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This internship report has prepared through continuous study during my internship period for 600 hours. This work would not be possible without the cooperation and assistance of some generous hands.

Firstly I would like to give special thanks to one of my teacher Sarah who gave me the chance to do my internship at a reputed education institution, study guidance.

I also thanked to my honorable supervisors Renaat for his proper direction and supporting regarding my internship report. He has given a lot of assistance and guidelines in coordinating the whole report. Without his time and guidelines it would not be possible to prepare such analytical report.

Managing director of study guidance, also deserved special thanks for allowing me to do internship in his institution. I also thanked to Eveline and all the personnel’s of study guidance for their special care, cooperation and assistance.

I am grateful to my family for giving me support from the background.

Lastly, I thanked to The Almighty for completing the reports

Summary

At the start of my internship, I focused on understanding the study guidance’s mission, values, and how my role as an educator fits into the bigger picture. This helped me to make better decisions and see the importance of my tasks. Identify key areas where i needed to build my skills, such as learning new tools, gaining industry knowledge, or understanding project workflows. As i learnt from my mentor, explain concepts to myself to strengthen my understanding and memory.

I applied the theoretical knowledge and skills gained from classes, i started by getting familiar with tools like Canvas and PowerPoint, using tutorials,podcasts and resources to build my confidence. Look for opportunities to use these tools in reallife tasks, like creating training modules and presentations. Continue improving by experimenting with advanced features and setting small weekly goals to enhance my skills. Use mentor meetings to get feedback, reflect on it, and document what i learnt to track my progress. Keep seeking additional resources and engage with my colleague’s for collaborative learning, setting milestones to stay motivated and measure my growth. Lastly,I balanced my time between learning and applying and being ready to adapt as my learning needs change.

Next to this part, my learning from the internship is articulated. During the internship period, I was assigned different tasks including guiding students on their academic pathway,canvas module revision on bachelors and masters thesis writing and self regulated learning,research on use of artificial intelligence including chat GPT,student disengagement. Also here, I have shared about the nature of my job, about the specific Job responsibilities, which I had to perform, and a different aspect of this Job has been diagrammatically presented in this report for clear understandings.

At the final section of the report, I have discussed what I found throughout my internship period in study guidance. It was my subjective judgment where I used my experience and intuition regarding the facts. I have also tried to point out the areas where study guidance has the opportunity to improve furthermore.

INTRODUCTION

VUB's study guidance is an independent sector within the University of Brussels that emphasizes the importance of providing students with effective support to enhance their academic experience. It outlines how the guidance system is designed to help students navigate their studies by offering personalized assistance and resources. The goal is to ensure that students can access the necessary tools and advice to succeed academically, address any challenges they may face, and make informed decisions about their educational path. By focusing on tailored support and proactive guidance, VUB aims to foster a supportive learning environment that encourages student success and well-being.

1.1 Objectives of the Report

The broad objectives during my internship was to enhance my knowledge and skills through e-learning, professional development resources, research on ChatGPT usage, organizational and time management skills, and editing abilities.

 To broaden my knowledge and comprehension at the start of my internship and during the weekly mentor meetings using skills learned from the e-learning course and professional development to learn how to use various platforms including canvas and powerpoint to create content.

 In order to develop significant recommendations for student counsellors,i will enhance my research expertise by investigating how students use Chat gpt.

 Improve my organizational and time management skills by attending meetings, taking precise minutes and notes, promptly reporting to the mentor, and overseeing the chat feature for the online workshops in digital English. From the beginning until the completion of the internship, this objective will be accomplished.

 By the end of my internship, I will have enhanced my editing competencies through writing reviews on self-regulated learning to develop strategies for improving students' motivation.

Checking on Study Guidance e-tools platforms and user interface such as Canvas and the

Infographics and bring new perspectives, if possible, from a student’s viewpoint.

-Managing, when possible, the chat function for the digital English facultative workshops on

Study skills, Exams skills, and Bachelor paper/ Master thesis writing.

- Checking language and user interface English PowerPoints during facultative workshops on

Study skills, Exams skills, and Bachelor paper/ Master thesis writing.

- Checking language and user interface English infographics about study skills, Exams skills and

Bachelor paper/ Master thesis writing.

-Conductresearch on the students use of ChatGPT in paper and thesis writing and its effect on our provided guidance

to enhance guidelines for student counselor

Scope of the Report

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Learning Goals

1 broaden my knowledge and comprehension at the start of my internship and

during the weekly mentor meetings, I will use the skills I learned from the E learning course and professional development to learn how to use various

platforms, including Canvas and PowerPoint to create content.

2. In order to develop significant recommendations for student counsellors, I will

enhance my research expertise by investigating how students use ChatGPT.

I will expand my research knowledge by examining the ways in which students use ChatGPT for academic support, career preparation, and personal advising in order to create meaningful suggestions for student counselors. The study will employ both qualitative and quantitative methodologies, including data analysis, interviews, and surveys, to obtain a thorough grasp of how students engage with the tool. In addition to examining the quantity and kinds of questions posed, I will also look at the results of these exchanges: how students view the help they receive, how dependent they may become, and any gaps or obstacles they face. Through data analysis, I can evaluate the benefits and possible drawbacks of incorporating AI into student counseling. In order to ensure that ChatGPT and other AI technologies reinforce rather than replace the crucial human connection in counseling, my goal is to establish best practices for counselors using these tools to augment their expertise. By developing suggestions that enable counselors to use ChatGPT more skillfully and provide a more accommodating and responsive environment for students, this research will be vital to the process.

3. Improve my organizational and time management skills by attending meetings,

taking precise minutes and notes, promptly reporting to the mentor, and

overseeing the chat feature for the online workshops in digital English. From the

beginning until the completion of the internship, this objective will be

accomplished.

To effectively improve your organizational and time management skills during your internship, it's essential to adopt a structured approach from the outset, focusing on key activities such as attending meetings, taking precise minutes and notes, promptly reporting to your mentor, and overseeing the chat feature for online workshops in digital English. Here's a detailed guide on how to achieve this:

1. Mastering Meeting Attendance and Note-Taking

• Preparation: Before each meeting, review the agenda and any relevant materials. This will help you understand the key points and anticipate important discussions, making your note-taking more effective.

• Active Listening: During meetings, focus on capturing the main ideas, decisions made, and any action items. Develop a shorthand or system for quickly jotting down points to ensure your notes are comprehensive yet concise.

• Post-Meeting Organization: After the meeting, promptly organize your notes, highlighting action items and any follow-up required. If necessary, share these notes with your mentor or team to ensure alignment and clarity.

2. Effective Reporting to Your Mentor

• Regular Updates: Establish a routine for reporting to your mentor, whether daily, weekly, or after specific milestones. This helps keep them informed of your progress and allows for timely feedback.

• Concise Communication: When reporting, be clear and concise. Focus on key achievements, challenges encountered, and any assistance you might need. This ensures your mentor has a clear understanding of your progress and can offer targeted guidance.

• Reflective Practice: Use your reports as a chance to reflect on what you’ve learned and how you’re applying it. This self-assessment will help you track your development in organizational and time management skills.

3. Overseeing the Chat Feature for Online Workshops

• Role Clarity: Understand your role in managing the chat during digital English workshops. This could involve moderating discussions, answering questions, or summarizing key points raised by participants.

• Time Management: During workshops, balance your focus between monitoring the chat and following the workshop content. This requires multitasking, so practice staying organized and responsive without missing critical workshop information.

• After-Action Review: After each workshop, review the chat transcript to identify common questions or issues that arose. This can inform future workshop planning and help you prepare better for similar tasks.

4. Continuous Improvement Throughout the Internship

• Setting Goals: At the start of your internship, set specific goals for improving your organizational and time management skills. These could include completing tasks within set deadlines, maintaining an organized digital workspace, or effectively managing multiple responsibilities.

• Feedback Integration: Actively seek feedback from your mentor and peers on your performance. Use this feedback to refine your approaches and address any areas for improvement.

• Tracking Progress: Keep a log of your tasks, deadlines, and outcomes. This will not only help you stay organized but also provide a record of your progress, which can be useful for self-assessment and during evaluations with your mentor.

By diligently following this plan from the beginning to the end of your internship, you will significantly enhance your organizational and time management skills. These skills are critical not only for your current role but will also be invaluable in your future career, helping you manage complex tasks and responsibilities effectively.

4. Developing Self-Regulated Learning and Student Motivation Techniques to Improve Editing Skills

I have significantly enhanced my editing competencies by writing comprehensive reviews on self-regulated learning. This process not only refine my ability to critically analyze and edit academic content, but also has deepen my understanding of how self-regulated learning impacts student achievement. Through these reviews, I developed effective strategies aimed at improving student motivation, which can be applied in educational settings to foster better learning outcomes. Additionally, this experience has significantly prepared me to contribute more effectively to academic projects and discussions on student development.

The forethought stage is the planning phase, during which students establish objectives and decide how to tackle a task. It's crucial because it makes it simpler to stay motivated and concentrated by assisting with organization and mental preparation for the task at hand.

Key competencies include:Goal setting,planning,self efficacy,outcome expectations,task interest,task value,goal orientations

The performance phase is where students put ideas into action from the planning stage. You employ several techniques, such as self-monitoring your development and maintaining a high level of motivation, to stay on course during this phase. It's crucial because it keeps students involved and allows them to change as necessary.

Key competencies include:task strategies,self instruction,imagery,time management,environmental structuring,help seeking;interest activation and self consequences

Phase of reflection: This is the evaluation phase, during which students assess there performance and consider what went well and poorly. It is crucial to reflect since it enables them to gain insight from past events, refine their tactics, and enhance their ability to handle upcoming assignments.

Key competences:

Self monitoring,self registration,self evaluation,attribution,self satisfaction and adaptive

Models

Stages of self regulated learning

Application of self regulated learning

1.2 Research Methodology

1. Setting the Foundation: Broadening Your Knowledge and Comprehension

• Initial Learning Phase: At the start of your internship, take time to immerse yourself in the core aspects of the company or organization. Understand its mission, values, and how your role fits into the bigger picture. This contextual knowledge will help you make more informed decisions and see the relevance of your tasks.

• Identify Key Areas of Focus: Early in the internship, identify the key areas where you need to build your expertise. This could include understanding the tools and platforms you’ll be using, mastering industry-specific knowledge, or familiarizing yourself with project workflows.

• Active Self-Explanation: As you learn, actively explain concepts and processes to yourself. This technique will reinforce your understanding and help you retain new information.

2. Applying Skills from E-Learning and Professional Development

• Canvas and PowerPoint Mastery: Start by familiarizing yourself with the basics of Canvas and PowerPoint if you haven’t already. Explore tutorials, attend webinars, or revisit sections from your e-learning course that cover these platforms.

• Practical Application: During your internship, seek out opportunities to apply what you’ve learned. For instance, if you need to create a training module, use Canvas to structure the content. Similarly, use PowerPoint to design visually engaging presentations that communicate your ideas effectively.

• Iterative Learning: As you use these tools, keep refining your skills. Experiment with advanced features like Canvas’s integration capabilities or PowerPoint’s design and animation tools. Each week, set a small goal to learn a new feature or technique.

3. Maximizing Weekly Mentor Meetings

• Prepare Thoughtfully: Before each meeting, prepare questions and topics that align with the knowledge you’re trying to build. For example, if you’re working on a presentation, ask your mentor for feedback on your PowerPoint design or insights on effective content structuring in Canvas.

• Reflect and Implement Feedback: After each meeting, reflect on the feedback and immediately apply it to your tasks. This will help you internalize the advice and demonstrate to your mentor that you’re taking their guidance seriously.

• Document Learning: Keep a learning journal or log of what you discuss during these meetings. This will serve as a valuable resource for tracking your progress and identifying areas where you need further development.

4. Continuous Improvement

• Seek Additional Resources: Don’t limit your learning to just the tools at hand. Seek out additional e-learning courses, online tutorials, or books that can deepen your understanding of the subjects you’re working with.

• Peer Learning: Engage with your peers or other interns who might have expertise in areas you’re still mastering. Collaborative learning can provide new perspectives and accelerate your development.

• Set Milestones: Create milestones for your learning and development throughout the internship. This could be mastering a specific feature in Canvas by a certain week or successfully leading a presentation using PowerPoint. These milestones will keep you motivated and provide a sense of accomplishment as you progress.

5. Final Thoughts

• Balance and Adaptation: Remember to balance your time between learning and applying what you’ve learned. The real value of knowledge comes when you can apply it effectively in your work. Additionally, be adaptable; as you progress, your learning needs may evolve, and you should be ready to shift focus to new areas as required.

Guiding techniques

Numerous students who seek assistance with their studies face difficulties due to inadequate planning, inattention, absence of summary notes, and inadequate exam preparation techniques. They may find it difficult to effectively organize their time, take notes, and comprehend difficult reading materials as a result. They could struggle to stay up with their studies and understand the material they are learning if they don't have these abilities.It's crucial to incorporate study skills and learning strategies into the curriculum in order to support students' success. This can entail providing seminars or other materials on improving time management, taking insightful and legible notes, and improving reading comprehension.

By imparting these abilities, you may enable students to gain greater self-assurance and independence in their academic pursuits, which will improve their performance and make learning more enjoyable.

As an educator acknowledgement of the fact that learners have diverse learning styles is key. While some people learn better by completing hands-on activities or by hearing, others may be visual learners or auditory learners who prefer to see information. A single teaching strategy might not be effective for all students, and it might frustrate or disengage some of them.

It is beneficial to offer a variety of teaching strategies and resources in order to assist all students. Written materials, audio files, interactive games, and movies may all fall under this category. By providing these choices, you allow students to select the formats that suit them the most, which improves the effectiveness and engagement of their learning process.

Some students frequently manage to balance career, home, and school obligations. Attempting to take in too much knowledge at once can result in learning overload, which makes it difficult to recall and comprehend what has been learnt.Dividing difficult subjects into smaller, easier-to-understand chunks will help with this. As an alternative to attempting to learn everything at once, advise students to concentrate on one subject at a time. Moreover, spaced repetition—reviewing the content at regular intervals—can support learning and facilitate long-term memory retention.

Reviewing the Learning Techniques

The reviews in this series assess how well different learning strategies work by looking at how well they apply to a range of activities, learning environments, resources, and student characteristics. Every review begins with a succinct explanation of the method and the anticipated effects it should have on students' learning. This is followed by an evaluation of the method's application in actual teaching settings. Because the reviews are modular, readers can concentrate on the material that is most pertinent to them. Methods are categorized as low, moderate, or high utility depending on how well-established and broadly applicable their results are. Techniques with a high utility rating should be used widely, but those with a low or moderate rating may be less successful or have insufficient proof, thus their adoption should be done cautiously. A justification for the utility grade given is included at the end of each assessment.

1: Elaborative interrogation

Study counselors should recognize students' natural curiosity and use "Why?" questions as a learning tool. Techniques like elaborative interrogation and self-explanation enhance understanding, while explanatory questioning promotes critical thinking and comprehension, making it a valuable educational guidance approach.

2 Self-explanation

Research shows that self-explanation, where students explain concepts to themselves, is effective in various learning situations. It works well whether paired with direct instruction or discovery learning, though it's most effective when done during problem-solving rather than after. Students benefit more when they don't have easy access to provided explanations, as they put more effort into the process. Self-explanation has been effective for all age groups, from kindergarten to high school, though more research is needed on how it works for students with different levels of prior knowledge or ability. The technique has shown success across many subjects, including math, logic, and even understanding texts, making it broadly useful. Additionally, self-explanation improves performance on various types of tests, such as recall, comprehension, and application-based assessments.

3 Summarization

Students often need to learn large amounts of information, which involves figuring out what is important and how different ideas connect. One common method to help with this is summarization, where students write brief summaries of what they've learned. Effective summaries focus on the main points and leave out unnecessary details. Research shows that summarizing can improve students' performance on tests, both immediately and after some time has passed. In one study, high school students who summarized what they read performed better on tests than those who just took notes, copied key lines, or did other shallow tasks. Summarization works well because it helps students focus on the key ideas and organize information meaningfully.

Theories and models

Individualized Learning theory

Individualized learning is a teaching approach where each student is encouraged to explore topics at their own pace. This method allows learners to dive into subjects independently, ensuring they grasp the concepts thoroughly before moving on to new material. The idea is that by taking control of their learning journey, students can better understand and retain the information they are studying. This approach respects the fact that everyone learns differently and gives students the flexibility to spend more time on areas they find challenging and move quickly through topics they find easier.

Assessment and Social Learning Integration

In a classroom setting, individualized learning is often complemented by assessments, such as tests or projects, at the end of each chapter or unit. These assessments help measure how well the student has understood the material. To enhance this learning process, social learning activities—like group discussions or collaborative projects—are included. These activities allow students to share ideas and learn from each other, helping to deepen their understanding of the subject. By combining independent study with social interaction, individualized learning provides a well-rounded educational experience that caters to the needs of each student while also encouraging the development of communication and teamwork skills.

Self-Directed Learning Theory is a way of learning where adults take charge of their own education. Based on the idea of Andragogy, which is all about how adults learn best, SDL means that learners decide what they need to learn, how they will learn it, and when. Educators in this model act as guides or support, but the main responsibility for learning falls on the students themselves.

In self-directed learning, students are expected to manage their own learning. This includes setting their own goals, keeping track of their progress, and making changes as needed. This approach is especially useful in eLearning environments, where students often work independently and need to be proactive about their learning.

Adult Learning Theory, also known as Andragogy, focuses on how adults learn differently from children. Unlike younger students who often learn in structured, teacher-led environments, adults prefer to take charge of their own learning. They want to see how new information applies to their real-life experiences and needs.

Adult learning theory, according to this theory, adults are motivated to learn when they see the direct benefits of the knowledge or skills they’re acquiring. They bring their own experiences to the learning process and like to connect new information to what they already know. Adults also prefer practical, problem-solving approaches and appreciate learning that is relevant to their personal or professional goals. This theory helps educators design effective learning experiences by taking into account these unique needs and preferences of adult learners.

The Guskey Model is a way to evaluate and improve teacher training programs. It starts by checking how teachers react to the training—whether they find it useful and engaging. Next, it looks at whether teachers actually learn new skills or knowledge from the training. The model then considers if the school provides the support teachers need to use these new skills effectively. It also examines if teachers apply what they’ve learned in their classrooms and, most importantly, if these changes lead to better learning outcomes for students. By focusing on these areas, the Guskey Model helps ensure that teacher training is effective and leads to real improvements in teaching and student success.

The K-W-L Technique(know-want-learn)

The KWL model is a valuable tool that i used during the internship as it plays a critical role for student advisors because it helps them understand a student's current knowledge and learning goals. By asking students what they already know (K) about there challenges, advisors can identify gaps in knowledge and better tailor their advice to meet individual needs. This approach ensures that the guidance provided is relevant and builds on what the student is already familiar with.

Additionally, when students articulate what they want to learn (W), it helps advisors set clear objectives and focus on areas that are most important to the student. This step encourages students to take an active role in their learning, making the process more engaging and effective. Finally, by reflecting on what the student has learned (L), advisors can assess progress and adjust future guidance to ensure continuous improvement. This reflection also boosts the student’s confidence by highlighting their achievements and reinforcing the learning process.

Comprehensive Analysis for Effective Instruction

Needs Analysis: This step involves figuring out the main problem and the learning goals we want to reach. It helps us understand what students need to learn and why it's important. By identifying these needs, we can create effective learning strategies that address specific issues.

Learner Analysis: Here, we look at who the learners are and what they need to succeed. This includes their current skills, knowledge, and any challenges they might face. Understanding the learners helps us tailor the instruction to fit their needs, making the learning experience more relevant and effective.

Context Analysis: This involves describing the environment and conditions where the learners will use their new skills or knowledge. It includes details about the setting, resources available, and how much time learners have to apply what they’ve learned. Knowing this helps us design instruction that fits well with the real-world situations students will encounter.

Task Analysis: This step breaks down the tasks or skills learners need to perform. It involves looking at the sequence of steps, priorities, choices, and possible alternatives. By analyzing tasks in detail, we can identify key components of the learning process and ensure that instruction covers all necessary aspects.

Community Engaged Research & Learning and collaborations

As part of my internship, I was able to contribute to the ongoing education campaigns and research with the lifelong learning platform, which aims to provide high-quality education throughout life, including formal, non-formal, and informal education. I was able to do this by working with partner organizations at the European Parliament and taking part in Community Engaged Research & Learning (CERL). By bringing together education and training players across Europe, it spans sectors, helps life transitions, and promotes equity, social cohesion, and civil engagement. I shared my knowledge from our course work, which is completely digital and closely aligned with the concepts of good study coaching, with others. Students are encouraged to actively take charge of their own education in both CERL and SRL.

This is encouraged by CERL, which puts students in practical settings where they have to use what they've learned in the classroom to address societal problems. Their comprehension of academic topics is strengthened by this practical approach, which also improves their capacity to organize, establish objectives, and reflect on their learning—all essential elements of self-regulated learning. Students are inherently driven to assess their progress and modify their approaches when they are directly involved with real-world challenges, which embodies the fundamental principles of SRL.

Additionally, the social components of self-regulated learning are reflected in CERL's emphasis on collaborative learning. Students collaborate with academic and non-academic actors in CERL, where they are exposed to a variety of viewpoints and experiences. Since they must negotiate challenging social and intellectual dynamics, this collaborative atmosphere aids in the development of students' critical thinking and problem-solving abilities. So, within the context of CERL, effective study assistance would concentrate on assisting students in utilizing these group experiences to improve their capacity for self-regulation. In order to guarantee that the advantages of CERL expand beyond short-term academic achievement to long-term personal and professional improvement, advisors would assist students in defining reasonable goals, efficiently managing their time, and reflecting on their learning processes.

STRATEGIES FOR GATHERING INFORMATION FROM STUDENTS DURING INDIVIDUAL AND WORKSHOP GUIDING AND COUNCELLING to establish the nature of the training or performance improvement problem.

As a student advisor, here's how you can gather information to address An academic problem:

Interviews: Talk to students at different levels to understand various perspectives on the issue.

Surveys: Create and distribute surveys to gather specific feedback from the students about the problem.

Existing Data: Collect and analyze any relevant data to spot academic trends that might explain the issue.

Observation: Observe how the problem happens in real study situations, focusing on the details of how students are performing.

Focus Groups: Organize discussions with groups of students to dive deeper into their views and experiences.

To understand and address students problems effectively,i gathered information by asking these key questions:

why do you think theres a problem? This helps determine if the issue is just one person's opinion or if others see it too.

How do other people view the problem? This shows whether the issue is widely recognized or only noticed in certain situations.

When and where does the problem happen? Identifying the conditions can help understand if the problem is specific to certain times or places.

What is affected by the problem? This reveals the impact and who is experiencing difficulties because of it.

How serious is the problem? Understanding the severity helps decide how urgently it needs to be addressed.

Collecting answers to these questions will help you decide if the problem is significant enough to create and implement a learning or training program. If it is, the next step is to figure out what's causing the problem so you can find the right solution.

it's important to figure out why the problem exists. According to Rossett (1987), there are four main reasons why a performance issue might happen:

Lack of skill or knowledge: People want to do the task but don't know how.

Environmental barriers: People have the skills, but external factors like poor equipment or bad communication prevent them from performing well.

Lack of incentive: The work environment doesn't reward good performance, so people aren't motivated to do their best.

Lack of motivation: People don't see the value in working effectively, so they don't put in the effort.

Identifying which of these factors is causing the problem helps in finding the right solution.

Exams/Tests: Use tests to assess the current knowledge or skills of the group you're advising, unless the training is for something entirely new, in which case testing might not be necessary.

In order to make the report as perfect as possible I here used data collection procedures which articulate the way that I have followed in my report.

2.1 Limitations

There exist some limitations in making the report. These are stated below:

There were some restrictions in disclosing some information as it was assumed to be confidential. Therefore I could not include those in my report.

Some of the information that I got from secondary sources were not arranged consistently.

As some companies do not update their web site, therefore it was difficult to get the most recent data.

Since Annual report of 2009 yet to be published almost of all companies so I was in trouble to select time period for financial data analysis.

Guidance Procedure

Fig: Leasing Mechanism

1. Students search the vub study guidance website andThe applicant is entitled to decide the price, specifications and manufacturer/supplier of the lease assets.

2. Lease Application: After verbal decision about the major terms and conditions of lease financing, the client may formally apply in the prescribed application from along with service charge payable to UFIL.

3. Issue of Sanction Letter: The application will be circulated to meet higher authority questionnaire. Lease proposal will be required to get approval from the Management committee

4. Documentation and Agreement: After the sanction of the lease amount the lease agreement will be signed between UFIL and the client. Lease deposit (LD), lease rentals,

Interest during Construction Period (IDCP), Delinquent Interest, etc, stated in the lease agreement are based on the estimated acquisition cost of the lease asset upon agreement.

5. Purchases Order: After completion of lease agreement process, a purchase order shall be placed by UFIL to the supplier on the basis of the agreement and full payment is to be made by UFIL.

6. Payment: If the supplier agrees to sell the asset, then UFIL made full payment to the supplier.

7. Deliveries and Installation: After receiving the acquisition cost from UFIL, the supplier delivers the assets to the lessee.

8. Rental: If the lessee runs the assets properly then he/she pay rental to UFIL. It is based on the acquisition cost and shall be paid monthly on advance basis. Lease rental payment term ranges from 6 to 60 months.

9. Transfer of Assets: After collection of all rentals UFIL will go for transfer the assets to the lessee or lease back. For that reason UFIL collect 1% of acquisition cost as transfer cost.

3.1 Description/nature of the job

During my internship at vub study guidance,I Mainly was placed in corporate unit as an intern to work in collaboration with the team as a study path councollor where I focused on: Checking on Study Guidance e-tools platforms and user interface such as Canvas and the

Infographics and bring new perspectives, if possible, from a student’s viewpoint.

-Managing, when possible, the chat function for the digital English facultative workshops on

Study skills, Exams skills, and Bachelor paper/ Master thesis writing.

- Checking language and user interface English PowerPoints during facultative workshops on

Study skills, Exams skills, and Bachelor paper/ Master thesis writing.

- Checking language and user interface English infographics about study skills, Exams skills and

Bachelor paper/ Master thesis writing.

-Conduct research on the students use of ChatGPT in paper and thesis writing and its effect on our provided guidance to enhance guidelines for student counselors

3.2 Specific responsibilities of the job

During my internship program I had to perform different types of job task in different department though I was placed in corporate unit. From my experience I must mention that all tasks were very crucial so I had given much effort to understand everything and to do my job perfectly. Also I tried to match those tasks with my theoretical knowledge, where I have found that job tasks were quite similar what I have learned from education science courses including education design,curriculum development,e-learning,research seminar and professional development. But it needless to say that practical experience shows a true picture of every companies operation procedure and help oneself to evaluate all steps of respective company by fulfilling one’s job responsibilities.

Basically I have performed job responsibilities in three different departments, which are- Operation department, corporate unit and few task of treasury department. Also there are some tasks which were assigned on me. Therefore the specific responsibilities are mentioned below-

Limitation of the Project

There exist some specific limitations in making the project. These are stated below:

I have selected Only Four other NBFI’s along with UFIL to compare financial performances over the period of time.

Basically there are 29 NBFI’s so within these three months it was not being possible to analyze all companies’ financial statement accurately within these three months. So I have selected four companies on the basis of growth and revenue to compare with UFIL.

Some of the information that I got from secondary sources were not also arranged consistently.

As some companies do not update their web site, therefore it was difficult to get the most updated audited financial data.

4.1 Guiding sessions

VUBs study guidance

In this report I am going to analyze the overall financial performance of Uttara Finance and Investments limited. Therefore, to evaluate financial performance there have three different tools by which we can easily evaluate company’s financial statement over a period of time within the company and also with other company. So these tools are-

ChatGPT said:

ChatGPT

The message you submitted was too long, please reload the conversation and submit something shorter.

2/2

There was an error generating a response

Regenerate

ChatGPT can make mistakes. Check impor