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Impact of Industrial Internships on Career Readiness of MBA Students

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ABSTRACT: Internships are very much accepted in the MBA curriculum. Practical experience is meant to provide students with some connection between theoretical knowledge and real-world exposure. The present study intends to analyze the impact on the career-readiness of MBA students due to internships, by virtue of skill building, self-confidence, and job preparedness. Although internships are documented to have gained great experience for the students, much empirical evidence measures their effectiveness in increasing employability. The study deals with contributions of internships towards the development of professional skills, self-confidence, and job-preparedness for the students. Problems surfacing during the internship of the MBA student, particularly in the context of involuntary interns and relative homogeneity of placements have been identified in the issues. This paper dealt with both primary data provided by the MBA students and suitable secondary sources. The study underlines how important it is for the person starting an internship to be guided towards a career path, leadership and decision-making capabilities, and professional network.

KEY WORDS: Industrial Internships, MBA Students, Career Readiness, Skill Development, Employability, Job Preparedness, Professional Development, Leadership, Decision-Making, Academic-Industry Alignment, Networking, Practical Experience.

I. INTRODUCTION

Being in such an accelerating & competitive environment, that the global job market demands from present-day MBA students, it is expected that they become equipped with every theoretical knowledge as well as practical, industry-related skills. Their inclusion has now become an essential part of MBA programs: internships providing an opportunity for students to bridge the gap between learning in the classroom and real-world applications. Through the internships, the students learn at hand and imbibe soft skills such as communication and teamwork. Most importantly, they establish professional contacts as an excellent platform to lay a foundation for future employability.

II. TITLE OF THE STUDY

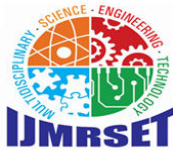
“The impact of Industrial Internship on career Readiness of MBA students”

III. STATEMENT OF THE PROBLEM

The statement of the problem in the study addresses the critical issue of the lack of empirical data regarding the impact of internships on MBA students' career preparedness. While internships are widely recognized as essential components of MBA coursework, there is insufficient evidence to support their effectiveness in enhancing students' job readiness.

IV. OBJECTIVE OF THE STUDY

1. To investigate whether there is a significant relationship between internship experience and the likelihood of job placement during the recruitment process.
2. To assess the effects of internships on the professional development of MBA students, focusing on skill enhancement and career readiness.



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- To determine how internships contribute to improving students' confidence levels in their job preparation and overall employability

V. HYPOTHESIS OF STUDY

Hypothesis 1:

H0: There is; no significant' relationship between internship experience and the chances of job placement in the recruiting process between students with and without internship experience.

H1: There is a significant relationship between internship experience and the chances of job placement in the recruiting process between students with and without internship experience.

Hypothesis 2:

H0: There is ;no significant relationship between the students who will get the MBA after the internship and have the professional profile of development.

H1: There: is ;significant relationship between the students who will get the MBA after the internship and have the professional profile of development.

Hypothesis 3

H0: There is no significant, relationship between MBA students with internships have more self-confidence levels of entry to workforce

H1: There is ; significant relationship between MBA students with internships have more self-confidence levels of entry to workforce

VI. REVIEW OF LITERATURE

Michael Odio, Michael Sagas, and Shannon Kerwin, published (2014)

Comprises an in-depth analysis of the effects that internships have on undergraduate students, with an emphasis on sports management. In order to evaluate how internships affect students' career Trajectories—which often lead to more confusion than clarity in their future careerpaths the authors use a longitudinal and qualitative method. The study puts into perspective the significance of internships in the formation of students' career decisions by emphasizing both their educational merits and demerits.

(Huey Davis, 2018)

There is sufficient literature on internship that proves its importance for students' skills growth in terms of readiness for a career. It has been believed that the. Gardner (2013) and Parker et al. Internships Give pupils the chance to experience practical application besides classroom which lay down basic building blocks of success. According to Gault, Leach, and Duey (2010), the nature of internships exposes students to reveal full-time employment through the means of having the ability to use their theoretical understanding in an authentic environment that promotes the talents.

According to Galbraith and Mondal (2020),

The authors emphasize that completing internships greatly improves one's chances of finding employment, and there is a direct link between internship experience and employability following graduation. The expanding significance of several internships is also mentioned since students who complete three or more internships have a higher chance of landing full time jobs. The writers also discuss the employer's viewpoint, noting that many businesses turn their internship participants into full-time staff members and that internships frequently act as a pipeline for future hires.

Vocal et al. (2023)

The substantial effects of internships on college graduates' personal and professional growth are examined. They emphasize how internships give students real-world experience that improves their abilities and gets them ready for challenges in the workplace. The research highlights that internships assist students in developing both professional and personal competencies, including enhanced communication abilities, self-assurance, and job management skills.

Galbraith and Mondal (2020): Highlighted that completing multiple internships significantly improves employment prospects. They also noted that internships act as a key talent pipeline for companies, linking academic learning with



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job readiness. Identified inconsistencies in how internships affect long-term career readiness. Their research suggests that internships alone may not guarantee career success, calling for further exploration of these relationships.

Viswajit and Vikas (2023)

In a study on the effects of internships on business students, Viswajit and Vikas (2023) found that internships are essential for bridging the knowledge gap between academia and real-world application. According to their research, internships have a major positive impact on students' professional growth by giving them practical experience, enhancing their interpersonal skills, and assisting them in developing professional networks.

Adelia Safira and Moh Rifqi Khairul Umami. (2024)

It is commonly known that internships improve students' preparation for the workforce by developing both technical and soft abilities. Safira and umami (2024) assert that internship programs have a substantial impact on students' preparedness for the workforce by fostering the development of soft skills like leadership, adaptability, and communication. This is consistent with research by Nghia and Duyen (2019), who created a scale to assess learning outcomes connected to internships and highlighted the significance of real-world experience in acquiring professional knowledge and abilities

VII. RESEARCH GAP

The study's research gap underlines the need for more research into the variable quality and impacts of internships across disciplines, while previous literature focuses mostly on their benefits for employability and skill development. Additionally, there is a lack of understanding regarding the potential mismatches between student expectations and actual workplace experiences, as well as limited attention to the long-term career advancement impacts by the industrial internships. Furthermore, more research is required to determine the specific characteristics that optimize internship success for diverse student populations and industries, which could enhance the effectiveness of internship programs

VIII. METHODOLOGY

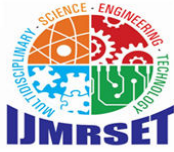
The study collects data from both primary and secondary sources, with primary data gathered through questionnaires from MBA students about their internship experiences, career preparedness, and skills acquired, while secondary data includes existing literature on internships' role in employability and skill development. The population consists of MBA students who have completed internships, with a sample size of 80 respondents selected through convenience sampling, allowing for accessible yet potentially biased data. SPSS is used for data analysis, employing percentage analysis, ANOVA, T-tests, and correlation to evaluate the relationship between internships and career preparedness.

IX. DATA ANALYSIS & INTERPRETATION

Table 9.1: Table showing the Post internship employment

| | No of Respondents | Percentage (%) |
|--------------------------------|-------------------|----------------|
| Employee in the same industry | 52 | 65 |
| Employed in different industry | 23 | 28.7 |
| Still pursuing studies | 5 | 6.3 |
| Total | 80 | 100 |

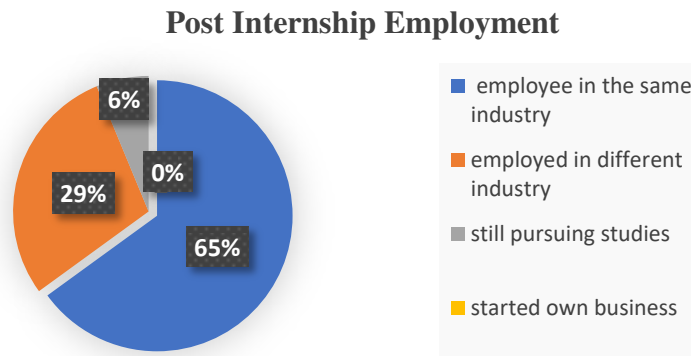
Analysis: According to this data, 65% of respondents work for companies in the same industry. This is a considerable majority. Only 6.3% of them are still in school, and a smaller percentage, 28.7%, work in other industries. Remarkably, not a single respondent mentioned beginning their own company, suggesting that industry-specific employment is quite prevalent in the group.



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Graph9.1: Graph showing the Post internship employment



Interpretation: The pie chart reveals that the majority of respondents have secured employment within the same industry, reflecting a strong trend toward staying in their chosen fields. While the majority have expanded into numerous other industries, a smaller number has chosen to pursue further study. It's interesting to note that none of the respondents have attempted entrepreneurship, suggesting follow well-established career tracks than launch their own companies.

Table 9.2 : Table showing the professional development of the respondents

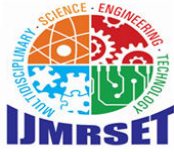
1. Strong Agree (SA) 2. Agree (A) 3. Neutral (N) 4. Disagree(D)
5. Strongly Disagree (SD)

| | SA | | A | | N | | D | SD |
|---|----|--------|----|--------|----|--------|---|----|
| The internship made me more self-assured in presenting myself professionally. | 53 | 66.25% | 27 | 33.75% | 0 | 0 | 0 | 0 |
| I feel more comfortable networking with professionals after my internship. | 16 | 20.00% | 59 | 73.75% | 5 | 6.25% | 0 | 0 |
| I feel more prepared to tackle job assignments after my internship. | 31 | 38.75% | 35 | 43.75% | 14 | 17.50% | 0 | 0 |
| The internship experience improved my decision-making abilities | 20 | 25.00% | 50 | 62.50% | 8 | 10.00% | 0 | 0 |
| I learned to balance multiple tasks effectively during my internship. | 27 | 33.75% | 45 | 56.25% | 8 | 10.00% | 0 | 0 |
| Internships helped me secure internships with other companies that were crucial in getting a job. | 20 | 25.00% | 56 | 70.00% | 4 | 5.00% | 0 | 0 |

Analysis:

According to the research, most respondents had positive feelings regarding their internship experience in terms of leadership, skill development, industry-specific knowledge, and personal improvement. 33.75% of participants strongly agreed, making up the majority of participants (63.75%) who felt that the internship improved their professional skills. A sizable percentage (75.50%) concurred that they learned information unique to their sector. 41.25% strongly agreed and 43.75% agreed with regards to leadership.

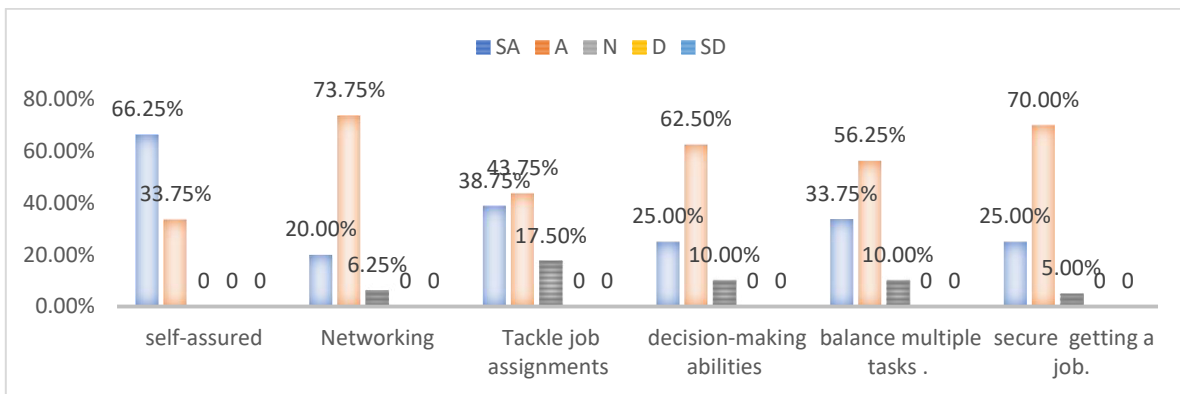
Similarly, the majority (68.75%) agreed that the internship contributed to personal growth, with 20% strongly agreeing. Very few replies were neutral or unfavorable, suggesting that most people were happy with the internship's overall impact.



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Graph 9.2: Graph showing the professional development of the respondents



Interpretation:

1. Confidence in Presenting Professionally:

Almost all respondents strongly agreed that their internship boosted their confidence in professional self-presentation, with no neutral or negative feedback, indicating a nearly universal positive impact.

2. Confidence in Interacting with Professionals:

Most participants became more confident in their networking skills after the internship. A smaller group felt strongly, a few were neutral, and none disagreed, suggesting internships significantly improved networking comfort.

3. Preparation for Job-Related Assignments

Responses show mixed opinions on whether the internship helped with job preparedness. Many remained neutral, indicating some confidence but lingering doubts. No one disagreed.

4. Enhancement of Decision-making Skills:

Most students agreed that the internship process improved their decision-making skills, while a small number were neutral or less positive.

5. Multiple Tasks:

More than half of the respondents said managing multiple jobs helped during the internship. Fewer strongly agreed, and some were neutral. There was no disagreement, indicating a generally positive effect for most.

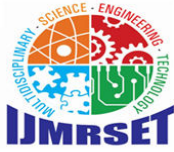
6. Essential to Get a Job,

Most respondents agreed that working on multiple assignments during internships was crucial for securing a full-time job. A smaller group strongly agreed, with few remaining neutral. No one disagreed, indicating internships were seen as key to future job opportunities.

Table 9.3: Table showing the confidence of the respondents in internship

1. Strong Agree (ST) 2. Agree (A) 3. Neutral (N) 4. Disagree(D)
5. Strongly Disagree (SD)

| | SA | A | N | D | SD |
|---|----|--------|----|--------|----|
| The internship experience boosted my confidence in my job-related skills. | 51 | 63.75% | 29 | 36.25% | 0 |
| I feel more prepared for job interviews due to my internship experience. | 27 | 33.75% | 51 | 63.75% | 2 |
| I am confident in applying the skills I | 28 | 35.00% | 43 | 53.75% | 9 |



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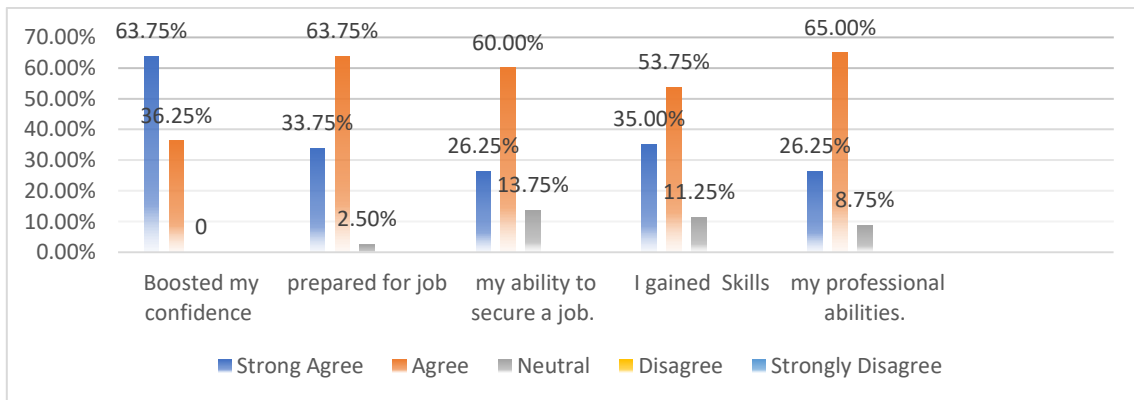
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| | | | | | | | | |
|---|----|--------|----|--------|----|--------|---|---|
| gained during my internship to future job roles. | | | | | | | | |
| My internship helped me gain confidence in my professional abilities. | 21 | 26.25% | 52 | 65.00% | 7 | 8.75% | 0 | 0 |
| The internship experience made me more confident in my ability to secure a job. | 21 | 26.25% | 48 | 60.00% | 11 | 13.75% | 0 | 0 |

Analysis:

The survey's findings demonstrate how internships boost students' self-esteem and readiness for the workforce. Most respondents (63.75%) strongly agree or agree that their internships strengthened their confidence in their ability to perform job-related tasks, (63.75%) that they felt more prepared for interviews, and (60.00%) that they were more likely to land a job. Less respondents felt neutral, especially when it came to their chances of landing a job (13.75%) and using their internship experience in other roles (11.25%). Nobody expressed disagreement with any of the claims, suggesting that the internship experience generally helped participants feel very prepared and confident in their abilities as professionals.

Graph 9.3: Graph showing the confidence of the respondents in internship



Interpretation:

1.Confidence in Job-Related Skills:

All respondents answered that the internship boosted their confidence in job-related skills. There are no neutral and no negative responses, thus indicating that confidence in job-related skills improved unanimously among respondents.

2.Prepared for job:

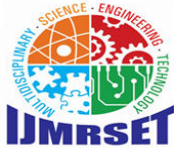
The most respondents answered that the internship prepared them for job interviews, while a smaller fraction of them said they strongly agreed. A very minimal population was neutral, with no disagreement, implying that most internship experiences significantly influence interview preparation.

3.Self-confidence in Job Acquisitions:

Most of the respondents opined that their internship experience improved their chances of being employed. A minor group strongly agreed, and a few had no disagreement. There is no opposing opinion, meaning that for the majority of participants, internships positively influenced chances of job acquisitions.

4.Self-confidence in Transferring Skills to Other Jobs:

Most respondents agreed that they are confident today to apply the skills acquired in their internship in actual job roles. A few disagreed while most were neutral, but nobody disagreed at all. The extent of confidence is quite a strong feeling that Internship-learned skills will be of value in future jobs.



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5.Confidence in Professional Skills:

Most respondents agreed that they gained more confidence about their professional skills through the internship period. A smaller proportion strongly agreed. Quite a few are neutral ones without any negative feedback .In general, the internship experience has had a distinctly positive impact.

9.4: Hypothesis testing using T-TEST:

A T-test was conducted to compare post-internship employment outcomes between two independent groups, likely students with and without internship experience.

Hypothesis 1:

H0: There is no Significant relationship between chances for job placement in the recruiting process between students holding experience in internships and students without experience.

H1: There is significant relationship between chances for job placement in the recruiting process between students holding experience in internships and students without experience.

Table 9.4: showing T-Test on on the Relationship Between Internship Experience and Job Placement Chances in the Recruiting Process

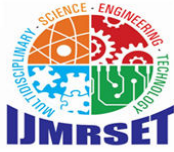
| Independent Samples Test | | | | | | | | | | | |
|----------------------------|-----------------------------|---|-------|------------------------------|-------|-------------|-------------|-----------------|-----------------------|---|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | | F | Sig. | t | df | One-Sided p | Two-Sided p | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Post internship employment | Equal variances assumed | 0.072 | 0.799 | 2.434 | 41 | 0.010 | 0.019 | 0.505 | 0.207 | 0.086 | 0.924 |
| | Equal variances not assumed | | | 2.442 | 26.18 | 0.011 | 0.022 | 0.505 | 0.207 | 0.080 | 0.930 |
| | | | | | | | | | | | |

Analysis:

The independent samples t-test findings for "Post internship employment" yield two sets of values depending on whether equal variances are assumed or not.

Levene's test for equality of variances: The p-value (Sig.) of 0.790 suggests that the assumption of equal variances is correct (since it is greater than 0.05), so we should concentrate on the row labelled "Equal variances assumed. "The one-sided p-value is 0.010; the two-sided p-value is 0. 019.The mean difference between the groups is 0.505, with a 95% confidence interval of 0.086-0.924.

Interpretation: We reject the null hypothesis (H0), as the two-sided p-value (0.019) is smaller than 0.05. This suggests that there is a considerable difference in post-internship employment outcomes for the two groups. The positive mean difference indicates that one group performed better in post-internship employment than the other, and this finding is statistically significant.



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9.5: Hypothesis testing using Correlations:

A correlation analysis was conducted to examine the relationship between networking with professionals and professional growth.

Hypothesis 2:

H0: There is no significant relationship between the students who will get the MBA after the internship and have the professional profile of development.

H1: There is significant relationship between the students who will get the MBA after the internship and have the professional profile of development.

Table9.5 showing Correlation Analysis of professionalism of MBA Student

| Correlations | | | |
|----------------------------|---------------------|------------|---------------------|
| | | Networking | Professional growth |
| networking with profession | Pearson Correlation | 1 | 0.029 |
| | Sig. (2-tailed) | | 0.046 |
| | N | 80 | 80 |
| Professional growth | Pearson Correlation | 0.029 | 1 |
| | Sig. (2-tailed) | 0.046 | |
| | N | 80 | 80 |

Analysis:

The results of the analysis show that there is a small but statistically significant link (Pearson correlation = 0.029, $p = 0.046$) between the perceived professional advancement of students and their comfort level in networking following their internship. Despite the poor correlation, the null hypothesis (H_0) can be rejected because the p-value is less than 0.05, indicating that there is a meaningful association between the variables. Thus, courses that emphasize developing networking skills for internships may still be advantageous to students' general growth.

Interpretation:

The two variables—networking comfort and professional growth—have a weakly positive link, according to the correlation coefficient (0.029). This indicates that although the association is not particularly strong, students perceived professional advancement increases marginally as they become more at ease networking. The link is statistically significant, nevertheless, because the p-value of 0.046 is less than the typical significance criterion of 0.05. As a result, despite the correlation's low strength, the statistics indicate that it is not random.

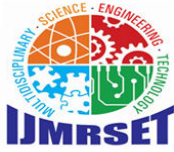
9.6: Hypothesis testing using ANOVA

Analysis of Variance, was used to compare the means of multiple groups to determine if there are any statistically significant differences among them.

Hypothesis 3:

H0: There is no significant relationship between MBA students with internships have more self-confidence levels of entry to workforce

H1: There is significant relationship between MBA students with internships have more self-confidence levels of entry to workforce



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Table 9.6: showing ANOVA Test on Confidence of MBA Student

| ANOVA | | | | | | |
|-------------------|----------------|----------------|----|-------------|-------|-------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| Gain confidence | Between Groups | 0.967 | 2 | 0.483 | 1.514 | 0.227 |
| | Within Groups | 24.583 | 77 | 0.319 | | |
| | Total | 25.55 | 79 | | | |
| leadership skills | Between Groups | 4.089 | 2 | 2.045 | 4.813 | 0.011 |
| | Within Groups | 32.711 | 77 | 0.425 | | |
| | Total | 36.8 | 79 | | | |

Analysis:

A p-value of 0.227 indicates that the ANOVA analysis does not find a significant correlation between MBA students who complete internships and higher levels of self-confidence when they enter the job. As a result, we are unable to rule out the null hypothesis on self-confidence. The null hypothesis for leadership skills is rejected, nevertheless, as the data demonstrate a significant correlation (p-value of 0.011) between internships and the growth of leadership abilities. This shows that internships are important for developing MBA students' leadership skills even though they may not greatly increase self-confidence.

Interpretation

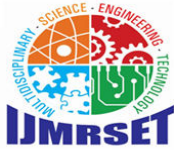
Given that the p-value is higher than the 0.05 threshold, the findings imply that MBA internships do not statistically significantly affect students' confidence upon joining the profession. However, as indicated by the p-value below 0.05, internships have a considerable positive impact on the development of leadership qualities. This suggests that internships play a crucial role in developing MBA students' leadership skills even if they might not immediately increase self-confidence.

X. FINDINGS

- The t-test (p = 0.019) shows a statistically significant difference in job placement chances between students with internships and those without, indicating internships enhance job placement opportunities.
- Correlation analysis (Pearson correlation = 0.029, p = 0.046) reveals a weak yet statistically significant relationship between networking and professional growth, highlighting the importance of networking even at low levels.
- ANOVA results (p = 0.011) show that internships significantly enhance leadership skills among MBA students, demonstrating their role in developing leadership qualities.
- Despite limited influence on self-confidence, internships are key for developing leadership skills and promoting professional growth through networking, making them a vital component of MBA programs.
- ANOVA (p = 0.227) indicates no statistically significant relationship between internships and increased self-confidence levels in MBA students entering the workforce.

XI. CONCLUSION

The project concludes that by enhancing professional abilities, building confidence, and creating employment chances in their chosen industries, industrial internships greatly improve MBA students' career preparedness. According to the report, internships are essential for helping students become more employable by bridging the gap between academic knowledge and practical application. The majority of respondents stated that internships had a good effect on their networking, leadership, and decision-making skills, and many of them went on to land jobs in fields related to their internships. This emphasizes the need for more inclusive, paid, and diversified internship opportunities to assist all students, underscoring the need of meaningful and regulated internship programs within the MBA curriculum.



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XII. SUGGESTIONS

- Since internships significantly impact job placement, MBA programs should focus on offering more quality internships. Partnering with diverse companies will help students gain practical experience, enhancing their employability.
- Although the correlation between networking and professional growth is weak, it is still significant. Introduce networking workshops, seminars, and events that allow students to build meaningful connections, which can lead to better career opportunities.
- As internships significantly contribute to leadership development, MBA programs should integrate leadership-building activities into the internship curriculum. Encouraging students to take on leadership roles during internships will help them hone these essential skills.
- Since internships do not significantly boost self-confidence, additional confidence-building initiatives should be introduced, such as public speaking training, career coaching, and mock interviews to help students feel more self-assured entering the workforce.

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