

Teaching Practice and co-curricular activities of B.Ed. trainee's during the Covid-19 Pandemic period.

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Abstract:

The chief aim of this research is to study the impact of Covid-19 on education of male and female B.Ed. trainee's during the pandemic covid-19 period with respect to one/four month teaching practice and co-curricular activities in Bilaspur district of the Himachal Pradesh. The result of the study showed that, in all the sampled institutions, there were no arrangement of physical classes for one/four month teaching practice in their respective schools taken for the teaching practice purpose, however, online or classes through the virtual mode were arranged. The study further showed that, the co-curricular activities were also arranged through the virtual mode and pupil-teachers have not experienced actual teaching classroom practice in schools.

Key words: Teaching practice, B.Ed. trainee, co-curricular activities and Covid-19 pandemic.

1. Introduction

Education has been considered as a natural process. The process of education of a child begins when he is in the womb of his mother. In that time he has a kind of environment and he has to adapt himself to another environment as soon as he is born. This activity of adaption is a part of his education process. In order to prepare him or develop him for environment, there is need to which may continue from womb to tomb. Plato defined education as 'a lifelong process starting from the first years of childhood and lasting to very end of the life'. Education aims at imparting knowledge. Knowledge however requires a global outlook and a synthesis of various types of information and experience. This is a philosophical activity without which no education is possible. The principle underlying all educational behaviour is derived from philosophy of education. Our scriptures, philosophers and leaders have defined education in different ways:

- Rigveda regards, 'Education as something which makes an individual self reliant and selfless'.
- Upnishadas, 'Education is that whose end product is salvation'.

- Yajnavalkya, the well known Indian legislator regarded education as, “a means to the development of character and usefulness in an individual”.
- According to Swami Vivekanand, “the ultimate aim of educational efforts is man making. It is the best means for the development of inner man”.
- According to Plato, “Education develops in the body and in the soul of the pupil all the beauty and all the perfection of which he is capable”.
- In the words of Socrates, “Education is not the filling of a vessel, but the kindling of a flame”

Coronavirus disease 2019 (COVID- 19) is also known as the coronavirus or COVID, which is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The first case of the COVID-19 was found in Wuhan city of the China on 31st December of 2019. It was found in the report of the Wuhan Health Committee (2019), that there were 27 pneumonia cases stemming from an unknown etiology with a preliminary link to Wuhan Huanan Seafood Wholesale Market. This was later determined to be a novel coronavirus (2019-nCoV). There was 295 laboratory-confirmed cases by 20th January 2020, out of which 291 were from Wuhan, China (European Centre for Disease Prevention and Control, 2020). Since these cases, there has been substantial growth across the globe. According to the World Health Organization, on 31 March 2020, there have been 6,97,244 confirmed cases with 33,257 deaths. The World Health Organization has declared COVID-19 a pandemic. The top ten countries by reported cases are viz. China, Italy, United States of America, India, Spain, Germany, Iran, France, South Korea, Switzerland, and United Kingdom.

2. REVIEW OF THE LITERATURE:

Basilaia & Kvavadze (2020) concluded in their study that, online teaching and learning are not a new mode of delivery for developed countries and some developing countries. However, shifting from face to face class to online learning is challenging for teachers, students, families and the countries government due to lack of finance, skill, ICT infrastructure, internet access, and educational resources. Di Pietro et al. (2020) studied on “The Likely Impact of COVID-19 on Education Reflections Based on the Existing Literature and Recent International Datasets” and found that the pandemic of COVID-19 pandemic is affecting schools, students, teachers as well as

parents. The COVID-19 crisis increased social inequality in schools. Students from more advantaged parents attended the schools with better digital infrastructure and with teachers having higher levels of digital technology skills. Owusu-Fordjour et al. (2020) found in their study that, there were already inequalities before coronavirus in access to quality education between students in urban and rural areas. Further, there is also inequalities among students from families with higher and lower socioeconomic status. School closures could further increase the inequalities between students. Pujari, (2020) concluded in his study that, COVID-19 affects all over the education system, examinations, and evaluation, starting of new semester or term and it may extend the school year. Sun et al. (2020) in their study found that, the pandemic has shifted and force all the education system across the world to adopt distance learning. Pandemic forces to adopt the face to face learning to online learning. So, in most of the developed countries, courses and exams are conducted online by using different applications and social networks.

Thomas (2020) in his study found that, about 90 percent of high-income countries are delivering online learning, while 20 percent of a combination of broadcast and online learning. In addition to this, upper- middle-income countries, are providing the 70 percent of combination of broadcast and online learning, whereas, approximately 66 percent of lower-middle-income countries providing the broadcast and online learning. Low-income countries, less than 25 percent are delivering education using television and radio education to their students.

3. STATEMENT OF THE PROBLEM

Teaching Practice and co-curricular activities of B.Ed. trainee's during the Covid-19 Pandemic period.

3.1 OBJECTIVES OF THE STUDY

1. To study the impact of Covid-19 on education of male and female B.Ed. trainee's during the pandemic covid-19 period with respect to one/four month teaching practice.

2. To study the impact of Covid-19 on education of male and female B.Ed. trainee's during the pandemic covid-19 period with respect to co-curricular activities.

3.2 DELIMITATIONS OF THE STUDY

The present study was delimited to following aspects:

1. Out of the twelve districts, only the Bilaspur district was selected for the study.
2. The study was further restricted only to B.Ed. trainee's.

3.3 OPERATIONAL DEFINITIONS OF KEY TERMS:

1. **Teaching Practice:** Teaching practice is the practice of various skills as per course of B.Ed. to train the pupil- teachers for actual classroom. There are five microteaching skills and simulation in the B.Ed. In addition to this, there is mandatory part of teaching practice for B.Ed. trainees of one month in second semester and four month of teaching practice in third semester.
2. **B.Ed. Trainee's:** B.Ed. trainees are the students enrolled in Bachelor of Education (B.Ed.) in the colleges of the education in Bilaspur district of Himachal Pradesh for completing the professional degree of teaching. For this study researcher took the trainee's of 2019-21 academic session.
3. **Co-curricular Activities:** these are the activities and programs that take place outside of the traditional classroom but in some manner complement academic learning from classroom curriculum.
4. **Covid-19 pandemic:** It is a pandemic which is caused due to the Coronavirus disease. It is also known as the coronavirus or COVID-19, which is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

3.4 SAMPLE

In the present study, B.Ed. trainees of the Bilaspur district of Himachal Pradesh constituted the population. There are twelve districts in Himachal Pradesh and seventy five B.Ed. colleges along with the Department of Education, Himachal Pradesh University and Government of Teacher Education, Dharamshala. The researcher selected the one district i.e. Bilaspur randomly. There are three B.Ed. teacher training institute in the Bilaspur district i.e. Gurukul Bharti College of Education, Adarsh College of Education and Shiva College of Education. The researcher selected the three colleges purposively. Therefore, all the students of the three colleges constituted the population of the study. From whole of this population, subjects for the

present study who were present on the day of data collection in each college were contacted and included in the sample and selected the students. The total population comprised of 350 B.Ed trainee's. Out of 350 B.Ed. trainee's, 200 B.Ed. trainee's (40 male and 160 female) were taken as per availability of the students in colleges. This shows that 57.14 percent of the total population constituted the sample of the present study.

3.5 TOOLS USED

Questionnaire for B.Ed. trainee's was constructed and standardized by the investigator himself.

3.6 STATISTICAL TECHNIQUES USED

The following statistical technique was used for the analysis of data:

1. Frequency & Percentage
2. Content analysis for the open ended item

4. RESULT AND INTERPRETATION

4.1.1 Impact of covid-19 Pandemic on the one month/four month teaching practice

The table 4.1 showed responses of male and female B.Ed. trainee's as impact of Covid-19 pandemic on the one month and four months teaching practice in the schools

Table 4.1

Responses regarding the Impact of covid-19 Pandemic on the one month/four month teaching practice

Sr.No.	Statements	N=200		Percentage	
		M=	%	F=	%
1.	Impact on the one month/four month teaching practice.	40	age	160	age
	Yes	40	100.00	160	100.00
	No	00	--	00	--
	If yes, then what are the reasons?				
i	Teaching practice was conducted in the schools during this period.				
	Yes	40	100.00	160	100.00
	No	00	--	00	--
ii	Teaching practice was conducted in the college as per directions from Himachal Pradesh University.				

T	Yes	40	100.00	160	100.00
	No	00	--	00	--
2.	Provision by the college administration for the one month/four month teaching practice.				
i.	Conduct of One month and four month teaching practice				
	Yes	40	100.00	160	100.00
	No	00	--	00	-
ii.	Conduct of One month and four month teaching practice in schools through physical mode.				
	Yes	00	--	00	--
	No	40	100.00	160	100.00
iii.	Conduct of One month and four month teaching practice through online/virtual mode.				
	Yes	40	100.00	160	100.00
	No	00	--	00	--

The table 4.1 showed that, as per responses of male and female B.Ed. trainee's, there is impact of Covid-19 pandemic on the one month and four month teaching practice. Hundred percent of the male and female B.Ed. trainee's admitted that there was no conduction of one month as well as four month teaching practice in schools due to Covid-19 pandemic. Hundred percent of male and female trainee's reported that teaching practice was conducted as per directions of Himachal Pradesh University, Shimla. Apart from this, the one month and four month teaching practice was conducted online or virtually during this pandemic period as per arrangement by the college administration.

4.1.2 Impact of Covid-19 on the records of one month and four month teaching practice

The responses of the B.Ed. male and female trainee's regarding the one month and four month teaching practice is given in the table 4.2

Table 4.2

Responses regarding the records of the one month/four month teaching practice

Sr. No.	Statements	N=200		Percentage	
		M=	%	F=	%
1.	Have you completed all the records of one/four month teaching practice?	40	age	160	age
	Yes	40	100.00	160	100.00
	No	--		--	
	If yes, how you have completed all the records?				
i	By telephonically discussion with the school for one month teaching practice	07	17.50	12	7.50
ii.	As per directions from the college	27	67.50	142	88.75
iii.	By visiting the school, when opened for one month teaching practice	06	15.00	06	3.75
2.	What problems you have faced to make the records of teaching practice during the pandemic period?				
i.	Due to the closing of the schools, the records may not formed correctly.	08	5.00	13	8.13
ii.	Transportation problems during the pandemic period.	13	32.50	23	57.50
iii.	I got the information only when the schools were opened as per directions from Govt.	19	47.50	124	77.50

	Of Himachal Pradesh.				
3.	What do you think which is more effective way of teaching practice?				
	Online/ Virtual	00	--	00	--
	Offline	40	100.00	160	100.00
4.	What do you think, the final teaching practice was too late due to Covid-19 pandemic?				
	Yes	40	100.00	160	100.00
	No	00	--	00	--

From the table 4.2, it is clear that, hundred percent of the male and female B.Ed trainee's completed all the records of the one month and four month teaching practice. As per responses of the male and female B.Ed trainee's, 17.50 and 7.50 percent of male and female trainee's make their records by telephonically discussion with schools, 67.50 percent of male and 88.75 percent of the female trainee's as per direction of college and 15.00 and 3.75 percent of male and female B.Ed trainee's by personal visit to the schools when opened as per guidelines of Himachal Pradesh. It is further clear from the table 4.2 that, hundred percent of male and female B.Ed trainee's admitted that offline or traditional teaching practice in the schools are the most effective way of teaching practice.

The male and female B.Ed trainee's admitted that they faced some problems to make their records during the pandemic period. 5.00 and 8.13 percent of male and female B.Ed trainee's did not complete their records due to the closure of the schools, whereas 32.50 percent of male and 57.50 percent of female admitted the problem of transportation and 47.50 percent of male and 77.50 percent of female reported for taking the information from the schools when they opened as per guidelines of Govt. of Himachal Pradesh. Hundred percent of male and female B.Ed trainee's strongly favoured for offline teaching practice and hundred percent of male and female B.Ed trainee also reported that final teaching practice was too late.

4.2 Impact of Covid-19 pandemic on the co-curricular activities of the college

The response of the male and female B.Ed. trainee's regarding the impact of Covid-19 pandemic on the co-curricular activities of the college is given below in the table 4.3

Table 4.3

Responses regarding the Impact of Covid-19 pandemic on the co-curricular activities of the college

Sr. No.	Statements	N=200		Percentage	
		M=	%	F=	%
1.	Is there any impact on the co-curricular activities of the college?	40	age	160	age
	Yes	40	100.0 0	160	100.0 0
	No	00	-	00	--
	If yes, then discuss the reason?				
i	No co-curricular activities were arranged during this pandemic period.	--	--	--	--
ii	Co-curricular activities were arranged through online/virtual mode.	27	67.50	137	85.63
iii	The co-curricular activities which was organised and arranged in offline mode.	13	32.50	23	14.37
2.	Provision of arrangement of co-curricular activities by the college administration.				
i	No co-curricular activities were arranged during this pandemic period	--	--	--	--
ii	Co-curricular activities were arranged through online/virtual mode?	27	67.50	127	79.38
iii	The students are encouraged to make their video and send it to the college.	13	32.50	33	20.62

It is clear from the table 4.3 that, hundred percent of male and female B.Ed. trainee's reported that there is impact of covid-19 pandemic on the co-curricular activities of the college. 67.50 percent of male and 85.63 percent of female responded that co-curricular activities were arranged through virtual or online mode, whereas the 32.50 percent of male and 14.37 percent of female stated that, the co-curricular activities which may be arranged through offline or physical mode was organised. Further, it is cleared from the table 4.9 that, 67.50 percent of male and 79.38 percent of female B.Ed. trainee's participated in co-curricular activities of the college through the online or virtual mode, whether 32.50 percent of male and 20.62 percent of female participated in the co-curricular activities by making their video related to programme and sent to the college.

4.2.1 Participation of B.Ed. trainee's in co-curricular activities of the college during the Covid-19 pandemic period

The responses of B.Ed. Trainee's regarding the participation in co-curricular activities is given below in Table 4.4

Table 4.4

Responses regarding the Participation of B.Ed. trainee's in the co-curricular activities during covid-19 Pandemic

Sr. No.	Statements	N=200		Percentage	
1.	Participated in the co-curricular activities during this covid-19 Pandemic				
	Yes	19	47.50	59	36.88
	No	21	52.50	101	63.12
2.	Celebration of all the important days				
	Yes	19	47.50	59	36.88
	No	21	52.50	101	63.12
3.	Celebration of Annual Prize Distribution function in the college				
	Yes	00	--	00	--
	No	40	100.00	160	100.00

4.	Organisation of sports in the college during this pandemic period				
	Yes	00	--	00	--
	No	40	100.00	160	100.00
5.	Organisation of educational tour				
	Yes	00	--	00	--
	No	40	100.00	160	100.00
6.	Which is more effective for co-curricular activities?				
	Offline	61	100.00	160	100.00
	Online/Virtual	--		--	

The table 4.4 showed that, 47.50 percent of male and 36.88 percent of female participated in all the co-curricular activities and celebrated the important days during this covid-19 pandemic period. Hundred percent of male and female B.Ed. trainee's responded that, there was no celebration of annual prize distribution function and organisation of sports as well as educational tour during this pandemic period. However, hundred percent of male and female B.Ed. trainee's supported for the offline practice is the effective way of celebration of co-curricular activities.

4.3 CONCLUSIONS

On the basis of the analysis and interpretation of the data, following are the conclusions may be drawn from the present study:

1. The one month and four month teaching practice was not conducted in schools during this Covid-19 pandemic period. However, one month and four month teaching practice was conducted by the college administration through online or virtual mode and as per guidelines of Himachal Pradesh University, Shimla.
2. Hundred percent of male and female B.Ed trainee's has completed their recorded as per guideline of Himachal Pradesh University. They completed

their records by contacting with the schools, as per directions of the college administration and by personal visit to schools when opened as per guidelines.

3. The problems faced by the male and female B.Ed trainee's to prepare the records were that, not completed their records due to closure of the schools, transportation and collected the information when the schools opened as per guidelines of Government of Himachal Pradesh.
4. Hundred percent of the male and female B.Ed trainee's admitted that offline teaching practice is the most effective way to prepare the records of one month and four month teaching practice. Apart from this, hundred percent of male and female B.Ed trainee's reported that final teaching practice was too late due to which their academic session also goes late.
5. There is impact of Covid-19 pandemic on the co-curricular activities of the college in all the three colleges. Majority of male and female B.Ed. trainee's participated in the co-curricular activities through the online or virtual mode.
6. The college administration make the arrangement for participation in co-curricular activities through online mode or virtual mode, however some of the trainee's make their video for participating in co-curricular activities and send it to the college.
7. The male and female B.Ed. trainee's participated in the co-curricular activities as per arrangement of the college administration through virtual or online mode.
8. There was celebration of important days in the college virtually or online mode, whereas no celebration of annual prize distribution as well as organization of sports day and educational tour etc during this pandemic period.
9. Hundred percent of the male and female B.Ed. trainee's assumed that, offline mode is the best method of celebration and organization of co-curricular activities.

4.4 EDUCATIONAL IMPLICATIONS

In the light of the findings of the present study, the following educational implications can be laid down:

1. It was found from the study that, there should be provision of offline co-curricular activities as per SOP of government during this Covid-19 pandemic.
2. The curriculum of the course should be concised during this Covid-19 pandemic period, because most of the activities in the course is of practical type.
3. For strengthening the teaching-learning process, there should be a proper training for the students as well as teachers to use the new technological methods of teaching-learning process.
4. Due to threat of Covid-19, there should be provision of the online examination. For this affiliating body may take the help of technological sound resource persons and make a system through which trainee's may give their examination from their home without copying in examination.

4.5 SUGGESTION FOR THE FURTHER RESEARCH

On the basis of experience and insight acquired from conducting the present study, the following suggestions are offered for the prospective researchers:

1. Research may be undertaken with large sample covering other teacher education institutes of Himachal Pradesh University, Shimla.
2. The present study was conducted on the B.Ed. trainee's only, it may further extended to the faculty and administration of the colleges.
3. A similar study may be undertaken to investigate the impact of Covid-19 pandemic among other professional stream students such as medical sciences, engineering, business studies and legal studies.
4. Similar study can be undertaken on school level students and teachers.

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