

Program structure with modules and their codes

Year one		Year two		Year three		Year four	
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5/6		Semester 7	Semester 8
Bhutanese Education System EDN 1401	Creative arts in lower primary EDN 1405	Play, development and early childhood EDN 2407	Teaching methods in upper primary EDN 2409	Multigrade Teaching EDN 3411	P R A C T I C E M EDN 3414	Teaching children with special needs EDN 4415	Knowing, Learning and Teaching EDN 4417
Functional Information Technology EDN 1402	Skills for effective teaching EDN 1406	Teaching methods in lower primary EDN 2408	Introduction to Action Research EDN 2410	Dzongkha Teaching Methods in Lower Primary DZO 3511		Math in upper primary 1 MAT 4513	Foundations of early childhood education EDN4418
Child Development EDN 1403	Math in lower primary 1 MAT 1502	Math in lower primary 2 MAT 2505	Dzongkha Language in Lower Primary DZO 2508	Assessing Learning EDN 3412		HPE in upper primary HPE 4514	English across the curriculum ENG 4516
Theory and principles of teaching children a language ENG 1501	Listening and Speaking ENG 1503	Reading and writing in lower primary ENG 2506	Primary Science SCI 2509	Reading and writing in upper primary ENG 3512		Reading and Writing in Dzongkha DZO 4515	Math in upper primary 2 MAT 4517
Introduction to academic skills EDN 1404	Environmental studies (EVS) in lower primary EVS 1504	Social Studies SST 2507	HPE in lower primary HPE 2510	Creative arts in upper primary EDN 3413		Curriculum Studies EDN 4416	Optional Research project EDN 4419 ICT in Education EDN 4420 Guidance and Counseling EDN4421 Improving Testing EDN 4422

One module is equivalent to 12 academic credits. One unit of academic credit is equivalent to 10 hours of student effort. Therefore, each module has 120 notional hours of learning time. Each module gets 4 hours of contact time every week; thus by the end of the semester a student gets $4 \times 15 = 60$ hrs of contact time and 60 hrs (120-60) of independent study time per module.

Note: Total academic credits= $40 \times 12 = 480$ Credits
Total Credit hours= $480 \times 10 = 4800$ hours

Teaching and learning Modes

The college uses a myriad of teaching and learning methods to maintain quality and make the programme effective. Following are some of the methods

- Planned Lectures :** Since we teach young adults, this is an effective strategy, which is used quite commonly by the lecturers. They use overhead projectors (OHP), LCD projectors; provide handouts as discussion papers, and chalkboard to deliver the lectures.

- b). **Independent Study:** We also provide the student teachers opportunities to study independently on their own after we give them instructions and direct them to resources. This creates a sense of independence, as most of our courses need to carry out a small-scale research in the respective subject areas.
- c). **Projects and Field works:** The trainees are assigned projects in order to let them carry out an in-depth study or do a 'hands on' project. They get the chance to make outdoor visits to the sites to collect data, conduct interviews, carry out a landscape quality assessment, etc. This is where the essence of learning by doing is greatly maximized.
- d). **Group and Individual Presentations:** These are very popular forms of classroom interactions both at their level and between the tutor and them. Sometimes, the topic is assigned to groups and the presentation is done by all the members. They incorporate presentation skills like using charts effectively, transparencies, teaching aids, organise small activities for their colleagues during the presentation. This mode allows the student teachers to work together in teams and promotes social values amongst them. Individual presentations allow them to prepare for teacher-ship as they learn to do things on their own.
- e). **Seminars:** These are conducted as formal presentations organised by the student teachers themselves to share topics with the class and initiate further discussions amongst themselves.
- f). **Demonstrations:** These are used for practical application of the study content when we demand more attention on a particular area of greater importance or when the apparatus is not sufficient for individual students especially for the Science Laboratory Classes.
- g). **Reading Research assignments:** Students are required to read references and related sources of information in order to write their assignments, which may not involve field study to collect data.
- h). **Report Writing:** The students commonly do report writing when they carry out independent studies and have to share their results/conclusions with the class.
- i). **Teaching Practice:** The school experience is one of the most important components of the teacher education programme. The student teachers actually practise the skills and methods they learnt in the real situation where they plan lesson, practise skills, and analyse their lessons for further improvement.

Modes of assessment

Assessment is integral part of learning. The programme in the college is mainly assessed through two modes: Continuous assessment and/End-of-semester examinations.

1. Continuous assessment

Continuous assessment in the college focuses on the students' *process* of working, rather than *product* of their work. Following are some of the continuous assessment components used in the college.

- 1.1 Class Participation:** The student teacher's participation in class activities like- clarifying, asking questions, reacting to ideas, initiating and leading discussions, and willingness to participate in group works, completing extended activities, etc.
- 1.2 Class Presentation:** Individual/group presentations on micro-lessons, book/article reviews, themes, demonstrations, etc. can be assessed and evaluated using the predetermined criteria and marking scheme.
- 1.3 Reaction Papers:** These are short write-ups as follow-up activities to lectures attended or materials read. These are usually reflective in nature with critical appreciation shown. Such papers are intended to demonstrate the degree of student teacher's understanding as well as requirements for clarifications.
- 1.4 Written assignments:** These are written works on additional exploration on a topic discussed in lecture, problem solving, and reference/survey based write-ups. The synthesizing skills based on such assignments can be assessed.
- 1.5 Practical:** Some modules demand learning by doing. The skill of information gathering and concluding thereof can be assessed.
- 1.6 Project Work:** An extended exploration on a theme that encompasses philosophy, practice and their compatibility makes a project work. Both the process of collating data and product can be assessed and evaluated.
- 1.7 Unit tests:** Each unit of work may be followed by a class test. These are effective in diagnosis of students' understanding and can be used for remediation. The result may also be used for summative purposes like reporting.
- 1.8 Dissertations:** Some subjects can be studied in depth through a detailed analysis followed by a set of recommendations. The ability to carry out the process and final product can be assessed too.
- 1.9 Portfolios:** In some of the modules portfolios are maintained by the student teachers as a way of compiling work of similar theme which are checked at regular intervals and assessed at the end of the semester. Portfolio maintenance is seen as a creative process in learning.
- 1.10 Teaching Aids Display:** In order to encourage the student teachers to make and use teaching aids for their teaching, they are required to make teaching aids for their teaching subjects and exhibit them in the college. This promotes creativity and innovation thereby enhancing their skills in 'learning by doing'.

1.11 Microteaching sessions on Lesson Planning, Teaching using the specific skills, writing analysis of their teaching: The practice of creating a simulating learning environment on *how to teach* by allowing the student teachers to practice each teaching skill in a contrived situation with their colleagues as their students significantly assists in preparing them for the real classroom teaching. Moreover, writing analysis reports helps them in becoming reflective in their teaching and provides opportunities to improve.

2. End-of-semester examinations:

Examinations are conducted at the end of each semester for all the modules taught during the semester that have examinations following the regulations which are consistent with D1 on Assessment in the ‘Wheel of Academic law’ RUB.

3. Teaching Practice: The student teachers are sent for an entire semester to Primary or lower secondary schools to practice their skills in teaching in the real situation i.e. putting ‘theory into practice’. They are attached to associate teachers who act as their mentors in the field and assist them in their professional development by observing their lessons and providing them feedback. The associate teachers together with the supervising lecturers, assess the student teachers not only on their teaching but also other aspects like their overall behaviour, attitude towards teaching, interpersonal skills are also taken into account.

Programme management

There is a working committee called B.Ed Primary course Committee comprising of about 10 members representing various subjects, that deals with the operation of the programme. The course committee meets every semester where major decisions and issues pertinent to programme development are discussed and further submitted to the College Academic Committee for approval. The College Academic Committee in turn takes it up with the Academic Board, Royal University of Bhutan for endorsement.

Academic Staff

Information on the staff who teaches the programme is desirable. The table below gives information on the staff currently teaching the programme:

Sl No:	Name of Employee:	Designation	Qualifications:	Teaching subject
1	Nandu Giri	Dean, SA	M.Sc. (India) PGCE. (London) Enrolled in PhD	Skills for effective teaching

2	G.R. Mohan	Lecturer	B.Sc. (Hons). (India) B.Ed. (India)	Teaching methods
3	N.B Raika	Sr. Lecturer	M.Ed (Australia) B.Ed (NIE, Samtse)	Math & Educational Assessment
4	Gopi Chhetri	Sr Lecturer	M.Ed. (UNB, Canada) Cert. Inst. Mgmt.	Teaching method
5	Karma Galey	Lecturer	M.Ed. (UNE, Australia) B.Ed. (NIE, Samtse)	Maths & ICT
6	Sonam Daker	Lecturer	M.Ed. (UNB, Canada) B.Ed. (NIE, Samtse) PTC (NIE, Samtse)	English
7	Dorji Letho	Lecturer	MA. (Bhutan) PGCE. (NIE, Samtse)	Dzongkha EVS
8	Kuenzang Gyeltshen	Lecturer	M.A. (Delhi, India) PGCE. (NIE, Samtse)	Bhutanese Education System
9	Lungten Wangdi	Lecturer	B.P.Ed. (India) M.Ed. (Australia)	Health & Physical Education
10	Penjor	Lecturer	MA (Dz.). (Bhutan) ZTC. (NIE, Paro)	Dzongkha
11	Yang Gyeltshen	Lecturer	M.Ed. (UNB, Canada) DAUS. (UNB, Canada)	Creative arts Play, development and early childhood
12	Karma Gayphel	Lecturer	M.ED. (Australia) B.Ed. (NIE, Samtse)	Child development- birth to adolescence
13	Choeda	Associate Lecturer	M.Ed. (Australia) PGCE (NIE, Samtse)	Introduction to academic skills
14	Karma Jurme	Asst. Lecturer	M.Ed (Australia) B.Ed (NIE, Samtse)	Early Childhood
15	Sonam Wangmo	Asst. Lecturer	M.Ed (Australia) B.Ed (NIE, Samtse)	English Early Childhood

