

REGULATIONS GOVERNING TWO YEAR BACHELOR OF EDUCATION (B.Ed) PROGRAMME, TUMKUR UNIVERSITY, TUMKUR

As per the provisions made in the Karnataka State University Act 2000 and the guidelines of NCTE in the Gazette of India Notification extraordinary December 2014, the Government of Karnataka provides 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 TEI's affiliated and constituent colleges of Universities of Karnataka States from the academic year 2015-16 and onwards. The completion of the programme shall lead to B.Ed degree.

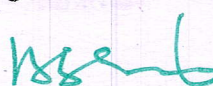
1.00 Preamble.

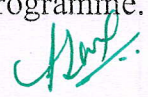
The Bachelor of Education (B.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing School Teachers, generally known as B.Ed. This is a professional programme that prepares teachers for upper primary, secondary level (classes VI -X) and higher secondary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

2.00 Title, Application and Commencement.-

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

These regulations shall apply to Bachelor of Education Degree Programme approved by NCTE and being offered in the State Universities and in its affiliated Teacher Education Institutes having recognized by the NCTE for the B.Ed two year programme. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per State Government Rules, NCTE regulations and State stipulations prescribed for B.Ed two year programme. These


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regulations come into force from the date on which they are approved by the Government of Karnataka.

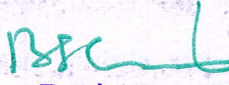
3.00 Monitoring and Regulation of the Course:

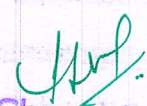
The Board shall be responsible to monitoring, regulate and issuing appropriate direction to the Universities, Colleges and any other appropriate bodies.

There shall be a Teacher Education Regulatory Monitoring Cell (TERM Cell) at each University level.

4.1 Definitions of the Key terms Used in the Regulation.

- a) **Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.
- b) **Blank Semester :** A Semester is said to be a blank semester for a candidate if he/she does not enroll 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. 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.
- 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 two credits and maximum of eight credits. Every course offered


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will have three components associated with teaching – learning process of the course, namely L, P, and T.

- e) **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.
- f) **Practical/practice**: A Practical/practice 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.
- g) **Internship and immersion**: 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) **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.
- i) **Engagement with Field Activity (EF)** : These are the courses where in the student teacher will get the theatrical base through college classes and visit to the field as and when required intermittently collect information, and completes the assignment.
- j) **Field Work Activities**: These are the activities assigned to the student to undertake in team or individually. The work may in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.
- k) **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 project/ dissertation of the main programme of study shall be treated as a hard- core course.

- l) **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
- m) **Theory cum Practice:** These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory in to 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 in to batches of 25 to fifty students as per the facilities available in the institute.
- n) **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 or even in absence.
- o) **Perspective Course:** The courses that provides 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 application from various basic disciplines.
- p) **Field Work Courses** for which student has to visit the field collect the required data systematize, processes and present fall under these type of the courses.
- q) **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.

5.00 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

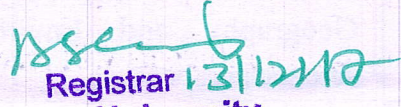
6.00 Eligibility and Choice of pedagogic Subjects :

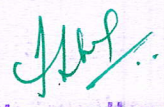
Candidates seeking admission to the B.Ed programme should be as prescribed by NCTE and UGC and State Government as listed below:

- i. Candidates with at least fifty percent marks either in Bachelor's Degree and/or the Master's Degree in Science/Social Science/Humanity, Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55 percent marks or any other qualification equivalent thereto are eligible for admission to the programme.

SC/ST/OBC/PWD/371(J) and any other categories/type shall be as per the rules of the Central Government/State Government whichever is applicable

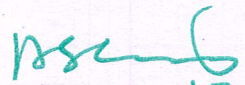
- ii. The candidate should specify whether he desire to be a
 - a. Teacher for 6-8 and 9-10 std eligibility, or
 - b. Teacher for 8-10 and 11-12 std eligibility (Only for PG Qualified)

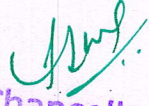

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Each one has to select two methods as prescribed below:

	Discipline	Subject option available	Content to be practiced as pedagogy
1	Humanity	Kannada,English Hindi,Urdu Sanskrit,Marathi (Any other State neighbourhood languages provision made by State Govt)	Respective language as first, second, and third language
2	Social Science	History and Civics Geography	All the content prescribed in the Social Science text books of the State with emphasis on Social science perspective All the content prescribed in the Social Science text books of the State with emphasis on Geography and Environmental science perspective
3	Physical Science	Physics 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. 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


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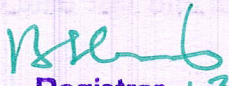

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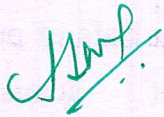
The Post Graduate candidates have the option to take higher secondary level subject according to their PG qualification along with one of the secondary school subject. This specialisation exist for the IIIrd Semester and IVth Semester. For the second semester there are no pedagogic paper specialised to any school subject. The pedagogic subject for the first semester will be on any two of the followings, one each from any two groups:

	Pedagogy of Discipline	Suitable for the existing State appointment
1	Humanity	Language Teacher
2	Social Science	Arts teacher
3	Geography and Environment	Arts teacher
4	Physical Science and/or Biological Science	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:

- The pedagogic subject choice(except languages) shall be based on the candidate qualifying to have studied the subject as optional for the three year course with due marks equivalent to the State Govt. Degree program. Language pedagogy shall be given based on study of the subject either as optional or as basic.
- The choice of subject to be given to each candidate shall fall in accordance with the qualification of the candidate with his optional and languages studies and the state appointment provision presently in operation while advertised State Government of Karnataka.
- 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.


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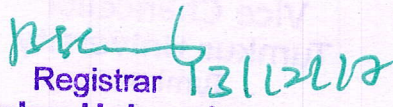

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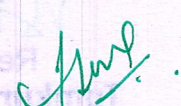
7.00 Medium of Instruction:

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

8.00 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) The Central Admission Cell of the State under the Commissioner of Public Instruction shall monitor the admission to the Government Seat Quota. CAC cell shall complete the admission processes within the stipulated time prescribed by the NCTE admission procedure. Any seats remaining vacant under this category, after completion of the admission processes by the CAC shall not be filled in by the University or TEI's without prior permission by the Government.
- 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.
- d) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats in accordance with CAC Board directions. The University and TEI shall follow the calendar of events. The calendar of events to be followed are:
 - i. Date for the publication of notice inviting applications for admission by the University along with list of recognised 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.


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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 commence, and if remain short of attendance due to delayed admission, the University shall not take any responsibility to condone the shortage.

9.00 Approval from State Govt. of the admission list by University:

The list of the admitted candidate endorsed by the University shall be submitted to the STEM Board and shall take necessary monitoring in accordance to the admission eligibility and state policy.

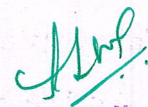
10.00 Curricular Components.

The course shall have the curricular components namely:

- a. Perspective Courses (Per-C)
- b. Pedagogic Courses (Pd- C)
- c. Enhancing Professional Courses (Prof-C)
- d. Engagement with Field Courses (Enga-C)

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:


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Details of Working Duration, Credits and Marks

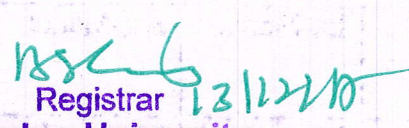
The details of total number of working days and its distribution with credits and curricular components is as follow:

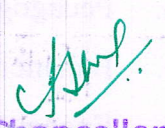
Semester	Working Days	Working Hours/Credit	Marks			Total Marks
			Theory	Practicum EPC & EF	Total	
I	100	600/24	400	200	600	2400
II	100	600/24	400	200	600	
III	100	600/24	400	200	600	
IV	100	600/24	300	300	600	

Each credit has equivalence of 25 marks and 23 hours of theory work load. In case of 100 marks theory course there shall be 60 periods of class room presentation and hands on experience and similar hours of equivalent tutorials, seminars, hands on experience and similar works.

11.00 Credits, Marks and Passing Standards :

The details of courses offered in each semester with credits, marks and passing standards shall be as given below;


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Semester I

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory								
	Per-C:1	Childhood And Adolescence	4	20	8	80	32	100
		Philosophical And Sociological Bases Of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100
		Und, Disc and pedagogy(Any two)	4	20	8	80	32	100
EPC & EF		ICT Basic	2	50	25			50
		Language across the subjects	2	50	25			50
		Psycho Social Tools and techniques	2	50	25			50
		Micro teaching and Integration	2	50	25			50
			24					600

Semester II

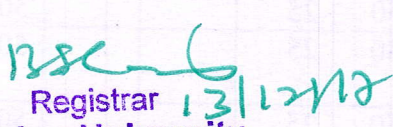
Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Learning and teaching Processes	4	20	8	80	32	100
		Knowledge and Curriculum	4	20	8	80	32	100
		Education in Contemporary India	4	20	8	80	32	100
		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
EPC		ICT applications	2	50	25			50
		Understanding Self, Personality and Yoga	2	50	25			50
EF		Simulated and ICT based lessons	2	50	25			50
		School lessons and reflective diary	2	50	25			50
			24					600

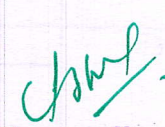
SEMESTER-III

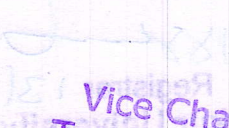
Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation	4	20	8	80	32	100
		Subject Specific pedagogy (Any two)	4	20	8	80	32	100
		Optional Course (Any one)	4	20	8	80	32	100
EPC		Fine Arts and Theatres	2	50	25			50
		Research Project	2	50	25			50
EF		Field Assignments	2	50	25			50
		School lesson(Unit based) and reflective Dairy	2	50	25			50
			24					600

SEMESTER-IV

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Gender , School and Society	4	20	8	80	32	100
		Educational Management and Organization	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects (Any two)	4	20	8	80	32	100
EPC		Reading and Reflecting	2	50	25			50
EF		Field work and Immersion	6	150				150
		Test lesson I and II	2+2			50+50	25+25	100
			24					600


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12.1 Modalities of Transaction and Assessment.

Part-A: Inputs: The B.Ed Programme has various inputs designed with the due proportion prescribed by the NCTE. The details are provided in the following three tables.

Theoretical Courses, Practice lesson Field Engagement, Co-Practice lesson in inputs and their proportions to the total:

	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORATICAL	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	12 Credits/300 (12.5%)	8 Credits/200 (8.3 %)	1300 (54%)
PRACTICAL	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	12 Credits/300 (12.5%)	16 Credits/400 (16.6%)	1100 (46%)
TOTAL	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	96 Credits/2 400 (100%)

(Percentages are, out of the total marks for the programme)


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**PRACTICAL INPUTS ACROSS FOUR TERMS
(CO-LESSON PRACTICES)**

SEMESTER	COMPONENTS	DETAILS	CREDIT/MARKS
I	ICT Basics	Lab work as detailed in practical course work	2Cr/50Marks
	Psycho-Social Test	Competency development to administered and interpret result, as detailed in MOTA	2Cr/50Marks
II	ICT Application	Semi field based try out field. Activities listed in MOTA	2Cr/50Marks
	Unit test/Personalities and Yoga	Yoga practice courses detailed and personality exercise as in course details.	2Cr/50Marks
III	Research Project	Developing Research Project and implementing with the help of course details listed	2Cr/50Marks
	Fine Arts and Theatre Reading and reflection	Detail of activities listed in course work	2Cr/50Marks
	Teacher placement and CET orientation	Detail of activities as in course work Expository lectures, Teacher's CET classes, interaction with school agencies	2Cr/50Marks
IV	School co-practices	Detailed activities are listed in course work	10Cr/250Marks
	Test lessons	Examination Activity	2+2 Cr/100 Marks

PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENT	DETAILS OF INPUTS
I	1) Microteaching (Six Skills) 1) Skill of Introduction 2) Skill of probing questions 3) Skill of explanation 4) Skill of illustrations with examples 5) Skill of stimulus variation 6) Skill of reinforcement 2) Simulation (Non Microteaching) Integration and overall skill with teaching-learning process for 15 min. each 3) Simulation Lesson (College base)	Skill with full repeat cycle and with video- feedback Two lesson per pedagogy subject One per pedagogy subject
II	4) Simulation with ICT (at least 2+2 lessons with ICT mediation) 5) School Lessons	Five per pedagogy subject, total 10 lessons Four lessons per pedagogic subject
III	6) Unit plan Based Lessons 7) Lesson under Block Teaching	At least three lesson+1 unit test period per pedagogic subject Three weeks eight lessons per pedagogic subject and one criticism lesson with each subject
IV	8) Immersion Lessons 9) TLM and ICT Based Lessons 10) Test Lessons	Fifty days (Details are given in the immersion programme in the syllabus)

Part-B: Modalities of transaction:

There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The specificity of course and its corresponding modality is mentioned in the table. Further details of each modality are mentions there after

The details of each modality of transaction and assessment are as below:

The details of each modality of transaction and assessment are as below:

	Modality	Courses of programme	Nature of transaction
1	Type 1	Theory courses of semester I, II ,III ,and IV	Class room presentations, discussions, seminars, Assignments and tutorials CAI approach.
2	Type 2	Simulation Practices : A. Micro teaching B. Macro teaching C. College Base Teaching D. Use of software and open source	Small Group activities in the college premises. Recording and reporting
3	Type 3	Language across subjects Understanding Self, personality and Yoga Research project Reading and reflection	Theoretical presentations, Discussions, Demonstrations, practice under supervision, fields work and report writing
4	Type 4	Lab Work : ICT-1 and ICT-2 Psycho-social tools and techniques	Procedural details of practical competency, competency development exercises, skill assessment and recording
5	Type 5	Field work/engagements Type 1 Type 2	Orientation to the assignment,providing necessary instructons, undertaking work in school and field, reporting
6	Type 6	School Internship/Immersion –I	Practicing various roles of teacher at school premises, recoding and reporting

Type 1 : Modes of Transactions for Theoretical Courses:

There shall be at least four periods for theoretical courses per week where in the teacher shall lead the learning either through lectures. Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activities related to the paper in noon session.

There shall be assignment and periodical tests related to the theory and shall be consider for internal assessment. Seminars, Discussions, Hands on Experience shall be extended contextually. The list of theoretical courses is as listed below

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
I		Childhood and Adolescence	4	20	8	80	32	100
		Philosophical and Sociological bases of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100
		Understanding Discipline and Pedagogy	4	20	8	80	32	100
II		Learning and teaching Processes	4	20	8	80	32	100
		Knowledge and Curriculum	4	20	8	80	32	100
		Education in Contemporary India	4	20	8	80	32	100
		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
III		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation		20	8	80	32	100
		Optional Course		20	8	80	32	100
		Subject specific pedagogy	4	20	8	80	32	100
IV		Gender , School and Society	4	20	8	80	32	100
		Educational management and Organization	4	20	8	80	32	100
		Advance Studies in Curriculum and Pedagogy	4	20	8	80	32	100
								1400

Type 2: Simulation Practices: (2 Credits):

These are the activities already in practice in different Universities. They are to be done in the institute campus using facilities available in the institute. The necessary organizational facilities, infrastructure be provided to the student teachers. There can be group of ten students that can be attached to each teacher educators for guidance and submission of report and reflective session. Some of the tasks can also be given for completion in the group of two or three student teachers.

- Micro teaching:
- Video lesson observation and criticism:
- Skill Integration lesson presentation with peer group
- ICT mediated lesson with peer group

- e. Video recording lesson of peers in simulation classes
- f. Concept analysis and presentation on subject content

Video lesson Activity:

Observation of video lessons: each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.

Type 3: Competency Based Instruction:

Sr.No	Course input / exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Language across subjects	2	50		25	50
2	Understanding self, Personality & Yoga	2	50		25	50
3	Fine arts and Theatre	2	50		25	50
4	Research Project	2	50		25	50
5	Reading and Reflection	2	50		25	50

The Teacher Educators has to demonstrate the competencies and its contextual use, allow the students to practice for mastery.

Type 4: Lab Works :

ICT Basic : Two Credits
ICT application : Two Credits

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Conduct of Practicum in lab situation	20	20			
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission					
4	Examination for in lab work		20			
5	Viva-voce on lab works		10			
	Total	2	50		25	50

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis softwares, digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall as listed in the practicum list of the syllabus. There shall be two types of activities.

Set-A shall have following procedure (Individualized in lab work)

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Exercise practice and output print if necessary.
- e. Writing the details of the activity in the journal and submission for the tutor's signature.

Set-B shall have following procedure: (In lab with work presentation)

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Working out the excessive and presenting the material to the small group for feedback and discussion

Some of the ICT mediated activities to be undertaken are:

Basic Competencies:

1. Use of Word, spread sheet and related office applications
2. Development of Power point presentation.
3. Nudi Kannada soft ware keying.
4. Web search and email use.
5. Video recording, audio editing and providing back ground voice adding
6. Using still camera for creating of picture files and use for teaching.
7. Use of graphic soft ware.
8. Searching of open source material and use.

Additional Activities:

1. Write a report on the features and use of smart board in teaching-learning.

2. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Write a report on INSAT programs.
5. Developing Educational blog in www.blogger.com , www.wordpress.com
6. Develop the news groups and report.
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. Evaluating Educational broad casts in the Radio/T.V
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.
11. Creating an Account in Teacher tube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (freemind, VUE)and write a report.
13. Use one of the E-book Tool(Sigil,caliber) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

Psycho –Socio tools and techniques work:

Sr.No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Conduct of Practicum in lab situation	2				
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission		20		10	20
4	Examination for in lab work			20		20
5	Viva-voce on P ICT works			10		10
	Total	2			25	50

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignment for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly.

Some of the sample assignments are listed below

A) Lab assignment :

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 students scores(Dept may evolve the draft and keep ready for use)
2. Conducting counseling on issue related child/teachers recording the session and analyzing in terms of potential change, misgivings, ability of communication etc.
3. Administering a psychological test of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

B) Field assignments:

1. Visiting schools and generate the socio-metry results through socio-metry software and use them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.

4. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.
5. Identify dyslexia cases if any from lower classes and provide strategic inputs to the child.
6. Test for colour blindness and other readability problems of a class students and report the findings to class teacher.

Type 5: Field Work:

(To be taken during Semester III and IV during Engagement with Field Work Sessions)

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below:

- a. Development of specific theme based lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to design a lesson to be video recorded and edited if required and should be presented as pedagogic exemplary on a specific approach, method or technique.
- b. The student has to select one institute to study a theme (Ex: discipline, inclusiveness, value inculcation, school cleanliness etc)and should present the report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.
- c. 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 of unique nature.
- d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, such as: School Day, Science Exhibition, Pratibha Karanji, Ba.

Shalege, National festival day, etc and document the event assess the status and present a report for its improvement.

- e. The student shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected three to five institute and report as document.
- f. Any other activity similarly designed and notified by the University.

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

Some of the schemes of Assignment for XI –XII Pedagogic Courses in the fourth semester are listed below:

School Intervention Competency Development (SIC-D):

Under this assignment each student will undertake intervention activity in the school. For this purpose there will be orientation on various aspects of intervention. Some of the themes are presented below:

- a. Identification of poor resources utility and its optimization.
- b. Introducing to updated pedagogy and TLM and experimenting.
- c. Evolving activities for Higher Secondary School/ Secondary School and incorporation to inculcate the inputs for the neglected components of educational policy.
- d. Strengthening the programme presently undertaken by the Government at school level so as to improve the quality.

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 class.

A few more suggestive activities:

Systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject - Records/short reports to be maintained.

Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken.

Group Practicum-video script: Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with 3 to 5 members.

Seminar/presentation: The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self developed.

Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly pedagogic groups.

Reading and reflecting context: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Each student teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective session on themes may be organized regularly.

Multiple Choice Questions: MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question Test batteries with 40 items each covering the syllabi

based on one of the specific Units. This assignment should be mandatory for Higher Secondary Student teacher.

Assignment: Teaching Learning Material Development:

The B.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.

- a. LPS/HPS Curriculum subjects.
- b. Sec school curriculum subjects.
- c. 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. The developed material should be original in nature, by the candidate. It should not be the copy of already prepared by someone. The material may have multimedia, activity centered, 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 and also be presented in the pedagogic classes.

Type 6:

List of the Practical Work to be taken during Internship: The detailed procedure is provided in courses details of immersion Programme. Some of the practical's to be taken during the course are:

Teaching Aid

Book Review

Blue Print (Subject - 1)

Action Research / Case Study

Literacy Programme

Co-curricular Activity

Organization of Parental Programme

Analysis of Result of any one Class.

Psychological Testing

Observation of Experienced School Teachers

Viva & Co-curricular Activity

Education Forum

Project Based Learning

13.00 Mandatory Institutional Requisites.

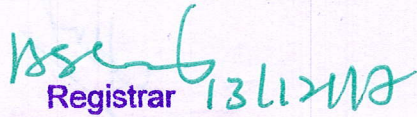
Appointment of Academic Head: She/he is the head of the B.Ed Programme with qualification required equivalent to a Principal of B.Ed Institute as per NCTE, State UGC and Norms. The person has to be appointed by following the procedure similar to the appointment of Principal to college /to a Professor in the University. She/He shall be solely responsible to conduct the B.Ed. Programme and all correspondence with the University, State and NCTE.

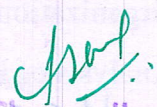
Academic Resources: For the conduct of all the academic programme, examination work, practicum cum Internal Assessment activities, internship, field based activities etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE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

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, TERM Cell of the State, DSERT and authorities appointed from time to time by the State and University authority.

Academic Records: These are the records such as attendance report of students and teachers, teaching records, office maintenance records and assessment record. They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority.

14.00 Monitoring Academics and Assessment


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

- a) The Chairperson Board of Studies (B.Ed)
- b) The Chairman Board of Examination.(B.Ed)
- c) Two senior from teaching staff of Dept of Education on rotation basis. - Members Academic Head (B.Ed) from TEI, fully qualified and appointed on permanent basis, approved by University, on rotation basis based on seniority.

As per the procedure based on the facts can visit the colleges to verify the academic records (Test Papers, seminar/ Assignment/ Field work/ case study reports/ practical records), attendance records and moderate the Continuous Assessment Marks. This needs to be decided by the TERM cell well in advance and be circulated to all the colleges

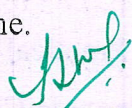
The Principal in case of colleges/Institutions shall submit the consolidated list of continuous assessment marks of all candidate of the program to the committee as per the calendar of events for the academic semester.

University has to evolve a procedure for IA inter colleges uniformity. The Board of studies (B.Ed) shall prepare the procedure of monitoring the IA and get the approval from the TERM cell. The advisory note of the TERM cell shall be mandatory whenever circulated to the Universities as and when provided so as to maintain the inter University standards

15.00 Working Days

There shall be at least two hundred working days each year and 100 working days each semester, excluding the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department/ 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 all the time for interaction, dialogue, consultation and mentoring programme.


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16.00 Attendance and Conduct :

B.Ed is a full time course 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 needs to taken to withdraw the degree.

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

The student shall 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 if any.

17.1 Successful Completion of Course work:

All the program/courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.

(i) Candidates who have completed the requirements of practical work related to theory and other components of the Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.

(ii) The marks and respective grades of internal assessment (Theory & Practical Courses) during each Semester have to be forwarded to the University by the institutions within stipulated time before closing of the semester, both Online and in manual/printed.(hard and soft copy) as per University procedure.

(v) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses(Optional papers) CE& other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by

all the student-teachers to be eligible for appearing for the Semester End University Examination. All the Practicals during Semester I, II III & IV will be assessed by teacher educators internally. Records/reports/products related to theory and Practical courses have to be prepared and maintained. They are to be made available for assessment, if demanded.

18.00 Assessment and Evaluation

A Panel of Examiners for B.Ed will be prepared by the Board of Studies in Education. A Board of Examiners will be constituted by the University from the Panel of examiners for B.Ed Course. 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 Semester End Examination. The Internal Assessment (IA) marks are based on continuous internal assessment 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 table present in the course detail table.

b. The purpose of IA is to ensure that there is continuous Internal Assessment throughout the semester. The Internal Assessment in each semester would have components distributed right across a variety of activities.

c. The various components of Internal Assessment Marks in each theory paper normally are as follows:

Activities	Marks	Activities	Marks	Total Marks
Session Test	5 Marks	Session Test	5 Marks	10+10 20
Field Assignment	5 Marks	Seminar	5 Marks	

The first component of assessment is for ten marks. This will be based on session test of two hours in case of theory and submission of field assignment report based on core papers within one month from the date of allotment. (5 mark for Test and 5 marks for field assignment). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

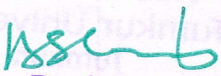
The second component of assessment is for ten marks. This will be based on test and seminar. This will be based on session test of two hours in case of theory and preparation and presentation of seminar based on core papers and with duration of one hour. (5 marks for Test and 5 marks for seminar). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The Principal of the institute with the approval of the staff Council shall notify the time table for session tests on the notice Board. 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 compilation. The marks list should be notified on the notice Board as feed back to students. The respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the marks lists in specified sheets as per the calendar of events provided.

In case of candidates who wish to appear for improvement examinations, if any, the marks obtained in the Internal Assessment shall not be revised. There is no improvement in the internal assessment.

In case of a student who has failed to attend the tests and seminar and field based activities on a scheduled date due to genuine reason, such a candidate may appeal to the academic head and may do needful before the end of semester.

The records of all the internal assessment activities shall be maintained for one year and /or till the candidates opportunities to reappear (attempt) are exhausted.


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The consolidated Internal Assessment marks statement shall be submitted to the Registrar (Evaluation) at least through proper procedure devised by the University.

Thus, the marks for each course shall be continuous assessment and conduct of examinations.

Total marks for each course	100 Marks
Continuous assessment	10 Marks
Continuous assessment	10 Marks
Semester - End -Examination	80 Mark

The grade and the grade point earned by the candidate in the subject will be 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
40-49	4(C)	V X 4
0-39	0(D)	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 $G = 0$ (D), (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.

$$CGPA = \frac{GPI}{Vi}$$

Where, $G P_i$ 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
$4 > CGPA < 3$	4

19.00 Issuance of Grade Certificate.

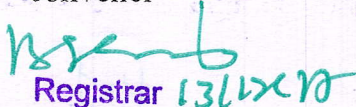
On successful completion of a given program, the University shall issue to the student consolidated marks statement, with details of CGPA score and the actual percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

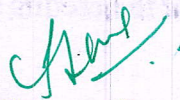
20.1 Provision for Appeal:

If a candidate is not satisfied with the evaluation of Internal Assessment activities, he/she can approach the grievance cell with written submission together with all facts, the assignments, and test papers etc, which were evaluated. He/ she can do so before the commencement of Semester end Examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if he/she submission is found to be baseless and unduly motivated. This TERM cell may recommend taking corrective action on an evaluator if he/she found guilty. The decision taken by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell is as follows.

- a) The Registrar (Evaluation) / Dean of the concerned faculty as Ex-officio Chairman/ convener


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- b) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the Department/discipline and or from the sister departments/sister discipline.
- c) One senior faculty member/ subject expert drawn from outside the University department.

21.00 Challenge valuation

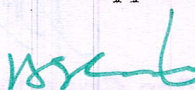
After declaration of the results of the post graduation, if any candidate wishes to apply for challenge valuation, he/ she shall apply to the Registrar (Evaluation) for the said purpose by paying the prescribed fees within 15 days. He can challenge the grade awarded to him/her by submitting an application along with the prescribed fees to the Registrar (Evaluation) through the proper channel. The challenge valuation shall be applicable only for C3 Component of Course (theory) only. The candidate has to surrender the grade card if issued earlier to him/her before announcement of the results of the challenge valuation.

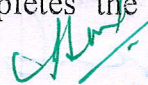
After receipt of application for challenge valuation, the Registrar (Evaluation) either personally or through the coordinator appointed for the said purpose, with the approval of the Vice-Chancellor, ask a subject specialist from among the panel of examiners approved already to evaluate the concerned script. The marks awarded in the challenge valuation shall be final.

22.00 Provision for improvement :

A candidate who **has passed in „Theory“** (Part A) but has not completed or failed in **„Practicum“** (Part B) will be permitted at his/her option to carry forward the marks obtained in **„Theory“** to three subsequent semester examination. The candidate is required to revise his grade in the **„Practicum“** (Part B) only in areas he / she has not completed or failed. Candidate exercising this option shall be eligible for the grade.

- iii) A candidate who fails in **„Theory“** (Part A) and fails in **„Practicum“** (and Part B), will be required to put in 50% attendance in the subsequent year at the College from which he appeared for the University Examination and completes the work of


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„Practicum“ (Part B) in which he /she has failed and reappears in the theory course of „Theory“ (Part A).

iv) The candidate has to complete the B.Ed programme within three years from the date of admission and no extension is permissible as per NCTE norms.

23.00 Pending Course/s:

In case a candidate, theory course, securing less than 32 percentage points out of 80 percentage points in C3 (i.e., 40% of total marks assigned for C3) secures more than 32 percentage points out of 80 percentage points in C3 but less than 50 percentage points out of 100 percentage points in C1, C2 and C3 put together, the candidate is said to have not completed the course and he/she has to utilize PENDING option.

The candidate with pending option shall complete C3 component before the completion of three years from the date of admission by reappearing only for C3 component of that course and he/she carries the same marks awarded in C1 and C2.

The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester.

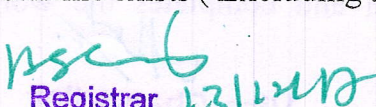
The tentative/ provisional grade card will be issued by the Registrar (Evaluation) at the end of even Semester indicating the courses completed successfully.

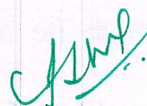
24.00 Improvement of Results:

Programme grades improvement is limited to theory alone. For programme grade improvement in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e. marks before betterment and after betterment whichever is higher will be considered.

25.00 Reappearing for assessment:

There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50% . Three chances will be given for reappearance as long as the same scheme exists (Excluding the first appearance).


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If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects.

26.00 Discard policy of Answer Sheets:

Such of the answer scripts of tests, assignments etc., relating to component I and II are valued shall be maintained in the College/ Institution by the Principal/ Head of the Institution till completion of the one year duration and the commencement of the ensuing semester end examination and there after these valuated scripts of tests, assignments etc., be discarded immediately by the concerned Principal/ Head of the Institution.

The answer scripts of C3 examination conducted by the University be maintained by the Registrar (Evaluation) for a period of one year after announcement of the results of the concerned semester and all the answer scripts be discarded soon after completion of the one year duration after announcement of the results and no complaints what so 'ever about the marks awarded to courses relating to these scripts be entertained.

27.0 Repeal and Saving Clause

Notwithstanding anything contained in NCTE regulations, in these Regulations for the Provision of any Guidelines, Order, Rules or Regulations in force shall be in applicable to the extent of their in consistency with these regulations.

The University shall issue such orders, instructions etc and prescribe such format, procedure etc, as it may deem fit to implement the Provisions of these Regulations. If any difficulty arises in the implementation of these regulations the Vice Chancellor shall, in consultation with the Dean the competent authority to issue necessary clarification and at the earliest possible thereafter report the action taken by him to the Academic Council for ratification.

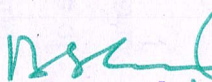
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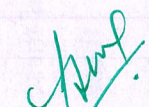
VAJUBHAI VALA
CHANCELLOR

APR 2019
Vice Chancellor

BLUE PRINT OF TWO YEAR B.Ed. COURSE PROPOSED FOR KARNATAK STATE

COMPONENTS	SEMESTER-I			SEMESTER-II			SEMESTER-III			SEMESTER-IV			Grand Total
	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	
PERSPECTIVES in EDUCATION	Child hood and Adolescence	4	100	Learning and Teaching	4	100	Inclusive Education	4	100	Gender School and Society	4	100	1100
	Philo&Soc base for Education	4	100	Know and Curriculum	4	100	Educational Evaluation	4	100	Edl Manageme nt and orgn	4	100	
	Edl. Tech	4	100	Education in Conte India	4	100	Optional course	4	100				
PEDAGOGIC COURSES	Und disc- And Pedagogy Se/SS/Lang	4	100	Pedagogic Tools, tec, & Approaches	4	100	Subject sp Pedagogy	4	100	Advance Studies: Cur& Pedagogic	4	100	400
ENHANCING PROFESSIONAL CAPCITIES	ICT-basic Psycho-social Testing	2	50	ICT- Application	2	50	Fine Arts/Theatr e	2	50	Reading & Reflection	2	50	450
	Language Across Subjects	2	50	Understandin g, Self Pt, & Yoga	2	50	Research Project	2	50	Tr.Placeme nt & CET classes	2	50	
ENGAGEMENT WITH FIELDS & SCHOOL	Simulation & Micro-tg	2	50	Sim lessons and ICT based practice	2	50	Unit plan and Teach/field assignment	2	50	Field work and Immersion	4	100	250
INTERNSHIP				School lessons & reflective diary	2	50	Block Teaching Field work	2	50	Test Lessons	2+2	100	200
		24	600		24	600		24	600		28	600	2400


 Registrar
 Tumkur University
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