

**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)**



**A DISSERTATION**

Submitted to  
**Barkatullah University, Bhopal**  
For the partial fulfilment of the requirement  
For the Degree of Master of Education (RIE)

**2019-2021**

**Supervisor**

**Prof. N. Pradhan**

**Principal, RIE Bhopal**

**Researcher**

**Yashoda Sharma**

**M.Ed. IV Sem**

**Regional Institute of Education, Bhopal**  
**National Council of Educational Research and Training**  
**Shymla Hills, Bhopal- 462013, Madhya Pradesh**

**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)**

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

26 NOV 2021

**A DISSERTATION**

Submitted to  
Barkatullah University, Bhopal  
For the partial fulfilment of the requirement  
For the Degree of **Master of Education (RIE)**

**2019-2021**

D - 504

**Supervisor**

**Prof. N. Pradhan**  
Principal, RIE Bhopal

**Researcher**

**Yashoda Sharma**  
M.Ed. IV Sem



**Regional Institute of Education, Bhopal**

National Council of Educational Research and Training  
Shymla Hills, Bhopal- 462013, Madhya Pradesh

## CERTIFICATE

It is certified that Ms. **Yashoda Sharma**, M.Ed. Student of Regional Institute of Education, NCERT, Bhopal **has** completed her dissertation under my supervision. Her dissertation entitled “**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)**” is her original work and recommended for submission.



Supervisor

Date: **22 MAY 2021**

(Prof. Nityananda Pradhan)

## DECLARATION

I hereby declare that the dissertation entitled “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)” is my original piece of work carried out under the guidance and supervision of Prof. Nityananda Pradhan, Principal, RIE, Bhopal. No Part of this research work has been published by any other University/Institute for any purpose whatsoever concerned.

Date: 22-05-2021

  
YASHODA SHARMA

# ACKNOWLEDGEMENT

I express my sincerest gratitude to the *Almighty* who showered his grace on me by giving me strength and courage to pursue with this dissertation work.

I would like to acknowledge my indebtedness and render my warmest thanks to my supervisor **Prof. Nityananda Pradhan**, Principal RIE Bhopal who made this work possible. His guidance and expert advice have been invaluable throughout all stages of the work.

I am grateful to **Prof. Ratanmala Arya**, Head Faculty of Education, R.I.E. Bhopal, for providing necessary facilities for the completion of this work.

I am thankful to **Prof. I.B. Chughtai, Prof. B. Ramesh Babu, Dr. N.C. Ojha, Dr. Sanjay Kumar Pandagle** and **Dr. Saurabh Kumar** for their help during this work.

Special thanks are due to my husband, **Dr. Saurabh Kumar** for his continuous support and understanding, but also for more concrete things like commenting on earlier versions of the thesis, helping with the figures and the final preparation of the manuscript. I want to thank my two lovely kids, **Master Aradhya** and **Master Madhav** for their constant encouragement.

At last but not the least, I wish to thank to all my classmates, friends who helped me to complete my dissertation and I am also thankful to **Dr. Prateek Chaurasia, Assistant Professor, Central University of Mizoram** for his valuable suggestion for presenting materials in appropriate manner.

**Yashoda Sharma**

## CONTENT

<b>1</b>	<b>CHAPTER- I CONCEPTUAL FRAMEWORK</b>	<b>1-12</b>
	1.0.0 Introduction	1
	1.0.1 Shift towards Online Education	1
	1.0.2 Interaction with students in Online Mode	3
	1.0.3 Internship in Education	4
	1.0.4 Internship and Prospective Teachers	4
	1.0.5 Objectives of Internship	5
	1.0.6 Benefits of Internship	6
	1.0.7 Internship Programme at RIE BHOPAL	6
	1.0.9 Internship Guidelines in NCFTE 2009	8
	1.1.0 Emergence of the problem:	9
	1.2.0 Need and Significance of the Study	9
	1.3.0 Statement of the Problem	10
	1.4.0 Operational Definitions of the Key terms	10
	1.5.0 Objective of the Study	11
	1.6.0 Research Questions	11
	1.7.0 Delimitations of the Study	12
<b>2</b>	<b>CHAPTER- II REVIEW OF RELATED LITERATURE</b>	<b>13-24</b>
	2.0.0 Introduction	13
	2.1.0 Purpose of the Review	14
	2.2.0 Reviews Related to Online Education in Covid-19	14
	2.4.0 Reviews Related to Internship:	20

<b>3</b>	<b>CHAPTER-III RESEARCH METHODOLOGY</b>	<b>25-34</b>
	3.0.0 Introduction	25
	3.0.1 Methods and Procedure	25
	3.0.2 Describing Research Methodology	26
	3.0.3 Methods of the Study	27
	3.0.4 Research Design	28
	3.1.0 Design of the Study	28
	3.2.0 Population	28
	3.3.0 Sample	29
	3.4.0 Tool Description	30
	3.4.1 Attitude Scale for Teacher-Interns to analyse their perception about adapted modalities of Internship programme	30
	3.4.2 Attitude Scale for Teacher Educators to analyse their perception about adapted modalities of Internship Programme	31
	3.4.3 Administration of the tools	31
	3.4.4 Scoring of the tools	31
	3.5.0 Statistical Techniques Used	32
	3.5.1 Statistical Techniques	32
	3.5.2 Descriptive Statistics	32
	3.5.3 Inferential Statistics	33
	3.5.4 Graphical Representation	34
<b>4</b>	<b>CHAPTER – IV ANALYSIS AND INTERPRETATION OF DATA</b>	<b>35-51</b>
	4.0.0 Introduction	35

4.0.1 Treatment of the Data	35
4.0.2 Analysis of Data	36
4.2.1 Identification of various strategies adopted by RIE Bhopal for internship of teacher interns in response to Covid-19	37
4.2.2 Choice of alternative models of Internship by teacher interneers	38
4.2.3 Analysis of the perception of teacher interneers about adapted modalities of internship	39
4.2.4 Item-wise Percentage Analysis of the perception of Teacher Interns about adapted modalities of internship	41
4.2.5 Analysis of the perception of Teacher Educators about adapted modalities of internship	44
4.2.6 Percentage Analysis of the perception of Teacher Educators about adapted modalities of internship	45
4.2.6 Strengths, Weaknesses, Opportunities and Challenges (SWOC)	49
<b>CHAPTER-V FINDINGS, CONCUSION, LIMITATIONS AND SUGGESTIONS</b>	<b>52-59</b>
5.0.0 Introduction	52
5.2.1 Findings related to strategies adapted for internship during Covid-19	53
5.2.2 Findings related to Perception of teacher interneers about alternative	54
5.2.3 Findings related to Perception of teacher educators about alternative models of internship	54
5.2.4 Findings related to Strengths, Weaknesses, Opportunities, and Challenges of alternative modalities of internship	55
5.2.5 Key Strengths:	55



5.2.6 Major Weaknesses	56
5.2.7 Opportunities	56
5.2.8 Challenges	57
5.3.0 Limitations of the Study	57
5.4. 0 Suggestions for Internship Organization committee	57
5.5.0 Suggestions for Teacher Internees	58
5.5.1 Suggestions for Teacher Educators	58
5.5.2 Suggestions for Further Studies	59
<b>References</b>	<b>60-62</b>
<b>Appendix</b>	

## LIST OF TABLES

<b>TABLE NO.</b>	<b>PARTICULARS</b>	<b>P. No.</b>
3.0	Sample of the Study	29
4.1	Percentage of interneees practiced various models of internship	38
4.2	Mean, Standard Deviation and t-value in respect of attitude scores of teacher interneees	40
4.3	Item-wise Percentage Analysis of the perception of Teacher Interns about adapted modalities of internship	41
4.4	Mean, Standard Deviation and t-value in respect of attitude scores of teacher educators	44
4.5	Item-wise Percentage Analysis of the perception of Teacher educators about adapted modalities of internship	45

## LIST OF FIGURES

<b>FIG. NO.</b>	<b>PARTICULARS</b>	<b>P. No.</b>
1.0	Learner enrolled at pre-primary, primary and secondary level	3
4.1	Percentage of teacher interneees' participation in various adapted modalities	39
4.2	Perception Score of Teacher Interneees about adaptations in internship modalities	40
4.3	Perception Score of Teacher Educators about adaptations in internship modalities	45