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GULBARGA UNIVERSITY, KALABURAGI

REGULATIONS AND SYLLABUS FOR TWO YEAR B.Ed. PROGRAMME OF

CHOICE BASED CREDIT SYSTEM (CBCS) AND CONTINUOUS ASSESSMENT GRADING PATTERN
(CAGP) WITH SEMESTER SCHEME



DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION

GULBARGA UNIVERSITY JNANAGANGA,

KALABURAGI- 585 106

ACADEMIC YEAR: 2015-16

GULBARGA UNIVERSITY, KALABURAGI

REGULATIONS FOR TWO YEAR B.Ed. PROGRAMME OF

CHOICE BASED CREDIT SYSTEM (CBCS) AND CONTINUOUS ASSESSMENT GRADING PATTERN (CAGP) WITH SEMESTER SCHEME

In exercise of the powers conferred under Sec .II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka State University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary November 2014, Academic council of Gulbarga University frames the following Regulations to govern two year B.Ed Programme hereafter called as B.Ed under choice based credit system [CBCS] and continuous assessment grading pattern (CAGP) programme offered in the Teacher Education Institutions (TEI) affiliated and constituent colleges of Gulbarga University from the academic year 2015-16 and onwards. The completion of the programme shall lead to B.Ed degree.

1. Preamble.

The Bachelor of Education (B.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing School Teachers, generally known as B.Ed. This is a professional programme that prepares teachers for upper primary (Classes VI – VIII) , secondary level (classes IX -X) and higher secondary level (classes XI-XII). Also aims at preparing practitioners and other educational professionals including manpower for curriculum development, planners, administrators, supervisors, school principals for extension activities.

2. Title, Application and Commencement.

The regulations shall be cited as Gulbarga University Regulations 2015-16 and onwards governing two year B.Ed Programme leading to Bachelor of Education Degree Programme.

These regulations shall apply to Bachelor of Education Degree Programme approved by NCTE in the constituent college of Gulbarga University and in its affiliated Teacher Education Institutes having recognized by the NCTE for the two year B.Ed programme. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per Gulbarga University Rules, NCTE regulations, UGC guide lines and State stipulations prescribed for B.Ed two year programme. These regulations come into force from the date on which they are approved by the Chancellor or on such other date as directed by the Chancellor.

There shall be a Teacher Education Regulatory Monitoring Cell (TERM Cell) at Gulbarga University which monitors, regulates and issue appropriate directions in conducting, learning and evaluating Teacher Education Programmes.

3. Definitions of the Key terms Used in the Regulation.

3.1 Semester:

Semester is duration of four consecutive months with a minimum of 90-100 Working days.

3.2 Blank Semester:

A Semester is said to be a blank semester for a candidate if he/she does not enroll for that semester

3.3 Credit:

It is a unit of academic input measured in terms of the study hours. It reflects the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching – learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, field based activities ,immersion, computer skills, research activities required for the course. A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of 'L' amounts to one credit and a minimum of a two – hour session of 'T' or 'P' amounts to one credit. 'L' stands for Lecture session, 'T' stands for Tutorial Session and 'P' stands for practical /Practice session.

3.4. Course:

A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely **L, P, and T**.

3.5. Tutorial :

A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/desk work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.

3.6. Practical/Teaching learning Practices:

A Practical/Teaching learning Practices is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.

3.7. Internship and immersion:

It is the period where in the candidate visits the Teacher Education Institutes, Schools, or any educational Institutes and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a **Mentor (guide)**. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is on development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt

3.8. Enhancing Professional Capacities (EPC):

These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.

3.9. Engagement with Field Activity (EF):

These are the courses where in the student teacher will get the theoretical base through college classes and visit to the field as and when required intermittently to collect information, and complete the assignment.

3.10. Field Work Activities:

These are the activities assigned to the student to undertake in team or individually. The work may be in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.

3.11. Hard Core Course:

A Hard Core Course is a course that is fundamental and compulsory in requirement for a subject of study in a particular programme. The hard core course of studies other prescribed for study in a programme shall not be replaced by studying any other course/s. Essential field work, Team work, etc leading to report writing and research project of the main programme of study shall be treated as a hard- core course.

3.12. Modalities of Transaction and Assessment (MOTA):

This is the description for the course operation in the institute and field, with specification of role of teachers, learner and institutional responsibility. The assessment procedure is also specified in this phase.

3.13. Theory cum Practice:

These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory into practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes into batches of 25 to 50 students as per the facilities available in the institute.

3.14. Simulation practices:

The professional skills required to practice in simulation without going to the school fall under these courses. The students will practice the competencies presuming the peers as students.

3.15. Perspective Courses:

The courses that provide the theoretical orientation from basic discipline that has application in the field of education. It provides directional path to compose the requirement in the education as its applications from various basic disciplines.

3.16. Field work Courses:

The student has to visit the field to collect the required data, systematize, process and present fall under these types of the courses.

3.17. Immersion:

The activity where in the student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full-fledged teacher and equip himself in real situation.

4. Intake:

The basic one unit size for the programme shall be 50. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation with a maximum of two units.

5. Duration and working days

There shall be two hundred working days in each academic year exclusive of the period of admission and examination and inclusive of period of classroom transaction, practicum and field study

01. The programme of CBCS based B.Ed shall extend over a period of two year with four semesters for a total of 96 credits.

Sl. No	Semesters	Credits
1	First Semester	24
2	Second Semester	24
3	Third Semester	24
4	Fourth Semester	24
	Total	96

02. The candidate shall complete the course in a maximum period of three years from the date of admission to the course including blank semesters, if any. Whenever a candidate opts for

blank semesters, he or she has to study the prevailing courses offered by the college when he/she continues his/her studies by paying the prescribed fees of the university.

03. All the IA activities shall be conducted as per the schedule **provided by the university.**

The institution shall work for a minimum of 36 hours in a week during which physical presence in the institution of all the faculty and students concerned with the conduct of the programme shall be available all the time for interaction, dialogue, consultation, advice, guidance as and when needed to monitor the programme.

6. Eligibility:

Candidates seeking admission to the B.Ed programme should be as prescribed by NCTE, UGC and Gulbarga University, Kalaburagi as listed below:

01. Only those candidates who have obtained any Bachelor's Degree examination of Gulbarga University or any other University in India or abroad, recognized as equivalent through 10+2+3/4/5 pattern of education who has obtained 50% of marks in aggregate of all the subjects he/she has studied for degree is eligible for admission to B.Ed programme.

02. The candidate with less than 50% aggregate in the degree, but a Masters Degree with 50% is also eligible for B.Ed programme. The Bachelor's Degree or Masters Degree in Science/Social Science/ Humanity/ Commerce, Bachelors Degree in Engineering or Technology specialization in Science and Mathematics **with 55% or any other qualification equivalent thereto** are eligible for admission to the programme.

03. In case of SC/ST, Category -I and Physically Challenged candidates shall have 45% marks in aggregate of all subjects he/she has studied for degree course or 45% in Post Graduation.

04. A candidate belonging to SC/ST/OBC/PWD/371(j) and other categories/type shall be as per rules of the Central Government/ State Government whichever is applicable from time to time.

05. No person shall be eligible to apply for admission to the course in any college unless he/she is a citizen of India.

7. Admission Procedure:

a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) and any other categories shall be as per the rules of the Central Government/ State Government whichever is applicable and provided from time to time by the state Government.

b) College shall admit all the candidates allotted by the Government of Karnataka within the last date fixed for admission by the Govt. and Gulbarga University.

c) The Admission for management seat shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination, if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.

The University shall prepare the academic calendar of events for both merit and management quota seats in accordance with CAC or by any appropriate agency of the Govt. of Karnataka and Gulbarga University, Kalaburagi and TEI's shall follow the calendar of events. The calendars of events to be followed are:

- i. Date for the publication of notice inviting applications for admission by the University along with list of recognized colleges by the University.
- ii. Last date of receipt of the applications for admission to the respective Colleges.
- iii. Date of selection by test or interview (if any).
- iv. Date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of admission.
- v. Provisional approval of the admission by the College and declaration on the college website.
- vi. Last date for admission.
- vii. Final list of seats admitted and forwarded to the University for Approval.
- viii. Approval of admission by University and notification of admission of each college with eligibility numbers on the web site.
- ix. Student admitted after the course commencement, and if remains short of attendance due to delayed admission, the University shall not take any responsibility to condone the shortage.
- x. The total number of admission of candidates in the colleges from out-side Karnataka State should not exceed more than twenty percentage of the total prescribed intake under any circumstances.

8. Attendance and Conduct:

8.1 **B.Ed** is a full time programme and students shall not take up any employment /course, part time or full time employment during their B.Ed programme. Students found violating this rule shall be removed from the course. In case found post completion of such act, necessary action shall be taken to withdraw the degree.

8.2 Each course shall be taken as unit for the purpose of calculating attendance for theory and practicum.

8.3 The student shall be deemed to have satisfied the requirement of attendance, progress and conduct, if he/she has attended not less than 80% of the total number the working hours for theory courses, and with practicum 90% (inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicum, internship, tests etc.) in each

semester. The relaxation shall be as per the State Government circulars.

8.4 A Candidate shall appear at the semester end examination if he/she has satisfactorily completed the following additional work and has maintained proper records. These records should be produced before the Quality Assessment Committee during its visit to the college.

8.5 A student teacher must submit all the Internal Assessment records at the end of each semester to qualify him/her to appear for respective semester end examination.

8.6 A student should be compulsorily participate in all the activities of the semester and submit the reports as and when they complete the activity and before the semester end examination.

9. Medium of Instruction:

1) Medium of instruction for the course is in English. However, candidates may write the examination in Kannada for all the papers except for language pedagogy papers. The language pedagogy paper shall be written in the language as directed in the subject of study.

2) Student teachers shall opt English or Kannada medium for teaching practice irrespective of their medium of instruction opted for theory paper in their colleges.

10. Choice of pedagogic subject

The candidate should specify whether he/she desire to be

(a) Teacher for 6-8 and 9-10 Std eligibility, or

(b) Teacher for 8-10 and 11-12 Std eligibility (Only for PG Qualified)
Pedagogy

Each candidate has to select two subjects of pedagogy, one from each group.

Combination of pedagogy is as follows:

Group	Discipline	Subject option available	Content to be Practiced as Pedagogy
1	Humanities	Kannada, English, Hindi,	Respective language as first, second, third

2	Social Sciences	History and Civics	All the content prescribed in the Social Science text books of the State with emphasis on Social Science perspective
		Geography	All the content prescribed in the Social Science text books of the State with emphasis on Geography and Environmental Science perspective
3	Physical Sciences	Physics	All the content prescribed in the Science text books of the State up to VII and Physical Science Content of IX and X Std
		Chemistry	All the content prescribed in the Science text books of the State up to VIII and Physical Science content of IX and X Std
4	Biological Science	Biology	All the content prescribed in the Science text books of the State up to VIII and Biological Science content of IX and X std
5	Mathematics	Mathematics	All the content prescribed in the Science text books of the State up to X std mathematics of the State.
6	Commerce	Commerce	The content of XI and XII as per State Govt provision

Pedagogy Method (PM)-I Group	Pedagogy Method (PM)-II Group
Group-1. Humanities- Kannada, English, Hindi, Urdu.	Group-A. Social Science, Commerce
Group-2. Physical Science	Group-B. Mathematics, Biological Science
Group-3. Physical Science, Biological Science, Mathematics.	Group-C. Humanities-Kannada, English, Hindi, Urdu.

Note: Permissible Subject combinations in the respective Groups are as below; **(One method from each (PM)-I Group & (PM)-II Group)**

- i. **Group-1.** – Any One subject as PM-1 and **Group-A.** –any one subject as PM-2
- ii. **Group-2.** – Any One subject as PM-1 and **Group-B.** –any one subject as PM-2
- iii. **Group-3.** – Any One subject as PM-1 and **Group-C.** –any one subject as PM-2

Pedagogy of discipline with respect to existing state appointment:

Sl.	Pedagogy of Discipline	Suitable for the existing State appointment
1	Humanity	Language Teacher
2	Social Sciences	Arts teacher
3	Geography and Environment	Arts teacher
4	Physical Sciences and/or	Science Teacher
5	Mathematics	Maths Teacher
6	Commerce	Commerce at Higher Secondary level

Mandatory conditions to be followed while allotting the pedagogy subjects to the student teachers:

- i). The pedagogic subject choice (except languages) shall be based on the subjects that are studied by the candidate as optional for the three/four /five years course with due marks equivalent to the State Govt. Degree programme. Language pedagogy shall be given based on study of the subject either as optional or as basic.
- ii). The pedagogic subject of advanced pedagogy of higher secondary shall be given only to the students with PG qualification and eligible to be appointed at higher secondary.

11. Curricular Components.

The course shall have the curricular components namely:

- a. Perspective Courses (PC)
- b. Pedagogic Method Courses (PM)
- c. Enhancing Professional Courses (EPC)
- d. Engagement with Field Courses (EF)
- e. Elective Course (EC)

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'Mode of Transaction and Assessment' (MOTA).

The details are in the proceeding table presented semester wise:

Semester-I

Sl. No	Theory	Course Titles	Instructional Hours per week/Cred	Exam. duration	IA	Min to pass	TEE	Min to Pass	Total
01	PC-I	Childhood and Adolescence	04	03	20	08	80	32	100
02	PC-II	Philosophical and Sociological bases of Education	04	03	20	08	80	32	100
03	PC-III	Educational	04	03	20	08	80	32	100
04	PM-IV/V	Understanding discipline and Pedagogy	04	03	20	08	80	32	100
05	PM-IV/V	Understanding discipline and Pedagogy	04	03	20	08	80	32	100
06	EPC-I	ICT Basics	01	-	25	10	-	-	25
07	EPC-II	Language across the curriculum	01	-	25	10	-	-	25
08	EF-I	Psycho social tools and	01	-	25	10	-	-	25
09	EF-II	Microteaching and Integration Video Recording and Reporting	01	-	25	10	-	-	25
			24		200	80	400	160	600

SEMESTER: II

Sl. No	Theory	Course Titles	Instructional	Exam. duration	IA	Min. To	TEE	Min. To	Total
10	PC-VI	Learning and	04	03	20	08	80	32	100
11	PC-VII	Knowledge and Communication	04	03	20	08	80	32	100
12	PC-VIII	Education in Contemporary	04	03	20	08	80	32	100
13	PC-IX	Pedagogic tools, techniques and approaches	04	03	20	08	80	32	100
14	EPC-III	Understanding Self (Personality	02	-	50	20	-	-	50
15	EPC-IV	ICT applications	02	-	50	20	-		50
16	EF-III	Simulated and ICT based Lessons (For	02	-	50	20	-		50
17	EF-IV	School Lessons and Reflective Diary Video	02	-	50	20	-		50
			24	-	280	112	320	128	600

Semester-III

Sl. No	Theory	Course Titles	Instructional Hours per week/	Exam. duration	IA	Min. To Pass	TEE	Min. To Pass	Total
18	PC-X	Inclusive	04	03	20	08	80	32	100
19	PC-XI	Educational	04	03	20	08	80	32	100
20	PM-XII/XIII	Subject Specific Pedagogy	04	03	20	08	80	32	100
21	PM-XII/XIII	Subject Specific Pedagogy	04	03	20	08	80	32	100
22	PC-XIV	Elective Course	04	03	20	08	80	32	100
23	EPC-V	Fine Arts and Theatres	01	-	25	10	-	-	25
24	EPC-VI	Research Project	01	-	25	10	-	-	25
25	EF-V	Field Assignments	01	-	25	10	-	-	25
26	EF-VI	School Lessons and Reflective	01	-	25	10	-	-	25
			24	-	200	80	400	160	600

Semester-IV

Sl. No	Theory	Course Titles	Instructional Hours per week/	Exam. duration	IA	Min. To Pass	TEE	Min. To Pass	Total
27	PC-XV	Gender, School and Society	04	03	20	08	80	32	100
28	PC-XVI	Educational Management and	04	03	20	08	80	32	100
29	PM-XVII/ XVIII	Advanced Pedagogy of Specific Subject (Method-I)	02	1 1/2	10	04	40	16	50
30	PM-XVII/ XVIII	Advance Pedagogy of Specific Subject (Method-II)	02	1 1/2	10	04	40	16	50
31	EPC-VII	Reflective reading and writing	02	-	50	20	-	-	50
32	EPC-VIII	Field Work and Immersion (Teaching Practice) Practical Exam. Method I	06		150	60			150
			24		260	104	340	136	600

**REGULATIONS GOVERNING TWO YEARS M.Ed.
PROGRAMME UNDER CBCS**

**SEMESTER SCHEME
(Amendment 2019)**



With effect from 2019-20 & onwards

**Department of Postgraduate Studies in
Education and Research
Gulbarga University, Kalaburagi- 585 106**

REGULATIONS GOVERNING TWO YEARS POST GRADUATE –MASTER OF EDUCATION (M.Ed) COURSE, GULBARGA UNIVERSITY, KALABURAGI

In exercise of the powers conferred under sec.44 (1) (c) of the Karnataka State Universities Act, 2000, and as per the guidelines of NCTE and Gazette of India Notification extraordinary November 2014, the Academic Council of Gulbarga University frames the following Regulations to govern a Two years M.Ed (hereafter M.Ed) under choice based credit system (CBCS) and continuous assessment grading pattern (CAGP) programme offered in the P.G. Department of Education and Affiliated Institutes from the academic year 2015-16 (Amendment 2019) and onwards.

Preamble

The Master of Education (M.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing Teacher Educators and other educational professionals including curriculum developers, educational policy makers, analysts, planners, administrators, supervisors, school principals and researchers.

1.00 Title, Application and Commencement

The regulations shall be cited as Gulbarga University's Regulations 2015-16 governing two year Post-Graduate Programme of the Department of Education, Gulbarga University leading to Master of Education Degree Course in the Faculty of Education.

These regulations shall apply to Master of Education Degree Course approved by NCTE and being run in the Post Graduate Department of Education of Gulbarga University and in its affiliated Teacher Education Institutes having approval of the NCTE for the M.Ed two year programme. The affiliated institutions offering this PG programme shall have the physical infrastructure and follow norms as per University and NCTE regulations prescribed for M.Ed two year programme. These regulations come into force from the date on which they are approved by the Chancellor.

2.00 Definitions of the Key terms Used in the Regulation.

- a) Semester:** Semester is duration of four consecutive months with 100 working **days**.
- b) Blank Semester :** A Semester is said to be a blank semester for a candidate if he/she does not enrol for that semester
- c) Credit:** It is a unit of academic input measured in terms of the study hours. It reflects the number of ‘Study Hours’ in a particular period of time devoted to various aspects of the Teaching – learning process such as attending classes, engaging in assignments, projects, Seminars, practical aspects, field based activities ,immersion, computer skills, research activities required for the course.
- d) Course:** A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of four credits and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely L(Lecture), P(practicum), and T(Tutorial).
- e) Tutorial :** A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/ lab-work/field work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.
- f. Practicum Activity (PC):** A practicum is a method of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.
- g. Internship/ Immersion-Engagement with the Field (EF) :** It is the period where in the candidate visits the Teacher Education Institute/ Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is development of competencies. In-depth understanding through field experience and application of theoretical aspects learnt.
- h. Hard Core (HC) Course:** A Hard Core Course is a course that is fundamental and compulsory in requirement, for a subject of study in a particular programme. The hard core course of studies prescribed for study in a programme shall not be replaced by studying any other course/s. Essentially field work, Team work, etc lead to report writing and project/ dissertation of the main programme of study shall be treated as a hard- core course.

i. Soft Core (SC) Course: A Soft core course is a course chosen from the pool of courses in the discipline/ related discipline supporting the main discipline. Each soft- core course shall have a specified pre-requisite decided by the Board of Studies.

j. Open Elective (OE) Course: An open elective course chosen from the courses offered for the purpose by any Department of Studies other than the parent department in the University/College with an intention to seek exposure to students of other discipline/s. Students of same discipline should not enrol in such an open electives.

k. Dissertation: A Dissertation is a special course with wider scope involving an application of knowledge in solving /analyzing / exploring a real – life situation / problem like project works consisting of eight to twelve credits.

l. Modalities of Transaction and Assessment : This is description of how the course is to be operationalized in the institute, with specification of role of teachers and learner. The assessment procedure is also specified in this phase.

3.00 Intake

The basic unit size for the programme shall be 50. Initially an institution shall be allowed only one unit. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation. The approval of admissions will be based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

4.00 Eligibility

- a) Candidates seeking admission to the M.Ed programme should have obtained at least 50% marks or an equivalent grade in the following programme as prescribed by NCTE and UGC.
- i. B.Ed
 - ii. B.A, B.Ed. / B.Sc., B.Ed
 - iii. B.A.Ed./B.Sc.Ed.,
- b) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) categories shall be as per the rules of the Central Government/ State Government whichever is applicable from time to time.

5.00 Admission Procedure

- a) Admission shall be made on merit based on marks obtained in the qualifying examination and in the entrance examination if any or any other selection process as per the policy of the Central Government/State Government/ NCTE /University Admission from time to time.
- b) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats. The Department and Teacher Education Institution (TEI) affiliated to Gulbarga University Kalaburgi, shall follow the calendar of events and obtain permission from the University before admitting the candidates.

The calendar of events to be followed are:

- i. Date for the publication of notice inviting applications for admission by the University.
- ii. Last date of receipt of the applications for admission.
- iii. Date of selection of test ,counselling or interview;
- iv. Date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of admission.
- v. Provisional approval of the selection list for admission by the University through website
- vi. Last date for admission.
- vii. List of candidates admitted in each institute and permitted to apply for eligibility.

6.00 Curricular Components.

The course shall have the curricular components as in NCTE regulation namely:

- a. Perspective Courses
- b. Tool Courses
- c. Teacher Education Courses
- d. Specialisation at Secondary Level
- e. Specialisations as an area of Study
- f. Dissertation
- g. Lab work for skill development/Practicum Activity
- h. Field activity for skill development/Engagement with the Field
- i. Internship/Immersion (Engagement with the field)

Each component of the curriculum will have course/s of study with specific credits and scheme of examination as mentioned. The details are in the proceeding table presented semester wise:

7.00 The medium of instruction

The medium of instruction shall be English; however candidates will be permitted to write the examination in English or Kannada exclusively.

8.00 Working Days

There shall be at least two hundred working days each year and 100 working days each semester, exclusive of the period of admission and examination and inclusive of classroom transaction, practicum, field study. The department/ affiliated college shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

9.00. Attendance and Conduct

- M.Ed is a full time programme and students shall not take up any employment /course, part time or full time during their M.Ed programme. Students found violating this rule shall be removed from the course and disqualified for the award of degree.
- Each paper shall be taken as unit for the purpose of calculating attendance for theory and practicum.
- The minimum attendance of students shall be 80% for theory courses, and 90 % for practicum, and for field attachment and internship. This is applicable even for women candidates who claim exemption on maternity grounds
- At the end of every month attendance of every student course /paper wise including practicum, field attachment (internship/immersion) shall be notified on the notice board of the Department. The Department Council shall certify the fulfilment of required attendance of every student.
- The student who fails to complete the course in the manner stated above shall not be permitted to appear for the examination of the concerned semester, nor is eligible. Such student shall repeat that paper in the subsequent year as a regular student at his own risk and will have to make up for the loss of attendance by attending classes as regular student. All his /her prior Internal Assessment marks in the concerned subject/s shall be cancelled and he/she will have to appear for his internal assessment tests again for the concerned course /paper/s.
- A candidate who fails to satisfy the requirement of attendance shall repeat that semester when offered in the immediate subsequent year. This facility shall be available only for two times in the entire program.

- Before appearing for the theory examination, the candidate/s shall complete all the IA/Practicum activities periodically as per the respective semesters. Failing which such candidates shall not be allowed to appear for the theory examinations.
- The Chairman of the concerned Department shall send the attendance of students with respect to open elective paper/s to the parent department/s of the students periodically.

10.00 Modalities of Transaction and Assessment (For all the four semesters course papers).

There shall be mainly seven broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The details of each modality of transaction and assessment are as below:

HC& SC&OE: Course Papers

There shall be at least four periods for theoretical paper learning per week where in the teacher shall lead the learning either through lectures, seminar cum discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There shall be assignment and periodical tests related to theory shall be considered for internal assessment.

Semester-I

Course Code	Course Titles (Theory, Dissertation and Practicum)	Credits	Internal-Marks		Ext-Marks		Total
			Max	Minimum to pass	Max	Minimum to pass	
HC-1.1	Philosophical Foundations of Education	4	20	08	80	32	100
HC-1.2	Psychological Foundations of Education	4	20	08	80	32	100
HC-1.3	Introduction to Methodology of Educational Research	4	20	08	80	32	100
HC-1.4	Proposal Submission (Dissertation)	2	50	20	-	-	050
SC-1.1	Introduction to Teacher Education	4	20	08	80	32	100
SC-1.2	Life Skill Education	2	10	04	40	16	050
PC-1.1	Communication Skills-I (Practicum)	1	25	10	-	-	025
PC-1.2	ICT Basics(Practicum)	1	25	10	-	-	025
Semester wise Sub Totals		22					550

HC-1.4: Dissertation Proposal Submission

Sr. .No	Course inputs	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Orientation Classes		05	-	-	-
2	Proposal Submission of hard copy and soft copy		10	-	-	-
3	Presentation in the form of Viva voce based on research proposal		10	-	-	-
	Total	1	25	-	10	25

The process of dissertation proposal submission will have the following phases as given below:

- a. **Orientation on developing research proposal:** Under this phase there shall be a detail presentation for about **eight periods** on components and details of research proposal. Further they should be exposed to various research proposals as specimen copy. A demo of preparing the research proposal can also be undertaken.
- b. **Selection of topic:** Under this phase the candidate will meet their respective guide and will select the research topic and prepare the proposal in about 25 to 30 pages covering all the scientific steps of a research in education. There shall be general exposure in class to the group or in small group at theory period by the teaching staff individually or in the group. Also each teacher will guide the student to prepare the proposal.
- c. After the preparation of research proposal one sheet summary frame work has to be presented in five to ten minutes by each to the whole group in the Department Council, where in all the teachers of department will be present.
- d. Once the title is finalized and proposal is approved in the First Semester the same research proposal work shall be continued in the subsequent semesters.
- e. The detailed procedure of completing and presenting are given in the appendix with title Guide Lines for Dissertation work submission. The student who fails to submit the dissertation copies in the manner stated above shall not be permitted to appear for the examination.
- f. The soft copy and three hard bound copies of the research proposal shall be submitted to the guide and the same shall be forwarded to the Head and Chairperson of the department.

PC- 1.1: Communication Skills (Practicum) (Any two seminar presentations through ICT)

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Presentation in the form of Lecture cum discussion	-	10	-	-	-
2	Presentation in the form of Lecture cum discussion	-	10	-	-	-
3	Write ups	-	05	-	-	-
			25	-	10	25
	Total	1	25	-	10	25

Objectives: After completion of the course, the student-teachers will be able to:-

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

Activity – 1: Paper writing for seminar based on Assignments in all the Hard core papers.

Activity-2: Presentation of seminar papers(any two) and the same will be decided by the Department Council

PC- 1.2 : ICT Basics (Practicum) (Any Two Programmes to be attended)

The list of programmes to be decided by the Department council

Sr. No	Course input	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Programme-I		10	-	-	-
2	Programme-II		10	-	-	-
3	Record submission		05	-	-	-
	Total	2	25	-	10	25

Semester - II

Course Code	Course Titles (Theory, Dissertation and Practicum)	Credits	Int-Marks		Ext-Marks		Total
			Max	Minimum to pass	Max	Minimum to pass	
HC-2.1	Sociological Foundations of Education	4	20	08	80	32	100
HC-2.2	Advanced Educational Psychology	4	20	08	80	32	100
HC-2.3	Advanced Methodology of Educational Research	4	20	08	80	32	100
HC-2.4	Research Tool Development (Dissertation)	1	25	10	-	-	025
SC-2.1	Issues & Research in Teacher Education	4	20	08	80	32	100
OE-2.1	Teaching Strategies for Teachers	4	20	08	80	32	100
PC-2.1	Communication Skills (Practicum)	1	25	10	-	-	025
	Semester wise Sub Totals	22					550

PC- 2.1: Communication Skills (Practicum) (Any two seminar presentations through ICT)

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Presentation in the form of Lecture cum discussion	-	10	-	-	-
2	Presentation in the form of Lecture cum discussion	-	10	-	-	-
3	Write ups	-	05	-	-	-
			25	-	10	25
	Total	1	25	-	10	25

Objectives : After completion of the course, the student-teachers will be able to:-

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

Activity – 1: Paper writing for seminar based on Assignments in all the Hard core papers.

Activity-2: Presentation of seminar papers (any two) and the same will be decided by the Department Council

HC-2.3: Research Tool Development (Dissertation)

Sr. .No	Course inputs	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Orientation Classes		05	-	-	-
2	Tool Submission of hard copy and soft copy		10	-	-	-
3	Presentation in the form of Viva voce based on research tool		10	-	-	-
	Total	1	25	-	10	25

The process of dissertation research tool development will have the following phases as given below:

- a. Orientation: Under this phase there shall be a detail presentation for about six periods on components and details of different types of research tool. Further they should be exposed to various research tools as specimen copy. A demo of preparing the research tool can also be undertaken.

Semester – III

Course Code	Course Titles (Theory, Dissertation, Engagement with the Field and Practicum)	Credits	Int-Marks		Ext-Marks		Total
			Max	Minimum to pass	Max	Minimum to pass	
HC-3.1	Data Collection & Analysis(Dissertation)	1	25	10	-	-	025
SC-3.1	Curriculum Construction and Development	4	20	08	80	32	100
SC-3.2	Educational Administration, Management & Leadership	4	20	08	80	32	100
SC-3.3	Educational Planning and Finance	4	20	08	80	32	100
OE-3.1	Evaluation Strategies for Teachers	4	20	08	80	32	100
EF-3.1	Internship/Immersion activity in specialization(Engagement with the Field)	4	20	08	80	32	100
PC-3.1	Communication Skills (Practicum)	1	25	10	-	-	025
Semester wise Sub Totals		22					550

EF-3.1: Internship/Immersion Activity in Specialization(Engagement with the Field)

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Development and conduct of Lessons					
2	Study of Institution and its functioning					
3	Case study of students					
4	Lesson Observation and Reporting					
5	Quality Assessment of scholastic Achievement					
6	Evaluation of school Programme					
7	Action Research					
8	Parent Teacher Association Meeting					
9	Preparation and Implementation of School Time Table					
10	Any activity decided by the Department Council					
	Total	4	20	80	40	100

a. There will be a series of activities of which each candidate shall select **any one** activity which will be decided by the Department Council for that respective semester. A report of the total activity about 100-120 pages shall be prepared and submitted to the dept with guide's signature. The student who fails to submit the **two copies** of report shall not be

permitted to appear for the examination. Every activity should follow three phases compulsorily viz., 1. *Pre-internship/immersion activity(Preparation stage)*, 2. *Actual internship/immersion activity(Implementation Stage)*, and 3. *Post-internship/immersion activity(Evaluation Stage)* for about 04 weeks duration at;

a. LPS/HPS Curriculum subjects.

b. Secondary/Higher Secondary School Curriculum Subjects.

c. D.Ed curriculum subjects

d. B.Ed curriculum subject.

e. Learning and teaching issues proposed in the national and State educational policies

In special occasion in consultation with guide TLM can be for Higher education courses also.

1. Development and conduct of lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to select the same, and needs to be video recorded and edited and should be presented as pedagogic exemplary on a specific approach, method or technique.

2. The student has to select one institute and study the status of its functioning. It should be presented in the form of report along with the scope for futuristic improvement.

This has to be data based and has to be original in its nature.

3. The teacher shall study at least three unique types of students as case study. They may be the case of differentially abled, slow learners, genius or cases that require inclusiveness of alienated.

4. The student will observe ten randomly chosen lessons of teacher educators/teachers, and prepare a observation/reflective report with merits and demerits.

5. The student shall visit any one programme situation such as school day, science exhibition, Pratibha Karanji, Ba Baale Sahlege, national festival day, etc and document the event, assess the status and present the report for its improvement.

For development of and reporting the student shall use all the ICT skills that he/she has learned in the first two semesters and will present with multimedia digital form as far as possible.

Every student will decide upon the programme after visiting the assigned school and do a programme planning after consulting the stake holders and cooperating partners of the programme. After the approval of the guide the programme will be implemented in a school/college for a limited period of about a month. The details of the intervention should be reported. If required the same may be presented in the M.ED group discussion.

Teaching Learning Material Development (TLM):

The M.Ed student shall undertake development of TLM under this assignment. The student will be assigned with a guide for this purpose. The TLM can be on any of the following levels.

The developed material should be the original material development by the candidate. It should not be the copy of already prepared by someone else. The material may have multimedia, activity centred, field based or any other format according to certain principles of learning – teaching strategies. The TLM should be a complete package with objectives, material, implementing strategy, testing material and assessment procedure. The developed material needs to be tried on a small sample and the report of its effectiveness should be in the form of a report. The report with the approval of guidance should be submitted to the department and also be presented in the M.Ed class.

HC-3.1: Dissertation Data Collection and Analysis (Dissertation)

Sr. .No	Course inputs	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Orientation Classes		05	-	-	-
2	Data Collection Report Submission of hard copy		10	-	-	-
3	Presentation in the form of Viva voce		10	-	-	-
	Total	1	25	-	10	25

Orientation on dissertation data collection and analysis: Under this phase there shall be a detail presentation for about six periods on components and details of research data collection. Further they should be exposed to various research data analysis as specimen copy. A demo of analysing the research data can also be undertaken.

The student shall present the original data collected sheets, tabulated sheets, permission letters with documentary evidences in the Department Council.

PC- 3.1: Communication Skills(Practicum) (Any two seminar presentations through ICT)

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Presentation in the form of Lecture cum discussion	-	10	-	-	-
2	Presentation in the form of Lecture cum discussion	-	10	-	-	-
3	Write ups	-	05	-	-	-
	Total		25	-	10	25

Objectives : After completion of the course, the student-teachers will be able to:-

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.

- Implement their knowledge of communication in classroom discussion and daily life.
- **Activity – 1:** Paper writing for seminar based on Assignments in all the Hard core papers.
- **Activity-2:** Presentation of seminar papers (any two) and the same will be decided by the Department Council.

Semester – IV

Course Code	Course Titles (Theory, Dissertation and Practicum)	Credits	Int-Marks		Ext-Marks		Total
			Max	Minimum to pass	Max	Minimum to pass	
HC 4.1	Dissertation Report Submission	4	-	-	100	40	100
HC 4.2	Dissertation Viva-Voce	1	-	-	025	10	025
SC-4.1	Advanced Educational Technology	4	20	08	080	32	100
SC 4.2	Educational Measurement and Evaluation	4	20	08	080	32	100
SC 4.3	Values in Education	4	20	08	080	32	100
SC 4.4	Special Education for inclusiveness	4	20	08	080	32	100
PC-4.1	Academic Writing and Reporting(Practicum)	1	25	10	-	-	025
Semester wise Sub Totals		22					550
Grand Total of four Semesters		88					2200

PC-4.1: Academic Writing and Reporting (Practicum)

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Orientation to the academic writing		05			
2	Report submission		20			
		1	25		10	25

This activity is for developing the competency of publication and understands its importance. The sub group of two to four members will be assigned with theme for developing an edited booklet. The articles may be from students or already published in various journals. Good English articles may be translated into regional language and a publication may be done to benefit the regional teachers. After the completion of the draft work the same is to be approved. The approved booklets should be printed in the final form and be submitted. The department may also use this assignment for evolving educational literature that can be

converted in to dept publication on regular periodicity.

Students, professors, and researchers in every discipline use academic writing to convey ideas, make arguments, and engage in scholarly conversation. Academic writing is characterized by evidence-based arguments, precise word choice, logical organization, and an impersonal tone. Though sometimes thought of as long-winded or inaccessible, strong academic writing is quite the opposite: it informs, analyzes, and persuades in a straightforward manner and enables the reader to engage critically in a scholarly dialogue.

Examples of Academic Writing

Academic writing is, of course, any formal written work produced in an academic setting. While academic writing comes in many forms, the following are some of the most common.

1. **Literary Analysis.** A literary analysis essay examines, evaluates, and makes an argument about a literary work. As its name suggests, a literary analysis essay goes beyond mere summarization. It requires careful close reading of one or multiple texts and often focuses on a specific characteristic, theme or motif.
2. **Research Paper.** A research paper utilizes outside information to support a thesis or make an argument. Research papers are written in all disciplines and may be evaluative, analytical, or critical in nature. Common research sources include data, primary sources (e.g. historical records), and secondary sources (e.g. peer-reviewed scholarly articles). Writing a research paper involves synthesizing this external information with your own ideas.
3. **Dissertation.** A dissertation (or thesis) is a document submitted at the conclusion of a Ph.D. program. The dissertation is a book-length summarization of the doctoral candidate's research.

Types of Academic Writing

There are different writing styles, each with a different purpose or audience. There are situations in which one style will be more appropriate than another, and there is a variety of strategies you can use to approach the work. This section of our guide provides an overview of the writing types you will likely encounter as a college student.

ARGUMENT PAPERS

Assignments that require you to support a position, claim or opinion involve a persuasive writing approach. These papers are framed with a thesis statement, which introduces a focused assertion. Examples include: “Fast food consumption is linked to heart disease in low-income communities,” and “The chemicals used in pesticides pose the most significant threat to our health in the 21st century.” The remainder of the paper provides a logical argument and relevant evidence that supports the claim presented in the thesis. Tips for writing argument papers include:

- Clearly describe the central issue, position or premise.

- Provide evidence that supports the position presented in your thesis statement.
- Develop a conclusion based on the evidence you provided.

RESEARCH PAPERS

Research papers can take multiple forms, depending on the purpose and specific requirements of your class assignment. This format can be used to describe the methods used in your own research project, present the results of a research project and to describe the research that has already been completed in an area of interest. Some assignments require a combination of these approaches. These papers typically include formal sections, such as an introduction, review of existing research literature, analysis, discussion of results and conclusion. Tips for writing research papers include:

- Develop a clear and focused research question, hypothesis, thesis or topic.
- Identify relevant sources, including previous research reports.
- Analyze the results found in your sources.
- Describe how results answer your research question, prove or disprove your hypothesis, support your thesis or expand knowledge of your topic.

EXPOSITORY PAPERS

Similar to argument and persuasive essays, expository papers require you to research an idea or concept and provide supporting evidence. This type of writing includes a thesis statement, as well as the logical presentation of sources that address the idea you are exploring in your paper. A five-paragraph format is typical for expository essays: (1) introduction paragraph, (2-4) three body paragraphs, (5) conclusion paragraph. This form of writing is often used to evaluate your knowledge of a topic and can be included in exams. Tips for writing expository papers include:

- Determine the approach required for the assignment: compare and contrast, cause and effect, procedure or process.
- Write a concise thesis statement that presents your topic, but does not include opinion.
- Research existing information about your topic.
- Provide objective evidence and relevant information found in your research.
- Provide a conclusion that connects supporting information with the thesis statement.

EXAM ESSAYS

Professors often use written exams to measure your knowledge of a specific topic, understanding of a complex concept or comprehension of course reading and resources. These essays can include components of argument and persuasion, research and exposition, as directed by your instructor. The first step in preparation for essay exams is to complete all of your course reading assignments, participate in discussions and organize your notes and study time. This should take place throughout the course, not just in time for the exam date. Tips for exam essay writing include:

- Read the exam question carefully; look for keywords such as “compare” and “criticize” to direct your approach.
- Create a rough outline that sets up the scope and sequence of your essay, as well as critical concepts and sources you should include.
- Develop a response that presents a clear main point or argument and organized supporting points.
- Monitor your progress if the written exam is timed.

ACADEMIC PROPOSALS

[Academic proposals](#) are typically written as part of grant applications or for professional conference presentations. They often outline a research plan or project idea with a goal of gaining support from another group. This type of writing is more common in graduate-level study, but may be encountered by undergraduates involved in collaborative research projects with professors and other students. Tips for [writing academic proposals](#) include:

- Pay careful attention to the instructions provided by the organization asking for proposal submissions; follow all formatting and process guidelines.
- Grab the reviewers’ attention with a clear title and focused introduction that explains your plan.
- Provide details about how your project meets the grant or conference requirements, as well as how it is related to relevant research and needs in your field.
- Ask for feedback and proofreading from someone who is familiar with your topic.

The Department Council shall list out the details of activities and will inform the TEI’s to conduct.

HC-4.1 Dissertation Report Submission & HC-4.2: Dissertation Viva-Voce

Sr. .No	Course inputs	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Dissertation Report Submission(04 Copies)	4	-	100	40	100
3	Dissertation Viva voce	1	-	025	10	025
	Total	5	-	125	50	125

Orientation to Dissertation Report Writing: While submitting the dissertation an orientation to a standard format and certificates (as enclosed Annexure I, II and III) involving steps of scientific method shall be followed and the student shall give a declaration and guide shall certify the same.

11.00 Open Elective Courses offered and Choices.

The department of Education offers two open elective courses for the students of other departments, one in the second semester and another in the third semester. The affiliated

colleges shall offer two open elective courses as prescribed by University under CBCS scheme, during that academic year. Open elective courses shall be taught by the qualified and specialized teachers approved by the University as per the UGC norms.

OE -1. Teaching Strategies for Teachers.

OE-2 . Evaluation strategies for Teachers

12.00 Mandatory Institutional Requisites.

Academic Head: She/he is the head of the course with qualification required equivalent to a Principal of PG Dept as per NCTE and UGC Norms. The person has to assign the work by the management by following the procedure similar to the appointment of Principal to college/ to a Professor in the University. He shall be solely responsible in conduct of course and all correspondence with the University and Dept of Education. The Coordinator/Principals shall work and monitor the overall academic activities as per the guidelines issued by the department of Education from time to time. The guidelines for the M.Ed Programme are enclosed as **Annexure IV.**

Academic Resources: For the conduct of all the academic programme, examination work, practicum cum Internal Assessment activities, internship, field based activities etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE and UGC norms. The mode of curriculum transaction and assessment prescribed, the Internal Assessment monitoring guidelines and conditions laid down by the Department of Education has to be strictly adhered. All Internal Assessment (IA) activities and marks shall be approved by the Department Council of Education before forwarding to the Registrar (Evaluation) GUK.

- The institute should have the entire necessary infrastructure as specified by NCTE and the University from time to time. The Institute shall be open for inspection as and when demanded by the University authority and Chairperson of the Dept of Education.

- **Academic Records:** These are the records such as attendance report of students and teachers, teaching records, office maintenance records and assessment .They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority. The institution shall keep the record transparent and open to supervision as and when required by the Chairperson of the Dept of Education, GUK. The IA should be notified to student regularly as mode of continuous feedback.

• **Administrative Records:** These record includes teacher appointment orders, joining reports, involvement in internal activities records, teachers daily attendance registers, etc. The institution shall keep the record transparent and open to supervision as and when required by the University and s Chairperson of the Dept of Education, GUK.

13.00 Monitoring Academics and Assessment

There shall be a Board of Moderation for continuous assessment marks awarded to candidates. The Board shall constitute:

- a) The Chairperson, Board of Studies as Chairman
- b) The Chairperson Board of Examination as member
- c) Two senior teaching staff of Dept of Education on rotation basis. - Members

The Chairperson in case of PG Department of Studies or the Principal in case of colleges/Institutions shall submit the consolidated list of continuous assessment marks of all candidates to the Chairperson of the Department of Education before commencement of every Semester- End-Examination (theory). However, the institution shall submit the IA activity records conducted along with duly awarded marks periodically to the department of Education, GUK as per the calendar of events circulated by the dept. of Education. Wherever the candidates are irregular and not completed the IA activities of the respective semesters periodically and marks are not submitted on time, the candidate is deemed to be absent for the I A activity and are not permitted to appear for the respective course examination.

The Boards shall verify all the consolidated lists of Continuous Assessment Marks.

The Board if felt necessary based on the facts can visit the departments/ colleges to verify the records (Test Papers, seminar papers / Assignment/ Field work/ case study reports/ practical records/internship and immersion records), attendance records and moderate the Continuous Assessment Marks and shall be final.

14.00 Assessment and Evaluation

A Panel of Examiners for M.Ed will be prepared by the Board of Studies in Education. The Panel will contain both Internal and External Examiners. The Board of Examiners will be constituted by the University from the Panel of examiners approved in Board of Studies. The Registrar (Evaluation) shall conduct the examination and declare the results

Internal Assessment

- Each Course normally, would have two components- the Internal Assessment and the second being the Semester- End- Examination. The Internal Assessment (IA) marks are based on continuous internal assessment conducted in a continuous mode. The total marks for the Internal Assessment shall be based on the marks assigned for IA component of the course. For all the courses the split of marks for IA and the marks for Semester- End -Examination are presented in the schematic tables.
- The various components of Internal Assessment Marks in each paper normally are as follows:
 - Each component of assessment is for 20 marks. This will be based on session test and assignment/seminar report based on course papers. (5 marks for each Test and 5 marks for each assignment/seminar). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/paper/s and within 50 days of each semester programme.
 - The Chairman of the Department with the approval of the Department Council shall notify the time table for session tests on the notice Board of the Department including Internship and Immersion. The teacher shall set and evaluate the course paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the consolidation. The marks list should be notified in the Department notice Board as feed back to students.
 - In case of affiliated M.Ed colleges of Gulbarga University, the respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities including Internship and Immersion and the marks lists in duplicate conducted as per the calendar of events provided by the Chairman of the Department fifteen days before the commencement of the theory examination of each semester.
 - In case of candidates who wish to appear in improvement examinations, if any, the marks obtained in the Internal Assessment and Internship and Immersion Assessment shall not be revised. There is no improvement in the internal assessment Internship and Immersion.
 - In case of a student who has failed to attend the tests, seminar and field based activities on a scheduled date due to genuine reason, such a candidate may appeal to the Chairman of the Department/teacher and shall be decided by the Department council, and decide for conduct of

the special test to such candidate on the date suitable to the concerned teacher but before commencement of the concerned semester - end -examination.

The consolidated Internal Assessment marks statement shall be submitted to the Chairperson at least 15 days prior to the commencement of the semester- end -examination.

A candidate's performance from all 3 components shall be in terms of scores, and the sum of all three score shall be 100 percentage points.

The records of all the internal assessment activities shall be maintained for one year.

- There shall be one semester- end -examination of 3 hours duration for 80 marks. Each answer scripts of the semester – end- examination (Theory) shall be assessed by two examiners (one internal and another external). The marks awarded to that answer script shall be the average of these two valuations. If the difference in marks between two evaluations exceeds 20% (exceeds 16 for 80 marks)of the maximum marks such a script shall be assessed by a third examiner. The marks allotted by the third examiner shall be averaged with the other two examiner's marks which is nearer to any two examiner's mark. In case, marks allotted in the third valuation differ equally from the marks allotted in the first two valuations, the average of marks in all the three valuations shall be considered.

Dissertation Assessment

- The dissertation, internship/immersion reports shall be valued by two examiners, one internal the concerned guide and an external examiner selected from the panel of examiners approved in Board of Studies. In case the internal examiner is not in the panel of examiners the valuation will be done by the two external valutors decided by the chairperson (BOE).
- The Dissertation Viva-voce shall be conducted by the Board of Examiners
- The student shall pass in all the components of dissertation semester wise.
- If a candidate passes in the dissertation, but fails in the paper/s, his/her results in the dissertation shall be carried over for the subsequent two years.
- If a candidate passes in the Paper/s but fails in the dissertation, only marks obtained by him/her in the papers shall be carried over the subsequent two years.

- If a candidate fails to prepare and submit dissertation proposal in the first semester, the candidate may be permitted to complete all the four semesters' components of dissertation work in the subsequent one year duration at his own risk
- If a candidate fails to present the respective dissertation report in the third semester on valid grounds, the Department Council may decide to avail this provision to complete the report within the duration of the fourth semester.
- If a candidate fails to submit the dissertation before the fourth semester – end – examination; he shall not be permitted to take the fourth semester – end – examination. However, in the next subsequent academic year he may submit the same by applying through the department/principal of the affiliated college along with the prescribed examination fee of the university and seeking the permission of the Registrar (Evaluation) GUK. Similarly, if a candidate fails to attend Viva- Voce he/she shall attend the Viva- Voce in the next year along with fourth semester the same procedure is followed.

The grade and the grade point earned by the candidate in the subject as given below:

P	G	GP = V x G
90-100	9 (A++)	V X 9
80-89	8(A+)	V X 8
70-79	7(A)	V X 7
60-69	6(B+)	V X 6
50-59	5(B)	V X 5
0-49	0(C)	V X 0

Here, P is the percentage of marks secured by a candidate in a course which is rounded to nearest integer. V is the credit value of the course. G is the grade and GP is the grade point.

If G = 0 (C), (GP=0) then the course is automatically considered as PENDING. He/She is not said to have failed in the course. Overall Cumulative Grade Point Average (hereafter CGPA) of a candidate after successful completion of the required number of credits as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.

$$CGPA = \frac{\sum GP_i}{\sum V_i}$$

Where, GPI denotes the grade points earned in the course;

V_i denotes the credit value specified for the course.

Final Grade Point (FGP) shall be awarded on the basis of CGPA of the candidate.

CGPA	FGP
$8 > CGPA < 10$	1
$6 > CGPA < 8$	2
$5 > CGPA < 6$	3

15.00 Issuance of Grade Certificate.

On successful completion of a given program, the University shall issue to the student consolidated marks statement, with details of CGPA score and the actual percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

16.00

The regulation not specified here and otherwise shall be followed from the University Uniform Regulations Governing Post Graduate Degree/P.G. Programmes under CBCS and Continuous Assessment Grading Pattern (CAGP),GUK, any other relevant sources Vide Notification No.GUG/ACA/BOS-2/2011-12/2415. Dated. 23/11/2011.




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