

Professionalism of Teacher Educators Regarding Obligation Towards Student Teachers, Through the Eyes of Student Teachers in Selected Districts of West Bengal**Dr. Newton Biswas**

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newtanbiswas85@gmail.com**Abstract**

In this 2019, we lost many things as Indians. Rapidly we are losing our tradition, our cultural heritage and above all our identity. In doing so, we are accepting the western lifestyle. With the influence of ever-deepening globalization and development of information and technology and the role playing by media, our identity is re-shaping and giving us a new cultural identity. We need to save our own uniqueness- our identity.

The entire world agrees with the view to impart professionalism among teachers. The process has started earlier.

Teacher educators are also a part of teaching community. Their role is no less important. It is they who make teachers. They also must behave in a professional way. Now it is the time to evaluate them from the professional point of view. The learners are considered as an important part of teaching-learning system, so, while evaluating the professionalism of teacher educators, the researcher tries to evaluate the professionalism of the teacher educators, through the eyes of the teacher-student, who are pursuing or have completed B.Ed from the institute recognized by NCTE in West Bengal. The teacher educators must be responsible towards the teacher-student, society and their profession, as that the future teacher can shape a better society. So, the dream of a good society remains in the hand of teacher educators.

In this research paper an attempt has been made to evaluate the Professionalism of teacher educators regarding their obligation towards the student teachers, through the eyes of student teachers in West Bengal.

Key Words: *Professionalism, Teacher Educators, Student Teachers, West Bengal.*

Introduction:

Change is an inevitable part of human life as well as society as a whole. If this change comes gradually, step-by-step then it becomes spice of life, if not, the individual or society may

suffer from aloofness, loneliness and above all they may suffer from Identity Crisis. The India of 1980s and the India of today have very few similarities. The change that is going in Indian society is not only rapid but it is changing in a supersonic speed, where people are becoming a part of this change unconsciously. Suddenly, we realize that we are on the verge of losing our Culture, tradition, philosophy - in one word our Identity - our Root.

Teachers are the greatest assets of any education system. It is the teacher, who can shape or reshape the entire society and determine the quality of life in the community and the nation. Today often, it is said against the teachers that they are not playing their role as it is expected. To get good, self motivated teachers we need to train them perfectly.

If there is any mistake in the entire training programme then the society will not get proper teacher. This is the critical and proper time to evaluate the performance of the teacher educators, who are making teachers. The teacher educators must be highly motivated to do good to the society.

Statement of the problem:

The present study broadly deals with the code of professional ethics of teacher educators, and how far the teacher educators follow or maintain those codes of professional ethics in West Bengal. Therefore the researcher considers the title of the study as: **“Professionalism of Teacher Educators Regarding Obligation Towards Student Teachers, Through the Eyes of Student Teachers in Selected Districts of West Bengal”**

Objective of the Study:

The Objective of the study of the research is to find out the level of professionalism among the teacher educators in West Bengal regarding the obligation towards teacher student through the eyes of the teacher-students, who are pursuing or have completed B.Ed from NCTE recognized institutes in selected districts of West Bengal.

Delimitation of the study:

Due to shortage of time and money, the study is restricted to only in selected districts of West Bengal. Only Nadia and Murshidabad district have been considered for the present study.

The study is also delimited to only teacher educators, teaching only in institutes offering B.Ed degree.

Teacher educators from PTTI are excluded from the present study.

Methodology:

The present research describes the professionalism of teacher educator through the eyes of student teacher. This research is a descriptive research. It is Qualitative in nature. To make the finding simple, only simple percentage has been used.

Development of tools:

After reviewing the related literature and code of professional ethics for school teachers (2010) by NCTE the researcher fixed nine items on which the evaluation will be done. They are:

1. Treat all teacher-students with love and affection.
2. Respect the value of being just and impartial to all teacher-students, irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
3. Facilitate teacher-students social, intellectual, emotional, and moral development.
4. Respect basic human dignity of the teacher-student in all aspects of training life.
5. Make planned and systematic efforts to facilitate the teacher-student to actualize his/her potential and talent.
6. Transact value education and inspires them to gain mastery and maximum result in every field of learning.
7. Adapt his/her teaching to the individual needs of the teacher-students.
8. Maintain the confidentiality of the information concerning teacher-students and dispenses such information only to those who are legitimately entitled to it.
9. Refrain from subjecting any teacher-students to fear, trauma, anxiety, physical punishment, and mental and emotional harassment.'

For this nine items the researcher initially made a questionnaire consisting 20 (twenty) open ended questions.

All this questions are taken to the expert. Then the expert judged the questions and finally total *sixteen* questions were approved by the expert.

Sampling:

The researcher have taken a total number of 90 (ninety) individuals , who have pursuing or have completed B.Ed degree from NCTE recognized institutes in selected districts of West Bengal, as sample for the research work.

Simple Random method has been used for selecting the sample.

Administration of the Test:

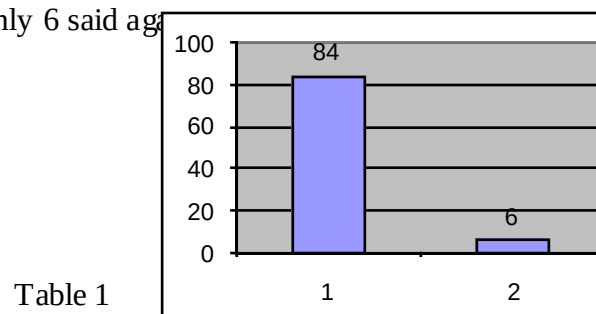
The questionnaire is given to the sample personally by the researcher. When he gave the questionnaire he informed the sample individual about the following points:

- i) To answer every questions.
- ii) To be honest in giving the answers.
- iii) The information taken from them is for research work.
- iv) Their identity and information will be kept secret, if they wish.

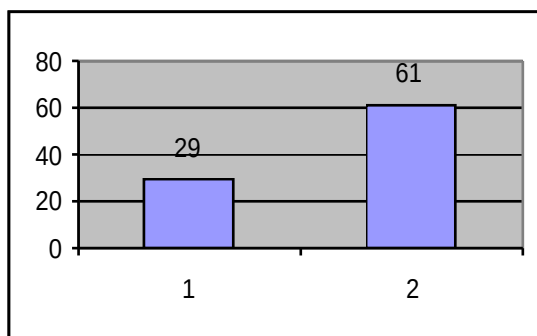
Data Interpretation and Analysis:

After collecting the answer sheet, the raw data is systematically and intensively analyzed sentence by sentence and open coding is done in every reply sheet and separate sheet has been prepared for the recording data. After that, the key concepts are classified into different categories. And at last core category is formed by comparing the entire questionnaire cum reply sheet.

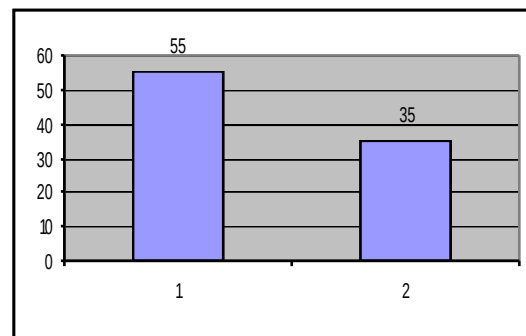
Item 1: says that the teacher educator should treat all teacher-students with love and affection. Out of 90 sample 84 teacher-student agree with the view that the teacher educators do love them, where only 6 said ag



Item 2: Respect the value of being just and impartial to all teacher-students, irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth. Here we find only 29 teacher-student out of 90, agree that their teacher loves them equally, and remaining 61 thinks that the teacher educator is not just and impartial to all teacher-students (Table 2), on the other hand 55 out of the same sample accused the teacher of being impartial, but 35 says the teacher is not impartial (Table 3).



(Table 2)



(Table 3)

Item 3: The teacher educator should facilitate teacher-students social, intellectual, emotional, and moral development. Table no 4 clearly points out that teachers encourages the teacher-student in learning in maximum cases (79 out of 90). In social context, teachers are less concern. 54 teacher-students, out of 90, say that the teacher did not take any initiative to spread the value and importance of education in the society (Table 5). At the same time, 49 (Table 6) teacher-students out of 90, support the view that, the teacher works enough to make such teachers who will not only have bookish knowledge, but also have human and moral values, but a good number of teacher-students (41) do not think that the teachers work enough to make teachers with human and moral values.

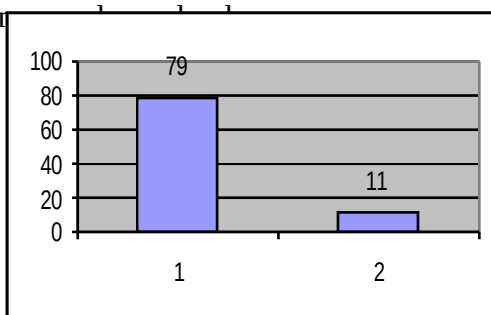


Table 4

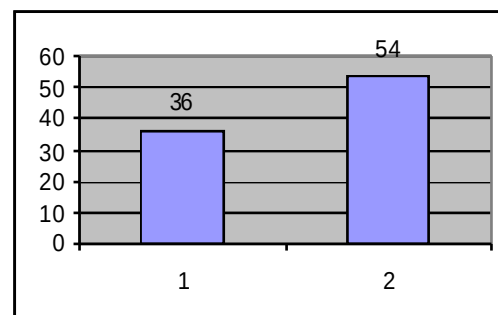


Table 5

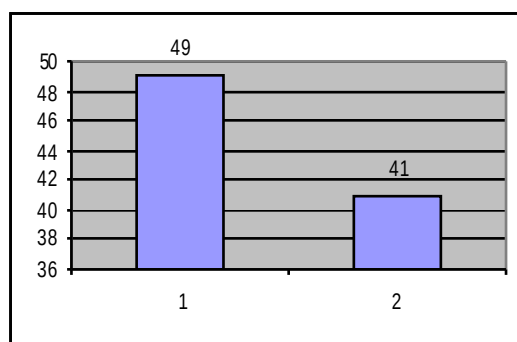


Table 6

Item 4: Respect basic human dignity of the teacher-student in all aspects of life is another important aspect of professionalism of teacher educator. 50 out of 90, teacher-students think that teachers do not respect them, where 40 out of 90 think the opposite (Table 7). Again 30% (Table 8) of the total sample thinks that the teachers use insulting words in the classroom, where 70% of the total sample does not agree with them.

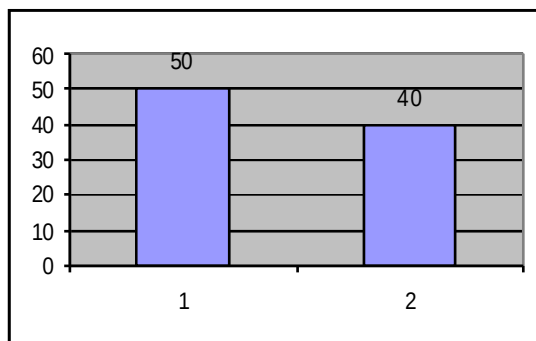


Table 7

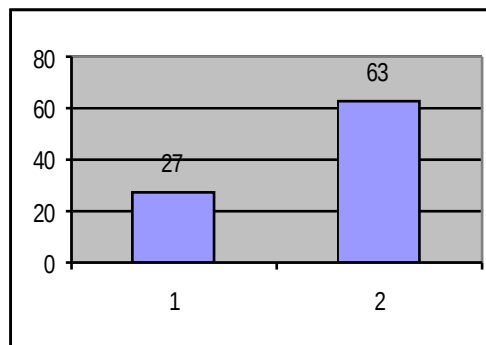


Table 8

1.5 Make planned and systematic efforts to facilitate the teacher-student to actualize his/her potential and talent. From the teacher-student's opinion, we do not get a very good picture of the teacher educator. Only 49 teacher-students out of 90, supports that the teacher took measures to explore the hidden talent and potentiality of the teacher-student, but a good number (41) did not agree with the view. In fact, they opposed the view (Table 9).

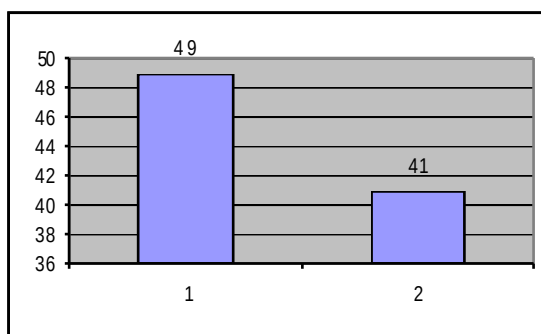


Table 9

Item 6: Transact value education and and inspires them to gain mastery and maximum result in every field of learning.

In table 6 we can find that just 49 out of 90 believes that the teacher transacts value education to make a better citizen and future teacher. 41 out of the total sample believes that is not interested in transacting value education for the future well balanced teacher.

In table 10 we find 54.44% student teacher agrees with the view that the teachers try to and inspire them to gain mastery and maximum result in every field of learning. While 45.56% disagree with this view. The teacher educators will have to take proper care about this matter.

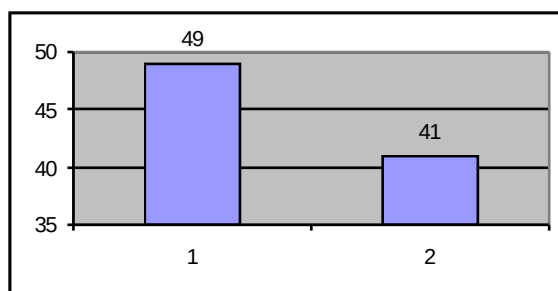


Table 10

Item 7: Adapt his/her teaching to the individual needs of the teacher-students. 53 teacher-students said yes, their teacher is active enough to make the teaching-learning process much easier and interesting, according to the need of the teacher-student. While 37 do not agree that, the teacher can perform such good things. (Table 11)

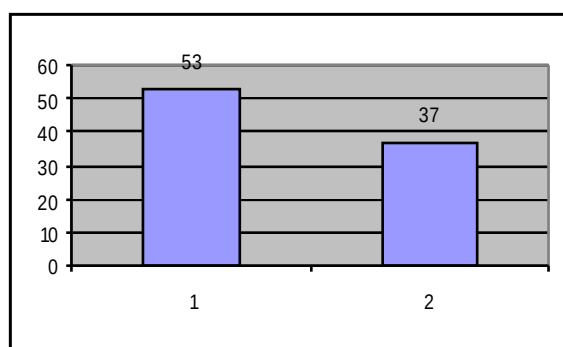


Table 11

Item 8: Maintain the confidentiality of the information concerning teacher-students and dispenses such information only to those who are legitimately entitled to it.

In this case 62 think that the teacher maintains the confidentiality of the information concerning teacher-students, where remaining 28 (Table 12) feel that the teacher do not maintain confidentiality of the information concerning teacher-students. Though majority of teachers are maintaining the confidentiality of students, full professionalization is yet to achieve.

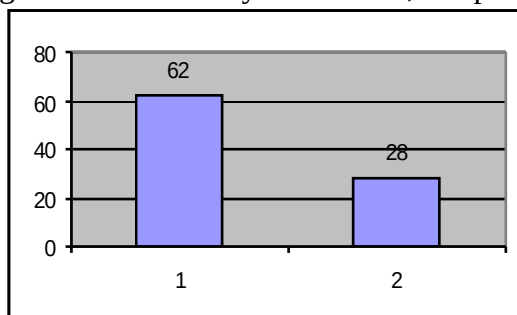


Table 12

Item 9: Refrain from subjecting any teacher-students to fear, trauma, anxiety, physical punishment, and mental and emotional harassment.

Table no 13 says us, though 60 support that the teacher do not say anything in the class which can lead to mental disbalance to the student, but 30 out of 90 supports this grim side of the teachers.

The number increases to 37 in table no 14, where the Students say that the teacher gives mental punishment, where 53 did not support this.

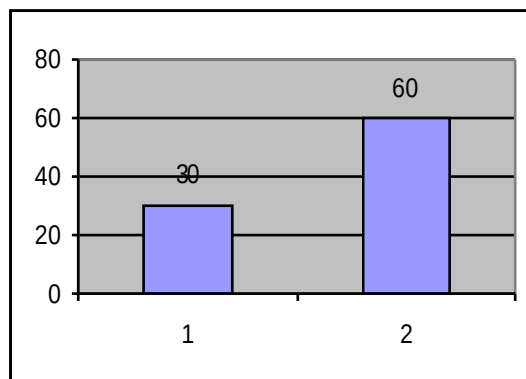


Table 13

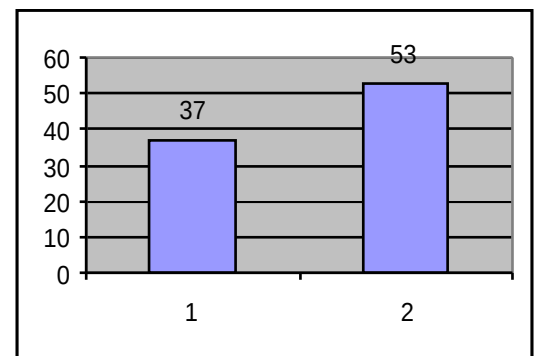


Table 14

On the other hand teachers restricted themselves in a large extent in terms of physical punishment. 77 teacher-students say that teachers do not practice any kind of physical punishment in the institute. (Table 15)

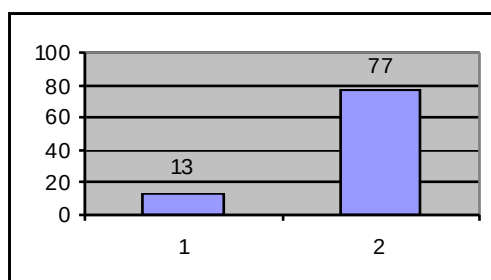


Table 15

The picture is again a grim bit, when we find that teachers like to keep the students in mental pressure. 45 teacher students confirm it, where another 45 deny it (Table 16). The teacher educators can improve a lot in this area.

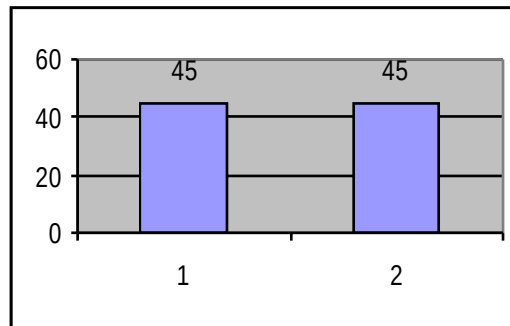


Table 16

Findings of the Study:

The findings of the study are interesting and significant regarding the professionalism of teacher educators. Three broad dimensions were taken to measure the professionalism. In the present Indian society it is expected that teacher educators should have maximum professionalism. But from the study we find the following things:

Obligations towards Student: Percent of professionalism = **59.24%**

Conclusion:

In the global village of 21st century, most of the youths are going with the stream of western pragmatic and consumerist philosophy. They are less interested about our own culture, tradition and philosophy. Crime in the society is also rising in an alarming way. To find out the solution to re-shape the society, the researcher began to think about the problem. He thought only through proper education this problem can be solved. So, he decided to have a look on the professionalism of the teachers and then the teacher educators. The researcher wanted to go to the core of the solution. In such situation, the present researcher started the present study.

The finding is not very positive. It is quite shocking that the professionalism of teacher educators is just above the average level.

The administration, the policy makers must be more conscious to make things better, to make more qualified, professional teachers for a better education system.

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