

Internship programme of Lakshmibai National University of Physical Education: An assessment of student

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ABSTRACT

The induction of Internship programme was introduced by the Department of Teacher Education in Lakshmibai National University of Physical Education, Gwalior for the students of Bachelor of Physical Education as a compulsory part in the final year. In 2010, all the students of IV year were sent to 40 schools of India which had CBSE as their Board. The schools were assigned to the students as per the requirement of the schools on the basis of games and the capability of the students in managing the work professionally and personally. The Institutional Heads were asked to fill in the appraisal for evaluation of each individual student at the end of the term of internship which was 60 days, and sent the report to the department as a confidential report. The appraisal was out of 50 marks with 10 aspects of the student teacher in question viz., Quality, Initiative, Professionalism, Communicative and interpersonal skills, Team work, Ethics and morality, Punctuality and discipline, Student handling, Creativity and co-operation with school administration. After the compilation of appraisal reports, the ten variables were compared and found that the students were found lacking in communicative and interpersonal skills more than other aspects.

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Each profession has an internship programme to provide real life exposure to its students so as to enable them to ascertain the level of professional competence they have acquired at the end of the course. The same not only indicates their professional competence but also highlights their strengths/weaknesses in tackling real life situations which can later be corrected to improve his/her professional growth.

LNUPE Undergraduate Internship Programme has similarly been conceptualized, formulated and evolved by Department of Teacher Education to expose and judge the professional competence of undergraduate students. A number of variables were accordingly identified and included in the Post Internship Appraisal Form of these students which was filled in by the Head of the Institution where the students had undergone his/her 60 days of internship.

Statistical compilation of these individual appraisal forms of all the students indicated the variables where definite improvement was required to improve the professional growth of the students in general and organization in particular.

The objective of LNUPE Undergraduate Internship Programme was to provide real life experience to the undergraduate students as physical education teachers

as also to ascertain their professional competence at the end of the programme by analyzing their post internship individual appraisal forms.

METHODOLOGY

The method applied to test the various variables of professional competence of all students was based on the descriptive statistical compilation of their individual post internship appraisal forms which consisted the quantification and analysis of a total of the following ten identified variables primarily highlighting teacher-student relationship :

- Quality
- Professionalism
- Communicative and interpersonal skills
- Team work
- Ethics and morality
- Punctuality and discipline
- Student handling
- Creativity
- Co-operation with school administration
- Initiative

The above mentioned variables were graded with each having a maximum marks of 05 points by the Head of the Institution where the student had undergone his/

her internship of 60 days. The total appraisal form accordingly had a maximum of 50 points for each student. A guideline on the scoring criteria was also laid out in the appraisal form for the ease of assessment which was as under:

5 (five) Exceptional:

Consistently exceeded all relevant performance standards, provided leadership, fostered teamwork was highly responsive and generated top quality work.

4 (four) Exceeded expectations:

Consistently met and often exceeded all relevant performance standards. It showed initiative and versatility and achieved significant improvement in the area.

3 (three) Met expectations:

Met all relevant performance standards, Seldom exceeded and often fell short of desired results or objectives.

2 (two) Below expectations:

Sometimes met the performance standards. Seldom exceeded and often fell short of desired results. Performance declined significantly.

1 (one) Needed improvement::

Consistently fell short of performance standards.

Accordingly in the year 2010, all the students of BPE IV year were sent to 40 different schools of India which had CBSE as their Board. The schools were assigned to the students as per the requirement of the schools on the basis of games and the capability of the students in managing the work professionally and personally. The choice of schools were limited to those which offered free boarding and lodging to the students and were residential in nature. This ensured (24 X 7) supervision

on the students by the Head of the Institution. The constant supervision on the students accordingly assisted in proper evaluation of their behaviour, relationship with students, school administrative staff and the above mentioned variables as listed in the individual appraisal forms. On completion of the tenure of the internship, each head of the institution was asked to return the individual appraisal form in respect of the student doing internship at his/her school duly evaluated and filled to the Department of Teacher Education as a confidential report .

OBSERVATIONS AND DISCUSSION

A descriptive-statistical compilation of the students was done who had gone to International Schools all over India and was done for overall performance analysis.

The summary of statistical compilation of all the students is enumerated in the Table 1.

Table 1 reveals the descriptive scores of all the variables. Mean score and percentile value of communication (3.22), (64.57%) was lowest among all the variables. Whereas, the mean score and percentile value of co-operation with school administration (4.60), (92%) is highest among all variables. It is also evident from the table that all the students who were sent for the internship programme of 60 days in different international schools of India were average in communication and excellent in co- operation. Although, the other variables were more than satisfactory because percentile value of all the other variables was above 75% (Fig. 1).

Internship in any field is found to be necessary to sharpen the skills of students who undergo a professional course. This not only makes the student professionally sound on ground but also makes him worldly wise to handle real life situations. The Internship programme was conceptualized, designed and formulated by the Department of Teacher Education of Lakshmbai National

Table 1: Summary of statistical compilation

Name of variable	Total students	Sum	Mean	Sd. deviation	Percentile (%)
Quality	35	139	3.97	0.499	79.42
Professionalism	35	141	4.02	0.593	80.57
Communicative and interpersonal skills	35	113	3.22	0.252	64.57
Team work	35	148	4.22	0.328	84.57
Ethics and morality	35	157	4.48	0.635	89.71
Punctuality and discipline	35	156	4.45	0.390	89.14
Student handling	35	147	4.2	0.423	84
Creativity	35	134	3.82	0.652	76.57
Co-operation with school administration	35	161	4.6	0.466	92
Initiative	35	145	4.14	0.536	82.85

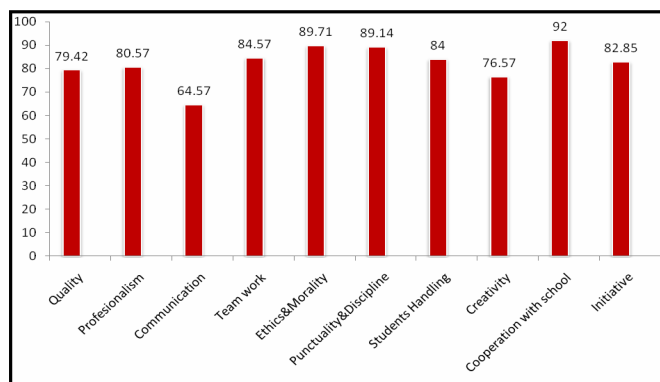


Fig. 1: Statistical compilation of variable data

University of Physical Education, Gwalior and effectively introduced in the college with effect from year 2010 to ascertain the professional competence of the final year undergraduate students in real time situation as physical educationist. The implementation of this internship programme has given an exposure to the students to understand the realities and complexities of the profession they are in while operating in real life school situations where they would be exposed as physical education teachers. The post appraisal form gives them the quantified assessment of their professional competence as also helps them in strengthening their weaknesses.

The institute has a bilingual programme and methods of instruction/ examination. Students are from all backgrounds, more from the rural areas. Intake of the students is from all india level where students belong to states where their mother tongue is other than Hindi/ English. Students are from sports background where the emphasis is more on activity rather than theory so they lack in communication. The variable of co-operation is highest among all the variables because the students are compulsorily residing in a residential environment and they have to perform activities of all nature together which enhances their team work and co operation temperament. Since they are basically players they participate in many team games at various levels of competition which

automatically imbibe in them the spirit of team work.

- Some changes in the Intake procedure of the students at B.P.Ed. first year entrance level should be made.
- More emphasis to communication part of students should be given so as to improve their market value and their own worth throughout the four year course.
- More precise and apt format should be laid down for B.P.Ed. IV year. students before the internship programme.

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