SNDT Women's University

Department of Educational Technology

Internship Manual

Guidelines and Procedures for
The Internship Programme

2013-15

SNDT Women's University

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SNDT Women's University

Vision

Today we visualise the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

Mission

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity"

Motto

An Enlightened Woman is a Source of Infinite Strength

Department of Educational Technology

The Department of Educational Technology (DET) was established in 1973 as a department of Audio-Visual Education. In the year 1984, the nomenclature was changed to the Department of Educational Technology. Initially the DET provided services to its sister institutions under SNDT Women's University. Later on DET conducted various types of training programmes and workshops for teachers / trainers, developed teaching aids, learning material, conducted research in education with special reference to Educational Technology, collaborated with the distance and Open learning movement in SNDTWU as well as at National level. It offered its first Post Graduate Diploma in Educational Technology in the year 1995 and Master level programme in 2001. DET announced its MA in Educational Technology from June 2013. Department has qualified and expert faculty. It also invites visiting faculty from reputed organizations.

Goals

- To provide support to educational institutions in enhancing the quality of teaching-learning process.

- To fulfil the national need for trained Instructional Designers and researchers in the field of Educational Technology.

- To develop expertise in developing good quality educational courseware.

Programmes Offered and their Duration

- ❖ Ph.D. in Educational Technology (3 years)

- ❖ Master of Arts in Educational Technology (2 years)

- ❖ Post Graduate Diploma in Instructional Design (1 year)

- ❖ 4-credit Course in 'Instructional Design' through Online mode (4 months)

Internship

Introduction

Internship is where the student sets her goal to experiment with the knowledge gained by her during her academic programme. During the internship she continuously reflects on her live experience and refines her knowledge. The intern is closely monitored by the mentor. The mentor is a person working with the institute who has a complete knowledge about the project as well as the skill sets possessed by the intern. The mentor guides the intern so that her efforts are focused in the right direction.

Internship can take place at corporate or e-learning industries, educational institutions such as schools, universities or institutes providing training in higher education. The interns also receive a stipend for the internship. Internship improves the job prospects of students. Many a times the students get placed in the same organization in which they work as interns.

Internship is a part of MA ET course. This course imparts the skills of development of sound instructional design, being a good team player and develops work and business ethics.

The key elements of internship are practicing instructional design skills in real world setup, developing good work ethics and being a good team player. The MA ET program along with internship prepares the students for the challenging career.

The process of internship

- Since the department has connections with e-learning industries and educational institutions, various institutes contact department for the requirement of instructional designer. They also send the company profile which is shared with the students.

- The candidates who are willing to work with the organizations appear for interviews. The selected candidates join the respective institutes for the internship.

- The duration of the internship is 240 hours spread across 2 months.

- The interns maintain a weekly report in which they enter the details of work done during that week. This report is shared with the faculty and the head of the department. This helps the department to keep track of the work done by the intern.

Benefits of the employer

Many e-learning industries are eager to employ students as interns as it gives them an opportunity to access candidates who are skilled in instructional designing skills. The students contribute new energy and innovative ideas at the workplace. It becomes cost effective for the industries the amount of stipend is nominal.Many a times the industries absorb the candidates as permanent employees. Hence the internship makes academically sound and trained personnel available to the e-learning industries and institutions.

Nature of internship

The duration of the internship is 240 hours spread across 2 months. The student works full time at the industry or the institute 8 hours a day 5 days a week. During the internship the intern works on the projects sincerely in order to take maximum advantage of the learning opportunities. She maintains regularity and punctuality. She does not remain absent without permission. She maintains discipline, rules and regulations of the organization. In case she faces any problem at the organization, she discusses with the mentor or she seeks for an advice with the faculty or head of the department at the university.

Guidelines for provider of internships

The internship is a part of the curriculum of the MAET course. During the course the students develop expertise in instructional design. They also explore several Web 2.0 tools and experiment with their use in pedagogy. It is recommended that the organizations use the intern's skills for ongoing projects.

The intern should be closely mentored. The mentor should be an instructional designer or a project lead who has complete knowledge of the project. This helps in planning of appropriate tasks for the intern and directing her efforts towards project deliverables. The same mentor is also involved in evaluation of the intern.

It is recommended that the organizations take 2 interns; although it depends on the project requirement as well as the budget.

The intern is given a stipend. The amount of the stipend is discussed with the department at the time of offering the internship. Department ensures that all the interns get same/similar amount as a stipend.

In case the organization happens to be placed out of Mumbai, minimum 2 students will join the internship. The organizationis requested to make arrangement for lodging and boarding of the interns, or the stipend should be enough to cover all their expenses.

In case the organization happens to be out of India, minimum 2 students will join the internship. The organization is requested to make arrangement for lodging, boarding and visa of the interns or the stipend should be enough to cover all their expenses.

The internwill work at the organisation 8 hours a day, 5 days a week. Lectures or academic activities will be planned for them over the weekends.

More often than not, the students get placed in the same organization where they have completed their internship. This makes the learning curve of the student very steep as the she can produce the deliverables right from day 1.

Evaluation

Evaluation of the internship is quite a lengthy procedure as the intern is evaluated holistically.

The "Internship Project Evaluation Proforma" is shared with the mentor. This proforma, which is an evaluation rubric, gives an opportunity to the mentor to objectively evaluate the intern.

The intern prepares and maintains a Weekly Internship report which maintains a weekly log of tasks accomplished during that week. This report it also evaluated for punctuality and quality of details.

The intern writes a report according to the guidelines given at the department. The report documents details of the organization where the intern worked, projects accomplished, her instructional design inputs given to all the projects, and most importantly her reflections on the internship. The reflections show what she has actually learned from the internship.

She submits this report to the department. The department scrutinises this report.

She makes a presentation to share her internship experiences. Her mentor is also invited for this presentation.

The presentation is jointly assessed by the internal examiner (faculty at the department) and external examiner (the mentor).

The student is evaluated on the basis of the following

1. Project evaluation proforma

2. Weekly internship report

3. Internship report

4. Internship presentation

Appendix A

Evaluation Rubrics

(Filled by the mentor at the end of the internship period)

Project Criteria	Hardly acceptable	Adequately acceptable	Considerable achievement	Remarkable	Excellent achievement	Score
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	
1. Alignment with organizational expectations.	Hardly met organizational expectations.	Organizational expectations were partially met.	Major organizational expectations were met.	Almost all the organizational expectations were met.	All the organizational expectations were met.	
2. Utility value of project results.	A few project results are worth using.	Parts of the project results will be implemented or utilized.	Major of the project results will be implemented or utilized with a few changes.	Most of the project results will be implemented or utilized.	The project will be implemented or utilized entirely.	
3. Demonstration of knowledge and synthesis of the Instructional Design (ID) process.	Project demonstrated some evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	Demonstrated average evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	Demonstrated major evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	Demonstrated remarkable evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	Demonstrated strong evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	
4. Sense of responsibility at work	Demonstrated some sense of responsibility at work. Was felt as extremely irresponsible towards duties.	Demonstrated considerable sense of responsibility at work. Was felt as overall responsible towards duties.	Demonstrated appropriate sense of responsibility at work. Was felt as overall responsible towards duties.	Appeared to be sensible and committed towards responsibility at work.	Demonstrated extreme sense of responsibility at work. Was felt as totally responsible and committed towards duties.	

Project Criteria	Hardly acceptable	Adequately acceptable	Considerable achievement	Remarkable	Excellent achievement	Score
	(1)	(2)	(3)	(4)	(5)	
5. Soft skills (communication, documentation & presentation, etc.)	Poor communication and presentation skills exhibited in the project.	Adequate communication and presentation skills exhibited in the project.	Good communication and presentation skills exhibited in the project.	Very good communication and presentation skills exhibited in the project.	Excellent communication and presentation skills exhibited in the project.	
6. Overall impression left by the intern	Hardly any impression is left. Low level of confidence was demonstrated. Intern was sometimes proactive and many a times unwilling to share responsibilities in ID work.	An average impression is left. Average level of confidence was demonstrated. Intern was proactive in some cases and many a times willing to share responsibilities in ID work.	Good impression is left. Considerable level of confidence was demonstrated. Intern was proactive in many cases and willing to share responsibilities in ID work.	Very good impression is left. Considerable level of confidence was demonstrated. Intern was always proactive and always willing to share responsibilities in ID work.	Admirable impression is left. Remarkable level of confidence was demonstrated. Intern was always proactive and always willing to share responsibilities in ID work.	
Total score (Out of 30)						

Areas in which knowledge was lacking or inadequate		(No score is expected here)
Name of the evaluator		
Organisation		
email address & Contact		
Date and Signature		

Appendix B

Evaluation Proforma for Internship Presentation

(Filled by the external as well as internal examiner after the internship presentation made by the student)

	Very poor	Poor	Average	Good	Excellent	Score	
	1	**2**	**3**	**4**	**5**		
A. Application of knowledge and Skills							
1. Conceptual and theoretical understanding	Demonstrated no or very poor conceptual and theoretical understanding of Instructional Design principles and e-learning.	Demonstrated poor conceptual and theoretical understanding of Instructional Design principles and e-learning.	Demonstrated average conceptual and theoretical understanding of Instructional Design principles and e-learning.	Demonstrated remarkable conceptual and theoretical understanding of Instructional Design principles and e-learning.	Demonstrated excellent conceptual and theoretical understanding of Instructional Design principles and e-learning.		
2. Acquisition of Skills required for the work.	Could not acquire any skill on the job.	Could acquire hardly a few skills required for the internship work.	Acquisition of some skills required for the assigned work.	All major skills required for internship work were acquired.	Almost all skills required for internship work were acquired.		
3. Establishing links between skills acquired during MA ET and the actual projects assigned.	Could not apply learned skills on the job.	Could apply some learnt skills on the job.	Average application of learnt skills demonstrated.	Could apply learnt skills appropriately.	Could apply all learnt skills appropriately.		
4. Establishing links between learnt theories and the assigned projects	Could not apply learned	Could apply some learnt	Average application of	Could apply learnt	Could apply all learnt		

	knowledge of theories and models on the job.	knowledge of theories and models on the job.	learnt knowledge of theories and models demonstrated	knowledge of theories and models appropriately.	knowledge of theories and models appropriately and effectively.		
5. Clarity in understanding assigned projects	Demonstrated no understanding of the projects assigned.	Demonstrated poor understanding of the projects assigned.	Demonstrated average understanding of the projects assigned.	Demonstrated good understanding of the projects assigned.	Demonstrated excellent understanding of the projects assigned.		
6. Ability to identify and acquire new skills essential for unfamiliar project-tasks	Whenever new skill-set was needed for the job, failed to work at unfamiliar projects.	Whenever new skill-set was needed for an unfamiliar job, somehow coped up with it.	New skills needed on the job were acquired with no mastery over it.	Could identify and acquire new skills whenever assigned unfamiliar projects/tasks	Demonstrated excellent ability to identify and acquire new skills essential for unfamiliar project/tasks		
Total A. (Out of 30)							
B. Presentation							
1. Logical sequence of content	The points presented were illogical and haphazard in nature.	Hardly any logical sequencing was done of the points presented.	Points presented were logically sequenced, but could be much more organized.	Points presented were logically sequenced and organized.	Very well sequenced and organized points of presentation.		

2. Ability to give clear idea about the nature of tasks assigned	Appeared extremely confused about the nature of tasks while presenting.	Appeared somewhat confused about the nature of projects assigned.	Demonstrated average ability to give clear ideas about the projects tasks assigned.	Had clear idea about the work assigned and presented clearly.	Demonstrated excellent ability to give clear ideas about the projects tasks assigned		
3. Confidence as a presenter	Appeared totally confused and non-confident.	Could present with little confidence.	Confidence level was low at some points.	Demonstrated adequate confidence expected by a presented.	Appeared extremely confident as a presenter.		
4. Demonstration of language and communication skills	Demonstrated very poor language and communication skills.	Demonstrated poor language and communication skills.	Language and communication skills can be further improved.	Demonstrated good language and communication skills.	Demonstrated outstanding language and communication skills.		
5. Demonstration of Professional and acceptable non-verbal behaviours.	Was perceived as a bad presenter lacking professional behaviours at many places while presenting. (e.g. arrogant or arguing nature)	Was perceived as a bad presenter lacking professional behaviours at some places while presenting. (e.g. arrogant or arguing nature)	Average demonstration of professional and acceptable behaviours. Needs some improvement as a professional.	Nowhere appeared a bad professional or misbehavior as a presenter.	Absolutely no need of any input on professional and behavioral part of the personality as a presenter.		

6. Quality of designed presentation-media and skill of presentation	Media used was very poor. Presented text and graphics were not legible. Could not handle equipments properly.	Media presented was poor and needed a lot of improvement. Failed to operate equipments as many places.	Overall average media designed. Could be more neat and presentable.	Good presentation media was designed. Could handle equipments effectively.	Excellent media was designed. Fully confident in handling equipments.		
Total B. (Out of 30)							
Content							
1. Appropriate detailing of all the projects assigned	List of projects was just mentioned without any explanation.	Hardly any explanation was given about the assigned projects.	More explanation of the projects would have helped.	Appropriate detailing of the projects was done.	Detailing of the projects done was remarkably good.		
2. Appropriateness of weightage given to all projects	Couldnot distribute time according to the nature of projects. Some important projects were not focused.	Failed to give justice to many projects.	Failed to give justice to some projects.	Appropriate weightage was given to all projects.	Extremely well-distributed weightage according to the nature of projects.		
3. Adequacy of information included	Hardly any information was imparted.	Lack of information about the	Average information of the projects	All need information about the	Excellent information about all		

		project demonstrated at many points.	demonstrated.	project was given.	projects was given during the presentation.		
4. Appropriateness of length of information avoiding repetitions	Information either stretched a lot or was felt too short at many places.	Information either stretched or was felt short at many places.	Information either stretched or was felt short at some places.	Time appropriately utilized with avoiding all unnecessary repetitions.	Planned the presentation remarkably. Avoided all unnecessary repetitions.		
Total C. (Out of 20)							
Question-answers							
1. Demonstration of thoughtfulness and ensuring understanding of the question	No question was understood and answered appropriately.	Poor understanding of the questions from audience demonstrated.	Failed at understanding some of the questions.	Demonstrated thoughtful understanding of the questions.	Demonstration of complete thoughtfulness and ensured understanding of the question through communication		
2. Ability to answer without third-party support with appropriate and adequate information	Always needed support of the third party for answering. Couldnot answer any question	Need support for answering at many places.	Need support for answering at some places.	Hardly needed any support of the third party for answering. Provided adequate and satisfying	Absolutely adequate and satisfying answers were given without any support of the third		

	without support.			information as an answer.	party.		
3. Demonstration of confidence while answering	Appeared totally confused and non-confident.	Could present with little confidence. Demonstrated over-confidence even at wrong answers.	Confidence level was low at some answers. Appeared as over-confident at a few wrong answers.	Demonstrated adequate confidence expected while answering.	Appeared extremely confident about her answers.		
4. Acceptance to the others' views and a patient ear to others' suggestions and/or critique	Was not willing to accept anybody's views or suggestions. Got restless with critique.	Was not willing to accept views or suggestions many a times. Got restless with critique.	Was not willing to accept views or suggestions at some points.	Demonstrated acceptance to the others' views and a patient ear to others' suggestions and/or critique	Demonstrated absolute acceptance and respect to the others' views and a patient ear to others' suggestions and/or critique.		
Total D. (Out of 20)							
TOTAL (Out of 100) **A+B+C+D**							
Total (Out of 45) to be converted (for External Examiner)							

Name of External examiner   **Signature of External examiner and Date**

Appendix C

Weekly Internship Report

**(Created and maintained by the student.
Also shared with the faculty and the Head of the Dept.)**

Name of the Organization:

Start date: **End date:**

Week	Date	Tasks accomplished
1.		
2.		
3.		
4.		
5.		

Appendix D

Evaluation Report of Internship

(To be filled by Internal and External Examiners, as recommended by University)

Name of University Dept. : Department of Educational Technology
Programme : MA ET (Semester IV)
Specialization / Subject : Educational Technology
Name of student :
Place of Internship :

Evaluation Scheme / Marking Scheme
(200 Marks)

Sr. No.	Type of Evaluation	Criteria for Evaluation	Marks Obtained			Total
1	External Assessment (50)	**A) External Assessment (25)**				
		1) Punctuality (5)				
		2) Sincerity (5)				
		3) Initiative (5)				
		4) Commitment (5)				
		5) Attitude (5)				
		B) Skills (25)				
		1) Communication (7)				
		2) Documentation (7)				
		3) Reporting (7)				
		4) Any other (4)				
2	Internal Assessment (100)	1) Plan and Goal of Internship (10)				
		2) Achievement of Goals (15)				
		3) Reports of activities (25)				
		4) Rubrics for evaluation (25)				
		5) Report of internship (25)				
3	Joint assessment (50)	1) Viva Voce (50)	Internal Examiner (50)	External Examiner (50)	Avg	
4		**Total**				

Signature
Internal Examiner

Signature
External Examiner

Name:
Date:

Name:
Date:

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Appendix E

**Weekly Internship Report Evaluation
(evaluated by internal examiner)**

Name of the student:

		Score
1.	Punctuality	___ / 5
2.	Detailing	___ / 5
3.	Accuracy of technical reporting	___ / 5
4.	Language	___ / 5
5.	Nature of skills demonstrated	___ / 5
	Total	**___ / 25**

Signature:

Name:

Appendix F

Internship Report Evaluation

(evaluated by internal examiner)

Name of the student:

		Score
1.	Clear statements of goals/ objectives	___ / 5
2.	Objectives are encompassing - covering all skills learned during the course	___ / 5
3.	Projects undertaken are matching with goals	___ / 5
4.	Max skills learned during course are applied in internship	___ / 5
5.	Performance of the intern show achievement of the goals / objectives	___ / 5
6.	Congruence of goals and actual tasks	___ / 5
7.	Application of skills acquired in all semesters	___ / 5
8.	Overall feedback or appreciation received from agencies	___ / 5
9.	Punctuality in updating weekly reports	___ / 5
10.	Employability demonstrated at the end of internship	___ / 5
	Total	**___ / 50**

Signature:

Name: