



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे – ४११०३०.

Tilak College of Education, Pune 411030

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1633, Sadashiv Peth, S.P. College campus, Pune – 411030.

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Best Practice: Moderation of Internal Assessment at Tilak College of Education, Pune

1. Title of the Practice: Moderation of Internal Assessment

2. Objectives of the Practice:

The primary objectives of this practice are:

- To maintain the integrity and transparency of the internal assessment process.
- To ensure that the internal assessment reflects the true academic performance and effort of the students.
- To provide an unbiased and standardized evaluation mechanism that minimizes discrepancies and inconsistencies.
- To promote fairness in the grading system, thereby enhancing the credibility of the evaluation process.

3. The Context:

Internal assessment is a critical component of the academic evaluation process at Tilak College of Education. Given the importance of these assessments in determining students' final grades, it is essential that the process is fair, transparent, and free from bias. However, challenges such as subjectivity in grading, variation in evaluation standards among different faculty members, and potential errors necessitate a robust mechanism for moderation. The moderation process addresses these challenges by standardizing evaluation practices and ensuring consistency across all assessments.

4. The Practice:

The moderation of internal assessments at Tilak College of Education involves several key steps:

- **Formation of a Moderation Committee:** A committee comprising senior faculty members, subject experts, and external examiners is formed at the beginning of each academic year. This committee is responsible for overseeing the moderation process.
- **Standardization of Evaluation Criteria:** The committee establishes clear, objective criteria for evaluating internal assessments. These criteria are shared with all faculty members to ensure uniformity in grading.
- **Review and Cross-Verification:** After the initial grading by the subject teacher, a sample of assessments is randomly selected and reviewed by the moderation committee. This review includes cross-verification of marks awarded and feedback provided.

- **Adjustment of Grades:** If discrepancies are found during the review, the committee discusses them with the concerned faculty member. Adjustments in grades may be made to align with the standardized criteria.
- **Feedback to Faculty and Students:** The committee provides constructive feedback to faculty members on their grading practices. Students are also given feedback on their performance, with an emphasis on areas for improvement.
- **Documentation and Record-Keeping:** All steps of the moderation process are thoroughly documented, including the criteria used, the review process, and any changes made to grades. These records are maintained for future reference and audits.

5. Evidence of Success:

The moderation of internal assessments at Tilak College of Education has led to several positive outcomes:

- **Consistency in Grading:** There has been a noticeable reduction in discrepancies in grading, leading to a more consistent evaluation process across different subjects and faculty members.
- **Student Satisfaction:** Students have expressed greater confidence in the fairness of their assessments, leading to improved academic performance and satisfaction.
- **Credibility of the Institution:** The transparent and standardized moderation process has enhanced the credibility of the institution, making it a model for other educational institutions.

6. Problems Encountered and Resources Required:

Problems Encountered:

- **Resistance to Change:** Initially, some faculty members were resistant to the idea of external moderation, fearing it might undermine their authority.
- **Time-Consuming Process:** The moderation process is time-intensive, requiring careful coordination and review by the committee.

The moderation of internal assessments at Tilak College of Education is a best practice that has significantly improved the fairness, transparency, and credibility of the evaluation process. By addressing potential biases and ensuring consistency in grading, the college has set a high standard for academic assessment that benefits both students and faculty. This practice not only aligns with the goals of quality education but also upholds the institution's commitment to excellence in teacher education.

Principal
Tilak College of Education, Pune