A Study On The Perception Of D.El.Ed. Students About School Experience Program (SEP) Online: Opportunities And Challenges

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Abstract:
Worldwide, teacher training programs have undergone a paradigm shift as a result of the use of technology. A key component of the Diploma in Elementary Education (D.El.Ed.) curriculum, the School Experience Program (SEP), has evolved digitally and moved to an online format as part of this change. This study investigates how D.El.Ed. students view the online SEP, exploring the advantages and disadvantages of this digital adaption.
The study aims to offer significant perspectives on the experiences of D.El.Ed. students, illuminating the possible benefits and challenges related to the online School Experience Program. This study explores the potential and problems brought about by this digital change by examining how D.El.Ed. students perceive the SEP in an online environment.
The sample was chosen using purposive sampling technique. The data was collected through google form. Data was analyzed using quantitative as well as qualitative technique. The knowledge gathered from this study is essential for shaping how teacher preparation programs should change to accommodate the changing demands of prospective teachers and promote the successful integration of technology into the training of future educators.

Keywords:
School Experience program, student teachers, Teacher Education program, D.El.Ed. online teaching-learning.

Introduction:
The Diploma in Elementary Education (D.El.Ed.) is a crucial component of teacher education programs because it helps prepare prospective teachers to handle the challenges of working in elementary school classrooms. One important aspect that has gained significance with the continuous evolution of educational paradigms is the School Experience Program (SEP). Recent technological advancements have ushered in a new era and revolutionized conventional educational practices.
In the digital age, it is critical to comprehend how prospective educators interact with online SEP in order to improve teaching methods and guarantee a smooth transfer of knowledge from theory to practice in the dynamic field of teacher education.

School Experience Program (SEP):
One of the main components of the Diploma in Elementary Education (D.El.Ed.) program is the School Experience Program (SEP), which is a life-changing experience for those who want to become teachers. This required course forces students to take on the role of teacher by immersing them in the complex world of elementary school activities. Participants engage in all aspects of school life over this immersion length, with a focus on the art and science of teaching. Students are fully involved in the teaching process, which is one of the SEP's unique features. Participants are encouraged to model for themselves the duties and procedures of a teacher, and they actively engage in classroom activities in addition to observing them. The SEP's requirement of an excellent attendance rate highlights the program's dedication to developing a devoted and punctual teaching culture. The program's strict attendance policy is a reflection of its understanding of how crucial it is for participants to be engaged on a regular basis in order to optimize the learning and teaching opportunities during this crucial time.
A school experience program is a crucial component of programs that prepare teachers. It is intended to give prospective educators real-world, practical experience in classroom environments. This part seeks to close the gap between the academic courses' theoretical understanding and the real-world application of teaching techniques in a classroom setting. Important components of a program for school experiences are-

Classroom Observation: In order to acquire knowledge about different teaching philosophies, classroom management approaches, and successful communication skills, trainee instructors may spend time watching more seasoned teachers in action.
Teaching Practice: As part of the curriculum, students usually get the chance to organize and lead real classes under the

guidance of qualified instructors. They are able to apply the theoretical ideas they have learnt in their courses thanks to this practical experience.

Feedback and Reflection: A key component of the School Experience Program is reflection. It could be necessary for trainee teachers to evaluate their own teaching experiences, noting their strong points and potential areas for development. They improve as teachers thanks to mentors and supervising teachers' constructive criticism.

Classroom management: The ability to successfully manage a classroom is a crucial competency for educators. Experiences with upholding order, fostering a supportive learning environment, and resolving a range of issues that could come up in a classroom context are all possible components of the curriculum.

Integration with Curriculum: The teacher education program's curriculum and the school experience program are frequently in line with one another. It may be required of trainees to exhibit their comprehension of educational theories and principles in relation to real-world classroom scenarios.

Diversity and Inclusion: New teachers may have to work with a wide range of students, including those from various ethnic origins and those with special needs. Their development of inclusive teaching approaches is aided by this experience.

Professional Development: To further their professional growth and keep abreast of contemporary educational trends, trainee instructors may have the opportunity to participate in workshops, seminars, and training sessions as part of the program.
By bridging the gap between theoretical understanding and real-world application, this practical experience equips D.El.Ed. students for the ever-changing demands of the teaching profession.

Review of related Literatures:
Gaur, P., & Nawariya, P. (2021) study titled, "Effectiveness of communication skills for D. El. Ed. (Diploma in elementary education) trainees during school experience programme." In his study they focused on the effectiveness of communication skills for D.El.Ed. (Diploma in elementary education) trainees during school experience programme. The main focus of the study was sharing thoughts, emotions, and information between two or more people is called communication.
A communication's sender, recipient, message, channel, and feedback are all crucial components. The purpose of this study is to determine how useful communication skills are for trainees during Program for school experience. Teacher candidates have the opportunity to behave as experienced teachers through the School Experience Program. This curriculum, which focuses on observation, allows trainees the opportunity to develop and present a portion of a course and will help shape their future professional vision. The capacity of trainees to effectively communicate program topics to students is a prerequisite for the effectiveness of the School Experience Program.
Khalil, S., & Gupta, U. (2022) studied "During Covid-19 Pandemic: A Case Study Of D. el. ed Students." In this study, D.El.Ed. student teachers took part to share their reflections and experiences about traditional and online classroom teaching-learning, assignments, workshops, the School Experience Programme (SEP), and general learning in a teacher education course during the COVID-19 pandemic.
AGRAWAL, D. A. K., & DHIMAN, D. N. (2021) studied, "Is There Comparison Between offline and Online Classes During Covid-19 Era?" The researcher attempted to compare the perspectives of D. El. Ed. trainees about their online classes (during the Covid-19 outbreak) and offline classes (after the pandemic). Additionally, the investigator sought to learn what D. El. Ed trainees thought about their classes both during and after the COVID-19 outbreak.
Ten distinct questions were created as part of a questionnaire/checklist to compare preferences between online and offline class formats. A random selection of fifty trainees was made from Delhi's District Institute of Education and Training (DIET). The data was analyzed using fundamental statistical methods. The study ultimately came to the conclusion that offline learning is preferable in terms of building interpersonal skills, connecting with instructors and students, communicating effectively, understanding the material, motivating participation, and conducting evaluations. While online modes of contact were chosen for the organization and conduct of classes as well as the availability of study materials and textbooks. Only one aspect—the question posed during the interaction—was met with similar satisfaction by the number of students and teachers in both formats.
Nagpal, M., & Rastogi, A. (2020). Conducted a study titled, "Enhancing Teaching Proficiency through Mobile Learning During School Experience Programme." In Delhi, India, a study was carried out to observe the shift in the teaching proficiency of second-year student-teachers enrolled in the Diploma in Elementary Education program, which prepares future teachers. During the student teachers' placement in schools as part of their School Experience Program, the data was gathered. Thirty student-teachers were divided into two experimental groups and one control group for the study. Using the mobile phones' video recording feature, the whole teaching sessions of the student-teachers in the experimental groups were captured and shared, along with the feedback that was received via WhatsApp or SMS.

Moreover, an experimental group was also given instructional recommendations. According to the study's findings, student instructors in the experimental groups' teaching proficiency has increased more than that of their peers in the control group.

Singh, N. (2021) conducted a study titled as, "Online Teaching Learning during COVID-19 Pandemic Situation: Experience and Perspective." The abrupt shift to online teaching due to COVID-19 has brought forth both advantages and disadvantages. The paper attempts to identify the difficulties that both the teacher and the students have during the online learning process, as well as the students' perceptions of it.

Srivastava, D. S., & Singh, D. A. (2022). conducted a study titled as, "Bringing Reforms in Teaching-Learning Practices through Action Research." This paper provides an overview of the Action Research method and documentation by pre-service trainees and practicing teachers in a district, highlighting how the research has improved their practices and aided in their professional development. Through the creative "action research" project, pre-service and in-service teachers have revolutionized school-related practices by adopting a scientific mindset to solve problems and take on the role of independent researchers. We have produced a Handbook on Innovative Practices Based on Action Research Projects Completed by D.El.Ed. and ETE Students During Their School Experience Program. This project, which is still under progress, focuses on helping teacher candidates cultivate an inquiring mind and a scientific temperament. Teachers created action research proposals, which were then carried out and released for public consumption. Action research practices are global practices implemented as high-quality endeavors on a worldwide scale. It is used all around the world in fields like education to look out scientific ways to improve on current methods.

As envisioned in NEP, Action Research ought to be a fundamental part of teacher education in order to draw, develop, and retain the brightest, most driven minds in the teaching profession. This paper provides a thorough explanation of the development and implementation of these action research ideas by trainees and working teachers in the field, and how abstracts were created and recorded based on the action research reports that were finished. The copies were distributed to project schools in order to carry out these kinds of instructional initiatives. It inspired everyone involved to keep researching, trying new things, and thinking critically about their teaching and learning methods. It served as an example for teacher educators, instructors, and students on evidence-based approaches.

Need and Rationale of the Study:

The paper intends to analyze the perception of student teachers for online SEP. With the help of this study the researcher tries to explore extent of the technical knowledge gained first time during online SEP. The purpose of this study is to offer a comprehensive understanding of the opportunities that online SEP presents, including the possibility for improved accessibility and the incorporation of digital resources into teaching techniques. In addition, it aims to recognize and tackle the obstacles that students face throughout this digital shift, such as problems with connectivity, mastery of digital pedagogy, and the dynamics of online learning environments.

Research Questions:

1. What is the perception of the D.El.Ed. students on School Experience Program (SEP) online?
2. What are the challenges and opportunities for online School Experience Program (SEP).

Objectives of the Study:

1. To identify the online platform and devices used by student teachers for online SEP.
2. To study the extent of Anxiety among student teacher for online SEP.
3. To study the Challenges faced by student teachers for online SEP.
4. To study the extent of technical knowledge gained first time during online SEP.
5. To study the teaching – learning process during online SEP.

Methodology

The present study was an exploratory survey that carried out to elicit the perception of the D.El.Ed. students on School Experience Program (SEP) online.

Population

The population for the present study was all the D.El.Ed. students from DIET, SCERT, North West district of Delhi state.

Sample, Sample Size and Sampling Technique

Sample was chosen by using purposive sampling technique which consists of D.El.Ed. students from DIET, who experienced online SEP. Sample size of the study was 139 student teachers was selected.

Tool for Data Collection

The tool was developed in workshop by the team of experts. Mixed questionnaire was developed which consists of 31 items of Likert type. Demography related questions were in the beginning.

Procedure
The researcher selected the student teachers by purposive sampling techniques. Questionnaire was sent to the participants in Google forms therefore no permission was required from school administration to distribute the tool. The responses of participants were collected in drive itself.

Data Analysis and Interpretation
The data was analyzed using the quantitative as well as qualitative technique.

Delimitations of the Study
1. The study was delimited to DIET colleges of SCERT of Delhi state only.
2. The study was delimited to D.El.Ed. students only who experienced online SEP.

Results and Discussion:
The findings of the study are discussed below-

Gender Ratio:
The gender ratio was shown in Table -1 and figure-1.

Table-1: Gender Ratio

Gender Ratio	Frequency	Percentage
Male	28	20.1%
Female	111	79.9%

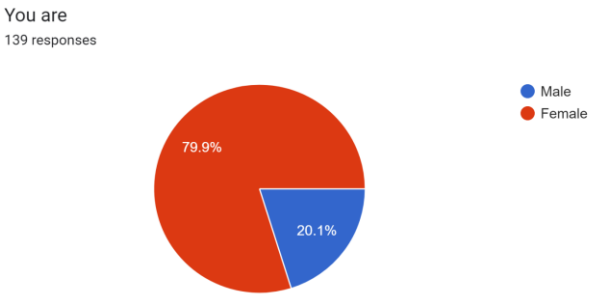


Figure-1: Gender Ratio

Table-1 indicates that the number of female teachers was more than the number of male teachers. It is clearly shown in figure-2. Female teachers were 79.9%, and male teachers were 20.1%.

Findings for Objective -1
Objective -1: **To identify the online platform and devices used by student teachers for online SEP.**

The online platform and devices used by student teachers for online SEP was shown in Table -2, 3 and figure-2 and 3.
Online platform used:
The platform used for online SEP was shown in Table -2 and figure-2.

Table-2: Online platform used

Online platform	Frequency	Percentage
ZOOM	93	66.9%
Google Meet	43	30.9%
Web Ex	3	2.2%
Any other	0	0

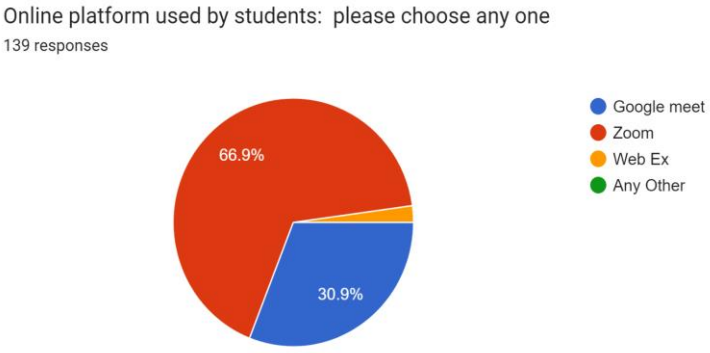


Figure-2: Online platform used

Table -2 represented that ZOOM was the most popular online platform while Webex was least popular. Google meet was use by 30.9% of the respondents.

Device used for taking online SEP: The device used for online SEP was shown in Table -3 and figure-3.

Table-3: Device used

Device	**Frequency**	**Percentage**
Smartphone	120	86.3%
Laptop	17	12.2%
Any other	2	1.5%

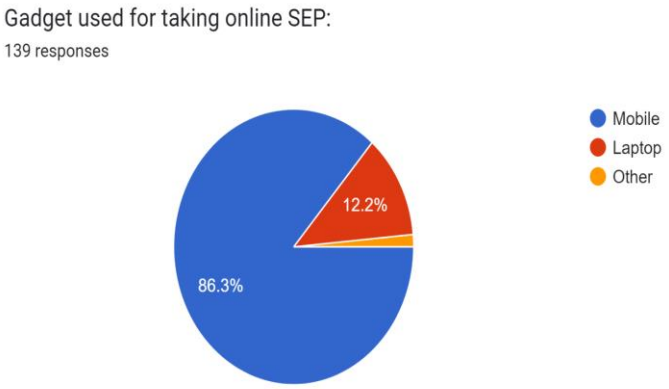


Figure-3: Device used

Table -3 represented that smartphone was the most popular device used by 86.3% of the student teachers. Very few used laptops for online SEP.

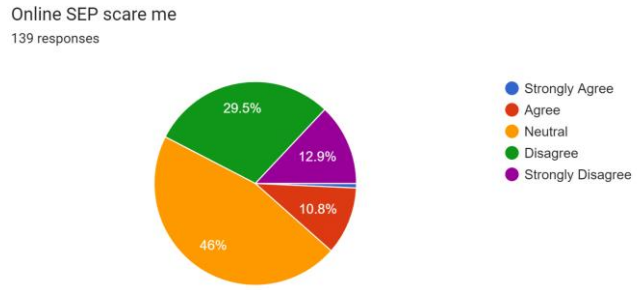
Findings for Objective -2

Objective -2: To study the extent of Anxiety among student teacher for online SEP.

The extent of Anxiety among student teacher for online SEP was shown in Table -4.

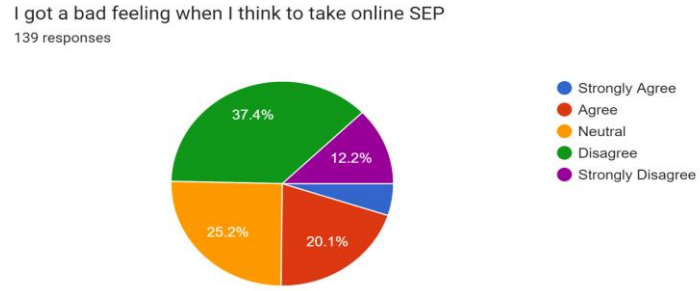
Table-4: Extent of Anxiety among student teacher for online SEP Anxiety about online SEP

S.No.	**Items**	**SA (Strongly Agree)**	**A (Agree)**	**N (Neutral)**	**D (Disagree)**	**SD (Strongly Disagree)**
1	Online SEP scare me	1	15	64	41	18



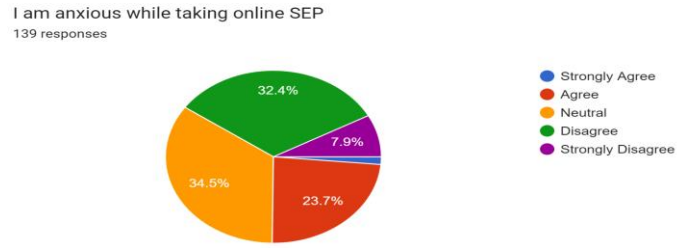
Findings for Item no. 1 indicates that 10.8% were agreed to the statement while 29.5% were disagreed.
More than 50% were agreed or neutral that online SEP scares them.

2.	I got a bad feeling when I think to take online SEP	7	28	35	52	17



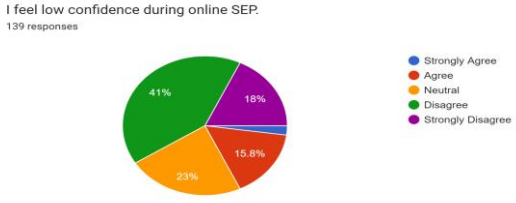
Findings for Item no. 2 indicates that 20.1% were agreed that they get a bad feeling when think to take online SEP while 37.4% were disagreed. Almost 50% were disagreed or strongly disagreed.

3.	I am anxious while taking online SEP	2	33	48	45	11



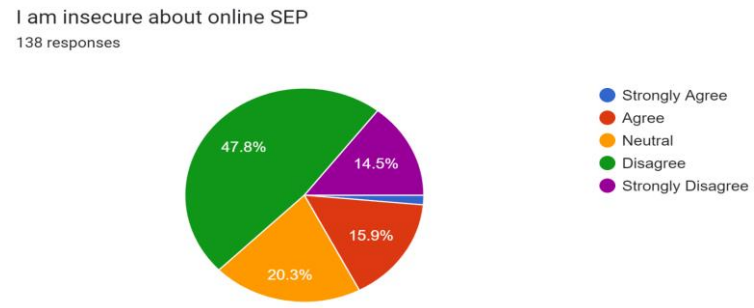
Findings for Item no. 3 indicates that 23.7% were agreed that they were anxious while taking online SEP while 32.4% were disagreed.

4.	I feel low confidence during online SEP.	3	22	32	57	25



Findings for Item no. 4 indicates that 15.8% were agreed to feel low confidence during online SEP while 41% were disagreed.

5.	I am insecure about Face expression	3	22	28	66	20



Findings for Item no. 5 indicates that 15.9% were agreed to feel insecure about Face expression while 47.8% were disagreed.

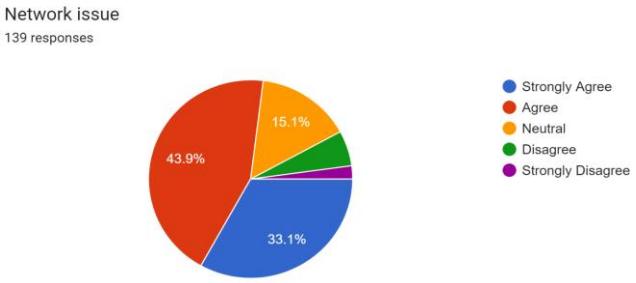
Findings for Objective -3

Objective -3: To study the Challenges faced by student teachers for online SEP.

The Challenges faced by student teachers for online SEP was shown in Table -5 and figure-4

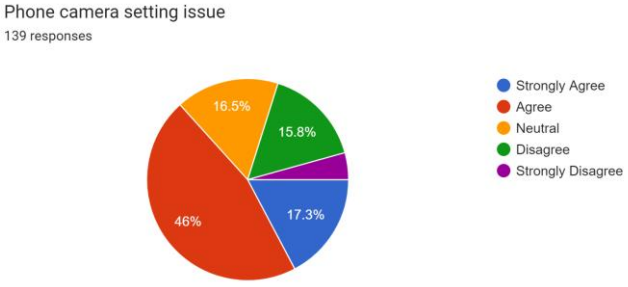
Table-5: Challenges faced during online SEP

S.No	Items	SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SD (Strongly Disagree)
1.	Network issue	46	61	21	8	3



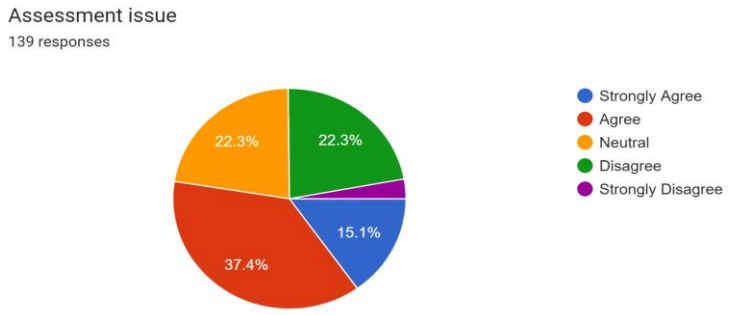
Findings for Item no. 1 indicates that more than 75% were strongly agreed or agreed to face network issues during online SEP while 15.1% were neutral.

2.	Phone camera setting issue	24	64	23	22	6



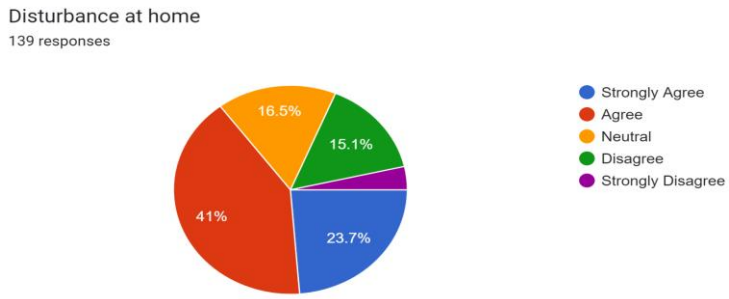
Findings for Item no. 2 indicates that almost 63% were strongly agreed or agreed to face phone camera setting issues during online SEP while 15.8% were disagreed.

3.	Assessment issue	21	52	31	31	4



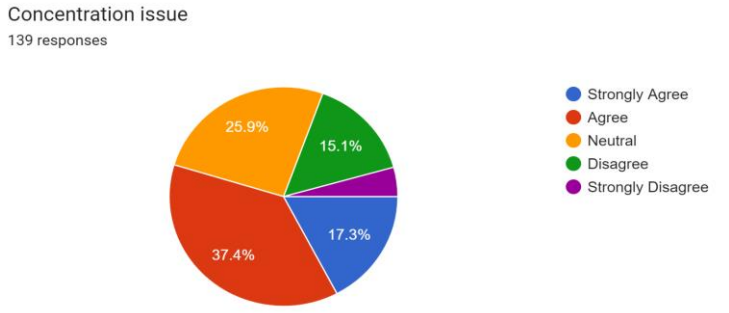
Findings for Item no. 3 indicates that almost 50% were strongly agreed or agreed to face assessment issues during online SEP while 22.3% were disagreed.

4.	Disturbance at home	33	57	23	21	5



Findings for Item no. 4 indicates that almost 65% were strongly agreed or agreed to face home disturbance issues during online SEP while 15.1% were disagreed.

5.	Concentration issue	24	52	36	21	6



Findings for Item no. 5 indicates that almost 55% were strongly agreed or agreed to face concentration issues during online SEP while 15.1% were disagreed.

Thus, findings for objective -3 reveals that network issues, phone camera issues, home environment were major problems reported while concentration issues and assessment issue were less as compare to them, but all of them have significant impact on the online SEP. All type of issue were faced by more than 50 % of the students. Which is clearly represented in figure-5.

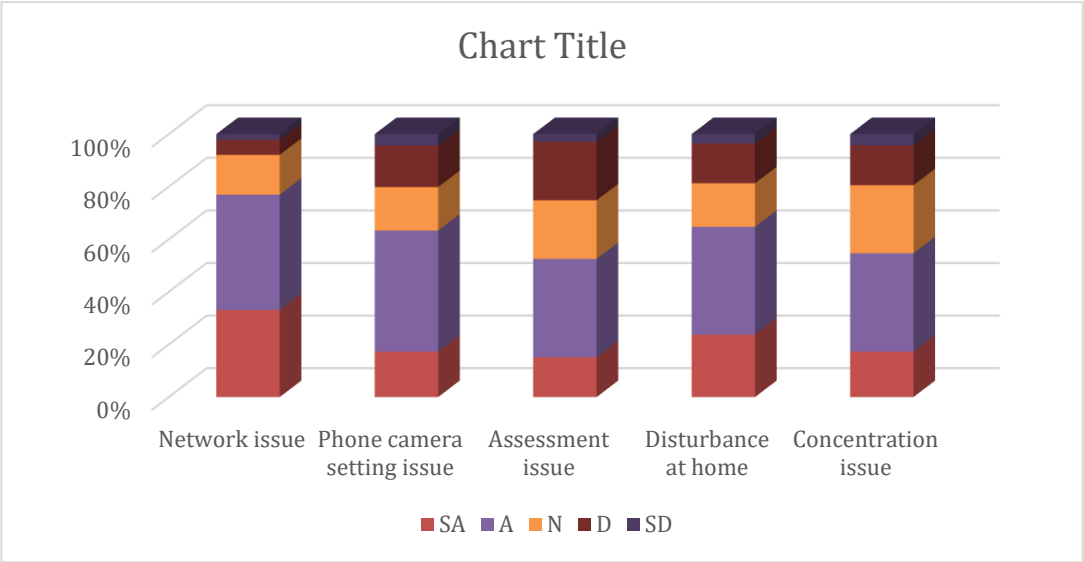


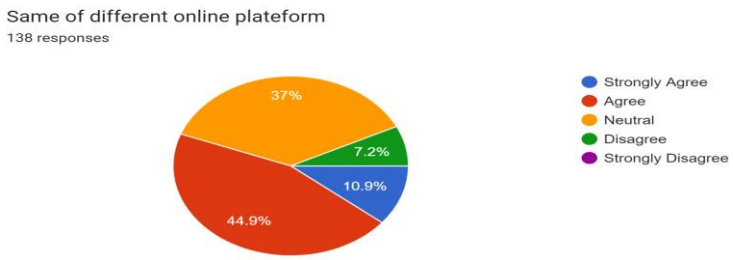
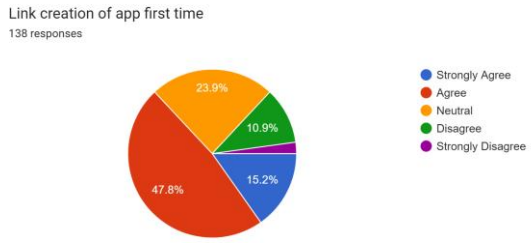
Figure-4: Challenges faced during online SEP

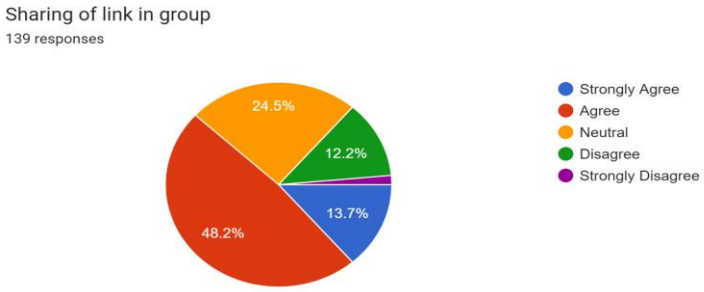
Findings for Objective -4

Objective -4: To study the extent of technical knowledge gained first time during online SEP.

The extent of technical knowledge gained first time during online SEP was shown in Table -6.

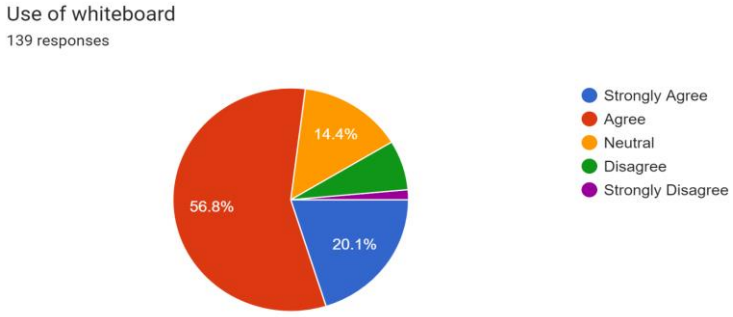
Table-6: Technical knowledge gained first time during online SEP

S.No.	Items	SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SD (Strongly Disagree)
1	Some of different online platform	15	62	51	10	1
 Findings for Item no. 1 indicates that around 55% were strongly agreed or agreed to learn some of online platform during online SEP while 37% were neutral.						
2.	Link creation of app first time	21	66	33	15	4
 Findings for Item no. 2 indicates that around 62% were strongly agreed or agreed to learn link creation of apps during online SEP while 10.9% were disagreed.						
3.	Sharing of link in group	19	67	34	17	2



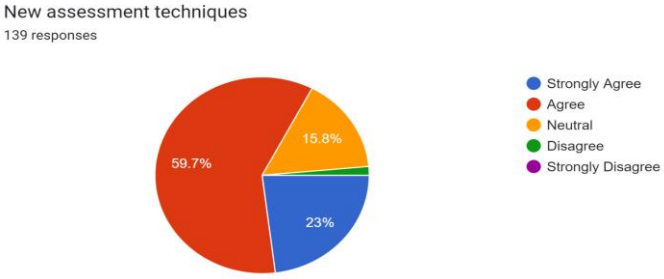
Findings for Item no. 3 reveals that around 62% were strongly agreed or agreed to learn sharing of link in group during online SEP while 12.2% were disagreed.

4.	Use of whiteboard	29	79	20	9	2



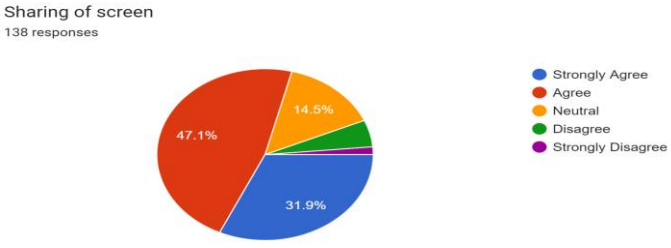
Findings for Item no. 4 indicated that around 76% were strongly agreed or agreed to use whiteboard during online SEP while 14.4% were neutral.

5.	New assessment techniques	32	83	22	2	0



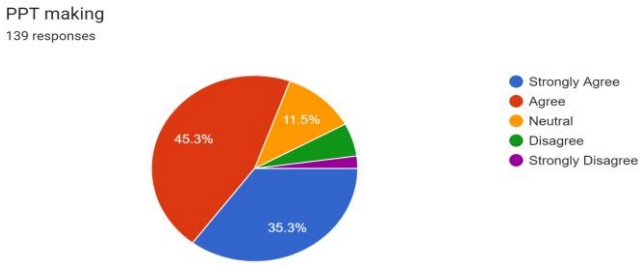
Findings for Item no. 5 indicates that more than 82% were strongly agreed or agreed to learn New assessment techniques during online SEP while 15.8% were neutral.

6.	Sharing of screen	44	65	20	8	2



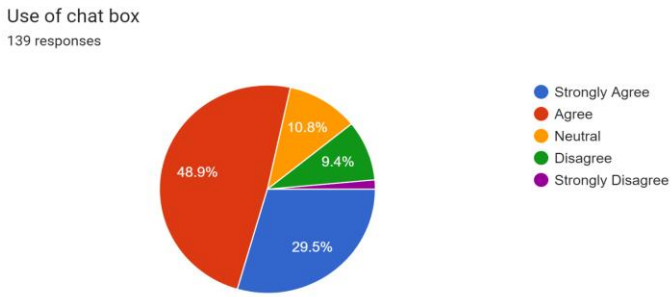
Findings for Item no. 6 indicates that almost 79% were strongly agreed or agreed to learn sharing of screen during online SEP while 14.5% were neutral.

7.	PPT making	49	63	16	9	2



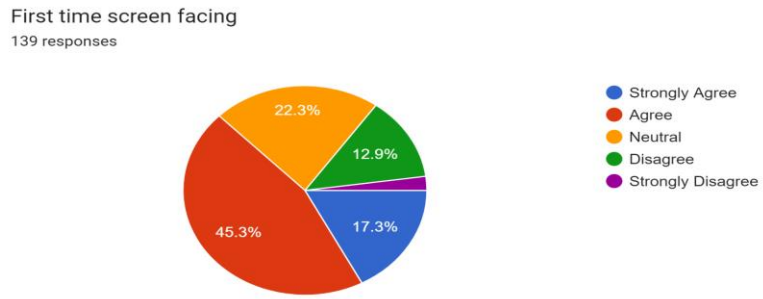
Findings for Item no. 7 indicates that more than 80% were strongly agreed or agreed to learn PPT making during online SEP while 11.5% were neutral.

8.	Use of chat box	41	68	15	13	2



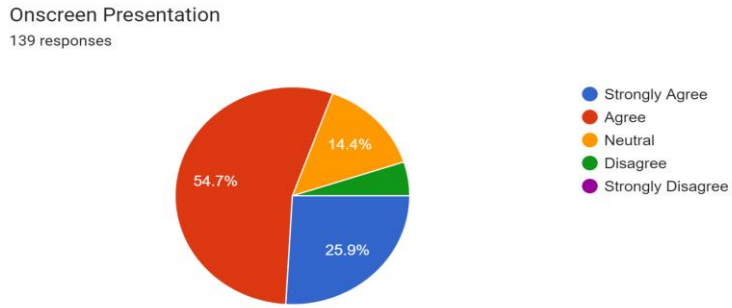
Findings for Item no. 8 indicates that around 79% were strongly agreed or agreed to use chat box during online SEP while 10.8% were neutral.

9.	First time screen facing	24	63	31	18	3



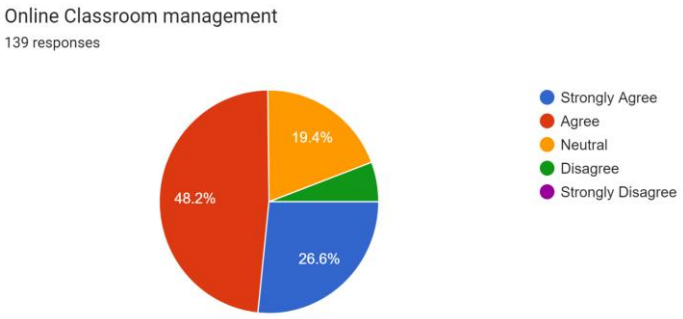
Findings for Item no. 9 reveals that almost 63% were strongly agreed or agreed to face screen first time during online SEP while 12.9% were disagreed.

10.	Onscreen Presentation	36	76	20	7	0



Findings for Item no. 10 indicates that almost 80% were strongly agreed or agreed to learn online presentation during online SEP while 14.4% were neutral.

11.	Online Classroom management	37	67	27	8	0



Findings for Item no. 11 indicates that almost 75% were strongly agreed or agreed to learn online classroom management during online SEP while 19.4% were neutral.

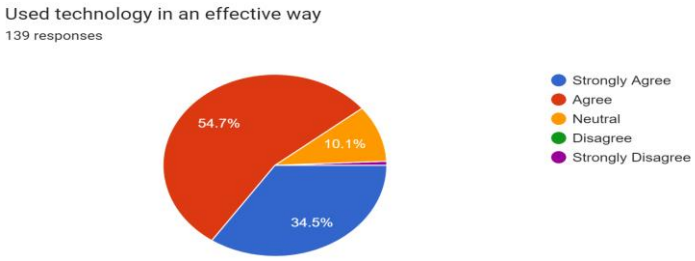
Findings for Objective -5

Objective -5: To study the teaching – learning process during online SEP.

Findings for study the teaching – learning process during online SEP was represented in table-7 and figure-5

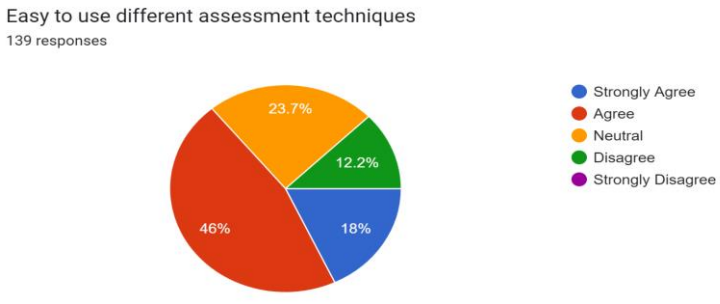
Table-7: Teaching – Learning process during online SEP

S.No.	Items	SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SD (Strongly Disagree)
1.	Used technology in an effective way	48	76	14	1	0



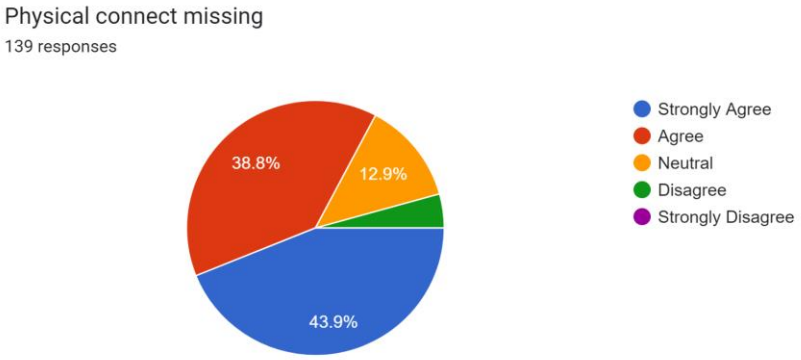
Findings for Item no. 1 indicates that almost 89% were strongly agreed or agreed to Used technology in an effective way during teaching – learning process for online SEP while 10.1% were neutral

2.	Easy to use different assessment techniques	25	64	33	17	0



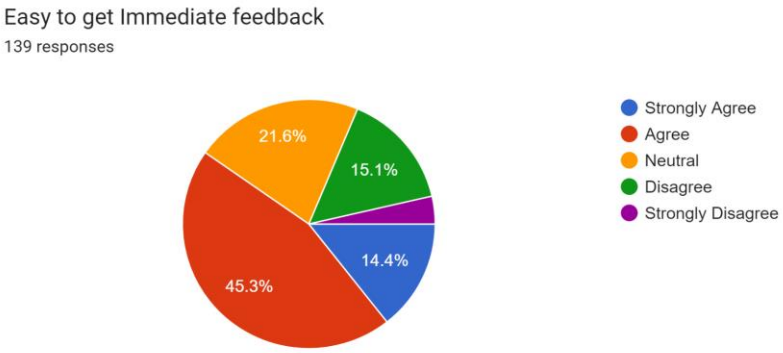
Findings for Item no. 2 indicates that 64% were strongly agreed or agreed that easy to use different assessment techniques during teaching – learning process for online SEP while 23.7% were neutral.

3.	Physical connect missing	61	54	18	6	0



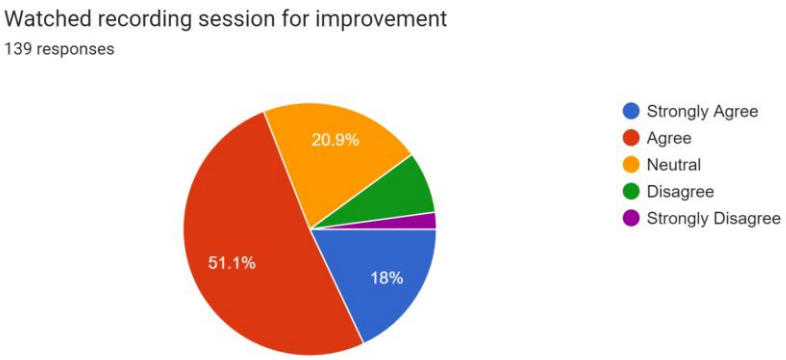
Findings for Item no. 3 indicates that almost 82% were strongly agreed or agreed Physical connect missing during teaching – learning process for online SEP while 12.9% were neutral.

4.	Easy to get Immediate feedback	20	63	30	21	5



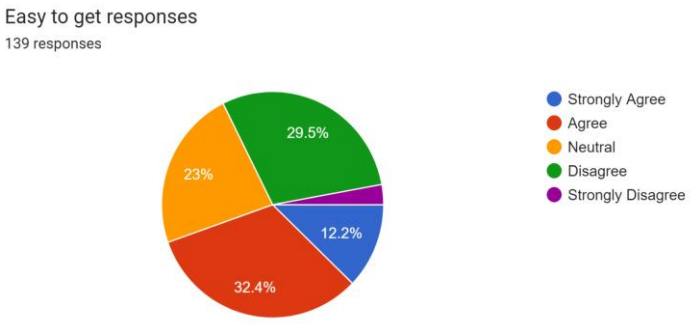
Findings for Item no. 4 indicates that almost 60% were strongly agreed or agreed to get Immediate feedback easily during teaching – learning process for online SEP while 21.6% were neutral.

5.	Watched recording session for improvement	25	71	29	11	3



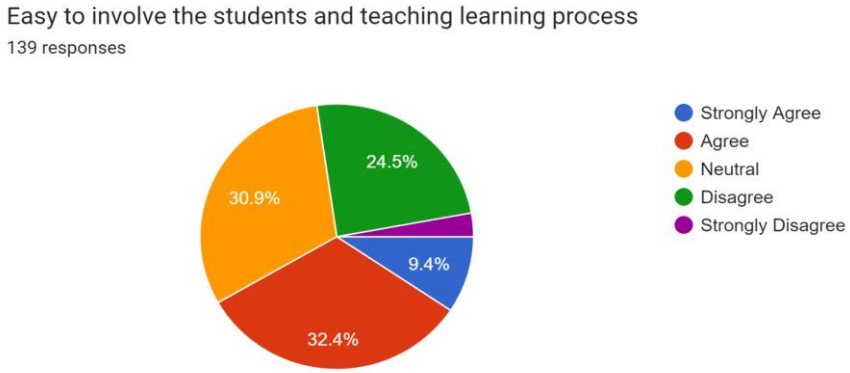
Findings for Item no. 5 indicates that 71% were strongly agreed or agreed to Watch recording session for improvement during teaching – learning process for online SEP while 20.9% were neutral.

6.	Easy to get responses	17	45	32	41	4



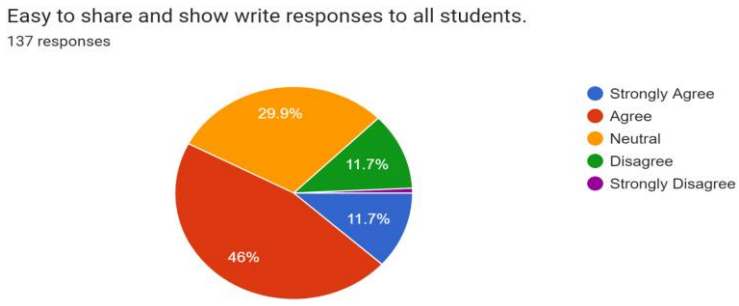
Findings for Item no. 6 indicates that almost 45% were strongly agreed or agreed to get easy response during teaching – learning process for online SEP while 29.5% were disagreed.

7.	Easy to involve the students and teaching learning process.	13	45	43	34	4



Findings for Item no. 7 indicates that almost 42% were strongly agreed or agreed that it was Easy to involve the students and teaching learning process during online SEP while around 25% disagreed

8.	Easy to share and show write responses to all students.	16	64	42	16	1



Findings for Item no. 8 indicates that almost 58% were strongly agreed or agreed for easy to share and show write responses to all students during teaching – learning process for online SEP while 29.9% were neutral.

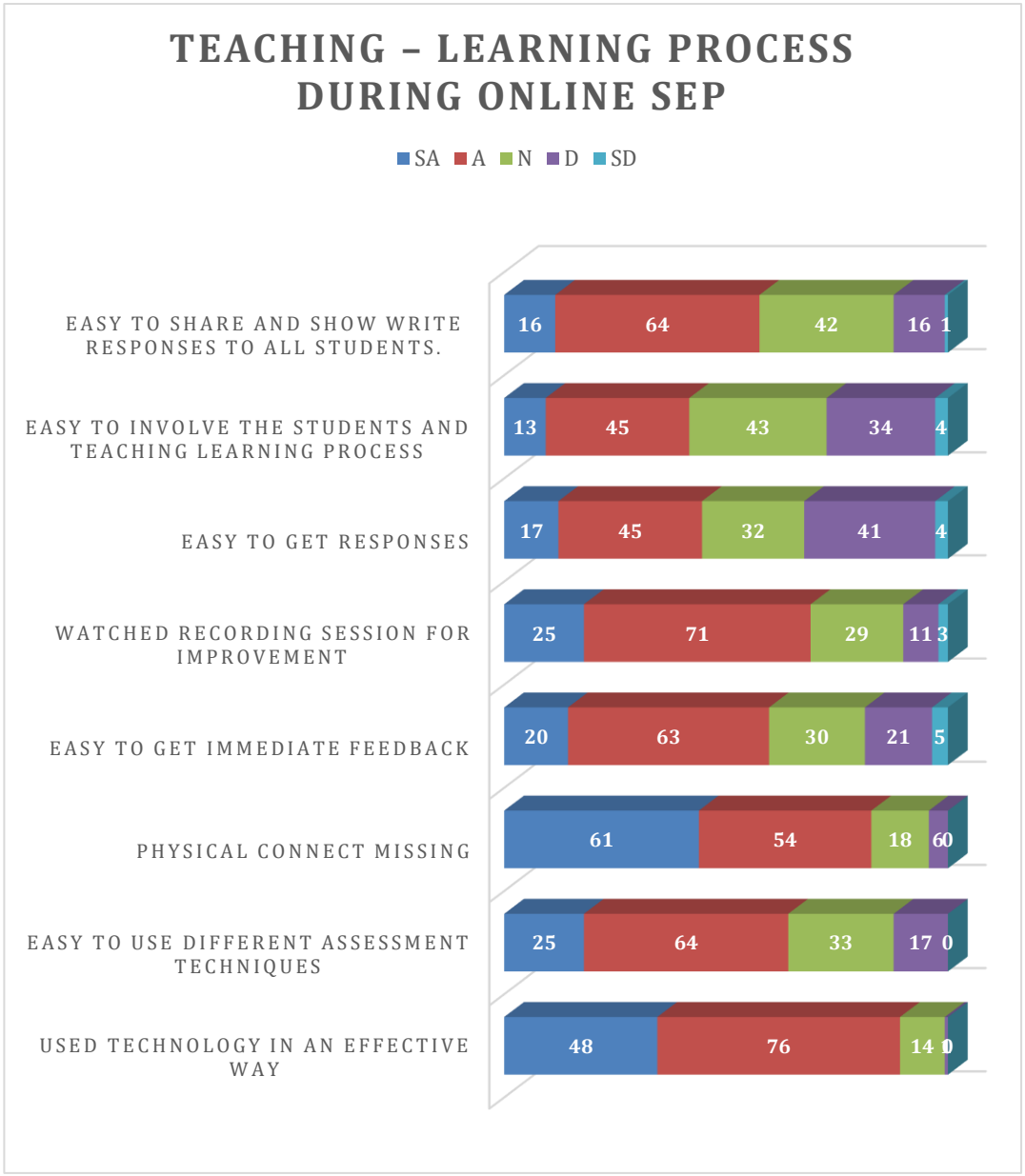


Figure-5: Teaching – Learning process during online SEP

Conclusion:

Essentially, the School Experience Program is a furnace for the advancement of aspiring teachers, shaping them into skilled and perceptive experts. Findings reveals that ZOOM was the most popular online platform, smartphone was the most used device. Anxiety was reported by maximum 25% of the respondents. Challenges reported like network issues, phone camera issues, home environment were major problems reported while concentration issues and assessment issue were less as compare to them, but all of them have significant impact on the online SEP. All type of issue were faced by more than 50 % of the students. Different technical knowledge gained was reported by maximum number of respondents i.e. around 89%.

One of the key suggestions is that teacher preparation programs be appropriately designed with frequent monitoring and inspection of teacher candidates to make sure the latter are continuing to meet the objectives of good teaching. Given that the school experience program has an impact on the attitudes of student teachers

Through a combination of in-depth instruction, careful homework, and a dedication to active engagement, D.El.Ed. candidates are prepared to graduate with a deep comprehension of the practical nuances of teaching as well as theoretical knowledge.

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