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1. POLICY AND PLANNING TOWARDS RURAL EDUCATION

- Mahatma Gandhi once said, “India lives in her villages”, this still seems to hold true. Recent World Bank report states that, rural population as per cent of total population in India was reported at 66% in 2017.

Status of Education in India: (Rural Vs. Urban)

- As per census 2011, **literacy rate in rural areas was around 68 per cent** while it was 84 per cent in urban areas. Furthermore, only 59 per cent of rural women were estimated to be literate as compared to 80 per cent urban women being literate in 2011.
- Some of the concerns which have been thrown up various studies taken up by both public and private institutions include not only availability (infrastructure like schools/colleges etc.) but also accessibility (distance), quality (learning outcomes), education of girl child, quality of teaching, skills education among others.

Government Initiatives for Rural Areas:

1. Jawahar Navodaya Vidyalaya:

- This is a rural specific scheme meant for talented children from rural areas. It is running across the country except Tamil Nadu and provides free and quality education to talented rural children, comparable to the best in a residential school system.

2. Samagra Shiksha:

- It subsumes three earlier centrally sponsored schemes i.e. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education and has been recently launched as an Integrated Scheme for School Education extending from pre-school to class XII.
- Under this, provision has been made for giving preference to Special Focus Districts, Educationally Backward Blocks, LWE affected districts, and aspirational districts while planning intervention like setting up of primary schools, upper primary schools, construction of additional classrooms, toilets, etc.
- It also focuses on improvement in quality of education by providing support for different interventions like in-service training of teachers and school heads, grants for library, sports and physical activities, support for ICT and digital initiatives, etc.

3. Revamped Kasturba Gandhi Balika Vidyalaya:

- The revamped KGBVs under Samagra Shiksha will provide the facility of atleast one residential school for girls from classes VI-XII in every educationally backward block which does not have residential schools under any other scheme.

4. Mid-Day Meal Scheme:

- It is a centrally sponsored scheme is meant for both urban and rural areas but 70% students getting benefit in rural areas.
- Its objectives was to attract children from disadvantaged sections like poor, dalits, tribal's, girls and children of labour workforce including farm labour.

5. Revamped Eklavya Model Residential School:

Eklavya Model Residential Schools


Eklavya Model Residential Schools (EMRSs) will be set up in every block where Scheduled Tribes population is more than 50% and has at least 20,000 tribal persons.

-These will work under the Ministry of Tribal Affairs.

Like Navodaya Vidyalaya Samiti

Ekalavya Model Residential School (EMRS) is a central government scheme for setting up of model residential schools for Scheduled Tribes all over India.

The EMRS scheme has an objective to increase the literacy level among the Tribals of India by imparting quality education to children of Scheduled Tribes.



6. Swachh Vidyalaya Initiative:

- It is for the construction and repair of separate toilets for girls and boys in every school. This has particularly helped in creation of separate girls toilets in schools in rural areas.

7. Digital Initiatives:

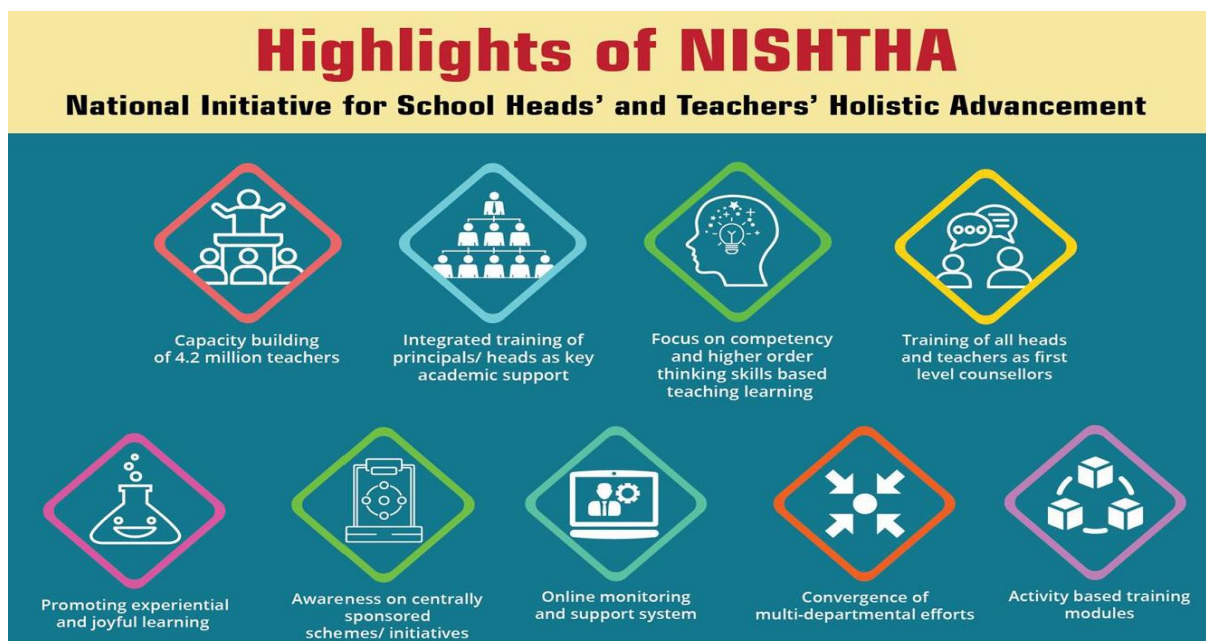
- **Operation Digital Board:** it aims to introduce digital boards all over the country in government and government-aided schools.
- **e-PATHSHALA:** NCERT books are now available in digital version for free for anybody.
- **Diksha:** Digital Platform for teachers to enable capacity building of all categories of teachers. It will help to improving the quality of education.
- **MOOCs on SWAYAM platform:** it is an integrated platform for offering online courses and covering school (9th to 12th) to Post Graduate Level.
- The online courses are being used not only by the students but also by the teachers and non-student learners, in the form of lifelong learning.
- **SWAYAM PRABHA DTH-TV channels:** it is for transmission of educational e-contents through 32 National Channels.

- **National Digital Library:** it is a project to develop a framework of virtual repository of learning resources with a single-window search facility. There are more than 3 crore digital resources available through the NDL.

8. The 'Transformation of Aspirational Districts' Programme:

- It is a NITI Aayog programme aims to expeditiously improve the status of Higher Education in 117 aspirational districts.

9. NISHTHA:



10. Unnat Bharat Abhiyan:

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- Under this, each Higher Education Institution will be linked with at least 5 villages to engage the faculty and students of these institutions in understanding rural realities.
- To identify technologies, innovative methods to solve problems of rural people; and to allow higher education's institutions to contribute in devising systems for smooth implementation of various Government programmes.

2. STRATEGY TO PROMOTE RURAL EDUCATION

- **Rural India comprises 70 per cent of India's population** and that the majority of India will still reside in rural regions even in the year 2050. Given the country's ripe demographic opportunity, the development of rural India is critical to forge the nation's progress.
- The government has been successful in its efforts to universalize access to education.
- The **Sarva Shiksha Abhiyan** launched in 2000, the **Mid-Day Meal** Scheme initiated in 2001, and enactment of the **Right to Education Act in 2009**, have been instrumental in increasing enrolment and providing equitable educational opportunities.

A Rural-Urban Comparison in School Education:

- In terms of school infrastructure, the urban-rural divide is evident in terms of the provision of electricity.
- It is interesting to note that the rural regions perform better in terms of gender parity, as evident in the ratio of girls' enrolment to total enrolment.
- Rural regions fall short in terms of having optimally resourced schools. Rural schools, on average, enrol 100 less students than urban schools.
- **Rural regions have more than double the number of single-teacher schools** than urban areas. This implies greater multi-grade instruction, which directly correlates with poor delivery of quality education.

Strategies to Promote Equitable Education:

- Progress from Millennium Development to Sustainable Development entails a shift in the focus from Universalizing access to education, towards the delivery of quality education.
 - India's achievement in terms of equitable and universal access at the primary school-level, establishes an opportune platform for the education system to now deliver 'learning for all'.
1. **The 'Transformation of Aspirational Districts' Programme:** it aims to expeditiously improve the socio-economic status of some of the most backward regions in the country. With the highest weightage accorded to education, 112 Districts across the country are consistently monitored and ranked in terms of progress made, on a critical set of indicators.
 2. **Niti Aayog steering the Sustainable Action for Transforming Human Capital (SATH)** – started in Jharkhand, Madhya Pradesh and Odisha with an aim to create efficient schools, enhance human resource capacity, strengthen organization structure and most importantly, improve learning outcomes.
 3. NITI Aayog released the **School Education Quality Index** – the index provides the national ranking of states, based on the success of their school education systems. Covering

critical parameters including learning outcomes, access, equity, infrastructure as well as governance processes, the index provides a relative and fair comparison of states and UTs.

It strives to drive evidence-based policymaking and will facilitate cross learning among states.

4. **The Draft National Education Policy 2019** envisions an inclusive and equitable education system where all children have an equal opportunity to learn and thrive.
- It advocates for equalizing participation and learning outcomes across regions through concerted policy action.
 - Through the establishment of special education zones, targeted funding for inclusion as well as district-wise assistance for independent research on inclusive education, the policy lays the road ahead for India, building on existing efforts to this end.



3. IMPACT OF THE RIGHT TO EDUCATION

- Right to Education (RTE) Act has been one of the country's most defining moments. When **Article 21-A was inserted in the constitution of India** which declared that **"The State shall provide free and compulsory education to all children of the age of 6 to 14 years** in such manner as the State may, by law, determine".

Main features of the Act:

- The Act makes **education a fundamental right** of every child between the ages of 6 and 14 years and specifies minimum conditions that have to be met in all elementary schools.
- It mandates **all private schools to reserve 25 per cent of seats**, absolutely free of cost, for children belonging to disadvantaged categories, which is to be reimbursed by the State.
- The Act also states that necessary provisions such as **teacher-student ratio**, minimum infrastructure shall be made available in all schools.
- **Quality of education in school** has also been given a top priority in the RTE Act. Section 29 of the Act provides for curriculum and evaluation procedure in elementary schools. The eight factors as stated in the RTE Act:
 1. Conformity with Constitutional values
 2. All round development of the child
 3. Building the child's knowledge, potentiality and talent
 4. Development of physical and mental abilities to the fullest extent
 5. Learning through activities, discovery and exploration in a child friendly and child-centred manner.
 6. The child's mother tongue serving 'as far as practicable as the medium of instruction
 7. Making the child free of fear, trauma and anxiety and helping the child to express views freely
 8. Comprehensive and continuous evaluation of the child's understanding and knowledge and the ability to apply it.

Why does the RTE stand out?

1. Free education does not merely mean waiving off tuition fees. It excludes any charge that may hinder a child's pursuit of her elementary education in school of her choice.
2. It looks at learning and education as a process and prescribes quality principles for the same.
3. By making it a Fundamental Right, it makes it the duty and obligation of the government towards its people.
4. An external constitutional body is necessary to monitor the implementation of the Act which brings in transparency and accountability.

5. By requiring that psychological and emotional issues of children are addressed, the Act becomes a holistic and exemplary model for revamping the education sector in India.

Identifying and Correcting Some Implementation Gaps:

- Section 12 (1) of the Act mandates non-minority private unaided schools to reserve 25 per cent of their seats for children belonging to disadvantaged categories.
- However, the MHRD reports that only 5-6 lakhs seats annually are being filled under this provision.
- Delays or non-payments of dues to schools by the respective state government's area a major reason for private schools refusing to admit students.
- Another issue is **India's Historically Conservative Spending on Education**.

Looking Ahead:

1. **Qualitative improvement** in education a much-needed outcome for India to remain competitive in the global sphere.
2. The centre and state governments should **partner with international agencies for providing technical strengthening support** in the education sector.
3. **Big leap towards skill development** may not be successful unless it is accompanied by concerted efforts to raise the learning levels of rural and marginalised students for promoting equitable basis for employment and inclusive growth.
4. No other quality intervention can succeed that of improvement in the **quality of teachers** when it comes to creating a better future for our students.
5. Focus should be on improving quality by developing bespoke solutions instead of a standard straitjacketed programme design.
6. The Act demands that the School Management Committee, the local authority and the Education Department have concurrent responsibilities rather than concentrating responsibility on a single unit.

4. TEACHER'S EDUCATION: CHALLENGES AND REFORMS

- Teacher education is a process for preparing professional teachers by inculcating necessary knowledge, competence, skills among them for teaching at various stages of school education.

Policy Perspective:

- The **University Education Commission (1948)** recommended that theory and practice of **pre-service teacher education** must support each other. The theory courses must be flexible and adaptable to local circumstances.
- **Education Commission (1966)** recommended that **quality of training institutions and teacher education programme** should be improved. A substantial allocation of funds should be made available to UGC for improvement of teacher education in the universities.

The National Policy on Education (1986) made Three Recommendations:

1. Teacher education as a continuous process and its pre-service and in-service components inseparable
 2. The need for new programmes of teacher education to meet the thrusts envisaged in policy
 3. The need for creating new structures and strengthening institutions to concretise the vision of NPE.
- The **Yashpal Committee Report** noted “the content of the programme should be restructured to ensure its relevance to the changing needs of schools education. The emphasis of these programmes should be on enabling the **trainees to acquire the ability for self-learning and independent thinking**”.

Recent Initiatives:

1. **Right to Education Act (2009)** – this act has been made mandatory to appoint trained teachers in schools. Under this act, untrained teachers were made to complete their teacher training up to 2019.
2. **National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA)** has been launched to build capacities of elementary school level teachers, principals, block resource centre coordinators and cluster resource centre coordinators. The basic objective is to motivate and equip teachers to encourage and foster critical thinking in students. Teachers will get awareness and develop their skills on various aspects related to Learning outcomes, pedagogy, inclusive education, ICT in teaching, etc.
3. **Pandit Madan Mohan Malviya Scheme** on National Mission of Teacher and Teaching, an umbrella scheme, was initiated during 2014 by MHRD for improving the quality of teachers, teaching, professionalism and preparation of teachers.

Challenges and Problems:

1. Various studies show that large proportion of teacher education colleges are **not providing quality education**.
2. During transaction of curriculum of different courses of teacher education programmes, it is observed that theory and practice, and content and pedagogy of these programmes are not integrated.
3. In our existing system, the teachers with general degree of B.Ed. have been teaching from elementary to senior secondary stages. Even at some places, they are teaching subjects which they have not studied at graduation and post-graduation levels.
4. In case of **higher education**, there is **no provision for pre-service education**. Teachers are working without professional degrees in teacher education colleges and universities.
5. Both **teacher education and school education are working in isolation** and does not have any relationship between the two in curriculum and its translation.
6. There is **no mechanism of Management Information System (MIS)** on Teacher Education. The data relating percentage of untrained teachers, unemployed trained teachers, etc, are not available at one place.
7. There is **no permanent policy and mechanism for the in-service education** programme for teachers who are working in schools and teacher education institutions in the country for their continuous growth and development.
8. **Long-term training courses in a distance-cum-contact mode** have not been conceptualized for the in-service teachers. Training so far remains largely conventional. Use of ICT for in-service training teachers has not been explored widely.
9. **Policy research, innovations and experimentation** are largely not encouraged in teacher education programme.

Suggested Reforms in Teacher Education:

1. There is need **to completely overhaul the structure of teacher education**, recruitment policy, service conditions, and career management in order to restore high status of teaching profession.
2. **Professional degree in higher education** like M.Ed with specialisation as recommended by NCTE regulations needs to be implemented.
3. **INSET (In-Service Education of Teachers)** requires systematic and comprehensive policy by strengthening and coordinating the national level institutions such as UGC, NCERT, NCTE and state level institutions, etc.

4. The traditional face-to-face training modality fails to provide regular training to teachers. **Alternative mode of distance education needs to** be used.
5. The **training methodology should focus on local specific activity**-based training approaches and IT/ET integration to training transactions.
6. Policy Research, innovations and experimentation are largely not encouraged in teacher education programme. These should be promoted for improving the quality of teacher education programme. It will also help in streamlining the practical problems like entry qualifications, admission policy, recruitment and transfer policy, etc.
7. **A strong mechanism for monitoring, evaluation and follow-up** should be developed and to be made an integral part of teacher education programme, both including pre and in-service training programmes, to know the strength, weaknesses and outcomes of the programme with corrective measures for optimising the effectiveness of the programme.



5. INFRASTRUCTURE DEVELOPMENT IN SCHOOL EDUCATION

- Education is one of the most important instruments for social, economic and political transformation in any society across the world. A well-educated and skilled population equipped with knowledge not only drives socio-economic developments but also ensures personal growth.
- The main aim of two major centrally sponsored schemes for school education SSA and RMSA works to ensure, that all children in the country have access to elementary and secondary schools with adequate infrastructure, in partnership with the states.

Important infrastructure facilities provided under SSA and RMSA:

1. **Increase in number of schools** – All India Education Survey reveal that 96% rural population have access to primary stage education facilities have access to primary stage education facilities within a walking distance of 1 km.
2. **Girl's hostel** for students of secondary and higher secondary schools – it is a centrally sponsored scheme to set up a 100-bed girls' hostel in each of educationally backward Blocks of the country in an effort to ensure that girls are retained at the secondary level of education.
3. **School Building and Classrooms** – there are 98 per cent schools in rural areas, having their buildings.
4. **Drinking Water**
5. **Separate Toilet for Boys and Girls** – Swachh Vidyalaya initiative with an objective to provide separate toilets for girls and boys in all government schools.
6. **Ramp and CWSN Toilet**
7. **Library** – the RTE Act specifies that library will be an essential component of the school, providing not only resource for learning, but also for strengthening the idea of reading for pleasure, among the students.
8. **Information and communication Technology –ICT@ schools was a scheme launched in 2004** to provide opportunities to secondary and senior secondary students to mainly build their capacity on ICT skills and make them learn through computer aided learning process.
9. **Computer Aided Learning** – Under SSA the CAL is primarily introduced in rural government upper primary schools covering the classes VI to VIII to attract and retain children and also in the process, enhance the quality of learning.
10. **Electricity** – it is a lasting need for education. Computers and smart classrooms in rural areas have changed the need for electricity in schools.

11. Playground – in schools as playing puts enormous positive impact on children in their learning and overall physical environment.
12. Boundary wall
13. Science Laboratory for Secondary and Higher Secondary schools – children are able to retain the knowledge for longer when they see the experiments being performed in front of them.

Way Forward:

- To improve the quality of the programme, government has decided to treat school education holistically without segmentation from pre-primary to class 12.
- For this purpose, Government launched **Samagra Shiksha** programme - It subsumes three earlier centrally sponsored schemes i.e. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education and has been recently launched as an Integrated Scheme for School Education extending from pre-school to class XII.
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6. TOWARDS DIGITAL AND FINANCIAL LITERACY

Digital Literacy:

- It is the **understanding and navigation of several digital platforms and analysing their potential as a medium of communication**. It brings within its ambit, an array of new technological advancements to be used for effective and safe communication.

Financial Literacy:

- It is **the ability to understand different areas and concepts of finance** like financial planning, budgeting, investment, savings and much more.
- If one does not possess financial literacy then one is susceptible to making wrong financial choices that can negatively impact one's financial stability.

Importance of Financial Literacy:

- a) Inclusive growth and financial inclusion
- b) Familiarity and ability
- c) Freedom from exploitation
- d) Prevention of over indebtedness
- e) Promotion of entrepreneurship
- f) Making the Pension Responsibility an individual or personal affair and not that of the state or corporations
- g) Behavioural change
- h) More and better input in Financial Markets
- i) Positive Spill-over effects – for example, a household with a substantial amount of financial education would make regular savings and invest in correct channels to generate income. The financial well-being of persons will in turn augment the societal welfare.

Government Endeavours to Strengthen Financial Literacy in India:

1. National Strategy for Financial Education:

- It has been prepared in 2012 to bring about a massive financial education campaign that would create awareness and would educate the consumers on how to gain access to financial services. The key elements of financial literacy module should be as follows:
 - a) To understand the main financial products that one might need in the course of one's life like the bank accounts, insurance, retirement savings plans and securities market investments like stocks, bonds and mutual funds.
 - b) Getting to learn about the fundamental financial concepts like investment return, compound interest, annuity, diversification, present and future value of money, etc.

- c) Being more aware of financial risks and prospects and developing skills and self-reliance to gain profit from them.
- d) Making well informed decisions choices about “saving, spending, insurance, investing and managing debt throughout one’s life”.

Project Financial Literacy:

- This is RBI endeavour that aims to disseminate information regarding its basic banking concepts to schools, colleges, economically weaker sections residing in the rural and urban areas, senior citizens, defense personals and many more in the specific target group.

Importance of Digital Literacy:

- It is imperative to develop an effective and competent framework of digital organisation, since the world is only a click away and information has been digitised and compressed.
- **To get ready for the surge of digital transformation**, India needs to build its digital skills, beginning from digital awareness and education of its citizens.
- **To stay well-connected with the world and** be in effective communicating development ideas and translating the vision of rapid growth into reality, digital literacy is a must in today’s world.

Government Endeavours to Strengthen Digital Literacy in India:

1. Digital Saksharta Abhiyan (DISHA)

'Pradhan Mantri Gramin Digital Saksharta Abhiyan' (PMGDISHA) to make 6 crore rural households digitally literate.

AIM

To usher in digital literacy in rural India by March,2019.

Under the scheme:

25 lakh candidates will be trained in the FY 2016-17
275 lakh in the FY 2017-18;
300 lakh in the FY 2018-19.

Digitally literate persons would be able to:

1. Operate computers/digital access devices (like tablets, smart phones, etc.)
2. Send and receive emails,
3. Browse internet
4. Access Government Services
5. Search for information
6. Undertake cashless transactions

Hence, use IT to actively participate in the process of nation building.

1. Digitize India Platform:

- It is an interface that provides digitisation services for scanned images of documents or physical copies for any organisation.
- This scheme aims at creating a digital repository of all existing content, which includes the certificates and degrees of people, in various formats and media in a digitised pattern.

2. Direct Benefit Transfer:

- Its objective to identify beneficiaries and accurately target them by directly transferring funds into their account, doing away with any sort of middlemen in the process.
- It is an initiative to reform the delivery system of the government and ensure efficient, effective, non-duplicable, faster and simpler transfer of information/funds in order to achieve the goal of “Maximum Governance, Minimum Government”.

3. AADHAR and AADHAAR Enabled Payment System:

- AADHAR platform is one of the main pillars of the Digital India Platform. This Platform has the largest biometrics based recognition system, and is “strategic policy tool for social and financial inclusion, public sector delivery reforms”, to promote hassle-free people-centric governance.
- Similarly, the AADHAR enabled payment system lets the customer use his/her AADHAR card as the identify proof and link the bank to AADHAR to carry digital payment activities. This model brings into force financial inclusion.

4. Bharat Interface for Money (BHIM)

- This app makes the bank transactions simple, swift and uncomplicated. It enables bank to bank direct transfer, which is done using a mobile phone.

5. Cyber Swachhta Kendra:

- Under this, the centre is to quarantine and safeguard the cyber space of spotting botnet infections and subsequently notify the end-users to prevent further damage.
- This falls within the purview of ‘National Cyber Security Policy’ that aims to ensure clean cyber ecosystem India.

6. Vittiya Saksharta Abhiyan

- It was launched by MHRD. The mains aim is to energetically connect the Higher Education Institutions and their Students and encourage all payers and payees to use a “digitally enabled cashless economic system” for their fund transfer.

7. INVOLVING LOCAL COMMUNITIES IN RURAL SCHOOLS

- Educating and imparting quality education to the rural masses to empower and make them equal partner in the development process is one the challenges India is still grappling with even after 72 years of independence.
- It's still an unfinished and humongous task to achieve 100% literacy in rural masses especially among women, SCs/STs and marginalized sections of the society.
- The challenge is how to drastically improve **female literacy which is still 58%** while literacy rate in **SCs is 62%** and only **56% STs** are literate in rural areas.
- But the **bigger challenge is how to ensure access and equity in education** entitlement of the rural masses and simultaneously improve the quality of education in Rural Areas.

Quality of Education:

- India has made remarkable gains in achieving higher literacy among the rural masses in the last few decades, but **the poor quality of education**, drop out from the school and **shortage of higher and technical educational institutions** in rural areas are some of the most pressing challenges before the governments and policy makers.
- **In public perception government schools are now synonymous to poor quality of education.** Due to this widespread perception substantial numbers of parents in rural areas too are not sending their children to the government school.
- The conditions of rural high schools and colleges are not better either. It is **certainly affecting the employability of young people from rural areas** as employability is directly related to the educational outcomes.
- On the other hand, **India may also miss the 'demographic dividend' benefits** if it fails to improve the rural education as majority of workforce will come from the rural areas.

Finding Creative Solutions:

- One **important solution is to involve the local communities in rural areas** as the most crucial stakeholder in educating the rural masses with quality education.
- Their active participation and engagement in the process of improving the quality of education in rural areas is a necessary condition for educating and preparing the rural masses for the future challenge.

Decentralization of School Management:

- The role of local bodies and self-help groups becomes most crucial in reviving and improving the quality of education in rural areas of the country.

- The local bodies are representative bodies of the rural communities, the self-help groups are grassroots initiatives by the local communities to work together and help each other for creating opportunities and opening the avenues for the financial betterment of the member families.
- **Both can mobilize local communities to take the ownership of the local schools/colleges** and motivate its members to contribute physically and financially in expansion and maintenance of the school infrastructure on regular basis.

Self Help Groups in Education:

- The central and state governments are incorporating and actively promoting SHGs in many development programmes like NRLM scheme, financial inclusion and in service delivery.
- These SHGs can be used in management and governance of rural schools on pilot basis after **giving proper training and capacity building programmes**. It will ensure local participation and monitoring in school management.
- **SHGs know local problems and issues and can offer local solutions to rural schools**. Another area where SHGs can play an important role is managing the mid-day meal in rural schools.
- These will **reduce corruption in the scheme and reduce the wastage of precious time of a teacher in overseeing the preparation of the mid-day meals** in rural schools. Similarly, SHGs can play important role in dealing with rampant problem of teacher's absenteeism in rural school. **Teachers should be accountable to the school management committee managed by a SHG.**

Facts for prelims:

1. Samagra Shiksha scheme:

- It subsumes three earlier centrally sponsored schemes i.e. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education and has been recently launched as an Integrated Scheme for School Education extending from pre-school to class XII.
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- (NISHTHA) has been launched to build capacities for elementary school level teachers, principals, block resource centre coordinators and cluster resource centre coordinators.
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3. Vittiya Saksharta Abhiyan

- It was launched by MHRD. The main aim is to energetically connect the Higher Education Institutions and their Students and encourage all payers and payees to use a “digitally enabled cashless economic system” for their fund transfer.

4. Ministry of Human Resource Department:

- has announced a new PPP scheme, **National Education Alliance for Technology (NEAT)** for using technology for better learning outcomes in Higher Education.
 - ✓ The objective is to use Artificial Intelligence to make learning more personalised and customised as per the requirements of the learner.
 - ✓ MHRD would create and maintain a National NEAT platform that would provide one-stop access to these technological solutions.
 - ✓ AICTE would be the implementing agency for NEAT programme.

5. Pradhan Mantri Innovative Learning Programme-Dhruv:

- It will act as a platform to explore the talent of outshining and meritorious students and help them achieve excellence in their specific areas of interest, may it be science, performing arts, creative writing, etc.
- It was launched by Ministry of Human Resource Development.