

# A STUDY ON THE EFFECTIVENESS OF THE CONDUCT OF PRE-INTERNSHIP PROGRAMME THROUGH E-LEARNING DURING THE PANDEMIC

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## ABSTRACT

The global outbreak of the Covid -19 Pandemic calls for Education in Emergency through an online platform with so many advantages and disadvantages. A survey was conducted to investigate the effectiveness of the online Pre-Internship Programme of 4th-semester student teachers of DTE Manipur University 2019-2021 batch. For collecting the required information, a self-made opinionnaire was distributed to student teachers on their final practice teaching day, i.e., 20 and 21 September 2021, where the

programme was conducted offline mode. A total of 94-Student teachers of DTE provided Manipur University with complete information regarding the survey. The data collected by opinions are were analyzed using simple statistical tools as frequency and percentage. Results indicated that the pre-internship programme through e-learning was not so effective as some of the skills cannot be attained by the student teachers as it is practical oriented.

*Keywords;* student-teachers, STEP, Manipur, pre-internship, online mode, DTE

## INTRODUCTION

If there were no educational problems to solve, teachers would not need to function as professionals. Professionals distinguish themselves from non-professionals because they must make decisions that influence the course of their work. Their decisions involved how to create a learning environment, what to teach when, where, why and how

Initially, identified novel human coronavirus disease (COVID-19) was in Wuhan, China, in 2019 has engulfed the whole world today. Its rapid global outbreak caused the World Health Organization (WHO) to label it a "pandemic" on March 11, 2020. WHO Timeline - COVID-19, 2020, Pelmeni, 2020. On January 30, 2020, the first COVID-19 positive case was announced in India (Kerala), which gradually expanded its horizon to many states and union territories, including Manipur, on March 24, 2020. The pandemic outbreak caused an irreparable loss in various sectors, including the education sector. Institutions were closed down as a strategy to contain the spread of the virus but the extended period of lockdown and social distancing

adversely affected the teaching-learning process. The challenge now is keeping the students engaged in academic learning to promote and safeguard every child's right to education through alternative means, i.e., synchronous and asynchronous e-learning, which cannot replace regular schooling. The same techniques in STEP, also known as B.Ed. Amid the pandemic. The course is a professional course that prepares teachers for upper primary or middle-level classes (class VI-VIII), secondary level (classes IX-X) and Senior secondary level (classes XI-XII). Manipur University adopted a two-year B.ED. Programme as per NCTE 2014 regulations is divided into 4-semester, i.e., 2-semester per each year. The curriculum comprises of the following courses;

1. Perspectives in education
2. Curriculum and educational studies
3. Enhancing professional capacities
4. Optional
5. School internship

school internship is to teach the essential teaching skills for different stages of a lesson and gain confidence in the student teachers to put them into practice in real classroom situations and become effective and proficient Teachers.

The present study is delimited to 16 weeks of school Internship in the 4<sup>th</sup> semester with 300 marks.

## SCHOOL INTERNSHIP

A school internship is an integral part of the B.Ed course. In this programme, the student teachers will be attached to cooperating schools for 4-weeks school exposure and working with community performed in 2<sup>nd</sup> semester with 100 marks and 16-weeks school internship in 4<sup>th</sup> semester with 300 marks. So, I will engage the whole week of student teachers in School internship for 20 weeks. The purpose of

(The entire internship is well designed, keeping in mind the standard norms laid down by the NCTE. Internship as the whole is divided into three-phase:

The pre-internship phase; is the phase that lasts for a month, where the different teaching skills are practised rigorously by the student-teacher so that they imbibe the culture of teaching skills and motivate them to become professional.

This phase engaged student-teacher;

1. In preparing the annual plan, Unit plan and lesson plan for classes VI-X, of their respective pedagogy.
2. Participation/organization of school activities (tree plantation, Swachh Bharat campaign, Health Camp, Blood Donation camp, cultural exchange)
3. Guidance and counselling, diagnostic testing, remediation and report of action research
4. Case study of a student/class
5. Participation in a visit to an educational institute of repute
6. Development and demonstration of the multimedia lesson using ICT resources
7. Preparation of CCE activities
8. Maintaining reflective journal (teachers diary)

The internship phase; is where all the interns are attached to particular cooperating schools and have to role play like a real classroom teacher here; they will utilize all the skills they learned and develop their unique teaching style.

The post-internship phase; is a reflective phase where student-teacher will present their reflection of the internship.

Demonstration of teaching with lesson plans/ unit plans

Presentation of a brief report by each student-teacher on their internship experiences

Production of the reflections of the internship by student teachers, conducted in smaller group/subject wise

Essay on visit to an educational institute of repute

Viva-voce on an overall school internship programme.

Purpose of school Internship:

An outbreak of covid-19 compels every educational Institute to close down from March 2020 in the State of Manipur, including the secondary teacher education Programme (STEP). The student-teachers of the 4th semester are to undergo a School Internship Programme for partial fulfilment of the B.Ed. Curriculum amid the pandemic. So, an intensive pre-internship programme needs to be undertaken to imbibe student-teacher teaching skills. So that they become proficient in their job, For the said purpose, the teacher educator switched to the Pre-Internship Programme's online mode for a month.

In this paper, the investigator wants to highlight how far the online pre-internship mode is effective in tailoring the student-teachers of STEP in Manipur.

## METHODOLOGY

### SAMPLE AND SAMPLING TECHNIQUE

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For the present study, the researcher followed the purposive sampling technique. All the student-teachers of step in the Department of Teacher Education constitute the study population. The 4<sup>th</sup> semester actively collected opinions and served as the subject of the study.

### TOOL

A survey was conducted on the final practice teaching days from 20-21<sup>st</sup> September 2021, where a self-prepared opinionnaire was distributed to a total of 94 student-teachers. To collect the information required,

### DATA ANALYSIS

The descriptive survey method to study the opinion of student teachers about the effectiveness of conduct of pre-internship programs through online mode. The data collected by opinionnaire were analyzed using simple statistical tools as frequency and percentage.

### RESULT AND INTERPRETATION

1. Information about attending the 1-month online pre-internship programme

The student teachers who were attending the 1-month online pre-internship programme (n = 94), (28.72%) student-teachers were attending online pre-internship programme daily, while (14.8%) of them were attending less than 15 days in a month and (56.3%) student teachers of them were treating more than 15 days in a month when survey Among the surveyed .

The conduct of the pre-internship programme through online mode indicates the continuation of the teaching-learning programme in this critical situation.

**Table 1.**

Information about attending the online pre-internship programme

Variables	Frequency	Percentage
Online pre-internship programme attended in a month.		
Above 15 days	53	56.3%
Below 15 days	14	14.8%
Daily	27	28.72%

2. Opinion regarding the conduct of pre-internship programme through online mode

From table 2.1, 2.2 and 2.3 it is evident that among the surveyed (n-94 ) student-teachers 91.4% opined that they are capable of developing Annual plan after participating in online pre-internship programme and the remaining 8.5% are of the opinion that their participation doesn't enabled them to gained the skill of developing annual plan again 85.1% of the student-teacher opined that they are capable of developing unit plan after participating in online pre-internship programme and the remaining 14.89 % are of the opinion that their participation doesn't enabled them to gained the skill of developing unit plan also 79.78% of the student-teacher opined that they are capable of developing lesson plan after participating in online pre-internship programme and the remaining 20.21% are of the opinion that their participation

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doesn't enabled them to gained the skill of developing lesson plan which highlight that the conduct of Pre-internship programme benefitted the majority of the student teachers in the acquisition of producing annual plan unit plan and lesson.

**Table 2.1.**

Opinion	Frequency	Percentage
Participation in the online pre-internship programme enabled me to develop an annual plan.		
Yes	86	91.4%
No	8	8.5%

**Table 2.2**

Opinion	Frequency	Percentage
Participation in an online pre-internship programme enabled me to develop a unit plan.		
Yes	80	85.1%
No	14	14.89%

**Table 2.3**

Opinion	Frequency	Percentage
Participation in an online pre-internship programme enabled me to develop a Lesson plan.		
Yes	75	79.78%
No	19	20.21 %

3. Opinion regarding the acquisition of Teaching skills through an online pre-internship programme

**Table 2.4**

Opinion	Frequency	Percentage
Online Pre-Internship Programme enriched my teaching skill as;		
Writing Instructional Objectives	Yes 65 No 29	69.14 % 30.85%
Selecting the content	Yes 52 No 42	55.31% 44.68%
Organizing the content	Yes 60 No 34	63.82% 36.17%
Selection of the audio-visual aid material	Yes 55 No 39	58.51% 41.48%

Table 2.4 highlights the opinion of the student teachers regarding the acquisition of teaching skills through an online pre-internship programme whereby 69.14% of the student-teacher opined that online pre-internship programme helps them in writing instructional objectives of the classes, but 30.85% are not well versed in writing the instructional goals, 55.31% could select the content for teaching but 44.68% could not, 63.82% could organize the content but 36.17% could not and for selection of the audio-visual aid material 58.51 % could do it correctly was as 41.48% could not.

The above shows that the conduct of the pre-internship programme through online mode enabled the majority of the students to write instructional objectives, select the content, organize the content, and select the audio-visual aid material, which is very encouraging.

**Table 2.5 opinion regarding other core teaching skills**

Set induction	Yes	45	47.87%
	No	49	46.12%
Questioning skill	Yes	22	23.40%
	No	72	76.59%
Response management	Yes	20	21.27%
	No	74	78.72%
Pacing the lesson	Yes	70	74.46%
	No	24	25.53%
Illustrating with examples	Yes	65	69.14%
	No	29	30.85%
Aid-used -Teaching aids -Board skills	Yes	15	15.95%
	No	79	84.04%
Stimulus variation	Yes	45	47.87%
	No	49	52.12%
Management of the class	Yes	34	36.17%
	No	60	63.82%
Achieving closure	Yes	21	22.34%
	No	73	77.65%
Giving assignments	Yes	60	63.82%
	No	34	36.17%
Assessing Students Progress	Yes	12	12.76%
	No	82	87.24%

For other Teaching skills as set induction, only 47.87% amongst 94 student teachers could introduce their class confidently while 46.12% were not confident. Since the programme is conducted online mode, the student teachers did not provide ample opportunity to learn the skill of questioning, which is reflected as 23.40% benefitted as against 76.59% who do not attain the mastery of test, which is a considerable margin. Only 21.27% learned the skill of response management, while 78.72% did not. But 74.46% developed the skill of pacing the lesson against 25.53% who did not set the skill of walking the lesson. 69.14% of the student teachers could illustrate the lessons with suitable examples, but 30.14% could not.

15.95% expertise in the use of teaching aids and board management skills which is relatively more minor as compared to 84.04% who did not attain the skill

Online internship programme enabled 47.87% to attain the stimulus variation skill against 52.12% who could not.

36.17% learned the classroom management skill but a considerable percentage of 63.82% did not

22.34% of the student teachers developed the skill of achieving closure of the day's lesson, but a massive margin of 77.5% could not

63.82% can give assignments effectively, but 36.17% could not

12.76% could assess students progress, but 8.72% could not.

## CONCLUSION AND SUGGESTIONS

The covid-19 pandemic has made considerable disturbances in every sector. It is undeniable that the education sector is badly affected, resulting in multiple cascading effects on the various academic activities related to it, including the conduct of the internship programme of STEP in Manipur.

The present study was undertaken to check whether the conduct of pre-internship programmes through online mode is effective enough in teaching the core Teaching skills

amongst the student –teachers of 4<sup>th</sup> semester who aspire to become teachers.

Findings indicate that the pre-internship programme through online mode is an excellent step to prove the continuity of the teaching-learning process amid a pandemic, which is very challenging.

The study also reflected that though can be acquired some teaching skills online, most of the essential skills are missed out in the student-teachers, which is a sorry status.

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