



School Education Department

Policy Note 2014-2015

Demand No.43

K.C.Veeramani
Minister for School Education

POLICY NOTE 2014-2015

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SCHOOL EDUCATION DEPARTMENT

I. POLICY

இம்மை பயக்குமால் ஈயக் குறைவின்றால்
தம்மை விளக்குமால் தாம்உளராக் கேடின்றால்
எம்மை உலகத்தும் யாங்கானேம் கல்விபோல்
மம்மர் அறுக்கும் மருந்து.

– நாலடியார்

The Hon'ble Chief Minister, with her resolve to improve the quality of the education and provide all welfare benefits to the students, has allocated an amount of Rs.62,583.49 Crores to the School Education Department from 2011-2012 to 2014-2015. This is the highest allocation given in the budget to any department.

The Hon'ble Chief Minister's initiative in sanctioning 71,708 teaching posts and appointing 53,288 teachers in the past three years has not only helped to improve the quality of education but has also resulted in the historic achievement of pass percentage of 90.7 % in the 10th Standard and 90.6% in the 12th board examination held in 2014. There has been outstanding performance by the students studying in

government schools. The performance of students in 12th standard in government schools has increased from 79% in 2013 to 84% in 2014. Similarly the performance of students in 10th standard in government schools has increased from 80% in 2013 to 84% in 2014. For the first time in the history of Tamil Nadu children studying in government schools have obtained the first, second and third rank. This important mile stone has been possible due to the holistic development of the School Education Department under the able guidance of the Hon'ble Chief Minister.

The Hon'ble Chief Minister has brought about a balanced growth in the education sector by focusing on quality of education and infrastructure in schools. Further to encourage girls and children in educationally backward blocks an additional amount of Rs.141.91 Crores has been generously given by the Hon'ble Chief Minister to complete the long pending works of girls hostels and model schools. The Hon'ble Chief Minister with her concern to provide requisite toilet facilities in the government schools has ordered for doing the needful. 34,796 schools have been provided with toilet

facilities and 34,193 schools have been provided with drinking water facilities, thereby ensuring 100% coverage of toilets and drinking water facilities in all the government schools.

In Tamil Nadu, a complete school mapping exercise has been done using Geographical Information System (GIS) wherein it has been mapped that there are 95,010 habitations of which 78,974 are rural habitations and 16,036 are urban habitations. The aim of the Hon'ble Chief Minister is to provide universalization of education by providing access to the children in unserved habitations particularly remote habitations. This has been made possible by opening primary schools, upgrading primary schools to middle schools, middle schools to high schools and high schools to higher secondary schools. In the past three years 54 new primary schools have been opened, 65 primary schools have been upgraded as middle schools, 760 middle schools have been upgraded to high schools and 300 high schools have been upgraded to higher secondary schools thereby providing access to 1,14,571 children. A special programme of providing

transport and escort facility has been introduced to provide access to children living in remote and hilly areas. The Hon'ble Chief Minister of Tamil Nadu has also made provision for educating the children of migrant labourers in their mother tongue. The State enrolled 9,186 children of migrants labourers in the special training centers where they were not only provided age appropriate teaching in their mother tongue by specially nominated Education Volunteers but were also given all the educational kits supplied to students regularly studying in Government schools.

The Hon'ble Chief Minister is emphatic in providing access to remote, hilly areas and unserved habitations and hence has given utmost priority to the same. The Hon'ble Chief Minister has initiated an innovative programme for providing access by Connecting Class Rooms from a resource centre at the district level to the remote areas. The above programme will ensure that even areas which have population of less than 300/500 will get the benefit of a virtual class room. Initially this scheme has been launched in 288 primary, middle, high and higher

secondary schools which are located in remote and far flung areas at a cost of Rs.24.06 lakhs benefitting about 44,800 students.

Under the dynamic leadership of the Hon'ble Chief Minister, Tamil Nadu is the first state in the country to formulate a web based portal namely the Education Management Information System(EMIS). The database of 56,828 schools, 5,09,327 teachers and 1,33,65,140 students has been uploaded in the school education server. An education content server has also been incorporated into the EMIS to ensure that the children have access to good quality reading material in addition to their regular text books. This EMIS is now being emulated by the rest of the country and Tamil Nadu stands as the proud example for the Nation to follow.

The Hon'ble Chief Minister's novel and innovative schemes have helped to place Tamil Nadu as the **Number One** state among all states in the National Achievement Survey conducted by the National Council of Educational Research and Training. For the first time ever the pass percentage of students

in the high and higher secondary board examination has crossed the 90% mark. The teacher pupil ratio (TPR) has long surpassed the National average and stands at 1:24.74 for primary, 1:26.56 for upper primary, 1:24 for secondary in Government Schools. The School Education Department under the leadership of Hon'ble Chief Minister will leave no stone unturned to achieve the vision of the Hon'ble Chief Minister to provide the best education to the children of Tamil Nadu.

II. FINANCIAL OUTLAY

The outlay for School Education in 2014-2015 in Demand No.43 is Rs.17,731.71 crores. Of this Rs.3290.66 crores is under Plan Schemes.

Budget Estimate 2014-2015				
		(Rupees in Lakhs)		
	Head of Account	Plan	Non-plan	Total
Revenue Section				
2059	Public Works	--	4042.00	4042.00
2202	General Education			
	01 Elementary Education	130483.52	699378.08	829861.60
	02 Secondary Education	154619.89	725946.89	880566.78
	04 Adult Education	600.00	148.93	748.93
	05 Language Development	2.52	6233.76	6236.28
	Total - General Education	285705.93	1431707.66	1717413.59
2204	Sports and Youth Services	504.25	192.14	696.39
2205	Art and Culture	0.01	7181.77	7181.78
2225	Welfare of SC & ST and Other Backward Classes	17729.36	62.00	17791.36
2235	Social Security and Welfare	--	342.61	342.61
2251	Secretariat-Social Services	--	540.85	540.85
	Revenue Section Net Total	303939.55	1444069.03	1748008.58
Capital Section				
4202	Capital Outlay	25126.05	--	25126.05
	Capital Section Total	25126.05	--	25126.05
Loan Section				
7610	Loans to Government Servants	--	4.91	4.91
7615	Miscellaneous Loans	--	0.49	0.49
	Loan Section Total	--	5.40	5.40
	Grand Total	329065.60	1444074.43	1773140.03
	ADD – Recoveries (Under Revenue Section)			31.20
	Grand Total for Demand No. 43			1773171.23

PART – II SCHEMES FOR THE YEAR 2014-2015

Component I

Sl. No.	Details of the Scheme	Allocated outlay (Rs.in lakhs)
Secretariat - School Education Department		
1.	Computerisation of School Education Department	10.74
Directorate of School Education		
2.	Providing Lap-tops to CEOs - 32 Nos.	20.80
3.	Construction of Office Buildings for DEO's office at Kallakurichi (Including Furniture)	80.00
4.	Providing Jeeps to the officers of CEO and DEO	60.00
5.	Establishing Virtual class rooms in educationally backward districts	58.00
6.	Preparing Teacher's Hand book for Continuous and Comprehensive Evaluation activities for IX standard.	40.00
Directorate of Elementary Education		
7.	Installation of Diesel Generator in Directorate of Elementary Education	12.00
8.	Purchase of desktop computers and printers for the office of the DEE	5.50
9.	Construction of DEEO Buildings	96.00
Directorate of Public Libraries		
10.	Purchase of One New LED Projector & speakers for Directorate of Public Libraries	2.00

State Council of Educational Research and Training		
11.	Purchase of Computers and Printers	12.00
12.	Production of 50 Educational video lessons on Science concepts discussed in std VI to X incorporating Science experiments	20.00
13.	Preparing resource materials for teachers, collection of innovative practices and uploading them in SCERT website and updating SCERT website	25.00
Directorate of Government Examinations		
14.	Provision of uninterrupted power supply to all 7 regional offices of the Deputy Director of Government Examination.	7.00
15.	Installation of monitoring camera's at prominent places of Directorate of Government Examination	1.50
16.	Provision of bio metric attendance system in the office of Directorate of Government Examination	2.50
17.	Extension of existing area of Tirunelveli regional office	30.00
18.	Purchase of additional computers for Directorate of Government Examination	3.00
Directorate of Matriculation Schools		
19.	Continuous and Comprehensive Evaluation refresher training course for Principals of Matric High / Higher Secondary Schools	13.50
Total		499.54

PART – II SCHEMES FOR THE YEAR 2014-2015

Component II

Sl. No.	Details of the Scheme	Allocated outlay (Rs.in lakhs)
Directorate of School Education		
1.	ICT (animation) material development for all subjects of X std.	150.00
Directorate of Elementary Education		
2.	Empowering teachers to use ICT as a tool for Teaching	13.50
Directorate of Public Libraries		
3.	E- book reader facility in all district central libraries and Connemara public library	10.00
State Council of Educational Research and Training		
4.	Smart Boards for DIETs and GTTIs	75.00
Directorate of Government Examination		
5.	Online Mark Certificate verification	60.00
6.	Computerization of information centre at the Directorate of Government Examination.	16.00
Total		324.50

III. POLICIES AND 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 had announced 14 welfare schemes, which are being implemented successfully from 2011-2012 onwards. The Hon'ble Chief Minister has ensured the continuance of the welfare schemes in 2014-2015 also.

1.1. Supply of Laptops to Students of Class XII

The Government have been taking many innovative steps to encourage students to pursue their secondary education as envisaged in the “**Vision 2023**” document of the Government of Tamil Nadu. As a first step in this direction, Laptops have been provided to 5.31 lakh students in the academic year 2011-2012 at a cost of Rs.739.78 crores, to 5.35 lakhs students at a total cost of Rs.898 crores in 2012-2013 and for the academic year 2013-2014 Laptops have been provided

to 5.50 lakh students at a total cost of Rs.925.01 crores. Laptops will be provided to 5.4 lakh students for the fourth consecutive year at a cost of Rs.1080 crores. This scheme has been lauded by the Nation and Tamil Nadu has become the model for many other States to follow.

1.2. Special Cash Incentive to reduce drop outs

In order to reduce the dropouts at Secondary level and to encourage the children to continue their secondary education, a Special Cash Incentive Scheme has been introduced from the academic year 2011-2012. An amount of Rs. 1500 to students studying in 10th and 11th standards and Rs. 2000 to students studying in 12th standard in Government and Aided schools is deposited in the Tamil Nadu Power Finance Corporation and the same is being handed over to the students on completion of their higher secondary education.

In the year 2011-2012, 19.10 lakh students have benefited at a cost of Rs.313.13 crore. In the year 2012-2013, 21.52 lakh students have benefited at a cost of Rs.353.56 crore. In the year 2013-2014, 23.21

lakh students have benefited at a cost of Rs.381 crore. The scheme will continue to be implemented in the year 2014-2015 also at a cost of Rs.381 crore.

1.3. Supply of Four Sets of Uniform

The number of uniforms to be given to the children has been increased from one set to two sets in 2011-2012 and to four sets from 2012-2013.

In the year 2011-2012, 46.88 lakh students have benefited at a cost of Rs.196.19 crore. In the year 2012-2013, 47.07 lakh students have benefited at a cost of Rs.329.88 crore. In the year 2013-2014, 53.54 lakh students have benefited at a cost of Rs.353.22 crore.

In the year 2014-2015, four sets of uniform will be distributed to 46.29 lakh students at a cost of Rs.409.30 crores. The first set of uniforms was distributed on the day of reopening of schools.

1.4. Supply of Woollen Sweaters

Based on the announcement made by the Hon'ble Chief Minister in the Collectors Conference, 2012, Woollen Sweaters are being provided to the

students in hilly areas who are enrolled in the Noon Meal Programme. In the year 2013-2014, 1.03 lakh students in hilly areas have benefited at a cost of Rs.4.12 crores.

In the year 2014-2015, 1.03 lakh students in hilly areas will benefit at a cost of Rs.3.71 crores.

1.5. Supply of Text books

In the year 2011-2012, textbooks were provided to 69.25 lakh students studying in Standards I to XII at a cost of Rs.49.34 crore. In the year 2012-2013, after the introduction of CCE and Trimester, textbooks were provided to 92 lakh students studying in Standards I to XII at a cost of Rs.206.04 crore. In the year 2013-2014, 97.70 lakh students were provided with text books at a cost of Rs.214.72 crores.

In the year 2014-2015, 111.29 lakh students will be provided text books at a cost of Rs.264.35 crores. Annual books for standards X, XI & XII and 1st term books for students of standards I – IX have been distributed on the day of reopening of schools.

1.6. Supply of Note-books

For the first time, note books were supplied to students from the year 2012-2013. Notebooks were supplied to 81.02 lakhs students studying in Standards I to X at a cost of Rs.102.69 crores in the year 2012-2013. A sum of Rs.110.96 crores was provided for the benefit of 86.71 lakh students in the academic year 2013-2014.

In the year 2014-2015, 77.66 lakh students will be provided with note books at a cost of Rs.106.45 crores.

1.7. Supply of Educational Kits

Educational kits consisting of school bag, geometry box, crayons/ colour pencils and atlases are being provided to make the learning process meaningful, easy and child friendly from the year 2012-2013.

From the year 2012-2013 (including 2013-2014)

- 105 lakhs students studying in classes I to XII have been provided with school bag at a cost of Rs.147.57 crores.

- 55.68 lakhs students studying in classes VI to X have been provided with Geometry boxes at a cost of Rs.20.24 crores.
- 63.91 lakhs students studying in classes I to V have been provided with colour pencils/crayons at a cost of Rs.11.66 crores.
- 55.67 lakhs students studying in classes VI to X have been provided with Atlas at a cost of Rs.16.42 crores.

In the year 2014-2015

- 90.78 lakh students will be provided with school bags at a cost of Rs.120.71 crores.
- 9.39 lakhs students studying in classes VI to X will be provided with Geometry boxes and Atlas at a cost of Rs.6.77 crores.
- 31.45 lakhs students studying in classes I to V will be provided with colour pencils/crayons at a cost of Rs.6.49 crores.

1.8. Supply of Footwear

Children going barefoot to school, may be susceptible to contagious diseases, which will adversely affect their health. Hence, the Government provides a pair of footwear to all school children studying standard I to X in Government and Government Aided schools.

In the years 2012-2013 and 2013-2014, 84.92 lakh students studying in classes I to X were provided with footwear at a cost of Rs.112.62 crores.

In the years 2014-2015, 77.66 lakhs student studying in classes I to X will be provided with footwear at a cost of Rs.120.07 crores.

The above welfare measures are distributed to students on yearly basis except Atlas and Geometry Box which will be provided to students once in three years.

1.9. Supply of Bi-Cycle

In the year 2012-13 Bi-cycles were distributed to 6.31 lakh students at a cost of Rs. 194.20 crores. In the year 2013-2014 Bi-cycles were distributed to 6.30 lakh students at a cost of Rs. 200.98 crores.

A sum of Rs.216.04 crores has been provided for the benefit of 6.30 lakh students in the year 2014-2015.

1.10. Puratchi Thalaivar MGR Nutritious Meal Programme

Free Noon Meal Under Puratchi Thalaivar MGR Nutritious Meal Programme is being given to students studying in classes I to X. Under this scheme 46.88 lakh students have benefitted in the academic year 2011-2012. 48.63 lakh and 53.40 lakh students have benefitted in the academic years 2012-2013 and 2013-2014 respectively

1.11. Bus Passes

Free Bus Passes are being given to the students from Standard I to XII studying in all schools to enable them to have access to school. Under this scheme, in the year 2011-2012, 14.02 lakh students have benefitted, in the year 2012-2013, 14.02 lakh students have benefitted, in the year 2013-2014, 23.73 lakh students have benefitted, in the year 2014-2015, 20.57 lakh students will be benefitted at a cost of Rs.323.00 crores.

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) dies or becomes permanently incapacitated in an accident. The Government is keen to ensure that the children of such parents are not affected under these unforeseen dire circumstances. The affected students, studying in standards I to XII of Government and Government Aided Schools will get Rs.50,000 and the amount will be deposited in the name of the student in a public sector undertaking. So far 1080 students have been redressed under this scheme during the year 2011-2012, 2012-2013 & 2013-2014.

1.13. Registration for Employment in Schools

For the first time in the history of School Education Department, the students of standards of X and XII have been given the opportunity to get their certificates registered with Employment Exchange and employment registration card is being issued to the

students along with the mark sheet and the transfer certificate in their respective school itself from the academic year 2011-2012. This automatic registration ensures 100% registration of students who have finished Secondary/ Higher Secondary education.

1.14. Issue of Community / Resident / Income Certificate

Community, Income and Resident certificates are issued to the students of standards X and XII by the Tahsildar of the respective Taluks through the Headmasters of the schools concerned.

Hon'ble Chief Minister has ordered to extend the issue of above certificates to the students of VI standard also in the academic year 2013-2014.

2. ELEMENTARY EDUCATION AND SARVA SHIKSHA ABHIYAN

2.1. Introduction

All children have certain fundamental human and child rights which stipulate that every child is entitled to be treated with dignity and has the right to receive quality education. Primary education for children should aim at providing basic skills which will enable them to build capacities to prosper in life, which in turn equip them with the skills to maintain a healthy, productive, resourceful and socially active adult life. Critical thinking skills, healthy living, resilience and self-confidence amongst the school going children are some abstract qualities transmitted through Education at Primary level.

Education has been accepted as the most powerful tool for empowerment. It should reach the door steps of the poor and needy, especially the economically deprived and socially depressed classes. In view of the same, the Hon'ble Chief Minister of Tamil Nadu introduced welfare schemes viz. free noon meal

with five different menu, four sets of uniform, cost free footwear, school bag, note books, atlas, geometry box, crayons / colour pencils, cost free bus pass, cost free bicycles and cost free laptops.

2.2. Vision

One of the Vision Themes set out in the Vision Tamil Nadu 2023 is that "Tamil Nadu will be known as the innovation hub and knowledge capital of India, on the strength of world class institutions in various fields and the best human talent". The foundation towards achieving this vision theme has to be laid in nurturing quality in elementary education, so that school going children are adequately equipped with the abilities to take up higher education and showcase their talent.

The vision of the Government of Tamil Nadu is to bring about all round and holistic development – physical, social, emotional and intellectual – among school children in the age group of 6 to 14 years as stipulated in the National Curriculum Framework (NCF) 2005 and in consonance with the provisions of Right of Children to Free and Compulsory Education (RTE) Act, 2009.

To achieve the above vision, many schemes have been implemented by the Directorate of Elementary Education in convergence with Sarva Shiksha Abhiyan. SSA aims at developing the skills needed to improve the capabilities of all children through provision of community owned quality education in a mission mode. It is a programme designed to universalize elementary education within a given timeframe. There has been considerable progress in ensuring access to primary education and increase in enrolment, retention, improvement in school attendance and generation of strong demand for education, especially for girls and children with special needs and ensuring provision of Quality Education. Tamil Nadu continues to be one of the leading States in this respect.

2.3. Objectives

- To ensure 100% enrolment of all children at primary and upper primary level.
- To provide equity in education, simultaneously ensuring quality of education.

- To improve the Listening, Speaking, Reading, Writing and Arithmetic skills of the children.
- To ensure that no exclusionary practices based on caste, creed, gender or special needs, are followed in any school.
- To enable the children to integrate with the class socially, emotionally and academically, Special Training and continuous support are given to the children admitted in regular school.
- To ensure the enrolment of children who are out of school, the urban deprived and children without adult protection.
- To provide necessary and adequate infrastructure in all schools.
- To provide residential facilities to children in sparsely populated areas.
- To provide transport and escort facilities to children in remote habitations.
- To provide regular educational facilities to children of migrant labourers from other States.

- To lay emphasis on girls education by providing support measures like transport, escort facilities, guidance and counselling.
- To provide Residential schools exclusively for girls and socially vulnerable groups.
- To provide quality inclusive education to every child with special need (CWSN) irrespective of kind, category and degree of the disability.
- To provide value based training to the teachers for improving the quality of education.
- To implement and strictly adhere to 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.

2.4. ACCESS

2.4.1 GIS Mapping

The State has achieved 100% access in nearly all habitations. In order to scientifically determine the availability of schools, the State has setup a separate GIS centre to study in detail the actual status

of schooling access in all habitations in the State, following the State norms in accordance with the Right of Children to Free and Compulsory Education Act – 2009.

A database using Geographic Information System (GIS) has been developed in 2012-2013 to ascertain the access gaps in all the habitations of the State as envisaged in Right of Children to Free and Compulsory Education Act – 2009. The Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011 provide that every habitation should have a primary school within a distance of 1 km and an upper primary school within 3 kms. Through the GIS it was ascertained that out of the 95,010 habitations in Tamil Nadu, there were 2,874 habitations unserved with primary school and 1,717 habitations unserved with upper primary school, when compared with the norms prescribed by the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011. Out of these unserved habitations, 488 were found to be eligible for opening of a new primary school and 211 for

upgradation of existing primary schools into upper primary schools.

The GIS database also provides spatial information on the availability of toilet and drinking water facilities, schools with greater proportion of students from the weaker sections (SC/ST) and availability of other infrastructural facilities. This tool yields critical inputs for decision making on the areas where greater focus needs to be given for infrastructure development.

2.4.2 Opening of New Schools

The Government is committed to provide cent percent access to Elementary Education in all habitations of the State as mandated in the Right of Children to Free and Compulsory Education Act – 2009 and Rules - 2011 in order to enable the parents to admit their children in schools within 1 km radius. The Government of Tamil Nadu is committed that children living in hilly areas, difficult terrain, remote areas should get quality education as that of children of urban areas.

Since no new primary schools were sanctioned under SSA during 2011-2012, 2012-2013 and 2013-2014, the Hon'ble Chief Minister, recognising the dire need for providing new schools to improve access, sanctioned 54 new primary schools from its own budget in 2013-2014.

2.4.3 Residential Schools

To provide facilities to children in remote and hilly areas where new schools could not be opened based on norms and to facilitate education of children of disadvantaged groups and scarcely populated areas, 3 Residential schools have been established at Ondipudur and Valparai in Coimbatore District and Avinashi in Tirupur District. 150 children, mostly belonging to SC/ST communities, have been enrolled and benefited from these schools.

2.4.4 Provision of Transport / Escort facilities for children to access school in school-less habitation

It may not be practically feasible to open a school in each and every habitation due to sparse population, difficult terrain, etc. Hence, in order to

provide 100 percent access, it is felt necessary that children in school-less habitations, located in remote/hilly/dense forest areas which also lack public transport/proper road connectivity, should be covered by providing free Transport/Escort facility, to ensure access to school.

In 2013-2014, 11,002 children in 12 districts were identified as requiring transport facilities to access school. However, the Project Approval Board (PAB) approved an amount of Rs. 145.71 lakh to provide transport facility to 4,857 children in 8 districts only, under SSA. Hence, the Hon'ble Chief Minister magnanimously sanctioned Rs. 184.350 lakh from the State Government Budget to provide Transport facility to the remaining 6,145 children.

There are many habitations in dense forest areas which lack proper road connectivity. Children from these habitations also face the risk of encountering wild animals when they walk to school. In order to prevent such children from dropping out and to provide them safe access, Hon'ble Chief Minister announced a stipend to persons who escort such

children to school. Under this announcement, 4,483 children in 11 districts have been benefited with an allocation of Rs. 134.49 lakhs from the State Budget.

2.5. EFFORTS TO INCREASE ENROLMENT

2.5.1 Welfare Schemes

The children coming to schools have to be provided with all the basic facilities without any barriers and should engage in the learning process without the mental stress or strain arising out of the differences in the economic status existing among them and they should be provided a conducive environment to concentrate on their educational endeavor. This would become possible only when all supporting materials required to pursue education is made readily available to every child in the society. The Government of Tamil Nadu have therefore taken all necessary steps to increase enrolment in Government schools and implement various welfare schemes for school children studying in all Government / Government Aided schools under the control of Directorate of Elementary Education, Directorate of School Education,

Adi-dravidar and Tribal Welfare Department and Kallar Reclamation Schools by supplying the educational kits given below free of cost.

- Textbooks
- Note books
- 4 sets of uniforms
- School bags
- Crayons
- Colour pencils
- Atlas
- Geometry box
- Foot wear

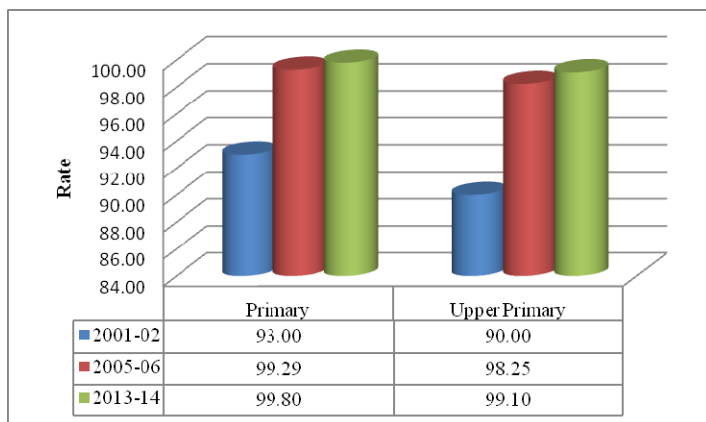
2.5.2 English Medium Sections in Government schools

English is the global *lingua franca* and knowledge of English is one of the essential employability skills for students of the present era. The students, at the end of schooling process are expected to communicate and express their ideas and feelings in flawless English. Parents, with the aim of their children getting good employment opportunities prefer to enroll

them in English medium schools. In order to provide quality education in the English medium to all children and to fulfill the parental demand and aspirations, in the year 2012-2013 the Government of Tamil Nadu introduced one section of English medium in 150 Government primary and middle schools. In continuation, in the year 2013-2014, English medium sections have been introduced in 5,189 Government elementary schools across the State. 1.03 lakh children are benefitted in these English medium schools. In order to build the capacities of the teachers handling English medium classes, Rs. 38.60 lakh was sanctioned to impart phonemic method of teaching English to the teachers using a module having both text and video.

Due to these consistent efforts under the guidance of Hon'ble Chief Minister of Tamil Nadu, the Net Enrolment has increased over the years and the number of dropouts has considerably reduced.

2.5.3 Net Enrolment Rate (NER)

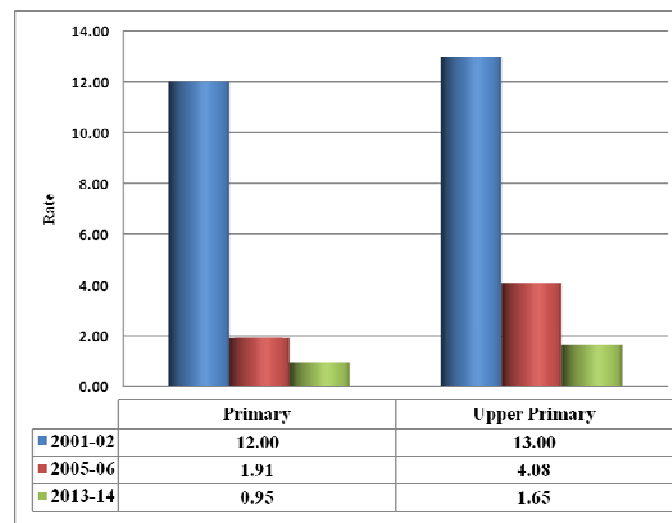


Graph – 1

Source – U-DISE & EER

- At primary level, the Net Enrolment Rate has increased from 93% in 2001-2002 to 99.29% in 2005-2006 and stood at 99.80% during 2013-2014.
- At upper primary level, the NER has increased from 90% in 2001-2002 to 98.25% in 2005-2006 and stood at 99.10% during 2013-2014.

2.5.4 Dropout Rate (DR)

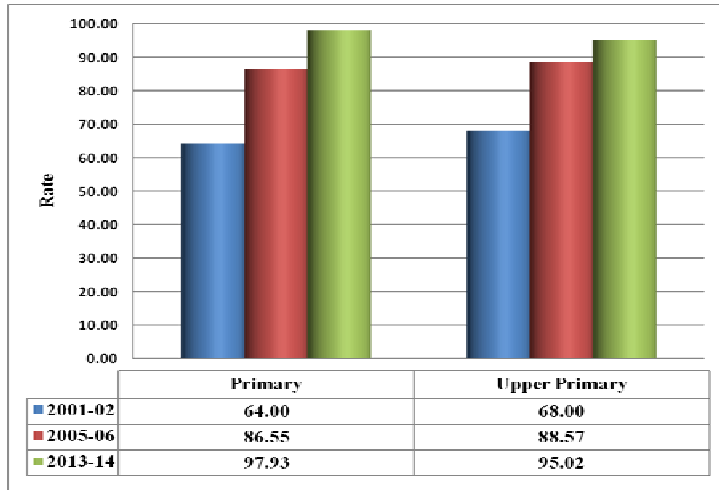


Graph – 2

Source – Cohort

- At primary level, the Dropout Rate (DR) has decreased from 12% in 2001-2002 to 1.91% in 2005-2006 and stood at 0.95% during 2013-2014.
- At upper primary level, the DR has decreased from 13% in 2001-2002 to 4.08% in 2005-2006 and stood at 1.65% during 2013-2014.

2.5.5 Completion Rate (CR)



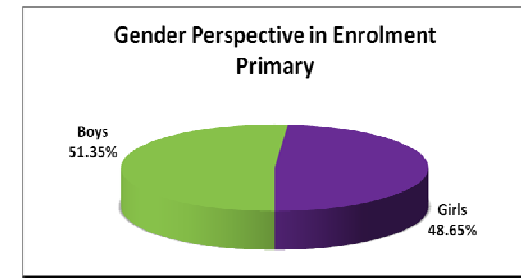
Graph – 3

Source - Cohort

- At Primary Level, Completion Rate (CR) has increased from 64% in 2001-2002 to 86.55% in 2005-2006 and stood at 97.93% during 2013-2014.
- At Upper Primary Level, CR has increased from 68% in 2001-2002 to 88.57% in 2005-2006 and stood at 95.02% during 2013-2014.

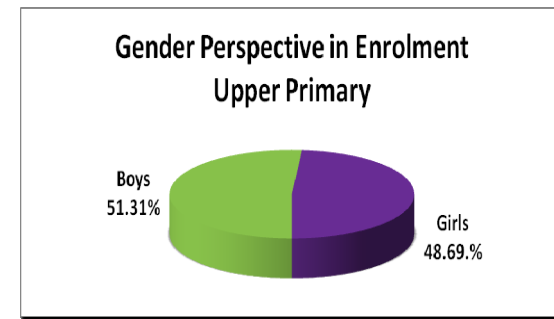
2.5.6 Gender Perspective in Enrolment

At Primary level, the percentage of enrolment of boys and girls are 51.35% and 48.65% respectively (Graph 4). At Upper Primary level, the percentage of enrolment of boys and girls are 51.31% and 48.69% respectively (Graph 5)



Graph – 4

Source – U-DISE

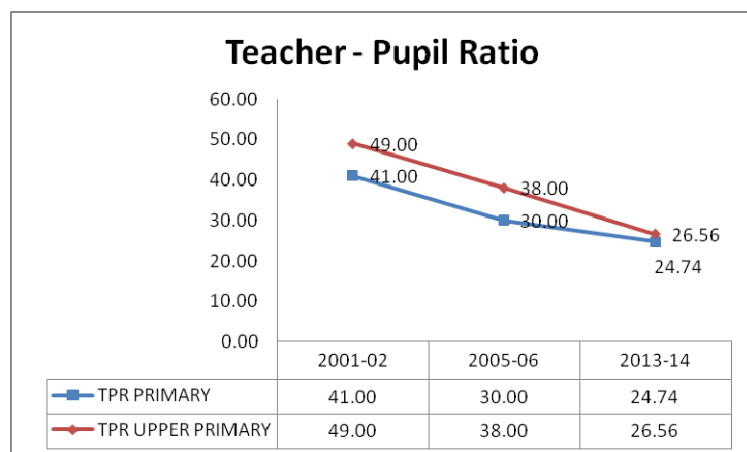


Graph – 5

Source – U-DISE

2.5.7 Teacher Pupil Ratio (TPR)

Due to the appointment of 9,692 Secondary Grade Teachers and 1,073 Graduate Teachers and 129 Graduate Teachers for minority languages recruited over the past three years, the TPR has improved significantly. The Teacher Pupil Ratio (TPR) at primary level is 1:24.74 as against the RTE norm of 1:30 and at upper primary level, it is 1:26.56 as against the norm of 1:35.



Graph – 6

Source – U-DISE

2.6. Retention

Nearly cent percent access and enrolment have been achieved in the State. Simultaneously, it is also essential to take appropriate steps to retain all the enrolled children in schools till they complete elementary education, without drop outs. The State is providing Special Training Interventions to track and mainstream all the drop out children. To promote facilities for the rural girl children in the 45 Educationally Backward Blocks, 61 Residential Schools (KGBV) are functioning exclusively for girls who dropped out. Special provision for the children of migrant labourers and special intervention for SC/ST, minority children are in place.

2.6.1 Special Training Interventions

The State has succeeded in good measure in bringing down the number of out of school children in the last three years. It has brought down the number of dropouts from 5.74 lakhs (2002-2003) to 51,447 in 2013-2014. Out of the surveyed 51,447 children, 46,737 have been tracked and covered under various

interventions through Residential and Non-Residential mode. They have been enrolled in the Residential/Non residential Special Training Centres, KGBVs, NCLP schools and many have also been directly enrolled in regular schools. 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.

- Special enrolment drive is conducted every year in the month of June to enroll all eligible school age children (6 –14 years).
- As per the Right of Children to Free and Compulsory Education Act – 2009, survey is conducted twice annually during the month of April and October, the Identified out of school children in the age group of 5 to 14 are first enrolled in nearby neighbourhood formal school in age appropriate class. After admitting in formal schools, needy children are provided special training through Residential and Non-Residential basis.

- Involving SSA Project Officials in **Gramasabha** to create awareness on cent percent enrolment in each habitation, identification of out of school children and ensure quality education among public.
- **Microplan** at village level is being prepared. Each child in Special training centre is being adopted by an Adopter (one of the stakeholders of Micro Plan) to monitor the childs' attendance.
- **Online Tracking:** An exclusive website for tracking the status of out of school children is done through online web software. The site "**ssatracking.tnschools.gov.in**" is developed exclusively for tracking the child's status. State, District-wise, Block-wise report of each child can be generated based on unique ID in the child information form. The information made available, are the child profile, the monitoring report and assessment report.
- For 2013-2014, a sum of Rs.16.88 crores was sanctioned for interventions for 51,447 Out of school children

2.6.2 Education for the children of Migrant Labourers

- Civil construction labourers from other States migrate to our State along with their children and work in various construction sites, Brick kiln chambers and other industrial areas. Children of these migrant workers are adversely affected due to lack of regular schooling.
- Such children have been identified through Survey. The Government of Tamil Nadu has expressed its concern about children of migrant labourers.
- In this regard, our Hon'ble Chief Minister made an announcement in the assembly that "Education in their mother tongue for the children of Migrant Labourers" shall be provided from 2013-2014 onwards. Hence, all necessary steps are being taken for the welfare of these children

and to enroll them in the nearby Government schools / Special Training centres

- Total number of children of migrant labourers is identified as 9,293 (Inter-State and Intra State Migrants)
- Of these, 9,186 children of migrant labourers were first enrolled in age appropriate class and then given Special training or through Direct Enrolment.
- Number of migrant children covered through Formal Schools – 3,780.
- Number of migrant children covered through Special Training Centres – 5,406.
- 105 Education Volunteers in their mother tongue were nominated to impart Education for the children of migrant labourers who are from other states mostly from West Bengal, Odisha, Andhra Pradesh and Bihar. 773 Bengali, 2500 Oriya and 415 Telugu medium textbooks have been received from SSA of West Bengal, Odisha, Andhra Pradesh and distributed to these children.

- A sum of Rs. 2 crores has been incurred so far for the education of children of migrant labourers.

2.6.3 Kasturba Gandhi Balika Vidhyalaya (KGBV)

Bridging the Gender gap in enrolment is one of the major objectives of Universalisation of Elementary Education. Even after introducing many interventions, Gender gap is still found to be large in some specific pockets, especially at Upper Primary level. A special intervention for girls is initiated to reach this unreached disadvantaged group to achieve the stated goals. KGBV scheme is a special initiative to provide education with boarding and lodging facilities to the out of school girl children in rural areas in the age group of 10 to 14 in Educationally Backward Blocks (EBBs).

61 KGBV residential schools in 45 EBBs in 13 districts (Ariyalur, Cuddalore, Dharmapuri, Erode, Karur, Krishnagiri, Namakkal, Perambalur, Salem, Sivagangai, Thiruvannamalai, Villupuram and Virudhunagar) are functioning in the State. 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. Altogether 4,461 out of school girls are the beneficiaries. In the year 2013-2014, an amount of Rs.14.51 crores was approved.

A team of officials on the direction of Ministry of Human Resource Development (MHRD) visited the KGBV schools in Namakkal and Erode Districts and appreciated the activities of these centres. A sum of Rs. 24.48 crores has been earmarked for the year 2014-2015.

2.7. Infrastructure facilities

The school building plays a pivotal role in enhancing school climate and learning atmosphere of learners. The building and the infrastructure of the school should be strong enough to provide safe and secured learning environment for the students.

Construction of school buildings to enhance infrastructure facilities in schools as per RTE norms is taken up in convergence with other schemes of the State Government.

2.7.1 Provision of Additional Classrooms

In the year 2013-2014, the allotted work of 1,461 additional classrooms in the plain areas and 129 classrooms in the hilly areas with a total outlay of Rs.88.87 crores are under construction.

2.7.2 Provision of Toilet and Drinking Water Facilities.

The availability of a clean toilet is the basic requirement in schools. The Right of Children to Free and Compulsory Education Act – 2009 mandates that all schools should have clean and adequate toilet facilities.

The mandate has been met largely by the SSA by construction of 20,464 Common Toilets, 18,598 Separate Girls Toilets, Drinking Water facilities in 15,527 schools from 2001 to 2012. In the year 2012-2013, 1,577 Common Toilets, 1,669 Separate Girls Toilets, Drinking Water facilities to 820 schools have been provided at a cost of Rs.45.97 crores.

In the year 2013-2014, 1,677 common Toilets, 2,310 Separate Girls Toilets, Drinking Water facilities in

1,637 schools and 9,518 modified toilets for Children With Special Needs are under progress at a cost of Rs. 92.16 crores.

In order to ensure 100 percent coverage of all schools with functional toilets and drinking water facilities, the Government of Tamil Nadu has undertaken a survey to find out the number of schools functioning without adequate toilet facilities. In collaboration with the Rural Development Department and through schemes like Comprehensive School Infrastructure Development Scheme (CSIDS), Member of Legislative Assembly Constituency Development Scheme (MLACDS), Member of Parliament Local Area Development Scheme (MPLADS), toilet facilities have been provided to 2,057 schools in the previous year.

2.7.3 Provision of Separate Toilet for Girls and Major Repairs

The Hon'ble Chief Minister has ordered to give special focus on providing Girls Toilets in Schools. Based on this, all primary and middle Schools are provided with requisite number of girls toilets.

2.7.4 Provision of own buildings to schools

As per the instruction of the Hon'ble Chief Minister, replacement of buildings for 45 primary schools that are functioning in rental buildings and buildings in dilapidated condition has been sanctioned at a cost of Rs.6.6 crores with 2 or 3 classrooms in 10 districts. These works are under progress.

2.7.5 School Grant and Maintenance Grant

To provide facilities in every classroom to create conducive atmosphere to promote learning among children in 54,273 Government and Government Aided schools Rs.30.41 crores has been approved for provision of school grant during 2014-2015. To maintain 36,950 school buildings a sum of Rs.27.17 crores has been approved for the year 2014-2015.

2.8. ENHANCING QUALITY

2.8.1 Introduction

Quality improvement in education is the prime goal of the State, for which it provides adequate

learning opportunities in every school. The State has initiated a series of interventions such as Trimester system, CCE, Assessment Survey, SABL, ALM, In-service training and Welfare schemes to enhance the quality of education.

2.8.2 Trimester

In a bid to bring relief to school children from carrying an overload of books, Trimester, a remarkable, revolutionary and flagship system of education in schools has been introduced for the classes I – VIII from the academic year 2012 – 2013. Balancing the core classes over three terms allows for reducing stress on students who now have more time to devote on doing creative activities in which they are interested. Since lessons were divided term-wise, students learn the lessons with ease. It helps the students to learn the units in-depth by incorporating multiple competencies. Appearing for examination term-wise enables the students to write the exam without difficulty and stress.

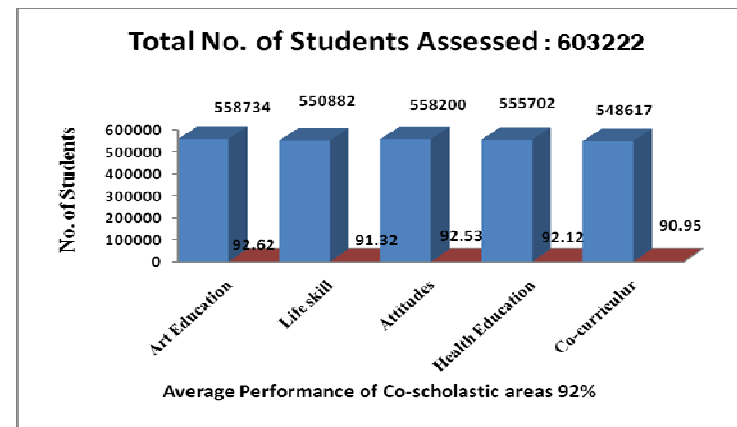
2.8.3 Continuous and Comprehensive Evaluation (CCE)

As the child grows, in early stages, the skills acquired through practice in cognitive learning increase substantially. CCE aids to assess the learning process of children, their strengths and weaknesses which help the teacher to facilitate their easy learning. The Scholastic component of CCE conceptualizes evaluation of all academic subjects as spread over the entire span of the curricular framework of learning. Assessment at the end of learning helps to comprehend what a learner has learnt and to evaluate the extent and degree of the learner's progress in all areas of learning [knowledge, understanding, comprehension, application, analysis, evaluation and creativity].

Assessment of the children's Co-Scholastic activities helps to understand the all round development specifically their values, confidence and leadership skills, their talents in sports, music, dance, arts and drama, their participation in school activities and events etc., Each child is skilled in different disciplines and CCE helps to nurture those unique talents in every

child. When the creativity and hidden potential of the children are expressed through co-scholastic activities, children can concentrate and do their best in scholastic areas.

Co-Scholastic performance of Class V students



Graph – 7

Source: SSA (Assessment)

A sample survey was conducted in April 2013 to know the feedback after one year of the implementation of CCE and Trimester among teachers and parents across the State. The findings show that 95% of teachers have recognised and realised the real essence of the value of Trimester and CCE and 88% of

parents are aware of this system and appreciated the value of Trimester and CCE.

2.8.4 Simplified Activity Based Learning

Simplified Activity Based Learning is a child centric teaching methodology. It is based on doing some hands-on experiment and activities. It provides an environment which gives children the freedom to express creatively. This methodology is followed in all Government and Government Aided primary schools in Tamil Nadu. For the academic year 2013-2014, Rs. 2.34 crores was allotted for printing SABL cards under learning enhancement programme.

SABL cards in English medium have been developed and supplied to schools. 1.03 lakh students are presently studying in English medium section. 950 sets of SABL cards in Kannada, Telugu, Malayalam and Urdu languages have been provided to the needed schools.

The methodology of SABL and the grading system have been made familiar to all District and Block level officers through special training program.

2.8.5 Active Learning Methodology

ALM methodology is child centric and gives opportunity to students in standards 5 to 8 to engage themselves in self learning, peer group learning and learning in groups. Teacher acts as a facilitator in the process of the learning. It helps to develop critical thinking and analytical skills among children.

2.8.6 Periodical Assessment of children in Schools

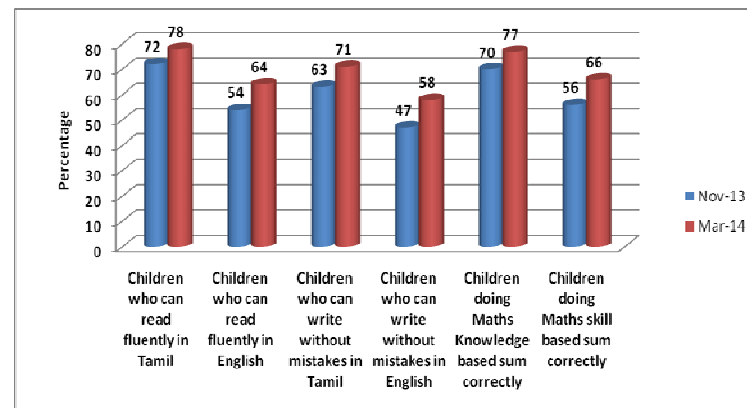
BRTes and CRTes provide onsite support to teachers while monitoring the implementation of pedagogical and other interventions at school and classroom level. During 2013-2014, all children in classes 2 to 8 were assessed to ascertain the learning levels of children in Reading, Writing in Tamil, English and in doing basic Arithmetic sums (knowledge based and skill based), in every school at specific intervals. This assessment is done in the presence of teachers in all schools and it helped the teachers to know the actual learning level of children and to take appropriate remedial measures focusing on the improvement of achievement level of each child. The process has

geared up the teachers' activities and a substantial improvement is noticed in all schools.

The comparative findings of the assessment in March 2014 with November 2013 are presented below, which reveals the improvement in learning levels of children.

S. No	Subject	November 2013	March 2014	% improved
1	Percentage of children who can read fluently in Tamil	72	78	6
2	Percentage of children who can read fluently in English	54	64	10
3	Percentage of children who can write without mistakes in Tamil	63	71	8
4	Percentage of children who can write without mistakes in English	47	58	11
5	Percentage of children doing Maths - Knowledge based sum correctly	70	77	7
6	Percentage of children doing Maths - skill based sum correctly	56	66	10

Periodical Assessment of Children



Graph - 8

Source: SSA (Assessment)

2.8.7 State Level Achievement Survey (SLAS)

(i) Baseline Survey 2012

It is essential to continuously monitor and study the status of the learning achievement levels of children. SSA has conducted a baseline assessment in Tamil (Reading and Writing), English (Reading and Writing), and Mathematics in 2,048 schools in all the blocks across the State in the academic year 2012-2013 for classes I to VIII.

The emphasis of this test was to identify the Reading fluency, Retention of information after listening, usage of grammar, expressing ideas for others to understand and basic skills and using the Mathematical concepts in daily life and also to measure the quality of education being imparted. This study provides scope for proper planning of the activities and to strengthen them in the areas of need for improvement. The Micro level remedial course of action is also made possible to ensure universal quality Education based on the results of the survey, remedial action was taken such as additional reading and writing practice for students, training for teachers in subjects where performance was below expected standards etc. The study will help in measuring the quantifiable increase or decrease in later years through comparison. Thus, the study has been done as Baseline Survey Report. ***This initiative of the State has been well appreciated by MHRD and taken as a model.*** MHRD has instructed all the States to conduct SLAS during 2013-2014, in a scientific way.

(ii) State Level Achievement Survey 2013-2014

The State has initiated SLAS following the guidelines of NCERT and conducted the assessment in January 2014. For the very first time, the Item Response Theory (IRT) was applied in developing the assessment tool and in drawing conclusions.

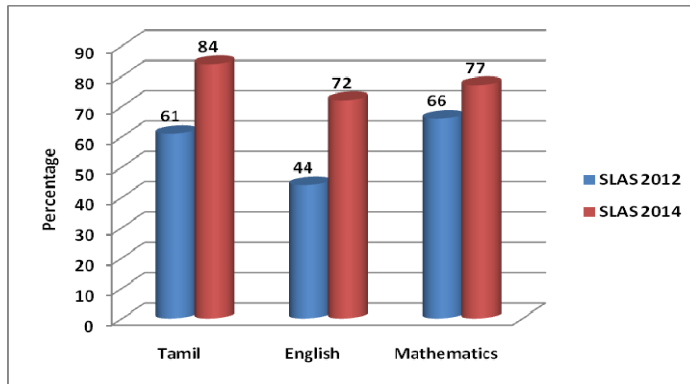
The study has been conducted in 10 schools for Classes 3 & 5 and in another 10 schools for Standard 8 in 413 Blocks in the State, covering 2.95 lakh children across the State in 7,907 schools.

The major findings have been arrived at and the comparative statement of learning levels of children in 2012 survey and 2014 survey is indicated below:

% of Children who scored above 50%

Subject	SLAS 2012			SLAS 2014		
	III	V	VIII	III	V	VIII
Tamil	61	66	61	84	64	72
English	44	53	39	72	67	43
Mathematics	66	57	35	77	69	40

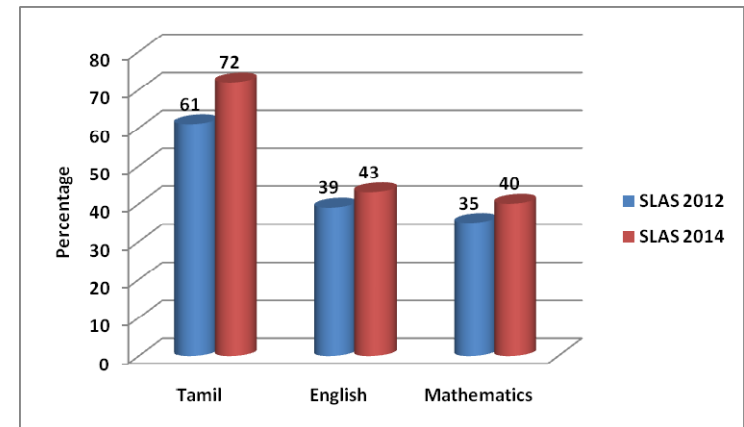
SLAS for Standard III



Graph - 9

Source: SSA - SLAS

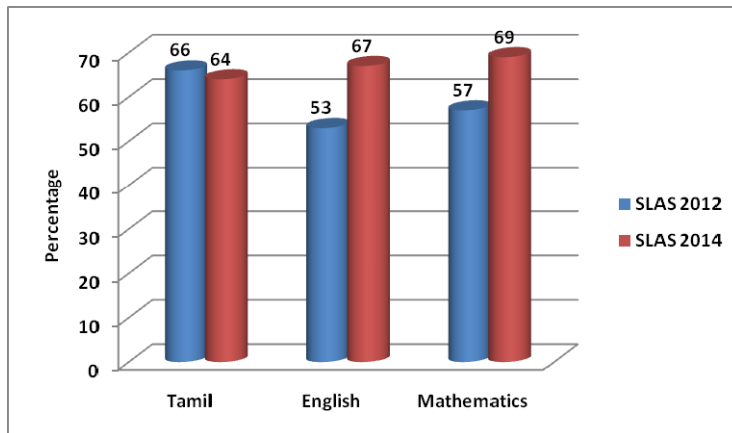
SLAS for Standard VIII



Graph - 11

Source: SSA - SLAS

SLAS for Standard V



Graph - 10

Source: SSA - SLAS

2.8.8 National Achievement Survey (NAS) conducted by NCERT

NCERT is conducting periodical achievement survey at national level for different classes across the country in all States from 2002. The study was conducted during 2012-2013 for class III, and the findings have been released recently. The NAS report gives a national and state-level picture, rather than scores for individual students, schools or districts. The

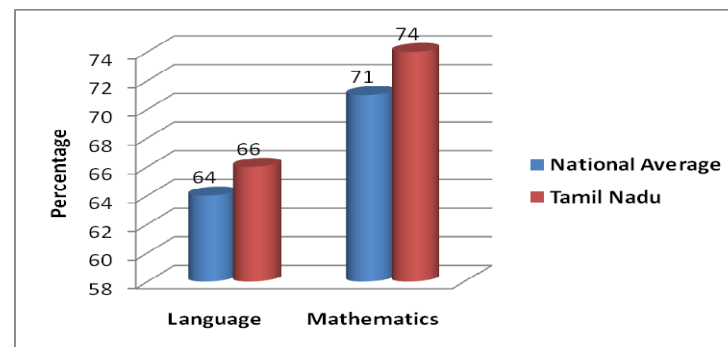
purpose of these assessments is to obtain an overall picture of what students in specific classes know and can do and to use these findings to identify gaps and diagnose areas that need improvement. The performance of Tamil Nadu is significantly above the National Average and is the best among medium and large size States.

In language, only the small States/UTs of Tripura, Mizoram, Puducherry and Daman & Diu are ranked ahead of Tamil Nadu and in Mathematics, only Daman & Diu and Puducherry are higher.

Overall Findings

Subjects	National Average	Tamil Nadu
Language	64	71
Mathematics	66	74

National Achievement Survey in Language and Maths



Graph - 12

Source: NCERT

2.8.9 Educational Development Index (EDI) - 2012 - 2013

As per the Flash Statistics published by National University for Educational Planning and Administration (NUEPA), New Delhi for the year 2012-2013, the State of Tamil Nadu stands at 3rd position in composite rank of Educational Development Index (EDI), at the National level, next only to Lakshadweep and Puducherry, being small UTs. Tamil Nadu, thus stands first among all medium and large States.

Flash Statistics Published by NUEPA, New Delhi

Sl. No.	State/UT	Primary Level		Upper Primary Level		(Composite Primary & Upper Primary)	
		Index	Rank	Index	Rank	Index	Rank
1	A & N Islands	0.539	26	0.658	13	0.598	16
2	Andhra Pradesh	0.553	21	0.604	22	0.579	23
3	Arunachal Pradesh	0.55	25	0.623	21	0.587	19
4	Assam	0.515	31	0.539	31	0.527	32
5	Bihar	0.529	27	0.536	32	0.532	30
6	Chandigarh	0.526	29	0.669	11	0.597	17
7	Chhattisgarh	0.587	8	0.577	25	0.582	22
8	D & N Haveli	0.583	11	0.641	18	0.612	13
9	Daman & Diu	0.578	12	0.712	3	0.645	7
10	Delhi	0.599	6	0.654	16	0.627	11
11	Goa	0.482	34	0.557	29	0.52	33
12	Gujarat	0.527	28	0.656	14	0.591	18
13	Haryana	0.516	30	0.655	15	0.585	20
14	Himachal Pradesh	0.576	16	0.675	10	0.626	12
15	Jammu & Kashmir	0.576	14	0.628	20	0.602	15
16	Jharkhand	0.437	35	0.467	34	0.452	35
17	Karnataka	0.615	5	0.707	6	0.661	5
18	Kerala	0.555	20	0.651	17	0.603	14
19	Lakshadweep	0.653	2	0.77	1	0.712	1
20	Madhya Pradesh	0.553	22	0.551	30	0.552	28
21	Maharashtra	0.583	10	0.687	8	0.635	8
22	Manipur	0.599	7	0.665	12	0.632	9
23	Meghalaya	0.576	17	0.575	26	0.576	24
24	Mizoram	0.576	15	0.678	9	0.627	10
25	Nagaland	0.551	24	0.588	24	0.569	26
26	Odisha	0.559	19	0.572	28	0.565	27
27	Puduchery	0.645	3	0.746	2	0.696	2
28	Punjab	0.586	9	0.708	5	0.647	6
29	Rajasthan	0.51	33	0.633	19	0.572	25
30	Sikkim	0.633	4	0.712	4	0.672	4
31	Tamil Nadu	0.662	1	0.704	7	0.683	3
32	Tripura	0.514	32	0.575	27	0.545	29
33	Uttar Pradesh	0.551	23	0.464	35	0.508	34
34	Uttarakhand	0.577	13	0.592	23	0.585	21
35	West Bengal	0.563	18	0.491	33	0.527	31

Source: Flash Statistics, NUEPA DISE 2012-13

Composite EDI rank of Tamil Nadu

Year	Composite EDI rank of Tamil Nadu	Other State/UTs Rank above TN
2009-2010	5	Puducherry, Lakshdweep, Kerala and A & N Islands
2010-2011	4	Puducherry, Lakshadweep, Punjab
2011-2012	3	Lakshadweep, Karnataka
2012-2013	3	Lakshadweep, Puducherry

2.8.10 In-Service Teachers Training

On analyzing, the findings of the baseline survey SLAS & NAS and to enrich the teachers capacity indepth in methodology and content, need based in-service teacher trainings were conducted at CRC and BRC level. Among the different topics for training, the training on **Developing positive discipline on social equity** was given priority in 2013-2014.

BRC Level training on **Social awareness and Cyber safety** was conducted for the first time at National level for teachers at elementary level.

To create awareness among teachers and children, a training on “Child Rights and Protection” was also conducted, apart from training in Communicative English, Maths and Science, at BRC level in 2013-2014. 78,500 teachers have been trained at elementary level in each of these subjects.

For the year 2014-2015, training topics have been planned based on the needs of the teachers and children. The results of the learning achievement survey, CCE and SABL grading were also considered as inputs to determine the content of the subjects in which teachers require training. The focus in 2014-2015 will be in developing the capacities of teachers in the core disciplines of language - both Tamil and English, Maths and Science.

Broadly the training will cover ***Methodology, Contents, Physical, Psychological development aspects and expected learning outcomes.***

2,05,070 teachers will be benefited through in-service teacher training programs during 2014-2015. Rs.17.74 crores is approved for this purpose.

2.8.11 Mathematics Laboratory

Mathematics is a subject of abstraction and the children need to learn the mathematical concepts concretely. The concepts learnt in the elementary level enhance the learning of higher level mathematical concepts in secondary level. The attainment of concept clarity is the most important requisite for learning Mathematics. The children find it difficult to learn Mathematics through the teacher centric method of transaction. In order to make mathematics more concrete, Mathematics Laboratory is very important. The use of laboratory having access to abacus, balls, pebbles, various geometric shapes, geometry box, geo board, multiplication chart, addition chart, group of beads for counting numbers etc makes mathematics learning easy, joyful and long lasting. The Government of Tamil Nadu has taken initiatives to establish Mathematics Laboratory in 64 schools across the State. A sum of Rs.128 Lakhs has been sanctioned by the Government for establishing Mathematics Laboratory in these schools. By using these materials, the children

could easily learn the abstract mathematical concepts and apply them in real life situations.

2.8.12 ICT in Schools

Teaching and learning processes have changed over a period of time due to the percolation of innovations and introduction of technology in education. The present day learner requires more focused information from a variety of knowledge sources. A single mode of using textbooks does not act as a motivator for learners today. The students have access to technology even before coming to schools. Tapping of digital resources may help in facilitating learners. The Government of Tamil Nadu is therefore encouraging and facilitating application of digital content in the classroom transactions. The educational researches reveal that the Information Communication Technology (ICT) can help children to learn concepts more effectively. As technology becomes increasingly embedded in our present day lives and culture, the children are to be provided with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them

for life after school. To enable children to learn the lessons with the help of computer, the programme of ICT in schools has been implemented as a pilot project in all the 1,329 primary schools in Villupuram District. The Government of Tamil Nadu has sanctioned fund to provide a Desktop Computer, UPS, LCD projector, Chair and a computer table to each school.

The children show a lot of enthusiasm to learn the concepts through digital mode. In this technology based classrooms, the teachers need to play the role of facilitators to motivate and encourage the learners.

2.8.13 Mobile Science Van

Science concepts need to be learnt through experimentation and exploration and not by mere demonstration. To disseminate the science concepts through experiments, mobile vans are provided to 17 districts. These vans are under the control of the District Elementary Education Officers. One Assistant Elementary Education Officer (AEEO) is attached to each van. The Science AEEO along with 2 or 3 BRTes visit the Primary and Middle schools which do not have

adequate science apparatus and provide opportunity to children to use the equipments by themselves and conduct experiments on science concepts. The mobile laboratory facility has separate box for Physics, Chemistry, Biology and Social Science containing charts, maps and other materials apart from television, LCD projector and a laptop. Pre- test and post- test are administered to students in order to assess the concept attainment.

2.8.14 Connecting Classrooms

The schools should share the best practices of teaching / learning process among themselves and they should learn from the experiences of other schools which are performing well. The successful interventions attempted in a few of these schools can be implemented by all the schools without having to undergo the process of trial and error. To make this vision possible, the Government of Tamil Nadu has launched the project 'Connecting Classrooms' under which 4 schools in each district, altogether 128 schools

are provided with net based connections at a cost of 10.56 lakh. The project provides a scope to

- equip 4 schools in each district with one interactive classroom (Laptops with internet connections, LCD Projector, Data collaboration Software and Preloaded lesson creation software)
- enhance opportunities for collaboration between students, teachers and connected schools of all districts

These schools are able to share a lot of information for enhancing quality. Through this innovative process, the best expertise of teachers can be shared among the teachers in other schools connected. The available technological resources in the schools like Laptops and LCD projector can be used to the maximum by providing data-card for the purpose of connecting the schools.

2.8.15 Appointment of Teachers

Teachers are the motivating force for the students to learn the concepts, develop patriotism and

reverence for the native soil and language and develop all positive aspects of life. The schools should have the adequate availability of the teachers who would guide the students in the learning process as per mandate of RTE. The Government of Tamil Nadu periodically inducts new teachers who have mandatory qualifications into the School Education Department through a transparent method of recruitment. After the implementation of the Right of Children to Free and Compulsory Education Act – 2009 only the teachers who have qualified with the Teacher Eligibility Test (TET) are appointed. In the past three years, 9,692 Secondary Grade Teachers and 1,073 Graduate Teachers have been appointed in primary and middle schools. In addition to this, 129 Graduate Teachers for minority languages including Telugu, Urdu, Malayalam and Kannada have also been appointed. The Government of Tamil Nadu has taken initiatives to appoint 887 secondary grade teachers in the primary schools through Teachers Recruitment Board.

2.8.16 Best School Award

Healthy competition among the schools helps to target the growth and plan for the strategies to achieve them. No institution can be complacent at the existing level and each one should go further higher and higher, In order to promote competition among the schools, the Government of Tamil Nadu instituted the award of Rolling Shields to the best three schools in each district. A committee has been constituted at the district level to select the best schools on the basis of their academic achievement, involvement in co-curricular activities, and promotion of environmental cleanliness in the schools.

2.8.17 Chess Competition

The researches indicate that the regular involvement of students in sports and games enhances learning efficiency. This sharpens the mental ability of students. Among all the sports and games, Chess is something that requires a lot of mental focus and concentration. The players need to think of various combinations of movements to win the 'battle of simulated war with the opponent in the board of 64

squares. The involvement of children in chess activities with interest is said to increase their mental sharpness and mental ability and this would get transferred in the learning of academic subjects. They would be able to focus on their studies and develop problem solving skills. As an innovative process to provide the children the spirit of involvement in indoor games and their by improve the learning levels of children in early ages this innovative process implemented in all schools. The Government of Tamil Nadu has provided chess board to 31,902 schools at a cost of Rs.39.47 lakhs for the benefit of all children in schools in the year 2013-2014. Chess competitions were conducted at school, block, district and state levels. Children displaying remarkable talent in chess competitions were felicitated.

2.8.18 Collaborative Campaign on Casteless Society

During the Collectors' Conference held on 18.12.2012, the Hon'ble Chief Minister has made an announcement that "**a collaborative campaign will be taken up by the Education and Police Departments**

through best communicators to propagate a casteless society"

To propagate the idea of Casteless Society in 186 communally sensitive villages throughout Tamil Nadu, conducting awareness programmes, dramas and plays through an art form called "Kalajatha", by a team consisting of 96 Rural Drama Artists, in coordination with Police Department, has been planned.

2.9. Inclusive Education for Children With Special Needs (CWSN)

Sarva Shiksha Abhiyan is an endeavor to provide eight years of quality education to all the children in 6-14 age groups. The objectives of SSA can be realized only if CWSN are also included under the ambit of elementary education. For the year 2013-2014, Rs.25.37 crores has been allocated for 1,49,214 differently abled children in the SSA budget to implement the inclusive education activities.

45,781 CWSN attended 413 Medical Assessment camps all over the State. Assistive devices such as spectacles, hearing aids, wheelchairs, calipers

etc, have been provided to 7,519 children. Home based care and training has been given to 26,546 severely disabled children and 8,211 have benefited through 392 Day Care Centres. Surgeries for cleft lip, cleft palate, cochlear implants, ortho problems etc., have been carried out for 1,042 needy children. This has been achieved through convergence with the Hon'ble Chief Minister's Health Insurance Scheme.

1,962 regular teachers from districts of Krishnagiri, Kancheepuram, Chennai and Perambalur were given training on "Signs and Total Communication", 1,899 regular teachers from the districts Karur, Kanyakumari, Coimbatore and Tiruvannamalai, were given training on "Handling children with Mentally Retardation". In 2014-2015, the focus will be on mainstreaming the special children in formal schools, for which training will be provided to regular teachers to enable them to cater to the special needs and extra attention of these children in class.

Low vision assessment camps are being conducted in convergence with Sight Savers Organisation in all the districts in 2013-2014. 3 days in service training was given to 2,006 special teachers and 2 days training was given to 4,500 Parents of CWSN on low vision.

Tracking intervention for Japanese Encephalitis/Acute Encephalitis was given in 5 districts - Karur, Thanjavur, Villupuram, Thiruvarur and Madurai in convergence with Health Department. 2,831 regular teachers from those 5 districts were given training on Japanese Encephalitis/Acute Encephalitis.

World Disabled Day was celebrated on December 3rd, in all the districts at an expenditure of Rs.5 lakh. Sports and cultural events were conducted in all the Day Care Centres wherein the differently abled children showcased their talent and prizes were awarded.

In 2014-2015, training in adaptation of curriculum for children with special needs will be imparted to 20,656 teachers at a cost of Rs. 103 lakhs.

State Resource Centre (SRC)



Picture 1

The Tamil Nadu Government has been providing Inclusive Education to those suffering from Visual impairment, Hearing impairment, Speech impairment, Learning disabilities, Muscular dystrophy, Cerebral palsy, Down's syndrome and Autism. In a first of its kind initiative in the country, **a State Resource Centre for Inclusive Education has been set up at Santhome, Chennai under SSA- School Education Department.**

The services like Physiotherapy, Speech Therapy, Occupational Therapy, Psychological Counselling and Special Education are provided at free of cost in this centre which is a boon for the differently abled children and their parents.

The State Resource Centre for Inclusive Education has been setup at a total cost of Rs.16.30 lakhs. 1,234 Children with Special Needs and parents of these children have been benefitted through this State Resource Centre. Rs.10 lakhs has been provided for the procurement of materials to State Resource Centre for the year 2013-2014.

2.10. 25% Reservation for Economically Weaker and Disadvantaged Children (Sec 12.(1).(c))

The Tamil Nadu Right of Children to Free and Compulsory Rules 2011, notified by the Hon'ble Chief Minister, has made it possible to bring equality in education for the children belonging to the economically weaker and disadvantaged children by reserving 25% of the strength of the total children at entry stage in private unaided schools. The prime object of this

initiative is to ensure 100% enrolment and enhance access to quality education in the State.

During 2013-2014, 49,864 children were admitted under the 25% reservation criteria, for which an amount of Rs. 25.13 crore as reimbursement is due to the schools. For the classes LKG and 6th standard, the average fees fixed by the Fee Determination Committee is around Rs. 5000/- and Rs. 6000/- respectively. The actual number of admissions under this category is as detailed below:

Sl. No.	Category	Nursery	Class 6	Total
1	Schools under the jurisdiction of Director of Matriculation Schools (Matriculation Schools)	22630	166	22796
2	Schools under the jurisdiction of Director of School Education (Self financing State Board Schools)	--	1838	1838
3	Schools under the jurisdiction of Director of Elementary Education (Nursery and Primary Schools)	25230	--	25230
Total		47860	2004	49864

The reimbursement amount to be given to schools works out to Rs. 25.13 crore as detailed below:

Sl. No.	No. of students admitted in LKG	No. of students admitted in 6 th standard	Average cost Rs.	Total requirement (Rs. in crores)
1	47860	--	5000/-	23.93
2	--	2004	6000/-	1.20
Total				25.13

2.11. Monitoring

The monitoring process is strengthened in Tamil Nadu to ensure the provision of quality education to all children which involves assessing of progress, diagnosing strengths and weakness and taking remedial measures according to needs of teachers, schools and related educational functionaries, are part of monitoring. The BRTes and CRTes have been used effectively to assess the children regularly and monitor the progress in learning achievements. Monthly reviews of the District level Officers have been conducted to review the progress in implementation of schemes.

2.11.1 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. Each child would be provided with Smart Cards with all the details of the child with a Unique Identification Number and the interdepartmental and intradepartmental communication would be possible through EMIS. It is easy for the Government machinery to monitor the reach of welfare measures to the target group through the access to the EMIS. Besides, student's cohort can be studied and consistently followed with the information collected from the EMIS. This would further help to check the drop out of any child from the school system before completing the required education.

2.11.2 School Management Committee (SMC)

School Management Committee has been formed in all the 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 member in particular have to be supported through training and hand holding. They have to be made aware of the provision of the Right of Children to Free and Compulsory Education Act – 2009, the roles, composition and formation of SMC. Capacity building training for 1,33,605 SMC members has been provided at a cost of Rs.4.08 crores during 2013-2014. An amount of Rs.6.65 crores has been allotted for providing capacity building training for 2,21,700 SMC members for the year 2014-2015.

2.11.3 Direct Recruitment of AEEO's

The Assistant Elementary Education Officers (AEEOs), the block level officers, visit schools frequently towards ensuring quality education in primary and middle schools. They are the key officials at the block level to implement 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. They supervise and monitor the implementation of CCE in all schools in Tamil Nadu. They ensure that all the teachers undergo in-service training programmes organised by SCERT and SSA and enhance their skills of classroom transaction. The induction of young human resources into the system would enhance the efficiency of the internal supervision of the schools thereby enhancing the quality of schools. The Government of Tamil Nadu ordered to appoint 16 AEEO's through Direct Recruitment which will be recruited through Teachers Recruitment Board.

2.11.4 Social Audit

Social audit has been executed in three districts of Tamil Nadu namely Salem, Krishnagiri and Dharmapuri to ensure availability of facilities in the schools as per RTE Norms such as provision of protected drinking water, toilet facility with readiness of water, availability of play ground, pollution free environment and child friendly environment.

2.12 Budget provision

The total outlay for Sarva Shiksha Abhiyan for the year 2014-15 is Rs. 1989.87 crores as against an outlay of Rs. 1529.47 crores in 2013-2014. Budget allocation for Elementary education for the year 2014-2015 is Rs. 8298.61 crores with an increase of 85 crores as against last year's budget allocation of Rs. 8213.14 crores.

2.13. Conclusion

The Government of Tamil Nadu plans various schemes and designs number of activities for increasing the access to schooling for all children of Tamil Nadu. Besides, quality of education is ensured by the introduction of innovative schemes like Trimester pattern, CCE and technological interventions such as connecting classrooms and ICT in schools. The Directorate of Elementary Education, with the quality inputs from SSA and SCERT, enhances the teaching skills of teachers, thus benefitting children. In order to achieve the Vision 2023 of the Hon'ble Chief Minister of Tamil Nadu, the Directorate of Elementary Education in

convergence and coordination with the Sarva Shiksha Abhiyan consistently endeavors to provide quality human resource for the secondary education.

3. SECONDARY AND HIGHER SECONDARY EDUCATION AND RASHTRIYA MADYAMIK SHIKSHA ABHIYAN

3.1.1 Introduction

Secondary Education is a crucial stage in the educational hierarchy as it prepares students for Higher Education and also for employment. Sarva Shiksha Abhiyan and Directorate of Elementary Education together have succeeded in helping students at the Elementary level to move on to Secondary classes with ease and confidence.

Eight years of early schooling alone is not adequate to equip a child for employment and also to help him become a competent adult and a responsible citizen in the society. Therefore, it is necessary to provide access to all children to secondary education. It is pertinent to note that Tamil Nadu is placed well in terms of access and equity at Secondary level also. The State Government ensures enrollment of all the children who pass out of Elementary Education in Secondary and Higher Secondary Education. For this purpose, the Hon'ble Chief Minister has ordered

provision of not only access but also free textbooks, note books, Laptops, special cash incentives, educational kits, four sets of uniforms, school bags, footwear, bi-cycle, free bus pass etc. The focus of the Government has been to offer good quality education to all the children studying in Government Schools.

The persistent steps taken by the Government over the last three years have yielded results in terms of increase in the enrollment of students and improvement in quality of teaching-learning environment. The welfare schemes launched by the Hon'ble Chief Minister have been instrumental in the increase in enrollment and overall improvement in the quality of education. The appointment of teaching and non-teaching staff, provision of requisite infrastructure particularly additional classrooms in the existing schools and introduction of English medium sections, induction training and need-specific in-service training to teachers and empowerment training to headmasters have contributed positively for the consistent improvement in the quality of education.

This effort of the state to provide quality secondary education is supported by the Centrally Sponsored Programme of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which is shared between the Centre and the State in the ratio of 75:25. The programmes and schemes of the Rashtriya Madhyamik Shiksha Abhiyan are monitored by a society that has been established specially for this purpose. The RMSA includes components for access, infrastructure and capacity building of teachers with special emphasis to improve the educationally backward blocks in the state. One of its important aims is to remove the social and gender gap by providing model schools and girls hostels in the educationally backward blocks.

The Directorate of School Education along with the field level functionaries monitor and coordinate the welfare schemes and programmes of the State Government and Rashtriya Madhyamik Shiksha Abhiyan thereby ensuring that the children of Tamil Nadu are given an opportunity to complete their secondary/higher secondary education and step into higher education thereby guaranteeing employment.

3.1.2 Vision

The Hon'ble Chief Minister's *Vision 2023* lays emphasis on promoting Secondary and Higher Secondary Education paving way for making Tamil Nadu a hub of innovation and knowledge capital of India. Since the State has achieved Universalisation of Elementary Education in terms of access, retention and completion, it is logically mandatory to focus on efforts towards universalisation of secondary education.

The Department of School Education along with the RMSA proposes to achieve universalisation of secondary education, retention and eradication of disparities caused by gender, socio-economic and disability factors. The State periodically upgrades Middle Schools into High Schools and High Schools into Higher Secondary Schools to provide universal access at Secondary level to all in the age group of 14-18 years.

The access to secondary education has a major emphasis on bridging the social and the gender gap thereby focusing on enrollment of children belonging to disadvantaged groups and girls in particular. The

refashioning of Secondary education envisioned by School Education Department would provide valuable Human Resource and economic growth in the years to come. Hence, the State marches towards providing quality Secondary Education accessible to all children in the age group of 14-18 years.

3.1.3. Objectives

The Directorate of School Education and RMSA have the following specific objectives to realize the aforesaid vision.

1. To improve access to Secondary and Higher Secondary Schooling to all children of the 14 to 18 age group by establishing High Schools within 5 km radius and Higher Secondary Schools within 8 km radius of their residence.
2. To ensure 100 % enrollment, free transport and providing of residential facilities wherever the need arises.

3. To remove the social and gender gap by providing Model Schools and Girls' Hostels in the Educationally Backward Blocks.
4. To ensure that required number of Graduate teachers and Post graduate teachers are appointed as per the norms of pupil- teacher ratio prescribed by the Government and ensuring that teachers appointed are provided with the requisite training for imparting quality education.
5. To ensure that all Secondary and Higher Secondary Schools have the required infrastructure facilities conducive to joyful and effective learning.
6. To ensure that no child is left behind or deprived of Secondary or Higher secondary education of good quality due to gender, socio-economic, disability and other barriers.
7. To reduce dropouts and thereby achieve 100% retention in Secondary and Higher Secondary classes.
8. To provide quality and life-oriented education along with the required soft skills and vocational skills so as to empower the students to face real life situations and improve their employability skills.
9. To improve the performance of the students in Secondary and Higher Secondary Examinations by offering them special initiatives.
10. To disseminate health awareness among students and inculcate healthy habits.
11. To enhance the achievement level of students entering in secondary education stage by conducting Bridge Courses at the beginning of IX Standard in all Government Schools.
12. To develop scientific attitude and scientific temper among the students in secondary education by involving them in science projects, eco-clubs and Science Exhibitions.
13. To provide opportunities for the children to express their hidden talents in scholastic, co-scholastic and extracurricular activities by introducing trimester system with Continuous

and Comprehensive Evaluation (CCE) methodology for learning and assessment.

14. To provide boarding facilities for girls by creating Girls Hostels in the 44 Educationally Backward Blocks so as to ensure that the Girl children are given an opportunity to continue their Secondary Education.
15. To provide access, infrastructure, required number of teachers, quality education so as to ensure 100% enrollment, retention and completion of higher secondary education.

3.2. STRATEGIES

3.2.1 Access/Upgradation of schools

Provision of access to Secondary and Higher Secondary Education is the most significant task to achieve Universalisation of Secondary Education. Upgrading Middle Schools into High Schools and High Schools into Higher Secondary Schools is taken up after identifying the unserved habitations through School Mapping exercise of Geographical Information System (GIS).

In the past three years, the Hon'ble Chief Minister has provided access to secondary schools by upgrading middle schools to high schools and high schools to higher secondary schools.

During the years 2011-2012 and 2013-2014, 710 and 50 schools respectively in all 760 middle schools have been upgraded to High Schools. In 2011-2012, 710 middle schools were upgraded under the RMSA programme. However, out of the 710 schools initially approved under RMSA only 552 schools could be covered under the programme as per the existing norms of the RMSA, thereby Centre and State shared the expenditure for only 552 schools out of the 710 schools in the ratio of 75:25. The Hon'ble Chief Minister keeping the interest of the children in mind has graciously allowed to incur the expenditure for upgrading the remaining 158 schools (710-552) from the funds of the State Government. In the year 2012-2013 no schools were taken up for upgradation under the RMSA. Hence, the Hon'ble Chief Minister announced in 2013-2014 upgradation of 50 Middle Schools to High Schools entirely to be funded by the

State Government, thereby 760 Middle Schools have been upgraded to High Schools which has benefited 1,06,371 socially disadvantaged students in these specific pockets.

Over the past three years, 300 High Schools have been upgraded to Higher Secondary Schools entirely funded by the State Government. The Hon'ble Chief Minister, to improve quality in Higher Secondary Education, in a pioneering move, has sanctioned 4 additional Postgraduate teachers (for the subjects Tamil, History, Economics & Commerce) to the existing 5 posts, thereby making it 9 Postgraduate teachers in each of the 300 upgraded higher secondary schools. In addition to this, one post of Headmaster is also appointed for each of the 300 Higher Secondary Schools. This proactive and thoughtful policy decision has helped the department to appoint additionally 2700 Postgraduate teachers and 300 Headmasters in the past three years. Further, this has enabled the schools to offer courses in Arts and Commerce groups particularly to benefit children in rural areas.

The following Table shows the Department's achievement in upgrading Middle to High Schools and High Schools to Higher Secondary Schools.

**Upgradation of Schools
in the Past three years**

Year	Middle to High School	High to Hr. Sec School
2011-12	710	100
2012-13	-	100
2013-14	50	100
Total	760	300

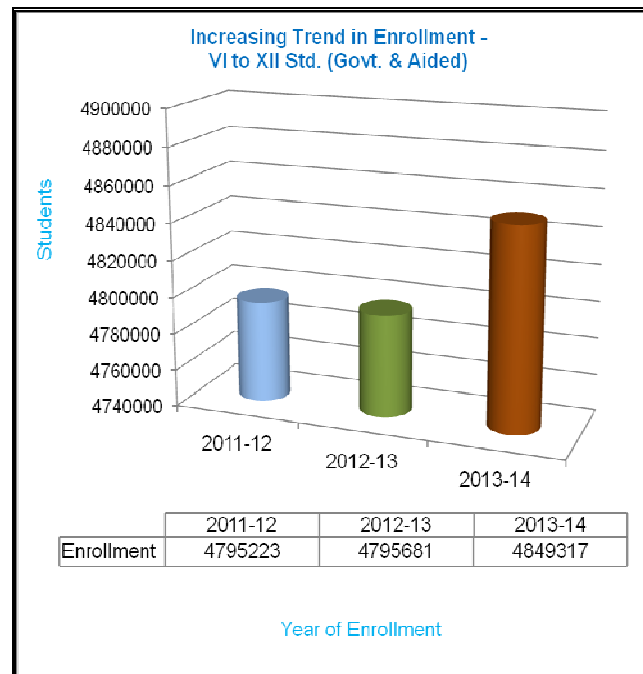
Source : UDISE 2013-14

As a result the enrollment in high and higher secondary schools in the academic year 2013-2014 has increased to 48,49,317 from 47,95,681 during the year 2012-2013. The Government will continue to provide the required number of High and Higher Secondary Schools to ensure that all the identified habitations are served in order to extend secondary education to children in all habitations.

The following initiatives taken up by the State Government over the past three years have contributed to the consistent increase in enrollment and remarkable improvement in quality of the learning process.

- Welfare schemes launched by the Hon'ble Chief Minister
- New Schools in identified habitations
- Additional Teaching and Non-teaching posts
- Opening of English medium sections in schools
- Provision of additional classrooms in the existing schools
- Enrollment drive involving local community
- Annual School Development Plan with the participation of School Management Development Committee (SMDC) members.

In 2014-2015, the enrollment is expected to increase further due to the successful implementation of various student-welfare schemes.



Graph 13

Source : UDISE 2013-14

3.2.2 Establishing Model Schools in the Educationally Backward Blocks

Model Schools have been established under RMSA in the 44 Educationally Backward Blocks in the 13 Revenue Districts to improve access and ensure quality in Secondary Education. These Model Schools

act as Schools of Excellence with conducive academic climate on par with National Standards. The 44 Model Schools were sanctioned for each of the educationally backward blocks at a total cost of Rs.132.52 crore to be shared between the Centre and the State in the ratio of 75:25. However, due to the increase in the cost, the sanctioned amount was found to be insufficient. Hence, the Hon'ble Chief Minister has sanctioned an additional amount of Rs.57.23 Crore over and above the state's 25% share of Rs.33.13 Crore thereby allocating a total amount of Rs.90.36 crore. These Model Schools would be catering to the needs of 24,640 students from the 44 Educationally Backward Blocks.

3.2.3 Providing Girls Hostels in the Educationally Backward Blocks

The Hon'ble Chief Minister has given utmost importance for the welfare of girl children and has introduced many schemes for their benefit. In continuation of the same, the non-starter programme of providing girls hostels in the 44 Educationally Backward

Blocks which was sanctioned in the year 2009-2010 has been given a new life by sanctioning an additional amount of Rs. 45.44 crore exclusively from the funds of the State Government. Even though the girls hostels were sanctioned in the year 2009-2010 at a cost of Rs.61.10 Crores, the construction of these Hostels could not be taken up within the sanctioned amount due to increase in the cost of construction. Considering the need for encouraging girls to pursue Secondary Education and to bridge the gender gap, the Hon'ble Chief Minister 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 these Girls' Hostels. This scheme would benefit 4400 girls to pursue their secondary education.

3.2.4 Introduction of English Medium Sections in Government Schools

The Government introduced one section of English medium in Government Schools from 2012-2013. In the first year, English medium sections

were introduced in 640 schools. In 2013-2014, an additional 1,408 English medium sections were introduced in Government Schools. As many as 25,831 students have been enrolled in these Schools in the English medium sections alone, which has contributed to the overall increase in enrollment.

3.2.5 Appointment of Teaching and Non-Teaching Staff

The Government have taken efforts to appoint required number of Graduate Teachers and Post Graduate Teachers through the Teachers Recruitment Board in consonance with the Teacher-Pupil ratio in the upgraded and existing Government High and Higher Secondary schools. This would largely benefit rural students.

As the aim of the Government is to improve the performance of the students in the secondary education, sanction has been accorded for filling up of 71,708 teaching posts, and to strengthen administrative activities in schools 20,025 non-teaching posts have

been sanctioned by the Government in the past three years (2011-2012 to 2013-2014).

3.2.6 Infrastructure Facilities

To fulfill the Hon'ble Chief Minister's vision of providing the best infrastructure facilities in the existing and upgraded Government Schools facilities like additional classrooms, furniture, computer laboratories, science laboratories, language laboratories, libraries, toilets, drinking water facilities and compound walls are being provided by the Government with the financial assistance from NABARD and RMSA.

An amount of Rs. 400.48 crore to 341 schools has been sanctioned for providing infrastructure under NABARD assistance. The details are as follows:

Provision of Infrastructure Facilities under NABARD

Phase No.	Year of Sanction	Schools Benefitted	Class Rooms	Science Lab	Toilets
Phase XI	2012	131	1508	112	244
Phase XII	2013	210	1335	184	603
Total		341	2843	296	847

Source: Government Orders

**Provision of Infrastructure Facilities under
NABARD**

Phase No.	Year of Sanction	Drinking Water Units	Length of Compound Wall (in Metres)	Value (In Crore)
Phase XI	2012	71	43252	152.73
Phase XII	2013	99	50110	247.75
Total		170	93362	400.48

Source: Government Orders

The Project Approval Board (PAB) of RMSA had approved in the year 2009-2010 upgradation of 200 Middle Schools into High Schools. The cost of construction of school building was fixed at Rs.58.12 lakh per school. These 200 schools had not been constructed eventhough five years had lapsed. The Hon'ble Chief Minister has magnanimously sanctioned an amount of Rs.17.93 Crore to complete the construction of the 200 schools. Further, an additional amount of Rs.71.18 crore has been sanctioned exclusively from the State Government funds towards completion of civil works of 1851

classrooms and 698 science laboratories for the schools. The Hon'ble Chief Minister has graciously sanctioned a total amount of Rs.89.11 Crore exclusively from the state funds for completing the construction of the 200 schools and the additional infrastructure thereby giving an opportunity for children to pursue their higher secondary education.



Picture 2



Picture 3



Picture 4

The Government is considering sanction, as approved by NABARD, of an amount of Rs. 9.50 crore for purchase of furniture such as student's desks, benches, Teachers table, chairs and Lab equipments to 257 Government Higher Secondary schools.

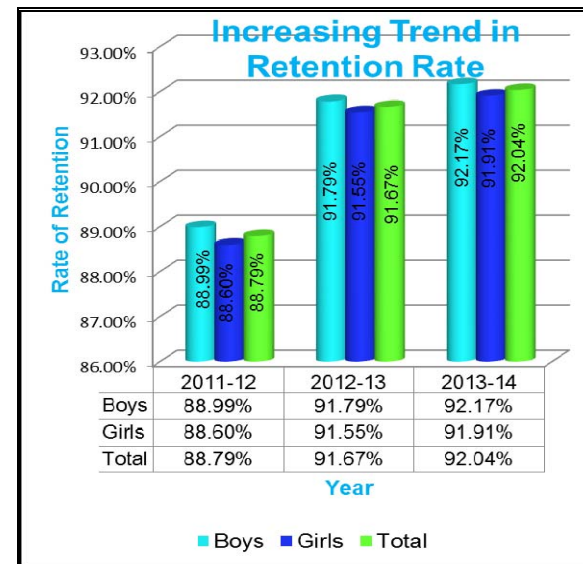
3.2.7 Connecting Classrooms through Collaborative Learning

In order to provide necessary facilities and opportunities to student community to encourage and motivate them to sustain their interest in learning, thereby helping the development of the country the Government headed by the Hon'ble Chief Minister launched several innovative schemes in the State. To facilitate this ideal and to provide quality Education a new scheme called, "Collaborative Learning through Connecting Classrooms", was launched by Hon'ble Chief Minister in February 2014. Under this Connecting Classroom scheme, the District resource centre / the experienced teacher of the school in city or town and their "live class rooms" will get connected via

broadband with a school located in remote / far flung hilly areas. The students of these remote area schools will have an opportunity of learning in real time under an experienced teacher and interacting with their peers. Initially, this scheme has been launched in 288 Primary, Middle, High and Higher Secondary Schools which are located in remote and far flung areas at a cost of Rs. 24.06 lakhs benefitting about 44,800 students.

3.3. Initiatives for enhancing Enrollment and Retention

The Directorate of School Education in co-ordination with RMSA has been taking a series of steps to improve enrollment, retention and pass percentage of students at the Secondary level. The students enrolled are retained till they complete X standard and Higher Secondary Course. To motivate students to stay in Schools, 14 welfare schemes are being implemented. This has helped to reduce the dropout rate substantially. The dropout rate which was 11.21 in 2011-2012 has been reduced to 7.96 in 2013-2014.



Graph 14

Source:- SEMIS-2011-12, UDISE-2012-13 and 2013-14

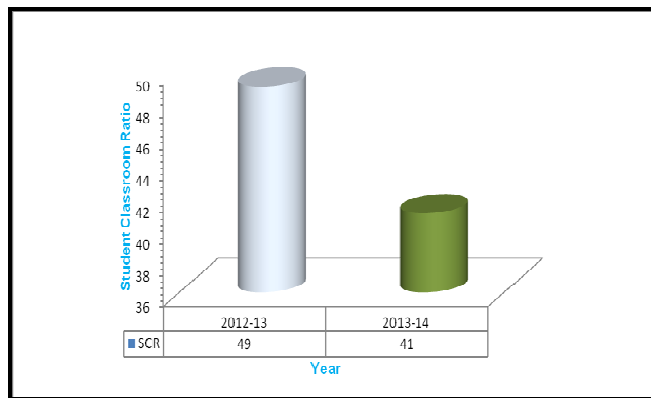
3.3.1 Student-Classroom Ratio (SCR)

Student-Classroom Ratio indicates the average number of pupils per class room in Secondary Schools in a given academic year.

$$\text{Student-Classroom Ratio} = \frac{\text{total no. of pupils enrolled}}{\text{total no. of classrooms}}$$

The upgradation of 1060 schools (760+300), provision of 3359 classrooms has resulted in positive reduction of SCR from 49 in 2012-2013 to 41 in 2013-2014.

Positive Reduction of Student Classroom Ratio (SCR)



Graph 15

Source: UDISE 2013-14

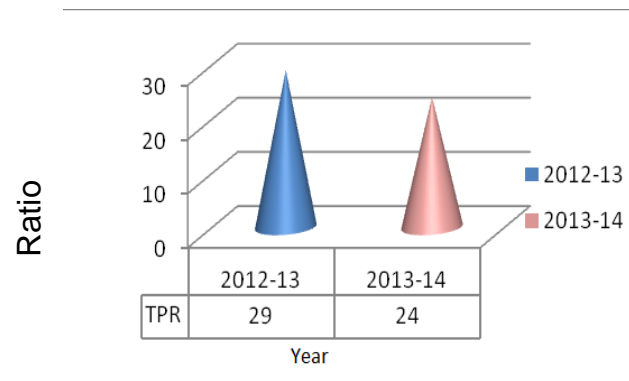
3.3.2 Teacher-Pupil Ratio (TPR)

Teacher-Pupil Ratio determines the quality of teaching learning processes in schools. To ensure teacher availability in all Schools, the State Government takes consistent efforts towards filling teacher posts periodically. During the last three years the Government has sanctioned 71,708 posts of Graduate Assistants, Postgraduate Assistants, Headmasters and

other category of teachers and has appointed in a war footing 50,683 posts in all. Further, the Government has additionally sanctioned and filled temporary appointment of 3868 Graduate Teachers and 2694 Postgraduate Teachers on consolidated pay at a cost of Rs. 20.18 crore during the year 2013-2014. As a result, Tamil Nadu has achieved an enviable PTR.

The Teacher-Pupil Ratio of the State which was 1:29 in the year 2012-2013 has improved substantially and stood at 1:24 in the year 2013-2014 which is much above the National norm of 1:40 fixed by RMSA.

Teacher-Pupil Ratio



Graph 16

Source: UDISE

3.3.3 Comprehensive English Language Laboratory and Training Centre

English is taught as a language under part II in all the Schools. A strong grounding in English is essential for students to pursue Higher Education with required communicative competence. English pronunciation could be improved with the help of audio and video CDs and DVDs. An advanced Computer Aided Learning Laboratory (CALL) in English to provide training to teachers of English Language and students established in Tiruchirappalli district at a cost of Rs.25.00 lakh is to be launched soon.

3.4 Quality Interventions

Quality improvement in school education is one of the important objectives of the Government to ensure all round and holistic development of all students.

The improvement in the teaching-learning environment, enabling participation of students in the learning process, evaluation to include co-scholastic skills of students, training to strengthen and improve classroom transactions and introduction of Continuous

and Comprehensive Evaluation (CCE) and Trimester for effective evaluation in both scholastic and co-scholastic areas are some of the major areas of interventions under quality. The following are the specific interventions towards improvement in quality.

3.4.1 Continuous and Comprehensive Evaluation (CCE) and Trimester System

Tamil Nadu has been the forerunner in designing and developing curriculum, syllabus, evaluation methods and other related activities to keep pace with international trends. A student is assessed not only in scholastic areas but also in co-scholastic areas which include his/her personality traits and aptitude, which are documented and assessed throughout the academic year. This Evaluation technique has gained the appreciation of all the stakeholders in education.

Moreover, under Trimester system, an academic year has been divided into three equal terms and textbooks for each Term have been separately supplied to schools. In this system, the burden of textbooks has been substantially reduced for the students.

3.4.2 Achievement Test

The Achievement Tests for the students studying in IX and X in Government and Aided High and Higher Secondary Schools are conducted to analyze and assess the quality of Teaching-Learning activities. These tests are conducted by the Directorate of School Education in co-ordination with RMSA. In 2013-2014, this test was conducted in Thiruchirappalli District. The following findings are reflected.

- Reading and Writing skills in Tamil language have improved when compared to the previous year.
- The students' understanding of the basics of arithmetic has improved.
- English spelling and pronunciation skills of the students have improved.

To enhance the achievement level of students entering the Secondary Education stage, Bridge Course was conducted in the beginning of the academic year 2013 - 2014 for the students enrolled in class IX in all Government Schools.

A pre-test was conducted at the beginning of the academic year to class IX students to assess their academic performance. On the basis of the findings, the number of slow learners were identified and a special bridge course was conducted for them. Subsequently the identified students were given a test to assess their present standard. Considerable improvement was noticed in their academic achievement.

3.4.3 State Level Achievement Survey (SLAS)- 2014 - 2015

On the line of SLAS conducted by SSA for Standards III, V and VIII, RMSA plans to conduct a State Level Achievement Survey in 2014-2015 for Standard IX in Government High and Higher Secondary Schools to assess their learning levels. Three schools each from 413 Blocks have been selected for conducting the SLAS. Thus 1239 schools will be included in the survey. After finalizing the draft report, it will be shared among the stakeholders and measures

will be formulated for improvement of the learning levels at secondary stage.

3.4.4 Training to School Management Development Committee (SMDC) Members

The SMDC members play a vital role in the effective functioning of schools. In order to enable them to perform the role effectively, training programmes have been conducted to 24,330 SMDC members in 4,866 Schools in all the Districts in coordination with RMSA.

3.4.5 Capacity Building of Teachers

The Government's focus is to enhance the quality of education and thereby the performance of students in the Board Examinations conducted at the Secondary and Higher Secondary level. The pass percentage of students in the Board Examination in the years 2012, 2013 and 2014 is proof for the same. The X standard board examination pass percentage which was 86.20% in 2012 increased to 89% in 2013 and further increased to 90.7% in 2014. Similarly,

the XII standard board examination pass percentage which was 86.7% in 2012 increased to 88.1% in 2013 and further increased to 90.6% in 2014.

The improvement in quality has been achieved by adopting various strategies viz., Capacity building of teachers, special training to the teachers to prepare the students to take up board examinations, continuous monitoring of the students at the Secondary and Higher Secondary levels and special interventions like Bridge Courses have helped to achieve remarkable performance.

The teachers have been reoriented to teach the subjects to make them easily understandable for the children and to evaluate continuously so as to remove the fear of examination from the minds of the children. 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.

Training of Graduate Teachers through RMSA

Sl. No.	Year	Training	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
Total			1,03,344	11.40

Source: RMSA

Subject-wise Training Imparted to Post Graduate Teachers in 2013-2014

Sl. No.	Subject	No. of Teachers	Expenditure (Rs.in Crore)
1.	English	2,956	Rs. 1.16
2.	Mathematics	2,945	
3.	Commerce / Accountancy	1,786	
4.	Physics	2,863	
5.	Chemistry	2,854	
6.	Biology	3,692	
Total		17,096	

Source: RMSA

To empower the Headmasters and to identify the various strategies and interventions to enhance the pass percentage of students in the Board Examination, motivational training programmes were organized by RMSA at the State and Regional levels for 1064 Government and Government Aided School Headmasters.

A School Leadership Development Programme (SLDP) designed for Headmasters was organized by RMSA in coordination with the National Centre for Teaching and Learning (NCTL), Nottingham in United Kingdom along with National University for Educational Planning and Administration (NUEPA), New Delhi. During the year 2013-2014, 750 Headmasters were trained under this Programme. In-service Training has also been provided by RMSA to 24,659 teachers of IX and X classes at a cost of Rs. 2.34 crore.

3.4.6. Mobile Counselling Centres for Students

The Hon'ble Chief Minister announced a novel scheme of providing mobile counselling to students to

help them cope up with issues of concern to them. 10 fully equipped mobile counselling vans with a counselor, travels to different schools in the state. The State has been divided into 10 zones, clubbing 3 or 4 districts covering all the 32 districts.

The Mobile counselling vans are provided with modern facilities, like Television, CD player and other necessary equipments.

The State Council for Educational Research and Training has provided specialized training to the 10 Psychological counsellors with relevant guidelines to perform their duties with action plan for the year 2013-2014.

The Mobile Counselling vans have so far visited 802 schools and have given counselling to 1,66,161 students (74,263 boys and 91,898 Girls) in groups. Apart from this, individual special counselling has also been given to 2,974 boys and 4,127 girls totaling 7,101 students. The Psychological counsellors have given counselling to students on the following areas at the time of visit to schools.

Psychological Problems

1. Depression.
2. Examination stress and fear.
3. Stress due to broken family.
4. Learning disability.
5. Lack of concentration.
6. Lack of confidence.
7. Insomnia.
8. Difficulty in learning Mathematics and English.
9. Forgetfulness.
10. Problems relating to adolescents.
11. Anger management.
12. Peer group pressure.

The SCERT conducted a followup training programme at the beginning of the academic year 2014-2015 for the counsellors to enrich their performance.

Mobile Counselling Van



Picture 5

3.4.7 Rainwater Harvesting in Schools

The Hon'ble Chief Minister has directed that all the schools should be provided with rainwater harvesting facilities. Rain water harvesting facilities have been provided in 7,360 Schools and 20,805 buildings so far. Awareness Campaigns were conducted by schools to emphasise the need for rain water harvesting. Essay Writing and Drawing competitions with the topic "RAINWATER

HARVESTING FOR PROSPEROUS FUTURE" were held in all the schools. Rain Water Harvesting models prepared by the students for evaluation under Continuous and Comprehensive Evaluation system were exhibited at the district level. Prizes were distributed for the best exhibits on Rain Water Harvesting selected from School level, Educational District level, Revenue District level and State level.

Rainwater Harvesting Rally



Picture 6



Picture 7

3.4.8 National Talent Search Examination

Special coaching has been provided under RMSA to the students in Government Schools appearing for National Talent Search Examination. In all 35,903 students attended the coaching classes.

3.4.9 Tamil Nadu Rural Talent Search Examination

To encourage rural students of Government and Government-Aided Schools studying in Standard IX who have passed Standard VIII with an aggregate of 50% marks, the Directorate of Government

Examinations conducts examinations in every September. The top ranking 50 boys and 50 girls who get selected from each District are granted a scholarship of Rs.1,000/- given for 4 years from standards IX to XII.

An amount of Rs. 1.10 crore is allotted for this Scheme and distributed through Chief Educational Officers every year. To get this scholarship, the parent's annual income shall not exceed Rupees one lakh.

TRUST Exam Results

Year	Appeared	Passed
2011	39520	3100
2012	28593	3100
2013	36876	3100

Source: DGE

3.5. EFFORTS TAKEN TO IMPROVE X AND XII BOARD EXAMINATION RESULTS

3.5.1 Regional Review of Academic Performance

Regional level meetings for Headmasters of High and Higher Secondary Schools based on the

performance in the half-yearly examination and previous year board examinations in X and XII standards were organized. In these meetings the performance of each school and reasons for low performance were analyzed. The Chief Educational Officers and District Educational Officers were motivated to improve their monitoring of Schools in their districts. The strategies to be adopted in each School for improvement in academic performance of the students were also discussed. The Headmasters were given appropriate suggestions for improving academic results of the students and to achieve cent percent results in the ensuing Board examinations of X and XII Standards.

3.5.2 Vetri Ungal Kayil (Innovative Motivation Programme)

To realise the Vision of the Hon'ble Chief Minister to achieve 100% results in all the Schools in Standards X and XII, Motivation-cum-Review Programmes were organized at regional levels. Subject Experts and State level Educational functionaries were

involved in orienting the School Headmasters and District Educational Officers to adopt various strategies for achieving better results in Board examinations. In the second phase, the School Headmasters organised Teachers' Motivation Camps at school level. The Headmasters along with their teachers motivated the students to face the Board Examinations with confidence to achieve 100 percent result particularly in Government Schools.

3.5.3 Districts Monitoring by Joint Directors

Each Joint Director has been entrusted with two Districts for close monitoring of all educational activities in the districts. The Joint Directors visit the districts allotted to them periodically. The review of implementation of Students Welfare Schemes launched by the Hon'ble Chief Minister in all the schools is the major focus of the visit. Effective implementation of welfare schemes is closely monitored during the visits. Issues, if any, in the implementation are discussed with the Chief Educational Officer and they are resolved then and there.

Moreover, the results of the X and XII board Examinations of each School are analysed and meeting for the Headmasters and Teachers of the Schools which need improvement in terms of good results are held to encourage them to achieve better. The successful Headmasters and teachers are invited to the meetings and asked to narrate how they are able to accomplish good results in their schools. All subsequent visits are used as opportunities for follow-up of the previous visits.

3.5.4 Award to Headmasters

The Headmasters of the Government Schools which achieved cent percent results in X and XII standard Board Examinations over the past three years were encouraged by issuing Certificates of Merits and Shields. This gesture of acknowledging the hard work put in by the headmasters and teachers for their exceptional academic performance in Board Examinations has been source of motivation for the other headmasters in the district.

3.5.5 Cash Prizes for Top Rankers

The Government have launched this Scheme to encourage talented students to pursue higher studies. Under this Scheme, the first three top-rankers at State level in the Higher Secondary Board Examination who took Tamil as first language are awarded cash prizes. The details are as follows for the years 2012-2013 and 2013-2014.

Top Rankers in XII Standard Board Examinations

Place	Amount	No. of Students	
		2012-2013	2013-2014
First	Rs. 50,000	2	01
Second	Rs. 30,000	3	01
Third	Rs. 20,000	9	04

Source: DGE

Similarly, at the District level, the cost of education for higher studies of the first three rank holders in the XII standard Board Examination will be borne by the

Government. The selection of schools is done as follows:

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

Similarly, the first three top rankers at State level in the X Standard Board Examination who took Tamil as first language during 2012-2013 and 2013-2014 have also been awarded cash prizes, the details of which are as follows:

Top Rankers in X Standard Board Examinations

Place	Amount	No. of Students	
		2012-2013	2013-2014
First	Rs.25,000	9	19
Second	Rs.20,000	50	125
Third	Rs.15,000	132	316

Source: DGE

It is remarkable that during the year 2013-2014, a large number of students studying in Government High and Higher Secondary Schools have got through

X Standard with flying colours and many have scored centums in their subjects.

The Government also undertakes to reimburse the cost of education for higher studies of the State-level top three rankers in the X Standard Board Examination.

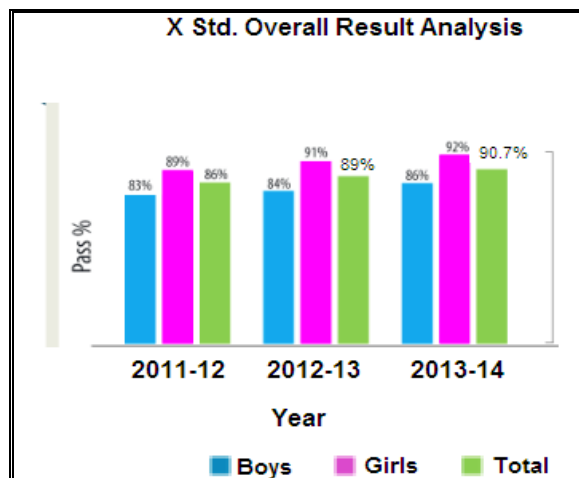
Three District-level top rankers in X standard Board Examinations in each district who took Tamil as first language are also given Rs.1,500/- for pursuing Technical Education in Polytechnic Colleges.

Subject-wise top rankers (first rankers) at the State-level in both X standard Board Examinations and Higher Secondary Board Examinations are also given cash awards by the Government every year.

3.5.6 Performance of Students in X and XII Board Examination - 2013-2014

The performance of students in X standard Board Examination has been consistently increasing every year. There is an increase of 4.7% in the year 2013-2014 (90.7%) when compared to the year 2011-2012 (86%). The performance of girls has

increased from 89% in 2011-2012 to 92% in 2013-2014. Likewise, the performance of boys has also increased from 83% in 2011-2012 to 86% in 2013-2014.



Graph 17

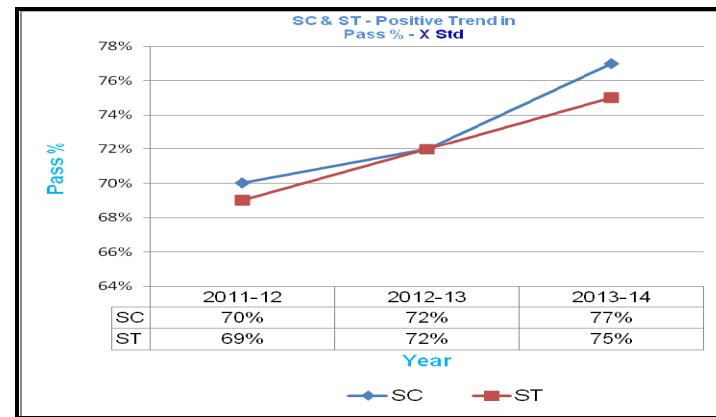
Source: DGE

X Board Examination - Pass Percentage

Year	Boys	Girls	Total
2011-12	83%	89%	86%
2012-13	84%	91%	89%
2013-14	86%	92%	90.7%

Source: DGE

As many as 27 Students in English, 1056 Students in Mathematics, 6712 Students in Science, 2,129 students in Social Science belonging to SC / ST Communities have scored centum marks.



Graph 18

Source: DGE

Both SC and ST students' performances have improved significantly over the last three years.

Pass percentage of SC students have improved by 7% from 2012. Pass percentage of ST students has consistently improved, registering an increase of 6%.

The performance of students in XII standard Board Examination has been consistently increasing every year. There is an increase of 3.6% in the year 2013-2014 (90.6%) when compared to the year 2011-2012 (87%). The performance of girls has increased from 90% in 2011-12 to 93.40% in 2013-2014. Likewise, the performance of boys has also increased from 83% in 2011-2012 to 87.40% in 2013-2014.

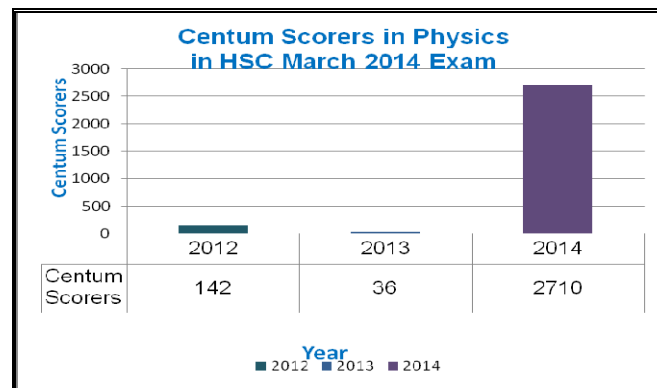
XII Board Examination - Pass Percentage

Year	Boys	Girls	Total
2011-12	83%	90%	87%
2012-13	84.70%	91%	88%
2013-14	87.40%	93.40%	90.60%

Source: DGE

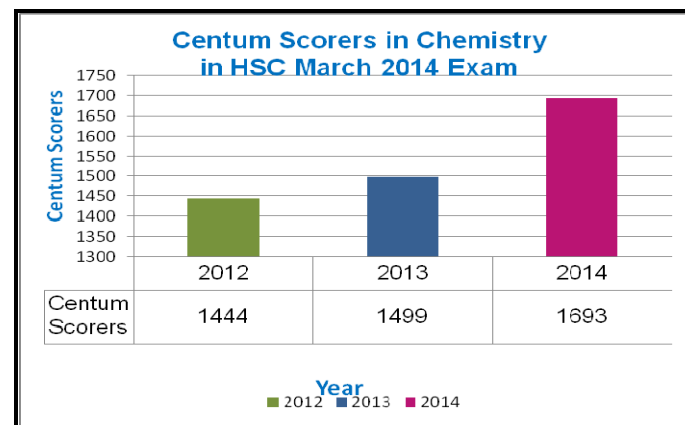
The number of students scoring cent percent has also increased substantially. 2,710 students in Physics, 3,882 students in Mathematics, 1,693 students in Chemistry, 652 students in Biology, 2,587 students in Commerce, 2,403 students in Accountancy and 605

students in Business Mathematics have scored cent percent.



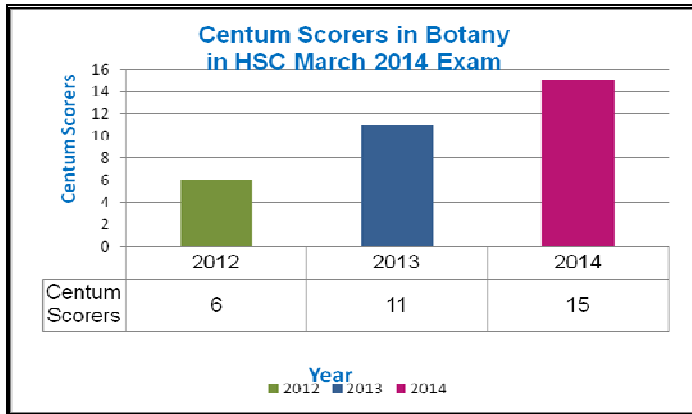
Graph 19

Source: DGE



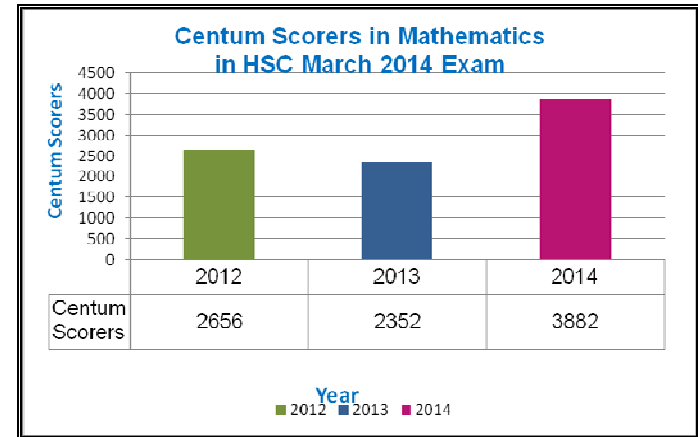
Graph 20

Source: DGE



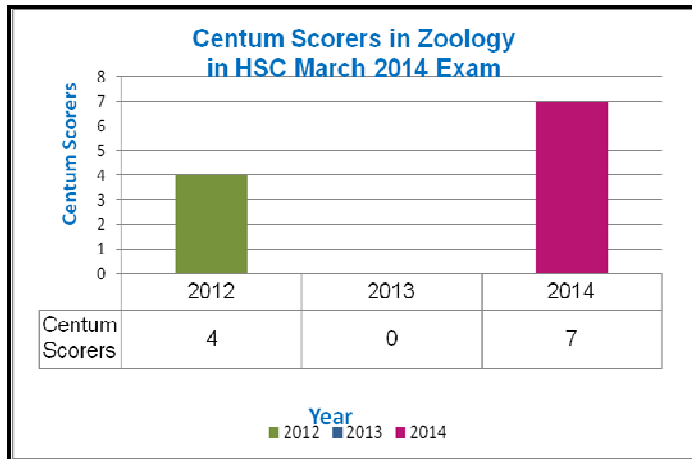
Graph 21

Source: DGE



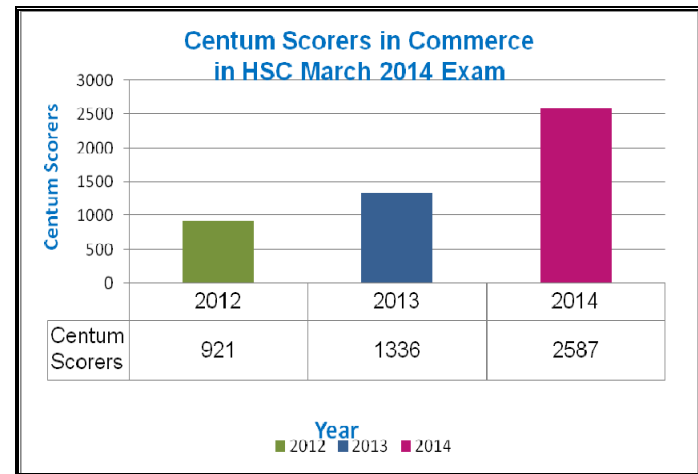
Graph 23

Source: DGE



Graph 22

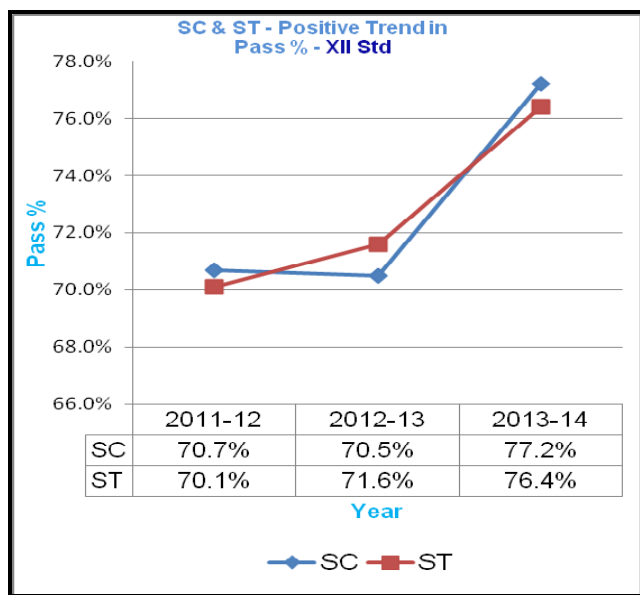
Source: DGE



Graph 24

Source: DGE

It is pertinent to note that the students belonging to SC/ST communities also excelled in their performance at the Board Examinations. 98 students in Physics, 129 students in Mathematics, 64 students in Chemistry, 58 students in Biology and 6 students in Commerce, have scored cent percent.



Graph 25

Source: DGE

3.5.7 Outstanding performance by Government School Students

In X Standard Board Examination 2013-2014, top three ranks have been secured by students of Government and Municipal Schools. Two girls have secured first and second ranks and two girls and a boy have secured third rank.

There is a consistent improvement in the performance of students studying in Government High and Higher Secondary Schools. The performance of students in XII Standard Board Examination has increased from 79% in 2013 to 84% in 2014, registering an increase of 5%. Similarly, performance of X Standard students in the Board Examination has increased from 80% in 2013 to 84% in 2014 demonstrating an increase of 4%. This year, the number of Government High and Higher Secondary Schools achieving 100 percent results is comparatively more than the previous years. This proves the fact that Government Schools are improving their performance due to the student welfare schemes implemented by the Hon'ble Chief Minister.

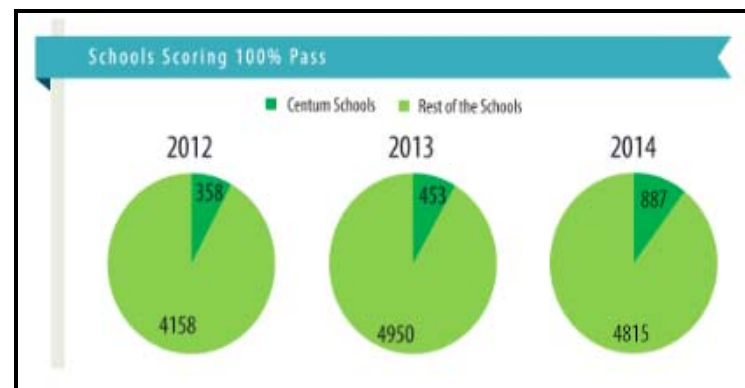
It is highly encouraging to note that six students from Government Schools have got State Ranks.

State Rank Holders of Government Schools in the year 2013-14

Sl. No.	District	Name of the School	Student name	State Rank Secured in X Board Exam.
1	Tirunelveli	Govt. Hr. Sec. School, Pathamada	T.N. Bahirabanu	I
2	Tirunelveli	Municipal Hr. Sec. School, Kallanai	S. Subbulakshmi	II
3	Coimbatore	Corpn. Hr. Sec. School, Coimbatore	S. Tejasvini	III
4	Thanjavur	Govt. (B) Hr. Sec. School, Pattukottai	S. Danasekar	III
5	Erode	Govt. Hr. Sec. School, Athani	R. Niveditha	III
6	Karur	Govt. Hr. Sec. School, Thennilai	T. Sivakarhika	III

Source: DGE

Government Schools Achievements in X Standard Board Examination



Graph 26

Source: DGE

In X standard Board examination, there has been a consistent improvement in the number of Government Schools achieving 100% pass. 358 Government schools secured cent percent results in 2012 by progressive increase in the consecutive year. 887 Government schools achieved cent percent results in 2014.

Govt. Schools which scored 100% result in 10th Board Exam

Year	No. of Schools
2012	358
2013	453
2014	887

Source:DGE

Govt. Schools which scored 100% result in 12th Board Exam

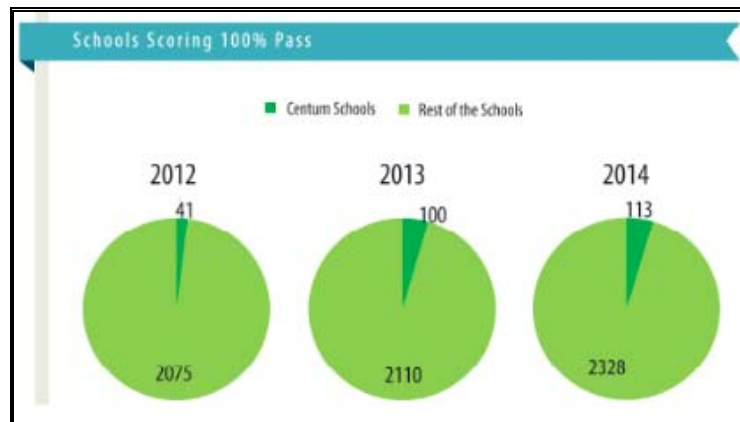
Year	No. of Schools
2012	41
2013	100
2014	113

Source:DGE

3.5.8 Students' Performance in Districts – X & XII Standards

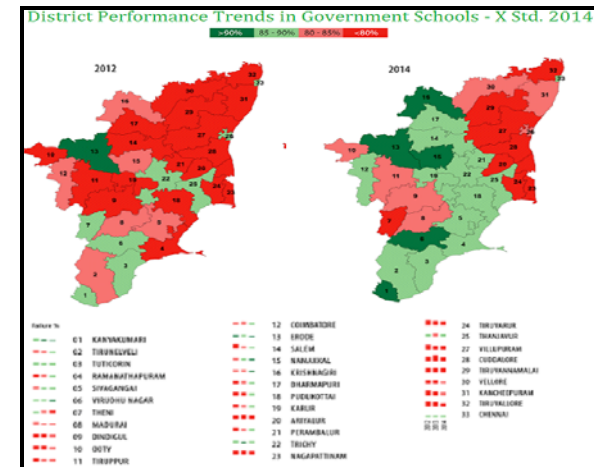
The analysis of the students' performance in the Districts reflects a positive trend of improvement during the years 2012 - 2014.

Government Schools Achievements in XII Standard Board Examination



Graph 27

Source:DGE



Picture 8

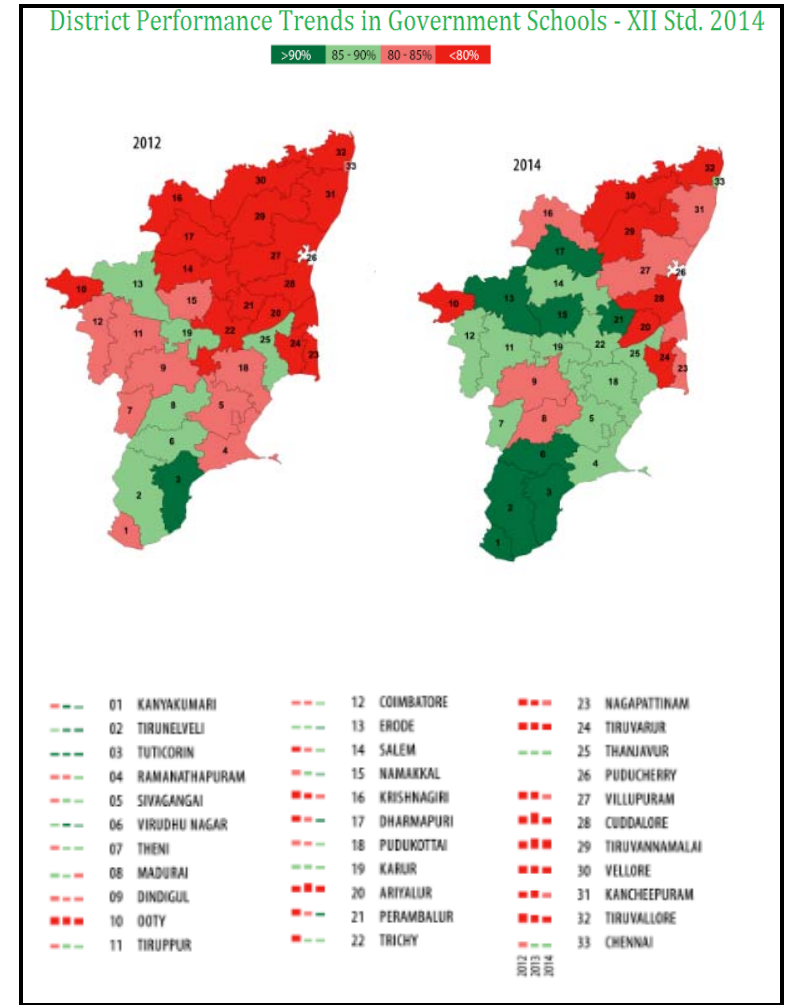
Source: DGE

The number of districts that have > 20% failure has considerably reduced in the last three years. All the Southern Districts are performing better with minimal failure percentage.

The Northern Districts have reduced the failure % considerably, compared to the previous years. Chennai district has improved substantially in pass percentage from 2012.

Namakkal, Erode, Coimbatore and Virudhunagar districts are consistently performing better and topping the state over the last three years.

Government schools pass percentage during the year 2013-2014 has increased considerably across all districts compared to the year 2011-2012.



Picture 9

Source: DGE

3.6. CO-SCHOLASTIC ACTIVITIES

3.6.1 Chess Game

To develop critical thinking skills and also to enhance the reasoning ability of the students, the game of Chess has been introduced in schools for the students in the age group of 7 to 17 years at a cost of Rs. 22 lakh in 2013-2014.

In the first phase, training was given to the resource persons by the Sports Development Authority of Tamil Nadu in coordination with the Tamil Nadu Chess Association. In turn, training was given to the select Physical Education Teachers / subject teachers by the State-level Resource persons drawn from all the primary to higher secondary schools. In continuation of this process, Chess Clubs have been formed in all schools. Through these Clubs, opportunities have been given to 1.35 crore students in learning the game.

During the academic year 2013-2014, Chess competitions have been conducted at Block, District, Divisional and State levels and prizes have been awarded. In these competitions, 11.25 lakh students at school level, 89,842 students at Zonal / Block level,

10,754 students at Educational District level, 1,915 students at Revenue District Level, 926 students at Divisional level and 360 students at State level have participated with great interest. At the State level, 24 winners were selected and prizes were awarded to them by the Hon'ble Chief Minister.

3.6.2 State-level and National-level Competitions

In order to awaken the latent potential and nurture talents in sports and games and to imbibe a feeling of oneness among all the students, the Government have sanctioned a sum of Rs.10 crore for conducting various sports and games competitions at different levels. Every year, Bharathiyar Day, Republic Day games and sports competitions are organized from Block level to State level in the age group of under-14/17/19 years who are in classes 6 to 12 and prizes are awarded to the winners.

The students who excel in sports at State, National and International levels competitions are suitably rewarded. It is a significant achievement that five students from Tamil Nadu took part in International

competitions. A total amount of Rs. 12.50 lakh (Rs. 2.50 lakh x 5) was disbursed as cash award to the students who participated in the International competitions.

Moreover, 1,795 students took part in the National Level competitions of School Games Federation of India and an amount of Rs. 6,870/- was given to each student to meet their expenses towards participation at National Level competitions from the State funds.

3.6.3 Yoga

Yoga is a system of exercises that encourage the union of mind, body and spirit. The word 'Yoga' originated from Indian Philosophy, literally means union, and in this context it refers to the union of the individual's soul with the universe. The secrets of Yoga are inwardness, concentration, and purification of mind and body with cleansing thoughts and food. Hence, Yoga has become an integral part of sports activities for school children. Yoga exercise has been made mandatory before lunch hour every day from the academic year 2013-2014.

A Total Health Programme for Children studying in Model Schools has been organized by RMSA. Medical and Dental camps have also been organized for these students.

3.6.4 Scouts and Guides

- The Scouts and Guides Movement functions in all High / Higher Secondary Schools in Tamil Nadu.
- Cleaning places of worship and archaeological monuments, planting trees, regulating traffic and First Aid training are some of its important activities.
- A grant of Rs. 7.00 lakh is allotted by the Government which is utilized towards payment of salary for the employees and office maintenance of Tamil Nadu Bharat Scouts and Guides Headquarters.
- Rajya Purashkar Award is presented by His Excellency, the Governor of Tamil Nadu to outstanding Scouters and Guiders from the year 1998-1999. An amount of Rs. 5.00 lakh

is allotted every year by the Government of Tamil Nadu.

3.6.5 Eco-Club

The aim of Eco-Club is to create environmental awareness among students.

- Eco-clubs have been started in 8,269 Schools. A sum of Rs. 2,500/- is given to each school through the Department of Environment and Forest for maintaining Eco-clubs.
- Eco-Club and National Green Corps are involved in planting trees, farming gardens and other related activities.
- An Action plan is circulated to all Eco-Clubs every year.
- Eco-Clubs have been started in Model Schools also.

3.6.6 Junior Red Cross Society

Junior Red Cross Units are functioning in all High and Higher Secondary Schools in Tamil Nadu. The District Collector is the Patron of the Junior Red

Cross Society. Teachers are trained as Counsellors and devoted students act as volunteers. This Programme helps in honing the potential of children besides imbibing humanitarian values in them. Around 4.97 lakh student volunteers are involved in this yeoman service.

3.6.7 Young Talent Scheme

In this Scheme, the hidden talents of the students are brought to the limelight by conducting competitions in Oratory, Essay Writing, Drawing, Quiz, Music, Poetry Writing, Bharathanatyam, Folk Dances, Playing Instruments, Acting and Mono Acting, every year at School Level, Educational District Level, Revenue District Level and finally at the State Level. The State level winners are awarded special prizes.

3.6.8 National Service Scheme (NSS)

The aim of the NSS is to create personality development through community services like organising health camps, blood donation camps, conducting awareness programmes and focusing on

welfare schemes for the public. There are 97,000 student volunteers on roll in the 1,940 units of Higher Secondary Schools in Tamil Nadu. An annual grant of Rs.11,000 /- for regular activities and Rs.11,250/- for special camp (per unit) are sanctioned under this Scheme.

3.7. OTHER ACTIVITIES

3.7.1 Science Exhibition

To inculcate scientific attitude and temperament in the young minds of students and also to provide a platform for them to exhibit their innate creative talents, Science Exhibitions were organised in all the Districts with the financial support of RMSA. An amount of Rs.1,00,000/- was released to each District for organising this exhibition.

3.7.2 Inclusive Education for the Disabled at Secondary Stage (IEDSS)

This Centrally-sponsored Programme is implemented to provide education to the disabled children at secondary stage.

To help all the Children with Special Needs (CWSN) in the age group of 14 to 18 years, assistive devices such as “Braille Books”, hearing aids, canes, calipers, etc., are given to the special children studying at secondary stage (Standards IX to XII). 17,365 Special children have been benefitted by this Scheme during 2013-2014.

3.7.3 Constitution of Experts Committee

The quality of education to school children is to be set on par with the National and International standards. The Hon'ble Chief Minister has constituted an Expert Committee consisting of ten members headed by the Minister for School Education. This committee would meet regularly to discuss and deliberate on the following measures:

- To recommend the changes to be made in the syllabus for Standards I to XII to have better quality education.
- To identify the shortfall, if any in the existing textbooks and recommend suitable changes.

- To suggest the requirement of buildings, furniture, equipments and other facilities to be made available in a school for offering quality education.
- To change the evaluation pattern based on the revision of syllabus.
- To suggest the important aspects to be incorporated for capacity building of the teachers.
- To suggest suitable review and reporting mechanism for monitoring the schools.

3.7.4 Vocational Education in Higher Secondary Schools

In consonance with the recommendations of the National Education Policy and NCF-2005, the Government of Tamil Nadu has taken steps to introduce a new syllabus for the Vocational courses. Further, in order to give the students hands-on experience, the Government have planned to have a backward integration with industries. The department is

preparing a concept paper for improving the vocational skills at the school level.

3.7.5. Registration in Employment Exchanges

On the initiative of the Hon'ble Chief Minister, from the academic year 2011-2012, all the students have been given the opportunity to get their qualifications registered with Employment Exchanges 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 of students who have completed Secondary / Higher Secondary Education in Tamil Nadu. As many as 12.14 lakh students of Secondary / Higher Secondary registered their names during 2012-2013. Subsequently, during 2013-2014, as many as 12.93 lakhs students registered their names after passing the X standard and XII standard Board Examinations.

3.7.6. Issue of Community / Residential / Income Certificates

Community, Income and Residential certificates are issued to the students of Standard X and XII by the Tahsildar / Deputy Tahsildar of the respective Taluks through the Headmasters of the schools concerned. During the year 2012-2013, these certificates are issued to the 649251, VI Standard students and during 2013-2014 this certificate were issued to 6,90,292 students respectively.

3.7.7. Parent - Teachers Association

The objective of the Parent-Teachers Association in schools is to enroll all the school age children in the nearby schools, prevent dropouts and help schools in enhancing the quality of teaching and learning process. Question banks, Booklets and Model Question Papers for Standard X and XII are printed and distributed by the State Parent-Teachers Association. All the High and Higher Secondary Schools securing 100% pass percentage in Government Examinations

have been given Cash Awards by the State Parent-Teachers Association.

3.7.8 Budget

This Directorate was allocated a sum of Rs.8056.72 crores for the year 2013-2014 in the budgetary provision and it has been increased to Rs.8693.13 crores for the year 2014-2015.

Similarly, RMSA was allocated Rs.366.57 crores for the year 2013-2014 and it has been increased to Rs. 384.90 crores for the year 2014-2015.

3.8 Conclusion

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

4. MATRICULATION SCHOOLS

4.1 Introduction

Matriculation Schools are self financing schools imparting education through English Medium. These schools were initially under the control of University of Madras. They were brought under the control of Director of School Education in the year 1978. These schools were started and administered as per the provisions of Code of Regulations for Matriculation Schools, 1978.

A separate Directorate of Matriculation Schools was formed in the year 2001 for the effective monitoring of Matriculation Schools. At present, there are 3,890 schools providing education to 36,17,473 children.

4.2. Vision

The Government of Tamil Nadu plans to ensure quality education by providing good infrastructure facilities, fully qualified teachers in the Self financing schools. The Directorate shall also ensure strict implementation of provisions of RTE Act 2009 and

Tamil Nadu Right of Children to Free and Compulsory Education Rules 2011.

4.3. Objectives

The objectives of the Department under the able leadership of the Hon'ble Chief Minister are as follows:

- ❖ To accord permission to open new Matriculation School and to upgrade a Matriculation School into Matriculation Higher Secondary School for the schools which fulfill the norms and standards
- ❖ To accord Recognition and renewal of Recognition once in 3 years to the schools which fulfill the norms and standards.
- ❖ To ensure that all Matriculation Schools have the required infrastructure facilities, in order to provide a conducive atmosphere for teaching learning process and for safety of children
- ❖ To ensure the appointment of fully qualified and quality teachers.
- ❖ To ensure a Joyful and effective teaching learning process.
- ❖ To ensure a child friendly evaluation process

- ❖ To ensure the provision of life oriented education along with the required soft skills so as to empower the students to face real life situations.
- ❖ To ensure the strict implementation and adherence to the provisions of the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011

- (v) Furniture with backrest
- (vi) Compound wall in full for safety of children
- (vii) adequate safety measures in the laboratories
- (viii) adequate fire safety measures
- (ix) proper stairs if more than one floor
- (x) play ground
- (xi) appointment of fully qualified teachers
- (xii) implementation of RTE Act 2009 and rules 2011 in letter and spirit

4.4. The Initiatives of the Directorate are as follows:

(a) Permission to open new school, upgradation and recognition

Permission is accorded to open a new Matriculation School and to upgrade an existing Matriculation School into a Matriculation Higher Secondary School if the following infrastructure facilities are provided.

- (i) the minimum land area
- (ii) adequate class rooms
- (iii) adequate Laboratories & Library
- (iv) adequate Toilets & protected Drinking Water

During the year 2013-2014, 116 new Matriculation Schools were permitted to open and 165 Matriculation Schools were permitted to upgrade to Matriculation Higher Secondary Schools.

Recognition is granted to the schools for a period of 3 years and renewed once in 3 years after ensuring the infrastructure facilities as detailed above.

(b). Right of Children to Free and Compulsory Education Act, 2009

The Right of Children to Free and Compulsory Education Act 2009 Section 12 (1) (c) provides for atleast 25% reservation to the Children of disadvantaged group and weaker sections in entry level class in all unaided non-minority schools. The Government have issued guidelines in G.O.Ms.No.60 School Education (X2) Department dt:01.04.2013 in this regard.

In continuation of the Government Order, 49,864 students were admitted in private schools in the academic year 2013-2014.

2013-2014

S. No.	Directorate	No. of students admitted.
1.	Directorate of Matriculation Schools	22,796
2.	Directorate of School Education	1,838
3.	Directorate of Elementary Education	25,230
	Total	49,864

The trend has continued and due to the special efforts taken by the Directorate of Matriculation Schools, the number has substantially increased in the academic year 2014-2015. 80,404 applications had been received from students seeking admission under the 25% reservation as on 30.6.2014. Of which, 74,127 children have already been admitted in various private schools across the State.

2014-2015

(as on 30.6.2014)

S. No.	Directorate	No. of students admitted.
1.	Directorate of Matriculation Schools	38,060
2.	Directorate of School Education	2,972
3.	Directorate of Elementary Education	33,095
	Total	74,127

This number is likely to go up further as the admission for this category of children will be kept open for the first 6 months of the academic year.

The reimbursement of fee for an amount of Rs.25.13 crores for the children admitted in the academic year 2013-2014 will be reimbursed to these schools on receipt of the same from Government of India. However, from the academic year 2014-2015 onwards, the component of fee reimbursement for private schools for admitting 25% of the children belonging to weaker sections and disadvantaged groups has been incorporated into the plan of Sarva Shiksha Abhiyan with the cap of 20% in the total plan outlay approved for the State.

(c). Continuous and Comprehensive Evaluation Methodology(CCE)

The Hon'ble Chief Minister, with the noble intention of improving the learning skills of children had introduced the Continuous and Comprehensive Evaluation in all the schools under the State Board from the academic year 2012-2013 for classes 1 to 8. This methodology was extended to class 9 in the academic year 2013-2014. It is the primary responsibility of the Directorate to ensure that all the private schools under

the State Board are implementing the CCE methodology in their respective schools.

Further, all the teachers employed in the Matriculation Schools had to be imparted Training on CCE to enable them to impart quality education to the students. This Directorate ensures that the teachers in the Matriculation schools are given the requisite training for the same.

(d). Private Schools Fee Determination Committee

The Private Schools Fee Determination Committee under the Chairmanship of a retired Justice of the Madras High Court has fixed fees for 9,821 self financing Schools for three academic years from 2013-14.

Schools which have not so far appeared for fee fixation in the past and newly opened Schools are now being appraised by the committee and Schools with court directions for fixation of fees have also been considered and fee fixed in accordance with law. Schools which have appealed for revision have also been considered and fee for these Schools has been

reviewed and fixed taking into consideration the welfare of the Parents and Students and the infrastructure facilities provided by the said Schools.

The fee so determined by the committee only should be collected from the students. This Directorate inspects the schools and verifies the records to check collection of excess fees. If the parents make a complaint to the Directorate in this regard necessary action is immediately initiated against the erring schools.

(e). Provision of Toilet / Drinking Water Facility

The Hon'ble Chief Minister had directed that, sufficient number of toilets should be provided in all schools including private schools. In pursuance of this order, this Directorate has been inspecting the private schools to ensure provision of adequate number of toilets. This Directorate ensures that strict action is taken against those schools which have not complied with the order of the Government and also ensures that the toilets are provided at the earliest.

(f). Issue of Community, Income and Nativity Certificate.

Community, Income and Nativity certificates are issued to the students of 6th and 10th Standards through the schools at the proper time in order to avoid inconvenience to the parents. Under this scheme, 1,97,249 community certificates, 1,77,030 Income Certificates and 1,86,668 Nativity Certificates have been issued to the students during the academic year 2013-2014.

(g). Issue of Free Bus Pass

The Government of Tamil Nadu is giving free bus pass to school going children to commute to school without any difficulty. Under this scheme, 2,91,035 students have been benefited during the academic year 2013-2014

4.5. Constitution of High Level Committee

The minimum infrastructure facilities to be made available in Matriculation / Matriculation Higher Secondary Schools have been prescribed by orders issued by Government since 2004.

In the Government Orders, 4 years time was given to provide minimum contiguous land area. Even after the expiry of this period of time, few Matriculation Schools have not fulfilled the minimum contiguous land area and hence Government granted additional time extension of 3 years and there are Schools which have not fulfilled the minimum land criteria even after the second time extension.

Hence, to regulate the functioning of such Schools the Hon'ble Chief Minister has ordered constituting a High Level Committee in G.O. Ms. No. 54 School Education Department dated.14.03.2013 to make necessary recommendations. The committee has convened public hearing meetings at Chennai, Trichy, Madurai and Coimbatore and obtained the opinion of Educationalists, School Managements, Public, Parents and Students. To determine the

minimum play area required for the Schools, expert opinion from a team comprising District Inspectors of Physical Education headed by the Chief Inspector of Physical Education has also been obtained. Based on the Public and expert opinion, consultative meetings with members, report has been prepared on the land area to be provided by the Private Schools. The report is under the active consideration of the Government.

4.6. Budget

This Directorate has been allotted a sum of Rs 4.11 crores for the year 2014-2015.

The vision of the Hon'ble Chief Minister is to impart education on par with international standards to all children and to develop Tamil Nadu as a model state in India and this Directorate is actively involved in enhancing provision of quality education towards realising this vision.

5. GOVERNMENT EXAMINATIONS

5.1. Introduction

The Department of Government Examinations was formed in the year 1975 and is headed by a Director in the cadre of Director of School Education. Conducting of board examinations for classes X and XII and releasing the results in time are the prime duties of the Department of Government Examinations. In addition to the school examination, it conducts examinations for various other courses affiliated to the State Board.

5.2. Vision

Introduction of modern technologies in different spheres of examination and training human resources for attaining speed, accuracy and efficiency in the conduct of examinations and publishing of results.

5.3. Responsibilities

This Directorate conducts 63 types of examinations including U.P.S.C, Staff Selection Commission examinations etc. Among these, X and XII Board Examination, Diploma in Elementary Education and ESLC Examination are the major examinations. These examinations are conducted every year and results are released for about 23 lakh candidates.

Every year examinations are conducted for X and XII in three sessions i.e. the main Board Examinations in March / April, special supplementary examination in June / July and supplementary examination in September / October.

5.4. Resumption of Eighth Standard Public Examination ESLC

In order to impart minimum general educational qualification and for employment, promotion at basic level and for getting driving license, the ESLC examination has been resumed and is being conducted since April, 2012.

5.5. June / July Instant / Special Supplementary Examination for all subjects

In the past, students who had failed in a maximum of 3 papers were only permitted to write the Special Supplementary Examination which was held in June / July.

However, from June – 2012, this has been revised and irrespective of the number of subjects failed the candidates are allowed to write the June / July supplementary examination.

5.6. Issue of Duplicate Mark Certificates and Certified Copy of Mark Certificates

In order to help the candidates, who have lost their board examination certificates issued by this directorate, duplicate copy of the mark certificates / certified copy of mark certificates are issued on payment of prescribed fee. In the academic year 2013-2014, 6,200 certified copies of marks certificates and 14,000 duplicate mark certificates have been issued.

5.7. Issue of Migration Certificate

Migration Certificates are being issued to candidates who have passed X and XII board examinations from this State and who desire to continue their higher studies, elsewhere in India. In 2013-2014, 4,800 migration certificates were issued.

5.8. Mark Certificates

The mark certificates issued for X and XII board examinations in the past did not have the photographs or adequate security features. In the past three years, the Government has taken special initiatives to issue the mark certificates with enhanced security features, 2D Barcode, photographs etc. These have prevented largely the tampering and misuse of mark certificates.

5.9. Results of Examination

To publish the results of the X and XII board examinations, special departmental websites are created and marks are made available to the candidates on line. In addition to the system of affixing

tabulated mark list (TML) in schools the candidates can see their examination results in the Directorate of Government Examination's website (www.dge.tn.nic.in) sharp at 10 a.m. on the day of the publishing of the results. The results are also available in www.tnresults.nic.in, www.dge1.tn.nic.in, www.dge2.tn.nic.in, www.dge3.tn.nic.in websites also.

5.10. Retotalling of Marks / Revaluation of Answer Scripts

The candidates appearing for XII Board Examinations were permitted to apply for photocopies of their answer scripts so as to enable them to verify and satisfy themselves about the marks that have been awarded to them. On receipt of the photocopies of the answer script, the candidates could decide whether they should apply for revaluation / retotalling of XII Board Examinations papers. In the past only photocopies were given by the Directorate of Government Examination. This process was very time consuming as the bundles of the photocopies had to be sent by post to the individual candidate. It resulted in a

minimum of 30 days from the date of application and to the receipt of the photocopies of the answer scripts. This put the students through a lot of trouble as they could not make a quick decision as to whether they should apply for retotalling / revaluation. This is a very important decision for the students as it mattered for them in their admissions in the professional colleges of engineering and medicine. For X Std children only retotalling of mark sheets are allowed.

Understanding the anxiety of the students and to find a solution of the same, the Hon'ble Chief Minister ordered that from the Board Examination of 2013 onwards, the answer script should be scanned and uploaded by the Directorate of Government Examination on designated servers so as to enable the students to download the answer scripts without much delay of time.

The entire process has now been reduced to a time span of less than 7 days to 15 days and has largely helped the students. In fact in the year 2014, the students were given the revised retotalled / revaluated marks even before the cutoff date was

announced by the Government for engineering and medicine admissions. Whereas in the past it would take 30 to 45 days to get the photocopied answer scripts.

5.11. Tamil Nadu Rural Students Talent Search Examination (TRUSTS Examination)

Tamil Nadu Rural Students Talent Search Examination is conducted every year in the month of September, to avail benefits offered by the Government to the students in rural areas and to enhance their skills and to promote them.

The Students from rural areas who are studying in IX standard during the academic year, and whose parental income do not exceed Rs.1 Lakh are eligible to appear for the Examination.

50 Girls and 50 Boys are selected from each district and a scholarship of Rs.1000/- per annum, is granted for a continuous period of four years.

No. of candidates appeared for TRUSTS exam from 2011 to 2014.

Year / Month	No. of Candidates	
	Appeared	Passed
2011 September	39,520	3,100
2012 September	28,593	3,100
2013 September	36,876	3,100
2014 September	To be held on November 2014	

5.12. National Talent Search Examination (NTSE)

The Department acts as a Nodal Agency for National Council for Educational Research and Training, in conducting the National Talent Search Examination at Level I. Students, who are studying in X standard, in the State / Central Board Schools during the academic year, are eligible to appear for this examination. Level I examination was conducted on 24th November, 2013 for the academic year 2013-2014.

After the publication of results of Level I conducted by the Directorate, the Level II examination is conducted by the National Council for Educational Research and Training at National level followed by

interviews. This scheme provides scholarship to 40 candidates of Tamil Nadu every year. The selected students are awarded scholarship of Rs.500/- per month from XI standard to XII standard. From degree level to Ph.D level the scholarship will be paid at the U.G.C rates for a maximum period of 4 years. This scheme provides scholarship to passed candidates of Tamil Nadu each year and this number will be changed once in 3 years.

**No. of candidates appeared for NTSE
from 2011 to 2014.**

Year / Month	No. of Candidates		Final level conducted by NCERT
	Appeared	Passed	
2011 November	22,028	300 (1 st stage)	40
2012 November	21,687	269	40
2013 November	97,109	240	72
2014	To be conducted in November		

The above table shows that the number of candidates appeared during the year 2013 increased due to propaganda and awareness created among the student communities and Headmasters of school through DEOs and CEOs and a system of sending application through online by the candidates which was an easy task to apply for this exam.

5.13. 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 will be selected based on the marks and rule of reservation.

Candidates who have passed VII standard from Central/State Government Schools / Government Aided Schools (55% of marks for other candidates, 50% of marks for SC/ST) and studying in VIII standard and whose parental income does not exceed Rs.2,50,000/- are eligible to appear for the examinations and the selected candidates will get a sum of Rs.6,000/- as scholarship per annum (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. The NMMS examinations has been delinked from the NTS examination from the year 2012 and is conducted during the month of December every year.

**No. of candidates appeared for
NMMS exam from 2011 to 2014.**

Year / Month	No. of Candidates	
	Appeared	Passed
2011 November	33,547	6,695
2012 November	60,346	6,695
2013 held in February 2014	1,49,070	6,695
2014	To be conducted in November	

The above table shows that the number of candidates appeared during the year 2013 has increased due to the awareness created between the

student communities and head masters of schools through DEOs and CEOs and a system of sending application through online by the candidates which was an easy task to apply for this exam.

5.14. Conduct of Union Public Service Commission / Staff Selection Commission Examinations

This Directorate acts as a Nodal Agency to conduct all Union Public Service Commission / Staff Selection Commission examinations at Chennai centre every year. The Civil Services Examination is the most prestigious one among them.

This Directorate also assists Teachers Recruitment Board in carrying out the confidential work of printing of question paper for the competitive examinations.

5.15. INNOVATIVE ACTIVITIES IN EXAMINATION DEPARTMENT

5.15.1. Opening of WEB SITE

A Web portal with the address "www.dge.tn.nic.in" is available and details such as time table, application form, fee for duplicate certificate and

certified copy of mark certificate (CCM) are also available for the benefit of the student community. Previous year question papers of X and XII Board Examinations and Model Question Papers for the X examinations, applications and instructions for candidates appearing for X science practical classes are also available in the website.

5.15.2. Introduction of declaration forms to ensure zero error mark certificates

To avoid corrections in the mark certificate, the newly designed declaration forms were sent to all schools. The head of the institutions were instructed that the candidates had to fill in the particulars asked for in the declaration form. Students, parents class teacher and the Headmaster had to recheck the particulars and put their signature in the declaration form. The Nominal rolls were prepared based on the declaration form. This has eliminated the mistakes in the preparation of mark certificates and has helped to issue a mark certificate with zero error.

5.15.3. Submission of all applications through Online

The private candidates applying for the examinations had been using manual applications which were supplied through various offices of the School Education Department. In order to avoid hardship to the candidates in getting the applications, the system of submitting “ONLINE” application has been introduced for the following examinations:

- 1) XII Board Examination
- 2) X Board Examination
- 3) For Scanned copy of answer scripts of XII examination
- 4) Revaluation of answer scripts for XII examination
- 5) Retotalling of marks for XII examination
- 6) Retotalling of X marks
- 7) TRUST Examination
- 8) NTS Examination
- 9) NMMS Examination

5.15.4. Online entry and correction of Nominal roll.

From March 2014, online system was introduced using the user ID password provided to each and every school. The head of the institutions were asked to upload the entire student's data appearing for X and XII Standard Public Examinations, corrections if any were also carried out by the schools through online.

5.15.5. Introduction of top sheet with photograph of the candidate to avoid impersonation

In order to avoid the problem of impersonation in examination hall, a separate sheet called top sheet has been introduced with photograph and other required bio-data. This has not only completely eliminated impersonation of candidates but also the wrong entry of register number and the resultant withholding of result. The top sheet has been provided with 2D Barcode and perforation in the sheet to enable the directorate to detach the personal details of the students before the answer scripts are sent to the valuation centre. Hence the identity of the answer script is removed and secrecy

is maintained during valuation. The cost of stitching of to sheet with main booklet is Rs.1.48 crores.

5.15.6. Supply of question paper in 20 numbers in a sealed cover in order to avoid leakage of the question papers.

Till last year, question papers were sent to the examination centres in the denomination of 100, 50, 20, 10 in separate packets. These packets were opened at the examination centres and the question paper packets were distributed to the hall supervisors by the Chief Superintendent and Departmental Officer. In this method, there was a scope for leakage of question paper before the commencement of examination.

This procedure has been modified in 2014. The question papers were packed in separate covers containing 20 numbers and these sealed covers depending upon the number of halls in a examination centre were packed in a box and sealed. These boxes were sent to examination centers atleast one hour before the commencement of examination. The boxes were allowed to open by the Chief Superintendent and

Department Officer 20 minutes before the commencement of the examination. Each hall supervisor was supplied with one sealed cover containing the question paper. These sealed cover were opened by the hall supervisor in the examination hall 5 minutes before the commencement of the examination after obtaining signature from two students in that hall to ensure the seal of the cover is intact.

This new method has reduced the workload of the Chief Superintendent as well as the Departmental Officer in opening and distributing the question papers. Further, this procedure has prevented the leakage of question papers.

5.15.7. Downloading of hall tickets through online

For the Candidates appearing through schools for the X and XII Board Examination, no prescribe hall ticket format was not given by the Directorate. Hence, each school has designed their own hall tickets.

In order to distribute same type of hall ticket to all school students, the hall tickets were designed and prepared for all students by the Directorate. This hall ticket contains students name, register number, photo,

school studied and name of the examination center. And also dates of examination and subjects were also provided. Each school have to download the hall tickets for their students through online using their ID and password.

Private candidates were also asked to download their hall tickets using their application number and date of birth. This new method has made it easier for the private candidates students to obtain their hall tickets.

This procedure ensured uniform pattern of hall tickets for all the candidates.

5.15.8. Provision of Government Examination Centres in the nearest Government Schools to facilitate rural children to write the Examination without anxiety

Rural children have to travel long distance to write the X and XII Standard Public Examination. Inorder to reduce the journey time and distance more examination centres were provided in rural areas for the benefit of Government School children in far-flung rural areas on

the basis of available infrastructure to conduct the public examinations.

5.15.9. Appointment of Headmasters / Principals / Teachers of other schools as examination center personnel for all the examinations of X and XII Examination.

For each examination centre, one Chief Superintendent, Department Officer, Hall Supervisors, Clerk and Office Assistant are to be appointed for the smooth conduct of examination in that centre. Except 10 important subjects of 12th examination and Department Officer for all examinations, the other personnel were appointed mostly from the same school where the examination is the conducted. There is a tendency to help their own students by the examination personnel.

This procedure was changed in March 2014 examination and all the personnel for the examination centres have been appointed from other schools. This has brought in transparency in the conduct of examination.

5.15.10. Issue of main answer booklet with 40 pages for XII Examination and 32 pages for X Examination.

To avoid delay in distributing the additional answer sheets to the candidates and also to curtail the practice of exchanging of the written answer scripts, the number of pages in the main answer book has been increased to 40 and 32 pages for XII and X examinations respectively. This new method has substantially reduced the number of candidates who indulge in malpractices.

5.15.11. Mark entry with Barcode through barcode readers in valuation centres.

In valuation centres, manual mark sheets for the scripts valued on that day by the Assistant Examiner and the marks from this mark sheets were enter in to the computer by the data entry operator. This process was not only time consuming and also resulted in many errors.

In 2014, mark sheets with 2D Barcodes were attached with each answer scripts and marks posted on these sheets were fed in to the computer using barcode

reader. This new advanced method have replaced the earlier system of dummy numbers and eliminated manual interface thereby enhancing accuracy. A sum of Rs.58.56 lakhs was spent on the purchase of bar code readers. This method was welcomed by all the teachers who attended the valuation camps.

5.15.12. Provision of Government Examination Service centres

Since the directorate in the past had faced problems in registering the private candidates' application and issuing hall ticket for them, Government Examination Service centres were formed in all the educational districts to enable the candidates to submit their application with facility to take photograph and paying fees by cash. Besides examination fees, an additional amount of Rs.50/- per candidate was collected as additional fee. These centers are beneficial to the students from rural areas and has increase the number of candidates enrolled for the examination.

5.15.13. Transporting of answer scripts by private vehicles instead of Postal Department

Till March 2013, transporting of answer scripts bundles from examination centres to central valuation camps was done through Postal Department. The department came across a number of incidents like damage and disappearances of answer scripts during transportation.

Before the examinations the departmental officers have to carry the question paper bundles from the custodian centers to examination centers by their own mode of transport. It caused many hardships to them.

Hence, from March 2014, the department has taken up the responsibility of transporting the question paper bundles from custodian points to examination centres and collecting answer script bundles from examination centres to the valuation centres by providing vehicles to all the centres. Rs. 3.84 crore was sanctioned for providing vehicles to all the examination centres. This has totally avoided untoward incidents.

5.15.14. Digitization of Examination Records

Conversion of Tabulated Mark Register (TMR) into electronic format has been in progress with an outlay of Rs.20/- lakhs allotted in 2010-2011 and Rs.10 lakhs allotted in 2012-2013 under Part II Scheme. Digitalization of TMR from October 1972 for X board examinations and from March 1978 for XII board examinations is being carried out by Electronic Corporation of Tamil Nadu. This will help in improving the online verification of mark certificates.

5.15.15. Steps taken to conduct the examination in an efficient manner:

In order to conduct the examinations in a fair and efficient manner, the District Collectors are empowered to monitor the examination centres and to take all measures to avert the tendencies of malpractice. The Professors of Anna University, Chennai, the Joint Directors and Deputy Directors under the control of the Department of School Education are deputed to the districts to have a watch and ward over the examination centres for the core examinations and to report then

and there about the smooth conduct of the examinations besides making surprise visit to the examination centres and custodian points. Apart from this, the Chief Educational Officers / District Educational Officers form flying squads and standing squads to monitor the examination centres to ensure smooth conduct of examinations.

5.15.16 Programmes Implemented under Part II Schemes 2013 – 2014

For the efficient administration and for the smooth conduct of examinations the following schemes were implemented.

1) Purchase of 2 Nos. High Definition Printers at a cost of Rs.3.40 lakhs.

Purchase of printer was essential to avoid the delay in the disposal of umpteen applications received for certified copies of mark sheets and for timely issuance of the certified copies of mark sheets and duplicate certificates.

2) Purchase of 3 Nos. Scanners

The department of Government Examinations has recently introduced online application procedure and as such the department is in need of procuring Scanners for sending communication to all the subordinate officers such as Chief Educational Officers / Regional Deputy Directors / District Educational Officers. These scanners were procured to facilitate faster and effective Communication.

3) Construction of own building

Construction of own building for the office of the Regional Deputy Director of Government Examinations, Cuddalore at cost of Rs.80 lakhs and construction work is in progress.

5.16. Budget

This directorate received a budgetary allocation of Rs.75,30,00,000/- during the year 2013-2014. Additionally an amount of Rs. 80,00,000/- was also sanctioned under Major Works for construction of

building for the office of Regional Deputy Director at Cuddalore.

The Director of Government Examinations under the able guidance of the Hon'ble Chief Minister has brought about many innovative changes to assist the students. The directorate will strive hard to bring about many more changes to improve the system further.

6. NON - FORMAL AND ADULT EDUCATION

6.1. Introduction

The Directorate of Non formal and Adult Education has been formed to make all Female illiterates in the age group of 15 and above to attain literacy. As per 2011 census the literacy rate of the State is 80.33% whereas the National literacy rate is 74.04%. In Tamil Nadu, male literacy rate is 86.81% and female literacy rate is 73.86%. Though Tamil Nadu literacy rate is higher than the national average, greater focus is required to increase the female literacy rate. The aim of this project i.e **Karkum Bharatham** is to achieve 100% literacy in Tamil Nadu.

6.2. Vision

Achieving 100% literacy in the State of Tamil Nadu.

6.3. Goals

- To create a literate environment and sustain a literate society
- To reduce the gender gap in the literacy rate.

- Priority is to be given to the Districts with low Female literacy rate.

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
- To reduce the gender gap in literacy rate to 10%.

6.4. STRATEGIES TO ACHIEVE THE GOAL

6.4.1 Karkum Bharatham

Karkum Bharatham is a new Adult Literacy Programme implemented by National Literacy Mission Authority as a part of the 11th Five Year Plan. This programme is implemented in 409 districts in India where the adult female literacy rate is below 50%. In Tamil Nadu, this scheme was initially implemented in five districts subsequently extended to two districts both

of which are bifurcated districts, hence at present it is operated in nine districts. Villupuram, Salem, Dharmapuri, Erode, Perambalur, Thiruvannamalai, Ariyalur, Tiruppur and Krishnagiri, where the female literacy is below 50%.

This programme is implemented at an estimated budget of 141.90 crores which is shared by Central and State (75:25) from the inception till date an amount of Rs.82 Crores has been spent for the successful implementation of programme.

Initially 17.46 lakh illiterates were identified in the seven districts which increased subsequently to 22.06 lakh illiterates with the increase in the number of districts from five to nine. As on date 17,93,393 illiterates have been made to achieve basic literacy.

Forty Adult Education centres have been upgraded as Model Adult Education centres with ICT facilities to enable the learners to learn with the help of computers.

6.4.2 Interpersonal Media Campaign (IMC)

There are 1330 Adult Education centres who have adopted the “Interpersonal Media Campaign”. In this campaign these 1330 Adult Education centres cover five important components.

1. Financial literacy.
2. Legal Literacy Duties, Rights of Entitlements.
3. Electoral Literacy.
4. Disaster Management and Civil Defense.
5. Offerings of Saakshar Bharat Programme.

6.4.3 Skill Development Training

In addition to Basic literacy, vocational skill training programmes are also organized.



Picture 10



Picture 11



Picture 12

Karkum Bharatham Class Room



Picture 13

The Skill development trainings has been conducted for 70,000 illiterates till date.

The skills imparted are:

- Artificial jewellery making
- Phenyl, soap oil and Soap powder making
- Candle and incense making
- Embroidery and sewing
- Making of soft Toys.

Many success stories have been documented as a part of the skill training. It has provided an opportunity to women not only to learn to read and write but also to attain economic independence.

6.5. Basic Literacy Assessment Test

National Literacy Mission Authority in Collaboration with National Institute of Open Schooling conducts Basic Literacy Assessment Test for the learners and issues certificates. So far 17,93,393 persons have been successfully in completing the given assessment test and have been given certificates.

6.6. National award

Tamil Nadu is the proud winner of two National Awards at the National level on “World Literacy Day” i.e. 8th September 2013, The President of India gave the prestigious award and shield to the respective district officials. The first one being Ariyalur District for district level and the second one being Kuppandampalayam village, Anthiyur block, Erode

District for village level for the best performance of Karkum Bharatham Scheme.

6.7 Budget

This directorate has received a budgetary provision of Rs.7.49 crore for the year 2014-2015.

The Hon’ble Chief Minister has devised many schemes to ensure that Tamil Nadu achieves 100% literacy within a short period of time. The main objective of Non formal and adult education is to ensure that the schemes devised are implemented successfully.

7. PUBLIC LIBRARIES

“The Public Library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision making and cultural development of individual and social groups”

– UNESCO Public Library Manifesto

7.1. Introduction

Public libraries play a vital role in dissemination of knowledge; Tamil Nadu is one of the best performing states in providing Library and information services. It is the vision of our Hon'ble Chief Minister to make Tamil Nadu a Knowledge Capital of India. In accordance with this vision, to ensure best reading facilities for the greatest number at the least cost, the Directorate of Public Libraries has taken significant steps to provide quality library and information services to the people of Tamil Nadu.

7.2. Mission

- Transforming Library movement as People's movement.
- Encouraging lifelong learning for individual development.
- Providing Libraries with adequate reading material and infrastructural facilities.
- Enhancing access for all sorts of Government and Community Information to the Public.
- Enriching Library Services with modern Information and Communication Technology.

7.3. Objectives

- To provide maximum reading at minimum cost.
- To open new libraries to cater to the increasing information needs.
- To procure quality resources for better services.
- To satisfy the information needs of the users of all age groups by providing effective library services.
- To digitise and preserve old and rare books.

7.4. Public Libraries in Tamil Nadu

Public Libraries were established in Tamil Nadu under the provision of the Tamil Nadu Public Libraries Act, 1948 with an aim to provide best reading for the greatest number at the least cost. The Directorate of Public Libraries was established in 1972 to improve the library services in the state. There are 4,370 Public Libraries of different categories in the state consisting of Connemara Public Library (State Central Library), 32 District Central Libraries, 1,925 Branch Libraries, 1,821 Village Libraries, 10 Mobile Libraries, 581 Part-time Libraries. Apart from these, Government aided libraries are also functioning in Tamil Nadu.

7.4.1 Connemara Public Library

Connemara Public Library, the State Central Library of Tamil Nadu was established in 1896. It is one of the four national depository libraries in India. Under the Delivery of Books (Newspapers and Periodicals) Act, 1954, it receives a copy of all books, newspapers and periodicals published in India free of cost. The library has 7.70 lakh books and 3,500 periodicals. This

library functions with many sections such as rare books, micro films, textbooks, reference, periodical, civil service study centre, Indian languages and children section. Nearly 3.90 lakh users have benefitted through this library in the year 2013–2014. This library also provides rare Tamil books which are digitised and preserved for public use.

All the activities of the Connemara Public Library have been computerised and library catalogue is made available online through the library website www.connemarapubliclibrarychennai.com.

7.4.2 Thanjavur Maharaja Serfoji's Saraswati Mahal Library

The Thanjavur Maharaja Serfoji's Saraswathi Mahal Library is one of the oldest libraries in India, which was started in the year 1535. Since 1918, this library has been under the control of the District Collector, Thanjavur. This treasure house of knowledge has approximately 46,000 manuscripts in Tamil, Telugu, Sanskrit, Marathi and English language. It contains a rare and valuable collection of

manuscripts, books, maps and paintings on all aspects of literature, art and culture. In the year 2013 – 2014, Government of Tamil Nadu increased the grant from Rs.40.00 Lakh to Rs.75.00 Lakh for the development of this library and welfare of the staff. Moreover, in the year 2013, a committee has been constituted under the leadership of Hon'ble School Education Minister to upgrade this library as international research library. This committee consists of the following members: Principal Secretary to Government School Education Department, District Collector & Director (i/c) Thanjavur Maharaja Serfojis Saraswathi Mahal Library, Thanjavur, and national level expert in various disciplines such as Conservation & manuscript Preservation, Library Development, Palm Leaf & Paper Conservation, Museum Development, Digitalisation and Languages such as Tamil, Sanskrit, Telugu, Marathi.

7.4.3 Maraimalai Adigal Library, Chennai

This Library is named after the legendary Tamil scholar and researcher Maraimalai Adigal which was started in 1958. This is one of the prominent libraries

which has renowned collection of rare books related to Tamil literature and culture. Now this library is functioning in the premises of Connemara Public Library, Chennai. The State Government provides Rs.1.00 lakh as grant every year for the maintenance of this library. More than 1,500 research scholars are using this library every year.

7.4.4 Dr.U.Ve.Swaminatha Iyer Library

This library was established in 1942 in reminiscence of the eminent Tamil Scholar and Researcher Dr.U.Ve.Swaminatha Iyer. This library has a significant collection of rare Tamil language books. It has 2,128 oriental manuscripts, 855 handwritten manuscripts and 28,500 ancient Tamil books which include 1,363 rare books published in the 19th century. The State Government provides Rs 4.71 lakh as grant every year for this library.

7.5. Library Grant

Training Programme at Nammakkal District



Picture 14

The Raja Rammohun Roy Library Foundation, Kolkata is rendering financial assistance of Rs.3.00 crore every year as matching grant for the improvement of library services. Tamil Nadu Government provides its share of matching grant of Rs.3.00 crore. Thus, a sum of Rs.6.00 crore is used for conducting seminars, training programmes, constructing new library building, creating children's section, purchasing new books and

other basic infrastructure development initiatives etc. From 2011-2012 to 2013-2014, a total matching grant of Rs.19.20 crore has been received and is being utilized for the development of libraries across the state.

7.6. ACHIEVEMENTS

7.6.1 Providing Laptops for 32 District Library Officers

The District Library Officers are performing the duties at the grassroots level dealing with the day-to-day activities of the public libraries. In order to enable them to perform routine duties efficiently and effectively laptops have been provided to 32 District Library Officers.

7.6.2 Children Section for the Differently-abled

(a) District Central Library, Coimbatore



Picture 15

Fostering inclusive library services to differently-abled children a separate section for these children has been setup in District Central Library, Coimbatore at the cost of Rs.50.00 lakh. This special section is furnished with audio books, braille books and all 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 (HSI), Learning Disabilities (LD), Cerebral Palsy (CP), and Autism Spectrum Disorders (ASD). It provides a good reading and learning environment with easy accessibility and adapted resources with sustainable development activities.

(b) State Resource Centre, Chennai



Picture 16

This library is specially designed at a cost of Rs.17.00 lakh to fulfil the educational needs of children

with various disabilities like visually impaired children, children with learning disability, cerebral, autism and other disorders. 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.

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 counselling 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. All children are attended and trained by experienced professionals in the respective fields. This Centre provides quality training, awareness, assessment, intervention, therapy programmes and education working in coordination with other related Central and State departments like National Institute for

Empowerment of Persons with Multiple Disabilities (NIEPMD), National Institute for the Visually Handicapped (NIVH), Artificial Limbs Manufacturing Corporation of India (ALIMCO), Directorate of Public Libraries and Directorate of Medical Services.

7.6.3 Establishment of Model Libraries in Tiruchirapalli, Coimbatore and Kancheepuram Districts



Picture 17

Tamil Nadu is the foremost state in providing public library services in the country. The growing technological environment urges the public libraries to make changes in its infrastructure and services.

Keeping this in mind, the government has upgraded district central libraries of Tiruchirapalli, Coimbatore and Kancheepuram as Model Libraries at a cost of Rs.50.00 lakh each. These model Libraries are equipped with computers, scanners, networking, and air conditioners.

7.6.4 Modernization of Children Section



Picture 18

To fulfill the noble vision of the Hon'ble Chief Minister "to transform every child into a valuable asset of the society", the Department of Public Libraries focuses more on the improvement of Children. All

District Central Libraries have a children section with an intent to enhance their creativity, increase the love for books and inculcate learning skills at an early phase of life and make them better social person. The Government has sanctioned Rs.20.00 lakh for the modernization of children sections functioning in District Central Libraries of Virudhunagar, Erode, Tiruchirapalli and Madurai. These Libraries have been modernized with computers, educational CDs, maps, globes, toys and other learning materials.

7.6.5 Opening of New Libraries & Upgradation of the existing Libraries

Taking into consideration of the increasing population and their information needs, the Directorate of Public Libraries takes steps to open new part-time libraries in the villages where the population exceeds 1000. From the year 2011-2012 to 2013-2014, 342 new part-time libraries were opened. Moreover, 256 part-time libraries were upgraded as Village Libraries and 256 Village Libraries were upgraded as branch

libraries and 356 Librarian Grade III and 1,157 Village Librarian posts were filled up.

7.7. ACTIVITIES

7.7.1 Library Infrastructure

Branch Library, Rasipuram, Namakkal District



Picture 19

There are 4,370 Public Libraries in Tamil Nadu. Among them, 305 libraries are functioning in the rented buildings. It is one of the visions of the Directorate of Public Libraries to make all the public libraries to function in their own buildings. To fulfil this vision, from 2011-2012 to 2013-2014, an expenditure of Rs.2.94 crore was incurred to construct new library

buildings and Rs.3.52 crore for renovation of Library buildings.

7.7.2 Computerization of Libraries

All District Central Libraries in Tamil Nadu have been computerized with the objective of transforming the State into a knowledge society by enhancing the efficiency of the library services.

7.7.3 Civil Services Study Centre



Picture 20

There is a steep increase in the number of young people who aspire for civil services examinations and other competitive examinations. Now Tamil Nadu Public Service Commission conducts many competitive examinations and provides employment opportunities to many young people.

In the larger interest of young people who face such competitive examinations, Civil Service Study Centres have been functioning in Connemara Public Library, District Central Libraries and 258 libraries located in Municipalities and small cities. In these centres, books, newspapers, and periodicals connected to these competitive examinations are procured and made available for the benefit of the young aspirants.

7.7.4 Reader's Forum

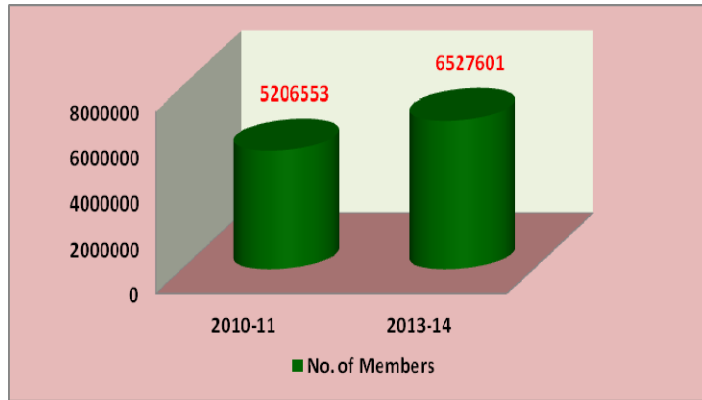
A Reader's forum is functioning in all the public libraries with the objective of making library movement as people's movement. This forum comprises readers of the library, educationist and local residents. The Reader's forum is helpful for conducting awareness

programmes like introduction of new books, conducting literary hours, debates, etc.

7.7.5 World Book Day Celebrations

World Book Day is celebrated on 23rd April of every year. In the year 2013, the Department of Public Libraries celebrated this event by conducting a special drive for enrolment of membership and patrons. Through this initiative, it has achieved enrolment of 5,06,689 new members and 21,731 patrons to the Public Libraries across the State. The membership has substantially increased from 52,06,553 in 2010-2011 to 65,27,601 in 2013-2014. In the year 2013-2014 alone, the membership has registered a remarkable increase of 10,12,136. The Readership has been significantly increased from 6,50,47,186 in 2010-2011 to 7,00,16,956 in 2013-2014. The following diagram shows the enhancement of Readership and membership from 2010-2011 to 2013-2014.

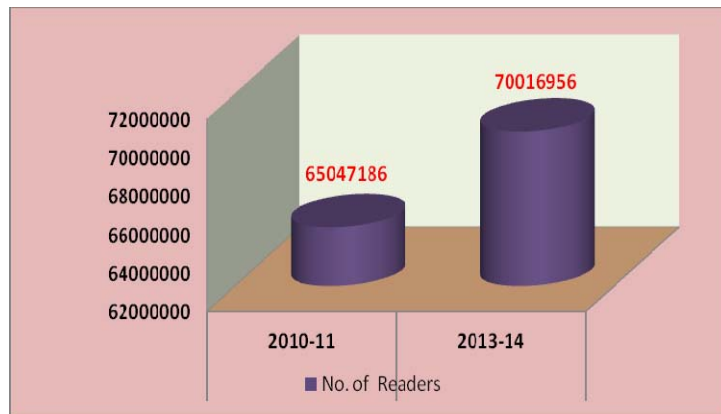
Increase in enrollment of Members in Library



Graph 28

Source: DPL

Increase of readers



Graph 29

Source: DPL

7.7.6 Donation from Patrons

The donors and patrons participate in the development of Public Libraries in Tamil Nadu. One can become a patron, great patron, donor of a public library by donating a sum of Rs.1,000, Rs.5,000, Rs.10,000 respectively. The donations are deposited in the banks and the interest accrued from this amount is utilized for subscribing dailies and periodicals for the libraries. 65,282 patrons have been enrolled all over the state.

7.7.7 Dr. S. R. Ranganthan award

Every year Dr.S.R.Ranganthan award is conferred to the librarians involving themselves with distinction in the developmental activities of the libraries linking the readers with books. In the year 2013-2014, 33 librarians were honoured with the silver medal and a cash prize of Rs.2,000 each.

7.7.8 Shield of Honour

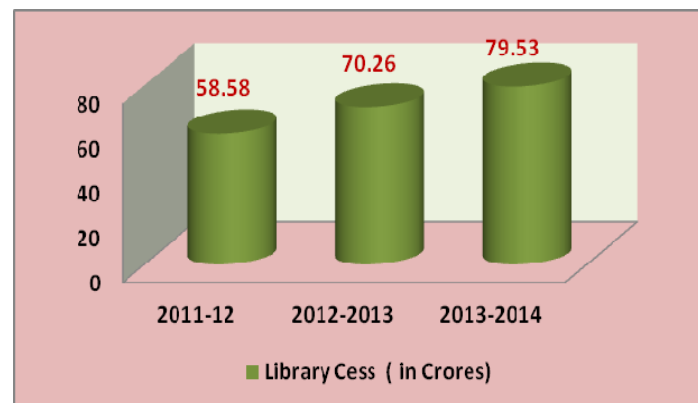
To encourage the service rendered by the libraries in converting the public library movement into people's movement by increasing the enrolment of

members and patrons, and donations for the libraries (free vacant sites, furniture, buildings etc.), the Shield of Honour has been given to the library concerned from the year 2012-2013. In the year 2013-2014, 12 libraries have been bestowed with this award.

7.8. Financial Resources

Library cess is the only source of income for the Libraries. As per section 12 (1)(a) of the Tamil Nadu Public Libraries Act, 1948, 10 paise per rupee is collected from the property tax levied by the local bodies such as corporation, municipalities, town panchayats, and village panchayats and the collected fund is given to the Local Library Authority. This fund is utilized for the development activities of the libraries such as purchase of books, newspaper and periodicals, construction of Library buildings and their maintenance, purchase of tools and plants, and the pay allowances of the employees.

Library Cess collection 2011-2012 to 2013-2014



Graph 30

Source: DPL

7.9. Procurement of Books

The Book Selection Committee selects books every year for public libraries. In the year 2012-2013 books were purchased at a cost of Rs. 21.02 crore. In the year 2013-2014, books have been purchased for the libraries at a cost of Rs.39.50 crore.

The Directorate of Public Libraries acts as an instrument in achieving Hon'ble Chief Minister's "Tamil Nadu Vision 2023 "to create knowledge society and valuable human resource by fulfilling the information needs of the people. The increasing needs of

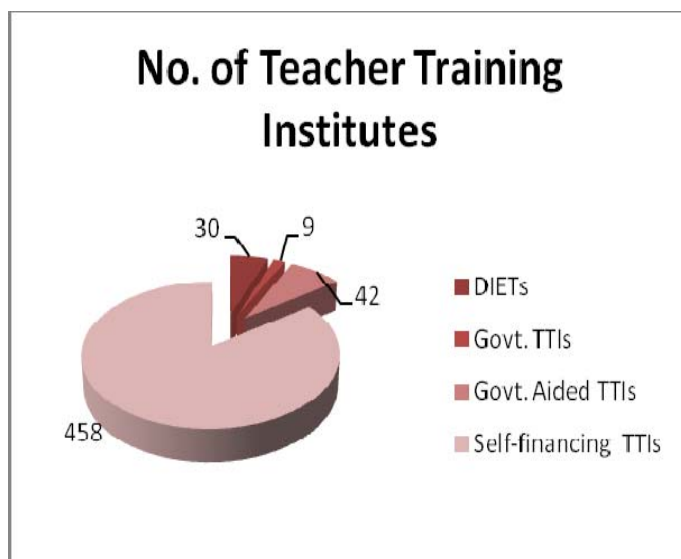
population and the growing Information Technology induce the Public Libraries to establish new libraries and implement latest techniques in the library services. With the inspirational guidance of Hon'ble Chief Minister, the public libraries are being transformed from 'Store House of Books' to 'Information Centres' .

8. STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

8.1 Introduction

The State Council of Educational Research and Training is the apex academic body implementing the State Government's progressive educational policies and reform initiatives to bring about lasting changes in the quality of instruction and learning in schools. It analyses emerging trends in pedagogic practices and incorporates them in the curriculum, syllabus and textbooks with the resource support of regional and national educational organizations such as Regional Institute of Education (RIE)-Mysore, Regional Institute of English South India (RIESI), Bangalore, National Council of Educational Research and Training (NCERT) and National University of Educational Planning and Administration (NUEPA). In addition, it has forged linkages with various educational NGOs and Universities. In coordination with various stakeholders, SCERT conducts State-level and National-level educational surveys and researches.

There are 30 District Institutes of Education and Training (DIETs), 9 Government Teacher Training Institutes (TTIs), 42 Government Aided TTIs and 458 Self-Financing TTIs. In DIETs and 9 GTTIs, 722 teaching faculty members and 420 non-teaching staff are in position.



Graph 31

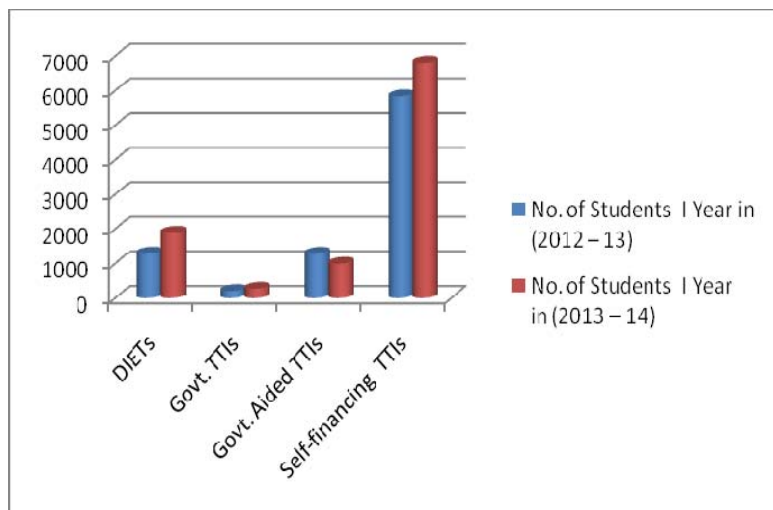
Source: SCERT

Number of Students Studying in Teacher Training Institutes

Sl. No.	Types of Institutions	No. of Institutes	No. of Students in I Year (2012 – 13)	No. of Students in I Year (2013 – 14)
1	DIETs	30	1286	1890
2	Govt. TTIs	9	203	268
3	Govt. Aided TTIs	42	1282	997
4	Self-financing TTIs	458	5837	6816
	Total	539	8608	9971

As compared to the academic year 2012-2013, there has been an increase in the enrolment of students in the Diploma in Elementary Education in DIETs, Government Teacher Training Institutes and Private Teacher Training Institutes in 2013-2014.

Enrolment in Diploma in Elementary Education



Graph 32

Source: SCERT

8.2. Vision

To conceptualise, plan and ensure delivery of quality education to all children from pre-school to XII standard through framing of state-relevant curriculum, syllabus design, textbook preparation, learning assessment with learner-friendliness and professional development of teachers through pre-service and

in-service programmes, research and innovation, dissemination and extension services.

8.3. Objectives of SCERT

- To design curriculum and syllabus for Elementary, Secondary and Higher Secondary classes based on the recommendations of National Curriculum Framework 2005.
- To develop the textbooks based on the approved syllabus.
- To introduce child-centric education with an attempt to link it with life outside school.
- To facilitate schools to develop a conducive learning environment for all types of learners.
- To develop training manuals for all teacher development programmes of SCERT and to impart training to teachers at Elementary, Secondary and Higher Secondary level.
- To coordinate with Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Directorate of Elementary Education (DEE) and Directorate of School Education

(DSE) to design need-specific training programmes, prepare insightful training manuals and impart effective training to all the stakeholders of education

- To work in close association with United Nations International Children's Emergency Fund (UNICEF) and NGOs to address serious social issues which influence the lives of children
- To enhance life skills of teachers and the students with the funding support from Tamil Nadu State AIDS Control Society (TANSACS)
- To implement and monitor various training programmes at State, District and Block levels.
- To increase the institutional capacity to conduct Educational Research such as Action Research and Research projects to address learning problems of students at various levels.
- To collect innovative classroom practices of resourceful teachers and disseminate the same to ensure continuous professional development of teachers

- To carry out specific surveys and projects in collaboration with RMSA and SSA
- To network with Higher Education Institutions to introduce new ideas in school and teacher Education.
- To promote early childhood education, through need-based training for quality enhancement.
- To identify, support and nurture talented students for taking State Talent Search Tests.
- To ensure successful implementation of the various initiatives taken by the Government in relation to improvement and enhancement of Elementary, Secondary and Higher Secondary Education.
- To design specific strategies for inclusive education to address issues of children with special needs and enhance the opportunities of employability of such children.
- To interact with National and International Organizations such as NCERT, UNICEF, NUEPA and various State Governments to

address the quality issues pertaining to education.

- To carry out evaluation of the various educational programmes conducted in the State and make recommendations on policy interventions to be taken by the State with the aim to place Tamil Nadu as *numero uno* State in the country.

8.4. Achievements of SCERT

The Hon'ble Chief Minister ordered upgradation of DTERT to SCERT in 2012, after which a number of educational reforms have been introduced by the Government of Tamil Nadu. These reforms are aimed at encouraging students to involve themselves in educational pursuit with enhanced motivation.

In pursuance of the announcement of the Hon'ble Chief Minister with regard to radical educational reforms, three committees for developing Tamil Nadu School Curriculum Framework, revising syllabus for Higher Secondary course and introducing examination reforms have been constituted.

8.4.1 Introduction of Trimester Pattern for Standard IX

The Hon'ble Chief Minister of Tamil Nadu has announced that the Trimester Pattern of Education would be introduced in Tamil Nadu from standards I to IX in order to reduce the academic burden of students. Hence, the Trimester Pattern was implemented for standards I to VIII in 2012-2013. This Trimester Pattern was extended to standard IX in 2013-2014. In connection with this, SCERT organised a series of workshops to prepare the term books for Standard IX. Similarly, the trimester books of I to VIII were reviewed and appropriate assessment activities were incorporated to implement CCE effectively.

8.4.2 Introduction of Continuous and Comprehensive Evaluation (CCE) Methodology in IX Standard

As per the announcement of the Hon'ble Chief Minister of Tamil Nadu, a paradigm shift in evaluation procedure, CCE was adopted for the Standards I to VIII

in 2012-2013. In 2013-2014, the Government of Tamil Nadu extended the CCE to Standard IX. The CCE manuals for primary, upper primary and secondary levels were prepared and training was given to all stakeholders on CCE.

8.4.3 Development of Tamil Nadu School Curriculum Framework

SCERT is in the process of preparing the Tamil Nadu School Curriculum Framework keeping in view, the National Curriculum Framework, 2005 and the Vision 2023 document of the Hon'ble Chief Minister of Tamil Nadu. It accommodates the specific learning needs of the children in compliance with the provisions of Tamil Nadu Right of Children to Free and Compulsory Education Act 2009 and Rules 2011. The draft curriculum is being reviewed by the State.

8.4.4 Revision of Syllabus and Development of Textbooks (XI & XII)

The Higher Secondary Syllabus revision committee was constituted and twenty four subject-wise

sub-committees were formed. The draft syllabus was prepared in the light of NCF (2005). It was approved by the Common Board of School Education and Expert committee. The draft syllabus is now under the consideration of the Government.

8.4.5 Examination Reforms

The Examination Reforms committee reviewed the existing rules, procedures, practices in the conduct and administration of the examinations at the school level in the State of Tamil Nadu. After a series of discussions, the committee made 41 recommendations including the enactment of Examination bylaw.

8.4.6 Inclusion of Content on Cyber Safety and Casteless Society in Textbooks

In compliance with Hon'ble Chief Minister's Announcement, SCERT has included concepts of casteless society in I term Tamil book in standard VI of 2013-2014 under the topic 'Pluralistic Society'. The concepts pertaining to cyber safety have been included in I term Tamil book of 2013-2014 in standard VII.

Besides, slogans of cyber safety awareness have been printed on the back wrapper of all Volume II textbooks from standards V to IX.

8.4.7 Formation of State Guidance and Counselling Cell

In order to provide Guidance and Counselling service to students studying in schools, the Government of Tamil Nadu constituted a Guidance and Counselling Cell in SCERT and established *Mobile Counselling centres*. The Government of Tamil Nadu have appointed ten mobile counsellors. SCERT has been entrusted with the responsibility of improving the capacity of guidance and counselling of the mobile counsellors. The Training Module for Guidance and Counselling has been prepared by an expert team.

8.4.8 Special Training for the Visually Impaired-Coaching for Teacher Eligibility Test (TET)

Hon'ble Chief Minister announced in the Tamil Nadu Legislative Assembly that a special TET would be conducted by the Teacher Recruitment Board to offer

teaching positions to the differently-abled qualified graduates. The State Government has allotted Rs.2 crore for this purpose.

Special coaching was organised by SCERT for the visually-impaired applicants through DIETs in all districts. 654 visually-impaired candidates have got trained in DIETs.

The participants have expressed their gratitude to the Hon'ble Chief Minister for having shown concern and organizing this need-based training. Those who qualify in this special TET would be appointed in the Government schools against the backlog and prospective vacancies.

8.4.9 Research Projects:

A State Research Project Committee has been constituted under SCERT with members drawn from Universities, Colleges of Teacher Education and DIETs. This Committee guides the selection of researchable issues, writing of Research proposals, tool development, tool validation and also reviews the report of the Research findings. 59 District-level Research

projects have been completed. Nine State-level projects have been taken up by academic faculty members of SCERT.

8.5. In-Service Training programmes

The SCERT provides academic support to attain the goals of quality in Universal Elementary and Secondary Education, by imparting in-service training to Head Masters and teachers of Primary, Middle, Secondary and Higher Secondary levels. As a joint venture, the SCERT along with SSA & RMSA designs training programmes every academic year for sustaining quality. In 2013-2014, the following training programmes have been conducted by the SCERT.

Training programmes organized by SCERT

- ❖ Training on Soft Skills and Administration to Headmasters
- ❖ Training on internal Supervision to Headmasters of Upper Primary Schools
- ❖ Content Enrichment Training to Post Graduate Teachers

- ❖ CCE Training for Teachers Handling Standard IX
- ❖ Refresher Training in CCE for Primary and Upper Primary Teachers
- ❖ Training on Map Reading Skills for Upper Primary Teachers
- ❖ Awareness Training Programme on the prevention of Child abuse.
- ❖ Life skill Education Programmes.
- ❖ Training on Preventing Anaemia and Iodine Deficiency among Adolescent Students by Developing Healthy Food Habits

Training Programmes organised by SCERT with SSA:

- ❖ Training on Simple Science Concepts through experiments / projects
- ❖ Training on Enhancing Reading, Writing and Basic Arithmetic Skills
- ❖ Training on Communicative English
- ❖ Training on Social Awareness and Cyber Safety

- ❖ Training on Developing Positive Discipline and Social Equity
- ❖ Training on Child Rights and Protection
- ❖ Training on Mitigating Examination Stress of Students at Secondary Level
- ❖ Capacity building of Faculty members
- ❖ Creative usage of Media for effective education
- ❖ Training on quality improvement for personal and organisational growth
- ❖ Workshop on Team Building
- ❖ Communication for Effective Leadership

The teaching competence of elementary teachers has substantially increased due to the cumulative impact of in-service training provided to 2 lakh teachers in 2013-2014.

8.5.1 Impact of the Training Programmes

The SCERT, being sensitive to the professional needs of school heads, district-level and block-level educational officers and practising teachers at various levels, in-service training programmes have been meticulously designed and delivered for ensuring the

continuous professional development of teachers and various stakeholders of education for the past three years. As a result of these consistent efforts, there has been remarkable improvement in the quality of class room process and academic supervision across the state.

The NCERT conducts National Achievement Survey to find out the health of the delivery of education programmes across the country. Such surveys reveal the status of learning achievement of children in the subjects surveyed. This enables each state to understand its comparative level of achievements and take remedial measures to improve the quality of learning in the respective states. The results of National Achievement Survey (2012-2013) evidence the dramatic increase in the performance of students in Math and Languages due to the concerted efforts of state level, district level and field level monitoring, supervision and professional support rendered by the SCERT and the DIETs.

Scoring / Subject	Language (out of 500)	Maths (out of 500)
National Average Score	257	252
Tamilnadu Score	274	271

The recent statistics published by NUEPA on Educational Development Index (EDI) of India has placed Tamil Nadu at number one position at the composite Elementary level among all States at the national level.

8.6. Proposed activities in 2014-2015

The SCERT has proposed to organize the following activities in the year 2014-2015 for enhancing professional competence of SCERT and school support system.

8.6.1 Development of Syllabus for Diploma in Elementary Teacher Education

The SCERT proposes to revise the syllabus of Diploma in Elementary Education in the light of NCFTE, 2009. There have been numerous changes in the teaching methodology and evaluation like Activity Based Learning (ABL), Active Learning Methodology

(ALM) and Continuous Comprehensive Evaluation (CCE) and Trimester Pattern. There has been a shift in the role of teachers from being a dispenser of information to becoming a facilitator of learning. The proposed syllabus has to provide opportunities to teacher educators and student-teachers to reflect on these changes during the process of teacher preparation. To realize this goal, a committee has been constituted for developing the syllabus for Diploma in Elementary Education.

8.6.2 Capacity Building Training Programmes for various stakeholders

In order to enhance the professionalism of monitoring officials, teacher educators, Headmasters and teachers from primary level to higher secondary level, following training programmes have been proposed to be organized separately by SCERT and in collaboration with SSA and RMSA.

1. Training on reading and writing skills in Languages at elementary level.

2. Training on developing arithmetic skills and the use of mathematics kit at elementary level.
3. Training on reinforcement of CCE in Simplified Activity Based Learning (SABL) at primary level.
4. Training on Developing Experimental and Project Skills in science at upper primary level.
5. Training on Child Psychology and Child Rights.
6. Training on managing Pre-adolescent children.
7. Training on simple Yoga and Indigenous games.
8. Training on school leadership and administration to Head Masters.
9. Training on constitutional values and cultural heritage.
10. Reinforcement training on RTE Act 2009.
11. Training on environmental awareness.
12. Refreshment training on content enrichment to Graduate Teachers.
13. Capacity building training for Post Graduate Teachers.
14. Training on Guidance and Counselling.

8.6.3 Establishment of Special Cells in SCERT

With the objective of designing activities for content enrichment, identification of classroom problems and undertaking researches on pedagogy, evaluation, Language Cell, Mathematics Cell, Science Cell, Social Science Cell and Research Cell will be established in the SCERT.

8.6.4 Establishment of BITEs in select districts

It is proposed to establish Block Institutes of Teacher Education (BITEs) in blocks where SC/ST population is dominant. This is done with a view to prepare adequate number of teachers representing the marginalized communities and to ensure social equity. BITEs will be established in 7 districts namely Cuddalore, Kancheepuram, Nagapattinam, Perambalur, The Nilgiris, Villupuram and Thiruvarur. A fund of Rs.13.65 Crore for civil works and Rs.1.40 Crores for equipment has been earmarked. Soon after the construction of BITEs, the State would appoint the required teaching and non teaching staff members. This would further enhance the opportunity of the

marginalized and disadvantaged sections of the society in joining the teaching force.

8.6.5 Reorganization of Academic structure of SCERT and DIETs

The Government of Tamil Nadu, after the upgradation of DTERT into SCERT, has enhanced the administrative capacity of SCERT with the sanction of two Joint Director posts. The State has also proposed to reorganize the academic structure of the SCERT and the DIETs similar to that of the NCERT. This would increase the human resources in the SCERT both in quantity and quality for bringing about changes in school education and teacher education in the State.

8.6.6 Research and Collaborative Action Research Studies

Researches by teacher educators and collaborative Action Research Studies by teacher educators and teachers would help the school education department to identify educational issues and find the remedial measures to be taken to solve them.

It has been proposed to encourage researchers to undertake research studies based on the problems faced by teachers in the classrooms.

8.7. Budget

Comparison of last three years Budget for SCERT

There has been consistent increase in the budget allotment for the SCERT in the last three years, after the upgradation.

Year	Total Budget (Rupees in Crore)
2011-2012	53.72
2012-2013	63.46
2013-2014	65.21

In the year 2014-2015, the SCERT and the DIETs will carry out various programmes and activities to enhance the quality in the schooling process across the State.

The SCERT shall endeavour to focus on the continuous professional development of teachers, teacher educators and educational officials to ensure consistent improvement in curriculum, syllabus, textbooks and quality instruction in schools.

9. TEACHERS RECRUITMENT BOARD

9.1 Introduction

The Teachers Recruitment Board was established in 1987 with the primary objective of recruiting teachers for Government Schools and Government Colleges. 1,37,056 Teachers and Assistant Professors have been recruited during the last twenty six years. In addition, Teachers Recruitment Board has been nominated as the Nodal Agency for conducting Teacher Eligibility Test by the Government. Subsequent to which it has conducted three Teacher Eligibility Tests for recruiting Secondary Grade teachers and Graduate Assistants. The Teachers Recruitment Board is in the process of recruiting 938 Secondary Grade Teachers, 13,777 Graduate Assistants, 842 Special Teachers, 2881 Post Graduate Assistants for School Education Department. 1093 Lecturers and Assistant Professors for Higher Education Department.

9.2. Objectives

The Teachers Recruitment Board aims consistently to upgrade and improvise systems and procedures to ensure recruitment of the best educator talent. In this direction the Board has made progress on the following:

- Computerization and networking of recruitment activities.
- Online applications and registration systems
- Automated Bank challan payment system.

9.3. Tamil Nadu Teacher Eligibility Test (TNET)

Teachers Recruitment Board is designated as the nodal agency for conducting Teacher Eligibility Test as per G.O.Ms.No.181, School Education (C2) Department, dated 15.11.2011.

Teachers Recruitment Board had conducted 2 tests namely, Tamil Nadu Teacher Eligibility Test and Supplementary Teacher Eligibility Test in the year 2012. 7,14,526 candidates had participated in the first test and 6,43,095 candidates had participated in the Supplementary test. The pass percentage was 0.34

and 2.99 respectively in main and supplementary TET Examination conducted in the Year 2012.

Teachers Recruitment Board conducted the third Tamil Nadu Teacher Eligibility Test in the year 2013, throughout the State. The overview of the same is as below:-

Sl.No	TET 2013	No. of Candidates Appeared	No. of Candidates Passed
1.	Paper I	2,62,187	12,596
2.	Paper II	4,00,311	16,922
Total		6,62,498	29,518

The Hon'ble Chief Minister in her reply to the Governor's Address in the floor of the assembly announced that a 5% relaxation will be given from the present 60% marks for passing the Tamil Nadu Teacher Eligibility Test. In continuation of the announcement, Government issued orders in G.O.Ms.No.25 School Education (TRB) Department, dated 06.02.2014 relaxing 5% marks from the present

pass mark of 60% and fixed the pass mark at 55% or 82 marks for candidates belonging to Scheduled Caste, Scheduled Tribes, Backward Classes, Backward Classes (Muslims), Most Backward Classes, De-notified Communities and Persons With Disability(PWD).

This relaxation was given to the candidates who had appeared in the TNTET held in 2013. Hence, 43,183 candidates additionally qualified in the TNTET, 2013.

Sl.No	TET 2013	No. of Candidates declared as Passed as per G.O.Ms.No.25
1.	Paper I	17,996
2.	Paper II	25,187
Total		43,183

The Teachers Recruitment Board has already completed the Certificate Verification for the 72,701(29,518+43,183) candidates who had been declared as qualified in the TNTET, 2013. The

Teachers Recruitment Board will be shortly notifying the vacancies for appointment of Secondary Grade Teachers and Graduate Assistants.

9.4. Special Teacher Eligibility Test for Persons with Disability

The Hon'ble Chief Minister announced a "Special Teacher Eligibility Test" for Visually Impaired persons and Persons with Disability. As per G.O.Ms.No.260 School Education (TRB) Department, dated 17.12.2013, Teachers Recruitment Board has conducted the test on 21.05.2014, throughout the State. 4,477 candidates appeared for the examination (1,180 Visually Impaired and 3,297 Orthopaedically disabled candidates) held on 21.05.2014. In the first instance, 264 Visually Impaired and 670 Orthopaedically disabled candidate have been declared as eligible in the Tamil Nadu Special Teacher Eligibility Test. The Certificate Verification for all the 934 candidates has already been completed.

9.5. Recruitment of Post Graduate Assistants

The Board conducted the written exam for the recruitment of Post Graduate Assistants on 21.07.2013. 1, 59,748 candidates appeared in the exam. However, only 841 Post Graduate Assistants for the subjects of Tamil, Zoology, Geography, Physical Education Director Grade I, Home Science and Bio-Chemistry have been selected. The process of selecting the remaining subject candidates is underway.

9.6. Transparency and Modernisation in Recruitment

The Recruitment process is substantially computerized at various levels to ensure transparency and accuracy. The Application Forms are scanned using the Optical Mark Recognition (OMR) Technology to extract the Applicant's Data within a short period of time. Further the answers of the Candidates on Optical Mark Recognition (OMR) Sheets are also scanned through dual technology platforms and the Results are prepared quickly and published immediately.

As and when a Candidate finishes writing any TRB Examination, a Carbon Copy of the Answer sheet is being issued for his / her reference.

The Question Setter's Key Answers are released in the TRB website and Responses from the Candidates are collected. If there are objections, the Key answers are put to scrutiny by Subject Experts and Final Key is prepared. Marks are awarded on the basis of the Final Key.

Starting this year special arrangements were made for candidates to visually verify their OMR answer sheet image and marks given on the computer systems installed by the Board.

Every Step in the Examination process and the results are released in the official Website of TRB <http://trb.tn.nic.in>, ensuring transparency for all candidates.

In the upcoming year 2014-2015 the Teachers Recruitment Board has plans to computerise its recruitment process and networking its activities. A new system will be piloted for receiving online

applications for recruitments and to speed-up examination related activities.

The Hon'ble Chief Minister has sanctioned 55,159 number of posts in the last three years in the interest of providing good quality education to the students studying in Government Schools. The Teachers Recruitment Board has been carrying out the recruitment process systematically and with speed and till date has recruited 35,516 teachers and will ensure that the balance 19,643 teachers will be recruited at the earliest and will be in place in the schools.

10. TAMILNADU TEXTBOOK AND EDUCATIONAL SERVICES CORPORATION

10.1. Introduction

The Tamilnadu Textbook Society was formed as a Society on 4th March 1970 and registered under the Societies Registration Act, 1860. It was renamed as Tamilnadu Textbook Corporation in 1993. The Corporation functions from its headquarters' in Chennai with 22 regional offices in the Districts.

The main objective of the Corporation is to print quality textbooks and to make them available on time, free of cost, to the students studying in Government and Government aided schools and at an affordable price to the students studying in self financing schools. At present, the Government is providing Educational kits such as Note books, Uniforms, School Bags, Crayons, Colour Pencils, Geometry Box, Footwear, Woollen Sweaters etc., free of cost to the students with the sole objective of increasing the enrolment of students, ensuring their retention in schools and providing quality education. These kits were being

procured by various Directorates of the School Education Department.

In order to ensure the timely provision of these no cost Educational kits to students, simultaneously ensuring good quality, the Hon'ble Chief Minister, under Rule 110 of Tamilnadu Legislative Assembly, announced on the floor of the Assembly that "henceforth the procurement of all these Educational kits shall be made by the Tamilnadu Textbook Corporation and it shall be re-designated as Tamilnadu Textbook and Educational Services Corporation". In pursuance of these announcement G.O.(Ms) No.178 / School Education (TRB) Department Dated : 06.09.2013, was issued and the Tamilnadu Textbook Corporation has been re-designated as Tamilnadu Textbook and Educational Services Corporation in 2013.

10.2 ACTIVITIES OF THE CORPORATION

10.2.1 Printing of Textbooks

The Hon'ble Chief Minister introduced Trimester pattern for standards I to VIII from the academic year 2012-2013 and extended it to IX standard from 2013-2014 as part of reforms in school education. The new system is meant to reduce the book load of students. As per the orders of the Hon'ble Chief Minister, the Textbooks, under this pattern, are appropriately divided into three volumes for the three terms.

The Tamilnadu Textbook and Educational Services Corporation has printed 6.90 crores textbooks for standards I to XII and distributed them free of cost to the students during the academic year 2013-2014. Moreover, 3.24 crores textbooks for all standards were printed and sold to the students of self-financing private schools at a reasonable price. Thus, during the academic year, 2013-2014, 10.14 crores textbooks were printed and distributed, which includes the textbooks printed in minority languages such as

Telugu, Urdu, Kannada and Malayalam and readers for Sanskrit and Arabic. This has benefitted 1,35,000 minority language students. The Government has spent a amount of Rs.214.72 crore for supply of textbooks to students studying in Government and Government aided schools.

10.2.2 Printing of Books for other departments

The Tamilnadu Textbook and Educational Services Corporation undertakes printing of guides, question bank, solution books, model question papers, Activity Based Learning (ABL) cards for other related Departments. In the academic year 2013-2014, the Corporation has printed the following books for other departments:

- 1.88 lakh guides for 10th and 12th standards for students studying in Adi-Dravida Welfare Schools.
- 1.39 lakh guides for 10th and 12th standards students studying in Backward Classes and Most Backward Classes Department.
- 7.03 lakh question banks for 10th and 12th standards for Parents Teachers Association.

- 7.45 lakh financial literacy books of National Stock Exchange for 8th, 9th, 11th and 12th standard students.
- 84,900 copies of ABL cards for 1st to 4th standard students under Sarva Shiksha Abhiyan (SSA)
- 93,000 source Books for D.T.Ed students of State Council of Educational Research and Training (SCERT)
- 3,14,158 Teacher Modulus under Sarva Shiksha Abhiyan (SSA)

10.2.3 Hon'ble Chief Minister's "Free Atlas Scheme"

The Hon'ble Chief Minister announced the distribution of free Atlas to all students in classes 6th to 10th in Government and Government Aided Schools. In pursuance of the Chief Minister's announcement, 11.85 lakh copies of Atlas in Tamil and English were procured and distributed to the students studying in 6th standard in Government and Government Aided Schools in the academic year 2013-2014 at a cost of Rs.3.50 crores.

10.2.4 Procurement and Distribution of Wall Maps

The Hon'ble Chief Minister of Tamil Nadu has instructed to display the wall maps of India, Tamil Nadu and respective District in the class rooms to enhance the knowledge of children. 4,47,500 copies of Wall Maps of India, Tamilnadu and 32 Districts of Tamilnadu will be procured and distributed to all Government and Government Aided Elementary, High and Higher Secondary schools in this academic year. The Government has spent an amount of Rs.11.56 crores for extending this benefit to the students.

10.2.5 Supply of Free Textbooks to Tamil Students of other States

The Tamilnadu Textbook and Educational Services Corporation is also supplying textbooks free of cost to Tamil students in other states such as Maharashtra, Delhi, Gujarat, Kerala and Andaman and Nicobar Islands under the orders of the Government.

10.2.6 Tamil Textbooks for CBSE Schools (Annual Edition)

The schools adopting CBSE syllabus use the Tamil Textbooks of Tamilnadu State Board. Based on request from these schools, single volume of Tamil Textbook (annual edition) incorporating the textbooks of three terms has been developed by SCERT and the same has been printed exclusively for CBSE schools. This annual edition of Tamil Textbook has been brought out for I to X standards. This will be reprinted and supplied to CBSE schools every year at reasonable price.

10.2.7 Messages printed on the Cover pages of Textbooks

Messages relating to 'environment preservation', rain water harvesting 'child protection', 'cyber safety' and 'personal hygiene' with relevant and appealing colourful pictures appear on the back cover pages of textbooks from I to IX standards. This is an effort towards creating awareness among school children about the importance of nature preservation, child's

rights and to inculcate personal hygiene in the formative years of their life.

10.2.8 Quality in Printing

The Textbooks are printed using latest printing technology namely Computer to Plate (CTP) in sheet-fed and web-offset in single and multicolour. The paper for printing of textbooks is purchased from the Tamilnadu Newsprint and Papers Limited (TNPL). The paper supplied by the TNPL is High-Tech Maplitho 80 GSM (Grams per square meter), possessing high brightness, strength, stiffness which are parameters of good quality paper. Good quality 200 GSM Board wrapper is also used for the textbooks. The printing of textbooks using TNPL supplied paper and strict quality control in printing of textbooks by the printers ensured by the technical personnel of the Corporation has resulted in production of good quality textbooks for students.

10.2.9 Timely Distribution

For the academic year 2013-2014, 5.34 crores of textbooks were printed and distributed to the students in May 2013. Likewise, 2.40 crores of II Term Textbooks and 2.40 crores of III Term Textbooks were printed and distributed to the students on time. The annual and trimester textbooks printed are sent to the 66 Nodal Centers in the State directly from the printing presses for distribution to the schools.

The sale copies of textbooks are sent to the 22 Regional Offices in the State and sold to the self-financing private schools. Besides, textbooks were sold to the 1097 approved retailers in the State for open market sales.

10.3. Text Books online

The textbooks published by the Tamilnadu Textbook Corporation are also made available on its website www.textbooksonline.tn.nic.in. This facility is a boon for the student community since they can download the textbooks at any time.

10.4. Printing of Textbooks – 2014-2015

For the academic year, 2014-2015, the Tamilnadu Textbook and Educational Services Corporation is planning to print 7.40 crores of textbooks for the three terms for standards I to IX and 67.76 lakhs of textbooks for X standard. For XI and XII standards, 2.06 crores of textbooks have been printed. The printing of textbooks for the I term for standard I –IX and the annual book for XI and XII standards was completed and distributed to the Nodal Centers before 25th May 2014.

The Tamilnadu Textbook and Educational Services Corporation with its network of printers and well-established logistic facilities has been catering to the needs of the students by supplying the textbooks to the students on time.

10.5. Procurement of Educational Items for the year 2014-2015

In pursuance of the announcement made by the Hon'ble Chief Minister to ensure quality and timely supply of various educational items to the students and

to enable the different Directorates of School Education Department to focus on educational activities for the students, the Tamilnadu Textbook and Educational Services Corporation has been entrusted with the responsibilities and task of procurement of the following Educational items which were undertaken so far by the different Directorates.

- School Bags
- Crayons
- Colour Pencils
- Geometry Box
- Footwear
- Woollen Sweaters
- Maths Kit
- Atlas
- Wall Maps

Technical, Financial and Evaluation Committees have been formed to prepare the tender documents, scrutinize, evaluate and finalize the tenders for the procurement of these kits. Tenders have already been invited for the same, have been finalised and supply orders have been issued for the timely procurement

and supply of these kits. Adequate inspection and sample testing mechanisms have also been put in place in order to ensure quality of the educational items.

The Tamil Nadu Textbook and Educational Services Corporation endeavours to supply quality textbooks and the educational kits to students of Government and Government Aided schools on time in pursuance of the orders issued by the Hon'ble Chief Minister.

K.C.Veeramani
Minister for School Education