



\*\*\* Education For All \*\*\*

Shree Rahul Education Society's (Regd.)  
**SHREE L. R. TIWARI  
DEGREE COLLEGE**

(Arts | Commerce | Science)

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NAAC Accredited with CGPA-3.14 Grade "A" (1st Cycle) |  
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Hindi Linguistic Minority Institution

Notice No: SLRTDC/EXAM/25-26/

Date: 28<sup>th</sup> November, 2025

**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 2025-26

**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 2025-26.

Kindly acknowledge the same at your earliest convenience.

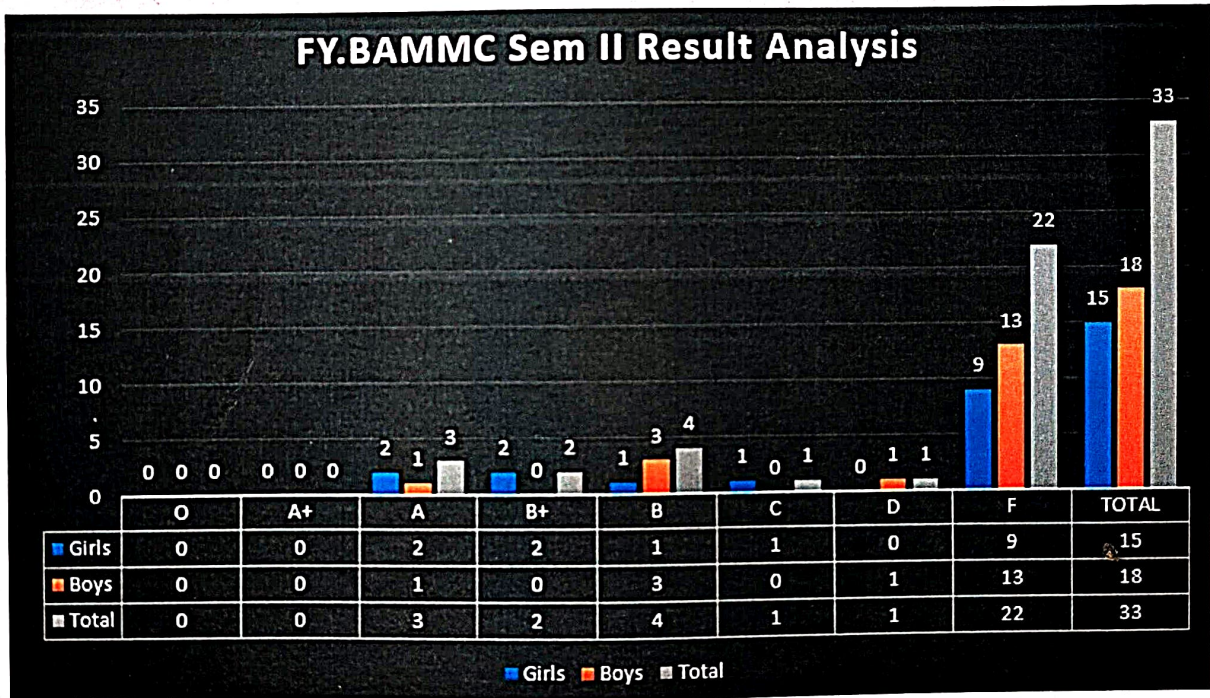
Thank you for your attention and support.

**Dr. Sae Sawant**  
Examination Coordinator

  
30/11/2025

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

Grade	Girls	Boys	Total
O	0	0	0
A+	0	0	0
A	2	1	3
B+	2	0	2
B	1	3	4
C	1	0	1
D	0	1	1
F	9	13	22
<b>TOTAL</b>	<b>15</b>	<b>18</b>	<b>33</b>



**1. Overall Performance**

- A total of 33 students appeared for the exam (15 girls and 18 boys).
- The highest grades O and A+ were not achieved by any student.
- Most students fall under lower grades (B, C, D, F) indicating that overall performance needs improvement.

**2. Grade-Wise Performance**

**1. High Grades**



- **A Grade:** 3 students (2 girls, 1 boy) – very few students performed at a high level.
- **B+ Grade:** 2 students (both girls).

## 2. Mid-Level Grades

- **B Grade:** 4 students (1 girl, 3 boys).

## 3. Low Grades

- **C Grade:** 1 student (girl).
- **D Grade:** 1 student (boy).

## 4. Failing Students

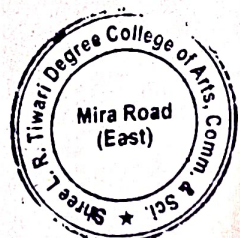
- **F Grade:** 22 students (9 girls, 13 boys)
  - This is 66.67% of the total students.
  - Indicates a major performance gap and a need for remedial support.

## 3. Gender-Based Analysis

- **Girls (15 total)**
  - High Grades (A, B+, A+): 4 girls (26.7%)
  - Mid Grades (B, C, D): 3 girls (20%)
  - Fail (F): 9 girls (60%)
- **Boys (18 total)**
  - High Grades: 1 boy (5.5%)
  - Mid Grades: 7 boys (38.9%)
  - Fail (F): 13 boys (72.2%)
- **Observation:**
  - Girls performed relatively better in higher grades compared to boys.
  - Boys have a higher failure percentage than girls.

## 4. Areas of Concern

- High failure rate with 22 students scoring an F grade.
- No top grades (O or A+) achieved by any student.
- Weak conceptual understanding reflected by low distribution in higher grades.
- Performance gap between boys and girls, with boys showing higher failures.
- Limited number of average performers, indicating overall academic weakness.



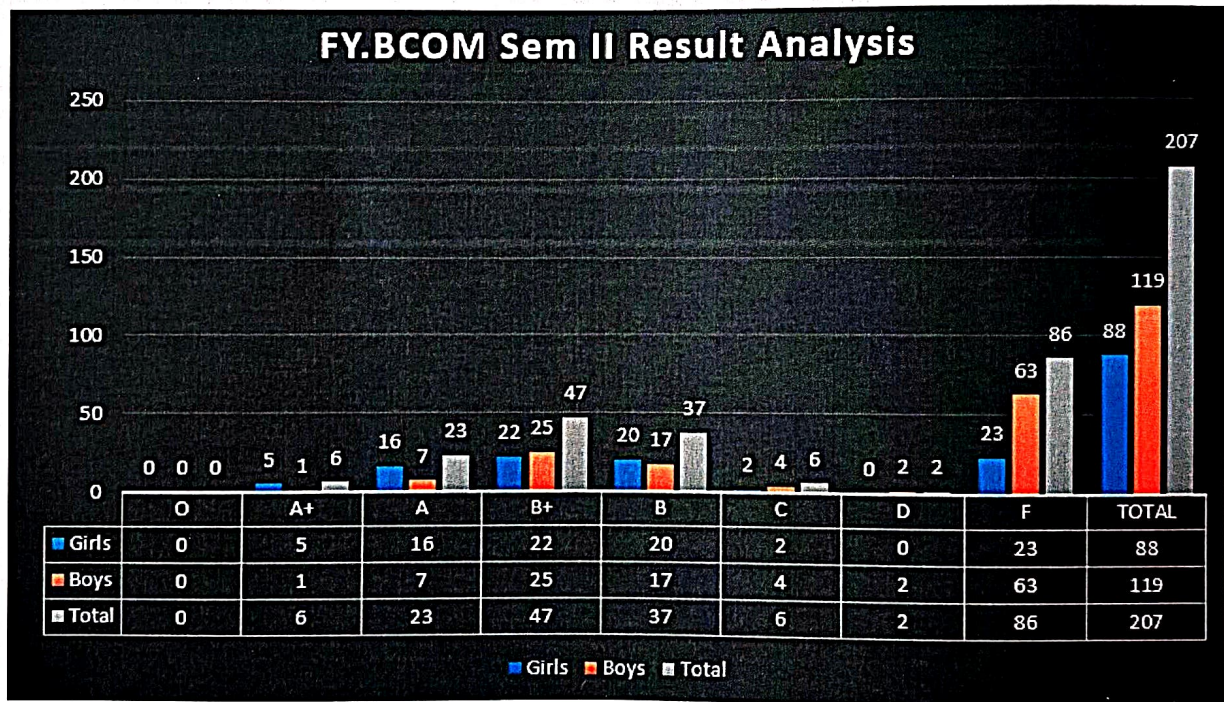
## **5. Recommendations for Improvement**

1. Conduct remedial and extra coaching classes for students scoring D and F.
2. Introduce regular weekly tests to track learning progress and identify gaps early.
3. Strengthen teaching methods using interactive and concept-based learning.
4. Implement a mentor–mentee system for personalized academic support.
5. Engage parents through periodic meetings to improve monitoring and study habits at home.



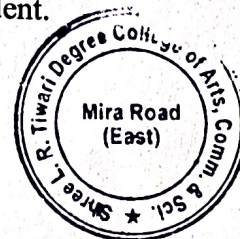
**Bachelor of Commerce Semester-II Result Analysis for A.Y. 2024-2025**  
**(April 2025)**

Grade	Girls	Boys	Total
O	0	0	0
A+	5	1	6
A	16	7	23
B+	22	25	47
B	20	17	37
C	2	4	6
D	0	2	2
F	23	63	86
<b>TOTAL</b>	<b>88</b>	<b>119</b>	<b>207</b>



**1. Overall Performance**

- A total of 207 students appeared for the exam (88 girls and 119 boys).
- The Overall Pass Rate (A+ to D) is 58.45% (121 students).
- The Overall Failure Rate (F) is 41.55% (86 students).
- The highest grade O was not achieved by any student.



- The largest concentration of passing students falls under the B+ (47) and B (37) grades, while the single largest group overall is the F grade (86), indicating that a significant portion of the student body needs academic support.

## 2. Grade-Wise Performance

1. **High Grades (A+, A):** 29 students achieved high grades (14.01%), with Girls (21) significantly outperforming Boys (8).
2. **Mid-Level Grades (B+, B):** 84 students achieved these grades, representing the bulk of the passing results.
3. **Low Grades (C, D):** Only 8 students secured these minimal passing grades, suggesting that students either performed well or failed.
4. **Failing Students (F Grade):** 86 students failed, which is 41.55% of the total. This high failure rate is the most critical area of concern.

## 3. Gender-Based Analysis

- **Girls:** Showed a strong performance with a 73.86% pass rate and a good presence in the higher grade categories.
- **Boys:** Showed a concerning performance with a failure rate over 50% and limited representation in the highest grades.
- **Observation:** There is a significant performance gap between the genders, with girls demonstrating overall academic strength compared to boys.

## 4. Areas of Concern

- **High Overall Failure Rate:** 41.55% of students failed the exam.
- **Performance Disparity:** The failure rate for boys is alarmingly high at 52.94%.
- **High-End Underperformance:** No student achieved the O grade, and only 6 achieved A+, suggesting room for improvement even among the top scorers.
- **Weak Conceptual Understanding:** The sheer number of failures and the low distribution in high grades reflects a need to strengthen core teaching methodologies.

## 5. Recommendations for Improvement

1. **Conduct Remedial and Extra Coaching Classes:** Focus remedial efforts specifically on the 86 students scoring D and F, especially the 63 boys, targeting core concepts.
2. **Introduce Regular Weekly Tests:** Implement short, frequent assessments to track learning progress, provide immediate feedback, and identify knowledge gaps early.
3. **Strengthen Teaching Methods:** Adopt interactive, concept-based, and practical learning techniques to improve understanding and retention.

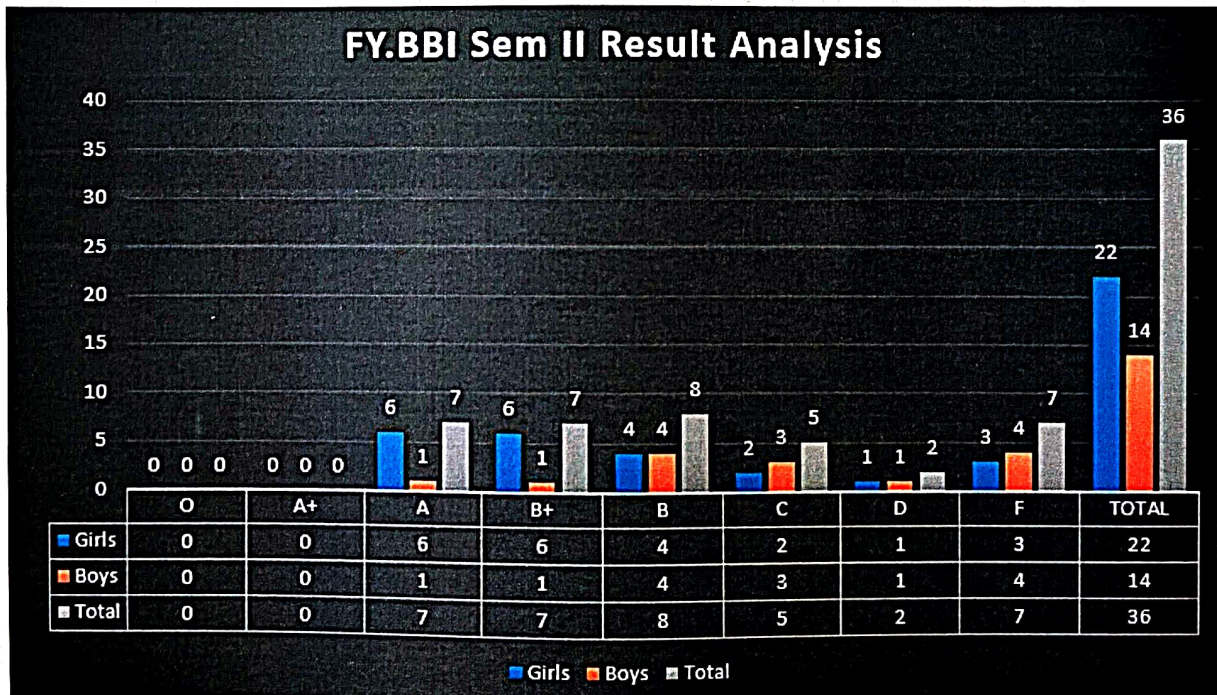


4. **Implement a Mentor–Mentee System:** Pair passing students with struggling students, or assign faculty mentors, for personalized academic support and tracking.
5. **Engage Parents:** Conduct periodic parent meetings to discuss student performance, study habits, and monitoring to improve the learning environment at home.



**Bachelor of Commerce(Banking & Insurance) Semester-II Result Analysis**  
**A.Y. 2024-2025 April 2025**

Grade	Girls	Boys	Total
O	0	0	0
A+	0	0	0
A	6	1	7
B+	6	1	7
B	4	4	8
C	2	3	5
D	1	1	2
F	3	4	7
<b>TOTAL</b>	<b>22</b>	<b>14</b>	<b>36</b>



**1. Overall Performance**

- A total of 36 students appeared for the exam (22 girls and 14 boys).
- The Overall Pass Rate (A to D) is remarkably high at 80.56% (29 students).
- The Overall Failure Rate (F) is relatively low at 19.44% (7 students).
- The highest grades, O and A+, were not achieved by any student.



- The most common passing grade is B (8 students), indicating a solid average performance across the class.

## 2. Grade-Wise Performance

1. **High Grades (A, B+):** 14 students achieved high grades, demonstrating good conceptual clarity among a large minority of students.
2. **Mid-Level Grade (B):** 8 students secured the 'B' grade, the largest single passing group.
3. **Low Grades (C, D):** 7 students achieved these grades, representing minimal pass performance.
4. **Failing Students (F Grade):** 7 students failed, accounting for 19.44% of the total.

## 3. Gender-Based Analysis

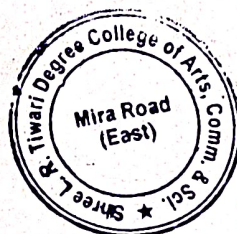
- **Girls:** Showed a strong performance with a high pass rate and dominated the highest grades (12 out of 14 students in A and B+ were girls).
- **Boys:** Achieved a respectable pass rate, but a higher proportion of boys fell into the failure category compared to girls.
- **Observation:** The academic performance is driven by Girls, especially in the top-tier grades, while Boys represent a greater risk of failure.

## 4. Areas of Concern

- **Failure Disparity:** The failure rate for Boys is 28.57%, which is a significant area of concern within that cohort.
- **Lack of Top Scores:** No students achieved the O or A+ grades, suggesting a ceiling on performance that needs to be broken through through rigorous teaching.
- **Boys' High-Grade Underperformance:** Only one boy achieved a high grade (A or B+), highlighting a need to boost the performance of male students in the higher-level cognitive skills.

## 5. Recommendations for Improvement

1. **Focused Remedial Classes:** Initiate targeted remedial support for the 7 students scoring F, with a special focus on the 4 boys, to improve foundational knowledge.
2. **Aspiration-Raising Sessions:** Introduce advanced study groups or mentorship for top performers to push students past the 'A' grade ceiling and into the O/A+ categories.
3. **Concept-Based Testing:** Shift to more conceptual and application-based weekly tests to ensure true understanding, rather than rote memorization, especially for the high mid-range performers.

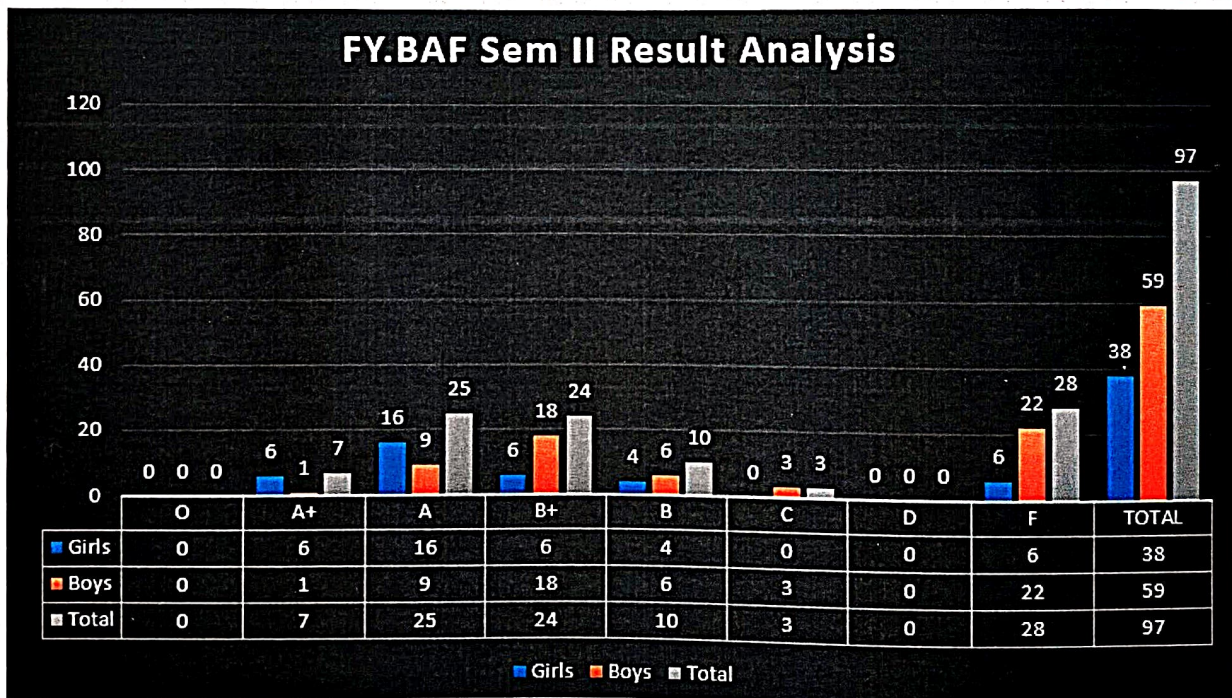


4. **Gender-Specific Intervention:** Implement tailored academic counselling and study habit workshops for the boys' cohort to address their higher failure rate and low presence in top grades.
5. **Faculty Development:** Provide resources and training to strengthen teaching methods for complex topics to ensure all students can reach the highest possible achievement levels.



**Bachelor of Commerce(Accounting and Finance) Semester-II Result**  
**Analysis for A.Y. 2024-2025 (April 2025)**

Grade	Girls	Boys	Total
O	0	0	0
A+	6	1	7
A	16	9	25
B+	6	18	24
B	4	6	10
C	0	3	3
D	0	0	0
F	6	22	28
<b>TOTAL</b>	<b>38</b>	<b>59</b>	<b>97</b>



**1. Overall Performance**

- A total of 97 students appeared for the exam (38 girls and 59 boys).
- The Overall Pass Rate (A+ to C) is 71.13% (69 students).
- The Overall Failure Rate (F) is 28.87% (28 students).
- The highest grade O was not achieved, and the D grade was not achieved by any student.



- The most frequent passing grade is A (25 students), closely followed by B+ (24 students), indicating a generally strong performance among the passing group.

## 2. Grade-Wise Performance

1. **High Grades (A+, A):** 32 students achieved high grades (32.99%), demonstrating significant academic strength.
2. **Mid-Level Grades (B+, B):** 34 students secured these grades, which is the largest passing group.
3. **Low Grades (C):** Only 3 students achieved a 'C' grade, and no students secured a 'D'.
4. **Failing Students (F Grade):** 28 students failed, accounting for 28.87%, which remains a notable area of concern.

## 3. Gender-Based Analysis

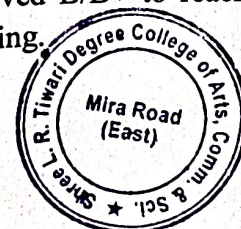
- **Girls:** Displayed outstanding performance with an 84.21% pass rate and dominated the A+ and A grades (22 girls vs 10 boys).
- **Boys:** Achieved a passing majority but had a significantly higher failure rate (37%). Their success was concentrated in the B+ grade (18 students).
- **Observation:** There is a pronounced performance gap, with girls excelling in top tiers and having a much lower risk of failure.

## 4. Areas of Concern

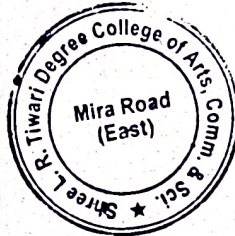
- **High Failure Rate Among Boys:** The failure rate of 37.29% for the boys' cohort is the most critical issue, contributing heavily to the overall failure count.
- **Grade Concentration Disparity:** While girls performed exceptionally well in the A+/A grades, boys' performance peaks at the B+ level, indicating a need to boost the performance of male students into the highest tiers.
- **Low C Grade Count:** Only 3 students achieved a C grade, suggesting that students either mastered the content (A+ to B) or failed (F), with few average performers.

## 5. Recommendations for Improvement

1. **Targeted Remedial Support:** Urgently implement structured remedial and extra coaching classes focused on the 22 boys who failed, addressing their specific academic deficits.
2. **Benchmark for Excellence:** Use the strong performance of the female cohort as a benchmark, and introduce peer-to-peer mentoring programs to share effective study strategies across genders.
3. **Promote High-Tier Achievement:** Introduce advanced workshops and special assignments designed to challenge students who achieved B/B+ to reach for A/A+ grades, breaking through the mid-level performance ceiling.

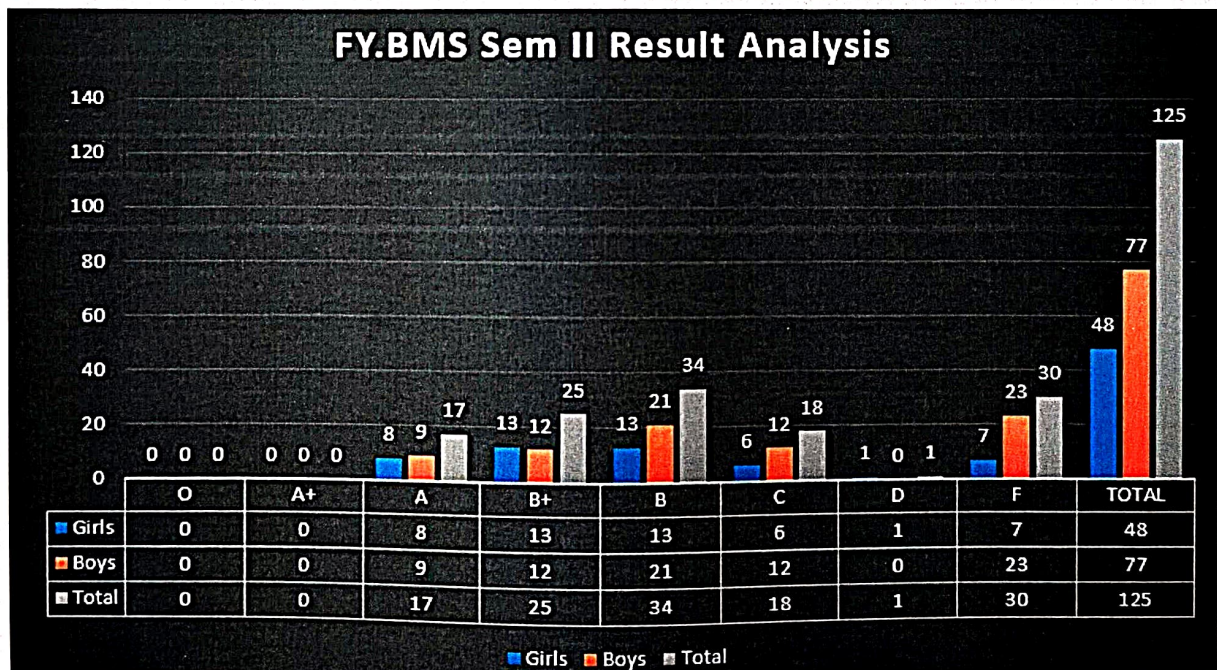


4. **Early Warning System:** Implement a system of frequent low-stakes quizzes to identify students struggling *before* the semester-end, particularly targeting boys in the B+/B range who are at risk of slipping into failure.
5. **Curriculum Review for Boys:** Conduct a focused review of teaching methodologies and engagement strategies to ensure they are equally effective for the male cohort, thereby reducing their disproportionately high failure rate.



**Bachelor of Commerce (Management Studies) Semester-II Result Analysis**  
**for A.Y. 2024-2025 April 2024**

Grade	Girls	Boys	Total
O	0	0	0
A+	0	0	0
A	8	9	17
B+	13	12	25
B	13	21	34
C	6	12	18
D	1	0	1
F	7	23	30
<b>TOTAL</b>	<b>48</b>	<b>77</b>	<b>125</b>



**1. Overall Performance**

- A total of 125 students appeared for the exam (48 girls and 77 boys).
- The Overall Pass Rate (A to D) is 76.00% (95 students).
- The Overall Failure Rate (F) is 24.00% (30 students).
- The highest grades, O and A+, were not achieved by any student.



- The most frequent passing grade is B (34 students), followed by B+ (25 students), indicating that the bulk of the class performed at an average or above-average level.

## 2. Grade-Wise Performance

1. **High Grades (A, B+):** 42 students achieved grades A and B+ (33.60%), showing a strong cohort of high performers.
2. **Mid-Level Grade (B):** 34 students secured the 'B' grade, the largest single passing group.
3. **Low Grades (C, D):** 19 students achieved these grades, representing marginal pass performance.
4. **Failing Students (F Grade):** 30 students failed, accounting for 24.00% of the total, which is a significant area of concern.

## 3. Gender-Based Analysis

- **Girls:** Demonstrated strong performance with an excellent 85.42% pass rate and good distribution across the higher grades.
- **Boys:** Achieved a respectable pass rate of 70.13%, but a disproportionately high number of boys failed. The bulk of their success lies in the B grade (21 students).
- **Observation:** The overall performance is buoyed by the Girls cohort. The most critical issue is the failure rate among boys, which is double that of girls, highlighting a significant performance gap.

## 4. Areas of Concern

- **Disproportionate Failure:** The failure rate for Boys is 29.87% (23 students), indicating a systemic issue within this cohort.
- **Lack of Excellence:** No students achieved the O or A+ grades, setting a limit on the highest possible achievement level for the class.
- **Gender Gap in Failure:** The disparity in failure rates (Boys: 30% vs. Girls: 15%) requires targeted intervention for male students.
- **Minimal D Grade:** Only one student received a D grade, suggesting students either passed comfortably or failed outright, with little room for marginal passes.

## 5. Recommendations for Improvement

1. **Mandatory Remedial Classes:** Immediately implement compulsory and intensive remedial classes for the 23 boys who failed to prevent academic backlog.
2. **Skill-Based Workshops:** Introduce workshops focused on study techniques, time management, and examination strategy tailored for the male students to address their higher failure risk.

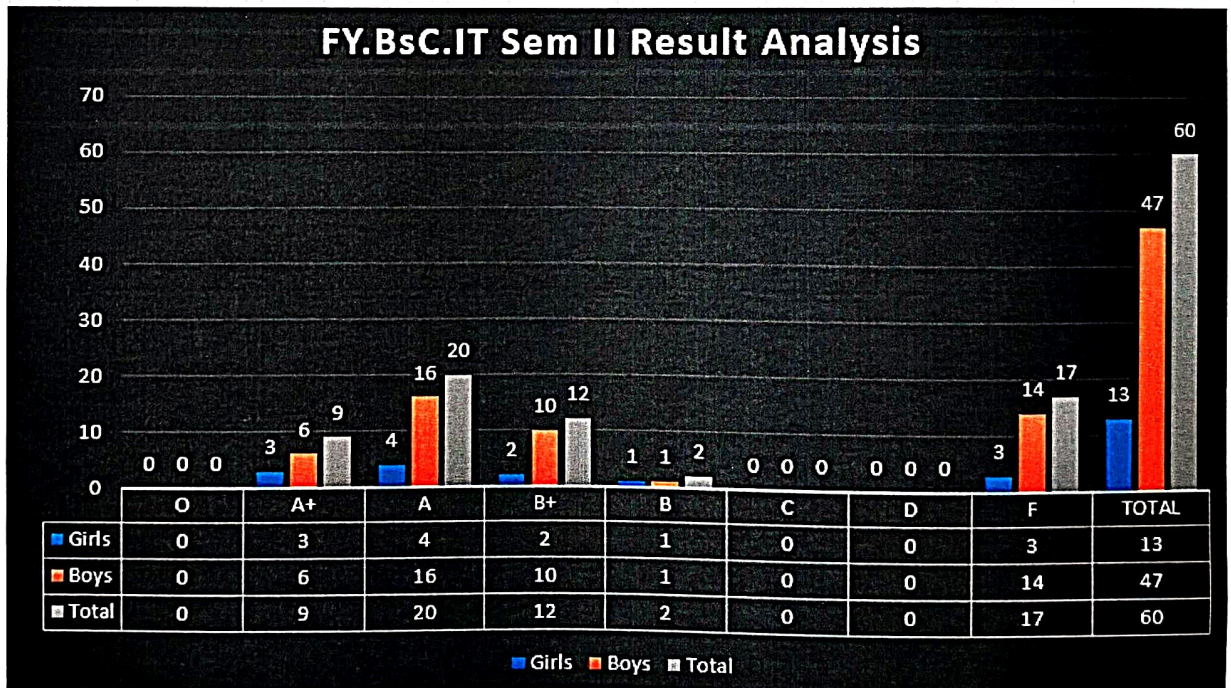


3. **Advanced Concept Coaching:** Start optional coaching for students who scored A and B+ to push them toward O and A+ grades by challenging them with complex problems.
4. **Peer Mentoring Program:** Establish a formalized mentorship program where high-performing Girls (A/B+ scorers) are paired with struggling Boys (C/F scorers) to leverage successful study habits.
5. **Curriculum Review:** Review the syllabus and delivery methods for subjects with high failure rates to ensure teaching is engaging and meets the diverse learning needs of all students.



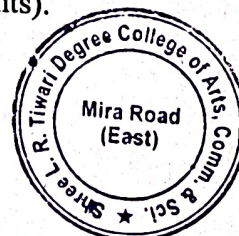
**Bachelor of Science(Information Technology) Semester-II Result Analysis**  
**for A.Y. 2024-2025 April 2025**

Grade	Girls	Boys	Total
O	0	0	0
A+	3	6	9
A	4	16	20
B+	2	10	12
B	1	1	2
C	0	0	0
D	0	0	0
F	3	14	17
<b>TOTAL</b>	<b>13</b>	<b>47</b>	<b>60</b>



**1. Overall Performance**

- A total of 60 students appeared for the exam (13 girls and 47 boys).
- The Overall Pass Rate (A+ to B) is 71.67% (43 students).
- The Overall Failure Rate (F) is 28.33% (17 students).



- The highest grade O was not achieved.
- The most frequent grade is A (20 students), showing that the largest single group of students performed at a high level.
- Notably, no students scored a C or D grade, indicating a sharp division between high performers and those who failed.

## 2. Grade-Wise Performance

1. **High Grades (A+, A):** 29 students achieved high grades (48.33%), which is nearly half the class, reflecting strong overall competence.
2. **Mid-Level Grades (B+, B):** 14 students secured these grades, showing a smaller group of mid-tier performers.
3. **Low Grades (C, D):** 0 students achieved C or D, highlighting the polarization of results.
4. **Failing Students (F Grade):** 17 students failed, accounting for 28.33%, which is a serious area of concern given the high number of top grades.

## 3. Gender-Based Analysis

- **Girls:** Demonstrated excellent performance with over half scoring in the A+/A range and a high pass rate.
- **Boys:** Showed strong performance overall, but their failure count (14 students) is significantly higher than girls' (3 students).
- **Observation:** While both groups show high achievement, the Boys contributes 82% of the total failures, indicating a greater academic risk within that larger group.

## 4. Areas of Concern

- **Polarized Results:** The absence of C and D grades shows that students either mastered the content well (A+ to B) or failed outright (F). This lack of mid-range grades suggests the assessment system or course demands create a stark performance separation.
- **Disproportionate Failure:** The Boys' failure rate of 30% and their heavy contribution to the total failures (14 out of 17) is the primary issue.
- **Lack of Excellence at the Top:** No students achieved the O grade, capping the overall academic achievement.
- **Low B Grade Count:** Only 2 students achieved a 'B', suggesting that once students pass the B+ threshold, they quickly ascend to A/A+ grades, or drop significantly.



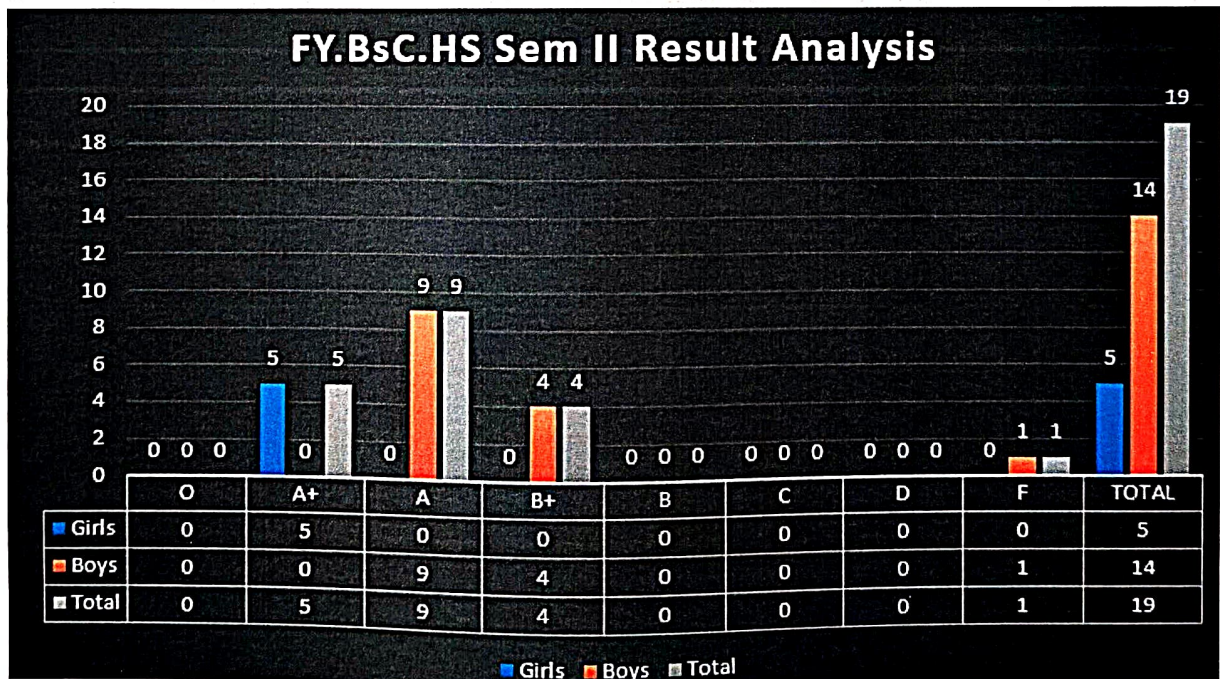
## 5. Recommendations for Improvement

1. **Focused Intervention for Failure Cohort:** Immediately introduce targeted remedial sessions for the 14 failing boys, analyzing common failure points to prevent a recurring high dropout rate.
2. **Review Assessment Strategy:** Analyze why students are skipping the C/D grades. Consider adjusting the grading rubric or assessment methods to better reflect marginal understanding, or to ensure early intervention for those sliding toward F.
3. **Mentorship Program:** Establish a strong mentorship program where the high-scoring students (especially the high number of A/A+ scorers) are paired with C/D/F students for personalized tutoring.
4. **Enrichment for Top Performers:** Introduce advanced coursework or specialized projects for the A/A+ students to challenge them further and attempt to break through the O grade barrier.
5. **Targeted Gender Support:** Implement specific study skill and motivation workshops for the male cohort to address the concentration of failures in that group.



**Bachelor of Science(Hospitality Studies) Semester-II Result Analysis for  
A.Y. 2024-2025 April 2025**

Grade	Girls	Boys	Total
O	0	0	0
A+	5	0	5
A	0	9	9
B+	0	4	4
B	0	0	0
C	0	0	0
D	0	0	0
F	0	1	1
<b>TOTAL</b>	<b>5</b>	<b>14</b>	<b>19</b>



**1. Overall Performance**

- A total of 19 students appeared for the exam (5 girls and 14 boys).
- The Overall Pass Rate (A+ to D) is exceptionally high at 94.74% (18 students).
- The Overall Failure Rate (F) is very low at 5.26% (1 student).



- The highest grade O was not achieved.
- Grades B, C, and D were not achieved by any student, indicating a highly concentrated performance in the high-grade tiers.

## 2. Grade-Wise Performance

1. **High Grades (A+, A):** 14 students achieved A+ or A, making up nearly 74% of the entire class, demonstrating outstanding academic performance.
2. **Mid-Level Grade (B+):** 4 students secured the B+ grade, the only other passing grade achieved.
3. **Low Grades (B, C, D):** 0 students achieved these grades.
4. **Failing Students (F Grade):** Only 1 student failed, who was a boy, resulting in a minimal overall failure rate.

## 3. Gender-Based Analysis

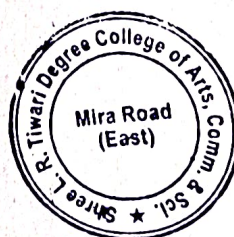
- **Girls:** Demonstrated perfect performance, with 100% of girls scoring an A+.
- **Boys:** Showed exceptional performance with a 92.86% pass rate. The bulk of their success was concentrated in the A grade (9 students).
- **Observation:** The class performance is highly skewed towards excellence. Girls performed at the highest possible level (A+), while boys achieved success predominantly at the A and B+ levels.

## 4. Areas of Concern

- **Grade Polarization:** The total absence of grades B, C, and D indicates a highly polarized assessment outcome. While this suggests high achievement, it can also mean the assessment failed to differentiate performance in the average range.
- **Lack of Highest Achievement (O):** No student achieved the O grade, which is the only remaining barrier to perfect academic performance.
- **Single Failure:** Although the failure rate is low, the single failure (a boy) requires attention to understand the cause and ensure remedial support.
- **Girls' Concentration in A+:** While excellent, the fact that all girls scored A+ means the success of the cohort is extremely concentrated in a single grade point.

## 5. Recommendations for Improvement

1. **Targeted Enrichment:** Introduce advanced coursework or research opportunities for all A+ and A students to challenge them and push toward the elusive O grade achievement.



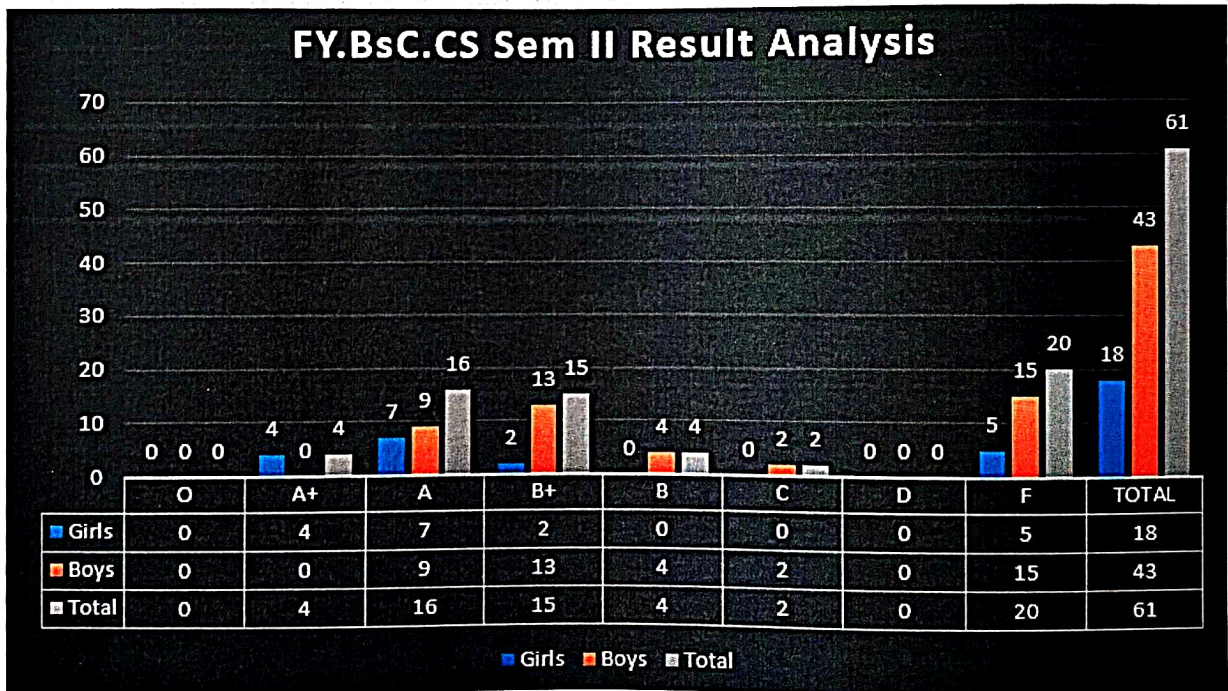
2. **Assessment Review:** Review the difficulty and grading of the examination to confirm whether the complete absence of B, C, and D grades is a valid reflection of student knowledge or a result of a polarized assessment tool.
3. **Individualized Intervention:** Provide immediate and personalized academic support to the single failing student to ensure they pass on re-examination.
4. **High-Level Benchmarking:** Use this exceptional performance as a benchmark for other departments and focus on maintaining the 100% pass rate for the girls' cohort in future semesters.
5. **Curriculum Deepening:** For the majority of high performers (A and A+), introduce projects or case studies that deepen their understanding and application of concepts beyond the basic curriculum.



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

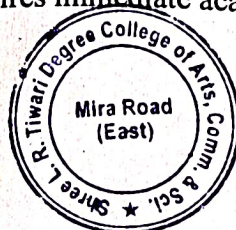
**April 2025**

Grade	Girls	Boys	Total
O	0	0	0
A+	4	0	4
A	7	9	16
B+	2	13	15
B	0	4	4
C	0	2	2
D	0	0	0
F	5	15	20
<b>TOTAL</b>	<b>18</b>	<b>43</b>	<b>61</b>



**1. Overall Performance**

- A total of 61 students appeared for the examination, comprising 18 girls and 43 boys.
- The overall pass rate (A+ to B) is 67.21% (41 students), indicating that more than two-thirds of the class achieved satisfactory to excellent results.
- The overall failure rate (F grade) stands at 32.79% (20 students), which is a significant proportion and requires immediate academic attention.



- No student achieved the highest grade 'O', indicating a ceiling on top-tier academic excellence.
- The most frequently obtained grade is 'A' (16 students), showing that a large segment of students performed at a strong academic level.
- Notably, no students received C or D grades, revealing a clear divide between high achievers and students who failed.

## 2. Grade-Wise Performance

### 1. High Grades (A+ and A):

- 20 students (32.79%) secured high grades, reflecting solid conceptual understanding among a substantial portion of the class.

### 2. Mid-Level Grades (B+ and B):

- 19 students achieved B+ or B grades, representing a moderate-performing group that meets minimum academic expectations.

### 3. Low Grades (C and D):

- Zero students fall into this category, highlighting a sharp polarization in academic outcomes.

### 4. Failing Students (F Grade):

- 20 students (32.79%) failed, which is a serious concern given the absence of gradual performance decline through C/D grades.

## 3. Gender-Based Analysis

### • Girls:

- Girls demonstrated comparatively strong academic performance, with a higher proportion scoring in the A+ and A categories.
- Although failures exist, their overall pass consistency is better than that of boys.

### • Boys:

- Boys form the majority of the class and show good performance at the higher grade levels.
- However, they also account for the majority of failures (15 out of 20), contributing 75% of the total failures.

### • Observation:

- While both genders show high academic potential, the boys' cohort displays a higher academic risk, primarily due to the concentration of failures.



#### 4. Areas of Concern

- Result Polarization:
  - The absence of C and D grades indicates that students either perform well or fail outright, suggesting a lack of gradual academic progression.
- High Failure Count:
  - A failure rate of nearly one-third of the class is alarming and demands immediate corrective measures.
- Gender Imbalance in Failures:
  - The disproportionate number of failing boys indicates the need for targeted academic and motivational support.
- Absence of 'O' Grade:
  - Despite good performance overall, no student reached the highest level of academic excellence.
- Low 'B' Grade Count:
  - Very few students fall in the B category, implying that performance tends to swing sharply upward or downward.

#### 5. Recommendations for Improvement

1. Focused Remedial Programs:
  - Conduct structured remedial and revision sessions for failing students, with special attention to the male cohort.
2. Assessment Review:
  - Re-evaluate assessment methods and grading patterns to understand why students are skipping C and D grades, and to identify early warning signs.
3. Peer Mentorship:
  - Implement a peer mentoring system, pairing A/A+ achievers with weaker students to improve conceptual clarity and confidence.
4. Academic Enrichment:
  - Introduce advanced assignments, mini-projects, or competitive activities for high performers to encourage excellence and aim for the 'O' grade.



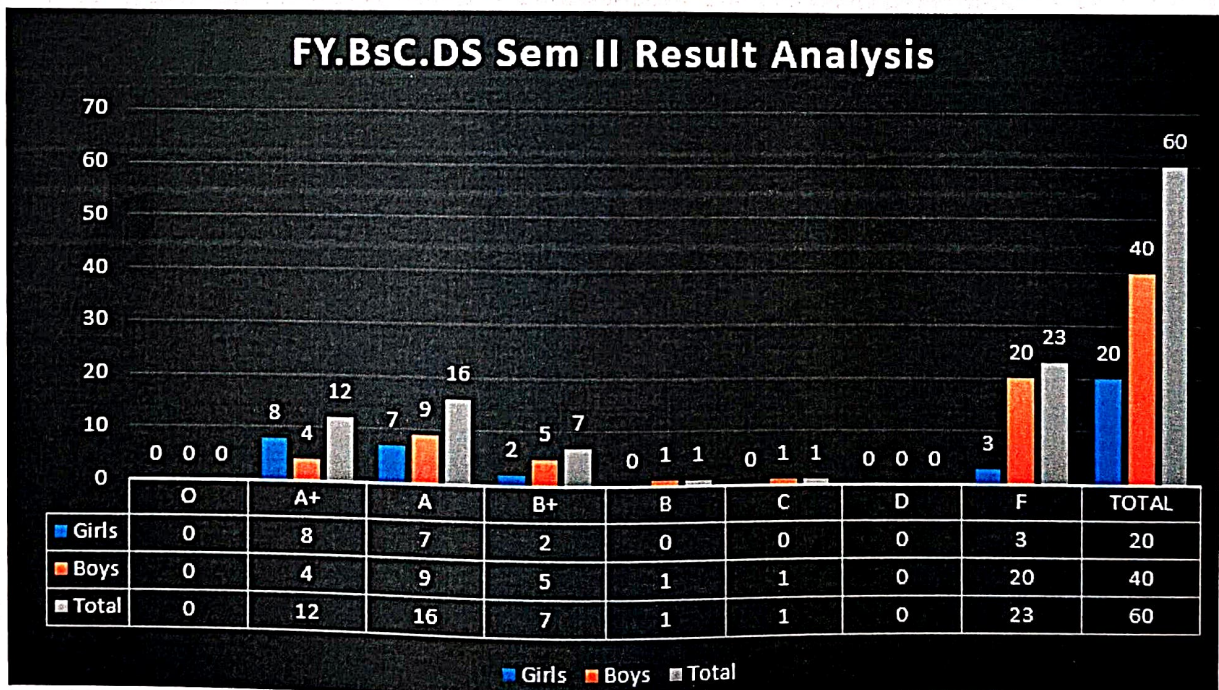
5. Gender-Specific Support Measures:

- o Organize study-skills workshops, counseling, and motivation sessions especially targeted toward boys to reduce failure rates.



**Bachelor of Science(Data Science) Semester-II Result Analysis for A.Y. 2024-2025**  
**April 2025**

Grade	Girls	Boys	Total
O	0	0	0
A+	8	4	12
A	7	9	16
B+	2	5	7
B	0	1	1
C	0	1	1
D	0	0	0
F	3	20	23
<b>TOTAL</b>	<b>20</b>	<b>40</b>	<b>60</b>



**1. Overall Performance**

- A total of 60 students appeared for the examination, including 20 girls and 40 boys.
- The overall pass rate (A+ to B) is 61.67% (37 students), indicating that a majority of students cleared the examination.
- The overall failure rate (F grade) is 38.33% (23 students), which is a significant academic concern.



- No student achieved the highest grade 'O', indicating that top-level excellence was not reached.
- The most frequently obtained grade is 'A' (16 students), showing that a large group of students performed at a high academic level.
- Only one student each scored B and C, while no student scored D, showing a sharp performance divide.

## 2. Grade-Wise Performance

### 1. High Grades (A+ and A):

- 28 students (46.67%) secured A+ or A grades, reflecting strong conceptual understanding among nearly half of the class.

### 2. Mid-Level Grades (B+ and B):

- 8 students achieved B+ or B grades, indicating a relatively small mid-performing group.

### 3. Low Grades (C and D):

- Only 1 student scored C, and none scored D, highlighting a lack of gradual academic decline.

### 4. Failing Students (F Grade):

- 23 students (38.33%) failed, which is a serious issue given the strong performance at the higher grade levels.

## 3. Gender-Based Analysis

### • Girls:

- Girls showed strong academic performance, with 15 out of 20 securing grades from A+ to B.
- The failure count among girls is low (3 students), indicating better consistency.

### • Boys:

- Boys constitute the majority of the class and show good performance at the top.
- However, 20 out of 23 failures are boys, contributing nearly 87% of total failures.

### • Observation:

- While overall performance is commendable, boys represent the highest academic risk group, requiring focused intervention.



#### 4. Areas of Concern

- **High Failure Rate:**
  - A failure rate of over 38% is alarming and needs immediate corrective measures.
- **Performance Polarization:**
  - The near absence of C and D grades indicates that students either perform well or fail completely.
- **Gender Disparity:**
  - A disproportionately high number of failures among boys is a major concern.
- **Lack of Top Excellence:**
  - No students achieved the 'O' grade, suggesting scope for further academic enrichment.

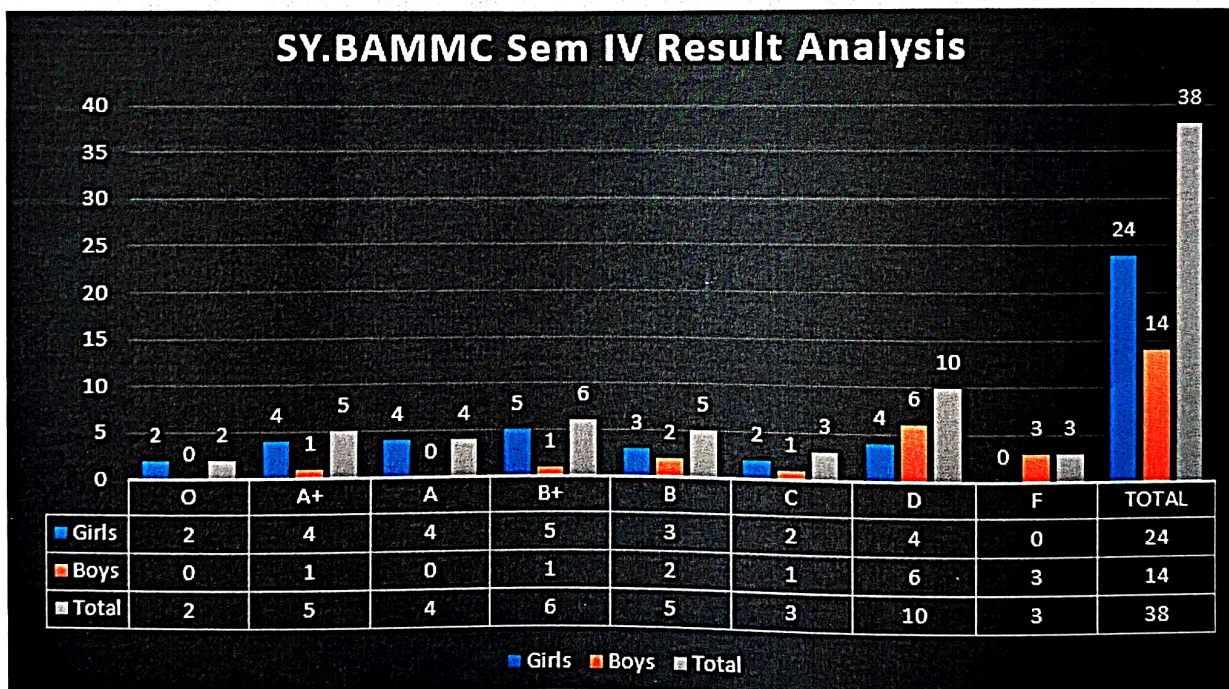
#### 5. Recommendations for Improvement

1. **Targeted Remedial Teaching:**
  - Immediate remedial classes should be conducted, especially for the 20 failing boys, focusing on weak concepts.
2. **Assessment Review:**
  - Evaluation methods should be reviewed to identify why students are skipping intermediate grades.
3. **Peer Mentoring Program:**
  - High-performing students (A+/A) should mentor weaker students to improve understanding and confidence.
4. **Academic Enrichment:**
  - Advanced assignments and projects should be introduced to motivate students toward achieving the 'O' grade.
5. **Gender-Specific Academic Support:**
  - Special guidance, counseling, and motivation programs should be arranged for boys to reduce failure rates.



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

Grade	Girls	Boys	Total
O	2	0	2
A+	4	1	5
A	4	0	4
B+	5	1	6
B	3	2	5
C	2	1	3
D	4	6	10
F	0	3	3
<b>TOTAL</b>	<b>24</b>	<b>14</b>	<b>38</b>



**1. Overall Performance**

- A total of 38 students appeared for the examination, comprising 24 girls and 14 boys.
- The overall pass rate (O to D grades) is 92.11% (35 students), indicating a strong overall academic performance.
- The overall failure rate (F grade) is 7.89% (3 students), which is comparatively low.



- The highest grade 'O' was achieved by 2 students, reflecting the presence of top academic performers.
- The results show a balanced distribution across grades, from high achievers to lower-performing students, indicating a realistic and well-differentiated assessment pattern.

## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A):

- 11 students (28.95%) achieved top grades, demonstrating excellent academic understanding and strong performance.

### 2. Mid-Level Grades (B+ and B):

- 11 students (28.95%) secured B+ and B grades, representing a stable group of average to above-average performers.

### 3. Lower Grades (C and D):

- 13 students (34.21%) fall in the C and D category, indicating the need for academic strengthening and additional support.

### 4. Failing Students (F Grade):

- Only 3 students (7.89%) failed, which shows that the majority of students were able to meet minimum academic requirements.

## 3. Gender-Based Analysis

### • Girls:

- Girls demonstrated strong and consistent academic performance across all grades.
- All O grades were achieved by girls, and no girl failed, highlighting their academic discipline and consistency.

### • Boys:

- Boys showed mixed performance, with representation across all grade levels.
- All 3 failures belong to the boys' group, indicating a higher academic risk among male students.

### • Observation:

- While girls show stable and high performance, boys require additional academic guidance, especially at the lower grade levels.

## 4. Areas of Concern

### • High D Grade Count:



- The largest number of students fall in the D grade (10 students), indicating many students are just meeting the minimum passing criteria.
- **Male Student Failures:**
  - The presence of failures only among boys points to a need for focused mentoring and academic intervention.
- **Scope for Higher Excellence:**
  - Although O grades exist, increasing the number of top achievers should be an academic goal.

## **5. Recommendations for Improvement**

### **1. Remedial Support for C and D Grades:**

- Conduct regular remedial classes and revision sessions to help students improve their academic standing.

### **2. Focused Attention on Boys:**

- Provide counseling, mentoring, and academic monitoring to reduce male failure rates.

### **3. Encouragement for High Achievers:**

- Introduce enrichment activities, advanced assignments, and competitive learning opportunities to motivate students toward O and A+ grades.

### **4. Continuous Evaluation:**

- Implement periodic assessments to identify weak areas early and provide timely support.

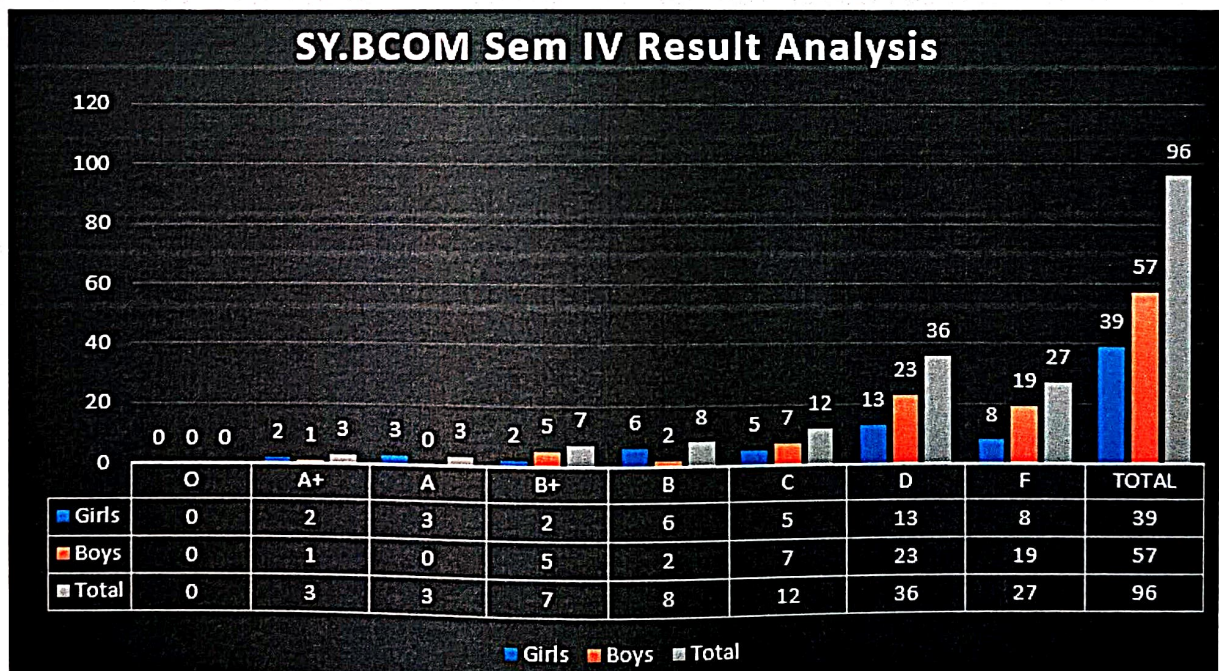
### **5. Peer Learning Initiatives:**

- Encourage peer tutoring by high-performing students to assist weaker learners.



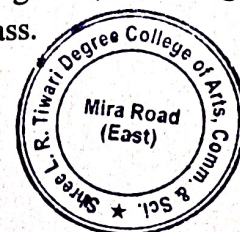
**Bachelor of Commerce Semester-IV Result Analysis for A.Y. 2024-2025**  
**(March 2025)**

Grade	Girls	Boys	Total
O	0	0	0
A+	2	1	3
A	3	0	3
B+	2	5	7
B	6	2	8
C	5	7	12
D	13	23	36
F	8	19	27
<b>TOTAL</b>	<b>39</b>	<b>57</b>	<b>96</b>



**1. Overall Performance**

- A total of 96 students appeared for the SYBCOM Sem IV examination, comprising 39 girls and 57 boys.
- The overall results show a wide distribution across all grade categories, indicating varied levels of academic performance.
- The highest grade 'O' was not achieved by any student.
- The largest concentration of students is in the D and F grades, reflecting significant academic challenges for a considerable portion of the class.



- The results indicate a moderate to low overall academic performance, with a notable number of students at the lower end of the grading scale.

## 2. Grade-Wise Performance

### 1. High Grades (A+ and A):

- Only 6 students achieved A+ or A grades, representing a very small percentage of high achievers, which indicates limited top-level academic excellence.

### 2. Upper-Mid Grades (B+ and B):

- 15 students secured B+ and B grades, showing a modest group of students with satisfactory understanding of the syllabus.

### 3. Lower Grades (C and D):

- A significant 48 students fall under C and D grades, suggesting that many students are struggling with core concepts.

### 4. Failing Students (F Grade):

- 27 students failed, accounting for a high failure rate of 28.13%, which is a major academic concern.

## 3. Gender-Based Analysis

### • Girls:

- Girls show comparatively better performance in higher grades and contribute significantly to the pass percentage.
- However, 8 girls failed, indicating that academic support is still required at the lower levels.

### • Boys:

- Boys constitute the majority of students and also account for most of the failures (19 students).
- A higher concentration of boys in D and F grades highlights academic vulnerability within the male cohort.

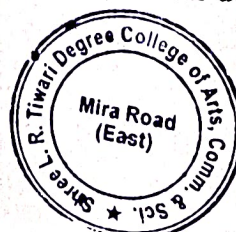
### • Observation:

- While girls perform relatively better, boys represent the higher-risk group, requiring targeted academic intervention.

## 4. Areas of Concern

### • High Failure Rate:

- Nearly one-third of the students failed, which demands immediate academic attention.



- **Low Number of High Achievers:**
  - Very few students achieved A+ or A grades, indicating limited excellence.
- **Heavy Clustering in Lower Grades:**
  - The majority of students are concentrated in C, D, and F grades, reflecting weak conceptual understanding.
- **Gender Disparity in Failures:**
  - Boys contribute the majority of failures, indicating the need for focused support.

## **5. Recommendations for Improvement**

### **1. Intensive Remedial Programs:**

- Conduct structured remedial classes for students in C, D, and F grades with regular assessments.

### **2. Early Academic Intervention:**

- Identify at-risk students early through continuous internal evaluation.

### **3. Mentorship and Counselling:**

- Implement academic mentoring and counselling, especially targeting the male student group.

### **4. Strengthening Core Concepts:**

- Revise teaching strategies to emphasize conceptual clarity through interactive learning methods.

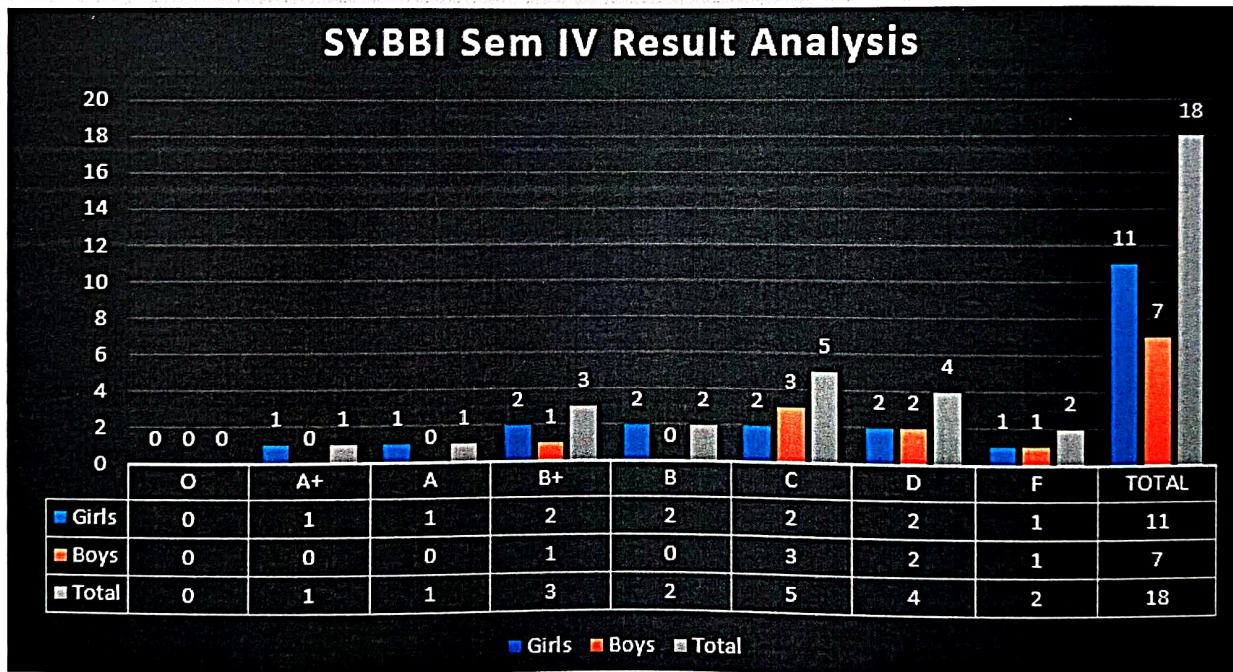
### **5. Motivation and Skill Development:**

- Organize motivation workshops, study-skills sessions, and time-management training to improve student outcomes.



**Bachelor of Commerce(Banking & Insurance)Semester-IV Result Analysis for  
A.Y. 2024-2025 (March 2025)**

Grade	Girls	Boys	Total
O	0	0	0
A+	1	0	1
A	1	0	1
B+	2	1	3
B	2	0	2
C	2	3	5
D	2	2	4
F	1	1	2
<b>TOTAL</b>	<b>11</b>	<b>7</b>	<b>18</b>



**1. Overall Performance**

- A total of 18 students appeared for the SYB.B.I Sem IV examination, comprising 11 girls and 7 boys.
- The overall results show a balanced distribution across grades, with students spread from A+ to F.
- The highest grade 'O' was not achieved by any student.



- The overall failure count is low (2 students), indicating a satisfactory overall academic outcome.
- Most students are clustered in the mid-to-lower grade categories, suggesting scope for academic improvement.

## 2. Grade-Wise Performance

### 1. High Grades (A+ and A):

- 2 students secured high grades, reflecting limited top-level academic excellence.

### 2. Upper-Mid Grades (B+ and B):

- 5 students achieved B+ and B grades, indicating average to above-average performance.

### 3. Lower Grades (C and D):

- 9 students fall in C and D grades, forming the largest group and indicating conceptual gaps.

### 4. Failing Students (F Grade):

- Only 2 students failed, accounting for 11.11%, which is relatively low.

## 3. Gender-Based Analysis

### • Girls:

- Girls constitute the majority and show consistent performance across most grades.
- One girl failed, indicating the need for minor academic support.

### • Boys:

- Boys show mixed performance with representation across mid and lower grades.
- One boy failed, indicating similar academic challenges as girls at the lower end.

### • Observation:

- Academic performance is fairly balanced between genders, with no major disparity in failure rates.

## 4. Areas of Concern

### • Low Number of High Achievers:

- Very few students scored A+ or A grades.



- **High Concentration in C and D Grades:**
  - Half of the class is positioned in the lower performance band.
- **Scope for Academic Enhancement:**
  - Students require additional academic support to move into higher grade categories.

## **5. Recommendations for Improvement**

### **1. Remedial and Support Classes:**

- Conduct regular revision sessions for students scoring C and D grades.

### **2. Conceptual Strengthening:**

- Focus on improving fundamental concepts through interactive teaching methods.

### **3. Continuous Assessment:**

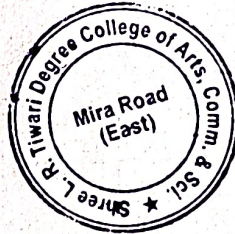
- Introduce frequent internal evaluations to monitor progress.

### **4. Encouragement for High Performance:**

- Motivate students through academic enrichment activities to achieve higher grades.

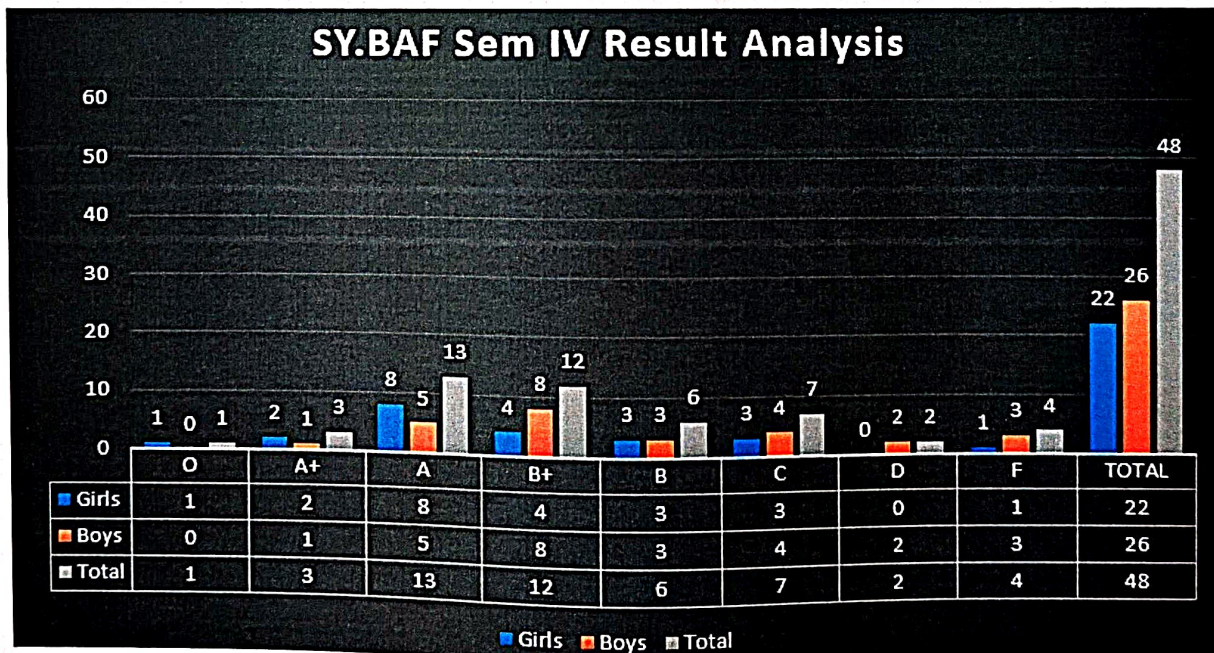
### **5. Individual Academic Guidance:**

- Provide personalized feedback and mentoring to struggling students.



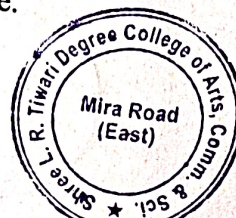
**Bachelor of Commerce(Accounting & Finance)Semester-IV Result Analysis for  
A.Y. 2024-2025 (March 2025)**

Grade	Girls	Boys	Total
O	1	0	1
A+	2	1	3
A	8	5	13
B+	4	8	12
B	3	3	6
C	3	4	7
D	0	2	2
F	1	3	4
<b>TOTAL</b>	<b>22</b>	<b>26</b>	<b>48</b>



**1. Overall Performance**

- A total of 48 students appeared for the SY.B.A.F Sem IV examination, comprising 22 girls and 26 boys.
- The results show a fairly balanced academic performance across different grade categories.
- The highest grade 'O' was achieved by 1 student, indicating the presence of exceptional academic performance.



- The majority of students secured A, B+, and B grades, reflecting a satisfactory overall academic standard.
- The overall failure count is low (4 students), indicating a positive academic outcome for the class.

## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A):

- 17 students (35.42%) secured top grades, demonstrating good academic competence and achievement.

### 2. Mid-Level Grades (B+ and B):

- 18 students (37.5%) achieved B+ and B grades, forming the largest performance group.

### 3. Lower Grades (C and D):

- 9 students (18.75%) fall under C and D grades, indicating the need for academic reinforcement.

### 4. Failing Students (F Grade):

- 4 students (8.33%) failed, which is relatively low and encouraging.

## 3. Gender-Based Analysis

### • Girls:

- Girls performed well in higher grade categories, contributing significantly to A and B+ grades.
- Only 1 girl failed, reflecting strong academic consistency.

### • Boys:

- Boys show balanced performance across mid-level grades.
- 3 boys failed, which, while not high, indicates the need for focused support.

### • Observation:

- Overall performance between girls and boys is balanced, with girls showing slightly better consistency at higher grades.

## 4. Areas of Concern

### • Moderate C and D Grade Count:

- Some students are clustered in lower grades, indicating scope for conceptual strengthening.

### • Limited Top Excellence:



- Only one student achieved the 'O' grade, suggesting room for further academic enrichment.
- **Gender Difference in Failures:**
  - Slightly higher failure count among boys requires attention.

## **5. Recommendations for Improvement**

### **1. Academic Support for Lower Grades:**

- Conduct remedial sessions for students scoring C and D grades.

### **2. Encouragement for Excellence:**

- Introduce enrichment programs and advanced assignments to motivate students toward top grades.

### **3. Continuous Assessment:**

- Implement periodic internal tests to track student progress.

### **4. Targeted Mentoring:**

- Provide personalized academic guidance to students at risk of failure.

### **5. Skill-Based Learning:**

- Incorporate practical and application-based learning to strengthen understanding.

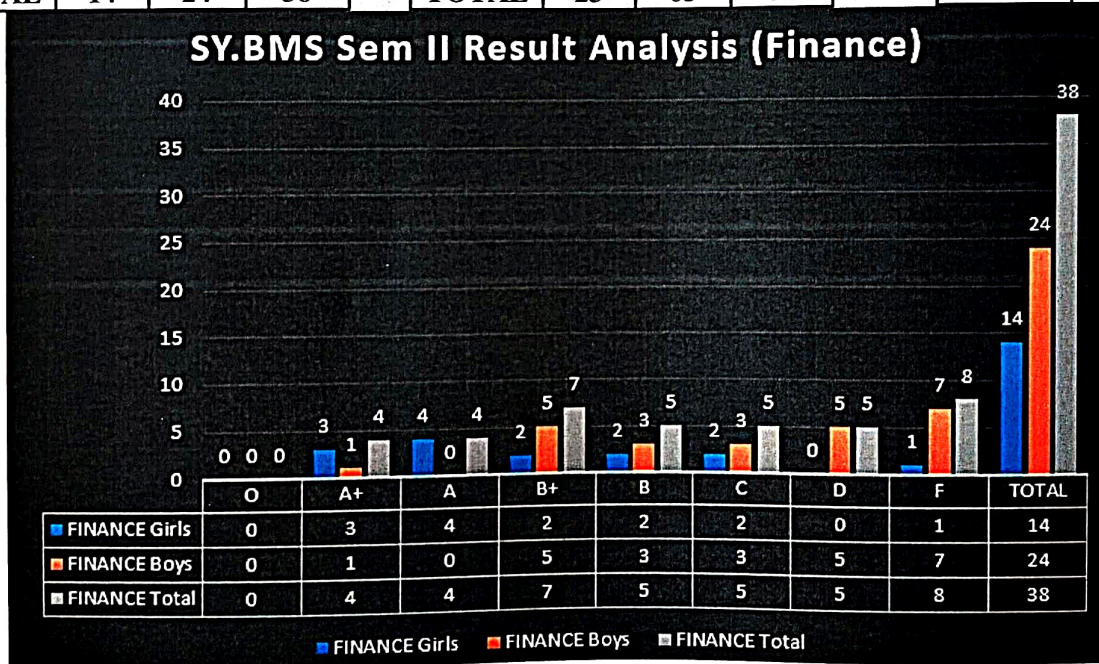


**Bachelor of Management Studies Semester-IV Result Analysis for A.Y. 2024-2025 (March 2025)**

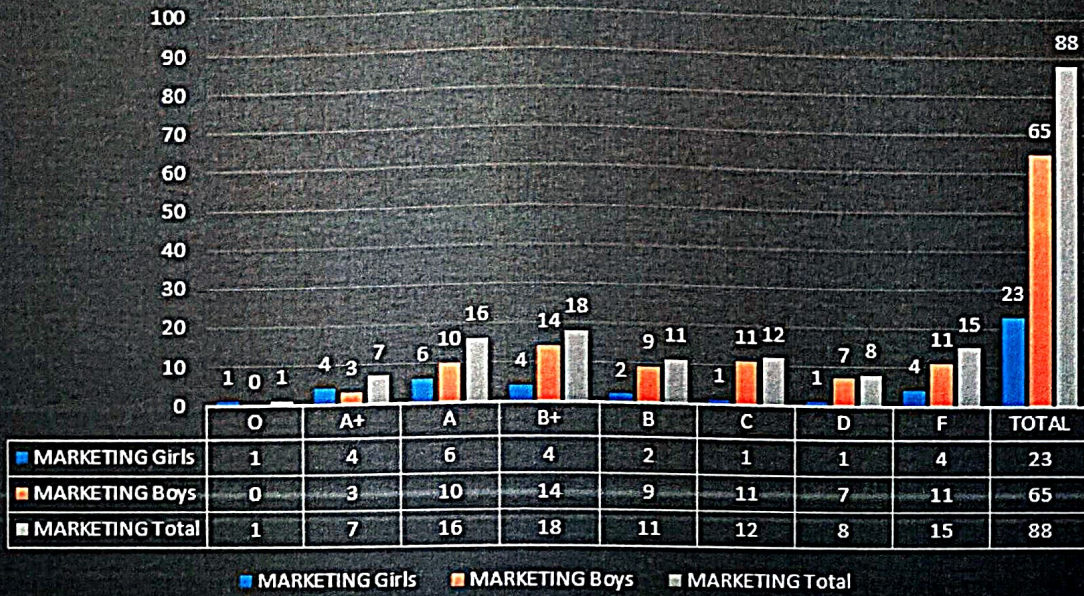
FINANCE			
Grade	Girls	Boys	Total
O	0	0	0
A+	3	1	4
A	4	0	4
B+	2	5	7
B	2	3	5
C	2	3	5
D	0	5	5
F	1	7	8
<b>TOTAL</b>	<b>14</b>	<b>24</b>	<b>38</b>

MARKETING			
Grade	Girls	Boys	Total
O	1	0	1
A+	4	3	7
A	6	10	16
B+	4	14	18
B	2	9	11
C	1	11	12
D	1	7	8
F	4	11	15
<b>TOTAL</b>	<b>23</b>	<b>65</b>	<b>88</b>

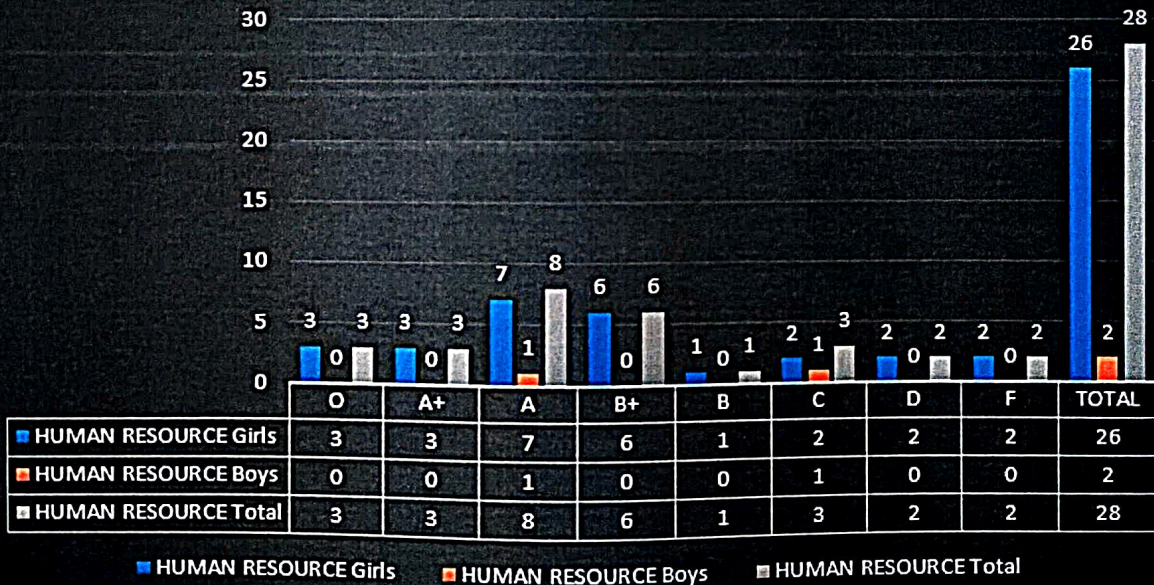
HUMAN RESOURCE			
Grade	Girls	Boys	Total
O	3	0	3
A+	3	0	3
A	7	1	8
B+	6	0	6
B	1	0	1
C	2	1	3
D	2	0	2
F	2	0	2
<b>TOTAL</b>	<b>26</b>	<b>2</b>	<b>28</b>



## SY.BMS Sem II Result Analysis (Marketing)



## SY.BMS Sem II Result Analysis (Human Resource)



### Finance:

#### 1. Overall Performance

A total of 38 students appeared for the examination, comprising 14 girls and 24 boys.

- **Overall Pass Rate (A+ to D):** The overall pass rate is 78.95% (30 students), indicating a satisfactory majority of students cleared the examination.
- **Overall Failure Rate (F grade):** The overall failure rate is 21.05% (8 students), which is a significant academic concern.



- **Highest Grade Achieved:** No student achieved the highest grade 'O', indicating that top-level excellence was not reached.
- **Most Frequently Obtained Grade:** The most frequently obtained grade is 'F' 8students, indicating that the largest single group of students failed the examination.
- **Grade Polarization:** The majority of students are clustered in the mid-to-high (A+ to B+) and failure (F) grade categories, with no students scoring 'D' and only 5 scoring 'B' or 'C'.

## 2. Grade-Wise Performance

- **High Grades (A+ and A):**
  - 8students (21.05%) secured A+ or A grades, reflecting strong conceptual understanding among a fifth of the class.
- **Upper-Mid Grades (B+ and B):**
  - 12students achieved B+ or B grades, forming a solid mid-performing group.
- **Lower Grades (C and D):**
  - 5students fall in C or D grades, with all 5 students achieving a D grade. The complete absence of students in the D grade suggests a sharp performance gap.
- **Failing Students (F Grade):**
  - 8 students 21.05% failed, representing a substantial failure rate that requires immediate attention.

## 3. Gender-Based Analysis

- **Girls:**
  - Girls show strong academic performance in the higher grades: 7 out of 1450% achieved an A+ or A grade.
  - The failure count among girls is low 1 student), indicating strong academic consistency.
- **Boys:**
  - Boys constitute the majority of the class 24 but have only 1 student in the A+ grade and none in A. Their highest concentration is in the B+ grade 5 students.
  - 7 out of 8 failures are boys, contributing 87.5% of total F grades. This indicates a high academic risk within the male student group.
- **Observation:**



- Girls are the high-performing, low-risk group. Boys represent the highest academic risk group, requiring focused intervention due to their disproportionately high failure rate and low representation in the top grades.

#### 4. Areas of Concern

- **High Failure Rate:** A failure rate of over 21% is alarming, with failures being the single most common outcome.
- **Gender Disparity:** The failure rate is highly skewed toward boys 7 vs 1, indicating a major gender-specific academic challenge.
- **Lack of Top Excellence:** No students achieved the 'O' grade.
- **Performance Polarization:** The sharp drops in performance (e.g., from A and B+ directly to F indicate students either perform well or fail completely, with few students in the marginal passing band.

#### 5. Recommendations for Improvement

- **Targeted Remedial Teaching:**
  - Immediate remedial classes should be conducted, specifically targeting the 7 failing boys, focusing on weak concepts and exam readiness.
- **Conceptual Strengthening:**
  - Focus on improving fundamental understanding across the class, especially for concepts related to the C and D grades, to ensure students don't skip directly to failure.
- **Academic Enrichment:**
  - Introduce advanced assignments and projects to motivate high-performing students toward achieving the 'O' grade.
- **Gender-Specific Academic Support:**
  - Special guidance, counselling, and motivation programs should be arranged for boys to address the severe failure disparity.



Marketing:

### 1. Overall Performance

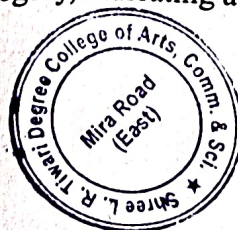
- **Overall Pass Rate (A+ to D):** The overall pass rate is ( students), indicating a high majority of students cleared the examination.
- **Overall Failure Rate (F grade):** The overall failure rate is ( students), which is a significant academic concern.
- **Highest Grades Achieved:** student achieved the highest grade 'O'.
- **Most Frequently Obtained Grade:** The most frequently obtained grade is B+ ( students).

### 2. Grade-Wise Performance

- **High Grades (O, A+, and A):**
  - students () secured , , or grades, reflecting a strong performing group.
- **Upper-Mid Grades (B+ and B):**
  - students achieved or grades, forming the largest mid-performing cluster.
- **Lower Grades (C and D):**
  - students fall in or grades, with in and in .
- **Failing Students (F Grade):**
  - students failed, accounting for .

### 3. Gender-Based Analysis

- **Girls:**
  - Girls show consistent strong performance, contributing out of (nearly ) of the and grades combined.
  - The failure count among girls is low ( students).
- **Boys:**
  - Boys constitute the large majority of the class (). They are heavily clustered in the (), (), and () grades.
  - out of failures are boys, contributing of total grades.
- **Observation:**
  - While both genders perform well at the passing level, boys are over-represented in the failure category, indicating a high academic risk group that needs intervention.



Human Resource:

### 1. Overall Performance

- **Overall Pass Rate (A+ to D):** The overall pass rate is ( students), indicating an excellent overall outcome.
- **Overall Failure Rate (F grade):** The overall failure rate is ( students), which is the lowest of the three streams.
- **Highest Grades Achieved:** students achieved the highest grade 'O', the most in any stream.
- **Most Frequently Obtained Grade:** The most frequently obtained grade is A ( students).

### 2. Grade-Wise Performance

- **High Grades (O, A+, and A):**
  - students () secured , , or grades, reflecting outstanding academic excellence.
- **Upper-Mid Grades (B+ and B):**
  - students achieved or grades.
- **Lower Grades (C and D):**
  - students fall in or grades.
- **Failing Students (F Grade):**
  - Only students failed, indicating a highly successful outcome.

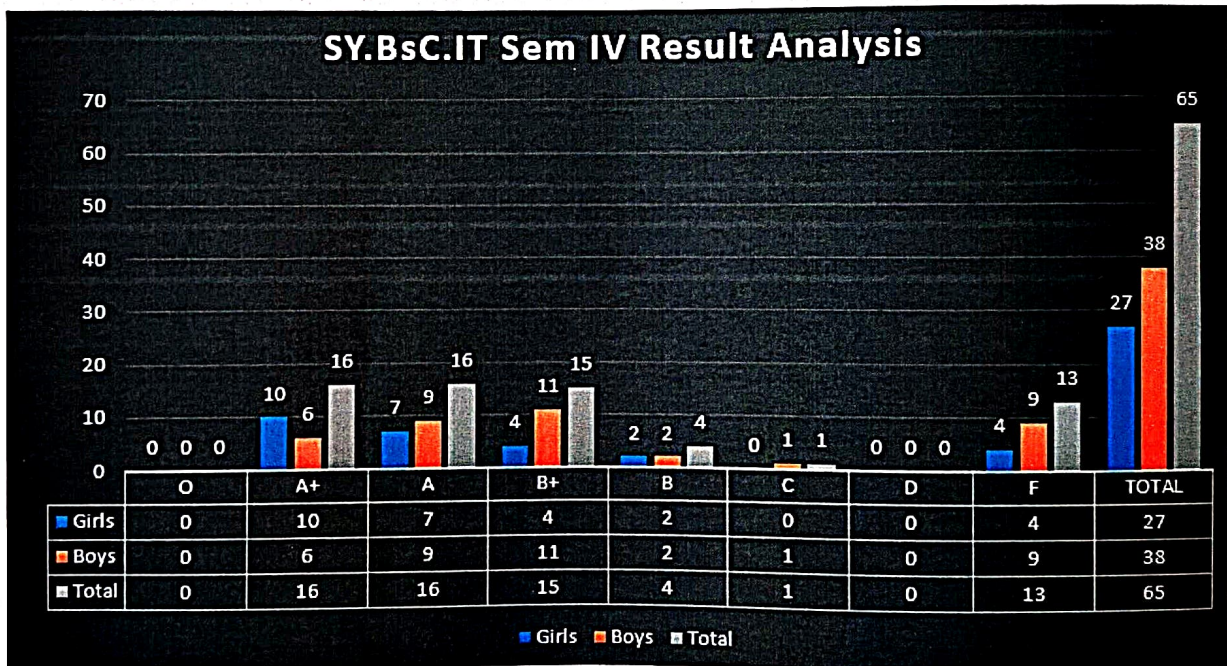
### 3. Gender-Based Analysis

- **Girls:**
  - Girls constitute the overwhelming majority () and show exceptional performance, dominating all top grades (O, A+, A, B+). girls achieved the grade.
  - The failure count among girls is low ( students).
- **Boys:**
  - Boys are only students. Their performance is mixed ( in , in ), with failures.
- **Observation:**
  - Academic performance is exceptionally strong and consistent, driven by the large, high-achieving female cohort.



**Bachelor of Science(Information Technology) Semester-IV Result Analysis  
for A.Y. 2024-2025 (March 2025)**

Grade	Girls	Boys	Total
O	0	0	0
A+	10	6	16
A	7	9	16
B+	4	11	15
B	2	2	4
C	0	1	1
D	0	0	0
F	4	9	13
<b>TOTAL</b>	<b>27</b>	<b>38</b>	<b>65</b>



**1. Overall Performance**

- A total of 154 students appeared for the SY.BSc.IT Sem IV examination, comprising 63 girls and 91 boys.
- The overall result indicates a mixed but satisfactory academic performance across all grade categories.
- The highest grade 'O' was secured by 4 students, reflecting the presence of outstanding academic achievers.
- A large number of students scored A, B+ and B grades, showing a reasonable and consistent academic standard.



- The failure count (25 students), though notable, highlights areas where academic support is required.

## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- 46 students (29.87%) secured top grades, indicating strong academic competence among a significant group of students.

### 2. Mid-Level Grades (B+ and B)

- 48 students (31.17%) achieved B+ and B grades, forming the largest performance group and reflecting average to good understanding of course concepts.

### 3. Lower Grades (C and D)

- 35 students (22.72%) fall under C and D grades, suggesting the need for academic reinforcement and conceptual clarity.

### 4. Failing Students (F Grade)

- 25 students (16.23%) failed, which requires focused academic intervention and mentoring.

## 3. Gender-Based Analysis

### Girls:

- Girls performed consistently well in higher grade categories, particularly in A and B+ grades.
- Only 7 girls failed, indicating better academic stability and engagement.

### Boys:

- Boys showed higher representation in mid and lower grade categories, including B, C, D, and F grades.
- 18 boys failed, highlighting the need for additional academic support and monitoring.

### Observation:

- Overall performance between girls and boys is balanced, but girls show stronger consistency and better outcomes in higher grades.

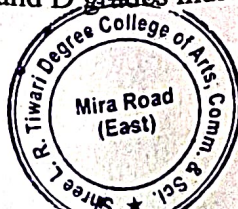
## 4. Areas of Concern

### • High Failure Count:

- o The number of students failing is relatively high and needs immediate academic attention.

### • Concentration in Lower Grades:

- o A noticeable group of students in C and D grades indicates gaps in understanding.



• **Gender Gap in Failures:**

- o Higher failure rate among boys suggests the need for targeted mentoring.

**5. Recommendations for Improvement**

1. **Remedial Teaching Programs:**

- o Conduct special remedial lectures for students scoring C, D, and F grades.

2. **Focused Mentoring:**

- o Assign mentors to academically weak students for continuous guidance.

3. **Encouragement for High Achievers:**

- o Introduce advanced learning activities and projects for top-performing students.

4. **Continuous Evaluation:**

- o Implement regular tests and assessments to track progress.

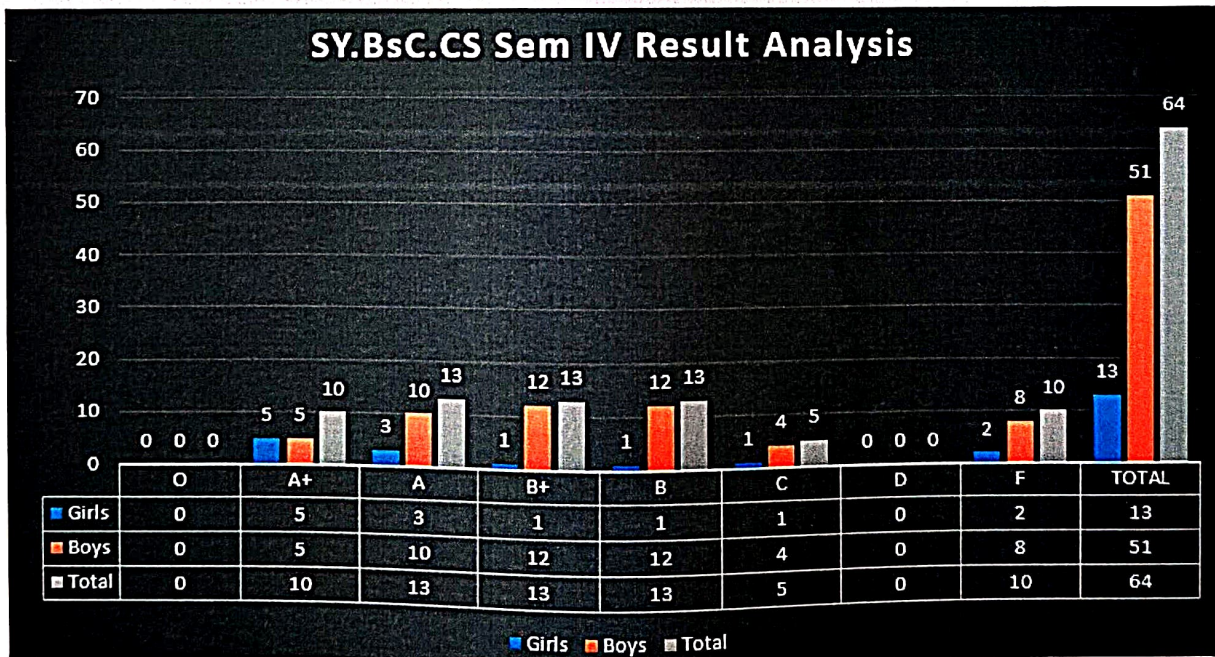
5. **Practical & Skill-Based Learning:**

- o Strengthen learning through hands-on activities, labs, and real-world applications.



**Bachelor of Science(Computer Science) Semester-IV Result Analysis for A.Y. 2024-2025 (March 2025)**

Grade	Girls	Boys	Total
O	0	0	0
A+	5	5	10
A	3	10	13
B+	1	12	13
B	1	12	13
C	1	4	5
D	0	0	0
F	2	8	10
<b>TOTAL</b>	<b>13</b>	<b>51</b>	<b>64</b>



**1. Overall Performance**

- A total of **61 students** appeared for the **SY.BSc.CS Sem IV** examination, comprising **18 girls** and **43 boys**.
- The overall performance reflects a **moderate academic outcome**, with students distributed across various grade categories.
- No student achieved the '**O**' grade, indicating scope for improvement in achieving academic excellence.



- A significant number of students secured **A and B+ grades**, showing a satisfactory level of subject understanding.
- The **failure count stands at 20 students**, which is relatively high and requires academic intervention.

## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- **20 students (32.79%)** secured top grades, reflecting good academic potential among a section of students.

### 2. Mid-Level Grades (B+ and B)

- **19 students (31.15%)** achieved B+ and B grades, forming a major performance group and indicating average academic achievement.

### 3. Lower Grades (C and D)

- **2 students (3.28%)** secured C grade, while **no student** scored D grade, suggesting limited representation in lower pass categories.

### 4. Failing Students (F Grade)

- **20 students (32.79%)** failed, highlighting a key area of concern in overall performance.

## 3. Gender-Based Analysis

### Girls:

- Girls showed **better performance in higher grade categories**, particularly in **A+ and A grades**.
- **5 girls failed**, indicating comparatively better academic consistency.

### Boys:

- Boys were more concentrated in **B+, B, and F grades**.
- **15 boys failed**, suggesting the need for focused academic monitoring.

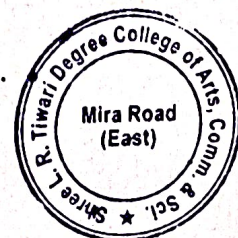
### Observation:

- While overall participation is higher among boys, **girls demonstrate stronger performance consistency**, especially in higher grades.

## 4. Areas of Concern

### • High Failure Rate:

- o Nearly one-third of the students failed, requiring immediate academic attention.



• **Absence of Top Excellence:**

o No student achieved the 'O' grade, indicating limited academic distinction.

• **Gender Gap in Failures:**

o Higher failure rate among boys calls for targeted mentoring strategies.

**5. Recommendations for Improvement**

**1. Remedial and Bridge Courses:**

o Organize special remedial sessions for students scoring F and B grades.

**2. Regular Academic Monitoring:**

o Conduct frequent assessments to track learning progress.

**3. Motivation for High Achievement:**

o Encourage students to aim for top grades through enrichment activities.

**4. Personalized Mentoring:**

o Provide individual academic guidance, especially to at-risk students.

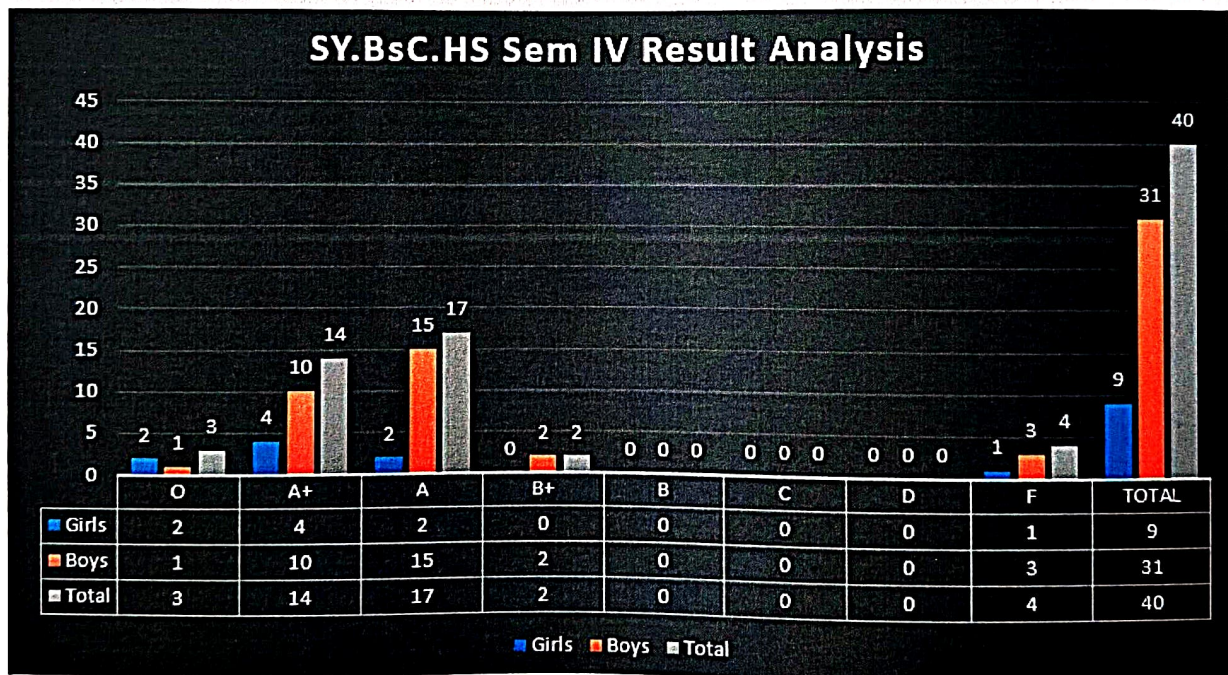
**5. Strengthening Conceptual Learning:**

o Focus on problem-solving, practical exposure, and application-based learning.



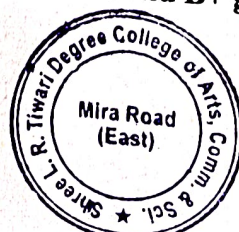
**Bachelor of Science(Hospitality Studies) Semester-IV Result Analysis for A.Y.  
2024-2025 (March 2025)**

Grade	Girls	Boys	Total
O	2	1	3
A+	4	10	14
A	2	15	17
B+	0	2	2
B	0	0	0
C	0	0	0
D	0	0	0
F	1	3	4
<b>TOTAL</b>	<b>9</b>	<b>31</b>	<b>40</b>



**1. Overall Performance**

- A total of 61 students appeared for the SY.BSc.HS Sem IV examination, comprising 18 girls and 43 boys.
- The overall performance shows a moderate academic outcome, with students distributed across various grade categories.
- No student secured the 'O' grade, indicating scope for improvement in achieving academic excellence.
- A considerable number of students obtained A and B+ grades, reflecting a satisfactory understanding of the syllabus.



- The failure count stands at 20 students, which is a point of concern and calls for focused academic support.

## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- 20 students (32.79%) secured top grades, demonstrating good academic potential among a section of learners.

### 2. Mid-Level Grades (B+ and B)

- 19 students (31.15%) achieved B+ and B grades, forming a major portion of the class and indicating average to good performance.

### 3. Lower Grades (C and D)

- 2 students (3.28%) secured C grade, while no student was placed in the D grade category, suggesting limited lower-grade distribution.

### 4. Failing Students (F Grade)

- 20 students (32.79%) failed, highlighting a significant area requiring academic intervention.

## 3. Gender-Based Analysis

### Girls:

- Girls performed comparatively better in **higher grade categories**, especially in **A+ and A grades**.
- 5 girls failed, indicating better academic consistency among female students.

### Boys:

- Boys showed greater concentration in **mid-level and failing categories**.
- 15 boys failed, which is relatively high and suggests the need for targeted academic guidance.

### Observation:

- Although boys form the majority of the class strength, **girls exhibit stronger performance consistency**, particularly in higher grades.



#### 4. Areas of Concern

- **High Failure Rate:**

- o Nearly one-third of the students failed, requiring immediate academic attention.

- **Absence of Outstanding Performance:**

- o No student achieved the 'O' grade, indicating limited academic distinction.

- **Gender Disparity in Failures:**

- o Higher failure count among boys needs focused mentoring.

#### 5. Recommendations for Improvement

1. **Remedial Coaching:**

- o Conduct structured remedial sessions for students securing F and lower grades.

2. **Continuous Assessment:**

- o Implement regular internal assessments to monitor progress.

3. **Motivation for Academic Excellence:**

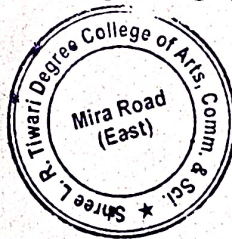
- o Encourage students to aim for higher grades through enrichment activities.

4. **Individual Mentoring:**

- o Provide personalized guidance to academically weak students.

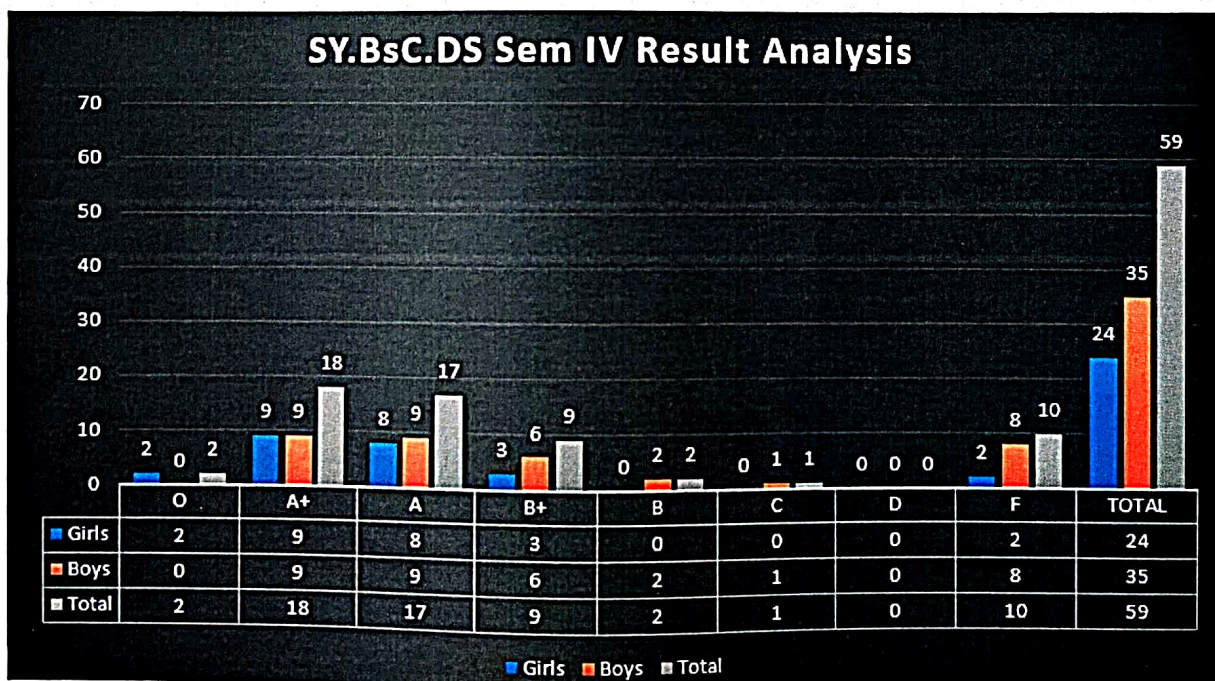
5. **Application-Oriented Learning:**

- o Strengthen conceptual understanding through practical and real-world applications.



## Bachelor of Science(Data Science) Semester-IV Result Analysis for A.Y. 2024-2025 March 2025

Grade	Girls	Boys	Total
O	2	0	2
A+	9	9	18
A	8	9	17
B+	3	6	9
B	0	2	2
C	0	1	1
D	0	0	0
F	2	8	10
<b>TOTAL</b>	<b>24</b>	<b>35</b>	<b>59</b>



### 1. Overall Performance

- A total of 61 students appeared for the SY.BSc.DS Sem IV examination, comprising 18 girls and 43 boys.
- The overall academic performance reflects a **moderate outcome**, with students distributed across various grade categories.
- No student secured the 'O' grade, indicating scope for improvement in achieving top-level academic excellence.
- A noticeable number of students achieved **A and B+ grades**, suggesting satisfactory conceptual understanding.



- The failure count is 20 students, which is relatively high and requires focused academic intervention.

## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- 20 students (32.79%) secured top grades, indicating good academic potential among a segment of the class.

### 2. Mid-Level Grades (B+ and B)

- 19 students (31.15%) achieved B+ and B grades, forming a major performance group and reflecting average academic achievement.

### 3. Lower Grades (C and D)

- 2 students (3.28%) secured C grade, while no student was placed in the D grade category, indicating limited lower-grade distribution.

### 4. Failing Students (F Grade)

- 20 students (32.79%) failed, highlighting a significant area of concern in overall performance.

## 3. Gender-Based Analysis

### Girls:

- Girls performed better in higher grade categories, especially in A+ and A grades.
- 5 girls failed, reflecting comparatively stronger academic consistency.

### Boys:

- Boys showed higher representation in mid-level and failing categories.
- 15 boys failed, which indicates the need for additional academic support and mentoring.

### Observation:

- Although boys constitute the majority of students, girls demonstrate better consistency and performance at higher grades.

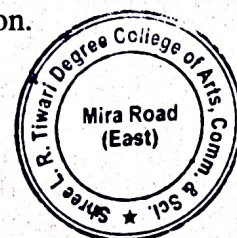
## 4. Areas of Concern

### • High Failure Rate:

- o Nearly one-third of the students failed, requiring immediate academic attention.

### • Absence of Outstanding Performance:

- o No student achieved the 'O' grade, suggesting limited academic distinction.



• **Gender Disparity in Failures:**

- o Higher failure count among boys needs focused mentoring.

**5. Recommendations for Improvement**

**1. Structured Remedial Sessions:**

- o Organize regular remedial classes for students in F and lower-grade categories.

**2. Continuous Academic Monitoring:**

- o Conduct frequent internal tests to track learning progress.

**3. Encouragement for Excellence:**

- o Motivate students to aim for higher grades through enrichment activities.

**4. Personalized Mentoring:**

- o Provide individual academic guidance to at-risk students.

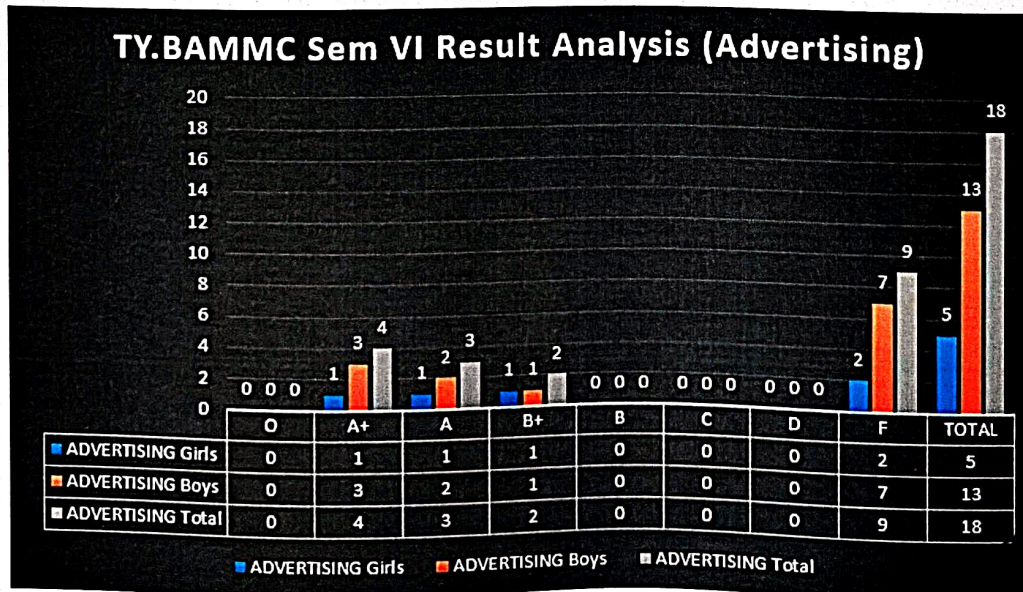
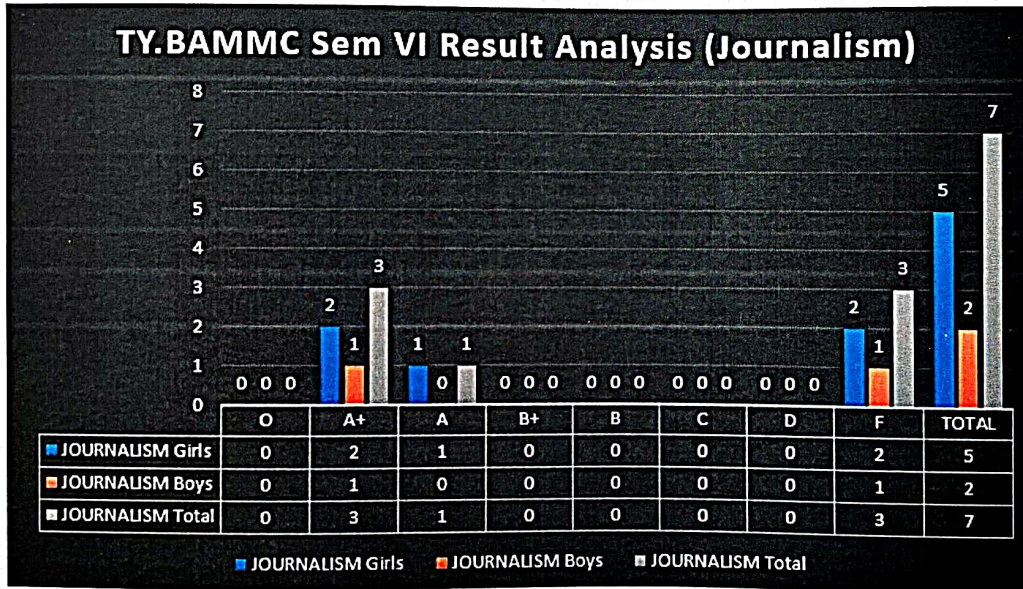
**5. Practical and Skill-Based Learning:**

- o Strengthen understanding through hands-on, application-oriented teaching methods.



**Bachelor of Arts (Multimedia & Multi Communication) Semester-VI Result**  
**Analysis for A.Y. 2024-2025 (May 2025)**

JOURNALISM				ADVERTISING			
Grade	Girls	Boys	Total	Grade	Girls	Boys	Total
O	0	0	0	O	0	0	0
A+	2	1	3	A+	1	3	4
A	1	0	1	A	1	2	3
B+	0	0	0	B+	1	1	2
B	0	0	0	B	0	0	0
C	0	0	0	C	0	0	0
D	0	0	0	D	0	0	0
F	2	1	3	F	2	7	9
<b>TOTAL</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>TOTAL</b>	<b>5</b>	<b>13</b>	<b>18</b>



## **Journalism:**

### **1. Overall Performance**

- A total of **18 students** appeared for the **SY.BAMMC Sem VI (Journalism) examination**.
- The overall performance reflects a **moderate academic outcome**, with students mainly concentrated in higher and failing grade categories.
- No student secured the **'O' grade**, indicating scope for improvement in achieving outstanding academic excellence.
- A limited number of students achieved **A+ and A grades**, showing the presence of good academic performers.
- The **failure count is 9 students**, which accounts for **50% of the total strength**, and is a major area of concern.

### **2. Grade-Wise Performance**

#### **1. Top Grades (O, A+, A)**

- **7 students (38.89%)** secured top grades, reflecting satisfactory academic competence among a section of students.

#### **2. Mid-Level Grades (B+ and B)**

- **2 students (11.11%)** secured B+ grades, while **no student** achieved B grade, indicating low representation in mid-level performance.

#### **3. Lower Grades (C and D)**

- **No students** were placed in C and D grades, suggesting a performance gap between passing and failing categories.

#### **4. Failing Students (F Grade)**

- **9 students (50%)** failed, highlighting a serious academic concern that requires immediate intervention.

### **3. Gender-Based Analysis**

#### **Girls:**

- Girls showed **better performance in higher grade categories**, including A+ and A grades.
- **2 girls failed**, indicating relatively better academic stability.

#### **Boys:**

- Boys form the majority of the class strength and show higher representation in the **F grade category**.
- **7 boys failed**, contributing significantly to the overall failure count.



### **Observation:**

- While girls demonstrate **better academic consistency**, the **overall failure rate among boys is considerably high**, requiring focused academic support.

### **4. Areas of Concern**

- **High Failure Percentage:**
  - o Half of the class has failed, indicating the need for urgent academic corrective measures.
- **Lack of Mid-Level Performance:**
  - o Very few students fall in B and B+ grades, showing an uneven performance distribution.
- **Absence of Outstanding Grades:**
  - o No student achieved the 'O' grade, suggesting scope for academic enrichment.

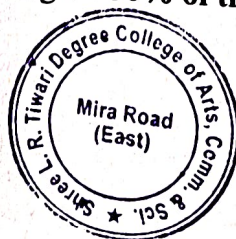
### **5. Recommendations for Improvement**

1. **Immediate Remedial Measures:**
  - o Conduct intensive remedial lectures and revision sessions for failed students.
2. **Individual Mentoring:**
  - o Provide personalized academic guidance and counseling to at-risk students.
3. **Continuous Evaluation:**
  - o Introduce regular internal assessments to monitor progress.
4. **Skill-Oriented Practical Training:**
  - o Strengthen practical exposure in journalism writing, reporting, and media skills.
5. **Motivation and Academic Counselling:**
  - o Encourage students through mentoring sessions to improve confidence and academic focus.

### **Advertising:**

#### **1. Overall Performance**

- A total of **18 students** appeared for the **SY.BAMMC Sem VI (Advertising) examination**.
- The overall performance shows a **mixed academic outcome**, with students distributed mainly between higher grades and the failing category.
- No student secured the '**O**' grade, indicating scope for improvement in achieving academic excellence.
- A small number of students achieved **A+ and A grades**, reflecting the presence of academically capable students.
- The **failure count is 9 students**, accounting for **50% of the total strength**, which is a significant concern.



## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- 7 students (38.89%) secured top grades, indicating satisfactory academic performance among a section of students.

### 2. Mid-Level Grades (B+ and B)

- 2 students (11.11%) secured B+ grades, while no students achieved B grade, showing low representation in mid-level performance.

### 3. Lower Grades (C and D)

- No students were placed in C and D grades, indicating a sharp performance divide.

### 4. Failing Students (F Grade)

- 9 students (50%) failed, highlighting a major area of academic concern.

## 3. Gender-Based Analysis

### Girls:

- Girls showed better academic performance in higher grades, particularly in A+ and A categories.
- 2 girls failed, indicating comparatively better academic consistency.

### Boys:

- Boys constitute the majority of the class and show higher concentration in the F grade category.
- 7 boys failed, contributing significantly to the overall failure count.

### Observation:

- While girls demonstrate greater academic consistency, the failure rate among boys is notably higher, requiring focused academic intervention.

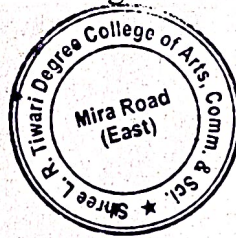
## 4. Areas of Concern

- **High Failure Percentage:**
  - o Half of the students failed, requiring urgent corrective measures.
- **Lack of Mid-Level Grades:**
  - o Very few students fall under B and B+ categories, indicating uneven performance distribution.
- **Absence of Outstanding Performance:**
  - o No student secured the 'O' grade, suggesting scope for academic enrichment.



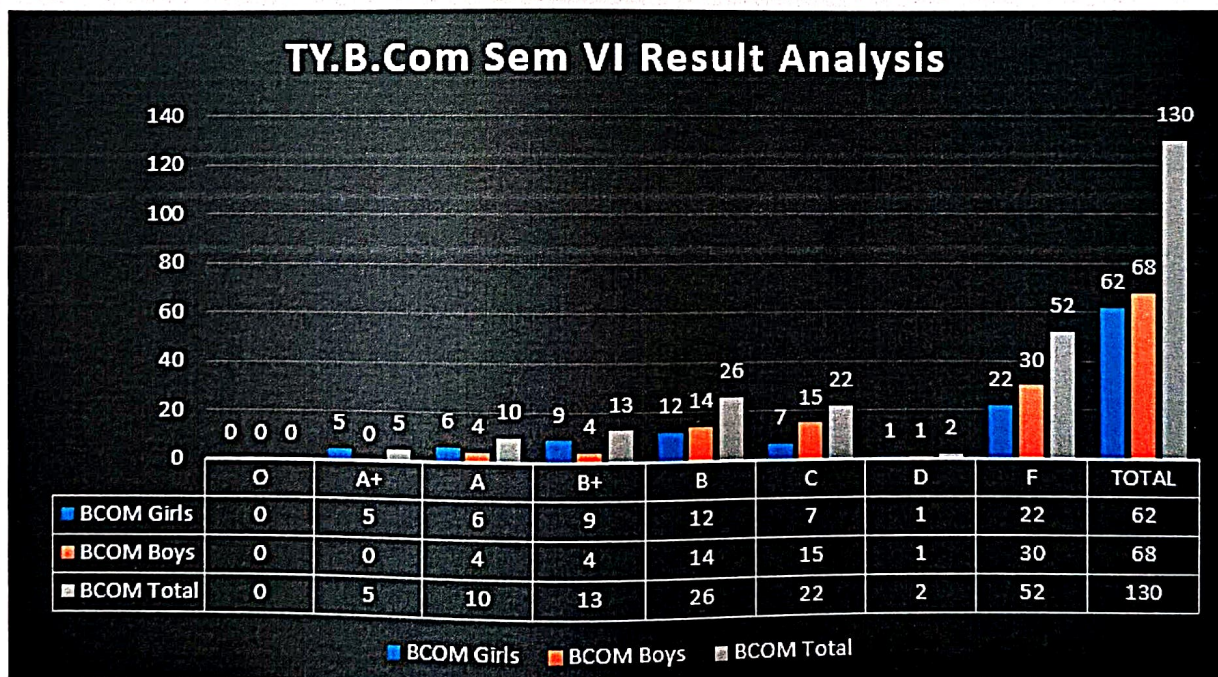
## 5. Recommendations for Improvement

1. **Intensive Remedial Sessions:**
  - o Conduct focused remedial classes for students in the F grade category.
2. **Individual Academic Mentoring:**
  - o Provide one-to-one guidance and counselling to underperforming students.
3. **Continuous Internal Assessment:**
  - o Introduce regular tests, assignments, and feedback mechanisms.
4. **Practical Skill Enhancement:**
  - o Strengthen hands-on learning in advertising concepts, campaign planning, and creative execution.
5. **Motivation and Academic Counselling:**
  - o Encourage students through mentoring sessions to improve confidence and academic focus.



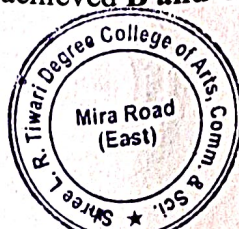
**Bachelor of Commerce Semester-VI Result Analysis for A.Y. 2024-2025 APRIL 2025 (After Reval)**

Grade	Girls	Boys	Total
O	0	0	0
A+	5	0	5
A	6	4	10
B+	9	4	13
B	12	14	26
C	7	15	22
D	1	1	2
F	22	30	52
<b>TOTAL</b>	<b>62</b>	<b>68</b>	<b>130</b>



**1. Overall Performance**

- A total of 130 students appeared for the TY.B.Com Sem VI examination, comprising 62 girls and 68 boys.
- The overall result indicates a **mixed academic performance**, with students spread across all grade categories.
- No student secured the 'O' grade, suggesting scope for improvement in achieving top academic excellence.
- A considerable number of students achieved **B and C grades**, reflecting an average overall academic standard.



- The **failure count is 52 students**, which is relatively high and requires immediate academic attention.

## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- **15 students (11.54%)** secured top grades, indicating limited high academic achievement within the cohort.

### 2. Mid-Level Grades (B+ and B)

- **39 students (30%)** achieved B+ and B grades, forming a significant portion of the class and reflecting moderate understanding of subjects.

### 3. Lower Grades (C and D)

- **24 students (18.46%)** fall under C and D grades, indicating the need for conceptual reinforcement.

### 4. Failing Students (F Grade)

- **52 students (40%)** failed, which is a major area of concern and highlights the need for corrective academic measures.

## 3. Gender-Based Analysis

### Girls:

- Girls showed relatively **better performance consistency**, particularly in **A and B+ grades**.
- **22 girls failed**, which is lower compared to boys.

### Boys:

- Boys form the majority of the class and are more concentrated in **C and F grades**.
- **30 boys failed**, contributing significantly to the overall failure count.

### Observation:

- Although the gender-wise performance is fairly balanced, **girls demonstrate slightly better academic consistency**, while boys show a higher failure rate.

## 4. Areas of Concern

### • High Failure Rate:

o A large proportion of students failed, indicating the need for immediate academic intervention.

### • Limited Top Performers:



- o Very few students achieved A+ and A grades.
- **Performance Drop at Final Year Level:**
- o The distribution suggests challenges in handling advanced-level syllabus.

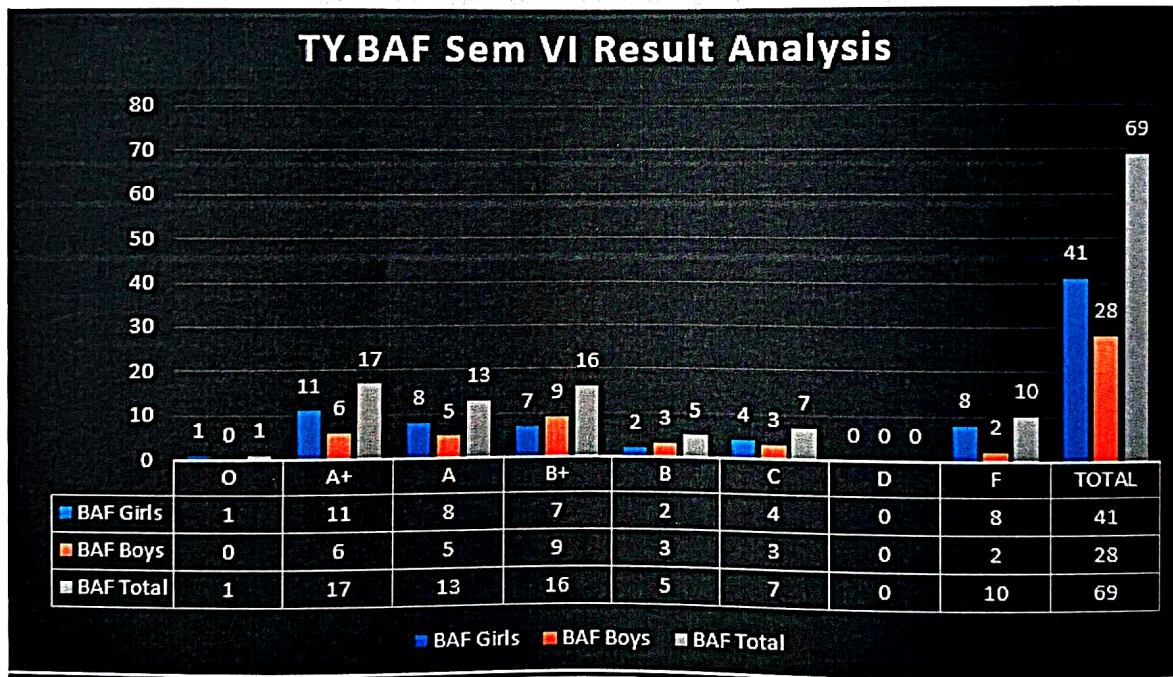
## **5. Recommendations for Improvement**

- 1. Intensive Remedial Coaching:**
  - o Conduct structured remedial lectures for students in F and lower-grade categories.
- 2. Regular Academic Monitoring:**
  - o Implement periodic internal assessments and progress tracking.
- 3. Focused Mentoring:**
  - o Provide personalized academic guidance, especially to final-year students at risk.
- 4. Conceptual & Practical Strengthening:**
  - o Emphasize problem-solving, case studies, and application-based learning.
- 5. Exam-Oriented Preparation:**
  - o Organize revision workshops and answer-writing practice sessions.



**Bachelor of Commerce(Accounting and Finance) Semester-VI Result Analysis  
for A.Y. 2024-2025(APRIL 2025)**

Grade	Girls	Boys	Total
O	1	0	1
A+	11	6	17
A	8	5	13
B+	7	9	16
B	2	3	5
C	4	3	7
D	0	0	0
F	8	2	10
<b>TOTAL</b>	<b>41</b>	<b>28</b>	<b>69</b>



**1. Overall Performance**

- 69 students appeared (41 girls, 28 boys).
- Overall performance is satisfactory.
- 1 student secured the 'O' grade.
- Most students scored A+, A, and B+ grades.
- 10 students failed, which is relatively low.



## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- 31 students (44.93%) achieved top grades, indicating strong academic performance.

### 2. Mid-Level Grades (B+ and B)

- 21 students (30.43%) secured B+ and B grades, showing average to good understanding.

### 3. Lower Grades (C and D)

- 7 students obtained C grade; no student was in D grade.

### 4. Failing Students (F Grade)

- 10 students (14.49%) failed, which is manageable with academic support.

## 3. Gender-Based Analysis

### Girls:

- Girls performed well in **higher grade categories**.
- 8 girls failed, showing good consistency.

### Boys:

- Boys showed balanced performance.
- Only 2 boys failed, indicating better stability.

### Observation:

- Overall performance is balanced, with **girls excelling in higher grades**.

## 4. Areas of Concern

- Presence of **failing students** requires attention.
- Limited number of **O grade achievers**.

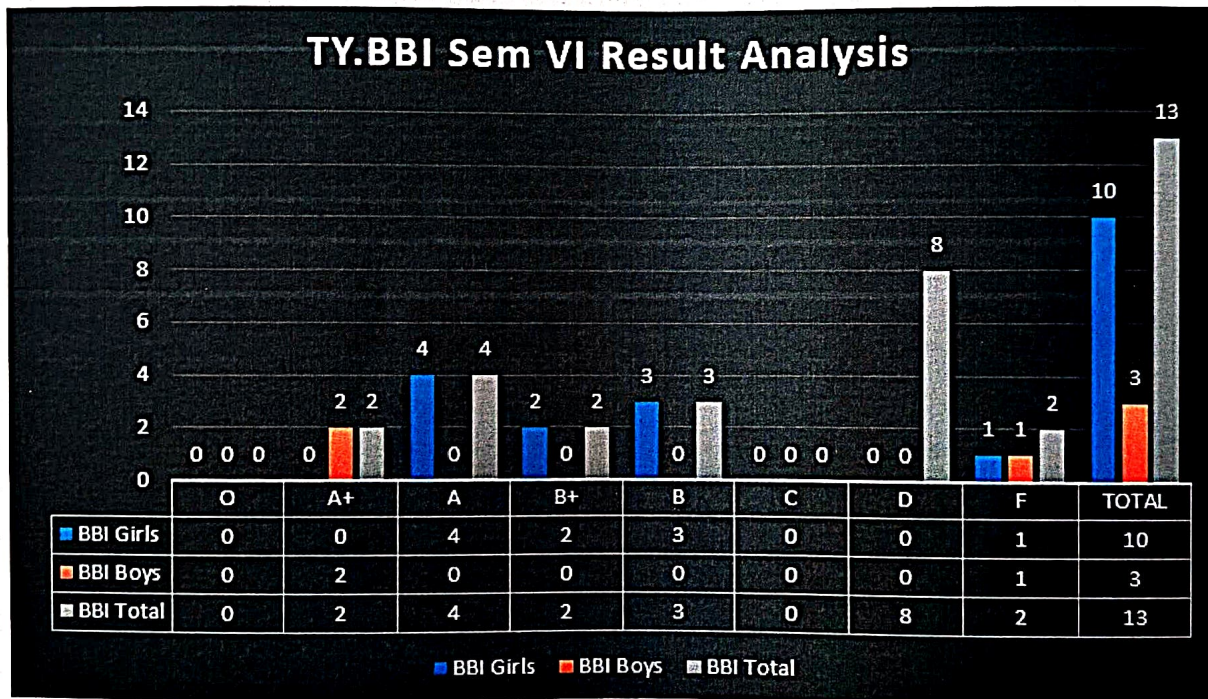
## 5. Recommendations for Improvement

- Conduct **remedial sessions** for weak students.
- Encourage **academic excellence** among high performers.
- Ensure **continuous assessment and mentoring**.



**Bachelor of Commerce(Banking & Insurance) Semester-VI Result Analysis for A.Y.  
2024-2025 (APRIL 2025)**

Grade	Girls	Boys	Total
O	0	0	0
A+	0	2	2
A	4	0	4
B+	2	0	2
B	3	0	3
C	0	0	0
D	0	0	8
F	1	1	2
<b>TOTAL</b>	<b>10</b>	<b>3</b>	<b>13</b>



**1. Overall Performance**

- 13 students appeared for the examination (10 girls, 3 boys).
- Overall performance is **satisfactory**.
- No student secured the 'O' grade.
- Most students achieved A, B+, and B grades.
- 2 students failed, which is minimal.



## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- 6 students secured top grades, indicating good academic performance.

### 2. Mid-Level Grades (B+ and B)

- 5 students achieved B+ and B grades, showing satisfactory understanding.

### 3. Lower Grades (C and D)

- No students were placed in C and D grades.

### 4. Failing Students (F Grade)

- 2 students failed, which is relatively low.

## 3. Gender-Based Analysis

### Girls:

- Girls performed well across A, B+, and B grades.
- 1 girl failed, indicating strong consistency.

### Boys:

- Boys showed limited participation.
- 1 boy failed, reflecting balanced performance.

### Observation:

- Overall performance is balanced, with girls showing stronger academic outcomes.

## 4. Areas of Concern

- Absence of O grade achievers.
- Small number of students limits broader comparison.

## 5. Recommendations for Improvement

- Encourage students to aim for higher grades.
- Provide remedial support to failed students.
- Maintain continuous academic monitoring.

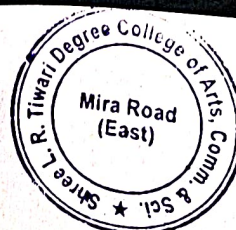
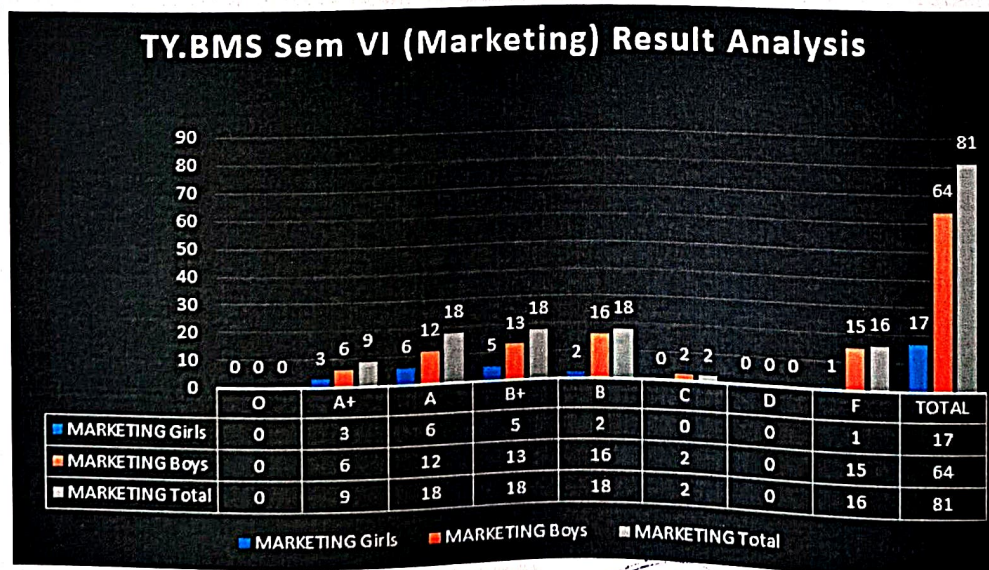
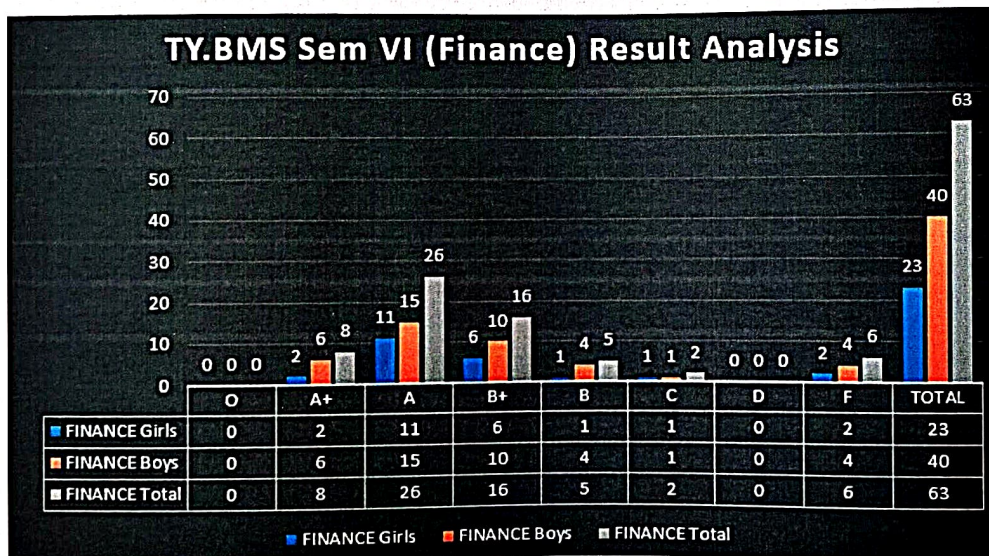


**Bachelor of Management Studies Semester-VI Result Analysis for A.Y. 2024-2025**  
**(APRIL 2025) [After Reval]**

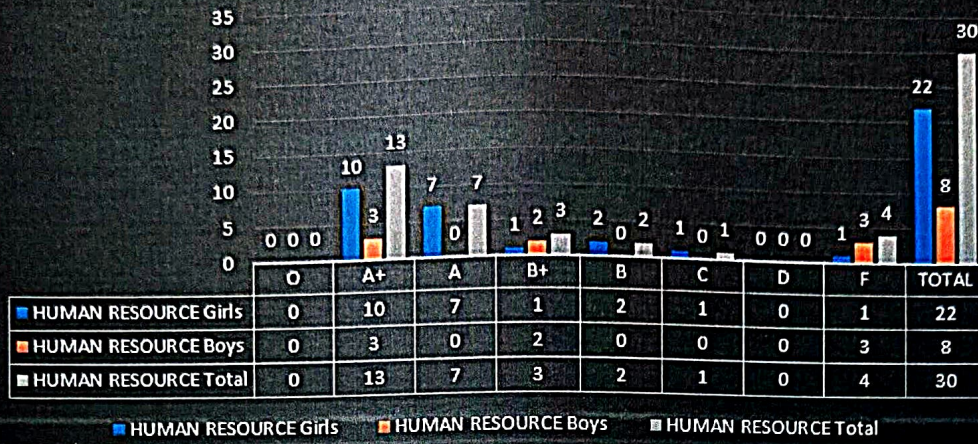
FINANCE			
Grade	Girls	Boys	Total
O	0	0	0
A+	2	6	8
A	11	15	26
B+	6	10	16
B	1	4	5
C	1	1	2
D	0	0	0
F	2	4	6
<b>TOTAL</b>	<b>23</b>	<b>40</b>	<b>63</b>

MARKETING			
Grade	Girls	Boys	Total
O	0	0	0
A+	3	6	9
A	6	12	18
B+	5	13	18
B	2	16	18
C	0	2	2
D	0	0	0
F	1	15	16
<b>TOTAL</b>	<b>17</b>	<b>64</b>	<b>81</b>

HUMAN RESOURCE			
Grade	Girls	Boys	Total
O	0	0	0
A+	10	3	13
A	7	0	7
B+	1	2	3
B	2	0	2
C	1	0	1
D	0	0	0
F	1	3	4
<b>TOTAL</b>	<b>22</b>	<b>8</b>	<b>30</b>



## TY.BMS Sem VI (Human Resource) Result Analysis



### Finance:-

#### 1. Overall Performance

- 63 students appeared for the examination (23 girls, 40 boys).
- Overall performance is **satisfactory to good**.
- No student secured the 'O' grade.
- Majority of students scored **A, B+, and B grades**.
- **6 students failed**, indicating a fairly positive result.

#### 2. Grade-Wise Performance

##### 1. Top Grades (O, A+, A)

- 34 students secured top grades, reflecting strong academic performance.

##### 2. Mid-Level Grades (B+ and B)

- 21 students achieved B+ and B grades, showing average to good understanding.

##### 3. Lower Grades (C and D)

- 2 students secured C grade; **no student** was placed in D grade.

##### 4. Failing Students (F Grade)

- 6 students failed, which is relatively low.



### 3. Gender-Based Analysis

#### Girls:

- Girls performed well in **A and B+ grades**.
- **2 girls failed**, indicating good academic consistency.

#### Boys:

- Boys formed the majority and showed balanced performance.
- **4 boys failed**, slightly higher than girls.

#### Observation:

- Overall performance is balanced, with **girls showing better consistency in higher grades**.

### 4. Areas of Concern

- Absence of **O grade achievers**.
- Presence of a small number of **failing students**.

### 5. Recommendations for Improvement

- Conduct **remedial sessions** for weak students.
- Encourage students to aim for **higher academic excellence**.
- Continue **regular assessment and mentoring**.

### Marketing:-

#### 1. Overall Performance

- **81 students** appeared for the examination (**17 girls, 64 boys**).
- Overall performance is **average to satisfactory**.
- No student secured the **'O' grade**.
- A large number of students obtained **A, B+, and B grades**.
- **16 students failed**, which needs academic attention.

#### 2. Grade-Wise Performance

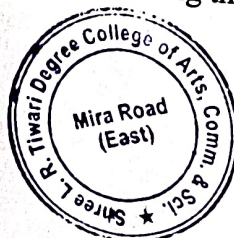
##### 1. Top Grades (O, A+, A)

- **27 students** secured top grades, indicating good academic performance.

##### 2. Mid-Level Grades (B+ and B)

- **36 students** achieved B+ and B grades, forming the largest group.

##### 3. Lower Grades (C and D)



- 2 students secured C grade; no student was placed in D grade.

#### 4. Failing Students (F Grade)

- 16 students failed, which is comparatively high.

### 3. Gender-Based Analysis

#### Girls:

- Girls showed better performance in **higher grades**.
- Only 1 girl failed, indicating strong consistency.

#### Boys:

- Boys form the majority and showed higher representation in **F grade**.
- 15 boys failed, contributing significantly to failures.

#### Observation:

- Girls performed better overall, while **boys require focused academic support**.

### 4. Areas of Concern

- **High failure count**, especially among boys.
- Absence of **O grade achievers**.

### 5. Recommendations for Improvement

- Conduct **remedial and revision sessions** for weak students.
- Strengthen **exam-oriented preparation**.
- Ensure **regular assessment and mentoring**.

### Human Resource:-

#### 1. Overall Performance

- 30 students appeared for the examination (22 girls, 8 boys).
- Overall performance is **satisfactory to good**.
- No student secured the '**O**' grade.
- Majority of students scored **A+, A, B+, and B grades**.
- 4 students failed, indicating a largely positive result.

#### 2. Grade-Wise Performance

##### 1. Top Grades (O, A+, A)

- 20 students secured top grades (13 A+ and 7 A), reflecting strong academic performance.



## 2. Mid-Level Grades (B+ and B)

- 5 students achieved B+ and B grades, showing average to good understanding.

## 3. Lower Grades (C and D)

- 1 student secured C grade; no student was placed in D grade.

## 4. Failing Students (F Grade)

- 4 students failed, which is relatively low.

## 3. Gender-Based Analysis

### Girls:

- Girls dominated A+ and A grades, showing strong performance.
- 1 girl failed, indicating good academic consistency.

### Boys:

- Boys showed moderate performance across grades.
- 3 boys failed, slightly higher compared to girls.

### Observation:

- Overall performance is balanced, with girls outperforming boys in higher grades.

## 4. Areas of Concern

- Absence of O grade achievers.
- Presence of a small number of failing students.

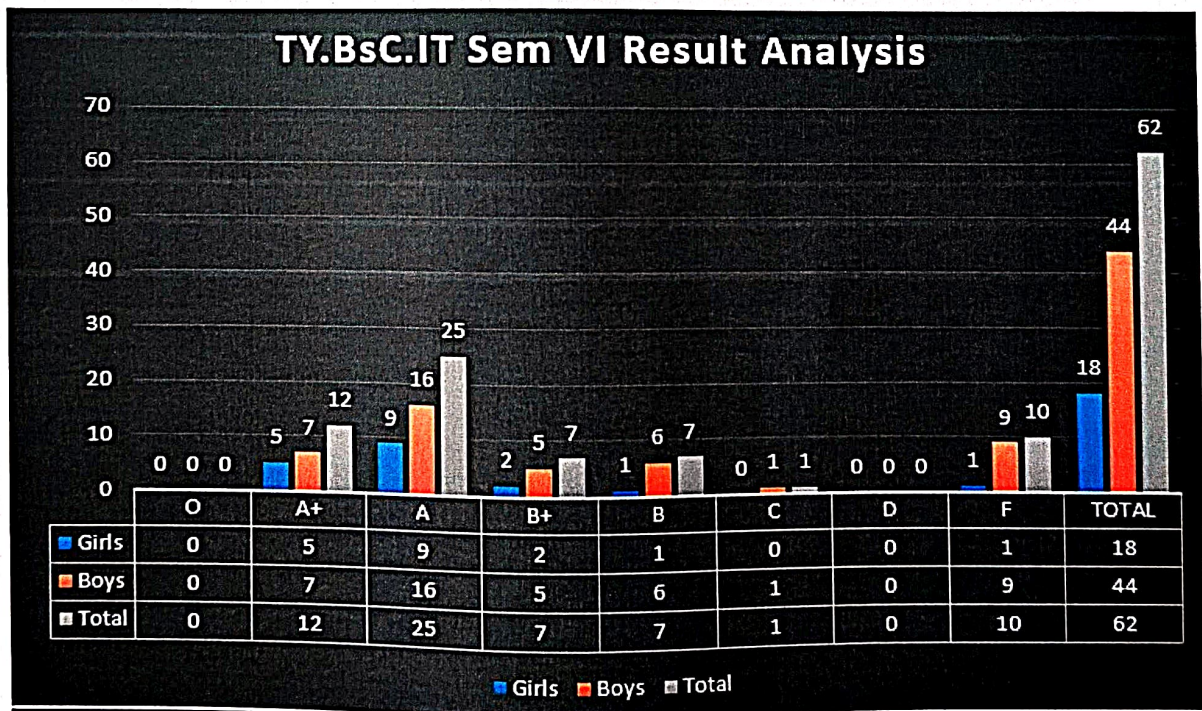
## 5. Recommendations for Improvement

- Organize remedial sessions for weak students.
- Motivate students to aim for higher academic excellence.
- Continue regular assessment and mentoring for consistent improvement.



**Bachelor of Science(Information Technology) Semester-VI Result Analysis for A.Y.  
2024-2025 APRIL 2025**

Grade	Girls	Boys	Total
O	0	0	0
A+	5	7	12
A	9	16	25
B+	2	5	7
B	1	6	7
C	0	1	1
D	0	0	0
F	1	9	10
<b>TOTAL</b>	<b>18</b>	<b>44</b>	<b>62</b>



**1. Overall Performance**

- **62 students** appeared for the examination (18 girls and 44 boys).
- Overall performance is **satisfactory to good**.
- **No student** secured the 'O' grade.
- Majority of students scored **A, A+, B+, and B** grades.
- **10 students failed**, indicating the need for academic support for a few learners.



## 2. Grade-Wise Performance

### 1. Top Grades (O, A+, A)

- 37 students secured top grades (12 A+ and 25 A), reflecting strong academic performance.

### 2. Mid-Level Grades (B+ and B)

- 14 students achieved B+ and B grades, showing average to good subject understanding.

### 3. Lower Grades (C and D)

- 1 student secured C grade; no student was placed in D grade.

### 4. Failing Students (F Grade)

- 10 students failed, which is comparatively higher and needs attention.

## 3. Gender-Based Analysis

### Girls:

- Girls showed good performance in A and A+ grades.
- Only 1 girl failed, indicating strong academic consistency.

### Boys:

- Boys formed the majority and showed a wide distribution across grades.
- 9 boys failed, which is significantly higher compared to girls.

### Observation:

- Girls demonstrated better consistency and lower failure rate, while boys require focused academic guidance.

## 4. Areas of Concern

- Absence of O grade achievers.
- Higher number of failures, especially among boys.

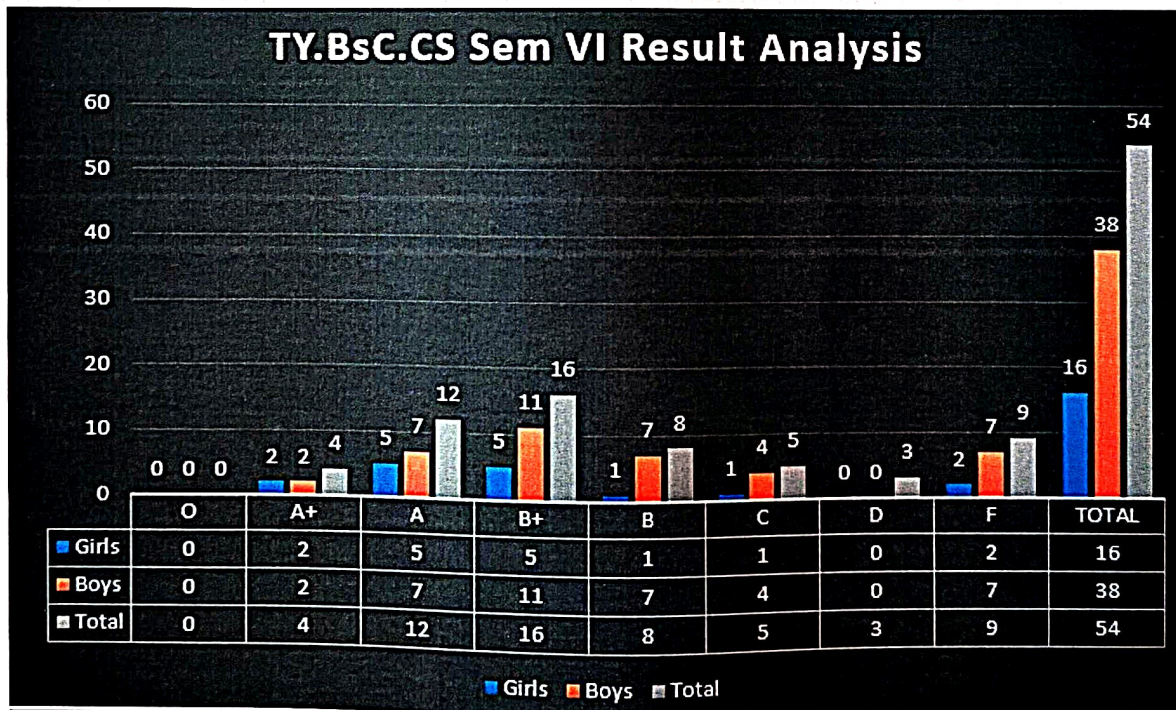
## 5. Recommendations for Improvement

- Conduct remedial and revision sessions for weak students.
- Provide mentoring and academic counseling, especially for boys.
- Encourage students to aim for higher grades through regular practice and assessments.



**Bachelor of Science(Computer Science) Semester-VI Result Analysis for A.Y. 2024-2025APRIL- 2025 [After Reval]**

Grade	Girls	Boys	Total
O	0	0	0
A+	2	2	4
A	5	7	12
B+	5	11	16
B	1	7	8
C	1	4	5
D	0	0	3
F	2	7	9
<b>TOTAL</b>	<b>16</b>	<b>38</b>	<b>54</b>



**1. Overall Performance**

- 54 students appeared for the examination (16 girls and 38 boys).
- Overall performance is average to good.
- No student secured the 'O' grade.
- Majority of students scored A, B+, and B grades.
- 9 students failed, indicating the need for academic support for some students.



## **2. Grade-Wise Performance**

### **1. Top Grades (O, A+, A)**

- 16 students secured top grades (4 A+ and 12 A), reflecting satisfactory academic performance.

### **2. Mid-Level Grades (B+ and B)**

- 24 students achieved B+ and B grades, showing average to good subject understanding.

### **3. Lower Grades (C and D)**

- 5 students secured C grade and 3 students were placed in D grade, indicating areas of concern.

### **4. Failing Students (F Grade)**

- 9 students failed, which is relatively high and needs attention.

## **3. Gender-Based Analysis**

### **Girls:**

- Girls showed consistent performance, mainly in A and B+ grades.
- 2 girls failed, indicating comparatively better consistency.

### **Boys:**

- Boys formed the majority and were spread across all grade categories.
- 7 boys failed, higher than girls.

### **Observation:**

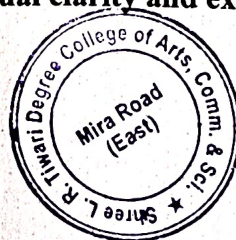
- Girls demonstrated better academic consistency, while boys require additional academic guidance.

## **4. Areas of Concern**

- Absence of O grade achievers.
- Presence of D grade and higher number of failures.

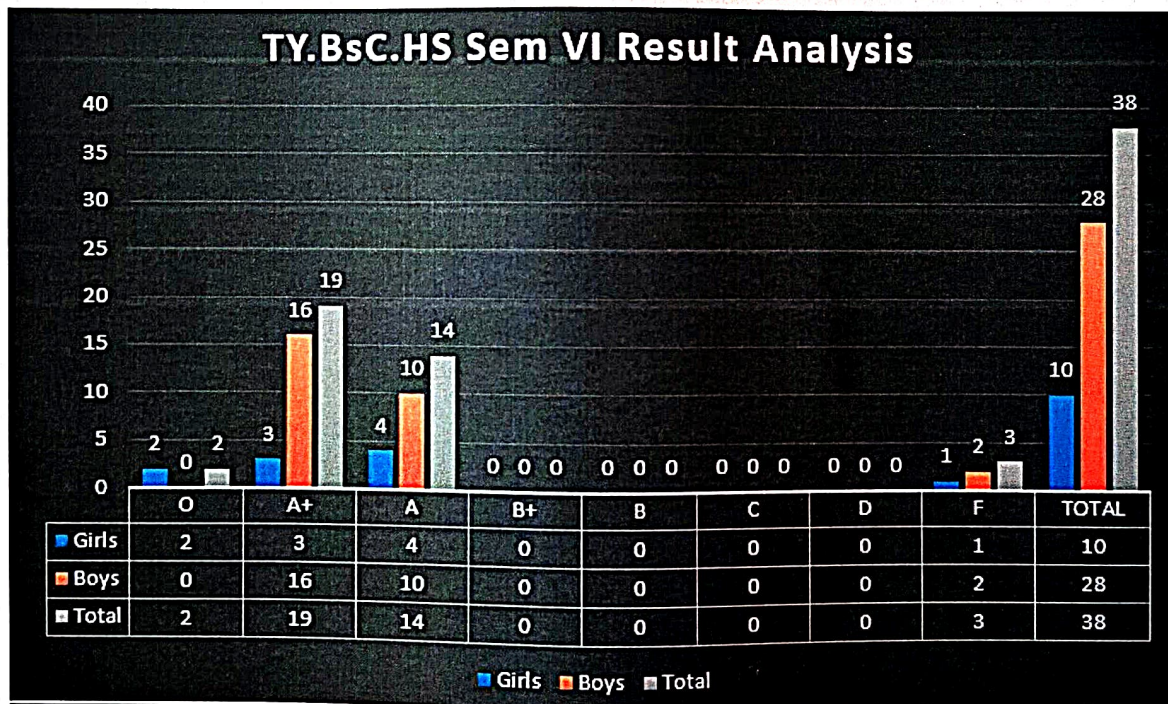
## **5. Recommendations for Improvement**

- Conduct remedial classes for students in C, D, and F grades.
- Strengthen continuous assessment and mentoring.
- Motivate students to improve conceptual clarity and exam preparedness.



**Bachelor of Science(Hospitality Studies) Semester-VI Result Analysis for A.Y. 2024-2025(APRIL 2025) [After Reval]**

Grade	Girls	Boys	Total
O	2	0	2
A+	3	16	19
A	4	10	14
B+	0	0	0
B	0	0	0
C	0	0	0
D	0	0	0
F	1	2	3
<b>TOTAL</b>	<b>10</b>	<b>28</b>	<b>38</b>



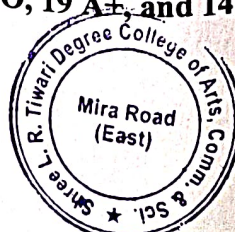
**1. Overall Performance**

- 38 students appeared for the examination (10 girls and 28 boys).
- Overall performance is very good.
- 2 students secured the 'O' grade, showing excellent achievement.
- Majority of students scored A+ and A grades.
- Only 3 students failed, indicating a strong overall result.

**2. Grade-Wise Performance**

**1. Top Grades (O, A+, A)**

- 35 students secured top grades (2 O, 19 A+, and 14 A), reflecting excellent academic performance.



## **2. Mid-Level Grades (B+ and B)**

- No students were in B+ or B grades, showing a concentration at higher performance levels.

## **3. Lower Grades (C and D)**

- No students secured C or D grades.

## **4. Failing Students (F Grade)**

- 3 students failed, which is minimal.

## **3. Gender-Based Analysis**

### **Girls:**

- Girls performed well, with representation in O, A+, and A grades.
- Only 1 girl failed, showing good academic consistency.

### **Boys:**

- Boys formed the majority and dominated A+ and A grades.
- 2 boys failed, slightly higher than girls.

### **Observation:**

- Overall performance is **excellent**, with both genders showing strong achievement and very low failure rates.

## **4. Areas of Concern**

- Minor presence of failing students.

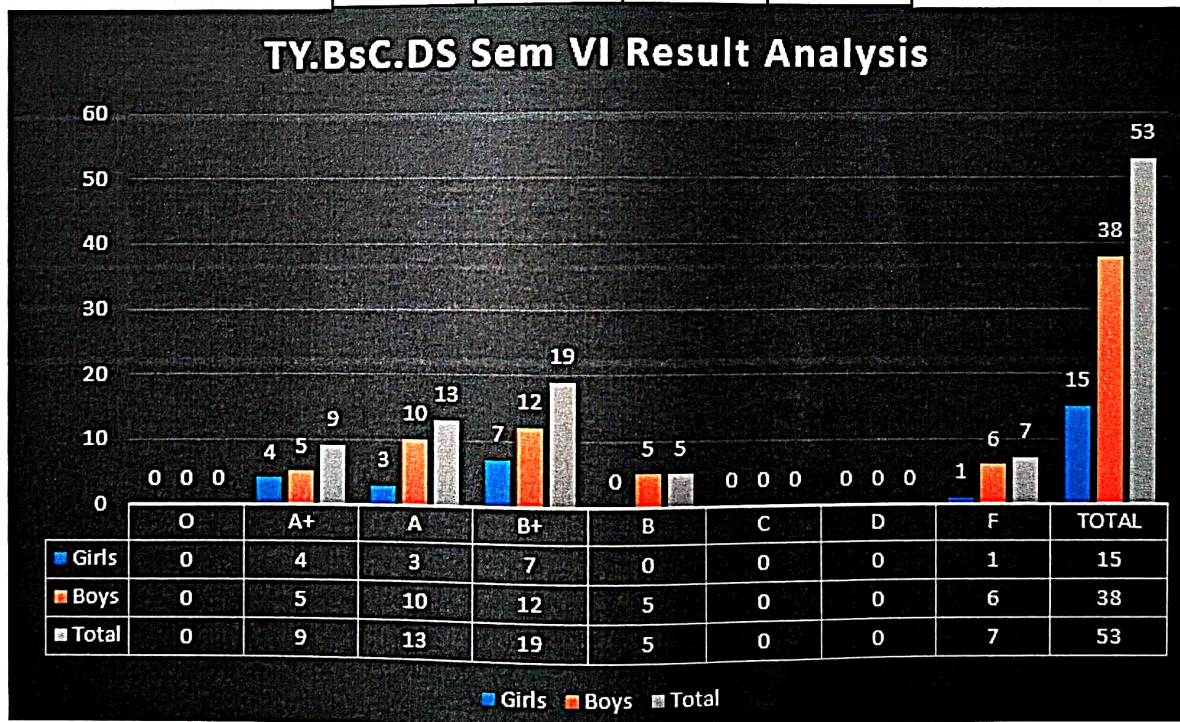
## **5. Recommendations for Improvement**

- Provide **targeted support** to the few students who failed.
- Encourage students to **aim for sustained excellence**.
- Maintain **effective teaching and continuous evaluation practices**.



**Bachelor of Science(Data Science) Semester-VI Result Analysis for A.Y. 2024-2025(APRIL 2025) [ After Reval]**

Grade	Girls	Boys	Total
O	0	0	0
A+	4	5	9
A	3	10	13
B+	7	12	19
B	0	5	5
C	0	0	0
D	0	0	0
F	1	6	7
<b>TOTAL</b>	<b>15</b>	<b>38</b>	<b>53</b>



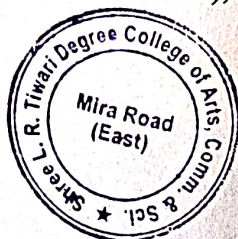
**1. Overall Performance**

- 53 students appeared for the examination (15 girls and 38 boys).
- Overall performance is average to good.
- No student secured the 'O' grade.
- Majority of students scored A, B+, and B grades.
- 7 students failed, indicating scope for academic improvement.

**2. Grade-Wise Performance**

**1. Top Grades (O, A+, A)**

- 22 students secured top grades (9 A+ and 13 A), showing good academic performance.



## **2. Mid-Level Grades (B+ and B)**

- **24 students achieved B+ and B grades (19 B+ and 5 B), reflecting average to good understanding.**

## **3. Lower Grades (C and D)**

- **No students secured C or D grades, which is a positive sign.**

## **4. Failing Students (F Grade)**

- **7 students failed, which needs attention.**

## **3. Gender-Based Analysis**

### **Girls:**

- **Girls performed consistently, especially in A+, A, and B+ grades.**
- **Only 1 girl failed, indicating good academic stability.**

### **Boys:**

- **Boys formed the majority and were spread across all grade categories.**
- **6 boys failed, higher compared to girls.**

### **Observation:**

- **Girls showed better consistency and lower failure rate, while boys require focused academic support.**

## **4. Areas of Concern**

- **Absence of O grade achievers.**
- **Relatively higher number of failures among boys.**

## **5. Recommendations for Improvement**

- **Conduct remedial and doubt-clearing sessions for weak students.**
- **Provide special mentoring for students at risk of failure.**
- **Encourage students to strengthen core concepts and exam preparation.**

