

**UGC Guidelines for
Higher Education Institutions to offer
Apprenticeship/Internship embedded Degree Programme**



*University Grants Commission
Bahadur Shah Zafar Marg
New Delhi*



JULY, 2020



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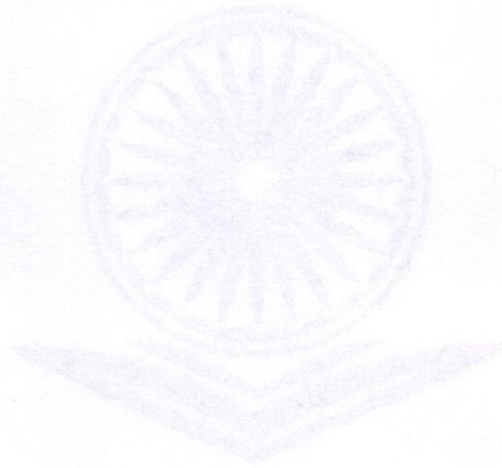
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FOREWORD



India is going to have the largest working age population in the world by 2030, but gainful employment for general stream students is a major challenge. Improving employability of these students requires a new vision with curricular support for employment. Apprenticeship/Internship has a prominent role to play in linking higher education with the requirements of the industry and the world of work. This is considered to be one of the most effective ways to develop skilled manpower for the country. It provides for an industry led, practice oriented and outcome based learning.

Striving to fulfil this objective of improving employability and forming robust industry-academia linkage, the UGC has framed **Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme**. The UGC Guidelines will provide an option for Higher Educational Institutions to embed Apprenticeship/Internship in any UG degree programmes specified by UGC. This will focus on outcome-based learning in degree programme and will enable students to demonstrate workforce professional abilities for potential employment.

With a matter of great pride and privilege, I am sharing these guidelines and hope that this will give the much needed impetus to overcome the Employment-Employability gap. I take this opportunity to record my sincere thanks and gratitude to Prof Rajnish Jain, Secretary, UGC, Shri Madhu Ranjan Kumar, JS, MHRD & Dr. Manju Singh, JS, UGC for developing these guidelines.

I would urge upon all Universities/Colleges to come forward and take measures to introduce Apprenticeship/Internship embedded Degree Programme in the larger interest of our students.

24th July, 2020
New Delhi

(Prof. D.P Singh)
Chairman

University Grants Commission

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I. PREAMBLE



India is going to have the largest working age population in the world by 2030. To capitalise on India's remarkable demographic dividend, it is essential not only to improve the quality of education but also to make it relevant in terms of providing employment opportunities. Aligned with the Sustainable Development Goals (SDGs), the Government of India has undertaken various initiatives to enable youth to fully participate in the job market and gain access to employment services. Despite this, gainful employment is a challenge for most of the graduating students from our universities. Particularly, when we consider this for the general stream students, limited employment for graduating student is a major challenge. The primary factor responsible for this phenomenon is "being non-employable". Therefore, there is a need to bridge the disconnect between 'what is taught in the class' and 'what is required by the society'. The competencies demanded by the industry need to be embedded in our university curriculum so that the Employment-Employability gap is overcome.

The education system has to be tailor-made to suit the requirements of the society at large and the economy in particular. Further, with a large number of students enrolled in general degree programmes in India every year, there is a consensus among stakeholders for shift from "academic only" approach. The minimal linkage between the general degree curriculum and employer's requirement calls for an effective remodeling of degree programmes, driven by changing needs of the industry and service sector. This remodelling in turn needs a robust institutionalised framework for industry-academia linkage to increase the employability of the students.

Apprenticeship and internship have a huge role to play in this context. Worldover, apprenticeship is considered as the most efficient and promising structured training for exposure to the real working environment. This has enormous potential to combine work-based learning with theoretical knowledge of related disciplines. Through apprenticeship/internship, students may actively engage with the practical side of their learning

like problem-solving, creative thinking, digital skills, teamwork etc. This apprenticeship/internship experience will augment the employability of students in the general stream substantially and will also forge a close functional link between education and industry/service sectors on a sustainable basis apart from helping the industry securing good quality manpower. Realising this need, the Budget announcement of 2020-21 set out for the introduction of Apprenticeship Embedded Degree/Diploma Programme to improve employability of general stream students.

Amendments made to Apprenticeship Act and Apprenticeship Rules during 2014 to 2019 have opened the prospect of linking apprenticeship programme to education. The extant provisions enable non-engineering graduates, fresh non-graduates without any prior skill training, and students undergoing training as an integrated component of the curricula to undergo apprenticeship training for a minimum of six months to a maximum of three years. The flexible curricular structure will create new possibilities for outcome-based learning and facilitate graduation degree described in terms of such learning outcomes.

Accordingly, with the objective of making the fresh graduates employment-ready with necessary knowledge, competencies and attitude, UGC has formulated these **Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme** for embedding apprenticeship/internship in general degree programmes offered by the Universities. These guidelines will enable the apprenticeship/internship embedded Degree programme in general stream with cooperation between Industry and Academia.

II. OBJECTIVES



1. To improve the employability of students pursuing Undergraduate level general degree Programme.
2. To focus on outcome-based learning in degree programmes.
3. To promote active linkage between the higher education system and industry, non-commercial and commercial enterprises/organisations.

III. SCOPE

GENERAL PROVISIONS

1. Any UG degree programme in all disciplines as specified by the UGC under section 22 (3) of the UGC Act, 1956 is eligible to embed apprenticeship/internship in to the degree programme.
2. An apprenticeship/internship embedded degree programme shall be treated at par with the UG degree programmes specified by the UGC under section 22 (3) of the UGC Act, 1956.
3. Students graduating from the apprenticeship/internship embedded degree programme shall be eligible to take admission in the Master's programme in the specific subject in which they have earned their undergraduate degree (i.e. bachelor degree) as well as in subject(s) for which they have taken 24 credits in the core subjects as a part of their undergraduate programme (see para 18 and para 19 for details). Such students shall also be considered eligible for transdisciplinary vertical mobility into such courses where entry qualification is a Bachelor Degree without specific requirements in a particular discipline.
4. The HEIs in consultation with Sector Skill Councils, AICTE, FICCI, CII, commercial and non-commercial organizations or enterprises, and industry would design the apprenticeship/internship embedded degree programme in a way consistent with these guidelines.
5. Embedding apprenticeship/internship will offer a kind of a traineeship which shall be undertaken not on the campus but at the premises of the workplace like commercial or non-commercial organizations or enterprises, or offices, or industry, or industry associations to get work-based learning in identified discipline/trade.
6. The HEIs should have a prior Memorandum of Understanding (MoU) with discipline specific commercial and non-commercial organizations or enterprises, offices, industry etc. for providing apprenticeship/internship, before introducing the apprenticeship/internship embedded degree programme.
7. The HEIs may plan the number of seats for apprenticeship/internship training as per the facility and infrastructure available.



DURATION

8. Any UG degree programme will have an option to embed at least one semester of apprenticeship/internship as part of the degree programme without altering the total duration of the programme.
9. The period of apprenticeship/internship training shall be decided on the basis of individual requirements of course concerned.
10. The HEIs shall have the flexibility to schedule apprenticeship/internship within the course duration.
11. The spells of apprenticeship/internship shall be scheduled either continuously or at intervals depending upon the requirement and practicality of the discipline concerned.

CREDIT MECHANISM

12. Credits for apprenticeship/internship programme shall be included in the total credits of the entire programme.
13. The total credits assigned to a particular degree programme shall continue to follow the CBCS. Accordingly, a student will have to earn 132 credits for the award of undergraduate degree. Credits for apprenticeship/internship training may be suitably accommodated in the Choice Based Credit System (CBCS) by the HEI.
14. At least 20% of the total Credits for the degree programme should be assigned to apprenticeship/internship.
15. The HEIs may evolve its own mechanism to give academic credits for the apprenticeship/internship undergone as part of the programme.
16. In case of HEIs still following the annual system, suitable provisions may be introduced accordingly. Apprenticeship/internship training may be introduced in lieu /addition of the courses of the degree programme by assigning due weightage corresponding to the period of apprenticeship/internship done.
17. Apprenticeship/internship training should be assigned in the specific domain areas of their coursework. National Occupation Standards (NOS) can be one approach to align the courses and curriculum to the standards set by the industry. If required, relevant course/s may be introduced/realigned to provide basic knowledge/training in the area of apprenticeship/internship.
18. As per CBCS guidelines, *wherever a University requires that an applicant for a particular M.A./M.Sc./Technical/Professional course should have studied a specific discipline at the Undergraduate level, it is suggested that obtaining 24 credits in the concerned discipline at the undergraduate level may be deemed to be considered sufficient to satisfy such a requirement for admission to the M.A./M.Sc./Technical/Professional course.*

19. Accordingly, in the apprenticeship/internship embedded degree programme, if a student has done 24 credits as a core course which also forms part of the core course in a concerned discipline of CBCS at the undergraduate level, the student will be considered eligible for admission in that CBCS discipline in the M.A./M.Sc/Technical/Professional programme e.g. a student who has done BBA (logistics apprenticeship) with 24 credits in Economics, the student will be eligible to apply for MA/M.Sc. course in Economics.
20. Hence HEIs will have to ensure that in the apprenticeship/internship embedded degree programme, at least 24 credits are being offered as core course which otherwise form a part of a regular undergraduate programme within the CBCS e.g. a BBA (Logistics - apprenticeship/ internship) will necessarily have 24 credits (within its 12 core papers) from a subject area - say BA(Economic) or BA (Vocational Studies- Materials Management) - which are there in the UGC list of Bachelor courses in CBCS. This will ensure vertical mobility to the student to a post graduate programme.

ASSESSMENT

21. Institutions may opt for any mechanism for the apprenticeship/internship assessment in consultation with commercial or non-commercial organisations or enterprises, or offices, or industry, or industry associations, or sector skill councils where the apprenticeship/internship is proposed to be imparted. The apprenticeship/internship can also be done within the ambit of National Apprenticeship Training Scheme (NATS) operated by Bureau of Apprenticeship Training (BOAT) under MHRD.
22. Accordingly, evaluation of apprenticeship/internship can be done by commercial or non-commercial organizations or enterprises, or offices, or industry, or industry associations, or sector skill councils where the apprenticeship is proposed to be imparted and by the faculty of the institutions.
23. The students may be assigned grades/marks corresponding to the credits earned as per CBCS guidelines. In case of Institutions still following annual pattern, marks may be assigned to the students.
24. The students must pass the apprenticeship/internship course. Reappearance for failed/uncompleted apprenticeship/internship training is mandatory.
25. The marks secured by the student in apprenticeship/internship course will be reflected in the semester and final grade sheet.



LEARNING OUTCOME

26. The underlying premise of the learning outcome-based approach to curriculum planning and development is that, higher education qualification such as a Bachelor's Degree is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding skills, attitudes and values) and on the basis of demonstrated achievement of academic standards (expected of graduates of a programme of study).
27. UGC through the Learning Outcome based Curriculum Framework (LOCF) provides for flexibility and innovation in programme design and syllabus development by HEIs.
28. HEIs offering apprenticeship/internship-embedded degree programme should develop and maintain domain specific Learning Outcomes for the Apprenticeship/Internship Programme.
29. Apprenticeship/internship learning outcomes will focus on knowledge and abilities that prepare students for potential employment.
30. This will enable students to demonstrate workforce professional abilities within the required domain of their chosen subject.

IV. ROLE OF THE HIGHER EDUCATION INSTITUTIONS

The HEIs are encouraged to offer the Apprenticeship/Internship embedded Degree Programme to the students. HEIs will make the students aware about the programme along with its merits to motivate them to opt for apprenticeship/internship embedded Degree Programme and elicit their interest in participation. The HEIs in consultation with Sector Skill Councils and/or industry/industry associations and/or commercial/non-commercial organisations/enterprises and/or offices, would design the Apprenticeship/Internship embedded Degree Programme in a way consistent with these guidelines. The HEIs shall have an Apprenticeship Cell with an overall role of a facilitator and counsellor for apprenticeship/internship related activities. The HEIs concerned must obtain the approval from their respective Academic/ Executive Bodies as required by their Statutes. This programme will benefit the HEIs in

- Promoting Industry-Academia linkages
- Improving Institution's credibility and in brand building
- Improving the teaching learning process
- Functioning of the placement cell

V. ROLE OF INDUSTRY ASSOCIATIONS, SSC AND BOAT



- The industry associations like FICCI, CII, commercial and non-commercial organizations or enterprises and industry would assist the HEIs in designing the apprenticeship/internship embedded Degree Programme.
- Sector Skill Councils (SSC) and Board of Apprenticeship Training (BOAT) will play an important role in helping the HEIs in identifying industries for apprenticeship/internship.
- The SSC and BOAT can also assist the HEIs in designing the apprenticeship/internship embedded Degree Programme in a way consistent with these guidelines.

VI. MONITORING BY UGC

- UGC will maintain a dedicated portal for obtaining relevant information from the HEIs.
- Institutions offering Apprenticeship/Internship-embedded Degree Programme will be required to submit details regarding the programme/s on the aforesaid portal.



website: www.ugc.ac.in

