

M Phil in Development Studies

Rationale

The 21st century has become the world of complex challenges in development making ever greater demands to professionals working from policy planning to implementation level in development sector. Meeting these challenges demands for creative development professionals who can apply and integrate critical thinking and practical experiences from a wide range of perspectives and can be innovative in seeking meaningful solutions. The Mphil (Master of Philosophy) in Development Studies is the outcome to cater the needs of this complex society in specific to development sector.

The MPhil in Development Studies which began in 2005 aims to prepare professionals who could contribute to development sector at local, national as well as at the global levels. The students in the program will have a deep understanding of development theories and acquire a wide knowledge of fundamental policy trends in development worldwide. The program aims to meet the demands of the local and national needs of development professionals as well as international market by training and educating individuals who have independent research capabilities, highly developed national and international experience to work in international organizations, government agencies, NGOs, research institutions, higher education institutions, and related areas. The program aims to equip students with the analytical and practical skills they need to engage critically in development issues and debates from an interdisciplinary perspective, and to work across the intersections of development policy, research and practice.

The objective of the program thus is to enable students to engage in social transformation processes utilizing research based knowledges and through critical and comparative analysis and interpretation of social, cultural, economic, and political contexts that influence development policy and practice at the local, national and global level. It is expected that such capability would give the students a unique strength to come up with a innovative approaches to address the concerns of development and education.

Structure of the program

As per the present design of KUSOED MPhil, each student must take a minimum of 12 credit hours of courses as core courses and 15 credit hours of courses as concentration courses. All students must also write a research dissertation on agreed topic which is equivalent to 6 credit hours. In case of those students who come from non-educational background, they need to take an extra course of foundation of education of 3 credit hours. The description of each course is presented below:

Core Courses

Course Title: Research Methods in Education and Social Science (3 credit)

Course Code: EDUC 521

Nature of the Course: Theory

This course aims at offering an introduction to research methods in education. Participants will learn about basics of research methods, the philosophical and theoretical underpinnings of qualitative, quantitative and mixed methods research. In particular, this course will help the participants to understand and practice identifying and stating the research problem, formulation of research purpose and questions, design the research, data collection, and analysis process of quantitative and qualitative data. At the end of the course, the participants will have a sufficient understanding of the major paradigms of research in order to locate their research within these paradigms, and to provide a basis for further examination of their preferred method. Likewise, by the end of the course, the students will develop necessary knowledge and skills to design, plan and implement a research project following either of the approach.

Course Title: Statistical Methods in Education and Social Science Research (3 credit)

Course Code: EDUC 522

Nature of the Course: Theory

This is the course designed for post-graduate student researchers on statistical methods and research. The course covers fundamentals of descriptive and inferential statistical techniques. The aim of the course is to develop competency and ability to use these techniques in educational and social science research. The emphasis of the course is more on interpretation of results and understanding their strengths and limitations of different statistical measures. These days use of computer in statistical analyses has become indispensable and different software are available for

this purpose. This course also emphasizes use of these different software in carrying out statistical analyses. At the end of the course, students will have thorough understandings of statistical methods and their use in education and social research using computer and will be able to carryout these activities independently.

Course Title: Advanced Qualitative Research Methods (3 credit)

Course Code: EDUC 621

Nature of the Course: Theory

This course aims to take the students at higher level of understanding and practicing research focusing on qualitative or non-positivist research methods in education and social science. Students in this course will participate in learning, debating, designing and practicing research with different approaches under the broader paradigm of non-positivism along with their philosophical and theoretical underpinnings. At the end of the course, students will have the capability in designing, implementing, and evaluating the research works based on qualitative methods. The course emphasizes that students build on critical analytical perspectives on different philosophies, paradigms and approaches to carrying out research, particularly the qualitative research. The course will also focus on discussing Mixed Methods Research, its philosophical and theoretical bases as well as procedural aspects with the purpose of making students capable for selecting the right approach for a given research and carrying out the research accordingly.

Course Title: Advanced Quantitative Research Methods (3 credit)

Course Code: EDUC 622

Nature of the Course: Theory

This is an advanced level course designed for post-graduate student researchers with a prior background in basic statistics. The course introduces fundamentals of advanced statistical tools and techniques used in research. The aim of the course is to develop capability in students to use computer based advanced statistical techniques and models in educational and social science research and be able to interpret results in an independent manner. As the course is heavily based upon statistical software, prior experience/skills in using these software is essential.

Course Title: Writing for Professionals (1 credit)

Course Code: EDUC 514

Nature of the Course: Theory

Professionals in education are required to communicate through many different kinds of media. One of them, writing, is an especially important means to sharing ideas, influencing others, and providing leadership in the society. As the English language is the second language for Nepali students, this course is designed to offer the chance to gain experience in organizing ideas and to improve communication through writing in English. As a result of active participation in this course, students will develop skills essential for writing tasks including research reports, thesis or dissertation, letters, and other communications required for education professionals as well as for evaluating writing done by others.

Course Title: Seminar: Issues in Education (1+1 credit)

Course Code: EDUC 513

Nature of the Course: Practical

This course is designed to enhance the graduates' skills in order to logically and practically project and discuss educational issues over all aspects of educational trends and development. In this course students prepare and present a seminar paper. As this course will not have 'lecture sessions' students will know learning by working independently and will build confidence for their future professional life. By participating in this course, students will be aware on approaches, methods and specific techniques on project/program evaluation. They will also be able to identify the key educational issues, analyze those issues from different perspectives and present a view point on addressing those issues. As students would also have to critique on seminar papers prepared and presented by their classmates, they will also have sound understanding on academic review process.

Concentration Courses

Course Title: Sociology of Education (3 credit)

Course Code: EDUC 542

Nature of the Course: Theory

The main aim of this course is to help students develop a critical understanding of educational processes as a part of larger social structure and process. As theories are key to understanding and explain different social and educational processes, the course intends to develop the capacity of the students in understanding some of the major theoretical strands in sociology of education. It is expected that by understanding different theoretical perspectives students would be able to realize different meanings and contexts in which the schooling and education function and in turn influence other societal processes. Specifically, this course intends to discuss with some of the key processes and actors that play key role in educational processes. Likewise, structure, functioning and governance of school as an organization, its role as a social and developmental change agent are also key aspects of the course in order to understand how different social actors and processes influence the processes of schooling.

Course Title: Program Monitoring and Evaluation (3 credit)

Course Code: EDUC 543

Nature of the Course: Theory

Monitoring and evaluation are management tools that help determine how a plan is being implemented and whether the plan implementation is going towards the right direction, and what improvements are needed in the plan to achieve the desired outcomes. This course is designed to impart theoretical and practical aspects of monitoring and evaluation of the development projects and programs. It is expected that the course would facilitate the students on identification and assessment of the needs and problems of development contexts and processes, construction and evaluation of the logical frameworks including various levels of objectives and indicators, preparation of monitoring and evaluation systems for development programs/projects and conduction and management of monitoring and evaluation of development program.

Course Title: Economics of Education (3 credit)

Course Code: EDUC 544

Nature of the Course: Theory

Economics plays prominent role in the development of education which can be seen at all levels including global, national, local and at the level of the family and individual. Likewise, the role of education is critical in economic advancement. This course Economics of Education aims to

prepare the students critically understand this dialectic relationship between education and economics. The course also aims to develop students' knowledge regarding education and economic development and returns to investment in education. The specific objectives are to focus on the nature of development economics, probe the role of education in human capital development, appraise the impact of human capital on economic growth, develop an insight into resource allocation and financing education and focus on the latest developments in educational reform policies. Upon the completion of this course the students will be able to comprehend the relationship between education and economics.

Course Title: Theory and Practice in Education and Development (3 credit)

Course Code: EDUC 545

Nature of the Course: Theory

The course specifically deals with different meanings, concepts and theories of development, development agencies and different other facets of development like social agency, exclusion, poverty, caste, gender, etc. as well as aspects like social capital, civil society, decentralization, participation, etc. The course particularly aims to prepare the students understand and debate the idea of development in its social, cultural, political, and economic context thereby contributing the development policy and practices contextualized as per the need of the society and people. The issue of development assistance in education development is one critical area that the course deals with because there is an inherent tension between conditions set by the donors as well as by international targets and national and local agendas for education and development. The course also deals with some practical tools for researching and practicing education and development.

Course Title: Diversity Education (3 credit)

Course Code: EDUC 546

Nature of the Course: Theory

Diversity is one of the fundamental natures of the human society. This course on Diversity Education aims to capture the varied facets of diversity and provides students with an understanding of cosmologies of different social groups, and helps relate the world realities to the pedagogical processes for the inclusion of minority students. After successful completion of the course, the students will be able to understand the holistic vision of education, develop a

reflective outlook and an in-depth insights into Nepal's cosmologies, raise critical awareness about socio-cultural and ethnic realities, enhance human capabilities (knowledge, skills, information, power etc.), employ an inter-disciplinary approach in education and promote social cohesion, harmony and peace-building as underpinning framework.

Foundation Course

Course Title: Foundation of Education (3 credit)

Course Code: EDUC 515

Nature of the Course: Theory

This course is designed to develop basic knowledge of historical, philosophical, social and behavioral foundation of education and is designed for those who come from non-education background. This course intends to make them understand how different philosophical, social, cultural and behavioral perspectives, principles and thoughts have contributed to the development of modern education. During the course of the study, students are expected to relate these perspectives, principles and thoughts in the development of Education, particularly education in Nepal. The course is designed with a problem-centered discourse building on the topic of interest. Hence, the class sessions are focused on understanding philosophical, social, political and historical concepts of educational thought that have shaped the development of the learning experience and modern education through reading, writing and discussion. The main aim of the course is to widen the horizon of the knowledge and ideas of students so that they could be able to identify day to day educational problems and issues associated with certain theories, principles and philosophies of broad spectrum of educational landscape.

Dissertation

Course Title: Dissertation (6 credit)

Course Code: EDUC 505

Nature of the Course: Practical

Under this course students prepare a dissertation of good academic standard on the approved topic related to her/his stream of study. This prepares students to work independently on

identified 'problem' issues, develop a research proposal, defend the proposal, and carry out the research once the proposal is formally approved. While working on the thesis, students will work under the close supervision of Supervisor assigned by the School. As MPhil is a very high level of academic study, the School motivates the students to become creative and innovative in designing and carrying out the research and contribute to knowledge building. The School also promotes the multi-disciplinary approach in dissertation work. Once the student prepares her/his dissertation, it will go through a rigorous evaluation process by the Research Committee of the School and by an External Evaluator. The student needs to defend her/his dissertation in front of the Research Committee where the External Evaluator would also be present.