



## **Proposal for review of internship and placement scheme frameworks existing at PC universities**

### **UNIVERSITY OF HYDERABAD**

#### **Description of current policy regarding student internships and placements in your university:**

- **How are student internships/placements planned at the university? Who is in charge of the planning?**

Each academic department plans internships for students on its own. The university has a central placement office, though.

- **How are students preparing for internships/placements?**

Through the first two semesters students are imparted skills that will help them face the challenges of the industry/NGOs. However, before they actually go on internships, the faculty co-ordinator in-charge conducts a detailed meeting and creates awareness on the kind of internship possibilities in the discipline. Students are also encouraged to find their internship placements. However, when students are unable to locate one, the faculty co-ordinator helps them find an internship in the sector of their choice.

As for placements, the placement co-ordinator at the department co-ordinates with the central placement cell on a regular basis. In most cases, students find placements towards the end of the third semester. They are allowed by the companies or NGOs to acquire their degree after the fourth semester before joining them.

- **Are there procedures in place to monitor the quality of internships/placements?**

The central placement cell maintains statistics and the placements that students get are from across the university. Internship details are, however, maintained at the department level.

- **Does the university collect feedback from students and employers regarding the quality and effectiveness of internships?**

Every student who goes on an internship is required to produce:

- a) A work report at the end of the internship; and
- b) an evaluation report by the employer.

The internship co-ordinator also monitors the performance of the interns on a regular basis. In most departments, internships have credits ranging from two to four credits. This largely depends on the internship period and the department's need to send them on longer internships. The Alumni of the University also helps in this process.

- **Are there any procedures in place for monitoring and assessment of the skills and competencies that the student has developed during the internship/placement?**

Honestly, there's no formal procedure in the university for monitoring the skills acquired during the internship. However, the reports by the students and the employer help the department get a fair idea of the same.

- **Is there a possibility of internships/placements in the non-profit and public sector? Are such internships encouraged? Are internships in non-profit organizations**



**considered a good choice also for students in business and management disciplines?**

Most social sciences, humanities and arts departments encourage internships and placements in the NGO and public sector organisations. As of now, not many (less than 5%) of the students in business and management disciplines intern with the NGO sector.

### **Gaps and weak points and inefficiencies of the internship policies:**

**Please structure your answer in the following areas:**

- **Creating opportunities for internships:**  
The university could do with a central database for both internships and placements. This will help cross-disciplinary internships too. Some students specifically seek paid internships to support their stay and daily subsistence. Not all are successful. An online portal that would help employers announce internships would perhaps be helpful.
- **Planning :**  
There do not seem to be identifiable gaps in planning for internships.
- **Preparation of students:**  
There do not seem to be identifiable gaps in preparing students for internships, although some departments can do it a bit more professionally.
- **Monitoring of quality:**  
The university could do with having a formal online system in placement to monitor the quality of internships, the skills acquired and the outcomes.
- **Monitoring of developed skills and competencies:**  
The university is planning to have a system in place as it is accorded the status of Institute of Eminence by the UGC / MHRD in order to monitor the quality of internships, skills acquired, outcomes and outputs.
- **Diversification of internship opportunities:**  
University wants to diversify the internship opportunities into various sectors across disciplines in order to cater the students from all sections. Efforts are being made to increase number of stakeholders in all statutory and non-statutory bodies of the University in order to widen the internship opportunities.

**Possible improvements in the internship policies, specifically in the areas of:**

- **What should or could be improved in the process of establishing contacts with business, public sector and the non-profit sector in view of creating opportunities for students to get engaged in placements and internships?**  
The university has a good history of maintaining contacts with organisations in terms of getting internships. In order to widen the opportunities of internship, the University has made it a point to incorporate representatives from industry/business, public sector and from NGOs in all statutory and non-statutory bodies of the University to expand the internship opportunities. However, curricular changes can help the process of long-term internships



- **What should or could be improved in the process of planning internships/placements?**

The monitoring process could be professionalized (through an online portal, perhaps) that would help gather data, analyse it on a regular basis that can help in improving the process. As mentioned earlier, the university does encourage internships in non-profit and public sectors.
- **What should or could be improved in the process of preparation of students for internships/placements?**

Curricular changes and improvement of skill sets may help the process of preparation of the students for longer internships (from three-six months) could be seriously examined. Students get two sets of vacations in a year—one during summer and another during winter. All departments could examine the possibility of encouraging internships in both vacation periods.
- **Should the university strengthen the monitoring process in order to ensure the quality of internships/placements? If yes, how can this be done?**

As of now, the placement cell actually monitors the placements, and it may be better for the same body to monitor internships. The department or school level placement coordinators can be made in-charge of monitoring the internships too.
- **How could the University improve the procedures for monitoring and assessment of the skills and competencies that the students acquire during internships/placements?**

The University has been planning to improve on the existing policies and structures of placements/internships in order to improve the skill sets of the students and help them to withstand the competition in the existing opportunities. As for placements, most students do manage good placements at the entry level. However, in the last couple of years, recession and a proliferation in the number of universities have made placements more competitive. The university could do a bit more to improve the employability of the students cutting through the competition by imparting a few soft-skills workshops.
- **Should the University expand the possibilities of internships/placements in the non-profit and public sectors?**

University has been doing its bit in this regard to encourage students to take up internships/placements in the NGO as well as in the public sectors. As stated earlier, many of the representatives are being drafted into the statutory and non-statutory bodies of the University. The widening of the network helps in the expansion of the placement/internship opportunities of the students across disciplines.