

How to develop Capacity Building among the Teacher's

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Abstract- *As new learning Skills emerge its necessary for Education System to respond to make sure teacher's have sufficient capacity to develop learning programs that will provide the opportunity for students to develop these new learning skills.*

“A capacity building approach, through formal and informal professional learning experience, to ensure teachers develop competencies and capacity to help improve learning out comes and prepare students for the rapidly changing world of work.

Capacity Building or development is the process by which individuals, groups, organizations institutions, societies and subject resource persons increase their abilities to perform core functions, solve problems, define and achieve objectives, capacity building can be described as a sustainable process of equipping teachers with the knowledge, skills and attitudes to enable them to cope with change and achieve the desired educational out comes.

For the education sector, capacity building can be divided in to individual, group, school and system target groups. Each group is strongly interrelated in this scenario; capacity building can be defined as follows.

Individual: Establishing ways to provide relevant, collaborative and future focused professional learning opportunities for individuals to build on existing knowledge, skills and expertise. Teacher himself learned to develop his skills up to the mark.

Group: Establishing ways to build focused groups or groups focused on specific learning areas and/or special interests.

Institution: Supporting institutions in the formation of policy, organizational structures and a leaning culture.

System: We need to be on building capacity for teachers so they can actively engage students in new learning skills i.e. creativity, agility, critical thinking, leadership communications, problem solving, scientific methods global citizenship, design thinking collaboration, digital literacy, resource centre, self-learning thoughts, preparation for future generation development.

Finding ways to support systematic decision making that is responsive to changes in teaching and learning, and management challenges.

Capacity building emphasizes the need to build on what already exists to leverage and strengthen existing capacities, and to develop and grow new knowledge and skills. As a teacher is faced with new developments that require them to up skill, it is imperative they have access to the most relevant and up to date information. They also need access to opportunities to apply new skills and make changes to their pedagogical practice, and discover ways to capture evidence of success resulting from these changes.

Present Scenario in our State.

Telangana Government take initiative programmes for teacher capacity building approach, through formal and informal professional learning experiences, to ensure teachers develop competencies and capacity to help improve learning outcomes and prepare students for the rapidly changing world work.

- Re designing the pedagogical ideas by the department of education.
- Prepared special hand books for teaching learning process to develop the teaching skills, innovative and creative thinking among the teachers as well as students.
- Developing the teaching skills through the orientation programmes.
- Regular training programme for teacher's to develop their teaching skills up to mark.
- Involvement of teachers in preparations of pedagogical issues through new competencies in the text book writings.
- In service training for teacher to develop their different types of skills.
- Providing books and funds for to development the libraries.
- Establishing of subject wise teacher's clubs.

LAPS

- Teaching Skillsment for only teaching but not for competency developments in the children's.
- Training and enrich of the subject knowledge is limited for four walls
- Training programmes are not to reach the goals its only for discussing of personal issues and professional issues.
- Most of teacher are not opened the new design pegogical hand books it's limit for dusks and libraries.
- Lacks of administration academic supervision in the District.
- Most of teacher's follows informal way and old methods – traditional methods.
- Lacks of feed back to the teachers.
- Leisure time in the school, teachers spend for their individual works and other issues.
- Lacks of competency based teaching, some of the teacher's are not interest to develop their teaching skills.
- Teacher's teaches for marks and ranks not for the student all round development.
- Not maintenance proper all round library and also inter action of resource persons.
- There is no parameter's for teaching learning process.
- Lake of Questioning power by the students only one way teaching proper.
- Lake of activity band teaching.

Professional Learning as a Pathway for Capacity Building

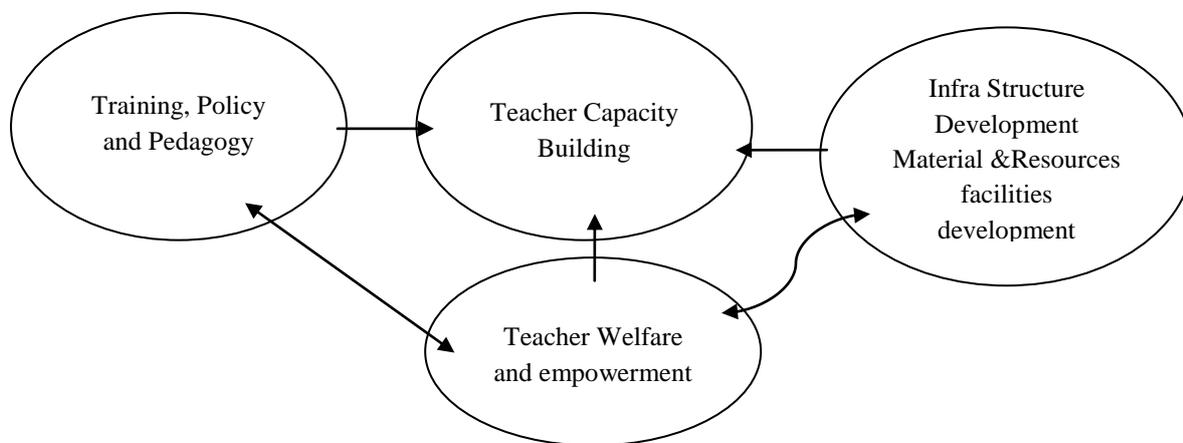
Professional learning as a path way for capacity building for teacher. It is the full range of activities, formal and informal, that engage teachers in new learning about their professional practice and professional learning. It as changes in the thinking, knowledge, skills and approaches to instructions that form participating teaches repertoire.

Professional learning involves changes in professionally relevant thinking, knowledge skills, and habits of mind changes in practice itself.

Professional learning happens through formal and informal learning experiences. It could take the form of attendance at a conference (or) work shop, or occur during collaboration with a colleague to plan a unit of work or discuss a student’s project. It might happen through a casual conversation or exchange of informed about teaching strategies, or through individual professional reading.

The ultimate aim for professional learning is to improve students’ learning outcomes. For young people to acquire the learning skills. They will need to be successful in the future world of work, they require teacher with the compliancy to effectively teach their skills (NSW Govt. 2013, Schleicher).

Education System



Contextualized model of Teacher capacity building Good Teaching requires self-knowledge, unfortunately, while teachers often ask questions regarding what to teach and how to teach it, they hardly ever shrine towards self-knowledge. Ultimately, understanding the teaching self involves becoming aware or developing critical consciousness in the sense advocated by “Freire” which should, in turn, result in improvements in teaching and learning for both the teacher and teacher and his or her students respectively.

Modern Technology is the Source of Capacity Building

A capacity building approach, through formal and non-formal professional learning experiences, to ensure teaches develops competencies and capacity to help improve learning outcomes and prepare students for the rapidly changing world of work.

In modern days, there is so many ways for acquiring the source for capacity building. A teacher is always a learner. He should to learn up to mark. If the teacher interesting to learn on the good teaching, he or she is always learner students out comes is defend upon the teach resource.

Professional Development of Teachers

A Teacher requires several personal traits as well as professional competencies to do his job successfully.

Competencies

The Teacher should be competent enough to deal with his subject that he teaches. He should keep learning the subject on his own. He should have the capacity to plan instructional sessions, to prepare instructional material, to conduct group and individualized instruction and to asse students progress. He should have competency to gather and analyse the data relating to student behavior.

Professional Skills

A Teacher should have skills for planning and preparation of instruction, class room management and teaching techniques, guiding pupils, evaluating pupils progress, keeping contact with parents and dealing with them. He should have knowledge of methods of media of communication of pupils and their charecteristics, skill pertaining to classroom management behavior, and skills in organizing cocurricular activities.

How?

- a) **Self –Learning:** “A Teacher can never really teach unless the learns himself. A lamp can never light another unless it burns its own flame” (R.N.Tagore) A teacher should keep learning always.
- b) **In – Service program and refresher courses:** A teacher requires to refresh and update his knowledge by attending such courses.
- c) **Seminars, Symposiums and Workshops:** A Teacher needs to participate in the above activities with significant contribution in terms of contributing papers, delivering talks and organizing and chairing the sessions.
- d) **Innovation and experimentation:** A Teacher needs to innovate and experiment upon new methods, techniques and practices.
- e) **Writing Books, Articles and Research Papers:** A Teacher should contribute originally in this endeavor for his professional growth.
- f) **Fieldtrip, Outing and Exchange program:** Professional Growth occurs through gaining personal experience, contact and communication and knowledge gathered through the above means.

Conclusion

The Main thrust of the discussion in this paper is that there is a dire need for building teacher capacity in India. In order to improve teacher performance and, implicitly, improve student learning and overall academic success. While teachers must shrine towards excellence,

providing them the tools to succeed is an essential component of their growth and development as professionals. Policy makers should be spurred into devising important strategies that will respond to the challenges within the Educational system. One of the most important being teacher capacity building. The policy makers should strongly implement the feedback system. Students give the teachers teaching capacity that leads the self-knowledge of the teacher.

I have proposed a three pronged intervention strategy for helping teachers to improve their skills, knowledge- base and competencies. This involves simultaneously providing the appropriate training inservice), the provision of the necessary resources, materials and infrastructure that will foster sustainable teacher commitment to effective teaching and learning as well as ensure the successful implementation of the nation's educational policies at the macro level of the system.

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