

Internship Policy

Bhagat Phool Singh Mahila Vishwavidyalaya

Internship Guidelines

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1.0 Preamble

The National Education Policy 2020 (NEP-2020) is founded on the vision that the purpose of the education system is to "develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values". It aims to produce engaged, productive, and contributing citizens for building an equitable, inclusive, and pluralistic society as envisaged by our Constitution. The policy regards experiential learning as an essential part of pedagogy, where internships serve as a key instrument to expose students to real-world work situations.

Bhagat Phool Singh Mahila Vishwavidyalaya (BPSMV), Khanpur Kalan, inspired by the vision of its

founder, the venerable Bhagat Phool Singh Ji, and the efforts of his committed daughter, Padmashri Subhashini Ji, has the core objective of empowering women, especially rural women, through education. The university's mission is "to make a profound difference in the lives of women to enable them to realize their full potential through the discovery of knowledge, acquisition of skills, development of character and self-esteem, and recognition of their rights and responsibilities". In light of this specific mission, BPSMV is committed to answering the call of the National Education Policy- 2020.

This internship policy integrates internships as a mandatory, credit-based component within the university's academic framework, in line with the "Curriculum and Credit Framework for Undergraduate Programmes" (CCFUP) issued by the University Grants Commission (UGC). This policy internalizes BPSMV's core values, such as "Social Commitment and Inclusiveness" and "Value education as enunciated by the Vedic Gurukul tradition". This document is not merely a procedural guideline but a mission-driven framework designed to equip the students of BPSMV with the practical skills, professional attitudes, and research acumen necessary to become leaders and change-makers in their communities and beyond. Through this policy, the university aims to connect classroom knowledge with workplace realities, thereby enabling our students to become self-reliant, competent, and socially responsible professionals.

2.0 Objectives of the Internship Programme

The internship programme at BPSMV is designed to foster the holistic development of students, equipping them with skills and perspectives that go beyond academic knowledge. The programme is envisioned to be mutually beneficial for both the students and the Internship Providing Organizations. The key objectives of this programme, derived from a synthesis of national guidelines and the university's unique mission, are as follows:

- **To Integrate Workshop with the Workplace:** To align the theoretical knowledge learned in the classroom, laboratory, and research lab with the outcomes of the real-world workplace. The internship is designed to bridge the gap between theory and practice.
- **To Understand the World of Work:** To provide students with a deep understanding of the experiences, challenges, and opportunities of the professional world, so they can mould their expectations and behavior according to the demands, culture, and values of current and emerging jobs.
- **To Develop Research Aptitude:** To develop a strong aptitude for inquiry, exploration, data analysis, and scientific communication in students. The aim is to familiarize them with analytical tools, research methodologies, data integrity, ethical conduct, and their application to solve complex problems.

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To Enhance Employability and Professional Competence: To build job-ready skills, ethical values, integrity, and a sense of professional responsibility in students. This will enable them to perform professional tasks according to the demands of the job market.

To **Foster Entrepreneurial Capabilities:** To help students understand how enterprises are formed and sustained, thereby strengthening their start-up and entrepreneurial capabilities. This objective is particularly crucial for BPSMV, as it paves a direct path to financial independence and self-reliance for women.

To **Inculcate a Sense of Social and Civic Responsibility:** To develop a sense of social issues and philanthropic versatility, which will facilitate the development of an outlook towards civic responsibility. This objective aligns directly with BPSMV's core value of "Social Commitment and Inclusiveness," encouraging students to emerge as community leaders.

To **Introduce Emerging Technologies:** To expose students to emerging technologies, automation, and digital tools, and to teach them how these can support, facilitate, and strengthen work processes, culture, and job roles.

To **Enable Hybrid and Physical Learning:** To broaden learning opportunities by blending physical and digital learning methods, ensuring a flexible and comprehensive learning experience that is adaptive to the needs of today's work environment.

To **Develop Decision-Making and Teamwork Skills:** To facilitate the development of problem-solving and decision-making skills, and to enable a culture of teamwork and collaboration to promote research, academic, and professional development.

3.0 Internship Categories

To accommodate the diverse career aspirations and academic pathways of students, internships at BPSMV are classified into two primary categories. This classification aligns with the structures defined in the KUK and UGC guidelines. This categorization helps students and faculty to clearly understand the focus and expected outcomes of the internship.

3.1 Internship for Enhancing Employability

The primary objective of this category of internship is to prepare students for the professional world. It is focused on acquiring practical skills, professional competencies, and an understanding of organizational functions so that they can be job-ready immediately after graduation. This type of internship emphasizes:

Active participation in the day-to-day activities of an organization.

Learning industry-specific software, tools, and processes.

Developing professional skills such as project execution, teamwork, communication, and client management.

- Understanding professional ethics, work culture, and organizational hierarchy.

This category is particularly relevant for students who wish to enter industry, the corporate sector, non-governmental organizations, or government services directly after completing their degree.

3.2 Internship for Developing Research Aptitude

This category is designed for students who aspire to pursue higher studies (Masters, PhD) or build a career in research and innovation. The focus of this internship is to provide hands-on training in research methodologies, tools, data analysis, and scientific writing. This type of internship involves:

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Conceiving and formulating a research question or problem.

- Conducting a literature review and identifying research gaps.
Hands-on experience with laboratory techniques, survey tools, and data collection methods. Using statistical software or other analytical tools to analyze and interpret data.
Preparing and presenting a report on research findings in a structured format.

This category is crucial for students in science, humanities, and social sciences who envision a future in academic or research-oriented fields.

In BPSMV's professional courses, such as Law, Pharmacy, Engineering, and Social Work, the distinction between these two categories can often be blurred. For example, a law student interning at a legal aid clinic is acquiring employability skills, but her work also involves intensive legal research for cases. Similarly, a student from the Department of Pharmaceutical Education & Research interning at a drug manufacturing unit would be engaged in research in the quality control lab alongside gaining employability skills.

To accommodate this reality, this policy adopts a flexible approach. It provides that: "**While internships are broadly categorized for clarity, departments and their faculty have the authority to approve hybrid internships that blend elements of both employability and research, especially for professional degree programmes. The nature of the final internship report (see Appendix V) can be adapted accordingly to reflect the hybrid nature of the experience.**" This provision ensures necessary academic flexibility and acknowledges that many modern professional roles require both practical application and research skills.

4.0 Ordinance: Credits, Duration, and Timing

Through this policy, the internship is codified as a mandatory academic requirement for all undergraduate (UG) and postgraduate (PG) programmes of the university. This ordinance is designed to ensure that every student receives a meaningful, structured, and evaluable practical experience before completing her degree.

Mandatory Nature: "Every student of a UG and PG programme shall be required to undergo an internship before taking an exit or completing the degree programme". This is not an optional

activity but a prerequisite for the award of the degree.

Credits and Duration: The internship will be a **4-credit** course, equivalent to **120** hours of engagement over a period of **4 to 6 weeks**. This standardization ensures a uniform experience and workload across all programmes of the university. One credit is defined as two hours of engagement per week, thus equivalent to 30 hours in a 15-week semester. The 120-hour requirement corresponds to this standard for 4 credits.

Timing: To minimize disruption to regular coursework, the internship will generally be undertaken during the vacation period following a semester. The specific timing will depend on the programme structure:

For UG programmes: The internship will typically be undertaken during the vacation after the 4th semester.

For 2-year PG programmes: The internship will be undertaken during the vacation after the 2nd semester.

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Provision for **Exit Options:** In line with the multiple exit options provided by NEP-2020, this policy clarifies that students who opt for an early exit must complete the internship before receiving their respective credential.

UG Certificate (Exit after 1st Year); Mandatory to complete the internship after the 2nd semester.

- **UG Diploma (Exit after 2nd Year):** Mandatory to complete the internship after the 4th semester.

- **PG Diploma (Exit after 1st Year):** Mandatory to complete the internship after the 2nd semester.

Research-Intensive Programme: There is a special provision for students enrolled in the 4-year UG (Honours with Research) programme. While they will also undertake a 4-credit internship after the 4th semester, their 8th semester will be entirely dedicated to a major research project/dissertation. This final semester experience will be worth **12 credits** and will be considered their capstone research internship.

To eliminate any ambiguity for students and faculty, the following table summarizes the internship requirements for various programmes. This table serves as a quick, visual reference guide to ensure consistent application of the rules. It consolidates scattered information from various sources into a single place, making it accessible to all.

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Table 1: Internship Requirements by Programme

Programme Type

Timing
Internship

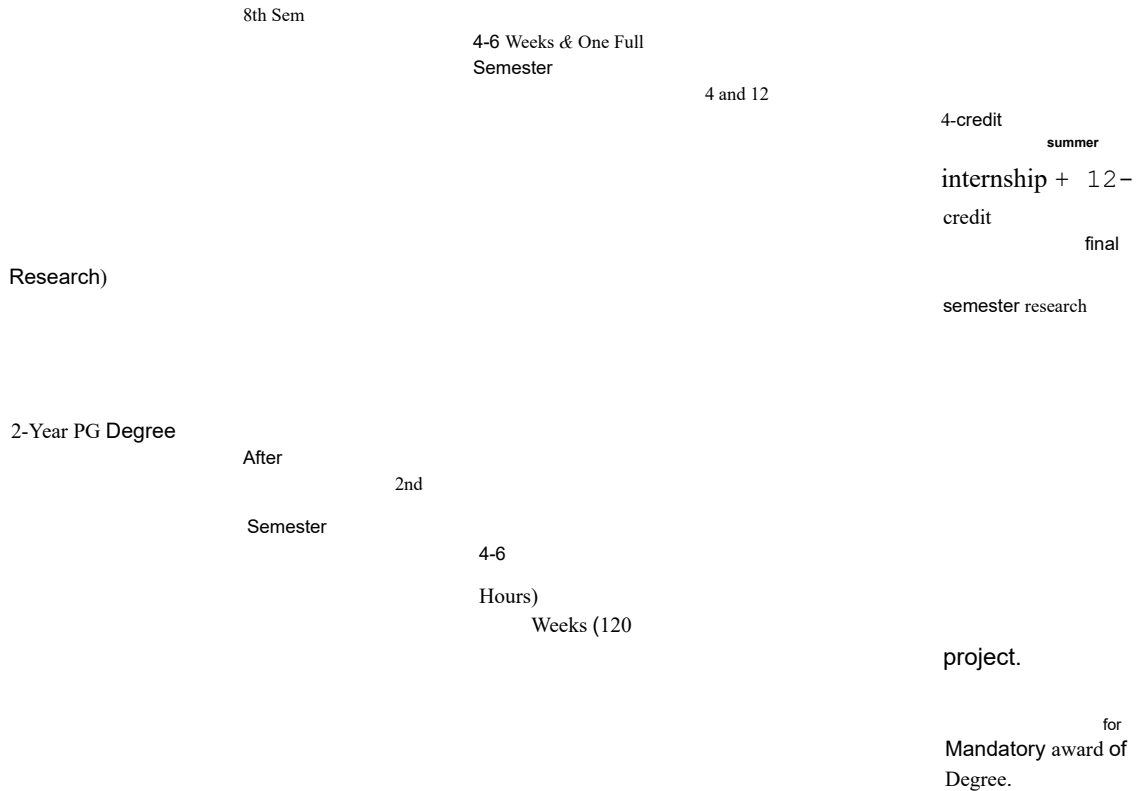
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Duration

Credits

Notes

UO Certificate	After 1st Semester	2nd Semester	4-6 Weeks (120 Hours)		Mandatory award for of Certificate.
(Exit after Year)					
UG Diploma (Exit after 2nd Year)	After 4th Semester		4-6 Weeks (120 Hours)	4	Mandatory for award of Diploma.
3-Year UG Degree	After 4th Semester		4-6 Weeks (120 Hours)		Mandatory for
4-Year UG Degree (Honours)	After 4th Semester		4-6 Weeks (120 Hours)	4	award of Degree.
4-Year UG Degree (Honours with After 4th Sem &					Mandatory award of Degree. for



This structured ordinance ensures that the internship is firmly integrated into the academic curriculum, becoming a meaningful and mandatory part of every student's learning experience at BPSMV.

5.0 Management of Internship

To ensure the effective implementation and seamless operation of the internship programme in BPSMV's multi-campus and multi-disciplinary environment, a robust, two-tier governance structure is established. This structure adopts the best practices from the KUK and MDU models, balancing central strategic direction with decentralized operational control. This hybrid model is best suited for BPSMV's specific needs, which include diverse constituent institutions like Law, Engineering, Ayurveda, and Social Work.

5.1 University Internship Cell (UIC)

The UIC is a central body responsible for overall policy implementation, building strategic partnerships, and managing the university's internship portal. This cell will set the direction for internships at the university level.

Composition: The UIC will be chaired by a senior academic (e.g., Dean of Academic Affairs or a dedicated Dean for Skill Development). The University Internship Coordinator will act as the Member-Secretary, and all Departmental Internship Coordinators will be its members. Functions:

Oversee the smooth implementation of the internship policy.

- Sign university-level Memoranda of Understanding (MoUs) with reputed national and international organizations, government bodies, and NGOs.

Maintain a central database of Internship Providing Organizations (IPOs).

Manage and upgrade the University Internship Portal.

- Ensure the final submission of awards (marks) to the examination branch in a timely manner.

5.2 Departmental/College Internship Unit (DCIU)

Each Department/Constituent College/Institute (DCI) will establish its own Internship Unit, responsible for conducting internship activities at the grassroots level. This decentralized unit will ensure that internships are relevant to the specific needs of each discipline.

Composition: The DCIU will be chaired by the Head of the DCI (as Chairperson). A senior faculty member will be appointed as the Departmental Internship Coordinator, and the Teacher Supervisors will be its members.

Functions:

- Inform students about internship opportunities.
- Allocate students to Teacher Supervisors.
- Establish connections with local and regional IPOs relevant to their specific field.
- Collect and verify all internship documentation (applications, consent letters, reports, etc.).
- Organize the internship evaluation (viva-voce) at the department level.

5.3 Role of the University Internship Coordinator

The University Internship Coordinator is the operational head of the UIC and serves as the central point of contact for all internship activities in the university.

Responsibilities: Overall management, assisting in signing university-level MoUs, maintaining a central database of IPOs, coordinating among various DCIUS, and ensuring that all evaluation data is standardized and submitted to the examination branch on time.

5.4 Role of the Departmental Internship Coordinator

The Departmental Internship Coordinator leads the operations at the department level. She is the primary resource person for students and Teacher Supervisors.

- Responsibilities: Informing students about opportunities, processing received applications, allocating students to Teacher Supervisors, and collecting, verifying, and forwarding all necessary documents to the UIC.

5.5 Role of the Teacher Supervisor

The Teacher Supervisor is a faculty member who acts as an academic mentor for a small group of interns. This role is critical to ensuring the quality of the student's learning experience.

- Responsibilities:
 - Guiding and counseling students in finding a suitable place and topic for their internship.

- Monitoring the student's progress during the internship period.
- Maintaining contact with the external Internship Mentor to receive feedback on the student's performance.
- Evaluating the final internship report and viva-voce (50% of total marks).
- Ensuring that the student is achieving her learning objectives.

This two-tier structure ensures that BPSMV can run an efficient, scalable, and responsive internship programme. The UIC handles high-level strategy, while the DCIUS handle day-to-day mentoring and evaluation, ensuring subject-specific relevance.

6.0 Internship Providing Organizations (IPOs) and Mentors

The foundation of a successful internship programme rests on a strong and collaborative partnership between the university and the external world. This section outlines the framework for the role, definition, and engagement of Internship Providing Organizations (IPOS) and the mentors within them.

6.1 Definition and Scope of IPOs

An Internship Providing Organization (IPO) is broadly defined to offer students a diverse range of practical experiences. This includes:

Government and Private Organizations: This includes large corporate houses, Micro, Small, and Medium Enterprises (MSMEs), and Public Sector Undertakings (PSUs). **Research Labs and Academic Institutions:** Opportunities in other universities, national research institutes (e.g., CSIR, ICMR Labs), and industrial R&D centers.

Non-Governmental Organizations (NGOs) and Social Enterprises: Organizations working in areas like social work, community development, women's rights, health, and education.

Local Governments: Panchayats, Municipalities, Zila Parishads, and other local bodies, providing students with grassroots governance experience.

Artists, Crafts persons, and Individual Professionals: Independent artists, crafts persons, lawyers, doctors, architects, and other professionals who can mentor students individually.

6.2 Role of the Internship Mentor

The Internship Mentor is an employee or professional at the IPO who provides on-site guidance, supervision, and support to the student during the internship. The mentor's role is crucial for the student's learning and professional development,

- **Responsibilities:**
 - Familiarizing the student with the organization's work culture and processes.
 - Assigning meaningful tasks and responsibilities to the student that align with her learning objectives.
 - Supervising the student's daily tasks and providing constructive feedback.
 - Verifying the student's learning and evaluating her performance (50% of total marks). This evaluation will be recorded on the Internship Completion Certificate (Appendix VI),
 - Helping the student build a professional network.

6.3 Building Partnerships

To create a sustainable pipeline of high-quality internship opportunities for BPSMV, this policy mandates the UIC and DCIUS to actively build partnerships with relevant IPOs.

Memoranda of Understanding (MoU): The University should sign formal MoUs with key IPOs to establish a structured framework for internship slots, joint projects, and long-term collaboration.

Preference for Local Organizations: In line with BPSMV's social commitment, priority will be given to partnerships with local and regional organizations. This will not only provide opportunities for students within their own community but also strengthen the bond between the university and society.

- **Mission-Aligned Partnerships:** Given BPSMV's mission, the UIC and DCIUS should make special efforts to partner with organizations that work directly in the areas of women's empowerment, rural development, and social justice. For example, connections should be actively established with the Haryana State Commission for Women, District Rural Development Agencies (DRDA), women-led Self-Help Groups (SHGs), and legal aid societies focused on women's rights.

6.4 University Internship Portal

The creation and maintenance of a central digital **University Internship Portal** is mandatory under this policy. This portal will serve as the technology-enabled backbone for the internship

Programme.

Features:

- **IPO Database:** A dynamic and searchable database of approved IPOs, their profiles, contact details, and past internship records.
- **Project Listing:** A list of available internship projects and opportunities offered by various IPOs.
- **Mentor Registration:** A platform allowing industry professionals, academics, retired experts, and alumni to register as potential mentors.
- **Application Tracking:** A facility for students to apply for internships online and track the status of their applications.
- **Resource Centre:** Guidelines and resources on writing internship reports, preparing for interviews, and other professional development topics.

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This portal will not only enhance administrative efficiency but also serve as a strategic tool for fulfilling BPSMV's mission. It can have a section like "Featured Partners" that highlights organizations offering internships that directly contribute to women's empowerment. Thus, this portal will become a powerful tool for both administration and mission fulfillment.

7.0 Internship Procedure

The success of the internship programme depends on a clear, consistent, and accountable process. This section provides a step-by-step workflow for students, teacher supervisors, and departmental units, adapted from the detailed procedures outlined in the KUK guidelines. This process is designed to ensure that every internship is properly documented, supervised, and evaluated, ensuring transparency and adherence to academic standards for all stakeholders.

Step1: Notification

At the beginning of the relevant semester, the Departmental Internship Coordinator will inform the students about the available internship opportunities, areas, and a list of potential IPOS through the notice board and the university portal.

Step2:Application

Interested students will apply for the internship using the prescribed format (Appendix II). The application form will be submitted to the Departmental Internship Unit (DCIU). Students must strictly adhere to the deadline.

- Step3: Allocation & Recommendation

The DCIU will review the received applications and allocate a Teacher Supervisor to each student. Subsequently, the DCIU will provide the student with a formal Letter of Recommendation (Appendix III) for the IPO. This letter certifies the student's candidature.

- Step 4: Securing Consent

The student will approach the IPO with the recommendation letter. Upon being offered an internship, the student must obtain a signed Consent Letter (Appendix IV) from her Internship Mentor at the IPO. This consent letter, along with a tentative work schedule, will be submitted by the student to her Teacher Supervisor.

Step 5: Internship

Period

The student will undertake the internship for the prescribed duration. During this period, she must maintain a Daily Diary (Appendix VII), detailing her day-to-day activities and learnings. This diary should be regularly signed by the Internship Mentor. This diary provides a contemporaneous record of the student's work.

Step 6: Submission

Within 15 days of completing the internship, the student must submit a consolidated package to her Teacher Supervisor, which will include the following documents.

1. **Internship Report:** A detailed report prepared as per the format given in Appendix V.
2. **Internship Completion Certificate:** Issued by the IPO (Appendix VI), which must include the evaluation marks (out of 50) given by the mentor.
3. **Signed Daily Diary:** Duly signed by the Internship Mentor.

This documentation-heavy process ensures that there is a clear audit trail for each student's internship. Each step generates evidence, which minimizes ambiguity and disputes and ensures accountability from all stakeholders (student, university, and IPO). This is a best-practice model adopted to maintain academic standards.

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8.0 Evaluation and Assessment

The evaluation of the internship will be conducted through a transparent, fair, and comprehensive process to ensure that the students' learning outcomes are accurately assessed. The evaluation methodology involves both external (IPO Mentor) and internal (Teacher Supervisor) assessors, providing a balanced and holistic perspective,

8.1 Components of Evaluation

The total evaluation will be for 100 marks, which is equally divided between the external and internal assessors.

Evaluation by Internship Mentor (IPO): 50 marks

Evaluation by Teacher Supervisor (DCI): 50 marks

8.2 Mentor's Evaluation Criteria

The IPO Mentor will evaluate the student's performance based on the following criteria. This evaluation reflects the student's practical skills and professional conduct.

- **Regularity and punctuality**
 - Interest shown in learning skills
 - Participation and collaboration in a team
 - **Dignity of labor and professional conduct**
 - Fulfillment of the prescribed objectives of the internship
- These marks will be recorded on the Internship Completion Certificate (Appendix VI).

8.3 Supervisor's Evaluation Criteria

The Teacher Supervisor will evaluate the student based on two components, which assess the student's analytical and communication abilities:

- **Internship Report (30 marks):** The report will be evaluated for content, structure, analysis, originality, and presentation as per the format given in Appendix V.
 - Viva-Voce (20 marks):** This will be a formal presentation and question-answer session, where the student will be asked about her internship experience, learnings, and challenges. The purpose is to assess the student's understanding and communication skills.

8.4 Passing Criteria

To pass the internship course, a student must secure a **minimum of 40% marks separately in both the Mentor's evaluation (out of 50) and the Supervisor's evaluation (out of 50)** (i.e., at least 20 marks in each).

8.5 Procedure in Case of Failure

If a student fails to meet the passing criteria, the following procedure will be followed:

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Failure in **Mentor's** Evaluation: If a student fails to secure 40% marks in the mentor's evaluation, she will be

given another opportunity to repeat the internship at a different IPO during the next vacation period.

Failure in Supervisor's Evaluation: If a student fails to secure 40% marks in the supervisor's evaluation (report/viva), she will be allowed to revise and resubmit her report for re-evaluation, without having to repeat the physical internship.

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8.6 Evaluation for Certified Courses

For internships completed through approved government portals (e.g., SWAYAM, NPTEL, AICTE Internship Portal) or other certified skill development courses:

If grades/marks are awarded by the agency, they will be converted to marks out of 100 as per a formula approved by the university.

If no marks are given, the Teacher Supervisor will conduct a viva-voce for evaluation. To provide a clear summary of the evaluation plan, the following table details the marking scheme.

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Table 2: Breakdown of Evaluation Scheme

Evaluation Component	Evaluator	Maximum Marks	Passing Marks
Part A: External Evaluation	Internship Mentor (IPO)	50	20
	Performance during Internship	50	20
Part B: Internal Evaluation	Teacher Supervisor (DCI)	50	20
	- Internship Report	30	
Examination	Viva-Voce	20	
Total		100	40

This structured evaluation process ensures that each student's performance is assessed fairly and comprehensively, valuing both academic rigor and professional relevance.

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9.0 Appendices

To make this policy fully operational from day one, a complete set of appendices, adapted from the KUK and MDU models, has been included. These appendices serve as the "engine" of the policy, providing all the necessary forms, formats, and templates for its implementation.

Appendix I: Illustrative List of Internship Areas and Providing Organizations

This appendix is the most significantly customized part of this policy. Instead of a generic list, it is structured according to the specific departments and constituent institutions of BPSMV. Each section lists tailored internship types and potential local/regional IPOs relevant to that field and the university's mission. The aim is to provide practical and relevant opportunities for students and faculty.

A. Department of Laws

Types of Internship: Legal research, litigation support, legal drafting, legal aid services, corporate legal compliance, human rights advocacy.

Potential IPOs:

- District & Sessions Court, Sonipat
- Punjab and Haryana High Court, Chandigarh
- District Legal Services Authority (DLSA), Sonipat
- Haryana State Commission for Women, Panchkula
- Human Rights Organizations (e.g., PUCL, CHRI)
- Corporate Law Firms (Gurugram, Delhi)
 - Under Senior Advocates

B. Department of Pharmaceutical Education & Research

• **Types of Internship:** Drug manufacturing, quality control & assurance, pharmaceutical R&D, hospital pharmacy, community pharmacy, drug regulatory affairs.

Potential IPOs:

- Major Pharmaceutical Companies (e.g., Sun Pharma, Cipla, Dr. Reddy's - with units in Baddi, Paonta Sahib)
 - BPS Government Medical College for Women, Khanpur Kalan
- Hospitals (e.g., PGIMS Rohtak, Medanta, Fortis)
- State Drug Control Organization
- Research Institutes (e.g., NIPER Mohali, CDRI Lucknow)

C. M.S.M. Institute of Ayurveda

Types of Internship: Ayurvedic pharmacy, Panchakarma therapy, herbal drug manufacturing, quality control, Ayurvedic hospital management.

Potential IPOs:

- Ayurvedic Hospitals and Clinics (e.g., Patanjali, Jiva Ayurveda)
- Ayurvedic Drug Manufacturers (e.g., Dabur, Baidyanath, Himalaya)

National Institute of Ayurveda, Jaipur
Regional Ayurvedic Research Institutes

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D. Department of Social Work

- **Types of Internship:** Community organization, case work, social research, NGO management, child protection, women empowerment projects, rural development.

Potential IPOs:

- District Rural Development Agency (DRDA), Sonipat
Department of Women and Child Development, Haryana
Non-Governmental Organizations (e.g., CRY, Helpage India, Pratham)
District Child Protection Unit (DCPU)
- Self-Help Groups (SHGs) and their federations

E. School of Engineering & Sciences

- **Types of Internship:** Software Development, Web Designing, Data Science, Machine Learning, Cloud Computing, Embedded Systems, VLSI Design, Food Technology, Environmental Monitoring.

Potential IPOs:

- IT Companies (Gurugram, Noida, Bengaluru)
- Startups and Technology Incubators
Research Organizations (e.g., DRDO, ISRO, C-DAC)
Food Processing Industries (e.g., Nestlé, PepsiCo)
- State Pollution Control Board

F. Faculty of Commerce & Management

- **Types of Internship:** Financial analysis, accounting, marketing, human resources, supply chain management, retail management, hotel management.

Potential IPOs:

Banks and Financial Institutions (e.g., HDFC, ICICI, SBI)

• Accounting Firms (e.g., EY, Deloitte, KPMG)

FMCG Companies (e.g., HUL, P&G)

Hotel and Hospitality Chains (e.g., Taj, Oberoi)

G. Government Portals and Certified Courses

In addition to the above, internships and certifications obtained through the following portals will also be recognized.

AICTE Internship Portal
(internship.aicte-india.org)

SWAYAM Plus (swayam-plus.swayam.ac.in)

Skill India Digital Hub (skillindiadigital.gov.in)

National Skill Development Corporation (NSDC)

NPTEL (nptel.ac.in)

Internshala (internshala.com)

Appendix II: Application Form for Internship Programme

(To be filled by the student)

Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan Internship Application Form

Photo

(Passport Size)

1. Name of the Student:

2. Father's/Mother's Name:

3. Class/Semester:

4. Session:

5. College Roll No.:

6. Student ID:

Programme:

University Roll No.:

7. Mobile No.:

8. Address:

Email ID:

9. Duration of Internship (Month & Session):

10. Internship Preferences:

Preference

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GiD

Core Area

Name of Organization

Location

I declare that the information provided by me is true to the best of my knowledge.

Signature of the Student

Date:

For Office Use Only:

Name of Teacher Supervisor (Allotted)

Signature of Departmental Internship
Coordinator

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Appendix III: Letter of Recommendation from DCI to IPO

(To be issued on the letterhead of the University/Department)

Ref. No.:

Date:

To,

The HR Manager / Director,

[Name of the Internship Providing Organization]

[Address of the Organization]

Subject: Request for 4/6 weeks **internship** for **the students of [Name of Department]**.

Sir/Madam,

This is to inform you that as per the National Education Policy-2020, internship has been made mandatory for all undergraduate/postgraduate programmes of our university. The objective is to provide students with practical knowledge and professional skills.

In this regard, the following students of our department are interested in undertaking an internship at your esteemed organization, as your organization holds a significant and influential position in their field of study.

Sr. No.

Name of Student

Class & Roll No. Year

1.

Therefore, you are requested to kindly grant permission to our students to undergo an internship at your organization. Please communicate your consent in the format of Appendix-IV at the earliest. It would be appreciated if the students are given one week's time to join the training after confirmation.

We shall be grateful for your cooperation.

Thanking you,

Yours sincerely,

(Signature of Departmental Internship Coordinator/Head of Department)

[Name and Designation]

[Name of Department/College]

Bhagat Phool Singh Mahila Vishwavidyalaya

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Appendix IV: Consent Letter of the Internship Mentor

(To be filled by the IPO)

I, (Name)

Designation

organization

give my consent for the student (Name)

Roll

undertake an internship (Topic)

No.

The duration of the internship will be from

Dr. /Mr./Ms./Mrs.

Mentor.

Of

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hereby

of Class

Department/College

of Bhagat Phool Singh Mahila Vishwavidyalaya, to

to

in this organization.

or I myself will act as the Internship

Signature of the Mentor

Name:

Designation:

Address:

Email:

(Seal of the Organization)

de

Appendix V: Format of the Internship Report

This appendix outlines the required structure and content of the internship report. The report is formatted differently for the two types, and a hybrid format for professional courses is also mentioned.

A. Internship Report for Enhancing Employability

Points to be included:

1. Cover Page
2. Certificate
3. Acknowledgments
4. Index of Contents

5. About the Organization 6. Objectives

of Internship 7. Details of Work

Done 8. Learning

Experiences 9. Learning

Outcomes 10.

Conclusion/Summary

11. Student Day Diary

12. Attachments (if required)

B. Internship Report for Developing Research Aptitude

Points to be included:

1. Cover Page
2. Certificate
3. Acknowledgments
4. Table of Contents
5. Introduction (Topic, Literature Review, etc.)
6. Objectives of Internship
7. Materials & Methods
8. Results/Observations
9. Discussion
10. Conclusion/Summary
11. References/Glossary
12. Student Day Diary
13. Attachments (if required)

14. Common Elements of the **Report** (for **both types**):

Cover Page: This should contain the title of the report (in capital letters), the student's name, roll number, the university logo, the name of the department/college, and the year of submission. The IPO's logo should not be used.

Certificate: This is a declaration by the student regarding the originality of the report, to be signed by the student and countersigned by the Teacher Supervisor.

Acknowledgments: Thanking all individuals who helped during the internship.

Table of Contents: Listing the main sections of the report with page numbers.

Note on Hybrid Reports: For professional courses (e.g., Law, Pharmacy), the student may, in consultation with her Teacher Supervisor, adopt a hybrid report format that includes relevant elements from both formats above.

de

Appendix VI: Internship Completion Certificate (to be issued by IPO)

(To be issued on the letterhead of the Internship Providing Organization)

Ref. No.:

Date:

Internship Completion Certificate

This is to certify that Ms.

of Class

of

the

D/o / W/o Shri

Roll No.

Department/College

Bhagat Phool Singh

Mahila Vishwavidyalaya, has successfully completed her internship in our organization

to

from

On the basis of her regularity, punctuality, interest in learning skills, dignity of labour, team participation, work experience, and fulfillment of the internship objectives, she is awarded marks out of 50.

Remarks

(if

any):

Signature of the Mentor

Name:

Designation:

Email:

(Seal of the Organization)

Appendix VII: Format of the Student's Daily Diary

Internship Daily Diary

Name of Student:

Name of Organization:

Day

2

30

A

Date

Details of Learning Activity for **the Day**

Signature **of** Internship
Mentor

Appendix VIII: Consolidated Evaluation Report Form

(For official records of the University)

Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan

Internship Evaluation Report

Session :

Credits: 4

Maximum Marks: 100

Passing Marks: 40

Sr. No.

2.

3.

University Roll

No.

by

Marks awarded

Internship Mentor of IPO

(out of 50)

by

Supervisor

Marks awarded Teacher

of

Total Marks (out

of 100)

DCI in Internship

Report **and Viva-**

Signature of Teacher Supervisor

Name (in Capitals):

Designation:

Department:

Date:

A

Voce (out of **50**)

Report (**30**)

Viva (**20**)

