

**RESEARCH PAPER****Man-Power Planning for Teacher Education: A Paradigm Shift from Behaviourism to Constructivism****Adrija Dutta**

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Email: ami.bristi1989@gmail.comReceived: 10th March 2019, Revised: 17th March 2019, Accepted: 30th March 2019**ABSTRACT**

Education is the key that unlocks the door to modernisation while the teacher is the centre between knowledge and learning. Teacher education is the pivotal point of all educational disciplines as it delivers education to train the prospective teachers. Quality of education depends on quality of teachers on which quality of community, society and nation depend. The concern of the teacher is to make a society by providing quality education from womb to the tomb. For the development of teacher education manpower planning can be viewed as systematic processes of educating people to achieve a specific societal goal. It requires skill development, experience, attitude, aptitude, innovation, technological knowledge, rational decision making, motivating power, values and ethics and quality of teacher educational institution and their accreditation. For this, appropriate educational planning, investment in education and quality training should be implemented for both pre-service and in-service teachers. Its importance is reflected in the growing recognition, affiliation, training provides and enhances the skills, knowledge, for economic and social development. Manpower development is not only an attempt to enrich the quality of human knowledge through training but the process of preparing individual to perform definite tasks and employment roles that help to change their economic environment, who may leads as a human resource. Moreover planning process should be flexible, dynamic and modifiable for a better balanced society. In respect of today's changing society, man-power planning needs a global look to improve the traditional one. Now a days we are shifted from Behaviourism to Constructivism, is relatively a new paradigm in education system as well as teaching and learning where focus is developing the quality man-power (both teacher and student) by acquiring knowledge and learned from experience of their own, where teachers' role is only facilitate them. Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding and knowledge of the world through experiencing things. Then students in the constructivist classroom ideally become 'expert learners'. The intent of this paper is to understand how prospective teachers' will balanced their position with the changing perception of globalization and paradigm shift in teacher education.

Key words: Paradigm Shift, Behaviourism, Constructivism, Man-Power planning

INTRODUCTION

To meet the challenges of new trends, this paper aims to explain why and how higher education should be shifted from a traditional site-bounded paradigm towards a new globalised paradigm. Time to time paradigm shift is necessary to fulfill the new demand of society and innovate new methods to solve the problems. Now a days teacher educational institutions have face the globalization process and paradigm shift in a new direction. In this paper the focus is how prospective teachers' will lead the lamp and solve educational problems in the view point of constructivism. The keys of educational reform or paradigm shift in teacher education must be knowledge based and practical oriented which should be based on child psychology, emotion, ability, attitude, aptitude etc. Rabindra Nath Tagore rightly said, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." The Education Commission (1964-66) underlined, "The destiny of India is now being shaped in her classrooms". The dream will be fulfilled if man-power planning in educational institutions makes a global platform to perform. Constructivism is relatively a new paradigm which provides major theoretical influence on the present education system. Behaviorism and Constructivism these are two predominant theories in education for effective classroom teaching and learning. We need a paradigm shift from mere modification of behavior to construct own

knowledge. But our Teacher Education program is still very much influenced by behaviorism. Hence, there should be revitalization or re-planning of whole Teacher Education Program and giving real thrust on constructivism.

GLOBALISATION AND PARADIGM SHIFT

Paradigm shift is defined as an important change that happens when the usual way of thinking about or doing something is replaced by a new and different way. Globalisation and paradigm shift are the two sides of same common. It has an impact on individual, social, cultural, technological progress and so on. Like all other sectors, globalization is also affecting teacher education. Therefore there is need of global paradigm shift in teacher education in the following area-i) changing environment of teaching ii) teaching as a noble profession iii) change from training to learning iv) more investment in educational and man-power planning v) competing with world and globalization vi) upgrading the quality of education, focus on pedagogy, activity oriented, balance in theory and practice vii) increase in duration of teaching program and reviewing teachers' performance viii) re-construction of curricula with ICT and life skill ix) have faith on values and educational ethics.

SHIFT FROM BEHAVIOURISM TO CONSTRUCTIVISM

In the 21st century the higher education can be viewed as a powerful tool to build knowledge based society. The needs and expectations of the society are changing at a fast pace and hence the quality of higher education needs to be enhanced. Teacher education also is undergoing paradigmatic changes from behaviorism to constructivism. In Behaviorist paradigm, learning is observable and measurable aspect of behavior and thus learning is modification of behavior to be determined and accepted by the environment. The key element of this theory is rewarded response. Teaching methods in this paradigm do not acknowledge individual's inner life and there is little or no concern for students' active participation. Teachers believe that students' come to school as 'tabula rasa' to be written by their teacher. But this model is criticized for its rote learning, forced memorization, monotonous and stereotype learning process. Hence paradigm shift is necessary towards constructivism where child viewed as a constructor of their own knowledge and the role of teacher is facilitator or guide. The National Curriculum Framework(2005) has stressed the importance of constructive perspective of learning where learning is consider as a process of construction of own knowledge and connecting new ideas to existing ideas on the basis of their experience. Thus a shift in child learning is a major movement which led to genesis of new paradigm in 21st century teacher education.

MAN-POWER PLANNING TOWARDS CONSTRUCTIVISM

The Nations well being is depends on Teacher's well being. The most important equipment of a teacher is his background of education and training. Thus planning for man-power is a strong weapon to build the base of any educational institution. Man power is the basic resources; it is an indispensable means of converting other resources to mankind's use and benefit. Balancing with recent trend in teacher education, method of constructivist teaching and learning should be followed. Main focus areas are-

1. Provide the best possible professional preparation and creating satisfactory work condition in which they can be fully effective.
2. Providing opportunities to student teacher to observe engage and communicate with children.
3. Encourage creativity in teaching method, independent thinking, enthusiasm and develop sincerity, responsibility and work culture.
4. To builds leadership qualities and organize skills of future teachers by making them curricular and co-curricular activities.
5. Develop communication skills and produce teachers with equipped ICT and other skills for efficient teaching.
6. Standard based curriculum, balance in theory and practice, shift from teacher to student centered delivery system, make-over of evaluation processes.
7. Nurture ethical values and positive philosophical perspective.

Therefore efforts should be focused on developing or improving on teachers' competence and performance to achieve the global goals.

CONSTRUCTIVIST TEACHING–LEARNING PROCESS

The constructivist perspective has important implications for teaching and learning in social studies. The traditional methods of teaching were based on objective view of knowledge where teacher transmits knowledge to the learners who are considered as passive receivers of knowledge. In contrast, the constructivist paradigm is based on the assumption that knowledge is subjective and learners construct their knowledge in the social and cultural environment in which they are embedded. Constructivist learning is based on learners' active engagement in problem solving and critical thinking regarding a learning activity, based on their prior knowledge and experience, applying them to new situation and integrating new knowledge with pre-existing intellectual constructs. As they perceive each new experience, learners will continuously update their own mental model to reflect the new information and constructs their own interpretation of reality. The role of teacher is facilitator or friend philosopher and guide who guides the learners critical thinking, analyse and synthesise the learning ability throughout the learning processes. The teacher is also a co-learner in the processes (Sharma, 2006). There is a need to develop a variety of inquiry forms and learning designs in collaboration with learning design and techniques in teaching which can facilitate teacher and teacher educator to adopt them to their classroom situation. The importance lies in the fact that mere teaching or reading and rote memorization do not lead to meaningful learning, the idea or information that we construct in our cognition and its application is the true learning.

CONCLUSION

Teacher education program is must in order to have really capable and efficient teacher. Teacher education is not only a training program, but also it is a platform of presenting future prospective teachers. The hall mark of a good teacher is that he is himself always learning and developing his knowledge, understanding and skill of children. In short, a teacher should be a person who, because of his aptitude and attitude towards knowledge, to ideas, to his fellows and to life generally is better educated today than he was and will tomorrow better educated than he is today. Making of this kind of personalized human being, it is the duty of all teacher educational institution to have their quality man-power planning, investment in education, improved infrastructure, job satisfaction etc. The success of teacher education institution depends on a global framework where paradigm shift is needed from traditional behaviorism to scientific constructivism approach.

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