

**DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED TO BE UNIVERSITY)
DAYALBAGH,
AGRA-282005**

EXAMINATION SECTION

EXAMINATION MANUAL

Overview

The process of imparting Education comprises three major components: (i) Teaching, (ii) Learning, and (iii) Evaluation.

Evaluation component helps in optimizing outcome of Teaching-Learning process by way of providing required feedback to its primary stakeholders, viz., (i) Teachers and (ii) Students.

Further, continuous evaluation when enacted judiciously provides seamless feedback for initiating timely remedial measures by the teachers as well as the students for overall improvement of Teaching-Learning outcome.

Dayalbagh Educational Institute (DEI) takes pride in implementing an innovative and comprehensive education system wherein continuous evaluation occupies the pivotal role.

1.0 Scheme of Continuous Evaluation

DEI follows Semester-based as well as Module-based system along with Credit & Grading system for continuous evaluation.

The continuous evaluation is the soul of innovative programme of DEI and radically alters the teaching-learning process to the benefit of the students.

Neither a single examination nor a single day nor even a couple of weeks of inactivity on the part of a student can inflict unmanageable permanent loss to him/her.

Seventy five percent(75%) weightage is assigned to continuous evaluation while twenty five percent (25%) weightage is earmarked for Semester or Module End evaluation.

The academic progress of students evaluated continuously through a series of periodic evaluation comprise the following:

1.1 Theory Courses

- (i) Class Tests
- (ii) Daily Home Assignments (DHAs)
(Home Assignments & Class Assignments)
- (iii) Additional Assignments
(Surprise Tests/Quizzes, SGD, Viva-voce, etc.)
- (iv) Attendance
- (v) Semester/Module End Examination.

Weightage of components of continuous evaluation for theory courses

Components	Marks	Total	Remark
Part 1: Daily Home Assignments (DHAs) & Class Assignments (CAs) - Subjective-type	40	80 (Best 2)	One DHA after every lecture & One CA during every week.
Class Test 1 (100 Min.)	40		40% to 60% Course
Class Test 2 (100 Min.)	40		Remaining 40% to 60% Course with possible overlap of 20% with Class Test 1
Part 2: Daily Home Assignments (DHAs) & Class Assignments (CAs) - Objective-type	40	40	One DHA after every lecture & One CA during every week.
Additional Assignment (As per nature of Course)	20	20	Based on (1) Seminar & GD or (2) Surprise Tests or (3) Comprehensive Viva-voce, etc.
Attendance	10	10	Attendance in Classes
	TOTAL	150	

1.2 Practical/SGD/Project Courses

- (i) Record-cum-HA with Viva-Voce
- (ii) Practical Tests/Presentation with Viva-Voce
- (iii) **Active Participation** in Classes
- (iv) Attendance
- (v) Semester/Module End Examination.

COMPONENTS OF CONTINUOUS EVALUATION FOR PRACTICAL/WORK EXP. COURSES

S.N.	Components for Practical Courses	Max. Marks
1	Record-cum-HA with SGD & Viva-Voce 1	25
2	Practical Test & Viva-Voce 1	40
3	Record-cum-HA with SGD & Viva-Voce 2	25
4	Practical Test & Viva-Voce 2	40
5	Record-cum-HA with SGD & Viva-Voce 3	(25)*
6	Practical Test & Viva-Voce 3	(40)*
7	Attendance	20
8	Total of Continuous Evaluation	150
9	Semester/Module End Examination	50
	Grand Total	200

Note:

1. * Two best performances out of the three conducted will be considered.

2. "Practical Test & Viva-Voce 1" and "Practical Test & Viva-Voce 2" should be evaluated around one half (40% to 60% with possible overlap of 20%) course of a semester/module, whereas "Practical Test & Viva-Voce 3" should be evaluated at the fag-end of a semester/module (on the full 100% course).

Components of Continuous Evaluation for Dissertation / Project / Self-Study Courses

S.N.	Components of Continuous Evaluation	Max. Marks
1	# Presentation & Viva-Voce 1	40
2	# Presentation & Viva-Voce 2	40
3	# Presentation & Viva-Voce 3	40
4	# Presentation & Viva-Voce 4	(40)
5	Overall Participation in Discussion	10
6	Attendance	20
	Total of Continuous Evaluation	150
7	Semester/Module End Examination	50
	Grand Total	200

Three best performances out of the four conducted will be considered. Various sets of "Presentations & Viva-Voce" should be linearly spread over the semester.

1.3 Conduct of Daily Home Assignments

To motivate and encourage students to revise lectures of the teacher on day-to-day basis, the concept of Daily Home Assignments (DHAs) to be given to students after each lecture, has been made integral part of the innovative education policy of the DEI, from the session 2015-16.

The concept of DHAs broadly matches with the ideas discussed in a research article "Building the 21st – Century Learner": A vision for Testing, published in a reputed American journal, viz., Scientific American, August, 2015.

It has been established in several studies that recalling and retrieving information stored in memory is more powerful learning tool than any other learning method.

Accordingly, the students are motivated as well as coaxed, by way of award of marks which can improve their Grades, to attempt all the DHAs as these help them in enhancing their learning capacity, besides substantially improving their power to retain the subject matter in their memory.

Every subjective-type DHA is alternated with an objective type DHA (Quiz-type and/or short answer-type), whereas a CA can be objective type or subjective type (short/medium/long answer-type) or a mix of both. On the day of CA of a course, DHA is not required to be submitted for evaluation.

One DHA takes about 15 minutes for a final write-up on an A-4 size page. Whereas every CA is of 10 minutes duration, comprising matter from the DHAs of the preceding week(s) and the questions from the contents of the previous lecture (for which DHA was not given).

1.4 Conduct of Internal & External Examinations

An Examination Committee comprising of all the Deans and Principals as members with Registrar as convener is responsible for conduct of both internal and external comprehensive examinations in the Institute. A centralized pool of invigilators is constituted which under the supervision of the Examination Committee ensure smooth conduct of examinations. All the students must mandatorily produce their identity cards to appear in all such examinations.

1.5 Evaluation of Internal Exams(Continuous Evaluation)

The assigned course teacher is responsible for evaluation of all the components of internal assessments. Continuous evaluation for theory/practical/project work has different components which are mentioned in 1.1/1.2. Based on the nature of course the award blanks get populated in the course teacher's dashboard. The course teacher is responsible to update the evaluated components continuously and ensure that all the components get updated on the CMS portal within 10 days from the conduct of last component of continuous evaluation. All the internal awards are to be displayed on notice boards as well as are visible on CMS portal. The students have a window of 10 days from the date of display to report discrepancy to the concerned course teacher beyond which the marks displayed will be considered as final.

1.6 Evaluation of External Exams (Semester/Module End Exams)

Semester/Module End evaluation has 25% weightage. These examinations are subjective and cover the syllabi of the entire semester/module. For external examinations we have an approved panel of examiners who set the question papers and evaluate the answer sheets as well. For this purpose all the answer sheets are sent to the external examiner who upon evaluating the answer sheets send award lists and answer sheets in 2 separate packages back to us.

1.7 Result Processing

It is a process of consolidation of internal and external awards. The external evaluation award updation is done by the staff of examination section on the CMS portal and post updation, collating and checking the result processing is done for both the components. Once the result is processed it is presented in the result committee and once approved by the result committee it is uploaded on the institute website along with display on faculty notice boards. The student has a

window of 30 days from the date of result upload on website to request scrutiny. Beyond which the result is considered final and result cards are processed.

2.0 Syllabi, Question Banks, and Question Papers

The Institute follows the credit-system whereby each course is allotted credits in proportion to the faculty-student contact-hours per week per semester/module. Generally, one credit is allocated for faculty interaction for one lecture period (each period of 55 minutes duration) per week over a span of 13-14 weeks in a semester, for a theory course. However, half a credit is allocated for faculty interaction during practical courses of a theory-based subject (like, Physics, Hindi, Economics, etc.). Whereas one credit is allocated for faculty interaction for 1.25 to 1.5 periods (each period of 55 minutes duration) per week over a span of 13-14 weeks in a semester, during practical courses for a practical-based subject (like, Music, Drawing & Painting, etc.).

Syllabus for each theory course has been divided into five units along with L-T-P allocation per semester/module.

Question Banks have been framed for each theory course and its questions are duly classified unit-wise as per the syllabus.

Five questions, one each from the five units of the syllabus, are set for a question paper of three hours, set from the entire syllabus for a Semester/Module End examination. Internal choice is given in any three questions of such a question paper. It reduces the possibility of selective study for a part of syllabus by the students concerned.

About 60% questions of a question paper of a Semester/Module End examination, which are framed by the external examiners, are set from the question bank. It ensures that the set question papers remain within the prescribed syllabus and the external examiners get to know about the depth of coverage of the topics prescribed in the syllabus.

Question papers of class tests are of 100 minutes duration. Each class test covers about 40% to 60% syllabus, with possible overlap of about 20% between the two class tests.

3.0 Award of Grades

Students are allowed to see their evaluated answer-books of continuous evaluation. It helps them in getting direct feedback of their performance as well as it reduces possibility of arbitrariness in evaluation process.

Awards of continuous evaluation are uploaded by the teachers directly on the Institute website for bringing transparency in the whole process.

Scrutiny of answer-books of Semester/Module End examination is allowed, in which mistakes in totaling of marks and unmarked questions, if any, are checked. However, re-evaluation of answer-books of Semester/Module End examination is not permitted.

Grading of secured awards by the students in the continuous evaluation is carried out on an eleven-point scale through relative grading process. A description of the grades, corresponding grade point values and the achievement level is given in the table below:

Grade	Grade Points	Achievement
A	10	Outstanding
A-	9	Excellent
B	8	Very Good
B-	7	Good
C	6	Above Average
C-	5	Average
D	4	Below Average
D-	3	Just Pass
E	2	Unsatisfactory
E-	1	Poor
F	0	Very Poor

3.1 Passing Criterion

The weightage of internal and external evaluation is in the ratio of 75:25. Combined score of three (3) grade points in the internal and external grades taken together in a course, entitles a student to be declared pass in that course.

Students are awarded Semester Grade Point Average (SGPA) in each semester by averaging the Grade Points (GP) in the ratio of the credit weightage © of each course.

The procedure for calculation of SGPA is as follows:

$$SGPA = \frac{GP_1 \times C_1 + GP_2 \times C_2 + \dots + GP_n \times C_n}{C_1 + C_2 + \dots + C_n}$$

The overall performance of all semesters for a given programme is given as Cumulative Grade Point Average (CGPA) which is calculated in a similar way for the subjects credited during the entire programme.

3.2 Award of Division

The minimum CGPA for different divisions is given in the following table and is common for both PG and UG Programmes:

Division	CGPA
First with Distinction	8.5
First	6.0
Second	4.5
Pass	3.0

4.0 Remedial Examinations

Students with unsatisfactory performance in prescribed number of courses get a second chance in terms of capsule remedial teaching followed by remedial examinations.

4.1 Remedial Policy for Semester based Programmes

If a student fails in up to two courses, one semester each, in the Under Graduate programmes (excluding Honours Class) or fails in up to one course, one semester each, in the Honours Class and Post Graduate programmes, he/she may opt for remedial course(s). The remedial examinations are held immediately after the declaration of result of the semester concerned. Further, a student is allowed to continue in the even semester of a session only when he/she has not been declared "FAIL" in the odd semester of that session.

Remedial teaching is imparted to the students who take remedial examinations. Students appearing in the Remedial Examinations are placed in Grade D or lower only, higher grade than D is not awarded in the Remedial Examination. Students getting E, E- or F grades are declared as having failed.

4.2 Remedial Policy for Modular Programmes

For the academic programmes which are offered in the modular format in the Institute, calculation of SGPA and CGPA takes place as done for the academic programmes with the semester format.

However, in case of a failure in one or more courses of a Module, the student concerned is declared unsuccessful in that Module. But such a student is allowed

to continue studies in the next Module with the provision that he/she will have to pass these Module(s) later.

Students are issued Module passing certificate after passing each Module, however, a cumulative Certificate/Diploma/Degree for an academic programme is issued only when all the prescribed Modules have been passed by a student.

A student is allowed to remain on the rolls of the Institute for a particular course of study for the duration not exceeding twice the period required in one attempt for passing that course of study. This duration is treated as maximum and shall include failures as well as break(s) in study, if any, for that course of study.

Note: If a student is unable to pass one semester of a session but passes the remaining semester of that session, he/she is required to register for the courses of the semester which could not be passed by him/her in the next academic session, and during the vacant slot of that academic session, he/she is allowed to register for the modular-courses of modular-programmes. And later if he/she has done well in modular-courses, he/she can continue it further and exit with a job earning certificate.

Thus, with the induction of Modular-Courses, students will not get stuck with an academic programme where they are not performing well, instead they would be able to exit from it and pursue Modular-Courses, also, which at times may be more suitable for them and may provide graceful exit window along with better prospects for their meaningful employment elsewhere.

A progress/result report is issued after each Semester/Module.

EXAMINATION AUTOMATION

Examination system got into the phase of automation in late 80's and in session 1990-91 we first time processed computerized results. At that time there was a mix of usage of spreadsheets (LOTUS) and COBOL programs for result processing. Since then we kept improving quality of our programs with a view of having more error-free result processing and enhanced qualitative statistics. Since 2014-15 we have an in-house software CMS (course management system), through which the registration of students, student enrolment, result processing, result statistics, degree lists etc., are processed.



