Auditing Course Material

1. Open Learning and Distance Education

"Open Learning" and "Distance Education" are often used interchangeably and together known as "Open and Distance Learning" (ODL). Open learning is the philosophy, and Distance Education is how it's put into practice. Distance Education includes all teaching methods where learners and teachers are separated by space and time. Open learning encourages flexibility for learners. It allows students to choose when and where they study, how they study, which courses they take, and how they are assessed. It's about giving students more control over their education.

1. Which of the following are the advantages of distance education system? **(UGC NET 01 Oct 2022 Morning)**
A. Free education for all
B. Flexible system of education
C. Encourages earn and learn approach
D. No regular attendance is required
E. High and complex method of knowledge acquisition

○ A, D, E only

○ A, B, C only

○ B, C, D only

○ C, D, E only

✔ Check

Question: 1 of 2 questions

1. Open Learning and Distance Education

The third Five Year Plan mentioned the need for the introduction of correspondence education in the country. In the light of the observations made by the Planning Commission the Central Advisory Board on Education recommended the setting up of an Expert Committee under the chairmanship of Dr. D.S. Kothari, the then Chairman of UGC, to look into the proposal of introducing correspondence courses. The Expert Committee recommended the institution of correspondence courses in view of the greater flexibility, economic viability and innovative methods of imparting education. The committee also suggested that correspondence courses in India should be administered by the universities only and in the first instance, by one University, viz., the University of Delhi as a pilot project. Thus, was born in 1962, the University of Delhi's School of Correspondence Courses and Continuing Education.

A new chapter in DE system, began with the establishment of Dr B R Ambedkar Open University, Hyderabad in 1982, followed by the establishment of Indira Gandhi National Open University at the national level by the Parliament of India in 1985. The idea was accepted by many states and 1987 saw the emergence of 2 more Open Universities, namely, Nalanda Open University (NOU) Patna, Bihar and Vardhman Mahaveer Open University (VMOU), Kota, Rajasthan. Subsequently, Yashwantrao Chavan Maharashtra Open University (YCMOU), Nashik, Maharashtra was established in 1989.

1. Given below are two statements: **(UGC NET 24 Mar 2023 Evening)**
Statement I: Distance education has replaced the formal education in India.
Statement II: Distance education reduces the cost of education.

○ Statement I is true but Statement II is false.

○ Both Statement I and Statement II are true.

○ Statement I is false but Statement II is true.

○ Both Statement I and Statement II are false.

✓ Check

Question: 1 of 3 questions

1. Open Learning and Distance Education

India has one of the largest DE systems in the world, second only to China. There are 4 types of institutions offering DE today:

1. National Open University

2. State Open Universities

3. Distance Education Institutions (DEIs) at:

- Institutions of National Importance
- Central Universities
- State Universities
- Deemed to be Universities
- State Private Universities

4. DEIs at Stand-alone Institutions:

- Professional Associations
- Government Institutions
- Private institutions

1. Open Learning and Distance Education

The major responsibility for the promotion and coordination of Open and DE was bestowed by the Parliament on the Indira Gandhi National Open University (IGNOU), instead of the UGC, the statutory authority for regulating higher education in India. Thus, IGNOU became a unique institution as it was entrusted with a dual role: functioning like an Open University by offering programs of education and training through distance mode and also acting as the promoter, and coordinator of the Open and Distance Education system in the country and determining standards in such systems. To fulfill this particular mandate, the Distance Education Council (DEC) was set up by IGNOU in 1991 as a statutory mechanism under the IGNOU Act which became operational in February 1992.

In August 2010, the Ministry of Human Resource Development constituted a Committee under the Chairmanship of Prof. Madhava Menon with respect to the regulation of standards of education imparted through distance mode. The committee recommended the creation of a new regulatory body, the Distance Education Council of India (DECI). The Madhava Menon Committee also decided that as an interim measure, the DEC of IGNOU may be shifted to UGC. Subsequently, the MHRD issued an order in December 2012, transferring the regulatory authority of distance education from IGNOU to UGC.

In June 2013, the University Grants Commission took over DEC, by establishing the Distance Education Bureau (DEC) which has been governing distance education programs in India, since then.

1. IGNOU hosts secretariats of the SAARC consortium on open and distance learning (SACODIL) and the Global Universities Network (GMUNET), initially supported by: **(UGC NET 03 Mar 2023 Morning)**

○ UNESCO

○ UNICEF

○ UNDP

○ UNHCR

✓ Check

Question: 1 of 2 questions

1. All India Council for Technical Education (AICTE)

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. 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. The AICTE accredits postgraduate and graduate programs under specific categories at Indian institutions as per its charter.

1. Given below are two statements: **(UGC NET 11 Mar 2023 Evening)**

Statement I: The All India Council of Technical Education (AICTE) was established in 1956 in order to ensure plan coordinated development of technical education in India.

Statement II: Technical Education was defined as programmes of education in Engineering. Technology. Architect Planning, Management, Pharmacy and Applied Arts and Crafts.

○ Both Statement I and Statement II are false.

○ Statement I is true but Statement II is false.

○ Statement I is false but Statement II is true.

○ Both Statement I and Statement II are true.

✓ Check

Question: 1 of 4 questions

2. Indian Council for Agricultural Research (ICAR)

ICAR has established various research centres in order to meet the agricultural research and education needs of the country. Formerly known as Imperial Council of Agricultural Research, it was established in July 1929 as a registered society under the Societies Registration Act, 1860 in pursuance of the report of the Royal Commission on Agriculture. The ICAR has its headquarters at New Delhi. The Council is the apex body for coordinating, guiding and managing research and education in agriculture including horticulture, fisheries and animal sciences in the entire country.

1. Which of the following are included among the Institutes of Agricultural Research? **(UGC NET 01 Mar 2023 Eve**

A. Indian Council of Agricultural Research.
B. Indian Institute of Food Technology.
C. Central Agricultural Marketing Department.
D. Indian Dairy Research Institute.

○ A and C only

○ A, B and D only

○ A, B, C and D

○ A and B only

✔ Check

Question: 1 of 3 questions

3. National Council for Teacher Education (NCTE)

The National Council for Teacher Education (NCTE) is a Government of India body set up under the National Council for Teacher Education Act, 1993 in 1995 is to formally overlook standards, procedures and processes in the Indian education system. NCTE forms an extremely critical structure of the Indian government's National Curriculum Framework for Teacher Education 2009 and has been the organisation that developed the year 2009 draft of the same framework.

1. The NCTE, established in 1995, is a: **(UGC NET 13 Mar 2023 Evening)**

○ Professional organization

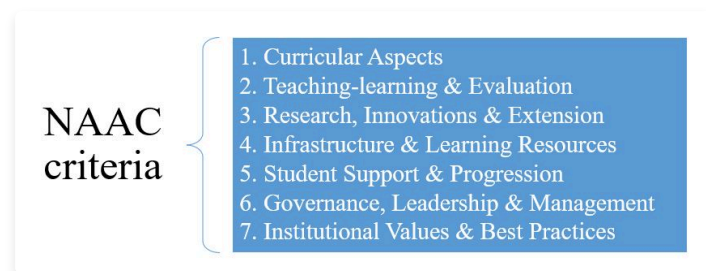○ Teachers' association

○ Statutory body

○ Private organization

✔ Check

Question: 1 of 3 questions

4. National Assessment and Accreditation Council (NAAC)

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission, UGC, headquartered in Bangalore. 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 Plan of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body.

Higher Education Institutions (HEIs), with a record of at least 2 batches of students graduated, or been in existence for 6 years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC. The NAAC accreditation does not cover distance education units of HEIs and offshore campuses. All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal.

NAAC
criteria

1. Curricular Aspects
2. Teaching-learning & Evaluation
3. Research, Innovations & Extension
4. Infrastructure & Learning Resources
5. Student Support & Progression
6. Governance, Leadership & Management
7. Institutional Values & Best Practices

NAAC has identified a set of 7 criteria to serve as the basis of its assessment procedures.

1. Curricular Aspects
2. Teaching-learning & Evaluation
3. Research, Innovations & Extension
4. Infrastructure & Learning Resources
5. Student Support & Progression
6. Governance, Leadership & Management
7. Institutional Values & Best Practices

Institutions are graded for each Key Aspect under four categories, viz. A, B, C and D, denoting Very good, Good, Satisfactory and Unsatisfactory levels respectively. The Cumulative GPA (CGPA) gives the final Assessment Outcome.

1. Which among the following is/are not a criterion for quality assessment followed by NAAC? **(UGC NET 12 Mar Evening)**

A. Teaching -learning and Evaluation
B. Consultancy and Extension
C. Infrastructure and Learning Resources
D. Recruitment of Teaching Professionals
E. Governance and Leadership

○ B, C and E Only

○ A, B and D Only

○ B Only

○ D Only

✓ Check

Question: 1 of 3 questions

5. National Medical Commission (NMC)

The National Medical Commission is a statutory body established under the National Medical Commission Act, 2019. The NMC replaced the erstwhile Medical Council of India (MCI) which was established in 1934.

 The aim of the National Medical Commission is to:

- improve access to quality and affordable medical education,
- ensure the availability of adequate and high-quality medical professionals in all parts of the country,
- promote equitable and universal healthcare that encourages community health perspective and makes services of medical professionals accessible to all the citizens,
- encourages medical professionals to adopt latest medical research in their work and to contribute to research,
- objectively assess medical institutions periodically in a transparent manner,
- maintain a medical register for India,
- enforce high ethical standards in all aspects of medical services,
- have an effective grievance redressal mechanism.

NMC is a 25-member body, the majority of them being nominated by the Central Government. The tenure of NMC members is 4 years (except for part-time members whose tenure is 2 years). The NMC has 11 part-time members representing states or state medical councils. The NMC chairpersons and other members, nominated by the Central Government, cannot be re-nominated. Any decision requires approval of the majority (minimum 13 out of 25) of the Commission.

6. National University of Educational Planning and Administration (NUEPA)

The National University of Educational Planning and Administration (NUEPA) is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. The Government has empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August 2006. Like any Central University, NUEPA is fully maintained by the Government of India.

The National University has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators which later became the Asian Institute of Educational Planning and Administration in 1965. After 4 years of its existence, it was taken over by the Government of India and renamed as the National Staff College for Educational Planners and Administrators. Subsequently, with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to governments, it was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979.

1. Which of the following are regulatory bodies within the Department of Higher Education in the Ministry of Huma Resource Development the Central Government? **(UGC NET 29 Sept 2020 Evening)**

A. NUEPA
B. UGC
C. AICTE
D. DEC
E. ICSSR

○ A, D and E only

○ B, C and D only

○ A, B and C only

○ C, D and E only

✔ Check

Question: 1 of 2 questions

7. Higher Education Financing Agency (HEFA)

HEFA has been set up on 31st May 2017 by the Central Government as a non-profit, Non-Banking Financing Company (NBFC) for mobilizing extra-budgetary resources for building crucial infrastructure in the higher educational institutions under Central Government. Later in 2018, its scope was enlarged by expanding its capital base to Rs. 10,000 Cr and tasking it to mobilize Rs. 1,00,000 crores for Revitalizing Infrastructure and Systems in Education (RISE by 2022).

The objectives of RISE by 2022 are:

- Qualitatively upgrade the research and academic infrastructure in India to global best standards by 2022.
- Make India into an education hub by making available high quality research infrastructure in Indian higher educational institutions.
- To allow access of HEFA funding to institutions like Central Universities, AIIMS, IISERs and newly created Institutes of National Importance, without creating any additional burden to the students.
- To bring greater accountability and speed in execution of infrastructure projects and avoid all cost/time over-runs, moving from the block-grant mode to project-mode for all infrastructure projects.
- To cater to the requirements of the Kendriya Vidyalayas and Navodaya Vidyalayas, and medical institutions like AIIMSs in a faster time frame.

8. Association of Indian Universities (AIU)

The Association of Indian Universities (AIU) acts as a bureau of information and to facilitate, communication, coordination, mutual consultation amongst universities. It was formed in 1925 (the named Inter-University Board), to promote university activities, by sharing information and co-operation in the field of education, culture, sports and allied areas. In 1973, it assumed it present name "Association of Indian Universities (AIU)". The AIU acts as a liaison between the universities and the government as well as the state government and to coordinate with other university boards of national or international in matters of common interest.

1. Which one of the following institutions was established as a consequence to the closure of Inter-University Boa in for promotion of cooperation among the Universities in the field of education and allied areas? **(UGC NET 21 Ju Evening)**

○ University Grants Commission

○ Association of Central Universities

○ IIAS, Shimla

○ Association of Indian Universities

✓ Check

Question: 1 of 2 questions

9. National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.

The major objectives of NCERT and its constituent units are to:

- undertake, promote and coordinate research in areas related to school education;
- prepare and publish model textbooks, supplementary material, newsletters, journals and develop educational kits, multimedia digital materials, etc., organise pre-service and in-service training of teachers;
- develop and disseminate innovative educational techniques and practices;
- collaborate and network with state educational departments, universities, NGOs and other educational institutions;
- act as a clearing house for ideas and information in matters related to school education; and
- act as a nodal agency for achieving the goals of Universalisation of Elementary Education.

In addition to research, development, training, extension, publication and dissemination activities, NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with international organisations, visiting foreign delegations and offering various training facilities to educational personnel from developing countries.

1. Given below are two statements: **(UGC NET 05 Mar 2023 Morning)**

Statement I: University Grants Commission (UGC) became a statutory organization of the Government of India by Parliament in 1956.

Statement II: National Council of Educational Research and Training (NCERT) is an autonomous organization set by the Government of India.

○ Statement I is correct but Statement II is incorrect.

○ Both Statement I and Statement II are incorrect.

○ Both Statement I and Statement II are correct.

○ Statement I is incorrect but Statement II is correct.

✔ Check

Question: 1 of 2 questions

10. Central Institute of Educational Technology (CIET)

Central Institute of Educational Technology (CIET), a constituent unit of NCERT, came into existence in the year 1984 with the merger of Center for Educational Technology and Department of Teaching Aids. CIET is a premiere national institute of educational technology. Its major aim is to promote utilization of educational technologies viz. radio, TV, films, Satellite communications and cyber media either separately or in combinations. The institute undertakes activities to widen educational opportunities, promote equity and improve quality of educational processes at school level.

11. National Board of Accreditation (NBA)

The National Board of Accreditation (NBA), India was initially established by the AICTE (All India Council of Technical Education) under section 10(u) of AICTE Act, in the year 1994, in order to assess the qualitative competence of the programs offered by educational institution from diploma level to post-graduate level in engineering and technology, management, pharmacy, architecture and related disciplines, which are approved by AICTE.

NBA came into existence as an independent autonomous body in 2010 with the objectives of assurance of quality and relevance to technical education, especially of the programs in professional and technical disciplines, i.e., Engineering and Technology, Management, Architecture, Pharmacy and Hotel Management and Catering Technology, through the mechanism of accreditation of programs offered by technical institutions. It is situated in New Delhi.

1. National Board of Accreditation (NBA) is entrusted with ensuring quality assurance in the disciplines of: **(UGC N 2023 Evening)**

A. Humanities
B. Architecture
C. Engineering and Technology
D. Natural Sciences
E. Management

○ B, C, D and E only

○ B, C and E only

○ C, D and E only

○ A, C, D and E only

✓ Check

Question: 1 of 3 questions

12. Bar Council of India

The Bar Council of India is a statutory body created by Parliament to regulate and represent the Indian bar. It performs the regulatory function by prescribing standards of professional conduct and etiquette and by exercising disciplinary jurisdiction over the bar. It sets standards for legal education and grants recognition to universities whose degree in law serves as qualification for enrolment as an advocate. In addition, it also performs certain representative functions by protecting the rights, privileges and interests of advocates and through the creation of funds for providing financial assistance to organise welfare schemes for them. The Bar Council of India was established by Parliament under the Advocates Act, 1961.

Match Set-I with Set-II:
Set-I (Regulatory body)
(a) NCTE
(b) BCI
(c) COA
(d) NBA

Set-II (Field of regulation)
(i) Law
(ii) Architecture
(iii) Professional courses
(iv) Teacher education

○ (a)-(iii), (b)-(iv), (c)-(i), (d)-(ii)

○ (a)-(ii), (b)-(iii), (c)-(iv), (d)-(i)

○ (a)-(iv), (b)-(i), (c)-(ii), (d)-(iii)

○ (a)-(i), (b)-(iv), (c)-(iii), (d)-(ii)

✓ Check

Question: 1 of 1 questions

13. Indian Council of Philosophical Research (ICPR)

The Indian Council of Philosophical Research set up by the Ministry of Education, Government of India, was registered as a society in March 1977 under the Societies Act, 1860, but it actually started functioning in July 1981 under the Chairmanship of Professor D.P. Chattopadhyaya. Its primary goal is to encourage philosophical research and philosophical thinking in India. It serves as a platform for scholars and philosophers to engage in critical thinking, research, and discussions on various philosophical topics, contributing to the enrichment of philosophical thought in the country.

1. Multi-disciplinary Education and Research Improvement in Technical Education (MERITE)

In August 2025, the Union Cabinet has approved the proposal for implementation of the 'Multidisciplinary Education and Research Improvement in Technical Education' (MERITE) Scheme in 275 technical institutions comprising 175 engineering institutions and 100 polytechnics. The objective of the scheme is to improve the quality, equity and governance in technical education covering all States/UTs by implementing interventions aligned with the National Educational Policy-2020 (NEP-2020).

It is a 'Central Sector Scheme' with total financial implication of Rs.4200 crore for a period from 2025-26 to 2029-30. Out of Rs.4200 crore, there will be an external assistance of Rs.2100 crore from World Bank as loan.

An estimated 275 Government/ Government-aided technical institutions are expected to be selected and supported under the scheme. This will include selected National Institutes of Technology (NITs), State Engineering Institutions, Polytechnics and Affiliating Technical Universities (ATUs). Apart from this, the State/ UT departments handling technical education sector will also be supported through MERITE scheme. Further, about 7.5 Lakh Students will be benefitted from the Scheme.

2. Pradhan Mantri Vidyalaxmi (PM-Vidyalaxmi) Scheme

The scheme "Pradhan Mantri Vidyalaxmi (PM-Vidyalaxmi)" by the Department of Higher Education, aims to provide financial support to meritorious students so that financial constraints do not prevent any youth of India from pursuing quality higher education. The scheme provides collateral-free, guarantor-free education loans through a simple, transparent, student-friendly and entirely digital application process, with 3% interest subvention for students from families with annual income up to ₹8,00,000. To be eligible, the applicant must get admission on their own merit to one of the 860 designated Quality Higher Educational Institutions (QHEIs) in India. The scheme is implemented by the Department of Higher Education in coordination with Canara Bank as the nodal bank. The scheme was launched in November 2024.

Key benefits of the Scheme are:

- A special loan product of collateral-free and guarantor-free education loans for students admitted to QHEIs.
- 75% credit guarantee by the Government of India for loan amounts up to ₹7,50,000, irrespective of family income.
- 3% interest subvention on loans up to ₹10,00,000 for students with annual family income up to ₹8,00,000 during the moratorium period (course period plus one year).
- Full interest subvention is already offered to students with up to ₹4,50,000 annual family income under PM-USP CSIS for technical/professional courses.
- Repayment period up to 15 years, excluding moratorium period.

3. Choice Based Credit System (CBCS)

The CBCS aims to enhance academic standards and quality in higher education through innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems. It provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system.

Key Features of CBCS are:

- Shift in focus from the teacher-centric to student-centric education.
- Students may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.
- CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc.
- CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred to another institution.

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4. KIRAN (Knowledge Involvement in Research Advancement through Nurturing)

In the year 2014, DST has restructured all the women specific programmes under one umbrella known as "KIRAN". It is the women-exclusive scheme of DST with the mandate to bring gender parity in S&T through gender mainstreaming. It aims to encourage women scientists through various programmes in the field of Science and Technology (S&T).

Women Scientist Scheme (WOS) under KIRAN provides career opportunities including fellowships to unemployed women scientists and technologists, especially those who had a break in career, for pursuing research in frontier areas of science and engineering.

Vigyan Jyoti was launched by DST in 2019 to inspire girl students to pursue higher education and career in STEM fields (Science, Technology, Engineering and Mathematics). The program provides a scholarship, visit to nearby scientific institutions, science camps, lectures from eminent women scientists and career counselling. The program is currently implemented by Jawahar Navodaya Vidyalaya (JNV) in 100 districts.

SERB – POWER (Promoting Opportunities for Women in Exploratory Research) program, launched in October 2020, is formulated to mitigate gender disparity in science and engineering research funding in various S&T programs in Indian academic institutions and R&D laboratories. It has 2 components:

1. SERB – POWER Fellowship
2. SERB – POWER Research Grants

AI Kiran: In April 2025, Government launched the AI Kiran, an initiative to empower women in Artificial Intelligence. The objective is to foster a vibrant AI community where women can thrive as innovators, changemakers, and leaders. It highlights contributions of over 250 women driving advancements in AI across critical sectors such as education, healthcare, urban development among others. It is led by the Office of the Principal Scientific Adviser (PSA) to the Government of India.

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5. AYURGYAN Scheme

Ministry of AYUSH has implemented the 'AYURGYAN' Scheme with the aim to promote AYUSH education, research and innovation through academic activities, training, capacity building etc. It is a central sector scheme. It has been approved for the period from FY 2021-22 to FY 2025-26.

Components of AYURGYAN Scheme:

A. Capacity Building and Continuing Medical Education (CME) in AYUSH; and

B. Research and Innovation in AYUSH

6. Paramarsh

In July 2019, the Government launched 'Paramarsh' – a University Grants Commission (UGC) scheme for Mentoring NAAC accreditation aspirant institutions to promote quality assurance in Higher Education. The Scheme is operationalized through a "Hub & Spoke" model wherein the Mentor Institution, called the "Hub" is centralized and will have the responsibility of guiding the Mentee institution through the secondary branches, called the "Spoke" through the services provided to the mentee for self-improvement. This allows a centralized control over operational efficiency, resource utilization to attain overall development of the mentee institution. The National Accreditation and Assessment Council (NAAC) is an autonomous body that assesses and accredits Higher Education Institutions (HEIs) in India.

This "Paramarsh" scheme will target 1000 Higher Education Institutions for mentoring with a specific focus on quality as enumerated in the UGC "Quality Mandate".

7. STRIDE

In July 2019, the UGC has approved a new scheme – 'Scheme for Trans-disciplinary Research for India's Developing Economy' (STRIDE). Broadly, STRIDE provides support to research projects that are socially relevant, locally need-based, nationally important and globally significant.

The STRIDE has 3 Components:

Component-1 will endeavour to identify motivated young talents with research and innovation aptitude in universities and colleges. The Scheme will provide research capacity building in diverse disciplines by mentoring, nurturing and supporting young talents to innovate pragmatic solutions for local, regional, national and global problems. This component is open to all disciplines for grants upto 1 crore.

Component-2 will be mainly to enhance problem solving skills with help of social innovation and action research to improve well-being of people and contribute for India's developing economy. Collaborations between universities, government, voluntary organizations and industries is encouraged under this scheme. This component is open to all disciplines for grants upto 50 lakh – 1 crore.

Component-3 will fund high impact research projects in the identified thrust areas in humanities and human sciences through a national network of eminent scientists from leading institutions. Disciplines eligible for funding under this component include, but not limited to, Philosophy, History, Archaeology, Anthropology, Psychology, Liberal Arts, Linguistics, Indian Languages and Culture, Indian Knowledge Systems, Law, Education, Journalism, Mass Communication, Commerce, Management, Environment and Sustainable Development. Grant available for this component is upto 1 crore for one HEI and upto 5 crores for multi-institutional network.

An advisory Committee has been set up by the UGC under the chairmanship of Prof Bhushan Patwardhan, Vice Chairman to oversee the entire scheme.

Trans-disciplinary research is a team effort of investigators from different disciplines to create new conceptual, theoretical, methodological innovations that integrates and transcends beyond discipline-specific approaches to address a common problem.

8. Accelerate Vigyan Scheme

To provide a single platform for research internships, capacity building programs, and workshops across the country, the Science and Engineering Research Board (SERB) has launched a new scheme in July 2020, called 'Accelerate Vigyan' (AV). It strives to provide a big push to high-end scientific research and prepare scientific manpower which can venture into research careers and knowledge-based economy. This scheme is primarily to focus on young potential researchers with an aim to give an opportunity to them to spend quality time in the pre-identified premier institution, labs / organizations.

It has 2 components:

1. **SAMOOHAN:** It aims to encourage, aggregate, and consolidate all scientific interactions in the country under one common roof. This mission, through its wide knowledge base, caters to a varied audience - R&D Departments, Institutes in Science & Technology as well as Stakeholders - mentors, coordinators, participants, and students. It has 2 components – High-End Workshops (KARYASHALA) and Research Internships (VRITIKA).

2. **Mission ABHYAAS:** It is an attempt to boost Research & Development in the country by enabling and grooming potential PG / PhD level students by developing dedicated research skills in selected areas / disciplines / fields through high-end workshops and Training and Skill Internship. It is sub-divided into 'SAYONJIKA' and 'SANGOSHTI'.

9. Rashtriya Uchchatar 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 and 90:10 for special category states) is 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.

One of the pre-requisites of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Scheme requires that states form a State Higher Education Council (SHEC). This represents a fundamental change in Indian higher education policy, especially in recognition of the role of the states as the unit of planning, and the intent that multiple funding streams to states (Central and State) be aligned with the SHEC planning. Andhra Pradesh was the first state in the country to set up the State Council of Higher Education in 1988, as per recommendations of the National Education Policy 1986.

PM-USHA

Note that, in the light of the National Education Policy (NEP), 2020, RUSA scheme has been launched as Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA).

Component in PM-USHA are given below:

- Multi-Disciplinary Education and Research Universities (MERU): Only accredited state government universities would be eligible. NAAC Grading; NIRF Ranking are key criterion for shortlisting.
- Grants to Strengthen Universities (Accredited & Unaccredited Universities): Only State Government universities would be eligible.
- Grants to Strengthen Colleges (Accredited & Unaccredited Colleges): Only state government and government-aided colleges will be eligible.
- New Model Degree Colleges: Districts without any government HEIs would be eligible. Only State Government colleges would be established.
- Gender Inclusion and Equity Initiatives: Districts would be taken as a unit and not individual institutions. The activities that can be undertaken under this component include doing sensitization workshops, combined hostels for females for the nearby colleges and universities in the district, etc.
- Management Monitoring Evaluation and Research (MMER): The amount of MMER grants is 2 % of the total fund approved, out of which 1 % will be released to the States/ UTs and 1 % will be utilized by the Centre.
- Priority would be given to Focus districts: States would identify the Focus Districts on the basis of the following indicators:
  - Low Gross Enrolment Ratio (GER).
  - Population proportion and enrollment proportion for Females, transgenders, SCs, STs and OBCs.
  - Aspirational/ Border Area/ Left Wing Extremism (LWE) prone district.
  - Gender parity.

10. Uchhatar Avishkar Yojana (UAY)

Uchhatar Avishkar Yojana (UAY) was announced with a view to promote innovation of a higher order that directly impacts the needs of the industry and thereby improves the competitive edge of Indian manufacturing. The scheme focuses on a viable industry-academic collaboration where industry shares a part of the cost of research.

The objectives of UAY scheme are:

- to promote innovation in areas that are directly of relevance to the manufacturing and design industry.
- to spur innovative mindset
- to co-ordinate action between academia & industry
- to strengthen labs & research facilities.

11. Prime Minister's Research Fellowship (PMRF)

The Government approved the Scheme 'Prime Minister's Research Fellowship (PMRF)' at a total cost of Rs. 1650 crore for a period of 7 years beginning 2018-19. Under this Scheme, the best students who have completed (in last 5 years) or are in the final year of B.Tech or Integrated M. Tech or M.Sc. in Science and Technology streams from all the IITs, all the IISERs, IISc Bengaluru and some of the top Central Universities/NITs that offer science and/or technology degrees, with atleast 8.0 CGPA are offered direct admission in Ph.D programme in the IITs / IISc, after going through the selection process.

The scheme was further amended in May 2020. Given below are the changes:

- For the students from any recognized institute/ university (other than IISc/ IITs/NITs/IISERs/IIEST/CF IIITs), the requirement of GATE Score is reduced to 650 from 750 apart from minimum CGPA of 8 or equivalent.
- In addition to direct entry, lateral entry is now allowed under which, students, who are pursuing PhD in PMRF granting institutions can apply.
- NITs which appear in the top 25 institutions as per NIRF Ranking (overall) can also become PMRF Granting institution.

Such students are offered a fellowship of Rs 70,000 per month for the first 2 years, Rs 75,000 per month for the 3rd year, and Rs 80,000 per month in the 4th and 5th years. Apart from this, a research grant of Rs 2.00 lakh is to be provided to each of the Fellows for a period of 5 years to cover their foreign travel expenses for presenting research papers. A maximum of 3000 Fellows would be selected in 3-year period. The Government provides necessary budgetary support to all Institutions including IITs and IISc, inter-alia for upgradation of research.

12. Unnat Bharat Abhiyan 2.0

The Unnat Bharat Abhiyan aims that the knowledge base and resources of the Premier Institutions of the country are to be leveraged to bring in transformational change in RURAL developmental process. The objective is to enable higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. UBA 1.0 was launched in 2014. UBA 2.0 is the upgraded version of UBA 1.0 and launched in April 2018.

 In UBA 1.0, the scheme was extended to all educational institutes; however, under Unnat Bharat Abhiyan 2.0 participating Institutes are selected based on the fulfillment of certain criteria. Here, the institutions have been selected on a Challenge Mode and the scheme has been extended to 750 reputed Higher Educational Institutes (both public and private) of the country. Each selected institute would adopt a cluster of villages / panchayats and gradually expand the outreach over a period of time.

13. IMPRESS

Impactful Policy Research in Social Science (IMPRESS) aims to encourage social science research in policy relevant areas so as to provide vital inputs in policy-formulation, implementation and evaluation. The IMPRESS is an initiative of the Ministry of Education, Government of India and is being implemented by the Indian Council of Social Science Research. The scheme was sanctioned in August 2018.

The broad objectives of the scheme are:

- To identify and fund research proposals in social sciences with maximum impact on the governance and society.
- To focus research on (11) broad thematic areas such as: State and Democracy, Urban transformation, Media, Culture and Society, Employment, Skills and Rural transformation, Governance, Innovation and Public Policy, Growth, Macro-trade and Economic Policy, Agriculture and Rural Development, Health and Environment, Science and Education, Social Media and Technology, Politics, Law and Economics. The sub- theme areas will be decided on the basis of Expert Groups' advice before notifying the scheme and calling for applications.
- To ensure selection of projects through a transparent, competitive process on online mode.
- To provide opportunities for social science researchers in any institution in the country, including all Universities (Central and State), private institutions with recognition status conferred by UGC.

The *Indian Council of Social Science Research (ICSSR)* was established by the Government of India to promote research in social sciences in the country. It was established in New Delhi in 1969. ICSSR provide grants for projects, fellowships, international collaboration, capacity building, survey, publications etc. to promote research in social sciences in India.

14. LEAP and ARPIT

In November 2018, the Government launched 2 new initiatives – Leadership for Academicians Programme (LEAP) and Annual Refresher Programme In Teaching (ARPIT). Both these programs were launched under the Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching (PMMMNMTT).

The Central Sector Scheme of PMMMNMTT was launched in December 2014 with an outlay of Rs. 900 crore and the scheme has been approved for continuation till March 2020. The Mission addresses current and urgent issues of supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges.

LEAP

Leadership for Academicians Programme (LEAP) is a 3-week flagship leadership development training programme (2 weeks domestic and 1-week foreign training) for second level academic functionaries in public funded higher education institutions. The implementation of LEAP Programme will be through 15 NIRF top ranked Indian Institutions. The foreign Universities identified for the training are also within the top 100 in the world global rankings.

The mandatory eligibility conditions for LEAP are – minimum 8 years of experience as Professor; 3 years administrative experience; Impeccable Integrity; High academic standing preferably 30 publications in 'SCOPUS' indexed international journals or UGC approved journals; and age below 58 years. A maximum of Rs. 10 Lakhs per participant (including foreign training) is approved and each training institution signs MoUs with its foreign counterpart.

ARPIT

Annual Refresher Programme in Teaching (ARPIT) is an initiative of online professional development of 15 lakhs higher education faculty using the MOOCs platform SWAYAM. For implementing ARPIT, 75 discipline-specific institutions have been identified and notified as National Resource Centres (NRCs) in the first phase, which are tasked to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum.

15. Scheme for Promotion of Academic and Research Collaboration (SPARC)

In August 2018, the Government sanctioned the scheme "Scheme for Promotion of Academic and Research Collaboration (SPARC)". The IIT Kharagpur is the National Coordinating Institute.

This scheme aims to improve research ecosystem of India's higher educational institutions by facilitating academic and research collaborations between Indian Institutions (overall top-100 or category-wise top-100 in NIRF including such Private Institutions) and the best institutions in the world (top-500 overall and top-200 subject-wise institutions listed in QS World University Ranking) from 28 selected nations to jointly solve problems of national and international relevance.

A set of 5 Thrust Areas (*Fundamental Research, Emergent Areas of Impact, Convergence, Action-Oriented Research and Innovation-Driven*) and sub-theme areas in each thrust area has been identified for collaboration under SPARC based on emergent relevance and importance for the nation.

16. Education Quality Up-gradation and Inclusion Program (EQUIP)

The Education Quality Up-gradation and Inclusion Program (EQUIP) is an overarching program, which sets out to deliver further on the principles of Access, Inclusion, Quality, Excellence, and enhancing employability in higher education. It is a vision plan aiming at ushering transformation in India's higher education system by implementing strategic interventions in the sector over 5 years (2019-2024). It is described as the implementation plan for the National Education Policy and meant to bridge the gap between policy and implementation.

Objectives

The EQUIP exercise has set the following objectives to be achieved in a period of 5 years:

- Double the Gross Enrolment Ratio (GER) in higher education and resolve the geographically and socially skewed access to higher education institutions in India
- Upgrade the quality of education to global standards
- Position at least 50 Indian institutions among the top-1000 global universities
- Introduce governance reforms in higher education
- Accreditation of all institutions as an assurance of quality
- Promote Research & Innovation ecosystems
- Double the employability of the students passing out of higher education
- Harness education technology for expanding the reach
- Promote India as a study destination
- Achieve a quantum increase in investment in higher education

17. Scheme for Transformational and Advanced Research in Sciences (STARS)

The Scheme for Transformational and Advanced Research in Sciences (STARS) was launched in February 2019 for providing extra mural funding to faculty of Higher Education (HE) Institutions for research projects in basic sciences. It is to be implemented, monitored and managed by IISc, Bangalore. It aims to fund Science projects which are translational, i.e., which have direct implications for the progress of the country, through a competitive process in an open and transparent manner. For this purpose, 6 basic thrust areas have been identified: Physics, Chemistry, Biological Sciences, Nano-sciences, Data Sciences & Mathematics and Earth Sciences.

18. Bharatiya Bhasha University & Institute of Translation

Bharatiya Bhasha University aims at promoting Indian languages and mother tongues and advising the government on all matters relating to languages of India. There will be an Indian Institution of Translation and Interpretation (IITI) under Bhartiya Bhasha University. As per NEP recommendation, such an Institute would provide truly important service for the country as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation which will help to promote all Indian Languages.

19. Impacting Research, Innovation and Technology (IMPRINT)

IMPRINT Scheme was launched in November 2015 with a view to provide solutions to the most relevant engineering challenges by translating knowledge into viable technology (products or processes) in 10 selected technology domains. These are: healthcare, energy, sustainable habitat, nano-technology hardware, water resources and river systems, advanced materials, Information and Communication Technology, manufacturing, security and defence, and environmental science and climate change. It is the Pan-IIT + IISc joint initiative to address the major science and engineering challenges.

The two-fold mandate of IMPRINT is aimed at:

1. Developing new engineering education policy.
2. Creating a road map to pursue engineering challenges.

Under this, 10 domains have been identified which could substantially impact the living standards of the rural areas – (1) health care technology, (2) energy security, (3) rural urban housing design, (4) Nano technology, (5) water/river system, (6) advanced materials, (7) computer science and ICT, (8) manufacturing technology, (9) advanced security and (10) environment/climate change. Each of these domains is coordinated by one IIT.

20. Reversal brain-drain schemes of Government

Government of India is implementing multiple schemes for addressing India's brain drain issue.

The **Ramanujan Fellowship** is meant for brilliant scientists from all over the world to take up scientific research positions in India. The Fellows could work in any of the scientific institutions and universities in the country. The value of the fellowship is Rs 1 lakh per month and each Fellow receives grant of Rs.7 lakh every year to attend conferences and other research expenses.

The **Ramalingaswami Re-entry Fellowship** was conceived in the year 2006-07 with the idea of encouraging scientists (Indian Nationals) working outside the country and would like to return to the home country to pursue their research interests in Modern Biology, Biotechnology.

Under the **Global Research Interactive Network (GRIN)**, Indian students are provided scholarships and opportunity to work with reputed foreign laboratories and would have liberty to come back to India and continue with their research. It attempts to address India's "brain drain" issue, and convert it into "brain gain," while simultaneously focusing on improving the quality of education in India and developing an innovation culture.

21. Global Initiative for Academics Network (GIAN)

The GIAN Scheme aims at improving the quality of higher education in the country through international collaboration. It facilitates participation of high-quality international academicians for delivering short-term courses and programs in Indian institutions. Initially 500 international faculties will be engaged in conducting courses and later in subsequent years 1000 faculties would be engaged under GIAN.

22. KAPILA campaign

The 'KAPILA' Kalam Program for Intellectual Property Literacy and Awareness campaign was launched in October 2020 on the 89th birth anniversary of former President and Scientist Late Dr. APJ Abdul Kalam. Under KAPILA campaign, students in Higher Educational Institutions (HEIs) get information about the correct system of application process for patenting their invention.

23. Visiting Advanced Joint Research (VAJRA) Faculty Scheme

It is a dedicated program exclusively for overseas scientists and academicians with emphasis on Non-resident Indians (NRI) and Persons of Indian Origin (PIO) / Overseas Citizen of India (OCI) to participate and contribute to research and development (R&D) in India by working as adjunct / visiting faculty in Indian Public funded academic and research institutions for a specific duration. The Science and Engineering Research Board (SERB), a statutory body of the DST, is implementing the Scheme.

24. Innovation of Science Pursuit for Inspire Research (INSPIRE)

The scheme was launched in December 2008 with an objective to communicate to the youth population of the country the excitements of creative pursuit of science and attract talent to the study of science at an early stage and build the required critical human resource pool for strengthening and expanding the Science & Technology system and R&D base. The scheme was proposed by the Department of Science & Technology. It covers students in the age-group of 10-32 years.

INSPIRE Scheme has included 3 programs and 5 components. They are:

1. Scheme for Early Attraction of Talents for Science (SEATS),
2. Scholarship for Higher Education (SHE) and
3. Assured Opportunity for Research Careers (AORC).

The INSPIRE Awards – **MANAK** was launched by DST in partnership with the National Innovation Foundation (NIF) in 2017. MANK stands for Million Minds Augmenting National Aspirations and Knowledge.

25. Sophisticated Analytical & Technical Help Institute (SATHI)

The Department of Science and Technology (DST) is setting up a shared, professionally managed, Science and Technology infrastructure facility, which can be readily accessible to academia, startups, manufacturing units, industries and R&D Labs. Such S&T infrastructure will be known as SATHI. These Centres will be equipped with major analytical instruments and advanced manufacturing facility, which is usually not available at Institutes / Organizations.

26. Scientific and Useful Profound Research Advancement (SUPRA)

It has sole objective of funding exploration of new scientific and engineering breakthroughs with global impact with long-term impact on our fundamental scientific understanding. Funding is to be provided normally for a period of 3 years, which could be extended to 2 years (5 years total) as assessed by an expert committee. It has been developed by Science and Engineering Research Board (SERB).

27. MoE scheme for Women and specially-abled students

Pragati is a Ministry of Education (MoE) Scheme being implemented by the AICTE aimed at providing assistance for Advancement of Girls pursuing Technical Education. 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".

Saksham is a MoE Scheme being implemented by the AICTE aimed at providing encouragement and support to specially abled children to pursue Technical Education. This is an attempt to give every young student, who is otherwise specially-abled, the opportunity to study further and prepare for a successful future.

All India Council for Technical Education (AICTE) is the nodal implementing agency for both the schemes.

28. Margdarshan and Margdarshak

Margdarshak and Margdarshan are AICTE scheme.

Margdarshan: The Hub 'n Spoke system is to be established by a Institute of repute as a Mentor within an existing facility to serve as the hub to guide and disperse knowledge to 10 to 12 technical institutions to encourage best practices. The secondary branches, the spokes, are additional services provided to faculty for self-improvement. Eventually, the Hub 'n Spoke system will allow for inter-hamlet information sharing, such as technical education, research and sharing of resources to the entire system. These institutions also provided funding upto Rs. 50 lakhs per institution over a period of 3 years in instalments for carrying out various activities like trainings, workshops, conferences and travel.

Margdarshak: Under this scheme, mentor teachers or Margdarshaks who are either serving or superannuated but willing and motivated with good knowledge of accreditation and who can devote adequate time to make required visits to these Institutions are identified. These Margdarshaks will regularly visit to the mentee institutions, stay on their campus and guide them for their improvement in quality so that institutions are able to get accreditation by NBA.

29. Institution's Innovation Council (IIC)

In September 2019, the erstwhile Ministry of Human Resource Development (MHRD) established 'MHRD's Innovation Cell (MIC)' to systematically foster the culture of Innovation amongst all Higher Education Institutions (HEIs). The primary mandate of MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes while they are informative years. The MIC has envisioned encouraging creation of 'Institution's Innovation Council (IICs)' across selected HEIs. A network of these IICs will be established to promote innovation in the Institution through multitudinous modes leading to an innovation promotion eco-system in the campuses.

30. Study in India

In July 2018, the Government launched Study in India, to facilitate Internationalization of Higher Education in India. The objective is to make India an education hub for foreign students; improve the soft power of India with focus on the neighbouring countries and use it as a tool in diplomacy; to rapidly increase the inflow of inbound International Students in India through a systematic brand-building.

31. YUVA scheme (Young, Upcoming and Versatile Authors)

Ministry of Education has launched YUVA - Prime Minister's Scheme for Mentoring Young Author Scheme in May 2021 to mentor young authors under the age of 30. The scheme provides mentorship with an objective to promote reading, writing and book culture in the country, and project India and Indian writings globally. YUVA is a part of India@75 Project (Azadi Ka Amrit Mahotsav). The National Book Trust, India is the implementing agency for the scheme.

Also in March 2025, the Ministry of Education launched PM-YUVA 3.0 which has the following themes:

- Contribution of Indian Diaspora in Nation Building;
- Indian Knowledge System; and
- Makers of Modern India (1950-2025).

32. SATYAM scheme

Department of Science and Technology (DST), in 2015, conceptualized a new research program – 'Science and Technology of Yoga and Meditation' (SATYAM) – under its Cognitive Science Research Initiative (CSRI). It is aimed to foster scientific research on the effects of yoga and meditation on physical & mental health and on cognitive functioning in healthy people as well as in patients with disorders.

1. Scholarships for Higher Education for Young Achievers Scheme (SHREYAS)

This is an umbrella scheme under the Ministry of Social Justice & Empowerment that specifically supports students from marginalized communities with scholarships and coaching. It comprises 4 central sector sub-schemes:

1. *Top Class Education for SCs:* Provides full financial support for SC students to pursue studies beyond class 12 in notified top-tier educational institutions (like IITs, AIIMS, IIMs).

2. *Free Coaching Scheme for SCs and OBCs:* Offers quality coaching for economically disadvantaged SC and OBC candidates to prepare for competitive examinations for jobs or admission to professional courses.

3. *National Overseas Scheme for SCs:* Provides financial assistance to selected students from SCs, De-notified, Nomadic and Semi-Nomadic Tribes (DNTs), etc., for pursuing Master's and Ph.D. level courses abroad in top 500 QS-ranked institutions.

4. *National Fellowship for SC Students:* Provides fellowships (JRF/SRF) to SC students pursuing M.Phil./Ph.D. degrees in Indian universities and institutions recognized by the UGC.

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2. Mid-Day Meal scheme (POSHAN Scheme)

The Mid-Day Meal scheme (MDMS) emerged out of the National Programme of Nutritional Support to Primary Education (NP – NSPE), a centrally sponsored scheme formulated in 1995 to improve enrollment, attendance and retention by providing free food grains to government run primary schools. In 2002, the Supreme Court directed the government to provide cooked mid-day meals (as opposed to providing dry rations) in all government and government aided primary schools. The scheme is being implemented by the Ministry of Education (erstwhile HRD). Note that in October 2021, Government has given approval for a new scheme named Prime Minister POSHAN scheme or PM-POSHAN that will replace Mid-day Meal scheme.

PM POSHAN Scheme

PM POSHAN Scheme will provide one hot cooked meal in Government and Government-aided schools from 2021-22 to 2025-26. This is a centrally-sponsored scheme which covers all school children studying in Classes I-VIII of Government, Government-Aided Schools. The scheme covers about 11.80 crore children studying in 11.20 lakh schools across the country.

Key changes:

- The scheme is proposed to be extended to students studying in pre-primary or Bal Vatikas of Government and Government-aided primary schools.
- Government will encourage the concept of TithiBhojan which is a community participation programme in which people provide special food to children on special occasions/festivals.
- Government will promote Nutrition Gardens in schools to give children first-hand experience with nature and gardening. The harvest of these gardens is used in the scheme providing additional micro-nutrients.
- Social Audit of the scheme is made mandatory in all the districts.
- Special provision is made for providing supplementary nutrition items to children in aspirational districts and districts with high prevalence of Anemia.
- Cooking competitions will be encouraged at all levels right from village level to national level to promote ethnic cuisine and innovative menus based on locally available ingredients and vegetables.
- Involvement of Farmers Producer Organizations (FPO) and Women Self Help Groups (SHG) in implementation of the scheme will be encouraged (Vocal for Local for Atmanirbhar Bharat).
- The Central Government will ensure Direct Benefit Transfer (DBT) from states to schools, which will use it to cover cooking costs.

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3. Vidyanjali

Vidyanjali is an initiative of Department of School Education and Literacy, Ministry of Education, for facilitating the community and volunteers to directly connect with the government and government-aided schools to contribute their services and/or assets/ materials/equipment through a dedicated portal.

It's an online portal to facilitate volunteer contribution by alumni of educational institutions, serving and retired teachers, scientists, government/semi-government officials, retired armed forces personnel, self-employed and salaried professionals, homemakers, persons from Indian diaspora and any other organization/group or company in the government/ government aided schools of their choice pan-India by registering on the Vidyanjali portal. The interested volunteers can contribute either in the form of assets or material or can participate by sharing their knowledge and skills in curricular, co-curricular and extra-curricular activities.

4. Vidya Samiksha Kendras (VSKs)

Under the National Digital Education Architecture (NDEAR), the Ministry of Education is promoting the establishment of Vidya Samiksha Kendras (VSKs) across all states to enhance data-driven decision-making in school education. This initiative aligns with the goals of the National Education Policy (NEP) 2020. At the central level, a VSK has been set up within the Central Institute of Educational Technology (CIET) building at NCERT, New Delhi.

Vidya Samiksha Kendras (VSKs) are designed to leverage data analytics, Artificial Intelligence (AI), and machine learning to improve monitoring and learning outcomes across the education system. The system integrates data from over 15 lakh schools, 96 lakh teachers, and 26 crore students, providing real-time insights to policymakers and educators.

Objectives of VSKs are:

Monitor real-time progress of initiatives under Samagra Shiksha.

Track students' enrollment, learning outcomes, dropouts, and teacher support needs.

Supervise academic and non-academic field activities at the state level for better governance.

Empower teachers and administrators to make data-driven decisions.

Establish a centralized help desk for grievance redressal.

Identify areas requiring immediate intervention to improve the quality and effectiveness of school education.

5. PM-SHREE Scheme

The Pradhan Mantri Schools for Rising India (PM-SHRI) Scheme, launched in 2022, is a centrally sponsored initiative launched by the Government of India under the guidance of the Ministry of Education. This scheme aims to transform school education across the nation by developing over 14,500 model schools that reflect the spirit and vision of the National Education Policy (NEP) 2020. These schools will be managed by the Central Government, State and Union Territory Governments, local bodies, Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS).

The main objective of the PM-SHRI Schools is to strengthen the school education system in India by transforming existing schools into model institutions that provide:

- High-quality education rooted in equity and inclusivity.
- Holistic and multidisciplinary learning experiences for students.
- A safe, welcoming, and modern learning environment.
- Implementation of NEP 2020 through innovative teaching practices.
- Opportunities for students' overall development, including cognitive, emotional, and social growth.

6. ULLAS- Nav Bharat Saksharta Karyakram

In July 2023. the Government of India has launched a centrally sponsored innovative scheme called Nav Bharat Saksharta Karyakram or New India Literacy Programme (NILP), popularly known as ULLAS: Understanding of Lifelong Learning for All in Society. The scheme aligns with the recommendations of the National Education Policy (NEP) 2020 and aims to empower those adults aged 15 years and above from all backgrounds who could not get due schooling and mainstream them with society to be able to contribute more to the growth story of the country. The scheme is for implementation from FYs 2022-23 to 2026-27.

The scheme has 5 components – Foundational Literacy and Numeracy, Critical Life Skills, Basic Education, Vocational Skills and Continuing Education.

7. PARAKH

The NCERT notified India's first national assessment regulator, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) in January 2023. It aims to set up assessment guidelines for all boards. It will work on 3 major assessment areas: large-scale assessments, school-based assessment, and examination reforms. It will also be tasked with holding periodic learning outcome tests like the National Achievement Survey (NAS) and State Achievement Surveys. It will act as a constituent unit of the NCERT. Note that, PARAKH has been launched as part of the implementation of the National Education Policy (NEP) 2020 that envisaged a standard-setting body to advise school boards regarding new assessment patterns and latest research and promote collaborations between them.

8. Rashtriya Avishkar Abhiyan

The Rashtriya Avishkar Abhiyan, launched in July 2015, is a convergent framework across School Education and Higher Education to motivate children of the age group from 6-18 years in learning Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities and processes. It seeks to create curiosity, excitement and spirit of innovation and exploration amongst school children by encouraging higher education institutions to become Mentoring Institutions and assist secondary and elementary schools in the study of Science and Mathematics.

Major interventions under RAA provided under Integrated scheme for School Education – Samagra Shiksha, include conduct of Science Exhibition, Book Fair, Quiz Competition, exposure/study visits for students to Higher Education institutions, participation of students in Inter-school/State/National level Science & Maths Competitions/Olympiads, strengthening of School Science and Mathematics laboratories, use of teaching-learning equipment and material including Digital models and use of technology in Science and Mathematics teaching.

9. Samagra Shiksha

In July 2018, the Department of School Education and Literacy has formulated the Samagra Shiksha – an Integrated Scheme for School Education as a centrally sponsored scheme and it is being implemented throughout the country with effect from the year 2018-19. This programme subsumes the 3 erstwhile centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. It envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. It is a centrally sponsored scheme.

10. NISHTHA

National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) is an integrated teacher training programme (online) for different stages of school education – Teachers, Head Teachers/Principals and other stakeholders in Educational Management and Administration. The mission aims to improve learning outcomes at the elementary level. It is the largest teachers' training programme of its kind in the world. It was launched by the Department of School Education and Literacy as a national mission under the Samagra Shiksha Scheme in 2019-20.

Training programme for different stages of school education:

1. NISHTHA 1.0 for Elementary level (Class I-VIII)
2. NISHTHA 2.0 for Secondary level (Class IX-XII)
3. NISHTHA 3.0 for NIPUN Bharat (ECCE to Class V)

NIPUN stands for *National Initiative for Proficiency in Reading with Understanding and Numeracy.*

11. SHRESHTHA

The Government of India has launched a scheme named SHRESHTA (Residential Education for Students in High Schools in Targeted Areas) for the purpose of providing seats for the meritorious SC boys and girls in the best private residential schools in the country. Every year, it is expected that about (3000) students would be selected for admission in Class 9 and Class 11 under the scheme. It aims to fill the educational service gap in Scheduled Castes (SCs) dominant areas by providing high-quality education, socio-economic upliftment, and overall development for SC students. Admission will be provided in Class 9 and Class 11 of CBSE/State affiliated private schools. The scheme is launched by the Ministry for Social Justice and Empowerment.

12. SARTHAQ

SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education) is a national implementation plan launched by the Ministry of Education in April 2021 to translate the vision of the National Education Policy (NEP) 2020 into action for school education. It outlines specific tasks aimed at improving both teaching and learning quality across the country. The plan emphasizes holistic development, competency-based learning, and integration of technology while strengthening teacher training and professional development. Implemented through Samagra Shiksha, SARTHAQ seeks to ensure inclusive, equitable, and high-quality education that equips students with 21st century skills and supports teachers in delivering innovative, learner-centered instruction.

13. Udaan: Giving wings to girls

Udaan programme for Girls-Udaan is a project of the Central Board of Secondary Education (CBSE) to address the low enrollment of girl students in prestigious engineering institutions and the teaching gap between the school education and engineering entrance examination through provision of free online science courses for girls in class XI and XII.

14. Jawahar Navodaya Vidyalayas (JNV)

The National Policy on Education - 1986 envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas that would bring out the best of rural talent. Jawahar Navodaya Vidyalaya are fully residential, co-educational schools affiliated to CBSE, New Delhi having classes from 6th to 12th standard. Navodaya Vidyalaya Samiti, an autonomous Organization under the Ministry of Education, manages these Vidyalayas.

15. Ishan Vikas and Ishan Uday schemes

Ishan Vikas and Ishan Uday schemes are being implemented for the students of North-Eastern region.

Ishan Vikas is coordinated by IIT, Guwahati and under the programme, selected school children from North Eastern States are brought in close contact with the Indian Institute of Technology (IITs), Indian Institutes of Science Education and Research (IISERs) and National Institute of Advanced Studies (NIAS) during the vacation period to motivate them to pursue science, technology, engineering and mathematics and to facilitate internship opportunities for the engineering college students in various institutes of national importance.

Ishan Uday Scholarship Scheme is administered by University Grants Commission (UGC). Under the scheme, scholarship is provided to the economically backward students from the North-East Region for pursuing general degree courses, technical and professional degree courses.

1. One Nation One Subscription (ONOS)

The One Nation One Subscription (ONOS) intends to acquire national licenses for e-journal/database subscriptions from most of the prominent journal publishers. A total of 30 major international journal publishers has been included in ONOS. All the journals published by these publishers will be accessible to the students, faculty members and researchers of the participating institutions. The ONOS is starting its operation from 1st January 2025. ONOS phase-I has been approved for the calendar years 2025, 2026 and 2027.

Access to journals is being provided through national subscription coordinated by the Information and Library Network (INFLIBNET) Centre, an autonomous inter-university centre of the University Grants Commission (UGC), Gandhinagar, Gujarat. he Department of Higher Education, Government of India will have a unified portal "One Nation One Subscription" through which the institutions will be able to access the journals.

2. Academic Bank of Credit

Academic Bank of Credit
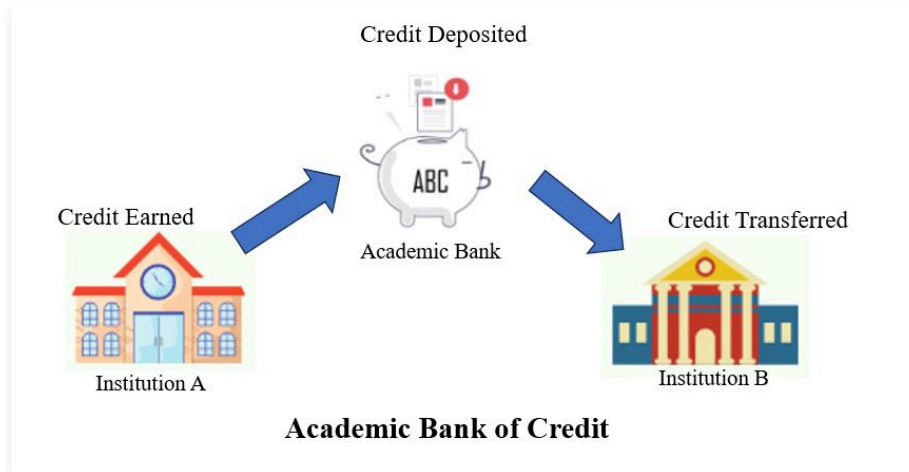
The **National Education Policy 2020 (NEP)** has introduced the Academic Bank of Credit (ABC). It's like an online bank managed by the Ministry of Education, where students can store the credits they earn from recognized universities. These credits can be later used to get certificates, diplomas, or degrees. Students are like account holders, and the ABC handles services like credit accumulation, transfer, and redemption, similar to a regular bank. It's based on the idea of "Multiple Entry - Multiple Exit" and "anytime, anywhere, any level learning." This system makes it easier for students to change courses or take breaks and return to their studies. It doesn't give degrees or certificates itself but helps manage your educational credits.

1. Credits earned by a student and stored in Academic Bank of Credit, after the date of earning such credits, will h validity up to a maximum of: **(UGC NET 09 Jul 2022 Morning)**

○ 7 years

○ 10 years

○ 15 years

○ 12 years

✓ Check

Question: 1 of 3 questions

3. APAAR

The National Education Policy (NEP) of 2020 laid the groundwork for several initiatives aimed at enhancing the learning experience for students across India. Among these initiatives, the National Credit and Qualifications Framework (NCrF) was introduced to promote seamless mobility and flexibility across different educational levels. In line with the NEP 2020 and the NCrF, the Government of India launched the APAAR ID in February 2024.

APAAR, which stands for **Automated Permanent Academic Account Registry**, is a lifelong, 12-digit unique identification system designed for all students in India. It provides a comprehensive record of each student's academic achievements, including degrees, scholarships, awards, and other credits. The NEP 2020 emphasized the importance of creating a unique ID for students to help track their academic progress and manage their education more effectively throughout their learning journey. As part of this initiative, all college and university students are required to register on the Academic Bank of Credits (ABC). An ABC ID is now mandatory for admission to any college or university in India.

The APAAR ID is linked to DigiLocker, a secure online repository where students can store essential documents like exam results. Connected to the Academic Bank of Credits (ABC) through the APAAR ID, academic credits are deposited into a student's account by institutions via the National Academic Depository. This system streamlines the authentication process for admissions and job applications, making it easier to verify academic records and facilitating smooth transitions between different educational levels.

The APAAR ID embodies the vision of "**One Nation, One Student ID**," ensuring a unified and accessible academic experience for students across India. It serves as a lifelong academic passport, consolidating all a student's achievements and credentials in one place.

4. SWAYAM

The Ministry of Education has embarked on a major and new initiative called 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM), which provides one integrated platform for online courses and assessment covering school (9th to 12th) to Post Graduate Level. This MOOCs (Massive Open Online Course) platform is world's largest online e-Learning platform portal designed to achieve the 3 cardinal principles of Education Policy viz., Access, Equity and Quality. This covers all higher education subjects and skill sector courses. The object is to provide education at affordable cost. The NCERT also is developing course modules for MOOCs for school education, to be uploaded on SWAYAM.

The courses featured on SWAYAM are structured into 4 distinct quadrants:

1. **Video Lectures:** Engaging video presentations that facilitate effective learning.
2. **Specially crafted Reading Material:** These materials can be conveniently downloaded and printed, providing accessibility for offline learning.
3. **Self-Assessment Tools:** Students can gauge their understanding through self-assessment tests and quizzes.
4. **Online Discussion Forums:** A platform for students to seek clarification from mentors, engage in discussions, and address doubts with their peers, thereby fostering interactive learning.

SWAYAM Plus: In March 2024, the Government of India launched SWAYAM Plus portal. In alignment with NEP 2020, the SWAYAM Plus platform will now include courses supporting industry needs that enhance learners' employability. It features innovative elements like multilingual content, AI-enabled guidance, credit recognition, and pathways to employment. IIT Madras has been appointed as nodal agency for implementing it.

SWAYAM PRABHA: The SWAYAM PRABHA is a group of 40 DTH channels devoted to telecasting of high-quality educational programmes on 24×7 basis using the GSAT-15 satellite. Every day, there will be new content for at least 4 hours which would be repeated 5 more times in a day, allowing the students to choose the time of their convenience. The channels are uplinkeded from BISAG, Gandhinagar. The contents are provided by NPTEL, IITs, UGC, CEC, IGNOU. The Information and Library Network (INFLIBNET) Centre maintains the web portal.

The Channels covers following topics:

- **Higher Education:** Curriculum-based course contents at post-graduate and under-graduate level covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture, etc. All courses would be certification-ready in their detailed offering through SWAYAM, the platform for offering MOOCs courses.
- **School Education (9-12 levels):** modules for teacher's training as well as teaching and learning aids for children of India to help them understand the subjects better and also help them in preparing for competitive examinations for admissions to professional degree programmes.
- Curriculum-based courses that can meet the needs of life-long learners of Indian citizens in India and abroad.
- Assist students (class 11th & 12th) prepare for competitive exams.

5. PM e-Vidya

A comprehensive initiative called PM e-VIDYA is launched in 2020 which unifies all efforts related to digital/ online/ on-air education to enable multi-mode access to education. It offers multifarious educational resources in multi-platform mode viz. digital/online through 12 DTH TV Channels, community radio, content for Divyangs (CwSNs), podcast etc.

 It includes 2 major initiatives namely "One Nation One Digital Platform" and "One Class One Channel".

* The *One Nation One Digital Platform* will include DIKSHA (Digital Infrastructure for Knowledge Sharing). This will now become the major digital infrastructure of the country that will provide quality content to school children.
* The *One Class One Channel* initiative will provide dedicated TV channels (one per grade) for all classes from Class 1 to Class 12. This will include SWAYAM online courses.

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6. INFLIBNET

The INFLIBNET is an autonomous Inter-University Centre (IUC) of the University Grants Commission (UGC) located at the Gujarat University Campus, Ahmedabad. It was established in 1996. It is involved in creating infrastructure for sharing of library and information resources and services among Academic and Research Institutions. INFLIBNET works collaboratively with Indian university libraries to shape the future of the academic libraries in the evolving information environment.

Networking of libraries through electronic media is known as:

○ Internet

○ HTML

○ Inflibnet

○ Libinfnet

◉ Check

7. DIKSHA (Digital Infrastructure for Knowledge Sharing)

DIKSHA was launched on 5th September 2017. It is an initiative of the National Council for Education Research and Training (NCERT) which is currently being used by teachers and students across the nation to provide school education through distance mode. It aids teachers to learn and train themselves for which assessment resources are available. All teachers across the nation will be equipped with advanced digital technology. It is built considering the whole teacher's life cycle – from the time student teachers enroll in Teacher Education Institutes (TEIs) till after they retire as teachers.

1. What is the full form of "DIKSHA"? **(UGC NET 04 Mar 2023 Morning)**

○ Digital Institution for Knowledge Sharing

○ District Institute for Knowledge Sharing

○ Digital Infrastructure for Knowledge Sharing

○ Data Information and Knowledge Sharing

✔ Check

Question: 1 of 3 questions

8. Operation Digital Board

The Scheme of Operation Digital Board provides class-centric digital intervention for teaching and learning. It aims to have digital and interactive boards in every classroom, which is on the lines of Operation Blackboard which was started in 1987 to supply the bare minimum crucial facilities to all primary schools in the country. It is proposed to be implemented both in Higher Education Institutions (HEIs) and Government and Government–aided schools having Secondary and Sr. Secondary classes. It was launched in 2019.
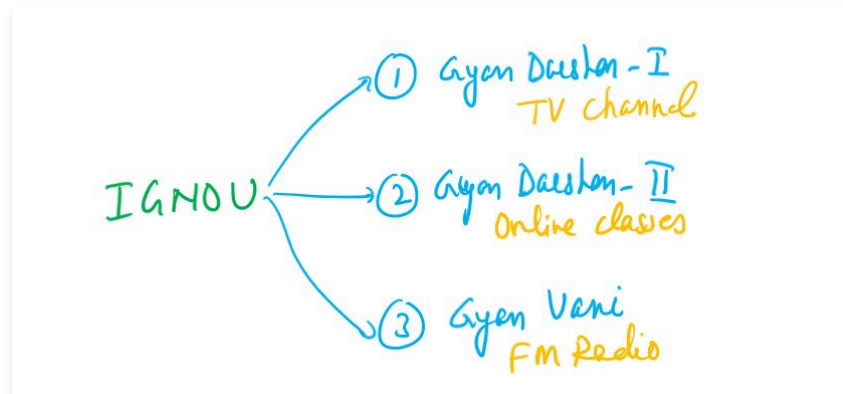
9. IGNOU Broadcasts

Indira Gandhi National Open University, IGNOU runs following 3 broadcasts:

1. Gyan Darshan-I: A bouquet of satellite-based TV channels devoted to educational and developmental needs of the society.

2. Gyan Darshan-II: An exclusive educational satellite to provide interactive education using DVB-RCS technology. It offers distance education through Virtual Class Room mode and provides access to digital repository of educational content hosted at IGNOU.

3. Gyan Vani: An educational FM Radio network providing programmes covering different aspects and levels of education including Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education and Extension Education.

1. In its formative years, which university had taken to the strategy of adopting multi-media instructions through G and Gyan Darshan? **(UGC NET 14 Mar 2023 Evening)**

○ Indira Gandhi National Open university

○ Dr. B.R. Ambedkar open university

○ Karnataka State Open university

○ Yashwant Bao Chavan open university

✓ Check

Question: 1 of 4 questions

10. National Mission on Education through Information and Communication Technology (NMEICT)

The Ministry of Education administers the programme, National Mission on Education through Information and Communication Technology (NMEICT), to leverage the potential of ICT to make the best quality content accessible to all learners in the country free of cost.

Initiatives under this Programme are given next.

1. *National Digital Library of India (NDL):* It is a project to develop a framework of virtual repository of learning resources with a single-window search facility. It is developed, operated and maintained from IIT Kharagpur. The initiative aimed at digitizing and preserving educational and cultural content to make it accessible to students, teachers, researchers, and the general public.

2. *Spoken Tutorial:* They are 10-minute long, audio-video tutorial, on open-source software, to improve employment potential of students. It is created for self-learning, audio dubbed into 22 languages and with the availability of online version.

3. *National Academic Depository (NAD):* It is a 24X7 online store house of all academic awards viz.certificates, diplomas, degrees, mark-sheets etc. duly digitised and lodged by academic institutions / boards / eligibility assessment bodies. NAD not only ensures easy access to and retrieval of an academic award but also validates and guarantees its authenticity and safe storage.

4. *Free and Open-Source Software for Education (FOSSEE):* It is a project promoting the use of open-source software in educational institutions. It does that through instructional material, such as spoken tutorials, documentation, such as textbook companions, awareness programmes, such as conferences, training workshops, and internships.

5. *E-Yantra:* It is a project for enabling effective education across engineering colleges in India on embedded systems and robotics.

6. *Virtual Lab:* This is a project to develop a fully interactive simulation environment to perform experiments, collect data, and answer questions to assess the understanding of the knowledge acquired.

7. *Train 10 thousand teachers:* It is a major initiative under the NMEICT, in which IIT Kharagpur and IIT Bombay are working as partner institutes to improve the teaching skills of engineering college teachers of the country in core Engineering and Science subjects.

8. *e-Kalpa:* Another MHRD/ NMEICT initiative named "e-Kalpa" creating Digital-Learning Environment is for Design. It provides digital online content for learning Design with e-Learning programs on Design.

9. *SWAYAM (Study Webs of Active Learning for Young Aspiring Minds):* The Ministry of Education has embarked on a major and new initiative called 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM), which provides one integrated platform for online courses and assessment covering school (9th to 12th) to Post Graduate Level. This MOOCs (Massive Open Online Course) platform is world's largest online e-Learning platform portal designed to achieve the 3 cardinal principles of Education Policy viz., *Access, Equity and Quality*. This covers all higher education subjects and skill sector courses. The object is to provide education at affordable cost. The NCERT also is developing course modules for MOOCs for school education, to be uploaded on SWAYAM.

10. *SWAYAM PRABHA:* The SWAYAM PRABHA is a group of 40 DTH channels devoted to telecasting of high-quality educational programmes on 24 7 basis using the GSAT-15 satellite. Every day, there will be new content for at least 4 hours which would be repeated 5 more times in a day, allowing the students to choose the time of their convenience. The channels are uplinkeded from BISAG, Gandhinagar. The contents are provided by NPTEL, IITs, UGC, CEC, IGNOU. The Information and Library Network (INFLIBNET) Centre maintains the web portal.

The Channels covers following topics:

- *Higher Education:* Curriculum-based course contents at post-graduate and under-graduate level covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture, etc. All courses would be certification-ready in their detailed offering through SWAYAM, the platform for offering MOOCs courses.
- *School education (9-12 levels):* modules for teacher's training as well as teaching and learning aids for children of India to help them understand the subjects better and also help them in preparing for competitive examinations for admissions to

professional degree programmes.

- Curriculum-based courses that can meet the needs of life-long learners of Indian citizens in India and abroad.
- Assist students (class 11th & 12th) prepare for competitive exams.

1. Given below are two statements: **(UGC NET 3 Mar 2023 Evening)**

Statement I: The National Mission on Education Through Information and Communication Technology (NMEICT) I
envisaged as a centrally sponsored scheme.

Statement II: The NMEICT has produced wondrous benefits for young minds studying in primary, secondary and I
education institutions.

○ Statement I is false but Statement II is true.

○ Both Statement I and Statement II are false.

○ Statement I is true but Statement II is false.

○ Both Statement I and Statement II are true.

✓ Check

Question: 1 of 2 questions

11. National Academic Depository (NAD)

The National Academic Depository (NAD) is an online store house of academic awards (*degrees, diplomas, certificates, mark-sheets etc.*) lodged by the academic institutions / school boards / eligibility assessment bodies in a digital format. NAD facilitates the digital issuance and verification of academic records to make the process more efficient, secure, and transparent.

1. Match List I with List II **(UGC NET 17 Oct 2020 Evening)**

List I (Digital Initiative)
I. NAD
II. SWAYAM PRABHA
III. NDL
IV. SWAYAM

List II (Objective)
1. Utilization of satellite communication technologies for transmission of education e-contents through National ch
2. All-digital library that stores information (metadata) about different types of digital contents
3. 24*7 online store house of all academic viz. Certificates. Degrees etc.
4. Offers various online courses for school education and higher education.

○ I-4, II-1, III-2, IV-3

○ I-2, II-1, III-3, IV-4

○ I-3, II-1, III-2, IV-4

○ I-3, II-4, III-2, IV-1

✓ Check

Question: 1 of 3 questions

12. Shodhganga

It is a digital repository for research scholars across Universities and Institutes to deposit, re-use & share their Theses & Dissertations in digital formats including scanned documents. It is an open access to the world-wide academic community. The University Grants Commission (UGC's) regulation of 2016 mandates that all Institutions have to submit an electronic copy of the M.Phil. dissertation /Ph.D. thesis to the Information and library Network (INFLIBNET), for hosting the same so as to make it accessible to all Institutions/Colleges. To implement this provision of the UGC Regulations, 2016, Shodhganga repository was set up. The task of setting-up of this repository was assigned to INFLIBNET Centre, Gandhinagar.

1. *Shodhgangotri:* Under this initiative, research scholars / research supervisors in universities could deposit an electronic version of approved synopsis submitted by research scholars to the universities for registering themselves under the Ph.D. programme. Synopses in Shodhgangotri would later be mapped to full-text thesis in Shodhganga.

2. *e-Shodh Sindhu:* The e-Shodh Sindhu of INFLIBNET was launched in 2015 after the merger of UGC-INFONET Digital Library Consortium, INDEST-AICTE Consortium and NLIST Programme. The e-ShodhSindhu will continue to provide current as well as archival access to more than 10,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally funded technical institutions, universities and colleges.

Match List I with List II:- **(UGC NET 29 Nov 2021 Morning)**

List I (Government of India Projects)
a. Shodhganga
b. SWAYAM PRABHA
c. Vidwan
d. SAKSHAT

List II (Purpose)
i. Expert database + Researcher network.
ii. Thesis database.
iii. Online content delivery platform.
iv. DTH educational channel.

○ a- iii, b- ii, c- iv, d- i

○ a- ii, b- iv, c- i, d- iii

○ a- iv, b- i, c- iii, d- ii

○ a- i, b- iii, c- ii, d- iv

✓ Check

Question: 1 of 1 questions

13. VIDWAN

VIDWAN is the premier database of profiles of scientists / researchers and other faculty members working at leading academic institutions and other R&D organizations involved in teaching and research in India. The database is developed and maintained by INFLIBNET with financial support from the NMEICT.

1. MHRD's scheme 'VIDWAN', is aimed at: **(UGC NET 1 Oct 2020 Evening)**

○ Promoting entrepreneurship among faculty

○ Creating a database and national research network

○ Making available e-resources

○ Awarding national professorship to a faculty

✔ Check

Question: 1 of 4 questions

14. Sakshat

An initiative of IGNOU, the Sakshat portal addresses the educational requirements of learners from Kindergarten to PhD. It was launched in 2006. It is One Stop Education Portal for addressing all the education and learning related needs of students, scholars, teachers and lifelong learners. The portal envisages providing one stop solution to educational requirements of learners ranging from K to 20 covering all fields of study including vocational education and learning for life skills.

15. Shagun

In August 2019, the erstwhile Ministry of HRD (now Ministry of Education) launched one of world's largest Integrated Online Junction for School Education 'Shagun'. It is an over-arching initiative to improve school education system by creating a junction for all online portals and websites relating to various activities of the Department of School Education and Literacy in the Government of India and all States and UTs. People can directly give their feedback about schools, which will further increase public participation and will ensure accountability and transparency.

16. SARANSH

With a vision to "Improve children's education by enhancing interaction between schools as well as parents and providing data driven decision support system to assist them in taking best decisions for their children's future", Central Board of Secondary Education (CBSE), has developed, a decision support system called 'Saransh'. This tool allows schools to identify areas of improvement in students, teachers and curriculum and take necessary measures to implement change by comparison of results. It also enables the parents and students to look at and compare their results vis-a-vis school, state and national level.

Which of the following is a 'Decision Support System' for assisting people in taking best decisions for their children **(UGC NET 2 Dec 2019 Morning)**

○ SWAYAM PRABHA

○ Saransh

○ Shaala Siddhi

○ E-Pathshala

✓ Check

17. National Educational Alliance for Technology (NEAT)

In November 2019, the Ministry of Education introduced a program called NEAT (National Educational Alliance for Technology) as a Public-Private Partnership (PPP). NEAT aims to improve higher education using technology. The program is managed by AICTE. It uses Artificial Intelligence to personalize learning for each student. This means creating technology that adapts to different students' needs. The government helps make these solutions available for economically disadvantaged students.

There will be a national NEAT platform where students can access these tech solutions. EdTech companies will create these solutions and handle student registrations through the NEAT portal. They can charge fees as they see fit. But as part of their contribution to the nation, they must provide 25% of the registrations for free to help economically disadvantaged students. The Ministry of Education will distribute these free learning coupons to the neediest students.

1. Which scheme of Ministry of Education Government of India, uses Artificial Intelligence to make learning more personalised and customised, as per requirements of the learners? **(UGC NET 29 Oct 2022 Morning)**

○ SWAYAM

○ NEAT

○ NEET

○ SWAYAM PRABHA

✓ Check

Question: 1 of 4 questions

18. DAISY (Digital Accessible Information System)

The name DAISY (Digital Accessible Information System) is used to refer to two related NISO standards that were developed with the DAISY Consortium, an international association formed in May 1996 by talking book libraries to lead the worldwide transition from analog to digital talking books. The original concept for DAISY was born from the need for accessible audio that could be used by individuals unable to read print, as easily and efficiently as a sighted person uses a printed book.

1. NIRF

The National Institutional Ranking Framework (NIRF) was approved by the erstwhile MHRD and launched on 29th September 2015. This framework outlines a methodology to rank institutions across the country. The methodology draws from the overall recommendations broad understanding arrived at by a Core Committee set up by erstwhile MHRD, to identify the broad parameters for ranking various universities and institutions.


1. Parameters

NIRF covers 5 parameters as given below:

> **1. Teaching, Learning & Resources (TLR) (30%)**

> **2. Research and Professional Practice (RP) (30%)**

> **3. Graduation Outcomes (GO) (20%)**

> **4. Outreach and Inclusivity (OI) (10%)**

> **5. Peer Perception (10%)**

2. Role of Organizations

Following organizations play a role in NIRF rankings.

1. National Board of Accreditation (NBA): The National Board of Accreditation (NBA) is the primary agency that is given the overall responsibility of coordinating and executing the Ranking work in consultation with the Implementation Core Committee, constituted by the Ministry of Education. NBA invited applications for registration of institutes for ranking in various disciplines and the overall ranking. It coordinated with its collaborators to execute all aspects of the ranking work, including finalization of discipline-specific parameters in consultation with the domain experts and with INFLIBNET Centre – its main collaborator.
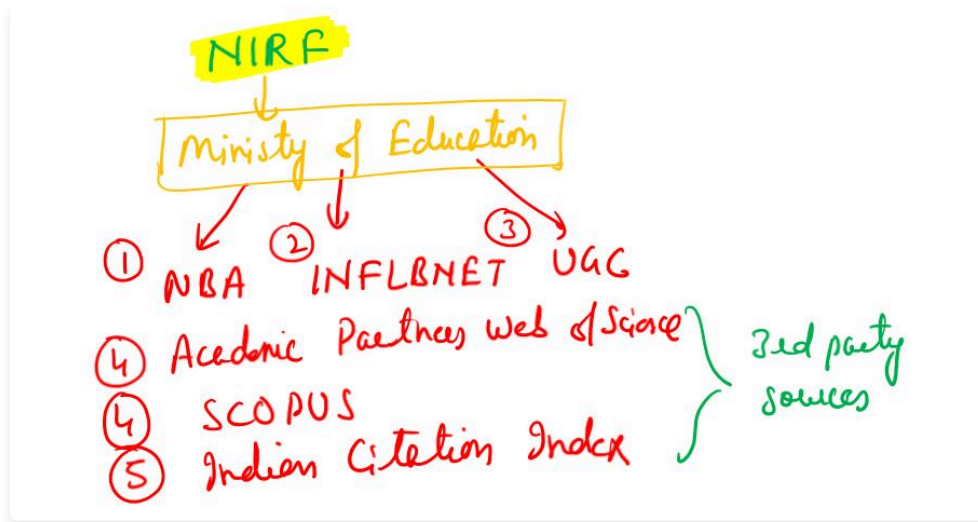
2. INFLIBNET Centre: The INFLIBNET Centre is responsible for the development of NIRF Web Portal including data capturing system, perception capturing, feedback mechanism and ranking platform. The Centre also provided and verified data on publications and citations. The Centre also deployed technical help desk at its premises.

3. University Grants Commission (UGC): The UGC provided authenticated data on colleges and universities under its purview. The UGC also encouraged universities and colleges to apply for ranking under NIRF framework.

4. *Academic Partners Web of Science, Scopus and Indian Citation Index* are also used as third-party source for retrieving data on publications and citations. These 3 publishers were contacted to help out in the process of retrieving data for some of the institutes that had applied for ranking through NIRF.

1. Broad parameters adopted by National Institutional Ranking Framework (NIRF) are: **(UGC NET 29 Oct 2022 E**

A. Teaching, learning and Resources
B. Graduation outcomes
C. Outreach and Inclusivity
D. Peer perception
E. Low Carbon footprint

○ A, C, D, E only

○ B, C, D, E only

○ A, B, C, D only

○ A, B, D, E only

✔ Check

Question: 1 of 3 questions

1. NIRF

The 10th consecutive edition of India Rankings of HEIs (NIRF Ranking) was released in September 2025.

Key Highlights of India Rankings (NIRF) 2025 are given below.

- IIT Madras retains its 1st position in Overall Category for the seventh consecutive year, i.e. 2019 to 2025 and in Engineering for tenth consecutive year, i.e. from 2016 to 2025.
- Indian Institute of Science, Bengaluru tops the Universities Category for tenth consecutive year, i.e. from 2016 to 2025. It stood first in Research
  Institutions Category for the 5th consecutive year, i.e. from 2021 to 2025.
- IIM Ahmedabad tops in Management subject retaining its first position for 6th consecutive year, i.e. from 2020 to 2025.
- All India Institute of Medical Sciences (AIIMS), New Delhi occupies the top slot in Medical for the 8th consecutive year, i.e. from 2018 to 2025. Moreover, AIIMS is ranked at 8th position in Overall category.
- Jamia Hamdard, New Delhi tops the ranking in Pharmacy for the second consecutive year.
- Hindu College secured the 1st position amongst Colleges for the second consecutive year replacing Miranda House which retained its 1st position for seven consecutive year, i.e. from 2017 to 2023.
- IIT Roorkee retained its 1st position in Architecture and Planning for the fifth consecutive year, i.e. from 2021 to 2025.
- National Law School of India University, Bengaluru retains its first position in Law for the eighth consecutive year, i.e. from 2018 to 2025.
- All India Institute of Medical Sciences (AIIMS), New Delhi takes the top slot in Dental subject for the first time replacing the Saveetha Institute of Medical and Technical Sciences, Chennai which was ranked 1st for the three-consecutive year from 2022 to 2024.
- Indian Agricultural Research Institute, New Delhi takes the top slot in Agriculture and Allied Sectors for the third consecutive year, i.e., from 2023 to 2025.
- Jadavpur University, Kolkata tops the State Public Universities Category first introduced in 2024.
- Indira Gandhi National Open University (IGNOU), New Delhi tops the Open Universities Category for the second consecutive year, i.e. from 2024 to 2025.
- IIT Madras tops in the Innovation category.
- Symbiosis Skill and Professional University (SSPU), Pune tops the Skill Universities category for the second consecutive year, i.e. from 2024 to 2025.
- IIT Madras tops the Sustainable Development Goals (SDGs) category introduced for the first time this year.

2. All India Survey of Higher Education (AISHE)

In January 2024, the Ministry of Education released All India Survey of Higher Education (AISHE) report for the year 2021-22. The Ministry conducts an annual web-based AISHE since 2010-11. The Ministry has been conducting All India Survey on Higher Education (AISHE) since 2011, covering all higher educational institutions located in Indian Territory and imparting higher education in the country. The survey collects detailed information on different parameters such as student enrollment, teacher's data, infrastructural information, financial information etc.

Key Highlights of the Survey:

- The total enrolment in higher education has increased to nearly 4.33 crore in 2021-22 from 4.14 crore in 2020-21. There has been an increase of around 91 lakh in the enrolment from 3.42 crore (26.5%) in 2014-15.
- The Female enrolment has increased to 2.07 crore in 2021-22 from 2.01 crore in 2020-21. There has been an increase of around 50 lakh in the female enrolment from 1.57 crore (32%) in 2014-15.
- GER has increased to 28.4 in 2021-22 from 23.7 in 2014-15 [as per 2011 population projections for 18-23 years age group]. Female GER has increased to 28.5 in 2021-22 from 22.9 in 2014-15.
- Gender Parity Index (GPI), the ratio of female GER to male GER is 1.01 in 2021-22. GPI has continued to be above 1 since 2017-18 i.e., female GER continues to be more than male GER for fifth consecutive year.
- As per response in AISHE 2021-22, about 78.9% of the total students are enrolled in undergraduate level courses and 12.1% are enrolled in postgraduate level courses.
- Among Disciplines at undergraduate level in AISHE 2021-22, enrolment is highest in Arts (34.2%), followed by science (14.8%), Commerce (13.3%) and Engineering & Technology (11.8%).
- Among streams at postgraduate level in AISHE 2021-22, maximum students are enrolled in Social Science (21.1%) followed by science (14.7%).
- Government Universities constituting 58.6% of total Universities, contribute 73.7% of total enrolment, Private Universities account for 26.3% of total enrolment.
- The total number of students enrolled in STEM in UG, PG, M.Phil. and Ph.D. levels in 2021-22 is 98.5 lakhs compared to 94.7 lakh in 2020-21.
- The total number of faculty/teachers in 2021-22 are 15.98 lakh, of which about 56.6% are male and 43.4% are female.

Gross Enrolment Ratio (GER) is the percentage of students belonging to the eligible age group (18 to 23 years) enrolled in Higher Education.

3. QS World University Rankings

QS World University Rankings is an annual publication of university rankings by Quacquarelli Symonds (QS). It is published from UK. Institutions have been ranked across 48 subjects in 5 broad categories given below:

1. Arts and Humanities
2. Engineering and Technology
3. Life Sciences and Medicine
4. Natural Sciences
5. Social Sciences and Management

The 2025 edition of the QS World University Rankings 2026 is based on data from over 16 million academic papers and insights from more than 151,000 academics and 100,000 employers. The rankings consider a broad mix of factors such as faculty qualifications, research strength, partnerships, and student outcomes. For this cycle, a new indicator called International Student Diversity has been introduced.

Key Highlights of the latest edition:

- India has 54 universities in the QS World University Rankings 2026, making it the fourth most represented country.
- Only the United States (192), the United Kingdom (90), and Mainland China (72) have more universities ranked than India.
- Eight Indian institutions have entered the rankings for the first time. This is the highest number of new entrants from any country this year.
- 6 Indian institutions feature in the global top 250.
- IIT Delhi leads the Indian contingent. It is ranked 123rd globally, rising from 150th in 2025.
- IIT Madras recorded one of the biggest jumps, rising 47 places from 227 in 2025 to 180 in 2026.
- A total of 12 Indian Institutes of Technology (IITs) feature in the list, highlighting their strong presence in global academia.
Which among the following is not related to the ranking of World Universities? (UGC NET 11 Oct 2022 Morning)

○ Madrid ranking

○ QS ranking

○ Shanghai ranking

○ Times higher ranking

✓ Check

Question: 1 of 1 questions

4. Unified District Information System for Education Plus

In January 2025, the Ministry of Education released Unified District Information System for Education Plus (UDISE+) 2023-24 Report on School Education.

UDISE+ system of online data collection from schools was developed by Department of School Education & Literacy in the 2018-19 to overcome the issues related to erstwhile practice of manual data filling in paper format. UDISE+ collects information through an online Data Collection Form on parameters ranging from school, Infrastructure, teachers, enrolments, examination results etc.

In UDISE+ 2023-24 for the first time, at national level individual student wise data has been collected from all recognized schools in country through UDISE+ since 2022-23. It is aligned with recommendations of NEP 2020.

Key findings of UDISE+ 2023-24 are:

- **Student Enrolments:** Overall dip in school enrolments as well across country, falling from 25.18 crore in 2022-23 to 24.8 crore in 2023-24. This represents a drop of about 1.55 crore students (nearly 6%) from 2018-19 to 2021-22.
- **Dropouts:** Zero-dropout rate at Foundational level (pre-primary to Class 2) is due to admission of students from Anganwadi, standalone private pre-primary school directly to Class I in recognized schools.
- Maximum dropout rates were at Secondary level (Classes 9 to 12).
- Bihar, Uttar Pradesh and Maharashtra saw among highest drop in enrolments.
- **Retention rate:** Higher at elementary level.
- **School infrastructure:** Assam, Odisha, and Karnataka face under-utilized infrastructure due to low student-to-school ratios.

5. Performance Grading Index (PGI)

The Performance Grading Index (PGI) is an evidence-based framework developed by the Ministry of Education, to assess the school education system across all States and UTs through a structured and data-driven approach.

PGI was originally launched in 2017 and was revamped as PGI 2.0 in 2021 to align with the National Education Policy (NEP) 2020 and Sustainable Development Goals (SDGs). PGI 2.0 assesses school education through 73 indicators across 2 categories (Outcomes and Governance & Management) which are further divided into 6 domains.

The scores are graded on a scale of 1,000 points, classified into 10 performance levels, ranging from Daksh (highest) to Akanshi-3 (lowest).

The index is based on data from the National Achievement Survey (NAS) 2021, Unified District Information System for Education Plus (UDISE+), and information on the mid-day meal programme (PM-POSHAN).

The latest edition of Performance Grading Index (PGI) 2.0 report for the years 2022–23 and 2023–24 was released in June 2025.

Key Findings of Performance Grading Index (PGI) 2.0 are:

- **Top Performers:** Chandigarh topped (3 consecutive years) with a score of 703, followed by Punjab (631.1) and Delhi (623.7).
- **No State in Top Grade:** No State/UT scored in the highest performance band (761–1,000 points).
- **Bottom Performers:** Meghalaya ranked lowest with a score of 417.9, followed by Arunachal Pradesh (461.4), Mizoram (464.2), Nagaland (468.6), and Bihar (471.9).
- **Improvement Trend:** 25 out of 36 States/UTs improved their PGI scores in 2023–24 compared to 2022–23.
- **Widening Inter-State Disparity:** A gap of over 300 points between the highest (719) and lowest (417) scores highlights wide disparities in school education performance across States/UTs.
- **Best Improvements in Access:** Bihar and Telangana showed the highest improvement in the Access to Education domain (enrolment, retention, transition, out-of-school children).
- **Best Improvements in Infrastructure:** Delhi, Jammu & Kashmir, and Telangana registered the highest gains in Infrastructure & Facilities (toilets, clean water, electricity, digital resources, etc.).

1. Introduction

According to the Oxford dictionary, 'value' is defined as "to consider to be of great worth or importance," or "standards or principles considered valuable or important in life." While the first meaning denotes value in terms of material worth, the second meaning pertains to our behavioural patterns. Therefore, what we value in life depends on our likes and dislikes, our attitude, our mentality and our behaviour.

Values serve as the compass that guides and governs our actions in our daily lives. They originate from our interests, choices, needs, desires, and preferences, constituting the core of value formation. When our preferences solidify, intensify, and remain stable, they become the criteria for making judgments, choices, and decisions, shaping our behavior. Values are thus considered enduring beliefs that steer human conduct according to personal preferences.

The **Indian Parliamentary Committee on Value Education** (Chairman - S.B. Chavan) in February 1999 identified 5 core universal values as (a) Truth (b) Righteous conduct (c) Peace (d) Non-Voilence and (e) Love. These values are derived from various sources of Indian tradition and culture.

The 5 Human Values are described below:

(a) Truth: The Highest Truth is absolute, changeless in the past, present, and future, true at all times and in all places. Truth is not relative, changing according to our perceptions and circumstances. Truth manifests as being truthful, honest, and sincere, acting with integrity according to the dictates of our conscience.

(b) Right Action: True Right Action is speaking and acting on the truth that emerges from the heart, the source of human conscience and human values. When we engage in right action, we treat others the way we wish to be treated, with respect, kindness, compassion, with an understanding and appreciation of the unity of all life.

(c) Peace: Absolute Peace manifests as inner mental calm, and the ability to maintain equanimity in all situations. When we feel peaceful within ourselves we will naturally feel peaceful towards others.

(d) Non-Violence: Avoiding causing harm to anyone or anything in our thoughts, words, and deeds. Non-Violence allows us to appreciate diversity, cultivate tolerance, and recognize the unity of all beings and respect for all life.

(e) Love: The highest Love is selfless Love. It is Love that is unconditional, without attachment, not expecting anything in return. All actions emanate from the heart. Love is the force behind the other Human Values, and our actions.

2. Value Education

Value education is an essential component of holistic education, which aims to cultivate students' values and attitudes through the learning and teaching of various subjects and the provision of relevant learning experiences. It is designed to develop students' ability to identify the values embedded in different situations, analyze them objectively, and make sound judgments. This prepares them to take appropriate actions when faced with challenges in their future lives.

It focuses on instilling moral and social values in students, equipping them to lead fulfilling and purposeful lives. It strengthens the foundation of human existence by empowering individuals to find greater meaning in their lives. From a broader perspective, the goal of value education aligns with the fundamental purpose of education itself. Education is not just an outcome but an experience that enables students to lead safe, healthy, and meaningful lives, transforming them into responsible citizens who contribute positively to society.

In academic discourse, value education is often equated with moral education, but a subtle distinction exists. While moral education pertains to ethical practices and codes of conduct often rooted in religious teachings, value education embraces a secular and rational perspective. Through the practice of value education, education fosters virtues within us, bridging the gap between our current state and our ideal selves. Thus, value education seeks to nurture intrinsic human qualities, ultimately cultivating human capital.

3. Value Classification

Values are classified in a number of ways. There is no watertight compartmental classification of values as they overlap with each other. For instance, Aesthetic values, cultural values, citizenship values, emotional values, ethical values, moral values, national values, religious values, economic values, citizenship values. Also, values may be intrinsic values and mundane values. It could be global values and national values. Sometimes one may say essential values, personal values, social values, institutional values, and cultural values. Human values are called core values like Truth, Righteous conduct, Peace, Non-violence and love.

Majorly has listed 83 values under 3 categories like, (1) Social values (2) Ethical values (3) Spiritual values.

> **1. Social Values**

> **2. Ethical Values**

> **3. Spiritual Values**

Helping individuals and social groups acquire social values, contributes to development of: **(UGC NET 5 Nov 202**

○ Environmental attitude

○ Environmental awareness

○ Environmental skills

○ Environmental knowledge

✓ Check

4. Value Development

Value development is a dynamic and ongoing process that involves the cultivation and reinforcement of ethical and moral principles in individuals. It is the journey of fostering and refining the values that guide one's thoughts, decisions, and actions, ultimately shaping their character and conduct. Values are a fusion of cognitive processes and emotions. They encompass not only what we think and understand but also what we feel deeply connected to and passionate about. Value development acknowledges that values are not static; they can evolve, strengthen, or change over time based on experiences, insights, and reflections.

A few models related to value development are discussed below.

Value development, as explained by *Marmar Mukhopadhyay*, occurs in 4 steps:

> **1. Value Collection**

> **2. Value Assessment**

> **3. Value Clarification**

> **4. Value Consolidation**

In *Rohidekar's work* from 2007, strategies for value development and assessment are discussed. These strategies encompass various approaches such as direct value education, incidental methods, co-curricular activities, indirect curricular methods, indirect co-curricular methods, and setting personal examples. Of particular interest is the indirect curricular approach, which provides teachers with opportunities to uncover hidden values within the subject matter of each chapter.

For evaluating the values instilled in learners, Rohidekar's values evaluation pyramid is considered crucial. This pyramid consists of 5 steps: Knowledge, Appreciation, Discrimination, Action with effort, and Spontaneous manifestation. To further understand how these values are manifested, the researcher has constructed a three-layered pyramid, which includes – Value Knowledge, Value Perception, and Value Actualization. This multi-layered approach allows for a comprehensive assessment of how values are acquired, understood, and put into practice by learners.

Match List I and List II **(UGC NET 24 Sept 2020 Morning)**
List I (Stage of value Development)
A. Stage I- Value collection
B. Stage II- Value assessment
C. Stage III- Value clarification
D. Stage IV- Value consolidation

List II (Exemplification of value formulation)
I. Choosing and imbibing the values one cherishes
II. Observing and Imitating the adult behaviour, particularly parents
III. Predictability of Human behaviour is assured
IV. Finding out gaps in values preached and Practice

○ A-II, B-I, C- IV, D-III

○ A- IV, B-III, C-II, D- I

○ A-I, B-IV, C-III, D-II

○ A-III, B-II, C-I, D-IV

✓ Check

1. Background

The Government has taken several steps to strengthen the knowledge and skills of the graduates, requisite for the current job market and to make them employable. A separate Ministry for Skill Development & Entrepreneurship (MSDE) was formed in 2014 to focus on enhancing employability of the youth through skill development.

The first National Policy on Skill Development was notified in 2009. In the aftermath of this policy, National Skill Development Corporation (NSDC) was established in 2009. Then the National Skills Development Agency (NSDA) was created in June 2013. It has been working with the State Governments to rejuvenate and synergies skilling efforts in the States according to the National Skills Qualification Framework (NSQF).

The *National Skill Development Corporation (NSDC)* is a not-for-profit public limited company which aims to promote skill development by catalyzing the creation of large, quality and for-profit vocational institutions. Further, the organisation provides funding to build scalable and profitable vocational training initiatives. The Government of India through Ministry of Skill Development & Entrepreneurship (MSDE) holds 49% of the share capital of NSDC, while the private sector has the balance 51% of the share capital.

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. The NSQF was notified in December 2013. The NSQF is anchored at the National Skill Development Agency (NSDA) and is being implemented through the National Skills Qualifications Committee (NSQC).

The National Policy for Skill Development and Entrepreneurship 2015 supersedes the policy of 2009. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability.

1. In the context of vocation education, the organisation 'NSDC' is: **(UGC NET 13 Oct 2022 Morning)**

○ National Skill Development Corporation

○ National Sector Development Corporation

○ National Skill Development Council

○ National Skill Documentation Centre

✓ Check

Question: 1 of 4 questions

2. National Skill Development Mission (NSDM)

The Government formed the National Skill Development Mission (NSDM) in 2015-16 under the Policy 2015 to provide a strong institutional framework at the Centre and States for implementation of skilling activities in the country. The Mission focuses on skilling, re-skilling and up-skilling through short term and long-term training programmes. Under the Mission, the government, through more than 20 Central Ministries/Departments, is implementing various skill development schemes across the country.

Governance

Key institutional mechanisms for achieving the objectives of the Mission have been divided into 3-tiers, which will consist of a Governing Council for policy guidance at apex level, a Steering Committee and a Mission Directorate (along with an Executive Committee) as the executive arm of the Mission.

Mission Directorate is supported by these 3 institutions – National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), and Directorate General of Training (DGT) – all of which will have horizontal linkages with Mission Directorate to facilitate smooth functioning of the national institutional mechanism.

Objectives

The National Skill Development Mission objectives are given below.

- Promote lifelong learning through comprehensive skill development.
- Align industry demand with trainees' career aspirations.
- Set and enforce quality standards for skill training.
- Develop unorganized sectors and provide pathways for workers.
- Offer international qualifications for a highly skilled workforce.
- Train quality instructors and trainers.
- Leverage existing resources for skill training.
- Create opportunities for overseas employment.
- Facilitate transitions between education and skills.
- Promote coordination in skill development efforts.
- Support vulnerable sections of society through targeted programs.
- Raise awareness about the value of skill training.
- Maintain a Labor Market Information System for skill matching and monitoring.

3. National Scheme for Industrial Training Institute (ITI) Upgradation

In May 2025, the Union Cabinet approved the National Scheme for Industrial Training Institute (ITI) Upgradation and the establishment of five National Centres of Excellence for Skilling as a Centrally Sponsored Scheme.

The scheme focuses on upgrading 1,000 Government ITIs through a hub-and-spoke model, introducing industry-aligned and revamped courses, and enhancing the capacity of five National Skill Training Institutes (NSTIs), where the Centres of Excellence will be established.

Its objective is to transform existing ITIs into government-owned, industry-managed aspirational institutes of skills, developed in collaboration with State Governments and industry partners. Over a five-year period, the scheme aims to train 20 lakh youth through demand-driven courses that cater to the evolving human capital requirements of industries. It emphasizes aligning local workforce supply with industry demand, thereby assisting enterprises, including MSMEs, in accessing employment-ready skilled workers.

Funding: The scheme has a total outlay of ₹60,000 crore, comprising a Central share of ₹30,000 crore, State share of ₹20,000 crore, and Industry share of ₹10,000 crore. The Asian Development Bank (ADB) and the World Bank will co-finance 50% of the Central share, contributing equally.

4. SEHAR Programme

The **Women Entrepreneurship Platform (WEP)**, in collaboration with TransUnion CIBIL, launched the SEHER Program in July 2024. It aims to strengthen financial inclusion and support women-led businesses in India. WEP is a public–private partnership platform incubated at NITI Aayog, dedicated to empowering women entrepreneurs by providing them access to knowledge, networks, and financial opportunities essential for business success.

The SEHER Programme is a credit education and financial empowerment initiative designed to help women entrepreneurs understand and access financial tools for business growth. It offers learning modules on financial literacy, credit awareness, and business management skills, enabling women to make informed financial decisions and build stronger enterprises.

This program is a part of WEP's Financing Women Collaborative (FWC) — a first-of-its-kind initiative that aims to accelerate women's access to finance by connecting them with financial institutions, digital lenders, and support networks.

5. National Council for Vocational Education and Training (NCVET)

The National Council for Vocational Education and Training (NCVET) was notified by the Ministry of Skill Development & Entrepreneurship in December 2018. NCVET subsumes the existing skill regulatory bodies – National Skill Development Agency (NSDA) & National Council for Vocational Training (NCVT) and acts as an overarching skills regulator. It was operationalized on November 2019 through the assumption of additional charge by Secretary, MSDE.

Key Features:

- The NCVET regulates the functioning of entities engaged in vocational education and training, both long & short-term, and establishes minimum standards for the functioning of such entities.
- The major functions of NCVET are recognition and regulation of Awarding Bodies, Assessment Agencies, and Skill related Information Providers; approval of Qualifications; monitoring and supervision of recognized entities and grievance redressal.
- The NCVET enables integration of fragmented regulatory system and infuse quality assurance across the entire vocational training value chain, leading to better outcomes.

1. The creation of the first ever separate ministry of Skill Development and Entrepreneurship was announced by: (11 Mar 2023 Morning)

- ○ P. V. Narasimha Rao
- ○ A. B. Vajpayee
- ○ Narendra Modi
- ○ Manmohan Singh

✓ Check

Question: 1 of 3 questions

6. National Skill Quality Framework

National Skill Quality Framework (NSQF) is a nationally integrated education and competency-based framework that enables persons to acquire desired competency levels. The National Skills Qualifications Framework (NSQF) organizes 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 were acquired through formal, non-formal or informal learning. It is, therefore, a nationally integrated education and competency-based skill and quality assurance framework that will provide for multiple pathways, horizontal as well as vertical, including vocational education, vocational training, general education and technical education, thus linking one level of learning to another higher level. This will enable a person to acquire desired competency levels, transit to the job market and at an opportune time, return for acquiring additional skills to further upgrade their competencies. NSQF in India was notified on 27th December 2013.

7. Swavalambini – Women Entrepreneurship Programme

In February 2025, the Ministry of Skill Development and Entrepreneurship (MSDE), in collaboration with NITI Aayog, launched the Swavalambini – Women Entrepreneurship Programme, a national initiative aimed at promoting women-led entrepreneurship. The programme focuses on empowering female students in Higher Education Institutions (HEIs) by equipping them with essential entrepreneurial skills, resources, and mentorship. Designed as a multi-stage initiative, Swavalambini includes structured components such as Entrepreneurship Awareness Programmes, Women Entrepreneurship Development Programmes, mentorship support, and faculty training. It is being implemented by the National Institute for Entrepreneurship and Small Business Development (NIESBUD). The programme envisions that at least 10% of the trained participants will go on to establish their own enterprises, thereby strengthening the ecosystem of women-led economic growth and self-reliance in India.

8. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was one of the flagship schemes of the Ministry of Skill Development & Entrepreneurship (MoSD&E), launched in 2015-16, aimed at providing free-of-cost skill training to over 1 Crore youth in 4 years in 221+ job roles, offering short term training between 2 months to 6 months. The objective of the Scheme is to enable a large number of Indian youths to take up industry-relevant skill training that will help them in securing a better livelihood. The scheme implemented by the National Skills Development Corporation (NSDC). Key Components: *Short Term Training, Special Projects, Recognition of Prior Learning, Kaushal & Rozgar Mela, etc.*

Later on, the Pradhan Mantri Kaushal Vikas Yojana 2.0 scheme has been introduced for 2015-20 by scaling up both in terms of Sector and Geography and by greater alignment with other missions of the Government of India like Make in India, Digital India, Swachh Bharat, etc. The PMKVY 2.0 scheme growing significantly in all parts of India.

 It is implemented through 2 Components:

1. Centrally Sponsored Centrally Managed (CSCM): This component was implemented by the National Skill Development Corporation. 75% of the PMKVY 2016-20 funds and corresponding physical targets have been allocated under CSCM.
2. Centrally Sponsored State Managed (CSSM): This component was implemented by State Governments through State Skill Development Missions (SSDMs). 25% of the PMKVY 2016-20 funds and corresponding physical targets have been allocated under CSSM.

PMKVY 3.0 was launched as part of AtmaNirbhar Bharat at implemented in a more decentralized structure with greater responsibilities and support from States/UTs and Districts. District Skill Committees (DSCs), under the guidance of State Skill Development Missions (SSDM), played a key role in addressing the skill gap and assessing demand at the district level.

Under *PMKVY 4.0*, the focus is to empower trained candidates to choose their varied career path and they are suitably oriented for the same. To enable the opportunities for employments, Skill India Digital Hub (SIDH) platform has been launched to integrate skilling, education, employment, and entrepreneurship ecosystems.

Pradhan Mantri Kaushal Kendra (PMKK): It is an initiative towards creation of "Model Training Centers" with standardized infrastructure for delivery of skill development training.

Which among the following is the flagship scheme of the Ministry of Skill Development and Entrepreneurship impl by National Skills Development Corporation? **(UGC NET 6 Dec 2019 Morning)**

○ Make in India

○ Robotics India

○ Artificial Intelligence & schools

○ Pradhan Mantri Kaushal Vikas Yojana

✓ Check