

UNIVERSITÉ DE
YAOUNDÉ II



UNIVERSITY OF
YAOUNDE II

École Supérieure
des Sciences et
Techniques de



Advanced School of
Mass

INTERNSHIP REPORT

**Academic internship carried out at NMI
Education from July 05 to 06 September
2021**

Prepared and defended publicly in a view of obtaining a professional Bachelor's Degree in
the Advanced School of Mass Communication.

Option:

Publishing and Graphic Arts

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Academic year: 2021/2022

Date of defense: November 2022

INTERNSHIP REPORT

ABBREVIATIONS

NMI EDUCATION – No More Ignorance

INTERNSHIP REPORT

I.	P. Presentation of the enterprise	2
1. <u>Location</u>		3
2. <u>Logo of NMI</u>		4
3. <u>Legal status</u>		4
4. <u>Objectives</u>		5
5. <u>Mission</u>		5
6. <u>Services</u>		6
II.	ORGANIZATION AND OPERATION OF THE COMPANY	6
1. <u>Organization</u>		6
2. <u>Functions and responsibilities</u>.....		7
3. <u>NMI editorial team</u>		10
4. <u>Fact Sheet</u>		11
I.	The editorial line	13

INTERNSHIP REPORT

<u>1. Target audience</u>	13
<u>2. Activities Carried</u>	13
<u>3. Products and Services of NMI</u>	14
<u>4. Partners of NMI EDUCATION</u>	15
<u>1. Proofreading of Manuscripts</u>	17
<u>2. Page Layout</u>	18
<u>3. Second round of Proofreading</u>	18
<u>4. Conception of Cover pages</u>	18
<u>5. Prepress</u>	18
<u>6. Printing</u>	18
<u>7. Commercial Service</u>	18
<u>8. Channels of Distribution</u>	19
<u>I. Activities I carried Out in NMI</u>	21
<u>1. Reception</u>	21
<u>2. The books I readied in NMI</u>	23

INTERNSHIP REPORT

3. <u>Different Departments of the publishing department</u>	24
I.<u>Taking Part in Editorial Meetings</u>	
.....	31
1. <u>Running of Errands</u>	31
2. <u>Taking Part in Editorial Meetings</u>	Erreur ! Signet non défini.
I.<u>Benefits of the Internship</u>	
.....	32
1. <u>Socio-professional Level</u>	32
2. <u>Academic or Intellectual Level</u>	32
H.<u>Critics, Proposed Solutions, and Difficulties</u>	
.....	33
3. <u>Critics</u>	33
4. <u>Proposed Solutions</u>	34
III.<u>Difficulties Faced</u>	
.....	Erreur ! Signet non défini.
1. <u>Exhaustion</u>	Erreur ! Signet non défini.
2. <u>Distance</u>	Erreur ! Signet non défini.

INTERNSHIP REPORT

To my family

INTERNSHIP REPORT

ACKNOWLEDGMENTS

- To begin with, I'd like to thank the Director of ASMAC, Professor Alic Nga Makala together with his entire staff who made it possible for me to carry out my internship at NMI Education.
- Professor Mr. Ndibi Ola Frederick, the head of the Publishing Department for his consistent advice and guidance.
- The Director of NMI Education Mr. Mforgwei Rougers, together with his entire staff, welcomed us into their workplace.
- My parents and family have been guiding me throughout my life.
- My friends and classmates for the support we shared throughout our internship.
- My seniors, Tewah Vanessa Mosob, Wancha flavie, Ndah Lot Kennett for their constant help and support throughout the period of my internship.

INTERNSHIP REPORT

INTERNSHIP REPORT

INTRODUCTION

An internship is a working session carried out by a student which permits him/her to put into practice what he/she learned in school. This report is based on an internship we carried out at NMI Education in Yaoundé, Cameroon. As a student of the Publishing department in the Advanced School of Mass Communication Yaoundé (A.S.M.A.C), a book publishing house was a perfect venue for me to carry out our final year internship.

Our internship which began on the 5 of July 2021 in NMI lasted for three months and was quite a successful one. It was more than a pleasure for us to carry out my internship in such a reputable institution. In the course of this write-up, I will be accurately presenting the publishing house and all the tasks I carried out during my internship.

While on this internship, my main aims and objectives were to;

- Put into practice what I learned in school
- Contribute to the advancement of the enterprise
- Gain more knowledge in terms of running a publishing house - And fulfill my duties as a student of ASMAC, which required me to carry out this 3-month internship for academic purposes That said, this report is divided into three main parts which are;
- Part one: Presentation of the Enterprise
- Part Two: Internship Proper

INTERNSHIP REPORT

- Part Three: Evaluation of the Internship

CHAPTER ONE: PRESENTATION OF THE ENTERPRISE

INTERNSHIP REPORT

➤ INTRODUCTION

NMI Education is a bilingual publishing company with its headquarters in Yaoundé Cameroon. This Company was founded in December 2004 by MR NFORGWEI ROGERS as it represents or is a representative of Cambridge University, and distributor of Cambridge university press. It has been specialized since 2005 in the production of textbooks and over time general literature. Thanks to its dynamism and professionalism, NMI EDUCATION has more than 300 titles in its catalog including 72 titles registered in the primary and secondary curriculum, it has emerged as one of the incontestable leaders in the publication of textbooks in Cameroon. With over nine years of existence, NMI Education has a catalog of over more than one hundred textbooks on the official book list for nursery, primary and secondary schools for both French-speaking and English-speaking Cameroonians. They are represented nationwide by eight branches in Yaoundé, Douala, Bamenda, Bafoussam, Buea , Kumba Bertoua, and the Far North.

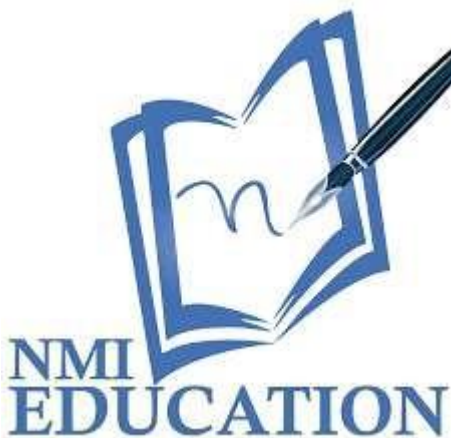
➤ Location

NMI which is known for the publication of both French and English books is located on the outskirts of Yaoundé at Carrefour Nomayos entrée route NGOUMOU, Yaoundé Cameroon. With this structure as its headquarters in Cameroon. The building in question is a five-floor story. Before moving to this present location, the enterprise was formerly located at Monte Maison Blanche as they later moved to Nomayos in the month of September 2019. They left the former location because they now had their building and had to move out of rent.

INTERNSHIP REPORT

➤ Logo of NMI

NMI's logo has two white and blue colors and on a white background, it's blue. The logo of NMI is made of a book and a pen, the book is open and there is something written in the book. At the side of the book, we have the name NMI EDUCATION in bold.



➤ Legal status

NMI EDUCATION is a private limited company as it has **ltd** at the end of its name and it also has the following;

- Head quarter: Yaoundé Nomayos, entrée route NGOUMOU
- Reg N° Register commerce; RC/YAO/2013/B/40
- N° de contribuable; M01060020022N
- PO Box: 31267 YAOUNDE, CAMEROON
- Head quarter: Yaoundé Nomayos, entrée route NGOUMOU ☐ Tel: [237]682 00 02 00.
- Fax; [237] 222 31 38 54.

INTERNSHIP REPORT

- Email: frontdesk@nmieducation.org.
- Facebook; NMI Education. [NMI Education](#)
- You tube; NMI Education. [NMI Education](#).
- Website; www.nmieducation.org. [www.nmieducation.org](#).

➤ Objectives

The objective of NMI EDUCATION is as follows

- Promote education and serve as a transmission belt for the training of learners through the publication of quality textbooks.
- Promote and popularizes local publishing in Cameroon.
- Set up a real platform for writing school books.
- Produce quality books at affordable prices.
- Promote the culture of reading in Cameroon.

➤ Mission

The objectives mentioned above are aimed at achieving the main mission of NMI EDUCATION which are:

- Promoting quality education.
- Strengthening the reading culture.
- Strengthening the capacity of local authors to the publisher for international quality (over 150 authors to the credit of NMI EDUCATION)
- Develop quality publishing in Cameroon and its sub-regions.

INTERNSHIP REPORT

- Offer quality textbooks at a competitive price and facilitate the access of all learners to school textbooks.

- **Services**

NMI EDUCATION provides its public with the following services;

- ✓ Editing
- ✓ Consultation
- ✓ Communication
- ✓ Marketing

ORGANIZATION AND OPERATION OF THE COMPANY

1. Organization

NMI Education staff is made up as follows:

- CEO /Chairman
- General Manager
- Executive Assistant
- Editorial manager
- Head of the French publishing department
- Head of the English publishing department
- Graphic designers

INTERNSHIP REPORT

- Financial officer
- Sales and marketing manager
- Maintenance and security officer

2. Functions and Responsibilities

CEO /Chairman /Chief Executive Director: He is responsible for the management of the company as the enterprise belongs to him, and he is seen as the highest lawmaker of the publishing house. It is he who sets the general objectives to be achieved. He supervises and organizes the work. He is responsible for the editorial policy of the structure and ensures its application, by controlling and monitoring the publication and operation of the company.

Executive Assistant: She performs and manages at the same time the tasks of executive assistant and editorial secretary. She receives and arranges manuscripts and mail. She also assists the Editorial Manager in the publication, and production process and acts as a liaison between the Director and the rest of the staff.

Financial Manager: The establishes the financing plan for editorial projects and takes care of the accounting of all financial operations.

Editorial Manager: She is responsible for organizing the reading committee, undertaking the search for new authors, she is responsible for publishing the house. He ensures the follow-up of editorial projects.

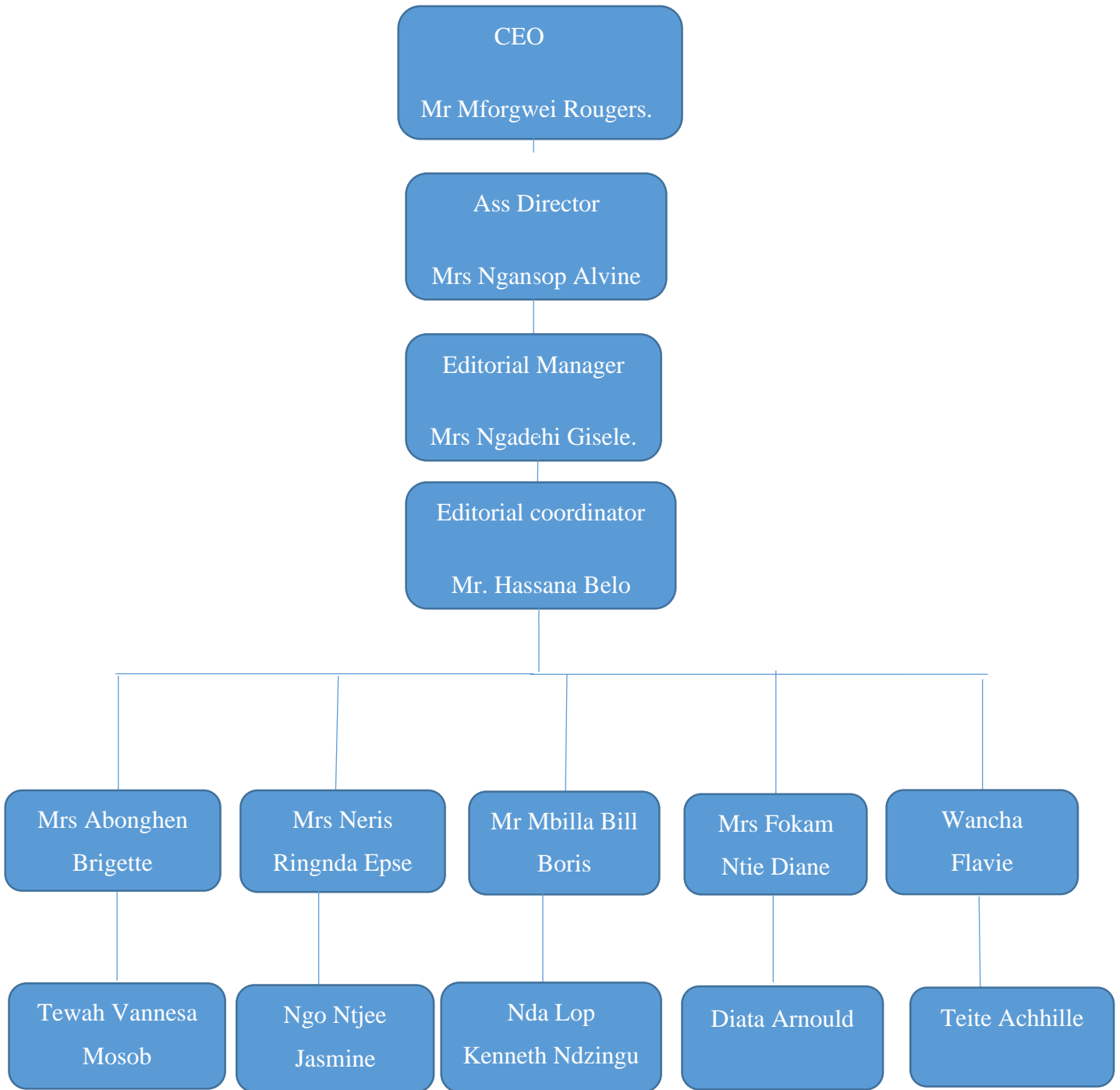
INTERNSHIP REPORT

Graphic designer: The takes care of the editing of the books per the editorial charter developed by the house.

Sales and Marketing Manager: She organizes promotion, advertising, and marketing activities around company publications. She establishes a relationship and communication between the client and the company and also deals with the sale and prospecting of products. She is also responsible for orders and inventory management.

Security and maintenance officer: He is responsible for watching over the company, he is in charge of maintaining all the computers in the company making sure the system is secured and nobody can break into the system.

INTERNSHIP REPORT




INTERNSHIP REPORT

3. NMI editorial team

- Director: MR NFORGWEI ROGERS
- Director of administration and finance Mrs. Ngansop Alvine.
- Editorial manager: Mrs Mela Gisele Epse Ngadehi.
- Editorial coordinator Mr Hassana Bello.
- Members of the English publishing department; Mrs. Ngwani Neris Ringda Epse, Tewah Vanessa, Nda Lot Kenneth Ndingu
- Members of the French editorial department Mr. Mbilla Bill Boris, Mrs, Fokam Ntie Diane, Wancha Flavie, Ngo Ntjee Jasmine.
- Graphic designer: Mrs Abonghen Brigitte,

INTERNSHIP REPORT

4. Fact Sheet

Name of the enterprise	NMI EDUCATION
Year of creation	2005
Slogan	Join us in leading the way
Director/CEO	MR M NFORGWEI ROGERS
Logo	
Legal Status	Since December 2004, the association became a company subjected to a simplified tax regime with a capital of 10,000,000
Domain of activity	Publishing
Localization	Carrefour Nomayos, Entrée route Ngoumou
Postal mail	P.O. Box 31267 Yaoundé, Cameroon
Telephone	(+237) 682 00 02 00
Fax	(237)222 31 38 54
Email	Frontdesk@nmieducation.org
Facebook	NMI Education.

INTERNSHIP REPORT

You tube	NMI Education
website	www.nmieducation.

CHAPTER TWO: SECTOR OF ACTIVITY

INTERNSHIP REPORT

I. The editorial line

NMI Publishing has based its line of action on the publication and editing of school books through its creativity, through books, and in all possible languages. However, any product which does not concern the publications of school books is not considered there for publication.

1. Target audience

NMI EDUCATION primarily targets all the schools and schools students both primary and secondary schools, in Cameroon.

2. Activities Carried

So far, NMI EDUCATION doesn't have too many activities as it is based on everything thing that concerns publishing like;

- The organization and participation of press conferences.
- Book fairs.
- Award ceremonies.
- School donations.

INTERNSHIP REPORT

3. Products and Services of NMI

i. Products

The product NMI EDUCATION gives out to its public is mostly school textbooks for both primary and secondary schools NMI also produces youthful books which are in their editorial line. **Services**

NMI EDUCATION provides its public with the following services;

- ✓ Editing
- ✓ Consultation
- ✓ Communication
- ✓ marketing

Sources of funding

NMI EDUCATION is known for its publication of quality school textbooks and other books as well as it can raise funds from the selling and publishing of these books. From its popularity and good work, they were able to have a large market and this has always been its source of funds.

INTERNSHIP REPORT

Partners of NMI EDUCATION

NMI EDUCATION has partners in almost every domain that concerns publishing. It has a printing partner, an editorial partner, and a distribution partner.

Editorial partners; Editorial partners are the partner who works in partnership or collaboration with NMI Education in every publishing activity some of their editorial partners are NARA Edition, Cambridge.

Printing Press

NMI EDUCATION prints its books in and out of Cameroon.

Distribution

NMI Education sells its books in Cameroon and in other countries where it agreed. To respect the book chain, it works with distributors who sell their books to bookshops and schools.

CHAPTER THREE

I. EDITORIAL PROCESS

In every publishing house, there is a particular process to be followed for the book to be ready for the readers. The editorial process goes thus;

The command and reception of the manuscript; The passing of command for the manuscript is based on the requirements given to the authors by the pedagogic inspector the process of commanding the manuscript is done in the following ways

INTERNSHIP REPORT

- The first step is to recruit the authors based on the fact that they should be teachers depending on the class of books demanded.
- The editor is precisely what is to be done while writing.
- The authors are also made to know the type of content to be delivered.
- The dateline is given to the author to bring back the book.

1. Proofreading of Manuscripts

Once the manuscript has been received, it is read and proofread by the head of the service of the literary department headed by Mrs. Mela Gisele Epse Ngadehi. The proofreading is done in two faces as the first face is done by;

- The editors and the proofreader who is a teacher as both check the structure of the book.
- The content of the book (checking what is inside is the same as what the curriculum wants. The editor then corrects what needs to be corrected.
- After the correction is been done by the proofreader and the author depending on the type of error to be corrected.

The second proofreading is the evaluation of the book by the final proofreader.

2. Page Layout

This is done on a specific software; Adobe InDesign. The page layout of every book is also accomplished by the service of literary production. This device is used for the mounting of the book and the mounting is done after the command of the images and the evaluation of the images as well.

INTERNSHIP REPORT

3. The second round of Proofreading

Once the page layout is done, the manuscript is printed, and the second session of proofreading is done. The second proofreading is the evaluation of the book by the final proofreader.

4. The conception of Cover pages

Once the proofreading is done, a cover page is conceived for the manuscript in question. The cover page must be linked to the content of the write-up.

5. Prepress

This stage consists of generating the final document which will be printed eventually.

6. Printing

At NMI EDUCATION, the printing of their books is done in some particular printing houses which include, SODAB

7. Commercial Service

The commercial service is in charge of publicizing and distributing the books to everyone interested in getting their books.

8. Channels of Distribution

The commercial service gets in contact with the various channels of distribution the house has. Some of these channels are

- Press Book.
- Lipam Sarl.
- Contoir Unique.
- Grande Bourse.

INTERNSHIP REPORT

- Michel Et Frères.
- Ecotra.
- Savior plus.

Tasks	Activity
Command of the manuscript	<ul style="list-style-type: none"> - Looking for author - Manuscript description - Dateline for reception
Reception of manuscript	<ul style="list-style-type: none"> - Reception - Diagnostics
Manuscript Grooming (reading)	- Simple correction
	<ul style="list-style-type: none"> - Proofreading - Command for illustrations
Layout	<ul style="list-style-type: none"> - Mounting of cover pages - Mounting of interior pages - Treatment of illustrations
Last reading	<ul style="list-style-type: none"> - Verification of corporate design - Proofreading/corrections
	- Preparation for the printing press (inserting the ISBN and the Bar code)
Printing	<ul style="list-style-type: none"> - Deposit at the printing press - Printing - Delivery

INTERNSHIP REPORT

The total period for treatment	6 steps
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II. Activities we carried Out in NMI

1. Reception

We began our internship at NMI on the 5th of July 2021. it was a Monday and work began by 8 am. Everybody was present as the workers were moving to their various offices to begin the day. As the workers settled into their various offices, we were asked to wait for the assistant general supervisor to come and direct us on where

INTERNSHIP REPORT

to go or who will be our supervisor, and so on. We weren't wasn't attended to immediately because the two heads of departments for both the French and English books had a meeting. This meeting usually is an evaluation of the week's work and the making of plans of action for the week. It took about 1 hour and later on we were attended to by Mr. Belo the assistant editorial director. He welcomed us and told us to feel at home and made us understand in the editorial department we all live as a family. He later called Madam Nerise and asked her to be our supervisor, as she introduced us to everyone in the department and gave us a form to fill out which contained our personal information like my name contact names, and other important Information. We were drilled on all the rules around, as we were told the department was working on class five and six textbooks it has to be delivered by January next year, we were given the curriculum to study because everything we will be doing will be done with the curriculum. We closed for the day by 5 pm, and on the next day, we were at work by 8 am and were asked to give the form we were asked to fill out yesterday and continued working on the curriculum. The curriculum was composed of the theme which had to be present in every book which was to be published .it didn't only contain the theme but also talk about the learned

During our first week which was on 5-16 of July at NMI EDUCATION, we were asked to study the curriculum which was made up of the reader's profile, which talks about the reader being able to communicate in both languages and practice basic notions in mathematics, science, and social studies. Furthermore, they should be able to practice social and citizenship, the curriculum is based on building a sense of creativity, initiative, a spirit of autonomy, and being able to use basic information and communication technology concepts and tools. The curriculum also is aimed at creating competence like intellectual competence, methodical competence, personal

INTERNSHIP REPORT

and interpersonal competence, and lastly communication competence. The curriculum also makes provision for integrated themes in the development of skills necessary these themes represent the fundamental project based on learning, The facilities of learning. We also have a pedagogic approach which is all special teaching methods through which teaching goals are attained. we also have a projectbased approach to learning which encourage the learner to create their knowledge. The curriculum also encourages cooperative learning among the children. It also defines the various subject and what they signify in the life of a child. The curriculum also goes on to bring out all the themes which concern everything they will want the children to know.

2. The books we read at NMI

One of the books we read in NMI is titled **Had I Know**, it's a book that talks of a man who got involved in blood money his greatest wish were to make his grandmother who was his mother live a comfortable life and this made his hunger for money strong and uncontrollable. This boy didn't have a wife or kids and he eventually die with no successor. The story started with the burial of the boy which was the talk of the town, many people didn't want to come because they felt they had

INTERNSHIP REPORT

to be there but because they wanted to see what will happen. on the day of the burial, the compound was full of people but the cops came into the compound it came in with a long line of cars and the cars came in with everything which was needed for the burial. In less than no time the canopies, food, drinks, and chairs came from no were as people provided seats for themselves in other not to miss out on anything, the people ate to their satisfaction and many carried home drinks for themselves. The burial was the talk of the town as many spoke about it. as the story unfolds the author makes us understand that the main character was a son to a polygamous man who loved his first wife who was unable to bear him kids.

The next was **The widow's wedding** here we have two widows from the wiskomvillage, the villages have a very wicked tradition were the nephews have to take over their uncle's wives and all their properties. The first widow's husband was a successful butcher who was loved by everyone he had houses and a few landed properties and Bemsibom whose husband was a victim of a motorbike accident from a reckless bike rider. The much unlucky widow fell into the hands of scammers and was excruciated some huge amounts of money since part of the money was money from a money lender she was taken as collateral and she became so frustrated that she had to fall into tradition and married her late husband cousin and was later diagnoses with a sexually transmissible disease which is HIV. The second widow she a secondary school teacher who was married to a teacher and as well lost her husband to a fatal motorbike accident by a reckless bike rider this time the widow's husband died in the hospital and was buried in an old retarded compound because it was his inheritance he got from his uncle as an inheritance to his uncle's property once everything was over the husband people came to her demanding for the husband inheritance this widow who was readily not willing to give out what she

INTERNSHIP REPORT

and her husband had worked for stood her ground not to give a prim to anybody.hr reaction on the first day her in-laws visited her became the talk of the town as this made many other widows and all the women flog support her with all that said her determination brought the change of this tradition and matrilineal inheritance. We read the books and had to do little editorial notes on how we felt about the books and the different author's writing approaches.

3. Different Departments of the publishing department

The Editorial disk; This department is in charge of the editorial content of books in the enterprise, as we took in the receives of manuscripts and proofreading them. Mrs. Mela Gisele Espe Ngadedehi the head of this department has external people that she works with to make the book clean of errors before the final layout is done.

➤ The Design Department

Mrs. Abonghen Bridgette heads this department. This department is in charge of the layout of books as we equally conceive communication gadgets, like flyers, banners, and catalogs among others. We also in line with the Director works for hand-in gloves with the printer to ensure that the directives for each book were respected.

➤ Department in charge of Stocks

This Department that is headed by Mrs.Melvis is in charge of everything that concerns stocks in the enterprise.

➤ Reception of the manuscript;

. Checking of The Manuscript; The process of checking the manuscript is to find out everything that has to be inside is there. Did this process with the help of the

INTERNSHIP REPORT

checklist, curriculum, and pedagogic plan. When the book comes, we first go through them with the checklist as were asked to do for English and also for the Maths books five and six. We were also asked to do the same for science and technology, computer, and social studies. First, we used the checklist and checked for the theme which was present, and those which were absent we note by the side so we could give a report it was not present in the book. Once this is done, we were given the curriculum to check alongside the pedagogic plan. Check for the units that are supposed to be there there are some units and topics which may appear twice or are not present in the curriculum but if that topic is important and it doesn't increase the number of pages it could be left in the book if it makes the book lengthy we could remove them from the manuscript. For those units which were not present in the book but appear in the curriculum and pedagogic plan, we made a list of the things that were not present and we were asked to write a report on things that were not present in those books, though we didn't write for all the books we crosschecked. There were not only the themes, topics, and units that were been checked but the projects, expected learning outcomes, and remediation activities. Those who are absent are also noted down and added to the report to be sent to the author.

➤ **The proofreading of the book;**

This particular process is done in different faces as the first face was done when the book comes in from the author and has already gone through the checklist. We were asked to read through the book and correct spelling errors, and punctuations, check for repeated units or topics, and also if the content is actually what is expected from the author. While reading we have given the right to correct

INTERNSHIP REPORT

the errors in the book rephrase sentences and also remove sentences that are out of place .once this is done we passed through Anti Dot, which is a correcting application that we used to correct documents in any language French, English, and other languages. The second face of the proofreading we did was when the book had been mounted after this was done it was taken to the proofreader who could either be a teacher or anybody good and acquainted with the subject in question. The proofreads and does corrections both on the text and images he or she checks doesn't only check the text but also checks the texture of the book to know if a lot is spaces and airier .once this is done it's brought back to the author.

➤ **Internal checks**

We were made to understand that as an editor we are supposed to check our books every time and with this when anything was changed about any of the manuscripts We were asked to go through the manuscript and check if the causes of the changes or any errors were made or they were any neglected errors or error which were not removed.

➤ **Editorial analysis**

We were also given a manuscript to do an editorial analysis, its and aptitude test for editors, and in this test, the editors are asked to give a grammatical commentary, a content commentary, check the coherences of the text, give or bring out the general ideology of the text and was also asked to correct the text. We were also given a text to read and propose pictures for the book it was a children's book

INTERNSHIP REPORT

that encourages the planting of trees and collective work with family. We were asked to give about 11 suggestions and it was to be based on each paragraph of the manuscript since it was a children's book it will be much of pictures than text .as the days when by the workload became as the manuscript came in, we had to correct proofread and also inset corrections. we also analyzed the literature textbooks which was sent by the author and in the process, we check if the author respected the various themes of the story if the manuscript is lengthy we were asked to reduce it without necessarily removing the message of the story and author. The title of a story can be changed if it is not deemed suitable for the text. Once this is all done, we send our remarks to the author by email and the corrections or we made adjustments we want to the text it was sent back to the editorial disk and re-edited again We were not satisfied with the changes which were we edit and send back to the author if he or she not ok with the changes they have the right to refused and if the changes are not done the book will not be published.

➤ **The searching and passing of commands for images**

. Once this is done the images are placed on command as we negotiate with the illustrators on the price of each picture most a times the pictures are paid in bulk, most times there are some images that will need the author's details explanation so we arrange meets between the authors and the illustrator and authors. Most are carried out in the publishing house and if the authors wouldn't available we arrange for the author and illustrators to meet in a location that is convenient for both parties. After this is done the illustrator is given some time to draw and once the pictures are sent back we examined them and does which are not up to stand are asked to be redrawn and send back. Alongside the pictures which are been drawn, we were asked

INTERNSHIP REPORT

to download them from the net to reduce cost and facilitate the process of the work. We downloaded on Google and the pictures we downloaded were those with no bookmarks or belonging to anybody or company. we also used pictures from the picture bank. These are pictures that were not used last year. Once all the images are been put together, we send the pictures to the designers to start the mounting of the book.

➤ **Mounting of the book**

At the designers, the pictures and the book are been mounted at the same time as the pictures are placed in the spaces provided by the authors when the writing was been done. The authors always leave space for pictures and these pictures help as illustrations to the children in primary schools. The books are sometimes mounted on illustrator and InDesign as we the editor mounted alongside the designers as we were there to help put each picture in its rightful position, we identifiers the pictures, and the illustrator insert the images in their provided spaces and later prints in color to see how the book looks like when we finally printed. Once this is done a copy is sent to the authors to give their remarks and evaluate the book.

➤ **Editorial analysis meeting with the department head**

On the 2nd of September, we had a general editorial meeting and this was the first editorial meeting we had since we began our internship at NMI this meeting was cheered by the head of the editorial department Madam Gisele the meeting began at about 10 am when we had been given information at the beginning of the day. When it was time, we were called to the conference room once everybody was present

INTERNSHIP REPORT

Madam Neris was asked to give a word. The meeting began with the analyses of how far the work has gone and Madam Gele came to the conclusion that so far, we have not had up to 50% of the work done, and looking at the time limit we still have much to do, she asked us what the problem was as she started asking members of each department. The editorial section of the publishing department complain the author wasn't making life any easy for the project as;

- The authors aren't coming in with the books on the dateline or the date limit is given.

- The content of the manuscript is sometimes too much from the required content.

- Most of the time the authors are not available to work with the editors and illustrators.

-Most times the content which comes in is incomplete and most times they are a certain topic that does feature in the curriculum and most of which are in the curriculum are not in the book.

Madam Gisele further went on to ask for details about every book and the difficulties faced by each of the books and these questions were addressed to Madam Neris and Mr. Belo. Madam Neris took the floor and made detailed analyses of each project as she began with the following

- English was the first she began with as she explains that the manuscript for English was not yet on the editorial disk as the authors had not come with it.

INTERNSHIP REPORT

- Maths was the next subject she spoke on as she said the manuscript was already at the editorial disk but the problem was the manuscript was too long as the author had passed the number of pages required.
- -Furthermore, in social studies, the book was already with the designers and the mounting was already ongoing, and what was left was the images that were awaited.
- To continue she spoke about science and technology whose language was considered very high for the children of that class and was sent back to the author to moderate and also reduce its content
- Literature was next as it was said that the book was at the proofreader that some stories in the book had little work to be done on them.
- We presided over ICT which didn't have a project as the author didn't want to put it, they said when they put it author's turn to concentrate on the project and forget what was supposed to be tough.

The same process was done for the French books and solutions were brought up as the books as our general coordinator said we should first not mount books that are not complete, have content that was lacking, or had problems with the manuscript. The manuscripts had to be compared with the curriculum and a follow-up had to be done with the author who had given their manuscript and had not.

The second meeting we had which was on the 22 of September 2021, we had an opening prayer by Madam Neris and Madam Gisele still cheered the meeting when demanded to know how all fare was the work, the meeting took as the last meeting didn't change as we spoke mostly of how far the project had gone. The same

INTERNSHIP REPORT

process of the last meeting was repeated and much improvement had been made from the last time

III. SECONDARY ACTIVITIES

1. 1 Taking Part in Editorial Meetings

This was usually when a deliberation needed to be made on a book with or without the author. During these meetings, We were to listen keenly to everything that was said, agreed, or disagreed, and at the end of each meeting, We were asked to present a summary of what was said during the meeting.

2. Running of Errands

We ran little errands as We were asked to give tea to the author, illustrator, and important personality that visited NMI EDUCATION, we gave the authors breakfast in the morning and when it was lunch break, we gave the authors food to eat since it quite a problem to get food because the structure is at the outskirts of the town. We were also asked to go and give books to the author in their various location because they were not able to come to the publishing house.

IV. Evaluation of Internship

1. Benefits of the Internship

The three-month internship was beneficial at the socio-professional and intellectual levels.

INTERNSHIP REPORT

2. Socio-professional Level

The internship permitted us to familiarize ourselves with the professional milieu by:

- Developing aptitudes that corresponded to our environment
- Developing punctuality in our daily activities is a necessity in the professional world.
- We equally learned to work as a team and deal with each other's strengths and weaknesses.
- We learned how to come up with brilliant initiatives.
- In the same like, we learned how to do what a publisher does, and how to do it perfectly.
- Last but certainly not least; we developed more editorial skills, which are crucial elements for every publisher.

3. Academic or Intellectual Level

At this level, the time I spent as an intern at NMI EDUCATION permitted me to;

- Write reading reports and decide whether manuscripts were fit or unfit to be published.
- Know what elements to bring out when reading a text and equally the approach we can take when correcting a text.
- Learn and practice how to receive an author in a publishing house.

➤ Critics, Proposed Solutions, and Difficulties

INTERNSHIP REPORT

Critics

i. Electricity Failures

This is a serious problem for the enterprise because, without electricity, no work can be done. Consequently, most of the world is lost especially when they have not been saved when there are some power failures. During our internship, electricity was taken a good number of times.

Poor Archiving System

NMI EDUCATION has a poor archiving system as it is supposed to have many documents to give the history and evolution of the enterprise. Unfortunately, most of the documents at the enterprise are not up to date.

Noise from the generator

Once the lights are taken the generator automatically comes on and when it does much noise is produced from it as this generator is by the editorial department. due to the nature of the editorial work, it doesn't permit noise and distraction as the noise produced from the generator acts as a distraction.

Unstable network

The unstable nature of the network (wifi) made work a bit on comfortable as it delayed the work, making it difficult to get a quick result from the internet and the is eventually led to a waste of time.

INTERNSHIP REPORT

Distance

The distance from home to work was a problem as NMI EDUCATION is located on the outskirts of Yaoundé and if you are not able to meet up by bus due to traffic you will have to pay huge sums of money to get there and even still not reach there on time because of the traffic in the morning.

Given the above critics, below are some proposed solutions for the amelioration of the functioning of the enterprise:

Proposed Solutions

i. Against Power Failures

As far as power is concerned in the enterprise, NMI has a generator and the generator should always be in good sharp and form to be able to provide light immediately after the lights are taken also the generator should be checked constantly to make sure it's always in good sharp.

Against the Poor Archiving System

As far as archiving is concerned, we suggest the enterprise should update its archives on yearly basis, to have a better record of the changes made in the enterprise.

Noise from the generator

In other to reduce the noise produced by the generator we suggest the generator be taken far away from the editorial department in other to allow the editor to do their jobs in a more quiet peaceful location.

Against Unstable network

Due to the unstable nature of the network, I suggest the network the company uses should be changed and a suitable and faster network should be installed in the company.

INTERNSHIP REPORT

CONCLUSION

INTERNSHIP REPORT

We have come to the end of our participatory internship report carried out within a period of three months. The drafting of this document enters into the academic requirements of ASMAC. To this, we presented this document in three parts, which are; the presentation of the structure; the internship proper, and lastly, critics and suggestions which equally entailed the difficulties encountered and the benefit of the internship. Our internship was meant for us to put into practice what we have learned in school and to assist in a Publishing House as a full-time employee. Despite the number of difficulties faced, the internship was very beneficial to us.

TABLE OF CONTENTS

ABBREVIATIONS	i
ACKNOWLEDGMENTS	vi
INTRODUCTION	1
1	
CHAPTER ONE:	2
PRESENTATION OF THE ENTERPRISE	2

INTERNSHIP REPORT

□	INTRODUCTION	3
□	Location	3
□	Logo of NMI	4
□	Legal status	4
□	Objectives	5
□	Mission	5
□	Services	6
	ORGANIZATION AND OPERATION OF THE COMPANY	6
1.	Organization	6
2.	Functions and Responsibilities	7
3.	NMI editorial team	10
4.	Fact	11
		Sheet
	CHAPTER TWO:	12
	SECTOR OF ACTIVITY	12

INTERNSHIP REPORT

I.	The editorial line	13
1.	Target	13
	audience	
2.	Activities	13
	Carried	
3.	Products and Services of NMI	14
	Partners of NMI EDUCATION	15
	Printing Press	15
	Distribution	15
	CHAPTER	
	THREE	16
I.	EDITORIAL PROCESS	17
1.	Proofreading of Manuscripts	17
2.	Page Layout	18
3.	The second round of Proofreading	18
4.	The conception of Cover pages	18
5.	Prepress	18

INTERNSHIP REPORT

6. Printing	18
7. Commercial Service	18
8. Channels of Distribution	19

II. Activities we carried Out in NMI21

1. Reception	21
2. The books we read at NMI	23
3. Different Departments of the publishing department	24
<input type="checkbox"/> The Design Department	24
<input type="checkbox"/> Department in charge of Stocks	25
<input type="checkbox"/> Reception of the manuscript;	25
<input type="checkbox"/> The proofreading of the book;	26
<input type="checkbox"/> Internal checks	26
<input type="checkbox"/> Editorial analysis.....	27
<input type="checkbox"/> The searching and passing of commands for images	27

INTERNSHIP REPORT

□ Mounting of the book28

III. SECONDARY ACTIVITIES31

1. 1 Taking Part in Editorial Meetings31

2. Running of Errands
.....31

IV. Evaluation of Internship32

1. Benefits of the Internship32

2. Socio-professional Level32

3. Academic or Intellectual Level32

□ Critics, Proposed Solutions, and Difficulties33

CONCLUSION3535