



Government College Kottayam

Report of IQAC on the Result Analysis
of University Examinations of
UG programmes 2015-18



Submitted to

THE PRINCIPAL

“Change does not roll in on the wheels of inevitability, but through continuous struggle.”

—**Martin Luther King**

Introduction

Teaching learning, evaluation and student progression are most important aspects in terms of quality improvement, academic performance for NAAC evaluation in connection with accreditation and NFIR ranking. For the last several years, the college has been taking earnest efforts to improve its academic quality by implementing innovative methods in teaching and learning processes. However, the college has not made a great improvement in the University Examinations so far. The college council discussed the matter in detail and resolved to conduct a comprehensive analysis of the University Examination results of the students of the college. The Principal, as per the advice of the council entrusted the IQAC of the college to conduct the analysis and submit the findings to the College Council. The meeting of the IQAC held on 04-07-2018 entrusted Smt. Prasanna Rajan, Assistant Professor, Department of Botany, to analyse University exam results of 2015-2018 batch students.

Although result analysis of University examinations had been previously done at department level, this is the first attempt to make a centralized analysis of the results of all programmes. This would not only enable us to compare the performance level of various departments, but also provide a better insight to the unrecognized, but important factors that directly or indirectly affect the overall result of the college. It is important to mention that the present evaluation may not be generalized as a pattern of the University examination results of the college because each year's results depend on several independent factors that may vary from time to time. However, this analysis can be taken as a benchmark which provides certain very important future directions in terms of quality improvement and academic performance of the college. Furthermore, as a first attempt in this

direction, this year's analysis would be the first step towards the realization of the ultimate aim of the college, the status of an Institution of Eminence.

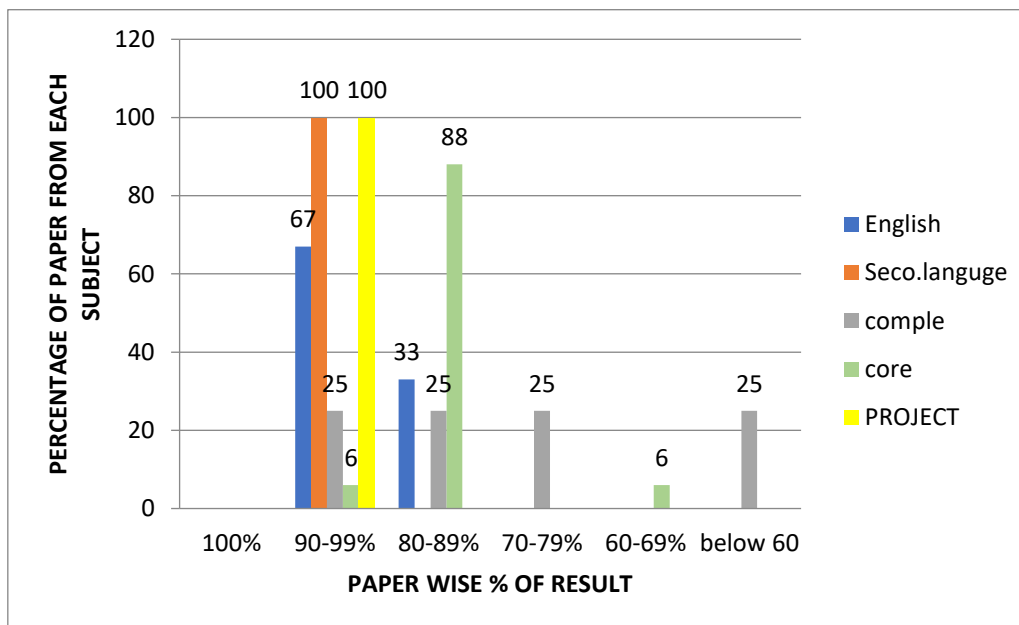
Methodology

A simple and straight forward approach has been adopted for the analysis. First, the complete sets of results from first semester to sixth semester of all the subjects of various programmes were collected from the departments. In the next step, subject-wise and semester-wise evaluation of the results of each department was conducted. During the analysis, along with core and complementary papers (both theory and practical), common courses (English, second language), open course and project papers were considered. The next step was the consolidation of the results. Graphical and tabular representations of the results provided a systematic and scientific platform for the evaluation of the results, and thus helped to derive the specific conclusions. Finally, by considering the overall analysis and specific conclusions, general concussions were made from which a strategic plan and a number of suggestions to improve the academic performance of the college could be adopted.

RESULT ANALYSIS

DEPARTMENT OF ENGLISH

Subject	100%		90-99%		80-89%		70-79%		60-69%		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English			I II III IV	1 3 5 6	I II	2 4						
Second language			I II III IV	1 2 3 4								
Comple I			II	2	IV	4	I	1			III	3
Core			IV VI	6 Project	I II III IV V VI	1 2 3,4 5,6 7,9,10,OC 12,13,14,E			V	8		



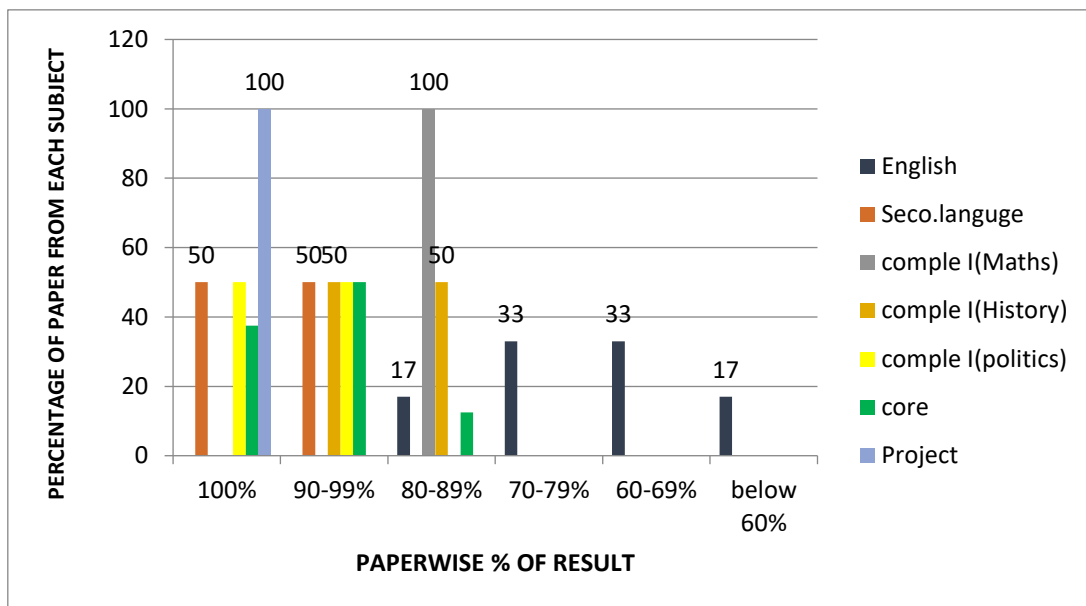
Important observations and conclusions

- None of the papers scored 100% result.
- Out of 31 papers, only for three papers, pass percentage was below 80.
- Pass percentage of all second language papers was above 90.

Lowest pass percentage:– Complementary - semester III, paper 3 (59%)

DEPARTMENT OF ECONOMICS

Subject	100%		90-99%		80-89%		70-79%		60-69%		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English					IV	3	I IV	1 6	II III	4 5	I	2
Second language	III IV	3 4	I II	1 2								
Comple I(Maths)					I II	1 2						
Comple I(History)			II	2	I	1						
Comple(Politics)	III	3	IV	4								
Core	III IV V VI	4 5,6 7,8 15	I III V VI	1 3 OC,9,10 11,12,13	II VI	2 14						
Project	VI	ALL										



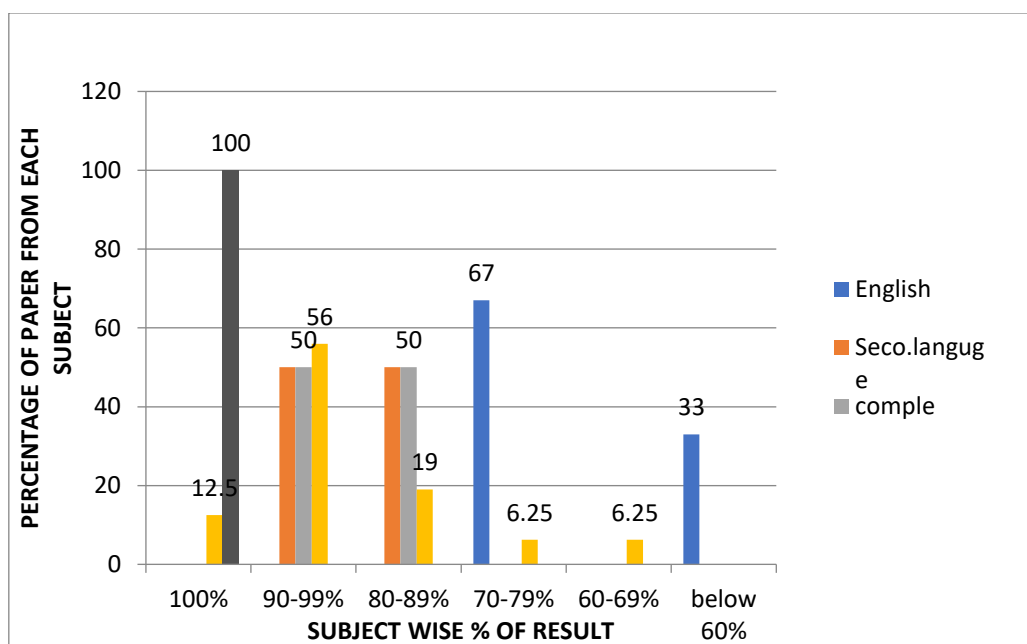
Important observations and conclusions

- Pass percentage was less than 80 only for English.
- Pass percentage of Mathematics was 80-89.

Lowest pass percentage: -English- Semester -1, paper -2.

DEPARTMENT OF POLITICAL SCIENCE

Subject	100%		90-99%		80-89%		70-79%		60-69%		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English							I III IV	1,2 5 6			II	3,4
Second language			I IV	1 4	II III	2 3						
Comple I()			III IV	3 4	I II	1 2						
Core (Politics)	VI	11,14	I III V VI	1 3 5,6,7 9,10,12,15	IV V 6	4 8 13	V	OC	II	2		
Project	VI	PROJECT										



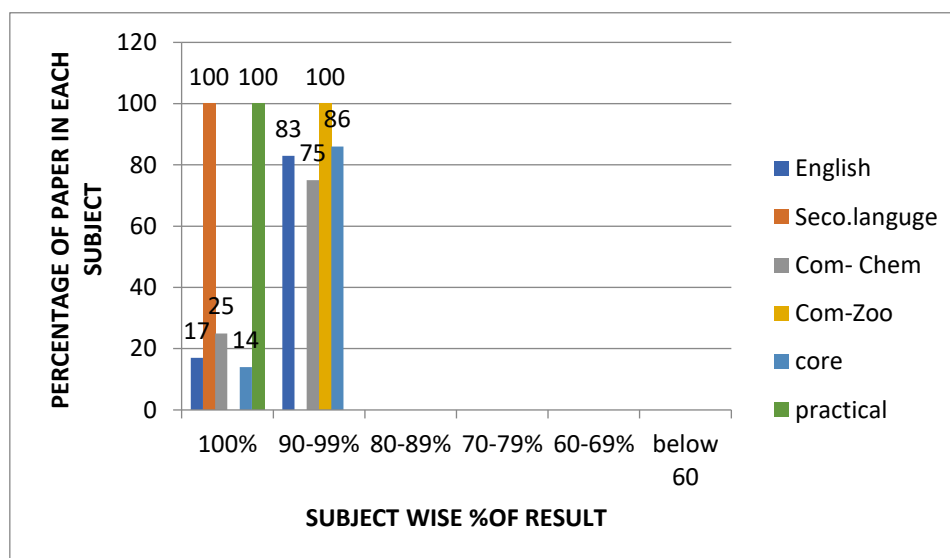
Important observations and conclusions

- Pass percentage for all the papers of English was less than 80.
- Among the core papers, only paper -2 of semester 2 had pass percentage below 70

Lowest pass percentage:- English- semester II- paper 3 &4 (52%)

DEPARTMENT OF BOTANY

Subject	100%		90-99%		80-89%		70-79%		60-69%		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English	II	3	I II III IV	1,2 4 5 6								
Second language	ALL	ALL										
Comple I(CHEM.)	I	1	II III IV	2 3 4								
Comple II(ZOOL.)			I II III IV	1 2 3 4								
Core	I V	1 5	II III IV V VI	2 3 4 6,7,8,OC 9,10,11,12,E								
Practical	ALL	ALL										
Project		ALL										

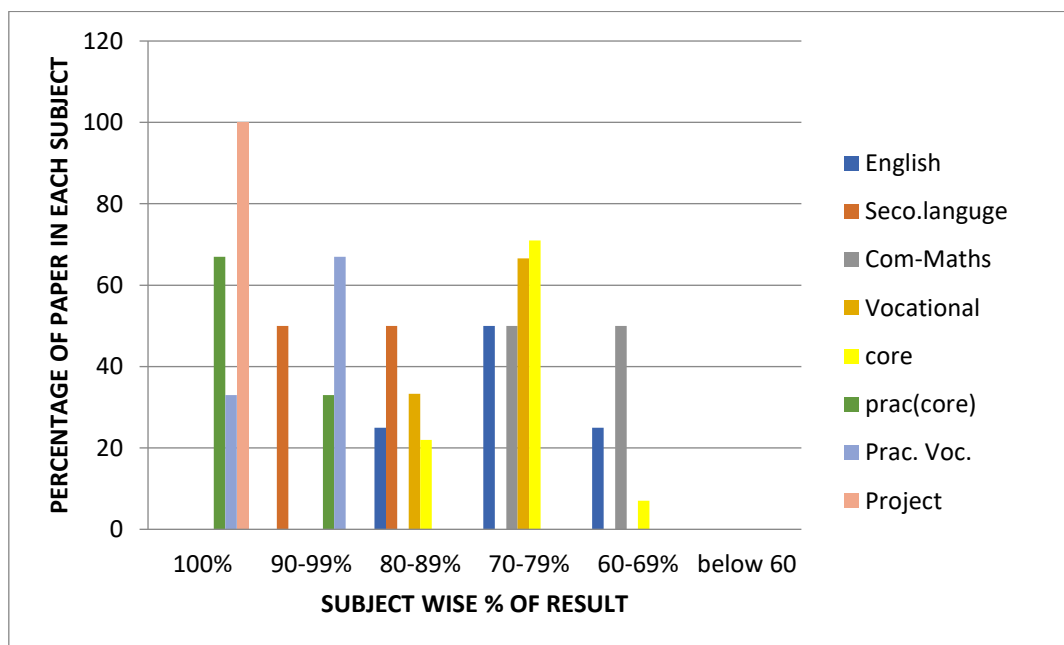


Important observations and conclusions

- All papers showed a pass percentage above 90
- Following papers had pass percentage of 100
 - Second language- all papers
 - Core complementary - all practical papers
 - Core theory- two papers, English-one paper

DEPARTMENT OF CHEMISTRY

Subject	100%		90-99%		80-89%		70-79%		60-69%		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English					III	3	I II	1 2	IV	4		
Second language			I	1	II	2						
Comple I(MATHS)							III IV	3 4	I II	1 2		
VOCATIONAL					II III	2 3	I III IV	1 4 5,6				
Core(CHEM.)					I VI	1 9,11	III IV V VI	3 4 5,6,7,8,OC 10,12,E	II	2		
Practical (core)		1,4,5,6		2,3								
Practical (vocational)		1		2,3								
Project	VI	project										



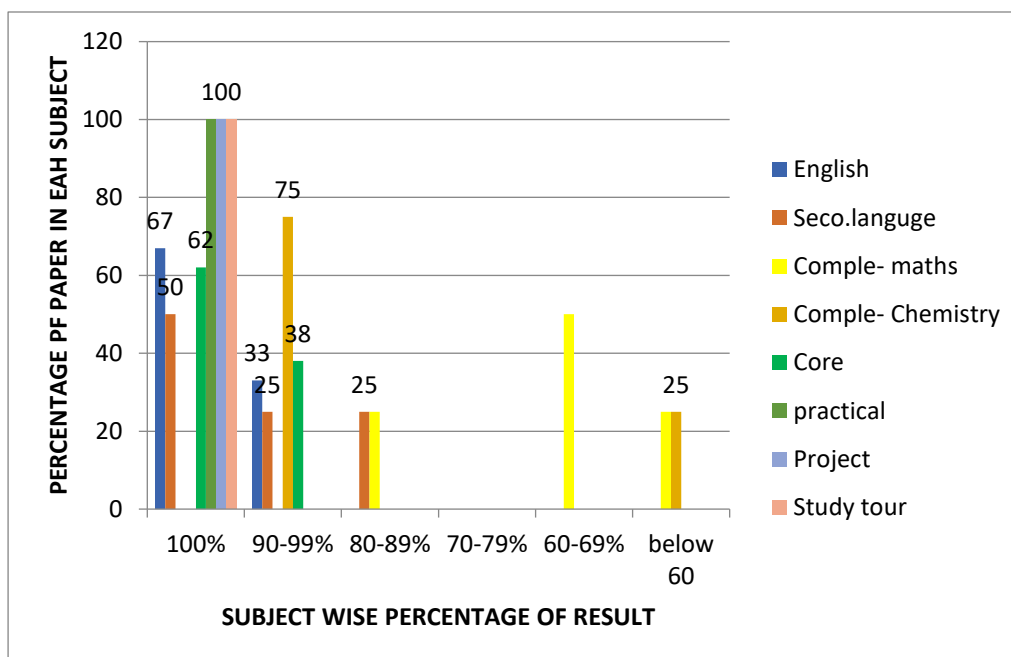
Important observations and conclusions

- Pass percentage of most of the papers was between 60 and 80.

Lowest pass percentage- Complementary Mathematics sem II, paper- 2

DEPARTMENT OF GEOLOGY

Subject	100%		90-99%		80-89%		70-79%		60-69%		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English	I II IV	1 3,4 6	I III	2 5								
Second language	II IV	2 4	I	1	III	3						
Comple I(Maths)					IV	4			I III	1 3	II	2
Comple II(Chem.)			I II III	1 2 3							IV	4
Core(Geology)	I IV V VI	1 4 5,6,7,oc 9,11	II III V VI	2 3 8 10,12								
Practical	ALL	ALL										
Project	Project											
Study tour	Study tour											



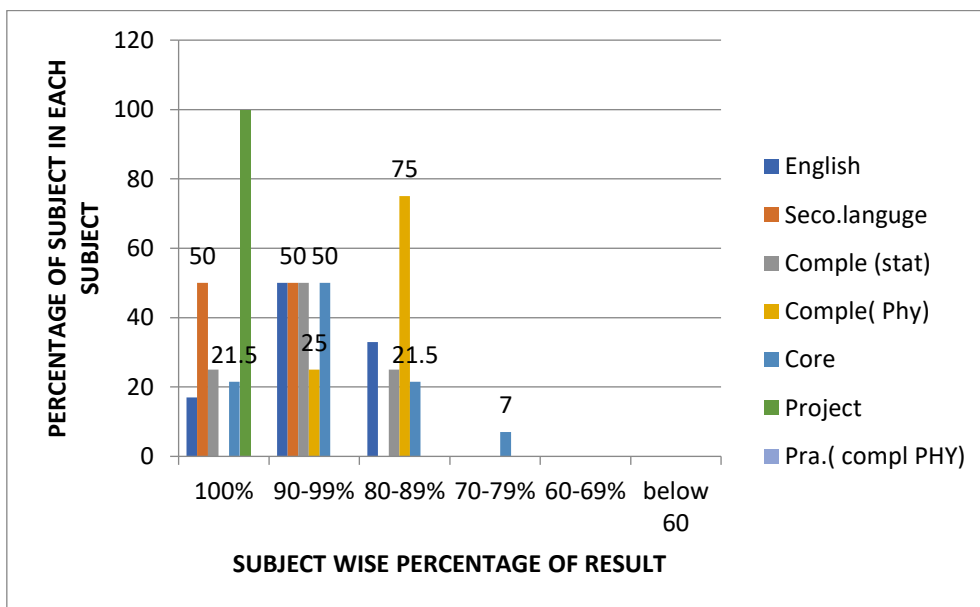
Important observations and conclusions

- Pass percentage of 22 out of 40 papers was 100.
- Pass percentage was less than 80 only for Mathematics and Chemistry.

Lowest pass percentage: - Complementary mathematics

DEPARTMENT OF MATHEMATICS

Subject	100%		90-99%		80-89%		70-79%		60-69%		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English	II	3	I II IV	2 4 6	I III	1 V						
Second language	II I V	2 4	I III	1 3								
Comple I (STAT)	II	2	I III	1 3	IV	4						
Comple I (PHY.)				2	I III IV	1 3 4						
Core(Maths)	2 5	2 5,8	I III v VI	1 3 6,7,oc E,11	IV VI	4 9,8	6	10				
Practical (Comple.)	A L L	AL L										
Project	V I	Proj ect										



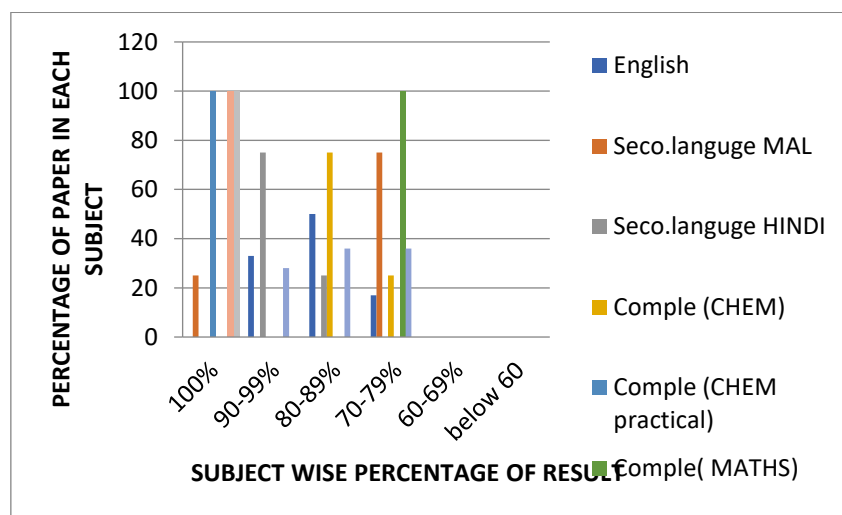
Important observations and conclusions

➤ Pass percentage of most of papers was above 80.

Lowest pass percentage -core - sem VI - paper 10 (76)

DEPARTMENT OF PHYSICS

Subject	100%		90-99%		80-89%		70-79%		60-69		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English			I IV	2 6	I II III	1 3 5	II	4				
Second In. Mal	I	1					II III IV	2 3 4				
Hindi			I II III	1 2 3	IV	4						
Comple1(Chem)	II IV	Pr.1 Pr.2			I II IV	1 2 4	III	3				
Comple2 (Maths)							I II III IV	1 2 3 4				
Core Physics	VI	Pr. I Pr. II Pr. III Pr. IV Pr. V	VI VI VI V	9 10 12 OC	I III V VI V	1 3 6 11 E.	II IV V V V	2 4 5 7 8				
Project	ALL											



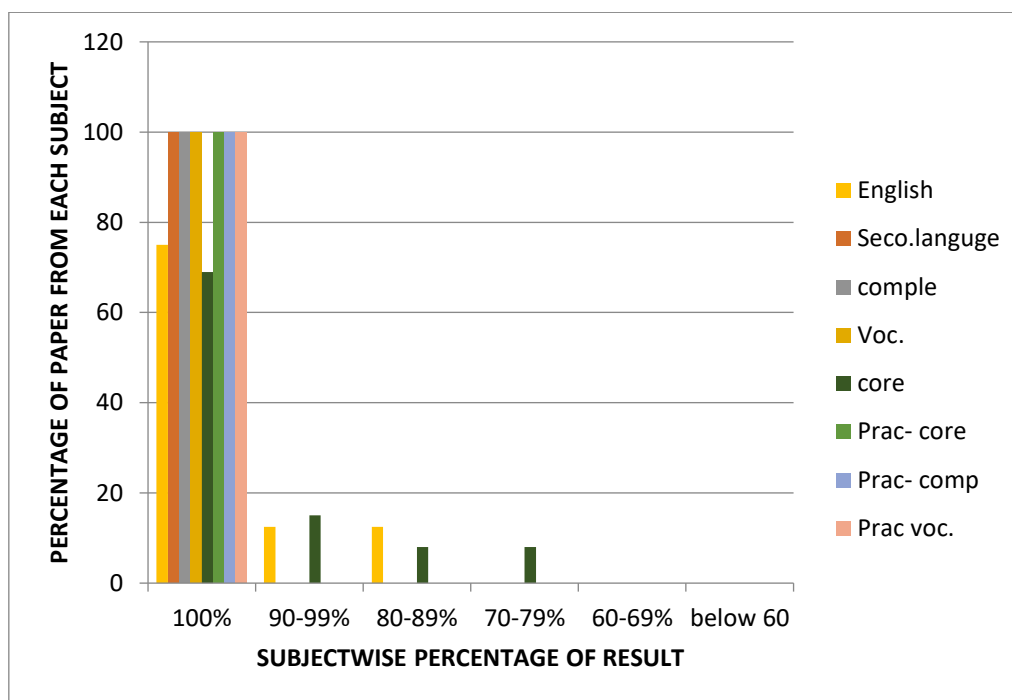
Important observations and conclusions

- Pass percentage of all complementary mathematics papers was below 80.
- Pass percentage of all subjects except second language (Hindi) was 70-79.

Lowest pass percentage:- Core - Sem II, Paper 2 (74)

DEPARTMENT OF ZOOLOGY

Subject	100%		90-99%		80-89%		70-79%		60-69%		Below 60	
	S	P	S	P	S	P	S	P	S	P	S	P
English	I III IV	2 4 5	I	1	II	3						
Second language	ALL	ALL										
Comple I(BOTANY)	ALL	ALL										
VOCATIONAL(Aqua)	ALL	ALL										
Core(Zoology)	I - V	ALL	VI	12,E	VI	10	VI	9,11				
Practical (core, Comple.,Aqua)	ALL	ALL										
Project			VI	Project								

**Important observations and conclusions**

- Pass percentage of only 8 papers was below 100.

Lowest pass percentage: Core – Sem VI, Paper- 9 &11(78%)

General Conclusion

The overall percentage of results of various departments is summarized in the following Table. From the table, it is obvious that the department of commerce secured a pass percentage of 100. One of the factors for this outstanding performance is the high input level of the students. However, there are other important factors such as high attendance percentage, high level of student motivation, good level of department level discipline and a continuous and steady department level evaluation process. Apart from the department of Commerce, only the department of Botany secured an outstanding pass percentage. Unlike the department of commerce, the student input level (merit level) of department of Botany is relatively lower.

Department	Overall percentage of result
Commerce	100
Botany	88
Mathematics	76
Zoology	74
Physics	74
Chemistry	65
English	58
Geology	55
Economics	39
Political Science	37

It should be emphasized that the departments of Economics and Political Science showed a pass percentage of less than 50, and therefore need a great deal of attention. One of the reasons is the poor performance of students for English

common course. It is important to note that by improving the performance of students in English examinations, a remarkable improvement in overall results may be obtained. For Science subjects such as Physics, Chemistry and Geology, complementary Mathematics seems to be a tough subject for the students, and an improvement in Mathematics examinations would reflect a positive impact on the overall results. Another important observation is that the departments of Zoology, Chemistry, Mathematics and Physics should focus in some of their core papers for a better result. Moreover, all the departments should ensure the attendance of their students in common English paper.

Strategies and Suggestions

1. Learn English Programme (LEP): Inadequate knowledge of English remains one of the main constraints of students for their academic performance. Enhancing English proficiency and communication skills is essential. Therefore, special English sessions, under 'Learn English programme' may be arranged by various departments with the support of the department of English. Further, attention should be paid by the teachers of the departments of Political Science and Economics to encourage their UG students to write examinations in English. Care should also be taken by the teachers to handle their subjects in English.

2. Peer Learning Groups (PLG): This is a very innovative and productive learning method and is one of the Best Practices of IQAC. All the departments should effectively implement this learning approach at the earliest. This approach involves, forming groups of 10-12 students - good and weak mixed, who learn jointly. They can revise lessons after class or during weekends, before exams, etc. and undertake group projects. Teachers should monitor the progress of peer learning.

3. Student Academic Support Program (SASP): In this programme, various approaches such as tutorial classes, remedial classes for slow learners, special

coaching for advanced learners, etc. could be practiced. Tutorial classes can be implemented to improve the core subject results of a department. In this method, additional problems can be solved and students interact with each other, in addition to a faculty member or senior post-graduate student. Remedial classes may be conducted to enhance the learning capability of slow learners, especially for subjects like complementary mathematics. Each department should entrust a teacher to monitor the progress of these programmes and may prepare periodic reports and submit to the IQAC, at the end of each semester.

4. Overall discipline in the classroom: IQAC identified the regular absence of students in classes, especially for common course English as one of the most important issues which needs urgent attention. There are several reasons for this. These include over indulgence of students in political activities, poor relationships with teachers, a general dislike of the atmosphere of the classroom, individual issues like learning disabilities, behaviour problems, family issues such as poverty, single-parent status, parental disabilities, lack of parental involvement in education, etc. may be the reasons for the absence of students in classrooms. It is the responsibility of the teachers to identify the real issue and try to solve it. Mentoring is one of the methods to actualize this. It is important to increase parent involvement to solve these problems. Therefore, teachers should make sure to that attendance and progress of students is intimated to the parent via email, SMS, etc. In some cases, even home visits or providing counselling services may be employed. Besides, implementation of effective electronic systems for recording and evaluating attendance and punctuality is also required. It is worth noting that improving the results and academic performance of the college and thereby moulding the society in tune with the vision of the college, is everybody's responsibility.

5. Periodic review meetings: It is very important to conduct periodic evaluation of the progress of various methods implemented to improve the academic quality

of the college. Before the end semester model examination, each department may conduct at least two internal examinations of three hours duration as part of continuous evaluation and assessment. The progress of the students may be intimated to the parents. The principal of the college may entrust the heads of the department to assess and make strategic plans to improve the performance of each department. The head of the department may be given the complete authority to make department level class arrangements. Free classes may be engaged by peer-learning programmes. Further, the heads of the department may encourage the students to effectively use the General Library, without disturbing other classes, during the free class hours. The principal may arrange period meetings with Vice Principal, IQAC coordinator and all heads of departments to evaluate the progress of various programmes. Heads of the departments may arrange department level meeting, whereas class tutor may arrange class council. The principal and IQAC coordinator should ensure to conduct the annual Academic Audit of the college. The principal should entrust the IQAC to evaluate the quality improvement of the college by verifying various measures such as Teachers' diary, lesson plan, monthly attendance statements of students, activities of departments, clubs, etc.

6. Preparation of College Level Question Bank: M G University implemented question bank-based examinations at UG level. Therefore, all the faculty members should be encouraged to prepare topic-wise questions and question papers, by applying the revised Bloom taxonomy, difficulty level and important level. The IQAC will take initiative to publish and distribute the question bank.

“The future depends on what you do today.”

—Mahatma Gandhi