



INTERNSHIP ON

"THE SUPPORT SERVICES OF STUDENTS' AFFAIRS IN EXTRA & CO-CURRICULAR ACTIVITIES TO STUDENTS"



PREPARED FOR

Ms. Anta Afsana
Lecturer (Senior)
Department of English
Daffodil International University

PREPARED BY

Ms. Budrunnesa Shuchi
ID No. 192-10-2059
Department of English
Daffodil International University

Submission Date: 4th December 2022

Declaration

I am pleased to declare the report on "The support services of Student Affairs' in extra & co-curricular activities to students in the tertiary education level, Bangladesh- DIU perspective " as a requirement of the Department of English for your consideration. I met all the suggested goals and finished the report on time. In addition to the academic knowledge I have acquired, this internship program and report writing have allowed me to comprehend knowledge about the linked subject. I've done my best to make this report thorough and educational. I sincerely hope you will respect my efforts and think the information meets your standards. Further, mentioning that I couldn't have finished my report without your help and guidance is necessary.

Yours Sincerely,



Ms. Budrunnesa Shuchi

ID No. 192-10-2059

Department of English

Daffodil International University

Approval Certificate

This certifies that Ms. Budrunnesa Shuchi, ID 192-10-205, is a regular student of the Department of English, Faculty of Humanities and Social Science, Daffodil International University. She has completed her internship program at “Daffodil International University (Department of Students’ Affairs)” and has prepared this internship under my direct supervision. Her assigned internship topic is “The support services of Students’ Affairs in extra & co-curricular activities to students”. I think the report is worthy of fulfilling the partial requirements of the BA program. I also declare that the study has been prepared for academic purposes only, and this paper may not be used in actual market scenarios. I have gone through the report and found it to be a well-written report. She has completed the information by himself.

Regards,



Ms. Anta Afsana Lecturer (Senior) Department of English
Daffodil International University

Acknowledgment

In the name of Allah, the merciful, the benevolent. Without the direction and aid of numerous people who in various ways contributed and extended their essential assistance in the preparation and completion of this study, this work would not have been feasible. I started writing this report about my internship, and now it is finished. My helpful supervisor, Ms. Anta Afsana, Lecturer (Senior), Department of English, Daffodil International University, deserves special recognition. Her guidance and assistance greatly aided the internship program's advancement and efficiency. The cooperation is greatly valued. I appreciate all the senior members of the Daffodil International University's international affairs department who made it possible for me to acquire practical knowledge. In addition, this internship program taught me the value of teamwork and gave me firsthand experience in the changing working environment. I acknowledge my indebtedness to Syed Mizanur Rahman, Director, of Students' Affairs, and Daffodil International University for his constant guidance and valuable suggestions from time to time. I am also grateful to all of the officers and employees and some of my friends who are doing their internship with me in this organization. At last, I must mention the wonderful working environment and group communication of this organization that enabled me a lot to do service activities during my internship period of three months. Finally, I convey my sincere thanks to my friends who inspire me in different ways to complete the report and the course as well. Last but not least, I owe gratitude to everyone who helped with this report's completion, both inside and outside Daffodil International University.

Abstract

This is the internship report based on the three-month-long internship program that I successfully completed at Daffodil International University under Students' Affairs from 1st September 2022 to 30th November 2022 as a requirement of my B.A. (Hons.) in the Department of English, Daffodil International University. As being completely new to the practical, corporate world setting, every hour spent in the Students' Affairs gave me some amount of experience time all of which cannot be explained in words. But nevertheless, they were all useful for my career.

This report includes how a student's affairs work, what are the possible divisions and work distribution in a student, the support services of Students' Affairs in extra & co-curricular activities for students, the recruitment process, training and development initiatives, how to keep employees motivated as well as how to control insubordinations, compensation and benefits planning, how to lead, etc.

I have worked in the Students' Affairs of Daffodil International University with almost all the wings of students like Art of Living, Club Activities, international students' services, scholarship recommendation, healthy campus, career and CDC benefits, creativity exposure program, newsletter, workshops, programs, events & organization development (Training), compensation, benefits, and administration etc. Daffodil International University has a rich Students' Affairs Department. It maintains organizational responsibilities successfully. The Students' Affairs team of Daffodil International University is a completely organized and well-reputed team.

This report's major goal is to discuss how Student Affairs plays a key part in curricular and extracurricular activities and how such activities affect students' performance. It also discusses how these activities help students develop their academic and technical skills. The report concluded by recommending that the institution and the relevant authority take the required steps to organize a variety of extracurricular and co-curricular activities and interns' access to all departments that are benefitted for them and employed them in the students' affairs for the benefit of both interns and students' affairs. In this report, I worked and used the knowledge I gained from my employment, schooling, and personal experiences to assess the efficacy of extracurricular & co-curricular activity.

My personal views about the Students' Affairs, and my value addition to the students is also included in the report. With limited knowledge and experience, I tried my best to make this report as much understandable as possible and translated the real-world experience into a document.

Contents

Chapter-01	3
i: Defining Co-Curricular Activities (CCAs)	4
ii: Defining Extra-curricular Activities (ECAs)	4
Chapter-02	6
2. Background.....	6
i: Objectives	6
ii: Scope of the Study	7
Chapter-03	8
3. Methodology	8
i: Selection & Project Conduction Procedures	8
Chapter-04	9
4. ORGANIZATIONAL OVERVIEW	9
ii: Vision.....	9
iii: Mission.....	9
iv: The support services of Students' Affairs in extra & co-curricular activities to students	9
v: Student Services and Development: (Co-Curricular and Extra Curricular)	10
vi: International Students' Service in Co-Curricular and Extra Curricular	11
International Programs and Events	11
Program and session.....	11
vii: DIU Clubs	11
viii: Art of Living	12
ix : The Approved Club List of DIU	13
xi: Healthy Campus	14
xii: Career & CDC Benefits.....	14
x: Scholarship	14
xiii : Creativity Exposure Platform.....	14
Chapter-05	15
5. Internship Activity.....	15
i : Organogram of Students' Affairs	15
ii: Internship Responsibilities	16
iii: Details of the Skills Developed	19
iv: Analytical/Problem-Solving.....	22
v: Learnings as an Intern in the Organization	22
Chapter-06	23

6.Limitations	23
Limitations	23
Chapter-07	25
7.Findings & Result	25
i : Observations & Findings	25
ii: Self-assessment	25
Strengths:	25
Weaknesses:	25
Core values:	25
Accomplishments:	25
Goals:	26
Chapter-08	27
8.Recommendations	27
Chapter-09	28
9.Conclusion	28
References	29

Chapter-01

1.Introduction

Daffodil International University is one of Bangladesh's top universities, per independent government rankings (Wikipedia.org/wiki/Daffodil International University). The institution was established by the Daffodil Family with Ministry of Education clearance in accordance with the Private Right To education act of 1992, which was updated in 1998. On January 24, 2002, Daffodil International University started welcoming students. The institution now combines its proud tradition of leadership and achievement with remarkable office settings and a vibrant approach toward teaching and research. The Office of the Director of Students' Affairs is a professional organization committed to the interpersonal, psychological, intellectual, and cognitive ability and well-being of all Daffodil International University (DIU) students. Additionally, it collaborates with esteemed academics to carry out the university's purpose of education and growth. Additionally, the DSA Office is in charge of all clubs and organizations, foundation classes, new student orientation, and psychosocial support. Additionally, it supervises the foundational course known as "Art of Living," as well as programs for national and international collaboration, prize programs, and deans' lectures. The Director of Students' Affairs works hard to offer a wide range of top-notch programs and services that will assist students from the time of their pre-admissions interview through the completion of their degrees and beyond, facilitating their personal and academic growth and fostering lifelong learning while maintaining a positive collaboration with the university by engaging them in extracurricular and co-curricular activities. With the cooperation of student affairs, there are several chances for students to engage in extracurricular activities. Sports, clubs, private instruction, recognition, exposure to the world, competitions, workshops, seminars, events, and religious pursuits are just a few examples of these activities. By fostering social skills, involvement in these activities improves students' lives. The student affairs are committed to the student's extracurricular & co-curricular activities and have acknowledged the advantages of engagement in extracurricular activities. Combining co-curricular and academic pursuits is intended to develop students' professionalism and improve their academic performance as well as their

personal and professional lives. Combining co-curricular and academic pursuits is intended to develop students' professionalism and improve their academic performance as well as their personal and professional lives. Students become better leaders when they are given responsibility for their own concerns. According to Students' Affairs, students who participate in co-curricular activities with a high level of interest have higher academic accomplishments than students who participate in co-curricular activities with less interest.

i: Defining Co-Curricular Activities (CCAs)-

Activities and programs that supplement a student's formal education in a school are referred to as co-curricular activities, or CCAs (also known as co-curricular education). These events are typically intellectual in nature and are planned or created to aid the students in learning the course content and completing a variety of skill-building exercises. According to Mehmood, CCAs are a set of school-related activities that support students' overall development outside of the subjects they are required to study for exams. Moreover, School District 8, Kootenay Lake suggested that, Md. Roknuzzaman Siddiky CCAs relate to every planned outing that students undertake outside of the classroom while being supervised or directed by the teacher in charge in order to enhance and extend the curriculum, forge connections between the school and the community, and allow students to put the concepts and theories they are learning into practice. Consequently, CCAs are extracurricular activities that support and enhance curricular or major syllabus tasks. These are crucial components of educational institutions that help students develop their personalities, morals, integrity, and ethics while also enhancing what they learn in the classroom. The CCAs often concentrate on improving students' cognitive ability, mental capacity, analytical ability, leadership qualities, and interpersonal communication skills while also enabling them to participate in a variety of social media platforms.

ii: Defining Extra-curricular Activities (ECAs)-

Extra-curricular Activities or ECAs (sometimes known as Extra-academic Activities) usually refer to those activities performed by the students that take place outside the regular school curriculum. These activities are generally voluntary and the students do not receive any academic credit or grades out of their participation. Bartkus et al. proposed that, ECAs are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part

of the curriculum. Additionally, these sorts of activities do not involve a grade or academic credit and participation is optional on the part of the student. Hence, ECAs are defined to include those activities which are conducted totally outside the domain of academic curriculum but are essential for the physical, moral, intellectual, behavioral, and civic development of the students. The ECAs allow the students to engage themselves in various social services and nation-building activities

Chapter-02

2. Background

For those wishing to enter the corporate world, the internship has emerged as a crucial link. I learned about the real working world through my internship, which was significantly different from the classroom. I had the opportunity to work in the Daffodil International University students' affairs office during my internship, where I learned how the office strives to improve the academic and non-academic lives of its students. I have been exposed to the works of the Student Affairs Office through a variety of tasks, which has given me a thorough grasp of how they directly or indirectly provide services to students. All of my experiences have enabled me to understand how certain aspects of the organization—such as grouping work, the workplace, and peer support—are handled. As a result, the time of the internship gave me the chance to increase my knowledge and recognize my strengths and shortcomings, both of which would be more beneficial to shaping my profession in the future.

i: Objectives

I was given the task of working with the Office of Students Affairs to examine the support services provided by Students' Affairs in extracurricular and co-curricular activities for students as partial fulfillment of the requirements of the Bachelor of Arts degree from Daffodil International University. The main goal of the internship is to provide a complete grasp of the working relationship, accomplish the tasks, and actively participate in the workplace. In such a way, it was more about understanding the real-world applications of all the theories and studies I had already learned. This would assist me in opening new doors for both my academic and personal improvement. In addition to the overall goals, the following particular goals are highlighted:

- To determine what makes students satisfied with the services provided by the Student Affairs Office
- to assess the degree of student satisfaction with the office of student affairs
- To determine some of the reasons why students are not satisfied with the Student Affairs Office
- To offer some suggestions for addressing students' unhappiness by giving students the chance
- To use their academic talents in a practical setting, this experience will serve as a means of reinforcing the teachings taught in the classroom.
- To support students' growth in their capacity for collaboration, communication, critical thinking, and problem-solving.

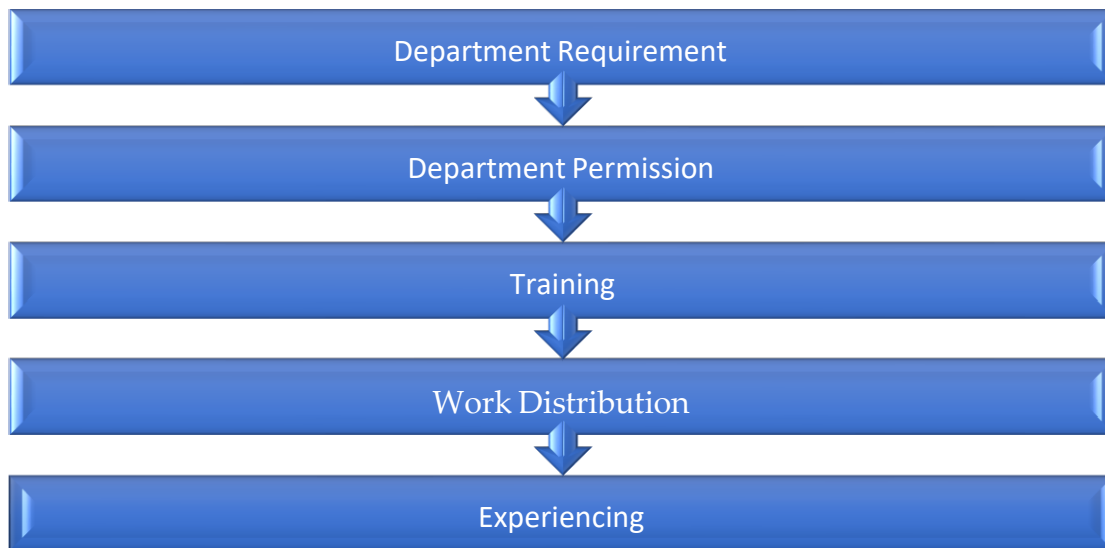
ii: Scope of the Study

Every single student having a DIU ID card and an email address is dealt with by the office of students' affairs. The DSA office needs to contact the 20,000 students from a range of disciplines in order to assist them with both academic and non-academic problems. However, there is a gap that exists owing to poor communication, and there is room to grow further. There are many different types of students, some of whom are academically gifted, some of whom have additional potential, some who are mentally ill, and some of whom are psychologically backward. We must categorically identify these students in order to build their self-confidence by providing them with value-added education or counseling sessions and involving them in extracurricular and co-curricular activities. Finally, the office of student affairs must make sure that all students have access to its services for high-quality development.

Chapter-03

3.Methodology

i: Selection & Project Conduction Procedures



For completing B. A. (Hons.) in English, an internship is required for every student. With the prior permission from the Department, I applied for Intern Position at Students' Affairs of Daffodil International University. They selected me based on my academic result and extra-curricular activities at DIU. At the beginning, they trained me for 15 days and helped me to learn about the students' affairs working environment, newsletter drafting, communication system with International Students and content development. After that they distributed my work responsibilities. As I am a quick learner, they involved me in every sector of students' affairs specially in projects & extra and cocurricular activities. Students' Affairs specialty is communication. I have communicated thoroughly students' admins and faculties whenever needed

Chapter-04

4.ORGANIZATIONAL OVERVIEW

i : Organizational Overview

According to independent government rankings, Daffodil International University (DIU) is one of Bangladesh's best universities. Daffodil International University was established on January 24, 2002, by the Daffodil Group with the Ministry of Education's approval in accordance with the Private University Act 1992 and its amendment in 1998.

ii: Vision

To be a global leader in providing tertiary level education that produces graduates with high self-esteem who are able to accept and overcome challenges in a fast-changing environment.

iii: Mission

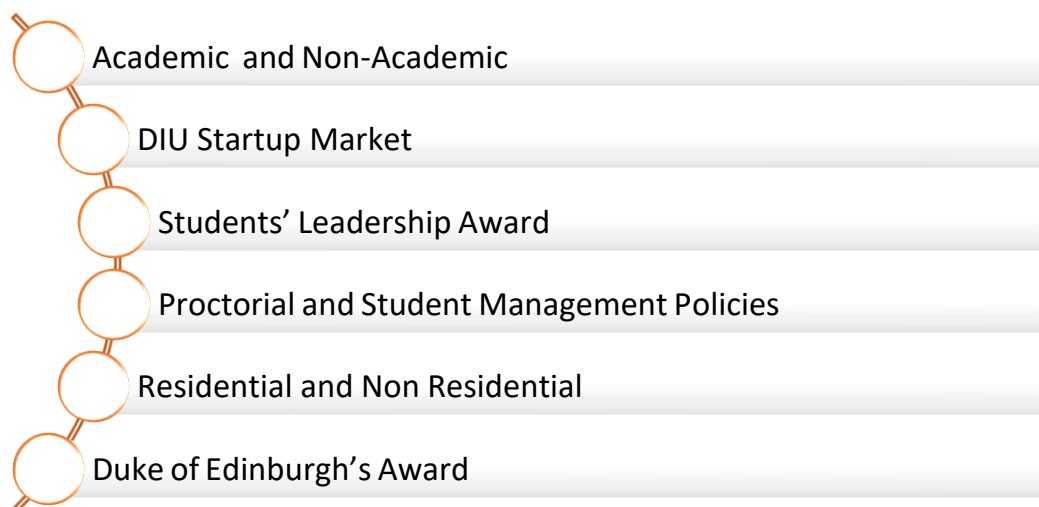
To positively influence and enhance the lives of people by promoting research that is aligned with national development agenda, Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), innovation and entrepreneurship.

iv: The support services of Students' Affairs in extra & co-curricular activities to students

A professional organization devoted to the moral, psychological, ethical, & cognitive growth and well-being of all DIU students is the Office of the Director of Students' Affairs. Additionally, it collaborates with esteemed academics to carry out the university's purpose of education and growth. The goal of Students' Affairs is to

transform each student's life in order to develop doers rather than learners. The goal of Student Affairs is to provide outstanding opportunities for study, programming, and services to all students. By establishing and maintaining opportunities for continuing, active learning and a dedication to providing each student with the means to put what they have learned into practice, DSA enhances the educational purpose of DIU. DSA is responsible and responsive, partnering with us to combine our resources and abilities to produce outstanding results. DSA actively looks for novel methods to assist our neighborhood while respecting customs & pursuing best practices. DSA recognizes that achieving social justice is indeed a process as well as an objective; as such, we constantly fight against injustice and work to accept diversity.

v: Student Services and Development: (Co-Curricular and Extra Curricular)




Besides student regular services in any situation, Students' Affairs helps students both academically and non-academically. Every Tuesday and Wednesday students are allowed to sell their products with prior permission from Students' Affairs for their Startup Businesses. Students are given awards for their outstanding contributions to academic and extra-curricular activities.



International Programs and Events

Database and Tracking



Program and session

International students are also involved in programs and events and they also get supports whenever they needed.

vii: DIU Clubs

Assisting Students in Club Formation

Club Activities

Leadership growth

Skill Development

All the students are getting a platform for their leadership and skill development.

Coming out of the box
Learning to Learn
Parents, Life, and Living
Etiquette, Personal Behavior, and Professionalism
Self-Esteem and You
Essential Skills for 21st Century
Impression Management
Style of Living
Mind Mapping
Transforming Failure into Success
Psychological Support, Emotional Growth, Personality
Benefits of Ethical Living
Transforming Conceptual Learning into Action
Time and Financial Management
Career Plan
Presentation Skills
Job, Work, and Business Search Techniques in the 21st Century
Universal Human Values

ix : The Approved Club List of DIU

At present, there are 24 clubs performing at Daffodil International University including DIU Air Rover Unit and DIU BNCC Platoon. *Boishakh Parboney, Chetonay Ekush, Shadhinota Tumi, -----er Sholo, Business Festival, Art Felicity, Club Carnival Programming Contest* etc. are the main programs organized by DIU Clubs, which are coordinated by the Office of the Director of Students' Affairs.

• DIU Business & Education Club (DIUBEC)
• DIU Cultural Club (DIUCC)
• DIU Debating Club (DIUDC)
• English Literary Club (ELC)
• DIU Computer and Programming Club (DIUCPC)
• Girls Computer Programing Club (GCPC)
• Social Business Student Forum (SBSF)
• DIU Voluntary Service Club
• DIU Photographic Society
• Daffodil Prothom- Alo Bondhu Shova
• Cyber Security Club
• DIU Communication Club
• Daffodil Moot Court Society (DMCS)
• DIU Real Estate Club
• DIU Textile Club
• Robotics Club
• DIU Creative Park (Dept. of MTCA)
• DIU Rotaract Club
• DIU MUNA (Model United Nations Association)
• DIU Film Society
• DIU NFE CLUB
• All Stars Daffodil
• Electronics & Telecommunication Club
• Karate-Do Club
• DIU Change Together Club
• Chess Club of DIU
• DIU EEE Club
• DIU Marketing Club
• DIU HR Club
• DIU Blood Donors Club
• Society for Young Business Leaders
• DIU Finance Club
• Software Engineering Club

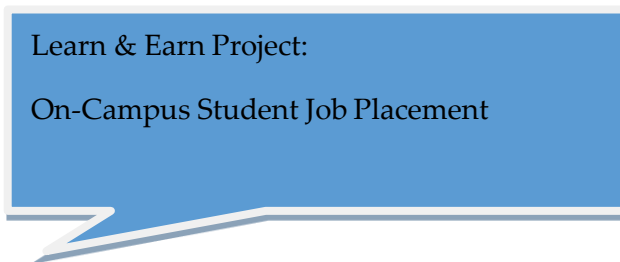
x: Scholarship



xi: Healthy Campus



xii: Career & CDC Benefits



xiii : Creativity Exposure Platform

The Prominent.com:

Providing opportunities to students who are interested in journalism, creative & article writing, and research for practical skills

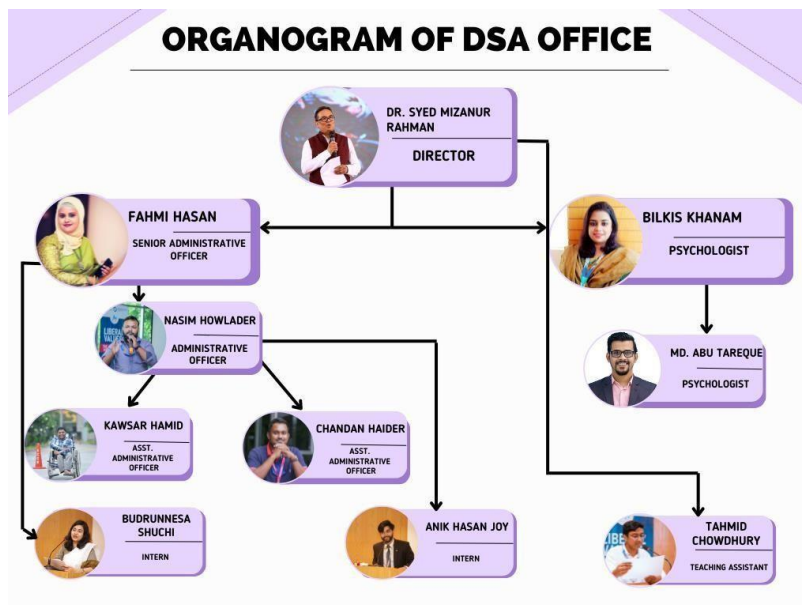
Daily Campus News: Specialized portal for students and academic opportunities like Scholarships, competitions, training, etc.

Chapter-05

5. Internship Activity

Institution	Designation	Duration	Supervisor
Office of the Director of Students' Affairs, Daffodil International University	Intern	1st September 2022-30th November 2022	Ms. Fahmi Hasan, Senior Administrative Officer, Daffodil International University

i : Organogram of Students' Affairs



I was a designated intern at the Director of Students' Affairs (DSA) Office and worked under the supervision of Ms. Fahmi Hasan, Senior Administrative Officer. Though I have a supervisor, I worked with the whole DSA office team. The Director of Students' Affairs involved me in various research projects. I helped two Psychologists of the DSA office in organizing psychological workshops for the students. In the absence of my supervisors, Nasim Howlader, the Administrative Officer supervised me in my work. The above-designated personnel in the organogram, Mr. Kawsar Hamid and Chandan Haider involved me in different programs, events, and workshops, and also, we did teamwork. Mr. Anik Hasan Joy, Inter, and Mr. Tahmid Chowdhury, Teaching Assistant of Dr. Syed Mizanur Rahman are also a student of DIU and my colleagues. My superiors guide me in carrying out my responsibilities and give me the go-ahead to do more. The whole DSA Team assisted me with my tasks and vice versa.

ii: Internship Responsibilities



The main responsibilities in my internship were content development, communication, and project.

Content Development: The Prominent is a Bangladesh-based multimedia platform for campus, career, and entrepreneurship-related news, opinion, and entertainment. During my internship period, I converted two interviews into texts.

Drafting E-mails, Proposals, and other Documentation is one of my core responsibilities. Any kind of email, proposals, and documentation were drafted by me. For students' news circulation to students, I have designed email templates whenever needed. For social media promotion, I wrote news on the regular basis. E-the newsletter is a special publication for students; affair and I was assigned to this work. Every month I collected news from different sources like social media, departments, and so on. After that, I drafted them by mosaico.io.



Figure: Newsletter (September 2022, October 2022, November 2022)

A google site of rules and regulations for DIU is drafted, and designed by month where all the rules of DIU are added for the students to follow.



Figure: [Rules, Regulations & Policies](#) Google Site

I am also designing a GoEdu Course on the Importance of Leadership in Club Activities.

Communication: For any kind of necessary communication students are connected with me via WhatsApp, Email, Phone, Facebook, and Telegram. I provided them with services if they faced any problems. All the students from different countries were connected with me. I organized an orientation program and involved them in convocation, programs, events, and cross-culture activities. All the clubs of DIU were monitored by me. From their program proposals to implementation, I kept regular contact with them.

For club development, I trained them to implement their ideas following SDGs in the Future Leadership Development Program.



Figure: Leadership Development Program

Project: During my internship program, I have worked on four different projects which are Community Development Project, Duke of Edinburgh Award, Laptop Distribution, and Learn Earn Project. Daffodil International University is starting a project with the theme "Engaging students to reduce the learning gap during covid19 at the community level" by focusing on youth empowerment after the covid19 pandemic and going to target the area Ashulia, Savar for the underprivileged children of that community. I have been responsible for this project and from the very beginning, I am working on it. I organized a special training for youths by connecting with Universitas Airlangga. I selected 30 underprivileged children for their special education.



Figure: Community Development Project Online Training

I, as a representative of The Director of Students' Affairs organized an adventure trip for the 25 awardees and 1 award leader from September 17 through September 20, 2022, at Tanguar Haor, Sunamganj, Sylhet, following the end of a six-month award journey.



Figure: Duke of Edinburgh International Award Tour

Learn & Earn Project is a special project for the students of DIU by which students can get on-campus jobs based on their skills. I circulated news to the students. They applied for it. I screened their CVs, and after all the steps completions, I nominated them for the campus job. Students of DIU gets laptop after a certain period of time. I distributed laptops to all the 202 batch students of DIU on the distribution day.

iii: Details of the Skills Developed

Soft Skills

- **Dependability:** Because of their lack of organization, my supervisors could scarcely have shown the same degree of faith in the other colleagues and dispatched me to locations where I was needed. I think that dependability was eventually cultivated in me by my workplace.
- **Open-mindedness:** As we work primarily with students, this job internship taught me to think outside the box and to keep my ideas and principles upon myself and they were not necessary.
- **Teamwork:** During my internship, I was required to complete a variety of tasks alongside my coworkers. Many of the tasks were related to what they were doing, which taught me to work as part of a team and not only independently.

- Creativity: Most of the time, whether it was for coming up with a plan or creating a design, we had to think outside the box, which sparked my creativity.
- Problem-solving/ Conflict resolution: I gained experience and problem-solving sense whenever I faced a problem and solved it.
- Critical thinking: Not everything went as planned during my journey. I had to think of alternative ways of doing things and even talk to certain people, which helped to develop my critical thinking skills.
- Adaptability: Since I tend to be very introverted in unfamiliar situations, I needed a lot of adaptability skills from the moment I set foot in the workplace as an employee with no prior experience. So, this months-long journey taught me a lot about adapting to new scenarios.
- Organization: I was in charge of keeping the most crucial data, which would not have been possible if I had been reckless and unorganized. As a result, such roles taught me to be calm and organized.
- Effective communication (both listening and speaking skills): Since starting this job, my introversion has decreased by 60%. Before that, I was terrified of talking on the phone or to people in general, especially formal persons. But now I can do it with ease.
- Leadership qualities: I observed my superiors and gained a lot of leadership knowledge from them, as well as having to take charge in a variety of situations. For example, I lead the clubs in different events.
- Time management: I learned a lot about time management because everything I did was very much time sensitive and there was no room for lethargy.
- Decision making: For many of the situations I've been thrown into during my time here, I've become quite skilled at making quick decisions based on the circumstances.
- Networking: My network has grown as a result of this journey. For instance, during the program, when I had the opportunity to greet so many delegates, many of

the national and international delegates gave me their business cards so that I could contact them after graduation or whenever I felt the need.

Hard skills

- Bilingualism or multilingualism: I'm already very good in Bangla, but my command of English speaking and typing has improved significantly as a result of my constant virtual and personal communication with the international students of DIU. I even improved my other language vocabulary and can now speak Hindi, Kuvi, Javanese quite well.
- Database management: This was one of my prime responsibilities, so I am very competent with database management.
- Software Operation: I had to use quite a lot of software applications like BeePro, I love pdf, QR code maker, Canva, Snapseed, Adobe photoshop, Microsoft Office, Google Workspace etc. because my entire work area was on these platforms, I began as a noob but ended up as an intermediate if not expert in these platforms.
- Designing, photo and video editing: Prior to this job, I had done not much designs for posters, circulars, templates, and so on. This side has provided me with a vast experience in designing as well as editing.
- Information/Data Collection: This is a skill that I believe I have quite mastered being here.
- Copywriting, email writing, copyediting, report writing: This was another major responsibility of mine that I believe I have quite mastered through all the digital communication and various content writing I did in these past months.
- Social Media Management: A big part of students' services depends on its promotion which was done exclusively and individually by every employee of the office so I gained good knowledge over that as well.
- Digital Communication: I had the responsibility of the entire Parents Day email under me so all the main communications were done from my side which made me quite a lot more exposed to digital communication.

- Presentation: Due to the constant requirement of presenting myself before various superior formal internal personnel as well as national and international delegates, my presentation skills and communication skills have greatly improved.

iv: Analytical/Problem-Solving Cases

Parents Day: On 26th November, Students' Affairs organized Parents Day for the students of the Art of Living Course. The day before the program, I went to the office for the prior preparation. All of a sudden, a student called me over the phone to inform me that her parents were going back home. As this program was specially designed for the parents, I tried to know the reason. Then, I heard that her parents are critically sick and she could not manage any accommodation for them. They were a little bit disappointed about this matter as they came from a long distance. I instantly went there to meet them and found them helpless. I contacted students' affairs and made arrangements for them.

v: Learnings as an Intern in the Organization

As a beginner, I got not only experience but a blast of experience at the DSA Office. As an intern, I had the opportunity to work for such large events and incidents which is a huge plus for my resume and overall experience. People rarely get such a two-for-one experience, in my opinion. I feel lucky to be acknowledging my latent talents through this journey.

Chapter-06

6.Limitations

Limitations

There are many services related to students' affairs, and they can't all be completed in three months. I was not able to access every part of it because I was an intern. I had to decide where I could concentrate and focus, so that's what I did. As a member of the English Department, I had the plan to research how the English language is used in this company. On the other hand, I had the chance to complete some practical work during my internship, which I chose to emphasize in my report.

Even though there were many barriers in the way of doing the report, I gave it everything I had to make it more significant and I worked hard to produce the report both realistically and accurately in order for it to be approved by the authority & also in compliance with my university's policies. Although Students' Affairs provided me with fantastic support, I have run into the following obstacles:

The three-month time limit is for me a substantial and essentially inescapable restriction. I had to submit my report to the internship supervisor while I was an intern, therefore it was difficult for me to keep track of the time it took to finish my report by the deadline. In addition, time constraints prevented me from completely educating myself on all facets of the industry despite my hunger for knowledge.

I was not allowed entry to certain locations because I was an intern. I was given a job with a small set of responsibilities, which made it difficult for me to understand everything. Additionally, I based the report on my own experiences, which I obtained from a range of classes I took while an undergraduate, the internet, and reading a variety of pertinent books and articles.

Everyone was often busy because my internship coincided with Parents' Day, one of the most significant events, thus the staff members were overworked and were unable to give me enough time.

Finally, in some cases students are not willing to communicate freely with DSA Office.

So, these are some of the limitations that I have faced during my internship program.

Chapter-07

7. Findings & Result

i : Observations & Findings

The students of Daffodil International University are ensured hundred percent services at any time from students' affairs. Students' Affairs focuses on students' benefits both in academic and extra-curricular activities even after the completion of their graduation. Students' Affairs is always aware about student's conveniences. For the development of students every semester they recruit intern and grow them for this competing world. According to my observation, all the employees of students' affairs are not allocated in their work responsibilities due to employee shortage.

ii: Self-assessment

I am a committed professional who is aware of the duties associated with my work as a writer and editor, project coordinator, and communicator. My ingenuity is my biggest asset. In addition, I have developed the ability to combine creativity and an understanding of educational institutions while working with the student affairs.

I sometimes have trouble managing my time because I multitask and concentrate too much on the tiny details of a writing. I'm currently using daily planners to try to become more organized.

I support working together as a team and getting along with coworkers. I show this by respectfully taking note of other people's opinions. When there are conflicts, I make an effort to avoid getting in the way and instead try to mediate as much as I can.

I am devoted to my profession and occasionally work past normal business hours. But I make an effort to put my work in context and avoid letting it interfere with my personal life. Since

doing so helps me a more productive and enthusiastic team member, I make an effort to balance my job and personal obligations.

My objective is to assume a leadership role in communication & project planning as the organization grows internationally. My innovative ideas, excellent execution, and interpersonal abilities, in my opinion, have shown that I am ready to assume additional responsibility for DIU's student affairs.

Chapter-08

8.Recommendations

- Students' Affairs should hire more employees to ease the workload. As students' affairs works in vast area, all the employees should be allocated considering the employee's specialization.
- Students' Affairs should focus on clubs more. All the club's participation in all activities should be ensured.
- All the employees should be provided with necessary stationaries and electronics based on the needs for the conveniences of their works.
- Students' Affairs should have all access in every sphere of this university.
- International Students of DIU should be given priority or students' affairs should take necessary steps for their involvement with DIU.
- Students Affairs should be more considerate about their extra and cocurricular activities by the national and international exposure.
- All the student's connection with students' affairs needs to be increased.

Chapter-09

9. Conclusion

The academic performance, standardized test scores, educational attainment, regular attendance in class, and self-concept of students who engage in extracurricular activities are all generally better. Through participation in university clubs, students frequently developed leadership and cooperation abilities while reducing their likelihood of engaging in various problem behaviors. It is advised that all educational institution administrators give sufficient space for students to participate in extracurricular activities both inside and outside of scheduled academic hours. I have gained extensive practical knowledge of student services and the corporate work environment thanks to my study of the student affairs services provided to students participating in extracurricular and co-curricular activities. I had largely great experiences throughout my internship at Students' Affairs. I believe that the entire internship was quite instructive, and I learned a lot. I genuinely appreciate the advice my supervisor gave me as well as the encouragement and confidence everyone else at Students' Affairs showed in me. I have suggested a few recommendations for changes at Students' Affairs that all will be for the better. I have a prayer I can say about this. I truly hope and trust that in order to continue offering its respected clientele the best services, Students' Affairs will eventually turn the challenges it is currently experiencing into an opportunity.

References

1. Gholson RE. Student achievement and cocurricular participation. *NASSP Bulletin* 1985; 69(483):17-20.
2. Joekel RG. Student activities and academic eligibility requirements. *NASSP Bulletin* 1985; 69(483):3-9.
3. Stephens LJ, Schaben LA. The effect of inter-scholastic sports participation on academic achievement of middle school students. *NASSP Bulletin* 2002; 86(630):35-41.
4. Gardner M, Roth J, Brooks G. Adolescents' participation in organized activities and developmental success 2 and 8 years after high school: Do sponsorship, duration and intensity matter? *Developmental Psychology* 2008; 44(3):814-30.
5. Holloway JH. "Extracurricular Activities: The Path to Academic Success?" Association for Supervision and curriculum Development. December 1999:87-8. [cited 18 August 2016] Retrieved from <[http://www.cedarvalleychristianschool.org/Handbook/Extracurricular Activities/tabid/128/efault.aspx](http://www.cedarvalleychristianschool.org/Handbook/Extracurricular%20Activities/tabid/128/efault.aspx)>.
6. Gilman R. Structured extracurricular activities among adolescent findings and implications for school psychologists. *Psychology in the Schools* 2004; 41(1):4-9. The case for high school activities. National Federation of State High School Association. [Cited 2016 May 17] <Retrieved from: www.nfhs.org/case.htm>
7. Emmer R. Band, 1ST ed. New York; Rosen Publishing Group 2010; 24-37.
8. Emmer R. *Cheerleading*, 1st ed. New York; Rosen Publishing Group 2010; 58-65.
9. Stoltzfus, Corbin D. "A Study of the Correlation Between Participation in Extracurricular Activities and Academic Performance of Middle Level and High School Students" (MA Thesis) The Pennsylvania State University 2007; 21-42.
10. Astin AW. *Achieving educational excellence: A critical assessment of priorities and practices in higher education*. 1sted. SanFrancisco: Jossey-Bass1985; 54-66.
11. Tinto V. *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2nd Ed. Chicago: The University of Chicago Press 1993; 24-32.
12. Pascarella ET and Terenzini PT. *How College Affects Students; A Third Decade of Research*. 2nd Ed. San Francisco, CA: Jossey-Bass 2005; 24-45.
13. Darling N, Caldwell L, Smith R. Participation in school-based extracurricular activities and adolescent adjustment. *Journal of Leisure Research*2005; 37(1):51-76.
14. Marsh HW & Kleitman S. Extracurricular school activities: The good, the bad, and the non-linear. *Harvard Educational Review* 2002; 72:464-514.
15. Smith SL. *Athletics & Academics*. 1st ed. Research Starters. New York 2008; 58-78. The case for high school activities-2002. National Federation of State High School Association. [cited 2016 12 August] Retrieved from: www.nfhs.org/case.htm

