

# A Study on Effects of School Internship Programme of Teacher Education Through Online Mode

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**Abstract** — Education is essential to bring about National development for everyone from getting any kind of job to become an ideal socially responsible citizen. There are several teacher training courses like B.Ed, M.Ed currently in place for the training requirements of the educational profession to become ideal teacher, are usually conducted in traditional face to face mode of education. In this technologically advanced era, online teacher training is also an important issue. This present study discuss it from data collected from 115 students of various school of West Bengal during present day and also from COVID-19 period when online teaching learning was going on actively. An exploratory study was conducted for interpretation of data. The data revealed that maximum students opted negative response to online internship, where as very few were interested in the same.

**Index Terms** — Internship, Online Teaching, Practicum, Teacher Training.

## I. INTRODUCTION

The greatest tool that can be used to propel a country, a society, and an individual forward is education. However, it is important to bear in mind that the student is not the sole constituent and other aspects for example, the teacher are equally relevant. A good teacher should be in a position to deliver content in class and at the same time assist the students to be decent. Therefore, training is important especially for teachers, but the COVID-19 pandemic has affected its implementation to a large extent nowadays. On the said aspect, it has been quite useful to have a more advanced technology as our own.

Since the beginning of the 20th century, technology has had an influence over various aspects of life, including learning. They are increasingly employed in such areas as administration, curriculum planning and delivery, teaching, and assessment. The reliance on

technology in the learning process has brought about disastrous consequences in the last two years. The internet has made online classes the only option for maintaining continuity of education even in the challenging COVID-19 situation.

Not only are online classes affecting schools, but the universities are watching the affect, especially in teacher preparation programs such as B. Ed. Undefined. The best way to ensure that the learning and teaching by the teacher candidates does not stop is to adopt this virtual classroom. This reduces its occurrence and informs them on how to go about it in over powering manner and speed. While use can also be a disadvantage in some other use management issues due to low training. However, with the current developments, its importance is immeasurable, especially in society and education.

## II. REVIEW OF RELATED LITERATURE

- E. Simon (2012): This study explores the impact of online instruction on higher education teachers' professional identities and the role of technology in virtual education. It reveals mixed feelings among faculty members and suggests solutions to online teaching challenges. Technology aids instructors' preparation, but current tools often hinder effective transitions.
- T. Nguyen(2015) : This study examines the effects of online learning in higher education, focusing on its potential to offset resource reduction. Results show that in-person instruction is more successful than virtual instruction, suggesting that online learning is at least as effective as conventional methods. However, further work is needed to fully realize it's potential.

- P. Kumar & S. Azad (2016) : The study explores policy issues, challenges, and teacher education in India, highlighting the importance of quality instructors for quality, equity, and access to education. Solutions for both in-person and online learning are proposed, with the involvement of the Central Government, Statutory Bodies, Policy Planners, and other institutions.
- In this research, B. ED college student-teachers' attitudes on e-learning were attempted to be defined by Dr. S. K. Behera, S. Sao, and S. Mohamed (2016). There is a focus on e-learning, which will raise the bar for teacher education and establish a worldwide standard. The study also showed that there were no significant differences in the attitudes of male and female, rural and urban, pre-service and in-service, general and SC, general and ST, general and OBC, government and private, and Art and Science B. Ed student-teachers toward e-learning.
- Dr. N. Hassan and Dr. N. H. Khan (2020) : This study examines student perspectives on online teaching during the COVID-19 pandemic. Results show students enjoy online education, with time and location flexibility. However, weak connectivity hinders progress. Building technical tools, methods, student participation, and interaction is crucial for future success.
- R. C. Ethel, G. S. Brandon, D. M. Rebecca, B. P. Georgina, P. M. Ramil & P. T. S. Jhon (2020): The researcher conducted an action research using a survey questionnaire to investigate the implementation of an E-learning classroom in selected higher education institutions. The results showed positive experiences with the implementation, resulting in improved quarantine conditions. The researcher recommends workshops and training for instructors and students to enhance education.
- M. Rawal (2021) : The researcher demonstrates the immaturity of India's urban and rural education systems in this work. The government implemented a nationwide lockdown due to certain events, which had a negative effect on the educational system. Learners are not permitted to enroll in colleges or universities. These issues led to the transformation of the educational system from earlier research into a modern online

learning environment that has both beneficial and detrimental effects on the Indian educational system. The relationship between technology and education was strengthened by this pandemic. Thus, he stated that online learning is becoming increasingly significant in the Indian educational system.

### III. OBJECTIVES OF THE STUDY

- 3.1 To study the effects of online school internship on the basis of gender and residential location of the students of teacher education programme.
- 3.2 To study the effects of online school internship on the basis of course and stream of the students of teacher education programme.

### IV. RESEARCH QUESTIONS

- 4.1 How much effective the online school internship for the students (both male and female)?
- 4.2 How much effective the online school internship for the students from rural and urban area?
- 4.3 How much effective the online school internship for the students of B.Ed and M.Ed course of teacher education programme?
- 4.4 How much effective the online school internship for the students of different stream?

### V. METHODOLOGY

- 5.1 Sample  
In this study 115 students of various teacher training colleges of West Bengal were selected as sample.
- 5.2 Study Area  
This study was conducted with different schools of Kolkata and Howrah region.
- 5.3 Theoretical Framework  
Variables of the study contains dependent and independent variable. The study used pre-specified method for the selection of variables. The study used the effects of online internship as dependent variable. Gender, locality, course and different stream of the students were the independent variable for the research.
- 5.4 Tools  
In this particular study, an exploratory research design was adopted with the aim of capturing the main attribute concerning the effects of online

learning environment on teacher preparation programs. This resulted into the increased availability of information on online classrooms in professional courses. Here, an inductive approach was used that complements the qualitative research method.

VI. RESULTS

Professional skills must be acquired in order to enter the teaching profession properly after obtaining various educational degrees. One of the processes of acquiring teacher training is internship which is very important in teacher training system. The COVID situation affected it drastically. Data were collected from 115 student teachers from different teacher training colleges to find out more about that impact of online classroom on effective implementation of school internship. The responses were categorized based on the given response by the student teachers. These are positive, average and negative response almost 50% received response are negative and respondent used a variety of terms to express their opinion like not good, not effective, not possible, very bad, problematic, not applicable etc. According to some respondents, it is an average system of teacher training.

| Types of Responses     | Percentages |
|------------------------|-------------|
| Positive Responses (%) | 20.00       |
| Average Responses (%)  | 32.17       |
| Negative Responses (%) | 47.83       |

(Table : 6.1)

The words they used in this case are average, not very good, not good enough, partially effective etc. However, a very small number of respondents about 20% supported the positive side by using the words very effective, very good, immensely effective, possible, more effective etc.

From the information shown in the table, it is clear that it is possible to learn other aspects of teacher training through online classes but it is very difficult in the case of internship. Seeing the adversity of the situation, many consider it to be quite effective. But the number of positive opinion in this case is very low.

⇒ Research Question - 4.1 : How much effective the online school internship for the students (both male and female)?

After analyse the obtained information from the perspective of gender, the percentage of their opinion revealed as follows:

| Types of Responses/Gender (%) | Male  | Female |
|-------------------------------|-------|--------|
| Positive Responses            | 5.22  | 14.78  |
| Average Responses             | 11.30 | 20.87  |
| Negative Responses            | 18.26 | 29.56  |

(Table : 6.2)

From the above information it is easily understood that most of the student teacher think that through the online classroom internship cannot be done. Because the student teachers do not get any chance to manage the class. On the basis of their opinion they able to teach the students but they are unable to experience the classroom situation, student expression, their activities while giving the lessons. So it is not effective at all.

Considering the COVID situation about double percentage of women accepted online class room internship compared to men. Exactly same percentages of responses were seen in the case of average support in this regard. They thought to adjust to the current situation it was well framed but in a broader aspect it could not help to provide real classroom experiences which are very much required to deal with in future.

⇒ Research Question - 4.2 : How much effective the online school internship for the students from Rural and Urban area?

From the points of view of residential location, the obtained information varies from rural to urban area. In this case, most of the student teachers (20.87%) in urban areas thought that it was quite effective. Although most of the rural students teachers were expressed negative attitude toward it. A student teacher said it is impossible for all trainee teachers, because classroom situations are totally different from virtual classroom.

The obtained information on the basis of location is written below as percentage :

| Types of Responses/Locations | Rural | Urban |
|------------------------------|-------|-------|
| Positive Responses (%)       | 7.83  | 12.17 |
| Average Responses (%)        | 11.30 | 20.87 |
| Negative Responses (%)       | 27.83 | 20.00 |

(Chart : 6.3)

According to the above information, the response of student teachers in rural and urban areas is the least positive. But some of them teachers find it effective. Although only 11.30% of rural and 20.87% of urban student-teacher supported it on average side.

Based on the overall responses, it is said that it is not possible to conduct online internships and acquire appropriate training skills. Student teachers gave some reason for the negative impact of online classes those are: lack of direct communication, problem of use technical aid, lack of practical performance etc.

⇒ Research Question - 4.3 : How much effective the online school internship for the students of B.Ed and M.Ed course of teacher education programme?

Internship is very important in both B.Ed and M.Ed of teacher training course especially in B.Ed course. The internship is done for a few days in the second semester and most of the days of the third semester of B.Ed course. This internship is also very important of M.Ed, if it is done directly.

Here, it has been found that most respondents said due to COVID situation its effects has been greatly decreased. Very few student teachers have expressed positive support for online internship. The responses of different course student teachers are as shown below the form of percentage:

| Types of Responses/Courses | B.Ed  | M.Ed  |
|----------------------------|-------|-------|
| Positive Responses (%)     | 9.57  | 10.43 |
| Average Responses(%)       | 10.43 | 21.74 |
| Negative Responses (%)     | 13.05 | 34.78 |

(Chart : 6.4)

From the table information it is clear that 47.83% student teachers say the impact of online classroom is negative in the case of internship. Due to the online system it is impossible to go directly to the school for internship and as a result the student teacher were deprived of getting experience of the skills to manage the school or classes. For this situation implementation of school internship is not possible and it is a big disadvantage for student teachers of this session. About 34.78% of M.Ed student teachers think it is not possible to do internship online. On the basis of student teachers opinion School internship should be arranged offline because online is not effective.

However, some of them think it is somewhat effective. Though it is not fully effective for implementation of school internship but there were no other choice at that time. So it was quite better. Compared to B.Ed, some M.Ed student teachers were more positive about online internship.

⇒ Research Question - 4.4 : How much effective the online school internship for the students of different stream?

At the higher secondary level, teaching according to stream is very important as in teacher training, data showed different stream student teachers who need different system in school internship specially teaching methods. But how much it is possible through online internship can be inferred from the percentage list of their views.

Here only 20% of student teachers of different stream in different department have supported it. In this case most of the responses are in the language stream where the practical work is completely unnecessary and the lowest support given by science and Mathematics student teachers. Among one of them said no exposure to practical skills. Although student teachers of social science have supported the average effect in the largest number also they are more supportive of negative side with 18.26 %.

| Types of Responses/Streams(%) | Language | Social science | Science and Mathematics |
|-------------------------------|----------|----------------|-------------------------|
| Positive Responses            | 9.57     | 6.96           | 3.47                    |
| Average Responses             | 7.83     | 13.91          | 10.43                   |

|                    |       |       |       |
|--------------------|-------|-------|-------|
| Negative Responses | 13.05 | 18.26 | 16.52 |
|--------------------|-------|-------|-------|

(Chart : 6.5)

Some of them feel that it is partially effective because student teachers at least got a chance to know about the various aspects of internship through online classes otherwise it would have remained completely unknown. However, 47.82% of student teachers think negatively because they deprive not only the teaching skill but also other professional issues related to teaching. According to some of them School internship is a field and activity based program due to some situational barriers it was impossible now. So they think without any activity based performance the value of internship is much less than we expected.

### VII. CONCLUSION

This study contributes a new teaching learning of training course in the form of knowledge toward online classroom. This study is very much essential for the development of student teachers' technical ability of teaching. Special efforts should be made in order to develop online classroom related awareness among the M.Ed and B.Ed student teachers. This study provides awareness of the technology based training of student teachers through online classes.

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