



A Study on Employability through Internship and Apprenticeship as per NEP-2020 Curriculum

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Abstract:

This research paper explores the employability through internships and apprenticeship as per NEP-2020 curriculum. As a Internship and Apprenticeship play in enhancing skills and bridging the gap between academic knowledge and real-world application. Internships and Apprenticeship are increasingly recognized as essential tools for personal and professional development, providing students with hands-on experience, exposure to industry practices, and opportunities to refine their skills. This research paper also explores the role of internships in enhancing employability among individuals. The study delves into the various aspects of internships apprenticeship including their structure, duration, and the skills acquired during the internship and apprenticeship period. The paper also investigates the correlation between successful internship experiences and increased employability in the competitive job market. Through a comprehensive analysis of existing literature, case studies, and statistical data, this research aims to provide valuable insights into the significance of internships as a strategic pathway to career development and increased employability. and proposes recommendations for optimizing their effectiveness in Post Graduate Students (M.Com-I) of colleges from Walwa Taluka.

Keywords- *Employability, Internship, apprenticeship skill enhancement, education, NEP-2020, Walwa Taluka.*

Introduction:

In an era where the dynamics of the professional landscape continually evolve, the study on `A study on Employability through Internship and Apprenticeship` delves into the transformative role of internships in bridging the gap between theoretical knowledge and practical application and

its impact on employability. As a critical component of experiential learning, internships hold the potential to equip individuals with a diverse skill set, encompassing both technical proficiencies and essential soft skills. This research explores the historical context, theoretical frameworks, and existing literature to provide a comprehensive analysis of the

impact of internships on skill development, shedding light on their significance in preparing individuals for the demands of the contemporary workforce.

Review of Literature and Theoretical framework :

Theoretical Frameworks on Skill Development :

Theoretical frameworks on skill development provide conceptual foundations for understanding how individuals acquire and enhance their capabilities. Cognitive theories, such as Vygotsky's Zone of Proximal Development, emphasize the role of social interactions and mentorship in skill acquisition. Behaviorist theories, exemplified by Skinner's operant conditioning, underscore the impact of reinforcement on skill mastery. Additionally, socio-cognitive theories, like Bandura's Social Learning Theory, highlight the influence of observational learning and modeling in skill development. Integrating these frameworks, this research navigates the theoretical landscape to illuminate the cognitive, behavioral, and social dimensions contributing to skill acquisition and refinement.

Previous Research on Internship Efficacy:

Prior research on internship efficacy has highlighted the multifaceted impact of internships on individuals' development and their subsequent success

in the professional realm. Studies consistently underscore the positive correlation between internships and skill acquisition, emphasizing both technical competencies and soft skills. The literature acknowledges internships as crucial mechanisms for bridging the gap between academic knowledge and practical application. Moreover, research has explored the role of internships in shaping career readiness, from building professional networks to enhancing employability. Despite these positive findings, challenges such as limited opportunities, diversity concerns, and balancing academic commitments have been identified. The existing body of research forms a foundation for this study, guiding a comprehensive analysis of the significance and optimization of internships as tools for skill enhancement.

Critical Analysis of Existing Literature:

The existing literature on `A study on Employability through Internship and Apprenticeship as per NEP-2020 Curriculum` provides valuable insights but also presents certain limitations and gaps that merit critical examination. While numerous studies highlight the positive correlation between internships and skill development, there is a notable lack of consensus on the specific skills that are most effectively acquired through these programs. The literature tends to emphasize generic skills like communication and teamwork, but there is a need for a more nuanced exploration of industry-specific technical skills.

Moreover, a significant portion of the literature focuses on the benefits for students, with less attention given to the perspectives of employers and industries. Understanding the expectations and evaluations of employers could offer a more holistic understanding of the impact of internships on workforce development.

The existing research often falls short in addressing the diversity and inclusion aspects of internship programs. Studies frequently overlook the disparities in access to quality internship opportunities, and there is a dearth of research exploring the experiences of underrepresented groups in various industries.

Additionally, while many studies affirm the positive outcomes of internships, the methodologies employed are sometimes limited in scope. More longitudinal studies tracking the long-term impact of internships on career trajectories and job satisfaction could provide a more comprehensive understanding of their efficacy.

The majority of the literature emphasizes the quantitative aspects of skill acquisition, such as the number of internships undertaken or the duration of the programs. A more qualitative exploration of the depth and quality of the internship experiences could enhance our understanding of the nuanced ways in which skills are developed.

While the existing literature recognizes the positive influence of internships on skill enhancement, critical analysis reveals a need for more nuanced,

industry-specific insights, a broader consideration of stakeholders' perspectives, a focus on diversity and inclusion, improved methodologies, and a qualitative exploration of internship experiences. Addressing these gaps will contribute to a more comprehensive understanding of the role internships play in shaping a skilled and diverse workforce.

Objectives of the study

Researcher set following objectives to study.

1. To assess the Impact of Internships and Apprenticeship on employability
2. To examine the Development of Soft Skills through Internships and apprenticeship
3. To investigate the relationship between Internships and Apprenticeship and Career development
4. To Identify challenges associated with Internship and Apprenticeship Programs as per NEP-2020
5. To propose recommendations for optimizing internship apprenticeship effectiveness for employability.
6. To analyze the impact of internships on long term career success and employability
7. To provide recommendations for optimizing internship experiences and maximizing employability outcomes.

Sampling Design:

Quantitative- Stratified Random Sampling: Ensure representation from diverse academic disciplines and levels of internship and apprenticeship experience.

Sample Size: Aim for a statistically significant number of respondents for quantitative analysis.

Qualitative-Purposive Sampling: Select participants with varied internship and

apprenticeship experiences, including both successful and challenging scenarios.

For present study researcher has selected all students who completed internship apprenticeship from five P.G. Recognized colleges (M.Com) from Walwa Taluka of Sangli District and analyzed internship apprenticeship and employability. The sampling design is as follows

Sampling Design

S. N	Name of College	Sample Students
1	Smt. KRP KanyaMahavidyalaya, Islampur	32
2	KBP College, Islampur	24
3	Y.C College, Islampur	16
4	Arts and Commerce College, Ashta	11
5	Arts and Commerce College Kasegaon	09
	Total Students	92

Data Collection:

Both Primary and Secondary data is used for the study

Primary data:

Is collected through the online survey by using Google form and personal visit and discussion with the respondents. Online Surveys Administer standardized questionnaires to collect numerical data on internship apprenticeship experiences, perceived skills gained, and overall satisfaction and employability. Existing Data explore institutional records to gather demographic information and academic performance of participants. Focus Group Discussions facilitate group discussions to capture shared experiences and varied perspectives.

Secondary data:

Internet and books, magazines and journals were used to collect secondary data.

Data Analysis and Interpretation:

The below tabular and graphical data shows the internship and employability of selected students of M.Com-I in the academic year 2022-2023. Shivaji University, Kolhapur has introduced its M.Com-I syllabus as per NEP 2020 and asked to implement in the affiliated colleges and at University campus. In total six subject of M.Com-I, Semester-II there is one 150 marks subject namely Apprenticeship/ Internship. As per its syllabus student should complete 180 hours Apprenticeship/internship in any firm,

commercial or financial organization or professional offices as internee or apprentice. Student are guided by Internal Mentor from colleges and External mentor from any one of these organizations. This subject intention is to enhance personal, managerial and technical ability skills among students. Researcher has studied whether internship/ apprenticeship really enhance the skills by collecting students

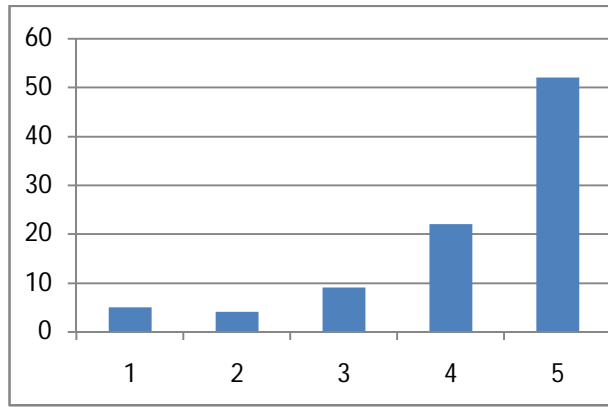
response as per Likerts Four Scale method in relation to whether they acquired technical skills?, Whether this course helps in development of soft skills? Whether students earns the knowledge of professionalism? Whether apprenticeship and apprenticeship really will create the employability? The questions and their responses are expressed and represented in below table and graphs.

Internship/ Apprenticeship and Skill Enhancement					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. Employability					
1.Enhanced Employability	5	4	9	22	52
2. Enhanced Technical Skills	6	7	2	18	59
3 Employment offers	32	24	31	2	3
4 Motivation to self employment	4	5	23	38	22
B. Acquisition of Technical Skills					
1. Industry-Specific Knowledge	14	12	9	26	31
2. Technological Proficiency	6	8	2	16	60
C. Development of Soft Skills					
1. Communication	4	2	2	8	76
2. Teamwork	9	5	8	18	52
3. Problem Solving	11	7	7	23	44
D. Exposure to Professionalism					
1. Workplace Etiquette	15	6	7	34	30
2. Time Management	3	5	6	14	64
E. Mentorship and Guidance					
	4	7	12	21	48

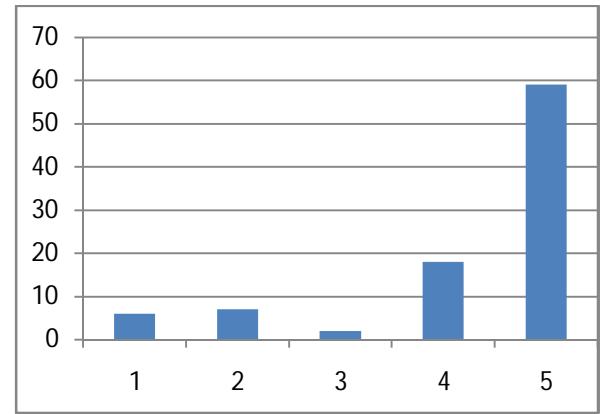
Source: Field Work

A. Employability

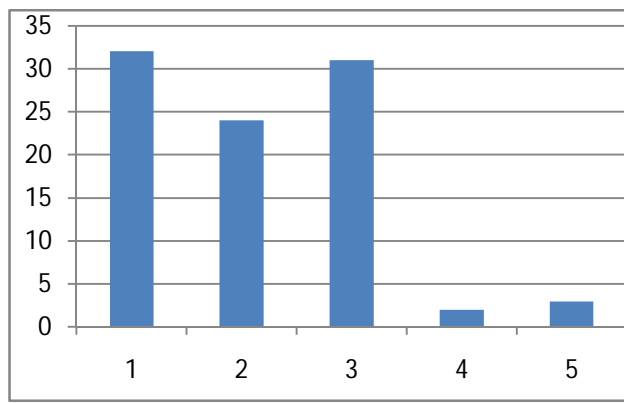
1. Enhanced Employability



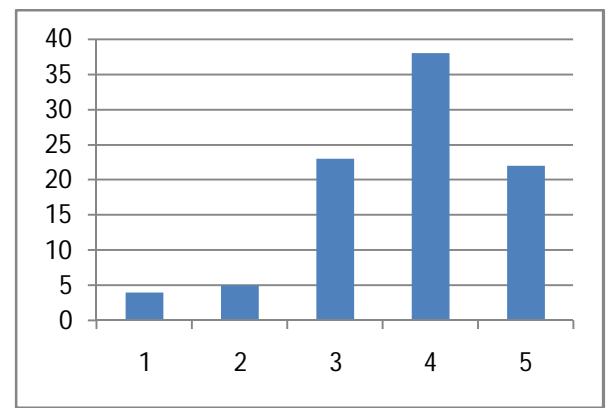
2. Enhanced Technical Skills



3. Employment offers

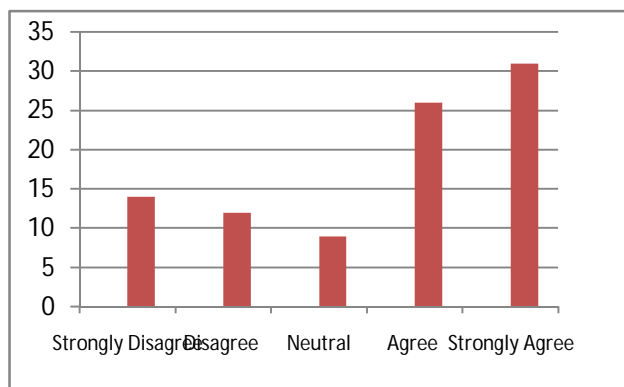


4. Motivation to self employment

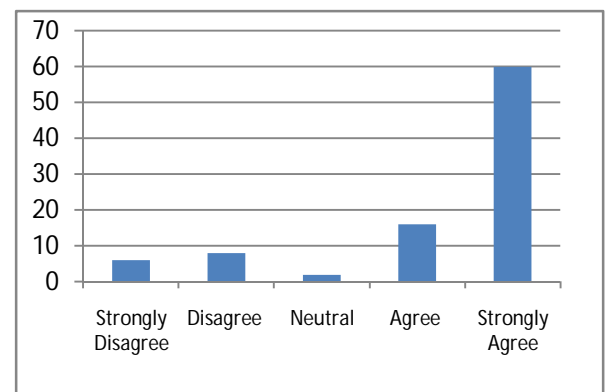


B. Acquisition of Technical Skills

1. Industry-Specific Knowledge

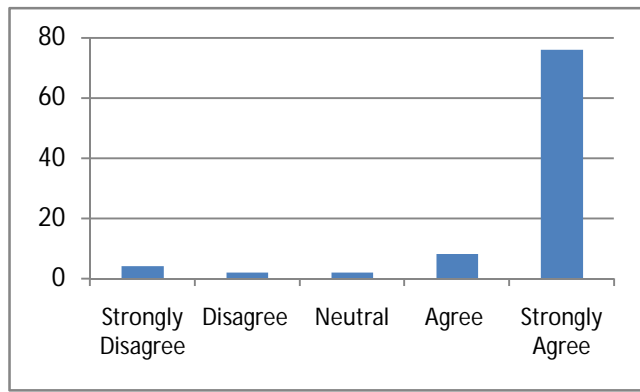


2. Technological Proficiency

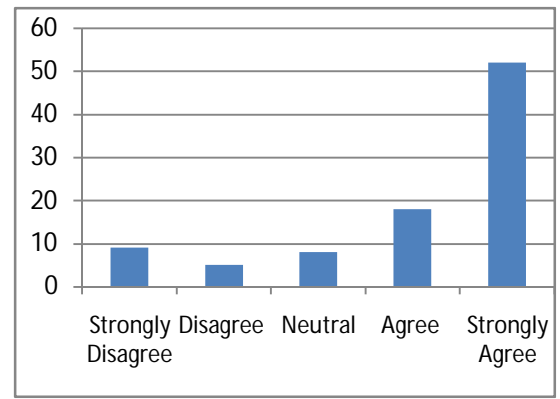


C. Development of Soft Skills

1. Communication

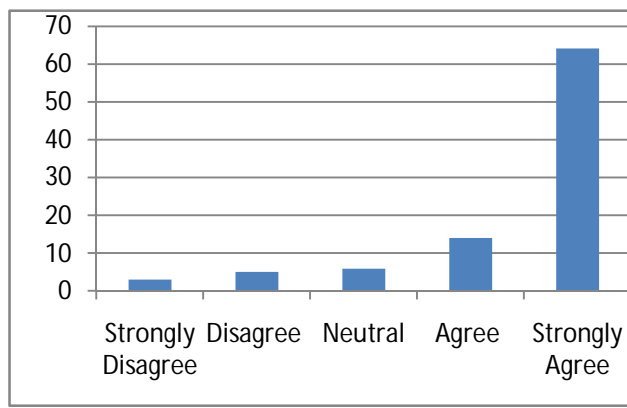


2. Teamwork

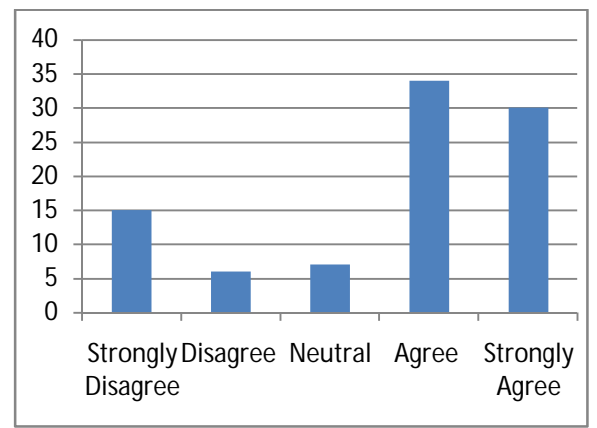


D. Exposure to Professionalism

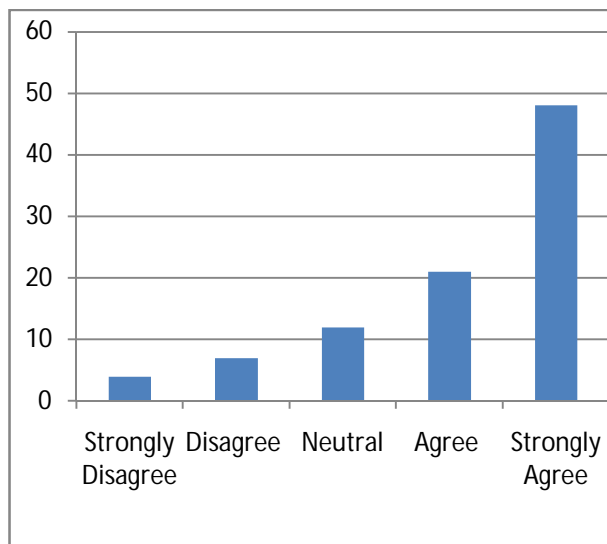
1. Problem Solving



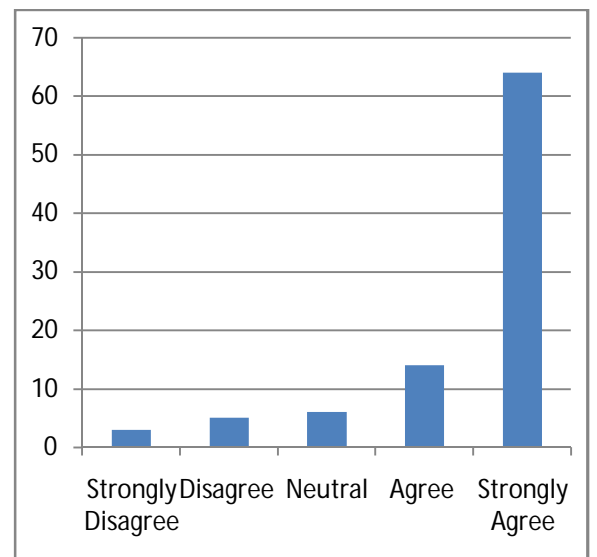
2. Workplace Etiquette



3. Time Management



E Mentorship and Guidance



Interpretation:

From the above table and graphs it is observed that the 92 respondents are given responses to researcher questions in regards of Employability through Internship and Apprenticeship as per NEP-2020 Curriculum. In respect of Employability researcher observed that majority of students (52) are happy with the internship and apprenticeship because as per their view it is enhancing employability skills. Also majority (59) students agreed that the internship and apprenticeship enhanced technical skills. In respect of employment offers received after completion of study researcher observed that the response is in negative [(Strongly disagree 34), (Disagree 24) and neutral (31)] that majority students are not receiving any type of employability offers by the company after study. In regards of motivation to self employment researcher observed that majority [(Strongly agree 22) and (Agree 38)] students are wanted to start self employment after the completion of post graduation.

In respect of the acquisition of technical skills researcher observed that majority students (31) are strongly agree with Industry-Specific Knowledge. ie they are agreed that they have earned industry specific knowledge. followed by 26 student agree and 9 students remains neutral. Whereas 14 students are strongly disagree and 12 students are disagree. It indicates Internship/apprenticeship helps students in getting industry specific knowledge.

In respect of Technological Proficiency, it seems to be 60 students are strongly agree that they are got technological proficiency, followed by agree(16), and neutral (2). On other side 8 students are not received technological proficiency followed by 6 strongly disagree. With this analysis researcher can say that internship /apprenticeship is useful for technological proficiency among students

In respect of development of soft skills researcher found that highest number of students are enhanced with communication skills (76), 56 students replied that they are received knowledge of teamwork and 44 students come to know how to solve the problem effectively. It means soft skills are enhanced by Internship/ apprenticeship.

After analyzing the Exposure to Professionalism researcher found that majority students are come to know Workplace Etiquette (34 student agree and 30 students strongly agree) and Time Management (64 strongly agree and 14 student agree) and very few are neutral (7 and 6), disagree (6 and 5) or strongly disagree (15 and 3) respectively. It shows the Internship Apprenticeship helps to enhance exposure to professionalism.

In respect of Mentorship and guidance it is observed that majority students are (48 strongly agree) (21 agree) received guidance from mentorship from internal mentor and external mentor. Whereas very few (12 neutral), (7disagree) and (4strongly disagree). It indicates that the in Internship and Aparenticeshipstudents

receives the guidance from Internal Mentor and External Mentor.

Findings:

From the above analysis and interpretation researcher found that..

1. It is found that Internship/Apprenticeship induces employability in different sector
2. It is found that after completion of Internship and apprenticeship students receiving less number of employment offers from the company.
3. It is found that the majority students are interested in doing self business in form of self employment.
4. It is found that the Internship/apprenticeship helps students in getting industry specific knowledge.
5. It is found that the Internship /apprenticeship is useful for technological proficiency among students
6. It is found that the Internship and apprenticeship helps in improving

soft skills namely Communication skills, team work and problem solving techniques

7. It is found that the Internship Apprenticeship helps to enhance exposure to professionalism.
8. I It is found that the n Internship and Apprenticeship students receives the guidance from Internal Mentor and External Mentor.

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