



SNDT Women's University, Mumbai

On the Job Training Policy

for

UG and PG Degree Programs

as per NEP-2020

With effect from

2023-24 (PG Degree Programs)

2024-25 (UG Degree Programs)

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1. Introduction:

On-the-Job Training (OJT) acts as a crucial link between classroom learning and real-world practice, highlighting its fundamental importance across all academic programs. SNDT Women's University, Mumbai, has integrated OJT opportunities into its curriculum for undergraduate and postgraduate degree programs in alignment with the National Education Policy 2020 (NEP-2020) and state government guidelines.

OJT provides students with valuable hands-on experiences, facilitating technical skill development, problem-solving abilities, and a deeper understanding of industry operations. Embedded within the curriculum, OJT ensures students gain practical experience and apply theoretical knowledge in real-world settings, aligning with NEP-2020 guidelines emphasizing practical learning and skill development.

From an institutional perspective, OJT fosters a close relationship between academia and industry, offering insights into evolving industry demands. This collaboration enables continuous improvement of academic programs, promoting innovation and adaptation, and preparing students for changing industry landscapes.

Moreover, OJT serves as a platform for faculty members to enhance their teaching methods and stay updated on industry trends. Through their involvement in OJT programs, educators gain firsthand experience with real-world applications, enabling them to provide meaningful guidance to students. This practical learning not only improves the quality of education but also strengthens the connection between academia and real-world challenges.

Through collaborative efforts, SNDT Women's University aims to equip students with necessary skills, aligning with NEP-2020 principles, and offering a conducive environment for practical learning and professional growth.

2. Objective and Vision:

The objectives of the On-the-Job Training (OJT) program for students enrolled in State Higher Education Institutions (HEIs) are as follows:

- a) **Exposure to Real-World Work Environments:** OJT provides students with exposure to authentic work environments, offering insights into industry practices, processes, and challenges that cannot be replicated in classrooms. This immersion prepares students to become competent professionals in their respective fields.
- b) **Acquisition and Refinement of Practical Skills:** OJT offers opportunities for students to acquire and refine real-time technical and managerial skills necessary for job readiness. Through hands-on experience, students develop practical expertise, problem-solving abilities, and critical thinking skills, enhancing their professional competency.
- c) **Hands-on Experience in Collaborative Settings:** OJT facilitates hands-on experience in teamwork, communication, work ethics, and conflict resolution, thereby enhancing students' professional skills. By collaborating with peers and industry professionals, students cultivate essential attributes for lifelong learning and professional development.
- d) **Establishment of Industry Links for Future Opportunities:** OJT establishes links between students and potential future job or research opportunities. By networking with professionals and gaining industry exposure, students broaden their career prospects and lay the foundation for successful transitions into the workforce or further academic pursuits.
- e) **Flexibility and Scope:** The OJT program typically spans 4-6 weeks, requiring a minimum of 120 hours of physical presence at the organization. Students are encouraged to secure their OJT placements, with support and guidance available from the University Departments/institution. OJT is expected to take place outside the academic institution to expose students to real-world work environments. The scope of OJT covers a wide range of subjects, allowing students to align their

experiences with their academic interests. Flexibility is provided to accommodate changing dynamics, including the option for online OJT sessions.

3. Benefit of OJT/Training to Students

- a) **Academic Integration:** OJT bridges theory and practice, enriching classroom learning and retention of academic content.
- b) **Career Opportunities:** OJT offers students chances to explore career paths, gain practical experience, and improve employability.
- c) **Practical Skill Development:** Students develop technical, managerial, and interpersonal skills in real-world settings.
- d) **Enhanced Learning:** OJT deepens understanding of industry practices, trends, and challenges through hands-on projects.
- e) **Professional Networking:** Students build connections with industry professionals, mentors, and potential employers.
- f) **Personal Growth:** OJT boosts confidence, and self-awareness through experiential learning.
- g) **Resume Enhancement:** Successful OJT adds value to resumes, showcasing practical experience and skills.
- h) **Career Exploration:** Students can explore diverse industries, job roles, and organizational cultures to clarify career goals.

4. Classification of On-the-Job Training Opportunities for different Programs

On-the-job training (OJT) provided by the Organization may involve various areas, including but not limited to:

- a) **Education Sector:** Schools, educational institutions, university departments, library sports departments, and administrative offices.
- b) **Healthcare Sector:** Hospitals, clinics, and healthcare NGOs for nursing, medical administration, and patient care, public health departments, focus on epidemiology, health promotion, and community health outreach, healthcare management, health informatics, and healthcare policy analysis.
- c) **Social Work and Community Development:** Social service agencies, community centers, and NGOs for social work practice, community organizing, and advocacy, child welfare organizations, youth centers, and family support services, social policy analysis, program evaluation, and grant writing for community development initiatives.
- d) **Environmental Studies and Sustainability:** Environmental conservation organizations, wildlife sanctuaries, and environmental research institutes, environmental impact assessment, sustainability consulting, and renewable energy projects, environmental law and policy, ecological restoration, and climate change mitigation strategies.
- e) **Arts, Culture, and Heritage Management:** Museums, art galleries, cultural institutions, and heritage conservation organizations. Event management, arts administration, and cultural exchange programs, programs in art curation, cultural heritage preservation, and museum studies.
- f) **Media and Communication:** Media houses, news organizations, advertising agencies, and public relations firms. Digital media production, journalism, broadcasting, and content creation, programs in media ethics, media law, communication research, and multimedia storytelling.
- g) **Legal Studies and Criminal Justice:** Law firms, legal aid organizations, and judicial bodies for legal research, case analysis, and trial preparation. Law enforcement agencies, correctional facilities, and court systems, programs in legal writing, advocacy, mediation, and alternative dispute resolution.
- h) **Business and Entrepreneurship:** Start-ups, business incubators, and venture capital firms for entrepreneurship development and startup management, corporate finance, business development, and market analysis, programs in innovation management, business strategy, and startup ecosystem development.

- i) **Industries:** Manufacturing firms, software development companies, and service industries for practical experience in specific fields, hardware design, software programming, quality assurance, and managerial skills development, diverse sectors such as banking, healthcare, NGOs, and civic departments to align experiences with academic interests.

5. On-the-Job Training (OJT) Process for Students

The On-the-Job Training (OJT) Process for Students is an important component of the academic curriculum. OJT is 04 credit course and requires the student to complete 120 hours of work during the OJT. This off-campus activity is undertaken in the sixth semester of the UG degree program and the second semester of the PG degree program by all students. Students undergo OJT in a variety of settings, both within and outside the country.

Preparation for OJT begins towards the end of the first semester, starting with an orientation given by the Head of the Department regarding the purpose and process of the OJT, as well as the code of conduct during the OJT. Each student is assigned to a faculty member who serves as an advisor. In consultation with the advisor, possible agencies/organizations are identified, and request letters are submitted to the organization. The advisor and student meet the mentor from the agency/organization. After a discussion with the industry mentor, students write out and submit their learning objectives, taking into account their strengths and weaknesses and the opportunities available in the organization. The objectives are finalized in consultation with the faculty advisor as to how the learning objectives could be achieved within the framework of the organization's activities and departments.

Students and departments are required to use the formats outlined in Appendix I: OJT Undertaking, Appendix II: Draft Resume Template, and Appendix III: Department Letter for documentation and communication.

Each student is placed in an organization that provides practical experience related to their field of interest and study. They are jointly supervised by an industry professional from the organization and a faculty member/advisor. They are required to develop a work plan that will help them achieve their objectives and develop competencies that ultimately help them in their chosen career path. Students prepare their work plan and after obtaining approval from their mentor submit it to the advisor. The advisor is responsible for liaising with the industry mentor and monitoring the progress of the student. During the OJT, the student is expected to maintain a diary and submit a weekly report to the advisor and mentor. After completion of the OJT, each student submits a report (2500 words), and an oral presentation is made before the Head of the Department, advisor, and supervisor mentor who also works as an external examiner. Feedback from students and mentors is obtained, following the guidelines outlined in Appendix VII – Illustrative Evaluation Rubric Guidelines and Appendix VIII – Evaluation Proforma for OJT Presentation.

6. Duties and Responsibilities

6.1 Role of Head of Department (HOD)

The duty of the Head of Department (HOD) in overseeing the On-the-Job Training (OJT) program involves several key responsibilities:

- a) **Orientation and Guidance:** The HOD conducts an orientation session towards the end of the semester before the OJT begins. This session aims to familiarize students with the purpose and process of the OJT and establish the code of conduct during the training period. The HOD provides guidance to students regarding the expectations and requirements of the OJT.
- b) **Assignment of Faculty Members:** The HOD assigns faculty members within the department to serve as advisors to the students participating in the OJT. These advisors play a crucial role in guiding students through the preparation and execution of their OJT experience.

- c) **Supervision and Support:** The HOD ensures that faculty members serving as advisors are adequately prepared to support students during the OJT. They may provide resources, training, or assistance to advisors as needed to ensure effective supervision and support for students.
- d) **Quality Assurance:** The HOD oversees the quality and effectiveness of the OJT program within the department. They may establish mechanisms for evaluating the OJT experience, collecting feedback from students and advisors, and making improvements to the program as necessary.
- e) **Communication and Coordination:** The HOD serves as a liaison between the department, students, faculty advisors, industry mentors, and external stakeholders involved in the OJT program. They facilitate communication and coordination to ensure smooth implementation of the program.
- f) **Monitoring and Evaluation:** Throughout the OJT period, the HOD monitors the progress of students and the overall functioning of the program. They may conduct periodic reviews, assess student performance, and address any issues or concerns that arise during the training period.
- g) **Alignment with Academic Objectives:** The HOD ensures that the OJT program aligns with the academic objectives of the department and the broader goals of the educational institution. They may collaborate with faculty members to integrate OJT experiences into the curriculum and promote the development of relevant skills and competencies.

Overall, the HOD plays a pivotal role in overseeing the OJT program, ensuring its alignment with departmental objectives, and providing guidance and support to students and faculty advisors throughout the training process.

6.2 Role of Faculty Advisor/Mentors

- a) **Assisting in Identifying OJT Opportunities:** Faculty members collaborate with students to identify suitable OJT opportunities aligned with their academic specialization, career objectives, and skill development needs. They provide guidance on how to explore and secure OJT placements, including networking strategies and application procedures.
- b) **Collaborating on Defining Learning Objectives:** They engage in discussions with students to define clear and achievable learning objectives for the OJT experience, ensuring they are specific, measurable, attainable, relevant, and time-bound (SMART) to guide the student's OJT journey effectively.
- c) **Monitoring Student Progress:** Faculty members regularly monitor and evaluate the student's progress during the OJT period, ensuring alignment with defined learning objectives and program requirements. They offer guidance and support to address any challenges or issues encountered by the student while undergoing OJT.
- d) **Providing Guidance and Supervision:** They offer mentorship and practical guidance to help the student navigate the OJT experience smoothly, serving as the primary point of contact for the student to seek advice, clarification, or feedback on OJT-related matters.
- e) **Reviewing and Approving OJT Plans:** Faculty members review the student's proposed OJT plan, ensuring it reflects the agreed-upon learning objectives and aligns with the goals of the OJT program. They provide feedback and suggestions for refining the OJT plan to optimize the learning experience.
- f) **Collecting and Reviewing Progress Reports:** They collect regular progress reports submitted by the student throughout the OJT period and review them diligently, offering constructive feedback and insights to support the student's professional development.
- g) **Acting as External Evaluators:** Faculty members participate in the evaluation process at the conclusion of the OJT period, serving as external evaluators. They assess the student's overall performance and competency development during the OJT, providing feedback and assessment.
- h) **Evaluating OJT Documentation:** They evaluate the documentation submitted by the student at the conclusion of the OJT, including reports, presentations, or other required deliverables. They provide feedback and recommendations for improvement, ensuring the student's OJT experience is comprehensive and impactful.

- i) **Offering Continuous Support:** Faculty members offer ongoing support and encouragement to the student throughout the OJT journey, fostering a conducive learning environment. They encourage reflective practice and self-assessment to facilitate continuous learning and professional growth.

The Faculty Advisor / Supervisor Mentor plays a critical role in guiding and supporting students throughout their OJT experience, ensuring they acquire practical skills, industry insights, and professional competencies relevant to their academic and career aspirations.

6.3 Role of the Mentor from the agency/organization

The role of the Mentor from the agency/organization in the OJT program is vital for providing guidance, support, and industry-specific insights to the student. Here's an elaboration of the Mentor's responsibilities:

- a) **Guidance and Direction:** The Mentor serves as a knowledgeable guide, offering direction and clarity to the student regarding their role, responsibilities, and objectives within the organization. They provide context about the organization's goals, culture, and operations to facilitate the student's integration into the work environment.
- b) **Facilitation of Learning Objectives:** Working closely with the student, the Mentor helps define and refine the student's learning objectives for the OJT. They collaborate to ensure that the objectives are relevant, achievable, and aligned with the organization's activities and the student's academic and career interests.
- c) **Hands-on Training and Skill Development:** The Mentor actively engages the student in hands-on training and skill development activities relevant to the industry or field of work. They provide opportunities for the student to apply theoretical knowledge in practical scenarios, enhancing their competencies and professional capabilities.
- d) **Feedback and Performance Evaluation:** Throughout the OJT period, the Mentor regularly assesses the student's performance, providing constructive feedback and guidance for improvement. They offer insights into the quality of work, adherence to professional standards, and areas for skill enhancement, contributing to the student's overall development.
- e) **Networking and Exposure:** The Mentor facilitates networking opportunities for the student within the organization and the broader industry community. They introduce the student to relevant professionals, experts, and stakeholders, fostering connections that may benefit the student's future career prospects and professional growth.
- f) **Support and Advocacy:** In addition to technical guidance, the Mentor offers emotional support and encouragement to the student, especially during challenging or demanding situations. They advocate for the student's needs within the organization, ensuring a supportive and inclusive work environment conducive to learning and development.

6.4 Role of the agency/organization in the OJT process

- a) **Providing Learning Environment:** The agency/organization offers a professional setting where students can gain practical experience related to their field of study.
- b) **Assigning a Mentor:** The agency/organization designates a Mentor who guides the student throughout the OJT period, providing insights, advice, and support as needed.
- c) **Facilitating Learning Objectives:** The Mentor collaborates with the student to define learning objectives that align with the student's strengths, weaknesses, and career goals, ensuring a meaningful OJT experience.
- d) **Offering Industry Exposure:** Students have the opportunity to gain exposure to real-world industry practices, challenges, and opportunities within the agency/organization's operational framework.
- e) **Joint Supervision:** The student is jointly supervised by both the Mentor from the agency/organization and a faculty member/advisor from the educational institution, ensuring comprehensive support and guidance.

- f) **Assisting in Work Plan Development:** The agency/organization Mentor aids the student in developing a work plan aimed at achieving their objectives and enhancing their competencies relevant to their career path.
- g) **Monitoring Progress:** Throughout the OJT period, the Mentor closely monitors the student's progress, provides feedback, and facilitates any necessary adjustments to ensure the student's learning and development.
- h) **Evaluating Performance:** At the conclusion of the OJT, the agency/organization Mentor evaluates the student's performance, providing valuable insights and assessments that contribute to the student's overall learning experience.
- i) **Collaborating with Educational Institution:** The agency/organization collaborates with the educational institution to facilitate a seamless OJT process, including communication, monitoring, and assessment of student performance.
- j) **Enhancing Networking Opportunities:** The agency/organization Mentor may facilitate networking opportunities for the student, connecting them with professionals, experts, and resources within the industry to broaden their professional network.
- k) Overall, the agency/organization plays a pivotal role in providing students with practical learning opportunities, professional guidance, and valuable industry exposure during their OJT experience.

7. Submission of documentation for OJT

The student will make two documents as part of the OJT:

- a) **Weekly diary:** The daily activity updates in the diary serve to keep both mentors informed about the student's progress. Each daily entry should consist of 3 to 4 sentences, providing a concise overview of the learning, activities, and interactions during the OJT. The faculty mentor will regularly monitor these entries to track the student's experience and development, as outlined in **Appendix V**.
- b) **OJT Report:** The student must prepare an OJT report based on their experience in the organization. The report should include certificates from the organization where the OJT was done. The format of OJT report is given in **Appendix VI**

8. Monitoring & Evaluation Of OJT

The practical training of students during their OJT will be assessed through three main stages:

8.1 Evaluation by the Organization

The organization hosting the OJT will evaluate students based on criteria such as punctuality, willingness to learn, adherence to the daily reporting system, and performance in skill tests. They will also provide feedback on the student's overall performance.

8.2 Monitoring/ Surprise Visit by Faculty Mentor

The faculty mentors will conduct surprise visits to the OJT site. These visits are intended to verify the student's physical presence and engagement. If a student is found absent without prior notification to the concerned Department, the OJT may be terminated. Students are required to inform the HOD, faculty mentor, and industry supervisor in advance if they need to take leave.

8.3 Evaluation through Seminar Presentation/Viva-Voce at Department

At the end of the OJT, students will deliver a seminar presentation based on their experiences and learning during the training period. This presentation will serve as a platform for students to reflect on their OJT journey, highlighting the practical skills they have acquired and the knowledge they have gained.

An expert committee will be appointed by the relevant department to evaluate these seminar presentations. The evaluation process will consider various factors, including the quality of the content presented, the organization and structure of the presentation, its effectiveness in conveying key learnings, the depth of knowledge demonstrated by the student, and the proficiency in applying acquired skills.

In addition to the seminar content, the evaluation will also take into account other aspects such as attendance records, daily diary entries maintained by the students, and any departmental reports submitted during the OJT period. These supplementary materials provide valuable context and evidence of the student's engagement and progress during the training. The sample rubrics for OJT evaluation are given in **Appendix VII**

Appendix I: OJT Undertaking

1. Student Name:			
2. Current Address			
3. Residence Address			
4. Email id			
5. Mobile Nos.			
6. Aadhar No.			
7. PAN			
8. Overall GPA			
9. Mode of OJT			
10. OJT Preferences			
	Location	Core Area	Organization / Institute
Preference-1			
Preference-2			
Preference-3			
<p>I confirm that I agree with the terms, conditions, and requirements of the OJT Policy</p> <p>Student Signature: _____</p> <p>Date _____</p>			
<p>I confirm that the student has attended the OJT orientation and has met all paperwork and process requirements to participate in the OJT program, and has received approval from his/her mentor.</p> <p>Sign of Department Faculty Coordinator _____</p> <p>Date _____</p>			

Appendix II: Draft Resume Template

Name: Contact Number and Email ID:		
Education: (Name of School/College/University)	Year of Passing –	% marks
SSC (10 std) :		
HSC (12 th std):	Year of Passing –	% marks
Bachelor’s degree:	Year of Passing -	% marks
OJT / Work Experience, if any(Duration): Organization: Project Brief:		

- Emphasize accomplishments that are relevant to the field
- Be specific—omit unnecessary words and sentences
- Start your sentence with an action verb, not a passive one Use past-tense verbs to show what you have accomplished Quantify results as much as possible
- Use key words that will catch a recruiter’s eye

Other Achievements and Personal Interests :

-
- List other achievements also in reverse chronological order (attach list)
 - Leadership positions held outside of your formal work environment (attach list)
 - Personal interests and accomplishments that will distinguish you from other applicants (attach list)
 - Volunteer service/Social Work(attach list)

Appendix III: Department letter

To,
The (Manager, HR)
.....

Subject: Request for OJT

Dear Sir/Madam,

As the Head of the Department at SNTD Women's University, I'm reaching out to discuss arranging an On-the-Job Training (OJT) opportunity for one of our students at your organization.

SNTD Women's University, established in 1916, is committed to women's empowerment through education, in line with NEP 2020. Our curriculum now includes a mandatory 120-hour OJT component, undertaken in the sixth semester of UG and second semester of PG programs.

We have a dedicated student/s eager to undertake a 15-day OJT at your organization. This practical experience aligns with their studies and enhances their employability.

We believe this collaboration will benefit both parties. Your support in facilitating this OJT placement would be greatly appreciated.

In view of the above, I request your good self to allow our following (no. of students) students for practical raining in your esteemed organization. Kindly accord your permission and give at least one-week time for students to join training after confirmation.

S.No.	Name	Roll no.	Year	Department

The resumes of these students are attached with this letter. If vacancies exist, kindly do plan for Interviews for the students in above branches.

A line of confirmation will be highly appreciated.Yours

sincerely,

Head of department

Appendix IV: Relieving Letter of Student

To,

The General Manager (HR)

[Organization Name]

[Organization Address]

Subject: Relieving letter of student

Dear Sir,

With reference to your letter/email dated [Date], regarding the Industrial OJT of our students in your esteemed organization, we hereby list the following students who will undergo the OJT under your guidance:

1)

2)

As this training is an integral part of the curriculum, the following guidelines have been prescribed for the OJT:

- Kindly prepare the OJT schedule and send us a copy.
- Kindly ensure that each student need to maintain an OJT diary and submit a report.
- Kindly review the OJT diary of each student daily.
- Kindly Provide instructions regarding working hours and maintain attendance records during the training period.

Kindly evaluate the students' performance based on the following grading criteria:

- Attendance and general behavior
- Relationship with workers and supervisors
- Initiative and efforts in learning
- Improvement in knowledge and skills
- Contribution to the organization

Please forward the performance report to us in a sealed envelope upon completion of the training.

Your cooperation in enhancing the knowledge and practical skills of our students will be highly appreciated. The students will adhere to the rules and regulations of your organization and maintain proper discipline during their OJT. They will report to you on [Date] along with a copy of this letter.

Yours sincerely,

Head of Department

Appendix V: Student Diary (Log) Recording Format

Week	Task Assigned	Activities Performed	Key Learnings	Additional Remarks

Signature of Industry Supervisor

Appendix VI – Format of OJT Report

Title of the Report:		On-the-Job Training Experience Report
Name of the Student:		[Your Name]
Name of the Organization:		[Name of the Company/Organization]
Department/Division :		[Department/Division Where You Undertook Training]
Duration of Training:		[Start Date to End Date of Training]
Date of Submission:		[Date of Submitting the Report]
Table of Contents:		
1. Introduction		9. Recommendations
2. Company Overview		10. Conclusion
3. Training Objectives		11. Appendices
4. Training Experience		12. References
5. Skills Developed		
6. Achievements & Contributions		
7. Challenges Faced		
8. Lessons Learned		
Acknowledgment:		
[Express gratitude to individuals or organizations who provided support, guidance, or assistance during the training.]		

1. Introduction
During the period of [Start Date] to [End Date], I had the privilege of undergoing on-the-job training at [Name of Organization] in the [Department/Division]. This report aims to provide an overview of my training experience, including objectives, tasks undertaken, skills acquired, challenges faced, and lessons learned.
2. Company Overview
[Provide a brief description of the organization's history, mission, core values, organizational structure, products/services offered, etc.]
3. Training Objectives
[Outline the specific goals and objectives set at the beginning of the training, and how they align with both the organization's objectives and your personal/professional development.]
4. Training Experience
[Describe the tasks, projects, and responsibilities undertaken during the training, including details of departments/teams worked with and roles played.]
5. Skills Developed
[List and describe the skills acquired or enhanced during the training, with examples of how these skills were applied in real-world situations.]
6. Achievements & Contributions
[Highlight significant achievements and contributions made during the training, along with their impact on the organization or project.]
7. Challenges Faced
[Discuss any challenges or obstacles encountered during the training and how they were overcome.]
8. Lessons Learned
[Reflect on key lessons, insights, and takeaways from the training experience, along with personal and professional growth observed.]
9. Recommendations
[Provide suggestions for improving the training program or organizational processes, as well as recommendations for future trainees.]
10. Conclusion

[Summarize the overall training experience and its impact, along with final thoughts and reflections.]

11. Appendices

[Include any additional documents, reports, or materials relevant to the training experience, such as project reports, presentations, or certificates.]

12. References

[List any sources cited in the report, if applicable, including books, articles, or online resources consulted during the training.]

Appendix VII: Evaluation Rubrics

Name of candidate:

Project Criteria	Hardly acceptable	Adequately acceptable	Considerable achievement	Remarkable	Excellent achievement	Score
	(1)	(2)	(3)	(4)	(5)	
1. Alignment with organizational expectations	Hardly met organizational expectations.	Organizational expectations were partially met.	Major organizational expectations were met.	Almost all the organizational expectations were met.	All the organizational expectations were met.	
2. Utility value of project results	Hardly a few project results are worth using.	Partial output of the project will be implemented or utilized.	Major output of the project will be implemented or utilized with a few changes.	Most of the project outputs will be implemented or utilized.	The project will be implemented or utilized entirely.	
3. Demonstration of knowledge and synthesis of the Instructional Design (ID) process	Project demonstrated some evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	Demonstrated average evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	Demonstrated major evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	Demonstrated remarkable evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	Demonstrated strong evidence and/or demonstrated some evidence inclusion of ID products/ process/related concepts and principles.	

Project Criteria	Hardly acceptable	Adequately acceptable	Considerable achievement	Remarkable	Excellent achievement	Score
	(1)	(2)	(3)	(4)	(5)	
4. Understanding of tasks	Hardly understood the nature of tasks. The output was always different than the instructions. Many a times work was beyond repair.	Understanding of tasks was found low. Tasks often needed at least one revision.	40-50% tasks needed revision. Understanding of some tasks was not found.	Proper understanding of tasks was found. Some revisions were needed, but revised versions were useful.	Always demonstrated clear understanding of tasks resulting in errorless job. Hardly one or two revisions were needed, but revised tasks were perfect.	
5. Sense of responsibility at work	student did not appear sincere. Was avoiding responsibilities and task were not performed sincerely. Complex tasks were completely avoided by giving excuses.	student appeared somewhat sincere. Difficult and complex tasks were avoided by providing excuses. Sometimes errors were repeated due to negligence.	Demonstrated appropriate sense of responsibility at work. Was felt as overall responsible towards duties. Was trying to perform in spite of low understanding of the task.	Appeared to be sincere and committed towards responsibility at work.	Demonstrated extreme sense of responsibility at work. Was felt as totally responsible and committed towards duties.	
6. Proactive and initiative taker	Was not at all proactive. Given task was completed, but no extra efforts to complete task in time or with better quality was demonstrated.	Given tasks were appropriately done. No commitment was demonstrated for an extra work.	Was taking initiative and appeared enthusiastic while performing given tasks.	Was taking initiative and appeared quite enthusiastic while performing given tasks. Was sometimes thinking of new ways of performing task for achieving quality	Willingly offered assistance in some tasks where assistance was needed to the project leader. Highly proactive behaviour was demonstrated.	

Project Criteria	Hardly acceptable	Adequately acceptable	Considerable achievement	Remarkable	Excellent achievement	Score
	(1)	(2)	(3)	(4)	(5)	
7. Communication Skills	Lacked communication skills. Were doing several mistakes in language communication.	Many a times made errors in language communication. Failed to express views or ask queries due to lack of communication skills.	Reasonably communication skills. Could convey her concerns and ask queries wherever required.	Good communication skills. Was open in communications, expressing views and asking queries without much hesitation.	Absolute clarity of thoughts and could express all views clearly and effectively. Good written communication skills were demonstrated.	
8. Documentation & presentation	Lack of proper documentation skills. Could not maintain proper records for the company. Necessary document needed for clients could not be prepared.	Documents were designed but carried several mistakes which needed a lot of revision.	Good documentation was done. Presentation skills were not upto the mark though. Sometimes failed to inform status of tasks appropriately.	Good documentation and presentation skills exhibited in the projects. Necessary documents were appropriately maintained. Presented status of the tasks clearly and logically whenever needed.	Excellent documentation done. Reports are elaborative. Effective presentation skills exhibited.	
9. Attitude	Negative attitude towards work environment demonstrated. Was not open to suggestions. Always complained about tasks given and the colleagues.	Somewhat negative attitude demonstrated. Suggestions were not taken with a good spirit.	Suggestions were accepted but many a times arguments were done. Feedback was received but did not express any attitude in particular.	Feedback was positively received and suggestions incorporated. Demonstrated positive attitude towards people around.	Always appeared positive, with cheerful nature. Maintained good relationships with others. Feedback was always taken in a good spirit.	

Project Criteria	Hardly acceptable	Adequately acceptable	Considerable achievement	Remarkable	Excellent achievement	Score
	(1)	(2)	(3)	(4)	(5)	
10. Punctuality	Hardly reported on time. Took several leaves during the OJT. Sometimes did not inform about leaves.	Sometimes was late on duty without informing. Took leaves but informed.	Hardly caused delay 2-3 times in reaching but for genuine reasons. Needed to take one or two leaves for emergencies, but always informed in time.	Hardly delay caused once. Never took leave or else once remained absent for a genuine reason.	Was present for all days. Always reported on time.	
Total score (Out of 50)						

Areas in which knowledge was lacking or inadequate (No score is expected here)					
Name of the evaluator –					
Organisation					
email address & Contact					
Date		Sign			

Appendix VIII: Evaluation Proforma for OJT Presentation

(Filled by the external as well as OJTal examiner after the OJT presentation made by the student)

Name of the Student:

Name of the OJT Organisation:

	Very poor	Poor	Average	Good	Excellent	Score
	1	2	3	4	5	
A. Application of knowledge and Skills						
1. Conceptual and theoretical understanding	Demonstrated no or very poor conceptual and theoretical understanding of Instructional Design principles and e-learning.	Demonstrated poor conceptual and theoretical understanding of Instructional Design principles and e-learning.	Demonstrated average conceptual and theoretical understanding of Instructional Design principles and e-learning.	Demonstrated remarkable conceptual and theoretical understanding of Instructional Design principles and e-learning.	Demonstrated excellent conceptual and theoretical understanding of Instructional Design principles and e-learning.	
2. Establishing links between learnt theories and the assigned projects	Could not apply learned knowledge of theories and models on the job.	Could apply some learnt knowledge of theories and models on the job.	Average application of learnt knowledge of theories and models demonstrated	Could apply learnt knowledge of theories and models appropriately.	Could apply all learnt knowledge of theories and models appropriately and effectively.	
3. Clarity in understanding assigned projects	Demonstrated no understanding of the projects assigned.	Demonstrated poor understanding of the projects assigned.	Demonstrated average understanding of the projects assigned.	Demonstrated good understanding of the projects assigned.	Demonstrated excellent understanding of the projects assigned.	
Total A. (Out of 15)						

B. Presentation							
1. Logical sequence of content	The points presented were illogical and haphazard in nature.	Hardly any logical sequencing was done of the points presented.	Points presented were logically sequenced, but could be much more organized.	Points presented were logically sequenced and organized.	Very well sequenced and organized points of presentation.		
2. Confidence as a presenter	Appeared totally confused and non-confident.	Could present with little confidence.	Confidence level was low at some points.	Demonstrated adequate confidence expected by a presenter.	Appeared extremely confident as a presenter.		
3. Demonstration of Professional and acceptable non-verbal behaviours.	Was perceived as a bad presenter lacking professional behaviours at many places while presenting. (e.g. arrogant or arguing nature)	Was perceived as a bad presenter lacking professional behaviours at some places while presenting. (e.g. arrogant or arguing nature)	Average demonstration of professional and acceptable behaviours. Needs some improvement as a professional.	Nowhere appeared a bad professional or misbehaviour as a presenter.	Absolutely no need of any input on professional and behavioural part of the personality as a presenter.		
Total B. (Out of 15)							
C. Content							
1. Appropriate detailing of all the projects assigned	List of projects was just mentioned without any explanation.	Hardly any explanation was given about the assigned projects.	More explanation of the projects would have helped.	Appropriate detailing of the projects was done.	Detailing of the projects done was remarkably good.		
2. Adequacy of information included	Hardly any information was imparted.	Lack of information about the project demonstrated at many points.	Average information of the projects demonstrated.	All need information about the project was given.	Excellent information about all projects was given during the presentation.		
Total C. (Out of 10)							
D. Question-							

answers							
1. Demonstration of confidence while answering	Appeared totally confused and non-confident.	Could present with little confidence. Demonstrated over-confidence even at wrong answers.	Confidence level was low at some answers. Appeared as over-confident at a few wrong answers.	Demonstrated adequate confidence expected while answering.	Appeared extremely confident about her answers.		
2. Acceptance to the others' views and a patient ear to others' suggestions and/or critique	Was not willing to accept anybody's views or suggestions. Got restless with critique.	Was not willing to accept views or suggestions many a times. Got restless with critique.	Was not willing to accept views or suggestions at some points.	Demonstrated acceptance to the others' views and a patient ear to others' suggestions and/or critique	Demonstrated absolute acceptance and respect to the others' views and a patient ear to others' suggestions and/or critique.		
Total D. (Out of 10)							
TOTAL (Out of 50) A+B+C+D							

Name of External examiner

Signature of External examiner

Date: