अखिल भारतीय तकनीकी शिक्षा परिषद्
All India Council for Technical Education

AICTE FLAGSHIP SCHEMES AND INITIATIVES 2025

Enhancing Technical Education for Innovation, Inclusivity, and Global Collaboration


All India Council for Technical Education
AICTE
योगः कर्मसु कौशलम्

Year of AI

A Kumbh of Amrit Intelligence!

2025

power of AI to revolutionize agriculture, healthcare, education, and industry while fostering inclusivity and ethical innovation.

PREFACE

It is with great pleasure that I present an overview of the accomplishments of the All India Council for Technical Education (AICTE) over the past year, alongside a reflection on the transformative strides we have made over the last decade. These achievements reflect our unwavering commitment to advancing Technical Education, fostering innovation, and meeting the aspirations of a rapidly evolving India.

In 2023-2024, AICTE has continued to lead in driving initiatives that significantly enhance the quality and inclusivity of Technical Education across the nation. A key focus area has been the implementation of the National Education Policy (NEP) 2020, with reforms such as multiple entry-exit options and the Academic Bank of Credits, which have helped promote flexibility and accessibility in higher education. AICTE has also launched several crucial skill development programs, including PROFICIENCE and the Virtual Internship Program to enhance the employability. In our pursuit of cutting-edge fields, AICTE has introduced the AICTE Model Curriculum for Space Technology in collaboration with ISRO and ISpA, preparing students for the rapidly expanding space sector.

Additionally, AICTE has embraced the growing demand for sustainability by launching the Generation Green initiative, developed in partnership with industry leaders, which has empowered students with green skills. In response to emerging technological fields, AICTE has made significant strides in the domain of drones by processing the establishment of 47 drone labs across the country. Furthermore, AICTE has been instrumental in the creation of 500 AI Juniper-driven Centres of Excellence, aimed at nurturing AI and machine learning capabilities among students. These initiatives reflect AICTE's commitment to equipping students with skills aligned with future industry needs.

The IDEA Labs and Smart India Hackathon have also played a pivotal role in fostering a culture of innovation, entrepreneurship, and problem-solving among students nationwide. Through the AURA program, we have supported research and innovation in academic institutions, while the VAANI scheme has encouraged meaningful industry-academia collaborations. The Saraswati Scheme continues to support the education of deserving women students, ensuring inclusivity in higher education. AICTE has further contributed to curriculum enhancement with the development of draft model curricula in Textile Engineering, Electrical Engineering, and BCA, ensuring that academic programs remain relevant and aligned with industry requirements.

Over the last decade, AICTE has introduced landmark initiatives that have revolutionized Technical Education in India. We have focused on simplifying the approval process through a transparent framework and have enhanced inclusivity with scholarships like PRAGATI and SAKSHAM, which support women and differently-abled students. We have driven digital transformation through the AICTE Internship Portal, e-governance tools, and digital learning platforms. Additionally, the establishment of strong industry-academia linkages has ensured curriculum relevance and bolstered employability.

As we move forward, AICTE remains dedicated to fostering a culture of innovation, sustainability, and global excellence in Technical Education. We are committed to empowering our youth with the skills and knowledge required to shape a brighter future for themselves and the nation.

Prof. T.G. Sitharam
Chairman, AICTE

Table of Content

AICTE Vision

06

Table of Content

Table of Content

Competition 34

Initiatives 38

Table of Content

AICTE Activities

50

Table of Content


All India Council for Technical Education
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AICTE
VISION

Enhancing the quality of Technical Education across the country. This involves not only maintaining high standards in existing institutions but also fostering a culture of continuous improvement through accreditation, faculty development programs, and regular monitoring mechanisms.

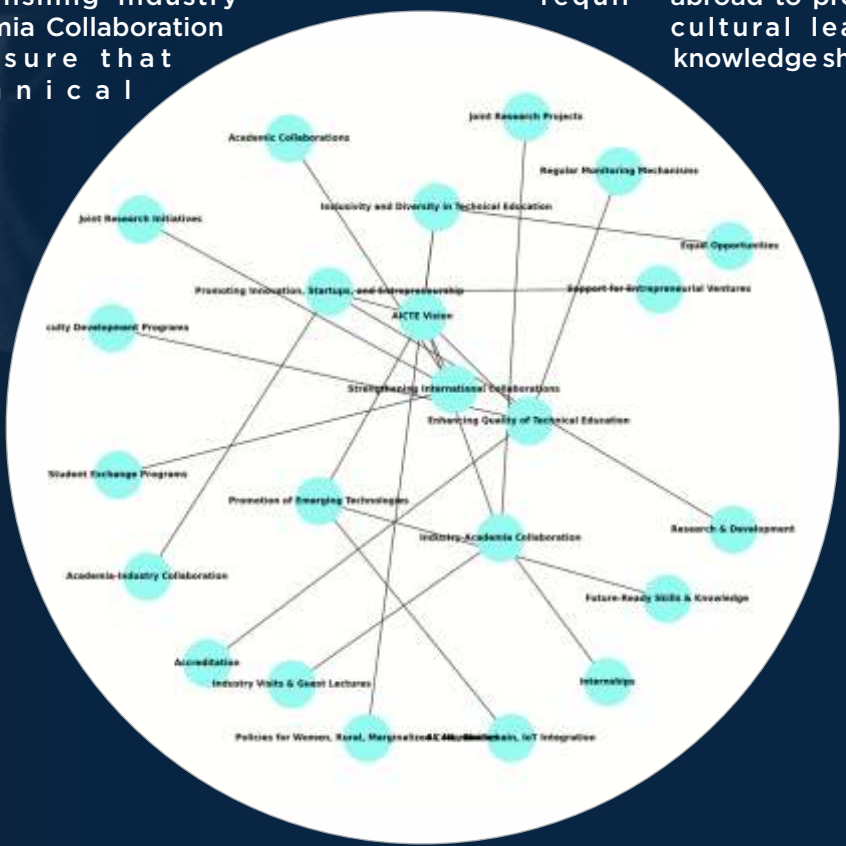
Promoting a culture of innovation, startups and entrepreneurship within technical institutions. This includes encouraging research and development activities, fostering collaboration between academia and industry, and providing support for entrepreneurial ventures among students and faculty.

Establishing Industry-Academia Collaboration to ensure that technical education remains relevant and responsive to the needs of the industry. This involves facilitating internships, industry visits, guest lectures, and joint research projects to bridge the gap between theory and practice.

Promotion of Emerging Technologies: With rapid advancements in technology shaping the future of various industries, AICTE advocates for the promotion of emerging technologies such as artificial intelligence, machine learning, blockchain, and internet of things in technical education curriculum. This ensures that students are equipped with the latest skills and knowledge requir ed to thrive in the digital age.

AICTE is committed to promote inclusivity and diversity in technical education, ensuring equal opportunities for all students regardless of their background or socio-economic status. This involves implementing policies and initiatives to encourage greater participation of women, rural students, and marginalized communities in technical fields.

Strengthening international collaborations and partnerships, facilitating student exchange programs, joint research initiatives, and academic collaborations with reputed institutions abroad to promote cross-cultural learning and knowledge sharing.



1. Industry and Academia Mobility

Reference Code

To strengthen the collaboration between industry and academia, AICTE has initiated several strategic programs aimed at enhancing mobility and fostering knowledge exchange between these sectors. These initiatives are designed to bridge the gap between academic theory and industry practice, ensuring that both educators and students benefit from real-world experiences and insights.

Professors / Associate/ Assistant Professor of Practice (PoP): AICTE has introduced the concept of Professors of Practice (PoP) to bring industry expertise into academia. This initiative allows for the appointment of PoPs at various levels, including Associate and Assistant Professors of Practice. AICTE aims to enrich the educational experience with practical insights and up-to-date industry knowledge. These appointments are not only designed to enhance the quality of education but also to ensure that academic programs remain relevant and aligned with industry needs.

Maximum percentage of faculty members engaged as Professor of Practice within the required Faculty strength (cadre ratio) in Engineering and Technology is 20%, wherein 5% is exclusively reserved for Women Professor of Practice/ Associate/Assistant PoP (regular basis).

Women in Academia - The BHARATI Initiative: Recognizing the importance of diversity and inclusivity, AICTE has launched the BHARATI initiative, which focuses on enhancing the mobility of women in academia, particularly in the role of Professors of Practice. This initiative provides opportunities for women professionals to transition into academic roles, thereby promoting gender equity and bringing diverse perspectives into the academic environment. The initiative supports women in gaining the necessary industry experience and qualifications to take on significant academic roles, contributing to a more balanced and inclusive academic landscape.

AICTE's mobility programs are pivotal in creating a dynamic interface between industry and academia. They ensure that academic professionals remain engaged with the real-world challenges faced by the industry, thereby enhancing the relevance and impact of technical education in India. Through these initiatives, AICTE is not only promoting industry-academia collaboration but also contributing to the development of a highly skilled and industry-ready workforce.

2. Work Professional Policy

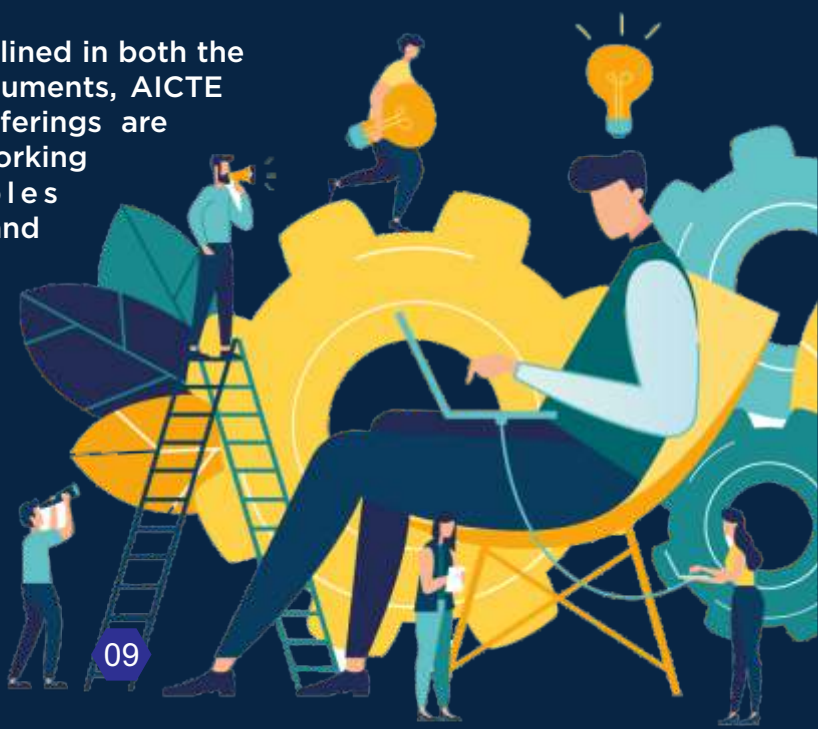
Reference Code

AICTE is committed to supporting the continuous professional development of working individuals by providing tailored educational pathways that align with their career goals and work-life balance. Understanding the unique challenges faced by working professionals, AICTE has formulated a Working Professional Policy that facilitates the completion of Diploma, Undergraduate (UG), and Postgraduate (PG) programs in engineering and technology without disrupting their professional commitments.

Flexible Course Structures: The policy emphasizes flexibility, offering course structures that are specifically designed to accommodate the schedules of working professionals. These programs include evening classes, weekend sessions, and online learning options. This flexibility ensures that professionals can pursue higher education in engineering and technology fields while continuing to meet their work responsibilities.

Supportive Learning Environment: AICTE's Working Professional Policy also ensures a supportive learning environment, with access to resources like online libraries, digital tools, and industry-specific mentoring. This infrastructure is designed to enhance the learning experience, providing working professionals with the tools they need to succeed in both their academic and professional pursuits.

By integrating the guidelines outlined in both the Diploma, B.Tech/BE and PG documents, AICTE ensures that its educational offerings are both rigorous and flexible. The Working Professional Policy enables individuals to up-skill, re-skill, and advance their careers without sacrificing their current professional roles, thereby contributing to a more skilled and adaptable workforce in the engineering and technology sectors.



3. Proficience Scheme

Reference Code

The "PROFICIENCE" scheme, launched by AICTE on July 20, 2024, aims to support professional advancement through skill up-gradation, aligning with India's Sustainable Development Goals (SDG-4) and the National Education Policy (NEP) 2020. This scheme is designed to promote lifelong learning opportunities for a diverse audience, including working professionals, homemakers, students, individuals and others interested in enhancing their skills in emerging or thrust areas.

"PROFICIENCE"

PROFESSIONAL ADVANCEMENT THROUGH SKILL UPGRADATION

Key Features Include:

Eligibility and Access:

AICTE-approved institutions can offer short-term, credit-based skill courses to a broad audience, with 10% supernumerary seats allocated for these programs.

Admission Process:

Candidates can apply for courses via the AICTE portal, with institutions providing transparent admission processes, including details on course availability and credit allocation.

Industry Collaboration:

Industries can sponsor professionals or provide No Objection Certificates (NoCs) to encourage participation in these courses.

Governance and Implementation:

AICTE will manage a dynamic portal to monitor course offerings, seat availability, and student progress, ensuring transparency and effective governance.

Fee and Evaluation:

Institutions will set reasonable fees and conduct assessments in line with regular academic programs, awarding certifications and credits that contribute to the Skill India initiative and can be transferred through the ABC Portal.

Assessment & Evaluation

Assessment is done as per the candidacy.

Overall, the scheme enhances collaboration between industry and academia, providing opportunities for knowledge exchange and strengthening industry-academic linkages.

4. Increase in Intake/ Additional Course(s)

Reference Code

As envisaged in the provisions laid down in National Education Policy (NEP) 2020 and he Nation's proactive initiatives towards enhancement of Gross Enrolment Ratio (GER), the Council proposes to remove the upper limit on intake allowed for the Courses / Programs offered by existing institutions Earlier. This is subject to the fulfillment of infrastructure availability, its readiness and filled faculty position. Before grant of approval to the increase in intake sought by the institution, the council shall ascertain the infrastructure and faculty availability through an EVC.

5. Hibernation Clause for AICTE Approval

Reference Code

The Hibernation Clause introduces a provision for institutions to temporarily suspend operations while maintaining the option to resume at a later date without losing AICTE approval. This clause addresses the challenges faced by institutions that may need to pause their activities due to unforeseen circumstances but plan to continue operations in the future.

Key Aspects:

Institutions can opt for temporary "hibernation" during challenging periods to avoid unnecessary costs and ensure long-term survival without permanently closing down. The hibernation period can last up to the duration of the course offered, minus one year (e.g., three years for UG programs, one year for PG programs). After hibernation, institutions must demonstrate financial viability and undergo an Expert Visit Committee (EVC) review to ensure compliance with AICTE norms before resuming operations or applying for any changes.

This clause offers institutions a strategic option to manage difficult times effectively, ensuring they can re-enter the educational ecosystem smoothly while adhering to AICTE regulations.

6. Inclusive Education

Reference Code

AICTE Guidelines for inclusive education for all includes persons with disabilities.

The National Education Policy (NEP) 2020 emphasizes equal opportunity for education for all, irrespective of caste, gender, and abilities including Persons with Disabilities (PwDs). The introduction of the National Education Policy 2020 has accelerated the need for the creation of an 'inclusive education' system that caters to students with both visible and invisible disabilities. As a step towards inclusive and equitable quality education, the NEP 2020 presents a reasoning case for provisions and implementation plans aimed at accommodation of students with any type of disabilities into the Indian education system.

The policy touches several grounds to address issues surrounding identification and engagement of students with disabilities, along with the creation of an enabling ecosystem.

All AICTE Approved Institutions should establish a Cell known as "Equal Opportunity Facilitation Cell (EOFC)

Learning Knows No Bounds

7. Postgraduate Courses in Planning

Reference Code

In continuation with the earlier policy of allowing Constituent colleges of State and Central universities permitting to introduce Postgraduate (PG) level courses in Engineering and Technology without the requirement of offering corresponding or allied Undergraduate (UG) level courses, from AY 2024 -25 onwards, this policy also extends to institutions offering PG Planning courses, which can now be introduced independently of a corresponding UG Planning course.

This flexibility is designed to support the development of specialized and advanced academic programs that respond to evolving industry needs and educational demands. By enabling institutions to offer PG courses without the prerequisite of a UG counterpart, the policy encourages academic innovation and allows for the introduction of new programs that can drive progress in the Town and Country planning Programme field of study.

8. SWAYAM

Reference Code

Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM)

The Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) is a Government of India initiative aimed at ensuring access, equity, and quality in education. Its goal is to make high-quality learning resources available to everyone, especially those who have been left out of the digital revolution.

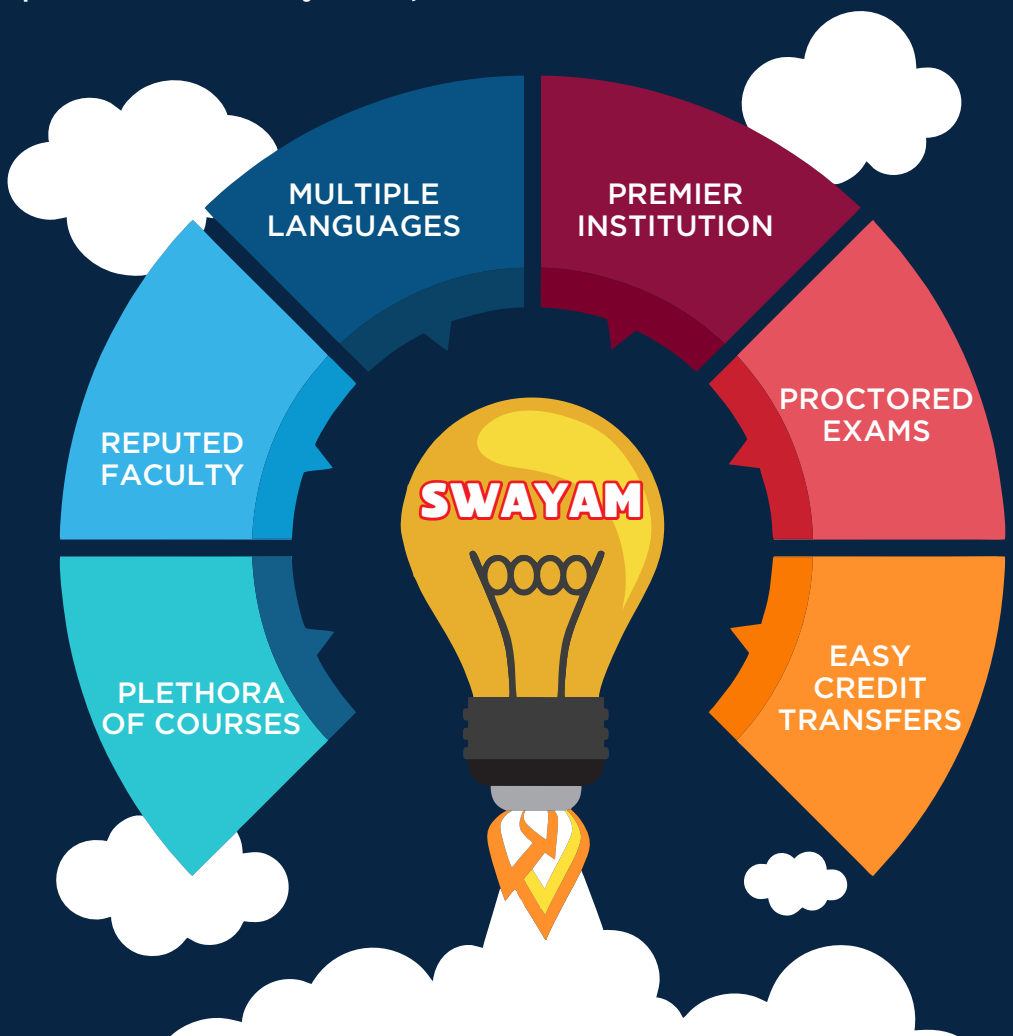
Courses on SWAYAM cover a wide range from Class 9 to post-graduation, accessible to anyone, anywhere, at any time.

Over 42.6 million learners have enrolled on the platform as of July 2024, with students from 219 countries accessing its MOOCs.

SWAYAM currently hosts 13,157 online courses, including 12,262 credit courses and 995 non-credit/self-paced courses.

AICTE, as one of the 9 National Coordinator, is responsible for developing self-paced and multidisciplinary courses, including credit courses from top NIRF-100 institutes.

AICTE has also developed credit courses in emerging areas like Yoga, Space Technology, IPR, and Design Thinking, in collaboration with institutions like S-VYASA and ISRO-Dehradun.



9. Drafting Model Curriculum

Reference Code

AICTE's model curriculum development is a key initiative aimed at ensuring that technical education in India remains relevant, dynamic, and aligned with the needs of industry and society. The curriculum is developed through a rigorous process of consultation with academic experts, industry leaders, and other stakeholders, resulting in a framework that equips students with the skills and knowledge needed to thrive in a rapidly evolving global environment.

The AICTE Model Curriculum spans a wide range of disciplines at the Diploma, Undergraduate (UG), and Postgraduate (PG) levels of all Technical programme. Undergraduate programs include Industrial Engineering, Mechanical Engineering, Civil Engineering, Electronics and Communication Engineering (ECE), Robotics and AI, Bachelor of Planning, Computer Science Engineering (CSE), Electronics Engineering (VLSI Design and Technology), Logistics and Supply Chain Management, Electrical Engineering, and Bachelor of Business Administration (BBA). Programs in Textile Engineering, IKS, Indian Constitution, Bachelor of Computer Applications (BCA), Chemical Engineering, and Agriculture Engineering are also being developed, reflecting AICTE's commitment to addressing emerging fields and industry demands.

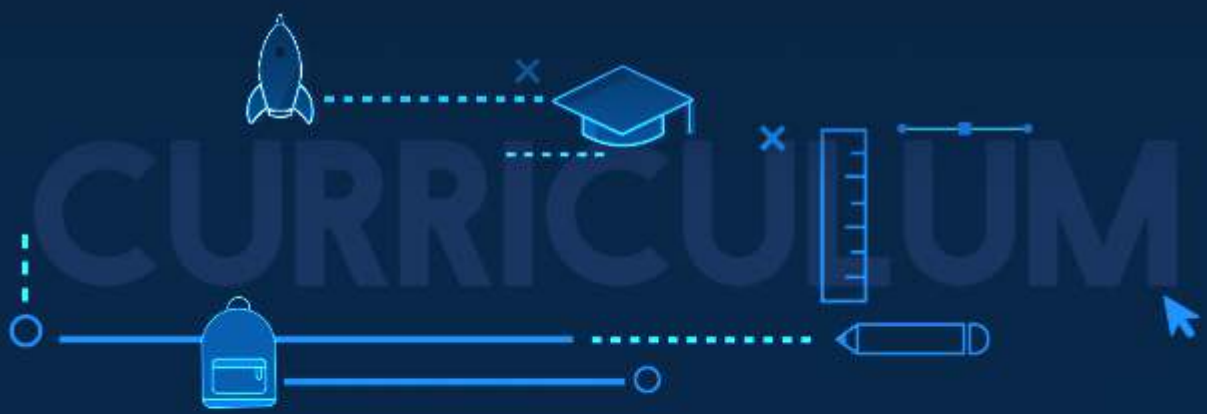
The curriculum blends technical knowledge with practical experience and entrepreneurship, requiring compulsory internships to provide hands-on industry exposure. A major project is mandatory, pushing students to solve real-world problems, fostering innovation and critical thinking. AICTE's model curriculum emphasizes start-ups and entrepreneurship, incorporating modules on these topics to nurture an entrepreneurial mindset. It supports students with resources, mentorship, and a conducive environment, preparing them to contribute effectively to the workforce and the country's economic growth.

Diploma/ UG/PG: IC Manufacturing, Industrial Engg, Mechanical Engg Civil Engg., ECE Engg., Robotics and AI, Bachelor of Planning, CSE Engg., Electronics Engg. (VLSI Design and Tech), Logistic And Supply Chain Management, Electrical Engg., BBA, Logistic and Supply Chain Management, Planning

Minor Degree: Cyber Security, Electronics Engg (VLSI Design and Technology), Sustainable Energy and Engg, Space Technology.

Further, In 2022, AICTE initiated a minor degree in UHV. Initially, the courses will be offered in self-learning mode through SWAYAM.

Open Electives: Circular Economy, Electric Vehicles, Plumbing (Water and Sanitation). Further information on the curriculum can be accessed on Through this comprehensive and forward-looking curriculum, AICTE aims to produce graduates who are not only technically proficient but also equipped with the entrepreneurial spirit and practical experience needed to drive innovation and growth in the global economy.



10. Apprenticeship Embedded Degree/ Diploma Programme (AEDP)

Reference Code

AICTE Guidelines for the Apprenticeship Embedded Degree/Diploma Programme (AEDP), designed to integrate apprenticeship training within academic curricula for AICTE-approved institutions. The initiative aims to enhance employability and align educational outcomes with industry requirements by embedding practical, on-the-job training into degree and diploma programs. Key elements of the guidelines include:

The guidelines are formulated in the context of the National Education Policy (NEP) 2020, which emphasizes experiential learning and improved employability. They address the critical gap between academic learning and industry requirements, thereby facilitating a smoother transition from education to employment.

Objectives: The primary objectives are to:

- Enhance employability by integrating practical skills and academic knowledge.
- Foster active collaboration between higher education institutions and industry.
- Address skill gaps in the workforce by involving industry in curriculum design and delivery.

Scope and Applicability: The AEDP guidelines are applicable to all degree and diploma programs approved by AICTE. Institutions have the flexibility to design and implement these programs in collaboration with industry partners, ensuring alignment with specific sectoral needs. The embedded apprenticeship component is recognized as an integral part of the curriculum, contributing to the overall credit requirements.

Stipend and Duration: The guidelines stipulate a minimum stipend of ₹7,000 per month for diploma students and ₹8,000 per month for degree students. Institutions may leverage government apprenticeship promotion schemes, such as the National Apprenticeship Promotion Scheme (NAPS) and the National Apprenticeship Training Scheme (NATS), for funding support. The duration of the apprenticeship component ranges from 1 to 3 semesters for diploma programs and 2 to 4 semesters for degree programs, integrated within the standard duration of the program.

Credit Mechanism: The credit framework follows the National Credit Framework (NCrF), where 30 hours of apprenticeship training correspond to 1 credit. For instance, a one-year apprenticeship (1,200 hours) equates to 40 credits. This approach ensures that practical training contributes meaningfully to the academic credentials of the students.

Apprenticeship Plan and Evaluation: Institutions, in collaboration with industry partners, are required to develop a detailed apprenticeship plan, including job descriptions, training schedules, learning outcomes, and assessment methodologies. Evaluation of apprentices is conducted through a combination of industry feedback, faculty mentorship, and performance in presentations or viva-voce examinations.

Execution Model: The execution model involves a tripartite agreement among the institution, industry partner, and student. Roles and responsibilities are clearly delineated:

Institutions: Develop curriculum in partnership with industry, oversee theoretical instruction, and facilitate assessments.

Industry/Establishments: Provide on-the-job training (OJT), evaluate apprentices' performance, and comply with apprenticeship regulations.

Students: Adhere to training schedules and maintain professional conduct during the apprenticeship.

Monitoring and Tracking: Institutions are expected to track the career trajectories of graduates for at least one year post-completion, using integrated platforms such as the All India Survey for Higher Education (AISHE), NATS, and the Skill India Digital Hub. This data will inform continuous improvement in program delivery and effectiveness.

The AICTE Guidelines for the AEDP represent a significant step towards fostering a skilled workforce by bridging the gap between academic education and industry demands. Institutions are encouraged to adopt these guidelines to contribute to the national objective of transforming India into a global hub of skilled talent.

11. Supernumerary Seats-Gifted Child

Institutions eligible for getting 2 Supernumerary seats for admitting gifted students. Many gifted students remain unidentified as high achievers as they are laid back and not counted probably due to the poor score in school but can be potentially high achievers. The purpose of creation of 2 supernumerary seats for empowering of gifted and talented students in AICTE approved institutions is to enhance the innate potentials to the fullest of such students who has scored less or didn't appear for the entrance test. The idea is to provide stimulating learning environment to a high potential learner for overall well-being and optimum development.

AICTE will announce the list of institutions eligible for admitting students under this scheme based on pre-determined criteria and the ability of institutions to nurture gifted students eg: NIRF/ARIIA Ranking, NBA accreditations, past performance of the institution, intake capacity, etc.

12. AICTE -Distinguished Professional Scheme

Reference Code

The DPS intends to utilize the expertise of highly qualified and eminent Professionals by creating a pool of experts from Industry, Institutes and Research Labs, in their domain for motivation and inspiring the student's/faculty members of AICTE approved institutes. The scheme is designed to enhance the employability of students, promote industry connections, foster research and innovation, support startups and entrepreneurship, and strengthen the Indian Knowledge System (IKS). An honorarium of ₹15,000 is fixed for professionals selected under the scheme for full-day interactions with faculty members and students.

13. Graded Autonomy
a) Standalone Institution & b) Diploma Institutions

Reference Code

Reference Code

Standalone institutions offering PGDM/PGCM courses under the same Trust/Society but located at different cities/states shall be permitted for consolidation. The students could be admitted through a centralized admission process and also the semester / yearly examinations could be conducted centrally. However, all the institutions which are subject for consolidations shall mandatorily adher to the norms and conditions w.r.t infrastructure, land and faculty individually. Faculty sharing shall be permitted among the consolidated campuses for delivery of expert lectures. However, each campus shall maintain its faculty student ratio as prescribed by the council. The main campus of such institutions which are intending for consolidation shall fall under the Category 1 or 2 of the graded autonomy granted by AICTE. If not, the institution shall submit an undertaking that they shall secure Graded autonomy within 2 years from the date of consolidation.

A P,olytechnic college fulfilling the criteria mentioned in the policy document can apply for grant of autonomy. The Institute need to submit an application to the respective Directorate of Technical Education in the prescribed format for further process.

14. Norms for Faculty Requirements and Cadre Ratio of the Technical Institutions

Reference Code

Sanctioned Intake during last 3 academic years	Average admissions during last three academic years	Duration of course in years	Faculty required as per norms	Faculty required as par recommendation
300	175 Above 50%	4	60	60
300	130 Above 50%	4	60	60 60x0.75

In case of the average admission during last 3 years is less than or equal to 50% of the average sanction intake, the requirement of faculty members shall be reduced by 25% on account of the number of batches of students going to laboratory/ project work/ seminars/workshops etc.

SCHEME INITIATIVES

AICTE provides various scholarships and grants to the students and institutions

1

YASHASVI
SCHOLARSHIP SCHEME

Reference Code

Young Achievers' Scholarship and Holistic Academic Skills Venture Initiative (YASHASVI) Merit Scholarship for Civil Chemical, Electrical, Electronic and Mechanical Engineering (CCEEM) Students (Degree/ Diploma)

The Young Achievers' Scholarship and Holistic Academic Skills Venture Initiative (YASHASVI) is a prestigious merit scholarship designed to support and encourage outstanding students pursuing degrees or diplomas in Civil, Chemical, Electrical, Electronic, and Mechanical Engineering (CCEEM). This scholarship aims to recognize academic excellence and foster the holistic development of students in these critical engineering disciplines.

By providing financial assistance, the YASHASVI Merit Scholarship enables deserving students to focus on their studies and develop the skills needed to excel in their fields. The initiative is part of a broader effort to cultivate the next generation of engineers who will contribute to innovation and technological advancement in India.

A total of 5,200 scholarships (2,593 for degree courses and 2,607 for diploma courses) are earmarked per annum under this scheme for students pursuing First year of Degree/ Diploma level engineering course in any of the AICTE approved Institutions.

State/Union Territory wise distribution of 5,200 scholarships (2,593 for degree courses and 2,607 for diploma courses) is as per Annexure-A and Annexure-B.

Degree Level Students: ₹18,000/- per annum for every year of study i.e. maximum 4 years for first year admitted students.

Diploma Level Students: ₹12,000/- per annum for every year of study i.e. maximum 3 years for first year admitted students.

2

SARSWATI
SCHOLARSHIP SCHEME

AICTE– SARSWATI SCHOLARSHIP SCHEME FOR GIRL STUDENTS –BBA, BCA, BMS DEGREE

Scheme being implemented by AICTE aimed at providing assistance for advancement of Girls pursuing technical education. Education is one of the most important means of empowering women with the knowledge, skill and self-confidence necessary to participate fully in the development process. This is an attempt to give young women the opportunity to further her education and prepare for a successful future by "Empowering Women through Technical Education".

Eligibility For Scholarship

The girl candidate should be admitted to First year of Degree level course

Maximum two girl child per family are eligible.

Family income from all sources should not be more than ₹8 lakh per annum during the current financial year. A valid income certificate issued by State/ UT Government need to be enclosed

3

PRAGATI
SCHOLARSHIP SCHEME

Reference Code

AICTE provides scholarship to meritorious girl students of Degree and Diploma to encourage them to pursue higher education.

Eligibility Criteria

- The girl candidate should be admitted to first year of degree/ diploma level course OR
- Second year of Degree/ Diploma level course through lateral entry in any of the AICTE approved institution.
- Family income from all sources should not be more than R8 Lakh per annum during the current financial year.
- Two-girl child per family are eligible.
- Financial Support: ₹50,000/- per annum.
- The students will receive scholarship through DBT mode on annual basis.

4

SAKSHAM

SCHOLARSHIP SCHEME

Reference Code

AICTE provides scholarship to differently abled students of Degree and Diploma to encourage them to pursue higher education.

Eligibility Criteria:

The girl candidate should be admitted to first year of degree/ diploma level course OR

Second year of Degree/ Diploma level course through lateral entry in any of the AICTE approved institution.

All specially-abled students of Degree and Diploma having disability of not less than 40%.

Family income from all sources should not be more than R 8 Lakh per annum during the current financial year.

Financial Support: ₹50,000/- per annum.

The students will receive scholarship through DBT mode on annual basis.

5

SWANATH
SCHOLARSHIP SCHEME

Reference Code

AICTE provides scholarship for Degree & Diploma students for encouragement and support to orphans, wards of parents died due to Covid-19, wards of Armed Forces and Central Paramilitary Forces martyred in action (Shaheed) to pursue education and opportunity to study further and prepare for a successful future through education in AICTE approved institutions.

Eligibility Criteria:

- The candidate should be any of the following category: Orphans/ Wards of parents died due to Covid-19/ Wards of Armed Forces & Central Paramilitary Forces martyred in action (Shaheed).
- Family income from all sources should not be more than ₹8 lakh per annum during the current financial year.
- The candidate should be currently studying in the AICTE approved institutions and courses of Degree/ Diploma level in regular mode (in1st/2nd/3rd/4th Year).
- The candidate should not be recipient of any of the Central Govt./ State Govt./ AICTE sponsored scholarship.
- Financial Support: ₹50,000/- per annum.
- The students will receive scholarship through DBT mode on annual basis.

6

PG Scholarship

SCHEME

Reference Code

Post Graduate scholarship is given to GATE/ CEED qualified students admitted in AICTE approved post- graduate programs viz M.E/ M.Tech/ M.Des in AICTE approved institutions in order to ensure develpment of Technical Education.

Eligibility Criteria:

7

ADF Scholarship

AICTE Doctoral Fellowship

Reference Code

To nurture a strong culture of research and knowledge by developing a robust ecosystem in AICTE approved institutions and to fund and promote collaborative research with Institute and industries leading to start-ups, AICTE provides fellowship to students of AICTE approved institutions/ Universities in Engineering & Technology/ Management/ Design/ Planning Applied Arts, Crafts and Design/ Applied Science/ Hotel Management and Catering Technology.

Eligibility Criteria:

1. The Candidate must be admitted to Ph.D. in any of the program under purview of AICTE to Post Graduate Level.
2. The candidate must have successfully completed the Under Graduate or Post Graduate Degree (or Five Year Integrated/ Dual Degree leading to Postgraduate Degree) in any of the program under purview of AICTE as per the condition prescribed by the admitted university..
3. Applied Science Post Graduate candidates willing to admit/admitted in Ph.D. in AICTE approved Institution are also eligible
4. Financial Support: Selected research scholars receive a fellowship of R37,000 per month (JRF) for rst two years and thereafter R42,000 per month (SRF), and house rent allowance (HRA) as per central government norms. In addition, an amount of R15,000 per annum as contingency grant is given.
5. Students will receive the monthly fellowship through DBT mode.

8

AICTE AURA

(Augmenting Utilization of Research Assets 2024 Scheme)

Reference Code

To promote the utilization of I-STEM (India Science Technology Engineering facilities Map) by providing the financial aid to teachers and students in AICTE approved colleges for utilizing I-STEM facilities and boosting research. The aim of AURA scheme is to augment existing research by utilization of public funded hardware and software R&D facilities mapped by I-STEM, and thereby developing a culture of research in Technical Education Institutions. Through AICTE AURA Scheme, the use of I-STEM in research will be promoted by providing financial assistance to full time/regular faculty of AICTE approved institutions and students of PG scholarships, ADF fellowship and QIP scheme. The scheme is also beneficial for PG students of AICTE approved institutions who have not availed PG scholarships.

TRAINING SCHEME

AICTE provides various training to the faculty and organizes competition to the students and institutions.

1. ATAL

Reference Code

Objective of (ATAL) Academy is to impart quality training through Faculty Development Programmes (FDPs) for Faculty Members, PG students Research Scholars & Industry professionals. For FY 2024-25, ATAL Academy is offering 500 FDPs of which 450 are Basic FDPs of 6-day duration and 50 are Advanced FDPs of 12-day duration. Out of 450 basic FDPs 250 is embarked for undergraduate & post graduate institutes, 100 for polytechnics & 100 for BBA & BCA institutes. AICTE is providing Grant in Aid of ₹3.5 Lakhs for Basic FDPs & 6.00 Lakhs for Advanced FDPs. 500 six days Online FDPs are also announced for AY 2024-25 with financial support of ₹1 Lakh from AICTE.

2. Quality Improvement Programme (QIP)

Reference Code

With the objective of upgrading qualification and capabilities of the faculty members of degree level technical institutions, Government of India launched the Quality Improvement Programme (QIP) in the year 1970, now being implemented and monitored by the Council. Selected institutions offer Master's and Doctoral programmes to faculty members selected under this programme are paid monthly scholarships ₹9,000 and ₹15,000 respectively

3. QIP PG Certificate

Reference Code

A programme for the academic development of Faculty Members belonging to core engineering disciplines is introduced by AICTE under the existing QIP scheme named as "AICTE-QIP-PG Certificate Programme in Emerging Areas". The programme aims to make the faculty members from core engineering disciplines like Mechanical, Civil, Electrical & Electronics, and Chemical etc. to get trained in the emerging technologies which in turn shall enable them to impart effective teaching to the students enrolled in courses on Emerging areas. 21 institutes are hosting the first batch for QIP PG Certificate programme has enrolled approx 990 faculty members as beneficiaries. The programme is completely free up to 50 faculty members for participants as AICTE pays ₹20 lakhs per programme per institute.

4. J&K Internship Scheme

Reference Code

The objective of this scheme is to provide exposure to the youth from Jammu, Kashmir and Ladakh to the academic culture at Higher Learning Institutes of India through J&K Internship.
Undergraduate and Postgraduate Students of Science, Engineering & Technology, Management and Hotel Management & Catering Technology from Higher Education Institutes situated in Jammu, Kashmir and Ladakh are eligible to apply. Through this initiative, students will have the opportunity to engage in cutting-edge research in the field of Management, Science and Technology, working closely with esteemed faculty members from premier institutions likes IITs, IIITs, IISERS, IIMs, NITs etc. In 2023-24 numbers of students enrolled are 2295 and total 318 students are trained under this internship. For 2024-25 the J&K internships redefined as AICTE internship connect expanding the umbrella to student domicile of North East and Andaman & Nicobar Islands.

5. AICTE - VAANI

AICTE VAANI (Vibrant Advocacy for Advancement and Nurturing of Indian Languages) is devised to provide financial assistance to AICTE approved institutions for organizing conference/seminar/workshop in 12 regional languages on the recent trends/updates/innovations in technical fields for faculty member/PG students/Research Fellows/Working professionals from industries. As disseminating knowledge and strengthening the learning process through the medium of regional languages is a necessity to achieve the Viksit Bharat@2047 dream. 100 such programmes are organized in 2023-24 with ₹2 lakhs financial assistance per programme.

6. AICTE & C-DAC Master Trainer Programs

The Master Trainer Program on High-Performance Computing (HPC) is a transformative initiative designed to equip participants with advanced expertise and teaching capabilities in the dynamic field of HPC. This comprehensive program aims to delve deep into the fundamental principles of HPC, providing participants with a robust understanding of its concepts, techniques, and applications. The Master Trainer Program on HPC serves as a cornerstone for promoting excellence in HPC education and catalysing innovation in this critical domain. Four training programmes, two at C-DAC Pune and two at C-DAC Bengaluru was conducted certifying 156 faculty members.

7. AICTE - SANKALP

Reference Code

AICTE-SANKALP is significant initiative aimed at promoting High Performance Computing (HPC) awareness and skills among students and faculty in technical education institutions in India.

It is an extension of the National Supercomputing Mission (NSM) with a focus on capacity building in HPC, which is crucial for technological advancement and innovation.

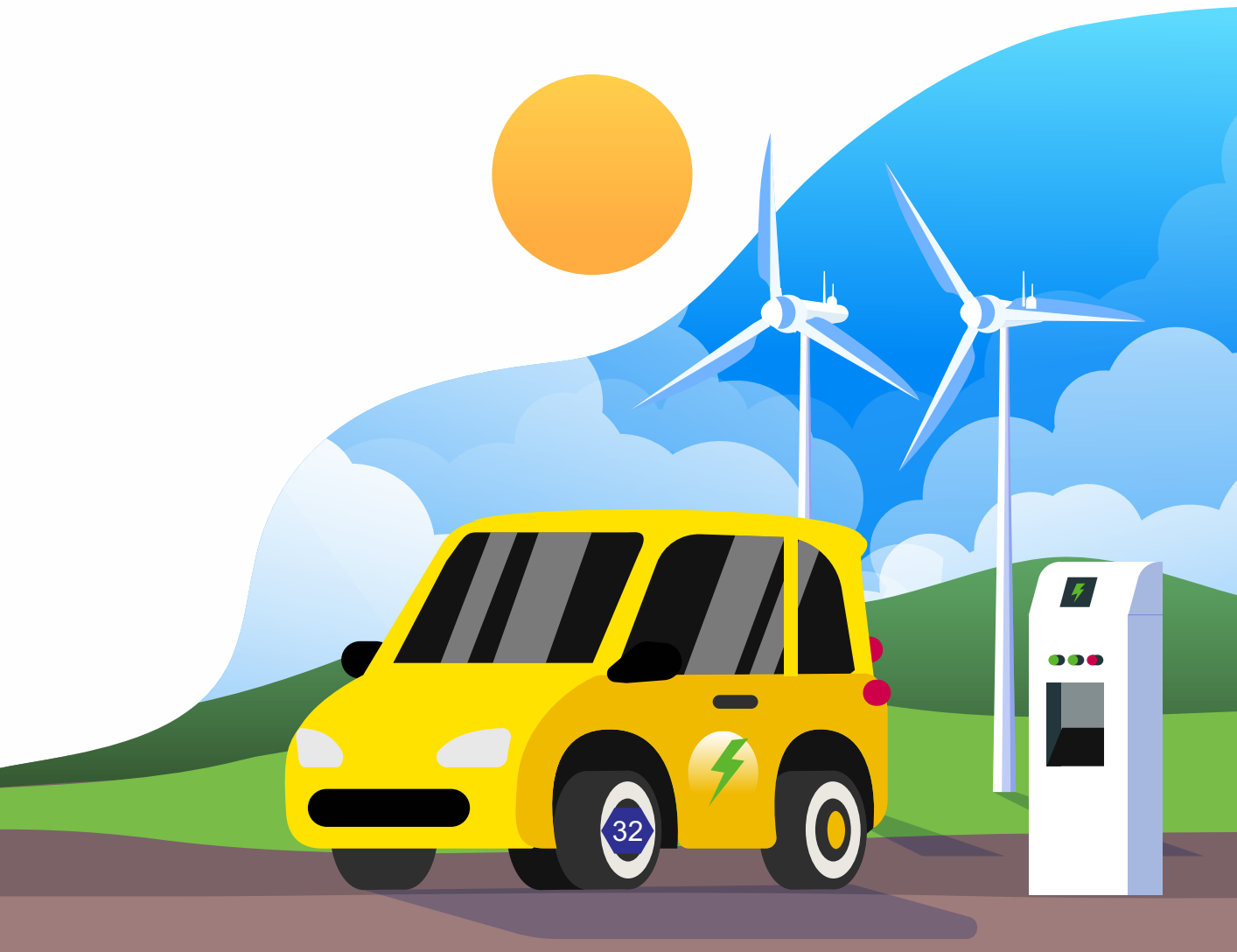
The collaboration between the All India Council for Technical Education (AICTE) and the Centre for Development of Advanced Computing (C-DAC) highlights the importance of public-private partnerships in advancing technical education and research in the country.

By offering training to faculty members and subsequently organizing talks by trained Master Trainers, AICTE-SANKALP aims to disseminate knowledge and expertise in HPC to a wider audience within technical education institutions.

8. AICTE - Karyashala

AICTE- Karyashala initiative, aimed at cultivating industry-ready manpower in the domain of green mobility through practical training and exposure to Model- Based Design techniques specific to EV design and development. The workshop is designed to impart fundamental knowledge on EV system modelling, simulation, and testing utilizing MATLAB® and Simulink®, alongside sharing best practices for the design, optimization, and validation of EV components and subsystems.

In this regards, The All India Council for Technical Education (AICTE), in partnership with Math Works is set to organize two in-person complimentary five-day workshop on "Integrating Electric Vehicle Design, Simulation, and Control into Engineering Education" for faculty members at NITTTR, Chandigarh from 5th to 9th August 2024 and COEP Technological University, Pune from 26th to 30th Aug 2024.



9. Grant for Organizing Conference Scheme (GOC)

Reference Code

AICTE launched the scheme to foster collaboration among academicians and experts from around the globe. The purpose of the scheme is to facilitate the exchange of knowledge, experience, and research findings through impactful conferences.


COMPETITION

1. AMRUT

Reference Code

AICTE Millet Recipe Unleashing Talent 2024

The All India Council for Technical Education (AICTE) proudly launched its first-ever AMRUT Challenge — AICTE Millet Recipe Unleashing Talent — held at AICTE Headquarters in New Delhi. This unique culinary competition celebrated the diversity and nutrition of millets, promoting them as a sustainable food choice in alignment with the government's Millet Mission. Nearly 3,000 enthusiastic entries poured in from AICTE-approved institutions nationwide. After rigorous evaluation, over 80 teams from across the country earned spots in the grand finale, a day-long event full of live cooking demonstrations and vibrant cultural programs.

In three distinct categories — Starters, Main Courses, and Desserts & Confectionaries — participants creatively incorporated various millet grains in recipes like Bajra Churma, Little Millet Pineapple Dessert, Ragi Nido, Millet Chai, and Chocolate Rajgira Cookies. The dishes were further divided into three sub-categories based on millet content: 70% and above, 50-70%, and 30-50%. This approach encouraged participants to experiment with millet ratios, demonstrating how these nutrient-rich grains can enhance flavor, nutrition, and appeal in diverse recipes.

The atmosphere was festive, with cultural programs showcasing traditional dance and and music, setting the perfect backdrop

for this milestone event. High-profile chefs and culinary experts judged the competition on multiple criteria — taste, presentation, hygiene, and even food waste management. Notably, Prof. T.G. Sitharam, AICTE Chairman, awarded ₹1 Lakh to each of the nine winning teams, commending them for their culinary prowess and creativity. In his keynote address, Prof. Sitharam highlighted the importance of millets for human health, agricultural sustainability, and climate resilience, underscoring the government's commitment to fostering millet production and consumption.

One participant, Himani from MDU Rohtak, stood out as a beacon of inspiration. Despite her hearing impairment, she wowed judges and attendees with her outstanding millet churma and ladoos, ultimately securing a well-deserved win. Her story resonated deeply with other participants, proving that passion and determination can surpass any obstacle. Other competitors, including engineers, lawyers, and students from varied disciplines, came together with a shared love for cooking and a mission to promote millet-based diets.

Prominent millet advocate, Dr. Sharmila Oswal, affectionately known as The Millet Woman of India, attended the event and motivated participants to continue championing millets within their communities. AICTE's Member Secretary, Prof. Rajive Kumar, also visited the stalls, interacting with participants and praising their innovative culinary ideas. The event's grand success underscored the potential for such festivals to become a regular part of AICTE's efforts to foster sustainable and nutritious food habits.

AMRUT not only showcased the culinary talents of India's youth but also brought attention to the significance of millets in today's food ecosystem. As the International Year of Millets 2023 emphasized, millets can positively impact health, livelihoods, and the environment. This competition's success reaffirms AICTE's commitment to promoting millet awareness and sets the stage for future events that celebrate traditional foods and sustainable practices at a national level.

2. Inter-Institutional Biomedical Innovations Programme

The AICTE-IBIP program, mentored by C-CAMP, represents a pioneering initiative aimed at addressing the critical need for cohesive, cross specialization collaboration in the health sector.
By bringing together engineering and medical institutions, this program fosters an environment where graduates, postgraduates, and faculty members can jointly tackle challenges in the medical domain. Through structured training in 21st-century skills and multi-disciplinary education, participants are equipped with the tools necessary for critical thinking, problem-solving, and entrepreneurship in healthcare With a focus on bridging the gap between academia and industry, the program not only prepares individuals for the complexities of biomedical innovation but also aligns with larger national goals and initiatives.

The Inventors Challenge 2023 - organised by All India Council for Technical Education (AICTE), Arm® Education and STMicroelectronics

The Inventors Challenge 2023 was a team event. 1370 ideas based on based on sustainability development goals and G20 were submitted and 80 teams received developer boards from ST Microelectronics for prototyping their idea. The Inventors Challenge 2024 was launched by AICTE on 8th March 2024 under which we received 2792 Ideas and 100 teams are shortlisted for Grand finale and received developer boards from ST Microelectronics for prototyping their idea.

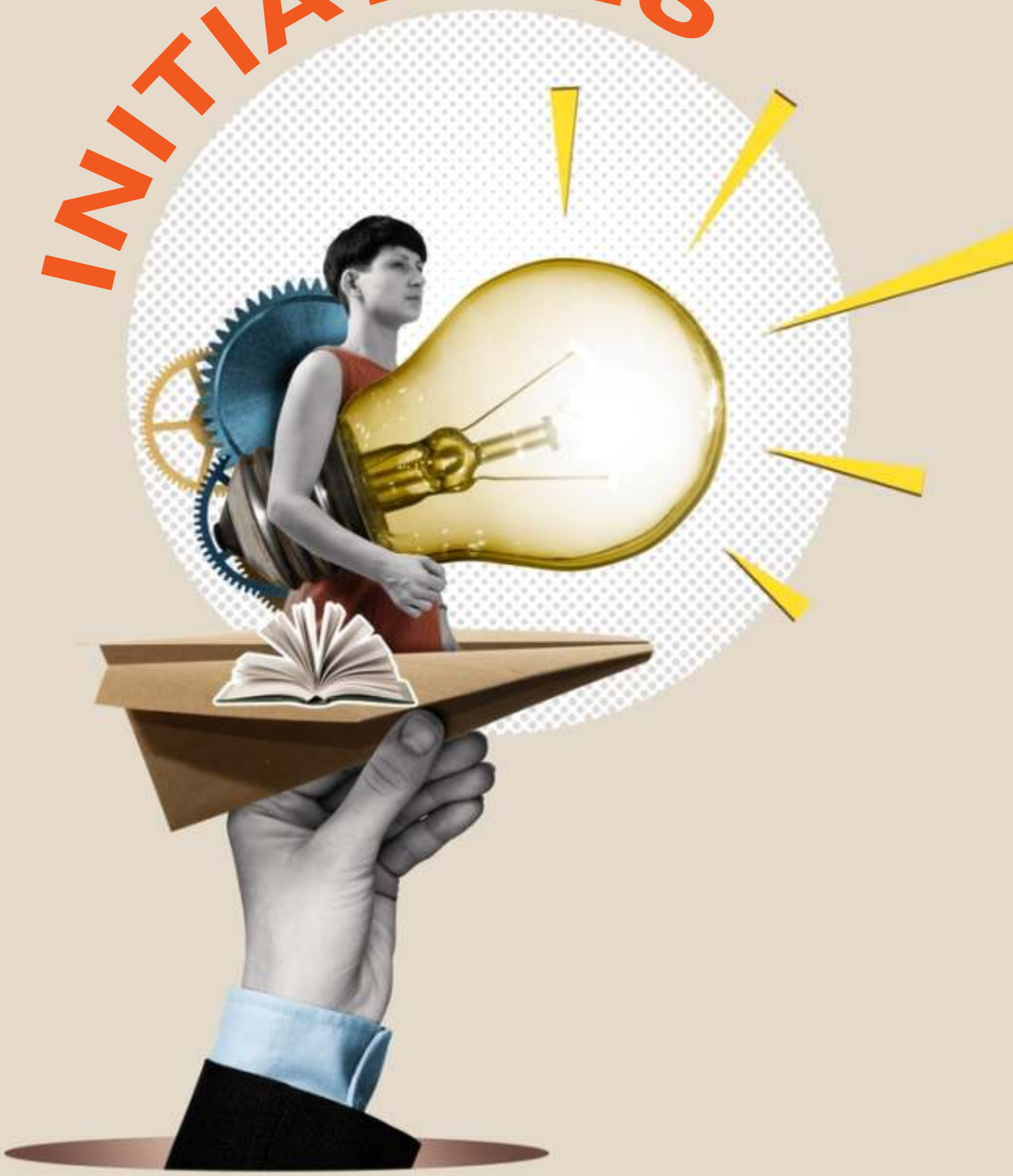
3. Bharath Cycle Design Challenge

The Bharath Cycle Design Challenge is an initiative to encourage innovation and creativity in the design and making of bicycles. The challenge seeks to promote sustainable transportation and provide solutions to the challenges faced by various groups of people in India. The competition invites participants to design a bicycle that is affordable, eco-friendly, and suits the needs of the Indian.

These entries are divided into four categories i.e. Cargo non-EV (68), Cargo EV (162), Commute non-EV (124) & Commute EV (178).

The Finale of the Bharath cycle Design Challenge (BCDC) is held on 04-11-2023 at Chanakya University, Bengaluru. The valedictory function was chaired by Hon'ble Chairman AICTE. The result of 1st prize winner under each category was announced in valedictory function and they were awarded with certificates, trophy and cheque of ₹1 lakh each.

INITIATIVES

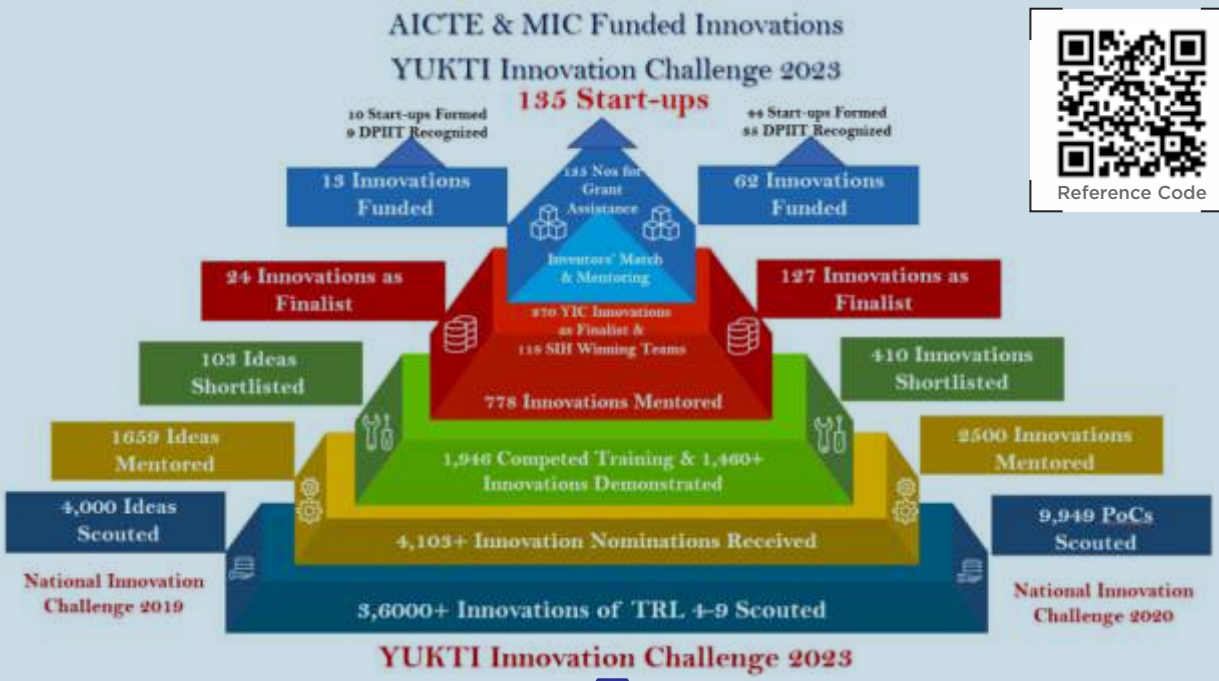


1 AICTE MIC

Institution Innovation Council (IIC): - AICTE's Ministry of Education's Innovation Cell are supporting Higher Education Institutes in establishing of Institution Innovation Councils (IICs) in more than 14000 HEIs to support innovation and entrepreneurship in campuses across 28 states and 9 UT's. More than 1800 of these IIC institutions have also created repository of ideas, innovations and startups by using the YUKTI Innovation and Invention Repository (YIIR) portal.

2 YUKTI Innovation Challenge

AICTE's Ministry of Education's Innovation Cell conducts innovation challenges, organize regional mentoring sessions and provides funding assistance up to ₹10 lakhs per innovation to transform into a startup along with access to incubation linkage support. So far three rounds of funding support have been conducted and a total of 213 innovations are supported during the period from 2020 to 2024.

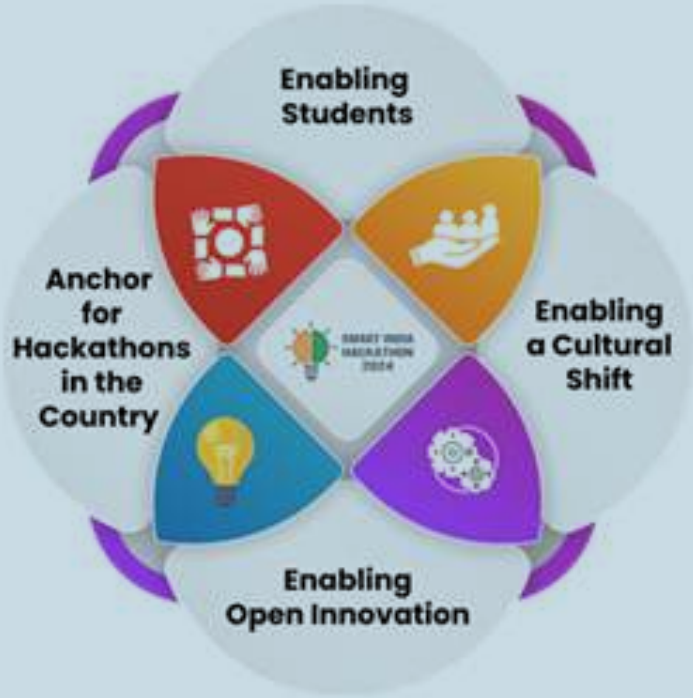


Reference Code

3 Smart India Hackathon (SIH)

Smart India Hackathon (SIH): The Smart India Hackathon is an initiative by the Government of India aimed at harnessing the innovative and creative potential of young minds. The program encourages students to develop digital solutions for real-world problems faced by various ministries, government departments, and industries.

Reference Code



Key Features:

- **Problem Statements:** Various ministries and industry partners provide problem statements for which students are encouraged to find innovative solutions.
- **Collaborative Effort:** Students from different backgrounds and regions work together in teams, promoting collaborative problem-solving.
- **Mentorship and Guidance:** Industry experts, mentors, and academicians provide guidance and support throughout the hackathon.
- **Awards and Recognition:** Winning teams receive cash prizes, certificates, and the opportunity to work with the government or industry partners to implement their solutions.
- **Exposure and Networking:** Participants gain exposure to real-world challenges and network with professionals and experts in their fields.

4 IDE Bootcamp

Reference Code

The Innovation Design and Entrepreneurship (IDE) Bootcamp is an intensive training program designed to nurture and develop entrepreneurial skills among young individuals. It aims to create a robust ecosystem for innovation and entrepreneurship in the country.

Key Features

- **Curriculum:** The bootcamp offers a comprehensive curriculum covering various aspects of entrepreneurship, including ideation, design thinking, business model development, marketing, and fundraising.
- **Hands-on Learning:** Participants engage in hands-on activities, workshops, and projects to apply the concepts they learn.
- **Mentorship:** Experienced entrepreneurs, industry experts, and academicians provide mentorship and support to participants throughout the program.
- **Networking Opportunities:** Participants have the opportunity to network with successful entrepreneurs, investors, and other stakeholders in the entrepreneurial ecosystem.
- **Funding and Support:** Selected participants may receive seed funding, incubation support, and access to resources to help them launch and scale their start-ups.

5 Impact Lecture

The Impact Lecture scheme supports IIC institutions by funding sessions with external experts on innovation, IPR, and startups. Targeting aspirational districts and the Himalayan region, these sessions aim to enhance awareness and skills among students and faculty.

6 Mentor-Mentee Program

The Mentor-Mentee Program pairs high-performing IIC institutions with those needing support. Mentors assist up to five mentee institutions, facilitating knowledge exchange and resource sharing.

7 KAPILA

KAPILA (Kalam Program for IP Literacy and Awareness) is an initiative aimed at enhancing intellectual property (IP) awareness among students and faculty in higher education institutions (HEIs). It seeks to establish a robust IP filing ecosystem, promoting the protection of new ideas and innovations.

8 Indovation Centres

The AICTE-IndovationCentres play a pivotal role in advancing innovation, intellectual property (IP) management, and technology commercialization across India's technical education sector. These centres are designed to bridge the gap between academic research and industry needs, offering a comprehensive platform for the protection, management, and dissemination of technological advancements developed within academia.

9 School Innovation Council (SIC)

Reference Code

The School Innovation Council (SIC) was established to promote entrepreneurial skills among schoolteachers and students. Currently, SICs are active in over 10,700 schools, including those under the PM SHRI (Prime Minister School for Rising India) Scheme, which has selected 6,207 schools for its first phase.

10 PARAKH

Reference Code

The Student Learning Assessment - PARAKH is an initiative to bridge the gap between academics and industry by providing a platform for self-assessment of learning Outcomes and 21st Century Life Skills acquired by students. It is a platform to support, help, guide and mentor students of Engineering & Technology,

Management and MCA who are studying in colleges affiliated to AICTE to enhance their professional capability, competence, employability, and self-learning capacity.

11 Technical Book Writing

Reference Code

This scheme has been started by AICTE to promote the use of 'Scheduled Regional Language' in Technical Education for creating knowledge base in local language and to encourage creation of treasure of latest technical knowledge incorporating the newest developments by grant of financial support to the distinguished faculty/ writers/ translators.

12 AmritKaal

AmritKaal - Vimarsh Viksit Bharat@2047" envisions a transformation of India into a prosperous and progressive nation by the year 2047. This comprehensive and ambitious plan aims to address various aspects of Indian society, economy, and governance, and propel the nation to new heights. It's a vision of India as a global leader, providing a high quality of life for its citizens while contributing to global harmony and progress.

Eminent personalities in the field of academics, administration, sports, music, and public services visited ninety-five (186) campuses and delivered talks/lectures on various developmental programmes / issues / policies/ themes that has made substantial impact in the lives of common man.

13 e-KUMBH

Reference Code

AICTE developed web portal namely e-KUMBH (Knowledge Unleashed in Multiple Bharatiya Languages) https://ekumbh.aicte-india.org for promotion and accessibility of above said books by the Institutes/ Faculty/ Students and other stakeholders free of cost.

14 Vidyanjali Higher Education Volunteer Programme

Reference Code

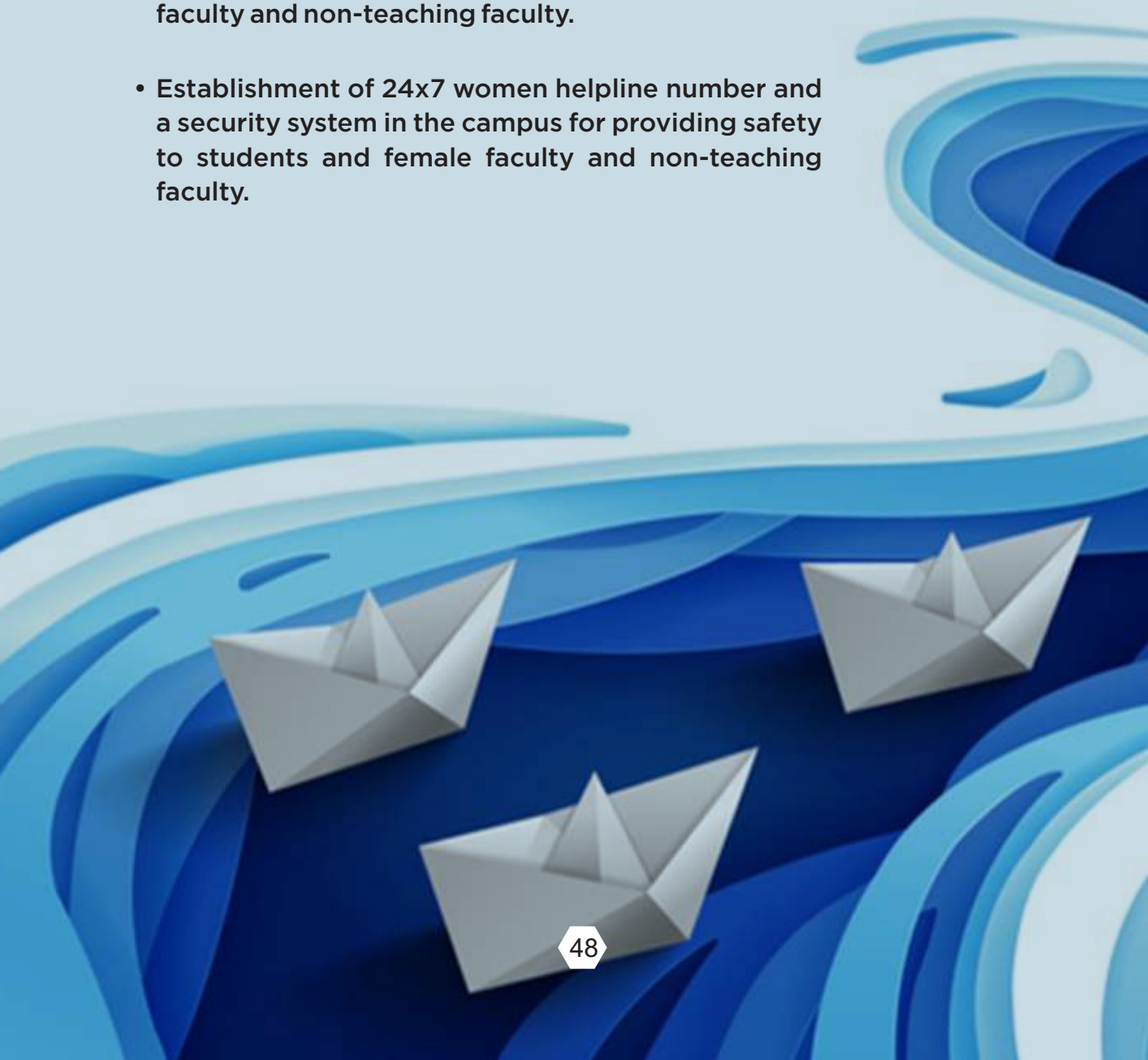
Vidyanjali Higher Education Volunteer Programme, aimed at creating a robust team of volunteers who can positively impact the nation's higher education system by contributing with academic, training, and infrastructure support. This Programme is aimed at strengthening support to students, faculties and institutions of higher education's by volunteerism through the involvement of the community, private and public sector, NGOs, NRIs, and PIOs. This initiative would connect institutions of higher education with varied volunteers from the Indian diaspora namely young professionals, retired/working teachers, retired/working government officials, professionals, and students of PG and Ph.D. levels. Through the portal, volunteers can make their skills and specialized services they want to offer known to the institutions. The institutions can also make their requirement known through the portal to seek volunteers.

15 Mandatory Establishments

AICTE mandates following platform in the Technical Institution for the wellbeing of the students

- Establishment of platform or hiring counsellors for seeking help and guidance w.r.t psychological counselling related to Mental Health for Students, faculty and non-teaching faculty.

- Establishment of 24x7 women helpline number and a security system in the campus for providing safety to students and female faculty and non-teaching faculty.



16 MoUs

Signing of the MoU's between the AICTE and Industry Partners / Govt. MoUs has been signed with various leading industries and organizations to facilitate internship, skilling and upskilling of students and faculty members on pro-bono basis

AICTE ACTIVITIES

01 Approval of TE

Processing of cases for approval to run the technical courses. The applications will be processed as per the proposals from the technical institutions after Scrutiny / EVC as per the requirements.

02 Processing Un-approved Institutions

Institutions must obtain approval from AICTE before offering any Technical Programs or Courses. Institutions that proceed without securing this approval will be subject to review. If such institutions submit a representation, the Policy and Academic Planning Bureau (PAPB) at AICTE will provide a hearing to consider their case. The final decision will be made in accordance with the provisions outlined in the Approval Process Handbook.

03 New Nomenclature

Processing of cases for approval to run the technical courses:

The applications will be processed as per the proposals from the technical institutions after Scrutiny / EVC as per the requirements.

Processing the new nomenclature for the award of the degrees:

For the inclusion of new nomenclatures in Diploma, Undergraduate, and Postgraduate degree courses, institutions must seek approval from the relevant University or Board. Along with this approval, the curriculum and syllabus for the proposed courses should be submitted to the Policy and Academic Planning Bureau (PAPB) at AICTE.

04 The Academic Bank of Credits (ABC)

Implementation of NEP 2020: Making provisions in the Technical education in line with the NEP 2020 i.e. multiple entry and exit.

The Academic Bank of Credits (ABC) is an initiative by the Ministry of Education, Government of India, aimed at providing academic flexibility, promoting multidisciplinary and holistic education, and supporting lifelong learning by removing rigid curricular boundaries. ABC is a digital platform that stores academic credits earned by students from recognized Higher Education Institutions (HEIs), allowing these credits to be redeemed for degrees and facilitating seamless mobility between institutions. It offers students flexibility with multiple entry and exit points, enabling them to manage their education at their own pace. The platform also supports formal credit recognition, accumulation, transfer, and redemption, with students tracking their progress through a unique ABC ID. HEIs are responsible for timely credit data management on ABC, and the Ministry emphasizes the importance of adopting the system with strict compliance deadlines. Institutions can receive technical support from designated nodal officers and the National e-Governance Division (NeGD) to ensure smooth onboarding and operation of the ABC platform.

5 National Award to Teachers (NAT)

The purpose of NAT 2024 is to recognise the distinctive contributions of some of the finest & exemplary faculty members in the country and honour them for their dedication and hard work, particularly in teaching and pedagogy, and its impact which have not only improved the quality of higher education but also enriched the lives of their respective students.

Awards are conferred to the teachers by the Hon'ble President of India on the occasion of Teachers Day i.e. 05th Sept on every year.

6 AICTE Career Portal

The 'AICTE Career Portal' offers opportunities for university graduates to explore job opportunities at prominent companies. The portal is supported by apna.co - a job and professional networking platform and has an AI-assisted resume builder to support students from all streams - engineering, management, diploma, design, arts, and science in 12,000+ colleges. Aimed to help students with jobs, internships, resume building and interview preparation, the portal is specially designed for students living in remote areas with poor internet connectivity.

7 AICTE Internship Portal

AICTE internship portal has immense opportunities for young graduates who want to scale new heights in their career. The portal has 2 crore registered students with over 75,000 companies offering internships.

8 AICTE Placement Portal

Following the success of AICTE Internship Portal, the Placement portal was launched with more than 2,000 companies offering jobs to students from rural and tribal areas.

9 AICTE Inventors Challenge

In collaboration with Arm India and STMicroelectronics, AICTE conducts this challenge to offer a unique opportunity to students and faculty to showcase their creativity in the semiconductor domain.

10 National Inter-college Crossword Expedition (NICE) 2024

AICTE in collaboration with MoU, Indian Institute of Technology, Madras, Indian Institute of Technology Mumbai and Extra-C is organizing the third edition of National Inter-college Crossword Expedition (NICE) 2024. The collaboration aims to enhance students' mental agility and soft skills.

11 AICTE IDEA Labs

The Innovation Development and Entrepreneurship Academy (IDEA) Labs are spaces designed to promote experiential learning. These labs provide students with the opportunity to engage in hands-on projects, apply their theoretical knowledge to real-world problems, and develop innovative solutions. Through IDEA Labs, AICTE is fostering a culture of creativity, innovation, and entrepreneurship among our young learners, equipping them with the skills that today's industries demand.

12 AICTE Virtual Internships

AICTE has launched a virtual internship program in partnership with Wadhwani Foundation, Ansys, and Midas Research and Development Centre, this initiative aims to provide over 2,00,000 virtual internships. These internships will enable students to gain hands-on experience in various technological fields, helping them become job-ready by exposing them to real-world industry problems.

13 Juniper AI-Driven Campus Center of Excellence

Transforming Education Across 500 Institutions in India

AICTE, in collaboration with Juniper Networks and EduSkills, has embarked on an ambitious initiative to create the Juniper AI-Driven Campus Centres of Excellence (CoE) across 500 institutions in India. This project aims to empower educational institutions with advanced AI, cloud computing, and network automation resources, preparing a future-ready workforce equipped to meet industry demands.

The launch event highlighted AICTE Chairman Prof. T.G. Sitharam's vision for a workforce ready for Viksit Bharat@2047, underscoring how this initiative complements AICTE's efforts in innovation through Idea Labs and Indovation Centers. The CoEs will provide hands-on learning aligned with the National Education Policy (NEP), giving students direct experience with industry-driven technologies.

Sajan Paul, Managing Director at Juniper Networks India & SAARC, remarked on the critical need for skilled professionals as India advances in digital transformation. Juniper's contributions—AI technology, networking, cloud solutions, and site preparation support—will ensure institutions are well-equipped for future education challenges.

Institutions will create CoE-specific infrastructure with guidance from Juniper on site preparation and trained staff. These Centers will integrate cutting-edge AI and digital tools, boosting the academic environment and enhancing practical knowledge through real-world applications. This initiative signifies a new chapter in India's tech-education landscape, providing institutions access to critical resources to elevate their standing in both technology and academia.

The Juniper AI-Driven Campus Centre of Excellence is a promising stride toward an interconnected, tech-savvy future for India's educational sector, bridging industry-academic gaps while fostering innovation in student learning.

14 Anuvadini - AI Translation Tool

Anuvadini Global Voice and Document AI Translation Tools address these challenges by eliminating language barriers to achieving higher-order thinking skills and 21st-century digital literacy. The tools provide deep learning document translation, text-to-text, speech-to-speech, image-to-text, and video translation services. The initiative's objective is to offer an open platform with translation API services and a sandboxing environment to promote stakeholder engagement, collaboration, and innovation. The goal is to develop services that make high-quality education equitable and accessible.

Furthermore, the initiative recognizes the role of language in culture, aiming to use technology to facilitate seamless communication between Indian regional and foreign languages. This promotes cultural sensitization, National unity, and uninhibited collaboration. The tool's capabilities are expanding to cover 22 regional Indian and foreign languages, breaking language barriers and fostering unity under the principles of Ek Bharat Shrestha Bharat (One India, Great India) and One Earth, One Family, One Future. This initiative aligns with the broader vision of inclusivity and collaboration in education and cultural exchange.

Flagship Schemes and Initiatives 2023-24

We all must acknowledge that with the progression of disruptive technological advancements and COVID Pandemic, there is a paradigm shift in teaching learning process, shift in academic landscape. Existing education is collaborative, cross-institutional, cross cultural, bi/multidirectional enabling convergence of man and machine to explore new pedagogies. India is emerging as a global education hub, making it an attractive destination for students who wish to study abroad. The world's second fastest growing economy offers affordable, quality international education with great value for money. The industry is also witnessing accelerated growth that will require well trained skilled workforce.

The council in its endeavor to encourage academic excellence and strengthen innovation ecosystem in technical Institutions has taken several quality initiatives to bring qualitative changes in technical education and make it globally competitive and bring eminence amongst all HEIs.

Major highlights are as follows: -

1. Focus on Quality Assurance:

STUDENT CENTRIC

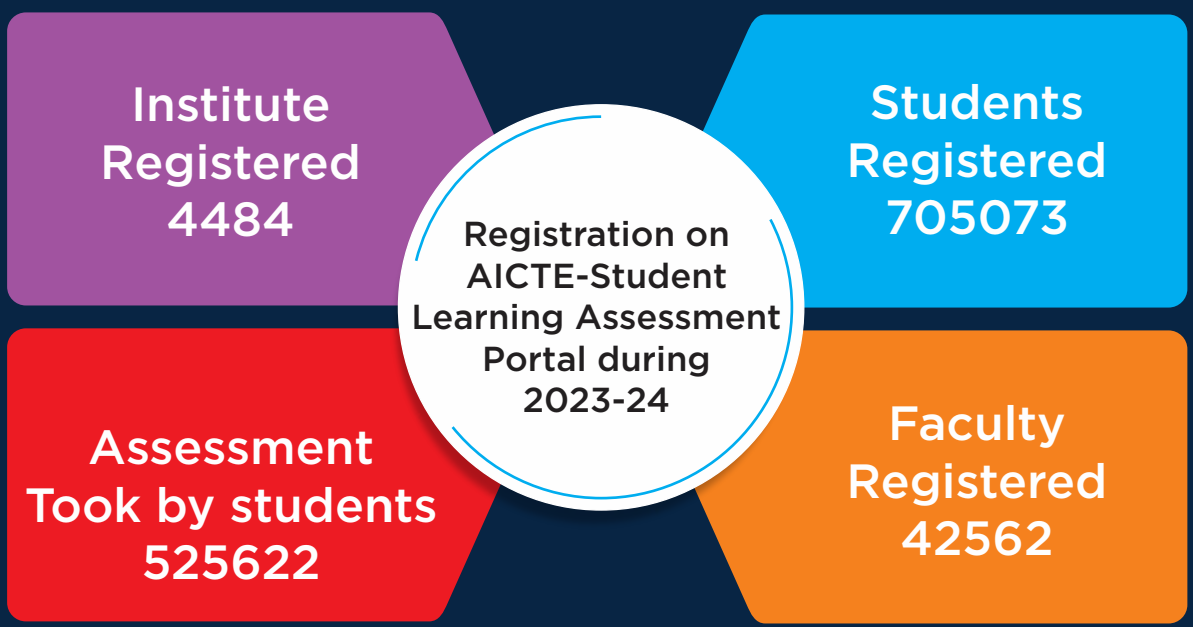
- Revision of curriculum with multidisciplinary approach to align with NEP 2020 & Industry needs.
- flexibility in eligibility criteria for admission to undergraduate Engineering and Technology programmes in line with NEP by broadening the entry level qualifications; provide 14 subjects as possible options for admission to engineering.
- Implementation of National Curriculum & Credit Framework to facilitate multiple entry/exit provisions, integration of vocational education with main STEM education in line with NEP 2020.
- Model Curriculum for 9- new emerging technologies such as Artificial Intelligence and Data Science developed.
- New B. Tech Programmes in Data Science and Artificial Intelligence, VLSI Design Tech, Logistic and Diploma in IC Manufacturing launched to meet the growing manpower requirement in these areas. Enhanced focus on student learning outcomes and employability skills.
- Inclusion of BCA & BBA/ BMS offered through General Degree Colleges (Non-Technical Institutions) under the ambit of AICTE to ensure quality and coordinated development in technical and management education.
- AICTE's Students Learning Assessment (PARAKH) portal promotes holistic assessment of faculty and students' learning outcomes. 1.28 Lakh multiple choice questions have been uploaded incorporating multiple disciplines towards improving the overall competence of students & graduates to include core disciplines, aptitude, emerging areas and higher order thinking skills. Echnology programmes in line with NEP by broadening the entry level qualifications; provide 14 subjects as possible options for admission to engineering.

- Implementation of National Curriculum & Credit Framework to facilitate multiple entry/exit provisions, integration of vocational education with main STEM education in line with NEP 2020.

- Model Curriculum for 9- new emerging technologies such as Artificial Intelligence and Data Science developed.

- New B. Tech Programmes in Data Science and Artificial Intelligence, VLSI Design Tech, Logistic and Diploma in IC Manufacturing launched to meet the growing manpower requirement in these areas. Enhanced focus on student learning outcomes and employability skills.

Major highlights are as follows



- Mandatory Internship: Through internship portal has created an impressive milestone with 1.7 crore students' registered on the portal, 28 lakh Internships Posted and 75000 Industries/Companies on boarded for enhancing students' skills, employability opportunities and transforms them into Industry Suitable Workforce.

- Holistic Education: 3-week Mandatory Student Induction Program (SIP) for a smooth transition from school, preparation for an environment for higher education which includes- (1 UHV Module: 15 sessions introductory UHV-I, 6 IKS Modules: includes Holistic Health and 2 Skill Modules).

FACULTY CENTRIC

- Faculty Development Programme through AICTE Training and Learning (ATAL) Academy: Imparted training to more than 3 lakh faculty members on emerging niche areas such as AI, IoT, ML, DL, AR/VR, Robotics, Block Chain Management etc. across 1900 FDPs. ATAL Academies are being established at Guwahati and Jaipur.
- Annual Refresher Programme for Technical Teachers (ARPIT); AICTE as the National Coordinator for ARPIT under Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme for development of online courses for faculty of all technical higher education institutions in the Country enrolled 2,87,560 faculty/non-faculty 23,732 faculty/non-faculty had appeared in ARPIT examinations held from time to time and 18,386 faculty/non-faculty have been awarded certificate by AICTE to the successful Faculty as per norms of ARPIT.

INSTITUTE CENTRIC

- Margdarshak-Margdarshan Initiative:

  (Mentor-mentee handholding among institutes) to enhance the overall quality of technical institutes. 44 Mentor Institutes (MIs) and 391 senior academicians serve as Margdarshaks, guiding and mentoring 894 Mentee Beneficiary Institutes (MBIs) striving for accreditation. This initiative has resulted in 126 institutes obtaining NBA accreditation, with 80 institutes submitting Self-Assessment Reports for accreditation consideration.

- Implemented "AICTE-North East Quality Improvement Programme (AICTE-NEQIP)" from during 2013-14 to 2017-18 with total budget outlay of Rs.180 Crore providing grant-in-aid for improving quality of education in Govt. / Govt-aided Polytechnics / Degree Engineering Institutions / AICTE approved University Departments of NER.

- 26 NEQIP beneficiary institutions; 7-Degree Colleges & 19 Polytechnic Institutions have been benefited.

2. Enhancing Access and Equity:

Increased intake capacity

Approving new technical institutions and programs, particularly in rural areas, to cater to rising demand.

Details of AICTE Approved Institutions along with their Intake capacity and enrolment in last three years is placed below for reference.

Academic Year	No. of Approved Institutions	Total Approved Intake	Total Enrollments
2021-2022	8,998	2,975,847	1,962,858
2022-2023	8,918	3,012,327	2,133,998
2023-2024	8,261	3,045,220	2,175,150

Provision for employed/ working professionals to upgrade their academic qualification /skill sets at diploma/degree/ postgraduate level through flexible mode (timings) through lateral entry.

PROFICIENCE

Scheme Launched for skill upgradation in specialized areas for interested professionals where they may learn and also earn credit in class room environment of the institute.

3. Affordability

Scholarship schemes: Providing financial support to students from diverse backgrounds.

AICTE Pragati Scholarship Scheme for Girl Students

Scholarship of Rs. 50,000/- per annum to meritorious girl students Total 10,000 scholarships (5000 for Diploma and 5000 for Degree).

AICTE Saksham Scholarship Scheme for Differently-abled Students

Scholarship of upto Rs. 50, 000/- per annum to differently abled (minimum 40%) students .

AICTE Swanath Scholarship Scheme

The Scheme is being implemented by AICTE that provides scholarship of upto Rs. 50, 000/- per annum to provide support to orphans, wards of parents died due to Covid-19, wards of Armed Forces and Central Paramilitary Forces martyred in action (Shaheed) to pursue education.

AICTE Post-Graduate (PG) Scholarship Scheme

Scholarship of Rs.12400/- per month for 24 months to the students admitted in AICTE approved Institutions/Programs and within approved Intake of M.E. /M. Tech./M. Arch./M. Des. who qualify the GATE/CEED exam as per the guidelines.

AICTE-Doctoral Fellowship (ADF)

- AICTE launched a scheme, AICTE Doctoral Fellowship (ADF) for pursuing full time Ph.D. program in the 28 identified research institutes of AICTE. Selected researchers receive a fellowship of Rs.37,000/- per month as JRF for the first two years and thereafter Rs.42,000/- per month as SRF, and house rent allowance (HRA) as per government norms. The duration of the scheme is for a period of 3 Years.
- Two new schemes under Research Promotion Scheme have been launched specifically for North-East Region and for National Doctoral Fellow Centers (NFC).

AICTE Post Doctoral Fellowship (PDF)

AICTE Post-Doctoral Fellowship is to encourage 200 Indian Engineering, Management, Design, Hotel Management & Catering Technology, Applied Sciences, Planning, Computer application, Applied Arts Crafts & Design, Inter Disciplinary Area scholars who have completed their Ph.D and wish to pursue a regular career in research and development.

The broad discipline of study within the domain of AICTE are:

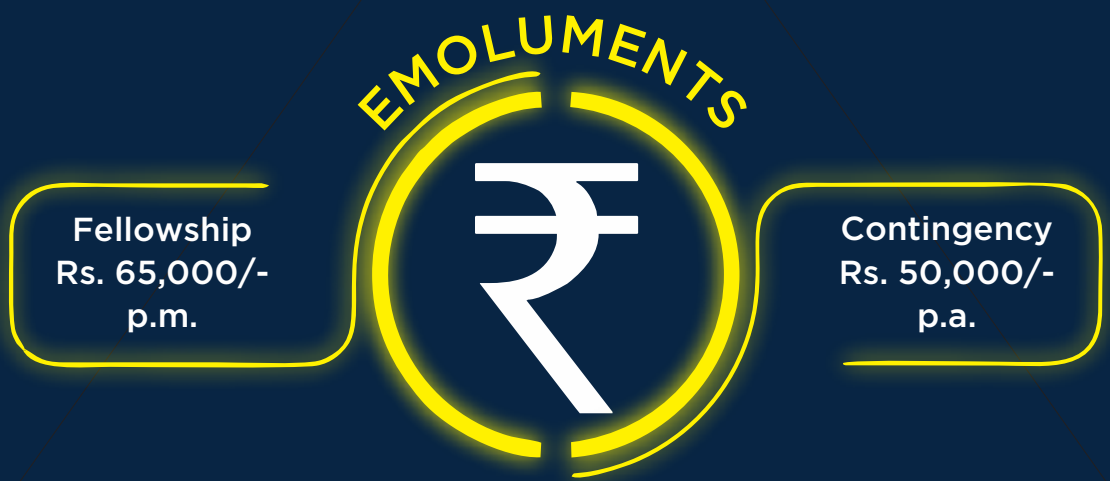
1. Engineering & Technology
2. Management
3. Design
4. Planning
5. Applied Arts Crafts & Design
6. Hotel Management & Catering Technology
7. Computer Application
8. Applied Sciences
9. Inter Disciplinary Area.

The objective of these fellowships is to provide an opportunity to carry out the advanced studies and research in Engineering and Technology, Management, Design, Planning, Applied Arts Crafts & Design, Hotel Management and Catering Technology, Computer Application, Applied Sciences and Inter Disciplinary Area in AICTE approved institutions.

Number of Fellowships - 200 Fellowships per year

Duration of Fellowship - The tenure of the fellowship is initially for one year.

If the research work is found satisfactory by the expert's committee, his/her tenure will be extended for a further period of one another year. Thus, the total period of fellowship is two year and there is no further provision of extension.



Grant for Augmenting Infrastructure in NER (GAINER)

AICTE provides grants under GAINER scheme to enhance the functional efficiency of the technical institutes located in areas of North Eastern India. The Institutions are supposed to address and solve the issues of water scarcity, power, internet connectivity etc. by utilizing the funds provided by AICTE. An amount of Rs. 14.35 lakh was released under this Scheme in 2023-24.

Augmenting Utilization of Research Assets (AURA) 2024 Scheme

The Government of India invests in R&D infrastructure via various ministries/departments, creating top-notch facilities nationwide in leading educational institutions and national labs. The Office of Principal Scientific Advisor (OPSA) innovative work led to the creation of the I-STEM Portal, aimed at maximizing the use of publicly- funded infrastructure.

To promote the utilization of I-STEM (India Science Technology Engineering facilities Map), AICTE has launching the scheme named AURA (Augmenting Utilization of Research Assets) by providing the financial aid to teachers and students in AICTE approved colleges for utilizing I-STEM facilities and boosting research. The aim of this initiative is to augment existing research by utilization of public funded hardware and software R&D facilities mapped by I-STEM. An amount of up to Rs. 2 lakhs would be reimbursed to the researcher to take up a research after submitting the payment receipt for utilization of equipment/ facilities registered on I-STEM Portal.

Inter-Institutional Biomedical Innovations and Entrepreneurship Program (AICTE-IBIP)

The Centre for Cellular and Molecular Platforms (C-CAMP) has launched the AICTE-Inter-Institutional Biomedical Innovations Programme (IBIP) to promote interdisciplinary education, research and innovations between medical and engineering institutions. An MoU has been signed between C-CAMP and the All India Council for Technical Education (AICTE) in this regard. The programme is the collective endeavour of the two, to promote accessible, affordable and quality healthcare to all, making health and lives better.

4. Promotion of regional Languages in Technical Education:

AICTE has introduced up to 50% of sanctioned intake in regional languages, with 51 engineering colleges offering 16 courses in 7 languages in the academic year 2022-23. Additionally, AICTE's AI-based translator tool 'Anuvadini' is translating technical books into Hindi, Marathi, Bengali, Tamil, Telugu, and Kannada, aiming to break language barriers and promote linguistic inclusivity. This initiative enhances Gross Enrolment Ratio, improves access, taps into regional talent, and fosters research and innovation in regional ecosystems.

5. Indian Knowledge System (IKS) Portal

Established 53 IKS centers dedicated to research and promotion of IKS. Conducted 88 IKS research projects, contributing to the advancement of Indian knowledge and cultural understanding. Provided over 5200 IKS internships, offering valuable practical experience to students interested in IKS. Conducted training programs for 2500 teachers, empowering them to incorporate IKS into their curriculum and teaching practices. 400,000+ general public outreach.

Digitized more than 1800 books related to IKS in searchable formats for preserving valuable source-texts for future generations.

6. Guidelines for Imparting Technical Education through ODL & Online mode:

To streamline and regulate the technical education AICTE has framed guidelines and gazette notification has been issued in 2021 for according approval to technical institutions in the area of computer applications, data science & artificial intelligence, Logistics and Travel & Tourism. During the Academic Year 2021-22, the approved intake for offering courses under online mode is 94,670 and in ODL mode is 1,31,570.

7. Good Governance and Technology Integration for ease of doing business

AICTE Approval process transformed from offline to online mode completely;

- Robust, transparent and credible online e-governance system for approval is in force. Self-disclosure based approval.
- DBT System for Scholarships, funds for faculty and students from offline to online mode which has brought complete transparency and accountability.
- e-Governance has brought transparency, accountability, credibility and efficiency in day to day activities of the organization and resulted in getting Two National Awards (Three times).
- Provision for Extension of Approval up to 3 years for outstanding Institutions have been made now.
- Guidelines framed for Grant of Autonomy to Polytechnics to promote excellence in Diploma Level Education in Polytechnics

8. Vidyanjali Higher Education

Vidyanjali Higher Education Volunteer Programme aimed at creating a Pool of volunteers to build academic, training, and infrastructure support for institutions in higher education.

VIDYANJALI HIGHER EDUCATION
(data as on 19th May,2023)

9. Yuva Sangam under Ek Bharat Shreshtha Bharat (EBSB)

AICTE successfully conducted 3 phases of Yuva Sangam

3767 students and

367 Coordinators participated

in this programme in last 2-years.

10. AICTE IDEA (Idea Development, Evaluation & Application) Lab Scheme:

AICTE- IDEA Labs with prototyping facilities being set-up in institutions with a view to fostering the culture of innovation and critical thinking through hands-on experience and learning by doing.

106 institutions across 22 states/UTs have been identified to establish AICTE-IDEA Labs.

2-ATAL IDEA Labs are being established by AICTE, in DCRUST- Murthal (Haryana) and VTU-Muddanhalli (Karnataka).

11. Ministry of Education's Innovation Cell in AICTE:

Since the establishment of Innovation Cell in Year 2018, a large number (more than 30) of new initiatives and schemes have been launched by Innovation Cell.

- Vibrant network of Institution's Innovation Councils (IICs) in more than 7600+ HEIs have been established
- There are more than 14 sub programs are complementing and supplement the IIC structure to achieve the I&E mission.
- Faculty Innovation Ambassador (IA) Training Program in HEIs; 26000+ faculty members from HEIs have been trained and deployed as Innovation Ambassadors to drive campus I&E ecosystems in educational institutions.

- Mentor-Mentee Program for IIC; 205 high performing IIC institutions are supported by MIC with grant support for their role as mentor and guiding 550 IIC institutions in improving their competencies.
- **Impact Lecture (IL) Series Program for IIC Institutions :** So far, 1200+ IIC institutions have been organized 3600+ impact lectures and 1800+ ecosystem enablers have been engaged.
- YUKTI –Innovation and IPR Repository creation in each and every IIC institutions is another unique approach of AICTE and MIC is to integrate a market convergence platform to build a system of repository of ideas, innovations and start-ups developed in academic institutions. So far a repository of 99000+ ideas, innovations and start-ups have been created in 1500 IIC institutions and are acting as pipeline of quality innovations for incubation units for further handholding and market linkage support.
- The YUKTI Innovation Challenge 2023 for fostering collaboration among innovators, institutions, government agencies, and experts to enhance the campus ecosystem. Supported 5000+ innovations, with 75 receiving Rs. 10.00 lakhs each for venture initiation, and the current challenge involves mentoring 4000+ innovations, with the top 100-150 set to receive funding assistance from AICTE & MIC.
- **IICs in HEIs Linkage with Atal Tinkering Labs (ATLs) in Schools for Mentorship Support:** Atal Tinkering Labs (ATLs) established in schools are being linked with nearby higher education institutions having Institution's Innovation Councils (IICs) at pan India level. So far more than 3000 ATLs are linked with 800 IICs and mentoring activities are in progress.

- Introduction of New Academic Program at PG Level and Model Curriculum on MBA/PGDM in Innovation, Entrepreneurship and Venture Development (IEV).
- Introduction of New Academic Program at UG Level and Model Curriculum on Minor Degree in Innovation, Entrepreneurship and Venture Development (IEV).
- **Setting up INDOVATION Centres in Various Regions to Promote Technology Transfer and IP Commercialisation:** 12-13 Indovation centers in regional locations established to facilitate technology transfer, IP commercialization, innovation, and entrepreneurship development in higher educational institutions across the country.
- **National and International Hackathons:** organising different editions of hackathons round the year such as Smart India Hackathons, Toycathons, Drug Discovery Hackathon, Manthan and numbers of International Hackathons like Singapore India Hackathon, Indian - ASEAN Hackathon, India-Africa Hackathon to trigger creative mind-sets among Indian youths and engaging them in solving national and international problems and nation building process.
- Adoption of National Innovation and Startup Policy (NISP) guidelines in HEIs: So far, more than 3200+ higher education institutes (both technical and non-technical) have adopted the policy.
- Benchmarking I&E Ecosystem in HEIs through NIRF-Innovation (Atal Ranking of Institutions on Innovation Achievements) .

12. Global Outreach of Higher Education

- In the QIP scheme, a semester-based learning to faculty members in foreign universities for pursuing Ph.D. is allowed now. AICTE – MITACS scheme providing opportunities for students to pursue Internships and Incubator support in Canada. Credit transfer for one semester student exchange program.
- Global reach: SWAYAM-MOOCS Platform designed, developed and successfully operationalised to bridge digital divide; Around 4.0 Crore Students from 218 Countries have been accessing more than 3000 SWAYAM MOOCs courses.
- Provision for Supernumerary seats for NRIs/OCIs and PIOs.
- Twinning and Collaborative Academic Program for collaboration with universities abroad. Provision has been made for Collaboration between Indian Institutions/ Universities and Foreign Institutions/ Universities through Dual Degree and Joint Degree Programmes.
- International Cell has been set up to give boost to collaboration of Indian Institutions with Foreign Institutions to make India global hub of education.

13. AICTE–VAANI Vibrant Advocacy for Advancement and Nurturing of Indian Languages

OBJECTIVE

To promote Indian languages among faculty members and students in order to improve the teaching-learning process.

HIGHLIGHTS

AICTE-approved institutions to get financial support to host workshops/seminars in regional languages.

Annually, up to 100 conferences to be funded with Rs 2 lakh per conference.

AICTE to allocate Rs 2 crore every year for this initiative.

14. Support To Students For Participating In Competitions Abroad (AICTE SSPCA)

- SSPCA scheme designed to financially support students aspiring to compete in international scientific events.
- SSPCA scheme provides travel assistance to a student or a team of students for attending competition at an international level in order to encourage engineering students to improve their knowledge in technical education.
- Financial assistance of up to Rs 2 lakh per student fixed which covers travel expense, registration fees, visa fees, lodging, and competition equipment costs.

15. AICTE QIP PG Certificate Program In Emerging Areas

- A programme for the academic development of Faculty members belonging to Core Engineering disciplines is introduced under the existing QIP scheme named as “AICTE-QIP-PG Certificate Programme in Emerging Areas”.
- The programme aims to make the faculty members from core Engineering disciplines like Mechanical, Civil, Electrical and Electronics, Chemical etc. to get trained in the Emerging Technologies which in turn shall enable them to impart effective teaching to the students enrolled in courses on Emerging areas.
- The postgraduate certificate programme known as the Quality Improvement Programme (QIP) will be conducted at the host institutes or QIP centres approved for conducting the certificate programme for free.
- No fee shall be levied from a maximum of 50 faculty members getting enrolled for the course in any of the host institutions.
- The duration of the certificate programme is six months in hybrid mode.

16. AICTE Career Portal

- AICTE and apna.co joined hands to launch AICTE Career Portal, providing job and internship opportunities for over 3 million students from 12,000+ AICTE-affiliated colleges.
- The collaboration includes an exclusive opportunity for students to participate in Silicon Valley Immersion Programme, which include fully-sponsored trip to Silicon Valley, USA, giving an opportunity to students to engage directly with industry leaders at top companies like Google, Apple, and Microsoft.
- From AI resume writing and real-time job notifications to community engagement and both domestic and international job prospects, the platform aims to equip students with the necessary tools for success.

QUALITY INITIATIVES

Quality Initiatives/ Reforms undertaken by AICTE

in last 10 Years

Reforms undertaken by AICTE to bring eminence amongst all higher education institutions (email- dated 15/12/2024 of MoE)

The All India Council for Technical Education (AICTE) is playing a pivotal role in shaping the landscape of technical education in India. Since 2014, under the government's thrust on improving the quality and relevance of technical skills, the AICTE has taken various initiatives and making concerted efforts to implement NEP-2020 in letter and spirit.

1. Revision of curriculum with multidisciplinary approach

With a sprinkling of choices from humanities, social sciences, liberal arts, music, dance, drama, Indian Knowledge System, sports, etc. have been incorporated in curricular modifications in professional education. 18-20 credits have been assigned to niche areas to earn a minor degree along with major to create emerging technological expertise. Scheme for Promotion of Interests creativity and ethics among students (SPICES) energizes student's clubs/chapters.

AICTE has provided relaxation in land norms, conduct of non-technical courses in technical institutes and merger of the institutes within the city limits to create multidisciplinary HEIs imparting holistic, high-quality education; teaching-learning, research, and community engagement. Clustering of existing unitary academic institutions by the same trust/society has been allowed transforming them into 'Multidisciplinary Institutional Cluster' through the collaborative process of resource sharing and governance.

AICTE has made provisions for flexibility in eligibility criteria for admission to undergraduate Engineering and Technology in line with NEP. The council opened up the window of opportunity by broadening the entry level qualifications by deciding to provide 14 subjects as possible options for admission to engineering. Out of 14 subjects at class XI, XII, if the students have not done a certain subject which is essential for the study of a specific discipline of engineering, then the student shall be required to take the prerequisite additional courses either on MOOCs before joining the degree programs or bridge courses at least in the first year of engineering before proceeding to learn the advanced courses in Mathematics, Physics, Chemistry and Biology or even spend an extra year so that proper foundation is created. Broadening of the entry level qualifications will further facilitate multiple entry/exit provisions.

Blue-print has been prepared for broadening of the entry level qualifications and implementation of National Curriculum & Credit Framework to facilitate multiple entry/exit provisions and provide integration of vocational education with main STEM education.

2.Model Curriculum & Outcome based Original Technical Book Writing and Translation

Promotion of Technical Education in regional languages by AICTE. Annual Approval Process Handbook 2021-22.

Provision of additional 30/60 supernumerary seats in regional languages and up to 50% of sanctioned intake in regional languages. In AY 2022-23, 51 engineering colleges in 7 states are offering 16 courses in 7 regional languages namely Bengali, Gujarati, Hindi, Kannada, Marathi, Tamil and Telugu.

In alignment to NEP 2020 and enabling promotion of regional languages in higher technical education leading to overall increase in the GER, AICTE has introduced many initiatives towards the same such as "AICTE Technical Book Writing and Translation" in 12 scheduled Indian regional languages.

To encourage access, linguistic inclusivity, and growth of technical education right up to remotest district/region, technical books are being translated in the following languages post original writing as per AICTE's model curriculum (Outcome based) utilising AICTE's AI based translator tool 'Anuvadini' and in collaboration with technical universities:

Priority is given to languages in which colleges have started teaching in regional languages. Simultaneously, Diploma books have also been originally written by the authors and are in various stages of translation in Indian regional languages. Translation of books in Gujarati and Punjabi is about to be completed.

264 books for UG and Diploma 1st year in 12 regional languages are being prepared.

46 books for Diploma (III Semester and IV Semester) and 42 books for UG (III Semester and IV Semester) 2nd year in English and 12 Regional languages mentioned below are being prepared. Therefore, the total number of books being prepared for the second year are (88 in English + 12*88 in regional languages) = 1,144.

Till date 33 Outcome based books have been prepared in English language and these 33 books have already been sent to all the 12 Coordinating Centers/Universities for preparation of books in regional languages along with translated copy through ANUVADINI Tool, indigenously developed by NEAT Cell of AICTE.

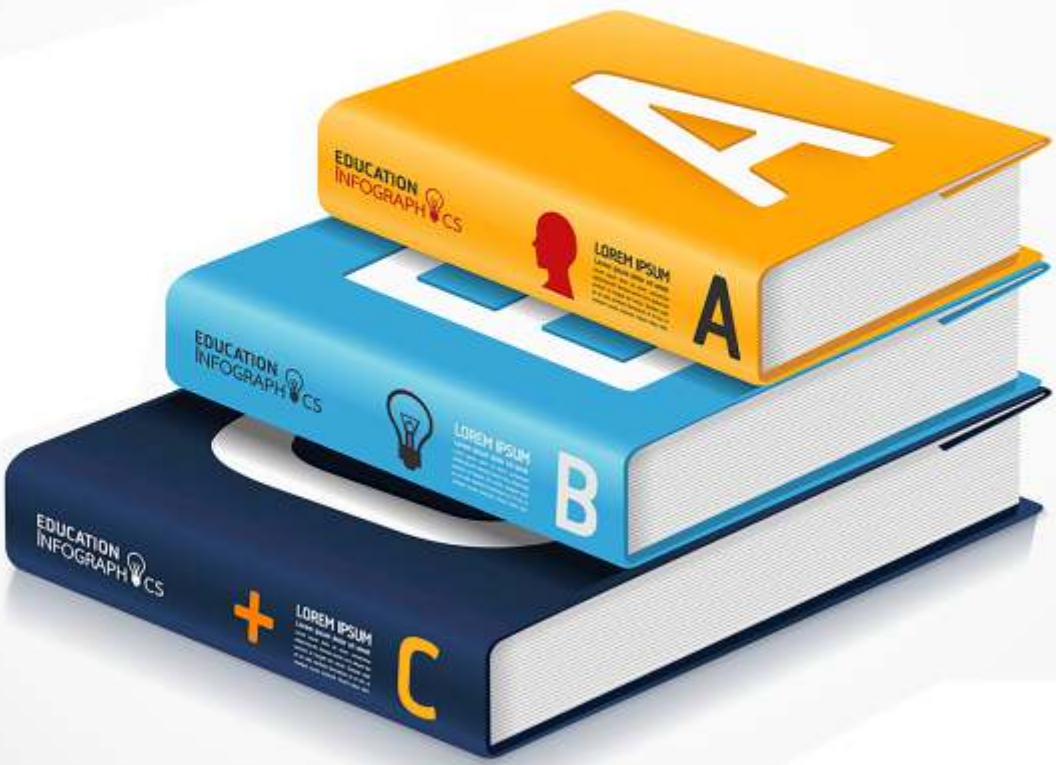
1. Tamil
2. Hindi
3. Telugu
4. Bengali
5. Malayalam
6. Urdu
7. Assamese
8. Gujarati
9. Kannada
10. Marathi
11. Odia
12. Punjabi

Feasibility study of the remaining 10 scheduled Indian regional languages is under process. Expansion of glossary in regional languages is leading to improvement of AICTE`s AI based translator tool Anuvadini.

AICTE has been assigned translation of 19 online courses into twelve (12) different Indian Regional Languages out of which translation of six (6) online courses on off-line mode into eight different Indian Regional Languages has been completed. Translation of 4186 MOOCs lectures and validation of 3636 lectures into eight (8) different Indian regional languages has been completed. Translation of aforesaid six online courses into remaining four (4) additional languages is under process.

AICTE has indigenously developed Anuvadini -Global Voice and Document AI Translation providing deep learning document translation, text to text, speech to speech, image to text, video translation services. The objective of the initiative includes providing an open platform with translation API service and sandboxing environment. The tool capability is being expanded for 22 regional Indian & foreign languages helping break language barriers & unifying India.

Quality, outcome based technical books, MOOCs courses in regional languages and Anuvadini will enhance GER, improve access and linguistic inclusivity, regional Talent tapping and will augment regional research and innovation ecosystem.



3.AICTE's Students Learning Assessment (PARAKH)

The PARAKH portal promotes holistic assessment of faculty and students' learning outcomes. It has more than 1.28 Lakh multiple choice questions incorporating multiple disciplines towards improving the overall competence of students & graduates to include core disciplines, aptitude, emerging areas and higher order thinking skills. Performance of the institute, faculty & students can be viewed in their respective dashboards, where Strengths and weaknesses can be identified. Total 3994 institutes, 561,144 students have been registered on the PARAKH portal and 3,41,863 assessments successfully conducted. Also 36475 faculty members have registered in PARAKH till 26th April,2023.

4. Examination Reforms Policy

The Examination Reforms Policy is rooted on outcome-based Education, creates a shift from rote learning and encourages, complex problem-solving, critical thinking, creativity, people management, teamwork and collaboration, emotional intelligence, judgement and decision-making, project management and cognitive flexibility. More than 10000 faculty members have been trained on AICTE's Examination Reforms Policy through 43 days' workshops conducted across the country in collaboration with NITTTRs and KLE Tech University Hubli. AICTE's examination Reforms Policy highlights reforms in examination system to meet challenges of emerging technical education landscape. A data bank of approx. 7,600 multiple questions and 1,300 subjective on core technical disciplines is available.

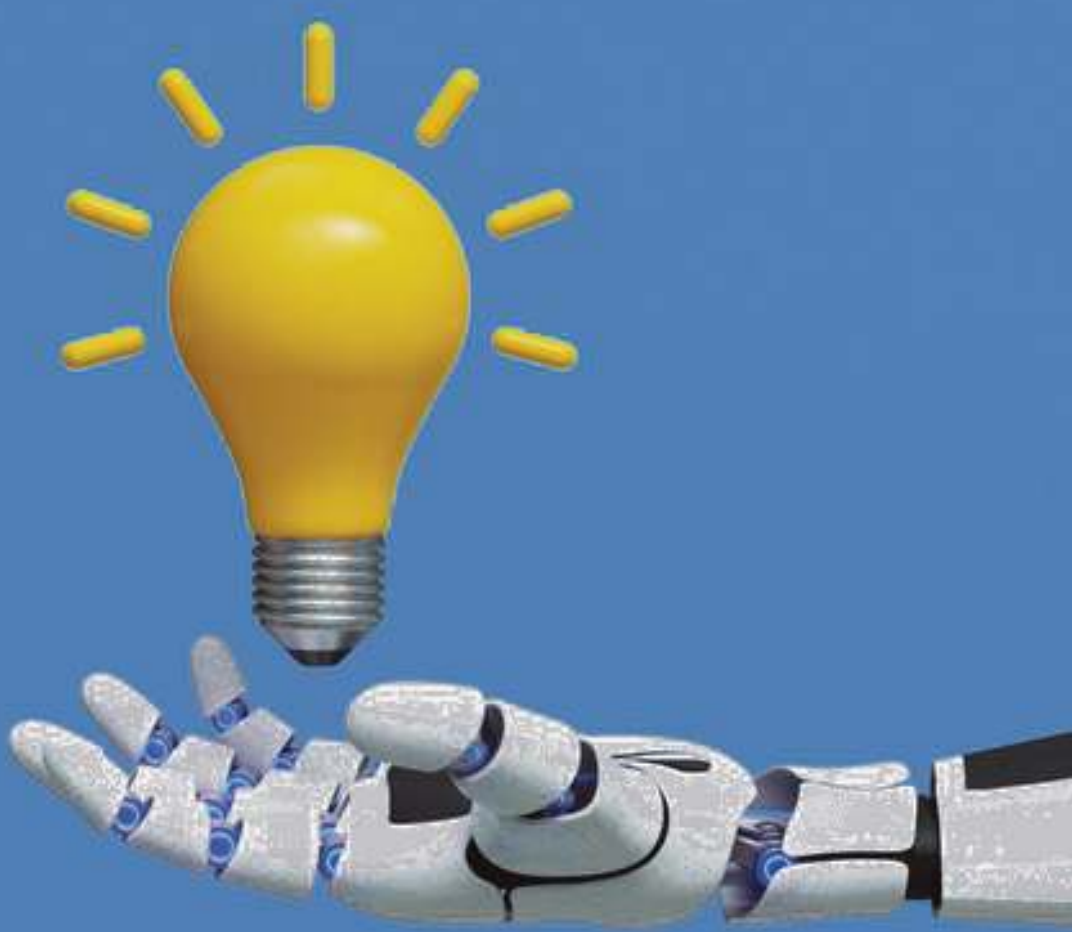
5.Mandatory Internship

As internship is mandatory in AICTE Approved Institutions. AICTE , through its internship portal has created an impressive milestone with 1.7 crore students' registered on the portal, 28 lakh Internships Posted and 75000 Industries/Companies on boarded for enhancing students' skills, employability opportunities and transforms them into Industry Suitable Workforce. AICTE supports students to undertake internships in Canadian Universities under MITACS Globalink Internship (GRI) scheme.

6.Holistic Education

AICTE initiated a 3-week Student Induction Program (SIP) for a smooth transition from school, preparation for an environment for higher education which includes- (1 UHV Module: 15 sessions introductory UHV-I, 6 IKS Modules: includes Holistic Health and 2 Skill Modules).

AICTE included a mandatory 1-semester 3-credit course UHV-II: Understanding Harmony and Ethical Human Conduct. In 2022, AICTE initiated a Minor Degree in UHV to prepare people for the much-needed transformation in individuals and society. Initially the courses for these will be offered in self-learning mode through SWAYAM.



7.Research Promotion & Innovation

Research Promotion Scheme (RPS) aims to create research ambience by promoting research in technical disciplines and innovations in established and emerging technologies. Research and development activities are considered as an essential component of higher education because of their role in creating new knowledge and insight and imparting excitement and dynamism to the educational process, as well as make them need based in view of the national requirements.

Two new schemes under Research Promotion Scheme have been launched specifically for North-East Region and for National Doctoral Fellow Centers(NFC).

8. Establishment of Institution's Innovation Councils (IICs) in HEIs. Adoption & Implementation of National Innovation & Startup Policy in HEIs.

The Institution's Innovation Council (IIC) program is to systematically foster the culture of innovation and start-up ecosystem. Applied research, innovation and entrepreneurship are integral to IICs.

In the last 4 years, the IIC network has grown to 7,100+ numbers of HEIs with more than 85,000 students, 62,000+ faculty members, and 10000+ experts from ecosystem enablers are currently part of it.

Institution's Innovation Councils in HEIs ensure a multidisciplinary interaction and partnership approach for boosting IP generation, enhancing innovation and start-up outputs from academic institutions.

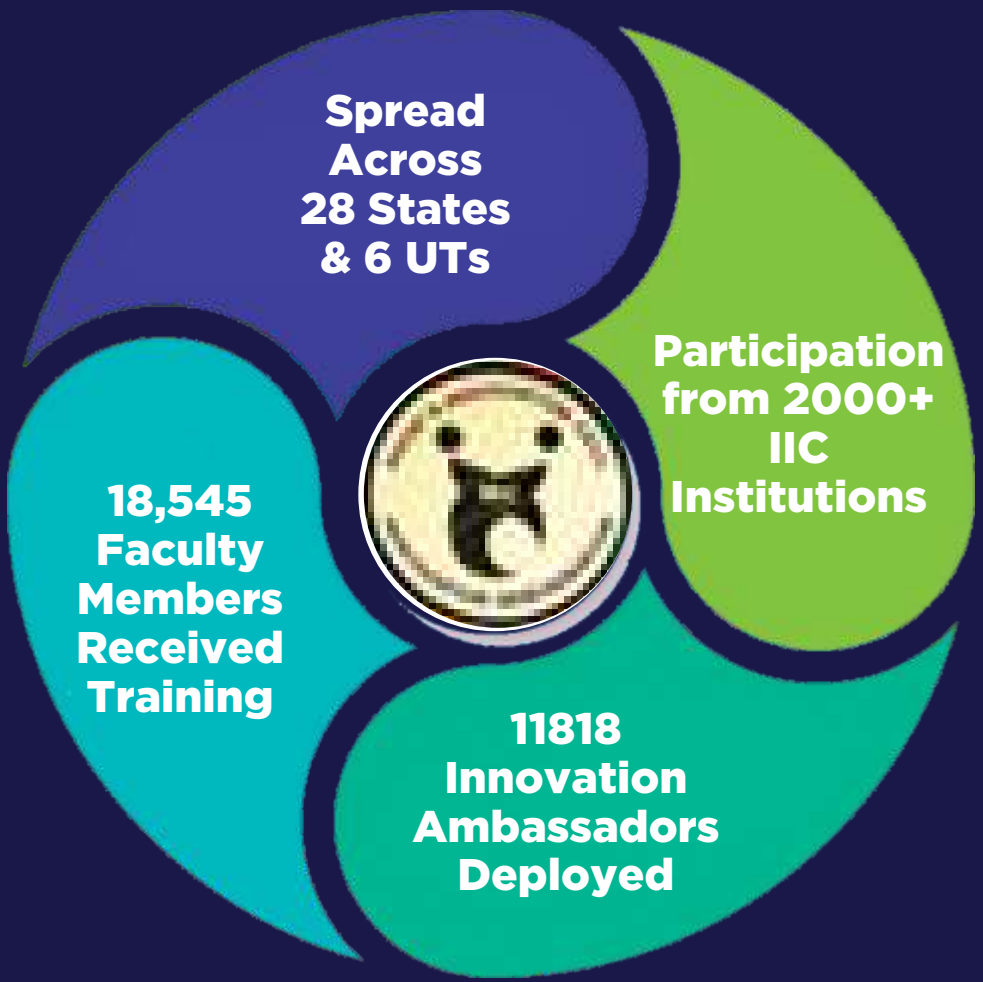
During the AY 2021-22, a total of 63,288 numbers of I&E activities were conducted by these IICs which is double the number of activities conducted in 2019-20 year and five times increase from the very first year of the IIC program.

3200+ HEIs have already been adopted the National Innovation & Startup Policy to develop institute specific policies and mechanisms to promote innovation and entrepreneurship

9. Innovation and Entrepreneurial Mentoring Capacity Building in HEIs

Training and Deployment of Trained Faculty Innovation Ambassadors in HEIs. Implementation of Mentor-Mentee program and Impact Lecture Series Scheme in IIC institutions.

- 11000+ Faculty members are deployed as an Innovation Ambassador in HEIs to drive I&E activities in their respective campuses. More than 9000 expert talks were delivered by these Innovation Ambassadors.
- More than 18000+ faculty members received training in the areas of ideation & design thinking, business plan development, venture development, investment and equity, IP management and technology commercialization etc.



10. Promotion of Inter-Institutional Partnership and Collaboration with Ecosystem Enablers

Implementation of the Mentor-Mentee program, Impact Lecture Series Scheme in IIC institutions. Linking IICs in HEIs with School Innovation Councils and Atal Tinkering Labs in Schools

- A total of 536 Mentee institutions benefited and overall 1800+ mentoring activities were conducted under the Mentor-Mentee program.

ATLs and School Innovations Councils are mapped to receive mentoring benefits from IICs established Innovation and SMART India Hackathon (SIH): In order to create an ecosystem of innovation and strengthen the innovative and mentoring capacity of teachers, Institution's Innovation Councils (IICs) have been established in HEIs across 28 states and 6 UTs. 3200+ HEIs have adopted National Innovation and Startup Policy. More than 100 innovation projects have been funded (Rs 10 lakh each) for incubations and startups by AICTE (2018-21).

More than 18000+ faculty members received training in the areas of ideation & design thinking, business plan development, venture development, investment and equity, IP management and technology commercialization etc.

More than 2400 School Innovation Council in Schools to foster the culture of Ideation, Innovation, and Entrepreneurship and handhold innovations from school students and teachers.

11. International Hackathons (SIH)

Ministry's Innovation Cell at AICTE organizes theme based international hackathons to crowdsource ideas from students of HEIs to generate innovative problem solutions. It develops innovation, problem solving and entrepreneurship among the students. Global, collaborative organized hackathons are ASEAN India Hackathon 2020, Singapore India Hackathon and UNESCO India Africa Hackathon (UIAH). International hackathons provide students multi-national/cultural exposure, competitive mindset, pushing the bilateral interests and ties. Luxemburg hackathon will soon be organized.

12. UNESCO India Africa Hackathon (UIAH)

Was organized by Innovation Cell in which 372 African students from 22 countries and 230 Indian students participated. The UIAH was a non-stop 36-hour Hackathon in which 100 teams worked on 20 problem statements at Gautam Buddha University, U.P. Under the theme 'LiFE' the subthemes were:

Training of students on various topics including Design Thinking, Time Management, Teamwork, Product Management, UI/UX, AI/ML, Cyber Security etc. was organized by subject and domain experts starting from 25th Oct 2022. Training content was provided in various languages including English, French, Portuguese, Spanish & Arabic. Post completion of training, an online assessment of all African Students was done; based on the topic they were trained in.

Two mentors were assigned to coach and mentor each team. More than 70 evaluators assessed the solutions provided by UIAH teams.

21 winning teams were felicitated by the Hon'ble Vice-President, India in the presence of Hon'ble Governor, U.P., Hon'ble Shiksha Mantri, GoI and ministers from 14 participating African countries. **Closing ceremony was graced by Hon'ble Vice President of India.**

13. Global Outreach of Higher Education

Twinning Program is offered for the purpose of degree in collaboration with universities abroad. QIP scheme incorporating a semester-based learning to faculty members in foreign universities pursuing Ph.D. AICTE- QIP (Foreign University) promoting implementation of best practices and collaborative research. AICTE – MITACS scheme providing opportunities for students to pursue Internships and Incubator support in Canada. Credit transfer for one semester student exchange program.

Students from 217 Countries have been accessing SWAYAM MOOCs courses.

Provision for Supernumerary seats for NRIs/OCIs and PIOs.

14. Canada India Acceleration Program (CIAP)

Canada India Acceleration Program (CIAP) is an international Start-up exchange program at AICTE is to identify, train student tech-based student startups lead by women entrepreneurs and provide them international exposure to global startup ecosystem and market and letting them to design innovations that will cater to international market. This program is designed as an extended support to existing innovation and startup support programs being offered by AICTE and MoE's Innovation Cell for higher educational institutions to become innovative and entrepreneurial and create employment opportunities by developing an ideal entrepreneurial ecosystem in academics.

Canada
India Acceleration
program was jointly devised by the
All India Council for Technical Education
(AICTE), New Delhi and Carleton University, Ottawa,
Canada.

So far two cohorts have been successfully conducted. In the 1st cohort, 10 Indian women entrepreneurs successfully completed the acceleration Program at Carleton University and in the 2nd cohort, 5 women entrepreneurs from India visited Carleton University, Canada for a 2-week soft landing program. Aspiring women entrepreneurs were selected from the pool of finalists of various innovation competitions and programs such as IIC National Innovation Contest, Smart India Hackathon and Singapore India Hackthon conducted by MoE's Innovation Cell and AICTE.

Innovations developed by these five teams are in the area of affordable health care, environment & hospital waste management. AICTE & MIC have also provided funding support up to Rs. 10 lakhs to these women entrepreneurs towards technology development, establishment of startup and incubation support during the financial years 2020-21. More about CIAP can be accessed at https://iic.mic.gov.in/india-canada.

15. Skill Development

AICTE's initiatives for imparting Skills and enhancement of Employability in Technical Education through Kaushal Augmentation and Reskilling Mission of AICTE (KARMA). Approx. 16,000 students were trained under the KARMA scheme in the year 2022. KARMA scheme of AICTE is providing National Skill Qualification Framework (NSQF) compliant industrial training to students. These are short term Training Programmes.

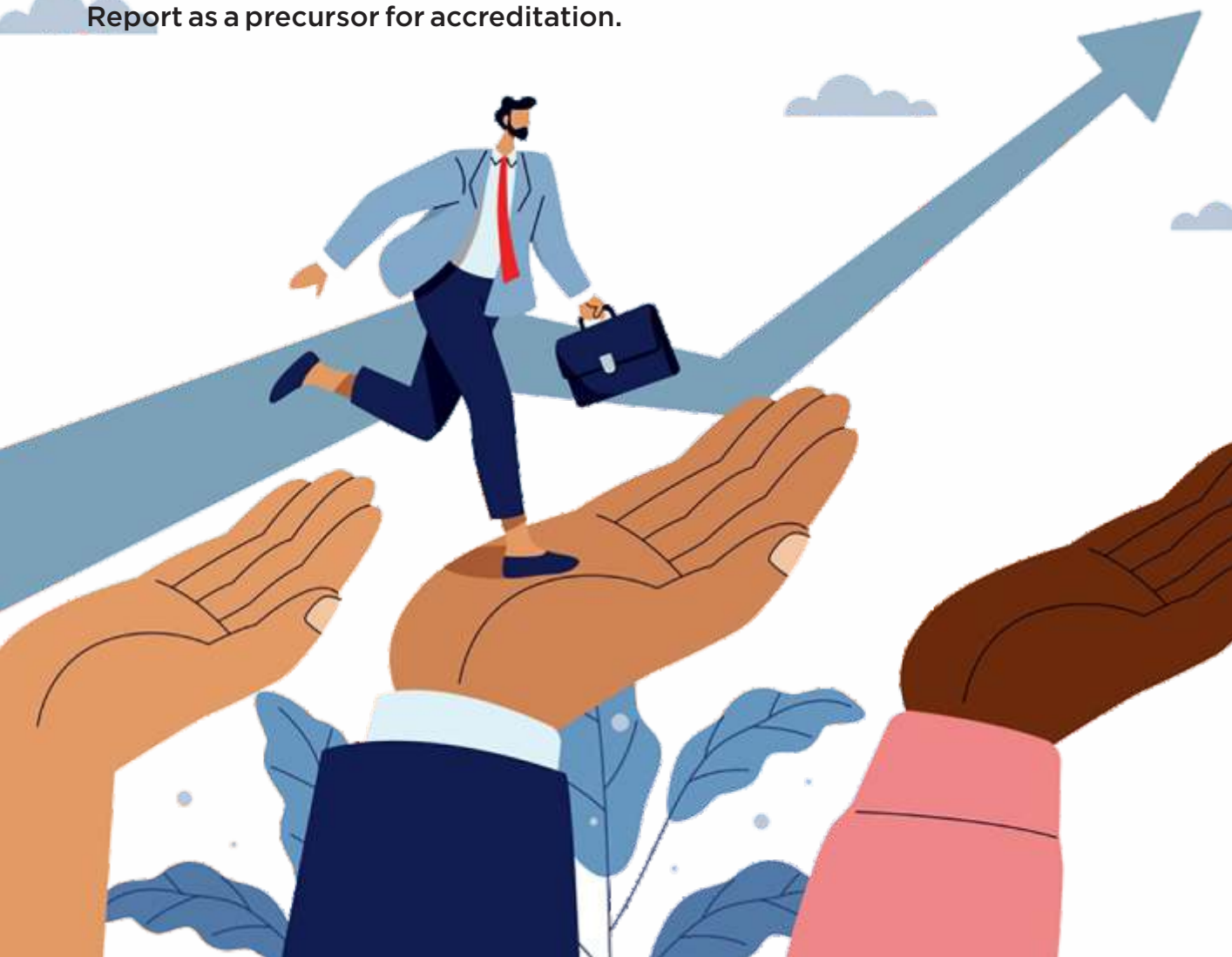
AICTE's several other initiatives for imparting vocational skills and enhancement of employability in Technical Education are PMKVY-TI, NEEM, SKP, Vocational Education, B.Voc/D.Voc.

16. National Educational Alliance for Technology (NEAT)

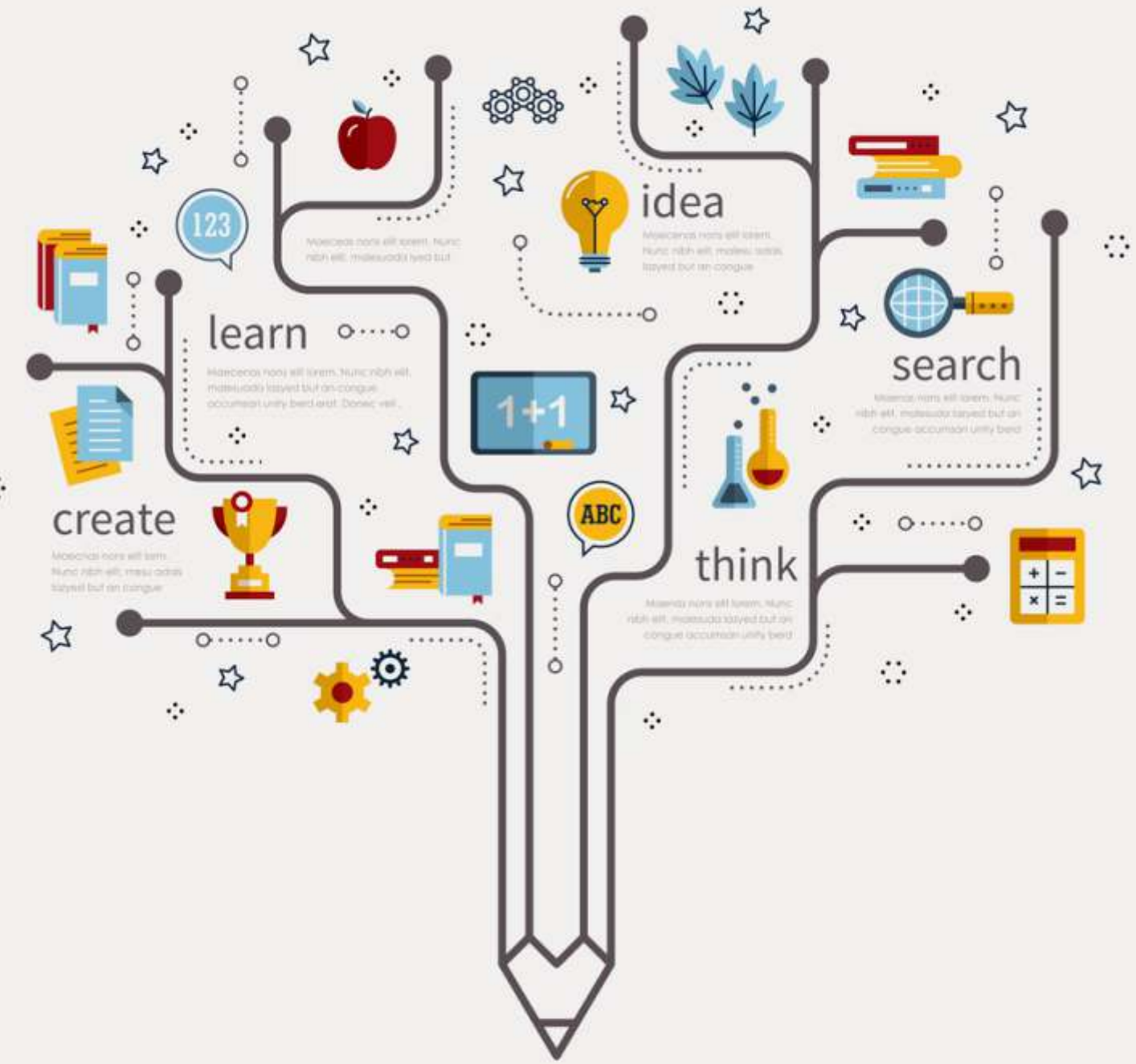
National Educational Alliance for Technology (NEAT)is an initiative to provide the best-developed Ed-tech solutions to enhance youth employability and make solutions freely available to SEDGs. NEAT platform has 58 Ed-Tech Companies with 100 products that help to develop employable skills, capacity building, and bridge learning gaps. 12 lakh NEAT free coupons worth Rs.254 crores have been distributed to socially and economically disadvantageous groups (SEDGs) of the society (SCs, STs, OBCs, EWS students) to access quality courses offered by Edu-tech companies through NEAT Portal. NEAT 3.0 portal has been launched with more courses focusing on Vocational, upskilling, and reskilling Schools and HEIs Students, leading to enhancement of Skill & Employability. EdTech courses on Indian Traditional, Cultural and Knowledge, Semiconductor, Quantum computing, 5G Technology, Immersive experience (AR/VR/MR etc) are available.

17. Margdarshak-Margdarshan Initiative

(Mentor-mentee handholding among institutes) Margdarshan Initiative has been introduced by AICTE for facilitating the technical institutes to improve the quality mandate as a whole. The initiative solicits support from senior academicians from IITs/ NITs/ other AICTE approved institutes and well established institutes to handhold & mentor other mentee beneficiary institutes (MBIs) that aspire to achieve accreditation. 44 Technical Institutes have been nominated as Mentor Institutes (MIs) and 391 senior academicians have been engaged as Margdarshaks for mentoring 894 Mentee beneficiary institutes (MBIs). Through this facilitative mechanism, 126 institutes have been accredited by NBA and 80 institutes have submitted Self-Assessment Report as a precursor for accreditation.



18. AICTE Scheme for Promoting Interests, Creativity and Ethics among Students (SPICES)

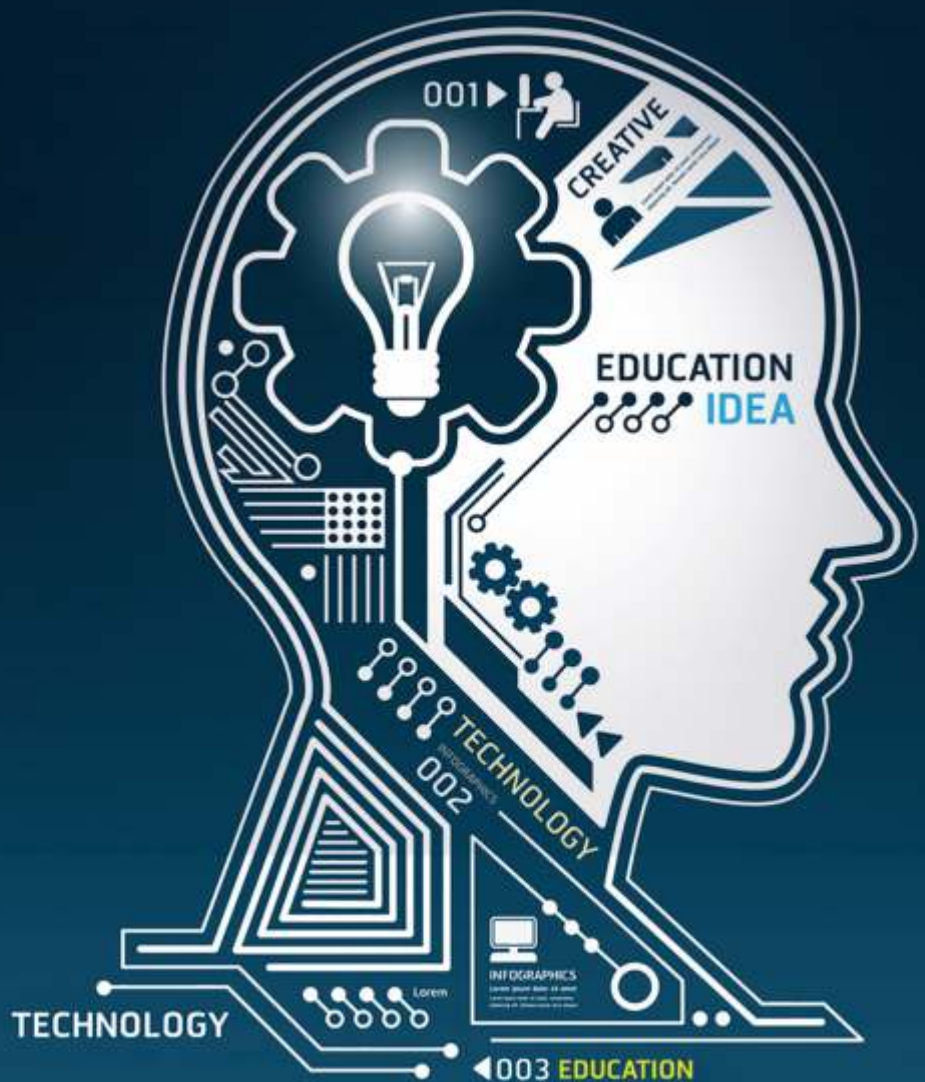


The Scheme aims to energize and position students club/ chapters/ societies as facilitating entity for pursuit of individual interests, creative work, showcasing talent, networking and teamwork opportunities, social experience; organization and management skills, exposure to professional ethics etc. AICTE approved institutes with minimum 5 years of existence are eligible to apply under this scheme.

19. AICTE-Doctoral Fellowship (ADF)

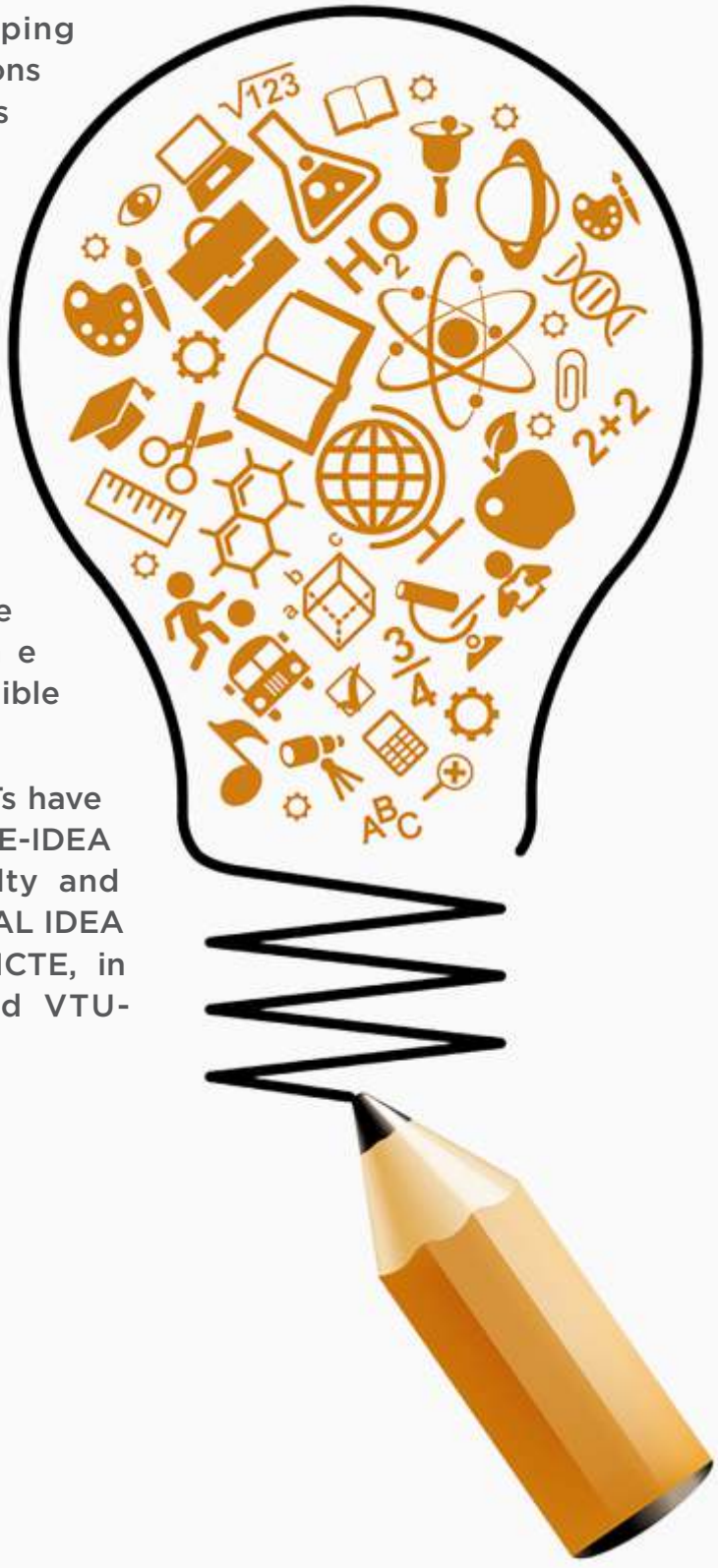
AICTE launched a scheme of AICTE Doctoral Fellowship (ADF) for pursuing full time Ph.D. program in the 28 identified research institutes of AICTE. Selected researchers receive a fellowship of Rs.37,000 per month as JRF for the first two years and thereafter Rs.42,000 per month as SRF, and house rent allowance (HRA) as per government norms. The duration of the scheme is for a period of 3 Years.

- Two new schemes under Research Promotion Scheme have been launched specifically for North-East Region and for National Doctoral Fellow Centers (NFC).



20. AICTE IDEA (Idea Development, Evaluation & Application) Lab Scheme:

AICTE- IDEA Labs with prototyping facilities being set-up in institutions with a view to encourage students for application of STEM fundamentals towards enhanced hands-on experience and learning by doing. Also, to impart training on 21st century skills, like critical thinking, problem solving and design thinking, collaboration and communication that can enhance their employability. AICTE approved engineering colleges with at least 10 years of existence and live accreditation to one course/programme course are eligible to apply under this scheme.



106 institutions across 22 states/UTs have been identified to establish AICTE-IDEA Labs. In order to train the faculty and trainers in these IDEA Labs, two ATAL IDEA Labs are being established by AICTE, in DCRUST- Murthal (Haryana) and VTU- Muddanhalli (Karnataka).

21. Faculty Development Programme through AICTE Training and Learning (ATAL) Academy:

It was felt that training with latest tools and technologies is vital to keep an institute, faculty and students competitive and more productive. Continuous Training is required for the knowledge upgradation of faculty to equip them with latest advancement in new emerging areas of technology. AICTE through its ATAL Academy has imparted training to more than 3 lakh faculty members on emerging niche areas such as AI, IoT, ML, DL, AR/VR, Robotics, Block Chain Management etc. across 1900 FDPs. The Academy also collaborated and engaged indigenous and foreign resource persons from the industry, academia, research establishments and various leading corporates such as ARM India, Cadence Design Systems, Adobe, Ford Motors, Google, Amazon, Metaverse, Tata Energy, LinkedIn, TCS, Wipro, Infosys, etc., launched 'TechSaksham' program with Microsoft and SAP.

Special initiatives have been taken to train sports and library faculty. 80,000 faculty members from polytechnics were trained. MoUs have also been signed with technical universities across the country towards comprehensive, continuous, and rigorous faculty development programs. AICTE's Quality Improvement Programmes (QIP), 360-degree feedback and Champion Teacher Concept (Mentors) are effectively utilized for comprehensive faculty development and progression.

22. AICTE- National Initiative for Technical Teachers Training (AICTE - NITTT):

In order to train the Inductee Teachers in AICTE approved / recognised institutions, National Initiative for Technical Teachers Training (for Inductee Teachers) has been launched. It imparts training to the Inductee Teachers in three phases. The first phase of the training programme for the Inductee Teachers shall be conducted in Massive Open Online Courses (MOOCs) mode for eight modules on the SWAYAM platform through the NITTT portal www.nittt.ac.in followed by one-month industrial internship (second phase) and then mentor based training (third phase).

23. Indian Knowledge System (IKS) Portal

In order to promote interdisciplinary research on all aspects of Indian Knowledge Systems, preserve, and disseminate Indian Knowledge Systems for further research and societal applications, MoE desires to create a database of individuals and organizations who have contributed by way of Research, Teaching, Publication and Preservation of ancient and contemporary rich Indian Knowledge Systems ranging from art, music, dance, drama, mathematics, astronomy, science, technology, life sciences, environment and natural sciences, health care, yoga, law, jurisprudence, economics, social sciences, psychology, philosophy, management, linguistics, oral traditions of India, knowledge hidden in Sanskrit, Prakrit, Tamil, Pali etc. and scrutinize the information, verify, put in context through interdisciplinary scientific investigation; create a portal for archival and dissemination of this rich knowledge. Established 32 IKS centers dedicated to research and promotion of Indian Knowledge Systems. Conducted 75 IKS research projects, contributing to the advancement of Indian knowledge and cultural understanding. Provided over 3200 IKS internships, offering valuable practical experience to students interested in IKS. Conducted training programs for 1500 teachers, empowering them to incorporate IKS into their curriculum and teaching practices. Digitized more than 1,80,000 books related to IKS in searchable formats for preserving valuable source-texts for future generations.

24. Strengthening Academia-Industry Interaction

Institutions are mandatorily required to enter into minimum 5-MoUs with Industry for internships etc. AICTE undertakes Survey for Industry-Linked Technical Institutes annually and maps industry linkages of Indian technical institutes in four broad streams – Engineering, Management, Architecture and Pharmacy.

It showcases the best practices of partnerships with industry and highlights the strengths and weaknesses of the ecosystem of technical education in India. At the end of the survey, awards and citations are given to the Best Industry Linked Institutes.

25. Guidelines for Imparting Technical Education through ODL & Online mode

To streamline and regulate the Technical Education in the area of computer applications, data science & artificial intelligence, Logistics and Travel & Tourism, AICTE has framed guidelines and gazette notification has been issued in 2021 for according approval to technical institutions for the same. During the Academic Year 2021-22, the approved intake for offering courses under online mode is 94,670 and in ODL mode is 1,31,570.

AICTE as such is making concerted efforts to bring qualitative changes in Technical Education to make it competitive at global level.

26. AI- Translation Tool

AICTE has indigenously developed a tool called “Anuvadini – AICTE Translation Automation AI Tool” with the vision to translate English language books/content to narrow the linguistic disparity and for widened access and equity & AICTE is committed to translate all 12 Indian languages.

Anuvadini Global Voice and Document AI Translation Tools seeks to eliminate the language barriers to attaining higher order thinking skills and 21st Century digital literacy by providing deep learning document translation, text to text, speech to speech, image to text, video translation services.

Anuvadini can translate content into 14 different Indian languages like Hindi, Bengali, Marathi, Telugu, Tamil, Gujarati, Kannada, Malayalam, Punjabi, Assamese, Odiya, and Urdu for access to a larger number of students in rural areas. Institutions willing to impart education in AICTE approved courses can also run programmers in Indian languages and SWAYAM course content has also been made available in 8 different Indian languages.

27. National Credit Framework

The National Credit Framework (NCrF) is the first of its kind framework in India, which aims at integrating academic education and skilling in India. The NCrF is a unified credit accumulation and transfer framework applicable to school, higher and vocational education. The NCrF, has been jointly developed by a High-Level Committee constituted by the Government with members from UGC, AICTE, NCVET, NIOS, CBSE, NCERT, Department of School Education and Learning & Department of Higher Education, MoE, DGT, and Ministry of Skill Development. The NCrF has been launched and various awareness workshops with stakeholders have been conducted. The NCrF will be implemented by AICTE from the ensuing academic year itself.

28. E-Governance and Technology Integration

AICTE`s e-Governance model to achieve accountability; integrity; credibility; transparency & efficiency in institutional governance to provide effective services to all its stakeholders.

Approval Process

Facilitating New/Existing institutions, Universities to apply for online approval and the entire approval process is fully online. Now Scrutiny, Rescrutiny, Appeal and Visits are being conducted only in online mode. System provides Internet banking facility for payment of Processing fee, security deposit and refund of Joint Fixed Deposit. This will reduce the physical visits of the Institutes to AICTE offices. The latest Online Grievance Redressal System and Centralized Support System (CSS) (with automatic escalation procedures) has helped the management in effectively resolving the grievances / complaints at the earliest and best possible. Closing down the regional offices and all the technical duties are performed by the Head Office AICTE.

Development

AICTE Website, the website provides information of all bureaus of AICTE, announcements, upcoming events etc. To plan and help in imparting quality technical education in the country and to support technical institutions in fostering research, innovation and entrepreneurship through training in various emerging areas. AICTE HQ will have a training cell who will coordinate with training academies of AICTE and training cells across the country. To establish Academies web portal and mobile application for carrying out its operations. To build a database of trainers/experts, Video Repositories, Training materials and training needs of technical institutions. Training needs analysis of technical manpower of the country through ATAL, SWAYAM and MOOC Platforms.

Scholarship

AICTE PMSSS Scholarship Dashboard, AQIS Scheme, AICTE DOCTORAL FELLOWSHIP (ADF) Single portal for uploading form. Online Admission. Automated Allotment of courses and institute-based merit list and options submitted. Disbursement of Scholarship on Monthly basis.

Management

Access to important information via Public Domain applications, e-Mail/SMS. Online Transaction Facilities (Payment, Scholarships & Funds). AICTE have information of its 10000+ approved institutions for last 6 years and all such information available on public domain free of cost.

Support

Online Grievance portal of AICTE-Centralized Support System and Grievance Portal provides help to all the Stakeholders 24/7.

Office

AICTE works with very less paper and effectively using e-office software.

Kumbh Portal

Provides facilities for students and faculties to download the technical books in different Languages which focus the major emphasis of NEP-2020 is to impart education in mother tongue so as to enhance the creativity.

Feed Back-360

It is an online system to judge and enhance the performance of the faculty of all the Institutes. It will also help to improve the standard of education in the Institute and create an excellent bond between the students and the teachers, as a major part of marking of the teachers will be done by the students, co- teachers, HOD's and the Principal of the Institute.

Online Applications for AQIS Schemes such as RPS, MODROB. Evaluation of AQIS schemes applications is also online with automated allotment of judges for evaluation of proposals. The scholarship is being given completely online flawlessly with online attendance capturing and student De-Duplication facility so that one student can get scholarship with one scheme only. PMSSS portal facilitates online Application submission, institute allotment on merit basis and also online mechanism for disbursement of Fees and allowances.

29. Vidyanjali Higher Education Volunteer Programme

aimed at creating a Pool of volunteers to build academic, training, and infrastructure support for institutions in higher education. Vidyanjali is aimed at strengthening support to students, faculties, and institutions of higher educations by volunteerism through the involvement of the community, private and public sector, NGOs, NRIs, and PIOs through teaching, mentoring and extending infrastructural support.

VIDYANJALI HIGHER EDUCATION (data as on 19th May,2023)	
On Boarded Higher Education Institutes	1359
Registered Volunteers	19852
Requests Posted	1119
Requests Accepted by volunteers	544

30. AICTE VAANI Vibrant Advocacy for Advancement and Nurturing of Indian Languages

OBJECTIVE

To promote Indian languages among faculty members and students in order to improve the teaching-learning process.

HIGHLIGHTS

AICTE-approved institutions to get financial support to host workshops/seminars in regional languages.

Annually, up to 100 conferences to be funded with Rs. 2 lakh per conference.
AICTE to allocate Rs. 2 crore every year for this initiative.

31. Support to Students for Participating in Competitions Abroad (AICTE SSPCA)

- SSPCA scheme designed to financially support students aspiring to compete in international scientific events.
- SSPCA scheme provides travel assistance to a student or a team of students for attending competition at an international level in order to encourage engineering students to improve their knowledge in Technical Education.
- Financial assistance of up to Rs. 2 lakh per student fixed which covers travel expense, registration fees, visa fees, lodging, and competition equipment costs.

32. AICTE Aura (Augmenting Utilization of Research Assets) 2024 Scheme

- AICTE launched AURA to provide the financial aid to teachers and students in AICTE approved colleges for utilizing I-STEM (Indian Science Technology Engineering facilities Map) facilities and boosting research.
- Financial Support of up to Rs. 2 lakhs will be given to the researcher for utilization of equipment/ facilities registered on I-STEM Portal.
- Objective of AICTE AURA scheme is to enhance the Utilization of public funded hardware and software R&D facilities mapped by I-STEM and building a culture for research in Technical Education institutions.

33. AICTE QIP PG Certificate Program in Emerging Areas

- A programme for the academic development of Faculty members belonging to Core Engineering disciplines is introduced under the existing QIP scheme named as “AICTE-QIP-PG Certificate Programme in Emerging Areas”.
- The programme aims to make the faculty members from core Engineering disciplines like Mechanical, Civil, Electrical and Electronics, Chemical etc. to get trained in the Emerging Technologies which in turn shall enable them to impart effective teaching to the students enrolled in courses on Emerging areas.
- The postgraduate certificate programme known as the Quality Improvement Programme (QIP) will be conducted at the host institutes or QIP centres approved for conducting the certificate programme for free.
- No fee shall be levied from a maximum of 50 faculty members getting enrolled for the course in any of the host institutions.
- The duration of the certificate programme is six months in hybrid mode.

34. Inter-Institutional Biomedical Innovations Programme (IBIP)

- AICTE-Inter-Institutional Biomedical Innovations Programme (IBIP) promote interdisciplinary research and innovation in the field of engineering and medical education.
- The objective of the programme is to facilitate engineering and medical graduates, postgraduates and faculty members to jointly work on the challenges from the medical domain.
- Beside imparting multidisciplinary education and research, the initiative also prompt and prepare them for entrepreneurship particularly in the healthcare sector.
- It also offer an online structured Bio Entrepreneurship Didactic course accredited by the Healthcare Sector Skill Council.
- Under IBIP, AICTE to provide a grant-in-aid of Rs. 10 lakh against a matching contribution from the institution to develop and implement at least 10 ideas and innovations to address the challenges posed by the healthcare domain.
- All the institutions selected for AICTE-IBIP will become part of a network of all sanctioned projects to learn from each other, collaborate and enhance their performance.

35. AICTE Career Portal

- AICTE and apna.co joined hands to launch AICTE Career Portal, providing job and internship opportunities for over 3 million students from 12,000+ AICTE-affiliated colleges.
- The collaboration includes an exclusive opportunity for students to participate in Silicon Valley Immersion Programme, which include fully-sponsored trip to Silicon Valley, USA, giving an opportunity to students to engage directly with industry leaders at top companies like Google, Apple, and Microsoft.
- From AI resume writing and real-time job notifications to community engagement and both domestic and international job prospects, the platform aims to equip students with the necessary tools for success.

Supporting Cells at AICTE

ESTABLISHMENT DIVISION

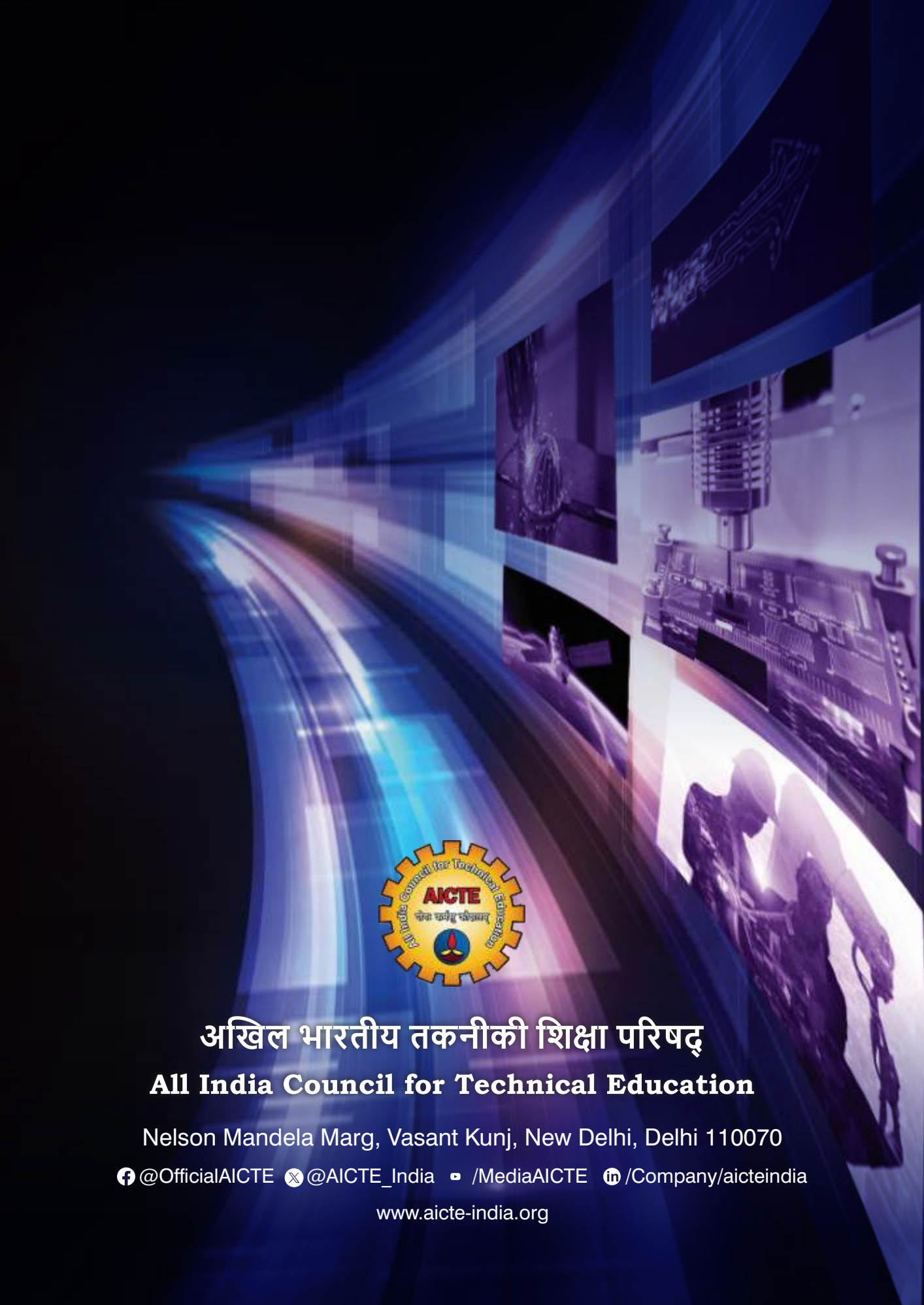
e-GOVERNANCE CELL

LEGAL CELL

MEDIA CELL

FINANCE DIVISION


All India Council for Technical Education
AICTE
योगः कर्मसु कौशलम्



अखिल भारतीय तकनीकी शिक्षा परिषद्

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AICTE VISION

AICTE VISION

Enhancing the Quality of Technical Education Across the Nation

AICTE is dedicated to elevating the quality of technical education throughout India. This commitment involves not only maintaining high standards in existing institutions but also fostering a culture of continuous improvement. Through accreditation processes, faculty development programs, and robust monitoring mechanisms, AICTE ensures that educational institutions consistently meet evolving academic and industry standards.

Promoting Innovation, Startups, and Entrepreneurship in Technical Institutions

AICTE actively promotes a culture of innovation and entrepreneurship within technical institutions by encouraging research and development activities, fostering collaboration between academia and industry, and providing robust support for entrepreneurial ventures among students and faculty. These initiatives are designed to inspire a new generation of innovators and entrepreneurs who can drive technological advancements and economic growth.

Establishing Industry-Academia Collaboration for Relevant Education

To ensure that technical education remains responsive to the dynamic needs of the industry, AICTE facilitates industry-academia collaborations. These partnerships include internships, industry visits, guest lectures, and joint research projects, which help bridge the gap between theoretical knowledge and practical application, thus enhancing the employability and skill set of students.

Promotion of Emerging Technologies:

In response to t he rapid technological advancements reshaping industries, AICTE advocates for the inclusion of emerging technologies, such as Artificial Intelligence, Machine Learning, Blockchain, and the Internet of Things (IoT), within technical education curricula. By equipping students with cutting edge skills and knowledge, AICTE ensures that they are well prepared to succeed in the digital age and contribute meaningfully to the future workforce.

Promoting Inclusivity and Diversity in Technical Education:

AICTE remains firmly committed to fostering inclusivity and diversity within technical education. By ensuring equal opportunities for all students, regardless of background or socio-economic s tatus, AICTE supports initiatives aimed at increasing the participation of women, rural students, and marginalized communities in technical fields, thereby creating a more equitable and diverse learning environment.

Strengthening International Collaborations and Partnerships:

To promote cross-cultural learning and knowledge sharing, A I C TE is focused on strengthening international collaborations and partnerships. By facilitating student exchange programs, joint research i nitiatives, and academic collaborations with renowned institutions abroad, AICTE ensures that Indian students h ave access to global perspectives and the latest trends in technology and education.

1. Industry and Academia Mobility

To strengthen collaboration between industry and academia, AICTE has launched a series of strategic initiatives designed to enhance mobility and foster knowledge exchange between these sectors. These programs aim to bridge the gap between academic theory and industry practice, ensuring that both educators and students benefit from real-world experiences and insights.

Professors/Associate/Assistant Professors of Practice (PoP)

AICTE has introduced the concept of Professors of Practice to infuse academia with industry expertise. This enables the appointment of PoPs at various levels, including Associate and Assistant Professors of Practice, with the goal of enriching the educational experience through practical insights and current industry knowledge.

These positions not only enhance the quality of education, but also ensure that academic programs stay relevant and aligned with industry demands.

Women in Academia - The BHARATI Initiative

Recognizing the importance of diversity and inclusivity, AICTE has launched the BHARATI Initiative, which focuses on enhancing the mobility of women in academic professionals.

This initiative provides opportunities for women professionals to transition into academic roles, fostering gender equity while bringing diverse perspectives into the academic environment.

5% exclusively reserved for contributing to a more balanced and inclusive academic landscape.

AICTE's Mobility Programs

Through such efforts, AICTE is not only fostering stronger industry-academia collaboration but also contributing to the development of a highly skilled, industry-ready workforce.

2. Policy for Working Professionals

AICTE is dedicated to supporting the continuous professional development of working individuals by providing customized educational pathways that align with their career goals and accommodate work-life balance. Acknowledging the unique challenges faced by working professionals, AICTE has implemented a Policy for Working Professionals, enabling them to advance their educational qualifications at the Diploma, Undergraduate (UG), and Postgraduate (PG) levels in engineering and technology, without disrupting their professional responsibilities.

Flexible Course Structures:

This policy prioritizes flexibility, offering course structures specifically designed to suit the schedules of working professionals. These programs include evening classes, weekend sessions, and online learning opportunities, allowing professionals to pursue higher education in engineering and technology while continuing to excel in their careers.

By integrating comprehensive guidelines for Diploma, UG, and PG programs in engineering and technology, AICTE ensures that its educational offerings remain both rigorous and flexible. The Policy for Working Professional empowers individuals to upskill, reskill, and advance their careers without sacrificing their current professional roles, ultimately contributing to a more skilled and adaptable workforce in the engineering and technology sectors.

Supportive Learning Environment:

AICTE's policy also ensures a supportive learning environment, providing access to resources such as online libraries, digital tools, and industry-specific mentoring. This infrastructure is designed to enhance the learning experience, equipping working professionals with the necessary tools to thrive in both their academic and professional endeavors.

3. Proficience Scheme

The "PROFICIENCE" scheme, introduced by AICTE on July 20, 2024, is a strategic initiative aimed at fostering professional growth through skill upgradation. Aligned with India's **Sustainable Development Goal (SDG-4)** and the **National Education Policy (NEP) 2020**, the scheme is dedicated to promoting lifelong learning opportunities. It caters to a diverse audience, including working professionals, homemakers, students, and others keen on enhancing their skills in emerging and high-priority sectors. Through this initiative, AICTE seeks to empower individuals to continuously evolve and stay competitive in an ever-changing job market.

In alignment with the provisions outlined in the **National Education Policy (NEP) 2020** and the nation's proactive measures to enhance the **Gross Enrolment Ratio (GER)**, AICTE has lifted the previous cap on the intake for courses and programs offered by existing institutions. This decision facilitates the expansion of academic offerings, provided that institutions meet the required infrastructure standards and have sufficient faculty in place. Prior to approving any increase in intake, AICTE ensures a comprehensive assessment of the institution's infrastructure and faculty availability through an **Expert Visit Committee.** This process guarantees that institutions are fully equipped to accommodate the additional students without compromising on quality.

Key Features Include:

Eligibility & Access

AICTE-approved institutions can offer short-term, credit-based skill courses to a broad audience, with 10% supernumerary seats allocated for these programs.

Admission Process

Candidates can apply for courses on AICTE portal, with institutions providing transparent admission, including details on course availability and credit allocation.

Industry Collaboration

Industries can sponsor professionals or provide No Objection Certificate (NoC) to encourage participation in these courses.

Governance & Implementation

AICTE will manage a dynamic portal to monitor course offerings, seat availability, and student progress, ensuring transparency and effective governance.

Fee & Evaluation

Institutions will set reasonable fees and conduct assessments in line with regular academic programs, awarding certifications and credits that contribute to the Skill India initiative and can be transferred through the ABC Portal.

Assessment & Evaluation

Assessment is done as per the candidacy. Overall, the scheme enhances collaboration between industry and academia, providing opportunities for knowledge exchange and strengthening industry-academic linkages.

4. Increase in Intake/Additional Course(s)

As envisaged in the provisions laid down in National Education Policy (NEP) 2020 and the Nation's proactive initiatives towards enhancement of Gross Enrolment Ratio (GER), the Council removed the upper limit on intake allowed for the Courses / Programs offered by existing institutions Earlier. This is subject to the fulfillment of infrastructure availability, its readiness and filled faculty position. Before grant of approval to the increase in intake sought by the institution, the council shall ascertain the infrastructure and faculty availability through an EVC.

5. Hibernation Clause for AICTE Approval

The Hibernation Clause provides a mechanism for institutions to temporarily suspend operations while retaining the option to resume without forfeiting their AICTE approval. This provision is designed to support institutions facing unforeseen challenges, allowing them to pause their activities and resume operations at a later time, ensuring their long-term viability.

Institutions can opt for this temporary suspension, or "hibernation," to reduce operational costs during difficult periods without the need for permanent closure. The hibernation period can extend up to the duration of the course offered, minus one year (e.g., three years for undergraduate Engineering programs, one year for postgraduate programs). Upon resumption, institutions must demonstrate their financial viability and undergo an Expert Visit Committee (EVC) review to ensure they comply with AICTE regulations before reactivating operations or applying for changes.

This clause offers institutions a strategic solution to manage challenging times, ensuring they can reintegrate into the educational ecosystem while remaining compliant with AICTE standards.

6. AICTE Guidelines for Inclusive Education for All, Including Persons with Disabilities (PwDs)

Aligned with the **National Education Policy (NEP) 2020,** AICTE is committed to ensuring **equal educational opportunities** for all, including **Persons with Disabilities (PwDs).** The policy recognizes the importance of an **inclusive education system** that accommodates students with **both visible and invisible disabilities.**

Key Provisions for Inclusive Education

- **Identification & Engagement:** Institutions must develop mechanisms to identify and support students with disabilities, ensuring their full participation in academic and extracurricular activities.
- **Enabling Ecosystem:** AICTE emphasizes the creation of a **barrier-free learning environment**, including accessible **infrastructure, assistive technologies, and support services** for PwDs.
- **Institutional Commitment:** All **AICTE-approved institutions** are required to establish an "**Equal Opportunity Facilitation Cell (EOFC)**" to address the needs of PwD students, providing necessary assistance and ensuring inclusivity in academics and campus life.

These guidelines are part of AICTE's broader vision to promote **equitable and quality education**, ensuring that students with disabilities receive the support they need to **thrive in technical education and beyond.**

7. Postgraduate Courses in Planning

AICTE continues its commitment to **academic flexibility** by extending its earlier policy, which allowed **Constituent Colleges of State and Central Universities** to introduce **Postgraduate (PG) courses in Engineering and Technology** without requiring corresponding **Undergraduate (UG) courses**.

From **AY 2024-25 onwards,** this provision is now extended to **PG Planning courses,** permitting institutions to offer **independent PG programs in Planning** without the prerequisite of UG Planning courses.

Objectives of the Policy Extension

- **Encouraging Academic Innovation:** Supports the development of specialized and advanced programs in response to evolving industry needs.
- **Enhancing Flexibility:** Provides institutions the freedom to introduce PG courses in Town and Country Planning without constraints.
- **Addressing Industry Demands:** Helps create a workforce with specialized knowledge in urban development, infrastructure planning, and sustainable city management.

This initiative ensures that **higher education institutions** can adapt to **emerging trends** and offer **cutting-edge programs**, fostering a more **dynamic and responsive educational ecosystem.**

8. SWAYAM & SWAYAM Plus: Expanding Digital Learning

SWAYAM – Study Webs of Active-Learning for Young Aspiring Minds:

SWAYAM is a Government of India initiative designed to ensure access, equity, and quality in education through Massive Open Online Courses (MOOCs). The platform aims to make high-quality learning resources available to all, including those left out of the digital revolution.

Courses Offered: Covers education from Class 9 to Postgraduate levels.

Enrollment: 42.6 million learners (as of July 2024) from 219 countries.

Total Courses: 13,157 online courses, including 12,262 credit courses and 995 non-credit/self-paced courses.

National Coordinators: AICTE is one of nine coordinators, developing self-paced and multidisciplinary courses from top NIRF-100 institutes.

Emerging Areas: AICTE has introduced credit courses in Yoga, Space Technology, IPR, and Design Thinking in collaboration with institutions like S-VYASA and ISRO-Dehradun.

SWAYAM Plus:

SWAYAM Plus is an enhanced version aimed at further improving the MOOCs learning experience by integrating:

- Industry-aligned courses for better employability.
- Advanced technology for personalized learning paths.
- Greater collaboration with global institutions and industry experts.

Through SWAYAM and SWAYAM Plus, AICTE continues to bridge the digital divide and foster a culture of lifelong learning.

9. AICTE Model Curriculum: Enhancing Technical Education

AICTE's **Model Curriculum** is designed to ensure that **technical education in India** remains **relevant, dynamic, and aligned** with industry and societal needs. Developed through extensive consultations with **academic experts, industry leaders, and stakeholders**, it equips students with the **skills and knowledge** required to succeed in a **rapidly evolving global environment.**

Programs Covered

The **Model Curriculum** spans across **Diploma, Undergraduate (UG), and Postgraduate (PG) programs** in technical education. It includes:

Undergraduate Programs :

- **Core Engineering Fields :** Mechanical, Civil, Electrical, and Industrial Engineering.
- **Emerging Technologies :** Robotics & AI, VLSI Design & Technology, and Logistics & Supply Chain Management.
- **Computer Science & IT :** Computer Science Engineering (CSE) and Bachelor of Computer Applications (BCA).

Other Domains : Bachelor of Planning, Chemical Engineering, Agriculture Engineering, and Bachelor of Business Administration (BBA).

New & Developing Fields : AICTE is expanding its curriculum to include **Textile Engineering, Indian Knowledge Systems (IKS), and the Indian Constitution,** reflecting its commitment to addressing **emerging disciplines** and **evolving industry demands.**

Key Features of the Model Curriculum

- **Industry-Relevant Learning** – Blends **technical knowledge** with **practical experience** to enhance employability.
- **Mandatory Internships** – Ensures students gain **hands-on exposure** in real-world settings.
- **Major Project Requirement** – Encourages students to solve real-world problems, fostering innovation and critical thinking.

Entrepreneurship & Startups – Includes modules on entrepreneurial skills, mentorship, and startup ecosystem support to nurture future innovators.

By integrating practical training, industry collaborations, and innovation-driven learning, AICTE's Model Curriculum aims to create a highly skilled, adaptable, and future-ready workforce.

10. Apprenticeship Embedded Degree/ Diploma Programme (AEDP)

AICTE has introduced guidelines for the Apprenticeship Embedded Degree/Diploma Programme (AEDP) to integrate apprenticeship training within academic curricula for AICTE-approved institutions. This initiative enhances employability by embedding practical, on-the-job training into degree and diploma programs, aligning educational outcomes with industry requirements.

The guidelines align with the National Education Policy (NEP) 2020, which emphasizes experiential learning and industry collaboration. They address the gap between academic learning and industry needs, facilitating a smoother transition from education to employment.

The primary objectives of AEDP are to enhance employability by integrating practical skills with academic knowledge, foster active collaboration between higher education institutions and industry, and address workforce skill gaps by involving industry in curriculum design and delivery.

The guidelines apply to all AICTE-approved degree and diploma programs. Institutions have the flexibility to design and implement these programs in collaboration with industry partners, ensuring alignment with specific sectoral needs. The embedded apprenticeship component is an integral part of the curriculum and contributes to the overall credit requirements.

A minimum stipend of 7,000 per month is mandated for diploma students, while degree students receive 8,000 per month. Institutions can leverage government apprenticeship promotion schemes.

Schemes such as the National Apprenticeship Promotion Scheme (NAPS) and the National Apprenticeship Training Scheme (NATS) for funding support. The apprenticeship duration ranges from one to three semesters for diploma programs and two to four semesters for degree programs, integrated within the standard program duration.

AEDP Implementation Framework

The AICTE Guidelines for the AEDP represent a significant step towards fostering a skilled workforce by bridging the gap between academic education and industry demands.

Institutions are encouraged to adopt these guidelines to contribute to the national objective of transforming India into a global hub of skilled talent.

Credit Mechanism

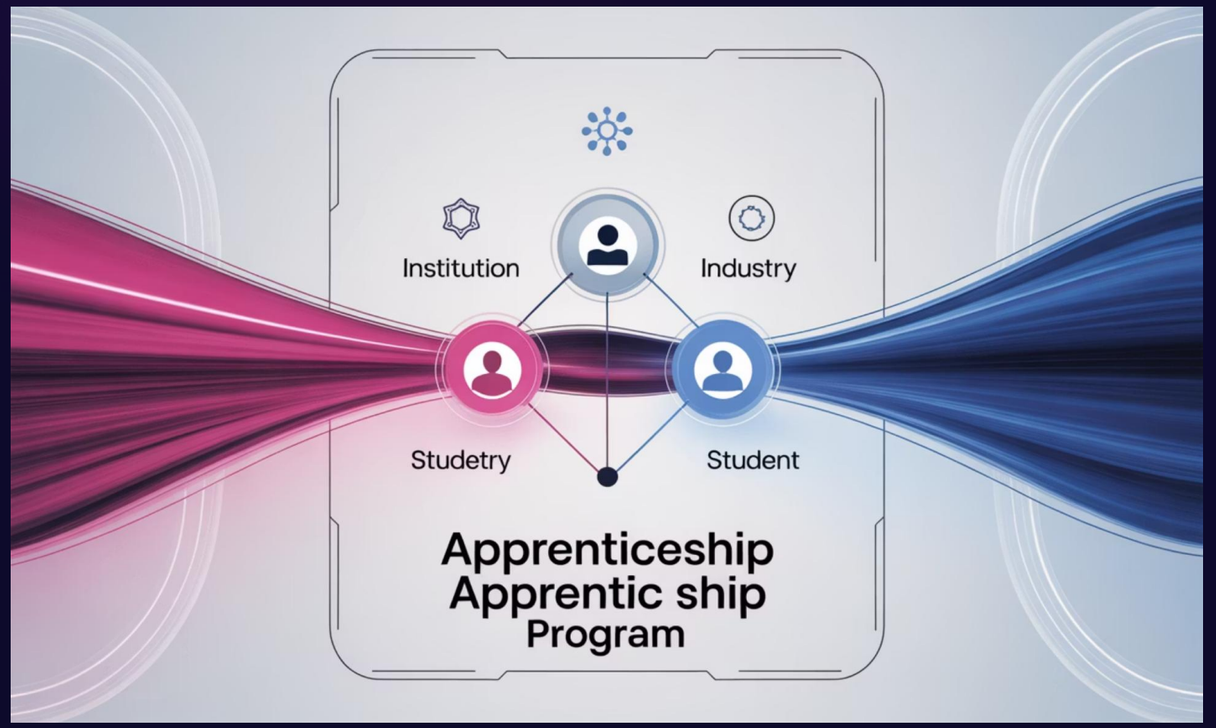
The credit framework follows the National Credit Framework (NCrF), where 30 hours of apprenticeship training correspond to 1 credit. For instance, a one-year apprenticeship (1,200 hours) equates to 40 credits. This approach ensures that practical training contributes meaningfully to the academic credentials of the students.

Apprenticeship Plan and Evaluation

Institutions, in collaboration with industry partners, are required to develop a detailed apprenticeship plan, including job descriptions, training schedules, learning outcomes, and assessment methodologies. Evaluation of apprentices is conducted through a combination of industry feedback, faculty mentorship, and performance in presentations or viva-voce examinations.

Execution Model

The execution model involves a tripartite agreement among the institution, industry partner, and student. Roles and responsibilities are clearly delineated:



Institutions: Develop curriculum in partnership with industry, oversee theoretical instruction, and facilitate assessments.

Industry/Establishments: Provide on the-job training (OJT), evaluate apprentices' performance, and comply with apprenticeship regulations.

Students: Adhere to training schedules and maintain professional conduct during the apprenticeship.

Monitoring and Tracking: Institutions are expected to track the career trajectories of graduates for at least one year post-completion, using integrated platforms such as the All India Survey on Higher Education (AISHE), NATS, and the Skill India Digital Hub. This data will inform continuous improvement in program delivery effectiveness.

The AICTE Guidelines for the AEDP represent a significant step towards fostering a skilled workforce by bridging the gap between academic education and industry demands. Institutions are encouraged to adopt these guidelines to contribute to the national objective of transforming India into a global hub of skilled talent.

11. Supernumerary Seats for Gifted Child

AICTE-approved institutions are eligible to receive two supernumerary seats for admitting gifted students. Many such students remain unidentified as high achievers due to their unconventional learning patterns or lower school scores, despite their high potential.

The purpose of these supernumerary seats is to empower gifted and talented students by providing them with an opportunity to maximize their innate abilities. This initiative allows students who have scored lower or did not appear for the entrance test to access quality education in a stimulating learning environment that fosters their overall well-being and development.

AICTE will announce the list of eligible institutions for this scheme based on predefined criteria, including NIRF/ARIIA rankings, NBA accreditation, past institutional performance, and intake capacity. Institutions selected under this initiative must demonstrate their ability to nurture gifted students effectively.

12. AICTE -Distinguished Professional Scheme (DPS)

The AICTE-DPS aims to leverage the expertise of highly qualified and eminent professionals from industry, academic institutions, and research labs by creating a pool of domain experts. These professionals will engage with students and faculty members of AICTE-approved institutes to provide motivation and inspiration.

The scheme is designed to enhance student employability, strengthen industry-academia connections, foster research and innovation, support startups and entrepreneurship, and promote the Indian Knowledge System (IKS). Selected professionals under this initiative will receive an honorarium of 15,000 for full-day interactions with faculty members and students.

13. Consolidation of Standalone Institutions Offering PGDM/PGCM Courses

Standalone institutions offering PGDM/PGCM courses under the same Trust/Society but located in different cities or states shall be permitted for consolidation. The admission process can be centralized, and semester/yearly examinations may also be conducted centrally.

However, all institutions involved in consolidation must individually adhere to AICTE norms and conditions regarding infrastructure, land, and faculty. Faculty sharing will be allowed for expert lectures, but each campus must maintain the prescribed faculty-student ratio.

The main campus of institutions seeking consolidation must fall under Category 1 or 2 of AICTE's graded autonomy. If not, the institution must provide an undertaking to secure graded autonomy within two years from the date of consolidation.

Additionally, a Polytechnic college meeting the criteria outlined in the policy document may apply for autonomy. The institution must submit an application in the prescribed format to the respective Directorate of Technical Education for further processing.

14. Faculty Norms for Technical Institutions

Sanctioned Intake during last 3 academic years

300

Faculty required as per recommendation

60 (45)

(60x0.75)

Average admissions during last three academic years

175 (Above 50%)

130 (Below 50%)

Duration of course in years

4

Faculty required as per norms

60

In case of the average admission during last 3 years is less than or equal to 50% of the average sanction intake, the requirement of faculty members shall be reduced by 25% on account of the number of batches of students going to laboratory/ project work/ seminars/workshops etc.

SCHOLARSHIP SCHEMES

FOR STUDENTS

AICTE provides various scholarships and grants to the students/faculty and institutions

YASHASVI SCHOLARSHIP SCHEME

The Young Achievers' Scholarship and Holistic Academic Skills Venture Initiative (YASHASVI) is a prestigious merit scholarship designed to support and encourage outstanding students pursuing degrees or diplomas in Civil, Chemical, Electrical, Electronic, Mechanical Engineering, Textile, and Agriculture. This scholarship aims to recognize academic excellence and foster the holistic development of students in these critical engineering disciplines.

The YASHASVI Merit Scholarship provides financial assistance to deserving students, enabling them to focus on their studies and develop the skills needed to excel in their fields.

The initiative is part of a broader effort to cultivate the next generation of engineers who will contribute to innovation and technological advancement in India.

Under this scheme, a total of 5,200 scholarships (2,593 for degree courses and 2,607 for diploma courses) are available annually for students pursuing the first year of degree/diploma level engineering courses in any AICTE-approved institution. The State/Union Territory wise distribution of these scholarships can be found in Annexure-A and Annexure-B.

SARSWATI SCHOLARSHIP SCHEME

AICTE–SARSWATI SCHOLARSHIP SCHEME FOR GIRL STUDENTS – BBA, BCA, BMS DEGREE COURSES

The AICTE-SARSWATI Scholarship Scheme aims to empower young women by supporting their pursuit of technical education. This initiative helps girls further their education and prepare for a successful future by offering financial support to deserving candidates.

Eligibility Criteria:

- The candidate should be admitted to the first year of a degree level course in BBA, BCA, or BMS.
- Maximum of two girl children per family are eligible.
- Family income should not exceed 8 lakh per annum. A valid income certificate is required.

Financial Support

₹25,000 per annum, provided through DBT on an annual basis.

PRAGATI SCHOLARSHIP SCHEME

AICTE provides scholarship to meritorious girl students of Degree and Diploma to encourage them to pursue higher education.

Eligibility Criteria

- The girl candidate should be admitted to first year of Degree/ Diploma level course
- OR
- Second year of Degree/ Diploma level course through lateral entry in any of the AICTE approved institution.
- Family income from all sources should not be more than ₹8 Lakh per annum during the current financial year.
- Two-girl child per family are eligible.

Financial Support:

₹50,000/- per annum.

The students will receive scholarship through DBT mode on annual basis.

SAKSHAM SCHOLARSHIP SCHEME

AICTE–SCHOLARSHIP FOR DIFFERENTLY-ABLED STUDENTS

AICTE offers scholarships for differently-abled students pursuing degree and diploma courses to encourage them to pursue higher education.

Eligibility Criteria:

- The candidate must be admitted to the first or second year of a degree/diploma level course or through lateral entry in an AICTE-approved institution.
- Disability should not be less than 40%.
- Family income from all sources should not exceed 8 lakh per annum.

Financial Support:

`50,000/- per annum.

•Provided through DBT on annual basis

SWANATH SCHOLARSHIP SCHEME

SCHOLARSHIP FOR ORPHANS AND WARDS OF MARTYRED PARENTS

AICTE offers scholarships to orphans, wards of parents who died due to COVID-19, and wards of Armed Forces and Central Paramilitary Forces martyrs, to support their educational endeavors.

Eligibility Criteria:

Eligibility

The candidate must be an orphan, ward of a parent who died due to COVID-19, or ward of an Armed Forces or Central Paramilitary Forces martyr

Family Income

Family income should not exceed 8 lakh per annum.

Education

The candidate must be enrolled in a degree/diploma program in an AICTE-approved institution.

Financial Support:

₹50,000

Per Annum

Financial assistance provided annually

—

Payment Method

Provided through DBT on annual basis

PG SCHOLARSHIP SCHEME

AICTE offers scholarships to GATE/CEED-qualified students admitted to AICTE-approved postgraduate programs in M.E, M.Tech, or M.Des to promote technical education.

Eligibility Criteria:

01

A valid GATE/CEED score at the time of admission to AICTE-approved institutes.

02

Full-time scholar status.

04

Final-year integrated/dual degree students are eligible for a scholarship from the 9th semester onwards for one year.

03

Financial support: ₹12,400/- per month

AICTE FELLOWSHIP for PH.D. STUDENTS

AICTE offers fellowships to Ph.D. students in engineering, technology, management, design, applied arts, and related disciplines, to foster research and innovation.

Eligibility Criteria

The candidate must be admitted to a Ph.D. program at an AICTE-approved institution.

Academic Requirements

The candidate must have completed an undergraduate or postgraduate degree (or five-year integrated/dual degree leading to a postgraduate degree).

Financial Support

₹37,000 per month for the first two years (JRF), ₹42,000 per month thereafter (SRF).

Housing Allowance

House Rent Allowance (HRA) as per central government norms.

Additional Benefits

₹15,000 per annum contingency grant.
Financial support is provided through DBT.

AICTE AURA

(Augmenting Utilization of Research Assets 2024 Scheme)

I-STEM (India Science Technology Engineering Facilities Map) PROMOTER SCHEME (AURA)

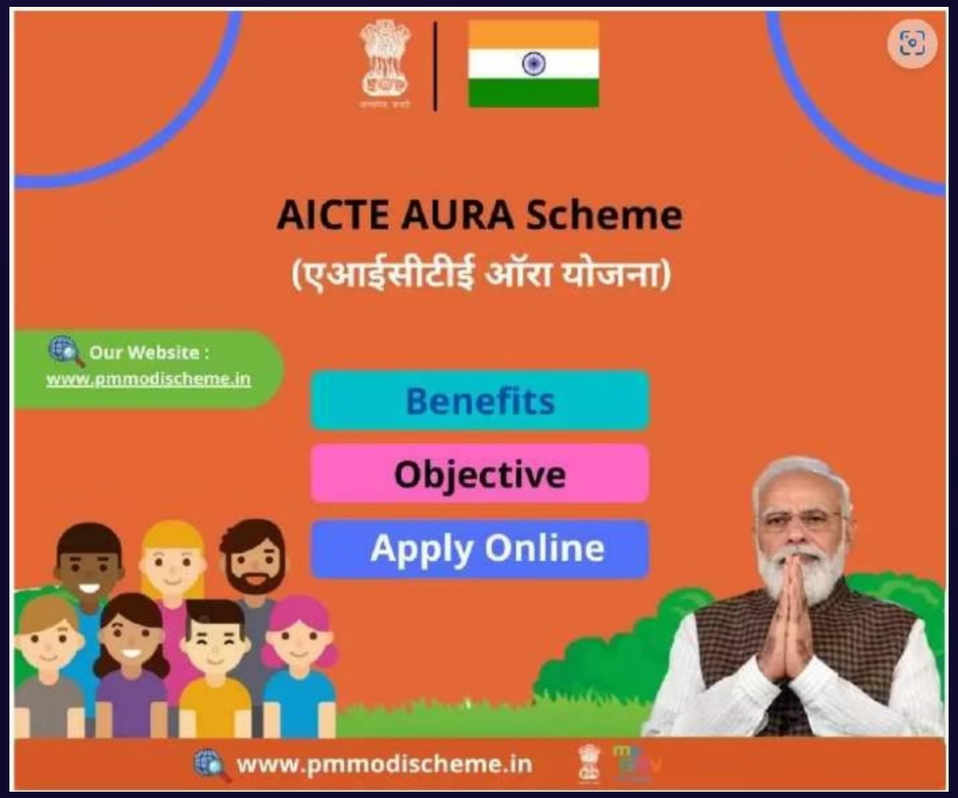
The AURA scheme promotes the use of public-funded research facilities mapped by I-STEM in AICTE-approved institutions to develop a culture of research in technical education.

Eligibility Criteria:

- Full-time faculty or students (PG/ADF/QIP) in AICTE-approved institutions are eligible.

Financial Support:

Financial assistance for using I-STEM facilities to boost research, supporting ongoing research activities.



SCHEMES FOR FACULTY MEMBERS

AICTE provides various training to the students/faculty, studying/working in AICTE approved institutions.

1. AICTE Training and Learning (ATAL)

Aimed at promoting quality technical education and providing training for faculty development in various engineering disciplines.

2. Quality Improvement Programme (QIP)

Introduced to enhance the qualifications of faculty members, offering financial support for pursuing master's and doctoral programs. Faculty members can receive monthly scholarships of R9,000 (for Master's) and R15,000 (for Doctoral programs).

3. QIP PG Certificate Programme

Focused on upskilling faculty in core engineering disciplines like Mechanical, Civil, Electrical & Electronics, and Chemical engineering. AICTE sponsors up to R20 lakh per program, with 21 institutes hosting the first batch.

4. J&K Internship Scheme

Providing exposure to students from Jammu, Kashmir, and Ladakh by offering internships in AICTE-approved institutions. The program expanded in 2024-25 to include students from North East and Andaman & Nicobar Islands

5. AICTE Industry Fellowship Programme

Driving radical increase of industry involvement in engineering education for building national technical resources in order to ensure that the undergraduate degree are fit for future requirements thus enhancing employability.

AICTE Industry Fellowship Program-Scheme document is currently in approval stage. The philosophy behind scheme is to bridge the gap between industry and academia.

Eligibility

a) Regular faculty members from AICTE approved institutions.
b) Minimum 5 years of teaching experience at AICTE approved institution.
c) Nomination from the parent Institute.

6. AICTE - VAANI SCHEME

Supports conferences, seminars, and workshops in regional languages to promote technical knowledge dissemination. AICTE provides R2 lakh for each program, with a focus on emerging trends in technical fields.

7. AICTE & C-DAC Master Trainer Programs

Designed to train faculty in High-Performance Computing (HPC). Four training programs have been conducted, certifying 156 faculty members.

8. AICTE - SANKALP

An extension of the National Supercomputing Mission, this initiative builds awareness and expertise in HPC among students and faculty.

9. AICTE - Karyashala

Focuses on training faculty in the domain of green mobility, specifically in Electric Vehicle design, simulation, and control using tools like MATLAB and Simulink.

10. Grant for Organizing Conference Scheme (GOC)

Encourages collaboration among academics worldwide by providing grants for organizing impactful conferences.

COMPETITIONS ORGANIZED BY AICTE

AICTE regularly organizes various competitions aimed at promoting innovation, creativity, and sustainable practices among students and institutions. These competitions are designed to engage participants in challenging and exciting tasks, fostering interdisciplinary collaboration, and aligning with national goals.

1. AMRUT

AICTE Millet Recipe Unleashing Talent 2024

Overview: This inaugural event, part of the AMRUT Challenge, celebrated the diversity and nutritional value of millets, in alignment with the government's Millet Mission. Nearly 3,000 entries from AICTE-approved institutions were evaluated, with over 80 teams making it to the grand finale.

Categories:

The competition had three main categories:

- Starters
- Main Courses
- Desserts & Confectionaries

Millet Content Sub-Categories:

Dishes were further categorized based on millet content:

- 70% and above
- 50-70%
- 30-50%

2. AICTE-IBIP Program

Notable Entries:

Recipes like Bajra Churma, Little Millet Pineapple Dessert, and Ragi Nido were among the many millet-based dishes that demonstrated creativity and nutritional value.

Key Highlights:

High-profile chefs judged the competition based on criteria such as taste, presentation, hygiene, and waste management. Winners received 1 lakh each. Prof.

T.G. Sitharam, AICTE Chairman, emphasized the importance of millets for human health and agricultural sustainability. A special mention was made of Himani from MDU Rohtak, who, despite her hearing impairment, impressed everyone with her millet churma and ladoos.

Overview:

Mentored by C-CAMP, this program aims to bridge the gap between engineering and medical institutions by fostering cross-specialization collaboration in the health sector. Participants are trained in 21st-century skills, critical thinking, problem-solving, and biomedical innovation.

Focus:

The program encourages multidisciplinary education to tackle challenges in healthcare while aligning with national goals and initiatives.

3. Inventors Challenge

2023 & 2024

Overview:

The Inventors Challenge encourages participants to submit innovative ideas based on sustainable development goals (SDGs) and the G20 agenda.

2023 Edition:

1,370 ideas were submitted, with 80 teams receiving developer boards from ST Microelectronics for prototyping their ideas.

2024 Edition:

Launched in March 2024, this edition saw 2,792 ideas submitted, with 100 teams shortlisted for the grand finale.

4. Bharath Cycle Design Challenge

Overview:

This competition aims to promote sustainable transportation solutions in India by inviting participants to design eco-friendly and affordable bicycles.

Categories:

- Cargo non-EV
- Cargo EV
- Commute non-EV
- Commute EV

Finale:

Held on 4th November 2023 at Chanakya University, Bengaluru, the event recognized the best designs in each category. Winners received a certificate, trophy, and 1 lakh each.

These competitions not only foster innovation but also contribute to AICTE's commitment to sustainable practices and the development of solutions to address national and global challenges.

AICTE INITIATIVES

Institution Innovation Council (IIC)

1

Overview

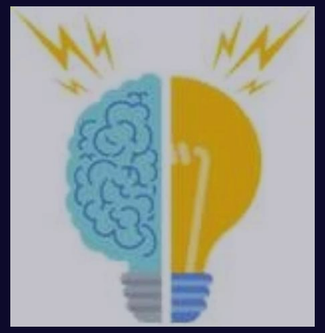
The Institution Innovation Council (IIC) initiative, which is part of the AICTE's Ministry of Education's Innovation Cell, supports the establishment of innovation councils in more than 14,000 Higher Education Institutions (HEIs) across India. This initiative is aimed at enhancing the innovation and entrepreneurship culture within academic campuses.

Objectives

- To systematically promote and nurture the spirit of innovation and entrepreneurship.
- To facilitate the creation of repositories for ideas, innovations, and startups.

Implementation Strategies

- Establishing a robust network of councils across diverse institutions.
- Development of training programs aimed at empowering faculty and students with entrepreneurial skills.



2

YUKTI Innovation Challenge

Overview

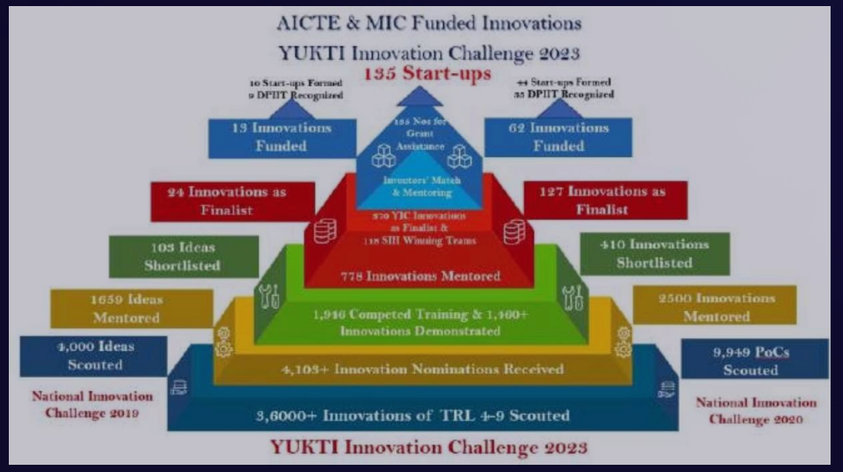
The YUKTI Innovation Challenge is a pivotal initiative by AICTE to encourage students to innovate and develop their ideas into marketable products and services.

Funding and Support

Provides financial assistance of up to INR 10 lakhs for each selected innovation to facilitate the transformation into startups. Grants access to incubation and mentorship support, enhancing the chances of success for budding Xentrepreneurs.

Achievements

Supported a total of 213 innovations from 2020 to 2024, demonstrating substantial engagement in entrepreneurial activities amongst students.



3 Mentor-Mentee Program

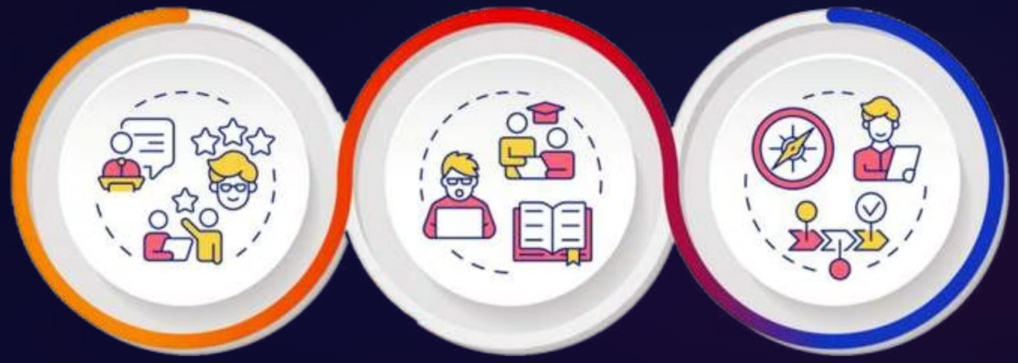
Overview

The Mentor-Mentee program is designed to connect high-performing institutions with those needing guidance, fostering an environment of collaboration and growth.

Success Metrics

205 exemplary IIC institutions are acting as mentors to approximately 550 mentee institutions.

Conducted over 3,600 impact lectures, significantly enriching the capabilities of the participating institutions.



4 Faculty Innovation Ambassador Training Program

Overview

This program is dedicated to training faculty members as Innovation Ambassadors to lead and enhance the innovation ecosystem in HEIs.

Achievement

Over 26,000 faculty members have been trained, equipping them with skills to foster innovation and entrepreneurship on campus.

YUKTI – Innovation and IPR Repository

5

Overview

The YUKTI initiative aims to create a centralized repository for innovations and intellectual property rights (IPR) among educational institutions.

Achievements

As of now, more than 99,000 ideas and innovations have been recorded from 1,500 IIC institutions, supporting the development of a strong pipeline for startups.

Establishment of Indovation Centers

7

Overview

Indovation Centers have been set up to promote technology transfer and intellectual property commercialization across India.

Objectives

To enhance collaboration among HEIs and industry stakeholders, facilitating the commercialization of innovations developed in academia.

Current Status

12-13 Indovation Centers have been established to drive innovation and entrepreneurship initiatives within their regions.

Smart India Hackathon

6

Overview:

The Smart India Hackathon is an initiative to engage students in solving real-world problems through innovation and technology.

Goal:

To cultivate critical thinking and problem-solving skills among students while fostering a collaborative spirit in a competitive environment.

Implementation:

Organizing hackathons at national and international levels to attract a wide pool of participants and ideas.

National and International Hackathons

8

Overview

AICTE organizes a variety of hackathons, both national and international, to encourage innovative thinking

Objectives

To stimulate creativity and engagement in students, with a focus on addressing national and global challenges.

Events

Notable events include Smart India Hackathons, Toycathons, and Drug Discovery Hackathons, which serve as platforms for students to showcase their innovative solutions.

Faculty Development Programs

10

Overview

AICTE has launched various Faculty Development Programs (FDPs) focused on enhancing teaching methodologies and academic excellence.

Objectives

To provide faculty members with the necessary skills and knowledge to drive innovation in technical education.

Implementation

Training sessions, workshops, and seminars aimed at fostering new teaching methodologies and technical expertise.

Adoption of National Innovation and Startup Policy (NISP)

9

Overview

AICTE promotes the adoption of the National Innovation and Startup Policy in HEIs to create a conducive ecosystem for innovation.

Achievements

More than 3,200 HEIs have adopted the NISP, leading to the development of tailored policies and initiatives to foster innovation.

11

Research Promotion Scheme (RPS)

Overview

The Research Promotion Scheme is geared towards fostering a research-centric culture within HEIs.

Objectives

To facilitate research in technical disciplines, enhancing the relevance and quality of research outputs.

Events

Focus on applied research, with new initiatives launched specifically targeting the North-East region and National Doctoral Fellow Centers.

12

Regional Initiatives for Innovation and Entrepreneurship

Overview

AICTE is committed to promoting innovation and entrepreneurship at the regional level, enhancing local economic development.

Objectives

To tailor support and initiatives that address the specific needs and challenges of various regions in India.

Activities

Engagement with local industries and communities to foster a conducive environment for innovation.

13

Skill Development and Entrepreneurship

Overview

AICTE emphasizes the importance of skill development and entrepreneurship to enhance employability among graduates.

Programs

Various skill development programs and workshops are conducted, focusing on practical skills relevant to industry demands.

Collaboration

Partnerships with industries and other educational institutions to provide internships and hands-on experiences for students.

Global Outreach of Higher Education

Overview

AICTE is actively promoting global outreach initiatives to encourage international collaboration and enhance the global standing of Indian education.

Initiatives

Establishing partnerships with global institutions, facilitating student and faculty exchanges, and implementing collaborative programs.

Achievements

Providing opportunities for students to pursue internships and academic collaborations abroad, thus broadening their academic and professional horizons.

This comprehensive overview of the 14 initiatives highlights the commitment of AICTE to foster a strong innovation and entrepreneurship ecosystem in Indian higher education.

1. Introduction of New Initiatives: The document discusses several new initiatives aimed at improving technical education in India, focusing on quality and relevance to Contemporary needs.
2. National Education Policy (NEP) 2020 Alignment: Emphasis is placed on aligning educational programs with the NEP 2020 framework to ensure they meet the demands of the workforce and global standards.
3. Focus on Skill Development: The initiatives prioritize skill development to prepare students for industry requirements, promoting a more student-centric approach to learning.
4. Interdisciplinary Learning: Encouragement of interdisciplinary learning, where students can explore multiple fields of study, reflecting the interconnected nature of knowledge in today's world.
5. Collaborative and Innovative Learning Environments: The promotion of collaborative learning environments, fostering partnerships between academia and industry to enhance practical training and research.
6. Implementation Challenges and Strategies: Addressing challenges in implementing these initiatives, including the need for infrastructure upgrades and faculty training, along with strategies for overcoming these hurdles.
7. Evaluation and Continuous Improvement: Establishing frameworks for continuous evaluation of educational programs to ensure they remain relevant and of high quality, incorporating feedback from various stakeholders.

1. Focus on Quality Assurance: Initiatives aimed at revising curricula to align with the National Education Policy (NEP) 2020 and industry needs, promoting a multidisciplinary approach.
2. Inclusive Admission Policies: Introduction of flexibility in eligibility criteria for engineering and technology programs, broadening entry-level qualifications and allowing multiple subjects for admission.
3. National Curriculum & Credit Framework: Implementation of a framework to facilitate multiple entry/exit points in education and integrate vocational training with STEM education.
4. Emerging Technologies Curriculum: Development of model curricula for new technologies such as Artificial Intelligence and Data Science, along with new B. Tech programs in these fields.
5. Enhanced Student Learning Outcomes: Initiatives to improve focus on student learning outcomes and employability skills through updated instructional strategies.
6. Mandatory Internships: Establishment of an internship portal to facilitate industry exposure for students, with a significant number of internship opportunities posted.
7. Holistic Education Programs: Introduction of a Mandatory Student Induction Program (SIP) to ease the transition from school to higher education.
8. Institute's Innovation Councils (IICs): Establishment of a network of IICs across higher education institutions to foster a culture of innovation and entrepreneurship.
9. Training Programs for Faculty: Faculty members are trained as Innovation Ambassadors to promote innovation ecosystems in their institutions.
10. Research Promotion Scheme: Focus on enhancing research and innovation through new schemes, especially aimed at the North-East and for National Doctoral Fellow Centers.
11. National Innovation and Startup Policy (NISP): Adoption of policies to promote innovation and entrepreneurship in higher education institutions, with many institutes already on board.
12. Hackathons and Competitions: Organization of various hackathons and competitions to stimulate creativity and problem-solving among students.
13. Technology Transfer and IP Commercialization: Establishment of centers to facilitate technology transfer and intellectual property commercialization in educational institutions.

14. **Benchmarking Innovation Ecosystems:** Utilization of frameworks like the NIRF to benchmark innovation and entrepreneurship efforts in HEIs.
15. **Industry Collaboration:** Strong emphasis on collaboration between educational institutions and industries to ensure curriculum relevance and skill readiness for students.
16. **Holistic Assessment of Learning Outcomes:** Use of tools like the Students Learning Assessment portal to promote a comprehensive evaluation of student performance across disciplines.

These initiatives collectively aim to enhance the quality of technical education in India, making it more responsive to market needs, fostering innovation, and ensuring that graduates are well-prepared for the future workforce.

1. **National Board of Accreditation (NBA):** Strengthening accreditation processes to ensure institutions maintain quality standards in technical education.
2. **Quality Improvement Program (QIP):** Continued investment in programs aimed at improving the quality of institutions through grants and funding for various initiatives.
3. **Ranking Frameworks:** Establishment of frameworks such as the National Institutional Ranking Framework (NIRF) to evaluate institutions on quality metrics.
4. **Skill Development Initiatives:** Programs designed to enhance the skill sets of students through vocational education aligned with market requirements.
5. **National Assessment and Accreditation Council (NAAC):** Collaborating with NAAC to redefine and improve evaluation criteria for higher education institutions for better educational quality.
6. **Implementation of NEP 2020:** Active steps taken to integrate the principles of NEP 2020 into the curriculum and institutional frameworks.
7. **Online Resources for Faculty Development:** Provision of digital learning resources and platforms for faculty development to enhance teaching methodologies.
8. **Student-Centric Learning:** Transitioning focus from traditional teaching methods to more student-centric approaches, promoting active learning.
9. **Feedback Mechanisms:** Implementation of structured feedback mechanisms from students and alumni to guide quality improvement processes.

10. **Collaboration with Industries:** Creating partnerships with industries for curriculum design and providing internship opportunities that reflect actual market demands.
11. **Awareness Programs:** Organizing workshops and seminars to raise awareness about quality education and its impact on student outcomes.
12. **Research Grants for Innovation:** Offering grants for innovative research projects that solve real-world problems and encourage collaboration among institutions.
13. **Faculty Incentivization Programs:** Programs in place to recognize and reward faculty members who contribute to quality enhancement and research initiatives.
14. **Assessment and Evaluation Tools:** Utilization of advanced assessment tools to evaluate student learning outcomes systematically.
15. **Holistic Education Initiatives:** Promoting holistic education practices that encompass students' overall development, including mental and physical health.
16. **Mentorship Programs:** Establishment of mentorship programs linking students with experienced professionals and alumni to guide their educational journey.
17. **International Collaborations:** Creating pathways for international partnerships to enhance the quality and global recognition of Indian degrees.
18. **Scholarship and Financial Aid Programs:** Providing financial assistance to students from underprivileged backgrounds to ensure access to quality education.
19. **Innovation Centers:** Setting up innovation centers in institutions to foster creativity and encourage students to engage in entrepreneurial activities.
20. **Student Exchange Programs:** Promotion of student exchange programs to expose students to different educational systems and cultures.
21. **Digital Transformation Initiatives:** Implementing digital tools and resources to enhance the learning experience and administrative efficiency within institutions.
22. **Green Campus Initiatives:** Encouraging sustainable practices in institutions to promote environmental awareness and social responsibility.
23. **Curriculum Revisions:** Continuous revisions of curricula based on feedback from stakeholders to remain relevant to global standards and industry needs.
24. **Alumni Engagement:** Building strong relationships with alumni to leverage their success stories for inspiring current students and enhancing institutional reputation.
25. **Gender Sensitization Programs:** Programs aimed at promoting gender equality and addressing issues related to gender discrimination within educational frameworks.

26. Networking Events: Organizing networking events to connect students with industry professionals and potential employers.

27. Community Engagement Projects: Initiatives that encourage students to participate in community service and engagement, enhancing their social responsibility.

28. Use of Artificial Intelligence in Education: Integrating AI technologies for personalized learning experiences and administrative processes to optimize educational outcomes.

29. Crisis Management Protocols: Establishing protocols and training for institutions to handle crises and ensure the safety of students and staff.

30. Utilization of Open Educational Resources (OER): Encouraging the use of OER to provide accessible learning materials and reduce educational costs for students.

31. Quality Circles for Continuous Improvement: Formulating quality circles within institutions where staff come together to discuss and implement improvements.

32. Regulatory Compliance Initiatives: Ensuring institutions comply with regulatory standards set by AICTE and other educational authorities to maintain legitimacy.

33 Data-Driven Decision Making:

Utilizing data analytics to make informed decisions regarding program offerings, student performance, and institutional improvements.

34 Student Support Services:

Comprehensive support services for students, including counseling, career guidance, and skill development workshops.

35 Performance-Based Funding Models:

Advocating for funding models that allocate resources based on institutional performance in quality education metrics.

These initiatives demonstrate a holistic approach to enhancing the quality of higher education in India, aiming to align with global standards, improve student outcomes, and ensure institutions remain competitive and relevant.

Thank You