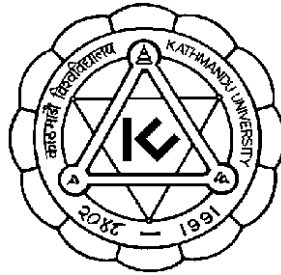


**Kathmandu University**  
**School of Education**



Curriculum

for

**MPhil in Education**  
**(Specialization in Educational Leadership)**

Hattiban, Lalitpur  
Nepal

December 2018

## **Master of Philosophy in Education Specialization in Educational Leadership**

### **Introduction**

The notion of educational leadership has been established with the belief that effective and quality leadership significantly impacts educational outcomes in educational institutions. However, what constitutes effective and quality leadership and what are the envisioned educational outcomes in the context of Nepal remain topics of debate and dialogue. The Master of Philosophy in Education specialized in Educational Leadership offers the space for such debate and discourse for educators, educational leaders, researchers and practitioners who are seeking to enhance their knowledge and expertise and progress into leadership and research practice in the field of education. The broader objective of the program is that the graduates of the programs shall be competent to contribute in the institutional strengthening and organisation development of educational institutions, to make the education systems more empowering, inclusive and productive for all students.

### **Program Objectives and Attributes**

After completion of the program, candidates will:

- Develop research capacity and knowledge on recent trends and discourses on educational leadership and its dimensions at the national and international level
- Develop core behavioural skills, knowledge and strategic competency in leading and managing educational institutions/programs
- Develop analytical skills and knowledge to assess the challenges and opportunities in the field of educational leadership and develop modalities to address those challenges
- Develop capacity to contribute to knowledge building and sustained engagement in exploring new emergent areas of research in educational leadership through academic and professional engagements

### 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/research papers (9 credit hours)

### 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)	EDLE 621 Theories and Practice in Educational Leadership (3) EDLE 632 Organizational Theories and Behaviours (3) EDLE 642 Human Resource Development in Education (3) EDLE 652 Policy and Governance for Educational Leadership (3)
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 (9) 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 in Educational Leadership students are expected to complete their study in 1.5 years. In the case of delayed completion, the Kathmandu University's rules will be applied.

## Evaluation

The MPhil in Educational Leadership Program will follow the same evaluation system as prescribed by the School of Education. 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 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 for the program

The main prerequisite for this program is a Master's degree in any discipline with at least 50% score in aggregate or a cumulative grade point average (CGPA) of 3.0 out of 4.0. There will be a screening process for admission into the program.

## COURSE DESCRIPTIONS

### A. CORE COURSES (9 CREDITS)

#### 1. EDUC 600 Educational Dimensions (3)

The course aims 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.

## **2. EDUC 611 Research Methods (3)**

This course aims at offering an introduction to research methods for 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.

## **3. 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.

**Or**

## **EDUC 622 Advanced Quantitative Research Methods (3)**

This is an advanced level course designed for students with a prior background in basic statistics. The course introduces advanced statistical tools and techniques used in educational research so that students can apply their knowledge and skills for their research work. The aim of the course is to develop advanced use of statistical techniques and models in educational and social science research and to interpret results using computer software in an independent manner.

## B. SPECIALIZATION COURSES (12 CREDITS)

### 1. **EDLE 621 Theories and Practice in Educational Leadership (3)**

This course provides a holistic understanding of the philosophy of educational leadership while enabling students to reflect, discuss and explore the foundational along with the emergent educational leadership theories, practices and issues in the broader institutional and organizational context of Nepal. This course will help students to situate their own leadership practices and experiences within the theoretical discourse of educational leadership and build their capacity to conceptualize and analyse the issue informed by theory and practice.

### 2. **EDLE 632 Organizational Theories and Behaviours (3)**

This course aims to familiarize students with the key components of organization theory and development and how they link to the leadership development within educational institutions. In addition, an important component of this course will be principles and practices of organization behaviour in educational organizational settings focusing on motivation, decision making, organizational change, managing conflict and communication. A main emphasis of this course will be on leading change through educational leadership and development of such leadership culture and practice. As a learning outcome of this course students will be able to reflect, analyse and problematize their own leadership experiences framed and informed by concepts and frameworks within the field of organization behaviour and organizational theory to inform potential research.

### **3. EDLE 642 Human Resource Development in Education (3)**

The strategic management and development of human resources within educational institutions is an important function and a key leadership responsibility to ensure attainment of educational outcomes. This course focuses on extending the students understanding and knowledge of the nature and inter-relationship between human resource management and development functions (recruitment, induction, performance management, continuing professional development, leadership development, succession planning and compliance of policy and legislation). An attempt will be made to relate principles and theories of each to solve practical problems related to human resource management and development. Students are expected to be able to analyse organizational problems, identify human resource management related problems employees' performance, commitment, satisfaction and motivation. In general, the course will equip students with theoretical concept and management skills to critically examine existing human resource management and development system and practices in Nepal.

### **4. EDLE 652 Policy and Governance for Educational Leadership (3)**

This course focuses on the existing and emergent policy issues and theoretical frameworks related to governance in education. The objective is to enhance the conceptual understanding of educational policy, policy analysis and overview of governance mechanisms and practices. Through this course, students will be able to apply these conceptual tools to critically examine and frame contemporary issues for research related to policy and governance of education including financing of education, issues of equity and quality of education, inclusion, diversity, teacher management.

## **C. DISSERTATION/RESEARCH PAPERS (9 Cr.)**

### **1. 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

## 2. 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)

D. ELECTIVE COURSE (3 CREDIT) – ANY ONE

**1. 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.

**2. 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.

**3. 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.

#### **4. 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.

#### **5. 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.