

# Student Reflections on the First Internship Program Under NEP 2020: A Case Study from Government Model College, Basar.

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## Abstract

With the introduction of the National Education Policy (NEP) 2020, internship programs have become a part of the undergraduate course from the early semesters. This study was jointly conducted by two guest lecturers of Government Model College, Basar, Arunachal Pradesh, to understand the first internship experience of fourth-semester students. Feedback was collected from 40 students through a Google Form. The responses were analyzed to identify the strengths and challenges of the internship. The findings show that while students gained valuable experiences, there is a need for better planning, clear instructions, and more support. The study ends with suggestions to improve internship programs in rural colleges under NEP 2020.

**Keywords:** Internship, NEP 2020, Student Feedback, Government Model College Basar.

## INTRODUCTION

NEP 2020 has brought significant transformations in Indian higher education, one of which is the inclusion of internship programs as a core component of undergraduate study from the 4th semester. These internships aim to foster experiential learning, improve employability, and develop soft skills among students from diverse academic backgrounds.

At Government Model College, Basar, located in the rural region of Arunachal Pradesh, the 4th semester undergraduate students recently undertook their first internship. To evaluate their experience and gather meaningful feedback for future improvement, a feedback form was distributed, and responses were analyzed qualitatively. This article presents the results of that feedback study.

This was not only the students' first internship experience, but also the college's first time implementing an internship program under NEP 2020. As a result, both students and faculty members went through this initiative without prior experience, making it a learning journey for all stakeholders involved.

## Methodology

This study used a descriptive qualitative research method to gather feedback from 4th semester undergraduate students about their first internship program under NEP 2020 at Government Model College, Basar. The feedback survey was conducted jointly by two guest lecturers. We collected and analyzed responses from 40 students using a Google Form. The survey included open-ended questions aimed at understanding students' experiences, challenges, and suggestions for improvement. The

responses were analyzed thematically to identify common patterns and key insights.

The form consisted of open-ended questions, such as:

What improvements would you suggest for the internship program?

What problems did you face during your internship?

## **Findings and Discussion**

### **1. Suggestions for Improvement**

A majority of the students emphasized the need for better guidance and mentoring throughout the internship process. Many found the experience unstructured, especially when it came to writing reports or understanding what was expected of them. For instance: "Writing the report was difficult because of lack of information and guidance."

Another key suggestion was to define the objectives and learning outcomes of the internship clearly, as several students were unsure about their roles and deliverables.

Students also highlighted the need for improved coordination between the college and internship centers, as some felt neglected or unsupported by the organizations where they were placed. One student shared, "Some internship centres are not giving enough attention and guidance," while another suggested, "I would suggest better coordination between the college and the internship provider."

One said: "I think the college should work more with well-known organizations like the Child Development Project Office to give us more choices for internships".

Some students gave thoughtful suggestions such as: "Focus on providing structured learning, clear expectations, regular feedback, mentorship, and networking opportunities."

On a positive note, a few students appreciated the exposure and felt that the experience helped them gain confidence and learn the importance of teamwork and patience.

### **2. Problems Faced by Students**

The most frequently reported challenges were:

#### **A. Adjusting to a New Environment:**

Students found it challenging to adapt to unfamiliar professional settings and interact with new people, especially since it was their first internship experience.

#### **B. Time Management Issues:**

One student said: "It was difficult to manage time effectively, especially during special events."

#### **C. Lack of Experience and Clarity:**

Several students struggled with basic professional tasks due to a lack of prior exposure. They didn't clearly understand what was expected of them and how to carry out their duties.

### **Additional Comments and Reflections from Students**

Many students expressed appreciation for the opportunity to gain real-world experience through the internship program. As one student wrote: "I learned about the structure of the police, how they control crime, and how the system works in the police station. Overall, it was good."

Several responses reflected a boost in confidence, communication skills, and professional awareness:

"It helped me grow both personally and professionally."

"I learned how to work in a professional setting and handle responsibilities."

"It helped me understand the practical group reality of an organisation."

## **Conclusion**

The feedback from 4th semester students shows that their first internship experience under NEP 2020 had both good and challenging parts. It was a good step to give students real-world learning at an early stage. However, how useful the internship is depends a lot on the support students receive like proper guidance, clear instructions, and help from teachers. This study shows that students are eager to learn and gain experience, but they need clear support, encouragement, and help understanding how their college learning connects to the work they do during the internship. With the right support, such programs can become more meaningful and successful in the future.

## **Recommendations**

Based on the findings, the following actions are recommended for colleges conducting early-semester internship programs:

### **1. Conduct Pre-Internship Orientation:**

Equip students with soft skills training, report writing techniques, and role expectations before they begin the internship.

### **2. Establish Clear Objectives:**

Clearly outline what students are supposed to achieve during the internship, including learning outcomes and daily tasks.

### **3. Build Mentor Capacity and Support System:**

Assign a faculty member as a mentor for each student or group, along with an external internship supervisor where possible. However, since this was the college's first experience with implementing such a program, it is also important to orient and support the mentors themselves. Providing basic training or a short orientation on internship supervision will help mentors guide students more effectively and ensure consistent support throughout the internship period.

### **4. Strengthen College-Internship Provider Coordination:**

The college should work more closely with the offices and organizations where students are sent for internships. These internship providers should clearly understand their role in helping students learn. They should give proper tasks, guidance, and support. Before the internship begins, the college should talk with them and explain what students are expected to learn. This will make the internship more useful and well-organized for everyone..

### **5. Add Reflection Activities:**

The college should arrange short feedback or discussion sessions during or after the internship. In these sessions, students can share what they learned, the problems they faced, and how they felt. This will help them understand their own growth and also give useful suggestions to improve the internship program.

### **6. Help Students with Report Writing:**

The college should organize simple workshops to teach students how to write their internship reports. Teachers should also guide them in collecting the right information and data during the internship so that they don't face confusion later.

## **Final Note**

As NEP 2020 continues to reshape education across India, it is crucial that implementation is accompanied by regular review and feedback mechanisms. The voices of students especially those experiencing internships for the first time must be heard and integrated into policy and practice. This fee

dback study from Government Model College, Basar is a small step toward that larger goal.