

Brief Description of the Courses

EDUC 504- Internship (2-3)

An Internship is organized to provide opportunity to students to practice the knowledge and skills learned in their specialization in a real work situation. Objectives, outcomes and activities of the internship program are developed by the individual student under the guidance of a work supervisor and approved by the internship coordinator assigned by the School of Education.

EDUC 505- Dissertation (6)- For M. Phil.

Students will be required to conduct research in the field of education and write a thesis. The research work and the thesis will be supervised by a professor from the department.

EDUC 511- Research Methods (3)

This course is designed to assist the postgraduate students to understand the basics of research methods. It is hoped that this course will help them design research activities both for their thesis/ dissertation and other projects outside their study. The what, why, and how of educational research is planned to be associated with the practicality and applicability in day to day activities. Thus this course, although it seems to be theoretical in nature, serves both theoretical and practical purposes.

EDUC 513- Seminar: Issues in Education (1+1)

This course is designed to enhance the graduates' skill to logically and practically project and discuss educational issues over all aspects of educational trends and development. The students will be required to prepare and present a seminar paper. They will also critique on the seminar papers presented by their colleagues.

EDUC 514- Writing for Professionals (1)

As the English language is the second language for Nepalese students, this course is designed to offer the chance to improve communication through writing in English. In this class students will gain experience in organizing ideas and expressing them through writing in English language. The writing style guidelines of the American Psychological

Association (APA) will be used. Assignments will range from short paragraph descriptions to more complex presentation of ideas as required for writing course papers and reports, thesis, and articles from publication in international journals.

EDUC 515- Foundations of Education (3)

This course is designed to develop a basic knowledge of the historical, philosophical, social and behavioral foundations of education. It is designed to facilitate an understanding of how different philosophical, social, cultural and behavioral perspectives, principles and thoughts have contributed to the development of modern education. During the course of the study, students are expected to relate these perspectives, principles and thought in the development of Nepalese Education.

EDUC 516- Basic Statistics- (3)

The course will concentrate on Probability Theory and Statistical Methods incorporating probability theory, graphical and descriptive statistical methods and methods of statistical inference.

HRD 520 – Organizational Behavior (3)

This course is designed for MPhil and PhD students. The course focuses on the behavior of individuals and groups within diverse organizations and on organizational structure and processes. This class material will include both theory and practical application of Organizational Behavior (OB) in organizations with special attention to education.

EDUC 531- Principles of Educational Leadership (3)

This course is designed to impart the depth understanding of the subject matter of philosophy of educational leadership. It is specially designed for the postgraduate level students doing their MPhil and PhD degrees taking educational leadership as major subject at School of Education, Kathmandu University. The course intends to adopt a bottom up approach to analyze the problems and prospects of educational leadership in context of Nepal. Since you represent various levels of educational administration including school level to national policy making level, hopefully this course will provide you with a platform to discuss your perception, feeling, attitude, and learning as well as

motivation on the prevailing practices of educational leadership practices in the nation.

EDUC 532- Management of Education (3)

This course is designed for post graduate level students as critical analysis of education management system. It is intended that students will understand the basic functions of management and apply these management principles in an educational context. An attempt will be made to relate these management principles and theories to educational management problems. Students are expected to analyze existing management problems in Nepal and apply appropriate theories to resolve those problems. In general, the course will equip students with management skills and knowledge to critically examine existing educational management system and practices based on the management theories studied in the class.

EDUC 533- Financing of Education (3)

This course has been designed to help students understand the basic concepts, practices and problems related to the financing of education. The course will also help students be familiar with different modalities of educational financing prevalent in different countries in order to develop competency to critically analyze the current educational financing system in Nepal.

HRD 540 Human Resource Development (3)

This course aims at improving learners' individual performance and growth, organizational productivity and national socio economic development and prosperity. It is expected that the course would facilitate on human capabilities development focusing on issues and challenges of human resources development in general and examining current status of human development in Nepal in particular.

EDUC 541- Educational Policy and Planning (3)

The course gives both theoretical and practical knowledge on policy and planning development process focusing on education. The course covers education policy formulation and analysis, different approaches to educational planning, and linkages between education policy and planning. Students are required to develop critical understanding of education policy and planning processes in

general, analyzing problems and issues of education policy and planning development. Discussion of policy and planning processes in education in Nepal is also covered in the course.

HRD 542- Human Resource Management (3)

This course aims at developing knowledge, skills and attitudes in students so that they will have opportunities and capabilities to serve as a successful human resource managers and trainers. As management comes to see the value of human resource management and development, the training generalists and specialists become more valuable. It is intended that students will understand the basic principles of human resource management and development and apply them in relevant situation.

EDUC 542- Sociology of Education (3)

This course helps students develop a critical understanding of educational processes as a part of larger social structure and process. The course deals with some of the major theoretical strands in the sociology of education. It is expected that the course would contribute to make a critical understanding of how schooling and education interacts in the wider societal perspectives in a dialectical manner.

EDUC 543- Program Monitoring and Evaluation (3)

This course is designed for the students who have preliminary knowledge in social science research methods including social statistics. Monitoring and evaluation are management tools that help determine how a plan is being implemented, whether the plan implementation is achieving the desired outcomes, and whether the assumptions used in the planning are valid. Both the monitoring and evaluation is used to demonstrate accountability and to understand the dynamics of the program.

The monitoring/ evaluation has emerged as a separate course within social sciences or development studies and have undergone several changes in models and methods.

EDUC 544- Economics of Education (3)

The main objective of the course is to develop students' knowledge regarding education and economic development and returns to investment in education.

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

EDUC 545- Theory and Practice in Education and Development (3)

The course specifically deals with different meanings, concepts and theories of development, development agencies and different other facets of development like social agency, exclusion, poverty, caste, gender, etc. as well as aspects like social capital, civil society, decentralization, participation, etc. The issue of development assistance in education development is one critical area that the course deals with because there is an inherent tension between conditions set by the donors as well as by international targets and national and local agendas for education and development. Finally, the course deals with some practical tools for researching and practicing education and development.

EDUC 546- Diversity Education (3)

The course on Diversity Education provides students with an understanding of their cosmologies, and helps relate the world realities to the pedagogical processes for the inclusion of minority students. After successful completion of the course, the students will be able to understand the holistic vision of education, develop a reflective outlook and an in-depth insights into Nepal's cosmologies, raise critical awareness about socio-cultural and ethnic realities, enhance human capabilities (knowledge, skills, information, power etc.), employ an inter-disciplinary approach in education and promote social cohesion, harmony and peace-building as underpinning framework.

EDUC 605- Thesis Research (40)- For PhD

Students will be required to conduct research in the field of education and write a thesis. The research work and the thesis will be supervised by a professor from the department.

EDUC 611- Advanced Research Methods (3)

This is a course designed to enhance the capability of students in designing, implementing and evaluating the research works based on qualitative methods.

Built on EDUC 516 Research Methods that focuses on quantitative methods and is offered in the First Semester, this course emphasizes developing critical analytical perspectives in the students. The course mainly deals with different research philosophies and paradigms, qualitative research strategies, collecting and analyzing qualitative data, ensuring credibility, transferability and dependability of qualitative data and analysis, and reporting the findings of the qualitative research. The course requires students' active participation through reading, taking part in class discussion, making presentation, carrying out mini-research works, etc.

EDUC 612- Advanced Statistics (3)

This course is designed to cultivate critical thinking on the part of the students. It deals with how data is collected, analyzed, interpreted and the conclusion is drawn using different advanced statistical tools and techniques.

EDUC 613- Research Seminar (2 + 2)

This course is designed to provide an overview of the theory, procedures, application and use of research in educational settings, assist in the study of a specific area of applied research from the current professional literature, and assist in the development of a specific research proposal. This course also encourages students to review recent publications in Education and/ or Thesis review.