



# National Institute of Educational Planning and Administration

*(Deemed to be University)*

## **2.2.1: The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learner**

NIEPA aims to ensure student success through flexibility and consultation for all students and participants. Through the process of individual inputs by faculty teaching the courses and collective reviews of scholars' work in periodic seminars, NIEPA has devised several strategies to creatively assess and continuously improve the learning levels of the students and other programme participants.

The course work in MPhil Ph.D. programmes is assessed through principles of Continuous and Comprehensive Evaluation (CCE), as well as aspects of the learning-outcomes-based approach that is emphasised by the UGC (Learning Outcomes-based Curriculum Framework, UGC 2018). Comprehensive learning involves multiple techniques of assessment embedded in the coursework, including regular feedback from faculty members during classroom transactions. Major assessment types comprise seminar presentations, term papers, book/research article reviews evaluated through class/group presentations, and a term-end written examination. Periodic class tests on quantitative research methodology are undertaken to assess students' learning levels and adapt and revise teaching strategies. Home assignments are evaluated and discussed in classrooms to clear students' doubts. In a way, the teaching and training programmes of NIEPA adhere to both 'assessment of learning' and 'assessment for learning.'

The coursework involves preparing summaries of each lecture by scholars, which is then systematically recorded and assessed by respective teachers for clarity on concepts and analytical understanding. In some courses, teachers encourage students to prepare presentations. Presentations are accompanied by group discussions among students, spread over 2-3 days, which provides an opportunity for developing deeper conceptual clarity. Research scholars also get personalized inputs in tutorials with their guides.

Such forms of engagement offer different ways of assessment covering disciplinary knowledge, analytical skills, reasoning skills, critical thinking, presentation skills, research and academic writing skills, teamwork, and capabilities to engage respectfully with diverse groups.

Letter Grades are awarded based on the performance of scholars in their coursework and writing of a dissertation. Scholars who secure less than 'B-' grade are given an opportunity to improve their grades in four out of seven courses (NIEPA, 2018). C grade is the minimum qualifying grade in each course, and clearing the coursework is mandatory for submission of the dissertation. To strengthen their dissertation for academic rigour, scholars get the chance to make presentations on their MPhil research at least twice before the final submission to seek inputs and get feedback from peers and faculty members.

The flexibility in submission dates if required and, in some cases, revision of examination dates helps students complete their tasks efficiently.

NIEPA has the enabling policy for its learners' learning at various levels through fellowships and learning support. The scholars are encouraged to publish in journals. NIEPA's Journal of Educational Planning and Administration (JEPA) has adopted a policy of internal review of papers submitted by its scholars. This policy helps scholars get professional guidance to refine their article before it is sent for external review. In addition, NIEPA helps scholars and learners in different programmes to get support in the form of peer and faculty reviews of their work.