



RASHTREEYA SIKSHANA SAMITHI TRUST

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION,
RASHTREEA VIDYALAYA TEACHERS COLLEGE,
Jayanagar , Bengaluru- 560011**

(Affiliated to Bengaluru Central University , Bengaluru)

TWO YEAR MASTER OF EDUCATION (M. Ed) PROGRAMME

(CBCS)

SEMESTER SCHEME.

COMMENCING 2018

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1. INTRODUCTION:

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 education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

Quality and excellence, flexibility for working students to complete the Programme over an extended period of time, standardization and comparability of educational programmes across are one of the important steps that the UGC has taken relates to Academic Reforms in the university and college system. These reforms mainly include introduction of semester system, grading system, choice-based credit-system, regular curriculum development, transparent admission procedures, reform of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer, and credit accumulation. This has been welcomed by universities, and many of them have initiated changes in their academic practices.

2. ELIGIBILITY FOR ADMISSION

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in any one of the following teacher preparation programmes:

- i. B.Ed. with any undergraduate degree (with 50% marks in each).
- ii. B.A, B.Ed., B.Sc.B.Ed.
- iii. B.El.Ed.
- iv. D.El.Ed/D.Ed/TCH with an undergraduate degree (with 50% marks in each).

A candidate who has passed the B. Ed., examination of this University or any other University recognized as equivalent thereto shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the aggregate. In the case of SC/ST students his percentage of marks shall be at least 45% however candidates who are deputed by the Government of Karnataka to the course are exempted from the above eligibility condition

- a. The intake for the course shall be as prescribed by the NCTE and as approved by the University in this respect from time to time.
- b. The procedure followed in respect of calendar of admissions shall be in conformity with the guidelines issued by the University in each year.
- c. The course shall be completed by the candidates admitted to this course in four semesters as per the Provisions laid down in the regulations. Each Semester shall be taken as a unit for the purpose of calculating attendance.
- d. Students shall attend lecture classes, seminars, Tutorials /Practicum/Internship make visits and take tests during each semester as prescribed by the Department and no student absent himself from work without adequate reasons.

3. DURATION OF PROGRAMME

The Master's Degree in Education is CBCS pattern, (Regular) shall be of two academic years having four Semesters. The Master's Degree Programme in education has 24 Credits for the first semester and 20 credits for the other three semesters and with a grand total of 84 Credits for the entire M. Ed programme. The Terms and Vacations to the course would be as prescribed by the University from time to time.

4. WORKING DAYS

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

The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

5. INTAKE

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only 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.

6. FEES STRUCTURE

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned In accordance with provisions of National Council for Teacher Education (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institution) regulations , 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

7. CURRICULUM

The M.Ed. Programme is designed to provide opportunities for the students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities. Leading to specialisation in either elementary education or secondary education.

The curriculum of the two-year M.Ed programme shall comprise of the following components:

A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and self development component

Specialisation Branches where students choose to specialise in anyone of the school levels/area (such as elementary, or secondary and senior secondary)

Research leading to dissertation; and Field immersion /attachment/internship.

There shall be core courses (which shall have about 60% credits) and specialised courses in elementary education or secondary education and dissertation with about 40% of credits.

8. COURSES OF STUDY

Each student shall study the prescribed Hard core (compulsory) papers in all the four semesters and the Soft Core two papers from the Chosen Elementary or Secondary level specialization in third and fourth semesters apart from an open elective in the third semester. The student has to attend practicum, internship and also submit a dissertation after pursuing research on a problem as per the course structure finalized for the semesters. The two Soft Core papers in third semester chosen from Elementary or Secondary level specialization shall be the papers in the same area of specialization offered in fourth semester also. A compulsory Dissertation work for eight Credits started in second semester shall be submitted by every student towards the end of fourth semester as per the date notified in this respect by the Department. The instruction for the course shall be by way of lectures delivered, seminars, Practical/Tutorials and field visits conducted.

THEORY COURSES (CORE AND SPECIALISATION)

- i. The theory courses are divided into core courses and specialisation courses. The main core courses shall comprise perspective courses, tool courses, and teacher education courses.
- ii. Perspective Courses shall be in the areas of : Philosophy of Education, Sociology-History-Political Economy of Education, Psychology of Education, Education Studies and curriculum Studies.
- iii. Tool Courses shall comprise of those in basic and advanced level education research, academic/professional writing and communication skills, and educational technology, including workshops/courses in ICT. Teacher Education courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.
- iv. The Specialisation component/branches shall offer to students a specialisation in one of the school stages - elementary (upto VIII), or secondary and senior secondary (VI to Xli)

The courses within the school stage specialisations shall represent/cover selected thematic areas pertinent to that stage such as: Curriculum pedagogy and assessment; Policy, economics and planning, Educational Management and administration Education for differently abled etc. Other specialisations may also be planned. A field internship/ attachment relevant to the area of specialisation shall be organised during the programme..

Critical reflection on gender, disability and marginalisation should cut across the course in core and specialisations. Similarly skills pertaining to ICT and educational Technology should be integrated in various courses in the programme. Besides Yoga Education shall form an integral part of education.

M.ED TWO YEAR PROGRAMME COURSES

I – HARD CORE COURSES; (COMPULSORY PAPERS)

HCC-01 - Historical Perspective of Education

HCC-02- Philosophy of Education

HCC-03- Methodology of Educational Research

HCC-04- Curriculum Studies

HCC-05- Pre-Service & In-Service Teacher education

HCC-06- Psychology of Education

HCC-07- Sociology of Education

HCC-08- Research Methods and Statistics

HCC-09- Perspectives & issues in Teacher Education

HCC-10- Educational Technology & ICT

HCC-11- Contemporary studies (Self development studies)

II – SOFT CORE COURSES; SPECIALIZATION;

SCC- 01- Elementary level Specialization;(Any Two)

- a. Early childhood care & Education
- b. Reflective teaching & Innovative practices
- c. Life skill education

OR

SCC-02- Secondary level Specialization; (Any Two)

- a. Educational Administration & Management
- b. Educational planning
- c. Advance pedagogy of Teaching

SCC-03- Elementary level Specialization;(Any Two)

- a. Inclusive Education
- b. Learner Assessment
- c. Environmental Education

OR

SCC-04 - Secondary level Specialization (Any Two)

- a. Educational Leadership
- b. Manpower planning & Finance
- c. Educational Measurement & evaluation

OPEN ELECTIVE (Pedagogy of Teaching)**PRACTICUM**

- PC-01 Research Communication & Expository writing skills
- PC-02 Review of Literature & Problem Identification
- PC-03 Proposal preparation and presentation (Dissertation based practicum)
- PC-04 Self-development & Community based Activates (Extension activities)
- PC-05 Dissertation - Data collection
- PC-06 Specialization based Internship
- PC-07 Internship (in Teacher Education Institution)
- PC-08 Dissertation– Analysis & report Preparation

9. ASSESSMENT

For each theory course, at least 30%weightage shall be assigned for continuous internal assessment and 70% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the affiliating university based on the above formulation. The bases of internal assessment may include individual/ group assignments, seminar presentations, field attachment appraisal reports,etc.One-fourthof the total marks/credits/ weightage shall be assigned to practicum, internship, field attachment and dissertation.

INTERNAL ASSESSMENT

Marks for internal assessment shall be awarded on the basis of seminars, field engagement work, tests, assignments etc. as determined by the Board of Studies in the respective subject. The internal assessment marks shall be notified on the department / college notice board for information of the students and they shall be communicated to the Registrar (Evaluation) before the commencement of the University examinations, and the Registrar (Evaluation) shall have access to the records of such internal assessment evaluations.

Duration of examination per theory paper of 70 marks shall be for 3 hours.

In case of theory papers the internal assessment will be for 30 marks covering tests, field

engagements/ practicum and seminar or assignment etc., as decided by the Department from time to time.

The Department shall notify in the first week of each semester, scheme of internal assessment, containing the details of tests, assignments and seminars etc.

At least one week prior to the last working day of each semester the Internal Assessment marks secured by the candidates shall be displayed on the notice board.

The Department council may decide to give test/seminar to candidates who absent themselves for the above, only if the Departmental council is convinced that the absence of the candidate is on valid grounds: However, the Council will allow the candidate to avail this provision within the duration of that semester.

The statement of internal assessment shall be sent to the Registrar (Evaluation) at least one week prior to the commencement of that particular semester examination.

10. THE SCHEME OF EXAMINATION

i There shall be a University examination at the end of each Semester.

ii There shall be four units of syllabus in each paper. There shall be three categories of courses namely, compulsory Courses, Specialization Courses and Open Elective Course. 'Open Elective Course' means a course offered by Department for students of other Departments in the same school or in other schools. Students have freedom to choose from a number of optional courses offered by other Departments to add to their credits required for the completion of their respective programmes.

iii First Semester will have five core papers, along with two field engagement practicum of 50 marks each apart from Assignment / Seminars & tests as required suitable for the internal assessment and the Second Semester shall have four core papers, apart from field engagement practicum / Assignment / Seminars & tests along with 02 field engagement practicum for 50 marks each. The third semester shall have one core paper, one open elective along with two Specialization papers and 02 field engagement practicum for 50 marks and Specialization based internship for two weeks for two credits.

The fourth semester shall have one core paper, two specialization papers and an internship programme for four weeks in a college of Education (B.Ed) for 100 marks along with a Dissertation of 100 marks.

SCHEME OF EXAMINATION FOR M.ED TWO YEAR CBCS SEMESTERS (84 CREDITS)

Semester	Paper	Instruction hrs/week	Duration of exam(hrs)	Marks			Credits
				IA	exam	total	
I	5T	5X4	5X3	5X30	5x70	5X100	5x4
	2P	2x8	Report evaluation	2x50	-----	2x50	2x2
Semester total 24							
II	4T	4x4	4x3	4x30	4x70	4x100	4x4
	2P	2x8	Report evaluation	2x50	-----	2x50	2x2
Semester total 20							
III	3T	3x4	3x3	3x30	3x70	3x100	3x4
	2P	2x8	Report evaluation	2x50	-----	2x50	2x2
Open elective	IT	1x4	1x4	1x30	1x70	1x100	1x4
Semester total 20							
IV	3T	3x4	3x3	3x30	3x70	3x100	3x4
	(Internship)	1x8	Report evaluation	1x100	-----	1x100	1x4
	Dissertation	1x8	Report evaluation	-----	1x100	1x100	1x4
Semester total 20							
M.Ed Programme grand total 84							

SCHEME OF PAPERS FOR M.ED TWO YEAR CBCS SEMESTERS (84 CREDITS)**FIRST SEMESTER**

Paper code	Title of the paper	Instructional	IA Marks	Exam Marks	Credits
HC-01	Historical Perspective of Education	04	30	70	04
HC-02	Philosophy of Education	04	30	70	04
HC-03	Methodology of Educational Research	04	30	70	04
HC-04	Curriculum Studies	04	30	70	04
HC-05	Pre-Service & In-Service Teacher education	04	30	70	04
<i>Inter semester Break -1 practicum</i>					
PC-01	Research Communication & Expository writing skills	2 weeks	50	-	02
PC-02	Review of Literature & Problem Identification	2 weeks	50	-	02
FIRST SEMESTER TOTAL MARKS AND CREDITS			250	350	24credits

SECOND SEMESTER

HC-06	Psychology of Education	04	30	70	04
HC-07	Sociology of Education	04	30	70	04
HC-08	Research Methods and Statistics	04	30	70	04
HC-09	Perspectives & issues in Teacher Education	04	30	70	04
<i>Inter semester Break -2 practicum</i>					
PC-03	Proposal preparation and presentation (Dissertation based practicum)	(02 weeks)	50	---	02
PC-04	Self development & Community based Activates (Extension activities)	(02 weeks)	50	---	02
SECOND SEMESTER TOTAL MARKS AND CREDITS			220	280	20 credits

THIRD SEMESTER

code	Title of the paper	Instructional	IA Marks	Exam	Credits
HC-10	Educational Technology & ICT	04	30	70	04
SC-01	Elementary level Specialization;(Any Two) a. Early childhood care & Education b. Reflective teaching & Innovative practices c. Life Skills Education OR Secondary level Specialization;(Any Two) a. Educational Administration & Management b. Educational planning	04 04	30 30	70 70	04 04
SC-02					

OE-01	Open elective (Pedagogy of Teaching)	04	30	70	04
<i>Inter semester Break -3 practicum</i>					
PC-05	Dissertation - Data collection	(02 weeks)	50	-	02
PC-06	Specialization based Internship	(02 weeks)	50	-	02
THIRDSEMESTER TOTAL MARKS AND CREDITS			220	280	20 credits

FOURTH SEMESTER

HC-11	Contemporary studies (Self development)	04	30	70	04
SC-03	Elementary level Specialization; (Any Two) a. Inclusive Education b. Learner Assessment c. Environmental Education	04	30	70	04
	O	04	30	70	04
	R				
SC-04	Secondary level Specialization;(Any Two) a. Educational administration &Leadership b.Manpower planning & Finance c. Educational Measurement & evaluation				
<i>Inter semester Break -4 practicum</i>					
PC-07	Internship (in Teacher Education Institution)	(04 Weeks)	100	----	04
PC-08	Dissertation– Analysis & report Preparation	(04 Weeks)	-----	100	04

FOURTHSEMESTER TOTAL MARKS AND CREDITS	190	310	20 credits
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**LIST OF ACTIVITIES FOR FIRST SEMESTER FIELD
ENGAGEMENT**

1. Research communication & Expository writing Activities; MARKS - 50 (02 Credits)

1. Writing a paper for book, magazine and journal. (Including E-Journal).
2. Draft a report after deep study on recent developments in Science & Technology.
3. Analyze the Periodicals like newspaper, Magazine, Journals etc. in the light of social needs of society
4. Write a book Review with logic and justification.
5. Prospective Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc.) of reading & written work.
6. Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
7. Student could read empirical, conceptual and historical work, policy documents, and case studies about schools, innovative teaching, and learning and about different people's experiences for discussion or creative writing.
8. Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.
9. Close and critical reading of selective texts books and reference books under discussion & readings in small groups.
10. Students to go through experiential process for transacting some topics such as process writing & reading.
11. Decide dialogues and characters according to the script of the play.
12. Critical review or analysis of the text books for different levels.
13. Have a discussion on the topic 'Difference Between Spoken and Written Language
14. Analysis of advertisements aired on Radio/Television on the basis of language and

gender and preparing report

15. Make an analysis of News items from News Papers, TV, Radio etc. and write a report on related issues and concerns of the present-day Indian society.
16. Extempore Speech, Debate, Role Play, Pick and Act
17. Dramatization – Executing a play
18. Creative Writing
19. Reflective writing
20. speaking, presenting, explaining and expositing ideas in groups
21. report writing, on any academic activities ,
22. documentation of an observed event whether in an academic or non academic settings
23. Preparing a resume or profile for an interview.
24. Practicing E-communication

SELF DEVELOPMENT&COMMUNITY BASED ACTIVITIES

2. Extension Services MARKS - 50 (02 Credits) (Door to Door / Street plays)

1. Awareness on RTE
2. Environmental Awareness
3. Social Awareness on;
 - Gender Issues
 - Child labour
 - Dowry & Child Marriage
 - Domestic violence
 - Child abuse
 - Awareness programmes on understanding socio-cultural diversity, Tolerance & celebrating Diversity
4. Health Awareness Activities such as;
 - Water born diseases
 - Communicable /non Communicable diseases
 - Vaccination
 - Pregnant women & early childhood care
 - Small family norms
 - Blood donation camps
 - Assistance in pulse polio, Medical camps etc.
 - Conduct of yoga Awareness campaigns for fitness
5. Hygiene Activities;
 - Cleanliness drive in campus, neighborhood or any needed Area.
 - Awareness about Maintaining Litter free, plastic free & hazard free zones.
6. Voluntary social services

7. Mass awareness of superstitions and taboos
8. Stage show or play to demonstrate cultural diversity of India
9. Observing a mid-day meal of a school to assess its nutritive value
10. Awareness programme on Child Rights

11. INTERNSHIP

Teaching Experience & Internship in a teacher Education institution is an integral component of a teacher preparation in M.Ed programme to help the prospective teacher educators learn and enhance their professional roles. The teacher Education institution experiences are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the internship in teaching experience. The Teaching experiences are organized in two phases in different institutional settings of the Teacher Education Institutions (TEIs).

Phase-I

takes place during the end of third semester for two weeks of six days in each week in their specialization area (50 marks) either in a School or a teacher education institution or any other social, economic or relevant institute, research or corporate / industry depending on the area of specialization. During this phase, experiences take place in diverse contexts to ensure that prospective teacher educators have a basic understanding of diverse institutional experiences. During this phase, prospective teacher educators engage in various curricular / co-curricular practices in institutions, become familiar with various aspects. The prospective teacher educator will maintain a Reflective diary on each day's work / activities which will be, duly signed by the Head of the host institution at the

end of each day. The Reflective diary along with other evidence based documents would be internally assessed by the respective guides in P.G. Departments of Education.

Phase-II

takes place during the fourth semesters for four weeks of six days in each week. During this phase prospective teacher educators will be placed in a teacher Education institution under a mentorship of a host institution. They will get opportunities to observe their Mentor Teacher Educators (MTE) teach and to reflect on the roles and responsibilities of a teacher educator. They initiate professional relationship with their MTE's and work collaboratively to gain practical experience of planning lessons, preparing resources, assessing students' learning, managing pupils, and doing some assisted teaching. Observing CTs teaching and reflecting, they learn about theory-practice integration and integration of pedagogy with content and technology. Enquiring how MTE's handle learning difficulties and student –teacher's questions, they develop understanding of the importance of pedagogical content knowledge (PCK).

The 04 week internship programme shall be conducted in colleges of education affiliated to Bangalore University. It shall be treated as equivalent to 2 hrs of theory teaching per teacher per week. The following activities shall be conducted during Internship.

INTERNSHIP ACTIVITIES

Sl. No.	Activities	Marks
1.	The prospective teacher educator should give a minimum of 10 lessons to B. Ed students in core subject of his/her choice including pedagogy out of which a minimum of four ICT integrated lessons.	20
2.	Observing 4 lessons 2 in each pedagogy delivered by regular teacher-educators with the help of observation schedule (FIAS)	10
3.	Observation of day-to-day college activities and preparation of comprehensive report {morning assembly, games, functioning of laboratory, library and other curricular activities}	10

4.	Video graph of two lessons in each pedagogy	10
5.	Observing 6 lessons 3 in each pedagogy delivered by Student -teachers during their internship along with a mentor teacher educator (MTE)	10
6.	Assessment of lessons of Student –teachers and giving feedback.	10
7.	Report preparation and submission of a Reflective Diary	30
Total		100

12. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMME

The candidate shall complete the M.Ed programme within 03 (three) years the period as prescribed in the regulation governing the maximum period for completing various programmes from the dates of admissions. The term completing the programme means passing all the prescribed examinations of the programme to become eligible for the degree.

13. ATTENDANCE

Each course (theory/practical) is treated as an independent unit for the purpose of attendance. A student shall attend a minimum of 80% of the total instruction hours in theory course and 90% practical) including tutorials and seminars in each semester. There shall be no provision for condonation of shortage of attendance and a student who fails to secure 80% attendance in a course shall be required to repeat that semester.

14. VALUATION OF ANSWER SCRIPTS

Each written paper shall be valued by one internal examiner and one external examiner.

If the difference in marks between two valuations is more than 15% of the maximum marks, the Registrar (Evaluation) or his nominee shall check the entries and the total marks assigned by the two valuers. If there is any mistake in totaling, it shall be rectified. While checking the total, if it is observed that any one or more of the answers is not valued

by one of the valuers, the Chairman, BOE shall advise internal members of the Board of Examiners to value that answer. After receiving the marks, the Chairman, BOE shall make the necessary corrections. Despite all these corrections, if the difference between the two valuations is still more than 15%, the Chairman, BOE shall arrange for third valuation by examiners from the approved panel of examiners.

In case of two valuations, the average of the two valuations and if there are three valuations, the average of the nearest two valuations shall be taken for declaring results. The candidates not satisfied with the results may apply for photocopies of the answer scripts and / or challenge valuation

15. CLASSIFICATION OF SUCCESSFUL CANDIDATES

The results of successful candidates at the end of each semester shall be declared on the basis of Percentage of Aggregate Marks and in terms of Grade Point Average (GPA) and alpha sign grade. The results at the end of the fourth semester shall also be classified on the basis of Percentage of Aggregate Marks and on the basis of the Cumulative Grade Point Average (CGPA) obtained in all the four semesters and the corresponding overall alpha sign grade. An eight point grading system, alpha sign grade as described below shall be adopted.

First Class with Distinction	70% and above (A+, A++ or O)
First Class	60% and above but less than 70% (A)
High Second Class	55% and above but less than 60% (B+)
Second Class	50% and above but less than 55% (B)

Eight Point Alpha – Sign Grading Scale:

Grade Point	<4	4-<5	5-<5.5	5.5-<6	6-<7	7-<8	8-<9	9-10
Average Alpha-Sign	D	C	B	B+	A	A+	A++	O
Grade:								

The Grade Point Average (GPA) in a Semester and the Cumulative Grade Point

Average (CGPA) at the end of four semesters shall be computed as follows:

Computation of Grade Point Average(GPA):

The grade points (GP) in a course shall be assigned based on the basis of actual mark scored in that course as per the table below. They shall be generally percentages divided by

The Grade Point Weights (GPW) shall then be calculated as the product of the grade points

earned in the course and the credits for the course. The total GPW for a semester is obtained by adding the GPW of all the courses of the semester.

Calculation of Cumulative Grade Point Average (CGPA)

The Cumulative Grade Point Average (CGPA) at the end of the fourth semester shall be calculated as the weighted average of the semester GPW. The CGPA is obtained by dividing the total of GPW of all the four semesters by the total credits for the programme.

MINIMUM FOR A PASS

A candidate shall be declared to have passed the PG program if he/she secures at least a CGPA of 4.0 (Course Alpha-Sign Grade C) in the aggregate of both internal assessment and semester end examination marks put together in each unit such as theory papers / practical's / dissertation / viva-voce / internship.

The candidates who pass all the semester examinations in the first attempts are eligible for ranks provided they secure at least CGPA of 6.0 (or Alpha-Sign Grade A).

The results of the candidates who have passed the second semester examination but not passed the lower (first) semester examinations shall be declared as NCL (Not Completed Lower semester examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.

A candidate who passes the semester examinations in parts is eligible for only Class / CGPA and Alpha-Sign Grade but not for ranking.

There shall be no minimum in respect of internal assessment.

A Candidate who fails in any of the unit / dissertation / viva-voce shall reappear in that unit /dissertation / viva-voce and pass the examination subsequently.

CARRY OVER PROVISION:

Candidates who fail in a lower semester examinations may go to the higher semesters and take the examinations.

16. REJECTION OF RESULTS

- i. A candidate who fails in one or more papers of a semester may be permitted to reject the result of the whole examination of that semester. Rejection of result paper wise shall not be permitted. A candidate who rejects the results shall appear for the examination of that semester in the subsequent examination.
- ii. Rejection shall be exercised only once in each semester and the rejection once exercised shall not be revoked.
- iii. Application for rejection along with payment of the prescribed fee shall be submitted to the Registrar (Evaluation) through the department/college together with the original statement of marks within 30 days from the date of publication of the result.
- iv. A candidate who rejects the result is eligible for only class and not for ranking.

IMPROVEMENT OF RESULTS

- i) candidate who has passed in all the papers of a semester may be permitted to improve the result by reappearing for the whole examination of that semester.
- ii) The reappearance could be permitted twice during double the period without restricting it to the subsequent examination only. The regulation governing maximum period i.e. 03 years for completing M.Ed programme notified by the University from time to time shall be applicable for improvement of results also.
- iii) The student could be permitted to apply for the improvement examination 45 days in advance of the pertinent semester examination whenever held.
- iv) If the candidate passes in all the subjects in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance, candidate shall retain the first appearance result.
- v) A candidate who has appeared for improvement is eligible for class only and not for ranking.
- vi) Internal assessment marks shall be shown separately in the marks card. A candidate who has rejected the result or who, having failed, takes the examination again or who has appeared for improvement shall retain the internal assessment

marks already obtained

A candidate who fails in any of the semester examinations may be permitted to take the examinations again at a subsequent appearance as per the syllabus and scheme of examination in vogue at the time the candidate took the examination for the first time. This facility shall be limited to the following two years.

17. POWER TO REMOVE DIFFICULTIES

- i) If any difficulty arises in giving effect to the provisions of these regulations, the Vice- Chancellor may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, as appears to be necessary or expedient to remove the difficulty.
- ii) Every order made under this rule shall be subject to ratification by the Appropriate University Authorities.