

4.3 Assessment

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

5. Staff**5.1 Academic Faculty**

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1. Principal/ HoD	One
2. Perspectives in Education	Four
3. Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

Note: (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

(ii) Faculty can be utilised for teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

- A. Principal/HoD
- Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and
 - M.Ed. with minimum 55% marks; and
 - Ph.D. in Education or in any pedagogic subject offered in the institution; and
 - Eight years of teaching experience in a secondary Teacher Education Institution.
- Desirable: Diploma/Degree in Educational Administration or Educational Leadership.
- B. Perspectives in Education or Foundation Courses
- Postgraduate degree in Social Sciences with minimum 55% marks; and
 - M.Ed. degree from a recognised university with minimum 55% marks.
- OR
- Postgraduate (MA) degree in Education with minimum 55% marks; and
 - B.Ed./B.El.Ed. degree with minimum 55% marks.
- C. Curriculum and Pedagogic Courses
- Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks; and
 - M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.

they get the opportunity to improve their performance.

- (iii) For the liberal disciplinary component the practices of the University will be followed.
- (iv) All practicum courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each pedagogic area will be observed and considered for evaluation, spread in a manner to reflect the development of the student.
- (v) The basis of Internal Assessment shall be as follows:
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| Theory: | Individual/group assignments |
| | Observation records, Presentations and Student Portfolios |
| Practicum: | Observational records/diaries/journals |
| | Individual and group reports |
| | Faculty observations and evaluation Headmaster/cooperating teaches report on the overall school involvement of the student will also be taken into account. |
- (vi) A Moderation Board constituted by the concerned University shall monitor issues of quality and parity in grading and assessment between Colleges affiliated to a particular University and offering the four year programme for all Practicum Courses and the School Internship Programme.
- (vii) There shall be a provision for grievance redressal and removal of biases in the internal assessment. Mechanisms shall be worked out where faculty other than the ones actually dealing with the course/subject or through the involvement of school mentor and external expert in addition to the internal examiners shall be involved.

5. Staff

5.1 Faculty

For an intake of one basic unit of 50 students, faculty shall be recruited for the following Curricular Areas, with the specified essential and desirable qualifications and specialisations. The number of full time faculty shall increase proportionately as per the norms indicated above. Additional faculty shall be appointed by the college/Institute subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

For an intake of two basic units of 50 students each, there shall be 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1. Principal/ HoD	One
2. Perspectives in Education	Four
3. Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

- Note:** (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s).
- (ii) Faculty can be utilised for teaching a B.Sc.B.Ed./B.A.B.Ed programme in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

A. Principal/HoD

- (i) Postgraduate degree in Arts/Sciences/Social Sciences/ Humanities / Commerce with minimum 55% marks; and
- (ii) M.Ed. with minimum 55% marks; and
- (iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and
- (iv) Eight years of teaching experience in a secondary Teacher Education Institution.

Desirable: Diploma/Degree in Educational Administration/Leadership.

B. Perspectives in Education or Foundation Courses

- (i) Postgraduate degree in Social Sciences with minimum 55% marks; and
- (ii) M.Ed. degree from a recognised university with minimum 55% marks.

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