



**Report**  
**Students Attendance & Performance Review**  
**R.P.S. Degree College**  
**Academic Session: Odd semester- 2024-25**  
**Report Submission Date: 30<sup>th</sup> December, 2024**

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### Report Overview

This report outlines the key findings, observations, and recommendations of the Students Attendance & Performance Review Committee for the academic session (**Odd semester- 2024-25**). The data analyzed includes attendance records, academic performance, and student feedback collected from various departments.

### Analysis of Attendance

#### Key Observations

#### Category-I (Students with low attendance in PG Program)

- The analysis of absenteeism across different semesters and courses reveals distinct patterns. In the **5th semester (UG)**, **22BA** stands out as the largest contributor, accounting for 50% of absenteeism, followed by **22NM** (15.79%), and **22BCOM** and **22M** (13.16% each), with **22HC** and **22HM** contributing smaller shares.
- In the **3rd semester (UG)**, **23BA** is the dominant contributor at 53.85%, with **23NM** (20%) and **23BCOM** (15.38%) also making significant contributions. Minor absenteeism comes from **23HP**, **23HM**, **23M**, and **23HC**.

- In the **1st semester (UG)**, **24BA** emerges as the dominant contributor to absenteeism, accounting for **54.55%** of the total absenteeism, highlighting it as a key area for intervention. **24BCOM** follows with a significant share of **13.64%**, while **24NM**, **24M**, and **24HP** each contribute **9.09%**. **24HZ** has the smallest share of absenteeism at **4.55%**
- Among **3rd semester PG courses**, **23ZOO -PG** leads with 48%, and **23GEO -PG** is the second largest contributor that contributes 16%. **23CHEM -PG**, **23MATH -PG**, and **23PHY -PG** contribute 12% each. In the **1st semester (UG)**, **24BA** leads absenteeism with 54.55%, followed by **24BCOM** (13.64%), **24NM**, **24M**, and **24HP** (9.09% each), and **24HZ** with the smallest share at 4.55%.
- Absenteeism in the **1st semester PG courses** is entirely concentrated in **24ZOO -PG** and **24BOT -PG**, with each course contributing **50%** of the total absenteeism. These two courses account for all the absenteeism in the 1st semester PG.

### Category-II (Overall Attendance in PG Program)

- **Mathematics** has the **highest attendance**, reflecting strong engagement across **all related papers** in the **Master's course**.
- **Chemistry** and **Physics** have **moderate to high** participation in this subject.
- **Zoology and Geography** show relatively lower attendance compared to Math, Physics and Chemistry, indicating weaker student engagement in these areas.
- **Biology** has the lowest average attendance, highlighting comparatively the least student participation among the subjects analysed.

The overall trend suggests that Math, physics and Chemistry attract the most consistent attendance, while Geography, Biology and Zoology may require attention to improve student involvement and participation.

## Actions Taken

### 1. Student Communication:

- Students with low attendance were contacted through **official letters**, **phone calls** made by mentors, and **text messages** sent by the college. Mentors submitted the call records to the Dean's office on November 15, 2024.
- They were informed about their attendance records and asked to provide reasons for their absences.

- Warnings were issued, emphasizing the importance of regular attendance for academic success.
2. **Low Attendance Impact on Internal Marks:**
- The attendance weightage is seriously considered in the calculation of internal marks. Students with poor attendance were informed that their low participation was negatively impacting their internal assessment marks, which are allotted based on attendance.
3. **Guardian Involvement and Affidavit Submission:**
- Students with consistently poor attendance were instructed to visit the college with their **guardian**.
  - These students were required to submit an **affidavit** acknowledging their past absences and committing to regular attendance.
  - They were also mandated to attend **special remedial classes** organized specifically for them.
  - All actions were conducted in accordance with the **rules and guidance of IGU University**.
4. **Remedial Classes:**
- **Dates:** 18 November to 29 November 2024.
  - **Objective:**
    - Provide an opportunity for students with low attendance to improve their participation records.
    - Support academically weaker students and those engaged in co-curricular activities such as:
      - Youth Festival
      - NCC
      - PRYAAS Classes
      - Sports Activities
5. **Mentorship Involvement:**
- Mentors were actively involved in contacting absentee students, encouraging them to attend the **remedial classes**, and addressing their concerns to ensure improved participation.

## Recommendations

1. **Regular Monitoring:**
  - Implement periodic attendance tracking and early identification of irregularities.
2. **Parental Engagement:**
  - Increase involvement of guardians through timely communication and follow-up meetings.
3. **Mentorship Program:**

- Assign faculty mentors to students with poor attendance to provide guidance and address underlying issues.
  - 4. **Recognition for Regular Attendance:**
    - Develop an incentive program to reward students with exemplary attendance, such as certificates or special acknowledgments.
  - 5. **Targeted Academic Support:**
    - Continue organizing remedial classes and tailored support for students requiring additional help.
  - 6. **Adherence to University Regulations:**
    - Ensure strict compliance with IGU University guidelines, including affidavit submissions and parental involvement for students with low attendance.
  - 7. **Engagement During Low-Attendance Periods:**
    - Heads of departments are advised to actively engage students, particularly final-year master's students, during periods that are prone to mass absenteeism, such as after the festival season and in the final weeks of the teaching term.
- Suggested strategies included:
- **Revision Classes:** well planned revision classes should be there to keep students engaged in classes.
  - **Class-Based Activities:** Quizzes, class tests, presentations, and outdoor activities can be organized to keep students engaged in learning process.

## Feedback

The initiative to address low attendance and inform students about their academic participation has been well-received. Many students appreciated the college's efforts to make them aware of the consequences of low attendance in a structured and professional manner. Additionally, it was realized that some students faced communication challenges due to outdated or non-operational phone numbers. This was addressed by sending **official registered letters** to these students, which helped them reconnect with the college and attend the remedial classes.

Furthermore, the **Honorable CEO's** decision to arrange **online classes** for weaker students on Saturdays has been highly appreciated. This move will provide these students with the necessary support to improve their attendance and performance in the coming semester.

## Conclusion

The efforts to address low attendance in the academic session (Odd semester- 2024-25) have been proactive and multifaceted, focusing on effective communication, intervention strategies, and support mechanisms for students. Key observations reveal that certain courses, particularly in both UG and PG programs, contribute disproportionately to absenteeism, with 22BA, 23BA, and 24BA emerging as major contributors. Remedial measures, such as direct communication with students through letters, phone calls, and text messages, coupled with mandatory guardian involvement and affidavit submissions, have been implemented to ensure accountability and encourage regular attendance.

Specially organized remedial classes provided students an opportunity to catch up, especially those with co-curricular commitments. The mentorship program played a crucial role in guiding and motivating students to improve their participation. Recommendations for the future focus on continuous monitoring of attendance, greater parental involvement, targeted academic support, and recognition for consistent attendance.

5

The engagement of students during low-attendance periods, such as after festivals and towards the end of the semester, will be crucial in minimizing absenteeism. The positive feedback from students, including the appreciation for the online classes initiative, suggests that these interventions are contributing to improved student engagement and academic performance. Moving forward, continued emphasis on communication, support, and adherence to university regulations will be key to enhancing student participation and overall academic success.

**Prepared by:**

**Date:** 30<sup>th</sup> December, 2024

Dr. Hemant Kumar

**Convener, Students Attendance & Performance Review Committee**

**Committee Members:**

1. **Dr. Jitender** – Head of Department, Chemistry
2. **Mr. Y.P. Singh** – Head, PG Departments
3. **Dr. D.R. Bhardwaj** – Head of Department, Life Sciences
4. **Mr. Vikash** – Head of Department, Mathematics
5. **Ms. Archana Sahoo** – Head of Department, Physics
6. **Dr. Rajesh Dagar** – Head of Department, Humanities
7. **Mr. Anil Kumar** – Head of Department, Geography
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