GOVERNMENT OF ODISHA
HIGHER EDUCATION DEPARTMENT

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No. HE-TET-MISC-0005-2026: 20818 /HE, Dated: 20 /04/2026

From

Smt. Mousumi Nayak, OAS (S)
Joint Secretary to Government

To

The Regional Director of Education,
(Bhubaneswar, Balasore, Berhampur, Sambalpur, Jeypore)

Sub: Supervision and Implementation of Internship and Community Engagement Programme - Regarding

Madam/Sir,

In alignment with the National Education Policy (NEP) 2020, the Government of Odisha has introduced a mandatory 6-week (35-day) Internship and Community Engagement Programme for undergraduate (UG) students across the State. The objective of this programme is to enhance students' employability, skills, and civic responsibility by integrating academic learning with practical exposure in government offices, private sectors, and community services.

Enclosed are the detailed guidelines for the implementation of the programme. You are requested to oversee and ensure the smooth and effective execution of these guidelines across all Higher Education Institutions (HEIs) under your jurisdiction. Your role in supervising the programme's implementation, offering guidance, and addressing any challenges that arise is crucial to its success.

As the lead authority in your region, you are entrusted with the following key responsibilities:

1. It is requested to ensure that all institutions adhere strictly to the prescribed framework. Oversee the facilitation of students in securing and completing the mandatory 120 hours of internship, either in government departments, private sector entities, or community service programs, as per the guidelines.

2. You are requested to coordinate with the **District Collectors** to apprise them of the internship programme and ensure their support in facilitating placements. Additionally, regular coordination should be maintained with **Block Development Officers (BDOs)** and other relevant district officials to ensure smooth internship placements and address any operational challenges.

3. It is essential that students are fully informed about the internship requirements, the opportunities available, and the process to follow. Ensure that they are provided with all necessary resources and support to successfully complete their internships and earn the prescribed academic credits.

4. It is also demanded to establish a monitoring system to track the progress of internship placements. You are responsible for addressing any issues faced by

students or institutions in a timely manner. Regular review meetings should be held to assess progress and resolve any grievances efficiently.

5. You are further requested to work closely with **SAMS Nodal Officers** and **Principals of SAMS Nodal Colleges** to ensure smooth coordination and facilitate the dissemination of information regarding internship opportunities, requirements, and processes. The timely communication of available internship placements, both in the public and private sectors, is essential for the success of the programme.

Please take immediate action to ensure that all relevant authorities and stakeholders are engaged, and that this important programme is implemented effectively in your region. Your proactive leadership and coordination will be key to the success of this initiative and in achieving the desired outcomes for the students.

This is for your kind information and necessary action.

Yours faithfully,

Joint Secretary to Government

Memo No. 20819 **HE., Dated:** 20**/04/2026**

Copy forwarded to the P.S. to Commissioner-cum-Secretary, Higher Education Department for kind information of Commissioner-cum-Secretary.

Joint Secretary to Government

GUIDELINES FOR
INTERNSHIP & COMMUNITY SERVICES
(COMMUNITY ENGAGEMENT AND FIELD WORK)
PROGRAMME

BY THE HIGHER EDUCATION DEPARTMENT

GOVERNMENT OF ODISHA

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1.0 INTRODUCTION

Internships constitute a core component of experiential and outcome-based education, bridging academic learning with professional practice and enhancing skill development, industry readiness, innovation, and employability. The National Education Policy 2020 advocates the integration of internships, field engagement, and skill-based learning into higher education curricula to promote holistic and multidisciplinary development.

In alignment with NEP 2020, the Higher Education ecosystem of Odisha seeks to institutionalize a structured, scalable, and credit-integrated Internship Framework across all Higher Education Institutions (HEIs). The framework includes **Mandatory Internships (fixed and flexible period)** and **Research Project/Dissertation-based Internships**, facilitating engagement with Private Sector enterprises, industries, Government Departments, research organizations, and other approved institutions to strengthen practical competencies and employability.

Further, in accordance with UGC Model Regulations for Undergraduate Programmes with Multiple Entry and Exit, **Community Engagement and Field Work** shall be recognized as an equivalent academic alternative to internships. This component integrates classroom learning with societal needs, fostering civic responsibility, ethical values, leadership, teamwork, communication skills, and stronger institutional linkages with communities and public institutions.

The initiative is expected to benefit over two lakh undergraduate students annually across Arts, Science, Commerce, and Humanities disciplines. Through credit integration, structured supervision, and transparent evaluation, the programme ensures acquisition of practical knowledge and workplace competencies essential for success in a competitive global environment.

2.0 INTERNSHIP AND COMMUNITY SERVICES INTEGRATION FOR HOLISTIC STUDENT DEVELOPMENT

In alignment with the National Education Policy (NEP) 2020 and the UGC Model Regulations for Undergraduate Programmes with Multiple Entry and Exit, every undergraduate student shall mandatorily undertake Internship / Community Engagement & Services / Field Work during the 4th Semester for the award of academic credits. Students shall indicate their choice of earning the prescribed four academic credits either through Internship or Community Service as an alternative at the time of admission or re-admission on the SAMS portal, and the concerned Higher Education Institutions (HEIs) shall accordingly facilitate, guide, and monitor students

in their selected component as per academic regulations. A flexible credit-based model shall allow students to opt for professional internships, research-based internships, community service, or field work, subject to institutional approval. A State-level digital portal shall enable registration, approval, monitoring, and tracking to ensure transparency and coordination. Institutions ensure inclusive and equitable access for students from rural, tribal, and economically disadvantaged backgrounds. Upon successful completion, students shall receive university-recognized certification aligned with the National Skills Qualification Framework (NSQF) to enhance employability. Further, all students must register on the Academic Bank of Credits (ABC) portal and obtain an APAAR ID prior to commencement, and Institutional Nodal Officers shall ensure timely credit upload and seamless integration between the HIMS and ABC systems.

3.0 OBJECTIVES:

The Internship and Community Services Programme offer structured, practical, and outcome-based learning that connects academic knowledge with real-world work and community engagement. Covering **more than two lakh undergraduate** students each year, it aims to improve employability, research skills, entrepreneurial ability, and civic responsibility in line with the National Education Policy (NEP) 2020.

The programme links classroom teaching, laboratories, workshops, and research with hands-on experience in industries, start-ups, agriculture, NGOs, research institutions, HEIs, and Government organizations. It helps students understand workplace culture, governance systems, social issues, and professional ethics through real-life exposure. Flexible learning options physical, digital, and blended are supported by mentors and experts. Students develop research and analytical skills, problem-solving ability, awareness of intellectual property and emerging technologies, along with communication, leadership, teamwork, and decision-making skills. The programme also promotes entrepreneurship, social awareness, sustainable development, and strong collaboration between academia, industry, Government, and civil society for meaningful experiential learning.

4.0 SCOPE AND SECTORAL FOCUS:

The Internship and Community Services Programme offer structured, practical learning that connects academics with professional and community engagement, preparing students for workforce demands while promoting leadership and social responsibility. Opportunities are available in the **private sector**s like IT, healthcare, MSMEs, start-ups, NGOs, research bodies, also in academic institutions etc., **government offices and PSUs** for

exposure to governance and public service, academic and research institutions for research and teaching support, as well as specialized areas like arts, heritage, and traditional knowledge etc. Students may also intern with **local MSMEs** to build entrepreneurial skills. As a credit-linked alternative, students may opt for Community Services aligned with NEP 2020 in areas such as education, health, environment, social welfare, disaster management, and civic engagement, with mentor approval. HEIs may add locally relevant activities without altering core objectives. Internships may also be completed **online or hybrid mode** through recognized Government or approved platforms with proper supervision and evaluation.

5.0 KEY FEATURES OF THE PROGRAMME:

The Internship and Community Services Programme is a structured, credit-linked, and outcome-based experiential learning framework that combines professional exposure with community engagement. It remains flexible and responsive to emerging sectoral trends, technological changes, workforce needs, and societal priorities, with opportunities periodically expanded to align with industry, governance, research, and grassroots requirements. Each student is assigned a Faculty Mentor and, where applicable, a host Supervisor to ensure proper guidance, academic oversight, ethical conduct, and alignment with learning goals. A standardized monitoring and evaluation system including progress reports, mentor feedback, final report submission, and presentation or viva-voce ensures quality and measurable outcomes. The programme enhances industry exposure, research skills, entrepreneurship, leadership, communication, and civic responsibility, preparing students for long-term career growth and societal contribution. Both Internship and Community Service components carry defined academic credits within the undergraduate curriculum, and successful completion is formally recorded to ensure academic recognition of experiential learning.

6.0 PROPOSED INTERNSHIP/COMMUNITY SERVICES FRAMEWORK

(A) INTERNSHIP

Enhancing employability requires practical exposure alongside academic learning. Internships provide hands-on experience, workplace understanding, professional skills, and research orientation, thereby bridging the gap between theory and real-world application while strengthening problem-solving ability, adaptability, and career readiness. Higher Education Institutions (HEIs) shall regulate and align internships with academic schedules and industry requirements. It may be of following in nature.

- Mandatory Internship: (4 Credits) 120 hours
- Research Projects/ Dissertations: (12 Credits) 360 hours

6.1 MANDATORY INTERNSHIP (120 hours)

The engagement shall be undertaken during the 4th Semester or summer vacation as per the academic calendar. Students may be placed through institutional arrangements or may independently secure opportunities in NGOs, private organizations, industries, research institutions, or Government offices with prior approval of the concerned HEI. No stipend or financial assistance shall be provided by the Government. Upon successful completion, submission of the prescribed report, and presentation before the evaluation committee, students shall be awarded 4 academic credits.

Every undergraduate student shall fulfil the following requirements:

Component	Requirement
Total Credits	4 Credits (1 Credit = 30 Hours)
Total Engagement Hours	120 Hours
Duration	35 Working Days

Mandatory Internship can be of Two (02) types.

(a) **Fixed Period** ***(6 weeks or 35 working days for 4 academic credits)***

(b) **Flexible Period** ***(spread over 6 months for 4 academic credits)***

6.1.1 FIXED PERIOD MANDATORY INTERNSHIP

Under Fixed Period: Mandatory Internship, A six-week (35 working days) internship will be introduced for all undergraduate students across Odisha, in line with the National Education Policy (NEP) 2020. The program aims to bridge the gap between academic and practical experience, helping students develop 21st-century skills such as problem-solving, teamwork, critical thinking, and adaptability. It will also strengthen industry-academia collaboration, enhancing student employability. Students can also go for the internship by their own arrangement, subject to approval of the concerned HEIs.

However, this framework shall be implemented in a phased manner. In the first year of implementation, **approximately 30,000 students** may be engaged in internships. The coverage will thereafter be progressively expanded, with the objective of extending the internship opportunity to all eligible students within a period of three years.

Students may intern in **both Private and Government sectors**:

- Private Sector: IT & Software, Healthcare, Manufacturing, Banking, Media, Retail, Education, Hospitality, and Tourism etc.
- Government Sector: Block offices, Gram Panchayats, District Collectorates, and other administrative bodies etc.

Through these internships, students gain firsthand experience in governance, industry operations, social welfare, and innovation, helping them become skilled, responsible, and socially aware professionals. Those from rural or disadvantaged backgrounds will particularly benefit from exposure to livelihood-enhancing skills and governance structures.

- Entrepreneurship & Interdisciplinary Exposure: The programme promotes entrepreneurial learning through placements in MSMEs and small businesses, fostering understanding of operations, finance, and innovation. Internships in educational and cultural institutions support careers in research, academia, and creative fields. Cross-disciplinary exposure is encouraged to broaden learning opportunities.
- Target Groups: Open to all undergraduate students (Arts, Science, Commerce, Humanities etc.) who have completed at least two or four semesters. Students exiting after 1 year (Certificate Course) or 2 years (Diploma course) must complete an internship and one skill course. Credits earned will be recorded under the Academic Bank of Credits (ABC) framework.
- Sectoral relevance: Internship placements will match students' disciplines (e.g., Commerce in finance, Science in IT/healthcare, Humanities in NGOs/governance). Interdisciplinary exploration is also encouraged.
- Duration & Credit Allocation
  Internships will last six weeks (35 working **days or 120 hours),** usually during **summer vacations (after 4th Semester)** under a Faculty Mentor. On completion, students will earn 4 credits, as per university regulations, which contribute to their academic record.
- Execution
  Students may independently arrange internships (online/offline) outside Government-supported programmes with prior approval from their respective HEIs. They must register on the official internship portal, regularly update progress, and undergo evaluation to receive academic credit.

Students can be intern in Banks, Block offices, CA firm, Hospitality and Tourism sector, CHC and PHC, Private Hospitals, Event

Management Company, Police Station, Manufacturing industry, IT Firm, Software Company, Colleges and Universities, Collector Office, Anganwadi center, Retail and FMCG company, Schools, Tahasil Offices, in any start-up company & incubation center etc. subject to availability and approval from concerned institution under the supervision of a faculty Mentor. A suggestive tentative **35-day schedule** is attached to **Annexure -2** for reference.

6.1.2 FLEXIBLE PERIOD MANDATORY INTERNSHIP

Students unable to undertake the mandatory fixed-duration internship due to genuine constraints may opt for a Flexible Duration Internship under the Curriculum-Integrated Apprenticeship Programme (CIAP).

CIAP provides structured, part-time industry exposure alongside regular academic studies. Unlike summer-based internships, students may undertake engagements **during the 4th Semester after academic hours, on weekends, or holidays**. Though not confined to a continuous block, completion of 120 engagement hours is mandatory for earning academic credit. The concerned, Higher Education Institutions (HEIs) shall determine the appropriate schedule and make necessary arrangements to ensure completion of the prescribed 120 hours in a timely manner, enabling students to earn the allotted 4 academic credits.

The apprenticeship requires prior approval of the concerned College/HEI and shall be supervised by a Faculty Mentor and, where applicable, a Workplace Supervisor. Institutions should ensure proper monitoring, documentation, and evaluation as per academic regulations. CIAP bridges theoretical learning with practical exposure while ensuring inclusivity, academic rigor, and credit compliance under the Internship and Community Services framework.

- **Eligibility and Duration**
  - Eligible during the 4th Semester.
  - Carries 4 academic credits with a minimum of 120 hours spread over six months.
  - Engagement shall take place after regular academic hours.
- **Mode of Engagement:** Students may undertake part-time apprenticeships in Private or Government sector organizations.
  - **Private Sector Domains**: IT, Banking & Finance, Marketing & Sales, Manufacturing, Retail, Healthcare, Media, Consulting, Education Technology (EdTech), Hospitality, Event Management, etc. **(Annexure: 2)**

- **Government Sector Bodies:** Anganwadi Centres, Block Offices, Tahsil Offices, and other Government departments. **(Annexure: 2)**

These engagements provide exposure to work culture, governance systems, administrative processes, and professional practices.

As an alternative to this Mandatory Internship, students can be offered Community Work/ Field Studies under the mentorship of a Teaching Faculty for equal credits.

Summer Internship/Apprenticeship/Summer Project (04 Credits): Attempts have been made to provide internship as conceptualized in the Curriculum and Credit Frame Work by UGC. Till the Colleges/Universities are able to provide Internship/ Community work/ Field studies shall be offered in lieu of Internship.
Sources: ODISHA STATE HIGHER EDUCATION COUNCIL (Model Regulation for Under Graduate Programmes with Multiple Entry and Exit Option 10.7)

6.2 RESEARCH PROJECTS/ DISSERTATIONS (360 hours)

The Research Project / Dissertation Internship is **an optional internship**, designed to promote a robust research culture and an analytical mindset among undergraduate students enrolled in a four-year degree programme. It provides a structured framework for students to engage in independent inquiry, apply scientific and analytical methods, and contribute to knowledge creation in their chosen fields. This initiative encourages experiential learning and nurtures academic excellence by integrating research into the undergraduate curriculum.

Every undergraduate student shall mandatorily complete an Internship/Community Engagement/Field Study during or after the 4th Semester to earn 4 academic credits (Mandatory Internship). For students taking Exit after one year under the Multiple Entry and Multiple Exit provisions of NEP 2020, the same may be completed after the 2nd Semester for award of the Certificate.

Only those students who have the **eligibility (a minimum of 75% marks in the three-year degree programme)** and **interests** to go for 4th year, can pursue for honours degree **with research** (Research Project/Dissertation Internship) in the **7th and 8th semester**.

However, students may also complete the four-year degree programme with Honours without undertaking the Research Internship, as it is optional in nature and based on their interest.

- **Structure and Duration**
  The Research Internship shall commence in the **7th Semester** and conclude by the end of the **8th Semester**. It carries **12 academic credits**, equivalent to a minimum of **360 hours** of research work over six months. All activities shall be conducted under an assigned Faculty Mentor/Research Supervisor and in accordance with UGC guidelines, ensuring academic integrity and methodological rigor.

- **Workplace and Research Environment**
  The internship may be undertaken in recognized Research Institutions, Universities, or Higher Education Institutions (HEIs) with adequate research infrastructure. Though **no stipend is provided**, students gain hands-on experience in research methodology, data collection and analysis, scholarly writing, publication practices, and academic presentation. This strengthens preparedness for higher studies, innovation-driven careers, and research professions.

- **Mandatory Research Component (Honours with Research)**
  For students enrolled in the four-year UG programme (Honours with Research), the 8th Semester Dissertation is mandatory. Valued at **12 credits (360 hours)**, it culminates in submission of a dissertation/thesis and a viva-voce examination assessing research methodology, analytical ability, and subject understanding, ensuring academic rigor and innovation.

- **Competencies Developed:** In alignment with NEP 2020, National Higher Education Qualifications Framework (NHEQF), and Curriculum and Credit Framework for Undergraduate Programs (CCFUP), research internships will develop:

  - **Research Methodology & Analytical Skills:** Formulating research questions, designing studies, analyzing data, and drawing evidence-based conclusions.
  - **Critical Thinking & Problem-Solving:** Applying research-driven approaches to complex real-world issues.
  - **Academic Communication & Technical Writing:** Literature review, structured academic writing, and effective presentation of findings.
  - **Research Ethics & Professional Integrity:** Ethical practices, accountability, and academic honesty.
  - **Academic Productivity:** Strengthened reading, writing, policy research engagement, and capacity to address societal and economic challenges through scholarly work.

(A) COMMUNITY SERVICES

In alignment with the National Education Policy (NEP) 2020 and the UGC Model Regulations for Undergraduate Programmes with Multiple Entry and

Exit, **Community Engagement and Field Work** shall be recognized as an equivalent alternative to Internship for undergraduate students. A mandatory pre-engagement orientation shall be conducted to sensitize students on objectives, roles and responsibilities, ethical standards, safety protocols, and the prescribed "dos and don'ts" prior to field participation.

The Community Engagement and Field Work component shall be **strictly non-financial in nature, and no remuneration or stipend shall be admissible**. The concerned University shall frame detailed operational guidelines and establish a structured monitoring mechanism for the planning, execution, documentation, and evaluation of the programme, pending the issuance of standard guidelines by **Odisha State Higher Education Council / Department of Higher Education.** Universities shall also ensure that all affiliated Higher Education Institutions (HEIs) implement the programme in a systematic, transparent, and accountable manner to maintain uniform quality standards.

The draft framework and indicative list of activities are enclosed at Annexure–I for reference and necessary guidance.

Institutional framework and roles

Role	Responsibility
Principal	Overall supervision and compliance
Programme Coordinator	Planning, coordination, reporting
Faculty Mentors	Guidance, monitoring, evaluation
Student Interns	Execution of activities
NGO/Govt. Partners/Others	Field-level support

7.0 IMPLEMENTATION OF INTERNSHIP PROGRAMME: -

To ensure effective implementation of the Internship Programme in Odisha, a structured three-tier governance mechanism shall be established at the State, District, and Sub-District (Block) levels to ensure coordinated execution, monitoring, and convergence across Departments. The Programme shall be available to students of HEIs admitted through SAMS and to institutions fulfilling the eligibility criteria prescribed by the respective recognizing bodies.

At the State Level, a Committee chaired by the Additional Chief Secretary-cum-Development Commissioner and comprising Secretaries of key Departments shall provide overall policy direction, ensure inter-departmental convergence, approve necessary modifications in guidelines, and periodically review implementation. The Committee shall also facilitate alignment with relevant national initiatives.

At the District Level, a Committee chaired by the District Collector shall operationalize State policies, coordinate with government and private sector institutions to identify internship opportunities, monitor implementation, mobilize industry participation, and address grievances.

At the Block Level, a Committee chaired by the Block Development Officer shall act as the primary coordinating body at the grassroots level by facilitating student placements, ensuring compliance with guidelines, monitoring progress, and providing first-level grievance redressal.

This decentralized yet integrated framework shall ensure transparency, accountability, and effective oversight across all participating HEIs.

8.0 ROLE OF DIFFERENT STAKEHOLDERS

The effective implementation of the Internship and Community Engagement Programme requires coordinated participation of three key stakeholders: (i) Higher Education Institutions (HEIs)/Colleges, (ii) Internship Providers, and (iii) Students. Their respective roles and responsibilities are outlined below:

(i) Higher Education Institutions (HEIs)/Colleges

HEIs shall act as the nodal agencies for planning, coordination, and monitoring of the Programme. They shall:

- Identify and empanel suitable internship and community engagement providers.
- Facilitate student registration, orientation, and placement.
- Ensure alignment of internships with academic curricula and prescribed credit requirements.
- Maintain proper documentation, attendance records, and progress reports.
- Monitor student performance through faculty mentors and conduct periodic reviews.
- Ensure timely evaluation, certification, and submission of reports to the concerned authorities.

(ii) Internship/Community Engagement Providers

Internship Providers, including Government Departments, public sector undertakings, private enterprises, NGOs, and community-based organizations, shall:

- Offer structured learning opportunities relevant to their sector.
- Provide practical exposure, skill-based training, and mentorship to interns.

- Ensure a safe, inclusive, and professional working environment.
- Assign supervisors/mentors to guide students and monitor their work.
- Provide feedback and performance evaluation of interns to the concerned HEIs.

(iii) Students/Interns

Students shall actively participate in the Programme with discipline and commitment. They shall:

- Adhere to the code of conduct and institutional guidelines of both the HEI and the host organization.
- Engage sincerely in assigned tasks and skill-development activities.
- Maintain regular attendance and submit required reports, logbooks, or project work.
- Demonstrate professionalism, ethical conduct, and respect for workplace norms.
- Through this collaborative framework, students shall gain real-world exposure, sector-specific skills, and an understanding of professional work culture, thereby enhancing their employability and social responsibility.

9.0 MONITORING MECHANISM:

To ensure quality, accountability, and outcome-oriented implementation of the Internship and Community Engagement Programme, each Department shall establish a structured Monitoring Mechanism at the institutional and field levels. The mechanism shall include the following components:

- **Designation of Nodal Officer**
  Each Department/Office shall designate a Nodal Officer responsible for overall supervision of internship activities, coordination with HEIs and the State-Level Committee, and ensuring adherence to approved guidelines and timelines.

- **Structured Supervision and Reporting**
  Each intern shall be assigned a Workplace Supervisor/Mentor to guide assigned tasks and facilitate achievement of defined learning outcomes. Interns shall maintain a Logbook/Work Diary recording attendance, tasks performed, and skills acquired. Periodic Progress Reports shall be submitted to the concerned HEI and updated on the centralized Internship Portal.

- **Periodic Review and Feedback**
  Departments shall conduct periodic review meetings to assess progress and address operational challenges. Structured feedback shall be obtained from interns and supervisors to evaluate the quality of exposure and skill development Necessary corrective measures shall be undertaken to improve the effectiveness of the Programme.
- **Performance Evaluation**
  At the completion of the internship, a formal evaluation shall be conducted by the designated Supervisor based on parameters such as discipline, learning outcomes, quality of work, initiative, and professional conduct.

  Evaluation reports shall be shared with the concerned HEI for academic assessment and credit allocation, wherever applicable.
- **Digital Tracking and Documentation**
  All relevant information, including internship positions, student placements, attendance, progress, and evaluations, shall be updated on the centralized Internship Portal. Proper records shall be maintained for transparency, reporting, and review at the District and State levels.

  This Monitoring Mechanism shall ensure that internships are structured, meaningful, and aligned with the objectives of skill development, workplace exposure, and enhanced employability of students.

10.0 STREAM-WISE SEGREGATION: -

As most internships involve hands-on training, student selection shall be aligned with their academic discipline and the specific requirements of the host organization. In accordance with the **National Education Policy (NEP) 2020**, Internship and Community Service opportunities shall be made available across all streams to ensure equitable access to skill development. The credit weightage and overall structure shall remain uniform across disciplines to promote interdisciplinary exposure and a diversified skill set. However, where necessary, limited syllabus or curriculum adjustments may be permitted with approval of the competent academic authority.

- Syllabus Adjustment: The Internship/Community Service component, being a structured professional exposure within the prescribed credit framework, shall not disrupt the core curriculum requirements under NEP 2020. The content, duration, and mode of training shall be determined by the host organization based on job-specific needs and competency benchmarks. Upon successful completion of the prescribed engagement, students shall be awarded a certificate in a standardized format, ensuring formal recognition of acquired skills and experience.

11.0 SUPPORT AND BENEFITS: -

For internships and Community services, **no financial assistance or stipend** shall be provided; however, students should earn four academic credits upon successful completion. Upon successful completion of the internship/community services, all interns shall be awarded a completion certificate, which shall serve as formal recognition of practical experience and enhance employability.

12. SELECTION PROCESS: -

Students shall apply digitally at the time of admission or re-admission to opt for earning the prescribed **4 academic credits** either through Internship or Community Services, submitting required credentials, academic records, and relevant documents. The system shall verify completeness of applications prior to processing, and standardized formats (Form I–VIII) shall be used to ensure uniformity and administrative efficiency.

Selection shall follow a merit-cum-suitability approach, considering academic performance, quality of the Statement of Purpose (SOP), and recommendations from faculty or industry professionals. Applicants must also submit a structured learning plan outlining objectives, expected outcomes, and alignment with career goals, ensuring purposeful and outcome-oriented engagement.

13. DEDICATED ONLINE INTERNSHIP PORTAL

A dedicated online internship portal shall facilitate a transparent and structured application, selection, and monitoring process. Applications shall be submitted digitally using standardized Forms (I–VIII), with system-based validation to ensure completeness. Selection shall follow a merit-cum-suitability approach based on academic performance, Statement of Purpose (SOP), recommendations, and a structured learning plan outlining objectives and expected outcomes.

14. GRIEVANCE REDRESSAL

A comprehensive grievance redressal mechanism shall operate through the portal, supported by chatbot-enabled real-time assistance and a dedicated helpdesk/call center to ensure timely resolution of concerns raised by students, institutions, or host organizations.

All grievances shall be submitted through the centralized Internship Portal, which shall provide acknowledgement, track facilities, and ensure confidentiality of the complainant. No student shall face academic disadvantages for raising genuine concerns.

15. CONCLUSION:

The Internship and Community Engagement Programme strengthen experiential learning by integrating structured professional and community exposure within the academic credit framework. It aims to enhance employability, promote civic responsibility, and build strong industry–academia–government linkages across Odisha.

Through transparent governance, digital monitoring, and academic rigor, the Programme will contribute to workforce readiness and support the State's long-term socio-economic development in alignment with NEP 2020.

ANNEX-1: Guidelines For Community Engagement & Field Work as Internship
ANNEX-2: Tentative 35 Working Days Schedules for Private/Govt. Sectors Internship

FORM-I

Internship / Apprenticeship Programme by Higher Education Department, Govt. of Odisha STUDENT INTERNSHIP PROGRAM

APPLICATION FORM

APAAR ID

Complete and submit to the TPO/ Internship Program Coordinator. Type or write clearly.

1. Student Name:		
2. College Address:		Phone:
3. Home Address:		Phone:
3a. Student email address:		
4. Roll No.		5. Internship Semester: _____Year.
6. Overall GPA:		

9. Internship Preferences

	Location	Core Area	Company/ institution
Preferance-1			
Preferance-2			
Preferance-3			

Faculty mentor Signature: _____Date_____.

Signature confirms that the student has attended the internship orientation and has met all paperwork and process requirements to participate in the internship program, and has received approval from his/her Advisor.

Student Signature: _____Date_____.

Signature confirms that the student agrees to the terms, conditions, and requirements of the Internship Program

FORM-II

Internship / Apprenticeship Programme by Higher Education Department, Govt. of Odisha Request Letter from Institute to Internship Provider

To

The General Manager (HR) Letter No:

..... Date:

.....

Subject: REQUEST FOR INTERNSHIP TRAINING.

Dear Sir/Madam,

As proposed, your office is requested to allow our students to undergo internship training in your esteemed Organization in the year……..… I acknowledge the help and the support extended to our students till date.

You must be aware that internship has been made mandatory for all students in conformity to NEP 2020.

In view of the above, I request your good self to allow our following students as per list below for internship in your esteemed organization. Kindly accord your permission for students to join training after confirmation for the same.

Sl. No.	Name	Roll No.	APAAR ID	Year	Discipline	Period of Internship

With warm regards

Yours sincerely,

Training & Placement Officer/Principal

(Seal)

FORM-III

Internship / Apprenticeship Programme by Higher Education Department, Govt. of Odisha Relieving Letter of Student

To

.....

.....

Subject: Relieving letter of student for internship.

Dear Sir,

Kindly refer your letter/e-mail dated. on the above cited subject. As permitted by your good self

the following

students will undergo Internship in your esteemed organization under your sole guidance & directions:

S.No.	Name of Students	Roll No.	Branch

This training being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the training. You are therefore, requested to please issue following guidelines to the concerned Manager/ Supervisor.

1. Internship schedule may be prepared and a copy of the same may be sent to us.
2. Each student is required to prepare Internship diary and report.
3. Kindly check the Internship diary of the student daily.
4. Issue instruction regarding working hours during training and maintenance of the

   You are requested to evaluate the student's performance on the basis of grading i.e. Excellent, Very Good, Satisfactory and Non-Satisfactory on the below mentioned factors. The performance report may please be forwarded to the undersigned on completion of training in sealed envelope.

Attendance record.

S. No.	Name of Students	Evaluation Ranking
a	Attendance and general behaviour	
b	Relation with workers and supervisors	
c	Initiative and efforts in learning	
d	Knowledge and skills improvement	
e	Contribution to the organization	

Your efforts in this regard will positively enhance knowledge and practical skills of the students, your cooperation will be highly appreciated and we shall feel obliged.

The students will abide by the rules and regulation of the organization and will maintain a proper discipline with keen interest during their internship. The students will report to you on dated..... along with a copy of this letter.

Yours sincerely,

Training & Placement Officer / Principal

College :

Seal :

FORM-IV

Internship / Apprenticeship Programme by Higher Education Department, Government of Odisha

Student's Daily Diary / Daily Log

DAY-1		DATE		
Time of arrival		Time of		Remarks
		Departure		
Deptt./Division		Name of finished Product		
Name of HOD/ Supervisor With e-mail id				
Main points of the day				

Signature of Industry Supervisor

FORM-V

Internship / Apprenticeship Programme by Higher Education Department, Govt. of Odisha Internship / Apprenticeship Synopsis (This will be prepared in consultation with faculty mentor)

An internship is a unique learning experience that integrates studies with practical work. This agreement is written by the student in consultation with the faculty Mentor and Industrial supervisor. It shall serve to clarify the educational purpose of the internship and to ensure an understanding of the total learning experience among the principal parties involved.

Part I:

Contact

Information

Student

Name: _____ Student ID#_____Class Year:_____ -

Campus Address: _____

City, State: _____

Phone: _____Email:_____

Industrial Supervisor

Name: _____Title: _____

Company/Organization: _____

Internship Address: _____

City, State, Pin: _____

Phone: _____Email: _____

***Company Backgrounds**
(Max. 100 words) Faculty

Mentor

Name**:** _____ Phone: _____

Campus Address: _____

Academic Credit Information

Internship Title: _____Department: _____

Course #: _____Credits: _____

Grading Option: _____ Credit/Non-credit _____

Beginning Date: _____Ending Date: _____

Hours per Week: _____Internship is: _____ Paid/ ___Unpaid

Part II: Internship Objectives/Learning Activities

Internship Objectives: What do you intend to learn, acquire and clarify through this internship? Try to use concrete, measurable terms in listing your learning objectives under each of the following categories:

- Knowledge and Understanding
- Skills
- Work responsibilities: -

Learning Activities: How will your internship activities enable you to acquire the knowledge/understanding, and skills you listed above?

Evaluation: Your internship supervisor will provide a written evaluation of your internship. Describe in detail what other evidence you will provide to your faculty Mentor to document what you have learned (e.g. journal, analytic paper, project, descriptive paper, oral presentation, etc.) Include deadline dates.

Acknowledgement

Student _____ Date _____

Faculty Mentor _____ Date _____

Industry Supervisor _____ Date _____

FORM-VI

Internship / Apprenticeship Programme by Higher Education Department, Govt. of Odisha Student Feedback of Internship (To be Filled by Students after Internship Completion

Student Name: _____Date: _____

Industrial Supervisor:_____Title: _____

Supervisor Email: _____Internship is:_____Paid___Unpaid

Company/Organization:_____

Internship Address:_____

Faculty Coordinator:_____Department:_____

Dates of Internship: From _____To _____

Please fill out the above in full detail

Give a brief description of your internship work (title and tasks or which you were responsible): Was your internship experience related to your major area of study?

_____Yes, to a large degree_____Yes, to a slight degree

_____No, not related at all Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Given me the opportunity to explore a career field					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world prior to permanent employment					
Helped me develop my written and oral communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					

This experience has:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Expanded my sensitivity to the ethical implications of the work involved					
Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Provided me with contacts which may lead to future employment					
Allowed me to acquire information and/ or use equipment not available at my Institute					

In the Institute internship program, faculty members are expected to be mentors for students. Do you feel that your faculty coordinator served such a function? Why or why not?

How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?

In what areas did you most develop and improve?

What has been the most significant accomplishment or satisfying moment of your internship? What did you dislike about the internship?

Considering your overall experience, how would you rate this internship? (Circle one). (Satisfactory/ Good/ Excellent)

Give suggestions as to how your internship experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your internship? was closer supervision needed? Was more of an orientation required?)

Date:

Mob. No: Signature of the Student

FORM-VII

Internship / Apprenticeship Programme by Higher Education Department, Govt. of Odisha

Evaluation of Intern by Supervisor

Student Name: _____Date: _____

Work Supervisor: _____Title: _____

Company/Organization: _____

Internship Address: _____

Dates of Internship: From _____To _____

Please evaluate your 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				
Has a professional attitude				
Gives a professional appearance				
Is punctual				
Uses time effectively				

Overall performance of student intern (circle one):

(Needs improvement/Satisfactory/_____Good/_____
Excellent) Additional comments, if any:

Signature of Industry supervisor_____HR Manager _____

Form -VIII

Internship / Apprenticeship Programme by Higher Education Department, Govt. of Odisha

Proforma for Evaluation of Internship by Institute

Ph._____Fax_____Email_____

Evaluation (I)_____

1. Name of Student _____Mob. No. _____
2. College Roll No._____University Roll No. _
3. Branch/Semester_____Period of Training__
4. Home Address with contact No._____
5. Address of Training Site:_____
6. Address of Training Providing Agency: _____
7. Name/Designation of Training In- charge _____
8. Type of Work_____
9. Date of Evaluation _____

    a. Attendance: _ (Satisfactory/ Good/ Excellent)

    b. Practical Work: (Satisfactory/ Good/ Excellent)

    c. Faculty's Evaluation: _ (Satisfactory/ Good/ Excellent)

    d. Evaluation of Industry: _ (Satisfactory/ Good/ Excellent)

Overall grade: (Satisfactory/ Good/ Excellent)

10. Internship Outcome (Max. 100 Words)

Signature of Faculty Mentor **Signature Principal with date and stamp**

Photocopy of the attendance record duly attested by the training in-charge should be attached with the evaluation Proforma.

Annexure-1

GOVERNMENT OF ODISHA
HIGHER EDUCATION DEPARTMENT

GUIDELINES FOR COMMUNITY ENGAGEMENT & FIELD WORK AS INTERNSHIP

(FOR UNDERGRADUATE PROGRAMMES UNDER NEP 2020)

1. BROAD OVERVIEW AND RATIONALE

In alignment with the National Education Policy (NEP) 2020 and the UGC Model Regulations for Undergraduate Programmes with Multiple Entry and Exit, Community Engagement and Field Work shall be recognized as an equivalent alternative to Internship for undergraduate students. This guideline is issued as an interim operational framework, to be implemented until formal approval of the comprehensive Internship Guidelines by the Government.

Community Engagement & Field Work integrates academic learning with real-life societal needs. It enables students to apply classroom knowledge to social contexts while developing citizenship values, leadership qualities, workplace ethics, and communication skills. This initiative also strengthens institutional linkage with communities, government agencies, and civil society organizations.

On behalf of the Higher Education Department, Government of Odisha, this guideline shall be circulated to all Higher Education Institutions (HEIs) for uniform, effective, and transparent implementation.

2. APPLICABILITY AND CREDIT FRAMEWORK

2.1 Mandatory Requirement

Every undergraduate student during the 4th Semester shall mandatorily engage in Community Engagement & Services / Field Work/ Internship for the award of academic credits.

2.2 Credit Allocation and Hours

Component	Requirement
Total Credits	4 Credits (1 Credit = 30 Hours)
Total Engagement Hours	120 Hours
Duration	35 Working Days

The engagement may be conducted during 4th semester /summer vacations as per UG regulation integrated within the academic calendar.

However, Students may arrange their own internships in NGOs, private organizations, or government offices with prior institutional approval. No payment or stipend will be provided by the Government. After successful completing the internship and submitting the report and presentation, students will earn 4 credits.

3. OBJECTIVES OF COMMUNITY ENGAGEMENT

The Community Engagement Programme aims to:

- Develop social awareness, civic responsibility, and ethical values
- Foster leadership, teamwork, and problem-solving skills
- Enhance communication skills and professional conduct
- Connect classroom learning with real-life community challenges
- Promote discipline, empathy, and self-confidence
- Cultivate a sense of citizenship and sustainable development goals

4. TYPES OF COMMUNITY SERVICES FOR UG STUDENTS

The following categories of Community Services are adopted from the existing Community Service framework and are hereby retained in spirit and scope, with minor academic structuring to align them with credit-based internship equivalence under NEP 2020. Institutions may implement these activities as showcased below or suitably contextualize them based on local needs, without diluting the core objectives.

Students may engage in any one category or a combination of activities, subject to approval by the Faculty Mentor and Programme Coordinator.

4.1 Education-Based Services

- Teaching underprivileged or school dropout children
- Adult literacy programmes
- Digital literacy and e-governance awareness
- Career guidance and mentoring camps

4.2 Health & Hygiene

- Health and nutrition awareness programmes
- Blood donation and health check-up camps
- Yoga, mental health, and wellness awareness
- Cleanliness and sanitation drives

4.3 Environmental Protection

- Tree plantation and campus/community greening
- Plastic-free and waste management campaigns
- Water conservation and rainwater harvesting awareness
- Participation in Swachh Bharat Abhiyan

4.4 Social Welfare Activities

- Engagement with old age homes and orphanages
- Support activities for persons with disabilities
- Street plays and campaigns on social issues
- Women and child development initiatives

4.5 Disaster Management

- Flood, cyclone, or disaster relief assistance
- Disaster preparedness and community awareness
- First-aid and emergency response training

4.6 Government & Civic Engagement

- Voter awareness and electoral literacy programmes
- Road safety and traffic awareness campaigns
- Support in government surveys and data collection
- Participation in national missions and flagship programmes

HEIs may include other Community services available at their local based activities for societal awareness. However, Internship may also be undertaken in Online or hybrid mode through recognised Government of India Platforms.

Note: *The above categories shall serve as the* ***standard reference framework*** *for all HEIs. Detailed 35-day engagement schedules, expected activities, and learning outcomes for each category are provided in the Annexures for uniform implementation across institutions.*

5. PRE-ENGAGEMENT ORIENTATION (MANDATORY)

5.1 College-Level Orientation

Before commencement, every institution shall conduct a Pre-Internship/ Community services Orientation Programme, covering:

- Objectives and expectations of Community Engagement
- Workplace ethics, discipline, and professional behavior
- Communication skills (oral, written, interpersonal)
- Safety, inclusivity, and gender sensitivity
- Reporting, documentation, and assessment process

Attendance in this orientation is **mandatory** for credit eligibility as per the UG regulation .

6. INSTITUTIONAL FRAMEWORK AND ROLES

6.1 Institutional Structure

Role	Responsibility
Principal	Overall supervision and compliance
Programme Coordinator	Planning, coordination, reporting
Faculty Mentors	Guidance, monitoring, evaluation
Student Interns	Execution of activities
NGO/Govt. Partners	Field-level support

6.2 Faculty Mentor Responsibilities

- Approve student engagement plan
- Maintain attendance and progress records
- Conduct periodic reviews
- Verify documentation and geo-tagged evidence
- Assess student performance

7. MONITORING MECHANISM

A multi-level monitoring system shall be adopted:

7.1 Daily Monitoring

- Attendance through registers / digital logs
- Activity diary maintained by students
- Geo-tagged photographs of field activities

7.2 Periodic Review

- Weekly review by Faculty Mentor
- Mid-term review by Programme Coordinator/ External Mentor (External Social Service personnel)

7.3 Institutional Oversight

- Principal-led review committee
- Random field visits where feasible
- Consolidated institutional report submission

8. DOCUMENTATION AND GEO-TAGGING

Each student must submit:

- Daily activity diary/logbook
- Minimum 5–10 geo-tagged photographs (must be clicked during the activities undertaken under the community service work as proof)
- Work/project report
- Participation certificate from partner organization (where applicable)

Geo-tagged photos shall be used to ensure authenticity, transparency, and accountability.

9. ASSESSMENT, EVALUATION AND ACCOUNTABILITY FRAMEWORK

To ensure uniformity, transparency, and intervention-free implementation, a clearly defined assessment and evaluation mechanism shall be adopted. Responsibilities at each level are explicitly delineated so that the process is completed smoothly without ambiguity or external interference.

9.1 Roles and Responsibilities

9.1.1 Student

- Attend the mandatory pre-engagement orientation
- Complete 120 hours / 35 days of approved engagement
- Maintain daily activity diary/logbook
- Upload geo-tagged photographs and evidence
- Submit final project/work report within the stipulated time
- Appear for presentation/viva

Failure to comply with documentation or attendance norms shall make the student ineligible for a credit award.

9.1.2 Faculty Mentor (Primary Evaluator)

The Faculty Mentor shall be the key academic authority responsible for continuous evaluation.

Responsibilities:

- Approve engagement plan and activity schedule
- Verify daily attendance and activity diary
- Conduct weekly reviews and mentoring
- Validate geo-tagged photographs and field evidence

- Assess student performance using approved rubrics
- Conduct a presentation/viva at the college level

The Faculty Mentor shall award marks for **attendance, participation, and report**, strictly as per the prescribed parameters.

9.1.3 Programme Coordinator (Quality Assurance Role)

Responsibilities:

- Overall coordination of the Community Engagement programme
- Ensure uniform implementation across departments
- Random verification of records and documentation
- Resolve operational issues (without altering evaluation outcomes)
- Compile consolidated assessment reports

The Programme Coordinator shall not alter individual marks, ensuring academic autonomy and fairness.

9.1.4 Principal / Head of Institution (Supervisory Role)

Responsibilities:

- Constitute an institutional monitoring committee
- Ensure adherence to Government and University guidelines
- Certify completion of process at the institutional level
- Forward final credit compliance report to CoE of Universities and Autonomous Colleges.

(The principal shall act only as a certifying and supervisory authority, with no role in individual assessment)

9.2 Assessment Parameters and Weightage

Evaluation shall be based on continuous assessment, focusing on engagement quality and learning outcomes.

Component	Evaluator	Weightage
Attendance & Punctuality	Faculty Mentor	30%
Active Participation & Field Engagement	Faculty Mentor	30%
Project / Work Report	Faculty Mentor	30%
Presentation / Viva	Faculty Panel	10%

9.3 Detailed Assessment Parameters

A. Attendance & Discipline (30%)

- Minimum 90% attendance mandatory during the 4th semester/Summer vacation
- Timeliness and regularity
- Adherence to workplace ethics and conduct

B. Active Participation (30%)

- Involvement in assigned activities
- Initiative and teamwork
- Communication skills and community interaction
- Problem-solving ability

C. Project / Work Report (30%)

- Clarity of objectives and activities
- Documentation and reflection
- Learning outcomes achieved
- Quality of analysis and presentation

D. Presentation / Viva (10%)

- Understanding of community issues
- Articulation of learning
- Response to questions

9.4 Operational procedure for Implementation of Community Services and internship (Step-by-Step)

1. Orientation conducted and attendance recorded
2. Engagement plan approved by Faculty Mentor
3. Daily attendance and activity logging
4. Weekly review by Faculty Mentor
5. Submission of report and evidence
6. Presentation/Viva at college level
7. Marks with credits verified and uploaded
8. Credits forwarded to CoE Universities and Autonomous Colleges

Each step shall be digitally or physically documented, ensuring traceability.

9.5 Safeguards for Intervention-Free Evaluation

- Use of standardized evaluation rubrics
- Geo-tagged photographic evidence with self-attestation and counter signature by mentor
- Multiple checkpoints instead of one-time evaluation
- Clear separation of mentoring, evaluation, and certification roles
- Institutional records subject to audit

9.6 Credit Award and Compliance

- Successful completion of 120 hours is mandatory
- Credits awarded only on compliance certification
- Non-completion shall require re-engagement as per the Guidelines prescribed by the Govt.

10. LEARNING OUTCOMES

On completion, students will be able to:

- Identify and respond to community needs
- Demonstrate leadership and teamwork
- Apply ethical reasoning and civic values
- Communicate effectively in real-world settings
- Develop professional discipline and empathy

11. CERTIFICATION AND CREDIT TRANSFER

- Participation Certificate issued by the institution
- Credits uploaded to CoE Universities and Autonomous Colleges
- Credits reflected in student transcript as per NEP 2020

12. CONCLUSION

Community service in undergraduate education helps create responsible citizens along with educated professionals. It strengthens society and shapes students into disciplined, empathetic, and socially committed individuals. By integrating Community Engagement and Field Work as a credit-linked component under NEP 2020, Higher Education Institutions can ensure that learning becomes meaningful, practical, and socially relevant.

This framework not only enhances students' personal and professional development but also builds a strong connection between higher education institutions and society. Through structured engagement, proper monitoring, and transparent evaluation,

Community Engagement will contribute significantly to nation-building while preparing students to face real-world challenges with confidence, ethics, and a sense of civic responsibility.

ANNEXURES

The following indicative **35-day(Working days)** engagement schedules are designed to ensure uniformity across HEIs while allowing flexibility based on local context. Institutions may adapt activities without reducing total engagement hours or learning outcomes.

Annexure–I: Education-Based Services (35 Days)

(Teaching poor / school dropout children, adult literacy, digital literacy, career guidance)

DAY(S)	ACTIVITY	STUDENT ENGAGEMENT	EXPECTED LEARNING OUTCOMES
1–3	Orientation & baseline survey	Interaction with schools/learning centres, identification of learners	Community profiling, communication skills
4–10	Remedial teaching	Teaching basic subjects, activity-based learning	Teaching skills, patience, lesson planning
11–15	Adult literacy	Reading, writing, numeracy, functional literacy	Adult pedagogy, empathy
16–20	Digital literacy	Smartphone use, online services, e-payments	Digital inclusion, communication
21–25	Career guidance	Awareness sessions, motivation	Counselling skills, leadership
26–30	Reinforcement	Progress review, individual mentoring	Evaluation skills, adaptability
31–35	Documentation	Impact assessment, report & presentation	Reflection, reporting

Annexure–II: Health & Hygiene (35 Days)

DAY(S)	ACTIVITY	STUDENT ENGAGEMENT	EXPECTED LEARNING OUTCOMES
1–5	Orientation	Coordination with PHC/ASHA workers	Public health basics
6–10	Nutrition & sanitation	Awareness campaigns	Health communication
11–15	Cleanliness drives	Swachh Bharat activities	Teamwork, discipline
16–20	Wellness activities	Yoga & mental health sessions	Stress management
21–25	Health camps	Blood donation / support	Social responsibility
26–30	Household outreach	Door-to-door awareness	Community engagement
31–35	Reporting	Review & presentation	Documentation

Annexure–III: Environmental Protection (35 Days)

DAY(S)	ACTIVITY	STUDENT ENGAGEMENT	EXPECTED LEARNING OUTCOMES
1–5	Orientation & survey	Environmental assessment	Awareness
6–10	Tree plantation	Plantation & nurturing	Sustainability ethics
11–15	Plastic-free campaign	Waste management activities	Environmental responsibility
16–20	Water conservation	Awareness programmes	Resource management
21–25	Clean drives	Campus/village cleaning	Civic sense
26–30	Community feedback	Interaction & analysis	Analytical skills
31–35	Documentation	Impact report	Reporting

Annexure–IV: Social Welfare Activities (35 Days)

Day(s)	Activity	Student Engagement	Expected Learning Outcomes
1–5	Orientation	Coordination with welfare institutions	Social awareness
6–10	Old age/orphanage visit	Assistance & interaction	Empathy
11–15	Disability support	Inclusion activities	Sensitivity
16–20	Street plays	Social issue campaigns	Communication
21–25	Women & child programmes	Awareness activities	Gender sensitivity
26–30	Follow-up	Reinforcement activities	Responsibility
31–35	Reporting	Reflection & documentation	Ethical reasoning

Annexure–V: Disaster Management (35 Days)

Day(s)	Activity	Student Engagement	Expected Learning Outcomes
1–5	Awareness	Disaster orientation	Preparedness
6–10	First-aid training	Emergency response	Crisis handling
11–15	Preparedness drives	Community programmes	Risk management
16–20	Mock drills	Simulations	Decision-making
21–25	Relief preparedness	Support activities	Teamwork
26–30	Review	System analysis	Critical thinking
31–35	Documentation	Reporting & reflection	Learning synthesis

Annexure–VI: Government & Civic Engagement (35 Days)

Day(s)	Activity	Student Engagement	Expected Learning Outcomes
1–5	Orientation	Governance & civic duties	Institutional awareness
6–10	Voter awareness	Electoral literacy	Democratic values
11–15	Road safety	Traffic awareness	Civic responsibility
16–20	Surveys	Data collection support	Analytical skills
21–25	National missions	Participation & outreach	Public service values
26–30	Feedback	Community interaction	Evaluation skills
31–35	Reporting	Presentation & assessment	Governance understanding

Information on District wise number of Students (4th Sem.) and approximate number of Students offering Internships.

Sl No	Name of the District	No. of Blocks	No. of Students Studying (+3 2nd year)	Approx no. of studnets will attend the internship programme
1	Angul	8	4585	800
2	Balasore	12	11324	2000
3	Bargarh	12	5617	1000
4	Bhadrak	7	6519	1000
5	Balangir	14	7285	1200
6	Boudh	3	1546	300
7	Cuttack	14	14672	2500
8	Deogarh	3	1276	200
9	Dhenkanal	8	4320	800
10	Gajapati	7	2201	400
11	Ganjam	22	15718	2200
12	Jagatsinghpur	8	4792	800
13	Jajpur	10	9641	1500
14	Jharsuguda	5	1602	300
15	Kalahandi	13	4357	800
16	Kandhamal	12	3446	500
17	Kendrapara	9	6630	1000
18	Keonjhar	13	6379	1000
19	Khordha	10	12842	2200
20	Koraput	14	4090	800
21	Malkangiri	8	2168	400
22	Mayurbhanj	26	12114	2000
23	Nabarangpur	10	2654	500
24	Nayagarh	8	4360	800
25	Nuapada	5	2139	400
26	Puri	11	8330	1500
27	Rayagada	10	3164	500
28	Sambalpur	9	5371	1000
29	Subarnapur	6	2364	400
30	Sundargarh	17	8742	1200
Total		**314**	**180248**	**30000**

6 weeks Internship Schedule at Block Office

Day	Activity	Detailed Tasks	Skills Learned:
MGNREGA			
1	Induction & Orientation	Orientation by Block Development Officer / NREGA staff Introduction to MGNREGA objectives, funding, and workflow Discussion on key documents: Job Cards, Muster Rolls, MIS system	Understanding government scheme framework & objectives **Basic administrative skills** (block-level workflow, roles & responsibilities) **Reading & interpreting official documents** (job card formats, muster rolls, MIS reports) **Professional communication** (interaction with officials, note-taking)
2	Job Card, Worker Registration, Muster Rolls & Wage Disbursement	Observation of job card application and verification process. Hands-on practice in entering worker details in the register/system; study of eligibility criteria and grievance redressal. Training on how households demand work under MGNREGA; demonstration of preparation and updating of muster rolls. Exposure to wage disbursement process and timelines; observation of transparency tools like social audits.	**Documentation & record-keeping**: collecting, verifying, and maintaining worker details; digital literacy: hands-on entry in MIS/registers. **Clerical & data handling skills**: preparing, updating, and maintaining muster rolls; analytical skills: linking work demand with workforce allocation. **Understanding payroll systems**: basics of wage calculation & disbursement timelines; observation skills: ensuring accuracy in data collection. **Grievance handling exposure**: understanding rights & redressal mechanisms; transparency tools exposure: accountability and monitoring practices.

Day	Activity	Detailed Tasks	Skills Learned:
3	Field Visit to Worksites	Field visits to sites (roads, ponds, plantations, bunding, etc.) Interaction with workers and mate (site supervisor) Observe use of muster rolls and physical work progress	**Practical observation:** Assessing implementation of physical works (roads, ponds, plantations) **Survey & monitoring skills:** Recording physical progress against muster roll entries **Interpersonal skills:** Communicating with workers and site supervisors (mates) **Problem-solving:** Identifying gaps between records and reality
4	Social Audit, Reflection, Interaction & Reporting	Observe verification of records (muster rolls, job cards, beneficiary lists) with field realities; attend community meetings; assist in preparing audit summaries. Group interaction with beneficiaries about their experiences Feedback session with block officials on challenges and best practices Preparation of a short report / presentation by interns	**Transparency & accountability,** basic auditing, community engagement, documentation skills. **Interviewing & communication:** Gathering feedback from workers **Team collaboration:** Working in groups to analyze findings **Reporting & presentation skills:** Writing short reports and presenting to officials **Critical thinking:** Evaluating the scheme's strengths, weaknesses, and impact
PMAY–G & ANTYODAYA GRUHA YOJANA (AGY)			
5	Orientation & Beneficiary Selection	Orientation by Block Office staff on PMAY–G and AGY objectives & workflow Introduction to SECC (Socio-Economic Caste Census) data and eligibility criteria	**Understand the process** of identifying eligible beneficiaries **Learn the role of Gram Sabha** in transparent selection **Gain exposure** to official documentation and verification procedures

Day	Activity	Detailed Tasks	Skills Learned:
		Observation of Gram Sabha proceedings for beneficiary approval Verification of documents of selected households	Develop initial **administrative & analytical skills**
6	Geo-Tagging of Houses & Inspection of housing Site	Demonstration of **Awaas App** for geo-tagging of houses. Hands-on practice in capturing GPS coordinates and uploading photographs. Interaction with data entry operators on **MIS updates**. Field visit to ongoing and completed housing units to check compliance with guidelines (size, design, quality). Interaction with beneficiaries on fund use, challenges faced, and satisfaction. Observe **social audit practices** related to PMAY–G and AGY implementation.	**Digital Skills**: Geo-tagging, GPS use, and MIS handling. **Monitoring & Evaluation**: Checking quality standards and compliance. **Community Engagement**: Beneficiary interaction and feedback collection. **Transparency & Accountability**: Exposure to social audit mechanisms
7	Fund Release & Financial Procedures and Coordination & Reporting	Study of instalment-based fund release process (1st, 2nd, and final instalments) Observation of direct benefit transfer (DBT) into beneficiary accounts Interaction with accounts staff on PFMS (Public Financial Management System) Case discussion: delays, bottlenecks, and remedies in fund disbursal	Understand **financial workflow** in PMAY–G and AGY Scheme. Learn basics of DBT, PFMS, and beneficiary payment tracking Build awareness of **financial accountability and transparency** Develop clerical/documentation-related skills Understand **coordination skills** between administrative and technical staff

Day	Activity	Detailed Tasks	Skills Learned:
		Interaction with block engineers and technical assistants about construction norms Discussion on convergence with other schemes (toilets, electricity, water supply) Preparation of weekly internship report (with photos, data, and reflections) Presentation of findings before block officials	Learn the role of engineers in quality assurance of rural housing Develop **report writing, presentation & communication skills** Gain holistic perspective on scheme implementation and multi-departmental linkages
MPLADS / MLALADS			
8	MPLADS & MLALADS: Project Cycle from Sanction to Monitoring	Orientation by block officials on objectives, structure, and guidelines of MPLADS/MLALADS (permissible works like infrastructure, community assets, public utilities). Review of fund allocation process from treasury to district/block office. Observation of how MPs/MLAs propose projects, followed by technical and financial vetting by engineers/administration. Case study of a sanctioned proposal file and group activity on preparing a mock proposal (e.g., drinking water facility, school building). Interaction with officials about approval timelines and challenges in implementation.	**Policy & Legal Awareness**: Understanding purpose, structure, and guidelines of MPLADS/MLALADS. **Proposal & Approval Skills**: Drafting project proposals, exposure to approval and vetting process, coordination between elected representatives and administration. **Financial Accountability**: Knowledge of fund flow, UC preparation, and audit practices. **Clerical & Analytical Skills**: Handling documents, analyzing official files, identifying bottlenecks in fund utilization. **Teamwork & Communication**: Working in groups to design proposals and interacting with officials.

Day	Activity	Detailed Tasks	Skills Learned:
		Study of utilization certificate (UC) formats, preparation, verification, and submission. Interaction with accounts staff on fund tracking and exposure to monitoring/audit reports.	
9	Field Visits to Completed Works	Field visit to sites of completed works (roads, drinking water facilities, classrooms, community halls, etc.) Compare sanctioned project details with ground reality Interaction with beneficiaries/community members on impact of projects Documenting field observations with notes, photos, and short reports	Gain **practical monitoring and evaluation skills** **Learn to connect** administrative records with on-ground outcomes Develop **interviewing skills** through community interaction Enhance observation and reporting abilities
SWACHH BHARAT MISSION (SBM) AND RURAL WATER SUPPLY & SANITATION (RWS & S)			
10	Introduction to SBM objectives and implementation at block level	Orientation by SBM nodal officer / block coordinator Overview of SBM components: Individual Household Latrines (IHHL), Solid & Liquid Waste Management (SLWM), community mobilization Study of baseline surveys and progress monitoring formats Case review: ODF (Open Defecation Free) declaration process	Understand SBM structure, objectives, and guidelines Learn the **workflow from planning to monitoring** at block level Gain exposure to administrative documentation and reports **Build conceptual clarity** on sanitation as a developmental priority
11	Implementation of IHHLs (toilets for households)	Observation of ongoing toilet construction in villages	Acquire **technical knowledge** of construction standards and processes

Day	Activity	Detailed Tasks	Skills Learned:
		Interaction with masons, beneficiaries, and Panchayat representatives Study of fund release mechanism and beneficiary contribution model Documentation of construction quality, material use, and timelines	Understand fund flow and household-level involvement Learn **monitoring of infrastructure projects** at community level Develop skills in **practical observation and documentation**
12	Waste management initiatives under SBM	Visit to village-level waste management units (compost pits, segregation sheds, soak pits, drainage improvements) Observe household-level waste segregation practices Interaction with SHGs (Self Help Groups) involved in waste collection/recycling Awareness campaign observation: street plays, IEC (Information, Education, Communication) material	Gain **practical exposure to waste management systems** Learn community-led models (SHGs, panchayats) in SBM implementation Understand importance of IEC and behavior change communication (BCC) Build skills in **community observation and impact assessment**
13	Institutional Framework, Policy Orientation & Water Source Mapping	Orientation by RWSS engineers/block officials on rural water supply programs (e.g., Jal Jeevan Mission, SBM convergence). Study policies on safe drinking water, coverage norms, and service delivery mechanisms. Review organizational setup from Block to Gram Panchayat and Village Water & Sanitation Committees (VWSCs). Conduct **field surveys** in villages to identify hand pumps, piped water schemes, and household tap connections.	**Governance & Policy Awareness**: Understanding RWSS structure, policies, and delivery mechanisms. • **Survey & Data Collection**: Practical exposure to field surveys and coverage assessment. • **GIS & Mapping Skills**: Spatial documentation of water sources. • **Analytical Skills**: Interpreting coverage data, linking statistics with service delivery. • **Attention to Detail**: Ensuring data accuracy and reliability in reporting.

Day	Activity	Detailed Tasks	Skills Learned:
		Use GIS tools/basic mapping formats to record water sources and interact with Panchayat staff about coverage data. Compile and analyse statistics on households with/without tap water connections.	
14	Evaluation of SBM implementation	Review monitoring indicators (ODF sustainability, toilet usage surveys, waste management coverage) Field inspection of SBM assets with officials Group preparation of internship report: observations, challenges, suggestions Presentation to block officials and feedback session	Acquire **monitoring and evaluation skills** Learn to compile findings into structured reports and presentations **Gain critical thinking** on strengths and gaps in SBM Develop teamwork, reflection, and professional reporting abilities
15	Community participation and governance	Attend VWSC meetings and observe decision-making processes Learn how communities manage water supply systems and sanitation initiatives Interaction with Panchayat representatives, SHGs, and women members about their role in operation & maintenance Case study discussion: Success stories of community-led water management	Understanding **community governance and participatory approaches** Developing **interpersonal and communication skills** through interaction with local stakeholders Building awareness of **grassroots challenges in service delivery** Exposure to **leadership and accountability mechanisms** in water governance
16	SBM & RWSS: Hygiene Promotion, Awareness Campaigns, and	Participate in school and community awareness programs on handwashing, safe water storage, menstrual hygiene, and sanitation clubs.	**Governance & Policy Awareness**: Understanding RWSS structure, policies, and delivery mechanisms. **Survey & Data Collection**: Practical exposure to field surveys

Day	Activity	Detailed Tasks	Skills Learned:
	Community Participation	Interaction with frontline workers (ASHA, Anganwadi workers) about hygiene promotion methods. Observe health camps/rallies promoting clean practices and design mock IEC/BCC campaigns (posters, street plays, demonstrations). Conduct hygiene awareness sessions in schools/Anganwadi centres/villages in collaboration with local workers. Collect feedback from participants on awareness levels and effectiveness of campaigns. Carry out **structured interviews** with beneficiaries of sanitation and PDS schemes to gather feedback, identify challenges (corruption, delays, diversion of supplies), and study grievance redressal mechanisms.	and coverage assessment. **GIS & Mapping Skills**: Spatial documentation of water sources. **Analytical Skills**: Interpreting coverage data, linking statistics with service delivery. **Attention to Detail**: Ensuring data accuracy and reliability in reporting.
GRAM PANCHAYAT (GP SECTION)			
17	Orientation on Panchayati Raj & 3-Tier Election Process	Session with block/GP officials on structure of 3-tier system (Gram Panchayat, Panchayat Samiti, Zila Parishad). Study the process of Panchayat elections, role of State Election Commission. Observe how voter lists, and ward divisions are maintained at GP level.	**Governance Awareness**: Understanding grassroots democracy and election structures. **Civic Literacy**: Linking electoral processes with citizen participation.
18	Special Summary Revision & Electoral Roll Preparation	Observe procedure of electoral roll updation at GP office.	**Documentation & Accuracy**: Handling electoral forms and records. **Analytical Skills**: Identifying gaps in voter coverage.

Day	Activity	Detailed Tasks	Skills Learned:
		Assist in mock filling of voter registration forms (Form-6, Form-7, Form-8). Interaction with Booth Level Officers (BLOs) about verification processes. Study how inclusiveness (youth, women, marginalized groups) is ensured.	**Democratic Values**: Ensuring inclusivity and fairness.
19	Gram Panchayat Visit & Exposure	Visit at least one Gram Panchayat office. Observe functioning of Gram Sabha, registers, and records maintained. Interaction with elected representatives (Sarpanch/Pradhan, Ward Members) about their roles and public grievance handling.	**Field Exposure**: Understanding on-ground functioning of Panchayats. **Leadership Insight**: Interaction with elected representatives. **Practical Learning**: Linking theory with field governance.
20	Auction of Public Properties (Ghats, Ferry, Market Sheds, etc.)	Observe auction/lease process of public properties managed by Gram Panchayat. Study legal procedures, bidding systems, and revenue collection methods. Interaction with Panchayat Secretary about fund utilization from such revenues.	**Financial Literacy**: Basics of local revenue generation. **Transparency Awareness**: Fair procedures in public auctions. **Analytical Skills**: Linking revenue with local development.
21	Reflection & Community Engagement Activity	Group discussion on takeaways from GP visits (democracy, transparency, accountability). Short group activity: preparing a mock plan for a GP initiative (e.g., water supply, street lighting, sanitation). Presentation of findings to mentors/officials for feedback.	**Critical Thinking**: Synthesizing field experiences. **Creativity & Planning**: Designing local initiatives. **Communication Skills**: Presenting ideas with clarity.

Day	Activity	Detailed Tasks	Skills Learned:
PUBLIC DISTRIBUTION SYSTEM (PDS)			
22	Public Distribution System (PDS) under NFSA, SFSA & Annapurna Schemes	Orientation by block officials on PDS framework at national, state, and block levels. Study of beneficiary categories: AAY (**Antyodaya Anna Yojana**), Priority Households, and Annapurna scheme. Review of entitlement norms (wheat, rice, sugar, kerosene, etc.) and food security laws with grievance redressal mechanisms. Observation of ration card register maintenance and verification of household details against NFSA norms. Case exercise on identifying errors, duplications, or exclusions in records. Exposure to digitization of ration card data, MIS platforms, and online grievance systems.	**Policy Awareness**: Understanding food security mechanisms and entitlement structures. **Analytical Skills**: Differentiating beneficiary categories and identifying errors. **Data Management**: Record-keeping, profiling, and eligibility verification. **Digital Literacy**: Exposure to digitized ration systems and MIS. **Rights-Based Awareness**: Understanding citizens' entitlements and grievance redressal.
23	Monitoring stock distribution and logistics	Visit FPS (Fair Price Shops) outlets to observe food grain storage, stock registers, and distribution schedules Study of ePOS (electronic Point of Sale) system for beneficiary verification Interaction with FPS dealers about challenges in supply chain & logistics Comparison of allocation orders with physical stock position	Acquire **monitoring and inspection skills** Learn basics of **logistics and supply chain management** in food distribution Understand **ePOS operations and transparency mechanisms** Develop **critical evaluation skills** by comparing records vs. reality
24	Paddy Procurement	Orientation by block/marketing officials on paddy procurement process and role of agencies (FCI,	**Policy Awareness**: Understanding MSP system and procurement guidelines.

Day	Activity	Detailed Tasks	Skills Learned:
	under PDS/State Schemes	State Civil Supplies, Cooperative Societies). Field visit to a procurement center to observe weighment, quality checks (moisture content, FAQ norms), and payment process. Study farmer registration, MSP (Minimum Support Price) norms, and digital token systems. Interaction with farmers about challenges faced (delays, grading issues, transport). Review of record-keeping: stock registers, receipts, and fund flow.	**Practical Exposure**: Observing quality checks, weighment, and record systems. **Analytical Skills**: Linking procurement with food security and PDS distribution. **Community Engagement**: Farmer interaction, empathy for grassroots challenges. **Documentation**: Maintaining registers and transaction records accurately.
SOCIAL SECURITY & PENSION SCHEMES			
25	Social security framework & scheme objectives	Orientation by block officials on central/state schemes: **Central: IGNOAPS** (Old Age), **IGNWP** (Widow), **IGNDPS** (Disability), **NFBS** (National Family Benefit Scheme), **State (Odisha): Madhubabu Pension Yojana, welfare & incentive schemes for disabled persons** Overview of eligibility, benefits, and funding mechanisms Review of policy goals: financial support, inclusion, and dignity for vulnerable groups	Understand **social security architecture** at block, state, and national level Build conceptual clarity on **scheme objectives and coverage** Develop analytical skills to compare **different beneficiary categories and benefits** Awareness of the role of **DBT in social protection**
26	Data verification and documentation	Study of beneficiary registers and digital MIS platforms Checking eligibility criteria (age, income, disability certificate, widowhood status)	Acquire **data verification and documentation skills** Learn **eligibility screening** for vulnerable groups

Day	Activity	Detailed Tasks	Skills Learned:
		Verification of sample cases with supporting documents (Aadhaar, income certificates, death certificates) Exposure to inclusion and exclusion errors in records	Build attention-to-detail in administrative record handling Develop capacity to identify **fraud, duplication, and gaps in records**
27	Social Security Pensions & Direct Benefit Transfer (DBT)	Assist beneficiaries in filling pension application forms and facilitate Aadhaar linking with pension schemes. Support in opening/seeding of bank accounts for DBT. Demonstration of online pension application portals where applicable. Cross-check pension disbursement records with bank passbooks/beneficiary accounts. Identify delayed/failed payments and escalate to officials. Study **fund flow process** (state treasury → banks → beneficiaries) and interact with accounts staff on PFMS (Public Financial Management System).	**Clerical & Administrative Skills**: Accurate form filling and beneficiary assistance. **Digital Literacy**: Aadhaar linking, DBT portals, online applications. **Financial Monitoring**: Tracking disbursements, identifying delays or errors. **System Awareness**: Understanding fund flow and PFMS mechanisms. **Empathy & Service Delivery**: Assisting vulnerable groups and improving citizen interface.
28	Schemes & Services for Persons with Disabilities (PWDs)	Orientation on **PWD-friendly schemes** at block and district levels (assistive aids, financial support, inclusive education). Study of **Banishree Scholarship** (for students with disabilities) and **Samarth Scheme** (skill development & training). Exposure to **financial assistance programs** and subsidies for livelihood/self-employment. Participation/observation of **BBSA (Block/Beneficiary Screening &**	**Social Welfare Awareness**: Understanding disability rights and entitlements. **Administrative Exposure**: Process of certification, scholarships, and fund disbursal. **Skill Development Orientation**: Awareness of vocational training and employability support. **Community Engagement**: Empathy through direct interaction with PWD

Day	Activity	Detailed Tasks	Skills Learned:
		Assessment) Camps for disability certification and assistive device distribution. Interaction with district officials about **aid distribution and rehabilitation programs**. Learn about **Revolving Fund support** for PWD SHGs/entrepreneurship promotion.	beneficiaries. **Project Insight**: Understanding role of revolving funds and institutional support for PWD empowerment.
ST/SC WELFARE SCHEMES & TRIBAL SUB-PLAN			
29	Policy framework, objectives, and administrative structure	Orientation on ITDA and ST/SC welfare programs (education, livelihoods, housing, health, entrepreneurship support) Study about **Tribal Sub-Plan (TSP)** and Special Component Plan (SCP). Overview of **ITDA's role** in planning, funding, and monitoring development works Discussion on constitutional and policy provisions (reservations, special protections)	Understand **policy framework and objectives** of ST/SC welfare initiatives Learn **institutional structure** of ITDAs and administrative mechanisms Build analytical skills to **link policy with program delivery** Awareness of social justice and equity perspectives
30	Data verification, record management, eligibility assessment	Study of **block-level beneficiary lists for ST/SC schemes** (scholarships, pensions, housing, livelihoods) Verification of eligibility criteria (**caste certificates, income certificates, educational status**) Observation of application/documentation process for welfare benefits Identify cases of duplication, exclusion, or delays	Acquire **data management and verification skills** Learn **eligibility screening** and proper documentation practices Build attention to detail in administrative record-keeping Develop ability to spot **inclusion/exclusion errors** in welfare delivery

Day	Activity	Detailed Tasks	Skills Learned:
31	Community engagement, cultural sensitivity, empowerment strategies	Meetings with **Self Help Groups (SHGs), youth clubs, and tribal leaders** Observe how awareness is spread about scholarships, livelihood support, and housing schemes Participate in community-level discussions on challenges (**literacy, dropout, livelihoods, health**) Exposure to local cultural practices influencing welfare program acceptance	Develop **interpersonal and communication skills** for community engagement Build **cultural sensitivity and empathy** while working with tribal/SC communities Understand strategies for **empowerment and mobilization** Learn participatory approaches to **increase program uptake**
32	Financial processes, education support, digital systems	Assist in filling **scholarship applications** (Post-Matric, Pre-Matric for ST/SC students) Observe functioning of **hostel facilities** (infrastructure, food, management) Track DBT (Direct Benefit Transfer) disbursement for scholarships and stipends Interaction with education officers/wardens on challenges faced in administration	Gain **hands-on experience in form filling and application assistance** Learn **financial tracking and DBT monitoring** Build **digital literacy** through use of online portals and MIS Understand **educational support systems** for marginalized communities
NRLM / OLM (LIVELIHOODS & SHG ECOSYSTEM)			
33	Livelihood ecosystem and social inclusion	Orientation by Mission staff on **NRLM/OLM goals, organizational structure, and key interventions** Overview of SHG (Self Help Group) movement and federations (Village Organizations, Cluster Level Federations) Discussion on inclusion strategies for **women, SC/ST, minorities, PVTGs**	Understand **institutional framework and ecosystem of livelihoods missions** Gain clarity on **social inclusion and poverty alleviation strategies** Learn how grassroots institutions (SHGs/VOs/CLFs) are structured

Day	Activity	Detailed Tasks	Skills Learned:
		Review of convergence with government schemes (skill training, pensions, MGNREGA, PMAY-G, etc.)	Build analytical skills to **link policy and grassroots practice**
34	SHG Exposure: Governance, Financial Inclusion & Credit Linkage	Visit SHGs in villages and attend group meetings to observe norms, savings, internal lending, and book-keeping. **Interact with SHG leaders** and members on **empowerment stories and grassroots leadership.** Study SHG grading, governance practices, and bank linkage status. Assist in preparing **financial literacy sessions** (savings, loans, repayment discipline). Help compile credit linkage reports (bank loans, CIF – Community Investment Fund, RF – Revolving Fund). Interaction with bankers and block-level mission staff about credit challenges. Exposure to MIS/data entry of SHG financial records.	**Community Mobilization**: Engaging with groups and women leaders. **Governance Awareness**: Understanding decision-making and leadership in SHGs. **Financial Literacy**: Banking, credit, loan repayment, and record-keeping. **Technical & Documentation Skills**: Data entry, MIS reporting, and credit linkage documentation. **Interpersonal Skills**: Communication and confidence through direct SHG interaction.
35	Skill Training, **Subhadra Yojna** & Market Linkages for Enterprise Development	Participate in **skill development training workshops for SHG** members. Observe enterprise planning sessions for micro-enterprises, producer groups, and farm/non-farm activities. Exposure to **Mission Shakti women-led enterprises** (farm and non-farm) Support in preparing livelihood plans at SHG/VO level.	Entrepreneurship & Skill Development: **Practical exposure to rural enterprise promotion and livelihood planning.** **Data Collection & Analysis**: Gathering and interpreting beneficiary data under Subhadra Yojna. **Skilling Exposure**: Learning training design, delivery, and

Day	Activity	Detailed Tasks	Skills Learned:
		Assist in **Subhadra Yojna** by helping in **data collection on beneficiaries, training needs, and enterprise activities**. Interact with trainers, resource persons, and beneficiaries to understand entrepreneurship challenges. Facilitate market linkage initiatives for SHG products (local fairs, exhibitions, tie-ups). Exposure to product branding, packaging, value addition, and collective marketing models. Assist in preparing a report on **Subhadra Yojna outcomes** and resource/financial planning for SHG enterprises.	need assessment for SHG women. **Market Access & Branding:** Skills in product marketing, packaging, and value addition. **Enterprise Management:** Experience in resource planning, financial tracking, and scaling challenges. **Business Communication:** Confidence in facilitating discussions, negotiation, and reporting outcomes.

Questionnaire for Internship Programme

1. Structure and Function of 3 Tier Panchayati Raj System in Odisha

Orientation Points:

a) Officials will explain the structure and functions of Gram Panchayat, Panchayat Samiti, and Zilla Parishad, highlighting roles of elected members, Standing Committees, decision-making, planning process and platforms for people's participation.

b) Acquire practical field exposure by interaction with the common people and Beneficiaries about the implementation process, success and challenges.

Objectives:

The study explores how the three-tier Panchayati Raj system functions, examining roles, decision-making, participation, and service delivery. It identifies gaps, recommends improvements, and strengthens interns' skills in analysis, governance observation, and documentation.

1.1. Common People/ Beneficiary

1. Have you ever attended a Gram Sabha meeting? If yes, how often?
2. Have you or your family received any scheme benefits (Rural Housing/ MGNREGS Job card, Toilet, Pension, etc.) through the Gram Panchayat?
3. Do you understand the roles of Panchayat, Panchayat Samiti, and Zilla Parishad in implementing schemes?
4. Was the process of availing benefits clear and transparent for you?
5. Did anyone from the Panchayat guide you about various Government scheme and programs?
6. How satisfied are you with the services provided by the Panchayat?
7. Do you feel your voice or feedback is heard at Gram Sabha or Ward meetings?
8. What are the grievance redressal mechanism to address your problems?

1.2. Officials (BDO/ ABDO/ GPDO)

1. What is the structure of Three-Tier Panchayati Raj System?
2. What are the standing committees provisioned at Gram Panchayat level?
3. How often do Panchayat meetings take place? what is the quorum required?
4. How are Gram Sabha, Palli Sabha, Mahila Sabha and Bal sabha organized?
5. Which registers and records are maintained at the GP office and how regularly are they updated?
6. How often Social Audit organized at Gram Panchayat level and how do marginalized groups participate in these meetings?
7. What are the main sources of funds for the GP, what projects are being implemented this year, and how do you monitor progress, expenditure, and revenue generation?
8. What are the major sources of Own source of Revenue (OSR) at GP level?
9. How the thematic Gram Panchayat Development Plan (GPDP) is being prepared?

2. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)

Orientation Points:

a) Officials will explain objectives, eligibility, work types, labour budget, wage payment process, MIS/portal use, transparency tools and social audit. Interns interact with workers and observe work sites to understand implementation, issues and outcomes.

b) Acquire practical field exposure by interaction with the common people and Beneficiaries about the implementation process, success and challenges.

Objectives:

The study examines MGNREGA implementation at Village, GP and Block levels, assessing work demand, wage payments, asset creation, and transparency. It identifies field challenges and builds interns' skills in enquiry, documentation, social audit, and impact analysis.

2.1. Common People/ Beneficiary

1. how many days of work a household is entitled to in a year?
2. If you want work under MGNREGA, whom do you approach?
3. Does your household have a job card?
4. How many days of work did your household get last year?
5. What is the current wage rate per day under MGNREGA?
6. How the wages is paid (cash/bank/post office, weekly/fortnightly)?
7. how many days it takes to get work after demand work?
8. Are there any special provisions (work site facilities/ less distance from the residence/ women and disable friendly work) is given to the Women/ PWD and Elderly person?
9. Are you informed about the type of work and duration in advance?
10. How often do social audits take place, and what typical issues are raised?

2.2. Officials (APO-MGNREGA, GRS, PEO, JE)

1. Could you briefly explain the MGNREGA workflow in this block/GP (from work demand to payment)?
2. What are the main roles and responsibilities of different officials (APO, GRS, JE, PEO, etc.)?
3. How are permissible works selected and prioritised at GP level?
4. How do you ensure that job cards, muster rolls, and measurement books are correctly maintained?
5. How frequently is the MIS updated, and who is responsible for data entry?
6. What are the main operational challenges you face (staff shortage, IT issues, fund flow, etc.)?
7. How often do social audits take place, and what typical issues are raised?
8. What are the main reasons for delays in wage payments in your area?

3. Rural Housing (Pradhan Mantri Awaas Yojana (Grameen)/ PM Janman/ Antyodaya Gruha Jojana/ Pucca Ghar Yojana(Mining)/ Nirman Shramik Pucca Ghar Yojana)

Orientation Points:

a) Officials will orient interns on different schemes related to Rural Housing, its objectives, processes, and institutional roles, including eligibility, fund flow, convergence, and monitoring tools.

b) Acquire practical field exposure by interaction with the common people and Beneficiaries about the implementation process, success and challenges.

Objectives:

The study examines the implementation of Rural Housing programs at Village, Gram Panchayat and Block level, assessing beneficiary awareness, satisfaction, and challenges. It also identifies field constraints and develops recommendations while building interns' skills in inquiry, documentation, and policy analysis.

3.1. Common People/ Beneficiary

1. Do you feel the selection process of Beneficiary for Rural Housing was fair and transparent in your village?
2. Do you know where the final list of selected beneficiaries is displayed?
3. What is the current stage of construction of your house? (Foundation / Plinth / Lintel / Roof / Completed)
4. Did you receive technical support from the Panchayat/Block?
5. Have the instalments been released on time as per the construction stages?
6. Are you constructing the house yourself or under the influence of any contractor/middleman?
7. Did you face difficulties in getting construction materials (sand, bricks, cement) at affordable rates?
8. Are you satisfied with the unit cost and design of the house?
9. What major challenges did you face during construction and what support do you expect from the government?
10. If someone wants to apply or raise a complaint, whom should they contact?

3.2. Officials (APO-MGNREGA, GRS, PEO, JE)

1. How is the annual target allocation for Rural Housing decided?
2. What challenges do you face in generating and approving the Rural Housing project of a Beneficiary?
3. What is the average construction time for completion of a house in your Block?
4. What mechanisms are in place for stage-wise monitoring and geo-tagging?
5. What technical support is provided to beneficiaries?
6. What are the common quality issues observed in construction?
7. What are the grievance redressal mechanisms available to beneficiaries?
8. What MIS challenges (AwaasSoft, Awaas+ app, geo-tagging delays, server issues) commonly occur?

4. Rural Water Supply & Sanitation (RWSS): SBM and JJM

Orientation Points:

a) Officials will brief interns on SBM and Rural Water Supply processes, including ODF sustainability, toilet coverage, waste management, Micro Composting Centre (MCC), Material Recovery Facility (MRF) and safe water supply systems like pipe water schemes.

b) Interns will learn monitoring methods, community engagement, hygiene behaviour promotion, data recording, and protocols for interacting with beneficiaries and local institutions during field visits.

Objectives:

The objective is to assess sanitation coverage, ODF sustainability, waste management practices, and functionality of rural water supply systems. It aims to understand beneficiary awareness, institutional roles, and field-level challenges, while enabling interns to document observations, identify gaps, and provide practical recommendations for improving sanitation and drinking water delivery in rural areas.

4.1. Common People/ Beneficiary

1. Do you have functional toilet in your house?
2. Was the toilet constructed under SBM support?
3. Do you and your family members regularly use the toilet?
4. Is the waste collection facility available in your Gram Panchayat?
5. Are there soak pits and drainage systems in your village?
6. Are you aware of ODF rules and hygiene practices promoted under SBM?
7. How frequently do you receive piped drinking water (daily, alternate days, weekly)?
8. Do you face issues with water pressure, irregular supply, or contamination?
9. Have you ever reported a water or sanitation issue?
10. Are you aware of the VWSC/Pani Panchayat and their role in water supply management?

4.2. Officials (JE/AE RWSS, PEO, GRS, Block Coordinator SBM)

1. What are the basic challenges of ODF?
2. What percentage of households receive Functional Household Tap Connections (FHTC)?
3. What are the major technical or administrative challenges affecting water supply continuity?
4. How do you ensure water quality monitoring (testing frequency, parameters, response to contamination)?
5. What role do VWSCs, SHGs, and Panchayats play in managing water and sanitation systems?
6. How are SBM and Jal Jeevan Mission funds utilized and monitored at the block level?
7. What mechanisms exist for grievance redressal related to water supply and sanitation issues?
8. What innovations or best practices have been adopted to improve service delivery?

5. Public Distribution System (PDS)

Orientation Points:

a) Officials will brief interns on the functioning of the Public Distribution System, including beneficiary selection process, ration card types, entitlement norms and supply chain flow.
b) Acquire practical field exposure by interaction with the common people and Beneficiaries about the implementation process, success and challenges.

Objectives:

The objective is to assess PDS coverage, beneficiary satisfaction, transparency, and regularity of ration distribution. It aims to understand supply chain management, FPS functioning, and issues such as leakage, authentication errors, and stock availability. Interns will document gaps, observe field practices, and provide recommendations to strengthen PDS service delivery at the grassroots level.

5.1. Common People/ Beneficiary

1. What is your entitlements under PDS?
2. Did you face any difficulty in obtaining or updating your ration card?
3. Are all eligible members of your household included in the ration card?
4. Have you experienced any situation where ration was unavailable or delayed?
5. Is the price and entitlement chart displayed clearly at the FPS?
6. Have you faced any Aadhaar authentication or e-PoS machine issues during ration collection?
7. Are you aware of the grievance redressal mechanisms available for PDS-related issues?
8. Have you ever filed a complaint, and was it resolved satisfactorily?

5.2. Officials (CSO/ Supply Inspector/ Marketing Inspector)

1. How the ration allocation planned in a Block?
2. How do you monitor FPS operations, stock availability, and distribution regularity?

3. What challenges do dealers face in operating e-PoS devices and Aadhaar-based authentication?
4. How is the stock register, sales register, and online reporting verified at the block level?
5. What are the main bottlenecks in timely lifting and transportation of foodgrains to FPS?
6. How are leakages, diversion risks, or malpractice identified and addressed?
7. What mechanisms exist to address complaints from beneficiaries?
8. How effective are social audits, vigilance committees, and community monitoring in ensuring transparency?

6. Social Security & Pension Schemes

Orientation Points:

a) Officials will brief interns on central and state pension schemes, eligibility norms, benefit amounts, and the end-to-end disbursement process from treasury to beneficiaries. Interns will learn to examine pension registers, use online MIS portals, verify applications, detect duplicate or ineligible cases, and understand documentation requirements for transparent and timely pension delivery.

b) Acquire practical field exposure by interaction with the common people and Beneficiaries about the implementation process, success and challenges.

Objectives:

The objective is to assess pension coverage, verify beneficiary records, and identify issues such as duplication, exclusion, or delays in sanction and disbursement. It aims to understand scheme eligibility, administrative processes, and MIS usage while enabling interns to document gaps and recommend measures to improve transparency, targeting, and efficiency in social security delivery.

6.1. Common People/ Beneficiary

1. Which pension scheme do you receive? Since when?
2. How long did it take from application submission to pension sanction?
3. Do you receive the pension regularly every month without delay?
4. Do you collect the pension through bank account/DBT?
5. Any difficulty in withdrawing pension?
6. Have you ever experienced stoppage, reduction, or irregular payment of pension?
7. Do you receive support from PEO or block staff when facing pension-related issues?
8. What are the grievance redressal mechanism for pension-related problems?

6.2. Officials (Block Social Security Officer/ PEO/ ADEO)

1. What are the pension schemes implemented in Gram Panchayats?
2. What is the process from application to sanction and payment?
3. How is the pension MIS/portal used for tracking beneficiaries and payments?
4. What are the major reasons for delays in sanction or payment?
5. Are there issues of duplicate/ineligible beneficiaries or exclusion of genuine cases?
6. What are the grievance redressal mechanism for pension-related problems?

7. DAY-NRLM/ OLM (SHG Ecosystem)

Orientation Points:

a) Officials will brief interns on NRLM/OLM objectives, SHG formation, group dynamics, savings and credit practices, and livelihood promotion.

b) Interns will learn to observe SHG meetings, review registers, understand bank linkages, Revolving Fund, Vulnerability Reduction Fund (VRF) and Community Investment Fund (CIF) usage, and assess community-based planning, convergence, and capacity-building initiatives for sustainable rural livelihoods and women's empowerment.

Objectives:

The objective is to understand the functioning of SHGs, livelihood promotion, and financial inclusion under NRLM/OLM at the block level. It aims to assess group organization, participation, savings-credit patterns, bank linkage, and income-generating activities, enabling interns to document challenges, successes, and suggest improvements for strengthening rural livelihoods and the SHG ecosystem.

7.1. Common People/ SHG Member

1. What motivated you to join the SHG?
2. Frequency of your SHG meetings, and are all members actively participating?
3. How are decisions made in your SHG regarding savings, loans, and investments?
4. Are records such as cashbooks, loan registers, and meeting minutes properly maintained?
5. Have you accessed bank loans through SHG-bank linkage programs, and what challenges did you face?
6. Have you participated in any skill development or livelihood training programs?
7. Are the income-generating activities promoted is beneficial for your household income?
8. What are the major challenges you face for marketing your products?

7.2. Officials (BPM-OLM/ BPC-Mission Shakti)

1. How many Self Help Groups (SHGs), Cluster Level Forums (CLFs), and Gram Panchayat Level Federations (GPLFs) are functional in this GP/block?
2. What is the institutional structure of SHGs and their federations?
3. How do you facilitate bank linkage and ensure good repayment discipline?
4. What are the main constraints in scaling up SHG livelihoods?
5. What interventions could strengthen livelihoods?
6. Convergence required with other schemes (MGNREGA, SBM, PDS, etc.).
7. How to integrate VPRP with GPDP?
8. What are the grievance redressal mechanism to address SHG-related problems?

6 weeks Internship Plan at Anganwadi Centre

ORIENTATION & EARLY CHILDHOOD CARE			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
1	Orientation & Early Childhood Care Education (ECCE) Observation	Introduction to Anganwadi Centre (AWC) structure, registers, and safety norms. Meet the Anganwadi Worker (AWW) & Helper to understand their roles. Ice-breaking session with children to build comfort and rapport. Observe daily routines – storytelling, rhymes, play activities, and attendance marking. Identify early childhood pedagogy practices used in pre-school education.	**Professional Conduct & Adaptability**: Learning teamwork and respectful interaction in community settings. **Observation Skills**: Attentively noting daily activities and pedagogy methods. **Understanding ECCE Basics**: Exposure to early childhood care and education practices. **Interpersonal Skills**: Engaging positively with children and frontline workers.
2	Registers, Records & Community Profile Study	Study and familiarize with Anganwadi registers such as **Supplementary Nutrition Programme (SNP) register, growth monitoring charts, and attendance registers**. Assist in supervised entries to understand documentation procedures. Conduct a **community profile study** to identify local demographics, vulnerable groups (malnourished children, adolescent girls, pregnant women, lactating mothers), and socio-economic conditions of	**Documentation & Record Management**: Accuracy in handling official registers. **Socio-Economic Awareness**: Understanding profiles of vulnerable groups. **Data Interpretation**: Linking records with nutritional and social outcomes. **Practical Exposure**: Connecting administrative records with real

		beneficiaries. Observe how records and community data are linked with service delivery and reporting to higher levels.	community needs.
3	Role of AWW/Helper & Exposure to ICDS Schemes	Shadow the Anganwadi Worker (AWW) and Helper in their daily tasks such as cooking, serving meals, conducting preschool activities, and maintaining hygiene. Observe community engagement efforts during health days, nutrition demonstrations, or home visits. Learn about the **Integrated Child Development Services (ICDS)** framework covering supplementary nutrition, preschool education, health check-ups, immunization linkages, and referral services. Understand how AWWs coordinate with ASHA and ANM workers for convergence under health and nutrition services.	**Teamwork & Service Orientation**: Experience of working alongside frontline workers. **Multitasking Ability**: Balancing nutrition, education, and hygiene responsibilities. **Policy Awareness**: Understanding ICDS structure, schemes, and service delivery mechanisms. **Community Mobilization**: Learning grassroots engagement and convergence with health services.
4	Observation of VHND	Exposure to **Village Health & Nutrition Day** activities; Observe immunization drives, health counseling sessions, and mother-child health awareness	Health awareness, convergence learning

NUTRITION & HEALTH SERVICES			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
5	Supplementary Nutrition Programme (SNP)	Observe preparation and distribution of **hot cooked meals** for children and pregnant/lactating mothers; Learn about **Take Home Rations (THR)**; Understand safety and hygiene practices in serving	Nutritional awareness, hygiene practices

6	Menu Planning, Nutrition Education & Hygiene Practices	Study nutrition charts for different age groups (children 6 months–6 years, pregnant and lactating women) and learn the principles of balanced diets. Assist the AWW in planning weekly menus as per ICDS guidelines and locally available food items. Observe and support hygiene practices during food preparation, cooking, storage, and serving. Learn safe water handling, handwashing routines, and waste disposal methods at the Anganwadi Centre. Participate in or assist during a **nutrition awareness session for mothers**; Learn how AWW communicates importance of breastfeeding, complementary feeding, and anemia prevention	**Nutritional Knowledge**: Understanding dietary needs and balanced nutrition for different groups. **Planning Skills**: Assisting in menu preparation as per ICDS norms. **Food Safety & Hygiene**: Awareness of safe cooking, storage, and serving practices. **Health Promotion**: Linking nutrition with hygiene for overall well-being. **Public communication**
7	Growth Monitoring & Nutrition Demonstration	Assist the AWW in maintaining **growth charts** for children under 6 years by recording height, weight, and age-wise measurements. Learn the weighing process using baby scales/adult weighing machines and practice plotting results on growth charts. Interpret data to identify cases of normal growth, underweight, stunting, or wasting. Support the AWW during **nutrition demonstrations** for mothers, including cooking of low-cost nutritious meals, correct portion sizes, and feeding practices.	**Numerical Accuracy**: Skills in weighing, plotting, and interpreting growth data. **Health Monitoring Skills**: Understanding child growth patterns and early malnutrition identification. **Practical Nutrition Skills**: Preparing and demonstrating low-cost, balanced meals. **Teaching & Facilitation**: Ability to conduct simple nutrition education sessions for mothers.

8	Home Visit for Nutrition Awareness	Accompany AWW during **household visits**; Observe how counseling is provided on feeding practices, sanitation, and maternal care	Community engagement, interpersonal skills

GROWTH MONITORING & HEALTH CONVERGENCE			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
9	Child Growth Monitoring & Health Screening	Assist in weighing and measuring children under 6 years using baby/infant scales and stadiometers. Plot weight and height data on **growth monitoring charts** under staff supervision. Learn to identify cases of underweight, stunting, or wasting from chart data. Support the **Auxiliary Nurse Midwife (ANM)** during health check-ups at the Anganwadi Centre. Observe **immunization day activities**, assist in crowd management, and help maintain health registers.	**Technical Skills**: Growth tracking through accurate measurement and chart plotting. **Health Literacy**: Understanding child malnutrition and early detection methods. **Exposure to Convergence**: Observing coordination between ICDS and Health Department. **Documentation Skills**: Maintaining health registers with accuracy. **Community Health Awareness**: Learning preventive health measures for children.
10	Maternal & Adolescent Health Support (Pregnant Women, Lactating Mothers & Girls' Programmes)	Attend counseling sessions for **pregnant and lactating women** on maternal nutrition, antenatal care, safe delivery, and breastfeeding practices. Observe and assist in awareness activities under schemes like **SABLA/Kishori Shakti Yojana** and **IGMSY** (Indira Gandhi Matritva Sahyog Yojana).	**Maternal Health Awareness**: Understanding nutrition and antenatal/postnatal care needs. **Gender Sensitivity**: Exposure to adolescent girls' health and empowerment issues. **Interpersonal**

		Participate in **adolescent health awareness sessions** covering anemia prevention, menstrual hygiene, reproductive health, and life skills. Document community participation and challenges faced by women and adolescent girls in accessing these services.	**Communication**: Empathy and skills for counseling/support. **Health Knowledge**: Basics of anemia prevention, hygiene, and life skills education. **Community Engagement**: Experience in mobilizing women and adolescents for health programs.
11	Village Health & Nutrition Day (VHND) Follow-up & Health Awareness	Assist Anganwadi staff and health workers in **documenting VHND data**, including immunization records, nutrition counseling, and health referrals. Observe how VHND activities are coordinated between AWW, ASHA, and ANM. Participate in **awareness sessions** on safe drinking water, sanitation, menstrual hygiene, and personal cleanliness. Support preparation and distribution of **IEC (Information, Education, Communication) materials** such as posters, leaflets, and demonstration charts.	**Clerical Accuracy**: Skills in maintaining health and nutrition records. **Documentation**: Experience in recording immunization and referral data. **Public Health Communication**: Confidence in delivering key health messages. **Awareness Creation**: Skills in IEC preparation and community mobilization. **Teamwork**: Understanding convergence of health and ICDS staff during VHND.
12	Grievance Handling in Health/Nutrition	Observe how complaints related to **ration quality, delayed supplies, or health service gaps** are received and addressed by AWW/ANM	Problem-solving, compliance awareness, accountability

PRE-SCHOOL EDUCATION & ECCE ACTIVITIES			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
13	Pre-School Education & Learning through Play	Participate in **storytelling, rhymes, drawing, and group play activities** during the Anganwadi's daily preschool session. Assist the AWW in engaging children through structured routines that encourage early learning. Help organize **play-based learning activities** such as puzzles, building blocks, songs, role play, and outdoor games. Observe how play-based methods contribute to **cognitive, social, and emotional development** of children.	**Child Engagement Skills**: Building rapport and facilitating activities with young children. **Creativity & Facilitation**: Using stories, songs, and play as learning tools. **ECCE Pedagogy Awareness**: Understanding early childhood care and education practices. **Patience & Empathy**: Developing soft skills for working with children. **Experiential Learning Insight**: Linking play to learning outcomes.
14	Teaching Aids Preparation & Child Behavior Observation	Prepare simple **Teaching & Learning Materials (TLMs)** such as charts, flashcards, picture cards, and play items, and learn how they support early childhood education. Assist the AWW in using these aids during preschool sessions to enhance child engagement. Observe children's **learning patterns, social interactions, and developmental milestones** (speech, motor skills, group play). Record observations under staff supervision to understand child development stages.	**Creativity & Resource Planning**: Designing low-cost teaching aids with local materials. **Instructional Support Skills**: Using TLMs to facilitate learning outcomes. **Analytical Observation**: Recording children's behavior and developmental progress. **Child Psychology Basics**: Understanding early learning and

			socialization. **Documentation Skills**: Maintaining structured observation notes.
15	ECCE Facilitation & Celebration of Events	Conduct supervised preschool activities with children such as songs, drawing, group play, or storytelling, and practice classroom management techniques under guidance. Participate in **festival and event celebrations** like Independence Day, Nutrition Week, or Child Rights Day. Assist in organizing decorations, performances, refreshments, and awareness messages during events. Observe how cultural and awareness events are integrated into early learning and community engagement.	**Confidence & Leadership**: Managing and facilitating child-centered activities. **Classroom Management Skills**: Handling groups of young children in structured sessions. **Event Management**: Planning and supporting cultural or awareness events. **Teamwork & Coordination**: Working with AWW, Helper, and community members. **Cultural Awareness**: Linking education with festivals and social themes.
16	School Readiness Assessment	Exposure to **assessment tools** used for children aged 5+ to check readiness for primary school (basic numeracy, literacy, social skills); Assist in recording findings	Assessment skills, ECCE evaluation, **critical thinking**

COMMUNITY & PARENTAL ENGAGEMENT			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
17	Parental Meetings &	Assist the AWW in conducting **meetings with parents**, observing discussions on	**Communication & Engagement**: Skills in

	Counseling Mothers	child health, nutrition, hygiene, and school readiness. Record key points raised by parents and the guidance provided by the AWW. Observe individual and group **counseling sessions for mothers** on breastfeeding, complementary feeding, early childhood education, and sanitation. Support the AWW in addressing mothers' queries and clarifying doubts where appropriate.	interacting with parents and community members. **Advisory & Counseling Awareness**: Understanding techniques for maternal guidance. **Interpersonal Skills**: Building rapport with mothers and families. **Note-Taking & Documentation**: Recording discussions for feedback and follow-up. **Parental Engagement**: Learning how family involvement supports child development.
18	Community Meetings & SHG/Women's Group Interaction	Participate in a **community-level meeting** organized at the Anganwadi Centre to discuss key activities such as nutrition services, child health, and early childhood education. Observe how collective decision-making takes place with participation from parents, community leaders, AWW, ASHA, ANM, and Panchayat representatives. Interact with **Self-Help Groups (SHGs)** and women's collectives to understand their role in promoting nutrition, livelihoods, and convergence with health and education programs. Document issues raised during discussions, such as challenges in service delivery, women's	**Public Communication**: Gaining confidence in speaking and interacting in front of community groups. **Collective Engagement Skills**: Understanding dynamics of group participation and consensus-building. **Community Mobilization**: Exposure to grassroots strategies for improving health, nutrition, and education. **Gender Sensitivity &**

		empowerment, and local problem-solving approaches. Support AWWs in preparing simple reports or follow-up notes from these meetings.	**Empowerment Awareness**: Learning how SHGs strengthen women's roles in decision-making and livelihoods. **Facilitation Skills**: Assisting in organizing and supporting group activities and meetings.
19	Creating Awareness of **Schemes** & IEC Support	Support the AWW in creating awareness about key government schemes such as **ICDS, Janani Suraksha Yojana (JSY), Pradhan Mantri Matru Vandana Yojana (PMMVY), Poshan Abhiyaan**, and other maternal-child health initiatives. Assist in preparing and distributing **IEC materials** (posters, leaflets, wall paintings) to explain scheme benefits. Participate in group discussions, village meetings, or home visits where schemes are explained to beneficiaries. Observe how awareness campaigns are linked with special days (Nutrition Week, VHND, Poshan Maah).	**Policy Literacy**: Understanding maternal and child welfare schemes. **IEC Skills**: Designing and using information materials for awareness. **Public Communication**: Building confidence in explaining schemes to communities. **Community Engagement**: Learning methods to mobilize and inform beneficiaries.
20	Village Sanitation & Hygiene Drive	Support the AWW in planning and organizing a **sanitation awareness campaign** in the village or Anganwadi catchment area. Participate in activities like **cleanliness drives**, handwashing demonstrations, safe drinking water practices, and proper waste disposal methods. Help prepare and distribute **IEC materials** (posters, slogans, wall writings) to spread key hygiene	**Leadership & Teamwork**: Coordinating group activities with community members. **Hygiene Promotion Skills**: Practical knowledge of sanitation and safe water practices. **Event Coordination**:

		messages. Engage school children, SHG members, and community leaders in the drive to ensure wider participation. Observe how such drives are linked with **Swachh Bharat Mission (SBM)** and other health campaigns.	Organizing and managing awareness events at village level. **Community Mobilization**: Encouraging active participation from children, women, and local stakeholders. **Public Health Awareness**: Understanding the importance of sanitation in disease prevention and overall well-being.
21	Community Case Study on AWC Beneficiaries	Select a **child, mother, or family** benefiting from AWC services (nutrition, ECCE, health check-ups, immunization, or PMMVY). Conduct a **structured interview** with the beneficiary to understand their experience, challenges, and improvements after availing services. Collect supporting details from AWW registers, growth charts, or scheme records to validate findings. Document **success stories** (e.g., reduction in malnutrition, improved school readiness, better maternal care). Compile the case study in a **report format** including background, intervention, outcomes, and lessons learned	**Case Documentation Skills**: Structuring a case study with real beneficiary data. **Analytical Writing**: Interpreting individual experiences in the context of schemes/services. **Empathy & Sensitivity**: Understanding challenges faced by vulnerable families. **Interviewing Skills**: Engaging with beneficiaries to collect meaningful insights. **Reporting & Communication**: Presenting findings clearly for academic and administrative review.

DOCUMENTATION, REPORTING & EVALUATION			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
22	Registers, Documentation & Reporting (Manual and Digital)	Assist the AWW in verifying and updating **attendance registers, SNP (Supplementary Nutrition Programme) records, and stock registers**, ensuring that daily entries are accurate and complete. Observe how registers are linked with **supply and beneficiary records** for accountability. Practice entering data in **e-ICDS portal/MPR (Monthly Progress Report)** formats under staff supervision. Learn the process of **data transmission** from the AWC to the sector/block office and how it contributes to higher-level monitoring. Review how discrepancies or missing data are identified and corrected.	**Clerical Accuracy & Accountability**: Ensuring correctness in official records. **Documentation Skills**: Linking manual registers with scheme outcomes. **Digital Literacy**: Hands-on exposure to e-ICDS and MPR formats. **MIS Skills**: Understanding how data flows upward for planning and reporting. **Attention to Detail**: Spotting errors and maintaining reliable records.
23	Stock, Supply Chain & Financial Record Management	Observe the **receipt, storage, and issue of food stock** supplied to the Anganwadi Centre. Learn about maintaining **stock registers** and the use of **FIFO (First In, First Out)** method to minimize wastage. Assist the AWW in verifying quantities during supply distribution and reporting shortages or damages. Study and assist in maintaining simple **financial expenditure records** related to procurement, cooking fuel, utilities, and miscellaneous expenses. Understand how proper documentation	**Inventory Management Skills**: Tracking stock flow and preventing wastage. **Accountability & Transparency**: Ensuring records match supply and usage. **Financial Literacy**: Learning basics of expense tracking in welfare schemes. **Record-Keeping Skills**: Handling stock and financial registers

		supports **transparency, accountability, and audits** at higher administrative levels.	with accuracy. **Audit Awareness**: Understanding how records ensure compliance and oversight.
24	Monitoring, Supervision & Audit Preparation	Accompany supervisors or CDPO/LS during **monitoring visits** to Anganwadi Centres and observe how performance is evaluated in terms of attendance, hygiene, record accuracy, and service delivery quality. Learn about **performance indicators** used for assessing AWC effectiveness. Assist staff in preparing for **inspections or audits** by arranging registers, stock records, financial documents, and reports. Observe how supporting documents are presented to ensure **accountability and compliance**. Record insights on common gaps, challenges, and corrective actions suggested during supervision.	**Evaluation Skills**: Understanding monitoring indicators and performance checks. **Compliance Orientation**: Awareness of standards and accountability in service delivery. **Organizational Skills**: Preparing and arranging records systematically for audits. **Audit Awareness**: Exposure to inspection procedures and transparency requirements. **Observation & Reporting**: Documenting findings during supervisory visits.
SURVEYS ON VARIOUS GOVT. SCHEMES			
25	Survey on **POSHAN Abhiyaan** & Adolescent Girls Programme	Conduct a **survey with mothers, adolescent girls, and AWWs** to understand the impact of POSHAN Abhiyaan and Sabla/Adolescent Girls Programme.	**Survey & Data Collection Skills**: Designing and administering questionnaires at the

	(**POSHAN 2.0**)	Collect data on **use of the POSHAN Tracker App**, awareness of nutrition services, and participation in events like **Poshan Maah/Poshan Pakhwada** (rallies, recipe demonstrations, growth monitoring drives). Document the support received by adolescent girls under **POSHAN 2.0/Sabla** – nutrition supplementation, menstrual hygiene awareness, life skills sessions, and vocational exposure. Prepare a short report on **benefits, challenges, and suggestions** for improving awareness and service delivery.	community level. **Policy Awareness**: Understanding POSHAN Abhiyaan and adolescent health initiatives. **Analytical Skills**: Linking survey findings with nutritional and social outcomes. **Gender Sensitivity**: Awareness of adolescent girls' health, education, and empowerment needs. **Community Engagement**: Interacting effectively with beneficiaries and frontline workers.
26	Survey on **Pradhan Mantri Matru Vandana Yojana** (PMMVY) & **Janani Suraksha Yojana** (JSY)	Conduct a **survey with pregnant and lactating mothers** to assess awareness and benefits received under **PMMVY** (conditional cash transfers for first child) and **JSY** (cash incentives for institutional delivery). Collect data on **timely pregnancy registration, antenatal care visits, institutional deliveries, and postnatal care**. Interact with AWW, ASHA, and ANM to understand how beneficiaries are identified, registered, and supported under these schemes. Document challenges such as **delayed payments, lack of awareness, or barriers to institutional delivery** and	**Survey & Data Collection**: Practical experience in structured interviews with mothers. **Policy Awareness**: Understanding maternity benefit and safe motherhood schemes. **Analytical Thinking**: Linking scheme benefits with maternal and child health outcomes. **Community Interaction**: Building empathy and communication with

		suggest improvements.	vulnerable groups. **Problem Identification**: Recognizing field-level gaps in scheme implementation.
27	Survey on Anemia Mukt Bharat (AMB) & Immunization Programs	Conduct a **survey with mothers, adolescent girls, and AWW/ANM staff** to assess awareness and implementation of **Anemia Mukt Bharat (AMB)** activities such as IFA (Iron-Folic Acid) supplementation, deworming, and nutrition counseling. Collect data on **children's and women's compliance with IFA tablets, frequency of deworming, and nutrition awareness**. Assess coverage of **Routine Immunization and Mission Indradhanush**, focusing on timely doses and awareness of vaccine-preventable diseases. Document challenges such as **missed doses, refusal cases, or irregular supply of supplements/vaccines**. Prepare a short analysis on gaps and suggestions for better coverage and compliance.	**Survey & Interview Skills**: Collecting field data from mothers, adolescents, and frontline workers. **Health Literacy**: Understanding anemia prevention strategies and immunization schedules. **Analytical Skills**: Identifying reasons for low compliance or incomplete immunization. **Community Engagement**: Interacting with beneficiaries to raise awareness about preventive health. **Problem-Solving Orientation**: Suggesting practical solutions to improve scheme outcomes.
28	Survey & Participation in Village Health & Nutrition Day (VHND)	Participate in a **VHND session** organized at the Anganwadi Centre in convergence with ASHA, ANM, and AWW. Observe services such as **immunization, antenatal check-ups (ANC), postnatal check-ups (PNC), growth monitoring,**	**Community Health Awareness**: Understanding convergence of health and ICDS services. **Survey Skills**:

		and nutrition counseling. • Conduct a **survey of beneficiaries** (mothers, children, adolescents) to assess participation, awareness, and satisfaction with VHND activities. Document community mobilization efforts (awareness campaigns, group meetings) and identify factors influencing **health-seeking behavior**. Prepare a short report on **participation levels, challenges, and suggestions** for improving VHND impact.	Collecting field-level data on health service delivery and participation. **Observation Skills**: Learning how VHND integrates multiple services at the grassroots. **Behavioral Insight**: Linking awareness and participation with health-seeking behavior. **Reporting & Analysis**: Summarizing findings for program improvement.
29	Survey on ICDS Services & Swachh Bharat Mission (SBM) Convergence	Conduct a **survey of beneficiaries and AWW staff** to assess awareness and utilization of **ICDS core services** (Supplementary Nutrition, Pre-School Education, Health Check-ups, Immunization, Referral Services, and Health & Nutrition Education). Collect insights from mothers on **nutrition benefits, preschool attendance of children, and health awareness sessions**. Study convergence with **Swachh Bharat Mission (SBM)** by observing activities on sanitation, hygiene promotion, safe drinking water, and waste management at the community level. Participate in or document **awareness campaigns** (handwashing demonstrations, clean toilet use, waste	**Policy Literacy**: Understanding ICDS framework and SBM convergence at grassroots. **Survey & Data Collection Skills:** Engaging with mothers, AWWs, and community groups. **Public Health Awareness**: Linking nutrition, education, and hygiene for holistic child development. **Community Mobilization**: Observing participation in sanitation and health

		segregation drives) organized at AWC. Prepare a short report highlighting **beneficiary feedback, gaps, and best practices** in ICDS service delivery and SBM integration.	drives. **Analytical Skills:** Identifying strengths and challenges in integrated service delivery.
30	Survey Data Compilation, Analysis & Reporting	Collect survey data from beneficiaries, AWWs, SHGs, or officials using structured questionnaires and field notes. Enter data systematically in **registers, Excel sheets, or simple tally formats** under guidance. Organize responses into categories (e.g., awareness levels, benefits received, challenges faced). Prepare **basic tables, graphs, and charts** to represent key findings. Analyze the data to identify **trends, gaps, and patterns** (e.g., low immunization awareness, delays in fund transfer). Draft a **survey report** including introduction, objectives, methodology, findings, analysis, and recommendations. Present the compiled report to **mentor officers/college supervisors**, highlighting practical insights.	**Data Management Skills:** Organizing raw field data into structured formats. **Analytical Skills**: Interpreting responses to identify patterns and gaps. **Documentation & Reporting:** Converting survey findings into professional reports. **Presentation Skills**: Using charts, tables, and summaries for clear communication. **Problem-Solving Orientation**: Suggesting improvements based on real evidence.

CONSOLIDATION, PROJECT WORK & REFLECTION			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
31	Project Theme Selection & Planning	Select a mini-project theme related to **nutrition, ECCE, health, or community participation**. Outline objectives, methodology, and expected outcomes under mentor guidance.	Research skills, analytical thinking, project planning

		Prepare a simple project work plan and timeline.	
32	Designing Tools & Preparatory Work	Develop a **structured questionnaire or checklist** for field data collection. Pilot test the tools with 1–2 respondents under AWW supervision. Refine questions to make them simple and practical.	Tool design skills, problem-solving, preparation for fieldwork
33	Project Data Collection	Collect field/case data by interacting with mothers, AWW, Helper, and children. • Use **interviews, observation, and registers** as data sources. • Record responses systematically in notebooks or Excel.	Survey methods, communication skills, data collection techniques
34	Project Report Writing & Analysis	Compile collected data into a structured format. • Use **charts, tables, and case studies** to present findings. • Draft **practical recommendations** for improving scheme delivery.	Writing skills, analytical presentation, documentation
35	Final Presentation & Reflection	Present internship findings to AWW, supervisors, or officials in a **group presentation**. • Participate in a feedback session and note suggestions for improvement. • Write a **self-reflection note** on skills gained, challenges faced, and personal growth.	Presentation skills, confidence, self-assessment, professional readiness

6 weeks SCHOOL LEVEL INTERNSHIP

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1: ORIENTATION & FOUNDATION (DAYS 1–5)			
1	**Orientation & Introduction**	Welcome briefing on internship objectives and schedule; introduction to school structure, departments, and campus tour; overview of administrative hierarchy and rules.	Institutional awareness; understanding of school culture; adaptability.
2	**Office Administration Basics**	Observe front-office operations; learn filing, correspondence, and circular issuance; assist in maintaining student records and stock registers.	Documentation accuracy; organizational skills; professionalism.
3	**Academic Framework & Curriculum**	Study curricula at elementary/middle levels; review academic calendar, examination system, and evaluation methods.	Academic planning; understanding teaching-learning cycles; assessment literacy.
4	**Stakeholder Mapping & Roles**	Identify roles of headmaster, teachers, non-teaching staff, School Management Committee (SMC), and parent groups; attend a staff meeting and note coordination mechanisms.	Systems thinking; interpersonal communication; coordination skills.
5	**Community Profile & Enrollment**	Analyse student demographics (gender, socio-economic, caste categories); review enrollment trends and dropout patterns; prepare brief report on community profile.	Data interpretation; analytical skills; socio-economic awareness.
WEEK 2: STUDENT SERVICES & RECORD MANAGEMENT (DAYS 6–10)			
6	**Admission Process & Eligibility**	Learn admission procedures, eligibility criteria, and reservation norms (SC/ST/OBC/EWS); assist staff in verifying documents and updating admission register.	Process orientation; attention to detail; understanding inclusive policies.
7	**Student Records & Attendance**	Observe student registration and issue of identity cards; maintain attendance registers (manual & digital); assist in preparing class lists.	Record management; digital data entry; clerical accuracy.

Day	Activity	Detailed Tasks / Activities	Skills Learned
8	**Examination & Assessment Section**	Assist with form filling, hall-ticket preparation, invigilation duties, and internal/external exam coordination; learn confidentiality protocols.	Confidentiality; accuracy; exam administration awareness.
9	**Library Orientation & Reading Promotion**	Learn cataloguing and circulation processes; assist students in finding books; support reading campaigns and storytelling sessions.	Information literacy; service orientation; reading promotion skills.
10	**Student Counseling & Welfare**	Observe counseling sessions for academic, career, or personal guidance; assist in recording sessions; participate in awareness on mental health.	Empathy; communication; understanding student welfare.
WEEK 3: ACADEMIC EXPOSURE, TEACHING & RESEARCH (DAYS 11–15)			
11	**Classroom Observation & Pedagogy**	Attend classes across grades; note teaching styles, classroom management, and student engagement; discuss observations with teachers.	Teaching-learning awareness; observation skills; reflective practice.
12	**Teaching Assistance**	Prepare lesson plans and teaching aids under a mentor teacher; assist with tutorials, group work, and remedial sessions; co-teach small segments.	Facilitation skills; instructional communication; confidence building.
13	**Teaching Practice – Session 1**	Interns independently teach a short lesson to a class (e.g., language or math); prepare worksheets and assess student learning; receive feedback.	Lesson planning; classroom management; formative assessment.
14	**Research & Innovation Exposure**	Learn about school-based projects (science fairs, innovation clubs); assist in setting up experiments or surveys; attend a student seminar.	Research orientation; project management; critical thinking.
15	**Laboratory/ICT Lab Work**	Assist in science and computer labs; demonstrate simple experiments; help maintain lab records and safety protocols.	Technical & lab skills; ICT familiarity; safety awareness.
WEEK 4: ICT & DIGITAL GOVERNANCE (DAYS 16–20)			

Day	Activity	Detailed Tasks / Activities	Skills Learned
16	**ICT in School Administration**	Observe use of MIS (Management Information System) for student data; assist in data entry and report generation; learn about government portals (e-Vidyalaya, etc.).	ICT literacy; data management; digital governance.
17	**Digital Learning Tools & E-Content**	Explore Learning Management Systems (e.g., DIKSHA, Google Classroom); practice uploading assignments, resources, and quizzes; support teachers in conducting online classes.	E-learning skills; content development; digital pedagogy.
18	**Teaching Practice – Session 2**	Conduct a more comprehensive class (full period); integrate digital tools (slides, videos); manage class discipline; gather student feedback.	Instructional design; digital integration; classroom control.
19	**School Website & Social Media**	Assist in updating school website (news, events, achievements); support creation of social media posts; learn basic graphic design for awareness campaigns.	Content writing; digital outreach; design skills.
20	**Cyber Awareness & Safety**	Attend workshop on cyber safety (plagiarism, privacy, online bullying); assist in preparing awareness materials for students; deliver a short awareness talk.	Digital ethics; cyber safety knowledge; public speaking.
WEEK 5: COMMUNITY ENGAGEMENT & EXTRACURRICULAR (DAYS 21–26)			
21	**NSS/NCC & Scouts Orientation**	Learn about school's National Service Scheme/NCC/scouting activities; participate in discipline drills, community service, or camp planning.	Teamwork; leadership; community engagement.
22	**Outreach & Social Awareness Program**	Participate in a health or literacy awareness camp in the locality; help conduct surveys and distribute IEC (Information, Education, Communication) materials.	Social responsibility; communication; field exposure.
23	**Swachh Campus & Environmental Drive**	Organize a cleanliness campaign on campus; promote segregation of waste, plastic-free initiatives, and tree planting; record student participation.	Sustainability; hygiene awareness; event coordination.

Day	Activity	Detailed Tasks / Activities	Skills Learned
24	**Gender Sensitization & Child Rights**	Attend session on gender equity, POSH (Prevention of Sexual Harassment) Act, and child protection laws; assist in designing awareness posters.	Gender sensitivity; legal awareness; ethics in education.
25	**Alumni Interaction & Career Talks**	Help compile alumni database if absent; reach out to alumni for talks on careers; organize a "Success Stories" session for students.	Networking; professional communication; inspiration building.
26	**Cultural & Sports Event Participation**	Join in preparation of annual day/sports day; assist in logistics, rehearsals, and compering; encourage student participation.	Event management; creativity; teamwork.
WEEK 6: QUALITY ASSURANCE, GOVERNANCE & REFLECTION (DAYS 27–35)			
27	**IQAC & School Quality Initiatives**	Learn about Institutional Quality Assurance mechanisms; assist in data collection (feedback, infrastructure audit); understand school accreditation metrics.	Quality assurance; evaluative thinking; data analysis.
28	**Academic & Administrative Audit**	Observe how internal audits are conducted (lesson plans, assessment records, staff attendance); assist in compiling audit observations.	Evaluation skills; transparency awareness; compliance.
29	**Financial & Resource Management**	Learn basic budgeting at school level (mid-day meal accounts, maintenance funds); observe fund utilization and record keeping; assist in preparing utilisation certificates.	Financial literacy; accountability; record keeping.
30	**Governance & Policy Awareness**	Interact with members of School Management Committee (SMC); learn about Right to Education (RTE) Act, child protection policy, and government schemes (PM POSHAN, PM SHRI).	Governance knowledge; policy awareness; community partnership.
31	**Policy Drafting & Documentation**	Assist in drafting simple school policies (e.g., anti-bullying, digital usage); learn proper format for circulars and notices.	Policy writing; formal drafting; organizational communication.

Day	Activity	Detailed Tasks / Activities	Skills Learned
32	**Project Theme Selection & Data Collection**	Choose a mini-project (e.g., reading habit improvement, inclusive education, sanitation); design questionnaire and collect data from students/teachers/parents.	Research planning; survey design; data collection.
33	**Project Report Drafting**	Compile data; analyze findings; prepare a structured report with charts/graphs and practical recommendations.	Academic writing; data interpretation; problem solving.
34	**Presentation Preparation & Rehearsal**	Prepare a PPT summarizing internship experiences and project report; practice presentation with peers; refine based on feedback.	Presentation skills; confidence building; summarization.
35	**Final Presentation & Reflection**	Present project and overall internship learnings before school leadership; participate in reflection session, sharing challenges and future plans; submit final report.	Professional readiness; reflective practice; communication.

6 weeks Internship at CHC and PHC

ORIENTATION & HEALTH SYSTEMS

Day	Activity	Detailed Tasks / Activities	Skills Learned
1	Orientation on Family Welfare Services	Attend an orientation session on the **structure of CHC/PHC** and their role in delivering family welfare services. Learn about key schemes such as **Reproductive and Child Health (RCH), Family Planning, and Medical Termination of Pregnancy (MTP)**.	**Institutional Awareness**: Understanding how family welfare is integrated into health facilities. **Health System Literacy**: Linking policies with on-ground service delivery.
2	Facility Walkthrough	Take a **guided tour of CHC/PHC facilities** including OPD, IPD, labour room, immunization room, and laboratories. Observe how infrastructure supports family welfare services.	**Facility Mapping**: Recognizing spatial organization of services. **Observation Skills**: Learning through on-site exposure.
3	Stakeholder Interaction	Interact with **Medical Officer in Charge (MOIC), ANMs, ASHAs, LHVs, and Staff Nurses**. Learn about their roles and responsibilities in implementing family welfare programs.	**Systems Thinking**: Understanding coordination among different staff. **Communication Skills**: Building confidence in professional interactions.
4	Documentation Familiarization	Review **registers and reports** related to contraceptives, ANC/PNC, MTP, sterilization, and RCH. Understand the importance of accuracy in maintaining health records.	**Record-Keeping Skills**: Exposure to structured documentation. **Accountability Awareness**: Linking records to reporting and monitoring.
5	Community Health Profile	Review **catchment area data** on fertility, maternal & infant mortality, and contraceptive prevalence rates.	**Data Interpretation**: Reading and analyzing demographic and health data.

Day	Activity	Detailed Tasks / Activities	Skills Learned
		Discuss how these indicators are used for planning family welfare interventions.	**Public Health Awareness**: Linking data with community health needs.

FAMILY PLANNING & CONTRACEPTIVE SERVICES

Day	Activity	Detailed Tasks / Activities	Skills Learned
6	Free Contraceptive Supply & Stock Verification	Observe the **distribution of free contraceptives** (condoms, oral pills, IUDs) at Sub-Centres/PHCs/CHCs. Review **stock registers** to understand supply, issue, and balance records. Learn about **supply chain flow** from district warehouses to health facilities. Note challenges such as **stock-outs, delays, or low demand** and how staff manage them.	**Supply Chain Basics**: Understanding flow of contraceptives in public health. **Record-Keeping Skills**: Exposure to stock and issue registers. **Logistics Awareness**: Learning challenges in last-mile delivery. **Problem-Solving Insight**: Recognizing field-level gaps in supply and distribution.
7	Couple Counselling on Family Planning	Shadow **ANM/ASHA** during counseling sessions with couples on **spacing methods** (condoms, OCPs, IUDs) and **permanent methods** (male/female sterilization). Observe how health workers address **concerns, myths, and cultural barriers** during counseling. Learn how counseling is tailored for **newly married couples, postpartum mothers, and high-parity families**. Document key techniques used in building trust and motivating adoption of contraceptive methods..	**Interpersonal Communication**: Developing skills for sensitive discussions. **Counseling Awareness**: Understanding approaches for promoting family planning. **Cultural Sensitivity**: Learning how social norms influence decision-making. **Empathy & Observation**: Appreciating the human side of family welfare services.
8	IUD Services Observation	Observe how **ANMs/Staff Nurses** provide counseling to women on **Intrauterine Device (IUD)** services, including benefits, risks, and follow-up care.	**Reproductive Health Knowledge**: Understanding contraceptive technology and service delivery.

Day	Activity	Detailed Tasks / Activities	Skills Learned
		Review the **documentation process** in IUD registers and consent forms. Learn how clients are monitored for side effects, removals, or replacements. Understand the role of IUDs in spacing methods under national family welfare programs.	**Counseling Awareness**: Learning how to address women's concerns and promote informed choice. **Documentation Skills**: Exposure to register maintenance and consent requirements. **Service Delivery Insight**: Appreciating the integration of IUDs within family planning strategies.
9	Sterilization Services (Permanent Methods)	Observe the **sterilization service process**, beginning with **pre-operative counseling** on benefits, risks, and alternatives. Learn about the **informed consent process**, including documentation and verification of eligibility. Understand the **referral system** from Sub-Centre/PHC to CHC/District Hospital where sterilization procedures are performed. Review follow-up mechanisms for monitoring health and reporting complications.	**Legal Compliance Awareness**: Understanding laws, guidelines, and rights in sterilization services. **Consent Literacy**: Appreciating the importance of voluntary and informed choice. **System Knowledge**: Learning referral pathways within the health system. **Ethical Sensitivity**: Recognizing the importance of safeguarding rights in reproductive health.
10	IEC Activities for Family Planning Awareness	Assist health staff in preparing **IEC (Information, Education, Communication) materials** such as posters, flip charts, leaflets, and wall paintings. Support in organizing **awareness campaigns, street plays, or rallies** on family planning and reproductive health. Help in tailoring messages for different groups – newly married couples,	**IEC Skills**: Designing simple and effective communication materials. **Creativity**: Using visuals, slogans, and activities to spread awareness. **Communication Skills**: Learning how messages are adapted to local culture and literacy levels.

Day	Activity	Detailed Tasks / Activities	Skills Learned
		adolescents, mothers, and community leaders. Observe how IEC materials are used during **VHNDs, counseling sessions, and community meetings**.	**Public Health Promotion**: Understanding the role of IEC in behavior change for family planning.
11	Green Card Scheme & Beneficiary Feedback	Learn about the **Green Card Scheme**, its eligibility criteria, documentation process, and benefits provided through **Direct Benefit Transfer (DBT)**. Interact with **beneficiaries/couples** availing contraceptive services under the scheme to gather feedback on accessibility, challenges, and satisfaction levels. Document key insights on how the scheme impacts family welfare and health awareness.	**Policy Literacy**: Understanding eligibility norms, DBT benefits, and welfare objectives. **Communication & Empathy**: Engaging sensitively with beneficiaries on personal health matters. **Analytical Insight**: Linking scheme provisions with on-ground beneficiary experiences. **Documentation Skills**: Recording and reporting feedback systematically.

MATERNAL & CHILD HEALTH

Day	Activity	Detailed Tasks / Activities	Skills Learned
12	Antenatal & Postnatal Care (ANC & PNC)	Observe **Antenatal Care (ANC)** check-ups at health sessions: monitoring maternal health, distribution of supplements (IFA tablets, calcium), and administration of TT injections. Observe **Postnatal Care (PNC)** activities: counselling of lactating mothers on breastfeeding practices, newborn care, immunization schedule, and hygiene. Interact with ANM/ASHA/AWW to understand convergence of maternal and child health services.	**Maternal Health Awareness**: Understanding the importance of ANC for safe pregnancy. **Child Health Knowledge**: Learning key aspects of newborn and infant care. **Observation Skills**: Gaining exposure to service delivery in real settings. **Communication & Empathy**: Appreciating challenges faced by mothers during ANC/PNC.

Day	Activity	Detailed Tasks / Activities	Skills Learned
13	Immunization & Nutrition Linkages	Attend a **Village Health & Nutrition Day (VHND) or immunization session**, assisting staff in documenting vaccinations, maintaining registers, and observing cold chain practices. Learn how **Primary Health Centres (PHC)** converge with **ICDS and MSPY (Mamata Scheme/other state nutrition programs)** to ensure nutritional support for pregnant women, lactating mothers, and children. Observe referral linkages between health and nutrition services to strengthen maternal and child well-being.	**Preventive Health Exposure**: Understanding immunization processes and their importance. **Cross-Sector Awareness**: Learning how health and nutrition schemes converge at grassroots level. **Clerical Accuracy**: Assisting in proper documentation and record-keeping. **System Thinking**: Appreciating interlinkages between health, ICDS, and welfare schemes.
14	Maternal & Child Health: Risk Case Management	Observe the **referral process for high-risk pregnancies** and learn how ANM/ASHA coordinate with higher health facilities in emergencies. Accompany an **ANM during home visits** to follow up on pregnant women, lactating mothers, or children needing special care. Prepare a **case report** of one maternal or child health beneficiary, documenting services received, challenges faced, and outcomes.	**Emergency Referral Skills**: Understanding protocols for high-risk cases. **Field Engagement & Empathy**: Learning sensitive interaction with vulnerable groups. **Analytical Writing**: Developing ability to document and interpret individual case studies. **Practical Exposure**: Linking field observations with maternal and child health service delivery.

LEGAL & SERVICE DELIVERY

Day	Activity	Detailed Tasks / Activities	Skills Learned
15	MTP Services & Record-Keeping	Learn about the provisions of the **Medical Termination of Pregnancy (MTP) Act**, with emphasis on legal safeguards, rights, and confidentiality.	**Legal Literacy**: Awareness of the MTP Act, women's rights, and legal frameworks.

Day	Activity	Detailed Tasks / Activities	Skills Learned
		Observe **counseling sessions** for women seeking MTP services (without breaching privacy or confidentiality). Review how **MTP/sterilization registers** are maintained at the facility, including reporting formats, consent forms, and monitoring systems. Understand the importance of ethical documentation and restricted data access.	**Confidentiality & Ethics**: Understanding the sensitivity of reproductive health services. **Documentation Skills**: Learning how official registers and reports are maintained securely. **Professional Responsibility**: Building respect for privacy and dignity in health service delivery.
16	Family Welfare Clinic Exposure	Sit in a **family welfare OPD session**, observing counseling provided to couples and individuals on family planning, spacing methods, and reproductive health. Observe **follow-up sessions** for contraceptive users (IUD, sterilization, oral pills) to understand continuity of care. Interact with staff about challenges in awareness, acceptance, and service delivery.	**Service Delivery Exposure**: Practical understanding of how family welfare services are provided. **Communication Skills**: Learning how sensitive health issues are discussed with beneficiaries. **Continuity of Care Awareness**: Understanding importance of follow-up in family planning. **Empathy & Sensitivity**: Building respectful engagement in reproductive health contexts.
17	Grievance Handling in Health & Welfare Services	Observe how **service complaints** (delays, denial of services, beneficiary dissatisfaction) are recorded at the health center/Anganwadi/Block office. Learn the **process of escalation** from frontline staff (AWW/ANM/ASHA) to supervisors and higher authorities.	**Problem-Solving Skills**: Understanding structured grievance redressal mechanisms. **Accountability Awareness**: Linking service delivery with citizen rights. **Communication & Empathy**: Learning to

Day	Activity	Detailed Tasks / Activities	Skills Learned
		Review how grievance registers, helpline reports, or digital portals are maintained for accountability. Document common issues raised by beneficiaries and the response mechanisms applied.	handle complaints with sensitivity. **Record-Keeping Skills**: Exposure to maintaining grievance registers and digital complaint systems.
18	Male Engagement in Family Planning	Learn about **male participation** in family planning, including awareness of **male sterilization (NSV – No-Scalpel Vasectomy)** and use of contraceptives. Observe how health workers counsel men on shared responsibility in reproductive health. Interact with staff/beneficiaries to understand cultural barriers and strategies to encourage male involvement.	**Gender Sensitivity**: Understanding the importance of shared responsibility in family planning. **Policy Awareness**: Learning about government efforts to promote male sterilization and contraceptive use. **Communication Skills**: Observing how health staff address misconceptions and resistance. **Social Awareness**: Appreciating cultural dynamics in male involvement in reproductive health.
19	IEC Campaign & Community Interaction on Reproductive and Child Health (RCH)	Participate in an **IEC (Information, Education, Communication) campaign** on safe motherhood, child health, or family planning conducted at village/Anganwadi/health camp level. Assist in preparing **posters, leaflets, or street plays** to spread awareness about RCH services. Join **community outreach sessions** on family welfare, interacting with mothers, fathers, adolescents, and SHG members. Observe how health staff mobilize community participation and address doubts or misconceptions	**Public Speaking & Awareness Building**: Confidence in addressing groups on health issues. **Outreach & Communication Skills**: Learning how to engage diverse community groups. **Creativity in IEC**: Designing effective materials for awareness. **Community Mobilization**: Understanding how

Day	Activity	Detailed Tasks / Activities	Skills Learned
			participation improves health-seeking behavior.

INSTITUTIONAL EXPOSURE

Day	Activity	Detailed Tasks / Activities	Skills Learned
20	Visit to CHC (Referral Unit) & Rural PHC	Visit a **Community Health Centre (CHC)** to observe the labour room, family planning clinic, and referral services for maternal and child health. Study how **referral linkages** are managed from PHC → CHC → District Hospital. Visit a **Rural Primary Health Centre (PHC)** to assess service delivery, infrastructure availability, and accessibility for villagers. Interact with medical staff to understand **resource gaps (manpower, equipment, medicines)** and challenges in rural healthcare delivery. Document observations on how PHCs and CHCs complement each other in the public health system.	Institutional Exposure**: First-hand understanding of CHC and PHC roles.** Problem-Solving Skills**: Identifying rural health delivery challenges.** Systems Thinking**: Linking PHC–CHC–district hospital services as a continuum of care.** Analytical Observation**: Learning to assess gaps between policy norms and ground reality.**
21	Visit to Urban PHC	Visit an **Urban Primary Health Centre (UPHC)** to observe delivery of services such as **family planning, immunization, maternal health, and communicable disease control**. Study how service delivery in urban settings differs from rural PHCs – higher population density, migrant populations, slum outreach, and greater demand for family planning services. Interact with staff to understand **resource challenges, urban-specific health issues, and coordination with NGOs/municipal bodies**.	**Comparative Analysis Skills**: Evaluating urban vs. rural health service models. **Public Health Awareness**: Understanding FP and preventive health in urban poor settings. **Critical Thinking**: Identifying unique challenges like overcrowding, migration, and accessibility in urban health. **Systems Understanding**: Linking municipal and

Day	Activity	Detailed Tasks / Activities	Skills Learned
		Document findings for a **comparative analysis of rural vs. urban health service delivery**.	health department coordination.
22	Visit to Sub-Centre (ANM Services in Remote Setting)	Visit a **Sub-Centre** to observe services delivered by the Auxiliary Nurse Midwife (ANM) in a remote/rural setting. Study the role of the Sub-Centre as the **first contact point for preventive and promotive health services**. Observe activities such as immunization, antenatal/postnatal care, family planning counseling, and basic curative care. Interact with the ANM to understand **challenges of working in remote areas** (accessibility, resource gaps, community mobilization). Document case experiences highlighting the role of Sub-Centres in bridging households with higher health facilities.	**Field Exposure**: First-hand understanding of grassroots healthcare delivery. **Community Health Insight**: Learning how preventive and promotive services reach rural populations. **Problem-Solving Awareness**: Recognizing barriers to healthcare in remote areas. **Service Delivery Understanding**: Appreciating the ANM's role as a frontline health worker.
23	Interaction with ASHAs (Accredited Social Health Activists)	Conduct interviews with **ASHAs** to understand their role in **community mobilization**, including motivating mothers for institutional delivery, immunization, and family planning. Learn about the **incentive structure** (JSY, immunization drives, VHND participation, TB/HIV referrals) and how it influences performance. Discuss challenges faced by ASHAs in outreach, travel, and community acceptance. Document insights into their contribution as the **bridge between community and health system**.	**Grassroots Perspective**: Understanding health delivery at the household level. **Community Mobilization Skills**: Learning how ASHAs motivate and counsel beneficiaries. **Policy Awareness**: Gaining knowledge of incentive-based health programs. **Empathy & Field Insight**: Appreciating challenges faced by frontline workers in rural health.
24	Visit to District Family Welfare (FW) Bureau	Visit the **District FW Bureau** to understand its role in coordinating family welfare and reproductive health	**Administrative Awareness**: Understanding how grassroots data flows

Day	Activity	Detailed Tasks / Activities	Skills Learned
		programs with the state health department. Review how reports from PHCs, CHCs, Sub-Centres, and ASHAs are consolidated at the district level. Observe formats of **monthly/quarterly reporting** on family planning, maternal and child health indicators. Interact with officials about challenges in supervision, monitoring, and fund utilization.	upward for state-level decision-making. **Coordination Skills**: Learning interlinkages between Sub-Centre → PHC → CHC → District → State. **Data Management Insight**: Exposure to reporting formats and statistical tracking. **Policy Implementation Awareness**: Recognizing how field activities are translated into district-level plans.
25	Case Study on Successful Family Planning Intervention	Identify and document a **case of a successful FP intervention** (e.g., adoption of spacing methods, male involvement, counselling effectiveness, or community acceptance). Collect details through **interviews with beneficiaries, ASHAs, or health workers**, ensuring sensitivity and confidentiality. Highlight factors that contributed to success such as **awareness, accessibility, supportive environment, and incentives**. Analyze outcomes (improved maternal health, reduced unplanned pregnancies, better family well-being). Present the case in a structured format with **introduction, process, challenges, outcomes, and learnings**.	**Analytical Writing**: Ability to structure and present real-life cases systematically. **Documentation Skills**: Recording experiences with accuracy and clarity. **Critical Thinking**: Identifying success factors and replicable practices. **Empathy & Sensitivity**: Understanding personal and cultural dimensions of FP adoption.
MONITORING, MIS & AUDIT			

Day	Activity	Detailed Tasks / Activities	Skills Learned
26	MIS Orientation & Data Entry Practice	Learn about the **formats and reporting templates** used in the Management Information System (MIS) for Family Welfare and health-related data. Understand how data flows from **Sub-Centre → PHC → CHC → District level** through MIS. Practice **dummy entries** in MIS software or sample Excel-based formats under supervision. Review common errors in data entry and methods to ensure accuracy and reliability.	**ICT Literacy**: Exposure to digital reporting systems in health and welfare programs. **Accuracy & Attention to Detail**: Building precision in data entry. **Data Handling Skills**: Learning structured storage and transmission of information. **Administrative Understanding**: Linking field records with higher-level reporting requirements.
27	DBT Tracking & Monitoring Visit	Study the **Direct Benefit Transfer (DBT) flow** for Family Planning and Maternal Health schemes (e.g., JSY, PMMVY), from fund release → beneficiary bank account → confirmation of receipt. Review **payment registers, PFMS (Public Financial Management System) entries**, and sample beneficiary passbooks to understand transaction tracking. Accompany the **Family Welfare Officer** during monitoring visits to CHC/PHC/Sub-Centres to observe supervision of service delivery, record verification, and interaction with health staff. Document findings on fund flow, service quality, and reporting gaps.	**Financial Tracking Skills**: Understanding DBT systems and fund flow mechanisms. **Evaluation Skills**: Observing how monitoring and supervision are conducted. **Practical Exposure**: Linking financial accountability with service delivery at health institutions. **Analytical Observation**: Identifying bottlenecks in DBT flow and health program monitoring.
28	Stock Verification & Audit Preparation	Check **contraceptive stock registers** at Sub-Centres/PHCs/CHCs and verify distribution against records. Observe how supplies are tracked through **logbooks, issue registers, and monthly reporting formats**.	**Accountability Skills**: Learning to match records with physical stock. **Transparency Awareness**: Understanding how audits

Day	Activity	Detailed Tasks / Activities	Skills Learned
		Learn about the **process of Family Welfare (FW) audits**, including preparation of supporting documents, reconciliation of stock and service delivery data, and compliance checks. Understand the role of audits in ensuring **accountability, transparency, and proper utilization of resources**.	prevent misuse or misreporting. **Clerical Accuracy**: Strengthening record-checking and documentation precision. **Compliance Orientation**: Exposure to audit norms and their importance in governance.
29	Reflection on Monitoring & MIS Learnings	Summarize experiences from **monitoring visits** to Sub-Centres, PHCs, and CHCs, highlighting observations on service delivery, record verification, and staff supervision. Reflect on exposure to **MIS systems**, including data entry, reporting formats, and accuracy requirements. Prepare a short **self-reflection note** on how these learnings improved understanding of accountability, transparency, and governance in health programs. Share reflections in a group discussion or debriefing session with mentors/supervisors	**Reflective Skills**: Ability to analyze personal learning and field exposure. **Critical Thinking**: Linking monitoring/MIS practices with governance outcomes. **Communication Skills**: Expressing observations clearly in written and verbal formats. **Professional Readiness**: Building a habit of self-assessment for continuous improvement.

PROJECT WORK & REFLECTION

Day	Activity	Detailed Tasks / Activities	Skills Learned
30	Project Theme Selection & Planning	Select a **project theme** related to Family Planning, Maternal Health, MIS, or service delivery at PHC/CHC/Sub-Centre. Define objectives, methodology, and expected outcomes under mentor guidance. Prepare a simple **project timeline**.	**Project Planning**: Setting objectives and scope. **Analytical Thinking**: Linking project theme with health priorities.

Day	Activity	Detailed Tasks / Activities	Skills Learned
31	Tool Design & Orientation	Design a **survey questionnaire or checklist** for field data collection. Pilot test the tool with a few respondents under staff supervision. Refine questions for clarity and relevance.	**Survey Design Skills**: Framing effective questions. **Problem-Solving**: Improving tools through pilot testing.
32	Field Data Collection	Collect data from **PHC/CHC/Sub-Centres** through observation, interviews, or registers. Engage with beneficiaries, ASHAs, ANMs, and officials to gather multiple perspectives. Ensure ethical and accurate recording of responses.	**Survey Skills**: Practical field engagement. **Communication**: Interacting with diverse respondents.
33	Data Compilation & Report Drafting	Organize collected data into **tables, charts, and graphs**. Draft findings in a structured format: introduction, methodology, results, discussion, and recommendations. Include **case examples** where relevant.	**Documentation**: Writing structured reports. **Analytical Presentation**: Converting raw data into insights.
34	Presentation Preparation	Create a **PPT** summarizing project findings, charts, and recommendations. Practice delivery with peers/mentors to refine presentation style.	**Presentation Skills**: Designing clear and concise slides. **Confidence Building**: Practicing professional delivery.
35	Final Presentation & Reflection	Present project report before **health officials/mentors**. Engage in Q&A and note feedback. Prepare a **self-reflection note** on key learnings, challenges, and personal growth during the project.	**Professional Readiness**: Presenting before an official audience. **Reflective Skills**: Assessing personal development and practical learning.

6 weeks/ 35 days Internship Plan on Agriculture

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1 – ORIENTATION & DEPARTMENTAL STRUCTURE			
1	Orientation & Induction	Welcome session; overview of Department of Agriculture & Farmers' Empowerment (DAFE) structure and missions; briefing on internship objectives, code of conduct and reporting formats.	Institutional awareness; professional decorum.
2	Department Schemes Overview	Presentations on major state and central schemes (KALIA, PM-Kisan, Fasal Bima Yojana, Soil Health Card, Crop Diversification, Farm Mechanisation, Watershed Development).	Policy understanding; analytical thinking.
3	Agricultural Extension & Farmer Services	Visit Agricultural Extension wing; observe dissemination of advisories, farm schools, and demonstration plots; understand farmer grievance redress systems.	Communication skills; knowledge of extension mechanisms.
4	Sub-department Interactions	Interaction with Horticulture Directorate, Agricultural Marketing Board, and Seed Certification Agency; learn their roles in the value chain.	Systems thinking; multi-department coordination.
5	Field Survey Methods	Training on survey techniques, questionnaire design, use of mobile apps for data collection; ethics in field research.	Survey design; data gathering; interpersonal skills.
WEEK 2 – SCHEME IMPLEMENTATION & CROP PRODUCTION			
6	KALIA Scheme Immersion	Visit block-level KALIA office; study beneficiary identification, DBT process, and grievance handling; interact with KALIA beneficiaries.	Welfare scheme implementation; DBT literacy; empathy.
7	PM-KISAN & Credit Linkages	Observe PM-KISAN beneficiary enrolment; understand the process of Aadhaar seeding, e-KYC, and fund	Financial inclusion; administrative processing.

6 weeks/ 35 days Internship Plan on Agriculture

Day	Activity	Detailed Tasks / Activities	Skills Learned
		transfer; meet bank officials on Kisan Credit Card.	
8	Fasal Bima Yojana	Attend training on Crop Insurance scheme enrolment and claim procedures; review actuarial calculations, premium sharing, and awareness campaigns.	Risk management; insurance literacy.
9	Soil Health Card & Nutrient Management	Visit soil testing laboratory; witness sample collection, analysis, and issuance of Soil Health Cards; learn balanced fertiliser application.	Laboratory techniques; nutrient management; record keeping.
10	Seed Production & Certification	Tour seed farm and Seed Certification Agency; observe foundation & certified seed production, quality checks, and labeling norms.	Seed technology; quality assurance; regulatory compliance.
WEEK 3 – HORTICULTURE, MECHANISATION & MARKETING			
11	Horticulture Projects	Visit horticulture nursery and orchard; learn about fruit crop cultivation, protected cultivation (polyhouse), drip irrigation and subsidy schemes.	Horticulture practices; modern irrigation methods.
12	Floriculture & Vegetable Schemes	Participate in floriculture/vegetable demonstrations; discuss schemes for florists & kitchen garden kits; meet women SHGs engaged in horticulture.	Diversification; women empowerment; entrepreneurship.
13	Agricultural Mechanisation	Introduction to Farm Machinery & Equipment programmes; demonstration of tractors, power tillers, transplanters, harvesters; learn about subsidies and custom hiring centres.	Mechanisation skills; safety protocols; scheme management.
14	Post-Harvest & Marketing	Visit regulated market/mandi; understand market fee, grading & packing, e-NAM (National Agricultural	Marketing systems; digital trading; price discovery.

6 weeks/ 35 days Internship Plan on Agriculture

Day	Activity	Detailed Tasks / Activities	Skills Learned
		Market) portal; discuss Minimum Support Price procurement.	
15	Agro-processing & Value Addition	Exposure to small processing units (rice milling, oil extraction); learn about Food Processing schemes, packaging, and branding; meet Farmer Producer Organisations (FPOs).	Value addition; business skills; collective marketing.
WEEK 4 – IRRIGATION, WATERSHED & CLIMATE-RESILIENT AGRICULTURE			
16	Irrigation Infrastructure	Field visit to minor irrigation projects, canals and check dams; learn about command area development and micro-irrigation schemes (sprinkler, drip).	Water management; scheme implementation.
17	Watershed Development	Visit watershed development project; understand soil & water conservation structures (contour bunds, percolation tanks); discuss convergence with MGNREGA.	Integrated watershed management; community mobilisation.
18	Climate-Smart Agriculture	Training on climate-smart practices (zero tillage, crop diversification, integrated pest management); introduction to Agromet Advisory Services.	Climate resilience; sustainable farming.
19	Natural Farming & Organic Certification	Exposure to natural farming techniques (mulching, bio-inputs); learn about organic certification process, market premium and state support.	Sustainable agriculture; certification knowledge.
20	Fisheries & Livestock Integration	Overview of allied sectors—visit fish farm and dairy cooperative; understand integrated farming (fish-cum-poultry/goat); learn about related schemes (Blue Revolution, Rashtriya Gokul Mission).	Integrated farming; cross-sector awareness.

6 weeks/ 35 days Internship Plan on Agriculture

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 5 – FARMER WELFARE & INSTITUTIONAL LINKAGES			
21	Cooperative & SHG Development	Interaction with Cooperative Society and Self-Help Groups; understand credit flow, input supply, and marketing support through cooperatives & Odisha Livelihood Mission.	Cooperative functioning; micro-finance; group dynamics.
22	Agricultural Training & Extension Institutes	Visit State Agricultural Management & Extension Training Institute (SAMETI); attend session on capacity building for extension officers; learn about ATMA (Agricultural Technology Management Agency).	Institutional training; extension planning.
23	Financial Schemes & Entrepreneurship	Attend lecture on Agri-entrepreneurship scheme, MUDRA, Start-up Odisha; meet agricultural entrepreneurs; learn about loan application, DPR preparation and subsidy.	Entrepreneurship skills; project formulation.
24	ICT & Mobile Apps in Agriculture	Demonstration of digital platforms—MOAPS (Mobile Advisory), e-NAM, Kisan Call Centre, and tele-agriculture; practice using digital tools for advisories & market information.	Digital literacy; e-governance; application of ICT.
25	Field Exposure to Women & Marginalised Farmer Programmes	Participate in awareness programmes for women farmers and tribal farmers; learn about special packages and skill training targeted at marginalised groups.	Social inclusion; gender sensitivity; community engagement.
WEEK 6 – SURVEY, ANALYSIS & PROJECT WORK (DAYS 26-35)			
26	Survey Planning & Questionnaire Finalisation	Design survey to assess effectiveness of one scheme (e.g., KALIA or Fasal Bima Yojana); finalise sampling plan with guidance from mentors.	Survey methodology; planning skills.

6 weeks/ 35 days Internship Plan on Agriculture

Day	Activity	Detailed Tasks / Activities	Skills Learned
27	Field Survey Execution	Conduct household surveys across selected villages; collect quantitative & qualitative data on scheme benefits, awareness, and challenges; interact with farmers and local leaders.	Data collection; interpersonal communication; empathy.
28	Data Entry & Preliminary Analysis	Enter survey data into spreadsheet or MIS; perform basic descriptive statistics; identify key trends and issues.	Data management; analysis; digital skills.
29	Draft Report & Policy Brief	Draft report summarising survey findings, success stories, bottlenecks, and actionable recommendations; prepare a concise policy brief for decision-makers.	Analytical writing; report structuring; critical thinking.
30	Presentation & Feedback	Present report and policy brief to departmental officials; seek feedback; revise recommendations based on suggestions.	Presentation skills; stakeholder engagement; professionalism.
31	Soft Skills & Career Guidance	Attend workshop on communication, time management, teamwork, and ethics; receive guidance on careers in agriculture and allied sectors.	Soft skills; career planning.
32	Review of Field Experience	Group discussion to reflect on experiences, challenges faced, lessons learned; identify best practices for scheme implementation and suggestions for improvement.	Reflective learning; collaborative problem solving.
33	Departmental Policy Dialogue	Interact with higher officials to discuss strategic directions for agricultural growth, sustainable farming, and empowerment of farmers; learn about policy formulation.	Policy insight; leadership exposure.

6 weeks/ 35 days Internship Plan on Agriculture

Day	Activity	Detailed Tasks / Activities	Skills Learned
34	Final Documentation & Handover	Compile all reports, survey data, photographs, and field notes into a final internship dossier; hand over materials to department for archival.	Documentation; organisation; teamwork.
35	Valedictory & Next Steps	Closing ceremony; interns share highlights and future plans; feedback session; distribution of certificates; discussion on possibilities for continued engagement or research.	Professional closure; networking; reflective practice.

GOVERNMENT OF ODISHA
DEPARTMENT OF AGRICULTURE AND FARMERS' EMPOWERMENT
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No. DAFE-POLIC-MISC-0001-2025-(AP-I)- 24961 /A & FE, Date. 11-11-2025

From

Shubhranshu Mishra, OAS,
Additional Secretary to Government

To

The Joint Secretary to Government
Higher Education Department

Sub- Submission of finalized Internship Plan on Agriculture.

Madam,

In inviting a reference to the subject mentioned above, I am to enclose herewith the final Internship Plan on Agriculture pertaining to the Department of Agriculture and Farmers' Empowerment. This is for information and necessary action .

Yours faithfully,

Additional Secretary to Government
11/11/25

Memo No. 24962 /A&FE Date 11-11-2025

Copy forwarded to the OSD to the Principal Secretary to Government, for kind information of the Principal Secretary.

Additional Secretary to Government
11/11/25

DAFE-POLIC-MISC-0001-2025/01/2025

Department of Agriculture & Farmers' Empowerment

1. Agriculture

Sl. No.	Topic to be covered	Detailed Tasks/Activities	Skills Learned
1	Orientation & Induction	Welcome session; overview of Department of Agriculture & Farmers' Empowerment (DAFE) structure and missions; briefing on internship objectives, code of conduct and reporting formats.	Institutional awareness; professional decorum.
2	Department Schemes Overview	Presentations on major state and central schemes (CM-Kisan, PM-Kisan, Fasal Bima Yojana, Soil Health Card, Crop Diversification, Farm Mechanisation, Rice Fallow Management, Integrated Farming System	Policy Understanding: analytical thinking
3	Agricultural Extension & Farmer Services	Visit Agricultural Extension wing: observe dissemination of advisories, farm schools, and demonstration plots; understand farmer grievance. redress systems.	Communication skills; knowledge of extension mechanisms.
4	Sub-department Interactions	Interaction with RMC Agricultural Marketing Board, and Seed Certification Agency; learn their roles in the value chain, discuss Minimum Support Price procurement.	Systems thinking, multi-department coordination.
5	Field Survey Methods	Training on survey techniques, questionnaire design, use of mobile apps for data collection; ethics in field research.	Survey design; data gathering: interpersonal skills.
6	CM-Kisan Scheme Immersion	Visit block-level CM-Kisan Centre; study beneficiary identification, DBT process, and grievance handling, interact with KALIA beneficiaries.	Welfare scheme implementation; DBT literacy; empathy.
7	PM-KISAN & Credit Linkages	Observe PM-KISAN beneficiary enrolment; understand the process of Aadhaar seeding, e-KYC, and fund transfer, meet bank officials on Kisan Credit Card.	Financial inclusion; administrative processing.
8	Fasal Bima Yojana	Attend training on Crop Insurance scheme enrolment and claim procedures; review actuarial calculations, premium sharing, and awareness campaigns.	Risk management; insurance literacy.
9	Soil Health Card & Nutrient Management	Visit soil testing laboratory; witness sample collection, analysis, and issuance of Soil Health Cards; learn balanced fertiliser application, Bio-fortification of Crops.	Laboratory techniques; nutrient management; record keeping.
10	Seed Production & Certification	Tour seed farm and Seed Certification Agency; observe foundation & certified seed production, quality checks, and labelling norms.	Seed technology; quality assurance; regulatory compliance.
11	Agricultural Mechanisation	Introduction to Farm Machinery & Equipment programmes; demonstration of tractors, power tillers, transplanters, harvesters; learn about subsidies and custom hiring centres.	Mechanisation skills; safety protocols; scheme management
12	Climate-Smart Agriculture	Training on climate-smart practices (zero tillage, crop diversification, integrated pest management); introduction to Agromet Advisory Services.	Climate resilience; sustainable farming
13	Natural Farming & Organic Certification	Exposure to natural farming techniques (mulching, bio-inputs); learn about organic certification process, market premium and state support.	Sustainable agriculture; certification knowledge.
14	Mukhyamantri Krushi	Knowledge sharing about the development of	Entrepreneurship

	Udyog Yojana (MKUY)	Entrepreneurship Skill. Visit young entrepreneurs.	Development
15	Field Exposure to Women & Marginalised Farmer Programmes	Participate in awareness programmes for women farmers and tribal farmers: learn about special packages and skill training targeted at marginalised groups.	Social inclusion; gender sensitivity: community engagement.

2. Horticulture

Sl. No.	Topic to be covered	Detailed Tasks/Activities	Skills Learned
1	Horticulture Scheme Overview	MIDH, Potato Mission, Other Missions, Support to FPOs, APC Initiatives, Cold Storages, PMKSY, micro-irrigation schemes (sprinkler, drip), Precision Agriculture, etc.	Schemes Understanding
2	Horticulture Projects	Visit horticulture nursery and orchard; learn about fruit crop cultivation, protected cultivation (polyhouse), drip irrigation and subsidy schemes.	Horticulture practices; modern irrigation methods.
3	Floriculture & Vegetable Schemes	Participate in floriculture/vegetable demonstrations; discuss schemes for florists & kitchen garden kits; meet women SHGs engaged in horticulture,	Diversification; women empowerment; entrepreneurship.
4	Post-Harvest & Marketing	Visit regulated market/mandi; understand market fee, grading & packing, e-NAM (National Agricultural Market) portal.	Marketing systems; digital trading; price discovery.
5	Agro-processing & Value Addition	Exposure to small processing units (rice milling, oil extraction); learn about Food Processing schemes. Packaging, and branding, meet Farmer Producer Organisations (FPOs).	Value addition, business skills: collective marketing

3. Soil conservation

Sl. No.	Topic to be covered	Detailed Tasks/Activities	Skills Learned
1	Soil Conservation & WD Schemes	PMKSY, RAD, Agro-forestry, MGNREGS, Farm Pond, GEF-FOLUR Project, etc.	Schemes Understanding
2	Irrigation Infrastructure	Field visit to minor irrigation projects, canals and check dams; learn about command area development.	Water management, scheme implementation.
3	Watershed Development	Visit watershed development project; understand soil & water conservation structures (contour bunds, percolation tanks); discuss convergence with MGNREGA.	Integrated watershed management; community mobilisation.

4. FARMER WELFARE & INSTITUTIONAL LINKAGES

Sl. No.	Topic to be covered	Detailed Tasks/Activities	Skills Learned
1	Cooperative & SHG Development	Interaction with Cooperative Society and Self-Help Groups; understand credit flow, input supply, and marketing support through cooperatives & Odisha Livelihood Mission.	Cooperative functioning: micro-finance; group dynamics.
2	Agricultural Training Institutes & Extension	Visit State Agricultural Management & Extension Training Institute (SAMETI)/ Regional Institute on Training and Extension to attend session on capacity building for extension officers, farmers and other stakeholders; learn about ATMA (Agricultural Technology Management Agency).	Institutional training: extension planning.

5. SURVEY, ANALYSIS & PROJECT WORK

Sl. No.	Topic to be covered	Detailed Tasks/Activities	Skills Learned
1	Survey Planning & Questionnaire Finalisation	Design survey to assess effectiveness of one scheme (e.g., KALIA or Fasal Bima Yojana); finalise sampling plan with guidance from mentors.	Survey methodology: planning skills.
2	Field Survey Execution	Conduct household surveys across selected villages; collect quantitative & qualitative data on scheme benefits, awareness, and challenges; interact with farmers and local leaders.	Data collection; interpersonal communication; empathy.
3	Data Entry & Preliminary Analysis	Enter survey data into spreadsheet or MIS; perform basic descriptive statistics; identify key trends and issues, Use of AI/ML/ Remote Sensing Application in Agriculture.	Data management; analysis; digital skills.
4	Draft Report & Policy Brief	Draft report summarising survey findings, success stories, bottlenecks, and actionable recommendations; prepare a concise policy brief for decision-makers.	Analytical writing: Report structuring: critical thinking.
5	Presentation & Feedback	Present report and policy brief to departmental officials; seek feedback; revise recommendations based on suggestions.	Presentation skills; stakeholder engagement; professionalism.
6	Soft Skills & Career Guidance	Attend workshop on communication, time management, teamwork, and ethics; receive guidance on careers in agriculture and allied sectors.	Soft skills; career planning.
7	Review of Field Experience	Group discussion to reflect on experiences, challenges faced, lessons learned; identify best practices for scheme implementation and suggestions for improvement.	Reflective learning: collaborative problem solving.
8	Departmental Policy Dialogue	Interact with higher officials to discuss strategic directions for agricultural growth, sustainable farming, and empowerment of farmers; learn about policy formulation.	Policy insight; leadership exposure.
9	Final Documentation &	Compile all reports, survey data, photographs, and field	Documentation;

	Handover	notes into a final internship dossier; hand over materials to department for archival.	organisation; teamwork.
10	Valedictory & Next steps	Closing ceremony; interns share highlights and future plans; feedback session; distribution of certificates; discussion on possibilities for continued engagement or research.	Professional closure; networking: reflective practice.

6 weeks Internship Plan in Banks

ORIENTATION & FOUNDATION			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
1	Banking ecosystem and organizational framework	Orientation session by branch manager on the **role of RBI, types of banks (public, private, cooperative), and functions of commercial banks**. Tour of the branch to observe key departments – cash, accounts, loans, customer service, IT support. Interaction with staff to understand their roles and hierarchy.	Clear understanding of **banking system structure and regulatory framework**. Familiarity with branch layout and workflow. Professional exposure to **organizational culture and etiquette**.
2	Financial services portfolio	Presentation by staff on various banking products: **savings accounts, current accounts, recurring & fixed deposits, loan products, insurance, and investment products**. Review of product brochures, eligibility criteria, and features. Case exercise: comparing features of savings account vs. current account, or FD vs. RD.	Understanding of **banking products and services**. Ability to **differentiate products based on customer needs**. Exposure to **financial literacy and advisory basics**.
3	Technology in Banking & KYC Compliance	Attend a **demonstration of Core Banking Software (CBS)** by IT/operations staff and observe routine transactions such as deposits, withdrawals, and balance checks. Get introduced to **digital banking platforms** like internet banking, mobile apps, and UPI, and learn how	**Digital Literacy**: Familiarity with CBS systems, digital banking platforms, and basic MIS reporting. **Compliance Awareness**: Understanding KYC norms, regulatory checks, and risk

		they improve customer convenience. Review basic (non-sensitive) **back-office MIS reports** to understand data flow and reporting in banks. Shadow staff during the **account opening process**, observing document collection (Aadhaar, PAN, photographs, signatures) and compliance verification. Assist in filling **mock account application forms** (practice only, no real customer data) to learn the onboarding workflow.	management. **Operational Insight**: Linking technology with day-to-day banking processes. **Documentation Accuracy**: Practicing account opening procedures with attention to detail. **Customer Service Orientation**: Appreciating how technology and compliance ensure safe and smooth banking.
4	Front desk operations and soft skills	Observation of customer interactions at inquiry desks. Practice in role-play exercises for greeting, query handling, and complaint redirection. Exposure to customer service challenges (e.g., long queues, grievance handling). Interaction with customer relationship managers to understand customer retention strategies.	Develop **professional communication and interpersonal skills**. Learn techniques for **handling customer queries with patience and clarity**. Build **confidence in client-facing situations**, essential for employability.

Retail Banking & Operations			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**

5	Account Opening Process & Hands-on Practice (Supervised/Mock Mode)	Shadow staff handling **new account applications**, observing end-to-end workflow from form filling to entry in the **Core Banking Software (CBS)**. Review required **KYC documentation** such as Aadhaar, PAN, address proof, and photographs, and understand compliance checks. Practice filling **mock account opening forms** and perform supervised entry into a **training/demo CBS environment** (not live data). Verify sample KYC documents in a controlled learning setup to understand validation procedures.	**Process Understanding**: Step-by-step knowledge of customer onboarding workflow. **Documentation Accuracy**: Careful verification and handling of KYC documents. **Digital Skills**: Familiarity with CBS interface and banking software processes. **Attention to Detail**: Ensuring correctness in forms and data entry. **Regulatory Awareness**: Appreciation of compliance and risk management in banking.
6	Cash Handling: Deposits & Withdrawals (Observation & Practice)	Observe tellers handling **deposit transactions**, including denomination sorting, verification, and entry in the system. Learn about **fake note detection** using UV lamps and other tools. Practice supervised **mock deposit slips and ledger entries** to understand tallying and reconciliation. Observe the **withdrawal process**, including cheque/withdrawal form handling, passbook updates, and signature verification. Participate in a **demo session on counterfeit awareness**, risk checks, and safe cash handling	**Numerical Accuracy**: Strengthening tallying and reconciliation ability. **Operational Knowledge**: Step-by-step understanding of deposits and withdrawals. **Risk & Vigilance Awareness**: Identifying counterfeit notes and security protocols. **Customer Interaction Skills**: Learning polite and efficient handling at counters.

		protocols.	**Compliance & Safety**: Understanding security checks in cash transactions.
7	Cheque Clearing & Digital Payments	Observe the **inward and outward clearing of cheques**, learning about **CTS (Cheque Truncation System)**, MICR codes, and verification steps. Review sample **return memo cases** such as signature mismatch or insufficient funds to understand exception handling. Observe staff initiating **RTGS, NEFT, and IMPS** transactions and learn about their transaction timings, limits, and charges. Understand how **UPI and mobile banking platforms** integrate with CBS for customer convenience. Compare traditional cheque settlement with **real-time digital payment systems** to see how banking has evolved	**Workflow Knowledge**: End-to-end understanding of cheque clearing and digital payments. **Error Detection Skills**: Identifying mismatches, frauds, and settlement failures. **Digital Literacy**: Familiarity with RTGS, NEFT, IMPS, and UPI platforms. **Transaction Accuracy**: Awareness of timelines, limits, and verification checks. **System Awareness**: Exposure to inter-bank coordination and real-time settlement mechanisms.
8	Loan Products & Application Process	Attend a **classroom session with a loan officer** on different loan products – personal, housing, education, agricultural – and their eligibility norms. Learn about **credit scoring systems (e.g., CIBIL)** and the basics of credit appraisal and risk assessment. Review loan brochures, repayment terms, and conditions to	**Product Knowledge**: Awareness of retail, priority sector, and agricultural loans. **Credit Appraisal Basics**: Exposure to eligibility checks and risk assessment. **Documentation Accuracy**: Skills in reviewing loan applications and

		understand product features. Observe staff handling **loan applications**, reviewing documentation such as identity proof, income proof, and collateral details. Understand the internal workflow: **application → scrutiny → forwarding for sanction**, and how compliance is ensured at each stage.	supporting papers. **Process Understanding**: Step-by-step insight into the lending workflow. **Risk Management Awareness**: Understanding how banks balance customer needs with financial safeguards.
9	Customer Interaction: Observation & Practice	Shadow **customer service executives** at inquiry counters to observe how queries such as balance checks, passbook updates, cheque book issuance, and account-related requests are handled. Note how **customer complaints** are recorded and redirected to the relevant staff for resolution, understanding the escalation process. Participate in **role-play practice sessions** (under staff supervision) to learn greeting customers, answering FAQs, and redirecting grievances. Assist in filling **mock/non-sensitive forms** such as address change requests or cheque book requisitions. Engage with real customers under supervision, applying learning in a controlled environment.	**Listening & Observation Skills**: Understanding real-time client handling and complaint resolution. **Communication & Interpersonal Skills**: Building confidence in face-to-face customer interactions. **Professional Etiquette**: Practicing politeness, patience, and professional conduct at the counter. **Problem-Solving Orientation**: Learning how queries are redirected and resolved systematically. **Practical Readiness**: Gaining hands-on experience in frontline banking services.

FINANCIAL INCLUSION & GOVERNMENT SCHEMES			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
10	Financial Inclusion Schemes Overview	Orientation session by branch staff on **Pradhan Mantri Jan Dhan Yojana (PMJDY), Direct Benefit Transfer (DBT), Mudra Yojana, and Stand-Up India schemes**. Review of eligibility norms, benefits, and customer categories targeted under these schemes. Study real case files of customers who availed benefits.	Awareness of **government-led financial inclusion initiatives**. Understand how banks act as a **bridge between policy and public service delivery**. Develop **policy awareness** and exposure to **inclusive banking practices**.
11	Aadhaar-Enabled Payment System	Demonstration of AEPS by branch staff – biometric authentication, Aadhaar seeding, balance inquiry, and fund transfer. Hands-on practice in a **demo environment (training mode)** for processing AEPS transactions. Study of common technical issues in AEPS and troubleshooting approaches.	Gain **digital transaction literacy**. Understand **linkage of Aadhaar with banking and DBT schemes**. Build technical awareness of **rural banking transaction modes**.
12	Business Correspondent (BC) Point Visit	Visit a local **Bank Mitra / Business Correspondent outlet**. Observe customer footfall, small transactions (cash in/out), and micro-loan repayments. Interact with BC agents to understand **operational challenges** (connectivity, cash	Exposure to **last-mile financial delivery in rural areas**. Learn how banks extend services beyond branch walls. Gain **practical understanding of**

		management, customer trust).	**rural outreach and customer-centric models**.
13	DBT Grievance Handling	Shadow staff handling **beneficiary complaints about DBT** (delayed pensions, scholarships, subsidy credits). Observe **account verification process** for failed transactions. Participate in mock grievance redressal exercises (role-play between customer and staff).	Build **problem-solving and troubleshooting skills**. Learn to balance **customer empathy with procedural clarity**. Understand **grievance redressal mechanisms in financial services**.
14	Case Studies on Financial Inclusion	Select real-life cases of PMJDY or Mudra loan beneficiaries from branch records. Prepare **short case documentation** on the customer's background, scheme availed, and impact. Present findings in a **small group session with branch officials**.	Develop **analytical skills** through case study method. Gain **report writing and presentation skills**. Understand **real-world social and economic impact** of inclusive banking.

DIGITAL BANKING & TECHNOLOGY			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
15	Internet, Mobile & UPI Banking Systems	Attend a **demonstration by bank staff** on internet banking and mobile banking portals, covering customer registration, password setup, and activation of services. Practice in a **demo environment**: checking balances, transferring funds, downloading statements, and using security features such as	**Digital Banking Literacy**: Hands-on familiarity with net banking, mobile banking, and UPI systems. **Customer Onboarding Skills**: Understanding registration and

		two-factor authentication. Observe **UPI transactions** using BHIM and third-party apps (PhonePe, Google Pay, Paytm) including QR code payments at merchants. Study **transaction limits, security protocols, and settlement timings**, and note common issues like failed transactions and refund procedures. Learn how staff guide customers in resolving **digital transaction queries**.	activation workflows. **Cybersecurity Awareness**: Learning two-factor authentication and safe transaction practices. **Troubleshooting & Support**: Guiding customers on failed transactions and refunds. **Real-Time Payment Ecosystem Insight**: Exposure to India's fast-evolving digital payments landscape.
16	Cybersecurity in Banking	Session on **fraud prevention, phishing, ATM skimming, and online scams**. Demonstration of secure password practices and two-factor authentication. Case study of **real cyber fraud incidents** handled by the bank. Role-play exercise: guiding customers to avoid fraud.	Develop **risk awareness and vigilance skills**. Understand **bank's role in cybersecurity awareness**. Gain ability to **educate customers on digital safety**.
17	ATM Operations & Digital Wallets/Fintech Awareness	Observe **ATM functioning** including withdrawals, balance inquiry, and mini statement generation. Gain back-end exposure to **ATM cash replenishment, reconciliation, and downtime handling**. Learn about **card issuance, PIN generation, and blocking**	**Operational Insight**: Understanding ATM lifecycle from customer use to back-office reconciliation. **Risk Awareness**: Learning security and fraud prevention protocols in card-based transactions. **Digital Finance**

		procedures, along with security protocols at ATM sites. Attend an **orientation on digital wallets** (Paytm, Amazon Pay, PhonePe) and how they integrate with bank accounts. Study fintech collaborations in **loans, insurance, and UPI APIs**, and discuss emerging trends like **neobanks and digital-only banks**. Conduct a **case study comparing bank-led vs. fintech-led digital products** to analyze their benefits and risks.	**Literacy**: Familiarity with e-wallets and fintech innovations. **Analytical Skills**: Ability to compare and assess digital financial products. **Future-Readiness**: Awareness of fintech partnerships and evolving banking models.

CREDIT & RISK MANAGEMENT			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
18	Loan Processing Workflow & Hands-on Support	Attend an **orientation session by a loan officer** on the complete loan lifecycle – from application → credit appraisal → sanction → disbursement → repayment monitoring. Review **loan policy guidelines and eligibility norms** for personal, housing, education, and agricultural loans. Observe how loan proposals are routed from the **branch to regional/zonal offices** for higher approvals. Assist in checking **loan files for completeness** (identity proof, income proof, collateral documents). Practice **mock data entry** in training/demo systems for loan application forms.	**Process Knowledge**: Understanding the end-to-end loan processing workflow and approvals. **Documentation Accuracy**: Developing precision in handling and verifying loan files. **Analytical Skills**: Identifying gaps and inconsistencies in applications. **Credit Literacy**: Learning the importance of credit history and scoring systems. **Regulatory Awareness**: Exposure

		Study **sample CIBIL reports** to understand credit scores and their role in credit appraisal.	to due diligence, compliance, and risk checks in lending.
19	**NPA Management**	Orientation on **Non-Performing Assets (NPAs)** – classification, provisioning, and impact on banks. Observation of recovery procedures (reminder notices, follow-ups). Case study of actual NPA accounts handled by the branch. Exposure to government-supported recovery mechanisms (SARFAESI, Lok Adalat).	Understand **risk management and compliance requirements**. Awareness of **challenges in loan recovery and repayment discipline**. Build ability to **analyze financial risks** in lending.
20	Gold & Agricultural Loans	Demonstration of **gold loan appraisal**: weighing, valuation, and loan-to-value calculation (only observation, not hands-on). Study of **agricultural loan schemes**: crop loans, Kisan Credit Card, farm mechanization loans. Interaction with agri-loan officer on seasonal repayment cycles and subsidy-linked loans.	Acquire **specialized knowledge** in sector-specific lending. Understand **valuation principles** and collateral-based lending. Exposure to **priority sector lending and rural finance dynamics**
21	Credit Officer Shadowing	Acquire **specialized knowledge** in sector-specific lending. Understand **valuation principles** and collateral-based lending. Exposure to **priority sector lending and rural finance dynamics**.	Develop **analytical thinking and decision-making ability**. Learn **risk–return evaluation in credit decisions**. Gain insight into the **practical challenges of balancing growth and risk**.

TREASURY & BACK-OFFICE OPERATIONS			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
22	Clearing House Operations	Orientation on **cheque clearing cycle** – inward and outward clearing. Observation of how the bank coordinates with the **clearing house/centralized hub**. Study of **CTS (Cheque Truncation System)** and MICR codes. Exposure to exception handling – bounced cheques, signature mismatch	Understand **inter-bank settlement processes**. Learn **accuracy and attention-to-detail** in cheque handling. Awareness of **compliance in clearing operations**.
23	Reconciliation Process	Observation of **inter-branch reconciliation tasks** – ensuring debit/credit match. Review of pending entries, suspense accounts, and rectification process. Study of daily branch reports and trial balance.	Gain **accuracy in financial record-keeping**. Develop ability to **identify mismatches in accounts**. Learn importance of **reconciliation for financial discipline**.
24	**Forex Desk Exposure** *(if available at the branch)*	Introduction to **foreign exchange services** – remittances, foreign drafts, currency exchange. Study of compliance requirements: FEMA (Foreign Exchange Management Act) basics. Observation of simple forex transactions (education remittances, overseas travel cards).	Acquire **basic knowledge of international transactions**. Awareness of **foreign exchange regulations and compliance**. Understand **customer service aspects in forex operations**.

25	MIS & Audit Preparation	Exposure to **Management Information System (MIS) reports** used for performance tracking. Observe how branches prepare for **internal audits** – record compilation, compliance checks. Review of regulatory reporting requirements (RBI/Head Office).	Build **data analysis and report generation skills**. Understand the role of **MIS in decision-making**. Gain awareness of **audit compliance and regulatory oversight**.
26	Bank Financial Statements	Study of the bank's **balance sheet, profit & loss account, and key ratios**. Guided session on interpreting **income sources (interest vs. non-interest)** and expenses. Case discussion on profitability drivers and challenges in banking.	Develop **analytical skills in financial interpretation**. Ability to **read and understand financial statements**. Gain insight into **bank performance evaluation**.

CUSTOMER RELATIONSHIP & MARKETING			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
27	Marketing Banking Products	Session with branch marketing officer on **cross-selling techniques** for insurance, mutual funds, term deposits, and recurring deposits. Review of **product brochures** to understand features, benefits, and target customers. Observe staff pitching products to walk-in customers.	Learn **sales techniques and persuasion skills**. Understand how to **match products with customer needs**. Gain exposure to **banking as both a service and a sales-driven sector**.
28	Product Marketing (Practice)	Assist staff in **local marketing drives** such as contacting existing customers, preparing promotional material, or setting up awareness	Build **sales communication skills** in a supervised

		desks inside the branch. Participate in mock exercises to practice **explaining product features** to a customer. Observe compliance requirements in financial product marketing.	setting. Enhance **confidence in product pitching**. Develop awareness of **ethical marketing and customer transparency**.
29	Customer Grievance Handling	Shadow branch staff handling customer complaints (wrong entries, failed transactions, service delays). Learn escalation channels – grievance cell, banking ombudsman, helpline numbers. Participate in **role-play sessions** on complaint redressal with fellow interns.	Develop **conflict resolution and service recovery skills**. Gain understanding of **customer rights and grievance mechanisms**. Learn to balance **customer empathy with procedural clarity**.
30	Wealth Management Exposure	Introduction to **High Net Worth Individual (HNI) services** – premium accounts, investment advisory, tax-saving products. Observe relationship managers (RMs) interacting with HNI clients. Study of sample portfolios (fictional/demo cases) to understand **asset allocation**.	Acquire basic understanding of **wealth management and investment products**. Learn **client handling etiquette** for premium customers. Exposure to **personalized banking strategies**.
31	Financial Literacy Camp	Participation in a **financial literacy program** organized by the bank in a village, school, or community center. Assist staff in **delivering awareness**	Build **public speaking and presentation skills**. Gain experience in

		sessions on savings, digital banking, and avoiding fraud. Engage with participants and collect feedback on awareness levels.	**community engagement and social outreach**. Learn the importance of **financial literacy in nation-building**.

CONSOLIDATION & REPORTING			
Day	**Activity**	**Detailed Tasks**	**Skills Learned**
32	Internship Project Work	Selection of a **project topic** (e.g., customer service trends, digital banking adoption, loan processing challenges, financial inclusion case studies). **Structured questionnaire can be framed on various schemes** offered by bank and taken by customers. Guidance session with branch mentor on **scope and methodology**. Begin drafting project framework and identifying data points to collect.	Develop **research and analytical skills**. Learn to apply theoretical knowledge to **real-life banking situations**. Gain experience in **structured project planning**.
33	Project Work (Continuation)	Collect data through **field observation, staff interviews, and customer feedback (with permission)**. Compile branch records and secondary data relevant to the project. Collaborate in small groups for discussion and analysis.	Build **teamwork and collaboration skills**. Gain exposure to **data handling and compilation methods**. Strengthen ability to derive insights from **primary and secondary data**.
34	Report Writing	Draft a structured **internship report** with sections: Introduction, Objectives, Methodology, Observations, Analysis, Findings,	Enhance **report writing and documentation skills**.

		and Suggestions. Incorporate charts, graphs, and tables for data presentation. Review drafts with mentors for corrections and improvements.	Develop **analytical presentation skills** through visual aids. Learn to create **professional reports for academic and industry standards**.
35	Final Presentation	Prepare a **PowerPoint presentation** summarizing project findings. Deliver presentation before **branch officials, staff, and fellow interns**. Q&A session to clarify observations and defend conclusions.	Build **communication and public speaking skills**. Gain confidence in **presenting technical and analytical content**. Learn to respond to **questions with clarity and professionalism**.
45	Feedback & Reflection	Feedback session with **mentors and branch staff** on performance, strengths, and improvement areas. Self-reflection exercise: writing a **personal learning summary**. Group discussion on overall internship experience and employability skills gained.	Develop **self-evaluation and adaptability skills**. Learn to accept and implement **constructive feedback**. Build readiness for the **job market with improved confidence and professionalism**.

The banks can also cover following things, subject to non-compliances of the above 45-day schedule:

Focus Area	*What Interns Can Learn*	*Key Skills Gained*
Regulatory & Compliance	*KYC, AML, RBI guidelines, fraud prevention*	*Risk awareness, compliance culture*
Soft Skills & Work Culture	*Office etiquette, teamwork, handling peak workloads*	*Professionalism, adaptability, emotional IQ*
Banking Technology	*CBS, AI in banking, fintech, digital rupee (CBDC)*	*Digital literacy, tech adaptability*
Customer Relationship & Sales	*Cross-selling, upselling, persuasion strategies*	*Communication, negotiation, trust building*
Financial Literacy & Advisory	*Basics of savings, loans, insurance, investments*	*Advisory mindset, consultative skills*
Data & Analytics	*Excel/MIS, transaction analysis, credit scoring*	*Data handling, analytical thinking*
Ethics & Social Responsibility	*CSR, financial inclusion, ethical dilemmas in banking*	*Ethical judgment, social awareness*

6 WEEKS INTERNSHIP PROGRAM AT EVENT MANAGEMENT COMPANY

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1 – ORIENTATION & BASICS OF EVENT INDUSTRY			
1	Orientation	Introduction to event industry, company structure, services (corporate, weddings, exhibitions, concerts), internship objectives.	Industry awareness, professional orientation
2	Event Lifecycle Overview	Study planning → budgeting → marketing → execution → evaluation.	Process mapping
3	Event Documentation	Learn proposal writing, contracts, checklists, and permissions.	Documentation, compliance
4	Client Interaction Basics	Observe meetings with clients to understand requirements.	Listening, professional communication
5	Vendor & Venue Familiarization	Learn about venues, caterers, decorators, technicians; visit a partner venue.	Networking, vendor coordination
WEEK 2 – PLANNING & LOGISTICS			
6	Event Planning Basics	Learn how event calendars, schedules, and task lists are prepared.	Organizational skills
7	Budgeting & Costing	Study sample budgets; learn how to estimate costs for different events.	Financial literacy, cost management
8	Logistics Management	Exposure to transport, accommodation, material handling, and backstage logistics.	Practical coordination
9	Venue Layout & Design	Learn about seating plans, stage/backdrop design, AV setup.	Creativity, design awareness
10	Case Study Review	Review past events and analyze planning challenges & solutions.	Critical thinking

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 3 – MARKETING & PROMOTION			
11	Event Marketing	Introduction to offline (posters, banners) & online marketing (social media, email campaigns).	Marketing basics
12	Social Media Management	Create mock posts, hashtags, reels for event promotion.	Digital marketing skills
13	Sponsorship & Partnerships	Learn how sponsorship proposals are prepared and pitched.	Negotiation, communication
14	Public Relations (PR)	Exposure to media invites, press releases, event publicity.	PR skills
15	Ticketing & Registrations	Learn online/offline ticketing, passes, and guest list management.	Process orientation
WEEK 4 – EVENT EXECUTION (LIVE/SIMULATION)			
16	Pre-Event Rehearsals	Observe rehearsals, sound checks, stage setups.	Practical exposure
17	Event Day Operations – Part I	Assist in guest registration, seating, backstage coordination.	Teamwork, multitasking
18	Event Day Operations – Part II	Support catering, hospitality, and technical teams during live event.	Crisis handling, adaptability
19	Hospitality Management	Observe artist/guest coordination, VIP handling, protocol.	Service orientation, confidence
20	Post-Event Wrap-up	Assist in dismantling, settling vendor payments, collecting feedback.	Accountability, closure skills
WEEK 5 – SPECIALIZED EXPOSURE			
21	Corporate Events	Learn unique requirements of conferences, seminars, product launches.	Business etiquette

Day	Activity	Detailed Tasks / Activities	Skills Learned
22	Wedding Planning	Exposure to themes, decor, rituals, hospitality management.	Cultural sensitivity, creativity
23	Exhibitions & Trade Fairs	Learn stall design, exhibitor coordination, lead tracking.	Marketing awareness
24	Concerts & Entertainment Shows	Exposure to artist management, ticket sales, crowd control.	Large-scale event management
25	CSR & Community Events	Participate in NGO/educational events; assist in outreach.	Social responsibility
WEEK 6 – PROJECT WORK & REFLECTION			
26	Project Theme Selection	Select project (plan mock wedding, conference, cultural fest).	Project planning
27	Data Collection	Gather data (cost estimates, venue details, sponsorship ideas).	Research, analysis
28	Project Execution	Prepare supervised event plan with timeline & budget.	Application of learning
29	Project Drafting	Compile project report (objectives, plan, budget, logistics).	Documentation
30	Review with Mentor	Submit draft to supervisor; incorporate corrections.	Reflection, adaptability
31	Soft Skills Training	Grooming, communication, public speaking, team leadership.	Employability skills
32	Mock Event Simulation	Execute a small-scale simulated event with peers.	Confidence, teamwork
33	Presentation Preparation	Prepare PPT of project/event plan.	Presentation skills

Day	Activity	Detailed Tasks / Activities	Skills Learned
34	Final Presentation	Present project/event plan before mentors/team.	Communication, confidence
35	Closing & Feedback	Reflection session on learnings; feedback from supervisors; submission of final report.	Professional growth, employability

6 WEEKS INTERNSHIP PROGRAM AT CHARTERED ACCOUNTANT (CA) FIRM

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1 – ORIENTATION & ACCOUNTING BASICS			
1	Orientation	Introduction to CA firm structure, roles of partners, articles, and staff. Overview of taxation, audit, accounting, and compliance services offered.	Professional awareness, orientation to CA practice
2	Office Administration & Records	Learn filing of client documents, correspondence, and compliance registers. Observe how physical and digital records are maintained.	Documentation, clerical accuracy
3	Basics of Accounting	Exposure to accounting principles, vouchers, ledgers, and trial balance. Review simple client books.	Accounting literacy, numeracy
4	Tally/Accounting Software	Hands-on training on Tally, Busy, or other accounting software. Practice supervised entries for sales, purchases, expenses.	ICT skills, accounting automation
5	Client Interaction Basics	Observe client meetings (under supervision). Learn how data/documents are collected for tax filing and audits.	Communication, client handling
WEEK 2 – INCOME TAX & TDS			
6	PAN, TAN & Income Tax Basics	Learn process of applying for PAN/TAN. Study Income Tax structure, slabs, deductions (80C, 80D etc.).	Legal literacy, compliance awareness
7	ITR Filing – Individuals	Practical training in preparing and filing ITR-1/ITR-2 using Income Tax portal.	Tax filing, digital literacy
8	TDS Concepts	Learn basics of TDS: applicability, sections, rates, due dates.	Compliance awareness, tax literacy

Day	Activity	Detailed Tasks / Activities	Skills Learned
		Study Form 16 and 26AS.	
9	TDS Return Filing	Practice preparation of TDS returns using software (mock data). Learn how challans are generated and payments tracked.	Process orientation, ICT skills
10	Advance Tax & Self-Assessment Tax	Study calculation of advance tax, due dates, and penalties. Learn challan generation for self-assessment tax.	Analytical skills, compliance
WEEK 3 – GST & INDIRECT TAXATION			
11	GST Basics	Introduction to GST structure: CGST, SGST, IGST. Study GST registration process.	Legal literacy, digital compliance
12	GST Return Filing	Exposure to GSTR-1, GSTR-3B preparation and filing using GST portal (mock entries).	Practical tax filing skills
13	E-Way Bill System	Learn generation of e-way bills, applicability rules, and compliance.	ICT-based filing, logistics knowledge
14	GST Audit & Reconciliation	Study how invoices, returns, and books are reconciled during GST audits.	Analytical skills, reconciliation ability
15	Mock Client GST Filing	Work on a supervised mock GST case – from invoice entry to return filing.	End-to-end GST compliance
WEEK 4 – AUDITING & COMPANY LAW BASICS			
16	Audit Orientation	Introduction to statutory audit, internal audit, and tax audit.	Audit literacy, compliance
17	Vouching & Verification	Check vouchers, bills, and supporting documents for sample clients.	Attention to detail, verification skills
18	Bank Reconciliation	Learn reconciliation of bank statements with client ledgers.	Analytical, practical accounting

Day	Activity	Detailed Tasks / Activities	Skills Learned
19	Company Incorporation Basics	Study MCA portal, company incorporation process, and filing of forms (SPICe+, INC forms).	Corporate literacy, digital skills
20	ROC Filing	Exposure to filing annual returns (MGT-7, AOC-4) with MCA.	Compliance, legal awareness
WEEK 5 – PAYROLL, COMPLIANCE & ADVANCED TAXATION			
21	Payroll Processing	Learn salary calculation, deductions (PF, ESI, Professional Tax).	Payroll management, accuracy
22	TDS on Salary	Calculate TDS on salary with applicable slabs, exemptions, deductions.	Practical tax computation
23	Professional Tax & Compliance	Study Professional Tax, Labour Welfare Fund, and other state-level compliances.	Multi-level compliance awareness
24	Advance Income Tax (Business)	Work on calculation of business advance tax for small firms.	Analytical skills, planning
25	Mock Payroll Filing	Simulate payroll processing with TDS deductions and return preparation.	Practical exposure
WEEK 6 – PROJECT WORK & REFLECTION			
26	Project Theme Selection	Choose a project (e.g., GST compliance for small business, TDS management, or tax saving strategies).	Planning, project selection
27	Data Collection	Collect case study data from clients (with permission) or from mock records.	Survey, data analysis
28	Project Work – Computations	Prepare tax/GST/TDS calculations and compliance checklist for selected project.	Analytical skills, application
29	Project Work – Drafting	Draft project report with introduction, methodology, computations, and findings.	Report writing, presentation

Day	Activity	Detailed Tasks / Activities	Skills Learned
30	Project Work – Review	Submit draft to mentor CA, incorporate corrections.	Reflection, improvement
31	Presentation Preparation	Prepare PPT/report on project findings and recommendations.	Presentation, creativity
32	Soft Skills & Professional Ethics	Attend session on CA ethics, client confidentiality, time management, and professional behavior.	Professional readiness, ethics
33	Mock Interview/Client Interaction	Participate in mock interview or client interaction role-play.	Confidence, communication
34	Final Project Submission	Submit report to CA firm; share key findings.	Documentation, accountability
35	Final Presentation & Feedback	Present project to CA mentors; feedback session; reflection on learning outcomes.	Confidence, employability, self-assessment

6 Weeks Internship Program at IT & Software Company

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1 – ORIENTATION & BASICS OF IT INDUSTRY			
1	Orientation	Introduction to company structure, departments (development, testing, support, HR, sales), internship objectives, code of conduct.	Corporate culture awareness, discipline
2	IT Infrastructure Overview	Guided tour of development labs, servers, cloud systems, helpdesk.	IT systems orientation
3	Software Development Lifecycle (SDLC)	Learn phases: requirement analysis → design → coding → testing → deployment → maintenance.	Process understanding
4	Project Management Tools	Introduction to Jira, Trello, GitHub; observe how tasks are tracked.	ICT literacy, task management
5	Documentation Practices	Learn technical documentation: project charters, requirement docs, bug reports.	Documentation accuracy
WEEK 2 – PROGRAMMING & DEVELOPMENT			
6	Coding Environment Setup	Exposure to IDEs (Eclipse, VS Code, PyCharm). Practice simple setups.	Technical readiness
7	Programming Basics	Write basic supervised programs (Java, Python, or C# depending on company).	Problem-solving, coding literacy
8	Web Development Basics	Learn HTML, CSS, JavaScript through small exercises.	Web literacy
9	Backend Exposure	Introduction to databases (MySQL, MongoDB). Practice CRUD operations.	Database management
10	Version Control	Training on Git/GitHub: clone, commit, push, pull requests.	Collaboration, code management
WEEK 3 – TESTING & QUALITY ASSURANCE			

Day	Activity	Detailed Tasks / Activities	Skills Learned
11	Software Testing Basics	Introduction to manual testing, test cases, bug tracking.	Analytical thinking
12	Automation Tools	Exposure to Selenium/JUnit for automated testing.	Technical proficiency
13	Debugging & Troubleshooting	Practice identifying and fixing small bugs in supervised projects.	Problem-solving
14	Code Review Sessions	Observe peer reviews of code; learn about best practices and clean coding.	Quality standards, teamwork
15	Documentation of Bugs	Draft bug reports and testing summaries in standard formats.	Accuracy, reporting
WEEK 4 – EMERGING TECHNOLOGIES			
16	Cloud Computing Overview	Introduction to AWS, Azure, or Google Cloud; observe deployment demos.	Cloud literacy
17	Cybersecurity Awareness	Basics of secure coding, data protection, phishing/cyber threats.	Digital ethics, security awareness
18	AI/ML Basics	Exposure to machine learning concepts, simple supervised demo (e.g., prediction model).	Analytical skills, innovation
19	Mobile App Development	Introduction to Android/iOS basics; observe app build/deploy cycle.	App literacy
20	DevOps Introduction	Learn about CI/CD pipelines, Docker, and automation tools.	Modern IT practices
WEEK 5 – BUSINESS APPLICATIONS & CLIENT INTERACTION			
21	Enterprise Applications	Study ERP, CRM, HRMS software used by companies.	Business process awareness
22	MIS Reporting	Learn how IT firms prepare dashboards, reports, and data visualizations.	Data interpretation

Day	Activity	Detailed Tasks / Activities	Skills Learned
23	Client Interaction Basics	Observe client calls/meetings; understand requirement gathering.	Professional communication
24	Digital Marketing Tools	Exposure to SEO, Google Analytics, AdWords, and social media campaigns.	Marketing & analytics
25	Case Study Review	Analyze a completed project: scope, execution, client feedback.	Critical analysis
WEEK 6 – PROJECT WORK & REFLECTION			
26	Project Theme Selection	Select project (e.g., website, small app, data analysis, bug tracking). Define objectives.	Planning, critical thinking
27	Data/Requirement Collection	Gather requirements from mentor/client (mock/simulation).	Requirement analysis
28	Project Work – Development	Build module (coding, testing, design) under supervision.	Technical application
29	Project Work – Testing	Test project module, document bugs, refine code.	QA skills
30	Project Drafting	Compile project report: objectives, methodology, screenshots, outputs.	Documentation
31	Soft Skills Training	Session on teamwork, professional ethics, client handling, communication.	Employability skills
32	Mock Interview/Presentation	Participate in supervised interview simulation or client pitch.	Confidence, readiness
33	Presentation Preparation	Prepare PPT/report of project outcomes.	Presentation skills
34	Final Presentation	Present project to mentors/team. Receive feedback.	Professional readiness
35	Closing & Feedback	Reflection session, internship report submission, career guidance.	Self-assessment, professional growth

6 Weeks Internship Program at Manufacturing Industry

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1 – ORIENTATION & INDUSTRIAL FAMILIARIZATION			
1	Orientation	Introduction to company profile, organizational structure, production units, and safety briefing.	Industrial awareness, discipline
2	Factory Tour	Guided tour of production line, assembly units, warehouse, and maintenance section.	Observation skills, process mapping
3	Safety Training	Learn PPE use, fire safety, first aid, hazard identification, and workplace protocols.	Safety literacy, risk awareness
4	Documentation & Registers	Observe maintenance of logbooks, work orders, and compliance registers.	Record management
5	Industrial Profile Study	Study company products, raw materials, clients, and market presence.	Product knowledge, analytical skills
WEEK 2 – PRODUCTION & OPERATIONS			
6	Production Planning	Learn about production schedules, work orders, and coordination with supply chain.	Planning, coordination
7	Raw Material Handling	Exposure to material receiving, inspection, and storage methods (FIFO/LIFO).	Inventory management
8	Shop Floor Observation	Observe different stages of manufacturing, assembly line, and machinery.	Process literacy
9	Machine Operations	Introduction to basic machines (lathe, milling, CNC – demo mode).	Technical exposure
10	Maintenance Basics	Learn preventive and breakdown maintenance processes.	Practical maintenance skills
WEEK 3 – QUALITY CONTROL & PROCESS IMPROVEMENT			
11	Quality Testing	Exposure to raw material and finished product testing in lab.	Analytical skills, accuracy

Day	Activity	Detailed Tasks / Activities	Skills Learned
12	Standards & Compliance	Study ISO, BIS, and industry-specific quality standards.	Compliance awareness
13	Defect Analysis	Observe rejection reports, root cause analysis, corrective action.	Problem-solving
14	Lean Manufacturing	Learn about Kaizen, 5S, waste reduction practices.	Process improvement, efficiency
15	Production Reporting	Exposure to daily production reports and MIS entries.	ICT literacy, reporting
WEEK 4 – SUPPLY CHAIN, STORES & LOGISTICS			
16	Stores Management	Study stock registers, inward/outward systems, material issue slips.	Clerical accuracy, stock handling
17	Supply Chain Overview	Learn about vendor management, purchase orders, and procurement cycle.	Supply chain literacy
18	Warehouse Visit	Observe packaging, labeling, stacking, and dispatch processes.	Logistics awareness
19	Distribution Channel	Study transport management, route planning, and delivery tracking.	Coordination skills
20	Reverse Logistics	Learn handling of damaged/returned goods and recycling.	Problem-solving, sustainability
WEEK 5 – HR, FINANCE & COMPLIANCE			
21	HR Orientation	Learn recruitment, training, payroll basics, and employee welfare activities.	HR literacy
22	Labour Laws & Compliance	Exposure to Factories Act, ESI, PF, minimum wage regulations.	Legal literacy
23	Payroll & Attendance	Observe biometric attendance, shift management, and payroll processing.	Clerical accuracy, compliance
24	Finance Basics	Study costing, budgeting, and taxation in manufacturing.	Financial literacy

Day	Activity	Detailed Tasks / Activities	Skills Learned
25	CSR & Sustainability	Participate in company's CSR activities (environment, community outreach).	Social responsibility
WEEK 6 – PROJECT WORK & REFLECTION			
26	Project Theme Selection	Choose project (e.g., production efficiency, quality improvement, supply chain optimization).	Planning
27	Data Collection	Collect data from shop floor, quality lab, or logistics department.	Survey skills, observation
28	Project Computation	Analyze production/quality/logistics data for project.	Analytical thinking
29	Project Drafting	Prepare structured report with objectives, methodology, findings, suggestions.	Report writing
30	Review with Mentor	Submit draft report for feedback and corrections.	Reflection, adaptability
31	Soft Skills Training	Session on communication, teamwork, time management.	Employability skills
32	Mock Drill	Participate in safety/fire/emergency mock drill in the factory.	Safety awareness, crisis response
33	Presentation Preparation	Prepare PPT/report of project findings.	Presentation skills
34	Final Presentation	Present project before supervisors and managers.	Confidence, professional readiness
35	Closing & Feedback	Reflection session, feedback from mentors, submission of internship report.	Self-assessment, professional growth

6-WEEK (35-DAY) INTERNSHIP PLAN FOR PLACEMENT IN **LAW & JUDICIARY**

(LAW FIRM)

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1 – ORIENTATION & COURT FAMILIARIZATION (DAYS 1-5)			
1	Orientation & Introduction	Welcome briefing; overview of court hierarchy (district, sessions, magistrate courts); introduction to law firm/legal aid centre structure; tour of court premises & legal aid office.	Understanding institutional structure; professional etiquette; adaptability.
2	Professional Ethics & Code of Conduct	Session on ethics, confidentiality, conflict of interest, and advocate's duties under Advocates Act; introduction to Bar Council rules.	Ethical awareness; understanding professional obligations.
3	Court Procedures & Filing	Observe how pleadings, petitions and affidavits are filed; learn court fee payment, Vakalatnama execution and case numbering; practice drafting simple applications.	Clerical skills; procedural accuracy; legal drafting basics.
4	Legal Research Tools	Orientation to law libraries, online databases (Manupatra, SCC Online); practice retrieving statutes, case law, and journal articles.	Legal research proficiency; citation skills; analytical thinking.
5	Drafting Petitions & Affidavits	Workshop on structure of petitions, memo of appeal, written statements; practice drafting under supervision for mock cases.	Drafting skills; understanding civil procedure; attention to detail.
WEEK 2 – LITIGATION PROCESS & COURT OBSERVATION (DAYS 6-10)			
6	Case Analysis & File Study	Review sample case files (plaint, WS, evidence, orders); identify factual & legal issues; prepare briefs for mentor.	Analytical skills; issue spotting; summarization.
7	Client Interview & Consultation	Observe advocate/client interviews; learn techniques for information gathering and advising; practice simulated interviews.	Client communication; confidentiality; professional demeanor.

Day	Activity	Detailed Tasks / Activities	Skills Learned
8	Courtroom Observation – Civil	Attend civil court proceedings (suits, injunctions, summary cases); note procedure, arguments, and judicial conduct; discuss observations.	Understanding court decorum; procedure; critical observation.
9	Courtroom Observation – Criminal	Observe criminal cases (bail hearing, trial, cross-examination); focus on evidence presentation, witness handling, and arguments.	Evidence law application; procedural understanding; advocacy insight.
10	Case Diary & Noting	Learn to maintain diary of case dates, cause lists, and updates; assist advocates in tracking hearing schedules and order copies.	Organizational skills; docket management; attention to detail.
WEEK 3 – DRAFTING & PLEADINGS (DAYS 11-15)			
11	Drafting Plaints & Written Statements	Prepare plaints for simple civil suits; assist in drafting written statements, rejoinders; incorporate relevant legal provisions and reliefs.	Advanced drafting; application of statutes; logical structuring.
12	Petitions Under Constitutional Law	Observe and assist in drafting writ petitions (Articles 226/32) for habeas corpus, mandamus; discuss grounds and relief sought.	Constitutional law application; public interest litigation awareness.
13	Criminal Complaints & Bail Applications	Draft criminal complaints under CrPC; prepare bail/anticipatory bail applications; understand grounds and arguments.	Criminal procedure understanding; persuasive drafting; legal reasoning.
14	Legal Notices & Agreements	Draft legal notices (demand notice, eviction notice); prepare simple agreements (lease, service contracts) to understand contract drafting.	Contract law application; legal communication skills; precision.
15	Editing & Citation Skills	Practice editing drafts for consistency, clarity, and proper legal citations (Bluebook/Indian citation style); learn footnoting and referencing.	Editing proficiency; citation compliance; attention to accuracy.
WEEK 4 – LEGAL AID & CLIENT SERVICES (DAYS 16-20)			

Day	Activity	Detailed Tasks / Activities	Skills Learned
16	Legal Aid Clinic Operations	Understand eligibility for free legal aid; observe intake process; assist in preparing case summaries and allocation to panel advocates.	Awareness of legal aid schemes; client empathy; administrative skills.
17	Client Counselling & ADR Awareness	Participate in counselling sessions on family disputes, consumer issues; learn basics of mediation and conciliation; observe Lok Adalat proceedings.	Counselling techniques; alternative dispute resolution awareness; negotiation skills.
18	Field Visit to Police Station or Jail	Observe filing of FIRs, arrest procedures; understand rights of accused; discuss remand procedures; reflect on issues of access to justice.	Practical exposure to criminal procedure; rights awareness; empathy.
19	Community Legal Awareness Program	Assist in organizing legal literacy camps on topics like domestic violence, consumer rights, RTI; prepare pamphlets and deliver a short talk.	Public speaking; community engagement; simplification of legal concepts.
20	Monitoring & Reporting	Prepare weekly report summarizing cases handled, court observations, drafting assignments; identify issues and improvements.	Documentation; analytical reflection; reporting skills.
WEEK 5 – SPECIALISATION & SKILL DEVELOPMENT (DAYS 21-26)			
21	Research Memo & Opinion Writing	Prepare a research memo on a hypothetical legal issue (e.g., data protection, environmental law); draft a legal opinion under mentor supervision.	Deep research; reasoning; opinion writing.
22	Moot Court Session & Advocacy Skills	Participate in a mock trial or moot court competition; prepare arguments, rehearse oral submissions, respond to bench questions.	Oral advocacy; teamwork; confidence building.

Day	Activity	Detailed Tasks / Activities	Skills Learned
23	Exposure to Tribunal/Quasi-Judicial Body	Visit consumer forum, family court, or labour tribunal; observe simplified procedures; compare with formal court processes.	Comparative procedural awareness; specialized law exposure.
24	Documentation & Compliance	Assist in applying for certified copies of orders and judgments; learn about limitation periods, court fees, e-filing of cases.	Administrative skills; procedural compliance; e-governance.
25	Ethics & Professional Responsibility Seminar	Discuss landmark cases on professional misconduct; analyze scenarios on client confidentiality, conflict of interest, and duty to court.	Ethical reflection; critical analysis; professional responsibility.
26	Law Office Management & Billing	Learn how law firms handle client intake, file management, billing, and accounting; understand technology tools (case management software).	Business management awareness; organization; technology use in law.
WEEK 6 – PROJECT WORK, REFLECTION & PRESENTATION (DAYS 27-35)			
27	Project Topic Selection	Choose a project (e.g., analysis of access to legal aid in rural areas, procedural delays in courts, or legal awareness effectiveness); prepare research outline.	Project planning; topic formulation; goal setting.
28	Data Collection & Interviews	Collect data through interviews with advocates, clients, and court staff; review case files or statutes; note observations and insights.	Field research; interviewing skills; data gathering.
29	Legal Research & Analysis	Conduct comprehensive research; compile case law, statutes, and articles; draft findings and identify recommendations.	Research skills; critical analysis; synthesis.
30	Report Drafting & Proofreading	Write a structured report including introduction, methodology, findings, and recommendations; edit for clarity and consistency.	Report writing; editing; structured presentation.

Day	Activity	Detailed Tasks / Activities	Skills Learned
31	Presentation Preparation	Prepare presentation slides summarizing project; practice delivering oral presentation; incorporate feedback from mentors and peers.	Presentation skills; visual design; public speaking.
32	Final Project Presentation	Present final project to faculty mentors and legal professionals; respond to questions; gather feedback for improvement.	Communication; professional demeanor; adaptability.
33	Reflection & Self-Assessment	Participate in group discussion on internship experiences, challenges, and personal growth; prepare reflective journal.	Reflective practice; self-evaluation; critical thinking.
34	Career Path & Further Studies	Attend session on career options: litigation, corporate law, judiciary exams, academia; discuss skills required and next steps.	Career planning; networking; goal setting.
35	Closing Ceremony & Certification	Submit final report and journal; receive certificate; share vote of thanks; plan future engagement (e.g., volunteer with legal aid).	Professional closure; appreciation; commitment to public service.

6 WEEKS INTERNSHIP PROGRAM AT RETAIL & FMCG COMPANY

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1 – ORIENTATION & COMPANY FAMILIARIZATION			
1	Orientation	Introduction to company profile, product portfolio (FMCG categories), organizational structure, code of conduct, and internship objectives.	Industry awareness, professional orientation
2	Store/Outlet Visit	Guided tour of retail outlets/warehouses; overview of daily operations from stocking to billing.	Observation skills, operational awareness
3	FMCG Product Familiarization	Study SKUs (Stock Keeping Units), packaging formats, product lifecycle. Introduction to fast-moving consumer goods dynamics.	Product knowledge, categorization
4	Supply Chain Overview	Orientation on procurement, warehousing, distribution, and last-mile delivery.	Supply chain awareness, process mapping
5	Retail Documentation	Learn invoice processing, purchase orders, stock inward/outward registers.	Documentation accuracy, clerical skills
WEEK 2 – SALES & CUSTOMER INTERACTION			
6	Sales Process Basics	Observe retail sales flow – customer inquiry, product demonstration, closing sales.	Customer handling, persuasion
7	Customer Service Desk	Shadow customer service staff: learn grievance redressal, returns/exchanges, and loyalty programs.	Empathy, problem-solving
8	Billing & POS System	Hands-on exposure to Point of Sale (POS) software – mock billing, barcoding, receipts.	ICT skills, transaction accuracy
9	Merchandising & Display	Learn principles of product placement, shelf management, promotions, and in-store visibility.	Creativity, marketing basics

Day	Activity	Detailed Tasks / Activities	Skills Learned
10	Consumer Behavior Observation	Observe customer purchase patterns, peak hours, and decision-making in stores.	Market research skills, observation
WEEK 3 – MARKETING & BRAND PROMOTION			
11	FMCG Marketing Overview	Orientation on 4Ps of marketing: Product, Price, Place, Promotion in FMCG.	Marketing literacy
12	Market Survey	Conduct small survey on customer satisfaction, brand preference, pricing perception.	Survey skills, data interpretation
13	Promotion Activities	Assist in in-store promotions, sampling, discounts, or seasonal offers.	Event management, communication
14	Social Media & Digital Marketing	Exposure to company's online campaigns, content creation, and customer engagement.	Digital marketing skills
15	Competitor Analysis	Study competitor product display, pricing, and promotion; prepare comparison sheet.	Analytical thinking, strategic awareness
WEEK 4 – LOGISTICS, INVENTORY & DISTRIBUTION			
16	Warehouse Visit	Learn warehousing operations: receiving goods, barcoding, shelving, FIFO/LIFO methods.	Inventory management
17	Inventory Control	Exposure to ERP systems; supervised practice in stock updating, shortage identification.	ICT literacy, accuracy
18	Order Processing	Learn order-to-delivery process; prepare mock purchase orders and delivery challans.	Supply chain documentation
19	Distribution Channel Study	Understand retailer–distributor–wholesaler–manufacturer linkages.	Channel management skills

Day	Activity	Detailed Tasks / Activities	Skills Learned
20	Reverse Logistics	Observe how damaged/expired stock is returned, replaced, or disposed.	Problem-solving, accountability
WEEK 5 – FINANCE, HR & COMPLIANCE			
21	FMCG Finance Basics	Study pricing models, margins, discounts, and taxation in FMCG.	Financial literacy
22	GST in FMCG	Exposure to GST invoices, tax implications on FMCG products.	Compliance skills
23	HR & Workforce Management	Learn about employee roles in stores, training, incentives, and shift management.	People management awareness
24	CSR & Sustainability	Participate in company's CSR initiatives (plastic reduction, eco-packaging, social campaigns).	Sustainability, social responsibility
25	Retail Analytics	Exposure to data-driven decision-making – sales data analysis, top-selling SKUs.	Analytical skills, Excel/MIS handling
WEEK 6 – PROJECT WORK & REFLECTION			
26	Project Theme Selection	Select project (sales improvement, customer satisfaction, digital marketing, inventory optimization).	Project planning
27	Data Collection	Conduct field data collection through surveys, POS records, or interviews with staff/customers.	Data gathering, communication
28	Project Computation & Analysis	Compile and analyze findings with charts/tables; identify gaps and recommendations.	Analytical thinking, problem-solving
29	Project Drafting	Prepare structured report with introduction, objectives, methodology, findings, suggestions.	Report writing, documentation

Day	Activity	Detailed Tasks / Activities	Skills Learned
30	Project Review	Submit draft to mentor; refine based on feedback.	Critical thinking, adaptability
31	Soft Skills Session	Attend session on communication, sales pitch, negotiation skills.	Professional readiness
32	Field Practice	Participate in live retail floor activities (mock sales, customer queries, promotion).	Practical exposure, confidence
33	Presentation Preparation	Create PPT of project outcomes and practical recommendations.	Presentation skills
34	Final Presentation	Present findings before company managers/mentors.	Confidence, communication
35	Closing & Feedback	Reflection on learnings, feedback from supervisors, submission of internship report.	Professional growth, employability

6-week (35-day) internship plan for placement at **Start-ups & Incubators**

Day	Activity	Detailed Tasks / Activities	Skills Learned
WEEK 1 – ORIENTATION & START-UP FUNDAMENTALS			
1	Orientation & Ecosystem Introduction	Induction to incubator structure, policies, and support services; tour of co-working spaces and labs; introduction to mentors and start-ups.	Institutional awareness; start-up/incubator culture insight.
2	Start-up Landscape & Idea Generation	Overview of national start-up ecosystem (incubators, accelerators, investors); brainstorming problems; build a Lean Canvas; discuss informal funding avenues (bootstrapping, friends, family).	Creativity; business model thinking; introductory finance awareness.
3	Market Research & Validation	Workshop on primary/secondary research; design customer surveys; conduct competitor analysis and size target market (TAM/SAM/SOM).	Data collection; analytical reasoning; market assessment.
4	Team Building & Collaboration	Identify individual strengths; assign cross-functional roles; establish team norms; practice collaborative problem solving.	Teamwork; leadership insight; interpersonal skills.
5	Entrepreneurial Mindset & Soft Skills	Sessions on resilience, ethics, adaptability; practice elevator pitches; time-management and goal-setting exercises.	Public speaking; professional confidence; growth mindset.
WEEK 2 – PRODUCT DEVELOPMENT & DESIGN THINKING			
6	User Persona & Problem Definition	Create user personas and empathy maps; define clear problem statements; map customer pains and gains.	Human-centred design; critical thinking; empathy.
7	Rapid Prototyping & Wireframing	Use prototyping tools (Figma/Balsamiq/Canva) to sketch low-fidelity prototypes; build simple clickable demos or service blueprints.	Prototyping; visual design; user-experience basics.

Day	Activity	Detailed Tasks / Activities	Skills Learned
8	Technical/Domain Immersion	Domain-specific sessions (coding basics or sector know-how: agri-tech, ed-tech etc.); shadow engineers or subject experts.	Technical literacy; domain knowledge.
9	Product Development Sprint	Participate in a live sprint; assist with backlog grooming, task assignment, coding/documentation; attend daily stand-ups.	Agile methodology; task management; collaboration.
10	Mentor Feedback & Iteration	Present prototypes to mentors; gather feedback; iterate on product features and workflows; update problem–solution fit.	Feedback incorporation; iterative design; communication.
WEEK 3 – BUSINESS, MARKETING & RAISING FINANCE			
11	Lean Start-up & Metrics	Learn build–measure–learn cycles; set key performance indicators (KPIs) and metrics; evaluate traction milestones and pivot criteria.	Strategic planning; metric selection; analytical skills.
12	Financial Planning & Funding Options	Build basic financial statements (cash-flow, income, balance sheet); calculate breakeven and unit economics; overview of funding options—bootstrapping, friends & family, angel investors, venture capital, seed funds, venture debt, bank loans, NBFCs, Start-up India/MUDRA schemes, government grants, crowdfunding (equity and rewards), incubator grants, corporate venture arms and impact investors—and discuss eligibility, application procedures and timelines.	Financial literacy; awareness of funding instruments; ability to research and compare funding sources.
13	Marketing Strategies & Digital Outreach	Develop branding and positioning; learn content marketing, SEO/SEM, social-media analytics; create sample marketing collateral and editorial calendars.	Marketing planning; digital literacy; creative expression.

Day	Activity	Detailed Tasks / Activities	Skills Learned
14	Sales & Customer Acquisition	Understand the sales funnel; practise lead generation techniques; explore negotiation strategies and CRM tools; role-play customer calls.	Sales skills; negotiation; customer relationship management.
15	Legal, Compliance & Intellectual Property	Overview of company registration (private limited, LLP, OPC), GST and Startup India recognition; basics of intellectual property (trademarks, patents, copyrights); introduction to term sheets, non-disclosure agreements and due-diligence checklists.	Legal awareness; contract comprehension; regulatory compliance.
WEEK 4 – OPERATIONS, FUNDRAISING PROCESS & FINANCE TECHNIQUES			
16	Costing & Financial Modelling	Construct cost structures and pricing models; prepare cash-flow projections; practise building a simple financial model with assumptions for revenue, expenses and funding requirements.	Financial modelling; cost analysis; spreadsheet proficiency.
17	Funding Instruments & Investor Landscape	Deep dive into equity funding (angels, VC, micro-VC, crowdfunding portals), debt instruments (bank/NBFC loans, venture debt, convertible notes, SAFEs, bonds), hybrid options (mezzanine financing), grant opportunities (biotech, agritech, BIRAC, DST); discuss selection criteria for investors and how to build and maintain investor pipelines.	Funding strategy; investor research; decision-making skills.
18	Valuation & Term Sheet Negotiation	Learn valuation methods (comparable companies, discounted cash flow, venture capital method); study sample term sheets; identify key clauses (valuation cap, liquidation preference, anti-dilution, board rights); practise mock negotiations with investor panels.	Valuation skills; legal interpretation; negotiation proficiency.
19	Investor Pitching & Capital	Create a compelling pitch deck focusing on problem, solution, business model, market size, competition, traction, team,	Storytelling; persuasive

Day	Activity	Detailed Tasks / Activities	Skills Learned
	Raising Techniques	financial projections and fundraising ask; practise elevator and five-minute pitches; address typical investor questions on scalability, burn rate, runway and exit strategy; discuss pitch competitions and angel network events.	communication; investor readiness.
20	Sustainability & Impact	Examine environmental, social and governance (ESG) metrics; explore sustainable business models and triple-bottom-line approaches; learn about impact investors and social-enterprise funding (grants, patient capital).	Ethical entrepreneurship; impact measurement; sustainability integration.
WEEK 5 – COMMUNITY ENGAGEMENT, FINANCING GRANTS & NETWORKING			
21	Customer Feedback & User Testing	Conduct controlled user tests; gather structured feedback and Net Promoter Scores; refine product features and UI/UX based on findings.	User research; data-driven iteration; product improvement.
22	Communication & Public Relations	Write press releases, blogs and founder stories; practise interacting with journalists and bloggers; review crisis communication strategies.	Media relations; narrative building; brand management.
23	Grant Writing & Government Schemes	Identify relevant incubator/accelerator grants (e.g., NIDHI-Prayas, TBI support, Atal Innovation Mission), state programs (Start-up Odisha), sector grants (agri-tech, biotech) and CSR funding; learn proposal writing, budgeting and compliance; discuss deadlines, documentation and post-grant reporting obligations.	Grant proposal development; public-funding access; compliance skills.
24	Demo Day Simulation & Investor Panel	Present business model and fundraising plan to a panel of mentors/investors; incorporate feedback; practise answering questions on valuation, burn rate, break-even, and investor returns.	Stakeholder engagement; resilience; articulation of financial strategy.

Day	Activity	Detailed Tasks / Activities	Skills Learned
25	Start-up Fair or Networking Event	Participate in or help organise a start-up showcase; set up demo booths; network with investors, banks, NBFCs, angel networks and CSR heads; gather contacts and follow-up instructions for funding opportunities.	Networking; investor outreach; opportunity identification.
WEEK 6 – PROJECT COMPLETION & INVESTMENT READINESS			
26	Data Analysis & Prototype Refinement	Analyse pilot data and user feedback; identify key product improvements; adjust financial assumptions; finalise product for launch.	Analytical thinking; iteration; quality improvement.
27	Funding Strategy & Investment Readiness	Prepare an investment roadmap: determine capital requirement, funding milestones, expected runway and investor types; develop due-diligence folders (company documents, financial statements, cap table, licences); create investor outreach calendar; discuss legal aspects of closing a funding round.	Investment preparation; document organisation; strategic planning.
28	Impact Metrics & Business Ethics	Define social/environmental impact KPIs; ensure privacy, data security and ESG compliance; discuss ethical trade-offs when accepting funds (mission drift, founder dilution).	Impact assessment; ethical reasoning; responsible finance.
29	Final Product & Business Plan Development	Consolidate all modules into a professional business plan: executive summary, market analysis, product description, SWOT analysis, marketing & sales strategy, operational plan, fundraising strategy, financial projections (profit & loss, cash flow, break-even), risk mitigation and exit strategy.	Comprehensive planning; synthesis; professional documentation.
30	Valuation & Negotiation Role-Play	Simulate final negotiations: defend valuation, adjust assumptions, negotiate term sheet clauses (vesting, anti-dilution,	Negotiation mastery; adaptability; closing skills.

Day	Activity	Detailed Tasks / Activities	Skills Learned
		board seats); practise closing techniques; debrief negotiation outcomes and ethics.	
31	Pitch Rehearsal & Personal Branding	Polish presentation; refine narrative for potential investors, mentors and customers; update CV/LinkedIn with internship achievements; practice personal pitch for networking events.	Communication excellence; personal marketing; confidence.
32	Final Demo Day / Presentation	Deliver final pitch and business plan to incubator management, mentors and potential investors; address questions about product, market, finances and funding; network post-presentation.	High-stakes presentation skills; investor engagement; adaptability.
33	Peer & Mentor Feedback Session	Discuss success stories and challenges; obtain feedback on project and presentation; share insights on financing obstacles and lessons learned.	Reflective practice; collaborative learning; continuous improvement.
34	Career Pathways & Entrepreneurship Insights	Panel with entrepreneurs, lawyers, bankers and VCs about career options (start-ups, VC/PE, corporate innovation, policy roles); discuss incubation programs, fellowships, global competitions and scholarship opportunities.	Career planning; ecosystem awareness; professional networking.
35	Documentation & Closing Ceremony	Finalise internship report summarising all activities, including finance modules; compile a resource list of funding channels (angel networks, VC firms, government portals, crowdfunding sites); participate in closing ceremony; receive certificates and plan post-internship follow-up with mentors.	Comprehensive reporting; professional closure; long-term relationship building.