

ITM UNIVERSITY, GWALIOR
Centre for Distance and Online Education (CDOE)

**INTEGRATED LEARNER EVALUATION & EXAMINATION MECHANISM
FOR ONLINE DEGREE PROGRAMMES**

Institutional Policy and Standard Operating Procedure for Online Programmes

Document status	Institutional Policy / SOP Annexure
Academic session	2026–27
Version	1.1
Date	15 September 2026
Applicable framework	Applicable UGC regulations, directions and University academic/examination regulations
Institutional basis	ITM University ODL/Online Ordinance and approved academic, examination, integrity and CIQA provisions

Purpose

This mechanism operationalises the University's commitment to outcome-based, transparent, secure and consistent assessment in Online mode. It establishes the academic and technology controls for learner participation, continuous and summative assessment, proctored examinations, learning-outcome alignment, question-paper moderation, evaluation, result processing, grievance redressal, quality assurance and institutional record retention.

In case of any conflict, prevailing statutory/regulatory requirements and applicable University Ordinances and Regulations shall prevail.

1. Core Evaluation Standards and Institutional Mechanism

Evaluation requirement	ITM University mechanism	Institutional record
Precise assessment mechanism linked to learning outcomes	Course Assessment Plan (CAP) for every course: CO/CLO-to-assessment mapping, blueprint, rubrics, weightage and attainment review.	Course-wise CAP; CO matrix; question blueprint; rubrics.
Two-part evaluation	Continuous/formative assessment plus summative end-semester/term-end examination.	Published scheme; LMS gradebook; examination scheme.

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Evaluation requirement	ITM University mechanism	Institutional record
Weightage	Continuous/formative assessment: maximum 30%; summative: minimum 70%.	Approved programme/course assessment scheme and learner handbook.
Eligibility for examination	University ensures at least 75% of programme/course activity is conducted and learner has at least 75% participation in Online activities before end-semester examination.	Academic delivery dashboard; learner participation report; eligibility list.
Secure/proctored examination	Technology-enabled/proctored exam with learner authentication, security arrangements, transparency, incident logs and credibility controls.	Proctoring SOP; system logs; identity verification record; incident reports.
Question quality and coverage	Rigorous question-bank creation, moderation and paper setting; full syllabus/CO coverage; difficulty and cognitive-level balance.	Question bank metadata; moderator certificate; paper blueprint.
Qualified evaluation	Subjective scripts/projects evaluated by qualified teachers using rubrics and controlled digital workflow.	Examiner allocation; evaluation logs; moderation records.
Separate reporting	Continuous and summative marks/grades shown separately in the grade card.	Approved grade card / result format.
LMS capability	Role-based access, learner analytics, assignment/quiz management, communication, secure data handling and reporting.	LMS configuration records; system activity logs; access controls.
Quality assurance and feedback	CIQA review of learner performance, attainment, feedback, assessment quality and corrective actions.	CIQA minutes/review records; periodic quality report; action-taken report.
Grievance redressal	Online assessment/examination grievance facility with tracking, reasoned disposal and escalation under University/UGC norms.	Grievance facility record; register; disposal records.

Operational principle

Every major control in this mechanism shall be supported by a corresponding institutional record, dashboard, system log, certificate, approval or action-taken note maintained by the responsible unit.

2. Regulatory and Institutional Framework

- Applicable UGC regulations and directions governing Online programmes, including requirements concerning evaluation, learner participation, assessment weightage, examination integrity, learner authentication and result reporting.

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- A precise course-level assessment mechanism shall link identified learning outcomes with both continuous/formative and summative assessment.
- The learning platform shall support role-based access, learner analytics, assignment and quiz administration, communication, accessibility, security, privacy and reporting required for academic assessment.
- Feedback on design, development, delivery and learner performance shall feed into systematic quality improvement through CIQA.
- The ITM University ODL/Online Ordinance and approved academic/examination regulations shall govern academic parity, outcome-based assessment, secure examinations, learner identity and integrity, result declaration and CIQA oversight.

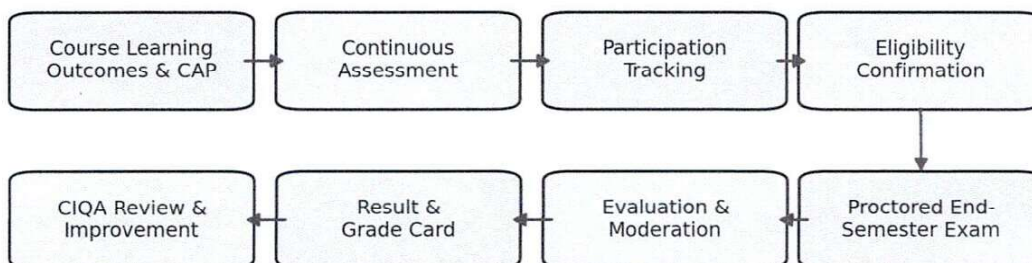
Academic parity principle: the prescribed continuous/summative weightage shall not dilute academic standards. All Online degree programmes shall maintain the approved level, credit, passing, progression and award requirements applicable to the qualification, with pedagogic and assessment adaptations appropriate to the mode of delivery and the nature of the course.

3. Design Principles of the ITM Evaluation Model

Principle	Operational meaning
Outcome validity	Every graded activity must assess one or more approved course learning outcomes (CLOs/COs).
Academic parity	Online learners are assessed to the academic standard appropriate to the approved qualification and course level; the mode changes, not the standard.
Triangulation	Knowledge, application, analysis, judgement and authentic performance are assessed through more than one instrument.
Continuous feedback	Formative assessment gives actionable feedback before the summative examination.
Assessment integrity	Authentication, controlled question delivery, proctoring, randomisation, system activity logs and human review protect credibility.
Accessibility and fairness	Reasonable accommodations, accessible assessment design and transparent rubrics support diverse learners without lowering academic standards.
Traceability	Every critical assessment decision leaves a retrievable institutional record.
Continuous improvement	CIQA uses assessment and engagement analytics to improve course design, question banks, learner support and teaching.

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4. Integrated Assessment Architecture



Institutional default for theory-oriented Online courses

Continuous/Formative Assessment = 30 marks (maximum 30%). End-Semester/Term-End Summative Examination = 70 marks (minimum 70%). Course and programme assessment schemes may adapt the instruments and internal distribution only within applicable regulatory limits and with approval of competent University authorities.

Component	Marks	Illustrative instrument	Primary learning evidence
Formative 1: LMS quizzes / knowledge checks	10	Low-stakes quizzes, numerical/problem items, concept checks; auto-feedback where suitable.	Foundational knowledge + application
Formative 2: Applied assignment / case / problem set	10	Authentic task requiring analysis, interpretation, calculation, memo, case response or discipline-specific application.	Application + analysis
Formative 3: Discussion / reflective / interactive task	5	Moderated discussion, short reflection, peer response or structured activity with rubric.	Reasoning + communication
Formative 4: Mid-course test / presentation / viva	5	Timed test or short assessed presentation/viva; programme-specific equivalent may be used.	Integration + readiness
Summative: proctored ESE/TEE	70	Secure proctored examination; mixed objective, analytical/descriptive and application/case components as appropriate.	Integrated course outcomes

Indicative 70-mark summative blueprint for theory-oriented courses: a balanced combination of objective/short-response, analytical/problem-solving/descriptive, and application/case/data/programming/design items, as appropriate to the course. The Course Assessment Plan and question-paper blueprint shall determine the actual distribution according to course outcomes, academic level and disciplinary requirements. Practical, laboratory,

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project and performance-oriented courses may use approved practical, demonstration, viva, project or presentation components within the summative assessment.

No "attendance marks" substitution

The statutory 75% participation requirement is an eligibility/compliance gate and will not be artificially converted into marks merely to inflate continuous assessment. Where academic participation itself is graded, it must be tied to a meaningful learning task and rubric.

5. Course-Type Adaptation Across Disciplines

Course type	Continuous/Formative ($\leq 30\%$)	Summative ($\geq 70\%$)	Integrity/quality note
Theory / conceptual	Up to 30% quizzes, assignments, discussion, short tests or discipline-appropriate applied tasks	At least 70% secure proctored written/online summative examination	Question mix aligned with course outcomes and academic level.
Quantitative / analytics	Up to 30% problem sets, numerical/data exercises, quizzes or spreadsheet/statistical tasks	At least 70% secure proctored problem-solving / analytical examination	Workings/evidence required; parameterised or randomised data sets may be used.
Computing / programming / laboratory / theory-practical	Up to 30% coding, lab exercises, practical tasks, quizzes or continuous activities	At least 70% secure end-term theory, programming, laboratory or combined practical assessment as approved	Code/output, practical performance, supervised execution and/or system logs retained as relevant.
Project / dissertation / capstone	Up to 30% proposal, literature review, progress reviews, milestones or prototype/work-in-progress	At least 70% final report/product/dissertation + viva/presentation as summative component	Authorship declaration, similarity review, evidence trail, supervisor verification and viva validation.
Communication / presentation / application-intensive	Up to 30% practice tasks, discussion, presentations, writing or applied activities	At least 70% final assessed performance and/or secure proctored summative component	Recorded or documented performance and rubric/panel evidence where appropriate.

Course-type rule: The assessment instrument shall follow the approved course outcomes and academic level, not the title of the programme. Where a statutory/professional body prescribes a specific practical, project, viva, laboratory or examination requirement, that requirement shall be incorporated without weakening the common integrity, moderation, participation and record-retention controls in this mechanism.

6. Course Assessment Plan (CAP): Mandatory for Every Course

- Course code, title, credits, semester, programme and faculty owner.
- Approved course learning outcomes (CLOs/COs) and level of learning expected.
- Assessment instruments, marks, schedule, submission mode and feedback timeline.
- CLO-to-assessment mapping showing where each outcome is introduced, practised and measured.
- Question-paper blueprint specifying unit/module coverage, cognitive level and difficulty level.
- Rubrics/answer keys/model answers and moderation responsibility.

- Learner participation activities that count toward the 75% eligibility requirement.
- Academic integrity controls, permitted resources and rules for use of calculators/software/AI where applicable.
- Accessibility/accommodation provisions.
- Post-course attainment review and corrective actions.

7. Learning-Outcome Mapping and Cognitive Balance

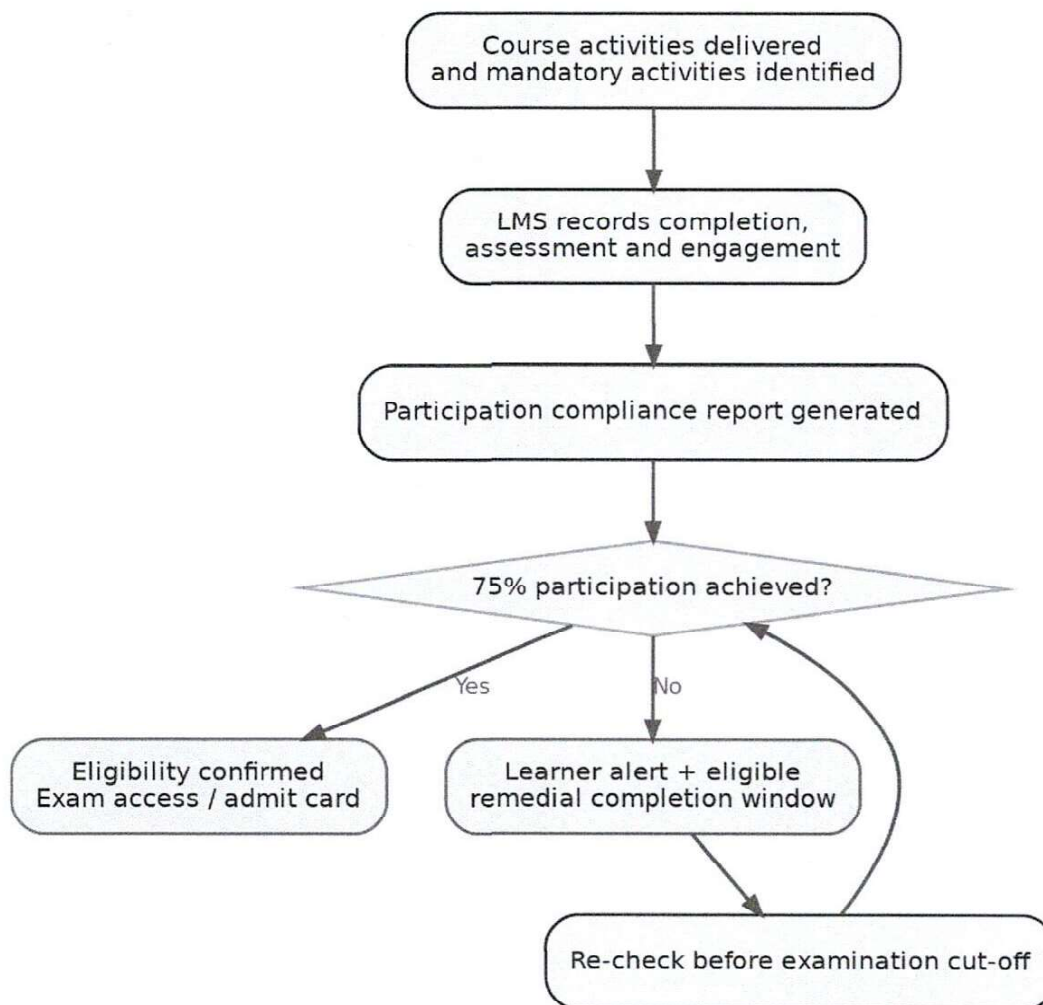
Assessment will not be designed merely around chapter or unit coverage. Each question or graded task will be tagged to at least one CLO/CO and, where appropriate, to a cognitive level. The cognitive demand shall reflect the level and nature of the course: foundational courses may place relatively greater emphasis on understanding and application, while advanced undergraduate and postgraduate courses shall progressively emphasise application, analysis, evaluation, design and creation, wherever aligned with the approved learning outcomes.

Cognitive level	Evidence sought	Illustrative format	Blueprint expectation
Remember / Understand	Definitions, concepts, principles	MCQ, short response	Normally limited; supports foundations.
Apply	Use concepts in a new but structured situation	Numerical, problem, mini-case	Substantial emphasis.
Analyse	Diagnose, compare, interpret evidence	Case, data analysis, structured response	Substantial emphasis.
Evaluate	Defend a decision / trade-off	Critical essay, evidence-based recommendation	Used in advanced UG/PG courses.
Create	Design solution/model/strategy	Project, capstone, applied assignment	Used where aligned with outcomes.

Cognitive balance will be determined course-wise rather than by a single programme-wide formula. Introductory courses may contain a greater proportion of understanding and guided application; intermediate courses will normally increase application and analysis; advanced undergraduate and postgraduate courses will normally include substantial analysis, evaluation, problem solving, design or creation. The approved course blueprint shall record the intended balance.


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8. Learner Participation and Examination Eligibility



Two statutory gates before the summative examination

(1) The University must be satisfied that at least 75% of the stipulated programme/course of study has actually been conducted. (2) The learner must have at least 75% participation in Online programme activities prior to the end-semester/term-end examination.

The LMS will produce a Participation Compliance Report before admit-card generation. "Participation" will be based on completion/engagement with mandatory academic activities, not mere login counts.

Participation dimension	Examples	Evidence
Learning content	Video/recorded lesson completion, e-content access, interactive content completion	Completion events and time-on-task analytics; abnormal patterns flagged.
Synchronous/asynchronous interaction	Live session attendance where scheduled, discussion participation, faculty/mentor interaction	Attendance logs, discussion posts, session analytics.

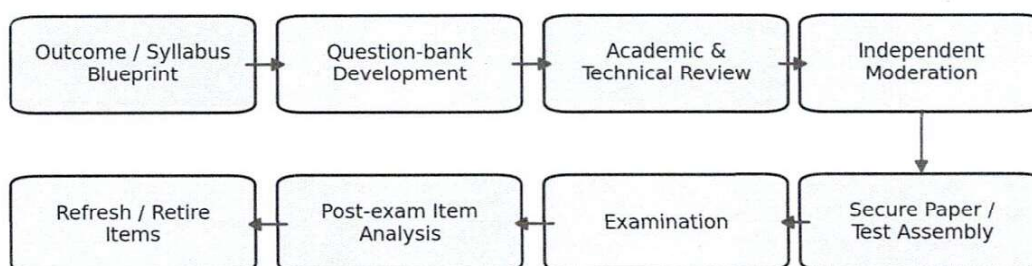
Participation dimension	Examples	Evidence
Assessment activity	Submission/attempt of mandatory quizzes, assignments, cases and tests	LMS attempt/submission record.
Programme involvement	Project milestones, practical tasks, orientation/academic activities designated as mandatory	Milestone and activity completion records.

Operational rule: A learner must achieve at least 75% participation across the mandatory activity set defined in the CAP. Essential graded activities cannot be bypassed merely because the aggregate participation percentage is met. Learners below threshold will receive staged alerts and an opportunity to complete eligible pending activities before the examination cut-off, subject to the academic calendar and University rules.

9. Continuous/Formative Assessment SOP

- All graded activities will be published in the LMS with learning outcome(s), marks, rubric/criteria, opening date, due date and permitted resources.
- Question/item pools will be used for quizzes wherever feasible; item order and/or options may be randomised.
- Assignments will use authentic prompts that require interpretation, application or contextual decision-making to reduce answer-copying and improve validity.
- Faculty feedback will be specific enough to help the learner improve before the end-semester examination.
- Late submission, resubmission and make-up provisions will be defined in the programme handbook and applied consistently.
- Similarity checking and authorship review may be used for assignments/projects. Automated AI/similarity indicators are screening tools only; adverse academic-integrity decisions require human review and due process.
- Continuous assessment scores will be frozen after verification and retained in the examination system/LMS with traceable activity history.

10. Question Bank, Paper Setting and Moderation

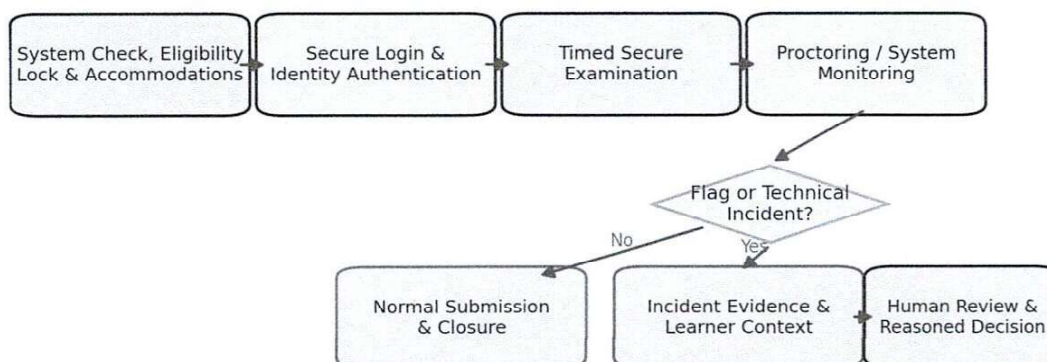


Stage	Control
1. Blueprint	Programme Coordinator/course faculty prepare unit-wise and CLO-wise blueprint with marks, cognitive level and difficulty targets.
2. Question-bank development	Qualified faculty prepare sufficiently large item banks. Each item is tagged by CLO, unit/module, marks, question type, difficulty and cognitive level.

Stage	Control
3. Technical/academic review	Items are checked for correctness, ambiguity, language, answerability, bias, copyright and duplication.
4. Moderation	A moderator independent of the setter, as far as practicable, verifies syllabus coverage, cognitive balance, marks/time fit and answer key/rubric.
5. Secure assembly	Final paper/test forms are generated from approved items using controlled access and randomisation rules.
6. Post-exam analysis	Objective items are reviewed using difficulty/discrimination and distractor performance where data permit; problematic items are retired/revised.
7. Refresh cycle	A defined proportion of the question bank is refreshed each offering; overused items are quarantined.

Coverage control

No course outcome or major syllabus unit will be systematically excluded from assessment. The blueprint—not ad hoc paper setting—will be the principal control for ensuring syllabus and outcome coverage.

11. End-Semester / Term-End Examination and Proctoring

Phase	Mechanism
Pre-exam	Eligibility lock; admit card; device/browser compatibility check; mock/demo; identity profile verification; special accommodation confirmation.
Authentication	Secure login plus identity/attendance authentication using approved methods consistent with UGC directions and applicable law; government-recognised identifier/biometric mechanisms where required and lawfully implemented.

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Phase	Mechanism
Exam environment	Technology-enabled proctoring/manual proctoring as applicable; webcam/microphone/screen monitoring where enabled; full-screen/secure-browser controls; multiple-face/absence/tab-switch or device anomalies flagged.
Question delivery	Time-controlled delivery; randomised question/option order and/or parallel forms where suitable; controlled navigation depending on examination design.
Incident management	Connectivity disruption, power failure, authentication issue or suspected unfair means logged in a standard incident form; evidence preserved; learner not penalised automatically for a technical flag.
Human review	Proctoring alerts are reviewed by authorised personnel. Academic misconduct findings require evidence, defined procedure and opportunity to respond.
Data security	Role-based access, encryption/secure transport, backup, system activity logs and retention/disposal schedules under University policy and applicable law.

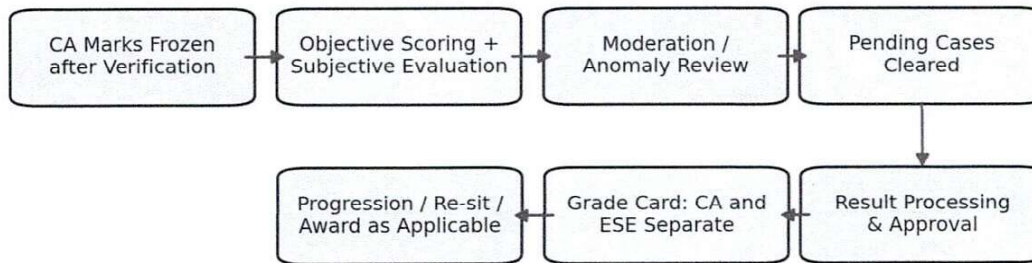
Transparency safeguard: Before every examination cycle, learners will receive the examination rules, system requirements, permitted/prohibited resources, privacy/proctoring notice, technical-help process and unfair-means procedure.

12. Evaluation of Answer Scripts, Projects and Vivas

- Objective items will be scored through validated system keys; changes to keys after examination require documented approval.
- Subjective answers will be evaluated by qualified faculty/examiners through controlled on-screen or equivalent evaluation with question-wise marking and rubrics/model answers where appropriate.
- Learner identity may be masked from evaluators wherever technologically feasible to reduce bias.
- Projects, dissertations and capstones will use approved rubrics and normally include a viva/presentation to validate authorship and learning.
- Moderation/review will be applied to samples, borderline cases, unusually high/low distributions, examiner anomalies or other triggers determined by the Controller of Examinations.
- Any scaling/moderation of marks will be governed by approved University examination rules; raw and adjusted data will be traceable and reviewable.
- The evaluator, moderator, result processor and approving authority will have role-based system access, preserving separation of duties.


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13. Result Processing, Passing Standards and Certification



Academic parity rule

Pass criteria, grading, progression, backlog/re-sit, improvement and award requirements for Online degree programmes will follow the approved University Ordinance/Regulations and the academic standard applicable to the qualification, unless a statutory or regulatory body mandates otherwise. This mechanism does not create a lower or easier Online pass standard.

- Continuous/formative and summative marks/grades will be shown separately in the grade card, in the approved grade card/result format.
- Results will be generated only after verification of assessment completeness, examiner submission, moderation exceptions and malpractice cases.
- Course-level grade distributions and unusual patterns will be reviewed by the Examination Unit/CIQA as a quality-control step.
- Re-sit/backlog/improvement examinations will follow the approved academic regulations and retain the same integrity controls.
- Certification/degree award will occur only after the learner has earned prescribed credits and fulfilled all academic requirements within the permissible duration.

14. Academic Integrity, Plagiarism and Responsible Use of AI

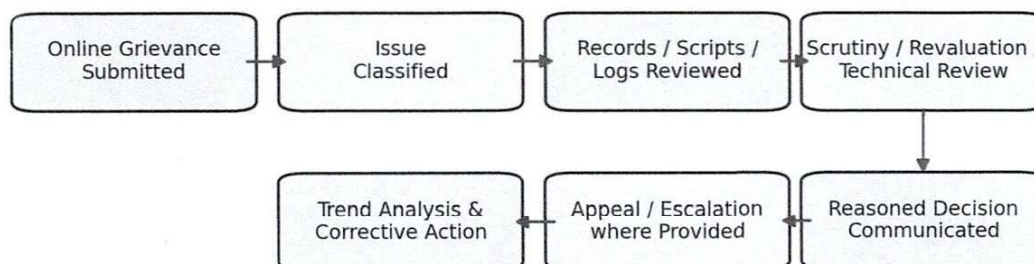
Risk area	Control
Assignments	Authentic prompts, randomised/contextual data, similarity screening, source citation, learner declaration; viva/check questions where authorship is doubtful.
Examinations	Authentication, proctoring, secure test environment, randomisation, restricted resources and incident review.
Projects/dissertations	Proposal trail, milestone submissions, similarity report, data/evidence trail, supervisor verification and viva.
Generative AI	Permitted/prohibited uses will be declared per assessment. Where permitted, learners may be required to disclose material AI assistance and remain responsible for accuracy, citations and intellectual contribution.

Risk area	Control
Misconduct decision	No learner will be penalised solely on an automated AI detector/proctoring flag. Human review, evidence and due process are mandatory.

15. Accessibility, Equity and Technical Contingency

- Assessment instructions and digital interfaces should meet applicable accessibility requirements and be usable with assistive technologies to the extent technically feasible.
- Approved reasonable accommodations (e.g., extra time, assistive technology, alternative accessible format) will be configured before the examination without altering learning outcomes.
- A documented technical contingency protocol will address verified connectivity/power/system failures, including rescheduling or continuation rules where justified.
- Learners will have access to a pre-exam system-check/mock environment so technical unfamiliarity does not become an academic disadvantage.

16. Assessment Grievance, Revaluation and Unfair-Means Due Process



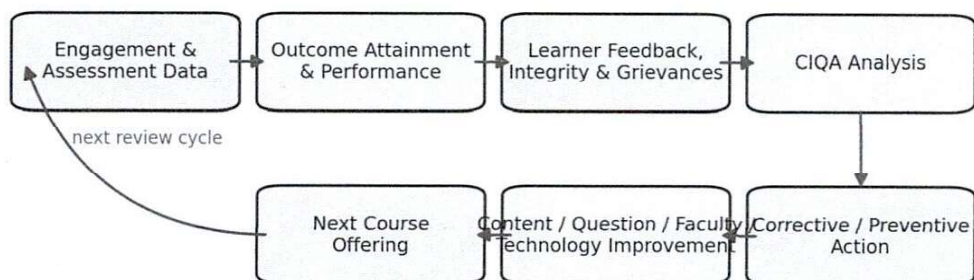
Step	Process
1	Learner submits examination/assessment grievance through the University's online grievance facility and receives a tracking reference.
2	The matter is classified: technical incident, marking/totaling, result processing, evaluation/revaluation, unfair-means allegation, or other academic grievance.
3	Responsible authority examines logs/scripts/rubrics/proctoring evidence and records a reasoned decision within the timeline prescribed by University/applicable grievance provisions.
4	Where revaluation/scrutiny is permissible, the process is performed by an authorised examiner with conflict-of-interest safeguards.
5	Learner is informed of the reasoned outcome and available escalation/appeal route.

Step	Process
6	CIQA periodically analyses grievance patterns to identify systemic weaknesses and corrective actions.

17. Governance and Accountability

Authority / Unit	Primary responsibility
Academic Council	Approves programme assessment scheme, academic regulations and major policy changes.
Controller of Examinations	Overall authority for secure summative examination, examiner appointment, evaluation control, result processing, malpractice procedure and record integrity.
CDOE / Director, CDOE	Coordinates implementation for Online programmes; ensures learner communication, LMS integration and implementation records.
Programme Coordinator	Prepares/maintains CAP, outcome mapping, assessment calendar, faculty coordination and course-level review.
Course Faculty / Examiner	Develops and administers formative tasks; contributes question items; evaluates learner work according to approved criteria.
Moderator / Subject Expert	Checks question/assignment quality, coverage, correctness and cognitive balance; reviews anomalies as assigned.
LMS / Technology Unit	Maintains secure access, analytics, proctoring integration, logs, backups, data security and technical support.
CIQA	Reviews implementation and quality; reviews outcomes, engagement, feedback, examination quality and action taken.
Registrar / Grievance bodies	Ensures statutory publication, grievance governance and institutional records as applicable.

18. Post-Assessment Analytics and CIQA Quality Loop



Analytics domain	Indicators / use
Learner engagement	Participation %, content completion, assessment completion, fortnightly engagement signals, dropout/non-participation patterns.
Assessment quality	Item difficulty/discrimination, non-functioning distractors, question omission rates, time-on-question anomalies.
Academic performance	Mean/median, grade distribution, fail/backlog rate, unusually high/low course outcomes, component-wise performance.
Outcome attainment	CLO/CO performance based on mapped assessment items/tasks; indirect learner feedback where useful.
Integrity	Proctoring incidents, confirmed unfair-means cases, assignment similarity/authorship concerns.
Learner experience	Assessment feedback, grievance categories, technical incidents, accessibility issues.
Improvement actions	Question-bank revision, content remediation, faculty support, learner intervention, assessment redesign, technology change.

Closing the loop

CIQA will not stop at reporting metrics. Each material issue will have an owner, corrective/preventive action, target date and action-taken review. This creates the feedback mechanism required by regulatory for maintaining quality and bridging identified gaps.

19. Records, Documentation and Retention Framework

Record area	Records to be maintained
Policy & approvals	Approved Evaluation Mechanism; Academic Council/competent authority approval; relevant Ordinance clauses.
Course design	Sample CAPs; CO/CLO mapping; assessment calendar; rubrics; learning-outcome matrix.
Participation	LMS dashboard; course delivery completion; learner participation report; eligibility/admit-card list.
Continuous assessment	Sample quiz/assignment; submissions; feedback; score freeze/gradebook traceable activity history.
Question management	Question bank controlled system export / record; item metadata; blueprint; setter/moderator appointment; moderation certificate.
Examination security	Proctoring SOP; mock-exam record; authentication workflow; system system activity logs; sample anonymised proctoring/incident report.

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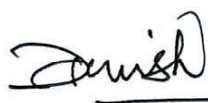
Record area	Records to be maintained
Evaluation	Examiner allocation; answer-key/rubric; on-screen evaluation logs; moderation/anomaly review.
Results	Result approval note; sample grade card showing CA and ESE separately; re-sit process.
Integrity	Unfair-means policy; anonymised case log; similarity/authorship process.
Grievance	Online grievance mechanism link/screenshot; tracking log; sample disposal/action taken.
CIQA	Semester/annual assessment review; analytics report; learner feedback; action-taken report.

20. Implementation Readiness Before First Cohort Examination

- ☐ Approved policy/SOP and programme assessment schemes uploaded/published as required.
- ☐ Course-wise CAP and rubrics completed before teaching begins.
- ☐ LMS configured for activity tracking, assessment, gradebook, analytics and system activity logs.
- ☐ Exam/proctoring platform configured and mock-tested; data privacy/security review completed.
- ☐ Question-bank targets and moderation workflow completed before paper generation.
- ☐ Faculty trained in online assessment, rubrics, question writing, proctoring interpretation and academic integrity.
- ☐ Learner induction includes assessment pattern, 75% participation requirement, mock exam and grievance process.
- ☐ Examination contingency and unfair-means committees/authority notified.
- ☐ Sample grade card tested to display formative and summative marks separately.
- ☐ CIQA review calendar and semester review dashboard approved.

ANNEXURE A — Course Assessment Plan (CAP) Template

Field	Required entry
Course details	Programme: ____ Semester: ____ Course Code: ____ Course Title: ____ Credits: ____
Course learning outcomes	CO1: ____ CO2: ____ CO3: ____ CO4: ____
Assessment scheme	Formative/Continuous (≤ 30): ____ Summative (≥ 70): ____
Participation activities	Mandatory activities counting toward 75%: ____
Integrity provisions	Permitted resources / AI use / calculator / open-book status: ____
Accessibility	Approved standard accommodations / contact: ____


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Field	Required entry
Approval	Course Faculty: ____ Programme Coordinator: ____ Moderator: ____ Date: ____

ANNEXURE B — CLO-to-Assessment Mapping Template

Course Outcome	Cognitive level	Assessment instrument / item	Marks mapped	Attainment evidence
CO1	____	Quiz / Assignment / ESE Q.____	____	____
CO2	____	Assignment / Case / ESE Q.____	____	____
CO3	____	Mid-course / ESE Q.____	____	____
CO4	____	Case / Project / ESE Q.____	____	____

ANNEXURE C — End-Semester Question Paper Blueprint Template

Syllabus block	CO mapped	Cognitive level	Difficulty	Marks
Unit/Module 1	CO__	L1/L2/L3...	Easy/Moderate/Advanced	____
Unit/Module 2	CO__	L1/L2/L3...	Easy/Moderate/Advanced	____
Unit/Module 3	CO__	L1/L2/L3...	Easy/Moderate/Advanced	____
Unit/Module 4	CO__	L1/L2/L3...	Easy/Moderate/Advanced	____
Unit/Module 5	CO__	L1/L2/L3...	Easy/Moderate/Advanced	____
TOTAL				70

Note: The 70-mark total applies where the approved summative component is 70 marks. If an approved course uses another summative mark total within applicable regulatory limits, the blueprint shall be proportionately adapted while preserving outcome coverage, cognitive balance and moderation controls.

ANNEXURE D — Proctored Examination Incident Record (Minimum Fields)

- Learner ID / enrolment number / programme / course / examination date and session.
- Authentication status and time.
- Technical event(s): network, power, browser, device, camera/microphone, platform interruption.
- Proctoring flag(s): face absence/multiple face, tab switch, external device/person, audio anomaly, screen anomaly or other.
- Timestamped evidence reference (log/video/screenshot), where lawfully retained.
- Learner explanation / support ticket, if any.
- Human reviewer decision: technical/no issue / warning / refer to unfair-means process / reschedule recommendation.

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- Approving authority and date.

Adoption note

This document shall be approved/noted by the competent University authority and read with the programme-specific scheme, University Examination Ordinance/Regulations and the ITM University ODL/Online Ordinance. Course-specific Course Assessment Plans and examination blueprints shall operationalise this mechanism.

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Date: *15/09/26*
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Director, CIQA
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