

JINNAH UNIVERSITY FOR WOMEN



Career Services and Placement Office

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(Academic Council)



JINNAH UNIVERSITY FOR WOMEN

CAREER SERVICES & PLACEMENT



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About Us

The Career Services & Placement Office (CSO) is principally established to facilitate students of Jinnah University for Women to get better job and internship opportunities. The aim of this office is to develop a work relationship between corporate sector and graduates of Jinnah University for Women. It facilitates students to develop and polish their skills to get the best suited job for them. Moreover it also helps organizations for finding out the best match for their available jobs.

The Career Services & Placement Office aims to provide services to graduate students and alumni for career planning, professional development, personal grooming, skill development and career counseling.

Vision

Empower Women with the professional and employability skills to augment their economic contribution to the business world.

Mission

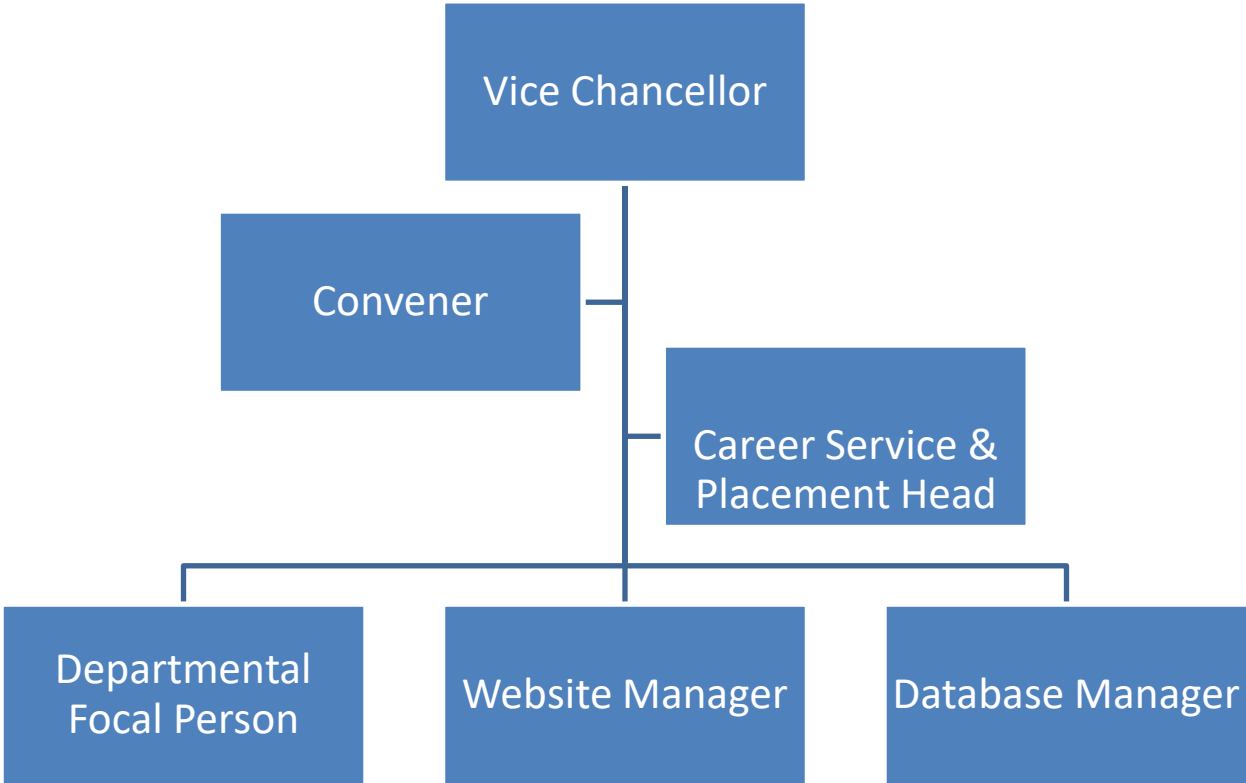
To ensure placement of students and alumni in various industrial segments by providing them skills, training and opportunities for career building. Career Services & Placement Office (CSO) aims to develop strong corporate linkages and create better career opportunities for our students and alumni.

Objectives

Career Services and Placement Office's key objectives are:

- To assist students, graduates and alumni achieve decent, rewarding and professional careers as interns, employees and even as entrepreneurs.
- To teach students and alumni effective career navigation strategies, skills, and techniques.
- Encourage students to explore career possibilities, and help them identify and articulate their knowledge, skills and abilities.
- Designing and implementing professional grooming programs including resume writing, interview preparation workshops etc.
- To assist all JUW students to make and act on career decisions with increased awareness, by educating and encouraging responsible, as well as, timely involvement in career planning, internships, and job search processes.
- Develops intentional collaborations with campus and community partners, alumni and employers to help students reach their career goals.

HIERARCHY: Career Service & Placement Office



Composition

Vice Chancellor: Prof. Dr. Naeem Farooqui

Convener: Prof. Dr. Dilshad Zafar

Career Service & Placement Head: Ms. Faiza Maqbool Shah

Departmental Focal Persons:

Sr. no	Name	Department
1	Ms. Samreen Lodhi	Business Administration
2	Ms. Atika Imran	English
3	Ms. Mehar Afroze	Commerce
4	Dr. Fatima Zehra	Physical Therapy
5	Dr. Ayesha Muntazim	Eastern Medicine and Surgery
6	Ms. Wajeeha Mehtab	Mathematics
7	Ms. Farkhanda Afaque	Microbiology
8	Ms. Saima Ibrahim	Botany
9	Ms. Hajira Karim	Biochemistry
10	Ms. Neha Khan	Biotechnology
11	Ms. Soomaiya Hamid	Computer Science
12	Ms. Hareem Shabbir	Media Studies
13	Ms. Saima Bano	Islamic learning
14	Ms. Sharmeen	Zoology
15	Ms. Nida Rasheed	Psychology
16	Ms. Naushaba Sajid	Political Science
17	Ms. Sobia Kamran	Pharmacy
18	Dr. Farzana Naz	Chemistry
19	Ms. Kanza Jameel	Food Science And Technology
20	Syeda Fatima Zameer	visual studies
21	Ms. Qudsia Basri	Pharmacy
22	Ms. Farida Saeed	Education

Website Manager: Ms. Ayesha Zulfiqar

Database Manager: Ms. Arifa Shamim

Job Descriptions

Career Service & Placement Head

- Create employment and internship opportunities for current students as well as for alumni
- Establish and maintain productive employer partnerships and industrial linkages.
- Focus on Career Planning services from side to side presentations, seminars, trainings and workshops.
- Help students to spot different employment opportunities available in the market that best matches their career choices. Provide training to students in various areas including resume writing, interviewing skills etc.
- Schedule job/ internship interviews for students with employers. Also conduct a follow up session for further improvements.
- Orient students and alumni to Career Planning's online career management system (CSO) to assist them in obtaining employment.
- Organize events where students can participate and apply for job vacancies. Events include job fairs, mock interviews and recruitment drives.
- Ensure that all jobs and internships opportunities are sent to registered students through email and also posted in CSO.
- Build up and sustain a mutual relationship with academic departments of university.
- Contact different businesses and industries to build up beneficial partnerships.
- Assist employers in posting job opportunities on JUW CSO platform.
- Schedule business and industry presence on campus on regular basis. Promote on campus recruitment practices for employers.
- Maintain and update data base of prospective employers. Keep student data base files as needed.
- Provide career information, vacancies and updates to related groups to students as well as alumni and faculty.
- Attend workshops, seminars and training.
- Other related duties as assigned

Departmental Focal Person

- Represent your department and its career related activities.
- Provide individual and group career counseling for students.
- Provide career-related seminars for interested students.
- Coordinate and Mediate with students and CSO.
- Performs related duties and responsibilities as directed.

Website Manager

- Manages content on websites. Create, edit, or delete pages and content as needed on website
- Ensures that all content is accurate, well-crafted, engaging and aligns with university strategy.
- Monitors websites functionality to ensure the website is serving the desired purpose
- Recognizes opportunities for improvement in the user experience.
- Consults with departmental focal person for the development and maintenance of accurate web contents.
- Maintains a collaborative work environment and works well with others.
- Performs related duties and responsibilities as directed.

Database Manager

- Provide assistance to a team to plan, develop and maintain database files of students, alumni and employer.
- Make sure that all requirements are fulfilled while maintaining database systems.
- Conduct regular training programs for departmental focal person on database management.
- Provide updates on database status regularly.
- Ensures that information is backed up and secured.
- Restores lost data
- Protects data by developing data security and restoration controls.
- Performs related duties and responsibilities as directed.

Facilities for Students

- Workshops/Training sessions for resume writing, communication skills, interpersonal skills and confidence building techniques.
- Mock interviews
- Job fairs and recruitment drives for graduating students.
- Workshops for professional skill development
- Guest speaker session for Career counseling
- Graduate Directory
- Internship opportunities.
- Timely information regarding vacancies
- Meet ups with alumni for career assistance.

Policies

Student Counseling Policy

Policy Statement

Jinnah University for Women is committed to impart quality education to its students. Our faculty members do their best to achieve this prime objective. All students are treated at par, and individual guidance is provided to those who are academically weak or require it willingly or after the class.

The primary purpose of counseling policy is to ensure that all students at Jinnah University have an equal opportunity to avail of the benefits of classroom learning with substantial improvement in the performance of academically weak students.

Objective

Faculty members devote some of their time to counsel their students. This counseling time is announced to students before the start of the semester. Anything which was missed during the lecture or any difficulty about any concept/topic is discussed during this counseling time.

Individual assistance is provided to those who are not at par with their peers in the class. Faculty members offer them extra time to make them understand the topic in which they show lacking. Their progress in terms of marks in quizzes and assignments are strictly monitored in order to take necessary action if required. They are also given extra easy-to-understand assignments and exams to grasp the concept being taught.

Whether a professor, instructor, or graduate student, many students will look up to them. At times, they may find themselves in the position of counseling a student about matters beyond the scope of their official academic relationship. For some teachers, this is an uncomfortable role, with murkier boundaries than intellectual mentorship. For all teachers, it is a challenging balance between respecting the limits of their position and wanting to offer as much support to a student as possible.

Characteristics of students needing counseling

Students weak in Academics

The weak in academics students can be classified as those students who have previously failed in 40% to 50% courses of a given semester and have lost a semester due to failure in exams.

Student idlers

Those students who generally do not attend classes regularly and secure low marks (60 percent or less) in their midterm exams.

Students lacking interest or self-confidence:

Some students show low self-confidence because of less interest in the subject or otherwise.

These students neither usually seek help, nor do they often communicate. They face issues of adjusting in the environment of university because of less participation and poor communication skills inside and outside of the classroom.

Students causing disruption:

An explanation for weak performance can be of disruption such as there are students who are not disciplined, get into bad habits, and come to the university just because of having fun.

Poor English knowledge:

As business resources and course books are mainly in English, poor English knowledge may affect their study and require counseling.

Timing of Remedial Courses and Repeat Exams:

The students who have failed in several subjects in the previous semesters or final year develop a considerable backlog of failed courses. Hence, the timing of the repeat/improvement exams in the last semester can seriously harm their academic record.

Voluntary counseling:

Some students will require counseling willingly, whether they need it for career, honing their skill or just getting extra help for themselves.

Strategies to improve and groom the performance of students:**The Selection of Proctors, Active Student Advisors and Mentors**

University can nominate a lecturer or a senior student as a coordinator for first-year students. The adviser then develops a close link with every student, adjusts the students to the practices of university, monitors their progress on a daily basis, and leads students during their 4-years study.

Student advisors should focus on first-year students because they got new experience after the transition from the previous institute.

Although the student advisers provide personal and academic assistance to the students, they are not indeed able to solve the issues. However, the advisers can guide students by putting them in touch with other guidance, and so on.

Tracking and Analyzing Student Performance:

University already takes a preliminary test for improving student's knowledge. Advanced assessments offer facts and information about specific domains in which any weak student may get additional instructions if needed.

Her course instructor throughout the semester revises weak student's performance, and efforts made to strengthen teaching and deliver additional instructions as required.

Reviewing the attendance in link with the performance, and advising students about attending classes, making up sessions missed, and receiving extra help.

Improvement of academic performance:

To assist the student in dealing with particular academic weaknesses (e.g., in mathematics) might be emphasized on weak students, in such case corrective sessions either in the semester (in free timings of the students and teachers) or in the summer semester.

Another approach will be to deliver a two-week period (e.g., preparation leave) when no classes are held. However, instructors are available to assist students with their weaknesses.

Additional efforts may also be delivered in new innovative methods, for example:

- Classes where special issues are resolved and students cooperate with others in addition to a senior student or faculty member.

- Weak students cannot handle individually and a “Student Academic Support Program” can thoroughly deliver extra notes, extra classes, and a new direction.
- Faculty and student associations on assignments where instructors are available to students formally and informally and emphasize attention on weak group fellows.

Improving English speaking and Communication Skills:

The university may set up improvement in English language timing in computer labs (where students can use the internet on computers to enhance their skills; they can also practice communication that mainly improves verbal English.

On the other hand, students can attend the English tutorials regularly, which may increase both every day and technical English, and a teacher can offer potential help while explaining the inadequately assumed concepts, help the students to learn more. These tutorials may help the learners to get more confidence, for instance, by asking queries.

Presentation, communication, and English language skills may also increase by confirming that opportunities must be provided to students from the first year to make and maintain presentations in the classroom. Specific changes must be provided to the weak students so they can enhance their skills.

Student’s soft skills development and language must be given priority during the four-year education program by organizing seminars, guest speaker sessions, and conferences. Courses must be oriented and collaborative to build confidence rather than focus on job orientation.

Guest Speaker Sessions

Guest Speaker sessions are also arranged to provide practical knowledge of the subjects being taught. This helps those students who did not grasp the concept during lectures in their classes.

Remedial or repeat exams:

Makeup or preliminary exams should be taken before conducting the final exams. Preliminary or makeup exams must not be undertaken after completing the semester because, after the completion of the semester, the students may have a heavy burden.

There can also be a provision of re-taking the Midterm Examination (in individual cases) for those who missed or showed their inability to understand questions. They can be given one more chance to re-appear in the next Midterm Examination. The respective faculty member can prepare a separate Midterm paper for these students.

Group peer-learning:

In groups, peer-learning can help and improve students to coordinate with one another so that they may find the chance to overcome academic and other issues.

A systemized approach to peer-learning includes making 10 to 12 students' group – weak and excellent mixed, who will learn from each other. The students may review the lessons before assessments, after attending sessions, etc. They may undertake group projects effectively.

Capable students may assist the weak ones. Peer groups may help each other too. There could be “vertical integration” among them, i.e., the senior ones may work with the juniors, and student-faculty collaborations enhance by this act, with faculty staff being presented as a source of student peer-learning groups and even cooperating casually with students.

“Buddy system” variation held where weak and efficient students (junior or seniors ones) are combined for working and collaborating.

Enhancing classroom practices:

Classroom sizes are essential to consider where instructors give lectures with adequate attention to the students by involving them appropriately.

To maintain and enhance the practices, course instructors can implement the following tactics.

- To ask students about their knowledge and self-confidence by educating them on some important stuff and slowly moving to some new topic.
- Define the significance and relevance of a problem to the “real world,” or industry, etc.
- Provide practical examples, mainly when defining some technical concepts. Assessment of practice and theory is an essential task for a teacher– which means providing them more time to industrial visits, lab work, apprenticeships, projects, and internships.

- Conduct lectures and sessions in bullet points, containing adequate examples, by using the stuff beyond the textbook.
- coordinate with students and move around the room during the lecture and while they study and resolve issues
- Speak loudly and clearly.
- Use multimedia instead of “chalk and board,” power points and OHPs, - classrooms can equip with projectors, models, videos, images, and charts to make teaching more tactile and visual.
- Provide student performance evaluation through feedback so they can get how to improve it. Weak students may get productive feedback. Moreover, creating such an assessment is a part of the teacher’s responsibility, which s/he needs to be skilled.
- Always ready to answer the queries and feedback from students about the teaching style and relevant content.
- Always available for formal and informal interaction after class.

Increasing classroom participation of students:

Student participation needs to be enhanced because it involves them more, increase confidence, and helps to reduce the chances of fears. There are many concepts which the instructor learns to increase student effectiveness, enjoyment, and participation.

- Ask them queries at the start of the session about the previous lesson, so assisting students in reviewing the past lesson and providing steadiness.
- Ask them about what they learned in the session after 20 to 30 minutes and ask students to review the critical points at the end of a session.
- After giving the lecture, ask them a problem regarding the topic to solve.
- Ask students to solve problems separately or in groups.
- Split students into groups and ask every group to explore it from the course and give a presentation on it. Combining weak and excellent students in a group will help them to learn more effectively. After preparing for the presentation, each student may take 10 to 15 minutes and present their individual

point of view regarding the case. Each group can get a chance to ask queries to another group so that they can get an opportunity to think, discuss, interact and learn more new concepts. This may resolve the problems of a multi-disciplinary or any substantial project. Project preparation can make the students ready to present more effectively.

- Encourage the good students to ask queries so the weak students can get an idea to speak.
- Encourage students to work in labs, take part in projects and workshops. Increase group assignments, reward, and encourage teamwork, particularly where groups have assisted weak students to improve.
- Give assignments about making charts and revise with other students, choosing the most beneficial way to show in the classroom. Online tasks are useful, too, as including mockups, movie clips, and lab demos.
- Transfer 'back-benchers' on the front seats, which help to get weak, uninterested, or disruptive students involved.

Internship policy and procedure

Vision

Jinnah University for women is committed to provide excellent opportunities and facilitation for internship placement for to its students in small, medium, and large organizations in the country.

Key objectives

1. To promote real-life experience in young graduate and undergraduate students
2. To prepare students for their professional lives after graduation
3. To encourage a wider and better understanding of the challenges confronting the students today, including insight for the interns into how the business world works
4. To provide interns an opportunity to participate in areas of their interest

Due consideration should be given to ensure

- 1) Interns are adequately supported to ensure excellence
- 2) Continuous monitoring and evaluation are provided to ensure added value and enhancement of the University's reputation
- 3) A positive experience for Interns

Academic internships

An internship can be defined as a form of practical work that takes place on the business site at a company or an organization and is linked with a proper academic plan for learning. The program is under the supervision of the Career Services & Placement Office of the University for which there is an award of academic credit for few departments including Business Administration, Psychology and Food Science and technology. If the internship experience and the linked learning are at a satisfactory level for the University and the concerned department, academic credit may be awarded.

Need for a policy

For the awarding of credit for an internship, it is essential to have a proper academic policy at the undergraduate and graduate level so that the minimum requirements for relevant programs can be established. This is to guarantee learning and scholarly meticulousness and proper treatment of

students across academic units. Such an arrangement additionally gives clearness to students, faculty members, advisors, and employers.

Academic unit's flexibility

Academic units have the opportunity to structure specific educational plans and rules for such internship experiences that are credit-bearing; however, those rules ought to adjust to the base prerequisites set out in this policy.

Compulsory requirement

Students who are enrolled in Bachelors of Business Administration, Psychology and Food Science and technology are required to complete an internship before the completion of the degree. It is mandatory for them as it has two credit hours for Business Administration and 3 credit hours for Psychology and Food Science and technology.

Procedural and legal matters

The placement official maintains updated forms and documents, and the staff, the under study, the organizations, or the faculty members are unequivocally advised to go through these guidelines and utilize these documents and forms during the internship consideration. For a conference on these procedures, the University's Internship facilitator is available at the placement office.

Awarding credit Criteria

The internship for which an understudy gets academic credit must incorporate the accompanying segments:

1. Proper preparation for the student. The student ought to have the scholarly readiness that permits the student to apply, broaden, and test information to comprehend complex issues and address actual business issues in the offered internship experience. Furthermore, the understudies' scholastic administrator may require the understudy to take part in a program of readings or other work preceding or simultaneously with the internship to make the learning experience rewarding.

2. Consistent assistance from an advisor, mentor, or faculty member. The understudy should receive proper guidance during their internship experience and must be assessed by a faculty or staff member attempting to guarantee a fitting equalization of challenge and support process. On the progress of the internship and the display of learning, the scholarly supervisor ought to give the understudy customary input, and is exclusively answerable for providing an evaluation grade upon culmination.
3. Work experience capable of advanced learning. Work that is just everyday practice doesn't connect with the understudies' scholarly arrangement or advance the understudies learning objectives isn't suitable for an academic internship. The internship position itself must draw in the understudy in an on-location work understanding of adequate depth, multifaceted nature, and interaction that the understudies learning objectives might be accomplished.
4. Sufficient length. Credit isn't allowed for completing a specific number of hours of work. An exhibit of learning must likewise occur. In any case, an internship must be long enough that is, in any event, a month and a half to take into consideration this as a learning experience.
5. Articulation of learning objectives. The understudy, in meeting with the scholarly supervisor, must recognize the planned learning objectives to be accomplished through the internship. These must be recorded via documentation, which is to be submitted to the office for appraisal and assessment.
6. Demonstration of learning. Scholarly credit isn't conceded for the work experience itself. It is granted for academic education of adequate scholastic thoroughness and elaboration that happens during the internship. Learning is shown in two different ways. (a) By methods for work that show the application, developing or augmentation of scholastic ideas (b) By means for reflection of the internship process demonstrating what was experienced and how this information relates to previous and future scholarly learning.
7. Prior endorsement. Academic credit is allowed when learning objectives, the methods or the performing, and proper supervision are settled before the inception of the understudy's work experience. Be that as it may, it might be fitting to add detail to learning objectives and make

them last after the internship starts to allow interviews with those at the internship site. Regardless, credit isn't conceded retroactively.

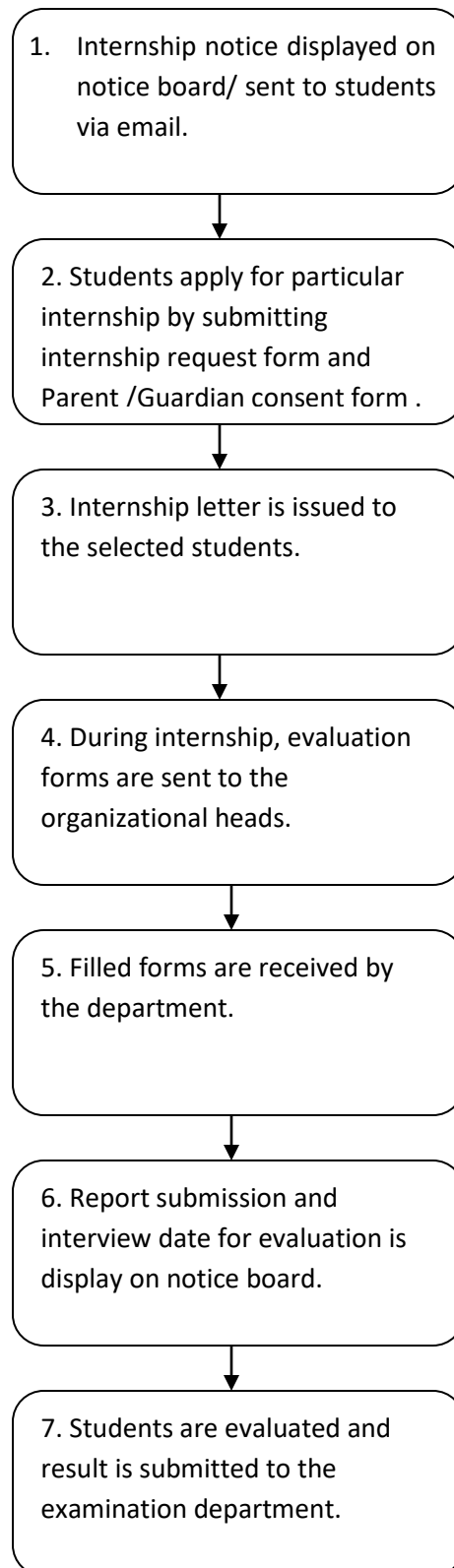
Grading

A letter grade may be given to a student taking internships. This grade will be based on the final report, evaluation form submission. An interview will be followed by submission. This interview will be conducted by the panel.

Payment

Academic credit is in no way affected by Payment.

Internship Process Flow Chart



Job Placement Policy

Jinnah University for Women will provide active assistance to their graduating students and alumni in finding better job opportunities and will make them prepare for employment by starting a career development program. JUW's career counseling network will help graduate students to get a variety of ideas for their future careers.

Steps to Embark students' Career Journey

Step I: Start Planning

- To set up a career counseling office at JUW where students can come and discuss their career goals with counselors and get better ideas for their future. Counselors will assess them by their skills, strengths, and interests; this will help counselors to identify and narrow down the suitable job choices easily.
- To create the JUW's career counseling Facebook group where students and alumni can stay up-to-date with internship and job opportunities.
- To start a proper networking channel where alumni, senior students, university staff, faculty members, and potential employers can discuss and explore available job opportunities.
- To provide a platform where students can communicate to learn experience with people working in their concerned domain.
- To provide internship opportunities during their study and encourage them to participate in extracurricular activities such as attending conferences, sports, volunteer work, community services, and much more to strengthen their resume and experience.

Step II: To Develop their Skills and Essential tools

Provide career training workshops to students so that they can enhance their transitional skills such as networking, negotiation, job searching, interviewing skills, and more.

To conduct mock interview exercises.

To assist students in developing the necessary tools and review these tools to ensure quality and accuracy:

- Resume
- Cover letter
- LinkedIn Profile

- Portfolio
- Elevator Pitch

Step III: Arrange Key Career Events

Arrange the following events for students and alumni so they can explore current job opportunities and make network with employers.

- Career Fair
- Industry meet and greet
- Institute-based recruitment drivers

Step IV: Make Employment Process Onwards

- To provide related opportunities to their domain of interest.
- To make them prepared for interviews.
- To guide the students to act professionally. No matter if any of them has decided not to go for an interview, they should inform the company through regret call/email.
- Guide them to follow up with the company after applying for any opportunity.
- Career Activities and Events

JUW has developed relationships and connections with company practitioners from diverse sectors and maintains the relationship by engaging them in different events and activities. The students and alumni can avail the opportunity of career exploration and networking by attending these events. JUW career events and activities will also introduce fresh graduates to the employers so alumni can communicate their skills and competencies by showing employers their remarkable JUW educational experience.

JUW Job Fair

JUW organizes a job fair every year. The event mainly aims to provide opportunities to different organizations so the employers can explore the new talent by interacting with the students. In the job fair, the employers and recruiters discuss upcoming opportunities for internships and jobs with the students. Recruiters arrange stalls for students, conduct on-the-spot interviews, and introduce their organizations to the students. The career fair facilitates the recruiters of different companies to organize employment tests and short interviews. Students avail of this opportunity and start their application procedure at the job fair.

Industry Meet and Greet

JUW career counseling network will take the initiative by organizing an event of Industry meet and greet. In this event, JUW will invite employers and company practitioners from different sectors to come and meet with JUW alumni and senior students. The primary purpose of this event is to introduce the organization to JUW students. Companies and students both will get a chance to communicate about current career opportunities, trends, and advancement.

Institute-based Recruitment Drives

JUW career counseling office will facilitate the company's recruiters in arranging employment drives in University. Recruiters can organize information sessions and take job tests or conduct short interviews on recruitment drive day. Students can ask essential questions and avail a chance to coordinate with the company's recruiters to get the desired jobs.

Appendices

Appendix A : Student Evaluation Form



JINNAH UNIVERSITY FOR WOMEN

5-C, NAZIMABAD, KARACHI -74600, Tel: 36619902, 36620857-59 ,36620615

Fax: 36620614 E-mail: info@juw.edu.pk <http://www.juw.edu.pk>

STUDENT EVALUATION FORM

Respected Sir/Madam

- Thank you for supervising one of our students for their internship
- This is to know how our student performed during her time with you.
- Based on your observations and feedback, 2 credit hours are granted to successful student.
- We will use this completed form to provide general feedback to the students on their internship.

- **Completion Instructions:** Please use the behavioral anchor as examples to guide your selection of the intern's level of performance. Mark (√) for the correspond rating.
- If the area is not applicable to your intern's position, please write "N/A" in the section.
- **Delivery Instructions:** Once you have completed the evaluation, please submit this form in a sealed envelope to the program chair through one of the following methods:
 - Email: cso@juw.edu.pk
 - Mail: 5 C. Nazimabad. Jinnah University for Women, Near Matric Board Office, Department of Business Administration, Jinnah University for Women.
- Please complete and return this form.



JINNAH UNIVERSITY FOR WOMEN

5-C, NAZIMABAD, KARACHI-74600, Tel: 36619902, 36620857-9, 36620615, 36620615

Fax: 36620614 E-mail: info@juw.edu.pk http:// www.juw.edu.pk

Student Name: _____
 Organization: _____ Supervisor: _____
 Department: _____ Supervisor Designation: _____
 Supervisor Phone: (____) _____ Supervisor Email: _____
 *Please note that ratings 1 is highest 5 is lowest,

	1	2	3	4	5
1-Responsibility and reliability: Demonstrates a consistent level of self-discipline, organization, and dependability.					
2. Oral Presentation Skills: Effectively communicates verbally in a concise, articulate, and professional manner.					
3. Written Communication Skills: Effectively communicates in writing in a concise and professional manner.					
4. Initiative/ Self-starter: Seeks new tasks to work on without direction of others.					
5. Interpersonal Skills: Appropriately interacts with others.					
6. Teamwork: Works well with others, demonstrates good citizenship, and acts ethically in order to complete projects and meet objectives.					
7. Problem Solving: Identifies problems and generates and evaluates solutions to problems.					
8. Planning & Organizational Skills: Organizes and prioritizes tasks and materials in order to manage projects, complete tasks and locate information easily.					
9.Functional Knowledge: knowledge of specialized area e.g. Marketing/Human Resource/ Finance					
10. Overall Performance: in given projects during internship					

I certify that Ms. _____ completed _____ weeks/days internship at my organization.
 (Supervisor's Signature) _____ (Date) _____

Appendix B: Employer Survey Form (QEC)



JINNAH UNIVERSITY FOR WOMEN

5-C, NAZIMABAD, KARACHI-74600, Tel: 36619902, 36620857-9, 36620615, 36620615

Proforma 8

Employer Survey

(To be filled in by Employer - after the completion of each academic year)

The purpose of this survey is to obtain employers’ input on the quality of education University of _____ is providing and to assess the quality of the academic program. The survey is with regard to University of _____ graduates employed at your organization. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

S#	Attributes	A	B	C	D	E
I. Knowledge						
1	Math, Science, Humanities and professional discipline, (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Problem formulation and solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Collecting and analyzing appropriate data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Ability to link theory to practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Ability to design a system component or process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Computer knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. Communications Skills						
1	Oral communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Report writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
III. Interpersonal Skills						
1	Ability to work in teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Appreciation of ethical values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IV. Work skills						
	Time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V. General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

Information About Organization

1. **Organization Name** _____
2. **Type of Business** _____
3. **Number of Graduates (specify the program) in your Organization:**

Appendix C: Internship Consent Form



**JINNAH UNIVERSITY FOR WOMEN
CAREER SERVICES & PLACEMENT OFFICE
Internship Request Form**

Student Name:	Father Name:
Enrollment no:	Department:
Contact No:	Email address:
Name of Organization/ Institution for Internship:	
Expected Duration of internship (Mention dates as well):	

- *I request permission for attending an internship in above mention organization. This internship being a really important and integral part of my learning procedures, I request you to consider my situation and grant me permission for the same.*
- *After my internship, I will submit a report, internship certificate and employer feedback form to the department.*
- *I agree that I will not breach the confidentiality of the organization and will not share any kind of information and pictures of organization to anyone.*

Student Name: _____

Signature: _____

Date: _____

Departmental Focal Person

Name: _____

Signature: _____

Date: _____

Dean Signature: _____

Career Services & Placement Office

Faiza Maqbool Shah

Head,

Career Services & Placement
Jinnah University for Women

Appendix D: Parent/ Guardian Consent Form



JINNAH UNIVERSITY FOR WOMEN
CAREER SERVICES & PLACEMENT OFFICE
Parent/Guardian Consent Form for Internship

Student Name:	Father Name:
Enrollment no:	Department:
Contact No:	Email address:
Name of Organization/ Institution for Internship:	
Name of Supervisor: _____ Designation of Supervisor: _____ Department: _____ Contact no: _____ Email address: _____	
Office Location:	
Expected Duration of internship (Mention dates as well):	

- *I give my daughter, _____, permission to do internship in the organization/institution mention above.*
- *I realize that my daughter must use her own transportation to and from the internship workplace site.*
- *I understand and agree that I, my daughter may not make any claims against University or their respective.*

Parent/Guardian Name _____ Parent/Guardian (Signature) _____

This document should be submitted to Career Service & Placement office before joining the internship.

Departmental Focal Person

Name & Signature: _____
 Date: _____
 Dean signature: _____

Faiza Maqbool Shah
 Head,
 Career Services & Placement
 Jinnah University for Women

