



EVALUATING THE EFFECTIVENESS OF INTERNSHIP PROGRAMME IN D. T. Ed CURRICULUM IN RELATION TO JOB PLACEMENT IN UNAIDED PRIMARY SCHOOLS

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Abstract

Internship is the opportunity for full-time D. T. Ed student, that generally takes place in second year of a D. T. Ed programme, to gain the critical job experience. The focus of the research paper is to evaluate effectiveness of the internship programme in D. T. Ed curriculum in relation to job placement in primary schools. Secondly, to understand the type of responsibilities assigned to the students teacher during their internship programs, and to achieve these objectives data is collected with the help of self administered questionnaire. The study concludes that Skill development and Learning acquired are two important aspects which affect the overall effectiveness of an internship. Data collection and conducting survey is the preferable job responsibility which employers assign to the interns during their internship trainings.

Keywords: *Internship, Effectiveness, Skill development, teaching Experience, Learning, Responsibility.*



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INTRODUCTION

An internship can be defined as minutely well monitored work/ service experience in which a student has intentional learning goals and objectives .Internship should reflects actively on what an intern is learning throughout the experience. In today's competitive Environment lots of Universities/colleges including B-schools incorporates the Internships programs as the part of their curricula with the objective to enhance the experimental learning and to build a student's connection between academic content and "real world" applications. Earlier such vocational training/Internships used to take the shape of apprenticeships ranging from five to seven years of service. It is only in late 1970s and '80s when more and more colleges and universities came up with the concept of time-specific internships. To make the internships

more appealing and productive for student's universities started the added concept of giving course credit for internships.

These programmes served as a gateway for students teacher to try out possible future careers and get the gist of the School Environment. On the other hand for employers, internships are a less risky risk approach of trying the potential before offering any commitment to the candidate. Employers can make employment offers to interns who meet their set performance standards, and who acts as a best "fit" with the educational institution.

LITERATURE REVIEW

As per views of Beggs, Goodwin and Ross in 2008, internship programme provides learning opportunities for undergraduates to experience professional practice and activities associated with knowledge application. Thus, as **Fox(2001)** stated, internship is an opportunity to lock the gap between learned theory and practical reality. Most colleges in Taiwan that have a Leisure Management Department require students to participate in an internship programme to help them gain practical work experience, learn to apply concepts they have learned and prepare for their future careers. Colleges that require internships usually have established policies regarding the programmes which regulate matters such as minimum hours, work duties, credits and means of evaluation(**Huang & Huang, 2004**).

According to the views of Busby in 2003, the internship course varies from institutions to institutions in terms of duration such as 12 weeks to even 12 months also. The internship program is considered as a defined part of the curriculum, a professional practice which is helpful for students to gain actual and real experience through working in industry or institution. Through practical experience, students learn the characteristics of jobs and develop advanced skills. According to this research study, internship programme is defined as the process to gain benefits and credits to students about the programme as per the college's by laws. Internship helps students to develop their skills of critical self-reflection and identify future career perspectives. Such kind of internship programme helps to increase student's efficiency regarding future prospects **Chen, Hu, Wang and Chen in 2011**. According to the views of Collins in 2002, contributes in leisure management in Taiwan Journal of Hospitality, Leisure, Sports and Tourism education, 10(2), 61-73, regarding effects of internship experiences on the behavioural intentions of college students and also develops co-operation and communication between industries and academic institutions. This kind of internship programme helps colleges to gain improvement in terms of overall academic performance

and also exposure to new technology, new techniques and service concepts from industry. Internships can help students learn further practical perspectives on the subject, and increase their skills and expertise. As per Busby, 2005, internship programme helps in expanding co-operation in terms of research between industries and institutions.

A valuable internship programme prepares students for successful and fulfilling careers. According to **Davies (1990)**, internship is a great opportunity for students to integrate knowledge and skills. The learning experience in an internship affects students' learning outcomes and attitudes towards their future careers. **Fox (2001)** suggested that a bad internship experience could cause students to change their career path. According to the **Neuman(1999)** stated that the internship programme helps the students to gain proper knowledge of career perspectives as compare to those students who do not undergo internship programme.

The internship programme is very useful, having positive impacts and also integral part of a student's career development **Lam & Ching (2007)**. For successful career internship programme helps students to gain experience in their specific areas of interest given by **Lerner (1988)**. Educators believe that real life experiences and professional development are the most beneficial aspects of the internship programme for college students. A study by **Mihail (2006)** pointed out that while students are still in college, internships can help them to develop the critical core skills demanded by global markets including: communication, time management, self-confidence and self-motivation. The internship experience offers students a means of learning about real world situations.

Nefstead (1982) suggested that students can develop positive self-image and healthy self-esteem from a positive overall internship experience. None of the above studies specifically investigated the effects of the internship experience on the behavioural intentions of students majoring in the leisure field and the purpose of this study was to partly fill this gap by investigating the perspectives of students who had completed their internship programme

Designing and developing an internship programme takes lots of planning, brainstorming and discussions. It is not the work of single person or department but it should include students, employers/supervisors, program coordinators, and the sponsoring university. The overview of the literature and research and development in the subject reveals that the effectiveness of internship and personal outcomes are more concentrated on an individual's thoughts, skills, and values. Based on the literature review and results of the pilot study, the researcher made a

sincere attempt to assess the effectiveness of internship, and how it is affected by the skill development, learning acquired, experience gained, and the Responsibilities and Challenges faced during the internship.

RESEARCH OBJECTIVES

The main objectives of the study are:

- 1) a) To Study the effectiveness of internship programme of D. T. Ed Curriculum in relation to job placement in Unaided primary Schools of English, Hindi, Marathi and Urdu medium.
- 2) To find out the type of responsibilities assigned to the interns during the internship programme in Unaided primary Schools of English, Hindi, Marathi and Urdu medium .

HYPOTHESES

There is no significant difference in unaided English, Hindi ,Marathi and Urdu medium primary school teachers' opinion regarding the effectiveness of internship programme in relation to job placement in primary schools.

There is no significant difference in the opinion of unaided and English, Hindi ,Marathi and Urdu medium primary school teachers' regarding the responsibilities in internship programme.

RESEARCH METHODOLOGY

RESEARCH DESIGN

For this study, descriptive survey research was undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation

TIME FRAME

The researcher conducted the study during the period of one month.

SAMPLING TECHNIQUE

A sample is a set of cases drawn from the population by any systematic Random sampling method for the purpose of making inferences about that population. As required for this study, sample included D.T.Ed passed students from SSC Unaided English , Hindi, Marathi and Urdu medium schools of Thane district.

DATA COLLECTION METHOD

A Self-administered Questionnaire was used as primary data collection tool for this research.

RELIABILITY OF QUESTIONNAIRE

The researcher used **Split-Halves methods** to conduct the reliability study of the tool by making a pilot study of the target group. In the split half method, scores on the odd numbered items are correlated with the scores on the even numbered items, as also the scores on the first half of the scale with the second half. Split half method was used to measure the internal consistency of the scale. The correlation of the whole scale was computed by Spearman-Brown Prophecy Formula.

DATA ANALYSIS AND FINDINGS

There is a significant difference in English, Hindi, Marathi and Urdu medium unaided primary school teachers' opinion regarding the effectiveness of internship programme in relation to job placement. Since F value is found to be significant, each pair of means is then subjected to t- test to determine which pair of means are significantly different.

- a. There is significant difference in English and Hindi medium unaided primary school teachers' opinion regarding the effectiveness of internship programme in relation to job placement.
- b. There is significant difference in English and Marathi medium unaided primary school teachers' opinion regarding the effectiveness of internship programme in relation to job placement.
- c. There is significant difference in English and Urdu medium unaided primary school teachers' opinion regarding the effectiveness of internship programme in relation to job placement.
- d. There is no significant difference in Hindi and Marathi medium unaided primary school teachers' opinion regarding the effectiveness of internship programme in relation to job placement.
- e. There is no significant difference in Hindi and Urdu medium unaided primary school teachers' opinion regarding the effectiveness of internship programme in relation to job placement.
- f. There is no significant difference in Marathi and Urdu medium unaided primary school teachers' opinion regarding the effectiveness of internship programme in relation to job placement.

CONCLUSION

On comparing the internship programme of D.T.Ed curriculum in relation to job placements in Unaided Primary schools of Thane district, the following conclusions were drawn based on statistical findings:

1. English medium unaided primary school teachers have got more job placement through internship programme than Hindi, Marathi and Urdu medium.
2. Female unaided primary school teachers have got more job placement through internship programme.
3. Male sectors of Urdu medium unaided primary school teachers have got more job placement through internship programme.
4. Female sectors of Unaided Marathi medium have got more job placement through internship programme.

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