

National Institute of Educational Planning and Administration

(Deemed to be University u/s 3 of the UGC Act, 1956)



NAAC



2.1.

Master of Arts (MASLM)

PROSPECTUS

2026 - 27



Vision

To evolve a humane learning society through advancement of knowledge

Mission

To become a centre of excellence in educational policy, planning and management by promoting advanced level teaching, research and capacity building in national and global contexts

Message from the Vice-Chancellor

The National Institute of Educational Planning and Administration (NIEPA), established by the Ministry of Education, Government of India, is a premier national organization dealing with capacity building and research in planning and management of education. Recently, NIEPA has been accredited with Grade 'A' by the National Assessment and Accreditation Council (NAAC).

The NIEPA comprises of eight Academic Departments and two Centres. It has an outstanding multi-disciplinary faculty and a library which is well stocked with a large number of books, national and international journals and official documents in the area of educational planning and administration.

The NIEPA offers Ph.D. Programme and Master of Arts in Education and Development from a broader multi-disciplinary perspective. The programmes of NIEPA cover all levels and types of education from both national and international development perspectives.

The NIEPA has extensive collaborative arrangements with reputed universities and institutions, within and outside India. These include the International Institute for Educational Planning (IIEP, Paris), the UNESCO, UNICEF, UNDP, the World Bank, international development agencies, and universities in India and abroad.

I am delighted that NIEPA is launching the pioneering Master of Arts in Artificial Intelligence in Education and Master of Arts in School Leadership and Management programmes from this academic year. These programmes respond to the urgent need for professionals who can bridge the gap between technology, leadership and educational practice, as envisioned by the National Education Policy (NEP) 2020. I am confident these programmes will produce graduates who will lead transformative initiatives in education across India and the world.

We look forward to receiving young and bright scholars at the NIEPA who are committed to the pursuit of knowledge and excellence in education. I am sure NIEPA as a prestigious institution will be of choice for furtherance of your ideas and scholarship.

(Prof. Shashikala G. Wanjari)

April, 2026

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1. About the National Institute of Educational Planning and Administration

The National Institute of Educational Planning and Administration (NIEPA) has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators. This became the Asian Institute of Educational Planning and Administration (AIEPA) in 1965. Subsequently, with increasing role and functions in capacity building, research and professional support services to the state governments, this institution became National Institute of Educational Planning and Administration (NIEPA) in 1979. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the NIEPA was conferred the status of a (deemed to be) University in August 2006 under Section 3 of the University Grants Commission Act, 1956 and was renamed as National Institute of Educational Planning and Administration with the power to award degrees. The NIEPA is fully funded by the Ministry of Education, Government of India.

NIEPA is home to India's premier thinking on education and development policy, and its planning and implementation. Further, it provides training support to educational offices in India and abroad. Its unique mix of knowledge through research, teaching, capacity building and training activities makes it sought after destination for researchers. The institutional atmosphere of the NIEPA is rich with academic and co-curricular activities - attracting scholars and practitioners of education from around the world. Our research scholars participate in most deliberations and begin thinking of policy agendas, even as they pursue their academic journey. The academic experience encompasses diverse activities, including cultural events, sports and lectures by distinguished academics and intellectuals.

The NIEPA has a highly qualified faculty that includes specialization across a range of disciplines. This makes NIEPA a truly multi-disciplinary educational institution with proficiency across various disciplines of the social sciences and allied disciplines. The faculty also has a rich national and international academic and professional experience and have published on various themes and sub-sectors of education through various leading publication houses. NIEPA research scholars have also published in reputed national and international journals.

The NIEPA publishes two reputed journals managed by faculty-Journal of Educational Planning and Administration (JEPA) (in English) and Pariprekshya (in Hindi)

Academic Support Service Units

Library, Documentation Centre and Digital Archives

The NIEPA maintains a state-of-the-art library that caters to the needs of the scholars interested in working in the area of educational policy, planning and administration from disciplinary and multi-disciplinary perspectives. The library provides efficient services to facilitate the faculty, researchers, administrators, policy makers and participants of its capacity building programmes in their academic endeavours. It regularly subscribes to about 240 Indian and foreign journals and periodicals. The library is fully computerized and provides referencing services through Internet, ERIC and DELNET based virtual library mode.

The Library and Documentation Centre provides various services to its users viz. CAS, SDI, Reference Service, Web OPAC, Circulation, Xeroxing. The Library and Documentation Centre has been a member of Developing Library Networking (DELNET) to promote sharing of its resources, both at national and international levels. The library presently has a collection of over 60,000 books/documents and 7,616 journals besides a rich collection of reports of International Seminars and Conferences organized by International Agencies like UNO, UNDP, UNESCO, ILO, UNICEF, World Bank, OECD, etc. The library also subscribes to three online journals databases, JSTOR, ELSEVIER and SAGE.

A Digital Archives has been set up in the Institute to provide access to all documents in soft form in one place as a source of reference and research on all aspects, sectors and levels of education in India. The purpose is to create a community of users as an extended phase of the National Institute. User-friendly software, with multiple search options, is an in-built feature of the Digital Archives.

Computer Centre

The Computer Centre backs up the information technology needs of the Institute. It provides computing facilities and internet services to all the trainees and staff members of the National Institute. Appropriate network security is being maintained in the Institute. The Centre is equipped with state-of-the-art computing facilities which include IBM E-series server connected over a fast Ethernet.



Computer Centre

Publication Unit

The Institute has a publishing programme for dissemination of information on research and development in education. NIEPA's publication plays a vital role in the Institute's commitment to disseminate knowledge and information relating to the areas of educational policies, planning and administration by bringing out materials of various training programmes and other related content, in the form of reports, books, journals, newsletters, research papers and other publications. Some of the periodicals published by the National Institute include the Journal of Educational Planning and Administration (JEPA), Pariprekshya - a journal in Hindi language and ANTRIEP newsletter.



NIEPA Publication

Hindi Cell

The Cell offers academic support to research, training and dissemination through rendering in Hindi Professional literature on educational planning and management. The cell also helps in implementing the official language policy.

2. Master of Arts in School Leadership and Management MASLM

2.1. About the Programme

The Master of Arts in School Leadership and Management (MASLM) at the National Institute of Educational Planning and Administration (NIEPA) is designed to prepare educators and administrators for leadership roles in school education. The programme aims to develop a deep understanding of school leadership theories, management practices, and governance frameworks that are essential for effectively leading and managing schools in the contemporary educational landscape. The programme aspires to equip students with the knowledge, skills, and dispositions to lead school improvement initiatives, manage institutional resources effectively, foster a positive school culture, and drive educational excellence at the school level.

The programme addresses the critical need for professionally trained school leaders who can navigate the complexities of educational reform, implement policies effectively at the institutional level, and create inclusive, high-quality learning environments. It adopts a **multidisciplinary approach**, combining foundational concepts in school leadership and management with practical skills, application-oriented projects, a research component, practicums, internship and field attachment. It follows the National Credits framework (NCrF 2023) and is designed to be modular, adopting a blended modality to serve the needs and demands of the practitioners. Drawing on NIEPA's extensive expertise in educational planning and administration, and leveraging the work of the National Centre for School Leadership, this programme provides a unique blend of theoretical knowledge and practical application.

2.2. Employability Prospects

The MASLM offers various employment opportunities for the participants. The programme is diversified for meeting the leadership requirements of different professionals working in school education through the bouquet of **'elective courses'** designed to develop school leaders for diversified and specialized roles and skillsets. These include curriculum specialists and school leaders, pedagogical leaders, assessment experts, system level leaders at block and district levels, policy analysts, researchers in school leadership, leadership coaches, inclusion and equity leaders, and school supervisors and quality experts. These specializations also open avenues for expert job requirements from being school principals, vice-principals, academic coordinators, school administrators across government bureaucracy, in private, and international schools, as educational consultants, school improvement specialists, policy advisors for school education, teacher pedagogues and academic coaches and leaders in educational NGOs and development organizations. The programme also prepares graduates for careers in educational administration at the block, district, and state levels, as well as in research and academic institutions focused on school education and leadership development.

2.3. Programme Duration

The MASLM is a two-year full-time programme divided into four (4) consecutive semesters.

2.4. Programme Fee

	Fee Component	Amount	Remarks
Admission & Semester I	Registration fee	1000.00	Payable at time of admission or beginning of the first semester
	Library fee	1000.00	
	Computer fee	1000.00	
	Student welfare fund	1000.00	
	Alumni fund	1000.00	
	Tuition fee	8000.00	
	Semester End term Examination fee	1000.00	
	Misc. fee	1000.00	
	Caution fee	5000.00 (Refundable)	
	Total	20000.00	
Semester II	Tuition fee	8000.00	Payable at beginning of the second semester
	Library fee	500.00	
	Computer fee	500.00	
	Semester End term Examination fee	1000.00	
	Total	10000.00	
Semester III	Tuition fee	8000.00	Payable at beginning of the third semester
	Library fee	500.00	
	Computer fee	500.00	
	Semester End term Examination fee	1000.00	
	Total	10000.00	
Semester IV	Tuition fee	8000.00	Payable at beginning of the last semester
	Library fee	500.00	
	Computer fee	500.00	
	Semester End term Examination fee	1000.00	
	Total	10000.00	
Others	Issue of transcript	250.00	Payable along with the request form
	Provisional Certificate	500.00	
	Migration Certificate	500.00	
	Degree Certificate	1000.00	
	Fees to reappear end semester exam per subject (due to failure and / or to improve grades)	500.00	

Note: The fee structure mentioned above is subject to change as per the decision of the NIEPA. Exemption/relaxation for reserved candidates may be given as per UGC guidelines.

2.5. Number of Seats

The total intake of MASLM is 30. The reservation policy of the Central Government, issued from time to time, will be implemented for admitting the students.

2.6. Eligibility Criteria for Admission

The **MASLM** programme is designed to be practitioner centric. However, to infuse fresh insights and energy the program is also kept open for recent graduates in the field of school and teacher education who are committed to enriching the profession.

Essential Qualifications

Applicants must hold a **Graduate Degree** in any discipline along with a degree in education (this includes D. El. Ed/ Junior Basic Teacher (JBT) / Primary Teachers Certificate (PTC)/B.Ed./B.A.Ed. or B.Sc. Ed.) from a university recognized by the corresponding statutory regulatory body or equivalent qualification from a foreign educational institution accredited by an assessment and accreditation agency that is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country to assess, accredit or assure quality and standards of the educational institution..

A **minimum aggregate score of 55%** (or equivalent CGPA) is required in both degrees. A **relaxation of 5%** will be granted to candidates belonging to **SC/ST/OBC (non-creamy layer)/PWD** and other categories as per UGC and Government of India norms.

Desirable Qualifications

Experience in teaching or any educational sector

Candidates in employment who possess these qualifications are also eligible to apply. However, at the time of admission, they have to submit a “No objection Certificate” from the current employer, mentioning that the candidate will be granted leave to pursue the programme.

2.7. Submission of Application for Admission

Candidates should apply online in the prescribed form for admission to the MASLM Programme of NIEPA. An online link for filling and submitting application form for admission in MA(SLM) will be available on the NIEPA website.

A non-refundable fee of Rs. 1000/- for General Category & OBC-Creamy Layer candidates and Rs. 500/- for OBC-Non-Creamy Layer/SC/ST/EWS/PwD/Women candidates through online payment as an application entrance test fee, mandatory for submitting application for admission to the above programme.

The candidates applying under reserved category (SC/ST/OBC-NCL/EWS/PwD) must ensure that they possess the valid category certificate issued by the authorized issuing authority as on the date of filling out the application form. The applications of those candidates who do not produce the required documents related to their qualifications and category will be summarily rejected. No further correspondence in this regard will be entertained.

The checklist of the required documents to be uploaded with the online application form is as under:

- Graduation Mark-sheet and Degree certificate
- Marksheet and Degree Certificate of degree in Education
- Certificate of Date of Birth
- SC/ST/OBC/EWS/Persons with Disabilities certificates, if applicable
- NOC from employer, if working
- Fee payment/submission receipt

2.8. Selection Process and Admission

As the program intends to prepare leaders in school education, it practices an aptitude and attitude-based screening of candidates. The candidates have to submit a personal statement of purpose (Annexure-1) with the application. This will be an ungraded activity; however, it will form a basis for the qualifying face-to-face or online interview. The candidates will have to interact with the Interview Committee. The interview will be of 50 marks and the candidates will be admitted according to their merit in their respective categories.

2.9. Admission Calendar

1.	Online Application Starts	April 24, 2026
2.	Online Application Closes	June 30, 2026
3.	Screening of Application	July 14, 2026
4.	Personal Interviews	July 21, 2026
5.	Declaration of Final Results	July 30, 2026
6.	Date of Admissions	August 03, 2026
7.	Commencement of the Classes	August 10, 2026

Changes, if any, will be intimated through the NIEPA website: www.niepa.ac.in

2.10. Programme Structure & Curriculum

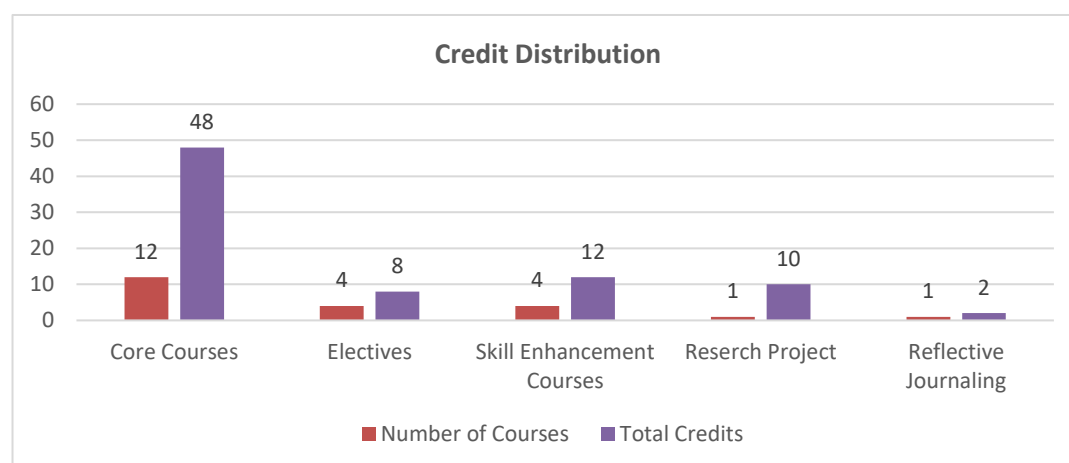
The MASLM of Arts (School Leadership and Management) is a blended learning programme with both online and face-to-face learning modalities, specifically designed to meet the learning needs of school professionals. It has five essential components: the Core Courses (CC), the Elective Courses (EC), the Skill Enhancement Courses (SEC), a capstone project as the research component (RC), and reflective journaling (RJ). All five are compulsory for the MASLM. The courses are divided into four semesters, each comprising three core courses, one elective course and one skill enhancement course along with continuous engagement with research and reflective journal writing. Each core course is of four credits, each elective courses is of 2 credits, and skill enhancement courses is of three credits. The program provides flexible pathways (such as entry/exit options and credit transfer) to allow learners from different disciplines or at different levels of professional experiences to join and progress according to their preparedness and goals. As per the NCrf2023, framework the program will also allow for the creditization of relevant work experience upon assessment, potentially adjusting the duration of the program.

There will be a curriculum guide for the MASLM.

2.11. Assessment and Certification

All the core and elective courses will be assessed through continuous and comprehensive evaluation and semester-end written examination. The skill enhancement courses will be assessed through practical tasks and activities.

The students of MASLM have to undertake courses for 80 credits. Upon successfully completing 80 credits, they will be awarded a Degree in Master of Arts in (School Leadership and Management).



Each 4-credit course is designed to involve approximately 120 hours of learner engagement, which includes 45 hours of lectures, 15 hours of tutorials, 30 hours of student activities (including practicum), and 30 hours for assignments/group work components. Practical and experiential learning is integrated throughout the curriculum, aligning with the UGC's emphasis on "lecture courses with practicum" and a focus on *Strategies and Skills Learning and Development (SSLD)*.

2.12. MASLM Programme Committee

1.	Prof. Kumar Suresh	Chairperson
2.	Prof. Vineeta Sirohi	Member
3.	Prof. P.K. Misra	Member
4.	Dr. Suman Negi	Member
6.	Dr. Sangeeta Angom	Member
7.	Dr Kashyapi Awasthi	Coordinator

3. General Information

- a. The face-to-face learning sessions will largely be arranged in the summer and winter breaks to facilitate the working professionals.
- b. Admitted candidates, who are already employed, shall have to submit a 'No Objection Certificate' from their current employers stating an assurance of leave for the required period.
- c. All the admitted students shall be subject to the rules and regulations of NIEPA regarding attendance, leave and other aspects. A minimum of 75 per cent attendance is mandatory to appear in the end-term examinations for all semesters.
- d. All the students are expected not to get involved in ragging activities in any manner. Any candidate indulging in such activities would be punished as per the UGC guidelines.
 - Anti-Ragging: UGC Helpline No. 1800-180-5522(24x7 toll free) or
Email: helpline@antiragging.in
 - NIEPA Contact No. 011-26544838
 - Internal Complaints Committee: Contact No. 011-26544838
 - Equal Opportunity Cell: Contact No. 011-26544862
 - Grievance Redressal Committee: Contact No. 011-26544865
 - Student Cell (for any support): Contact No. 011-26544823
- e. Care will be taken to provide the necessary support to students with special needs in all possible ways.

Annexure 1: Question for Reflective Engagement

Welcome to the Masters of Arts in School Leadership and Management programme. Before you join us for this programme, please pause to reflect on the key essentials that make a transformational school leader. This will give us an understanding of your journey as a teacher and leader, your aptitude and attitude, and where to begin in terms of leadership development. For this, choose **any five** of the following 20 questions. Justify and illustrate your answers between 800-1000 words.

1. What, in your view, is the fundamental purpose of education—and what should it explicitly **not** try to achieve?
2. How would you respond to a system where education is reduced to examination performance? What would you change first, and why?
3. If schooling disappeared tomorrow, what essential human functions would be lost—and which ones are schools currently failing to fulfill?
4. Can meaningful learning happen without teaching? If yes, what then is the role of teaching? If not, why not?
5. How do you reconcile curriculum completion with deep learning in constrained school systems?
6. Is school leadership about compliance, culture-building, or instructional improvement? Rank these in order of priority and justify.
7. Describe a situation where following the rules would harm student learning. What should a school leader do?
8. What does “equity” look like in a real classroom—not as a slogan, but as daily practice?
9. If you were given full autonomy over a struggling school for one year, what are the **three non-negotiable changes** you would implement first?
10. How should a school leader influence classroom practice without becoming a supervisor who only inspects?
11. What evidence would you look for to judge whether “learning” is actually happening in a classroom?

12. If a high-performing school shows excellent results but engages in exclusionary practices, how would you evaluate its success?
13. What is more important: fairness or compassion in school leadership? Can they conflict? Give an example.
14. Can a school improve learning outcomes without improving relationships among staff? Why or why not?
15. How would you handle a competent but toxic teacher who negatively affects school culture?
16. Policies often articulate progressive visions, but schools remain unchanged. Where does the breakdown occur?
17. How should a school leader interpret policy: as a directive, a guideline, or a negotiable framework?
18. What assumptions about education do you hold that might be wrong?
19. Describe a belief you once held about teaching or leadership that you have since changed. What caused the shift?
20. You observe a classroom where the teacher is well-prepared, students are quiet, notebooks are complete, but there is no evidence of thinking or engagement. How would you respond as a school leader?

Vice-Chancellor

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