

OP JINDAL UNIVERSITY, RAIGARH

Standard Operating Procedure for the Assessment and Question paper

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Implementing examination reforms based on the suggestions of the IQAC in the OPJU assessment system is a proactive step toward enhancing the quality and effectiveness of outcome-based education. Here are some measures that will be taken:

1. Integration of Course outcomes and Knowledge level into the question papers

The university has implemented a continuous evaluation system for outcome-based learning, incorporating various horizontal assessments such as Teacher Assessment (TA) (assignments, quizzes, unit tests, Moodle tests, seminars, oral presentations, etc.), Mid-term Exams, and End Semester Exams. To enhance the student-centric approach to assessment, course outcomes (CO) and knowledge levels (K) should be gradually integrated into the question papers.

2. Moderation of Assessment and Question paper

Moderation of assessment is an organized procedure that ensures the use of valid assessment material and consistent application of criteria. This ensures fair academic judgment and produces reliable outcomes in the form of marks or grades. It oversees the proper design and execution of assessment activities, culminating in the generation of valid and reliable results.

Moderation may be conducted in instances where:

- To determine the difficulty level of the question paper,
- To assess whether the assessment modes used cover the entire syllabus or not.
- There are a large number of low/fail grades or high grades,
- When a large number of students have received the same grade or there is clustering of students on letter grades,
- There are discrepancies between grades allocated to individual students in different courses,



The purpose of moderating an examination is to ensure it achieves the typical goals of end-of-course assessment. Key points to verify include:

- Do the questions communicate the examiner's intentions? Can students reasonably understand what is required of them?
- Are the questions manageable within the allotted time?
- Is the marking scheme sufficiently detailed for efficient and consistent grading?
- Does the exam effectively cover the material assessed?
- Are there any technical errors, such as mathematical mistakes?
- Could the writing style be enhanced for clarity?
- Is the difficulty level of the question paper appropriate, and do the assessment modes cover the entire syllabus?

The moderator for examinations typically comprises the Dean and Head of Department (HoD) or a senior faculty member from the department. The moderation process should be synchronized with the assessment timeline and result declaration timeframe to ensure efficiency and timely feedback.



03/02/22
Controller of Exam



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Registrar