

**CENTRE FOR SOCIAL JUSTICE AND EQUITY
INTERNSHIP POLICY:
GUIDELINES & PROCEDURES**

**MADRAS SCHOOL OF SOCIAL WORK
Chennai, Tamil Nadu.**

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CHAPTER 1

INTERNSHIP: SCOPE, NATURE, METHODS

1.1 INTRODUCTION

Internships, also known as a field practicum or field placement, is an important component of all social science programs. Internships are designed to enable social science students to gain experience working in various domains includes Sociology, Social Work, Anthropology, Psychology, Economics, History, Political Science, Public Administration, Development Studies, Gender Studies, Women's studies, Criminology while under close supervision of field instructors. This gives students the opportunity to apply what they have learned in the classroom to real world situations. Field education is usually taken concurrently with classes and students have placements in both their foundation and concentration years.

Similarly, the inter disciplinary and multi-disciplinary approaches in the respective disciplines is also a global trend in education. Most of the international educational institutions are having a keen focus on the same. Opportunities for inter disciplinary and multi-disciplinary internships are available in a wide range of fields including law, international affairs, journalism, liberal arts, Government and public policy. Specialized research centres are located in higher educational institutions, with the goals of tackling urgent global issues, encouraging multidisciplinary study, and producing creative solutions.

As a public policy think tank, the Centre for Social Justice and Equity of Madras School of Social Work is tasked with researching and analysing important issues on marginalised communities include the scheduled castes and tribes in particular. It serves as well as assisting in the creation of policies that promote sustainable development and growth of the mentioned communities in Tamil Nadu.

1.2 NATURE, SCOPE & METHOD

NATURE

By considering the above-mentioned context the centre for Social Justice and Equity's internship program offers students a valuable chance to broaden their research skills, enhance their comprehension of important topics, and be ready for further academic or professional endeavours. Through meaningful interactions with centre's staff, other interns, and research projects, participants gain improved abilities, insightful knowledge, and a more comprehensive understanding of opportunities and issues facing the world today. An internship of this type will strengthen the outcome-based learning process and instil the necessary professional skills and qualities.

SCOPE

- Students would be encouraged to participate in an internship for a variety of reasons, including:
- Developing their critical-thinking and problem-solving skills.
- Chances to network and learn new things by involving in research projects, taking part in trainings and workshops for creating awareness among the marginalised communities on various public policies, drafting manuals, creating contents, sourcing large scale data for analysis and evaluation.
- Chances to communicate with the faculty supervisor and various units under their direction, as well as exposure to equipment, tools, procedures, and research methodology.

METHOD

On the whole, there are two main areas of emphasis for internships: improving employability and strengthening research aptitude. As a centre for Social Justice and Equity, we expand on the range of internship practices for the creation of social policy. Our intern methods require the student intern to work in the field and integrate into other social groups through networking. Students will have the opportunity to intern in a variety of government departments, including the Department of Social Welfare, the Department of Adi-Dravida and Tribal Welfare, and other departments linked to the welfare of marginalized communities generally. This will allow them to gain an understanding of and meaningful contribution to the workings of a public policy think tank, in addition to working with our staff in our research areas on Scheduled Castes, Scheduled Tribes, Nomadic Tribes, Gender and Sexual Minorities, and Differently Abled individuals.

1.3 OBJECTIVES

An internship allows a student to obtain first-hand experience in addition to understanding how an organization operates. It also helps to develop research skills and learning chances while enhancing a student's skill aptitude for a certain career or job role. The internships are supervised, short-term, structured placements that are frequently centred around certain activities or projects with predetermined deadlines. Interns of the research centres and the organization offering the internship should both profit from the way internships is structured. An internship may be paid for in partially or fully, or not at all. The internship must have purpose and benefit both the organization and the intern.

The internship's goals must be created with the goal of integrating learnings from workshops, classrooms, and research labs with real-world experiences in the workplace (non-governmental organizations (NGOs), civil society organizations, research and development organizations, and higher education institutions). It's critical that the internship program must have goals and activities are understood and precisely specified.

The aims of involving students in internship programs are as follows:

- To allow students a chance to conduct research under academic supervision for a set amount of time in a genuine work setting.
- To establish an environment that encourages students to pursue knowledge and explore how it may be applied to research and complicated real-world situations.
- To give students the chance to acquire, comprehend, and improve the technical, managerial, and communication skills necessary for doing research, as well as the research insight.
- To train students for social innovations and expose them to the issues facing society through rural, urban and social internships.
- To acquaint students with acceptable employment of research methods, analytical tools, and strategies.
- To teach students how to write manuscripts for publication, scientific reports, presentations, and/or research proposals.
- To encourage professional and academic growth.

1.4 ADVANTAGES OF INTERNSHIP

- Developing and conceiving a research subject or problem
- Acquiring new skills and trends on social science domains
- Conducting social science researches and gathering data
- Creating models and simulations in social science research
- Writing and presenting reports on field visits
- Enhancing knowledge about the research methodologies and procedures
- Facilitating the discovery of new information in a social problem or issue
- Comprehending and the capacity to carry out difficult concepts
- Creating answers for issues that arise in everyday life
- A strong understanding capacity to analyse written and spoken communications in research papers
- Offer platform for one's own scientific interpretations in studying the social problem
- Presenting scientific findings and technical data to peers, society and communities
- Proficiency in using professional responsibility, research ethics, and suitable techniques in their own research endeavours.

CHAPTER - 2

DEFENITIONS

2.1 Absence Form: It is a document which has to be duly signed by the Internship Supervisor approving the intern's absence.

2.2 Absent from Internship:

I) Absent during internship means the fact of not being in the organization where the intern is usually expected to be during their internship program.

II) In case of contingency like medical emergency the intern without prior approval from the Internship supervisor in writing in the prescribed format will be deemed as absent from Internship.

2.3 Academic Supervisor:

Academic Supervisor is a designated faculty for an intern, to monitor and supervise throughout the internship program

2.4 Feedback Form:

Feedback form is a confidential report by the Internship Supervisor on the intern's performance during their internship.

2.5 Full time:

Full time means for a continuous period of minimum 30 days or 4 weeks or 1 month to maximum 90 days or 12 weeks or 3 months during the internship period subject to stipulation by the department from time to time.

2.6 Internship Break:

Internship break means the break period after odd semesters, for social science students during which a student is compulsorily required to do an internship.

2.7 Internship Report (Internship Diary):

Internship Report (Internship diary) is a summary in detail about the duties and the work undertaken and the learning experiences of the student during their internship tenure.

2.8 Internship Supervisor:

Internship Supervisor is a staff or designated member of the organization for an intern, to monitor and supervise throughout the internship program and renders the feedback on their performance at the end of the internship period in their organization

2.9 Misconduct:

Misconduct means any kind of personal and professional wrongful, improper or unlawful conduct and includes minor and gross misconduct motivated by wilful, premeditated or intentional purpose or by obstinate indifference to the consequences of the action that causes serious and imminent risk to the health, safety of any person; reputation, viability or profitability of the Organization, entails to be inconsistent with the continuation of the internship program in such semester where misconduct has been proved and further refrains that intern from future Internship activities.

2.10 Working Day:

Working Day means any day on which regular working day of the organization includes the field visits scheduled to be taken as per the Academic Calander fixed by institution's academic year.

2.11 Weekly Report:

Weekly Report is the progress and learning of the intern recorded on a day-to-day basis, which is documented and submitted at the end of every week of their internship to the Supervisor for evaluation. The intern is bound to submit weekly reports for their entire period of internship period that is minimum 4 weeks to maximum 12 weeks in one internship.

CHAPTER 3

UGC – GUIDELINES FOR PROMOTING INTERNSHIP

(IN BRIEF)

3.1 Reasons for Promoting Internship Programs

- 1. Integration of workshop with workplace:** To see the internship in a broader, integrated and holistic manner where the delivery of the classroom is aligned with outcomes of the workplace.
- 2. Understanding of the world of work:** To provide undergraduate students with an opportunity to improve their understanding of the experiences, challenges, and opportunities of the real world of work, as well as to set their expectations and behaviour in accordance with the demands, culture, and values of current and emerging jobs.
- 3. Physical and hybrid model learning:** To broaden learning opportunities by combining physical and digital modes of learning while working in organisations, workplace, within or outside institutions, blended with a mentor or research expert and as per the need and convenience.
- 4. Developing research aptitude:** To create and facilitate conditions that allow students in their quest for knowledge, its discovery, learn, understand and sharpen research acumen, familiarising with analytical tools and techniques with appropriate usage, research methodologies, data analysis, integrity and ethical behaviour, manuscripts preparations, identification of appropriate journals, patent and intellectual property rights, and their application in solving research/complex/real-life problems.
- 5. Exposure in emerging technologies:** To provide exposure to emerging technologies/ automation and how it can support, facilitate, improve and reinforce work processes/ culture/ job roles/art and craft, including the traditional areas.
- 6. Enhance social entrepreneurial capabilities:** Understand how organisations / enterprises are formed for sustainable progress so that start-ups and social entrepreneurial capabilities are strengthened among students and they are encouraged to be job creators in social sectors.
- 7. Development of decision-making and teamwork skills:** To facilitate the development of problem-solving and decision-making skills, enable

teamwork & collaboration culture to promote research, academic and professional developments.

8. Cultivate a sense of Social Imagery and Citizenship Responsibility:

To develop a sense of social imagery (issues) and philanthropic versatility among the graduating students that will facilitate towards the development of an attitude towards citizenship responsibility.

9. Stimulate collaborative influence:

To promote collaborations with various stakeholders in academia partnership will be developed to provide collaborative internships, apprenticeships, and research opportunities to the students in the predefined areas of importance which will lead institutions, universities, organisations, academicians, and students to collaborate on how to learn with one another.

10. Enhancing professional competency:

The internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop as competency and perform professional tasks in the way that the employment market demands.

CHAPTER 4

INTERNSHIP EVALUATION

4.1 Internship Evaluation Pattern

CSJE-MSSW will be in contact with the concerned faculty from the student intern's institution to look into the matter of facilitating the arrival of the interns and their registration. During this internship period, the mentor from CSJE will provide internship guidance to the intern to expose the centre's ongoing work assignments, such as research work, field visits, assisting in documentation, creating documentaries, analysing government programs and schemes for marginalized communities in particular, participating in surveys and censuses, taking part in assisting to draft public policies and programs, writing reports, etc. Students can select their interest area for executing their internship.

4.2 Role of the organization (CSJE) in Monitoring Interns

The internship program will be fully organized, executed, and monitored by CSJE, MSSW. The faculty/ staff from the centre will coordinate and ensure the intern's registration, attendance, evaluation, and reporting during the internship period.

4.3 Role of Mentor

The Director of CSJE, MSSW, will serve as a mentor and provide professional and research guidance to the intern during the internship period. The mentor will also facilitate networking with other experts and professionals on relevant subject matter, which will enhance the internship experience and learning of the intern. The mentor is authorized to provide the internship completion report and ask that the faculty supervisor of the organization promptly evaluate the intern.

4.4 Role of Internship Supervisor

Throughout the internship, interns must notify the internship supervisor of their daily work activities and report any absences at least one day in advance of the day they will be taking time off. Exceptional permissions may be given by the mentor in emergency situations. The internship supervisor will provide the interns with an attendance sheet, evaluation report, supervisor feedback form, and internship report at the end of the internship period.

CHAPTER 5

INTERNSHIP REPORT

5.1 Student's Diary / Daily Log

The main purpose of writing daily diary is to cultivate the habit of documenting and to encourage the students to search for details. It develops the students' thought process and reasoning abilities. The students should record in the daily diary the day-to-day account of the observations, impressions, information gathered and suggestions given, if any.

Student's Diary and Internship Report should be submitted by the students along with attendance record and an evaluation sheet duly signed and stamped by the internship Institute immediately after the completion of the internship. It will be evaluated on the basis of regularity in maintenance of the diary.

5.2 Internship Report

After completion of Internship, the student should prepare a comprehensive report to indicate what he/she has observed and learnt in the internship period. Daily diary will also help to a great extent in writing the internship report since much of the information has already been incorporated by the student into the daily diary. The internship report should be signed by the Internship Supervisor and Faculty Mentor at the centre.

The Internship report will be evaluated on the basis of following criteria:

- Originality should be maintained
- Ontime submission
- Report should be in 800 to 1000 words in Times New Roman font size 12 with 1.5-line space along with figures, graphs and field photos if taken.

5.3 Monitoring of Internship

The internship of the students will be monitored in two stages:

- Monitoring by internship providing organization (CSJE)
- Monitoring by faculty supervisor at college / institution.

5.4 Monitoring by Organization

The internship providing organization shall monitor the students based on the punctuality, eagerness to learn and maintenance of Daily Diary, regularity in attendance and the report submitted by the intern.

CHAPTER 6

ANNEXURES

ANNEXURE – I

PROCEDURES / FORMATS FOR ORGANIZING INTERNSHIPS.

FORMAT1. STUDENT INTERNSHIP PROGRAM APPLICATION

1. Student Name:	
2. Discipline:	
3. Institution Address:	
4. Residential Address:	
5. Student e-mail address:	
6. Mobile Number:	
7. Internship Semester: _____ Year.	
6. Area of Interest	
Faculty Signature with seal: _____ Date _____.	
Student Signature: _____ Date _____.	
Signature confirms that the student agrees to the terms, conditions, and requirements of the Internship Program	

ANNEXURE – II

FORMAT 2: STUDENT’S DIARY/ DAILY LOG

Day	Nature of work	Signature of the Internship Supervisor

Signature of the Mentor

ANNEXURE – III

FORMAT 3: MENTOR EVALUATION OF INTERN

Student Name: _____ Date: _____

Internship Supervisor: _____

Institution with Address: _____

Dates of Internship: From _____ To _____

Please evaluate intern by indicating the frequency with which you observed the following behaviors:

Parameters	Needs improvement	Satisfactory	Good	Excellent
Behaviors				
Performs in a dependable manner				
Cooperates with co-workers and supervisors				
Shows interest in work				
Learns quickly				
Shows initiative				
Produces high quality work				
Accepts responsibility				
Accepts criticism				
Demonstrates organizational skills				
Uses technical knowledge and expertise				
Shows good judgment				
Demonstrates creativity/originality				
Analyzes problems effectively				
Is self-reliant				
Communicates well				
Writes effectively				
Punctuality				
Uses time effectively				

Overall performance of student intern: Needs improvement / Satisfactory / Good / Excellent

Additional comments, if any:

Signature of Mentor:

ANNEXURE – V

FORMAT 5: INTERNSHIP EVALUATION REPORT

Name & Address of the Institution

Sr. No.	Name of Student	Roll No.	Marks to be awarded by		
			Punctuality (Satisfactory/ Good/ Excellent)	Maintenance of Daily Diary (Satisfactory / Good/ Excellent)	Attendance (Satisfactory/ Good/ Excellent)

Signature of Mentor with seal

(Name _____)

ANNEXURE – VI

FORMAT 6: ATTENDANCE SHEET

Name & Address of Institution

Name of Student																									
Roll. No																									
Name of Course																									
Date of Commencement of Internship:																									
Date of Completion of Internship:																									

Initials of the student

Month & Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Signature of the Mentor with Seal

Organization Seal