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Implementation of Apprenticeship Embedded Degree Programs (AEDPs) in Maharashtra from AY 2024-25

1. Introduction

1.1 India has been witnessing a rapid economic growth in a multi-sectoral pattern across industry and service sectors. While the growth has multiplied and diversified exponentially, it is the employment aspect that has not kept pace with the growth momentum. Employment is the significant outcome for the bulk of the college-going youth. However, the critical component of employability determines employment prospectus and this is an area of concern, more so for the 43,000 Conventional Degree Colleges in the country and within them, the Government Degree Colleges (GDCs)

1.2 The main reason why 55 lakh students out of the annual 1 lakh non-professional degree pass outs in India remain unemployed & unemployable is that industry-demanded skill-sets are not embedded in the college curricula. There is a dire need to transform the curricula of B.A., B.Sc. and B.Com. through the introduction of new and industry-aligned courses with hands-on work exposure integrated into the curriculum. This work exposure should be in the form of apprenticeship during the period of learning. A transformatory approach of this nature would equip students with professional abilities and make them industry ready

1.3 Past efforts have been undertaken in the states of Telangana, Andhra Pradesh, Uttar Pradesh and Himachal Pradesh, and as of now more than 50 colleges mentored by the Centre for Research in Schemes and Policies (CRISP) are implementing Apprenticeship Embedded Degree Programmes (AEDPs). The Logistics, Retail, and Tourism & Hospitality Sector Skill Councils (SSCs) are additionally implementing such programmes in a combined set of about 100 more colleges. Apprenticeship linkage has been successful in all colleges. In Maharashtra currently the Turane College of College and Pune College provide BBA logistics which are apprenticeship degree embedded programs.

2. State Overview

2.1 Maharashtra is India's second largest state in terms of both population and land area, covering 308 lakh hectares. Maharashtra, located in western India, is one of the wealthiest states, boasting a thriving economy and excellent infrastructure.The total population of Maharashtra is 1,12,374, out of which

58,243 are male population and 54,131 female population. Maharashtra has India's largest economy, with a GDP of $384 billion, accounting for 15% of total national output. It also has one of the most developed automobile and auto component sectors in India, with Maharashtra accounting for more than 35.1% of the country's vehicle output in value. It is also India's most industrialised state. Maharashtra also leads in terms of FDI inflows. Maharashtra, also known as the wealthiest state, accounts for approximately 15% of the country's industrial production and 14% of its GDP.

2.2. The Gross State Domestic Product (GSDP) of Maharashtra for 2023-24 (at current prices) is expected to be Rs 38,79,792 crore, representing a 10% increase over 2022-23. In 2022-23, Maharashtra's GSDP (at constant prices) is expected to grow by 6.8%, up from 9% in 2021-22. In comparison, national GDP is expected to grow by 7% in 2022–23. In 2021-22, the services sector grew by 10.6% from a low base in 2020-21. The manufacturing sector expanded at 4%. Agriculture grew by 9.8% in 2020-21 and 8.8% in 2021-22. Agriculture, manufacturing, and services are expected to contribute 16%, 25%, and 59% of GDP, respectively, in 2021-22 (at current prices). The state at the same time is blessed with a resource base which includes large deposits of coal and is a leading Manganese producing belt state.

2.3. Maharashtra's well-developed infrastructure, abundant natural resources, connectivity to major areas, skilled workforce, and quality education make it an ideal location for establishing new industries. The state has prioritised the development of infrastructure and smart cities. Mumbai, the state capital, is India's financial capital. Mumbai is home to Asia's oldest stock exchange, the Bombay Stock Exchange, as well as major corporations and firms.

3. Industry Presence

3.1. ***Industry Regions:*** Maharashtra's industrial regions are concentrated in prosperous agricultural areas, mineralized zones, and major transportation routes. Maharashtra's major industries are concentrated in the industrial regions listed below.

Sl.No.	Region of Industrial Region	Major Industries
1.	**Mumbai-Thane industrial region**	Largest industrial region of Maharashtra. - Major Industries in the region include: Electrical and electronics, automobile, oil refineries, Soap, Handlooms, Fertilisers, Rubber, Plastic, Glass, Chemicals, Textiles, and Film industry

2.	**Pune-Pimpri- Chinchwad industrial region**	Industrialisation here started in the year 1954 - Many educational institutes like the Deccan education society and Symbiosis are in Pune. Presence of these institutions has ensured availability of IT experts. As a result of which IT industries have flourished here. - Engineering, Metallurgical, transport equipments, electrical equipments, textiles, pharmaceutical and Chemicals
3.	**Aurangabad-Jalna industrial region**	- Special 'Paithani' saree is woven here. This is a famous saree of this region, Sugar Industries, Handloom, Oil mills, saw mills, automobiles, two wheelers, engineering goods, Chemicals, Pharmaceuticals, Steel goods,, electronic goods, Plastic, Cement pipes, suitcases etc.
4.	**Nagpur industrial region**	- Textile mills, Pharmaceuticals, Plastic, Paper, Fertilisers, Sugar, Heavy industry – military equipments, Bidi, Chemical, Cement,Television sets
5.	**Nasik industrial region**	- Leather, Aeroplanes, Copper utensils, Nylon, Currency notes, Paint, Suitcase etc.
6.	**Kolhapur industrial region**	- Kolhapur chappals, Kolhapur Sazz (gold plated ornament), Cement pipes, Oil engines, Cotton textiles , Sugar mills, Agro equipments, Edible oils, Machinery, dairy industry
7.	**Sholapur industrial region**	- Cotton, Hosiery, Milk, Agro equipment, Plastic, Electrical equipment etc.

3.2. Special Economic Zones Divisions

To attract foreign direct investment, promote exports, and create jobs in the country, the State Government announced a policy for establishing Special Economic Zones via, the Central Government enacted the SEZ Act, 2005. List of operational Special Economic Zones in the state:

Sl.No.	Special Economic Zone	Location	Employment Provided	Specialisation
1.	Hiranandani Builders	Powai, Mumbai	34295	IT & ITes
2.	Kharadi Infrastructure Pvt. Ltd.	Taluka Haveli, Dist. Pune	10113	IT & ITes
3.	Serum Bio Pharma Park SEZ	Taluka Haveli, Dist. Pune	661	Pharma & Biotechnology
4.	Wipro Ltd.	Rajiv Gandhi Infotech Park, Phase II, Hinjewadi Pune	7902	IT & ITes
5.	Syntel International Ltd.	Talwade Software Park, Dist. Pune	3010	IT & ITes
6.	The Manjiri Stud Farm Pvt. Ltd.	Pune- Saswad Road, Phursundi, Pune	1438	IT & ITes
7.	Infosys Technologies Ltd.	Rajiv Gandhi Infotech Park, Taluka Mulshi, Dist. Pune	15525	IT & ITes
8.	Maharashtra Industrial Development Corporation	Rajiv Gandhi Infotech Park, Ph.III, Hinjewadi Dist. Pune	589	Multi Product
9.	Magarpatta Township Development and Construction Company Ltd.	Magarpatta City Village Hadapsar, Taluka Haveli, Dist. Pune	145	Engineering & Electronics

10.	DLF Akruti Info Park (Pune) Ltd.	MIDC, Rajiv Gandhi Infotech Park, Hinjewadi, Phase II, Dist. Pune	230	Power
11.	Neopro Technologies Private Limited (Formerly Flagship Infrastructure Private Limited)	Hinjewadi, Taluka Mulshi, Pune	591	IT/ITES
12.	Dynasty Developers Pvt. Ltd. (Pune Embassy India Pvt. Ltd)	Rajiv Gandhi Infotech Park, Phase II, Hinjewadi, Taluka Mulshi, Dist. Pune	4803	IT/ITES
13.	Maharashtra Airport Development Company Ltd.	Mihan, Dist. Nagpur	589	Multi Product
14	Maharashtra Industrial Development Corporation	Shendre Industrial Area, Dist. Aurangabad	145	Engineering & Electronics
15.	Wardha Power Company Pvt. Ltd.	Warora Growth Centre, Dist. Chandrapur	230	Power
16.	Serene Properties Pvt. Ltd.	Kalwa Trans Thane Creek Industrial Area, MIDC, Dist. Thane	8634	IT/ITES
17.	Arshiya International Ltd.,	Taluka Panvel, Dist. Raigad	216	FTWZ
18.	Wockhardt Infrastructure Development Ltd.	Shendre Industrial Area, Dist. Aurangabad	1000	Pharmaceuticals

19.	Khed Economic Bharat Forge Ltd. (JV MIDC)	Pune	501	Multi Product
20.	Gigaplex Estate Private Ltd.	Thane	2500	IT/ITES
21.	Supreme Petrochem Ltd.	Raigad	1250	Plastic processing
22.	MIDC, Phaltan	Satara	340	Engg
23.	MIDC Krushnoor, Nanded	Nanded	340	Pharma
24.	MIDC, Kesurde, Tal-Khandala, Dist-Satara	Satara	210	Engg sector

4. Industry & Skill Development

4.1. The government has established an institutional structure for skill development in the state, consisting of 'Sectoral Skill Development Committees' for 11 sectors: Construction, Production, Textiles, Automobile, Hospitality, Healthcare, Banking, Finance, Retail, Pharmaceuticals, IT, ITES. According to the National Skill Development Report between 2012 and 2022, Maharashtra is projected to generate an incremental demand of 1.55 crore persons, with the highest demand coming from sectors like construction, retail, and banking. Skilled workers are expected to account for 37% of the total incremental demand, followed by semiskilled workers at 35% and minimally skilled workers at 28%. About 1.06 crore locals will join the labour force, with Maharashtra being a net employment generator. The supply of migrants from other states also increases to 1.99 crore. The local labour force is divided into 37% minimally skilled, 40% semi-skilled, and 23% skilled. Most migrants are minimally-skilled, with 61% being semi-skilled and above. The skill profile of migrant workers reveals a diverse workforce. Below is the distribution of Industries between High priority, Medium Priority, Low Priority for the Government Of Maharashtra.

Sl. No.	**Sector**	**Focus Districts**
<u>High Priority</u>		
1.	Building & construction	All districts

2.	Organised Retail	Aurangabad, Mumbai, Mumbai Suburban, Pune, Nashik, Nagpur, Thane
3.	Unorganised sector (domestic workers, beauty culture, security guards, facility management)	Ahmednagar, Aurangabad, Kolhapur, Mumbai, Mumbai Suburban, Pune, Nagpur, Nashik, Raigad, Thane
4.	BFSI	All districts
5.	IT & ITES	Mumbai, Mumbai Suburban, Pune, Nashik, Nagpur, Thane
6.	Media & entertainment	Mumbai, Mumbai Suburban, Pune, Nagpur
Medium Priority		
1.	Agriculture & allied (including dairy, fishery, animal husbandry, poultry etc.)	All districts except Mumbai
2.	Transportation, logistics, warehousing & packaging	All districts
3.	Tourism, travel & hospitality	Mumbai, Raigad, Ratnagiri, Sindhudurg, Pune, Satara, Kolhapur, Nashik, Ahmednagar, Aurangabad, Jalgaon, Osmanabad, Nanded, Nagpur, Chandrapur
4.	Education & skill development	All districts
5.	Other manufacturing (basic metals, fabricated metals and transport equipment)	Thane, Pune, Kolhapur, Aurangabad, Jalgaon, Nashik, Raigad, Solapur Healthcare services
6.	Healthcare services	All districts
Low Priority		
1.	Auto & auto components	Aurangabad, Pune, Akola, Mumbai, Thane, Nashik, Satara,
2.	Food processing) cashew, raisins, grapes, oranges, banana, pomegranate etc.)	Ahmednagar, Gondia, Amravati, Bhandara, Beed, Buldhana, Chandrapur, Gadchiroli, Hingoli, Jalgaon, Jalna, Kolhapur, Latur, Nanded, Nandurbar, Osmanabad, Ratnagiri, Sangli, Satara, Solapur, Yavatmal

3.	Textiles & clothing (mainly cotton ginning, pressing, spinning and weaving)	Akola, Buldhana, Dhule, Hingoli, Kolhapur, Latur, Osmanabad, Parbhani, Raigad, Wardha, Mumbai, Thane, Pune
4.	Gems & jewellery (gold, diamond, silver and artificial)	Mumbai, Jalgaon, Kolhapur Chemicals & pharmaceuticals Raigad, Thane

4.2. According to the National Skill Development Report 2021-2022, the state has urgent need of professionals in the following sectors. **The table below details the requirement in the year 2021-2022.** The demand for skilled workers is primarily concentrated in sectors like building and construction, followed by organized retail. Semi-skilled workers are found in BFSI,IT/ITES, and unorganised sectors. Skilled workers are expected to be driven by organized retail, education, and BFSI

Sl. No.	Sector	Manpower Required
1.	Building, Construction industry and Real Estate	2,700,789
2.	Organised Retail	2,286,820
3.	Banking, financial services and insurance	1,517,337
4.	Agriculture and allied	864,132
5.	Education and Skill Development	719,546
6.	IT & ITES	1,232,954
7.	Media and Entertainment	1,100,576
8.	Transportation, Logistics, Warehousing and Packaging	808,474
9.	Tourism, Travel, Hospitality & Trade	727,370
10.	Healthcare Services	592,993
11.	Other manufacturing*	637,569
12.	Auto and Auto component	355,038
13.	Food Processing	153,139
14.	Textile and Clothing	123,948
15.	Gems & jewellery	41,163
16.	Chemicals & Pharmaceuticals	20,773

17.	Other sectors^	17,106
18.	Unorganised@	1,622,460
	Total	15,522,185

5. Approach Towards Maharashtra

5.1.Maharashtra has potential growth coming its way with the new generation sector taking a boom in the state which will be an opportunity in terms of generation of skilled manpower for the same. Hence, as a policy & implementation objective, about 82 colleges in the state with a rational district-wise spread can be identified as a pilot for a cohesive effort where every identified college offers skill-embedded degree programs. The courses would be degree courses integrated with industry demanded skills woven into the curriculum with apprenticeship/internship linkage as per the UGC stipulated credit structure and guidelines. Alignment of the colleges with industry would establish a relationship where dynamic changes in curriculum at pace with industry changes are affected, with the entire skilling component being imparted in accordance with the National Skill Qualification Framework (NSQF), regulated by the National Council for Vocational Education and Training (NCVET) under the umbrella of the Ministry of Skill Development and Entrepreneurship (MoSDE). For the education system in India, especially colleges, the most direct, sustainable and credible industry-connect will come from the SSCs, whose mandate is to provide skilled work force to the industry group they represent. Cutting edge training is facilitated by the SSCs through Qualification Packages (QPs) designed based on National Occupancy Standards (NOS). Although there is an SSC for every industry vertical in the country, in this exercise, we are considering 7-8 SSCs which are active in the college system.

As per extant UGC guidelines and the flexibility provided therein, skill integration into education can take place through:

(i) Full-fledged degree programs

(ii) 35-40 credit elective courses

(iii) 1-year diploma courses

Examples of full-fledged degree programs would be BBA (Logistics), BBA (Retail), B.Sc. (Life Sciences), BBA (Healthcare), B.Sc. (Tourism & Hospitality) etc. Industry Apprenticeship would be an integral part of such courses.

5.2 35-40 credit elective courses during second/third years in sectors like Green Jobs, Electronics, Media & Entertainment, Logistics, Agriculture etc., are also possible. On-the-Job Training (OJT) would be part of such courses.

5. Steps and Timelines

The State Government, State Higher Education Council, CCE, Universities and Colleges have to work in tandem with CRISP for the smooth launch of AEDPs in the state. The following timelines are desirable to be maintained.

S.No.	Activity	Date for Completion	To be done by
1	Meeting with Govt., VCs, Colleges & SSCs	16.02.2024	CRISP & State Govt.
2	Signing of MoU between CRISP & State Govt.	15.03.2024	CRISP & State Govt.
3	Curriculum Finalisation by CRISP and UGC Officers	15.03.2024	CRISP
4	Communication of Approved/ Scrutinized Curriculum to Universities	16.03.2024	CRISP
5	Communication of Selected Colleges & AEDPs to CRISP	15.03.2024	State Govt
6	SSCs signing individual MoUs with Affiliating Universities or Autonomous Colleges	15.04.2024	State Govt., SSCs & Colleges
7	Approval by Universities BoS and Academic Council to selected colleges	30.04.2024	State Govt./Universities
8	Training of Teachers	01 to 31 May	SSCs / CRISP
9	Identification of Industries/Establishments for providing Apprenticeship	31.05.2024	SSCs
10	Classrooms & Labs Preparation	15 April to 15 June	Colleges
11	Information, Education & Communication (IEC) Programs (Coinciding with Admission Process)	15 June to 15 July	State Govt.
12	Preparation of Admissions Portal	01 to 15 July	State Govt.
13	Start of Classes	01.08.2024	Colleges

5.1 NISHE: Proposed Numbers for 03 AYs

The following table highlights the proposed AEDPs spread that CRISP envisages over a three-year horizon, sector-wise and state-wise. The sector-wise college numbers proposed for Maharashtra can be seen in the relevant row. The college numbers (with a class strength of 60 students each) have been projected after discussions with the SSCs on the estimated apprenticeship potential.

The table below displays the sector-wise projected number of colleges for the state and students to be targeted to be implemented over the next three academic years.

5.2. NISHE: SSC-wise break-up in the state:

Courses	Proposed No. of Colleges	Proposed Number of Students
IT & ITes	78	4680
BFSI	110	6600
Tourism & Hospitality	30	1800
Life Sciences	20	1200
Media & Entertainment	20	1200
Fashion Designer	15	900
Electronics	10	600
Capital Goods	3	180
Retail	20	1200
Healthcare	25	1500
Logistics	96	5760
Total	313	18,780

6.Roles of Different Stakeholders

The exercise of introducing AEDPs in Maharashtra colleges needs to commence from the academic year 2024-25 for the benefit of employability of students and enabling them to capture the job opportunities across the state and country. In this exercise, the roles of different entities are very clear and laid out as follows:

6.1.Sector Skill Councils (SSCs)

i. The chief role of the SSCs is to bring industry standards into the skill component of the curricula, set occupational standards, provide course curriculum & Qualification Packages (QPs) for training, tie-up apprenticeship and carry out assessment & certification of students. The presence of the top companies of that sector in the Governing Body of each SSC provides a direct industry connect which is leveraged and utilized for demand-based skilling, apprenticeship, and employment. They are regulated by MoSDE through the National Skill Development Corporation (NSDC).

ii. SSCs will provide customization of the curriculum to evolve a basic degree or elective or diploma to cater to college-specific requirements.

iii. All SSCs have the capacity for carrying out Training of Trainers (TOTs) or Teachers' Training which would be the first exercise in Madhya Pradesh after course choice by colleges and before launching the courses. The SSCs would help to select trainers or assign their training partners to a college only in case no suitable faculty is available for training. The fee chargeable

by the SSCs for Training of Teachers is as per the prescribed common norms and is usually added to the annual fees of the student or met by the institution.

6.2.Colleges/Universities

i. The chosen colleges would have the responsibility of providing classroom space for the new programs as well as Wi-Fi connectivity. Certain sectors would require a laboratory facility for which the college may have to carry out some site preparation & purchase equipment so that the SSC can function. This will be a cost to the College/University undertaking certain courses like Electronics, Capital Goods, Apparel etc. They would also need to identify some of their own faculty for a Teachers' Training exercise. During the annual admission process, college principals would need to impart adequate publicity to the new skill-embedded courses on offer, highlighting their job relevance, apprenticeship & employment potential and prevent any awareness gap. SSCs will participate on their own whenever required by the State Government in awareness generation activities, so that students across the state are well informed about the prospects of various skill-embedded courses. This can be carried out during the pre-admission period leading to counselling and course choice.

ii. College Principals would need to adopt a progressive and dynamic approach to the education system in their respective colleges and also motivate suitable faculty in their colleges to re-orient their minds & teaching methods to such skill-embedded courses which are very different from usual pedagogy. Principals must also be open to hiring contract faculty or trainers for the courses they may opt for in this sphere.

iii. State Universities may provide authorization to the affiliated colleges for offering skill-embedded courses. These courses are in line with UGC guidelines. Such an authorization by the Universities to their Colleges may be omnibus/generic and the colleges may not be required to seek approval of the University for every new course in future.

iv. State Universities may dedicate some space and manpower for setting up Centers of Excellence/ Common Facilities in selected sectors and prepare themselves for functioning as a Hub and Spoke model for higher end skills in favour of their affiliated colleges. Several SSCs/Industry Partners are eager in this regard and quick, facilitating decision making may result in several such Centers across the education landscape of Madhya Pradesh. This is a sustainable direction in which multi-sectoral, permanent industry-connect can be secured with minimal cost to the Government.

6.3. State Government of Maharashtra

i. The State Higher Education Department/Higher Education Council may accord approval/direction to all State Universities to undertake AEDPs by themselves and their affiliated colleges. Autonomous Colleges would be free from such an approval. This may be essential in states where a State University may require government approval to authorize its affiliated colleges to undertake new skill-embedded courses.

ii. The State Government has a very instrumental role to play in inviting high-CSR IT, Engineering and Service Sector Companies to adopt certain State Universities and Women's Colleges. Microsoft, Google, TCS, etc., can have focused interventions in certain educational institutions in providing labs, laptops, etc. CRISP opines that most Companies would participate in long-term curriculum provision and mentoring, provided the institutions come up with clear-cut proposals and have an interactive engagement. There are examples in other states where colleges have tied up with IT companies for a 3-year IT course where the Company provides the entire content and guaranteed placement. Such an effort can be initiated in Maharashtra for about 10 colleges. Companies do respond positively to a government-led initiative.

iii. The entire process of college-course mapping, earmarking classroom and lab facility, identification of teachers for training/hiring trainers, finalizing course content with the SSCs, MoUs with the SSCs and awareness generation before admission process must be completed before formal admissions start. To meet such timelines, it is essential that the State Government/Universities give the go ahead to the identified colleges quickly so that college-course mapping can be concluded as per timelines indicated in point number 3.

FAQs on AEDPs

1 What are Sector Skill Councils (SSCs)? Are they government or private? Why are they charging money from colleges?

Ans: Sector Skill Councils (SSCs) are formed by the Ministry of Skill Development and Entrepreneurship (MSDE) along with leading industries in that sector. The National Skill Development Council (NSDC) of the MSDE has formed the SSCs along with the Industry to develop the occupational standards and to pioneer high quality skill programmes. More details are here: https://nsdcindia.org/sector-skill-councils

SSCs are Section 8 companies operating on no-profit-no-loss basis. They have to generate income for running their operations. They don't get Govt subsidy for their running expenses. So, they charge fee as per common norms for their programme interventions. All these are under the strict control of the Ministry of Skill Development, Govt of India.

For the Govt colleges, CRISP made a request to charge a reduced fee since the students are from economically poorer sections, while private colleges are charged the usual fee. This fee is for the full range of services of the SSC, covering curriculum, teachers training, apprenticeship linkage and assessment.

2 How are SSCs linked with the Industry Experts?

Ans: SSCs are industry bodies represented by the industry leaders and therefore are directly linked with the industry experts.

3. Who are preparing the curriculum for AEDPs i.e., SSCs or Industry?

Ans: NSDC supervises the curriculum preparation by the SSCs. All the job role-based qualification packages used in the curriculum are examined by the National Council for Vocational Education and approved.

4. Who will award the Degrees i.e., Universities or SSCs or Joint Degrees?

Ans: Degrees are awarded only by the Universities.

5. What is the validity of the Degrees awarded by the SSCs or Joint Degrees? Are these Degrees valid for Government Exams and Foreign Studies?

Ans: SSCs don't award degrees. They only facilitate the creation of curriculum, transaction and also assessment. Only Universities are authorised to award degrees. The Degrees are as per UGC approval and valid for Government Exams and higher studies.

6. What is the difference between AEDP and Skill-Embedded Degree Program?

Ans: in AEDPs the Apprenticeship is a mandatory part of the course curriculum. Skill- embedded Degree courses may not have apprenticeships.

7. Why can't we implement the 3+3 formula (3 days classes and 3 days apprenticeship) for all the AEDPs?

Ans: Mainly because of want of industries/establishments nearby. It is not possible to travel to metro cities for 3 days a week for students in interior districts. In such cases, the Apprenticeship would be continuous for one or two whole semesters towards the end of the course.

8. Can we implement the AEDPs as part of our Regular Degree Programs? For example, can we implement Retail for 02 semesters in BBA or B.Com.?

Ans: It has to be a complete course of 3 years to get a degree of BBA (Retail).

Apart from this, we are trying to introduce subjects (from retail and such other areas) which can be taken as optional papers. But in that, apprenticeship will not be available.

9. Can we implement the AEDPs as one year diploma programs with apprenticeship?

Ans: No. We need full 3 years to study the subject and attain skills as per requirements of the industry.

10. Do we have any employment-oriented short term training course for the students which the colleges can implement?

Ans: We don't believe in short cuts. The skill has to be learnt in full for being of any use in the market.

11. Can we implement skill-oriented online certification courses directly or in association with the industry?

Ans: There are some skill-oriented online courses available to everyone. But we believe that learning of skill has to be hands-on. So, we are not supporting such ventures.

12. What is the difference between Internship and Apprenticeship?

Ans: Internship is informal. Apprenticeship is formal. Apprenticeship is governed by a Central Act, is a contract between the company and student. It carries stipend as per prevalent minimum wage rate.

13. What is the difference between Apprenticeship Training and On the Job Training?

Ans: Only difference is that Apprenticeship is governed by a Central Legislation. Apprenticeship is for a minimum period of 6 months while on- the- job training is of much shorter duration.

14. What are the advantages / benefits of implementing AEDPs for students and colleges?

Ans: You will prepare industry- ready students with skill sets who will walk into the jobs after their degree programme. Employability is 100% (unless the student fares badly)

15. What is National Apprenticeship Promotion Scheme (NAPS)?

Ans: This is a scheme of Govt of India launched to encourage industries to take Apprentices in their establishments. Under this, Govt reimburses 25% of the stipend paid to the Apprentices by industry, subject to a maximum of Rs. 1,500. It is paid as direct benefit transfer to the account of the Apprentice.

16. Are the colleges implementing AEDPs covered under the NAPS? How can the colleges register under the NAPS?

Ans: Colleges need not bother about NAPS. That would be taken care by the industries/establishments who need to enrol under NAPS. NAPS is an arrangement between Govt and the industrial establishments.

17. How can colleges design the industry-oriented curriculum by inviting the Industry Experts directly i.e., by excluding the SSCs?

Ans: It is possible but difficult. It needs dedicated work by both the college and the industry working together. There are some such examples like Dayalbagh university. But it is nearly impossible to replicate it on scale since such skill expertise is not available with the colleges.

18. What will happen if the University's Board of Studies (BoS) doesn't give approval after starting the AEDP?

Ans: Colleges need to take this permission from universities in advance. Govt of Telangana is facilitating this only for the first year. It is an important responsibility of the college/ University/ Government.

19. What should colleges do if the students don't receive the promised compensation during their apprenticeship and students aren't placed?

Ans: In the unlikely event of apprenticeship stipend not being paid to student, there will be a complaint redressal mechanism set up by Govt of Telangana for receiving and redressing such grievances. Placement however is the prerogative of industry, which is based on their requirement and merit of a successful apprentice.

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