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REVIEW OF LITERATURE

2.1 Introduction

This Chapter reviews literature related to the internship experience. The review is divided into three major sections. Section 1 deals with studies relating to effectiveness of Internship programmers, while studies relating to contribution of internship programmers towards the overall development of students are reviewed in Section 2. Section 3 addresses other studies relating to Internship programmers and employment marketability.

The objective of this chapter is to review the literature used for the purpose of present research work. The Chapter deals with various books, magazines, newspapers’ & journals which are reviewed to gain background knowledge of the research topic.

Further review of literature helps to identify the concepts relating to the research topic & potential relationship between them. It also helps to identify appropriate methodology, Research design & techniques used for analysis of data.

In addition to this it helps to identify data sources used for research & to learn how others structured their reports. It also finds out some gap in earlier literature & provides new insight for conducting new enquiry.
2.2 Studies relating to effectiveness of Internship programmers

Baines, (2004) state that even though work experiences have diverse form and Structures, they should first and foremost have one purpose i.e.to encourage learning. A work experience that does not contain learning experience in such situation it cannot be called a learning mechanism.

Beinstein, et al, (2006) studied that the students often learned versatile skills finest in isolation, but performed those greatest in the existence of others. This would indicate that the student's conversion from the classroom to adult working roles can be facilitated by field education. The rising consciousness by students of the difference between "knowing" and "knowing about" points toward the insignificance of many conventional forms of education; this may be the strongest force for practical education.

Bounou, et al, (2006) stated that career-related experimental learning objectives include: learning about the world of work, learning how to apply theoretical learning to practical situations, learning how to relate one's academic major to one's chosen career, learning about different careers and exploring the fit between oneself and different careers, developing skills in job seeking and retaining profession, developing self-governing living skills, developing a firmer self-identity, and value clarification.

Dirk C, et al, (2008) carried out a study and revealed that many components of the current education in Public Relations have equal importance as that of the internship. He laments that the Public Relations internship systems in America have many dissimilarities within their typical features and characteristics to the extent that it could even be more than it is desired to be. In this article he lays down certain parameters for measuring, comparing and evaluating the public relations internship programmes. At the heart of these parameters he presents a series of ten factors to judge and evaluate as to what are the particular favorite facts under most favourable circumstances in Public Relations internships. There ten standards are (1) Student autonomy that is the students’ freedom to govern himself. (2) Public relations defined in wide perspective. (3) Students responsibility that is responsibility entrusted to the student to carry out his or her task (4)
Flexibility as the best characteristics (5) Involvement of faculty to be kept at its minimum. (6) Appropriate credit (7) Contracts to be abided by the student for the internship. (8) A good performance appraisal. (9) Allowing involvement of prestigious firms and (10) that internship is voluntary and not mandatory.

Dirk C, et al, (2010) further studied a fresh intern and an internship director and he discusses some of the major issues which could prove to be stressful during the internship programme, which includes teething problems an intern my face while adjusting to the new programme. He is also highlighting the fact about the necessity of developing the trust amongst the training personnel, the need for taking risks while learning new skills, accordingly to him it is vital to have an ability to asses one’s own strengths and weaknesses accurately and to plan one’s professional life after completing the internship. There is a dire need for the staff members to be aware of and to be conscious of the needs of each and every intern regarding his or her individual and professional growth.

Donald G, et al, (2004) conducted a survey in 1978 and the in 1992. They wanted to verify the charges they observed in their work experiences as also changes in the understanding and attitudes interns towards various careers in the business world. They found in the survey during both the years that the major portion of the information was occupied by the actual industrial experience of the work, but there has been a steep decline in the industry to the extent that it has become negative over the preceding years. The possible explanations to this are found in the facts that there has been an absence of local training and existence of prevailing problems in the industry. There had been a general understanding that nobody wanted such jobs. The final conclusions drawn depict a need for education and training.

According to Gallagher (2007) there are stricter and more sophisticated norms stipulated for getting higher education and for acquiring and getting success in a job and the connection between these factors are subjected to more and more modernized examinations, an increasing enthusiasm has been observed from all sides e.g. students,
parents, educations, legislators etc. to ascertain the power of these linkages and then to implement them and to create more and more meaningful alternative linkages.

**Ginn, et al.** (2000) opined that the entire strength of the internship programme lies in the fact that it is perceived as a preparatory step for the students for readying them for entry in to the middle management cadre at the same time providing them growth not only in learning professionalism but also in building and developing self confidence.

**James M, et al.** (2001) also studied the facts and factors about internship and they present a more general approach to internship. According to them every year a huge number of students apply and aspire for the internship programme. Through their article they have attempted to answer almost all the questions and doubts raised with respect to internship. These answers are given after analysing all the available literature related to the internship which has been there for more than past two decades. The existing literature contains a considerable amount of information and knowledge. Although they opine that this knowledge and information need updating of the data and information as also there should be further study and up gradation of information. It needs more research and new investigation and additional study to add to the existing literature.

**Lynton, et al.** (2004) present internship as an equipment which can prove useful for brightening as it has a great potential for taking the objectives of education a long way further. They suggest the merging of education and work experience together. They say that maximum emphasis should be kept on the word ‘potential’ which is nothing but utilizing the capabilities of the interns. They believe that knowledge is only theory unless it is put into practice. By this they mean that education can be translated into practical knowledge only up to the extent it is digested and imbibed into one’s personality and then analyzed and understood by the students.

**Lynton** (2003) observes that in the recent years there has been a growing awareness and recognition of facts that lots of amendments require to incorporate more hours of practical involvement in the entire process of education. According to him this will result
in bringing about best and advantageous merger of theoretical and practical knowledge and the application and implementation of this knowledge to the work an intern desires to do.

**M Kuijpers, et al, (2011)** conducted their study and discovered certain facts. Their study focuses on some such aspects of the learning environment that aimed at fostering the learning of career planning which was hitherto neglected part of educational system. They tried to correspond these facts with the nurturing and development of career competencies among the students in the age group 12 to 19 years who had enrolled for prevocational and secondary vocational education in the Netherlands. The learning environment needs to be supported with many practical aspects. They wanted to take in to consideration the following facts regarding the learning environment: the methods that are used for career orientation and career guidance, the instruments used for implementing these methods and the extent to which the curriculum was practiced oriented and to which extent it was just dialogue based. Further on they have identified three areas of career competencies which are projecting the career plan, building the career and networking i.e. developing connections with the companies that recruit fresh graduates. A survey was done amongst 3499 students and 166 teachers in 266 classes in 34 schools to further analyse the relationship between the learning systems and the presence of the much needed factor of career competencies. This came out with amazing results proving that the career guidance in schools where in dialogue is established with the students about concrete practical experiences and the dialogue is focussed on the future of the students and it contributes most to the presence of career competencies among the students.

**Mc Hugo, et al, (1999)** presented an overall view in their study. They say that some time back the interns used to be selected for an internship programme. The selection criteria were determined to some extent on the basis of the characteristic features of the programme and also by the interrelation between the main features of the programme and the selection criteria. They considered that the programmes can have a dynamic effect on
the attitudes of the interns, their personality that is their ability to present themselves, their activities and their interpersonal skills.

Robert K, et al, (2000) stipulated the importance of practical knowledge in their study. They asserted that a ‘hands on’ experience about the job he or she wishes to pursue is imperative to the overall development of the college educated pupils during their undergraduate training. He carried out a survey of 115 journalism programmes and during that he studied and evaluated the vast range, scope and types of job experiences that our educational system offers to the students. He then suggests various measures to standardize these internship programmes.

Sitkiye K (2009) examined the power an internship programme can have to affect the overall expanse with regard to the proportions of its directions, its ingredients, the procedure adopted for the amendment of the students and the overall growth and development of various abilities and skills in an intern. He collected a wide range of qualitative and quantitative data to analyze the procedure which is used to investigate this issue from the viewpoint of the involved personnel i.e. the interns, the supervisors and the staff which helps the students accomplish their goals by exercising a positive influence on them. This survey brought out very precious results bout preparing the internship portfolio to represent effectiveness. It also brought forward the need to conduct further investigation and a revamp of the entire process.

Sitkiye, et al, (2009) had a different but innovative opinion. They compared internship with partnership and mentioned that partnership is a two way enterprise and it can bring best and meaningful results only when the different partners are ready for a complete mutual cooperation. The partnership must keep into mind the interests of both the sides and must promote the professional growth of the trainee and the educators. They conducted their study in collaboration with the administrators, educators and the interns. The study aimed at examining the scope and expanse to which this collaboration of this multifaceted process of internship can grow in respect of its organization and communication aspects. They adopted a system where the data was translated into codes
of different categories and then analyses. The results revealed striking limitations and it suggests an overall renovation of the concepts of internship system involving a more interactive i.e. give and take mechanism which will indicate reciprocating communication between the ministry and the universities and colleges.

Thomas (2008) has reinforced the opinion that if the internship has to have its authenticity, the practical education and knowledge must be definitely be accompanied by educational growth. This lays the stress on the fact that a basic education is a must. The academic growth here means to the intern to have an analytical mind and problem solving skills. It also emphasizes on goal setting and acquiring skills for prompt decision making.

WitucKe, et al, (2006) in their study reveal that the screening of the students for selection as interns is a very critical process. Although maturity, familiarity with the environment and other personality traits have a good effect on the willingness of the interns, the students that are required to be generally mentioned in terms of the cause and credit requirements during the semester. If an application procedure is required to be set up it has to be instructive and managerial value and it has to be done through a prescribed procedures. The students should clearly indicate the purpose of their contribution, they should develop a preliminary proposal of experience and they must go through a formal interview procedure.

2.3 Studies relating to contribution of Internship Programmers towards the overall Development of Students.

Augus, et al, (2003) realised in their study that the appraisal of the internship practice has two goals: to train the students, to work and perform in such a way as to make them acquire various skills and to develop them, gain knowledge related to the job and gain experience. Internships aim at making the students become job proficient. The interns are supposed to estimate the effect of the different elements of the programme. It also aims at helping the student to know how these factors will help him or her to accomplish his/her
goals. The principal view point of the ‘Internship’ programme is to make a student ‘market ready’ for offering his or her service to any firm.

**Ann E Person, et al, (2006)** have very rightly analysed the influence learning can have on the work capabilities and the ability of an intern to conduct himself at the work place do a job. Very few scholars have up to now raised any doubts about influence exercised by the industry institute relationships on the education systems and their outcomes. They have raised a doubt as to whether they really have any connection. The two year colleges pose to be very important examples of school-to-work transition as they have shown continuous increase in the number of enrolments and their growing educational programmes. They conducted a survey and through interviews accumulated a data from 14 public and private two year colleges. They describe the employer linkages fabricated at the different types of two year colleges and have attempted to depict how the references and contexts at the institutions level have been shaped to show the linking activities. They also show how the industry institute connections are related to the to the students efforts at the colleges level and the confidence levels a student can have to complete his or her degree education.

In a study by **Castaldi (2004)**, the ten major types of industrial sponsors for the internship were enumerated. The study encompassed the streams of sociology, journalism, man media and retailing. It was found during the study that there are certain characteristics which are consistently observed within each of these disciplines. There are some common ingredients in each of them. They all were found to involve at least three parties: the student, a faculty and the directorial supervisor.

**Chikering, et al, (2009)** put forward a very practical point of view in their studies. They proved that education and human progress go hand in hand. Both are required for accomplishing the goals of life. He recognized in his study the necessity of source clearly identifiable cognitive skills, interpersonal skills and noticeable properties. These characteristics can guarantee an effective presentation in the business world. They
highlighted this fact that these skills are a must for success and survival in the professional world.

Daniel C, et al, (2007) studied details about internship in different foreign countries. They found that in foreign countries the internship programs aim at providing opportunities for learning and skill development to the interns. In order to establish a connection between the industry and the institute, these internship programmes intend to furnish the industry with bright and capable students who can fulfil the needs of the company in terms of the staffing i.e. recruiting the best talent available in the market and also to provide the industry with opportunities to recruit superior candidates for future job openings. However, the overseas internship programmes may be successful both for the interns and the industries similarly only if the host organization utilizes the interns. If it at the same time imperative for the intern to acquire new skills and learn many things which may even be out of the curriculum and needed for the job and the knowledge made available to them. There are chances that the skills may be underutilized or improperly utilized by both the sides. He analyses the factors that result in the enhancement of the overseas interns. At the same time he may brings forward the fact that there may be different consequences of underutilization or utilization of the skills. He collected the information and the qualitative and quantitative data forms 125 interns who were participating in the overseas internship programmes in 23 countries. This survey was intended to present the reasons for improper utilization or underutilization of the skills. They attribute the results to many factors. The first and the foremost being ineffective assignment procedures. Other equally important factors were poorly planned and assigning of duties insufficient mentoring, one of the major factor is the lack of corporate experience in the internship programmes. All these factors have a major combined effect outer utilization of the skills. They further attribute the poor utilization of skills to the negative attitudes about internship. There has been a reduced effort towards work. Even after controlling many factors as that of age, gender, prior overseas work experience and the cultural distances. This article suggests lots of steps for carrying out improvements in the design of the overseas internship before concluding.
Daniel C, et al, (2009) have studied and analyzed a different leg of internship, the summer internship. They evaluated the individual, interpersonal and organizational factors which contribute to success of summer internships. This study has pinpointed several factors that lead to the success of internship programmes for the interns. The expectations the interns have from this programme is one important issue. The study costs its doubt over the issue of socialization process as to whether it is properly done. The design of the work pattern definitely needs to be studied. Other factors include the extent to which summer internships fit into an interns career plans. The factor of the expectations and attributes of the internship supervisions cannot be neglected.

Dewey, et al, (2006) in their study bring out another different facet of the learning process. There are two kinds of experiences and drew a distinction between them. They state that the experiences are either ‘educative’ or ‘non educative’. According to them ‘educative’ experiences are those which result in an increased educational power and abilities and their growth, an informal conviction- a state of being convinced, and a sympathetic attitude of understanding everything. Educative experience also results from the knowledge about how to face and meet with new experiences with a good sense of mastery in the field. The educative experience eliminates the fear or the panic or their relying on run of the mill routine. The experience may give temporary excitement but will not impart a genuine insight into the work experience which might have emanated from the spoon feeding kind of education and may result in a mechanical form of training and conditioning. This kind of training in life generally incapacitates an individual when the person encounters changed and altogether different situation in life which actually need a lot of intelligent actions and decision making.

Downs (2008) reveals through his study that there is a widespread interest and there is a need for purposeful and continued research in the field of internship programmes. The purpose of such programmes is to provide information at the job and to the individuals interested in the job. He pressurises a need for the improvement and development of such programmes.
Dunivant, et al, (2004) highlight in clear terms the key words for the interns in this program. They are relevance, meaningfulness and action. The criteria required for participation in the internship programme definitely prove the need for these factors. They state that the student intern should have an ability to learn a number of accelerate skills to prove the relevance of the internship experience to the students’ academic programme and also to help in exploring and planning a satisfactory successful career. To achieve this the student should be shown the overall operation, be allowed to observe and if possible participate in the decision making of process. The intern should be allowed to participate in the functioning of the organization at least at a paraprofessional level. They even expect an intern be allowed to complete at least one full project.

Fammer (2006) revealed in his study that a greater part of the literature that is available today on internship is all about the experience from the point of view of the participating intern. His or her interests are everywhere kept before the eyes. He however presents a different point of view. He attributes the key to the success of the internship programme to the quality and variety of the participating sponsors.

Frank A, et al, (2000) explain their opinion that it has become increasingly important for universities and colleges to have a work oriented learning programs in the grab of the internship programmes. Then internship programmes strive for the benefits of the students and establish connection with the industry. It results in an association between industry and the institute. They lament that despite this fact there is still very little research done on getting the details of internship. These include: What these programs should aim to accomplish? How should they be structured? Should they be designed with some specific goals and objectives? How should the performance of the student be judged? What standards should be set to judge students performance? They express surprise over the fact that there is very little analysis on the concepts of such key issues. The key issues mainly include business internships in general or for marketing internships in particular. It is not possible to arrive at the common condition in these issues. The ‘answers’ to the questions raised vary depending upon the university academicians. The marketing literature that has the studies of these three above
mentioned factors of internship does not contain such information about them. To complete the study, therefore, they discuss and analyse internship goals, structure of the internship programme and assessment of factors for marketing internship. They, after this present their report based on the survey of views and opinions of all the three major constituents of these issues. The reports on the opinions of the managers recognize the importance of having an academic aspect in internships. It highlights the need for mutual understanding about the needs and constraints faced by both the sides. It specifies that there is a need that the companies, students and academicians take a long term view of the internship programmes so as to achieve the goal & beneficial to both the sides. 

**Gordon S. C. (2000)**, found out in his study and stated that there had been many such programmes undertaken by the different institutions for providing practical training. The institutes which provide higher education and such educational services which provide opportunities to students to gain practical experiences do so under different titles. They may be administered through different departments in such institutions. This kind of practical training or ‘hands on’ training can generally be provided to the students under the titles like ‘Experiential education’, ‘action learning’, ‘Internships’. These terms keep changing from time to time. But all these programs conducted under different headings represent one common factor and that is ‘experiential learning’. The ultimate aim is to equip the students with some kind of practical training in collaboration with the industry to face the business world.

**Hanson J (2005)**, suggest as to which amongst all such courses could be the victorious one. According to him the course that has a very vibrant and motivating program schedule involving a massive interaction between the student and the industry, rather all the concerned individuals. He finds the internship programmes particularly relevant because they are instrumental in helping the educational institutions to improve their relations with the business fraternity and also because it provides an alternative route towards job placements work experiences, industrial training and building careers, maintaining a good pace in the life of a student. Education then becomes a career
preparation approach and then it properly justifies the expenditure incurred on various resources of internship.

Haviland, et al, (2003) come out with a very good view point. They look at internship in a different light and suggest the Internship programs be structured in a way that they trigger the process of thoughts about career and reinforces the expectations of the success for a common student.

Kurt Lewin, et al, (2003) state that the objective and the corner stone of most of the training and placements and organization development are to utilize the facilities offered by company for a establishing a combination theoretical and practical knowledge. This has perspective of the phenomenon presented by the Gestalt psychology. His commendable work on group dynamics and methodology of action research has proved to have the most far reaching and foresighted significance of the learning of practical and industrial experience before attempting a job. This has proved to be the most practical method in this field.

Michel B, et al, (2000), raise a concern about the expanding gap between the number of internship applicants available and the number of students practically applying for internship. This gap seems to be widening with the turn of each year. This has been an issue of great concern for the students graduating in psychology and the American psychological association of graduate students. APAGS has recognized this situation and has made numerous efforts in this direction. APAGS is of the view that this is a multifaceted problem and it has tried to take a variety of steps in the direction of creating balance between the demand and supply ratio since the early 1990s. This article brings forward the issue and outlines the concern expressed by APAGS regarding the demand and supply of interns. The article widely discussed as to how this problem affects the students. It also highlights the steps taken by APAGS to address the issue. APAGS has suggested certain recommendations in this regard. It has recommended certain measures to be taken on part of the advancing psychology to resolve this issue.
According to Moore (2006), Internships, as contrasted with classrooms, represent a wider range of social relations. Frequently, workplaces look very much like classes in certain respects: the boss knows, tells the worker, and the worker does as told. On the other hand, some interns come to occupy a full and virtually equal position in the work environment, to participate completely in the definition and use of knowledge. Traditionally, the internship has come at the end of the lessons of learning, reflecting a view of the curriculum as a series of sequential steps from science to application to experimental work.

Ramsay, W. R. (2004) state that nearly everyone programs are focused on undergraduate students, who have more maturity but can still come back to enrich the classroom. The host organizations prefer the student who is close to graduation to increase the possibility of recruiting the good intern for a regular job.

Taylor, (2005) state that despite the fact that the idea may differ from institution to Institution, the experimental activities of most colleges or university are primarily training internships through which interns are supposed to learn how to perform functions and assume employee tasks.

Van Aalst, (2004), studied state that an internship does not guarantee full-time employment, a lot of consider their pool of interns for position promotion first, as they have already proven their credentials with the firm.

William R, (2009), frequently cited benefit of previous internship experience is that it provides the student intern with a comparative advantage over his or her peers in the interviewing process for an accounting-related position after completion of their study. He examines the effect of previous internship experience on the students' interviewing success by comparing the interviewing success of student interns and non-interns. After controlling for differences between the characteristics of the two groups of students, previous internship experience has a significant effect only on the probability of receiving an off-campus office visit with a “Big Eight” accounting firm. Therefore, the assertion
that previous internship experience enhances the student's chances of achieving success in the interviewing process is not confirmed in all areas of accounting.

**Woods, et al, (2007)** repeat the issue raised in the above mentioned article. This article also presents its concern about the ever increasing gap between demand and the supply of the students by the institutes. The same concern has been recognized by the American psychological association of graduate students (APAGS). APAGS looks at point out that this is problem has many angles and faces. The association has been involved in solving this issue by taking various steps to reduce this gap since early 1990s. In this article Woods and others point out in a broad way the APAGS’s view on the demand and supply disparity. The article states the factors s to how this affects the students and how APAGS has worked towards solving this issue. The article further presents APAGSS recommendations for the efforts need by collective psychology.

### 2.4 Other studies relating to Internship programmers and Employment Marketability.

**Deborah F, et al, (2006)** have identified certain lacunae in the system itself. They evaluated some academicians and the practical professionals from the accounting industry. They have recognized the fact that a joint effort on part of both the sides can contribute to a great deal towards the students, the institutions and the industrial fraternity. This study was conducted with the objective of finding out the status of this learning experience while applying academic knowledge to practice in the field of accounting. This study includes the main characteristics of this learning while practicing experience and the ideas of the administrators of the program about the importance of these experiences to the students the employers and the accounting programs. The results showed that there has been an increase in the internship programs in the field of education accounting in the accounts of most of such programs indicate that these programs are quite recently created, they are mainly looked t getting better credits only, they are conducted mainly during under graduate courses, they paid and no unpaid and the program lays more emphasis on making the student complete written project. The study further finds out that most of the programs are conducted without a full time or even part time coordinator. They are designed in a way that they don’t require on site
visits. Most of the times responsibility of finding out the locations for internship is entrusted to the students and other such people.

**Hao Z, et al, (2011)** named the internship process s a recruitment and selection process. Internship is actually on par with the process of employing candidates for a job. They presented a hypothesis based on the Impression Management Theory that both the interns and the industry make great effort and go to a great length to impress the other party during the internship programme particularly if they intend to hire or be hired. They collected information on three points from the intern supervisors. The data collected by them revealed the fact that 60 percent of the internships turned into job offers from the host organizations. This shows a positive side of the process and proves the job orientedness of the internship programme. Those interns who wish to be absorbed in the company they were doing internship with, were most likely to use self promotion that is tried to work according to the culture of the organization. They try to flatter, praise and try to make themselves likeable probably to gain the favour of employment. This definitely increases their chances of getting the job offers. The companies which used internship as one of the methods of recruitment also showed willingness and openness towards the creativity shown by the interns. This open door attitude of the industries definitely helped the intentions of the students to apply for internship. On the contrary there were some interns who indicated clearly that they did not have any intention of joining the same firm after completion of their internship, the companies also did not encourage the interns to take up the job in a sense that the supervisory mentoring and the training provided had no influence on the intention of the students to apply for full time employment in the same company.

**Hook and Fern (2008)** started their study with the field which is supposed to have started the concept of internship. They indicated in their study that this process of gaining experience while learning had its origin the field of medical science. They further tried to prove that internship today is not only restricted to the natural and bodily sciences. This concept is gaining popularity in other field also as study in all other fields of education will be complete if it has a touch of work experience to it. The practical application of the
knowledge gained in the education through formal and traditional methods and using it under guided supervision on the real life situations has become an integral part of the learning process in a substantially big and almost every field of academic discipline.

Jeff B, et al, (2008), had a very general approach towards this issue. They state that the internship has since long been considered the capstone experience. The imbalance between the demand and supply of internship positions has remarkably grown since 2002. They further add that this problem has now acquired crisis proportion which means that it needs to be handled on an urgent basis. According to them although none of the solutions offered so far have been immensely feasible, it is high time that a joint effort be launched by both the industry and the institute making a comprehensive approach to address this crisis. More and more opportunities created to employ the interns such that the issue of demand and supply be addressed in a proper way. Probably a joint effort may result in arriving at some situation.

Leslie U, et al, (2008) discuss this issue in a more critical perspective and consider broader crossing as a theoretical framework. Presenting kind of case study they tried to find out the tensions that developed between two pairs of mentors interns during a yearlong internship course in high schools in the United States. The pairs in discussion had to face a lot of hurdles that left a lot needed to be done about the difference of opinions about the process of mentoring, a lot was expected interns of communication i.e. lack of proper communication and certain fixed and immovable benefits in the methods of teaching were a few of them. This conclusion was drawn after interviewing both the mentors and the interns. They also surveyed planning sessions, teaching sessions and the follow up conferences. This study clearly suggests that the universities must play a still greater and better role for developing better communication between the mentors and furthers. The universities must provide whatever support is required by the mentors this purpose. A layer of career guidance methods are practiced today but they do very little to contributes to the acquisition of career competencies.
Lorraine M, et al, (2006) have touched an altogether different facet of internship. They studied the part time or half time internships. What are half time internships? What do they look like? What are the operational methods of these half time internships? What different types of internships are presently practised? Is any importance given to the specific issues like that of quality assurance pertaining to these internships? Are these part time internships respected? What position do they hold in the education system and are there any chances of further improvements or changes in them? They present a better picture of the half time internship programmes and in this article they described the existing half time programmes and present a rough draft or a step by step plan of the issues of structure and quality assurance. In this article they portray many sides of the half time internships and its implications on all those concerns i.e. the students, the clients and the profession.

Paul M, et al, (2011). This is a comparatively recent study. The study stretches itself back to the past 20 years. They evaluated the necessity of internship or field training in the industry and concluded that, that has been propagated more by the educators toward concern more about the training given by the industry. Although this has not met with the deserved success as the need for internship was not met by the academic institutions themselves. However, the student fraternity has not rejected the concept of internship completely. The need for internship on part of the students is the only factor that is still prevailing in the field of education. Paul and others on the contrary realised that there is a need to implement such a structured internship experience for the students. It will be the early to forecast whether this will result in an increasing ability among the students to market themselves in the industry after completing the internship. This may definitely result in slow but steady improvement in the quality of candidates graduating out of the institutes. This concept of internship may be little new to the institutes other than those teaching medical sciences, they expressed confidence that they can term the program a success and can say that their efforts have paid them good returns. Another purpose was to propagate this concept to other institutes which had not hither to incorporated internship programs into their education pattern other than the medical field. This study expects other institutes to develop their own internship programs to train their students.
Rojer L, et al, (2006) have attempted to assert the old assumption that requires the internship programs to be reconsidered or revamped. They try to strike a balance between the accrual happenings in the current training programs and what the students actually gains. Due to some amount of reluctance on the part of both the parties concerned that is the industries and the institutes. It is possible that this activity is generally completed as a mere formality. The authors here talk about different internship models starting with the historical and intellectual models and use of various strategies to involve the students in the subject being taught. An effected teacher creatively teaches the subject. Along with this they talk about the different competencies and cultures of the program. In present time the wearing emphases on the production of science are looked at as less important than as stated in the current regulations. They touch upon the hitherto not considered factor of politics prevailing in this process. They evaluate the prejudices, economics and politics involved in the process of internship with a critical eye from various perspectives. They have described five different types of internships in their study. The authors offer some steps which could be taken along with their conclusions, implications etc. They have emphasised upon the needs for more modern internship models that also includes half time internships. These steps may be useful and relevant to the need of many present time students.

2.5 Research Gap

As it clear from the above brief review, there have been so many elaborate studies conducted with regard to internship and its effect on learning and employability. This bring forth gap existent in research carried out on this topic

1) A microscopic study which includes all aspects of Internship in management programmed and its effect during, apply for job only for Mumbai university student along with possible remedial measures has still not been carried out.
2) A detailed study carried out to see impact of internship programmed and it’s employment marketability on those student interns who opt for internship programmed during his/her academic year.

3) Hence, an attempt has been made to see how much employment marketability achieve to those student interns who successfully completed internship programmed.

   Internship concept is as old as civilization. It is mandatory in many field and profession. Internship programmed generally planed during summer holiday or Christmas holiday so they pay good return in terms of achievement of higher targets during his/her learning cycle.

   Thus present study will try to figure out the relationship between internship programmed and employment marketability of management student of Mumbai university and the level to which it has achieved or made its progress.

2.6 Summary

After reviewing the existing literature of the present study it was observed that most of the studies are on internship programs of foreign countries. Very few studies have been undertaken evaluating the effectiveness of Internship programmed in disciplines other than commerce. There are some studies relating to impact of internship programmed in Medicine and engineering disciplines. There are studies which have focused on internship experience in field of accounting. Studies related to problems faced in screening of interns are conducted. Some author has tried to find out the power of an internship program in preparing students for access into middle management positions.

There is no study done on analyzing the employability factor. The present study “An Empirical investigation of the relationship between internship Programmes and employment marketability of management students” is undertaken to fill this gap. The present study, based on primary survey of those student undergoing internship for the course of Master of Management studies in institutions affiliated to university of
Mumbai, will unearth many new facts related to the satisfaction level of interns. The study will be helpful in analysing the importance of internship and its benefits in gaining job oriented skills and experiences.