

CHAPTER-V

FINDINGS, CONCLUSION, LIMITATIONS AND SUGGESTIONS



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5.0.0 INTRODUCTION

The aim of this study was mainly to explain the strengths, weaknesses, opportunities and challenges of new alternative modalities of internship program, and to develop an appropriate framework that can serve as an internal organisational arrangement for teacher internees. This has so far been achieved through discussions of the dimensions of alternative modalities of internship programs. A descriptive survey study of the research methodology employed in the empirical part of the study, as well as an in-depth analysis of the results obtained from the latter.

Specific and appropriate recommendations and conclusions, based on the theoretical substructure (chapters 1 to 4), as well as the findings that came to light in the research results as discussed in chapter 5. To facilitate research, the aim of this study was subdivided into four objectives, namely:

- To identify various strategies adopted by RIE Bhopal for internship of pupil teacher in response to Covid-19 pandemic.
- 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.

To ensure that this study is also an appraisal of a process and not only a description based on a framework, the findings made in the preceding chapters on the various objectives are summarised in this chapter in order to make recommendations and draw conclusions on the nature and scope of TQM as an internal organisational arrangement.. The objectives are discussed according to their original formulation in separate sections. Conclusions are drawn and suggestions are also made for further researches.

FINDINGS:-

5.2.1 Findings related to strategies adopted for internship during Covid-19.

5.2.2 Findings related to Perception of teacher internees about alternative models of internship.

5.2.3. Findings related to Perception of teacher educators about alternative models of internship

5.2.4 Findings related to Strengths, Weaknesses, Opportunities, and Challenges of alternative modalities of internship

5.2.1 Findings related to strategies adapted for internship during Covid-19.

1. RIE Bhopal adapted 5 alternative modalities of internship i.e. online Internship (OI), Internship in Community (IC), Internship with Peer Group (IPG), Internship with Children with Special Needs (ICWSN) and Internship in Nearby School with COVID-19 Protocol (INS) during COVID 19 Pandemic.
2. More than 90% Very high percentage of teacher internees (94.79%) chose online modality.

3. The percentage of teacher internees, who chose Internship in Community teaching, is negligible (2.08%).
4. The percentage of teacher internees who chose the rest three models is negligible (1.04% for each category).

5.2.2 Findings related to Perception of teacher internees about alternative models of internship.

1. The mean attitude Score pertaining to adaptations in internship modalities in respect of B.Sc. /B.A. B.Ed. and Int. B.Ed. M.Ed. internees are: 73.6 and 77.02 respectively.
2. Int. B.Ed. M.Ed. group of internees possess more positive attitude as compared to that of B.Sc. /B.A. B.Ed. group.
2. The combined mean attitude score is 75.13 which show that the teacher internees as a whole have positive attitude towards alternative models of internship.
3. There is no significant difference between the perception of B.A. /B.Sc. B.Ed. and B.Ed.-M.Ed. teacher internees towards the adapted modalities of internship.

5.2.3. Findings related to Perception of teacher educators about alternative models of internship

1. The mean attitude Score about adaptations in internship modalities obtained by two groups (Female teacher educators and Male teacher educators) have been found 79.5 and 74.4 respectively.
2. Female teacher educator group internees possess more positive attitude as compare to that of Male teacher educator group.
3. The combined mean attitude score is 76.312 which show that the teacher educators as a whole have positive attitude towards alternative models of internship.

5.2.4 Findings related to Strengths, Weaknesses, Opportunities, and Challenges of alternative modalities of internship: Key strengths, *major weaknesses, opportunities* and challenges of adapted modalities of internship are as follows -

5.2.5 Key Strengths:

- Promotes the skills of innovations in an emergency situation like COVID-19 Pandemic.
- Fulfilled the course objectives without compromising the quality of internship programme.
- All the teaching learning skills expected from the teacher internees are acquired through various alternative modes.
- Promotion of the skills of integrating ICT in teaching learning process amongst the teacher internees.
- Promotion of the habit of self –learning amongst the teacher internees.
- Promotion of the habit of taking the onus of learning skills of internship amongst the teacher internees.
- Provided freedom to the internees to choose from among the list of alternatives.
- Promotion of 4 C skills of 21st Century like Creativity, Critical Thinking, Communication and Collaboration amongst the teacher internees through internship.
- Provided opportunity to different categories of learners, based on locale, Socio economic background and disability, to do internship at their convenience.
- Economically viable: the internees could save time, money and labour.

5.2.6 Major Weaknesses:

- The internees missed face to face social interaction with learners, supervisors, mentor teachers and their fellow internees.
- Problems resulted due to lack of preparedness amongst the teacher internees and teacher educators, cooperating schools and the teacher education institution.
- Inadequate knowledge of internees, supervisors and mentor teachers about different digital platforms for online internship.
- Problem of electric facility and internet connectivity at the end of school, teacher internees and/or supervisors.
- Lack of authentic teaching learning environments.
- Difficulty in the completion of some important components of internship, e.g. action research and case study, effectively.
- Internees lacked promotion of some basic skills of teaching learning, e.g. use of black-board, hand on activities, experimentation.

5.2.7 Opportunities

- Bringing about innovation in an emergency situation like COVID 19 pandemic.
- Promotion of ability to face similar challenges in future
- Promotion of the skills of using different digital platforms.
- Transfer of learning of ICT skills to other areas of human activity e.g. online banking, booking of tickets, attending seminar and conferences, communication with others.
- Helps pursuing different courses through blended approach.
- Provides opportunities for career progression by pursuing MOOCs and Open and Distance Learning (ODL) programmes.

5.2.8 Challenges

- *Interruption in internship activities as a result of unstable/poor internet connectivity.*
- support from cooperating schools/community
- Health and emotional well-being of learners.
- Learning of selected components of the internship e.g. Action Research and Case Study etc.
- Availability of electronic gazettes and sufficient internet data with the learners.

5.3.0 Limitations of the Study:-

It is universal fact that no research can be hundred per cent perfect. Every aspect of changing surroundings affects the human behaviour so as to reach any perfect conclusion in behaviour science is not possible. The present study is not an exception and the researcher felt the following limitations in present investigation:

- 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 students only.
- Self-Made tools were used for data collection.
- Data was collected through google form through online mode only.

5.4. 0 Suggestions for Internship Organization committee:-

- Organization committee should give equal weightage to all the alternative modalities of internship.
- Organization committee should not compel the teacher internees to adopt traditional modalities rather they should encourage to choose the modalities according to their own interest and capabilities.

- Option of choosing more than one modality may be encouraged amongst internees.
- Proper feedback should be provided to internees to improve their practices.
- Proper orientation should also be provided to teacher educators to monitor and evaluate the internship activities.
- Online mechanism should be developed to support, motivate and providing continuous feedback to the learners during internship.
- Duration of orientation and internship should be increased.
- School attachment and school exposure may also be aligned with alternative modalities.
- Orientation programme for cooperating school teacher should be organized before internship.

5.5.0 Suggestions for Teacher Internees:-

- Internees should take active participation in all pre internship activities during orientation.
- Teacher internees should make himself/ herself well aware about various modalities before using alternative modalities.
- Teacher internees should practise all the skills of teaching learning equally during internship.
- Teacher internees should take feedback as a positive reinforcement from peer group during internship.
- Teacher internees should have well planned lessons before going to class room practices.

5.5.1 Suggestions for Teacher Educators:-

- Teacher Educators should create healthy and positive environment in the teacher training institute.

- Teacher Educators should provide proper orientation for execution of internship in new modalities.
- *Teacher Educators should give proper guidance and support to meet the requirements of the internship work due to these new approaches.*
- Teacher Educators should bring the students aware about the new adopted modalities of internship.
- Teacher Educators should provide the up- date information to the opportunities of new modality of internship.
- Teacher Educator should pay attention individually regarding the aptitude of teacher internee.
- Teacher Educators must encourage the teacher interneess to participate various alternative modalities of internship programs.

5.5.2 Suggestions for Further Studies:-

The statement “we live on the past in present for future” is very pertinent in relation to any research, whatever explored in this study was assisted by past researches and it was assumed that few suggestions may be given for future investigations in the light of present study which may prove worthwhile.

- The similar study can be carried out on a large sample to get better results.
- The study can be conducted on other teacher education institutions also.
- The similar study can be carried out on other internship programs i.e; hospitality engineering etc.
- A comparative study of internship can be conducted on private teacher education institutes and government teacher education institutes.
- A comparative study of can be conducted on perception of teacher interneess who completed their internship in online mode in pandemic situation and those who did in normal situation.
