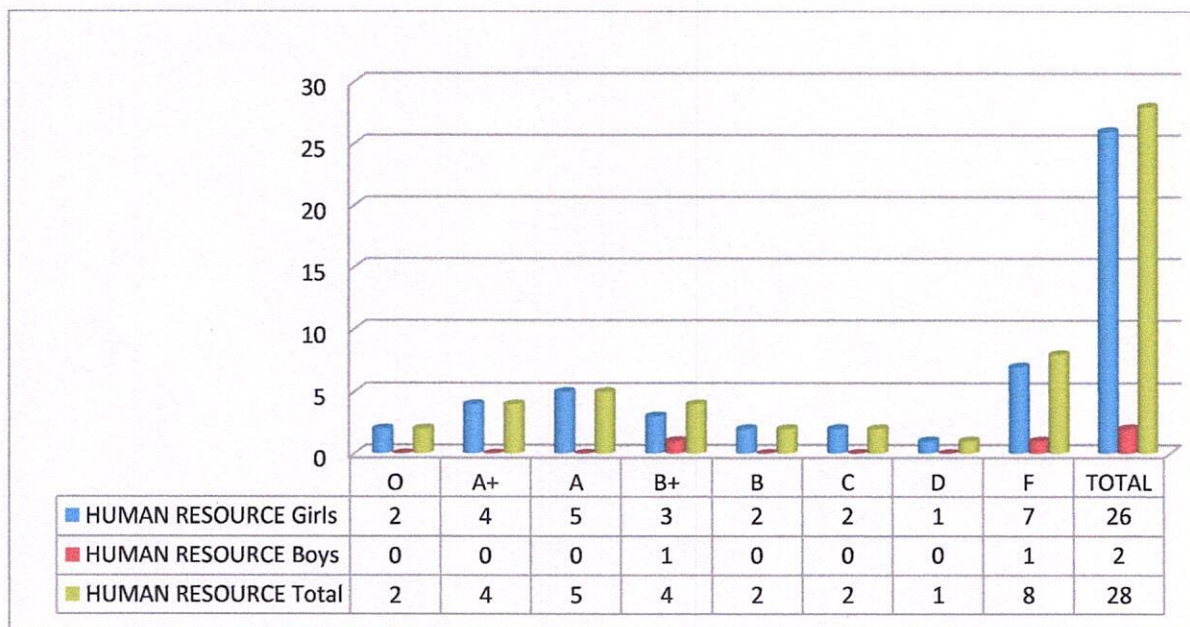
5) Recommendations for Improvement

- **Focused Remedial Support for Boys:** Since the failure rate is high among boys, provide extra academic support through tutoring, mentoring, and study groups.
- **Improve Student Engagement:** Use interactive learning methods such as case studies, marketing simulations, and real-world business projects to boost interest and comprehension.



- **Encourage High Achievers:** Recognize and reward students in the A+ and A categories to motivate others.
- **Intervention for C and D Students:** Provide additional resources and targeted improvement plans to push C and D students into higher grades.
- **Frequent Assessments and Feedback:** Conduct regular quizzes and progress checks to identify struggling students early and provide personalized support.

HUMAN RESOURCES			
Grade	Girls	Boys	Total
O	2	0	2
A+	4	0	4
A	5	0	5
B+	3	1	4
B	2	0	2
C	2	0	2
D	1	0	1
F	7	1	8
TOTAL	26	2	28



Human Resource Data Interpretation and Analysis:

1) Overview of Performance

- The total number of students is **28 (26 girls and 2 boys)**.
- **8 students (28.57%)** received an **F grade**, which is concerning but lower than in other subjects.
- **11 students (39.29%)** scored in the top two grades (**O and A+**), showing a strong performance overall.
- **Most students are concentrated in A, B+, and B grades**, with relatively fewer in the lower grades.

2) Grade-wise Distribution

- **High Performers:**
 - **2 students (7.14%)** received an **O grade** (both girls).
 - **4 students (14.29%)** received an **A+ grade** (all girls).
 - **5 students (17.86%)** received an **A grade** (all girls).
- **Moderate Performers:**
 - **4 students (14.29%)** received a **B+ grade** (3 girls, 1 boy).
 - **2 students (7.14%)** received a **B grade** (both girls).
 - **2 students (7.14%)** received a **C grade** (both girls).
- **Low Performers:**
 - **1 student (3.57%)** received a **D grade** (1 girl).
 - **8 students (28.57%)** failed (7 girls, 1 boy).

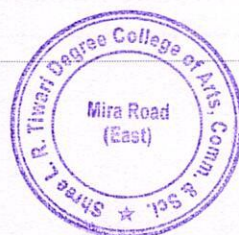
3) Key Observations

- **Girls significantly outperform boys:** The majority of high scorers (O, A+, A) are girls, while boys are mostly in lower grades.
- **There is a strong concentration of students in high grades**, unlike in other subjects where failure rates are much higher.
- **The failure rate (28.57%) is still a concern**, though better than in Finance and Marketing.
- **Boys seem to struggle**, with only **2 male students present** and **one failing**.

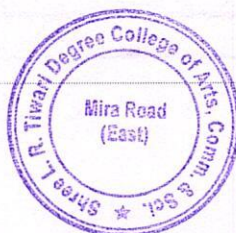
4) Areas of Concern

- **The failure rate (28.57%) is still significant**, and **7 out of 26 girls failed**, showing that some students still struggle.
- **Only 2 boys are enrolled in this subject**, which limits performance comparison.
- **More than 60% of the class scored above a B grade**, but targeted efforts are needed to bring up the lower-scoring students.

5) Recommendations for Improvement

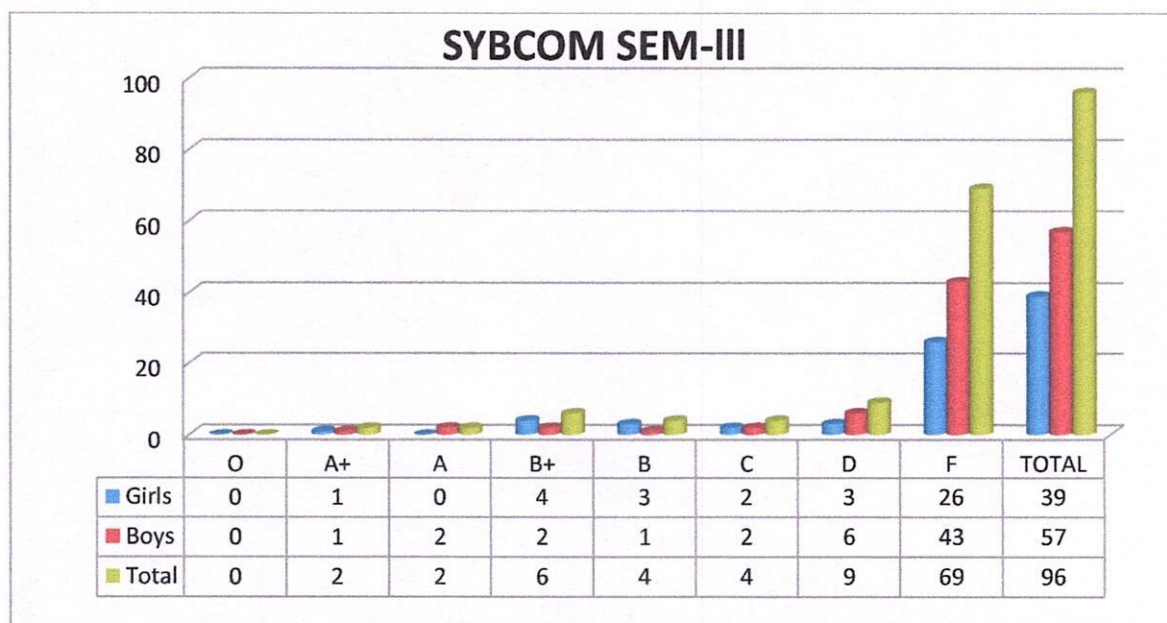


- **Support for Failing Students:** Provide additional tutoring and mentoring for those in the F and D categories.
- **Encourage Male Participation:** With only 2 boys in the subject, efforts should be made to encourage more balanced gender representation.
- **Utilize Strong Performers:** Leverage the high achievers (O, A+, A) to mentor and support weaker students.
- **Regular Performance Tracking:** Implement frequent assessments to identify struggling students early.
- **Enhance Practical Learning:** Since Human Resources involves case studies and real-world applications, interactive activities can improve understanding and engagement.



Bachelor of Commerce Semester-III Result Analysis for A.Y. 2024-2025 **(October 2024)**

Grade	Girls	Boys	Total
O	0	0	0
A+	1	1	2
A	0	2	2
B+	4	2	6
B	3	1	4
C	2	2	4
D	3	6	9
F	26	43	69
TOTAL	39	57	96



Data Interpretation and Analysis:

1. Overview of Performance

- **Total Students Appeared: 96**
 - **Girls: 39**
 - **Boys: 57**



- **Pass Percentage:**
 - Students who passed (Grades O to D): 27
 - Students who failed (Grade F): 69
 - **Pass Rate: 28.13%**
 - **Fail Rate: 71.88%**

2. Grade-wise Distribution

- O grade (Top performance): No students achieved the "O" grade.
- A+ grade: Only 1 girl and 1 boy, making a total of 2 students.
- A grade: 1 boy and no girls, totalling 2 students.
- B+ grade: 4 girls and 2 boys, totalling 6 students.
- B grade: 3 girls and 1 boy, totalling 4 students.
- C grade: 2 girls and 2 boys, totalling 4 students.
- D grade: 3 girls and 6 boys, totalling 9 students.
- F grade (Failing): 26 girls and 43 boys, totalling 69 students.

In total, there are 96 students, with 39 girls and 57 boys. The majority of students (69 out of 96) are in the "F" grade, indicating a high failure rate.

3. Key Observations

1. **High Failure Rate:**
 - A significant **71.88%** of students failed (69 out of 96).
 - Boys (43) had a higher failure count than girls (26).
2. **Low Number of Top Performers:**
 - Only **2 students (2.08%)** scored A+.
 - No student achieved the **O (Outstanding)** grade.
3. **Gender Performance Comparison:**
 - The pass percentage for **girls (33.33%)** is higher than that for **boys (24.56%)**.
 - **Boys** have a higher count in failing (43) compared to **girls (26)**.
 - **Girls performed better in mid-range grades (B+ and B).**
4. **Concentration in Lower Grades:**
 - The majority of students (69) are in the **F (Fail)** category.
 - Very few students (8.33%) achieved grades above B+.

4. Areas of Concern

- **Overall Poor Performance:** The pass rate is very low, indicating possible difficulties in course content, teaching methods, or exam difficulty.
- **Gender Disparity in Failures:** Boys have a significantly higher failure rate than girls.
- **Need for Improvement in Higher Grades:** No student scored **Outstanding (O)**, and very few got A+ or A.



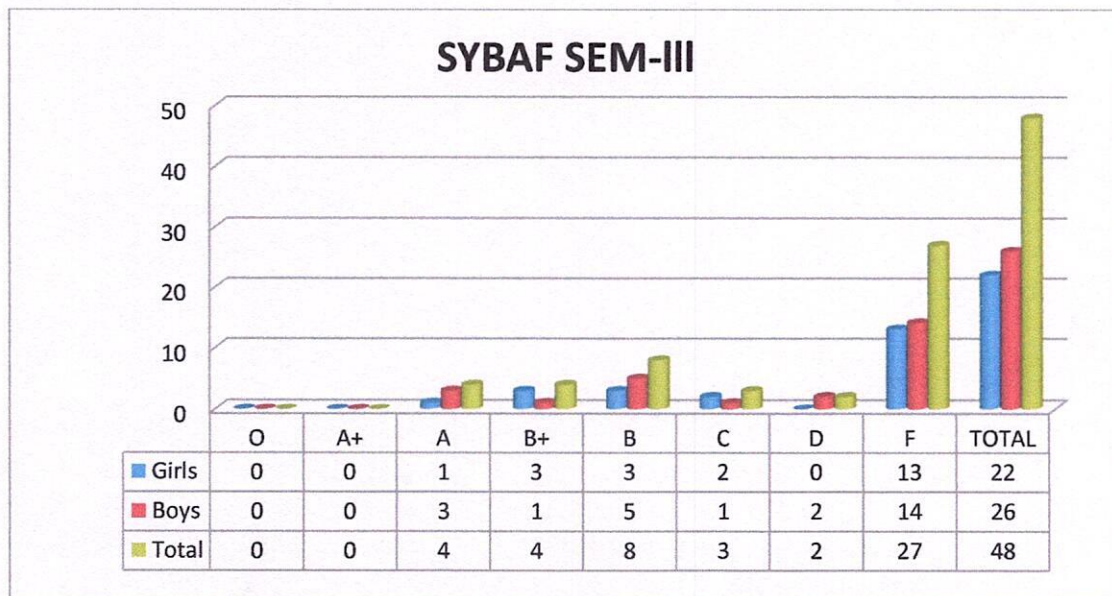
5. Recommendations for Improvement

- **Academic Support Programs:** Organize remedial classes, mentorship, or peer-learning groups for students at risk of failing.
- **Exam Preparation Strategies:** Provide guidance on effective study techniques and mock exams.
- **Teacher-Student Engagement:** Identify weak areas in the curriculum and focus on better teaching approaches.
- **Motivational and Counseling Support:** Address stress and confidence issues among students, particularly boys who showed a higher failure rate.



Bachelor of Commerce(Accounting and Finance) Semester-III Result Analysis for
A.Y. 2024-2025
(October 2024)

Grade	Girls	Boys	Total
O	0	0	0
A+	0	0	0
A	1	3	4
B+	3	1	4
B	3	5	8
C	2	1	3
D	0	2	2
F	13	14	27
TOTAL	22	26	48



Data Interpretation and Analysis:

1) Overview of Performance

- The total number of students is **48** (22 girls and 26 boys).
- A significant number of students (**27 out of 48**) have received an **F grade**, indicating a failure rate of **56.25%**.
- Very few students have scored high grades; no students received **O** or **A+**.



2) Grade-wise Distribution

- Only 4 students (8.33%) received an **A grade**.
- 4 students (8.33%) received a **B+ grade**.
- 8 students (16.67%) secured a **B grade**, showing a moderate performance.
- 3 students (6.25%) got a **C grade**, and 2 students (4.17%) got a **D grade**.
- The highest number of students (27 out of 48) received an **F grade**, showing a very high failure rate.

3) Key Observations

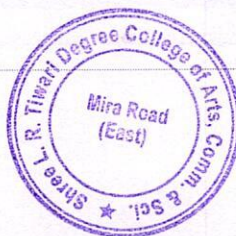
- More boys (26) than girls (22) participated in the assessment.
- The failure rate is high in both genders (13 girls and 14 boys failed).
- A very small number of students achieved top grades (A and B+).
- Boys performed slightly better than girls in higher grades (e.g., more boys in A and B).

4) Areas of Concern

- The **high failure rate (56.25%)** suggests significant learning gaps.
- The **lack of top-performing students** (No O or A+ grades) indicates poor overall performance.
- Girls have a **higher failure rate percentage-wise (59.09%)** compared to boys (53.85%).
- The **low number of students in A and B+ grades** suggests a need for better academic support.

5) Recommendations for Improvement

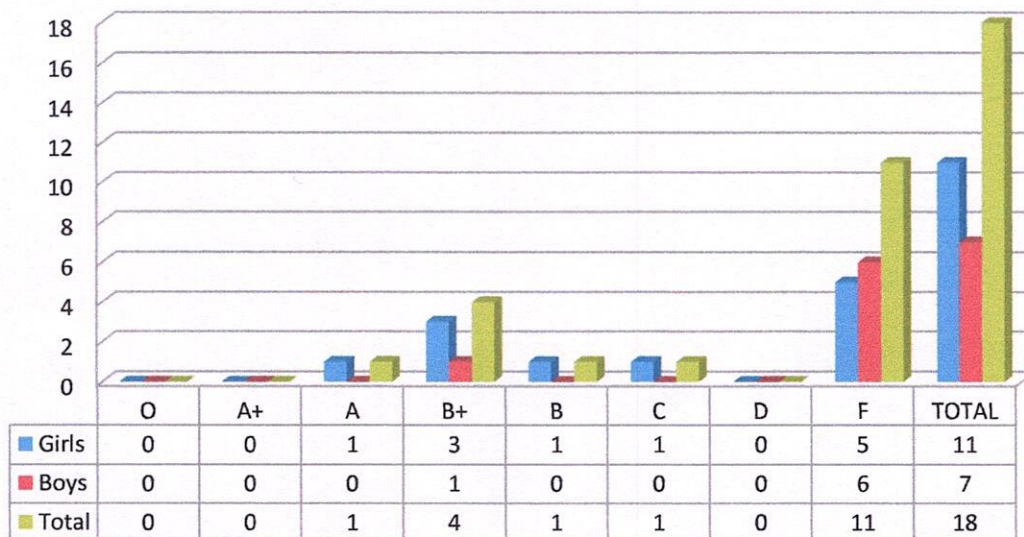
- **Remedial Classes:** Organize extra classes for students struggling with their subjects.
- **Personalized Tutoring:** Provide targeted support for weak students.
- **Regular Assessments:** Conduct periodic tests to track progress and address issues early.
- **Encourage Good Performers:** Motivate students by recognizing and rewarding good performance.
- **Interactive Learning Methods:** Introduce engaging learning techniques like group discussions, projects, and digital learning.
- **Teacher Training:** Equip teachers with modern teaching methods to enhance student engagement.



Bachelor of Commerce(Banking & Insurance)Semester-III Result Analysis for
A.Y. 2024-2025
(October 2024)

Grade	Girls	Boys	Total
O	0	0	0
A+	0	0	0
A	1	0	1
B+	3	1	4
B	1	0	1
C	1	0	1
D	0	0	0
F	5	6	11
TOTAL	11	7	18

SYBBI SEM-III



Data Interpretation and Analysis:

1. Overview of Performance

- **Total Students Appeared: 18**
 - **Girls: 11**
 - **Boys: 7**
- **Pass Percentage:**
 - Students who passed (Grades O to D): **7**
 - Students who failed (Grade F): **11**
 - **Pass Rate: 38.89%**
 - **Fail Rate: 61.11%**

2. Grade-wise Distribution

- **O (Outstanding):** No students achieved this grade, so the percentage is 0%.
- **A+ (Excellent):** No students achieved this grade, so the percentage is 0%.
- **A (Very Good):** 1 girl achieved this grade, making up 5.56% of the total.
- **B+ (Good):** 3 girls and 1 boy achieved this grade, making up 22.22% of the total.
- **B (Above Average):** 1 girl achieved this grade, making up 5.56% of the total.
- **C (Average):** 1 girl achieved this grade, making up 5.56% of the total.
- **D (Pass):** No students achieved this grade, so the percentage is 0%.
- **F (Fail):** 5 girls and 6 boys achieved this grade, making up 61.11% of the total.

3. Key Observations

1. **High Failure Rate (61.11%)**
 - Out of 18 students, 11 have failed.
 - **More boys (6) failed compared to girls (5).**
2. **No Students in Top Grades (O & A+)**
 - No one achieved **Outstanding (O)** or **Excellent (A+)** grades.
 - Only **one student** secured an **A grade (Very Good)**, and it was a girl.
3. **Gender Performance Comparison**
 - **Girls (6 out of 11) had a higher pass rate (54.55%) compared to boys (14.29%, 1 out of 7).**
 - **More boys failed (6 out of 7) compared to girls (5 out of 11).**
4. **Mid-range Performance (B+ to C)**
 - Most passing students are in the **B+ and B grades (27.78%)**, showing that only a few students achieved above-average marks.
 - Only **one student scored a C grade (5.56%)**.

4. Areas of Concern

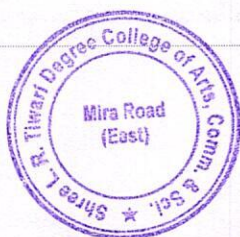
- **Overall Poor Performance:** More than 60% of students failed, indicating academic challenges.



- **Lack of High Achievers:** No student scored **O or A+ grades**, showing a need for improvement in excellence.
- **Boys' Performance Needs Attention:** Only **one boy passed**, while the rest (6) failed.

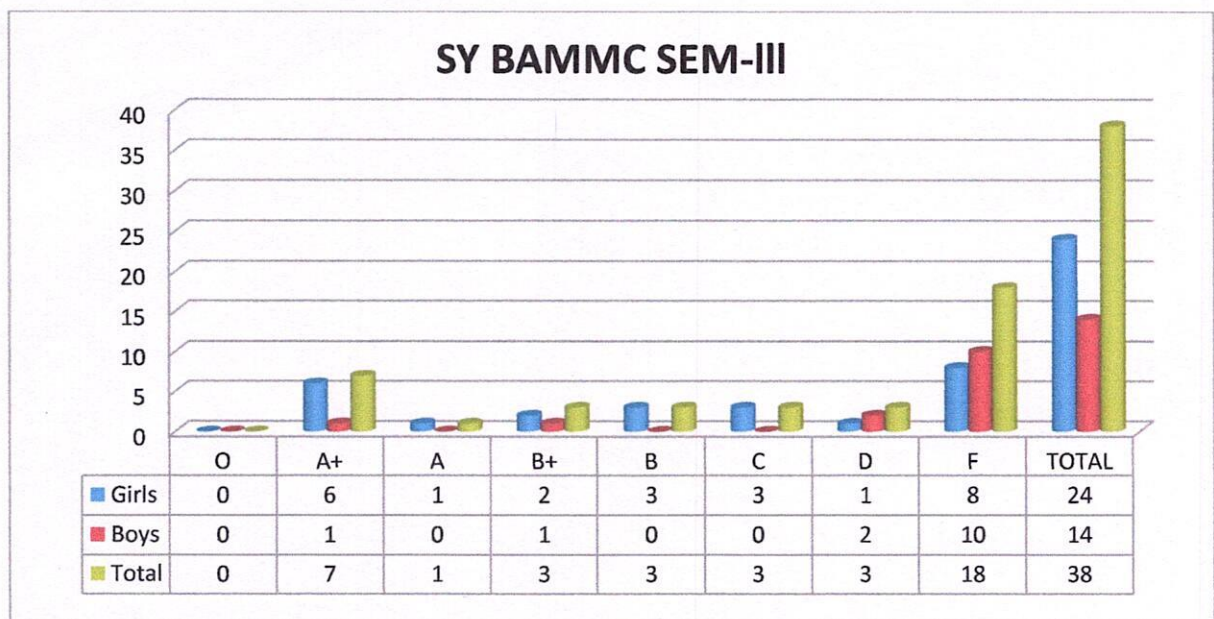
5. Recommendations for Improvement

- **Targeted Remedial Coaching:** Special classes for students struggling with key subjects.
- **Exam Strategy Sessions:** Help students with time management and better understanding of exam patterns.
- **Individual Mentorship:** Personal counseling, especially for boys, to boost performance.
- **Encouraging High Achievers:** Focus on pushing mid-range students (B+, B, C) towards A and O grades.



Bachelor of Arts (Multimedia and Mass Communication) Semester-III Result
Analysis for A.Y. 2024-2025
(October 2024)

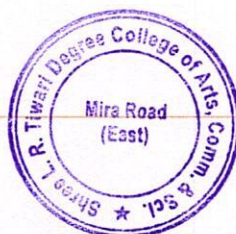
Grade	Girls	Boys	Total
O	0	0	0
A+	6	1	7
A	1	0	1
B+	2	1	3
B	3	0	3
C	3	0	3
D	1	2	3
F	8	10	18
TOTAL	24	14	38



Data Interpretation and Analysis:

1) Overview of Performance

The table represents the distribution of grades among **38 students (24 girls, 14 boys)**. It categorizes students based on their performance across different grades.



2) Grade-wise Distribution

- **Highest Grade (O):** No students achieved the top grade.
- **Excellent (A+ & A):** 7 students scored A+ (6 girls, 1 boy), and only 1 student (girl) scored A.
- **Above Average (B+ & B):** A total of 6 students (5 girls, 1 boy) fall into this category.
- **Average (C & D):** 6 students are in this category, with more girls than boys.
- **Failing Grade (F):** 18 students (47% of total students) failed, with 8 girls and 10 boys.

3) Key Observations

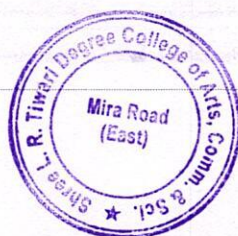
- **Girls perform better overall:** More girls have high grades (A+ and A) compared to boys.
- **Boys struggle more with lower grades:** 10 out of 14 boys (71%) scored F, compared to 8 out of 24 girls (33%).
- **Fail rate is high:** Nearly half of the students (47%) failed.
- **No one achieved the highest grade (O),** indicating room for improvement at the top level.

4) Areas of Concern

- **High failure rate (F grade):** 18 students failing is a serious concern.
- **Boys' performance:** They have fewer students in higher grades and more in the failing category.
- **Lack of top scorers:** No student has achieved an O grade, showing a lack of exceptional performance.

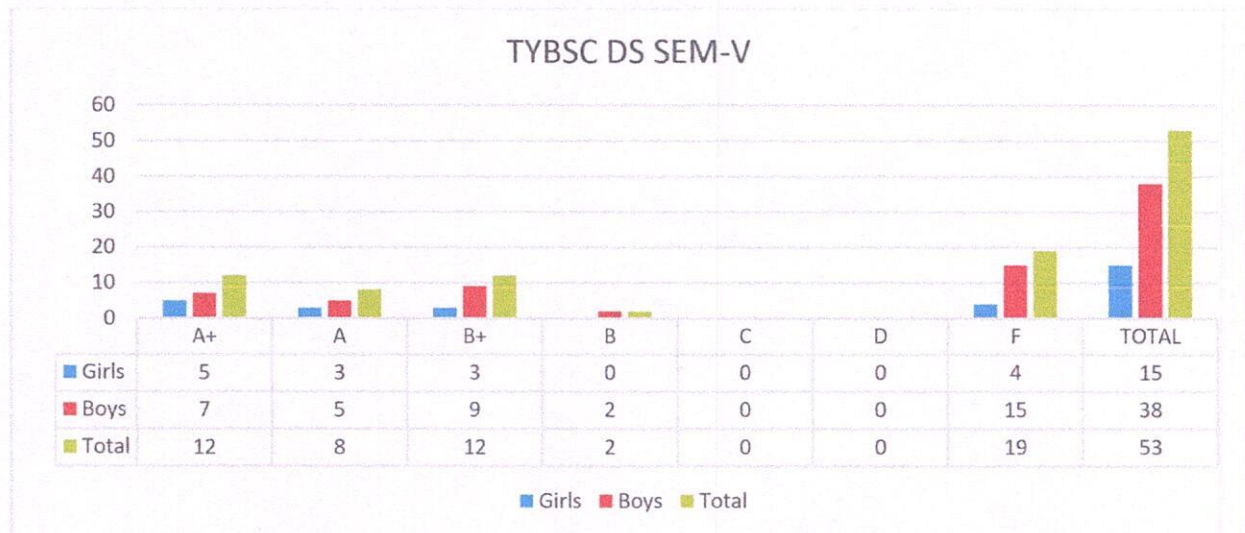
5) Recommendations for Improvement

1. **Targeted Remedial Programs:** Special classes for **failing students** to improve their understanding.
2. **Boys' Performance Improvement:** Additional guidance and mentorship programs for boys.
3. **Encouraging High Performers:** Implementing **extra coaching** or **advanced learning sessions** to help students achieve top grades.
4. **Personalized Learning Approach:** Identifying students' weak areas and **providing individual support**.
5. **Parental Involvement:** Engaging parents to support students' learning at home.



Bachelor of Science(Data Science) Semester-V Result Analysis for A.Y. 2024-2025
(Nov 2024)

Grade	Girls	Boys	Total
O	0	0	0
A+	5	7	12
A	3	5	8
B+	3	9	12
B	0	2	2
C	0	0	0
D	0	0	0
F	4	15	19
TOTAL	15	38	53



Data Interpretation and Analysis:

1) Overview of Performance:

The total number of students is 53 (15 girls and 38 boys). The grade distribution reveals a mix of high and low performers, with a substantial number of students (19 in total) failing the course. This accounts for approximately 36% of the class. On a positive note, 20 students (12 in A+ and A grades) are performing well. However, the failure rate remains a significant concern.



2) Grade-wise Distribution:

- **Grade O:** No students received this grade.
- **Grade A+:** 5 girls and 7 boys received an A+ grade, totalling 12 students.
- **Grade A:** 3 girls and 5 boys received an A grade, totalling 8 students.
- **Grade B+:** 3 girls and 9 boys received a B+ grade, totalling 12 students.
- **Grade B:** 0 girls and 2 boys received a B grade, totalling 2 students.
- **Grade C:** No students received this grade.
- **Grade D:** No students received this grade.
- **Grade F:** 4 girls and 15 boys received an F grade, totalling 19 students.

3) Key Observations:

- **Gender Distribution:** There are 15 girls and 38 boys in total. While girls are slightly better represented in the top grades (A+ and A), boys make up a larger proportion of the failing students (15 boys vs. 4 girls). This highlights a significant gender gap, with more boys struggling to pass.
- **High Performers:** A total of 12 students (5 girls and 7 boys) received an A+ grade, and 8 students (3 girls and 5 boys) received an A grade. This shows that a portion of the class is performing well at the highest levels.
- **Moderate Performers:** 12 students (3 girls and 9 boys) received a B+ grade, and 2 students (both boys) received a B grade. This suggests that a decent number of students are performing moderately well.
- **Low Performers:** 19 students (4 girls and 15 boys) received an F grade, which is a significant portion of the class (36%). This failure rate is concerning and needs to be addressed to ensure better academic outcomes.

4) Areas of Concern:

- **High Failure Rate:** The failure rate of 36% (19 students) is a major concern. A large number of students are not passing the course, which suggests that the material might be challenging or that additional academic support is needed.
- **Gender Disparity in Failure:** Boys make up the majority of the failing students (15 boys vs. 4 girls). This points to a potential gender-based performance gap. It could be beneficial to explore the reasons why boys are failing at a higher rate and to tailor support strategies accordingly.
- **Lack of Middle Grades (C/D):** There are no students in the C or D grade ranges, indicating that the class performance is polarized—either students are excelling or failing.



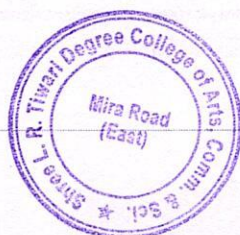
This gap suggests that there may be a need to better engage students who are on the border of passing and failing.

- **Limited Representation in Top Grades:** Although there are some students performing well (A+ and A), the number of students in these grades is still relatively small, accounting for about 37% of the class. This indicates that while some students excel, the majority of the class is either performing at a moderate level or failing.

5) Recommendations for Improvement:

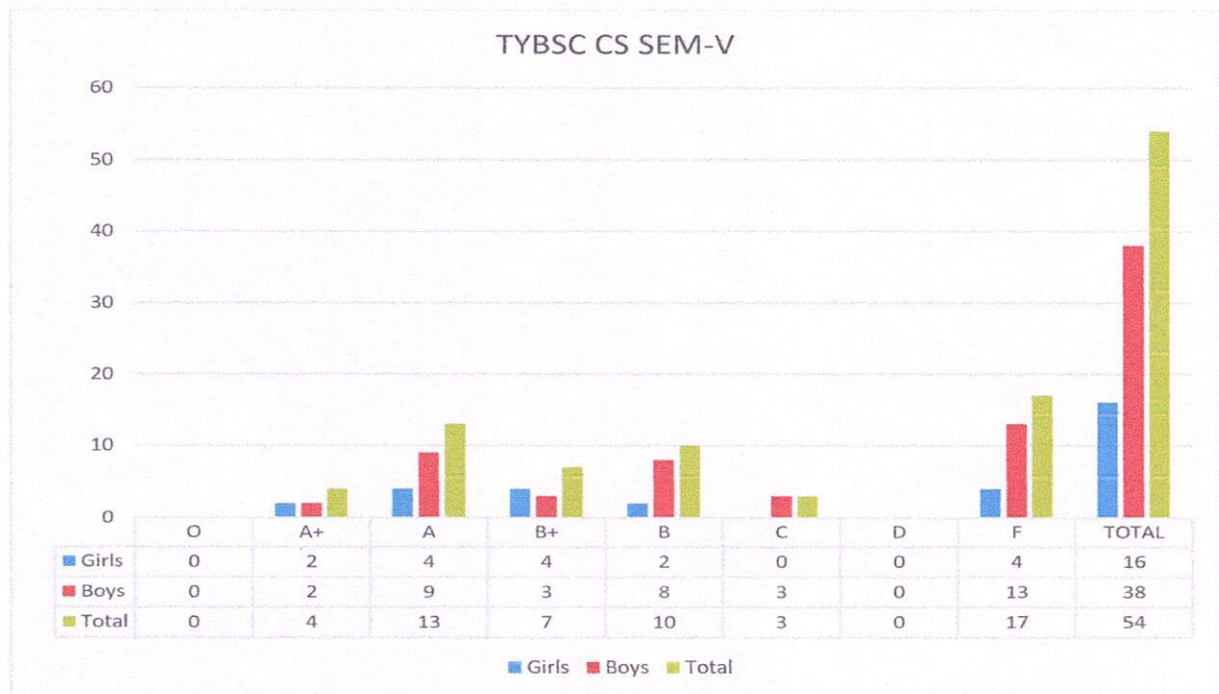
- **Targeted Support for Failing Students:** The 19 students who failed the course should be given immediate attention. This could include extra tutoring sessions, study groups, or one-on-one support to address their academic challenges. It's important to identify the reasons behind their struggles—whether it's a lack of understanding, low motivation, or difficulty with the course material—and address these issues directly.
- **Gender-Specific Interventions:** Given the higher failure rate among boys, it may be beneficial to explore why boys are struggling more than girls. Gender-specific support mechanisms, such as mentoring, tailored learning methods, or group discussions, could help increase engagement and improve performance among male students.
- **Increase Challenge for High Performers:** The 20 students who performed well (A+ and A) could be further challenged with advanced material, projects, or enrichment opportunities to keep them engaged and push them to perform even better. These students should be encouraged to continue excelling while providing them with opportunities for deeper learning.
- **Engage Borderline Performers:** Since there are no students in the middle-grade categories (C/D), there is a need to address the gap between high and low performers. Consider implementing a support system for students who are struggling to stay above the failing grade threshold. Peer tutoring, additional assignments, or regular review sessions could help bridge this gap.
- **Increase Engagement and Motivation:** With a large percentage of students failing, it's crucial to increase engagement and motivation across the class. This could involve more interactive lessons, real-world applications of the course content, or gamified learning techniques that could make the material more interesting and accessible.

By addressing the failure rate, gender disparities, and lack of middle-range performers, it is possible to improve overall performance in the class. Providing tailored support to those who need it while continuing to challenge top performers will help ensure better academic outcomes for all students.



Bachelor of Science(Computer Science) Semester-V Result Analysis for
A.Y. 2024-2025 Nov-
2024

Grade	Girls	Boys	Total
O	0	0	0
A+	2	2	4
A	4	9	13
B+	4	3	7
B	2	8	10
C	0	3	3
D	0	0	0
F	4	13	17
TOTAL	16	38	54



Data Interpretation and Analysis:

1) Overview of Performance:

The total number of students is 54 (16 girls and 38 boys). The grade distribution shows that there is a mix of high and low performers, but a notable portion of students are struggling, with 17 students (4 girls and 13 boys) receiving an "F" grade. This represents around 31% of the class, which is a significant portion. On the positive side, there are 17 students (4 in A+ and 13 in A) who achieved higher grades, indicating that some students are performing well.

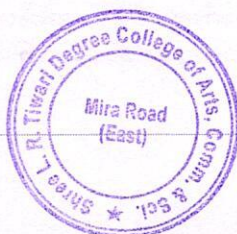
2) Grade-wise Distribution:

- **Grade O:** No students received this grade.
 - **Grade A+:** 2 girls and 2 boys received an A+ grade, totalling 4 students.
 - **Grade A:** 4 girls and 9 boys received an A grade, totalling 13 students.
 - **Grade B+:** 4 girls and 3 boys received a B+ grade, totalling 7 students.
 - **Grade B:** 2 girls and 8 boys received a B grade, totalling 10 students.
 - **Grade C:** 0 girls and 3 boys received a C grade, totalling 3 students.
 - **Grade D:** No students received this grade.
 - **Grade F:** 4 girls and 13 boys received an F grade, totalling 17 students.
- ### 3) Key Observations:

- **Gender Distribution:** Out of the 54 students, 16 are girls and 38 are boys. While more boys are in the class, girls are slightly more represented in the higher grades (A+ and A). However, boys make up a larger portion of the failing students.
- **High Performers:** 4 students (2 girls and 2 boys) received an A+ grade, and 13 students (4 girls and 9 boys) received an A grade. These 17 students represent about 31% of the class and are performing well.
- **Moderate Performers:** There are 7 students (4 girls and 3 boys) in the B+ category and 10 students (2 girls and 8 boys) in the B category. This shows that a moderate portion of the class is performing at an average or above-average level.
- **Low Performers:** 17 students (4 girls and 13 boys) received an F grade, representing about 31% of the class. This is a concerning figure, and indicates a significant portion of students is struggling.

4) Areas of Concern:

- **High Failure Rate:** The 17 students who failed the course (about 31% of the class) is a significant concern. The failure rate is high, especially considering that there are 54 students in total. Addressing the needs of these students should be a priority to reduce the failure rate.

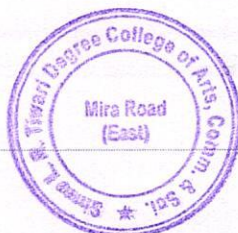


- **Gender Disparity in Performance:** There is a significant gender gap in the failure rate. While 4 girls failed, a much larger number of boys (13 boys) failed. This suggests that there might be specific challenges boys are facing, such as lower engagement or difficulties with the course material.
- **No Students in Middle Grades (C/D):** The absence of students in the C and D grade ranges indicates that students either performed well or failed, with few students performing at an average level. This suggests a large gap in performance and that additional support might be needed for students who are performing at a borderline level.

5) Recommendations for Improvement:

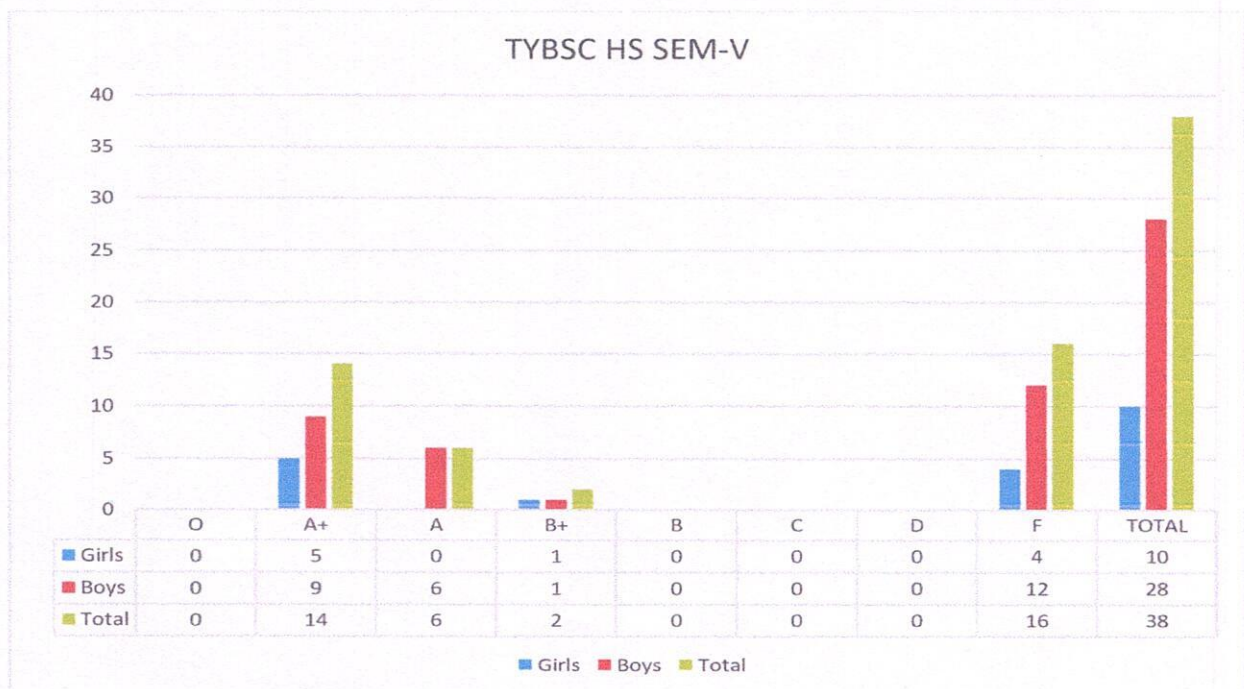
- **Focus on Supporting Failing Students:** The 17 students who failed need immediate academic intervention. Providing remedial support, extra tutoring, and more focused resources could help address the issues they are facing. Understanding the common challenges among the failing students will help tailor the support.
- **Gender-Specific Support:** The high failure rate among boys should be addressed by exploring if there are specific issues affecting male students. Offering tailored support, such as mentoring programs or increasing engagement through different teaching methods, could help improve their performance.
- **Increase Challenge for Top Performers:** While there are some high-performing students (A+ and A), the class could benefit from more challenging material for these students to ensure they stay engaged and continue excelling. Enrichment activities, advanced topics, or special projects might keep these students motivated and help them reach their full potential.
- **Bridge the Gap Between High and Low Performers:** The absence of students in the middle-grade categories (C and D) indicates a performance gap. Additional strategies might be needed to help students who are borderline performers to either improve their grades or avoid failure. A system of peer support or review sessions could help.
- **Encourage Active Learning:** To help improve engagement and reduce the failure rate, the course could adopt more interactive or hands-on learning strategies. Encouraging group work, discussions, and practical applications of the material could increase student engagement and understanding, potentially leading to better grades across the board.

By addressing the high failure rate, focusing on gender disparities, and ensuring that both top and struggling students receive the appropriate support, overall class performance can improve.



Bachelor of Science(Hospitality Studies) Semester-V Result Analysis for A.Y.
2024-2025
(Nov 2024)

Grade	Girls	Boys	Total
O	0	0	0
A+	5	9	14
A	0	6	6
B+	1	1	2
B	0	0	0
C	0	0	0
D	0	0	0
F	4	12	16
TOTAL	10	28	38



Data Interpretation and Analysis:



1) Overview of Performance:

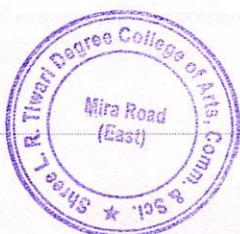
The total number of students is 38 (10 girls and 28 boys). The grade distribution reveals a high concentration of failing students (16 in total, which represents 42% of the class), alongside a smaller but notable number of students performing well (14 students received an A+). This indicates that the course is either challenging for a large portion of students, or there is insufficient support for those struggling.

2) Grade-wise Distribution:

- **Grade O:** No students received this grade.
- **Grade A+:** 5 girls and 9 boys received an A+ grade, totalling 14 students.
- **Grade A:** 0 girls and 6 boys received an A grade, totalling 6 students.
- **Grade B+:** 1 girl and 1 boy received a B+ grade, totalling 2 students.
- **Grade B:** No students received a B grade.
- **Grade C:** No students received a C grade.
- **Grade D:** No students received a D grade.
- **Grade F:** 4 girls and 12 boys received an F grade, totalling 16 students.

3) Key Observations:

- **Gender Distribution:** The class has 10 girls and 28 boys, with a notable gender difference in both high-performing and failing students. While 5 girls and 9 boys received an A+ grade, boys represent a higher proportion of the students in the failing category (12 boys vs. 4 girls).
- **High Performers:** A total of 14 students (5 girls and 9 boys) received an A+ grade, and 6 students (0 girls and 6 boys) received an A grade. This indicates that a relatively small but significant portion of the class is performing exceptionally well, with the majority of high performers being boys.
- **Low Performers:** 16 students (4 girls and 12 boys) received an F grade, which represents 42% of the class. This is a very high failure rate and suggests that a large portion of the class is struggling significantly.
- **No Middle Grades:** There are no students in the B+, B, C, or D grade categories, indicating a performance gap—either students perform excellently or fail entirely. The lack of middle-range performers suggests that more students are either excelling or facing significant challenges in understanding the material.

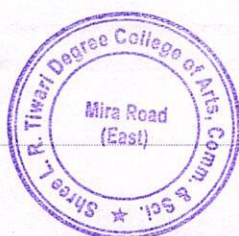


4) Areas of Concern:

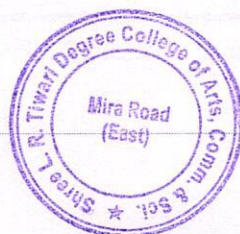
- **High Failure Rate:** With 42% of the class failing (16 out of 38 students), the failure rate is alarmingly high. Immediate steps need to be taken to identify why such a large proportion of students are struggling and to provide targeted support for them.
- **Gender Disparity in Performance:** While girls are well-represented in the A+ category (5 girls), the failure rate among girls (4 girls out of 10) is significant, though lower than the failure rate for boys (12 boys out of 28). The gender disparity suggests that boys are facing more significant academic challenges than girls. This gap needs to be addressed, especially considering that boys make up a large portion of the failing students.
- **No Students in Middle Grades:** The absence of students in the middle-grade categories (B+, B, C, D) suggests a wide gap between high achievers and those failing. This could indicate a lack of consistent academic performance or engagement, and there is a need to offer support to those students who are performing at the edge of failing to ensure they improve.

5) Recommendations for Improvement:

- **Immediate Support for Failing Students:** The 16 students who have failed the course require urgent academic intervention. These students should be provided with extra tutoring, study groups, or individualized support to address their specific learning gaps. It's important to diagnose whether the failure is due to lack of understanding, low engagement, or insufficient resources and take steps to address these issues.
- **Gender-Specific Support:** The disparity in performance between boys and girls (especially the high failure rate among boys) should be addressed. Implementing targeted support for boys, such as mentoring programs, more interactive teaching methods, or offering additional resources, could help increase engagement and performance.
- **Increase Engagement for Middle Performers:** The absence of students in the middlegrade categories (B+, B, C, D) suggests that there is a gap in performance. Students who are borderline performers need more encouragement and academic support to help them progress from struggling to average or high-performing levels. Providing more hands-on learning opportunities or individualized study plans might help bridge this gap.
- **Challenge High Performers:** For the students who are performing well (A+ and A), it's important to continue challenging them with more advanced topics or enrichment opportunities.

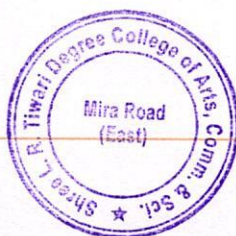
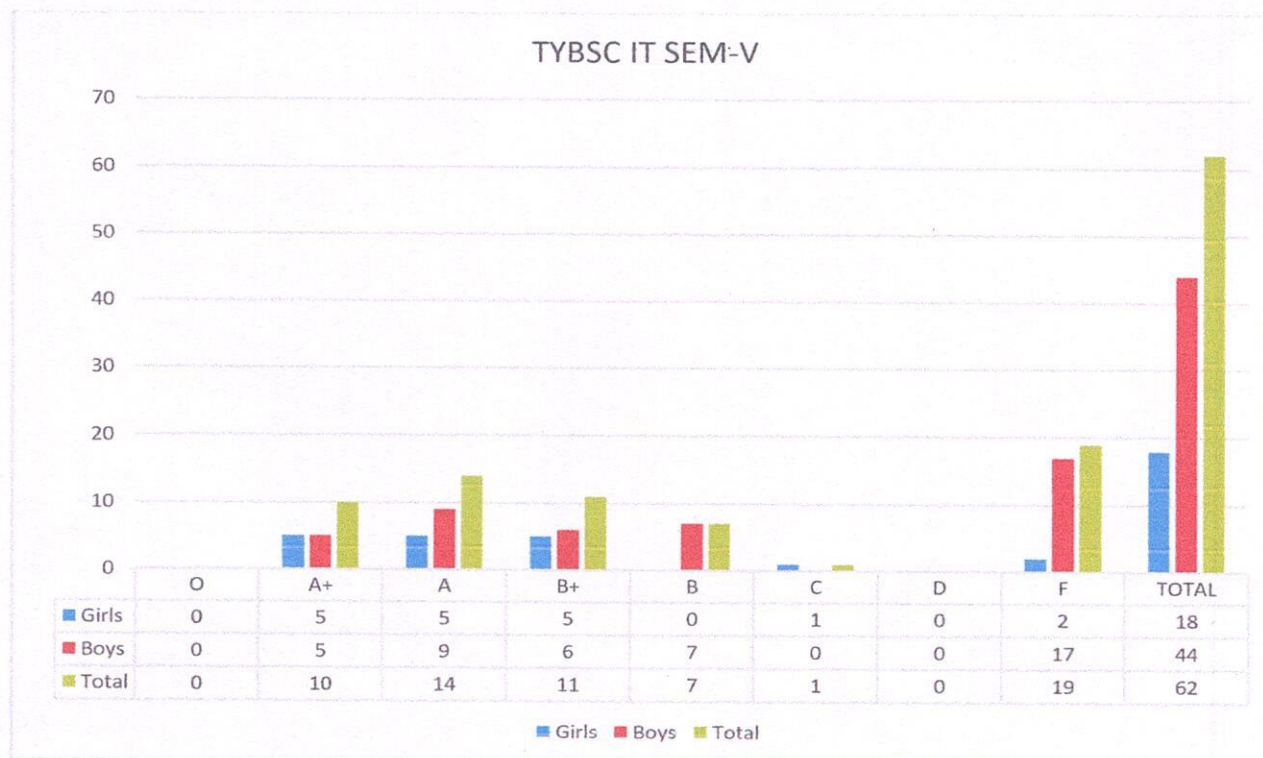


By focusing on supporting failing students, addressing gender disparities in performance, and offering targeted help for middle-range performers, the overall performance in the course could be improved.



Bachelor of Science(Information Technology) Semester-V Result
Analysis for A.Y. 2024-2025 Nov
2024

Grade	Girls	Boys	Total
O	0	0	0
A+	5	5	10
A	5	9	14
B+	5	6	11
B	0	7	7
C	1	0	1
D	0	0	0
F	2	17	19
TOTAL	18	44	62



Data Interpretation and Analysis:

1) Overview of Performance:

The total number of students is 62 (18 girls and 44 boys). The grade distribution shows a mixed performance with a significant number of students excelling but also a concerning number of students failing. Specifically, 19 students (2 girls and 17 boys) have failed the course, representing 31% of the class. However, there are also 24 students (10 in A+ and A grades) who are performing well, indicating a high level of achievement among some students.

2) Grade-wise Distribution:

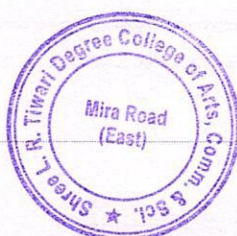
- **Grade O:** No students received this grade.
- **Grade A+:** 5 girls and 5 boys received an A+ grade, totalling 10 students.
- **Grade A:** 5 girls and 9 boys received an A grade, totalling 14 students.
- **Grade B+:** 5 girls and 6 boys received a B+ grade, totalling 11 students.
- **Grade B:** 0 girls and 7 boys received a B grade, totalling 7 students.
- **Grade C:** 1 girl received a C grade, totalling 1 student.
- **Grade D:** No students received this grade.
- **Grade F:** 2 girls and 17 boys received an F grade, totalling 19 students.

3) Key Observations:

- **Gender Distribution:** There are 18 girls and 44 boys in total. Girls perform relatively well in comparison to boys, particularly in the A+ and A grade categories. However, boys make up the majority of the students who have failed (17 boys compared to 2 girls).
- **High Performers:** A total of 10 students (5 girls and 5 boys) received an A+ grade, and 14 students (5 girls and 9 boys) received an A grade. These 24 students (approximately 39% of the class) are performing very well.
- **Moderate Performers:** 11 students (5 girls and 6 boys) received a B+ grade, and 7 students (all boys) received a B grade, representing a decent portion of students in the middle performance range.
- **Low Performers:** 19 students (2 girls and 17 boys) received an F grade, which accounts for 31% of the class. This failure rate is concerning and indicates that a significant portion of students is struggling.

4) Areas of Concern:

- **High Failure Rate:** The 19 students who received an F grade (31% of the class) is a significant concern. The failure rate is notably high and indicates that a substantial number of students are not performing well in the course.



- **Gender Disparity in Performance:** While girls perform better overall, particularly in the higher grades, the failure rate among boys is much higher (17 boys vs. 2 girls). This gender gap is concerning and suggests that boys may be facing more challenges in the course compared to girls. This gap should be explored further, and targeted interventions may be necessary for male students.
- **Lack of Middle Range Performers:** There is a lack of students in the C and D grade categories, suggesting a gap in performance. This absence of students in the middle grade range (C and D) indicates that there is a clear distinction between high performers and failing students. It might be beneficial to provide more support for students who are on the borderline of passing or failing to improve their grades.

5) Recommendations for Improvement:

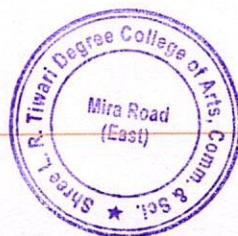
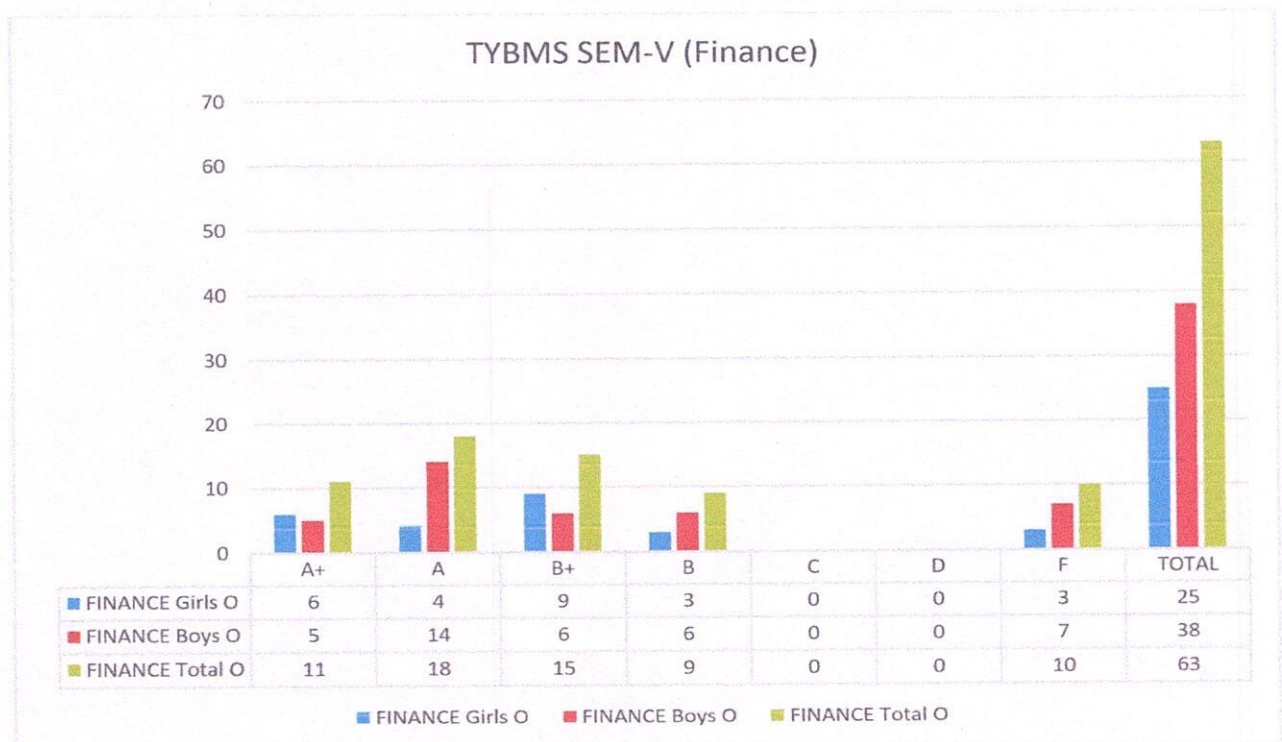
- **Support for Failing Students:** With 19 students failing the course, immediate action is required. These students should receive additional support, such as tutoring, study groups, or one-on-one academic counselling. Understanding why these students are struggling will help tailor interventions to their specific needs, whether it's difficulty understanding the material or lack of engagement.
- **Gender-Specific Interventions:** The high failure rate among boys (17 out of 44) suggests that there may be specific challenges facing male students. Exploring these challenges and providing targeted interventions—such as more interactive learning activities, mentoring, or motivational strategies—could help improve performance among boys.
- **Increase Engagement for Middle Performers:** The absence of students in the C and D grade categories indicates that there is a gap between high performers and those failing. More focused interventions for students in this range could help them improve from failing grades to average or higher levels. Providing additional study sessions, midterm reviews, or supplemental materials may be beneficial.
- **Challenge High Performers:** While many students are excelling (A+ and A), it's important to continue providing them with opportunities for advanced learning. These students should be offered enrichment activities or additional challenges to keep them engaged and to continue pushing them to excel.

By focusing on supporting the failing students, exploring gender-specific challenges, and providing more opportunities for engagement, overall performance in the course could improve significantly. Additionally, continuing to challenge high-performing students will ensure that they remain motivated and engaged in the material.



Bachelor of Management Studies Semester-V Result Analysis for A.Y. 2024-2025 (Nov-2024)

FINANCE			
Grade	Girls	Boys	Total
O			
A+	6	5	11
A	4	14	18
B+	9	6	15
B	3	6	9
C	0	0	0
D	0	0	0
F	3	7	10
TOTAL	25	38	63



Data Interpretation and Analysis: Finance

1) Overview of Performance:

The total number of students is 63 (25 girls and 38 boys). The grade distribution shows that while there is a mix of high and low performers, a significant number of students have received failing grades. A total of 10 students have received an "F" (3 girls and 7 boys), which indicates a portion of the class is struggling academically. On the positive side, there are 11 students who have achieved an "A+" grade, indicating some high performers in the class.

2) Grade-wise Distribution:

- **Grade O:** No students received this grade.
 - **Grade A+:** 6 girls and 5 boys achieved an A+ grade, totaling 11 students.
 - **Grade A:** 4 girls and 14 boys achieved an A grade, totaling 18 students. □ **Grade B+:** 9 girls and 6 boys achieved a B+ grade, totaling 15 students.
 - **Grade B:** 3 girls and 6 boys received a B grade, totaling 9 students.
 - **Grade C:** No students received this grade.
 - **Grade D:** No students received this grade.
 - **Grade F:** 3 girls and 7 boys received an F grade, totaling 10 students.
- 3) Key Observations:**

- **Gender Distribution:** There are 25 girls and 38 boys in total, with boys making up a larger proportion of the class. Interestingly, the number of boys receiving top grades (A+ and A) is higher than that of girls. However, the failure rate is notably higher for boys (7 boys vs. 3 girls).
- **High Performers:** 11 students achieved an A+ grade, with 6 girls and 5 boys. Additionally, 18 students achieved an A grade, with a significant portion of boys (14 boys vs. 4 girls). These figures indicate that some students are performing very well.
- **Struggling Students:** 10 students (3 girls and 7 boys) have failed the course, which is a concerning percentage (around 16% of the class). While this percentage is lower than in the previous dataset, it still requires attention and intervention.

4) Areas of Concern:

- **Failure Rate:** Although there is a large number of students achieving top grades, the 10 students who failed (particularly the higher number of boys failing) represent an area of concern. This suggests that the performance gap within the class may be too wide, and additional support may be necessary for the lower-performing students.

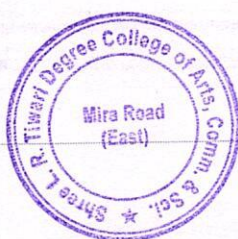


- **Gender Disparity in Performance:** Although there are more boys in the class, there are more boys in the top-performing categories (A+ and A) and more boys who are failing. This suggests a mixed level of academic engagement or support between genders.
- **Lack of Middle Grades:** There are no students in the C or D grades, indicating that students are either performing well or failing. The absence of students in the middle range suggests that there might be a significant gap in performance, with students either excelling or struggling significantly.

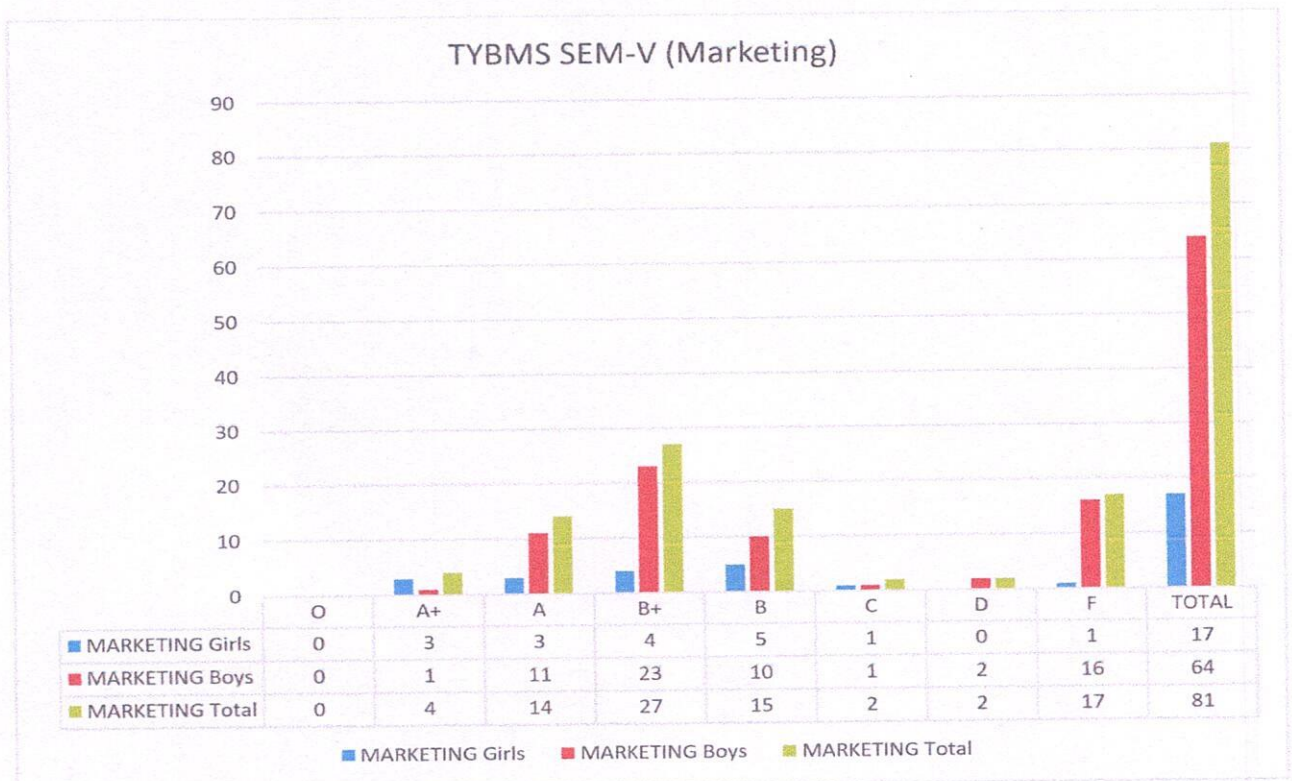
5) Recommendations for Improvement:

- **Targeted Support for Low Performers:** Provide additional resources and support to the 10 students who are failing the course. This could include tutoring, mentoring, or even group study sessions. Identifying the common struggles these students face will help address their specific needs.
- **Gender-Specific Initiatives:** Given the disparity in performance between boys and girls, it may be useful to examine if there are specific challenges or different learning needs between the two groups. Consider offering gender-focused support systems or study programs.
- **Encouragement for Middle Performers:** Since there are no students in the C or D grades, the focus should be on preventing a polarization of student performance. It might be helpful to introduce measures that encourage consistent performance improvement to bridge the gap between the high and low performers.
- **Review Teaching Methods:** Given that the class is divided between high and low performers, reconsider the teaching methods used. More differentiated instruction or interactive learning could help engage students across all performance levels. Focus on engaging students who are on the borderline of passing and encourage the high achievers to maintain their performance while challenging them further.

By addressing the needs of struggling students, encouraging consistent performance, and ensuring that all students receive the support they need, the overall performance in the Finance course could improve.



MARKETING			
Grade	Girls	Boys	Total
O	0	0	0
A+	3	1	4
A	3	11	14
B+	4	23	27
B	5	10	15
C	1	1	2
D	0	2	2
F	1	16	17
TOTAL	17	64	81



Data Interpretation and Analysis: Marketing

1) Overview of Performance:

The total number of students is 81 (17 girls and 64 boys). The grade distribution shows that the class has a significant number of students performing at both the lower and higher ends of the grading scale. There are 17 students who have received an "F" grade (1 girl and 16 boys), representing a considerable portion of the class that is struggling. However, there are also 18 students who have achieved top grades (A+ or A), suggesting that some students are performing very well. The middle grades (B+, B, C, and D) represent a large portion of the class.

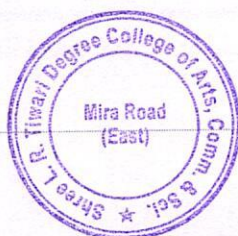
2) Grade-wise Distribution:

- **Grade O:** No students received this grade.
 - **Grade A+:** 3 girls and 1 boy received an A+ grade, totaling 4 students.
 - **Grade A:** 3 girls and 11 boys received an A grade, totaling 14 students.
 - **Grade B+:** 4 girls and 23 boys received a B+ grade, totaling 27 students.
 - **Grade B:** 5 girls and 10 boys received a B grade, totaling 15 students.
 - **Grade C:** 1 girl and 1 boy received a C grade, totaling 2 students.
 - **Grade D:** No girls and 2 boys received a D grade, totaling 2 students.
 - **Grade F:** 1 girl and 16 boys received an F grade, totaling 17 students.
- 3) Key Observations:**

- **Gender Distribution:** There are 17 girls and 64 boys in total, with boys constituting the majority of the class. Interestingly, while more boys are in the top grades (A+ and A) and in the failing category (F), girls are more evenly distributed across various grades.
- **High Performers:** There are 4 students (3 girls and 1 boy) who received an A+ grade, and 14 students (3 girls and 11 boys) received an A grade. These high-achieving students represent 22% of the class, which is a good proportion.
- **Middle Performers:** The largest group of students, 27 students (4 girls and 23 boys), achieved a B+ grade, and 15 students (5 girls and 10 boys) achieved a B grade. This suggests that the majority of students are performing at a moderate to good level.
- **Low Performers:** 17 students (1 girl and 16 boys) failed the course, representing approximately 21% of the class. While this is a significant number, it's lower than the failure rate in the previous datasets.

4) Areas of Concern:

- **High Failure Rate:** The 17 students who received an F grade (21% of the class) is a significant concern. This group needs immediate attention, and the reason for such a high failure rate should be investigated to understand common challenges or gaps in learning.



- **Disproportionate Number of Boys Failing:** A notable concern is the extremely high number of boys failing (16 boys vs. 1 girl). This may indicate a gender-specific issue such as differences in engagement, motivation, or support.
- **Lack of Students in Top Grades:** While there are some students performing well, the class lacks many students in the very top grade category (A+). This suggests that there may be untapped potential that could be fostered with more challenging or engaging material.
- **Middle Performers:** A large portion of the class falls into the B+ and B categories, which is a positive sign, but it also suggests that there is a significant gap between the top performers and those struggling. Further attention is needed to bridge this gap and ensure more consistent performance across the class.

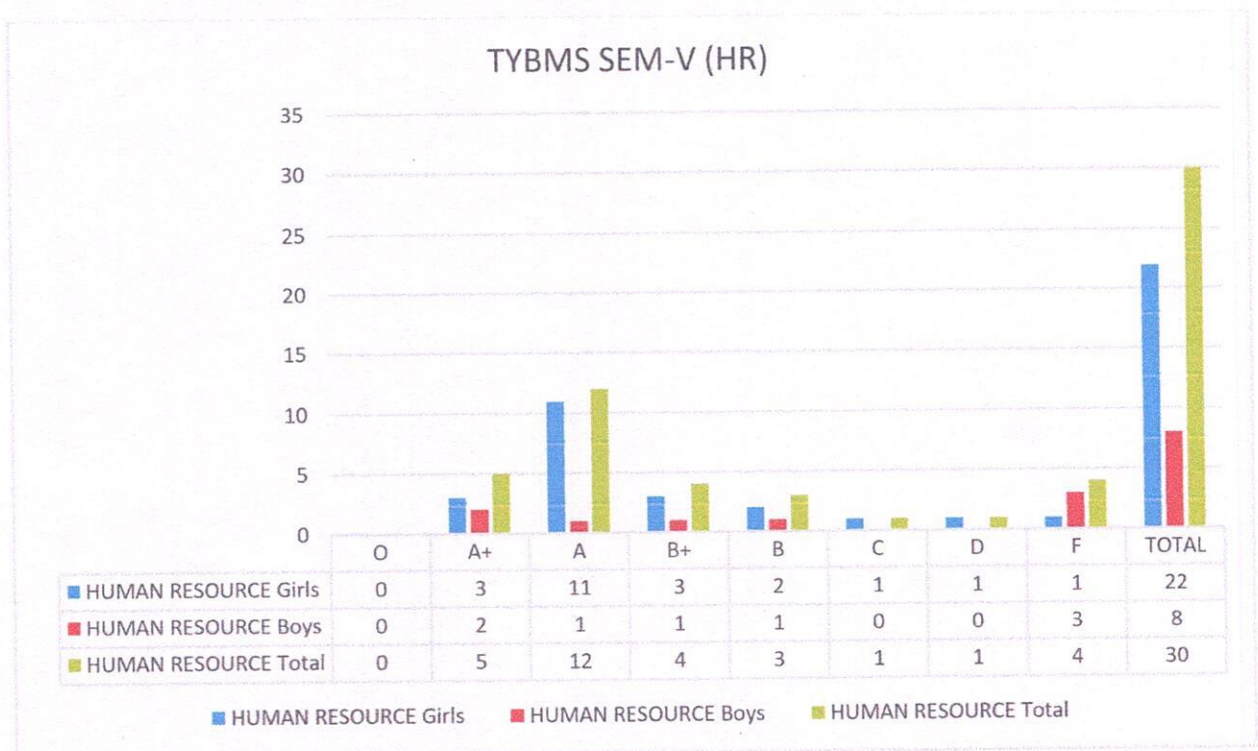
5) Recommendations for Improvement:

- **Targeted Support for Failing Students:** A focused intervention is needed for the 17 students who have failed the course, particularly the boys. This could include remedial classes, one-on-one tutoring, or more engaging teaching methods to help them understand the material. Identifying the common struggles among failing students could help provide tailored support.
- **Address Gender Disparities in Performance:** The disproportionate failure rate among boys suggests the need for gender-specific support. Consider investigating if there are factors specific to boys (e.g., motivation, engagement, or study habits) that are contributing to their struggles. Providing additional support and resources for boys may help reduce the gender gap in performance.
- **Increase Challenge for Top Performers:** While there are some top performers in the A and A+ grades, there is still room for improvement. Offering enrichment opportunities, advanced learning resources, or extra challenges could motivate students to aim higher and potentially increase the number of top-grade achievers.
- **Enhance Student Engagement:** Since the majority of the class is performing in the B+ and B grade ranges, fostering a more engaging and interactive classroom environment could push students toward the next level. Incorporating diverse teaching methods, hands-on activities, or group discussions could help motivate and inspire students to achieve better results.
- **Monitor and Adjust Teaching Methods:** Since a significant portion of the class is performing at the middle level, it might be helpful to adjust teaching strategies to address a broader range of learning styles and needs. More personalized learning approaches could help boost overall performance, ensuring that students are both challenged and supported appropriately.



By addressing the issues of failing students, gender disparities, and ensuring that both high and middle performers are further challenged, the overall performance in the Marketing course could be improved.

HUMAN RESOURCE			
Grade	Girls	Boys	Total
O	0	0	0
A+	3	2	5
A	11	1	12
B+	3	1	4
B	2	1	3
C	1	0	1
D	1	0	1
F	1	3	4
TOTAL	22	8	30



Data Interpretation and Analysis: Human Resource

1) Overview of Performance:

The total number of students is 30 (22 girls and 8 boys). The grade distribution shows that the majority of students are performing at the higher end of the grading scale, with a total of 17 students (5 students in A+ and A grades) achieving top grades. However, there are still 4 students who have failed (1 girl and 3 boys), highlighting areas for improvement. The distribution suggests that girls are generally performing better than boys in this course, particularly in the A and A+ grades.

2) Grade-wise Distribution:

- **Grade O:** No students received this grade.
 - **Grade A+:** 3 girls and 2 boys received an A+ grade, totalling 5 students.
 - **Grade A:** 11 girls and 1 boy received an A grade, totalling 12 students.
 - **Grade B+:** 3 girls and 1 boy received a B+ grade, totalling 4 students.
 - **Grade B:** 2 girls and 1 boy received a B grade, totalling 3 students.
 - **Grade C:** 1 girl received a C grade, totalling 1 student.
 - **Grade D:** 1 girl received a D grade, totalling 1 student.
 - **Grade F:** 1 girl and 3 boys received an F grade, totalling 4 students.
- 3) Key Observations:**

- **Gender Distribution:** Out of the 30 students, 22 are girls and 8 are boys. Girls outperform boys significantly, particularly in the higher grades. Of the 17 students in A+ and A grades, 14 are girls, while only 3 are boys. This suggests a notable gender gap in performance.
- **High Performers:** A total of 5 students received an A+ grade, and 12 students received an A grade, indicating that 17 students in total (more than half of the class) are performing very well.
- **Moderate Performers:** 8 students received grades in the B+, B, C, or D categories, with the majority of these students being girls.
- **Low Performers:** There are 4 students who received an F grade (3 boys and 1 girl), representing about 13% of the class. This is concerning and indicates a need for intervention for these students.

4) Areas of Concern:

- **Gender Disparity:** The performance gap between girls and boys is significant, especially in the higher grades. While 14 girls are in the A+ and A grades, only 3 boys are in these categories. Additionally, the failure rate is much higher among boys (3 boys vs. 1 girl).



This gender gap in performance could point to different levels of engagement, learning styles, or external factors that might need to be addressed.

- **Failure Rate:** Though 4 students failed the course (about 13% of the class), this failure rate still requires attention, especially considering that the majority of students are performing well. Addressing the struggles of these 4 students should be a priority to ensure they can improve their academic performance.
- **Limited Representation in Middle Grades:** There are very few students in the middlegrade categories (B+, B, C, D), which suggests a gap in performance. Most students either performed very well or failed, with a lack of students in between.

5) Recommendations for Improvement:

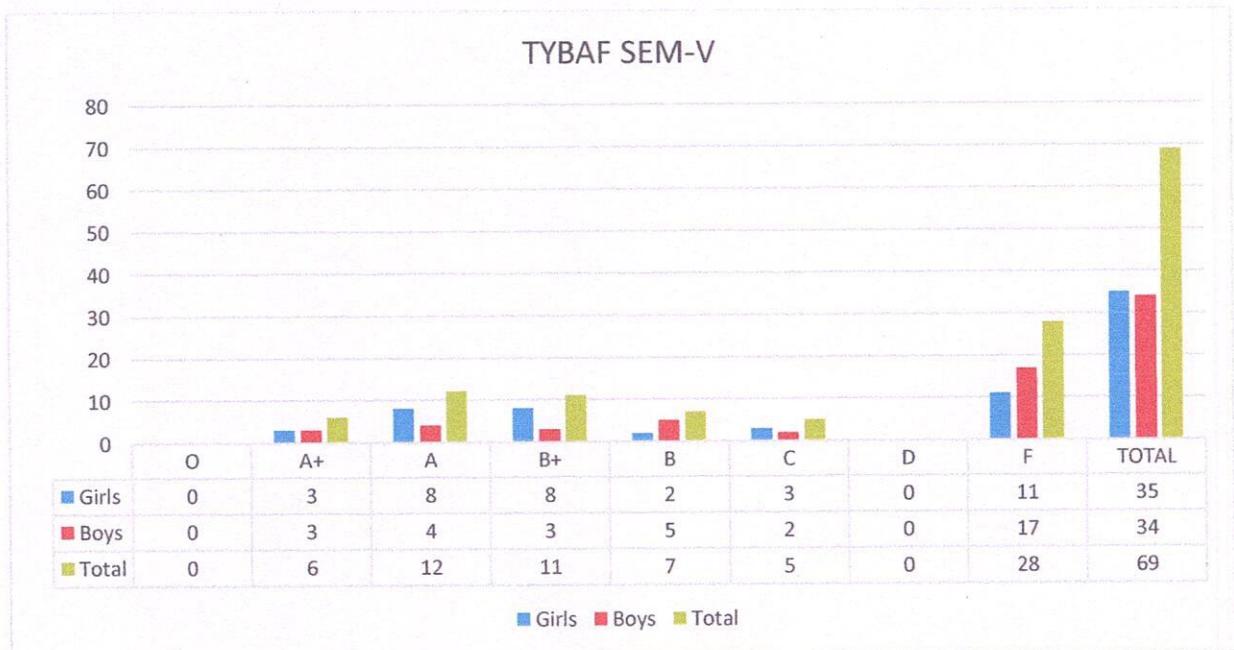
- **Support for Failing Students:** The 4 students who failed (especially the 3 boys) need immediate academic intervention. This could include additional tutoring, mentoring, or individualized support to address specific areas of difficulty. Identifying the reasons behind their failure will allow targeted assistance to be provided.
- **Gender-Specific Support:** The significant gender disparity in performance calls for an investigation into potential causes. Consider gender-specific interventions or strategies to increase engagement and academic support for boys, especially since they are underperforming relative to girls.
- **Encouraging More Balanced Performance:** While most students are in the top categories, there is a noticeable absence of students in the middle-grade range (B+ and B). It may be beneficial to introduce strategies that encourage students to improve from average to high-performing levels, perhaps by providing more challenging and stimulating course material.
- **Increase Engagement and Motivation for Boys:** Since a disproportionate number of boys are failing, developing specific strategies to boost their academic engagement may help. This could include incorporating more active learning strategies, group work, or real-world applications of the course material to increase interest and participation.
- **Review Teaching and Assessment Strategies:** Given the wide disparity in grades, especially between girls and boys, it may be helpful to reassess the teaching methods and assessments to ensure they are inclusive and engaging for all students. Differentiated instruction or varying assessment techniques could help cater to different learning styles and abilities.

By addressing these issues, particularly the support for failing students, gender disparities, and the lack of middle-range performers, the overall performance in the Human Resource course could be improved.



Bachelor of Commerce(Accounting and Finance) Semester-V Result Analysis for A.Y. 2024-2025 (Nov 2024)

Grade	Girls	Boys	Total
O	0	0	0
A+	3	3	6
A	8	4	12
B+	8	3	11
B	2	5	7
C	3	2	5
D	0	0	0
F	11	17	28
TOTAL	35	34	69



Data Interpretation and Analysis:

1) Overview of Performance

The data represents the academic performance of 69 students, with 35 girls and 34 boys. The overall performance reveals a relatively healthy distribution across grades, though there is a



- Boys make up a larger proportion of students receiving an F grade (17 boys vs. 11 girls).

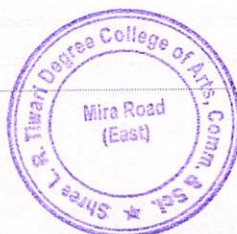
4) Areas of Concern

- **Failure Rate:** The failure rate of 40% is concerning, indicating that a substantial number of students are not meeting the academic requirements. Targeted interventions are necessary to support these students.
- **Gender Disparity in F Grades:** Boys are more likely to fail than girls, with a higher number of boys in the F category. This gender gap may require further exploration to understand the root causes and to tailor support for boys.
- **Lack of Mid-Range Performers:** There are relatively few students in the B range, especially in the B grade. The absence of a larger group of average performers could suggest either that students are underperforming or excelling, but there is a lack of consistent middle-level achievement.

5) Recommendations for Improvement

- **Focused Remediation for F-Grade Students:** Since 28 students are failing, it's essential to introduce remediation programs for these students. This could include tutoring, after-school study sessions, or one-on-one academic support to help them catch up.
- **Encouraging Mid-Range Performers:** More focus should be given to helping students in the C and B categories to improve. Providing additional resources, practice materials, and academic coaching could help students reach higher grades.
- **Fostering High Achievers:** While a good number of students are performing well (A+, A, B+), there is always room to further challenge these students and provide them with opportunities for academic enrichment. Advanced coursework, enrichment activities, or academic competitions could help keep these students engaged and motivated.
- **Continuous Monitoring and Feedback:** Regular assessments and feedback are crucial to identifying struggling students early. This will allow teachers to adjust their teaching strategies and provide students with the support they need before they fall behind.

By addressing the areas of concern with targeted strategies, the overall performance of students can be improved, and the failure rate can be significantly reduced.



noticeable failure rate. A good portion of students have achieved higher grades (A+, A, B+), but a significant number have failed, suggesting that further academic support is necessary to address this gap.

2) Grade-wise Distribution

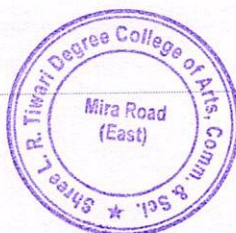
- **Grade A+:** 6 students (3 girls, 3 boys)
- **Grade A:** 12 students (8 girls, 4 boys)
- **Grade B+:** 11 students (8 girls, 3 boys)
- **Grade B:** 7 students (2 girls, 5 boys)
- **Grade C:** 5 students (3 girls, 2 boys)
- **Grade D:** 0 students (0 girls, 0 boys)
- **Grade F:** 28 students (11 girls, 17 boys)

Total:

- **Girls:** 35
- **Boys:** 34
- **Overall Total:** 69

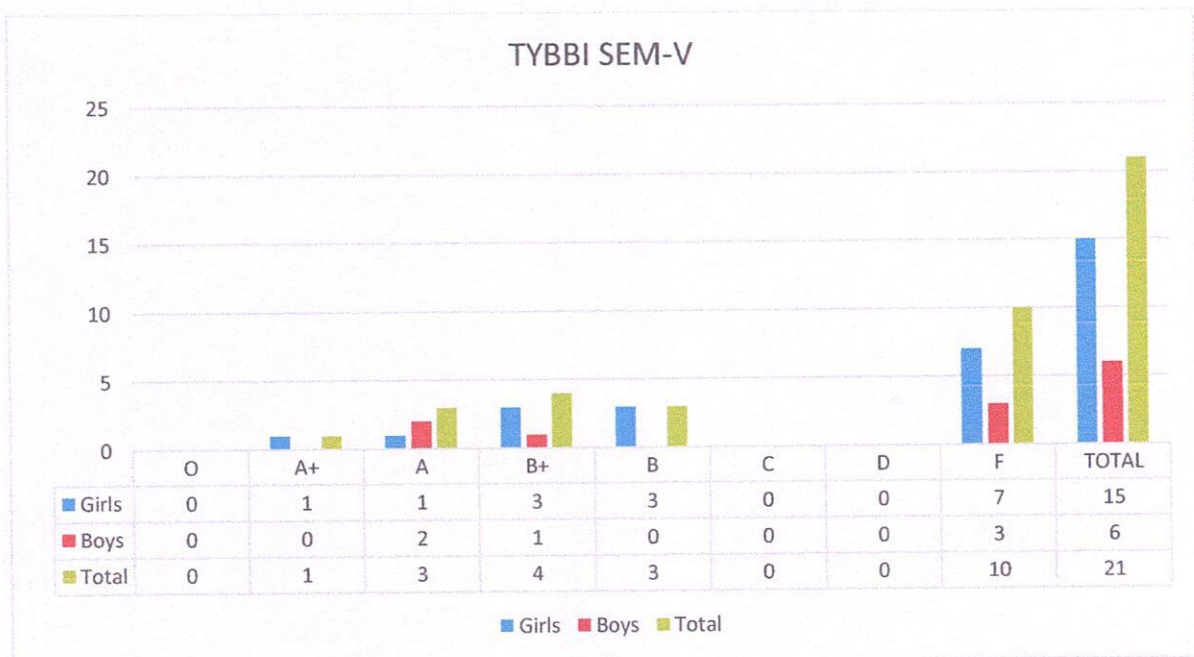
3) Key Observations

- **High Performance:** A total of 6 students achieved an A+, and 12 students scored an A. There is a healthy proportion of students performing well in the higher grades, representing approximately 26% of the total student body (18 out of 69).
- **Moderate Performance:** The B+ and B categories contain 18 students (11 in B+, 7 in B), which is a fair portion of the class. While not outstanding, these grades indicate an average to good level of performance.
- **Failure Rate:** Despite the higher performance, 28 students (approximately 40% of the total) have received an F grade. This is a significant failure rate and should be addressed through intervention strategies.
- **Gender Representation:**
 - Girls and boys are fairly balanced in the higher grades (A+, A, B+), with girls slightly overrepresented in the A and B+ categories, while boys slightly outnumber girls in the B category.



Bachelor of Commerce(Banking & Insurance) Semester-V Result Analysis for
A.Y. 2024-2025
(Nov 2024)

Grade	Girls	Boys	Total
O	0	0	0
A+	1	0	1
A	1	2	3
B+	3	1	4
B	3	0	3
C	0	0	0
D	0	0	0
F	7	3	10
TOTAL	15	6	21



Data Interpretation and Analysis:

1) Overview of Performance:

The total number of students is 21 (15 girls and 6 boys). The grade-wise performance distribution indicates a significant number of students are struggling, as there are 10 students



who have received an "F" grade (7 girls and 3 boys), which constitutes nearly half of the class. The majority of the students (14 out of 21) fall into the lower grades, with only a few students achieving higher grades. There is no representation of students with grades "O," "C," or "D," indicating a lack of high performers and students on the borderline of passing.

2) Grade-wise Distribution:

- **Grade O:** No students received this grade.
- **Grade A+:** 1 girl achieved an A+ grade, and no boys received this grade.
- **Grade A:** 1 girl and 2 boys achieved an A grade, totalling 3 students.
- **Grade B+:** 3 girls and 1 boy achieved a B+ grade, totalling 4 students.
- **Grade B:** 3 girls received a B grade, and no boys received this grade, totalling 3 students.
- **Grade C:** No students received this grade.
- **Grade D:** No students received this grade.
- **Grade F:** 7 girls and 3 boys received an F grade, totalling 10 students.

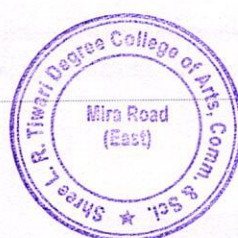
In total, there are 15 girls and 6 boys, making up 21 students overall.

3) Key Observations:

- **Gender Disparity:** There is a noticeable gender imbalance in performance. While more girls (15) are enrolled compared to boys (6), the failure rate is particularly high among girls (7 girls vs. 3 boys).
- **Low Academic Performance:** The majority of students fall in the lower half of the grading scale, with the bulk of them failing.
- **No High Performers:** There are no students with an "O" grade, and only 1 student achieved an "A+" grade. The absence of top performers might indicate that the course content or assessment methods are not challenging or engaging enough.

4) Areas of Concern:

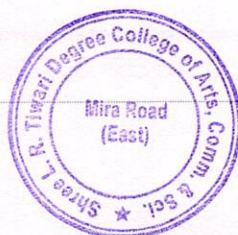
- **High Failure Rate:** 10 students failing (over 47% of the class) is a critical issue. This needs immediate attention as it suggests that a large portion of the class is not meeting the minimum standards.
- **Gender Imbalance in Performance:** The higher number of girls failing compared to boys could be indicative of specific factors such as differences in engagement, support systems, or even the learning environment.
- **Lack of High Achievers:** The absence of students in the top grade categories suggests that there may be room for improvement in both teaching methods and the students' study techniques or motivation.



5) Recommendations for Improvement:

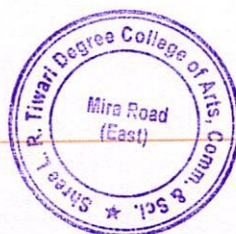
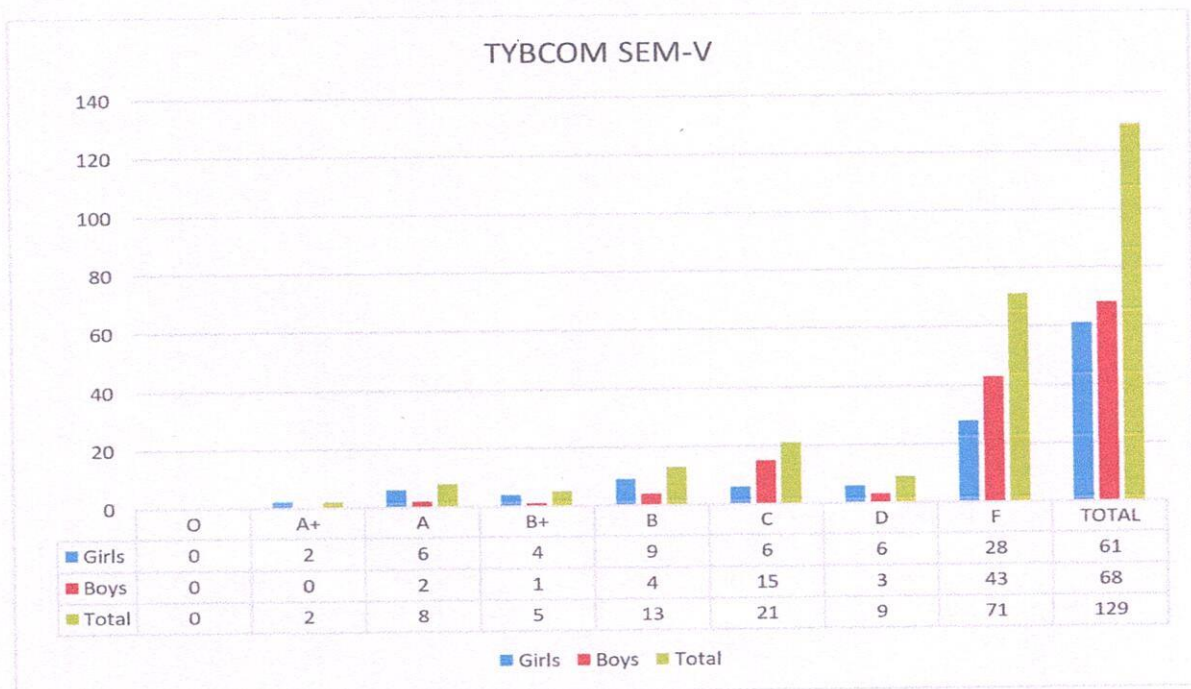
- **Focused Intervention for Failing Students:** Provide targeted support for the 10 students who have failed, such as remedial classes, personalized tutoring, or additional learning resources. Identify if there are common challenges they face and address those through focused intervention.
- **Gender-Specific Support:** Since there is a noticeable gender difference in the failure rate, consider gender-based interventions or explore whether the girls require specific academic support or motivational programs.
- **Enhance Learning Resources:** Ensure that there are sufficient resources for both the weaker students and the high achievers. This might include more advanced materials, extra-curricular activities, or enrichment programs to challenge high-performing students and keep them engaged.
- **Reevaluate Teaching Methods:** It might be helpful to reassess the current teaching strategies to determine if they cater to the varying learning styles of the students. More interactive, diverse, or differentiated teaching methods could engage students better and improve performance.
- **Encourage Peer Learning:** Pairing stronger students with weaker ones for peer-assisted learning could be an effective way to help students grasp difficult concepts, improve overall performance, and foster a collaborative learning environment.

By addressing the issues of failing students, gender imbalance, and overall academic engagement, the overall performance of the class can improve significantly.



Bachelor of Commerce Semester-V Result Analysis for A.Y.
2024-2025 Nov
2024

Grade	Girls	Boys	Total
O	0	0	0
A+	2	0	2
A	6	2	8
B+	4	1	5
B	9	4	13
C	6	15	21
D	6	3	9
F	28	43	71
TOTAL	61	68	129



Data Interpretation and Analysis:

1) Overview of Performance

The data represents the performance of 129 students, with 61 girls and 68 boys. The distribution of grades suggests that the majority of students have scored in the lower categories, particularly in the F grade, which indicates failure. However, there is also a substantial portion of students who have performed at higher levels (A, A+, B+), although they are in the minority. Overall, the data points to a significant area of concern, especially regarding the high number of students in the failing category.

2) Grade-wise Distribution

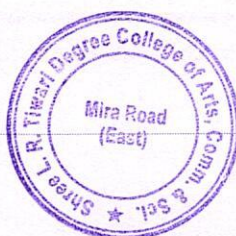
- **Grade A+:** 2 students (2 girls, 0 boys)
- **Grade A:** 8 students (6 girls, 2 boys)
- **Grade B+:** 5 students (4 girls, 1 boy)
- **Grade B:** 13 students (9 girls, 4 boys)
- **Grade C:** 21 students (6 girls, 15 boys)
- **Grade D:** 9 students (6 girls, 3 boys)
- **Grade F:** 71 students (28 girls, 43 boys)

Total:

- **Girls:** 61
- **Boys:** 68
- **Overall Total:** 129

3) Key Observations

- **High Failure Rate:** A significant portion of the students (71 out of 129, or approximately 55%) have received an F grade. This is a major area of concern and indicates that over half of the students are struggling to meet the academic requirements.
- **Gender Representation in Grades:**
 - **Girls:** The majority of girls are concentrated in the F grade (28 girls). They also represent a significant portion of students in the A, B+, and B categories, with 6 girls in A, 4 girls in B+, and 9 girls in B.



- **Boys:** Boys have a larger concentration of students in the F grade (43 boys), but they also make up a larger portion of students in the C grade (15 boys), with fewer boys in the A, A+, and B+ categories compared to girls.
- **Overall Grade Distribution:**
 - There is a healthy representation of students in the A, A+, B+, and B categories, but these students are still in the minority, comprising a much smaller percentage compared to the F grade students.
 - A large number of students (21 in C, 9 in D) have achieved average or belowaverage grades, which may indicate some gaps in performance and the need for targeted interventions.

4) Areas of Concern

- **Extremely High Failure Rate:** The failure rate of 55% is alarming, and it indicates that a substantial portion of the student population is not meeting the expected academic standards. Immediate interventions are necessary to address this issue.
- **Gender Disparity in Higher Grades:** While more girls are performing at the higher grade levels (A, A+, B+), they are also disproportionately represented in the F category (28 girls). Boys are more concentrated in the C grade, but fewer boys are achieving A+ and A grades.
- **Lack of Mid-Range Performance:** There seems to be a significant number of students in the F grade and a notable number in the C and D categories. However, fewer students fall into the B and B+ range, which could indicate that a lot of students are either underperforming or excelling without much in-between performance.

5) Recommendations for Improvement

- **Intensive Remediation Programs:** Given the high failure rate, it is critical to implement intensive remediation programs for students who are in the F category. This could include after-school tutoring, study groups, or one-on-one mentoring to help these students catch up with the rest of the class.
- **Gender-Specific Support:** Since girls are overrepresented in the higher grades but also in the F category, tailored interventions might be necessary. Understanding whether there are specific challenges that girls face (e.g., study habits, support systems, self-confidence) could help address their needs more effectively.
- **Support for Average Performers:** Students in the C and D categories could benefit from additional support to improve their performance. Offering extra resources, study



materials, and regular feedback could help these students reach higher performance levels.

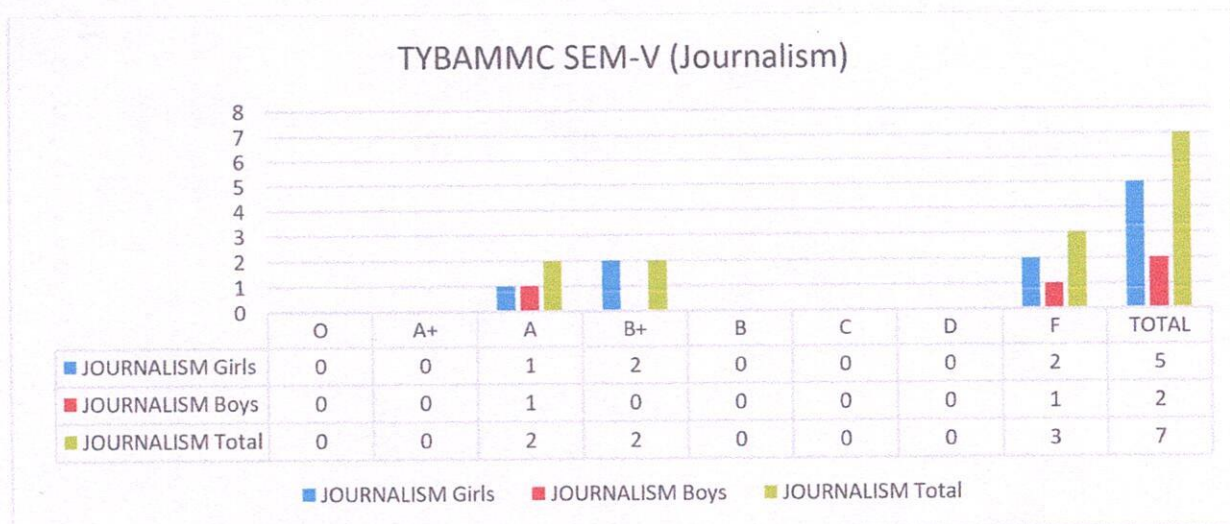
- **Fostering Higher Performance:** The small number of students in the A+ and A categories suggests that more students could potentially excel if given the right support. Identify the strategies that high achievers use and make those accessible to other students.
- **Regular Assessments and Feedback:** Frequent formative assessments and feedback would help monitor students' progress and identify areas where they are struggling before they fall behind too much. Providing constructive feedback and guidance would help students understand where they need to improve.
- **Review Curriculum and Teaching Methods:** A review of the curriculum and teaching methods may be warranted to ensure that students are receiving content in a way that is accessible to all. Differentiated teaching strategies, engaging materials, and interactive learning methods could help bridge gaps in understanding.

By focusing on these areas, there is a strong potential to improve overall student performance, reduce the failure rate, and support students in reaching their full potential.



Bachelor of Arts (Multimedia & Multi Communication) Semester-V Result Analysis for A.Y. 2024-2025 (Nov 2024)

JOURNALISM			
Grade	Girls	Boys	Total
O	0	0	0
A+	0	0	0
A	1	1	2
B+	2	0	2
B	0	0	0
C	0	0	0
D	0	0	0
F	2	1	3
TOTAL	5	2	7



Data Interpretation and Analysis:

1) Overview of Performance

The data represents the grade distribution of 7 students, with 5 girls and 2 boys. The grades vary from A to F, with a significant portion of students scoring F, which indicates a need for focused intervention.



2) Grade-wise Distribution

- Grade A: 2 students (1 girl, 1 boy)
- Grade B+: 2 students (2 girls, 0 boys)
- Grade F: 3 students (2 girls, 1 boy)

The grades reveal a high concentration of students scoring below average, especially in the F category, which signifies failure. However, there are some students who performed well, as reflected by the 2 students in the A and B+ categories.

3) Key Observations

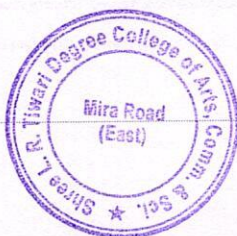
- The majority of students have performed poorly, with 3 out of 7 students receiving an F grade.
- Both genders are represented in the higher and lower-performing groups, but girls tend to have a higher representation in the lower grades (2 girls in F compared to 1 boy).
- There is a notable absence of students in the B, C, and D categories, which suggests a lack of average performers. This could indicate that the students are either excelling or struggling significantly.

4) Areas of Concern

- High Failure Rate: The high number of students with F grades is a major concern. It suggests that these students are struggling significantly with the material and may require additional support.
- Gender Distribution in Lower Grades: The data shows a higher number of girls in the F category, which may indicate a gender-based disparity in performance that needs to be addressed.
- Lack of Mid-Range Performance: The absence of students in the middle grades (B, C, D) might suggest that the grading scale could be a bit extreme or that students are not performing at an average level, either excelling or failing.

5) Recommendations for Improvement

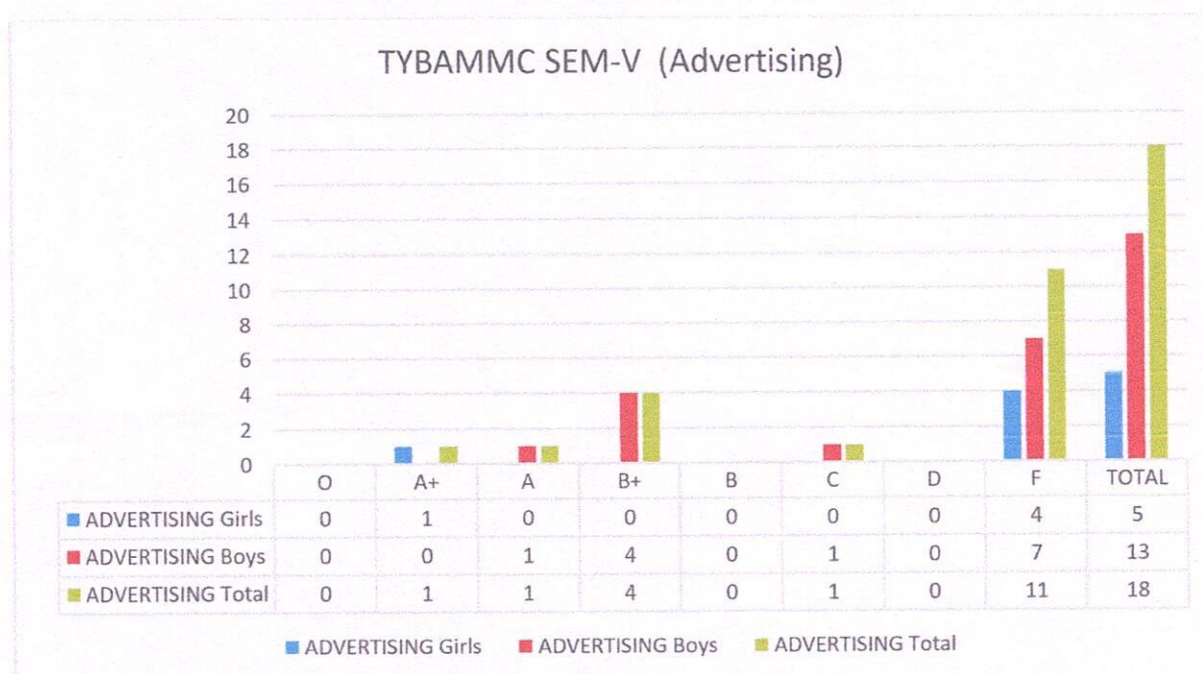
- Targeted Interventions for F Grade Students: Extra support, such as remedial classes or tutoring, should be offered to students receiving F grades to improve their understanding of the material.
- Gender-Specific Support: Further analysis should be conducted to determine why more girls are in the lower-performing category. If gender-related challenges are identified, tailored support programs can be developed.
- Encourage Average Performance: Additional resources should be focused on helping students achieve in the B and C categories, as there seems to be a gap in average performance. Review of teaching methods or providing additional practice could help students perform at this level.



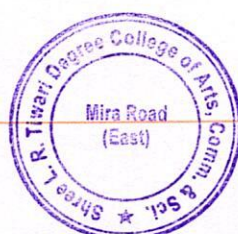
- **Consistent Monitoring:** Continuous monitoring of student progress and frequent feedback can help identify issues early and provide the necessary interventions to prevent failures.

By focusing on these areas, overall performance could improve, and the students would have a better chance of succeeding in their academics.

ADVERTISING			
Grade	Girls	Boys	Total
O	0	0	0
A+	1	0	1
A	0	1	1
B+	0	4	4
B	0	0	0
C	0	1	1
D	0	0	0
F	4	7	11
TOTAL	5	13	18



Data Interpretation and Analysis:



1) Overview of Performance

The data represents the performance of 18 students, with 5 girls and 13 boys. The majority of students have scored in the lower grades, especially in the F category, which represents failure. A small number of students have scored in higher grades like A+, A, B+, and C. The overall performance highlights the need for additional support for struggling students, particularly in the F category.

2) Grade-wise Distribution

- **Grade A+:** 1 student (1 girl, 0 boys)
- **Grade A:** 1 student (0 girls, 1 boy)
- **Grade B+:** 4 students (0 girls, 4 boys)
- **Grade C:** 1 student (0 girls, 1 boy)
- **Grade F:** 11 students (4 girls, 7 boys)

Total:

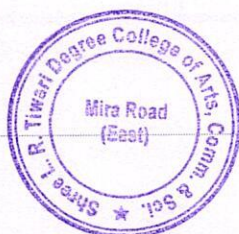
- **Girls:** 5 **Boys:** 13 **Overall:** 18

3) Key Observations

- **High Failure Rate:** A significant portion of students (11 out of 18, or 61%) have received an F grade, which indicates a substantial failure rate. This is a major area of concern and may reflect challenges in teaching, learning, or external factors.
- **Concentration of High Performers:** The higher-performing students are limited to just a few, with 1 girl and 1 boy in A+ and A categories. Similarly, 4 boys scored in the B+ category.
- **Gender Representation:** There is a noticeable difference in gender representation across the grades:
 - More boys are represented in the higher grades (B+ and C) than girls.
 - Girls have a higher concentration of students in the F grade (4 girls vs. 7 boys).
- **Limited Mid-Range Performance:** Apart from the 4 boys in the B+ category, there are no students in the mid-range grades (B, C) except for 1 boy in C. This suggests that there are no students performing at an average level.

4) Areas of Concern

- **Extremely High Failure Rate:** Over 60% of the students are failing, which points to a serious issue that needs urgent attention. Possible causes could include gaps in understanding, insufficient support, or ineffective teaching methods.
- **Gender Disparity in Higher Grades:** The disparity in grade distribution between girls and boys suggests a possible gender-based performance issue. Girls are overrepresented in the F category, which might indicate a need for gender-specific strategies to address their learning needs.



- **Lack of Mid-Range Performers:** The absence of students in the B and D categories suggests a lack of average performers. This indicates that the performance spectrum is skewed towards either high or low achievement, which may point to issues with grading criteria or the level of difficulty in the coursework.

5) Recommendations for Improvement

- **Focus on Remediation and Intervention for F-Grade Students:** Given the high failure rate, it is essential to implement targeted interventions. Remedial classes, tutoring, or small-group support should be prioritized to help students in the F grade improve their understanding and performance.
- **Gender-Specific Support:** Given that girls are overrepresented in the F category, it would be beneficial to assess whether there are specific challenges faced by girls that could be addressed with tailored support. This could include more personalized attention, mentorship, or addressing possible socio-cultural factors affecting their performance.
- **Encourage Average Performance:** Strategies should be put in place to support students in achieving mid-range grades (B and C). This might include providing additional resources, more practice materials, and ensuring that students have a clear understanding of expectations.
- **Review Teaching Methods:** Given the high failure rate, it may be useful to evaluate the effectiveness of teaching strategies. Consider revising curriculum delivery, introducing differentiated instruction, or offering more interactive and engaging teaching methods.
- **Continuous Monitoring and Feedback:** Regular assessment and feedback mechanisms can help identify struggling students early and allow for timely interventions. This could include more frequent formative assessments to gauge student understanding.

By focusing on these areas, the performance of students could improve significantly, ensuring a more balanced and supportive learning environment for all.

