

## MPhil Course Catalogue

### MPhil in Educational Leadership

Course Code	Core Courses	Credit
EDUC 600	Educational Dimension	3
EDUC 620	Research Methods	3
EDUC 621	Advanced Qualitative Research Methods	3
EDUC 622	Advanced Quantitative Research Methods	3

Course Code	Area of Specialization	Credit
EDLE 621	Theories and Practice in Educational Leadership	3
EDLE 632	Organizational Theory and Behavior	3
EDLE 642	Human Resource Management and Development in Education	3
EDLE 652	Policy and Governance for Educational Leadership	3

Course Code	Elective Course	Credit
EDUC 611	Academic Writing and Research	3
EDUC 640	Mixed Methods Research	3
EDUC 644	Statistical Methods in Education and Social Science Research	3
EDUC 650	Transformative Education Research and Practice	3
EDUC 660	Participatory Action Research	3

Course Code	Research/ Dissertation	Credit
EDUC 670 OR EDUC 680	EDUC 680 Dissertation OR EDUC 670: Research Papers	9

## MPhil in Development Studies

Course Code	Core Courses	Credit
EDUC 600	Educational Dimension	3
EDUC 620	Research Methods	3
EDUC 621	Advanced Qualitative Research Methods	3
EDUC 622	Advanced Quantitative Research Methods	3

Course Code	Area of Specialization	Credit
DEVP 611	Sociology of Education and Development	3
DEVP 621	Development Policy and Planning	3
DEVP 631	Development Theory and Practice	3
DEVP 641	Monitoring and Evaluation	3

Course Code	Elective Course	Credit
EDUC 611	Academic Writing and Research	3
EDUC 640	Mixed Methods Research	3
EDUC 644	Statistical Methods in Education and Social Science Research	3
EDUC 650	Transformative Education Research and Practice	3
EDUC 660	Participatory Action Research	3

Course Code	Research/ Dissertation	Credit
EDUC 670 OR EDUC 680	EDUC 680 Dissertation OR EDUC 670: Research Papers	9

## MPhil in English Language Education

Course Code	Core Courses	Credit
EDUC 600	Educational Dimension	3
EDUC 620	Research Methods	3
EDUC 621	Advanced Qualitative Research Methods	3
EDUC 622	Advanced Quantitative Research Methods	3

Course Code	Area of Specialization	Credit
EDEL 609	Language Teacher Education and Development	3
EDEL 619	Contemporary Thoughts in English Education	3
EDEL 629	Issues in English Language Education	3
EDEL 639	Trends in Applied Linguistics	3

Course Code	Elective Course	Credit
EDUC 642	Academic Writing and Research	3
EDUC 652	Statistical Methods in Research	3
EDUC 662	World Englishes	3

Course Code	Research/ Dissertation	Credit
EDUC 670 OR EDUC 680	EDUC 680 Dissertation OR EDUC 670: Research Papers	9

## MPhil in STEAM Education

<b>Course Code</b>	<b>Core Courses</b>	<b>Credit</b>
EDUC 600	Educational Dimension	3
EDUC 620	Research Methods	3
EDUC 621	Advanced Qualitative Research Methods	3
EDUC 622	Advanced Quantitative Research Methods	3

<b>Course Code</b>	<b>Area of Specialization</b>	<b>Credit</b>
STEAM ED 600	Lenses of STEAM Education	3
STEAM ED 610	Curricula in STEAM Education	3
STEAM ED 620	Reflective Practice in STEAM Education	3
STEAM ED 630	Teaching and Learning in STEAM Education	3

<b>Course Code</b>	<b>Elective Courses</b>	<b>Credit</b>
EDUC 635	Program Monitoring and Evaluation	3
EDUC 640	Mixed Method Research	3
EDUC 645	Training and Development	3
EDUC 650	Transformative Education and Practice	3
EDUC 660	Participatory Action Research	3

<b>Course Code</b>	<b>Research/ Dissertation</b>	<b>Credit</b>
EDUC 670 OR EDUC 680	EDUC 670 Research Papers OR EDUC 670: Dissertation	9

## **Core Courses**

### **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.

### **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 problematizing research issues, conceptualizing theoretical perspectives, developing research design and analyzing 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, problematizing 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 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.

## **Seminar Courses**

### **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.

## **MPhil in Educational Leadership**

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 the envisioned educational outcomes in the context of Nepal remain topics of debates and dialogues. The Master of Philosophy in Educational Leadership offers the space for such debates and discourse for educators, educational leaders, researchers, and practitioners seeking to enhance their knowledge, expertise, and progress into leadership and research practices in education. The broader objective of the program is to produce educational leaders who could excel in an exemplary leadership role to grow, develop and sustain the educational institutions. The program offers ample spaces for students to sharpen their critical, discursive, analytical, creative, and innovative skills through an approach of sharing, reflecting, advocating, researching, and theorizing on contemporary issues, policies, research works, and practices in education.

### **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 analyze the issue informed by theory and practice.

### **EDLE 632: Organizational Theories and Behaviors (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 behavior 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, analyze and problematize their own leadership experiences framed and informed by concepts and frameworks within the field of organization behavior and organizational theory to inform potential research.

### **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.

### **EDLE 652: Policy and Governance of 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.

### **ELECTIVE COURSE (3 CREDIT) – ANY ONE**

#### **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.

### **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, and Quality Standards for Mixed Methods Research, Policy Uptake, and Publications.

### **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 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.

## **MPhil in Development Studies**

Initiated in 2005, the program aims to prepare professionals who contribute to the development sector at local, national, and global levels. The students acquire a deep understanding of relevant theories and a wide range of fundamental policy trends of development. The program supports the students to meet the demand of the local and national needs of development professionals as well as the international market through training, independent research capabilities, and development education. During the course, students can share their experiences with development professionals working in national and international organizations, government agencies, NGOs, research institutions, higher education institutions, and related areas. The program emphasizes equipping the students with the analytical and practical skills to engage critically in development issues and debates from an interdisciplinary perspective. It is expected that such capabilities would give the students a unique strength to develop innovative approaches to address the concern of development.

### **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 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

### **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, and Quality Standards for Mixed Methods Research, Policy Uptake, and Publications.

### **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 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. .

## **MPhil in English Language Education**

MPhil in English Language Education is a one-and-a-half- year research degree that aims to enhance English language professionals' research skills and knowledge. The program aims to equip students with analytical and practical skills to engage in English Language Education issues critically. The program foresees transforming practices in English language education through researching, advocating, publishing, and identifying English language teaching and learning needs, ELT management, and research. The purpose of this program is to emphasize the capacity building of national and international scholar's whose research is likely to become a basis for improving practices in their professions. The program is designed to make the students highly creative and innovative in their research productivity, thereby serving as a platform for them to explore newer avenues in English language education.

### **EDEL 609 : Language Teacher Education and Development (3)**

This course is designed for English teacher education planners, managers, trainers and educators working in formal and non-formal training, education, and teacher development. It will look into the language teacher education and development practices at the universities, state sector and non-state sector. Students will explore how the teacher education programme are developed and run and the challenge that face the stakeholders. This course will also develop in students' general philosophy of teacher development and skills required to help teacher development. The areas addressed by the course will be teacher training, observation and feedback, continuing professional development and mentoring.

### **EDEL 619 :Contemporary Thoughts in English Education (3)**

The course on Contemporary Thoughts in English Language Education is interdisciplinary in nature. Locating English language education in post-colonial era, this course takes in the discourses of politics of post-colonial English, globalization and English and English in South Asia. English has been in Nepal for more than 200 years and it has influenced Nepalese society in many different ways. The course encourages the students to conduct research



applying the theories of post-colonialism to understand the impacts of English in different aspects of our life. The course is divided into four modules— theories of post-colonialism, politics of English, English and globalization and English in South Asia.

### **EDEL 629: Issues in English Language Education (3)**

English Language teaching has a long history. It has undergone several changes in the international setting which has also impacted in the Nepalese ELT. Methods have come and have run their course. Socio-political issues have impacted the English language education which is considered by the policy makers and practitioners. Globalization and contextualization have become strong dichotomies whereas NEST and NNEST issues are also some of the issues which need academic attention. Therefore, the emphasis in this course is on analysis historical and contemporary issues in English teaching and learning. In addition to equipping students with the latest trends and issues in English Language Education. This course will also promote on research based decision making on ELT pedagogies.

### **EDEL 639: Trends in Applied Linguistics (3)**

The course on Trends in Applied Linguistics encompasses a wide range of trends in the contributions of linguistics to language teaching. The focus is on exploring and analyzing the trends and theories of applied linguistics to address the current concerns of English language education in the context of Nepal. The course is designed to encourage the students in research in English language education integrating the theories of applied linguistics, critical discourse analysis and information and technology in language learning. The course is divided into four modules language education and applied linguistics, theories of language learning, critical discourse analysis and computer-aided language learning.

## **ELECTIVE COURSE – ANY ONE (3 Cr)**

### **EDUC 642: Academic Writing and Research (3)**

This course introduces students to critical and analytical thinking and reading as well as university-level writing through the study and application of the principles of university-level discourse. The course focuses on expository writing. Students examine methods for discovering and arranging ideas and consider ways in which audience determines style. The course involves written and oral assignments based on the main text and a variety of prose models.

### **EDUC 652: Statistical Methods Research (3)**

This is the course designed for students/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 research. The emphasis of the course is more on interpretation of results and understanding strengths and limitations of different statistical measures. Use of computer in statistical analysis has become indispensable. Advance software is available and their use is widespread. This course provides hands-on training on the use of statistical package. At the end of the course, student will be able to use a statistical software independently for basic statistical analysis.

### **EDUC 662: World Englishes (3)**

English language education has been increasing its scope in the globe in recent areas. The course aims to recognize the continuous spread of Englishes which have given rise to different varieties of English languages around which is contested and de-familiarized the Standard English. In doing so, the course usages the curriculum from the several kinds of materials written in the varieties of English languages. The course prepares students to recognize the Englishes around the world with respecting social inclusion and justice.

## **MPhil in STEAM Education**

This program is intended for teachers, teacher educators, and educational leaders who desire the skills and credentials to advance their practice-driven careers. The program emphasizes on the capacity building of potential Nepali and international scholars whose research is likely to become a basis for improving practices in their professions. The program is multidisciplinary as it aims to utilize perspectives and practices arising from the field of Science, Technology, Engineering, Arts, and Mathematics (STEAM) Education. The program offers rigorous theoretical and practical orientation for practitioners aspiring to become leaders in the fields associated with STEAM Education. We envisage that multiple epistemic frameworks enable research students to apply creative and innovative methods in their research productively, thereby serving platforms for them to explore newer avenues in STEAM Education. The research studies are guided by transformative education, aiming to bring changes within researchers and beyond. Given these perspectives, the School shall enroll qualified post-graduate students in STEAM education from diverse fields of study (Pure Mathematics, applied mathematics, mathematics education, science and technology disciplines, engineering, sustainable development, etc.)

### **SPECIALIZATION COURSE (12 Cr.)**

#### **STEAM ED 600: Lenses of STEAM Education (3)**

With an aim of enabling MPhil/PhD students in STEAM Education by acquainting with different lenses of STEAM education, this course enables them to explore autobiographical, pedagogical, socio-political and philosophical lenses of STEAM education. The course begins with the autobiographical lens of STEAM education to unpack students' personal-professional experiences as different life-roles, such as students, teachers, teacher-educators, and researchers. The second lens offers a space for learners to discuss possible pedagogical strategies that they have been and will be applying in their professional contexts. Indeed, this third module enables to discuss how a critical social theory perspective contributes to understand STEAM education as an activity shaped

and facilitated by individuals embedded in their professional contexts. Taking the notion of power at the centre stage, the module delineates how STEAM education can be employed as a means for transforming lives of many, if not all. Taking STEAM Education as/for sustainable development (e.g., ecology of perspectives and knowledge systems, ethics as the first philosophy, systems thinking), the philosophical lens is set to enable scholars to identify the role of philosophical perspectives in transforming STEAM as unchanging and fragmentary disciplines to an integrated and dynamic knowledge system.

### **STEAM ED 610: Curricula in STEAM Education (3)**

With an aim of enabling MPhil/PhD students in STEAM Education by familiarizing with various curricular lenses, this course is developed with the notion that curriculum is not an end in itself but rather a means of fostering quality (e.g., curriculum as a process, curriculum as currere, etc.) learning. Here, curriculum is viewed as a political and social (dis)agreement that reflects a society's common vision while taking into account local, national and global needs and expectations. The elements of the STEAM curriculum are STEAM values and ethics that consist of the integrated approaches of leaning engaging with the real-world tasks activities. The course provides students with powerful conceptual tools for exploring a variety of ways in which curriculum is understood, both in the relevant STEAM literature and in their own professional experience. These tools include various curricular metaphors, imaginative understanding and revisioning. Students will have opportunities to develop a critical understanding of their own extant images of curriculum and the way they have been shaped historically by social, political and economic influences. By constructing an image of an ideal STEAM curriculum, students will engage in re-visioning their professional practices. And finally, by examining strengths and limitations of outcomes-based education, having an orientation with STEAM Education, in relation to emerging curriculum visions such as curriculum integration, eco-pedagogy/eco-justice and inclusive logics, students will be able to develop a vision of curriculum for their own professional contexts taking leadership in educational institutions thereby developing institutionbased curriculum in an integrated approach to cultivate creative and imaginative thinking in education.

### **STEAM ED 620: Reflective Practice in STEAM Education (3)**

Drawing upon the extant and historical literature of reflective practice, the main purpose of this course is to enable MPhil/PhD students to develop ethical conduct, mindful actions and resilience in different situations to become an active inquirer. This course is developed with the notion that STEAM education develops students as reflective practitioners through Transformative Learning (TL) approach. Out of many TL approaches, this course focuses the five interconnected ways of knowing: cultural self-knowing, relational knowing, critical knowing, visionary and ethical knowing, knowing in action. In doing do, the critical autobiographical reflection is considered as a point of departure towards envisaging the future professional performances that provides enough spaces to challenge the status quo being aware with the various dis/empowering forces to improve the educational practices. This course aims students to becoming as reflective citizen by engaging in reflection in action, reflection on action, and reflection for action.

### **STEAM ED 630: Teaching and Learning in STEM Education (3)**

With an aim of enabling MPhil/PhD students in STEAM Education by acquainting with the various teaching and learning approaches (inquiry-based, project-based, problem-based, etc.) Keeping the notion of STEAM-related skills (science process skills, science manipulative skills, computational thinking skills, reasoning skills, engineering design thinking skills and ICT skills) at the centre, the course deals with the inquiry-based approaches, project-based learning and digital learning. Inquiry-based approach promotes STEAM disciplines to enable students to engage in authentic and meaningful activities that help to improve mathematical reasoning. The Project-based learning enables students to develop 21st century competencies including resilience, coping with uncertainty, self-reliance, and creativity by interacting with the real-world activities. The digital learning is modern learning environments that enable students to develop their technological literacy and critical thinking skills throughout their daily learning activities. During the course, the students will be able to envisage the better teaching and learning approaches as pedagogical innovations to transform the existing teaching and learning practices.

## **ELECTIVES – ANY ONE (3 Cr)**

### **EDUC 635: Program Monitoring and Evaluation (3)**

With an aim of enabling research students towards different generations of program monitoring and evaluation, the course lays emphasis on first, second, third, fourth and beyond generations of program monitoring and evaluation. Furthermore, this course provides exposure in theoretical and practical aspects of program planning, monitoring and evaluation. After completion of the course, students will be able to carry out monitoring and evaluation of programs independently and collaboratively. It is envisioned that scholars identify and assess the needs and problems of program; design and develop M & E system and apply them; and develop a comprehensive report based on the M&E related information.

### **EDUC 640: Mixed Methods Research in Education (3)**

Taking pragmatic philosophy of educational research, this course aims at enabling MPhil 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 645: Training and Development (3)**

With the view of producing professionals who contribute towards improving educational organisations, the course offers MPhil/PhD students with an opportunity to explore and understand different approaches to professional development by design. Specifically, the course offers different models of training and development including behaviorist cognitive, constructivist and sociocultural. The scholars shall discuss the steps for training and development for an organization such as assessing training needs, mapping the resources, setting learning outcomes, designing modules and implementing them, and assessing the entire process of training and development.

### **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.

### **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

Steps	Dissertation	Research Papers
Conceptualization	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 defense of the proposal, a supervisor shall be assigned	Upon the successful defense 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)