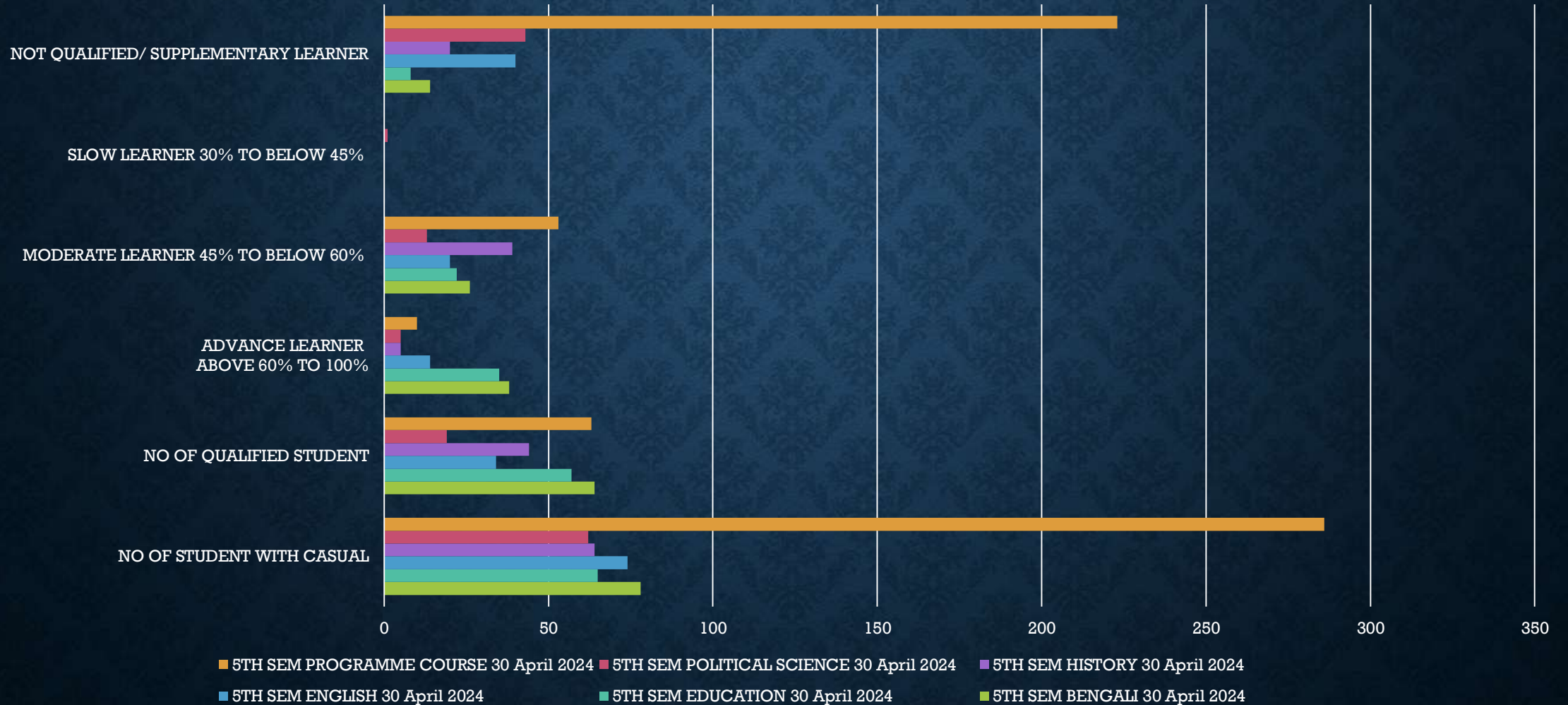




**DOMKAL GIRLS' COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**RESULT ANALYSIS OF 2023-24**

# 5TH SEM RESULT ANALYSIS OF 2023-2024





## OBSERVATION ON THE 5TH SEMESTER RESULT (30 APRIL 2024):

### •Bengali:

- High success rate with 64 qualified out of 78 students.
- Majority (38) are advanced learners, indicating strong performance in this subject.
- No slow learners, and only 14 students remain not qualified.

### •Education:

- 57 out of 65 students qualified.
- A balanced distribution between advanced (35) and moderate (22) learners.
- No slow learners and only 8 students not qualified, reflecting good overall understanding.

### •English:

- Low qualification rate, with only 34 out of 74 students passing.
- Advanced learners are minimal (14), and a high number (40) remain not qualified, indicating challenges in comprehension or teaching methodology.

### •History:

- Moderate performance with 44 out of 64 students passing.
- Advanced learners are very few (5), while most qualified are moderate learners (39).
- 20 students not qualified, pointing to improvement areas in engagement or curriculum design.

### •Political Science:

- Poor qualification rate, with only 19 out of 62 students passing.
- Limited advanced learners (5), and a significant number of students (43) remain not qualified, suggesting the need for remedial support.

### •Programme Course:

- Very low qualification rate, with only 63 out of 286 students passing.
- Advanced and moderate learners are few (10 and 53 respectively), while a vast majority (223) are not qualified, indicating serious gaps in curriculum delivery or student preparedness.

# OVERVIEW

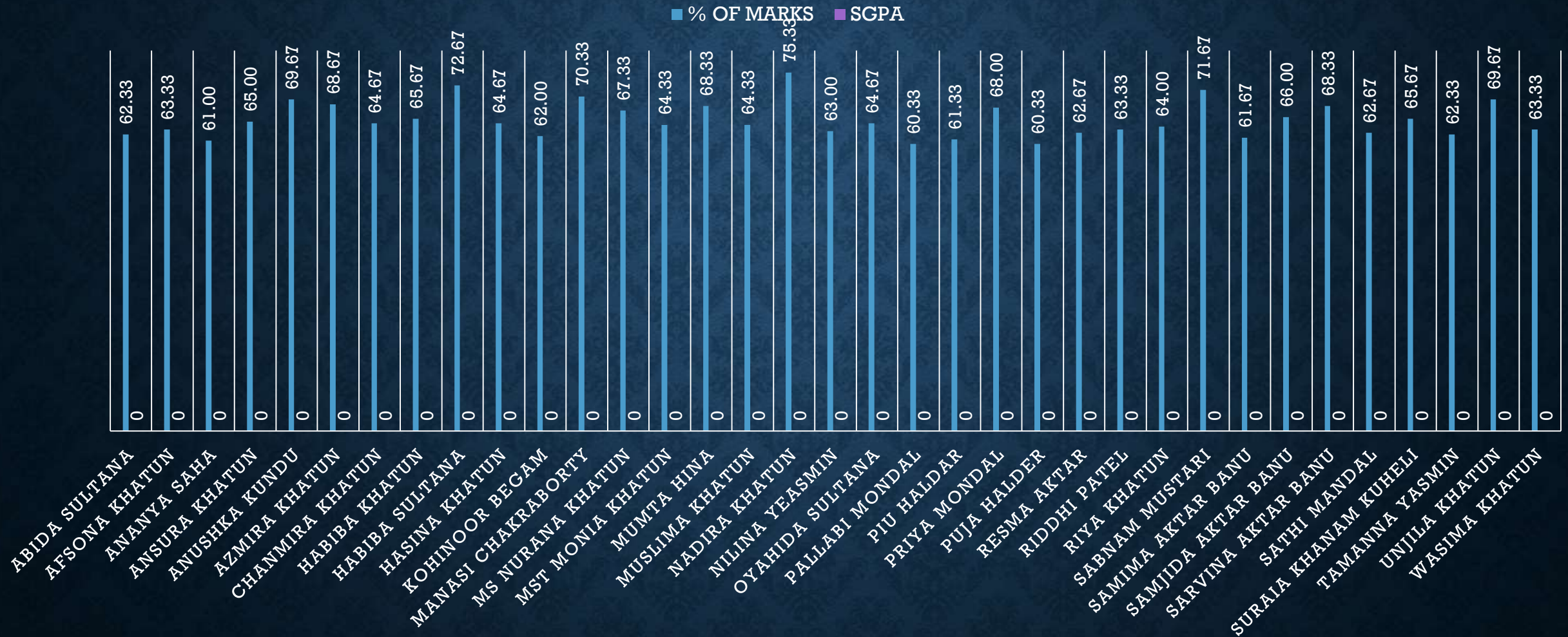
- **Bengali and Education** performed well, showcasing effective teaching and student understanding.
- **English, History, and Political Science** displayed moderate to poor outcomes, highlighting areas requiring focus on pedagogy and student engagement.
- The **Programme Course** has critical issues, demanding immediate intervention to address widespread underperformance.



# RECOMMENDATIONS:

- **Focused Remedial Support:** Organize remedial classes for English, History, Political Science, and the Programme Course to assist moderate and slow learners.
- **Mentorship for At-Risk Learners:** Pair "Not Qualified/Supplementary Learners" with advanced learners for peer mentorship programs.
- **Curriculum Review:** Reassess the Programme Course curriculum and pedagogy to improve engagement and outcomes.
- **Subject-Specific Interventions:**
  - **English and History:** Emphasize writing and analytical skills through workshops.
  - **Political Science:** Review teaching methods to ensure better concept clarity and application.
  - **Faculty Development:** Provide training for faculty to address diverse learning needs effectively, especially in underperforming subjects.
- **Monitoring and Feedback:** Regularly track student progress and gather feedback to refine teaching strategies.
- **Recognition for Advanced Learners:** Encourage and motivate top performers through recognition programs, boosting morale and setting aspirational benchmarks for others.

# RESULT ANALYSIS 5TH SEM, HONOURS





# OBSERVATION 5TH SEM, HONOURS, RESULT,

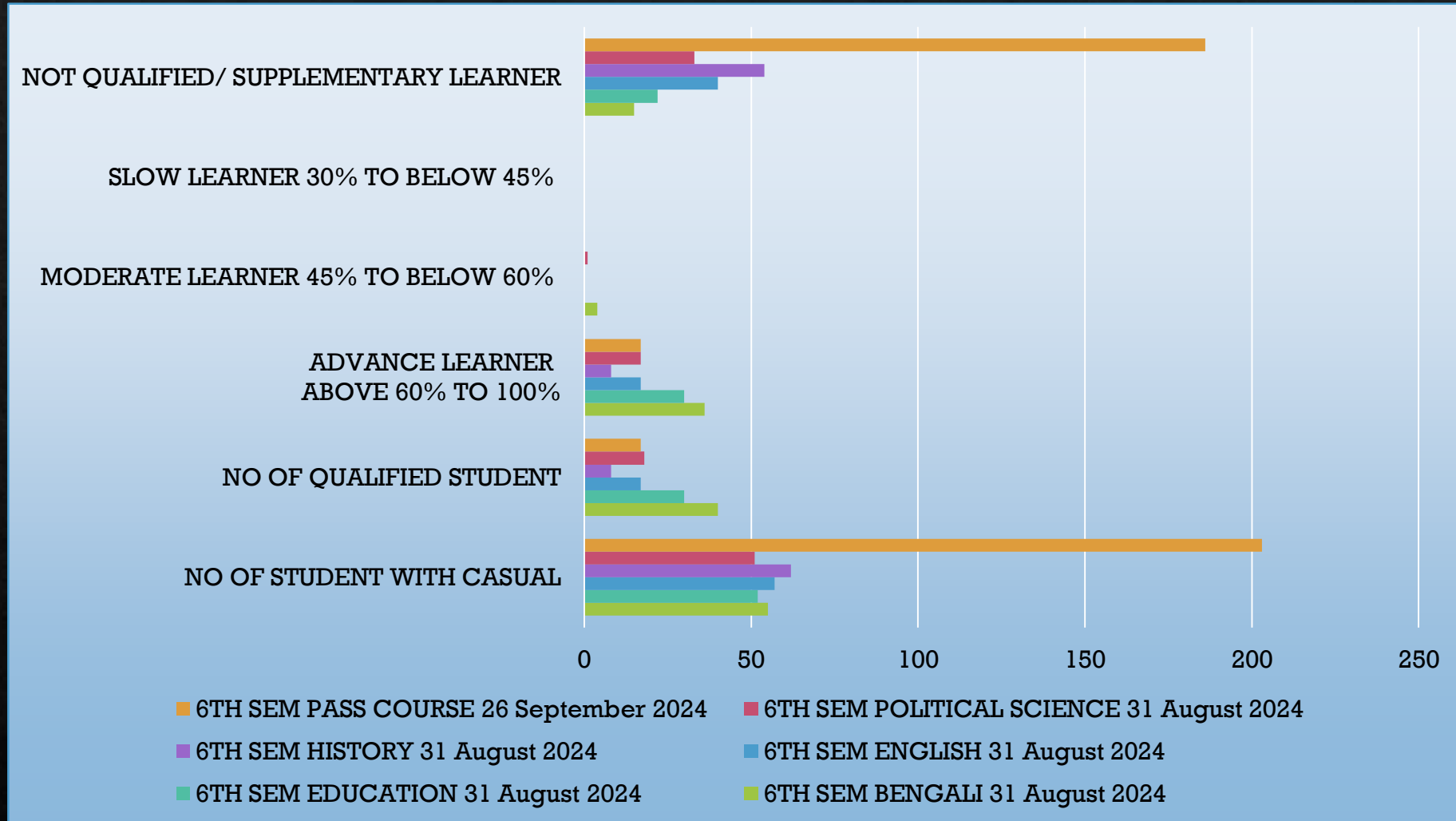
- 1.Overall Performance:** The majority of students have an SGPA between 6.50 and 7.75, with a strong concentration around 6.75 to 7.00, indicating relatively good performance.
- 2.Top Performers:** A few students, such as **Nadira Khatun (SGPA 8.25)** and **Manasi Chakraborty (SGPA 7.75)**, stand out as high achievers.
- 3.Moderate Performance:** A significant number of students have a percentage between **60% and 65%**, suggesting a good core group with moderate performance.
- 4.Room for Improvement:** **Pallabi Mondal** and **Puja Halder**, with SGPA values of **6.50**, show room for academic improvement.

# RECOMMENDATIONS

- 1.Targeted Support:** For students with lower SGPA (6.50), provide additional support in understanding key concepts and offer remedial sessions.
- 2.Mentorship Programs:** Pair top performers with students who need academic improvement to encourage peer learning and support.
- 3.Regular Feedback:** Implement regular assessments and feedback sessions to track student progress and address learning gaps promptly.
- 4.Skill Development Workshops:** Organize workshops on study techniques, time management, and stress handling to improve overall academic performance.
- 5.Recognition of Excellence:** Highlight and reward top-performing students to motivate others to improve their performance.



# 6TH SEM RESULT ANALYSIS OF 2023-2024



# OBSERVATIONS (SEM-6, 2023-2024)

- Overall Performance:

- The overall number of qualified students across subjects shows significant variation, with some subjects exhibiting a low number of qualified students relative to the number of students enrolled.

- Subject-Wise Analysis:**

- Bengali:**

- Out of 55 students, 40 students qualified.
- 36 were classified as advance learners, and 4 were moderate learners.
- 15 students did not qualify.

- Education:**

- 52 students appeared, and 30 qualified.
- All 30 qualified students were advance learners.
- 22 students did not qualify, indicating a gap in performance.

- English:**

- Out of 57 students, only 17 qualified, all of whom were advance learners.
- A notable 40 students failed, showing a significant challenge in this subject.

- History:**

- 62 students appeared, but only 8 qualified, all as advance learners.
- A very high number (54 students) did not qualify, indicating poor overall performance.

- Political Science:**

- Out of 51 students, 18 qualified.
- 17 were advance learners, while 1 was categorized as a moderate learner.
- 33 students failed.

- Pass Course:**

- 203 students appeared, but only 17 qualified, all categorized as advance learners.
- A striking 186 students failed, reflecting major performance concerns.



# OBSERVATIONS (SEM-6, 2023-2024)

## 1. Distribution of Learner Categories:

### 1. Advance Learners (Above 60% to 100%):

1. Across all subjects, the majority of qualified students fall into this category.
2. No slow learners (30% to below 45%) are recorded, indicating a sharp performance divide between passing and failing students.

### 2. Moderate Learners (45% to below 60%):

1. Moderate learners were identified only in Bengali (4 students) and Political Science (1 student).

### 3. Not Qualified:

1. History and Pass Course have the highest numbers of students in the "Not Qualified" category (54 and 186, respectively).

## 2. Result Dates:

1. The results for Honours subjects (Bengali, Education, English, History, Political Science) were published on August 31, 2024.
2. The results for the Pass Course were published later on September 26, 2024.

## 3. Critical Observations:

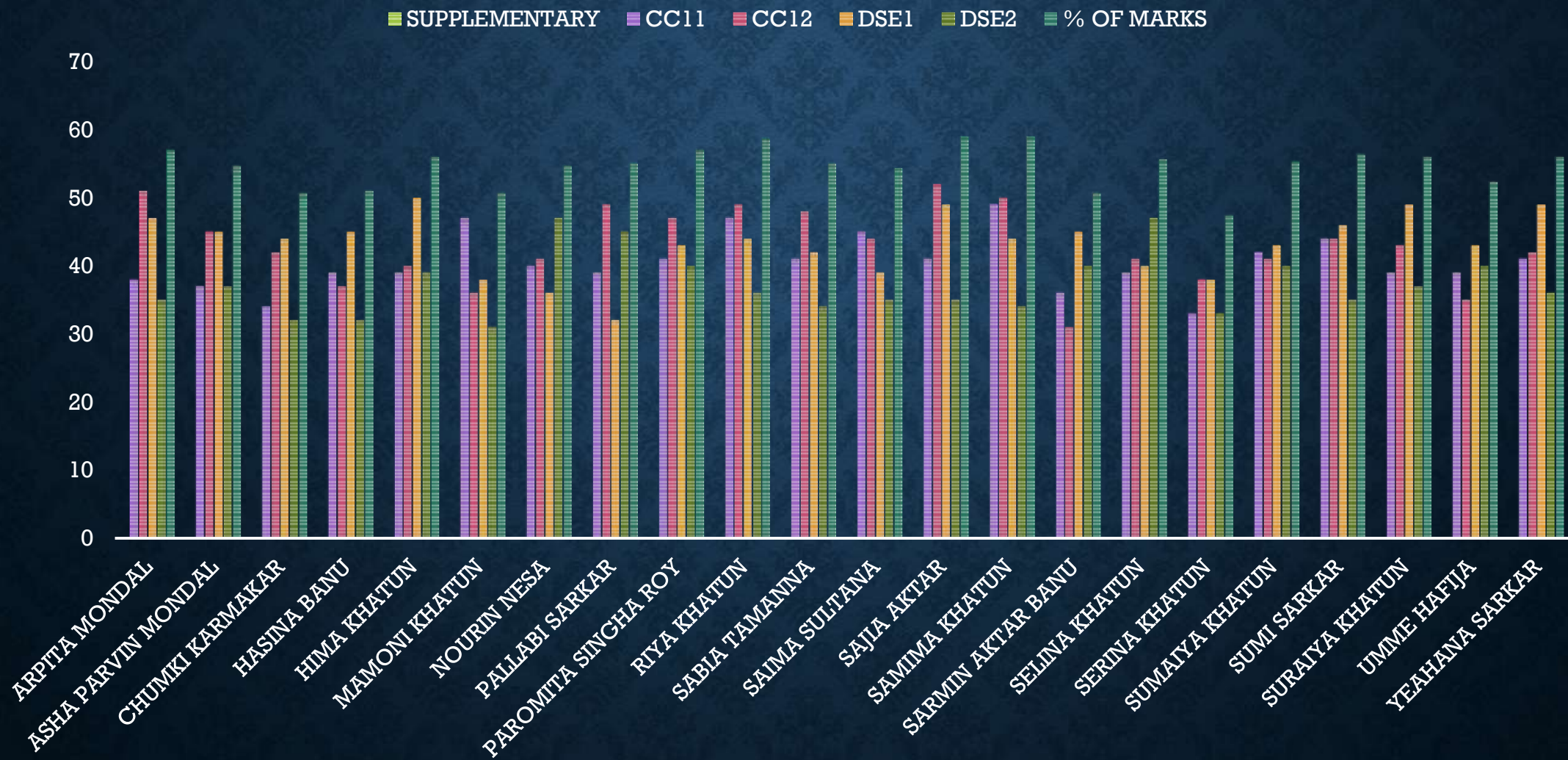
1. The data highlights major issues in English, History, and the Pass Course, where failure rates are alarmingly high.
2. Subjects like Education and Bengali have relatively better performance, with higher numbers of advance learners.
3. The absence of slow learners indicates that students either perform well or fail entirely, suggesting potential issues in teaching methods, curriculum design, or student engagement strategies.

# RECOMMENDATIONS (SEM-6, 2023-2024)

- ✓ Conduct a detailed analysis of subjects with high failure rates (English, History, Pass Course) to identify root causes.
- ✓ Offer additional academic support for students struggling in these subjects, such as remedial classes or mentoring.
- ✓ Review the curriculum and assessment patterns to ensure they align with students' capabilities and learning styles.
- ✓ Enhance teacher training and pedagogical approaches to improve student engagement and understanding.



# 5TH SEM RESULT ANALYSIS OF 2023-2024



# OBSERVATION 5TH SEM, HONOURS, RESULT

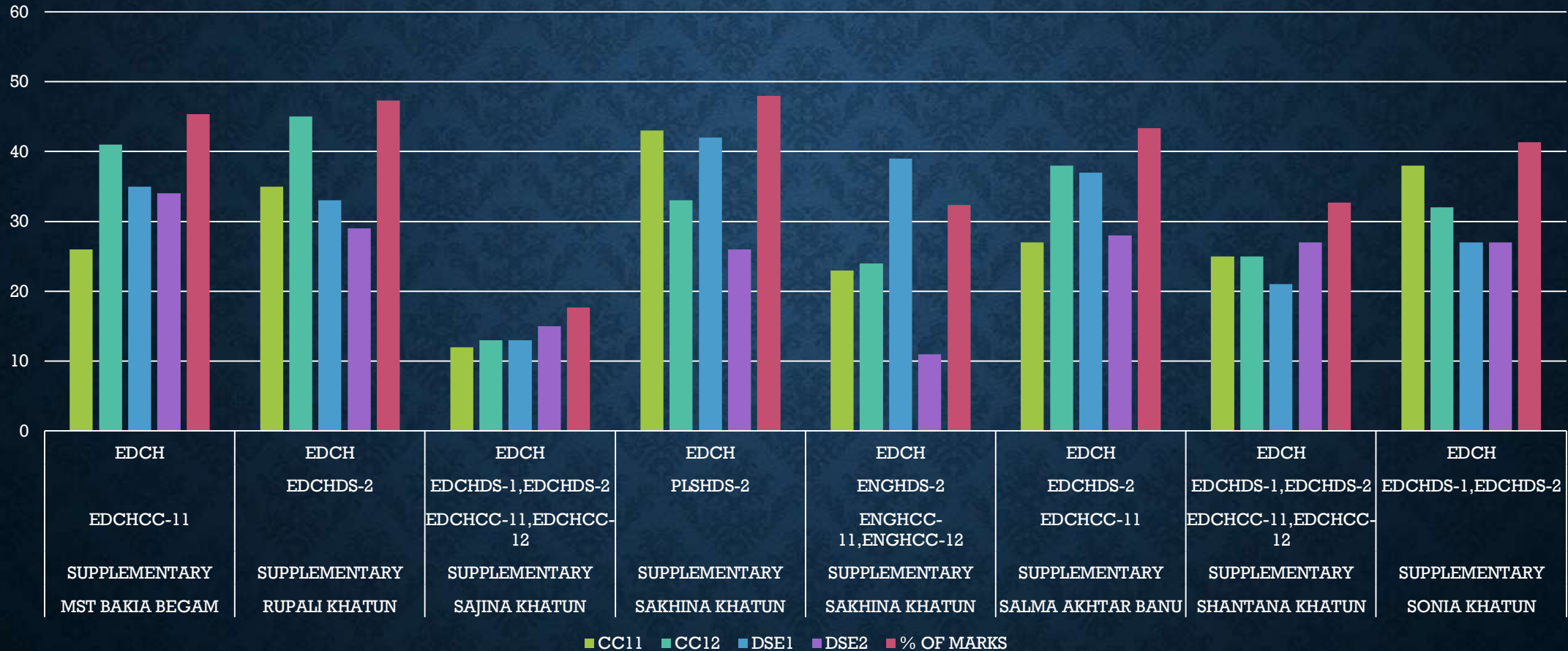
- 1.SGPA Distribution:** The majority of students have SGPA scores ranging from 5.50 to 6.25, indicating that most students are performing at a moderate level.
- 2.Low Performers:** A few students, such as **Serina Khatun (SGPA 5.50)** and **Chumki Karmakar (SGPA 5.50)**, have lower performance, with SGPA and percentage marks below the average.
- 3.Higher Performers:** Some students, like **Sajia Aktar** and **Samima Khatun** (both with SGPA 6.25 and 59% marks), show stronger performance compared to others.
- 4.Subject Variability:** Marks across individual subjects (CC11, CC12, DSE1, DSE2) vary significantly, suggesting different levels of mastery or focus in each subject.
- 5.Supplementary Concern:** The table does not show specific supplementary results, but low SGPA and some lower percentage marks might indicate the need for supplementary assistance or improvement.



# RECOMMENDATIONS 5TH SEM, HONOURS, RESULT

- 1.Focused Remediation:** Students with lower SGPA (e.g., 5.50 - 5.75) should be provided with personalized remedial support in areas where they are struggling, particularly in **DSE1** and **DSE2**.
- 2.Peer Support:** Pair higher-performing students with those who are struggling for mentorship and peer-assisted learning.
- 3.Subject-Specific Workshops:** Organize additional workshops or tutoring in subjects where students are underperforming, especially those with lower scores in **DSE1** and **DSE2**.
- 4.Regular Assessments:** Conduct regular assessments and feedback sessions to monitor progress and help students address their weaknesses in a timely manner.
- 5.Motivation & Encouragement:** Encourage students with moderate SGPA to focus on improving their grades and provide recognition for improved performance.

# RESULT ANALYSIS 5TH SEM, HONOURS





# OBSERVATION 5TH SEM, HONOURS, RESULT

- 1.Overall Performance:** All students listed have **supplementary results**, indicating they did not pass the exams on the first attempt. The SGPA for these students is notably low, with a range of **17.67 to 48**.
- 2.Subject Weakness:** There is a significant variation in marks across subjects, particularly in **DSE1** and **DSE2**, where many students scored lower. **Sajina Khatun** has the lowest marks with only **17.67%**.
- 3.Repetition of Failures:** Several students, like **Sakhina Khatun** and **Salma Akhtar Banu**, failed in multiple subjects, which suggests difficulty in mastering the content across the board.

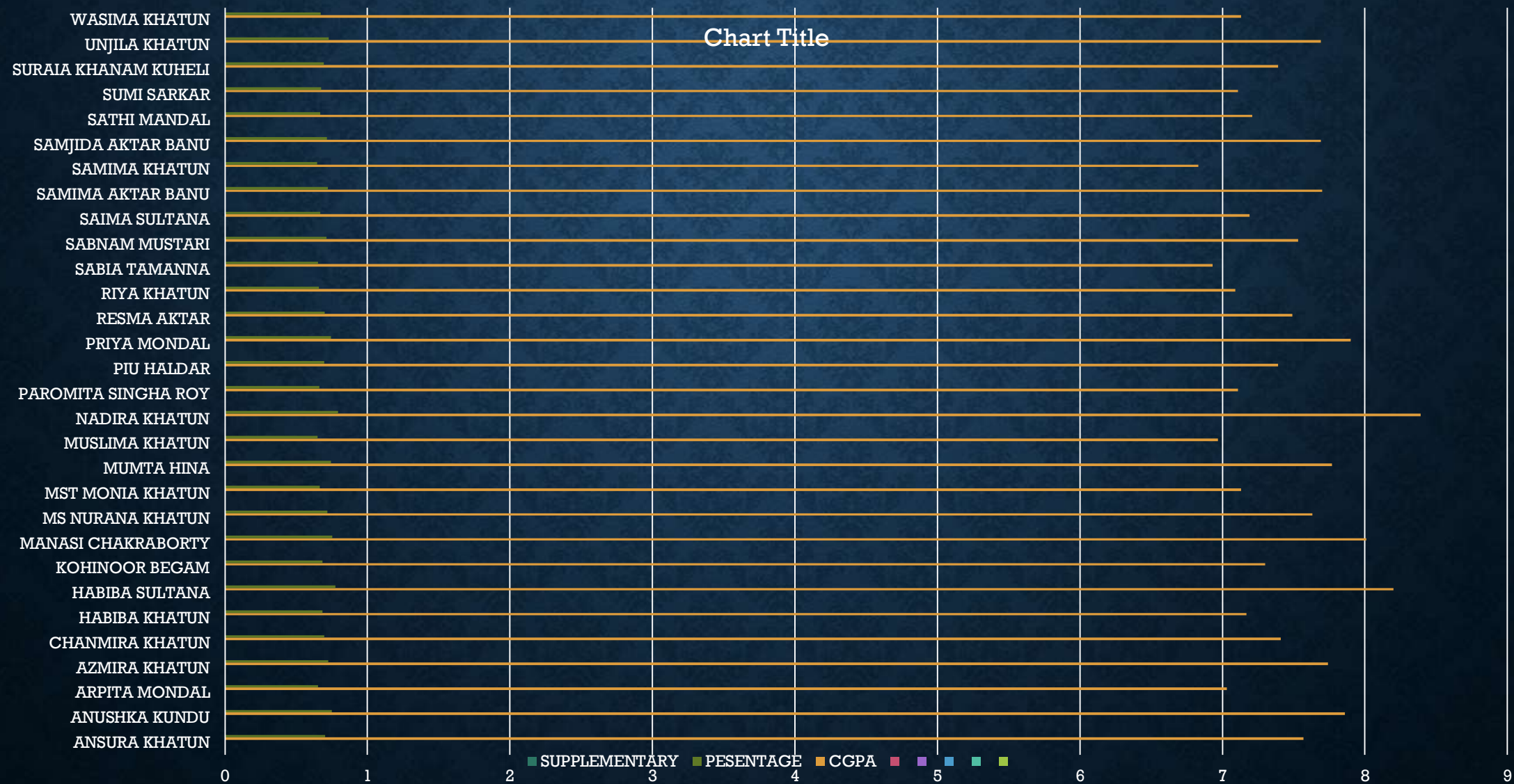
# RECOMMENDATIONS 5TH SEM, HONOURS, RESULT

- 1.Targeted Remediation:** Provide intensive remedial support for students, especially those with low marks (e.g., **Sajina Khatun**) in specific subjects such as **DSE1** and **DSE2**.
- 2.Subject-Specific Focus:** Offer tutoring in **DSE1** and **DSE2** where students consistently perform poorly, ensuring understanding of key concepts and skills.
- 3.Regular Monitoring:** Implement regular progress checks and mock exams to track improvements and identify areas needing more focus.
- 4.Motivational Support:** Encourage and motivate these students through counseling and personalized learning plans, focusing on boosting their confidence and performance.
- 5.Time Management Workshops:** Hold workshops to improve time management and exam preparation strategies, especially for students who have failed multiple subjects.



# 6TH SEM, HONOURS RESULT,2024, EXAMINATION HELD IN JULY, 2024

## DATE OF PUBLICATION OF RESULT:31/08/2024



# OBSERVATIONS 6TH SEM, HONOURS RESULT, 2024, EXAMINATION HELD IN JULY, 2024

## •Performance Overview:

- The CGPA ranges from 6.83 (64.65%) to 8.39 (79.24%), indicating varying performance levels.
- Students like Nadira Khatun (CGPA 8.39, 79.24%) and Habiba Sultana (CGPA 8.2, 77.51%) show excellent academic performance.
- A few students, such as Samima Khatun (CGPA 6.83, 64.65%) and Sabia Tamanna (CGPA 6.93, 65.19%), are at the lower end of the spectrum.

## •Consistency in Marks:

- Most students achieved CGPAs above 7.0, reflecting moderate to good performance overall.
- The percentage distribution aligns with CGPA, with most students scoring above 65%.

## •No Supplementary Mentioned:

- The data does not indicate any supplementary status, suggesting that all students passed.



# RECOMMENDATIONS

## 1. Support for Low Performers:

- Offer additional academic resources or mentoring for students with CGPAs below 7.0 to enhance their performance.

## 2. Encourage High Performers:

- Provide recognition and encouragement for students like Nadira Khatun and Habiba Sultana to maintain their achievements.

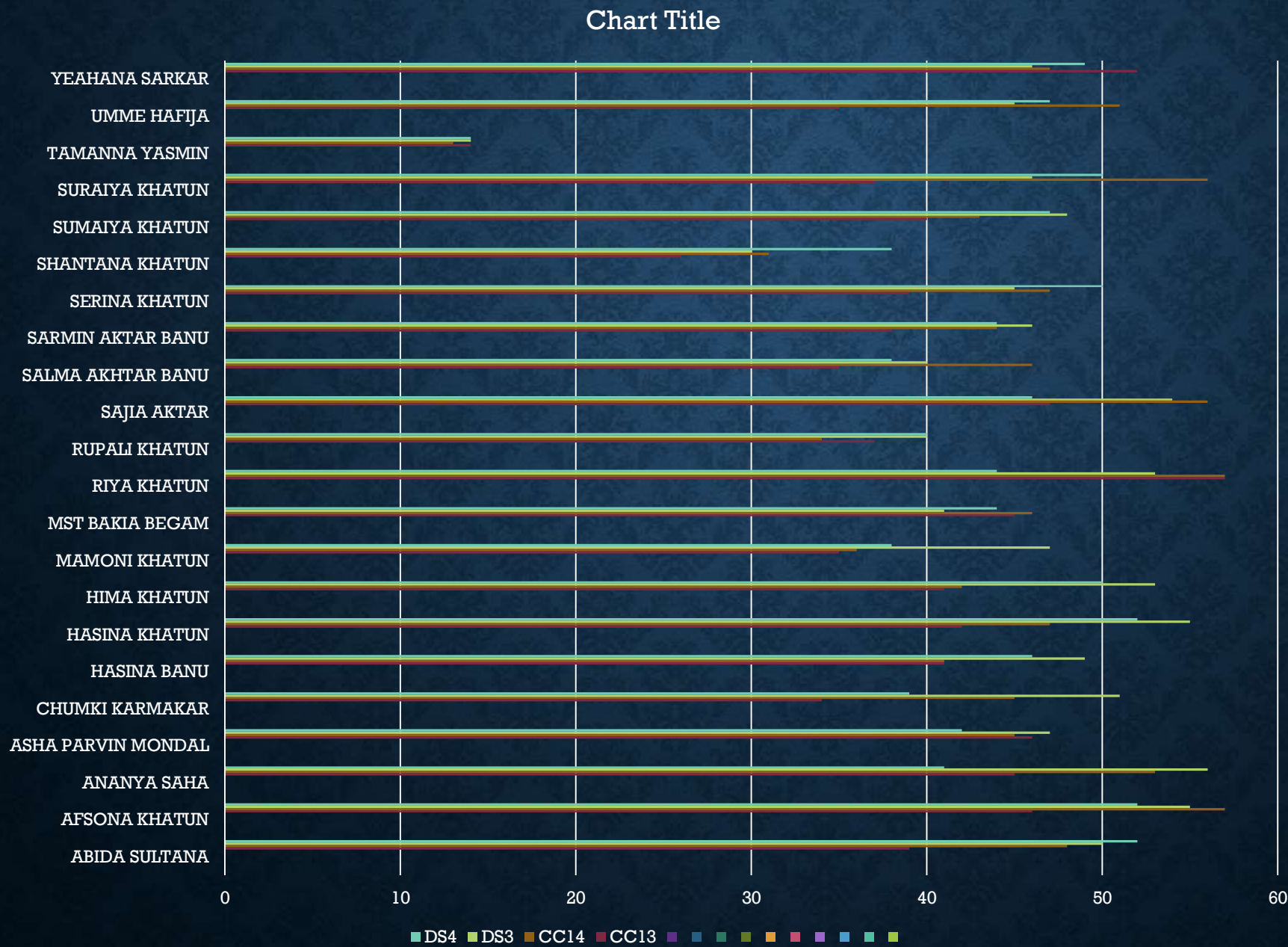
## 3. Skill Development:

Organize workshops and training programs to bridge performance gaps and foster overall academic growth.

## 4. Continuous Evaluation:

- Implement regular assessments to identify struggling students early and address their needs proactively.

# 6TH SEM RESULT ANALYSIS OF 2023-2024





# **OBSERVATIONS 6TH SEM, HONOURS RESULT,2024, EXAMINATION HELD IN JULY, 2024**

## **1.Performance Distribution:**

1. Most students scored between 40–56 marks across subjects, indicating moderate performance levels.
2. Exceptionally low scores were noted for Tamanna Yasmin (14 in all subjects), suggesting severe academic challenges.
3. High performers include Riya Khatun (57 in CC13 and CC14) and Afsona Khatun (scores consistently above 46).

## **2.Subject-Wise Trends:**

1. Scores in CC13 and CC14 are generally higher compared to DS3 and DS4 for most students.
2. Students like Chumki Karmakar and Mamoni Khatun showed lower overall performance, particularly in DS3 and DS4.

## **3.Consistency:**

1. Few students, such as Sajia Aktar and Hasina Khatun, displayed consistent performance across all subjects.

# **RECOMMENDATIONS, 6TH SEM, HONOURS RESULT, 2024, EXAMINATION HELD IN JULY, 2024**

- Support for Low Scorers:**

- Provide individualized support and remedial sessions for students scoring below 40, especially Tamanna Yasmin and Shantana Khatun.

- Encourage High Achievers:**

- Recognize and motivate students like Riya Khatun and Afsona Khatun to maintain their performance.

- Targeted Subject Improvement:**

- Organize workshops and tutorials focusing on DS3 and DS4, as these subjects have relatively lower scores.

- Regular Assessment:**

- Conduct periodic tests to monitor progress and provide timely interventions for struggling students.