



## 2.4.1 Competency and Skill Development

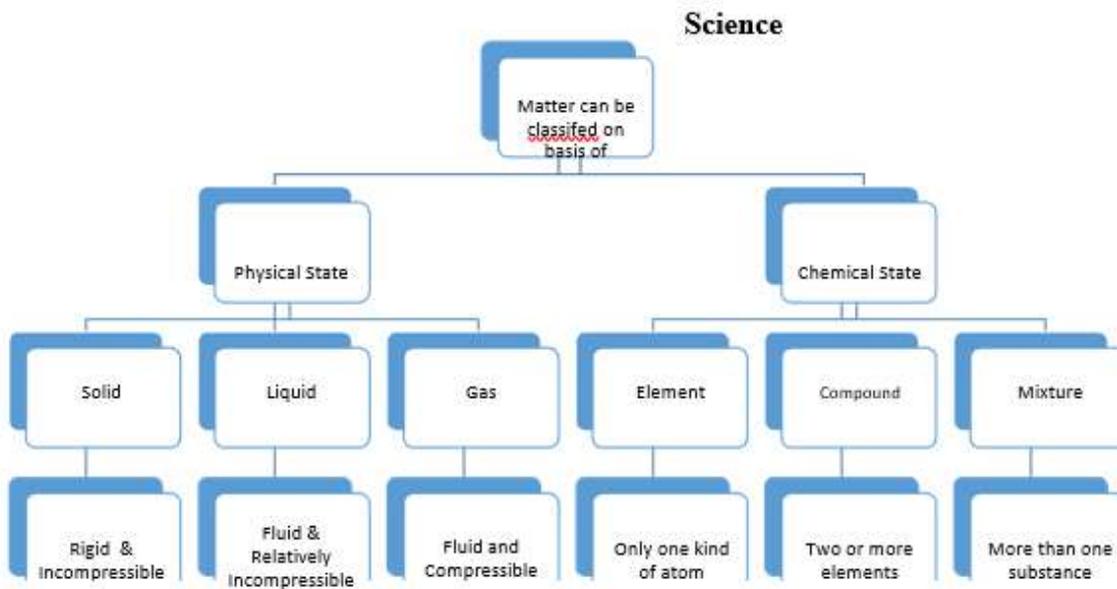
### Supporting Documents

SL No.	Subject	Page No.
01	Documentary evidence in support of the selected responses	<b>1-51</b>
02	Reports of the activities	<b>52-54</b>
03	Reports of the activities with video graphic support	<b>Attached</b>

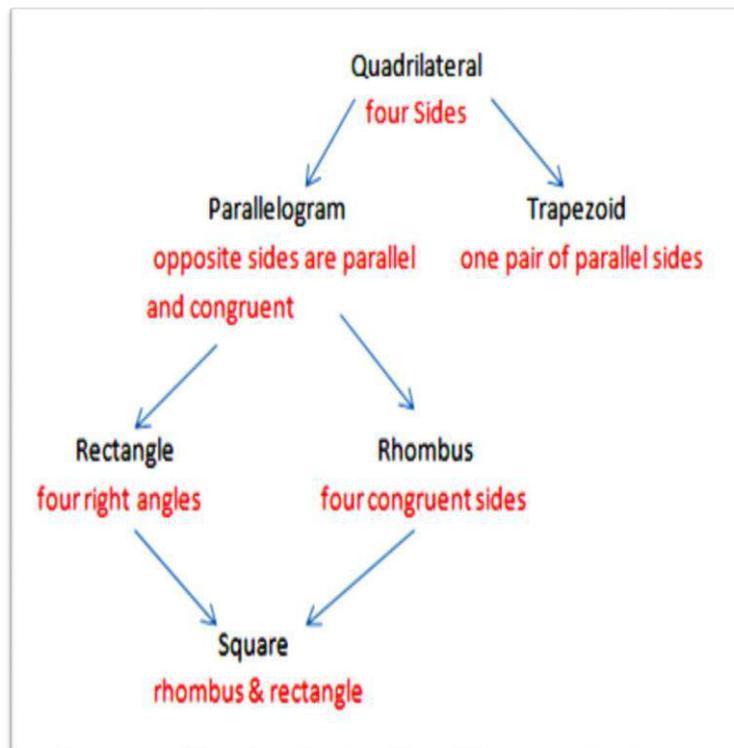
Regional Institute of Education  
(National Council of Educational Research and Training)  
Bhubaneswar -751022, Odisha

## Concept map

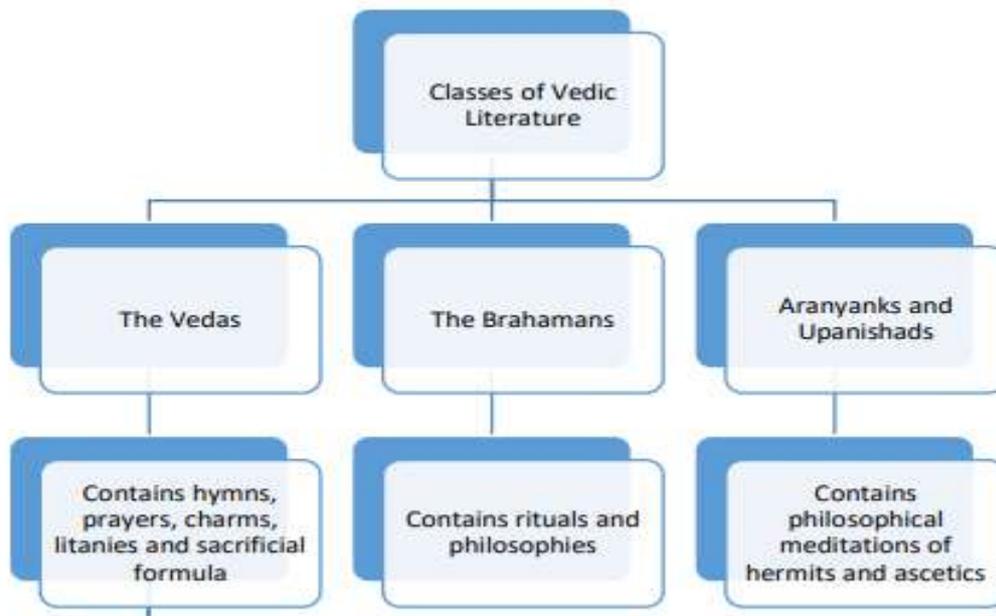
### Exemplars of Topic/Concept Maps on Different Subjects



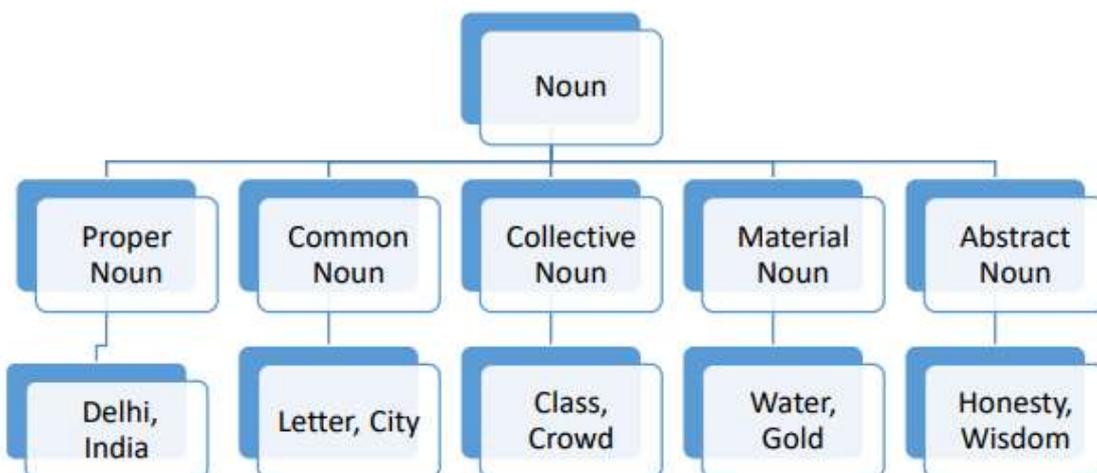
## Mathematics



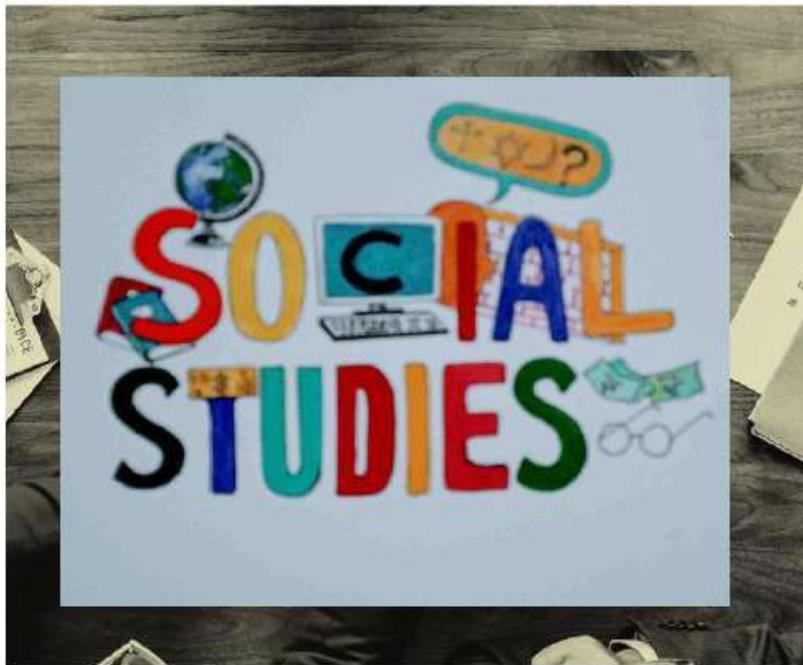
## Social Science



## Language: Grammar

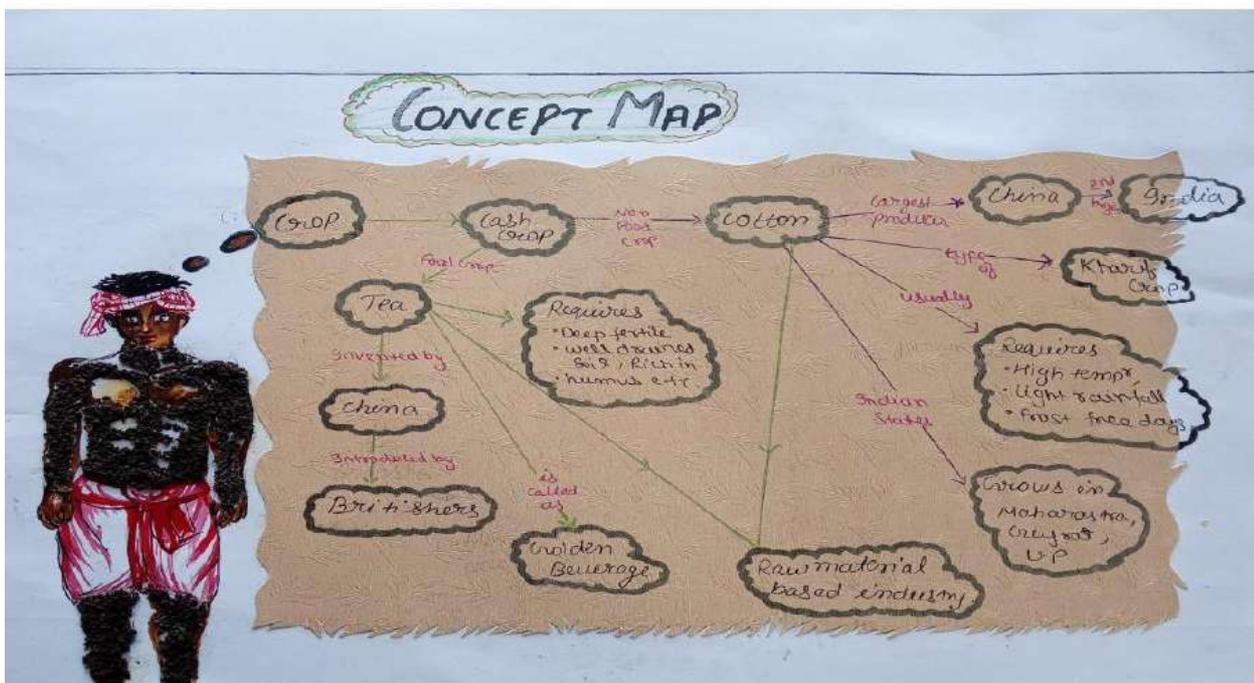


# Art Integrated Lesson Plan



Lesson plan

Subject- social studies  
 Class-X  
 Unit - Agriculture  
 Topic- Tea and cotton



	TEACHER INITIATIVES	STUDENTS LEARNING PROCESS / ACTIVITIES	CONTINUOUS ASSESSMENT
EVALUATE	Teacher uses the embossed map a with Braille and helps the visually challenged learner. (Extend)	Learner explore and extend their concept by filling data chart	Why Cotton requires best land?
	Teacher asks the student to summarize the main points. Teacher provides worksheet to students for practice and evaluates.	Students summarize the points. Students do the worksheet.	
	ASSIGNMENT - On the outline map of India (Hand made) show cotton and tea producing areas. Map size - 15 X 12 cm.		

**LESSON PLAN FORMAT**

**5E**

**WORKSHEET**

\* Match the following with right alternative.

i. The 2nd largest producer of cotton.	a. Black soil
ii. Tea grows well in	b. Beverage crop
iii. Processed in garden.	c. India.
iv. Cotton grows well in	d. Tropical and Subtropical climate
v. Require 6 to 8 months to mature.	e. Tea
vi. Tea.	f. cotton.

Name of the teacher		<i>Prepare a Concept map/Graphical organizer on the lesson/topic</i>  <i>(It may be prepared in additional sheet and appended before the lesson plan)</i>	Subject:
Class			Unit:
Date			Topic:
Time & Period			
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experiences: Learning Resources: Learning Strategies:			
<b>Phases of the lesson</b>	<b>Teacher Initiatives</b>	<b>Student Activities</b>	<b>Continuous assessment/Black board work/use of other resources</b>
ENGAGE			
EXPLORE			
EXPLAIN			
ELABORATE			
EVALUATE			
<b>Homework/Assignment</b>			

## .ICON LESSON PLAN FORMAT

INTERPRETATION  
(Mental mirroring)

( beyond classroom and  
beyond text book)

TQ: Other situations where you have seen water? ( you may come and draw in BB)

- S1: pond
- S2: tubewell
- S3: tap water
- S4: drinking water
- S5: Sea Water
- S6: tears
- S7: Urine
- S8: sweating

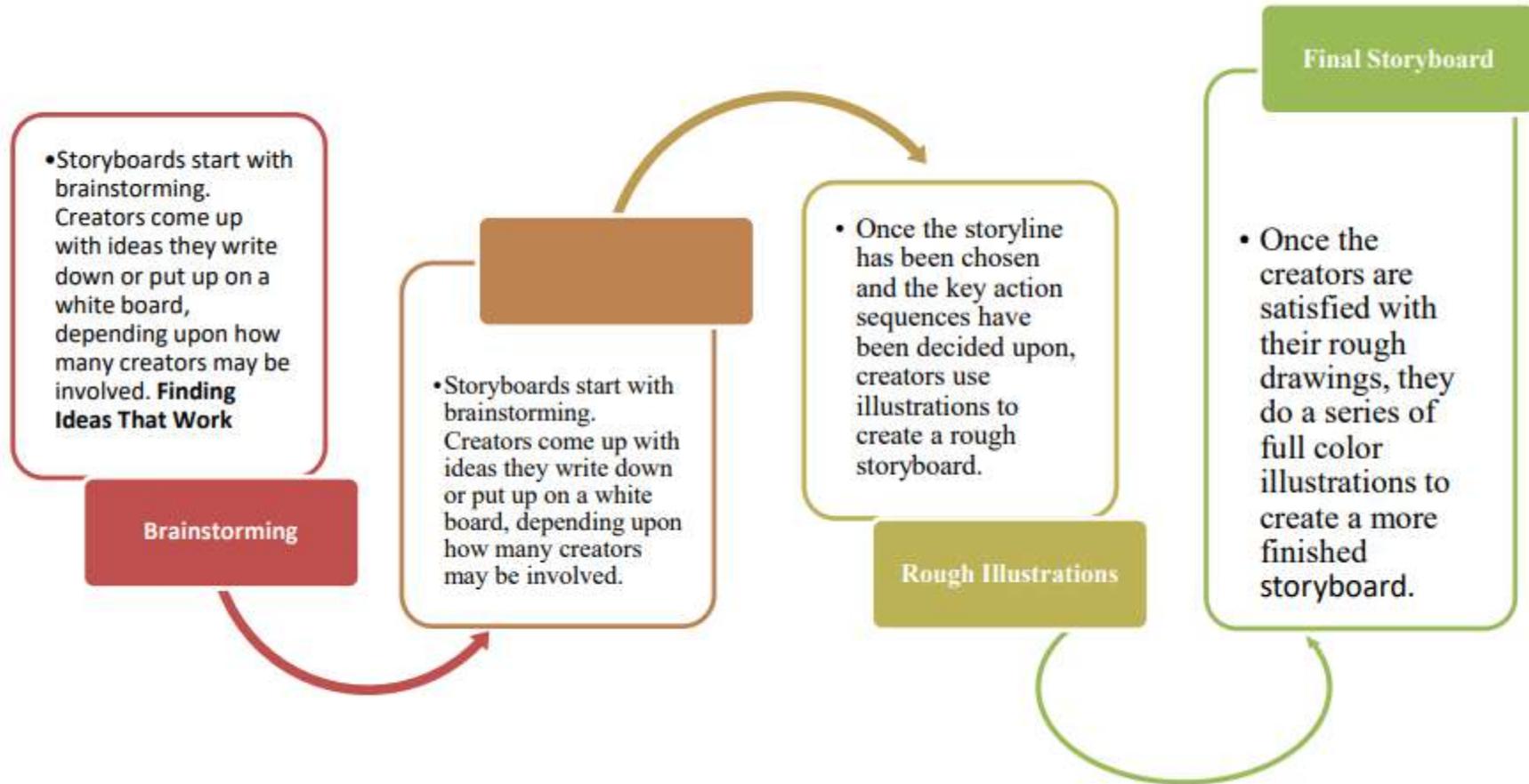
Today students we will study “water cycle”



**TRADITIONAL LESSON PLAN FORMAT**

Name of the Teacher		<i>Prepare a Concept map/Graphical organizer on the lesson/topic</i>  <i>(It may be prepared in additional sheet and appended before the lesson plan)</i>	Subject:
Class			Unit:
Date			Topic:
Time & Period			
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experience: Learning Resources: Learning Strategies:			
<b>Phases of the lesson</b>	<b>Teacher Initiatives</b>	<b>Student Activities</b>	<b>Assessment/Black board work/use of other resources</b>
INTRODUCTION			
PRESENTATION			
SUMMARIZATION			
EVALUATION			
<b>Homework/Assignment</b>			

## ADDIE LESSON PLAN FORMAT



### 5E LESSON PLAN FORMAT ( exemplar)

Date	12/10/2020	<b>Omkar Anwes B.Ed. (Science) – 18</b>	Unit: 6
Class	8		Subject: Physical Science
Time	10:00am-10:45		Chapter: Combustion and Flame
Period	1 <sup>st</sup>		Topic: Combustion and its factors
Explore and Explain	<p>We have done an experiment in class 7<sup>th</sup> where we burn a magnesium ribbon. Can you recall and tell me the result of that experiment.</p> <p>Ok, let's perform another activity similar to it. But this time we will use charcoal instead of magnesium.</p>	<p>S1: The ribbon caught fire instantly and gave off a bright white light and heat.</p> <p>S2: the ribbon completely burnt and left a white and powdery ash.</p> <p>S3: we performed a litmus paper test and found that the ash was magnesium oxide</p>	

Date	9/10/2020	<b>Omkar Anwes B.Ed. (Science) – 18</b>	Unit: 2
Class	9		Subject: Biology
Time	10:00am-10:45am		Chapter: Cell and its Organisation
Period	1 <sup>st</sup>		Topic: Cell Organelles

Extend	<p>Discussion about the role of ER.</p> <p>What might be the use of tubular network of the ER?</p> <p>Recall the composition of cell membrane. Can we say ER helps in synthesis of the cell membrane or plasma membrane?</p> <p><u>Golgi Body:</u> What do you think about the structure of the golgi body and how</p>	<p>The ribosomes on the ER acts as a site of protein synthesis. After the protein synthesis these proteins are transported to cytoplasm or nucleus. SER helps in producing lipids or fat molecules. Cell membrane is mostly made of lipids and proteins. As ER produces lipids and proteins it plays an important role in synthesizing the cell membrane. Students come to know that this process is known as biogenesis. In the animated video it looks like the unprocessed molecules</p>	
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## **2.4.1**

# **2. DEVELOPING TEACHING COMPETENCIES**

**Different activities and weightage of mark Distribution (B.Ed.)**

<b>Components</b>	<b>Minimum Number</b>	<b>Maximum Marks</b>	<b>Internal-by the faculty of the Institute</b>	<b>External by the Mentor Teachers and Head Teachers</b>
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Unit Plan	2 in each subject/pedagogy	20 (10+10)	20	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	20	20	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	20	20	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	20 (10+10)	20	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	All	10 (5+5)	--	10
Reflective Diary	1	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	120	120= (PC-1(60)+ PC-2(60))	
Overall Assessment of Trainee by Head Teacher/Principal		40		40
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for VII Semester		350	300	50

## Story Telling



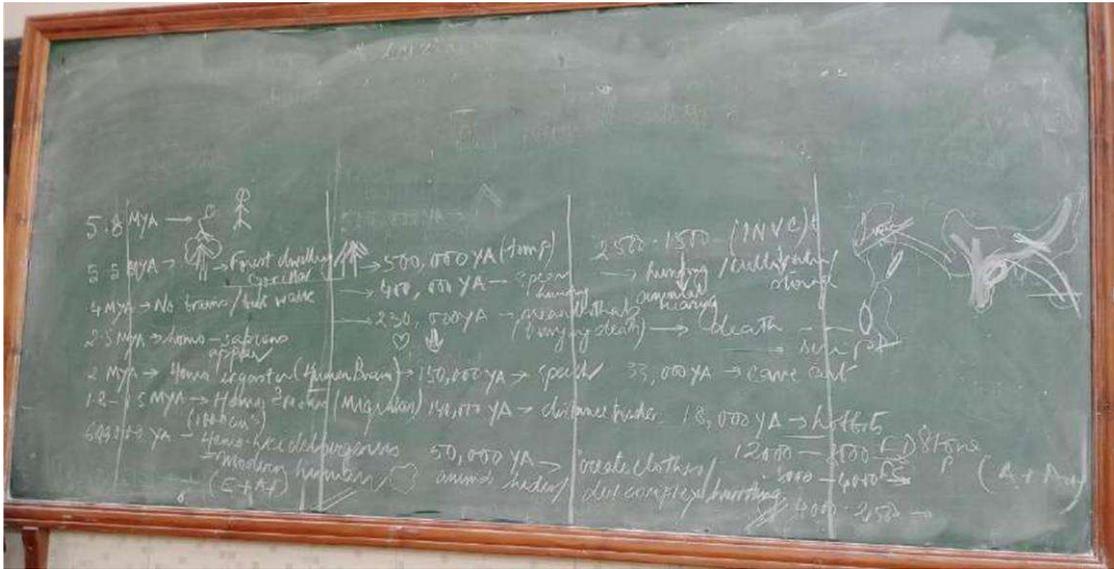
**ROLE PLAY AND VOICE MODULATIONS**



Social science play school

Skill class and exposures

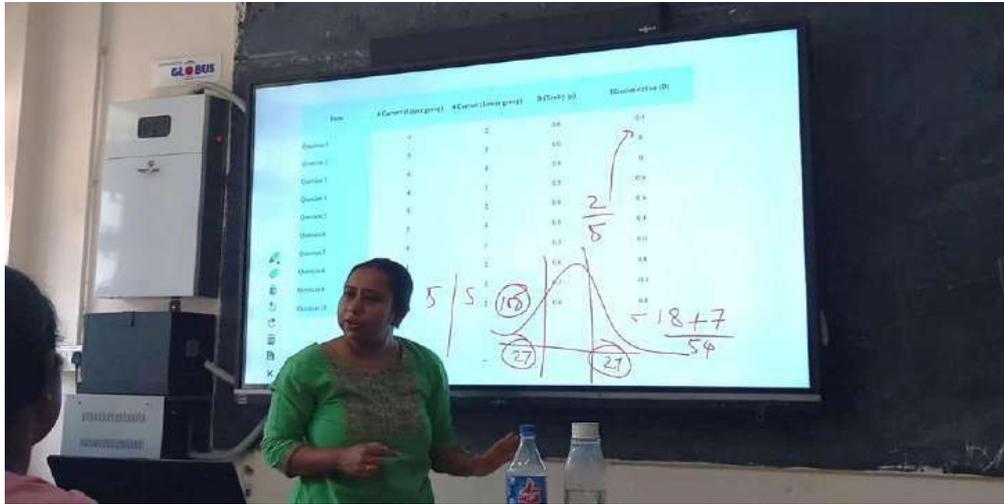




Skill Class and Black Board Writing

Making Resources from waste material





Using of Smart Boards



Using Smart Board and Black Board together

## **2.4.1**

### **3. Assessment of Learning**

## General Teaching Competence Assessment Scale

**Name of Pupil-Teacher:**

Date Class	Subject Topic	Period Time
<b>Components of Teaching Skills</b>		<b>Min.-----Max.</b>
1. The teaching objectives are appropriate, clear, related to subject matter and can be evaluated.		1    2    3    4    5
2. The subject matter is appropriate, sufficient, and in accordance with objectives of the lesson.		1    2    3    4    5
3. The selected subject matter is adequate, logical, and organised psychologically.		1    2    3    4    5
4. The selection of audio-visual aids (TLM) is proper, related to subject, sufficient and suitable for attaining objectives.		1    2    3    4    5
5. Whether the lesson has been introduced effectively by using previous knowledge of student, and it is started effectively.		1    2    3    4    5
6. Suitable method and techniques are used in teaching.		1    2    3    4    5
7. The asked questions are simple, easy, clear, suitable, sufficient in number and full of pupils' participation. It is fluency in questioning.		1    2    3    4    5
8. The knowledge of students has been increased in comprehension, seeking further information and critical awareness by probing questions.		1    2    3    4    5
9. The explanations of concepts and principals have been done by clear, related and meaningful statements and by using proper media or illustrations.		1    2    3    4    5
10. Whether the tactics like change in gesture, change in aural visual order, voice modulation and proper pausing have been used.		1    2    3    4    5
11. Whether the responses of students have been reinforced by praise-words, repeating and rephrasing pupils' words and by using non-verbal reinforcers.		1    2    3    4    5
12. The pace of thought presentation was suitable and tallying the adoptability of students.		1    2    3    4    5
13. The class is organised (seating plan) and disciplined (class-room control).		1    2    3    4    5
14. The blackboard work is clear, suitable, sufficient and systematic.		1    2    3    4    5
15. The model reading/recitation is effective with correct stress, articulation, and intonation, pause and voice modulation. ( <i>Only in languages.</i> )		1    2    3    4    5
16. The lesson is presented innovatively.		
17. Lesson is closed effectively by recapitulating all learning points within time.		1    2    3    4    5
18. Personality of the teachers is appropriate (dressing sense, voice, manners).		

Note (if any) :

Name & Sign of Observer

## Using Portfolios

*RIE (NCERT), BHUBANESWAR*

*E-PORTFOLIO OF ICT PRACTICUM*

**HEADED BY- PROF. RAMAKANTA MOHALIK SIR**

*SUBMITTED BY-*

**SHEJAL**

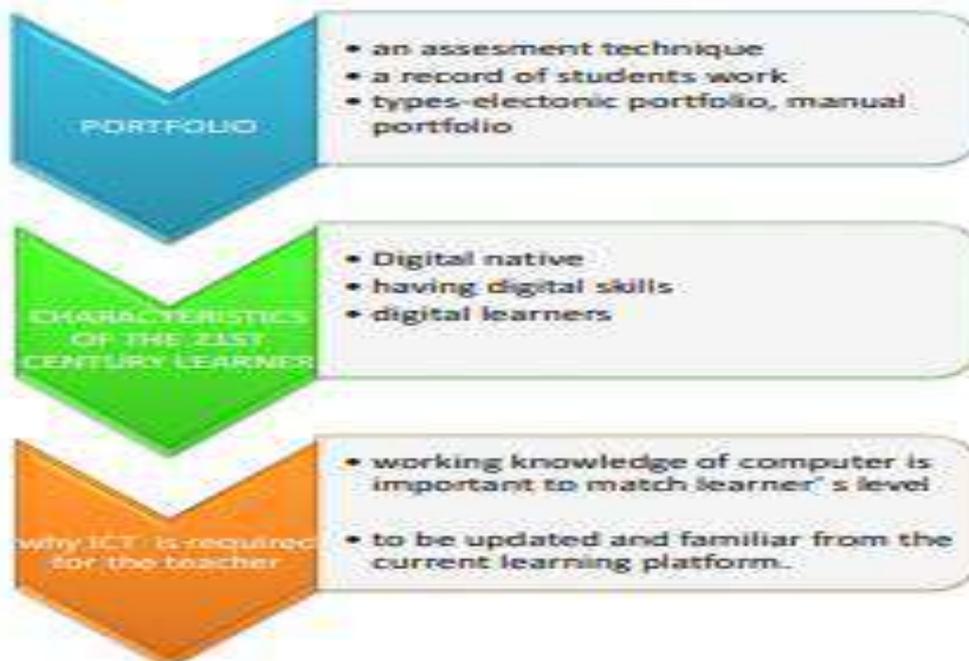
**B.ED (ARTS) ROLL-37**

**SESSION-2019-21**

**DATE: 25/03/21**

*What has been taught?*

*In the classroom, we were taught and discussed various topics which basically include the following points:*





**SUBMITTED BY**

**NAME- CHIRANJEET MAJI**

**ROLL NO - 11(ARTS)**

**CLASS - B.ED(SEM IV)**

**SESSION- 2020- 2022**

**Date- 05/04/2022**

❖ **CLASS DISCUSSION:**

The first ICT class where the teacher briefed us about the expectation of an ICT class, what are the lessons that should be taught in the class.

The teacher briefed us about the syllabus.

He briefed us about the e-portfolio which is to be prepared after every class of ICT Practicum.

In every class some tasks are given which is to be done accordingly.

Sir discussed about e-portfolio that

E-Portfolio can also function as a tool for faculty to monitor and evaluate program effectiveness.

To collectively examine student achievement for program improvement, portfolio can be a useful way to organize, sample, and assess what students gained out of the program. Portfolios enable faculty to not only observe what students know and can do, but also learn how students learn through student reflections.

MOVING BEYOND TEXT BOOK  
MUSEUM AS LEARNING  
RESOURCE IN SOCIAL SCIENCE

A TERM PAPER SUBMITTED TO THE UTKAL  
UNIVERSITY FOR THE DEGREE  
OF M. PHIL IN EDUCATION  
2018-2019

Submitted by:  
**AHINDRA BIKASH BORAL**  
ROLL NO: 15806 U 182001



एन सी ई आर टी  
NCERT

**REGIONAL INSTITUTE OF  
EDUCATION**

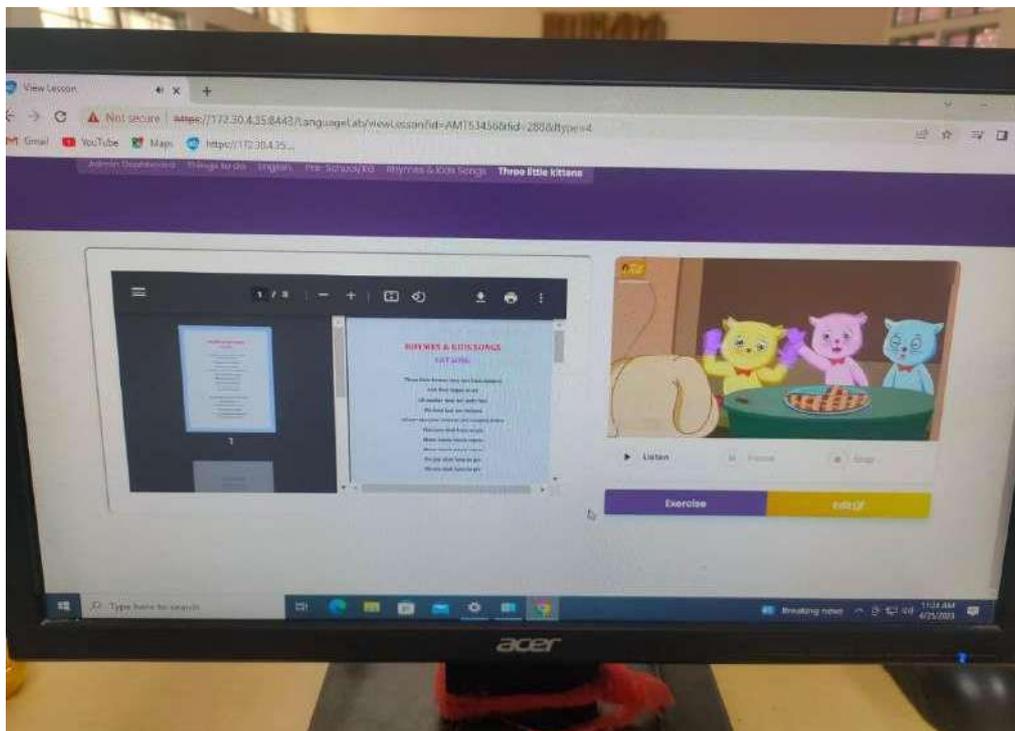


## **2.4.1**

### **4. Technology use and integration**



Technology leaning begins with the EPC classes where ICT its components are taught



Multi-media and animations are taught



Learning to take classes by using smart classes



Taking classes during internship

A webinar on the topic “Win Over Examination Stress” was held on  
28 .10. 2021 at RIE BBSR.

<https://www.youtube.com/live/28AldXrBh5I?feature=share>

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

A Webinar on

# WIN OVER EXAM STRESS

Importance of Teachers, Parents and Peer Support

**Panelists**

- Prof. K.B Rath**  
Former Principal, RIE, Bhubaneswar
- Prof. I.P. Gowramma**  
Head, Department of Education, RIE, Bhubaneswar
- Dr. Dhanya Krishnan**  
Assistant Professor Department of Extension Education, RIE, Bhubaneswar
- Sri Akhileshwar Mishra**  
Headmaster, DM School, Bhubaneswar

**Moderator**  
Mr. Sibaprasad Patel

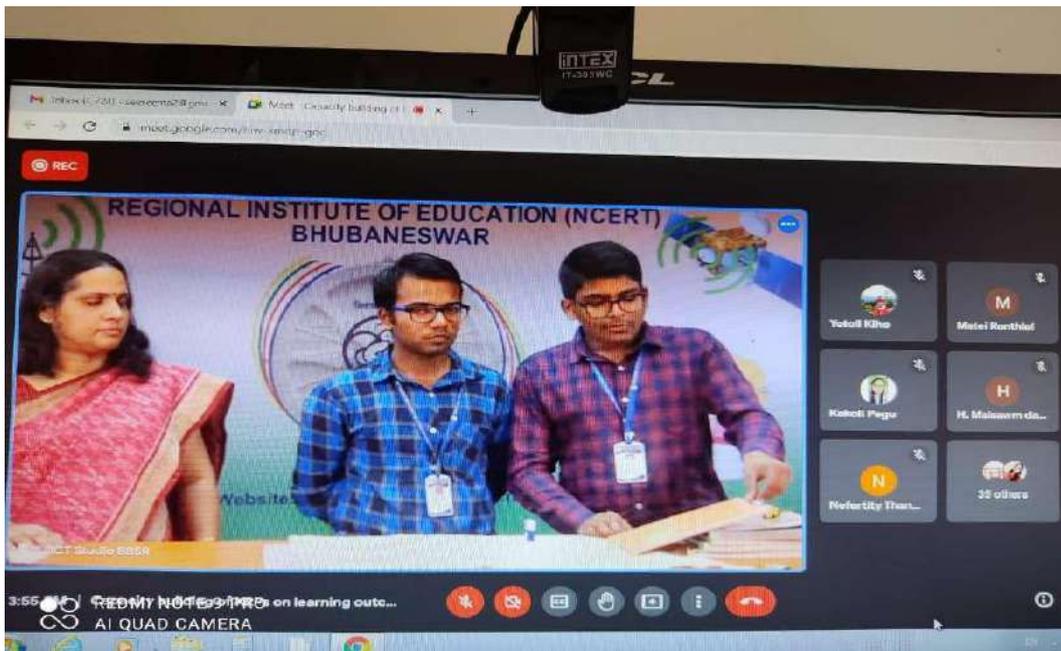
Date: 28th October 2021  
Time: 3.00pm to 4.00pm





## About UNICEF

- UNICEF is the successor of the **International Children's Emergency Fund (ICEF)**, created in 1946 by the [U.N. Relief Rehabilitation Administration](#) to provide immediate relief to children and mothers affected by [World War II](#).
- The same year, the [U.N. General Assembly](#) established the **United Nations International Children's Emergency Fund (UNICEF)** to further institutionalize post-war relief work.
- In 1950, UNICEF's mandate was extended to address the long-term needs of children and women, particularly in developing countries.
- In 1953, the organization became a permanent part of the [United Nations System](#), and its name was subsequently changed to its current form, though it retains the original acronym.



## **2.4.1**

# **5. Organizing Field Visits**

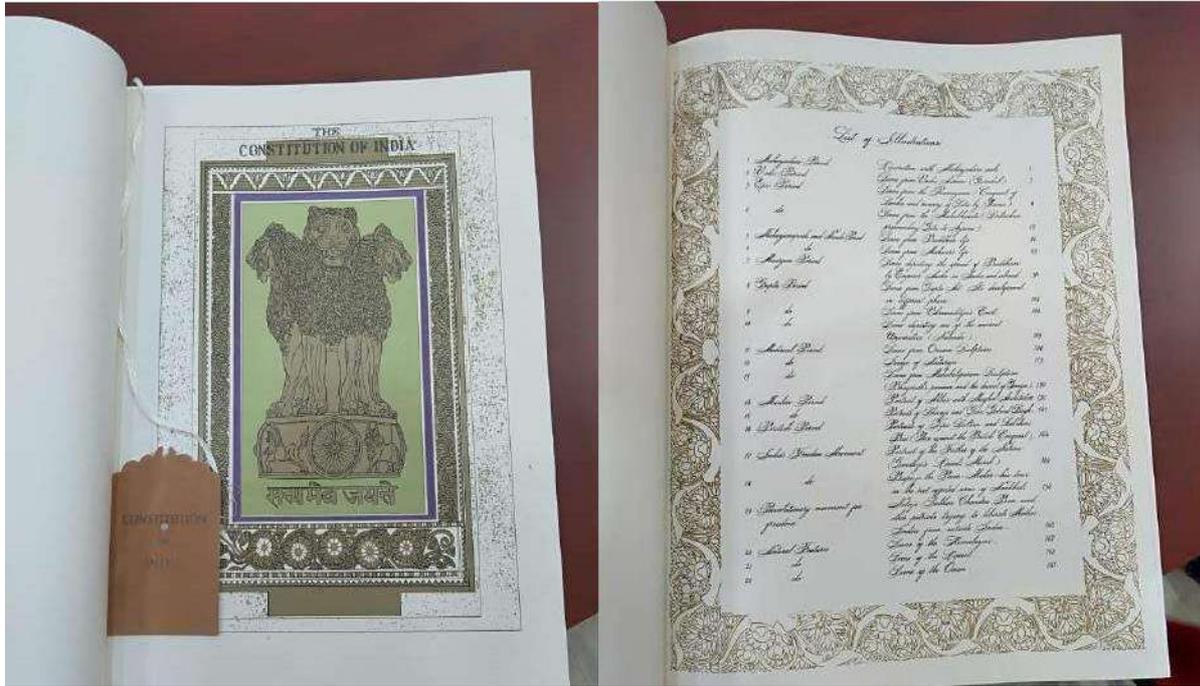
# Visiting of Schools during School exposure

SAI INTERNATIONAL 10.03.2021





# SAINIK SCHOOL 10.03.2021



**UNIT 1 BOYS HIGH SCHOOL 10.03.2021**



**UNIT 1 GIRLS HIGH SCHOOL 10.03.2021**



**CAPITAL HIGH SCHOOL UNIT 2 10.03.2021**



**CAPITAL HIGH SCHOOL UNIT 3 10.03.2021**



## BAKSHI JAGABANDHU ENGLISH MEDIUM



## KENDRIYA VIYALAYA NO 2 10.03.2021



## OPEN LEARNING SYSTEM



**VENKATESHWAR ENGLISH MEDIUM SCHOOL 10.03.2021**





**Visiting of Schools during Multicultural exposure**



## **2.4.1**

# **6. Conducting outreach/out of classroom activities**

## Nature is the best laboratory



Explanation of the medicinal benefits of each of the plants



An aerial view of the herbal garden

# Theme park



## Mathematical Models for developing teaching learning strategy on geometry



**2.4.1**

## **7. COMMUNITY ENGAGEMENT**

**GIRL CHILD EDUCATION - B.Sc. B.Ed. (8th Semester) – (2019-2020)**

**Objective: to encourage parents to let their girl child study and to aware them about various schemes to support girl child education.**



Working with community - B.Sc. B.Ed. (8<sup>th</sup> Semester) – 2021 - 22



**2.4.1**

## **8. Facilitating Inclusive education**



Mangulu ( 2020-2022) During School Exposure:  
He was student of B.Ed who later pursued M.Ed.



Ananad ( 2019- 2023):  
He was student of B.Ed who later pursued  
BABED.  
His birthday being celebrated after class by his  
fellow classmates.

Visit to Inclusive Schools







## **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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