ಭಾಗಕೋಶ ಸರ್ವಾಧಿಕಾರ
ಕುಂಬ್ಬರು ಶ್ರೀಮತಿ 585 106, ಹಿದಂಬರಾವ
ಕೋಟೆದಾರು. ಸಂಖ್ಯಾ 8472-263202 ಅಂಚಿ 8472-263206. ಇ-ಮೇಲ್: registrargug@rediffmail.com

ವಾರಿ ಮಾನಸ್ ವಿದ್ಯಾರ್ಥಿ / 2019-20 / 972

ಮಾರಿ:\n1. ಕುಂಬ್ಬರಾರು ಅಧ್ಯಯನವಿದ್ಯಾಲಯದೊಂದಿಗೆ ಯಾವುದೇ ಜಿಲ್ಲೆಯಲ್ಲಿಯರು ಪ್ರಕಾರ ಅದುಗೊಂಡು ಹೋಗಲು ಇರುತ್ತದೆ.
2. ಎರಡು ವರ್ಷದಲ್ಲಿ ಹೊಂದಿರುವ ಇಂದು ಮಾರಿ: 06.02.2019
3. ಮ್ಯಾನ್ಯಾಡಂ ಎರಡು ವರ್ಷದಲ್ಲಿ ಹೊಂದಿರುವ ಇಂದು ಮಾರಿ: 06.02.2019.
4. ಮ್ಯಾನ್ಯಾಡಂ ಎರಡು ವರ್ಷದಲ್ಲಿ ಹೊಂದಿರುವ ಇಂದು ಮಾರಿ: 05.08.2019
5. ಮ್ಯಾನ್ಯಾಡಂ ಎರಡು ವರ್ಷದಲ್ಲಿ ಹೊಂದಿರುವ ಇಂದು ಮಾರಿ: 07.09.2019

ಪ್ರಕಾರ (3) ಸಂಸ್ಥೆಯ ಮಾರಿಗಳಿಗೆ ಪ್ರಾಂಪದ ಸಂವತ್ಸರದ ತಿಥಿ 15 ರಿಂದ ಕಲಾಶಿಗಳನ್ನು ನಿರ್ದೇಶಿಸಿದ್ದಾರೆ. ಎಲ್ಲಾ ಎದುರು ಸಂವಿಧಾನದ ಹೆಸರು ಕೆಲಸಿ ಮಾರಿಗಳಿಗೆ ಮೂಲ ನಿರ್ದೇಶನಗಳನ್ನು ಪ್ರತ್ಯೇಕವಾಗಿ 2019-20ರ ಆಧ್ಯಕ್ಷ ಪ್ರವಚಿಸುತ್ತು. 2019-20ರ ಆಧ್ಯಕ್ಷ ಪ್ರವಚನಗಳನ್ನು ಮಾರಿಗಳಿಗೆ ಹೊಂದಿರಬೇಕು.

ಇದನ್ನು 2019-20ರ ಆಧ್ಯಕ್ಷ ಪ್ರವಚನಗಳನ್ನು ನಿರ್ದೇಶಿಸುವುದರಿಂದ ಭಾಗವಾಗಿ ಆಧ್ಯಕ್ಷರು ಹೊಂದಿದ್ದು ಇದನ್ನು ಮಾರಿಗಳಿಗೆ ಹೊಂದಿರಬೇಕು. ಸಂಸ್ಥೆಯನ್ನು ರೂಪಿಸುವ ಮಾರಿಗಳ ಹೆಳಸಲು ಹೋಗ ಇಲ್ಲವೆಂದರೆ ಹೋಗಬಹುದು. ಸಂಸ್ಥೆಯ ಹೆಳಸುವ ವೇಳೆಯ ವೃತ್ತಿಗಳನ್ನು ರೂಪಿಸುವ ವೇಳೆಯ ಪ್ರಸಿದ್ಧಿಗಳಲ್ಲಿ ಹೊಂದಿರಬೇಕು. www.gug.ac.in ಎಂದರೆ ಹೊಂದಿರಬೇಕು.

ಎ.ಯ. 2019

ಪ್ರರೂಪಿಸಿದರು ಕುಂಬ್ಬರ್ ಮಂಗಳ.

1. ಎರಡು ವರ್ಷದಲ್ಲಿ ಸ್ಕೂಲ್ ಕೆಸರಿ, ಗ್ರೀನ್ ಇಂವಾಂಸ್ ಕಾರ್.

ಜಿಂಲೆಯಾದರೆ:
1. ಮುಂದಾರು, ಗಂಡು ವಿದ್ಯಾನ್ನಲ್ಲಿ ಅಧ್ಯಯನ.
2. ಬೀಜಪಕ್ಷೆ ಶ್ರೀಮತಿ, ಸಂಸ್ಥೆಯಾದರೆ ಅದುಗೊಂಡು ಹೋಗಲು ಇರುತ್ತದೆ.
3. ಸಂಸ್ಥೆಯ ಕೆಸರಿ, ಪ್ರವಚಿಸುವ ಕಾರ್ಯಾಚರ್ಣ ಅದುಗೊಂಡು ಹೋಗಲು ಇರುತ್ತದೆ.
4. ಕೆಸರಿ, ಗ್ರೀನ್ ಇಂವಾಂಸ್ ಕಾರ್.
5. ಸಾಗರವೇಶದ ಮೂಲ ಇನ್ನು ಮಾರಿಗಳು
6. ಮೂರು ವರ್ಷದ ಸಂವತ್ಸರದ ಕಾರ್ಯಾಚರ್ಣ ಅದುಗೊಂಡು ಹೋಗಲು ಇರುತ್ತದೆ.
7. ಮೂರು ವರ್ಷದ ಕೆಸರಿ / ಸಂವತ್ಸರದ ಕಾರ್ಯಾಚರ್ಣ ದಿನನಾರು ಹೋಗಲು ಇರುತ್ತದೆ.
REGULATIONS GOVERNING TWO YEAR M.Ed. PROGRAMME UNDER CBCS

SEMESTER SCHEME

(Amendment 2019)

with effect from 2019-20 & onwards
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) (e) ) 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, file-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 (FE): 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 work 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 Kalaburagi 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 the 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/her 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Titles</th>
<th>Credit</th>
<th>Internal-Marks</th>
<th>Ext-Marks</th>
<th>Total</th>
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<tbody>
<tr>
<td>HC-1.1</td>
<td>Philosophical Foundations of Education</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>32</td>
</tr>
<tr>
<td>HC-1.2</td>
<td>Psychological Foundations of Education</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>32</td>
</tr>
<tr>
<td>HC-1.3</td>
<td>Introduction to Methodology of Educational Research</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>32</td>
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<tr>
<td>HC-1.4</td>
<td>Proposal Submission (Dissertation)</td>
<td>2</td>
<td>50</td>
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<td>SC-1.1</td>
<td>Introduction to Teacher Education</td>
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<td>Life Skill Education</td>
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<td>04</td>
<td>40</td>
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<td>PC-1.1</td>
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<td>-</td>
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<td>PC-1.2</td>
<td>ICT Basics(Practicum)</td>
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<td>25</td>
<td>10</td>
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<tr>
<td><strong>Semester wise Sub Totals</strong></td>
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**HC-1.4: Dissertation Proposal Submission**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course inputs</th>
<th>Credits</th>
<th>Assessment Marks</th>
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<tr>
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<td>Orientation Classes</td>
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<td>2</td>
<td>Proposal Submission of hard copy and soft copy</td>
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<td>-</td>
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<tr>
<td>3</td>
<td>Presentation in the form of Viva voce based on research proposal</td>
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<td>-</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course input/exam scheme</th>
<th>Credits</th>
<th>Assessment Marks</th>
</tr>
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<td>Int 10 Ext 05</td>
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<tr>
<td>3</td>
<td>Write ups</td>
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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

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course input</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>Programme-I</td>
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<td>2</td>
<td>Programme-II</td>
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<td>25 10 25</td>
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Semester - II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Titles (Theory, Dissertation and Practicum)</th>
<th>Credits</th>
<th>Int-Marks</th>
<th>Ext-Marks</th>
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<td>HC-2.1</td>
<td>Sociological Foundations of Education</td>
<td>4</td>
<td>20 08</td>
<td>32 80</td>
<td>100</td>
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<tr>
<td>HC-2.2</td>
<td>Advanced Educational Psychology</td>
<td>4</td>
<td>20 08</td>
<td>32 80</td>
<td>100</td>
</tr>
<tr>
<td>HC-2.3</td>
<td>Advanced Methodology of Educational Research</td>
<td>4</td>
<td>20 08</td>
<td>32 80</td>
<td>100</td>
</tr>
</tbody>
</table>
PC-2.1: Communication Skills (Practicum) (Any two seminar presentations through ICT)

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<thead>
<tr>
<th>Sr. No</th>
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- 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)

<table>
<thead>
<tr>
<th>Sr. No</th>
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<th>Assessment Marks</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Int</td>
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<td>1</td>
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<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Presentation in the form of Viva voce based on research tool</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

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

a. Orientation: Under this phase there shall be a detailed 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.
### Course Titles

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Titles</th>
<th>Credits</th>
<th>Int-Marks</th>
<th>Ext-Marks</th>
<th>Total</th>
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<tbody>
<tr>
<td>IIC-3.1</td>
<td>Data Collection &amp; Analysis(Dissertation)</td>
<td>1</td>
<td>25 10</td>
<td>Max</td>
<td>025</td>
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<tr>
<td>SC-3.1</td>
<td>Curriculum Construction and Development</td>
<td>4</td>
<td>20 08</td>
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<td>100</td>
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<tr>
<td>SC-3.2</td>
<td>Educational Administration, Management &amp; Leadership</td>
<td>4</td>
<td>20 08</td>
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<tr>
<td>SC-3.3</td>
<td>Educational Planning and Finance</td>
<td>4</td>
<td>20 08</td>
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<td>100</td>
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<td>OE-3.1</td>
<td>Evaluation Strategies for Teachers</td>
<td>4</td>
<td>20 08</td>
<td>Max</td>
<td>100</td>
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<tr>
<td>EF-3.1</td>
<td>Internship/Immersion activity in specialization(Engagement with the Field)</td>
<td>4</td>
<td>20 08</td>
<td>Max</td>
<td>100</td>
</tr>
<tr>
<td>PC-3.1</td>
<td>Communication Skills (Practicum)</td>
<td>1</td>
<td>25 10</td>
<td>Max</td>
<td>025</td>
</tr>
</tbody>
</table>

#### Semeser wise Sub Totals

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>22</td>
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<td></td>
<td></td>
<td>550</td>
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</table>

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

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course input/exam scheme</th>
<th>Credits</th>
<th>Assessment Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Development and conduct of Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Study of Institution and its functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Case study of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lesson Observation and Reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Quality Assessment of scholastic Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Evaluation of school Programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Action Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Parent Teacher Association Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Preparation and Implementation of School Time Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Any activity decided by the Department Council</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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:

- LPS/HPS 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 an 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 Sahilege, 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 stakeholders 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)**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course inputs</th>
<th>Credits</th>
<th>Assessment Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Int</td>
</tr>
<tr>
<td>1</td>
<td>Orientation Classes</td>
<td></td>
<td>05</td>
</tr>
<tr>
<td>2</td>
<td>Data Collection Report Submission of hard copy</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Presentation in the form of Viva Voice</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course input/exam scheme</th>
<th>Credits</th>
<th>Assessment Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Int</td>
</tr>
<tr>
<td>1</td>
<td>Presentation in the form of Lecture cam discussion</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Presentation in the form of Lecture cam discussion</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Write ups</td>
<td></td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

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.

12
### Semester – IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Titles (Theory, Dissertation and Practicum)</th>
<th>Credit</th>
<th>Int-Marks</th>
<th>Ext-Marks</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>HC 4.1</td>
<td>Dissertation Report Submission</td>
<td>4</td>
<td>Max</td>
<td>Min to pass</td>
<td>100</td>
</tr>
<tr>
<td>HC 4.2</td>
<td>Dissertation Viva-Voce</td>
<td>1</td>
<td>Max</td>
<td>Min to pass</td>
<td>10</td>
</tr>
<tr>
<td>SC 4.1</td>
<td>Advanced Educational Technology</td>
<td>4</td>
<td>20</td>
<td>08</td>
<td>080</td>
</tr>
<tr>
<td>SC 4.2</td>
<td>Educational Measurement and Evaluation</td>
<td>4</td>
<td>20</td>
<td>08</td>
<td>080</td>
</tr>
<tr>
<td>SC 4.3</td>
<td>Values in Education</td>
<td>4</td>
<td>20</td>
<td>08</td>
<td>080</td>
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<tr>
<td>SC 4.4</td>
<td>Special Education for inclusiveness</td>
<td>4</td>
<td>20</td>
<td>08</td>
<td>080</td>
</tr>
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<td>PC 4.1</td>
<td>Academic Writing and Reporting (Practicum)</td>
<td>1</td>
<td>25</td>
<td>10</td>
<td>025</td>
</tr>
<tr>
<td></td>
<td>Semester wise Sub Totals</td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Grand Total of four Semesters</td>
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<td></td>
<td></td>
<td>88</td>
</tr>
</tbody>
</table>

**PC-4.1: Academic Writing and Reporting (Practicum)**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course input/exam scheme</th>
<th>Credits</th>
<th>Assessment Marks</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Orientation to the academic writing</td>
<td>05</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Report submission</td>
<td>20</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course inputs</th>
<th>Credits</th>
<th>Assessment Marks</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>Int</td>
</tr>
<tr>
<td>1</td>
<td>Dissertation Report Submission(04 Copies)</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Dissertation Viva voce</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>

**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/Principal 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 staff s 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 its 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 IA 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 timetable 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 valuator 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:

<table>
<thead>
<tr>
<th>P</th>
<th>G</th>
<th>GP = V x G</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>9(A++)</td>
<td>V x 9</td>
</tr>
<tr>
<td>80-89</td>
<td>8(A+)</td>
<td>V x 8</td>
</tr>
<tr>
<td>70-79</td>
<td>7(A)</td>
<td>V x 7</td>
</tr>
<tr>
<td>60-69</td>
<td>6(B+)</td>
<td>V x 6</td>
</tr>
<tr>
<td>50-59</td>
<td>5(B)</td>
<td>V x 5</td>
</tr>
<tr>
<td>0-49</td>
<td>0(C)</td>
<td>V x 0</td>
</tr>
</tbody>
</table>

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=O) 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, GPi denotes the grade points earned in the course;

$Vi$ denotes the credit value specified for the course.

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

<table>
<thead>
<tr>
<th>CGPA</th>
<th>FGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8 &gt; CGPA \leq 10$</td>
<td>1</td>
</tr>
<tr>
<td>$6 &gt; CGPA \leq 8$</td>
<td>2</td>
</tr>
<tr>
<td>$5 &gt; CGPA \leq 6$</td>
<td>3</td>
</tr>
</tbody>
</table>

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.