



A STUDY ON IMPACT OF D.El. ED. TRAINEES ON TEACHING LEARNING PROCESS OF SCHOOL STUDENTS DURING SCHOOL EXPERINCE PROGRAMME.

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Abstract

School experience program is an important part of teaching learning process in which the D.El.Ed Trainees practices and executes the way of skills that they had already learnt in their micro-teaching sessions. In micro-teaching they learnt varied skills like skill of introduction, skill of probing questions, skill of reinforcement and many more which helps them in their actual teaching practice ,in real classroom situations .There are four main functions which must be conducted well while D.El.Ed trainees are involve in teaching learning process of students which are assembly management , beautification of the school premises and communication considering these four parameters, this study is to find out the 'impact of D.El.Ed trainees on teaching learning process of school students ' for example:- We had collected through questionnaire and 5 linkert scale has been used to overview the result ,random sampling technique has been used to gather information from many students of schools in District WEST A and WESTB, to analyze the data percentage

Keyword: D.El.Ed trainees, SEP, DoE School, MCD School.

Introduction:

Higher Education in India consists of Diploma , Graduation position at sector which are run by colleges, institutes and universities and in some countries the central Government as well as private most Institute has fabricate the objective of imparting important both theoretical and practical knowledge and professional growth of students , a part from his/her practical knowledge , it is also important during SEP(in school experience program) that emphasis on four areas i.e. assembly management , beautification of classroom and school premises and last but not least communication the day start with assembly school in which daily news readings, om chanting, thought of the day , poem recitation and awareness on various issues like traffic rules & road safety , sanitation, sensitization about good touch and bad touch and environmental awareness were conducted.

After giving orientation to the trainees about SEP, the First, second & third phase of 05 + 20 + 05 days preparing conducted in the month of September and in October November rotation of teacher trainees'



supervision will also be done in third phase to maximize the benefit to students and also provide maximum exposure to each expert of their field. Before going to a SEP trainees were orientation with the aims and objectives, purposes of lesson plan, teaching-learning material, various teaching pedagogies and activities that are meant to be performed with students. There are many assignments also assigned to the trainees in order to acquaint them with both teaching and non- teaching works in Schools and for this they also get orientation lecture by the faculties such as the Textbook analysis, Achievement Test Report, School Profile and Reflective Diary, Action Research etc. Student also prepares Integrated Lesson Plans in which they integrate the lesson with Art Education, Work Education and Physical education.

Effectiveness of SEP for D.El.Ed trainees is assessed and found that -

1. For effectiveness in learning skills to be adopted by teacher it is necessary to update and practice student and give them real life experiences.
2. It is also supervised and monitored work by an expert, who help students to learn effective teaching learning status.
3. Feedback given by supervisors, allows trainees to improve their methods and techniques of teaching according to the individual need of students.
4. It is also important to upgrade instructions, respective productivity of the teacher trainees' lesson plans were made on constructive approach, in which they learn problem solving, activity based learning, discover themes levels , another way of strategies.

As a future teacher, SEP provide them opportunities to explore their role as facilitator is good for the better future of students. For giving his /her goal, the trainee needs to use their knowledge& understanding of pedagogical experience to improve the competencies.

The school experience program of D.El.Ed is in 2 year is completed in 40 days .

In their SEP programme of 5 +20+15 days objective is to find suitable pedagogy for practice a particular content& also to transmit content matter on the basis of the needs and levels of students by adopting different skills and strategies techniques to fulfill their requirement and to bring change in their behaviors the teacher training is always with the help of content and is appropriate teaching learning



material. During SEP these trainees also do some small researches to solve problems of students. They also try to use environment as a resource and community resources in the teaching-learning process.

Data Collection

	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Teacher	How effectively D.El.Ed trainees perform in your school during The SEP Programme Assembly.	43	35	7			85
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Classroom Teaching.	33	30	2			65
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Management of the school	27	44	8			79
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Beautification of the school .	41	26	11			78
	How effectively D.El.Ed trainees perform in your	45	28	6			79



	school during the SEP Programme Co curricular activities .						
Student	How effectively D.El.Ed trainees perform in your school during the SEP Programme Assembly.	44	26	4			74
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Classroom Teaching.	29	36	9	1		75
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Management of the school	36	28	5			69
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Beautification of the school .	33	21	9	2		65
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Co curricular activities .	39	23	8			70
Hos	How effectively	45	30	3			78



	D.El.Ed trainees perform in your school during the SEP Programme Assembly.						
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Classroom Teaching.	31	38	7			76
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Management of the school	42	25	3			70
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Beautification of the school .	35	24	9			68
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Co curricular activities .	39	24	4	2		69
Teacher	How effectively D.El.Ed trainees perform in your school during the SEP Programme Assembly.	37	30	8	1		76
	How effectively	31	31	12			74



	D.El.Ed trainees perform in your school during the SEP Programme Classroom Teaching.						
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Management of the school	28	31	10			69
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Beautification of the school .	30	29	10			69
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Co curricular activities .	35	26	9			70
Student	How effectively D.El.Ed trainees perform in your school during the SEP Programme Assembly.	35	28	6			69
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Classroom Teaching.	30	34	7	1		72



	How effectively D.El.Ed trainees perform in your school during the SEP Programme Management of the school	36	19	12	1		68
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Beautification of the school .	31	24	14			69
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Co curricular activities .	33	28	8	1		70
HoS	How effectively D.El.Ed trainees perform in your school during the SEP Programme Assembly.	49	26	2			77
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Classroom Teaching.	39	30	4			73
	How effectively D.El.Ed trainees perform in your school during the SEP Programme	37	23	6			66



	Management of the school						
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Beautification of the school .	42	22	6			70
	How effectively D.El.Ed trainees perform in your school during the SEP Programme Co curricular activities .	41	24	6			71

Data Analysis

In this , 85 teachers gave feedback for those activities , which D.El.Ed trainees performed in schools during the SEP programme .Out of which 43 teachers with the work and 7 gave the plan downs for. In total 65 teachers feedback for those activities D.El.Ed trainees performance school during their SEP program classroom teaching out of 33 teachers were happy with the work and to give the total plan answer. In total 79 Teachers day feedback for house performed in school during program management of school out of which 27 teachers were happy with the work and eat gave the plan down. In total 78 teachers gave feedback for how effectively trainees is perform in school during their SEP program notification of the school out of which 41 teachers were happy with the 1 and 11 gave the blind. In total 79 teachers feedback for house activity D.El.Ed trainees is performance school during the recipe program activities out of which 43 teachers were happy with the work and 6 gave the blend answer.

In total 74 student gave feedback satisfactory for D.El.Ed trainees 10 is performed in school during their SEP program assembly out of which 44 were happy and four gave a blind response. In total of 75 students gave feedback for half acrylic D.El.Ed trainees train is performance school during their recipe program school classroom teaching out of which 29 were happy and 9 gave plan response and one give negative answer. In total of 69 students give me how to play train is performed in school during the recipe program class management out of his 365. Give a brilliant answer. In total of 65 student were gave feedback for half yearly daily tennis perform in school during their SEP program class room



notification out of waste 33 were happy and 9 gave bland answer. In total of 70 students give feedback for factory D.El.Ed trainees performed in school during their SEP program out of which 39 were happy and 8 gave bland responses.

In total 78 HoS gave feedback for how effectively D.El.Ed Trainees performed in school during their SEP program assembly, out of which 45 were happy with the work and 3 gave the blended responses.

In total of 76 HoS gave feedback for activities performed by D.El.Ed trainees in school during their SEP program in classroom teaching, out of which 31 were happy with the work and 7 gave the blended answer. In total of 70 HoS gave feedback for how effectively D.El.Ed trainees responses.

In school during their SEP program management of school, out of which 42 were happy and 7 give a blended response.

In total 68 HoS feedback about how effectively D.El.Ed trainees performed in school during school premises' beautification, out of which 35 were happy with the work and 9 gave blended responses.

In total 69 HoS feedback for how effectively D.El.Ed trainees 10 is performed in school during their SEP program Co-curricular activities ,out of 69 were happy with work ,4 gave blended responses and 2 gave negative responses.

Students:

In total 69 students gave feedback for how effectively trainees performed in schools during the SEP program assembly out of which 35 were happy and 6 gave the bland response. In total of 72 Student feedback for house activity D.El.Ed trainees performed in school during their SEP program classroom training out of 31 were happy and 7 gave a bland answer. In total of 60 student were feedback for house activity D.El.Ed trainees performed in school during their SEP program class management out of which 36 were happy and 12 gave bland answer. In total of 69 student gave feedback for house activity D.El.Ed trainees performed in school during SEP program classroom discussion out of 31 were happy and 14 give the bland response. In total of 70 student gave feedback for house activity D.El.Ed trainees 10 is performance school during their SEP program regular out of 33 were happy and it give a blind response.

Teachers:

Intotal 76 teachers gave feedback for how effectively D.El.Ed trainees performed in school during there SEP program ,out of which 37 teachers for happy and it give the blended responses.



In total 74 teachers gave feedback for how D.El.Ed trainees performed school during their SEP program classroom teaching , out of 31 teachers were happy with the work and 12 gave the blended responses.

In total 70 Teachers gave feedback for how effectively D.El.Ed trainees performed in school during their SEP program management of the school, out of 30 teachers were happy and 10 give the blended responses.

In total 70 teachers gave feedback for how effectively D.El.Ed Trainees performed in school during their SEP program notification of school ,out of which 9 were happy with the work and 35 blended responses.

In total 69 teachers gave feedback for how effectively D.El.Ed trainees performed in school during their SEP program Co curricular activities , out of his 35 teachers were happy with the work and 6 gave the blended responses .

HoS:

In total 77 HoS gave their valuable feedback for how effectively trainees performed various activities in schools during their SEP program, out of which 49 were happy with the work and others gave blended answers.

In total of 73 HoS feedback for how effectively D.El.Ed trainees D.El.Ed trainees performed various activities in schools during their SEP program classroom teaching out of which 31 were happy 39 with the work for gave the blended answers.

In total 66 HoS, gave their feedback for how effectively D.El.Ed trainees performed in school during the SEP program management of school and which of 37 we happy blended answers.

In total 70 HoS, gave their feedback about how effectively D.El.Ed trainees performed in school during school beautification, out of which 42 and happy and 6 gave blended answer.

In total 71 HoS , gave their feedback for how effectively performed in school during their SEP program in co- curricular activities out of which 41 were happy and 6blended responses.

Conclusion.

From all the above-mentioned details, we hereby concluding that the SEP or School Experience Programme plays a prominent role in both theoretical and practical learning of the would-be teachers of our beloved nation. During school experience program for D.El.Ed 2nd year trainees, HoS ,Teacher these are the three main stakeholders which are involved in the effective progress in the learning of the pupils performed in school The Hos of the school provides all the required resources that makes the teaching learning process more student center , to the trainees. The teachers help the trainees in



acquainting with the classroom situations and also share the important information about the children's behavior and level of learning. Also, the teacher assists the trainees whenever they need guidance in tackling some unexpected situations. by day. The trainee teachers not only takes part in curricular activities but also in co-curricular activities such as sports day celebration, plantation drive, awareness programmes like rallies on prevention from dengue , malaria , covid-19 , etc. The trainees also get the chance to interact with the parents of their students in the school's Parents Teachers Meeting. And that's how we considers SEP as an important part of the D.El.Ed curriculum.

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