



INTERNSHIP CURRICULUM FRAMEWORK

Scheme Options	Semester	Credits	CIE	SEE
Scheme A or B	VIII Semester	10	100	100

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1. Introduction

In alignment with the National Education Policy (NEP) 2020 and AICTE guidelines, Dayananda Sagar Academy of Technology and Management has incorporated Internship/Industry Training as an integral component of the B.E./ B.Tech as per the directives of VTU. The objective is to bridge the gap between academic learning and industry requirements, enhance employability skills, and promote experiential learning among students.

The framework provides guidelines of duration, eligibility, evaluation methodology, and roles of stakeholders involved in the successful implementation of internships. They are intended to provide clarity and uniformity across all affiliated institutions, ensuring that internships are meaningful, structured, and aligned with students' academic and professional goals.

Scope of Internships

Internships under NEP-2020 include opportunities to work with:

- Government and private organizations
- Higher education institutions and universities
- Research and development (R&D) labs and research organizations
- Non-government organizations (NGOs)
- Enterprises, startups, and entrepreneurial centers
- Business organizations and local industries
- Artists and craftspeople

These internships aim to bridge the gap between theoretical knowledge and practical application, enabling students to gain valuable insights into their chosen fields.

Internships are crucial part of the curriculum to provide students with practical, real-world experience in their field of study. The University offers various internship programs for engineering students, including those focused on innovation, societal impact, and entrepreneurial pursuits.

2. Objectives of the Internship

Internships serve as a bridge between academic learning and professional work environments. They provide students with hands-on experience, allowing them to apply their theoretical knowledge to practical situations.

2.1 Practical Application of Knowledge:

Internships enable students to implement what they have learned in classrooms in real-world settings. Academic concepts and theories often differ in practice, and internships help students gain first-hand experience in applying their knowledge effectively.

2.2 Skill Development:

Internships help students develop both technical and soft skills that are essential for career success. **Technical Skills:** Industry-specific skills such as programming, CAD modeling, financial analysis, laboratory techniques, data analysis. **Soft Skills:** Communication, teamwork, leadership, critical thinking, and problem-solving abilities that are crucial in any workplace.

2.3 Industry Exposure:

Internships provide students with direct exposure to the industry, helping them understand:

- Industry norms and standards
- Work culture and ethics
- Project management and workflow processes
- The expectations of employers/professionals

2.4 Networking Opportunities:

Internships offer a platform to connect with professionals, mentors, and industry leaders, which can help in future career growth.

2.5 Career Exploration:

Internships allow students to explore different career paths before making long-term commitments. They help in assessing:

- Interest in a specific job role
- Alignment of personal skills with industry demands
- Future opportunities in the chosen domain

2.6 Hands-on Experience:

Internships provide hands-on experience, making learning more engaging and effective. Real-life projects and challenges prepare students to handle professional responsibilities.

2.7 Adaptability and Professionalism:

Internships teach students how to:

- Adapt to different work environments
- Manage tasks under deadlines
- Follow workplace ethics and professionalism
- Handle constructive criticism and improve performance

2.8 Bridging the Gap between Academia and Industry:

There is often a difference between academic education and industry expectations. Internships help students bridge this gap by:

- Understanding how theories are used in practical applications
- Learning about emerging trends and technologies not covered in textbooks
- Gaining insights into real-world problem-solving

2.9 Enhancing Employability:

Employers often prefer hiring candidates with prior work experience. Completing an internship improves employability by:

- Adding practical experience to a resume
- Demonstrating the ability to work in a professional setting
- Showcasing skills learned during the internship

2.10 Research and Innovation:

Internships encourage students to think critically, solve real-world problems, and innovate new solutions. Some internships also provide research opportunities, allowing students to contribute to new developments in their field.

Internships are an essential part of career development, helping students transition from academic learning to professional work. They provide a practical foundation, boost employability, enhance skills, and allow for career exploration.

3. Areas or verticals for an internship

Further, there are certain verticals that colleges may incorporate as options while choosing a sector by a student while making registration and undergoing an internship/research internship. The list is indicative only

3.1 Engineering & Technology

- Software Development & IT: Web development, app development, cybersecurity, AI/ML, cloud computing, Deep Learning, Augmented Reality, Virtual Reality/ Information Technology
- ology/Information Technology-enabled services and Electronics are etc
- Digitalization & Emerging Technologies, Electronics & Communication.
- VLSI design, embedded systems, IoT, robotics.
- Mechanical & Smart Manufacturing: CAD/CAM, 3D printing, automation, industrial design.
- Civil Engineering: Structural design, construction management, geotechnical engineering.
- Electrical Engineering: Power systems, renewable energy, electric vehicles. etc

3.2 Core Industries

- Automobile: Automotive design, vehicle testing, electric vehicles (EVs).
- Aerospace: Aerodynamics, propulsion systems, UAVs.
- Energy & Sustainability: Renewable energy, green building design, energy auditing.
- Big, Medium, and Small-Scale Industries area etc.,

3.3 Management & Entrepreneurship

- Business & Marketing: Digital marketing, financial modeling, business analytics.
- Supply Chain & Operations: Logistics, procurement, lean manufacturing.
- Entrepreneurship: Startup incubators, innovation centers, business strategy.
- Tourism & Hospitality area etc.,

3.4 Research & Development

- AI & Machine Learning: Data science, NLP, computer vision.
- Biotechnology & Biomedical: Drug research, medical devices, bioinformatics.
- Nanotechnology & Material Science: Advanced materials, coatings, semiconductor technology.

Research Internship is a short-term academic or industry-based program where students or early-career researchers engage in hands-on research projects under the guidance of faculty members or industry experts. The primary goal is to provide practical exposure to research methodologies, data analysis, experimentation, and technical problem-solving.

Key Aspects of a Research Internship

i. Duration: Typically ranges from a few weeks to six months, depending on the program.

ii. Mentorship: Supervised by a professor, researcher, or industry expert.

iii. Research Focus:

- a. Conducting literature reviews
- b. Experimentation and data collection
- c. Analyzing and interpreting results
- d. Writing reports or research papers etc.,

iv. Domains: Research internships can be in various fields such as engineering, sciences, medicine, social sciences, or humanities.

v. Outcomes:

- a. Research publications (conference/journal papers)
- b. Prototype or proof-of-concept development
- c. Enhanced understanding of research methodologies

vi. Types of Research Internships

- Academic Research Internship: Conducted at universities, research institutes, or IITs/NITs.
- Industry Research Internship: Offered by R&D divisions of companies like ISRO, DRDO, Microsoft Research, etc.
- International Research Internship: Programs like DAAD (Germany), MITACS (Canada), or internships at foreign universities.

3.5 Emerging Technologies

- Cryptocurrency, smart contracts.
- AR/VR: Game development, simulation design.
- Artificial Intelligence and Machine Learning

- Internet of Things (IoT)
- Robotics and Automation
- Augmented and Virtual Reality
- Quantum Computing
- Blockchain Technology
- Advanced Materials and Nanotechnology
- Cybersecurity
- 5G and Next-Generation Communication Networks
- Clean Energy and Sustainable Technologies etc.,

3.6 Societal (Social) related activities

The internship at villages, slums or urban areas can be under social internship. The internship will be more fruitful, if students work in teams. The teams can select one or more fields to do their best in the field of agriculture, watershed management, wastelands development, non-conventional energy, low cost housing, sanitation, nutrition and personal hygiene, schemes for skill development, income generation, flood bank, government schemes such as

(i) Swachh Bharat: Swachh Bharat Mission, Swachh Bharat Abhiyan, or Clean India Mission is a countryside campaign to eliminate open defecation and improve solid waste management.

(ii) Accessible India: Accessible India Campaign or Sugamya Bharat Abhiyan is a program to serve the differently-able community of the country.

(iii) Digital India: A campaign to ensure the Government's services are made available to citizens electronically by improved online infrastructure and by increasing internet connectivity or making the country digitally empowered in the field of technology.

(iv) Beti Bachao and Beti Padhao: A campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls in India.

(v) Environment and Energy Conservation and Education, legal aid, consumer protection and allied field including Indian Red Cross society, National Cadet Corps, Bharat Scouts and Guides.

Societal activities is one of the NBA graduate attributes (reproduced below) covered under B.3. Mapping of internship programme outcome with NBA graduate Attributes by AICTE in its AICTE Internship Policy: Guideline and Procedures. The societal activities that are reproduced below.

The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

Environment and Sustainability: Understand the impact of the professional engineering solution in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development. Long term goal under Societal (social work) related activities, particularly at a rural area, results into a rural internship.

As most of the colleges and universities are usually located in the urban areas and long distance between the college campuses and the villages, the visit to villages may become expensive and time-consuming. Therefore, it is preferable, especially by colleges located in urban areas, to adopt slum/ economically weaker section areas for short-duration social internships to uplift the living conditions.

In view of the foregoing, internship coordinators should encourage students to take up societal internship as far as possible. Also, the internship coordinators must,

- a) Establish good rapport with the government officials and development agencies to seek the help of various government departments and agencies for technical advice and financial assistance.
- b) Select social internship projects very carefully in consultation with students so that the projects taken can be successfully completed within the stipulated time period. Successful completion of the projects can win appreciation and credit of the community.

3.7 Entrepreneurship Programs:

Programs that support students in developing their own startups.

3.8 A Rural Internship

A Rural Internship is a program designed to expose students, particularly engineering and management students, to rural life, challenges, and development opportunities. It typically involves spending a few weeks in rural areas, engaging in activities like:

- Surveying Rural Communities: Understanding local socio-economic conditions, infrastructure, and challenges.
- Problem Identification & Solutions: Identifying key issues like water scarcity, lack of sanitation, or poor educational facilities and proposing feasible solutions.
- Technical and Social Projects: Implementing small-scale engineering or management solutions, such as solar lighting, water filtration, or digital literacy programs.
- Interaction with Local Authorities & NGOs: Collaborating with panchayats, self-help groups, or NGOs working on rural development.

Rural internships align with Unnat Bharat Abhiyan (UBA) and other government initiatives to promote rural engagement among students.

In addition to fields such as trade and agriculture, handicrafts, art, design, music, healthcare and life sciences, sports, wellness and physical education, and environmental sciences, DSATM students can utilize these verticals for internships.

Above all, domains provide a strong foundation for students to pursue internship opportunities that align with their interests and career goals.

4. Internship Structure

4.1 Scheme A:

Swappable 7th and 8th Semesters: One-Semester Internship Model

In the current academic structure, Capstone Project Phase II (Bxx705) along with theory courses (Bxx701-704) are assigned to the seventh semester. Meanwhile, the eighth semester includes Capstone Project Phase-III (B**801) and a 14–15-week Internship (BINT802).

However, if all students statewide were to undertake the eighth semester reputed organizations might not have enough positions to accommodate everyone. To address this, the seventh and eighth semesters are designed to be interchangeable (swappable), allowing flexibility for internship placements.

During the ODD semester, approximately 50% of final-year students may opt to complete their eighth-semester components (Capstone Phase-III and Internship), while the remaining students continue with their seventh-semester theory courses and capstone project phase-II. In the EVEN semester, students will switch roles.

This swappable model ensures that all students can complete a one-semester internship by choosing from the following types of internships:

- **Industry Internship**
- **Rural Internship**
- **Post Placement training** as an internship (one semester duration), preferably in the 8th semester (even) duration.
- **Research Internship** in the identified research centers or research centers of the institute who is guiding funded research etc
- NSDC & reputed organizations' **Online Internships**
- **Internship under NATS** (National Apprenticeship Training Scheme)
- **Skill Enhancement Courses** under online.vtu.ac.in, Students must choose an appropriate combination of Skill Enhancement Courses to ensure that the total credits earned through SEC are equal to or greater than the credits assigned for the internship.

4.2 Scheme B:

One year (two-semester) duration Internship

- Students may choose to undertake a minimum two-semester industry internship that leads to project work. Along with an internship, students have to complete the PEC and OEC online courses of the 7th and 8th semesters.

- Students opting one year internship have to complete the theory courses (Bxx701-704) during 5th/6th semester.
- Students may opt for a minimum two-semester industry internship that results in the establishment of a start-up.
- Students may pursue a minimum two-semester research internship that leads to project work and includes paper publications in UGC-listed or Scopus-indexed journals.
- Post-Placement Training as Internship: Students selected by the university or college placement cell for a one-year salaried internship at a company, industry, or organization, leading to job confirmation. Such students will complete their project work individually under the guidance of a mentor or faculty member while participating in placement training.
- Students may opt for Skill Enhancement Courses (SEC) under online.vtu.ac.in in place of the internship and are required to complete a sufficient number of SECs to earn credits equivalent to those allotted for the internship.

These students will undertake their project work independently, under the supervision of a faculty member from their respective department.

5. Competencies to be developed during Industry Internships

During industry internships, students should develop a range of competencies to bridge the gap between academic knowledge and practical application. These competencies can be broadly categorized as follows:

5.1 Technical Competencies

- Domain-Specific Knowledge: Application of theoretical concepts in real-world scenarios.
- Software & Tools Proficiency: Hands-on experience with industry-standard software, tools, and technologies.
- Problem-Solving & Troubleshooting: Identifying and resolving technical challenges efficiently.
- Process Understanding: Familiarity with industry workflows, protocols, and standards.

5.2 Professional Skills

- Communication Skills: Effective verbal and written communication for reports, emails, and presentations.
- Teamwork & Collaboration: Working in multidisciplinary teams and understanding team dynamics.
- Time Management: Prioritizing tasks and meeting deadlines efficiently.
- Adaptability & Flexibility: Adjusting to new environments, tasks, and industry roles.

5.3 Industry Awareness & Work Ethics

- Business & Market Knowledge: Understanding industry trends, customer needs, and business strategies.
- Workplace Etiquette: Professional behavior, punctuality, and respect for organizational culture.
- Ethical & Legal Awareness: Adhering to industry standards, regulations, and ethical practices.
- Quality & Safety Standards: Understanding workplace safety protocols and quality assurance practices.

5.4 Innovation & Critical Thinking

- Analytical Thinking: Evaluating data, processes, and outcomes to make informed decisions.
- Creativity & Innovation: Suggesting new ideas or improvements in existing processes.
- Research & Development Skills: Engaging in research-oriented tasks, literature reviews, and technical studies.

5.5 Entrepreneurial & Leadership Abilities

- Decision-Making Skills: Assessing situations and making logical, informed choices.
- Project Management: Managing small-scale projects, budgeting and resource allocation.
- Leadership & Initiative: Taking responsibility, leading small tasks, and mentoring peers.

These competencies help students become industry-ready professionals, enhancing their employability and career prospect

- They should be able to analyze complex problem statements and develop solutions for real-world challenges.
- Students should possess strong comprehension skills to interpret oral and written research communications and present their own insights effectively.
- They should be capable of communicating technical information and research findings to their peers.
- Students should be aware of research ethics, professional accountability, and conduct, ensuring they practice ethical research and apply appropriate skills in their work.
- They should enhance their academic productivity by developing strong writing and reading skills and contributing to social and economic issues through their research in the future.
- Research interns should cultivate adaptability and flexibility to tackle new challenges at both organizational and individual levels, fostering teamwork and collaboration.

7. Competencies to be developed during post-placement training as Internships:

Post-Placement training internships help develop the following competencies:

- Workplace Etiquette: Email and meeting etiquette, punctuality, dress code, and professional conduct.
- Corporate Communication: Effective business writing, presentation skills, and inter-departmental communication.
- Time Management: Prioritization, scheduling tasks, meeting deadlines.
- Goal Setting: Setting short-term and long-term professional goals aligned with organizational objectives.
- Domain/Role-Specific Tools & Technologies: Practical proficiency in tools used in the job.
- Advanced IT Skills: Exposure to commonly used platforms like SAP, ERP, Git, Jira, etc.
- Project Management Basics: Understanding of agile, scrum, Kanban, and basic project lifecycle principles.
- Analytical Thinking: Ability to analyze data, interpret results, and make data-driven decisions.
- Critical Reasoning: Making informed judgments and troubleshooting problems effectively.
- Adaptability & Learning Agility: Learning quickly in new environments, dealing with ambiguity, and embracing feedback.
- Teamwork and Conflict Resolution: Working in diverse teams and resolving misunderstandings constructively.
- Leadership Readiness: Taking initiative, accountability, and emerging as a potential team leader.
- Empathy and Emotional Intelligence: Understanding workplace dynamics and interpersonal relations.
- Understanding Organizational Structure: Hierarchies, roles, and communication protocols.
- Corporate Values and Ethics: Aligning with the company's mission, vision, and code of conduct.

These competencies equip students with the necessary skills to excel in job interviews and corporate roles.

8. Role of Internship: Providing Organization, Nodal Officer, Internship Supervisor and Mentor

8.1 Role of the Internship Providing Organization

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

- The internship providing organization 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 the internship providing organization needs to provide time-to-time guidance to the candidate to have exposure to the research environment and the employability market.

8.2 Role of Nodal Officer (or Placement Officer):

Each college must establish an Internship Cell, headed by a Nodal Officer. The Nodal Officer may be the Placement Officer or any other faculty member nominated by the Principal/Director of the college.

The Nodal Officer for Internship at the college level plays a crucial role in ensuring the smooth planning, coordination, implementation, and monitoring of internship activities for students as per university or regulatory guidelines (like AICTE, UGC, or VTU directives). Below is a detailed outline of the roles and responsibilities of the Nodal Officer for Internship.

Role of the Nodal Officer for Internship (College Level)

1. Planning and Coordination

- Act as the primary point of contact between the college, university, industry partners, and students regarding internships.
- Formulate an internship calendar in alignment with the academic schedule and university guidelines.
- Coordinate with Heads of Departments (HoDs) and faculty to ensure all eligible students are identified and encouraged to undertake internships.

Communication and Awareness

- Conduct orientation and awareness sessions for students on the importance, procedures, and expectations of internships.
- Share information about available internship opportunities, eligibility criteria, deadlines, and application processes.

2. Internship Facilitation

- Support students in identifying suitable organizations based on their stream of study.
- Guide students in preparing resumes, applications, and letters of recommendation if needed.
- Assist in getting approval or no-objection letters from the college, if required by the internship provider.

3. Documentation and Compliance

- Maintain a record of internships undertaken by students, including:
 - Name of the student
 - Name of the organization
 - Duration and nature of internship
 - Internship completion certificates
- Ensure that students submit internship reports, evaluation forms, and feedbacks as per the prescribed format.

4. Monitoring and Supervision

- Assign faculty coordinators/mentors/supervisors to monitor the progress of students during internships.
- Coordinate/mentor/Supervisor regular updates and interim reports from students during the internship period.
- Ensure the evaluation process (internal/external) is completed timely and grades are submitted to the examination section as the internship is credit-based.

5. Reporting to the University

- Submit consolidated internship reports to the university or regulatory bodies as required.
- Participate in university-level meetings or training programs related to internships and share the knowledge with faculty and students.

6. Ensuring Quality and Feedback

- Collect feedback from students and industry mentors on the quality and outcome of the internship.
- Use feedback to improve the internship process and ensure alignment with academic objectives.

8.3 Role of the Internship Supervisor under the Nodal Officer

The Internship Supervisor (typically a faculty member assigned to supervise a group or batch of students) works under the

guidance of the Nodal Officer to ensure effective mentoring, monitoring, and evaluation of students during their internships.

Roles and Responsibilities:

➤ Guidance and Mentoring

- Guide students in selecting a relevant internship aligned with their academic background and career goals.
- Help students understand the learning objectives and expected outcomes of the internship.

➤ Approval of Internship Plan

- Review and approve the students' internship plans, including the organization, duration, and nature of work.
- Ensure that the internship aligns with the university's academic calendar and program outcomes.

➤ Monitoring and Communication

- Maintain regular contact with students during the internship period through email, calls, or scheduled reviews.
- Coordinate with industry mentors or supervisors, if necessary, to assess student performance and address concerns.

➤ Assessment and Evaluation

Evaluate students based on:

- Internship progress reports/logbooks
- Mid-term reviews
- Final internship reports
- Presentations or viva (as applicable)

Submit the evaluation marks/Grades to the Nodal Officer for record and further action.

➤ Documentation and Reporting

- Ensure students maintain proper documentation such as attendance, daily/weekly logs, and internship certificates.
- Submit a supervisor's evaluation report along with observations and recommendations.

➤ Feedback and Suggestions

- Collect and share feedback from students and industry mentors regarding the internship experience.
- Provide suggestions to the Nodal Officer for enhancing the effectiveness of future internship programs.

9. Recommended Types of Companies/Industries/Organizations for Internship (The list is indicative only).

All students are required to select their internship organization. Exclusively from the list available on the VTU Internship Platform.

If a company or organization is not listed on the platform, the respective Nodal Officer or Internship Coordinator must contact the concerned Internship In-Charge at VTU to initiate the process of adding the organization to the platform.

The organization will be approved and confirmed by VTU after verification by the designated committee.

9.1 Core Sector Industries (based on branch)

Mechanical/Civil/Electrical:

- L&T, BHEL, HAL BEL, Tata Projects, Ashok Leyland, JSW Steel, NTPC, KPCL, Indian Railways, etc.

Computer Science/IT:

- Infosys, TCS, Wipro, HCL, IBM, Tech Mahindra, Capgemini, Cognizant, startups, SaaS companies, etc.

Electronics/Telecommunication:

- BSNL, Qualcomm, Texas Instruments, DRDO labs, Bharat Electronics, Nokia Networks, etc.

Aeronautical/Automobile:

- HAL, DRDO, NAL, ISRO, Tata Motors, Mahindra, Maruti Suzuki, General Motors, etc.

Chemical/Textile Technology:

- TATA Chemical Limited, Solar Industries India Limited, Gujarat Heavy Chemical limited, Indaglycols Limited, Gujarat Alkalies and Chemical Limited, Linde India Limited, etc
- Arvind Mills Limited, Arvee denim Limited, Acil Cotton Limited, Addi Industries Limited, Alok Industries Limited, Ambika Cotton Mills Limited. etc

9.2 Government & Public Sector Units (PSUs)

- Indian Railways
- ISRO, DRDO, NAL
- NTPC, BHEL, ONGC
- PWD, CPWD, BBMP (for Civil Engg.)
- Karnataka Power Transmission Corp. (KPTCL), etc.

- Karnataka German
- National Apprenticeship Training Scheme (NATS) South Zone
- Karnataka German Multi-Skill Development Centers, Karnataka
- NTT pan India organizations
- Mangalore Refinery and Petrochemical Limited.
- Karnataka Soap and Detergent Limited
- Hatti Gold Mines
- Karnataka Milk Federation etc

9.3 MSMEs & Startups

- MSMEs/Organizations/Industries registered with MSME
- Registered under Startup India, K-tech, NSRCEL, NASSCOM 10,000 Startups, etc
- offers practical exposure and flexible work roles.
- VTU Startups at the VTU head office and regional centers

9.4 Research & Academic Institutions

- IISc, IITs, ITTs, CSIR Labs
- VTU's Research Centers
- AICTE IDEA Labs at VTU Muddenhalli
- Internship under faculty-led funded projects (AICTE, DST, DBT, etc.)
- VTU Approved Research Centers at affiliated colleges

9.5 Incubation & Innovation Centers

- Atal Incubation Centers (AIC)
- Technology Business Incubators (TBIs)
- MSME Technology Centers
- VTU's innovation and research centers (VIRF), Belagavi etc

9.6 Professional Organizations & NGOs

- CSI, FICCI, NASSCOM, IEEE, ISTE, etc.
- NGOs working in technology, education, sustainability, or development (relevant for interdisciplinary students).

9.7 AICTE-Approved Internship Platforms

- AICTE Internship Portal (<https://internship.aicte-india.org/>)
- TULIP - for urban learning under smart cities
- NEAT, YUKTI, and NPTEL project-based internships

9.8 Industry-Academia Collaborations

- Through MoUs signed by the university/Colleges (approved by the University)
- Industry partners supporting curriculum development, training, and placements

9.9 Companies/Organizations/Industries

Listed on the Internship platform of the university (<https://www.internships.vtu.ac.in/>)

The list mentioned is suggestive only; however, the college can seek the opinion from the university through the nodal officer internship for any of the queries.

10 Documents to be submitted by the students for evaluation of the CIE and SEE of the Internship

10.1 Student's Diary

The main purpose of writing a daily diary is to cultivate the habit of documenting and to encourage the students to search for details. It develops the students' thought process and reasoning abilities. The students shall record in the daily training diary the day to day account of the observations, impressions, information gathered and suggestions given, if any, and activities carried out. It should contain the sketches and drawings related to the observations made by the students. The daily training diary should be signed after every day or at least twice a week by the Faculty/ in charge of the section (external expert) where the student has been working. Student's Diary should be submitted by the students along with their attendance records. It shall be evaluated on the basis of the following criteria:

- (i) Regularity in the maintenance of the diary.
- (ii) Adequacy and quality of information recorded.
- (iii) Drawings, sketches and data recorded.
- (iv) Thought process and recording techniques used.
- (v) Organization of the information

10.2 Industry-Internship Report

After completion of Internship, the student shall prepare, with daily diary as reference, a comprehensive report in consultation with the mentor/s to indicate what he has observed and learnt in the training period along with the internship outcome. The training report should be signed by the Internship supervisor.

The Internship report shall be evaluated on the basis of the following criteria and/or other relevant criteria pertaining to the activity completed.

- (i) Originality.
- (ii) Adequacy and purposeful write-up.
- (iii) Organization, format, drawings, sketches, style, language etc.
- (iv) Practical applications, relationships with basic theory and concepts taught in the appropriate course.
- (v) Variety and relevance of learning experience.

"The above information may also be utilized by students pursuing internships at start-up companies or Incubation Centers for the purpose of preparing their internship reports."

10.3 Research Internship Report

The students undergoing research internship have to make a report (project report) which contains: Title of the Research work, Content table, Abstract, Literature Review, methodology, work done and results, Conclusion and future work, certificate signed by the research guide.

10.4 Societal Internship Report

The report should contain

- Title (for example- Enhancing Digital Literacy in Rural Communities of Belagavi District)
- Abstract- containing Societal problem addressed, nature of internship work,
- Introduction- Purpose of societal internship, Need for community engagement, Relevance of the chosen activity, Objectives of the internship.
- Provide an overview of the NGO / government department / community project, including the key activities and mission of the organization. Mention how the organization's objectives align with the goals of the internship, especially if the activity is supported or facilitated by the organization.
- Description of Activities Undertaken- Detailed explanation of tasks done during the internship. Community interaction and stakeholder involvement (Photos).
- Outcomes and Impact- Tangible benefits to the community, Number of people reached, Problems identified and addressed, Feedback from beneficiaries (quotes, surveys, etc.).
- Conclusion- Summary of contributions and insights, Final thoughts on the experience and relevance to professional and civic responsibility.

10.5 Post-Placement Training Report

The report should contain:

- Name of the Institution, Name of the Student, USN / Roll Number, Name of Program, Name of the Company, Duration of Training (Start Date – End Date), Mode of Training (Online / Offline / Hybrid), Submitted to: [Department/Coordinator Name], Date of Submission
- Summary of the Training: Duration: [Start Date] to [End Date], Mode [Online / Offline / Hybrid], Training Partner (if any): [Company Name], The training was structured into daily sessions with assessments, practice tests, mock interviews, and interactive tasks.

“The college is required to register the company's name on the VTU Internship Platform

(<https://vtuinternship.vtu.ac.in/>) in cases where students have been placed and have received an official invitation letter for training.”

11. Evaluations (CIE and SEE)

11.1 Continuous Internal Evaluation

CIE Marks Distribution

	Internal Mentor Marks	Industry/External Mentor	Total
Review 1	25	25	50
Review 2	25	25	50
Total			100

Intermediate Reviews

1. Two Intermediate Reviews shall be conducted during the internship period to assess the progress and outcomes of the internship work.
2. The reviews shall be conducted by the Faculty Mentor and designated evaluators as per the category of internship.
3. For Research and Industry Internships, each Intermediate Review shall be evaluated jointly by the Internal Examiner and External Examiner, with equal weightage assigned to both evaluators.
4. For Skill Enhancement Training Internships, the Intermediate Reviews shall be conducted and evaluated by the College Internal Committee as per VTU guidelines.
5. Students shall present the work completed, progress achieved, challenges encountered, outcomes attained, and supporting evidence during each review.
6. Students shall maintain an Internship Diary/Logbook, progress reports, attendance records, certificates, and other relevant documents for verification during the review process.
7. Intermediate Reviews may be conducted in online or offline mode based on institutional requirements.
8. Faculty Mentors shall monitor student progress and coordinate the scheduling and conduct of the Intermediate Reviews.

CIE Marks for Internship

1. The marks obtained in the two Intermediate Reviews shall be considered for the award of Continuous Internal Evaluation (CIE) marks.
2. Each Intermediate Review shall carry 50 marks.
3. The cumulative marks obtained in the two Intermediate Reviews shall constitute the Internship CIE marks out of 100.
4. The CIE marks shall be entered in the VTU University Portal as per the prescribed schedule and procedures notified by the University.
5. The formats and rubrics for review are provided further

(i) Single discipline:

The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two faculty members of the Department, one of whom shall be the Guide/Supervisor. The CIE marks awarded for the internship shall be based on the evaluation of the diary, report, presentation skill and question and answer session in the ratio 50:25:25.

(ii) Interdisciplinary:

The CIE marks awarded for the internship shall be group viva at the institution level with the participation of all guides of the internship. Participation of external guide/s, if any, is desirable. The CIE marks awarded for the internship shall be based on the evaluation of the diary, report, and presentation skill and answer session in the ratio 50:25:25.

Rubrics to be followed for CIE

- Excellent 80 to 100
- Good 60 to 79
- Satisfactory 40 to 59
- Unsatisfactory and fail <35

RUBRICS FOR INDUSTRY INTERNSHIP (CIE)

Review 1

TO BE EVALUATED BY THE INTERNAL COMMITTEE for 25 Marks

A committee shall be constituted comprising the Head of the concerned Department (or the HoD's nominee) and three faculty members, including one from the parent department, the project guide, and one faculty member from another department

Performance Indicator	Maximum Marks	HIGH	MODERATE	LOW
Industry Internship daily report (PO 9)	10	The diary is exceptionally detailed, well-organized, and comprehensive. Entries are consistently on time, with complete details of the industry internship, clear documentation of tasks, and use of relevant evidence (e.g., visuals, charts). (7-10)	The diary is adequately detailed but may lack consistency. Details of the industry internship and documentation are present but somewhat incomplete. Evidence is limited. (4-6)	The diary is missing significant content, disorganized, and poorly written. Details of the internships are absent or irrelevant, with no evidence provided. (0-3)
Deliverables and Outcomes (PO 3, PO4 & PO 5)	10	Deliverables exceed expectations and provide significant value. (7-10)	Deliverables are completed but with limited impact or quality. (4-6)	Fails to deliver tasks or creates no measurable outcomes. (0-3)
Presentation Skills (PO 9)	05	Contents of the presentations are appropriate and well delivered. (4-5)	Contents of the presentations are appropriate but not well delivered. (2-3)	Contents of the presentations are not appropriate and not well delivered. (0-1)

RUBRICS FOR INDUSTRY INTERNSHIP (CIE)

Review 1

TO BE EVALUATED BY THE EXTERNAL GUIDE for 25 Marks

***** Institute has to make an arrangement to send a mail to the external guide and to obtain the marks. Required to keep the mail copy received from the External guide.**

Performance Indicator	Maximum Marks	HIGH	MODERATE	LOW
Technical Knowledge (PO 1 & PO 2)	10	Demonstrates in-depth understanding and exceeds expectations. (7-10)	Demonstrates adequate knowledge but requires moderate guidance. (4-6)	Lacks understanding and fails to contribute meaningfully. (0-3)
Work Ethics (PO 7)	05	Consistently exceeds expectations in punctuality, reliability, and professionalism. (4-5)	Occasionally falls short of expectations in punctuality or reliability. (2-3)	Consistently fails to demonstrate professionalism or reliability. (0-1)
Deliverables and Outcomes (PO 3, PO4 & PO 5)	05	Deliverables exceed expectations and provide significant value. (4-5)	Deliverables are completed but with limited impact or quality. (2-3)	Fails to deliver tasks or creates no measurable outcomes. (0-1)
Ability to learn independently, adapt to new and emerging technologies, and exhibit critical thinking (PO 11)	05	Consistently demonstrates independent learning, adapts quickly to new technologies, and applies critical thinking to solve problems. (4-5)	Sometimes demonstrates independent learning and adaptability; applies basic critical thinking in familiar contexts. (2-3)	Rarely demonstrates independent learning; struggles to adapt or think critically without direct instruction. (0-1)

VIII Semester: INDUSTRY INTERNSHIP, REVIEW 1 - EVALUATION SHEET (Internal Committee)
MAXIMUM MARKS: 25

USN	Student Name	Industry Internship daily report (10 Marks)	Deliverables and Outcomes (10 Marks)	Presentation Skills (05 Marks)	TOTAL MARKS (25 Marks)

Remarks by the Committee members

Name and Signature of the committee members with date:

Guide

Evaluator 1

Evaluator 2

Signature of the HoD with date

VIII Semester: INDUSTRY INTERNSHIP, REVIEW 1 - EVALUATION SHEET (External Guide)
MAXIMUM MARKS: 25

USN	Student Name	Technical Knowledge (10 Marks)	Work Ethics (5 Marks)	Deliverables and Outcomes (5 Marks)	Ability to learn independently, adapt to new and emerging technologies, and exhibit critical thinking (5 Marks)	TOTAL MARKS (25 Marks)

Remarks by the External Guide

*** The Internal Guide is responsible for maintaining the email correspondence containing feedback from the External Guide, as well as recording the marks awarded by the External Guide based on the provided evaluation rubrics.

Signature of the External Guide with date

Signature of the Internal Guide with date

Signature of the HoD with date

RUBRICS FOR RESEARCH INTERNSHIP (CIE)

Review 1

TO BE EVALUATED BY THE INTERNAL COMMITTEE for 25 Marks

A committee shall be constituted comprising the Head of the concerned Department (or the HoD's nominee) and three faculty members, including one from the parent department, the project guide, and one faculty member from another department

Performance Indicator	Maximum Marks	HIGH	MODERATE	LOW
Literature Survey & Relevance to Present Context (PO 2 & PO 4)	5	An extensive literature survey was conducted and collected good information about the existing system. (4-5)	A moderate literature survey was made and some basic information about the existing system was collected. (2-3)	Inadequate literature survey was made and not basic information about the existing system was collected. (0-1)
Problem Identification and Objectives (PO 1 and PO 2)	5	Detailed and extensive explanation of the purpose of the Project. Objectives are clear, specific, measurable, and aligned with the project's purpose. They effectively guide the project's direction. (4-5)	Brief explanation of the purpose of the project. Objectives are somewhat clear and relevant but may lack specificity, measurability, or full alignment with the project's purpose. (2-3)	Problem Identification is not clear. Objectives are vague, lack focus, or do not align well with the project's purpose. They fail to provide a clear direction. (0-1)
Implementation (Theoretical analysis/ Experimental observations/ Fabrication / Testing) (PO 1, PO 2, PO 3, PO 4, PO 5 & PO 10)	5	Implementation methodology of each of the objectives are very well defined. Well planned methodology. (4-5)	Implementation methodology of each of the objectives are moderately done. Moderately planned methodology. (2-3)	The defined objectives are not implemented properly. Poor planning was observed. (0-1)
Research Internship daily report (PO 9)	10	The diary is exceptionally detailed, well-organized, and comprehensive. Entries are consistently on time, with complete details of the research internship, clear documentation of tasks, and use of relevant evidence (e.g., visuals, charts). (7-10)	The diary is adequately detailed but may lack consistency. Details of the research internship and documentation are present but somewhat incomplete. Evidence is limited. (4-6)	The diary is missing significant content, disorganized, and poorly written. Details of the research internships are absent or irrelevant, with no evidence provided. (0-3)

RUBRICS FOR RESEARCH INTERNSHIP (CIE)

Review 1

TO BE EVALUATED BY THE EXTERNAL GUIDE for 25 marks

*** Institute has to make an arrangement to send a mail to the external guide and to obtain the marks. Required to keep the mail copy received from the External guide.

Performance Indicator	Maximum Marks	HIGH	MODERATE	LOW
Literature Survey & Relevance to Present Context (PO 2 & PO 4)	5	An extensive literature survey was conducted and collected good information about the existing system. (4-5)	A moderate literature survey was made and some basic information about the existing system was collected. (2-3)	Inadequate literature survey was made and not basic information about the existing system was collected. (0-1)
Problem Identification (PO 2)	5	Detailed and extensive explanation of the purpose of the Project. (4-5)	Brief explanation of the purpose of the project. (2-3)	Problem Identification is not clear. (0-1)
Objectives (PO 1)	5	Objectives are clear, specific, measurable, and aligned with the project's purpose. They effectively guide the project's direction. (4-5)	Objectives are somewhat clear and relevant but may lack specificity, measurability, or full alignment with the project's purpose. (2-3)	Objectives are vague, lack focus, or do not align well with the project's purpose. They fail to provide a clear direction. (0-1)
Implementation (Theoretical analysis/ Experimental observations/ Fabrication / Testing) (PO 1, PO 2, PO 3, PO 4, PO 5 & PO 10)	10	Implementation methodology of each of the objectives are very well defined. Well planned methodology. (7-10)	Implementation methodology of each of the objectives are moderately done. Moderately planned methodology. (4-6)	The defined objectives are not implemented properly. Poor planning was observed. (0-3)

VIII Semester: RESEARCH INTERNSHIP, REVIEW 1 - EVALUATION SHEET (Internal Committee)
MAXIMUM MARKS: 25

USN	Student Name	Literature Survey & Relevance to Present Context (5 Marks)	Problem Identification and Objectives (5 marks)	Implementation (Theoretical analysis/ Experimental observations/ Fabrication / Testing) (5 marks)	Research Internship daily report (10 marks)	TOTAL MARKS (25 Marks)

Remarks by the Committee members

Name and Signature of the committee members with date:

Guide

Evaluator 1

Evaluator 2

Signature of the HoD with date

VIII Semester: RESEARCH INTERNSHIP, REVIEW 1 - EVALUATION SHEET (External Guide)
MAXIMUM MARKS: 25

USN	Student Name	Literature Survey & Relevance to Present Context (5 Marks)	Problem Identification (5 marks)	Objectives (5 marks)	Implementation (Theoretical analysis/ Experimental observations/ Fabrication / Testing) (10 marks)	TOTAL MARKS (25 Marks)

Remarks by the External Guide

*** The Internal Guide is responsible for maintaining the email correspondence containing feedback from the External Guide, as well as recording the marks awarded by the External Guide based on the provided evaluation rubrics.

Signature of the External Guide with date

Signature of the Internal Guide with date

Signature of the HoD with date

RUBRICS FOR SKILL ENHANCEMENT TRAINING (CIE) Review 1
TO BE EVALUATED BY THE INTERNAL COMMITTEE for 50 Marks

A committee shall be constituted comprising the Head of the concerned Department (or the HoD's nominee) and three faculty members, including one from the parent department, the project guide, and one faculty member from another department

Performance Indicator	Maximum Marks	HIGH	MODERATE	LOW
Conceptual Understanding (PO 1)	10	Demonstrates strong conceptual clarity; explains and applies concepts independently	Basic understanding; able to explain with some support	Limited understanding; unable to explain concepts clearly
Application in Real-World Context (PO 2)	5	Effectively applies knowledge to real-world/industry scenarios independently	Applies knowledge to familiar problems with guidance	Unable to apply knowledge in practical situations
Use of Tools & Technologies (PO 5)	5	Uses tools/technologies efficiently and appropriately without assistance	Uses tools with basic proficiency; occasional errors	Limited or incorrect use of tools
Problem Solving and Practical Skill Competency (PO 2 and PO 3)	10	Solves problems independently with effective practical skills and accuracy	Solves basic problems with guidance; moderate skill level	Struggles to solve problems; lacks practical competency
Industry Readiness & Professionalism (PO 7 and PO 11)	5	Demonstrates professional behavior, responsibility, and adaptability to industry environment	Shows acceptable professionalism with minor gaps	Lacks professional attitude and workplace readiness
Skill Enhancement Training daily report (PO 9)	10	The diary is exceptionally detailed, well-organized, and comprehensive. Entries are consistently on time, with complete details of the research internship, clear documentation of tasks, and use of relevant evidence (e.g., visuals, charts). (4-5)	The diary is adequately detailed but may lack consistency. Details of the research internship and documentation are present but somewhat incomplete. Evidence is limited. (2-3)	The diary is missing significant content, disorganized, and poorly written. Details of the research internships are absent or irrelevant, with no evidence provided. (0-1)
Presentation Skills (PO 9)	5	Contents of the presentations are appropriate and well delivered. (4-5)	Contents of the presentations are appropriate but not well delivered. (2-3)	Contents of the presentations are not appropriate and not well delivered. (0-1)

VIII Semester: SKILL ENHANCEMENT TRAINING, REVIEW 1 - EVALUATION SHEET (Internal Committee)
MAXIMUM MARKS: 50

USN	Student Name	Conceptual Understanding (10 Marks)	Application in Real-World Context (5 Marks)	Use of Tools & Technologies (5 Marks)	Problem Solving and Practical Skill Competency (10 Marks)	Industry Readiness & Professionalism (5 Marks)	Skill Enhancement Training daily report (10 Marks)	Presentation Skills (5 Marks)	TOTAL MARKS (50 Marks)

Remarks by the Committee members

Name and Signature of the committee members with date:

Guide

Evaluator 1

Evaluator 2

Signature of HOD

VIII Semester: INDUSTRY INTERNSHIP, REVIEW 2 - EVALUATION SHEET
MAXIMUM MARKS: 50

USN	Student Name	Industry Internship daily report (10)	Deliverables and Outcomes (10)	Presentation Skills (5)	Technical Knowledge (15)	Ability to learn independently, adapt to new and emerging technologies, and exhibit critical thinking (5)	Individual / Working in a group (5)	TOTAL (50)

Remarks

Signature of the Internal with date

Signature of the Internship Guide with date

Signature of the External with date

Signature of the HoD with date

11.2 Semester End Examinations:

SEE Marks Distribution

	Understanding, Technical Knowledge, Dairy/Report	Presentation	Viva Voce	Total
Marks	50	25	25	100

(i) Single discipline:

Each individual's or group member's contribution and performance during the internship shall be assessed separately in the Semester-End Examinations (SEE) conducted by the department. The evaluation will be based on the internship diary, report, presentation skills, and a question-and-answer session, in the ratio of 50:25:25, respectively. The examination panel will consist of two evaluators: one internal examiner from the parent department and one external examiner from an industry or institution other than the student's parent institution. Both examiners will be appointed by the university in accordance with the examination schedule announced by the university.

(ii) Interdisciplinary:

In the case of interdisciplinary internships, the contributions and performance of each group member shall be evaluated individually during the Semester-End Examination (SEE), which will be conducted separately by the departments to which the respective students belong. The assessment will be based on the internship diary, report, presentation skills, and a question-and-answer session, with marks distributed in the ratio of 50:25:25. The evaluation team will comprise two internal examiners from different departments involved in the internship and one external examiner from an industry or institution other than the students' parent institute.

Rubrics to be followed for SEE

Sl. No	Criteria	Weightage	Performance Indicator						
01	Understanding of Organization / Training Technical Knowledge Gained / Skills Acquired	50% of the total marks	Demonstrates a clear understanding of organization type of Training undergone: its objectives. Demonstrates application of academic knowledge learnt during specific field technologies or techniques, Learns and applies safety/ethical practices if applicable.						
	Quality of the internship report (Diary)/(Report)		Technologies, or techniques Learns and applies safety/ethical practices if applicable. Report as per the format - includes introduction, objectives, methodology, outcomes, and conclusion. Clarity of thought, articulation, confidence during presentation and response during presentation.						
02	Presentation Through PPT	25% of the maximum marks							
03	Viva-Voce Question and Answer session	25% of the maximum marks	Clarity of thought, articulation, confidence during presentation and response during presentation.						
Letter Grade		Outstanding	A+ Excellent		A Very Good	B+ Good	B Average	C Pass	F Fail
% of Marks Secured		90-100	80-89		70-79	60-69	55-59	50-54	40-49

11.3 SEE of Research Internship

1. Internship offered by the organization should be followed by one project report and the assessment on evaluation can be judged based on
 - a. Innovativeness of Research
 - b. Presentation and,
 - c. 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.

The viva-voce examination shall include both internal and external examiners. The HEIs need to follow their examination structure for the conduct of the examination.

11.4 Skill Enhancement Courses as an Internship

Students who opt for Skill Enhancement Courses offered exclusively through <http://online.vtu.ac.in>, the only VTU-approved platform for such courses, will have their Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) conducted by the Center for Online Education, Mysuru, in a proctored online mode.

These examinations, being conducted at the university level, are considered final and binding, and hence, such students are not required to undergo separate CIE or SEE at the college level. Colleges are instructed to collect the marks awarded by the Center for Online Education for these courses and upload the same to the VTU examination portal as and when instructed by the University.

Students opting for online NSDC internships through organizations listed on the Centralized Internship Platform must appear for both CIE and SEE at their respective colleges, even if the online training provider conducts internal evaluations and assessments after the training. However, the marks awarded by the organization will be collected and averaged with the CIE and SEE marks awarded at the colleges. The final averaged marks from the internship training provider and college will then be uploaded by the colleges to the university's examination portal.

Rubrics to be followed for SEE

SI No	Criteria	Weightage	Performance Indicator
01	Understanding of Training	50% of the total marks	Demonstrates a clear type of Training undergone: its objective
	Technical Knowledge Gained / Skills Acquired		Demonstrates application of academic knowledge learnt during specific field technologies or techniques, Learns and applies safety/ethical practices if applicable
	Quality of the internship report (Diary)/(Report)		Report as per the format - includes introduction, objectives, methodology, outcomes, and conclusion. Clarity of thought, articulation, confidence during presentation
02	Presentation Through PPT	25% of the maximum marks	Clarity of thought, articulation, confidence during presentation
03	Viva-Voce Question and	25% of the	Clarity of thought, articulation, confidence during

	Answer session	maximum marks	presentation				
Letter Grade	Outstanding	A+ Excellent	A Very Good	B+ Good	B Average	C Pass	F Fail
% of Marks Secured	90-100	80-89	70-79	60-69	55-59	50-54	40-49

11.5 The University will notify any revisions or updates about the evaluation of various types of internships. The same shall be intimated for any changes during the process.

APPENDIX

Consent of Internship Mentor/Supervisor (college letterhead)

I having designation Assistant Professor/ Associate Professor/Professor nominated as mentor/supervisor in the organization..... hereby extend my consent to allow the student Mr/Ms.....of semesterUSN.....of.....Department to do the internship inorganization during the for the period.....

Mr./Ms./Ms.or myself will act as an Internship Mentor

Signature

Name:

Designation:

Address:

Emails:

Seal of the Organization

Internship Completion Certificate

It is certified that Mr./Ms./Mrs.....S/D/o.....

Department.....bearing USN.....of Department/ College/ Institute
.....carried out his/her internship from.....to.....in this organization.

On the bases of his/her regularity, punctuality, interest shown towards learning skills, team participation, work experience and meeting internship objectives, a score of marks out of 100 marks is awarded.

Remarks, if any

Date:

Signature of Mentor

Name of Mentor

Designation:

Address:

Email:

Seal of the Organization

Format of Internship Report

A. Report of Internship

Points to be covered:

- i Cover page
 - ii Certificate
 - iii Acknowledgments
 - iv Index of Contents
 - v About the Organization
 - vi Objectives of Internship
 - vii Learning experiences
 - viii Learning outcomes
 - ix Conclusion/Summary
 - x Attachments (if necessary)
-

Cover Page

INTERNSHIP REPORT

ON

(Title of the Internship Program Report in CAPITAL LETTERS)

By Name of the Student

USN.

[University Logo]

Name of Department/College/Institute

Visvesvaraya Technological University, Belagavi

Year of submission

CERTIFICATE

“Certified that this Internship report is an original report of work done by me under the guidance of Internship Mentor/Supervisor Mr./Mrs./Dr. _____ and under the supervision of Internship Supervisor(Industry) Mr./Mrs./Dr _____ submitted as a part of the Internship Course of Undergraduate Programme of Visvesvaraya Technological University, Jnana Sangama, Machhe, Belagavi-590018”.

Date: **Signature of the student**

Sign. Of Internship Supervisor (College level/Industry)
