

Today we tried to examine the examination section of the system, and we found some flaws such as the following.

1. This is the mid paper in **Figure 1.0** is same the final paper in **Figure 1.1**, even the system did not randomize the questions

SHORT QUESTIONS				
Sr. No.	Question	Answer	Mark(s)	Action
1	What is the main goal of problem-based learning?	Answer: To encourage students to solve real-world problems through critical thinking and collaboration.	10	⋮
2	Name two teaching strategies that encourage active student participation.	Answer: Cooperative learning and inquiry-based learning.	10	⋮
3	What is the difference between formative and summative assessment?	Answer: Formative assessment monitors student progress during learning, while summative assessment evaluates learning outcomes at the end of a unit or course.	10	⋮
4	Why is scaffolding gradually removed in the learning process?	Answer: To help students develop independence and confidence as they master the skills or knowledge.	10	⋮
5	How does the heuristic method align with constructivist learning theories?	Answer: Both encourage students to discover knowledge independently through exploration and problem-solving.	10	⋮
6	What are the distinguishing features of spiral learning in curriculum design?	Answer: Revisiting topics at increasing levels of complexity to reinforce and deepen understanding.	10	⋮

LONG QUESTIONS				
Sr. No.	Question	Answer	Mark(s)	Action
1	Explain the role of a teacher in a flipped classroom model.	Answer: In a flipped classroom, the teacher's role is to guide and support students as they apply knowledge acquired outside the classroom. Teachers provide resources such as videos or reading materials for at-home learning and use class time for discussions, hands-on activities, and problem-solving.	15	⋮
2	Describe the benefits of using cooperative learning strategies in a diverse classroom.	Answer: Cooperative learning promotes teamwork, communication, and respect for diverse perspectives. It helps students with varying abilities learn from one another, enhances critical thinking, and fosters a sense of community.	15	⋮
3	Compare and contrast the direct instruction method with inquiry-based learning.	Answer: Direct instruction is teacher-centered and focuses on structured lessons where information is explicitly taught. Inquiry-based learning is student-centered, encouraging exploration and critical thinking through questioning and investigation.	15	⋮

(MID Paper: Figure 1.0)

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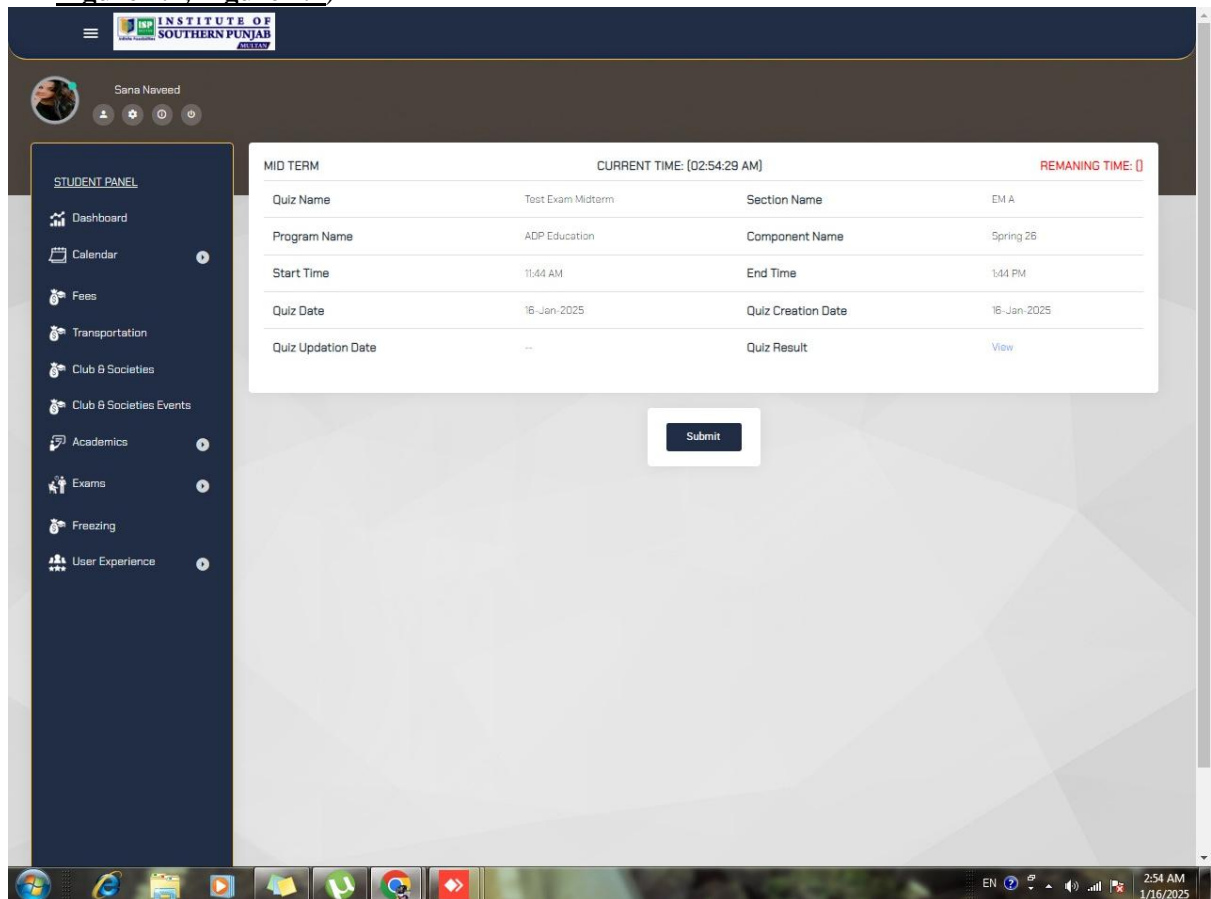
Showing 1 to 6 of 6 entries

Previous 1 Next

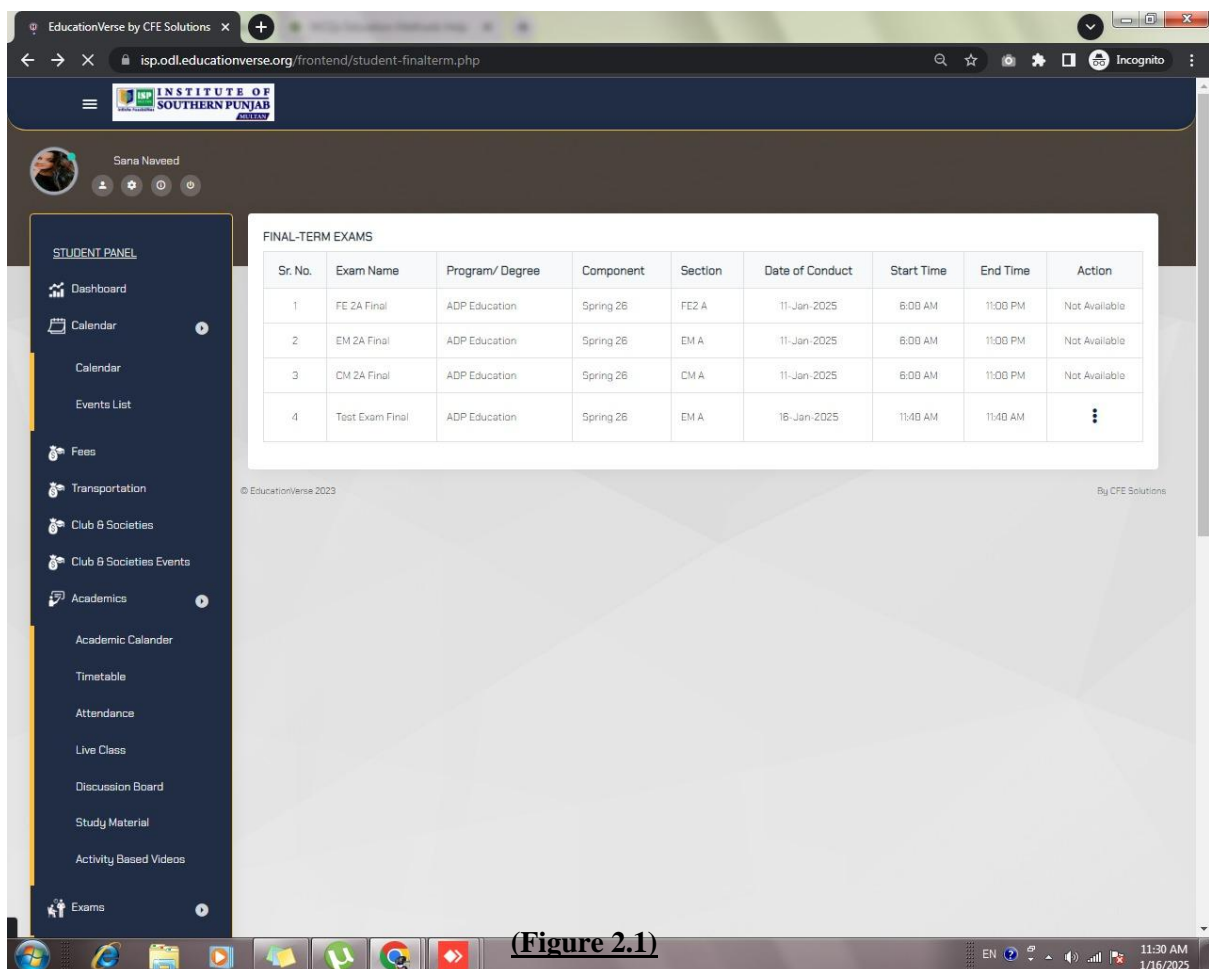
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4	How does the Socratic Method foster	Answer: The Socratic Method uses guided questioning to challenge assumptions, analyze ideas, and develop logical		⋮

(Final Paper: Figure 1.1)

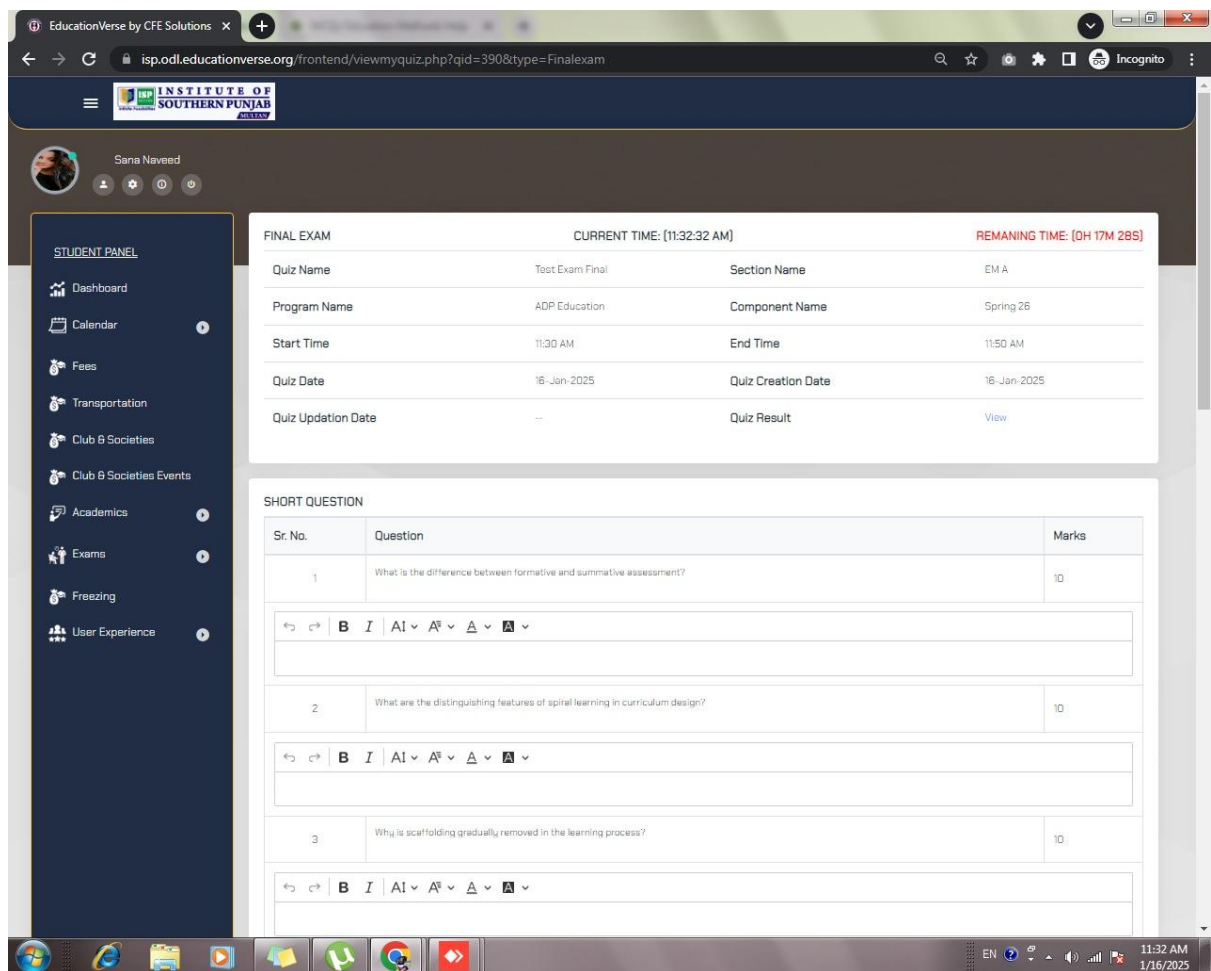
2. After the time close of the Exam, it can be used and submit the exam by changing the time of the user machine in **Figure 2.0** the exam has closed, when we change the time of the Computer the exam shows the question and the time timer shows the remaining time. (**Figure 2.1, Figure 2.2**)



(Figure 2.0)

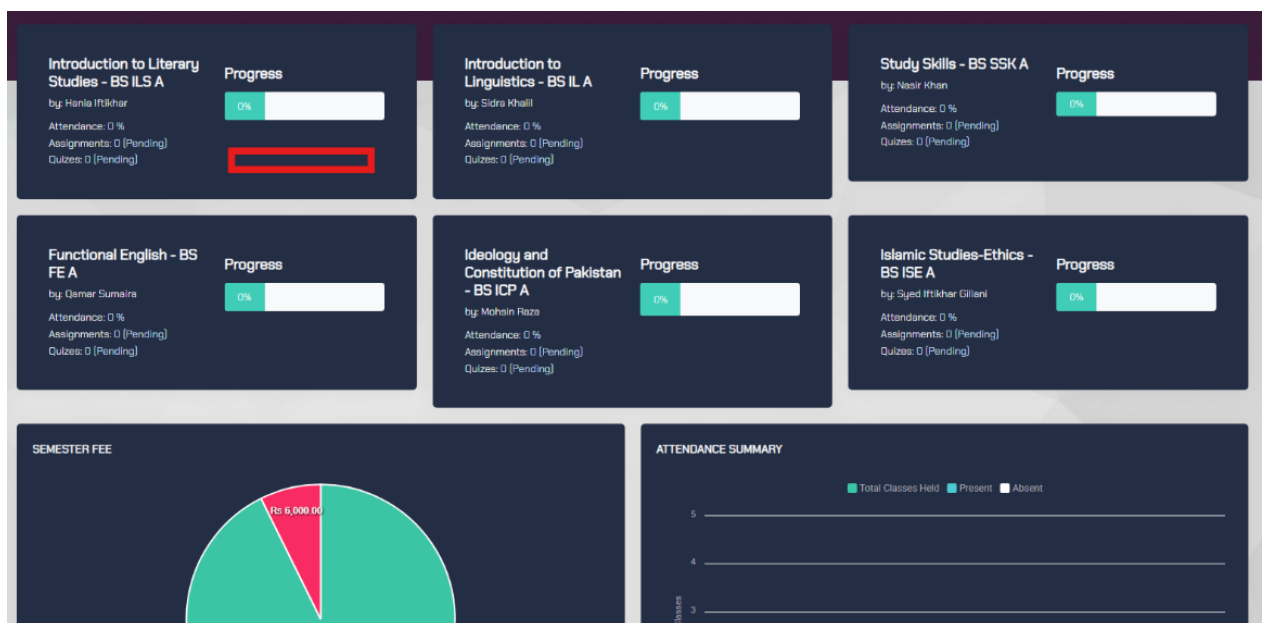


(Figure 2.1)



(Figure 2.0)

- Each subject on the student dashboard has a link to go to assignments and quizzes, but there is no button to go to study materials. (Figure 3.0)



(Figure 3.0)

- After clicking on the link, all the assessments/quizzes are being displayed for each subject and the subject name is not mentioned in the list. It should be separated according to each subject. Same as it is in the study material. **(Figure 4.0)**

Sr. No.	Quiz Name	Program/ Degree	Component	Section	Date of Conduct	Start Time	End Time	Action
1	Test 1 Quiz	ADP Education	Fall 25	Test 1	09-Jan-2025	11:54 AM	11:55 PM	⋮
2	Test 2 Quiz	ADP Education	Fall 25	Test 2	09-Jan-2025	11:55 AM	11:56 PM	⋮
3	Test 3 Quiz	ADP Education	Fall 25	Test 3	09-Jan-2025	11:56 AM	11:56 PM	⋮

Showing 1 to 3 of 3 entries

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(Figure 4.0)

- For every activity why do we need to select a department, program, course and activity again and again? this is the same in assignments, quizzes, live classes, paper etc. **(Figure 5.0)**

CREATE LIVE CLASS

Department: Education

Component: English, Business Administration, CS and IT, **Economics**, Mass Communication, Mathematics, Psychology

Program/ Degree Name: ADP Education - Asynchronous

Course: Education Method

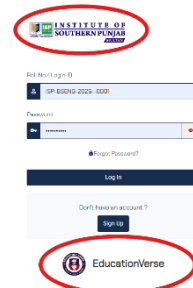
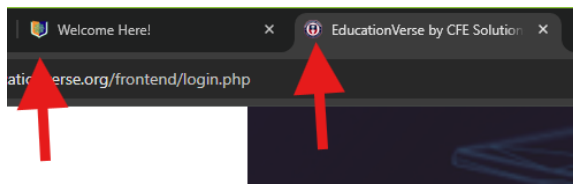
Live Class Password:

Live Class Time: mm/dd/yyyy

Close Create Live Class

(Figure 5.0)

- Logos and favicon are following:



**INSTITUTE OF
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MULTAN**

7. The newly admitted student is looking at the assignments of the previous semester's student.
(Figure 7.0)

The screenshot shows a web browser window displaying the 'Student Assignment' page of the Institute of Southern Punjab LMS. The page has a dark blue header with the institute's logo and name. A sidebar on the left contains a 'STUDENT PANEL' with links to Dashboard, Calendar, Fees, Transportation, Club & Societies, Club & Societies Events, Academics, Exams, Freezing, and User Experience. The main content area is titled 'ASSIGNMENT' and features a table with 3 entries. The table columns are Sr. No., Assignment Name, Program/Degree, Component, Section, Due Date, View Question, View Answer, and Action. The first three rows show assignments for 'ADP Education' in 'Fall 25', with due dates of '09/01/2025'. The 'Action' column for each row contains a 'Deadline Expired' link. Below the table, there is a pagination bar showing 'Showing 1 to 3 of 3 entries' and 'Previous', 'Next' buttons. The footer of the page includes '© EducationLense 2023' and 'By CFE Solutions'. The browser's address bar shows 'isp.odl.educationverse.org/frontend/StudentAssignment.php'. The Windows taskbar at the bottom shows the time as 2:42 PM on 1/16/2025.

Sr. No.	Assignment Name	Program/Degree	Component	Section	Due Date	View Question	View Answer	Action
1	Test 1 Assignment	ADP Education	Fall 25	Test 1	09/01/2025	View Question		Deadline Expired
2	Assignment Test 2	ADP Education	Fall 25	Test 2	09/01/2025	View Question		Deadline Expired
3	Assignment Test 3	ADP Education	Fall 25	Test 3	09/01/2025	View Question		Deadline Expired

(Figure 7.0)