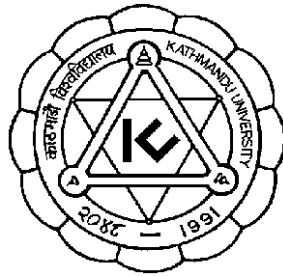


Kathmandu University

School of Education



Curriculum

for

M Phil in Education
(Specialization in Development Studies)

Hattiban, Lalitpur, Nepal

December 2018

INTRODUCTION

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 in Education (Specialization in Development Studies), henceforth MPhil in Development Studies is the outcome to cater the needs of this complex society in specific to development sector.

The MPhil in Development Studies began in 2005 which aims to prepare professionals who could contribute to development sector at local, national and 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 education and 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. The students will be able to work as an independent researchers, trainers and educators 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 knowledge 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 an innovative approach to address the concerns of development and education.

Program Objectives and Attributes

After the completion of the course students will be able to develop the capability to explore the interplay among society, education and development to

- develop receiving and responding ability for the conceptualizing development in society.
- develop reflecting ability on the development activities in their socio-cultural context.
- apply abstractions, general principles, or methods to assess the development activities
- critique the existing grand theories of applying theories to study development practices.
- synthesize abstractions, general principles, or methods to specific concrete situations while critiquing development perception and practices.
- develop the valuing of the local ways of knowing and practicing of development.

- demonstrate sound understanding of research methodology and practices to prepare for PhD research.
- offer opportunities to students for getting them connected with local and global circles in the intellectual community, and
- enhance their abilities for conducting independent research.

Structure of the program

The program is of three semesters. There are courses for 33 credit hours comprising core courses (9 credit hours) and specialization courses (12 credit hours), electives courses (3 credit hours), dissertation (including others options) (9 credit hours). The description of each course is presented below:

Overall Program Structure

Core Courses (9)	EDUC 600 Educational Dimensions (3) EDUC 620 Research Methods (3) EDUC 621 Advanced Qualitative Research Methods (3) or EDUC 622 Advanced Quantitative Research Methods (3)
Specialization Courses (12)	DEVP 611 Sociology of Education and Development DEVP 621 Development Policy and Planning DEVP 631 Development Theory and Practise DEVP 641 Monitoring and Evaluation
Electives Courses (any one) (3)	EDUC 640 Mixed Methods Research (3) EDUC 650 Transformative Education Research and Practice (3) EDUC 660 Participatory Action Research (3) EDUC 644 Statistical Methods in Education and Social Science Research (3) EDUC 611 Academic Writing and Research (3)
Research/Dissertation (9)	EDUC 680 Dissertation Or

	EDUC 670: Research Papers: two papers, one of which should have been published in referred journals during the study period (9 Credit hours) – subject to the approval by the research committee.
Total Credits	– 33 Cr. Hrs.

Duration

Generally, M Phil students are expected to complete their study in 1.5 years. In the case of delayed completion, the Kathmandu University rules will apply.

Evaluation

The evaluation system is guided by the notion of continuous, productive and developmental assessment as learning. The CGPA grading system shall be used as follows:

Grade	A	A-	B+	B	B-	C+	C	F
Grade Point	4.0	3.7	3.3	3.0	2.7	2.3	2.0	Below 2.0
Performance	Outstanding	Excellent	Very Good	Good	Satisfactory	Fair	Poor	Fail

In order to pass, the scholar has to maintain at least C in individual course and a Cumulative Grade Point Average (CGPA) 3.0. The calculation of CGPA and their impression is as follow. CGPA is calculated at the end of the program using the given relation.

$$CGPA = (c_1 g_1 + c_2 g_2 + c_3 g_3 \dots) / (c_1 + c_2 + c_3 \dots)$$

Where c_1, c_2, \dots denote credits associated with the courses taken by the student and g_1, g_2 denote grade values of the letter grades earned in the respective courses.

Eligibility

A Master's degree or equivalent in any discipline from a recognized institution with at least 50% score in aggregate or CGPA 3.0 out of 4.

Application Requirements

1. Completion of the application blank
2. Copies of credentials,
3. A copy of curriculum vitae, and
4. Reference letter

CORE COURSES (9 Cr.)

EDUC 600: Educational Dimensions (3)

The course aims MPhil/PhD students to acquaint educational praxes through the autobiographical, curricular/pedagogical, sociocultural, political, and philosophical dimensions. The autobiographical dimension enables research students to explore their lived experience as educational practitioners through the lenses of adult learning, reflective practice and Freirean notion of conscientization. Likewise, the curricular/pedagogical dimension deals with different concepts related to curricular and pedagogical traditions arising from prescriptive, descriptive and critical curricular/pedagogical traditions. The sociocultural dimension deals with ideas pertaining to situated cognition and education as social/cultural process. Whereas the political dimension draws from the reconstructionist and Freirean schools, the philosophical dimensions unpacks pragmatism, perennialism, constructivism and beyond.

EDUC 620 – Research Methods (3)

This course aims at offering an introduction to research methods for MPhil/PhD students. Students 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 students to apply their understanding of research, identifying and stating the research problem, formulating research questions, and designing the entire process of research to write a report independently. At the end of the course, the students can write a coherent research proposal establishing a clear relationship between the what (research problem/agenda) and the how (methodology) of research, able to locate their research considering the major paradigms, and develop competency of applying their preferred method in practice.

EDUC 621 – Advanced Qualitative Research Methods (3)

The course aims at enabling research students with skills, knowledge and understanding of qualitative research traditions, methods and techniques, thereby developing research capabilities in problematising research issues, conceptualising theoretical perspectives, developing research design and analysing and interpreting qualitative data. Furthermore, the course also aims research students to develop knowledge and skills necessary for applying appropriate quality and ethical standards for their research projects. Key topics of this course include: Overview of Qualitative Research Traditions, Key Paradigms and Worldviews, Problematising in Qualitative Research, Research Designs, Interpreting Qualitative Data and Maintaining Ethical and Quality Standards.

EDUC 622 – Advanced Quantitative Research Methods (3)

This is an advanced level course designed for MPhil/PhD students with a prior background in basic statistics. The course introduces advanced statistical tools and techniques used in research so that students can apply their knowledge in their own research. The aim of the course is to

develop proficiency to use computer based advanced statistical techniques and models in educational and social science research and interpret results in an independent manner. As the course is heavily based upon statistical software, prior experience/skill of using the software is essential.

SPECIALIZATION COURSES (12 Cr.)

DEVP 611: Sociology of Education and Development (3)

The main aim of this course is to help students develop a conceptual, reflective, critical creative and imaginative understanding of sociology of development and education. It is expected from the students to understand socio-cultural dynamics of development with different theoretical perspectives. Specifically, this course intends to discuss with some of the key theories (Western and Local) to understand development and education processes and institutions in Nepalese society. The role of society and culture has been focused as a space where development and education process take place which influence different forms of development. Likewise, the course intends to explore the experience of various stakeholders of development practitioners.

DEVP 621: Development Policy and Planning (3)

Development planning, policies and implementation are closely interconnected. A dialectic process takes place during these interactions – influencing the other and receiving influences from others. This course is designed to help students understand these dialectic interactions – how the key societal processes interact and influence the other equally important for development planning and policies. The course intends to develop critical understanding among students about how are policies and planning are rooted in the wider societal contexts, particularly in relation to the issues of development. The course, thus, helps students realize the wider process of policy formation, planning and implementation of development programs and projects. The course specifically deals with different meanings, concepts and theories of development planning and policies, development agencies and different other facets in national, regional and local level in relation to social agency, exclusion, poverty, caste, gender, etc. as well as aspects like social capital, civil society, decentralization, participation, etc. The issue of development plan and policies analyzed from the various roles of power dynamics.

DEVP 631: Development Theory and Practice (3)

The course intends to develop critical understanding among students about how the schooling or education interacts in the wider societal contexts, particularly in relation to the issues of development. The course, thus, helps students realize the wider societal meanings of education or schooling so that they could critically assess the role of schooling or education in bringing change in development perceptions and practices. In order to help students, understand these processes in a more meaningful manner, the course deals with the different meanings of development. Development is very closely linked with our everyday life situations. In one-way

or the other, we experience and encounter with this concept. Yet, it has been a very complex concept and is thus difficult to understand with one single meaning. The course takes these different meanings of development both at theoretical and conceptual level and at the level of everyday understanding of the people.

DEVP 641: Monitoring and Evaluation (3)

Monitoring and evaluation are management tools that help determine how the plan is being implemented, whether plan implementation is achieving desired outcomes, and whether assumptions used in the planning are valid. Without an effective monitoring and evaluation program, the agency, and the public will have no reliable information to address these questions. Monitoring and evaluation help improve management and planning decisions. For example, they help identify the need to change desired conditions, goals, objectives, standards and guidelines over time. Both the monitoring and evaluation is used to demonstrate accountability and to understand the dynamics of the program. Therefore, the monitoring/ evaluation has emerged as a separate course within social sciences or development studies and have undergone several changes in models and methods. A development practitioner needs to be equipped with these updated materials and methods for program monitoring and evaluation of the programs and or development projects. This course is designed for the students who have preliminary knowledge in social science research methods including social statistics. In the following section the course objectives, requirements and the course contents have been described in detailed.

ELECTIVE COURSES – ANY ONE

EDUC 644 Statistical Methods in Education and Social Science Research (3)

This course is designed for students/researchers to develop knowledge and skills of using descriptive and inferential statistical techniques. This course aims at applying the statistical techniques in educational research. The emphasis of the course is more on interpretation of results and understanding strengths and limitations of different statistical measures. This course also provides hands-on training on the use of statistical software packages.

EDUC 640 Mixed Methods Research in Education (3)

Taking pragmatic philosophy of educational research, this course aims at enabling students to develop foundations in developing knowledge and skills for making meaningful mix of positivistic and non-positivistic research methodologies, methods, tools and techniques. Key topics of the **course** includes: Philosophy of Mixed-Methods Research, Mixed Methods Research Designs, Mixing Information, Quality Standards for Mixed Methods Research, Policy Uptake, and Publications.

EDUC 650 – Transformative Education Research and Practice (3)

The course aims research students to develop sensibilities on different forms of research that focus on transforming structural aspects of education. Creative uses of different research traditions (positivist, interpretive, critical, postmodern and integral) for improving research and practice of educational (formal, informal, non-formal) contexts will be discussed. The course also draws on wisdom traditions of the East, West, North and South so as to offer ways through which to radically envision empowering education system in National and local context of the research students.

EDUC 660 Participatory Action Research (3)

The course aims for research students to develop an acquaintance with the philosophy and practice of participatory action research. Specifically, the course comprises four major strands that are grounded in the transformative intent of participatory action research, axiology of participatory action research, appreciative inquiry, and participatory research designs. The transformative intent of PAR is guided by the notion of educational change as/for public good in which the axiology of public good comes into play. An important dimension of appreciative inquiry is reflected in collaborating with co-researchers in a productive and appreciative manner. Likewise, the course enables research students to come up with participatory action research designs, thereby trialing them in an appropriate context and community.

EDUC 611 Academic Writing and Research (3)

This course is designed to equip students with the skills necessary for researching, reading and writing academic papers. During this course, the students will follow the process of engaging in essentials of academic writing, APA citation and referencing, and maintaining accuracy and structural integrity of academic papers. The course also gives a special emphasis on reading skills necessary for engagement in an issue and literature review while writing. The course aims to empower the students with the skills for writing course papers across different subjects introduced at this level.

DISSERTATION/RESEARCH PAPERS (9 Cr.)

EDUC 680 – Dissertation (9)

The students are required to conduct an independent educational research/inquiry based on a defined original research problem, theoretical perspective(s) and sound research design. The process of completing the design entails – proposal defense, completion of the research under the

guidance of an assigned supervisor, evaluation by an external examiner, and successful viva-voce.

Or

EDUC 670 Research Papers (9)

The students can choose the Research Papers options in which they write two publishable research papers in which one of them should have been published in a refereed journal (approved by the Research Committee). The process entails the students proposing the area/topics for the research that develops into a paper, assignment of the supervisor, submission of completed and published papers, and viva-voce.

The following tabular presentation shows the process of completing the dissertation/research Papers

Steps	Dissertation	Research Papers
Conceptualisation	Dissertation Proposal should be done by the end of the First Semester	Proposal for researcher papers shall be submitted during the First Semester
Research Conduction	Upon the successful defence of the proposal, a supervisor shall be assigned	Upon the successful defence of the proposal, a supervisor shall be assigned
Submission	The dissertation shall be submitted to the Dean through the concerned HOD/coordinator with the recommendation by the supervisor	The two papers (one published and another of publishable quality) be submitted to the Dean through the concerned HOD/coordinator with the recommendation by the supervisor. The journal (of referred and blindly reviewed) in which the article is published or approved to be published should be approved by the Research Committee.

External Examination	An external examiner is appointed to assess the quality of dissertation	An external examiner is appointed to assess the quality of research papers
Viva-Voce	A viva-voce is done to assess both the presentational and scholarly quality of the dissertation	A viva-voce is done to assess both the presentational and scholarly quality of the research papers
Grading	The grading shall be done as S (Satisfactory) or US (Unsatisfactory)	The grading shall be done as S (Satisfactory) or US (Unsatisfactory)