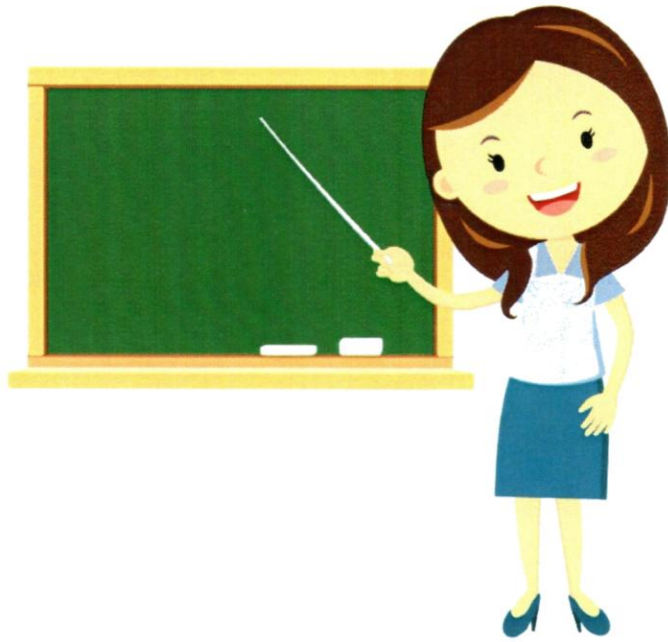


# CHAPTER- I

## CONCEPTUAL FRAMEWORK



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### **1.0.0 Introduction**

The corona virus (Covid-19) pandemic is an unprecedented emergency that has affected all global industries, including education (Ayittey et al., 2020). Due to this pandemic, many countries all over the world have put complete lockdown which has affected their economy. Many sectors are completely closed including education sector. In this pandemic era education sector had gone through many changes which have a great impact on Students, Teachers, Parents and Educational Institutions. Because of the problems caused by lockdown many students have made changes in their education plans. With the widespread implementation of social distancing and self-isolation policies, it is not feasible for educators and students to attend classes or assessments as they were doing previously. The Covid-19 pandemic has disrupted our traditional educational practices and has precipitated an urgent need for many institutions to rapidly implement alternative educational and assessment strategies.

### **1.0.1 Shift towards Online Education**

Though this pandemic has affected entire education system at all levels yet higher or university education may be considered as the most affected level since it requires highly specialized and time bound efforts. As Covid-19 has influenced global higher education, the higher education system across the world has been responding to Covid-19 in different ways. Some of the universities in Australia, like Monash University and Victoria University have temporarily stopped their regular learning to

design online learning. At the same time, universities like University of Queensland continued face-to face learning with physical distancing protocol with online recordings (Crawford et al., 2020). In China, all schools and universities were on halt till the Lunar New Year, with a planned return on 31 January, next year. There was a plan on postponing the spring semester as announced on 26 January 2020. China's Ministry of Education had declared on 28 January 2020 that this would extend to all schools and universities across the country, and universities and also many standardized tests like GRE, GMAT, IELTS and TOEFL (Crawford et al., 2020). In India, all academic activities were suspended after the announcement of the University Grants Commission (UGC) on 19 March 2020 to postpone examinations in all universities until the end of March. All the central universities and state universities announced to stop all offline academic activities and close their campuses and hostels. Some renowned universities in the US, like Havard University, and MIT decided to move online completely from 23 March 2020 onwards. Many universities in the US moved Spring Break by one week to allow the transition to online. It is reported that only 5 percent (260 out of 5,300) higher education institutions in the US could shift to online instruction with minimal on-campus presence, and most higher education institutions have made the transition to online mode (Crawford et al., 2020). In India 47.46% of students who want to study in abroad changed or reconstructed there higher education plans. Not only academics are affecting but the overall growth of students is also affecting. Due to pandemic, mental stress is also developing in students. The rate of depression amongst students has increased since the start of the pandemic; this is according to a survey done on 18,000 college students.

## 1.0.2 Interaction with students in Online Mode

Online education models require teachers to interact (communication) with their students synchronously or asynchronously. Synchronous learning is real-time interaction or the delivery of material is broadcast live, usually by using video conferencing facilities, such as Zoom or Google Meet. Conversely, asynchronous learning means the delivery of material is not for all at the same time means no real time interaction, so the teacher must make or record a video teaching first. Thus, through these two interactions, the relationship between students learning is expected to be maximally driven (paced learning) through collaborative learning between students. Furthermore, teaching material compiled by teachers (teacher-content) is the material that is tailored with the help of the internet having digital teaching learning characteristics, such as the use of search engines (search and retrieval), uploading video tutorials (tutorials), making simulations or online games (simulations and games), the creation of virtual labs, and the use of electronic books (e-books). These materials will be obtained by students in their online education (student-content). Above all, in online education not only students and teachers are involved, but the support of fellow teachers or other resource teachers is also needed to provide advice and inputs. Similarly for students, support from peers families and other professional services is also needed so that students feel motivated to learn online.

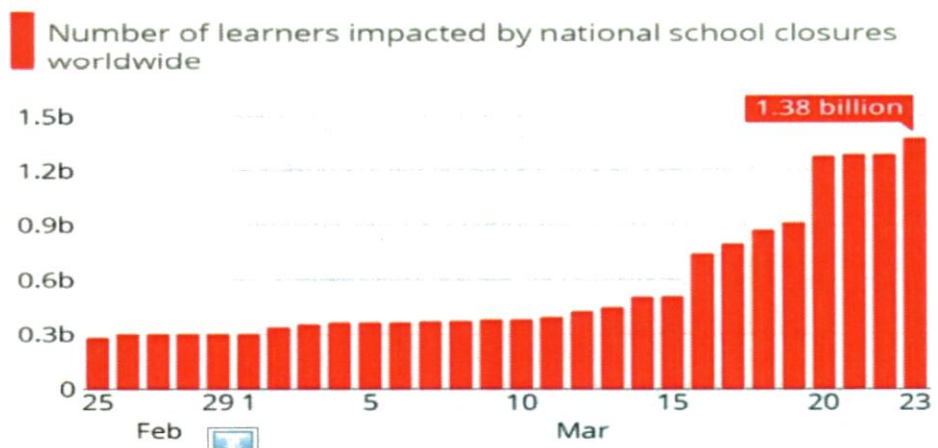


Fig. 1.0: Learner enrolled at pre-primary, primary and secondary level

### **1.0.3 Internship in Education**

This pandemic has affected not only in-campus programmes and courses of education but also affected and threatened to the programmes or courses more which have focus on field work or internships. Pre-Service Teacher Education is one of them. The professional development of teachers is a life-long process which begins with the initial preparation that teachers receive as their pre service. In teacher education programme **practice teaching** is an important area which helps in the development of teaching skills. After NCF 2005 and NCFTE 2009 large scale reform has been taken place in teacher education programme especially in practice teaching which is known as **internship** in broad term.

### **1.0.4 Internship and Prospective Teachers**

Teachers are persons who must undergo successful specialized training to be able to function effectively. Teaching involves the transfer of knowledge, skills and attitudes from one person to others. Therefore, a good teacher must first of all acquire and possess the knowledge, skills and attitudes he or she intends to transfer to through specialized training. He or she must through this training develop the abilities to transfer knowledge to others; this is the striking difference between the teacher and other knowledgeable or skilled people. Teacher education must help the trainee teachers to acquire requisite knowledge and skills and develop adequate ability to transfer the acquired knowledge to others. The teacher needs to be educated and trained for professional efficiency and inculcated with a positive attitude that will enable him/her go through the training and come out well for the responsibility ahead. Practice teaching (internship for trainee teachers) is an integral part of the teacher education programme which is geared towards preparing the new entrants into the teaching profession. It

occupies a key position in the teacher education programme; it is accumulating experience in teacher education. The exercise which is usually divided into two parts of six week duration each exposes interns to actual classroom situation and offers their supervisors opportunity to observe them and see how they handle situations in the classroom.

An internship is a unique educational program that aims to integrate study with planned and performance related experience. It is usually designed for the benefits of young unemployed graduates and post graduates all over the world who have completed fourteen to sixteen years of education. The major purpose of the Internship program is to develop and strengthen student's skills and to prepare them for the profession.

### **1.0.5 Objectives of Internship**

The objectives of practice teaching exercise as enumerated by Akbar (2002) are as follows:

1. To provide an opportunity of evaluating the students potentials as a teacher and suitability for the teaching profession.
2. To provide the future teachers with experience in school to overcome the problem of discipline and enable him/her develop method of control.
3. To provide an opportunity to put theories into practice and develop deeper understanding of educational principles and their implication of learning.
4. To enable the student teachers effectively plan and prepare lessons.
5. To develop skills in the use of fundamental procedures, techniques and method of teaching

6. To enable students acquire desirable characteristics/traits of a teacher and display appropriate behaviour.
7. To develop desirable professional; interest, attitudes and ideas relative to teaching profession.
8. To provide student-teacher with opportunity to have teaching evaluation and to gain from constructive criticism.
9. To provide an opportunity for self-evaluation and to discover one's strength and weakness.
10. To develop skill in future teachers related to teaching like fluent speaking, meaningful reading, using the board and other teaching materials.

#### **1.0.6 Benefits of Internship**

Other than the student-teachers, the participating and cooperating institution (the Universities/Colleges and the practice schools) the staff and the pupils also benefit from well planned, organized and implemented programme of Practice teaching. The school serves as the clinical experience laboratory for the student teacher. The co-operating school and its teachers are thereby provided the opportunity to develop and improve their supervising skills. The co-operating teachers also come in contact with teacher education experts from the participating college or university. This brings new ideas for improving the school's curriculum. To the pupils, teaching provides them opportunities to experience new strategies and improved methods and materials for effective teaching.

#### **1.0.7 Internship Programme at RIE BHOPAL**

The Regional Institute of Education (RIE) is a constituent unit of National Council of Educational Research and Training (NCERT), New

Delhi. The RIEs were set up in 1963 by Government of India in four regions covering various states. The Regional Institutes were started with the objective of qualitative improvement of school education through innovative pre-service and in-service teacher education programmes and relevant research, development and extension activities. The Regional Institutes of Education have established themselves as reputed institutes in the area of school and teacher education. These Institutes have endeavoured to shoulder the responsibilities and challenges generated by changes in the educational scenario of the country. The RIEs are located at: RIE, Ajmer (Northern Region); RIE, Bhopal (Western Region), RIE, Bhubaneswar (Eastern Region); RIE, Mysore (Southern Region), NE-RIE Shillong (North East Region). Along with this, a Demonstration Multipurpose School is attached to each RIE at Ajmer, Bhopal, Bhubaneswar and Mysore as a laboratory for preparation of teachers and for trying out innovative practices in school education and teacher education. These are also used as model schools in their respective regions. There is facility of teaching-learning from primary to senior secondary level in these schools.

Regional Institute of Education Bhopal is one of the best teacher education institutes of the country. It is accredited A+ grade by National Assessment and Accreditation Council (NAAC). The Institute offers five following teacher education programmes –

- Four Year integrated B.A. B.Ed.
- Four Year integrated B.Sc. B.Ed.
- Three Year integrated B.Ed. M.Ed.
- Two year M.Ed.

Though RIE Bhopal is running teacher education programme since long back and provided direction and motivation to the other institutions of



teacher education in the country yet it realigned its programme with NCFTE 2009, NCTE regulation 2014; and NCTE School Internship: Framework & Guidelines 2016 time to time.

### **1.0.9 Internship Guidelines in NCFTE 2009**

The NCFTE 2009 presented the layout of a curriculum for teacher education which consists of 3 broad curricular areas as follows:

- Foundations of Education
- Curriculum and Pedagogy
- School Internship

In NCFTE 2009 document, NCTE introduced the term ‘internship’ for the first time in teacher education in place of practice teaching however, NCERT and its constituents RIEs were using this term in practicing internship model since long back.

An internship is a professional learning experience that offers meaningful, practical work related to a student’s field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills.

NCFTE highlighted internship as-

**“Like any other professional programmes, field engagement is an essential component of any teacher education programme. In the case of teacher education programmes, field engagements involve engagement with the students and teacher in schools. The sustained engagement with the school over a period of time is known as school internship” which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching.”**

### **1.1.0 Emergence of the problem:**

At RIE Bhopal internship is placed in all pre- service teacher education programmes and practiced with full motivation and spirit since long. In integrated four years programmes internship is conducted in 7<sup>th</sup> semester, in three year integrated B.Ed., M.Ed. Programme and in Two year B.Ed. Programme, it is conducted in 3<sup>rd</sup> semester.

One full semester is devoted for practicing internship in all courses. During internship pupil teachers are placed in various Central Schools like JNVs and KVs as well as in state government schools where they practice like a regular teacher and as full time interns.

But due to COVID-19 Pandemic, lock down was implemented in the entire country after March 20, 2020 and schools are closed till now, therefore it was impossible to organize the internship programme with the same approaches and strategies. Hence, various adaptations were done by RIE Bhopal in Internship Programme for their Teacher-Interns. These adaptations were the need of the hour. But, Are these adaptations successfully support to attain the desired goals of the programme? What is the perception of the teacher educators and interns about it? For answering these questions, a systematic study was required.

### **1.2.0 Need and Significance of the Study:**

**Dhani, Rakesh et al. (2020)** studied the impact of COVID-19 pandemic on education and internships of hospitality students and he reported 97% of hospitality students agreed that their Internship programmes are badly affected due to this pandemic and they face various problems during online classes.73% of students disagreed when asked will they prefer online mode of education even post this Pandemic.75% students agreed that they got full support from their teachers during online classes. Mike

Sciarini et al. (2020) reported through their survey that 50% of the hospitality students agreed that face to face delivery is more effective than online learning. Their survey also showed that nearly 80% of hospitality administrators agreed that face to face education is better over online education. Review of related literature clearly reflected that various researches have been conducted for assessing effectiveness of online teaching learning especially in COVID-19 era. A Few studies have also been conducted on internship in hospitality sector but no study has been conducted on internship for future teachers in COVID-19 Era. In this era of COVID-19 Pandemic, RIE Bhopal changed its strategies and adapted new approaches for internship programme so that teaching learning process should be continued and students' teachers can get optimum experiences from this programme. Realizing the scenario and to find the research based answers of the questions related to online internship programmes researcher has decided to work upon the following problem-

### **1.3.0 Statement of the Problem**

**Attitude of Teacher Internees and Teacher Educators about Alternative Modes of Internship during COVID-19 Pandemic Period: Analysis of Strengths, Weaknesses, Opportunities, and Challenges (SWOC)**

### **1.4.0 Operational Definitions of the Key terms:**

- **SWOC Analysis:** SWOC stands for Strengths, Weaknesses, Opportunities, and Challenges; and SWOC Analysis is a technique for assessing these four aspects of our Practices/Programmes.
- **Internship:** The sustained engagement with the school over a period of time which equips the prospective teacher to build a

repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching.

- **Adaptation:** According to Cambridge dictionary adaptation means “the process of changing to suit different conditions”. In present study also the term is taken in same sense like **means and processes taken and started using by RIE Bhopal for facing the challenges of COVID-19.**
- **Pandemic:** An outbreak of a disease that occurs over a wide geographic area (such as multiple countries or continents) and typically affects a significant proportion of the population.

#### **1.5.0 Objective of the Study:**

- To identify various strategies adopted by RIE Bhopal for internship of pupil teacher in response to Covid-19.
- To study the perception of Teacher Educators about adapted modalities of internship and its implementation.
- To study the perception of Teacher Interns about adapted modalities of internship and its implementation
- To analyse strengths, weaknesses, opportunities, and Challenges to the Adaptations in Internship programme at RIE Bhopal.

#### **1.6.0 Research Questions**

- 1) What strategies have been adopted by RIE Bhopal for internship of pupil teachers in response to Covid-19?
- 2) How teacher educators and pupil teachers perceive adapted modalities?

3) What strengths, weaknesses, opportunities, and threats does the instant move to online learning bring?

### **1.7.0 Delimitations of the Study**

- Study was delimited to RIE Bhopal only.
- Sample consists of only Three year integrated B.Ed. M.Ed. and Four Year integrated BA/B.Sc.B.Ed. Programme.
- Self -Made tools were used for data collection.

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