200 DAYS
NEW VISION
NEW APPROACH
e-view

MHRD
Government of India
Ministry Of Human Resource Development
Education should become a force for the nation’s character building

Shri Narendra Modi
Hon’ble Prime Minister of India
Minister’s Address

The future belongs to India—the largest vibrant democracy in the world, teeming with opportunities. With hope in their eyes and a yearning to learn, the youth of this great nation awaits a new paradigm of education that fosters knowledge with analytical skills, logical reasoning and the ability to imagine beyond the given; that aims at transforming lives by instilling 21st century skills and stimulating lifelong learning. Our commitment for the future and our steps, so far, are in this direction.

The foundations of structured knowledge are laid in school. All children in this nation will have the opportunity to attain world-class education in a dynamic and inspiring educational environment to drive a new era of development, growth, and productivity. Each student should achieve academic and personal excellence.

Good quality education is the foundation of new discoveries, new knowledge, innovation and entrepreneurship that trigger growth and prosperity of the individual as well as that of a nation. For this, we need to make our curriculum and pedagogy relevant to the needs of our society and economy and nurture qualities of problem solving and creative thinking, learning-by-doing, greater engagement with the live-context, and confident self-expression from a young age.

Let us build an education system with the highest educational and ethical standards that encourages young people to be productive and socially responsible citizens within a caring, collaborative learning community.
- Good quality, affordable education for all students
- 21st century skills and knowledge for meeting the challenges of a globally competitive world
- Flexible choices to discover individual interests, develop talent and pursue aspirations
- Contribute to the creative, intellectual re-emergence of India to make India a global knowledge hub

- ‘If our teacher is not a few steps ahead of time, the society will not be ahead,” Shri Narendra Modi, Hon Prime Minister of India
- Professional development and conducive environment for working
- Solutions being developed locally by teachers and practitioners, not by “specialists” far from the classroom

- People’s participation in determining the kind of education they want and the policies for its management
- Socially purposive education, which responds to the needs of the community contributing to the improvement of its quality of life
- Ethical values for socially responsible citizenship
- An education system accountable to the community for its processes and outcomes

- Innovative industry partnerships for skills
- Enhance employability of students
- Encourage entrepreneurship and innovation in academia
- Partner creation of new knowledge through joint projects and research
- Contribute to National development through technology transfer
Message from the MoS (HE)

With the popularization online learning across the world India would be left untouched by the emergence of this hugely successful mode of education, if we do not take necessary steps and create a system in this direction. We want to create a system of education in India which is considered innovative, quality loaded, affordable and which can compete with the world players in the field of online education. Though our Ministry has made lot of headway in this direction, yet lot needs to be done to remain relevant in the global scenario.

This is a dream of our Hon’ble Prime Minister who has been repeatedly laying emphasis and reiterating the priorities of the new Government in the field of education which has to be technology driven. Revealing the plans of the vernment Hon’ble President Dr. Pranab Mukherjee said in the Joint Session of Parliament that the Government will start the working for quality massive open online courses and virtual classes and will create National Education Policies of neutrality and make new procedures to overcome the difficulties posed to the research and educational institutions. In addition the Governments priority is to establish liTs and liMs in all the States. Hon’ble Prime Minister also stated that there is a need of skilled India providing quality education to all student of every village through medium of advanced science and technology which can be possible only through on-line education or e-learning.
Message from the MoS (SE&L)

Education for any person is not only a tool to enhance his understanding and knowledge of everything present and happening around him but is also an avenue for ensuring an all-round growth and development of his or her personality in all respects. Our country’s educational system should be so attuned and implemented so that the benefits of education reaches one and all especially the most deprived sections of our society.

The various policies and programmes of the Ministry of Human Resource Development Ministry have successfully enabled the access to quality, inclusive, affordable and meaningful education to our children and the people across the length and breadth of the country. However, there always remains room for further augmentation and improvement in the efforts in this direction, which I am sure would happen with the several fresh and novel initiatives taken recently by the Ministry.
Citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life. This warrants an all-round development of our citizens, which can be achieved by building strong foundations in education.

**Ministry of Human Resource Development**

The Department of HE, is engaged in establishing world class institutes of learnings with leading professors, ample opportunities for research and skill development to ensure that we create the worlds largest skilled workforce.

**School Education & Literacy**

The Department of SE & L has its eyes set on the “universalisation of education” and making better citizens out of our young brigade. For this, various new schemes and initiatives are taken up regularly.

**Higher Education**

The Department of HE, is engaged in establishing world class institutes of learnings with leading professors, ample opportunities for research and skill development to ensure that we create the worlds largest skilled workforce.
Formulate the National Policy on Education and ensures that it is implemented in letter and spirit.

Planned development, including expanding access & improving quality of educational institutions throughout the country.

Promote gender equity and social inclusion of disadvantaged groups as SC/ST, minorities & economically weak sections of society.

Provide financial help in the form of scholarships, loan subsidy, etc to deserving students from marginalised sections of the society.

Encourage international cooperation in the field of education, including working closely with the UNESCO and foreign governments and Universities.
**EXCELLENCE**
- Committees to review regulators: UGC, AICTE.
- GIAN International faculty collaboration
- Portals like Know Your College
- Madan Mohan Malviya Teacher Training Program

**ACCESS**
- 19 new Institutes have been announced in various parts of India
- SWAYAM - A free MOOCs platform
- Implementation of RUSA
- Ishan Uday

**EQUITY**
- Ishan Vikas - Scholarship for NE students
- Pragati - Scholarship for Girls in Technical Education
- SAMVAY - choice based credit framework
- Saksham - scholarship for differently abled students

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**EXCELLENCE**
- Padhe Bharat Badhe Bharat
- Teacher Education Reforms
- Saaraansh

**ACCESS**
- Sarva Siksha abhiyaan
- Rashtriya Madhyamik Shiksha Abhiyaan
- Swayam

**EQUITY**
- Swami Vivekananda Scholarship for Girls
- Saakshar Bharat
- Udaan: Mentoring and Scholarship Initiative

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**HIGHER EDUCATION**

**SCHOOL EDUCATION**
DEMOCRATIC PROCESS INITIATED FOR NEW NATIONAL EDUCATION POLICY

324251 TOILETS PLEDGED BY INDUSTRY IN

236269 SCHOOL

35+ New INITIATIVES

TEACHER EDUCATION REFORMS

4 Year Integrated Programs

4 NEW schemes for MONITORING QUALITY education in school

2 SCHEMES for SCHOLARSHIP and INTEGRATION of NE STUDENTS

200 Days HIGHLIGHTS
For Differently Abled People

1000 Scholarships

Already Adopted by IITs

136 + Villages

9 International Collaborations

19 New Institutions Announced

3 Bills Passed

IIIT, SPA, CU

1000 e-Library

Certified adult literates have reportedly opened account under Pradhan Mantri Jan Dhan Yojana

82.25 Lakh
**UDAAN**

UDAAN is a mentoring and scholarship initiative of the Central Board of Secondary Education (CBSE) to enable meritorious girl students to transit from school to technical education.

**ISHAAN VIKAS**

Ishan Vikas is a comprehensive plan to expose selected students from the school and college levels from the North-Eastern states to opportunities in the IITs, NITs and IISERs during their vacation periods.

**SAKSHAM**

AICTE has decided to award scholarships annually to differently-abled students to pursue technical education based on merit in the qualifying examination to pursue technical education. The scholarship amount would be Rs. 30000/month or tuition fees or actual whichever is less and Rs. 2000/month for ten months as contingency allowance.

**PADHE BHARAT BADHE BHARAT**

Launched on 26th August, 2014, to focus on the quality of foundational learning so that each child attains appropriate learning levels in classes I and II for reading, writing language comprehension and numeracy.

**SWAYAM**

Under this programme, professors of centrally funded institutions like IITs, IIMs, Centrally universities will offer online courses to citizens of our country. All courses will be made available free of cost for learning. In case the learner requires a Verified Certificate, a small fee will be applicable.
**SHAALA DARPAN**

Work has commenced on “Shaala Darpan” to ensure that from next academic year, parents of students of Government and Government aided schools can through a mobile application access updates on their child’s progress regarding attendance, assignments, and achievements.

**IMPRINT INDIA**

Ten goal posts have been identified and Research groups on each of eminent experts are being set up to formulate time-bound plans of action for each.

**KNOW YOUR COLLEGE PORTAL**

A new Know your College Portal has been developed to help prospective students make informed decisions of the college he / she wishes to join by providing him/her the necessary information about the same. KYC is a repository of information pertaining to colleges in India vis-à-vis faculty, labs, and infrastructure.

**CREDIT TRANSFER (SAMVAY)**

A credit framework is now in place which allows vertical and lateral mobility within vocational education system and between the current education systems. The thrust is on integrating mental and physical development by incorporating learning by doing, learning by observation and experiential learning.

**GIAN**

GIAN aims at attracting talented scientists and entrepreneurs, internationally to encourage their engagement with the institutes of Higher Education in India, to augment the country’s existing academic resources, accelerate the pace of quality reform, and elevate India’s scientific and technological capacity to global excellence.
**New Approach**

Education in India requires a fresh approach to meet its challenges. It is this approach that will define the thrust areas and make sure we achieve our goals with the right value system, sensitivity and responsibility.
While India has made great strides in ensuring access to school education even in the remotest areas of the country, and has also established a world class higher education institutions, its educational system is far from inclusive. In the last 7 months, the Ministry of HRD has launched a number of programs in support of the constitutional mandate for gender equality and for differently-abled persons, and has also encouraged the integration of areas such as the North Eastern States. These programs address a number of challenges including lowering girl child drop-out rates at all levels resulting from social, financial and infrastructural limitations; encouraging enrolment of differently-abled students by addressing their infrastructure and pedagogy needs, and also addressing regional biases that prevent student mobility across regions.
01 Quality

School
- Padhe Bharat Badhe Bharat
- Saraansh
- Mid Day Meal

Higher Education
- UGC Review
- AICTE Review
- Regulator Review
- Ranking Framework
- Accreditation
- 19 New Institutions in 100 Days

Teacher
- Pandit Madan Mohan Malviya Teachers Training Program
- Teachers Education Reform

Skills Development
- Bachelor of Vocational Studies
- Samvay
- National Skills Qualification Framework
- Education Sector Skill Council
- Kaushal Kendras

Imprint India

Education Sector Skill Council
TEACHER CAPACITY BUILDING

Focus on Innovation

Flexible Credit Framework for Student Mobility & Vocational Skills

Ranking & Mandatory Accreditation

B. Vocational Studies in 80 Disciplines

Teachers training Program

Sarasansh

Mid Day Meal

Online self-assessment for 2.02 crore students

1.5 lakh teachers across 15000 schools

Rs. 461.38 crores allocated for learning outcomes

80

Focus on Innovation

Flexible Credit Framework for Student Mobility & Vocational Skills

Ranking & Mandatory Accreditation

B. Vocational Studies in 80 Disciplines

Rs. 461.38 crores allocated for learning outcomes
Launched to improve learning outcomes, the program focuses on language development to create interest in reading and writing in comprehension & teaching mathematics in a way that develops liking and understanding during the early years of schooling, particularly in class I and II.

The focus of the programme is on the development of System Level Component and School – Classroom Level Components.
The CBSE Board has launched an on-line facility titled ‘Saransh’ for affiliated & CBSE schools.

It helps the schools to look at their performance at an aggregate level and at the level of each student.

All performance matrices are presented through numbers as well as in charts/ graphs for easy understanding.

Saransh helps schools compare their performance vis-à-vis all CBSE schools at various levels.
The Best Practices from various states were identified and shared as a guide for all states in the implementation of MDMS.

The Minister requested all MPs to involve themselves with the committee monitoring mid-day meals in their constituency.

MDMS has a big effect on school participation, not just in terms of getting more children enrolled but also in terms of regular pupil attendance.

The Best Practices from various states were identified and shared as a guide for all states in the implementation of MDMS.

Regular monitoring of the health of school going children and required interventions with supplements have been suggested.
Ten goal posts have been identified and Research groups on each of eminent experts are being set up to formulate time-bound plans of action for each.

Idea is to identify the needs of the country in terms of its research and technology requirements and to enable proper planning for an power, research infrastructure, and resources.

Leading academic institutions like IITs and ISc have been identified to set the process in motion.

Impacting Research Innovation and Technology

10 RESEARCH AREAS:

- HEALTH CARE
- ICT ENERGY
- URBAN DESIGN
- WATER RESOURCES
- NANO TECHNOLOGY
- ADVANCE MATERIALS
- MANUFACTURING
- DEFENCE
- ENVIRONMENT
- SCIENCE

Date of Launch: 11 September, 2014
Regulator Review (UGC)

Review of the University Grants Commission for its restructuring and strengthening to address imperatives and challenges in the higher education sector.

Lot of private institutions have come up in higher education sector with the growing trend of commercialization. They sometimes are not maintaining the laid down standards.

UGC’s entire functioning continues to be oriented more towards grant giving rather than regulation and enforcement of minimum standards.

The Central Government, therefore, recognizing the need for restructuring the University Grants Commission has constituted a UGC Review Committee, on 30th July, 2014.

15 Meetings with Various Stake Holders Have Been Completed In The Process.
The MHRD, recognizing the need for restructuring and strengthening the All India Council for Technical Education to address imperatives and challenges in the Technical Education Sector for fullest realization of the higher/technical learning and research potential in the Country, has constituted the AICTE Review Committee under the Chairmanship of Mr.M.K.Kaw, Ex- Secretary(MHRD).

The Committee is to conduct a review of the present status of AICTE and suggest restructuring and re-organizing of AICTE for attaining even better performance to meet the desired objectives. The Committee would also suggest amendments to the AICTE Act, 1987, and the Rules and Regulations made there under.
National Ranking Framework

A Committee on National Ranking Framework under the chairmanship of Secretary (HE) has been constituted to evolve a ranking framework for Universities and Institutions.

Efforts Made Thus Far

Workshops were organized in coordination with the THER and the QS ranking agencies to address various ranks parameters. The MHRD & MHA are collaborating to address employment VISA requirements which aims at increasing the number of foreign faculty. This will help improve the internationalization parameter in various ranking systems.
Mandatory Accreditation

National Quality Renaissance Initiative (NQRI)

NAAC had submitted a project proposal to MHRD under Rashtriya Ucchatar Shiksha Abhiyan (RUSA) and has been sanctioned Rs. 17 crores. The major features of the National Quality Renaissance Initiative (NQRI) are (i) Awareness building, popularisation and promotion of quality assurance mentoring Higher Education Institutions, (ii) Building collegium of assessors and (iii) Quality sustenance and enhancement initiatives.
19 NEW INSTITUTIONS IN 100 DAYS
Date launch: 20th November 2014.

Five IITs
A.P, J&K, CHHATTISGARH, GOA, KERALA

Six IIMs
H.P, AP, PUNJAB, MAHARASHTRA, BIHAR, ODISHA

Four New Central Universities
A.P (1 Central University & 1 Tribal University)
Bihar (Mahatma Gandhi Central University)

ONE IISER, AP
ONE NIT, AP
1 IIIT, AP
1 TRIBAL UNIVERSITY, TELEGANA
PANDEIT MADAN MOHAN MALVIYA NATIONAL MISSION FOR TEACHERS TRAINING

Date of Launch: 25.12.2014

Will address all issues related to teachers, teaching, teacher preparation, professional development, curriculum design.

An umbrella scheme which will create synergies among the various ongoing initiatives on Teachers and Teaching.

Develop a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching.

Address the need to induct qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges.
Reform in the Teacher Education sector through suitable regulatory changes, to improve quality standard.

Requires Teacher Education Institutions to obtain accreditation within a period of five years from NCTE recognized accreditation agencies (including NAAC).

12 teacher education courses have been revised and the curriculum upgraded and three new programmes have been approved and notified (4 years B.A./B.Sc. B.Ed., 3 years B.Ed.-M.Ed. and part time B.Ed. in vacations).
NSQF
National Skills Qualification Framework

www.ugc.ac.in.

Over 65% population of India is below 35 years. India will be one of the youngest countries in the world. This provides an opportunity for India to become a global leader for supplying skilled workforce.

Current Scenario
- Water tight educational entry and exit levels
- Increasing drop outs
- Social non-acceptance of Vocational Education as an alternative to higher education
- Loss of productive youth
- Over-qualified youth and non-availability of appropriate jobs
- Mismatch between Qualifications and Industry needs
- Enhancement in GER
- Need to enhance employability potential

Focus
- Bridge skill gap and provide trained manpower to various emerging service sectors in India
- Prepare the youth for a vocation of their choice
- Build a formidable work force of international quality not only for India but also for all other countries
- Reduce unemployment by supplying world-class skilled people
- Reduce cost and improve productivity of services and manufacturing by providing skilled manpower of international standards
The Objectives - (i) to enhance the employability of youth (ii) to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility, (iii) to fill the gap between educated and employable and (iv) to reduce the dropout rate at the secondary level.

The UGC has introduced the scheme for B.Voc degree with multiple exits at Diploma/Advanced Diploma under National Skill qualification Framework (NSQF).

Capacity building of existing vocational education teachers through in-service training and induction training.

Currently, 2035 schools across 25 States are implementing the scheme.

127 B.Voc. programmes have been approved by the UGC for the year 2014-15.
A credit framework is now in place which allows vertical and lateral mobility within vocational education system and between the current education systems.
An exercise in recognizing skills and education as part of an integrated learning system

The strength of this framework is the seamless integration of pursuit of academic knowledge and practical vocational skills.

Efforts like these will improve the employability of our educated youth.

Salient Features
- Short duration, focused and modular programs
- Practical hands-on focus
- Delivery in the local language
- Full day, half day or week-end programs
- A network of centres
- Full mobility between formal, vocational streams of education and the job market with multi-point entry and exit
Education Sector Skill Council was constituted on September 2014, to consider job roles other than academic faculties and teacher qualifications.

The functions of the SSC, include:

- Setting up of Labour Market Information System (LMIS) to assist planning and delivery of training
- Identification of skill development needs and preparing a catalogue of skill types
- Develop a sector skill development plan and maintain skill inventory
- Developing skill competency standards and qualifications
- AICTE is anchoring the initiative as the Lead Organisation.
KAUSHAL KENDRAS

Objectives of the Scheme

Formulate courses at postgraduate level keeping in mind the need of i) Industry in specialized areas; ii) Instructional design, curriculum design and contents in the areas of skills development; iii) Pedagogy, assessment for skills development education and training.

iv) Trained faculty in the areas of skill development; and v) Entrepreneurship.

A Kaushal Kendra will work for coordination between the higher education system and industry to become a Centre of Excellence for skill development in specialized areas.

100 ‘Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL)’

There is a need to give further push to vocational education on a even larger scale
Inspired by the Prime Minister’s vision for the development of rural India and protecting indigenous technologies, the Ministry of HRD has undertaken targeted initiatives that connect our institutions of higher learning with villages. These initiatives will ensure that our academic institutions work towards socially relevant objectives that address the needs of the community, while collaborating with community members to protect and develop indigenous crafts and technologies, making them globally competitive.

Social Development

“If we have to build a nation, we should start from the villages.”
- Hon’ble PM of India
02 Social Development

Unnat Bharat Abhiyaan

YUKTI
for Differently able people
adopted by 18 institutes (IIT, NIT, IISER)

Shilpshala
Massive open online courses for skill development

“IF WE HAVE TO BUILD A NATION, WE SHOULD START FROM THE VILLAGES.”
Hon’ble PM of India

Unnat Bharat Abhiyan

YUKTI
Skill development and technology upgradation for traditional artisans

136 + villages

Adopted by 18 institutes (IIT, NIT, IISER)

“if we have to build a nation, we should start from the villages.”
Hon’ble PM of India
IIT, IISER, NIT to adopt villages and develop appropriate rural technologies for sustainable development through peoples’ participation.

Enable processes that connect institutes of higher education with local communities.

Focus on water management, organic farming, renewable energy, frugal technology, infrastructure, and livelihood.

http://unnat.iitd.ac.in
Yukti aims at Skill Development and upgradation of design and technologies enhancing the economic prospects of those engaged in traditional crafts and arts as a means of livelihood.

With this view it aims at

- Introducing appropriate designs and technology for innovation and production.
- Designing pedagogical methods for introducing skills for upgradation.
While India has made great strides in ensuring access to school education even in the remotest areas of the country, while also establishing world class higher education institutions, its educational system is far from inclusive. In the last 7 months, the Ministry of HRD has launched a number of programs in support of the constitutional mandate for gender equality and focus on the differently-abled persons, and has also encouraged the integration of areas such as the North Eastern States. These programs address a number of challenges including lowering girl child drop-out rates at all levels resulting from social, financial and infrastructural limitations; encouraging enrolment of differently-abled students by addressing their infrastructure and pedagogy needs, and also addressing regional biases that prevent student mobility across regions.

“Sabka Saath, Sabka Vikas”

- Hon’ble PM of India
Differently abled students enrolled in schools:

- 25 lakh differently abled students
- 528 NE-teachers

Scholarships for women, differently abled & northeast students to pursue technical education:

- 2360 NE-students

Women Leaders:

- 5 NIT Chairpersons
- 2 IIT Council Members

“SaBka Saath SaBka vikas”

- Hon’ble PM of India

82+ lakh accounts opened for adult literates under PMJDY

SaBka Saath SaBka vikas

Accounts opened for adult literates under PMJDY

Women Leaders

5 NIT Chairpersons & 2 IIT Council Members
SAKSHAM
Scholarship for Differently-Abled Children

Saksham’ Scheme of AICTE aims at providing encouragement and support to Differently-Abled children to pursue Technical Education. Scholarships amounting to Rs. 5 Cr per annum as tuition fees and incidentals are to be provided to needy and meritorious students for pursuing technical education at AICTE approved institutions, aiding them to achieve their college goals, despite learning issues, environmental challenges or medical bills.

- 1000 Scholarships per annum. For Differently-Abled students whose family income is less than Rs. 6 Lakhs per annum.
- Candidates are selected on the basis of merit at the qualifying examination to pursue Technical Education.
- Amount of Scholarship: Tuition fees of Rs. 30,000/- or actual, whichever is less and Rs. 2,000/- per month for 10 months as incidentals each year.
For the first time in the history of IITs, two women scientists nominated on the IIT council:

**Prof. Vijayalakshmi Ravindranath**, Professor & Chair, Centre For Neuroscience, Indian Institute of Science

**Dr. (Mrs.) Tessy Thomas**
Outstanding Scientist’ & Director Advanced Systems Laboratory (ASL)

Women appointed as Chairpersons, Board of Governors of apex technical education institutes and in National Institutes Of Technology (NITs)

**Mrs. Lila Poonawalla**, Chairman, Board of Governors, Indian Institute of Technology, Ropar (Punjab) and Former CMD Alfa Laval-Tetra Pak India.

**MANIT – Bhopal**
**Prof. Geetha Bali**
Ex-Vice Chancellor, Karnataka State Women’s University

**SVNIT – Surat**
**Ms. Jaya Panvalkar**
Former Senior Director and Site Leader, NVIDIA Pune Design Centre

**NIT – Calicut**
**Ms. Aruna Jayanthi**
CEO, Capgemini India Pvt. Ltd.

**NITK – Surathkal**
**Ms. Vanitha Narayanan**
Managing Director, IBM India Pvt. Ltd.

**NIT – Rourkela**
**Dr. Vasantha Ramaswamy**
Founder Director, Aprameya Associates

**NIT–Tiruchirappalli**
**Ms. Kumud Srinivasan**
President, Intel India
A 24 * 7 HELPLINE HAS BEEN ESTABLISHED

UDAAN

http://cbseonline.nic.in/regn/udaan.html

Dedicated to the development of girl child education, so as to promote the admission of girl students. 951 students have been selected by the CBSE. The aim is to address the teaching gap between school education and engineering entrance examinations.

It seeks to enhance the enrolment of girl students in prestigious technical education institutions through incentives & academic support.

It offers free online supplementary lessons in physics, chemistry and maths specially prepared in the form of videos, text and practice tests on a tablet.
SAAKSHAR BHARAT
Adult Literacy & Pradhan Mantri Jan DhanYojna

Centrally Sponsored Scheme of Adult Education & Skill Development with special focus on underprivileged groups.

410 Districts are covered under the programme.

Initiative taken under Financial Literacy to include certified adult literates under Pradhan Mantri Jan DhanYojna (PMJDY) and mobilize them to open bank accounts.

82.25 lakh certified adult literates have reportedly opened accounts under the PMJDY.
PRAGATI
Scholarships for Girl Child for Technical education

UNDER THIS SCHEME, 4000 GIRL STUDENTS WILL BE BENEFITTED EVERY YEAR

PRAGATI aims at providing encouragement and support to girl child to pursue technical education.

The scheme envisages providing a scholarship of Rs. 30000 and tuition fees Rs. 2000/ month for 10 months until the duration of the course.

4000 girls will be benefited every year with the restriction that only one girl per family with income less than 6 lakhs/annum will be considered.

The Candidates will be selected on merit through the qualifying examination of the State.
The dropout ratio at various levels of education for girls is much higher than that of boys. Keeping Swami Vivekananda’s ideas of women education and to promote girls education, UGC has introduced The Swami Vivekananda Scholarship for Single Girl Child for research in Social Sciences with an aim to compensate direct costs of higher education especially for such girls who happen to be the only girl child in their family.

300 GIRLS WILL GET JUNIOR RESEARCH FELLOWSHIP @ RS. 8,000/10,000 PER MONTH.
The UGC has launched a special scholarship Scheme for students of North East Region, Ishan Uday from the academic session 2014-15. The Scheme envisages grant of 10,000 scholarships to students from North East Region whose parental income is below Rs. 4.5 lakh per annum and would be provided scholarship ranging from Rs. 3,500 to 5,000 per month for studying at under graduate level in Colleges/Universities of the country.
ISHAN VIKAS
Academic Exposure for North Eastern Students
Date of Launch: 2nd December, 2014

Plan to bring selected college & school students from the North-Eastern states into close contact with IITs, NITs and IISERs during their vacation periods for academic exposure.

The first visit has been initiated in December 2014. Students will prepare an E-book on their visit.

2112 school students, 528 school teachers from North - East will be visiting Premier Institutes every year.

From 25 Institutions, about 250 collage students will be visiting 16 IITs and 6 NITs (start with six NITs are being considered) every year.
The Ministry is making a concentrated effort to integrate technology in the educational system, ensuring transparency and ease of delivery of educational services. Portals like Know Your College and School Report Card provide free critical information regarding educational institutions. Shaala Darpan leverages mobile technologies to ensure parents are connected to schools, enabling them to monitor the progress of their children. SWAYAM, the Indian MOOCS platform, along with e-Library and availability of IT-broadband infrastructure in Universities will ensure availability of free world class education for free to anyone interested in learning.

Technology for Knowledge & Transparency
Technology for Knowledge & Transparency

School
- Shaala Darpan
- School Report Card
- GIS Mapping
- Swachh Vidyalaya Portal

Higher Education
- Know Your College
- Campus Connect
- National E-Library
- Swayam

Online Engagement
- Web Presence
- Social Media Hub

Know Your College
- Campus Connect
- National E-Library
- Swayam
Online Report Cards for Schools in **604 districts** across **35 States** and **UTs**

**NATIONAL e-LIBRARY**

**20,000 HOURS OF ONLINE LECTURES**

336 Corporates/PSUs pledge online to build **257,008 new toilets** across **235,554 schools**

**SWAYAM**
Indian MOOCs

**KNOW YOUR COLLEGE PORTAL FOR DETAILS AND GIS MAPPING**

**ACROSS 680 DISTRICTS**
Shaala Darpan (Mission Mode Project in School Education): A focused approach to give the right impetus to all the States in deploying ICT

- Improve service delivery of school education department to the key stakeholders including students, parents, community, teachers, and schools

- Access to near real-time and better quality data for decision making

- Improve efficiency of school administration and governance of schools
THE FOCUS IS ON PROVIDING FACTUAL AND ACCURATE INFORMATION ABOUT ALL SCHOOLS.

Report cards of schools across the country based on Unified District Information System for Education (UDISE), that is annually updated by States through its schools- covering all aspects of school and its functions.

Availability of empirical data and its use in Planning and monitoring under SSA and RMSA has enhanced need based provisioning and utilization of resources.

UDISE media campaign was launched for the first time in September 2014, to generate awareness amongst stakeholders and also ensure participation of schools specially the private ones.
GIS MAPPING
Date of Launch: September, 2014.

Based on the GIS mapping exercise conducted by the States, Department initiated steps to converge it at the national level with the NICGIS platform, in September 2014.

The focus has been to test the accuracy of State data and then to create a layer of school information (GIS) system over the platform. Data of 22 States have been made available and has been further linked with the UDISE school level data.
As part of the Swachh Bharat Abhiyan, more than 2.5 lakh schools without toilets have been tied up with resources needed for construction.

A user-friendly web-portal launched in October 2014, has so far facilitated support of more than 200 entities by way of registering online and to enable all process including selection of schools (without toilets), confirmation of their request and to further update the progress of construction with ‘geo-location enabled’ uploads of actual photographs of the site.
Know Your College is a portal developed for helping a prospective student make a valued judgment for selection of college providing the necessary information about the college.

Details like collaborations, mobile education, vocational education, community colleges, use of ICT, model curriculum, and a research portal are available.

Details about facilities for specially-abled, facilities for girls, placement facilities and entrepreneurship details are available.

Students can lodge online grievances on the portal for redressal. This application allows a student either in the country or outside to submit an online grievance.
The National Mission on Education through Information and Communication Technology (NMEICT) Scheme aims to leverage the potential of ICT for teaching and learning processes.

The Mission has two major components. (a) content generation, (b) providing connectivity along with provision for access devices to the institutions and learners.

Under the NMEICT Mission connectivity to 419 Universities/ University level Institutions and 25000+ colleges and polytechnics in the country has been envisaged to be provided.
The National Digital Library of India is envisaged as a National knowledge asset which will provide ubiquitous digital knowledge source.

It will support and enhance education, research and innovation catering to the needs of all types of learner groups over the country.

Developing and providing efficient access to quality e-content addressed to various learners with different backgrounds, expectations and languages.

The project will help collate (and if needed generate) a large body of e-content for school, college and higher category students with special emphasis on e-learning.
As India moves to increase the Gross Enrolment Ratio (GER) in coming years, the need for quality teachers will considerably increase.

SWAYAM is a MOOCs on a national platform with a comprehensive academic structure.
The focus areas for the launch of MOOCs are the following:

- Setting up of NMEICT platform (cloud) by IIT Delhi.
- Development of Courses in SWAYAM (Blended MOOCs) Format.
- Uploading of course content on SWAYAM platform.
- Delivery of SWAYAM content to learners free of cost.
- Conduct of online proctored examination.
- Award of appropriate credit and certification to avail employment opportunities and progressive career.

The integrated platform will offer courses covering Engineering, Humanities and Social Science etc. to be used by learners at large.

Formation of a Consortium of Premier Educational Institutions & Universities to offer flipped online courses instantaneously after due authentication and award of certification.
WEB PRESENCE

MHRD website
SOCIAL MEDIA HUB
Traditionally, the Departments and Institutions of the Ministry have worked in silos, without a meaningful dialogue in between. This has directly impacted the quality of education being delivered to students. A shift in culture is being encouraged, where school and higher education systems are collaborating to address quality of education, teacher training, student mobility and skills development. Further, in the last seven months, the Ministry has actively engaged with industry, academicians and global partners to address several challenges.

“We should walk together, work together and progress together. We should move ahead with this mantra.”

- Shri Narendra Modi, Hon’ble PM of India
05 Collaboration

- SAARC
- UNESCO
- India-UK Education Forum
- India-Israel Joint Research Groups
- India-Germany Working Group
- India-Norway Joint Research
- India-USA Higher Education Dialogue
- Bharat-Nepal Shiksha Naitri Karyakram
- India-Bhutan e-Library
- Bangladesh Bhavan
- India-Japan-Social Sciences & Humanities
- India-Australia Leadership

International

- Swacch Vidyalaya
- Council for Industry Higher Education Cooperation (CIHEC)
- Research Park

Industry

- GIAN
Global Initiative for Academic Network ‘Teach in India’

SAARC
NEW DELHI DECLARATION FOR EDUCATION

Council for Industry Higher Education Collaboration

10 NEW INTERNATIONAL COLLABORATION INITIATIVES
GIAN
Global Initiative For Academic Network
Date Launch: September 2014

GIAN aims at tapping the talent pool of scientists and entrepreneurs, internationally to encourage their engagement with the institutes of Higher Education in India so as to augment the country’s existing academic resources, accelerate the pace of quality reform, and elevate India’s scientific and technological capacity to global excellence. It is proposed to initiate the program under collaboration with various countries.

Fields medallist Manjul Bhargava will be the face and facilitator of the Global Initiative of Academic network (GIAN), Teach in India Camping.
International Summer/ Winter Programs that will include short summer courses/summer schools/workshops/ mini projects involving international faculty.

International Entrepreneurship Development Programs.

Networked Research Initiative in topics of mutual interest.

Many major countries have shown strong interest for partnering in the GIAN programme.
SAARC NEW DELHI DECLARATION
Date of Launch: October 31, 2014


India’s various initiatives for education were discussed in the meeting and it was agreed to share the best practices and achievements by each Member State for leveraging on mutual strengths.

This was the first SAARC Declaration on Education & a rare declaration at the ministerial level indicating enhanced common understanding and commitment to Education. The meeting was attended by Ministers from 7 SAARC member countries and officials from all the 8 member countries. The New Delhi Declaration identified SAARC Perspectives on the Post-2015 Education Agenda & Regional Priority Areas of Action.
UNESCO Director-General, Irina Bokova had a bilateral meeting with the Minister for Human Resource Development.

In the field of education, India’s leading role at the 2014 Global EFA Meeting (GEM) held in Muscat, Oman from 12-14 May, 2014 was widely appreciated by all, especially the developing countries and civil society. The Indian proposal to set up an E-9 School in New Delhi to serve as a focal point for student and faculty exchange is one of the ways in which India has managed to reinvigorate E-9.
Smt. Smriti Z Irani MoHRD GoI, and Mr. Greg Clark, Minister for Universities, Science and Cities of the United Kingdom signed a joint statement highlighting the educational cooperation between India and the United Kingdom and the future areas of collaboration.

Both sides acknowledged that institutional links supporting all levels of elementary education, secondary, higher, further and professional education have increased and continue to expand. Both sides recognized that UKIERI has made a significant contribution and welcomed new areas of work under UKIERI in its second phase including community colleges, further education leadership and acknowledge support of new partners.
21 Joint Research Projects between the Institutions from India and Israel have been finalized for the first year. (Cost of these 21 projects from Indian Institutions is about Rs. 18.00 crore). Fund release has been made by UGC for these projects during November, 2014.

The initiative will enhance research activities in both countries in areas of mutual interest.

Such a jointly funded programme is being implemented for the first time between India and Israel.
Under Indo-German Strategic Partnership Programme (IGSP), it was agreed to extend the period of implementation from 2015 to 2019 via exchange of letters.

India welcomed the German initiative for establishment of International Centre for Advanced Studies in Humanities and Social Sciences.

It was agreed to further strengthen the existing Cooperation with IITs and IISERs. To increase the number of German students coming to IIT-Mandi under the DAAD-RISE programme. Both sides would welcome partnership for establishment of a new IIT. It was agreed to extend cooperation in the area of skills in higher education.
This is for the first time that a jointly funded initiative was launched between India and Norway.

The first batch of 13 projects was announced during the visit of Hon’ble President of India to Norway in October 2014. Fund release has been done by UGC for the first batch of Projects during November, 2014. The initiative will enhance research activities in both countries in areas of mutual interest.
INDIA-USA HIGHER EDUCATION DIALOGUE

Date of Dialogue: November 17, 2014

A Joint Statement was released on the occasion highlighting the existing cooperation and new areas. Meeting of Task Force on Community Colleges held to forge institution level linkages for development of Community Colleges in India.

USIBC will facilitate industry linkages in skill sector, further scaling up MOOCs and involvement of more MOOC platforms, support to GIAN initiative of India. USAID will facilitate technical cooperation for the development of a new IIT in India.
BHARAT-NEPAL SHIKSHA MAITRI KARYAKRAM
Date of Launch: August, 2014

Bharat-Nepal Shiksha Maitri Programme was announced during the visit of Hon’ble Prime Minister of India in August, 2014.

The first batch of Nepalese students attended the first programme at Calcutta University during November, 3-24, 2014.

Academic content developed to facilitate understanding of contemporary India. Cultural content will help the participants to be immersed in the Indian experience. Visits to different institutions, industries of importance and rural areas will allow the participants first hand exposure to India.
India will assist Bhutan in the establishment of digital section/e-Library in the National Library of Bhutan and in all 20 districts of Bhutan.

Department of Electronics and Information and Communication Technology (DEITY) will first provide the connectivity which will be followed by setting up of e-library and sharing of knowledge resources.

The announcement was made during the visit of Hon’ble Prime Minister of India to Bhutan.
The proposal to set up Bangladesh Bhawan at Vishwa Bharati University, Santiniketan has been approved for which Government of Bangladesh will provide funding of about Rs. 25 crore.

Approval to the proposal was granted and the formal announcement was made during the visit of Hon’ble External Affairs Minister to Bangladesh in June 2014.
A bilateral meeting between Hon’ble Minister of Human Resource Development and Hon’ble Mr. Hakuban Shimomura, Minister of Education, Culture, Sports, Science and Technology, Japan was held on August 5, 2014 at New Delhi.

Two Letters of Intent towards establishing academic cooperation between Indian Council of Social Science Research (ICSSR) and Indian Council of Historical Research (ICHR) with the Japan Society for Promotion of Science (JSPS) for advancing academic cooperation in the fields of humanities and social sciences between Indian and Japanese Researchers were also signed during the meeting.
Under Australia-India Education Council AIEC, a separate working group has been constituted on skills. A Vocational Education Leadership Training Workshop was organized by UGC.

The workshop focussed on building the leadership and organisational capacity of 40 new Indian Community Colleges, under the purview of the University Grants Commission (UGC).

The Leadership Development Workshop aimed at sharing the institutional mechanisms at Australian institutions with Indian leaders and to develop linkages of Indian community colleges with vocational training institutions in Australia.
Construction of toilets in every school with a special focus on girls’ toilet.

There are 2.66 lakh new toilets that need to be constructed.

The Government has approved 1.70 lakh toilets under SSA & RMSA. In addition, public sector corporations have blocked 91,422 toilets. Private sector corporations have Committed to construct 2734 toilets. In addition, PSUs have also undertaken renovation/re-construction of 67592 dysfunctional toilets.
One of the decision points that emerged in the Meeting taken by the Principal Secretary to the Prime Minister on 26th September, 2014, relates to creating linkages between the Industry and Academia.

A nodal agency—potentially called the Council for Industry and Higher Education Collaboration (CIHEC) — would be established to promote and facilitate industry- higher education collaboration.

The CIHEC has been constituted as an Advisory Group chaired by Minister for Human Resource Development with members from academia, industry and stakeholder ministries. A proposal is now being moved for creation of CIHEC as a Society.
The objective of the Research Parks is to create a Knowledge and Innovation Ecosystem through collaboration between industry and academia to enable, encourage and develop cutting edge technology and innovation that exceeds the global standard.

**IIT Madras Research Park (IITMRP)**

Phase-I of IITMRP is fully functional. Two more Research Parks apart from IIT Madras have been approved, one each at IIT Bombay and IIT Kharagpur with an allocation of Rs.100 crore each.
Passage of pending legislations in the last Winter Session have granted statutory status to the four existing Indian Institutes of Information Technology (IIITs) and three School of Planning and Architecture for uniformity in governance structure, administrative and financial management and has established an additional Central University in Bihar. Further, withdrawal of the archaic. The Higher Education & Research Bill, ensured that the mandate of maximum governance with minimum government is followed. Finally, updation of regulation with respect to the teacher training has ensured path breaking changes that will improve the availability and quality of teachers.

School can become a temple of learning only when the student, the guardian, and the society, in harmony, endeavor to make it a place of pursuit for education, a sadhana; where the spring of punctuality, sanctity and thirst for knowledge flows

- Shri Narendra Modi, Hon’ble PM of India
Legislation & Policy

- IIIT Bill
- School of Planning and Architecture Bill
- Central Universities Amendment Bill
- Higher Education & Research Bill (withdrawn)

Policy

- New Education Policy
New Education Policy for Differently able people

1 Bill Withdrawn

3 Bills Passed

Teacher Training Regulations updated

Teacher Training Regulations Updated

4 Years

Integrated B.Ed Programs Approved
The IIIT Bill, 2014 was passed in parliament and received assent from President of India on 8th December, 2014.

Grants statutory status to the four existing Indian Institutes of Information Technology (IIITs) and bring them under a single umbrella.

Declares them as Institutes of National Importance and so enables them to grant degrees to their students in the academic courses.

Institutionalizes structures such as IIIT Council headed by the Minister of HRD for discussion on policy matters of common interest.
SPA Bill was passed in both houses of Parliament during the winter session of 2014.

By enactment of above said Bill, SPA Bhopal and Vijayawada will be able to award degree to 456 students who have already graduated between the period 2012-14.

The SPA Act, amongst other provisions, declares three Schools of Planning and Architecture as institutions of National importance, establishes a Council for Schools of Planning and Architecture, empowers these institutes to grant degrees to students.
The Central Universities (Amendment) Bill, 2014 seeking to establish a second Central University in the state of Bihar by name of “Mahatma Gandhi Central University” and renaming the existing “Central University of Bihar” as “Central University of South Bihar” has been passed by both the Houses of Parliament. The Bill has received the assent of the President on 17th December, 2014.
The Higher Education & Research Bill (HE&R Bill) provided inter-alia for the establishment of an overarching authority called National Commission for Higher Education and Research (NCHER).

The PSC on HRD in its report had suggested, inter-alia that functioning of existing institutions like UGC & AICTE should be reviewed and steps taken to strengthen them.

Accordingly, a Note for Cabinet proposing the withdrawal of the Bill was moved and Bill was withdrawn from Rajya Sabha on 25th November, 2014.
The new education policy will be framed through a consultative process using offline and online methods. Background work has already started and the consultation on MyGov.in has been launched on 26th January 2015.

The National Policy on Education, 1986, as amended in 1992, has been the guiding document for the policies of the Central Government in the education sector. The education scenario has seen monumental changes. Hence, the Government proposes to review the current policy and formulate a New Education Policy.
“School can become a temple of learning only when the student, the guardian, and the society, in harmony, endeavour to make it a place of pursuit for education, a sadhana; where the spring of punctuality, sanctity and thirst for knowledge flows”

- Shri Narendra Modi, Hon’ble PM of India

The Ministry has endeavours to ensure that schools and students are engaged with their communities to address the critical needs. Students have been actively engaged in the Swachh Bharat Mission, and have even coined the Bal Swachhata Abhiyan anthem. Student Parliaments across school and higher education institutions have involved students in the New Education Policy consultations. CBSE’s Expression Series has created awareness amongst students about forgotten leaders and critical community needs. Involving students in community activities is the first step towards making them responsible students.
STUDENTS RUN FOR UNITY

5.34 LAKH Students

STUDENTS COMPOSE BAL SWACHHATA ABHIYAN ANTHEM

PM’s Direct Dialogue with

4131 SCHOOLS
30.4 Lakh STUDENTS

CBSE Expression Series

8.55 LAKH Students participated
Sh. Narendra Modi, Prime Minister of India interacted with the students at the Manekshaw Centre, Delhi Cantt on 5th September, 2014 at 3:00 p.m. 765 students from different organisations participated in face to face interaction.
**Hon'ble PM's Interaction with School Children on 5th September, 2014**

<table>
<thead>
<tr>
<th>No. of Schools</th>
<th>4131</th>
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<tbody>
<tr>
<td>Total number of students who viewed the address</td>
<td>3045963</td>
</tr>
<tr>
<td>No. of students viewing through different media</td>
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</tr>
<tr>
<td>TV</td>
<td>1717948</td>
</tr>
<tr>
<td>Edusat</td>
<td>139581</td>
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<tr>
<td>Internet access devices</td>
<td>1035500</td>
</tr>
<tr>
<td>Radios/transistors</td>
<td>152934</td>
</tr>
</tbody>
</table>
These awards are allocated for schools coming under the jurisdiction of each Regional Office. Each award consists of a merit certificate, a shawl and a cash prize of Rs. 25,000/-.

This year 33 awards were given as follow: 3 from Ajmer Region, 5 from Allahabad, 4 from Bhubaneswar, 5 from Chennai, 6 from Delhi, 2 from Guwahati, 5 from Panchkula and 3 from Patna Region.
The award is given to the Principal(s) for demonstrating exemplary volunteerism and dedication in mentoring the schools allotted and ensuring effective implementation of the school-based assessment. The Award comprises a Merit Certificate, a Shawl, and Rs.25,000/. 15 mentors were awarded this year. These include 2 Mentors from Ajmer region, 3 from Allahabad, 2 from Bhubaneshwar, 3 from Chennai, 3 from Delhi which includes CBSE schools abroad and 2 from Patna region.
CBSE organized an Essay Writing Competition, ‘Gurutsav 2014’, on the 1st of September, 2014. The entries were invited in English and all the 22 Scheduled Languages (Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, Bodo, Santhali, Maithali and Dogri). This activity was conducted in online/offline mode.

There were three modes of participation for three categories i.e. classes I-V, VI-VIII and IX-XII. There were sub-categories also: girls, boys and differently-abled girls and boys. A total of 1,31,972 candidates registered for the competition and 39010 entries were received from 35 states and Union Territories.

The results were declared on 5th September 2014, on the occasion of Teacher’s Day. 146 Students from 11 boards, including CBSE, were among the winners.
Sanskrit Week focused on enhancing the interest of students in Sanskrit language and also on providing channels and platform for the creative potential of students, teachers and schools. Honourable HRM gave away prizes to 119 students, 10 teachers and 10 schools from various parts of the country.
The CBSE initiated the Swachh Vidyalaya Abhiyan in its schools on 25th September 2014 by asking them to take up a programme for cleanliness.

The students, teachers, parents, along with School Management Committees were encouraged to participate in this programme. Various activities were suggested.

Schools were also encouraged to fill in their sanitation status online at www.schoolsanitation.com

18 out of 2060 schools were selected for award. A total of 3454 schools have submitted their self rating report. 247 green-rated schools need to take physical verification
In its effort to enhance students’ awareness and participation in achieving a ‘Clean India’, CBSE launched a five day Expression Series on ‘Bal Swachhata Mission’ from 14th to 19th November 2014.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Date</th>
<th>Offline</th>
<th>Online</th>
<th>Whatsapp</th>
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<td>1</td>
<td>14th Nov. 2014</td>
<td>8809</td>
<td>2889</td>
<td>5920</td>
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<td>2</td>
<td>15th Nov. 2014</td>
<td>9125</td>
<td>3352</td>
<td>5773</td>
</tr>
<tr>
<td>3</td>
<td>17th Nov. 2014</td>
<td>10746</td>
<td>3196</td>
<td>7550</td>
</tr>
<tr>
<td>4</td>
<td>18th Nov. 2014</td>
<td>10315</td>
<td>4550</td>
<td>5765</td>
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<td>5</td>
<td>19th Nov. 2014</td>
<td>11056</td>
<td>3741</td>
<td>7315</td>
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<tr>
<td>Total</td>
<td>100100</td>
<td>50050</td>
<td>17728</td>
<td>32322</td>
</tr>
</tbody>
</table>

The students could participate and submit their entries in 22 languages through offline or online links, or mobile phones.

14th November 2014: Clean Schools/Surroundings/Play areas
15th November 2014: Clean Food
17th November 2014: Clean Self
18th November 2014: Clean Drinking Water
19th November 2014: Clean Toilets
In order to promote the dissemination of mother tongues and fuller awareness of linguistic and cultural traditions, the Board has decided to celebrate ‘International Mother Language Day’ or ‘Matribhasha Diwas’.

- Extempore/ Debates in the Mother Language
- Essay/ Story/ Poem writing competitions in the Mother Language
- Screening of movies/ documentaries about the mother-language of students
- Drawing/ painting/ free expression in mother language
- Research by teachers about the importance of learning in mother language
GANIT SAPTAH
Date of Launch: December 16-22, 2014

Celebration of GANIT (Growing Aptitude in Numerical Innovations & Training)
Week in the schools affiliated to CBSE.
to commemorate the birth anniversary of Sh. Srinivasa Ramanujan and to actively promote interest of students in Mathematics

Lecture on Mathematics by eminent scientists, essay Writing Competitions, quiz competitions, experience sharing on innovation by teachers and students, screening of films produced by Vigyan Prasar, origami and poster competition followed by a formal culmination function
BAL SANSAD

The Ministry of Parliamentary Affairs, Govt. of India has launched Youth Parliament Scheme in order to make the students understand parliamentary procedures and working of parliament, form opinion about public issues, train them in techniques of group discussion, develop abilities to arrive at decision, develop respect and tolerance for views of others, develop leadership and other desirable qualities.

The trained KVS Officers and Teachers train the students for “Youth Parliament” sessions. 27th KVS National Youth Parliament Competition has been conducted this year.

A National Level Prize Distribution Function is organized by the Ministry of Parliamentary Affairs where the National Winner gives a repeat performance. All students who secured First, Second, Third and Fourth prizes at Regional/Zonal Level are also invited.
RUN FOR UNITY
Date of Launch: October 31, 2014

5.34 Lakh students ran in the Run for Unity event
CBSE EXPRESSION SERIES
Date of Launch: August 2014

http://cbse.nic.in/publications/gurutsav/ebookweb/gurutsav%20e-book/Gurutsav%202014.html

CBSE Comprises Series begun in August 2014 various activities conducted by CBSE to promote the writing, research and communication skills of students and also provide them a platform for sharing their ideas.

The winners of the series are rewarded with a cash prize and a certificate of Merit. All participants are also given a participation certificate. So far 804928 students have participated and 1526 have been awarded in these series.
# Central Board of Secondary Education 'Expression Series' conducted so far - August to November, 2014

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of Series</th>
<th>Duration</th>
<th>Dates of Expression Series</th>
<th>Number of Students Participated</th>
<th>Best Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sri. Pingali Venkayya</td>
<td>7 Days</td>
<td>5th August 2014 to 11th August 2014</td>
<td>14278</td>
<td>422</td>
</tr>
<tr>
<td>2</td>
<td>GURUTSAV - Dr. Sarvepalli Radhakrishnan</td>
<td>1 Day</td>
<td>1st September 2014</td>
<td>39011</td>
<td>146</td>
</tr>
<tr>
<td>3</td>
<td>Expression Series on Pandit</td>
<td>6 Days</td>
<td>19th September 2014 to 24th September 2014</td>
<td>17465</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>Swachh Bharat - Swachh Vidyalaya Campaign - Expression Series on Mahatma Gandhi and Sanitation</td>
<td>14 Days</td>
<td>2nd October 2014 to 15th October 2014</td>
<td>85347</td>
<td>696</td>
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<tr>
<td>5</td>
<td>Rashtriya Ekta Diwas (National Unity Day) - Quiz</td>
<td>1 Day</td>
<td>31st October 2014</td>
<td>5.34</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>‘Young Scientific Minds of India’ to celebrate the birth anniversary of Dr. C.V. Raman</td>
<td>1 Day</td>
<td>7th November 2014</td>
<td>32090</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>‘Bal Swachhata Mission’</td>
<td>5 Days</td>
<td>14th November 2014 to 19th November 2014</td>
<td>100100</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14th November 2014 - 17618 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15th November 2014 - 18250 participants</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>17th November 2014 - 21492 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18th November 2014 - 20629 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19th November 2014 - 22111 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Subramania Bharati’ :the poet patriot</td>
<td>1 Day</td>
<td>11th December, 2014</td>
<td>11511</td>
<td>27</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>804928</strong></td>
<td><strong>1526</strong></td>
</tr>
</tbody>
</table>
There are many schools in the country which were established more than 100 years ago. Shala Utsav is an effort to celebrate the foundation day of the schools.

The community participates in celebrating the foundation day. It gives community a sense of ownership and pride in the school in their locality.

Invitation to distinguished retired teachers from the local school and honouring them on such occasions. Engaging community to start an education dialogue (Shiksha Samvad) on various issues of improving school functioning and quality of learning.
The Central Government has written to the States to consider the concept of Tithi Bhojan for mid-day meal in a suitable manner, to encourage local community participation in the programme.

Improvement in nutritional level. Retention of children in the primary schools. Cherish the sense of belonging among the community. Supplementation of the nutritional value of MDM.

The local community implements the Tithi Bhojan in the schools voluntarily.