



KERALA STATE HIGHER EDUCATION COUNCIL

April 2026

Internship Guideines

Guidelines for Internship
Implementation under FYUGP:
Comprehensive **Framework for
Internship Design, Industry
Collaboration, and Government
Internship Integration**



THE KERALA STATE HIGHER EDUCATION COUNCIL

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**Comprehensive Framework for Internship Design, Industry Collaboration, and
Government Internship Integration**

Documentation Division
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Preface

The transformation of higher education in India is increasingly guided by the principles of flexibility, mobility, and digital integration, as envisioned in recent national policy frameworks. Within this broader context, the implementation of the Academic Bank of Credits (ABC) and the National Academic Depository (NAD) represents a significant step towards building a learner-centric and technology-enabled academic ecosystem. These initiatives collectively aim to facilitate seamless credit accumulation and transfer, ensure the authenticity and accessibility of academic credentials, and support student choice of various pathways in their academic pursuit.

This report documents the progress, processes, and outcomes associated with the implementation of ABC and NAD integration in higher education institutions in the State of Kerala. It captures the coordinated efforts undertaken by the Kerala State Higher Education Council and various other stakeholders, including universities, autonomous colleges, stand-alone institutions, national agencies, and the Department of Higher Education, Government of Kerala, in operationalising these transformative initiatives.

A defining feature of Kerala's approach has been the establishment of a structured and collaborative implementation framework under the leadership of the Kerala State Higher Education Council. Entrusted by the Government as the State-Level Nodal Agency for ABC and NAD coordination, KSHEC has played a pivotal role in steering the implementation process across the State. The Council has functioned as the principal coordinating body linking national agencies such as UGC, MeitY, and the ABC-NAD implementation teams with universities and higher educational institutions in Kerala.

In its capacity as the nodal agency, KSHEC has undertaken a wide range of responsibilities, including facilitating institutional onboarding, organising state-level workshops and technical training programmes, coordinating review meetings, monitoring implementation progress, and addressing operational and technical challenges faced by institutions. It has also played a crucial role in enabling ERP integration, supporting credit mapping processes, and strengthening the adoption of DigiLocker and NAD-based academic services. Through these sustained interventions, KSHEC has ensured that the implementation process remains both systematic and inclusive.

The report highlights key milestones such as state-level consultations, workshops, review mechanisms, and institutional progress in areas like credit uploading, academic record digitisation, and digital credential management. It also presents a statistical overview of implementation status, reflecting the scale and depth of institutional participation across Kerala.

At the same time, the report does not overlook the challenges encountered during implementation, including issues related to ERP integration, historical data migration, and standardisation of workflows. By documenting these challenges alongside the achievements, the report seeks to provide a realistic and constructive assessment of the current status of ABC-NAD integration in the State.

Overall, this document serves not only as a record of progress but also as a guiding reference for future action. The continued leadership of KSHEC, combined with sustained institutional collaboration and national support, is expected to further strengthen Kerala's digital academic infrastructure and advance the goals of academic mobility, transparency, and learner-centric education.

April 2026

Member Secretary

Thiruvananthapuram

Introduction

The Four-Year Undergraduate Programme (FYUGP) introduced as part of the higher education reforms in Kerala emphasises experiential learning, skill development, multidisciplinary exposure, and employability enhancement as integral components of undergraduate education. Internship has therefore been incorporated as an essential academic component of FYUGP to provide students with practical exposure to professional environments, workplace culture, institutional functioning, and real-world problem-solving processes.

The internship framework under FYUGP is envisioned not merely as a short-term training activity, but as a structured academic engagement that connects classroom learning with practical experience, innovation, community engagement, research, entrepreneurship, governance, and industry interaction. The effective implementation of internships requires clear academic guidelines, institutional coordination, quality assurance mechanisms, and collaborative participation from industries, organisations, government departments, research institutions, and other agencies.

In order to facilitate systematic implementation of internship programmes across Higher Education Institutions in Kerala, this comprehensive guideline document has been prepared in three parts. The first part provides academic and administrative guidelines for the design, execution, monitoring, evaluation, and credit integration of internships under FYUGP. The second part outlines the general guidelines for empanelment of industries, organisations, institutions, and agencies through the Internship Kerala Portal to ensure transparency, quality, accessibility, and statewide coordination of internship opportunities. The third part provides specific guidelines for designing and implementing internships in Government Departments, Government Offices, Local Self Government Institutions, public sector agencies, and allied public institutions under FYUGP.

Together, these guidelines aim to establish a robust statewide internship ecosystem capable of strengthening employability, professional competencies, social responsibility, innovation capacity, and institutional collaboration within the higher education sector of Kerala.

Part I

Guidelines for the Design and Implementation of Internships under FYUGP

1.0 Introduction

In alignment with the UGC Guidelines for Internship/Research Internship for Undergraduate Students (2023) and the implementation of the Four-Year Undergraduate Programme (FYUGP), all undergraduate students are required to complete a mandatory internship of 60–120 hours after the fourth semester. The internship component is designed to strengthen experiential learning, enhance employability, promote research orientation, and bridge the gap between academic knowledge and real-world practice.

As per UGC norms, it is the primary responsibility of each Higher Education Institution (HEI) to proactively identify and empanel suitable Internship Providing Organisations (IPOs) relevant to the academic programmes offered. The identification and empanelment process shall be guided by:

- The nature, scope, and specialization of the academic programmes offered by the institution
- Availability of local, regional, and national industry and service sectors
- Opportunities for research, innovation, community engagement, and skill development
- Institutional capacity to monitor, supervise, and evaluate internships effectively

Each HEI is expected to develop a structured mechanism for facilitating internships. Ideally, institutions may establish a dedicated internship portal to publish available opportunities and enable registration of students, internship providers, mentors, and internship supervisors to ensure transparency and systematic coordination.

Recognizing the practical challenges faced by smaller colleges and institutions located in remote areas—particularly in identifying suitable IPOs, developing digital infrastructure, and maintaining independent portals—the Government of Kerala, through the Kerala State Higher Education Council in collaboration with Keltron, has developed the Kerala Internship Portal.

This centralized platform facilitates:

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- Registration of internship providers across sectors and states
- Access for universities, colleges, and students to verified internship opportunities
- Registration of mentors and internship supervisors
- Streamlined coordination, monitoring, and documentation

The Kerala Internship Portal is voluntary in nature. Students, universities, and institutions are free to explore internship opportunities independently—either outside the portal or through direct collaboration with organizations—without any mandatory requirement to use the portal.

To ensure clarity and uniform implementation of internships under FYUGP, these guidelines are issued to provide direction on:

- Identification and empanelment of Internship Providing Organisations (IPOs)
- Nature and categories of internships (including research internships)
- Duration and hour requirements
- Credit allocation and integration within the curriculum
- Supervision, monitoring, and evaluation mechanisms

These guidelines aim to promote quality, flexibility, inclusiveness, and academic rigor in the implementation of internships, while supporting institutions in delivering meaningful experiential learning opportunities to undergraduate students.

2.0 Objective of Internship under FYUGP in Kerala

The internship component of the **Four-Year Undergraduate Programme (FYUGP)** in Kerala is envisioned as a transformative academic engagement that bridges classroom learning with real-world practice. It is designed not merely as a short-term training exposure, but as an integrated experiential learning process that enhances employability, research competence, entrepreneurial orientation, and social responsibility among undergraduate students.

In an internship course, students are required to actively engage in structured work experience, professional practice, or cooperative education with an entity external to the higher education institution, under the supervision and mentorship of a qualified expert from the host organisation.

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A core feature of the internship or research internship is meaningful induction into real work environments, enabling students to gain authentic exposure to professional processes, responsibilities, and organisational culture.

Internships may involve engagement with government or private organisations, Higher Education Institutions (HEIs), universities, research and development laboratories, research organisations, non-governmental organisations (NGOs), innovation and entrepreneurship centres, business establishments, local industries, start-ups, artists, craftspeople, and other relevant entities.

Such engagements provide students with valuable opportunities for active participation in professional tasks, research activities, innovation processes, community development initiatives, and entrepreneurial ventures. Through this experiential learning process, students develop practical skills, research capabilities, problem-solving abilities, professional ethics, teamwork competence, and industry readiness, thereby enhancing their overall academic and career preparedness.

Under FYUGP, the key objectives of internship are:

- **Integration of Classroom and Workplace Learning:**
To align theoretical knowledge gained through workshops, laboratories, and classrooms with practical outcomes in workplaces such as industries, research institutions, start-ups, NGOs, farms, artisan sectors, corporate organisations, and Higher Education Institutions (HEIs). The internship ensures a holistic learning ecosystem connecting academic content with real-life applications.
- **Understanding the World of Work:**
To provide students with first-hand exposure to professional environments, enabling them to understand workplace culture, expectations, ethics, challenges, and emerging job roles. This helps students shape their career aspirations and professional behaviour in accordance with evolving industry demands.
- **Hybrid and Flexible Learning Model:**
To adopt a blended model combining physical and digital engagement, allowing students to work under mentors, industry experts, or research supervisors within or outside HEIs. This hybrid approach enhances flexibility, accessibility, and quality mentoring.
- **Development of Research Aptitude:**
To cultivate research acumen by familiarising students with research methodologies,

analytical tools, data analysis, academic integrity, manuscript preparation, journal identification, intellectual property rights (IPR), and patent processes. The internship encourages application of research knowledge to solve real-life and complex problems.

- **Exposure to Emerging Technologies:**

To provide hands-on experience in emerging technologies and automation, and to understand their role in transforming industries, agriculture, traditional art-craft sectors, and heritage-based occupations.

- **Enhancement of Entrepreneurial Capabilities:**

To help students understand organisational formation, sustainability, and innovation ecosystems, thereby encouraging start-up culture and nurturing job creators rather than job seekers.

- **Development of Decision-Making and Teamwork Skills:**

To foster collaborative learning, leadership qualities, problem-solving ability, and teamwork culture essential for academic, research, and professional growth.

- **Cultivation of Social Responsibility and Citizenship Values:**

To instill a sense of social awareness, ethical responsibility, and civic engagement, enabling students to contribute meaningfully to society.

- **Promotion of Industry–Academia Collaboration:**

To strengthen partnerships between HEIs, industries, research organisations, and community sectors for structured internships, apprenticeships, and collaborative research opportunities.

- **Enhancement of Professional Competency:**

To develop professional ethics, values, integrity, discipline, and workplace etiquette, ensuring that students graduate as competent, responsible, and industry-ready professionals.

In essence, the internship under FYUGP in Kerala serves as a structured experiential learning framework that integrates knowledge, skills, values, and innovation—preparing students for employment, research careers, entrepreneurship, and responsible citizenship in a rapidly evolving global knowledge economy.

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Graduate employability can be significantly enhanced by providing students with meaningful practical exposure and by nurturing the appropriate professional attitude required in the workplace. Internship serves as a vital academic instrument to strengthen employability skills by fostering competence, capability, professional expertise, adaptability, and self-confidence among students. It also plays a crucial role in stimulating intellectual curiosity and cultivating an interest and passion for research.

Through internships, students gain first-hand experience in applying theoretical knowledge to real-world contexts, thereby bridging the gap between classroom learning and workplace practice. This experiential engagement enables them to understand organisational dynamics, problem-solving approaches, professional ethics, and performance expectations in actual work environments.

3.0 Nature and categories of internships

Undergraduate internships are broadly classified into two categories:

1. **Internship for Enhancing Employability** – Focused on developing professional skills, workplace readiness, industry exposure, and job-oriented competencies.
2. **Internship for Developing Research Aptitude** – Oriented towards building research skills, analytical abilities, methodological understanding, academic writing, innovation, and problem-solving capabilities in research-driven environments.

3.1 Structure and Supervision of Internship

An internship shall involve a student of a Higher Education Institution (HEI) being formally attached to an approved Internship Supervisor (IS) and a Mentor, preferably from the same HEI or a recognized Internship Providing Organisation (IPO), for a specified duration as prescribed under the guidelines. The student shall undertake a structured and time-bound internship programme under their guidance, ensuring continuous supervision, monitoring, and academic support throughout the internship period

3.1 Provision for Group Internship

HEIs may introduce **Group Internships** to manage a larger number of students within a particular domain or thematic area. A group of students may work on a common theme in collaboration with an industry, organization, community body, or within the HEI. The internship shall be supervised by

an approved Internship Supervisor and guided by a Mentor to ensure academic quality and structured monitoring.

Students may also form groups and submit a proposal to the Internship Cell or R&D Coordinator. After evaluation of its academic relevance and feasibility, the proposal may be approved or rejected. Upon approval, a Supervisor and Mentor shall be assigned as per norms. The framework should remain **student-centric**, encouraging teamwork, innovation, and research orientation while ensuring proper documentation and transparent evaluation of individual contributions.

3.2 Digital / Online Internship

A Digital or Online Internship refers to an internship undertaken through virtual or remote mode, where the student engages with the Internship Providing Organisation (IPO), Internship Supervisor, and Mentor using digital platforms. Such internships may involve research assignments, data analysis, content development, software development, policy analysis, design work, virtual training, or other knowledge-based activities that can be effectively carried out online. Digital internships are particularly useful when geographical constraints, industry location, or institutional limitations restrict physical participation. They also enable students to collaborate with national and international organizations and experts.

However, online internships must remain structured, time-bound, and outcome-oriented. The prescribed 60–120 hours must be completed with proper documentation, periodic monitoring, performance validation, and final certification. Approval by the HEI is mandatory to ensure academic relevance, quality assurance, and alignment with programme outcomes.

4.0 Internship for Enhancing Employability

4.1 Identification and Empanelment of Internship Providing Organisations (IPOs)

Each Higher Education Institution (HEI) shall proactively identify and empanel suitable Internship Providing Organisations (IPOs) relevant to the academic programmes offered by the institution. The identification process should be based on:

- The nature and specialisation of programmes offered by the college/university
- Local and regional industry presence

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- Availability of research institutions, government departments, NGOs, farms, artisan clusters, start-ups, and enterprises
- Emerging sectors and technology-driven industries
- Community-based organisations and traditional skill sectors

Based on a structured local assessment, each HEI shall prepare and maintain a verified list (panel) of IPOs, clearly indicating the sector, nature of engagement, internship capacity, and contact details. Periodic review and updating of this panel shall be undertaken to ensure quality, relevance, and diversity of internship opportunities.

4.2 Support through Empanelled Skilling Agencies

In case an HEI faces difficulty in identifying or establishing appropriate IPO linkages, it may seek assistance from Government-empanelled professional skilling agencies such as:

- ASAP Kerala
- ICT Academy
- LBS Centre for Science and Technology
- C-Apt
- Keltron
- IHRD
- Rutronix
- CCEK

These agencies support the establishment and operationalisation of the Centre for Skill Development Courses and Career Planning (CSDCCP) in HEIs. Through the CSDCCP framework, institutions can systematically coordinate internship opportunities, industry interactions, skill training, and career guidance. The agencies may facilitate industry connections, sector mapping, MoUs, internship design, and placement coordination.

4.3 Internship Kerala Portal

Further strengthening the ecosystem, the Government, through the Higher Education Council, has launched the Internship Kerala Portal as a centralised digital platform to facilitate internship opportunities. HEIs may utilise this portal to:

- Identify sector-wise internship opportunities
- Register students and institutions
- Connect with approved organisations
- Monitor and document internship engagement

Institutions are encouraged to actively use the portal to supplement locally identified IPOs and expand the range of opportunities available to students.

4.4 Use of Other Recognised Platforms

In addition to the above mechanisms, HEIs may also utilise other recognised internship platforms and professional networks at the state and national levels to widen access to quality internships. Such diversification ensures that internships remain relevant, accessible, industry-aligned, and responsive to academic and professional objectives.

In summary, the identification and empanelment of IPOs shall be a structured, multi-channel process involving local mapping, collaboration with empanelled skilling agencies, utilisation of the Internship Kerala Portal, and engagement with recognised internship networks—thereby ensuring a robust, inclusive, and sustainable internship ecosystem for students.

4.5 Role of the Internship Providing Organisation (IPO)

An Internship Providing Organisation (IPO) refers to any recognised organisation or entity that offers structured internship opportunities to students as part of their academic programme. IPOs may include government departments, Higher Education Institutions (HEIs), universities, research and development (R&D) institutions, research laboratories, public sector undertakings, private companies, start-ups, cooperatives, philanthropic organisations, non-governmental organisations (NGOs), farmers and agricultural

enterprises, artisans, business establishments, innovation and entrepreneurship centres, institutions or persons of eminence, and other relevant professional bodies. The IPO plays a crucial role in ensuring that internships are meaningful, outcome-oriented, and aligned with academic objectives. The responsibilities of the Internship Providing Organisation include the following:

4.6 Institutional Coordination and Facilitation

The IPO shall designate a nodal officer or mentor to coordinate with the concerned HEI. On the student's arrival, necessary facilitation such as registration, access to workplace facilities, issuance of identity/library cards (where applicable), internet access, laboratory/workspace support, and other relevant requirements should be ensured. Where feasible, guidance regarding accommodation and local logistics may also be provided.

4.7 Structured Mentorship and Supervision

A qualified mentor from the IPO shall be assigned to supervise the intern. The mentor shall provide structured guidance, define work responsibilities, monitor progress, and offer periodic feedback. The internship experience should involve clearly defined tasks, deliverables, and learning outcomes aligned with the objectives of the programme.

4.8 Exposure to Real Work Environment

The IPO shall ensure meaningful induction into actual work situations. Students should be actively engaged in professional assignments, research activities, innovation processes, fieldwork, community projects, or enterprise-related functions, depending on the nature of the organisation. This exposure should enable students to understand workplace culture, professional ethics, teamwork, accountability, and problem-solving approaches

4.9 Assessment and Certification

At the conclusion of the internship, the IPO may provide a performance evaluation or feedback report indicating the nature of work undertaken, skills acquired, and overall conduct of the intern. A certificate of completion may also be issued, as per institutional norms.

4.10 ACADEMIC CREDENTIALS & MONITORING OF INTERNSHIP

(a) Time schedule and semesters for doing the internship

Under the **FYUGP framework**, a **2-credit Internship** is a mandatory academic component of the undergraduate programme. As per the **UGC Guidelines for Internship/Research Internship for Undergraduate Students (2023)** under the Four-Year Undergraduate Programme (FYUGP), students are required to complete a mandatory 60–120 hours internship only after the completion of the fourth semester. While strictly adhering to this requirement, institutions may provide flexibility in scheduling the internship in order to ensure smooth academic progression and better access to opportunities. Accordingly, students may be permitted to undertake and complete their internship during the summer vacation immediately after the fourth semester, during the fifth semester, during the semester break after the fifth semester, or during the sixth semester. Such flexibility will enable students to align internship opportunities with academic schedules and industry or research timelines without compromising academic rigor. However, all internships must be duly approved, supervised, documented, and evaluated in accordance with university and UGC regulations before the award of the degree.

Students shall be given the option to register the internship either along with the **Fifth Semester or Sixth Semester examination**, based on their completion and formal registration. The time schedule and mode of execution may be determined by the concerned **Internship Providing Organisation (IPO)** or the **Higher Education Institution (HEI)**, depending on the type of activity, field exposure, research engagement, or skill training assigned to the student.

(b) Calculation of Credit and Duration for internship

In terms of credit calculation, the FYUGP follows the **National Higher Education Qualifications Framework (NHEQF)**, under which internship credits are based on hours of engagement. Depending on the academic intensity, **30 to 60 hours of engagement may be considered equivalent to one credit**. However, for the purpose of uniform implementation under FYUGP, a **minimum of 90 hours and up to a maximum of 120 hours of structured engagement shall qualify for the award of a minimum of 2 internship credits**.

The credit equivalence may also be aligned with the **National Skills Qualifications Framework (NSQF)**, wherein **12 months of apprenticeship corresponds to 40 credits**, and therefore **one month of internship/apprenticeship is equivalent to approximately 3.33 credits**. Since the **National Credit Framework (NCrF)** functions as a meta-framework integrating both NHEQF and NSQF to ensure

seamless academic and skill mobility, an internship of **20 working days (approximately 3 weeks)** or **90–120 hours of engagement** may be considered eligible for the award of a minimum of **2 Internship Credits under FYUGP**, subject to successful completion and academic evaluation.

4.11 Role of Higher Education Institutions in Internship Implementation

(a) Internship Nodal Officer

Under the FYUGP framework, each Higher Education Institution (HEI) shall designate an **Internship Nodal Officer** who will be responsible for the effective planning, execution, coordination, and monitoring of all internship-related activities of the institution. The Nodal Officer may be appointed from among members of the **Research & Development (R&D) Cell, FYUGP Monitoring Committee, CSDCCP, or any other responsible academic committee**, as deemed appropriate by the institution. The officer shall ensure systematic organization and registration of students, faculty mentors, Internship Providing Organisations (IPOs), and internship supervisors. The Nodal Officer may also function as the institutional coordinator for the **Internship Kerala Portal** or any centralized digital platform developed for managing internship processes.

The Internship Programme of the college/HEI shall be fully organized, executed, and monitored under the leadership of the Nodal Officer. In this capacity, the officer shall proactively reach out to other HEIs, research organizations, laboratories, corporates, industries, start-ups, NGOs, and government offices to identify and secure internship opportunities. This may include collaboration with local administrative and government departments such as Labour, Municipal Administration, Health Services, Tourism, Public Relations, Finance, Agriculture, Social Welfare, and other relevant agencies. Students may also be engaged in structured activities such as census operations, surveys, election processes, developmental schemes, and community outreach programmes, subject to proper mentoring and academic oversight.

The Nodal Officer shall act as the institutional liaison between the HEI and partnering organizations and shall facilitate the signing of Memoranda of Understanding (MoUs), wherever necessary, to formalize internship arrangements. The officer shall also ensure student welfare during the internship period, address grievances or operational issues, and maintain continuous communication with industry supervisors and faculty mentors. Overall, the Internship Nodal Officer shall play a central role in ensuring that internships under FYUGP are meaningful, academically integrated, skill-oriented, and aligned with national credit frameworks.

(b) Internship Supervisor

Under the FYUGP framework, each Higher Education Institution (HEI) shall assign an **Internship Supervisor** to every student undertaking an internship. The Internship Supervisor shall be an individual formally nominated by the institution for monitoring, supervising, mentoring, and evaluating the student throughout the internship period. Supervisors may include faculty members of the institution, experts from industry, research organizations, academia, scholars, or retired professors with relevant expertise. Each institution may prepare a discipline-wise panel of approved Internship Supervisors to ensure academic relevance and effective mentoring.

Faculty members of the institution shall ordinarily be entrusted with the responsibility of supervising interns. Depending on the student strength and the availability of external supervisors willing to mentor interns, the institution may determine the number of students assigned to each supervisor in a balanced and manageable manner. Internship Supervisors shall be nominated at the beginning of the academic year for each batch to ensure proper planning and continuity of guidance.

The Internship Supervisor shall monitor the student's regularity, engagement, and performance at the workplace, in coordination with the host organization. They shall maintain communication with the industry or organizational mentor to ensure that the internship objectives are achieved in alignment with academic requirements. At the completion of the internship, the Internship Supervisor shall verify the fulfilment of required hours/days of engagement and facilitate the issuance of a Completion Certificate from the host organization.

Further, every internship shall culminate in the submission of a structured **Project Report/Internship Report**, reflecting the learning outcomes, skills acquired, and work undertaken. The Internship Supervisor shall assess the report and conduct evaluation (including presentation or viva, where applicable) as per institutional norms. Thus, the Internship Supervisor plays a crucial role in ensuring academic integrity, quality assurance, and meaningful experiential learning under the FYUGP internship component.

C) internship Mentor

A Mentor is an empanelled professional or subject expert identified either by the Higher Education Institution (HEI) or by the student through academic or professional networks, with the concurrence of the internship supervisor. The mentor provides professional and/or research guidance to the student throughout the internship period and facilitates interaction with other experts to enrich the learning experience.

The mentor shall provide guidance either physically or digitally during the internship duration, monitor the student's progress on a fortnightly basis, validate performance, and, upon successful completion, issue a certificate/report for submission to the HEI. The mentor must ensure that the student develops relevant competencies with appropriate research orientation during the internship.

If required, HEIs may empanel a group of mentors under each internship supervisor to ensure effective guidance and domain-specific support. Institutions may also integrate internship mentoring responsibilities into the assigned duties of faculty members as part of their academic responsibilities.

d) Choice of Industry Mentor

Students may choose an Industry Mentor from Higher Education Institutions (HEIs), research organizations, industrial R&D laboratories, universities, institutions of national repute, industries, professional experts, NGOs, local government bodies, or reputed experts from outside India.

Internship opportunities and mentors may be identified through internship portals developed at the HEI or University level. Students may also utilize the Kerala Internship Portal managed by Keltron, as well as portals maintained by empanelled skilling agencies such as ICT Academy and ASAP Kerala. In addition, other recognized internship platforms such as Internshala and professional networking platforms like LinkedIn may also be used to explore opportunities.

All such selections shall be subject to approval by the concerned HEI to ensure relevance, credibility, academic alignment, and quality assurance.

4.12 Internship Allocation Mechanism

Higher Education Institutions (HEIs) shall develop a structured roadmap to ensure the smooth implementation of the internship programme under the FYUGP/Internship Cell. This mechanism shall clearly define the roles and responsibilities of the Internship Cell, Nodal Officer, Internship Supervisors, Mentors, students (interns), and recognised internship portals. The HEI shall also maintain an approved list of Internship Providing Organisations (IPOs) and thematic project areas. Internships may be undertaken based on mutually agreed terms and conditions between the HEI and the host organisation. The overall objective of the internship shall be to orient students towards a profession, enable them to understand and deconstruct job roles, and enhance job-readiness and research aptitude.

4.13 Process for Assigning/Selecting Interns:

1. **Application:** Students may apply for internships independently or through the guidance of a mentor/supervisor by registering on recognised internship portals approved by the HEI. For research internships, the HEI shall ensure that students have undergone appropriate research orientation or research ability enhancement courses as part of the curriculum.
2. **Selection by Host Organisation:** Interns shall be selected by the host organisation based on its prescribed selection criteria. The host organisation may communicate selection, confirmation, or further requirements through the portal or official communication channels.
3. **Alternative Provision:** If a student is unable to secure a physical internship, provisions for digital/online or group internships may be considered, subject to approval by the HEI.
4. **Approval and Joining:** Upon receiving the internship offer, the student must obtain formal permission from the parent HEI before joining the host organisation as per the agreed schedule.
5. **Supervision and Monitoring:** The student may undertake the internship at the supervisor's laboratory, workplace, or designated unit of the host organisation. During the internship period, the parent HEI—through the Internship Supervisor and Mentor—shall monitor progress based on periodic reports and feedback.
6. **Completion and Reporting:** On completion of the internship, the student shall submit a detailed internship report duly endorsed by the Mentor and/or Host Supervisor. The HEI shall evaluate the report, verify completion of prescribed hours, and award credits as per norms.

4.14 Internship Evaluation and Grading Mechanism

The internship shall be primarily evaluated internally by the Mentor and/or Internship Supervisor, and maximum weightage shall be assigned to this continuous performance assessment, as it reflects the student's actual engagement, competency development, research orientation, professionalism, and quality of output during the internship period. The performance of the intern may be assessed qualitatively and graded under categories such as Excellent, Very Good, Good, Average, and Satisfactory, based on the detailed evaluation report duly endorsed by the Mentor or Supervisor. The assessment shall consider factors such as punctuality, commitment, quality of work, skill

acquisition, originality, initiative, teamwork, research contribution, and successful completion of the prescribed hours.

A maximum of 80% weightage shall be given to the performance evaluation submitted by the Mentor/Supervisor. The remaining 20% weightage may be assigned based on a final viva-voce or seminar presentation conducted at the departmental level, if the institution so decides. For the purpose of standardization within a conventional marking system, qualitative grades may be converted into equivalent marks; for example, Excellent may correspond to 90% and above, Very Good to 75–89%, Good to 60–74%, Average to 50–59%, and Satisfactory to 40–49%. The final grade shall be awarded based on the combined assessment of internship performance and viva-voce evaluation, thereby ensuring that primary importance is given to actual internship work while maintaining academic validation through institutional review.

5.0 Research Internship

A Research Internship may be undertaken in any recognized research centre, university department, national laboratory, industry R&D unit, or within the parent college itself under the supervision of a qualified Research Guide. Faculties with a Ph.D., Post-Doctoral Fellows, or recognized research supervisors may act as Internship Supervisors, while Ph.D. scholars may serve as Mentors to provide day-to-day academic guidance and research support. Post-Doctoral Fellows may also function as Internship Supervisors, subject to institutional approval.

The research internship shall be structured, time-bound, and outcome-oriented, with clearly defined objectives and deliverables. Activities may include literature review, problem identification, formulation of research questions, data collection (field/lab/archival), survey design, experimentation, data analysis, report writing, policy analysis, prototype development, documentation, or preparation of research papers/posters.

In Social Sciences and Humanities, research internships may involve field surveys, community studies, archival research, policy evaluation, ethnographic documentation, qualitative interviews, content analysis, translation work, case study preparation, cultural documentation, or socio-economic impact studies. In Sciences and Technology disciplines, internships may focus on laboratory experiments, computational modelling, software development, simulation studies, instrumentation handling, product testing, or innovation-driven projects.

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The primary objective of a research internship is to inculcate research aptitude, critical thinking, analytical ability, ethical practices, and academic writing skills among undergraduate students, thereby preparing them for higher studies, research careers, and knowledge-based professions.

5.1 Research Internship: Nature, Scope and Expectations

Research aptitude refers to the ability to engage in systematic inquiry, investigation, analysis, and interpretation using scientific and objective methods to uncover facts and present informed viewpoints in an organized manner. A Research Internship is designed to nurture this aptitude by providing hands-on training in research tools, techniques, methodologies, equipment handling, policy frameworks, and other essential components required for quality research.

Research internship experience may be gained by working with faculty members, scientists, research professionals, or mentors in Higher Education Institutions (HEIs), research centres, universities, industrial R&D laboratories, nationally and internationally reputed organizations, as well as with farmers, entrepreneurs, and recognized local experts, subject to institutional approval. The internship shall be structured, supervised, and outcome-oriented.

Through research internships, students are expected to develop competencies such as:

- Ideation and conceptualization of research questions or problems
- Critical review of literature and identification of research gaps
- Learning and application of new tools, techniques, and equipment
- Designing experiments or research frameworks
- Data collection, fieldwork, surveys, or laboratory experimentation
- Simulations, modelling, and analytical interpretation
- Preparation of research reports, posters, or presentations
- Ethical research practices and academic integrity

Research internships may span across Sciences, Social Sciences, Humanities, Commerce, Management, and interdisciplinary areas. Activities may include laboratory research, computational studies, policy analysis, archival research, ethnographic studies, socio-economic surveys, case study development, translation and documentation work, innovation projects, or prototype development.

The overall expectation of a research internship is to cultivate analytical thinking, problem-solving ability, academic writing skills, innovation, and research orientation, thereby preparing students for higher studies, competitive examinations, research careers, entrepreneurship, and knowledge-based professions.

6.0 Major Internship in 8th Semester – Honours and Honours with Research

Under the Four-Year Undergraduate Programme (FYUGP), students enrolled in the 4-Year UG Degree (Honours with Research) shall undertake a major research internship of one semester duration during the 8th semester, carrying 12 credits. Similarly, students in the 4-Year UG Degree (Honours) stream may undertake a major employability-oriented internship of one semester duration in the 8th semester.

The same institutional guidelines, supervision mechanisms, monitoring processes, and evaluation framework prescribed for internships shall be followed for this major internship component. However, considering the enhanced academic rigor and credit weightage (12 credits), the duration, depth, and expected outcomes shall be proportionately higher and clearly structured by the HEI.

For Honours with Research, the 8th semester shall include:

- Courses on Research Methodology, Research Tools and Techniques, Research Ability Enhancement, and Policy Framework, as prescribed by the curriculum; and
- A Dissertation/Thesis based on original research work carried out under the supervision of a recognized Research Guide.

The research internship at this stage shall involve advanced activities such as formulation of research problems, literature review, research design, data collection and analysis, experimentation/fieldwork/simulation (as applicable), interpretation of results, and preparation of a dissertation or thesis following academic standards.

For Honours (without Research), the 8th semester major internship shall focus on employability, professional skill enhancement, industry exposure, project-based training, innovation, entrepreneurship, or applied domain-specific engagement, with clearly defined outcomes aligned to job-readiness.

The 12-credit weightage shall determine the minimum duration, workload, and performance expectations as per university norms. The internship shall culminate in submission of a

dissertation/project report and a comprehensive viva-voce evaluation conducted by a duly constituted expert committee.

This structured major internship ensures deeper academic engagement, research competence (for Honours with Research), and enhanced professional preparedness (for Honours), thereby aligning the programme with national academic standards and global best practices.

7.0 Tentative Internship Sectors for Employability

1. Trade & Agriculture Sector

- Agri-business firms
- Organic farming enterprises
- Agri-tech startups
- Export–import companies
- Food processing units
- Commodity trading companies

2. Economy, Banking, Financial Services & Insurance (BFSI)

- Commercial banks
- Cooperative banks
- NBFCs
- Insurance companies
- Microfinance institutions
- Fintech startups
- Stock broking firms

3. Logistics, Automotive & Capital Goods

- Supply chain & logistics companies
- Warehousing and cold storage units
- Automobile manufacturing firms
- EV companies
- Capital equipment industries
- Shipping & freight companies

4. Fast Moving Consumer Goods (FMCG) & Retail

- FMCG manufacturing companies
- Supermarket chains
- E-commerce platforms
- Distribution agencies

- Retail marketing firms

5. Information Technology / IT Enabled Services & Electronics

- Software development companies
- IT consulting firms
- BPO/KPO companies
- Electronics manufacturing units
- Cybersecurity firms
- Data analytics companies

6. Handcraft, Art, Design & Music

- Handcraft clusters
- Design studios
- Fashion houses
- Cultural organizations
- Music production studios
- Creative media firms

7. Healthcare & Life Sciences

- Hospitals (public/private)
- Diagnostic laboratories
- Pharmaceutical companies
- Biotech firms
- Public health organizations
- Clinical research organizations

8. Sports, Wellness & Physical Education

- Sports academies
- Fitness centers
- Yoga institutes
- Sports management firms
- Rehabilitation centers

9. Tourism & Hospitality

- Hotels & resorts
- Travel agencies
- Tour operators
- Event management firms
- Eco-tourism projects

10. Digitisation & Emerging Technologies

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- AI/ML startups
- IoT companies
- AR/VR development firms
- Robotics firms
- Blockchain companies
- Smart city projects

11 Humanitarian, Public Policy & Legal Services

- NGOs
- Think tanks
- Legal firms
- Government departments
- Policy research organizations
- Human rights organizations

12. Communication

- Media houses
- Digital marketing agencies
- Public relations firms
- Advertising agencies
- Content development companies

13. Education

- Schools
- Colleges & Universities
- EdTech companies
- Skill development centers
- Curriculum development agencies

14. Sustainable Development

- CSR foundations
- Renewable energy firms
- Social enterprises
- Rural development projects
- Sustainable urban planning agencies

15. Environment

- Environmental consultancies
- Pollution control boards
- Waste management companies
- Climate research centers

- Biodiversity conservation projects

16. Commerce & Medium and Small-Scale Industries (MSMEs)

- Small manufacturing units
- Startups
- Local enterprises
- Industrial clusters
- Entrepreneurship development centers

Part II

General Guidelines for Empanelment of Industries and Organisations through the Internship Kerala Portal

BACKGROUND FYUGP (Four-Year Undergraduate Programme)

In the long arc of Kerala's educational legacy, the **Four-Year Undergraduate Programme (FYUGP)** under the **Kerala State Higher Education Framework** emerges as a defining milestone—an ambitious reform that transforms higher education and reaffirms the state's commitment to inclusive, flexible, and future-ready learning.

The rapid and unprecedented transformations unfolding across all spheres of life in the twenty-first century pose profound challenges to traditional modes of education. As the world becomes increasingly interconnected, it presents both immense opportunities and complex challenges. In this context, education systems must evolve swiftly to inculcate twenty-first-century skills that enable learners not merely to survive, but to thrive in a dynamic and competitive global environment. Higher education, in particular, must assume greater social responsibility and contribute to the creation of a knowledge society—one capable of driving sustainable development through social and technological innovation.

Recognising this imperative, the Government of Kerala has envisioned, as the central objective of the undergraduate curriculum, the building of a robust knowledge society that can nurture and sustain a vibrant knowledge economy.

With the exception of a few premier national institutions, the existing higher education system largely remains regulation-driven, with an overemphasis on discipline-bound syllabi. This approach offers limited scope for interdisciplinary and multidisciplinary learning, provides minimal early exposure to research, fosters a weak innovation ecosystem, and reflects low levels of meaningful industry engagement. Predominantly teaching-centric in nature, the system assigns teachers the role of transmitters of information while confining students to memorisation and reproduction in examinations. Consequently, insufficient attention is paid to conceptual understanding, real-world relevance, logical reasoning, critical analysis, and problem-solving abilities.

Establishing the primacy of learning over teaching necessitates a fundamental transformation of the higher education system. Globally, education in many countries has already transitioned to learner-centric models, while several others are rapidly moving in that direction. Advances in digital technologies and the widespread availability of the internet have enabled unprecedented access to flexible, web-based learning opportunities across disciplines. Open-source knowledge repositories empower students to learn anytime, anywhere, and at varying levels, according to their interests and aspirations. Provisions such as multiple entry and exit options and the Academic Bank of Credits further enhance learner mobility across institutions, nationally and internationally. Students today are part of a global community of learners, enabling broader interaction, collaboration, and networking.

In recognition of these gaps, and in alignment with the Government’s vision of developing Kerala as a knowledge society, it has become imperative to strengthen undergraduate programmes through curricula that equip students with a strong knowledge base, intellectual depth, a global outlook, flexible skill sets, and foundational expertise. Such an approach aims to produce effective, responsible citizens of a knowledge society while offering multiple pathways for employment and lifelong learning.

Undergraduate education should ideally lay the foundation for broad intellectual capabilities and transferable competencies that can be applied across diverse domains of practice. Disciplinary training at this level—true to the essence of the term ‘discipline’—should focus not on rote accumulation of fragmented information, but on cultivating structures of thought, inquiry, exploration, expression, and sensibility, along with habits of collaboration, teamwork, and ethical engagement.

INTERNSHIP KERALA PORTAL

Internship Kerala Portal is a **flagship initiative** of the Government of Kerala, conceptualized under the **Higher Education Department** and strategically guided by the **Kerala State Higher Education Council (KSHEC)**—the apex academic advisory body of the state. The initiative is designed to systematically bridge the gap between classroom-based learning and real-world industrial exposure for undergraduate students, with a special focus on the **Four-Year Undergraduate Programme (FYUGP)** framework.

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Anchored in KSHEC's vision of outcome-based education and enhanced employability, Internship Kerala establishes a structured, statewide platform that integrates academia and industry. The programme spans **800+ Arts and Science Colleges** across Kerala and engages over six lakh undergraduate students, equipping them with industry-relevant skills, practical exposure, and workplace readiness.

By aligning academic curricula with evolving industry requirements, and under the academic leadership of KSHEC, Internship Kerala aims to create a future-ready talent pool while strengthening Kerala's position as a knowledge-driven and employment-oriented higher education ecosystem.

This program facilitates meaningful collaborations between government, government-aided, and self-financing colleges and various industries across Kerala. By offering a structured platform, Internship Kerala ensures that students gain hands-on experience, practical knowledge, and valuable industry exposure, enhancing their employability and career prospects.

The program provides diverse internship opportunities, including paid internships, non-paid internships, and internships with stipends, catering to students' varied needs. Colleges can seamlessly register on the platform, while industries can list internship programs, making it easier for students to find suitable placements. Through training, placement drives, and quality monitoring, Internship Kerala ensures a well-rounded and impactful internship experience that benefits students, educational institutions, and industry partners alike.

PURPOSE

The purpose of this document is to define the eligibility criteria and conditions for empanelment of industries, organizations, and institutions willing to participate in the **Internship Kerala Programme**. The empanelment process aims to ensure that students are placed in credible, professionally managed organizations capable of providing meaningful industry exposure and skill development in alignment with academic and employability objectives.

CATEGORIES OF ELIGIBLE ORGANIZATIONS

Industries can engage with the program by hosting students as interns for short-term internships carrying **2 credits/4 credits** or long-term internships during **Semester 8**. This engagement model enables firms to access a pool of industry-ready talent, assess potential future hires through hands-on project involvement, and contribute directly to skill development aligned with academic and industry requirements, while strengthening industry–academia collaboration.

Universities and Colleges are permitted to enter into formal MoUs directly with genuine industries, organizations, or establishments that are independently capable of providing internship opportunities under FYUGP.

Institutions are advised to collaborate only with verified, direct industry partners and to exercise due diligence before finalizing any internship arrangement. Engagement with intermediary agencies, private web portals, or platform-based internship aggregators should be strictly avoided.

The following categories of organizations shall be eligible for empanelment under the Internship Kerala Programme:

1. Government Bodies and Public Sector Undertakings (PSUs)

All Central Government and State Government Departments, Public Sector Undertakings, statutory bodies, Government autonomous institutions, and government-controlled agencies are eligible for empanelment without restriction, subject to compliance with program guidelines.

2. Private Sector Industries

Private sector organizations shall be eligible for empanelment provided they meet the following minimum criteria:

- a. The organization shall be legally registered under applicable Indian laws and shall possess a valid statutory registration certificate.

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- b. The organisation shall have a minimum of three years' experience.
- c. The organization shall have a **minimum annual turnover of ₹1 Crores** for each of the **preceding three financial years**.
- d. The organization shall have a **minimum workforce strength of 10 employees**.
- e. The organization shall not have been **blacklisted, debarred, or declared ineligible** by any Government authority, statutory body, or regulatory agency at any time.
- f. The organization shall have the necessary infrastructure, technical capacity, and manpower to provide meaningful internship exposure.

3. Research Institutions and Centres of Excellence

Recognized research institutions, laboratories, innovation centres, and centres of excellence engaged in academic, scientific, or industrial research shall be eligible for empanelment. These institutions must demonstrate the capacity to offer research-oriented internships aligned with academic learning outcomes

4. .Affiliated Campus under statutory regulatory bodies:

Institutions affiliated to a recognised State University in Kerala, or those approved by statutory and regulatory authorities such as the University Grants Commission (UGC), All India Council for Technical Education (AICTE), or National Council for Vocational Education and Training (NCVET), shall be eligible for direct affiliation to the Internship Kerala Portal.

Such institutions must possess valid and current affiliation and recognition status and shall comply with all applicable regulatory norms, quality standards, and statutory requirements prescribed by the concerned authorities. Only institutions fulfilling these criteria shall be considered for onboarding to the Portal.

5. Companies Offering Learning Management Systems (LMS) Based Internship Programs (as per UGC Guidelines)

Companies offering Learning Management Systems (LMS) shall be eligible for empanelment provided they meet the following minimum criteria:

- a. The organization shall be legally registered under applicable Indian laws and shall possess a valid statutory registration certificate.
- b. The organisation shall have a minimum of three years' experience.
- c. The organization must be approved by **AICTE or UGC, or NCVET** to be eligible to facilitate internships through their approved LMS.
- d. With in this Priority shall be accorded to firms that offer reputed, industry-recognized certifications such as those from **IBM, Google, Microsoft, Amazon Web Services (AWS), Cisco, CompTIA, Oracle**, or other nationally and internationally accredited bodies.
- e. The organization shall have a **minimum annual turnover of ₹5 Crores** for each of the **preceding three financial years**.
- f. The organization shall have a **minimum workforce strength of 20 employees**.
- g. The organization shall be legally registered under applicable Indian laws and shall possess valid statutory registrations.
- h. The organization shall not have been **blacklisted, debarred, or declared ineligible** by any Government authority, statutory body, or regulatory agency at any time.
- i. The organization shall have the necessary infrastructure, technical capacity, and manpower to provide meaningful internship exposure.

Start-ups – Special Consideration Category for Empanelment

- a. Start-ups shall be considered for empanelment under a special consideration category, subject to the following conditions:

- b. The start-up shall be registered with a recognized authority such as the **Kerala Startup Mission**, under the **Government of Kerala**, or **Start-up India**, under the **Government of India**.
- c. The start-up shall have a minimum of **one year of operational existence**.
- d. The start-up must be actively operational and limit its internship offerings exclusively to its registered domain, thereby ensuring alignment with the student's academic program.
- e. If the start-up utilizes any **Learning Management System (LMS)** platform for delivering internships, the platform or organization must be approved by **All India Council for Technical Education (AICTE)** or **University Grants Commission (UGC)** or **National Council for Vocational Education and Training (NCVET)**, to be eligible to facilitate internships for FYUGP students across Kerala.
- f. The start-up shall demonstrate the capability to provide structured learning, mentoring, and hands-on exposure to interns.
- g. Start-ups may be empanelled based on merit, innovation potential, and learning value, even if they do not meet the turnover or employee strength criteria applicable to large industries.

6. Special Provision for Industry Experts or Persons from an Unorganised Sector

Industry experts or persons from an unorganised sector may be considered for empanelment **if recommended by a recognized academic institution** participating in the Internship Kerala Programme.

Such recommendations shall be supported by:

- **Justification for relevance of the internship:** A clear explanation of how the proposed internship aligns with the program's objectives and the student's field of study, demonstrating its practical significance.

- **Academic value and learning outcomes:** A detailed outline of the knowledge, skills, and competencies students are expected to gain from the internship, ensuring it contributes meaningfully to their academic development.
- **Assurance of mentorship and supervision:** A commitment from the Industrial expert to provide structured guidance, mentorship, and supervision to students throughout the internship period, ensuring a high-quality learning experience.

Final approval in such cases shall be subject to review and approval by the competent authority or coordinating agency.

Internship Charges

All firms onboarded on the Internship Kerala Portal shall offer a specified number of internships free of cost. In instances where demand exceeds the available free internship positions, firms may expand the intake of interns under a self-sustaining model, subject to the maintenance of prescribed quality standards, adequate infrastructure, and meaningful skill training outcomes.

Under the self-sustaining model, any charges collected shall be utilized exclusively to meet expenses related to facilities, utilities, consumables, training support, and other essential operational requirements. Such arrangements shall be transparent, with the fee structure and related terms clearly communicated in advance.

Students and institutions who are interested and willing to bear the cost of self-sustained internship programmes may opt for such opportunities through the Internship Kerala Portal.

.In cases where charges are levied, the concerned companies shall strictly adhere to the following maximum permissible limits:

- Priority shall be given to firms and industries that offer **free internships** or meet the cost of training through their **CSR funds** or other institutional support mechanisms.
- In unavoidable circumstances, organizations may charge only the **actual cost of consumables, utilities, essential training-related expenses, and refreshments** (if

provided) incurred specifically for hosting interns. All such components shall be reasonable, itemized, and transparently disclosed in advance.

- For FYUGP internships of **120 hours or up to 20 days**, the total permissible charges under the above heads shall **not exceed ₹5,000 per student**.
- If the internship involves specialized tools, licensed software, advanced equipment, or other high-cost inputs requiring charges beyond the prescribed ceiling, the proposal shall be placed before a duly constituted Committee for scrutiny and prior approval.
- Additional training days or optional certification beyond the mandatory FYUGP requirement may attract a nominal fee, subject to a cap of **₹50 per hour** of relevant additional training.
- In all cases where any fee is proposed, such internships shall be permitted **only if they demonstrate substantial relevance and measurable skill enhancement aligned with the student's academic programme, employability, and future placement prospects**. Only internships with clear academic and career value shall be allowed to levy charges.
- No extra fee should be charged to students other than the approved internship fee. All payments must be made only through the official payment portal. The industry must not accept any cash payments from students.

RESPONSIBILITIES OF EMPANELLED ORGANIZATIONS

All empanelled organizations shall:

1. **Register the students exclusively through the Internship Kerala Portal:** All student registrations for internships must be conducted solely through the Internship Kerala Portal. This means that no student should be enrolled or added directly through the individual portals, websites, or internal systems of the organizations offering the internships.

- 2. Provide a safe, professional, and conducive learning environment for students:**
Ensure that the internship setting promotes learning, fosters professional growth, and adheres to safety and workplace standards appropriate for student interns.
- 3. Designate qualified mentors to guide interns during the internship period:**
Assign personnel with sufficient industry experience who can offer structured guidance, monitor progress, and provide constructive feedback throughout the internship.
- 4. Clearly define internship roles, learning outcomes, and duration:** Establish clear expectations for each intern, specifying their responsibilities, the skills and knowledge they are expected to acquire, and the total duration of the internship.
- 5. Ensure that interns are not engaged in hazardous or exploitative activities:**
Guarantee that all tasks assigned to interns are safe, lawful, and aligned with learning objectives, preventing exposure to any harmful or inappropriate work.
- 6. Adhere to the guidelines, monitoring mechanisms, and reporting requirements prescribed under the Internship Kerala Programme:** Follow all prescribed protocols, maintain necessary documentation, and provide timely reports as required for program oversight and evaluation.
- 7. Cooperate with the coordinating agency and academic institutions for monitoring and evaluation:** Actively engage with the program's coordinating bodies and participating academic institutions to facilitate performance assessments, feedback collection, and overall program review.

RIGHT OF APPROVAL AND REJECTION

KELTRON/Higher Education Council reserves the right to:

- Approve or reject any application for empanelment without assigning reasons
- Conduct verification or due diligence as deemed necessary
- Suspend or cancel empanelment in case of non-compliance or misrepresentation

VALIDITY OF EMPANELMENT

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Empanelment shall remain valid for the period specified at the time of approval, subject to satisfactory performance and compliance with program guidelines. Renewal or continuation shall be based on performance review and adherence to norms.

FINAL AUTHORITY

The decision of the KELTRON/Higher Education Council shall be final and binding in all matters related to empanelment under the Internship Kerala Programme.

CONCLUSION

The empanelment framework under the Internship Kerala Programme is designed to ensure meaningful, safe, and high-quality internship opportunities for students through active collaboration with industry and other participating organizations. By establishing transparent eligibility criteria, defined responsibilities, and robust monitoring mechanisms, the programme aims to strengthen industry–academia partnerships while enhancing students’ employability and practical skills. All empanelled organizations are expected to uphold the standards and objectives of the programme, thereby contributing to a structured, outcome-oriented internship ecosystem that benefits students, academic institutions, and industry alike.

Part III

Guidelines for Designing Internships in Government Offices and Local Administration

(For FYUGP Students – Kerala Internship Portal)

1. Introduction

Under the Four-Year Undergraduate Programme (FYUGP), internship is a mandatory curricular component designed to connect academic learning with practical exposure. In order to meaningfully engage students with public systems and governance structures, and to create structured, effective, and free internship opportunities, these guidelines are issued for adoption by Government Departments, District Offices, Local Self-Government Institutions (LSGIs), Public Sector Undertakings, and Cooperative Sector Institutions.

The purpose of these guidelines is to support departments in designing well-defined internship engagements that benefit both students and institutions. Each Government and Local Government Office may adopt these guidelines and issue necessary administrative orders to welcome eligible FYUGP students as interns through the Kerala Internship Portal.

2. Objectives of the Internship Programme

The internship programme in Government Offices and Local Administration shall aim to provide students with first-hand exposure to governance, public administration, and service delivery systems. It shall help students understand policy implementation, institutional processes, budgeting, planning, data systems, and citizen interface mechanisms. The programme is also intended to develop civic responsibility, ethical awareness, administrative sensitivity, and problem-solving skills among students, while enabling departments to benefit from academic inputs such as data analysis, documentation, research assistance, and digital support.

3. Structure and Administrative Framework

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The internship shall be structured, time-bound, and aligned with FYUGP credit requirements. The duration shall be as prescribed by the respective university regulations. The internship shall be free of cost to students. Departments may, at their discretion, provide working space and basic facilities.

Each office hosting interns shall designate a Nodal Officer or Supervising Officer responsible for assigning tasks, ensuring meaningful engagement, monitoring attendance, and certifying completion. The internship shall be educational in nature and shall not substitute regular employment or contractual staff responsibilities.

4. Model Areas of Engagement in Government Departments and Public Institutions

The following model areas of engagement are indicative in nature. Departments may adapt them based on their mandate and operational requirements.

4.1 Revenue, District Administration and Disaster Management

In Revenue and District Administration offices, interns may be engaged in documentation and digitisation of land and revenue records, assistance in e-governance initiatives, compilation of public grievance data, and support in service delivery tracking. During disaster management activities, interns may assist in preparedness documentation, awareness campaigns, field data collection, vulnerability mapping, and compilation of relief distribution records. Such exposure will enable students to understand grassroots governance and crisis management systems.

4.2 Local Self-Government Institutions (Panchayats, Municipalities, Corporations)

In Panchayats, Municipalities, and Corporations, students may participate in local planning processes, assist in data entry and analysis related to development schemes, document participatory budgeting processes, and support social audit mechanisms. Engagement may include preparation of awareness materials for sanitation, waste management, water conservation, and health initiatives. Interns may also assist in GIS-based mapping, demographic data compilation, and documentation of best practices in local governance.

4.3 Finance, Planning and Economics Departments

In Finance, Planning, and Statistics Departments, interns may assist in budget analysis, expenditure tracking, scheme evaluation, preparation of analytical reports, and statistical data compilation. Students from economics, commerce, statistics, and data science backgrounds may contribute to data validation, preparation of briefing notes, and policy analysis summaries, thereby gaining insight into macro- and micro-level planning frameworks.

4.4 Education Department and Allied Educational Offices

In educational administrative offices, interns may support academic data management, digital archiving, examination data processing, documentation of innovative educational practices, and ICT-based initiatives. They may assist in analysing enrolment trends, preparing awareness materials, and documenting implementation of government schemes in schools and higher education institutions.

4.5 Health, Public Health and Family Welfare

In Health and Public Health Departments, students may assist in awareness campaigns, community-level surveys, health programme documentation, digitisation of records, and data analysis related to public health indicators. Interns may also contribute to IEC (Information, Education, Communication) material preparation and documentation of best practices in primary healthcare delivery.

4.6 Social Justice, Women and Child Development, and Welfare Departments

In welfare-oriented departments, interns may support beneficiary data verification, assist in documentation of social security schemes, conduct field visits, prepare case studies, and assist in impact assessment exercises. Students may also engage in community outreach initiatives and documentation of rehabilitation and empowerment programmes.

4.7 Agriculture, Animal Husbandry, Fisheries and Rural Development

Interns in these departments may assist in field surveys, farmer database management, scheme monitoring, documentation of sustainable practices, and preparation of awareness materials related to crop insurance, organic farming, and allied activities. Students from

environmental science, life sciences, and social sciences may contribute to project documentation, baseline surveys, and evaluation studies.

4.8 Industries, MSME and Entrepreneurship Development

In Industries and MSME Departments, interns may assist in data compilation on small enterprises, documentation of industrial clusters, preparation of promotional materials, and support for entrepreneurship development programmes. Students may also contribute to research on ease of doing business initiatives and digital transformation of services.

4.9 Information Technology and e-Governance

In IT Departments and e-Governance agencies, interns may engage in software documentation, user support analysis, digital workflow documentation, content development for portals, and data management tasks. Students from computer science and IT disciplines may assist in testing applications, preparing user manuals, and analysing system efficiency.

4.10 Cooperative Sector Institutions

In Cooperative Banks, Cooperative Societies, and Cooperative Federations, interns may assist in documentation of cooperative governance practices, data management, financial record analysis, member outreach programmes, and digitisation initiatives. Students from commerce, economics, and management disciplines may support financial inclusion activities, documentation of loan schemes, and analysis of cooperative performance indicators. Exposure to the cooperative sector will help students understand democratic management structures and community-based economic models.

4.11 Public Sector Undertakings and Boards

Interns may assist in documentation, sustainability reporting, customer feedback analysis, CSR documentation, and process mapping within public enterprises and statutory boards. They may also contribute to research-based assignments and digital record management.

5. Ethical Standards and Confidentiality

Interns shall strictly adhere to confidentiality norms and shall not disclose official data or internal documents without prior permission. Departments shall provide orientation on service rules, workplace ethics, data privacy, and professional conduct. Students shall maintain discipline, punctuality, and integrity throughout the internship period.

6. Certification and Academic Credit

Upon satisfactory completion, the hosting office shall issue a certificate indicating duration, nature of engagement, and performance remarks. The respective Higher Education Institution shall evaluate the internship report and award academic credits as per FYUGP regulations.

7. Monitoring and Facilitation

The internship opportunities shall be coordinated through the Kerala Internship Portal to ensure transparency, accessibility, and monitoring. KSHEC may periodically review the implementation and collect feedback from departments and institutions to improve the framework.

9. Operational Framework and Role of Government Offices in Internship Facilitation

For the effective implementation of internships under FYUGP through the Kerala Internship Portal, each Government Department, District Office, Local Self-Government Institution, Public Sector Undertaking, and Cooperative Sector Institution shall play a structured and facilitative role.

Each office may identify suitable functional areas where student interns can be meaningfully engaged without disrupting normal administrative work. Based on internal assessment, the office may specify the proposed areas of internship engagement with a brief description of the nature of activities to be assigned. The office shall also indicate the maximum number of interns that can be accommodated at a time, ensuring that mentoring and supervision remain effective and manageable.

Departments may nominate a Nodal Officer to coordinate the internship activities. In addition, each office may submit to KSHEC a list of officers who are willing and interested to

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act as Student Mentors for a period of 15 to 20 days during the internship cycle. These mentor officers shall guide students, assign structured tasks, monitor attendance and engagement, and provide performance feedback at the end of the internship.

The consolidated information from each department—including proposed internship areas, mentor officers, intake capacity, and nodal officer details—shall be formally communicated to KSHEC. KSHEC will upload these approved internship opportunities on the Kerala Internship Portal to ensure transparency and accessibility.

Students will be able to view available internship vacancies and apply through the portal. Each designated Nodal Officer shall be provided with secure login credentials to access applications, review student details, approve suitable candidates, and confirm internship schedules. The portal-based approval mechanism will ensure streamlined coordination between Government Offices and Higher Education Institutions.

Through this structured operational framework, Government Offices can participate in the internship programme in a systematic manner while maintaining administrative efficiency. This mechanism will also ensure proper mentoring, accountability, and documentation of internship engagement across departments.

8. Conclusion

The integration of structured internships within Government Departments, Local Administration, Public Sector Institutions, and the Cooperative Sector will significantly strengthen experiential learning under FYUGP. By adopting these guidelines and issuing appropriate administrative arrangements, Government and Local Government Offices can play a vital role in nurturing socially responsible, skilled, and governance-aware graduates while benefiting from academic engagement and youthful participation in public systems.

Summary

This report presents a comprehensive framework for the implementation of internships under the Four-Year Undergraduate Programme (FYUGP) in Kerala, with the objective of strengthening experiential learning, employability, research aptitude, innovation, and industry–academia collaboration. The guidelines have been prepared in alignment with the higher education reforms in Kerala and the UGC Guidelines for Internship/Research Internship for Undergraduate Students (2023).

The report is organised into three major parts. The first part provides academic and administrative guidelines for the design, execution, supervision, monitoring, evaluation, and credit integration of internships under FYUGP. It outlines the objectives, categories, duration, credit framework, institutional responsibilities, research internships, digital internships, mentoring mechanisms, and evaluation processes necessary for meaningful internship implementation.

The second part presents the general guidelines for empanelment of industries, organisations, institutions, research centres, startups, and agencies through the Internship Kerala Portal. It defines eligibility criteria, institutional responsibilities, quality assurance mechanisms, internship charges, and operational procedures for creating a transparent and statewide internship ecosystem connecting Higher Education Institutions with industries and professional organisations.

The third part focuses on structured internship opportunities within Government Departments, Local Self Government Institutions, Public Sector Undertakings, cooperative institutions, and public administration systems. It provides model engagement areas, operational frameworks, ethical guidelines, mentoring systems, and portal-based coordination mechanisms to facilitate meaningful student engagement with governance and public service systems.

Overall, the report envisions the development of a robust, inclusive, academically rigorous, and professionally meaningful internship ecosystem capable of integrating academic learning with industry exposure, governance systems, research engagement, and societal

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needs, thereby contributing significantly to the transformation of higher education in Kerala.

