DTE (Directorate of technical Education)

History

The Department of Technical Education was established in 1948 to bring various activities pertaining of Technical Education & all levels, under one roof. This Department was made responsible to administer & control various activities pertaining to Engineering Colleges, Technological Institutes, Polytechnics, Industrial Training Institutes, Industrial School, Technical School, Government Industrial Training Workshops & other Certificate Courses concerned with Vocational & Technical Training. In addition to this, the responsibility of Post Graduate Courses & Research was also shouldered by this Department. Since the last four decades the activities of various programmes under the Directorate of Technical Education have increased tremendously & in order to meet the skilled manpower requirement, the training activities have been increased by way of Starting new Government as well as Private institutes in the Maharashtra. In order to have a smooth functioning of these activities the Directorate of Technical Education is bifurcated in two separate Directorates namely in (1984)

Directorate of Technical Education,
Directorate of Vocational Education & Training

The administrative responsibilities in respect of Craftsman Training Scheme (Industrial Training Institutes), Government Industrial Training Workshops, Vocationalization of Education at +2 stage, Technical Education at Secondary level & Certificate & allied Vocational Courses are entrusted with the Directorate of Vocational Education & Training.
Directorate Of Vocational Education & Training (DVET) has been established in 1984 to organize & co-operate Technical Education activities at all levels.
The activities of the Directorate of Vocational Education & Training cover :
· Pre-Vocational Education the Secondary level,
· Vocational Courses at +2 stage
a. Bifocal Vocational Courses
b. H.S.C. Vocational Courses
· Certificate courses of Maharashtra State Board of Vocational Examination,
· Craftsman Training Courses,
· Apprenticeship Courses under the Apprentices Act, 1961,
· Government Technical High School / Center cum Industrial Schools,
· Part – Time classes for Industrial Work,
· Advanced Vocational Training Scheme
Vocational Courses at +2 stage under centrally sponsored Scheme has been introduced in the state since 1988-89. Now number of Institutes running these courses are increased & to have smooth function & control of this schemes, two separate posts of Directors have been created from March 1998 as
· Director of Vocational Training,

· Director of Vocational Education

At State Government Level, all these schemes were monitored by Department of Higher & Technical Education. Now these schemes are monitored by Department of Skill Development & Entrepreneurship.
At Central Government Level, these schemes under Director, Training are monitored by Ministry of Labour & Employment, DGT, New Delhi. Whereas schemes under Director, Vocational Education are monitored by Ministry of Human Resource Department, New Delhi.

The activities of the Directors are as under
1. Director of Training
· Craftsman Training Scheme,
· Apprenticeship Training Scheme
· Advanced Vocational Training Scheme,
· Evening Classes for Industrial Workers,
· All subjects related to training,
a. Lokseva Kendra Yojana
b. Magel Tyala Vyavasay Prashikshan
c. Artizen to Techno-Crat
d. Center of Excellence
e. Generalization of Vocational Education & Training for Scheduled Tribe candidates in the Tribal Areas
f. Production Oriented Scheme
g. MES Scheme
2. Director of Vocational Education
· Pre – Vocational Education at Secondary levels,
· Vocational Courses at +2 stage
a. Bifocal Vocational Courses,
b. H.S.C. Vocational Courses
· Certificate Courses of Maharashtra State Examination Board of Vocational Examination,
· Employment & Self – Employment Scheme,
· All subjects related to Vocational Education
With reference to Government Resolution No. व्यशिअ -२०१६/(७७/१६)व्यशि-१, Dt. 23/06/2016, Only one post of Director is in place. Now Directorate of Vocational Education & Training has one post of Director, named as Director, Vocational Education & Training.

Since 1984, following Honourable Directors have given their valuable contribution for the effective implementation of Vocational Education & Training Schemes :
· Shri. K. M. Gedam
· Shri. A. D. Jadhav
· Shri. V. D. Deshmukh
· Shri. J. D. Bhutange
· Shri. V. K. Gautam, IAS

· Shri. R. G. Jadhav
· Shri. P. A. Naik
· Shri. Vijay Waghmare, IAS
· Shri. Dayanand Meshram
· Shri. S. M. Hastye
· Shri. Anil Jadhao

Diploma Courses in **Engineering and Technology were first run by the** Institutions like Victoria Jubilee Technical Institution, Mumbai; College of Engineering Pune, Cusrow Wadia Institute of Technology, Pune etc. Initially, the examinations were conducted through the Board of Examiners (BOE) appointed by the committee of Technical and Institutional Training of the old Mumbai, province. After independence with increased stress on industrial development, a separate Directorate of Technical Education was set up by the Government in 1948 to organise and co-ordinate technical education activities at all levels. The Diploma examinations in Engineering and Technology were conducted through the Directorate of Technical Education up to 1963.

With increase in the number of institutions, courses and students admitted to various diploma courses, a need to have a separate body to conduct the examinations of these courses was felt and thus in August 1963, a separate Board of Technical Examinations for the state was established. Now this Board, named as Maharashtra State Board of Technical Examination (MSBTE), has been given an autonomous status, since 1999- 2000.

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BOAT- board of apprenticeship training mumbai

Formation of BOAT :

In India, the Apprentices Act was enacted in 1961.[17] It regulates the programme of training of apprentices in the industry so as to conform to the syllabi, period of training etc. as laid down by the Central Apprenticeship Council and to utilise fully the facilities available in industry for imparting practical training with a view to meeting the requirements of skilled manpower for industry.

The Apprentices Act enacted in 1961 and was implemented effectively in 1962. Initially, the Act envisaged training of trade apprentices. The Act was amended in 1973 to include training of

graduate and diploma engineers as "Graduate" & "Technician" Apprentices. The Act was further amended in 1986 to bring within its purview the training of the 10+2 vocational stream as "Technician (Vocational)" Apprentices.

In pursuance of the recommendations of the Scientific Manpower Committee made about five decades ago, the erstwhile Ministry of Education, Government of India, initiated a `Practical Training Stipendiary Scheme' with the object of providing Practical Training to the fresh Engineering Graduates and Diploma Holders in Engineering. This scheme was directly administered by the Ministry of Education, Government of India at New Delhi, initially under this scheme, the industries/establishments, which took part on a voluntary basis, were requested to share the cost of stipend payable to the Apprentices equally. As the response from the Industries/establishments to the scheme was quite encouraging and the demand for training from the needy candidates was equally increasing, the scheme was decentralized for administration of the same to its Four Regional Offices. As the demand for training increased quite alarmingly the Government of India set up **four** Regional Boards of Apprenticeship/Practical Training at Chennai, Kanpur, Mumbai and Kolkata in the year 1969, as **"Autonomous Bodies"** having representations from the Industrial Associations and organizations, state Governments and other professional bodies. Thus the administration of the scheme was vested with these Boards with the sole object of functioning independently to provide apprenticeship training to the fresh Engineering Graduates/Technician apprentices under the provisions of the Apprentices Act, 1961 amended in 1973. The Act has once again amended in 1986 to bring the products of 10 +2 Vocational / Junior Colleges / Intermediate pass out students under the provisions of the Apprentices Act. The new category of apprentices are termed as Technician (Vocational) Apprentices.

These four Regional Boards are authorised agencies to implement the national scheme of apprenticeship training in their respective regions.

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Shri. Anil Jadhao

All India Council for Technical Education

Abbreviation AICTE

Formation November **1945**

Headquarters New Delhi

Location Thiruvananthapuram, Kolkata, Chennai, Kanpur, Mumbai, Baroda, Chandigarh, Guwahati, Bhopal, Bangalore, Hyderabad, Gurgaon[1]

Chairman : Anil Sahasrabudhe

Member Secretary Alok Prakash Mittal[2]

Vice Chairman M. P. Poonia[2]

Main organ Council

Affiliations Department of Higher Education, Ministry of Human Resource Development

Website www.aicte-india.org

The All India Council for Technical Education (AICTE) is the **statutory body** and a national-level council for technical education, under Department of Higher Education, Ministry of Human Resource Development.[3] Established in November **1945 first as an advisory body and later on in 1987 given statutory status by an Act of Parliament,** AICTE is responsible for proper planning and coordinated development of the technical education and management education system in India.

AICTE is assisted by 10 Statutory Boards of Studies,

UG Studies in Eng. & Tech.,
PG and Research in Eng. and Tech.,
Management Studies,
Vocational Education,
Technical Education,
Pharmaceutical Education,
Architecture,
Hotel Management and Catering Technology,
Information Technology,
Town and Country Planning.

NTMIS : National Technical Manpower Information System

The Ministry of Human Resource Development has setup the National Technical Manpower Information System (NTMIS) with the Lead Centre at the Institute of Applied

Manpower Research(IAMR), New Delhi and 21 Nodal Centres located in different states. **The NTMIS has been sponsored by the Govt. Of India and has been functioning since 1983. It is a Scheme of the All India Council for Technical Education (AICTE)**, New Delhi

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NITTTR : National Institute of Technical Teachers' Training and Research

The National Institute of Technical Teachers Training and Research (NITTTR) **Chennai** was established as an autonomous Institute by the Ministry of Human Resource Development, Government of India in the year **1964** to improve the quality of Engineering Education system in India and in the Southern Region in particular. Within this mandate, the institute takes initiatives to offer need based Human Resource Development programmes through appropriate modes and develop curricula and instructional resources. It also fosters research in the interdisciplinary area of Engineering Education and offers consultancy and extension services for the total development of Engineering Colleges, Polytechnic Colleges, Vocational institutions, Industry, Service sector and the Community at large.

National Institute of Technical Teachers' Training & Research (NITTTR), Kolkata was established in 1965 as Technical Teachers' Training Institute (TTTI), Calcutta. This was the first among four such institutes (other three being at Chandigarh, Bhopal & Chennai) established by the Dept. of Education, MHRD, Govt. of India as fully centrally funded autonomous institutions for providing pre & in-service training to the teachers and staff of Degree and Diploma level training institutions and also for conducting various activities related to quality improvement of the technical education system of the country. The Govt of India, in 2003, accorded national status to this institute, (along with the three sister institutes) in recognition of the contribution of these institutes for the expert service rendered for overall improvement of quality of Technical Education System.

National Board of Accreditation

Abbreviation NBA

Formation 1994

Type **Autonomus from 2010**

Headquarters New Delhi, India

Chairman Surendra Prasad

Affiliations Department of Higher Education, Ministry of Human Resource Development

The National Board of Accreditation (NBA) is one of the two major bodies responsible for accreditation of higher education institutions in India, along with the National Assessment and Accreditation Council(NAAC).[1] NBA accredits technical programmes, such engineering and management programmes, while NAAC accredits general colleges and universities.[2] **NBA is a full member of the Washington Accord.**

History

NBA was established by the All India Council for Technical Education(AICTE) in 1994 and operated as an autonomous body since 2010.[3] In 2014 it was granted a full membership status in the Washington Accord.[4]

Programs accredited

The NBA accredits programmes and not institutes. These include diplomas, undergraduate and postgraduate programs. Accredited fields include engineering & technology, management, pharmacy, architecture, applied arts and crafts, computer applications and hospitality and tourism management.[5]

While accreditation is voluntary, in 2017 the AICTE announced that it will not provide approval for institutes which failed to accredit at least half of their programs.[6]

National Assessment and Accreditation Council

NAAC logo

Agency overview

Formed 1994

Jurisdiction India

Headquarters Bangalore, Karnataka, India

Agency executive Dr. S. C. Sharma [1], Director

Parent department MHRD

Parent agency UGC

Website www.naac.gov.in

The National Assessment and Accreditation Council (NAAC) is an organisation that assesses and accredits higher education Institutions (HEIs) in India. **It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore.**

History

NAAC was established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in quality of education", and the Programme of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body.[2][3]Consequently, the NAAC was established in 1994 with its headquarters at Bengaluru.

Grading

The NAACs grades institutes on an eight-grade ladder

Range of institutional CGPA	Letter Grade	Performance Descriptor
3.51 – 4.00	A++	Accredited
3.26 – 3.50	A+	Accredited
3.01 – 3.25	A	Accredited
2.76 – 3.00	B++	Accredited
2.51 – 2.75	B+	Accredited
2.01 – 2.50	B	Accredited
1.51 – 2.00	C	Accredited
≤ 1.50	D	Not Accredited

1.Maharashtra - 23 Universities, 720 Colleges accredited by NAAC

National Project Implementation Unit (NPIU)

National Project Implementation Unit (NPIU) is a unit of Ministry of Human Resource Development, Government of India, established in August **1990 for coordination, facilitation, monitoring and to provide guidance to the States/Institutions in all aspects of the projects.**

During 1991 to 2007, NPIU implemented three Technician Education Projects of Government of India assisted by the World Bank, which helped to strengthen and upgrade the Technician Education System and benefited 552 polytechnics in 27 States including UTs of Andaman & Nicobar Island and Puducherry. These three Projects have been rated as "Highly Satisfactory" on Project Management and implementation, which is the highest rating, provided by the World Bank.

Success of three Technician Education Projects encouraged the Govt. of India to seek similar financial assistance from the World Bank for a systemic transformation of the technical education system as a whole with special focus on overall Quality Improvement in engineering education.

Vision

To develop and nurture a Technical Education System in the country which would produce skilled manpower of the highest quality comparable to the very best in the world and in adequate numbers to meet the complex technological needs of the economy; and provide the nation a comparative advantage in the creation and propagation of innovative technological solutions and in the development of a technological capacity of the highest order, both for its application in economic development of the country and for becoming a major supplier of technology and technological services in the world.

Mission

To plan and design innovative projects for total quality improvement in technical education system in the country.

To develop a model project management system

To coordinate, monitor and review project implementation

To liaise with project stakeholders such as Central Government, State Governments, State Technical Education Departments, Institutions, Training providers, funding agencies and industry etc;

To disseminate widely, success stories and lessons learnt from the successful projects.

To undertake research studies for developing models of successful Project implementation.

To prepare guideline documents

To conduct training workshops on effective implementation of the Projects.

To develop close linkages and network among different agencies.

Rashtriya Uchchattar Shiksha Abhiyan (RUSA

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in **2013** aims at providing strategic funding to eligible state higher educational institutions. The central funding **(in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories**) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education. Rashtriya Uchchattar Shiksha Abhiyan (RUSA) (Hindi for "National Higher Education Mission") is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at **providing strategic funding to higher educational institutions** throughout the country. Funding is provided by the central ministry through the state governments and union territories (UT), which in coordination with the central Project Appraisal Board will monitor the academic, administrative and financial advancements taken under the

scheme. A total of 316 state public universities and 13,024 colleges will be covered under it.

Innovative educational policies in India have been a huge success. Sarva Shiksha Abhiyan (SSA) launched in 2001 for elementary education and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in 2009 for secondary education produced great results in the educational developments. For higher education University Grants Commission (UGC) has a provision for routine innovation and development fundings. UGC funds are quite adequate for centrally funded universities and colleges, which are recognised under sections 12B and 2(f) of UGC Act. However, as of 31 March 2012 statistics, the higher education sector in India consisted of 574 universities and 35,539 colleges, out of which 214 universities are not covered under 12B of UGC Act, and only 6,787 colleges are registered under 12B and 2(f). Thus a larger number of higher institutes run by state governments, which are limited in their own management, are not provided with sufficient financial support to enhance their facilities for educational reforms. Therefore, a separate scheme for state/UT-managed universities and colleges was proposed by the National Development Council (NDC) as part of the 12th Five-Year Plan in 2012.[3] The Cabinet Committee on Economic Affairs approved it in October 2013.

RUSA aims to provide equal development to all higher institutions and rectify weaknesses in the higher education system. Its target achievement is to raise the gross enrolment ratio to 32% by the end of XII Plan in 2017. The major objectives are to:[5][6]

1.improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.

2.usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in state universities and improving governance in institutions.

3.ensure academic and examination reforms in the higher educational institutions.

4.enable conversion of some of the universities into research universities at par with the best in the world.

5.create opportunities for states to undertake reforms in the affiliation system in order to

ensure that the reforms and resource requirements of affiliated colleges are adequately met.

6.ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.

7.create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.

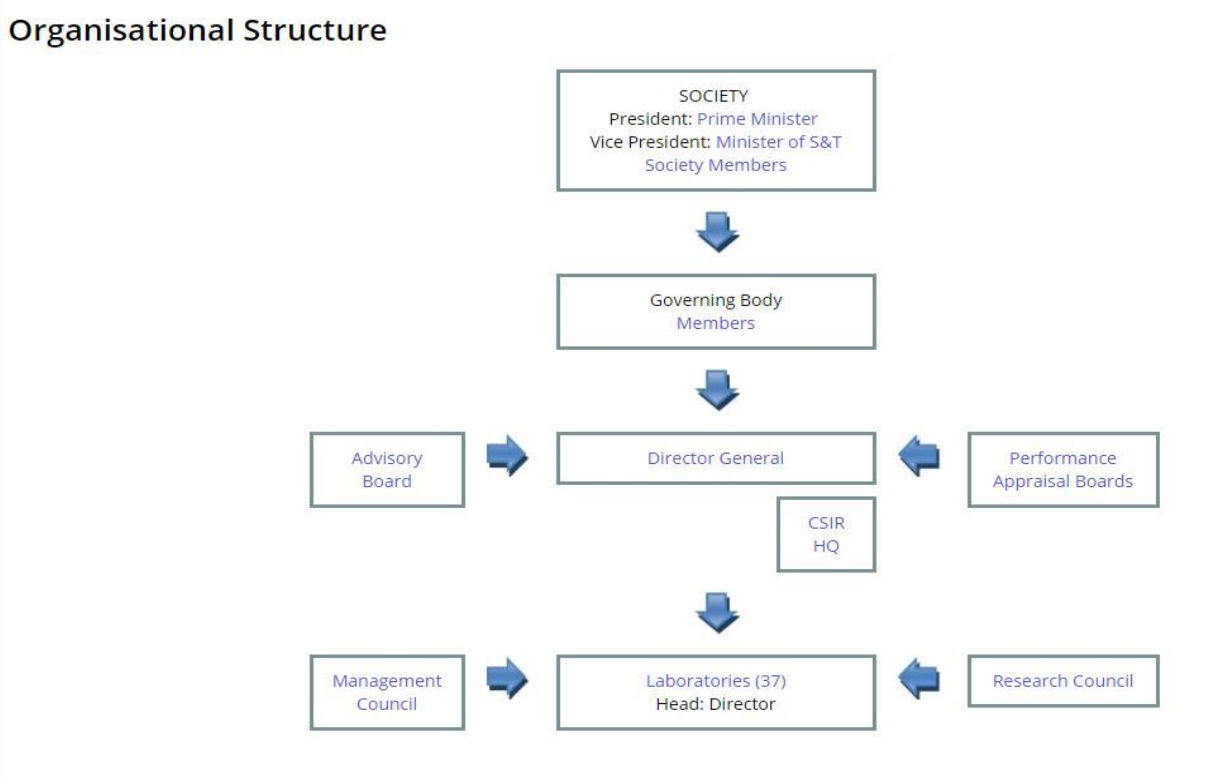
8.expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.

9.correct regional imbalances in access to higher education by facilitating access to high quality institutions in urbanand semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served and underserved areas.

10.improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

CSIR : Council for Scientific and Industrial Research

Having pan-India presence, CSIR has a dynamic network of 38 national laboratories, 39 outreach centres, 3 Innovation Complexes and 5 units.



CSIR-National Environmental Engineering Research Institute (CSIR-NEERI)

Head Office : Nagpur

Regional Offices : New Delhi, Mumbai,Kolkata, Chennai, Hyderabad

The CSIR-National Environmental Engineering Research Institute (CSIR-NEERI) is a research institute created and funded by Government of India. **It was established in Nagpur** in **1958** with focus on water supply, sewage disposal, communicable diseases and to some extent on industrial pollution and occupational diseases found common in post-independent India. NEERI is a pioneer laboratory in the field of environmental science and engineering and part of Council of Scientific and Industrial Research (CSIR). NEERI has **five zonal laboratories** at Chennai, Delhi, Hyderabad, Kolkata and Mumbai. NEERI falls under the Ministry of Science and Technology (India) of central government.[1]

The National Environmental Engineering Research Institute (NEERI), Nagpur was established in 1958 as Central Public Health Engineering Research Institute (CPHERI), when environmental concerns were limited to human health with a focus on water supply/sewage disposal/ communicable diseases and to some extent on industrial pollution and occupational diseases. The chemical and biological solutions to address these problems were simple, though challenging. However, slowly world wide public awareness on the contamination of environment on regional to global scale started getting attention in 1970's. Shrimati Indira Gandhi, the then Prime Minister of India, rechristened the Institute as National Environmental Engineering Research Institute (NEERI) in the year 1974. National Environmental Engineering Research Institute (NEERI), Nagpur is devoted to research and innovations in environmental science and engineering besides solving a range of problems posed by industry, government and public.

The Council of Scientific and Industrial Research (IAST: vaigyanik tathā audyogik anusandhāna pariṣada) abbreviated as CSIR was established by the Government of India in September of 1942 as an autonomous body that has emerged as the largest research and development organisation in India.

As of 2013, it runs 38 laboratories/institutes, 39 outreach centers, 3 Innovation Centers and 5 units throughout the nation, with a collective staff of over 14,000, including a total of 3987 scientists and 6454 technical and support personnel.[2] Although it is mainly funded by the Ministry of Science and Technology, it operates as an autonomous body through the Societies Registration Act, 1860.[3]

The research and development activities of CSIR include aerospace engineering, structural engineering, ocean sciences, life sciences, metallurgy, chemicals, mining, food, petroleum, leather, and environmental science.[3]

Ashutosh Sharma, Secretary of DST took additional charge as director general of CSIR, with effect from August 24, 2018.[4]

In terms of Intellectual property, CSIR has 2971 patents in force internationally and 1592 patents in force in India.[2]

In late 2007, the Minister of Science and Technology, Kapil Sibal stated, in a Question Hour session of the Parliament, that CSIR has developed 1,376 technologies/knowledge

base during the last decade of the 20th century.

National Skills Qualifications Framework (NSQF)

Award	Credits	Corresponding NSQF level
Diploma	60	5
Advance Diploma	120	6
B.Voc. degree	180	7

Level	Expected Level of competency as defined under NSQF	Proposed Academic equivalence
Level –1	No responsibility, always works under continuous instruction and close supervision.	Pertains to school level education
Level – 2	No responsibility, works under instruction and close supervision.	Pertains to school level education
Level - 3	Works under close supervision. Some responsibilities for own work within defined limit.	Pertains to school level education
Level – 4	Responsibility for own work and learning.	Pertains to school level education
Level - 5	Responsibility for own work and learning and some responsibility for other's work and learning.	Diploma
Level - 6	Responsibility for own work and learning and full responsibility for other's works and learning.	Advance Diploma
Level - 7	Full responsibility for output of group and development.	Graduation
Level - 8	Exercise management and supervision in the context of work/ study having unpredictable changes, responsible for development of self and others.	Honours at Under-Graduate level
Level - 9	Responsible for decision making in complex technical activities, involving unpredictable study/work situations.	Masters
Level - 10	Responsible for strategic decisions in unpredictable complex situations of work/study.	Doctoral

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NSQF in India was notified on 27th December 2013. All otherframeworks, including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD, stand superceded by the NSQF.

Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework. Presently, more than 100 countries have, or are in the process of developing national qualification frameworks.

The NSQF is anchored at the National Skill Development Agency (NSDA) and is being implemented through the National Skills Qualifications Committee (NSQC) which comprises of all key stakeholders. The NSQC's functions amongst others include approving NOSs/QPs, approving accreditation norms, prescribing guidelines to address the needs of disadvantages sections, reviewing inter-agency disputes and alignment of NSQF with international qualification frameworks.

Specific outcomes expected from implementation of NSQF are:

1.Mobility between vocational and general education by alignment of degrees with NSQF

2.Recognition of Prior Learning (RPL), allowing transition from non-formal to organised job market

3.Standardised, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework

4.Global mobility of skilled workforce from India, through international equivalence of NSQF

5.Mapping of progression pathways within sectors and cross-sectorally

6.Approval of NOS/QPs as national standards for skill training

The NSQF provides for a five year implementation schedule which provides that after the third anniversary(27.12.2016) date of the notification of the NSQF,

1.Government funding would not be available for any training/ educational programme/ course which is not NSQF-compliant.

2.All government-funded training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.
3.The recruitment rules of the Government of India and PSUs of the central government shall be amended to define eligibility criteria for all positions in terms of NSQF levels. The State Governments and their PSUs shall also be encouraged to amend their recruitment rules on above lines.

After the fifth anniversary (27.12.2018) date of the notification of the NSQF,
1.It shall be mandatory for all training/educational programmes/courses to be NSQF-compliant
2.All training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.

Unnat Maharashtra Abhiyan (UMA)

Unnat Maharashtra Abhiyan (UMA) is a project of the Ministry of Higher and Technical Education. **Its mandate is to build an independent and public knowledge infrastructure for the state of Maharashtra which will bring socio-economic and cultural development for its people, especially those in the bottom 80% of the socio-economic strata**. UMA aligns closely with the Unnat Bharat Abhiyan (UBA) mechanism of the Ministry of Human Resource Development, Government of India, whose vision is to bring about "transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India" (UBA)
.
UBA is being operationalised through the UMA, since they both share the same objectives
:
O To seek some alignment of curricula and research with regional development needs
O Re-emphasize field-work and case-studies as an important pedagogy
O Provide a formal mechanism for local bodies such as Zilla Parishads, Gram Panchayats,

etc. to access a regional engineering college, including the IITs, for its knowledge needs, and to obtain funding and data for the same.

Community Polytechnics

Community Polytechnics scheme was introduced in **1970** for Man Power Development, Technology Transfer and Technical Support to Community Services to cater to the needs of under developed rural areas. Presently 37 polytechnics are covered under this scheme. **The scheme is mainly to upgrade the skills of rural youths and to involve them in national economic activities.**

Community Polytechnics (CP) are wings of the existing polytechnics intended to provide a platform for transfer of appropriate technologies to rural masses and to provide technical support and services to the local community. At present, there are 669 CPs in the country. During the Tenth Plan period, about 13 lakh persons had been trained in various job-oriented non-formal skills/trades.

All India Council for Technical Education

Abbreviation	AICTE
Formation	November 1945
Headquarters	New Delhi

Location	· Thiruvananthapuram, Kolkata, Chennai, Kanpur, Mumbai, Baroda, Chandigarh, Guwahati, Bhopal, Bangalore, Hyderabad, Gurgaon[1]
Chairman	Anil Sahasrabudhe[2]
Member Secretary	Alok Prakash Mittal[2]
Vice Chairman	M. P. Poonia[2]
Main organ	Council
Affiliations	Department of Higher Education, Ministry of Human Resource Development
Website	www.aicte-india.org

CHAPTER IV

PERMISSION,AFFILIATION,CONFERRING AUTONOMOUS STATUS AND EQUIVALENCE

that there shall be a separate local managing committee provided for an affiliated polytechnic or institution

that there shall be no change or transfer of the management without previous permission of the Board ;

that institution shall not be closed without previous permission of the Board

No institution which is part of another Board shall be considered for affiliation unless a “no objection certificate” is given by the parent Board.

The management seeking permission to open a new institution shall apply in the prescribed form to the Member-Secretary 2 [of the Board] before the **last day of October** of the year preceding the year from which the permission is sought.

All such application received within the aforesaid prescribed time limit, shall be scrutinised by the Board and be forwarded to the Government on or before the **last day of December** of the year.

On receipt of the permission from the Government under section 26 the Board shall consider, grant of first time affiliation to the newinstitutionby followingtheprescribedprocedure giveninsub-section (2) and after taking into account whether and the extent to which the stipulated conditions have been fulfiled by the institution. The decisions of the Board in this regard shall be final.

For the purpose of considering the application for the grant of affiliation, the Board shall cause an inquiry by a committee constituted for the purpose by it. (3) The Board shall decide,— (a) whether affiliation should be granted or rejected ; (b) whether affiliation should be granted in whole or part; (c) subjects, courses of study and the number of students to be admitted ; (d) conditions, if any, which may be stipulated while granting the affiliation. (4) The Member-Secretary shall communicate the decision of the Board with a copy to the Director of Technical Education, and if the application for affiliation is granted, along with an intimation regarding— (a) the subjects and the courses of study approved for affiliation ; (b) the number of students to be admitted ; (c) the conditions, if any, subject to the fulfilment of which the approvalis granted. (5) The procedure referred to in section 26 shall apply, mutatismutandis, for the permission to open new courses, additional faculties, new subjects and additional divisions. (6) No student shall be admitted by the institution unless the first time affiliation has been granted by the Board. (7) The procedure referred to in sub-sections (1) to (4) shall apply, mutatis mutandis, for the consideration of continuation of affiliation, from time to time.

The affiliated institution with at least six years standing as an affiliated Institution may apply for permanent affiliation

The Director shall cause every affiliated institution to be inspected, at least once in every three years, by one or more committees appointed by him in that behalf.

AUTONOMOUS

(1) The recognised Polytechnic or Institution considering itself Autonomous eligible for autonomous status shall apply to the Secretary of Board on Status. or before 31st August, of the year preceding the year from which the autonomous status is applied for in the form prescribed by the Board

The Secretary shall place the applications before the Academic Committee and the Committee shall scrutinise an application form and decide, having referred to the criteria mentioned above, whether there is prima facie case for consideration of the application. If the Academic Committee decides that there is a prima facie case, it shall conduct a local enquiry also by way of discussion with Principal, staff and students of Polytechnic or Institute.

The Governing Body and other committees of Autonomous Polytechnic or Institution shall have representative from the Board on such committees.