



CAPACITY BUILDING OF TRIBAL TEACHERS

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Abstract

Teachers competency is very much related to their effectiveness. Their competency, expectations and methods of teaching influence students academic achievements. Tribal teachers scoreless in all those dimensions and this is responsible for student's low academic performance to a large extent in tribal areas. In order to improve tribal teacher's competence well-thought teachers training programmes are to be implemented. This will help them for better academic preparation, higher expectation level and use of effective teaching strategies. While recruiting teachers preference should be given to local educated youths. Knowledge of tribal dialect should be considered as an asset for interacting with students and for this teachers should be given incentives.

Key Words:- Capacity building, Tribal teachers.



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Teachers play an important role for implementing educational programmes at various levels. Although their main role is teaching and guiding pupils, they have to promote research, experimentation and innovation. They are to play an important role in extension activities. Regarding the role of teachers the document "Challenge of Education: A Policy Perspective (1985) states that "Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers as much through their personal example as through teaching learning processes". The National Policy on Education (1986) states that "the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions which will help, motivate and inspire teachers on constructive and creative lines. Teachers should have freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community".

Sustained success in meeting our national objectives and international standards depend not only on our physical, natural, financial resources but human resources as well.

Knowledge has become the undisputable sources of power now a days. Intellectual capital has become the most precious national resources. It is the primary ingredient of what we make, do, buy and sell. As a result, storing it, selling it, sharing it has become the most important economic task of individuals, business and nations (Thomas Stewart). The learners form the immeasurable source of intellectual Capital. Therefore, treated as more decisive and crucial field for investment for their potential development to the maximum. It calls for the high risk job of teachers and the most crucial interplay of the responsibilities of the teachers who are ultimately accounted for producing noble citizens for the present and future human generations. The world is experiencing a tremendous pace of change in every dimension. To keep pace with the changing time, human beings need to be oriented appropriately so the onus of transforming and transcending human beings falls largely on the teachers at all levels. So it is essential that the teacher's capacity to deal with this task of building learners depend on continuous up gradation and augmentation of teaching learning process.

Capacity Building

Capacity development is the process by which individuals, groups, organizations, institutions and societies develop abilities (individually or collectively) to perform function, solve problems and set and achieve objectives (Ballantyne et. all) Capacity building is not focusing on the people working in one particular organization but intends to the development of capacities of different people working in the same organization who share a same concern. One of the important parts of capacity building is to share and pass on skills and knowledge. It concentrates on the improvement of performance and capacities to adapt changes. McClure (1993) there is an educational disconnect between the rapidly developing communications technologies and information resources available to the public and the public's ability to use these resources.

Capacity building refer to assistance which is provided to entities which have a need to develop a certain skill or competence. It upgrades the performance ability of the worker. Capacity building is dependent on the environment and facilities enjoyed by the participants. It is used to transform the community to a high rank and file. Now-a-days capacity's building is seriously considered in public and private sector to enhance production and maintain sustainable development. The term capacity building is defined differently considering different dimension of the issues.

UNDP defined "Capacity building as the creation of an enabling environment with appropriate policy and legal frameworks, institutional development, including community participation, human resource development and strengthening of managerial systems. Adding

that UNDP recognizes that capacity building is a long term, continuing process, in which all stakeholders participate".

Strategies for Capacity building

The National Policy on Education (1986) and POA (1992) emphasized highly on teacher training and competence building, Vision 2020 has highlighted on different aspects of teachers capacity building.

- Teacher Education must be linked with manpower planning and requirements.
- Teacher recruitment may be made on a set of criteria such as career, attitude, aptitude and competence.
- The quality of pre -service-training programmes may be substantially improved.
- There is a need to link promotion to performance.
- The emphasis should be given to in-service training in Science, Math, Computer education and I.T.
- Research on innovative practices and experiments for school education and teachers should be encouraged.

Capacity to use Modern Technology:- Every teachers needs to be trained to use the latest technologies for teaching and learning process.

Value based Leadership:- Teachers must be well equipped and trained to have emotional control to guide the students for proper value adherence and refinement of their personality and image.

Interdisciplinary Activities:- Teachers need to be trained to integrate knowledge and skills in various related domain of their concerned subjects and to forge collaboration with the department of Agriculture, industry, health care, food processing, art and aesthetic education, physical education and other cultural spheres.

Poverty Alleviation & Economic Growth:- Teachers need to make the pupils conscious of the socio-economic condition of the locality and nation and the fact that GDP is growing at more than 8% per annum and should think and contribute to ameliorate the poverty conditions of the society by innovative means.

Community Development:- Teachers require to be conscious of planning, development of their institutions on the basis of locally available resources - money and materials. They must be trained to fully utilize the energy, water, health care, habitat and also need to be made well set to manage the institutions and their relation with public at the time of disaster and calamities.

'How to know', 'how to do', 'how to live together' and 'how to be':- Teachers need to be trained on the basic premises of the Delor Commission's work and perspectives.

How to stimulate students for high achievement motivation:- Teachers need to be trained to bring about changes in the content, methodology and evaluation aspects in the light of suggestions given by NCF - 2005.

How to face challenges in New Millennium:- Teachers should be trained to guide the growth of students to convert adversities into opportunities and meet the challenges of present and future.

Capacity building of tribal teachers:-

Tribals constitute a major bulk of our population. They are economically backward. Their illiteracy rate is also very high. They are disadvantaged from many angles. It has been felt by one and all that for their betterment literacy level among them is to be increased. Teachers play a vital role in spreading literacy and educating our children. Research studies indicate that tribal teachers lag behind in competence and expectancy as compared to their non-tribal counterparts. Competency includes personal and professional characteristics, academic backward, pupil-teacher relations, classroom management etc. Expectations include, expectations from schools, self and colleagues, parents and students. There is also a significant difference in the methods of teachings adopted by tribal and non-tribal teachers. Tribal teachers adopt less of meaning orientation and deep approach. They use surface level approach and are more syllabus bound.

Teachers competency is very much related to their effectiveness. Their competency, expectations and methods of teaching influence students academic achievements. Tribal teachers scoreless in all those dimensions and this is responsible for student's low academic performance to a large extent in tribal areas.

In order to improve tribal teacher's competence well-thought teachers training programmes are to be implemented. This will help them for better academic preparation, higher expectation level and use of effective teaching strategies while recruiting teachers. Preference should be given to local educated youths. Knowledge of tribal dialect should be considered as an asset for interacting with students and for this teachers should be given incentives.

Training programmes for teachers should hold demonstrations and workshops to make them aware of the improved methods of teaching. Tribal teachers serving in tribal areas should be encouraged and motivated for enrolment drive. Teachers engaged in this mission in admission and retention of students in the class should be recognized with adoration and

incentives. Refresher courses for teachers should be held every now and then. Performance appraisal and assessment should form an integral part of refresher courses. The feedbacks will help them not only to redefine their capacity but also will enhance their intrinsic motivation to excel in their assignments.

Capacity building programme is a continuous process for sustainable learning which strives for strengthening knowledge and skill about resources. It concentrates on the improvement of performance and capabilities to adopt changes. For capacity building of teachers it is necessary to -

- Organise specially designed orientation programmes in teaching, methodology, educational psychology etc. for all newly appointed teachers.
- Organise orientation, refresher courses for serving teachers.
- Encourage teachers to participate in seminars, symposia etc.
- Provide built-in mechanism to provide opportunities for teachers within the framework of knowledge society.
- Professional association of teachers should develop awareness of teachers towards their professional growth and development.
- ICT can help teachers to build their capacity. UNESCO highlighted ICT portal for teachers which provides a gateway to internet resources and web-sites for the teachers to enhance their teaching.
- The capacity of accumulation of knowledge, the capacity of enquiry, the capacity of creativity and the capacity to use technology, the capacity to use moral leadership are required to be cultivated among teachers through different programmes.
- Encouragement to information literacy as a process of empowerment can be achieved through enquiry based learning and critical thinking.

Conclusion

The Twenty-first century would like to see teachers who are very resourceful and enterprising; teachers who can take decisions on their own and teachers who can go through a metamorphosis of maturity. For this to be a reality, the head of the institution should do his best to equip teachers with the tools which they need to prepare them for future leadership roles.

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