

**2.4.1 Institution provides opportunities for developing competencies and skills in different functional area through specially designed activities**

## **9. Preparing Individualized educational plan**



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## **2.4.1**

# **9. Preparing Individualized educational plan**

## Lesson Planning /Individualized education plan

Sample case study

(Mental Retardation Case Study: NIMH, Secunderabad)

Part a

Section I: identification data

Name: Dhiraj Ghosh

Date of birth: 12.03.1999

Age: 10 yrs

Sex: Male

Languages known: Bengali and Hindi

Education: no formal education

Section II: Demographic data

Fathers name: Biplav Ghosh

Father's occupation: Engineer

Mother's name: Jonaki Ghosh

Mother's occupation: Engineer

Address: xxxxxx

Locality: Industrial town

Caste: general

Religion: Hindu

Section iii: status of the case

Informants name and relationship with the case: mother and son

Duration of contact; 10 years

Reliability of information: reliable

Adequacy of information; adequate

Present complains: the child is unable to perform his daily activities alone. The stiffness and tightness of the muscle interfere with the gait of the child. Often very much hyperactive.

Age at which the problem was realized: 5 years.

Previous consultation and treatment: yes

Nature of consultation: medical

Section IV; family history

Type of family: nuclear

Status of family; Intact

Household composition:

## **Report**

In the skills classes, we prioritize a comprehensive approach to education. Each class begins with an exploration of common skills and concludes with student presentations on various pedagogy subjects. Significant emphasis is laid on teaching effective lesson planning techniques, recognizing its pivotal role in fostering student engagement and learning. Moreover, integration of the use of technology and encourage field visits to enhance practical understanding. Additionally, promotion of community engagement within the teacher training programs is practices and the principles of inclusive education are greatly valued . By embracing these aspects, efforts are made to cultivate well-rounded and inclusive educators who possess the ability to make a positive impact on their students' lives.

Competency and skill development are essential components of skill development classes in the Bachelor of Education (B.Ed) program. These classes aim to equip aspiring teachers with the necessary skills and competencies to excel in the field of education. In line with the NEP 2020, which emphasizes the holistic development of students, the skill development classes incorporate various micro-teaching skills to enhance the effectiveness of teaching and learning processes.

Wholistic-teaching is a technique used in teacher education that allows teachers to practice and refine their teaching skills in a controlled and supportive environment. It involves breaking down the teaching process into small, manageable components and focusing on specific skills. These skills include lesson planning, classroom management, effective communication, questioning techniques, use of instructional materials, and assessment strategies.

One of the key teaching skills emphasized in the skill development classes is lesson planning. Teachers learn how to develop well-structured and coherent lesson plans that align with the objectives of the curriculum and the individual needs of students. They are taught to consider factors such as prior knowledge, learning styles, and instructional strategies to create engaging and inclusive lesson plans. Classroom management is another crucial skill that is addressed in the skill development classes. Teachers learn strategies to create a positive and conducive learning environment, establish clear expectations and routines, and effectively manage student behavior.

They are encouraged to foster a sense of respect, inclusivity, and collaboration among students while maintaining discipline and order in the classroom.

Effective communication is a fundamental skill for teachers, and it is given significant importance in the skill development classes. Teachers learn how to articulate their ideas clearly, use appropriate language and tone, and employ active listening techniques. They are taught to adapt their communication style to different audiences and effectively engage students in discussions, debates, and group activities.

Questioning techniques are also emphasized in the skill development classes. Teachers learn how to ask open-ended and thought-provoking questions that stimulate critical thinking and active participation. They are trained to use a variety of questioning strategies, such as probing, prompting, and redirecting, to guide student learning and deepen their understanding of the subject matter. Furthermore, the skill development classes focus on the effective use of instructional materials. Teachers learn how to select and incorporate a wide range of teaching aids, such as visual aids, audio-visual resources, and technology tools, to enhance student engagement and facilitate meaningful learning experiences. They are encouraged to explore innovative and interactive teaching methods that cater to diverse learning styles and promote creativity and problem-solving skills.

Assessment strategies are an integral part of skill development classes. Teachers learn how to design formative and summative assessments that provide timely and constructive feedback to students. They are trained to use a variety of assessment techniques, including observation, questioning, project-based assessments, and peer/self-assessment, to evaluate student progress and adjust instructional strategies accordingly. The skill development classes in the B.Ed program align with the objectives and principles of the National Education Policy (NEP) 2020. The NEP 2020 emphasizes the development of core competencies, including critical thinking, creativity, communication, collaboration, and problem-solving. The micro-teaching skills taught in the skill

development classes directly contribute to the development of these competencies in teachers, who in turn nurture them in their students.

Moreover, the NEP 2020 emphasizes the importance of inclusive education and the integration of technology in teaching and learning processes. The skill development classes address these aspects by promoting inclusive teaching practices, providing strategies for accommodating diverse learning needs, and familiarizing teachers with technology tools that enhance instruction and facilitate personalized learning. In conclusion, competency and skill development are integral to skill development classes in the B.Ed program. Through the incorporation of various micro-teaching skills, such as lesson planning, classroom management, effective communication, questioning techniques, use of instructional materials, and assessment strategies.

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