



Skill-Oriented Teaching and Competency Development in Teacher Training: Curriculum Design Insights from SIES Institute of Comprehensive Education

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Abstract:

The evolving landscape of education requires teacher training programs that move beyond theoretical instruction to develop practical teaching skills and professional competencies systematically. This paper examines the skill-oriented and competency-driven curriculum design of the SIES Institute of Comprehensive Education (SIES ICE), highlighting how its structured program components foster classroom readiness among pre-service teachers.

The study focuses on the integration of activity-based learning, creative and arts-integrated pedagogy, multisensory teaching approaches, micro-teaching, case-based analysis, and performance-oriented assessments within the SIES ICE curriculum. Through an activity skill competency mapping framework, the paper analyses how specific institutional practices such as art and craft integration, puppetry and storytelling, creation of teaching aids, experiential learning workshops, presentation-based platforms and reflective micro-teaching, support the development of core teaching competencies, including innovative pedagogy, instructional design, differentiated instruction, professional communication, and reflective practice.

Alumni experiences are incorporated to demonstrate the sustained applicability of these skills in real classroom contexts, emphasizing the long-term impact of skill-oriented teacher preparation. Furthermore, the SIES ICE curriculum is situated within the framework of the National Education Policy (NEP) 2020, reflecting its alignment with competency-based education, experiential learning, holistic development and teacher preparedness.

Keywords: *Teaching Skill, education, Teacher, Teacher Training, SIES Institute.*

Introduction:

Meaning of Skill-Oriented Teaching Skill-oriented teaching emphasizes developing learners practical, real-world abilities alongside conceptual understanding. Instead of focusing solely on memorization, it encourages students to apply knowledge through projects, hands-on tasks, simulations, and arts-integrated learning. Students actively design, create, and reflect on their work, while teachers guide exploration and application. Assessment extends beyond written tests to performance-based methods like presentations, portfolios, demonstrations, and reflective journals, ensuring outcomes are observable, transferable, and relevant. Teacher education worldwide has shifted from traditional knowledge-transmission models to skill-

oriented and competency-based frameworks. Darling-Hammond (2006) notes that effective teacher preparation integrates pedagogical knowledge with practical skills, aligning with Shulman’s (1987) Pedagogical Content Knowledge (PCK). The National Education Policy (NEP) 2020 further promotes skill-based education to prepare students for real-world challenges (Ministry of Education, Government of India, 2025).

(Ministry of Education, Government of India. (2025, October 18). Skill based education of NEP 2020. Government of India, Department of School Education & Literacy. <https://www.education.gov.in/en/skill-based-education-nep-2020>)

Meaning of Competency Development

Competency development in education is the systematic process of preparing learners to integrate knowledge, skills, attitudes, and professional values effectively in real-world contexts. Unlike mere skill acquisition, it emphasizes the adaptive application of multiple competencies. In teacher education, key competencies include lesson planning, instructional delivery, assessment, classroom management, communication, and reflective decision-making. These are developed through experiential methods such as teaching practice, micro-teaching, case-based learning, collaborative projects, and reflective exercises, allowing trainees to translate theory into practical classroom strategies. Assessment focuses on performance-based methods like classroom observations, portfolios, project-based evaluations, presentations, and reflective journals to measure real-world application. Competency-based education (CBE) prioritizes demonstrated mastery over course completion (Mulder, 2014), highlighting reflective practice, situational judgment, and interpersonal skills (Eraut, 2004). In India, NCFTE (2009) and NEP 2020 support competency-based teacher preparation, emphasizing practicum experiences, learner-centered pedagogy, and ICT integration (Korthagen, 2010). (UNESCO. (2018).

(UNESCO ICT Competency Framework for Teachers (Version 3). Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000265721>)

Activity Skill Competency Framework at SIES ICE

Table 1. Activity Skill Competency at SIES ICE

Activity / Program Component	Key Skills Developed	Core Professional Competencies Attained
Art and Craft Integration	<p>Fine motor skills: dexterity, precision, hand–eye coordination.</p> <p>Creativity and aesthetics: design sense, artistic expression.</p> <p>Conceptual teaching: using art as a medium for instruction</p>	Innovative Pedagogy: Ability to integrate cross-curricular learning through art-based strategies to enhance student engagement and conceptual understanding.
Puppetry & Storytelling	<p>Narrative and communication skills: voice modulation, expressive delivery, dramatic presentation.</p> <p>Teaching aids creation: development of low-cost instructional materials</p>	Curriculum Enrichment: Competency in using puppetry, rhymes, and storytelling to foster language development, listening skills, imagination, and classroom interaction.

Teaching Aids Creation	Resourcefulness: designing, selecting, and producing diverse multisensory TLMs. Conceptual clarity: ensuring accuracy and relevance of teaching aids	Instructional Design: Expertise in selecting and effectively using teaching-learning materials to address diverse learning styles (visual, auditory, kinesthetics).
Workshops	Instructional techniques: application of specialised teaching methods. Child development focus: understanding and fostering executive functions	Holistic Education: Ability to plan and implement activities that support physical, cognitive, social, emotional, and executive skill development.
Presentation Skills	Public speaking: confidence, clarity, voice projection, stage presence. Content synthesis: logical organisation of ideas. Event management: planning and execution of academic and co-curricular events	Professional Communication: Competency in presenting ideas clearly to students, parents, and peers, demonstrating leadership, confidence, and professional presence.
Funtoosh	Teamwork and coordination: collaborative planning and execution. Cultural sensitivity: exposure to and appreciation of diverse art forms	Socio-Emotional Development: Ability to use performing and creative arts to promote self-expression, collaboration, inclusivity, and a positive classroom climate.
Food Mela	Life skills integration: linking nutrition, hygiene, and daily life skills with curriculum content. Health awareness: promotion of hygiene and well-being practices	Pragmatic Teaching: Competency in contextualising curriculum concepts through real-life, experiential learning situations.
Case Study	Critical analysis: identification of academic, behavioural, and developmental concerns Data interpretation: use of observations and reports for learner understanding	Differentiated Instruction: Ability to analyse individual learner needs and design evidence-based, personalised instructional and support strategies.
Micro Teaching	Reflective practice: self-evaluation of specific teaching behaviours. Feedback incorporation: immediate adaptation based on peer and mentor inputs	Technical Skill Mastery: Proficiency in core teaching skills, enabling continuous professional improvement and effective classroom delivery.

At SIES ICE, teacher training activities are designed to develop essential skills and professional competencies. Art and Craft, Puppetry, and Storytelling enhance creativity, communication, and curriculum engagement. Teaching Aids Creation and workshops foster resourcefulness, conceptual clarity, and holistic child development. Presentation skills, Funtoosh, and Food Aula build confidence, teamwork, socio-emotional growth, and practical life skills. Case Studies and micro-teaching cultivate reflective practice, critical analysis, and core teaching abilities.

NEP 2020 Connect

The National Education Policy (NEP) 2020 highlights the importance of holistic, experiential, and competency-based education, emphasizing skill development, creativity, critical thinking, and teacher preparedness. The SIES Institute of Comprehensive Education (SIES ICE) embodies these principles through its structured teacher training programs, translating NEP guidelines into practical, hands-on learning experiences. At SIES ICE, experiential and activity-based learning is central to the curriculum. Trainees participate in engaging activities such as Art & Craft, Puppetry, Storytelling, Funtoosh, Food Aula, and specialized workshops. These experiences equip future teachers to create active, student-centered classrooms that foster creativity, critical thinking, and collaborative learning. The institute's approach is explicitly skill-oriented and competency-driven. Each activity is carefully aligned with specific skills like communication, fine motor development, and problem-solving as well as professional competencies, including innovative pedagogy, instructional design, and differentiated instruction. Programs such as Teaching Aids Creation, Micro-Teaching, and Case Studies prepare trainees to design, implement, and reflect on effective learning strategies, directly supporting NEP's focus on competency-based education.

Beyond professional skills, SIES ICE emphasizes holistic development and 21st-century competencies. Socio-emotional learning, teamwork, leadership, and creativity are integrated through music, movement, and storytelling. Life skills and real-world learning are woven into initiatives like Food Aula, enabling trainees to connect curriculum concepts with practical, ethical, and societal contexts, preparing them to be well-rounded, reflective educators.

Alumni Reflections

“During my training at SIES ICE, I learned how to create interactive teaching aids, puppets, and flashcards that make learning fun for young children. The micro-teaching sessions helped me practice lesson planning, storytelling, and questioning techniques. Now, as a pre-school teacher, I use music, movement, and creative arts to engage my students, helping them develop fine motor skills, communication, and early literacy. The reflective practice exercises at SIES ICE also taught me to observe children's needs carefully and adapt my teaching strategies accordingly.”

“The competency-based approach at SIES ICE prepared me to be both a teacher and a mentor. Micro-teaching and case study sessions taught me how to evaluate my own teaching and improve continuously. Through workshops on communication and leadership, I learned to guide parents and fellow teachers. Today, I focus on nurturing holistic development in pre-schoolers promoting problem-solving, teamwork, self-expression, and confidence all grounded in the practical skills I gained during my training.”

Conclusion

The SIES Institute of Comprehensive Education (SIES ICE) effectively demonstrates the impact of skill-oriented and competency-based teacher training. By integrating experiential learning, creative pedagogy, micro-teaching, and performance-based assessments, the institute equips trainees with practical skills, reflective abilities, and professional competencies essential for modern classrooms. Aligned with NEP 2020, the curriculum fosters holistic development, critical thinking, creativity, socio-emotional growth, and 21st-century life skills. Alumni experiences show that these skills translate into meaningful classroom practices, enabling teachers to engage students actively and adaptively. Overall, SIES ICE provides a robust model for preparing confident, innovative, and classroom-ready educators who can bridge theory and practice effectively.

Reference

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Citation: Sheth. R., (2026) “Skill-Oriented Teaching and Competency Development in Teacher Training: Curriculum Design Insights from SIES Institute of Comprehensive Education”, *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-4, Issue-04(1), April-2026.