

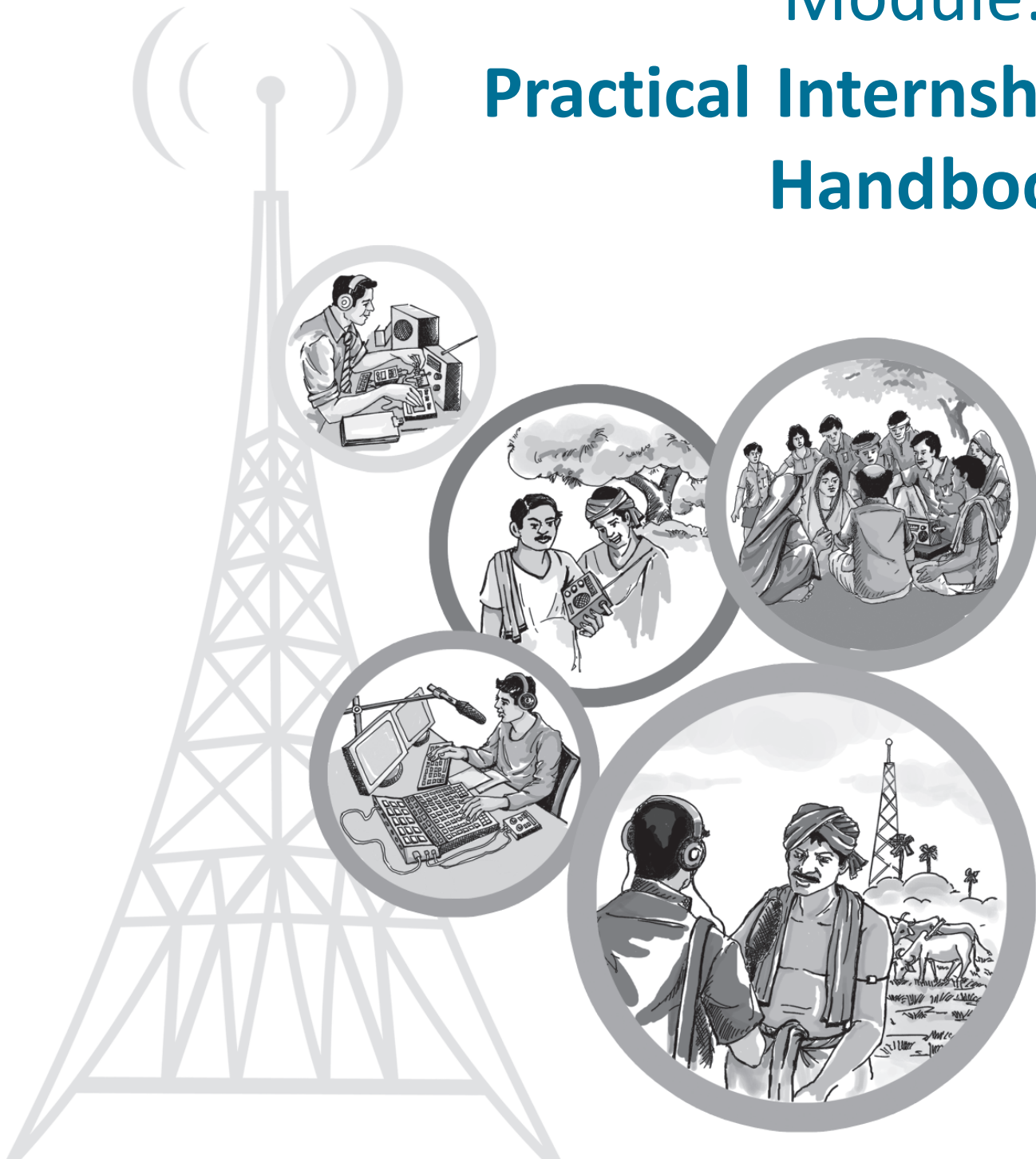
Practical Internship Handbook

9



Module: 9

Practical Internship Handbook



CEMCA

Commonwealth Educational Media Centre for Asia
New Delhi



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Module 9: Technical Internship

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Certificate in Community Radio Technology

Courses	Modules	Units
Course I: Understanding Community Radio (3 Credits, 90 Hours)	Module 1 Community Radio: An Introduction Module 2 Setting up of CRS	Unit 1 : Community Radio: Concept and Evolution Unit 2: Context, Access and Equity Unit 3: Community Radio: Policy Guidelines Unit 4: Technology for CR: Guiding Principles Unit 5: Components of CR Station Unit 6: Radio Waves and Spectrum Unit 7: Basics of Electricity Unit 8: Power Backup and Voltage Stabilization
Course II: Community Radio Production: System & Technology (5 Credits,150 Hours)	Module 3 Studio Technology Module 4 Audio Production Module 5 Audio Post Production Module 6 Studio Operations	Unit 9: Basics of Sound Unit 10: Analog and Digital Audio Unit 11: Components of the Audio Chain Unit 12: Studio Acoustics Unit 13: Audio Hardware and Field Recording Unit 14: Free and Open Source Software Unit 15: Telephony for Radio Unit 16: Sound Recording and Editing Unit 17: Mixing and Mastering Unit 18: File Formats and Compression Unit 19: Storing and Retrieval Unit 20: Good Engineering Practices for Studio Setup Unit 21: Studio Equipment: Preventive & Corrective Maintenance Unit 22: Content Distribution: Alternative Mechanisms
Course III: Community Radio Transmission: System & Technology (2 Credits, 60 Hrs)	Module 7 Radio Transmission Technology Module 8 FM Transmitter Setup	Unit 23: Components of Transmission Chain Unit 24: Components of FM Transmitter Unit 25: Antenna and Coaxial Cable Unit 26: Propagation and Coverage Unit 27: Transmitter Setup: Step-by-step Unit 28: Transmission System–Preventive and Corrective Maintenance Unit 29: Transmission Setup–Good Engineering Practices
Course IV: Technical Internship (2 Credits, 60 Hrs)	Module 9 Practical Internship Handbook	Section A: Introduction Section B: Activities to be Conducted During the Practical Internship Section C: The Internship Journal and Self-Assessment Paper Section D: Assessment of Internship Section E: Appendices

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Section A

Introduction

This handbook constitutes the final course module and the last Unit of the Certificate Course on Community Radio Technology (CCRT). Unit 30 is the sole Unit of Course IV. Students wishing to complete the certificate course will be required to undertake a mandatory 5-day practical internship at a working CR station, during which they will be required to complete a list of tasks, as well as produce a few gradable products which will form the basis of their assessment for this Unit and course. This manual details the internship and the assessment process which also forms its culmination.

A.1 On the Practical Internship

If you have received this handbook, it means you have successfully completed all 29 previous Units in the CCRT course. By now, you should have a thorough theoretical understanding of the many facets of community radio and related technology, covering:

- The context of CR, and the CR policy guidelines in India
- The basic principles of selection, installation and management of technologies for CR
- The scientific concepts behind radio broadcasting, and the concept of spectrum
- The concepts of audio recording, production and post-production (including field and studio recording, editing, mixing, and mastering)
- Field Recording equipment
- Studio Recording and Post Production equipment
- Transmission equipment, transmission and propagation
- Technologies for storage, retrieval and archiving of audio

- Telephony options for CR
- Software options for CR (including software for editing and post production, telephony, archiving and play-out management – and free and open source options for all of these)
- Preventive maintenance and good engineering and technical practices for CR

If you have diligently completed the practical exercises given within each Unit, and have watched or heard all the related audio and video materials provided, you will also have a reasonably thorough practical understanding of the concepts outlined above. It is now time for you to verify and expand this knowledge by testing it in a real-life situation.

As a student of the course, so far your learning has primarily consisted of reading study materials, and following the directions given to you as part of these materials. In many ways, it has been a passive exercise in learning. The practical internship is designed to give you a five day real-world experience in an operational community radio station. It will allow you to use many of the skills and learning that you have acquired as part of this course. Still more importantly, it will give you a chance to assess whether your understanding of technology for CR is complete, or whether there are specific areas which need strengthening.

An internship combines work experience with reflection and analysis. It is not an apprenticeship, and you will not just be working for the community radio station and completing tasks that the station team may assign you. By applying the skills you have learnt as part of this course during these five days, you will deepen your understanding of your learning, as well as the work that the community radio station does. It will also be the first time that you will be expected to draw specific conclusions and solve problems on your own, with practical consequences against which you will be assessed.

Internships are delicate balances between doing practical work and taking in the learning derived from such work. If the assignment and work outweigh the learning element, the experience could become boring and lose its educational value. On the other hand, if the learning outweighs the work you will do during this exercise, the internship will lose its unique participatory element, and resemble a field trip rather than an experiential learning experience – which is what it should ideally be. It will be your responsibility to maintain a dynamic balance between the two.

As you do this internship, you may notice a dramatic change in your relationship to your learning. Very few people – and possibly no one – may explain what it is you have to learn, and how you have to learn it. Beyond the instructions given in

this handbook, the material, knowledge and skills may not be very clearly defined – and they will be interdependent, intertwined, and difficult to sort out. Often, you may not understand exactly what you have to do, how to do it - or how well you have done. The people working in the CR station will be too busy to spend time explaining everything to you. This may make you feel unsure of yourself, and of which direction to turn in, and what to do next. You will be largely on your own, and you alone will eventually be responsible for how you use this internship, and what you learn or fail to learn. It will be your job to transition from an assimilator and passive learner, to an active productive worker who defines what is to be learnt and how to learn it. You may be surprised at how difficult this transition can be – but you may be rest assured that if you do this successfully, a productive career in community radio awaits you!

At a practical level, as part of this internship, you will select (or be assigned), a community radio station – usually one in your area, where you will be familiar with the language used (though this is not guaranteed). You will also be assigned a specific individual in the station who will act as your mentor, guide and supervisor. This person will be responsible for overseeing your activities and assignments during the internship, and for assessing and rating your skills and capabilities. You will be given a series of tasks and activities to execute during the five days you will spend at the CR station. You will also be expected to maintain a journal of your activities, and write a self-assessment paper assessing your capacity and your internship learning. You will be graded on all three, your activities, the journal and the self-assessment paper – by your guide/instructor.

During the internship, you will be expected to demonstrate (and be graded on):

1. Active knowledge of community radio technology;
2. Problem solving skills and the ability to creatively use this knowledge to understand specific processes within the community radio station and suggest improvements and changes;
3. The ability to critically assess your learning and knowledge, with a view to identifying areas that need strengthening.

Overall, the internship period is expected to cover a period of 60 hours across a maximum of one week: 40 of these hours will be spent on the practical activities over 5 full days spent at the CRS, with one normal working day at the CR station for the intern being 8 hours. For our convenience, this may be assumed to be 9 am to 6 pm each day, with one hour off for lunch in the afternoon between 1 pm and 2 pm. The remaining 20 hours will be spent on the journal and self-assessment paper, both of which will need to be certified by the guide/instructor, for further submission to the course authorities on the completion of the internship.

A.2 Using this Handbook

This handbook has been designed with three purposes in mind:

1. To inform you regarding the objectives of your internship, and what you are expected to achieve during the five days you will spend at a CR station as part of this process;
2. To outline a series of tasks that you will need to undertake over these five days, in order to practically demonstrate your understanding of the information and knowledge that you have gained over the duration of this course;
3. To create a framework on the basis of which your comprehension of community radio technology, and your ability to apply this comprehension at a practical level in a real world situation, can be assessed.

Section A forms the **introductory** part of this handbook, and outlines the context in which the internship needs to be understood, and the purposes for which you are being asked to complete it.

Section B details a **day-by-day agenda** for the internship period, and specifies the activities you need to undertake during the 5 days of the internship, as well as the outputs of each of these activities.

Section C explains the process of keeping the **intern journal** and the purpose and writing of the **self-assessment paper**, both of which constitute final products emerging from this internship. The specific outputs of the activities (plans, diagrams, documents) outlined in Section B will be included as Appendices to the Journal.

Section D explains the process of assessment to be followed by the guide/supervisor at the CRS, along with a questionnaire format that he/she will complete as part of your assessment.

The **Appendices** offer some useful hints and tips regarding your work during the internship.

Of the skills and capacity framework outlined in Section A.1 at the bottom of page 9, points 1 and 2 (knowledge of CR related technology and problem solving skills/creative application of this knowledge) will be addressed by the activities that are outlined in Section B. Point 3 (ability to critically assess your learning) will be assessed through the review of your journal and the self-assessment paper that you will write at the conclusion of your internship. Your overall performance will be assessed through the assessment questionnaire included as Section D of this handbook. The journal, the self-assessment paper and the assessment questionnaire will be signed by your guide/supervisor, for you to submit as the final products of your internship. You will be graded on the basis of these three products.

For a short note on the relative responsibilities of the student intern, the guide/supervisor and the CRS itself, see Section A.3 below.

Go through each section of this internship manual carefully, and ensure that you follow the instructions provided in each section. Try to stay exactly on schedule as per the suggested activity plan, and discuss any issues or challenges with your guide/supervisor. Above all, be diligent about completing the relevant outputs from each activity, so that the products that you will be assessed upon are ready and are of the highest standard.

A.3 A Note on Key Responsibilities

At this point, before we progress to the actual activities themselves, it is important for us to understand the relative responsibilities of the student/intern, the guide/supervisor and the CRS itself, so that we can be clear what is expected from each of the three.

The student/intern is expected to:

1. Arrive as scheduled at the CRS, preferably one or two days in advance of the actual 5 day internship period, and report to the guide/supervisor;
2. Be available for at least one day following the 5-day internship period, to complete any assessment related work with the guide/supervisor (examination of journal, certification etc.);
3. Understand the working procedures and regulations applicable at the CRS, and abide by them;
4. Complete the activities outlined in this handbook, and produce all outputs requested;
5. Consult the guide/supervisor to resolve any problems or issues he/she cannot solve independently;
6. Schedule meetings or talking time with the CRS team members as may be required to complete the tasks that need to be completed;
7. Evaluate his/her own work, and critically review the learning that has been achieved, in order to record one's thoughts and observations accurately in the internship journal and self-assessment paper;
8. Follow high standards of professionalism and ethical behaviour;
9. Assist and help the CRS team should they request such assistance.

The guide/supervisor is expected to:

1. Orient the student/intern on his/her arrival at the CRS regarding the CRS, its rules and regulations and working timings; and perform any introductions to the team as may be necessary;

2. Make any preparations within the CRS that may be required for the intern to successfully work at the CRS and complete his/her tasks;
3. Review the student/intern's plans for how they expect to complete the required activities and tasks, and inform them of any specific requirements that the guide/supervisor has in terms of scheduling;
4. Integrate the intern as an active participant in the CRS's activities for the 5 day duration that the intern is present at the CRS, with a view to maximising his/her learning in the practical situation that the CRS offers;
5. Provide supervision by keeping an eye of the student/intern's attendance, and briefly reviewing each day's work (preferably at the start and end of each day, but at least once a day);
6. Provide any specific training inputs and problem solving that the student/intern may require assistance with;
7. Evaluate the student/intern's outputs, performance, and the degree that he/she has met the stated goals and objectives through a review of the activity outputs, internship journal and self-assessment paper;
8. Provide feedback on the student/intern's performance.

The CRS team, staff and management are expected to:

1. Make provisions to allow the student/intern to complete their internship process at the CRS, including the provision of a working space and access to its facilities and team members;
2. Provide any inputs that the student/intern may require to complete the required activities and tasks;
3. Provide guidance and support to the student/intern, so that he/she may derive a valuable learning experience from their time at the CRS;
4. Provide a friendly, supportive and non-threatening work environment that fosters learning and growth;
5. Establish a clear set of dos and don'ts for the student/intern, so that the student/intern does not accidentally impede the normal functioning of the CRS.

Section B

Activities to be Conducted During the Practical Internship

In this section, you will see a schedule for how you are expected to use your time over the five days of your practical internship at the community radio station.

The five days have been divided into 10 slots of approximately 4 hours each. During these slots, you will be expected to complete some tasks and activities to demonstrate your understanding of the subject of CR related technology. The tasks will allow you to practically implement some of the theoretical learning that you have received while studying previous chapters in the CCRT course.

At the end of each day, you are required to formally write up your notes and outputs related to the activities that day. This is not only in connection with the journal entry you will be required to make, but also to keep a record of the activity itself. Some of these outputs must be added to the journal that you will be writing, as appendices. You may write these notes on loose sheets of paper, appropriately sized for our journal book. Preserve them carefully with your journal, and paste them up in sequential order after the last journal entry (for +day 5).

Note to the Guide/Supervisor

The fact that your CRS is participating in this CCRT internship programme indicates that the facilities that need to be provided to the intern for this purpose must already have been explained and negotiated with your CRS. That said, please note that the following activities and exercises will require the intern to actively examine the CRS' equipment, studio facilities, infrastructure (electricals, telephone setup), transmission system and related items. You may be required to intercede on his or her behalf in order to ensure this access, and to help in gaining access as per this schedule to some of the facilities. While the station's functioning and requirement remain paramount, your intercession will help plan some of these activities

in a way where the intern can complete his/her tasks with a minimum of disruption to the CRS' activities. For example, you could help the intern plan their time by interchanging some of the sessions – switching sessions within a day, or even between days if really necessary – based on your understanding of the CRS' requirements and your intern's learning requirements. Your assistance is deeply appreciated!

B.1 DAY 1

Session 1: 9 am – 1 pm

Objective: Understanding the field equipment setup in the CRS

- Goals:**
1. Review the field equipment inventory of the CRS (if it exists)
 2. Physically identify the various pieces of equipment in the list
 3. Suggest revisions to the inventory listing as necessary

This exercise is designed to familiarize you with the current equipment setup and technology use of the community radio station that you are interning with.

If the station already has a field equipment inventory, request access to the list. See if the equipment inventory is presented with the following heads and in a format like this:

Sl. No.	Items	Categories (Studio/Field)	Make	Serial Number/ID	Accessories	Cost	Date of Purchase	Warranty	Bill Details	Vendor/ Service Contact
1	Laptop (Office)	Studio	Sony VIAO	27545384 7008660	Power adaptor, Carry bag, Warranty Card, Recovery DVD	INR 25,000	1 March, 2014	1 Year	Bill no. 25456 dated 01/03/2014- CROMA	CROMA 1 st Floor, Crown Mall 12/7, Faridabad- 03
2	ZOOM H2	Field	Zoom	7062586	SD Card, Wind Shield, Earphone, USB Cable, Desktop Stand, Mic Clip Adaptor, AC Adaptor	INR 12,000	13 March, 2014	1 Year	Bill no. 15489756 dated 13/03/2014- Rivera Digital	Rivera Digitec (I) Pvt. Ltd. 411 Nirman Kendra, Mahalaxmi (W), Mumbai-11
3	ZOOM H2	Field	Zoom	7062587	SD Card, Wind Shield, Earphone, USB Cable, Desktop Stand, Mic Clip Adaptor, AC Adaptor	INR 12,000	13 March, 2014	1 Year	Bill no. 15489756 dated 13/03/2014- Rivera Digital	Rivera Digitec (I) Pvt. Ltd. 411 Nirman Kendra, Mahalaxmi (W), Mumbai-11
4	ZOOM H2	Field	Zoom	7062588	SD Card, Wind Shield, Earphone, USB Cable, Desktop Stand, Mic Clip Adaptor, AC Adaptor	INR 12,000	13 March, 2014	1 Year	Bill no. 15489756 dated 13/03/2014- Rivera Digital	Rivera Digitec (I) Pvt. Ltd. 411 Nirman Kendra, Mahalaxmi (W), Mumbai-11

If not, make a note of the equipment heads that are missing from the CRS list. Now contact whoever is in charge of equipment issue at the CRS, and request that you be allowed to familiarize yourself with the equipment on the list. Inspect one piece of each of these items and understand the key functions of each piece of equipment.

Make a note of the following pieces of information:

1. Are the recorders digital or analogue? What medium do they record on? How are they powered?
2. Are the field microphones dynamic or condenser? If the latter, what is their power source?
3. How many field recording units are there? How many are for regular use, and how many are spares? Are they all in functioning order?
4. Does each kit have a carry pouch or bag? Is the carry bag waterproof?

Ask the person tasked with equipment issue, ask them about **two key challenges** that they have faced with their field equipment and how these were resolved.

If there is no equipment inventory in the CRS (which is unlikely), find out the reason for this.

Write up your notes neatly on a loose sheet of paper and preserve it. Paste it later into your journal as **Appendix - I**.

Session 2: 2 pm – 6 pm

Objective: Understanding the studio equipment setup in the CRS

- Goals:**
1. Review the studio equipment inventory of the CRS (if it exists)
 2. Physically identify the various pieces of equipment in the list
 3. Suggest revisions to the inventory listing as necessary

If the station already has a field equipment inventory, request access to the list. Follow the equipment inventory list template given for the field equipment for reference. If any heads have been left out, note the heads that could be added.

Request access to the studio. You may have to work out in advance whether this will be possible, because this must not conflict with or impede the regular working of the studio. You may be able to do this even while the studio is active, since it is primarily a tallying of the existing equipment against the list. However, if there are challenges to accessing the equipment, you may have to wait till the studio is free in order to do this. Discuss this with your supervisor in case you need to sort out a specific schedule in advance.

Make a note of the following pieces of information:

1. How many studios are there? Does the station have separate live and recording studios?
2. How many DAW units does the studio house? Are they assembled or branded? Can you determine their configuration?
3. What is the make of the primary studio mixer unit? How many channels does it have? How many are stereo and how many are mono?

4. What is the editing and post production software in use? Is it FOSS or is it proprietary?
5. Has the studio been acoustically treated? How?
6. Is the studio air-conditioned? If yes, what capacity is the AC unit, and what type is it? (Note: Information required is not just the brand or make, but the design of the AC itself – split, window AC, cassette type etc.) If it is not air-conditioned, why was this decision taken? (You may have to ask someone in the station the last question.)

Determine **two key challenges** that the CRS has faced with the studio infrastructure or the studio equipment.

If there is no equipment inventory in the CRS for the studio equipment (which is unlikely), discover the reason for this.

Write up your notes neatly on a loose sheet of paper and preserve it. Paste it later into your journal as **Appendix - II**.

B.2 DAY 2

Session 3: 9 am – 1 pm

Objective: Understanding the siting, space and layout of the CRS

- Goals:**
1. Review the siting decisions made while setting up the CRS
 2. Review the space distribution plan for the CRS

This exercise is designed to familiarize you with the layout of the CR station, and the decisions that were taken while locating the station at its existing location.

First enquire how and why the station came to be located where it is. Note down the following pieces of information:

1. How was the decision taken, and by whom?
2. Is it a community contributed space? Was it a pre-existing building?
3. What are the perceived advantages of the current location (at least 3)?
4. What are the disadvantages of the current location (if any)?
5. Has the present location posed any specific challenges? (Flooding during rains, hard to reach, electrical infrastructure and telephone infrastructure hard to install?)

Also note down your own assessment of the site, from a technical point of view. Use the points raised in Unit 5 of the CCRT course materials for reference.

Now ask whether there is a layout plan for the entire CRS building. If it was

constructed from scratch, there should be an architect's plan or building plan available. If it is rented, or is in a pre-existing building, this may not be available.

If there is an existing plan, trace out a floor plan of the CRS onto a fresh sheet of paper. Mark out any internal walls and partitions that have been constructed in order to create the studio spaces. If you're drawing the plan from scratch, you can draw this as you go – but you will need to measure the dimensions with a measuring tape first. Draw the diagram as much to scale as possible. Mark all windows, doors and other features as possible.

If you have done this correctly, you should have a diagram that looks something like this:

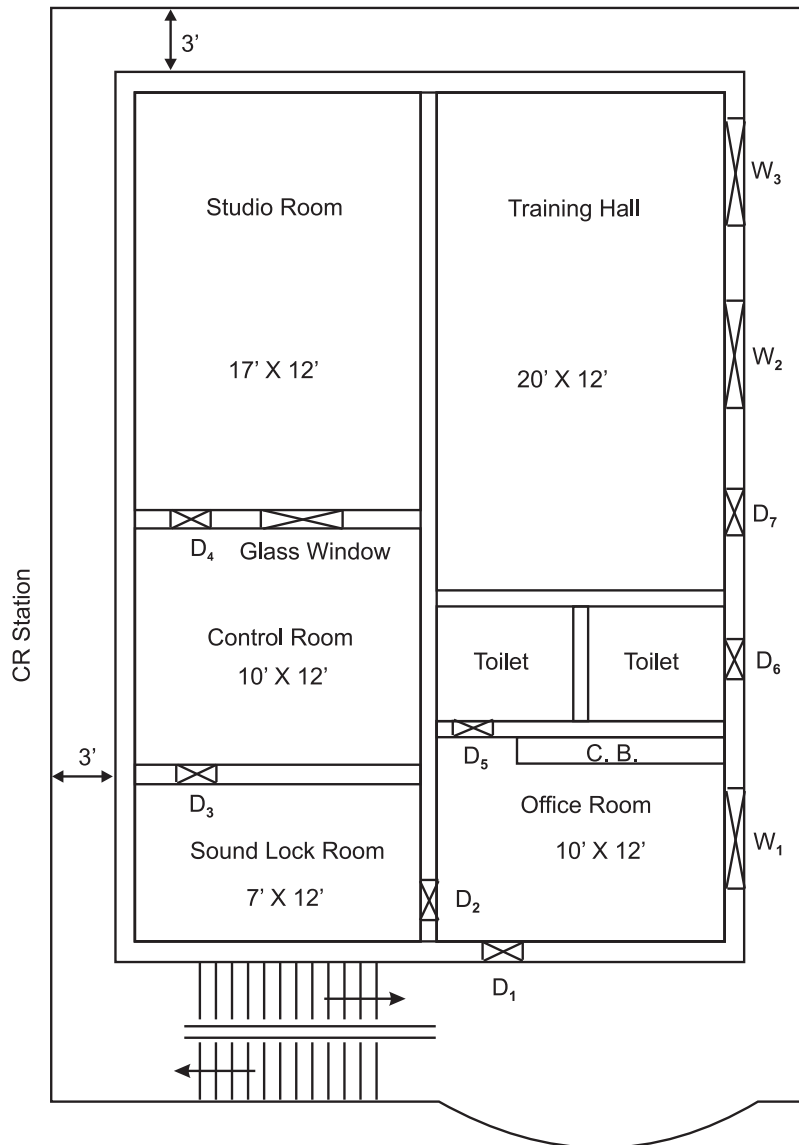


Figure 1: A Sample floor plan of a CRS (Courtesy the author)

Now assess the spaces in the CRS: is the studio large enough for discussion programmes and music recordings with groups? Is the office area very cramped? Could there be less space used for storage and more used for some other purpose? Reassess the spaces and suggest an alternate distribution for the space by drawing a fresh diagram. Keep in mind existing external walls, load-bearing walls and windows. You may suggest the construction of new internal walls (or the demolition of some of them) as part of this exercise. Paste both floor plans and your write up of the notes you have taken on the site selection as **Appendix - III** in your journal.

Session 4: 2 pm – 6 pm

Objective: Understanding the electrical setup and backup arrangements in the CRS

- Goals:**
1. Review the electrical connections in the CRS premises
 2. Examine the power distribution planning in the CRS
 3. Examine the power backup arrangements in the CRS

This exercise is designed to familiarize you with the electrical arrangements in the CR station. Part of this exercise may require you to switch some of the electrical systems on and off, so check with your supervisors and/or others in the CRS team how and when this will be possible.

First determine where the primary electrical connection enters the building. Ask the station team how much the sanctioned load is. (If no one is actually sure, you should be able to ascertain this from the most recent electrical bill, if it is available.)

Now make the following observations:

1. Is the incoming electrical connection single phase or three phases?
2. Are the phases distributed to the internal wiring through simple fuses or MCBs?
3. Is there a circuit distribution diagram already? Is each MCB marked with the plugs or switches it controls?
4. If it is a three phase setup, are the ACs (if any) on a separate phase from the other electricals?
5. Is there a CVT or online UPS system installed? What are the power stabilization arrangements for the CRS? What is its capacity from a load point of view (how many Amperes of current can it handle?)
6. What are the power backup systems installed in the CRS? What is the total load the power backup systems can handle, and for how long?
7. If there is a DG (generator) unit, what is its service and maintenance interval? (The gap between two successive service schedules, measured in number of running hours.)

If there is no electrical circuit diagram, or MCB distribution plan, ask your supervisor whether it will be okay if you make one. This will benefit the station as well, but will require various circuits to be switched off temporarily one by one from the main distribution board, while you assess what switches and plug points have lost power as a result of each MCB or fuse you disconnect. This is likely to be disruptive, and you will also require the assistance of one or two people from the CRS team to do this successfully.

Now draw up a fuse/MCB distribution plan for the distribution board. The diagram should indicate where power from each phase is going; and the function of each of the fuses or MCBs. The diagrams should look something like this:

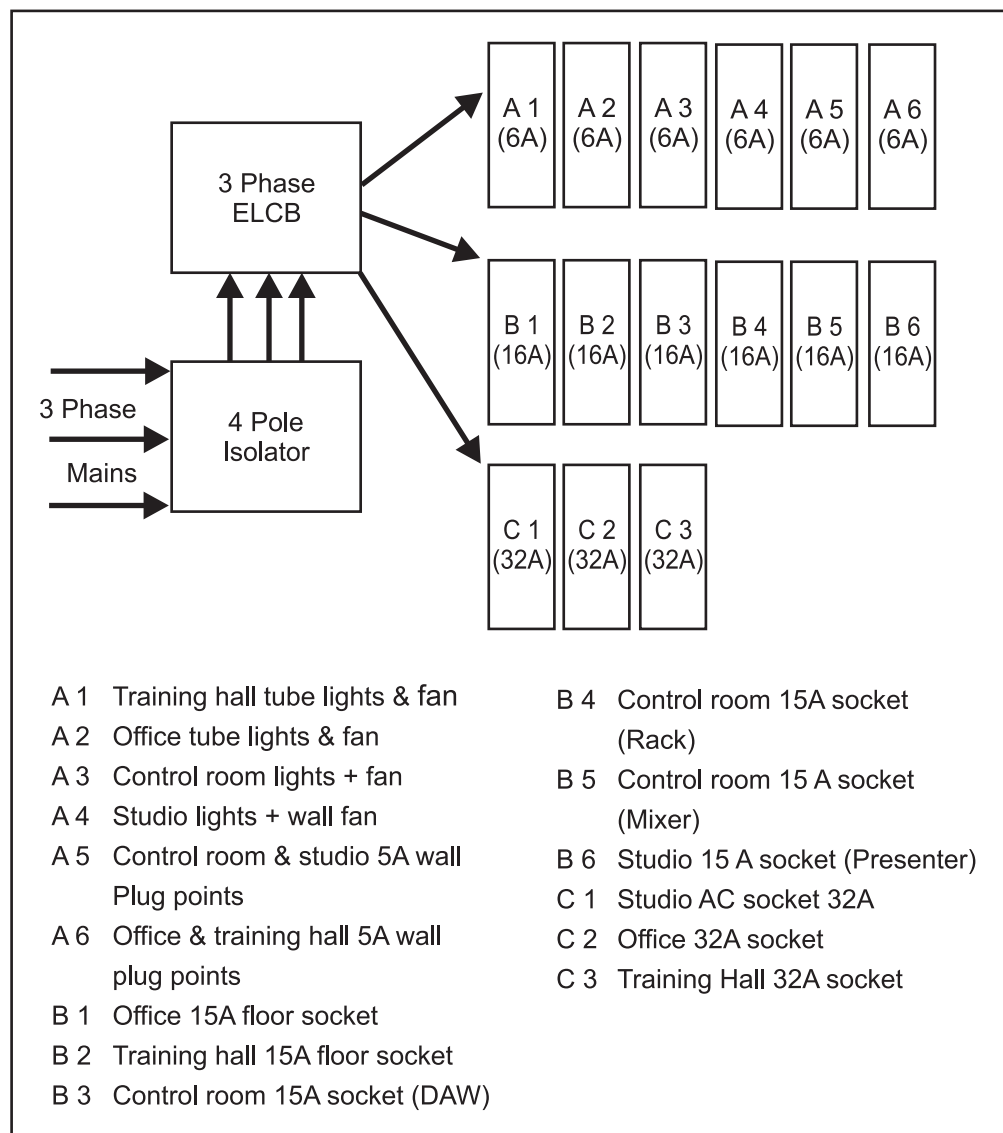


Figure 2: Sample distribution board diagram: Indicative only! (Courtesy the author)

If for some reason, you are unable to draw a distribution diagram for the entire station, you may restrict your distribution plan diagram to just the studio space. (Explain why you could not do this for the entire station in your notes.) Your responses to the questions given in this session, along with the distribution plan, will constitute the product for this session. Paste them up in your journal at the appropriate point as **Appendix - IV**.

B.3 DAY 3

Session 5: 9 am – 1 pm

Objective: Understanding the audio chain

- Goals:**
1. Examine the audio chain setup in the studio
 2. Draw a schematic view of the audio chain for reference

This exercise is designed to familiarize you with the connections between the various pieces of equipment in the studio at the CRS you are doing your internship at.

Ask for permission to examine the studio equipment at a time that it is free or not in direct use. (It may be possible to do this, for example, when editing work is going on rather than studio recording work.) Examine the studio component setup, and begin to diagram the entire studio component cabling and connections.

Pay special attention to:

1. Cabling used (2 core shielded/non shielded/single core etc.)
2. Connectors used (XLR male/female; ¼" phono balanced or unbalanced; mini phono etc.)
3. Stereo and mono channels and connections on equipment (especially mixers)

This is a time consuming process, so work hard and keep an eye on the clock. The station may already have a diagram of this sort – don't just copy from that! Very often, these diagrams are prepared when the installation is first done, and do not reflect subsequent adjustments made to the setup, especially when equipment is replaced or re-configured.

If you have done this well, you should have a diagram that looks something like what is shown in the following page:

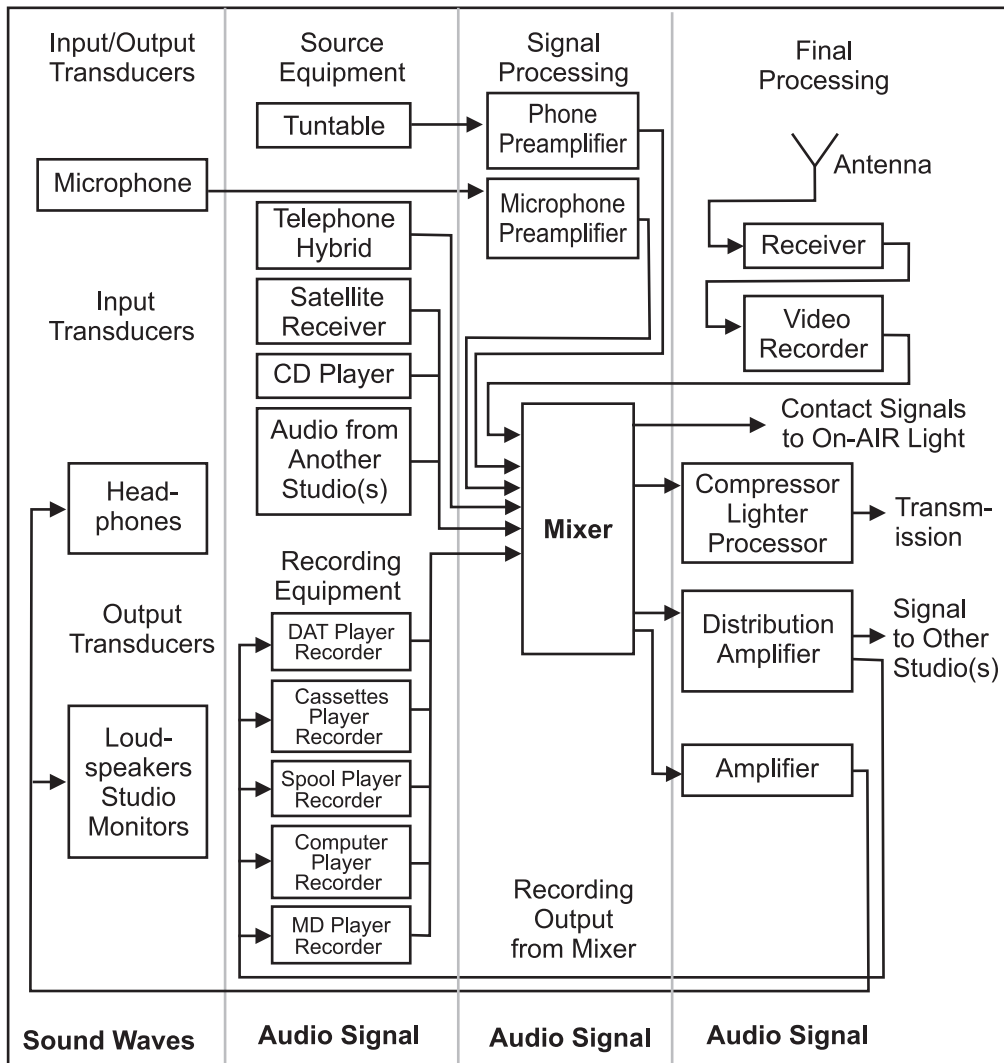


Figure 3: Sample audio flow diagram (Courtesy the author)

Note that this diagram does not show connections to the transmitter; and does not reflect connectors. Your diagram should do both.

The more details about the diagram, the better – so make it as large as you can. (Don't worry about the size – you can always fold it to include it in your journal.) And if the CRS does not have a diagram like this one, they could always use a large one to put up in the studio for reference.

Have your supervisor or someone very familiar with the studio check through your diagram before you finalize it. It may help to do a rough version first, so that you can make corrections. The diagram shown here has been designed on a computer, so don't worry if your diagram doesn't resemble it! Include your diagram as **Appendix V** in your journal.

Session 6: 2 pm – 6 pm

Objective: Understanding the field recording process

- Goals:**
1. Get familiar with using the field recorder
 2. Conduct a short interview recording in an outdoor situation

This exercise is designed to familiarize you with field recording processes.

Request whoever is in charge of the station's field equipment to issue you one of the field recording units. This may only be allowed if a station team member accompanies you during the recording. This is a valid precaution, since you are not part of the station team, or a volunteer from the local community – and may not yet be familiar enough with the equipment to be trusted with it on your own.

Go through the process and tips on field recording in Unit 18 before you start. Check your equipment and ensure that all of it is in working order when it is issued to you.

Plan a short interview with a CRS team member about their experience working in the field of community media. Keep it short, and ask only 4-5 questions, which you can note down before you start. Practice starting and stopping the recording, and adjusting levels before you start. Also practice the movement of turning the mic towards you and towards your interviewee while conducting the interview: you should be able to do this without straining your arm too much.

Now select a suitable outdoor location where you can record your interview, and conduct the interview. Explain what you will be talking about to the person you are interviewing. Request them to not interfere while you are recording, even if they have more experience and see you doing something obviously wrong, as you need to learn the process.

Conduct the interview. Listen to it as soon as you have recorded it; and if you feel the audio quality should be better, you can try recording it again.

Pay special attention to:

1. Audio levels (keep them at the appropriate level suggested – usually between -12 and -9 dB)
2. Ambient noise
3. Overlap of voices
4. Incorrect operation or movement of the mic, leading to fluctuating audio levels
5. How you ask the questions, and the questions you ask (no close ended questions that demand only yes or no answers, no flubs while speaking, and so on).

Learn how to transfer the audio from the recorder to the DAW, and transfer the audio. Preserve the audio and keep a copy on CD or other media with you. You will need this recording for a later exercise.

B.4 DAY 4

Session 7: 9 am – 1 pm

Objective: Understanding studio recording

- Goals:**
1. Participate in a studio recording in the CRS
 2. Suggest improvements in audio quality or recording process, if required

This exercise is designed to familiarize you with the process of studio based recordings in the CRS.

Prepare for the exercise by enquiring in advance regarding the programme productions scheduled for the day, so that you can find out what kind of a programme has been scheduled: music, discussion, phone-in, and so on. Talk to the programme producer(s) in the CRS team who are looking after this specific programme, and get some details regarding the programme:

1. Is this part of a series? (If yes and previous episodes have been recorded, try and listen to a couple of them beforehand.)
2. What is the programme format?
3. Is it going to feature one mic, or many deployed simultaneously?
4. Does it feature a phone-in component, where listeners will call?

Depending on the inputs you receive, spend some time in advance with the relevant equipment in the studio to quickly familiarize yourself with it. You will already have done this once when you did your initial review on the first day.

Take notes regarding the process that the team follows to record the programme, starting with the moment the participants/guests arrive for the recording, or the presenter is ready to do the recording. Try and simultaneously track what's happening at the recording end in the control room and what's happening on the studio floor, and portray them as a flowchart that reflects both processes. The flowchart should reflect all the activities in detail, including technical preparations being made.

The diagram in the next page shows how you could start the flowchart. The rectangular boxes represent what is happening in the control room, and the ovals what is happening on the studio floor.

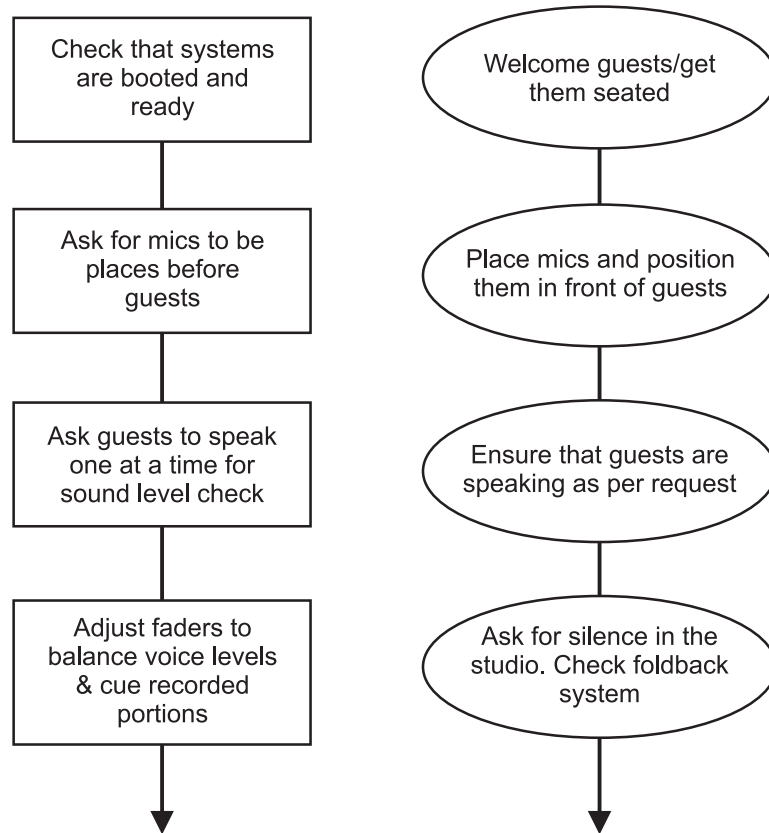


Figure 4: A sample studio recording flowchart (Courtesy the author)

This diagram is likely to be quite long, as there are many processes that take place simultaneously in the control room and the studio during a recording. Try and take notes in as much detail as you can.

Now listen to the recorded programme and check the overall audio quality. Is the audio even, and are all the voices heard at approximately the same level throughout the programme? Are some of the guests/speakers heard louder or lower than the others? Are there a lot of extraneous noises on the track?

Write your observations regarding the recorded audio (2 paragraphs or less), and include the flowchart as **Appendix VI** in your journal.

Note to the Supervisor on Session 7

If it is possible, allow the intern to do a studio recording exercise of his/her own in the studio, if it can be freed for a few minutes, rather than just observe the process. It would be far more valuable in terms of developing his/her confidence in working with the technology. If necessary, this can be done by rescheduling the activity on a different date and at a time when this can be more conveniently achieved.

Session 8: 2 pm – 6 pm

Objective: Understanding editing and post production

- Goals:**
1. Edit a small interview programme
 2. Suggest improvements in audio quality or recording process, if required

This exercise is designed to familiarize you with the process of audio editing and mastering.

You have already recorded a field interview in Session 6. You will need to ask for time on one of the editing systems in the CRS to complete this exercise. Find out about the editing software that is being used in the CRS beforehand, and read up about it so that you are familiar with the basic controls. If it is FOSS based – Audacity, for instance – you may even have experimented with it on a system you have access to before you arrived at the CRS for your internship. Ask for your supervisor’s assistance for this exercise, or anyone in the CRS team who can spare some time to explain the basic controls to you.

Import the audio you have recorded into the editing software. Your task is to edit the interview you have recorded into a short 3 minute programme. The programme must have the following characteristics:

1. It has to start and end with a short musical piece. Don’t select an arbitrary piece – use something instrumental and in keeping with the tone and pace of the material.
2. The music must fade under the opening question, and fade up under the last response at the end of the interview before fading out completely.
3. You may decide to keep or not keep your voice asking the questions. If you do not, you must find a way to bridge the gap between answers.
4. Remove unnecessary gaps and pops in audio. But don’t cut the programme breathlessly without any breathing space or pauses!
5. Once your programme is assembled, balance the various sections of audio out so that it sounds seamless and smooth from beginning to end.
6. Now find the controls to select the entire programme from beginning to end and export it as an MP3 file with the following parameters: **MP3/128 KBps/44100 kHz sampling/Mono.**
7. Save the exported file with a name that you will recognize, and in a folder where you will find it again.
8. Burn the final exported mp3 file as well as a folder with the original source materials onto a CD using the available CD writing software on the system. Put the CD in a cover and include it as **Appendix VII** in your journal.

Note to the Supervisor on Session 8

As noted for Session 7, it is important that the intern be given time to handle some of the controls on the editing system by himself or herself in order to gain experience on handling the editing software. Though there may be some hesitation within the CR team on doing this, it must be noted that the average volunteer does not arrive at the station after having studied for a certificate course in CR technology, especially one which includes several classroom sessions and practical exercises as part of the teaching content. Additionally, it is likely that the intern is already attached to a CR station in some fashion, and probably has some experience in the area.

B.5 DAY 5

Session 9: 9 am – 1 pm

Objective: Researching options for equipment

- Goals:**
1. Isolate one new piece of equipment that the station needs
 2. Conduct research on the internet to offer a technical appraisal of possible options of the equipment that the station can acquire

This exercise is designed to familiarize you with the process of equipment acquisition in a real world situation. You have previously done a similar exercise as part of Unit 4.

Meet the station manager of the CRS, and ask him or her what their wish list of equipment is: is there a piece of hardware or software that they've been wanting to acquire, and haven't been able to select or appraise yet? Takes notes on the items he/she tells you. Ask if there are specific features that they are looking for in these items.

Select any one item from the list, and use a computer with internet access to research possible options for equipment or software. Put your findings down in a specs comparison sheet patterned after the one given in the following page. Ensure that this is equipment or software that is officially available within India, so that it may actually be acquired should the station choose to do so after your review. It is important that your comparison sheet carry the contact details for the local authorized dealer or reseller.

Equipment Comparison Sheet: Computers

Sl. No	Name of equipment	Brand/Make	Model	Cost	Specifications	Any special features	Reason for selection	Dealer details	Service center
1.	Processor								
2.	Motherboard								
3.	Casing/CPU Tower								
4.	Hard Drives (HDD)								
5.	SMPS								
6.	RAM								
7.	Video								
8.	Optical								
9.	Wireless								

Figure 5: A sample equipment comparison sheet (Courtesy: the author)

This sheet gives you the headers that you can compare different computers under: processor, motherboard, and so on. You may have to evolve slightly different sheets for different pieces of equipment, or for software.

Include a copy of your comparison sheet in your journal as **Appendix VIII**.

Session 10: 2 pm – 6 pm

Objective: Technical challenges debriefing

- Goals:**
1. Assess the key technical challenges faced by the CRS
 2. Write up a technical note with recommendations on how these may be addressed.

As your final activity during your practical internship, you will conduct a technical review of the CRS, and identify up to 5 key technical issues that the CRS team feels it needs to address.

Select 4 - 5 CRS team members who are responsible for production and technical responsibilities within the team. Include the station director or station manager as one of the five. Conduct a short discussion with each team member to ascertain the key technical challenges that they feel need to be addressed.

Areas you may like to explore include:

1. What, in their opinion, in the last 18 months have been the three most serious technical issues or challenges faced by the CRS?
2. What has the impact of these technical issues been (enumerate for each one)?

3. What is likely to have caused the issue? Could these issues have been avoided with preventive maintenance?
4. Who finally addressed or solved each of the noted technical issues?

Use the notes from your four interviews to write a short technical review that captures the information in the following format:

- Technical issue No.1: *(Description)*
- Probable cause (if identifiable): *(Describe probable causes in bullet points)*
- Impact/Consequences: *(Describe the consequences in bullet points)*
- Avoidable by preventive maintenance: Yes/No *(Circle the right one)*
- Solution /provided by: *(Who solved the issue?) / (What was the solution?)*

Keep the details crisp and short. Don't write extended sentences and stay with bullet points. End your note with any recommendations that you may have for possible ways to avoid these technical challenges in future. Be creative, and use your knowledge of the field and your experience over the last five days to suggest practical and simple ways to avoid these issues or create fail-safes that will protect the station from serious downtime or outages due to these problems.

This concludes the list of tasks and activities to be completed by the intern during the practical internship period. The intern must complete all of these activities. None of them is optional. If the intern can squeeze in additional activities and tasks, this is to be recommended, as it will provide valuable field experience.

Section C

The Internship Journal and Self-Assessment Paper

Over and beyond the activities that you will undertake during the internship – and the outputs of each of those activities – you will be expected to create two important documents during this period: The Internship Journal and the Self-assessment Paper. The first is a kind of diary, or reflective record of your experiences. The second is a kind of self-assessment, where you will examine your learning from your experiences during the internship. Let us look at each of these in detail.

C.1 The Internship Journal

C.1.1 What is the purpose of the Internship Journal?

Taking the time to sit down and write about what you did during the day – activities, challenges, things you learned, feelings – is an important part of your internship. Writing this in the form of a diary or journal allows you to reflect on your experience, and your discussions with others at the CRS, and with your supervisor. It challenges you to think about what you are drawing from the internship experience, and is therefore the first step towards critically reviewing your own work.

Thus, the Internship Journal is meant for you to:

1. **RECORD** your experiences, saving them for later review, so that you do not forget key details;
2. **REFLECT** on your experiences and how they connect to what you have learnt before – and to other things that you have learnt in life;
3. **ANALYZE** your experiences and interactions during the internship, to locate areas you can improve in, and key theoretical and practical areas that you need to be clear on.

The journal is meant to document your experience of the internship, and what you have learnt – and in this sense, ties together many of the components of your internship. Re-reading your journal later should let you relive the experience of the internship, and provide fresh understanding and insights regarding your experience. It will also give your supervisor an understanding of what you have done, and provide your evaluator a way to understand the details of your internship visit.

C.1.2 Writing an Internship Journal

There are several considerations to keeping a good journal. But the central thing to remember is that your attitude towards the writing of the journal can decide whether it is a useless chore to be completed, or a dynamic exploration of yourself. Here are some simple tips and techniques that will help you write your journal in an interesting, engaging, honest and purposeful way:

1. Start by setting aside a notebook or register for the journal. A register is to be preferred, since you may want to paste some of the work you do as part of your tasks within the pages – and a notebook page can sometimes be too small. A register of 40 pages or more will be fine. Write your name, address and enrolment number on the first page.
2. Set aside a scheduled time each day of your internship to write. Don't wait to do it on the last day, because you will forget a lot in the interim. Start with the day you arrive and report to your supervisor, if you like, rather than the first day of your internship at the CRS.
3. Make concise notes during the day, as you work, in a separate notes copy or notepad. Later that evening, you can expand these notes into a formal journal entry.
4. Typically, there should be at least one entry per day of the internship. But if you feel the need, you could make more than one as well. But quality counts, not quantity – don't write a 300 page journal for a five day internship!
5. Record thoughts, questions, and critical incidents. Don't just write a narrative description of your day. Don't write 'I got up at 6 am and got ready. Went to have my breakfast of *paranthas*!' And certainly don't write personal things about yourself – other people are going to read this!
6. If you feel there is a lot to say, write. This is the space to keep a record of major events, questions, discoveries and your feelings regarding your internship. Reflect and analyse things that concern you, especially things that help you clarify your own strengths and weaknesses, and your understanding of your course matter.
7. The journal is a document that will be assessed, but don't try to impress anyone. Your honesty is far more valuable than your trying to find ways to impress the evaluator.

As part of your journal writing, you may like to use this list of questions to decide what you want to write:

1. What was the most important thing I learnt today?
2. What are the key issues that I want to think more about?
3. What did I observe about the way everyone at the CRS does this work?
4. What things did I need help with? What did I do when I needed help?
5. What key facts do I need to remember?
6. How did what I learnt or did today relate to what I have studied before?
7. What ethical questions did I face, if any?
8. What human relations problems or logistical problems happened, which prevented or obstructed my work?
9. Did I hear any opinions or ideas that were very different from my own?
10. What do I need to remember for tomorrow?
11. What was the best thing that happened to me today?
12. How do the people at the CRS treat you, or respond to you?
13. Is what I learned during the course applicable directly to the work you need to do at the CRS, or does it require radical adaptation to make it useful in a real world situation?

A sample journal entry

17th August, 2014

The third day of my internship: Though I've only been here three days, I've seen so much happening and talked to so many people that it feels like I've been here forever!

Today afternoon, when I sat down to figure out the connection diagrams for the Radio Janhit studio, I finally realized the difference between seeing a neat diagram drawn in a textbook, and seeing a mess of cables running all over each other. Seeing those printed diagrams, somehow, always gave me the impression that all the cables in an audio studio would be neatly arranged, in parallel lines, with clear marking showing what was connected to what. At first glance, when I saw the cables running out and into the mixer – an Edirol M16DX – it kind of looked like that: Cables emerging from a hole in the desk, and plugging into the various connector sockets. It was only when I looked under the table that I realized there was no way I could tell what was going where at all: all the cables were the same blue shielded cable, of the same brand! I had to hold each one physically in my hand and trace it to its next connection point. And all this while I was crouched under the edit table, and people were moving around!

For a moment, I asked myself: is this really what I want to do in life? It was hot and sweaty work under the table. But then, I realized how challenging it was to actually do this – work out the entire system, keep marking the notes in my notebook. And how much I actually enjoyed this. I came out from under the table after 40 back-breaking minutes, but with all the cables pencilled into my notebook. I must have drunk a bottle of water straight, I was so thirsty! But it felt like I deserved the lunch break today.

Later, I thought back on how much more convenient it would have been if the station had had a wiring diagram drawn up when the studio was being installed. No one here really knows what cables are connected where, except those for the systems that are used most frequently. It was only when I drew up my diagram (see Appendix 3 at the end of the journal), that I realized that in an emergency, if the mixer or DAW broke down, all that had to be done to switch the system to a pre-recorded playback from the CD player was to change one connection on the patch panel. No one knew that, and it made me feel very proud to have explained it to everyone. Usually, what happens is that the station's broadcast gets delayed if the DAW is giving trouble, since the programmes are played off that computer. Sometimes the broadcast gets cancelled altogether. I could see that some of the CRS staff was impressed at this insight. I think they may stop seeing me as a nuisance to be tolerated now!

I think I should also do a similar exercise for the electrical wiring tomorrow. That seems even more incomprehensible to everyone!

C.2 The Self-Assessment Paper

C.2.1 What is the purpose of the Self-Assessment paper?

The self-assessment paper, in many ways, is a way to take stock of your entire internship experience, and crystallize the learning into a concrete individual assessment of how you did. It is like taking a step back from all that you did during the internship and asking: how did the experience connect to my course? How was it useful? How did I grow, or my understanding expand or change? How did I do?

In this sense, this is an exercise that you should make notes for throughout, but something you should write immediately after you complete your internship. It is probably a good idea to give yourself a full day to write this up immediately after you complete your five day stint at the CRS, and ask whether you can meet your guide/supervisor the day after that to certify your journal and paper.

C.2.2 How to write up the Self-Assessment paper

The self-assessment paper should not be more than two typewritten pages long, or more than five handwritten pages. Be concise, clear and to the point. Your name and enrolment number must be written prominently at the top of the paper.

Proofread it and make corrections. Keep it short. Language is important, since it may prevent what you're saying from even being understood.

Many of the questions that you have responded to while writing your journal entries will help you here as well. In addition, you may like to consider:

1. Your expectations of the internship, and whether they were met or not – and why
2. Your experience of executing the tasks and activities, what you learnt from them, and an evaluation of your performance on those tasks and activities
3. Specific problems that you encountered, and your assessment of how you responded to those problems
4. Any attitudes or biases that you had to face as a newcomer, and a fresher to the process
5. How your previous academic learning from the course prepared you for the internship (or didn't prepare you, as the case may be)
6. Whether your attitude, perspective or abilities changed - and how
7. Do you see a future for yourself as a CR technician, and why/why not
8. Specific strengths and weaknesses that you discovered during the internship in your personality or in your knowledge.
9. Any unresolved questions you have at the end of the internship
10. Any things that you would have done differently

The self-assessment paper can be a bit of a challenge, since most of us are not used to the kind of self-introspection and self-analysis that it calls for. However, it is an extremely important skill to learn, and will serve you well once you commence your professional careers as CR technicians: it will help you create a regimen for continued learning, and allow you to constantly update your skills.

In case you still find it confusing, here's a sample self-assessment paper outline. Base your paper on this, and feel free to make changes as you see fit. Each person's circumstances and self-assessment will be unique, and so will their papers. There are no right and wrong answers.

Sample self-assessment paper outline

1. Description of internship

- a. Where and with whom; when
- b. Overall experience
- c. Key challenges & learning

2. Relationship of internship to previous academic learning

- a. Was your academic learning from the course directly useful, or did it only provide a frame of reference, with on-ground realities largely different?
- b. Give two examples to support your point of view

3. Assessment of internship from the point of view of:

- a. Did the internship offer you an opportunity to practice what you had learnt in this course?
- b. Do you feel the experience of the internship has changed you in any way, or impacted your understanding of the field of CR related technology? How?
- c. Do you feel you were able to contribute usefully to the process in the CRS where you interned in any way?
- d. Do you feel there were any specific obstacles or challenges that prevented you from achieving what you would have expected to?
- e. If you could change anything about your internship, what would you change?
- f. How would you rate your confidence in terms of being prepared as a CR technician after having tested out some of your skills during this internship?

4. Future plans

- a. Which aspect of a career as a CR technician do you find most intriguing and interesting? Has this changed after this internship?

Section D

Assessment of Internship

This section is designed primarily to inform the guide/supervisor assigned to the intern at the CRS. It is meant to provide inputs on the assessment questionnaire that they are required to fill up to comment on the skill levels of the intern, and their understanding of the subject of CR related technologies.

Interns may find it useful to go through this format as well as the assessment questionnaire provided at the end of this manual, as it will inform them about how they are likely to be assessed.

D.1 Assessment Notes for the Guide/Supervisor

In previous sections of this manual, you will see a list of responsibilities for the intern, the guide/supervisor, and the CRS team to which the intern has been attached. This assessment section assumes that these responsibilities have been successfully implemented by the respective parties, and that the intern attached to your CRS has been able to execute the tasks assigned in Section B of this manual. It also assumes that as a guide/supervisor, you have been able to monitor the intern's work, and have been able to draw some conclusions based on the assignment outputs shared with you by the intern; and that you have been able to advise him/her on the writing of their journal and self-assessment papers.

Your assessment of the intern will be based on the questionnaire given in Section D.2 of this handbook. The questionnaire is meant to be detached and returned to the institution from where the intern is completing the CCRT course. (Details of the address to which the questionnaire must be despatched are given at the top of the form.)

The form must be completed only at the conclusion of the internship, either on the last day, or on the day set up to review the student/intern's journal and self-assessment report.

Please remember:

1. The point of the assessment is to help the student/intern identify the areas he or she could do better in, or increase the depth of their understanding in. It is not an absolute score or ranking in terms of a specific measure of knowledge. The focus is on the ability to convert knowledge into practice.

2. Very few of the interns will have extensive technology or engineering backgrounds before the CCRT course. Most will be community members working with – or aspiring to work with – local CR stations in their areas. Their understanding of the technology will be better than average after having undergone this course, but this is unlikely to have made them experts by the time they undergo their internships.
3. Accordingly, assess their skills with objectivity; and temper your expectations with an understanding that the intern is not yet a technological expert. This is not to say you must relax your expectations or accept shoddy or thoughtless work – only that your assessment must be flexible enough to accept that the intern is a student, and on a learning curve that will only conclude after a few years’ professional experience.
4. Encourage creativity, and reward practical solutions from the intern. Also encourage independence of thought, and the ability to discuss and debate a point – or suggest alternative mechanisms to processes or systems that exist in the CRS currently.
5. Some of these categories of assessment will require your interaction with the intern to assess their thought processes and ability to comprehend. Use the interaction time you have with them to probe their flexibility of comprehension and ability to understand alternate viewpoints and priorities.
6. Please ensure that student details are entered correctly in the form: name, date of internship and enrolment number.
7. Each question in the questionnaire asks you to rank the ability or understanding of the student on a scale of 1 to 5, with 5 being ‘excellent’ and 1 ‘poor’. Place a clear tick mark in the appropriate box with a black or blue ball point pen. Please answer all the questions.
8. Any corrections or over-writing will need to be initialled by you, to specify that the corrections have been made by you.
9. The form needs to be signed by you and stamped with an organizational stamp – either that of the CRS, if it has an independent stamp, or of the parent institution which holds the CR license.
10. The form is an important part of the evaluation process, and constitutes the third and final product of the internship, along with the student’s journal and self-assessment paper. Please retain a photocopy of the completed form, once stamped and signed by you, in your records, in case the original is misplaced or lost in transit.

D.2 Assessment Questionnaire

Please complete the form attached. Once completed, it may be detached from the handbook by tearing along the perforations. Please note the despatch instructions given in the previous section, and ensure that it is signed and stamped and that all student related information is given clearly.

Questionnaire

CCRT Internship Assessment Questionnaire

(To be completed only on completion of student internship)

Name of student/intern:

Institution of study:

Enrolment Number: _____ **Enrolment date:** _____

Period of internship: From _____ To _____

Internship with: _____

Please rank the intern on the following parameters:

Section A: Professional conduct of intern

Sl. No.	Skill/Ability/Assessment Point	Score/Ranking			
		Excellent	Good	Fair	Poor
1.	Respect for CRS rules and regulations				
2.	Timeliness				
3.	Respect for others' time and work				
4.	General discipline				
5.	Presenting himself/herself, neatness & tidiness in work situation				

Section B: Technical knowledge of intern

Sl. No.	Skill/Ability/Assessment Point	Score/Ranking			
		Excellent	Good	Fair	Poor
1.	Understanding of technical setup for CR and identify various CR components				
2.	Understanding of technical concepts around audio, audio recording, digital and analogue audio				
3.	Understanding of studio acoustics and sound proofing				
4.	Understanding of production and post-production processes				
5.	Care in handling equipment				
6.	Ability to work on CRS equipment under supervision				
7.	Ability to work on CRS equipment without supervision				
8.	Ability to independently identify software and hardware components installed and list them				
9.	Ability to independently work out wiring diagrams, studio plans and electrical circuit diagrams				
10.	Ability to suggest variations or changes to existing setups and processes				
11.	Ability to independently diagnose possible causes of technical faults				
12.	Ability to examine documentation to identify equipment parameters and specifications				

13.	Understanding of transmission systems and transmission principles				
14.	Understanding of live and recorded audio				
15.	Understanding of audio chain, backup and archiving				
16.	Understanding of telephony for CR (including software and hardware options)				
17.	Understanding of play out management and scheduling				
18.	Ability to listen to audio and suggest improvements to audio quality				

Section C: Learning skills and intellectual flexibility

Sl. No.	Skill/Ability/Assessment Point	Score/Ranking			
		Excellent	Good	Fair	Poor
1.	Ability to understand unfamiliar processes when explained				
2.	Ability to absorb new information and comprehend it				
3.	Ability to adapt theoretical knowledge to practical situations				
4.	Willingness to take up additional tasks beyond those specified in internship				
5.	Ability to prioritize tasks and rank them in order of urgency				
6.	Ability to understand other perspectives, points of view and prioritisation factors (especially with a view to the technological aspects of CR)				

7.	Ability to present a reasoned argument for his/her point of view				
8.	Ability to weigh pros and cons of a technological decision				
9.	Ability to independently execute internship tasks without active external management and advice				
	OVERALL RANKING				

Name of guide/supervisor: _____

Name of CRS/Institution: _____

Designation: _____

Date of review/assessment: _____

Place:

(Signature & Seal)

Section E

Appendices

The appendices provide important advice to the intern, especially with a view to handling the unfamiliar circumstances and demands of a technical internship. Read through these carefully and absorb them – they could help you make the best of your time as a technical intern under the CCRT programme!

Appendix - I

Some Tips on Making the Most of Your Internship

Here are a few simple tips that can help make your internship an enjoyable and tension free experience where you can gain a tremendous amount of experience. For ease of comprehension, they have been categorized under some sub-heads, so that you can think cogently about them.

I. Managing Expectations

1. What are you expecting from the internship and the supervisor? Are you being realistic? Will you be disappointed if those expectations aren't met?
2. What do you think your supervisor and the others in the CRS team will expect from you?
3. Understand your responsibilities and what you will need to accomplish thoroughly. Discuss this in detail with your supervisor the day before the internship starts so that there are no misunderstandings.
4. Know to whom you will report and be responsible; who can ask you for assistance, support and inputs; and who cannot.

II. Daily Conduct & Discipline

1. Be careful with your appearance: dress appropriately and soberly.
2. Be friendly: make an extra effort to be accessible, and help out.
3. Keep your personal information and life to yourself.
4. Be positive and supportive: make others look good if you can.
5. Keep an open mind, and don't jump to conclusions. Make informed judgements.
6. Stay calm. No matter what.
7. Be systematic. Be thorough. Be accurate.
8. Communicate. Listen to other people and what they're saying. Don't blabber.
9. If you need help, ask. Don't hesitate. If you haven't understood something, ask for a clarification.
10. Be assertive. Present your points concisely and cogently.

III. Time Management

1. Plan and prioritize your day in advance. You are on a tight schedule. There is no excuse for not finishing a task you have been assigned on time. This is radio, where time and deadlines are exact.
2. Honour your working hours. Do not be tardy. Don't waste time. Use this for the learning opportunity it is.
3. Keep the toughest tasks for the time when you know you do your best work, or first thing in the morning, when you are freshest.
4. Be disciplined about time. Keep a time schedule handy to manage your time.

IV. Networking & Learning

1. Develop a systematic plan to cultivate contacts at the place you intern. You may one day work with these people because they were impressed with your work.
2. During breaks (lunch, tea) use the time to get to know others at the CRS – ask them about their work, their challenges, their responsibilities, their likes and dislikes.
3. Understand the technical challenges that the station has faced, and the solutions that were evolved or stumbled upon. Figure out what the weakest link in the technology has been.
4. Get familiar with the technical setup. Understand the equipment and its functioning. If you get a chance to assist or actively participate in

production or post production, jump at the chance. Ask whether you can work on the equipment when it is free, under supervision. Work extra hard to make all this happen along with your assignment work.

5. Ask questions. Identify the people willing to spend time to explain things to you and ask them for details about everything you want to know about.

It is up to you to make the best use of the internship period and not be a tourist who drifts in and out of the CRS!

Appendix - II

The Six Stages of Internship

Typically, every internship goes through six stages, from the moment you arrive the first day to the time you leave. In your case, the time is a bit short – but it is likely these six stages will get compressed into that time anyway. The trick is to get to the useful part of the internship as fast as you can, while spending less time on getting oriented and adjusted. Check these out!

1. Stage One: Arrival and reporting

You will probably arrive at the station a day early to check in before your internship, or meet your guide/supervisor. This can be a nervous time. Learn to relax and concentrate on the work at hand. You may feel ‘Can I really do this?’ anxiety.

2. Stage Two: Orientation and introductions

The first few hours of your first day on the internship will probably be spent getting the hang of the CRS, and meeting the people who work there or volunteer there. Prioritize and note down useful information. If you’ve met your supervisor in advance, you should be able to settle down more easily. Don’t feel frazzled by all the new information. Understand the hierarchies in the station, who is more senior and who more junior; who commands and who is commanded.

3. Stage Three: Reconciling with reality

You may have some idealistic ideas regarding what you expect to achieve during the internship, or what you will work on, or the kind of support you will receive. You may realize that the reality of the internship may not resemble your expectations at all. You may also find that you have to generate your own enthusiasm, because no one may actively take an interest in what you’re doing.

Don't be disappointed, and don't become negative about the whole experience. This is probably true of many professional situations, and the sooner you realize that it takes a fair time to carve a position for oneself and be taken seriously, the better it is for you. Use your time intelligently to learn, experience and grow.

4. Stage Four: Productivity and independence

This is really where you want to be for most of the internship period. The sooner you buckle down to the business of getting your activities completed, and to spending whatever spare time you can create on practice and learning useful things, the better for you. Try and get to this by the second day, and don't waste your time looking for support that may not live up to your expectations. Set your agenda, work hard, and be receptive to comments from the others in the station.

5. Stage Five: Closure

If you've worked hard and used your time well, this may well come before you expect it – and the time may have passed quicker than you know. Widen up your activities, check your schedules and review your own agenda for things that you needed to accomplish, and submissions that you need to make. Sort out anything that still needs to be completed. Discuss any final products with your guide/supervisor. Say your goodbyes crisply, and be sure to exchange contact details, so that you can stay in touch. Be bright, cheerful and positive till you leave. Ask honestly for inputs on how you can improve your knowledge and your capacities.

6. Stage Six: Reflection

If you've maintained your notes well, and have been diligent about your activities, even this short internship will have given you plenty of food for thought. After a couple of days' break, review what the experience has taught you, and make notes regarding the areas you feel you will need more study and preparation in. Revise the notes in your journal and in your self assessment document, and plan for how you want to move forward from there. Congratulate yourself on having successfully completed the internship, and treat it as a learning experience for the day you actually start working full time at a CR station!



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