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**Nepal Open University**

**Manbawan, Lalitpur**

**Faculty of Social Sciences and Education**

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**One-year Bachelor of Education in  
Pedagogical Sciences Guidelines**

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# **Nepal Open University**

## **Manbhawan, Lalitpur**

### **One-Year Bachelor of Education in Pedagogical Sciences (B.Ed.PS)**

The one-year Bachelor of Education in Pedagogical Sciences (B.Ed.PS) programme will develop prospective/in-service teachers' professional skills. Nepal Open University by its nature, an open institution, provides students with opportunities for choosing suitable courses. The university offers various degree programmes through three faculties: Faculty of Social Sciences and Education, Faculty of Management and Law, and Faculty of Health Science and Technology. B.Ed.PS is one of the teacher education programmes offered through Faculty of Social Sciences and Education. The courses in this programme are delivered in blended mode: online and face-to-face. Prospective/in-service teachers enrolled in this programme will be offered online seminars at least weekly where they can present their projects and ideas. In addition, they are placed in centre schools (Miteri/cooperative schools) for regular practice of innovative ideas and the development of professional skills. Miteri schools are those which are partner institutions of Nepal Open University.

#### **1. Teacher Education at Nepal Open University**

Nepal Open University (NOU) has set its principles to reach out to the people who have 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. NOU emphasises the “flexibility, inclusivity, practicality and accessibility” of educational programmes. For the management of online and distance learning, NOU has adopted a blended mode that consists of maximum online and limited face-to-face learning.

Nepal, one of the signatories of the United Nations' sustainable goal (SDG) agendas, has emphasised the transformation of the existing educational systems to the need for infrastructure development, innovation and industry and the reduction of inequalities. The online and distance mode of learning that the NOU has implemented aligns with the educational aspiration of the government of Nepal. Learners in this 21st century, a digital era, can choose NOU for their higher education as they can manage their learning in flexible times and places. In this flexible learning environment, graduates

who cannot attend physical classrooms daily but want to achieve a professional degree in teacher education can enrol in this one-year B.Ed.PS programme and achieve this degree which leads to a teacher license.

### **1.1 One-year Bachelor of Education in Pedagogical Sciences (B.Ed.PS)**

One-year Bachelor of Education in Pedagogical Sciences (B.Ed.PS) refers to one of the initial teacher training programmes. This programme has been designed for those who have already got a Bachelors degree in any subject or discipline and who want to become a school teacher. Upon the completion of this programme and achievement of a professional degree, graduates can apply for a teacher license. Such a partnership among the university, private teacher development institutions and schools is expected to develop prospective/in-service teachers' theoretical and practical knowledge. The prospective/in-service teachers learn theory from the university tutors and practise it in the real classroom guided by mentors simultaneously. This programme is expected to equip prospective/in-service teachers with technological, pedagogical and content knowledge essential to being a professional teacher. As the programme consists of courses in digital skills, pedagogies and diverse contents, prospective/in-service teachers will be provided with opportunities for using various internet resources, applications and learning management systems to create teaching and learning platforms and techniques. They will be involved in project-based learning by using innovative technologies. They will develop skills in planning, creating and implementing their pedagogical ideas through hands-on training. 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 an educational programme. The One-year B.Ed.PS 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. This programme is expected to develop prospective/in-service teachers' theoretical as well as practical knowledge of teacher education. For preparing professional teachers, competency-based courses will be provided to prospective/in-service teachers.

The contents in modules of specific subjects will be organised in order by following simple to complex principles, general to specific, whole to part and past to present in chronological order. Generic courses focus on practice-based knowledge and skills essential for the innovative practice of theories.

**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
- Face-to-face hands-on training in centre schools (Miteri schools)

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

- Face-to-face, online and distance learning
- School-centred teaching practice under the supervision of a tutor (university faculty) and mentor (Education organisation trainer) during the allocated time
- Research-based assignment and practice-based assessment (Depending on certain modules)
- Blending of theory and practice from the beginning throughout the programme
- Collaboration and cooperation between Nepal Open University and centre schools (Miteri schools/cooperative 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/in-service 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, and enquiry-based. 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 has chosen multiple curriculum models such as *learner-centred* and *integrated curriculum models*. It depends on the philosophy and vision of NOU to choose either product or process or both models. The curricula of NOU are based on both product and process models. The 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. The process model of curriculum planning focuses on the processes, messages and conditions. It emphasises activities and effects. The process model curriculum is oriented to how various strategies result in success. This model is flexible to include contemporary knowledge and ideas during the process of working on the curriculum. The curriculum of a one-year B.Ed.PS is based on both models. The curriculum has provided space for contemporary knowledge and ideas.

#### **4. Aims and outcomes**

The aims and objectives of the curriculum describe the outcomes of the programme. Programme means a One-year Bachelor of Education in Pedagogical Sciences (B.Ed.PS) at Nepal Open University. The programme:

1. prepares prospective/in-service teachers to teach school courses;
2. develops competencies of prospective teachers/in-service teachers/teacher educators in the areas of pedagogy, theory, philosophy, ethics and practices of education;
3. provides prospective teachers/in-service teachers/teacher educators with opportunities for learning how to use ICT in instructional activities;
4. provides prospective/in-service teachers with opportunities for practising their theoretical knowledge in schools and developing teaching strategies and skills by experiencing in the actual classroom;
5. develops research knowledge and skills, especially relevant to teaching and learning.

Table 4. 1: Learning outcome and graduate attributes

<b>Graduate Attribute</b>	<b>Course Learning Outcome</b>
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.
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 an 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 for using ICT facilities, designing ICT pedagogies and transforming traditional pedagogies.

## 5. Curriculum structure and organisation

The curriculum structure of the One-year Bachelor of Education in Pedagogical Sciences (B.Ed.PS) is based on process-based and product-based models. The curriculum allows tutors and mentors to incorporate their teaching strategies and material development ideas. Various modules are developed to achieve the aims and outcomes specified in this curriculum. All the modules in this curriculum are core courses. They emphasise how prospective/in-service teachers can develop pedagogical knowledge and demonstrate their understanding of it in the actual classroom. The flexibility of the courses allows them to explore Indigenous knowledge and skills and incorporate them into their life-long learning. For making them professional teachers, tutors and mentors have the flexibility to involve them in practical activities during the course learning. These courses are designed to meet the current need of teachers and the nation. This programme will have generic courses that emphasise the development of prospective/in-service teachers' pedagogical, technological and content knowledge and skills through classroom learning and school-based practices. This will be updated with national needs and demands:

Table 5.1: Programme structure of One-year Bachelor of Education in Pedagogical Sciences (B.Ed.PS)

<b>One-year Bachelor of Education</b>			
<b>First Semester Courses</b>	<b>Credit</b>	<b>Second Semester Courses</b>	<b>Credit</b>
Educational theories with their pedagogical implications	3	Integrated approach to education	3
Child development and Indigenous practices of Nepal	1.5	Teacher professional development	1.5
Teacher personal development	1.5	Child behaviour study	1.5
Action Research	3	Indigenous pedagogies (community-based project)	3
Development and implementation of curriculum and assessment	3	Guidance and counselling (Internship)	3
E-pedagogies for learning	3	Instructional design and material development	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Note:</b> All the courses include teaching practice.			



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

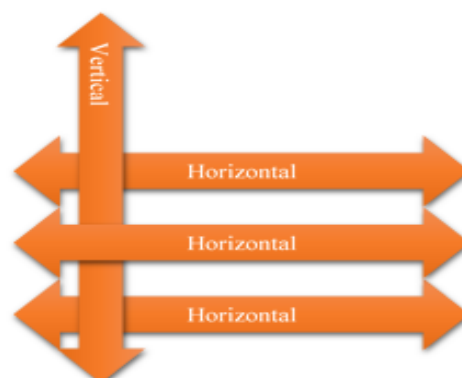


Figure 1: Vertical and horizontal interconnection of contents

The ideas in the modules are interlinked so that previous learning can help prospective/in-service teachers learn new ideas. For example, the contents in the courses such as educational theories into practice, child development and indigenous practices of Nepal, teacher personal development, action research, development and implementation of curriculum and assessment, and e-pedagogies for learning are designed to achieve specific objectives. In this vertical interconnection of contents, the method of teaching is scaffolding, where new information and skills build upon previously learned concepts. It allows for gradual progression and reinforcement of knowledge, leading to a deeper understanding and stronger retention of the material.

In the horizontal connection of courses, there is the alignment of contents, instruction and assessment within a specific course/module across. It ensures that prospective/in-service teachers are receiving consistent and comparable instruction and assessments within a specific subject or grade. This approach helps promote a cohesive and coherent learning experience for students and allows for a more effective evaluation of student learning and progress. Horizontal integration of concepts and ideas specified in the B.Ed.PS courses has a link with the contents and ideas from different disciplines or courses (for example, previous Bachelors degree courses of B.Ed.PS students) that are at the same level of study. It allows prospective/in-service teachers to see the connections and relevance of the material they are learning to other areas of study and helps promote a more holistic understanding of the subject matter. This approach can also help promote interdisciplinary thinking and problem-solving skills,

which are valuable in many fields. Horizontal integration can also help increase student engagement and motivation, as they see the relevance and connections of the material they are learning to other areas of study and the real world. University tutors, technical staff, library liaisons and administration can be helpful for the students to balance teaching and learning activities. Mentors from training organisations and Miteri schools collaboratively work with university tutors and technical staff to support students' practices in study centres/Miteri schools.

## **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 Microsoft 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 the Internet to search for learning materials and discuss their issues with their tutors and mentors. Their learning is assessed based on given assignments, presentation of works, demonstration of practical tasks and written examination (depending on specific courses). The practicum part particularly teaching practice (school teaching) is evaluated by observing their teaching in the classroom at schools. For the practical activities of various courses at the university, the university manages learning centres and laboratories at various places in the country where the students are placed to do a practicum and develop their practical skills. For teaching practice, the university establishes a bilateral relationship with certain schools at various locations in the country and teacher training organisations.

Based on the social learning principle, the approaches to 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

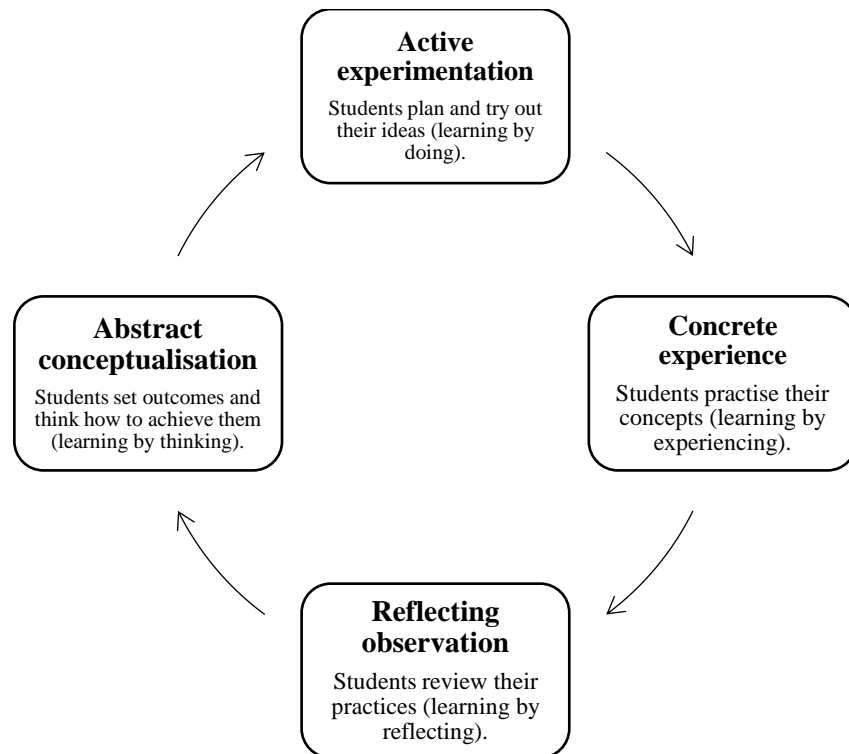
### **6.1 Social engagement and community of practice**

This approach to teaching and learning will involve prospective/in-service teachers in social activities such as cultural events, tours, and community volunteers in a natural environment and they will experience their work by doing. Prospective/in-service teachers take control of their learning and gradually develop their ownership of ideas. They learn independent skills and get satisfaction out of their work-based learning. They will be engaged in social activities from the first semester depending on the courses. The project-based learning will provide prospective/in-service teachers with opportunities for gaining authentic knowledge and ideas. They 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 prospective/in-service teachers 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 plans to exercise certain skills and need preparation to develop reflective and critical writing of their practices.

The prospective/in-service teachers are placed in cooperative schools across the country for the practice of theoretical knowledge they learn through online mode. These cooperative schools are NOU's collaborating institutions for providing regular training in material development and teaching practices to prospective/in-service teachers. The prospective/in-service teachers have ample opportunities for the practice of their theoretical knowledge in real classrooms during their course and the development of experiential knowledge and skills.



(Source: David A. Kolb)

### 6.3 Innovative and creative engagement

Prospective/in-service teachers 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. They will be involved in enquiry-based learning activities which enable them to work in groups collaboratively and learn to solve highly complex problems themselves. They will be engaged in activity-based learning activities under the supervision of tutors and mentors. In a flexible learning environment, they can experiment with their ideas and innovate models of teaching and learning. An ample environment for the development and practice of teaching and learning materials allows them to conceptualise new ideas, try them out, practise in the real classroom and review their practices. This approach allows tutors, mentors and learners to dive into learning areas and go deeper into underpinning current issues. Learners get the freedom to think about their learning areas and generate new ideas from their engagement.

Tutors and mentors sometimes together and mostly simultaneously prepare their plans for involving prospective/in-service teachers in learning activities. Prospective/in-service teachers will be involved in project-based activities such as community visits,

observation of school classrooms, interaction with students, and peer work in laboratories throughout the semesters. They will develop individual reports based on their project activities and present their work in online seminars as well as centre schools where mentors are present.

#### **6.4 Independent learning**

Prospective/in-service teachers, who are mature learners, are expected to choose their interested fields of study, set learning goals, plan their learning activities, explore their ways of learning and achieve goals. They are expected to take responsibility 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 choices of learning. Prospective/in-service teachers explore resources themselves, plunge into vast information, acquire knowledge through their effort and develop their “ability of enquiry and critical evaluation”. They get the freedom of determining their learning objectives within the limits of a given project or programme by a supervisor. The whole process provides prospective/in-service teachers with opportunities for working on their learning objectives freely where a supervisor facilitates and helps organise their learning. Independent study increases prospective/in-service teachers’ responsibility for managing their learning and achieving learning objectives. The process requires them to play an active role in their learning and to have greater self-motivation and awareness of their learning needs and behaviours.

For the development of prospective/in-service teachers’ learning autonomy, both tutors and mentors involve them in various collaborative and individual project activities. Prospective/in-service teachers are assigned individual tasks such as community visits, observation of local culture, traditions and values, and presentation of reports developed based on the fieldwork. They will be located in schools to work with teachers and conduct action research.

#### **6.5 Blended and online learning for students**

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. Depending on the nature of the courses, the credit hours of face-to-face and online learning are distributed. In

One-year B.Ed.PS, prospective/in-service teachers learn theoretical courses through online mode and practise the theoretical knowledge in real classrooms. Digital knowledge and skills of staff and students are considered 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 the programme level.

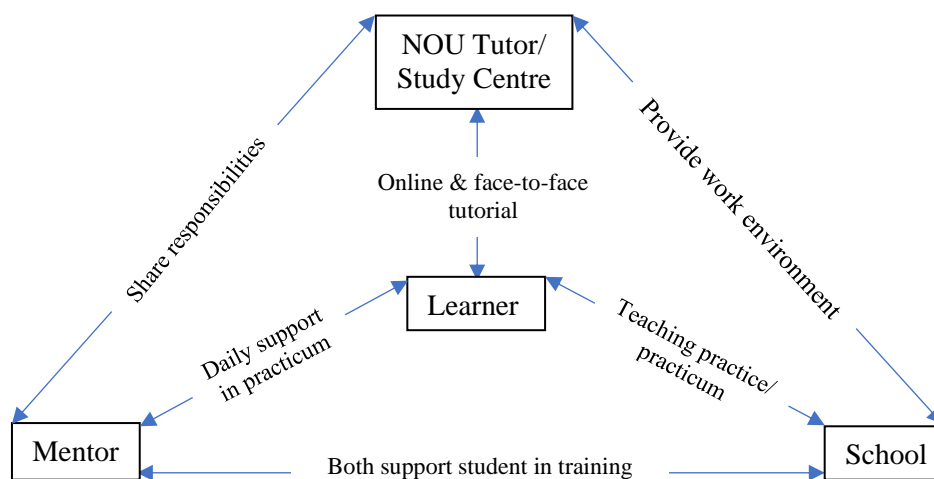


Figure 2: Course delivery and practicum

## 7. Evaluation system

Nepal Open University will follow formative as well as summative assessment systems where they fit. In particular, a continuous assessment system (CAS) will be followed in the B.Ed.PS programme. To assure the quality of programme conduct, there will be evidence-based systems. For example, presentation of project works, laboratory process of experiments, and demonstration of materials 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.

Mainly formative assessments are designed and employed as planned for each semester programme. For example, prospective/in-service teachers' learning is continuously assessed while they are learning. Both tutors and mentors evaluate their students' learning progress based on written assignments, presentation of project works, demonstration of materials, delivery of lessons in the classroom, management

of time and learning, and participation in collaborative learning activities. The continuous assessment system (CAS) will be implemented to measure students' learning. Students' portfolio assessment will be one of the assessment strategies. This is expected to improve their learning. The scores of each module secured in semesters will be accumulated to generate a cumulative grade point average (CGPA) in the final transcript. The CGPA will be limited to a 4.0 scale which means the highest point of the grade. The grading system will be as shown in the following table:

Table 1: Grading system

<b>Component one</b>	<b>Component two</b>
<p>Coursework 40%</p> <p>This is based on an e-portfolio of candidate's written assignments, presentation activities and projects.</p> <p>Internally assessed/externally moderated</p>	<p>External assessment 60%</p> <p>(30% will be assessed based on the final exam and 30% will be assessed based on demonstrated activities (Practice teaching, presentation and interview)</p> <p>This is based on students' performance of material development, instructional planning of lessons, delivery of lessons in the labs/classrooms, child portfolio and self-reflection report.</p>

Note: The learning achievement of a practice-based course will be evaluated through a continuous assessment system (CAS). The details of the CAS are explained in the courses.

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. This will develop students' confidence in independent learning.

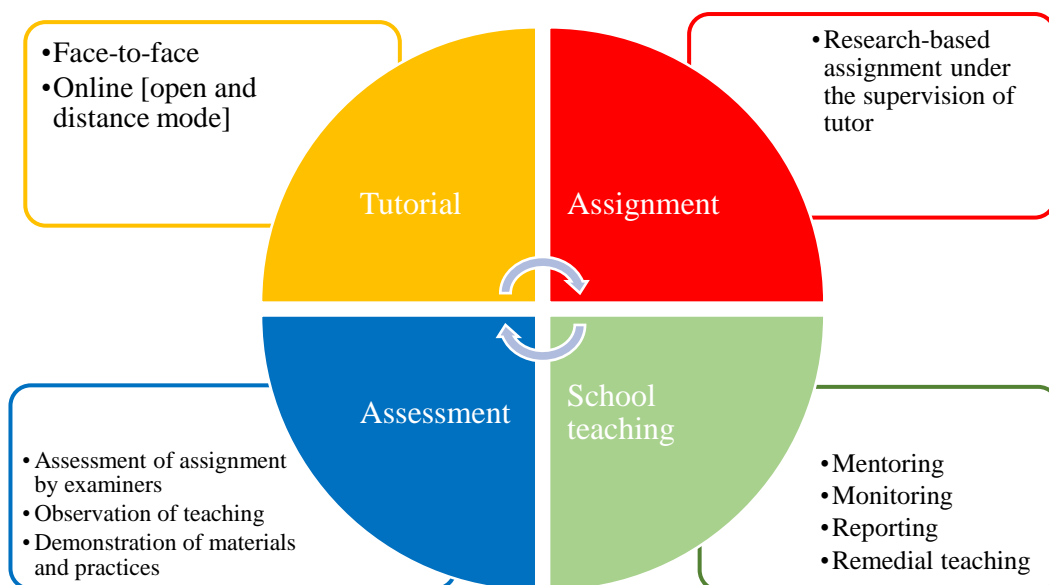


Figure 3: Programme conduct and assessment system

### **Practicum [Teaching Practice]**

Teaching practice is mandatory as a part of courses in One-year B.Ed.PS. Nepal Open University will allocate prospective/in-service teachers at cooperative schools across the country for teaching practice where it is feasible for them. The university and cooperative schools will establish a mutual relationship to allocate prospective/in-service teachers to the schools for teaching practice. The university can involve private teacher development organisations to collaborate in teaching practice courses. This will directly benefit prospective/in-service teachers in their professional development. The university can obligate the training organisation to employ qualified mentors to facilitate the prospective/in-service teachers on teaching practice. In that situation, Nepal Open University, cooperative school and training organisation can work together to develop prospective/in-service teachers. 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 mentoring prospective/in-service teachers' teaching practice will be closely working together with them in the cooperative schools. The mentors from the training organisation will facilitate them to design teaching aids, annual programmes, operation calendars, 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/in-service teachers will get immediate feedback from the mentors on their regular teaching practices.

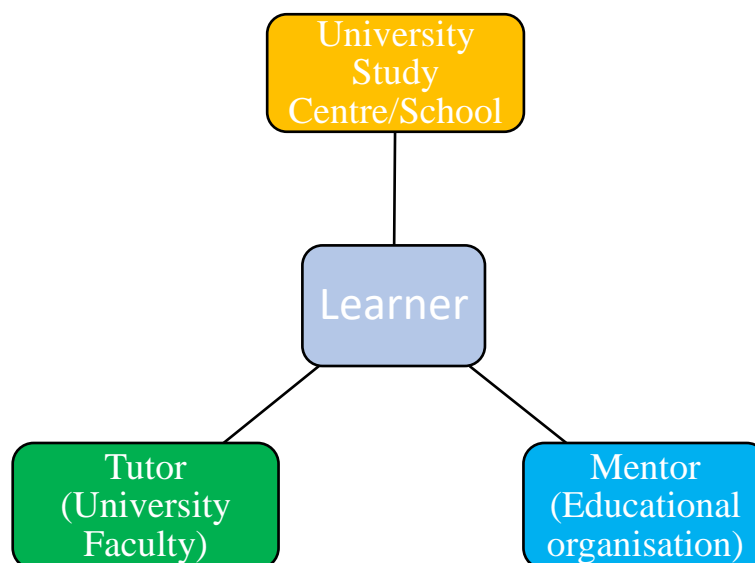


Figure 4: Model of teaching practice

## 8. Research skills

In this programme, prospective/in-service teachers are involved in research activities so that they can develop basic research skills. Their engagement in work-based research, action research, in particular, involves interview and observation methods and they learn to report daily activities systematically. Research activities develop their knowledge and skills in identifying students' learning issues, problems and satisfaction. Also, their research activities help them improve their teaching practices.

## 9. Certification of degree

“One-Year Bachelor of Education in Pedagogical Sciences (B.Ed.PS)” will be the name of the degree award. Upon the completion of this course, the university will award the graduate with this degree.

## 10. Subjects and module design

All the modules in the One-year B.Ed.PS programme are developed based on the principle of process-based as well as product-based curriculum design. These modules consist of units, their learning outcomes, delivery strategies and learning activities. They are interconnected in both linear and vertical structures. Thus, the modules in

the first semester are linked with the courses in the semester. Also, the courses have a connection with a One-year Master of Education in Pedagogical Sciences (M.Ed.PS) programme. The nature of learning, course delivery and assessment in both B.Ed.PS and M.Ed.PS are aligned. The modules in B.Ed.PS have been designed based on the continuous assessment system.

### **10.1 Core subjects**

Core subjects include teaching methods, principles of child psychology, use of ICT in planning and teaching activities, guidance and counselling, indigenous pedagogies and curriculum evaluation and measurement. Prospective/in-service teachers will study modules of these core subjects in the early semester so that they can practise their learning in the classroom. Also, teaching practice is a mandatory course in the B.Ed.PS programme. The one-year B.Ed.PS will have all core subjects as it is a generic teacher education programme.

## **11. Subject to modification**

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 B.Ed.PS programme may consistently change when the university adopts contemporary ideas in the programme. This will require changes in the syllabus and course. The 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, transform teaching and learning modes, and change the entire assessment system.

