



MAHATMA JYOTIBA PHULE ROHILKHAND UNIVERSITY

BAREILLY, (U.P.), INDIA-243006

(A STATE UNIVERSITY, U.P. GOVERNMENT) (NAAC ACCREDITED; NCTE APPROVED; ISO CERTIFIED)

MAY-SEP, 2021

ॐ आस्ते भग आसीनस्स, ऊर्ध्वस्तिष्ठति तिष्ठतः । शेते निपद्यमानस्य, चराति चरतो भगः ।। चरैवति चरैवेति ।।



— From the Chief Editor —

NEP 2020 : Reskilling of teachers , Need of the hour

The present challenges due to the pandemic moved traditional teaching-learning methods to digital and hybrid learning, and gave teachers new opportunities to use technologies in education. Traditional teacher training techniques have failed to upskill teachers in a number of ways. Teachers are unable to raise themselves due to a lack of skills and a gap in education. Upskilling is a difficult and multi-faceted subject, but with the technological improvements teaching learning is becoming more accessible. Educators are striving hard to learn new teaching methods and introducing innovations in the teaching-learning process. Now it is the responsibility of educators to meet the expectations and demands of learners to provide them with quality education.

The National Education Policy 2020 has strongly emphasised on teacher training programmes both in pedagogy and technical aspects. It stressed on the importance of Continuous Professional Development (CPD) programmes to provide opportunities to teachers for self-improvement and to acquire innovative skills and technologies to enhance their professional skills. Various workshops and programmes will be organized and offered on multiple modes such as local, regional, state, national or international level. It will also be provided by online teacher development modules. Teachers will be able to share ideas and best practices through various platforms. Every year, each teacher will be required to participate in at least 50 hours of CPD programmes of their interests for their own professional development. Such programmes may include the latest pedagogies in fundamental reading and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and allied pedagogies like experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches will all be covered in detail. Head of the institutions will also be required to complete 50 hours or more of CPD modules per year, encompassing leadership and management, as well as content and pedagogy, with a focus on developing and implementing competency-based education pedagogical strategies.

The MJP Rohilkhand University has established a Teachers' Reskilling Cell (TRC) to fulfill the objectives suggested by the NEP 2020. The TRC, MJPRU has been assigned with the responsibility of training, reskilling, and upskilling University academics. Nonetheless, for the sake of the entire teaching community, this cell will also accommodate outside teachers. Various teachers' training programmes at regional, national and international level will be organized by the cell. It will provide courses like Short term training courses, certificate courses, training workshops, faculty development programmes, summer institute and Regional/National Seminars/Conferences. The target groups for these activities will be teachers from higher education, teachers from secondary, higher secondary and primary level along with aanganwadi workers.

Teacher training is a life-long process; there is a need to provide teachers an environment to assimilate their new learning. To make learning permanent, schools must allocate dedicated resources and use a train-the-trainer method including infrastructural necessities, because every teacher has a set of core competencies, their proficiency may be assessed at the school level and reskilling requirements may be identified. Teachers must be equipped with skill to understand the mental well being of the students and they will have to combine conventional and modern teaching approaches whenever schools reopen.

—Chief Editor



— Editorial Board —



Patron

PROF. K.P. SINGH
Vice Chancellor, Mjpru



Chief Editor

Prof. Nalini Srivastava
Dean & Head,
FOEAS, MJPRU

Major Webinar/ Workshop/ FDP at a Glance

National webinar on Higher education Teachers' roles and responsibilities in view of NEP 2020

Teachers' Reskilling Cell of Mahatma Jyotiba Phule Rohilkhand University, Bareilly organized an exclusive one-day National webinar on Higher education Teachers' roles and responsibilities in view of NEP 2020 on 02nd July, 2021. The session was presided by Hon'ble Prof. K.P. Singh, Vice Chancellor, M.J.P. Rohilkhand University, Bareilly and Chief Speaker Prof. Mohammad Miyan, Ex-Vice Chancellor, Maulana Azad National Urdu University, Hyderabad explained the new

perspectives of NEP 2020 and expectations of higher education from its teachers. He further clarified that the responsibility of teachers in present scenario is not restricted to teaching in classrooms only but the main role of teachers should be the holistic development of their students. National Education Policy cannot be implemented without active participation of teachers. Prof. Nalini Srivastava, Coordinator Teachers' Reskilling Cell and Organizing Secretary of the program highlighted the aims

and objectives along with the functioning of Teachers' Reskilling Cell. Dr. Tarun Rashtriya, Associate Professor, Faculty of Education and Allied Science elaborated the fundamental accountability of responsible teachers. Prof. Santosh Arora discussed the importance of teacher as explained in NEP 2020 and concluded the program by giving vote of thanks. More than 160 students attended the program with full enthusiasm. The webinar was proved to be informative and appreciated by the participants.

Prof Mohammad Miyan (Chief Guest) Former Vice Chancellor, Mulana Azad National Urdu University, Hyderabad



मुख्य अतिथि— प्रख्यात चिंतक व शिक्षा संस्कृति उत्थान न्यास के राष्ट्रीय सचिव, माननीय अतुल भाई कोठारी जी

Prof Santosh Arora, (Member) Teacher Re-skilling Cell



मुख्य वक्ता – प्रख्यात विचारक व ऑर्गनाइजर साप्ताहिक पत्रिका के सम्पादक श्री प्रफुल्ल केतकर

पं. दीनदयाल जी की जन्मजयंती के उपलक्ष्य में आयोजित विविध कार्यक्रम शृंखला

पण्डित दीनदयाल उपाध्याय शोधपीठ तथा शोध निदेशालय, महात्मा ज्योतिबा फुले रुहेलखण्ड विश्वविद्यालय, बरेली के संयुक्त तत्वाधान में पं. दीनदयाल जी की जन्मजयंती के उपलक्ष्य में आयोजित विविध कार्यक्रम शृंखला के अंतर्गत दिनांक 20 सितम्बर, 2021 को विश्वविद्यालय के शोधार्थियों व शोध पर्यवेक्षकों के लिए 'पण्डित दीनदयाल उपाध्याय जी के चिन्तन पर आधारित

शोध के प्रमुख आयाम' विषयक एक दिवसीय ऑनलाइन परिसंवाद का आयोजन किया गया। कार्यक्रम की अध्यक्ष, विश्वविद्यालय के माननीय कुलपति, प्रोफेसर के. पी. सिंह जी, मुख्य अतिथि प्रख्यात चिंतक व शिक्षा संस्कृति उत्थान न्यास के राष्ट्रीय सचिव, माननीय अतुल भाई कोठारी जी, तथा मुख्य वक्ता प्रख्यात विचारक व ऑर्गनाइजर साप्ताहिक पत्रिका के सम्पादक श्री प्रफुल्ल केतकर

जी रहे। कार्यक्रम का संचालन सह-संयोजक, श्री विमल कुमार जी द्वारा तथा धन्यवाद ज्ञापन शोधपीठ के सह-समन्वयक व इस आयोजन के संयोजक, डॉ. रामबाबू सिंह द्वारा किया गया। इस अवसर पर कार्यक्रम के आयोजन सचिव, श्री रश्मि रंजन, आयोजन सह-सचिव डॉ. मीनाक्षी द्विवेदी तथा डॉ. कीर्ति प्रजापति सहित विश्वविद्यालय के शिक्षक व शोधार्थी उपस्थित रहे।

Workshop on Transformational Leadership

A five-day Faculty Development Program Transformational Leadership Workshop was organised online on 2nd-6th Sept 2021, under the Joint aegis of All India Council of Technical Education and Mahatma Jyotiba Phule Rohilkhand University, Bareilly. The Chief Patron of the program was Prof. K.P. Singh (Vice Chancellor MJP Rohilkhand University Bareilly) and Patron Dr. Nalini Srivastava (HoD Department of B.Ed./M.Ed., M.J.P. Rohilkhand University Bareilly). The programme was coordinated by Dr. Kshama Pandey (Associate Professor, M.J.P. Rohilkhand University,



Bareilly) was Coordinator of this faculty development program. Then keynote speaker major Harsh Kumar (secretary, NCERT) enlightened with his glorious thoughts about the importance of leadership in various fields to build India. Incorporating the ideas of Vivekananda, Aurobindo Ghosh and Mahatma Gandhi, explained the responsibility of social consciousness along with the important role of teachers in human creation at every level. Many participants from different states of India participated in the program actively.

Awards-Sikshak Samman, 5th Sep, 2021



Prof. N. N. Pandey (Retd.), Prof. K.K. Chaudhary, Prof Santosh Arora, Dr. Kshama Pandey, Dr. Gaurav Rao & Dr. Neeraj Kumar of the department received the *Shikshak Samman* on the Sikshak Samman Samaroh organised by UP Government on 5th Sep 2021

Awards & Recognitions

प्रो.नलिनी आईयूसीटीई वीएचयू की सदस्य बनी बरेली। महारजा ज्योतिबाफुले स्नेहलखण्ड विश्वविद्यालय के शिक्षा विभाग की हेड एण्ड डीन प्रो. नालिनी श्रीवास्तव इंटर यूनिवर्सिटी काउंसिल फॉर टीचर एजुकेशन बनारस हिन्दू यूनिवर्सिटी की सदस्य नामित की गई है। इस काउंसिल के अध्यक्ष विश्वविद्यालय अनुदान आयोग के अध्यक्ष होते हैं। यह काउंसिल शिक्षा के क्षेत्र में आधारभूत ज्ञान को और मजबूत करने तथा शिक्षक निर्माण के लिए गठित हुई है। इसी में काउंसिल विभिन्न प्रकार की नीतियों के सूचना संप्रेषण के लिए इफॉर्मेशन बैंक का भी कार्य करेगी। प्रो. नलिनी श्रीवास्तव का कार्यकाल 3 वर्ष रहेगा।

नलिनी श्रीवास्तव यूनिवर्सिटी सेंटर फॉर टीचर एजुकेशन बनारस हिन्दू यूनिवर्सिटी काउंसिल की सदस्य मनोनीत बरेली। महारजा ज्योतिबाफुले स्नेहलखण्ड विश्वविद्यालय के शिक्षा विभाग की हेड एण्ड डीन प्रोफेसर नलिनी श्रीवास्तव इंटर यूनिवर्सिटी काउंसिल फॉर टीचर एजुकेशन बनारस हिन्दू यूनिवर्सिटी की सदस्य नामित हुईं महारजा ज्योतिबाफुले स्नेहलखण्ड विश्वविद्यालय बरेली के शिक्षा विभाग की हेड एण्ड डीन प्रोफेसर नलिनी श्रीवास्तव को विश्वविद्यालय अनुदान आयोग के चैयरमैन को अध्यक्षता वाली इंटर यूनिवर्सिटी सेंटर फॉर टीचर एजुकेशन बनारस हिन्दू यूनिवर्सिटी काउंसिल का सदस्य मनोनीत किया गया है। यह काउंसिल शिक्षा के क्षेत्र में आधारभूत ज्ञान को और मजबूत करने तथा शिक्षक निर्माण के विभिन्न पहलुओं पर कार्य करने के लिए गठित हुई है साथ ही ये काउंसिल विभिन्न प्रकार की नीतियों के सूचना संप्रेषण के लिए इफॉर्मेशन बैंक का भी कार्य करेगी प्रोफेसर नलिनी श्रीवास्तव इस काउंसिल में राष्ट्रीय और अंतरराष्ट्रीय महत्व के मुद्दों पर विशेष अन्वेषण एवं शिक्षक शिक्षा के क्षेत्र में विशेष कार्य करने के विशेषज्ञ के रूप में सदस्य नामित हुई हैं। सदस्य के रूप में प्रोफेसर नलिनी श्रीवास्तव का कार्यकाल 3 वर्ष रहेगा महारजा ज्योतिबाफुले स्नेहलखण्ड विश्वविद्यालय बरेली परिवार के लिए यह एक बड़ी उपलब्धि मानी जा रही है। शिक्षा विभाग के शिक्षकों एवम अन्य शिक्षा जगत के लोगों ने प्रो श्रीवास्तव को बधाई दी है।

Prof Nalini Srivastava, Dean & Head of the department is appointed as Member of Council of the IUCTE-BHU, Varanasi in the category of 'Expert of national and international repute having an experience of working in the field of teacher Education'. The Nomination is for a period of three years.

Academic Visits



Visited Maharaja Sayajirao University of Baroda to complete the assigned task given by MS University on 22-09-2021

The Maharaja Sayajirao University of Baroda is one of the prestigious university which was established in 1949.

Simulated Teaching



Pupil-teacher performing Experimentation & Demonstration while simulation



Economical Support to the Student Pupil – teachers conducting morning assembly at Bareilly Inter College, Bareilly while internship

Celebration of Independence Day



Ozone Day



Best Poster of Ms. Shivangi Saxena and Ms. Ayushi Sanjog of the department on 16th Sept Ozone Day.

Activity-Library Assistance



Students of M.Ed. arranging the dissertations in the departmental library of IASE.

Internship Started



The internship of B.Ed. II year students started at five different schools namely Pt. Deena Nath Inter College, M.B. Inter College, Bareilly Inter College, Gulab Rai Inter College & S.V. Inter College of Bareilly. Internship is an important aspect of B.Ed. Training in their final year.

Few Newspapers Coverage

भारतीय ज्ञान परंपरा पर व्याख्यान हुआ बरेली। एम.जे.पी. स्नेहलखण्ड विश्वविद्यालय के शिक्षा विभाग में गुरुवार को शिक्षा मंत्रालय द्वारा आयोजित 11 दिवसीय कार्यक्रम "शिक्षक पर्व (7-17 सितम्बर)" के अन्तर्गत सह आचार्य व परिषद दीनदयाल उपाध्याय शोधपीठ के समन्वयक डा. प्रवीण कुमार तिवारी ने "भारतीय ज्ञान परम्परा, कला व संस्कृति का प्रोत्साहन" विषय पर व्याख्यान दिया।

शिक्षकों का दायित्व केवल कक्षा में पढ़ाने तक सीमित नहीं

अजय कुमार, बरेली

आज के शिक्षकों का दायित्व केवल कक्षा में पढ़ाने तक सीमित नहीं है। शिक्षकों को अपने विद्यार्थियों के जीवन में एक सकारात्मक भूमिका निभाने की आवश्यकता है। शिक्षकों को अपने विद्यार्थियों के जीवन में एक सकारात्मक भूमिका निभाने की आवश्यकता है। शिक्षकों को अपने विद्यार्थियों के जीवन में एक सकारात्मक भूमिका निभाने की आवश्यकता है।

नई शिक्षा नीति में शिक्षकों ने समझा अपना दायित्व

जैसे, बरेली: स्नेहलखण्ड विश्वविद्यालय के टीचर्स रीटिकलिंग सेल की ओर से विश्वविद्यालय के कुलपति प्रो. कै.पी. सिंह की अध्यक्षता में राष्ट्रीय शिक्षा नीति में शिक्षकों की भूमिका विषय पर राष्ट्रीय वेबीनार का आयोजन हुआ। कार्यक्रम के मुख्य वक्ता मौलाना आजाद राष्ट्रीय उर्दू विश्वविद्यालय के पूर्व कुलपति प्रो. मोहम्मद मियाँ साहब ने राष्ट्रीय शिक्षा नीति के नए परिप्रेक्ष्य को समझाया। उन्होंने कहा कि शिक्षकों को पढ़ाने के अलावा छात्रों के व्यक्तिगत विकास पर भी ध्यान देना चाहिए। शिक्षा विभाग की विभागाध्यक्ष व संकाय अध्यक्षा प्रोफेसर नलिनी श्रीवास्तव ने टीचर्स रीटिकलिंग सेल के उद्देश्यों पर प्रकाश डाला। इसमें 160 अधिक प्रतिभागियों ने भाग लिया।

Out Reach Support

In the light of Gramodaya, Antyodaya, and other village development schemes inspired by Pandit Deendayal Upadhyay Ji's thoughts, the Pandit Deendayal Upadhyay Shodhpeth of MJPRU on September 23, 2021, organized a program at Bithri Chainpur Block of the district in the form of village-visit and Public Relations development to create awareness about employment and other development opportunities in villages. The program was chaired by Hon'ble Vice-chancellor Prof. K.P. Singh, Eminent social worker Sri Harendra Patel graced the occasion as the Chief Guest while the CMD of Pavitra Menthe Fair Organic Pvt. Ltd. Sri. Nihal Singh was the keynote speaker. The programme was coordinated by the Dr. Praveen Kumar Tiwari, Coordinator, Deen Dayal Shodhpeth with his Shodhpeth office bearers including Dr. Rambabu Singh, Mr. Vimal Kumar, Mr. Rashmi Ranjan, Dr. Meenakshi Dwivedi, and Dr. Kirti Prajapati.



Editorial

In the new 5+3+3+4 structure suggested by NEP 2020, a strong base of 'Early Childhood Care and Education (ECCE)' from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being. NEP 2020 asserts that "Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready (Article 1.1)". The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy (Article 1.2).

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3-year-olds, and a sub-framework for 3-8-year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions (Article 1.3).

Some very serious and pertinent challenges emerge out of above recommendations. The very first thing which comes to our mind is the existence of various unauthorized and unregulated nursery schools already catering to ECCE needs of a small portion of our young children. In urban areas, we invariably find almost all the privately-run schools admitting very young children in classes called play-group, nursery and kindergarten (KG, even LKG & UKG are found there) at very early age. This is a very successful business-model for most of these schools. In current times of nuclear families and working mothers, it suits to the needs of many. Now when government is trying to provide ECCE on its own and to all kinds of children, what will happen to these already existing schools and their teaching-learning modules? An effort for their regulation by the government will become mandatory and it will certainly promote all kinds of ailments associated with such regulatory processes. Furthermore, the issue of state versus center will also creep up in attempts for running and regulating such privately-run schools.

As far as government-run ECCE is concerned, NEP promises that it shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) standalone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE (Article 1.4). For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers (Article 1.5).

We all know that there also exist certain unauthorized and unregulated teacher-training schools catering to this type of private schools already providing sort of ECCE programmes. The issue of their recognition and regulation will also become a challenge and it will bring some new frontiers for ill-practices already prevalent in abundance in our system of education. NEP has made it mandatory that prior to the age of 5 every child will move to a "Preparatory Class" or "Balvatika" (that is, before Class 1), which has an ECCE-qualified teacher (Article 1.6). This again seems too ambitious and will definitely become a source of inducing more exploitation of poor parents.

As per Article 1.7, to prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work.



Editor

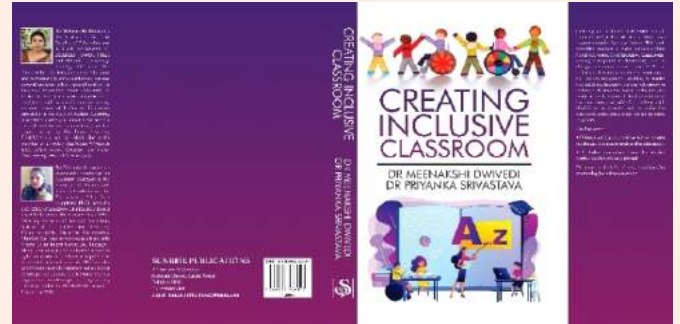
Prof. Yash Pal Singh



Sub-Editor

Dr. Gaurav Rao
Associate Professor

Few Newspapers Coverage-

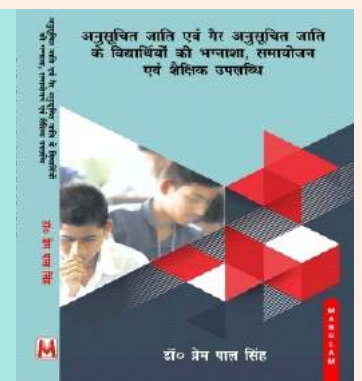


Dr. Meenakshi Dwivedi from the Department of Education has made her book published titled 'Creating Inclusive Classroom'. This book provides readers a clear understanding of the concept of inclusive classrooms, strategies required at the elementary level to design inclusive classrooms, UDL in inclusive classrooms, inclusive curriculum, curriculum adaptation, teaching strategies and skills for inclusive classes, educators of inclusive classrooms, social inclusion and many more. It covers all the topics to make learning more accessible for students with disabilities in specific and to make the classroom experience better for all students in general. The learned faculty members from distinct institutions Dr. Gaurav Rao, Dr. Ram Babu Singh, Dr. Jitendra Kumar, Dr. Vandana Singh, Dr. Madhu Mahaur, Dr. Sapna Verma, Dr. Pallavi Misra, Mr. Som Krishan, Mr. Dhaval P. Vyas, Ms. Sharda Sharma, and Mr. Kundan Singh have contributed their valuable ideas for this book.

Key Features of the book-

- Offers a lucid account of the subject matter for the use of teachers and teacher educators.
- Includes researches from the studies carried out in India and abroad.
- Discusses in the light of new guidelines for promoting inclusive education.

The book will prove beneficial for the B.Ed./ M.Ed. Students and Researchers



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