

Examination Reforms Policy

of the Institute

(Transparency in preparing, adopting
and sharing with all departments for
showing with students)



Radhakrishna Institute of
Technology and Engineering

NAAC Accredited

Affiliated to



EXAMINATION REFORM POLICY



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ABOUT:

Student examinations / assessments play an important role in determining the quality of education. They not only need to evaluate student achievement (and grades), but also measure whether the desired learning outcomes are achieved. Achieving program objectives and results is important and must be demonstrated through accurate and reliable evaluation.

The globalization of the world economy and higher education are causing profound changes in the education system. There is an ongoing need to vigorously adapt to these changes to ensure that we remain competitive and able to effectively respond to the challenges of globalization. Prospective graduates must not only have knowledge in their discipline, but also need a new set of skills, skills and abilities. In recent years, there have been significant changes in education in terms of what to teach (content) and how to teach (impart knowledge) and how to evaluate (student learning). This report focuses on recommendations for exam reform (student assessment) in the context of the evolving educational landscape.

The quality of exams (question documents) in India's education system has long been a problem. It is widely recognized that 'assessment promotes learning' what and how students learn depends to a large extent on how they think they will be assessed. These documents, which require a simple memory, will not provide in-depth and meaningful learning. High expectations for study motivate students to stand up for the occasion. Assessments (exams) should include these high expectations to ensure that students are motivated to achieve them. Given the above, it is clear that exam reform is crucial to improving the quality of Indian education.

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OBJECTIVES:

- Elimination of excessive elements of coincidence and subject matter.
- Limited emphasis of memorization.
- Constant and comprehensive assessments, including aspects of study and non-study of education, are distributed throughout the study period.
- Effective use of the assessment process by teachers, students and parents.
- Introduction to the changes that come with the tutorials, methods and methodologies.
- Introduction to a semester system from the intermediate stage in the phase and the use of grades instead of percentage.

EXISTING EXAMINATION SYSTEM

- The Institute conducts two unit tests per course per semester.
- Date-sheet displayed on notice board and circulated in all the departments.
- Examinations are conducted on centralized basis under the supervision of institute Centre Superintendent of examination.
- Evaluation is done by concerned subject teacher. After evaluation, answer books are given back to students for their information.
- Award lists and lecture statements are prepared by all the departments and submitted to the Centre Superintendent of examination through HOD.
- Student grievances if any, are checked and solved by Centre Superintendent of examination.
- Special exams, if required, are conducted in case of medical leave, ineligibility etc.

EXAMINATION REFORMS IMPLEMENTED BY THE UNIVERSITY

1. Examination Procedure

- Publication of Academic Calendar which includes all planned activities, exams, break times etc.
- External examiners set three set of Question Papers as per the pattern approved by the University.
- For viva-voce, projects, external examiners are invited.
- Examiners designated by the University evaluate the answer sheets.

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2. IT Integrated Process

- Filling of online exam form
- Online payment of exam fees
- Online issuance of Hall ticket
- Online submission of internal exam marks.
- On-screen evaluation of theory papers

3. Continuous Assessment System

- Continuous internal assessment of the learner is done through Attendance, tests, self-assessment, academic activities, projects, assignments etc.
- Both formative and summative methods are used to evaluate the learners.
- The internal assessment marks form a part of the final marks received in the University exams.
- All programs have internships with their domain-specific industry. Internships are structured courses where the student is guided by a mentor from industry, monitored by faculty members, & assessed by both.
- Grades are allotted for the internship report, performance & viva voce.

REFORMS OF EXAM POLICY DURING PANDEMIC

During the Pandemic, the University had to take a relook at the examination policy to reform it as per the changing needs of the time. Owing to some students being in low network areas, two exam attempts were provided. Since all teaching was online, question banks were provided to students. Dummy examinations were conducted for students to practise online exam. Exam papers were more objective-based than subjective.

The online examination system was reformed as

- Online Registration
- Pre-Exam Activity
- Exam Activity
- Post-Exam Activity
- Result Processing
- Grievances Handling
- Result Declaration


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The online exam of the University consists of:

- Objective Question
- Image Based Questions

Remote Exam Proctoring:

Remote proctoring is the act of **invigilating an online exam** from any location to clamp down on aberrant behaviour or **cheating instances** to ensure a cheat-free assessment environment. A remotely **proctored exam** is administered by experienced human proctors, an Algorithm, or both **to maintain integrity**.

Remote Proctoring:

- Monitor live streaming **during online exams**
- Listen to audio of candidate **during exams**
- Watch screen activities **live**
- Live chat with candidate **during exams**
- Candidate authentication **process**
- Facility to pause & resume **exam**
- Eliminate physical exams **with auto proctoring**

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