PROPOSAL FOR REVIEW OF INTERNSHIP AND PLACEMENT SCHEME FRAMEWORK

RK UNIVERSITY, INDIA

Integrating Talent Development into Innovation Ecosystems in Higher Education
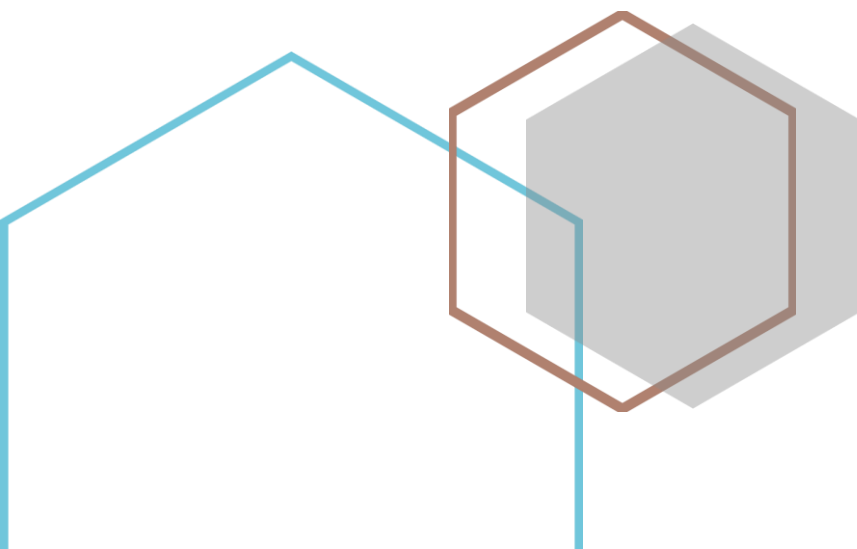
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INNOTAL

RK.UNIVERSITY

The framework review proposal outlines the current University policy and practice regarding student internships and placements and makes proposals for improvements.

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At RK University internships are offered in the majority of programs as part of the curriculum.

In this era of economic upheaval and competition, strengthening the employability skills of the students is a key challenge for both academia and industry. Graduating students need to be groomed and professionally developed along the lines of industry expectations. With the aim of providing hands-on experience of machines, systems and technologies used in industry and making students industry-ready, RK University has introduced internship training programs of varied duration ranging from two weeks to sixteen weeks for the students of different courses like B.Tech, Diploma Engineering, MBA, M.Pharm and M.Sc.
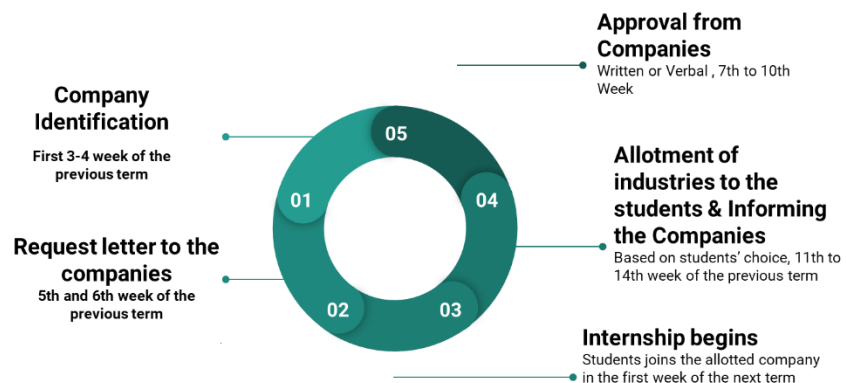
Rural Internships

The Faculty of Technology requires students to do a two-week summer Rural Internship in a village of the student's choice. All B.Tech students do this internship in the 5th semester. Typically, students organize themselves in group of 4-6 students per village The internship carries 5 credits. The experience creates awareness on different social issues such as energy conservation, public hygiene, digital transactions literacy, etc.

Industrial Internships

The Faculty of Technology also organizes Industry Internships, as follows

Program	Semester	Duration	Credit	Assessment
B.Tech (all)	8th Semester	16 weeks	25	Report submission and Presentation
D.Engg.(all)	6th Semester	16 weeks	25	Report submission and Presentation
MCA	6th Semester	16 weeks	25	Report submission and Presentation

Approval from Companies
Written or Verbal , 7th to 10th Week

Company Identification
First 3-4 week of the previous term

Allotment of industries to the students & Informing the Companies
Based on students' choice, 11th to 14th week of the previous term

Request letter to the companies
5th and 6th week of the previous term

Internship begins
Students joins the allotted company in the first week of the next term

The Faculty of Management organizes the following Industrial Internships:

Program	Semester	Duration	Credit	Assessment

Program	Semester	Duration	Credit	Assessment
MBA	3rd Semester	6 weeks	06	Report submission and Presentation
BBA	5th Semester	2 weeks	03	Report submission and Presentation

The Faculty of Science organizes the following Industrial Internships:

Program	Semester	Duration	Credit	Assessment
M.Sc.	4th Semester	16 weeks	25	Report submission and Presentation

The Faculty of Medicine organizes the following Industrial Internships:

Program	Semester	Duration	Credit	Assessment
B.PT.	9th Semester	6 months	20	Report Submission and Presentation
B.PT.	Every Semester	2 weeks		Hands on & Viva

Clinical areas of training / Departments	Duration	Remarks
Musculo-skeletal Physiotherapy	1 Month	Internship in 50 bedded Hospitals
Neuro-Physiotherapy	1 Month	
Cardio-Pulmonary Physiotherapy including Medical and Surgical conditions	1 Month	
Women's Health, Preventive and Community Health Physiotherapy including Sports Physiotherapy and Geriatric	1 month	OPD setups or Internship in 50 bedded Hospitals
Electro/Exercise Therapy (OPD/IPD)	1 Month	
Internship at areas of interest	1 month	
Total	**6 Months**	

PLANNING AND MANAGEMENT OF THE PROCESS

RK University's Training & Placement Cell is in charge of the planning for internships and placements. Training and placement officers at each department and School are working directly with students, in coordination with the Central Cell.

PREPARATION OF THE STUDENTS FOR INTERNSHIPS

The objective of the preparation phase of training placements and internships at RK University is for students to develop a clear idea about their career goals, i.e. what they want to do after completion of their studies in the post-graduation period. The three basic career goals for any undergraduate student are:

1) to go for higher studies

2) to get a job

3) to become an entrepreneur or join a family business.

RK University currently prepares students for internship by ensuring high quality of the regular study process. The focus is on domain-specific knowledge and skills, with the ultimate idea to make students industry-ready. There is no specific training provided prior to internship.

COLLECTING FEEDBACK FROM STUDENTS AND EMPLOYERS REGARDING THE QUALITY AND EFFECTIVENESS OF INTERNSHIPS

During each internship, RK university is collecting feedback from the students about the work culture and environment at the company. This information is used to guide and prepare students from the upcoming batches who seek to join the same company. At the same time, feedback from the employers is carefully analysed to determine the behaviour of students at the workplace, how well they adopt the work culture, how flexible they are and how quickly they adapt to the surroundings and the requirements in the workplace. This information is used to improve learning and develop the right attitude, with the final intent to bridge the gap between industry expectations and the skills and knowledge of the students.

PROCEDURES IN PLACE FOR MONITORING AND ASSESSMENT OF THE SKILLS AND COMPETENCIES THAT THE STUDENT HAS DEVELOPED DURING THE INTERNSHIP / PLACEMENT

Students undergo careful assessment during their internship. Assessment is Department-specific in order to reflect the desired learning outcomes.

Assessment of Rural Internships at the Faculty of Technology
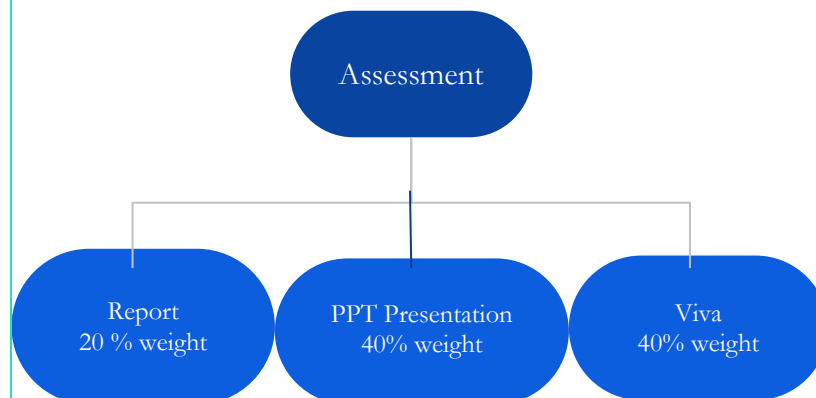
The Viva Voce assessment following completion of the rural internship carries 40% of the final student assessment. It includes complex evaluation of the student's skills, as well as the knowledge gained in the area of digital literacy, which is a key focus of rural internships. The detailed criteria for the Viva are presented below:

CRITERIA	Excellent (24-30)	Good (11-23)	Poor (1-10)	Points (max)
Response to questions	More than 80% of questions are answered correctly.	More than 50% but less than 80% of questions are answered.	Less than 50% of questions are answered.	30
Awareness about digital literacy	Student has perfect understanding about digital literacy and its impact on rural areas.	Student has satisfactory understanding about digital literacy and its impact on rural areas.	Student has poor understanding about digital literacy and its impact on rural areas.	30
	Excellent (16-20)	**Good (8-15)**	**Poor (1-7)**	20
Interpretation	Perfectly able to interpret & understand the information and data collected during the training.	Partially able to interpret & understand the information and data collected during the training.	Not able to interpret & understand the information and data collected during the training.	20
Fluency and Comprehensibility	Student speaks fluently such that examiner is able to understand all that he/she is trying to communicate.	There are a few areas of disjointedness or intermittent lack of logical progression of ideas	Ideas are somewhat disjointed and/or do not always flow logically, making it a bit difficult to follow	20

The Internship Report carries 30% weight in the final assessment. The evaluation is focused both on presentation skills and the knowledge obtained during the internship.

CRITERIA	Excellent (4-5)	Good (2-3)	Poor (0-1)	Points (max)
Lay-out & Organization	Informative summary; Table of contents in logical sequence; Page numbering; Suitable subtitles.	Inadequate summary; Table of contents not in sequence; Page numbering; acceptable subtitles.	No summary; No Table of contents; No page numbering; unsuitable subtitles.	5
	Excellent (9-10)	**Good (7-8)**	**Poor (0-1)**	
Graphics	Effective use of photos and	Limited use of photos and	No use of photos and	10

	videos.	videos	videos.	
Conventions	Generally, error free regarding sentence structure, punctuation, capitalization, spelling, and standard usage.	Sentence structure, punctuation, capitalization, spelling, and standard usage errors are noticeable, but do not seriously impair readability.	Errors in sentence structure, punctuation, capitalization, spelling, and standard usage impair readability.	10
	Excellent (4-5)	**Good (2-3)**	**Poor (0-1)**	
Background regarding the village	Extensive information about the village/place, including population, locations, literacy, connectivity, Internet availability.	Moderate amount of information about the village/place, including population, locations, literacy, connectivity, Internet availability.	Minimum information of the village/place, including population, locations, literacy, connectivity, Internet availability.	5
	Excellent (14-15)	**Good (8-9)**	**Poor (2-3)**	
Understanding about digital literacy	Clear understanding of digital literacy and awareness about various ways and domains in which it could be spread.	Moderate understanding of digital literacy and awareness about various ways and domains in which it could be spread.	Poor understanding of digital literacy and awareness about various ways and domains in which it could be spread.	15
	Excellent (4-5)	**Good (2-3)**	**Poor (0-1)**	
Conclusion	Rural Internship work is well summarized and concluded.	Rural Internship work is not well summarized and concluded.	Rural Internship work is summarized and concluded poorly.	5

The presentation after the internship carries a 40% weight in the overall

assessment score. Again, the evaluation combines assessment of soft skills in addition to the domain-specific results from the internship.
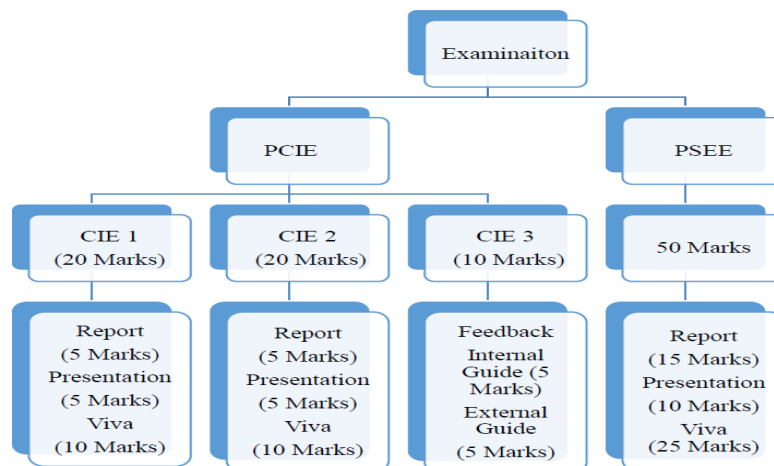
CRITERIA	Excellent (8-10)	Good (4-7)	Poor (1-3)	Points (max)
Content: Relates to topic, detailed, and accurate	Content is directly related to the topic and always supported by facts	Most of the content is directly related to the topic and not all of it are supported by facts	The content is not directly related to the topic and only some of it is supported by facts	10
Knowledge: Demonstrate knowledge of subject	Showed a deep and clear understanding of the topics during the presentation	Showed a clear understanding of the topic but depth of knowledge is not there	Showed elementary knowledge of the topic	10
Communication, Elocution & Appearance	Communicates with excellent clarity and always uses relevant terminology	Communicates with good clarity and often uses relevant terminology	Communicates with some clarity and sometimes uses relevant terminology	10
	Uses fluent speech and feels self-confident & relaxed	Voice is clear & pronounces most words correctly and feels a little nervous	Voice is clear & pronounces incorrect terms and feels somewhat nervous	
	Completely formal & well dressed	Partly formally dressed	Not formally dressed	
Responses to questions	Answers were well developed and displayed in-depth understanding	Answers were good and showed good understanding	Answers were partially complete but lacked depth of understanding	10

Presentation flow	Presents information in logical sequence that the audience can follow. Presentation in prescribed format	Presents information in a partially organized manner that the audience can follow. Presentation in prescribed format	Presents information in a disorganized manner that the audience faces difficulty to follow. Presentation is not in prescribed format	10

Assessment of Industry Internships at Faculty of Technology and Faculty of Science

- ✔ Each student works with one guide from the department and one guide from the concerned industry.

- ✔ The student has to complete a daily Log Diary and report every week online. This diary contains the learning and hands-on activities carried out and the achieved results. Students have to submit the Diary to their supervisor/guide at the Department. The Diary is reviewed and signed by the industry expert and the faculty guide.

- ✔ The student prepares a report of his/her learning and appears for an oral presentation at the 6th and 14th week of the term.

- ✔ At the end of the semester the student is supposed to submit a training report.

- ✔ The student has to give Power Point and/or model presentation to invited evaluators from different industries and academics.

PCIE-1 Report (5 marks)

CRITERIA	Excellent (4-5)	Good (2-3)	Poor (0-1)	Points
Lay-out & Organization (CIE 1 & 2)	Informative summary; Table of contents in logical sequence; Page numbering; Suitable sub-titles.	Inadequate summary; Table of contents not in sequence; Page numbering; acceptable sub-titles.	No summary; No Table of contents; No page numbering; unsuitable sub-titles.	/5
	Excellent (4-5)	Good (2-3)	Poor (0-1)	
Graphics (CIE 1 & 2)	Effective use of pictures, models, diagrams, charts, tables and graphs.	Some appropriate use of pictures, models, diagrams, charts, tables and graphs.	No use of pictures, models, diagrams, charts, tables and graphs.	/5
	Excellent (4-5)	Good (2-3)	Poor (0-1)	
Conventions (CIE 1 & 2)	Generally error free in regards to sentence structure, punctuation, capitalization, spelling, and standard usage.	Sentence structure, punctuation, capitalization, spelling, and standard usage errors are noticeable, but do not seriously impair readability.	Errors in sentence structure, punctuation, capitalization, spelling, and standard usage impair readability.	/5
	Excellent (6-7)	Good (3-5)	Poor (1-2)	
Industry Background (CIE 1)	Extensive information of all departments, processes, products are included.	Moderate information of all departments, processes, products are included.	Minimum information of all departments, processes, products are included.	/7
	Excellent (7-8)	Good (4-6)	Poor (1-3)	
Understanding of defined problem (CIE 1)	Clear understanding of Problem defined by the industry is reflected.	Moderate understanding of problem defined by the industry is reflected.	Poor understanding of problem defined by the industry is reflected.	/8

CRITERIA	Excellent (4-5)	Good (2-3)	Poor (0-1)	Points
	Excellent (8-10)	Good (4-7)	Poor (1-3)	
Study of existing system. (CIE 2)	Detailed explanation and specifications of the existing system.	Moderate explanation and specifications of the existing system.	Poor explanation and specifications of the existing system.	/10
	Excellent (4-5)	Good (2-3)	Poor (0-1)	
Observations (CIE2)	Key observations clearly mentioned with excellent understanding.	Observations clearly mentioned with good understanding.	No observations are mentioned.	/5
	Excellent (4-5)	Good (2-3)	Poor (0-1)	
Conclusion (PSEE)	Training work is well summarized and concluded.	Training work is not well summarized and concluded.	Training work is summarized and concluded poorly.	/5

PCIE-2 Report (5 marks)

Presentation (5 marks for PCIE-1 & PCIE-2 each and 10 marks for PSEE)

CRITERIA	Excellent (8-10)	Good (4-7)	Poor (1-3)	Points
Content: Relates to topic, detailed, and accurate	All content directly related to the topic and always supported by facts.	All Contents directly related to the topic and few are supported by facts.	All Contents are not directly related to the topic and only few are supported by facts.	/10
Knowledge: Demonstrate knowledge of subject	Showed a deep and clear understanding of the topics during the presentation.	Showed a clear understanding of the topic but depth of the knowledge is not there.	Showed elementary knowledge of the topic.	/10
Communication, Elocution & Appearance	-communicates with excellent clarity and always uses scientific terminology	-communicates with good clarity and often uses scientific terminology	-communicates with some clarity and sometimes uses scientific terminology	/10
	-uses fluent speech and feels self-confident & relaxed	-voice is clear & pronounces most words correctly and feels little nervous	-voice is clear & pronounces incorrect terms and feels somewhat nervous	
	-completely formal & well dressed	- Partly formal dressing.	-No formal dressing.	
Responses to questions	-answers were well developed and displayed in depth understanding	-answers were good and showed good understanding.	-answers were partially complete but lacked depth of understanding.	/10
Presentation flow	-presents information in logical sequence which audience can follow. Presentation in prescribed format.	-presents information in partially organized manner which audience can follow. Presentation in prescribed format.	-presents information in disorganized manner of which audience face difficulty in following. Presentation is not in prescribed format.	/10

Viva (10 marks for PCIE-1 & PCIE-2 each and 25 marks for PSEE)

CRITERIA	Excellent (24-30)	Good (11-23)	Poor (1-10)	Points
Response to questions	More than 80% of questions are answered correctly.	More than 50% of questions are answered.	Less than 50% of questions are answered.	/30
	Excellent (24-30)	Good (11-23)	Poor (1-10)	/30
Application of knowledge	Able to relate knowledge with applications in industry.	Able to relate knowledge with few applications in industry.	Not able to relate knowledge with application.	
	Excellent (16-20)	Good (8-15)	Poor (1-7)	
Interpretation	Able to interpret & understand the information and data collected during the training perfectly.	Partially able to interpret & understand the information and data collected during the training perfectly.	Not able to interpret & understand the information and data collected during the training perfectly.	/20
	Excellent (16-20)	Good (8-15)	Poor (1-7)	
Fluency and Comprehensibility	Student speaks fluently such that examiner is able to understand all which he/she is trying to communicate.	There are a few areas of disjointedness or intermittent lack of logical progression of ideas	Ideas are somewhat disjointed and/or do not always flow logically, making it a bit difficult to follow	/20

Rubric for Internal Guide (5 marks for PCIE-3)

CRITERIA	Excellent (4-5)	Good (2-3)	Poor (0-1)	Points
Log Book Maintenance	Complete and relevant topics are written	Partially complete with relevant topics are added.	Incomplete & Irreverent	5
	Excellent (4-5)	Good (2-3)	Poor (0-1)	
Attendance	More than 90% of attendance.	More than 70% of attendance.	Less than 70% attendance.	5
	Excellent (12-15)	Good (7-11)	Poor (1-6)	
Reporting to Guide	Reporting done on weekly basis. All recommendations of the guides are implemented. Report is submitted as per deadline.	Reporting done on weekly basis. Few recommendations of the guides are not implemented. Report is submitted 2 days after deadline.	Reporting not done on weekly basis. Few recommendations of the guides are implemented. Report is submitter 3-5 days after deadline.	15

Rubric for External Guide (5 marks for PCIE-3)

CRITERIA	Excellent (12-15)	Good (7-11)	Poor (1-6)	Points
Code of Conduct	Code of conduct of the company is followed properly.	Code of conduct of the company is partly followed.	Code of conduct of the company is poorly followed.	15
	Excellent (8-10)	**Good (4-7)**	**Poor (1-3)**	
Reporting to Guide	Reporting is done on everyday basis. All suggestions from the guide are completely implemented. Report is submitted as per deadline.	Reporting is done twice a week. Few suggestions from the guide are not completely implemented. Report is submitted 2 days after deadline.	Reporting is done once a week. Only Few suggestions from the guide are implemented. Report is submitter 3-5 days after deadline.	10

Assessment of Industry Internships at Faculty of Management

MBA Industry Internship

	Parameters of assessment
PCIE 1 Project Report 1 (max 20 marks)	Introduction to the Company and Industry (max 10 marks)
	Introduction and objectives of the research/study (max 10 marks)
PCIE 2 Project Report 2 (max 15 marks)	Study/research methodology (max 5 marks)
	Data analysis and findings (max 5 marks)
	Conclusions (max 5 marks)
PSEE (max 50 marks)	Submission of project report (max 25 marks)
	Presentation and viva voce (max 25 marks)

BBA Industry Internship

	Parameters of assessment
PCIE 1 Progress Report 1 (max 20 marks)	Introduction to the Company and Industry (background, growth, aspects, organizational structure, etc.) (max 10 marks)
	Details of business functions, processes, products and services, customers (max 10 marks)
PCIE 2 Progress Report 2 (max 20 marks)	Details about competitors (background, growth, aspects, organizational structure) (max 10 marks)
	Details of competitors; business functions, processes, products and services, customers (max 10 marks)
PCIE 3 (max 10 marks)	Weekly progress and reporting to faculty
PSEE (max 50 marks)	Submission of Project Report (max 25 marks)
	Presentation and Viva voce (max 25 marks)

Assessment of Industry Internship at Faculty of Medicine

Criteria
Presentation of case
Selection of Case

Method of Assessment with physical and functional outcome measures
Planning of Treatment – short term and long term, Exercises Perception including follow up
Critical Thinking on assessment and treatment strategies
Intern and Therapist exchange during entire treatment duration

PROCEDURES IN PLACE TO MONITOR THE QUALITY OF INTERNSHIPS / PLACEMENTS

Other than the processes mentioned above – feedback collection and monitoring of developed skills and competencies, there are no additional procedures for monitoring the quality of internships.

POSSIBILITY FOR ENGAGING IN INTERNSHIPS / PLACEMENTS IN THE NON-PROFIT AND PUBLIC SECTOR

There are possibilities for students to do internships/placements in non-profit and public sector organizations. Actually, students are encouraged to engage in such internships, regardless of the program in which they are enrolled. The best example is the mandatory 45-day Rural Internship at the School of Engineering, during which students work on real-life problem situations in rural regions of the country with the help of certain NGOs. The objective of this internship is to develop empathy for societal problems and to build students' skills to innovate in favour of common wellbeing and in response to pressing societal challenges in India.

GAPS, WEAK POINTS AND INEFFICIENCIES OF THE INTERNSHIP POLICIES AT THE UNIVERSITY

Institutionalizing internship procedures

Internship procedures, including prepration of students, setting of learning objectives and identification of guidance needs, have to be institutionalized at Department level. At this level, the process of planning and supervsing internships needs to be strengthened in order to utilize the Departments' more direct links to students and the fact that Departments are in better position to monitor the impact of internship on students' skills an attitudes.

Creating more opportunities for internships

RK has not utilized all opportunities for interaction with industry, alumni and other external stakeholders. This is an ongioing process and a top prioriy for the University.

Planning

Internship planning should focus on areas and domains where there is high demand for employment. The planning phase should also address the skills gap between industry demands and the actual skills of students.

Preparation of students

Students should receive training in domain-specific and communication skills, as such training appears to be crucial for ensuring their better performance during internships.

Monitoring of quality

More frequent meetings with employers and students during the internship

will help the University determine the quality an impact of the learning activities during internship, as well as to take necessary corrective measures in real time.

Monitoring of developed skills and competencies

Each internship should be followed by a meeting with the student, and possibly with the industry supervisor, to assess the skills and competencies developed and to assess the impact of the training experience in line with the previously identified mismatches between industry requirements and the skills of students.

Diversification of internship opportunities

There are challenges in offering internships in various sectors, companies and NGOs, but with more interaction and networking, RK University can increase the number and the variety of employers offering internship opportunities to students.

POSSIBLE IMPROVEMENTS IN INTERNSHIP POLICIES

1. The interactions between industry and the University should be further increased and improved. The focus should be on identifying the needs of external stakeholders in terms of young talent, in order to achieve a more meaningful an effective internship process. This would create more opportunities for students to get engaged in placements and internships.

2. The process of planning internships/placements should be improved. The most important task is to consistently apply skills gaps analysis, by identifying industry expectations and juxtaposing them to the present status of students' skills and knowledge.

3. In the process of preparation of students for internships/placements, it is necessary to develop additional training for enhancing both the domain-specific and the transversal skills of students, with a focus on communication skills.

RK University will consider the following proposals made during joint development sessions in the frame of the INNOTAL project:

- Development of an Internship Program Manual and Rules, which students should be required to familiarize themselves with before the internship and observe during the internship. This would ensure higher quality of the internship experience and would help students report unsatisfactory experiences.

- CV and portfolio development sessions can be organized for students. During these sessions, career advisors will help students develop successful CVs/portfolios that could be used to match them with internship providers.

- It may be useful to organize meetings between current students preparing to go for an internship and students who have already went through internship. Such meetings would allow for sharing of internship experience and would prepare the freshers for what is to come.

- Preparatory training for the students can be organized, including the

following topics:

- Using social networks and social capital for career growth
- Creating and maintaining a LinkedIn profile
- Maintaining presentable and decent social media profiles (Facebook, etc.)
- Email correspondence etiquette
- Preparation for interviews

4. The university should strengthen the monitoring process in order to ensure the quality of internships and placements. Each internship should be followed at least by a meeting with the student, and possibly with the industry supervisor, to assess the skills and competencies developed and to evaluate the impact of the training experience in light of the previously identified mismatches between industry requirements and the skills of students. An even better approach would be to hold several meetings with employers and students before, during and after the internship. This will allow the faculty members supervising the students, as well as the central Cell, to continuously monitor quality and to take corrective measures.

RK University should consider the suggestion jointly developed by the INNOTAL partners to introduce as best practice the signing of an Internship Agreement between the student, the University and the internship provider. The agreement should specify in advance the learning goals that the internship should achieve. It could serve as a form of a contract between the parties involved and can streamline both implementation and monitoring.

5. The University should expand the possibilities for organizing internships/placements in the non-profit and public sectors. This will give a different exposure to the University students and sensitize them to the imperatives of national development, common welfare, societal challenges and ethics (in addition to business requirements). It should be noted that arranging internships in the public sector is likely to meet challenges. Permission will be required in some cases, so advanced planning and a strong communication strategy on the part of the University will be necessary to approach and ensure the collaboration of the public sector.