

# AICTE Guidelines for Apprenticeship Embedded Degree/Diploma Programme (AEDP)



**All India Council for Technical Education**  
**Department of Higher Education**  
**Government of India**



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Chairman



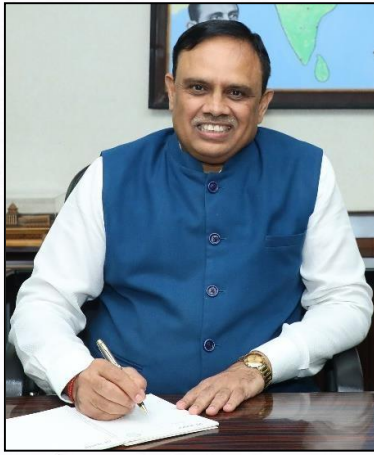
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## FOREWORD



The potential for apprenticeships in India is significant and continues to grow, driven by several factors like Demographic dividend, Government's initiatives, Industry participation and alignment with education system.

Technical industries such as information technology (IT), automotive, power, manufacturing and construction are at the forefront of innovation and technological advancements and offers abundant opportunities for apprenticeships. Apprenticeships in these sectors expose individuals to cutting-edge technologies and practices, preparing them for careers in rapidly evolving industries.

AICTE's guidelines for Apprenticeship Embedded Degree/Diploma Programme (AEDP) for AICTE approved institutions will allow students to gain valuable skills, experience, and qualifications that are highly valued in the job market.

These guidelines provide flexible regulatory framework for promoting degree/diploma apprenticeships and addresses the issues like progression into higher qualifications, responsibilities of stakeholders for ensuring quality apprenticeship training, support of government/ industry organisations in enhancing industry-institution collaboration and streamlining regulatory processes

Still, there are various roadblocks to successful implementation of this initiative such as creating awareness about apprenticeships, enhancing Industry Academia collaborations, improving the quality of the training and monitoring and feedback mechanism to ensure lawful implementation of these guidelines. Therefore, AICTE is planning a series of awareness and capacity building programmes for all stakeholders for effective implementation of this initiative.

Overall, apprenticeships have the potential to play a crucial role in India's journey towards becoming a skilled workforce hub, driving economic growth, innovation, and social development and this initiative will augment the dream of Hon'ble Prime Minister of India to transform India into Skilling Capital of the world.

I urge upon all AICTE approved institutions to come forward and take measures to introduce Apprenticeship embedded Degree/ Diploma Programme and be part of this nation building initiative.

  
(Prof. T G Sitharam)

## CONSTITUTION OF COMMITTEE

The Ministry of Education has constituted a committee for framing guidelines on Apprenticeship Embedded Degree/ Diploma Programme for Technical education vide F.No. 16-3/2020-TS.VII dated 06 June 2023.

F.No.16-3/2020-TS.VII  
Government of India  
Ministry of Education  
Department of Higher Education

Shastri Bhawan, New Delhi  
Dated: 06<sup>th</sup> June, 2023

### ORDER

Subject: Constitution of a Committee for framing guidelines on “Apprenticeship Embedded Degree Programme (AEDP) for Technical Education” - regarding.

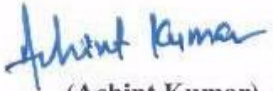
The guideline on “Apprenticeship/Internship Embedded Degree Programs” have been issued by University Grants Commission in August, 2020. A need has been felt for framing guidelines on “Apprenticeship Embedded Degree Programme for Technical Education” as per the in National Education Policy, 2020, “National Credit Framework” (issued in April, 2023 by UGC) & “Curriculum and Credit Framework for Undergraduate Programmes” (issued on 07.12.2022 by UGC).

2. Accordingly, the following Committee is constituted for framing the guidelines on “Apprenticeship Embedded Degree Programme for Technical Education”:-

Prof. T G Sitharam, Chairman – All India Council For Technical Education (AICTE)	Chairman
Prof. Prem Kumar Kalra, Director, Dayalbagh Educational Institute, Agra	Member
Dr. Manju Singh, Joint Secretary, University Grants Commission (UGC)	Member
Representative of National Council for Vocational Education and Training (NCVET)	Member
Dr. Neetu Bhagat, Deputy Director, AICTE	Convener

The Chairman of the Committee may co-opt one or two experts as members of the Committee.

3. The Committee shall endeavor submit the draft guidelines to this Ministry within 02 months from the date of issue of this order.



(Achint Kumar)

Under Secretary to the Govt. of India  
Tel: 011-23070425

To,

- Prof. T G Sitharam, Chairman, AICTE.
- Prof. Prem Kumar Kalra, Director, DEI, Dayalbagh, Agra-282005
- Dr. Manju Singh, Joint Secretary, UGC
- Dr. Nirmaljeet Singh Kalsi, Chairman, NCVET: *With a request to nominate representative of NCVET in the Committee.*
- Dr. Neetu Bhagat, Deputy Director, AICTE: *With a request to liaise with NCVET for nomination.*

Copy to:

PS to Education Minister/PSO to Secretary, Higher Education/Sr. PPS to JS (TE)/PS to Director (T)

## **EXECUTIVE SUMMARY**

In the backdrop of the National Education Policy 2020, there is a concerted effort by the Government to bring harmony and synergy between the various initiatives related to on-the-job training (OJT) for better employability and education outcomes. To bring commonality of purpose and actualize the intent of application-based learning envisaged in the National Education Policy 2020, the draft guidelines for Degree/Diploma Apprenticeship are proposed by AICTE.

These guidelines will be applicable to all academic institutions recognized by AICTE. The academic institutions would have full flexibility to design and structure the program based on pedagogical and industry/sector specific needs, subject to adhering the guidelines issued by the AICTE and approval of respective Universities/State Board of Technical Education and necessary amendments to the byelaws of the university to accommodate the Degree Apprenticeship degree program along with the assessment criteria.

HEIs in consultation with Industry/Industry Associations/Commercial/Non-Commercial/ Government / Non-Government organisation/Offices would design the course in a way consistent with AICTE guidelines.

Academic Institutions/Establishments would have the flexibility to co-opt stipend funding support under Government Apprenticeship promotion schemes including NAPS, NATS, (or those announced from time to time) if they align with the guidelines of these schemes in their program design.

In cases where Government support is taken for payment of stipend (schemes like NAPS, NATS, or those introduced from time to time) the respective scheme guidelines would apply for electronic payment of stipend, Direct Benefit Transfer (DBT) and usage of designated Payment Gateway.

All stakeholders in the Degree embedded Apprenticeship courses are expected to promote offtake of Apprentices to saturate the 15% upper ceiling of the total workforce in establishments within a financial year as prescribed under Apprenticeship Rules 2019.

## 1. INTRODUCTION

According to a survey by NASSCOM in 2019, India produces 15 lakh engineering graduates every year, but only 2.5 lakh of them succeed in getting jobs in the core engineering industry. In another survey by Aspiring Minds, 80 percent of Indian engineers were unemployed in 2019.

The major reason for employability challenges is that many graduates are not skilled enough to work in the engineering sector after completing their graduation.

Due to insufficient practical knowledge and industry exposure, fresh graduates have no other option than working in non-technical fields.

On the other hand, 92% of Indian universities believe that degree apprenticeship yields better results and is more beneficial for the students as compared to regular degrees in order to meet the demands of the 21st century workplace (Future of Apprenticeship in India report by TeamLease EDTECH, March 2022). To make students industry-ready, degree apprenticeships combine learning and on-the-job training, with the potential to earn while one learns. As per the evaluation studies conducted by NITI Aayog also, 79% of the apprentices got employment after the successful completion of one year of apprenticeship training.

The benefit of such a programme to the industry, students and institutions are:

Benefits to industry	Benefits to students	Benefits to institutions
<ul style="list-style-type: none"> <li>• Availability of ready to contribute candidates for employment</li> <li>• Perennial supply of highly motivated pre-professionals</li> <li>• Students bring new perspectives to problem solving</li> <li>• Visibility of the organization is increased on campus</li> <li>• Quality candidate's availability for temporary or seasonal positions and projects</li> <li>• Freedom for industrial staff to pursue more creative projects</li> </ul>	<ul style="list-style-type: none"> <li>• An opportunity to get hired by the industry/ organization</li> <li>• Practical experience in an organizational setting</li> <li>• Excellent opportunity to see how the theoretical aspects learned into the practical world</li> <li>• Helps them decide if the industry and the profession is the best career option to pursue</li> <li>• Opportunity to learn new skills and supplement knowledge</li> <li>• Opportunity to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Build relations with industry</li> <li>• Makes the placement process easier</li> <li>• Improve institutional credibility and branding</li> <li>• Helps in retention of the students</li> <li>• Curriculum revision can be made based on feedback from industry/students</li> <li>• Improvement in teaching/learning process</li> </ul>

<ul style="list-style-type: none"> <li>• Availability of flexible, cost-effective work force not requiring a long-term employer commitment</li> <li>• Proven, cost-effective way to recruit and evaluate potential employees</li> <li>• Enhancement of employer’s image in the community by contributing to the educational enterprise</li> </ul>	<p>communication and teamwork skills</p> <ul style="list-style-type: none"> <li>• Opportunity to learn strategies like time management, multi-tasking etc. in an industrial setup</li> <li>• Opportunity to meet new people and learn networking skills</li> <li>• Makes a valuable addition to their resume</li> <li>• Enhances their candidacy for higher education</li> <li>• Creating network and social circle and developing relationships with industry people</li> <li>• Provides opportunity to evaluate the organization before committing to a full-time position</li> </ul>	
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Table 1 Benefits of Apprenticeship Embedded Degree/Diploma Programmes

Till 2019, there was no provision for extending benefits of apprenticeship training to the students pursuing degree/diploma. However, due to certain amendments to the Apprenticeship Rules in 2019, ‘Degree Apprentice’ was introduced as “an apprentice undergoing a course in order that he may hold a degree granted by any recognized institution or university and undergoing apprenticeship training as an integrated component of the curricula”.

In July 2020, the University Grants Commission (UGC) issued ‘Guidelines for Higher Education Institutions to offer Apprenticeship/Internship Embedded Degree Programme’ enabling Higher Education Institutions (HEIs) to embed Apprenticeship in general degree programs.

In the year 2020, The National Education Policy 2020 suggested that different models of vocational education, and apprenticeships will be experimented by higher education institutions to promote vocational Education.

National Credit Framework (NCrF) provided the scope of creditisation for Apprenticeships as “the total learning hours under apprenticeship can be creditised, subject to assessment/ evaluation of the same. NCrF also recommended that Academic Bank of Credit (ABC) shall also be expanded for credits earned through apprenticeships, internships, project work etc.

Thereafter, Apprenticeship Embedded Degree/Diploma Programme was announced in Union Budget 2020-21 to improve employability of students. Accordingly, AICTE has communicated to its approved institutions regarding introduction of Apprentice Embedded Degree/Diploma Programme for AICTE approved course.

Further, Ministry of Skill Development and Entrepreneurship, constituted a committee to examine various issues related to Skill University OM dated F.No. MSDE (DGT)-19/9/) 2022 and task related to Formulation and Notification of Comprehensive Guidelines for Degree Apprenticeship was also handed over to the committee.

The committee in its first meeting held on August 2, 2023 decided that "UGC, AICTE and NCVET in collaboration with MSDE/ MoE and other stakeholders to formulate the work apprenticeship embedded programs w.r.t. NHEQF/ NSQF based courses/ qualifications and issue in their respective domains".

Accordingly, the Ministry of Education has constituted a committee for framing guidelines on Apprenticeship Embedded Degree/ Diploma Programme for Technical education vide F.No. 16-3/2020-TS.VII dated 06 June 2023 (Copy attached). The constitution of Committee is as follows:

Sr. No.	Name, Designation & Other Details of the Experts	Remarks
01	Prof. T.G. Sitharam Chairman, AICTE	Chairman
02	Prof. Prem Kumar Kalra Director, Dayalbagh Educational Institute, Agra, UP	Member
03	Dr. Manju Singh Joint Secretary, UGC	Member
04	Representative, NCVET	Member
05	CEO, IT-ITes Sector Skill Council	Member
06	Prof. Rakesh Sharma Ex. Vice Chancellor, Graphic Era, Dehradun, Uttarakhand	Member
07	Dr. Neetu Bhagat Dy. Director, AICTE	Convener

After various meetings of the committee and incorporating suggestions from the committee members, the final Draft Guidelines on Apprenticeship Embedded Degree/Diploma Programme (AEDP) for AICTE approved institutions are as follows:

## 2. DEFINITIONS

In these guidelines, unless the context otherwise requires –

- 2.1. Apprenticeship Embedded Degree/ Diploma Programme (AEDP): Programme enabling a student admitted to Degree/ Diploma programme of an Institute approved by AICTE to pursue apprenticeship training as an integrated component of the degree/ Diploma programme.
- 2.2. Apprenticeship Training: 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.

- 2.3.** BOAT (Board of Apprenticeship Training) & BOPT (Board of Practical Training): The Regional Boards of Apprenticeship/Practical Training set up by the Government of India at Chennai, Kanpur, Mumbai, and Kolkata as “Autonomous Bodies” to implement the national scheme of apprenticeship training in their respective regions.
- 2.4.** National Credit Framework (NCrF): Framework, notified by UGC in April 2023, 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.
- 2.5.** National Apprenticeship Training Scheme (NATS): National Apprenticeship Training Scheme is one of the flagship programmes 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 practical, hands-on, On-the-Job-Training (OJT) based skilling opportunities with a duration ranging from 6 months to 1 year.
- 2.6.** National Apprenticeship Promotion Scheme (NAPS): 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.

### **3. OBJECTIVES**

- 3.1.** To enhance the employability avenues of the student through work integrated degree/ diploma programme.
- 3.2.** To focus on outcome-based learning in all degree/diploma programmes to achieve graduate attributes and desired proficiency levels.
- 3.3.** To promote active linkage between the higher educational institutions with industries.
- 3.4.** To bridge the skill gap in the industry through their active participation in creating and executing AEDP in partnership with institutes and BOATs/ BOPT.

### **4. SCOPE/APPLICABILITY**

- 4.1.** The Degree/ Diploma Apprenticeship Guidelines are guided by the fundamental tenets of Apprenticeship as enshrined in the Apprentices Act 1961, i.e., the training being managed through a contract of Apprenticeship, payment of minimum prescribed stipend to the Apprentice and adherence to the provisions of the Act.
- 4.2.** All Degree/ Diploma programmes approved by AICTE are eligible for embedded apprenticeship.
- 4.3.** An apprenticeship embedded Degree/ Diploma programme shall be treated at par with the regular Degree/Diploma programmes for all purposes including further education and recruitments.
- 4.4.** The AICTE approved institutions including university affiliated institutions and deemed universities would implement the AEDP in a way consistent with

these guidelines in consultation with industry/establishment/industry associations.

- 4.5.** The apprenticeship training as approved by the industry/establishment shall be undertaken at the workplace (real or virtual) /office/establishment premises for imparting On-the-Job-Training (OJT) to the apprentices in the identified discipline/trade.
- 4.6.** The AICTE approved institutions shall have a formal arrangement/ agreement with discipline specific commercial and non-commercial organizations or enterprises, offices, industry, etc. for providing OJT under AEDP. In case multiple establishments are involved, then separate arrangements/ agreements may be made.
- 4.7.** The AICTE approved institutions may plan the number of seats for apprenticeship training as per the formal arrangement between the industry/establishment and the institute within the approved intake granted by AICTE.
- 4.8.** The courses will not require any separate nomenclature. However, the mark sheets should mention the credits earned during apprenticeship training.
- 4.9.** The institutions may convert their already approved courses into the embedded degree/diploma programme and take admissions according to the intake approved by AICTE.
- 4.10.** Provision for Multiple Entry- Multiple Exit may also be created by the institution based on NCrF.

## **5. STIPEND**

- 5.1.** The minimum stipend rates for apprenticeship would be in line with those prescribed in the Apprenticeship Rules from time to time and no upper limit is prescribed.
- 5.2.** Academic Institutions/Establishments would have the flexibility to co-opt stipend funding support under Government Apprenticeship promotion schemes, (currently the National Apprenticeship Training Scheme) wherein half of the stipend is being contributed by the Government of India subject to a matching contribution by the industry/establishment.
- 5.3.** However, academic institutions/establishments would have the flexibility to run this programme in non-government funded mode as well wherein only the establishment/industry shall be bound to pay stipend to the student.

## **6. DURATION**

- 6.1.** Any degree/ diploma programme will have an option to embed apprenticeship as part of the degree/diploma programme without altering the total duration of the programme. A minimum of 2 semesters for degree and 1 semester for diploma, out of 8 semesters have to be dedicated to Apprenticeship. The maximum duration of the apprenticeship shall be as per the decision taken by the Institute /University subject of a maximum of 4 semesters for UG and maximum 3 semester for Diploma.

6.2. The apprenticeship shall be scheduled either continuously or at intervals depending upon the requirement and practicality of the discipline concerned.

6.3. The permissible Apprenticeship Embedded duration shall be for the Apprenticeship only.

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

## 7. CREDIT MECHANISM

7.1. The total credits assigned to a particular degree/diploma programme shall continue to follow the AICTE Model Curriculum for degree/ diploma programme or the Curriculum already approved by the Regulatory University for regular Degree/ Diploma Programmes.

7.2. As per the National Credit Framework, 30 hours Training corresponds to 1 Credit. Apprenticeship training of a duration of 1 year (1,200 hours), therefore, would correspond to 40 credits and a 6 month (600 Hours) apprenticeship shall correspond to 20 credits.

## 8. APPRENTICESHIP PLAN

An apprenticeship plan has to be developed by the industry/establishment in collaboration with the concerned institute. BoATs/BoPT may also be involved in the development of the plan for on boarding on NATS portal. The Institute may also use the services of industry associations/ Sector Skill Councils (SSCs)/ NSDC/ others to develop and manage the Apprenticeship plan and for large scale adoption of AEDPs at their respective institutions. The apprenticeship plan should incorporate the following:

- 8.1. Job description
- 8.2. Detailed action plan including minimum attendance required
- 8.3. Academic component and Apprenticeship schedule
- 8.4. Expected learning outcomes/ graduate attributes
- 8.5. Monitoring Mechanism
- 8.6. Assessment Methodology

## 9. EVALUATION OF APPRENTICESHIP

Evaluation and assessment of apprentices shall be done, provided the candidates concerned have maintained a satisfactory level of attendance during the apprenticeship period. The minimum attendance of the apprenticeship in the industry/establishment shall be prescribed by the HEI concerned. The training of the students/apprentices will be evaluated in three stages:

- 9.1. Evaluation by industry (Optional)

**9.2. Evaluation by faculty mentor on the basis of site visit(s) (Optional)**

**9.3. Evaluation through seminar presentation/Viva-Voce at the institute**

The marks provided by the industry and the institute shall be averaged to decide the final grade of the student.

### **9.1. Evaluation by industry**

The industry shall assess the candidates based on the following parameters – attendance, discipline and punctuality, familiarity of tools and material, engineering skills, application of knowledge and problem-solving skills, comprehension and observation, professional ethics, safety and environmental consciousness, communication skills, supervisory skills and general conduct during the period.

### **9.2. Evaluation by faculty mentor**

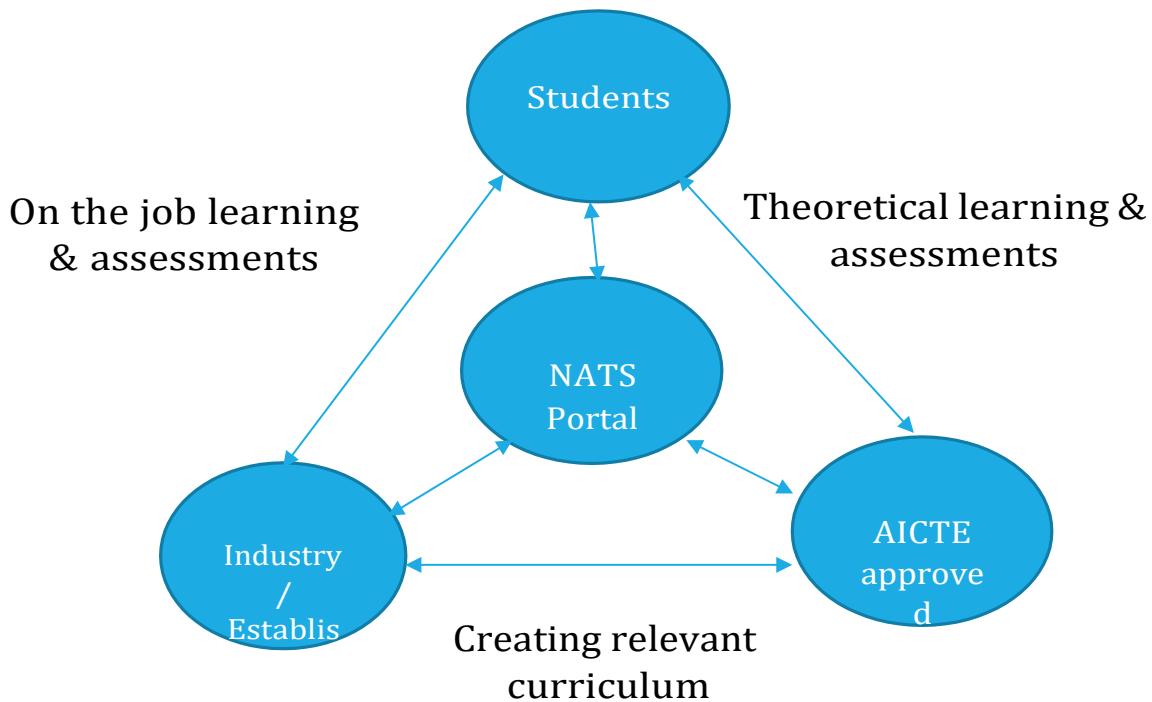
The institute will depute one faculty member for mentoring at least 20-30 students undertaking apprenticeship training. Such mentors will monitor, guide and provide counselling to the students as and when required. Faculty mentor of the institute(s) may make a surprise visit to the internship/apprenticeship site to check the student's presence physically.

### **9.3. Evaluation through seminar presentation/Viva-Voce at the institute**

The student will give a seminar based on his training report, before an expert committee constituted by the concerned department as per norms of the institute. The evaluation will be based on the following criteria:

- 9.3.1. Quality of content presented
- 9.3.2. Proper planning for presentation
- 9.3.3. Effectiveness of presentation
- 9.3.4. Depth of knowledge and skills
- 9.3.5. Attendance record, daily diary, departmental reports shall also be analysed along with the Apprenticeship Report

## 10. EXECUTION MODEL



All stakeholders in the Degree/ Diploma embedded Apprenticeship courses are expected to promote offtake of Apprentices to saturate the 15% upper ceiling of the total workforce in establishments within a financial year as prescribed under Apprenticeship Rules 2019.

### 10.1. BOATs/BOPT

- To be the focal point in managing the Apprenticeship as per the tripartite contract
- To enable ties between institute and industry
- To ensure adherence to the guidelines related to stipend, training, and other mandated compliances

### 10.2. Institute

- Signing of MoU/Agreement/Letter of Confirmation with the industry/establishment
- Creating the curriculum along with industry
- Execution of theoretical learning
- Assessment
- Awarding qualification
- Credit storage

### 10.3. Industry/Establishment

- Signing of MoU/Agreement/Letter of Confirmation with the institute(s)
- Onboarding the student trainee
- Creating curriculum/synopsis/written plan of apprenticeship along with the institute(s)
- Execution/assessment of OJT learning
- Adherence to the guidelines under the AEDP related to stipend, training

and the intended outcomes of AEDPs.

## **10.4. Students**

- To undergo OJT and theoretical learning as per the curriculum
- To take up required assessment
- To maintain decorum and discipline during the training as per industry/establishment norms.

## **11. TRIPARTITE AGREEMENT**

To enter a Degree/Diploma Apprenticeship engagement, it shall be necessary to have a tripartite arrangement/agreement between the recognized academic institution, establishment, and the apprentice/student. The contract shall clearly specify the roles and responsibilities of all the three parties to the contract.

An arrangement/agreement contract of apprenticeship as prescribed shall be entered between the student/apprentice, the institute and the industry/ establishment, which shall be forwarded by the industry/establishment to the Director of the Regional Board of Apprenticeship Training concerned for approval.

The contract of apprenticeship shall terminate on the expiry of the period of apprenticeship training.

### **11.1. Employer/Establishment's responsibilities**

- 11.1.1.** The responsibilities of the employer/establishment w.r.t. health and safety; compensation for injury; and hours of work, leave and holidays; shall be as per the provisions of the 'Apprentices Act, 1961' and 'Apprenticeship Rules,1992'.
- 11.1.2.** To provide the Apprentice with the training as per the approved program in accordance with the contract and within the overall provisions of the Act and Rules.
- 11.1.3.** To pay stipend as prescribed by the Government usually on completion of every month, latest by 10th of the following month.
- 11.1.4.** Records of Training: Every employer shall maintain records of the progress of training and assessments undertaken of each apprentice undergoing apprenticeship training in his establishment in such form as required under the course curriculum.
- 11.1.5.** Health and Safety: The provisions of Chapters III, IV and V of the Factories Act, 1948, shall apply in relation to the health, safety and welfare of the apprentices as if they were workers within the meaning of that Act and when any apprentices are undergoing training in a mine, that provisions of Chapter V of the Mines Act, 1952, shall apply in relation to the health and safety of the apprentices as if they were persons employed in the mine.
- 11.1.6.** Hours of Work, Leave, Holidays: The weekly and daily hours of work of an Apprentice while undergoing practical training in a workplace shall be as determined by the employer subject to the compliance with the training duration, if prescribed.
- 11.1.7.** Compensation for Injury: If personal injury is caused to an Apprentice, by accident arising out of and during his training as an Apprentice, his employer shall be liable to pay compensation which shall be determined and paid, so far as may be, in accordance with the

provisions of the Employees' Compensation Act, 1923, subject to the modifications specified in the Schedule.

- 11.1.8. Employer to permit apprentices to attend scheduled academic sessions in between the training period either at the OJT premises or at the institute campus as the case may be.

## **11.2. Students/Apprentice's responsibilities**

- 11.2.1. Conduct and Discipline: The apprentice shall be governed by the rules and regulations (applicable to employees of the corresponding category) in the establishment in which the apprentice is undergoing training.

## **11.3. Academic Institution's responsibilities**

- 11.3.1. To deliver the course as per the approved course curriculum including the management of the apprenticeship component undertaken in partnership with the industry partner/establishment.
- 11.3.2. The academic institution shall be responsible to amend its byelaws if required for offering AEDP.
- 11.3.3. Mapping and reporting apprenticeship contracts and related compliance on the portal would lie with the academic institution or any Third-Party Aggregator (TPA)/SSC/NSDC working on its behalf.
- 11.3.4. The academic institution shall have the flexibility to structure the assessment of the apprenticeship component in partnership with the establishment in terms of one final end-term assessment or periodic assessments at the enterprise through employer/academic institution assessors.
- 11.3.5. Academic institutions shall ensure availability of relevant infrastructure and faculty with requisite industry experience for delivery of Apprenticeship embedded programme.

## **12. POST TRAINING TRACKING**

Academic institutions are expected to track the outcomes of the pass-outs from such programmes for a period of at least 1 (one) year after the completion of the programme to assess the employment and education pathways pursued by such candidates and contribute to further development of OJT-embedded programs. Such tracking data would be facilitated and updated on the NATS Portal. The Skill India Digital Hub (SIDH) portal of MSDE may also be suitably leveraged for higher skilling, employment, and credit linkages.

## **13. AWARENESS/CAPACITY BUILDING PROGRAMMES**

The AICTE, in collaboration with the HEI, shall conduct capacity-building programmes for the faculty, trainers, and all relevant individuals responsible for the effective implementation of the AEDP.

## **14. MONITORING/DATA TRACKING**

The monitoring of the AEDP and data tracking would be facilitated through the All India Survey for Higher Education (AISHE) Portal. The AISHE portal will be integrated

with the NATS portal, AICTE portal and Skill India Digital Hub portal for effective monitoring.