

# SCHOOL EDUCATION DEPARTMENT

## 1. POLICY

எப்பிறப்பு ஆயினும் ஏமாப்பு ஒருவற்கு  
மக்கட் பிறப்பின் பிறிது இல்லை – அப்பிறப்பில்  
கற்றலும் கற்றவை கேட்டலும் கேட்டதன்கண்  
நிற்றலும் கூடப் பெறின்.

– அறநெறிச்சாரம்

Education remains at the forefront in the vision of Hon'ble Chief Minister, which is proven by the fact that in the Budget of 2016-17, an amount Rs.24,130 crores has been allocated for the School Education Department. This makes the total allocation to this sector since 2011-12 reach an amount of Rs.1,10,323 crores along with the funds earmarked for 2016-17. Needless to say that Hon'ble Chief Minister gives utmost importance for providing quality education and universal access to all children in the State.

The roadmap for the School Education sector has been laid out by the Hon'ble Chief Minister by adopting a multipronged approach so as to ensure that all the major and minor details required for ensuring quality education is covered. Access, infrastructure, availability of teachers,

quality content, capacity building of teachers, computerization and digitization of the content and classroom process have been the primary focus areas of the School Education Department.

In order to ensure that all habitations are provided with schools, the State has embarked on mapping the access to schools with the use of Geographic Information System, based on which in the past five years, 221 primary schools have been established, 112 primary schools have been upgraded to middle schools, 810 middle schools have been upgraded to high schools and 402 high schools have been upgraded to higher secondary schools. Hon'ble Chief Minister has gone a step further and has ensured availability of schools in remote areas by opening five residential schools in the hilly regions of Krishnagiri and The Nilgiris Districts. Having consideration for the children living in forest areas and in habitations which do not qualify for sanction of a new school, Hon'ble Chief Minister initiated the novel programme of transport and escort services. These initiatives have provided access to more than 3.09 lakhs children.

The emphasis on providing necessary infrastructure in the schools is continued year on year by the School

Education Department. Since 2011-12 an amount of Rs.4166 crores has been allotted for providing new school buildings, additional class rooms, science laboratories, drinking water facilities, toilets separately for boys and girls, compounds, ramps for children with special needs and any other form of infrastructure that is required in a school. Hon'ble Chief Minister's concern of providing toilets in schools has resulted in the provision of 11,698 units of new toilets and repairing of 10,779 dysfunctional toilets. Tamil Nadu is a pioneering State in ensuring clean maintenance of the toilets in schools for which annually fund is being provided in convergence with the local bodies.

The present Teacher Pupil Ratio (TPR) stands testimony to the fact that teachers are being recruited on a regular basis as per requirement in the schools. In the past five years 74,316 teachers have been recruited which is 94% of the total sanctioned recruitment of 79,354. This has ensured that a teacher is available for 25 students at the primary and upper primary level, for 26 students at the secondary level and for 37 students at the higher secondary level. It is to be mentioned here that in recruitment of teachers, care has been taken to appoint requisite number of subject teachers and language teachers. The teachers are

also trained at the induction stage to ensure their seamless integration into the classroom. They are also given mid career training and subject specific training to keep them abreast of the latest development in their respective disciplines.

The Hon'ble Chief Minister is determined to familiarize the students with technology oriented learning. It is with this in mind that laptops are being given free of cost to the students of standard XII since the academic year 2011-2012. This has inculcated in the children the habit of technology oriented learning. The School Education Department has developed digital content for various levels of learning with specific reference to learning of English, Mathematics, Science and other related subjects. Recently, the Hon'ble Chief Minister inaugurated the application developed by School Education Department which provides an opportunity to the students to use latest technology namely Image Recognition Application Technology (IRAT). This methodology of learning creates enthusiasm among the students and encourages them to learn beyond the textbook. The content provided in the textbooks is periodically reviewed to improve the quality and introduce the latest developments. This continuous process has given a

universal acceptance to the textbooks that are published by the Government.

The Hon'ble Chief Minister does not leave any stone unturned to make sure that the best is given to the millions of students studying in the Schools. This is being done with the fervent desire of Hon'ble Chief Minister to give each child an opportunity to educate himself/herself to fulfill their dreams.

*“...Education is a powerful tool for human progress and empowerment. It is also a strong driver of social thinking and transformation. True education should emphasize achievement of human resource development in its entirety and thereby augment the Nation's richest asset”.*

**- Hon'ble Chief Minister of Tamil Nadu**

*Source: Convocation Address delivered at the 155th Annual Convocation of University of Madras on 17.08.2013*

“இன்றியமையாத் தன்மை வாய்ந்த கல்வியை அனைவரும் கற்க வேண்டும்; கல்லாதவர்களே இல்லாத மாநிலமாகத் தமிழகத்தை ஆக்க வேண்டும்”.

**- மாண்புமிகு தமிழ் நாடு முதலமைச்சர் அவர்கள்**

*ஆதாரம்: ஆசிரியர்களுக்கான பணி நியமன ஆணை மற்றும் மாணவ, மாணவியருக்கான நலத்திட்ட உதவிகள் வழங்கும் விழாவில் ஆற்றிய உரை (13.12.2012)*

## II. FINANCIAL OUTLAY

The outlay for School Education in 2016-2017 in Demand No.43 is Rs.24129.85 crores. Of this Rs. 6421.22 crores is under Plan Schemes.

Budget Estimate 2016-2017				
		(Rupees in Lakhs)		
Head of Account		Plan	Non-plan	Total
Revenue Section				
2051	Public Service Commission	0.00	309.89	309.89
2059	Public Works	<b>0.00</b>	3735.00	3735.00
2202	General Education			
1	Elementary Education	303758.59	859284.05	1163042.64
2	Secondary Education	232964.04	893856.15	1126820.19
4	Adult Education	600.00	141.01	741.01
5	Language Development	2.52	1503.79	1506.31
<b>Total - General Education</b>		<b>537325.15</b>	<b>1754785.00</b>	<b>2292110.15</b>
2204	Sports and Youth Services	522.11	193.39	715.50
2205	Art and Culture	0.02	9251.81	9251.83
2225	Welfare of SC & ST and Other Backward Classes	19295.60	47.24	19342.84
2235	Social Security and Welfare	0.00	240.81	240.81
2251	Secretariat-Social Services	0.00	655.97	655.97
<b>Revenue Section Total</b>		<b>557142.88</b>	<b>1769219.11</b>	<b>2326361.99</b>
Capital Section				
4202	Capital Outlay	84992.51	0.00	84992.51
<b>Capital Section Total</b>		<b>84992.51</b>	<b>0.00</b>	<b>84992.51</b>
Loan Section				
7610	Loans to Government Servants	0.00	14.91	14.91
7615	Miscellaneous Loans	0.00	0.49	0.49
<b>Loan Section Total</b>		<b>0.00</b>	<b>15.40</b>	<b>15.40</b>
<b>Grand Total</b>		<b>642122.44</b>	<b>1839894.29</b>	<b>2411369.90</b>
ADD - Recoveries (Under Revenue Section)				1615.88
<b>Grand Total for Demand No. 43</b>				<b>2412985.78</b>

**Tamil Nadu Innovation Initiatives (TANII)  
under State Innovation Fund**

Sl. No.	Schemes	Amount (Rs.in lakhs)
1	Early intervention centers for Children with Special Needs (CWSN)	578.85
2	Setting up of Satellite Interactive Terminal's for EDUSAT	397.62
3	Installation of Electrical Incinerators in Girls' Government High and Higher Secondary schools	46.60
4	Construction of Bio-Digester Toilet in II Phase Model schools in 13 Districts	37.44
5	Transformation of Toilet into Child friendly Toilet	171.00
6	Strengthening of value education by establishing reading corner in primary schools	121.75
7	Provision to enhance "Project Based Learning"	154.00
8	Setting up of Smart Class using All-in-One ICT Technology in Select schools in the State	64.06
9	Upgradation of Model Adult Education Centers (MAEC) in two districts (Krishnagiri & Tiruppur)	25.00
10	Enhancing Learning through image recognition Application (IRA) Technology	453.60
	<b>Total</b>	<b>2049.92</b>

### **III. POLICIES AND WELFARE SCHEMES**

#### **1. WELFARE SCHEMES**

##### **1. Introduction**

The Hon'ble Chief Minister, with a noble intention of imparting free and compulsory education to all children and to encourage them to complete their schooling with ease, has announced various welfare schemes for the students in Government and Government aided schools.

##### **1.1. Supply of Laptop**

Students studying XII standard in Government and Government Aided Schools are provided with cost free Laptops since 2011–12. This has enabled the students to utilize the digital technology, Web-resources and audio-video educational CDs. In the past five years, an amount of Rs. 4722.79 crore has been allocated benefitting 5.40 lakh students annually.

An amount of Rs.1080 crore has been allocated for the continuance of the scheme during the academic year 2016–17.



## **1.2. Special Incentive Scheme**

The Hon'ble Chief Minister has introduced the Special Cash Incentive Scheme to reduce drop-out at secondary stage in the year 2011-12. An amount of Rs.1,500/- each for standards X and XI and Rs. 2,000/- for standard XII is deposited in Tamil Nadu Power Finance Corporation and handed over to students on completion of Higher Secondary Education. An amount of Rs. 1810.09 crore has been allocated in the past 5 years benefitting 21.49 lakh students annually.

A sum of Rs. 381 crore has been allocated for the continuance of the scheme in 2016–17.

## **1.3. Supply of Four Sets of Uniforms**

The Hon'ble Chief Minister has directed to provide 4 sets of cost free uniforms to students who are availing nutritious noon meals in standards I to VIII. The Hon'ble Chief Minister has increased the number of uniforms from one set to two sets in 2011-2012 and to four sets from 2012-2013. In the past five years, an amount of Rs. 1697.89 crore has been allocated benefitting 47.85 lakh students every year.

A sum of Rs.409.30 crore has been allocated for the academic year 2016 – 2017 for the continuance of the scheme.

#### **1.4. Supply of Woollen Sweaters**

The Hon'ble Chief Minister announced the supply of Woollen sweaters to students in hilly areas from 2013-14. In the past three years, an amount of Rs. 11.54 crore has been allocated benefitting 1.03 lakh students annually.

An amount of Rs. 3.71 crore has been allocated for the academic year 2016-17

#### **1.5. Supply of Text Books**

Textbooks are being provided to the students studying in standards I to XII. After the introduction of CCE and Trimester in the year 2012-2013, textbooks have been distributed for Term I, Term II, Term III for students in standards 1 to IX. Books for the entire course period were distributed for students in standards, X, XI, and XII. The books are being distributed to the students on the re-opening day of each academic year/term. In the past five years, an amount of Rs. 998.79 crore has been allocated benefitting 96.25 lakh students every year.

A sum of Rs.264.35 crore has been allocated for the academic year 2016-17

### **1.6. Supply of Note Books**

Cost free Note Books are supplied to students of standards I to X from the year 2012–13. An amount of Rs. 426.54 crore has been allocated benefitting around 75.60 lakh students every year.

A sum of Rs. 107.20 crore has been allocated for the academic year 2016–17

### **1.7. Supply of Educational Kits**

As announced by the Hon'ble Chief Minister, Educational kits consisting of Atlas, Schools bag, Colour Pencils/Crayons and Geometry boxes are provided free of cost to students of Government and Government – aided schools in the State from the year 2012-13.

#### **Atlas**

In the past 4 years a sum of Rs. 23.13 crore has been allocated to supply atlas to 74.45 lakh students.

A sum of Rs. 3 crore has been allocated for the academic year 2016–17.

### School Bags

In the past 4 years a sum of Rs. 388.99 crore has been allocated to supply school bags to 95.52 lakh students.

A sum of Rs. 115.11 crore has been allocated for the academic year 2016–17.

### Crayons / Colour Pencils

Crayons are supplied to the students in standard I and II and colour pencils are supplied to the students in standard III to V. In the past four years, a sum of Rs. 24.03 crore has been allocated benefitting 33.96 lakh students annually.

A sum of Rs. 6.47 crore has been allocated for the academic year 2016–17.

### Geometry Boxes

In the past four years, a sum of Rs. 27.75 crore has been allocated benefitting 23.51 lakh students annually.

A sum of Rs. 9.38 crore has been allocated for the academic year 2016–17.

## **1.8. Supply of Footwear**

In the past four years, a sum of Rs. 352.76 crore has been allocated to supply footwear benefitting 75.60 lakh students annually.

An amount of Rs.120.07 crore has been allocated for the academic year 2016–17.

## **1.9. Supply of Bicycles**

Cost free bicycles are supplied to students studying in XI Standard in Government and Government Aided schools. The cycles are distributed to BC / MBC students through Backward Classes Department, to SC / ST students through Adi-Dravida Welfare Department and to the General Category students through Department of School Education. In the last five years, an amount of Rs. 1009.93 crore has been allocated benefitting 6.4 lakh students each year.

A sum of Rs.245.07 crore has been allocated for the academic year 2016-17

## **1.10. Puratchi Thalivar MGR Nutritious Meal Programme**

Free Noon Meals are provided to students in standards I to X under Puratchi Thalaivar MGR Nutritious Meal Programme. Around 48.3 lakh students have benefitted

under this scheme annually in the last five years. This scheme is implemented through Social Welfare and Nutritious Meal Department.

### **1.11. Bus Passes**

Free Bus Passes are given to the students studying in standards 1 to XII to enable them to commute easily to schools. This scheme is implemented through Transport Department. 17.51 lakh students are benefitted annually through the scheme.

### **1.12. Financial Assistance for Students who have lost their Bread-winning Parents**

This scheme is meant for the students whose Bread-Winning parent (Father or Mother) expires or becomes permanently incapacitated in accident. The Government is keen to ensure that the children of such parents are not affected under such unforeseen dire circumstances. The affected students in standards I to XII in the Government and Government Aided Schools are entitled for financial assistance of Rs. 50,000. The Hon'ble Chief Minister has increased this assistance from Rs.50,000 to Rs.75,000 from the year 2014-15 and the amount is deposited in the name of the students in a Public Sector Undertaking.

This scheme will be continue to be implemented for the academic year 2016-17

### **1.13. Registration in Employment Exchanges**

Employment registration in schools has been introduced from the academic year 2011-12 and Employment Registration cards are issued to the students along with the mark sheets and the transfer certificates in the school itself.

This unique initiative launched for the first time in the annals of the School Education Department ensures 100% registration in Employment Exchange, of students who have completed Secondary / Higher Secondary Education in the State. This will be continued in the academic year 2016-17.

### **1.14. Issue of Community, Residence and Income Certificates.**

Community, Residence and Income Certificates obtained from the respective Tashildars and Deputy Tashildars are distributed to the students of X and XII Standards through Headmasters. The scheme has been extended to VI standard students from the academic year 2013–14. From the year 2015–16 on-line registration for the issue of certificates has been introduced.

The Government has provided for the continuance of the scheme during 2016–17.

## **2. ELEMENTARY EDUCATION AND SARVA SHIKSHA ABHIYAN**

### **2.1. Introduction**

Education is the critical tool by virtue of which a child acquires the growing knowledge in various fields and disciplines. Education opens the window of knowledge-makes him intellectually fit, emotionally stable and socially acceptable to face the challenges of life. The aim of education is to bring about an all round development of a child's personality, inclusive of healthy attitude and values. The Elementary stage of education is a vital and crucial stage in the life of a child. Elementary Education should provide learning opportunities to acquire fundamental literacy, numeracy, creativity, communication skills and motivate children to develop creative thinking.

Tamil Nadu is striving hard towards achieving Universal Elementary Education, adhering to the RTE Act 2009. The vision of the Hon'ble Chief Minister is to bring about holistic development of children in terms of their physical, cultural, social and intellectual capacities and provide 100% access to children between the age group of 6 years to 14 years.



There have been path-breaking efforts to realise the objectives of Elementary Education in the areas of access to schools, enrolment, retention, infrastructure, quality enhancement, innovative teaching learning methods and provision of all entitlements to children. Education kindles the aspirations of children and the main concern now is about how to improve quality further.

## **2.2. Objectives of Elementary Education**

- Ensuring 100% access to all children
- Universal enrolment of children in the age group 6 to 14 years
- Universal retention of children enrolled in the Elementary Schools
- Provision of Quality Education in all Elementary Schools
- Creating an inclusive environment in schools that facilitates Children with Special Needs (CWSN), children from marginalised sections, children in difficult circumstances and all other children
- Augmenting the scholastic and co-scholastic skills of all children
- Enhancing basic skills in listening, speaking, reading, writing and arithmetic of all children

- Ensuring appropriate infrastructure facilities in all schools towards enhancing Quality of Education
- Special attention for enrolling all out of school children including migrant labourers' children, street children, dropout, focusing on mainstreaming them in regular schools

### **2.3. Enrolment**

Tamil Nadu is a pioneering State in introducing welfare schemes for enabling children of all sections to attend school without any socio-economic barrier. Opening and upgradation of new schools, residential schools, provision of transport and escort facility and introducing English medium sections are the principal initiatives for achieving 100% enrolment.

### **2.4. Welfare Schemes**

Tamil Nadu is the only State that provides children with maximum entitlements and thus eliminates all socio, economic barriers and hindrances to, and opens new vistas for learning. It is also the only State in the country where education at the elementary level is truly free and compulsory, children are supported and enabled to continue

their Elementary Education through the following Cost Free Welfare supplies. viz.,

- Textbooks
- Notebooks
- Four sets of uniform
- Warm clothes for children in hilly areas
- Nutritious noon meal
- School bags
- Crayons for children of Classes I and II
- Colour Pencils for children of Classes III to V
- Atlas for children of Classes VI to VIII
- Geometry boxes for children of Classes VI to VIII
- Footwear
- Free bus passes
- Financial assistance to children for loss/ incapacitance of breadwinning parents

## **2.5. Access**

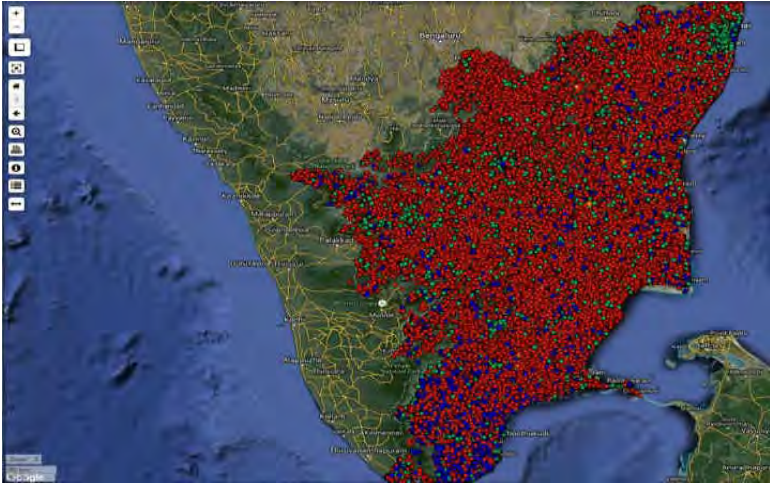
Availability of a neighbourhood school in or very near habitations is an essential requirement to ensure elementary education for all children. The Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011 provide that a primary school should be established within a distance of 1

km, and an upper primary school within 3 kms of a habitation. A spatial tool, GIS (Geographical Information System) is used to determine the habitations that need schooling facilities based on the norms provided in the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011. Access to universal elementary education is provided by

- Opening of new primary schools
- Upgrading of primary schools to upper primary schools
- Opening residential schools in sparsely populated areas
- Providing transport and escort services to habitations where opening of new schools is not feasible

## **2.6. GIS Mapping**

In 2012-13, GIS cell was established under SSA. The basic spatial layers prepared under the project “SCHOOLGIS” namely Village boundary, Taluk boundary, District boundary, Water bodies, Major Rivers, Major Roads, Railways, Hamlets, Urban ward locations, Schools,



*Picture - 1 GIS Map – Schools in Tamil Nadu*

Education Offices, major locations and major streams in 2005-06 were updated in 2012-13. Every year GIS mapping is updated with latest UDISE data to visualize the spatial distribution of availability of infrastructure facilities in schools, toilet and drinking water facilities in all schools. Using GIS Mapping, we can also visualize current availability of schools, distribution of habitations in the State and habitations where new schools need to be opened.

## **2.6.1. Web centric User- friendly GIS Mapping – 2015-16**

### **a. Dynamic Buffers and Hublines**

Till 2014-15, the GIS mapping could be accessed only by trained persons in the project. In 2015-16, the system was uploaded on a web enabled platform to provide ease of access. Spatial Decision Support System (SDSS) - to create 1 km / 3 kms buffers and hublines have been developed to ascertain the actual status of schooling access at primary / upper primary levels in the context of RTE Rules, 2011.

### **b. Verification through GOOGLE Earth**

In Coordination with NIC, the precise locations of schools and habitations were validated with the help of webinterface. Presently, the base layers provided in the GIS mapping are Google Earth -Satellite view and Google Earth-Street view. The overlays provided for precise verification of any outcome are District boundaries, Block boundaries, Panchayat boundaries, Reserve forest boundaries, Schools, School Names and Habitations.



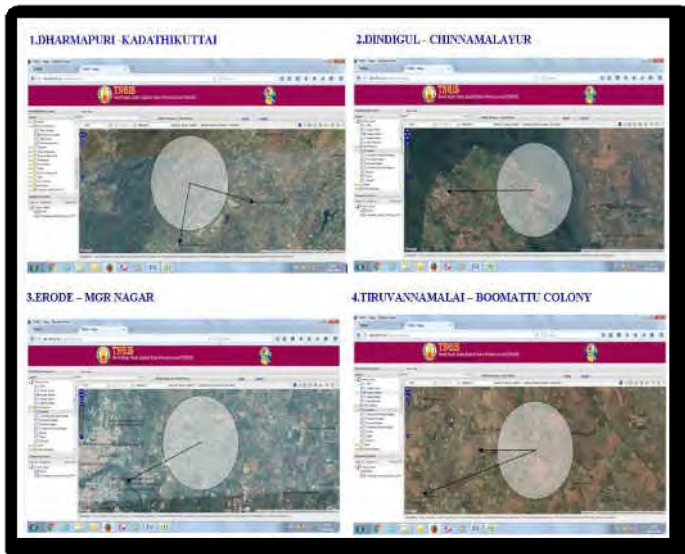
*Picture – 2 Google Earth – Satellite view of a school*

## **2.6.2. School Mapping Exercise 2015-16**

Every year School Mapping Exercise is undertaken in the month of September by way of field validation to finalise the results obtained through GIS mapping. Habitation level details at primary and upper primary levels such as community-wise and gender-wise population, School age children(6-14), School going children(6-14), Out-of-school children(6-14), Children with Special Needs(CWSN), number of children enrolled in Government Schools/Private Aided schools/Private Unaided Schools from the habitation and strategies required for children in unserved habitations to serve access to school are captured.

### 2.6.3. Outcome of GIS Mapping

In Tamil Nadu, there are 92,234 rural and urban habitations, of which 89,945 habitations are served by Government and Government aided primary schools and 91,037 habitations are served by Government and Government aided upper primary schools. The outcome of the mapping reveals that the coverage of the habitations with regard to the availability of school age children is complete.

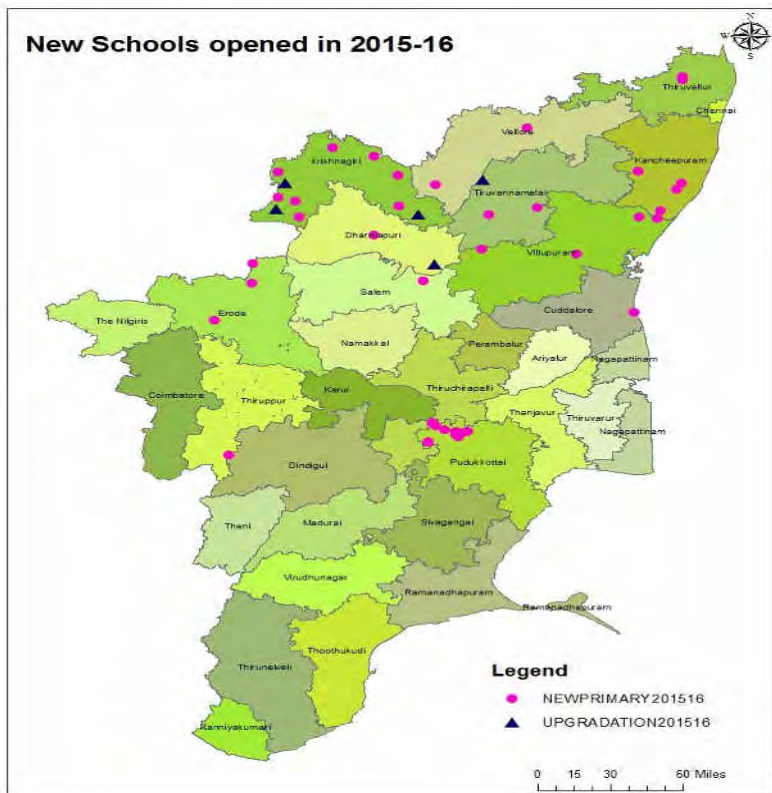


*Picture 3 – GIS Map - Location of habitations with Hublines for provision of new schools*



## 2.7. Opening of new schools

Despite the fact that the Project Approval Board of Government of India did not sanction new schools for the years 2011-12, 2012-13 and 2013-14, considering the dire need to improve primary access in 54 habitations in the State, the Hon'ble Chief Minister sanctioned new primary



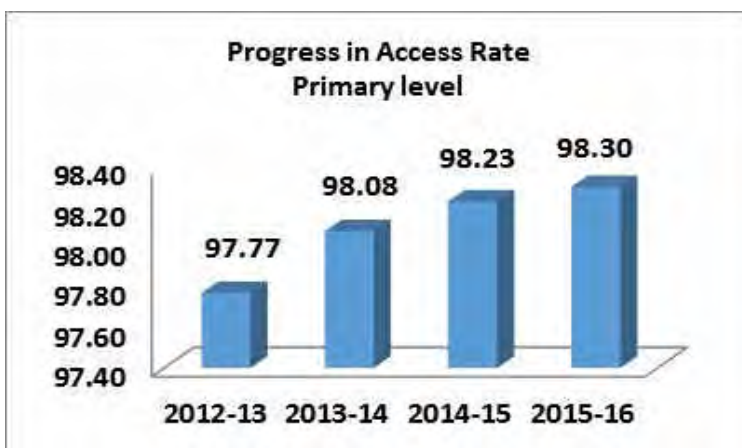
Picture – 4 GIS Map New schools opened 2015-16

schools in these habitations exclusively under State budget in 2013-14. In the years 2011-12 to 2015-16, 221 new primary schools were started and 112 primary schools were upgraded to upper primary schools.

## 2.8. Progress in Access Rate

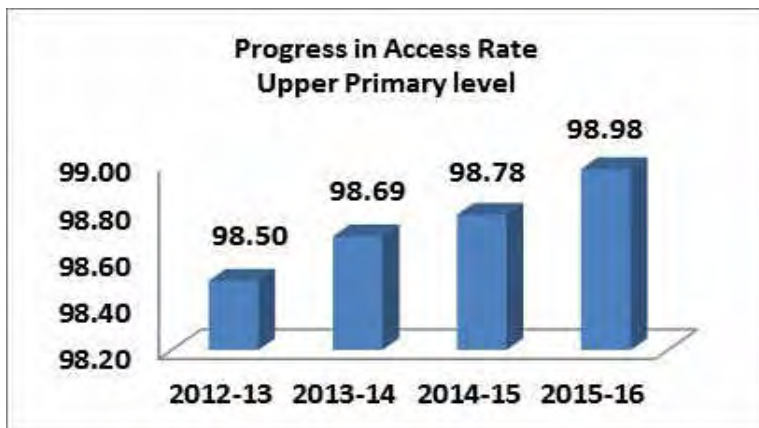
The opening and upgradation of required number of primary and upper primary schools has improved the State level access rate from 97.77% in 2012-13 to 98.30% in 2015-16 at primary level. Similarly at upper primary level, the State level access rate has improved from 98.50% in 2012-13 to 98.98% in 2015-16. This reflects that the State has been successful in reaching the last mile unreachable remote habitations.

*Graph -1- Progress in Access Rate – Primary Level*



*Source: School mapping Exercise reports*

Graph -2- Progress in Access Rate – Upper Primary Level



Source: School mapping Exercise reports

### 2.8.1. Access through Residential Schools

To ensure enrolment of all children in remote areas in school, Residential schools are established as an “exceptional measure” in sparsely populated, hilly/ forest terrains and for urban deprived children, street children and children without adult protection.

In 2014-15. Hon'ble Chief Minister announced establishment of 5 Residential schools. Consequently, 3 residential schools in Krishnagiri district and 2 in The Nilgiris district have started functioning with a capacity of 100 children each. This would enable access to 500 children from remote areas.

Henceforth, the Government would be allocating Rs. 3.65 crores annually for the running of the Residential schools. At present, more than 50% of the children studying in the Residential schools are from the SC/ST category.

### ***Success story of Residential schools***

*The settlement areas like Kallar Settlement, Udumantharai, Paramankudi, Nemmalkudi in Valparai have sparse population in which new schools cannot be opened. Moreover, settlement areas like Vellimudi, Karumutti, Keelpunachi, Nedunkundram and Mannampalli in Valparai have no Upper Primary Schools. Thus, this residential school caters to the needs of 50 tribal children who would have otherwise dropped out from school.*

### **2.8.2. Access through Transport / Escort facilities**

Hon'ble Chief Minister has announced the provision of Transport facilities for children during the year 2012-13. This has paved way for the adoption of "Provision of Transport/Escort facility" as a new strategy in the school-less habitations, where opening of new schools is not viable due to sparse population/non-availability of land for construction of new schools.

For the first time in the year 2012-13, 4857 children in 360 habitations in eight districts were provided with motorised Transport facility to enable access to school with an allocation of Rs. 1.46 crores. Additionally, during the year 2013-14, Hon'ble Chief Minister announced escort services to school children residing in school-less, remote and sparsely populated habitations.

Table – Transport/Escort facility 2012-13 to 2015-16				
Year	Number of habitations	Number of Children	Number of SC/ST children	Financial outlay (in crores)
2012-13	360	4857	3070	1.46
2013-14	1133	15485	8296	4.65
2014-15	1287	14749	8427	4.42
2015-16	990	10924	6487	3.29
<b>Total</b>				<b>13.82</b>

*Source : Review Reports*

The table above reveals that, on an average more than 10,000 children benefit annually at a cost of Rs. 13.82

crores. More than 60% of beneficiaries are from the category of SC/ST.

### ***Success story of Transport facility***

*Panchayat Union Primary School, Mudumalai in The Nilgris district caters to the educational needs of 100 families in its catchment areas of Puliyalam Mundakarai Melnagam Palli, Kappur. Tribes belonging to Kattu Naicker and Paniyar as well as other communities like Moundadan chetty live here. These areas are the natural habitat of tigers, leopards, bears, wolves, hyenas as well as venomous snakes. As a result of provision of transport facilities, 45 children who had dropped out from fear of these animals have been coming to school safely and regularly.*



***Picture 5 - Transport facility provided to children***

## **2.9. English Medium**

There has been an increasing aspiration among parents for English learning and this is more so because, medium of instruction in technical courses in higher studies such as Engineering, Medical and Management Courses is in English. It is also seen that proficiency in English is a necessary parameter for securing employment in a highly competitive society.

Recognising the aspiration of parents for educating their children in English medium the Government of Tamil Nadu decided to commence English medium sections which were introduced in Elementary Education from the year 2012-13. This initiative witnessed a great response from the parents and the enrolment in the English Medium Classes has increased considerably. So far 3,32,590 children have been enrolled in English Medium Sections. The primary school teachers have been trained every year in teaching through the English Medium. The improvement in enrolment

and performance in English in State Level Achievement Survey (SLAS) prove that English medium in Government schools is not just a pretentious claim but really a paramount of achievement - due to the efforts of the Government of Tamil Nadu.

## **2.10. Impact of Welfare Measures and Access**

An Educational Indicator is a measure of the status of or change in, on education system with regard to its goals. The impact of all the above mentioned interventions can be seen in the improvement of enrolment rate and reduction of dropout rate as shown below.

### **2.10.1. Net Enrolment Rate (NER)**

The Net Enrolment Rate (NER) is calculated as a ratio of

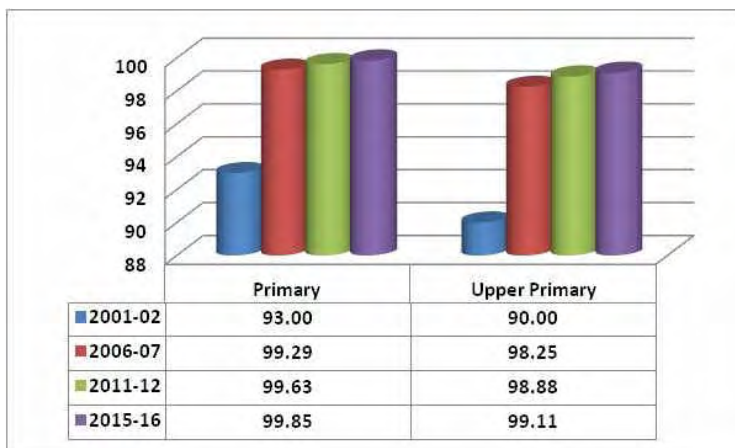
$$\frac{\text{Age appropriate total number of children in Class I to VIII}}{\text{Population in the relevant age group}}$$

- At primary level, the NER has improved from 93% in 2001-2002 to 99.29% by 2006-2007 and further



increased to an all time high of 99.85% during 2015-2016.

*Graph – 3 Net Enrolment Rate*



*Source – U-DISE & EER*

- At upper primary level, the NER has increased from 90% in 2001-2002 to 98.25% by 2006-17 and further improved to 99.11% during 2015-2016.

### **2.10.2. Gross Enrolment Rate (NER)**

The Gross Enrolment Ratio (GER) which is calculated as a ratio of

$$\frac{\text{Total number of children in class I to VIII}}{\text{The population in the relevant age group}}$$

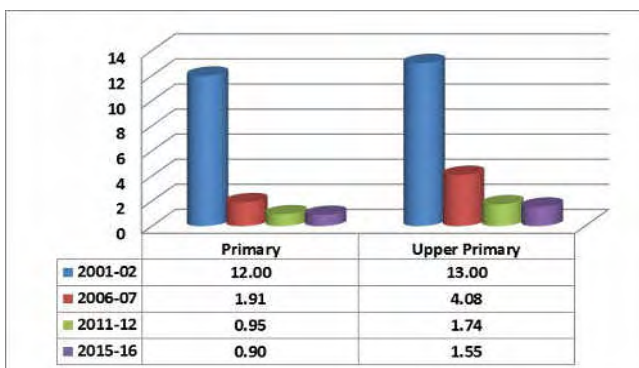
has always been greater than 100% which is reflected in the table below:

Year	Enrolment in Classes I-VIII	Population in this age group as per Census 2011	GER
2011-12	9776252	9266980	105.50
2012-13	9678564	9116715	106.16
2013-14	9396441	8983715	104.59
2014-15	9252467	8746272	105.79
2015-16	9236192	8685761	106.33

The numerator includes underage and overage children in the classes I to VIII. Thus enrolment should not be viewed in isolation but in juxtaposition with the available population in the relevant age group.

### 2.10.3. Drop-out Rate (DR)

Graph – 4 Dropout Rate (Primary and Upper Primary)

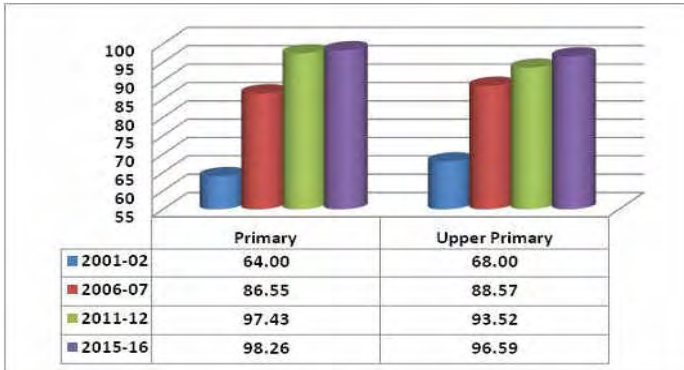


Source – U-DISE Cohort

- At primary level, the Drop-out Rate (DR) has decreased from 12% in 2001-2002 to 0.95% in 2011-2012 and further to 0.90% during 2015-2016.
- At upper primary level, the DR has decreased from 13% in 2001-2002 to 4.08% by 2006-07 and further to a low of 1.55% during 2015-2016.

### 2.10.4 Completion Rate (CR)

Graph – 5 Completion Rate



*Source - U-DISE Cohort*

- At Primary Level, Completion Rate (CR) has increased from 64% in 2001-2002 to 86.55% by 2006-07 and further increased to 98.26% during 2015-2016.

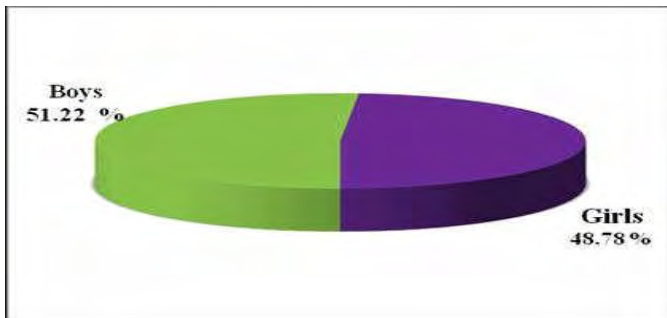
- At Upper Primary Level, CR has increased from 68% in 2001-2002 to 88.57% by 2006-07 and further increased to 96.59% during 2015-2016.

### 2.10.5 Gender Perspective in Enrolment

At Primary level, the percentage of enrolment of boys and girls is 51.22% and 48.78% respectively and at Upper Primary level, the percentage of enrolment of boys and girls is 51.28% and 48.72% respectively during 2015-2016.

*Graph – 6*

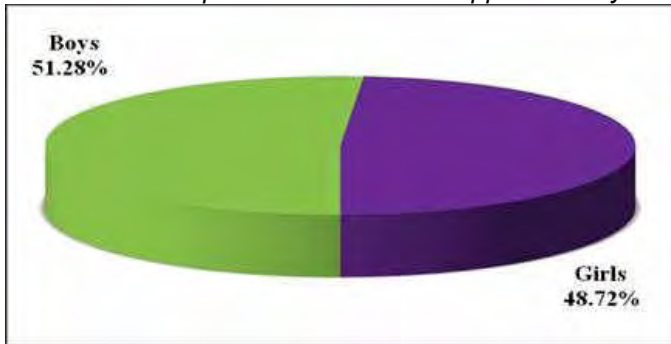
*Gender Perspective in Enrolment Primary*



*Source – U-DISE*

Graph – 7

Gender Perspective in Enrolment Upper Primary



Source – U-DISE

## 2.11. Appointment of Quality Teachers

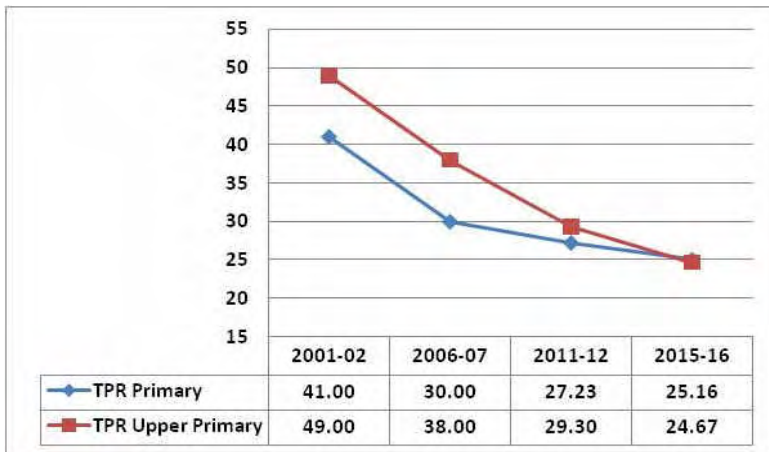
The teaching profession inspires children, develops value systems, builds confidence and encourages perfection in students. The duty of the teacher is to perpetuate knowledge. The presence of a competent teacher is an indication of enhancement of Quality in Education. Teachers' appointment has been accorded top priority in Tamil Nadu. Teachers are appointed only after getting themselves qualified in the Teacher Eligibility Test in order to ensure the appointment of competent teachers with aptitude and passion for teaching. In the past 5 years, 11,459 Secondary Grade Teachers and 1,373 Graduate Teachers have been appointed through direct recruitment and as a result the

Teacher-Pupil Ratio is appreciably better than the RTE Norms.

## 2.12. Teacher Pupil Ratio (TPR)

The Teacher Pupil Ratio which was 1:27 at Primary level and at 1:29 at Upper Primary level during 2011-2012 has significantly improved and stood at 1:25 for Primary and 1:24 for Upper Primary during 2015-16 as against the RTE norms of 1:30 for Primary and 1.35 for Upper Primary respectively.

Graph – 8 Teacher Pupil Ratio

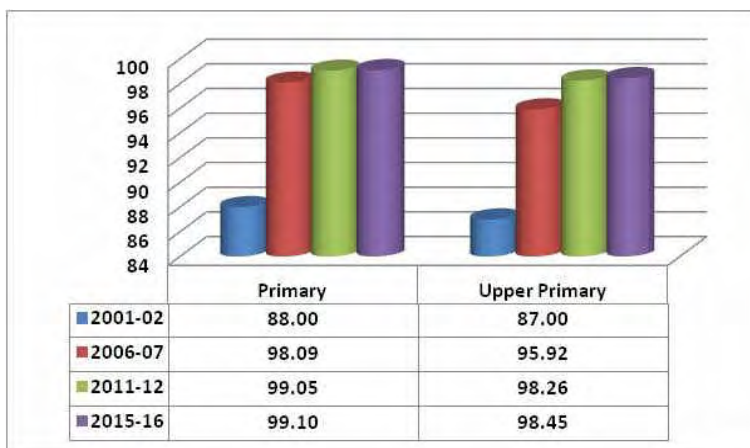


*Source – U-DISE*

## 2.13. Retention

The constant endeavour of the Department is to retain all the enrolled children in schools. Yet, a few children drop out and for them various interventions through Residential/ Non residential Special Training Centres, Kasturba Gandhi Balika Vidhyalayas, Residential schools have been provided and many have also been directly enrolled in regular schools till they complete their elementary education. The Retention of Children in both Primary and Upper Primary level has improved significantly and stood at 99.10% for Primary and 98.45% for Upper Primary respectively.

Graph – 9 Retention Rate



Source – U-DISE

## 2.14. Special Training Interventions for reducing dropouts

The interventions detailed above have played a critical role in reducing out of school children. Further, the National Sample Survey of Estimation of Out of school Children which was conducted during 2014-15 by MHRD revealed that percentage of out of school children at elementary level in Tamil Nadu was only 0.66% which was the least among the large States like Karnataka(1.49%), Kerala(0.82%) and Andhra Pradesh(0.91%). Percentage of Out of school children in Tamil Nadu is much lower than all India percentage which was 2.97%.

Table - Out of school Children and Dropout Rate 2011-12 to 2015-16				
Year	Number of out of school children Identified	Achievement	Dropout rate	
			Primary	Upper Primary
2011-2012	63178	55758	0.95	1.74
2012-2013	53832	47684	0.93	1.70
2013-2014	51447	46737	0.95	1.65
2014-2015	43024	42245	0.94	1.58
2015-2016	43455	42443	0.90	1.55

**Source: UDISE and Monthly Reports**

The RTE Act provides for age appropriate admission in classes I to VIII. Section 4 articulates the provision of



special training for the children who are aged above six and have never been to school or have dropped out at any grade before completing the cycle of elementary education.

The State has been continuously taking strenuous efforts in enrolling all out of school children in the age group of 6 – 14 in schools. During 2011-12, 63,178 out of school children were identified. This number has reduced to 43,455 in 2015-16. Out of the surveyed, 43,455 out of school children, 42,443 are covered so far under various interventions mentioned above. Children admitted in the special training centres are first assessed and then given grade appropriate training through bridge courses and then mainstreamed in the formal schools.

In 2015-16, survey was conducted in three spells in April-May 2015, October 2015 and January 2016. All the habitations in State have been covered. Special focus was given to the habitations with high presence of SC/ST groups / Street Children / primitive tribal groups / de-notified tribal groups / Nomadic tribes, slum areas / new settlements in Urban areas and areas with concentration of migrants.

#### **2.14.1. Steps taken by the State to reduce dropout**

- Awareness campaign involving SMCs/ VECs/ Parents. SMCs / VEC members have been involved to ensure 100% enrolment in their habitation.



*Picture 6 - Survey at Shops, Perundurai, Erode*

- A documentary film on RTE including dropout children as well as entitlement for the children was utilized in creating awareness through media
- Enrolment rally - Village, Block and district level, Community Mobilization through SMCs, PRIs in Gram sabha /Mahila Sabha /Ward Sabha Meeting.



*Picture 7 – Gramsabha meeting, Modakuruchi,*

- Discussing the issues regarding enrolment and mainstreaming during Mass Contact Programme which is conducted by District Collector.
- District Collector being the Chairman of District level committee is coordinating with various departments such as Labour, Social Welfare, Health etc, ensuring identification, admission and mainstreaming of out of school children in the formal schools.



Picture 8 – Inauguration of anti child labour rally in Tiruvarur

- Cost free items and scholarships are being provided by the Government for retention



*Picture – 9 – A view of rally in Tiruvarur*

- Teaching Learning Materials used in primary classes of I - IV are Activity Based Learning cards. For classes 5 to 8, Trimester text books are used.



*Picture 10 – SABL Classroom*

- Education Volunteers of Higher Secondary with D.El.Ed qualification are nominated to impart special training for drop outs.
- Guidance and Counseling are given through counselors for the children studying under special training/children with irregular attendance. Counselors belonging to District Child Protection Offices / Social Welfare Department are also utilized besides Mobile counseling van of School Education department has also been utilized.
- For classes I - VIII, a module on “Remedial Teaching for Late Bloomers” for the subjects in Tamil, English and Maths have been developed by SCERT and SSA to improve the educational need of slow learners including dropouts.
- Monitoring tools such as UDISE are analysed to verify whether the enrolment of classes I – VIII of the previous academic year is reflecting in the classes II – IX in the current academic year. If there is shortfall in the enrolment, BRTEs are being instructed to identify such dropouts during their school visit and enrol them immediately.

## **2.14.2. Software for tracking dropouts**

Software has been developed to track and monitor out of school children who have been mainstreamed into schools. It has three components: Child profile with photographs, a continuous assessment report of the child on term basis and monitoring the progress by officials. If any dropout is noticed, the details of children are shared with child helpline to ensure their continuance in schools.

For 2015-16, a sum of Rs.20.66 crores was sanctioned for various interventions for 43,455 Out of school children.

## **2.15. Best Practices**

### **Dindigul District - Reaching the Not Reachable**

The Tribal Community named “Malarasu” live in a place named Manthittu (literally meaning mud mound in Tamil) in Kodaikanal Hills of Dindigul district. The district SSA team adopted the convergence strategy and mobilized the Forest Department, Revenue Department, Police, NGOs and District Child Protection Officer and after lot of perseverance convinced the parents to enrol the children in school. They were provided Psychiatric assistance through a Child Psychologist. Learning skills and personal hygiene of

these children is being improved. A representative from MHRD, GOI visited this Residential Special Training Centre at Manthittu in Kodaikanal hills and appreciated the functioning of this centre. In his report he had appreciated this as *“An excellent work done under the SSA **“Out of School Children”** component in which tribal children have been brought under SSA stream after dedicated efforts by the district SSA Authorities*



*Picture 11 - MHRD Representative visited RSTC  
Vijayapuram on 9.7.2015*

### **2.15.1. Interventions for HIV affected / Infected children**

Perambalur is one of the very few districts in India, showing 1% or more HIV prevalence. When their parents

succumb to AIDS the children and their siblings are often rejected by their relatives and are abandoned on the streets.

The Residential Special Training Centre (RSTC) for 100 HIV affected/ infected children at Senseri in Perambalur district provides accommodation, balanced hygienic meals four times a day and has also enrolled them in schools. Doctors from health department attend regularly and continue treatment.

**Details of children mainstreamed from RSTC, Senseri**

1	No. of Children studying in IX Std	10
2	No. of Children studying in X Std	8
3	No. of Children studying in college	10

**2.15.2. Education for the children of Migrant Labourers**

Migrant labourers from other States such as Odisha, Bengal, Jharkhand, Andhra Pradesh etc. migrate to Tamil Nadu with their children. Children of these migrant labourers are adversely affected being deprived of education. The critical hurdle is that there are no schools exclusively in the languages that they know to speak, write etc. Such children have been identified through Survey. The Hon'ble Chief Minister of Tamil Nadu being concerned about the children of



migrant labourers announced in the assembly that “*Education in their mother tongue will be provided for the children of Migrant Labourers*”. Education Volunteers conversant in the language of the migrant labourers are engaged to teach these children.

During 2015-16, 5089 children of migrant labourers were identified of whom 4933 were enrolled in age appropriate class. 71 Education Volunteers in their mother tongue are nominated to impart Education for the children of migrant labourers. 865 Bengali, 2802 Odia and 594 Hindi and 226 Telugu medium textbooks were distributed to these children. An amount of Rs. 1.04 crores is spent annually for the benefit of children of migrant labourers.



*Picture 12 – Children with Odia books*

### **2.15.3. Transfer Certificate for inter-state Migrants**

The Migrant labourers usually return to their native places after working for a few months. In such cases proper bilingual Transfer Certificate is issued to the student, so that where ever they go they can continue their studies without any hindrance.

Post card is also given to children, so that as soon as they reach their State and enroll themselves in schools, they get the signature of Headmasters concerned and send it as a proof of continuing their education. Thus education of these children of Migrant Labourers continues to be monitored.

### **2.16. Kasturba Gandhi Balika Vidhyalaya (KGBV)**

Kasturba Gandhi Balika Vidyalaya (KGBV) scheme is a special intervention to provide education with boarding and lodging facilities for out of school girls in the age group of 10+ to 14 at the upper Primary level especially in Educationally Backward Blocks (EBBs).

At present 61 KGBV residential schools are functioning in 44 EBBs in 14 districts. Out of 61 KGBVs, each of the 31 Model-I schools accommodate 100 girls and

each of the remaining 30 Model-II schools accommodate 50 girls.

The following table shows the number of girls benefitted through this scheme from 2011-12 to 2015-16.

**Table- Girls Benefitted through KGBVs- 2011-2016**

Sl. No.	Year	Total No. of Beneficiaries
1.	2011-12	4471
2.	2012-13	4461
3.	2013-14	4507
4.	2014-15	4633
5.	2015-16	4614

Girls are given Vocational training like tailoring, embroidery, making handicrafts, Non-traditional skills like Vermicompost, Spiral binding and lamination and online ticket booking training. Computer Education and Training in sports, Yoga and Karate (self-defence) trainings are also given. A stipend amount of Rs.100/- per child per month is deposited in the post office. Insurance coverage has been made for the girls at a premium rate of Rs.62/-per child per

annum during their stay in residential school. Annually an amount of over Rs. 20 crores is spent for the education of Girl children enrolled in KGBV.

Every year VIII standard girls studying in KGBV are encouraged to participate in National Means cum Merit Scholarship (NMMS) Examination. All KGBV students were given training on how to prepare for the exam. In 2014-15, thirty four girls have been successful in this exam. During the year 2015-16, thirty five girls have cleared the NMMS exam. It is indeed an appreciable achievement and this result motivates the other children of KGBVs. After completion of VIII Std, the girls are mainstreamed in regular schools to continue their studies in IX Standard and hostel facilities are provided in RMSA girls hostels and welfare hostels.

Review Missions from Ministry of Human Resource Development (MHRD) visited the KGBV schools in Villupuram, Namakkal and Erode Districts and appreciated the activities, students and teachers of these centres.

Out of 1547 girls who passed VIII Std from the KGBVs in 2015-16, 1536 have enrolled in the IX std. Efforts are being taken by the State Government to ensure 100% enrollment of the KGBV girls in Standard IX.

### **2.16.1. Laurels to KGBV Girls in Karate competition**

Three KGBV girls of Cuddalore District participated in the National level Karate competitions. One girl won first place in the category of age group 10 to 11 and two girls won second and third places in the category of age group 12 to 13. Fifteen girls of KGBV, Veppanapalli, Krishnagiri District, participated in “Inter School Karate Competitions” held in Barugur, Dharmapuri District on 6<sup>th</sup> December 2015. 6 girls won prizes and all the 15 participants were appreciated and awarded certificates. It is to be noted that even amidst economic hardship, faced by these girls and their families, they have got opportunities to exhibit their skills at the National level also.

### **2.17. Enhancing Quality**

Providing Quality Education to all children is the primary objective of the State coupled with access, enrollment and providing infrastructure facilities. However, special initiatives have been taken to enhance Quality education. Presently, over the last 4 years, the focus has

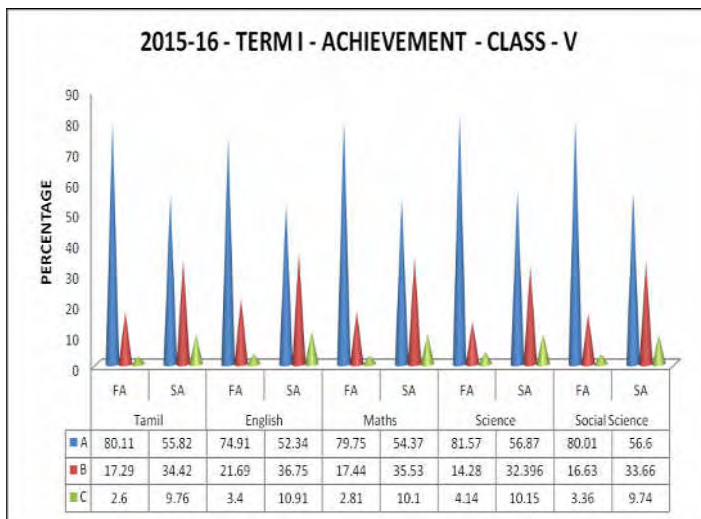
shifted towards provision of Quality Education to all children through the following initiatives, now that enrollment at primary level is nearly 100% and access and infrastructural facilities have been provided.

### **2.17.1. Quality Monitoring Tools (QMT)**

At school level, students' attendance and achievement levels of children are recorded via Continuous and Comprehensive Evaluation (CCE) for every term. The achievement levels and attendance rates are consolidated at Cluster Resource Centre (CRC), Block Resource Centre (BRC) and District Project Office (DPO) levels and analyzed. Children showing poor performance in achievement level are identified and appropriate remedial measures – subject-wise, class-wise – are initiated to improve them.

The percentage of children having attendance above 95% has increased in all the classes due to the continuous efforts taken to enroll and retain the children in school which is appreciable. This increase in attendance has clearly reflected in the improvement in learning levels.

Graph – 10. 2015 – 16 – Term 1 – Achievement – Class-V



Source: Monthly Reports

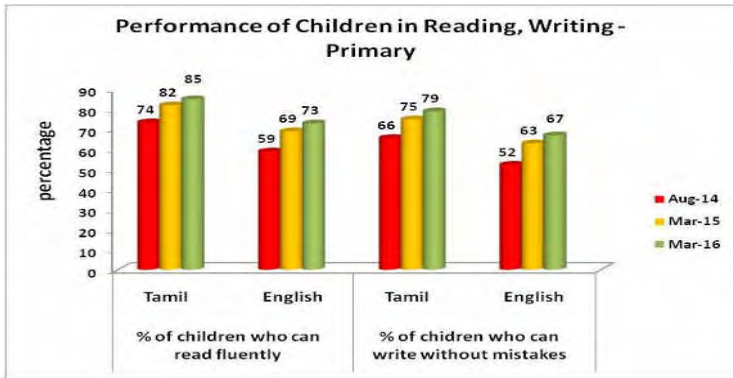
### 2.17.2. Periodical Assessment

State's initiative to closely monitor the achievement level of children through Periodical Assessments has shaped the appraisal of schools, teachers and students. The ultimate aim of conducting periodical assessment is to ensure that all the children acquire basic language and arithmetic skills.

Periodical Assessment is conducted in two phases – July / August and February/March of that academic year to assess reading, writing (both in Tamil and English) and

arithmetic skills since 2013-14. All students in all Government and Aided schools are to be assessed. The three years comparison of periodical assessment data is presented below.

Graph – 11. Performance of Children in Reading, Writing - Primary



Source : Monthly Reports

The assessment report shows that in the primary classes Tamil reading has improved gradually from 74% to 85%, Tamil writing from 66% to 79%, English reading from 59% to 73%, English writing from 52% to 67% in the academic years from 2013-14 to 2015-16.

Similar assessments are being conducted for upper primary classes. Thus the assessment made by Block Resource Teacher Educators (BRTes) at the beginning and



at the end of the academic year is of great help to the teachers to enhance the achievement levels of each child.

### **2.17.3. Trimester as a tool for improving Quality**

Trimester system is being implemented in Tamil Nadu for classes I to VIII from 2012-13 and class IX from 2013-14, following the announcement made by Hon'ble Chief Minister on the floor of the Assembly on 26.08.2011.

The study made through State Level Achievement Survey reveals a significant improvement in the children's Learning Achievement levels which evidences that the trimester system not only reduces the book burden of children but also provides scope for concentrated learning, since time bound content is presented before them every term.

### **2.17.4. Provision of Folder to Children of Class I to VIII**

The trimester system and CCE implementation in every classroom is creating opportunities for children to learn with conceptual understanding rather than learn by rote. To maintain a record of children's performance activities to track improvement and share this with their parents, Hon'ble Chief Minister has announced the provision of Port folio folders for

classes I–VIII in Government and Government Aided schools. The children’s creative writing, arts, collection of special activities of children will be placed in the folio during the whole year. The Portfolio will be in use in schools from 2016-17. Teachers and parents can see the improvement and encourage the students which will motivate them for further involvement in creativity.



Picture 13 – A portfolio folder

### **2.17.5. Simplified Activity Based Learning and Active Learning Methodology (SABL & ALM)**

The SABL and ALM Methodologies are child centered teaching learning methodology which guarantees quality education to every child. The teacher facilitates learning without dominating the classroom. It engages the children and enables them to achieve mastery over competencies. There is inclusion of higher order thinking skills. Children acquire knowledge through different type of activities such as discussion, conversation, think and do, project, observation. Special emphasis is given for reading, writing and listening skills.

In 2012, trimester pattern was introduced. Based on the revised Textbooks in Trimester pattern, training was imparted to the teachers for SABL and ALM.



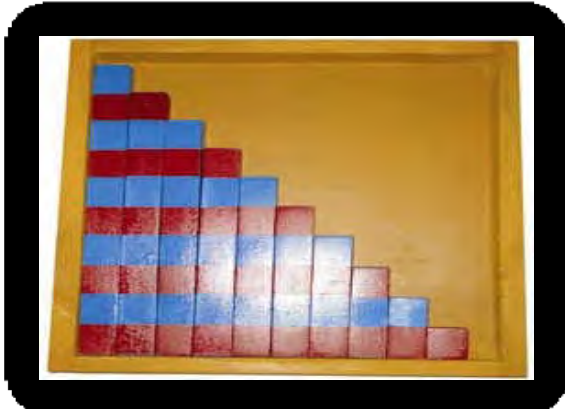
*Picture 14 – SABL class*

SABL cards are provided to the English, Kannada, Telugu, Malayalam and Urdu mediums in addition to the Tamil medium.

#### **2.17.6. Self Learning Materials (SLM)**

SLM kit includes a wide range of resources to let young children practice with early numeracy concepts. The hands-on resources encourage children to actively engage during maths sessions. Using this kit the children practice and understand counting, numbers comparison, sorting, matching, ascending order, descending order, place value, ordering, patterning and basic arithmetic operations. This is an innovative approach of teaching and learning mathematics. Learning mathematics is made easier, simple

and joyful with the support of SLM kit box in the primary classrooms.



Picture 15 – Number Rods

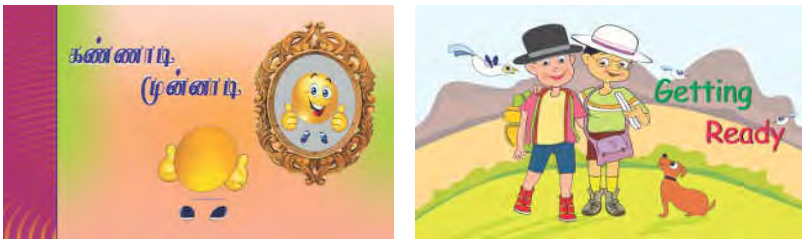
### **2.17.7. Supplementary Reader (Reading corner)**

Reading helps to develop a young child's brain. When children learn to read at an early age they have greater general knowledge, expand their vocabulary and become more fluent readers. In order to kindle the reading habit among children, reading corner has been established in all the primary schools. Colourful graded books with attractive pictures were developed by teachers and drawing instructors from government schools. The supplementary books are displayed on a string in each classroom. A print rich environment is provided in each school.



Picture – 16 Reading of Supplementary Books

For 2015-16 all the government and government aided schools were provided with 83 supplementary readers to enhance their external reading other than the



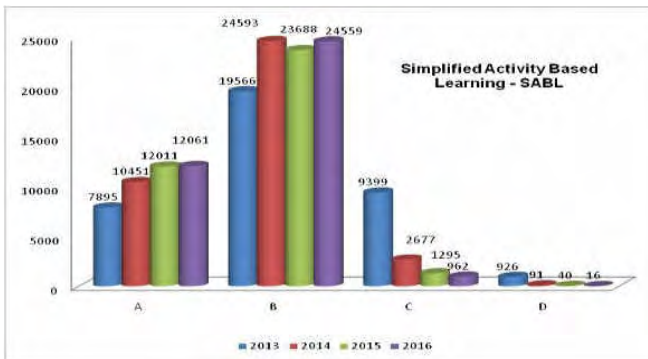
Picture 17 – Supplementary Books

text books for STD I & II. An amount of Rs. 3.8 crores was allotted for this purpose.

### 2.17.8. Grading of school for SABL

BREs visit the school once or twice every month and grade the schools. Schools are graded as A, B, C, D according to the 22 point school grading format. Teachers are also graded. In grading, emphasis is given to reading,

Graph 12 – Simplified Activity Based Learning - SABL



Source : Monthly Review Formats

writing and basic arithmetic operations of a child. The grading system encourages teachers to show improvement and is also an effective monitoring tool which is visible from the graph.

### 2.17.9. Enhancing Quality Learning in English and Maths

The SLAS results of 2012-13 and 2013-14 indicated that children have difficulty in learning English and Maths.

Hence, special initiatives were taken to improve learning outcomes in these two subjects.

### **2.17.10. Special Initiatives for English Learning**

English being the second language for all children at the Elementary level, it is necessary that children should be provided with more opportunities to listen to spoken English as well as to interact in the language. To facilitate this, two DVDs with 43 modules based on phonetic method have been introduced to promote English Language learning in Elementary Schools. All teachers have been given training in Phonetic method. As a result children's achievement level in English has been improving considerably.

### **2.17.11. Special Initiatives for Maths Learning**

Children find it difficult to understand the concepts in mathematics progressively, particularly as they make the transition from primary to upper primary classes. This is especially so if they have not correctly understood fundamental concepts of arithmetic operations and place value.

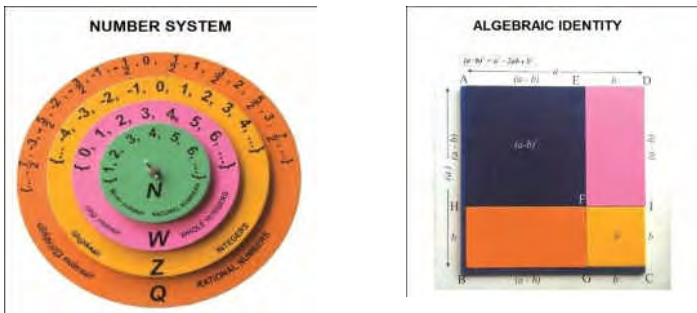
SLAS results have indicated that children have difficulties in few concepts like Fractions. In order to strengthen the concepts, 33 Maths Lab Kit materials have been prepared to address the difficult areas.



### 2.17.12. Popularization of Maths through activities

As part of strengthening school maths facility and activities, the following programmes are being implemented in upper primary classes of Government Middle and High schools.

- 1). 'Math Hands - on' activity
- 2). 'Math Mela'
- 3). 'Math Poster and related activity'



Picture 18 - Maths Lab Materials for Upper Primary Schools

### 2.17.13. Augmenting Science Learning through Mobile Science Van

Based on the results of periodical assessments and SLAS, low performing Middle Schools are identified in every Block and in rotation, these Mobile Science Vans visit the

schools and inspire the students through their attractive hands-on Science Models and Experiments. These vans are designed in such a way that it caters to the needs of children in groups. It has a Television set and a projector on either side, that actively engage students in watching DVDs to their subjects. Apart from the above, children get the opportunity to do experiments by themselves. These interactions help rural children in particular to acquire scientific attitude and skills.

#### **2.17.14. Science Awareness Programme**

Various activities have been carried out to increase the enrolment and retention rate of children from the socially disadvantaged groups. Opportunities have been created to promote the understanding capacity and innovativeness of children in Mathematics and Science subjects through different activities.

With a view to promote scientific learning and Research aptitude of the children, field visit programmes were organized to provide them with direct exposure to scientific environment such as Agricultural University, Planetarium and Science Research centres, District science centers etc.

### **2.17.15. Performance Indicators (PINDICS)**

Performance Indicators are used to assess the performance and progress of teachers and are in place from the year 2014-15. Performance standards are the areas in which teachers perform their tasks and responsibilities. The following Performance Standards are designed to highlight the expectation from every teacher in the area of their responsibilities.

- Designing learning experiences for children
- Knowledge and understanding of subject matter
- Strategies for facilitating learning
- Interpersonal relationship
- Professional Development
- School Development
- Teacher Attendance
- Health and hygiene

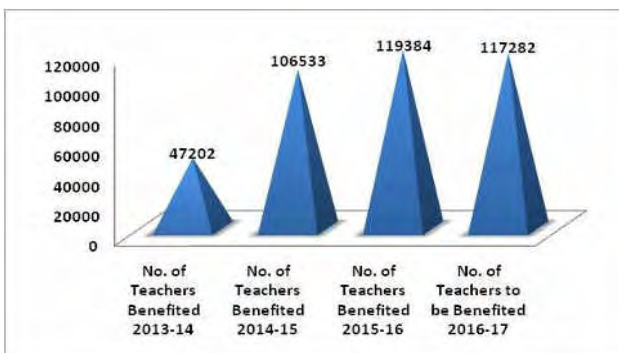
The performance standard questionnaire, based on the four point scale, communicates expectations for each responsibility area of the job performance. The self assessment forms are scrutinized by Head Masters and BRTEs. This self assessment makes the teachers conscious of the improvement required in their teaching and classroom management and acts as a mirror to the accomplishment of their goals.

## Capacity Building

### 2.17.6. In-Service Teachers Training

Sarva Shiksha Abhiyan – Tamil Nadu has been imparting In-service Teachers Training programme in co-ordination with SCERT. In-service trainings are planned well in advance and transacted for primary and upper primary teachers through Cluster Resource Centre (CRC) and Block Resource Centre (BRC). To attain all round development of the children, the modules and training programme have focused on Methodologies, Contents, Child Psychology, Games, Awareness, health and hygiene. For the year 2016-17, to enhance teachers' understanding of the training contents and participation, worksheets are included in the modules itself.

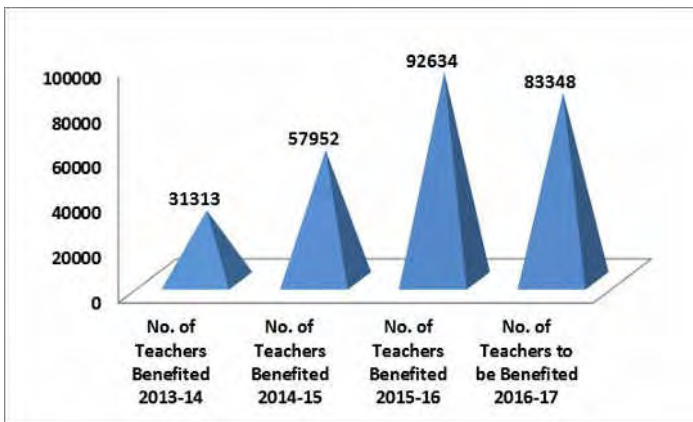
Graph 13 - Inservice Teacher Training – Primary



Source : Review Reports

In the year 2016-17, it is planned to conduct trainings for strengthening of LSRW (Listening, Speaking, and Reading & Writing) Skills in Tamil & English. Science and Maths trainings are also planned to sensitize the teachers about utilization of Local Environmental

Graph 14 - Inservice Teacher Training – Upper Primary



Source : Review Reports

Resources in Science Teaching. Training is linked to the learning materials supplied. Hence when science and maths kits are provided to the schools, the concerned teachers are simultaneously trained in their usage and applications.



Picture 19 - Maths Kit training

### *School Sanitation and Child Psychology:*

In 2016-17, trainings on Stress Management, Moral Values through storytelling and School Sanitation are scheduled to be conducted. The training modules incorporate the analysis and results from the SLAS. Teachers are specifically trained for those competencies in which students performance do not measure up to the expected levels.

### *Head Teachers Training:*

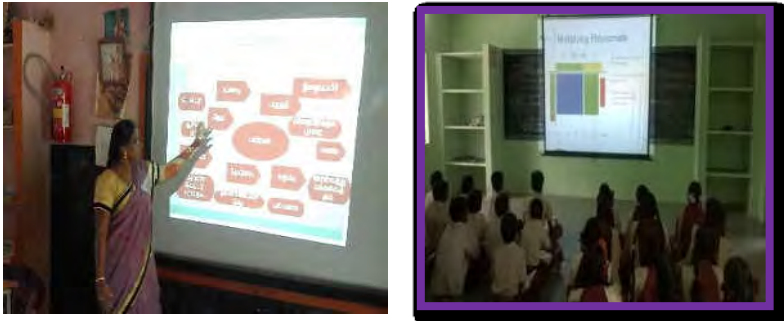
During 2015-16, School Leadership Development Programme was organized in co-codination with NUEPA. 550 Upper Primary Head Teachers benefitted from this training. For the year 2016 -17, 3000 Head Teachers will be trained through the same programme.

## **2.18. ICT in Schools**

### **2.18.1. Computer Aided Learning**

Government of Tamil Nadu strives to ensure building a strong foundation for the future generation by opening the window of usage of computer technology at school level. The Upper Primary Schools provided with computers are a great source for the students to integrate technology in their learning. It enables the teachers to amalgamate the training provided to them on usage of computers thereby encouraging them to develop e-content for smaller concepts and use them as an aid in teaching-learning process. Across the State, 4841 Middle Schools have been set up as Computer Aided Learning Centres.

The effective technology integration has changed the classroom dynamics, thereby encouraging student-centered learning. In the past five years, 7,166 Desktop computers have been provided to 2,401 Government Middle schools with UPS, Chairs and computer tables. In addition to this, 960 schools have been provided with projectors in the year 2011-12.



*Picture – 20 Teaching Learning Using ICT*

### **2.18.2. Computer Training to teachers**

From 2011-12 to 2015-16, 46,670 teachers have been provided computer training in collaboration with NIIT, Learning links and Microsoft.



*Picture 21 Computer Training to Teachers*



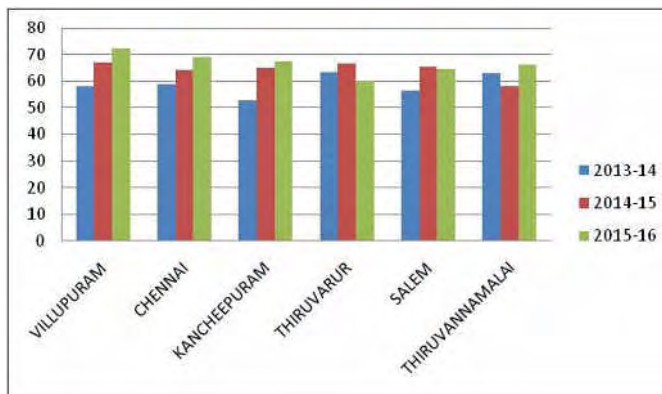
### **2.18.3. Impact of ICT implementation in Villupuram District**

Villupuram District is one of the educationally backward Districts in the State. With an intention of improving the District at par with other districts, Hon'ble Chief Minister announced introduction of ICT in Villupuram under Rule 110 in the State Assembly.

Accordingly, this pilot scheme has been successfully implemented in all 1,329 Primary Schools in the district with a Desktop Computer, UPS, LCD Projector and other accessories. Children actively engage in learning all subjects using digital content CDs. ICT is effectively used in all schools and in many schools, teaching learning process has been completely changed and classrooms have become vibrant. The progress of the students in many subjects has been evident.

The impact of this intervention is markedly evident in SLAS results, which is shown in the graph below.

Graph – 15 Comparative Analysis of SLAS Performance



Source : SSA

The Impact of ICT Performance in Villupuram is clearly evident when it is compared with the performance of adjacent districts which are educationally backward.

#### 2.18.4. Project Based Learning (PBL)

Project Based Learning captures real-world problems and provokes students' interest to acquire and apply new knowledge in a problem-solving context. For the past five years, there has been an overwhelming response from the teachers and students in doing Project Based Learning. The

PBL done by the students and teachers have been uploaded for a National Level Contest Organized by Design for Change – a global movement driving innovative change and impact in schools for the past five years.

In 2015-16, 23 schools have been selected in the Top 100 of which 5 projects have been placed in the Top 20 series. Project titled “Plastic Bottles Go Wild” from Panchayat Union Primary School Ayyappa Nagar, Villivakkam Block, Thiruvallur District has bagged a place in the Top 5 which is noteworthy.

***Project Based Learning (PBL) Success story***

A promising and most compelling story of change authored by the students across the State is as follows:

***“Plastic Bottles Go Wild” - A Project in Top 5 –  
Thiruvallur District***

*The heap of plastics surrounding the neighbourhood of PUPS Iyyappa Nagar was a major issue posing environmental threat. The children collected plastic waste segregated and made best use of the plastic bottles by making chalk stand, pen and pencil stand, writing table, hanging gardens and other decorative items and teaching aids for SABL class.*



*Picture 22. Plastic Bottles Go Wild*

## **2.19. State Level Achievement Survey (SLAS)**

The results of all the interventions detailed above are measured through the SLAS. As numerous learning enhancement programmes are being implemented, it becomes important to measure and study scientifically the learning levels of children in an ongoing basis and creating a mechanism for monitoring quality of elementary education in a systematic manner. Measuring learning levels of children at different stage provides insights whether the inputs made into elementary education had a favourable impact or not and also provides information regarding initiatives to be taken by Government in different areas of education.

The SLAS is being conducted since 2012 and from 2014 the analysis of the survey reports has been done based on the Item Response Theory (IRT). This analysis indicates the specific competencies in which children need to improve. This helps the District and State authority to provide additional support and guidance to teachers in schools for improvement of these particular competencies. The survey tool developed and used for SLAS will also guide teachers on how to test students understanding of the underlying concepts. To improve the teaching learning process, the art of asking thought provoking questions based on the concept taught is essential for all teachers. Hence, teachers have also been trained on how to frame questions, analyse results and on the underlying principles of SLAS.

### **2.19.1. Process of SLAS**

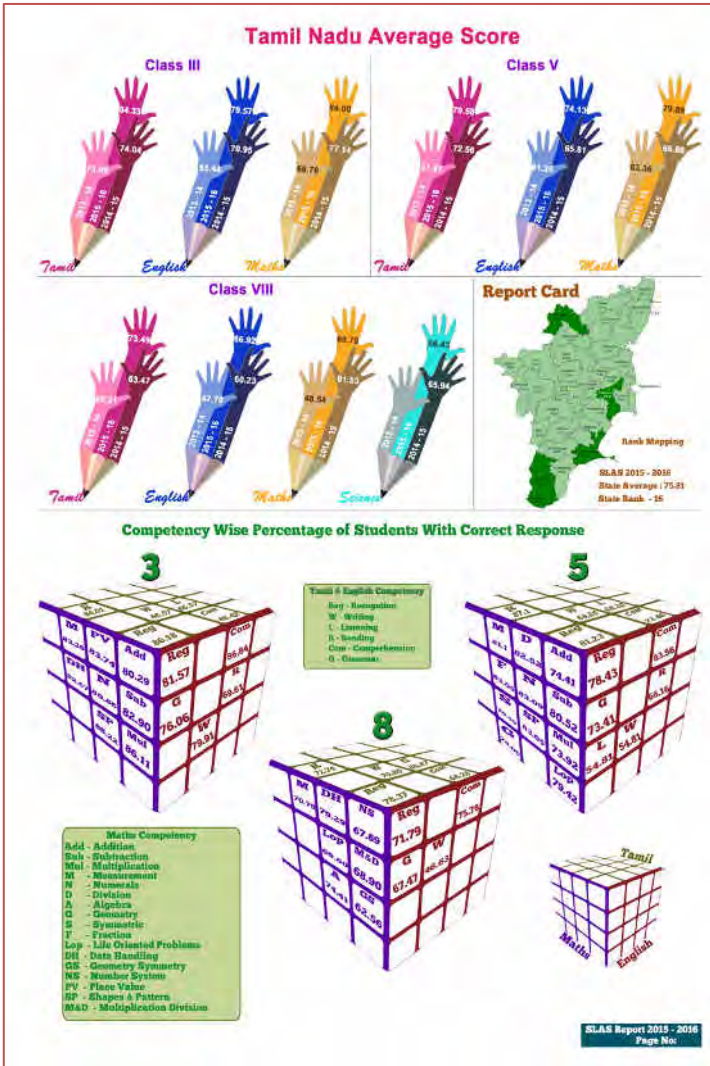
All categories of Government schools and Government Aided Schools both in rural and urban areas have been identified for selection of schools based on random sampling from every block. About 20% of schools have been randomly selected in all the 413 blocks. The survey was conducted for Classes III, V and VIII in Tamil, English and Mathematics and Science additionally for Class VIII alone.

The survey has been conducted to evaluate the following skills and competencies

- Reading fluency
- Retention of information after listening
- Grammar
- Express ideas for others to understand
- Spelling
- Basic skills and using the mathematical concepts in daily life
- Assessing scientific knowledge and aptitude among students.

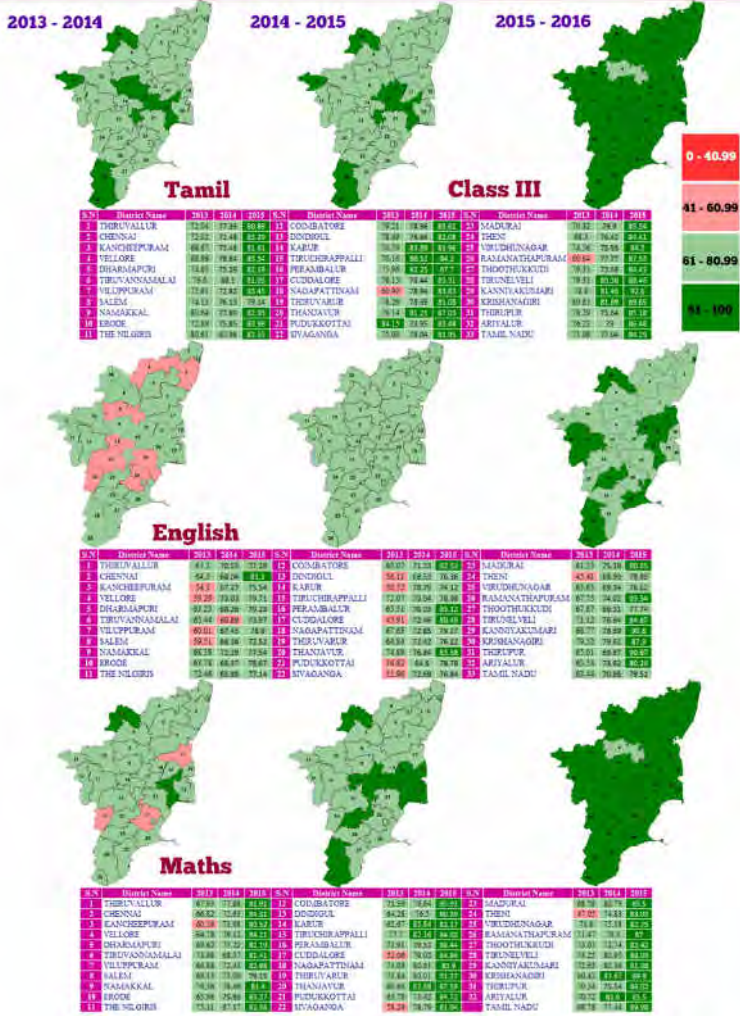
### **2.19.2. Online Entry (competencies assessed)**

Software has also been developed in house for recording the students' responses, for generating reports and analyzing the results. Reports have been generated to indicate performance competency wise, and each District can view similar reports Block and school wise.



Picture – 23 Tamil Nadu Average Score

## Sarva Shiksha Abhiyan - Tamil Nadu SLAS 2015 - 2016 Average Mark



Picture – 24 SLAS 2015 – 2016 Average Mark



# Sarva Shiksha Abhiyan - Tamil Nadu

## SLAS 2015 - 2016 Average Mark

2013 - 2014



2014 - 2015



2015 - 2016



**Tamil**

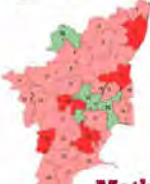
**Class VIII**

S. No.	District Name	2013	2014	2015	S.No.	District Name	2013	2014	2015	S.No.	District Name	2013	2014	2015
1	TIRUVALLUR	79.96	82.19	87.81	11	COIMBATORE	68.81	64	70.98	21	MAHARAJAPURAM	61.86	65.63	64.47
2	CHENNAI	59.46	46.82	71.26	12	DINDIGUL	51.24	65.76	76.38	22	TIRU	51.68	56.79	66.13
3	KANCHIPEPURAM	54.31	58.79	71.95	13	KARUR	59.54	59.89	72.3	23	VIRUDHUNAGAR	61.31	62.62	71.28
4	VELLORE	52.25	60.84	74.58	14	TIRUCHIRAPPALLI	59.85	64.51	70.28	24	PALANIATHURAI	66.41	70.11	73.61
5	DHARMAPUR	61.3	62.9	71.61	15	PERAMBALUR	54.38	61.01	70.1	25	THOOTHUKUDI	63.27	68.46	75.64
6	TIRUVANNAMALAI	60.12	53.28	62.06	16	CUDDALORE	51.41	62.86	70.29	26	TIRUNEVELLI	63.63	65.47	75.23
7	VILUPPURAM	57.36	60.69	70.81	17	NAGAPATTINAM	61.24	64.26	72.86	27	KANNIYAKUMARI	51.61	56.86	62.78
8	SALEM	59.01	61.86	69.47	18	TIRUVARUR	62.49	58.54	64.78	28	KRISHNAGIRI	53.81	58.11	61.11
9	NAMAKKAL	67.91	64.88	69.8	19	THANJAVUR	73.87	58.3	79.1	29	TIRUPUR	61.23	66.59	76.94
10	ERODE	61.31	64.25	73.59	20	PUDUCHOTTAI	52.81	62.47	74.41	30	ARYALUR	66.49	61.25	75.26
11	TIRUNELVELI	68.81	74.87	78.88	25	RVAGANDA	61.51	64.76	69.81	31	TAMIL NADU	61.31	61.67	70.48



**English**

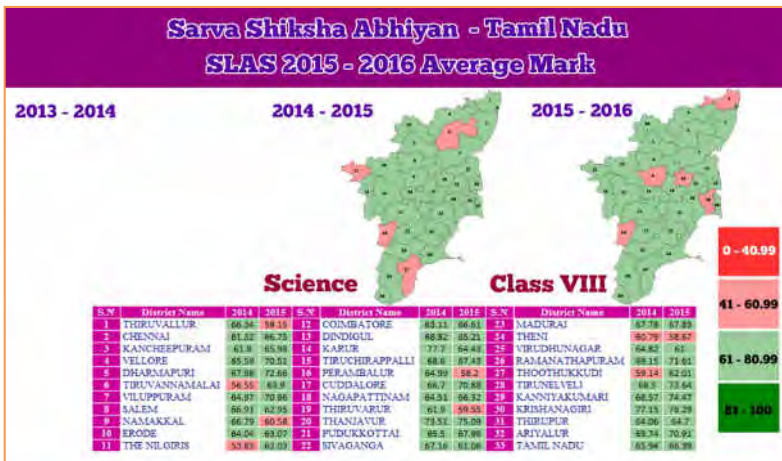
S. No.	District Name	2013	2014	2015	S.No.	District Name	2013	2014	2015	S.No.	District Name	2013	2014	2015
1	TIRUVALLUR	61.94	62.17	65.05	11	COIMBATORE	47.19	54.01	62.42	21	MAHARAJAPURAM	47.11	45.76	50.13
2	CHENNAI	46.39	38.77	63.24	12	DINDIGUL	42.11	48.11	66.42	22	TIRU	42.3	44.84	58.68
3	KANCHIPEPURAM	42.29	46.69	65.21	13	KARUR	47.13	59.82	62.66	23	VIRUDHUNAGAR	49.13	54.82	68.4
4	VELLORE	41.74	49.76	70.11	14	TIRUCHIRAPPALLI	47.19	46.95	58.68	24	PALANIATHURAI	60.46	65.08	71.83
5	DHARMAPUR	50.01	53.84	71.12	15	PERAMBALUR	46.14	49.42	65.45	25	THOOTHUKUDI	49.86	54.36	61.96
6	TIRUVANNAMALAI	50.12	46.44	61.94	16	CUDDALORE	42.24	46.1	53.86	26	TIRUNEVELLI	58.28	62.21	75.29
7	VILUPPURAM	48.4	54.71	70.1	17	NAGAPATTINAM	54.76	57.96	63.11	27	KANNIYAKUMARI	33.96	44.02	58.81
8	SALEM	43.89	50.12	63.24	18	TIRUVARUR	44.89	54.38	54.38	28	KRISHNAGIRI	46.99	55.11	61.24
9	NAMAKKAL	53.78	61.76	63.24	19	THANJAVUR	61.11	49.89	74.29	29	TIRUPUR	59.69	57.11	66.89
10	ERODE	48.01	58.69	63.24	20	PUDUCHOTTAI	41.99	48.61	66.61	30	ARYALUR	57.44	66.56	70.81
11	TIRUNELVELI	53.86	60.14	63.24	25	RVAGANDA	47.11	48.17	61.11	31	TAMIL NADU	47.11	48.17	61.11



**Maths**

S. No.	District Name	2013	2014	2015	S.No.	District Name	2013	2014	2015	S.No.	District Name	2013	2014	2015
1	TIRUVALLUR	68.81	68.28	69.38	11	COIMBATORE	47.19	44.81	59.12	21	MAHARAJAPURAM	49.12	48.41	53.86
2	CHENNAI	48.11	38.11	60.11	12	DINDIGUL	42.11	48.11	65.42	22	TIRU	42.3	44.84	68.21
3	KANCHIPEPURAM	42.29	46.11	68.21	13	KARUR	47.13	59.14	61.47	23	VIRUDHUNAGAR	49.13	54.84	68.21
4	VELLORE	41.81	49.81	70.11	14	TIRUCHIRAPPALLI	47.19	46.13	60.16	24	PALANIATHURAI	57.81	64.81	70.12
5	DHARMAPUR	49.36	52.89	70.11	15	PERAMBALUR	46.14	49.11	65.11	25	THOOTHUKUDI	49.71	54.86	66.86
6	TIRUVANNAMALAI	49.1	44	60.11	16	CUDDALORE	42.13	46.81	53.86	26	TIRUNEVELLI	58.48	61.11	75.1
7	VILUPPURAM	48.41	54.61	70.11	17	NAGAPATTINAM	54.76	57.17	62.11	27	KANNIYAKUMARI	33.28	44.01	58.11
8	SALEM	43.81	50.11	63.11	18	TIRUVARUR	44.81	54.11	54.11	28	KRISHNAGIRI	46.89	55.11	61.11
9	NAMAKKAL	53.78	61.41	63.11	19	THANJAVUR	61.11	49.11	74.11	29	TIRUPUR	59.71	57.84	68.11
10	ERODE	48.01	58.11	63.11	20	PUDUCHOTTAI	41.91	48.17	61.11	30	ARYALUR	57.89	66.11	70.11
11	TIRUNELVELI	53.78	60.11	63.11	25	RVAGANDA	47.11	48.17	61.11	31	TAMIL NADU	47.11	48.17	61.11

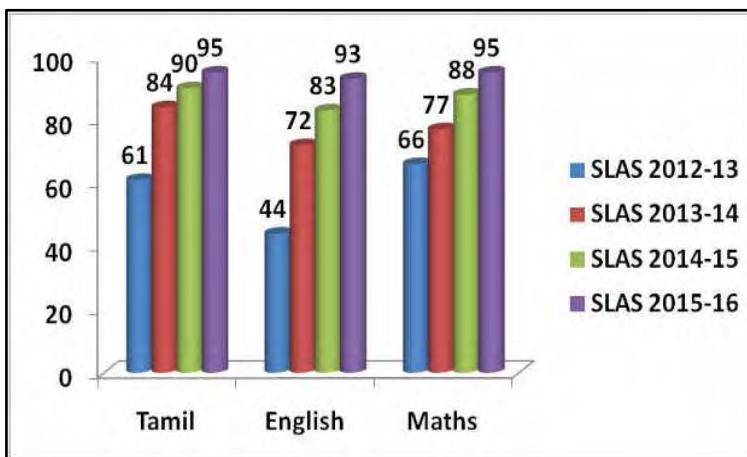
Picture – 25 SLAS 2015 – 2016 Average Mark (Tamil, English, Maths)



Picture – 26 SLAS 2015-2016 Average Mark (Science)

Graph - 16

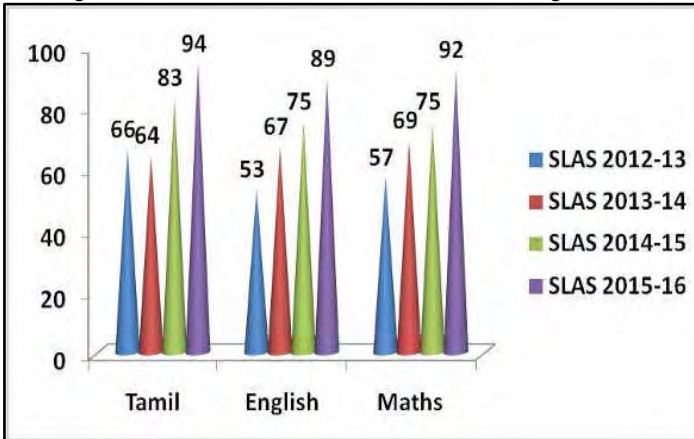
Percentage of children secured 50% and above average score Class III



Source SLAS Reports

Graph – 17

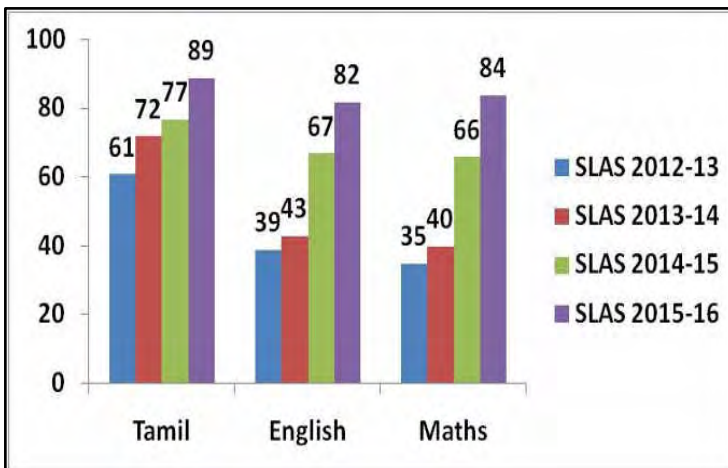
Percentage of children secured 50% and above average score Class V



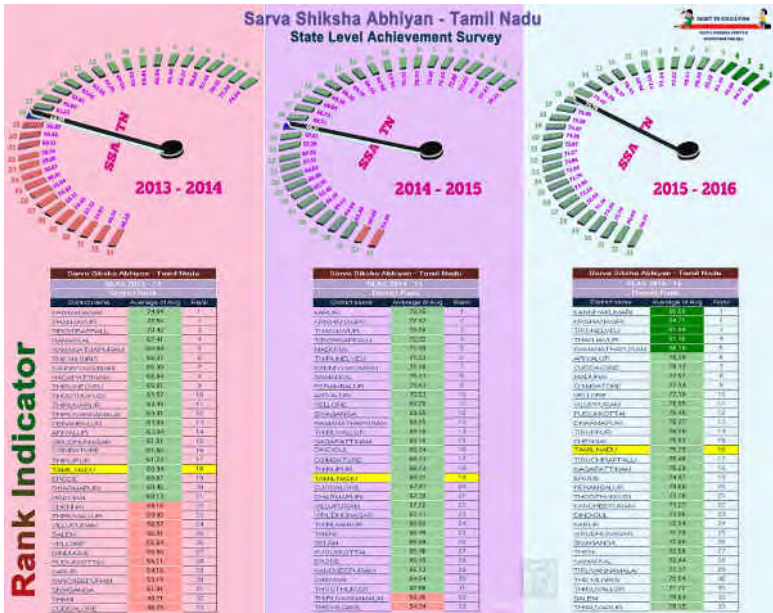
Source : SLAS Reports

Graph – 18

Percentage of children secured 50% and above average score Class VIII



Source : SLAS Reports



Picture – 27 Rank Indicator

The overall performance of the district reveals that the average score of the lowest district, 46.29 during 2013-14 has raised to 60.39. Similarly the average performance of the highest district 74.64 during 2013-14 has risen to 80.79. This reveals that the performance of all the districts across subjects and classes is improving.

To sensitize the teachers on performance of children in their schools, the results of National Achievement Survey

(NAS) and SLAS are disseminated to all teachers through a CRC level training. During the training, teachers are exposed to the development of tools for competency based testing of their children.

The teacher training programmes for forthcoming year have been designed to focus on those competencies in which students have not performed well. The SLAS has thus paved way to channelize and focus energies on a few select areas so as to bring about improvement in students learning outcomes and enhance the quality of education.

### **2.20. Inclusive Education for Children with Special Needs (CWSN)**

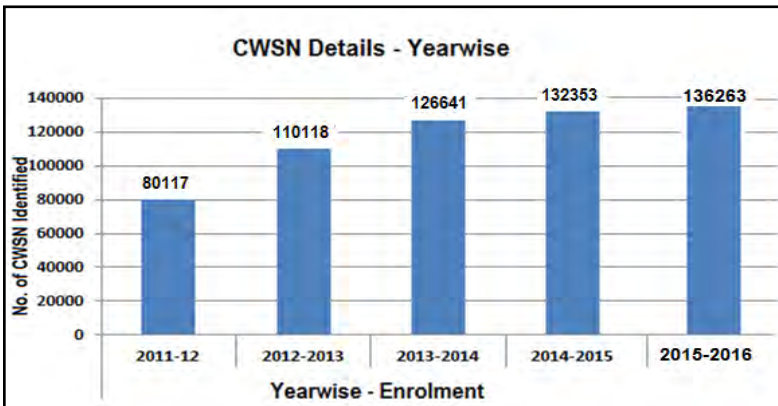
The goal of universalization of Elementary Education has been facilitated by the Constitutional Act, making free and compulsory elementary education a fundamental Right, for all the children in the age group of 6-14 years. The amendment has given a new thrust to the education of children with special needs, as without their inclusion, the objective of Universalisation of Elementary Education (UEE) cannot be achieved. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his / her learning needs.

These include

1. School Readiness Programme for Children with Special Needs
2. Home Based Education for the severely impaired CWSN

Year wise enrolment of CWSN in Government and Government Aided Schools which is given below reflects the outcomes of various interventions provided to CWSN.

Graph – 19. CWSN Details Yearwise



Source: U-DISE

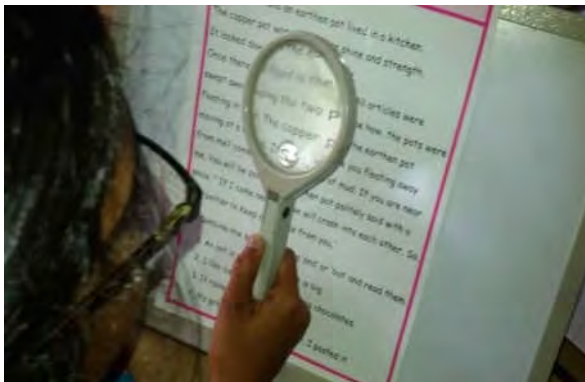
In 2015-16 among the identified 1,37,432 CWSN, 1,36,263 CWSN were enrolled in nearby schools. 18,312 CWSN are provided with aids and appliances and MR Kit boxes to schools where MR children are enrolled. 6000 CWSN are given escort and 18000 CWSN are given transport allowance for retention to increase their

attendance. 425 CWSN from Government and Government Aided Schools were provided Braille books at a cost of Rs.8.88 lakh.

Curricular adaption training was provided to 20000 primary teachers and 10000 upper primary teachers which



*Picture 28 – CWSN is using Taylors Frame for solving Maths problems*



*Picture 29 - CWSN is using Magnifier for reading*

strengthen inclusive education. 783 children were provided surgical intervention in convergence with Health department and SMILE TRAIN. CWSN also actively participated in the SLAS test conducted across the state in 2015-16. 378 School Readiness Centres and 413 Resource rooms are functioning across the state for CWSN.

**Table - Year wise beneficiaries and amount allotted**

<b>Year</b>	<b>Number of CWSN Benefitted</b>	<b>Amount Allotted (Rs. in crores)</b>
2011-12	136782	41.03
2012-13	146282	36.57
2013-14	149476	25.41
2014-15	126641	31.66
2015-16	132353	37.06
2016-17	136263	40.88



**Table - Assistive Device and Surgery beneficiary details**

<b>Year</b>	<b>Number CWSN provided Assistive Devices</b>	<b>Number of CWSN underwent Surgical intervention</b>
2011-12	15882	386
2012-13	12819	432
2013-14	15634	687
2014-15	17850	1201
2015-16	18312	783

### **2.20.1. Transport / Escort Facilities for CWSN**

Overcoming the challenge of exclusion of children with disabilities from the mainstream, bringing them to Resource room and school readiness camp is achieved by providing transport and escort facilities for CWSN which increases the attendance rate of CWSN. The number of children benefitting has substantially increased from 7,579 in 2013-14 to 24,000 in 2015-16. An amount of Rs. 6 crores has been provided for 2015-16.



Picture 30 – Transport facility for CWSN

### **2.20.2. State Resource Centre for Inclusive Education, Chennai.**

The Hon'ble Chief Minister announced setting up of State Resource Centre for Inclusive Education at Santhome in Chennai.

The State Resource Centre offers early identification, early intervention, IEP assessment, special education, physiotherapy, occupational therapy, speech and language therapy and sensory integration, counselling



Picture 31 – Various activities in SRC

on inclusive education, guided academic empowerment through resources, and vocational skills development.

The services are not limited to students, but also to the special educators and parents by an inclusive model library with special education related book resources, advanced information and communication technology implementations and adaptive methods of learning for equal opportunities in a barrier free educational environment. Guidance and qualitative counselling are given also to the parents and other stakeholders like care givers, social organizations by trained and experienced professionals in the respective fields by workshops and training programmes.

### 2.20.3. Early intervention programme at SRC

Early intervention is a system of coordinated services that promotes the child's age-appropriate growth and development and supports families during the critical **early** stages.



*Picture 32 - Speech Therapy for CWSN*



*Picture 33 - Occupational Therapy for CWSN*

The Early Intervention programme was offered to the CWSN in the age group 0-5 years in partnership with UNICEF at a cost of Rs.15.94 lakhs as a pilot study in the Centre. The main activities of early intervention centres include coverage of CWSN in the age group 0 to 5 years, early assessment, providing therapeutic treatment, parental training and counselling so that disability percentage decreases at early stage and early mainstreaming is possible. Each child has an Individualized Educational Plan (IEP) and Child Profile record (UPANEETHA Software)



*Picture 34 - Mentoring for Implementation*

also designed to observe and record the 600 skill development during the intervention. Parents are also encouraged to participate actively in the intervention process, training programmes and social recreational activities.



*Picture 35 - Assessing the CWSN Implementation*

## 2.21. Infrastructure facilities

The goal of infrastructure development in primary education is to provide a safe, secure and joyful environment, increase school attendance, motivation and improve academic performance of students. It is well known that school ambience plays a vital role in enhancing the self-esteem of students studying in Government schools located in remote rural parts and, more importantly, to eliminate the scope for dropouts. Emphasis on providing better school infrastructure leads to improvement in attendance which again improves literacy rates of the locality.

### 2.21.1. Provision of Infrastructure facilities under SSA

Table – Provision of infrastructure facilities under SSA from 2011-12 to 2015-16.

Sl. No	Type of Work	Physical	Financial (Rs. in crores)
1	New Primary building	167	27.51
2	New Upper Primary buildings	108	18.65
3	Additional Classrooms	9881	524.55
4	Common Toilets	6822	63.99
5	Toilet for Girls	15059	127.12
6	CWSN Toilets	7547	37.74

7	Drinking Water	6016	15.78
8	Compound Wall	9242	108.51
9	Headmaster rooms	1237	50.94
10	Major Repairs	306	6.21
11	Ramps	6328	10.13
12	Residential School buildings	5	3.03
13	KGBV buildings	15	6.79
14	Whole school development	58	1.16
<b>Total</b>		<b>62791</b>	<b>1002.11</b>

Source : SSA



*Picture 36 - Additional Classroom building*



*Picture 37 - Residential school at Krishnagiri*

## **2.21.2. Provision of Toilet and Drinking Water Facilities**

The programme of “Muzhu Sugathara Tamizhagam” has been a very gratifying project over the past two years. It has paved access for every student to sanitation facilities

including toilets, school cleanliness and safe drinking water supply. To attain the goal of Muzhu Sugadhara Tamizhagam, school level competitions have been conducted on topics like hygiene and sanitation, ill effects of open defecation, keeping our natural environment free from chemical pollutants, to practice safe and hygienic measures among girl students.



*Picture 38 - Toilets*

11,598 new toilets have been constructed to provide separate toilets for boys and girls. Further, 10,776 dysfunctional toilets have been made functional.

## **2.22. Special Initiatives**

The Government of Tamil Nadu is also a pioneer in undertaking maintenance of school toilets through the Rural and Urban Local bodies. Though toilets were provided in all schools, the major concern was maintenance of toilets. This



long felt need has been addressed for the first time. Part time sanitary workers were appointed in all Government / Panchayat Union Elementary Schools through Rural Department and Panchayat Raj Department. It is also ensured that every school is allotted funds to buy cleaning materials for toilets. Thus, significant improvement in toilet maintenance is witnessed in all schools at present. This added facility enables the retention of children in schools.

This has been well appreciated by MHRD, GOI and the other States have been advised to follow the example of Tamil Nadu in maintenance of school toilets. Maintenance grants under SSA have been utilized principally for making the schools toilets functional.

### **2.22.1. WASH Training – (Water, Sanitation and Hygiene)**

One of the ten themes identified in Vision Tamil Nadu 2023 is, “Tamil Nadu will provide the best infrastructure services in India in terms of universal access to Housing, Water & Sanitation, Energy, Transportation, Irrigation, Connectivity, Healthcare, and Education”. The State aims to promote an Open defecation free status under this vision

statement namely “Muzhu Sugadhara Tamizhagam” and Promoting Clean Schools in the State is also one of the goals. Tamil Nadu is one of the few states to coordinate with Unicef and conduct WASH (Water, Sanitation and Hygiene) training – State Level, Regional Level, District level, Block level and School level throughout the State towards the achievement of generating awareness about hygiene and sanitation among students.

### **2.22.2. Outcome of “Muzhu Sugadhara Tamizhagam”**

As an outcome of this behavioral change training, Group hand washing stations have been constructed in all the New Primary School buildings, Upper Primary school buildings and Additional Classrooms allotted and constructed in the year 2015-16.



*Picture 39 - Group hand washing stations*

### 2.22.3. Building as Learning Aid – Activities

A different line of thinking, a shift from the stereotype, a deviation from the routine often results in plans that are extraordinary. An innovative project ‘BaLA’



*Picture 40 - BaLA Activities*

(Building as Learning Aid) is being implemented in all the classrooms constructed from the year 2013-14. ‘BaLA’ taps the pedagogy potential of school spaces. It creates an elegant ambience in school which motivates the child to enroll in and attend the school regularly. Implementation of ‘BaLA’ not only helps in making the school inviting and attractive for children, it also helps in retaining them to be constructively engaged during and beyond school hours.

Tamil Nadu has included the cost of BaLA activities in the school estimate itself as a best practice and is successfully implementing it in all the classroom buildings that are now constructed under SSA.

### **2.23. School Grant and Maintenance Grant**

During the year 2015-16, an amount of Rs 30.48 crores has been provided towards School Grant. All Government and Government aided primary schools which have classes from I-V are eligible for a grant of Rs.5000/- and upper primary schools having classes from VI-VIII are eligible for a grant of Rs.7000/-. Primary and Upper Primary Schools will be treated as separate units of schools for the purpose of School Grant even if they are functioning in the same premises. The schools with classes I-VIII will receive a grant of Rs.12000/-(Rs.5000+Rs.7000).

The school grant is used to purchase materials for teaching in and out of the classroom. This helps to enhance the curricular and co-curricular performance of the children by providing suitable materials. Moreover the school grant helps in enhancing the basic infrastructure facilities in addition to civil works. For the year 2016-17 an amount of Rs. 30.40 crores has been provided for school grant.

Maintenance grant is provided only to Government schools, based on the number of instructional classrooms. In the year 2015-16, an amount of Rs 27.44 crores has been provided towards Maintenance grant. Maintenance grant is utilized by the Government schools to carry out minor repairs to classrooms and toilets and maintain the campus. For the year 2016-17 an amount of Rs. 27.50 crores has been provided for maintenance grant.

## **Other Activities**

### **2.24. Self Defense Training:**

Tamil Nadu implements several activities for the promotion of education and all round development of girl children. One such programme is the self defense training for the upper primary girls implemented during the year 2015-16. The programme includes valuable self-defense lessons and training on how to recognize danger, the programme of bigger / smaller attacker, confidence, speaking up and physical technique skills through karate, martial arts etc.

For each district 1000 girl students in 7<sup>th</sup> and 8<sup>th</sup> Standards of upper primary schools having strength of minimum 25 to 100 girls in upper primary sections were

selected for Self-defense training. Totally 30,000 girls benefited from this training. Most of the parents commented that a great change has occurred in the attitude and behavior of their girls. They developed greater confidence and self esteem.

## **2.25. Mentoring Institutions**

Government schools are to be mentored by Institutes like IITs and other Central Universities, Higher Education Institutions and reputed organizations through innovative programmes, student exchanges, demonstrations, student visits, etc to develop a natural sense of passion towards learning of Science and Maths.

In Madurai and Erode Districts, Upper Primary children were taken to the laboratories of Engineering Colleges. Children experienced great joy on seeing the scientific equipments, libraries etc. The experiments demonstrated by the lecturers enthralled the children and this motivated them for continuing higher education. The new atmosphere and elaborate demonstration class inspired the students.



*Picture 41 - Mentoring Institution visit*

## **2.26. Community Mobilization Awareness Programme**

From 2013-14, various awareness programmes like Kalajathas, Competitions for school children, Annual day celebrations and wall painting in schools have been conducted to create awareness among children, parents, teachers and public throughout Tamil Nadu at a cost of Rs 9.99 crores annually.

In continuation of the same, The Hon'ble Chief Minister under Rule of 110 of the Tamil Nadu Legislative Assembly, made an announcement on 23.09.2015 that "Community mobilization programme is to be continued in the year 2015-16" at a cost of Rs 9 Crores. The following activities under Community Mobilization have been carried out accordingly.

### **2.26.1. Competitions for School Children**

During the year 2015-16, to make children understand the real essence of RTE, to generate awareness about Girls Education, women's empowerment, sanitation, to provide them opportunities to display their talent and potential and to develop interpersonal skills among children, different competitions like Drawing, Essay and Oratory competitions for children from I std to 8 std of 33,064 Government Primary, Middle, High and Higher Secondary schools in Tamil Nadu have been conducted at a cost of Rs 2.2 crores. .



*Picture 42 – District level Oratory and Essay writing on Girls Education*

### **2.26.2. Wall Paintings**

During the year 2015-16, Wall paintings have been done in 2184 primary and upper primary schools in each



block of all the districts in Tamil Nadu. Specific child friendly paintings, phonetic letters have been painted inside the classrooms at cost of Rs 3.28 crores. These attractive colourful paintings serve as a learning aid and kindle children to enhance their English reading skills in a joyful and playful way. The phonetic letters painted help the teachers to guide the children in pronouncing the words correctly.



Picture 43 – Wall Paintings

### **2.26.3. School Annual day**

During the year 2015-16, Annual Day celebrations have been conducted in 5195 Government primary and upper primary schools at cost of Rs. 2.84 crores to create awareness about RTE among the children and community and it is an opportunity for children to exhibit their talent before the community members and thereby enhance

participation of the local community in the day to day affairs of the school.



*Picture 44 - Government School Annual Day Celebrations*

## **2.27. Educational Management and Information System (EMIS)**

The Government of Tamil Nadu has launched a flagship programme, Educational Management and Information System (EMIS) in all schools. The data of all the schools, teachers and students are being collected and updated annually. Information being collected manually at present from schools can be easily extracted from the database. Interdepartmental and intradepartmental communication would be possible for the Government machinery to monitor the reach of welfare measures to the target group through the EMIS. Besides, student's cohort can be studied and consistently followed with the information collected from the EMIS. This would further help to track the children dropped out from the school system before

completing elementary education. To implement EMIS system effectively a full-fledged State EMIS cell is functioning in DPI campus with necessary Hi-end server and peripherals from the year 2014-15.

### **2.28. School Management Committee (SMC)**

Community participation has been viewed as an essential element of decentralizing education governance to the grassroots level. The effective implementation of various provisions ensuring the child's right to education along with various entitlements specified in the RTE Act rests with the School Management Committee and Local Authorities. 42,167 School Management Committees have been constituted in Government and Government Aided Schools. The main objective of this committee is to prepare School Development Plan (SDP) as per the RTE guidelines / norms and in turn enable the school to transform into a RTE compliant school.

The community at large and School Management Committee members in particular have to be supported through training and hand holding and made aware of the provisions of the Right of Children to Free and Compulsory Education Act – 2009, the roles, composition and formation

of SMC. Capacity building training has been provided for SMC members from 2012 to 2016.

**Table - Community Mobilisation Training**

<b>S. No</b>	<b>Year</b>	<b>No. of SMC Members Trained</b>	<b>Amount approved (Rs. in Crores)</b>
1	2011-12	5,83,936	27.06
2	2012-13	5,34,420	24.04
3	2013-14	1,33,605	4.00
4	2014-15	2,21,700	6.65
5	2015-16	2,22,798	6.68

### **2.29. Best School Award**

Rewards and appreciation always motivate and inspire people to perform better. Therefore, “Best School Award” has been introduced as a successful strategy to create an atmosphere of healthy competition among schools.

This will motivate the schools to reach greater heights in academic and non-academic performance and make the schools child friendly. A committee will select three schools in each district for this purpose. This has encouraged many

schools and led them to find various innovative methods to improve the performance of their schools.

There are numerous examples of good practices followed in schools, which should be duly recognized, as they will inspire other schools to follow the good examples.

### **2.30. Budget**

Budget allocation for Elementary Education for the year 2016-17 is Rs.9447.27 Crores. An amount of Rs. 2338.32 crores has been earmarked as budget for Sarva Shiksha Abhiyan.

### **2.31. Conclusion**

Careful planning with effective implementation and regular monitoring will surely penetrate to the grass root level and yield much better results than expected. "A child without education is like a marble in a quarry which does not show its inherent beauty till the skills of a polisher fetches out all its colours" - Edison. The various welfare schemes and measures taken by the Government of Tamil Nadu are drawing children towards schools and providing a conducive atmosphere for learning and thereby enhance enrolment.

Quality education provided by skilled teachers motivates the students and brings out the best in them. Children find means to discover their individuality and their interests and develop an attitude of enquiry and skills for problem solving. The Directorate of Elementary Education and SSA are initiating steps to face class room challenges where 'the destiny of India is shaped'. Persistence, perspiration and perseverance will produce supreme products.

### **3. SECONDARY AND HIGHER SECONDARY EDUCATION AND RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN**

#### **3.1. The Importance of Secondary Education**

Education is an important input both for the growth of the society as well as for the individual. It is an imperative tool through which skills and competencies necessary for civic participation are acquired and it determines one's success as a social player. While primary education introduces one to the social world, it is the secondary education that equips the individual with necessary contrivances to lead a dignified social life.

Secondary education serves as a link between the elementary and higher education. A child's future depends largely on the nature of education she/he receives at the secondary level. Secondary education can be instrumental in shaping and directing the child to a bright future. Providing secondary education to all, both boys and girls, with focus on quality education assumes greater significance in the context of the emerging challenges in our society. Access to a good and an equitable secondary education entails having a system in which students have real opportunities to play meaningful roles in the enterprise of their own education.

Hon'ble Chief Minister has provided continuous, unprecedented budgetary support to promote and sustain innovations implemented in Secondary Education over the past five years. The Student Welfare schemes such as cost-free textbooks, notebooks, uniforms, footwear, noon meal, school bags, geometry boxes, Atlas, bicycles, laptops, special cash incentives and bus pass are being implemented to increase enrolment and to reduce dropouts in schools. The introduction of Trimester Pattern from 1<sup>st</sup> to 9<sup>th</sup> standards to reduce the burden of textbooks has been one of the key progressive reforms being implemented in the State.

The student welfare schemes of the Government coupled with the concerted efforts of the School Education Department have yielded positive results. The State has recorded substantial improvement and steady growth in secondary education over the past five years.

### **3.2. Five Years Achievements (2011-12 to 2015-16)**

#### **Budget**

- A budgetary allocation of Rs.39,839.87 crore for the Directorate of School Education and Rs.1,795.66 crore for RMSA which constitutes 48.3% of the total allocation for the School Education Department, has



been made over the past five years (2011-12 to 2015-16). This is mainly for ensuring quality secondary education, developing the required infrastructure facilities in schools, appointment of teachers and implementing welfare schemes to the students. Apart from this amount, an additional amount of Rs.1455.69 crore has been sanctioned to complete civil works namely, school buildings, girls hostels, model schools and additional classrooms.

### Enrolment Trend

- Consequent to the effective implementation of welfare schemes, the Gross Enrolment Ratio (GER) at secondary level has increased from 88.52% in 2010-11 to 93.15% in 2015-16. At higher secondary level, the GER has increased from 55.92% in 2010-11 to 77.64% in 2015-16. **(Source : UDISE)**
- At secondary level, the dropout rate has recorded a positive decline from 11.21% in 2010-2011 to 3.76% in 2015-2016. **(Source : UDISE)**
- SSLC results donned an increasing trend in the past five years. The results increased from 86.0% in 2011-12 to 93.6% in 2015-16. The State has witnessed a

creditable increase in the results of Higher Secondary Examination from 87.0% in 2011-12 to 91.4% in 2015-16. (**Source : DGE**)

### **3.3. Vision**

**"Vision Tamil Nadu 2023"**– sculpted by Hon'ble Chief Minister, is a remarkable illustration of her foresight and untiring commitment to the cause of public welfare. The Vision aims to take the State to the summit of growth by making it India's most Prosperous, Progressive and Poverty-free State by 2023.

The Vision aspires to set the State on the path of an accelerated and inclusive growth. During this period, invariably every citizen of Tamil Nadu, irrespective of social and economic disparities, is envisioned to enjoy the best standard of services in terms of access to Infrastructure, Education and Health Services. The Vision aims at seeing every citizen of the State, educated, skilled, and trained adequately to contribute to the process of social and economic growth and relish a clean environment, connectivity, and employment opportunities.

*Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* supplements the initiatives of the Government in school

education. It is a centrally sponsored scheme to achieve *Universalization of Secondary Education*. Its vision is to make Secondary Education of good quality, available, accessible and affordable to all school age children in the age group of 14-18 years. The other objectives include improving quality of education through making all secondary schools conform to prescribed norms, bridging gender gap, removing socio-economic and disability barriers, providing universal access by 2017 and achieving universal retention by 2020. The sharing pattern between the Centre and the State is at a ratio of 60:40.

### **3.4. Goals and Objectives**

The State has a propitious vision for Secondary Education, spanning almost several decades, involving a series of initiatives, efforts and experiments on a yearly basis. Hence, it is found logical to approach the long-term vision, by framing a list of achievable short-term objectives for every academic year.

The Directorate of School Education, in coordination with RMSA, has the following specific objectives to realize the aforesaid vision in the year 2016-17.

- To improve access to Secondary and Higher Secondary Schooling to all children of the 14 to 18 age group by establishing High Schools within 5km radius and Higher Secondary Schools within 8 km radius of their residence.
- To ensure the appointment of required number of Graduate and Post graduate teachers as per the norms of pupil- teacher ratio.
- To alleviate social disparity and achieve equity through the implementation of relevant quality interventions such as Model Schools and Girls' Hostels in the Educationally Backward Blocks (EBBs).
- To provide the teachers with the requisite training for imparting quality education.
- To ensure that all Secondary and Higher Secondary Schools have the required infrastructure, conducive to joyful and effective learning.
- To guarantee that no child is left behind or deprived of Secondary or Higher Secondary education irrespective of gender, socio-economic, disability or any other barrier.
- To reduce dropouts and thereby achieve 100% retention at Secondary and Higher Secondary levels.

- To provide quality and life-oriented education along with the required soft skills and vocational skills to promote employability.
- To improve the performance of the students in Secondary and Higher Secondary Examinations by offering them special learning programmes.
- To disseminate health awareness and inculcate healthy habits among students.
- To instill in students a thirst for sports and games by throwing open opportunities at the District, State and National levels.
- To develop scientific temper among students by involving them in Science Projects, Eco-clubs and Science Exhibitions.
- To provide opportunities for the children to express their hidden talents in scholastic, co-scholastic and extra-curricular activities by following *Trimester System with Continuous and Comprehensive Evaluation (CCE)* Methodology for learning and assessment.
- To promote the education of the girl children who do not have access to secondary education by providing boarding facilities through Girls' Hostels in the 44

Educationally Backward Blocks of 13 Districts.

- To provide need based free transport and residential facilities aiming at 100% enrolment.
- To provide ***Inclusive Education*** to children with special needs (CWSN).

### **3.5. Road Map for Achieving the Vision of the Hon'ble Chief Minister**

- School mapping exercise through Geographic Information System (GIS).
- Identification of un-served habitations in the entire State.
- Upgrading Middle Schools to High Schools and High Schools to Higher Secondary Schools to provide universal access.
- To ensure 100% access, enrolment, retention and completion.
- Universalisation of Secondary and Higher Secondary education.

## **STRATEGIES**

### **3.6. Access / Upgradation of schools**

Provision of access to Secondary and Higher Secondary Education is the most significant task to achieve

Universalisation of Secondary Education. The State carried out school mapping exercise by adopting Geographic Information System (GIS). The un-served habitations were identified and were given access to secondary education by upgrading Middle Schools into High Schools.

During the years 2011-12, 2013-14 and 2014-15, a total of 810 Middle Schools were upgraded to High Schools. Of them, 552 schools were upgraded under RMSA scheme and the remaining 258 schools by the State Government, thus benefiting 1,53,372 students. The State Government upgraded 402 Government High Schools to Higher Secondary Schools and this benefited 48,240 students. In a pioneering move, Hon'ble Chief Minister has sanctioned a total of 9 Postgraduate teacher posts for each school, comprising Tamil, English, Mathematics, Physics, Chemistry, Biology, History, Economics and Commerce. A post of Headmaster is also sanctioned for each of the 402 Higher Secondary Schools.

This proactive and thoughtful policy decision of the Hon'ble Chief Minister in creating 3618 Postgraduate teacher posts and 402 Headmaster posts, has enabled the schools to offer courses in Arts, Science and Commerce groups for the benefit of children in rural areas.

The following table shows the achievement of the Department in upgrading Middle to High Schools and High to Higher Secondary Schools.

<b>Upgradation of Schools</b>			
<b>Academic Year</b>	<b>Middle to High School</b>		<b>High to Hr. Sec School</b>
	<b>State</b>	<b>RMSA</b>	<b>State</b>
2011-12	158	552	100
2012-13	-	-	100
2013-14	50	-	100
2014-15	50	-	102
<b>Total</b>	<b>258</b>	<b>552</b>	<b>402</b>

### **3.7. Increase in Enrolment**

There has been an impressive rise in enrolment and the quality of Teaching-Learning processes in schools in the State, attributable to various path-breaking initiatives taken by the Hon'ble Chief Minister over the past five years. They are as follows:

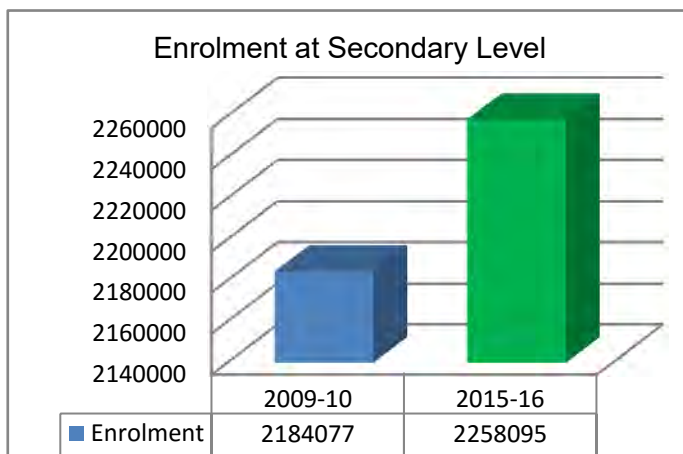
- Hon'ble Chief Minister's Student Welfare Schemes.
- Enhancing quality of Secondary and Higher Secondary education



- Provision of new schools in un-served habitations.
- Provision of additional classrooms in the existing schools.
- Expansion of English medium sections in Government schools.
- Appointment of subject-specific teachers.
- Appointment of additional non-teaching staff.
- Various interventions for improving performance of schools in Board Examinations.
- Mobilizing community support for school level academic activities.

At both secondary and higher secondary levels, the State has recorded a remarkable improvement in enrolment over the past five years. At secondary level, the enrolment has increased from 21,84,077 in the year 2009-10 to 22,58,095 in the academic year 2015-16. Similarly,

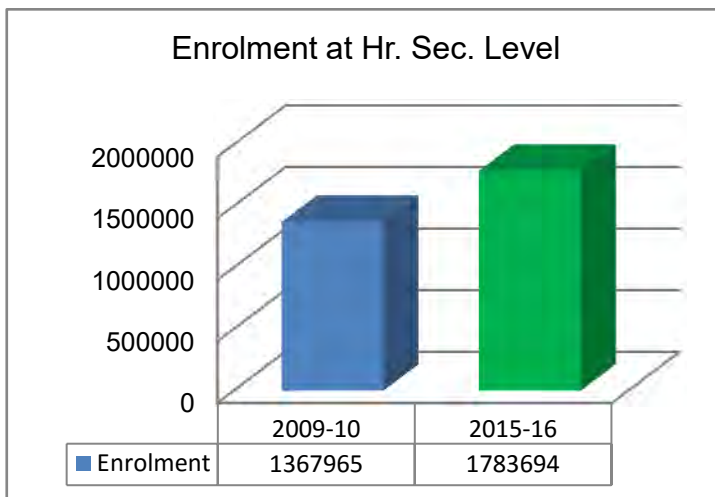
Graph – 20. Enrolment at Secondary Level



Source : SEMIS, UDISE

at higher secondary level, the enrolment of students has increased from 13,67,965 in the year 2009-10 to 17,83,694 in the academic year 2015-16.

Graph – 21 Enrolment at Higher Secondary Level



Source : SEMIS, UDISE

### 3.8. Model Schools in the Educationally Backward Blocks

Model Schools have been established under RMSA in the 44 Educationally Backward Blocks (EBB) in 13 Districts to improve access and to ensure quality in Secondary Education. Model Schools are constructed with the State-of-the-art infrastructure. These Schools are the first-of-its-kind Government facility to help children in the EBBs to study in English medium.

Each Model School accommodates 560 children with 17 teaching and 7 non-teaching staff to cater for their

educational needs. The schools comprise enviable infrastructure that includes spacious classrooms, science laboratory, conference hall, library room, separate toilet facility for boys and girls and protected drinking water. To set the pace as a trend setting institution, Bio Digester Toilets, worth Rs. One lakh each, are erected at 18 Model Schools in the year 2015-16.

Apart from quality infrastructure, the Model Schools have emerged as the top-performing schools in the educational districts they serve. These Model Schools act as Schools of Excellence in the Educationally Backward Blocks.

To construct these 44 Model Schools, a sum of Rs.132.52 crore was to be shared between the Centre and the State in the ratio of 75:25. However, owing to the increase in the cost of construction, the amount sanctioned by the Centre was found to be insufficient. Subsequently, Hon'ble Chief Minister has generously sanctioned an additional amount of Rs.57.23 crore, over and above the State's 25% share of Rs.33.13 crore for the completion of this project.

Thus, the State has sanctioned a total amount of Rs.90.36 crore from its own fund thereby ensuring

availability of quality secondary education in the *Educationally Backward Block*



*Picture – 45. Model School Thiruvennaiyanallur*

Since 2015-16, the Government of India has delinked the Model School programme from the *Rashtriya Madhyamik Shiksha Abhiyan* scheme and has withdrawn the entire recurring cost of Rs.30 crore sanctioned annually. However, the State Government, in order to protect the interest of the children already enrolled in the Model Schools, has provided the recurring cost in the budget of the State Government and henceforth will be funding the entire requirement of the Model Schools.

### **3.9.Girls Hostels in the Educationally Backward Blocks**

The initiative of providing Girls Hostels in the 44 Educationally Backward Blocks could not be taken up within the sanctioned amount of Rs.61.10 crore owing to the low per unit cost provided by the scheme. The Hon'ble Chief Minister, considering the need for encouraging girls to pursue Secondary Education and to bridge the gender gap, has sanctioned an additional amount of Rs.45.44 crore over and above the State's 10% share of Rs.6.11 crore, thereby allocating a total amount of Rs.51.55 crore to complete the construction of Girls Hostels. This has given a new lease of life to the Girls Hostels that benefit 4400 girls to pursue their secondary education.



*Picture – 46. Girls Hostel A. Pudhur, Salem District*

The girl children of these hostels enjoy the best infrastructure that boasts of a room for every four children with individual cots and mattress, a separate cupboard and clean drinking water. The campus is solar power enabled. Hot water is made available through solar plants. An electrical incinerator is installed to assure the health and hygiene of the girl children.

Girls Hostels provide an uncompromised security protocol. The entire campus is under CCTV surveillance and the Bio-metric system introduced in these hostels monitor the attendance of the students.

Girls Hostels follow a carefully prepared nutritious menu. The cooks in 44 Girls Hostels were given special training to prepare the prescribed menu without compromising on taste and hygiene.



*Picture - 47. Orientation programme for the cooks in Girls Hostels*

### 3.10. Introduction of Parallel English Medium Sections in Government Schools

During the academic year 2012-13, the State Government introduced one English medium section in each class in Std VI in 165 schools with a total enrolment of 3,138 students. The scheme received appreciation from both the parents and the students of Government Schools. Consequently, in 2013-14, an additional 1,408 English medium sections were started in Government Schools, benefitting 25,831 students.

In the academic year 2014-15, there was a remarkable increase in enrolment in the schools with English medium sections. A number of 1485 schools have opted for English as the medium of instruction and the students enrolled in these schools were 24,699. Further, in

<b>Year-wise Enrolment in English Medium Sections</b>		
<b>Academic Year</b>	<b>No. of Sections</b>	<b>No. of Students</b>
2012-13	165	3138
2013-14	1408	25831
2014-15	1485	24699
2015-16	483	9600
<b>Total</b>	<b>3541</b>	<b>63268</b>



2015-16, English medium sections were started in 483 schools that enrolled 9,600 students. Thus a total of 63,268 students benefit under this initiative.

### **3.11. Appointment of Teachers**

The Government have taken efforts to fill the required vacancies in Government schools through the *Teachers Recruitment Board* in consonance with the national norm (40:1) of Pupil-Teacher ratio (PTR). Of the total sanction of 49,705 teacher posts, as many as 46,475 subject-specific teachers were appointed over the past five years. Because of this unprecedented sanction and appointment of a large number of teacher posts, the PTR at secondary level has improved to nearly 26:1. This is one of the important achievements of the Government. Recruitment procedures are underway to fill up the remaining vacancies in the current year.

### **3.12. School Infrastructure**

To fulfill the Hon'ble Chief Minister's vision of providing the best infrastructure facilities to the existing and upgraded Government Schools like additional class rooms, furniture, laboratories, libraries, toilets, drinking water

facilities and compound walls are being provided by the Government with the financial assistance from the State, NABARD and RMSA.

*Provision of Infrastructural Facilities under NABARD*

The State Government have sanctioned an amount of Rs.1006.26 crore for providing infrastructure to 1148



*Picture - 48. Government High School, Nalluranpatty, Karur District*

Government High/Higher Secondary schools under NABARD during the past five years. The Phase-wise details are as follows.

Provision of Infrastructure Facilities under NABARD								
Phase	Year of Sanction	No. Schools Benefitted	No. Class rooms	No. Science Lab	No. Toilets	No. Drinking Water Units	Length of Compound wall in metres	Rupees in Crore
Phase XI	2012	131	1508	112	244	71	43252	152.73
Phase XII	2013	210	1335	184	603	99	50110	247.75
Phase XIII	2014	155	1303	127	324	80	44052	208.62
Phase XIII	2015	424	-	-	784	376	-	41.58
Phase XIV	2016	228	2001	218	238	77	88013	355.58
Total		1148	6147	641	2193	703	225427	1006.26

**Toilets and Drinking Water Facilities in Government schools**

The Government strongly believes in the maxim, “Prevention is better than cure” and hence assigns due importance to the provision of safe drinking water and hygienic sanitation facilities in schools.

Accordingly, the Government have sanctioned a sum of Rs.93.94 crore towards the construction of toilets in 2,193 Government schools and a sum of Rs.13.70 crore towards the provision of drinking water facilities in 1,148 Government schools over the past five years under NABARD scheme.

*Infrastructure provision under RMSA*

The Project Approval Board (PAB) of RMSA approved in 2009-2010, the upgradation of 200 Middle to High Schools with the cost of construction fixed at Rs. 58 lakh per school. The School Management and Development Committee (SMDC) was assigned with the construction. The Government of India sanctioned a sum of Rs. 58 lakh per school, including the State contribution of 25% in the total sum, for the project. The fund sanctioned was found to be insufficient, for constructing buildings for the upgraded school. .

The Hon'ble Chief Minister, as a mark of her commitment to the cause of student welfare, sanctioned an additional amount of Rs. 18.02 crore from the State resources to complete the construction of these 200 new schools.

The Hon'ble Chief Minister is keen on providing the best of infrastructure to the students. The sanction of an additional amount of Rs. 71.18 crore from State fund towards the construction of additional classrooms and science laboratories in 879 existing Government High and Higher Secondary schools is one of the magnanimous gestures of the Hon'ble Chief Minister.

In the year 2010-2011, 344 schools and in 2011-2012, 552 schools have been upgraded as high schools under the RMSA and 158 schools have been upgraded as high schools entirely by the State Government, the Government of India sanctioned a sum of Rs. 58 lakh per school, including the State contribution of 25% in the total sum, for the project. The fund sanctioned was found to be insufficient, for constructing the buildings.

The Hon'ble Chief Minister graciously sanctioned an additional amount of Rs.996.30 crore (Rs.380 crore for 344 schools and Rs. 616.30 crore for 552 schools) through RMSA, 158 schools by from the State resources to complete the construction of these new schools.

On the whole, an additional amount of Rs.1455.69 crore has been sanctioned by the Government

of Tamil Nadu which is unparalleled in the annals of the School Education Department.

Rs. in crore

Academic year	COMPONENT	PHY	PAB Approval	GOI Share 75%	GOTN Share 25%	State Govt. Additional Sanction	GOTN Share 25% + State Govt Additional
2009-10	New School	200	116.24	87.18	29.06	18.02	47.08
2010-11	New School	344	510.06	*310.52	103.51	451.18	554.69
	Strengthening of Existing School	837					
2011-12	New School	552	**320.71	-	-	616.30	616.30
	New School Delinked By The MHRD And State Assumed The Responsibilities	158	-	-	-	267.52	267.52
	Model School - Phase I	18	54.00	40.50	13.50	4.52	18.02
	Model School - Phase II	26	78.52	***29.45	9.81	52.71	62.52
	Girls Hostel (90:10)	44	61.10	54.99	6.11	45.44	51.55
	Grand Total			1140.63	522.64	161.99	1455.69
<p>* Out of Government of India share 75% (Rs. 382.54 crore) the actual amount released by GOI is Rs. 310.52 crore only.  ** Total allocation of Rs. 320.71 crore is not yet released from Government of India.  *** Out of Government of India share 75% (Rs. 59.89 crore) the actual amount released by GOI is Rs. 29.45 crore only.</p>							

### 3.13. Inclusive Education for the Disabled at Secondary Stage (IEDSS)

IEDSS is an exclusive programme to provide inclusive and equitable education to the disabled. The Government, under the able guidance of Hon'ble

Chief Minister, is keen on providing education and equitable reach to children with special needs. IEDSS has been given primary focus, benefitting 11,433 disabled children.

### **3.14. Educational Indicators in Secondary Education**

The *Results Framework Document (RFD)* is put forth by MHRD, Government of India, as the efficient tool to calculate the status of progress in secondary education. The RFD assesses the progress with the aid of the following seven key performance indicators.

1. Secondary Enrolment
2. Gross Enrolment Ratio (GER)
3. Gender Parity Index (GPI)
4. Gender Equity Index (GEI)
5. Social Equity Index (SEI-SC)
6. Social Equity Index (SEI-ST)
7. Secondary Graduation Rate (SGR)

The table below enlists the State's progress in relevance to the seven key performance indicators. The data

reflects consistent, creditable growth pertaining to all the seven key indicators.

### 3.15. RFD Indicators (Secondary)

Indicator	2009-10	2015-16
Enrolment	21,84,077	22,58,095
Gross Enrolment Ratio (GER)	85.81	93.15
Gender Parity Index (GPI)	1.02	1.04
Gender Equity Index (GEI)	1.010	1.022
Social Equity Index-SC	1.06	1.06
Social Equity Index-ST	0.67	0.92
Secondary Graduation Rate	86.26	97.66

(Source : UDISE)

#### 3.15.1 Enrolment Trend in Secondary Education

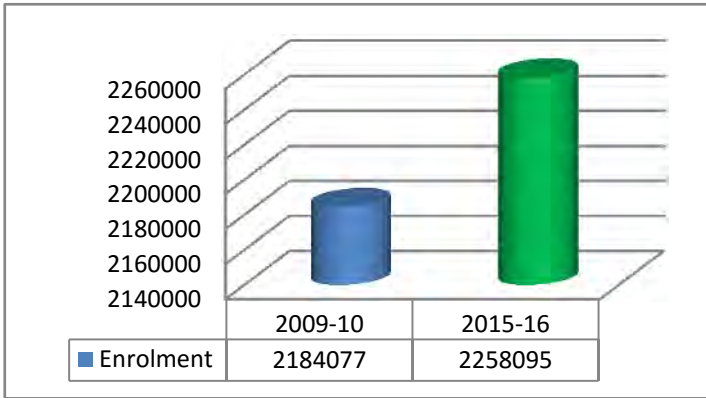
The graph depicts the consistent and progressive enrolment trend that the State witnesses at the Secondary level.

Academic Year	Enrolment in IX and X
2009-10	21,84,077
2015-16	22,58,095

Source : UDISE



Graph – 22. Enrolment at Secondary Level



(Source : UDISE)

### 3.15.2 Gross Enrolment Ratio – GER at Secondary level

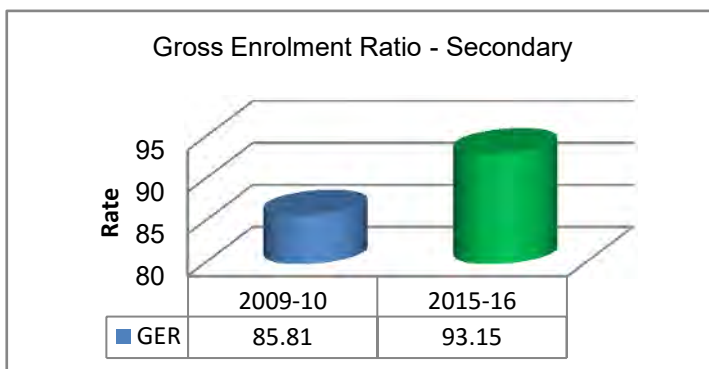
The sincere efforts of the Government to promote education in the State, have resulted in the introduction of various students-centred welfare schemes. The outcome is a steady increase in the GER year by year. The GER at the secondary level has increased from 85.81 in the year 2009-10 to 93.15 in the academic year 2015-16. The State has registered an overall increase of 7.34% in GER and it is a clear proof of the progressive educational trend in the State.

Academic Year	GER
2009-10	85.81
2015-16	93.15

(Source : UDISE)

$$GER = \frac{\text{Total enrolment in Grade IX \& X}}{\text{Population of 14 to 15 years in the same year}} \times 100$$

Graph – 23. Gross Enrolment Ratio – Secondary



Source : UDISE

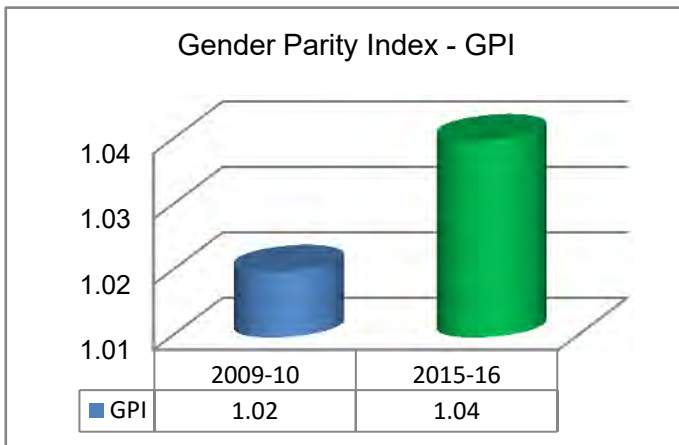
### 3.15.3. Gender Parity Index (GPI)

The GPI is a socio-economic index designed to measure the relative access to education of boys and girls. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in secondary education. The GPI at the State level has

increased from 1.02 in the year 2009-10 to 1.04 in 2015-16. It clearly indicates that the State has facilitated an easy access to girls' education over the years. Consequently, the GPI indicates a healthy trend at the secondary level in the State.

$$GPI = \frac{\text{No. of Girls enrolled in Secondary}}{\text{No. of Boys enrolled in Secondary}}$$

Graph –24. Gender Parity Index (GPI)



Source - UDISE

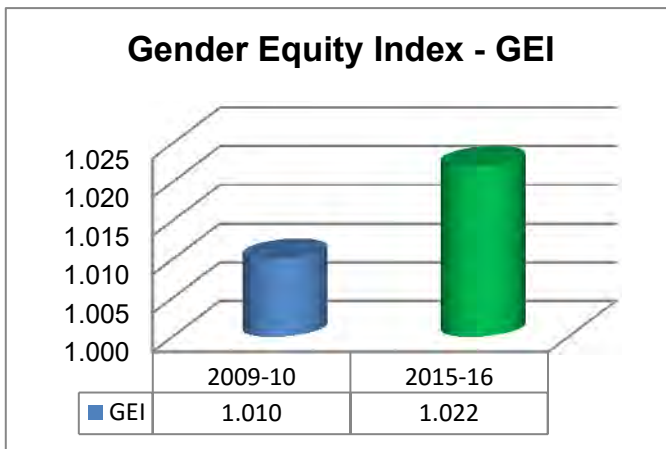
#### 3.15.4. Gender Equity Index (GEI)

The GEI denotes the differences in the distribution of access to education in a State between boys and girls. This socio-economic index is an efficient tool to assess equity in

enrolment at the secondary level. The graphical representation shows a steady increase in the enrolment of girls over the past five years.

$$GEI = \frac{\text{Share of Girls in Total Enrolment}}{\text{Share of Girls in Total Age Group}}$$

Graph – 25. Gender Equity Index (GEI)



Source - UDISE

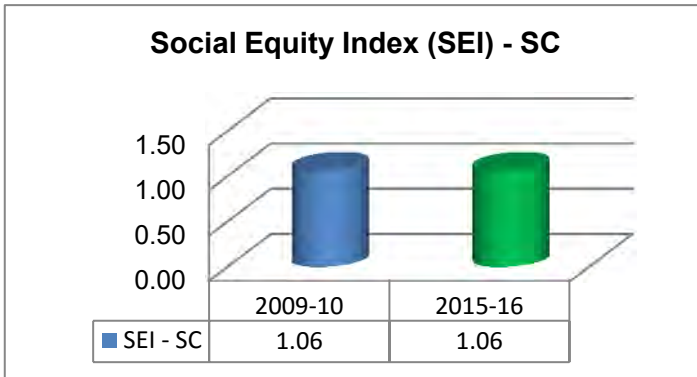
### 3.15.5. Social Equity Index (SEI)

The SEI reveals the differences that prevail in access to education. As equity in education being the primary objective and the State's continued efforts in the form of academic inputs and welfare schemes, a desired increase

has been brought about in the SEI among SC and ST students across the State in the past five years.

$$SEI(SC) = \frac{\text{Share of SC in Total Enrolment}}{\text{Share of SC in Total Age Group Population}}$$

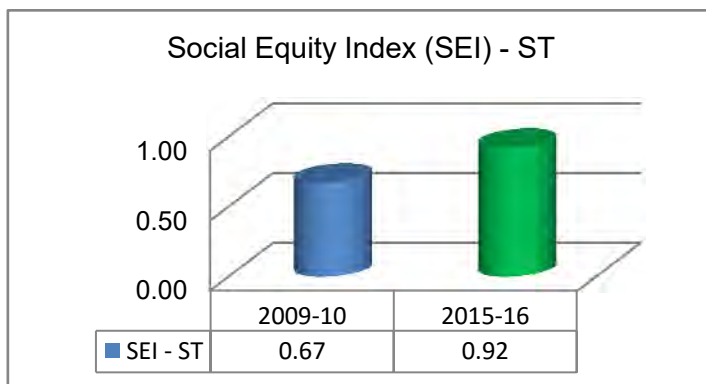
Graph – 26. Social Equity Index (SEI) - SC



Source: UDISE

$$SEI(ST) = \frac{\text{Share of ST in Total Enrolment}}{\text{Share of ST in Total Age Group Population}}$$

Graph – 27. Social Equity Index (SEI) - ST



Source: UDISE

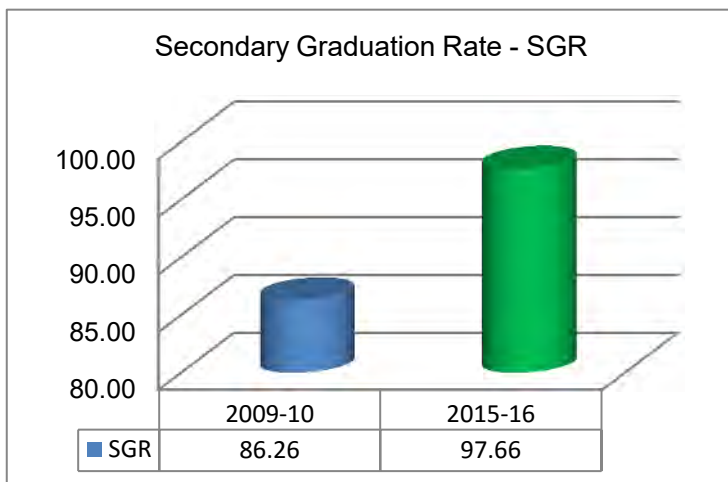
### 3.15.6. Secondary Graduation Rate (SGR)

The consistent educational reforms at the secondary level, the inculcation of the best teaching learning practices, introduction of student welfare schemes, creation of adolescent-friendly learning environment in schools have been instrumental in improving the SGR of the State. The SGR discloses the enhanced internal efficiency of our Secondary Education System.

*Graduation Rate*

$$= \frac{\text{No. of Students appeared in X Standard}}{\text{No. of Students enrolled in IX Standard in the previous year}}$$

Graph - 28. Secondary Graduation Rate - SGR



Source: UDISE

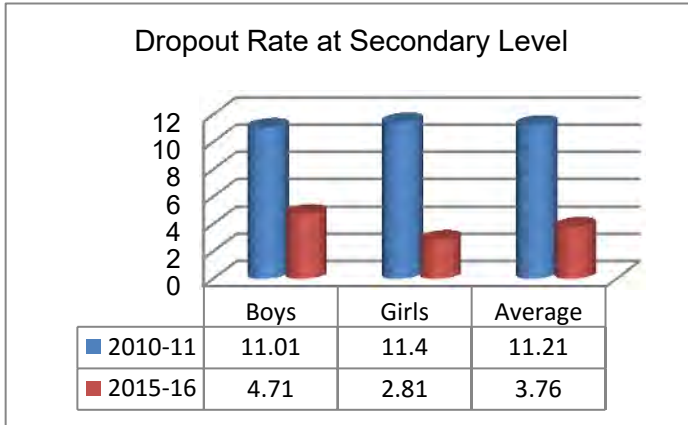
After a trend of gradual increase in the past five years, the Tamil Nadu stands at the summit of SGR in the year 2015-16. The State has registered a remarkable increase of 11.40% in SGR.

### **3.15.7.Reduction in dropout and enhancement in retention**

The State approaches education from a holistic perspective. The educational needs of the students are comprehensively taken care of with the implementation of 14 welfare schemes by the Government. The result is a

substantial reduction in the dropout rate at the secondary level.

Graph – 29. Dropout Rate at Secondary Level



Source : UDISE

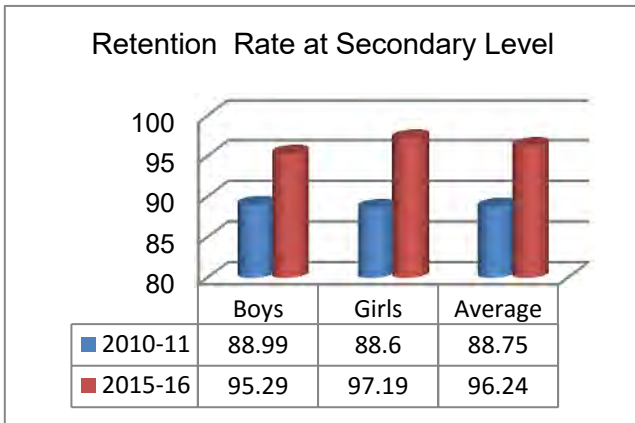
The Government, through the student welfare schemes, have been successful in reducing the Dropout Rate at the secondary level from 11.21 in 2010-11 to 3.76 in 2015-16.

The 5th Joint Review Mission (JRM) in its remarks reported: *“The State has made remarkable achievement under this component. Against the national goal to reduce drop-out rate to less than 25% by 2017, the State has already achieved a low drop-out rate at 3.76% in 2015”.*



The success in the educational endeavour of Tamil Nadu does not confine only to the indicator GER, the State has shown commendable improvement in Retention Rate as well. The following table and diagram exhibit an increase of 7.49% in Retention Rate over a period of five years since 2010-11.

Graph – 30. Retention Rate at Secondary Level



Source : UDISE

### 3.15.8. Enrolment and Transition in Higher Secondary stage Progress in Enrolment

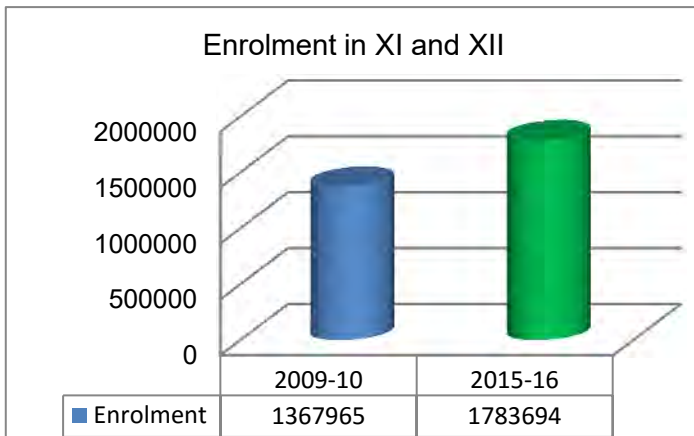
The State Government spearheads a series of welfare schemes, targeting equity in education at all spheres. These student friendly initiatives in collaboration with the State's designs for student welfare have consequently set enrolment on the path of progress. The

table below indicates the increasing trend in enrolment at the higher secondary level over the past five years.

Academic Year	Enrolment in XI and XII
2009-10	13,67,965
2015-16	17,83,694

(Source : SEMIS & UDISE)

Graph – 31. Enrolment in XI and XII



Source: UDISE

The gross enrolment in Higher Secondary schools has increased over the years. The total enrolment in the year 2009-10 was 13,67,965 and this has increased to an impressive total of 17,83,694 in the year 2015-16.

### 3.15.9. Progress in Transition Rate

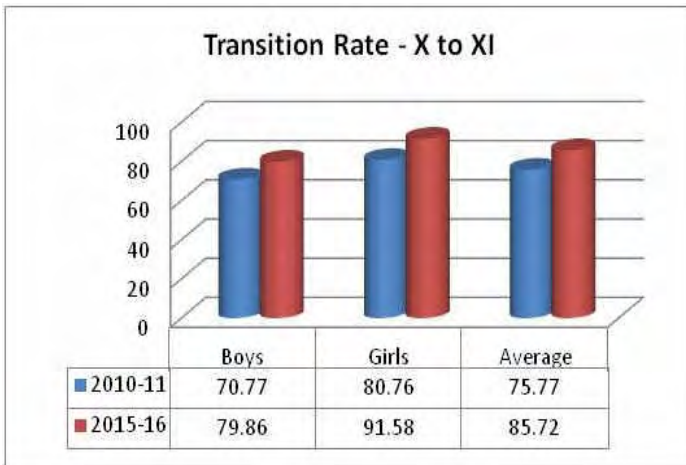
The success of the educational policies and initiatives of a State are well measured by the Transition Rate. The State's vision to get its citizens educated is complete only when the students finish schooling up to Higher Secondary Level and enter higher education.

The end result of the well acclaimed educational enterprises of the State is the increase of transition rate from Std. X to XI. It is significant that both boys and girls have recorded an increase in transition rate over the past five years. With regard to boys, there has been increase of 9.09% and in the case of girls, there is an increase of 10.82%.

Transition Rate – X to XI		
Academic Year	2010-11	2015-16
Boys	70.77	79.86
Girls	80.76	91.58
Average	75.77	85.72

Source : UDISE

Graph – 32 Transition Rate – X to XI

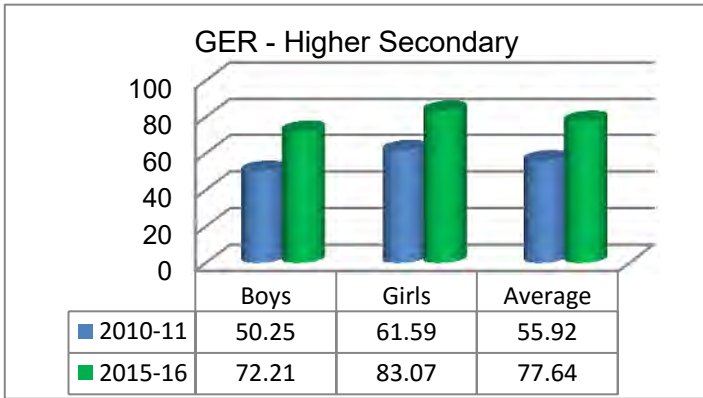


Source : UDISE

### 3.15.10 Gross Enrolment Ratio – Higher Secondary level:

The State Government implements a series of beneficial schemes that offer education to students in a neat package. Quality enhancement in the teaching learning process along with the provision of learning assistive supplements, such as laptops, bi-cycles, cash incentives to reduce dropouts have improved the internal efficiency of the Higher Secondary schools to attract students. It is significant to note that the enrolment of both boys and girls has increased considerably since 2010-11.

Graph - 33 GER – Higher Secondary

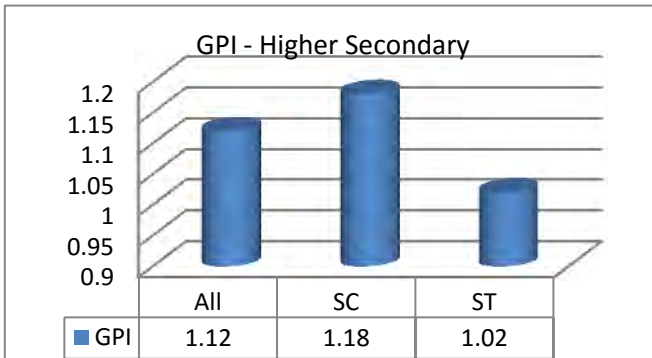


Source : UDISE

### 3.15.11. Gender Parity Index – Higher Secondary

The GPI at the Higher Secondary level stands at 1.12 in the year 2015-16. It clearly indicates that the State has facilitated an easy access to Higher Secondary education to all.

Graph - 34. GPI - Higher Secondary

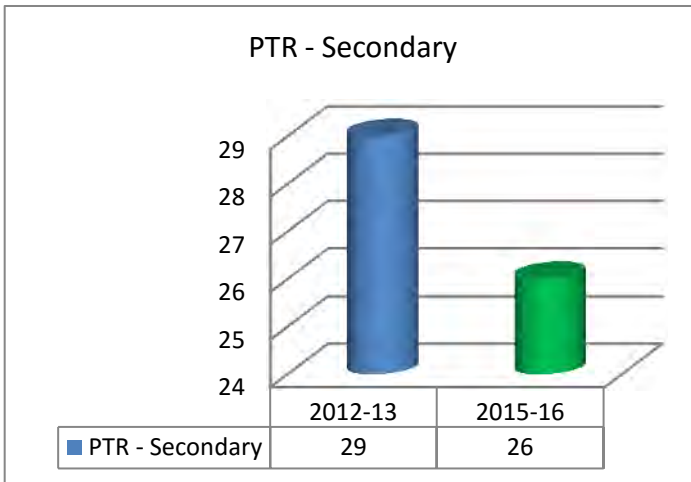


Source : UDISE

### 3.15.12 Pupil-Teacher Ratio (PTR)

The National norm for Pupil-Teacher Ratio at secondary level is 40:1. It is significant to note that the State's Pupil-Teacher Ratio depicts a futuristic trend. The State has filled the necessary subject-specific teacher vacancies at the secondary and higher secondary levels. Consequently, the State-level PTR in the State has reached an enviable level of 26:1 at the secondary level and 37:1 at the higher secondary level in the year 2015-16. The Pupil-Teacher Ratio at the State level is depicted below:

Graph – 35. PTR – Secondary



Source : UDISE

### **3.16. Quality Interventions**

Achieving quality improvement in school education is a continuous process, calling for sustained innovation and relentless experimentation. The State welcomes innovation with an open arm, especially in the field of school education. Successful educational practices across the Nation and the world are field-tested and incorporated into the texture of our educational pattern, in order to stand at par with the ever evolving educational challenges. Further, our educational think tank is ever active, eyeing an opportunity to infuse innovation into the stream of education. The result is that the State innovates and implements numerous projects every year. These quality interventions make their worthy contribution in bettering the education of the State.

#### **3.16.1. Continuous and Comprehensive Evaluation (CCE) and Trimester Pattern**

Tamil Nadu has been the forerunner in designing and developing curriculum, syllabus, evaluation methods and other related activities to keep pace with international trends. Due to the introduction of CCE for Standard I to IX, a student is assessed not only in scholastic areas but also in

co-scholastic areas which include his/her personality traits and aptitude. This Evaluation technique diagnoses the gap in a student's attainment levels to help in addressing the same through corrective measures by the teachers.

Moreover, under Trimester pattern of education, an academic year has been divided into three equal terms and textbooks for each Term are separately supplied to schools. In this pattern, the burden of textbooks has been substantially reduced and learning has become comparatively easier and joyful for the students.

### **3.16.2. Capacity Building of Teachers**

The focus of the Government is to enhance the quality of education and thereby the performance of students in the Board Examinations conducted at the Secondary and the Higher Secondary levels. The State RMSA in co-ordination with the State Council for Educational Research and Training has designed special modules for training the Graduate Teachers and Post Graduate Teachers to adopt a methodology of teaching that would yield the desired results.



Sl. No	Academic Year	Training	No. of Teachers trained	Expenditure (Rs. in Crore)
1	2011-12	Training for Subject Teachers	40,953	7.31
2	2012-13	Training for Subject Teachers	29,176	1.17
		Induction Training for New Teachers	8,556	0.38
3	2013-14	Training for Subject Teachers	24,659	2.54
4	2014-15	Training for Subject Teachers & Art Teachers	39,196	5.88
5	2015-16	Training for Subject Teachers	61,334	18.37
Total				35.65
<i>(Source: Project Monitoring System / RMSA)</i>				

### 3.16.3. Mobile Counselling Centres for Students

The Hon'ble Chief Minister launched a novel scheme of providing mobile counselling to students to help them cope with the psychological issues concerning their age. Ten fully equipped mobile counselling vans, each with a counsellor travel to different schools in the State. The State has been divided into 10 Zones, covering all the 32 Districts. The Mobile counselling vans are provided with modern facilities, like Television, CD player and other necessary equipments.



Picture - 49. Individual Counselling

This has been one of the successful programmes implemented for the welfare of the students. Counsellors offer group and individual counseling sessions to students. Continuous and need-based counseling sessions towards



Picture – 50. Group Counselling

the emotional well being of the students resulted in the enhancement of results in the Board Examinations. A total of 3,83,117 students from 1,909 schools across the State have been provided psychological counselling in the academic year 2015-16. To strengthen the ongoing counselling services, the Hon'ble Chief Minister has added seven more mobile counselling vans in 2015-16.

**Beneficiaries through Mobile Counselling**

Academic Year		2013-2014	2014-2015	2015-2016	Total
No. of Schools		651	2063	1909	4623
Group Counselling	Boys	61252	177978	178356	417586
	Girls	76246	191539	186025	453810
	<b>Total</b>	<b>137498</b>	<b>369517</b>	<b>364381</b>	<b>871396</b>
Individual Counselling	Boys	2418	7121	9591	19130
	Girls	3373	7806	9145	20324
	<b>Total</b>	<b>5791</b>	<b>14927</b>	<b>18736</b>	<b>39454</b>
<b>Grand Total</b>		<b>143289</b>	<b>384444</b>	<b>383117</b>	<b>910850</b>

**3.16.4. Tamil Nadu Rural Talent Search Examination**

Tamil Nadu Rural Talent scheme has been introduced by the Government in order to encourage the competitive spirit of children studying in Government and Aided schools in the rural areas. This scheme is implemented in 31 districts except Chennai.

The students studying in standard IX, who have completed standard VIII with 50% or more marks with the parental annual income not exceeding one lakh rupees, are eligible to appear for the examination. This Examination is conducted by the Directorate of Government Examinations. 100 scholarships (50 boys and 50 girls) are awarded for each district every year.

Tamil Nadu Rural Talent Search Examination – An Overview			
Year	Fund Allotment	Students Appeared	Students selected for Scholarship
2012	1,10,32,000	28593	3100
2013	1,10,32,000	36876	3100
2014	1,10,32,000	38476	3100
2015	1,10,32,000	42169	3100

The eligible students under this scheme would receive Rs.1000 each year for four consecutive years till they complete class XII. The consistent increase in the number of students appearing for this competitive examination over the past four years indicates the overwhelming response from them.

### **3.16.5. State Common Board of School Education**

The State Common Board of School Education examines and approves curriculum, its renewal, framing of syllabus and the textbooks developed by the State Council of Educational Research and Training (SCERT). The textbooks published by the private publishers, based on the prescribed syllabus, are also scrutinized and approved by this Board every year.

### **3.16.6. Efforts taken to Improve X and XII Board Examinations Results**

#### **a) Regional Review of Academic Performance**

The State level educational administrators organize regional level meetings for the Chief Educational Officers, District Educational Officers and Headmasters to analyze the performance of students in Board Examinations. Schools that record noteworthy performances in Board Examinations are appreciated and the best practices are shared to the floor for others to imbibe and implement. Specific strategies are evolved to improve the academic performance of schools in the subsequent years.

*b) Districts Monitoring by Joint Directors*

Joint Directors of School Education are entrusted with two Districts each for close monitoring of all educational activities. The review of the implementation of Students Welfare Schemes, launched by the Hon'ble Chief Minister, in all schools is the major focus of the visit. Effective implementation of welfare schemes is closely monitored during the visits and issues in implementation, if any, are resolved then and there. District level review meetings for Headmasters are conducted periodically to assess and improve the academic performance of students.

*c) Cash Prizes for Top Rankers:*

At the State level, the top ranking students with Tamil as the first language are awarded with a cash prize of Rs.50,000, Rs.30,000 and Rs.20,000 for the first, second and third ranks respectively every year. The scheme serves to promote learning through mother tongue and to inspire the other students excel in Board Examinations.

The cost of education for higher studies of the first three top rankers in the XII Standard Board Examinations at the District level is borne by the Government. The selection of schools is done as follows:

Government Higher Secondary Schools	1
Government Aided Higher Secondary Schools	1
Anglo-Indian / Matric / Self- financing Hr. Secondary Schools	1

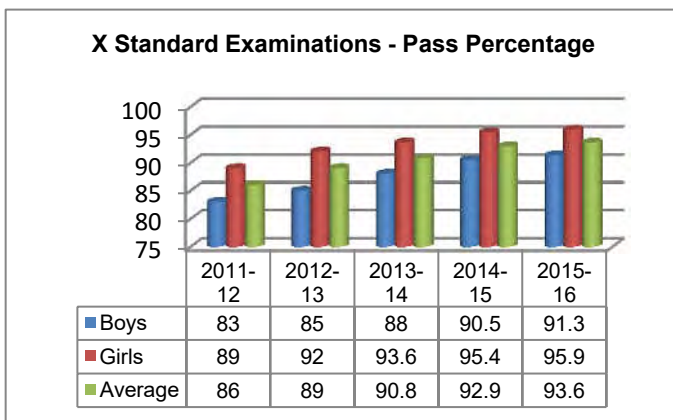
Similarly, the first three State-level top rankers of X Standard Board Examinations who opted for Tamil as first language have also been awarded cash prizes of Rs.25,000, Rs.20,000 and Rs.10,000 for the first, second and third ranks respectively.

**f) Performance of Students in X and XII Board Examinations**

The increase in pass percentage of students in the Board Examinations over the past five years stands testimony to the efforts of the Government. The pass percentage in X Standard Board Examinations has improved from 86.00% in 2011-12 to 93.6% in 2015-16.

As many as 18,754 students in Mathematics, 18,642 students in Science and 39,398 students in Social Science have scored centum marks in the X Board Examinations. The performance of students has improved significantly over the last five years. Similarly, the pass

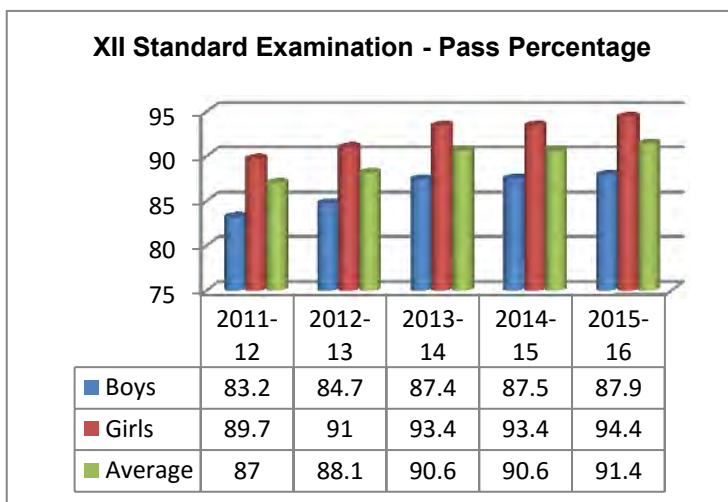
Graph – 36. X Standard Examination – Pass Percentage



Source : DGE

percentage in XII Standard Board Examinations which was 87% in 2011-12 has increased to 91.4 % in 2015-16.

Graph – 37. XII Standard Examination – Pass Percentage



Source : DGE



The performance of students in Higher Secondary Board Examinations has been consistently increasing every year. There is an increase of 4.4% in the year 2015-16 from 2011-12.

### **3.16.7. Increase in Centum Results in Schools**

There is a considerable increase in the number of schools that have produced centum results in Board Examinations in the year 2015-16, when compared to the year 2011-12. The State is proud of implementation of various educational reforms that is reflected in the academic results in Board Examinations. The following table depicts the impressive performance of the Government schools over the years.

Academic Year	Government Schools	
	X	XII
2011-12	362	54
2012-13	453	115
2013-14	558	166
2014-15	1164	187
2015-16	1467	266

*Source : DGE*

### **3.16.8.Special Interventions for Improving Performance**

The Hon'ble Chief Minister envisions Tamil Nadu to be the knowledge hub in **VISION-2023**. In line with the vision, efforts are underway to make education, interactive and student-centric. Based on the recommendations of the Twelfth Five Year Plan, the State has implemented innovative interventions in the teaching methodology with a special focus on Mathematics, Science and English in 300 High and Higher Secondary schools on a pilot basis.

### **3.16.9. Tamil Nadu Excels (TANEXCEL)**

TANEXCEL aims at producing State toppers from the student populace in the Government schools. Further, it is an attempt to make rural children competent and confident to appear in the X-Board Examinations.

The project was implemented in the year 2015-16 in all the 67 educational districts. Special coaching classes were conducted in 67 centres to 5611 students with a view to enhance the overall performance of students in X-Board Examinations.

The project turned out to be a success and has produced enviable results in X Board Examinations held in March 2016.

### **Performance of Tanexcel students**

<b>Sl. No.</b>	<b>Range of Marks out of 500</b>	<b>Number of Students</b>
1	Less than 400	821
2	400 - 419	352
3	420 - 439	661
4	440 - 459	1278
5	460 - 479	1871
6	480 - 499	628

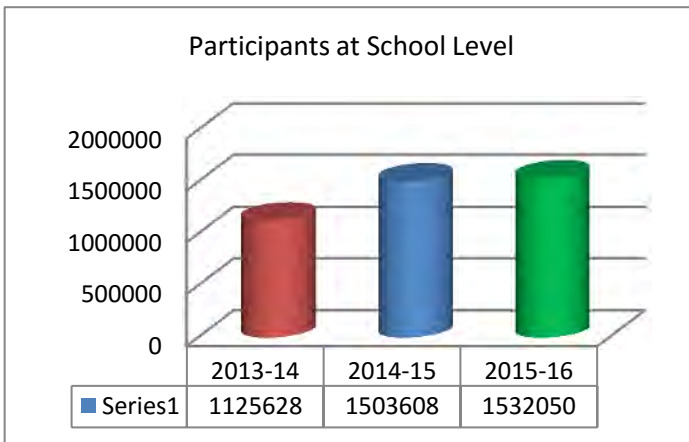
### **3.17. Co-scholastic Activities**

#### **3.17.1. Chess Game**

Chess is the right tool to increase the mental prowess, concentration, memory and analytical skills of children. This game is an excellent memory exerciser, the effects of which are transferable to day-to-day learning. This helps students develop logical and critical thinking, decision making, problem solving as well as mathematical skills. It has the power to enhance the intelligence quotient of the students.

Hence, Chess game was introduced to the students of Government schools in the year 2012-13. Chess competitions are conducted at various levels for the age group of 7-17 years from the year 2013-14. The following chart provides the increasing trend in the number of participants in the Chess competitions over the past three years.

Graph - 38. Chess – Participation at School Level



Source : DSE

The Government have sanctioned a sum of Rs.22 lakh to meet the recurring expenditure for the conduct of Chess competitions in the year 2015-16. The number of participants at various levels of Chess competition is presented in the table below.

### Participation in Chess Competitions - 2015-16

Sl. No.	Level	Participants
1	State	360
2	Division	1,608
3	District	6,728
4	Zone	1,25,280
5	School	15,32,050

As many as 15,32,050 students participated at school-level Chess competitions. 1,25,280 students qualified for the Zonal level competition and 6,728 students were successful for participating at District level. And 1,608 students became qualified for Divisional level competition. Of these students, 360 students qualified for State level competition and finally 24 students became State level winners.

#### **3.17.2. Sports and Games – State-level and National-level Competitions**

Sports and Games are creative and mindful expression of the human spirit. Participation in Sports and Games helps students make their own decisions and imbibe co-operation, team spirit, leadership and time management.

The Republic Day Sports, Republic Day Games and Bharathiyar Day Games competitions are organised every year from Zonal level to State level. The best performers are awarded with prizes and certificates. These events help to identify the emerging sport talents and coach them further to represent the State in the National Level Competitions, hosted by the School Games Federation of India (SGFI). Tamil Nadu has an enviable tally of medals in the SGFI events over the past five years.

The Hon'ble Chief Minister sanctioned an amount of Rs.10 crore annually since 2013-14 to meet the expenses for the conduct of Republic Day Sports, Republic Day Games, Bharathiyar Day Games and National level competitions. This grant is also utilized for the participation of students in the National and International competitions.

YEAR	RANK	GOLD	SILVER	BRONZE	TOTAL
2012-13	12	21	36	70	127
2013-14	07	47	38	62	147
2014-15	06	60	68	73	201
2015-16	05	67	54	66	187

The grant proved a boon to the talented sports person of the State. The Tamil Nadu School Education Department surged ahead from 12<sup>th</sup> position in 2013-14 to 5<sup>th</sup> position in 2015-16. Further, the grant has augmented the number of participants in the year 2015-16, when compared to the previous years

Graph –39 Sports Achievement



Source : DSE

In the academic year 2015-16, the teams from Tamil Nadu School Education Department have achieved overall Championship in the National Level School Games Federation of India's competitions in the games of Squash, Carrom, Ball Badminton, Tennikoit and Beach Volleyball.

Tamil Nadu has marked its feet firm in the international arena in the year 2015-16. Six students represented Tamil Nadu in 2015-16 International Athletic Competitions held in China and secured one Gold, Two Silver and Three Bronze medals. This has been an outstanding achievement by the State. Similarly, the students from School Education Department took part in 'The International Beach Volleyball Competition' held in Brazil and they did the State proud by winning three Bronze medals in the year 2015–16.

### **3.17.3. Yoga**

Yoga is a system of exercises that encourages the union of mind, body and spirit. Yoga has become an integral part of sports activities for school children. Yoga exercises are made mandatory before lunch break every day in schools.

### **3.17.4 Scouts and Guides**

The Scouts and Guides Movement functions in High and Higher Secondary Schools in Tamil Nadu. It helps the students inculcate interpersonal skills, desirable character, citizenship, civic sense, helping tendency, self-discipline, leadership quality and patriotism in their formative years. The



students are encouraged to participate in social service activities, such as cleaning places of worship and archaeological monuments, planting saplings and regulating the traffic.

A grant of Rs. 7 lakhs is allotted by the Government for remuneration of employees and office maintenance of Tamil Nadu Bharat Scouts and Guides Headquarters.

The outstanding Scouts and Guides are awarded Rajya Puraskar Award by His Excellency the Governor of Tamil Nadu from the year 1998-99. An amount of Rs. 5 lakhs is sanctioned every year to encourage the participation of students in this Movement. Scouts and Guides participate in the National Level camps every year.

### **3.17.5 Eco-club**

The aim of Eco-club is to create environmental awareness among students. Eco-clubs function in 11,460 schools. A sum of Rs. 5000 is given to each school through the Department of Environment and Forest for undertaking activities of Eco-clubs.

Eco-clubs and National Green Corps are involved in planting of saplings, developing and maintaining school

gardens and other related activities. An action plan is evolved by Eco-clubs every year and the same is adhered to in the schools.

### **3.17.6 Junior Red Cross (JRC)**

The important principles of Junior Red Cross are Health, Service and Friendship. There are 6,397 JRC Units with 3,19,850 students, functioning in High and Higher Secondary Schools in Tamil Nadu. The National Curriculum Framework (NCF), 2005 stresses imparting human values to the children through extra-curricular activities in schools. As Tamil Nadu is the pioneering State in implementing the recommendations of the NCF 2005, JRC has been made an integral aspect of all High and Higher secondary schools.

The District Collector is the Patron of the Junior Red Cross Society. Teachers are trained as Counsellors and students act as Juniors. The Juniors are given orientation on road safety, first aid, fire safety, importance of blood and eye donation, prevention of environmental pollution and deforestation.

### **3.17.7. Young Talent Scheme**

Young Talent Scheme provides the platform for the students to bring out their latent talents. Oratorical competition, Essay writing, Drawing, Quiz programme, Vocal and Instrumental Music, Poetry writing, competitions in Classical and Folk dances and Theatre arts are held at School, Educational District, Revenue District and State levels every year. In 2015-2016, the State-level competitions were organised at Ramanathapuram and the winners were awarded prizes.

### **3.17.8. National Service Scheme (NSS)**

The aim of the NSS is to promote personality development through community service like organising health camps, blood donation camps, conducting awareness programmes on social issues and focusing on welfare schemes for the students and the public alike. There are 97,000 student volunteers on roll in 1,940 units of Higher Secondary Schools in the State. An annual grant of Rs. 2.13 crore for regular activities and Rs.2.18 crore for special

camps is sanctioned under this scheme. During the academic year 2015-16, 1900 Special camps were conducted across the State.

### **3.18. Other Activities**

#### **3.18.1. Science Exhibition**

Science Exhibition provides a forum for students to pursue their natural curiosity and inventiveness to quench their thirst for creativity. To inculcate scientific attitude and temperament in the young minds of students and to provide a platform for them to exhibit their innate creative talents, Science Exhibitions are organized. The exhibitions are conducted at School, Educational District, District and State levels. Under RMSA, an amount of Rs. 32 lakhs is allotted for all the districts for organizing this Exhibition every year.

In 2015-16, the State level Science Exhibition with the theme “Science and Mathematics for Inclusive Development” was conducted in Perambalur District. The best exhibits selected at the State level were exhibited in the Southern India Science Fair held in Bengaluru.



*Picture – 51. South India Science Exhibition*

The Hon'ble Chief Minister has announced that the birthday of the former President of India, Dr. A.P.J. Abdul Kalam shall be commemorated as "Ilaignar Ezhuchi Naal". As a part of the celebration, Science exhibitions were organized.

### **3.18.2 Rainwater Harvesting in Schools**

The Hon'ble Chief Minister has directed that all the schools should be provided with rainwater harvesting structures. Rainwater harvesting structures have been erected in all Schools. Awareness Campaigns and rallies have been conducted by schools to emphasize the need to

save and conserve water for future generation. Essay Writing and Drawing competitions are held in all the schools on rainwater harvesting.

The Rainwater Harvesting models prepared by the students are exhibited at the District level science exhibitions and prizes are distributed for the best exhibits.

### **3.18.3 Parent-Teachers Association**

The objective of the Parent-Teachers Association in schools is to involve the parents and teachers in enhancing the quality of teaching and learning process and solicit resources for the schools. It serves as the bridge between the school and the community. The State Parent-Teachers association supports preparation of Question banks, Booklets and Model Question Papers for the benefit of students appearing for Board Examinations.

### **3.18.4 Teachers' Home**

Teachers' Home has been functioning in Chennai and Trichirapalli to cater to the teachers who visit these cities for various reasons. The accommodation facility is available for the teaching fraternity at subsidised rates. The Hon'ble Chief Minister sanctioned two new Teachers' Homes in Coimbatore and Madurai in the year 2015-16. The sites for

the construction of these homes have been identified and the construction of the same is being taken up by the Public Works Department with financial assistance from National Foundation for Teacher Welfare. This new facility will augment the existing Teachers Homes in Chennai and Thiruchirapalli.

### **3.19. Budget**

This Directorate of School Education was allocated a sum of Rs.9712.31 crore in 2015-16 and for the year 2016-17, an amount of Rs.10924.06 crore has been allocated in the budget. Similarly, RMSA was allocated Rs.816.19 crore for the year 2015-16 and for the year 2016-17, an amount of Rs.1140.52 crore has been allocated in the budget by the Hon'ble Chief Minister.

### **3.20. Conclusion**

Under the dynamic leadership of the Hon'ble Chief Minister, the Directorate of School Education in co-ordination with Rashtriya Madhyamik Shiksha Abhiyan strives consistently to increase enrolment, reduce dropouts and enhance achievement levels by providing quality education, adequate infrastructure facilities and teaching staff in Secondary and Higher Secondary Education.

## **4. MATRICULATION SCHOOLS**

### **4.1. Introduction**

The Directorate of Matriculation Schools was established in 2001, to monitor the functioning of unaided and self-financing schools catering to the educational needs of children in consonance with the progressive policies of the State Government. The schools that are recognised under the Code of Regulations of Matriculation Schools, 1978 are commonly known as Matriculation Schools. The Matriculation Schools are allowed to retain their original structure and contribute to the quality of School Education in Tamil Nadu. At present, the Directorate of Matriculation Schools, regulates the functioning of 4,174 schools offering English Medium education to 38,04,374 children. The major role of the Directorate of Matriculation Schools is to streamline the administration of Matriculation Schools and also grant recognition to the schools which fulfill the norms and standards prescribed by the Government. The Directorate ensures appointment of teachers as per Right of Children to Free and Compulsory Education Act, 2009 and the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011 and also prevents the violation of the provisions of the Act. The Directorate of Matriculation



Schools is committed to realize the 'Hon'ble Chief Minister's Vision 2023' to make Tamil Nadu a pioneer in School Education.

## **4.2 Vision**

To conceptualize, plan and ensure quality education from Kindergarten to Higher Secondary levels in all self-financing Matriculation Schools through English medium of education and implement the provisions of the Right of Children to Free and Compulsory Education Act, 2009 and the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011.

## **4.3 Objectives**

The Directorate of Matriculation Schools strives to achieve the following objectives to ensure quality of education as envisioned by the Hon'ble Chief Minister.

- ❖ To ensure all-round development of children in schools by providing necessary skill development activities.
- ❖ To implement Continuous and Comprehensive Education (CCE) in all schools for ensuring all round development of children.
- ❖ To ensure the appointment of qualified teachers as per rules.

- ❖ To grant permission/recognition to the Matriculation Schools/Matriculation Higher Secondary Schools under the Code of Regulations for Matriculation Schools, 1978 and the Rules and Regulations issued by the Government from time to time.
- ❖ To function as a nodal agency for implementing the provisions of the RTE Act, 2009 in all schools.
- ❖ To ensure that adequate infrastructure facilities are provided by all Matriculation Schools for creating conducive learning environment.
- ❖ To take appropriate action against Matriculation Schools which violate any of the provisions issued by the Government from time to time.

## **4.4 Quality Initiatives**

### **4.4.1. Reforms in Student Assessment**

The Hon'ble Chief Minister has ordered implementation of Continuous and Comprehensive Evaluation (CCE) for the Standards I to VIII from the academic year 2012-2013 and extended the same to Standard IX from the academic year 2013-2014 in order to improve the quality of education in the State. Under this system, the children are evaluated for both the scholastic and co-scholastic skills throughout the academic year. It brings out the all round ability of the children as it includes

scholastic and co-scholastic areas. Hon'ble Chief Minister has introduced Trimester Pattern for reducing the book load for the children and promoting meaningful learning of concepts by the children studying in the Standards I to IX. The Directorate of Matriculation Schools organized a two-day training on CCE for the teachers of Matriculation Schools in all the Districts. The introduction of CCE has ensured fear-free assessment and encourages joyful learning.

#### **4.4.2. Improving Quality of Textbooks**

Many efforts have been taken by the Hon'ble Chief Minister for improving the quality of education in schools, one of them being providing textbooks with quality content, design and presentation. The textbooks are developed by the State Council of Educational Research and Training (SCERT) involving subject experts and practising teachers and they are printed by the State Government through the Tamil Nadu Textbook and Educational Services Corporation. Out of 4174 Matriculation / Matriculation Higher Secondary Schools, 4036 schools follow the textbooks printed by the State Government through the Tamil Nadu Textbooks and Educational Services Corporation.

#### **4.4.3. Performance of Matriculation School Students in Board Examinations**

The Directorate of Matriculation Schools has undertaken a number of initiatives to enhance academic excellence in Matriculation Schools. The capacity of the Principal of Matriculation Schools needs to be enhanced for undertaking academic monitoring and administrative supervision of the school all round the year. Hence, the Directorate organized a training on supervision skills for 4,174 Principals of Matriculation schools to bring about welcome changes in the learning achievement of children. To develop the professionalism of teachers and update their knowledge in the content areas, the teachers handling X and XII Standards were given content enrichment training by involving experts. The science teachers handling X Standard were given training to emphasize the concepts behind every practical.

To guide students studying in Standards X and XII in Matriculation Schools to excel in their academics, learning materials were provided. Besides, these learning materials are also used as ready reckoners.

The parents need to be informed about the academic advancement of students and their other domains of development. Hence, the Directorate of Matriculation Schools ensures that all Matriculation Schools conduct periodical open house meeting within the school premises to

apprise the parents of the learning achievement of children in various subjects. Many Matriculation Schools in each district use SMART board to facilitate technology-enabled learning. Computer Aided Learning is also ensured to sustain learning levels of students in their schools. All these quality initiatives have enhanced the performance of students in the X and XII Standard Board Examinations.



*Picture- 52. Class with Smart Board*

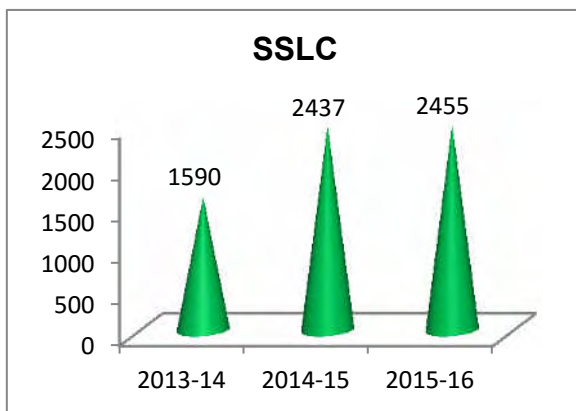


*Picture- 53. Class with Smart Board*

The students who appeared for the Board Examination in flood-affected districts namely, Chennai, Thiruvallur, Kancheepuram and Cuddalore were given counselling by involving experts to empower the students to overcome the stress caused by the unprecedented flood.

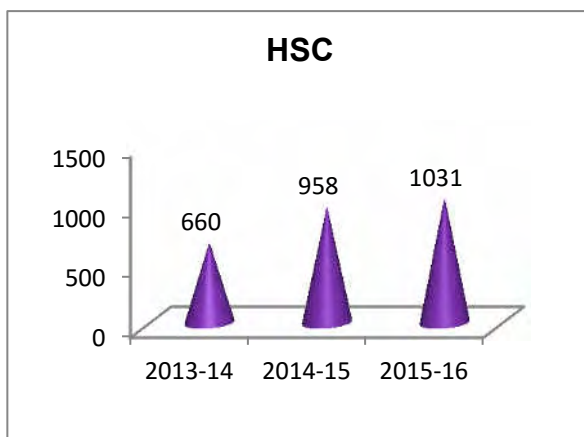
There has been a consistent increase in the number of schools scoring centum results in both X standard and XII standard Board Examinations. With regard to X standard, in the year 2013-14, 1590 Matriculation Schools scored centum results; which has increased to 2437 in 2014-15 and 2455 in 2015-16. As far as XII Standard Board Examination is concerned, 660 Matriculation Higher Secondary Schools scored centum results in the year 2013-14; which has gone up to 958 in 2014-15 and 1031 in the year 2015-16. The Matriculation Schools achieved a pass percentage of 98.66 in X Standard and 97.61 in XII Standard in the year 2015-16.

Graph – 40. No. of schools scored Centum in SSLC Board Examinations



Source : DGE

Graph – 41. No. of schools scored Centum in HSC Board Examinations



Source : DGE

Moreover, in the 2015-2016 XII Standard Board Examinations, 3 students shared the State first rank and 2 students shared the State second rank and 4 students shared the State third rank. In the X standard Board Examination, the first rank was shared by 2 students, second rank was shared by 47 students and third rank by 203 Matriculation School students. All these achievements have become a reality thanks to the consistent monitoring and guidance of the Directorate of Matriculation Schools.

#### **4.4.4. Promoting Learning of Science**

The Hon'ble Chief Minister has mandated the conduct of Science Exhibitions in schools in order to develop scientific temper and kindle an aptitude for learning science in higher studies. Science exhibitions are conducted at school, District and State levels. They also provide opportunities for the children to showcase their innate creative skills. A large number of Matriculation schools participate in these exhibitions.

#### **4.4.5. Library facilities**

The State Government have mandated that each Matriculation school should have a Library with minimum 1500 books and 3000 books in Matriculation and



Matriculation Higher Secondary Schools respectively to encourage the reading habit and referencing skills of children. Based on this, libraries have been set up in all Matriculation schools. Restocking of books in the Libraries is periodically ensured by visiting officials.

#### **4.4.6. Co-Scholastic Activities**

The Hon'ble Chief Minister attaches top priority for all-round and holistic development of children. In order to achieve this, the children are provided with ample opportunities in Matriculation Schools to enable them to participate in co-scholastic activities such as Chess game, Yoga, Eco-clubs, Scouts and Guides, Literary clubs, Subject-Specific Clubs, National Service Scheme, National Cadet Corps, Junior Red Cross, Red Ribbon Club, Consumer Club, Road Safety Patrol and other cultural activities like dance, music, fine arts, puppetry etc., The Directorate of Matriculation Schools ensures the participation of children in these co-scholastic activities to bring out the latent potential of children. Many children have won prizes in competitions conducted under the Young Talent Scheme at the District and State levels. The children from Matriculation schools have participated in the competitions such as Oratorical competitions in English and Tamil, Folk Dance, Essay

Writing in English and Tamil, Quiz programmes, Dance & Musical Competitions, Mono-acting and Drawing. There has been an overwhelming response from the students of the Matriculation Schools and many of them won prizes at the State level.



*Picture – 54.. State level Young Talent Scheme Competition*



*Picture – 55. State level Young Talent Scheme Competition*

#### **4.4.7 Building Sports culture in schools**

The Hon'ble Chief Minister of Tamil Nadu has allotted Rs.10 crore to facilitate participation of students in various sports and games at the State, National and International levels. The Directorate of Matriculation Schools motivates students from the Matriculation Schools to participate in such competitions, which has resulted in the winning of 91 Gold Medals, 84 Silver Medals and 67 Bronze Medals in various individual and team events held at National level and 2 Silver and 2 Bronze Medals in various individual and team events at the international level, in 2015-16.

#### **4.4.8. Ensuring availability of Toilets and Drinking water facility**

As per the instructions of the Hon'ble Chief Minister, norms have been fixed for ensuring the availability of Toilet and Drinking water facility for children in all Matriculation Schools. As per norms, there should be one toilet for 50 children and one urinal for 20 children. Similarly one handwash tap and one protected drinking water tap should be provided for every 20 children. Every school should provide the above facilities in proportion to the strength of students in their respective schools. The Directorate of Matriculation Schools ensures the availability of these

facilities before granting the renewal of recognition to the schools.

#### **4.4.9. Extension of Bus Pass Facility**

The Hon'ble Chief Minister has extended the concession of issuing cost-free bus passes to the students studying in Matriculation Schools. It is noteworthy to mention that 2,74,116 students have benefited under this scheme during the year 2015-2016.

#### **4.4.10. Employment Exchange registration in schools**

The State Government have made arrangements to facilitate the registration of students' qualification in the employment exchange in the school itself with the support of Directorate of Employment and Training, after successful completion of their Board examination.

#### **4.4.11. Issuance of Community, Income and Nativity Certificates**

The facilities provided to the Government School students such as issuance of Community, Income and Nativity Certificates are extended to the Matriculation school students also through their respective schools. This graceful gesture of the State Government has facilitated the students

to obtain the required certificates without any difficulty. Under this scheme, 2,11,697 community certificates, 1,75,983 Income certificates and 1,84,590 Nativity certificates were issued to the students during the academic year 2015-2016.

#### **4.4.12. Awards / Benefits to Teachers**

The Government recognizes the exemplary service rendered by the teachers. Apart from Government School teachers, the Government confers Dr. Radhakrishnan award on teachers of outstanding merit who work in Matriculation Schools also. The Government honours 30 teachers of Matriculation / Matriculation Higher Secondary Schools every year with this prestigious award. The award comprises of a cash prize of Rs.5000/-, a Silver Medal and a Certificate of Appreciation. The State awardees who sustain their intrinsic motivation and continue their good work are recommended for the National Award also.

### **4.5 Administrative Responsibilities**

#### **4.5.1 Permission to open new schools and to upgrade the existing schools**

Permission to open a new Matriculation School and to upgrade an existing Matriculation School into a Matriculation Higher Secondary School is granted to the

schools which fulfill the norms fixed by the Government. During the year 2015-2016, permission was granted to open 128 new Matriculation Schools and 169 existing Matriculation Schools were upgraded as Matriculation Higher Secondary Schools.

#### **4.5.2. Granting Recognition to Schools**

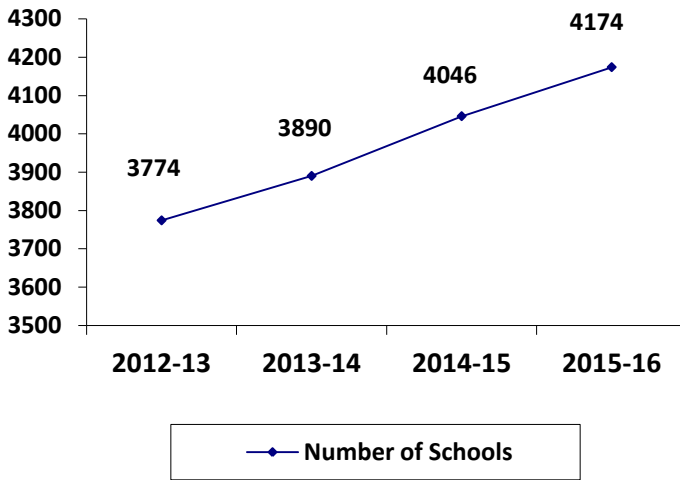
The Matriculation Schools which are granted opening permission and initial Recognition are granted continuance of recognition every three years on fulfilling the stipulated norms.

The number of Matriculation / Matriculation Higher Secondary Schools functioning under the Directorate and the details of enrolment of students in these schools during the last four years are given below.

**Matriculation Schools and Enrolment**

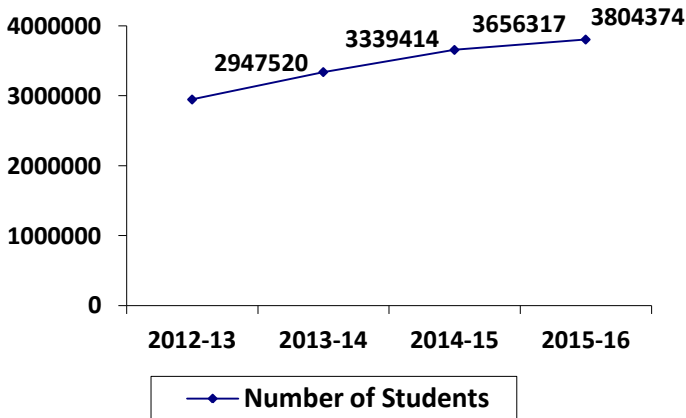
<b>Year</b>	<b>Schools</b>	<b>Students</b>
2012-2013	3,774	29,47,520
2013-2014	3,890	33,39,414
2014-2015	4,046	36,56,317
2015-2016	4,174	38,04,374
<i>Source: DMS</i>		

Graph – 42. No. of Matriculation Schools



Source : DMS

Graph -43. Enrolment in Matriculation Schools



Source : DMS

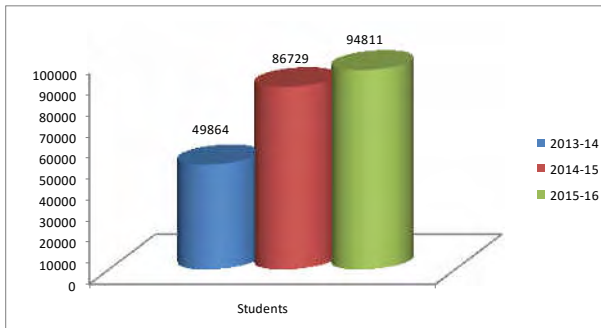
### **4.5.3 Implementation of Right of Children to Free and Compulsory Education Act, 2009**

The Directorate of Matriculation Schools has developed a Comprehensive Manual on RTE Act, 2009 and Tamil Nadu RTE Rules, 2011 and issued them to all schools. Being a nodal agency for the implementation of the RTE Act, 2009, the Directorate of Matriculation Schools has disseminated the provisions of the Act to all Principals of Matriculation Schools as well as parents, in collaboration with the SCERT. The Directorate of Matriculation Schools ensures the issuance and collection of filled in forms for admission of children under 25% reservation as stipulated under Section 12(1)(c) of the RTE Act through the District Level Offices such as Offices of the Chief Education Officer, District Elementary Education Officer, District Education Officer, Inspector of Matriculation Schools and the Assistant Elementary Education Officer in all the schools covered under this provision. The Directorate takes effective steps for displaying the vacancies under this provision in the private schools. Owing to the awareness programmes organized in 2,623 habitations by the SSA on the provisions of the RTE Act, the admission of children from the disadvantaged groups and weaker sections in the self-financing schools has



increased over the past three years. The following graph exhibits the increasing trend of the same.

Graph – 44. Implementation of Right of Children to Free and Compulsory Education Act, 2009



Source : DMS

As visible from the diagram, 49,864 children got admitted under this category in the year 2013-14. This has increased to 86,729 in the year 2014-15 and to 94,811 in the year 2015-16.

#### **4.5.4 Committee for Fee Regulation**

In order to curb commercialization and collection of capitation fee and exorbitant tuition fee, the Government enacted Tamil Nadu Schools (Regulation of Collection of Fee) Act, 2009. A committee, under the Chairmanship of a retired High Court Judge, has been constituted to fix fee for

all self-financing schools. The Committee fixes the school fees once every three academic years and has fixed the fees for 10,936 schools for the academic years 2013-14 to 2015-16.

#### **4.5.5 Rainwater Harvesting in Schools**

Rainwater harvesting is one of the flagship programmes of the State Government. To carry forward rainwater harvesting in a mission mode, awareness campaigns were held involving the student community. The Directorate of Matriculation Schools ensures the creation of rainwater harvesting facilities in all Matriculation Schools to stake their claim for recognition and renewal of recognition.

#### **4.5.6 Ensuring Safety of Children in Schools**

The Hon'ble Chief Minister is committed to ensure safety of children studying in all schools. The Government have issued an order prescribing norms for safe building, safe drinking water, clean toilets, safe electricity connection, safe seating arrangements, first aid, safe transport facilities and safe laboratories in schools.

As per the Government Order, a five-member committee has been constituted in each Government Aided

and Self-Financing School involving mothers of the students (Annaiyar Kuzhu). The Annaiyar Kuzhu visits the school once in a week and assesses the availability of facilities. The observations of the committee are recorded in the school register and the Inspectors of Matriculation Schools ensure that all the shortfalls raised by the committee are addressed by the school management.

#### **4.6 Budget**

The State has allocated a budgetary provision of Rs 5.43 crore to the Directorate of Matriculation for the year 2016-17.

#### **4.7 Conclusion**

Under the guidance of Vision 2023 of the Hon'ble Chief Minister, the Directorate of Matriculation Schools monitors the functioning, Student Performance and administration of the Matriculation Schools to ensure all-round and holistic development of children.

## **5. GOVERNMENT EXAMINATIONS**

### **5.1. Introduction**

The Directorate of Government Examinations has the onerous responsibility of conducting the Board examinations for the students studying in the State Board in Standards X and XII. The certificates issued by this Directorate is a vital and permanent record which enable the students to pursue higher education. The functions of this Directorate is therefore unique as compared to the other Directorates under the Department of School Education.

Eventhough the Directorate of Government Examinations has been functioning since 1975, tremendous improvements and innovative changes have been introduced since 2011 which has not only brought about transparency but has also improved the efficiency in the process of conduct of examination and declaration of results. Taking advantage of digital technology this Directorate has computerized the process from the stage of application for the board examination till the stage of receiving of provisional certificates.

## **5.2 Vision**

To digitize and simplify the pre and post processes of board examination, thereby ensuring maximum safety, confidentiality and expeditious implementation of procedures for the conduct of examination.

## **5.3 Objectives**

- To conduct all the Examinations in free and fair manner
- To bring about reforms in question paper setting which would eventually develop critical thinking skills of students and enhance confidence of students to face challenges after School while facing contests and competitions in their career ahead.
- To ensure maximum transparency and at the same time prevent any malpractice during the Examinations
- To release results and issue certificates within the stipulated time

## **5.4 Responsibilities**

The Directorate of Government Examinations conducts X and XII Board Examinations, Scholarship Examinations and Diploma in Elementary Examinations. Apart from the preparation of question papers the Directorate

also involves in the adoption of a system of transparency in conduct of examinations and releasing of results and issuance of certificates to candidates.

As of now, there are 7 Regional Offices functioning under this Directorate and these offices are entrusted with the responsibility of dispatching examination stationeries, sanctioning of advances to the examination centres and dispatch of certificates to the candidates after the results are published.

## **5.5 Five Years Achievements (2011-16)**

### **5.5.1 Budget**

A budgetary allocation of **Rs.403.90 crore** has been allotted to the Directorate of Government Examinations by the Hon'ble Chief Minister for five years from 2011-12 to 2015-16 for improving the quality which includes computerizing the entire process of conducting the examinations, modernizing the mark entry system by introducing barcode systems in valuation camps and providing security features in Mark Certificates.

### **5.5.2 Access through WEBSITE**

A web portal [www.dge.tn.gov.in](http://www.dge.tn.gov.in) is created for the benefit of student community wherein the details such as time table, application forms, fee particulars for Duplicate Certificate, Migration Certificate and Certified Copy of Mark Certificate (CCM) are available. Further the Question papers of X and XII Board Examinations of the previous years, applications and instructions for private candidates appearing for Standard X science practical classes are also made available to the students through this website. The enhancement of e-governance has considerably reduced the crowding of candidates at the Directorate of Government Examinations.

### **5.5.3 Downloading of hall tickets**

Hall tickets with preprinted data such as student's photograph, name, register number, school studied, name of the examination centre, dates of examination and subjects are made available to students online. Schools are enabled to download the Hall Tickets by using the school's unique ID and password .

Private candidates can download their Hall Tickets by using their application number and date of birth. This method has made it easier for the private candidates as they need not go to the exam centre to collect their Hall Tickets.

#### **5.5.4 Publication of Results of Board Examination**

A new system has been adopted in releasing the results of the examination through which all the candidates are able to access their results in their respective schools immediately after the press release issued by the Directorate. Moreover, the publication of results has been made online by creating exclusive websites such as [www.dge1.tn.nic.in](http://www.dge1.tn.nic.in), [www.dge2.tn.nic.in](http://www.dge2.tn.nic.in), [www.tnresults.nic.in](http://www.tnresults.nic.in), so that the candidates can access the results in a smooth and hasslefree manner

#### **5.5.5 Conduct of June / July Special Supplementary Examinations**

In order to facilitate the students to continue their studies without any break, the Special Supplementary Examinations for Standards X & XII are conducted for the students who have failed in March/April Examinations. From June/July 2012 onwards, candidates are allowed to appear for special supplementary examinations, irrespective of the



number of subjects they failed. In June 2015, 68,941 candidates appeared in Higher Secondary and 64,494 candidates appeared in S.S.L.C in Special Supplementary Examinations. Out of these 13,128 candidates passed the Higher Secondary Examinations and 17,613 candidates passed the SSLC Examinations. This has prevented dropout at the end of X and XII standard Board Examinations, substantially.

#### **5.5.6 Scanning and Retotalling of Marks / Revaluation of Answer Scripts of Higher Secondary Examinations**

For the candidates who wish to pursue their Higher studies the additional award of even a single mark will place them in a higher rank when it comes to Medical /Engineering or other Professional Course admission. Hence, the Directorate has scanned and uploaded the answer scripts of the candidates in its website to address the concern of the students and parents. Thus the candidates are able to download the Answer Sheets and be convinced about the accuracy of marks obtained and may apply for revaluation/retotalling if they believe they deserve more marks.

The entire process is being done in a record time of less than 15 days after the collection of the answer scripts

from the camps located across the State, so as to help the students secure admission within the stipulated time .A total of 1,00787 candidates got benefitted by this system in March 2016.

#### **5.5.7 Provision of Government Examinations Service centres**

Previously, the candidates who desire to apply online for an examination had to approach a private browsing centre. As this system caused much hardship to students, the government reviewed the system and sanctioned 211 Government Examination Service Centres within the school premises by utilizing the school education department staff. These service centres enable the candidates to apply for all examinations conducted by this Directorate in a much easy and efficient manner.

#### **5.5.8. Instructions to the candidates in Hall Ticket itself**

As a new initiative, special instructions containing Do's and Don'ts regarding examination are provided in the hall ticket itself for Higher Secondary and S.S.L.C Board examinations, from March 2016 onwards. This enables to create an awareness among the candidates regarding the Do's and Don'ts in the examination hall. The parents of the



PAGE NO. : 0202      A.C. MARKS

**(A)**      STATE BOARD EXAMINATION MAR - 2016

EXAM HALL NUMBER:      **010540**      

CANDIDATE NAME:      **AMINA KOLAPAT A**

EXAMINATION CENTER:      Q102      AMMA CENTER OF DISTRICT SENIOR SCHOOL, THOORA AT KANNANUR

REG. NO.:      **TRVASE**      AMMA CENTER OF DISTRICT SENIOR SCHOOL AT KANNANUR DIST

ENROLLMENT NO.:      **10**

SUBJECT:      **009 BIOLOGY (ENG)**

REGISTRATION NO.:      **1010000040**

DATE OF EXAMINATION:      **28.03.2016**



Signature of the Candidate:      \_\_\_\_\_

Parent / Guardian:      Present  Absent  Other

(This portion should be detached after verification by the Head School/College and to be handed over to the Chief Superintendent)

---

**(B)**      STATE BOARD EXAMINATION MAR - 2016

**A**

A.C. MARKS

SUBJECT:      **009 BIOLOGY (ENG)**

BIOLOGY	Marks to Obtain	Marks Obtained
REG. MARKS		
SCORE MARKS		
TOTAL		

(Take care by A.C.)

CAMP NO:

BLDG NO:

INVEST NO:

20000 NO:

(Take care by A.C.)

CAMP NO:

BLDG NO:

INVEST NO:

20000 NO:

Designation	Name	Signature
A.C.		
S.D.		
C.S.		

*Picture – 57. Provision of Top sheet with photograph*

photograph and other required bio-data of the candidate along with a 2D Barcode attached to the main answer book. The top sheet has been provided with perforation, to enable the Directorate to detach the personal details of the students

before the answer scripts are sent to the valuation centres. Hence the identity of the candidate is well concealed and confidentiality is maintained during the valuation.


#### **5.5.10 Optical Mark Recognition (OMR)**

**For computer science subject** OMR Computer answer script with candidate's photograph was introduced from March 2015 in Higher Secondary Examination. As a result interchanging of OMR in Examination halls is completely eliminate.

**DEPARTMENT OF GOVERNMENT EXAMINATIONS, CHENNAI - 600 006**  
**Higher Secondary Examinations - Mar / Jun / Sep - 2019 OMR ANSWER SHEET**  
**USE ONLY BLACK BALL POINT PEN FOR SHADING IN THIS PAGE**  
 அதிகாரப்பூர்வ தரமான கருப்பு கோட்டுக் கலம் பயன்படுத்தவும்

RL No | **354615** |

CANDIDATE'S NAME	YAMINI M
EXAM HALL NO	745136
ENKJEE ID	1610735136
CENTER NO.	6303
CENTER NAME	GOVT HIG SEC SCHOOL (WETTEDU) MAGARVADAM THEYARVALLUR DIST



QUESTION PAPER SERIAL NUMBER

MADE IN THE APPROPRIATE CENTER  
 எழுதுகோலை எழுதுகோலில்  
 SUBJECT / கருப்பு கோட்டுக் கலம்

MEDIUM  
 1. TAMIL   
 2. ENGLISH

Mark the bubbles in the answer paper

Q.No	Answers	Q.No	Answers
1	A B C D	21	A B C D
2	A B C D	22	A B C D
3	A B C D	23	A B C D
4	A B C D	24	A B C D
5	A B C D	25	A B C D
6	A B C D	26	A B C D
7	A B C D	27	A B C D
8	A B C D	28	A B C D
9	A B C D	29	A B C D
10	A B C D	30	A B C D
11	A B C D	31	A B C D
12	A B C D	32	A B C D
13	A B C D	33	A B C D
14	A B C D	34	A B C D
15	A B C D	35	A B C D
16	A B C D	36	A B C D
17	A B C D	37	A B C D
18	A B C D	38	A B C D
19	A B C D	39	A B C D
20	A B C D	40	A B C D

Do not make any  
Scribble marks  
in this area

AFTER VERIFICATION OF ALL PARTICULARS

Signature of the candidate with date	HALL Name: <b>C.A. SETHI A3360</b>
Supervisor	Signature with date: <b>C.A. SETHI</b>

Picture – 58. OMR sheet

### 5.5.11. Issue of Subject specific Main Answer Booklet

From March 2014 onwards, main answer booklets for individual subjects were introduced in Higher Secondary

Board Examinations. Similarly, ruled pages for language were introduced from March 2015. Forms, graphs and maps are enclosed along with the main answer booklet itself for SSLC Board Examinations. This will ensure that the answer sheets will not be interpolated in any manner.

#### **5.5.12. Barcode readers in valuation centres**

Barcode Readers are used in the valuation centres to capture the dummy numbers of answer scripts accurately and complete the work fast and flawlessly, which would otherwise have consumed 15 days by the Government Data Centre.

#### **5.5.13 Provisional Mark Certificate**

The Hon'ble Chief Minister has mandated this Directorate to provide provisional mark certificates to the students by using their Register Number and Date of Birth from March 2015 for Higher Secondary and S.S.L.C Board Examinations through the DGE Website (<http://www.dge.tn.nic.in>). The students are therefore able to download their provisional mark certificates as soon as the examination results are published, in order to apply for higher studies. Such provisional mark certificates are valid for a period of 90 days from the date of publication of results.



STATE BOARD OF SCHOOL EXAMINATIONS, TAMILNADU

அரசுத் தேர்வுகள் துறை, சென்னை - 600 006

DEPARTMENT OF GOVERNMENT EXAMINATIONS, CHENNAI - 600 006

PROVISIONAL CERTIFICATE

தற்காலிகச் சான்றிதழ்

HIGHER SECONDARY EXAMINATION - MARCH 2016

மேல்திணைப் பள்ளிக் கல்விப் பொதுத்தேர்வு - மார்ச் 2016

ISSUED UNDER THE AUTHORITY OF THE GOVERNMENT OF TAMILNADU

தமிழ்நாடு அரசின் அறிவுறுத்திற்று உட்பட்டு வழங்கப்படுகிறது



தேர்வர் **SARANYA R**

**MAH 288H** இல் மேல்திணைப் பள்ளிக் கல்விப் பொதுத்

தேர்வெழுதிக் கிடுகாணும் மதிப்பெண்களைப் பெற்றுள்ளார் எனது சான்றளிக்கப்படுகிறது

Certified that the above mentioned candidate appeared for the Higher Secondary Public Examination and obtained the following marks.

மூலம் SUBJECT	கருத்தியல் THEORY (150)	செயல்பாடு PRACTICAL (50)	MARKS OBTAINED FOR 200 பெற்று மதிப்பெண்கள் மூலம்	PASS/ FAIL
TAMIL			194 ONE NINE FOUR	P
ENGLISH			195 ONE NINE FIVE	P
PHYSICS	144	050	194 ONE NINE FOUR	P
CHEMISTRY	150	050	200 TWO ZERO ZERO	P
BIOLOGY	146	050	196 ONE NINE SIX	P
MATHEMATICS			200 TWO ZERO ZERO	P
TOTAL MARKS			1179 ONE ONE SEVEN NINE	
ROLL NO./தேர்வெண் <b>742718</b>	T.M.R. CODE & DATE / சமய பகுதிக்கு எண் & நாள் 0767947 & 17.05.2016			
DATE OF BIRTH / பிறந்ததேதி <b>09.05.1995</b>	PERMANENT REGISTER NO/ நிரந்தர பதிவேண் <b>161073218</b>	MEDIUM OF INSTRUCTION / டிபிரீறு பொருள் TAMIL		
GROUP CODE / மட்டத்தொகுப்பு எண் <b>103(GENERAL)</b>				
NAME OF THE SCHOOL / பள்ளியின் பெயர் <b>GOVT (G) HR SEC SCHOOL EKANAMPETTAI KANCHEEPURAM</b>				

NOTE : This is Computer generated Provisional certificate. This Certificate may be used to apply for Higher Education Courses and valid for 90 Days from the date of result. The Certificate may be verified in the <http://fdge.tn.nic.in> website.

குறிப்பு இச்சான்றிதழ் கணினியின் மூலம் தயார் செய்யப்பட்டுள்ளது. உயர்கல்வி பரில் விண்ணம்பிப்பதற்காக வழங்கப்படுகிறது. தேர்வு முடிவு வெளியான நாள்லிருந்து 90 நாட்கள் மட்டுமே செல்லத்தக்கதாகும். இச்சான்றிதழின் உண்மைத்தன்மையை <http://fdge.tn.nic.in> இணையதளத்தில் அறிந்து கொள்ளலாம்.

உறுப்பினர் செயலர் / MEMBER SECRETARY  
மாநில பள்ளிக் தேர்வுகள் துறையம் (மேல்திணை) தமிழ்நாடு  
STATE BOARD OF SCHOOL EXAMINATIONS (HR SEC) TAMILNADU

தேர்வரின் முப்பம்  
CANDIDATE'S SIGNATURE

Picture – 59. Provisional Mark Certificate



### 5.5.14 New Mark Certificates with Additional Security Features

From March 2012 onwards the certificates given to the candidates are issued with certain security features in order to enable the directorate to identify the genuineness. In addition, as a special initiative of the government the certificate 2D Barcode and photograph of the candidates



Picture – 60. New Mark Certificate

were also incorporated in the certificates. This prevents impersonation and misuse of the certificate. Mark Certificates of Public Examinations are issued in the name of “STATE BOARD OF SCHOOL EXAMINATIONS, TAMIL NADU” from March 2016 onwards to facilitate the students who desire to continue their higher studies in States other than Tamil Nadu.

#### **5.5.15. Permanent Register Number to Candidates**

The system of allotting different Register Numbers for different sessions of the exam for the same candidate has been followed prior to March 2016. From March 2016, onwards a Permanent Register Number has been allotted to each candidate and the same number will find a place in the Mark Sheets if the candidate appears again. The failed candidates can utilize this opportunity to write the subsequent examinations with the same Register Number without any confusion.

#### **5.5.16. Consolidated Mark Certificate**

The scheme of issuing Consolidated Mark Certificates has been introduced in March 2016 for the candidates who pass the Higher Secondary and S.S.L.C. Board Examinations in more than one attempt. The same

procedure will be implemented for June 2016 Examinations also. This has considerably reduced the work load of the department as well as enabled the students to receive the mark certificates quickly.

### **5.5.17. Construction of Own Office Building for Regional Offices**

- Own office building was constructed for Regional Office in Vellore at a cost of Rs.60 lakhs and was opened by the Hon'ble Chief Minister and is in use from 28.08.2014.



Picture 61. Regional Deputy Director Office, Vellore

- Own office building was constructed for Regional Office in Cuddalore at a cost of Rs.80 lakhs and

opened by the Hon'ble Chief Minister and is in use from 28.12.2015.

- Additional office building was constructed for Regional Office in Tirunelveli at a cost of Rs.30 lakhs and is in use from 13.04.2016.

## **5.6. Constitution of Examination Centres in Prisons**

Board Examinations are being conducted for the inmates within the premises of prisons itself to promote their educational pursuit. In March 2016, 106 inmates appeared for XII Board Examination in Palayamkottai, Trichy and Puzhal Central Prisons. For the S.S.L.C. Board Examination, March 2016, four centres were constituted to benefit 250 inmates of Palayamkottai, Trichy, Coimbatore and Puzhal Central Prisons who appeared for the S.S.L.C. Board examinations, March 2016.

## **5.7. Examination Control Room**

During the conduct of Higher Secondary / SS.L.C Board examinations, it becomes an absolute necessity to oversee the arrangements so as to prevent any unwanted activities from being carried out by the officials or by any miscreants. Hence, an examination control room was opened in the Directorate of Government Examinations,

which functions during the period of examination from 8.00 A.M to 8.00 P.M. The remedial measures are taken then and there itself whenever complaints are received. Thus this system helps in building confidence in the minds of students and public regarding the transparency in conduct of examination.

### **5.8 Transportation of Answer Scripts Using Dedicated Vehicles**

The Directorate of Government Examinations has taken up the responsibility of transporting the question papers to examination centres and collecting the answer script bundles from the examination centres to the Answer Script Collection Centres in the same vehicle by employing route officers. This has ensured total safety in transportation of question papers as well as the answer scripts. By adoption of this new procedure, missing and damages of answer scripts are curtailed.

### **5.9 Issue of Genuineness of Mark Certificate**

Verification of Genuineness of Mark Certificate being done online as well as manually with Tabulated Mark Registers. Efforts are being taken to make this process fully

online with the help of Government Data Centre (GDC) and National Informatics Centre (NIC).

### **5.10 Issue of Duplicate Mark Certificates free of cost for those who have lost their Certificates in the recent flood**

Special Camps were conducted to issue Duplicate Mark Certificates free of cost to candidates of four districts i.e. Chennai, Kancheepuram, Tiruvallur and Cuddalore, who lost their Certificates in the recent flood. 20,814 SSLC Duplicate Mark Certificates and 11,282 Higher Secondary Duplicate Mark Certificates were issued in record time, as per the instruction of the Hon'ble Chief Minister.

### **5.11 Examination Fee Exemption for Tamil Medium Candidates**

Tamil Medium candidates who are appearing for SSLC and Higher Secondary Board Examinations are exempted from paying examination fees. As a result, 5,56,498 students who appeared for Higher Secondary Board Examinations & 6,70,814 students who appeared for SSLC Board Examinations through Tamil medium were exempted from examination fees, in March 2016.

### **5.12 Concessions Granted to Differently Abled Candidates**

Candidates with dyslexia, visual impairment, hearing impairment and other physical challenges who appear for

SSLC and Higher Secondary Board Examinations are granted one hour of extra time for all the subjects. In addition to this, they are also allowed to appoint a scribe, are exempted from language and are also forborne of spelling and grammatical errors, as well as permitted to use calculators. In March 2016, 1,867 differently abled candidates appeared for Higher Secondary Board Examinations and 3,679 differently abled candidates appeared for SSLC Board Examinations.

### **5.13 Diploma in Elementary Education Examinations**

The Diploma in Elementary Education Examination is conducted by the Directorate of Government Examinations for the candidates who are admitted in Teacher Training Institutes across the State. After acquiring the Diploma in Elementary Education, they are qualified to become Secondary Grade Teachers. The candidates are able to obtain scanned copy of their answer scripts. Moreover re-totaling and revaluation facilities are also made available to these candidates. A total of 285 candidates got benefitted in the year 2015 by this scheme.

#### **5.14 Tamil Nadu Rural Students Talent Search Examination (TRUSTS Examination)**

Tamil Nadu Rural Students Talent Search Examination is being conducted every year during the month of September, to help the meritorious rural students to get scholarship.

The students studying in IX standard during the academic year whose parental annual income does not exceed Rs.1 Lakh are eligible to appear for the Examination. 50 girls and 50 boys are selected through a written test from each district and a scholarship of Rs.1000/- per annum is granted for a continuous period of four years. From 2014-15 onwards, the students were allowed to apply online. During September 2015 examination, 48,609 students appeared for the TRUST examination and 3,100 successful students were awarded scholarships.

#### **5.15 Examination for National Means cum Merit Scholarship (NMMS)**

The Directorate of Government Examinations conducts the National Means Cum Merit Scholarship (NMMS) examination and the candidates are selected based on the marks and rule of reservation.



Candidates who have passed VII standard from Central/State Government Schools / Government Aided Schools with 55% of marks (50% of marks for SC/ST) and studying in VIII standard and whose parental annual income does not exceed Rs.2,50,000/- are eligible to appear for the examination. The successful candidates will be provided a sum of Rs.6,000/- as annual scholarship (at the rate of Rs.500/- per month) from IX standard onwards, upto XII standard. This scheme provides scholarships to 6,695 candidates of Tamil Nadu every year.

In the year 2015, 1,46,416 students appeared for NMMS examination and 6,695 have been selected.

### **5.16 National Talent Search Examination (NTSE)**

The Directorate of Government Examinations acts as a Nodal Agency for National Council for Educational Research and Training (NCERT) in conducting the National Talent Search Examination Level 1. Students who are studying in X standard in the State / Central Board Schools are eligible to appear for this examination.

After the publication of results of Level 1 examination conducted by the Directorate of Government Examinations, the Level 2 examination will be conducted by the National

Council for Educational Research and Training (NCERT) at National level and the interview will be conducted for the successful candidates. The selected students are awarded a scholarship of Rs.500/- per month from XI standard to XII standard. They are also entitled for UGC scholarship from graduation level till Ph.D., for a maximum period of 4 years.

In the year 2015, 1,26,964 students appeared for the NTSE examination and 236 students have passed the first level. This scheme provides scholarship to 40 candidates from Tamil Nadu every year.

### **5.17 Migration Certificate**

Migration Certificates are being issued to the candidates who have passed X and XII board examinations and who desire to continue their higher studies in other States. The Directorate of Government Examination issue the Migration Certificates within 5 days from the date of receipt of filled applications. The application form can also be downloaded by the candidates themselves from the website. In the year 2015-16, 6,609 Migration Certificates were issued.

### **5.18 Duplicate Mark Certificates and Certified Copy of Mark Certificates**

The Directorate of Government Examinations issues Certified Copy of Mark Certificates and Duplicate Copy of Mark certificates to candidates who lost their Board Examination certificates, on payment of prescribed fees. The candidates can also download the application from the website. In the year 2015-2016, 10,400 Duplicate Mark Certificates and 5,900 Certified Copy of Marks (CCM) certificates were issued.

### **5.19 Conduct of Union Public Service Commission / Staff Selection Commission Examinations**

The Directorate of Government Examinations acts as the Nodal Agency to conduct all Union Public Service Commission (UPSC) and Staff Selection Commission (SSC) examinations at Chennai centre every year.

### **5.20 Extending support to TRB**

The Directorate of Government Examinations extends support to Tamil Nadu Teachers Recruitment Board

(TRB) in carrying out certain confidential works relating to the conduct of recruitment examinations.

### **5.21 Budget**

For the financial year 2016–2017 an amount of Rs.88.85 Crores has been allotted to the Directorate of Government Examinations.

### **5.22 Conclusion**

The Directorate of Government Examinations has been revamped and has introduced technology driven systems and processes for ensuring speedy and accurate conduct of examinations and publishing results. This Directorate strives to achieve greater heights under the leadership of Hon'ble Chief Minister to bring in more innovative practices for the benefit of the students.

## **6. NON - FORMAL AND ADULT EDUCATION**

### **6.1 Introduction**

Education is the basis for economic and cultural development of a State. The people living in rural areas form majority of the population of the State. One of the factors for social development of the State is improvement in the literacy rate among rural masses. In this context, Government of Tamil Nadu has provided specific financial allocation for implementing projects and welfare schemes to increase the literacy rate in the State.

To achieve the above vision, Adult Education programmes are being successfully implemented by the Government through the Directorate of Non Formal and Adult Education to make all non-literates literates, particularly female non-literates in the age group of 15 and above, by providing basic education, skill development (Vocational Education) and equivalency education.

### **6.2. Vision**

To achieve 100% literacy in the State of Tamil Nadu so as to ensure social mobility.

### **6.3. Goals**

- ❖ To create a literate environment and sustain a literate society
- ❖ To reduce the gender gap in the literacy rate.
- ❖ To prioritize the Districts with low Female literacy rate and focus on the segmented and segregated population.

#### **6.3.1. Objectives**

- ❖ To impart basic education to all illiterate adults
- ❖ To provide opportunity for neo-literates to continue their learning beyond basic literacy and acquire equivalency to formal education
- ❖ To organize training for Vocational skills thereby improving their earning capacity
- ❖ To provide opportunities to neo-literates for lifelong learning and continuing education

### **6.4. Prestigious Tamil Nadu - National Literacy Awards on its' Crown**

The Hon'ble Chief Minister of Tamil Nadu has taken various effective measures to ensure cent percent literacy of adults through "Karkum Bharatham" Scheme in the State. As a result of the remarkable vision on Education, guidance and support of the Hon'ble Chief Minister, the State has been

crowned with several National Literacy Awards at various levels of the scheme during the years 2013 and 2015 for its outstanding performance and contributions to “Karkum Bharatham” scheme in Tamil Nadu.

During the year 2013, Ariyalur district was awarded the best performing district in the State and similarly, Kuppandampalayam grama panchayat of Anthiyur block in Erode district has received the National Literacy Award for its outstanding contribution to “Karkum Bharatham” scheme.

In continuation of the success of the scheme, the State has proven once again its vision on Education and bagged National Literacy Awards at all the field levels in a single stretch during the year 2015. The State Literacy Mission Authority (SLMA) has been awarded in recognition of its outstanding contribution to “Karkum Bharatham” scheme. Dharmapuri district of Tamil Nadu State has earned the best district level National award and similarly, Palamalai Gram Panchayath of Kolathur block in Salem district has received best grama panchayath National Literacy Award during the year 2015. The enormous efforts taken by the Government of Tamil Nadu made it possible to attain these prestigious awards.



Picture - 62. National Literacy Award - 2015

The following strategies were pursued under the dynamic guidance and support of the Hon'ble Chief Minister of Tamil Nadu.

## **6.5. Strategies to Achieve the Goal**

### **6.5.1. Karkum Bharatham**

“Karkum Bharatham” scheme has been launched by the National Literacy Mission during the year 2009. This scheme implements literacy programmes in the districts where the adult female literacy rate is less than 50%. High priority is given to women, SC/ST, Minorities, other disadvantaged groups in the age group of 15 and above.



In Tamil Nadu, “Karkum Bharatham” scheme is effectively being implemented in nine districts viz Dharmapuri, Salem, Erode, Perambalur, Villupuram, Ariyalur, Thiruvannamalai, Thiruppur and Krishnagiri. The aim of this scheme is to achieve 100 percent literacy in Tamil Nadu.

This programme is being implemented at an estimated budget of Rs. 141.90 crore which is shared by Centre and State in the ratio of 75:25 up to the year 2014-2015. The sharing pattern is revised as 60:40 ratio from the year 2015-2016. The target of scheme is to transform 24.57 lakh illiterates to literates.

### **6.5.2. Adult Education Centers**

In Tamil Nadu, a total of 3602 Multiple functional Adult Education Centers [AECs] were established at Gram Panchayat level in 9 districts to provide institutional, managerial, academic, technical and resource support to literacy and lifelong education at grass root level. Basic education, skill development (Vocational Education) and equivalency education are being imparted to the learners in these Adult Education Centers.

### **6.5.3. Academic support in the Adult Education Centers**

Academic support is being given to the learners in the adult education centers by utilizing the curriculum approved by the National Literacy Mission. The curriculum is based on the basic functional literacy programme which includes teaching of basic reading, writing and arithmetic skills for 300 hours in order to prepare the learners for their basic literacy assessment test conducted in August and March every year. So far, in Tamil Nadu **22.72** lakh learners have successfully completed their basic education through “Karkum Bharatham” scheme.

### **6.5.4. Model Adult Education Centres**

As per the orders of the Hon'ble Chief Minister, Forty Adult Education Centres have been upgraded as Model Adult Education Centres and are provided with Computers, Pre-loaded Softwares, Printers, Projectors, LCD Television, DVD player, Public Address System, Inverter, Fan, White Board and water cooler in 7 districts namely Ariyalur, Dharmapuri, Erode, Perambalur, Salem, Thiruvannamalai, and Villupuram at a cost of Rs.1 crore during the year 2012 to promote advanced learning among the non-literate adults.



Picture – 63. Model Adult Education Centre

The adult learners are being taught by utilizing the above ICT materials in these model centers. This methodology of teaching has helped in improving the grasping capacity of the non-literates. So far, 22,456 adult learners have benefited through these “Model Adult Education Centres”.

#### **6.5.5. Training to the Facilitators in the Model Centers**

Training on health, zero waste management and Right of Children to Free and Compulsory Education Act-2009 was given to the project field functionaries through District Institute of Education and Training (DIET) during the year 2015. Karkum Bharatham - Webportal & Fund and Accounts Management System (WePMIS & FAMS) Computer training was also given to the



Picture – 64. Computer Training held at Chennai and Dharmapuri

Model Adult Education Center Facilitators and Co-ordinators  
in collaboration with Tata Consultancy Services.



Picture - 65. Training on health and zero waste management

## 6.5.6 Skill Development Training

In addition to Basic literacy, Vocational skill training Programmes are also organized. The following skill development trainings are being given to the learners in the adult education centers.

- ❖ Artificial jewellery making
- ❖ Phenyl, soap oil and Soap powder making
- ❖ Candle and Incense making
- ❖ Embroidery and Sewing
- ❖ Making of Soft Toys.
- ❖ Need based Skill Training
- ❖ Glitter work

The Adult Education Centers have been equipped with skill development materials like Tailoring Machine, Raw materials for making of toys, artificial jewellery etc. It has provided an opportunity to women, not only to learn, to read and write but also to attain economic independence.



Picture – 66. Jeweller Making



Picture – 67. Tailoring

### ***Success Story on Skill Development***

*Smt.S.KAMALESWARI - Learner- Age 52 - W/o Mr. M.Selvaraj, No 158, Nathipalayam, Kullampallayam, Gopichettipallayam Taluk, Erode district.*



*“...For the past 32 years my family and I are living in Nathipalayam. I was a non-literate. I was told by my neighbours that a Literacy class is being organized under*

*Karkum Bharatham scheme in the nearby school and I was just watching many women in this area going to literacy class. I was curious enough to ask my friends about the literacy class, but I was still hesitant to go to the class as I was 52 years old and doubtful whether I would be able to learn at this age. Out of curiosity I also joined the literacy class since 2012. But my husband insisted that I should go for daily wage work and then go to such literacy class for learning. So I assured him that I would attend to literacy class only after the completion of the day's daily wage work. I have the confidence to read and write now. Also I learnt tailoring and I know to stitch and I am stitching my clothes and saving money. I have opened a Bank account and have started saving some money in the bank. The literacy class has taught me to keep the house and environment neat and clean. I would definitely advise all the women to participate in such literacy class to be empowered...."*

### **6.5.7. Inter-personal Media Campaign (IPMC)**

1330 Adult Education centres have adopted the "Inter-personal Media Campaign". In this campaign these centres cover five important components.

1. Financial literacy.
2. Legal Literacy Duties, Rights of Entitlements.
3. Electoral Literacy.
4. Disaster Management and Civil Defence.
5. Offerings of Karkum Bharatham Programme.

The learners in 1330 Adult Education Centres are trained under Inter-Personal Media Campaign. Training modules were translated and developed by the State Resource Centre incorporating all the five components of IPMC and imparting training for the co-ordinators and field functionaries of Karkum Bharatham scheme.



Picture – 68. Training on Inter-Personal Media Campaign

### **6.5.8. Basic Literacy Assessment Test**

National Literacy Mission Authority in collaboration with National Institute of Open Schooling (NIOS) conducts Basic Literacy Assessment Test for the learners and issue certificates. 22.72 lakh non-literates have successfully



completed their Basic Literacy and obtained certificates through NIOS, till March 2016.



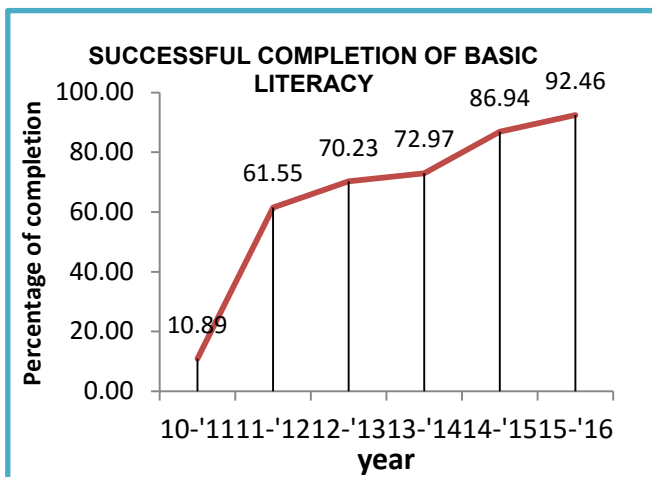
Picture – 69. NIOS Examination Tamil Nadu



Picture – 70. NIOS Examination Tamil Nadu

The efforts of the Government under the able leadership of the Hon'ble Chief Minister has resulted in constant increase in the number of illiterates completing basic literacy year after year.

Graph – 45. Successful Completion of Basic Literacy



Source: DNFAE

Details of Total Number of Learners passed in NIOS Test

Year	No. Of Learners Passed in NIOS Test	Percentage of Pass
2010-2011	267555	10.89
2011-2012	1512607	61.55
2012-2013	1726088	70.23
2013-2014	1793393	72.97
2014-2015	2136756	86.94
2015-2016	2272387	92.46

Source: DNFAE

## Success Story on Basic Literacy

*Smt.K.Megarunnisa, Learner, Age-38, W/o. Thiru.M. Kajamoideen, Pallivasal Street, Perunthalaiyur, Gobichettipalayam Taluk, Erode District*



*“My parents didn’t send me to school. Only after my marriage, I realized the importance of education and especially learning to read and write. I joined this literacy scheme as it was introduced in my village. Initially, I went to literacy centre with lot of hesitation and I felt shy to attend literacy class. Now I have completed my basic education and have received the certificate. Because of my basic literacy, I am able to manage the finances of my family, able to read and write....”*

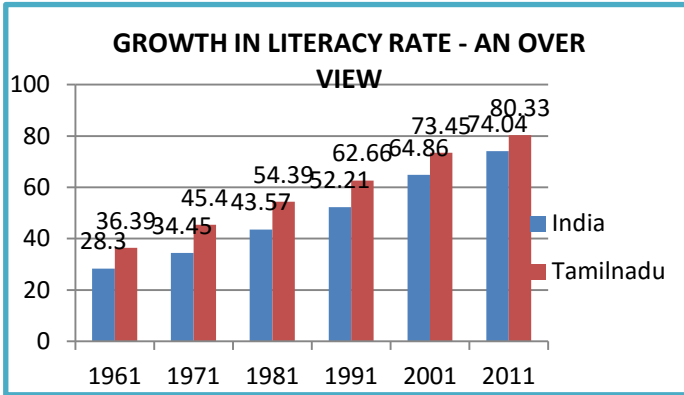
### 6.5.9. Growth in Literacy Rate

The successful implementation of Non-Formal and Adult Education Programmes by the Government of Tamil Nadu has resulted in progress in the achievement of adult literacy rate. While comparing with the national average, Tamil Nadu is consistently moving ahead on the success lane of the literacy rate achievement. The following graph shows the noticeable increasing trend in the literacy rate of the State.

Table-2 Comparison of Literacy Rate

Year	India	Tamil Nadu	Female Literacy Rate
1961	28.30	36.39	21.06
1971	34.45	45.40	30.92
1981	43.57	54.39	40.43
1991	52.21	62.66	51.33
2001	64.86	73.45	64.55
2011	74.04	80.33	73.86

Graph – 46. Growth in Literacy Rate – An overview



Source : Census - 2011

## 6.6. Budget

An amount of Rs. 7.65 crore is allocated in the Budget Estimate for the financial year 2016-2017.

## 6.7. Conclusion

Adult Education is not merely a Literacy program teaching the adults to make them a functional literate, rather it is an education that leads the learners towards holistic development. The effective implementation of the scheme blended with the components of Adult Education Programme pave way for learners for self sustainability and the vocational skills training towards employability. The increase in literates in the State is a commendable contribution towards the vision of the State Government of Tamil Nadu for societal transformation.

## **7. PUBLIC LIBRARIES**

### **7.1 Introduction:**

The Public Libraries play a dominant and important role in developing the social, cultural, moral ethics of human behaviour to transform them into a valuable asset to the society. The concept of public libraries came into existence when the verbal words of information written in clay tablet, wooden piece, rock stone and palm leaf was transformed in printed paper format, classified subject wise. The Government of Tamil Nadu under the efficacious guidance of our Hon'ble Chief Minister is executing effective programmes and schemes to impart better services to attain holistic development of the State. The Department of Public Libraries contributes to the development of the society by following the principle of "best reading for the maximum number at a minimum cost" and by transforming the library movement into a vibrant people movement and enriching the learning capacity of students sowing seed for emergence of a knowledge based society with the following objectives.

### **7.2 Aims:**

- To foster a free and informed society by building and preserving resources for human creativity and wisdom.

- To provide adequate sources of knowledge to people by increasing the resources of the libraries, as knowledge is power for the development of the country.
- To disseminate the nobility of reading habit by establishing libraries in the nearby area facilitating the integration of books with its reader.
- To provide unrestricted access to information that is important in the process of free and unbiased development of mind, liberation of consciousness and mutual understanding.
- To duplicate the ancient, rare books and palm scripts.
- To provide library services in consonance with latest trend in Communication and Information Technology.

### **7.3 Mission:**

- To open part time libraries in villages exceeding the population of 1000, to cater to the intellectual needs in rural areas.
- To sustain and preserve the universal collection of knowledge and creativity for future generation.
- To upgrade the existing libraries based on their usage by the users and public.
- Facilitating quality service by procuring books, periodicals and magazines to cater to the intellectual needs of the public.
- To increase the basic facilities by constructing new buildings and providing new furnishing.
- Integrating the libraries with the latest development in Scientific Technology ensuring easier and swift library services to the public.

- Transforming all the libraries into Knowledge and Information Centre based on the recommendations of the National Knowledge Commission to make resources available and useful to the state.
- To Extend the Civil Service Study Centers already in existence for the usage of the young aspirants seeking employment through Civil Services Examinations and other competitive examinations especially for the benefit of the competing aspirants in rural areas .
- To serve as a premium digital repository by preserving the old and rare books by the process of digitalization.
- To conduct Book Exhibitions with the active co-ordination of Book Publishers and Book Sellers to create awareness regarding the necessity of libraries and the value of the books.

#### **7.4. Library Movement in Tamil Nadu:**

Bearing the noble ideals ingrained in the Tamil Nadu Vision 2023 by Hon'ble Chief Minister to make Tamil Nadu as the foremost state in India and as Knowledge Hub of India, the Department of Public Libraries has taken proactive steps to provide 'best reading for the greatest number at the least cost'. Tamil Nadu being the first state in India to enact Public Libraries Act in the year 1948, by which the Directorate of Public Libraries was established in the year 1972. Since its formation, the Directorate of Public Libraries has taken significant efforts to provide efficient library and



information services to the people of Tamil Nadu by setting up different categories of Public Libraries consisting of Connemara Public Library (State Central Library), Anna Centenary Library, 32 District Central Libraries, 1,926 Branch Libraries, 1,821 Village Libraries, 14 Mobile Libraries and 780 Part Time Libraries totaling to 4,575. Apart from this Government Aided Libraries are functioning in Tamil Nadu.

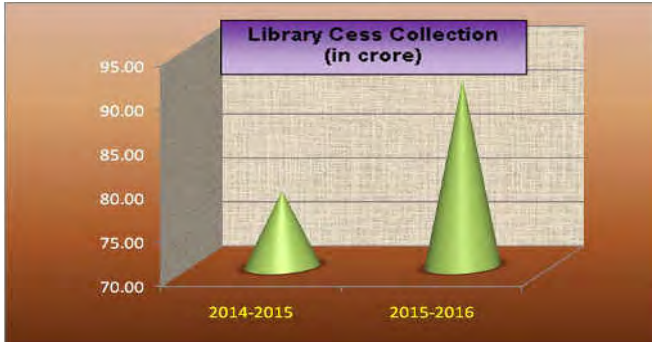
## **7.5. Fund:**

### **7.5.1. Library Cess:**

The Library cess, collected from the Local Bodies at a rate of 10 paise per rupee from the property tax in accordance with section 12(1)(a) of the Tamil Nadu Public Libraries Act, 1948 is the primary source of income for the Local Library Authorities. The expenditure relating to purchase of books, periodicals, magazines, construction of buildings and their maintenance, purchase of stationery items, forms and registers, carrying out the repair works of the existing buildings, purchase of consumer articles, pay and allowances of Librarian Grade-III, Village Librarian and consolidated pay of the Part time librarians, other activities etc., of the Local Library Authorities are being incurred from the Local Library Authority fund only. The library cess

collections of the Local Library Authorities have increased from Rs.78.56 crore in 2014-15 to Rs.91.28 crore in 2015-16.

Graph – 47. Library Cess collection



Source : DPL

### 7.5.2. General Fund:

General Fund has been constituted as per section 14-A of Tamil Nadu Public Libraries (Amendment) Act, 2001 and Rule 23(A)(1) of Tamil Nadu Public Library Rules, 1950 with a view to assist any financially weaker Local Library Authorities for specific purpose on request by collecting a sum not exceeding 20% of the library cess collected from the financially stronger Local Library Authorities.

### 7.5.3. Raja Rammohan Roy Library Foundation Grant:

For betterment and improvement of the libraries in India, the Raja Rammohun Roy Library Foundation, Kolkata

is rendering financial assistance as matching grant to the libraries functioning all over the nation for construction of new library buildings, establishing children section, purchasing new books, imparting training to librarians, conducting seminars, purchasing tools and plants, to celebrate the completion of 25 / 50 / 75 / 100 years of service of the libraries and to increase other infrastructure facilities etc.

This esteemed institution sanctions a grant amount of Rs.3.00 crore every year for Tamil Nadu and moreover the State Government of Tamil Nadu also provides its share of Rs.3.00 crore towards the matching assistance.



*Picture – 71. Training for librarians – Coimbatore*

From 2011-2012 to 2015-2016 a total matching grant of Rs.31.20 crore has been received and utilized for the development of the libraries. Further, during the year

2015-16 refreshment training was imparted to the librarians of all districts in Tamil Nadu.

## **7.6. Achievements:**

### **7.6.1. Laptops in development of Libraries:**

Laptops have been distributed to 32 stock verification officers in the year 2012-13 at a total cost of Rs.13.90 lakh to perform the stock verification of books, tools and plants in the libraries functioning in districts in a better and accuratemanner, simplifying and accelerating the stock verification process.

To enable District Library Officers to administer the libraries, to perform their work efficiently in a more reliable, speedy manner and to develop the activities of the libraries effectively, laptops have been provided to 32 District Library Officers in the year 2013-14 at a cost of Rs.15.62 lakh.

To perform their duties in an easy manner, 36 Laptops have been provided to Superintendents working in the Department of Public Libraries at an estimated cost of Rs.17.98 lakh during the year 2015-16.

### **7.6.2 Children Section for the Differently-abled:**

#### **7.6.2.1 District Central Library – Coimbatore:**

To inculcate reading habit among the differently-abled children a Children's Section for the differently-abled

has been set up in Coimbatore District Central Library at a cost of Rs.50.00 lakh as per the announcement of the Hon'ble Chief Minister of Tamil Nadu in the year 2012-13.



Picture - 72.District Central Library, Coimbatore – CWSN Section

This special section is furnished with audio books, Braille books and assistive technological aids such as screen magnification software, large print keyboard, optical scanner, learning tools and disabled-friendly furniture.

This section serves the educational, self-learning needs and life skills development of children belonging to the age group of 5 to 15 years with disabilities like Visual Impairment (VI), Hearing and Speech Impairment (HIS), Learning Disabilities (LD), Cerebral Palsy (CP), and Autism Spectrum Disorders (ASD).

### **7.6.2.2 Library wing in the State Resource Centre:**

A Specially designed library fulfilling the educational needs of children with various disabilities like visually impaired children, children with learning disability, cerebral, autism and other disorders has been established in the State Resource Centre at a cost of Rs.17.00 lakh in 2012-13. The library is equipped with assistive technologies like screen readers, on screen key boards, track balls, tactile graphic maps and special key boards for the visually impaired.



*Picture –73. Library wing in the State Resource Centre*

The centre is working in the fields of early identification, early intervention, Individualized Education Programme (IEP) assessment, special education, physiotherapy, occupational therapy, speech and language

therapy and sensory integration. Guidance and qualitative counseling are given to the parents of the Visually Impaired, Low Vision, Hearing and Speech Impaired, Orthopedically impaired, mentally retarded, Autism, Attention Deficit Hyperactivity Disorder and other children with specific learning disabilities trained by experienced professionals in the respective fields.

### **7.6.3. Model Libraries:**

Considering the growing information needs and quenching thirst of the users of the library, the District Central Libraries of Thiruchirapalli, Coimbatore and Kancheepuram in Tamil Nadu have been upgraded as Model Libraries with modern infrastructure facilities such as air-conditioned reading halls, computers, internet facilities and other amenities at a cost of Rs.50.00 lakh each fulfilling the announcement made in the year 2013-14.

### **7.6.4. Modernization of Children Section:**

To focus more on the creative ability and to increase the learning capacity of the children in the initial stage to facilitate the emergence of the great social reformers, children section has been set up in all the District Central

Libraries and in the 287 branch libraries located at Taluk headquarters and cities of Tamil Nadu.

In continuation of this and as per the announcement made in the budget session during 2013-14, Rs.5.00 lakh each has been utilized to modernize the existing children section by providing computer, educational CD's, world maps, globes, toys and other learning materials to District Central Libraries of Virdhunagar, Erode, Thiruchirappalli and Madurai at a total cost of Rs.20.00 lakh.



*Picture - 74. Modern Children Section – Thiruchirappalli*

To attract the children to use the library and to develop this reading habit in the formative years and to encourage the lifelong learning habit of the Children, a kit bag consisting of drawing materials, clay tablets, colour



pencils and play materials has been distributed to the first 100 kids at the time of enrolment as member of the children section in District Central Libraries in every district in 2014-15 at a cost of Rs.6.40 lakh to improve the child's physical, mental and motor skills development.

#### **7.6.5. Book Preservation Centre:**

Book Preservation Centre has been established at the District Central Library, Thiruchirapalli in the first phase at an estimated cost of Rs.1.50 lakh preserving the weeded out ancient and rare books for the usage of Research Scholars fulfilling the announcement made in the budget session during the year 2014-15.

#### **7.6.6. Veetuku Oru Noolagam:**

The Department has accomplished the uphill task of giving each home a library by digitizing and storing the nationalized books, Government publications and rare books of the Connemara Public Library in the cost free laptops at a cost of Rs.6.00 lakh. These laptops have been distributed to students, enabling them to access the digital versions of these rare books at home.

### **7.6.7. E- Book Reader:**

During the year 2014-15, 10 E-Book Readers for Connemara Public Library and 96 E-book readers for 32 District Central Libraries at the rate of 3 per District Central Library have been installed at an estimated cost of Rs.10.00 lakh to capture the enthusiastic users attracted towards the digitalized books, a transformed format of printed book.

### **7.6.8. Information Desk:**

As per the announcement made by the Government during the year 2014-15, Information Desk has been installed to provide all necessary information about Government schemes and policies related to the Department of Education to the public at a cost of Rs.26.00 lakh.

### **7.6.9. Online Free Registration for Competitive Examination:**

To enable the members to utilize the service of the library, apart from increasing the membership turnover, the facility of online registration for submission of application forms for jobs related to Government / Public Sector etc., has been established in Connemara Public Library and all the District Central Libraries for users, free of cost. By implementing this scheme during the year 2015-16 as enumerated in the Budget session, 1,822 young users have benefited by utilizing this facility and 702 persons have newly enrolled as members.

### **7.6.10. Training Institute in Civil Services Study Centre:**

In the larger interest and for the success of the youth community in the Competitive Examinations held, Civil Service Study Centres have been set up in Connemara Public Library, District Central Libraries and in 267 libraries located at the District Head Quarters, Municipalities and in small Towns functioning all over the state and they have been well equipped with Books, Newspapers, Periodicals, Magazine connected to the competitive examinations held both at National and State levels.



*Picture - 75 Competitive Exam Training – Vellore*

Apart from this and in accordance with the announcement made in the year 2015-16, Civil Service Study Centres have been established in 6 districts of

Coimbatore, Karur, Tiruchirappalli, Tirunelveli, Vellore and Virudhunagar at an estimated cost of Rs.2.50 lakh each totaling to Rs.15.00 lakh due to which 2,747 young aspirants could access these facilities to prepare for the Civil Services Examination during the year 2015-16.

#### **7.6.11. “Own Book Reading Section” in the District Central Libraries**

Own Book Reading Section, a boon to the students and youth, seeking spacious and conducive reading environment in the cities, has been set up in 12 Cities, Chennai, Coimbatore, Dindigul, Erode, Madurai, Salem, Thanjavur, Tiruchirappalli, Tiruppur, Tirunelveli, Thoothukudi and Vellore of Tamil Nadu at Rs.20,000/- each totaling to an amount of Rs.2.40 lakh. Through this scheme which was announced in the budget session during the year 2015-16, the users enjoy the liberty to carry their personal notebooks, textbooks, learning materials and, laptops for reading in the section equipped with comfortable furniture. 58,200 users were benefitted by this facility during the year 2015-16.

### **7.7 Activities**

#### **7.7.1 Library Infrastructure**

In Tamil Nadu, out of 4,575 Public Libraries 1,725 libraries are functioning in own buildings, 2,535 libraries are functioning in rent free buildings, 301 libraries are functioning in private rented buildings and 14 as mobile libraries.

To implement vision of the department to house all the libraries in its own building, Rs.5.92 crore was allotted for the construction of new buildings and Rs.6.51 crore for the maintenance of the buildings from 2011-12 to 2015-16.

During the year 2014-15, new library buildings have been constructed for the branch libraries at Karaikudi, Rasipuram, Puthuputhur, Thoothukudi (North) and the extension building for the District Central Library, Vellore. The branch libraries at Srirangam, Thuraiyur,



*Picture - 76. Thiruvotriyur Branch Library – Outer view*

Thiruchengode, Walajapet and Thiruvotriyur were inaugurated by Hon'ble Chief Minister of Tamil Nadu and are functioning effectively.

### **7.7.2. Computerization:**

Computerization with internet facility with financial assistance from Raja Rammohan Roy Library Foundation has been carried out in the Connemara Public Library (State Central Library) and all the District Central Libraries. Moreover to access the availability of the books in the district by the public, District Central Libraries has been integrated with the Connemara Public Library through the Internet facility.



*Picture - 77 Thiruvotriyur Branch Library – Inner View*

### **7.7.3. Readers Forum:**

To promote public participation in the library activities, Readers' Forum has been constituted in each library consisting of Educationists, Writers and Members of the library and prominent local residents.

Many important programmes such as introduction of new books and their writers, Literary Discourses, Literary Debates, Book Exhibitions, Oratory, Essay and Quiz competition etc., are conducted with the effective co-ordination of the readers forum successfully in the District Central Libraries, Taluk Libraries and Branch Libraries. This forum also enables the creation of new libraries and enhances the reading habit of the users.



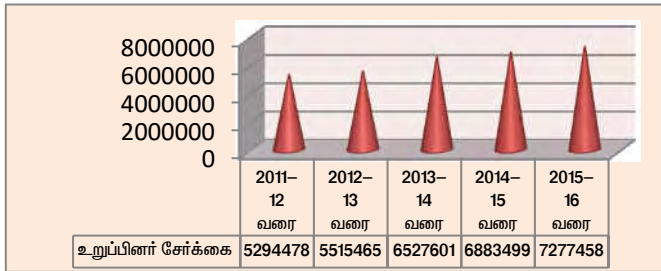
*Picture – 78. Story Telling programme Reader's Forum at Karur*

To encourage the services rendered by the readers forum for the development of library activities, Library Activist Award, which comprises of a shield worth of Rs.5,000/- and a certificate is conferred to 3 Presidents of the best Reader's Forum from the year 2014-15 onwards.

#### 7.7.4. Members and Patrons in Libraries:

Considering the usage of the library services by the public and to intensify the library activities, a special drive was initiated by the department to increase the enrolment of members and patrons, through which a significant increase of 19,82,980 members and 53,784 patrons since 2011-12 has been achieved. Moreover 3,93,959 members and 7,654 patrons have newly enrolled newly during the year 2015-16.

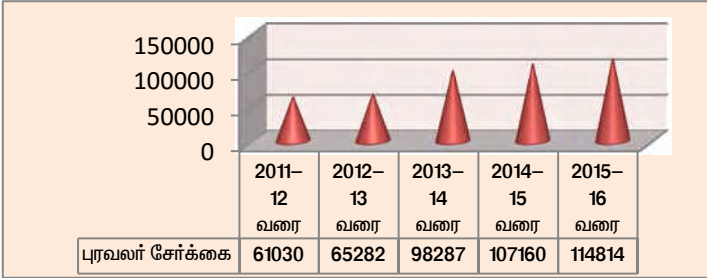
Graph - 48 Increase in Enrolment of Members



Source : DPL



Graph 49. Increase in Patrons



Source : DPL

### 7.7.5. Procurement of Books:

Books recommended by Book Selection Committee are purchased both in Tamil and English every year without exceeding 25% of the total library cess collection from the Local Bodies and depending upon the financial position of the Local Library Authorities. Books have been purchased in each title to a maximum extent of 1,000 copies in Tamil and 3 copies per district totaling to 96 copies in English. Further, books are also purchased with the financial assistance of Raja Rammohan Roy Library Foundation by which readers across the State are benefited.

## **7.8. Functions:**

### **7.8.1. Public Library Day:**

To commemorate and honour the distinguished services rendered to society, 22<sup>nd</sup> May, the birth anniversary of Raja Rammohan Roy, one of the greatest social reformers, is celebrated as “Public Library Day” every year.

### **7.8.2. Librarian’s Day:**

In commemoration of the ‘Father of Library Science in India’ Dr.S.R.Ranganthan, his birth anniversary 12<sup>th</sup> August is celebrated enthusiastically as ‘Librarian’s Day’ every year in all the libraries in Tamil Nadu for his notable contribution in introduction of Colon Classification, Enactment of Library Legislation etc.

### **7.8.3. National Library Week:**

To create awareness among the people about the greatest library service of linking and preserving the books, ‘National Library Week’ is celebrated every year between November 14<sup>th</sup> and 20<sup>th</sup>. Musical concerts, Awareness Rallies, Literary Talks, Poetic debates, Introduction of new books and new writers etc., are conducted to celebrate the event in a grand manner.



*Picture – 79. National Library Week Celebrations – 2015*

#### **7.8.4. World Book and Copy Right Day:**

In commemoration of the literary contribution of the world renowned English writer William Shakespeare, his birth anniversary 23<sup>rd</sup> April is being celebrated as World Book and Copy Right Day in all the libraries in Tamil Nadu based on the resolution passed by UNESCO in 1995.



*Picture – 80. World Book and Copy Right Day at Kothagiri in Nilgiris District*

## **7.9. Awards**

### **7.9.1. Dr.S.R.Ranganathan Award**

Acknowledging the dedicated service of librarians in preserving books and facilitating readers, 'Dr.S.R.Ranganathan' award is conferred on them every year which comprises a Silver Medal and cash award of Rs.2,000.

### **7.9.2. Shield of Honour to the Best Libraries**

The 'Shield of Honour' is conferred on District Central Libraries, Branch Libraries and Village Libraries to recognise the dedicated service rendered by increasing the enrolment of members, patrons and receiving donations in kind such as furniture, land and building from the year 2012-13 onwards.

### **7.9.3. Certificate to Patrons / Great Patrons / Donors**

Donors and Patrons actively participate in the development of the Public Libraries in Tamil Nadu by donating Rs.1,000, Rs5,000 and Rs10,000 to a library becomes patrons, great patrons and Donors respectively and the certificates are issued. The amount donated by them is deposited as fixed deposit in banks and the interest accrued is utilized for the purchase of newspaper,

periodicals and magazine. A total of 1,14,814 patrons are patronizing the libraries across the State.

### **7.10. Budget Estimate**

An amount of Rs.92.52 crore has been allotted to the Department for the financial year 2015-16 by the Government of Tamil Nadu.

### **7.11. Conclusion:**

The quest for knowledge engendered by education is satisfied only by actively pursuing a hobby such as reading. Library science and the facilitation of the changing tastes of readers have to keep pace with modern technological advancements. The primary objective of this Directorate is to foster people's interest in reading and to undertake preservation of books. By expanding the horizons of knowledge among people, this Directorate also plays an important role in achieving Hon'ble Chief Minister's vision of making Tamil Nadu the knowledge capital of India.

## **8. State Council of Educational Research and Training**

### **8.1. Introduction**

The Hon'ble Chief Minister, with the prime objective of improving the quality of education for the children studying in Government and Government aided schools, ordered in the year 2012 upgrading of Directorate of Teacher Education Research and Training (DTERT) to State Council of Educational Research and Training (SCERT). In the past five years, SCERT has played a vital role in important areas of capacity building of teachers, improving the methodologies of teaching particularly in Languages, Mathematics, Science and Social Science, reformatting and value addition to the content of all the subjects in the textbooks, designing of proposed changes to the existing syllabus, research and evaluation in topics of importance to ensure holistic development of school education in all levels. The redefined role of the State Council of Educational Research and Training has not only contributed to better performance of teachers and students but has also helped to realize 'Hon'ble Chief Minister's Vision 2023' to make Tamil Nadu the Knowledge Capital of India and a leader in social and economic development.

## 8.2 Vision

The State Council of Educational Research and Training's redefined vision envisages a digital Tamil Nadu with e-learning platform encompassing virtual classrooms, interactive teacher training, enabling the classroom with digital content and accessories to improve learning by connecting to real life situations in order to position the School Education Department of Tamil Nadu in *numero uno* position in the country.

## 8.3 Objectives

- ✚ To assess and evaluate the present level of infrastructure at SCERT/DIETs/BITEs, content, resource personnel etc by conducting a baseline survey
- ✚ To put in place the required infrastructure at the level of SCERT, DIETs and BITEs for transforming the methodology of teaching using digital platform.
- ✚ To develop the appropriate digital content as required for imparting training to teachers and all other stakeholders.
- ✚ To plan and design the requisite training modules at all levels from the State to the Block and from primary to higher secondary levels.
- ✚ To identify qualified and competent resource personnel for carrying forward the proposed programmes.

- ✚ To engage in capacity building of the identified resource personnel in the modified digitized content and methodologies using e-learning platform.
- ✚ To develop curriculum, syllabus and textbooks adapting e-learning methodologies
- ✚ To work in partnership with SSA to enhance and achieve improved learning outcomes at the primary and upper primary levels in consonance with the norms fixed by the national organizations.
- ✚ To achieve the vision 2023 of the Hon'ble Chief Minister by supporting RMSA to reposition the Secondary and Higher Secondary level of education with the use of Achievement Survey and redefine content of education.
- ✚ To offer in-service training programmes to ensure professional development of teachers and Anganwadi workers.
- ✚ To identify innovative practices of teachers and disseminate them to inspire all teachers by making it available in a common digital platform.
- ✚ To provide on-site professional support to teachers by frequent school visits.
- ✚ To monitor the school-based support provided by DIETs/BITEs.



- ✚ To carry out educational researches the findings of which could help the State to take informed decisions for the welfare of the children.
- ✚ To work in partnership with National and International organizations viz. National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA), Regional Institute of English, South India (RIESI), Bengaluru, Regional Institute of Education (RIE), Mysuru, Centre for Cultural and Educational Research and Training (CCERT), UNICEF and various Government organizations to rope in the required support to address quality issues in education.

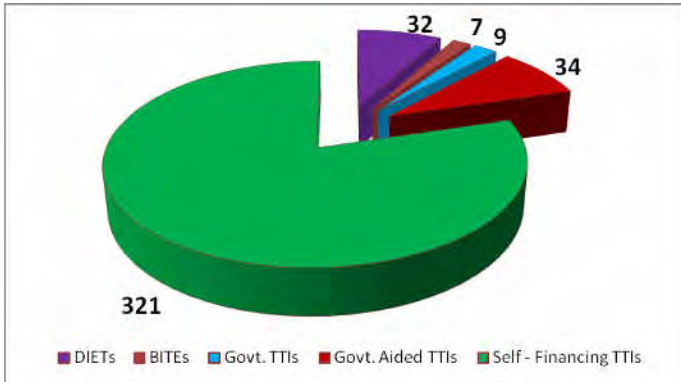
#### **8.4.1 Quality Teacher Preparation in DIETs and TTIs**

The SCERT has developed technology-based infrastructure for introducing digital content by providing smart board, language lab to empower the student-teachers for a better learning environment. The teacher trainees are empowered to face the changing trends in pedagogy like child-centric approaches and digital e-content. Besides, local visits of educationally important places, annual field visits are organized to foster life-oriented experiences to strengthen the learning of student-teachers.

During the training period, student and teachers get involved in health camps, health awareness Programmes and Yoga to keep themselves physically fit and mentally active. Tree planting and clean environment campaigns are organized to enable them to feel proud of their organizational image. Celebration of Science Week in Teacher Education Institutes sensitizes both students and teachers in neighbourhood schools in the innovative ways of teaching and demonstrating science exhibits. This develops scientific temper and attitude of student-teachers also.

In Tamil Nadu, 32 District Institutes of Education and Training (DIETs), 7 Block Institutes of Teacher Education (BITEs), 9 Government Teacher Training Institutes, 34 Government Aided Teacher Training Institutes and 321 Self-financing Teacher Training Institutes are functioning under the control of SCERT. In all, 403 Teacher Education institutes are offering Diploma in Elementary Education course in the State.

Graph – 50. Number of Institutes offering  
Diploma in Elementary Education – 2016-17



Source: SCERT

#### 8.4.2 Admission in Teacher Education Institutions

In order to achieve the State's goal of e-governance, State Council of Educational Research and Training introduced the online admission of the first year students for Diploma in Elementary Education from 2013-14. This has rendered the long journey to the capital city for Single Window admission counseling unnecessary. The candidates now have the option to visit the counseling centre in their respective District headquarters and choose teacher education institutes of their choice. This innovative move has helped more than 8000 candidates in the last three years to get admitted to the Diploma in Elementary Education course

in DIETs / TTIs of their choice without causing much financial burden to them.

## **8.5 Integrating Technology in Class Rooms**

In order to realize the vision of the Hon'ble Chief Minister to provide digital learning platforms to enhance the quality of teaching learning processes, the Government has planned to transform the entire educational system into e-Learning digital platform. To facilitate technology-assisted learning to harness the full potential of ICT in the context of teaching and learning at school level, the SCERT has initiated a number of technology integrated programmes.

### **8.5.1 Audio – supported Learning**

The SCERT implemented the innovative strategy of transforming memorisers in both Tamil and English for classes IX and X into Audio CDs to facilitate singing of memory songs and retaining them with clear comprehension. The State Government has provided DVD Player facility to all schools to enable children to listen to the audio version of educational content including recitation of Memory poems in Tamil and English. Recently, the recorded CDs were given to all schools through DIETs. This innovative intervention has

made the learning of poems easy and enjoyable for 15 lakh students studying in Government Schools.

### **8.5.2 Audio Books to enhance English Reading**

The SCERT's Language cell has also taken up an initiative to convert the text of English Language books from Classes III to VIII into Audio books. The objective of developing audio books is to help students read English with ease. Currently III to V standards English books have been made into audio files.

### **8.5.3 Video-supported Learning**

To augment the existing resource for learning, educational videos are produced by SCERT utilizing the expertise of ICT trained teachers. The SCERT produced 500 Videos for the benefit of upper primary and secondary children at the cost of Rs. 10 Lakhs. Besides, SCERT identified 400 content rich videos in English and translated them into Tamil involving 240 teachers of Government Schools trained by SCERT.

### **8.5.4 Tamil Audio, Video Songs for Primary Classes**

Poems help students sing and make rhythmic movements while learning joyfully. Now a days, children wish

to learn all the subjects through multi-media. Hence, all the Poems prescribed for learners in Primary Classes have been enriched by music and the songs audio recorded and video filmed. It is certain that these VCDs enhance retention and encourage children to learn Tamil poems accurately with absolute comprehension. Children's action and facial expressions convey the meanings of the poems so beautifully that this would definitely revolutionize the way children learn Tamil in Government schools.

#### **8.5.5 Teaching Tamil letters through sign language videos**

The Language Cell of SCERT conducted an experiment in the DIET Dindigul to find out if sign language could enhance students' ability to learn and pronounce Tamil letters of alphabet appropriately. The study revealed that children learnt the letters and phonemes with great fun and the retention level was very high when they learnt them using sign language. The video-shot experiment demonstrates the proof that children learn things far better when they are directly engaged in the joyful learning tasks. This video would guide Primary teachers to help students to learn Tamil letters in a comprehensive manner and also facilitate assessment of learning of letters and phonemes.

Teaching Tamil Letters and their phonemes through sign language has been proved a novel and successful strategy and it would be disseminated widely.

### **8.5.6 Videos on Innovative Practices**

The SCERT identifies the innovative practices of primary and upper primary teachers of Government



Picture – 81. Videos on Innovative Practices

schools across Tamil Nadu who are engaged in exemplary teaching learning processes in their respective schools. The SCERT shortlisted 50 teachers out of 1520 nominations for this purpose. Video shooting of the outstanding performance of teachers has been done. These documentary videos would be uploaded on to the SCERT website and made available for wider dissemination.

### **8.5.7 Video on English Phonetics**

Hon'ble Chief Minister released a CD on English phonetics. English spelling and pronunciation are not always the same. Hence, learning the English language should be

done based on Phonetic sounds. Studying the way a language sounds helps children's ability to communicate accurately. Two DVDs containing 43 units have been developed utilizing the expertise of resourceful English Teachers of Government Schools. The SCERT conducted a series of workshops and developed the training manual for teaching phonetics to primary and middle school teachers. In order to make all students learn English using Phonetic sounds, DVDs have been developed and distributed to all the Government Primary and Middle Schools.

#### **8.5.8 Sports Coaching Videos**

Students need to learn and improve their skills in sports and games on a continuous basis to make a mark in national and international Sports. Skills need to be nurtured with proper scientific techniques under the guidance of qualified coaches in the field. Taking forward the State's commitment of the all-round development of children, a video CD for Volleyball, an International game and Kho Kho, an Indian game has been produced for one hour duration each. This video teaches all the fundamental skills of these games. With the help of qualified coaches in the respective field from the Government schools, systematic way of skilling



is demonstrated with appropriate animation. This is the first Sports coaching CD of its kind in Tamil. This would benefit about 60 lakh students studying in Classes VI to XII.

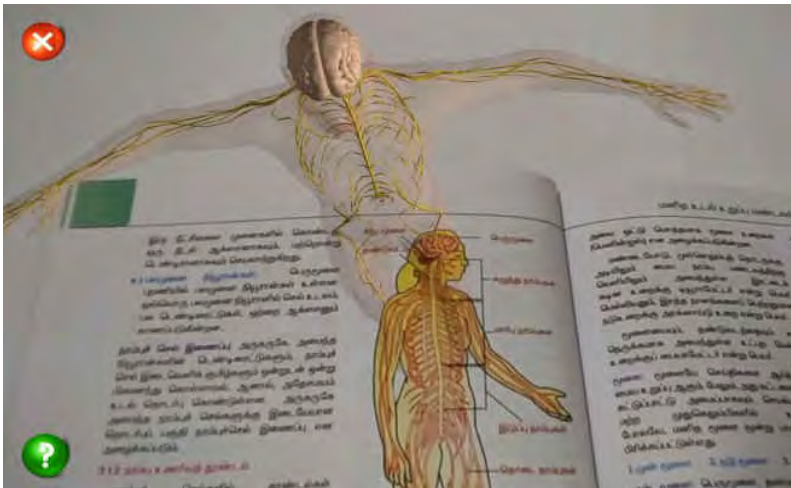
### **8.5.9 Computer Aided Learning in Schools**

Taking forward the radical policy of Technology-blended learning, 822 Computer Aided Learning (CAL) centres have been established through SSA with advanced computers with accessories. These centres cater to the needs of learners to become efficient users of computer at an early age, Students make use of subject-related audio-video CDs and phonetics CDs, developed by SCERT, to learn their subjects effectively. The State Government has incurred an expenditure of Rs. 9.48 crore in establishing CAL centers in Middle Schools.

### **8.5.10 Image Recognition Application Technology (IRAT)**

Image Recognition Application Technology (IRAT) is the latest in mobile technology and emerging area where IRAT and education can be combined to make teaching and learning more appealing and real. Tamil Nadu is the pioneer in India to introduce this cutting edge technology to revolutionize the way children learn. Hon'ble Chief Minister has recently inaugurated IRAT based content for students of

standards XII and X. This progressive initiative would enable learners to make use of IRAT for their learning process through their existing textbooks. With the help of Image Recognition Application, students can access content in 3D virtual objects of their lessons over their books / 2D animated content / recorded sound and video teaching sessions of real teachers relevant to the picture of their existing school text books at anytime and anywhere. Content will be seamlessly integrated with the existing textbooks, without disturbing the existing process. The digital content can be updated whenever needed.



Picture 82. Image Recognition Application Technology

### **8.5.11. Educational Satellite (EDUSAT)**

The SCERT has provided EDUSAT Video-conferencing facilities at 58 locations throughout the State with the transmission hub located at SSA. This could be very well utilized for promoting and sustaining the quality of education by providing training to teachers on teaching learning process and also helping officers to review and monitor the educational activities of Block / District level authorities. The use of EDUSAT prevents the transmission loss and saves man power. The EDUSAT facilities have been established at a cost of Rs.2.54 crore.

### **8.5.12. Empowering Teachers with Information and Communication Technology (ICT)**

The SCERT has given ICT Training to select teachers of all levels from standard I to XII. This training has enabled the teachers to act as reflective practitioners in ICT. The concepts and applications of hardware and educational software were dealt in this training programme. A total of 1650 teachers have benefitted through this programme across the State. As a result of this training, the capacity of teachers to create digital content, edit and upload them on to the website has been developed.



Picture – 83. ICT Training

### **8.5.13. Teachers' input to Wikipedia**

Wikipedia is the online encyclopedia which provides netizens an access to a lot of information. The SCERT proposed that the teachers of Government schools should be adequately empowered to draft creative articles in Tamil and post them on to the Wikipedia website. The SCERT, in collaboration with Tamil Virtual Academy, organized a three-day training to 1650 teachers across the State. Each participant was given computer with internet facility. The topics to be developed for posting on to the Wikipedia were suggested by Tamil Virtual Academy. The teachers have written more than 400 articles in Tamil language on various

topics ranging from ancient Tamil Culture to 21<sup>st</sup> century Science. These articles have been uploaded on to the Wikipedia website.

## **8.6. Revision of Curriculum, Syllabus and Textbooks**

The SCERT strives for the holistic development of students enabling them to understand the concepts thoroughly utilising e-learning platform. To achieve this objective, SCERT has taken many initiatives. It has prepared the syllabus for Play Schools to ensure the age-appropriate skill development of children in all domains for ensuring school readiness for pre-school children. The SCERT develops and revises textbooks periodically for the classes I to XII which provide platform for students to engage in activities for meaningful learning of content and link them with real life situations. The textbooks are designed to encourage teachers to implement Continuous and Comprehensive Evaluation (CCE). Besides, the societal and environmental changes across the country are incorporated. The SCERT revises and updates the syllabus of Diploma in Elementary Education to prepare prospective teachers to adopt latest and technology-friendly learning methodologies.

### **8.6.1 Syllabus for Play Schools**

The early childhood stage is the most critical period when foundations are laid for life-long development and the realization of full potential. The formulation of attitudes and values as well as the desire to learn is also influenced at this stage. The young children should be provided care, opportunities and experiences that lead to all-round development-physical, mental, social and emotional and school readiness. Health and nutritional needs of children are integrally related to their psycho-social/educational development. The curriculum and pedagogy for these pre-school children should be based on the holistic perspective taking into account the various domains of development, characteristics of children and their learning needs. To achieve these, the SCERT constituted a committee involving educationists, social welfare personnel, Child Psychologists and Experts from play schools to develop draft syllabus. The draft syllabus for play school is hosted on the website [www.tn.gov.in/schooleducation](http://www.tn.gov.in/schooleducation).

### **8.6.2 Update & Revision of Textbooks**

SCERT is earnestly involved in developing syllabus and textbooks for classes I to X and updating them

periodically. The process is undertaken periodically and the textbooks are revised in each of the 3 terms for classes I to IX. The current affairs that influence the lives of people are included in the term books to broaden the horizon of knowledge of children. The textbooks are revised to incorporate the use of web resources for encouraging inquisitiveness and for making the optimum use of technology and laptops provided by the Government.

The SCERT, with the financial support of the Revenue Department, is involved in infusing Disaster awareness related concepts in Social Science Textbooks for the Classes VII to X after identifying the related areas in the textbooks, which demand infusion in the context of emerging social needs. This enables students to take appropriate measures during disasters and emergency situations.

### **8.6.3 Syllabus for Special Subjects**

The status and role of the Arts, Health and Physical Education deserve special attention in view of the incorporation of concepts related to co-scholastic areas under CCE in school textbooks. Aesthetic sensibility and experience, being the prime sites of the growing child's creativity, it is essential to bring the arts squarely into the

domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages. To address this, the SCERT undertook the process of updating syllabus for special subjects such as Physical Education, Music, Drawing and Tailoring to ensure the development of individual talents among school children. This not only develops creativity of children, but encourages them to engage in useful recreational activities. In this process of updating the syllabus for these special subjects, the SCERT utilised the expertise of the experts concerned. The draft syllabus for the special subjects has been developed.

#### **8.6.4 Transforming Educational Scenario**

In order to bring about reforms in School Education and develop appropriate curriculum, syllabus and textbooks from primary level to higher secondary level incorporating e-learning pedagogies and develop child-development focused syllabus for pre-school children, the Hon'ble Chief Minister ordered constituting of a nine member committee under the Chairmanship of the Minister for School Education. This would provide enabling classroom environment for the teachers and learners to design teacher facilitated e-pedagogy to widen the learning scope of learners. The



Committee had a meeting and deliberated the measures to improve the existing school education system. The Expert committee constituted three Sub-committees namely, Tamil Nadu School Curriculum Framework Development Committee, Higher Secondary Syllabus Revision Committee and Examination Reforms Committee.

### **8.6.5 Syllabus for Elementary Teacher Education**

Teacher Education needs to reflect the changes happening in the school education and empower the prospective teachers to meet the challenges of learning styles of children in the technology-driven social environment. The Government introduced a number of quality initiatives like Activity Based Learning (ABL), Active Learning Methodology (ALM) and Continuous Comprehensive Evaluation (CCE) and Trimester Pattern. The role of teachers has got shifted from the dispenser of information to the facilitator of learning. In the changed scenario of pedagogy across the world, the teachers need to be equipped to transact digital content and e-pedagogy in schools. To realize this goal, a committee was constituted for developing the syllabus for Diploma in Elementary Education. The new syllabus has immense scope for teacher educators and student-teachers to reflect on pedagogical

processes with technological input during teacher preparation in teacher education institutions. The SCERT has revised the syllabus of Elementary Teacher Education to realize the defined vision of SCERT.

### **8.6.6 Syllabus and Textbooks for Tamil Virtual Academy**

The Government take a number of initiatives to promote Tamil Language among overseas learners who are interested to learn Tamil. Input-rich communicational environment is a pre-requisite for language learning. The inputs include textbooks, learner-chosen texts and web resource materials. The Tamil language learners find a dearth of web-based learning materials which are graded and learner-friendly. To address this long felt need, the SCERT, in response to the request of the Tamil Virtual Academy, undertook the task of developing the common core curriculum framework to satisfy the needs of children across the world. Towards realizing this objective, it is essential to understand the learning level, need and areas of interest of the learners, the existing pedagogy of language available across the world. Hence, the Tamil language syllabus of countries like the USA, Malaysia, Singapore, Australia and Sri Lanka were compared to develop quality e-content in Tamil.

### **8.6.7 Material Development for SSA Training Programmes**

The SCERT provides academic support to SSA in developing the training modules for primary and upper primary levels for empowering teachers to adopt appropriate methodologies of teaching of school subjects. Based on the SLAS reports, the need-based in-service training programmes to primary and upper primary teachers for 2016-17 have been planned. As requested by SSA, the SCERT undertook the process of developing 7 training modules at primary level, 2 training modules at both the primary and upper primary levels and 7 training modules at upper primary level for capacity building of all teachers of primary and upper primary levels. The training modules provide rich input on different areas for content enrichment and linking content with the real life situations. The classroom transaction and the achievement of children can be improved only when the innovative techniques shared in the training are reflected in the classrooms. In order to make the teachers reflect upon the concepts dealt during the training, all training modules are supplemented with worksheets at the end of each topic for concurrent evaluation of the trainees. This would facilitate the participants to be

focused on the content of the training and make the training sessions participatory, interactive and interesting.

## **8.7 Capacity Building of Teachers**

### **8.7.1 Paradigm shift in the training process**

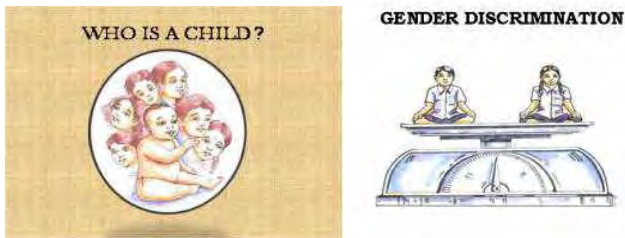
In tune with the changes in modern technology and student's preferred styles of learning, there has been a paradigm shift in the way the training programmes have been evolved by the SCERT. The trainer-centric and subject-centric common training programmes have given way to learner-centric training programmes based on the findings of the State Level Achievement Survey (SLAS). Besides, instructional strategies have undergone a sea change. The training programmes are enriched with video clips and use of interactive white boards. The State Council of Educational Research and Training proposes to link training centres through EDUSAT terminals at 58 locations and give the trainees the opportunities to interact with experts directly.

### **8.7.2 Concern for the well being of Children**

The State Government has a deep seated concern for the well-being, rights and safety of children which are evident in its policies and welfare initiatives of the

Government. A format has been developed and guidelines issued as to who a complaint should be lodged with in the event of a child abuse and how action should be taken at various levels. SCERT organized training for sensitizing teachers on Child Rights & Protection. This training empowered 192 faculty members of DIETs and 45000 teachers to understand child sexual abuse and adopt appropriate measures to prevent such abuse.

Subsequently, the State Government has identified some parameters viz. child-friendly learning environment, adequate and safe infrastructure, democratic participation of students in classroom processes and adoption of play-way methods of learning, child-centric evaluation to make schools child-friendly. In this connection, a training was



*Picture - 84. Child Rights and Protection*

organized with the support of UNICEF by SCERT. This training benefitted 96 faculty members of DIETs and BRTes.

### **8.7.3 Classroom Observation**

Identification of the innovative instructional strategies and assessment of learning of students can happen only through clinical observation of the classroom processes. Hence, SCERT, with the support of UNICEF and the resource support of Azim Premji University, organized training on Classroom Observation. DIET faculty members were facilitated to revisit the classroom observation as a reflective practice enabling teachers to become better professionals. This training benefitted 64 faculty members of DIETs.

### **8.7.4 Fear-free Assessment**

The State is committed to sustain conducive learning environment in schools and make assessment and periodic evaluation of student performance fear-free and continuous. To realize this lofty goal, the State has introduced Continuous and Comprehensive Evaluation (CCE). To reduce the load of learning and to make learning a joyful experience, the State has also introduced Trimester Pattern. CCE Training has been given focusing on rubrics to be used for making evaluation student-friendly leading to construction of knowledge by children.

In the past 4 years, 2,64,949 primary teachers, 3,08,386 upper primary teachers and 1,28,588 secondary teachers have undergone CCE training.

### **8.7.5 Project Based Learning**

In order to encourage the involvement of students in inquisitive learning, schools need to support projects. The projects sharpen the enquiry and observation skills of students. The SCERT has developed subject-specific modules for Tamil, English, Mathematics, Science and Social Science for primary and upper primary levels involving subject experts of DIETs. In these manuals, 500 subject-specific projects have been described in detail. These projects would provide experiential learning for students for understanding the content at the higher cognitive levels. As a first step towards sensitizing teachers on the methods of facilitating project based learning, Key Resource Persons' Training has been conducted for 150 faculty members of DIETs. This will be followed by training of primary and upper primary teachers of Government and Government Aided schools. This would benefit 60 lakh children in schools.



Picture - 85 Modules of Project Based Learning

### 8.7.6 Resource support to Sarva Shiksha Abhiyan (SSA)

The SCERT provides academic support to SSA in developing the training modules and imparting in-service training to both the primary and upper primary teachers. The SCERT and SSA conducts State-level training programmes for Key Resource Persons. The State-level resource persons, in turn, train teachers at BRC and CRC levels. As many as 21,57,926 primary children and 17,70,019 upper primary children get benefitted through these training



programmes. As a result of training programmes conducted through SSA, the performance of students in the State Level Achievement Surveys (SLAS) has increased consistently over the past three years.

#### **8.7.7 Professional Development of Postgraduate Teachers**

The Hon'ble Chief Minister of Tamil Nadu has upgraded the Directorate of Teacher Education Research and Training into the State Council of Educational Research and Training in 2012 to extend the coverage upto the Higher Secondary Level and to give impetus to holistic development in the present method of capacity building. The State Council of Educational Research and Training organized a training programme for post graduate teachers that enabled them to keep abreast of the recent developments in Content and Pedagogical Skills. Post graduate teachers of different subjects viz. English, Mathematics, Physics, Chemistry, Biology, Botany, Zoology, Computer Science, Economics, Commerce, Accountancy and History, Geography were given training involving the Professors of Colleges, lecturers and senior lecturers of SCERT / DIETs and select Post Graduate Teachers. A total number of 64771 Post Graduate

Teachers got benefited across the state over a period of three years.

### **8.7.8 Resilience Programme / Stress Management Training in Flood Affected Districts**

The natural disaster of flood ravaged the Chennai, Tiruvallur, Kancheepuram and Cuddalore districts in the months of November and December, 2015. The normal life was paralyzed due to the unprecedented flood. The mental trauma and emotional shock disturbed the students preparing for the Board Examinations as the schools had to be closed for nearly a month. In order to motivate students to face board examinations with confidence, a resilience programme was organized by SCERT in three flood affected districts. Two teachers from each of the Government, Government Aided, Corporation, Municipal, Adi Dravida Welfare High and Higher Secondary schools were given training involving experts and SCERT faculty.

The participants were sensitized through group discussion, interactive sessions, role play on the ways and means of overcoming the agony caused by the flood and mitigating their examination stress. This programme benefitted 1020 teachers. The teachers, in turn, motivated students to take the Board Examinations without any fear.

### 8.7.9 Training on Guidance and Counselling

The State Government, being sensitive to the welfare of the students, felt that guidance and counselling by teachers would immensely help students to further their academic pursuit with emotional balance. The SCERT developed a comprehensive Teacher Counsellor Manual on Guidance and Counselling involving experts, Pediatricians, faculty members of SCERT and teachers. The manual provides a rich input on the stages of Human Development, Specific Learning Disability (SLD), Process of Counselling and Crisis Counselling. The Teacher Counsellor Manual would empower the teachers to involve in the counselling process to enable students to resolve the adolescent behavioural problems themselves.



Picture – 86. Training on Guidance and Counselling

In the year 2016-17, the State Council of Educational Research and Training proposes to organize training to two teachers from each Government and Government Aided High and Higher Secondary Schools on Guidance and Counselling to develop their counselling skills. This would benefit 20,000 teachers and 25 lakh students of IX to XII studying in Government and Government Aided Schools across the State.

#### **8.7.10 Impact of Training Programmes**

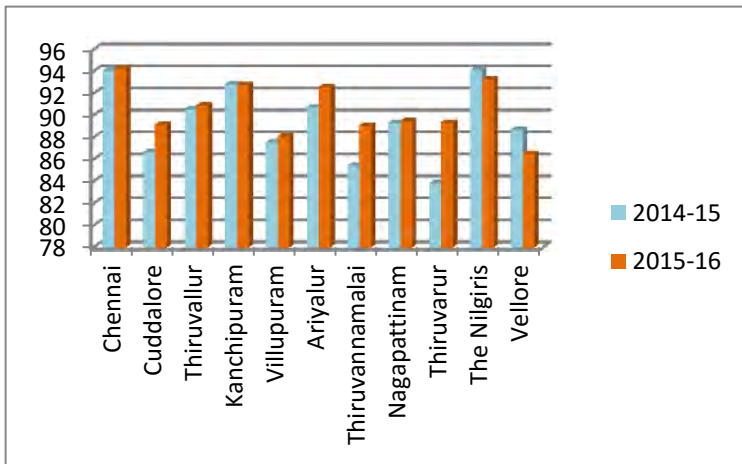
The SCERT organized content enrichment training to teachers. In the flood-affected districts, Stress management training was given to students who were about to face board examinations. Besides, the learning materials prepared by the SCERT for both X and XII Standard students were found to be very useful. Utilizing them as ready reckoners, students prepared well for the examinations. Guidance and Counselling and career counselling training given to students have had a positive impact on the results of X and XII examinations. Despite the floods in the northern districts, the performance of the students in the Board Examinations has been good due to the consistent support services provided by the SCERT. The following table of comparison of performance in the past two years proves this.

Performance of students in Board Examinations  
- A comparison

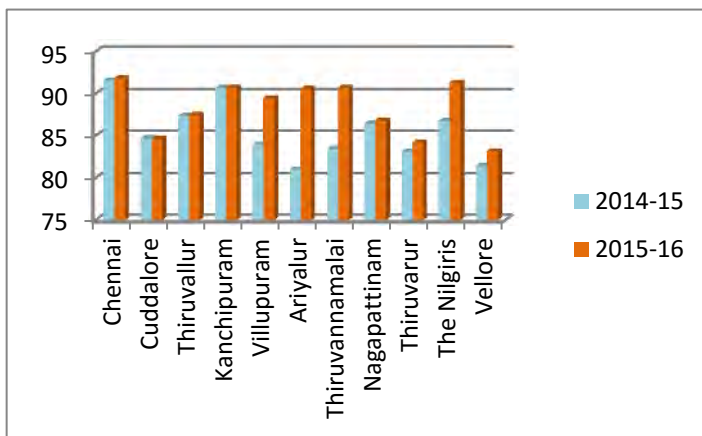
Sl. No.	District Name	X Std Pass Percentage		XII Std Pass Percentage	
		2014-15	2015-16	2014-15	2015-16
	Chennai	94.04	94.25	91.54	91.81
	Cuddalore	86.65	89.13	84.69	84.63
	Thiruvallur	90.50	90.84	87.32	87.44
	Kanchipuram	92.79	92.77	90.68	90.72
	Villupuram	87.52	88.07	83.96	89.47
	Ariyalur	90.70	92.52	80.92	90.53
	Thiruvannamalai	85.42	89.03	83.43	90.67
	Nagapattinam	89.27	89.43	86.45	86.80
	Thiruvarur	83.78	89.33	83.08	84.18
	The Nilgiris	94.09	93.25	86.74	91.29
	Vellore	88.68	86.49	81.39	83.13

Source: DGE

Graph – 51. X Pass Percentage



Graph – 52. XII Pass Percentage



### 8.7.11 Value Integrated Teaching and Learning (VITAL)

The State Council of Educational Research and Training brought out a training Module for upper primary classes in order to instil values among the students integrating them in teaching and learning processes. The Module has incorporated the value-laden text portions. Inspiring positive real life incidents depicting the identified values have been shared with the teachers. SCERT conducted State Level Training for 100 Key Resource Persons. This training benefitted 9598 middle school teachers and 14 lakh students. SCERT proposes to conduct an Impact study in two districts to assess the effectiveness of the training. In the second phase, this training will be provided to 15300 teachers of Std VI to VIII from 3675 High and 4005 Higher Secondary Schools in 2016-2017. By this

Programme, about 30 lakh students would be able to inculcate 60 core values and training will be given to teachers of Std IX and X to inculcate 40 values among students focusing on developmental issues. Teacher Manual is being prepared and training will be conducted.

### **8.7.12 Disaster Management**

The State Council of Educational Research and Training developed training manual and implemented training to teachers all over the state. DIET faculty, Block Resource Teacher Educators, Student-Teachers of Government and Government Aided Teacher Training Institutes and teachers from Government and Aided High and Higher Secondary Schools were trained in Disaster Management. This training benefitted 3659 Teacher Educators, 6084 teachers and 4635 student - teachers.



*Picture - 87. Disaster Management Awareness Programme*

### **8.7.13 Zero Waste Management**

A clean environment builds a clean society. A love for environmental cleanliness has to be nurtured among children. Hence, SCERT organized a two day training to primary teachers all over the state. The training impacted the teaching learning processes and school environment which resulted in greening the campuses in 28981 primary schools all over the State.

### **8.8 Research Activities**

Research is responsible for innovations in designing need-specific training and evaluation. It is also responsible for generating innovative ideas and methods to keep organization a step ahead of the competition. It explores new ways of approaching the issues and problems in a scientific way.

The State Council of Educational Research and Training is committed to the cause of professional development of teachers and research for improving the quality of School Education in the State. Its focus on research has resulted in number of research projects on various issues like Classroom Process, Learning Resources, Learning Difficulties, Teacher Profile, Students' Achievement



and Continuous and Comprehensive Evaluation across the State.

The DIETs have conducted 275 Action Researches in 2015-16 pertaining to classroom processes and overall improvement in quality at the school level. Based on the findings of the researches, the design of the training and activities are changed to enhance the quality of transactional strategies in the classroom.

### **8.8.1 School Standards and Evaluation (SSE)**

The SCERT has contextualised the School Standards and Evaluation (SSE) Framework, in collaboration with the National University of Educational Planning and Administration (NUEPA), New Delhi. The Framework, thus developed was field-tested in 4 districts namely Tiruchirappalli, Thiruvannamalai, Salem and Thoothukudi in 40 schools in four different geographical zones of the State. As a result of enhanced awareness, the school heads developed School Development Plans and evolved concrete goals for their schools to achieve in the near future. In practice, they have achieved incremental improvement in the identified levels. The School Heads and teachers of pilot schools have welcomed the SSE

framework. An Orientation Training has been given to 510 faculty members of DIETs on SSE.

### **8.8.2 National Achievement Survey (NAS)**

The Government of Tamil Nadu, in collaboration with the National Council of Educational Research and Training, New Delhi, periodically conducts the National Achievement Survey (NAS) to understand the learning levels of elementary school students with reference to their peers in other States and to draw conclusions based on the study to design and need based programmes. SCERT conducted survey for the Classes VIII, III, V and III & VIII in the years 2011-12, 2012-13, 2013-14 and 2015-16 respectively. SCERT extends its support to NCERT, New Delhi in translating the tools into Tamil Language and conducting the survey at the district level in the selected schools.

In the year 2015-16, National Achievement Survey was conducted for the Class III (Cycle-4) in 260 schools in 32 districts. 4630 students were assessed in the survey. In the year 2015 – 16, National Achievement Survey was conducted for the Class VIII (Cycle-4) in 260 schools in 32 districts. In this survey, 4380 students were assessed. Student of class VIII gave their responses in the Optical Mark Recognition (OMR) Sheet.

### **8.8.3 State-Level Learning Achievement Survey (SLAS)**

State Level Achievement Survey is conducted for the classes at elementary level to know the learning achievement of students and the areas of learning difficulties of students in different subjects. Tamil Nadu has pioneered in the conduct of State Level Achievement Survey. The SCERT provides resource support to SSA to organize training programme to stake holders in developing SLAS tools. In 2015-16, The SCERT assisted SSA in conducting SLAS for Standards 3<sup>rd</sup>, 5<sup>th</sup> & 8<sup>th</sup> and the performance of students in sampled schools was analyzed. Based on the findings, low performing students and difficult areas in the subjects concerned were identified and strategies were evolved by the SCERT to enhance the performance of the students.

### **8.9 Extension Activities**

#### **8.9.1 Convergence with TANSACS**

The SCERT and Tamil Nadu State AIDS Control Society (TANSACS) have been offering training on Life skill Education collaboratively to teachers and students of IX and XI. In the present scenario, soft skill is very important to interact in a modern society.



*Picture -88 Student Participation in painting competition*

Hence the SCERT coordinates with TANSACS to promote life skills. A training manual containing student-friendly activities has been developed and distributed to all high and higher secondary schools. Competitions such as Essay writing, Painting, Oratorical and Quiz programmes were conducted to assess the life skills acquired by the adolescents.

The human chain and awareness procession were organized in every District on 1<sup>st</sup> of December to mark the World AIDS Day. In the academic year 2015 – 16, LSEP related competitions were conducted in all schools across the State. Large number of students participated in the competitions. The prizes and certificates were distributed to the winners of the competitions by the District Collector.

### **8.9.2 Convergence with Directorate of Collegiate Education (DCE)**

Student teachers need to have direct experience of the social background from which children come to schools. Apart from the curriculum, the students need social skills and hence N.S.S programmes are organized in DIETs and Government TTIs. Hence, student- teachers are involved in various social service activities through 35 National Service Scheme Units. These units have 1594 student-teachers who are involved in special camps and do extensive social services like blood donation, medical camp, cleaning the campus of schools and places of worship. The enhanced understanding of the society would prepare student-teachers to serve as teachers in the remotest areas of the state with cheerful readiness. With the support of Directorate of Collegiate Education, all the 35 NSS units in DIETs and GTTIs are functioning effectively.

### **8.9.3 Convergence with the Institute of Human Rights Education (IHRE)**

The SCERT conducted a two day Human Rights Education Training for Teacher Educators. Fourteen faculty Members of SCERT, DIETs, Universities and Teacher Education Colleges participated in the meeting. Executive

Director of the Institute of Human Rights Education (IHRE) shared an overview of the organization's work in Tamil Nadu and the plan to promote human rights education programme in all the schools across the State.

The programme of educating teacher-educators in Tamil Nadu was carried out jointly by IHRE and SCERT. Four regional level training programmes were conducted for 300 Teacher Educators of 30 DIETs and 8 Government Teacher Training Institutes. This training also benefitted 5000 student – teachers.

#### **8.9.4 Convergence with NCERT**

The SCERT implements NCERT sponsored National Population Education Programme (NPEP) in Tamil Nadu with the objective of developing human resources. The activities conducted under NPEP focus on sustainable development, environmental preservation, census-2011, sex-ratio, gender disparity, women empowerment, girls' education, nutrition, health and hygiene, adolescent behavioural problems, substance abuse and HIV / AIDS.

In 2015-16, Role play and Folk Dance competitions were conducted for the students of IX and XI studying in

Government Schools. Besides, Poster Competition was conducted for the students of VIII to XI on population related themes. Competitions were conducted at School level, Educational district level, District level, State level and Southern Regional Level. The winners at each level were felicitated with cash awards. The SCERT developed support material for student-teachers of DIET on Population education. Two research studies have been conducted by SCERT faculty members on Population Education. In 2016-17, the SCERT proposes to conduct Poster Competition, Role Play Competition and Oratorical Competition, organize training to model school teachers and undertake three research studies.

#### **8.9.5. Convergence with UNICEF**

To reduce the prevalence and severity of Nutritional Anaemia among adolescent girls, the SCERT, in collaboration with United Nations International Children's Emergency Fund (UNICEF), organized awareness training programmes and supplied iron and folic acid tablets in three severely affected Districts namely Krishnagiri,



*Picture - 89 Beneficiaries of WIFS*

Dharmapuri and Salem and trained 1136 parents and 8776 HMs/Teachers initially. Having realized the importance of eradicating Anaemia from adolescent population, WIFS (Weekly Iron Folic Acid Supplementation) programme has been launched in all the districts across the state of Tamil Nadu. In the last two years, 15540 HMs and Teachers of Government / Government Aided Middle / High / Higher Secondary Schools were given training and the programme by DIET faculties. This programme has benefitted 56 lakh adolescent children.

### **8.9.6 Convergence with Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**

The aim of education is to promote holistic personality development among students. Hence, the SCERT organized the programme of identification and appropriate usage of local art forms.



Based on this, programmes were organised in a grand manner to enable students to identify and appreciate the local and traditional art forms in their localities. Music, Dance, Theatre, Visual Arts Competitions were conducted at district level, State level and National level for the students of IX to XII studying in Government and Government Aided Schools. SCERT organized orientation training to district level functionaries, drawing teachers and music teachers from all districts. During the training, the purpose and process of Kala Utsav were explained to select teachers by experts drawn from Government Music College, Chennai, Government College of Fine Arts, Chennai and Government College of Architecture and Sculpture, Mahabalipuram.,

The State level Competitions were conducted at Namakkal and the State Winners of Music, Dance, Theatre and Visual Arts were felicitated. The state winners



*Picture - 90.. Exhibits of local art forms*

participated in the National Level Competition held at the National Bal Bhavan, New Delhi. The Tamil Nadu team from Trichy bagged third prize at the National level in Visual Arts Competition.

### **8.9.7 Convergence with School Education Department, Puducherry**

In response to the request of School Education Department of the Union Territory of Puducherry, a team of experts from the SCERT offered their expertise to Puducherry especially in the Content Enrichment Training of Post Graduate Teachers in 2015-16. This progressive training benefited 419 Post Graduate Teachers. The Government of Puducherry appreciated the Capacity Building and Content Enrichment Training Programmes offered by the SCERT.

### **8.10. Budget**

An amount of Rs.70.80 crore has been allocated for the financial year 2016-17.

## **8.11. Conclusion**

The SCERT extends resource support to all the wings of the school education departments for realizing the objective of each Directorate thereby achieving the holistic vision of the State Government of providing quality education in all educational institutions all over the State.

## **9. TEACHERS RECRUITMENT BOARD**

### **9.1 Introduction:**

The Teachers Recruitment Board was established in the year 1987, in order to recruit teachers with appropriate skills and professional aptitude. This Board is vested with the powers of recruiting teachers for the Department of School Education and Higher Education. Since its inception, 1,56,270 school and college teachers have been recruited. Besides, Teachers Recruitment Board is the State Nodal Agency to conduct the Tamil Nadu Teacher Eligibility Test (TNTET) for the prospective Secondary Grade Teachers and B.T. Assistants. Details about the recruitment process of the Teachers Recruitment Board can be accessed at the Teachers Recruitment Board Official Website: <http://trb.tn.nic.in>

### **9.2 Objectives:**

The primary aim of Teachers Recruitment Board is to upgrade the systems and procedures in identifying the extrinsic and intrinsic talents of the teacher candidates. In this regard, the Board adopts the state of the art technology as follows:

- Digitizing the entire recruitment process.
- Availing of E-Governance resources right from the notification of vacancies upto uploading the results.
- Software and Machine Evaluation of OMR sheets.

### **9.3 Enhancing Confidentiality and Upholding Sanctity to the Examination Process:**

The conduct of examination, being confidential matter, stringent measures have been taken to prevent malpractices. Highly confidential areas such as secure preservation of question papers, safety and security of the exam centre and exam halls, rooms where scanning process of the used OMR sheets need to be undertaken, are being monitored under the surveillance of CCTV cameras and the entire process is being video-graphed.

In addition to the aforesaid security measures, a special opaque-cover is introduced to keep 20 used OMR answer sheets, so as to ensure that the package is tamper-proof.

### **9.4 Transparency and Modernisation in Recruitment:**

The recruitment process has been substantially computerised at various levels to ensure transparency and accuracy. The application forms are scanned using the OMR

technology so that the applicant's data can be extracted within a short period of time. Further, the answers of the candidates on OMR sheets are scanned through dual technology platforms and the results are accurately prepared and published at the earliest.

Since the year 2013-14, special arrangements have been made for the candidates to have access to visually verify their OMR answer sheet images and marks secured on the computer systems.

### **9.5 Functioning of information centre:**

Since 2015, a computerised and fully equipped Information Cell has been functioning in the Teachers Recruitment Board at the ground floor of EVK Sampath Maligai, Chennai-6. The candidates who want to get their doubts clarified can do so in a fair and expeditious manner at this information centre.

### **9.6 Achievements during the period from 2011-12 to 2015-16:**

During the period from 2011-12 to 2015-16, TRB has taken up the task of recruiting 42,651 teachers under several categories as follows:

40,316 teachers for the Department of School Education and Elementary Education, 994 for other Departments like Backward Classes, Most Backward Classes and Minorities Welfare Department, Adi Dravida and Tribal Welfare Department and Corporation schools and 1341 candidates for Higher Education Department.

Following the guidelines of the Right of Children to Free and Compulsory Education Act, 2009, for the first time, Teachers Recruitment Board took up the responsibility of conducting TNTET (Tamil Nadu Teacher Eligibility Test) successfully in the year 2012-2013. A total of 7,14,526 candidates appeared for this test on 12.07.2012. Subsequently, Teachers Recruitment Board conducted the supplementary TNTET on 14.10.2012 in which 6,43,095 participated. The third TNTET was held all over the state on 17.8.2013 and 18.8.2013 wherein 6,62,498 candidates took part. A relaxation of 5% marks of the minimum qualifying marks was granted to the candidates who appeared for the test conducted in 2013 vide G.O.(Ms.) No. 25 SE(TRB) Dept., dated 6.2.2014. In all the three TNTET's, 94,410 candidates were declared eligible.

### **9.7. Special TET for the candidates with disability**

The Hon'ble Chief Minister of Tamil Nadu announced a 'Special Teacher Eligibility Test' for visually impaired persons and persons with disability vide G.O.(Ms.) No.260, SE (TRB) Department, dated 17.12.2013. A total of 4,477 candidates appeared for this test on 21.5.2014 (1,180 visually impaired and 3,297 orthopedically Disabled Candidates). In this test, 264 visually impaired and 670 orthopedically disabled candidates successfully qualified the test. After the Certificate Verification, 201 visually impaired and 335 orthopedically disabled candidates were selected for the post of BT Assistants during the year 2014-2015.

### **9.8. Recruitment for School Education and other Departments from 2011 -12 to 2015-16**

During the period 2011-12 to 2015-16, the Board has recruited 7,557 Post Graduate Assistants, 19,580 B.T. Assistants and 11,459 Secondary Grade Teachers. By conducting a special recruitment drive for Noon meal /Anganwadi Organisers, 136 B.T. Assistants were recruited. In the same period, 34 Assistant Elementary Educational Officers, 885 Special teachers and 643 Computer Instructors for School Education Department were recruited. Besides,



22 Senior Lecturers have been recruited for the State Council for Educational Research and Training (SCERT). In addition, 33 Post Graduate Assistants, 46 B.T. Assistants and 468 Secondary Grade Teachers have been recruited for the Adi-Dravida and Tribal Welfare Department. 61 Post Graduate Assistants, 236 B.T. Assistants and 49 Secondary Grade Teachers were selected for Backward Classes, Most Backward Classes and Minorities Welfare Department. Similarly, the Board extended its service to select 23 Post Graduate Assistants and 60 B.T. Assistants for the Chennai, Madurai and Coimbatore Corporation Schools. In addition to this, 18 Secondary Grade Teachers have been recruited for the Social Defence Department.

### **9.9. Recruitment for Higher Education Department in 2011-12 to 2015-16**

During this five year period, the Board extended its services to the Higher Education Department too by recruiting 1,016 Assistant Professors for Government Arts and Science Colleges, 43 Lecturers for Government Law Colleges, 151 Assistant Professors for Government Engineering Colleges and 131 Lecturers for Government Polytechnic Colleges.

### **9.10. Programme of Direct Recruitment Scheduled for 2016- 2017**

The Board intends to apply the process of Direct recruitment to fill up the vacant posts of 38 Senior Lecturers, 166 Lecturers and 68 Junior Lecturers in the State Council for Educational Research and Training during this academic year. Similarly, steps have been taken to initiate recruitment of the AEEOs in the Department of Elementary Education, Special Teachers (Physical Education, Drawing, Sewing and Music) and P.G. Assistants in the Department of School Education during this academic year.

Instead of conducting three separate examinations with identical educational qualifications and syllabus for the posts of Senior Lecturers, Lecturers and Junior Lecturers, it is planned to conduct a single examination. this year. With additional number of vacancies being proposed by the department, a detailed notification was issued on 28.6.2016 for 272 posts.

The process of direct recruitment for filling up the vacant posts of 1883 Assistant Professors in Government Arts and Science Colleges, 192 Assistant Professors in Government Engineering Colleges is under progress and will be initiated in this academic year.

### **9.11. Budget:**

Budget provision of Rs.3.10 crore is being allotted to this Board for the current year 2016-17.

### **9.12. Conclusion:**

The Teachers Recruitment Board plays a vital role in recruiting the teachers on time so as to ensure the availability of the required number of teachers in schools. The Board has been consistently striving to improve its performance by employing novel methodologies and has brought in transparency by computerising the whole process of recruitment.

## **10. TAMIL NADU TEXTBOOK AND EDUCATIONAL SERVICES CORPORATION**

### **10.1. Introduction**

Tamil Nadu Text Book Society was set up in the year 1970 with a mandate to publish, print, sell and distribute literary, scientific technical and artistic books and publications and bring out textbooks on various subjects suited to the requirements of the syllabus approved by Government of Tamil Nadu.

In 1993, the Tamil Nadu Text Book Society was renamed as Tamil Nadu Textbook Corporation (TNTBC). The activities of the corporation were focussed on printing, stocking and distribution of free textbooks to Government and Government Aided school and sale to un-aided Schools. The printing activities also covered educational literature like Teacher Training Modules, ABL cards & other special guides etc. The Corporation fixes the price of text books being sold to un-aided schools and regulated its sale through counters & retailers.

### **10.2. Scope of functions:**

On 15.05.2013, Hon'ble Chief Minister announced that the role of TNTBC will hence forth be enhanced to

include the procurement and supply of the free educational kits and accessories in addition to the printing, sale and distribution of textbooks in order to ensure timeliness and quality of supply. To fulfill the mandate, the corporation was rechristened as Tamil Nadu Textbook and Educational Services Corporation (TNTB&ESC) from 06.09.2013. Accordingly, the Corporation has been procuring cost free educational items since 2014-2015 for distribution to the children studying in Government and Government Aided schools. Since 2014-2015 the TNTB&ESC has procured cost free educational kits for a value of Rs 500 Crores.

### **10.3. Introduction of Trimester:**

Hon'ble Chief Minister introduced Trimester pattern from the academic year 2012-2013 in order to relieve the children from the ordeal of carrying heavy book load throughout the year. Hence from 2012-2013 TNTB&ESC has reformatted its textbook printing process and has been printing and supplying textbooks for the three terms for Standards I to IX. This has resulted in textbooks being supplied thrice the requirement hitherto along with annual books for Standards X, XI & XII.

<u>Textbooks for School Education Department</u> <u>(2015-2016)</u>		
<b>Standard</b>	<b>Free copies (in Cr.)</b>	<b>Sale Copies (in Cr.)</b>
Term I (Std 1- 9)	1.34	0.73
Term II (Std 1-9)	1.33	0.82
Term III (Std 1-9)	1.25	0.82
Annual Textbook (Std 10-12)	1.92	0.67

#### **10.4 Services to other Departments:**

Supplementary books and guides are printed by TNTB&ESC as per indents of Adi Dravida and Tribal Welfare and Backward Class and Most Backward Welfare Department for the benefit of the children studying in schools under their administrative control. Further books relating to syllabus are also Printed Qualitatively within the time line for Department and Agencies such as, Directorate of Technical Education (DOTE), Social Welfare and Nutritious Meal Programme, Commissioner of Revenue Administration (CRA) and National Stock Exchange (NSE) .

In all, nearly ten crore number of books are being printed for the school education and other departments.

For printing of textbooks, paper of different qualities like 80 GSM and 60 GSM Hi-Tech Maplitho paper is being purchased from Tamil Nadu News Print and Papers Limited (TNPL). High quality of 230 GSM Multilayer Coated Boards are also purchased from TNPL at Mondipatti (TN) from 2016-2017. The rates of purchase of Paper and Board is decided by a High Level Negotiation Committee at Government level.

Procurement of paper from TNPL for the Current year.

Material	2015 - 2016	
	Quantity M.T	Amount Rs.(In Cr.)
Paper	34000	202.00
Board	2800	13.07

### **10.5. Manpower Augmentation:**

The Corporation undertakes printing and procurement works for every academic year and strives to maintain quality and time schedule with its retinue of technical and non technical staff. Experts on procurement, Human Resources, Legal field are also engaged from experienced consultants for necessary guidance in the process.

As the scope of work has enhanced multi fold in the corporation since 2012-2013, approval has been given for appointment of 48 technical and non-technical personnel through Tamil Nadu Public Services Corporation (TNPSC) As a step forward 12 Junior Assistants have been appointed on compassionate grounds in 2015-2016. This augmentation of manpower will enable the TNTB&ESC to service the schools in a efficient manner

#### **10.6. Quality Monitoring :**

Quality parameters are defined and diligently followed in all the procurement of goods and services by TNTB&ESC.

For products like Geometry Box, Crayons, Wooden Colour Pencils, Foot Wear, School Bag and Woollen Sweaters standardized quality parameters are set with the help of accredited institutions and laboratories under the aegis of various Ministries of Govt. of India. Adherence to quality parameters is ensured with pre and post quality checking by specialised testing laboratories. The Quality Parameters are revisited for betterment and elimination of ambiguities with the help of experts from relevant field. Similarly, the quality of printing is also standardized with stiff



penalty for defects noticed by Technical Officers who monitor the same.

### **10.7. Supply of Tamil Textbooks to other States and Countries:**

Tamil Nadu Textbook and Educational Services Corporation supplies Tamil Books to the students pursuing studies in Tamil in other States and Countries and to the students of other Boards who opt for Tamil as second language.

The Corporation prints and supplies cost free textbooks to students studying Tamil as a subject in other states such as Maharashtra, Delhi, Gujarat, Kerala and Andaman and Nicobar Islands. It supplied 29,000 textbooks to other States in 2015 – 2016.

500 Tamil Books were supplied to Malaysia as per the request of the Malaysian High Commission.

The schools affiliated to the Central Board adopt the syllabus followed by Tamil Nadu State Board for their students pursuing Tamil as their second language. On the requests made by such schools, Tamil textbooks for standards I to X are printed in a single volume exclusively.

7.47 lakh Tamil textbooks have been supplied to these schools during 2016 – 2017.

### **10.8. Tamil Nadu Tamil Learning Act:**

The learning of Tamil language as a subject has been made compulsory in all schools in the State irrespective of the fact whether they come under the State Board or not, in pursuance of the Tamil Nadu Tamil Learning Act, Government Notification Dated 18.09.2014. Hence the volume of Tamil textbooks printed for Standards I to X are as under.

#### **Tamil Textbook Sales**

Year	No. of Copies
2014- 2015	3,84,000
2015 -2016	5,95,200
2016-2017	7,47,000

### **10.9 Textbooks Online (e-books):**

The Textbooks published by the Tamil Nadu Textbook and Educational Services Corporation are available in the website of the Corporation ([www.textbooksonline.tn.nic.in](http://www.textbooksonline.tn.nic.in)). It provides universal access of textbooks to the student community. All students can download the textbooks free of cost in times of need.

## **10.10. Distribution and sale of textbooks to Schools:**

TNTB&ESC handles huge volumes of textbooks that are supplied free of cost to the students of Government and Government Aided Schools, in addition to the sale copy to unaided schools.

The Corporation over the years has put in place a fool proof system of logistics to ensure timely supply of the textbooks to the students. To the Government and Government Aided schools delivery is arranged in nodal points upto to 67 District Educational Offices through printers. In the year 2015-2016, 5.84 Crore text books have been distributed in the Government and Government Aided Schools on time through this method.

Self financing educational institutions purchase books from TNTB&ESC in bulk. Purchase of books was made easy for the schools with introduction of **online purchase of Books**. It was introduced on pilot basis in three districts of Chennai, Kancheepuram and Thiruvallur in May 2015. Based on their experience and feedback the facility of on line sales was implemented across the State from August 2015. All Un-Aided Schools with unique 'UDISE' number are provided with login facility to place their indents. Door

delivery through India Post is also tied up as an additional option to schools. This has simplified the process of procurement of books for the un-aided schools.

#### **10.11. Online Retail sale**

In order to make Books available to private individuals and students without any hitch, online sales were extended to students. To facilitate this process further the Common Service Centres (CSC) of Tamil Nadu Arasu Cable TV located in every Taluk Office were made designated centres to register the student requirement and collect the money, since March 2016. To all those who avail this service, door delivery is arranged through courier service to all those who avail this service with facility to track their consignment. All the orders made from CSC or private facilities by online mode were extended door delivery facility through courier agencies.

#### **10.12. Benefits of Online Sales:**

The advantages in implementation of the online sales to the Schools and the individuals are as under:

- Sale of textbooks to schools enabled the Corporation to know actual indent and printing of textbooks for the sale

copies is undertaken accordingly. Excess printing and unnecessary stock are avoided through this method.

- Online updating of stocks is enabled for better transparency and accountability.
- The individuals and the Schools could order their books based on the availability of the stock at the time of placing orders online. Excess payment is avoided and the indented quantity gets reserved for them by deducting the same from stock once payment is successful.
- Payment through Demand Draft has been abandoned and online payment ensured the amount is credited to the Corporation without time delay.
- Exorbitant pricing and sale of outdated books by retailers is curtailed.

### **10.13. Auditing**

To ensure strict adherence to norms in all works and transactions of the Corporation an Internal Audit Wing has been created for concurrent auditing. This wing is headed by an officer on deputation from the Office of Accountant General. The Internal Auditing is in addition to the Local fund

Audit which conducts post Audit of Accounts in Head Office and all transactions in Regional Office godowns. Frequent special audit work is also entrusted to Local Fund Audit for enhancing supervision and identify and set right maladies in the system. Accordingly standard operating procedures are drafted for:

- Declaring obsolescence of textbooks
- Disposal of obsolete books
- Conduct of Physical Verification
- Processing of Printing Orders and Clearance of bills
- Levy of Penalty to suppliers and printers for Quality and time delay
- Channel of submission of various subject files
- Detailed delegation of powers under Administration, Purchase, Accounts, Sales and Printing.

#### **10.14. Ware Housing and Maintenance**

The TNTB&ESC is printing, stocking and distributing the textbooks to schools and other departments with their 22 Regional Offices.

On 23/09/2015, Hon'ble Chief Minister announced to modernize the warehouses owned by TNTB&ESC at Chennai, Kanchipuram, Vellore, Bargur, Thanjavur and Sivakasi at a cost of Rs.30 Crore, to enable this Corporation to supply cost free educational kits and textbooks on time with quality. The Corporation has immediately initiated implementation. It is proposed to install Automated Storage and Retrieval System (ASRS) in the warehouse.

The TNTB&ESC is presently operating from its own building at the DPI campus. Efforts have been initiated to improve the upkeep of the building at a cost of Rs. 2.56 Crores in 2015-2016.

### **10.15. Training**

In order to improve the operational efficiency of the man power in TNTB&ESC, special efforts have been initiated for capacity building. The Corporation has taken up appropriate training through in-house experts and Anna Institute of Management. The training is based on long term as well as short term needs. Accordingly new entrants are given Induction Training with "On the Job Orientation" and theoretical classes for a duration of 30 days. Mid career training is imparted in the areas of IT, Leadership and

Customer services in phases. Roster for training is followed to ensure equal opportunities for all.

#### **10.16. Staff Welfare**

- The New Health Insurance Scheme 2012 announced by the Hon'ble Chief Minister has been extended to the employees of TNTB&ESC.
- Considering the arduous nature of work in the godowns and extra hours of duty are allowed overtime allowance.
- The staff in the Head Office and Regional Offices is allowed to get tea allowance on all working days.
- Two lunch rooms in the 2<sup>nd</sup> and 1<sup>st</sup> floors of TNTB&ESC complex have been spruced up providing additional facilities such as micro oven, fridge, cutlery etc., for the use of women staff and men staff.

#### **10.17. Digitalizing of College Text books and Library books**

College textbooks, Technical books for Higher Education which were earlier being published by Corporation and are in demand are being digitized for the benefit of students, scholars, researchers and others. Around 1000 publications in Tamil for Higher Education published nearly 4



decades ago are digitized and the same will be made available online and reprinted.

### **10.18. Conclusion**

The TNTB&ESC has a very noble objective to promote any activity in development of General and Technical Education. Accordingly its activities are being diversified in a manner conducive to its objectives and the organisation's growth is dynamic.

***P.Benjamin***  
*Minister for School Education,  
Sports and Youth Welfare*