Management Students' Perception of Industrial Internship Programme at Srinivas University, Mangaluru, Karnataka

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ABSTRACT

Purpose: *The central idea of the study is to identify and examine the affecting factors towards management students' perception of Industrial Internship programme at Srinivas University, Mangaluru, India for the academic year 2021-22.*

Design: *Secondary data is collected by referring journal papers and books. The study includes ABCD factor analysis framework. Primary data was collected from selected 219 management students' groups. The data was run through Jamovi software for descriptive analysis and SMART PLS 3.0 for causal analysis. SEM model was developed and IPMA analysis were analyzed.*

Findings: *Industrial Internship programme is an essential method to enhance the students learning experience. Student industrial internship unit and host company has a significant impact of student perception towards industrial internship programme. The study proposes a model for understanding the student perception about the internship programme they have undergone and managerial implications are suggested.*

Originality: *The study highlights the importance of Industry Internship programme for management students' along with academic curriculum to be offered by higher education institutes and empirically proves the model.*

Paper Type: *Case Study with Empirical Analysis*

Keywords: Srinivas University, Management programme, Students Perception, Industry Internship programme, ABCD analysis framework, SEM, IPMA.

1. INTRODUCTION :

The education sector is drastically changing with newer policies and regulations. Nevertheless, the vision of this sector is to offer holistic development to every learner. On the other side, the business environment is highly dynamic and looks for competent and versatile young professionals. Institutions providing higher education are improving their pedagogy to produce industry-ready management graduates. The industrial internship is one such methodology that bridges the skill gap and exposes real-life work scenarios to graduating students. Education institutions have recognized the benefits of incorporating an industrial internship component in the Academic curriculum to develop the skill sets required by the industry. Industries are looking out for young graduates who have the right knowledge, the right attitude, and the right skillset.

The theoretical knowledge required to increase the job prospects of a student can be provided in the institution with classroom teaching and simulated situations. In addition to theoretical knowledge, soft skills play a dominant role in increasing productivity (Walden, 1993) [1]. Employers are looking out for potential employees who have a sound theoretical background, along with the necessary soft skill ability. With the ever-changing business environment, new skillsets have emerged to fit into the expectations of the industry. Though cognitive skills are very crucial, however, the non-cognitive skills like "flexibility, problem-solving, communication and punctuality" are equally significant (Jayaram &

Engmann, 2014) [2]. Moreover, the adaptability skill in the dynamic environment is most sorted among the potential employees (Misra & Khurana, 2017) [3]. Industry internship thus helps in quality education along with the traditional learning environment.

1.1 Management Industry Internship at Srinivas University:

Srinivas University is a State Private University located in coastal Karnataka. The University is a leading provider of quality education in the region. The University strives to provide the right blend of education and makes the students industry-ready. Keeping pace with the exponential changes that are happening in the industry the university enables the teaching-learning pedagogy to incorporate such changes and matches with the high standards required in the industry. One such initiative is the Industry Internship program. The final semester of some of the Management undergraduate and postgraduate courses are converted into industry internships to provide students with hands-on experience of what the industry requires.

Students are given opportunity to choose the industry of their choice in any location and complete their internship. Students are also helped in identifying the right industry with the help of the dedicated placement cell which is very dynamic in its functioning. To ensure students are committed to the internship they are continuously mentored and evaluated by the assigned guides of the University. Finally, students are having to produce a report which is evaluated by both external and internal examiners and awarded the required marks. All in all, this methodology has gained prominence amongst the student community and is a rich training period for the right skillsets.

Srinivas University has structured its academic curriculum for management students imparting students with analytical expertise or practical exposure with soft skills in order to meet contemporary need of the demanding economy. This academic and industry centric model equip the students with hands on skills on application of classroom learned theories in practice. In addition, inter-personal skills of the student group are also enhanced through many extra curriculum activities delivered through different management related forums. Therefore, by virtue the Srinivas University ground it's strong principle on generating academic and industry fit management graduates with- multi-professional abilities, logical and rational reasoning ability, interpersonal and social competence, business savvy, experiential aptitude, and ability to integrate service that satisfies industry expectations.

2. REVIEW OF LITERATURE :

Organizations and individuals ought to be adaptable to new ideas and techniques to deal with ever-changing and dynamic corporate practices in order to thrive and prosper in the knowledge-based economy. This is certainly relevant when the technology used to execute the k-economy advances at a swift pace each day. Support team, for example, which was formerly managed by humans, is now performed by an automatic system at the very minimum computer-assisted support department. In this instance, new skillsets are required. Nevertheless, the competence to apply interpersonal skills to deal with transition is critical in ensuring the seamless performance in the on-going new setups. Such skills among management graduates can help in exploring their competence in strategic planning, effective interactions, customer support, accounting, crisis management, and decision making (Hasbullah & Sulaiman, 2002) [4].

The preponderance of higher education institute to offer Industry Internship Programmes (IIP) to its pupils, the precise role of each plan largely depends on the institution's aims and priorities. Most internship arrangements, on the other hand, are intended provide the learners with the opportunity to acquire practical knowledge and experience in real-world before they graduate. IIP aims to integrate students' classroom curriculum with direct experience. As a result, the terms used to explain the link between learning and employment become crucial. Internship programmes have been identified and explained using terms with learning like for job, professional and work-based (WB). Furthermore, the commonalities and distinctions between the terminologies, however, are not totally evident (Streumer & Kho, 2006) [5].

IIP's outlined in the study is geared to provide management students with job experience, as opposed to knowledge acquired in seminars and lectures. Therefore, WB Learning is employed extensively so as to incorporate such interactions, and research will consider to analyze, the relevance of undergraduate IIP's. Work-based-learning concept is grounded on the purpose that a student's professional experience is a decisive element when it comes to education - learning. As a result, WBL entails making a concerted

effort to create scenarios in which individuals may learn in real-world settings. WBL inspires a "more participative, learner-centred approach, which places an emphasis on direct engagement, rich learning events and the construction of meaning by learners" (Andresen, et al., 2000) [6]. IIP when offered to management students, the given opportunity will help in in a workplace context allowing them to apply academics in their prior learnings to relevant concrete world (Hughes, 1998) [7]. Students' viewpoint of intern "sandwich" internship training curricula in which many management pupils conduct their industrial placement in either year three or four of their students are common in many technical courses such as engineering. (Auburn, et.al., 1993) [8]; (Foster & Stephenson, 1998) [9]. Moreover, such opportunity will strengthen student's curriculum, since industrial facility offers greater hands-on learning opportunities. As a result, learning is viewed as a two-way approach in which real world experience obtained through internships will enrich learning up an hour early at institutions. (Little & Colleagues, 2006) [10].

The topics covered in classroom setting will be different from professional experience required by industry, therefore, universities should offer both vis-à-vis academic inputs and IIP which helps a student to get incidental learning prior placements (Little & Brennan, 1996) [11]; (Hughes, 1998) [7]; (Johnson, 2000) [12]. However, the classroom setting offers same set of academic inputs to the students but at IIP, each student learns it in a different way as he/she will work under different industry with diverse roles (Agarwal & Gupta, 2008) [13].

Each student can recognize the variances in "traditional learning process in the academic environment and real-design process in the industrial environment" (Trotskovy & Sabag, 2010) [14]. Therefore, IIP offers more academic benefits than conventional learnings (Jackson, 1995) [15] as such an opportunity will increase the knowledge and professional value along with completion of course. Of late, many corporates seek candidates for hiring with efficient academics and professional skills (Binks, 1996) [15]; (Johnson, 2000) [12]; (Zenol & Ismail, 2010) [17] such as good presentation skills, team work, critical and logical analyzing skills (Mason, et. al., 2006). Therefore, IIP's is advantageous along with academic curriculum in universities, helping the student community to get placed with professional competence (Roen, et al., 2006) [19]; (Young, 1995) [20].

3. CONCEPTUAL MODEL :

The study has developed a conceptual model based on review of scholarly articles. Below figure 1 exhibits the conceptual model for the study:

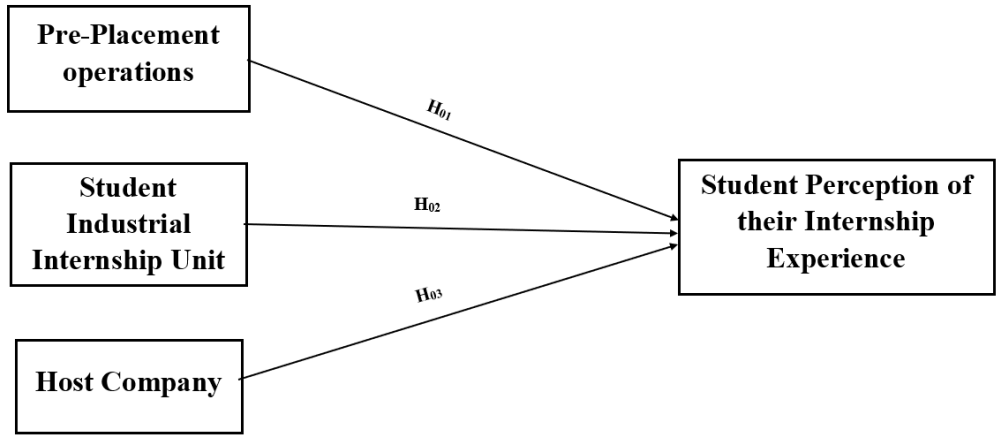

Fig. 1: Conceptual Model for the study

Source: Author

4. RESEARCH GAP :

Presently all the industries use an integrated setting and milieu for seamless day to day operations. Certainly, it expects well equip workforce to carry their business operations. However, in attempt to reach academic requirements and stay up with the technological advances, a university can only offer smaller frame and mocked-up scenarios to its pupils due to financial restrictions, which has resulted in

a gap between demand by industries and supply of unexperienced students by higher education institutions. Of late, technology progresses too abruptly, the disparities will become more apparent. Therefore, university needs to narrow the gap of industrial expectations. Progressively, keeping this gap in focus, Srinivas University offers academic curriculum with industrial internship programme. However, there are many aspects required to analyze the effectiveness of the internship programme which could be investigated through student's feedback. Therefore, the paper makes an attempt to study the Srinivas University management student's perception towards industrial internship programme.

5. OBJECTIVES OF THE STUDY :

The core focus of the paper is to identify the various affecting factors towards students' perception of Industrial Internship programme by using ABCD analysis framework and in addition the paper attempts to study the underlying objectives:

(1) To identify the effectiveness of the pre-placement operations.
(2) To determine the support by Student Internship Industrial Unit.
(3) To evaluate the guidance and assistance from host company.
(4) To analyze overall management students' perception during the tenure of internship programme.

6. METHODOLOGY :

For the purpose of study, a well-structured questionnaire was distributed to selected 219 students from through e-survey method to final semester appearing undergraduates and post graduate management students of present year 2022 of three institutes of Srinivas University, Mangaluru, Karnataka State. The study adopted the questionnaire from scholarly paper Renganathan, et al. (2012) [21]. There were two sections designed in the questionnaires, vis-a- vis, course details and perception related statements. Summated five-point Likert scale is employed for measuring the perception of target student group. ABCD analysis framework method was employed to identify the affecting factors for the proposed model. Further, the descriptive data was run through Jamovi Software and to understand the impact of affecting factors on Students Perception, statements gauging the perception related data was run through SMARTPLS 3.0. In addition, to understand the moderately affecting factor requiring more improvements for enhancing the student's perception, IPMA analysis was also employed in the study.

7. ABCD ANALYSIS FRAMEWORK :

Recently Aithal, *et al.*, (2016) has propounded a comprehensive analysis framework to identify and determine the affecting factors to analyse business models, concepts, ideas and strategies for business survival in long run [22-28]. Therefore, the study employs ABCD analysis for identifying different affecting factors for student industrial internship programme from different determinant issues along with identified key attributes (Table 1).

Factor analysis of Student Industrial Internship using ABCD framework:

Table 1: Factor Analysis of Student Industrial Internship

Determinant Issues	Key Attributes	Advantages	Benefits	Constraints	Disadvantages
Institute Issues	Funds	Overall development	Knowledge Enhancement	Limited funds	Restricted Sources
	Curriculum	Practical based	Experiential learning	Regulatory	Academia gap
	Collaborations	Internship Placements	Preferential Exchange	Selecting desired collaborators	Restricted Renewal of collaboration period
Student Issues	Evaluation	Practical Exposure	Professionalism	Defining Assessment criteria's	Subjective Bias
	Capability	Skill Development	Placement	Interest	Limited Exposure

	Productivity	Expertise	Better opportunities	Personality	Skill gap
Host Company Issues	Policy	Right potential candidate	Trained	Job openings	Sustainable goals
	Sector	Skill professional candidates	Efficiency	Unattractive sector	Nature of desired work
	System & Practice	Enhanced Competency	Competitive candidates	Rigidity	Legal Compliance
Society Issues	Economy	Prosperity	K-based economy	Brain drains	Stagnant growth
	CSR	Employability	Standard of life	Corporate Volunteering	Imbalanced growth
	Advancement	Creative thoughts	Innovation	Limited resources	Disruption
Source: Author					

8. ANALYSIS :

8.1 Descriptive Analysis:

The study was conducted in three management institutes of Srinivas University, Mangaluru. Table 2 depicts the summary of student respondents' profile and prestigious industrial internship unit within India and overseas.

Table 2: Summary of descriptive profile of respondents and Student Industrial Internship Unit

S. No	Institute Name	Frequency	Percentage (%)
1.	INSTITUTE OF MANAGEMENT AND COMMERCE	78	35.6
2.	INSTITUTE OF AVIATION STUDIES	91	41.6
3.	INSTITUTE OF HOTEL MANAGEMENT AND TOURISM	50	22.8
	Total	**219**	**100**

S. No	Name of the Student Industrial Internship Unit
1.	KERALA STATE CASHEW WORKERS APEX(CAPEX)
2.	ADANI, MANGLORE, KARNATAKA
3.	AGHRAJA SAHOURDA CO-OPERATIVE SOCIETY
4.	AIR CARGO LOGISTICS AND ALLIED SERVICE CAMPANY LTD
5.	AMOGHA SHIPPING AND LOGISTICS, KOTTARA CHOWKI
6.	BANK OF MAHARASHTRA
7.	BIZNESS KLASS VENTURES, MANIPAL, UDUPI
8.	BRIDGEWAY MEDICAL SYSTEMS L.L.C., GARHOUD, DUBAI, UAE
9.	CAMPCO LTD MANGALURU
10.	NMPT
11.	CLARION BELLA CASA JAIPUR, RAJASTHAN
12.	COCHIN PORT TRUST,COCHIN,KERALA
13.	DELTA COMPANY
14.	DTDC COMPANY, KOCHI, KERALA
15.	ELITE EDUWISE, BANGALORE, KARNATAKA
16.	EXA THERMOMETRICS INDIA PRVT LTD AN AMPHENOL COMPANY BANGALORE
17.	FAIRFIELD BY MARRIOTT, RAJAJINAGAR, BENGALURU, KARNATAKA
18.	FILS INTERNATIONAL

19.	GRAND HYATT
20.	FORUM FIZA MALL, MANGALURU, KARNATAKA
21.	HERAA TRAVEL TOURISM AND CARGO SERVICES PVT LTD, MUMBAI ,
22.	HILTON BANGALORE EMBASSY GOLFLINKS, KARNATAKA
23.	HOLIDAY INN, CHANDIGARH PANCHKULA, HARYANA
24.	HOTEL SRINIVAS, MANGALURU, KARNATAKA.
25.	LE MERIDIEN
26.	MANDOVI MOTORS PRIVATE LIMITED, MANGALURU, KARNATAKA
27.	MANGALURU INTERNATIONAL AIRPORT
28.	MORE PVT.LTD, PADUBIDRI
29.	MOTILAL OSWAL FINANCIAL SERVICES, MANGALURU, KARNATAKA
30.	MOULAVI TRAVEL & RECRUITING AGENTS PVT. LTD, KASARAGOD, KERALA
31.	MYSORE AIRPORT, MYSORE, KARNATAKA
32.	OXYE BLUE WATER PRODUCTION COMPANY
33.	ORBIS TOURS & TRAVELS, KALLAR, KERALA
34.	PRAKASH RETAIL PVT. LTD, MANGALURU, KARNATAKA
35.	RADISSON BLU PLAZA MYSORE, KARNATAKA
36.	SHERATON GRAND
37.	SILVER PUMPS MIDDLE EAST, ALQOUZ INDUSTRIAL AREA, DUBAI
38.	THE TAJ
39.	THE WESTIN GURGAON, NEW DELHI
40.	TRIDENT
41.	UDAAN AVIATION ACADEMY
42.	UNION BANK OF INDIA
43.	YENEPOYA HOSPITAL

8.2 Measurement Model:

In a reflective model, outer loadings values 0.700 is considered to be satisfactory factor loading (Henseler, et al., 2015) [29] and the study exhibits a reflective model with outer loadings of all indicators above 0.700, indicating high contribution of indicators towards constructs (Table 3). To test the reliability of the constructs, Cronbach's alpha and composite reliability were analyzed for each construct and found all latent variables values are above the threshold value of 0.700 (Table 3), indicating good reliability as recommended (Wasko & Faraj, 2005) [30]. Convergent validity for the study is established as all the variables have values above threshold value of 0.500 as suggested by Wixom & Watson (2001) [31]. Therefore, reliability and validity for the study is established. Table 3 exhibits the summary result of reliability and validity test.

Table 3: Exhibits the summary of results of Outer Loadings, Reliability and Convergent Validity test

Constructs	Indicators	Outer Loadings	Indicator Reliability	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Pre-Placement Operations (PPO)	PPO1	0.928	0.861	**0.942**	**0.959**	**0.853**
	PPO2	0.918	0.843			
	PPO3	0.929	0.863			
	PPO4	0.919	0.845			
	PPO5	0.892	0.796			
Student Industrial	SIIU1	0.922	0.850	**0.922**	**0.945**	**0.811**
	SIIU2	0.888	0.789			
	SIIU3	0.900	0.810			

Internship Unit (SIIU)	SIIU4	0.881	0.776			
Host Company (HC)	HC1	0.932	0.869	**0.948**	**0.960**	**0.828**
	HC2	0.903	0.815			
	HC3	0.893	0.797			
	HC4	0.939	0.882			
	HC5	0.832	0.692			
Student Perception of their Internship Experience (SP)	SP1	0.893	0.797	**0.973**	**0.976**	**0.803**
	SP2	0.898	0.806			
	SP3	0.841	0.707			
	SP4	0.893	0.797			
	SP5	0.922	0.850			
	SP6	0.944	0.891			
	SP7	0.924	0.854			
	SP8	0.901	0.812			
	SP9	0.906	0.821			
	SP10	0.928	0.861			

Source: Author

Discriminant Validity as per Fornell- Larcker criterion (1998) [32] [33] is established as the square root of AVE value is above the inter-correlation in comparison to other latent variables (Table 4).

Table 4: Discriminant validity results as per Fornell-Larcker criterion (1998)

	Host Company (HC)	**Pre-Placement Operations (PPO)**	**Student Industrial Internship Unit (SIIU)**	**Students Perception of their Internship Experience (SP)**
Host Company (HC)	**0.910**		-	-
Pre-Placement Operations (PPO)	0.518	**0.923**	-	-
Student Industrial Internship Unit (SIIU)	0.661	0.575	**0.900**	-
Students Perception of their Internship Experience (SP)	0.721	0.567	0.699	**0.896**

Note: Values in bold shows square root of AVE.

Source Author

Co-variance of Student perception of their internship experience on exogeneous latent variables is analysed by R-square. It is recommended by Hair, at al. (2011) [34], that 0.750, 0.500 and 0.250 is considered as substantial, moderate and weak effect of endogenous latent variable on exogeneous latent variable. The study observed the R-square value as 0.624, indicating the student perception of their internship experience has moderate co-variance effect on pre-placement operation, student industrial internship unit and host company (Figure 2). Further, the study analyzed the change in R-square in absence of each endogenous latent variable in the proposed model. It is suggested by Hair, et al. (2011) [34], effect size is small, medium or large if the effect values are higher than 0.200, 0.150 and 0.350 respectively. The study shows the pre-placement operation and student industrial internship unit F-square values are 0.043 and 0.138 respectively which is less than 0.200, indicating no effect in absence of either latent variable on proposed model but F-square of Host company is 0.253, indicating small effect in absence on proposed model (Table 4). Further, the study analyzed the predictive relevance of the model by Q-square. It was observed the model has 0.496 as Q-square which is higher than recommended threshold value of zero, validating the model has good predictive relevance (Table 5).

Table 5: Summary results of F-Square, R-Square Excluded and Q-Square Excluded

Constructs	F-Square	R-Square Excluded	Q-Square Excluded
Pre-Placement Operations	0.043	0.608	0.024
Student Industrial Internship Unit	0.138	0.572	0.083
Host Company	0.253	0.592	0.151

Source Author

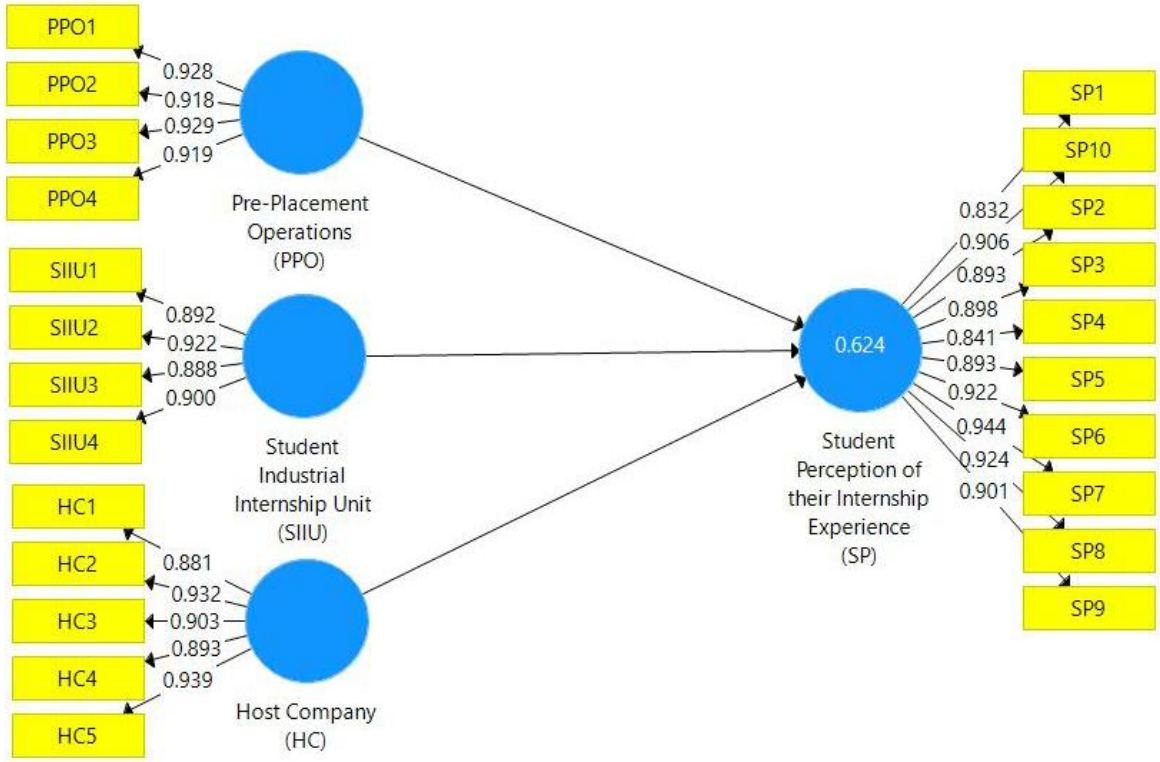

Fig. 2: Measurement Model for the study

Source: Author

8.3 Structural Model:

The structural model shows the paths of latent variable which are hypothesized in the conceptual model as per the theoretical framework in addition to R^2, Q^2 and significance of paths. The goodness of the model fit is determined by the strength of each structural path determined by R^2 value for the dependent variable, the value for R^2 should be equal to or over 0.1" [34][35]. Further, model fit was assessed and observed the SRMR value was 0.037, NFI is 0.899, Rms Theta is 0.147, CFI is 0.949, RMSEA is 0.078 and TLI is 0.943 (Table 6), indicating acceptable model fit as the values are satisfying the threshold values of 0 to 1 for SRMR, NFI, RMSEA value of <0.800 is considered as reasonable model fit (Browne & Cudeck, 1992) [36] and close to zero for Rms Theta and TLI > .90 indicates an acceptable fit (Bentler & Bonett, 1980) [37]. Table 5 shows the summary results of Model Fit Analysis.

Table 6: Results of Model fit analysis

SRMR	NFI	Rms Theta	CFI	RMSEA	TLI
0.037	0.899	0.147	0.949	0.078	0.943

Source Author

The study validated the hypotheses at 95% confidence intervals to find the significant relationship among the latent variables. Figure 3 depicts the structural model for the study.

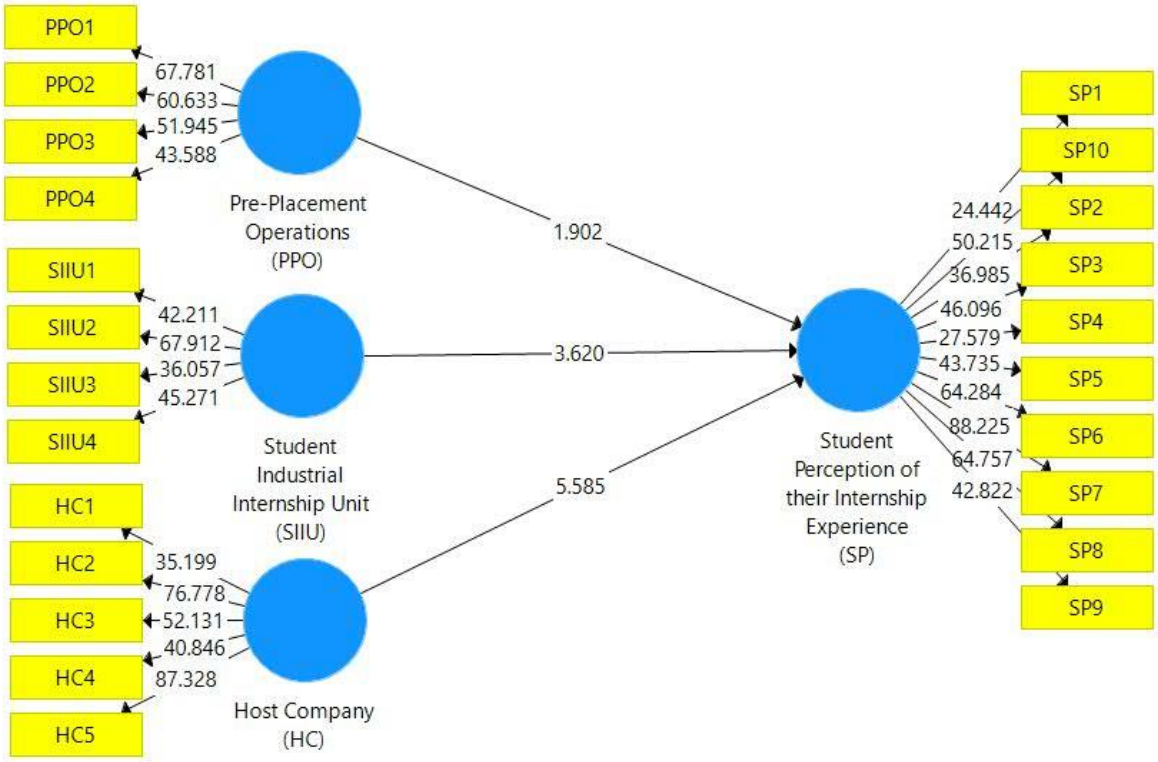

Fig. 3: Structural Model for the study

Source: Author

Below Table 7 shows the hypothesis testing results.

Table 7: Results of Hypotheses testing

Hypotheses testing	Relationship	Original Sample	Standard Deviation	T- value	Decision
H_{01}	Pre-placement operations → Students Perception of their industrial internship experience	0.159	0.084	1.902	Not Supported
H_{02}	Students Industrial Internship Unit → Students Perception of their industrial internship experience	0.328***	0.091	3.620***	Supported
H_{03}	Host Company → Students Perception of their industrial internship experience	0.422***	0.076	5.585***	Supported

Note: ***p < .01; **p < .05; *p < .10

Source Author

Figure 3 and Table 7 shows, H_{02} and H_{03} hypotheses is accepted as the empirical t-values is 3.620 and 5.585 respectively which is greater than 1.96, indicating there is significant relationship between student industrial internship unit and Host Company towards Students Perception of their industrial internship experience. Further, it is observed that H_{01} hypothesis is not supported as the empirical t-value is 1.902 which is less than required 1.96 empirical value, therefore, pre-placement operations have no significant relation with Students Perception of their industrial internship experience.

8.4 Importance Performance Map Analysis (IPMA):

The important – performance matrix analysis (IPMA) also known as important – performance map analysis gives us an idea regarding the relative importance and performance of exogenous constructs in their relationship with endogenous construct" [38][39]. Below figure 4 shows the IPMA for the study.

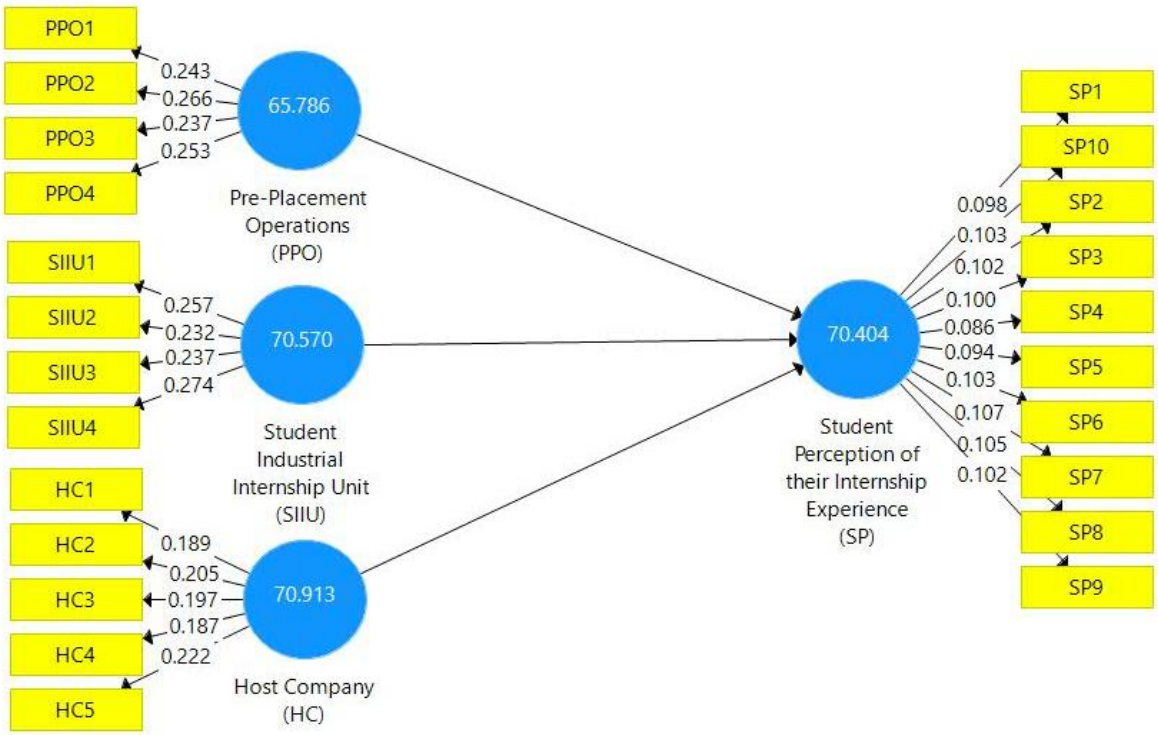

Fig. 4: IPMA Map for the study

Source Author

8.4.1 Importance- Performance Matrix Analysis for Student Perception of their industrial internship experience (Constructs wise):

Below figure 5 exhibits the IPMA of Students Perception of their industrial internship experience on the exogenous latent variable of the study.

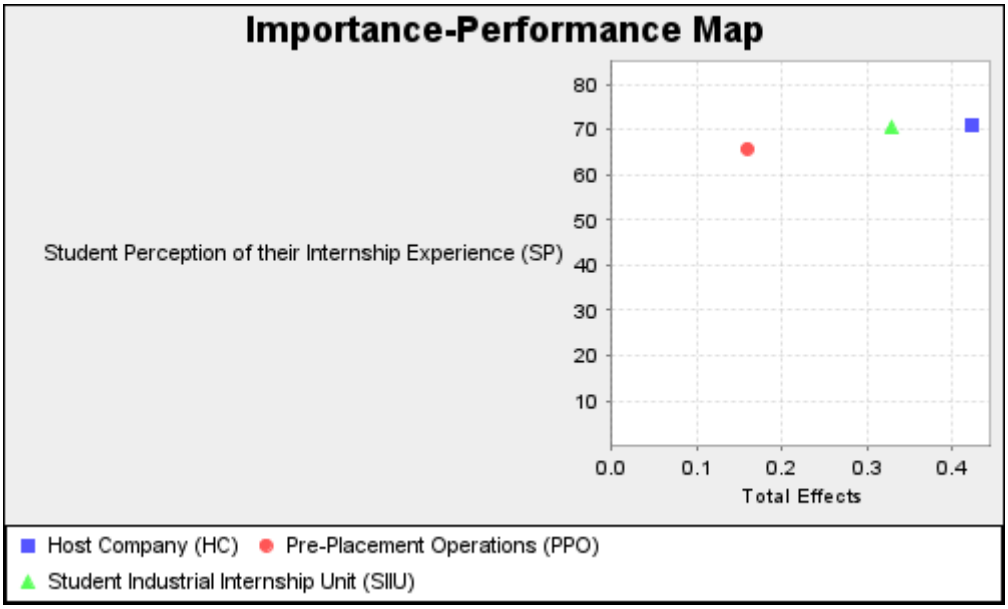

Fig. 5: Importance Performance Matrix Analysis of Students Perception of their industrial internship experience on exogenous constructs wise

Source Author

It is observed from the figure 5 and Table 7, host company assumes the highest degree of importance with performance followed by student industrial internship unit and pre-placement operations. Further, it is found that student industrial internship unit factors need to improve to create a pleasant student industrial internship experience (Table 8).

Table 8: Total effects and index values of latent constructs

Latent constructs	Importance (Total effects)	Performance (Index values)
Pre-Placement Operations	0.159	65.786
Student Industrial Internship Unit	0.328	**70.570**
Host Company	0.422	70.913

Source Author

8.4.2 Importance- Performance Matrix Analysis for Student Perception (Indicators wise):
Below Figure 6 exhibits the IPMA of exogenous construct's indicators.

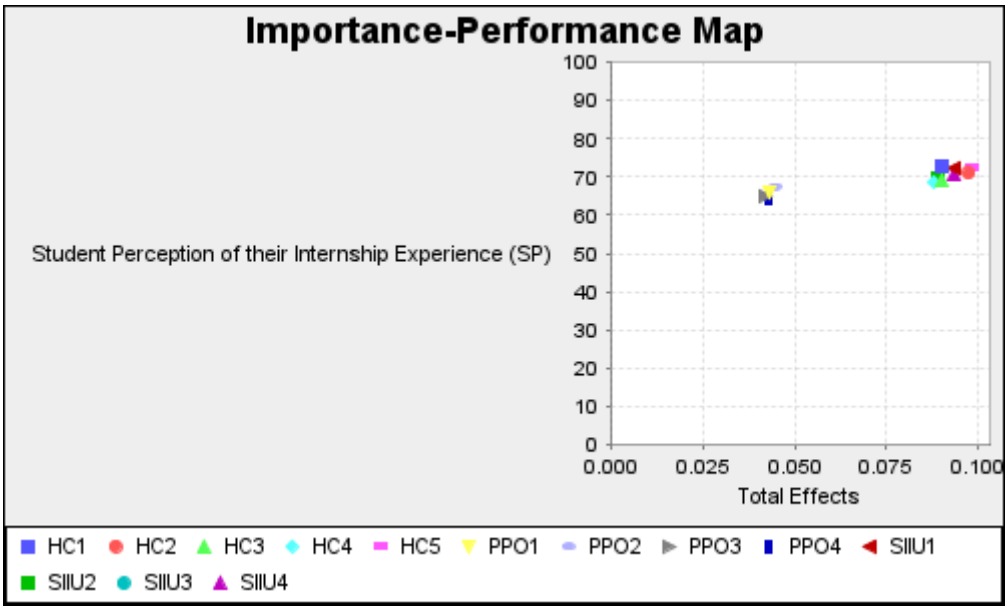

Fig. 6: Importance Performance Matrix Analysis of Student Perception of their industrial internship experience on exogenous indicator wise

Source Author

Table 9: Total effects and index values of latent indicators

Indicators	Importance (Total effects)	Performance (Index values)	Value
PPO1	0.270	65.868	66.056
PPO2	0.280	67.466	66.066
PPO3	0.264	65.068	66.050
PPO4	0.269	64.612	66.055
SIIU1	0.284	72.374	**70.854**
SIIU2	0.271	69.749	70.841
SIIU3	0.271	69.178	70.841
SIIU4	0.285	70.776	70.855
HC1	0.213	73.059	71.126

HC2	0.231	71.005	71.144
HC3	0.213	69.064	71.126
HC4	0.208	68.721	71.121
HC5	0.232	72.489	71.145
SP1	0.112	70.091	70.516
SP2	0.114	71.918	70.518
SP3	0.112	70.662	70.516
SP4	0.100	66.895	70.504
SP5	0.105	71.918	70.509
SP6	0.114	69.635	70.518
SP7	0.118	70.662	70.522
SP8	0.116	71.233	70.52
SP9	0.109	69.178	70.513
SP10	0.114	71.347	70.518

Source Author

SIIU1 indicator assumes the highest degree of importance by 0.284 with performance 72.374 among student industrial internship unit, indicating application of theoretical knowledge with practices in industry needs to be improved for better student experience (Table 9).

9. FINDINGS :

The study was conducted to understand the management student's perception towards industrial internship programme. The analysis of the responses showed that reliability and validity of the data was established by using Cronbach alpha, composite reliability, average variance extracted and Fornell and larcker criterion. (Table 3 & 4). Student perception of their internship experience has a moderate co-variance with Pre-placement operations, student industrial internship unit and Host company as R-square value is 0.624. Host company indicators have a small effect on the model in its absence as F-square value is 0.253, whereas the other each latent constructs absence in the model will not have any effect (Table 5). The model has good predictive relevance as the Q-square value is 0.496 above the threshold value of zero, furthermore, the model is acceptable as the model fit analysis such as SRMR, CFI, Rms Theta, Rmsea, TLI and NFI satisfy the threshold values (Table 6). Student Industrial Internship unit and Pre-Placement operations have significant impact on students' perception of their industrial internship experience as their empirical t-values are above 1.96 (Table 7 and Figure 3). However, pre-placement operations do not impact students' perception of their industrial internship experience as the hypotheses is not validated as empirical t-value is 1.902 which is less than the required value of 1.96 (Table 7). IPMA analysis shows Student industrial internship unit construct wise and SIIU 1 indicator requires more importance to improve to give a satisfying internship experience to students (Table 8 & 9). The results indicate the students expect the staff at internship unit to be more helpful in their tenure to experience better learning process.

10. MANAGERIAL IMPLICATIONS :

The findings of the study has the following managerial implication which can be considered to enhance the overall industrial internship programme of the institute:

(1) Students perceive that industrial internship programme gives them valuable experience as it is related to their choice of course/ stream helping them to grow their expertise in their field of academics.

(2) It offers maximum opportunity for them to get pre-trained prior their degrees.

(3) These programmes are well designed and gives them real job experience which enhances their skill in their career. Moreover, full-pledged assistance is given by the host company.

(4) Industrial internship programme has contributed enhancement of their competence as this arrangement helps in applying their academic knowledge in practice and get acquainted with

professional culture, get experience in team work with multi-disciplinary approach, improve write ups on business transactions, enhance presentations, managerial and problem-solving abilities.
(5) Professional etiquettes with business insightfulness are learned during the tenure of internship.
(6) The briefing given by placement department needs to be more informative with the effective guidelines for compliance followed by efficient placement procedure and more relevant evaluation criteria. Overall, it helps in enriching the career.
(7) Academic curriculum should be updated with requirements of industry. Therefore, industrial experts from diverse fields should be selected as members of the academic council to design the syallabi satisfying the industrial expectation.
(8) Industrial training programme should be offered to Facilitators of the institute to better their knowledge on industrial practices and help in imparting the same to students.
(9) The institute can involve the student participation in extra-curriculum outbound activities and management forums to pre-train the students with managerial skills to enrich their industrial internship experience.
(10) Simulated business environment can be set up at the institute level to create a in-house internship training facilitation.
(11) Student representative along with alumni can be involved closely in the internship activity to decide on the selection of companies that arrive to the campus.
(12) Placement department can organise workshops and guest talks from industrial experts to create a fundamental understanding of industrial expectations.
(13) Regular training activities such as aptitude test, group discussions, business content write-ups, mock interviews, etc should be conducted by the placement department.
(14) University can enhance the number of MOU's with domestic and overseas industry to ease the process of internship placement.
(15) Evaluation criteria can be developed in co-ordination with the industrial mentors and valuation must be from industry and academia to enhance the quality of internship.
(16) Selection of the industries for internship should be based on employer brand, nature of work, policy and systems of the organisation, stipend-based compensation and final placement of the intern.

11. CONCLUSION :

The integration of Industrial internship into academic curriculum setting of Srinivas University has enhanced the student professional capabilities. The study analyzed the students' perception and identified several affecting factors through ABCD analysis framework and further evaluated the management student's perception based on their experience towards pre-placement operations, student industrial internship unit and Host company. The results indicates overall, students have benefitted from internship training programme, however, the pre-placement operations can be further focussed for better internship experience.

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