

ST ANN'S COLLEGE OF EDUCATION
(AUTONOMOUS), MANGALORE
January 2026

Regulations Governing Two-Year Bachelor of Education
(B.Ed) Programme

In exercise of the powers conferred under Chapter-II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka State University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary December 2014, the following Regulations 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 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 senior secondary level (classes XI-XII). It 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 St Ann's College of Education (Autonomous), B.Ed Programme Regulations 2026-27, governing the two-year B.Ed Programme leading to the Degree of Bachelor of Education.

These regulations shall apply to the Bachelor of Education Degree Programme approved by NCTE. The institution has the physical infrastructure and follows norms as per NCTE regulations, State stipulations prescribed for B.Ed two-year programme and Mangalore University norms for B Ed programme. These regulations come into force from the date on which they are approved by the competent bodies of the College.

3.00 Definitions of the Key Terms Used in the Regulation

- a) **Semester:** A semester is a duration of four consecutive months with a minimum of 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. A candidate can avail a maximum of 8 semesters - 4 years to complete the programme (including blank semesters, if any). Whenever a candidate opts

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

- c) **Credit:** 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 Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and a maximum of eight credits. Every course offered 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 enable 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 method of imparting education that consists of hands-on experience/laboratory experiments/field studies/study tours, etc, that equip students to acquire the required skill component.
- g) **Internship and Immersion:** It is the period wherein the candidate visits the Teacher Education Institute, Schools, or any educational Institute, for the full day or a part of the day regularly and undertakes 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 on the development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.
- h) **Enhancing Professional Competencies (EPC):** These are the courses wherein 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 wherein the student teacher will get the theoretical base through college classes and visits to the field as and when required, intermittently collect information, and complete the assignment.
- j) **Field Work Activities:** These are the activities assigned to the student to undertake in a team or individually. The work may in the institute campus or anywhere as the case demands. The processes of conduct and purpose are the same as those of an internship.
- k) **Course:** A Course is a fundamental and compulsory for a subject of study in a particular programme.
- l) **Modalities of Transaction and Assessment (MOTA):** This is the description for the course operation in the institute and field, with specification of the 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 wherein the transaction requires orientation on certain theoretical grounds and practice the theory into practice. The curriculum will have fifty per cent of the course with theoretical aspects and the other fifty per cent with practicum. The teacher educator will conduct such classes in batches of 25 to 50.
- 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 their peers as students.
- o) **Perspective Courses:** The courses that provide the theoretical orientation from a basic discipline that has application in the field of education. It provides a directional path to compose the requirement in education as an application from various basic disciplines.
- p) **Field Work Courses:** For which student has to visit the field, collect the required data, systematise, processes and present fall under these types of courses.
- q) **Immersion/Internship:** The activity wherein the student-teacher, equipped with the required competencies and knowledge, enters the school premises to handle the learner under the supervision of a guiding teacher. She/he will undertake all the roles of a full-fledged teacher and equip themselves in a real situation.

4.00 Intake

The basic unit size for the programme shall be 50.

5.00 Eligibility and Choice of Pedagogic Subjects

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

- i. Candidates with at least 50% marks either in a Bachelor's Degree in Science/Social Science/Humanities, Bachelor's in Engineering or Technology with specialisation in Science and Mathematics 55% marks or any other qualification equivalent thereto are eligible for admission to the programme.
- ii. The candidate should specify whether he/she desires 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)

From two disciplines, a candidate has to select two pedagogies as prescribed below:

Sl. No.	Discipline	Subject option available	Content to be practised in pedagogy
1.	Humanities	Kannada, English	Respective language as first, second, and third language
2.	Social Science	Social Science	All the content prescribed in the Social Science textbooks of the Karnataka State, with emphasis on the Social Science perspectives.
3.	Physical Science	Physics Chemistry	All the content prescribed in the Science textbooks of the Karnataka state up to VIII and the Physical Science content of IX and X std.
4.	Biological Science	Biology	All the content prescribed in the Science textbooks of the Karnataka State up to VIII and the Biological Science content of IX and X std.
5.	Mathematics	Mathematics	All the content prescribed in the Mathematicstextbooks of the Karnataka State up toX std.
6.	Commerce	Commerce	All the content prescribed in the commerce textbooks of the Karnataka State, with emphasis on the commerce perspective.

The Post Graduate candidates have the option to take higher secondary level subjects according to their PG qualification, along with one of the secondary school subjects. The pedagogic subject for the first semester will be on any two of the following, one each from any two groups:

Sl.No.	Pedagogy of Discipline	Suitable for the existing State appointment
1.	Humanities	Language Teacher
2.	Social Science	Arts Teacher
3.	Physical Science	Science Teacher
4.	Biological Science	Science Teacher
5.	Mathematics	Mathematics Teacher
6.	Commerce	Commerce at the Senior 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 an option for the three-year course with due

marks equivalent to the State Govt. Degree programme. Language pedagogy shall be given based on the study of the subject, either as an option or as a basic.

- ii. The choice of subject to be given to each candidate shall fall in accordance with the qualification of the candidate with his/her optional and language studies and the state appointment provision presently in operation, as advertised by the State Government of Karnataka.
- iii. 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.

6.00 Medium of Instruction

The medium of instruction for the programme 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.

7.00 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 (CAC) of the Karnataka State under the Commissioner of Public Instruction shall monitor the admission to the Government Seat Quota. The CAC 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 without prior permission from the Government.
- c) The admission for management seat shall be made on merit, based on marks obtained in the qualifying examination and in the interview, 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 institution shall prepare the academic calendar for both merit and management quota seats in accordance with CAC directions. The calendar of events to be followed is:
 - (i) Date for the publication of notice inviting applications for admission.
 - (ii) Last date of receipt of the applications for admission to the College.
 - (iii) Date of selection by interview
 - (iv) Date of publication of lists of candidates and the last date of closure of admission.
 - (v) Provisional approval of the admission by the College
 - (vi) Last date for admission.
 - (vii) Publishing of the final list of candidates admitted.

8.00 Curricular Components

The programme shall have the curricular components, namely:

- a. Perspective Courses (Per-C)
- b. Pedagogic Courses (Pd-C)
- c. Enhancing Professional Competency 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 a 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 preceding table, presented semester-wise:

Details of Working Duration, Credits and Marks

The details of the total number of working days and their distribution with credits and curricular components are as follows:

Semester	Working Days	Credit	Marks		
			Theory	Practicum EPC & EF	Total
I	100	24	400	200	600
II	100	24	400	200	600
III	100	24	400	200	600
IV	100	24	300	300	600
Total		96			2400

Each credit has an equivalent of 25 marks and 23 hours of theory workload. In case of 100 marks theory course, there shall be 60 periods of classroom presentation and hands-on experience and similar hours of equivalent tutorials, seminars, hands-on-experience and similar works.

9.00 Credits, Marks and Passing Standards

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

Semester I

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Min. to pass	Max	Min. to pass	
Theory	BEDCBCS 1.1	Childhood and Adolescence	4	20	8	80	32	100

	BEDCBCS 1.2	Philosophical and Sociological Bases of Education	4	20	8	80	32	100
	BEDCBCS 1.3	Educational Technology	4	20	8	80	32	100
	BEDCBCS 1.4	Understanding Discipline and Pedagogy (Any two)	2 2	10 10	4 4	40 40	16 16	50 50
EPC	BEDCBCS 1.5	ICT Basic	2	50	25			50
	BEDCBCS 1.6	Language Across the Curriculum	2	50	25			50
	BEDCBCS 1.7	Psycho Social Tools and Techniques	2	50	25			50
EF	BEDCBCS 1.8	Micro Teaching and Simulation	2	50	25			50
			24					600

Note: 1.4 Understanding Discipline and Pedagogy (any two): Includes the following subjects.

Course Code	Understanding Discipline and Pedagogy
1.4.1	Language
1.4.2	Social Science
1.4.3	Science
1.4.4	Mathematics
1.4.5	Commerce
1.4.6	School Subjects

Semester II

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Min. to pass	Max	Min. to pass	
Theory	BEDCBCS 2.1	Learning and Teaching Process	4	20	8	80	32	100
	BEDCBCS 2.2	Educational Evaluation	4	20	8	80	32	100
	BEDCBCS 2.3	Pedagogic Tools, Techniques and Approaches	4	20	8	80	32	100

	BEDCBCS 2.4	Subject Specific Pedagogy (Any two)	2 2	10 10	4 4	40 40	16 16	50 50
EPC	BEDCBCS 2.6	Research Project	2	50	25			50
EF	BEDCBCS 2.7	Field Assignments	2	50	25			50
	BEDCBCS 2.5	School Lessons and Reflective Diary	2	50	25			50
	BEDCBCS 2.8	Block Teaching and Field Work	2	50	25			50
			24					600

Note: 2.4 Subject Specific Pedagogy (any two): Includes the following subjects.

Course Code	Subject Specific Pedagogy
2.4.1	Kannada
2.4.2	English
2.4.6	Social Science
2.4.8	Physics
2.4.9	Chemistry
2.4.10	Biology
2.4.11	Mathematics
2.4.12	Commerce

Semester III

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Min. to pass	Max	Min. to pass	
Theory	BEDCBCS 3.1	Inclusive Education	4	20	8	80	32	100
	BEDCBCS 3.2	Knowledge and Curriculum	4	20	8	80	32	100
	BEDCBCS 3.3	Education in Contemporary India	4	20	8	80	32	100
	BEDCBCS 3.4	Optional Course (Any one)	4	20	8	80	32	100
EPC	BEDCBCS 3.5	ICT applications	2	50	25			50

	BEDCBCS 3.6	Understanding Self and Yoga	2	50	25			50
EF	BEDCBCS 3.7	Simulated ICT-based lessons	2	50	25			50
	BEDCBCS 3.8	Drama and Art in Education	2	50	25			50
			24					600

Note: Optional Courses include the following:

3.4.2: Value Education

3.4.3: Environment Education

Semester IV

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Min. to pass	Max	Min. to pass	
Theory	BEDCBCS 4.1	Gender, School and Society	4	20	8	80	32	100
	BEDCBCS 4.2	Educational Management and Organisation	4	20	8	80	32	100
EPC	BEDCBCS 4.3.1/4.3.2	Advanced Pedagogy of Specific Subjects (Any two)	2	10	4	40	16	50
			2	10	4	40	16	50
	BEDCBCS 4.4	Reading and Reflection	2	50	25			50
EF	BEDCBCS 4.5	Field Work and Immersion	6	150				150
	BEDCBCS 4.6	Practical Examination Pedagogy I Pedagogy II	2+2			100 (50+50)	50 (25+25)	100
			24					600

10.00 Modalities of Transaction and Assessment

Part-A: Inputs: The B.Ed Programme has various inputs designed with due proportion prescribed by the NCTE. The details are provided in the following three tables. Theoretical Courses, Practice lesson, Field Engagement, Peer Practices, inputs and their proportions to the total:

	I SEM	II SEM	III SEM	IV SEM	Total
Theoretical	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	24 Credits/600 (25%)	24 Credits/600 (25%)	24 Credits/600 (25%)	24 Credits/600 (25%)	96 Credits/2400 (100%)

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

Practical Inputs Across Four Semesters

Semester	Components	Details	Credit/Marks
I	ICT Basics	Lab work as detailed in the practical coursework	2Cr/50Marks
	Psycho-Social Tools and Techniques	Competency development to administer and interpret results, as detailed in MOTA	2Cr/50Marks
II	Research Project	Developing a research project and implementing it with the help of the course details listed	2Cr/50Marks
III	ICT Application	Semi-field-based try-out field activities listed in MOTA	2Cr/50Marks
	Understanding Self and Yoga	Yoga practice courses include detailed and personality exercises as outlined in the course details	2Cr/50Marks
	Drama and Art in Education	Details of activities listed in coursework	2Cr/50Marks
IV	Reading and Reflection	Details of activities as in coursework	2Cr/50Marks
	Practical Exam Lessons	Examination Activity	2+2 Cr/100 Marks

Practice Lessons Across Four Semesters

Semester	Component	Details of Inputs
I	1) Microteaching i) Skill of Introduction ii) Skill of probing questions iii) Skill of explanation iv) Skill of illustrations with examples v) Skill of stimulus variation vi) Skill of blackboard writing	Skill with full repeat cycle and with video/verbal feedback
	2) Integration 20 min. each 3) Simulation 40 min. each	Two lessons per pedagogy
	II	4) Lesson under Practice-in-Teaching 5) Models of Teaching
III	6) Simulation with ICT (at least 4+4 lessons with ICT mediation)	Four per pedagogy subject, a total of 8 lessons
IV	7) Immersion Lessons	Sixty days – 25+25 lessons in each pedagogy. (Details are given in the immersion programme in the syllabus)
	8) Advanced Pedagogy Lessons	4+4 lessons in each pedagogy
	9) Practical Examination	1+1 lessons in each pedagogy
	Total	50 Lessons per pedagogy

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 the programme. The specificity of the course and its corresponding modality is mentioned in the table. Further details of each modality are mentioned thereafter.

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

Modality		Courses of the Programme	Nature of Transaction
1.	Type 1	Theory courses of semester I, II, III, and IV	Classroom presentations, discussions, seminars, assignments, tutorials and self-study.

2.	Type 2	Simulation Practices: A. Micro teaching B. Macro teaching C. Peer Teaching	Small Group activities in the college premises, recording and reporting
3.	Type 3	Language across Curriculum Research Project Understanding Self and Yoga Reading and Reflection Advanced Pedagogy	Theoretical presentations, discussions, demonstrations, practice under supervision, field work and report writing
4.	Type 4	Lab Work: ICT Basics and ICT Application Psycho-social Tools and Techniques	Procedural details of practical competency, competency development exercises, skill assessment and recording
5.	Type 5	Field work/engagements	Orientation to the assignment, providing necessary instructions, undertaking work in school and the field, and reporting
6.	Type 6	School Internship/Immersion	Practising various roles of a teacher at the school premises, recording and reporting

Type 1: Modes of Transactions for Theoretical Courses

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

There shall be assignments and periodical tests related to the theory, and they shall be considered for internal assessment. Seminars, discussions, and 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	Min	Max	Min	
I	BEDCBCS1.1	Childhood and Adolescence	4	20	8	80	32	100
	BEDCBCS1.2	Philosophical and Sociological Bases of Education	4	20	8	80	32	100
	BEDCBCS1.3	Educational Technology	4	20	8	80	32	100
	BEDCBCS1.4	Understanding Discipline and Pedagogy	4	20	8	80	32	100
II	BEDCBCS2.1	Learning and Teaching Process	4	20	8	80	32	100

	BEDCBCS2.2	Educational Evaluation	4	20	8	80	32	100
	BEDCBCS2.3	Pedagogic tools, Techniques and approaches	4	20	8	80	32	100
	BEDCBCS2.4	Subject Specific Pedagogy	4	20	8	80	32	100
III	BEDCBCS3.1	Inclusive Education	4	20	8	80	32	100
	BEDCBCS3.2	Knowledge and Curriculum	4	20	8	80	32	100
	BEDCBCS3.3	Education in Contemporary India	4	20	8	80	32	100
	BEDCBCS 3.4.2/3.4.3	Optional: Value Education/Environmental Education	4	20	8	80	32	100
IV	BEDCBCS4.1	Gender, School and Society	4	20	8	80	32	100
	BEDCBCS4.2	Educational Management and Organisation	4	20	8	80	32	100
	BEDCBCS4.3	Advanced Pedagogy on Specific Subjects of Study	4	--	--	100	50	100
								1500

Type 2: Simulation Practices

These activities will be done in the institution using the facilities available. The necessary organisational facilities and infrastructure will be provided to the student teachers. There can be a group of ten students that can be attached to each teacher educator for guidance and submission of the report and reflective session.

Type 3: Competency-Based Instruction

Sl.No	Course Input/Exam Scheme	Credits	Assessment Marks		
			Int	Min. to Pass	Total
1.	Language Across Curriculum	2	50	25	50
2.	Psycho Socio Tools and Techniques	2	50	25	50
3.	Micro Teaching and Integration	2	50	25	50
4.	School Lessons and Reflective Diary	2	50	25	50
5.	Research Project	2	50	25	50
6.	Field Assignments	2	50	25	50
7.	Block Teaching and Field Work	2	50	25	50
8.	Understanding Self and Yoga	2	50	25	50

9.	Drama and Art in Education	2	50	25	50
10.	Reading and Reflection	2	50	25	50
11.	Field Work and Immersion	6	150	75	150

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

Type 4: Lab Works

ICT Basic : Two Credits

ICT application: Two Credits

The lab activities are intensive, systematised activities to be taken under the supervision of a teacher educator within the institution.

ICT Basics

Course Input/ Exam Scheme	Marks
Conduct of Practicum in a lab situation and presenting the report	10
Reporting the journal record and submission	10
Lab Examination	20
Viva Voce on lab works	10
Total	50
Minimum Marks	25

ICT Applications

Course Input/ Exam Scheme	Marks
Conduct of Practicum in a lab situation and presenting the report	25
Reporting the journal record and submission	10
Lab Examination	10
Viva Voce on lab works	05
Total	50
Minimum Marks	25

Psycho–Social Tools and Techniques

Course Input/ Exam Scheme	Marks
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Conduct of Practicum in a lab situation and presenting the report	25
Filed Assignment	15
Viva Voce	10
Total	50
Minimum Marks	25

Note: The Practicum will include Indoor Lab Assignments and outdoor Field Assignments.

Type 5: Field Work (To be taken during Semester II and IV during Engagement with field work sessions)

Under this mode, there will be a set of assignments to be undertaken with the guidance of the assigned teacher. All the assignments are to be undertaken during the school visit and immersion period. The required theoretical orientation should be incorporated into the lecture classes. The candidate has to visit the field, undertake the work and present the report. If required, the intermittent assessment by the guide will be done.

School Intervention Competency Development (SIC-D)

Under this assignment, each student will undertake an intervention activity in the school. For this purpose, there will be an orientation on various aspects of intervention.

Capacity Building Programme: The aim of the activity is to equip student teachers to face the challenges of classroom situations in a multicultural society and also uplift the quality of teacher education in par with the global standards.

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

Subject Association Activity: Participation/contribution and reporting of the student-teacher in the subject association activities, organised 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.

Objective-Type Test Material: The student-teacher will prepare Objective-type test material, covering the syllabi.

Development of Teaching Learning Material: The B.Ed student shall undertake the development of TLM and will be assigned a guide for this purpose. The TLM should be a complete package with objectives, material, implementing strategy, testing material and assessment procedure.

Type 6: School Internship/Immersion

The B Ed student will undertake a list of practical work during the internship. The assessment pattern is as follows:

Pre Internship	10
Actual Internship	130
Post Internship	10
Total	150

11.00 Working Days

There shall be 200 working days each year and 100 working days each semester, excluding the period of admission and inclusive of classroom transactions, practicum, field study, and the conduct of examinations. The college shall work for a minimum of thirty-six hours 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.

12.00 Attendance and Conduct

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

Each course shall be taken as a unit for the purpose of calculating attendance for theory and practicum. The student shall deem to have satisfied the requirement of attendance, progress and conduct, if she has attended not less than 80% of the total number the working hours for theory courses, and with practicum 90% (inclusive of field assignment 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 University and State Government circulars, if any.

A candidate who does not satisfy the requirement of attendance even in one course shall not be eligible to take the whole University examination of that semester and he/she shall seek re-admission to that Semester of that programme in a subsequent year.

If a candidate represents his/her institution/University/Karnataka State/Nation in Sports/NCC/NSS/Cultural or any officially sponsored activities, he/she may be permitted to claim attendance for the actual number of days participated, including the travel period, based on the recommendation of the Principal.

13.00 Successful Completion of Programme

All the courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the programme. Only such candidates are permitted to register for the end Semester 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 examination alone will be allowed entry to the next Semester.
- (ii) 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 Examination. All the practicals during Semester I, II III and 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.

14.00 Assessment and Evaluation

A Panel of Examiners for B.Ed will be prepared by the Board of Studies of the College. The Controller of Examinations 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 the 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.

- ❖ 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 across a variety of activities.

- ❖ The various components of Internal Assessment Marks in each theory paper of 100 marks are as follows:

Activities	Marks	Total
Course Attendance	5 Marks	
Session Test I	5 Marks	20
Session Test II	5 Marks	
Seminar	5 Marks	

The Principal of the institute, with the approval of the staff, shall notify the timetable for session tests. 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 feedback to students. The Controller of Examinations shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the mark lists in the specified sheets as per the calendar of events provided.

In case of candidates who wish to apply for revaluation, 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, seminar and field-based activities on a scheduled date due to a genuine reason, such a candidate may appeal to the Principal and may do so before the end of the 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. The consolidated Internal Assessment marks statement shall be kept under the custody of the Controller of Examinations.

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

Total marks for each course	100 Marks
Continuous Internal Assessment	20 Marks
Semester-End-Examination	80 Marks

Classification of Successful Candidates

The results of successful candidates at the end of each semester shall be declared in terms of Grade Point Average (GPA) and alpha-sign grade. The results at the end of the programme shall be classified on the basis of the Cumulative Grade Point Average (CGPA) obtained in all four semesters and the corresponding programme alpha-sign grade.

1.1 Semester Grade Point Average (SGPA): The grade points in a course shall be assigned on the basis of actual marks scored (end Semester examination and IA) in that course as

per the table given below, provided they have secured a minimum of 35% marks in the end Semester examination. The candidate securing less than 35% marks in the end-semester examination in any unit/theory/practical/project work/dissertation/internship shall be declared to have failed in that unit indicated with FF grade. A student obtaining a grade of FF or absent will be required to reappear for the examination of that course.

Table 1: Semester Grades and Grade Points

Grade Point	*Limited in Percentage	Letter Grade
10	94.5 - 100	OO+
9.50	89.5 – 94.49	OO
9	84.5 – 89.49	OA+
8.50	79.5 – 84.49	OA
8	74.5 – 79.49	AA+
7.50	69.5 – 74.49	AA
7	64.5 – 69.49	AB+
6.50	59.5 – 64.49	AB
6	54.5 – 59.49	BB+
5.50	49.5 – 54.49	BB
5	44.5 – 49.49	BC
4.50	39.5 – 44.49	CC
4	35.0 – 39.4	PP
0	0 – 34.90	FF

**Limits are considered after converting the marks out of 100 in that course.*

1.2 The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all these courses undergone by a student during that semester. It shall be expressed up to two decimal places.

SGPA (S_i) = $\frac{\sum(C_i \times G_i)}{\sum C_i}$, where C_i is the number of credits of the i th course, and G_i is the grade point scored by the student in the i th course.

Table 2: An example of the Calculation of SGPA

Course Code	Credit (Ci)	Grade points	Credit Points
		(Gi)	(CiGi)
C1	4	8.5	34
C2	4	7	28
C3	4	5	20
C4	4	8.5	34
C5	2	10	20
C6	2	7.5	15
C7	2	7.5	15
C8	2	5	10
Total	24		176
	(ΣCi)		($\Sigma CiGi$)
SGPA	= sum of the credit points/Sum of the credits		
	= 176/24=7.3333 \approx 7.33		

1.3 Cumulative Grade Point Average (CGPA): It is a measure of the overall performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

$CGPA = \frac{\Sigma(Ci \times Si)}{\Sigma Ci}$ where Si is the SGPA of the i th semester and Ci is the total number of credits in that semester.

Table 3: Illustration for CGPA (for 100 and 104 credits)

	Semester I	Semester II	Semester III	Semester IV
Credit (Ci)	24	24	24	24
SGPA (Si)	8.23	7.31	6.95	8.2

Ci of all 4 semesters – ΣCi

$Ci \times Si$ of all 4 semesters – $\Sigma CiSi$

$$CGPA = \frac{24 \times 8.23 + 24 \times 7.31 + 24 \times 6.95 + 24 \times 8.20}{96} = \frac{736.56}{96} = 7.67$$

1.4 CGPA will not be declared in the case of such candidates who either secure grade FF or absent in any one of the courses.

1.5 The alpha-sign grade of a programme is determined based on CGPA as given below:

Table 4: Programme alpha-sign grade

Programme alpha-sign grade	CGPA	Class Description
O+	More than or equal to 9 but less than 10	Outstanding
O	More than or equal to 8 but less than 8.99	First Class Exemplary
A+	More than or equal to 7 but less than 7.99	First Class with Distinction
A	More than or equal to 6 but less than 6.99	First Class
B+	More than or equal to 5.5 but less than 5.9	High Second Class
B	More than or equal to 5 but less than 5.49	Second Class
C	More than or equal to 4 but less than 4.99	Pass Class
F	Below 4	Fail

1.6 Marks cum Grade Card: Marks awarded in each course to a candidate will be shown in the marks cum grade card along with alpha-sign grades, grade points, SGPA, and CGPA. The University shall issue the Marks cum Grade Card for each semester and a Programme Grade Card indicating the performance in all semesters. The Marks Card cum Grade Card may also indicate that the grade points are in 10-point scale.

15.0 Minimum for a Pass

- i. A candidate shall be declared to have passed the undergraduate programme if he/she secures at least a CGPA of 4.0 (Programme alpha-sign grade C).
- ii. The candidates who passes all the semester examinations in the first attempt in two years are eligible for a rank provided they secure at least a CGPA of 6.0 (at least alpha-sign grade A).
- iii. The results of the candidates who have passed the fourth semester examination but not passed the lower 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.
- iv. A candidate who passes the semester examinations in parts is eligible for only CGPA and alpha-sign grade but not for ranking.
- v. A Candidate who fails in any of the course/Project Work/Project Report shall reappear in that course/Project Work/Project Report and pass the examination subsequently.

16.0 Re-totalling

- (i) A candidate who has appeared for an examination may apply through the college for re-totalling of his/her answer scripts on payment of the prescribed fee within 20 days after the publication of his/her result or within 10 days from the time of dispatch of his/her marks cards by the Controller of Examinations, whichever is later.
- (ii) Re-totalling shall not be permitted in case of internal assessment marks, project work and viva-voce.
- (iii) Controller of Examinations, or any other officer authorised by her with the approval of the Principal, shall perform such re-totalling.
- (iv) A candidate who has paid the prescribed fee to see the answer script may do so in the presence of the Controller of Examinations, or any other officer in charge of re-totalling.

Re-totalling will confine itself to checking:

- (a) Whether all the answers to questions or sub-questions have been valued and marks awarded.
- (b) Whether the totalling of marks is correct on the front page of the answer script.
- (c) Whether transference of marks from the inside sheets of the answer script to the front page of the answer script, and also from the answer script to the marks list, and from the marks list to the marks register, is made correctly.

In case any answer or part thereof has not been valued, that part may be referred to another suitable examiner for revaluation, and his valuation may be accepted, and such marks shall be added to the original total.

In case there is any mistake in totalling or in the transfer of marks, the Controller of Examinations, or the officer-in-charge, shall correct and attest it.

If any answer or part thereof has not been valued or there is any mistake in the transference of marks or re-totalling, the fee paid for re-totalling shall be refunded.

In all cases of re-totalling, a consolidated statement of re-totalling together with answer scripts and other particulars shall be submitted to the Principal for approval before the result of the re-totalling is communicated to the concerned.

17.00 Revaluation

After the declaration of the results, if any candidate wishes to apply for re-valuation, she/he shall apply to the Controller of Examinations for the said purpose by paying the prescribed fees within 20 days of announcing the results and 10 days from the date of dispatch of the marks cards or within 7 days from the date of communication of the result of retotaling whichever is later. She/he can request re-valuation by submitting an application along with the prescribed fees to the Controller of Examinations through the proper channel. The re-valuation shall be applicable only

for the theory courses. Revaluation is not permitted in the case of practical examination, internal assessment, project report, dissertation, thesis and viva-voce.

The Controller of Examinations, with the approval of the Principal, shall first check the re-totalling of each answer script for which revaluation is sought. In case there is any discrepancy that warrants a change in the original marks, it shall be set right, and the candidate shall be informed accordingly, and the candidate shall be asked whether revaluation is required. If the candidate is satisfied with the revised marks, the fee collected for revaluation shall be refunded after deducting the processing charges. In case no discrepancy is detected in re-totalling, or the candidate is not satisfied with the result of re-totalling, the course shall be taken for revaluation.

While arranging for revaluation, the original marks awarded and such other identifications on the answer script must be defaced/covered, and the revaluer shall record the marks on a separate sheet/proforma supplied by the Controller of Examinations, and not on the answer scripts.

The answer scripts shall be revalued by a suitable examiner from the panel of examiners approved by the Principal. The names included in the panel of examiners shall be selected from the list of examiners approved by the competent bodies of the college. However, such valuers shall not be the valuers for that paper during the examination.

Revaluation shall be done on the basis of the old scheme of valuation. The result of revaluation is determined as follows:

- (a) If the difference between marks awarded initially before revaluation is equal to or less than 10% of the maximum marks of that paper, the final award shall be the average of the two awards.
- (b) If the difference between the marks awarded initially and on revaluation is more than 10% of the maximum marks of that paper, then the answer script shall be referred to a suitable third examiner for valuation, and the final award shall be the average of the nearest two of the three valuations. However, if the difference between the first valuation marks and the second valuation marks is the same as that between the second and the third valuation or the same as that between the third valuation and the first valuation marks, the final award shall be the average of the three valuation marks.

Illustration:

	A	B	C
Initial Valuation	20	20	18
Second Valuation	32	08	42
Third Valuation	44	32	30
	32	20	30

- (c) In case the difference between the initial award and the final award is 10% of the maximum or more, and is to the advantage of the candidate, then the fee paid for revaluation shall be refunded to the candidate after deducting the processing charges. If the difference between the initial award and the final award is less than 10% of the maximum, there shall be no refund. Grace marks shall not be taken into consideration for the eligibility for a refund of the revaluation fee.
- (d) The Principal on the recommendation of the Controller of Examinations or 'suo moto' may order revaluation of any particular answer script or the whole set of answer scripts of a candidate/s and/or of course/s if he/her feels that there has been erratic or unfair valuation which has apparently brought undue advantage or disadvantage to the candidate/s. In such cases of revaluation, the final award/s will be the marks awarded by the revaluer/s.
- (e) In all cases of revaluation, a consolidated statement of revaluation together with the revalued answer scripts and other particulars shall be submitted to the Principal for her approval before the result of revaluation is communicated to the concerned college.

The candidate has to surrender the grade card if issued earlier to her before the announcement of the results of the re-valuation.

After receipt of the application for re-valuation, the Controller of Examinations, with the approval of the Principal, asks a subject specialist from among the panel of examiners already approved to evaluate the concerned answer script. The marks awarded in the re-valuation shall be final.

18.00 Rejection of Results

A candidate may be permitted to reject the result of the whole examination of any semester. Rejection of the result course-wise shall not be permitted. A candidate who has rejected the result shall appear for the examination immediately following the regular examination.

The rejection shall be exercised only once in each semester, and the rejection once exercised cannot be revoked.

Application for rejection along with the payment of the prescribed fee shall be submitted to the Controller of Examinations through the College of study together with the original statement of marks within 30 days from the date of publication of the result.

A candidate who rejects the result is eligible for only the class and not for ranking.

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 40%. Three chances will be given for reappearance as long as the same scheme exists (Excluding the first appearance).

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.

19.00 Discard Policy of Answer Scripts

The answer scripts of tests, assignments, etc., are valued and will be maintained in the College by the Principal till completion of the one-year duration and the commencement of the ensuing semester-end examination and thereafter these valued scripts of tests, assignments, etc., shall be discarded immediately.

The answer scripts of theory examination conducted by the College will be maintained by the Controller of Examinations for a period of one year after the announcement of the results of the concerned semester and all the answer scripts be discarded soon after completion of one year duration after announcement of the results and no complaints whatsoever about the marks awarded to courses relating to these scripts be entertained.

20.00 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 consistency with these regulations. The college 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 Principal shall, in consultation with the competent authority to issue necessary clarification and at the earliest possible thereafter report the action taken by her to the Academic Council for ratification.