

Nepal Open University
Faculty of Social Sciences and Education
Manbhawan, Lalitpur

Program: MPhil in Education

Duration: 1.5 Year (3 Semesters)

Specialization: Education Studies, English Education, Nepali Education, Mathematics Education & Health Education

1. Introduction

Master of Philosophy (MPhil) is a research based post-graduate degree leading the graduates to further their study to PhD. It is designed to motivate the graduates to be involved in quality research, expanding the horizons of theoretical understanding. The contextual course, in tandem with the global scenarios and local requirements, will ensure the potential careers of the graduates in the field of Education. This program is targeted primarily to those working individuals, who are unable to join the conventional (face-to-face) education system in the conventional universities, yet willing to pursue advanced level courses under the umbrella of Social Sciences and Education.

This program will be conducted in the period of 1.5 years (3 semesters) and consists of 30 credits including dissertation writing. The general objectives of this program will be as follows:

2. Objectives

After the completion of this program, learners will be able to:

- a. Exhibit a deeper understanding of theoretical, conceptual and philosophical mapping in the given discipline;
- b. Utilize and apply quantitative, qualitative and/or mixed methods and approaches in the given field of educational research /inquiry;
- c. Adapt theories and tools flexibly and apply the tools in a new field of research;
- d. Prepare a write up for peer-reviewed international research journals;
- e. Carry out research and solve complex problems independently; and,
- f. Advance the disciplinary boundary forward by making new and significant contribution to existing knowledge.

3. Eligibility

- a. For MPhil in English, Nepali, Mathematics and Health Education, students with Master's Degree in related subjects and for Education Studies, students with Master's Degree in any disciplines, securing second division (50%) or CGPA 2.7 in the scale of four will be eligible. For all subjects, students outside the Educational background will have to take up the additional three-credit pre-requisite course.
- b. Candidates must have working knowledge and skills of Information Communication Technology.

4. Course Structure

I. Semester I (Core Courses):

12 Credits

S. N.	Title of the Course	Credits
1.	Educational Studies: Theoretical Perspectives	3
2.	Research Methods in Education I (Quantitative)	3
3.	Research Methods in Education II (Qualitative)	3
4.	ICT and e-Research	3
5.*	Fundamentals of Education	3

* Introductory course for those students with non-Education background.

II. Semester II (Specialization Courses): 15 Credits (Following each course carries 3 credits)

Education Studies	English Education	Nepali Education	Mathematics Education	Health Education
Academic Writing	Academic Writing	प्राज्ञिक लेखन	Academic Writing	Academic Writing
Independent Study	Independent Study	स्वयत्त अध्ययन	Independent Study	Independent Study
Curriculum, Pedagogy & Assessment	Translation Studies	भाषा, पाठ्यक्रम र मूल्यांकन	Graphs and Networks	Philosophical Foundation of Health Education
Governance & Accountability	Critical Theories and Discourse Studies	नेपाली भाषा शिक्षणका दार्शनिक आधारहरू	Readings in Mathematics	Pedagogy of Health Education
Diversity and Education	Philosophy of English Language Teaching	साहित्य सिद्धान्त र उत्तरवर्ति समालोचना	Geometry and Modelling	Community Health

II. Semester III: Dissertation Writing

3 Credits

5. Teaching-Learning Strategy

The teaching-learning strategy will primarily be learner-centered in the sense that there will be maximum use of participatory and collaborative approaches to learning. Individual pace of

learning and collaborative learning both are equally emphasized. For this, both online and offline approaches are adopted through Teams/Skype and MOODLE (Learning management system: LMS). In both modes (online and offline), teaching, learning, researching and assessing activities are largely administered and transmitted through MOODLE (LMS). This platform can be used in both synchronized and asynchronized modes. All course facilitators work on this LMS platform and students get access to MOODLE for learning. At present, Teams is used for online course delivery at learners' appropriate time. However, fixed time schedule (evening time) is arranged for regular online classes where tutor's course delivery, learners' presentation, interaction, sharing sessions are conducted.

6. Assessment Criteria

Assessment of learning achievement is an important component of teaching-learning activities. The extent of the fulfillment of the objectives is evaluated through the assessment. Assessment constitutes both types of evaluation: formative and summative. For formative assessment, internal assessment basically concentrates on assessing regular progress of the learners through continual assessments. Final examination in different forms such as written and practical through face-to-face and distance-mode are adopted as summative evaluation. Specifically, learning achievements will be assessment/evaluation through the following types of assessment:

- a. Internal Assessment:** 40% of the total weightage
 - i. E-portfolio (Quiz, Lessons, Individual Assignments, Collaborative Assignments)
 - ii. Project-based Paper and Presentation:
- b. External Assessment /Examination:** NOU Examination Committee will conduct external assessment. This assessment will cover 60% of the total weightage. The learners will be evaluated through written work and/or practical activities.

Another mode of assessment named as alternative authentic assessment has also been employed after the COVID-19 pandemic for semester-end examination. In the Alternative Authentic Assessment Framework 2020 of Nepal Open University, for the triangulation of the assessment of learning achievement, different tools and techniques such as Writing Paper, Take-away exam, Presentation and Viva-Voce, Process evaluation through e-portfolio have been recommended and as per the nature of the course, these techniques will be used.

Base on Letter grading with equivalent to GPA in 4-point scale and full marks 100, the learning achievement, as stated in *NOU Curriculum Framework and Implementation Guidelines 2018*, is

measured as follows:

For MPhil program, the learners securing Letter grade B⁻ with GPA 2.7 (i.e. 50%) in internal assessment of each subject will be qualified to attend the final examination (end-semester examination). A student must obtain SGPA (Semester Grade Point Average) of 2.7 (50% in aggregate) to successfully complete a semester. The grade distribution for Post-Graduate Level (MPhil), according to *NOU Curriculum Framework and Implementation Guidelines 2018*, is as follows:

Letter Grade	GPA	Marks in Percentage	Remarks
A	4	90 and above	Outstanding
A-	3.7	80-<90	Excellent
B+	3.3	70-<80	Very Good
B	3	60-<70	Good
B-	2.7	50-<60	Satisfactory /Pass
F	Below 2.7	Below 50	Fail

7. Student Support System

Student support system is crucial factor in any mode of learning, even it is more important in distance and online mode of education. The success of a program largely depends upon the institution's support system. In this program, different learning resources/materials are provided through the modes of online/offline and face-to-face modes. All the concerned tutors, faculty staff and technical staff are regular human resources that they are directly available to support students for facilitating in their learning process. MOODLE, Teams, e-mail, Phone, internet-search engines, YouTube, websites, Radio-FM and the like are major means of supporting system. Through these means, well-organized, well-structured and purposeful materials are provided in the following types:

- i. Printed/Electronic-based Materials: Books, Articles/Journals, Magazines/Newspapers, Reports, Database, Photographs/Charts

- ii. Audio-video Materials: Tutorial video, Film-strips, Tape-recorders, National or Local Radios or Televisions, FM broadcasts or Slides

*