**Project Report**

**Computer Fundamental & Office Application**

**Submitted To:**

**Md Mahbub E Noor**

**Lecturer**

**Dept. of Computer Science & Engineering**

**University of Barishal**

**Submitted By:**

**Md. Uzzol**

**Roll No : 014**

**Batch No : 053**

**Department of Physics**

**University of Barishal**

**INDEX**

[**Results In 1st and 2nd Midterm of 2024** 3](#_Toc185002666)

[Overall Observations 3](#_Toc185002667)

[ Student Performance 3](#_Toc185002668)

[ Comparison: 3](#_Toc185002669)

[ No clear trend 3](#_Toc185002670)

[Additional Notes 3](#_Toc185002671)

[ Specific Data: 3](#_Toc185002672)

[ Context: 3](#_Toc185002673)

[**Assignment and Presentation** 4](#_Toc185002674)

[Observations 4](#_Toc185002675)

[ Assignment Scores: 4](#_Toc185002676)

[ Presentation Scores: 4](#_Toc185002677)

[ Comparison: 4](#_Toc185002678)

[Additional Notes 4](#_Toc185002679)

[ Specific Data: 4](#_Toc185002680)

[ Context: 4](#_Toc185002681)

[**Attendance effecting Total Result** 5](#_Toc185002682)

[Observations 5](#_Toc185002683)

[ Category with Highest Sales: 5](#_Toc185002684)

[ Other Categories: 5](#_Toc185002685)

[ Comparison: 5](#_Toc185002686)

[Additional Notes: 5](#_Toc185002687)

[ Specific Data: 5](#_Toc185002688)

[ Context: 5](#_Toc185002689)

[**Overall Conclusion** 6](#_Toc185002690)

# **Results In 1st and 2nd Midterm of 2024**

## **Overall Observations**

* **Student Performance:** The performance varies across students. Some students scored higher in the first mid-term, while others performed better in the second.
* **Comparison:** The chart allows for easy comparison of individual student performance across the two mid-terms.
* **No clear trend:** There doesn't appear to be a consistent pattern or trend in the scores across students.

## **Additional Notes**

* **Specific Data:** To provide a more detailed description, we would need the exact values of the scores.
* **Context:** Knowing the context of the chart (e.g., course, class, etc.) would help in interpreting the results further.

# **Assignment and Presentation**

## **Observations**

* **Assignment Scores:** The blue line represents the assignment scores. It shows a general trend of decreasing scores from the first few students to the last.
* **Presentation Scores:** The orange line represents the presentation scores. It also shows a decreasing trend, but with some fluctuations.
* **Comparison:** Overall, the assignment scores tend to be slightly higher than the presentation scores for most students.

## **Additional Notes**

* **Specific Data:** To provide a more detailed description, we would need the exact values of the scores.
* **Context:** Knowing the context of the chart (e.g., course, class, etc.) would help in interpreting the results further.

# **Attendance effecting Total Result**

**Observations:**

* **Category with Highest Sales:** The largest slice of the pie, representing 38% of the sales, indicates the category with the highest sales.
* **Other Categories:** The remaining slices show the percentages of sales for other categories.
* **Comparison:** The chart allows for easy comparison of sales across different categories.

## **Additional Notes**:

* **Specific Data:** To provide a more detailed description, we would need the exact values of the sales for each category.
* **Context:** Knowing the context of the chart (e.g., product sales, sales by region, etc.) would help in interpreting the results further.

# **Overall Conclusion**

**Student Performance:**

* **Mid-term Scores:** The bar chart shows the scores of students in two mid-term exams. While some students performed better in the first mid-term, others excelled in the second.
* **Assignment and Presentation Scores:** The line chart displays the scores for assignments and presentations. Both categories show a general decreasing trend, with assignment scores slightly higher than presentation scores for most students.

**Sales Distribution:**

* **Pie Chart:** The pie chart illustrates the distribution of sales across different categories. One category has the highest sales share (38%), while the remaining categories have varying percentages of sales.

**Overall, these charts provide insights into student performance in different assessment types and the distribution of sales across different categories.**

**Further Analysis:**

* **Specific Data:** Knowing the exact values of scores and sales would enable more detailed analysis and comparisons.
* **Context:** Understanding the context of the data (e.g., course, class, products, regions) would provide deeper insights into the findings.