EXAM POLICY

In recent years, significant advancements have been made in engineering education, focusing on what to teach (content), how to teach (knowledge delivery), and how to assess (student learning), as recommended by the All India Council for Technical Education (AICTE). Examinations and assessments are crucial in determining the quality of education by not only evaluating student achievements (grades) but also measuring the attainment of desired learning outcomes. Accurate and reliable assessments are essential for demonstrating the achievement of objectives and program outcomes.

Aligning with this perspective, LJ University has developed a unique examination pattern designed to help students achieve each level of Bloom's Taxonomy: Remembering, Understanding, Applying, Analysing, Evaluating, and Creating.

Continuous Evaluation System

Examination System

◆ LJ Engineering College at LJ University practices a continuous evaluation system, consisting of four exams: T1, T2, T3, and T4. Each exam covers approximately 25% of the syllabus and is worth a total of 25 marks.

◆ Each test paper follows a defined pattern with specific mark distributions for various components such as multiple-choice questions (MCQs), derivations, numerical problems, analytical and logical questions, programming tasks (both offline and online), and more. These components are aligned with the Course Outcome (CO) mapping.

◆ The unit-wise weightage for each segment is meticulously planned and defined by the subject co-ordinator. This detailed breakdown is provided to students at the beginning of the semester, ensuring they have a clear understanding of the expectations and assessment criteria for each unit.

◆ For each exam, all questions are mandatory, ensuring comprehensive coverage of the syllabus and preventing students from skipping any topics. In the multiple-choice question (MCQ) section, there will be a minimum of six options per question, increasing to eight options in subsequent exams to enhance the assessment's rigor.

◆ The quality of exam papers is rigorously maintained at a level above average, featuring questions comparable to those found in competitive exams and real-world problem scenarios. This approach is designed to enhance students' learning, particularly in the Bloom's Taxonomy levels of Understanding, Applying, and Analyzing. By exposing students to such high-caliber questions, the exams foster critical
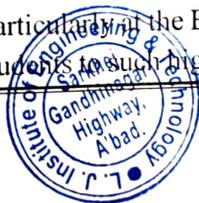
thinking and problem-solving skills, better preparing them for future academic and professional challenges.

◆ Marks scored in each exam contribute to the student's theory grade for the respective subject. Additionally, these marks are mapped to Course Outcomes (CO) to assess and ensure that students are achieving the learning objectives set for the course. This mapping helps in identifying areas where students excel and areas needing improvement, providing a comprehensive evaluation of their understanding and performance in the subject.

◆ At the institute, we have implemented a system to scan unassessed answer sheets after the completion of exams. These scanned copies will be sent to parents, ensuring transparency and helping parents monitor their child's progress more effectively.

◆ We limit the number of students to 20 per block during exams to ensure a conducive environment for testing. This arrangement minimizes distractions, allows for better supervision, and reduces the chances of cheating. It also provides students with enough space to work comfortably, ensuring that they can focus better and perform to the best of their abilities.

◆ For subjects that include programming languages like Java and Python, we conduct online tests specifically for the programming tasks, which are worth 9 marks out of the total 25 marks for the exam. This approach allows students to demonstrate their practical coding skills in a real-time environment. Conducting online tests for programming tasks ensures that students can write, compile, and debug code efficiently, reflecting their true abilities. This method not only assesses their theoretical knowledge but also their practical proficiency, providing a more comprehensive evaluation of their programming competencies.

◆ Question Paper for the Exam is selected Randomly in presence of other Department Head just before 2 Hours of exam, then Papers are printed by giving random set names for each exam so that the answers cannot be copied by any means, all the 3 sets have shuffled questions as well. After printing the papers, it is sealed in the envelope and given to exam coordinator of the department.

◆ For the online exam:

- Online Exam is taken separately after completion of offline exam of 16 Marks, for online programming 1 to 1.5 Hr timing is given to students depending on exam type.
- Internet access is disabled to ensure the integrity of the exam.
- Two supervisors are assigned per block to maintain strict vigilance and ensure that exam protocols are followed.
- Canopies (privacy screens) are used nearing each PC to prevent students from viewing each other's computer screens, thereby reducing the possibility of cheating.

- The supervisor provides each student with a unique user ID and password for the online exam portal. These credentials are different for each exam to enhance security and prevent unauthorized access.

Student Rules

◆ Every student must bring a photocopy of a Photo ID (Student ID card, Aadhar card or driver's license) to the exams. Without a valid ID, entry will not be permitted.

◆ Students must bring their own stationery as borrowing from others during the exam is prohibited.

◆ Students engaging in any unethical practices during the exam will result in strict disciplinary action such as UFM.

◆ Students must report to the exam centre at least 30 minutes before the scheduled start time. Entry is permitted up to 30 minutes after the start time. For example, if the exam starts at 2:15 PM, entry is allowed until 2:45 PM. After this time, the student will be marked absent for respective subject.

◆ Arriving more than 10 minutes after the exam start time will result in a 2-mark deduction. For instance, if the exam starts at 2:15 PM and a student arrives after 2:25 PM, 2 marks will be deducted.

◆ Students must be seated in their respective classrooms at least 5 minutes before the exam starts. If the exam starts at 2:15 PM, students must be seated by 2:10 PM. Late arrivals will be allowed entry only after 2:20 PM.

◆ Leaving the exam hall during the exam is not permitted.

◆ During exams, students must keep their bags in the classroom, turn off their mobile phones, place them on the table of supervisor, and be aware that surprise checks will lead to a 24-hour confiscation of any phones found in their possession.

◆ Any Electronic Gadgets such as smart watch, air pods etc. are not allowed in exam room.

Remedial Exam

◆ Students failing in any subject i.e not secured 35/100 marks in Theory part have to,
1) Give Remedial exam as per schedule
2) Pay remedial exam fee of Rs 100 per subject (theory or practical combined)
3) Fill Remedial Exam Form

◆ Important For Remedial Examination:

Total Marks: 100

Duration: 3 hrs

Syllabus: 100%

No of MCQs, Theory Questions, Formula and Derivation and Numerical etc.: As per given in LJU syllabus Evaluation table

Steps to be followed for remedial:

1) We take Remedial exam of all students who are failing in either theory or practical. This exam to be taken before the beginning of next semester compulsory.

2) For the student appearing in remedial, Generate Remedial form, ask student to pay remedial fee of Rs 100 per subject. This fee should be paid in Admin Office and not to be collected by HOD/FY coordinator. Verify the remedial fee receipt, and then ask student to fill remedial form. Remedial form can be filled on the first day of next semester, if student is on vacation.

Evaluation System

◆ Approximately 1.5 hours before the exam start time, two subject faculty members must solve the selected question paper. To maintain confidentiality, faculty members' mobile phones should be kept with the Head of Department//FY coordinator until the exam starts. Faculty members should also remain in the designated room and not be allowed to leave. The faculty member whose question paper has been selected for the exam should not participate in the solution preparation. The solutions prepared by the designated faculty members will be used for evaluation, and no other separate solutions will be created.

◆ Any updates or corrections required in the question paper, as suggested by the two subject faculty members, should be made immediately in each block at the start of the exam. For any updates to the question paper, the paper setter should be contacted. The faculty involved in solution preparation should discuss their points of view with the paper setter. This discussion should occur 5-10 minutes before the exam start time.

◆ We focus on providing results on the same day within 12-15 hours to ensure prompt feedback, enabling students to quickly identify their strengths and areas for improvement, and to foster an environment of continuous learning and timely academic progress.

◆ For answer sheet evaluation, a faculty member who is not teaching the subject to those students is assigned to ensure unbiased assessment. Additionally, different subject faculty members are assigned to evaluate each student's papers at least twice out of the four exams, providing a fair and balanced evaluation process.

◆ After the evaluation of exam papers, papers showing are conducted to clarify doubts, enhance learning through understanding mistakes, promote transparency in grading, and provide valuable feedback on
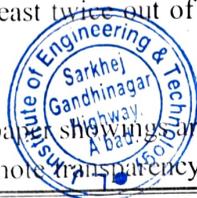
performance. If a student is not satisfied with the paper checker's explanation during the paper showing, they can approach the HOD/FY Coordinator for reassessment. If the HOD/FY Coordinator deems the request genuine, the paper will be reassessed by another subject faculty member. Still if Student wants the copy of assessed answer sheet, he/she can take scanned copy of it by paying 50 Rs. Fees in admin, and he/she can use it to assess it by any subject faculty from LJ or outside LJ.

◆ The passing marks for each exam are set at 9. At the end of the semester, the combined total of marks from T1, T2, T3, and T4 must be at least 35. This cumulative requirement ensures that students demonstrate consistent performance and understanding across the entire syllabus. Furthermore, each exam is carefully mapped to the Course Outcomes (CO), ensuring that the assessment aligns with the educational objectives and that students achieve the desired competencies throughout the course.

◆ **Attendance Bonus**

   o Students can earn up to 7 bonus marks per subject based on their attendance.
   o The final theory test marks will be calculated by adding the total marks from all four tests to the secured attendance bonus marks. The maximum score for theory and practical is 100 marks.
   o If a student, after including attendance bonus marks, is still failing in only one subject by a maximum of 2 marks, they may receive an additional grace of up to 2 marks based on their behaviour, at the discretion of the Head of Department/FY coordinator.
   o To qualify for the HOD bonus:
       o The student must sign an undertaking in the presence of the HOD/FY coordinator and their parents.
       o The student must obtain a letter of recommendation from each subject faculty individually.
       o The student must pay a remedial exam fee for each failed subject.
   o If a student passes in total theory marks (out of 100) after adding attendance bonus marks, they will receive an additional 2 bonus marks per subject.
   o If a student fails in any subject after all bonus marks have been added, they will not receive the extra 2 bonus marks for any subject, including the ones they passed.
   o Students who receive the HOD bonus (1 or 2 marks) are not eligible for the extra 2 bonus marks.
   o Attendance bonus marks will not be awarded to students who have been mischievous or displayed inappropriate behaviour.

Practical Examination System

At the end of each semester, students must appear for practical examinations to earn their practical grades for the particular course. The practical examination is structured into five distinct segments:

1. Group Projects (GP):
Students collaborate on a project, working together to solve a problem or create a product related to their course. This segment assesses teamwork, project management, and the practical application of theoretical knowledge.

2. Individual Projects (IP):

Each student undertakes an individual project, allowing them to demonstrate their personal skills and understanding of the subject matter. This segment focuses on independent research, problem-solving, and innovation.

3. Internal Practical Exams (IPE):

Students perform a practical experiment or activity in a controlled environment. This segment evaluates their hands-on skills, ability to follow procedures, and practical understanding of theoretical concepts. Evaluation is done by industrial experts from relatable well-known industry or academicians from reputed institutes. External examiners have the authority to change or modify tasks during the examination to assess the student's ability to apply knowledge.

4. Viva:

An oral examination where students answer questions posed by the examiner. This segment assesses their depth of knowledge, critical thinking, communication skill and ability to articulate their understanding and application of the subject matter.

5. Seminar:

Students give a presentation or lead a discussion on a topic related to their course. This segment evaluates their research abilities, presentation skills, and depth of understanding of the topic.

Coordination and Evaluation

◆ The practical examination is coordinated by the department examination committee.

◆ Evaluation is conducted by industrial experts or academicians from other reputed institutes.

◆ External examiners have the authority to change or modify tasks during the examination as well as during project evaluation to assess the student's ability to apply their knowledge. This approach helps identify the following:

- ○ **Adaptability**: The student's ability to adapt to new and unexpected challenges.
- ○ **Problem-Solving Skills**: How effectively the student can solve problems in real-time.
- ○ **Critical Thinking**: The student's capacity to think critically and approach tasks from different angles.
- ○ **Practical Understanding**: The depth of the student's practical understanding and their ability to apply theoretical concepts in varying scenarios.
- ○ **Resilience**: The student's resilience and ability to perform under pressure.

◆ The dynamic evaluation method, coordinated by the department examination committee and conducted by external experts, incorporates adaptability, problem-solving skills, critical thinking, practical understanding, and resilience into the assessment rubrics system to ensure a comprehensive evaluation of the student's capabilities beyond routine preparation.

Project Requirements

◆ For both group and individual projects, students are required to prepare and submit appropriate documentation and materials, which may include reports, presentations, manuals, charts, drawings, working models, or prototypes, as applicable.

◆ To ensure unique practice and innovation, the title of each project, whether group or individual, must not be repeated within the same division. This policy encourages originality and diversity in project topics.

◆ Students are encouraged to incorporate their additional knowledge and skills, even if it is not part of the syllabus, into their projects. This integration allows them to showcase their abilities and enhances their problem-solving skills, fostering a more comprehensive and practical learning experience.

Marks Distribution

◆ Each of these segments is designed to comprehensively assess students' practical skills, theoretical understanding, and ability to apply their knowledge in real-world scenarios. Depending on the course requirements, the necessary segments for practical evaluation are selected from the five options and mapped to the evaluation scheme of that particular subject. The marks weightage for each segment is determined and specified in the syllabus. The total marks under each segment of the practical examination and their weightage depend on the teaching scheme of the particular course.

Remedial Exam

◆ Similar to the theory component, if a student fails in any practical component, a remedial exam will be conducted. This remedial exam will follow the same procedures and standards as the regular practical exam, ensuring that students have a fair opportunity to demonstrate their competence and improve their grades.

Evaluation Scheme

◆ The performance of a student is evaluated on the basis of continuous and semester-end examinations with letter grades O+++, O++, O+, O, A++, A+, A, B++, B+, B... etc. which have numerical equivalents called grade points as indicated below:

Sr. No.	Marks or % Range out of 100		Grade	Grade Point	Description of Grade Point	Subject Overall grade is calculated using Weighted Sum Method	
1	95	100	O+++	10	First Class with Distinction	Theory Part Credit :	A
2	90	94	O++	9.5			
3	85	89	O+	9		Practical Part Credit :	B
4	80	84	O	8.5			
5	75	79	A++	8		Total Subject Credit : Theory Credit + Practical	C = A + B
6	70	74	A+	7.5			
7	65	69	A	7	First	Theory Marks Secured (out of 100) :	X
8	60	64	B++	6.5			
9	55	59	B+	6	Higher Second	Practical Marks Secured (out of 100) :	Y
10	50	54	B	5.5	Second		
11	45	49	C	5	Pass	Overall Subject Marks (out of 100) :	Weighted Sum of Theory Marks + Practical Marks
12	40	44	D	4.5			
13	35	39	E	4		Weighted Sum Formula = $((X \times A) + (Y \times B)) / (A + B)$	
14	0	34	F	0	Fail		

◆ The performance of a student in a semester is indicated by a number called SPI (Semester Performance Index). The SPI is the weighted average of the grade points obtained in all the subjects taken by the student during the semester. Example: Suppose in a given semester, a student has taken subjects having credits C1, C2, C3, C4, C5 and the numerical equivalent of grades obtained in those subjects are G1, G2, G3, G4, and G5 respectively.

$$SPI = \frac{\left[\begin{array}{c}\text{(Theory Grade Points Earned} \times \text{Theory Credits)} + \\ \text{(Practical Grade Points Earned} \times \text{Practical Credits)}\end{array}\right]}{\textbf{Total Offered Credits}} = \frac{\sum_{i=1}^{n} C_i G_i}{\sum_{i=1}^{n} C_i}$$

- SPI will be calculated (after re-examination, if any) up to two decimal places on the basis of the final grades.

- An overall assessment of the student is obtained by calculating PPI (Progressive Performance Index). The PPI is the weighted average of the grade points obtained in all the subjects taken by the student since he/she entered the course. It is calculated in the same manner as the SPI. The CGPA (Cumulative Grade Points Average) is the weighted average of the grade points obtained in all the subjects in the last six semesters of the course.

- **Detention Rule: A student will be detained in Semester 6, if he/she fails to earn minimum 80 credits from Semester 1 to 5**

- Formula for conversion of equivalent percentage of PPI, an equation to find Percentage of PPI or CGPA is as follows:
  Percentage Marks = **(PPI or CGPA - 0.5) x 10**

- SPI or PPI or CGPA equivalent class shall be as follows:
  Below 3.50 : Fail
  3.50 - 4.99 : Pass Class
  5.00 - 5.49 : Second Class
  5.50 - 5.99 : Higher Second Class
  6.00 - 6.99 : First Class
  7.00 and above: First Class with Distinction

- For all courses, where the duration of the course is more than 2 years, the degree shall be awarded to the students on the basis of CGPA of the last six semesters' performance in the exams.

- In case of the courses, where duration is of two years, the degree shall be awarded to students based on PPI considering the performance in all four semesters.

Final Marksheet Preparation and Distribution

- At the conclusion of each semester, the final marksheet is meticulously prepared following all the outlined rules and guidelines in the examination policy. This process ensures the accuracy and integrity of the students' academic records.
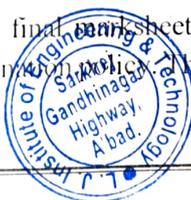
◆ The Head of the Department (HOD) or the First Year Coordinator is responsible for the preparation of the final marksheet. This document reflects the comprehensive evaluation of each student's performance throughout the semester. All continuous assessments, Theory and Practical Exam Marks based on weightage of respective subjects, Attendance Marks and HOD Bonus, if required and any re-examinations are included to provide a final marksheet.

◆ Once the marksheet is prepared, it undergoes a thorough review process to ensure all calculations and entries are accurate. The reviewed marksheet is then officially approved by the HOD or the First Year Coordinator. The finalized marksheet is displayed on the departmental notice board. This allows students to review their grades and ensures transparency in the evaluation process.

◆ Following the display of the final marksheet and verifying the final marksheet, it is submitted to the University Exam Coordinator, who is responsible for the official preparation and validation of the marksheets. The Exam Coordinator then creates an Official Record (OR) sheet, a formal document summarizing the marks and grades for each student. This OR sheet is meticulously prepared to ensure it matches the displayed marksheet data. The Exam Coordinator further verifies the OR sheet against departmental records to ensure there are no discrepancies.

◆ Based on the OR sheet, the University Exam Coordinator prepares the official marksheets for each student. These marksheets are printed on official stationery and bear the university seal, signifying their authenticity. The official marksheets are distributed to the students approximately 15 days after the submission of the OR sheet. Students are notified of the distribution date and are required to collect their marksheets from the designated office or department.

UFM Policy

Unfair Means (UFM) During Regular/Remedial Exams

Unfair Means (UFM) during examinations are taken seriously to maintain the integrity of the examination process. The following instructions outline the penalties for students caught using unfair means during regular or remedial exams:

1. **First Offense**:
   - If a student is caught using unfair means for the first time, the marks for that particular subject will be made ZERO.
2. **Second Offense**:
   - If a student is caught using unfair means for the second time, the marks for all subjects in that particular test will be made ZERO. For example, if a student is caught in UFM in Subject 1 during Test 2, then the marks for all 4/5/6 subjects in Test 2 will be made ZERO.
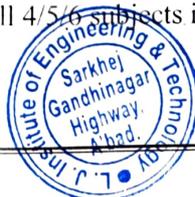
3. **Third Offense**:
   o If a student is caught using unfair means for the third time, the student will be suspended from the college for a duration of one year.

◆ Unfair Means (UFM) during examinations are actions that violate the rules and integrity of the examination process. The following are examples of cases that can be considered as UFM:

   o Possession of unauthorized materials, such as carrying written notes, textbooks, or any other unauthorized material into the examination hall, and using electronic devices like mobile phones, smartwatches, or calculators not permitted by the examination rules.
   o Copying from others, including looking at another student's answer sheet or allowing another student to look at your answer sheet, and communicating with other students during the examination to share answers or information.
   o Impersonation, like a person taking the exam for someone else.
   o Use of electronic devices to access information during the examination, and storing and retrieving answers or information on electronic devices.
   o Plagiarism, which involves submitting work that is not your own or copying answers from another source without proper attribution.
   o Forgery and tampering, such as altering or forging examination-related documents like answer sheets, mark sheets, or medical certificates, and tampering with the examination materials or answer sheets after submission.
   o Post-examination misconduct, including altering answers after the examination time has ended, and accessing or modifying answer sheets or examination records without authorization during scanning of answer sheets or paper showing.
   o Bringing in unauthorized assistance, such as using written notes or bringing in any external help during the examination, and consulting with individuals outside the examination hall during the test.

◆ These examples highlight the types of actions that are considered as UFM. Students are expected to abide by the examination rules and conduct themselves with integrity to ensure a fair and transparent assessment process. Any misconduct not specifically mentioned above but deemed unacceptable by the management will also be considered as UFM.

◆ If a student is caught for Unfair Means (UFM), a hearing is held on the same day after the exam. The student, along with the HOD/FY Coordinator, Institute Exam Coordinator, Senior Supervisor, and Junior Supervisor, meets in a room. The student is given the opportunity to present their defence, followed by the Junior and Senior Supervisors and any others involved in the incident presenting their arguments. The committee then reviews any available and relevant CCTV footage. Based on all evidence, the committee makes a final decision, records it in a docket signed by the student, and imposes the penalty as outlined in the exam policy.

In conclusion, LJ University's examination policy is meticulously crafted to cultivate a supportive learning environment while maintaining rigorous academic standards. By focusing on continuous evaluation, practical application, and upholding integrity, the university ensures that students not only achieve academic excellence but also develop essential skills aligned with Course Outcomes (CO) and Program Outcomes (PO). This holistic approach aims to nurture well-rounded professionals capable of meeting the dynamic demands of industries and addressing broader societal challenges. LJ University's commitment to comprehensive assessment and ethical conduct prepares students to excel both academically and professionally, contributing positively to their chosen fields and communities at large.

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