Effectiveness of Capacity-Building Programmes Among Teacher Educators

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Abstract

The primary goal of this article is to determine gain from capacity-building initiatives. There is relatively little study in this field, limiting the ability to develop evidence-based policies and interventions to maximize the impact of capacity-building activities. By bridging this gap, this study investigated the effectiveness of capacity-building programs on 40 teacher educators in the College of Education. This study used qualitative semi-structured interviews with teachers at the selected institution' to gather valuable insights on education and capacity building, including their experiences, inquiries, and needs. This study showed significant positive effects of capacity-building programs on teacher educators' pedagogical, knowledge, technological advancements, and skills. These programs are essential in improving the quality of instruction provided to teacher educators. The study aims to establish the connection between capacity development and teacher effectiveness, giving valuable insights to educational stakeholders, policymakers, and practitioners. Ultimately, this study aims to contribute to the conversation on enhancing educational practices and outcomes.

Keywords: Teacher Capacity-Building, Capacity-Building Programmes, Teacher Educators

1.1 INTRODUCTION

Capacity building allows individuals to plan, manage, budget, and analyze professional activities, leading to effective performance that influences organizations, functional areas, groups, and institutions. Teacher Educators must be grounded in Indian values, languages, knowledge ethos, and traditions while also staying up to date on educational and pedagogical advancements. Well-trained instructors develop a broader range of practical concepts, abilities, and teaching and evaluation procedures. The presence of exceptional and enthusiastic teacher educators who promote excellence and creativity is the key determinant of quality. The goal is to have the best, most motivated, enthusiastic, and skilled faculty in Higher Education Institutions to advance students, institutions, and professions. Initiatives to enhance teacher educators' capacity in the education sector are designed to improve the quality of education. Capacity-building involves developing the knowledge, abilities, competencies, and behavior of individuals, as well as improving the organizational framework and procedures to efficiently accomplish goals. (Brix 2018).

1.2 STATEMENT OF THE PROBLEM

Research suggests that higher teacher efficacy is associated with improved student achievement globally. Enhancing educators' skills is often proposed as a potential way to boost students' academic

performance. Governments and educational institutions participate in teacher training programs to enhance academic outcomes.

The relationship between building teacher capacity, initiatives, and policies is an important but still not thoroughly explored area. Even though the government and schools invest a lot in training educators, there is still a lack of awareness about how capacity-building efforts improve the efficiency of educators in the classroom. From above the consequences the study investigated the **"Effectiveness of Capacity-building Programs Among Teacher Educators"**.

1.3 OBJECTIVES OF THE STUDY

1. To find out the effectiveness of capacity-building programs among teacher educators
2. To explore the innovative capacity-building policies in teacher education
3. To develop the capacity-building strategies among teacher educators

2. THEORETICAL FRAMEWORK

The digital world highlights the importance of having highly skilled and innovative teacher educators to guarantee high-quality education, promote fairness in the education system, and establish adaptable, fair, and student-focused quality educational systems. Professional development or capacity building is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. He further asserts that is a lifelong process and not a once-in-a-lifetime thing Chukwu (2009). Policies and frameworks for building the capacity of teacher educators involve shifting towards a culture that prioritizes long-term sustainability by considering different approaches, concepts, operational methods, and behavioral standards." Given the current and future challenges that face society, students must be knowledgeable and skilled in using management systems and strategies as well as applicable technical standards related to risk, disruption, and continuity to their professional advantage (Greenwood, Schneider, Hess & Abraham, 2022). Building capacity helps develop education systems and providers onto more nimble conduits for the provision of flexible skills and competencies tailored to the demands, competitive pressures, and uncertainties of a rapidly changing economy (Campbell & Love, 2016).
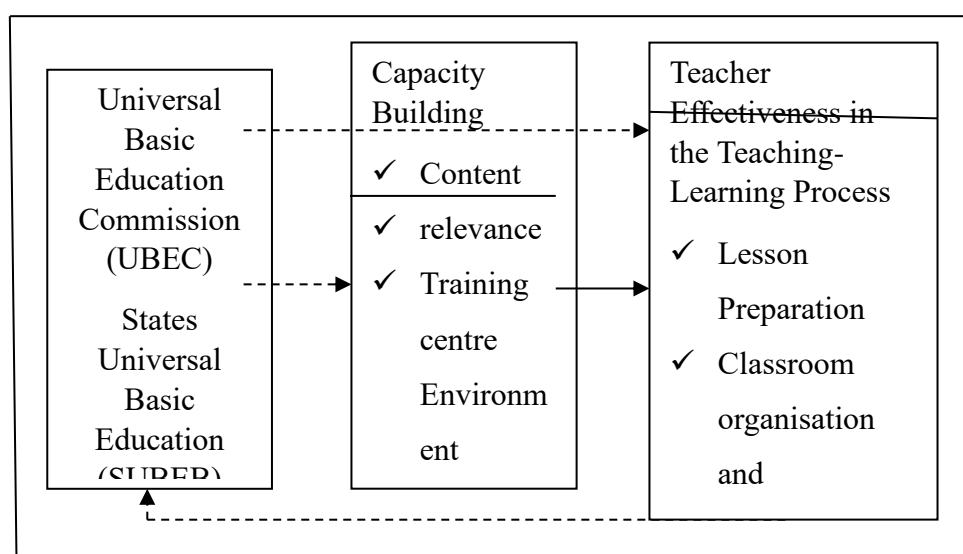

Fig:1 Adaptive Capacity-building Activities for Educators Source: NIC, & Prajapati, L. (2022)

2.1 RECENT CAPACITY-BUILDING PROGRAMMES FOR TEACHER EDUCATORS BY NCERT

- Training of Master trainers of Gujarat and Goa on Social Audit of the Samagra Shiksha Scheme
- A workshop for the development of modules and activities under the program cyber safety and security
- A capacity-building programme of NRG's ON NISHTHA Educational Technology Level-1 Phase-1
- A capacity-building programme of NRG's ON NISHTHA Educational Technology Level-1 Phase-2
- An orientation program to promote the use of the NCERT Educational Kits for enhancing Experimental Learning in Schools
- A capacity-building programme for Managers/ Headteachers teaching in madrasas (alternative schools) for enhancement of quality education
- Training on toy-based pedagogy for key resource personnel in Karnataka, Kerala, and Tamil Nadu.

2.2 ACTION STEPS FOR STATE POLICYMAKERS TO DEVELOP CAPACITY- BUILDING OF TEACHER EDUCATORS

(Mislinah Makin, Zuraidah Abdullah & Salwati Shafee 2018)
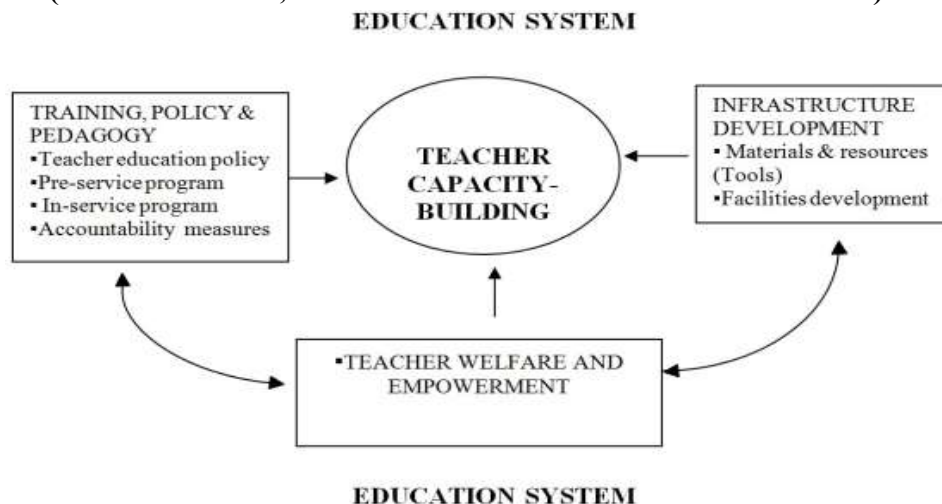
Fig 2: A framed Model of Teacher Capacity Building (Source: Egbo, 2011)

To improve educator workforce systems, state policymakers should involve a diverse group of educators, school leaders, district leaders, students, state leaders, and experts in competency-based education. They need to define the necessary capacity and support for a next-generation educator workforce that promotes equity. Ezenne (2008) stated that conferences have a very important place in the workplace. This is true, especially in the school system, where service delivery is paramount.

1. Engage with experts, researchers, and practitioners to learn about effective methods, initiatives, and policies for transforming the educator workforce in the state and nationwide.
2. Take part in an international study tour to understand how high-performing countries have incorporated the crucial concept of assessment literacy into their education systems. Engage with experts, researchers, and educators during the tour.
3. Give importance to assessment literacy to encourage personalized, competency-based learning in certification, licensure, and accrediting requirements.

4. Work together with stakeholders to recognize the difficulties and possibilities for improving educator capacity systems. This includes establishing the skills needed for creating, implementing, and overseeing personalized, competency-based learning models, tackling obstacles to innovative leadership and educator training programs, and setting objectives for accreditation.

3. RESEARCH METHODOLOGY
3.1 RESEARCH DESIGN
The research study utilized qualitative semi-structured interviews with teachers at the selected institution to gather valuable insights on education and capacity building, including their experiences, inquiries, and needs. Ethical principles were adhered to when formulating direct, open-ended questions for the fieldwork preparation.
3.2 SAMPLE AND SAMPLING TECHNIQUE
In this study, 40 teacher educators were chosen as interview participants by purposive sampling technique from 4 private colleges of education, in Coimbatore.

4. METHOD OF DATA COLLECTION
4.1 DATA ANALYSIS
The teacher educators discussed their experiences and capacity-building training requirements. Based on the interview we summarise the following.

1. Capacity-building programmes enhancing Teaching Skills

Teacher educators have incorporated innovative teaching skills from capacity-building policies and training. Educators feel that the multiple focuses of training and programs emphasize the importance of teaching skills to the holistic needs of education.

2. Significance of capacity-building programs
- To bring holistic development among teacher educators
- Creating intrinsic motivation to manage classroom activities
- Strengthen the teaching profession
- Reskilling of teacher educators in an emerging web-based world
- To develop a learner-centered approach in the teaching-learning process

3. Advantages of capacity-building programs in education
- Useful in optimal classroom management to teacher educators
- Facilitating students via activity-based teaching-learning process
- Emphasizing leadership quality in education
- Evolving skilled teacher educators across the globe
- Enhancing personalized teaching-learning for teacher educators

4. New innovative strategies for capacity-building programs

The majority of teachers agreed that a connection could have been established. It is feasible, but educators are required to be able to connect teaching to capacity enhancement through:

1. Teamwork activitie
2. Inter- and intra-school competitions
3. Concept development in teaching
4. Enhancing creativity and communication skills

5. DISCUSSION OF FINDINGS

The capacity in the education sector is crucial for successful and sustainable development. The education system faces challenges that require innovative solutions and new leadership. Educators are required to comprehend complex adaptive systems and make intelligent choices in various strategic and risk scenarios. Building capacity helps develop education systems and providers into more nimble conduits for the provision of flexible skills and competencies tailored to the demands, competitive pressures, and uncertainties of a rapidly changing economy (Campbell & Love, 2016). Capacity building is an essential part of upgrading to a long-term perspective for shoring up educational systems to face the imminent transformations in society (Lauzon,2013).

CONCLUSION

The capacity-building policies resulted in increased community participation in education management, greater commitment from district governments, changes in behavior in classrooms and communities, and transparent and accountable selection processes for professional development programs. There is an emerging need to enhance the capacity-building of teacher educators for sustainable development and organizational effectiveness. The United Nations Development Program has prioritized professional capacity building by recognizing its importance in countries worldwide. This initiative aims to enhance the abilities of individuals from educational institutions to various sectors. At the educational organizational level, updating existing capabilities and training teacher educators to adapt to new educational environments is crucial.

RECOMMENDATIONS

- According to the findings, it is recommended that the government, through the Ministry of Education, prioritize building the capacity of teachers as a way to enhance teaching effectiveness.
- Additionally, schools, with the support of their School Boards of Management, should establish regular school-based capacity-building programs including mentorship, peer discussion, and staff team-building activities. This will provide opportunities for all teachers, including those new to the profession.
- Teacher educators should engage in expanding their teaching effectiveness by attending research-related conferences.
- Establish a comprehensive research capability training program that includes lectures, hands-on workshops, and providing research papers for colloquiums and publishing. Educational institutions must evaluate the teacher Educators' capacity-building program's achievement.
- To enhance school productivity, the State Ministry of Education should arrange seminars and workshops to improve teachers' skills in creating instructional materials, promoting interactive communication, and involving students.

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