Higher Education   Unit **10**

Additional Concepts

Objectives of Education in Ancient India

In ancient India, the purpose of education was multifaceted, and it extended beyond the acquisition of knowledge for professional or economic benefits. While education certainly involved the imparting of skills and knowledge needed for specific professions, it was deeply interwoven with the larger goal of personal and spiritual development. Here are some of the main objectives of education in ancient India:

Character formation	Self Realization	Social and Moral Duties
Preservation of Knowledge and Culture	Physical and Mental Development	Practical and life skills

- Character Formation: One of the primary goals of education was the formation of character. The Gurukul system, for instance, placed a strong emphasis on the development of virtues such as honesty, integrity, discipline, and respect for elders.
- Self-realization: Education aimed to help an individual understand their true nature and self. This was often achieved through the teaching of philosophy, meditation, and spiritual practices.
- Social and Moral Duties: Education also emphasized understanding and performing one's duties (Dharma) towards society, family, and oneself. The concept of 'Purusharthas', comprising Dharma (moral duties), Artha (economic activities), Kama (love, desire), and Moksha (liberation), was an integral part of the teaching.
- Preservation of Knowledge and Culture: By teaching the Vedas, Upanishads, Puranas, and other traditional texts, the educational system aimed at preserving and transmitting cultural heritage and traditional knowledge from one generation to the next.
- Physical and Mental Development: Education was not limited to intellectual learning; it also included physical training (like archery and wrestling), music, and other arts. This holistic approach aimed at the overall development of an individual.
- Practical life Skills and Knowledge: While the education system placed a strong emphasis on moral and spiritual teachings, it also imparted practical knowledge and skills. For instance, students would learn mathematics, medicine, astronomy, politics, warfare, and other subjects that would help them in their professional life.

Education in Buddhist Era

This path is the eightfold path as listed below:

- Eightfold path/Ashtamarg that can lead to cessation of suffering
    (i)   Right View (Samyak Drishti)
    (ii) Right Resolve (Samyak Sankalp)
    (iii) Right Speech (Samyak Vak)
    (iv) Right Effort (Samyak Praytna)
    (v)   Right Livelihood (Samyak Aajiva)
    (vi) Right Action (Samyak Kaarmant)
    (vii) Right Mindfulness (Samyak Smriti)
    (viii) Right Meditation (Samyak Samadhi)
- Additionally, some Acharya prioritized travel to teach the students because the main objective was to disseminate Buddhism. When their education was over, the students were pushed to put the theoretical knowledge they had

acquired from their extensive travels to use. As a result, their skill became more solid and visible.

- At the beginning (Pratipada) and the end (Purnima) of the month, people used to congregate. Buddhism's teachings heavily relied on this form of group interaction.
- In higher education, difficult subjects like religion, philosophy, military science, medicine, and other subjects were taught. The Vedas were also studied in order to gather comparative knowledge, although the Atharvaveda was not taught in schools until the Jataka period.
- A number of monasteries and viharas were constructed at this period for usage by monks and nuns in their quest for knowledge, for meditation, and for intellectual discourse. Around these viharas, additional academic institutes of higher learning arose, attracting students from distant countries like China, Korea, Tibet, Burma, Ceylon, Java, Nepal, and others.
- Throughout the Buddhist era, there were a number of these institutes where foreign students might pursue academic education. The hub Takshila stood out among these. It might be considered to be India's historical epicenter of spirituality.

Education During Mauryan Period

Here's an overview of the education system during the Mauryan period:

1. Educational Institutions: The primary institutions of learning were home, monasteries, and temples. For higher education, universities were established. The University of Takshashila was a notable center of learning during this period, attracting scholars from different parts of the world.
2. Subjects of Study: The curriculum during this period was diverse. Students learned the Vedas, philosophy, law, medicine, warfare, politics, economics, agriculture, and arts such as music and dance. Subjects were chosen based on a student's interest and capabilities.
3. Teachers: The respect given to teachers, also known as 'Gurus' or 'Acharyas', was immense. They were considered to be almost divine. The learning process was predominantly oral, involving memorization and recitation.
4. Students: Education began at an early age, and it was the duty of a student to serve and respect the teacher. Discipline was an important part of the student's life, and moral conduct was given as much importance as knowledge.
5. Vocational Training: Vocational training was also emphasized during the Mauryan period. The state established various institutes to train people in different trades, such as pottery, weaving, metal work, carpentry, and shipbuilding.
6. Buddhist Influence: During the reign of Ashoka, the third Mauryan king, Buddhism greatly influenced the education system. Ashoka established many schools and colleges throughout his empire. He also sent Buddhist missionaries to different parts of Asia to spread Buddhism and its principles.

Education during the Mauryan period was not confined to a particular class or gender, although it was not uniformly available to all sections of society. Despite its limitations, the education system during the Mauryan Empire played a significant role in shaping the intellectual and cultural life of ancient India.

Universities and Main Educational Institutions in Ancient India

1. The study of the Brahmanical Educational System and the Vedic Educational System makes it evident that the Gurukuls were the residences of the instructors (Gurus) during those times.
2. Many monasteries and sizable religious sites were already created at the time. There are rumors that knowledgeable people from various locations used to congregate, where debates and discussions would take place.
3. Hindu temples and monasteries also developed educational institutions, which were influenced by the Buddhist system.
4. Lord Buddha was the one who realized that education was essential for all followers, and as a result, he founded monasteries and Vihars where education was also provided. Later, these monasteries were transformed into full-fledged educational institutions, providing opportunities for study to Bhikshus, Bhikshunis, and even ordinary people. Additionally, overseas visitors came here to study Buddhism.

Indian Education Commissions and Policies (A Timeline)

India has been considered as a center of learning from the dawn of human civilization. The transition in higher education in India from the outdated Gurukul system to the contemporary, technology-based learning system has had a huge influence on the lives of millions of individuals.

The existence of Buddhist monasteries as early as the seventh century BC and as late as Nalanda in the third century AD serves as evidence for this. Some of these universities employ a sizable number of major professors. The traditional Indian educational system has been destroyed by invasion and political unrest.

The first western-style college was founded in Serampore, a Bengali city, in 1918. In 1857, the Madras, Bombay, and Calcutta Central Universities were founded. Later, 27 other universities joined them. There were 19 educational institutions in India in 1947. (CABE, 2005).

Kothari Commission (1964–1966)

Key objectives and recommendations of the Kothari Commission:

Universal Elementary Education: The committee emphasized the significance of giving all children between the ages of 6 and 14 with free and required education. It suggested putting in place a standardized, integrated education system that would support social justice and equality.

Education for All: The commission worked to guarantee that all members of society, regardless of gender, caste, religion, or socioeconomic status, had equal access to education. It emphasized the need to close the achievement gap between urban and rural communities and end inequalities in educational opportunities. The panel placed a strong emphasis on the necessity of raising the standard of instruction at all levels. It suggested hiring and preparing skilled teachers, strengthening instructional strategies, upgrading infrastructure, and encouraging research and innovation in the field of education.

Education Vocationalization: The commission argued in favor of combining general education with vocational education. In order to satisfy the needs of the labor market, it recognized the necessity to provide students with practical skills and emphasized the significance of vocational training.

Three-language Formula: To encourage linguistic variety and national integration, the panel advocated the introduction of a three-language formula that includes the study of a regional language, Hindi, and English. The panel placed a strong emphasis on the value of thorough national and state-level educational planning. It advised the creation of independent organizations to plan, coordinate, and carry out educational policy. The panel placed a strong emphasis on the requirement for teachers to get professional development and training. It advocated creating new teacher training facilities, modernizing already-existing ones, and raising teachers' position and pay.

The panel advised that educational technology be used effectively in the teaching and learning processes despite being aware of its potential. It advocated using radio, television, and other cutting-edge teaching resources as well as audiovisual aids.

Reforms to the Examination System: The commission urged changes to the examination system to lessen memorization and encourage a thorough evaluation of students' talents, including their practical knowledge and critical thinking. The growth of India's educational system was significantly influenced by the Kothari Commission's recommendations. Many of its proposals have been integrated into laws and initiatives that seek to increase educational opportunities for all people while also raising standards. The commission's findings served as the basis for further reforms in education and is still used as a debating point in India.

Value Instruction

What constitutes human value?

1. Truthfulness - To approach reality or truthfulness with regular practice.
2. Constructivity: Contributing to a worthwhile endeavor.
3. Sacrifice: To assist without seeking personal gain.
4. Sincerity: To perform the prescribed tasks in the allotted time.
5. Self-control is the ability to exert control over one's thoughts and behavior.
6. Altruism is the act of treating people with love and placing their pleasure and well-being first.
7. Finding the scientific causes of an issue is the goal of scientific vision.

Each nation has a unique autonomous constitution that includes certain values. This is known as a national value or constitutional value. They are known as constitutional values or national values, for example. The Indian Constitution includes the ideals listed below.

Social Value: Each nation upholds particular values that are consistent with its culture, and these values are safeguarded by the land. The following principles of Indian civilization have been codified by Dr. Chilan: pity, self-control, universal brotherhood, honesty, respect, and faith.

Professional Value: There are many different professions, and each one has its own unique set of values. For example, the teaching profession upholds the following principles: focus on knowledge, sincerity in work, regularity, and faith.

Religious Value: Each religion has its own distinct status, tenets, and regulations, for example. The religion of Boudha includes the following principles: wisdom, morality, and sympathy. While certain qualities are shared by all religions, others are unique to a single religion and are considered its specialty.

Environmental Education

Students may establish a foundation for their worldview and develop a thirst for knowledge via environmental education. Students who take the time to learn about environmental issues will be better equipped to contribute to a more sustainable future. Therefore, environmental education paves the way for lifelong learning. A comprehensive knowledge of environmental processes serves as the cornerstone of every environmental study. It hopes to provide people with the resources they need to study the environment and develop practical answers to global problems. The public learns to evaluate environmental aspects, such as the interplay between the biosphere and the atmosphere and aquatic, terrestrial, and atmospheric systems.

Need for Environmental Education

Justifications for environmental education and the need to safeguard the environment may be found in the following causes:

1. The environment is the basis for all life, thus it must be protected and handled carefully.
2. Persistent assaults on the environment can lead to a variety of problems that could threaten human life.

Our natural world is part of our cultural heritage that must be preserved for future generations.

Some environmental resources are not readily reproduced; therefore, it is important to keep them around so that species like plants and animals don't become extinct.

Making our environment more aesthetically pleasing and rational will encourage healthy lifestyles.

The natural world demands our utmost care because of its intrinsic value.

Objectives of Environmental Education

1. Developing knowledge and sensitivity to environmental issues in general and their related issues;
2. Knowledge: To encounter a range of things and obtain a fundamental grasp of the environment and the issues it raises;

3. Developing a system of values, sentiments of environmental concern, and the desire to take an active role in environmental conservation and enhancement;
4. Developing the abilities to recognize and address environmental issues;
5. Participation: To promote active public involvement at all levels in efforts to address environmental issues (UNESCO, 1978).
6. Ability to assess social, economic, ecological, and aesthetic aspects of environmental policies and educational initiatives.

POLICIES, GOVERNANCES AND ADMINISTRATIONS

Executive

The Union executive consists of the President, the Vice-President, and the Council of Ministers with the Prime Minister as the head to aid and advise the President.

The President

The Indian President is the head of the state and he is also called the first citizen of India. He is a part of Union Executive, provisions of which are dealt with Article 52-78 including articles related to President (Article 52-62).

Under Article 52 of the Indian Constitution the Indian President is the head of the state. He is the first citizen of India and is a symbol of solidarity, unity, and integrity of the nation. He is a part of Union Executive along with the Vice-President, Prime Minister, Council of Ministers, and Attorney-General of India.

Election of the President

Under Article 54 of the Indian Constitution there is no direct election for the Indian President. An electoral college elects him. The electoral college responsible for President's elections comprises elected members of:

1. Lok Sabha and Rajya Sabha
2. Legislative Assemblies of the states (Legislative Councils have no role)
3. Legislative Assemblies of the Union Territories of Delhi and Puducherry

Powers and Functions of President

Executive Powers of President

- For every executive action that the Indian government takes, is to be taken in his name.

- He seeks administrative information from the Union government.
- He requires PM to submit, for consideration of the council of ministers, any matter on which a decision has been taken by a minister but, which has not been considered by the council.
- He can declare any area as a scheduled area and has powers with respect to the administration of scheduled areas and tribal areas.

Legislative Powers of President

- Summons or prorogues Parliament and dissolve the Lok Sabha.
- Summons a joint sitting of Lok Sabha and Rajya Sabha in case of deadlock.
- Addresses the Indian Parliament at the commencement of the first session after every general election.
- Nominates 12 members of the Rajya Sabha.
- Can nominate two members to the Lok Sabha from the Anglo-Indian Community.
- Consults the Election Commission of India on questions of disqualifications of MPs.
- Recommends/ permits the introduction of certain types of bills.
- Promulgates ordinances.
- He lays the following reports before the Parliament:
  - ➢ Comptroller and Auditor General
  - ➢ Union Public Service Commission
  - ➢ Finance Commission, etc.

Financial Powers of the President

- To introduce the money bill, his prior recommendation is a must.
- He causes Union Budget to be laid before the Parliament.
- To make a demand for grants, his recommendation is a pre-requisite.
- Contingency Fund of India is under his control.
- He constitutes the Finance Commission every five years.

Judicial Powers of President

- Appointment of Chief Justice and Supreme Court/High Court Judges are on him.
- He takes advice from the Supreme Court, however, the advice is not binding on him.
- He has pardoning power: Under article 72, he has been conferred with power to grant pardon against punishment for an offence against union law, punishment by a martial court, or death sentence.

Pardoning Powers

- Pardon with the grant of pardon convicts both conviction and sentence completely absolved.
- Commutation with this nature of the punishment of the convict can be changed.
- Remission reduces the term of imprisonment.
- Respite awards lesser punishment than original punishment by looking at the special condition of a convict.
- Reprieve stays the execution of the awarded sentence for a temporary period.

Diplomatic Powers of President

- International Treaties and agreements that are approved by the Parliament are negotiated and concluded in his name.
- He is the representative of India in international forums and affairs.

Military Powers of President

He is the commander of the defense forces of India. He appoints:

1. Chief of the Army
2. Chief of the Navy
3. Chief of the Air Force

Emergency Powers of the President

He deals with three types of emergencies given in the Indian Constitution:

1. National Emergency (Article 352)
2. President's Rule (Article 356 & 365)
3. Financial Emergency (Article 360)

Ordinance Making Power of the President

Article 123 deals with the ordinance making power of the President. The President has many legislative powers, and this power is one of them. He promulgates an ordinance on the recommendation of the union cabinet. To read more on Ordinance Making Power of the President.

Veto Power of the President

The Veto Power of the President of India is guided by Article 111 of the Indian Constitution. When a bill is introduced in the Parliament, Parliament can pass the bill and before the bill becomes an act, it has to be presented to the Indian President for his approval. It is on the President of India to either reject the bill, return the bill or withhold his assent to the bill. The choice of the President over the bill is called his veto power.

Finance Commission

It is the duty of the Commission to make recommendations to the President regarding:

- "The distribution between the Union and the States of the net proceeds of taxes which are to be, or may be, divided between them and the allocation between the States of the respective shares of such proceeds;
- The principles which should govern the grants-in-aid of the revenues of the States out of the Consolidated Fund of India;
- The measures needed to augment the Consolidated Fund of a State to supplement the resources of the Panchayats in the State on the basis of the recommendations made by the Finance Commission of the State;
- The measures needed to augment the Consolidated Fund of a State to supplement the resources of the Municipalities in the State on the basis of the recommendations made by the Finance Commission of the State;
- Any other matter referred to the Commission by the President in the interests of sound finance."

"The Commission determines its procedure and have such powers in the performance of their functions as Parliament may by law confer on them. The Finance Commission is appointed by the President under Article 280 of the Constitution. As per the provisions contained in the Finance Commission [Miscellaneous Provisions] Act, 1951 and The Finance Commission (Salaries & Allowances) Rules, 1951, the Chairman of the Commission is selected from among persons who have had experience in public affairs, and the four other members are selected from among persons who

- (a) are, or have been, or are qualified to be appointed as Judges of a High Court; or
- (b) have special knowledge of the finances and accounts of Government; or
- (c) have had wide experience in financial matters and in administration; or
- (d) have special knowledge of economics" (Source: https://fincomindia.nic.in/)

Comptroller and Auditor General of India

Let's explore the Comptroller and Auditor General of India in further detail.

Responsibilities and Role

1. **Financial Audit:** The CAG's main duty is to carry out financial audits of the departments and agencies of the federal and state governments. It makes sure that public monies are properly accounted for and used, and it checks to see if financial transactions adhere to all applicable laws, rules, and regulations.

2. **Compliance Audit:** The CAG conducts compliance audits to make sure that government departments follow all applicable laws and operating procedures. This involves evaluating the effectiveness and efficiency with which government programmes and policies are carried out.

3. **Performance Audit:** To assess the economy, efficiency, and effectiveness of government programmes and initiatives, the CAG performs performance audits. It evaluates the results and effects of policies and offers suggestions for change.

4. **Revenue Audit:** The CAG also examines how the federal, state, and local governments handle and collect their revenues. To guarantee appropriate revenue administration, it looks at tax assessments, revenue realization, and compliance with tax legislation.

5. **Audit of Public Sector Undertakings:** The CAG conducts audits of a number of PSUs to evaluate their performance, compliance, and financial management. It assesses the effective use of public resources, the effectiveness of operations, and adherence to legal obligations.

6. **Audit of Autonomous entities:** To evaluate their financial management, compliance, and effectiveness, the CAG audits autonomous entities, including universities, regulatory agencies, and public institutions.

7. **Compilation of Audit Reports:** Based on its findings and observations, the CAG compiles audit reports. These reports draw attention to financial anomalies, governance flaws, rule-breaking, excessive spending, and inefficiencies. The President or Governors (for state audits) receive the reports, which are also delivered to the relevant legislatures.

8. **Operated independently:** The CAG is a separate constitutional authority from the executive and legislative arms of government. The CAG operates independently and impartially while conducting audits and disclosing results since it is not governed by any ministry or agency.

9. **Parliamentary Oversight:** The Public Accounts Committees (PACs) of state and federal legislatures review the audit reports that the CAG has generated. The PACs carefully consider the audit findings and suggestions and hold the executive responsible for the expenditure of public cash.

10. Role in Promoting Accountability, Transparency, and Good Governance in the Use of Public money: The CAG is crucial in fostering accountability, transparency, and good governance in the use of public money. Its audits reveal financial errors, encourage financial restraint, and motivate changes in how government departments and agencies operate.

Attorney General of India

Role and Responsibilities

1. Chief Legal Advisor: The Attorney General serves as the chief legal advisor to the Government of India. They provide legal advice and opinions on constitutional and legal matters to the President, Prime Minister, and various government ministries and departments.

2. Representation in Courts: The Attorney General represents the Government of India in important cases before the Supreme Court of India. They defend the government's legal positions, present arguments, and provide legal opinions in matters of public interest or significance.

3. Legal Opinions and Advice: The Attorney General provides legal opinions and advice on matters referred to them by the President, Prime Minister, or government departments. They interpret legal provisions, analyze complex legal issues, and guide the government on legal strategies and implications.

4. Legislative Drafting: The Attorney General assists in the drafting and vetting of legislation and legal documents. They ensure the constitutional validity and legal soundness of proposed laws, regulations, and executive orders.

5. Public Interest Litigation (PIL): The Attorney General represents the government in public interest litigations before the courts. They provide legal arguments and defend the government's position on issues affecting the public at large.

6. Participation in Government Decision-making: The Attorney General may be invited to participate in cabinet meetings, discussions, and committees to provide legal inputs on matters of legal and constitutional importance.

7. Legal Coordination: The Attorney General coordinates legal matters between the central government, state governments, and legal authorities. They work with the Solicitor General, Advocate Generals of states, and other legal officers to ensure effective legal representation and coordination.

8. Interface with Law Enforcement Agencies: The Attorney General may provide legal guidance and advice to law enforcement agencies such as the Central Bureau of Investigation (CBI) and other investigative bodies on legal matters related to their functioning.

9. Constitutional Interpretation: The Attorney General may be called upon to interpret the provisions of the Constitution of India and provide legal opinions on constitutional matters.

10. Role in Legal Reforms: The Attorney General contributes to legal reforms by identifying legal issues, suggesting changes in laws, and participating in legal policy discussions to ensure the development of a robust legal framework.

The Solicitor General of India

Responsibilities and Role

1. Government's legal adviser: The Government of India receives legal advice from the Solicitor General. In relation to constitutional and legal issues, they offer various government ministries and agencies legal advice, views, and help.

2. Legal representation: Before the Supreme Court of India, High Courts, and other judicial bodies, the Solicitor General represents the Government of India in key issues. They make arguments, uphold the government's legal stances, and offer legal advice on issues of public significance or interest.

3. Helping the Attorney General: The Solicitor General offers assistance to the Attorney General in carrying out their obligations. In the absence of the Attorney General or when authorized by them, they may represent the government in court disputes.

4. Legal Opinions and Counsel: The Solicitor General provides legal opinions and counsel on issues that the government refers to them for consideration. They evaluate legal requirements, examine complicated legal matters, and advise the government on legal consequences and strategy.

5. The Solicitor General may offer assistance in the preparation and review of laws and other legal documents. They make that proposed legislation, rules, and presidential orders are lawful and constitutionally legitimate.

6. The government is represented by the Solicitor General in public interest litigation (PIL) before the courts. They discuss topics impacting the general public, explain the government's position, and offer legal arguments.

7. Coordinating legal concerns between the federal government, state governments, and

legal agencies is the responsibility of the Solicitor General. To guarantee efficient legal representation and coordination, they collaborate with the Attorney General, the Advocate Generals of the several states, and other legal offices.

8. Participation in Government Decision-Making: To give legal opinion on issues of legal and constitutional significance, the Solicitor General may participate in cabinet meetings, talks, and committees.

9. Constitutional and Legal Research: The Solicitor General investigates constitutional and legal issues, examines cases, and keeps abreast of new changes in the law. They aid in the creation of legal plans of action and support judicial reform.

10. Interaction with Law Enforcement Agencies: The Solicitor General may have legal discussions on the operation of law enforcement organizations, such as the Central Bureau of Investigation (CBI) and other investigative authorities.

Central Vigilance Commission

Key features and functions of the Central Vigilance Commission:

1. Supervision and Advisory Role: The CVC acts as a supervisory authority and provides guidance and advice to public officials and organizations on matters related to vigilance, integrity, and anti-corruption measures.

2. Preventive Vigilance: The CVC promotes preventive vigilance by advising and assisting organizations in developing systems and practices that deter corruption. It recommends measures to improve transparency, accountability, and efficiency in the functioning of government departments.

3. Investigative Functions: The CVC has the authority to inquire into complaints of corruption against central government employees. It can conduct investigations, order inquiries, and recommend disciplinary action against those involved in corrupt practices.

4. Monitoring Corruption Cases: The CVC monitors the progress of corruption cases registered by the Central Bureau of Investigation (CBI) and other agencies under the Prevention of Corruption Act. It ensures that the investigation and prosecution processes are conducted diligently and expeditiously.

5. Whistleblower Protection: The CVC provides a mechanism for protecting whistleblowers who expose corruption and malpractices. It receives complaints from whistleblowers and takes appropriate action to safeguard their identities and ensure their safety.

6. Integrity Promotion: The CVC promotes integrity in public administration by conducting integrity workshops, awareness campaigns, and training programs. It encourages ethical behavior, values-based decision-making, and adherence to code of conduct among public officials.

7. Coordination with Anti-Corruption Agencies: The CVC collaborates with other anti-corruption agencies, such as the CBI and the Enforcement Directorate, to coordinate efforts in combating corruption and sharing information on corruption-related matters.

8. Advisory Role to Government: The CVC advises the central government on policy matters related to vigilance, anti-corruption measures, and administrative reforms. It recommends measures to enhance transparency, accountability, and integrity in the functioning of government departments.

Central Bureau of Investigation

The Central Bureau of Investigation's main attributes and duties are as follows:

1. Investigating criminal activity Investigations into severe crimes, including as corruption, economic offences, fraud, significant financial irregularities, and cases with interstate implications, are the CBI's principal responsibility. Under the appropriate laws and legislation, it has the authority to register and investigate matters.

2. Investigations into accusations of corruption and misbehavior involving public employees, including those working for the central government, public sector organizations, and banks, are conducted by the CBI. It carries out investigations, gathers proof, and takes the required legal action against persons responsible for corrupt practices.

3. Economic Offences: Cases involving economic offences, such as bank fraud, money laundering, financial fraud, and Ponzi schemes, are assigned to the CBI for investigation. To find financial irregularities and take the proper legal action, it works closely with other financial and regulatory agencies.

4. Special Cases & Court Orders: In accordance with requests from the courts, state governments, and federal government agencies, the CBI looks into unique situations and makes enquiries. It helps to ensure a fair and unbiased inquiry by serving as an independent investigative agency.

5. Coordination between states: The CBI helps law enforcement agencies work together and coordinate among states. By exchanging intelligence, coordinating investigations, and aiding in the capture of offenders involved in multi-state crimes, it works closely with state police forces.

6. International Collaboration: To exchange information, plan investigations, and capture fugitives wanted for transnational crimes, the CBI works with international law enforcement agencies including Interpol. It works for the extradition of convicts and reciprocal legal help.

7. Support for the Prosecution: During court proceedings, the CBI offers assistance to the prosecution authorities. To guarantee successful case prosecution, it aids in the presentation of evidence, the questioning of witnesses, and the provision of legal help.

8. CVC, the Central Vigilance Commission Central Vigilance Commission (CVC) supervision: The CBI operates under the supervision and guidance of the CVC. The CVC oversees the CBI's operations, guarantees its independence, and ensures the integrity and reputation of the organization.

List of Important Govt Schemes

Pradhan Mantri Jan Dhan Yojana (PMJDY)

Key features of Pradhan Mantri Jan Dhan Yojana

1. Universal access to banking facilities: PMJDY aims to ensure that every household in India has access to basic banking facilities such as opening a bank account, obtaining a debit card, and having access to banking services like deposits, remittances, and credit.

2. Zero balance account: The scheme allows individuals to open a bank account with zero balance, making it easier for those who do not have a regular income or savings to open and maintain a bank account.

3. Overdraft facility: PMJDY also provides an overdraft facility of up to Rs. 10,000 for eligible account holders. This feature helps in meeting emergency financial requirements.

4. RuPay debit card: Every PMJDY account holder is provided with a RuPay debit card, which can be used for cash withdrawals, purchases, and online transactions. The debit card enables access to banking services even in remote areas where banking infrastructure is limited.

5. Financial literacy and awareness: The scheme emphasizes financial literacy and awareness programs to educate account holders about various banking and financial services, the importance of saving, and the benefits of using formal banking channels.

6. Insurance coverage: PMJDY accounts opened after August 28, 2018, are eligible for an accidental insurance cover of Rs. 2 lakhs. Additionally, account holders may also avail life insurance coverage under the Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY) and Pradhan Mantri Suraksha Bima Yojana (PMSBY).

7. Direct benefit transfer (DBT): PMJDY accounts are integrated with the Direct Benefit Transfer system, which ensures that government subsidies, welfare payments, and other benefits are directly credited to the beneficiaries' bank accounts, eliminating leakages and ensuring transparency.

Beti Bachao, Beti Padhao

The campaign focuses on three critical aspects:

1. Prevention of Gender-Based Discrimination: Beti Bachao, Beti Padhao aims to raise awareness about gender-based discrimination, female feticide, and infanticide. It seeks to change societal mindsets and eliminate gender bias, promoting equal opportunities and rights for girls.

2. Education of the Girl Child: The campaign emphasizes the importance of educating girls and ensuring their access to quality education. It encourages enrollment and retention of girls in schools, provides scholarships, and addresses the barriers that hinder girls' education.

3. Empowerment and Protection: Beti Bachoo, Beti Padhao aims to empower girls by promoting their active participation in society, encouraging their skill development, and ensuring their safety and protection from various forms of violence, exploitation, and abuse.

Make in India

The key objectives of Make in India are:

Business rules will be made easier to understand, administrative procedures will be streamlined, and a welcoming business climate will be developed in an effort to draw in both local and international investment.

1. Development of Infrastructure: Make in India places a strong emphasis on the creation of industrial corridors, smart cities, logistics parks, and other forms of essential infrastructure. These developments support manufacturing activities and promote efficient operations.

2. Skill Development: The initiative concentrates on skill development programmes to improve worker quality and productivity, guaranteeing a skilled labor pool to support the expansion of the manufacturing sector.

3. Innovation and R&D: By supporting technical developments and promoting cooperation between business and academics, Make in India promotes innovation, research, and development.

List of Statutory / Autonomous Bodies in India (Educational)

Aligarh Muslim University (AMU)

Assam University

Board of Practical Training (BOPT), Easter Region

Central Board of Secondary Education (CBSE)

Central Institute of Classical Tamil (CICT)

Central Institute of Educational Technology (CIET)

Central Institute of Indian Languages (CIIL)

Central Tibetan Schools Administration (CTSA)

Central Universities

Central University of Bihar (CUB)

Central University of Haryana

Central University of Himachal Pradesh

Central University of Karnataka

Central University of Kashmir

Central University of Odisha, Koraput

Central University of Punjab (CUP)

Central University of Rajasthan

Central University of Tamil Nadu

Centre for Women's Development Studies (CWDS)

Commisssion for Scientific and Technical Terminology (CSTT)

Consortium for Educational Communication (CEC)

Council of Architecture

Distance Education Bureau (DEB) - A Bureau of University Grants Commission (UGC)

Dr B R Ambedkar National Institute of Technology, Jalandhar

Indian Council of Historical Research (ICHR), New Delhi

Indian Council of Philosophical Research, ICPR, New Delhi

Indian Council of Social Science Research (ICSSR)

Indian Institute of Advanced Study (IIAS)

Indian Institute of Information Technology (IIIT), Una, Himachal Pradesh

Indian Institute of Information Technology and Management (IIITM), Gwalior

Indian Institute of Information Technology, Allahabad (IIITA)

Indian Institute of Information Technology, Design and Manufacturing (IIITD & M), Kancheepuram, Tamil Nadu

Indian Institute of Information Technology, Design and Manufacturing (IIITDM) Jabalpur, Madhya Pradesh

Indian Institute of Information Technology (IIITs)

Indian Institute of Management (IIM)

Indian Institute of Management (IIM), Sirmaur, Himachal Pradesh

Indian Institute of Management Tiruchirappalli (IIM Tiruchirappalli)

Indian Institute of Management, Ahmedabad (IIMA)

Indian Institute of Management, Bangalore (IIMB)

Indian Institute of Management, Calcutta (IIMC)

Indian Institute of Science (IISC), Bangalore

Indian Institute of Science Education and Research (IISER), Bhopal

Indian Institute of Science Education and Research (IISER), Kolkata

Indian Institute of Science Education and Research (IISER), Mohali

Indian Institute of Science Education and Research (IISERs)

Indian Institute of Management, Indore (IIMI)

Indian Institute of Management, Kozhikode (IIMK)

Indian Institute of Management, Lucknow (IIML)

Indian Institute of Management, Raipur (IIMR)

Indian Institute of Management, Rohtak (IIMR)

Indian Institute of Science Education and Research Thiruvananthapuram (IISER-TVM)

Indian Institute of Technology (IIT)

Indian Institute of Technology (IIT), Bhubaneswar

Indian Institute of Technology (IIT), Bombay (IITB)

Indian Institute of Technology (IIT), Kharagpur

Indian Institute of Technology (IIT), Madras

Indian Institute of Technology (IITK), Kanpur

Indian Institute of Technology (IITRPR), Ropar, Rupnagar

Indian Institute of Technology (Indian School of Mines), IIT (ISM), Dhanbad, Jharkhand

Indian Institute of Technology Gandhinagar (IITGn), Gujarat

Indian Institute of Technology, Guwahati (IITG)

Indian Institute of Technology, Hyderabad

Indian Institute of Technology, Mandi (IIT - Mandi), Himachal Pradesh

Indira Gandhi National Open University (IGNOU)

Institute for Social and Economic Change (ISEC)

Indian Institute of Technology Indore (IITI), Madhya Pradesh

Indian Institute of Technology Jodhpur (IITJ), Rajasthan

Indian Institute of Technology Patna (IITP), Bihar

Indian Institute of Technology Roorkee

Indian Institute of Technology, Delhi (IITD)

Institute of Company Secretaries of India (ICSI)

Inter University Accelerator Centre (IUAC) New Delhi

Inter-University Centre for Astronomy and Astrophysics (IUCAA)

Jamia Millia Islamia

Jan-Dhan Se Jan Suraksha Portal

Jawahar Navodaya Vidyalaya (JNV), Gadhi, Beed, Maharashtra

Jawahar Navodaya Vidyalaya (JNV), Mahe, Puducherry

Jawahar Navodaya Vidyalaya Dodballapur, Bangalore rural

Jawahar Navodaya Vidyalaya, Arwal, Bihar

Jawahar Navodaya Vidyalaya, Gadag, Karnataka

Jawahar Navodaya Vidyalaya, Washim, Maharashtra

Jawaharlal Nehru University (JNU)

Kandla Customs, Ministry of Finance, Dept. of Revenue

Kendriya Vidyalaya No.2, Kalapet, Puducherry

Kendriya Vidyalaya No.2, Kota, Rajasthan

Kendriya Vidyalaya Sangathan (KVS)

Kendriya Vidyalaya Sector - 25, Rohini, Delhi

Kendriya Vidyalaya sector-22, Rohini At D-16, sector-3, Rohini, Delhi

Kendriya Vidyalaya, Sec - 3, Rohini, Delhi

Madras Institute of Development Studies (MIDS)

Maharsi Sandipani Rashtriya Veda Vidya Pratishtan, Ujjain, Madhya Pradesh

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

Malaviya National Institute of Technology, Jaipur (MNIT)

Maulana Azad National Institute of Technology, Bhopal

Motilal Nehru National Institute of Technology (MNNIT), Allahabad

National Council for Promotion of Urdu Language (NCPUL)

National Council for Teacher Education (NCTE)

National Council for Teacher Education (NCTE), Western Regional Committee, Bhopal

National Council of Educational Research and Training (NCERT)

National Council of Rural Institutes, Hyderabad

National Achievement Survey (NAS)

National Achievement Survey 2021

National Assessment and Accrediation Council

National Bal Bhavan

National Book Trust (NBT), India

National Digital Education Architecture

National Institute of Open Schooling (NIOS)

National Institute of Technical Teachers Training and Research (NITTTRs)

National Institute of Technical Teachers Training and Research, Chennai

National Institute of Technical Teachers Training and Research, Kolkata

National Institute of Technology (NIT)

National Institute of Technology (NIT), Agartala

National Institute of Technology (NIT), Arunachal Pradesh

National Institute of Technology (NIT), Delhi

National Institute of Technology (NIT), Goa

National Institute of Technology (NIT), Manipur

National Institute of Technology (NIT), Meghalaya

National Institute of Technology (NIT), Mizoram

National Institute of Technology (NIT), Nagaland

National Institute of Technology (NIT), Puducherry

National Institute of Technology, Hamirpur

National Institute of Technology, Jamshedpur

National Institute of Technology, Karnataka Suratkal

National Institute of Technology, Kurukshetra

National Institute of Technology, Patna

National Institute of Technology (NIT), Sikkim

National Institute of Technology (NIT), Uttarakhand

National Institute of Technology (NIT), Raipur

National Institute of Technology, Calicut

National Institute of Technology, Durgapur

Navodaya Vidyalaya Samiti (NVS)

North Eastern Hill University (NEHU), Shillong, Meghalaya

Pondicherry University

Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong, Meghalaya

Rashtriya Sanskrit Sansthan

National Institute of Technology, Rourkela

National Institute of Technology, Tiruchirappalli

National Institute of Technology, Warangal

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

National Testing Agency (NTA)

Sant Longowal Institute of Engineering and Technology (SLIET)

Sardar Vallabhbhai National Institute of Technology, Surat

Tezpur University

University Grants Commission (UGC)

University of Delhi

Visva-Bharati, Santiniketan

Visvesvaraya National Institute of Technology (VNIT), Nagpur

Kendriya Vidyalaya No.1, Jipmer Campus, Puducherry

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