

M.PHIL-PHD COMPULSORY COURSES

Course Objectives and Course Outcomes



National Institute of Educational Planning and Administration (NIEPA)

17-B Sri Aurobindo Marg, New Delhi 110016

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Name of the Course	CC-1: Perspectives on Education
Credits	Two (2)
Sessions	Thirty Six (36)
Course coordinator	Prof. A. K. Singh
Course Objectives	<ul style="list-style-type: none"> • To acquire knowledge and understanding of key concepts, ideas and theories related to education and development. • To critically reflect on contemporary educational issues from the multiple perspectives of social science disciplines.
Course Outcomes	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • to explain relevant key concepts, ideas and theories related to education and development. • to critically examine educational problems and issues from the disciplinary perspectives of social sciences, including Sociology, Economics, Political Science and Psychology. • to explain the application of ideas, concepts and theories in examining the current and emerging educational problems and issues

Name of the Course	CC-2: Education in India
Credits	Two (2)
Sessions	Thirty Six (36)
Course coordinator	Prof. Pranati Panda
Course Objectives	<ul style="list-style-type: none"> • To develop an in-depth understanding about the development of education in India, and exploring in detail the change and continuity in the contemporary Indian education system; • To deliberate on the issues and challenges of education sector to contemporary paradigms of educational development; • To develop a deeper understanding of the implication of international commitments and impact of global forces on Indian education from comparative perspective.
Course Outcomes	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • To explain nature and extent of development of education in India; • To identify issues and challenges of education sector; • To explain the impact of global forces on Indian education from comparative perspective.

Name of the Course	CC-3: Research Methodology – I
Credits	Two (2)
Sessions	Thirty Six (36)
Course coordinator	Prof. Mona Khare
Course Objectives	<ul style="list-style-type: none"> • To develop the basic understanding of research methods as applied in disciplinary advances of knowledge; • To gain understanding of the research process, its designs and ethical issues involved both in fundamental and applied research; • To sharpen their abilities in analysing information; and • To critically examine research in education, documentation and articulation of ideas.
Course Outcomes	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • To have basic understanding of research methods as applied in disciplinary advancement of knowledge; • To explain research process, its designs and ethical issues involved in both fundamental and applied research; • To do analysis of available data in ascertaining the nature and extent of the problem; and • To formulate research problems and prepare research design.

Name of the Course	CC-4: Educational Policy
Credits	Two (2)
Sessions	Thirty Six (36)
Course coordinator	Prof. Sudhanshu Bhushan
Course Objectives	<ul style="list-style-type: none"> • To examine the rational-technical-empirical approaches to policy • To develop the foundations of normative approach to policy • To examine the structure and processes in policy in relation to goals of education in India.
Course Outcomes	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • to critically examine the rational-technical-empirical approaches to policy; • to develop the foundations of normative approach to policy; and • to examine the structure and processes in policy in relation to goals of education in India.

Name of the Course	CC-5: Research Methodology-II Qualitative Research Methods (CC5-A)
Credits	Two (2)
Sessions	Thirty Six (36)
Course coordinator	Prof. Madhumita Bandyopadhyay
Course Objectives	<ul style="list-style-type: none"> • To familiarise students with different types of qualitative methods, design and techniques. • To enhance students' skill in the use and applicability of qualitative approaches and designs. • To enhance the interpretation and analytic ability of the students in the qualitative tradition.
Course Outcomes	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • to explain different types of qualitative methods, design and techniques. • to demonstrate necessary skills in the use and applicability of qualitative approaches and designs. • to apply the interpretation and analytic ability in the qualitative tradition.

Name of the Course	CC-5: Research Methodology-II Quantitative Research Methods (CC5-B)
Credits	Two (2)
Sessions	Thirty Six (36)
Course coordinator	Prof. P. Geetha Rani
Course Objectives	<ul style="list-style-type: none"> • distinguish between continuous and discrete (or categorical) variables and choose appropriate statistical methods • explain the relationship between explanatory variables and the dependent or a continuous outcome variable • work on point estimates and confidence intervals and carry out hypothesis tests for regression coefficients and know the statistical significance of the estimated parameters • specify and formulate multiple regression models appropriate for various research problems and interpret the estimated results • test the assumptions of OLS and examine the data to evaluate the conformity of those assumptions • identify the non-applicability of OLS method and explain the limitations of OLS for those data • formulate logistic regression models for binary and multinomial dependent variables and interpret the estimated results • interpret the estimated results that were arrived using the learnt statistical tools and summarize the results

Course Outcomes	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none">• to distinguish between continuous and discrete (or categorical) variables and choose appropriate statistical methods;• to explain the relationship between explanatory variables and the dependent or a continuous outcome variable• To work on point estimates and confidence intervals and carry out hypothesis tests for regression coefficients and know the statistical significance of the estimated parameters• to specify and formulate multiple regression models appropriate for various research problems and interpret the estimated results• to test the assumptions of OLS and examine the data to evaluate the conformity of those assumptions• to identify the non-applicability of OLS method and explain the limitations of OLS for those data• to formulate logistic regression models for binary and multinomial dependent variables and interpret the estimated results; and• to interpret the estimated results that were arrived using the learnt statistical tools and summarize the results

Name of the Course	CC-6: Educational Planning
Credits	Two (2)
Sessions	Thirty Six (36)
Course coordinator	Prof. K. Biswal
Course Objectives	<ul style="list-style-type: none"> • Concepts, types and theoretical foundations of educational planning; • Strategic planning in education and related techniques, in general, and their application in formulating district education development plans and institutional development plans, in particular; • Educational decentralisation in India and district planning practices; and • Sources and changing methods of financing education in India, including aid to education, and their influence on development policy and programme planning.
Course Outcomes	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • To explain and illustrate key concepts, types and theoretical foundations of educational planning; • To explain strategic planning in education and related techniques, in general, and their application in formulating district education development plans and institutional development plans, in particular; • To analyse educational decentralisation in India and district planning practices; and • To identify the sources and changing methods of financing education in India, including aid to education, and their influence on development policy and programme planning.

Name of the Course	CC-7: Educational Administration and Management
Credits	Two (2)
Sessions	Thirty Six (36)
Course coordinator	Prof. Kumar Suresh
Course Objectives	<ul style="list-style-type: none"> • Develop conceptual and theoretical understanding along with exposure to the principles and practices of educational administration, management and governance as well as critical reflection on emerging trends and discourses in a comparative perspective. • Create awareness about the structural arrangements for educational administration at the federal, state, sub-state and institutional levels for all sectors of education. • Develop analytical understanding of issues and emerging trends in educational administration, management and governance. • Enable the scholars to identify issues of research in critical areas of educational administration, management and governance.
Course Outcome	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • To explain concepts, principles and practices of educational administration, management and governance as well as critical reflection on emerging trends and discourses in a comparative perspective. • To examine the structural arrangements for educational administration at the federal, state, sub-state and institutional levels for all sectors of education. • To analyse current and emerging trends and issues in educational administration, management and governance. • To identify issues of research in critical areas of educational administration, management and governance.

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List of Optional Courses

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Name of the Course	OC-1: Higher Education: Issues and Perspectives
Credits	Two (2)
Sessions	Eighteen (18)
Course coordinator	Dr. Aarti Srivastava
Course Objectives	<ul style="list-style-type: none"> • To develop conceptual understanding of the scholars in higher education. • To develop the scholar's capacity to interpret the basic issues related to higher education. • To develop critical reflection among scholars on issues related to higher education.
Course Outcomes	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • To develop conceptual understanding of the scholars in higher education. • To examine the current and emerging problems and issues related to higher education. • To reflect critically on issues related to higher education.

Name of the Course	OC-2: Education and Skill Development
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. Vineeta Sirohi
Course Objectives	<ul style="list-style-type: none"> • To understand and critically engage with the theoretical background of education and skill development in the context of lifelong learning. • To understand the approach adopted by select countries towards skill development. • To understand the national perspective of skill development in terms of policies, structures, functions, programmes and recent developments. • To understand the issues related to skill development in India.
Course Outcome	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • Understanding the theoretical principles of education and skill development. • Ability to examine and appraise the approaches of skill development adopted by various countries. • Understanding and analysing policies and the system of skill development in India • Critically appreciating the issues related to skill development.

Name of the Course	OC-3: International and Comparative Education
Credit	One (1)
Sessions	18
Course Coordinator	Mona Sedwal
Course Objectives	<ul style="list-style-type: none"> • To reflect on the basic parameters and theories and develop a capacity to engage in a disciplined way with key questions in comparative education, including equality, equity, transparency and inclusiveness in educational provision. • To develop an understanding as well as competency to cultivate a logic of comparative analysis. • To critically identify, analyse, and reflect on educational policy options and potential drivers of change with the analytical and research skills.
Course Outcome:	<p>After completion of the course, the candidates will be</p> <ul style="list-style-type: none"> • Able to deliberate on basic theories on comparative education with specific reference to equality, equity, transparency and inclusiveness in educational provision. • They will be equipped to critically identify the policies that reflect the potential gaps for bringing change with their analytical and research skills.

Name of the Course	OC-4: Educational Management Information System
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. K. Biswal
Course Objectives	<ul style="list-style-type: none"> • To sensitise the scholars about the role of information systems in decision-making process; • To examine various types of information systems in education; and • To demonstrate the use of information systems in educational planning and management by using unit-level data with the help of statistical packages.
Course Outcome	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • Able to understand the existing educational management systems and their role in educational planning and policy making. • Using available educational database collected with the EMIS support for research, policy, planning and management of educational functionaries.

Name of the Course	OC-5: Community Participation and Local Governance in School Education
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. Madhumita Bandyopadhyay
Course Objectives	<ul style="list-style-type: none"> • Understand key theoretical concepts regarding local governance and community participation in the process of educational planning and management; • Understand the role and the status of local governance involving community and Panchayati Raj Institutions in the management of schools in India and in different state specific context; and
Course Outcome	<p>After completion of the course the candidates will be –</p> <ul style="list-style-type: none"> • Able to examine the impact of local governance and community-based planning and management of schools on the overall educational situation, and also participation of scholars in educational institutions.

Name of the Course	OC-6: Early Childhood Care and Education
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. Rasmita Das Swain
Course Objectives	<ul style="list-style-type: none"> • Understand the significance of ECCE. • Review policies relevant to ECCE. • Understand the policy implementation after 2013 and contextualisation of policy in various states. • Develop ability to critically analyse ECCE programmes and impact of ECCE.
Course Outcome	<p>After completion of the course the candidates will be –</p> <ul style="list-style-type: none"> • To understand the developmental underpinnings of early care and learning and its implication for providing enabling learning environment • To understand the factors that influence the direction of government action and the effects of government action across states and UTs. • To analyses the ECCE programmes and its activities that impact ECCE quality

Name of the Course	OC-7: Equity and Multicultural Education
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. Kumar Suresh
Course Objectives	<ul style="list-style-type: none"> • To develop conceptual and theoretical understanding of various issues, dimensions of equity and multicultural education. • To prepare scholars to develop perspective and identify issues of research on the themes of equity and multicultural education. • To equip the scholars to develop and use tool for researching issues of equity and diversity.
Course Outcome	<p>After completion of the course the candidates will be –</p> <ul style="list-style-type: none"> • Able to understand the various dimensions to equity and multiculturalism in education. • Able to identify and develop a deeper understanding of equity and diversity in research.

Name of the Course	OC-8: Democracy, Human Rights and Education
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Dr. Manisha Priyam
Course Objectives	<ul style="list-style-type: none"> • To familiarise scholars with basic concepts of rights, specifically human rights in a democracy; • To familiarise scholars with the international regime for human rights; and • To familiarise scholars with concepts of international development and education as a human right.
Course Outcome	<p>After completion of the course the candidates will be –</p> <ul style="list-style-type: none"> • Develop an understanding on the growth of the idea of human rights at international and national level • To understand the importance of RTE act 2009 • To identify issues and problems relating to the realisation of right to education • To analyse and evaluate concept and ideas on education, democracy and human rights.

Name of the Course	OC-9: Education, Gender and Development
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. Madhumita Bandyopadhyay
Course Objectives	<ul style="list-style-type: none"> • To develop conceptual understanding of gender equality in education. • To develop a perspective on contemporary policy debates on gender and education. • To equip students to conduct research into aspects of gender, education and development.
Course Outcome	<p>After completion of the course the candidates will be –</p> <ul style="list-style-type: none"> • Conceptual understanding about community participation and local governance, • The knowledge about policy and practices that promote community participation and involvement of local stake holders in planning and management of educational institutions specially schools. • Their capacity of institutional planning involving communities, school staff and grass-root level functionaries, the challenges they face during their participation in planning process as well as the way they overcome these challenges.

Name of the Course	OC-10: Education, Literacy and Lifelong Learning
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Dr. Sunita Chugh
Course Objectives	<ul style="list-style-type: none"> • To gain a broad and comparative understanding of historical and contemporary trends and dimensions of education, literacy and lifelong learning at international and national level. • To acquire knowledge and understanding of the global policies and innovative programmes of adult, continuing and lifelong learning with special focus on India; • To get a basic knowledge and understanding of the conceptual aspects of lifelong learning campaigns and gain insights into the operational dimensions of the programme; • To draw insights to evolve new strategies to tackle the problem of planning for lifelong education in Indian contexts;
Course Outcome	<p>Students will be able to</p> <ul style="list-style-type: none"> • Develop an understanding on the intimate relationship between literacy and lifelong learning in the context of SDG 4. • Get a perspective on literacy acquisition and development in and out of school with focus on NEP 2020. • Understand the importance of Literacy for human development and for improving the quality of life. • Develop deep knowledge on an integrated approaches to literacy and skill development.

Name of the Course	OC-11: Economics of Education
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. P. Geetha Rani
Course Objectives	<ul style="list-style-type: none"> • To develop an understanding of the evolution of economics of education as a discipline and its impact on economic growth and development of any nation and society. • To inculcate the basic theoretical approaches to economics of education such as human capital and the rate of return approach, social choice theory, labour market theories and arguments on characteristics of education and their alternative financing options.
Course Outcome	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • The scholars will be able to understand the evolution of economics of education as a discipline and its impact on economic growth and development of any nation and society. • The Scholars will be able to inculcate the basic theoretical approaches to economics of education such as human capital and the rate of return approach, social choice theory, labour market theories and arguments on characteristics of education and their alternative financing options.

Name of the Course	OC-12: Globalisation and Education
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Dr. Aarti Srivastava
Course Objectives	<ul style="list-style-type: none"> • To provide scholars a theoretical perspective of the dynamics of globalisation and its impact on education. • To induct scholars as researcher in the area relating to globalisation and education.
Course Outcome	<p>After completion of the course, the candidates will be:</p> <ul style="list-style-type: none"> • The scholars will be able to understand the theoretical perspective of the dynamics of globalization and its impact on education. • The scholars will be inducted into using the globalized dynamics and its impact on Education into their research arena.

Name of the Course	OC-13: Inclusion in Education of Persons with Disabilities
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. Veera Gupta
Course Objectives	<ul style="list-style-type: none"> • To understand concept of inclusive education • To gain critical insight about international and national policies and programmes for education of CwD • To develop skills for developing inclusive schools: Processes and strategies.
Course Outcome	<ul style="list-style-type: none"> • To describe genesis of inclusive education in India • To write legal framework of inclusive education in India. • To practice inclusion in school and classroom.

Name of the Course	OC-14: Professional Development and Management of Teachers
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. Pranati Panda
Course Objectives	<ul style="list-style-type: none"> • To enable scholars to explore and understand the different dimensions of teacher management and teacher professional development. • To familiarise them with the recent global and Indian research work on these subjects and using country case studies reflect on what India can learn from the global educational reform processes.
Course Outcome	<p>By the end of this course, scholars will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the understanding of concepts, approaches, dimensions, models of teacher management and teacher professional development at all levels of education. • Synthesize knowledge of recent global and Indian researches to better understand and improve teacher management system and teacher professional development. • Evaluate evidence from country specific case study to determine and implement best practice for teacher management, teacher preparation and teacher professional development. • Articulate teacher policy choices on teacher quality and effectiveness. Identify the major issues related to teacher management and teacher professional development and outline the model of teacher preparation and their professional development in the Indian context.

Name of the Course	OC-15: School Leadership
Credits	One (1)
Sessions	Eighteen (18)
Course coordinator	Prof. Rashmi Diwan
Course Objectives	<ul style="list-style-type: none"> • Enhance understanding of a school and leadership in different cultural, social and organisational contexts. • Develop conceptual clarity of school leadership, explain theories and models of school leadership and applications in the real school practices. • Strengthen research abilities for undertaking research within the broader domain of school leadership.
Course Outcome	<p>After completion of the course the candidates will be –</p> <ul style="list-style-type: none"> • Students were assessed on their understanding on schools and leadership practices, theories and models. • Students chose areas of their choice under school leadership and did a critical review paper as an assignment • Many students took up school leadership as an area of research