



**D Y PATIL INTERNATIONAL UNIVERSITY,
Akurdi, Pune – 411044**

DYPIU: FINISHING SCHOOL
Policy Document
(Academic Year 2025 – 2026)



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DYPIU : FINISHING SCHOOL

Leading corporates often express concerns about the lack of job-ready talent that seamlessly fits into their organizational roles. While companies do conduct internal training programs, there is a growing demand for young professionals who are career-ready from day one. Such readiness helps employers save significant time and resources, enhancing overall efficiency.

The ability to communicate effectively, display confidence in interactions, and exhibit polished interpersonal skills is considered an invaluable asset—both professionally and socially. While academic curricula prepare students with domain knowledge, they often fall short in nurturing real-world skills, personality development, and situational awareness that are critical for impactful functioning. Equally important is the understanding of social and corporate etiquette, which plays a vital role in career advancement and successful networking.

DYPIU : Finishing School is dedicated to nurturing students into well-rounded, confident, and industry-ready professionals equipped to excel in a competitive world. From the first year to the final year, the Finishing School conducts a series of thoughtfully designed activities to build the overall personality of each student.

Through this structured, progressive approach, **DYPIU : Finishing School** ensures students graduate with confidence, a positive attitude, and the ability to adapt and succeed in dynamic professional environments.

MISSION:

The primary mission of the DYPIU Finishing School is to nurture well-rounded individuals by enhancing their **social etiquette, communication abilities, and overall personal and professional presence**. The program is designed to **equip students with the essential life and career skills, instil confidence to navigate diverse social and professional environments, and foster an entrepreneurial mind-set** that empowers them to thrive in their chosen paths.

OBJECTIVES:

The **DYPIU: Finishing School** is committed to **holistically prepare students for their professional journey** by offering focused skill enhancement training, industry exposure, and diverse career opportunities. Its objectives are strategically designed to equip students with the skills, confidence, and insight required to thrive in the dynamic world of work:

- **Deliver comprehensive training** in communication skills, aptitude, interview techniques, and professional grooming to enhance employability and recruitment readiness.
- **Conduct regular pre-placement training**, including mock interviews and group discussions, to boost students' confidence and performance in real recruitment scenarios.
- **Strengthen industry engagement** to consistently increase both the number and quality of campus placements.
- **Organize expert talks, seminars, and industry-led interactive sessions** to offer students practical insights and exposure to current market trends and expectations.
- **Facilitate alumni interaction sessions** to inspire and guide students through shared experiences of graduates placed in reputed organizations.
- **Host career awareness sessions** to inform students about career paths in the Private Sector, Public Sector, and Armed Forces.
- **Conduct expert-led sessions on higher education opportunities**, including preparation for competitive exams such as CAT, GATE, GRE, TOEFL, and IELTS.
- **Promote entrepreneurial thinking** by offering orientation on start-ups, innovation, and the fundamentals of entrepreneurship.
- **Connect aspiring entrepreneurs** with incubation support and mentorship programs within and beyond the University ecosystem.
- **Facilitate Internships** from first year of the programme, as internships bridge the gap between theoretical knowledge and real-world application. They provide hands-on experience with industry practices, tools, and technologies, enhancing technical and problem-solving skills.
- **Establish structured feedback mechanisms** with recruiters and alumni to refine skill enhancement training programs in alignment with evolving industry standards.

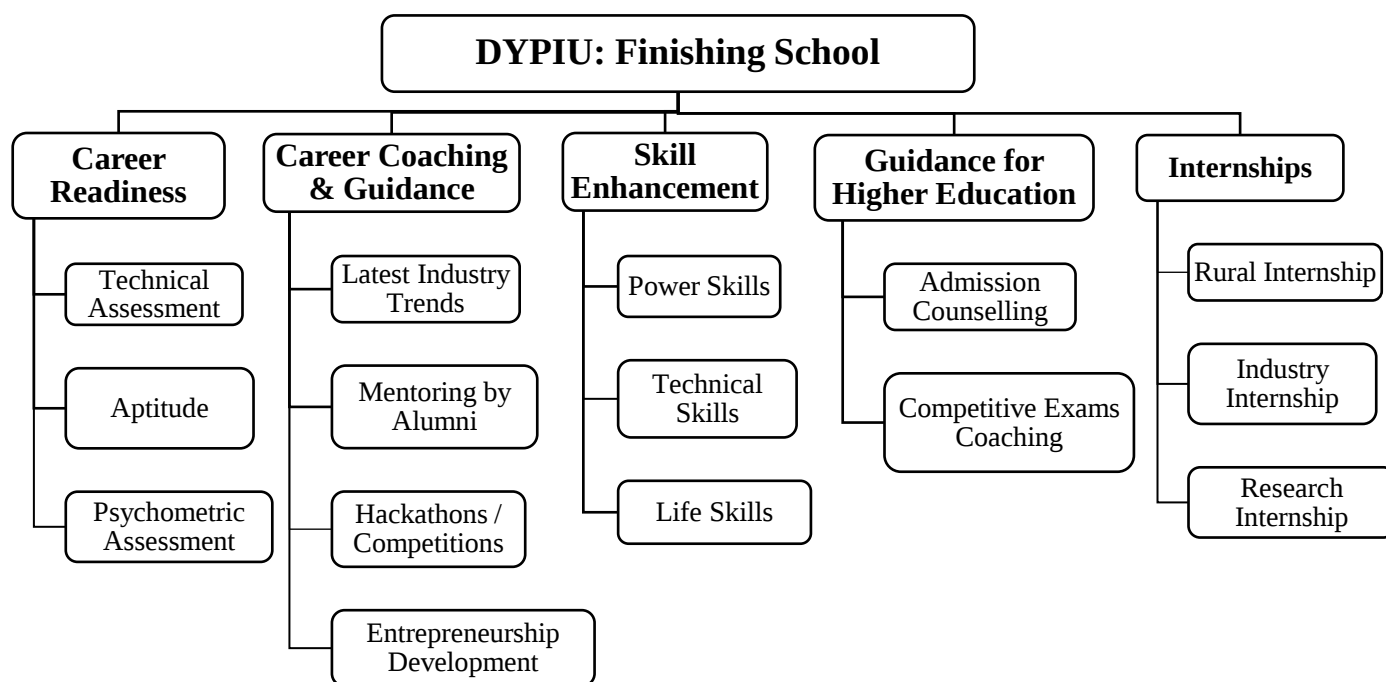
By aligning these objectives with current and future industry requirements, the school ensures that students are not only job seekers but future-ready professionals and innovators.

DYPIU: FINISHING SCHOOL - STRUCTURE

Established in 2025, DYPIU Finishing School was founded to bridge this critical gap—with insights drawn from industry leaders, academia, and other key stakeholders. The school adopts a multi-dimensional approach aimed at developing better employability, enhancing career prospects, and instilling lifelong professional and personal skills.

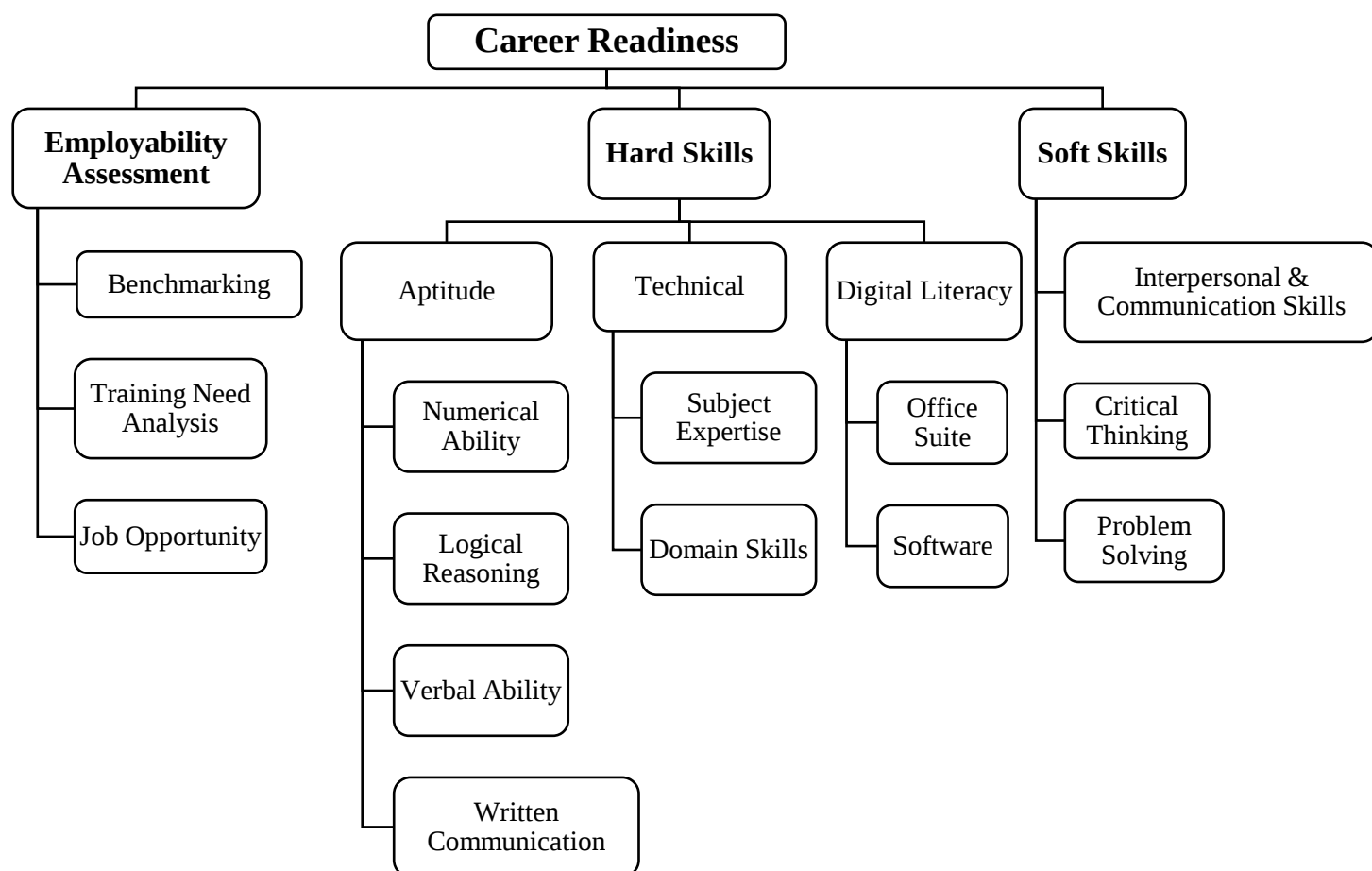
To achieve these outcomes, **DYPIU Finishing School** focuses on five key domains:

1. **Career Readiness**
2. **Career Coaching & Guidance**
3. **Skill Enhancement**
4. **Guidance for Higher Education**
5. **Internships**



The School seeks to support students throughout their professional development and career advancement journey, equipping them with the skills needed not just for employment, but for realizing their full potential.

CAREER READINESS



Career Readiness is the process of equipping students with the essential skills, knowledge, and mind-set required to succeed in today's competitive selection processes. The program at **DYPIU: Finishing School** is designed to systematically prepare students for employability through a structured approach comprising three key components:

1. **Employability Assessment by SHL**
2. **Hard Skills Development**
3. **Soft Skills Development**

1. EMPLOYABILITY ASSESSMENT BY SHL:

This component forms the foundation of the program, designed to evaluate students' current capabilities and identify their training needs.

- i) **Benchmarking:** A comparative analysis of students' existing skill levels against industry expectations and specific job role requirements.
- ii) **Training Needs Analysis:** Identification of knowledge, skill, and competency gaps through SHL Employability Assessments, forming the basis for personalized development plans.
- iii) **Job Opportunity Mapping:** Aligning training efforts with individual career aspirations and current market demands by mapping potential job opportunities based on assessment results.

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iv) Evaluation: Assessment of core cognitive skills critical to employability, including:

- Numerical Ability
- Logical Reasoning
- Verbal Ability
- Written Communication
- Automata
- Technical Skills
- Psychometric

2. HARD SKILLS DEVELOPMENT :

This component focuses on developing job-specific technical and cognitive skills essential for success in recruitment processes and effective job performance.

- i) Aptitude Reinforcement:** Targeted training to strengthen core aptitude skills identified during the assessment phase, ensuring improved problem-solving and analytical capabilities
- ii) Technical Skill Building :** Training in foundational and domain-specific technical areas to Build subject matter expertise and enhance job readiness. Areas include: Subject-Specific Knowledge & Job-Relevant Tools and Technologies
- iii) Digital Literacy:** Enhancing essential digital competencies required in modern workplaces including:
 - Proficiency in Office Productivity Tools (MS Office, Google Workspace)
 - Familiarity with Basic Software Applications
 - Exposure to Industry-Recognized Certifications

3. SOFT SKILLS DEVELOPMENT :

This component focuses on enhancing students' professional presence and effectiveness in interpersonal and group settings—crucial for succeeding in interviews and thriving in the workplace.

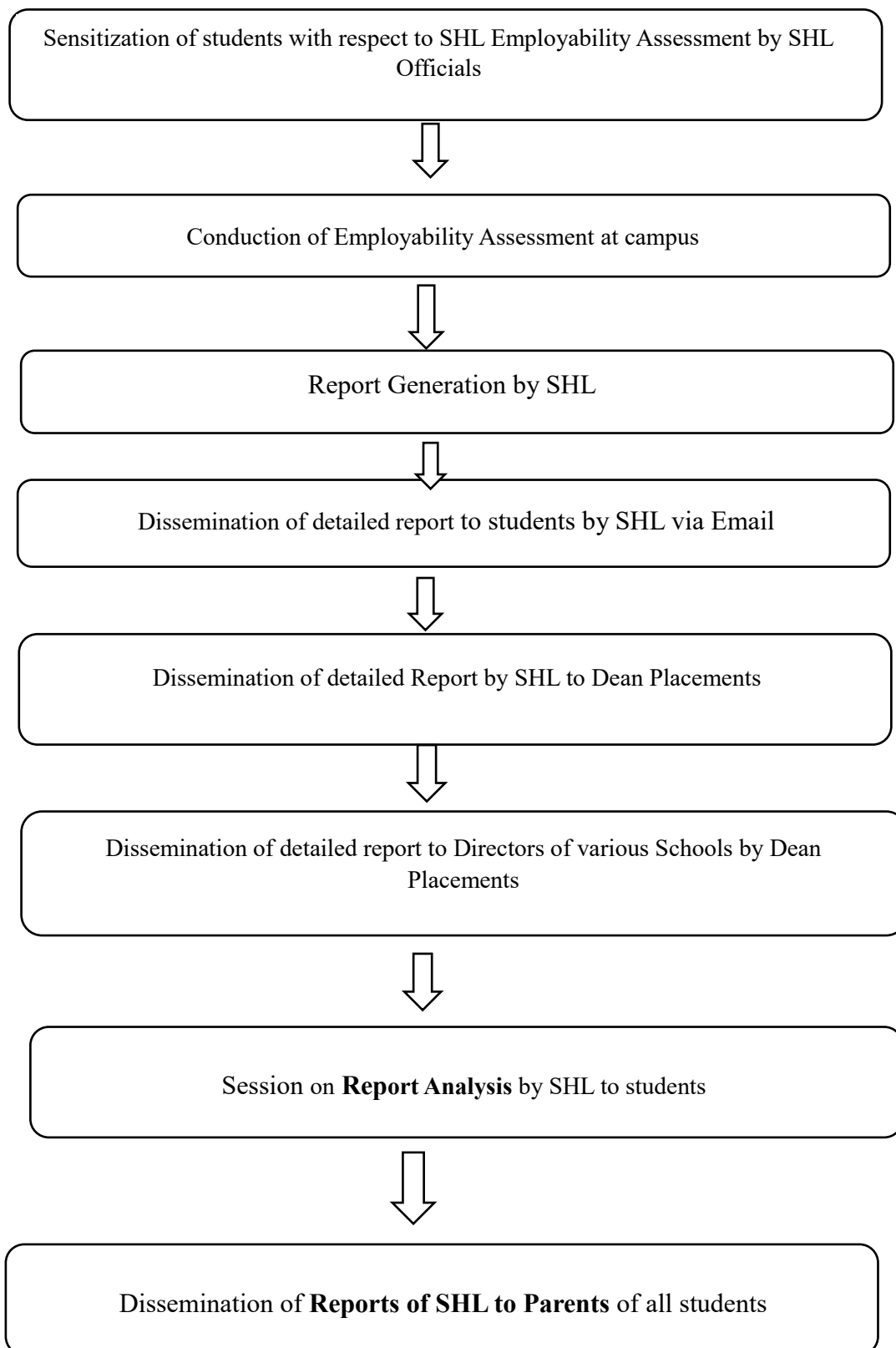
- i) Communication & Interpersonal Skills:** Development of essential communication abilities and teamwork competencies, including:
 - Verbal and Non-Verbal Communication
 - Presentation Techniques
 - Team Collaboration & Conflict Resolution
- ii) Critical Thinking:** Cultivating a strategic mind-set through training in:
 - Analytical and Logical Reasoning
 - Strategic Decision-Making
 - Innovation & Ideation
- iii) Problem Solving:** Application of structured thinking to real-world scenarios, including:
 - i) Issue Identification
 - ii) Solution Development
 - iii) Evaluation & Implementation

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At **DYPIU: Finishing School**, Career Readiness is approached through a comprehensive and structured training framework that spans technical proficiency, personal development, and industry engagement. The following initiatives are undertaken to prepare students for real-world challenges and professional success:

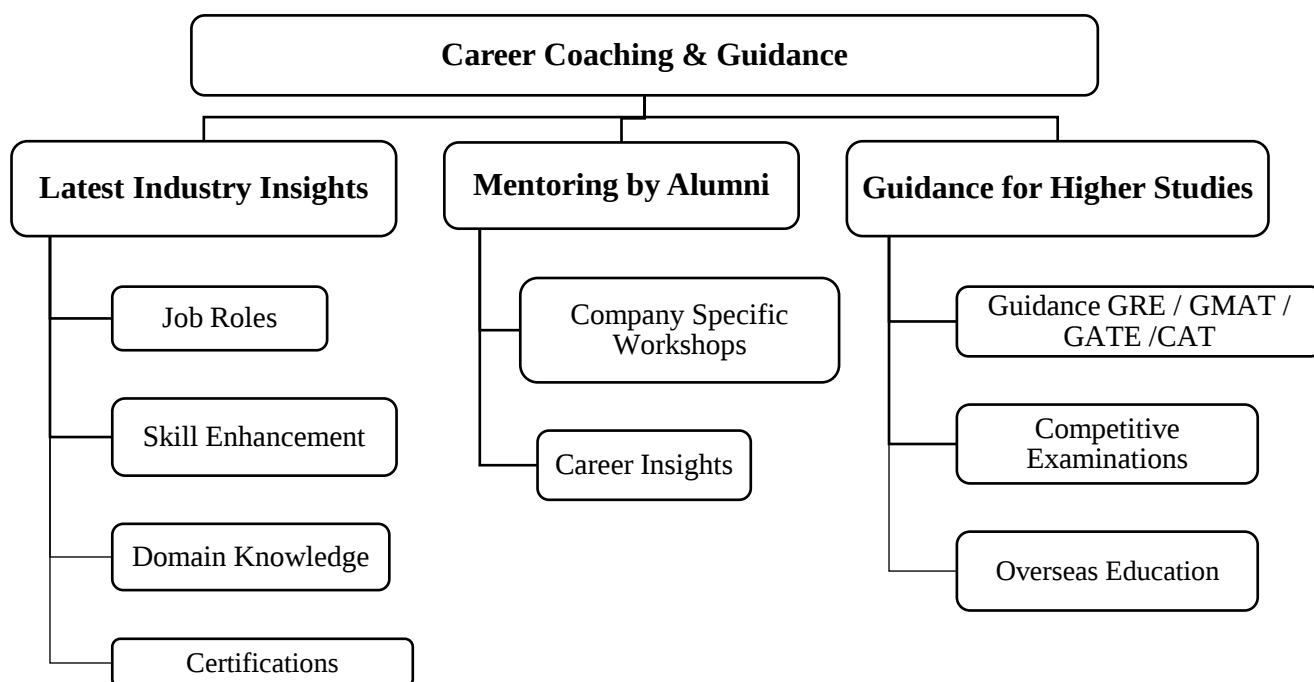
- **Curated Capsule Trainings & Technology Workshops:** Focused sessions covering **Advanced Data Structures & Algorithms** and **Full Stack Development** are conducted to assess, evaluate, and enhance students' domain-specific technical expertise.
- **Domain-Standard Up skilling:** Specialized training on tools and technologies like **Power BI, Advanced Excel, VLSI, and Microsoft Azure** ensures students stay current with workplace demands.
- **Life Skills Development :** Interactive sessions on **SWOT Analysis, Goal Setting, Collaboration, and Time Management** help build confidence, foster group interaction, and develop critical thinking, problem-solving, and decision-making skills.
- **Resume Building & Video Resume Workshops:** Students are guided in crafting impactful resumes and video introductions to enhance their visibility on professional networking platforms like **LinkedIn**.
- **Curating a Professional Online Presence:** Through LinkedIn's '**Rock Your Profile**' session, professionals from LinkedIn guide students on creating and optimizing their online profiles for maximum impact.
- **Art of Networking:** Workshops by industry experts help students understand how to build meaningful professional connections that can open doors to better career opportunities.
- **Interview Training & Simulation:** Interview readiness is developed through **mock interviews, role plays, case study presentations, and simulated hiring scenarios**, all conducted by seasoned industry professionals.
- **Salary Negotiation Skills:** Dedicated workshops teach students how to approach salary discussions with confidence—an essential skill for securing compensation aligned with their skills and the industry benchmark.
- **Power Skills Courses:** Final-year students are trained in essential skills such as **critical thinking, analytical reasoning, confident communication, problem structuring, and interview acing techniques**, all crucial for early career success.

SHL Employability Assessment: PROCESS



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CAREER COACHING & GUIDANCE



LATEST INDUSTRY INSIGHTS

DYPIU: Finishing School provides students with timely and relevant industry exposure to help them make informed career decisions. Key focus areas include:

1. **Current Industry Trends:** Stay updated on the latest innovations, practices, and technological advancements shaping the industry landscape.
2. **Job Market Analysis:** Gain insights into the current employment scenario, emerging job roles, and the most sought-after skills by recruiters.
3. **Career Pathways:** Explore various career trajectories and specializations to identify the most suitable path based on interests and strengths.
4. **Skill Development:** Recognize and build essential technical and soft skills that are critical for thriving in a dynamic, competitive job market.
5. **Networking Opportunities:** Engage with industry professionals, alumni, and mentors to expand professional networks and access new opportunities.

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MENTORING BY ALUMNI

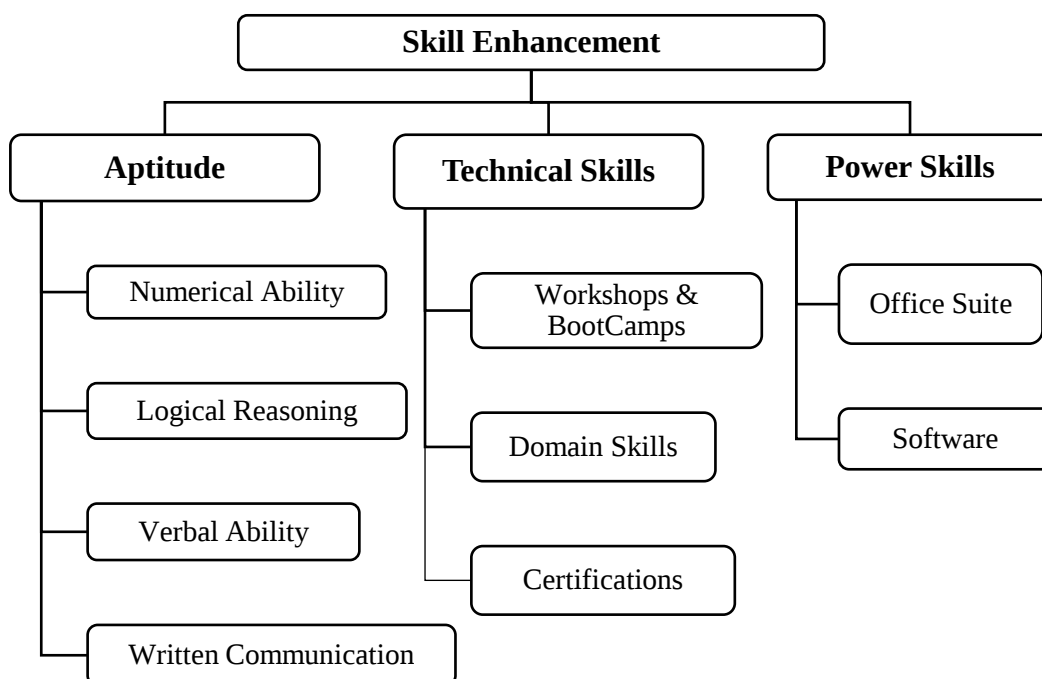
Alumni Mentor Sessions at **DYPIU: Finishing School** serves as a valuable bridge between past and present students, enabling meaningful knowledge sharing and professional growth. These sessions offer a platform for guidance, motivation, and real-world insights.

1. **One-on-One Mentorship:** Personalized mentoring by pairing students with alumni for focused career guidance and skill development.
2. **Group Discussions & Panels:** Interactive group sessions and panel discussions led by alumni to share diverse experiences and industry insights.
3. **Q&A Interactions:** Open forums where students can ask questions, seek advice, and learn from the real-world experiences of their seniors.

GUIDANCE FOR HIGHER STUDIES

DYPIU: Finishing School offers structured support to graduate students exploring opportunities for higher education, both in India and abroad. The goal is to help students make informed decisions aligned with their academic interests and long-term career goals.

1. **Career Counselling & Academic Planning:** Personalized guidance to help students identify the right courses, universities, and academic pathways based on their strengths and aspirations.
2. **Entrance Exam Preparation:** Support for exams such as **GATE, GRE, GMAT, CAT, TOEFL, and IELTS**, including strategy sessions, resources, and mentoring.
3. **University Application Assistance:** Guidance on application processes, writing effective **Statements of Purpose (SOPs), Letters of Recommendation (LORs)**, and building a compelling profile.
4. **Scholarships & Funding Advice:** Information on scholarship opportunities, assistantships, and financial planning for domestic and international programs.
5. **Alumni & Expert Talks:** Interactive sessions with alumni and experts who have pursued higher education, sharing real-life insights and tips for success.

SKILL ENHANCEMENT
**APTITUDE TESTS**

These are standardized assessments designed to evaluate an individual's natural abilities and problem-solving skills in key cognitive areas. These tests help measure how well a candidate can perform or learn tasks, rather than what they already know. Most aptitude tests in placement processes assess the following areas:

- i) Numerical Ability:** Interpretation of data, basic arithmetic, percentages, ratios, and problem-solving with numbers.
- ii) Logical Reasoning:** Ability to identify patterns, draw logical conclusions, and solve puzzles or sequences.
- iii) Verbal Ability:** Comprehension, grammar, vocabulary, and the ability to understand and analyse written content.
- iv) Written Communication:** Clarity, structure, and correctness of written responses, often tested through short essays or email writing.

POWER SKILLS

While technical and soft skills help land the job, Power Skills drive performance, retention, and advancement. They are what employers increasingly look for in candidates who can contribute to organizational growth and culture. These skills blend emotional intelligence, strategic thinking, and

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influence—helping individuals not just *do the job*, but *excel, lead*, and *innovate*. Key Power Skills Include:

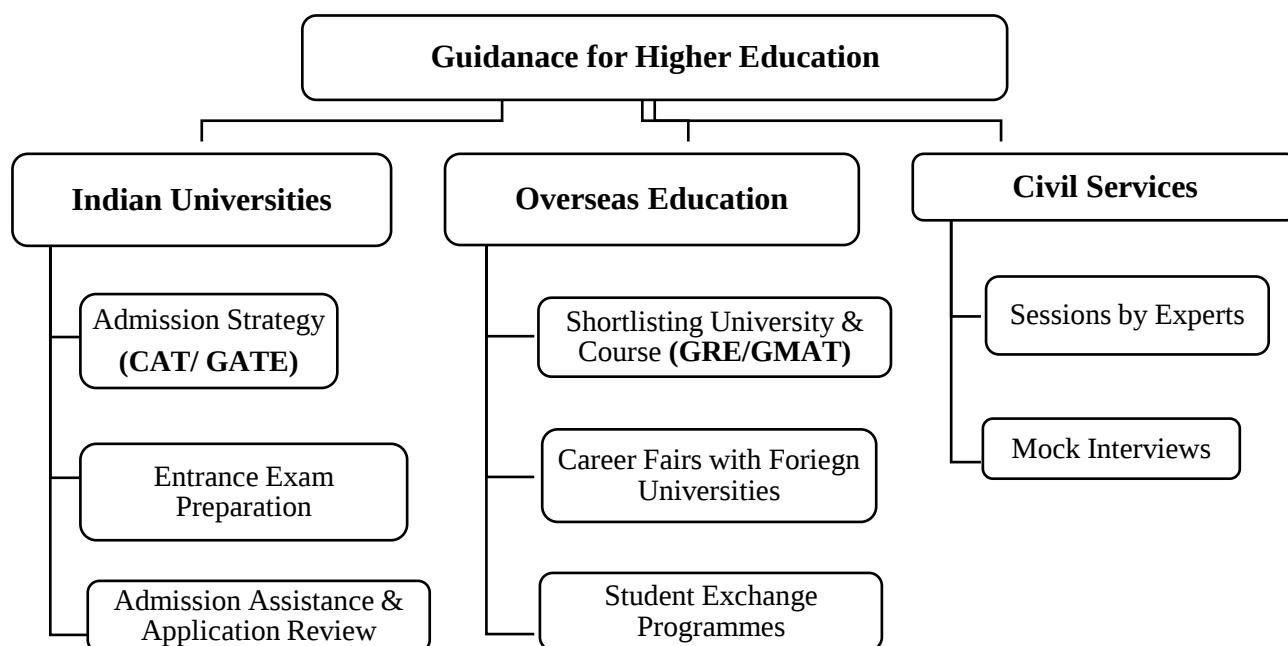
- i) **Emotional Intelligence (EQ):** Understanding and managing your own emotions while effectively navigating interpersonal relationships.
- ii) **Influence & Persuasion:** Communicating with clarity, empathy, and assertiveness to inspire and guide others.
- iii) **Resilience & Adaptability:** Thriving under pressure, adapting to change, and maintaining focus in challenging situations.
- iv) **Leadership & Ownership:** Taking initiative, being accountable, and motivating others regardless of role or designation.
- v) **Time Management & Productivity:** Prioritizing tasks, managing deadlines, and delivering outcomes efficiently.
- vi) **Cross-Functional Collaboration:** Working effectively across teams, departments, and disciplines, both in-person and virtually.

TECHNICAL SKILLS

These refer to the **job-specific knowledge and abilities** required to perform tasks related to a particular role, field, or industry. These skills are often measurable, teachable, and acquired through formal education, training, or hands-on experience. They are essential for executing core responsibilities in various domains such as engineering, IT, finance, design, marketing, operations, and more. Technical skills are built with the help of :

- i) Online Certifications (Coursera, Udemy, LinkedIn Learning)
- ii) Workshops & Boot camps
- iii) Hands-On Projects & Internships
- iv) Simulations and Industry Case Studies

GUIDANCE FOR HIGHER EDUCATION



DYPIU : Finishing School guides students to make informed decisions about their next academic steps. It includes advising them on suitable postgraduate courses, universities, entrance exams, scholarships, and application processes. Such guidance clarifies career paths, aligns students' goals with industry trends, and helps them choose programs that match their interests and skills. It also prepares them for studying abroad by providing information on visa requirements, cultural adaptation, and funding options. Overall, it empowers graduates to pursue advanced studies with confidence, enhancing their knowledge, skills, and global employability.

1. GUIDANCE FOR HIGHER EDUCATION IN INDIAN UNIVERSITIES:

- i) Organize seminars and webinars about available PG options: M.Tech, MBA, M.Sc., MA, Ph.D., etc.
- ii) Invite alumni or industry experts to share insights on the benefits of higher education.
- iii) Arrange coaching or preparatory workshops for exams like GATE, CAT, JAM, GRE, GMAT.
- iv) Motivate students to undertake quality final-year projects and publish research papers to strengthen their PG applications.

2. OVERSEAS EDUCATION:

- i) Conduct seminars on higher education opportunities abroad — covering countries, top universities, and trending courses.

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- ii) Arrange coaching or workshops for standardized exams such as GRE, GMAT, TOEFL, IELTS, or PTE.
 - iii) Sign MoUs with foreign universities for student exchange and pathway programs.
 - iv) Host international education fairs and university visits on campus.

3. GUIDANCE FOR PREPERATION FOR CIVIL SERVICES

- i) Organize seminars and webinars understanding the structure of the exams, such as the UPSC / MPSC/ Civil Services Examination, which includes the Preliminary Exam, Mains Exam, and Personality Test (Interview)
- ii) Invite alumni or industry experts to share insights on the benefits of higher education.
- iii) Developing a habit of reading newspapers daily, such as *The Hindu* or *The Indian Express*, is essential to stay updated on current affairs and government policies

INTERNSHIPS

STUDENT INTERNSHIP PROGRAM AT DYPIU:

At DY Patil International University (DYPIU), internships are an integral part of the academic curriculum. Successful completion of the required internships is a mandatory prerequisite for students to be awarded their degrees by the university.

The internship program is designed with the following objectives:

- To expose students to the real-world environment beyond the classroom.
- To help students develop an innovative mindset and problem-solving skills.
- To enable students to learn, understand, and refine their technical and managerial skills.
- To provide students with exposure to the latest advancements in their fields of interest.

To ensure effective monitoring, each student is assigned a faculty supervisor by the school director to oversee their progress during the internship. Additionally, a separate faculty mentor may be appointed to guide and monitor the student throughout their entire course of study. Students are required to keep both their supervisor and mentor informed about their internship progress through weekly progress reports.

TYPES OF INTERNSHIPS:

SUMMER INTERNSHIP - I (RURAL / SOCIAL INTERNSHIP):

A Rural/Social Internship is undertaken either in collaboration with a rural or social organization—such as an NGO or government body—or through direct interaction with society. The duration of this internship is determined by the requirements of the respective school.

This internship is typically carried out during the summer break of the first year for programs where it is applicable. It provides first-year students with an opportunity to understand real-world societal challenges, particularly in rural contexts. Examples of such issues include floods, water scarcity, pollution, and other community concerns.

The primary objective of the Rural/Social Internship is to help students identify social issues through primary and secondary research methods and to foster a spirit of social empathy. The focus is on identifying rural or social problems that have the potential for technical or innovative solutions.

Upon completion of the internship, each student or team must deliver a presentation describing their project to a panel of faculty members at the school level. The evaluation of the internship will also be conducted at the respective school level.

The credits earned through this internship will be added to the subsequent semester.

SUMMER INTERNSHIP - II (INDUSTRY INTERNSHIP):

A Technical Internship is undertaken either in a company or a research institution during the summer break of the second year for programs where this internship is applicable. The duration of the internship is determined by the requirements of the respective school.

This internship provides students with an opportunity to gain exposure to technical approaches to problem-solving within a corporate environment. In certain cases, schools may also permit this internship to be carried out at academic or research institutions; however, this is entirely at the discretion of the school director.

The aim of the Technical Internship is not only to acquaint students with state-of-the-art research techniques and industry practices but also to nurture an innovative mindset and enhance problem-solving skills through research-based learning. Students are encouraged to complete this internship outside of DYPIU to broaden their practical experience.

Upon completion of the internship, each student or team must deliver a presentation describing their project to a panel of faculty members at the school level. The evaluation of the internship will be conducted at the respective school level.

The credits earned through this internship will be added to the subsequent semester

SUMMER INTERNSHIP - III (RESEARCH INTERNSHIP)

A Technical Internship is to be undertaken either in a company or a research institution during the summer break of the third year for programs where this internship is applicable. The duration of the internship is determined by the requirements of the respective school.

This internship provides third-year students with the opportunity to gain preliminary hands-on technical experience in a corporate or academic research setting. It is designed not only to familiarize students with state-of-the-art research techniques and industry practices but also to further nurture a mindset of innovation and research.

Students are encouraged to complete this internship outside of DYPIU to broaden their practical exposure.

Upon completion of the internship, each student or team must deliver a presentation describing their project to a panel of faculty members at the school level. The evaluation of the internship will be conducted at the respective school level.

The credits earned through this internship will be added to the subsequent semester.

SUMMER INTERNSHIP - IV (RESEARCH PROJECT INTERNSHIP):

A Technical Internship is to be undertaken either in a company or a research institution during the final semester for programs where this internship is applicable. The duration of the internship is determined by the requirements of the respective school.

This internship provides final-year students with an opportunity to gain in-depth, hands-on technical experience by carrying out a corporate or academic research project. It is designed to nurture a more refined mindset of innovation and research.

As this internship often serves as a pathway to employment with the host company, the university's Placement Cell may assist students in securing such opportunities. Students are strongly encouraged to undertake this internship outside of DYPIU to maximize industry or research exposure.

Upon completion of the internship, each student or team must deliver a presentation describing their project to a panel of faculty members at the school level. The evaluation of the internship will be conducted at the respective school level.

IN-HOUSE CAMPUS INTERNSHIP

For a limited number of students, the respective schools may offer in-house internship opportunities on the DYPIU campus, at the discretion of the school directors.

For students undertaking an in-house internship at DYPIU, their association with their faculty supervisor is not restricted to the formal internship period alone. They may begin their project prior to the official start date and/or continue working beyond the stipulated end date if required. However, the evaluation of the internship must be completed within the designated timeframe specified by the respective school.

INTERNSHIP – PROCESS

It is mandatory for all students to complete the required internships for their course, as specified by their respective schools. All required internships shall be carried out under the guidance of a supervisor assigned by the respective school director.

PROCEDURE FOR COMMENCING AN INTERNSHIP :

- **Rural/Social Internships:** Students are encouraged to engage directly with society to identify real-world problems through observation and social interaction. The University's Internship Cell will also assist students in finding suitable rural or social internship opportunities.
- **Internships in Organizations:** Students are expected to proactively network through professional platforms such as LinkedIn to secure suitable internship opportunities.
- **Reference Letters:** To facilitate the process of finding internships, students may obtain a reference letter from their school or the Internship Cell on the official university letterhead.
- **Official Communication:** All communications related to internships must be conducted through the student's official university email account.
- **Internship Offer Letter:** Before starting an internship in an organization, the student must obtain an official Internship Offer Letter from the host organization. A copy of this offer letter, along with the full address and contact details of the host organization, must be shared with the student's supervisor and mentor at DYPIU. The internship may begin only after the school director's approval and completion of the required formalities at the school level.

- **Change of Internship:** If a student secures an internship through the university and it is approved by the school director, the student may not change this internship without a compelling reason. Any such change must be recommended by the school director. Failure to comply with this rule may result in disciplinary action.

GENERAL CONDUCT AND RESPONSIBILITIES DURING INTERNSHIP:

- i) Once the objectives of the internship are finalized in consultation with the supervisor at the host organization, the student must share these objectives with their assigned supervisor and mentor at DYPIU.
- ii) During the internship, the student is required to submit a weekly progress report to their supervisor and mentor at DYPIU.
- iii) The student may also be asked to deliver periodic online or offline presentations to update their supervisor and mentor on the progress of the internship.
- iv) Additionally, students who complete internships are expected to provide photographic and/or video evidence documenting their work and its progression.

COMPLETION & EVALUATION OF INTERNSHIP:

- i) Upon completion of the internship, the student must obtain an **Internship Completion Certificate** from the host organization.
- ii) The student must prepare an Internship Report, which must include a copy of the internship offer letter and the internship completion certificate. This report must be submitted to the respective school.
- iii) A signed, scanned PDF soft copy of the Internship Report must also be submitted to the student's supervisor and mentor, as well as to the Internship Cell at DYPIU.
- iv) The student must make a presentation of their internship work to their supervisor and mentor, as well as to a panel of faculty members at DYPIU, who will evaluate the work carried out.
- v) Each supervisor and mentor must share soft copies of the Internship Reports for all students under their guidance with the respective school director.
- vi) Completion of the required internships is mandatory for graduation. A student will only be eligible to graduate upon successful completion of all required internships.
- vii) If a student fails to complete a mandatory summer internship, they may repeat it during the following winter break or summer break, with the consent of the concerned Head of the Department.

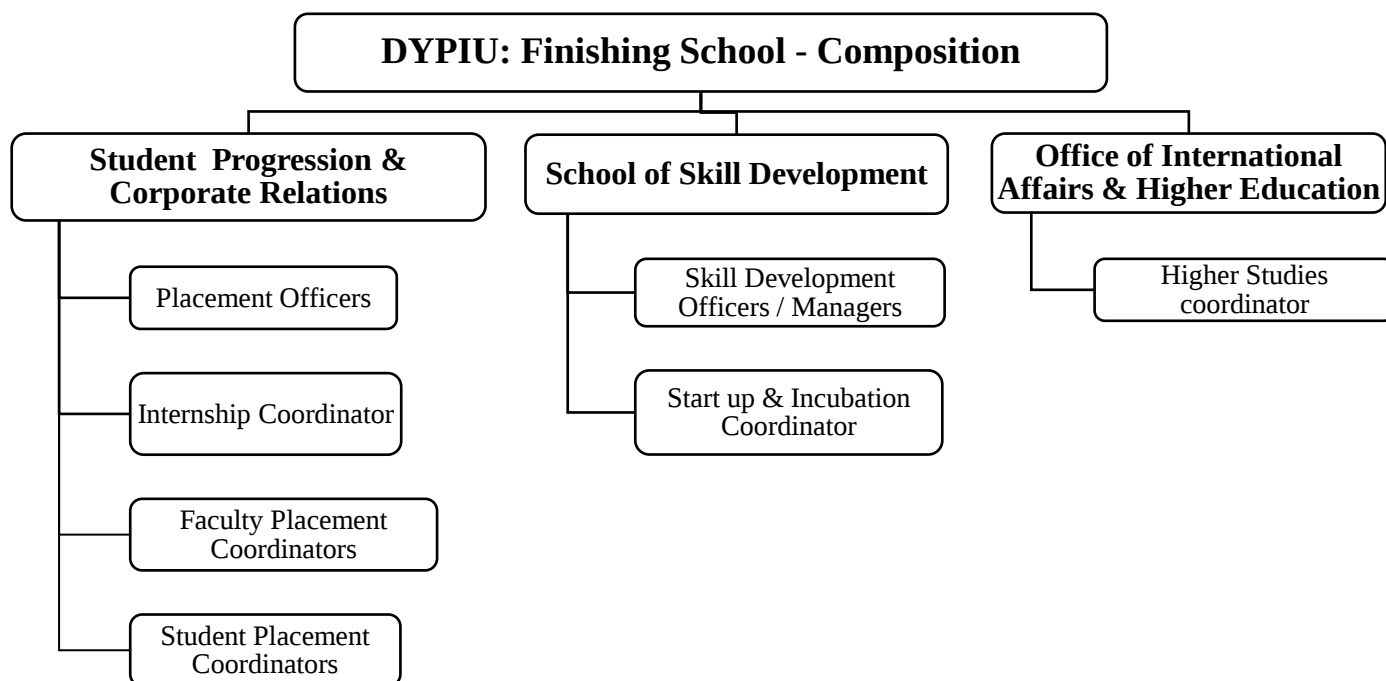
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CODE OF CONDUCT DURING INTERNSHIP:

- i) During the internship, each student must report to their assigned supervisor and mentor according to the schedule set by them.
- ii) Students must complete all required paperwork, including project reports and presentations, in the prescribed formats
- iii) Students must submit internship completion certificates obtained from the host organizations, ensuring that the minimum specified duration of the internship is fulfilled.
- iv) Any kind of misbehaviour or complaints reported at the internship site will be treated seriously and may lead to disciplinary action.
- v) Students will bear sole responsibility for any incident or accident that occurs during the internship. DYPIU will not be held liable in such cases.
- vi) Students must adhere to all applicable policies, rules, and norms of the host organization during the entire internship period.
- vii) Failure to respond to communications from the supervisor or mentor may result in disciplinary action.

DYPIU : FINISHING SCHOOL - CONSTITUTION

Under the able guidance of Vice Chancellor of DYPIU, The DYPIU Finishing School is structured to prepare students for successful careers, enhance their employability, and build strong industry and global connections. Its constitution comprises the following key components:



1. STUDENT PROGRESSION & CORPORATE RELATIONS

i) Placement Officers: Responsible for coordinating placement activities, liaising with industries, and ensuring smooth campus recruitment processes.

ii) Faculty Placement Coordinators: Faculty members who bridge academics and placements by mentoring students and aligning skill sets with industry requirements.

iii) Student Placement Coordinators: Student representatives who support placement drives, communicate with peers, and assist in organizing placement-related activities.

iv) Internship Coordinator: Facilitates internship opportunities, coordinates with companies, and guides students in securing meaningful industry exposure.

2. SCHOOL OF SKILL DEVELOPMENT

i) Skill Development Officers/Managers: Facilitate training programs to enhance students' technical and soft skills, making them industry-ready.

ii) Start-up & Incubation: Supports entrepreneurial aspirations by guiding students in developing start-up ideas, providing incubation support, and connecting with mentors and investors.

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3. OFFICE OF INTERNATIONAL AFFAIRS & HIGHER EDUCATION

- i) Promotes international collaborations, student and faculty exchange programs, and global opportunities.
- ii) Guides students on higher education in India and abroad, cultural exchange, and international internships to develop global competencies.

This collaborative structure fosters a strong and responsive ecosystem to meet the career aspirations of students while strengthening industry engagement.

STUDENT PROGRESSION & CORPORATE RELATIONS

The **Student Progression & Corporate Relations** at D. Y. Patil International University, Akurdi, is an integral and dynamic part of the University, dedicated to enhancing the employability and career readiness of students.

Throughout the academic year, it conducts **rigorous training programs** in association with the School of Skill Development aimed at equipping students with the skills and competencies required to meet industry expectations. These initiatives ensure that our students are not only academically proficient but also **industry-ready**.

Student Progression & Corporate Relations consistently strives to provide students with ample opportunities to participate in **Campus Recruitment processes**, enabling them to take their first step toward a successful corporate career. We take pride in the fact that many reputed national and multinational companies regularly visit our campus for recruitment, and a significant number of our students are placed in **leading global organizations**. To facilitate seamless recruitment processes, the school is equipped with **state-of-the-art infrastructure** and leverages **modern technology** for efficient communication and coordination. Students are kept well-informed about placement-related activities through a robust and responsive communication system.

The primary objective of **Student Progression & Corporate Relations** is to serve as a strong and effective bridge between the corporate world and our talented student community, enabling a seamless transition from campus to a bright and successful career.

In the first year, students are introduced to foundational soft skills training covering effective communication, public speaking, presentation techniques, and basic etiquette. As they advance, sessions on leadership, teamwork, and interpersonal skills help students develop the confidence to collaborate and lead. Technical training, aptitude building, and domain-specific skill sessions are integrated alongside soft skills to ensure balanced growth. Personality development camps, mock interviews, group discussions, and resume-writing workshops are held to prepare students for real-world interactions. Industry talks, alumni sessions, and networking events expose students to diverse perspectives and global trends.

By the final year, students undergo intensive pre-placement training, grooming sessions, and one-on-one mentoring to refine their personality, attitude, and employability skills.

PROCEDURE: CAMPUS RECRUITMENT

Orientation Session for students from FIRST Year to educate them wrt various career options



Circulation of Placement Policy on POD.AI amongst the students to understand the student's interest wrt i) Campus Recruitment ii) Higher studies iii) Entrepreneurship



Invitation emails sent to various recruiters by Placement Cell for inviting them at campus for conduction of campus recruitment.



Sharing of Job Description, Eligibility Criteria & Selection Process by recruiters



Registrations of interested students for the JD shared by the recruiter on POD.AI



Data of eligible & interested students is sent to the recruiter / HR as per the requirement



Declaration of the date of Campus Recruitment to students & selection process through Notices on POD.AI, E-Mail & WhatsApp Messages



Mock Aptitude / Technical test preparation modules, GD and PI preparation provide to students with the help of external training institutes



Visit of the recruiter on the campus for Campus Recruitment Process on the allotted date and conduction of the selection procedure



Announcement of the final list of selected students after the completion of the selection process



Uploading of the selected students list on POD.AI & sharing of the results with the faculties of via whatsapp messages



Sharing of EMPLOYER's FEEDBACK with respective Heads of the School for necessary improvements in future (via Google Sheets)



Sharing of the Feedback wrt selection process followed during recruitment process by SELECTED students for building strategies in association with the Heads of the Schools for the next Academic Year

PLACEMENT POLICY

A) ELIGIBILITY & REGISTRATION

1. The students who have minimum attendance of 75 % and above in Academics, Personality Development Programmes, Employability Enhancement Programmes / any other Skill development Programmes are **only eligible to appear** for Campus Recruitment Process.
2. Students should register their names by submitting **their details on POD.AI Platform** as per the prescribed format given by **Student Progression & Corporate Relations**. Only those students who have registered will be provided with support for career progression from Placement Cell.
3. Once a student registers to appear for the Recruitment process of a company, he / she **cannot** withdraw their candidature after getting the offer letter on the basis of location/ technology/package/ any other. **Such students will be debarred from Placement process.**
4. The University follows “**ONE STUDENT ONE OFFER**” policy. A student will be provided with a SECOND Placement opportunity (**DREAM OFFER**) only if the offer made by the second Company is **TWICE OR MORE** than the package offered by the present company where the student is placed.
5. It is mandatory for all eligible students to participate in ‘on-campus’ recruitment process organized by Student Progression & Corporate Relations. However, the eligibility criteria imposed by the company is final.
6. It is mandatory for a student to **apply** for the recruitment process of a company **ONLY IF** he / she is **eligible as per the criteria** given by the company. If an eligible student fails to apply for the recruitment process of a company, he / she **will not be permitted** to appear for the upcoming THREE Campus Recruitment Processes.
7. The Placement Officer is the single point of contact for all kinds of clarifications & communications (such as registration for placement assistance, updating the database, etc.)
8. In case the Campus Recruitment Process is conducted virtually by a company, students should adhere to the following instructions:
 - a) Report at the venue of pre-placement talk/ Interview at least 15 minutes prior to the scheduled time. (In case of Face to Face / Offline Recruitment Process)
 - b) Login at the meeting link (Google Meet / Zoom/ Microsoft Teams etc.) at least 15 minutes prior to the scheduled time. Students should follow the decorum during the virtual recruitment process. (In case virtual Recruitment Process).
 - c) Students should carry a hard copy of their resume, photocopies of all original certificates, KYC documents and 06 pass-port size photographs for the interview process.
 - d) Students should appear Campus Recruitment Process (Pre-Placement Talk / GD/ PI) **only in FORMALS**. Placement Officer reserves the right to refuse permission to a student to attend the selection process/PPT, if they do not dress up formally.

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9. It is the responsibility of the student to check announcements wrt the Placement activities on POD.AI platform / E Mail Communications / WhatsApp messages etc.
 10. Its sole responsibility of student to register for an opportunity created on POD.AI platform for a particular company before the deadline. No registrations will be entertained after the deadline is over.
 11. Students must check the notifications/ Post/ Note **on POD.AI Platform** at least 5 times in a day to avoid any last-minute rush for registration and updates wrt Campus Recruitment Process.
 12. **Attendance & Punctuality:**
 - a) A student who applies and gets shortlisted in the recruitment process of a company **MUST** appear for the entire selection process unless rejected midway by the company. **Any student who withdraws in the middle of a selection process will be debarred from placement process.**
 - b) **LATE COMERS FOR APTITUDE TEST / GD / INTERVIEW** will not allow appearing for the selection process.
 13. Any clarification regarding salary break-up, job profile, place of work, bond details, date of joining etc. must be clarified with the HR during Pre-Placement Talk.
 14. Every placed student will be offered an option of **DREAM COMPANY** i.e. He / she will be permitted to appear for the recruitment process of a company with **twice or more, the package of their FIRST OFFER.**

B) RELATING TO CODE OF CONDUCT:

1. Only the Dean Placement & Placement Officer hold the sole right to deal with Training & Placement matters (Internal or external).
2. All post job-offer communication between the student and company should be channelized through the Student Progression & Corporate Relations.
3. Students should not directly establish any direct communication with the Company Officials or the HR. However, they can route their communication- queries first to the Placement Officer and then Dean- Campus Placements only.
4. It is mandatory for the students to register in the company to participate in the placement process of the company on POD.AI Platform.
5. **Any kind of misbehaviour/complaints reported by the company officials/HR will be taken seriously and if proven, the student will be debarred from future campus placements.**
6. All students are responsible to stay in constant touch with Placement Officer for details and updates regarding Placement matters.

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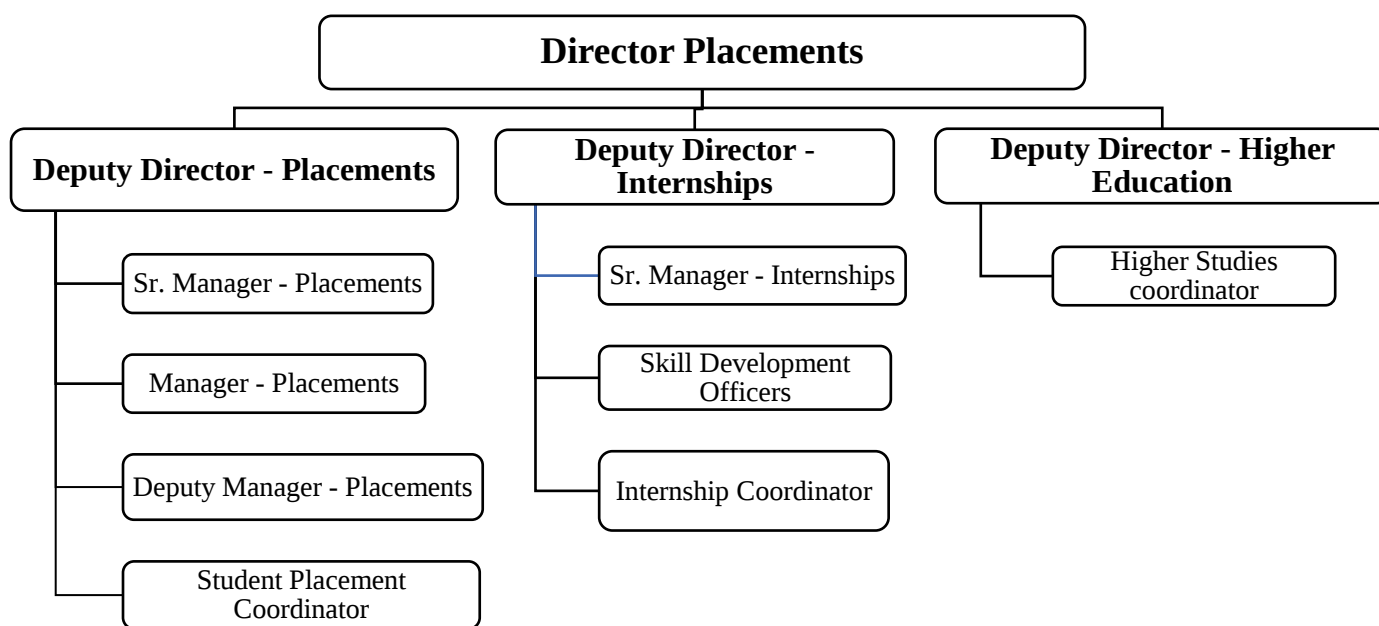
c) DEBARMENT/BLACKLISTING GROUNDS FOR STUDENTS:

1. Students may be debarred /blacklisted from the placement if he/she is found involved in any indisciplinary activity or engaged in malpractices practices during the recruitment process.
2. Students **submitting wrong data/information** (Aggregate Marks/ SGPA / Backlogs, etc.) on POD.AI platform / Placement Officer will be **debarred/blacklisted from the placement activities.**
3. If a student fails to register / does not participate in 5 consecutive recruitment processes, he / she will be **debarred/blacklisted from the placement activities.**
4. Students cannot drop out from selection process once he/she has been shortlisted for further rounds.
5. Sharing of placement related information or campus job opportunities with anyone outside the institute is strictly prohibited.
6. If a student registers for the Placement process and does not appear for the same, he / she will be debarred/blacklisted from **the placement activities.**

For all matters not covered by the above regulations, the Student Progression & Corporate Relations will use its discretion to take appropriate decisions. The decision taken by this Cell shall be binding on all students.

Note: Depending upon the Market Hiring Process the permission to appear for the recruitment process of any company will be at the discretion of Student Progression & Corporate Relations.

STUDENT PROGRESSION & CORPORATE RELATIONS – COMPOSITION



SOP TO CONDUCT CAREER READINESS TRAINING

Operating Department: Industrial Relations & Placements			
	Designation	Name	Signature
Prepared By	Dean, Industrial Relations & Placements, DYPIU		
Reviewed by	Dean, Placements, DY Patil Educational Complex		

OBJECTIVE	To conduct Career Readiness Training
SCOPE	Better career readiness for students
PURPOSE	To facilitate better performance by students during campus recruitment for jobs / for preparation towards higher studies and competitive examinations
DEFINITION	Career Readiness training includes training in Aptitude training (Quantitative aptitude, Logical reasoning), Soft skills and Technical skills training.
RESPONSIBILITY	1) Career Progression & Industry Relations 2) Dean Academics 3) Concerned Director's of School 4) Training institutes – Third Party

PROCEDURE:

1. Step 1. Proposal for training and Approval of the proposal.

- 1.1. Two months prior to the onset of the semester, directors of schools shall submit the proposal for Career readiness training, with details of the batches of students for whom placement readiness training is to be offered, to Dean Placements.
- 1.2. Dean Placements shall then forward the proposal to Dean Academics for review and approval.
- 1.3. The placement cell shall invite reputed training institutes to conduct detailed presentations for the directors of the respective schools and the placement cell to evaluate their offerings.
- 1.4. After due deliberations, 2-3 training institutes shall be finalized to conduct the training program.
- 1.5. The shortlisted training institutes shall make a final presentation before the Vice Chancellor to seek his feedback and approval

- 1.6. Based on the discussion, an action plan with schedule, timings, syllabus and quote, shall be submitted by the training institute to Dean Placements.
- 1.7. After approval of the plan and the quote by Dean Academics, Dean Placements and Vice Chancellor, the quote shall be submitted to the Purchasing Officer for further processing

2. Step 2. Conduct of the training sessions

- 2.1. Prior to initiating the conduct of the placement readiness training sessions, the Placement cell shall arrange a motivation session for the students, along with the concerned school directors, to wholeheartedly attend the Placement training classes. The attendance of the students shall be monitored by the representatives from the respective schools.
- 2.2. The identified training institutes shall conduct sensitization sessions to highlight the importance of training in enhancing students' readiness and performance during campus recruitment / preparation for higher studies, GRE, GMAT, GATE, NET, or any other competitive examination, post their graduation/post graduation.
- 2.3. Career readiness training sessions shall then be initiated by the Training institute
- 2.4. To facilitate effective implementation and monitoring of the training, the training institute shall provide access of their Learning Management System (LMS) to the Dean Placement, designated staff of the placement cell, concerned school directors, faculty representatives of the schools (who will be identified by the concerned school directors), and faculty mentors of students (who will also be identified by the concerned school directors). This information shall be shared with the parents of the students at regular intervals by their respective faculty mentors, with the consent of the respective school director.
- 2.5. The pre-assessment, mid-assessment and post-assessment results of the training program shall also be shared with the parents of all students, by their respective faculty mentors, to keep them informed of their ward's progress
- 2.6. The training sessions, including the sensitization session mentioned above, shall be monitored by the identified faculty representative from the respective schools and the Placement cell
- 2.7. The training personnel shall submit weekly feedback reports to Dean Placements, the concerned Directors and Dean Academics
- 2.8. Student feedback on the sessions also shall be taken by Placement cell through the concerned Directors

Step 3. Conclusion of training

- 3.1. At the end of the training sessions, the performance of the students shall be evaluated by the training institute through a final assessment.
- 3.2. After the final assessments of the students, the training institutes shall submit a final training summary and report to Dean Placements with copy to Dean Academics and the concerned Directors
- 3.3. Settlement of payment to the training institute shall be facilitated by Dean Placements through Purchase officer, after necessary approvals.

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OFFICE OF INTERNATIONAL AFFAIRS

The Office of International Affairs at DYPIU is a university-wide resource that drives global initiatives and activities for students, faculty, and staff. The Office builds connections with the global community to enhance DYPIU's international reputation and inspire globally minded individuals. By promoting international collaborations, faculty and student exchanges, and global opportunities, the Office serves as a central hub for the university's internationalization efforts. It supports students, scholars, and faculty in connecting, innovating, and succeeding in diverse environments. The Office provides a welcoming space for all students, offering guidance and support to help them think globally, develop intercultural competence, and prepare for an interconnected world—academically and professionally.

In addition the **Office of International Affairs** conducts **Career Guidance Sessions** to educate students about diverse career opportunities in areas such as the **Public Sector, Armed Forces** and **Private Sector**.

The office also extends its support to students preparing for **higher education and competitive examinations**, including **CAT, GRE, GMAT, IELTS, TOEFL, IAS, PCS**, and various other central and state-level exams.

VISION :

Our vision is to create a global community that improves the academic experience for international students and scholars. We aim to promote cross-cultural understanding and offer opportunities for growth through collaboration.

MISSION :

- i) To lead and support the university's campus internationalization efforts, with the goal of preparing globally competent graduates.
- ii) To lead and forge partnerships internationally to advance the University's standing
- iii) To identify and disseminate information about global opportunities to students, faculty and staff
- iv) To implement best practices in internationalization that align with institutional goals.
- v) To offer diverse opportunities abroad to advance knowledge and cultural understanding

Internal Quality Assurance Cell (IQAC)

vi) To collaborate with faculty, staff, and community members to enhance international research and learning.

vii) To incorporate global learning experiences in both academic and extracurricular activities, promoting a broader perspective on the world.

Updated as on 10th August 2025