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A critical analysis of internship program of teacher education during pandemic time

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Abstract---All the countries are trying to fight with this pandemic time, due to which many countries announced complete lockdown in their country. It has not only influenced higher education but has made a deep impact on the internship program of the students. Students doing other courses such as hotel management engineering doctorate etc. have already used laptop computers, students doing these courses belong to a good class because there is more money in these courses, for them teaching online is a big It is not a matter of fact, but because of the corona work, they have also been affected, While Students opting for teacher education are from middle or poor class, laptops or computers are rarely used in Indian educational training colleges, in this case, students are sent to schools for internship of students of teaching training. In this disaster, all schools were closed. It has been a very deep impact of the disaster on the students of teacher training affected. Where internships In such a situation it is compulsory, how to provide degree to the students without conducting college, this problem is most common. In such a situation, internship activities are also being conducted online by universities and colleges, although the type of training in which students can take up practical work in the college. Online teaching may not take the form of real learning, but currently classroom teaching seems to be the only option. Indian environment is still rural. Here it is not possible for all students to take online classes from laptop or computer. In remote rural areas where the internet is not able to run well, how the students will be able to take their online classes, some students cannot buy these modern technology due to poverty, so this mentality has an impact on their daily routine and their entire family environment. The main objective of this research is to find out the impact of the pandemic on internships program of

teacher education students. Conclusion: Most of the students were facing various problems in their online classes in their internship program has affected, because of which their learning and different type of skill development activities has also affected. Most of the students and teachers of teacher education want to run face to face classes due to practical work.

Keywords---Internship, Covid-19, impact, teacher education.

1. Introduction

1. 1 COVID – 19

We know that COVID-19 pandemic has created a problem for the world. The whole world has been around for 1 year in the wake of the disaster of Covid-19, but all the countries not taking the name of this disaster are constantly fighting in the fight against it, although the corona vaccine has been made but every person does not have access till now. The vaccine was first supplied to elder people and working in the medical department, people directly in contact with the affected people were vaccinated first because the vaccine could not be made in such a quantity at the same time. But within a few days, the vaccine will be easily accessible to the common people, but no vaccine has been made so far that can completely relieve us from this disaster. Currently many countries of the world are struggling with the new waves of Corona being born. And this corona looks even more frightening in the new form. Given its horrors, it seems that for a few years it is not go away from us. We will have to edit all of our learning business while in corona.

And even then, all the teaching work will be done online. Online teaching may not take the form of real learning, but currently classroom teaching seems to be the only option. The system of online learning helps the students to understand the syllabus of their classes. And their life will not be zero. It has also made our education system online and given the magnitude of the new wave of corona that is currently being created at different times in different countries, it seems as if this disaster will take a few years to go from here. It will take more time for such a long time that students cannot live without studying. If this happens, they will lose the valuable learning activities of life, so in the last few months, online teaching work has been released in all the countries of the world, in view of this which continues till the present. Disaster has caused the most damage to the student class, academic activities are very important for intellectual development in the life of students, so in this disaster, when we can't get out of the house, then as an alternative to classroom teaching, an online learning task should be done. Priority is being given by all educational institutions to all countries, understanding education works are being done online for 1 year continuously and further we have to keep teaching work online till we get complete freedom from Corona. Although we believe that online teaching can never take the place of offline teaching, but to save the lives of students from getting sidelined, it is very important for us to do and carry out online teaching work in academic courses conducted in various universities where internships In such a situation it is compulsory, how to provide degree to the students without conducting the

internship, this problem is most common. In such a situation, internship activities are also being conducted online by universities and colleges, although the type of training in which students can take up practical work in the college, is not possible at present. In view of this, adopting this option has become mandatory for all academic and academic work, online work is very important in the present situation to give momentum to the whole world.

1.2 Teacher education program

The Student Teacher Education Program (STEP) is designed to prepare pre-service teachers to be successful in using technology tools to create learning environments that empower students to be independent and creative learners, build reading, language and STEM skills, and prepare them for their futures.

1.2.1 B. STC Program

B. STC is a two year teacher training program (two year Diploma in Elementary Education after 12th class conducted by National Council For Teacher Education(NCTE) every year. After doing this program you can teach in primary classes or fight government vacancies for third grade teacher.

1.2.2 B. Ed program

Bachelor of Education is a master's degree that awarded by universities. B.Ed. is a bachelor degree course aimed at training students to become teachers. B. Ed is a two year full time degree program. Admission process in B. Ed program is an entrance based through different round of counseling for final seat allotment. After completion of B. Ed course a person can teach secondary or senior secondary classes from 6th to 12th.

1.2.3 M. Ed program

M. Ed students are students who hold a master degree from education, who wish into research in the education department of various universities. After taking M. Ed education, students can later teach B. Ed students, it is mandatory to do M. Ed with small research work to teach B. Ed students.

2. Review of related literature

1. **Ahmed Alsoufi , Ali Alsuyihili, Ahmed Msherghi, (November 2020)** concluded a study on Impact of the COVID-19 pandemic on medical education they aimed the medical students' knowledge, attitudes, and practices regarding electronic learning". And also concluded that 64.7% respondent disagreed from e-learning. While 54.1% of the respondents agreed by source of e-learning. As 21.1% respondent agreed with e-learning and could be used for clinical aspects, 54.8% students disagreed with this statement and 24% were not decided. It was observed that only 27.7% of the respondents had participated in online medical educational programs during the COVID-19 pandemic, while 65% respondent were using the internet for participating in various online discussions.
2. **Bilsland, Christine, Nagy Helga, Smith Phil (2020)** conducted a study on Virtual internships and work-integrated learning in hospitality and tourism in a post COVID-19 world. This study explored the attitudes of hospitality and

tourism training organizations students towards online and virtual internships. It was concluded that their leaning to provide some of this model of training to interns, and their potential satisfaction with the skill and service mindset outcomes that can result from online and virtual internships.

3. **Bussma, Ahmed B. (6 Oct 2020)** conducted a study aims to describe the impact of COVID-19 on internship activities at health organizations in Saudi Arabia The data was collected from 101 health science interns who were registered to complete their internships during the spring 2020 semester from different health organizations of Saudi Arabia. After study it was concluded that During the COVID-19 pandemic 76.53% organizations were continue the training by virtual classes, but 23.47% of institutions decided to suspend trainings. It was also found that all the interns who had the chance to continue their internships on virtual classroom were happy.
4. **Esteban M A., Jacob F., Maria Paola and Ugalde A., Basit Z. (November 2020)** conducted a study on, "The impact of COVID-19 on student experiences and expectations". A sample of 1500 students was selected for the study from largest public institutions in the United States.They concluded that 13% of students have delayed graduation, 40% have lost their job, their internship also and 29% expect to earn less at age 35. Approximately 55% of poor students delayed their graduation than higher-income peers due to covid-19.
5. **Matthew D. Alvin, Elizabeth George, and Francis D., Pande W. P., Susanna I. L. (27 March, 2020)** conducted a study that aimed the Impact of COVID-19 on Radiology Trainees". The impact of COVID-19 on radiology training programs has been found in this study and continues to increase by time. Trainees of medical school have limited earnings and savings. it was found that the Department of Radiology is not making any income at all. This department is running at a huge loss. The training of students has also had a profound impact on the retirement of senior radiologists for some time and which is currently They are also training in radiology, they have to worry about their safety in the future whether their job is safe or not.
6. **Sadia A. (10Jan 2020)** conducted a study on, "impact of internship programs on professional and personal development of business students: a case study from Pakistan". The main aim of this study was to evaluate the impact of internship programs on the professional as well as on personal development and skills of business students in Pakistan. The data were collected from 800 under graduating business students of 4th year degree programs from 15 universities of Pakistan. This study used structured questionnaire in which 35 questions using 5-point Likert scale The overall results shows an impact on internship program's professional growth and skills of the business students of Pakistan also affecting their personal development, skills and capabilities.
7. **Linda, La V. and Stephen N. and Catherine M., David H. (6 Aug 2020)** conducted a study on Covid-19 challenges and opportunities". It was concluded that working online from home brought new pressures on tutors, trainees and on teachers. Work load pressure for the universities to adapt quickly has meant that there has been little opportunity to consult, collaborate or reflect. Those processes are now beginning for English teacher education community they will learn more from different experiences.
8. **Esteban M. A., Jacob F. F. and Maria Paola U., Araya B. Z. (June 2020)** conducted a study on, "The impact of covid-19 on student experiences and expectations: evidence from a survey". The sample was drawn from 1,564

respondents. It saw that the effects of the pandemic are highly affected with lower-income students 55% more likely to delay graduation compared to their higher-income counterparts

9. **Carmen C. Aguilera and Maria A. F. (September 2020) conducted a study on, "Covid-19 and teacher education: a literature review of online teaching and learning practices".** It has an impacted on education at all levels in different ways. This paper provides a review of the literature on online teaching and learning practices in teacher education. After reviewed of 134 empirical studies was analyzed that Online teaching and learning practices related to social, cognitive and teaching presence were identified. Also found the need of pedagogy of online education that integrates technology to support teaching and learning.

3. Justification of problem

At present, education has been affected the most by Corona. All educational institutions have been closed for almost 1 year. Students of all classes have been promoted, but the biggest problem has arisen for teacher education where all the work is done experimentally. How will these students become future teachers without an internship, how will be they come to prepare and present a lesson plan without doing an internship.

Therefore, it is currently a matter of study whether teacher education students are able to take online classes or not, how much impact has been made on their overall development in online classes.

Even if they have been able to take online classes, have these classes been able to complete their internship related work, what percentage of the course they have received, what percentage of the courses were completed online by the colleges

4. Objective

After the review of related literature and present perspective following objectives for the research are framed.

1. To analyzed the impact of Covid-19 on internship program of teacher education students.

5. Research methodology

The research is based on secondary data collection. In The secondary data we include various internet sources, journals articles, and some news articles.

6. Internship program of teacher education

In BSTC first year, 24 days internship has been prescribed by the government, students complete practical work by presenting their lessons in school in 24 days, whereas 96 days internship has been proposed in BSTC second year.

Similarly in B. Ed also there is a provision of 24 days internship in the first year and B.Ed. Second year students go to school for 96 days and complete the internship work

Even at M. Ed level, students do internship in schools in the form of practical work and evaluate the work of B. Ed students, which is done by some universities and some are not done by some.

7. Practical work done by students during internship program

During the internship tenure, all the students of teacher education have to fill their diaries in the form of practical work by visiting the school receiving internship.

Students write in their respective diary the details of all the activities conducted in the school during their entire internship period, day-to-day tasks such as teacher attendance register, student attendance register, day-to-day activities conducted in the school, different subjects taught by the teachers in different periods, the lessons to be presented by the student teacher have to be evaluated, as well as after the completion of the internship, the entire report of the entire days has to be filled in their respective diary.

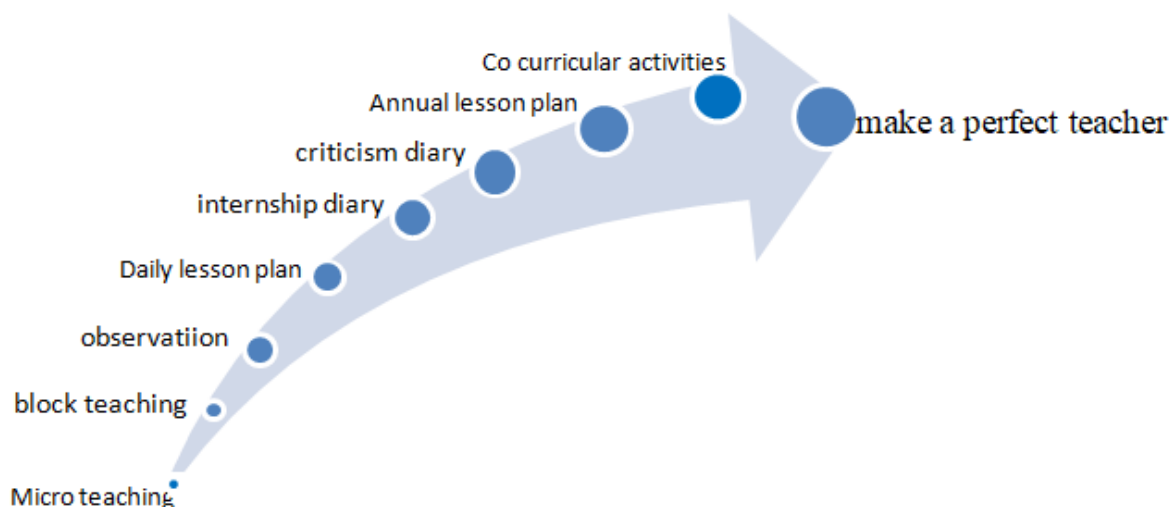


Figure 1.1

Process of internship program

1. Micro teaching

Micro teaching lesson plan is a compulsory and primary practical work of B.Ed. This is the first step of teacher training, by which the student takes the first step in the life of being a teacher, due to disaster, the work of micro teaching in colleges is not completed in time. Here, students have to present different skills above the lesson plan and present it to the student teachers. Which is not possible in online learning for students and also for teacher education lecturers, this is the biggest problem how to make master students in their skills.

2. Block teaching

The section makes the teaching work possible only by the students going to the school, where lesson plans related to different subjects taught in the school are

prepared every day and a comprehensive report of all the activities of the school is prepared. Currently in teacher education this is a problem remains the way in which the students will prepare their report on this action plan. In this context, the Department of Higher Education has not given any kind of instructions that the college students associated with teacher education should get all these diaries related to practical works or not, the colleges are getting the work done to fill the diaries at their level.

3. Observation plan

In Observation Diary, students observe the teaching work of other students studying in schools. All attendance is done in student attendance register, teacher attendance register, student scholar register etc the work is done on the basis of the students on their basis without doing internship in schools. All the work and diaries are being made false by the students without any internship program.

4. Daily lesson plan

In the diary of daily lesson plan, the students prepare daily lesson plan experimentally and present the lesson plan in the internship school, before preparing the lesson plan they have to prepare the lesson plan in their colleges by the help of their lecturer, make a blue print in it, question paper etc. are taught. But without off line classes, trained in college, how students will be able to make their daily lesson plans.

5. Internship diary

In the internship diary, students prepare an account of practical work during the internship in the school or do observation work, observing the lessons being taught by other students in the school and observing and accounting of all the activities that take place during the internship in the school Student attendance register, teacher attendance register, student register register and the subject matter taught daily is written in the diary. This task practically prepares the students to work as a teacher in the future

6. Criticism diary

The work of criticism lesson planning is done after the completion of the entire internship, when the students are completing the internship work in the school, then in the last days, the school teachers organize a critical lesson of the student teachers, they are in different classes in the school, present their lesson plans and the school teachers observe and evaluate them

7. Annual lesson plan

Annual lesson plan is the last and most important stage of B. Ed. Annual lesson plan is organized by the B. Ed colleges in the nearby school. Students prepare lesson plans for their respective subjects, teach them and study them. A supervisory team is sent to the college by the concerned university to evaluate the lessons of the year as the annual lesson plan is an important stage. Therefore, being absent in this, until the student does not edit his annual lesson plan in any school in the coming years, his teacher training course is not considered complete.

8. Co-curricular activities

1.	Sports
2.	Debate
3.	Dance
4.	Musical activities

5.	Drama
6.	Art and craft

Curriculum related activities that are integral to teacher education because their all over development. They also have to go to schools to organize all the curriculum related activities, so the training is given to them only while receiving the teacher's educational and cultural programs. Various competitions etc. are organized by the college. Marks of Sessions of all these activities in the examination are sent by the college. But in this calamity, all these activities were not organized in any college, now the problem in front of the colleges is on which basis they will send the practical marks of these works.

7. Conclusion

This study has outlined various impacts of Covid-19 on students of teacher education in India. The recent pandemic created an opportunity for change in pedagogical approaches and introduction of virtual education in all levels of education. Most of the students were facing different kind of problems like slow frequency of internet, type of supported version of mobile, sound problem etc in their online classes, their internship program has affected, So learning and skill development activities are also affected. But at this time the good thing is that most of the student was getting full support from their teachers, colleges, Universities. So when they get full support of institutions than the online mode of education as a better and useful tool for online studies during this pandemic. But still, most of the students prefer traditional (face to face) mode of learning over the online mode of education. UGC and MHRD have launched many online virtual platforms, e-books and other online teaching/learning materials.

Here are list of some useful resources for delivering a virtual internship experience during this pandemic time.

* **Audio and video Communication tool** – Google Meet, Zoom, Face Time, Microsoft Team, WebEx, Team Viewer, skype etc.

* **Online written work sharing tool** - Google Cloud, Google Classroom, Drop Box, Go File etc.

* **Other communication tool** - Slack, E-mail, Instant Messenger etc.

As we do not know how long the pandemic situation will continue, a gradual move towards the online/virtual education is the demand of the current crisis. But we have no any substitute of internship program of teacher education. These apps and tools are safe for virtual internship. But every student can't afford these virtual tools due to some economic problem. So an online internship may not be possible, whereas an internship or other experiential learning techniques are required for graduation in faculties and departments. So we need to create projects or learning circumstances that are similarly vigorous and strong.

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