

**RESEARCH & DEVELOPMENT CELL
ST. XAVIER'S COLLEGE JAIPUR**

**Guidelines for Internship/Research Internship
for Under Graduate Students**

*(Based on UGC Guidelines, 2023 and University of Rajasthan NEP Ordinance (O.199G20),
2025)*

According to the National Education Policy 2020 (NEP-2020), and the University of Rajasthan Internships are compulsory for all students. As per the Minutes of the Academic Council of the University of Rajasthan on 23 August 2024 (Agenda No 4), and Minutes of the Academic Council of the University of Rajasthan on 18 August 2025 (Agenda No 6 & 18) the University has made internship mandatory for undergraduate students.

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1.0 INTRODUCTION

The *India Skill Report (ISR) 2022* noted an improvement in youth employability to **46.2% in 2021**, with female employability (**51.44%**) surpassing that of males (**45.97%**). In 2023, commerce undergraduates recorded the highest employability (**60.62%**). A large majority of graduates (**88.6% in 2022**) sought internships for experience, making 2022 the peak year for internship demand since 2016. Employers generally prefer candidates with at least one year of work experience.

India hosts several internship platforms (e.g., Internshala, Lets Intern), offering training and courses across industries. Initiatives like Internshala's "Grand Summer Internship Fair" provide thousands of opportunities. Internships act as structured experiential learning under mentorship, fostering critical thinking and workplace familiarity.

The *National Education Policy (NEP) 2020* emphasizes holistic education to nurture rational, ethical, and socially responsible citizens. It prioritizes research, innovation, and a robust higher education ecosystem for sustainable development. In line with this, the UGC introduced the *Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)*, featuring flexible credits, multiple entry-exit options, and multidisciplinary learning. Internships—ranging from government and private sectors to NGOs, research labs, and industries—form a key component, enabling students to gain real-world experience and engage in on-site experiential learning.

2.0 OBJECTIVES

Internships aim to provide students with **first-hand work experience**, enhancing skills, employability, and research capabilities while benefiting both interns and host organizations. Following are the intended objectives of engaging undergraduate students in internship for employability and research internship programmes:

- **Integration of learning and workplace:** To align classroom/lab knowledge with real-world applications across industries, NGOs, start-ups, R&D organizations, HEIs, etc.
- **Understanding the world of work:** To familiarize students with workplace culture, expectations, and challenges.
- **Hybrid model learning:** To blend physical and digital modes under expert mentorship.
- **Research aptitude:** To develop analytical, methodological, and ethical research skills, including exposure to tools, data analysis, and IPR.
- **Exposure to emerging technologies:** To learn applications of automation, digital tools, and traditional skills.
- **Entrepreneurship:** To encourage start-ups and innovation, promoting students as job creators.
- **Decision-making & teamwork:** To build problem-solving, collaboration, and leadership skills.

- **Social responsibility:** To cultivate citizenship values, philanthropy, and social awareness.
- **Collaboration:** To strengthen industry–academia partnerships for internships and research opportunities.
- **Professional competency:** To instill ethics, integrity, and values alongside employability and research readiness.

3.0 INTERNSHIP CATEGORIES

The employability of graduates can be improved by developing practical experience and exposure with the required right kind of attitude for the workplace as well as helping in improving the skills like competency, capability, professional working skills, expertise, and confidence among the students for employability and developing interest/passion for research. The interns can understand the application of theory in the workplace.

The undergraduate internships would be classified into two types:

i. **Category I: Enhancing Employability**

To minimize the gap between the knowledge from traditional learning and practical skills, so that the graduates attain the required attributes to join the workforce. The internship programs should be well conceptualized and interactive for building research capabilities/aptitude/skills of our under-graduates/researchers/faculties for

1. Development of project and its execution
2. Decision-making
3. Confidence development
4. Working/coordinating in a team
5. Creative and critical thinking and problem-solving
6. Ethical values
7. Professional development
8. Understand government/local bodies world of work
9. Reference of resource persons in the field
10. Development of online/ simulation-based module for a virtual research internship
11. Understanding the nuances of building a deep-technology start-up
12. Study certain entrepreneurs,
13. Study of the enterprises, farmers, artisans, etc.

ii. **Category II: Developing the Research Aptitude**

To provide exposure to an actual research environment and develop skills in research tools and techniques, methodologies, including policy framework, IPR, legal, and ethical issues. Apart from gaining relevant research experience, the interns would learn the following, through research professionals/mentors:

- Ideation and conceptualization of a research question/problem

- Learning about new tools and handling of equipment
- Experimentation and collection of data
- Simulations and development of models
- Preparation and presentation of reports

Research Internship experience can be gained by working with faculty/scientists/mentors in HEIs, research institutions, universities, Industrial research labs, nationally and internationally reputed organizations, farmers, and entrepreneurs, using local experts through recognition of prior learning models and individual persons distinguished in specific fields.

Institutionalization of internships at undergraduate levels is expected to play a pivotal role in catalysing the inter- disciplinary/multi-disciplinary/trans-disciplinary and translational research culture embedded in NEP-2020.

4.0 ACADEMIC CREDENTIALS & MONITORING OF INTERNSHIP

4.1 Categorization of Academic Credentials

A. Internship

A 4 credits, out of the required minimum 150/200 credits, of a 3-year UG degree/4-year UG degree (Honours)/4-year UG degree (Honours with Research) shall be assigned for Internship as per the National Higher Education Qualifications Framework (NHEQF) and Curriculum and Credit Framework for Undergraduate Programme (CCFUP). An internship of 120 hours/ 3 weeks duration after the 4th semester will be mandatory for the students enrolled in UG degree programmes. Although it is optional for students from Sem II onwards to register for the internship.

For an internship, one credit of Internship means two-hour engagement per week. Accordingly, in a semester of 15 weeks' duration, one credit in this course is equivalent to 30 hours of engagement in a semester.

B. Research Project/Dissertations/Thesis/Project work

For the 4-year UG degree programme (Honours with Research), engagement of students in the dissertations/research project during the entire 8th semester of 12 credits will be considered as a mandatory component for the award of the degree. The students need to essentially submit the research project/ dissertations/ thesis/ project work to the allotted mentor. The submission of the report with the conduction of viva will also be a component for the successful evaluation of the dissertation/research project/thesis/Project work.

The dissertation/research project/thesis work should involve 360 hours' duration during the 7th and 8th semester and it will be mandatory for the students enrolled in UG degree programmes (Honours with Research).

4.2 Duration and Slots for Internship in Curriculum

Each undergraduate student may complete an internship of 4 credits during after the 4th semester of the UG degree programme focussing on Hands-on Training/Short Research Project. However, the student who has to go for a 4-year UG degree (Honours with Research) programme will be required to choose courses as given in Point 2 of Table 1 during the 8th semester.

Table 1: Activities, Suggested Duration along with a corresponding number of credits of Internship Programme

S. No.	Courses	Suggested Schedule	Duration	Suggested Activities	Credits
1	<ul style="list-style-type: none"> ● 3-year UG degree ● 4-year UG degree (Honours) ● 4-year UG degree (Honours with Research) 	After (4 th) Semester	120 hours/ 3 weeks	<ul style="list-style-type: none"> ● Hands-on Training/Short Research Project ● Seminar presentation, Read assigned journals to prepare for seminars ● Study certain entrepreneurs' Social projects ● Study of the enterprises/ farmers 	04
2	4-year UG Degree (Honours with Research)	7 th or 8 th Semester	One Semester	<ul style="list-style-type: none"> ● HEI may adopt Research Methodology, Research Tools and Techniques, Research Ability Enhancement and Policy Framework Courses ● Dissertation/Thesis/Project Work/ Research project 	08 12

Note: In a 4-year UG degree (Honours) students not undertaking research may do 3 courses for 12 credits in lieu of a research project/dissertation as specified in CCFUP Document.

4.3 Competencies to be developed during Research Internships

The 3-year UG degree, 4-year UG degree (Honours) and 4-year degree (Honours with Research) programme will be operating strictly adhering to NEP-2020, NHEQF and CCFUP provisions. Based on the higher education qualification level descriptors for Level-5.5 and Level-6 some of the competencies with research orientation should be attained by the students by studying the courses under the Research Ability Enhancement Courses (RAEC) and by undertaking the research internship project.

- The students should be well-versed with the techniques and methods of research that would support knowledge creation.
- The students should have an understanding of complex problem statements and the ability to develop solutions for real-life problems.
- The students will possess a good comprehension ability to interpret the oral and written communications in research papers, and present their own

interpretations.

- The students will be able to communicate technical information, research findings to their peers.
- The students will be made aware of the research ethics, professional accountability, conduct and will be able to practice the research ethics and appropriate skills in his/her own research work.
- The student will be able to enhance academic productivity by developing writing and reading skills and can make contributions towards social and economic issues from their research in future.
- The research intern can possess an attitude and skill of adaptability and flexibility for new challenges at organisational and individual level with a mind- set of teamwork and collaborations.

5.0 INTERNSHIP STRUCTURE

An internship provides learning experiences related to a student's interest or area of study. It also gives an opportunity to acquire new skills. The HEIs are required to play an important role in arranging internships for their students by creating a structured robust mechanism for internship programmes under their Research and Development Cell (RDC). The RDC may appoint the coordinator (preferably Research & Project Coordinator) and create a well-defined mechanism or structure at the HEI level for smooth coordination and functioning of internships across diverse disciplines.

1. **Nodal Officer:** The HEI should have a Nodal Officer who is responsible for developing need and demand-led verticals as well as expectations from each vertical in undergraduate programmes. The internship must be well-defined, with clear outcomes. It is critical to explore, reach out to, and sign a Memorandum of Understanding (MOU) with local businesses, research organisations, HEIs, etc. as this will aid in training, research, employment, and start-ups.
2. **Internship Verticals:** To define verticals, HEI must undertake a survey in the local market to understand the needs of companies and the expectations of students. These verticals can be the basis of industry clusters operational in the region, from emerging technologies and from the international world of work also.

Industrial regions/clusters may include those places where industries have concentrated as a result of favourable geo-economic circumstances. These are places where a sizable portion of the populace works in the manufacturing area, which operates on a sizable scale. There are indicative clusters identified at central, state, micro and local government/administration levels and HEI at their own level can identify and also go beyond these clusters for internships. Further, there are certain verticals that HEI may incorporate as options while choosing a sector by a student while making registration and undergoing an internship/research internship. Some suggestive areas can be as follows:

- Trade and Agriculture Area
- Economy & Banking Financial Services and Insurance (BFSI) Area

- Logistics, Automotive & Capital Goods Area
- Fast Moving Consumer Goods (FMCG) & Retail Area
- Information Technology/Information Technology enabled Services & Electronics Area
- Handcraft, Art, Design & Music Area
- Healthcare & Life Science Area
- Sports, Wellness and Physical Education Area
- Tourism & Hospitality Area
- Digitisation & Emerging Technologies (Internet of Things/Artificial Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality, etc.) Area
- Humanitarian, Public Policy and Legal Service Area
- Communication Area
- Education Area
- Sustainable development Area
- Environment Area
- Commerce, Medium and Small-Scale Industries Area

The agriculture sector needs to be considered by HEI for the internship in rural regions like ours. For instance, Internships in agriculture, and related domains like farm internships, agriculture research internships, agri-business internships can be considered as an opportunity by undergraduate students. Similarly, internships in logistics, IT, and other industries located in the Mahindra SEZ can be another opportunity for students to undertake internships. The HEI at their level can explore the National Qualification Register and check the possible job roles across sectors for exploring the internship areas (<https://nqr.gov.in/>).

3. **Supervision & Mentorship:** Each intern shall be assigned an internship supervisor (IS) from the college, and mentor preferably from within the college or from other HEIs/Industry/NGO/Institute for a specified duration and conduct a time-bound internship project. The HEI (SXCJ) and the Internship Providing Organization (IPO) would play important roles in facilitating the smooth conduct of the internship.
4. **Group Internships:** A provision of group internship may also be considered for handling the chunk of students in a particular domain by HEI. The group can be identified for a particular theme assigned to a particular industry or HEI supervised by an internship supervisor and mentor. Students can also come together and submit their proposal to the RDC/RPC coordinator and then after the examination of the proposal the cell can approve/reject it. If the proposal is accepted by the cell, then the allocation of a supervisor as well as a mentor for the same could be made as per norms (Student centric rather than Institution Centric). The HEI can also explore the possibilities of joint project works with other HEIs for their students based on mutual understanding and agreements.
5. **Project Pool & Local Industry Linkage:** The institution, based on local assessment, programs offered by the institute can identify projects linked to the local industry needs and create a pool available on the portal. The student chooses a project, and he

must get a supervisor and mentor for it. The mechanism of local industry collaboration should be one of the focal points of HEI for providing internship opportunities to students.

6. **Course Integration:** The internship can be linked to the outcomes of value-added/skill-development/ability enhancement courses. HEI may have both backward and forward integrations for internships. For backward integration, the HEI can make use of ability-enhancement courses, value-added courses, and skill-enhancement courses. These courses should serve as a prerequisite for internships and should be handled as such.
7. **Digital Portal & API Integration:** A College shall build a digital platform for internship management, listing mentors, organisations, and opportunities with API readiness for central portal integration. The students can pick projects and get paired with chosen mentors along with an option of co-mentor from the same or any other reputed institution or organisations.
8. **Expert Pool Registration:** HEI needs to make their digital portals where they can register experts, agencies, industries, organisations, mentors, faculty members which are open and visible to students. Retired scientists, academics, industry professionals, artisans, farmers, and entrepreneurs shall be registered as mentors in various disciplines. The college should work with local bodies to identify community-based projects and grass-root workers identifying them as mentors. HEI must ensure that these portals have the scope of application programming interface (API) integration, so that when a central portal is available, integration can be made.
9. **Mentor Selection:** Students can choose industry mentor from HEIs/ research organizations/industrial R&D labs/Universities/other national reputed institutions/ organizations/ industries/ emergency professional/ NGOs/ local government officials/ outside India experts working at the international level/social networking sites (e.g., LinkedIn). A centrally managed Internship Portal would help in arranging the internship by the HEI for the students. The portal will provide information regarding various internship opportunities like Internshala, etc.
10. **Live Projects and Social Impact:** Projects can also be scoped and aligned to the study of the effectiveness of various government and non-government schemes as well. The live case study assignment can also be imparted as the project to the individuals which led learners to apply that learning in the real-life situation depending on the kind of course (e.g. law, management, social works). HEI may network with local administration and identify areas where students can work on assignments or projects that will give them exposure to social issues in the form of projects.
11. **Academic Continuity:** The students involved in the internship may continue their internship subject to the condition that his/her academic credits do not get affected in terms of attendance and other assignments. If the need arises, students may also have an opportunity to make use of summer & winter breaks for extending their learning from internships.
12. **Collaborative Models:** HEI can also look upon cluster models where institutions (2-3) can club or make a memorandum of understanding (MoU) for internships, the

information of same need to be mentioned on the portal of HEI and student may be willing to opt any and choose the mentor physically or digitally or any mentor outside also at national or international level.

13. **Faculty Development:** There must be a mechanism for the orientation of teachers/training of trainers'/faculty development programs and it should serve as a prerequisite for the HEI offering the internships in the programme. In the case of the 4-year program, the policy needs to be framed for students who have an interest in research right from the beginning at the undergraduate level.

6.0 ROLE OF INTERNSHIP PROVIDING ORGANISATION, NODAL OFFICER, INTERNSHIP SUPERVISOR AND MENTOR

6.1 Role of Internship Providing Organisation

Internship Providing Organisation (IPO) is any organisation, HEI, philanthropy, farmer, government organisation, R&D institutions, research labs, artisans, enterprises, institution/person of eminence, cooperatives, corporates providing an opportunity to the student for Internship during the programme.

- Internship providing organisation will connect with a nodal officer to look into the matter of facilitating the interns on arrival with registration, identity cards/ library cards/ internet subscription/ any other specific requirements, accommodation, etc.
- The mentor from internship providing organisation needs to provide time-to-time guidance to the candidate to have exposure to the research environment and employability market.

6.2 Role of Nodal Officer

Nodal Officer is an individual, who will be nominated as a member for the organisation and execution of internship opportunities in the institution. The person shall be from the Research & Development Cell of the HEI. He/she will ensure the organization and registration of students, mentors, organisations, internship supervisors on the HEI portal developed for internship.

- The Internship Programme will be fully organised, executed and monitored by the RDC of HEI through a Nodal Officer to be appointed by the Principal of the HEI.
- The nodal officer shall reach out to HEIs, research organisations, research labs, corporates, industry, etc. and moreover to local administrative offices like Deputy Commissioners and heads of certain government offices like labour, municipal, hospital, tourism, public relations, finance, agriculture, social welfare, etc. to seek the opportunity of an internship for the institution. For instance, the students can participate with the local government in processes of census, surveys and elections and other schemes with proper mentoring mechanisms.
- The nodal officer shall take care of the interns during their stay and address their problems, if any.
- The nodal officer shall connect with the organisation and make MOUs so as to facilitate the students for an internship during the course.

- The nodal officer must ensure the registration of students, internship supervisors, mentors and internship providing organisation in the portal.

6.3 Role of Internship Supervisor

An internship supervisor is any individual who will be nominated by the institution for monitoring, supervising, and evaluation of the student during the internship duration.

- Internship Supervisor shall be nominated at the start of the academic year for each batch.
- Internship Supervisor from the host institute should monitor the regularity of the intern at his/her workplace. Students should preferably inform the Internship Supervisor at least one day prior to availing leave during the internship except for emergencies.
- At the end of the internship, the Internship Supervisor shall ensure issuing of completion certificates to the intern.
- Internships offered by the organisation shall be followed by one project report and the assessment on the evaluation can be judged based on the innovativeness of that particular project, presentation and attendance by HEI.

6.4 Role of Mentor

A mentor is an empanelled individual professional who is identified by the HEI or by students himself/herself through their network. The mentor should be identified and his/her concurrence should be conveyed to the internship supervisor. He/she will be providing professional/research guidance to the student during the internship. The mentors will also facilitate networking with other subject matter experts/professionals, which will enhance the internship experience and learning of the intern. They shall be making the timely evaluation of a student and provide him completion certification/report for submission in HEI.

- The mentor needs to provide guidance to the students digitally or physically throughout the internship duration.
- The mentor needs to check and validate the performance of students fortnightly and after the completion of the internship, issue the certificate/report.
- The mentor must ensure the learning of competencies with research orientation among the students during the internship duration.
- HEI may integrate the job assigned to faculty with workload assessment.

7.0 INTERNSHIP MECHANISM

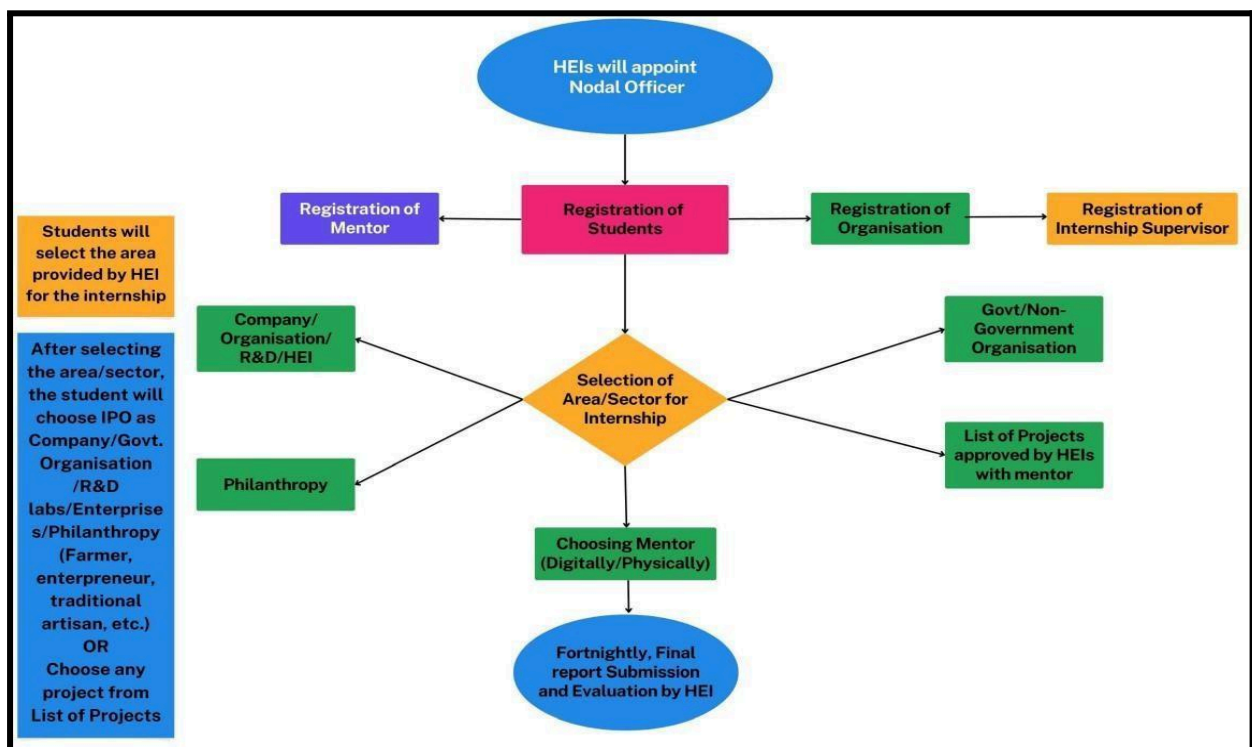
HEIs should develop a roadmap for the smooth functioning of

- (i) the internship programme under the Research and Development Cell at the HEI,
- (ii) the office of the nodal officer,
- (iii) internship portals and about roles and responsibilities of interns, supervisors and mentors,
- (iv) a list of projects and,
- (v) HEI and internship providing organisations, which may decide about Internship on mutually agreed terms and conditions.

Internship outcomes should have been incorporated in developing a perspective among the candidates or students towards a profession and their ability to deconstruct a job role and to become job-ready as soon as they enter into a job or a profession.

- A. Students shall apply for research internships on their own or through the mentor of their parent HEI by registering at the internship portal. The HEI should ensure that such a student has an appropriate orientation for internship related work.
- B. Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern through the portal itself or through the mail and will ask for confirmation or for acceptance.
- C. If a student fails to get an internship in physical mode, then the host institute should have a provision for digital or group internship.
- D. On receipt of an offer of internship, the student will arrange to consult the internship supervisor, obtain due permission from the parent institution and join the concerned host organization for an internship as per the suggested schedule.
- E. The student may undergo an internship in the supervisor’s lab/ working space at the host organization. During the period of internship, the parent HEI, through the internship supervisor and mentor, will arrange to keep track of the activities and performance of students as interns at the host organization, based on periodic reports submitted by students.
- F. On completion of Internship, interns will prepare an internship report and get it endorsed by the mentor.
- G. All students are required to submit the internship completion letter with a report in the Dean, R&D Office/college office.

Figure 1: Operational Structure of Internship



Source: UGC Guidelines, 2023

8.0 EVALUATION

A. Internship

1. The parent HEI shall examine/evaluate the student's performance following its evaluation method.
2. The evaluation of the internship will be carried out at the following stages:
 - a. The interns will be evaluated by the internship supervisor based on their efforts and research output.
 - b. The interns will be evaluated through seminar presentation or viva-voce at the HEI.
3. At HEI, the intern shall be evaluated through a seminar/viva voce on his/her work, by a duly constituted expert committee (One Internal and One external) including the internship supervisor, on the following suggestive aspects:
 - a. Activity logbook and evaluation report of Internship Supervisor
 - b. Format of presentation and the quality of the intern's report
 - c. Acquisition of skill sets by the intern
 - d. Originality and any innovative contribution
 - e. Significance of internship/research outcomes
 - f. Attendance

B. Research Internship

1. Internship offered by the organisation should be followed by one project report and the assessment on evaluation can be judged based on:
 - Innovativeness of Research
 - Presentation and,
 - Viva-Voce
2. The research project report shall have an undertaking from the student and a certificate from the research supervisor/mentor/advisor for originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma in the same Institution or any other Institution.
3. The viva-voce examination shall include both internal and external examiner. The HEI needs to follow their examination structure for the conduction of the examination.

9.0 SUGGESTIVE SECTORS FOR INTERNSHIP/RESEARCH INTERNSHIP

(i) Category I: The HEI shall identify sectors as given below in which students can carry out internships. However, this is only a suggestive list, and the HEI shall identify any other sector if required, subject to approval of the competent authority at the University of Rajasthan.

- A. Trade and Agriculture
- B. Economy and Banking/Financial Services and Insurance
- C. Logistics, Automotive & Capital Goods
- D. Fast Moving Consumer Goods & Retail
- E. Information Technology/InformationTechnology-enabled services & Electronics

- F. Handcraft, Art, Design & Music
- G. Healthcare & Life Science
- H. Sports, Wellness and Physical Education
- I. Tourism & Hospitality
- J. Digitisation & Emerging Technologies (Internet of Things/ Artificial Intelligence/ Machine Learning/ Deep Learning/Augmented Reality/Virtual Reality, etc.)
- K. Humanitarian, Public Policy and Legal Service
- L. Communication
- M. Education
- N. Sustainable development
- O. Agriculture sector-for internship in rural areas
- P. Any other rural and community-oriented sectors, including NGOs, SHGs, etc.

(ii) Category II

A. The RDC shall liaise and identify potential mentors from different knowledge institutions across the state/country and abroad who are willing to take interns of the respective HEI.

B. A pool of willing faculty members shall be identified to take interns in this category at the University of Rajasthan. This dynamic list will be made available and updated at the beginning of each semester through the University of Rajasthan portal. The entire application process, acceptance by a supervisor and completion of the internships will be done through an internship module.

C. For this purpose a limited number of internships shall be funded by the University (a nominal fellowship amount) with the condition that such internships must be carried out under identified supervisors who specialise in subjects which can potentially be aligned with SDGs and national goals, i.e., a certain number of internships under identified guides shall be sponsored by University in predefined themes that are aligned with SDGs and national goals.

D. As part of the forward integration, an affiliated college may also develop an inventory of predefined themes/projects, pairing them with potential mentors from Labs/R&D institutions and/or universities. Such measures have to be well publicised through notice boards and institution websites.

10.0 MISCELLANEOUS

1. In the case of a 4-year of UG degree programme, the University/HEI may offer 4 credits towards internships over and above the prescribed credits in the 4th year as per Curriculum and Credit Framework for Undergraduate Programme.

Summary:

1. Internship for NEP students is compulsory before the end of the third year, if the student exits after third year.
2. Internship is for 4 credits.
3. The duration is 120 hours/ 3 weeks after the fourth semester.
4. The students will apply for research internships which have to be approved by the mentor, obtain due permission from the Head of the Department and then join the concerned organization.
5. Every intern will be supervised by the respective class mentor.
6. A project report will be submitted at the end of the internship (presentation) which has to be approved by the class mentor.
7. There will be a seminar presentation/ viva at the end of the internship.
8. Internship Supervisor shall ensure issuing of completion certificates to the intern