



— Editorial Board —



Patron

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From the Chief Editor

Teacher Education as per NEP 2020

Prof. Nalini Srivastava, Head & Dean, Faculty of Education & Allied Sciences

Based on the recommendations of NEP 2020, Model Public universities for Holistic education, at par with IITs, IIMs etc. called MERUs (multi-disciplinary educational research universities) will be set up with an aim to reach Global status. In addition to this, they have been directed to set-up an education department to run B.Ed. programme in collaboration with their other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics and carry out research in various aspects of education to enhance the quality of their B.Ed. programme. Along with this, stringent action will be taken against sub-standard stand-alone TEIs.

A new and comprehensive National curriculum Framework for teacher education (NCFTE) 2021 will be formulated by NCTE in consultation with NCERT. By 2022, a set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management.

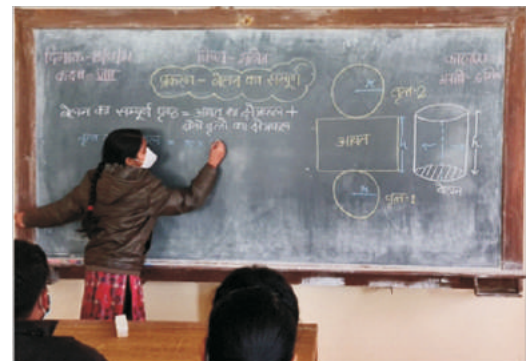
By 2030, minimum qualification for teaching shall be 4 years integrated B.Ed. beside this, shorter post-B.Ed. certification courses will also be available for career growth of teachers who wish to move into more specialized areas of teaching. Further, TETs will be strengthened. For subject teachers suitable TET or NTA test scores in the corresponding subject will also be taken into account for recruitment. NEP 2020 also encourages school complexes to hire local eminent persons or experts as 'master instructors' in various subject and teachers will be given more autonomy in choosing finer aspects of pedagogy. For online training of teachers, technology platforms such as SWAYAM, DIKSHA shall be encouraged in order to administer large number of training programs in short span of time. School teachers must undergo 50 hours of CPD opportunities every year to keep themselves updated by attending workshops or on-line teacher development modules and School Principals too must undergo CPD in modules related to leadership, school management and for implementing competency-based learning.

Students Activities

The lifeline of the department are the students. The department organizes several curricular, co-curricular and extra-curricular activities year-round. Some glimpses are as follows

Curricular activities

Microteaching is a rigorous activity practiced for twelve days. This practice instills the skills of teaching in the pupil teachers. These skills are further being used by the pupil teachers in their



Student Performing Micro-teaching Skill

macro teaching that they conduct while their internship in various schools. This practice of skill comprises of different skills like introduction, reinforcement, stimulus variation, question answer, blackboard writing, use of teaching and learning material and closure skill.

Co-curricular activities

Various co-curricular activities of visual and performing arts were performed by students of B.Ed. first year from 27th of January to 30th of January 2021. These activities are a part of their theory paper and required for the Professional Development of teacher trainees. The very first day was dedicated to poster/collage making in which the students showed their skills on one of the given themes. On second day they showed their creativity by creating 'Best out of Waste'. Various beautiful and useful things were made by them in groups. The third and fourth day was dedicated to performing arts in which the students presented various plays, nukkad natak, skits, poems and story etc. The entire program was organized and managed by the students only, it helped students to explore their talents and develop the necessary confidence in them. The four-day program ended on a happy note with beautiful memories of the event.



Poster competition



Skit on Women Education



Collage Making - CORONA



Best out of waste - Lady from Newspaper



Internal Assessments an Integrated part



Rangoli- Expression

subject teacher in conducting laboratories, games, exhibitions, extra – curricular activities. They also take care of the school premises, keep record of students' attendance and also conduct achievement tests. This time our interns also assisted the schools in conducting pre-board examinations.



Interns participating in the 26 January ,2021 celebration at KDEM inter college, Bareilly

A total of ten schools of Bareilly were collaborated by the department of B.Ed./M.Ed. (IASE), Bareilly to conduct internship of B.Ed. & M.Ed. students. The students of M.Ed. were given the training of how to coordinate and train the pupil teachers to conduct various activities. Students of M.Ed. also conducted activities with the B.Ed. pupil teachers. This collaboration develops understanding, leadership capacity and group cohesiveness. The pupil teachers also learned how the school teachers conducts different activities and develop a feeling of association with the institution.



Slogan Writing activity at KDEM



Patriotic activity at Bareilly Inter college



Daily thought writing at the internship centre



Observation of the pupil teachers by the university Mentor



Preparation of TLM



Tree Plantation at internship schools

Internship

Internship is an integral part of the B.Ed. programme. The prospective teachers are given an experience of school where they learn several aspects of school and develop in them the characteristics of teachers. They not only participate in different school activities but also organize them too. They decorate notice board, write daily thought, conduct assembly, discuss educational issues/stories etc. They apart from teaching their own teaching subjects the pupil teachers also assist their respective school



26 January Celebration at Pt. Deena Nath Inter college, Bareilly





Interns at Pt. Deena Nath Inter college with the internship completion certificate



Pupil teacher conducting the practical examination at the internship centre

Learning outside the campus



Village Visit for Social Learning



Cleaning of the village vicinity

Healthy Mind for Healthy body



Newspaper coverage



Plantation in Department



Yoga activity a regular routine of the department

Medal won in University Games

Our teaching & non-teaching staff both won medal in the university games on the university *STHAPANA DIWAS SAMAROH*. Prof. Nalini Srivastava and her team won in badminton and Mrs. Meenakshi won medal in Table tennis. (Female)



Teacher of Dept. after winning medals in University Gains

Memorable Moments 18th Convocation, MJPRU



Undergoing Projects

- ★ A Study of Institutional Role Stress, Work alienation and Health Status among Higher Education Teachers funded by U.P. State Government, Uttar Pradesh **PI- Prof. Santosh Arora**
- ★ Developing of Professional Ethics Program for Teacher Education funded by ICSSR, New Delhi **PI Dr. Kirti Prajapati**

Saying Adieu



A recent memory of our foundation : Farewell of Prof. B.R. Kukreti

From the Editor

Article 15.11 of National Policy on Education, 2020 (NEP, 2020) promises that “A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in

Indian languages – who would be willing to provide short and long-term mentoring/professional support to **university/college teachers**”. The statement was welcomed by teacher-education community greatly as it has been raising the issue of not skilling new and incumbent teachers of higher education in pedagogy/andragogy. As we have a system of both pre-service and in-service teacher-education for both primary and secondary levels of education, it becomes hard nut to chew that we have only in-service programmes for higher education teachers and that too does not focus on pedagogical or andragogical issues. Many teacher-educators, including yours truly, have been raising the demand for pedagogy-education for teachers in higher education.

Further, Article 15.9 of NEP, 2020 promises that “All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph. D. subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph. D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose”.

These two promises raise hope for some form of teacher-education for higher education teachers. However, on April 7, 2021; Union Education Minister launched the “MyNEP2020” Platform of NCTE Web Portal which seeks to invite suggestions / inputs / membership from the stakeholders for preparing draft for development of National Professional Standards for Teachers (NPST) and National Mission for Mentoring Program membership (NMM). The “MyNEP2020” platform was operational from 1st April 2021 to 15th May 2021.

This exercise of digital consultation envisaged the participation of teachers, education professionals, academicians, & other stakeholders in preparing the documents on teacher policy for sustainable and positive change in the teacher-education sector. For preparing the documents on above two major recommendations of NEP 2020, NCTE will work in close consultation with individuals/organizations. Expert committee will extensively review the inputs collected during the consultation period and will finally formulate the Drafts for public review. Comments by the reviewers from the stakeholders will then be used to prepare a final Draft for notification.

The only issue of concern is the diversion of National Mission for Mentoring to provide mentorship to students rather than teachers. Let us hope that the endeavour of review, comments and suggestions will again rationalize the target towards teacher-education component for higher education teachers. We further hope that a better plan will emerge for implementing National Mission for Mentoring greatly needed in the area of higher education.



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