Internship/Apprenticeship Guidelines

Internships and apprenticeships offer valuable opportunities for students to gain practical experience apply classroom knowledge in real-world settings and explore potential career paths. These experiential learning opportunities bridge the gap between academic theory and professional practice, preparing students for successful transitions into the workforce. Internship/Apprenticeship provides students' an opportunity to participate in a professional activity/work experience with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the Internship/ apprenticeship is induction into actual work situations. It involves working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning. It will allow students to actively engage in the learning processes beyond traditional classroom lectures and gain practical experience, develop a deeper understanding of subjects, and build self-confidence. These will offer opportunities to gain industry-specific knowledge, build professional networks, and understand workplace dynamics. This exposure prepares them for future careers and enhances their employability.

Objective:

To equip students with practical skills and industry specific knowledge, employability and entrepreneurial potential, aligned with holistic education principles of NEP 2020.

Learning outcomes:

- Gain practical experience in the field of industry standards, tools, techniques that are not often covered in the classroom.
- Develop industry-specific skills and competencies.
- Develop workplace skills such as communication, team work, problem solving, time management and leadership.
- Build professional connections that can be beneficial for future employment opportunities.
- Apply theoretical knowledge to the real world task thereby enhancing their technical abilities.

Implementation Guidelines:

1. **Internship/Apprenticeship Coordinator:** Director/Chairperson/Principal of the respective Institute/Department/College shall appoint any faculty member as an internship/apprenticeship coordinator who will be responsible for coordinating with the local firms/industries/start-ups/NGOs/organizations for the internship/apprenticeship of the students.

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2. **Role of Internship/Apprenticeship Coordinator:** An internship/apprenticeship coordinator will contact the local firms/industries/start-ups/NGOs/organizations and approach them for the internship/apprenticeship of the students. Internship/apprenticeship coordinator must connect with the organization offering internship/apprenticeship and make MOUs so as to facilitate the students for an Internship during the course. An internship/apprenticeship Coordinator may reach out to HEIs, research organizations, research labs, corporates, industry, etc., and to local administrative offices like Deputy Commissioners and heads of certain government offices like labor, municipal, hospital, tourism, public relations, finance, agriculture, social welfare, panchayats, etc. to seek the opportunity of an Internship for the institution. For instance, the students can participate with local government in processes of census surveys, elections, and other schemes with proper mentoring mechanisms.

3. **Internship/Apprenticeship Supervisor:** Each student shall be attached to an internship/apprenticeship supervisor. An internship/apprenticeship supervisor is any faculty member who will be nominated by the Internship/apprenticeship coordinator to monitor and supervise the student during the Internship duration. The Internship supervisor will be nominated during 1st semester for each batch.

4. **External Mentor:** An external mentor is an individual professional who is identified by the Institute/Department/College or by students himself/herself through their network. The mentor if identified by student then his/her concurrence should be conveyed to the internship/apprenticeship supervisor. Mentor will be providing professional guidance to the student during the internship/apprenticeship. The mentors will also facilitate networking with other subject matter experts/professionals, which will enhance the Internship/apprenticeship experience and learning of the intern. The mentor needs to guide the students physically or digitally throughout the Internship/apprenticeship duration. The mentor needs to check and monitor the performance of students and after the completion of the Internship, issue the certificate.

5. Internship providing organizations must be finalized by the internship/apprenticeship coordinator and detail of students who will be pursuing their Internship in those organizations must be finalized before the end of 1st semester so that semester break can also be utilized for doing Internship/apprenticeship.

6. Students will apply for internship/apprenticeship on their own or through the Internship/apprenticeship coordinator of their parent Institute/Department/College.

7. Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern personally or through the mail and will ask for confirmation or acceptance.

8. If a student fails to get an internship in physical mode, then the host institute should have a provision for digital internship/apprenticeship.

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9. On receipt of an offer of internship/apprenticeship, the student will inform both internship/apprenticeship Coordinator as well as internship/apprenticeship supervisor, obtain due permission from the parent institution, and join the concerned host organization for an internship as per the suggested schedule.
10. During the period of internship, the parent Institute/Department/College through the internship supervisor and mentor will arrange to keep track of the activities and performance of students as interns at the host organization, based on log book submitted by students.
11. On completion of the internship/apprenticeship, the intern will prepare an internship/apprenticeship report.
12. Three typed/hand written and spiral bound copies of the internship/apprenticeship report (each bearing the original signature of the student and Internship/apprenticeship supervisor) should be submitted to the Internship/apprenticeship supervisor for final evaluation. The report must contain a certificate from the mentor declaring that the internship/apprenticeship has been done and successfully completed by the student under his/her guidance/supervision.
13. Director/Chairperson/Principal of the respective Institute/Department/College shall constitute an evaluation committee of 2 faculty members (including internship/apprenticeship supervisor) for final evaluation of internship/apprenticeship.

Credits: Internship shall carry 4 credits amounting to 120 hours.

Guidelines for Evaluation: The parent Institute/Department/College will examine/evaluate the student's performance in the following manner:

A. Internship/apprenticeship evaluation by the evaluation committee will be conducted for 100 marks based on the following criterion:

S.No.	Criteria	Marks
1.	Internship/apprenticeship Report	50
2.	Internship/apprenticeship Presentation and Viva-voce	50

Internship/apprenticeship Report: The objective of this evaluation is to assess the performance and learning of the student at his/her workplace. The internship/apprenticeship report should be prepared based on the format provided in these guidelines.

Internship/apprenticeship Presentation and Viva-voce: This presentation will be assessed based on the quality of the presentation, presentation skills, and question-

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answer handling.

B. The Internship/apprenticeship report and presentations would be evaluated by an evaluation committee. Both the members of the evaluation committee will give individual marks to the student and then average of these marks will be treated as final marks scored by the student.

C. After completion of Internship/apprenticeship evaluation, the Internship/apprenticeship supervisor shall consolidate all the marks received from evaluation committee as well as external mentor and final marks list should be submitted to Internship/apprenticeship coordinator who in turn shall submit the final marks list obtained from all Internship/apprenticeship supervisors to the Director/Chairperson/Principal of the respective Institute/Department/College.

D. Internship/apprenticeship report and Internship/apprenticeship Presentation and Viva-voce would be treated as separate component for evaluation.

E. The certificate shall be issued by the host organization regarding the successful completion of Internship duly signed by external mentor on the letterhead of the host organization along with marks obtained during the internship.

Format for Internship/apprenticeship report:

1. Title page
2. Certificate from the External Mentor on the letterhead of the organization
3. Certificate from Internship Supervisor
4. Index/Table of Contents
5. Industry/Organization Profile
6. Work Profile
7. Summary of learning from Internship/apprenticeship
8. Challenges faced during the Internship/apprenticeship

Suggested Areas for Internship

The following is the list of some potential areas for Internship (but not limited to):

1. Healthcare and Medical Services:

- **Internship Areas**: Nursing, Medical Assisting, Pharmacy Technician, Laboratory Technician, Health Administration.
- **Skills Developed**: Patient care, medical records management, laboratory testing, communication in healthcare settings.

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2. Information Technology (IT) and Digital Skills:

- **Internship Areas**: Software Development, Web Design and Development, IT Support, Cybersecurity, Network Administration.
- **Skills Developed**: Coding, debugging, network security, troubleshooting, digital communication.

3. Trades and Technical Skills:

- **Internship Areas**: Electrical Technician, Plumbing, Automotive Repair, Carpentry, Welding, HVAC Technician.
- **Skills Developed**: Hands-on technical work, problem-solving, equipment handling, maintenance and repair tasks.

4. Business, Finance, and Administration:

- **Internship Areas**: Business Management, Marketing, Finance, Human Resources, Office Administration, Sales.
- **Skills Developed**: Business communication, financial recordkeeping, marketing strategies, customer relations.

5. Hospitality and Culinary Arts:

- **Internship Areas**: Hotel Management, Event Planning, Culinary Arts, Front Office Operations, Housekeeping.
- **Skills Developed**: Customer service, cooking, event coordination, hospitality management, menu planning.

6. Creative Arts and Design:

- **Internship Areas**: Graphic Design, Fashion Design, Photography, Interior Design, Animation.
- **Skills Developed**: Creativity, design software proficiency, client communication, project management in creative fields.

7. Social Services and Community Work:

- **Internship Areas**: Social Work, Childcare, Mental Health Support, Community Outreach Programs.
- **Skills Developed**: Empathy, communication with vulnerable groups, social support strategies, community organization.

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8. Construction and Infrastructure:

- **Internship Areas**: Civil Engineering, Architecture, Construction Site Management, Surveying.
- **Skills Developed**: Project planning, construction management, site supervision, quality control in construction.

9. Agriculture and Environmental Sciences:

- **Internship Areas**: Sustainable Farming, Animal Care, Horticulture, Environmental Conservation.
- **Skills Developed**: Crop management, animal husbandry, environmental protection, ecological sustainability practices.

10. Education and Childcare:

- **Internship Areas**: Teaching Assistant, Early Childhood Education, Special Education, School Administration.
- **Skills Developed**: Classroom management, teaching support, child development, educational material preparation.

11. Retail and Sales Management:

- **Internship Areas**: Retail Sales, Supply Chain Management, Customer Service, Store Operations.
- **Skills Developed**: Sales strategies, inventory management, customer interaction, retail marketing.

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Field-Based Learning/ Minor Project Guidelines

Projects are dynamic platforms that foster creativity, experiential learning, and personal development. Through these projects, students can explore areas of interest, put theory to use in solving practical problems, and gain skills that will be useful in both their academic and professional endeavors. A comprehensive and meaningful educational experience must include projects since they offer chances for learning, development, and discovery. Students who work on projects acquire valuable skills, investigate a range of interests, and contribute significantly to both their local communities and society as a whole. Projects will continue to be essential to educating the next generation of leaders, innovators, and change-makers as long as institutions encourage experiential learning and creativity. Projects for students play a pivotal role in enhancing the quality and relevance of their education by:

- Providing hands-on learning experiences that complement classroom instruction.
- Fostering creativity, critical thinking, problem-solving, and collaboration skills.
- Encouraging exploration of diverse topics, interests, and career pathways.
- Preparing students for the complexities and demands of the modern workforce.
- Empowering students to make meaningful contributions to their communities and society at large.

A. Learning outcomes:

- Acquisition of practical skills relevant to the project's topic or field of study.
- Application of theoretical knowledge to real-world scenarios.
- Development of critical thinking and problem-solving abilities.
- Improvement in communication skills through written reports, presentations, and discussions.
- Collaboration and teamwork with peers, faculty, and external stakeholders.

B. Implementation Guidelines:

1. **Faculty Supervisor:** Faculty Supervisor is the faculty responsible for guiding the project work of a student. Each student shall be attached to a faculty supervisor for guidance on project work.

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2. **Role of Faculty Supervisor:** A faculty supervisor carries multiple responsibilities while guiding the student in project work. Faculty Supervisor shall supervise, guide, coach and mentor the students for successful implementation of project work. Faculty supervisor shall ensure that a project report is submitted by the students for evaluation.
3. **Allocation of Faculty Supervisor:** Director/Chairperson/Principal of the respective Institute/Department/College shall be responsible for allocation of students to the faculty supervisor. Care shall be taken to align the faculty competence and the project work topic/theme. Faculty supervisors shall collaborate with each other, where necessary, for ensuring the quality of project work.
4. Director/Chairperson/Principal of the respective Institute/Department/College shall constitute an evaluation committee of 2 faculty members (including faculty supervisor) for approving the title of project and carrying out final evaluation of project work.
5. Faculty supervisor shall ensure that project topic should be related to the core and minor subjects chosen by a student and his/her placement aspirations.
6. Title of the project should be approved by an evaluation committee before the end of preceding semester in which project is to be carried out so that semester break can also be utilized for doing the project work.
7. A student is responsible for submitting a project report prepared on the approved title.
8. Three typed/hand written and spiral bound copies of the project report (each bearing the original signature of the student and faculty supervisor) should be submitted to the faculty supervisor for final evaluation. The project report must contain a certificate from faculty supervisor declaring that the project report embodies work done by the student under his/her supervision.

C. Credits:

Project work shall carry 4 credits amounting to 120 hours. These 120 hours will include the time period from approval of title till the submission of final project report.

D. Format of Project Report:

The project report should preferably be between 4000 to 5000 words for Humanities and Social Sciences and between 2000 to 3000 words for Sciences. The typed report must be in Times New Roman font, font size 12 with 1.5 line spacing. Project report should ideally feature visual aids such as pictures, diagrams, charts and graphs.

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The Project Report may contain the following:

a) Title page
b) Introduction
c) Project specifications (area / background of the work assigned).
d) Methodology
e) Findings
f) Conclusions and suggestions
g) References

E. Guidelines for Evaluation:

1. Project work assessment will be conducted for 100 marks. There shall only be internal evaluation. Weightage of the marks is as follows:

Project Report: 50 marks

Project Presentation: 50 marks

a. **Project Report**

The objective of this evaluation is to assess the quality of the project carried out by the student. The project report should be written based on the format provided. The final report carries a weightage of 50%.

b. **Project Presentation**

Final project work presentation should be planned for about 10-15 minutes. It carries a weightage of 50%. Project presentation will be assessed on the basis of quality of presentation, presentation skills and question answer handling.

2. The project report and project presentations would be evaluated by an evaluation committee. Both the members of the evaluation committee will give individual marks to the student and then average of these marks will be treated as final marks scored by the student.

3. After completion of project evaluation, the faculty supervisor shall consolidate all the marks and final marks list should be submitted to the Director/Chairperson/Principal of the respective Institute/Department/College.

4. Project report and project presentation would be treated as separate component for evaluation.

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Community Outreach Program Guidelines

Student-led community outreach initiatives are essential for promoting diversity, closing gaps, and bringing about constructive social change. These programs transcend the confines of traditional education, giving students the tools they need to become agents of social change and community advancement. Programs for community outreach run by students provide as a bridge to meaningful interaction between institutions and the larger community. Students who actively participate in outreach programs acquire real-world experience, broaden their comprehension of societal challenges, and hone critical abilities like empathy, leadership, and communication. Furthermore, by fostering students' sense of civic involvement and social responsibility, these activities support students' holistic development.

A. Learning Outcomes:

- Demonstrate an understanding of community needs, challenges, and resources within the target population.
- Acquire knowledge about social issues, cultural diversity, and systemic barriers affecting marginalized communities.
- Develop practical skills such as communication, teamwork, leadership, problem-solving, and project management through hands-on experiences.
- Cultivate empathy, active listening, and interpersonal skills essential for effective community engagement and relationship-building.
- Apply critical thinking skills to analyze complex social problems, evaluate evidence, and propose evidence-based solutions.

B. Implementation Guidelines:

1. **Faculty Supervisor:** Faculty supervisor is the faculty responsible for guiding the community outreach program of a student. Each student shall be attached to a faculty supervisor for guidance on community outreach program.
2. **Role of Faculty Supervisor:** Faculty supervisor shall supervise, guide, coach and mentor the students for successful implementation of community outreach program. Faculty supervisor shall coordinate with community representatives to facilitate a smooth and successful outreach experience for students. Faculty supervisor shall ensure that at the

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end of the community outreach program, a report is submitted by the students for evaluation.

3. **Allocation of Faculty Supervisor:** Director/Chairperson/Principal of the respective Institute/Department/College shall be responsible for allocation of students to the faculty supervisor. Faculty supervisors shall collaborate with each other, where necessary, for ensuring the quality of community outreach program.
4. Director/Chairperson/Principal of the respective Institute/Department/College shall constitute an evaluation committee of 2 faculty members (including faculty supervisor) for final evaluation of community outreach program.
5. The community outreach program which is to be carried out by the students should be approved by an evaluation committee.
6. A community outreach program can be undertaken either by an individual student or by a group of students, with a maximum group size of 10 participants.
7. Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities even if community outreach program is done by a group of students.
8. The logbook is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the assigned work.
9. Three typed/hand written and spiral bound copies of the report on community outreach program (each bearing the original signature of the student and faculty supervisor) should be submitted to faculty supervisor for final evaluation. The report must contain a certificate from faculty supervisor declaring that the activities mentioned in the community outreach program report are actually carried out by the student or group of students under his/her supervision.
10. Faculty supervisor shall verify from the community representative about the activities actually carried out under community outreach program before signing the community outreach program report of the student.

C. Credits:

Community Outreach Program shall carry 4 credits amounting to 120 hours in a Semester.

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D. Format for Community Outreach Program Report:

The community outreach program report should preferably be between 1500 to 2000 words. The report must include pictures of the activities carried out. The typed report must be in Times New Roman font, font size 12 with 1.5 line spacing.

The community outreach program report should contain

a) Title page

b) Introduction

c) Details of activities carried out in community outreach program

d) Learning from the community outreach program

E. Guidelines for Evaluation:

1. There shall only be internal evaluation.
2. The assessment is to be conducted for 100 marks.
3. The weightage shall be:

   Logbook- 30 marks

   Community outreach program report- 50 marks

   Oral presentation -20 marks

4. While evaluating the student's logbook, the following shall be considered:

   a. The individual student's effort and commitment.

   b. The originality and quality of the work produced by the individual student.

   c. The student's integration with the work assigned.

   d. The completeness of the logbook.

5. Logbook, community outreach program report and oral presentation would be evaluated by an evaluation committee. Both the members of the evaluation committee will give individual marks to the student and then average of these marks will be treated as final marks scored by the student.
6. After completion of project evaluation, the faculty supervisor shall consolidate all the marks and final marks list should be submitted to the Director/Chairperson/Principal of the respective Institute/Department/College.
7. Logbook, community outreach program report and oral presentation would be treated as separate component for evaluation.

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F. Suggested Themes:

The suggested themes for community outreach programs are as follows:

1. **Healthcare Access and Awareness:** Conducting health camps, awareness drives, and workshops on preventive healthcare measures, vaccination campaigns, and promoting hygiene practices in rural and underserved areas.
2. **Education and Literacy Enhancement:** Providing tutoring, mentoring, and educational support for children from marginalized communities, setting up libraries, and organizing literacy programs for adults.
3. **Women Empowerment and Gender Equality:** Initiatives focusing on women's rights, gender equality, vocational training for women, awareness campaigns on issues like domestic violence, and promoting women's entrepreneurship.
4. **Environmental Conservation and Sustainability:** Tree plantation drives, waste management programs, awareness campaigns on climate change, promoting renewable energy sources, and sustainable agricultural practices.
5. **Rural Development and Livelihood Enhancement:** Infrastructure development projects, access to clean water and sanitation facilities, promoting organic farming, and skill development programs for rural youth.
6. **Digital Literacy and Access:** Providing access to digital technology and internet connectivity, organizing computer literacy programs, and promoting e-governance and digital services in rural areas.
7. **Child Welfare and Development:** Child nutrition programs, educational support for underprivileged children, child protection initiatives, and advocacy against child labor and trafficking.
8. **Elderly Care and Support:** Elderly support programs, healthcare services for the elderly, awareness campaigns on elder abuse and neglect, and promoting intergenerational activities to foster community cohesion.
9. **Disaster Relief and Rehabilitation**: Providing immediate relief during natural disasters, rebuilding infrastructure, rehabilitation, and livelihood support for affected communities, and promoting disaster preparedness and resilience.

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10. **Cultural Preservation and Heritage Conservation**: Initiatives to preserve and promote local arts, crafts, and cultural traditions, organizing cultural festivals, and heritage walks to raise awareness about the importance of cultural heritage.
11. **NCC, NSS, Rovers and Rangers etc.**: Active participation in NCC, NSS, Rovers and Rangers activities and compulsory attendance in special camps organized by NCC, NSS, Rovers and Rangers.

These themes address a wide range of social, economic, and environmental issues prevalent in our society and provide avenues for meaningful engagement and impact through community outreach programs.

NOTE: For NCC, NSS, Rovers and Rangers not more than 25% (30 Hours) should be devoted for in campus activities, rest 75% (90 Hours) compulsorily should be devoted for community outreach activities outside the campus.

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