MASTER OF EDUCATIONAL SCIENCES

(MES)

Specialization

Education Governance and Leadership

&

Instructional Design and Technology

Curriculum Guidelines- 2020

NEPAL OPEN UNIVERSITY

FACULTY OF SOCIAL SCIENCE AND EDUCATION

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MASTER IN EDUCATIONAL SCIENCES

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1. Introduction of MES Program

Master in Educational Sciences (MES) Curriculum Guidelines is prepared for guiding overall activities for running this program under the Faculty of Social Sciences and Education at Nepal Open University. This program will be conducted in 2-Year of four semesters that includes both professional with practical basis and academic with subject content focused courses.

For this MES program, equivalent to master degree in education with specialization in different subject areas, it is of both academic and professional courses. The targeted learners of this program are those who have minimum bachelor degree of qualification in any discipline across the country and have no access to earn higher degree (master level) attending face-to-face mode, and want to develop their expertise on education plan and policy development, teacher development, educational management and administration, curriculum and assessment and similar subjects.

This curriculum guidelines intends to provide support to course facilitators, students and or university personnel for preparing highly competent education professionals in diverse educational settings. In order to ensure the high rate of success of prospective education professionals, this curriculum guidelines offer both theoretical and practical guidance for its successful planning and implementation.

2. Rationale for MES Program

Nepal has considered education to be the cornerstone of all national development efforts, particularly in human resources development, economic growth, and poverty alleviation. Realizing the importance of education for overall development of a nation, the Constitution of Nepal has guaranteed education as a fundamental human right and has devolved the authority of managing school education to the local governments, which was centrally managed prior to the implementation of the current Constitution. In this context, there is shortage of education professionals and leaders with knowledge and skills in developing, managing, implementing, monitoring and evaluating several aspects of education and educative processes (such as school,

students, teachers, curriculum, instruction, assessment, educational and instructional technology etc.) at the local levels.

Raising education quality has been the main focus of current education system all over the world. Research has shown that teaching quality and leadership are most important factors in raising student achievement. For education leaders and managers to be as effective as possible, they need to expand their knowledge and skills to implement best practices in educational institutions. Likewise, the explosion of technology over the past two decades has also influence the education sector and a number of technology-based learning and teaching tools are in place today. Knowledge and skills on the use of instruction and learning tools has been the need of the hour. For this, there is need to develop human resource as education professionals in who will have a role in a number of areas such as educational planning, management, curriculum development, assessment, etc.

In the context of Nepal, Nepal Open University (NOU) as an authorized institution has the responsibility to deliver theoretical and practical knowledge, and skills in different disciplines or streams. Especially, the faculty of Social Sciences and Education (FOSSED) under NOU has been offering both academic and professional courses. *The National Education Policy 2019* has also emphasized on the Faculties of Education to provide professional courses. In line with the intent of the policy, this program will offer the professional and academic courses for the fulfill of the demand of competent education professionals.

The overall situation presented above shows the need for developing education professionals in different areas such as education governance, leadership, management and administration, instructional design and technology, and curriculum, instruction and assessment and other similar courses as per the country's need.

3. General Objectives of Master in Educational Sciences

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

i. Explain the contemporary theories and models related to governance, leadership, instructional designs and techniques being used in the field of education.

ii. Interpret/analyze the ongoing education plans, policies and management practices critically and suggest for an appropriate education plan, policies and management system based on the evidences and/or the context in question.

iii. Demonstrate knowledge, skills and attitudes about the various models of curriculum, instruction and assessment techniques; and identify an appropriate design of curriculum and evaluation to fit in their professional area.

iv. Capacitate them to improve their professional performances, especially by integrating e-technology in their day-to-day professional lifeworld.

v. Promote and strengthen knowledge, skills and attitudes in handling diversities in the educational institutions and classrooms to ensure harmonious development of the target pupils from the diverse backgrounds.

vi. Develop oneself as an innovative and exploratory human resource in the field of education, especially by carrying out and handling an independent education research.

4. Eligibility Requirements for Master in Educational Sciences

The candidates having a Bachelor Degree in any discipline from a recognized university or an institution recognized by Nepal Open University will be eligible to apply in two-year MES. The learners who are from other than Bachelor in Education background such as BA, BSc, BBS, BBA, LLB or other equivalent have to take 3-credit additional course of education.

5. Course Nature for Master in Educational Sciences

MES Curriculum consists of two types of courses: Core Courses (fundamental courses of education) and Specialization Course (academic + professional course in specialized courses). These courses under the following specialization courses will be in nature of theoretical and practical. This course will be total of 60 credits. But students from non-education background should take one additional course of 3 credit hours. Courses are distributed in four semesters. Out of 60 credits, 24 credits (40% of total credits) will be of Core Courses including Thesis. The Core Courses will be largely of theoretical where thesis will be as a research-based practical nature. The remaining 36 credits (60% of total credits) out of 60 credits is allocated in specialization area including a 3-credit course of elective courses. The nature of 36 credits specialization courses will be mix of both theoretical and practical. The credit-count, in terms of credit hours, will be similar to other programs i.e. 1 credit = 16 hours.

6. Specialization and Course Distribution of MES Program

As aforementioned, there can be several specialization areas for MES such as Educational Governance and Leadership, Instructional Design and Technology, Distance Education and e-

Learning, Curriculum, Assessment and Instruction, Test and Measurement, Teacher Development etc. However, considering the existing constraints at present, there will be specialization in two areas that are (i) Educational Governance and Leadership and (ii) Instructional Design and Technology.

6.1 Education Governance and Leadership

Specialization in Education Governance and Leadership under MES program focuses to develop human resources in the field of education who could lead, manage and administer education institutions to ensure improved education outcome. This course will be helpful for education leaders, managers, administrators, government employees in education sector, and also those working in I/NGO sector. The objectives of MES with specialization in Education Governance and Leadership are as follows:

i. To explain with and implement the contemporary theories and models related to governance, leadership, instructional designs and techniques being used in the field of education.

ii. To interpret leadership and learning theories and connect them with the given educational context for ensuring improved learning outcomes.

iii. To interpret the ongoing education plans, policies and management practices critically and suggest for an appropriate education plan, policies and management system based on the evidences and/or the context in question.

iv. To capacitate them to improve their professional performances, especially by integrating e-technology in their day-to-day professional lifeworld.

v. To equip the learners with skills, knowledge and attitudes for managing various dimensions of diversity that interplay in the given educational institutions and/or environment.

vi. To enable the learners for identifying, managing, allocating and regulating the possible resources for education and/or educational institutions

vii. To develop knowledge and skills in different elective disciplines such as Instructional Design, Guidance and Counseling, Alternative Education or Comparative Education.

Courses offered in Education Governance and Leadership

Semester I			Semester II		
Course Name	**Cr.**	**Nature**	**Course Name**	**Cr.**	**Nature**
Philosophical and Historical Perspectives of Education	3	Core	Educational Psychology and Learning Theories	3	Core
Research in Education	3	Core	Applied Statistics in Education Research	3	Core
Social Foundations of Education	3	Core	Managing Diversity in Education	3	Specialization
Governance and Accountability	3	Specialization	Economics of Education	3	Specialization
Leadership Theory and Practice	3	Specialization	Organizational Psychology	3	Specialization
Total	**15**		**Total**	**15**	

Additional course: Foundation of Education in first semester

Semester III			Semester IV		
Course Name	**Cr.**	**Nature**	**Course Name**	**Cr.**	**Nature**
Curriculum and Assessment	3	Core	Resilient Leadership in Education	3	Specialization
Educational Supervision	3	Specialization			
Education Policy and Practice in Nepal	1.5	Specialization	Management and Administration in Education	3	Specialization
Independent Study	3	Specialization	Internship	3	Specialization
*Elective	3	General or specialization	Thesis	6	Core
Leading and Managing Change in Education	1.5	Specialization			
Total	**15**		**Total**	**15**	

*Elective

   i.   Comparative Education

  ii.   Alternative Education

 iii.   Guidance and Counseling

 iv.   Higher Education Administration

6.2 Instructional Design and Technology

Specialization in Instructional Design and Technology focuses on developing specialists in the field of instructional design and technology. This course would be useful for teachers, teacher educators, instructional designers, curriculum developers and textbook writers. It concentrates on enriching learners with various contents, theories, models and technologies useful in the area of instructional designs and technologies. The objectives of the course 'Instructional Design and Technology' are presented as follows:

i. To interpret the learning theories and connect them with the given learning environment for ensuring improved learning outcomes.

ii. To interpret different instructional designs/models and select appropriate instructional designs.

iii. To enable the learners for exploring trends and issues in instructional designing

iv. To help the learners in getting acquainted with various ICTs and their use in teaching-learning activities

v. To enable the learners for handling online teaching-learning activities including online assessment techniques and getting access to online learning resources

vi. To develop general ideas of interdisciplinary areas besides Instructional Design and Technology such as Teaching Education, Governance and Accountability, Resilient Leadership in Education, Guidance and Counseling, and Higher Education Administration.

Courses offered in Instructional Design and Technology

Semester I			Semester II		
Course Name	**Cr.**	**Nature**	**Course Name**	**Cr.**	**Nature**
Philosophical and Historical perspectives of Education	3	Core	Educational Psychology and Learning Theories	3	Core
Research in Education	3	Core	Applied Statistics in Education Research	3	Core
Social Foundations of Education	3	Core	Comparative Education	3	Specialization
Fundamentals of Instructional Design	3	Specialization	Online and Distance learning	3	Specialization
Technology Applications in Education	3	Specialization	Instructional Designs in e-learning	3	Specialization
Total	**15**		**Total**	**15**	

Additional course: Foundation of Education in first semester

Semester III			Semester IV		
Course Name	Cr.	Nature	Course Name	Cr.	Nature
Curriculum and Assessment	3	Core	Alternative Education	3	Specialization
Learning and Flipped Classroom	1.5	Specialization	Online Assessment and Student Support System	3	Specialization
Elective	3	General or specialization	Internship	3	Specialization
Integrated Pedagogical Approach in Education	3	Specialization	Thesis	6	Core
Cyber Ethics and Law in online education	1.5	Specialization			
Independent Study	3	Specialization			
Total	**15**		**Total**	**15**	

*Elective

i. Governance and Accountability
ii. Resilient Leadership in Education
iii. Guidance and Counseling
iv. Higher Education Administration

7. Mode of Delivery

The mode of course delivery consists of two types: Open and distance (Online/Offline) and face-to-face. As prescribed in *NOU Curriculum Framework and Implementation Guidelines 2018*, 25% of the course is designed to deliver on online mode, 60% on offline, and remained 15% on face-to-face mode.

8. 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.

9. Evaluation 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. 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 is also employed after the COVID-19 pandemic for semester-end examination. s 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 (Grade Point Average) of 4 and full marks 100, the learning achievement, as stated in *NOU Curriculum Framework and Implementation Guidelines 2018*, is measured as follows:

For MPS 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 Graduate Level (Master), 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

10. 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

11. Program Review

As stated in the MES Program Guidelines 2020, minor revisions can be made with the consent of concerned subject committee to enrich the course with recent research findings and contemporary trends. For major revision, at least one cycle of the program will be the observation period or piloting period of the program. Based on the experience within the program and the outer factors such as contemporary issues and trends will be considered while reviewing the program.

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Approved by Academic Council on 8 Mangsir, 2077 (23 November, 2020)