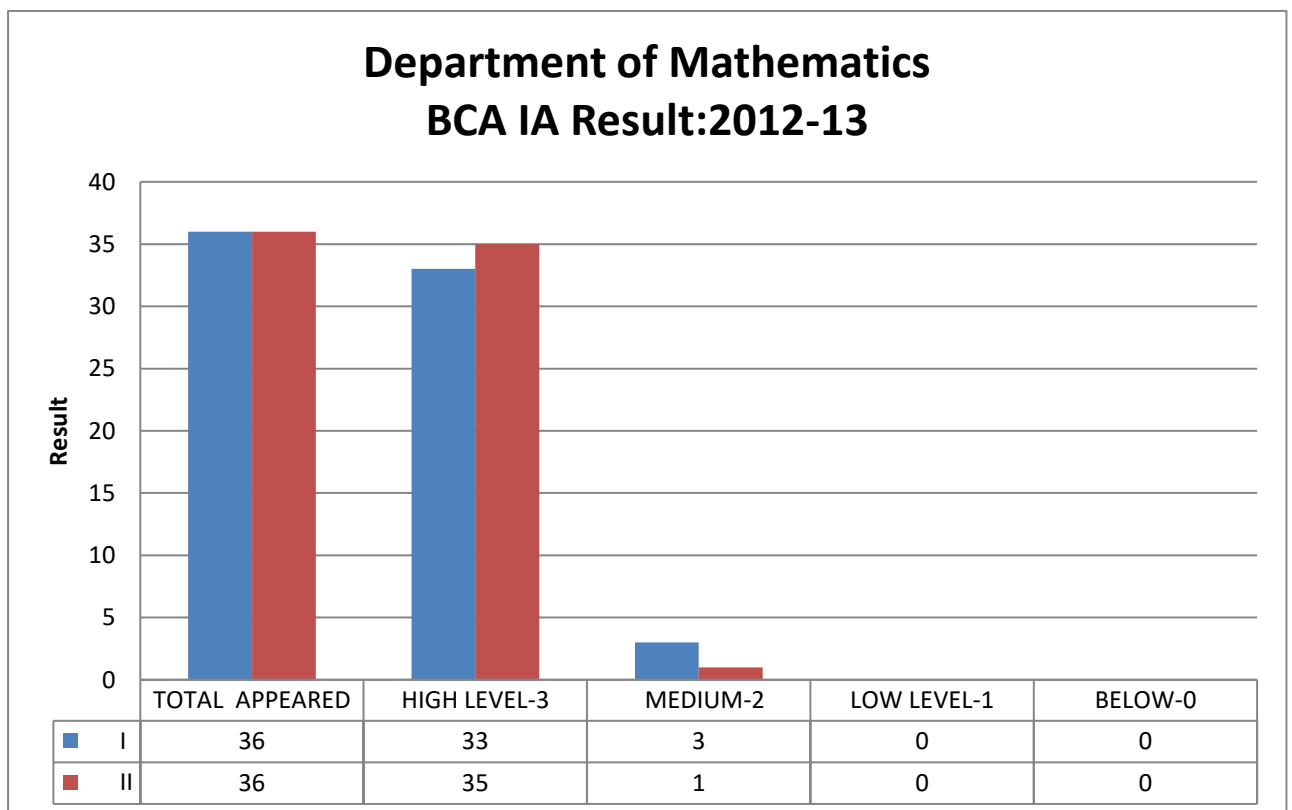


**DEPARTMENT OF MATHEMATICS
RESULT SHEET**

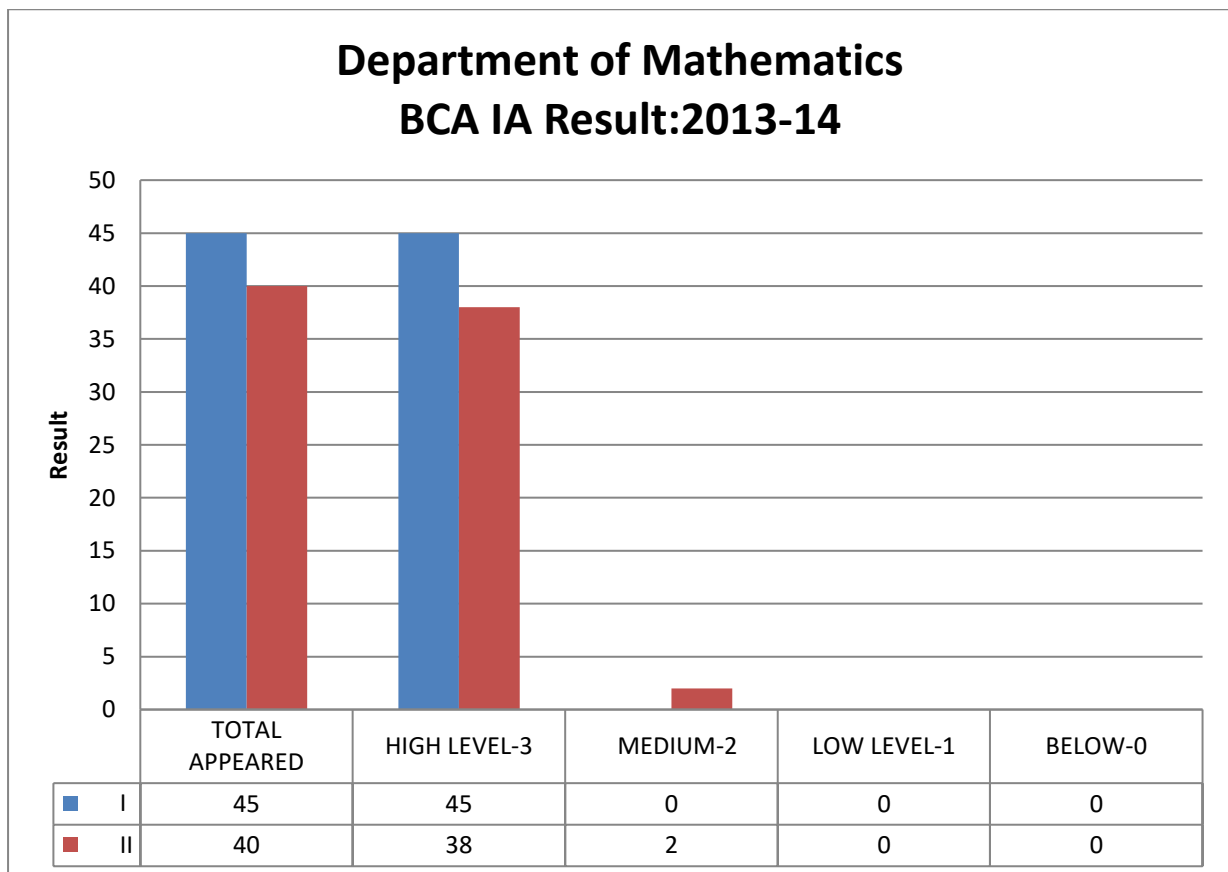
BCA IA 2012-13

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I	36	33	3	0	0
II	36	35	1	0	0



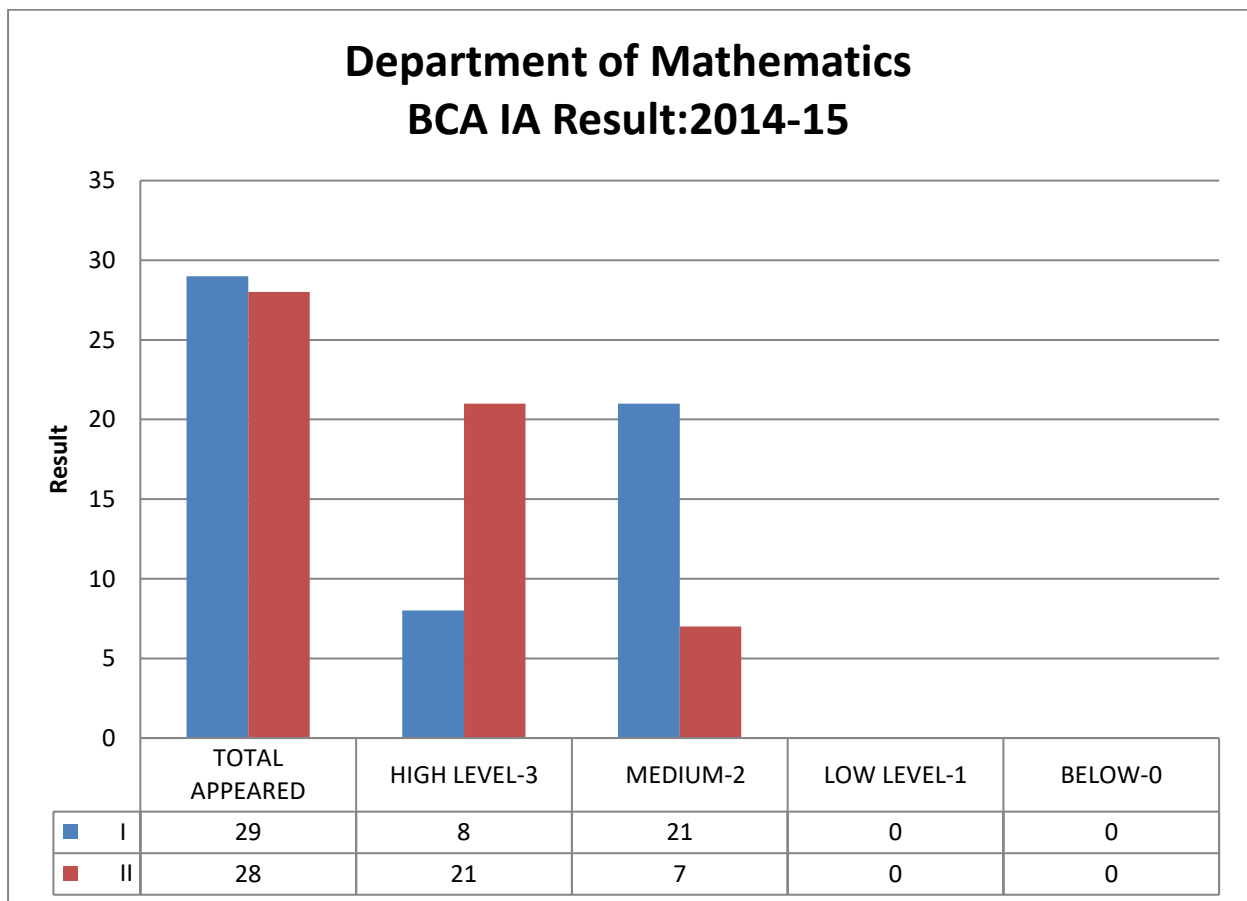
BCA IA 2013-14

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I	45	45	0	0	0
II	40	38	2	0	0



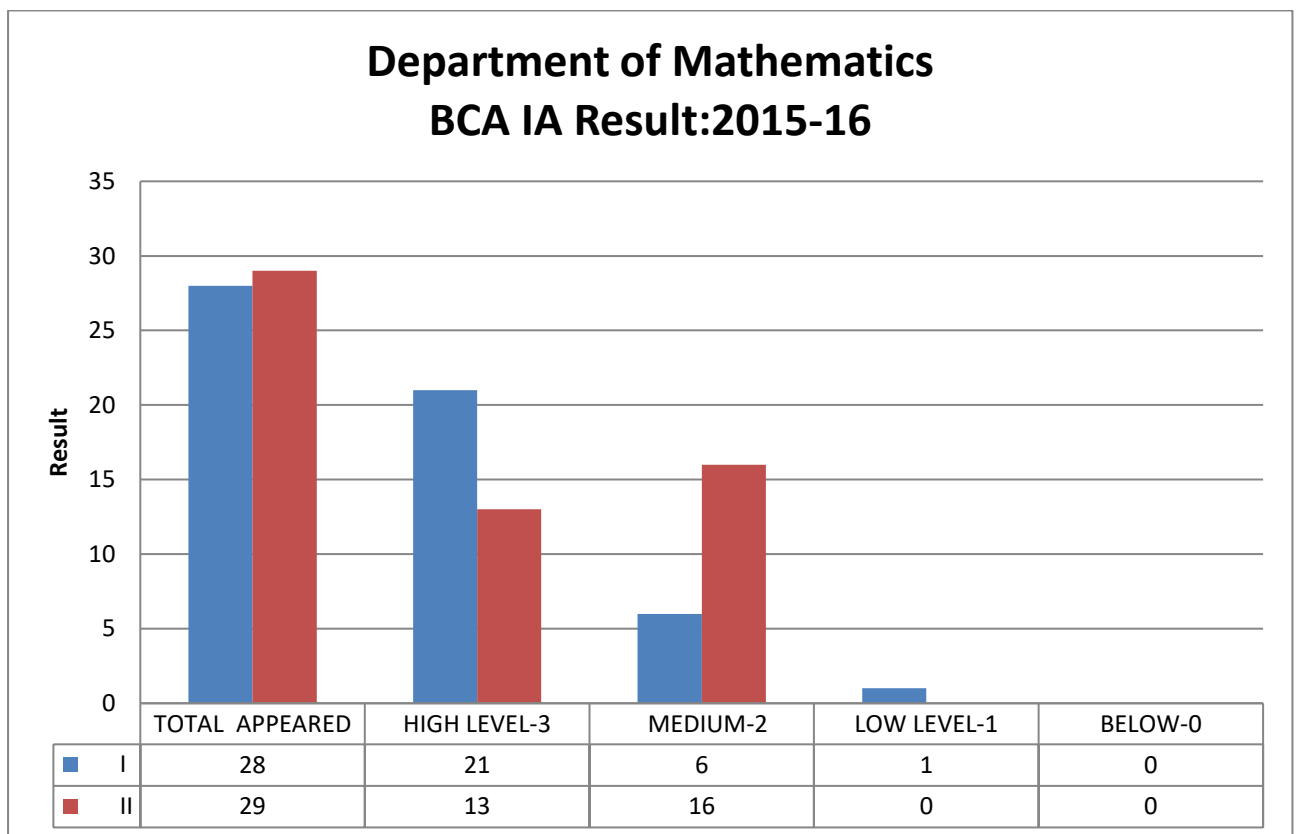
BCA IA 2014-15

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I	29	8	21	0	0
II	28	21	7	0	0



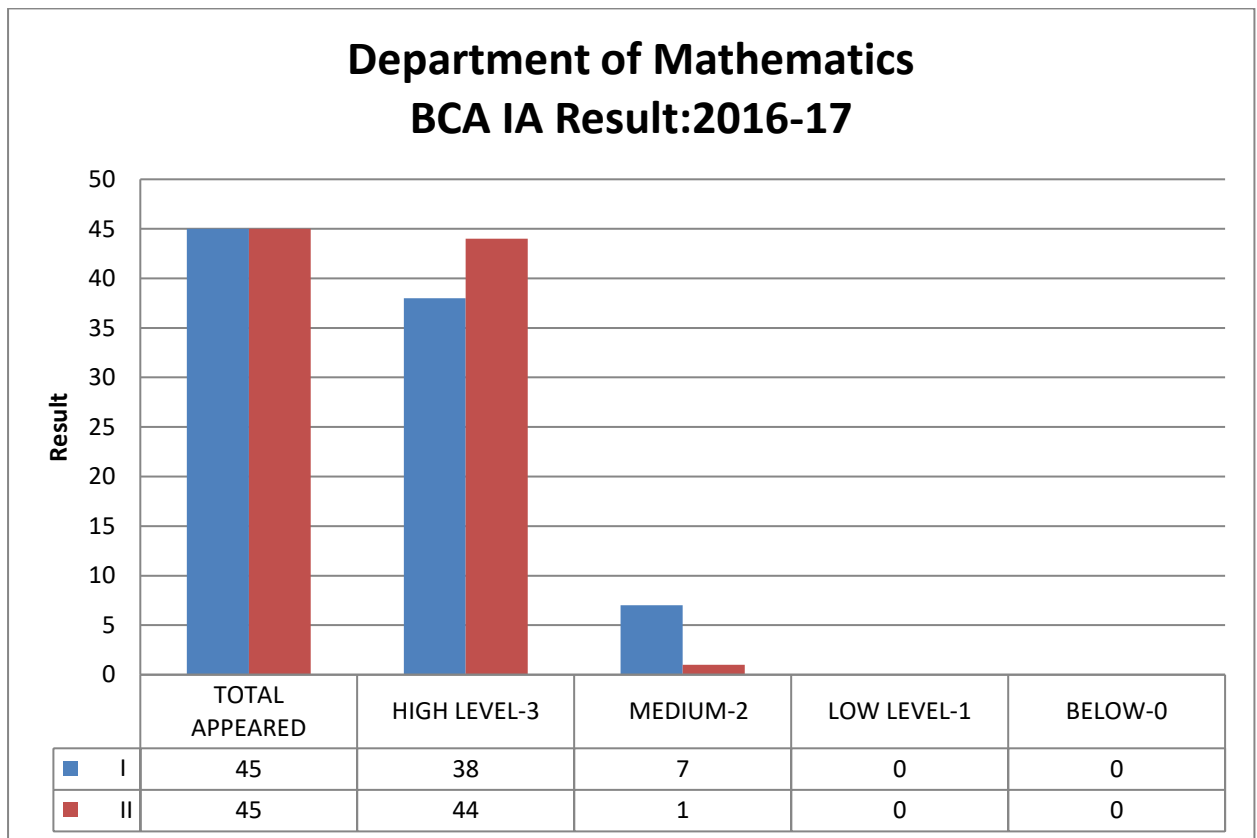
BCA IA 2015-16

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I	28	21	6	1	0
II	29	13	16	0	0



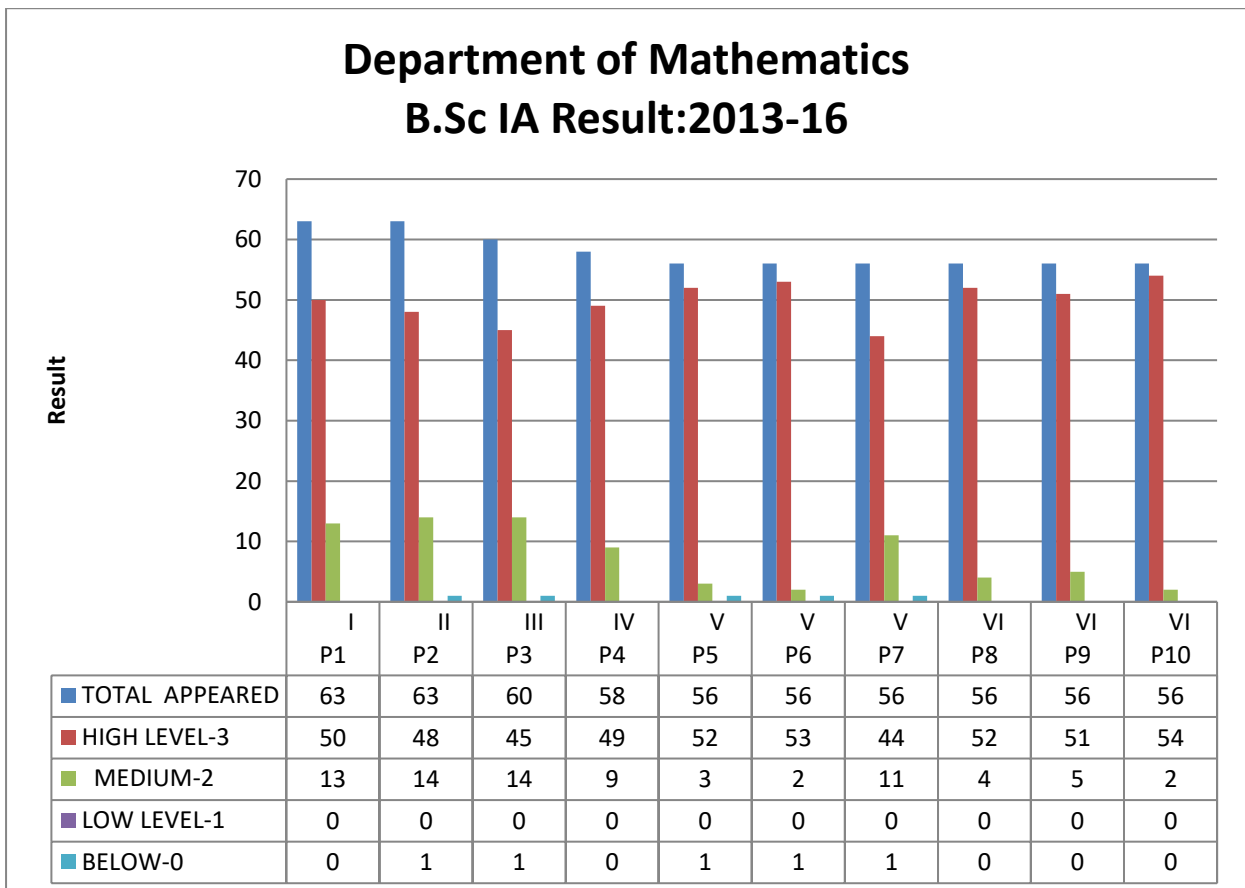
BCA IA 2016-17

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I	45	38	7	0	0
II	45	44	1	0	0



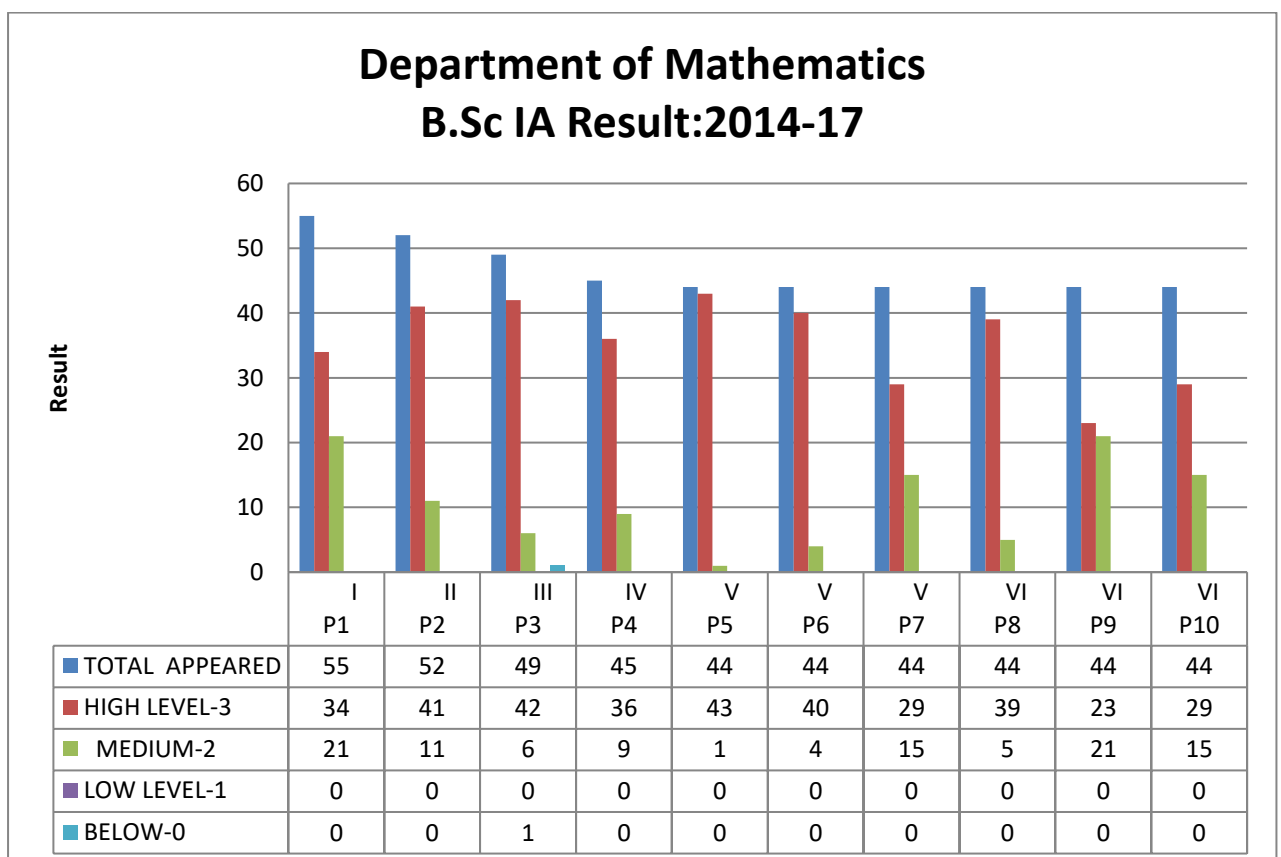
BSc IA 2013-16

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I P1	63	50	13	0	0
II P2	63	48	14	0	1
III P3	60	45	14	0	1
IV P4	58	49	9	0	0
V P5	56	52	3	0	1
V P6	56	53	2	0	1
V P7	56	44	11	0	1
VI P8	56	52	4	0	0
VI P9	56	51	5	0	0
VI P10	56	54	2	0	0



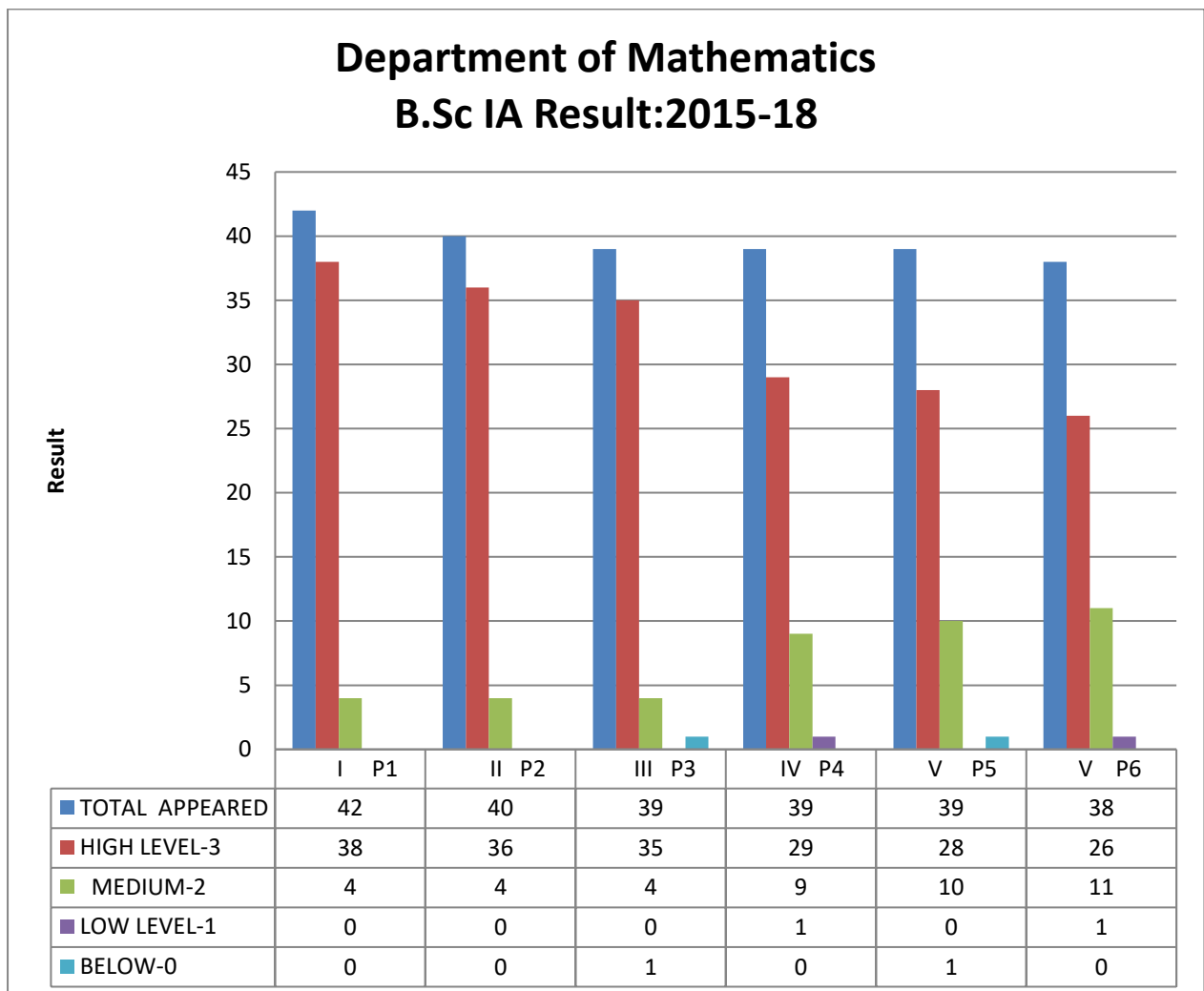
BSc IA 2014-17

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I P1	55	34	21	0	0
II P2	52	41	11	0	0
III P3	49	42	6	0	1
IV P4	45	36	9	0	0
V P5	44	43	1	0	0
V P6	44	40	4	0	0
V P7	44	29	15	0	0
VI P8	44	39	5	0	0
VI P9	44	23	21	0	0
VI P10	44	29	15	0	0



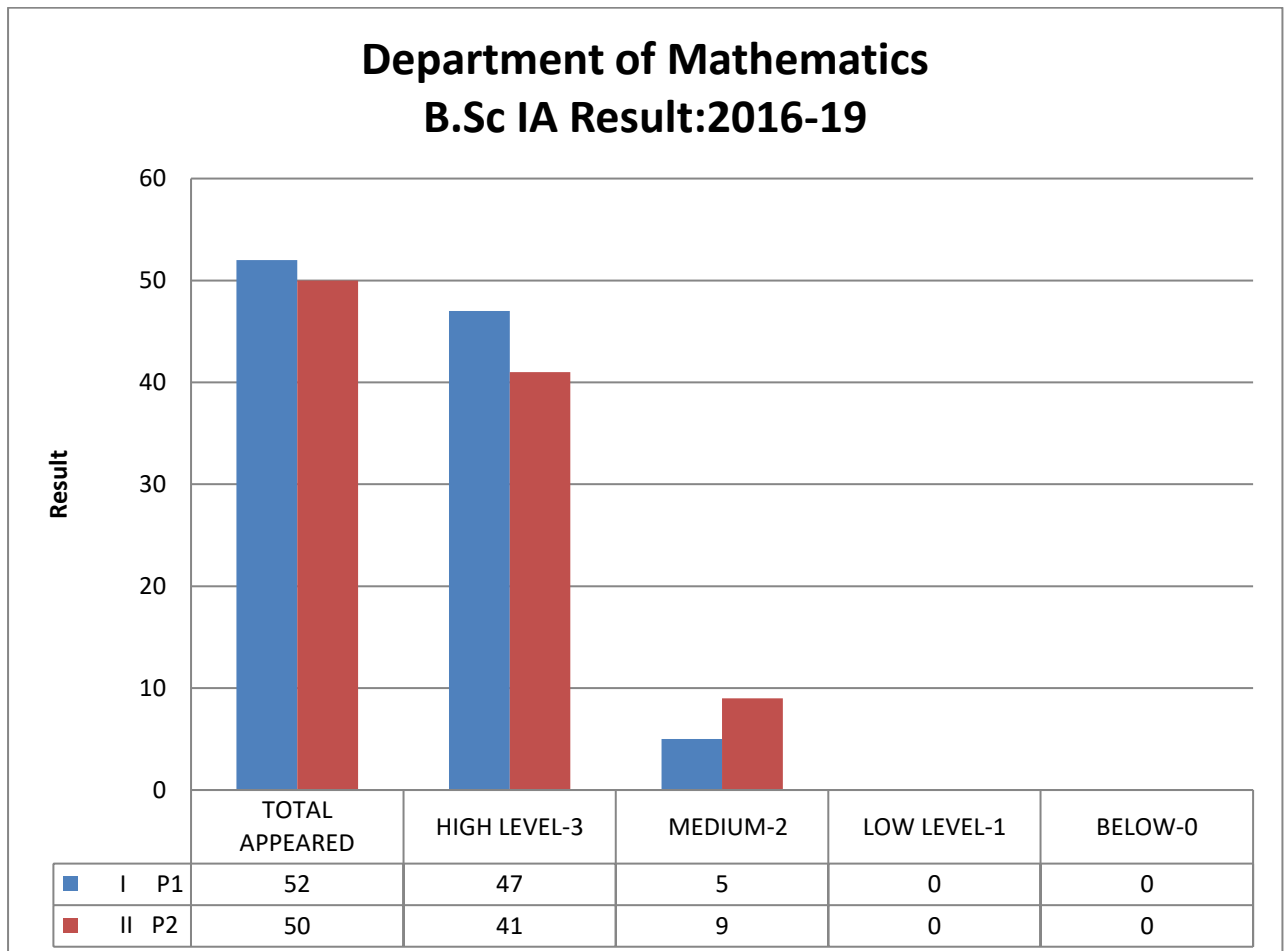
BSc IA 2015-18

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I P1	42	38	4	0	0
II P2	40	36	4	0	0
III P3	39	35	4	0	1
IV P4	39	29	9	1	0
V P5	39	28	10	0	1
V P6	38	26	11	1	0



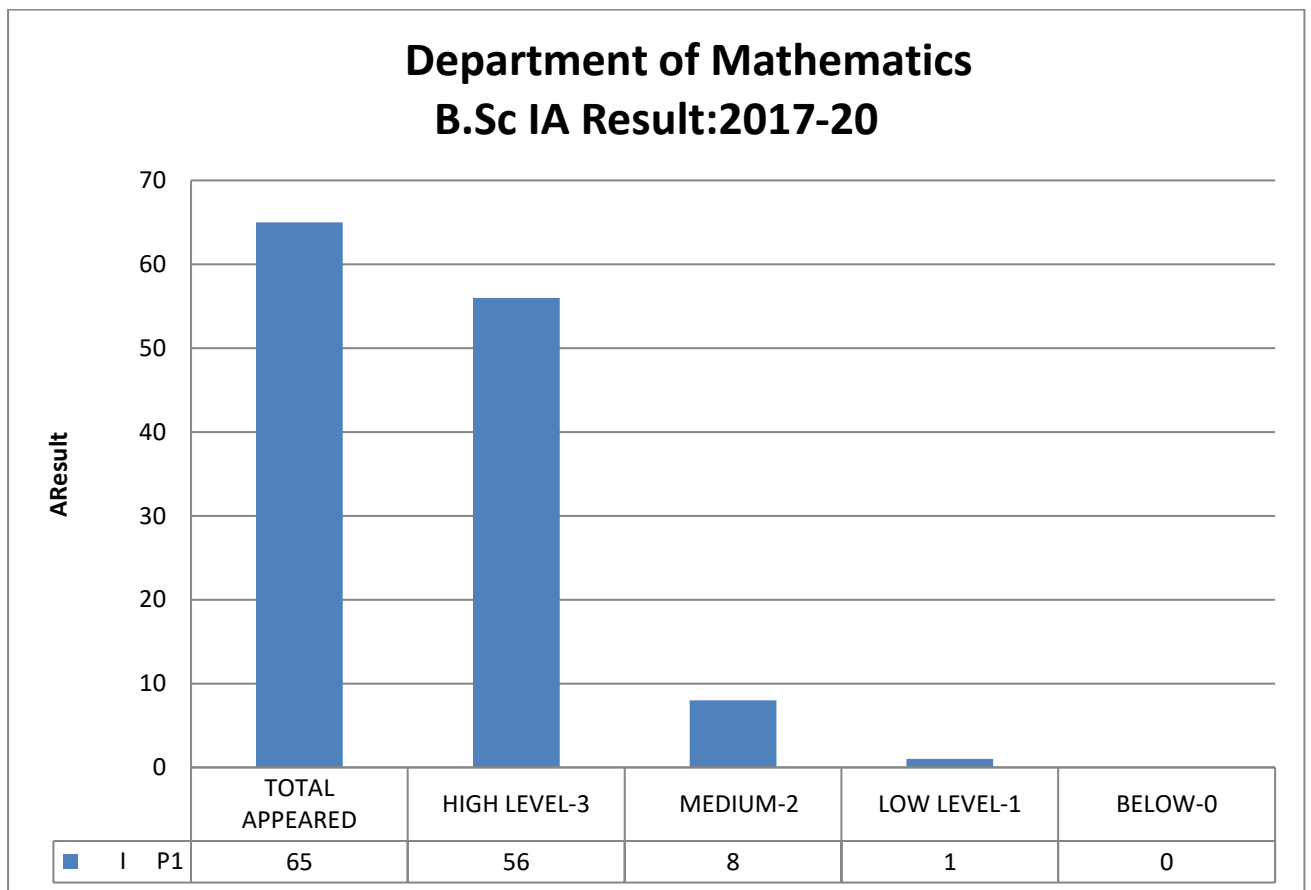
BSc IA 2016-19

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I P1	52	47	5	0	0
II P2	50	41	9	0	0



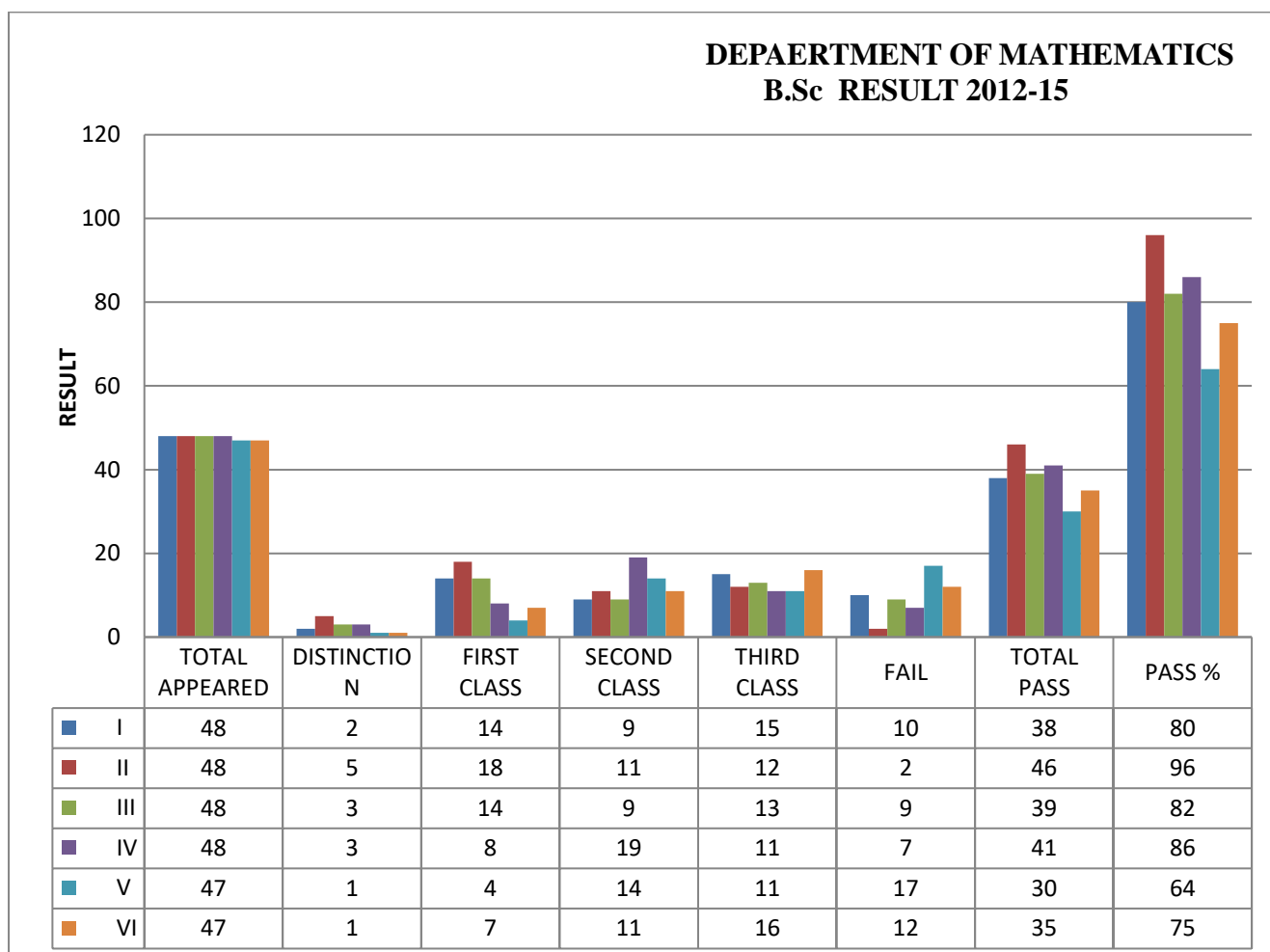
BSc IA 2017-20

SEM	TOTAL APPEARED	HIGH LEVEL-3	MEDIUM-2	LOW LEVEL-1	BELOW-0
I P1	65	56	8	1	0



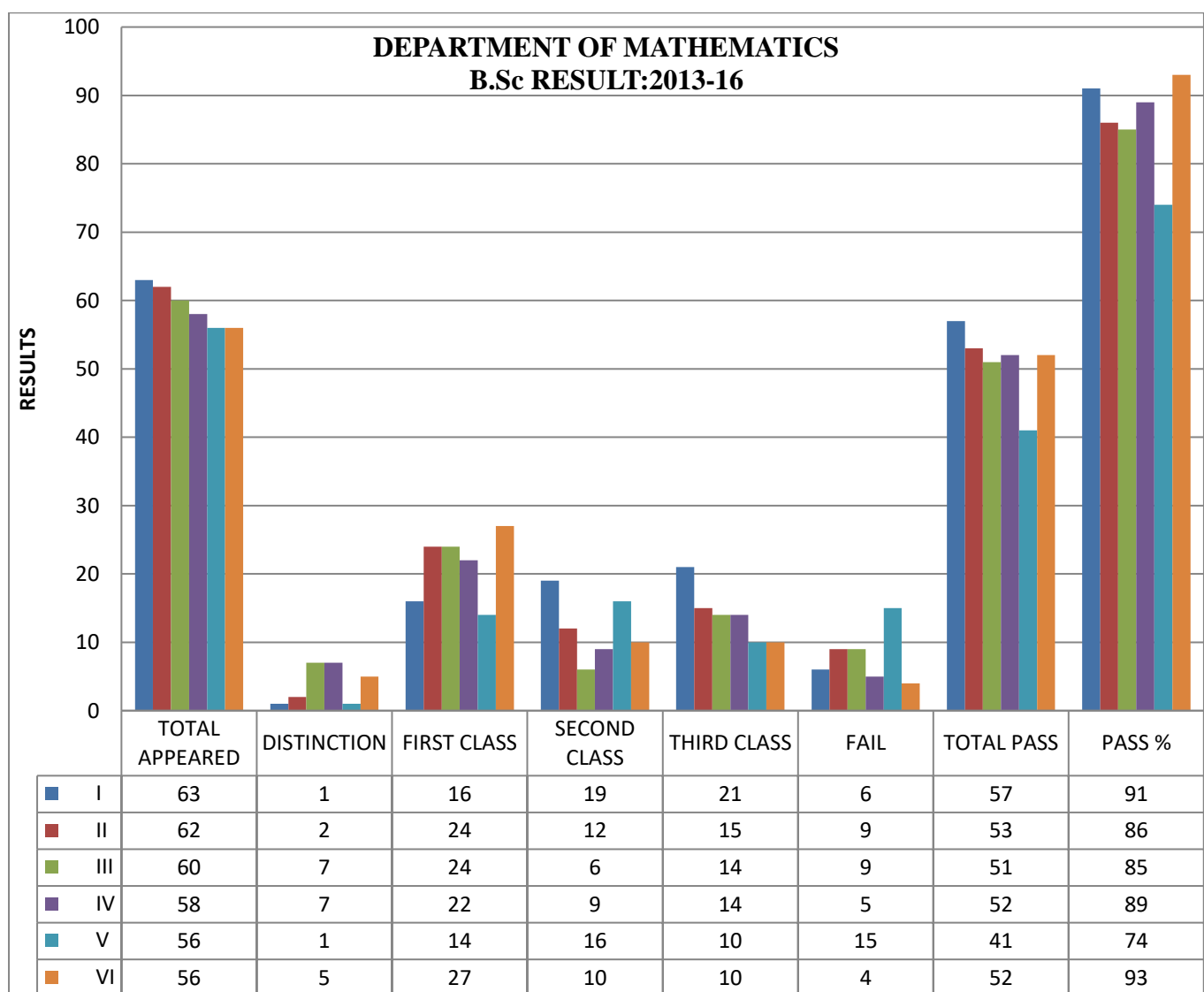
BSc Result 2012-13, 2013-14, 2014-15

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	48	2	14	9	15	10	38	80
II	48	5	18	11	12	2	46	96
III	48	3	14	9	13	9	39	82
IV	48	3	8	19	11	7	41	86
V	47	1	4	14	11	17	30	64
VI	47	1	7	11	16	12	35	75



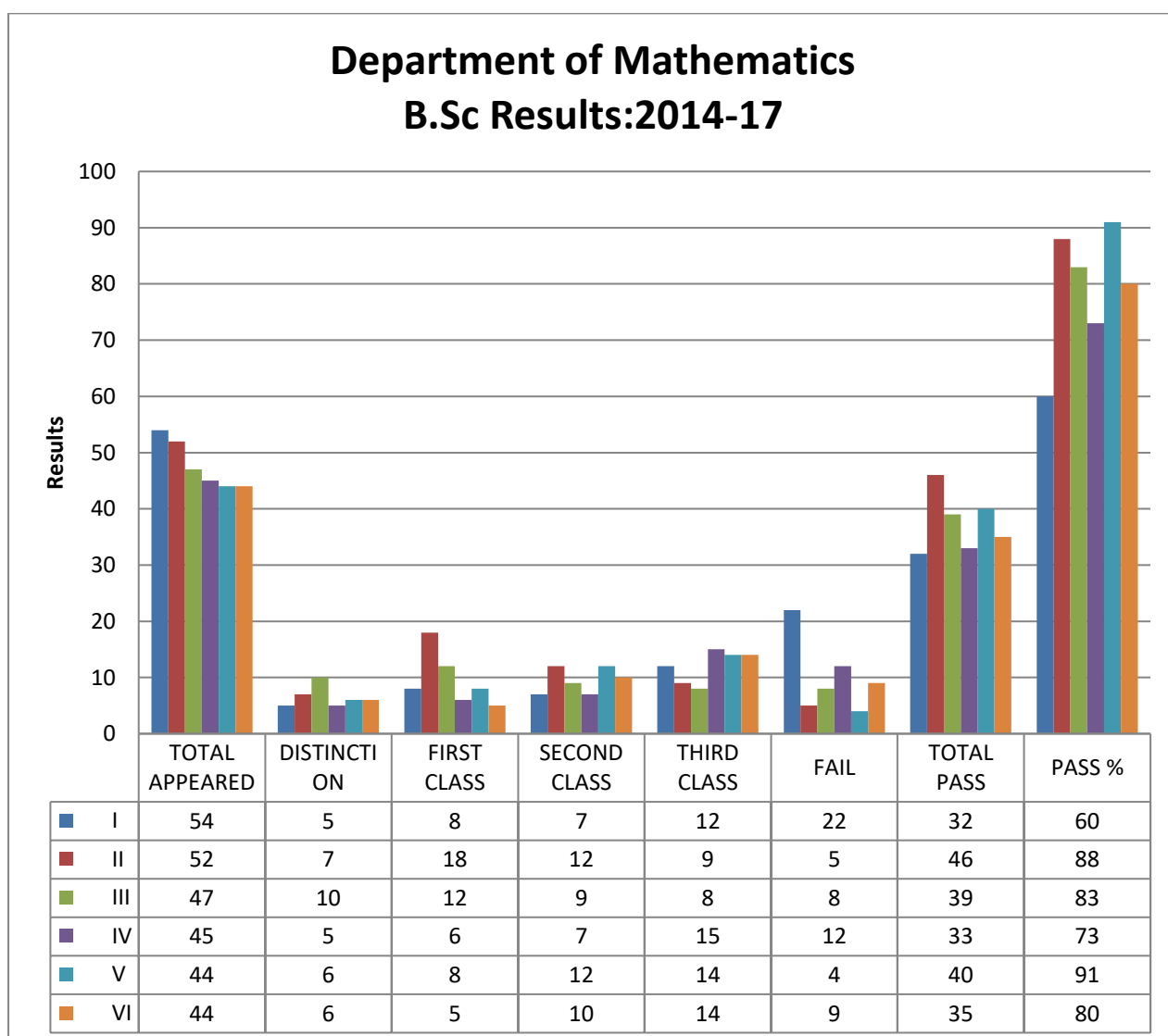
BSc Result 2013-16

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	63	1	16	19	21	6	57	91
II	62	2	24	12	15	9	53	86
III	60	7	24	6	14	9	51	85
IV	58	7	22	9	14	5	52	89
V	56	1	14	16	10	15	41	74
VI	56	5	27	10	10	4	52	93



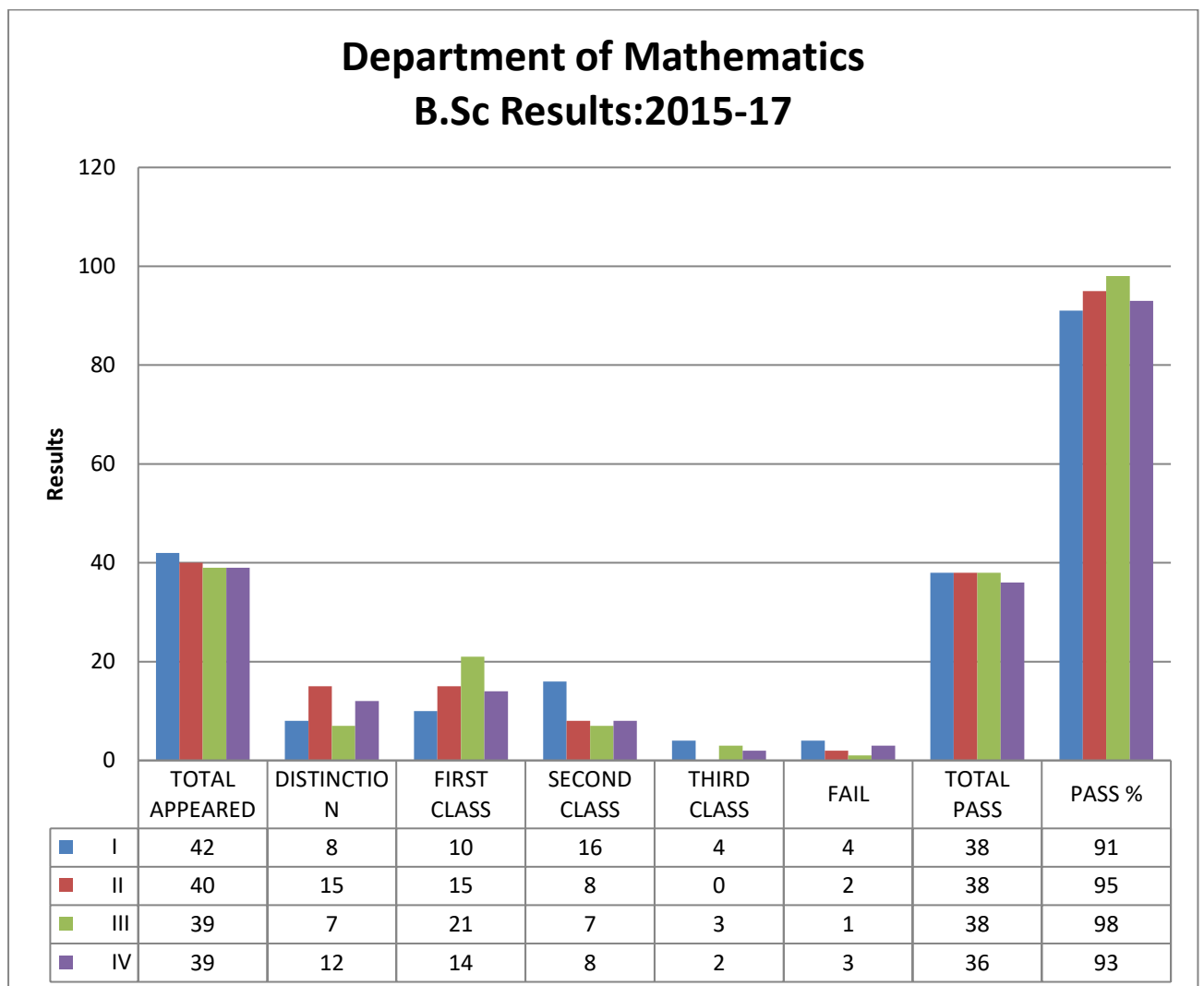
BSc Result 2014-17

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	54	5	8	7	12	22	32	60
II	52	7	18	12	9	5	46	88
III	47	10	12	9	8	8	39	83
IV	45	5	6	7	15	12	33	73
V	44	6	8	12	14	4	40	91
VI	44	6	5	10	14	9	35	80



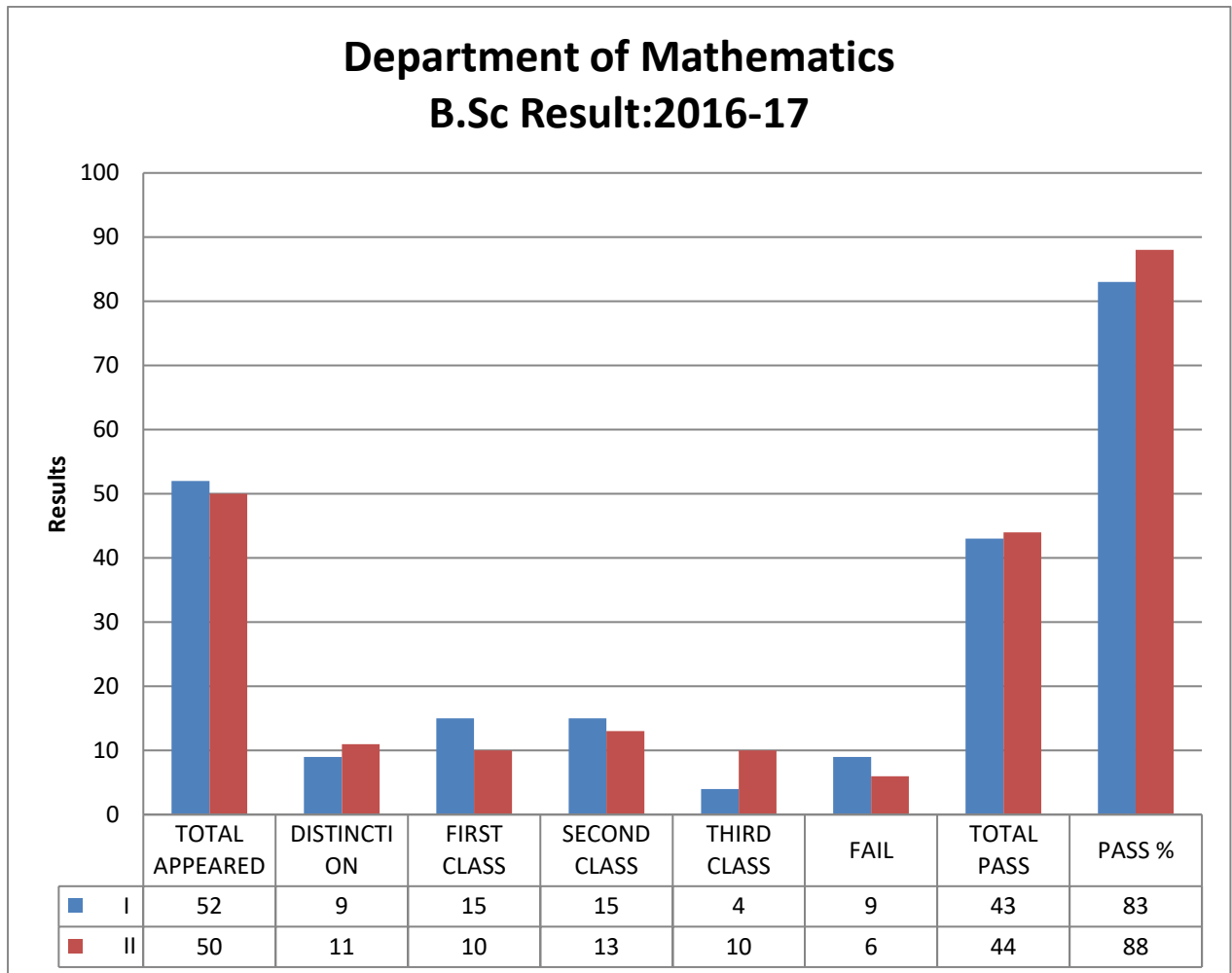
BSc Result 2015-17

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	42	8	10	16	4	4	38	91
II	40	15	15	8	0	2	38	95
III	39	7	21	7	3	1	38	98
IV	39	12	14	8	2	3	36	93



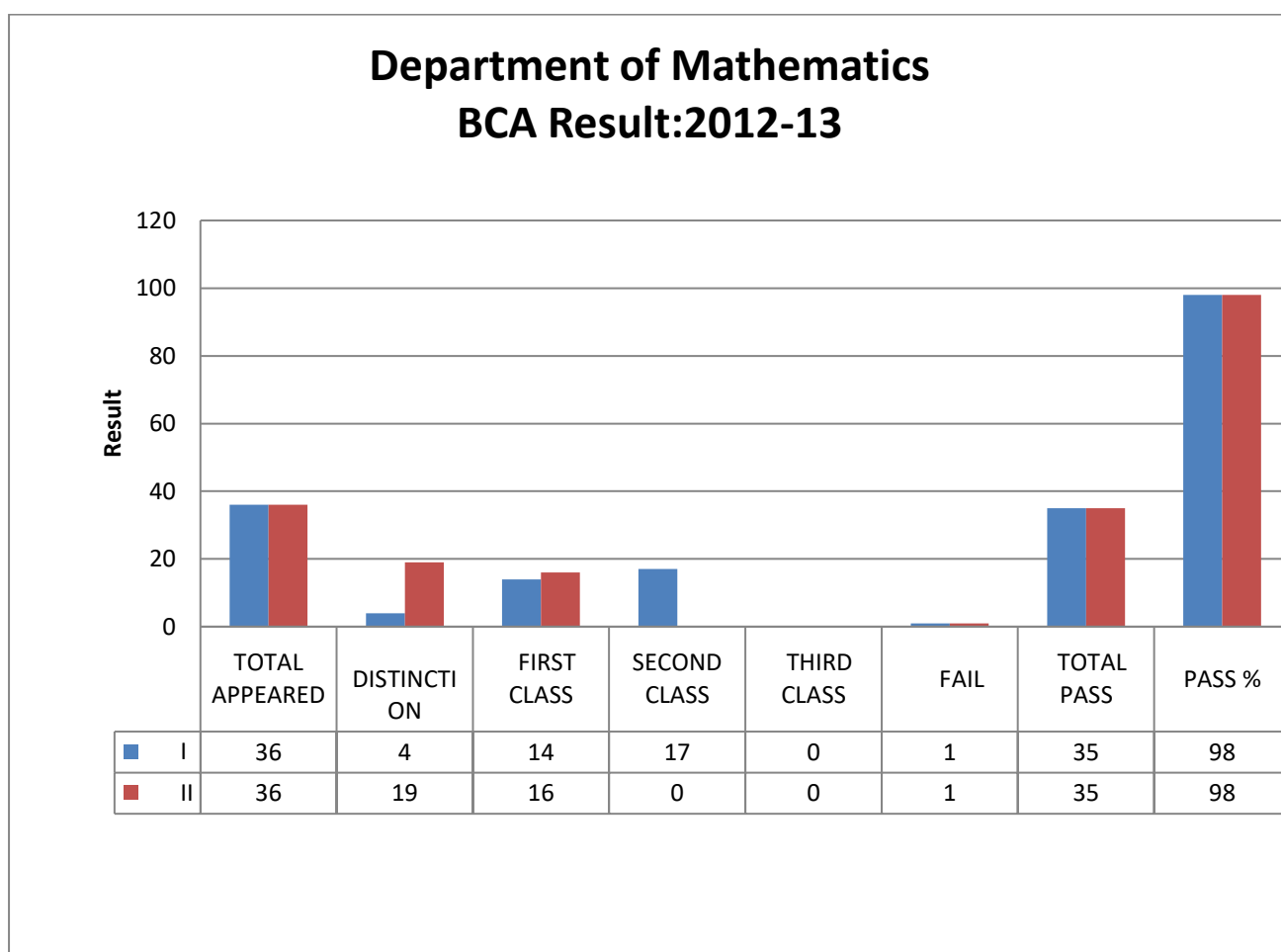
BSc Result 2016-17

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	52	9	15	15	4	9	43	83
II	50	11	10	13	10	6	44	88



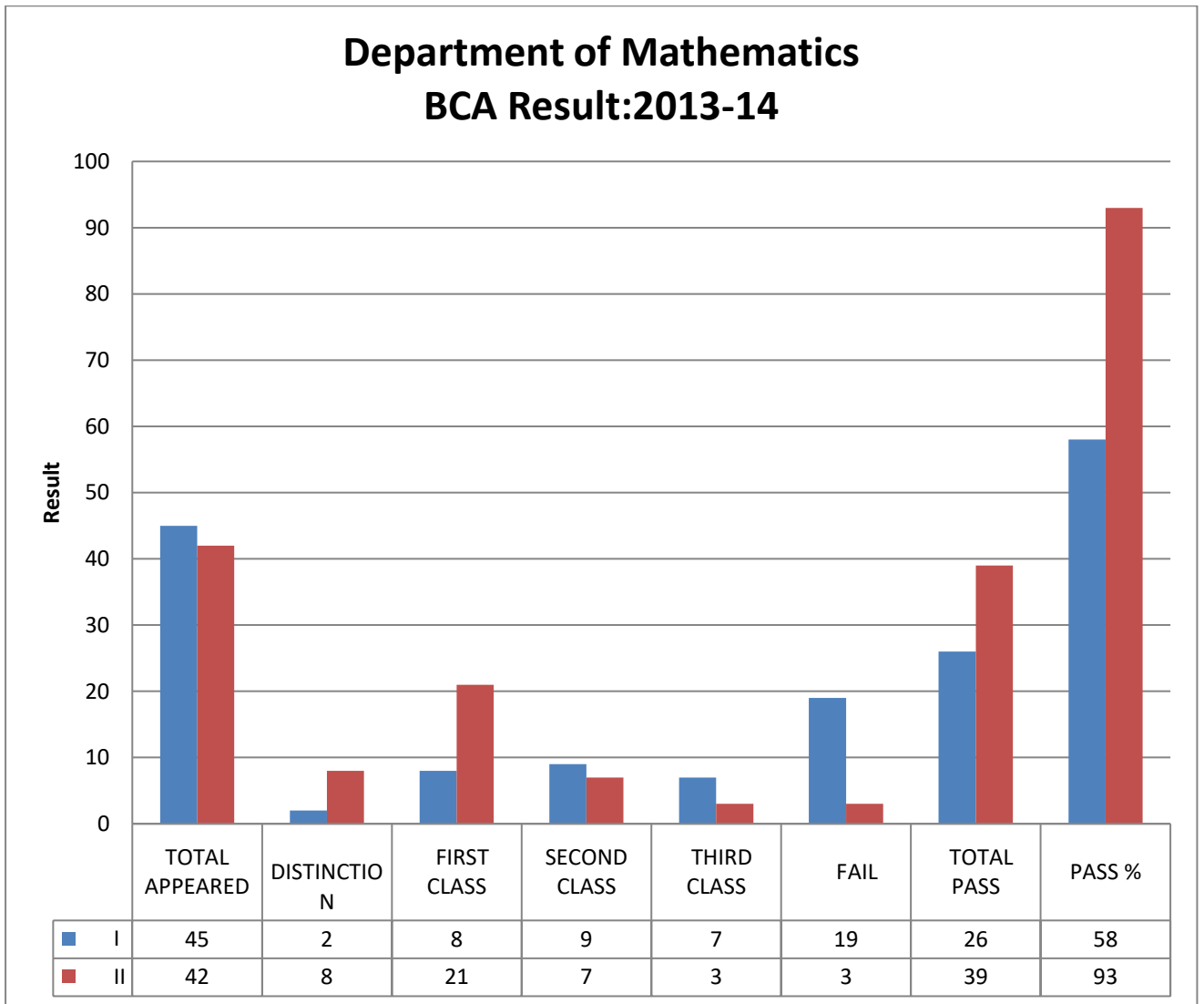
BCA Result 2012-13

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	36	4	14	17	0	1	35	98
II	36	19	16	0	0	1	35	98



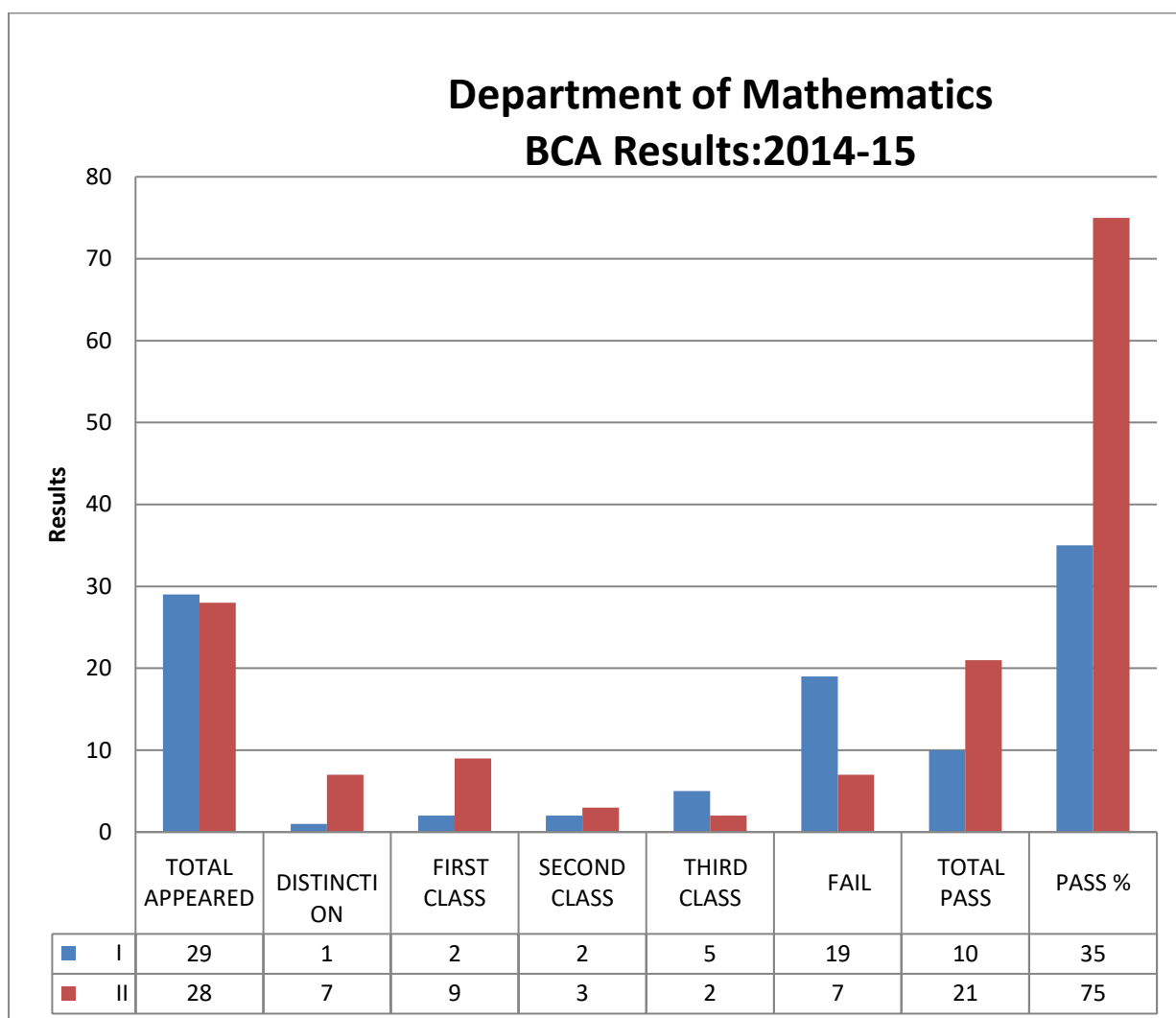
BCA Result 2013-14

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	45	2	8	9	7	19	26	58
II	42	8	21	7	3	3	39	93



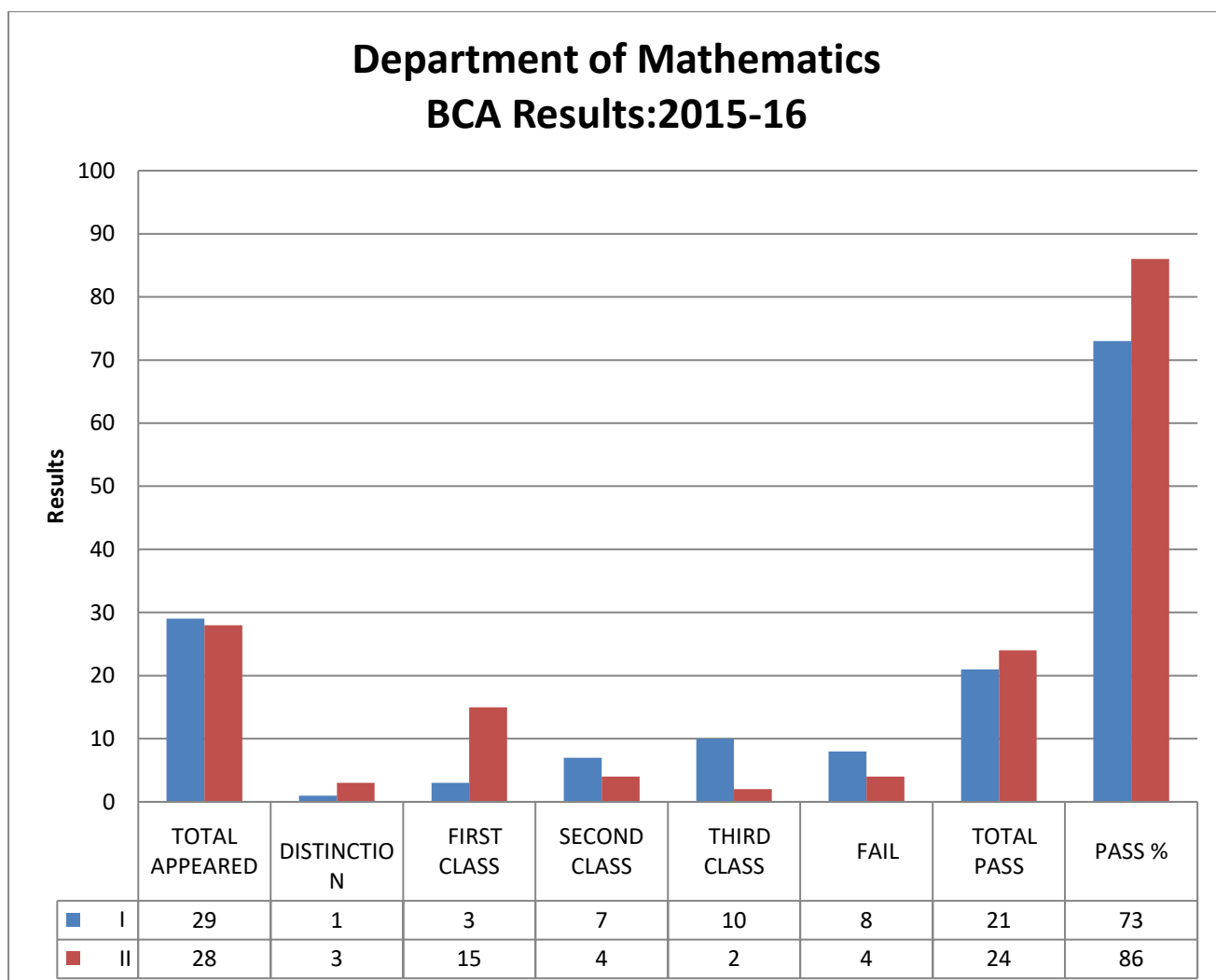
BCA Result 2014-15

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	29	1	2	2	5	19	10	35
II	28	7	9	3	2	7	21	75



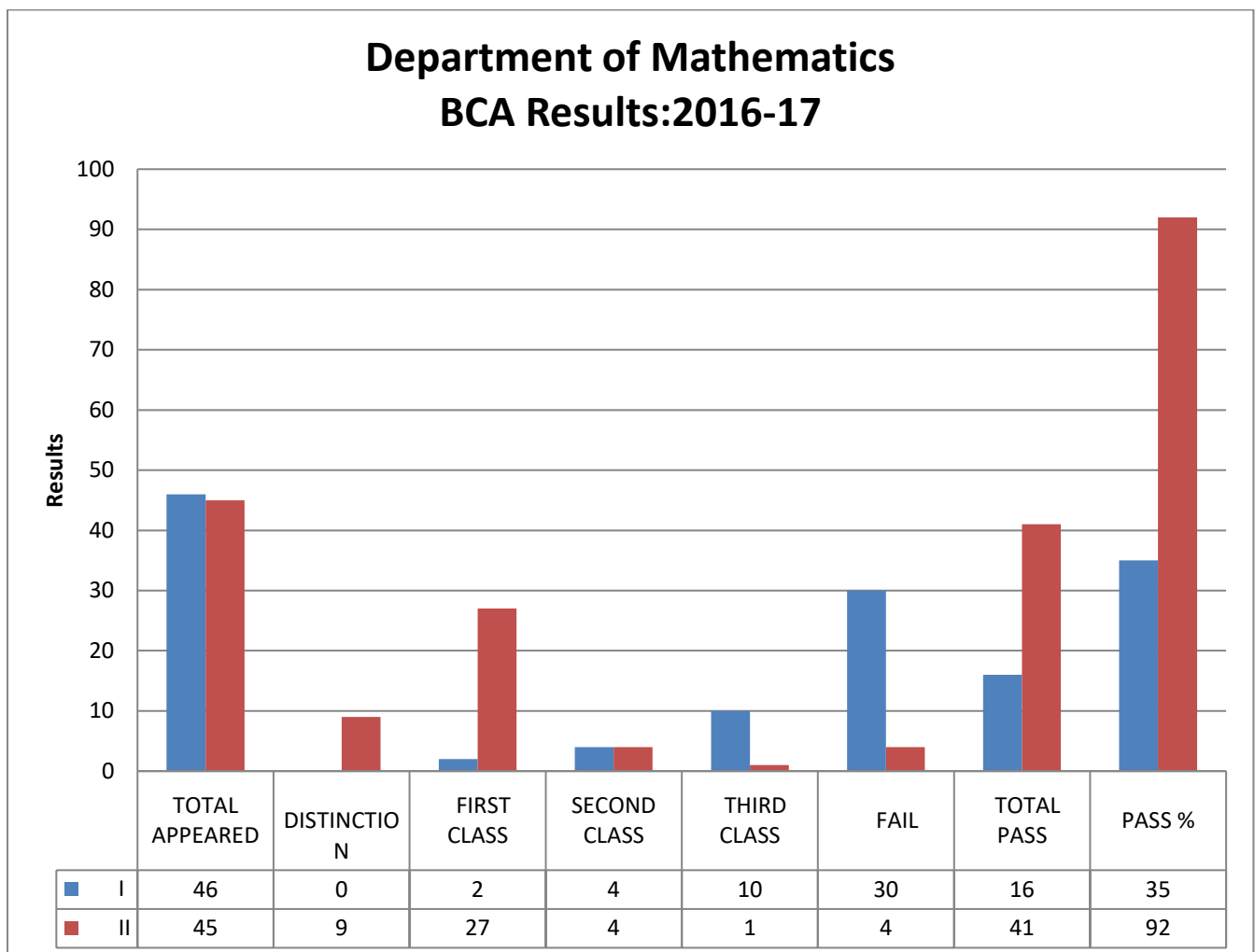
BCA Result 2015-16

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	29	1	3	7	10	8	21	73
II	28	3	15	4	2	4	24	86



BCA Result 2016-17

SEM	TOTAL APPEARED	DISTINCTION	FIRST CLASS	SECOND CLASS	THIRD CLASS	FAIL	TOTAL PASS	PASS %
I	46	0	2	4	10	30	16	35
II	45	9	27	4	1	4	41	92



RESULT ANALYSIS

Course outcome attained from course exit survey for the academic year 2013-14, 2014-15 and 2015-16 in the subject of Mathematics is as shown in the graph. An attempt has been made to summarise student's performance of the batch that entered semester in the year 2013-14. Total number of student appeared for examination during the period was 63 out of this 17 students have scored 1st class, 19 2nd class, 21 pass class and 6 failed in the examination conducted for 1st semester. Thus, total pass is 57 out of 63 appeared for examination. The pass percentage is 91.

Though we conduct formative tests for students before appearing for the semester ending exam very few of them could not pass in the main examination due to some reasons. We identified their weakness and tried to improve their result in the next semester.

If we observe the results of the same batch in the 2nd, 3rd, 4th, 5th and 6th semester in the beginning semester the students faced initial hiccups and with continuous efforts from the faculty, they improved gradually and in the final semester they fared well. Special classes were conducted for them and unit tests were given continuously. Pass % is hiked to 93% in the 6th semester. Their achievement level is comparatively high if we consider their entry level achievement.

We conduct formative assessment and identify weakness from the profile of the performance (Result sheet) this help us to provide feedback to improve their performance. Sometimes score can dip from one exam to another even with the same amount of knowledge. We conduct assessment and tests in the class room and observe their weakness-where they make error number of mistakes they commit, how they finished all the section provided in question paper whether answers written are relevant or irrelevant etc.

Most of the students come from rural background and so their basic knowledge of mathematics is very poor. As a result of this heavy responsibility falls on the shoulders of the department a lecturer. Results fall because of personal problems of the students like health related, social and economical reasons and others. Number of dropout is very less and for reasons like wedding, they drop out of the course.

OVERALL ANALYSIS OF THE DEPARTMENT RESULT

Overall performance of the B.sc mathematics students is very good. Year by year their performance is improving that is because of teacher's effort and hard work of the students. There is a cordial environment in the department and good rapport between the teachers and students has helped the students to exchange their ideas freely with the teachers and get profited.

ADVANTAGES OF OPTING MATHEMATICS IN B.Sc COURSE

The study of mathematics improves the reasons and logical skills of the students which intern helps them to take up banking and competitive exams. Many students have

opted for M.Sc in mathematics on to become high school teachers and lecturers for PU and Degree courses. Students have vast opportunities in IT fields and many of our students are working as IT professionals. We also encourage students to enter research fields and many of our students are into research activities. Some of our students in particular are working in Space research centres like MCF, Hassan and ISRO, Bangalore. Students of mathematics have wide job opportunities in departments like LIC of India, P &T and other departments.