



KATHMANDU UNIVERSITY
SCHOOL OF EDUCATION



MPhil *in* EDUCATION



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SCAN ME



MPhil in Education

Kathmandu University School of Education (KUSOED) envisions transforming Nepal's education landscape through high-quality holistic teacher education programs. The MPhil programs are instrumental for developing teachers, teacher educators, educational leaders, development professionals, and researchers who contribute to social transformation. Driven by the mission of transforming society through educational excellence, the MPhil in Education at KUSOED has evolved over 26 years. The programs embrace multiple epistemologies in developing its curricula, pedagogical processes, and assessment systems (focused much on creativity, critical thinking, and researching) with a view to producing educational changemakers who go through similar educational experiences.

The MPhil Programs at KUSOED are highly acclaimed for their progressive curricula aiming to create discourses on evolving educational and development-related issues and imparting analytical and research skills to explore deeper layers of meaning, thereby developing next-generation leaders for transforming educational systems and perspectives. The MPhil programs scale up the intellectual height of students through their engagement and commitment to reflective practice, multiple epistemological traditions, sociocultural perspectives, culturally responsive pedagogies, social justice, authentic learning, and inclusionary discourses. The programs meticulously combine Eastern Wisdom Traditions and Western perspectives to introduce global research phenomena, so that the scholars can contribute to the global knowledge community through their local cosmological research endeavors.

KUSOED at a Glance

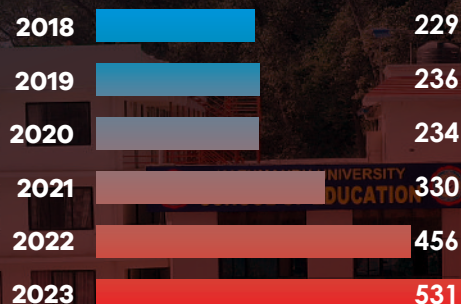
4 | **27** | **4**
Departments | Programs | Centers

25 | **50+**
Full Time Faculties | Visiting Faculties

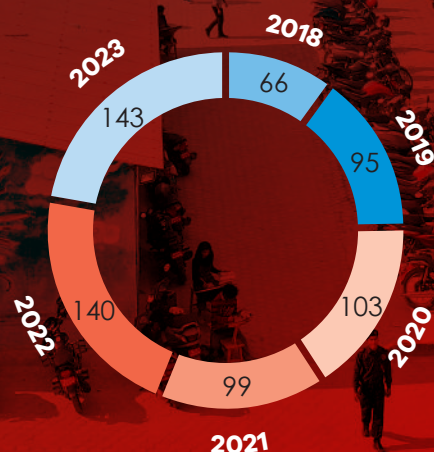
4 | **11**
Partner Institutions | Teacher Educators

800+ | **1900+**
Students | Total Graduates

Students Enrolled at KUSOED from 2018-2023



Students Enrolled in MPhil Programs at KUSOED from 2018-2023



Vision, Mission, and Value Statements

Kathmandu University School of Education has been a center for excellence in higher education since its inception in 1997. It has been recognized as an educational innovator, policy influencer, and social advocator in the country and beyond through its research and educational activities. The school envisions 'Transforming Society through Educational Excellence'.

To materialize the vision, KUSOED has the following mission statement:

Preparing competent, multidisciplinary education professionals and leaders through knowledge creation and innovative academic services.

In the process of achieving its vision through the stated mission above, KUSOED is committed to the following values:

Maintaining respect, integrity, courage, and humanity by promoting local wisdom, creativity, collaboration, innovation, work culture, sustainability, and quality.

KUSOED offers the following 4 MPhil programs:



Structure of the Programs

MPhil program is of three semesters with 36 credit hours comprising core courses (9 credit hours) and specialization courses (9 credits for Dissertation Track and 12 credits for article track), elective courses (9 credits for the dissertation track and 12 credits for the article track), dissertation (9 credit hours) and research papers (3 credit hours). Research publications in the relevant field of study is preferable.

Eligibility for the Programs

Programs	Qualification	Discipline	Entrance
Development Studies	Master 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.	Any Discipline	<ul style="list-style-type: none">• Written Test• Interview
Educational Leadership	Master 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.	Any Discipline	<ul style="list-style-type: none">• Written Test• Interview
English Language Education	Master degree (in English Literature, Linguistics, Language Studies, English Language Education), with at least 50% score or equivalent to CGPA 3.0 out of 4.	English Literature, Linguistics, Language Studies, English Language Education	<ul style="list-style-type: none">• Written Test• Interview
STEAM Education	Master 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.	Any Discipline	<ul style="list-style-type: none">• Written Test• Interview

MPHIL IN DEVELOPMENT STUDIES

1.5 YEARS

MPhil in Development Studies began in 2005 AD with the aim of preparing professionals who could contribute to the development sector at local, national, and global levels. The students develop a deep understanding of development theories and acquire a broad 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 and the international market by training and educating individuals. The students can work as independent researchers, trainers and educators in international organizations, government agencies, NGOs, research institutions, higher education institutions, and related areas. The program equips students with the analytical and practical skills 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 program's objective is to enable research students to engage in social transformation processes by using research-based knowledge and through critical and comparative analysis of social, cultural, economic, and political contexts that influence development policy and practice at the local, national and global levels.

Structure of the Program

The program is of three semesters. There are courses for 36 credit hours comprising core courses (9 credit hours) and specialization courses (9 credits for Dissertation Track and 12 credits for article track), elective courses (9 credits for the dissertation track and 12 credits for the article track), dissertation (9 credit hours) and research papers (3 credit hours).

Program Objectives

Embrace the local ways of knowing and practicing development in diverse cultural contexts.

- Apply abstract concepts and general principles to analyze and assess real-world development activities.
- Synthesize and evaluate principles and processes by critically assessing development perceptions and practices.
- Engage with local and global intellectual communities, enhancing their abilities for conducting independent research and contributing to the field of development studies.

As a KUSOED student, I'm grateful for the exceptional teaching and support provided by our faculty, even amidst online learning. Their dedication, passion, and efforts to make learning engaging and relevant are commendable. Their commitment shines through every virtual lecture and assignment. A heartfelt thank you to our professors for creating such a supportive platform.

**Narayani
Thakuri**
MPhil Graduate,
Development
Studies



As an MPhil student, I was captivated by the academic freedom and creative, participatory learning. This engagement opened new perspectives on development education and honed my skills in research and evidence-based monitoring and evaluation.

Krishna Sapkota
MPhil Graduate,
Development
Studies



Eligibility

The 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.

Courses

Track	Semester I 12 Credits	Semester II 9 or 12 Credits	Semester III 15 or 12 Credits
Dissertation and Article	EDRM 623 Quantitative Research Methods (3)	EDUC 600 Educational Dimensions (3)	EDDE 620 Development Planning and Evaluation
	EDRM 624 Qualitative Research Methods (3) Or EDDE 628 Research Trends in Development Education (3)	EDRM 652 Fieldwork in Qualitative Research (3) or EDRM 653 Fieldwork in Quantitative Research (3) or EDRM 654 Fieldwork in Mixed Methods Research (3)	EDRM 655 Data Analysis and Interpretation in Quantitative Research (3) or EDRM 656 Data Analysis and Interpretation in Qualitative Research (3) or EDRM 657 Data Analysis and Interpretation in Mixed Methods Research (3)
	EDDE 600 Sociology of Development Education (3)	EDDE 610 Development Theory and Practice (3)	
	EDRM 651 Research Writing & Proposal Development (3)		
Dissertation	-	-	EDUC 680 Dissertation (9)
Article	-	EDRM 666 Independent Study (3)	EDRM 659 Research Writing Colloquium (NC) EDUC 640 Writing for Publication (3)
			EDUC 670 Research Papers (3)

Contact Person

Asst. Prof. Suresh Gautam, PhD
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MPHIL IN EDUCATIONAL LEADERSHIP

1.5 YEARS

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 debatable. The Master of Philosophy in Education specialized in Educational Leadership offers the space for such debates and discourses for educators, educational leaders, researchers and practitioners who seek to enhance their knowledge and expertise and progress into leadership and research practice in education. The broader objective of the program is to contribute to institutional strengthening and organization development of educational institutions and make the education systems more empowering, inclusive and productive.

Structure of the Program

The program is of three semesters. There are courses for 36 credit hours comprising core courses (9 credit hours) and specialization courses (9 credits for Dissertation Track and 12 credits for article track), elective courses (9 credits for the dissertation track and 12 credits for the article track), dissertation (9 credit hours) and research papers (3 credit hours).



During my educational journey, I found the MPhil in Educational Leadership program a true source of empowerment. It wasn't just about textbooks and lectures; it was about diving deep into the world of education management and leadership. We were encouraged to think critically and analyze the intricate workings of the educational field, enabling us to make informed decisions and create positive changes.

Anjana Malla
MPhil Scholar,
Educational Leadership



Program Objectives

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



As a proud alumnus of this prestigious institution, I embarked on the Masters of Philosophy in Educational Leadership program twice. My journey began in 2006, but due to my responsibilities as a school principal, university lecturer, and newlywed, I had to withdraw. Despite this setback, I returned and graduated in 2012. My dissertation earned me funding from the University Grants Commission of Nepal.

After my MPhil in 2012, I secured a scholarship for an Ed.D. degree in the U.S., where I received numerous awards and was honored as a UCEA Jackson Scholar.

Today, I am an Associate Professor at Delaware State University (DSU), with regular publications. My success is attributed to KUSOED's robust graduate program, which instilled in me a strong research orientation, transformative practice, reflective practice, work ethic, and self-efficacy. KUSOED has been instrumental in shaping my career, and for that, I am forever grateful.

Chetanath Gautam
MPhil Graduate,
Educational Leadership



Eligibility

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.



Courses

Track	Semester I 12 Credits	Semester II 9 or 12 Credits	Semester III 15 or 12 Credits
Dissertation and Article	EDLE 621 Theories and Practice in Educational Leadership (3)	EDUC 600 Educational Dimensions (3)	EDLE 642 Human Resource Development in Education (3)
	EDRM 623 Quantitative Research Methods (3) or EDRM 624 Qualitative Research Methods (3) or EDLE 625 Research Trends in Educational Leadership (3)	EDRM 652 Fieldwork in Qualitative Research (3) or EDRM 653 Fieldwork in Quantitative Research (3) or EDRM 654 Fieldwork in Mixed Methods Research (3)	EDRM 655 Data Analysis and Interpretation in Quantitative Research (3) Or EDRM 656 Data Analysis and Interpretation in Qualitative Research (3) or EDRM 657 Data Analysis and Interpretation in Mixed Methods Research (3)
	EDRM 651 Research Writing & Proposal Development (3)	EDLE 632 Organizational Theories and Behaviours (3)	
Dissertation	-	-	EDRM 659 Research Writing Colloquium (NC) EDUC 680 Dissertation (9)
Article	-	EDRM 666 Independent Study (3)	EDLE 652 Policy and Governance for Educational Leadership (3) EDUC 670 Research Papers [Published (1) and Publishable (1)] (3)

Contact Person

Asst. Prof. Shesha Kanta Pangeni, PhD

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MPhil IN ENGLISH LANGUAGE EDUCATION

1.5 YEARS

MPhil in English Language Education (MPhil-ELE) is a one-and-half-year research degree program of School of Education which aims to enhance the research skills and knowledge of English language professionals. The program foresees transforming practices in English language education by researching, advocating, publishing, and identifying needs of English language, teaching and learning, ELT management and research.

Structure of the Program

The MPhil-ELE program is of three semesters (18 months). There are courses for 36 credit hours having two alternative tracks. The first one is the dissertation track, in which students graduate through dissertation writing. The second is the article track, in which students graduate through article writing with close supervision and co-authorship of a guide assigned by the School. In the first semester, students of both tracks study 12 credits courses. In the second semester, students take courses of 9 credits for the dissertation track and 12 credits for the article track. In the final semester, they take 15 credits for the dissertation track and 12 credits for the article track.

Program Objective

- Demonstrate a comprehensive grasp of the primary domains, focal points, and contours of local, regional, and international research within specific area of English Language Education.
- Apply acquired knowledge and skills to identify research issues and construct viable research designs that align with the underlying paradigms, methodologies, and research methods in English Language Education.
- Evaluate and critique pertinent scholarly literature in their fields of study within English Language Education, facilitating the synthesis of classical and current philosophical discourses, educational theories, and research applications.
- Create, execute, and assess tailored educational programs designed for the targeted community of practice in English Language Education. This process involves the application of well-honed, adaptable problem-solving skills and integration of relevant skills, knowledge, and attitudes appropriate to the field.



I am honored to be an MPhil student in the English Language Education program at KUSOED. Despite enrolling very recently in August 2022, I feel a deep connection to this institution. I've successfully completed two semesters and appreciate the blended learning approaches. Autonomy in inquiry, expression, and critical analysis is empowering. The faculties' dedication, punctuality, and availability are commendable. Their speeches on well-being, motivation, societal contribution, and glocalization are inspiring. I am confident that this journey will open up numerous opportunities for my growth. I am grateful to KUSOED family for their energy and synergy.

Indra Kumari Oli
MPhil Scholar
English Language Education



Eligibility

Master Degree in English Literature, Linguistics, Language Studies, English Language Education, with at least 50% score or equivalent to CGPA 3.0 out of 4 are eligible to apply. Research publications in the relevant field of study is preferable.

Courses

Track	Semester I 12 Credits	Semester II 9 or 12 Credits	Semester III 15 or 12 Credits
Dissertation and Article	EDEL 649 Research Trends in English Language Education (3)	EDUC 600 Educational Dimensions (3)	EDEL 612 Trends in Applied Linguistics (3)
	EDRM 623 Quantitative Research Methods (3) or EDRM 624 Qualitative Research Methods (3)	EDEL 661 Field Work in Language Education Research (3)	
	EDEL 629 Issues in English Language Education (3) EDRM 651 Research Writing & Proposal Development (3)	EDEL 609 Language Teacher Education and Development (3)	EDEL 662 Data Analysis in Language Education Research (3)
Dissertation	-	-	EDRM 659 Research Writing Colloquium (NC) EDUC 680 Dissertation (9)
Article	-	EDRM 666 Independent Study (3)	EDEL 614 Contemporary Thoughts in English Language Education (3) EDUC 670 Research Papers (3)

Contact Person

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MPhil IN STEAM EDUCATION

1.5 YEARS

By its nature, the purpose of MPhil in Education (Specialization in STEAM Education; henceforth MPhil in STEAM Education) program emphasizes on capacity building of potential researchers and/or international scholars whose research is likely to become a basis for improving practices in their professions. Given this perspective, the researchers/post-graduate students of STEAM education learn about the progressive education, STEAM education, educational theories, different kinds of research, methods of data collection and many more. We envisage that the program will be interdisciplinary in nature as it aims to utilize perspectives and practices arising from the field of Science, Technology, Engineering, Arts and Mathematics (STEAM) Education. This program is intended for teachers, educators and educational leaders who desire the skills and credentials needed to advance their practice-driven careers. We envisage that multiple epistemic frameworks enable research students to be creative and innovative in their research productivity, thereby serving platforms for them to explore newer avenues in STEAM education.

Structure of the Program

The program is of three semesters. There are courses for 36 credit hours comprising core courses (9 credit hours) and specialization courses (9 credits for Dissertation Track and 12 credits for article track), elective courses (9 credits for the dissertation track and 12 credits for the article track), dissertation (9 credit hours) and research papers (3 credit hours).

Program Objectives

- Demonstrate a comprehensive understanding of the major areas, focus, and contours of local, regional, and international research in their respective research area within the STEAM Education field, enabling them to engage with global trends and adapt their work accordingly.
- Apply knowledge and skills to identify research issue(s) and develop viable research designs in alignment with the ethos of paradigm(s), methodologies, and methods employed in their research within the field of STEAM Education.



MPhil in STEAM Education program has been a transformative journey for me. My research led me on an intellectual and personal odyssey, where I learned to use critical self-reflection to challenge dominant ideologies in education and decolonize my practices. This journey heightened my awareness of my role as a catalyst for change in education and the empowerment of learners. The MPhil experience has instilled in me an enduring commitment to learning, growth, and positive change in the field of education, especially in STEAM education.

Aagat Awasthi
MPhil Graduate
STEAM Education



- Analyze and critically assess relevant scholarly literature in their field of study within STEAM Education, allowing for a deep understanding of existing research, identification of gaps, and the formulation of research questions.
- Synthesize knowledge and skills to accomplish defined scholarly research within a specific research program in STEAM Education, integrating research design, critical assessment of literature, and problem-solving abilities.

Eligibility

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. Research publications in the relevant field of study is preferable.



In the height of the COVID-19 pandemic in 2021, I had the privilege to undertake my MPhil in STEAM education at Kathmandu University. Despite the global health crisis, the university ensured an outstanding learning environment, seamlessly shifting to online teaching. The faculty, experts in their fields, were accessible and dedicated to student success. Their guidance significantly shaped my professional growth and sharpened my critical thinking. The university's focus on research and innovation encouraged me to explore my academic interests and challenge existing knowledge. Beyond academics, the university nurtured personal growth, leadership, and social responsibility. I wholeheartedly endorse Kathmandu University for its commitment to holistic education and preparing students for successful careers. My time there was transformative, and I am forever grateful for the opportunities it provided. I extend my heartfelt thanks to the Kathmandu University community for their unwavering support during my MPhil studies.

Puskar Singh Bohara
MPhil in STEAM Education
2021 Batch



Enrolling in the MPhil in STEAM education program at Kathmandu University has been a transformative experience for me. The mentorship I received, the camaraderie I found, and the conducive learning environment all played significant roles in molding me into a more effective teacher, headteacher, and teacher educator. The program has given me a unique perspective on curriculum design, pedagogy, and assessment systems. It has also helped me transcend my disciplinary boundaries and incorporate the STEAM approach into everyday life and classroom settings. Exposure to various theories such as transformative learning theory and Habermasian emancipatory interest has enabled me to tap into my own agency to effect positive change in my students' lives and, by extension, society. I am deeply grateful to all my mentors and facilitators for this enriching learning journey and the profound personal transformation it has sparked.

Rabina Maharjan
MPhil Graduate
STEAM Education



Courses

Track	Semester I 12 Credits	Semester II 9 or 12 Credits	Semester III 15 or 12 Credits
Dissertation and Article	EDST 600 Lenses of STEAM Education (3)	EDUC 600 Educational Dimensions (3)	EDST 630 Teaching and Learning in STEAM Education (3)
	Any Two (6 Cr. Hrs.) EDRM 623 Quantitative Research Methods (3) EDRM 624 Qualitative Research Methods (3) EDST 628 Research Trends in STEAM Education (3)	EDST 610 Curricula in STEAM Education (3)	EDRM 655 Data Analysis and Interpretation in Quantitative Research (3) or EDRM 656 Data Analysis and Interpretation in Qualitative Research (3) or EDRM 657 Data Analysis and Interpretation in Mixed Methods Research (3)
	EDRM 651 Research Writing & Proposal Development (3)	EDRM 652 Fieldwork in Quantitative Research (3) Or EDRM 653 Fieldwork in Qualitative Research (3) Or EDRM 654 Fieldwork in Mixed Methods Research (3)	
Dissertation	-	-	EDUC 680 Dissertation (9) EDRM 659 Research Writing Colloquium (NC)
Article	-	EDRM 666 Independent Study (3)	EDUC 640 Writing for Publication (3) EDUC 670 Research Papers (3)

Contact Person

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FACULTY AND STAFF

Professors

Bal Chandra Luitel, PhD (Dean)
Mahesh Nath Parajuli, PhD

Laxman Gnawali, PhD
Mana Prasad Wagley, PhD

Associate Professors

Dhanapati Subedi, PhD (Assoc. Dean)
Prakash Chandra Bhattarai, PhD (Assoc. Dean)
Hem Raj Kafle, PhD (HoD, Department of Language Education)
Tikaram Poudel, PhD (Coordinator SWC)

Assistant Professors

Binod Prasad Pant (Head, Department of STEAM Education)
Shesha Kanta Pangen, PhD (Head, Department of Educational Leadership)
Suresh Gautam, PhD (Head, Department of Development Education)
Parbat Dhungana, PhD
Lina Gurung, PhD
Roshani Rajbanshi, PhD
Indra Mani Shrestha
Rajiv Ranjit, PhD
Rebat Kumar Dhakal, PhD
Bharat Neupane, PhD
Bashu Prasad Subedi, PhD

Full Time Faculties

Parbati Dhungana, PhD
Siddhartha Dhungana, PhD
Shree Krishna Wagle, PhD

Lecturers

Netra Kumar Manandhar
Niroj Dahal

Teacher Educators

Surendra Prasad Bhatt
Prativa Rai
Menuka Sangroula
Sandip Dhungana
Rejina KC
Madan Rijal
Bikash Ghaju
Nimesh Shrestha
Kriti Shree Giri
Hiralal Kapar
Sarita Khadka

Administrative Staff

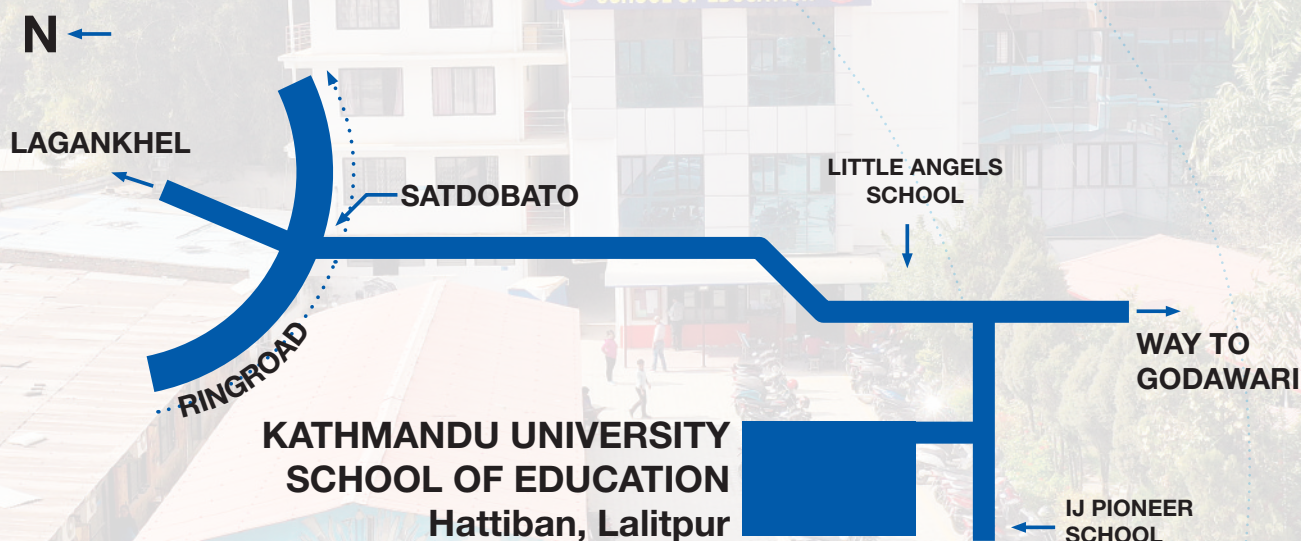
Shiva Nath Mainali (School Manager)
Prabina Kayastha (Librarian)
Bibek Bhandari (IT Support)
Anju Gautam (Support Staff)
Ganesh Khatiwada (Office Assistant)
Suman Acharya (Officer)
Mandira Dhungana (Account)
Raju Maharjan (Office Assistant)
Dil Bahadur Shrestha (Office Assistant)


Visiting Scholars

Prof. Jai Raj Awasthi, PhD
Prof. Peter Charles Taylor, PhD
Lava Deo Awasthi, PhD
Meenakshi Dahal, PhD
Prof. Bhim Prasad Subedi, PhD
Prof. Georgianna Duarte, PhD
Raj Kumar Dhungana, PhD
Lekha Nath Poudel, PhD



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