

A Study on How Internship Experience Enhances Overall Skill Development Among Postgraduate Students In Navi Mumbai

Ms Harini Nadar ¹,

Dr Koel Roy Choudhury ²

¹Student

²Principal

SIES(Nerul) College of Arts, Science and Commerce(Autonomous)

koelr@sies.edu.in

Abstract

Experiential internships have become a vital component of postgraduate programs, providing practical experience that connects theoretical knowledge to real-world settings. This study investigates the impact of internship participation on the complete skill development and professional proficiency of graduate students. Furthermore, it scrutinizes how the organization of internships affects learning conclusions and evaluates the efficiency of internships based on their type.

The research used statistics to gather information of the study. A questionnaire was distributed among postgraduate students to collect their response. The learning focused at three vital parts of the internship program, how it is arranged, how it facilitated students to develop cooperation and communication skills and how it improvised their thinking and decision-making skills, and their comprehensive perception of their education and future job occasions. The consequences show that postgraduate students can gain extensive reimbursements from internships in terms of their dedicated skills. There strong connection, that was discovered between the organizational aspects of internships and the scope of knowledge. This highlights the reputation of sturdy responsibilities, applied tasks, and reasonable time obligations in addressing real-world learning tests. Learning skills are also crucial for students to assess their readiness for employment, as the study found that internships enhance employable skills and job prospects.

Key words: Internship, Post graduate students

1.1 Introduction

Higher education has changed a lot in recent times. Universities now focus on more than just academic knowledge. They also prepare students for jobs. This is especially true for postgraduates. They are expected to start working right away with both theory and practical skills. Internships are important for this. Instead of just attending lectures, students work in real workplaces. They see what their future jobs are like, including daily tasks and challenges. This is different from just taking notes in class. Internships let students learn by doing, not just listening.

The National Education Policy 2020 supports this. It encourages practical learning and industry exposure in college programs. The policy says students need both theory and practical skills.

So, universities now make internships a key part of postgraduate courses, not just an extra option.

Why is this important? Because employers want more than just academic knowledge. Skills like communication, collaboration, perilous thinking, flexibility, and decision-making can't be learned from exams or lectures alone. Internships put students in real-life situations where they meet professionals, solve problems, and handle unexpected challenges.

This is where appreciated skills are built. In the last ten years, Navi Mumbai has become a hub for education and work. It has sectors like IT, finance, manufacturing, logistics, and services. This variety creates many internship opportunities for postgraduates. Nerul, a city in Navi Mumbai, is full of universities offering postgraduate courses in many subjects. These schools are close to businesses and workshops, allowing students to do real-life internships. However, it's still unclear if all internships help students gain a complete skill set. This study investigates how internships help the holistic development of postgraduate students in Navi Mumbai Nerul.

1.2 Background of the Study

Graduate employment is now a major issue in academic and professional discourse. A common observation among employers is that graduates who have completed their studies do not have the necessary practical experience or professional skill to excel in their particular fields. The diversity between academic classes and assiduity conditions has led to the addition of practical experience as an obligatory aspect of advanced study curricula. These theoretical pedagogies and practical practices are generally linked through these placements. Why? Our aspiration is that by sharing in these placements, scholars can apply their academic knowledge to factual work settings, gain sapience into commercial culture, and develop the necessary professional actions and capacities. The effectiveness of similar placements in achieving significant pedagogical benefits depends on the structure and perpetration. Why is this so? The donation of the experience to skill improvement can be determined by factors, including the allocation of substantial assignments, the vacuity of acceptable administrative guidance, and the duration of placement. The quickening of Navi Mumbai's emergence as a mecca for both academic and artificial undertakings has resulted in accelerated growth of postgraduate degrees and lesser vacuity of internships for scholars. In malignancy of this growth, empirical examinations on the effectiveness of these internship guests in enhancing scholars' professional skills are still scarce. Thus, the current exploration has been initiated within this environment to examine the factual impact of internships on the development of skill structure among postgraduate campaigners.

1.3 Context of the Study

This investigation takes place in the academic and industrial center of Nerul, Navi Mumbai. Undergraduate students in management, science and technology, and humanities fields where internships are a crucial part of the curriculum, are the main focus groups for this test. The

dynamical nature of the workers market, which is explained by increasing job attractiveness and a higher prominence on employability of postgraduate scholars and professional maturity inside instructional establishments, is the theme of this study.

The Changing Perspective of Employment.

In recent economy, the traditional focus on formal academic credentials has given way to a shift toward overall employability. From the initial stages of the of their work, employers expect that postgraduate candidates to hold practical skills, good manners, and resilience. Because internships serve as a connecting bridge between theory and practical application, their importance as a skill for professional competency is clear. Internships are becoming more and more important as a technique for developing professional competencies since they operate as a link between academic theory and real-world application.

Urban Hub Competitive Dynamics.

There are now more applicants competing for desired internships and entry-level positions because the city has developed into a center of business and sophisticated education with several institutions and well-known industrial firms. The purposeful cultivation of skills through practical learning is an essential distinction in this densely crowded city. These real-world involvements become more than merely a tool for graduate students; they are decisive for shaping their individualities in the competitive workforce of today.

Internships as a Career Gateway

Internships aren't just for postgrads looking to earn academic credits anymore. At the present time, they're a real stepping stone for landing a job, building connections, and climbing the career ladder, especially in challenging cities like Navi Mumbai.

Relevance of the Present Study

The exploration aims to probe how scholars perceive their internship experience as a procurator in their career readiness and how it can impact their prospects for careers. The research study investigates how internships impact postgraduate students' development of skills in Nerul, Navi Mumbai.

1.4 Statement of the Problem

The wide-ranging belief about internships as tools to boost employability fails to show their factual effect on developing professional jobs. Residencies typically lack adequate administration for participants. Moreover, the characteristic use of the internship can limit learning in the method of basic work by contending for the observer role as opposed to the contestant role in performing tasks. This research analyses the methodical evaluation of preceding internship involvement of postgraduate students who work in a region of Nerul in Navi Mumbai, India. The students who are contributing and participating in internship course. This has occasioned in scholars not being able to achieving what is expected from their internship experience. As such, students expect to gain some professional experience through

participation and involvement in an internship program, moreover, there will be in divergence in the experience, when working upon accomplishment of the internship experience.

1.5 Scope of the Study

The exploration concentrates on postgraduate scholars from sodalities and universities in Nerul, Navi Mumbai. It considers students who have finished or are currently participating in internships as an essential part of their education.

1.6 Limitations of the Study

In the research, students report on their personal experiences and self-evaluations to produce research findings. The study findings apply only to Nerul, Navi Mumbai, because the research examined this particular location, and its results do not extend to postgraduate students who study in other areas. Students' perceptions of their skills' development after internships are the main focus, not their ability to perform well in the work environment or see growth in those skills over time. The only perspective that exists in the research comes from students, while industry mentors and supervisors and employers do not participate in the study. Internship experiences vary widely by type, duration, and quality; all differ between institutions and industries, so responses and learning outcomes aren't likely to be uniform. The research considers certain elements, such as internship compensation, but doesn't examine other distinctions, like remote-based and in-person placements.

1.7 Research Objectives

- To examine how internship experiences help develop skills among postgraduate students.
- To look at how much general skill is gained through internship programs.
- To evaluate the growth of specific skills like communication, teamwork, analytical ability, and decision-making due to internships.
- To assess if internship experiences affect student's readiness for jobs and career growth.
- To compare the effects of paid and unpaid internships on skill development.

Literature Review

2.1 National

Narayanan, Olk and Fukami (2010) evaluated the success of internship programmes and have established that organized internship activities positively affect a student's educational achievements and career development. Established roles and meaningful work responsibilities along with an instructor were said to increase success and satisfaction with the internship.

Gault, Leach and Duey (2010) stated that an internship can enhance students' ability in gaining employability skills such as communication, group work and problem-solving skills.

Kumar & Jain (2019) examined the Internship experiences of Post graduate students and found that Internship help to develop much soft skills like communication skills, teamwork, decision making.

In studies conducted by Sharma and Sharma(2020) in the Indian universities, it was revealed that well organized internship programmes with good supervision and mentors are found to support learning more effectively. It was claimed to provide considerable support to their practical learning.

Verma and Bansal (2021) investigated the role of an internship in enhancing professional skills and concluded that internships help in the enrichment of technical as well as people skills.

Agarwal and Singh (2021) studied the internships the Indian students participated in and established the importance of internship experience for employability skills development.

Gupta and Kapoor (2022) concluded that internship experience has positive implications in terms of student's confidence and job readiness. The paper showed the importance of on-job experiences.

2.2 International

The exploration study from 2000 conducted by Gault, Redington, and Schlager delved into how internships affect the career medication of business scholars. Students benefit when they have an internship program in that they are able to further their knowledge and use it in the work place. Students are gaining these skills by participating in internship programs as seen in the research; students who participated in an internship program have excellent communication skills and students who participated in the internship program have higher self-confidence of work ethic than students who did not.

In 2008, Knouse and Fontenot Examined the management students of American B-school and how internship program helped them in their placement and secure a job in their particular area of education. The students who had the ability to showcase their internship experiences effectively in their resume were more likely to get amazing job opportunity. Scholars also gained clarity and certainty concerning their career. They were able to visualise their professional life vividly because of internship experience.

Purohit (2019) analysed the stimulus of the internship on the theoretical work of postgraduate students who study at the Indian institutions of higher schooling in 2019. The apprentices' internships managed to achieve an amalgamation between their theoretical acquaintance and practical work atmospheres. The research looked into how the students created their employments and achieve effects through their perspicacity of the employment keenness.

After Muzamil and Shiraz(2022) observed internships in 2022, probe how they really style university scholars employability lot. Before long, they formulated evident incomes; scholars who were involved in internships acquired an even more powerful message, even more weakness, enhanced resolution wood, and one genuine hike of job confidence.

Arias-Marín et al. (2025) studied how professional internships impact council pundits' intellectual process and elaboration of essential jobs. The most significant ministers were the combination of learning objects and mentorship together with active feedback. The validation shows that internships that follow a structured design process produce lasting advantages for developing essential capacities. The exploration showed off that internships enable scholars to develop their logical capacities and case working jobs while they get to apply theoretical knowledge in ultrapractical situations.

Alharethi et al. (2025) took a near look at how internships shape hospitality scholars as they get ready for their unborn careers in a 2025 study. That's what drove the disquisition on real-world knowledge. They wanted scholars to get hands-on experience, not just proposition. The advantages of practical internships aren't limited to connecting scholars with job openings but also encompass tutoring them in cooperation and communication skills while enhancing their decision-making capacities.

2.3 Research Gap

The reviewed literature shows that internships serve as essential factors of educational quests for scholars. Internships give multiple advantages because exploration shows that scholars who take part in them develop essential skills demanded for cooperation, problem-solving, and critical thinking tasks. Research indicates that internships enable students to develop crucial skills for teamwork, problem-solving, and critical thinking activities. Students learn about organizational behavior and team interactions during their internship when they observe how their colleagues work and create new things. However, researchers seldom study how internships affect the advanced specialized skills required by postgraduate students. The literature falls short because it doesn't probe whether different internship types, such as exploration-grounded and diligence-based placements, or organizational structures and mentoring systems, develop particular skills. The increasing number of scholars who pursue advanced degrees with different educational backgrounds creates a major exploration insufficiency because experimenters have not sufficiently delved into postgraduate pupil experiences. Therefore, more study is needed to determine how internship experience affects postgraduate students' total skill development.

Research Methodology

This chapter explains the research design, data collection methods, sampling procedure, and statistical techniques used to analyse the impact of internship experience on the overall skill development of postgraduate students.

3.2 Research Design : The study adopts a quantitative research design to examine the relationship between internship experience and skill development among postgraduate students. A structured questionnaire was used to collect primary data, enabling statistical analysis of respondents' perceptions and experiences.

3.3 Source of Data : The study is based on primary data, which was collected directly from postgraduate students through an online questionnaire. Secondary data from research articles and academic sources was also reviewed to support the conceptual framework of the study.

3.4 Sampling Method : The study used convenience sampling, as respondents were selected based on accessibility and willingness to participate.

3.5 Sample Size : The final sample consisted of 100 postgraduate students, who had undertaken internship experiences during their academic programme.

3.6 Research Instrument

A structured questionnaire was designed to collect data on:

Internship structure

Skill development (communication, teamwork, analytical ability, decision-making)

Learning experience

Career readiness

Nature of internship (paid/unpaid)

Responses were measured using a 5-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

3.7 Data Processing and Analysis

The collected data was coded and entered into Microsoft Excel for analysis. Inferential statistical techniques included Pearson Correlation, One-Sample t-Test Independent Sample t-Test were applied to test the research hypothesis.

3.8 Hypothesis of the Study

Hypothesis 1 (Internship Structure and Learning Experience)

H₀₁: There is no significant relationship between the structure and nature of internship programmes and the learning experience of postgraduate students.

H₁₁: There is a significant relationship between the structure and nature of internship programmes and the learning experience of postgraduate students.

Hypothesis 2 (Overall Skill Development)

H₀₂: Internship experience does not have a significant impact on the overall skill development of postgraduate students.

H₁₂: Internship experience has a significant impact on the overall skill development of postgraduate students.

Hypothesis 3 (Specific Skill Development)

H₀₃: Internship exposure does not significantly improve specific skills such as communication, teamwork, analytical ability, and decision-making among postgraduate students.

H₁₃: Internship exposure significantly improves specific skills such as communication, teamwork, analytical ability, and decision-making among postgraduate students.

Hypothesis 4 (Career Readiness)

H₀₄: There is no significant relationship between internship experience and postgraduate students' perception of career readiness and future employment prospects.

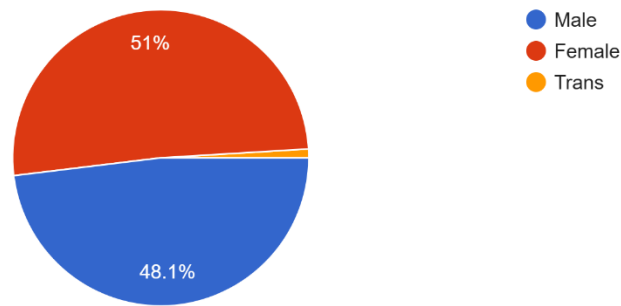
H₁₄: There is a significant relationship between internship experience and postgraduate students' perception of career readiness and future employment prospects.

Hypothesis 5 (Nature of Internship)

H₀₅: The effectiveness of internship experience in skill development does not significantly vary based on the nature of the internship.

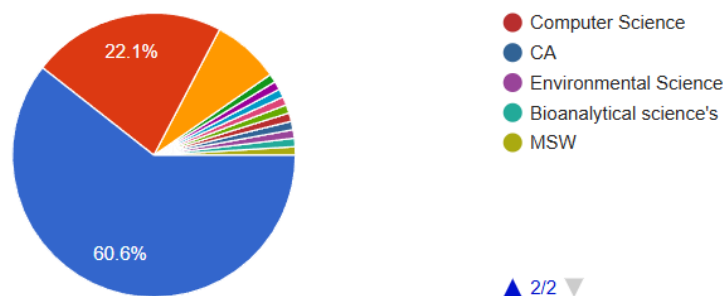
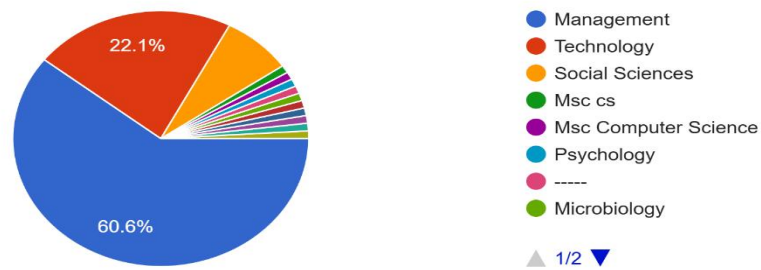
H₁₅: The effectiveness of internship experience in skill development significantly varies based on the nature of the internship

Data Analysis and Interpretation**1. Gender**



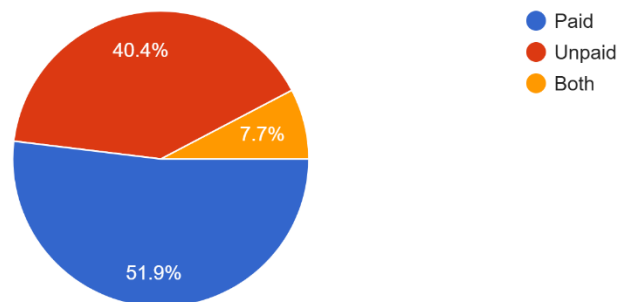
Gender wise distribution of respondents in this case is also quite proportional. We are considering 104 respondents, out of which 51% are female and 48.1% are male and only a negligible percentage are transgender.

2. Postgraduate programme



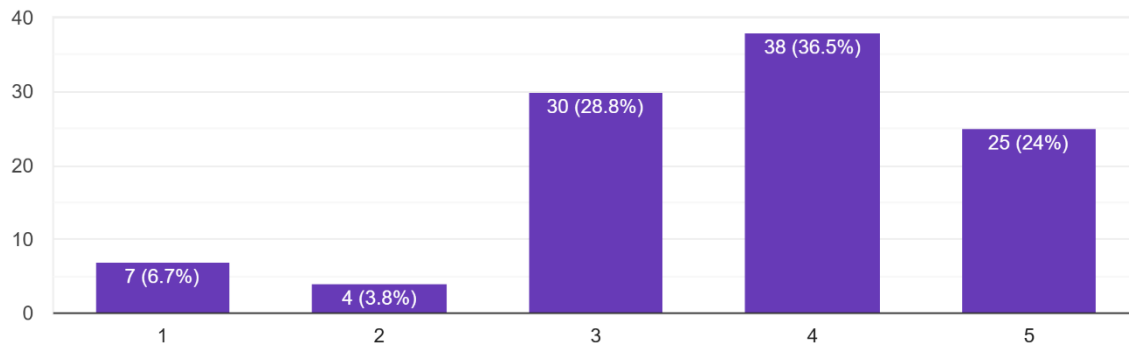
Distribution of the respondents across all PG (Post graduation) programmes indicated that majority of them were from Management (60.6%), Management was thus the most popular stream. Other respondents were from various other fields like. Psychological, microbiology, social sciences, computer sciences, etc.

3. Nature of Internship



According to the results 51.9% of the respondents have experienced paid internship; 40.4% of them unpaid internship; 7.7% have experienced both. This implies that a high level of students are working in paid internships, which suggest that there are more paid opportunities for work experience.

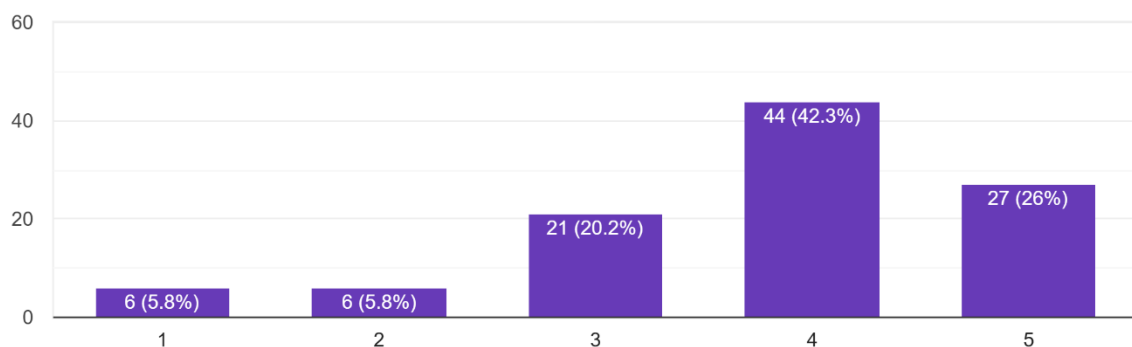
4. The internship provided a clear structure with defined roles and learning objectives.



The data on whether or not the internship was structured with clearly defined roles and learning objectives are trending very positively. Out of 104 respondents, 38 respondents (36.5%) rated 4 while 25 respondents (24%) rated 5. These responses are either agreeable or strongly agreeable to the value of the internship being structured with clear defined roles, responsibilities and learning objectives. 30 respondents (28.8%) rated 3 which is passive to the question with some dissatisfaction. Only 7 respondents (6.7%) rated 1 and 4 respondents (3.8%) rated 2 showing very little dissatisfaction.

This distribution indicates that our data is skewed positively toward agree this shows that most internships do have a good structure and clarity of what the position involves and expectations.

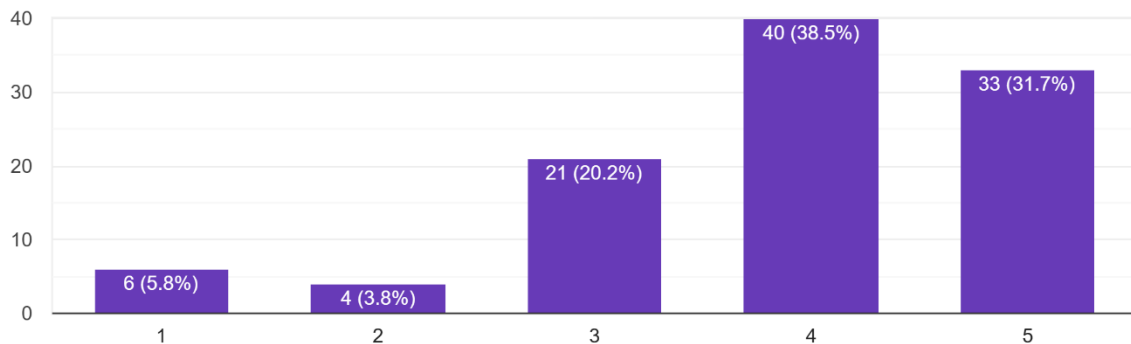
5. My internship experience helped improve my communication skills.



Data shows internship was also substantially beneficial for development of communication skills. 44 respondents (42.3%) gave rating 4 and 27 respondents (26%) gave rating 5 that

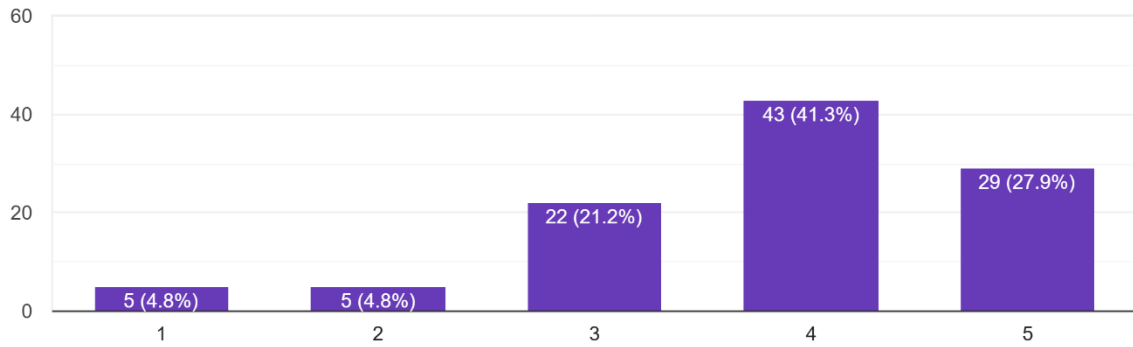
express consensus. Only 21 respondents (20.2%) rated 3 and only 6 respondents (5.8%) rated 1 and 2. The data is heavily skewed towards the upper end of the scale with a positive skew, identifying that the experience associated with an internship is statistically significant

6. The internship enhanced my ability to work effectively in a team.



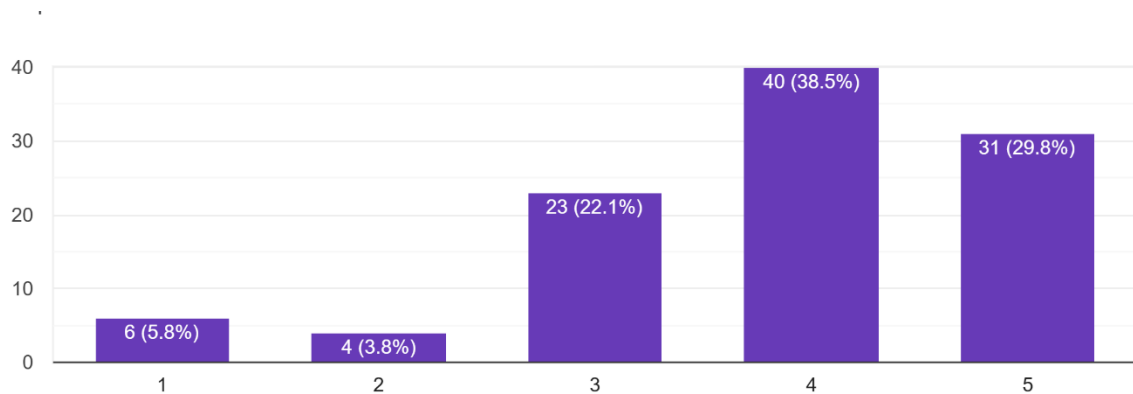
4. The replies indicate that group work skills were greatly enhanced by the internship programs. 40 responders (38.5%) chose 4 and 33 responders (31.7%) chose 5 which make a widespread majority of the quantity of responses. 21 single responders (20.2%) chose 3 while only 6 single responders (5.8%) chose 1 and 4 single responders (3.8%) chose 2. From the results, there is a high level of agreement implying that internships do facilitate interaction by creating opportunities to work as a team.

7. The internship experience helped me develop better decision-making abilities.



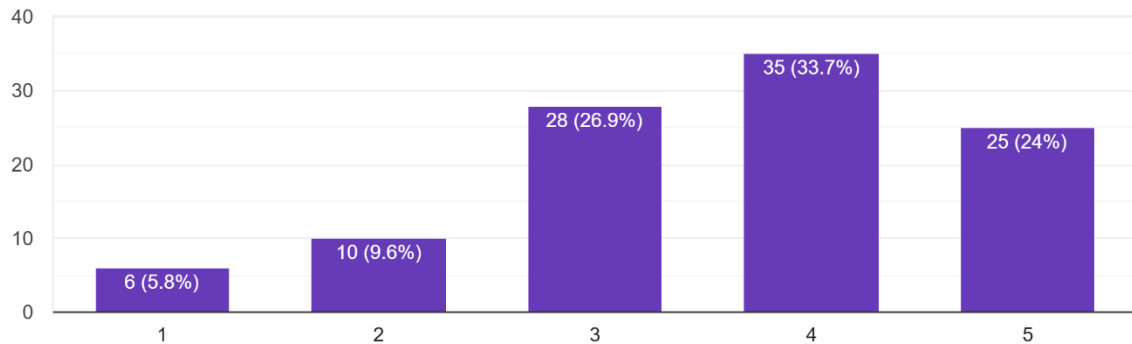
The responses show that internships cultivate decision making skills. The responses with strong agreement are 43(41.3%) rated 4 and 29(27.9%) rated 5. The response with normal agreement is 22 (21.2%) rated 3. Respondents gave no consensus with weak agreement and their responses are 5 (4.8%) rated 1 and 5 (4.8%) rated 2

8. I gained a better understanding of workplace culture and professional behaviour through my internship.



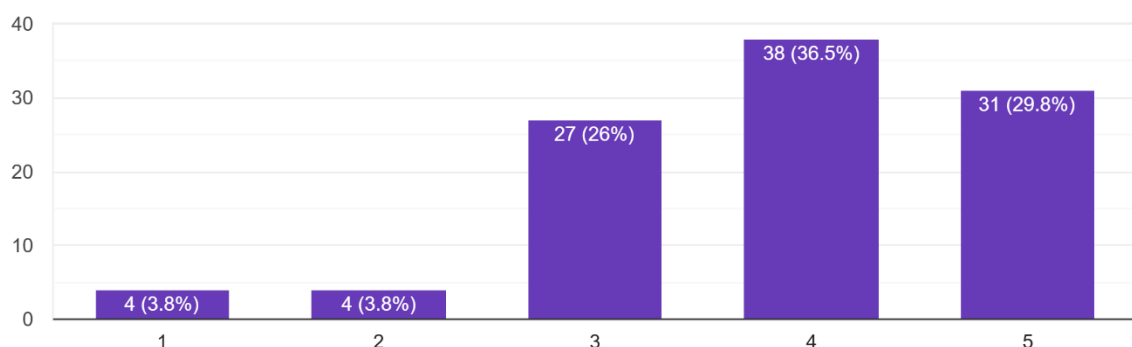
The answers show that having an internship helps to improve knowledge about the workplace culture and professional behaviour.40 (38.5%) marked 4 and 34(32.7%) ed 5(agree). While 23(22.1%) marked 3and 6 (5.8%) marked 1, 4(3.8%) mark 2.These results show a positive perception that confirms that internships provide an exposure to a real work enviro

9. The duration of the internship was sufficient for meaningful learning and skill development.



The responses to whether time spent during the internship was adequate to achieve significant learning and skill enhancement have a positive skew. Out of 104 respondents, 35 respondents (33.7%) gave a rating of 4 and 25 respondents (24%) gave a rating of 5 reflecting agreement and strong agreement respectively. 28 respondents (26.9%) opted for rating 3 showing a tendency for the neutral response. At the lower end, 10 respondents (9.6%) opted for 2 and 6 respondents (5.8%) a rating of 1. The responses are skewed towards high agreement and it is likely that most people felt the internship duration was sufficient to facilitate meaningful learning.

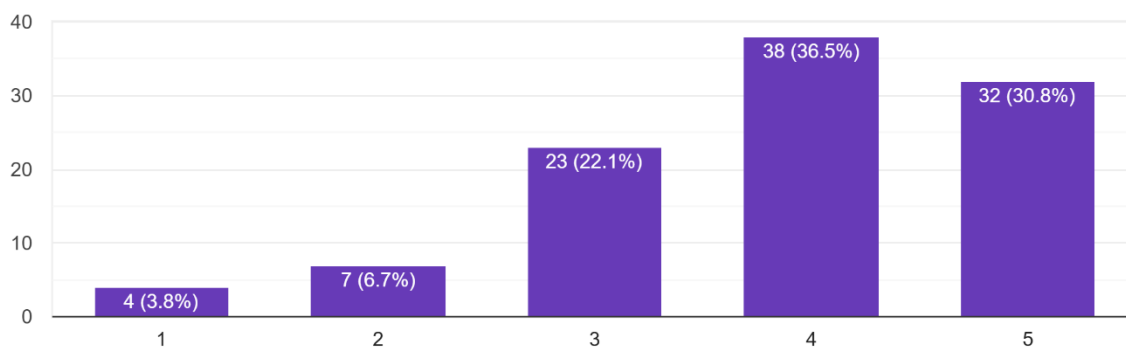
10. My internship experience increased my confidence in handling professional responsibilities.



The highest number of responses for the responses here is highly agree which is rating 4 with 38 (36.5%) and equally with 31 (29.8%) got for rating 5 (strongly agree). Also, there were

responses for rating 3, indicating some level of agreement by 27(26%) of the respondents. There was response for rating 1, 2 (3.8%) each indicating slight disagreement by those respondents. This indicates that the experience we are trying to give to the students, from our internship, are important to their self-confidence when they later deal with work and its responsibilities.

11. Overall, the internship experience significantly contributed to my readiness for future employment.



The results show that internship plays a vital role in preparing a student for the upcoming work life. Among the sample, (38) 36.5% rated 4 and 32(30.8%) rated 5, indicative of high agreement. 23(22.1%) chose 3, indicative of moderate agreement. 7(6.7%) and 4(3.8%) chose 2 and 1 respectively and such respondents show disagreement.

The data shows a clear positive concentration towards higher ratings, indicating that most respondents believe internships enhance their employability and preparedness for the job market. This highlights the importance of internships as a bridge between academic learning and professional career readiness.

Statistical Inference

Objective 1

To explore the scope and structure of internship programmes in relation to the learning experience of postgraduate students.

Hypothesis 1 (Internship Structure and Learning Experience)

H₀: There is no significant relationship between the structure of internship programmes and the learning experience of postgraduate students.

H₁: There is a significant relationship between the structure of internship programmes and the learning experience of postgraduate students.

0.779727546
Hypothesis-1 correlation

Statistical Tool Used: Pearson's Correlation Analysis

Result : Pearson's correlation coefficient (**r**) = **0.7797**

Interpretation

The Pearson's correlation coefficient value of 0.7797 indicates a strong positive relationship between internship structure and learning experience. This implies that as the quality and organization of internship programmes improve, the learning experience of postgraduate students also improves significantly.

Objective 2

To investigate the skill enhancement in terms of general skill acquisition gained from internship programme.

Objective 3

To determine the enhancement of specific skills including communication, teamwork, analytical skills, and decision-making skills as a result of internship.

Hypothesis 2 (Overall Skill Development)

H₂: Internship experience does not have a significant impact on the overall skill development of postgraduate students.

H₁₂: Internship experience has a significant impact on the overall skill development of postgraduate students.

Hypothesis 3 (Specific Skill Development)

H₀₃: Internship exposure does not significantly improve specific skills such as communication, teamwork, analytical ability, and decision-making.

H₁₃: Internship exposure significantly improves specific skills such as communication, teamwork, analytical ability, and decision-making.

3.845	
skill mean overall	
hypothesis 2&3	

hypothesis-2&3 using t test	
0.923035725	
std deviation	
100	
no. of response	
9.154575248	<0.001
T-test	P value
1.984216952	
t >critical value	

Statistical Tool Used: One-Sample t-test

Result

Mean value = 3.845

Standard Deviation = 0.923

Sample Size (n) = 100

t-value = 9.15

Critical value = 1.984

p-value < 0.001(very small)

Interpretation

The calculated t-value (9.15) is significantly higher than the critical value (1.984). This indicates that the result is statistically significant. The high mean score (3.845) also shows that respondents generally agree that internships contribute to both overall and specific skill development. Therefore, it can be concluded that internship experience has a significant positive impact on both overall skill development and specific skill enhancement among postgraduate students.

Objective 4

To identify if the internship leads to general perceptions towards career development and employment opportunities.

Hypothesis 4 (Career Readiness)

H₀: There is no significant relationship between internship experience and postgraduate students' perception of career readiness and future employment prospects.

H₄: There is a significant relationship between internship experience and postgraduate students' perception of career readiness and future employment prospects.

0.701353575
Hypothesis-4 correlation

Statistical Tool Used

Pearson's Correlation Analysis

Result: Pearson's correlation coefficient (r) = **0.7013**

Interpretation: The Pearson's correlation coefficient value of 0.7013 indicates a strong positive relationship between internship experience and career readiness. This suggests that students who gain internship experience tend to feel more prepared and confident regarding their future employment opportunities.

Objective 5

To investigate if paid and unpaid internship programmes generate different impacts on skill acquisition.

Hypothesis 5 (Nature of Internship)

H₀: The effectiveness of internship experience in skill development does not significantly vary based on the nature of the internship (paid vs unpaid).

H_s: The effectiveness of internship experience in skill development significantly varies based on the nature of the internship (paid vs unpaid).

t-Test: Two-Sample Assuming Unequal Variances		
	Variable 1	Variable 2
Mean	3.875	3.7625
Variance	0.837009804	0.91650641
Observations	52	40
Hypothesized Mean Difference	0	
df	82	
t Stat	0.569600155	
P(T<=t) one-tail	0.285253042	
t Critical one-tail	1.663649184	
P(T<=t) two-tail	0.570506084	
t Critical two-tail	1.989318557	

Statistical Tool Used: Two-Sample t-test (Assuming Unequal Variances)

Result

Mean (Paid Internship) = 3.875

Mean (Unpaid Internship) = 3.7625

t-value = 0.5696

Degrees of Freedom (df) = 82

p-value (two-tail) = 0.5705

Critical value (two-tail) = 1.9893

Interpretation

The calculated t-value (0.5696) is less than the critical value (1.9893). Additionally, the p-value (0.5705) is greater than the significance level of 0.05. This indicates that there is no statistically significant difference between the skill development outcomes of paid and unpaid internships.

SUMMARY OF FINDINGS

1. Internship Structure and Learning Experience (H1)

There is a strong positive relationship ($r = 0.78$) between internship structure and learning experience. This indicates that well-structured internships significantly enhance students' learning outcomes.

2. Overall Skill Development (H2)

The one-sample t-test result ($t = 9.15$) shows a significant impact of internship experience on overall skill development. Internships play a crucial role in improving general skills among postgraduate students.

3. Specific Skill Development (H3)

The results ($t = 9.15$) confirm that internships significantly improve specific skills such as communication, teamwork, analytical ability, and decision-making.

4. Career Readiness (H4)

A strong positive correlation ($r = 0.70$) exists between internship experience and career readiness, indicating that internships enhance students' preparedness for future employment.

5. Paid vs Unpaid Internship Impact (H5)

The two-sample t-test result ($p = 0.57$) shows no significant difference between paid and unpaid internships in terms of skill development. Both types of internships contribute similarly to skill enhancement.

Findings And Results

The present study was designed to find out the influence of internship experience of postgraduates on their total skills development. The main findings of the study are as follow.

5.1 Respondent's profile

Postgraduate's respondents of different academic programme who have done internship during their studies were also selected. Nominees from different academic backgrounds were presented to explore the influence of internship in various academic disciplines. Regarding the nature of internship, the sample consisted of students who had performed paid internship, unpaid internship and both paid and unpaid internship.

5.2 Internship Structure and Learning Experience

Evaluating the relationship between internship structure and learning experiences was another significant goal of the study. Role's definition, meaningful task assignment, adequate internship coaching, and internship duration all contributed to the operationalization of the internship structure.

Learning experience was measured by insight into work culture and self-confidence to professional performance. The correlation between internship structure and learning gained a high positive correlation ($r=0.78$). Conclusions suggest that a well-structured internship plays a substantial role in providing practical knowledge of professional work settings.

5.3 Impact of Internship Experience on Overall Skill Development

Dimensions of the skill development include communication skills, team work skills, thinking and analytical skills and decisiveness skills. The mean of the skill development score was **3.85**, which reveals that students mostly agreed that the internship has helped in developing their professional skills. To statistically test this average, a one sample t-test was performed with the means against the neutral control: The value of the t was found to be **9.15** statistically

significant at the 5 percent level. These findings provide an indication that internship experience helps significantly to develop the holistic competencies of students.

5.4 Improvement in Specific Professional Skills

The study also explored whether internship experience plays a significant part in the overall skill development of the postgraduates. A significant number of students believed they had made improvements in their communication skills and team working skills, skills that are vital for any successful interaction in the work environment. In addition, the study was also concerned with how scholars felt they had developed and bettered during their internship.

5.5 Internship Experience and Career Readiness

The other significant variable the study found had a relationship with internship experience was career readiness. Career readiness was defined by the student's level of confidence in managing professional activities as well as their readiness for future careers. The results of the correlations analysis showed a strong positive correlation between skill development and career readiness ($r=0.70$). This positive correlation implies that the more a student enhances his/her skills the more the student should be confident to enter into the working environment. It thus could be concluded that postgraduate students gaining high self-efficacy and confidence by means of internship.

5.6 Nature of your internship

Additionally, this study examined the hypothesis that the internship experience develops skills whether the internship was paid or unpaid. The result shows that the quality of learning experiences, the nature of tasks and mentorship may be relatively more value laden factors than pay in order to determine acquired skills.

6.1 Conclusion

Hence, it is recognized and brought to the forefront that the researchers of this study set out to find out whether the internship experience can convert to work knowledge and be regarded as an effective factor of students' learning integration research work enhancement. The modern days have fetched up internships as one of the most desirable components of higher educational sequences, providing researchers with a chance to reevaluate theoretical knowledge into practical occupational atmosphere. The study highlights the recent problems that we see in the job market and the only way youths can overcome is by implementing and by incorporating their academic knowledge to real world situations.

Another conclusion from this study is the architectural design and systematic linkage of internship enterprises significantly stimulates student's educational aggravations. Internships

with obviously defined tasks, assignments that challenge students effectively, adequate guidance as well as time requirements triggered students to establish an in-depth awareness and discernment about the occupational environment and the industry benchmark. Internships with clearly defined tasks, controllable assignments, sufficient mentorship as well as time requirements trigger students to establish an in-depth interpretation about the occupational environment and the industry ethics.

The direct involvement of internship provides remarkable opportunity and in turn generates problem-solving skills and equips interns to face thought-provoking work-place. Internships do more than provide involvement; they offer assistance so that students feel prepared for work after they graduate. Individuals who acquired genuine, hands-on capabilities during their residencies felt more convinced about finding a job once school was over. Internships connect the gap between what is learnt by the students in the classroom and what they will come across in the work atmosphere.

These discoveries reveal that practice exposure holds crucial place in the professional life of post graduate students. The study also highlights how monetary compensation during the internship period has almost no impact on the learning of the students. For scholars the work is very essential in the early stages and lot of importance is given to understanding work, proper guidance and hands on exposure to work life.

6.2 Suggestions

This study proposes a few methodologies for moving forward postgraduate internship activities. Colleges should prioritize the creation of organized internship models, unequivocally characterizing instructive objectives and anticipated outcomes. Providing understudies with express information with respect to their parts and commitments throughout their internships can encourage their learning experiences and relieve tensions related to task execution. Thus, organizations offering internships should guarantee that understudies are involved in significant ventures outlined to encourage their proficient development.

Rather than assigning scholars to routine executive tasks or unresistant observation, associations should assign them to enterprises that require critical thinking, cooperation, and good judgment. scholars can develop useful chops and make tone- assurance in handling plant challenges by using this practice. Strong mentoring and careful supervision are pivotal to externship experiences.

Furthermore, mentoring programs can facilitate students' understanding of workplace expectations and their subsequent integration into the organizational milieu. A further recommendation involves the more methodical integration of externship guests into the pedagogical fabric of academic institutions. A harmonious survey of teacher assessments can help researchers set ranges for change and improve their expertise.

BIBLIOGRAPHY

Journal Articles

Agarwal, S., & Singh, P. (2021). "Impact of internships on employability skills: Evidence from Indian higher education." *Asia-Pacific Journal of Management Research and Innovation*, 17(3), 210–218.

Alam, G. M., Ogawa, K., et al. (2022). "Importance of skills development for ensuring graduates' employability: The case of Bangladesh." *Journal of Social Sciences*, 11(8), 360–375.

Alharethi, R., et al. (2025). "Investigating the impact of internship experience on work readiness." *Frontiers in Education*, 10, 1–12.

Arias-Marín, E., et al. (2025). "The contribution of professional internships to academic development." *Frontiers in Education*, 10, 1–14.

Di Pietro, G. (2022). "International internships and skill development: A systematic review." *Educational Research Review*, 36, 100456.

Gault, J., Leach, E., & Duey, M. (2010). "Effects of business internships on job marketability: The employers' perspective." *Education + Training*, 52(1), 76–88.

Gupta, N., & Kapoor, S. (2022). "Internship experience and career readiness among postgraduate students." *Indian Journal of Training and Development*, 52(1), 78–85.

Kumar, R., & Jain, V. (2019). "Internship and skill development among postgraduate students in India." *International Journal of Management Studies*, 6(2), 45–52.

Narayanan, V. K., Olk, P. M., & Fukami, C. V. (2010). "Determinants of internship effectiveness: An exploratory model." *Journal of Management Education*, 34(1), 61–80.

Sharma, P., & Sharma, R. (2020). "Effectiveness of internship programmes in higher education institutions in India." *Journal of Education and Practice*, 11(4), 112–118.

Singh, A., & Dutta, K. (2018). "Impact of internship on employability skills among management students." *Indian Journal of Industrial Relations*, 53(3), 456–467.

Verma, S., & Bansal, A. (2021). "Role of internships in developing employability skills among students." *Journal of Human Resource Management*, 9(2), 34–41.

Dissertations / Academic Sources

Mishra, R. (2018). *Impact of internships on employability skills of management students. Shoshana.*

Purohit, S. (2019). *Internship and skill development among postgraduate students. Shodhganga.*

Muzamil, M., & Shiraz, M. (2022). Impact of internship on employability skills at university level. ResearchGate.

Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students. Pearson.

Sekaran, U., & Bougie, R. (2016). Research Methods for Business: A Skill Building Approach. Wiley.

Armstrong, M. (2020). Armstrong's Handbook of Human Resource Management Practice. Kogan Page.

Beardwell, J., & Thompson, A. (2017). Human Resource Management. Pearson.

Internshala. "Importance of Internships for Students." Available at: <https://internshala.com>

LinkedIn. "Internship Trends and Career Readiness." Available at: <https://www.linkedin.com>

NASSCOM. "Future of Work Report." Available at: <https://nasscom.in> (Accessed on: March 2026)