



Evaluating the Effectiveness of Internship Programme in B.Ed. Curriculum in Relation to Job Placement in Unaided High Schools

V. Jeevanantham¹, K. Jayaraman²

¹Assistant Professor, Perspective Education, Jairam College of Education, LSN (PO), Karur, Tamil Nadu, India

²Professor and Head, Department of Educational Technology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India

Corresponding Author Email: drvjanantham@gmail.com

Abstract

An internship is essential to completing professional training. It offers students direct experience in various teaching responsibilities, such as instruction and developing subject expertise. Typically conducted in the third semester of a two-year B.Ed. program, internships provide students with valuable exposure to practical work. This study aims to evaluate the effectiveness of the internship program in the two-year B.Ed. curriculum concerning job placements in unaided high schools. The second objective is to understand the nature of tasks assigned during internships. Data was collected using a self-administered questionnaire. Findings suggest that skill development and experiential learning significantly influence the internship's effectiveness. Common tasks include data collection and survey administration.

Keywords: Internship, Effectiveness, Skill Development, Teaching Experience, Evaluation

1. Introduction

An internship is a structured training experience that enhances interns' job readiness. Often referred to as practical education, internships offer hands-on work experiences tied to learning objectives. Institutions integrate internships to connect academic learning with real-world applications. Historically, apprenticeships served this purpose. Modern programs now award academic credit, enhancing student engagement. Internships allow students to explore career paths while employers assess potential recruits in a low-risk environment.

2. Literature Review

Chavan (2017) noted the internship program helps assess student-teachers' behavior and teaching innovation. Nimbalkar (2015) emphasized stipends and structured guidance. Beggs, Goodwin, and Ross (2008) highlighted exposure to professional practices.



Chen et al. (2011), referencing Collins (2002), reported on the positive behavioral impacts of internships. Fox (2001) found poor experiences may alter career paths, while Lam and Ching (2007) stressed internships improve job-specific skills. Mihail (2006) observed internships build key competencies like communication and self-confidence.

2a. Research Objectives

- I. To evaluate the effectiveness of the B.Ed. internship program concerning job placement in unaided high schools of English, Hindi, Tamil, and Urdu mediums.
- II. To identify the types of responsibilities assigned during the internship in unaided high schools across these language mediums.

2b. Hypotheses

- I. There is no significant difference in perceptions among teachers of unaided English, Hindi, Tamil, and Urdu medium high schools regarding internship effectiveness and job placement.
- II. There is no significant difference in teacher opinions regarding internship responsibilities across the different language mediums.

3. Research Methodology

3a. Research Design

A descriptive survey method was adopted to explore variable characteristics.

3b. Time Frame

The study was conducted over one month.

3c. Sampling Technique

Random sampling was used to select B.Ed. graduates from unaided high schools in Tiruchirappalli district across four language mediums.

3d. Data Collection Method

A self-administered questionnaire served as the primary data collection tool.

3e. Reliability of Questionnaire

Split-half method was employed. The Spearman-Brown Prophecy Formula was used for correlation calculations to ensure internal consistency.



4. Data Analysis and Findings

Significant differences were found in teacher opinions across English, Hindi, Tamil, and Urdu mediums. F-test and t-tests revealed:

1. Significant difference between English and Hindi medium teachers.
2. Significant difference between English and Tamil medium teachers.
3. Significant difference between English and Urdu medium teachers.
4. No significant difference between Hindi and Tamil medium teachers.
5. No significant difference between Hindi and Urdu medium teachers.
6. No significant difference between Tamil and Urdu medium teachers.

Key Observations:

- English medium teachers reported higher job placements.
- Female teachers across mediums had higher placement rates.
- Urdu medium male teachers also showed notable placement outcomes.
- Tamil medium female teachers benefited significantly.

5. Conclusion

The internship program in B.Ed. curriculum significantly affects job placement, especially in English-medium unaided high schools. Female candidates generally benefited more, possibly due to employer preferences. The internship acts as a bridge between academic learning and real-world teaching, building trust in interns' teaching competence.



References

1. Akomaning, E., Voogt, J. M., & Pieters, J. M. (2011). Internship in Vocational Education and Training: Stakeholders' Perceptions. *Journal of Vocational Education and Training*, 63(4), 575-592.
2. Chen, C-T. (2003). Internship Effects on Behavioural Intentions in Leisure Management. Vanung University, Taiwan.
3. Gavish, B., & Friedman, I. A. (2011). Novice Teachers and Work Environment. *Educational Studies*, 37(4), 451-467.
4. Cohen, L., & Manion, L. (1994). *Research Methods in Education*. London: Routledge.
5. Rawat, A., & Rao, N. (2017). Evaluating Internship Effectiveness in D.T.Ed. Curriculum. *Scholarly Research Journal for Humanity Science & English Language*.
6. AACSB (2020). Standard 5: Assurance of Learning, Taiwan.
7. Bender, D. (2021). Internship Assessment in Accreditation. *Education + Training*, 256-270.
8. Lobo, J. T. (2023). Effectiveness of Teaching Internship. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 13(1), 16-26.