

The Process of Capacity Building of Teachers in the Context of Social Change

Al Kafil Choudhury GM

Assistant Professor, Department of English, Thong Nokbe College, Karbi Anglong, Assam-782441, India

***Corresponding Author:**

Al Kafil Choudhury GM

Email: calkafil@yahoo.com

Abstract: The teaching force of an institution is the most vital asset to meet the purpose of disseminating education. For that, the teacher should have the scope to learn endlessly to build his/her professional capacity. Generally, the term ‘capacity building’ refers to enhance or reshape the existing skill/knowledge etc. Here, it implies the enhancement and development of professional knowledge/skills. It is a fact that although infrastructure, teaching-learning materials, textbooks etc. are important factors, satisfactory results can not be achieved if the teachers did not know the proper use of all these. This clearly reveals the importance of teachers as well as the process of their capacity building in the teaching-learning process. Again, even more number of teachers would not yield good results if they are not having the knowledge of modern, up-to-date teaching methods. Therefore, the authority concerned should make provisions to prepare teachers with sufficient professional requirements through training, workshop, seminar, orientation, refresher programmes etc. This paper is an attempt to discuss what capacity building is, its requirements, importance of professional development, organizations/institutions involved in this effort, present status of teachers’ capacity building etc. It would try to focus on the process of capacity building in the present context of social change since the system of education has been keenly related with social change. It would also put recommendations regarding capacity building of teachers.

Keywords: Capacity Building, Process, Social Change, Organizations, Recommendations.

INTRODUCTION

“Live as if you were to die tomorrow. Learn as if you were to live forever.” says Mahatma Gandhi. Again, Nelson Mandela says, “Education is the most powerful weapon which you can use to change the world.” The above quotes from great personalities as well as our own perception regarding education clearly indicate its immense importance for the mankind which needs no explanation furthermore.

In the process of imparting education, the teacher plays the most vital role. The teaching force of an institution is the most vital asset to meet the purpose of disseminating education. It is a fact that although infrastructure, teaching learning materials, textbooks etc. are important factors, satisfactory results can not be achieved if the teachers did not know the proper use of all these. This clearly reveals the importance of teachers as well as the process of their capacity building in the teaching-learning process. Again, even more number of teachers would not yield good results if they are not having the knowledge of modern, up-to-date teaching methods. In view of the above it is necessary to understand the contextual meaning of the term ‘capacity building’, how it can be realized etc. Moreover, the teachers’ responsibility also changes with the changes in the society and hence capacity building of teachers

requires changes and modifications in its process to keep pace with time. Let us discuss the process of capacity building of teachers in the present context of social change.

OBJECTIVES

1. To introduce the importance of education.
2. To present the role of teacher in the field of education.
3. To analyze the need for capacity building of teachers in the present context of social change.
4. To discuss the ways or methods for enhancement of teachers’ professional capacity.
5. To forward suggestions regarding the above.

METHODOLOGY

Information and data have been collected from both secondary and primary sources. The secondary source includes books, journals and internet. The primary source includes mainly field reports.

CAPACITY BUILDING

Generally, the term ‘capacity building’ refers to enhance or reshape the existing skill/knowledge etc. Capacity is “the ability to understand or do something” and building is “an increase in the amount of something over a period of time” [1]. Here, it implies the

enhancement and development of professional knowledge/skills. Since the role of a teacher is the most important in the process of imparting education he/she should be well equipped with all the techniques/methods of teaching for a satisfactory outcome. However, necessary infrastructure etc. must be available in the institution concerned. Goertz, Floden, and O'Day [2] describe the process of capacity building for individuals and organizations in the context of school reform: "Our framework for thinking about the nature of teacher and organizational capacity in the context of educational reform is organized around three central themes. First, we argue that teacher capacity and the capacity of other participants in the educational system is multidimensional, encompassing knowledge, skills, dispositions and views of self. In addition, these dimensions are interdependent and interactive. Second, individual capacity interacts and is interdependent with organizational capacity. Teacher capacity, for example, is developed through both individual activities and through interaction with communities of practice and with others in their school. School, or organizational capacity, is also multidimensional, and reflects vision and leadership, collective commitment and cultural norms to realize the vision, knowledge or access to knowledge, organizational structures and management conducive to learning and improvement, and resources (human, material and temporal). Third, organizational capacity, like individual capacity, can be galvanized and nurtured through infusion of ideas and perspectives from outside its ranks."

Matthew B.W. Gimba [3] puts, "Capacity building includes all individuals in the educational community, regardless of the role they play. The knowledge, skills, dispositions, feelings, and perspectives of all individuals can impact the teaching and learning process. Increasing capacity demands attention to a variety of student needs and an increasingly holistic approach to education. Humans, no matter what age or role they play, are complex beings with complex learning and behavior patterns. This complexity naturally drives their capacity to do their jobs and carry out their responsibilities--whether those responsibilities encompass going to school, teaching school, or guiding those who teach school."

Individual capacity is influenced by organizational capacity. All school staff should remember and capitalize on the understanding that students, parents, community members, business leaders, and in fact, the world community can and should be members of communities of practice when appropriate.

Organizations, like individuals, should be open to new people and new ideas. Such exposure and interaction incrementally increases capacity. In effect,

any mechanism that brings new information into the organization expands the capacity of the organization as well as the capacity of the individuals who work in and are impacted by that organization. Forming partnerships with professional organizations, universities and colleges, local businesses, and museums can provide new ideas and support for the change that a standards-based curriculum calls for in both teaching and community involvement."

SOCIAL CHANGE AND THE PROCESS OF TEACHERS' CAPACITY BUILDING

Educational sphere is also subject to social changes. With the changes in society in various fields due to improvement of science and technology incredible changes are visible in the educational arena. Such changes definitely require additions, modifications and even deletion in the techniques of teaching. For instance, the Reward and Punishment as a technique of teaching had to be modified and corporal punishment has been considered unnecessary and harmful. Again, the mass application of computer and Information Technology in every sphere of society makes it mandatory to be applied for teaching purpose too. Hence, a revolutionary change in method/technique of teaching has been witnessed in the recent times with the introduction of Information and Communication Technology (ICT). As a consequence, teachers' capacity building has been under consideration of review and revitalization to make them cope up with the changing situation. In other words, the process of capacity building should cover practical, need based and up-to-date outlook.

OBJECTIVES OF THE PROCESS OF CAPACITY BUILDING (PCB)

While undertaking PCB of teachers the purpose should first be determined. For being an effective teacher, apart from all other qualities, one should have the most important criteria- Observer, Researcher and Innovator (ORI). For effective teaching a teacher should have the knowledge of up-to-date method/technique etc. which must be focused in the PCB. Again, even after having the requisites of teaching, a teacher may fail in his purpose due to lack of the above mentioned criteria – ORI. Here, it may be useful to share this researcher's own experience in this regard (a practical example). A secondary student who failed in class IX was observed carefully by a teacher who challenged that the student's merit could not be recognized by the teachers and it is due to their lack of ORI. The same student was taken up by the teacher and later on he passed the HSLC exam with letter marks in Mathematics and Science who is pursuing HS in science stream and he is reported to be improving gradually in his course. Therefore, PCB of teachers should include the above mentioned purpose.

HOW TO REALIZE THE PROCESS OF CAPACITY BUILDING (PCB)

There are Govt. and non-Govt. agencies/ organizations, universities and institutions running different programmes such as Training, Orientation/ Refresher course, Seminar, Workshop, Conference, Short Term Course etc. Some such bodies involved for the purpose are- (i) Govt. Departments, (ii) Non-Govt. Organizations, (iii) University Departments, (iv) Schools, colleges and other educational institutions, (v) Educational organizations, (vi) Teachers' Associations etc. Teachers should participate in such programmes to enhance their professional capacity and make them equipped with the latest methods/techniques of teaching.

CONCLUSION & RECOMMENDATIONS

It is universally accepted that there is immense need of capacity building of teachers irrespective of stages- primary, secondary or higher. In this regard, following recommendations may be forwarded:

1. The authority concerned should make provision for teachers' participation in PCB.

2. Participation of teachers must be made compulsory.
3. Teachers' organizations, NGOs, intellectuals etc. may take initiative to make the authority concerned understand the need for PCB of teachers.
4. All concerned should take initiative to arrange such programmes.
5. The Govt. department concerned should allocate sufficient fund for the purpose.

REFERENCES

1. Hornby AS; Oxford Advanced Learner's Dictionary of Current English (5th Edition), J. Crowther (Ed.), Oxford University Press, 1995.
2. Goertz ME, Floden RE, O'Day J; Studies of education reform: Systemic reform, 1996, [Online] Available: <http://www.ed.gov/pubs/SER/SysReform/>
3. Matthew BW; Gimba, Teacher Capacity Building and Classroom Assessment for Sustainable Student Learning, *Journal of Educational and Social Research*, 2012; 2(4).