

‘The Impact of Internship in Real Classroom Situation – A Study’

In calendar year 2018 we decided to measure the impact of internship in creating effective learning environment in real class room situation.

We plan to know the difference of children’s performance in two subjects i.e. Hindi & Math of class 3, 5 and 8 of Bihar Government Primary and Middle schools of Block Chandi, in district Nalanda.

Out of 125 Elementary schools (78 Primary & 47 middle), 50 schools are selected randomly for this study. Out of these 50 schools 20 are up to class 5th and rest are up to class 8th.

New session starts from April and the criteria for new admission for class 2 to 8 is the performance report on the basis of teacher’s observation and written exam. For written exam, questions are framed in the light of evaluation hand book developed by BEP. This exam held twice in a year, first in the month of September which is called half-yearly and second in the month of March as annual.

Pre-test score is collected in the month of April, 2018. Annual exam question papers of class 2, 4 and 7 held in March, 2018 are used as a tool to measure class-wise and subject-wise entering behaviour of class 3, 5 and 8.

Post-test score is collected in the month of October, 2018. The question papers of half-yearly exam of class 3, 5 and 8 held in October, 2018 are used as a tool to measure class-wise and subject-wise learning achievement.

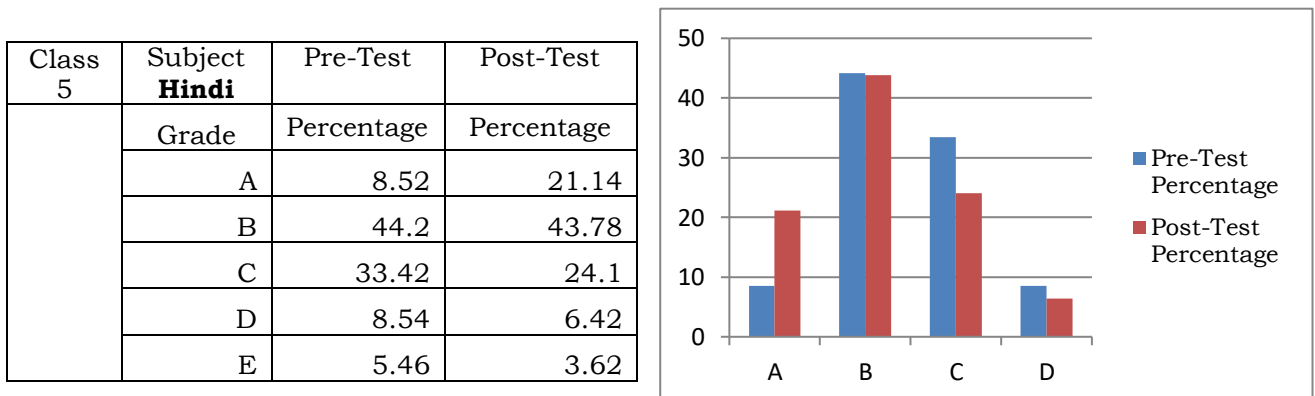
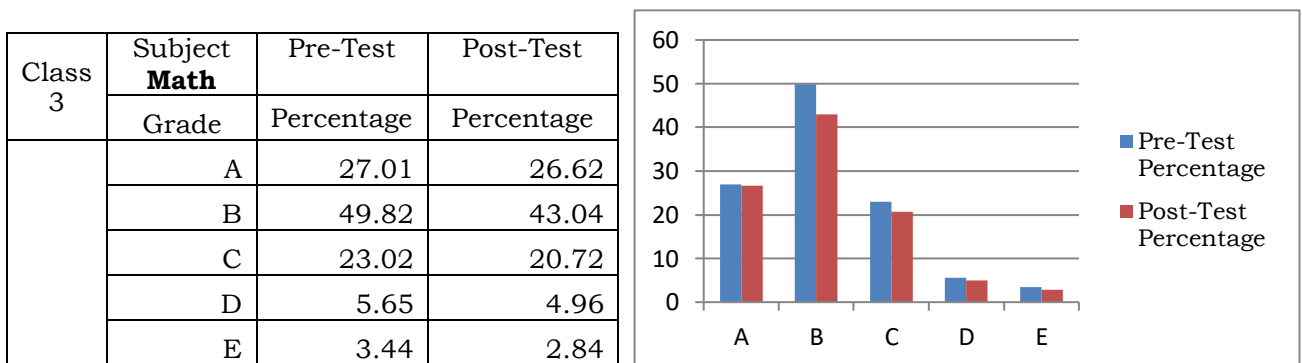
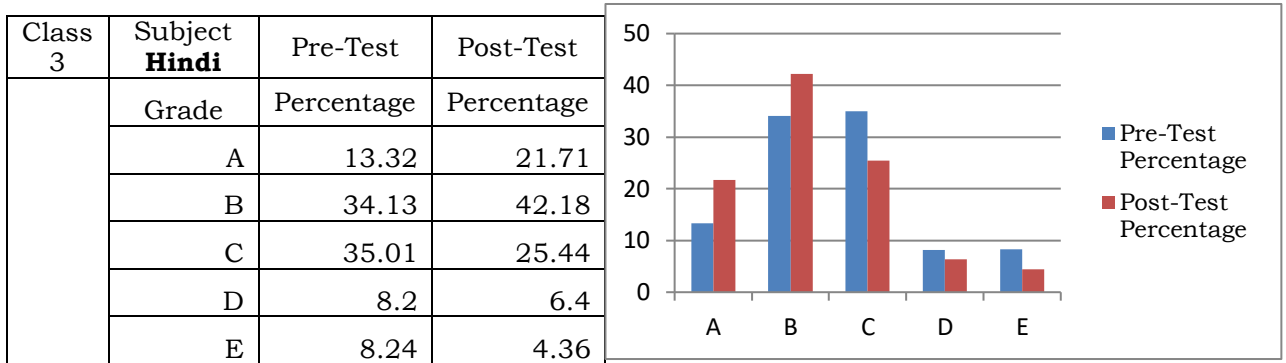
Five different grades are defined as follows –

<i>Grade A</i>	–	<i>More than 80%</i>
<i>Grade B</i>	–	<i>60% - 80%</i>
<i>Grade C</i>	–	<i>40% - 60%</i>
<i>Grade D</i>	–	<i>33% - 40%</i>
<i>Grade E</i>	–	<i>Below 33%</i>

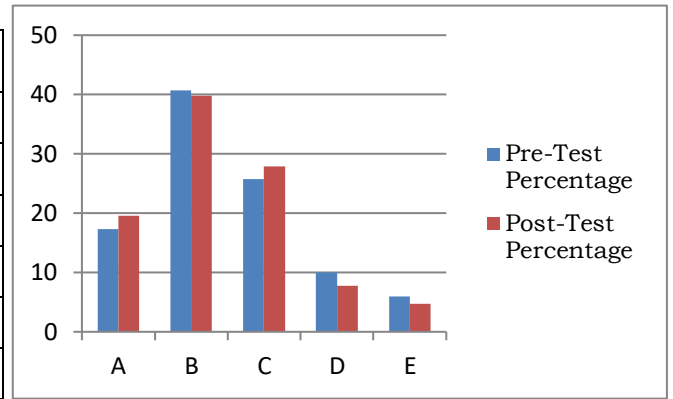
During internship trainee teachers were instructed to focus on concept based activities for teaching-learning process.

Findings of the treatment (activity based teaching-learning process by trainee teachers under the guidance of DIET faculty members) –

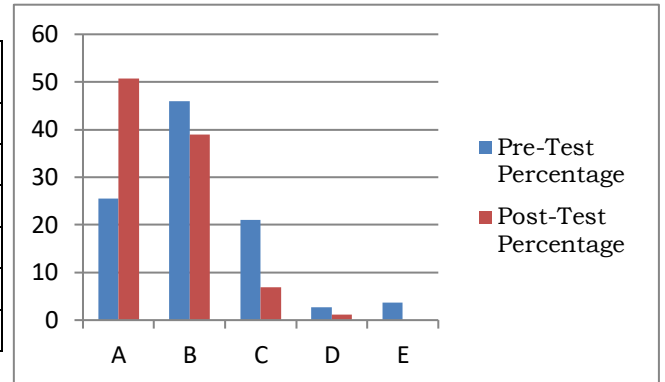
1. The number of students achieving less than 40% marks (Grade D & E) is decreased.
2. The number of students achieving grade C (40% - 60%) is decreased except Math in class 5.
3. The number of students achieving grade B (60% - 80%) –
 - in class 3 Hindi, the students achieving grade B is increased but in the same class little bit decreased in Math.
 - in class 5 the students achieving grade B is decreased in both subjects Hindi & Math whereas in class 8 Hindi, the students achieving grade B is decreased but improved in Math.
4. The number of students achieving grade A (More than 80%) is increased in every class and every subject except Math in class 3.



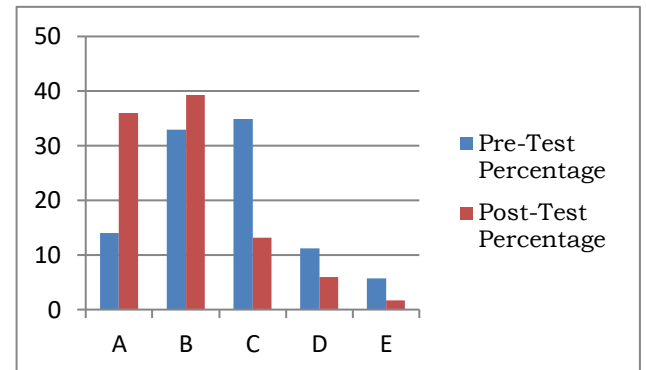
Class 5	Subject Math	Pre-Test	Post-Test
	Grade	Percentage	Percentage
	A	17.34	19.6
	B	40.66	39.84
	C	25.72	27.9
	D	10.04	7.76
	E	5.96	4.7



Class 8	Subject Hindi	Pre-Test	Post-Test
	Grade	Percentage	Percentage
	A	25.51	50.65
	B	45.89	39.02
	C	21.03	6.85
	D	2.71	1.14
	E	3.65	0



Class 8	Subject Math	Pre-Test	Post-Test
	Grade	Percentage	Percentage
	A	14.06	36.02
	B	32.98	39.31
	C	34.9	13.22
	D	11.23	6
	E	5.68	1.71



Graphical representation reflects that the impact of internship is more effective in Hindi rather than Math.

Hence, we concluded that to improve learning outcomes the concept related classroom activities will be more emphasized in daily teaching-learning process especially in mathematics.