REVIEW OF LITERATURE

Angus, et al, (2003) studied the evaluation of the internship experience has two objectives: to evaluate the student's performance as to skill development, knowledge and experience acquisition, work accomplished and to evaluate the effectiveness of the various elements of the total program in accomplishing its goals.

Ann E. Person, et al, (2006) examined how education influences work outcomes, fewer scholars have questioned whether or how school–labour market relationships might influence educational outcomes. With their rising enrolments and growing occupational programs, 2-year colleges are an increasingly important site of the school-to-work transition. Using interview and survey data from a local sample of 14 public and private 2-year colleges, they describe the employer linkages forged at different types of 2-year colleges, how institutional contexts shape linking activities, and how college–employer links are related to students’ efforts at college and confidence about degree completion.

Baines, (2004) state that although field experiences have different forms and Structures, they should primarily have one purpose: to Promote learning. A work experience that does not contain learning cannot be called an educational device.

Beinstein, et al, (2006) studied that the students frequently learned complex skills best in isolation, but performed those best in the presence of others. This would indicate that the student's transition from the classroom to adult working roles can be facilitated by field education. The increasing awareness by students of the difference between "knowing" and "knowing about" points toward the irrelevance of many traditional forms of education; this may be the strongest force for experiential education.

Bounou, et al, (2006) stated that career-related experiential learning objectives include: learning about the world of work, learning how to apply classroom learning to practical situations, learning how to relate one's academic major to one's chosen career, learning about different careers and exploring the fit between oneself and different careers, developing skills in job seeking and retaining employment, developing independent living skills, developing a firmer self-identity, and value clarification.
In a study by Castaldi, (2004), the fields of sociology, journalism/mass media, and retailing were listed among the top ten types of organizational sponsors for internships. There are consistent characteristics within each of these disciplines. All involve at least three parties: the student, a faculty and/or administrative supervisor, and a receiving organization supervisor.

Chickering, et al, (2009) studied learning and human development are additive, and a set of clearly identifiable cognitive skills, interpersonal skills, and motivational characteristics can ensure effective performance in the world of work.

Daniel C, et al, (2009) examines the individual, interpersonal, and organizational factors which lead to successful summer internships. The research identifies several factors which contribute to successful internship experiences for students: their expectations about the internship, the socialization procedures used, the design of the work itself, the extent to which summer internships fit into tentative career plans, and the attitudes and expectations of internship supervisors.

Daniel C, et al, (2007) evaluated overseas internship programs are intended to provide substantive learning and skill development opportunities for interns. At the same time, internships are intended to provide employers with bright students who can help meet staffing needs and opportunities to recruit superior candidates for future job openings. However, overseas internships can be successful for interns and organizations alike only if interns are effectively utilized by their host organizations and have the opportunity to acquire new skills and knowledge. This research examines the factors that enhance the skill utilization and development of overseas interns as well as the consequences of poor skill utilization or skill misutilization. Both quantitative and qualitative data were collected from 125 interns working in overseas internships in 23 countries. The results suggest that ineffective assignment procedures, poorly articulated duties, inadequate mentoring, and lack of corporate experience with internship programs all contribute to the underutilization or misutilization of interns' skills. In addition, poor skill utilization was strongly associated with negative attitudes about the internship and decreased work effort even after controlling for such variables as age, gender, previous overseas work experience, and cultural distance. The article concludes with directions for improving the design of overseas internships.
Deborah F, et al, (2006) evaluated Academic and practitioner members of the accounting profession have recognized the contribution internship/cooperative education experiences can make to the student, the institution, and the employing entity. This study was undertaken to determine the status of these experimental learning experiences in accounting. The study identified the characteristics of internship/cooperative education programs and the program administrator’s perceptions of the value of these experiences to students, employers, and accounting programs. The results revealed an increase in internship/cooperative education programs in accounting education. Most programs are fairly young, are for credit only (no letter grade), occur during the junior year, are paid rather than unpaid, and require a written project to be completed by the student. Most programs in accounting do not have full or part time coordinators, most do not require on-site visits, and most share the responsibility for identifying internship sites with students and others.

Dewey, et al, (2006) studied a central distinction between experiences that are "educative" and experiences that are "non educative" or "miseducative." Educative experiences are those that result in increased power and growth, in informal conviction, and sympathetic attitudes of understanding, in learning how to face and meet new experiences with some sense of mastery, without fear or panic or relying on the treadmill of blind routine. The second, miseducative, may give excitement but not genuine insight, may result in a mechanical training of conditioning that incapacitates individuals when the situations encountered in life change and must be met by intelligent improvisation.

Dirk C, et al, (2008) studied Few aspects of contemporary public relations education are as important as internships. Unfortunately, American public relations internship systems are characterized by diversity, perhaps more so than would be desirable. This article presents an instrument for measuring, comparing, and evaluating public relations internship programs. The crux of this instrument is a series of ten value judgments as to what is optimal in public relations internships. The PRISE instrument embodies these ten criteria; (1) student autonomy, (2) public relations broadly defined, (3) student responsibility, (4) flexibility is a virtue, (5) limited faculty involvement, (6) appropriate credit, (7) internship contracts, (8) appropriate assessment, (9) allow prestige firms, and (10) voluntary, not mandatory.
**Dirk C, et al. (2010)** studied both a recent intern and an internship director and discusses some of the major stresses of the internship year, including adjusting to a new program, developing a sense of trust in the training staff, taking risks to learn new skills, accurately assessing one's own strengths and weaknesses, and planning one's professional life after the internship. Internship staff members need to be aware of the personal and professional developmental needs of each intern. Helpful recommendations for training staff during each stage of the intern's development are presented.

**Donald G, et al, (2004)** surveyed in 1978 and again in 1992 to determine changes in their work experiences and in perceptions and attitudes towards careers in the industry. It was found that the majority in both years had actual work experiences in the industry, but attitudes towards a potential career in the industry had become much more negative over the last years. Explanations are found in the absence of local training, current problems in the local industry and a perception that such jobs are not desirable. Implications are drawn for education and training.

**Downs, (2008)** studied and suggest that the Interest is widespread and the purpose of continued research into internship programs is to provide in form at job and to those interested individual s on improving, or developing, such programs.

**Dunivant et al, (2004)** states that the cue words of college students are relevance, meaning fullness, and action. The involvement demanded by internships fulfils the needs implied by these terms. For the experience to be relevant to the student's academic program, and a satisfactory career exploration, the student should be able to learn some specific skills, be shown the overall operation, observe the decision-making process, participate at least at a paraprofessional level, and complete a special project.

**Femmel, (2006)** suggested that he majority of literature to date explores the internship experience from the perspective of the participating student. The key to the success of the internship program, however, is the quality and variety of the cooperating sponsors.

**Frank A, et al, (2000)** was of the opinion that Work-integrated learning in the form of internships is increasingly important for universities as they seek to compete for students, and seek links with industries. Yet, there is surprisingly little empirical research on the details of internships: What they should accomplish? How they should be structured? How student
performance should be assessed? There is also surprisingly little conceptual analysis of these key issues, either for business internships in general, or for marketing internships in particular. Furthermore, the “answers” on these issues may differ depending upon the perspective of the three stakeholders: students, business managers and university academics. There is no study in the marketing literature which surveys all three groups on these important aspects of internships. To fill these gaps, in their study they discuss and analyses internship goals, internship structure, and internship assessment for marketing internships, and then reports on a survey of the views of all three stakeholder groups on these issues. Managerial implications include recognition of the importance of having an academic aspect in internships; mutual understanding concerning needs and constraints; and the requirement that companies, students, and academics take a long-term view of internship programs to achieve mutually beneficial outcomes.

According to Gallagher, (2007) Since the links between further educational attainment and getting and succeeding at a job are now being subjected to far more sophisticated examination, there is increasing motivation from all sides i.e. students, parents, educators, legislator s, etc. to validate the power of these linkages, to reinforce them and/or create meaningful alternative linkages.

Gordon, S. C., (2000) studied and state that Services which provide the opportunity to learn experientially are administered under several titles and various departments in institution s of higher learning. “Experiential education," "action-learning," "internships," are terms used, at various times interchangeably, to denote programs which potentially involve experiential learning.

Ginn, et al, (2000) studied that the thrust of an internship program is seen as preparing individuals for entry into middle-management positions, while providing growth not only in student vocational self-understanding, but also in general self-confidence.

Hanson, J., (2005) State that the successful program requires a dynamic interchange among all the participants. Internships have considerable relevance in that they may prove instrumental, first, in helping an educational institution improve the quality of its relationship to the work world, and second, in creating an alternative route to jobs and careers Pace, Education as career preparation is the approach that most commonly justifies expending resources on internships.
Hao Z et al, (2011) while studying they examined internship as a recruitment and selection process. On the basis of impression management theory, we hypothesized that both organizations and interns make efforts to impress the other party during the internship if they intend to hire or be hired. Using longitudinal data collected at 3 points from 122 intern–supervisor they found that 60% of internships turned into job offers from the host organizations. Interns wishing to be hired were more likely to use self-promotion and ingratiation, which increased the likelihood of job offers. Organizations wishing to hire appeared to be more open to interns' creativity, which increased interns' application intentions. For interns who indicated prior to their internship that they were not interested in working in their host organizations after graduation, supervisory mentoring did not influence their subsequent intentions to apply for full-time employment.

Haviland, et al, (2003) state that Internships should be structured to initiate career thinking and reinforce the expectations of success.

Hook & Fern (2008) conducted a study on experiential learning of his sort traditionally had its beginnings in the medical field, it is By no means limited to the natural and physical sciences. The practical application of knowledge gained through formal And traditional educational processes and the guided Simulation of real-life situations have become essential to Learning in a number of academic disciplines.

James M, et al, (2001) in their study suggests that each year approximately much students, seek internship programs. But what is known about this key educational event? This article attempts to answer that question by reviewing the internship-related literature of the last 22 years. Existing literature demonstrates that there is a substantial body of knowledge but also points to the need for updates of old data and for additional new investigations.

Jeff B, et al, (2008) while analyzing state that the internship has long been considered the capstone experience. The resulting imbalance between supply and demand for internship positions has grown substantially since 2002 and now should be considered to have reached crisis proportions. Although no complete solution to this imbalance is imminently feasible, a comprehensive approach to addressing the crisis requires that both the supply of internships and the growth in demand be addressed.
Kurt Lewin, et al, (2003) state that the cornerstone of most training and organization development efforts utilizing a concern for the integration of theory and practice with a phenomenological perspective of Gestalt psychology. It is his work on group dynamics and the methodology of action research that has had the most far-reaching practical significance for experiential learning.

Leslie U et al, (2008) he used border crossing as a theoretical framework to explore the tensions that developed between two mentor–intern pairs during the course of a yearlong internship in high schools in the United States. Interviews with mentors and interns, and observations of planning sessions, teaching episodes, and follow-up conferences indicated that differing conceptions of mentoring, expectations related to communication, and beliefs about teaching formed the primary borders that the pairs had to navigate. Findings from the study suggest that the university must take a greater role in fostering communication between mentors and interns, and in providing on-going support to mentors engaged in teacher education.

career guidance methods and instruments barely contribute to the acquisition of career competencies.

Lorraine M, et al, (2006) studied What do half-time internships look like, and how do they operate What is the variety of types of half-time internships currently in the field? Are there specific issues of quality assurance that pertain to these internships? What place do half-time internships hold currently in the education and can that change in the future? In this article, through a description of existing half-time internship programs and delineation of issues of structure and quality assurance, we offer a portrait of the many faces of half-time internships and the implications for students, clients, and the profession.

Lynton et al, (2004) say that Internships can illuminate the Significant potential for furthering educational objectives through the mixing of education and experience; the stress must be on the word potential. Experience becomes experiential education only to the extent to which it has been digested, analyzed, and Understood.

Lynton, (2003) state that in recent years there has been a growing recognition of the advantages of incorporating periods of practical involvement throughout the educational process as a way of bringing about optimal reinforcement between theory and application.
According to Moore (2006), internships, as contrasted with classrooms, represent a wider range of social relations. Frequently, workplaces look very much like classes in certain respects: the boss knows, tells the worker, and the worker does as told. On the other hand, some interns come to occupy a full and virtually equal position in the work environment, to participate completely in the definition and use of knowledge. Traditionally, the internship has come at the end of the course of study, reflecting a view of the curriculum as a series of sequential steps from science to application to clinical work.

M. Kuijpers, et al., (2011) discovered this article and focuses on which aspects of the learning environment, aimed at fostering career learning, correspond with the development of career competencies among students (aged 12–19 years) enrolled in prevocational and secondary vocational education in The Netherlands. Aspects of the learning environment that are taken into account here are the following: career orientation and guidance methods used, instruments implemented, and the degree to which the curriculum is practice-based and dialogical. In the study, three career competencies are identified: career reflection (reflective behaviour), career forming (proactive behaviour), and networking (interactive behaviour). To research the relationship between the learning environment and the presence of career competencies, a study was done among 3499 students and 166 teachers in 226 classes in 34 schools. The results show that career guidance in school, in which a dialogue takes place with the student about concrete experiences and which is focused on the future, contributes most to the presence of career competencies among students.

Mc Hugo, et al., (1999) studied that once students have been selected for an internship program, the outcomes are determined in part by the program characteristics and by the interaction between the program and selection factors. Programs can significantly influence attitudes, personality, behaviour, and interpersonal competence.

Michael B, et al., (2000) state that the increasing gap between the number of internship applicants and the number of students applying for internship is of great concern for psychology graduate students and the American Psychological Association of Graduate Students. APAGS sees this concern as multifaceted and has been involved in a variety of efforts to address this imbalance since the early 1990s. This article outlines in greater detail APAGS' view of the
internship supply and demand concern, how this problem affects students, and how APAGS has worked to address the issue. It also presents APAGS recommendations for advancing psychology's collective efforts to address this concern.

**Paul M, et al, (2011)** evaluated periodically over the past 20 years, the need for internships or field training in industry has been proposed by educators concerned with the training of industry, but it seems that the need for internships has not been met by academic institutions. However, the need for internship experience on the part of students has not diminished in recent times. They felt the need to try to implement such a structured internship experience for their students. At this point it is too early to tell whether there is an empirical increase in the student's professional marketability as a result of the internship. Although the internship program is just coming into its own, he feel confident enough to label the program a success and to say his efforts have paid off. One purpose in describing this program is to encourage other institution to develop internship training for their students,

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

**Robert K et al, (2000)** asserted that Essential to the development of the college-educated public relations practitioner is “hands-on” experience during his or her undergraduate training. In this article, which is based on a survey of 115 journalism programs, Dr. Robert Kendall, APR, examines the range and type of job experiences available to students, and makes some suggestions as to how these internship programs could be standardized

**Roger L, et al, (2006)** attempted to relate the historical assumptions that have influenced internships need to be reconsidered to articulate what actually happens in current training programs and what the graduate students gain. Beginning with the historical and intellectual context, the authors discuss internship models and pedagogies along with competencies and the cultures of programs. The differing emphases on the production of science are seen as less important than stated in current regulations. Internship politics prejudices, and economics are critically evaluated from various perspectives. The 5 current types of internships are described. Conclusions, implications, and practical next steps are offered with an emphasis on the
development of innovative internship models, including half-time internships, which may better suit the needs of many current graduate students.

Sıtkıye K (2009) studied the findings of a case study examining the effectiveness of the internship with regard to the dimensions of its overall direction and contents, assessment procedures, and interns’ growth. The study employed a combination of quantitative and qualitative data collection and analysis procedures to investigate the issue from the standpoints of trainees, supervisors, and mentors. The analysis of multiple data yielded invaluable findings regarding the constructs of the internship portfolio displaying effectiveness and requiring further investigation and revision.

Sıtkıye, et al, (2009) was of the opinion that Partnership is a two-way enterprise which becomes meaningful when the partners at different levels are fully engaged in mutual cooperation, aiming at promoting both trainees’ and educators’ professional growth. This case study, qualitative in nature, was conducted with administrators, educators, and trainees to examine the collaboration dimension of the multi-layer processes of the Internship regarding its organizational and communication aspects. The data, analyzed through categorization of codes, revealed striking limitations inhibiting the collaboration dimension of the internship and suggested its reconceptualization around a formalized give-and-take mechanism to cultivate reciprocal communication among the ministry, the university and the schools.

Taylor, (2005) state that though the concept may vary from institution to Institution, the experiential activities of most schools are primarily training internships through which students are supposed to learn how to perform functions and assume Attendant responsibilities.

Thomas, (2008) stated that if it is to have academic legitimacy, experiential learning should provide some type of intellectual growth. It should include Problem solving, objective setting, and decision making.

Van Aalst, (2004), studied state that an internship does not guarantee full-time employment, many consider their pool of interns for position promotion first, as they have already proven their credentials with the firm.
William R, (2009) Commonly cited advantage of previous internship experience is that it provides the student intern with a comparative advantage over his or her peers in the interviewing process for an accounting-related position after completion of their study. He examines the effect of previous internship experience on the students' interviewing success by comparing the interviewing success of student interns and non-interns. After controlling for differences between the characteristics of the two groups of students, previous internship experience has a significant effect only on the probability of receiving an off-campus office visit with a “Big Eight” accounting firm. Therefore, the assertion that previous internship experience enhances the student's chances of achieving success in the interviewing process is not confirmed in all areas of accounting.

Witucke, et al, (2006) studied that the screening of potential interns is a critical process. While maturity, knowledge, and other characteristics affect readiness, prerequisites are generally stated in terms of course and credit requirements. Setting up an application process that has educational as well as administrative value requires formal procedures. The applicant should tell why they want to participate, develop a preliminary proposal of experience, and complete a formal interview.

Woods, et al, (2007) gives a comprehensive study about the increasing gap between the number of internship applicants and the number of students applying for internship is of great concern for graduate students and the American Psychological Association of Graduate Students (APAGS). APAGS sees this concern as multifaceted and has been involved in a variety of efforts to address this imbalance since the early 1990s. This article outlines in greater detail APAGS' view of the internship supply and demand concern, how this problem affects students, and how APAGS has worked to address the issue. It also presents APAGS recommendations for advancing psychology's collective efforts to address this concern.

Zuhal P, et al, (2010) In this study; they aimed to analyze the expectations from internship education, and the gained knowledge and abilities of students. According to this, an answer is searched to the question “What kind of knowledge and abilities do the student’s gain during the internship period?” It is goaled to discuss the education partnership between vocational school and industry according to the knowledge and abilities the students gained during the internship period.