QuickNotes

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UGC NET Paper 1

Teaching & Research Aptitude
Complete revision notes — all 10 units

10 units | Tables & formulas | Key revision points

01 Teaching Aptitude
02 Research Aptitude
03 Comprehension
04 Communication
05 Mathematical Reasoning and Aptitude
06 Logical Reasoning
07 Data Interpretation
08 Information and Communication Technology
09 People, Development and Environment
10 Higher Education System

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How to use these notes

- Read one unit at a time, then test yourself with its key revision points.
- Make your own short notes on topics you find difficult.
- Units follow the main areas of the official syllabus — the exact unit list can change between sessions.
- Always check the latest syllabus and notices on the official UGC NET portal: **ugcnet.nta.ac.in**.

UNIT 01

Teaching Aptitude

Concept and objectives of teaching, levels of teaching, learner characteristics, teaching methods, support systems and evaluation.

> Teaching is a planned interaction between a teacher, a learner and content, carried out in a learning environment so that the learner changes in knowledge, skills or attitudes.

Concept and objectives

- **Teaching** is tri-polar: the teacher, the learner and the content (with the environment as a fourth factor).
- **Bloom's taxonomy (1956)** sorts learning objectives into three domains: **cognitive** (knowledge), **affective** (attitudes, values) and **psychomotor** (physical skills).
- **Revised taxonomy (Anderson & Krathwohl, 2001)** — cognitive levels, lowest to highest: Remember → Understand → Apply → Analyse → Evaluate → Create.

Levels of teaching

Level	Associated with	Focus	Nature
Memory	Herbart	Recall of facts; rote learning	Teacher-centred, lowest level
Understanding	Morrison	Memory + insight; seeing relationships	Teacher and learner both active
Reflective	Hunt	Problem-solving, critical thinking	Learner-centred, highest level

Characteristics of learners

Adolescent learners

- Search for identity; strong peer influence.
- Abstract thinking develops (Piaget's *formal operational* stage, from about 11–12 years).
- Emotional ups and downs; need guidance and respect.

Adult learners (andragogy)

- Term popularised by **Malcolm Knowles**.
- Self-directed, bring experience, problem-centred, internally motivated.
- Want to know *why* they need to learn something.

Individual differences — learners differ in intelligence, aptitude, learning style, pace, background and motivation. Good teaching adapts to them.

Factors affecting teaching

Teacher (knowledge, attitude, communication), learner (readiness, motivation), support material, instructional facilities, the learning environment and the institution (policies, culture, resources).

Methods of teaching

Teacher-centred	Learner-centred
Lecture, demonstration, tutorial led by the teacher	Discussion, project, problem-solving, case study, seminar, role play, inquiry, flipped classroom
Teacher controls pace and content	Learner explores; teacher facilitates

Offline vs online: classroom teaching vs online modes such as **MOOCs** (Massive Open Online Courses) — in India through **SWAYAM**, with **SWAYAM PRABHA** educational DTH channels.

Teaching support systems

- **Traditional:** chalkboard, charts, models, textbooks.
- **Modern:** projectors, smart boards, audio-visual aids.
- **ICT-based:** learning management systems, e-content, virtual labs, online quizzes.

Evaluation systems

Type	When	Purpose
Placement	Before instruction	Place learners at the right level
Diagnostic	When difficulties appear	Find causes of learning problems
Formative	During instruction	Feedback to improve learning
Summative	End of a course	Judge overall achievement; grading

- **Norm-referenced** compares a learner with others; **criterion-referenced** compares with a fixed standard.
- **Choice Based Credit System (CBCS)** — credits, grades and choice of courses in higher education.
- **Innovations:** computer-based testing, open-book exams, continuous and comprehensive evaluation, online assessment.

★ Key revision points

- Memory (Herbart) → Understanding (Morrison) → Reflective (Hunt).
- Bloom: cognitive, affective, psychomotor. Revised: Remember → Create.
- Andragogy = adult learning (Knowles).
- Formative = during; summative = end; diagnostic = find learning difficulties.

UNIT 02

Research Aptitude

Meaning, types and characteristics of research, methods, steps, hypotheses, sampling, thesis writing, ICT in research and research ethics.

> Research is a systematic, objective and logical search for new knowledge or for new ways of applying existing knowledge.

Characteristics of research

Systematic, logical, empirical (based on evidence), objective, replicable, controlled and directed towards solving a problem.

Types of research

Type	Meaning
Fundamental (basic / pure)	Builds theory and knowledge; no immediate application
Applied	Solves a practical problem
Action research	Done by practitioners (e.g. teachers) to improve their own practice; term coined by **Kurt Lewin**, introduced to education by **Stephen Corey**
Descriptive vs analytical	Describes "what is" vs critically evaluates existing facts
Quantitative vs qualitative	Numbers and statistics vs meanings, experiences, words
Longitudinal vs cross-sectional	Same group over time vs different groups at one point in time

Positivism and post-positivism

- **Positivism** (Auguste Comte): only observable, measurable facts count as knowledge; favours quantitative, scientific methods.
- **Post-positivism**: knowledge is provisional; the researcher's values and context can influence findings; uses multiple methods.

Methods of research

Experimental (cause and effect, control of variables), descriptive/survey, historical (study of the past through sources), case study (in-depth study of one unit), ethnography (study of a culture through participation), correlational.

Steps of research

1. Identify and define the problem
2. Review of literature
3. Formulate hypothesis
4. Research design
5. Sampling
6. Data collection
7. Analysis and interpretation
8. Report writing

Hypothesis

- A tentative, testable statement about the relationship between variables.
- **Null hypothesis (H_0):** no difference/relationship. **Alternative (H_1):** there is one.
- **Type I error (α):** rejecting a true H_0. **Type II error (β):** accepting a false H_0.

Sampling

Probability

- Simple random
- Systematic
- Stratified
- Cluster

Non-probability

- Convenience
- Purposive / judgement
- Quota
- Snowball

Thesis and article writing

Usual format: title → abstract → introduction → review of literature → methodology → results → discussion → conclusion → references/bibliography → appendices. Common referencing styles: **APA**, **MLA**, **Chicago**.

ICT in research

Online databases and journals, reference managers (e.g. Zotero, Mendeley), statistical software, plagiarism-detection tools, and **Shodhganga** — the INFLIBNET repository of Indian theses.

Research ethics

- Avoid **plagiarism** (using others' work without credit), **fabrication** (inventing data) and **falsification** (manipulating data).
- Informed consent, confidentiality, honesty in reporting.
- **UGC Regulations, 2018** on academic integrity set plagiarism levels: up to 10% similarity (Level 0, minor), 10–40% (Level 1), 40–60% (Level 2), above 60% (Level 3).

★ Key revision points

- Action research = practitioner improving own practice (Lewin; Corey in education).
- Type I = reject true H_0; Type II = accept false H_0.
- Stratified and cluster are probability sampling; quota and snowball are not.
- Shodhganga = repository of Indian theses (INFLIBNET).

UNIT 03

Comprehension

How to read a passage and answer questions accurately.

In comprehension questions you read a passage and answer questions based only on it. Accuracy comes from reading actively and answering from the text — not from outside knowledge.

A five-step approach

1. **Skim the passage** to get the topic and the author's main point.
2. **Read the questions** so you know what to look for.
3. **Read carefully**, marking key ideas, examples and words like *however*, *therefore*, *but*.
4. **Find the evidence** in the passage for each answer.
5. **Eliminate options** that are too broad, too narrow, extreme or not stated.

Common question types

Question type	What to do
Main idea / best title	Choose the option that covers the whole passage, not one paragraph
Factual detail	Locate the exact line; match meaning, not just words
Inference	What must be true from the passage, even if not said directly
Author's tone / attitude	Look at word choice: critical, neutral, optimistic, sarcastic
Vocabulary in context	Pick the meaning that fits that sentence, not the dictionary's first meaning
Purpose	Why the author wrote it: to inform, argue, compare, criticise

Traps to avoid

- Options that are true in real life but **not stated** in the passage.
- Extreme words: *always*, *never*, *only*, *all*.
- Options that copy words from the passage but change the meaning.

★ Key revision points

- Answer only from the passage.
- Main idea covers the whole passage; details come from specific lines.
- Inference = what logically follows, not what you assume.

UNIT 04

Communication

Meaning, elements and models of communication, types, barriers, and mass media and society.

Communication is the process of sharing information, ideas and feelings so that they are understood. The word comes from the Latin *communis*, meaning "common".

Elements of communication

Sender → encoding → message → channel → decoding → receiver → feedback, with **noise** (any disturbance) possible at every stage.

Models of communication

Model	Key idea
Aristotle	Speaker, speech, audience — linear, persuasion
Lasswell (1948)	Who says what, in which channel, to whom, with what effect
Shannon–Weaver (1949)	Mathematical model; introduced the idea of **noise**
Berlo (1960)	SMCR: Source, Message, Channel, Receiver
Osgood–Schramm	Circular model; both parties encode and decode

Types of communication

Verbal

- Oral: lectures, conversations, phone calls.
- Written: letters, reports, emails.

Other types

- Intercultural, group, interpersonal, intrapersonal, mass communication.
- Classroom communication: clear, two-way, with feedback.

Non-verbal

- **Kinesics** — body movements, gestures
- **Proxemics** — use of space
- **Haptics** — touch
- **Chronemics** — use of time
- **Paralanguage** — tone, pitch, pace
- **Oculesics** — eye contact

Barriers to effective communication

Barrier	Example
Physical	Noise, distance, poor acoustics
Semantic / language	Jargon, unclear words, different languages
Psychological	Stress, prejudice, lack of attention
Cultural	Different norms, gestures, values
Organisational	Too many levels, rigid rules
Technological	Poor connection, faulty devices

Mass media and society

- **Functions:** inform, educate, entertain, persuade. Lasswell listed surveillance, correlation and transmission of culture; Wright added entertainment.
- **Hypodermic needle theory:** media have a direct, powerful effect on a passive audience.
- **Agenda-setting (McCombs & Shaw, 1972):** media tell us what to think *about*.
- **Uses and gratifications:** audiences actively choose media to meet their needs.
- **Cultivation theory (Gerbner):** long exposure to TV shapes views of reality.
- **Marshall McLuhan:** "The medium is the message" and the "global village".

★ Key revision points

- Noise was introduced by Shannon–Weaver; SMCR is Berlo.
- Kinesics = body; proxemics = space; haptics = touch; chronemics = time.
- Agenda-setting = McCombs & Shaw; global village = McLuhan.

UNIT 05

Mathematical Reasoning and Aptitude

Number and letter series, codes, relationships, and core aptitude formulas with worked examples.

> This unit tests quick, accurate reasoning with numbers and patterns. Learn the formulas, then practise spotting patterns.

Series

- **Number series:** check differences, ratios, squares (1, 4, 9, 16…), cubes (1, 8, 27, 64…), primes (2, 3, 5, 7, 11…) and alternating patterns.
- **Letter series:** use positions A = 1 … Z = 26. Memory aid **EJOTY** = 5, 10, 15, 20, 25.
- **Coding–decoding:** find the rule (shift by +n, reverse order, position numbers).
- **Relationships:** draw a family tree; mark gender and generation.

Core formulas

Topic	Formula
Percentage	x% of y = (x × y) ÷ 100
Percentage change	(New − Old) ÷ Old × 100
Profit %	(SP − CP) ÷ CP × 100
Loss %	(CP − SP) ÷ CP × 100
Discount	Marked price − Selling price; Discount % on marked price
Simple interest	SI = (P × R × T) ÷ 100
Compound interest	Amount = $P\,(1 + R/100)^n$; CI = Amount − P
Speed	Speed = Distance ÷ Time; km/h → m/s: × 5/18
Average speed (equal distances)	2xy ÷ (x + y)
Average	Sum of values ÷ number of values
Work together	A and B together: ab ÷ (a + b) days
Ratio	a : b = c : d ⇔ a × d = b × c

Worked examples

1. Series: 2, 6, 12, 20, 30, ? — differences are 4, 6, 8, 10, so the next difference is 12. **Answer: 42.**

2. Profit: CP ₹400, SP ₹500. Profit = 100. Profit % = 100 ÷ 400 × 100 = **25%.**

3. Simple interest: ₹5,000 at 8% for 3 years. SI = 5000 × 8 × 3 ÷ 100 = **₹1,200.**

4. Compound interest: ₹10,000 at 10% for 2 years. Amount = 10000 × 1.1 × 1.1 = 12,100. CI = **₹2,100.**

5. Average speed: to a place at 60 km/h and back at 40 km/h. 2 × 60 × 40 ÷ 100 = **48 km/h** (not 50).

6. Work: A does a job in 10 days, B in 15. Together: 10 × 15 ÷ 25 = **6 days.**

★ Key revision points

- Profit and loss % are on cost price; discount % is on marked price.
- Average speed for equal distances is 2xy/(x+y), not the simple average.
- Letter positions: EJOTY = 5, 10, 15, 20, 25.

UNIT 06

Logical Reasoning

Arguments, deductive and inductive reasoning, categorical propositions, fallacies, Venn diagrams and Indian logic.

An **argument** is a set of statements in which one or more **premises** are offered as reasons for a **conclusion**.

Deductive and inductive reasoning

	Deductive	Inductive
Direction	General → particular	Particular → general
Claim	Conclusion follows **necessarily**	Conclusion is **probable**
Judged as	Valid / invalid; sound if valid with true premises	Strong / weak

Categorical propositions

Type	Form	Quality / quantity	Distributes
A	All S are P	Universal affirmative	Subject only
E	No S is P	Universal negative	Subject and predicate
I	Some S are P	Particular affirmative	Neither
O	Some S are not P	Particular negative	Predicate only

Square of opposition

- **Contradictories** (A–O, E–I): exactly one is true.
- **Contraries** (A–E): cannot both be true; can both be false.
- **Subcontraries** (I–O): cannot both be false; can both be true.
- **Subalternation** (A→I, E→O): if the universal is true, the particular is true.

Common fallacies

Formal

- Undistributed middle
- Illicit major / illicit minor
- Affirming the consequent
- Denying the antecedent

Informal

- *Ad hominem* — attacking the person
- *Ad populum* — appeal to the crowd
- Straw man; false cause
- Circular reasoning; slippery slope

Analogies and Venn diagrams

Analogies test relationships (tool–worker, part–whole, cause–effect). **Venn diagrams** show relations between classes — e.g. "All doctors are graduates" means the doctors circle lies inside the graduates circle.

Indian logic: pramanas (means of knowledge)

Pramana	Meaning
Pratyaksha	Perception
Anumana	Inference
Upamana	Comparison / analogy
Shabda	Verbal testimony of a reliable person or text
Arthapatti	Postulation / presumption
Anupalabdhi	Non-apprehension (knowing absence)

How many each school accepts: Charvaka — 1 (perception only); Nyaya — 4 (first four); Bhatta Mimamsa and Advaita Vedanta — all 6.

Anumana (inference)

- Terms: **paksha** (minor term — the hill), **sadhya** (major term — fire), **hetu** (middle term / reason — smoke). **Vyapti** = invariable concomitance (wherever there is smoke, there is fire).
- **Nyaya five-membered syllogism:** pratijna (proposition) → hetu (reason) → udaharana (example) → upanaya (application) → nigamana (conclusion).
- **Svarthanumana** (inference for oneself) and **pararthanumana** (inference for others).
- **Hetvabhasa** (fallacies of reason): savyabhichara (irregular), viruddha (contradictory), satpratipaksha (counterbalanced), asiddha (unproved), badhita (contradicted).

★ Key revision points

- A–O and E–I are contradictories.
- E distributes both terms; I distributes neither.
- Charvaka accepts only perception; Nyaya accepts four pramanas.
- Paksha = minor, sadhya = major, hetu = middle term.

UNIT 07

Data Interpretation

Sources and types of data, levels of measurement, graphs, quick calculations, and data and governance.

Data interpretation means reading tables and charts correctly and drawing accurate conclusions from them.

Sources and types of data

By source

- **Primary:** collected first-hand (surveys, experiments, interviews).
- **Secondary:** already collected by others (census, reports, journals).

By nature

- **Qualitative:** categories (gender, colour).
- **Quantitative:** numbers — **discrete** (counts) or **continuous** (height, time).

Levels of measurement (Stevens)

Level	Feature	Example
Nominal	Names / categories only	Blood group, religion
Ordinal	Order, but unequal gaps	Ranks, grades
Interval	Equal gaps, no true zero	Temperature in °C
Ratio	Equal gaps and a true zero	Height, weight, income

Graphical representation

Chart	Best for
Bar chart	Comparing categories (gaps between bars)
Histogram	Frequency of continuous data (no gaps)
Pie chart	Parts of a whole — angle = value ÷ total × 360°
Line graph	Trends over time
Scatter plot	Relationship between two variables

Quick calculations

Percentage change = (New − Old) ÷ Old × 100.

Share of total = Part ÷ Total × 100.

Mean = sum ÷ count; **median** = middle value when sorted; **mode** = most frequent value; **range** = highest − lowest.

Example: sales rise from 250 to 300 units. Change = 50 ÷ 250 × 100 = **20%**.

Data and governance

- **Open Government Data:** India's portal **data.gov.in** publishes government datasets.
- Data supports evidence-based policy, targeted schemes and transparency.
- **Privacy:** the **Digital Personal Data Protection Act, 2023** governs how personal data is processed in India.

★ Key revision points

- Histogram has no gaps; bar chart has gaps.
- Ratio scale has a true zero; interval does not.
- Pie chart angle = value ÷ total × 360°.
- Always check units and base year before calculating.

UNIT 08

Information and Communication Technology (ICT)

ICT terms, internet basics, email, conferencing, digital initiatives in higher education, and ICT and governance.

> ICT covers the hardware, software and networks used to create, store, share and use information.

Basic terms

- **Hardware** (physical parts) and **software** — system software (operating system) and application software.
- **CPU** = Control Unit + Arithmetic Logic Unit (ALU). **RAM** is volatile working memory; **ROM** is non-volatile, read-only.
- **Data units:** 1 byte = 8 bits; 1 KB = 1,024 bytes; then MB, GB, TB, PB (each × 1,024).

Internet basics

Term	Meaning
WWW	World Wide Web — invented by Tim Berners-Lee (1989)
HTTP / HTTPS	Protocol for web pages; HTTPS is encrypted
URL	Uniform Resource Locator — a web address
IP address	IPv4 is 32-bit; IPv6 is 128-bit
DNS	Converts domain names into IP addresses
Intranet / extranet	Private network of an organisation / shared with selected outsiders
LAN, MAN, WAN	Local, metropolitan and wide area networks
Cloud computing	IaaS, PaaS, SaaS — infrastructure, platform, software as a service

Email and conferencing

- **To** (main recipient), **CC** (copy, visible), **BCC** (blind copy, hidden from others).
- **SMTP** sends email; **POP3** and **IMAP** receive it (IMAP keeps mail synced on the server).
- **Audio-video conferencing** and **VoIP** (voice over internet) enable live online classes and meetings.

Digital initiatives in higher education

Initiative	What it is
SWAYAM	National MOOC platform for free online courses
SWAYAM PRABHA	Educational DTH television channels
NPTEL	Online engineering and science courses by IITs and IISc
NDLI	National Digital Library of India (IIT Kharagpur)
e-PG Pathshala	Postgraduate e-content (UGC / INFLIBNET)
Shodhganga	Repository of Indian PhD theses (INFLIBNET)
Virtual Labs	Online simulated laboratory experiments
Academic Bank of Credits	Digital store of credits earned by students

ICT and governance

E-governance delivers government services online — **Digital India** (2015), DigiLocker (digital documents), UMANG (one app for many services), MyGov (citizen participation) and UPI (instant payments).

Useful abbreviations

ALU · Arithmetic Logic Unit GUI · Graphical User Interface HTML · HyperText Markup Language PDF · Portable Document Format USB · Universal Serial Bus AI · Artificial Intelligence IoT · Internet of Things

★ **Key revision points**

- RAM is volatile; ROM is not.
- SMTP sends; POP3 / IMAP receive.
- IPv4 = 32-bit; IPv6 = 128-bit.
- Shodhganga = theses; NDLI = digital library; SWAYAM = MOOCs.

UNIT 09

People, Development and Environment

Development goals, human–environment interaction, pollution, resources, natural hazards, environmental laws and international agreements.

This unit links human development with its effect on the environment, and the laws and agreements that protect it.

Development goals

- **Millennium Development Goals (MDGs):** 8 goals, 2000–2015.
- **Sustainable Development Goals (SDGs):** 17 goals and 169 targets, adopted by the UN in 2015 as **Agenda 2030**.
- **Sustainable development** meets present needs without compromising future generations (Brundtland Report, 1987).

Pollution and health

Type	Main sources / pollutants	Health effects
Air	PM2.5, PM10, SO_2, NO_x, CO, ozone, lead	Asthma, lung and heart disease
Water	Sewage, industrial waste, fertilisers	Cholera, typhoid, diarrhoea
Soil	Pesticides, plastics, heavy metals	Enters the food chain
Noise	Traffic, industry (measured in decibels, dB)	Hearing loss, stress
E-waste	Discarded electronics	Lead, mercury, cadmium exposure

Natural and energy resources

Renewable

- Solar, wind, hydro
- Biomass, geothermal, tidal

Non-renewable

- Coal, petroleum, natural gas
- Nuclear fuels (uranium)

Natural hazards and disasters

Earthquakes, cyclones, floods, droughts, landslides and tsunamis. Management covers prevention, mitigation, preparedness, response and recovery. India's **Disaster Management Act, 2005** created the **NDMA**, chaired by the Prime Minister. Globally: the **Sendai Framework (2015–2030)**.

Environmental laws in India

Law	Year
Wildlife (Protection) Act	1972
Water (Prevention and Control of Pollution) Act	1974
Forest (Conservation) Act	1980
Air (Prevention and Control of Pollution) Act	1981
Environment (Protection) Act	1986
Biological Diversity Act	2002
National Green Tribunal Act	2010

National Action Plan on Climate Change (2008) has 8 missions: Solar; Enhanced Energy Efficiency; Sustainable Habitat; Water; Sustaining the Himalayan Ecosystem; Green India; Sustainable Agriculture; Strategic Knowledge for Climate Change.

International agreements

Agreement	Year	About
Ramsar Convention	1971	Wetlands
Stockholm Conference	1972	First UN environment conference; UNEP created
CITES	1973	Trade in endangered species
Montreal Protocol	1987	Ozone-depleting substances
Rio Earth Summit	1992	UNFCCC, Convention on Biological Diversity, Agenda 21
Kyoto Protocol	1997	Binding emission cuts for developed countries (in force 2005)
Paris Agreement	2015	Keep warming well below 2 °C, aim for 1.5 °C
Kigali Amendment	2016	Phase down HFCs (amends Montreal Protocol)

★ Key revision points

- SDGs: 17 goals, 169 targets, Agenda 2030 (adopted 2015).
- Water Act 1974 → Air Act 1981 → Environment (Protection) Act 1986.
- Montreal = ozone; Kyoto = emissions; Paris = 1.5–2 °C goal.
- NAPCC (2008) has 8 national missions.

UNIT 10

Higher Education System

Ancient centres of learning, commissions and policies after independence, NEP 2020, and regulatory bodies.

> India has one of the largest higher education systems in the world, shaped by ancient centres of learning, post-independence commissions and, most recently, the National Education Policy 2020.

Ancient centres of learning

Centre	Location / patron
Takshashila (Taxila)	North-west (now in Pakistan); one of the oldest
Nalanda	Bihar; founded under the Guptas (Kumaragupta I), 5th century CE
Vikramashila	Bihar; founded by Pala king Dharmapala
Odantapuri	Bihar; Pala period
Vallabhi	Gujarat; Maitraka kings

Commissions and policies after independence

Commission / policy	Year	Chair / note
University Education Commission	1948–49	Dr S. Radhakrishnan
Secondary Education Commission	1952–53	Dr A. L. Mudaliar
Education Commission	1964–66	Dr D. S. Kothari
National Policy on Education	1968	First national policy
National Policy on Education	1986	Programme of Action revised in 1992
National Knowledge Commission	2005	Sam Pitroda
National Education Policy	2020	Drafted by committee led by Dr K. Kasturirangan

NEP 2020 — higher education highlights

- Gross Enrolment Ratio target of **50% by 2035**.
- Multidisciplinary universities; **4-year undergraduate** programme with **multiple entry and exit**.
- **Academic Bank of Credits** to store and transfer credits.

- Proposed single regulator, **Higher Education Commission of India (HECI)**, with four verticals: NHERC (regulation), NAC (accreditation), HEGC (funding), GEC (standards).
- M.Phil. discontinued.

Types of learning

Oriental (Sanskrit, Pali, Persian and traditional knowledge), **conventional** (regular classroom-based universities) and **non-conventional** (open and distance learning — e.g. IGNOU, set up in 1985).

Regulatory and quality bodies

Body	Role	Note
UGC	Coordinates and funds universities; sets standards	Set up 1953; statutory under UGC Act, 1956
AICTE	Technical education	Set up 1945; statutory in 1987
NAAC	Accreditation of institutions	Set up 1994, Bengaluru
NCTE	Teacher education	NCTE Act, 1993
NIRF	National ranking of institutions	Launched 2015
RUSA	Funding for state universities	Launched 2013

Value and environmental education

Value education develops ethics, empathy and citizenship; environmental education builds awareness and responsible action. Both are part of holistic education under NEP 2020.

★ Key revision points

- Radhakrishnan (1948–49) → Kothari (1964–66) → NPE 1968 → NPE 1986 → NEP 2020.
- UGC: 1953, statutory 1956. NAAC: 1994. NIRF: 2015.
- NEP 2020: GER 50% by 2035; HECI with four verticals; Academic Bank of Credits.
- Nalanda — Guptas; Vikramashila — Pala king Dharmapala.

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