



Nepal Open University

Manbhawan, Lalitpur

Faculty of Social Sciences and Education

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One-year Bachelor of Education Guidelines

# Nepal Open University

## Manbawan, Lalitpur

### One-year Bachelor of Education (BEd)

#### 1. Teacher education at Nepal Open University

Nepal Open University has set its principles to reach out to the people who have their various obligations on their way and cannot attend face-to-face university tutorial sessions but want to attain a higher qualification in their interest area from their place. Nepal Open University emphasises “flexibility, inclusivity, practicality and accessibility” of educational programmes. For realising these principles in action, the university has adopted internet facilities. University tutors deliver courses in the virtual learning environment (VLE) and students from distance meet their tutors on particularly Skype and Microsoft Teams in their flexible time, for example, after work in the evening, on public holidays and weekends. Tutors and students communicate through their emails, MOODLE (modular object-oriented dynamic learning environment), and other social networking apps. For the practical activities of various courses at the university, the university manages learning centres and laboratory at various places in the country where the students are placed to do a practicum and develop their practical skills. For teaching practice in teacher education programme, the university establishes a bilateral relationship with certain schools at various locations in the country. One-year Bachelor of Education (One-year BEd) at Nepal Open University of the teacher education programmes.

#### 1.1 One-year Bachelor of Education (One-year BEd)

One-year Bachelor of Education (BEd) refers to one of the initial teacher training programmes, which leads to obtaining teacher license. This programme has been designed for those who have already done a Bachelors degree in non-teacher education programmes. Bachelors graduates from other than teacher education programmes can enroll themselves into One-year Bachelor of Education by choosing their relevant subject or a generic subject to attain teacher qualification, but the university may set a minimum standard for the application. The standard criteria may include *minimum grade obtained in the junior or previous degree, written entrance test and verbal interviews*. A full-time enrolled student can complete this course in two consecutive semesters.

## 2. Educational philosophy

Nepal has social, cultural and linguistic diversities as major values of the country. This programme has considered the social, physical, economic and cultural environment of the country as the basis of educational programme. Bachelor of Education (BEd) programme is expected to be equitably accessible for all so that the learners can manage their learning in their flexible time from where they are. This programme has valued an individual as well as a group of many. With the aim of achieving national education goals, this programme has set some visions and values.

### **The nature of the learning environment for students will be:**

- Autonomous learning mode
- Virtual learning environment [using MOODLE]
- Videoconference on Skype for Business, Microsoft Teams and so on

### **The key approaches to teaching, learning and assessment:**

- Face-to-face and online distance learning
- School-centred teaching practice under the supervision of tutor (university faculty) and mentor (Education organisation trainer) during the allocated period of time
- Research-based assignment assessment (Depends on certain modules)
- Blending of theory and practice from the beginning throughout the programme
- Collaboration and cooperation between Nepal Open University and centre schools

### **The programme has focused on:**

- Flexibility, inclusivity, practicality and accessibility of education
- Personal and professional development of a teacher
- Modern learning environment for diverse students
- Prospective teachers' technological, social and pedagogical skill development
- Personalised independent learning of a teacher
- Practical knowledge and grounded experience of a teacher

## 3. Curriculum models

There are several curriculum models in practice in various disciplines such as subject-centred, discipline-based, theme-based, learner-centred, experiential, integrated, enquiry-based and so on. However, none of them is absolutely fit for all environments. It

depends on the national and international context of educational development to choose certain curriculum models. Depending on the national and institutional context, Nepal Open University can choose multiple curriculum models such as *learner-centred* and *integrated curriculum models*. It depends on the national educational goals to choose either product or process or both models. Product model of curriculum planning emphasises the setting of content, outcome of the programme, structured way of course delivery and specific assessment systems. Teaching and learning activities may be oriented to achieve what is expected in the curriculum. Process model of curriculum planning focuses on the processes, messages and conditions. It emphasises activities and effects. Process model curriculum is oriented to how various strategies result in success. This model is flexible in nature to include contemporary knowledge and ideas during the process of working on the curriculum.

#### 4. Aims and outcomes

Aims and objectives of the curriculum describe the outcomes of the programme. Programme means Bachelor of Education at Nepal Open University. The programme:

1. prepares undergraduate students to teach basic school [Year 1 – 8] and high school [9 – 12] courses;
2. develops competences in the areas of pedagogy, theory, philosophy, ethics and practices of education;
3. provides undergraduate students with opportunities for learning specific discipline-based knowledge and skills;
4. provides them with opportunities for practising their theoretical knowledge in schools and developing teaching strategies and skills by experiencing in the actual classroom;
5. develops research skills.

Table 1: Course learning outcome

Graduate Attribute	Course Learning Outcome
Intellectual rigour	Demonstrate analytical thinking, critical thinking and problem-solving skills. Demonstrate cognitive and technical skills which show broad understanding and depth relevant to the education profession.

<b>Graduate Attribute</b>	<b>Course Learning Outcome</b>
Creativity	Demonstrate ability to identify and solve problems with intellectual independence. Demonstrate ability to develop innovative and creative responses to challenges in an educational setting.
Ethical practice	Demonstrate knowledge of ethical, legal and human rights principles in education settings. Demonstrate understanding of and commitment to legislative requirements and codes of conduct relevant to the education profession.
Knowledge of a discipline	Demonstrate broad and coherent knowledge and understanding of the relevant curriculum frameworks. Demonstrate knowledge of pedagogy of effective educational practice.
Lifelong learning	Demonstrate capacity for self-reflective learning and critical thinking with responsibility and accountability in professional practice. Demonstrate skills in maintaining or advancing information and literacy skills to keep currency with pedagogical practice and professional development.
Communication and social skills	Communicate clearly, coherently and independently with exposition of knowledge and ideas in both oral and written forms. Demonstrate teamwork skills and leadership in professional and learning community settings.
Cultural competence	Demonstrate understanding of and respect for diversity in others and self-identify and apply proactive and inclusive strategies to encourage and support student engagement.
Educational technology skills	Demonstrate understanding of various educational technologies including ICT and apply strategies to integrate available technologies in professional activities. Demonstrate capacity of using ICT facilities, design ICT pedagogies and transform traditional pedagogies.

## 5. Curriculum structure and organisation

The curriculum structure of Bachelor of Education refers to the subject-specific module design. Bachelor of Education programme will have mainly two categories of subjects: core subjects and major subjects (include elective subjects). The core subjects

include subject-specific pedagogy, learning theories and educational measurement and evaluation. The major subjects may be more than one depending on the decision made by Nepal Open University such as Nepali, English, Mathematics, Economics, Educational planning and measurement, Physics, Chemistry, Biology, Health Education, Psychology and so on. The major subjects may include elective subjects. Major subjects may have several modules specifically organised for consecutive semesters. One-year Bachelor of Education has specific courses designed to meet the current need of teachers and the nation. However, this will be updated with national need and demands:

Table 2: Programme structure

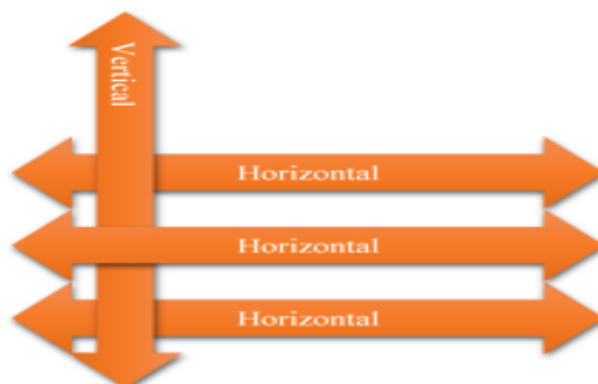
<b>One-year Bachelor of Education</b>			
<b>First Semester Courses</b>	<b>First Semester Credit</b>	<b>Second Semester Courses</b>	<b>Second Semester Credit</b>
Philosophical and Historical Perspective on Education	3	Researching in School and Community	3
Sociological Perspectives on Education	3	Specialisation 1	3
Curriculum and Assessment	3	Specialisation 2	3
Theories of Learning and Instructional Design	3	Work-Based Study and Practice	6
ICT in Education	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Note:</b> Specialisation 1 & 2 include non-teaching courses too.			

Bachelor of Education is expected to develop undergraduate students' pedagogical knowledge and skills and subject-specific knowledge that can meet the global standard qualification. Nepal Open University by its nature an open institution stands on its principle of *flexible learning in flexible time from elsewhere* and it mainly utilises internet facilities in teaching and learning. Bachelor of Education will develop prospective teachers' both technological and professional skills. Also, the programme will provide a world-class qualification for undergraduate students.

The contents in modules of specific subjects will be organised in order by following simple to complex principle, general to specific, whole to part and past to present in chronological order. Simple introductory ideas are presented in the early semester and complex ideas are presented in consecutive semesters. Similarly, in the early semester, the

students will learn historical development of certain ideas and it will follow specific ideas in the later semesters.

The modules are organised in both ways: horizontal and vertical. Also, the contents are linearised in the modules.



*Figure 1: Vertical and horizontal interconnection of contents*

The ideas in the modules are interlinked so that previous learning can help students learn new ideas. For example, research methods and assignment of a particular module, teaching methods and material design.

The modules will be designed to achieve specific objectives in linear order. For example, “ICT in Education” will be taught in the first semester and students will apply their e-learning ideas in their daily teaching activities.

In the early semester, generic skills are focused and the following semesters emphasise specific skills in each subject. For example, students will be directed to self-study, present their ideas and generate knowledge from the action. University tutors, technical staff, library liaison and administration can be helpful for the students to balance teaching and learning activities.

## **6. Programme conduct: teaching and learning strategies**

As described in the educational philosophy, Nepal Open University provides autonomy to students in their learning. Tutors deliver their theoretical courses from distance by using Skype, Microsoft Teams, MOODLE and other social networking applications, and students come on a conference call on Skype or Teams in their flexible time after work or on holidays. They get learning materials on MOODLE, in email or other social networking

apps. The students extensively use internet to search learning materials and discuss their issues with their tutors. Their learning is assessed on the basis of given assignments and written examination. The practicum part particularly teaching practice (school teaching) is evaluated by observing their teaching in the classroom at schools.

Based on social learning principle, the approaches of teaching and learning will be:

1. social engagement and community of practice
2. experiential and work-based learning
3. innovative and creative engagement
4. independent learning
5. blended and online learning

### **6.1 Social engagement and community of practice**

This approach of teaching and learning will involve students in social activities in a natural environment and they will experience their work by doing. This allows students to engage themselves in communities and learn how to build a community of practice. Students take control of their learning and gradually develop their ownership of ideas. Students learn independent skills and get satisfaction out of their work-based learning. Students can be engaged in social activities from the first semester depending on the courses. The project-based learning will provide students with opportunities for gaining authentic knowledge and ideas. However, it is essential to plan such works to effectively conduct. Students learn to work in a group and on their own.

### **6.2 Experiential and work-based learning**

The work-based learning approach is not a new concept in teaching and learning. Existing work-based practices are laboratory practice, individual problem-solving activities, case study, survey, classroom teaching and so on. Work-based practices allow undergraduate students to learn skills and obtain authentic knowledge. Although this is a difficult task for individual students, they can get powerful ideas out of their own experiences. In their practices, they need to be facilitated by their tutors and institutions. They have to prepare the plans to exercise certain skills and need preparation to develop reflective and critical writing of their practices.



### **6.3 Innovative and creative engagement**

Undergraduate students are expected to develop their critical thinking and innovative skills so that they can transfer their skills to school children when they go to teach in the classroom. Therefore, they need to be involved in enquiry-based learning activities which enables them to work in groups collaboratively and learn to solve highly complex problems themselves. Although it is difficult to follow continuous assessment procedure in this approach, this approach allows tutors and learners to dive into learning areas and go deeper into underpinning current issues. Learners get freedom to think about their learning areas and generate their new ideas from their engagement.

### **6.4 Independent learning**

University students, who are matured learners, are expected to choose their own interested fields of study, set learning goals, plan their learning activities, explore their ways of learning and achieve goals. They are expected to take their responsibilities for their learning, to be more self-directed and to decide their focus of learning. “Independent study” in higher education is a philosophy which directs learners to their own choices of learning. The students explore resources themselves, plunge into vast information, acquire knowledge by their own effort and develop their “ability of enquiry and critical evaluation”. Students get freedom of determining their learning objectives within the limits of a given project or programme by a supervisor. The whole process provides students with opportunities for working on their learning objectives freely where a supervisor facilitates and helps organise their learning. Independent study increases students’ responsibility of managing their own learning and achieving learning objectives. The process requires students to play an active role in their learning and to have greater self-motivation and awareness of their learning needs and behaviours.

### **6.5 Blended and online learning**

Nepal Open University has already adopted digital technology as the main mode of teaching and learning. However, there are certain face-to-face contact sessions scheduled for students at specific learning centres in Nepal. Digital knowledge and skills of staff and students are considered as major areas in teaching and learning. Therefore, both staff and students are provided refresher training on digital technology skills. For the effective

blending of digital technology in teaching and learning, the digital literacy skills of students and staff will be planned at programme level.

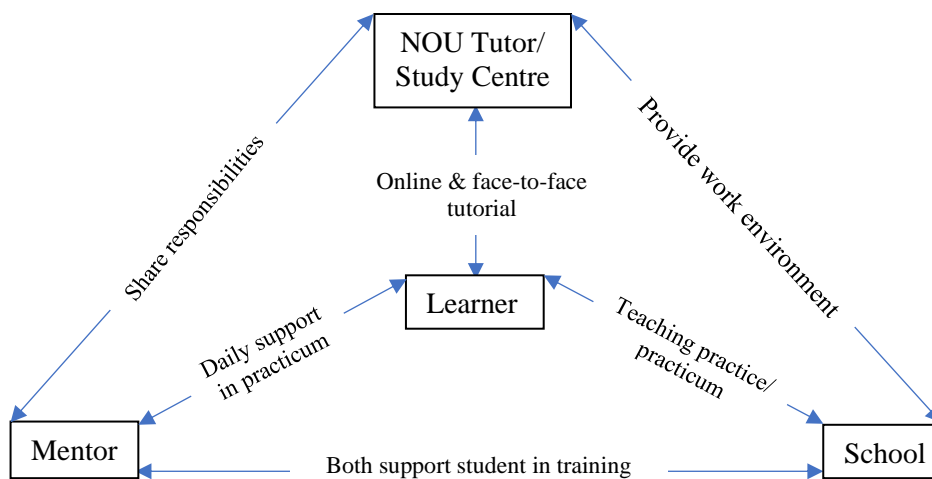


Figure 2: Course delivery and practicum

## 7. Program assessment system

Nepal Open University will follow universal assessment systems where they fit. To assure the quality of programme conduct, there will be evidence-based universal systems. For example, presentation of project works, laboratory process of experiments, etc which are observable for external examiners and other stakeholders. Depending on the specific subject modules, the purpose of certain courses, ways of conduct and process of evaluation are well-planned and made standard policy in advance.

To provide certification, summative assessment is designed and employed as planned for each semester programme. For example, at the end of each semester, a written examination will be scheduled for the students to measure their learning. Depending on the modules, question paper may be a tool for the written examination. Some of the courses may be evaluated on the basis of assignment given to them by their tutors. This is expected to improve their learning. The scores of each module secured in semesters will be accumulated to generate cumulative grade point average (CGPA) in the final transcript. The CGPA will be limited to 4.0 scale which means the highest point of the grade will be 4.0. The grading system will be as shown in the following table:

Table 3: Grading system

Component one		Component two
Paper 1	3 hours	Component 2
Written test	60%	Coursework 40%
Short answer, structured and more open-ended questions		E-Portfolio of evidence-based on candidate's enterprise activity or project.
The paper is based on a pre-released case study. Externally assessed		Internally assessed/externally moderated

To improve their quality of learning, formative assessment is designed and employed by tutors. This is particularly expected to give feedback to the students so that they can improve their learning and increase achievement. Also, this will develop students' confidence in independent learning.

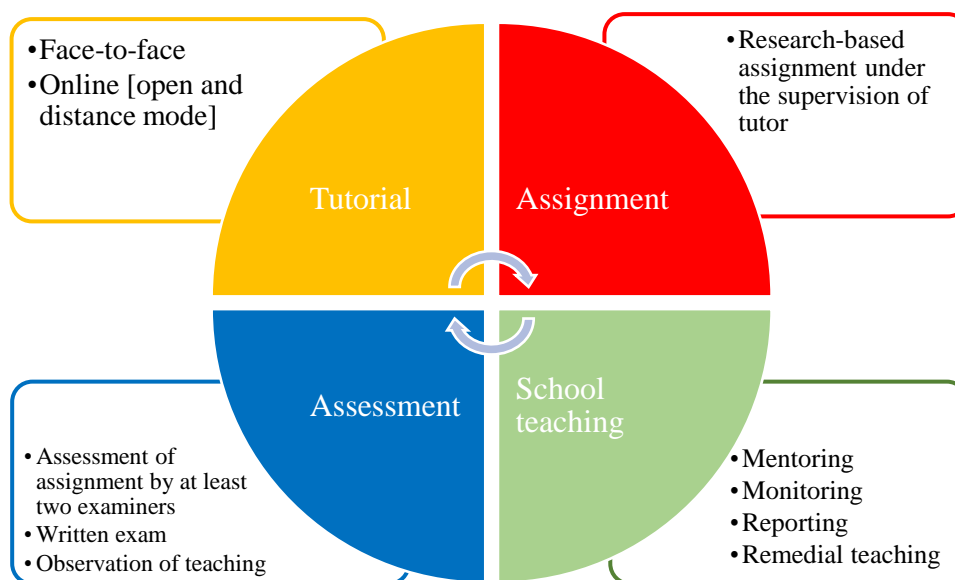
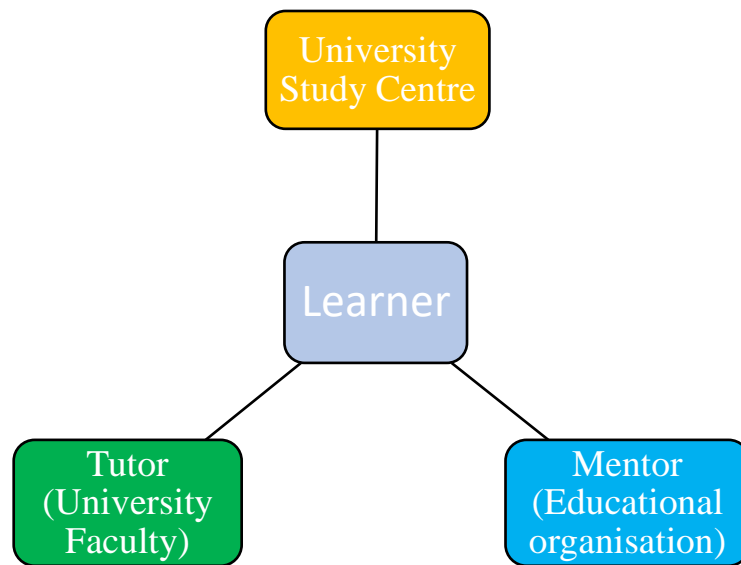


Figure 3: Programme conduct and assessment system

### Practicum [Teaching Practice]

Teaching practice is a mandatory course for Bachelor of Education students. Nepal Open University will allocate undergraduate students at selected schools in various locations in Nepal. The university and centre schools will establish a mutual relationship for the purpose of allocating undergraduate students in the schools for teaching practice. The university can involve private teacher development organisations to collaborate in teaching practice course. This will directly benefit undergraduate students in their professional

development. The university can obligate the training organisation to employ qualified mentors to facilitate the students on teaching practice. In that situation, Nepal Open University, centre school and training organisation can work together to develop prospective teachers (undergraduate students). Tutors from the university will teach theoretical courses, demonstrate material practices in actual teaching, observe students' practices, monitor classroom teaching, give necessary feedback to students' practices and observe further practices. The organisation involved in for mentoring undergraduate students' teaching practice will be closely working together with the students in the centre schools. The mentors from the training organisation will facilitate them to design teaching aids, annual programmes, operation calendar, unit plans and lesson plans. The mentor will participate in teaching practice as a co-teacher so that the practitioners get peer support to develop their professional skills. The prospective primary teachers will get immediate feedback from the mentors to their regular teaching practices.



*Figure 4: Model of teaching practice*

## 8. Subjects and module design

As described in the section of educational philosophy, the programme is designed on the blended learning approach. Blended learning as a flexible way of learning is an integration of both face-to-face and online learning modes. Bachelor of Education programme constitutes both web-facilitated and hybrid (face-to-face and online) modes of course delivery. However, it has a limited number of face-to-face sessions. The majority of sessions are scheduled on Skype and Microsoft Teams where tutors and students discuss

their problems, share their ideas and present their preparations. The blended approach provides learners with opportunities for choosing the learning areas based on their contexts, digital learning tools, time that suits them and place where they like. Bachelor of Education programme carries out basic traditional norm to categorise learning areas (subjects) such as core area, major/specialisation area and interest/elective area.

### **8.1 Core subjects**

Core subjects include teaching methods, principles of child psychology, use of ICT in planning and teaching activities, and curriculum evaluation and measurement. Modules of these core subjects will be taught in the early semester so that the students can practise their learning in the classroom. Also, teaching practice is a mandatory course in the Bachelor of Education programme.

### **8.2 Major subjects**

Students are allowed to choose a specialisation subject for the whole programme. Nepal Open University can develop own criteria of managing specialisation subjects with the demand and need of national and international contexts.

### **8.3 Elective subjects**

There will be the provision of elective subjects for undergraduate students who may like to choose a particular area of study. An elective course may be structured which is provided by the university, and flexible which may be developed by student and tutor. This course is oriented to meet the interest of students. Students may be given this choice in the final semester.

## **9. Conclusion**

The programme is subject to be modified to include contemporary changes. The university tutors with the support of an academic council can develop and introduce new modules in a certain specialisation area. The philosophical ideas of the Bachelor of Education programme may consistently change when the university adopts contemporary ideas in the programme. This will require changes in syllabus and course. Assessment system may be modified as required when executing the whole programme. The university will have sole authority to modify the Bachelor of Education programme, to transform teaching and learning modes and to change the entire assessment system.