SANT GADGE BABA AMRAVATI UNIVERSITY GAZETTE

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PART- ONE

(Extra Ordinary)

Wednesday, the 24th December, 2025

DIRECTION

No. 138/2025 Date :- 24/12/2025

Subject: Implementation of Apprenticeship Embedded Degree Programme AEDP by the Universities /Institutions in all the Faculties of the University, Direction, 2025.

Whereas, the letter received from the Assistant Director of Training, Board of Apprenticeship Training (W.R.) Mumbai bearing No. BOAT WR/GSM/580 dated 10th September, 2020 along with the Guidelines of U.G.C. New Delhi dated 22.04.2025 regarding Implementation of Apprenticeship Embedded Degree Programme by the Universities/ Institutions from the Academic Year 2025-2026 was submitted before the meeting of the Academic Council held on 15/07/2025 vide Proposal No. 04, Item by the Chair,

AND

Whereas, Academic Council in its meeting held on 15/07/2025 vide Item by the Chair has considered and accepted the letter as mentioned above and the Council resolved to empower the Hon'ble Vice-Chancellor to constitute a committee,

AND

Whereas, the committee already constituted by the Hon'ble Vice-Chancellor regarding Implementation of Apprenticeship Embedded Degree Programme by the Universities / Institutions has prepared and submitted the draft scheme regarding the guidelines and General Framework for the Under-graduate degrees in all the faculties of U.G.C. approved non-professional courses with Embedded Apprenticeship of the University in its meetings held on 14/10/2025 & 19/11/2025 and recommended the same to the Academic Council to be implemented from the Academic Session 2025-2026 onwards,

AND

Whereas, the said recommendations of the Committee were approved by Hon'ble Vice-Chancellor under section 12(7) of the Maharashtra Public University Act, 2016 on behalf of all the four Faculties of the University on 08/12/2025,

AND

Whereas, Academic council has accepted and approved the recommendations of the Committee of its meeting held on 09/12/2025 vide Item No. 111 regarding the Draft Regulation for the operational procedure to offer Apprenticeship Embedded Degree Programme for the Under-graduate degrees of non-professional Courses by the Universities / Institutions regarding implementation of Apprenticeship Embedded Degree Programme by the Universities / Institutions to be implemented from the Academic Year 2025-2026 onwards.

AND

Whereas, the provisions of draft ordinance/ Regulation are to be regulated by framing an Ordinance/ Regulation,

AND

Whereas, making of an Ordinance / Regulation is a time-consuming process,

Now, therefore, I, Dr. Milind A. Barhate, Vice-Chancellor of Sant Gadge Baba Amravati University, Amravati in exercise of the powers conferred upon me under Sub-Section 8 of section 12 of the Maharashtra Public Universities Act, 2016, do hereby direct as under:

1. This Direction will be called 'Direction for Implementation of Apprenticeship Embedded Degree Programme (AEDP) by the Universities / Institutions in all the faculties of the University, Direction, 2025.'
2. This Direction will come into force from the date of issuance of this direction.
3. AEDP 2025 scheme will be applicable for all the non-professional Under Graduate U.G.C. approved Courses.
4. The entire procedure for implementation of AEDP shall be as per Annexure – AEDP appended with the Direction.

Sd/-
(Dr. Milind A. Barhate)
Vice-Chancellor
Sant Gadge Baba Amravati University

Date : 24/12/2025.

Annexture – AEDP

Short Title and commencement:

1. This Direction may be called "Implementation of Apprenticeship Embedded Degree Programme (AEDP) by the Universities / Institutions in all the Faculties of the University", Direction, 2025.

2. This Direction shall come into force with effect from the date of its issuance from the Academic session 2025-2026 & onwards.

3. The provisions for the procedure to be adopted for the Scheme of Apprenticeship Embedded Degree Programme (AEDP) by the Universities/ Institutions to be implemented from the Academic Year 2025- 2026.

4. **Definitions:**
In these directions, unless the context otherwise requires the terms are defined as follows-

I. Apprenticeship Embedded Degree Programme (AEDP): AEDP means a programme enabling a student admitted to an undergraduate programme of the Higher Educational Institution, recognized as per the UGC Act,1956, to pursue apprenticeship training as an integrated component of the degree programme in compliance with these guidelines.

II. Apprenticeship Rules: The Apprenticeship Rules means the rules stated in Apprenticeship rules 2019 and the provisions of Apprenticeship Rules, as amended from time to time.

III. Apprenticeship Training: Apprenticeship Training means training in an industry or establishment under a contract of apprenticeship, which consists of a basic training component and on-the-job training (OJT)/practical training at the workplace implemented as per the Apprentices Act of 1961 and its amendment from time to time.

IV. BOAT means Board of Apprenticeship Training & BOPT means Board of Practical Training

V. Establishment: Establishment means the establishment mentioned in the clauses 2(g), 2(h) and 2(i) of Apprenticeship Act 1961 and its amendments from time to time.

VI. Higher Educational Institution (HEI): means Universities/Colleges/Institutions included under section 2(f) of UGC Act, 1956, Deemed to be Universities under section 3 of the UGC Act, 1956, Institutions funded by Central or State Governments and empowered to award degrees.

VII. Industry: Industry means any industry or business in which any trade, occupation or subject field in engineering or non engineering or technology or any vocational course may be specified as a designated trade or optional trade or both as per clause 2(k) of Apprenticeship Act 1961 and its modifications from time to time.

VIII. National Credit Framework (NCrF): NCrF means the Framework, notified by UGC, encompassing elementary, school, higher and vocational education & training, integrating learning on all dimensions, i.e. academics, vocational skills and experiential learning, including relevant experience and proficiency/ professional levels acquired.

IX. National Apprenticeship Training Scheme (NATS): The National Apprenticeship Training Scheme means the flagship programme of the Government of India for Skilling Indian Youth in Trade disciplines. The National Apprenticeship Training Scheme under the provisions of the Apprentices Act, 1961 offers Graduate, Diploma students, and Vocational certificate holders practical, hands-on, On-the-Job-Training (OJT) based skilling opportunities with a duration ranging from 6 months to 1 year.

X. National Apprenticeship Promotion Scheme (NAPS): NAPS means the scheme of the Government of India aimed at promoting apprenticeship training in the country by providing partial stipend support to the apprentices, undertaking capacity building of the apprenticeship ecosystem, and providing advocacy assistance to stakeholders.

(5) OBJECTIVES:

i. To enhance the employability of students pursuing Undergraduate level degree programmes.

ii. To focus on outcome-based learning in all degree programmes to achieve graduate attributes and desired proficiency levels.

iii. To promote active linkage between higher educational institutions and industries/establishments, non-commercial and commercial enterprises / organizations.

iv. To bridge the skill gap in the industries by actively participating in effectively implementing AEDP in partnership with higher educational institutions and/or Board of Apprenticeship Training (BOATs)/ Board of Practical Training (BOPT).

(6) SCOPE / APPLICABILITY:

The HEI shall have an Apprenticeship Cell with an overall role of a facilitator and counsellor for apprenticeship related activities. Apprenticeship embedded Degree Programme will benefit all stake holders of higher education.

For students / learners:

- Enhanced Employability
- Clear Career Pathways
- Flexibility and Mobility
- Increased Earning Potential

For Industry and Employers:

- Access to Skilled Workforce
- Improved Productivity and Quality
- Reduced Skill Gaps
- Reliable Benchmarks for Hiring
- Industry-Responsive Training

For the Education and Training System:

- Integration of Vocational and General Education
- Outcome-Based Experiential Learning
- Curriculum Alignment
- Promoting Industry-Academia linkages.
- Improving Institution's credibility and in brand building.
- Improving the teaching learning process and exploring experiential learning.
- Functioning of the placement cell.

i. The Degree Apprenticeship Guidelines are guided by the fundamental tenets of Apprenticeship as enshrined in the Apprentices Act, 1961, i.e., the training is managed through a contract of Apprenticeship, payment of minimum prescribed stipend to the Apprentice and adherence to the provisions of the Act.

ii. All Undergraduate (UG) Degree programmes in the disciplines offered by the HEIs, as specified by the UGC under section 22 (3) of the UGC Act, 1956, are eligible to embed apprenticeship into the degree program, subject to the provisions of section 7 of these Guidelines. Section 22 (3) of the UGC Act, 1956 states, “degree” means any such degree as may, with the previous approval of the Central Government, be specified in this behalf by the Commission by notification in the official Gazette.”

iii. An apprenticeship embedded degree programme shall be treated at par with the regular UG degree programmes specified by the UGC under section 22 (3) of the UGC Act, 1956, for all purposes, including further education and recruitment.

iv. Students graduating from the three years AEDP shall be eligible to take admission in the fourth year of UG degree programme or Master’s/Ph.D. programme of concerned discipline / course / subject to fulfilment of eligibility criteria.

7. Eligibility to offer AEDP:

a) HEI: Any Higher Educational Institution may offer an AEDP which fulfils the following condition:
Having ranked in the top 200 in the University category of the National Institutional Ranking Framework (NIRF) in the latest NIRF rankings.

OR

Having a valid minimum grade of A (Score 3.01 and above) by the National Assessment and Accreditation Council (NAAC).

OR

Having a valid basic accreditation by the National Assessment and Accreditation Council (NAAC) and complying with the criteria specified by the Commission from time to time.
Any HEI which fulfills any one of the above eligibility condition may offer AEDP.

b) Industry: As defined in these guidelines.

8. METHODOLOGY FOR IMPLEMENTATION:

i)The Board of Deans of HEIs shall be the main body for development, implementation, and monitoring of AEDP.

The Board of Deans shall actively involve representatives of concerned Establishments/Industry in the process of identification and understanding of reciprocal needs of Establishment/Industry as well as Academia, curriculum design and delivery.

ii) Pro-Vice Chancellor and Director of Incubation, Linkages shall develop a strong mechanism for establishing collaboration between university authorities, Industries Department, representatives of industries, Skill development department, Business houses, other establishments, Sector Skill Councils, BOAT (Board of Apprentice Training), NATS (National Apprentice Training Scheme) etc.,

iii) HEIs shall identify the sector wise Establishments/ Industries in their jurisdiction which are predominant and have the potentials and capabilities to actively associate themselves with the HEIs for running AEDP and offer employment to the students of AEDP.
iv) HEIs shall organize professional round table discussions/seminars of different stakeholders to assess the requirements and identify the types of AEDP to be offered, evolve the strategies and suitable mechanisms for structured association of Establishments/Industries for AEDP.

9. Milestones
The programme will be monitored on following broad milestones:
1) Workshop with all concerned Industries/Establishment/Business Houses.
2) Identification of Course requirements, formulation of curriculum, courses designing in collaboration with Industries/Establishment/Business Houses.
3) Workshop with Students/Parents Association
4) Submission of Online application of students on the portal of BOAT, NATS, skill development department etc.
5) Appointment of Mentors
6) Registration of students and initiation of stipend mechanism
7) Online progress monitoring system
8) Reports submission by universities

10. Application Procedure:
The affiliated colleges shall submit the application to the university for Concurrence as per the process given below:
i. The relevant authority of the university shall confirm the concurrence to the received information/details and approve the application with the relevant provisions of the AEDP direction.
ii. The eligible affiliated colleges can offer AEDP only after the receipt of the concurrence from the university.
iii. The eligible interested colleges shall be required to submit the application along with duly certified following documents, to get the concurrence from the university as per the direction.
(1) Evidence of the compliance with the eligibility criteria status as per criterion 7(a) of this direction.
(2) The names and other details of UG degree programme(s) in which the applicant college/Institute wish to embed the apprenticeship and to offer Apprenticeship-embedded Degree Programme(s).
(3) MoU with the Partnering industry/establishment. MoU based on registration on NATS portal, as applicable.
(4) Apprenticeship plan
(5) Evidence of establishment of Internship cell as per university regulation no.08/2025 dated 09/06/2025
(6) Details of number of seats earmarked for each AEDP.

The eligible interested college shall submit an application minimum six months prior to proposed start of AEDP to the Board of Dean of the university.

11. IMPLEMENTATION:

i. The HEIs shall offer the AEDP in compliance with this direction.

ii. The HEIs may plan the number of seats for apprenticeship based on the facilities and infrastructure available and the formal agreement with the industry/establishment. The Higher Educational institutes may earmark the number of seats from the total sanction intake (not more than 50% of the sanction intake) for apprenticeship training as per the facility and infrastructure available.

iii. The AEDP will not require any separate nomenclature. However, the mark sheets/transcripts should mention the credits earned through apprenticeship training and the industry/establishment where the apprenticeship training was undertaken.

iv. The HEIs may convert their already running programmes into the AEDP and take admission accordingly.

v. All the norms/rules applicable to admission in regular UG programmes shall also apply to AEDP.

vi. The students' apprenticeship training/Internship/ On-the-Job-Training (OJT) shall be undertaken at the workplace in the identified discipline/trade.
Embedding apprenticeship will offer a kind of traineeship which shall not be undertaken within the university/college academic establishment but at the premises of the workplace to get work-based learning in an identified discipline/trade.

vii. The area of the apprenticeship programme shall be aligned with the domain of the degree programme.

viii, The HEIs shall have full flexibility to schedule apprenticeships within the programme duration, as per the best fit of the industry/establishment and itself.

ix, However, the apprenticeship shall not be undertaken in the first semester of the AEDP, whereas the last semester of the three years AEDP shall be dedicated to apprenticeship. For multi entry multi exit (MEME) programme, HEI may offer apprenticeship in even semesters (Semesters 2 and/or4 and/or 6 and/or 8) of the programme.

x. The spells of apprenticeship shall be scheduled either continuously or at intervals depending upon the requirement and practicality of the discipline concerned. The spell should be of at least one complete semester at a stretch.

xi, The HEIs shall have a formal agreement with discipline specific industry/establishment to provide OJT under AEDP. In case multiple establishments are involved, then, separate agreements are required to be made.

12. TRIPARTITE AGREEMENT

To enter a Degree Apprenticeship engagement, it shall be mandatory to have a tripartite agreement between the recognized HEI, industry/establishment and the student (apprentice/learner).
The agreement shall clearly specify the roles and responsibilities of all three parties.

13. ROLE OF STAKEHOLDERS IN IMPLEMENTATION OF THE AEDP

A. BOATs/ BOPT

a. To be the focal point in driving the apprenticeship as per the tripartite contract, as applicable.
b. To enable ties between HEI and industry/establishment.
c. To ensure adherence to the guidelines related to stipend, training and other mandated compliances, as applicable

B. HEI

a. The academic institution shall take necessary approval from its concerned statutory bodies of the University for offering AEDP. The HEIs may convert their already running programmes into the AEDP and take admission accordingly.
All the norms/rules applicable to admission in regular UG programmes shall also apply to AEDP.
b. Signing of MoU/Agreement/Letter of industry/establishment.
c. Preparation of an Apprenticeship Plan in collaboration with the industry/establishment.
d. Creating the curriculum along with industry/establishment and getting it approved from concerned statutory bodies of the University before the launch of the AEDP.
e. Implementation of theoretical/classroom learning components of the AEDP.
f. Ensuring the availability of relevant infrastructure and faculty with requisite industry/establishment experience, including Professor of Practice, to deliver AEDP.
g. Assessment.
h. Taking all necessary steps for awarding the AEDP qualification.
i. Credits uploading on the ABC portal.
j. Do all the necessary activities required to improve the quality of AEDP.
k. In the event of a default by the Industry, the HEI should consider either moving the students to the conventional programme or to an alternate industry, as per the choice of the students.

C. INDUSTRY/ ESTABLISHMENT

a. Signing of MoU/Agreement/Letter of Confirmation with the HEI(s).
b. Preparation of an Apprenticeship Plan in collaboration with the HEI.
c. Onboarding the student trainee.
d. Co-creating curriculum along with the HEI(s).
e. Delivery and assessment of apprenticeship learning. plan
f. Adherence to the guidelines under the AEDP related to the stipend, training and overall outcomes intended for the programme.
g. To comply with the provisions related to health and safety, compensation for injury and hours of work, leave and holidays, as per the provisions of the ‘Apprentices Act, 1961’ and ‘Apprenticeship Rules,1992’, as amended from time to time

h. To provide the Apprentice with the training as per the approved programme in accordance with the contract and within the overall provisions of the Act.

i. To pay stipend as prescribed by the Government, usually on completion of every month through bank transfer, at the latest by the 10th of the following month.

D. STUDENT/LEARNER/APPRENTICE

a. Submit the training report in the prescribed format.

b. To complete apprenticeship and academic learning as per the curriculum.

c. To take up the required assessment.

d. To maintain decorum and discipline during the training as per industry/establishment norms during the apprenticeship period.

e. The apprenticeship contract shall terminate at the expiry of the apprenticeship training period.

f. The Apprentice shall ensure that no simultaneous contracts are signed with different industries/establishments.

g. The format of Tri partite agreement is appended as ……

xv. AEDP Learning Outcomes/Graduate Attributes for both academic and apprenticeship components shall be defined with the desired attainment levels. The HEIs shall design an appropriate curriculum in consultation with the industry/establishment and shall get concurrence for the same from the Board of Deans of the university before the launch of the AEDP.

xvi. Such curriculum/ courses may be aligned to the National Higher Education Qualifications Framework (NHEQF) or National Skill Qualification Framework (NSQF).

xvi. The HEI shall also ensure an appropriate assessment strategy for evaluating the defined learning outcomes of the apprenticeship programme, ensuring adherence with the broad learning outcomes as per the National Higher Education Qualifications Framework (NHEQF) or NSQF, as the case may be.

14. The Provisions for procedure of the Scheme of AEDP

(A) General Provisions of the Scheme:

1. Any Under-graduate degree programme student in the faculty of Science & technology (Science group), Commerce & Management, Humanities and Interdisciplinary Studies of the university is eligible to embed apprenticeship in to the degree programme.

2. An apprenticeship embedded degree programme shall be treated at par with the Under-graduate degree programmes.

3. Students graduating from the Apprenticeship Embedded Degree Programme shall be eligible to take admission in the Master's programme in the specific subject in which they have earned their Under-graduate degree (i.e. Bachelor Degree) as well as in subject(s) for which they have taken at least 24 credits in the core subjects as a part of their undergraduate programme). 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. Embedding Apprenticeship 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 (Experiential Learning) in identified discipline / trade.

5. The eligible college who wishes to embed apprenticeship in existing programme of the institution will apply to the university for the concurrence in the prescribed format as appended in **Appendix B** along with the application fees of Rs.5000/- per programme,

6. The Higher Educational institutes offering AEDP shall have a prior Memorandum of Understanding (MoU) with discipline specific commercial and non-commercial organizations or enterprises, offices, industry, Sector Skill Councils etc. for providing apprenticeship before introducing the apprenticeship/internship embedded degree programme. However, if MOU is already signed by the university with such organization or enterprise then there is no need to sign separate MOU with the same organization or enterprise for the affiliated eligible interested college. In such case(s), the college will prefer its application through B.O.D. of the university to the concerned organization / enterprise before six months of starting of AEDP. The copy of this application will be attached as evidence of MOU while applying to the university for obtaining the concurrence.

7. **Duration of the Scheme: AEDP DURATION**

The spells of apprenticeship shall be scheduled either continuously or at intervals depending upon the requirement and practicality of the discipline concerned. The spell should be of at least one complete semester at a stretch.

Sr. No.	Programme	Permissible Apprenticeship Embedding	
		Minimum	Maximum
1	UG – 3 years	1 Semester .	3 Semesters
2	UG - 4 years	2 Semesters	4 Semesters

The apprenticeship shall not be undertaken in the first semester of the AEDP, whereas the last semester of the AEDP shall be dedicated to apprenticeship.

Note:

1. The total duration of the programme shall not be altered.
2. The apprenticeship spell shall be for at least one whole semester.
3. The permissible apprenticeship embedded duration shall only be for the apprenticeship training.

8. Any UG degree programme mentioned in 14 A(1) will have an option to embed in lieu of sixth semester or as per the model suggested by collaborating entity for apprenticeship as part of the degree programme without altering the total duration of the programme subject to the provisions of this direction.

9. The period and details of apprenticeship training shall be decided on the basis of individual requirements of course concerned.

10. The spells of apprenticeship shall be scheduled continuously during the sixth semester or as per the model suggested by collaborating entity provided that the credits suggested by the collaborating entity will be equivalent to the total credits prescribed by the University for the sixth semester of the concerned U.G. programme.

(B) Multi Entry Multi Exit

Based on the National Credit Framework (NCrF), provision for Multiple Entry-Multiple Exit should be enabled by the HEIs.

Undergraduate AEDP of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:

1. **UG certificate** after completing 1 year (2 semesters) of study in the chosen fields of study with OJT/Internship/ apprenticeship in II semester.
2. **UG diploma** after 2 years (4 semesters) of study with OJT/ Internship/apprenticeship in II or IV Or in II and IV semester(s).

3 **Bachelor's degree** after a 3-year (6 semesters) programme of study with apprenticeship in sixth semester.

4 **4-year bachelor's degree (honours)** after eight semesters programme of study.

If the student completes a rigorous research project in their major area(s) of study in the 4th year of a **bachelor's degree (honours with research).**

(C) CREDIT MECHANISM

i) As per the NCrF, 30 hours of Training will correspond to 1 Credit. Accordingly, a one-year apprenticeship training shall correspond to 40 credits (which shall be considered equivalent to 1,200 hours of learning). Similarly, a 6-month apprenticeship training shall correspond to 20 credits (equivalent to 600 hours).

ii)The credit assignment to an apprenticeship embedded qualification is subject to the assessment of the apprentice's qualifications as per the pre-defined learning outcomes. The actual hours spent in the industry shall be in accordance with the provisions of the Apprenticeship Rules as amended from time to time, whereas for the calculation of credits, the mechanism at point (i) above shall be applicable.

iii)Credits of apprenticeship programme shall be included in the total credits of the entire degree programme.

(D) Curriculum and Credit Framework

- One Hour per week for Theory Course: 1 Credit
- Two Hours per week for Practicum/Lab/Practical Course: 1 Credit
- Credits per Semester:20 to 22
- Credits per Year: 40 to 44
- Total Credits Offered for AEDP Three Years UG Programme: 120 to 132
- Total Credits Offered for AEDP Four Years UG Programme: 160 to176

The total credits assigned to a particular degree programme shall continue to follow for AEDP.
Credits for apprenticeship training are equivalent to total credits assigned for sixth semester of that programme under National Education Policy-2020 (NEP) Guidelines.

The Higher Educational institutes in consultation with the collaborating entity may evolve its own mechanism to give academic credits for the apprenticeship undergone as part of the programme.

15. STIPEND

i) The HEI will have an option of offering AEDP either through registration on the NATS portal or directly in partnership with the industry/establishment. Based on the option, the stipend will be paid as per the relevant rules/guidelines.

ii) Offering of the AEDP directly in partnership with the industry/establishment: The stipend will be paid by the industry/establishment as per the Apprentices Act, 1961 & Apprenticeship Rules, 1992.

iii) Offering of the AEDP through registration on the NATS portal: Stipend will be paid by the government as applicable and as per the agreement signed for the apprenticeship purpose with the BOAT/BOPT.

16. PREPARATION OF APPRENTICESHIP PLAN:

An apprenticeship plan has to be developed by the HEIs in collaboration with the industry/establishment. The BOATs/BOPT may also be involved in the development of the plan for onboarding on the National Apprenticeship Training Scheme (NATS) portal.
The HEIs may also use the services of industry/establishment associations/Sector Skill Councils (SSCs)/other Awarding bodies as recognized by the Commission to develop and manage the apprenticeship plan.
The apprenticeship plan should broadly incorporate the following:
a. Work/Training description in detail
b. Duration of the apprenticeship training: clearly defined in months as per the trade requirements
c. Training Syllabus: Comprehensive curriculum covering Academic component/theoretical practical/Apprenticeship schedule aspects
d. Facilities/Infrastructure/Faculty: Facilities for on-the-job and classroom training and adequacy. Also, the availability of the faculty/experts including the Professor of Practice, as applicable
e. Credit Mechanism as per the NCrF
f. Detailed action plan including minimum attendance required
g. Expected learning outcomes/ graduate attributes
h. Assessment/Evaluation Methodology and Certification:
1. Regular evaluations, assessments and certification upon successful completion.
2. Compliance with Legal Requirements: Adherence to the Apprentices Act, 1961 and related rules, as amended from time to time.
3. Mechanism to monitor the progress of the apprentice during the apprenticeship period with explicitly defined processes with timelines.

17. ASSESSMENT METHODOLOGY OF APPRENTICESHIP COMPONENT OF THE AEDP

The assessment shall be aimed at assessing the skills/ proficiency of the Apprentice in a work setting as part of the apprenticeship component.
The assessment of apprentices shall be done, provided the students concerned have maintained a satisfactory level of attendance during the apprenticeship period.
The HEI concerned shall prescribe the minimum attendance of the apprenticeship in the industry/establishment.
The HEI shall have the flexibility to structure the assessment of the apprenticeship component in partnership with the industry/establishment.
The training of the students/apprentices shall be evaluated and the weightage of various components of the assessment shall be mutually decided between the HEI and the establishment as per the following:
A. Evaluation by industry/establishment (min 25% weightage).
B. Evaluation by faculty mentor based on the on-site visit(s) (min 25% weightage).
C. Evaluation through project/seminar presentation/Viva-Voce at the HEI (Proportionally).

Note: The evaluation weightage to the industry/establishment, faculty and HEI should be explicitly mentioned in the apprenticeship plan. The evaluation weightage to an individual entity shall not be more than 50%. However, for a specialized apprenticeship type, the evaluation weightage for industry/establishment may be 70%. For such cases, due justification needs to be submitted by the HEI while uploading information/details/documents and should be implemented as approved by the Standing Committee.

A. Evaluation by industry/establishment (Indicative but not limited to):
The industry/establishment shall assess the candidates based on the following parameters – attendance, discipline and punctuality, skills, application of skills, comprehension and observation, professional ethics, safety and environmental consciousness, communication skills, supervisory skills and general conduct during the period.

B. Evaluation by faculty mentor (Indicative but not limited to): The HEI shall depute one faculty member to mentor and evaluate at least 20-30 students undertaking apprenticeship training. Such mentors will monitor, guide, and counsel the students as and when required. The mentorship mechanism should be detailed in the apprenticeship plan.

C. Evaluation through project work/ seminar presentation/viva-voce at the HEI (Indicative but not limited to): The student will either submit a project report or give a seminar/presentation based on his training report before an expert committee to be constituted by the concerned department as per the norms of the HEI.

The evaluation shall be based on the following criteria:

- Quality of content/project report presented
- Effectiveness of presentation
- Depth of knowledge and skills
- The delivery of the project outcome, wherever applicable
- Apprenticeship Report
- Attendance records, daily diary, departmental reports

Note:

1. The marks provided by the industry/establishment and the institute shall be averaged to decide the student's final grade.
2. The overall credits assignment and the issue of certificates for the apprenticeship qualification shall be the responsibility of the HEI concerned in collaboration with the industry/ establishment.
3. Evaluation of apprenticeship shall be done jointly by Higher Educational institutes and the collaborating entity or Sector Skill Councils where the apprenticeship is proposed to be imparted.
4. The collaborating entity shall submit the score sheet to the Higher Educational institute on completion of apprenticeship in the performance-cum-evaluation sheet. The Performance- cum-Evaluation Sheet is appended herewith by **Appendix – A** of this direction.
5. The students must pass the apprenticeship course. Reappearance for failed/uncompleted apprenticeship training is mandatory.
6. The marks/credits secured by the student in apprenticeship course will be reflected in the semester and/ or final grade sheet.

18. Selection Procedure:

I, Higher Educational institutes will make the students aware about the programme along with its merits to motivate them to opt for apprenticeship embedded Degree Programme and elicit their interest in participation either during Induction Programme or any suitable occasion after admission.

II, The Higher Educational institute shall through the notice invite intention of the students to offer Apprenticeship embedded Degree Programme during the First Semester preferably in the month of October.

III, The Higher Educational institute shall conduct the entrance test for short listing the students. If number of interested students is more, the number of students shortlisted may be thrice the total number of apprenticeship available.

IV, For final selection an interview shall be conducted under the chairmanship of the Principal of HEI or Head of the University department, as applicable and one coordinator apprenticeship cell, concern faculty and the expert from collaborating entity as its member.

V, List of the selected and finally joining Apprenticeship embedded Degree Programme candidates shall be sent to the Director, Board of Examination & Evaluation of the University before the commencement of University Second Semester examination. Those candidates who will join the AEDP shall only be considered for evaluation.

19. Learning Outcomes Base Curriculum Framework (LOCF):

i)HEIs shall design the credit base structures of Degree programmes under AEDP, detailing the learning outcomes, desired skills, assessment and evaluation mechanisms, graduate attributes etc. in alignment with National Credit Framework (NCrF).

- Higher Educational institutes offering AEDP should develop and maintain domain specific Learning Outcomes for the Apprenticeship course.
- Apprenticeship learning outcomes will focus on knowledge and abilities that prepare students for potential employment. This will enable students to demonstrate workforce professional abilities within the required domain of their chosen subject.

B) Expected graduate attributes at different levels on NHEQF

Graduate attributes include learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts and generic learning outcomes that graduates of all programmes of study should acquire and demonstrate Graduate attributes.

Type of learning outcomes	The Learning Outcomes Descriptors
Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning	Graduates should be able to demonstrate the acquisition of: **Comprehensive knowledge** and coherent understanding of the chosen disciplinary / interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning. **Practical, professional, and procedural knowledge** required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization. **skills** in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical-skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning. capacity to extrapolate from what has been learnt, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.
Generic learning outcomes	**Complex problem-solving**: The graduates should be able to demonstrate the capability to: • solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations. **Critical thinking:** The graduates should be able to demonstrate the capability to: • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence, • identify relevant assumptions or implications; and formulate coherent arguments, • identify logical flaws and holes in the arguments of others, • analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples. **Creativity:** The graduates should be able to demonstrate the ability to: • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions, • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts, • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence. **Communication Skills**: The graduates should be able to demonstrate the skills that enable them to: • listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, • convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:
• evaluate the reliability and relevance of evidence;
• identify logical flaws in the arguments of others;
• analyze and synthesize data from a variety of sources;
• draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:
• work effectively and respectfully with diverse teams,
• facilitate cooperative or coordinated effort on the part of a group,
• act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:
• mapping out the tasks of a team or an organization and setting direction.

• formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.
• using management skills to guide people to the right destination.

'Learning how to learn' skills: The graduates should be able to demonstrate the ability to:
• acquire new knowledge and skills, including 'learning how to learn' skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,
• work independently, identify appropriate resources required for further learning, • acquire organizational skills and time management to set self-defined goals and targets with timelines.
• inculcate a healthy attitude to be a lifelong learner,

Digital and technological skills: The graduates should be able to demonstrate the capability to:
• use ICT in a variety of learning and work situations,
• access, evaluate, and use a variety of relevant information sources,
• use appropriate software for analysis of data.

Multicultural competence and inclusive spirit: The graduates should be able to demonstrate:

• the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity,

• capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups,

• capability to lead a diverse team to accomplish common group tasks and goals

• gender sensitivity and adopt gender-neutral approach, as also empathy to the less advantaged and the differently-abled including those with learning disabilities.

Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:
• embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,
• practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,
• formulate a position/argument about an ethical issue from multiple perspectives
• identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,
• recognize environmental and sustainability issues, and participate in actions to promote sustainable development.
• adopt objective, unbiased, and truthful actions in all aspects of work,
• instill integrity and identify ethical issues related to work, and follow ethical practices

Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:
• apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification,
• work independently, identify appropriate resources required for a project, and manage a project through to completion,
• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.

Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:
• mitigating the effects of environmental degradation, climate change, and pollution,
• effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society

Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.

20. Qualification descriptors for Three years AEDP:

The students who complete three years of full-time study of an undergraduate program of study will be awarded a Bachelor's Degree.

Some of the expected learning outcomes that a student should be able to demonstrate on completion of a three years AEDP include the following

(i) a fundamental/systematic or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects;

(ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study

(iii)skills in areas related to one's specialization and current developments in the academic field of study.

(i) Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;

(ii) Communication skills (Verbal, nonverbal, digital);

(iii) Meet one's own learning needs and pursue lifelong learning.

(iv) Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyze problems and issues and solve complex problems with well-defined solutions.

(v) Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

21.Qualification descriptors for a four years Bachelor's Degree with honours:

(i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of study;

(ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service;

(iii) skills in areas related to one's specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.

(iv) comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to the chosen disciplinary areas (s) and field of study, and techniques and skills required for identifying problems and issues relating to the disciplinary area and field of study.

(v) skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;

(vi) Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study

(vii) Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study;

(viii) Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.

(ix) Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyze problems and issues and seek solutions to real-life problems.

(x) Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

22. POST TRAINING TRACKING

HEIs are expected to track the outcomes of the pass-outs from such programmes for a period of at least 1 year after the completion of the programme to assess the employment and education pathways pursued by such candidates and contribute to the further development of AEDP.

The Board of Deans of HEIs shall be the main body for post tracking and monitoring of AEDP.

18. Special Recommendations:-

1. It is also recommended that the University may go for Memorandum of Understanding (MoUs) for different Sector Skill Council for embedding the relevant qualification pack courses along with apprenticeship suitably fit for the programmes like Science, Commerce, Arts (Faculty of Humanities) & Faculty of Inter-disciplinary Studies.
2. The Higher Educational institute desiring to opt for apprenticeship embedded Degree Programme shall establish apprenticeship embedded Degree Programme cell under the Students Development Cell of the Higher Educational institutes and shall nominate one coordinator to coordinate & monitor the activities of the cell.
3. The design of AEDP shall meet the broad guidelines regarding credit distribution as directed by the State Government through GRs dated 20/4/2023, 16/05/2023, 4/7/2023, 03/08/2023, 13/3/2024,. The total credits per semester shall be in the range of 20-22. The total credits per vertical (Major, minor, OE (Open Elective) /GE (Generic Elective), VSE (Vocal Skill Education)/SEC (Skill Enhancement Courses), AEC (Ability Enhancement Courses)/ VEC (Value Education Courses), CC (Co-curricular Courses)/ OJT (On Job Training) /Internship/Apprenticeship) for the academic program to be earned shall be within the overall credit bands/ranges as directed by the State Government through GRs as stated above
4. With the objective understanding and interpretation of these verticals and the requirements of learning outcomes of AEDP, the vertical /horizontal flexible movement/ prushtha 5 paiki 3 shasan paripartrak kramank: NEP-2024/ E 1086382/ vishi-3 dated 22/04/2025 realignment of credits in the semesters during the total tenure shall be suitably made by HEIS.
5. There shall be multidisciplinary courses in the vertical for OE (Open Elective) /GE (Generic Elective).

22. LOCF for Level 4.5 (Certificate) of AEDP.

Descriptors for qualifications at levels 4.5 on the NHEQF

Element of the Descriptor	**NHEQF level descriptors relating to undergraduate certificate**
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • knowledge of facts, concepts, principles, theories, and processes in broad multidisciplinary learning contexts within the chosen fields of learning in broad multidisciplinary learning, • understanding of the linkages between the learning areas within and across the chosen fields of study, • procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning.
General, technical and professional skills required to perform and accomplish task	The graduates should be able to demonstrate the acquisition of: a range of cognitive and technical skills required for accomplishing assigned tasks relating to the chosen fields of learning in the context of broad multidisciplinary contexts. • cognitive skills required to identify, analyze and synthesize information from a range of sources. • cognitive and technical skills required for selecting and using relevant methods, tools, and materials to assess the appropriateness of approaches to solving problems associated with the chosen fields of learning.

Application of knowledge and skills	The graduates should be able to demonstrate the ability to: • apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems relating to the chosen fields of learning.
Generic learning outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, read texts related to the chosen fields of study analytically, and present information in a clear and concise manner to different groups/audiences. • express thoughts and ideas effectively in writing and orally and present the results/findings of the experiments carried out in a clear and concise manner to different groups. The graduates should be able to demonstrate the ability to: • meet one's own learning needs relating to the chosen fields of learning. • pursue self-directed and self-managed learning to upgrade the knowledge and skills required for a higher level of education and training. The graduates should be able to demonstrate the ability to: • gather and interpret relevant quantitative and qualitative data to identify problems, • critically evaluate principles and theories associated with the chosen fields of learning. The graduates should be able to demonstrate the ability to: • make judgment and take decisions, based on analysis of data and evidence, for formulating responses to issues/problems associated with the chosen fields of learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.
Constitutional, humanistic, Ethical and moral values	The graduates should be able to demonstrate the willingness to: • practice constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real-life situations, • put forward convincing arguments to respond to the ethical and moral issues associated with the chosen fields of learning.
Employability and job ready skills, and entrepreneurship skills and capabilities/ qualities and mindset	The graduates should be able to demonstrate the acquisition of: knowledge and a basket of essential skills, required to perform effectively in a defined job relating to the chosen fields of study, ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take some responsibility for group work and output

Credit Framework for Under Graduate (UG) Certificate Level (AEDP)
Level / Difficulty: 4.5 / 100

- **Exit Option:** After earning minimum 44 Credits from Semester I and II cumulatively, if the student prefers to opt for Exit Option,

UG Certificate shall be awarded in **AEDP** in which apprenticeship is done by the student.

NHEQF Qualification specifications

Undergraduate Certificate The certificate (in a field of learning or a disciplinary area) qualifies students who can apply technical and theoretical concepts and specialized knowledge and skills in a broad range of contexts to undertake skilled or paraprofessional work and/to pursue further study/learning at higher levels.

OR

Student may opt to continue further for Level 5.

Credit Framework for Under Graduate (UG) Diploma Level (AEDP)

Learning outcomes descriptors for qualifications at level 5 on the NHEQF

An Undergraduate Diploma is awarded to students who have demonstrated the achievement of the outcomes located at level 5 on the NHEQF.

Descriptors for qualifications at levels 5 on the NHEQF

Element of the Descriptor	**NHEQF level descriptors**
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • theoretical and technical knowledge in broad multidisciplinary contexts within the chosen fields of learning, • deeper knowledge and understanding of one of the learning areas and its underlying principles and theories, • procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning.
Skills required to perform and Accomplish the task	The graduates should be able to demonstrate the acquisition of: • cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning, • cognitive and technical skills required to analyze and synthesize ideas and information from a range of sources and act on information to generate solutions to specific problems associated with the chosen fields of learning
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: • apply the acquired specialized or theoretical knowledge, and a range of cognitive and practical skills to gather quantitative and qualitative data, • select and apply basic methods, tools, materials, and information to formulate solutions to problems related to the chosen field(s) of learning.
Generic learning outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, read texts related to the chosen fields of learning analytically, and present complex information in a clear and concise manner to different groups/audiences, • communicate in writing and orally the information, arguments, and results of the experiments and studies conducted accurately and effectively to specialist and non-specialist audiences. • meet one's own learning needs relating to the chosen field(s) of learning, work/vocation, and an area of professional practice, • pursue self-paced and self-directed learning to upgrade knowledge and skills required for pursuing a higher level of education and training.

	• critically evaluate the essential theories, policies, and practices by following a scientific approach to knowledge development. • make judgement and take decision, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with the chosen fields of learning, taking responsibility for the nature and quality of outputs.
Constitutional, humanistic, humanistic, ethical and moral values	The graduates should demonstrate the willingness and ability to: • embrace the constitutional, humanistic, ethical, and moral values, practice these values in life, and take a position regarding these values, • formulate arguments in support of actions to address issues relating the ethical and moral issues relating to the chosen fields of learning including environmental and sustainable development issues, from multiple perspectives.
Employability and job ready skills, entrepreneurship skills and capabilities/qualities and mindset	The graduates should be able to demonstrate the acquisition of knowledge and essential skill sets that are necessary to: • take up job/employment relating to the chosen fields of study or professional practice requiring the exercise of full personal responsibility for the completion of tasks and for the outputs of own work, and full responsibility for the group task/ work as a member of the group/team. • exercise self-management within the guidelines of study and work contexts. • supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

Credit Framework for Under Graduate (UG) Diploma Level (AEDP)

Level / Difficulty: 5.0 / 200

- **Exit Option**: After earning minimum 88 Credits from Semester I, II, III and IV cumulatively, if the student prefers to opt for Exit Option,

UG Diploma shall be awarded in **AEDP** in which the apprenticeship is done by the student.

NHEQF Qualification specifications:

Undergraduate Diploma	The diploma (in a field of learning or a disciplinary area) qualifies students who can apply specialized knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and/or to pursue further learning/study at higher levels.

OR

Student may opt to continue further with Level 5.5

Descriptors for qualifications at levels 5.5 on the NHEQF

Element of the descriptors	NHEQF level descriptors
Knowledge and Understanding	The graduates should be able to demonstrate the acquisition of: • comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning. • knowledge of the current and emerging issues and developments within the chosen field(s) of learning. • procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.

General, technical and professional skills required to perform and accomplish tasks.	The graduates should be able to demonstrate the acquisition of • cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning. • cognitive and technical skills required to evaluate and analyze complex ideas. • cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: • apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/qualitative data to assess the appropriateness of different approaches to solving problems, • employ the right approach to generate solutions to problems related to the chosen fields of learning.
Generic learning Outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences • communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning, • make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audiences. • meet one's own learning needs relating to the chosen field(s) of learning, • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of the workplace and pursue higher level of education and training. • critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence. • make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems, • exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.
Constitutional, humanistic, ethical, and moral values	The graduates should be able to demonstrate the willingness and ability to: • Embrace constitutional, humanistic, ethical, and moral values and practice these values in life. • identify ethical issues related to the chosen fields of study, • formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives. • follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset	The graduates should be able to demonstrate the acquisition of: • knowledge and essential skills set and competence that are necessary to take up a professional job relating to the chosen field of learnings and professional practice, • entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs of own work, and full responsibility for the output of the group, • the ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environments.

Level / Difficulty: 5.5 / 300

- **Exit Option**: After earning minimum 132 Credits from Semester I, II, III, IV, V and VI cumulatively, if the student prefers to opt for Exit Option,

UG Degree shall be awarded in **AEDP** in which the apprenticeship is done by the student.

OR

The student may opt for Level 6.0, fourth year of UG or PG degree programme.

NHEQF Qualification specifications

Bachelor's degree: The bachelor's degree qualifies students who can apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learnings.

Credit accumulation and redemption

The AEDP facilitate multiple entry, multiple exit, and re-entry options for students at the undergraduate levels. It would facilitate credit accumulation through the facility created by the Academic Bank of Credit (ABC) scheme in the "Academic Bank Account" opened by students across the country to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible (HEIs). The ABC allows for credit redemption through the process of commuting the accrued credits in the Academic Bank Account maintained in the ABC for the purpose of fulfilling the credits requirements for the award of Certificate/Diploma/ Degree by the authorized HEIs such as the universities or the autonomous colleges. However, the validity of credits earned and kept in the Academic Credit Account will be to a maximum period of seven years or as specified by the ABC for different disciplinary or fields of learning to allow the redemption of credits after the date of earning such credits. After seven years, re-entry into a programme of study will be based on the validation of prior learning outcomes. Lateral entry into the programme of study at a particular NHEQF level will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or through learning and training in the workplace or in the community, through continuing professional development activities, or through independent/self-directed/self-managed learning activities.