

SNDT Women's University



Department of English

INTERNSHIP MANUAL

**Guidelines and Procedures for
The Internship Programme**

SNDT Women's University

1, N. T. Road,

Mumbai 400 020

2014-16

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About the SNDT Women's University

Shreemati Damodar Nathibai Thackersey (SNDT) Women's University was started by Maharshi Karve in 1916. The University is the first Women's University in India and in South Asia.

Today the University offers various programmes at its three campuses, through 39 University Departments and more than 174 affiliated colleges. The main campus and the administrative offices are located at New Marine Lines, Mumbai and the branch campuses are located at Sir Vithaldas Vidyavihar, Juhu, Santacruz (W), Mumbai and Karve Vidyavihar at Pune.

The motto of the University is:

“An Enlightened Women is a Source of Infinite Strength”.

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, SNDT Women's 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”.

About the Department of English, SNDT Women's University, Mumbai

The University Department of English is committed to the cause of women's education in the human sciences and literary studies through relevant courses and pertinent critical tools. Further it is dedicated to provide a wide range of discipline oriented courses to meet the changing socio-economic needs with humanistic values and purposeful social responsibility. To enable students to critically evaluate not just the texts they study but also the world they live in.

Established in the year 1979, the department of English is as well known for its updated and research oriented syllabus as for its rigorous academic programmes. The contemporized interdisciplinary syllabus is comparative and culture studies based which duly is complemented by gender sensitive teaching and learning methods and a mentoring approach. The internship and guided research components of the programme ensures that employability remains one of our thrust areas.

Equipped with a well stocked departmental library and a set of dedicated teaching and support staff, the department offers an ideal atmosphere for intellectual growth and development. Its proximity to the cultural hubs of the city adds value to the interdisciplinary structure of the curriculum.

Interactive teaching and mentoring by engaged and motivated faculty members ensure that the students learn to question rather than listen passively and enable students to critically evaluate not just the texts they study but also the world they live in. Innovative teaching programmes and teaching-learning methods include seminar style teaching with continuous assessment, presentations and projects, Research and reference oriented, Practical and hands on training etc.

Our Mission

The University Department of English is committed to the cause of women's education in the human sciences and literary studies in particular through relevant courses and pertinent critical tools.

Further it is committed to provide a wide range of discipline oriented courses to meet the changing socio-economic needs with humanistic values and purposeful social responsibility.

Our Goals

- To achieve excellence and quality in academic activities.
- To provide equal opportunities to all students belonging to different social, economic and cultural backgrounds.

Objectives:

- Focus on creative texts written and translated into English
- Critical re-examination and analysis in a comparative frame of literary and linguistic texts, agencies, locations, productions and reception of texts
- Introduction to contemporary perspectives in literary criticism and linguistic theories

Programmes Offered

- Ph.D. (English)
- M. Phil. (English)
- M.A. in English
- P.G Certificate courses

Use of the Manual

This manual is intended for use by students, mentors/supervisors as well as departmental faculty for planning and implementing student internships. It is a useful resource that provides guidelines to all stakeholders who are involved in the internship course offered as part of the degree programmes conducted by this Department.

1. Student: The manual informs the student about:

- The step by step procedure /activities to be undertaken before the commencement of internship.
- What is expected from the intern during internship?
- The role and responsibilities of the intern.
- Details of the activities to be done after the completion of internship and
- Guidelines for preparation of the final internship report.

2. Agency and Supervisor/Mentor: The manual provides the mentor/supervisor information so that she/he can plan a fruitful internship programme for the student(s) as per the course requirements, and supervise as well as evaluate the intern.

- Gives information about the objectives of academic programme under which the intern has registered.
- Informs about weightage given to the internship in the programme and the objectives of the internship.
- Informs about the role of mentor.
- Provides guidelines for evaluation.

3. Faculty Coordinator: The manual gives detailed information to the Faculty coordinators about the various stages of internship from pre-preparation by the student until evaluation of the internship.

Note: Guidelines for the student are provided on pages

Guidelines for the Supervisor/mentor are provided on pages

Performa's to be filled by the student, Supervisor/Mentor and the Faculty Coordinator are given in Appendices

Section I: THE INTERNSHIP PROGRAMME

Introduction

- ➔ What is internship?
- ➔ Who are the Stakeholders?
- ➔ Goals, Objectives and Purpose
- ➔ Benefits and Advantages of Internship
 - To students
 - To Organization/Industry
 - To Department and University
 - To Society/Community
- ➔ Key Features of the Internship Programme

An internship programme is intended to allow the students to apply their theoretical knowledge to the practical world and thereby smoothen the transition from university to career. The Unique internship programme at the university is well integrated into the syllabus and allows the student to **explore** diverse career options and interests, enhance professional skills and gain insight into the several workplace procedures. Interns are expected to work as thorough professionals, playing by the rules and regulations of the institution.

Internship can take place in various agencies/organizations/industries such as corporations, banks, hospitality industry, research and academic institutions, marketing firms, human service agencies, voluntary agencies, government departments, etc. Some students may receive remuneration whereas others may not and some others may have to pay for the internship.

Since the inception of the internship programme our students have interned at state, national and international level organizations. Interns at media houses such as the time of India at Chennai and The People's Chronicle/Poknapham (newspaper), Kohima, Manipur, regional media houses like Jam-e-Jamshed have been engaged in developing and copy editing content.

Film studies institutes such as the Whistling Woods have provided the perfect platform for the interns to explore the overlapping contexts of interdisciplinary research and teaching. From writing pamphlets, chronicling, developing themes, to critiquing performances, interns

with performing arts groups like Junoon have been able to exercise their critical thinking skills.

Interns at the University of Quebec at Montreal have been engaged in academic work related to the research projects, translation from Marathi into English and transcriptions. Organizing and developing content for teaching, learning and research at educational

institutions such as, state and national level universities and colleges such as Maniben Nanavati College, Shri M.D. Shah Mahila College of Arts and Commerce, Smt. Maniben M.P.Shah Women's College of Arts and Commerce has meant that the interns had been able to explore the thrust areas of academic enterprises.

From procuring sources to analyzing them, the interns at research organizations such as MMRHCS- Mumbai Metropolitan Region Heritage Conservation Society, have been exposed to the intricacies of research and its applications. The social relevance of literature studies have found takers in students who interned with NGOs and Women Rights groups such as Majlis. An extremely successful internship programme has meant that our students have not only bridged the gap between theory and praxis but also realized the far reaching implications of a degree in literary studies.

What is Internship?

The internship programme is a structured academic opportunity that is part of the curriculum prescribed by the University. It allows the students to apply academic knowledge and skills in the workplace. It is undertaken by students towards the end of the academic programme as an "off-campus" course. It requires the student to critically reflect on the practices in her chosen field and helps the student to transform into a professional. It facilitates improving the student's work efficiency, and sensitizes her to effectively work with individuals, groups and communities in a variety of professional settings. Internship experience integrates field study and allows students to engage in cross-disciplinary learning and intra-professional practices, giving an insight into the real world of work.

The student will work in an environment that provides professional experience related to the student's field of interest and study. The student will be jointly supervised by an external non-departmental member (professional) and a Faculty member of the Department.

This cumulative experience when planned well and implemented well can promote academic, career and personal development. Every student would do well to remember that she is a representative, in fact an ambassador of this Department and University. How you perform and behave in the agency/organization where you are placed will affect the future of other students of this University who may want to do their internship at a later date.

The internship is an 8-credit course. **It requires the student to complete 240 clock hours** within the internship organization. This is calculated on the basis of 30 hours per credit. The number of work hours per week can be 40 hours and the number of working days will be 30. If the total work per week of the agency/organization are <40, the number of working days will be accordingly more. However, the minimum number of work hours on site should be 30 hours/week.

The student is required to work under the supervision of a Mentor. She is expected to observe the work week and hours of the agency/organization. The general rules and regulations that the agency/organization applies to its regular staff, will have to be adhered to by the intern.

The student is expected to develop at least five learning objectives that are measurable and realistic and she would like to and strive to achieve during her internship. These objectives should be finalized in consultation with the Supervisor/Mentor and Faculty Coordinator and signed by all three stakeholders.

The student is required to develop a work plan that identified will help her achieve objectives i.e. help her to practice and develop competencies that will help her in her chosen career path. She is required to complete tasks and assignments, projects given by the Supervisor/Mentor as well as reports and presentations regarding the internship experience and issues related to professional development. She may be required to attend seminars/conferences/meetings during the internship upon approval by the Supervisor/Mentor and the Faculty Coordinator.

She is required to submit to the Faculty Coordinator a summary of the week's experience and the weekly log of hours that she has worked. At the culmination of the internship, the intern will submit a written report of her experience. She should not only describe the work done but also write how it has contributed towards her professional development and career goals. The report should be read and certified by the Supervisor/Mentor.

Who are the Stakeholders?

There are mainly three stakeholders – the intern, the Department and the Industry/Organization.

Intern: A student who has completed almost all the departmental courses prescribed in the programme structure for the Postgraduate degree or diploma in which she has enrolled and is undergoing supervised, experiential learning in a selected agency or organization or industry.

Industry/Organization: This refers to an Industry/Organization/R&D institution/public sector/government departments/ University departments/Centres of Learning & Excellence centres where the student is planning to undergo internship. This industry/organization should be approved by the Department as being appropriate for providing the necessary or desired learning experiences.

Faculty Coordinator: The faculty coordinator is the faculty member/teacher who is responsible for planning the internship with the student, preparing the student, orienting the agency/organization, coordinating/liasing with the supervisor and mentor as well as monitoring and evaluating the internship experience of the student.

Supervisor/Mentor: This is an expert or experienced person from the selected organization/industry to whom the intern will be assigned and is expected to report to. The supervisor/mentor will be responsible for supervising, advising and guiding the intern to develop a feasible work plan and schedule that the intern will follow during the internship. In order to promote the intern's professional develop the supervisor/mentor may be required to perform different roles such as teacher, counsellor and consultant. **The supervisor/mentor should not be a relative or friend of the student or her family in order to avoid any conflict of interest.**

Students/interns, faculty coordinators and, supervisors/mentors should follow the guidelines and fill and submit all the necessary forms and complete the documentation. This helps the department to evaluate the internship experience of each student and to obtain much needed information about how effective the internship programme is. The suggestions given will help the Department to make the internship experience fruitful and valuable.

Goals, Objectives and Purpose of Internship

Goals

1. To provide students with an environment that facilitates increasing knowledge, enhancing skills/ competencies and enabling students to identify strengths, identify and upgrade those skills that need improvement in line with her career goals.
2. To enable students to strengthen their commitment towards becoming responsible well-trained professionals with a code of ethics.

Objectives

1. To provide opportunities for experiential learning in varied areas of the discipline beyond 'teaching-training' and enhance professional growth of the students.
2. To help students prepare for vocational careers and develop a road map for the same.
3. To train qualified ergonomists/interior designers/professionals in hospitality administration/consumer services/environmentalists to enter different professions in public and private settings.

Purpose

The purpose of Internship is to enable students to:

- 1) Transform and become a responsible professional.
- 2) Apply knowledge and skills acquired during academic programme.
- 3) Gain experience of working outside the Department in a real life situation, under supervision.
- 4) Develop values, attitudes and ethics that will make them 'valued' professionals.
- 5) Become of their professional lives which lie ahead in terms of management, productivity, efficiency, accountability and work-life balance.

Benefits and Advantages of Internship:

The internship programme is an arrangement between the intern/student, the Department and the agency/organization. Each stakeholder can benefit from an effective internship programme that is well-planned, implemented and monitored.

Some general benefits of Internship are:

- ❖ Students have opportunities for new learning experiences and exploring future career choices vis-a-vis their skills and abilities.
- ❖ Student receives guidance and feedback from professionals/experts in specific fields/areas.
- ❖ Organizational facilities can be availed of for specialized training.
- ❖ The agency/organization has an opportunity to actively participate and contribute towards education by helping transform students into professionals.

Benefits/Advantages to Students

Through the internship, the student can gain many benefits that would otherwise have not been available to her in the classroom/laboratory settings. Internship can be challenging and exciting since the student is able to gain specialized learning experiences that cannot be provided within the University's infrastructure. Several benefits are listed herein:

- ❖ Gives an opportunity to observe professionals fulfilling their job responsibilities.
- ❖ Gives an opportunity to examine firsthand many of the concepts and processes they had only heard or read about.
- ❖ Gives an opportunity to practice ,evaluate and improve the skills, techniques and principles that she has learned as part of her degree programme.
- ❖ Gives an opportunity to use and enhance her creativity, problem-solving skills.
- ❖ Allows her to coordinate and function dynamically as a member of a team.
- ❖ Student can demonstrate the ability to communicate effectively both verbally and in writing.
- ❖ Demonstrates the ability to effectively use available resources within the facility and surrounding communities.
- ❖ Enhances the professional growth of the student and helps her gain self-confidence and self esteem.
- ❖ Demonstrates healthy sustainable environmental practices.
- ❖ Encourages the intern/student to undertake different responsible and have a gainful experience.
- ❖ Enables each student intern to demonstrate her professional strengths.

- ❖ Assists the student to work within given work schedules and allows them to develop coping strategies.
- ❖ Gives an insight into new areas of R&D and can help motivate the intern to undertake research or motivate her for higher education.
- ❖ Furthers her understanding and appreciation of the role of the professional.
- ❖ Establishes desirable work habits and attitudes while developing a sense of responsibility.
- ❖ Provides a means for determining student's strengths and weaknesses how to overcome weakness as well as effectively use the strengths and mature.

Benefits and Advantages to the Industry/Organization

- ❖ Gives a chance to train the future workforce as per requirements of the industry/organization, thus reducing the investment cost for training
- ❖ Offers challenges, suitable tasks that will assist the student in turn for achieving the industry's and the student's learning goals
- ❖ Involves the experts in the development of academic programmes/curricula through feedback
- ❖ Gives opportunities for collaborative work and action projects, research and other activities in partnership with the academic institution through mutual exchange of information, views and ideas
- ❖ Gives potential employers an opportunity to identify prospective candidates and evaluate them for later employment
- ❖ Can help the agency/organization to work in partnership with the Department and University towards fulfilling Corporate Social Responsibility.
- ❖ Supervisors/ mentors have the opportunity to serve as role models to students
- ❖ Provides opportunities to develop new strategies and plan of action for well being of society

Benefits to the Department and University

- ❖ Feedback given by industry professionals helps in evaluating existing programmes and curricula, identifying the lacunae and subsequently improving them so that the outgoing

students are well-trained, valued professionals who can meet the changing needs of society

- ❖ Provides a platform for catering to individual interests, abilities and skills of students
- ❖ Helps to evaluate students' skills, competencies in professional settings and to identify the needs of individual students and provide better guidance to students to have realistic career goals
- ❖ Teaching faculty have opportunities to interact with experts, be familiarized with the latest technologies, R&D efforts and to work with equipments/avail of infrastructure facilities that are not available in the University
- ❖ Helps to identify experts from the agency/industry/organization who can be involved in teaching and research guidance
- ❖ Provides opportunities for identifying and undertaking meaningful research that will contribute positively to national productivity and development
- ❖ Gives opportunities for developing and working collaborative/multidisciplinary research programmes
- ❖ Enhances the image of the University and facilitates creating awareness about its programmes to different sections of society
- ❖ Gives opportunities and insights into multi-dimensional nature of various areas to tailor academic programmes accordingly through formal and other channels
- ❖ The contribution of students and faculty in terms of innovative and creative products/designs/interventions get recognition from industry and society

Benefits and Advantages to Community

- ❖ Allows better understanding about the University, its mission and goals, its programmes, contribution and its commitment to social responsibility
- ❖ Gives opportunities for fresh talent, enthusiasm and creativity of young adults and helps them to face the challenges and meet the needs of a changing society
- ❖ Helps establish networks and identify opportunities for social entrepreneurship
- ❖ Through trained manpower, community derives benefits from issue-specific interventions, need-based products.

SECTION II

Internship Components, Areas and Learning Experiences

- 2.1 Identification and Selection of Industry /Organization
- 2.2 Orientation of Students, Industry/Organization and Supervisors/Mentors
- 2.3 Pre- preparation by students
- 2.4 Objectives and Expectations from internship by students from internship
- 2.5 Preparing the short bio data and application
- 2.6 Preparing for the interview(s)

Introduction

It is important to ensure that the Internship Programme provides a good learning experience:

For an internship programme to be effective, the following features must be paid attention to:

- (i) Preparation of resume and application by student, timely identification of agency/organization, approval by the Department and consent /letter of acceptance of the student as an intern.
- (ii) Meeting of the stakeholders to finalize the expected outcomes from the internship for the student – including responsibilities, work schedule, skills and competencies to be learned, handling problems and coping with stressful situations, leave of absence etc.
- (iii) Preparation including orientation of the student for the internship in accordance with the guidance provided by the Faculty Coordinator.
- (iv) Detailed work plan developed by student under the guidance of the Faculty Coordinator for the learning experiences and career mapping to help the student have a gainful internship.
- (v) Faculty Coordinator to develop the work plan that focuses on developing competencies in decision making, problem solving, team work, meeting expectations of the supervisor and the seniors in the industry.
- (vi) Ensuring that student fully understands the protocol, rules and regulations and work ethics that is required in the place of internship.
- (vii) Ensuring that faculty coordinator will make periodic visits for monitor work of the intern and documentation.

- (viii) Ensuring that supervisor and intern will file weekly reports.
- (ix) Ensuring that intern has to document the entire internship experience and submit the report to the Faculty Coordinator, duly certified by the supervisor and make a formal presentation in the Department at the completion of internship.
- (x) Student should be able to demonstrate the following competencies –
 - Basic listening skills
 - Understanding of ethical and legal issues
 - Awareness of how interpersonal and intrapersonal values and beliefs affect professional relationships
 - Advocacy skills (wherever relevant)
 - Understanding and ability to function in interdisciplinary teams
 - Locate and access resources relevant to the situation and need
 - Respond to supervision appropriately

2.1 Selection of the Agency/Organization

Before deciding upon a particular agency/organization, it would be worthwhile for the student to first decide what kind of experience she would like to gain from her internship. This can be done by listing the following and discussing them with the Faculty Coordinator:

- a) Personal interests, career goals and objectives
- b) The kind of work experience desired
- c) The kind of skills she would like to acquire
- d) What kind of agency/organization and work environment she would like to work in?
- e) What are her strengths and skills, what are her limitations and what contribution can she make to the agency/organization?
- f) Where would she like to do her internship? – Locally, Anywhere in the country or internationally if opportunities are available?

The Faculty Coordinator can help the student to decide about the kind of experience that would help her most. Once she has finished this exercise, the next step is to collect information about various agencies/organizations and internship opportunities. The student should:

1. Find out from the Faculty Coordinator where students have done internships in the past. If she is not interested in these agencies/organizations, she needs to identify internship opportunities herself.
2. Student should try doing an on-line search.
3. Student should network with faculty, friends, relatives, neighbours, alumni who may know of, or be employed by, agencies/organizations that may have offered internships or are interested in doing so.
4. Before approaching the agency/organization, she should find out information about:
 - ❖ Is it a public or private organization?
 - ❖ What are its major products or services?
 - ❖ What are the agency/organization's goals and objectives?
 - ❖ What is its reputation?
 - ❖ What is its culture?
 - ❖ What are the opportunities for future training?
 - ❖ Who would be her supervisor/mentor?
 - ❖ How essential is the department to the organization and her position in the organization?

It may be worthwhile to use the Internet to find out about the agency/organization. Most public and private organizations including voluntary organizations have websites that provide information about their goals and objectives. The agency/organization should be approved by the Faculty Coordinator in writing. Typically students can start looking for potential opportunities in Semester III. The student should ensure that she has adequate choices. Therefore, it is worthwhile for the student to select more than one agency/organization so that she is sure that she will be accommodated in at least one of those which can help her to achieve her objectives.

If you have been accepted by more than one agency/organization, each agency/organization should be assessed and a decision made before the formal letter is sent confirming your participation in the agency/organization. Once you have confirmed and committed, it is unprofessional to withdraw because you have a better offer. This can be considered unprofessional.

While selecting the agency/organization it is important to ensure the following:

- The agency/organization has a qualified and experienced professional who can be the student's mentor/supervisor.
- The person who will supervise should have sufficient time to supervise the internship.
- Can the student achieve her learning goals at the agency/organization?..
- Are the conditions appropriate i.e. is the organisation located in a place where the intern can reach on time, can afford to work there?.

2.2 Orientation of Students, Industry/Organization and Supervisors/Mentors

Orientation to the agency/facility should include an introduction to staff and tour of the physical site as well as an overview of policies and procedures including hours of attendance, use of technology (phones, computers, etc.), chain of command, confidentiality, and crisis procedures. Orientation will also incorporate information regarding the history of the agency/facility, funding sources, client populations served, referral sources, client services, case management procedures, and client eligibility criteria. Orientation can last from a few days to a few weeks.

2.3 Preparing for Internship:

Once the agency/organization is selected, the student should formulate expected measurable outcome of the internship experience.

Objectives of Internship and Experience(s) desired /required by students from the Internship

Writing the Learning Objectives and Learning Outcomes-

A learning objective is a clearly spelt out statement that defines concisely and specifically what a student **wants to learn** from the internship after completing the activities that have been listed in order to meet the objectives. It describes what the student's plans are in terms of gain in knowledge and what she should be able to do/perform (skills and competencies) after completing the internship. She should also list her learning outcomes. The learning outcome should be clear and concise and define what she expects to achieve as a result of the learning experience.

The student should work initially with the Faculty Coordinator to develop her learning objectives and the Supervisor/Mentor in consultation with the Faculty Coordinator (once the agency is approved). This will help each student to identify those objectives that will support and help her to achieve her academic and professional goals.

When writing the learning objectives of the internship, some of the following questions may be considered: Apart from writing learning objectives, They should also prepare a plan of internship within a week's time.

- What knowledge, skills and competencies would the student like to develop?
- What are the identified needs or gaps in the agency/organization that the intern can help to address?
- What theoretical knowledge would the student like to apply in the field setting?
- What would the student want to specifically accomplish during this internship?
- What does the student feel the need to learn to meet her professional and educational goals?
- What types of professional experience(s) and/or training(s) would the student like to obtain through the internship?
- After being placed in this agency/ organization, in which professional direction(s) does the student want to grow?

When writing the objectives of the internship, the focus should be on the following:

- Personal growth: How will this help the student to develop and mature?
- Career: What are the career goals and how will this internship help her to achieve these goals?
- Knowledge: What new knowledge does she hope to learn during the internship?
- Professional Skills: What are the skills she already possesses but wants to hone/improve? And what new skills and competencies does she hope to learn, practice and master?

The answers to these questions can be used to formulate the learning objectives. It would be helpful to write clear and specific learning objectives.

The key elements of the objectives are:

- **Who** will do (here the student will write I)

- **What** : Student should write the outcome(s) she wants to achieve, or what she wants to develop or change
- **How much**:
- **By when**:

When writing the objectives there should be one objective for each of the following - personal, career, knowledge, professional.

Given in Box 1 are some verbs that can be used to formulate effective learning objectives:

BOX 1

Analyze, apply, assemble, assess, categorize, choose, classify, compile, construct, contrast, critique, define, demonstrate, describe, design, differentiate, distinguish, evaluate, explain, formulate, generate, identify, list, locate, practice, prepare, rate, research, review, search, select, choose, simplify, synthesize, test, assay, write.

Once the learning objectives have been formulated, the corresponding learning activities should be identified. The student should identify learning activities for accomplishing each specific objective. The student must describe the activities, strategies and resources she will use to achieve her learning objectives. In order to achieve an objective, the student may be required to participate in more than one activity. The learning activities should be developed in consultation with the Supervisor/mentor.

Some examples of learning activities may be:

- Consult or collaborate with professionals and experts
- Attend trainings, meetings, workshops
- Observe a professional engaged in an activity that is associated with the learning objective
- Engage in writing

- Practice a skill of interest
- Read material recommended by Mentor
- Undertake a project and submit a written report
- Gather information/data and report the findings

2.4 Preparing the Short Curriculum Vitae:

It is important that the student's to prepare the short bio data tells the important things about herself in terms of her profession and career goals. During the month of December every year (after the Semester-III exam) and get it approved by faculty coordinator.

The following guidelines can be used:

1. Make sure language, grammar and spellings are all correct
2. Be as brief as possible, restrict the resume to a page or maximum two pages.
3. The resume should be easy to read. Therefore use a font with 10-12 pt size. Make sure that there are margins of 1 to 1 1/2 inches in width. Do not use too many colours, too many fonts or underline or bold too much.
4. Work to make the resume clear, concise and professional.
5. Ensure that these essential elements are included: name, contact number, email id, permanent address. Besides this, the student needs to give information about her education, computer skills, leadership qualities (if any), work experience(if any), previous internship experience (if any), volunteer experience (if any), brief description of her course work, project(s) that she may have participated in, co-curricular activities and awards won. It is advisable that the student go over the typed matter to ensure that there are no mistakes.
6. When listing work and /or internship experience, one should generally write in reverse chronological order i.e, the latest or current will come first going backwards to the first experience you had.
7. Action words to be used.
8. Resume Submission–The student should only submit resumes for companies/internships in which she has a genuine interest. Once submitted, the understanding is that if selected, she will be expected to go for an interview with the

company. Conducting company research prior to the resume submission will assist in determining which companies are a possible fit for her.

9. Disclosure of Information – Student must provide accurate information about her academic work, including courses taken, positions held at the University, and duties performed. She should provide accurate information on professional preparation and employment experience. Falsification of information will have serious consequences.
10. Accept an internship in good faith. Once the student accepts an offer she should have every intention of honouring that commitment. Accepting an offer only as a precautionary measure is not only unethical, but is misleading to the employer and will restrict opportunities for others who were interested in the employer.

2.5 Writing the Application:

At the beginning of **Semester IV**, the student should submit a written application to the Head of Department indicating her interest in pursuing internship in a specific area. Before writing the application, it would be worthwhile to think about what kind of career you would like, your goals and where you would like to work as a professional in the near future. With the application, the student may choose to submit a brief summary of her professional and educational experiences with focus on how they are related to her current and future goals. Also the attachment can list the strengths and the areas in which additional efforts are needed and how the internship should help her in her professional growth.(preparing Internship proposal by the students Appendix1)

Preparing for the Interview

In some industry/ organization in which student has applied for internship. The industry/ organization may ask the student to appear for an interview. Before the student actually goes for the interview it would be wise to review the portfolio of Interior Design or courses she has learned under the program that has enabled her to prepare for the future career in that field.

- What interests her about the specific agency/organization that she has selected?
- What skills would she like to develop that would enable her to work as a valued professional?

It is worthwhile for the student to prepare for the interview- both to answer the interviewer's questions regarding the internship and for the student to understand the organization and specific responsibilities that will be assigned during internship.

Student's attitude at the time of the interview is important. While it is important to be assertive, one should not be arrogant. Student should make sure that she uses appropriate language, does not use slang and 'cool' words. She should maintain good eye contact without staring and does not use too many hand gestures. One can use one's hands occasionally if one wants to emphasize a point.

She should dress appropriately and wear formal clothes. Student should remember that the interview is a formal interactive process. She should avoid heavy makeup, heavy jewellery, very short skirts or very short tops or T-shirts and avoid using perfume.

It is important to be on time for the interview.

SECTION III: PARTICIPATING IN THE INTERNSHIP PROGRAMME

- 3.1 Roles and responsibilities of Stakeholders
 - 3.1.1 Role and responsibility of Head of Department
 - 3.1.2 Role and responsibility of Faculty Coordinator
 - 3.1.3 Role and responsibility of Mentor
 - 3.1.4 Responsibilities/Duties of the Intern
- 3.2 Supervision and Documentation
 - 3.2.1 Supervisory visits and Periodic reports by Coordinator from the Department
 - 3.2.2 Weekly report of the activities by the Intern

- 3.3 Report upon Completion of Internship by the Intern: Documenting Internship Experiences
- 3.4 Evaluation and Feedback by Supervisor/Mentor
- 3.5 Internship Seminar and Presentation

3.1.1 Role of Head of Department

The Head of Department (HOD) will assign individual students to a Faculty Coordinator. The HOD is responsible for orienting the students about the internship process, expectations from internship and evaluation, that students will develop their bio -data within the time limit given. The Head of Department has the overall responsibility to ensure that students receive individual support and advice from the Faculty Coordinator and Supervisor/Mentor to maximize student's learning opportunities through the internship.

If the student has grievances/problems that cannot be solved by the Faculty Coordinator, the HOD should step in and attend to the problem and find a solution on priority basis. The HOD may interact / contact the Supervisor/Mentor as well as the Intern any time during the internship.

3.1.2 Role of Faculty Coordinator

The Faculty Coordinator is the liaison person who provides the link between the Department/University and the agency/industry/organization where the interns will be placed.

The faculty coordinator is required to work closely with the individual students assigned, supervise the internship and through observation of the practices and activities in various organization/industries, enhance his/her knowledge of professional trends in the workplace.

The faculty coordinator should guide and suggest and if he/she has personal contacts, facilitate the student to find an appropriate placement.

The Faculty Coordinator should:

- Help the students to formulate learning objectives.
- If necessary, suggest academic work that supplements the internship experience
- Serve as a support system to the intern during the experience.
- Provide a formal evaluation to the intern after the internship is completed.
- Be available to the student for consultation to solve problems and answer questions.
- Ensure that the learning activities are related to the learning objectives.
- Ensure that the student maintains a logbook/record of the work done.
- Finalize the work plan in consultation with the supervisor/mentor.
- Monitor the intern's progress and provide feedback to the intern.
- Make on-site visits to observe and evaluate the intern's work.
- Maintain regular contact and communicate with supervisor/mentor to monitor the intern.
- At the end of the internship submit a brief written report to the Head of Department about the suitability of the industry / organization and whether students can be placed there in the future.

In consultation with the Supervisor/Mentor, the Faculty Coordinator should finalize the student's work plan including reporting time and place, work hours, dress code, degree of independence, on – the-job supervision, confidentiality and work ethics.

Faculty coordinator should discuss the following with the Mentor while monitoring the intern:

- Does the Student's performance meet the supervisor's and agency's expectations?
- Are there major discrepancies between supervisor's and intern's perceptions?
- Is the student's behaviour appropriate and professional towards the supervisor, staff and clients if any?
- Is the student accepting direction, supervision and constructive criticism?
- Are there ways the internship could be improved?

If there are problems and the Faculty Coordinator is required to intervene, he/she should gather information separately from the Supervisor and the student. A meeting between the

Coordinator, Supervisor and student should be conducted and an acceptable solution should be worked out. If the Coordinator cannot handle the situation, the matter should be referred to the Head of Department, who should mediate and the matter should be sorted out.

3.1.3 Role and responsibility of Supervisor/Mentor

In consultation with the Faculty Coordinator, the Supervisor/Mentor should finalize the student's work plan including reporting time and place, work hours, dress code, degree of independence, on – the-job supervision, confidentiality and work ethics.

The mentor should ensure that the educational needs of the intern are not superseded by the service needs of the industry/organization. The intern should not be assigned full time to only one program function for the entire internship period and should be assigned a variety of functions, as many as the industry's structure allows and based on the opportunities available.

The mentor should arrange for the intern to participate in orientation to the industry's operation, and other training programmes organized, if the intern is likely to benefit from them.

At the beginning of the internship, the mentor should review the learning objectives of the intern, explain her responsibilities and duties, rules and regulations to be followed and criteria for performance evaluation. He/she should also explain the circumstances under which the internship can be terminated prematurely. Also it is the responsibility of the mentor to:

- Make the necessary physical arrangements in terms of work space, equipment and other appropriate materials for the intern.
- Provide opportunities to integrate knowledge and learn and practice new skills
- Provide opportunities for interaction with clients, for case studies/client profiles, their recording and reporting
- Be a model professional/role model with ethical competence and conduct
- Observe the on-the-job performance of the intern.

Regularly review and discuss with the intern her performance (at least once a week) and progress towards accomplishment of the learning objectives and assigned tasks, point out mistakes, evaluate her methods and techniques, identify her strengths and weakness. He/she should give suggestions for improving her performance and competence.

If the internship is not going as per the plan, if the student is not performing satisfactorily, including lack of professional commitment, poor attitude, absenteeism, failure to follow the directions, inappropriate dress- the mentor should discuss the same with the Faculty Coordinator.

The mentor should ensure that the intern will submit the weekly logbook and report and the final internship report within 10 working days of completing the internship.

With involvement of staff members (If applicable), the mentor should give a final evaluation report that objectively analyses the intern's performance, using the proforma provided by the University. (Appendix 8)

3.1.4 Responsibilities of the Student/Intern:

Each student is required to start the internship process at least one semester prior to the internship. She should interact with the Faculty Coordinator as early as is possible.

Undertake a self analysis to identify her strengths and weaknesses.

The first step is for the intern to submit a written application to the HOD through the Faculty Coordinator along with her bio-data, including the learning objectives for her internship and career goals.

Identify agencies/organizations that she feels would help her make the internship a fruitful learning experience under guidance of the Faculty Coordinator

Finalize the agency/organization for internship with approval of Faculty Coordinator and HOD.

Student should meet with Supervisor/Mentor and Faculty Coordinator and finalize the work plan and work schedule vis-à-vis her learning objectives. A student cannot accept an internship or leave the internship without the approval of the Faculty Coordinator and the Head of Department. If the student wishes to change the agency/organization or to leave the internship, she should have cogent reasons for doing so. The student should devote her full time to the internship. She should not work part time or undertake anything that will distract her and compromise her ability to fulfil her internship responsibilities unless this has been agreed upon by the Supervisor/Mentor, Faculty Coordinator and Head of Department. She should not use the agency/organization/s resources for personal use or personal benefit. The

student should not negotiate changes/alterations in assigned work hours or try to reduce the number of hours, days and weeks that have already been agreed upon. No internship should be completed earlier by working extra or overtime hours.

When the internship starts:

1. Become familiar with the formal and informal reporting structures within the organization
2. Understand the organization's policies, regulations and procedures so that she is fully oriented about her work setting. Here student must pay attention to the persons or people in the organization, who are the decision makers, what is the decision-making style, is she going to be supervising others.
3. Revise with the supervisor/mentor what are the expectations and work assigned and the time schedule for the same
4. Treat the internship as a professional commitment. In the agency/organization, the student is regarded as any other employee is.
5. Keep a detailed record of :
 - 5.1 Hours spent
 - 5.2 Activities performed
 - 5.3 Supervisory meetings
 - 5.4 Attendance at conferences, seminars, in-service training programmes
6. Report to the Supervisor/ Mentor and Faculty Coordinator regularly about the progress of internship on weekly basis (see Appendix)
7. If the student must miss a day(s) at the internship either due to bad weather or illness, she should inform the Supervisor about her absence. If the student misses three or more days, she should inform the Faculty Coordinator as well. The time(days) missed should be made up by the intern over, as prescribed by the Supervisor/Mentor and above the scheduled period.
8. Have work ethics such as respecting confidentiality, refraining from talking about people, not gossiping, respecting support staff, observing basic social courtesies& skills e.g. wishing your superiors and colleagues, not chewing gum, keeping feet off furniture, adhering to the dress code.
9. Always remember that attendance and promptness are expected. If a student enters a class late, there may be no penalty. In the world of work, tardiness and absenteeism may be taken as a sign of disrespect for others' time, and lack of interest in work.

Being prompt reflects eagerness, responsibility and respect for others. Reaching the workplace or for seminars/conferences at least five minutes early is important.

10. Learn how to make introductions and how to introduce herself. First impressions are important.
11. She should be careful about the language and words used and speak like a professional.
12. Inform the Supervisor/mentor about work-related difficulties and challenges.
13. If there are problems, discuss them with the Supervisor/Mentor at the earliest. If a solution cannot be found, the problem should be discussed with the Faculty Coordinator.
14. If inappropriate advances are made or there are safety issues, the intern should discuss it with the Faculty Coordinator.

3.2 Supervision, Reporting and Documentation

3.2.1 Supervisory visits by Faculty Coordinator / Faculty Advisor

Supervisory Visit-The Faculty Coordinator must visit the agency/organization where the student whom she is guiding, at least twice during the student's duration. Prior to making the visit, the Coordinator must contact the Supervisor/mentor and make an appointment for the visit at a mutually convenient time.

Reporting-During the visit, the faculty Coordinator must discuss the progress of the student, her performance and review with the Supervisor/Mentor, the extent to which the different learning objectives of the students have been achieved. After the visit, the Coordinator must file the report about the visit to the Head of Department. The format for the periodic report is given in Appendix 4.

Documentation- Besides this, the Faculty Coordinator is required to give a summative evaluation about the agency/organization. This must be done at the end of the semester after the internship of the students is completed along with the report.(Appendix- 9 Internship Evaluation by Faculty Coordinator)

3.3 Report upon Completion of Internship

At the end of the internship, the student must submit : (a) cumulative hours summary (b) a full-fledged detailed internship report, using the structure outlined by the Department, and (c) an evaluation of cumulative internship experience.

3.3.1 Reports to be submitted by the Intern

The intern must submit the following to the Faculty Coordinator:

- 1) Learning Objectives and Corresponding Activities to be undertaken during Internship. This must be submitted well in advance so that the Faculty Coordinator can guide the student to identify an appropriate agency/organization for internship.
- 2) Weekly Internship Activity report. The format for this is given in the Appendices section. This report requires the student to list the activities carried out during the work week, the experiences, accomplishments and new knowledge gained and/or skills learned during the week. The weekly report is to be filed / submitted every week throughout the internship. (Appendix 2)
- 3) Internship Report: This is a detailed report about the entire internship experience is in Evaluation of Cumulative Internship Experience. (Appendix 3)

Formats for each of these are given in Appendices.

3.3.2 Reports by Faculty Coordinator:

The faculty coordinator has to report about :

- 1) the visits made to the agency/organization and the observations made as well as suggestions given for the remaining period of internship (Appendix4)
- 2) Evaluation of the student (Appendix5)
- 3) Feedback about the agency/organization (Appendix 6)

At the end after the student has completed the internship, the Coordinator must evaluate the internship report and the seminar presentation made by the student

3.3.3 Report by Mentor/Supervisor-assessment and feedback

The mentor/supervisor is required to assess the intern's performance and give feedback to the Department about the academic programme in general.(Appendix 8 & 9)

3.4 Evaluation/ Assessment of the Internship Seminar-

After completion of internship, student is required to make a presentation about her experience. This will be evaluated by the Coordinator, the Supervisor/Mentor and the Head of Department. The duration of the presentation should not exceed 20 minutes. (Appendix10)

Section IV

The Internship Experience 2013-2016

In a country where 34% of the graduates find themselves unemployable it has become imperative for the universities to look beyond the classrooms to meet the demands of education. The Department of English have had two very successful years with the internship programme has been instrumental in bridging the gap between theory and praxis. Meeting experts from their field and forming a small network of persons in their field are the primary takeaways from an internship programme that promises stepping stones as one journey from the classrooms to the professional world.

In terms of scope and range the internships at the department were diverse. In the academic years 2013-14 and 2014-15, our students interned with the University of Quebec at Montreal. Working at a Canadian University not only introduced them to a new academic environment but simultaneously offered them a unique exposure to the world of cutting edge interdisciplinary research. The interns were able to apply the knowledge they had gained from their programme and supplemented it with the new knowledge resources available. They were also able to learn to use new software and sophisticated equipment in language learning and translation studies.

From the North East to Kerala, the students interned at various locales spread across the length and the breadth of the country. Working in various professional areas such as journalism, performing arts, Interdisciplinary research, academics etc, and the interns learned the importance of work ethics and organization behavior even as they improved essential skills in writing, documentation, communication, presentation etc. Not only were the students more open to the social issues but they also expressed mature opinions.

We look towards a fulfilling internship programme that will build on the positives of our past experiences. In particular, we would like to further our possibilities in terms of the scope and the reach of the programme and with an eye on the changing landscape of the professional world harmonize the skill sets of our interns.

APPENDICES

Department of Resource Management

SNDT Women’s University

Appendix 1

Proposal for Internship

(to be prepared by student with the help of the faculty coordinator)

1. Letter for Internship to Industry/ Organization from HOD

2 Student are required to prepare the Application for Internship and short Bio data about self. Get the same approved by faculty coordinator or HOD.

3.Learning Objectives and Corresponding Activities to be Undertaken During Internship

Year:

Period:

Student’s name

Specialization name

Agency/Organization

Learning Objectives	Activities Planned to Facilitate Learning
1	
2	
3	
4	
5	

Date

Student’s signature

Date

Supervisor’s signature

Date

Faculty Coordinator’s signature

Appendix 2

Weekly Internship Activity Report

(to be submitted by the student)

This report must be submitted in the format given herein. Please document in detail the activities in which you participated. This must be submitted to the Supervisor/Mentor and the Faculty Coordinator.

Name of Student:

Agency/Organization where internship is being done:

Report for the Week: _____ to _____

Date worked	Work site /Department	Activities carried out	Hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total Hours			

Please write briefly about (a) your learning experiences and (b) accomplishments for this week's work

(a) Learning experiences :

(b) Accomplishments:

- (1) What new knowledge or skill did you learn on the internship this week?
- (2) List the pleasant experiences that occurred this week?
- (3) Did you have any unpleasant experiences this week? What were they and how did you handle the situation?
- (4) From the various things that you learned as part of the academic programme, what have you been able to apply during the internship?
Or were you able to apply what your learned during the internship? Describe in brief.

(5) What value did you add to the agency/organization this week? Describe your contributions.

(6) This week's experiences was positive:
Agree _____ Somewhat agree _____ Disagree _____

Evaluate your progress towards achieving your objectives that you had listed for your internship:

Objectives	Achieved	Some Progress	No Progress
1			
2			
3			
4			
5			

Date

Student/Intern's signature

Date

Supervisor/Mentor's signature

Date received on

Faculty Coordinator's signature

Internship Cumulative Hours Summary

Week	Total Hours
I : ----- to -----	
II:----- to -----	
III: ----- to -----	
IV:----- to -----	
V:----- to -----	
VI:----- to -----	
VII:----- to -----	
VIII:----- to -----	
Total Hours :	

Date

Intern's signature

Date

Supervisor/Mentor's signature

Appendix 3a

OUTLINE FOR INTERNSHIP REPORT (to be prepared by student)

A. Introduction

1. Description of Internship Placement, Duties and Responsibilities
 - Overview of Internship Agency/Organization
 - Description of Department(s) and/or position assignment
 - Description of internship activities, duties and responsibilities
 - Description of orientation and training procedures provided by the agency/organization
2. Discussion of Internship Goals and Objectives
3. Identification and Discussion of Supplemental reading assignments

B. Internship Accomplishments and Achievements

1. Description of internship accomplishments, achievements and valuable learning experiences including new knowledge and skills acquired during internship.
2. Relevance of your accomplishments and achievements to the agency/organization's functions and goals.
3. Discussion of your internship accomplishments and achievements relative to your personal internship goals, objectives and your career.

C. Assessment

1. What were the internship activities that were most instrumental in achieving your goals and objectives of internship
2. Did you encounter problems (if any) that constrained you from full realization of your internship goals and objectives? What were the factors that constrained you from not achieving your objectives?
3. Did you allow yourself sufficient time to achieve your objectives? Were your objectives realistic or did you expect too much?
4. Adequacy of the agency/organization's orientation, training, supervision and support for the successful completion of internship
5. Please list your skills that were most useful to the agency/organization
6. Please list the most important improvements (weaknesses) you felt were needed at the start of the internship and to what extent did the internship help you overcome them.
7. Did you benefit from the internship? Identify and discuss three most positive aspects of your internship experience.
8. What would you do differently if you were given the chance to do this internship again?
9. Are you considering a career in this area?

Appendix 3b

Evaluation of Cumulative Internship Experience by Student Upon Completion of Internship

Name :

Date:

Name of Agency/Organization:

Department(s) where internship was done:

Name of Supervisor/Mentor

1. How do you rate your internship experience?
 - a. Excellent
 - b. Good
 - c. Average
 - d. Poor

2. Did the internship experience meet your expectations? Explain
3. Did the internship experience help you identify your career field?
 - Yes
 - No
 - If yes, explain how

If no, explain why

4. What was the most valuable activity you experienced?
5. How can the internship programme be improved?

Appendix 4

Report by Faculty Coordinator to HOD after visiting internship agency/organization

Name of Intern :

Name of Agency/Organization:

Date of visit:

Time of visit :

Purpose of visit and meeting

Regular visit:

Specially requested by

Briefly describe the key observations made during the visit

Did you identify any problems?

- a. Yes
- b. No

If yes, describe the problem in brief and the action/possible solutions recommended or taken.

Problem/issue identified	Recommended action/solution

Any suggestions given to intern (list in brief)

- 1.
- 2.
- 3.

Faculty Coordinator's signature :

Appendix 5

Internship Evaluation by Faculty Coordinator

Note: The intern is to be evaluated for the various aspects listed below”

- a. Excellent(5 points)
- b. Very Good (4 points)
- c. Good (3 points)
- d. Average/Satisfactory(2 points)
- e. Clearly below average/Unsatisfactory/Partially completed(1 point)
- f. Unacceptable/ Incomplete or did not submit/Minimal understanding(0 points)

Preparation for Internship

Application/ Letter or Intent submitted
Resume submitted
Learning Objectives
Learning Activities
Identification of Agencies/Organizations
Selection of Agency vis à vis Learning Objectives

Weekly Log

Week wise achievements during internship
Number of hours completed per week
Total number of hours completed

Final Internship Report

- 1. Conceptual and theoretical understanding
- 2. Acquired skills that will help student to become valued professional
- 3. Identified and acquired new skills that were required for professional growth
- 4. Appropriate details of tasks and projects assigned
- 5. Written material is clear
- 6. Grammatically correct
- 7. Structure and spelling
- 8. Adhered to APA style etc wherever applicable
- 9. Concise (not more than 20 typed pages double spaced)
- 10. Well presented
- 11. Has undertaken reflective analysis of internship experience
- 12. Has achieved learning objectives
- 13. Has explained why learning objectives are met partially or remained unmet

Appendix 6

Summative Evaluative Report of Agency/Organization by Faculty Coordinator(to be submitted to HOD)

Name of Agency/Organization

Name of Faculty Coordinator

Dates of Visits

Name of Intern(s)

Type of Organization

Criteria	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory	Not applicable/not observed
Intern was given adequate information about organization, its policy and procedures					
Intern was given an orientation/induction					
Professional standards					
Internship program was chalked to help intern meet learning objectives					
Intern received adequate guidance and mentoring					
Student's professional growth during training period					
Time spent by Mentor with intern					
Work schedules and work allotted to intern					
Open-mindedness and flexibility					
Intern will be able to apply what was learned to her current					

studies					
Intern had a positive internship experience					
Department would welcome the opportunity to participate in another internship					

Major strengths of organization:

Limitations or demerits:

Date

Signature of Supervisor

Appendix 7

Feedback By Supervisor/Mentor about the Academic Programme

You are a valuable professional who is contributing substantially to the growth and professional development of our postgraduate students. We are interested in your feedback and recommendations about our curriculum and programme. We will try and use your valuable suggestions/recommendations for improving our academic programmes and help our students to become valued professionals.

Name of Organization

Address

Department

Email id

List the main areas/topics addressed during the students' internship

	Highly satisfactory	Satisfactory	Somewhat satisfactory	Unsatisfactory	Highly unsatisfactory
Breadth of Theoretical knowledge					
Practical application of knowledge					
Skills developed					
Adequate weightage given to practical					
Duration of internship					

IT skills					
Communication Skills(oral)					
Written communication skills					
Any other					

Would you recommend inclusion of any courses in the curriculum, please list

Could the intern achieve the learning objectives she had outlined prior to working in the agency?

Appendix 8

Internship Assessment by Supervisor/Mentor

Name of Student Intern:

Date :

Name of Supervisor/Mentor :

Name of Faculty Coordinator :

NOTE: Please rate your intern's performance in the format given below:

A- Excellent,

B- Very Good,

C- Average,

D- Clearly below average,

E- Unacceptable,

F- NA Not applicable

Sr. No	Item	A	B	C	D	E	F	Not applicable	Comment/ Remark
1.	2. Job attitude								
	Is enthusiastic								
	Is cooperative								
	Is well mannered								
	Is culturally respectful								
3.	4. Initiative								
	Is able to work with minimal appropriate supervision								
	Completed tasks without being told								
	Is eager to improve								
	Seeks assistance when needed								
	Follows through on suggestions								

5.		6. Dependability									
	Follows direction										
	Is prompt										
	Is consistent in attendance										
	Meets obligations										
7.		8. Adaptability									
	Learns routine quickly										
	Can move to new tasks and adapts easily										
9.		10. Team work									
	Works as a team member										
	Gets along with others										
	Ability to use assistive techniques/device/equipment to meet goal										
	Ability to collaborate in providing interdisciplinary interventions and programmes										
11.		12. Communication Skills									
	Demonstrates accuracy and clarity in written and verbal communication										
	Writes appropriately for the situation										
	Speaks appropriately for the situation										
	Uses proper punctuations										
	Spells words correctly										
	Does not use abbreviations/slang words										
	Works with appropriate media										
13.		14. Organization									

	Organizes her time efficiently									
	Organizes her workplace efficiently									
	Administers resources/funds efficiently									
	Punctual									
15.	16. Group Participation									
	Prepares materials for work arising/topic in a group									
	Demonstrates personal preparation									
	Presents material to meeting/group in a clear and interesting manner									
	Participates in small group discussion									
	Takes conscious and accurate notes during meeting									
	Follows up on agenda									
17.	18. Stress Management									
	Takes appropriate break									
	Delegates responsibility wherever appropriate									
	Handles conflicts/difficult situations appropriately									
	Sets priority, time line and bench marks									
19.	20. Personal Development									
	Displays a positive personal philosophy of health, health education and promotion									
	Exhibits confidence in self									

	Displays resourcefulness								
	Assumes responsibility with enthusiasm								
	Demonstrates appropriate level of confidence								
	Dresses appropriately and efficiently								
	Maintains confidentiality								
	Accepts constructive criticism and positive feedback concerning performance								
	Shows sensitivity to clients, colleagues and support staff								
	Demonstrates knowledge of accepted of ethical conduct								

Attendance:

- Never absent
- Dependable
- Usually dependable
- Is not regular enough
- Too many absences

Punctuality

- Always on time
- Seldom comes late
- Needs improvement
- Very often tardy
- Tardiness affects performance

Appearance (clothing/hygiene/hair)

- Always dressed appropriately
- Is good in appearance/frequently but not always dressed appropriately
- Should make more efforts to improve

- Frequently dressed inappropriately
- Often neglects appearance/dressed inappropriately most of the time
- Is extremely careless

Initiative/Motivation

- Is resourceful, looks for things to do
- Is fairly resourceful
- Does acceptable routine work
- Takes very little initiative, requires urging
- Shows no initiative at all

Professionalism

- Consistently demonstrates professionalism
- Usually demonstrates professionalism
- Occasionally demonstrates professionalism
- Rarely demonstrates
- Is totally unprofessional

Courtesy

- Is very courteous and is very consistent
- Is courteous
- Usually courteous and consistent
- Is not courteous
- Very discourteous and inconsiderate

Attitude

- Always positive
- Usually positive
- Rarely positive
- Negative
- Openly hostile and negative

Cooperation

- Works willingly with others
- Usually gets along with others

- Prefers to work alone
- Does not work well with others
- Is antagonistic

Work Habits

- Is industrious, stays on the task till complete
- Seldom wastes time, is reliable
- Is usually reliable
- Frequently wastes time
- Work is often incomplete

Accuracy of Work

- Does work of a very good quality
- Makes few errors
- Often makes errors
- Is frequently inaccurate and careless
- Is extremely careless

Communication

- Excellent communication skills
- Above average communication skills
- Average communication skills
- Need to improve communication skills
- Ineffective communication skills

Adaptability

- Is adept to meeting changing conditions
- Adjusts readily
- Needs direction to make adjustments
- Has difficulty adapting to new situations
- Cannot adjust to changing situations

Signature of Supervisor/Mentor

Date

Appendix9

Evaluation of Internship Presentation

1. Demonstrates student learning during the internship
2. Demonstrates professional and acceptable non-verbal behaviour
3. Appropriate use of AV aids
4. Confidence as a presenter
5. Presentation is eye catching and conveys the focus of the internship immediately
6. Concise but Complete description of entire internship
7. Elements are logically arranged / presented
8. Graphics are visually appealing and professional
9. Communication skills
10. Maintains eye contact
11. Internship viva voce
12. Understands the question(s) asked
13. Ability to answer without third-party support with appropriate and adequate information
14. Promptly gives correct answers
15. Demonstrates confidence while answering
16. Accepts others' views, her mistakes and listens to others' suggestions and/or critique
17. Overall impression left by intern

General Performance

1. General attitude toward the internship
2. Meeting goals set at beginning of internship
3. Compared to other interns, this intern's performance

Date

Signature of Supervisor

Date

Signature of Faculty Coordinator

Date

Signature of HOD

Internship Evaluation Sheet I

Name of the student:

Name of the mentor (External):

Name of the Internship agency and address:

.....

.....

Name of the mentor (Internal):

General assessment: (25 marks)

1. Punctuality: Remains present on all working days, goes to work on time and remains at work for the required duration
2. Sincerity: works hard to meet the quality requirements of the organisation, prepared to put in extra effort to complete the given task
3. Initiative: Prepared to try new ways of doing existing tasks –identifies obstacles- makes persistent efforts to overcome the barriers
4. Commitment: Displays work oriented life goals, makes client/customer satisfaction her priority, has a clear understanding of her job responsibilities and fulfils those to the best of her ability
5. Attitude towards profession: Takes responsibility for her own actions, improves herself through self-learning, receptive to new ideas, ready to take new challenges, accepts constructive criticism, demonstrates trustworthiness, maintains confidentiality, treats seniors, peers and juniors of all class/caste with respect, dresses appropriately, comes prepared for work

Sr. No	Rubrics for evaluation	Total Marks	Marks Obtained	Remarks
1	Punctuality	5		
2	Sincerity	5		
3	Initiative	5		
4	Commitment	5		
5	Attitude towards profession	5		
	Total			

Skills: (25 marks):

1. Communication: written and oral, displays good manners and etiquettes
2. Documentation: Prepares the relevant documents and preserves them systematically.
3. Reporting: Reports to the higher authorities of organisation work done by her in an appropriate manner
4. Other required Skills:
 - Ability to collate, relate and comprehend material.
 - Is capable of critical thinking, problem solving, informed decision making, and/or creativity.
 - Is receptive to constructive criticism from the mentor and incorporates feedback
 - Thinks independently
 - Creates and maintains positive work conditions, helps build social harmony, build teams, build rapport, compromise

Skills: (25 marks)

Sr. No	Rubrics for evaluation	Marks	Marks Obtained	Remarks
1	Communication	5		
2	Documentation	5		

3	Reporting	5		
4	Other required Skills:	10		
	Total			

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(Signature of External mentor)
mentor)

(Signature of Internal

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(Signature of the Head of the Department)

Internship Evaluation Sheet II

Name of the student:

Name of the mentor (External):

Name of the Internship agency and address:

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Name of the mentor (Internal):

Unit	Total marks	Marks obtained
Plan for internship		
Achievement of goals		
Diary		
Rubrics for evaluation of intern of the department <ul style="list-style-type: none"> • Ability to organize material collected • Analyzing and presenting/ reporting and writing the content 		
Total		

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 (Signature of External mentor)
 mentor)

(Signature of Internal

.....

(Signature of the Head of the Department)

Internship Evaluation Sheet III

Name of the student:

Name of the mentor (External):

Name of the Internship agency and address:

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Name of the mentor (Internal):

Sl. No.	Component	Total marks	Marks obtained
1.	Written report of the Internship	25	
2.	Viva voce examination	50	
3.	Total	75	

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(Signature of External mentor)

(Signature of Internal

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(Signature of the Head of the Department)