

ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਪੰਜਾਬ ਟੈਕਨੀਕਲ ਯੂਨੀਵਰਸਿਟੀ, ਬਠਿੰਡਾ

**MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY**

*(A State Univ. Estd. by Govt. of Punjab vide Punjab Act No. 5 of 2015 and Approved u/s 2(f) & 12 (B) of UGC; Member AIU)*

Bathinda-151001 (Punjab), India

# ANNUAL REPORTS EXAMINATION 2023-2024



**MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY**

Bathinda-151001 (Punjab), India

# ANNUAL REPORT EXAMINATION



**2023-24**

**INTERNAL QUALITY ASSURANCE CELL  
MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY  
BATHINDA 151001**

# **ANNUAL REPORT EXAMINATION**

## **Prepared by:**

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*Year 2023-2024*

**INTERNAL QUALITY ASSURANCE CELL**

# **ANNUAL REPORTS EXAMINATION**

**2023-2024**

ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ  
ਪੰਜਾਬ ਟੈਕਨੀਕਲ ਯੂਨੀਵਰਸਿਟੀ  
ਬਾਦਲ ਰੋਡ, ਬਠਿੰਡਾ-151001, ਪੰਜਾਬ (ਭਾਰਤ)



MAHARAJA RANJIT SINGH  
PUNJAB TECHNICAL UNIVERSITY  
BADAL ROAD, BATHINDA-151001, PUNJAB (INDIA)

(Established By Govt. of Punjab vide Punjab Act No. 5 of 2015 and Approved Under Section 2(f) & 12(B) of UGC)  
ਕੰਟਰੋਲਰ ਪ੍ਰਿੰਸਿਪਲ  
Controller of Examinations

Ref. No : MRSPTU/CoE/ 1253

Date: 22/11/2024

**Annual Report Examination**

The report of the examination department for the period of 2023-2024 is enclosed herewith.

*f. Akhsh*  
22/11/24  
Controller of Examination  
MRSPTU, Bathinda

**MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY**

**BATHINDA - 151001, PUNJAB (INDIA)**

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**Number of outgoing/final year students year-wise during year 2023-24.**

<b>2023-24</b>
<b>552</b>

**Number of students appeared in the University examination year-wise during year 2023-24**

<b>2023-24</b>
<b>2720</b>

**Number of re-evaluation applications year-wise during year 2023-24.**

<b>2023-24</b>
<b>131</b>

**Pass percentage of students of final year (final semester) in academic year 2023-2024 is as follows.**

<b>Program Code</b>	<b>Program Name</b>	<b>Number of students appeared in the final year examination</b>	<b>Number of students passed in the final year examination</b>
1107	Civil Engineering	55	23
1111	Computer Science & Engineering	116	89
1113	Electronics & Communication Engineering	21	12
1115	Electrical Engineering	44	30
1123	Mechanical Engineering	25	17
1126	Textile Engineering	30	26
1201	Architecture	42	30
1312	B.Sc. (Hons.) Mathematics	38	32
1315	B.Sc. (Hons.) Physics	18	14
1316	B.Sc. (Hons.) Chemistry	12	11
1317	Bachelor of Food Sciences & Tech. (Hons.)	12	12
1701	Pharmacy	63	53
2205	Msc (Mathematics)	1	1
2207	Msc (Physics)	3	3
2601	Master of Business Administration	18	17
2610	MBA (Hospital Administration)	7	7
2701	MCA	18	18
3401	BCA-MCA Dual Degree	9	8
3801	M.Planning (Urban Planning)	6	3

**Year Wise Report of E-Module Developed/Improved**

<b>Sr. No.</b>	<b>E-Module Developed/Improved</b>	<b>Year</b>	<b>Features Released</b>
1	Examination	2023-24	This information can be taken from the department of IT Enabled Services.

## **EXAMINATION REFORMS: THE ROADMAP**

### **1. Introduction**

As the globalization is taking place, it becomes imperative to build the examination system in such a way that the students are capable of reaching out in the entire world. The growth in economy at an accelerated growth also requires human resources to keep up to the momentum and pace of change and growth. The real challenge lies in giving the right knowledge and evaluating the same so as to create a skilled resource of the young population has, to unleash their potential to take on the baton of change and growth. The focus of the university should be on excellence and employability. A strong system should be there in place which can take care of the needs of students and maintain the quality of imparting education and evaluating the same. With a robust system in place, the prime focus of higher education sector should be that the education be more learner centric, be oriented to conduct and gain knowledge through research, and strive for constant improvements in quality. Innovation and technology can be utilized to accelerate the above requirements. With this, students who have enrolled in higher education programmes can attain requisite skills through the learning outcomes

### **2. Current Examination system**

In India, the education has so far been largely examination oriented. The existing examination pattern exam is more of memory learning. In the affiliating university system, external final University-conducted examination takes place at the end of every semester or every year and this is the sole criteria for the purpose of external assessment. This evaluation system insulates students from the quest of knowledge, excitement of discovery and joy of learning as marks are more important as these lead to better job opportunities.

### **3. Rationale for Evaluation Reforms**

Examinations play a very important role and are the deciding factors in making career of the students of his choice. Their ability to do a job or pursue higher qualifications depends on the degree of knowledge they possess. The changing global environment in industry has brought drastic changes in skill requirement and the decision-making capabilities of the students leading to tremendous pressure on the human resource to perform is there on the human resource. The end term examination for three hours each is the sole tool to decide the future

career of students and it only tests memory learning skills. Present day requirement is not just to possess information but an individual application to every situation in day-to-day life. Memory learning is required but is not adequate to perform in the challenging environment globally. As there is a need to assess application skills or skills such as analysis, creation, evaluation etc., so evaluation system needs to be modified as per the new requirements. Reforms, thus, are much needed to ensure credibility and the outcome of the assessment system. There is a need to have more horizontal assessment modes rather than having one single vertical mode that decides the fate of students, as the horizontal assessment mode aims at overall development of students in terms of their critical thinking, problem solving ability, right application of knowledge, and maintaining ethics.

#### **4. Evaluation Reforms**

##### **a) Outcome based Education and Assessment**

Learning Outcome Based Education (LOBE) advocates the importance of establishing a clear picture of what is important for students to be able to do, organizing the curriculum, instruction, and assessment to make sure that learning ultimately happens. Evaluation system to be designed in such a manner that the desired outcomes are evaluated in a fruitful manner and the programme/course objectives are achieved

##### **b) Assessment and its types**

Student understanding must be based on and accordingly assessed for a variety of learning activities. Student can be assessed by various methods which would include

Based on Purpose: Assessment types include i) Summative (evaluation of students learning at end of instructional unit) and ii) Formative (informal and formal tests administered during the learning process).

Based on Nature of Data: i) Quantitative evaluation is mainly concerned with scholastic achievement in subject-based performance whereas ii) Qualitative is chiefly about evaluating the non-scholastic and probably more important, aspects of the student's personality involving social, emotional, attitudinal and moral/ethical assessment.

Based on Domain: Assessment types include i) Scholastic achievement (assessment of curriculum related classroom teaching and learning) and ii) non-scholastic achievement (assessment of students behaviour, values attitude, emotional stability during co-curricular activities and other structured or unstructured situations inside or outside the classroom).



Based on Measuring Standard: i) Criterion-referenced (uses test score to generate a statement about the behaviour that can be expected of a person with that score), ii) Norm-referenced (Standardized) (whether test takers performed better or not than a hypothetical average student) and iii) Self-referenced (Ipsative) Evaluation (assessment of a person's performance is compared with their own earlier performance to identify improvements, if any)

### c) Assessment Rubrics

Introduction: A rubric for assessment, also called a scoring guide, is a tool used to interpret and grade students' on any kind of work against criteria and standards. An assessment rubric provides the means to increase objectivity in assessment and reduce subjectivity; presents a clear expectation on the assessments, and relates it to learning outcomes; ensures consistency, transparency and fairness in the marking process across course instructors for the same assessment type; efficiently grades or marks many assessments for a large group of students; defines clear guidelines for moderation; and provides more objective data for analytics.

### Structure of a Rubric

It is usually in the form of a grid, a grading/ marking/ scoring rubric combines the elements of performance, criteria and descriptors to create an assessment tool for the course instructor.

Criteria	Score (5)	Score (3)	Score (1)
Content	The material presented was complete, precise and well supported by facts and figures	The material presented was partially complete and was off-topic at some places	The material presented was incomplete and largely off-topic
Knowledge & Understanding	Seminar demonstrated thorough knowledge and applicability of facts, terms and concepts	Seminar demonstrated moderate knowledge and applicability of facts, terms and concepts	Seminar demonstrated limited knowledge and applicability of facts, terms and concepts
Discussion	The student actively participated in the discussion and was able to give a convincing reply to question	The student had a moderate participation in the discussion and was able to give a	The student did not participate in the discussion and was not able to give a

		convincing reply to some questions	convincing reply to most questions
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#### **d) External and Continuous Internal Assessment Modes**

Based on the types of assessment and triangulation of assessments, various models of implementation are suggested for both theory as well as practical courses giving different weightage to Internal and external marks. All the models focus on continuous assessments, mixing types, so that ongoing feedback is obtained for both the teacher and the student. It is possible to administer many of one type of assessment at regular intervals or choose the best out of the many.

#### **e) Credit System and Grading**

The UGC had issued guidelines to all Universities in 2015 for implementation of the choice-based credit system with a view to offer students choice of courses within a programme with a flexibility to complete the programme by earning credits at a pace decided by the students themselves. The system allowed students to choose inter-disciplinary, intra-disciplinary courses according to their learning needs, interest and aptitude. It was considered as a cafeteria approach and was expected to provide mobility to students. The same has been implemented in the University in 2016 and modifications are being done for betterment of the system.

Most institutions follow the absolute grading system which is a simple procedure wherein the marks obtained by students correspond to a specific grade and grade point. It reflects the individual performance in a particular subject without any reference to the group/class. The absolute grading system has limitations and may be susceptible to some inconsistencies. The relative grading system on the other hand provides relative performance of a student to a group/class wherein the student is ranked in a group/class on basis of relative level of achievement. In this system students are awarded a particular grade on the basis of their relative performance and which is done by assigning grades on basis of a normal curve. This facilitates comparative performance and eliminates negative effect of pass or fail.

#### **f) Credit Transfer Policy**

Facilitation of credit transfers is a must to support the continuation of learning and should enable the students to gain the qualification in minimal time provided they meet all minimum standards and requirements. Credit transfers should also facilitate mobility of students among institutions. Students who have completed course-work, at least first year, at some university other than the university to which transfer is sought (may request for transfer of admission to this university. A student may be granted admission only through an admission process that will follow the same policy as for fresh admissions. However, a uniform credit system must be followed by all universities to effect transfer of credits.

#### **h) Question Banks**

Teaching and evaluation complement each other; hence changes are not only required of the evaluation aspect, rather changes need to be affected both in teaching and evaluation. Question banks, thus is an attempt to integrate both teaching and evaluation. Preparation of question bank makes use of accumulated experience of teachers which renders effective examining of students. The need for setting of question paper through the question bank system is felt due to an increasing number of students enrolling for higher education programmes thus increasing the load which the existing pattern of examining must bear; curriculum revisions; inter-disciplinary nature of subjects due to integration of course contents from diverse courses; and need for increasing involvement of teachers in the evaluation process. Consequently, there is a constant need for development of standards and quality of examination along with demand for fair and just evaluation process. The question papers that are set using the traditional paper setting procedure by calling experts may lead to repetition of questions and that they just test information recall, whereas, there is a need to test analytical skills of students. Question banks lead to setting of better-quality questions that are valid and appropriate to test the abilities desired of students. Setting of Question Papers through the Question Bank System is a much-needed reform in the examination system.

#### **i) Moderation**

Moderation of assessment is an organized procedure which ensures use of valid assessment material and consistent application of criteria, to provide fair academic judgment and reliable outcome in the form of marks or grades. It assures appropriate designing and implementation of assessment activities along with generation of valid and reliable results. Integration of

moderation process with assessment system is imperative for the development of academic quality in higher educational institutions as:

- It addresses any difference in individual judgments of different evaluators.
- It ensures that all achievements in the form of marks and grades across courses reflect achievement of same level of standard.
- It is also carried out to develop a common understanding of the standards and criteria and to recognize performance which demonstrates that standard or fulfils that criteria.

Moderation may be conducted in case there are large number of fail grades or high grades, or when large numbers of students who have received the same grade or clustering of students on letter grades, or when there are discrepancies between grades allocated to individual students in different courses, or to find out the difficulty level of the question paper or whether the assessments modes used cover the entire syllabus or not.

#### **j) Use of Technological Interventions**

With the proliferation of different types of access devices, especially mobile access devices, technology has the potential to augment traditional classroom practices and revolutionize learning and evaluation methods. Technology, in fact can be an important driver to enable lifelong learning. Learning and engagement of students is facilitated by use of technology through several modes such as synchronous learning, semi-synchronous learning, blended learning, collaborative learning, flipped classroom etc. MOOC's, especially provided through SWAYAM, are a window of opportunity for lifelong learning and are offered through technology-based platforms. Learning management systems (LMS) are used by institutions to integrate the entire teaching, learning and evaluation process. The Learning Management System may be used by higher educational institutions to deliver academic content in blended form and to assess learning through thesis, assignments etc. Open-source learning management systems such as Moodle, Edmodo may be used for posting content in the form of videos, audios, e-learning modules, live class sessions etc. Use of plagiarism detection software is highly recommended in order to check originality of content.

#### **k) Result Declaration**

Declaration of results is a crucial element of the educational system of a higher educational institute on which rests its credibility and reputation. In order to strengthen the process of result declaration it is important to incorporate the following features:

- 1) Timeliness of declaration of result
- 2) Clarity of interpretation of the Result Card

3) Comprehensive Format

4) Accessibility

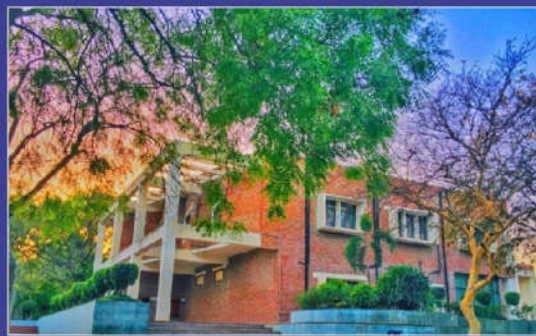
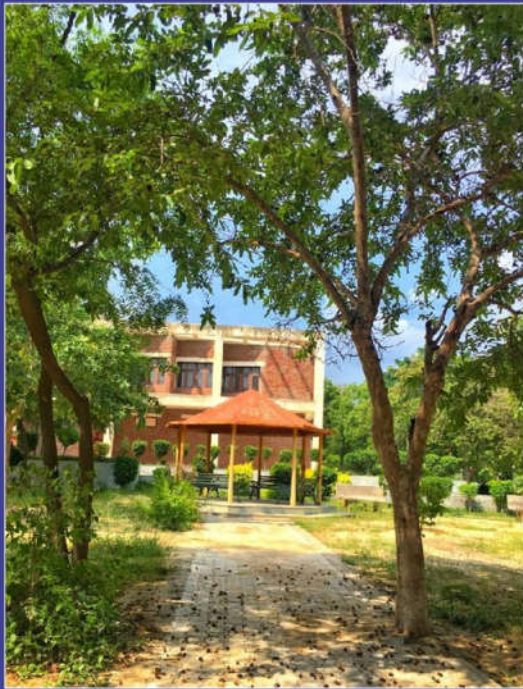
5) Verifiability



# MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY

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