

## POLICY NOTE 2015-2016

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## SCHOOL EDUCATION DEPARTMENT

### 1. POLICY

அறம்பொருள் இன்பமும் வீடும் பயக்கும்  
புறங்கடை நல்லிசையும் நாட்டும் – உறுங்கவலொன்று  
உற்றுழியும் கைகொடுக்கும் கல்வியின் ஊங்கில்லை  
சிற்றுயிர்க் குற்ற துணை

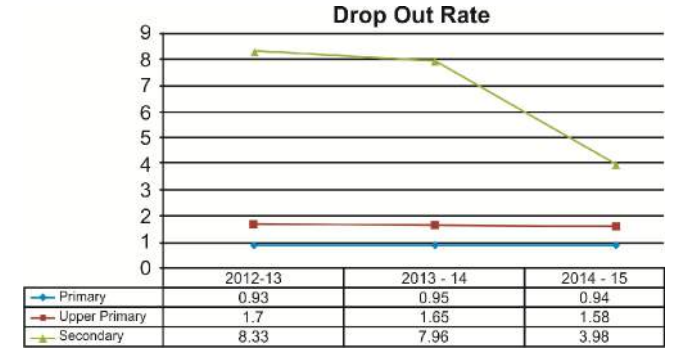
நீதிநெறி விளக்கம்

The Hon'ble Chief Minister of Tamil Nadu has given utmost importance for Education to children realising that it will help them to gain great heights not only nationally but also internationally. The fact that an amount of Rs.85,422.47 crores has been allotted in the five years commencing from 2011-12 to 2015-16 stands testimony to the same.

The Hon'ble Chief Minister has provided an opportunity to the children to access quality education which has resulted in an increase in the Net Enrolment Rate in the primary level from 99.63 in 2011-12 to 99.85 in 2014-15, in the upper primary level from 98.88 in 2011-12 to 99.10 in 2014-15 and in the secondary level from 91.49 in 2012-13 to 96.06 in 2014-15. Special focus has been given to the socially disadvantaged group particularly Scheduled Caste

whose Net Enrolment Rate stands 99.60 at the primary level, 99.12 at the upper primary level and 96.18 in the secondary level at the end of 2014-15. This has directly resulted in substantial decrease in the dropout rates.

Graph 1



Source: UDISE

In the past five years the Hon'ble Chief Minister has been tirelessly working to create policies to determine necessary interventions so as to improve the access, infrastructure, quality of education and learning outcomes of children. As a first step, the Government has announced special benefits to the children studying in Government and Government Aided schools which has resulted in increasing the enrolment in schools thereby reducing the dropouts.

Access has been provided by upgrading 402 high schools to higher secondary schools, 810 middle schools to high schools and 107 primary schools to middle schools and starting of 182 new primary schools thereby giving an opportunity to the children in the nearby habitations to educate themselves.

Understanding the need to provide requisite infrastructure to the schools an amount of Rs.2798.21 crores has been spent for providing school buildings, additional class rooms, toilet, drinking water facilities, compound wall, kitchen sheds, special infrastructure facilities for differently abled etc.

In the last four years, the Government has sanctioned 76,338 posts of teachers out of which 17,356 posts were filled by promotion and 55,487 posts were filled by direct recruitment. In all a total number 72,843 teacher posts have been filled in the Government Schools. It is pertinent to mention here, that 2% vacancy was earmarked for the visually impaired in direct recruitment, which was 369, of which 312 vacancies have been filled up. Keeping in mind the importance of having non teaching staff in

the Government schools 14,711 non teaching staff have been appointed in the Government schools in the past four years.

The Government has allocated an amount of Rs.12,474.87 crores from 2011-12 to 2015-16 to provide four sets of uniform, woollen sweaters for children studying in hilly areas, laptop, special cash incentive to reduce dropouts, school bag, geometry box, footwear, colour pencils, crayons, atlas, textbooks, notebooks, cycle, bus pass, noon meal and financial assistance to children who have lost their bread winning parents.

The Right of Children to Free and Compulsory Education Act, 2009 has been implemented in the State in its true spirit by providing access, infrastructure and all other facilities to ensure 100% enrolment of students. Special focus has been given by the Government to ensure admission of children belonging to weaker sections and disadvantaged groups in the private schools under the 25% reservation. In the year 2013-14, 49,864 students were admitted and in the year 2014-15, 86,729

students were admitted. An amount of Rs.97.05 crores had to be reimbursed to the private schools for the 1,36,593 students. As the Government of India was not willing to reimburse the claim made by the State Government, the Hon'ble Chief Minister was gracious to sanction the entire amount of Rs.97.05 crores from the State Budget so as to ensure continuation for the children admitted under this category. Due to the efforts of the State Government, in the year 2015-16, as of 31.07.2015 80,450 children have been admitted under the 25% reservation in private schools.

The Hon'ble Chief Minister has laid importance for providing toilets exclusively for boys and girls in the Government schools. A complete survey was taken up by the School Education Department in coordination with Rural Development and Panchayat Raj Department in 2011-12 for arriving at the gap. In the last four years priority has been given for construction of separate toilets for girls, common toilets and toilets for children with special needs. This has resulted in providing of 15,059 toilets for girls,

6,822 common toilets and 7,547 toilets for children with special needs. Further 10,776 dysfunctional toilets has been made functional. The Hon'ble Chief Minister for the first time has announced a special scheme for taking up maintenance of the toilets in Government schools. The Rural Development & Panchayat Raj Department and the Municipal Administration & Water Supplies Department have been entrusted with the responsibility of maintaining the toilets in the schools.

The efforts taken by the Hon'ble Chief Minister has been lauded by the visiting Mission from Government of India, to quote a few,

**i) Appreciation Note by 20<sup>th</sup> Joint Review Mission Report, 2014.**

“Tamil Nadu stands at the forefront in the delivery of educational services. This is likely to be a result of strong effort by the States leadership to ensure a coordinated and evidence based response to challenges faced in the educational system.

The initiatives implemented by the State have shown tremendous success in increasing access to education for all children.

Thus not surprisingly Tamil Nadu was a homogeneously high performer for all subjects in Class 3, continued to outperform most states in all subjects in Class 5.”

**ii) Appreciation Note by Appraisal Report of Annual work Plan & Budget(AWP&B) 2013-14, MHRD, Government of India.**

“The Gross Enrolment Ratio (GER) in Secondary Classes (IX and X) of the State is at 107.40 & Net Enrolment Ratio (NCER) is at 94.71 which is the highest in the Country. The GPI (Gender Parity Index) is also good. The State Government has taken the initiative to carry out gap funding (Rate based on the SSOR & the unit cost approved by RMSA) for constructions of civil works approved previously on a fixed cost norm by

mobilizing financial resources from within the State.”

“It is highly appreciated that the target setting exercise in the AWP & B follow a scientific method. This is the first state which has developed three alternative path/trajectory of development of secondary education in the state”

The Hon’ble Chief Minister with the noble intention of utilizing the technological development for the benefit of student community has introduced teaching learning process through audio visual animated CDs for students of class X. This has helped the students to excel in their examination. As a result of the initiatives taken by the Hon’ble Chief Minister the pass percentage of the students in Class X which stood at 85.30% in the year 2011 has increased to 90.70% in 2014 and further increased to 92.90% in 2015. Similarly in Class XII the pass percentage which stood at 85.90% in the year 2011 has increased to 90.60% in 2015. For the first time in the history of Tamil Nadu, in the year 2013-14 top three ranks have

been secured by 6 students of Class X from Government and Municipal schools. In the year 2014-15 also 19 students of Class X from Government schools have secured first three ranks.

The Department of School Education under the able leadership and guidance of the Hon'ble Chief Minister has set high standards to provide quality education to all the children in the State and strives hard to make Tamil Nadu the number one State in the Nation.

## II. FINANCIAL OUTLAY

The outlay for School Education in 2015-2016 in Demand No.43 is Rs.20936.50 crores. Of this Rs. 5135.80 crores is under Plan Schemes.

Budget Estimate 2015-2016				
		(Rupees in Lakhs)		
	Head of Account	Plan	Non-plan	Total
Revenue Section				
2051	Public Service Commission	--	263.57	263.57
2059	Public Works	--	4044.00	4044.00
2202	General Education			
	01 Elementary Education	267217.44	756291.55	1023508.99
	02 Secondary Education	182697.85	809250.95	991948.80
	04 Adult Education	600.00	122.37	722.37
	05 Language Development	2.52	1256.81	1259.33
	<b>Total - General Education</b>	<b>450517.81</b>	<b>1566921.68</b>	<b>2017439.49</b>
2204	Sports and Youth Services	514.56	176.81	691.37
2205	Art and Culture	0.02	7681.27	7681.29
2225	Welfare of SC & ST and Other Backward Classes	19273.10	41.52	19314.62
2235	Social Security and Welfare	--	240.81	240.81
2251	Secretariat-Social Services	--	594.91	594.91
	<b>Revenue Section Total</b>	<b>470305.49</b>	<b>1579964.57</b>	<b>2050270.06</b>
Capital Section				
4202	Capital Outlay	43274.95	--	43274.95
	<b>Capital Section Total</b>	<b>43274.95</b>	<b>--</b>	<b>43274.95</b>
Loan Section				
7610	Loans to Government Servants	--	4.91	4.91
7615	Miscellaneous Loans	--	0.49	0.49
	<b>Loan Section Total</b>	<b>--</b>	<b>5.40</b>	<b>5.40</b>
	<b>Grand Total</b>	<b>513580.44</b>	<b>1579969.97</b>	<b>2093550.41</b>
	ADD – Recoveries (Under Revenue Section)			100.00
	<b>Grand Total for Demand No. 43</b>			<b>2093650.41</b>



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

<b>Sl. No.</b>	<b>Schemes</b>	<b>Amount (Rs.in lakhs)</b>
1	Enhancing the quality of Vocational Education - A baseline study	23.25
2	Bio-digest toilet in 18 Model schools as a pilot	21.78
3	Tamil Nadu Excels - To conduct coaching classes for students in secondary and Higher secondary level as a pilot in 5 districts viz. Thiruvannamalai, Vellore, Cuddalore, Tiruvallur, Vilupuram	118.92
	<b>Total</b>	<b>163.95</b>

**III. POLICIES AND WELFARE SCHEMES  
1. WELFARE SCHEMES**

**1 Introduction**

The Hon'ble Chief Minister with a noble intention of imparting free and compulsory education to all children and to encourage them to complete their schooling has announced novel schemes for the welfare of children which are being implemented from 2011-12 onwards.

**1.1 Supply of Laptops**

The students in Standard XII are provided with laptops to enable them to pursue Professional Courses/ Higher Education by making optimum utilization of digital technology, web-resources and audio-video educational CDs.

The details of the students benefitted and the financial outlay is given below:

<b>Year</b>	<b>Students benefitted (In Lakhs)</b>	<b>Amount allotted (Rs. in crores)</b>
2011-12	5.31	739.78
2012-13	5.35	898.00
2013-14	5.50	925.01
2014-15	5.40	1080.00

This scheme will be implemented during the academic year 2015-16 also at a cost of Rs.1080 Crores.

### 1.2 Special Cash Incentive to reduce dropouts

The Government of Tamil Nadu is very particular that no student should dropout or discontinue his / her education because of economic constraints in the family. The Hon'ble Chief Minister has introduced the *Special Cash Incentive Scheme to reduce dropout* at secondary level from the academic year 2011-12. An amount of Rs.1500 to students studying in 10th & 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.

The details of the students benefitted and financial outlay is given below:-

Year	Students benefitted (In Lakhs)	Amount allotted (Rs. in crore)
2011-12	19.10	313.53
2012-13	21.52	353.56
2013-14	23.21	381.00
2014-15	24.76	381.00

This scheme will be implemented in the year 2015-16 at a cost of Rs. 381 crores.

### 1.3. Supply of Four Sets of Uniforms

The students in Government and Government-aided schools in the state are provided four sets of school uniforms. The number of uniforms given to the children was increased from one set to two sets in 2011-2012 and to four sets from 2012-2013.

The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted (In lakhs)	Amount allotted (Rs. in crores)
2011-12	46.88	196.19
2012-13	47.07	329.88
2013-14	53.54	353.22
2014-15	46.29	409.30

This scheme will be implemented in the year 2015-16 at a cost of Rs. 409.30 crores.

#### 1.4. Supply of Woollen Sweaters

Students in hilly areas who are enrolled in the Noon Meal Programme are provided with woollen sweaters.

The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted (In lakhs)	Amount allotted (Rs. in crores)
2013-14	1.03	4.12
2014-15	1.03	3.71

This scheme will be implemented in the year 2015-16 at a cost of Rs. 3.72 crores.

#### 1.5. Supply of Textbooks

The textbooks are being provided to the students studying in class I to XII. After the introduction of CCE and Trimester in the year 2012-2013, textbooks have been distributed for Term I, Term II, Term III for students in standards I to IX. Books for the entire course period were distributed for students in standards X, XI and XII. The books are being distributed to the students on the re-opening day of each academic year/term.

The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted (In lakhs)	Amount allotted (Rs. in crores)
2011-12	69.25	49.34
2012-13	92.00	206.04
2013-14	97.70	214.72
2014-15	111.29	264.35

This scheme will be implemented in the year 2015-16 at a cost of Rs.264.34 crores.

#### 1.6. Supply of Notebooks

The State Government distributed cost free notebooks to students from the year 2012-13.

The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted (In lakhs)	Amount allotted (Rs. in crores)
2012-13	81.02	102.69
2013-14	86.71	110.96
2014-15	77.66	106.45

This scheme will be continued in 2015-16 at a cost of Rs.106.44 crores.

## 1.7 Supply of Educational Kits

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

### [a] Atlas

Atlas were distributed to students in VI to X standard. The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted (In lakhs)	Amount allotted (Rs. in crores)
2012-13	46.00	14.27
2013-14	9.67	2.85
2014-15	9.39	3.01

This scheme will be implemented in the year 2015-16 at a cost of Rs.3 crores.

### [b] School Bags

School bags were distributed to students in I to XII standard. The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted (In lakhs)	Amount allotted (Rs. in crores)
2012-13	92.00	127.78
2013-14	13.00	19.79
2014-15	90.78	120.71

This scheme will be implemented in the year 2015-16 at a cost of Rs.120.71 crores.

### [c] Crayons/Colour Pencils

Crayons/Colour Pencils were provided to students in I & V. The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted ( In lakhs)	Amount allotted (Rs. in crores)
2012-13	31.45	5.17
2013-14	32.46	5.90
2014-15	31.45	6.47

This scheme will be implemented for the year 2015-16 at a cost of Rs. 6.49 crores.

### [d] Geometry Boxes

Geometry Boxes were supplied to all standards from VI to X students of Government and Government-aided schools in the State. The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted (In lakhs)	Amount allotted (Rs. in crores)
2012-13	46.00	16.37
2013-14	9.68	3.87
2014-15	9.39	3.75

This scheme will be implemented for the year 2015-16 at a cost of Rs.3.76 crores.

### 1.8. Supply of Footwear

From the year 2012-13 the Hon'ble Chief Minister announced supply of cost-free Footwear to prevent infection to barefooted students.

The details of the students benefitted and the financial outlay is given below:

Year	Students benefitted ( In lakhs)	Amount allotted (Rs. in crores)
2012-13	78.82	104.15
2013-14	6.10	8.47
2014-15	77.66	120.07

This scheme will be implemented for the year 2015-16 at a cost of Rs.120.07 crores.

### 1.9. Supply of Bi-cycle

The Government of Tamil Nadu distributes bi-cycles to all students in standard XI. The details of the

students benefitted and the financial outlay is given below:

Year	Students benefitted ( In lakhs)	Amount allotted (Rs. in crores)
2011-12	6.22	179.21
2012-13	6.31	194.20
2013-14	6.30	200.98
2014-15	6.30	216.04

This scheme will be implemented in the year 2015-16 at a cost of Rs.219.50 crores.

### 1.10. Puratchi Thalaivar MGR Nutritious Meal Programme

The students who are studying in standards I to X have been provided with Free Noon Meal under Puratchi Thalaivar MGR Nutritious Meal Programme.

The details of the students benefitted is given below:

Year	Students benefitted ( In lakhs)
2011-12	46.88
2012-13	48.63
2013-14	53.40
2014-15	46.29

This scheme is being implemented in the year 2015-16 also.

### **1.11 Bus Passes**

Bus Passes are being given to the students from Standard I to XII studying in all schools to enable them to access school. The details of the students benefitted is given below:

Year	Students benefitted ( In lakhs)
2011-12	14.02
2012-13	14.02
2013-14	19.84
2014-15	20.57

This scheme will be implemented in the year 2015-16 also.

### **1.12 Financial Assistance for students who have lost their bread-winning parents**

The 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 unforeseen circumstances. The affected students, studying in

standards I to XII of Government and Government-aided Schools were given Rs.50,000/- as assistance. The Hon'ble Chief Minister has increased the financial assistance from Rs.50,000/- to Rs.75,000/- from the year 2014-15. The amount will be deposited in the name of the student in a Public Sector undertaking.

### **1.13 Registration for Employment**

For the first time in the history of School Education Department, the students of standard X & XII have been given the opportunity to get their certificates registered with Employment Exchange in the school itself. Employment registration cards are issued to the students along with their mark sheets and the transfer certificate in the schools. This automatic registration ensures 100% registration of students who complete Secondary/ Higher Secondary education.

This scheme will be implemented in the year 2015-16 also.

### **1.14 Issue of Community / Resident / Income Certificate**

As announced by the Hon'ble Chief Minister Community, Income and Residential certificates are being issued to students in schools itself by the Tahsildar of respective taluks through the Headmasters of concerned schools from the year 2012-2013 onwards.

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

### **2.1 Path towards "Vision 2023"**

Education should make one think intensely, creatively and critically. The seed for thinking should be sown at the right time. Elementary education is the most critical phase in the life of a child as the mind is a clean slate and can imbibe new ideas which will lead to future goals and achievements. Consequently, the Government of Tamil Nadu has put in strenuous efforts to provide quality elementary education by introducing innovative methodologies and implementing multiple welfare schemes.

The Government of Tamil Nadu has resolved to provide equal opportunities to all children of the State in the age group of 6 to 14 to access quality education and develop them without any discrimination on the grounds of their caste, religion and economic status. The Hon'ble Chief Minister of Tamil Nadu envisions in the Vision 2023 that Tamil Nadu will be made 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 vision of the Government of Tamil Nadu is to bring about 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. 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 keywords of the education policy of Elementary Education are Quality, Efficiency, Equity, Culture and Internationalization. The Directorate of Elementary Education in convergence with Sarva Shiksha Abhiyan aims at developing the skills needed to improve the capabilities of all children through provision of community owned quality education in a mission mode.

## **2.2. Objectives**

- Ensuring cent percent enrolment.
- Ensuring cent percent retention of children enrolled in schools.
- Providing quality elementary education in all schools.
- Providing an inclusive environment in schools conducive to differently abled children, children from marginalised sections, and children hailing from difficult circumstances.
- Enriching the knowledge of the children in scholastic and co-scholastic disciplines.
- Improving the Listening, Speaking, Reading, Writing and Arithmetic skills of the children.
- Providing infrastructure facilities to promote quality education in all schools.
- Enrolling all out-of-school children especially children of migrant labourers, street children, dropouts etc., and mainstream them in regular schools.



The objective of elementary education is to support children's growth towards humanity and develop them into responsible citizens of society and to provide them with the knowledge and skills necessary for life. Elementary education also promotes civilization and equality in society and children's opportunities to learn by themselves and develop them into confident citizens. It provides opportunities for the students to develop life skills required to lead a qualitative life.

The following are the measures taken by the Sarva Shiksha Abhiyan and Directorate of Elementary Education towards providing “**Universal Elementary Education**”.

### **2.3. Access**

Universal Elementary Education (UEE) primarily requires provision of schools in or very near habitations such that all children can easily access the facilities. The RTE Act has laid down the principles of neighborhood norm, i.e., the distance within which every habitation should have a primary/upper primary school. In order to determine which habitations do not

fulfill these criteria and need to be provided with schooling facilities, a spatial tool such as Geographical Information System (GIS) is vital to aid decision making. The Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011 provides that a primary school can be established within a distance of 1 km, and upper primary school within 3 kms.

Access to universal elementary education is provided by means of :

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

#### **2.3.1. GIS Mapping**

GIS mapping is essential to arrive at a clear picture of availability of schools within defined limits of neighbourhoods. This requires mapping of habitations and linking them to specific schools. This mapping

exercise helps to identify gaps and areas where new schools need to be opened.

The GIS database provides information on the availability of infrastructure facilities including toilets and drinking water facilities. In coordination with U-DISE data the GIS database helps to identify spatial data on regions where large proportion of students hail from the weaker sections..

In 2012-2013 the State has established a separate GIS Centre and GIS Based School Mapping exercise was undertaken. It comprised of

1. Base Map creation
2. Updating the habitation and schools shape files.
3. Attaching attributes to the main layers (Schools and habitations)
4. Generating thematic maps on infrastructure facilities and resources.

In order to ascertain and also to obtain clear picture of availability of schools within defined area or limits of neighbourhood and areas where new schools need to be opened, a format was designed in 2012-2013 consisting of details like Gender-wise & Category-wise population, School Age Population

(6 -14), School Going age Children (6 -14), Number of Children with Special Need (6-18), availability of School, names of the primary and upper primary schools which serve the habitation and its distance, the number of school age children studying in Government, Aided and unaided schools, the number of Out-of school children enrolled in Kasturba Gandhi Balika Vidyalaya (KGBV), Non Residential Special Training Centre (NRSTCs), Residential Special Training Centre (RSTCs) and National Child Labour Project (NCLP) centres.

#### Outcome of GIS - Opening of new schools

The State has achieved nearly 100% access to elementary schooling facilities in all eligible habitations. In the year 2012-2013 through the GIS, it was ascertained that of the total 95,010 notified habitations, 2,928 habitations were unserved with primary schools and 1,717 habitations were unserved with upper primary schools. In 2014-2015, it was ascertained that the notified habitations had increased to 96,552 of which there were 2,527 habitations unserved with primary school and 1,433 habitations





S. No.	District	Block	Location
1	Krishnagiri	Thally	Thakkatti
2	Krishnagiri	Kelamangalam	Kodakkarai
3	Krishnagiri	Soolagiri	Kariachandiram
4	The Nilgiris	Gudalur	Kozhikolly
5	The Nilgiris	Gudalur	Vattakolly

### **2.3.3. Provision of Transport / Escort facilities for children to access schools in school-less habitation**

In the school-less habitations, where opening of a new school is not viable due to sparse population/non-availability of land for construction of new school, a new strategy, viz., "Provision of Transport/Escort facility" is adopted to facilitate schooling access for children in the context of RTE Act, 2009. Further, these habitations are located in remote/hilly/forest areas which lack public transport/proper road connectivity.

Under this new strategy, for the first time in the year 2012-2013, 4857 children in 360 habitations in eight districts were provided with motorised Transport

facility with an allocation of Rs.145.71 lakhs to enable access to school. The facility was provided to children in habitations where the primary/upper primary school was located well beyond the neighbourhood norms. Vehicles such as van/auto are hired by the Village Education Committee and payments are made after due attendance certification by the parents and Head Teacher.

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, 4483 children in 320 school-less habitations in 11 districts were provided with Escort facility in 2013-2014 at a cost of Rs.134.49 lakhs. The transport/escort facility was provided in 2014-2015 also, from the State's budget.

### Transport/Escort facilities

Year	No. of Habitations	No. of children benefitted	Financial Outlay (Rs. lakhs)
2012-2013	360	4857	145.71
2013-2014	1133	15485	464.55
2014-2015	1287	14749	442.47

*Source: SSA Monthly Reports*

### 2.4. Enrolment

Ensuring 100% enrolment of school age children is the primary motive of Government. While opening of new primary and upper primary schools enables enrolment by improving access, this alone is not sufficient. There are several incidental costs in schooling such as textbooks, note books, stationery, uniforms, school bag etc., and for children from the under privileged or deprived sections of society, this can be a prohibiting factor in enrolment, despite availability of a school nearby. No child should be deprived of opportunity of schooling merely for want of these facilities. Social and economic disparities should not be a hindrance for the enrolment or regular attendance of children. Further, learning can be effective only when all the essential facilities required

for it are provided. In recognition of this need, the Government of Tamil Nadu has introduced welfare schemes to enroll, motivate and retain children in schools. The following items were provided to all children studying in Government and Aided schools completely free of cost so that parents do not incur any cost in sending their children to school.

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

### **2.4.1. English Medium**

English has now become the primary medium of instruction for technical courses such as engineering, medicine, management, etc. The ability to communicate fluently in English is also a significant parameter in seeking employment. Hence, increasingly, parents feel that their children should study in the English medium in school itself, in order to perform well at the higher education stage and to seek gainful employment. With greater exposure and awareness, people in rural areas and even from disadvantaged sections of society also aspire that their children should study in the English medium. Hence, in order to fulfill parental aspirations and the society's demand, the Government of Tamil Nadu introduced English Medium sections at the elementary level in 2012-2013, to make English Medium learning available not only to the affluent and elite but also to the deprived sections with an aim of providing qualitative and equal educational opportunities. So far, 2.1 lakh children have been enrolled in English Medium sections in 8934 Government elementary

schools. Only when the teacher is confident in English speaking skills, can s/he effectively transact in English in the classroom. Hence, training programmes are being organized district wise for teachers handling English Medium sections, to equip them in language skills development. Interactive learning materials are also supplied to the schools to enhance English language learning.

### **2.4.2. Appointment of New Teachers**

The State Government is sensitive to the need of appointing teachers in proportion to the Teacher Pupil Ratio norms laid down by RTE Act 2009. Every year, the State takes note of additional need of teachers and new vacancies that come up when new schools are opened and appoints them only after they clear Teachers Eligibility Test based on subject knowledge, aptitude and psychology. This directly enhances the quality of teaching and learning. So far, in the past 4 years, 11,459 Secondary Grade Teachers and 1,373 Graduate Teachers have been appointed through direct recruitment.

### 2.4.3. Appointment of Minority Teachers

Tamil Nadu shares its border with the States of Andhra Pradesh, Telangana, Karnataka and Kerala. Consequently, significant number of people speaking Telugu/ Kannada/ Malayalam reside in the border Districts. Abiding its Constitutional responsibilities in protecting the rights of linguistic minorities to education in their mother tongue, the State has opened schools in the minority languages, predominantly in these border districts. In a pioneering move, the State has appointed 155 Telugu Teachers, 17 Kannada Teachers, 55 Urdu Teachers and 15 Malayalam Secondary Grade Teachers to address the learning needs of the respective linguistic minorities. Moreover, 133 minority language graduate teachers, comprising 14 Kannada, 4 Malayalam, 79 Telugu and 36 Urdu teachers have also been appointed. Totally, 375 minority language teachers have been appointed over the past 4 years(2011-2012 to 2014-2015).

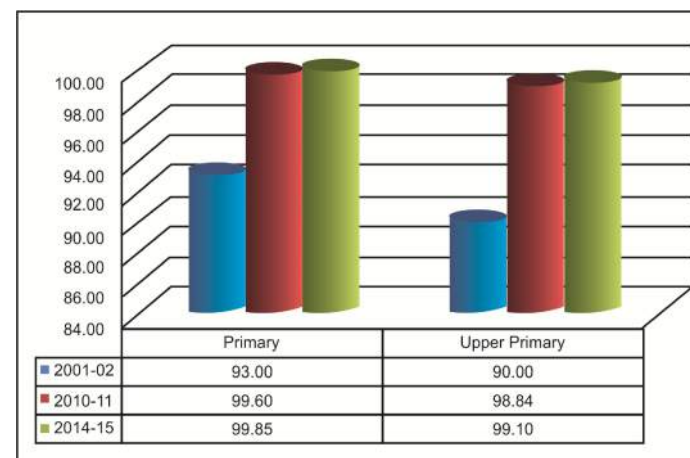
### 2.4.4 Impact on Indicators

Improving access through opening of new schools, providing transport/escort facilities, providing

educational kits free of cost to students, appointment of teachers, introducing English medium sections in schools has appreciably enhanced the educational indicators. The positive impact of all the above mentioned interventions can be seen in the improvement of enrolment rate and reduction of dropout rate as shown below:

### Net Enrolment Rate (NER)

**Graph – 2**



**Source : U-DISE & EER**

- At primary level, the Net Enrolment Rate has improved from 93% in 2001-2002 to 99.60% in 2010-2011 and further increased to an all time high of 99.85% during 2014-2015.

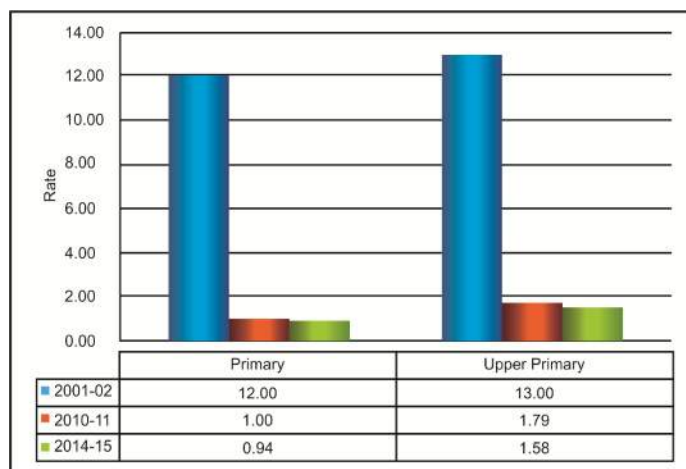


- At upper primary level, the NER has increased from 90% in 2001-2002 to 98.84% in 2010-2011 and further improved to 99.10% during 2014-2015.

- At upper primary level, the DR has decreased from 13% in 2001-2002 to 1.79% in 2010-2011 and further to a low of 1.58% during 2014-2015.

Drop-out Rate (DR)

**Graph – 3**

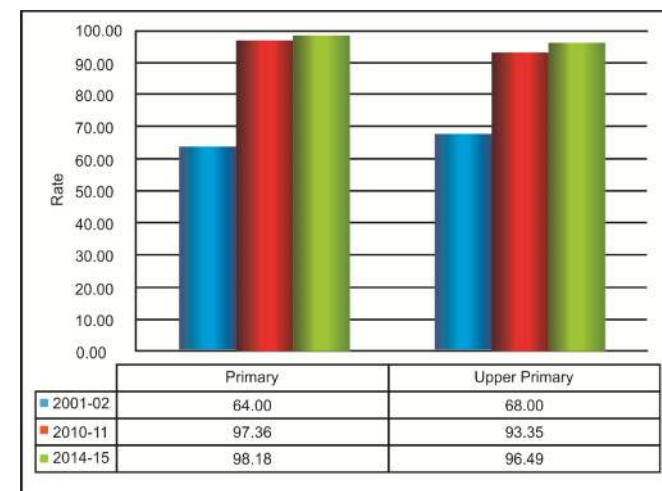


**Source : U-DISE Cohort**

- At primary level, the Drop-out Rate (DR) has decreased from 12% in 2001-2002 to 1.00% in 2010-2011 and further to 0.94% during 2014-2015.

Completion Rate (CR)

**Graph – 4**



**Source : U-DISE Cohort**

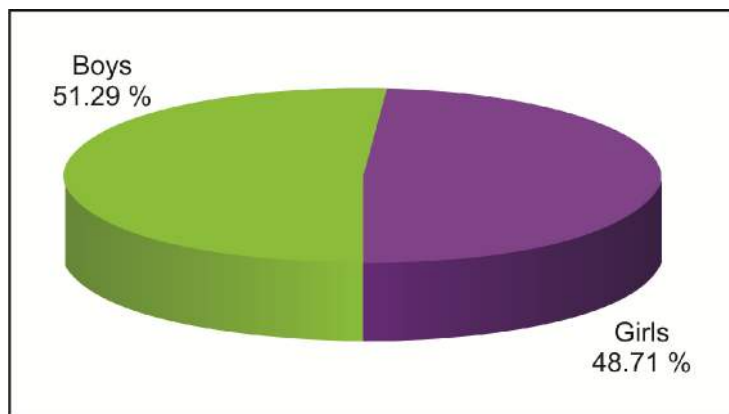
- At Primary Level, Completion Rate (CR) has increased from 64% in 2001-2002 to 97.36% in 2010-2011 and further increased to 98.18% during 2014-2015.

- At Upper Primary Level, CR has increased from 68% in 2001-2002 to 93.35% in 2010-2011 and further increased to 96.49% during 2014-2015.

**Gender Perspective in Enrolment**

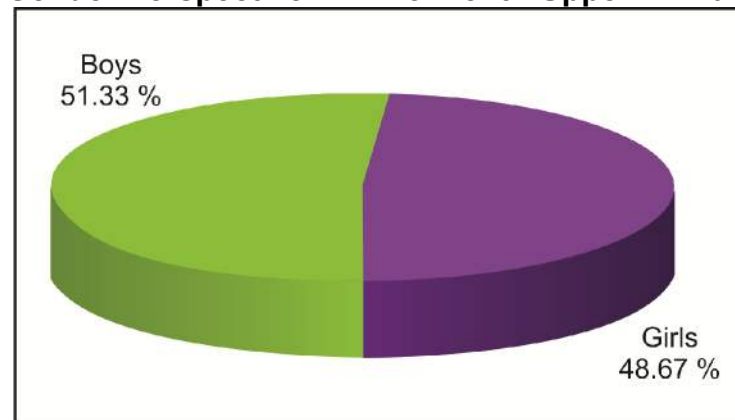
At Primary level, the percentage of enrolment of boys and girls is 51.29% and 48.71% respectively (Graph 4) and at Upper Primary level, the percentage of enrolment of boys and girls is 51.33% and 48.67% respectively (Graph 5) during 2014-2015.

**Graph – 5  
Gender Perspective in Enrolment – Primary**



Source :U-DISE

**Graph – 6  
Gender Perspective in Enrolment - Upper Primary**

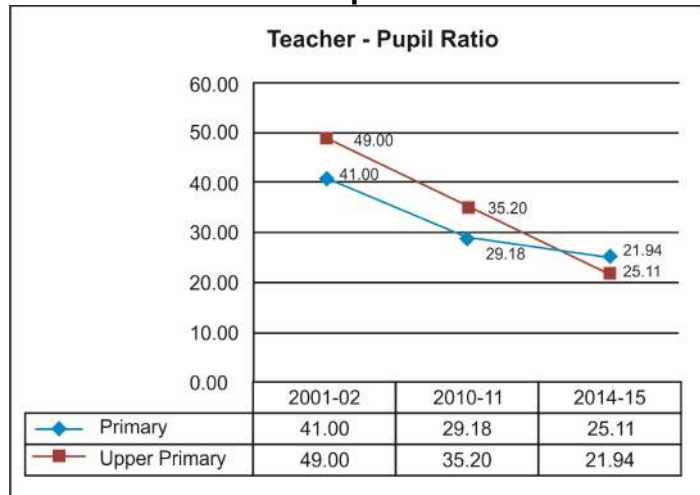


Source : U-DISE

**Teacher Pupil Ratio (TPR)**

The Teacher Pupil Ratio has improved due to the appointment of 1,767 Secondary Grade Teachers, 10,772 Graduate Teachers recruited during 2014-2015. The Teacher Pupil Ratio which was 1:29.18 at Primary level and at 1:35.20 at Upper Primary level during 2010-2011 has significantly improved and stood at 1:25.11 for Primary and 1:21.94 for Upper Primary as against the RTE norm of 1:30 for Primary and 1.35 for Upper Primary respectively.

**Graph-7**



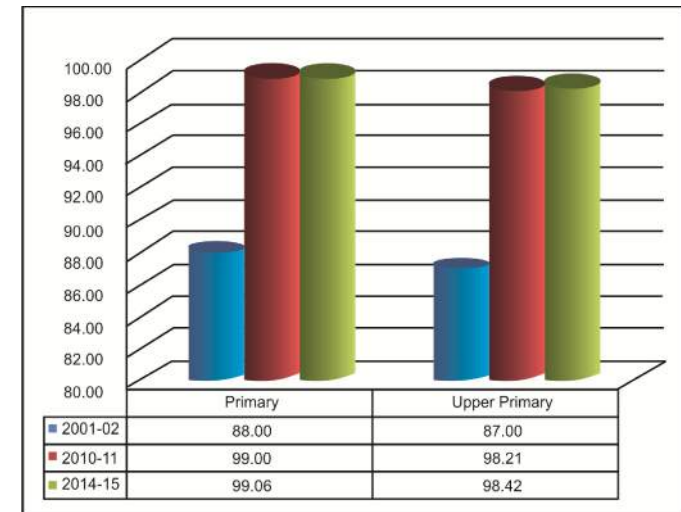
Source : U-DISE

## 2.5. Retention

The objective of Universalisation of Elementary Education is to ensure 100% enrolment, retention and completion. The constant endeavour of the Department is to retain all the enrolled children in schools. Yet, few children drop out and for them various interventions through Residential / Non residential Special Training Centres, Kasturba Gandhi Balika Vidhyalayas, Residential schools have been provided and many have also been directly enrolled in regular schools till they complete their elementary education.

Through these interventions, the Retention Rate of Children in both Primary and Upper Primary level has improved significantly and stood at 99.06% for Primary and 98.42% for Upper Primary respectively.

**Graph -8  
Retention Rate**



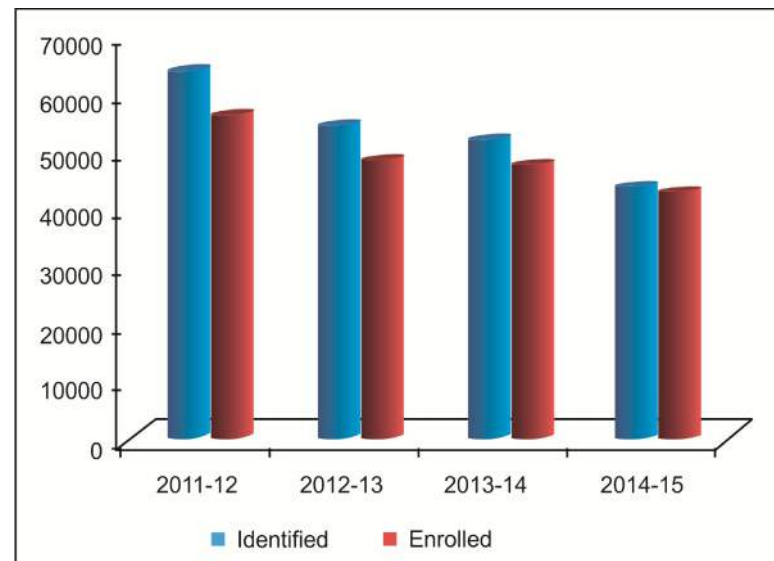
Source: UDISE Cohort

### 2.5.1. Special Training Interventions

Sarva Shiksha Abhiyan tries to evolve a clear road map for the coverage of out of school children particularly children belonging to socially disadvantaged groups and economically weaker sections and bring them within the fold of education.

The number of out of school children has been steadily decreasing due to efforts taken by SSA. The number of dropouts was 5.74 lakhs in 2002-2003. During 2011-2012, 56,113 out of school children were identified. This number has been reduced to 43,024 in 2014-2015. Out of the 43,024 out of school children identified in the survey, 42,245 have been covered under various interventions through Residential / Non residential Special Training Centres, KGBVs, NCLP schools and many have also been directly enrolled in regular schools. During 2014-2015, 159 Residential special training centres and 1049 Non Residential special training centres were set up to cater the needs of out of school children. For the year 2015-16 survey has been conducted during April and May 2015 through which 33686 out of school children were identified so far. 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.

**Graph – 9**  
**Number of Out of School Children identified and enrolled in schools**



**Source : Survey and monthly reports**

The State has been taking some major initiatives for the coverage of out of school children. The very first step was to identify out of school children by conducting special survey (door to door) twice annually during the month of April and October. The identified out of school children in the age group

of 6 to 14 are first enrolled in nearby neighbourhood formal school in age appropriate class. After admitting in formal schools, needy children are provided special bridge course training through Residential and Non-Residential Special Training Centres.

**Enrolment drive / Awareness campaign** is conducted every year in the month of June to enroll all eligible school age children (6–14 years) in all schools. SSA Project Officials participate in **Grama Sabha** to create awareness on identification of out of school children, cent percent enrolment in each habitation and quality education.

**Software to track** and monitor the out of school children who have been mainstreamed into a school has been designed. It has three components: Child Profile with photograph, a Continuous Assessment Report and a format for monitoring the attendance. The child wise data available are updated periodically.

All the children in special training centers have been assessed at entry level by testing reading, writing and arithmetic skills. Based on their achievement, standard wise and subject wise level fixing was done for each child and their achievement is periodically assessed.

**Physical education** Training consisting of sports, life skills, gender communication and holistic child development in practical ways for the children in Residential Special Training Centres / Kasturba Gandhi Balika Vidhyalayas have been conducted.

Awareness about higher education and job opportunities available once they complete VIII, X, XII and Diploma courses has been created among out of school children in RSTCs This awareness will help them to learn about employment opportunities and to sustain interest to pursue their higher studies.

Convergence between SSA with Line Departments like Labour Department, Integrated Child Protection Scheme under Department of Social

Defence, Rural Development Agency, Social Welfare Department, Municipal Administration Department, Adi-Dravidar and Tribal Welfare Department, Backward / Most Backward Classes Welfare Department, Public Health and Preventive Medicine Department, Child help line and NGOs working for under privileged groups and migrants for co-ordination has been ensured.

For 2014-2015, a sum of Rs.22.75 crores was sanctioned for intervention for 43,024 out of school children.

### **2.5.2 Education for the children of Migrant Labourers**

Migrant labourers from other States come along with their children to our state for 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 facilities in their work places.

A vast majority of out-of-school children are children of migrant labourers. High wages and employment opportunities draw thousands of migrant

workers from States like Andhra Pradesh, Telangana, Odisha, West Bengal, Bihar and Jharkhand.

Necessary steps are being taken for the welfare of these children by enrolling them in the nearby Government schools / Special Training centers. It is also essential to provide them bridge courses in their language to understand the content as well as to continue their schooling in their parent state. In order to ensure easy acclimatisation to the education environment, "Education in their mother tongue for the children of Migrant Labourers" has been a priority in State policy from 2013-2014.

During 2013-2014 and 2014-2015, the total number of out of school children of migrant labourers identified was 9293 and 5939 of whom 9186 and 5755 respectively were enrolled in age appropriate classes and given special training or direct enrolment.

Education Volunteers were appointed to impart education in their mother tongue for the children of migrant labourers. Initiatives have been taken by the State to get textbooks from the respective States. As a result of which 589 Bengali, 3391 Odisha and 1385

Hindi medium textbooks have been received from State Project Directorate of West Bengal, Odisha, and Madhya Pradesh and distributed to these children.

A sum of Rs. 334.82 lakhs has been incurred so far for the education of children of migrant labourers.

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

The objective of KGBV residential schools is to ensure access for girls in educationally backward blocks to quality education and to mainstream the dropout girls in difficult circumstances with focus on bridging the gender gap.

Gender disparities still persist in few specific rural areas especially at upper primary level. Kasturba Gandhi Balika Vidhyalaya is a flagship programme of Sarva Shiksha Abhiyan, introduced in Educationally Backward Blocks(EBB) for out of school girls in the age group of 10+ to 14 at the upper primary level.

In Tamil Nadu, 61 KGBV residential schools are functioning in 44 EBBs in 14 districts (Ariyalur, Cuddalore, Dharmapuri, Erode, Karur, Krishnagiri,

Namakkal, Perambalur, Salem, Sivagangai, Thiruppur, Thiruvannamalai, Villupuram and Virudhunagar).

In 2011-2012, the State increased the number of KGBV schools from 54 to 61 (7 new schools in Erode-2, Perambalur-2, Krishnagiri-1 and Salem -2) to cater to the need of out of school children. Four schools were also upgraded (Erode-2 and Salem-2). Out of 61 KGBVs, 31 are Model-I with capacity of 100 girls each and 30 are Model-II, with capacity of 50 girls each.

In 2014-2015, 4,633 out of school girls were enrolled in these Schools. Life Insurance coverage for Rupees one lakh has been provided per child. After completion of VIII Std, the girls are mainstreamed in regular schools to continue their studies in IX Std and hostel facilities are made through RMSA girls hostels and welfare hostels.

KGBV School girls participated in **Initiative for Research and Innovation in Science (IRIS)** program conducted by Intel-Learning Linkages to foster interest and confidence in learning science. Among the 7,000

students who participated at national level, 30 students were selected. Of those 30 students, 3 children were from KGBV school of Villupuram District. They were invited to New Delhi to receive THE EXCELLENCE AWARD.

Four KGBV Girls participated in the South India Karate championship held at Mumbai and won silver medals. At the National level Karate Competition one girl won the gold medal. National Evaluation Team visited the KGBV schools in Namakkal and Erode Districts in November 2013. Joint Review Mission visited KGBV School in Villupuram district. They evaluated the academic and non-academic activities of these schools and appreciated the infrastructure including classrooms, hostels, playground, computer facility, kitchen facility. They also expressed their satisfaction about the education and extracurricular activities like yoga, karate, craft, dancing etc., of the KGBV girls. In the year 2014-2015, an amount of Rs.24.92 crores was sanctioned for KGBVs.

## **2.6. Infrastructure facilities**

The quality of school building and availability of basic infrastructure facilities therein determine school access to a great extent since a comfortable and safe building will motivate the child to enroll and attend school regularly. The school building plays a pivotal role in enhancing school ambience and learning environment of students. Creative use of spaces within the school can result in Building being used as Learning Aids (BaLA).

Provision of adequate infrastructure facilities in convergence with other schemes of the State Government has been planned based on revised norms to improve the physical environmental condition of the schools in order to make learning a joyful experience for both teachers and children.

### **2.6.1. Provision of Infrastructure facilities under SSA**

Infrastructure has been provided over the last four years covering not only essential components such as new primary and upper primary school buildings, classrooms, toilets, separate girl's toilets and drinking water facilities, but also components



focused towards equity such as toilets for children with special needs and ramps with handrails.

The details of works taken up over the last four years are as follows:

Sl. No	Type of work	Physical	Financial (In lakhs)
1	Additional Classrooms	9111	47382.70
2	HM rooms	1237	5093.50
3	Common Toilets	6822	6398.60
4	Separate Girls Toilets	15059	12712.00
5	Drinking Water	6016	1577.69
6	Compound Wall	9242	10850.59
7	KGBV Buildings	8	368.60
8	KGBV Upgraded buildings	6	244.74
9	Ramps	6328	1012.73
10	Hand Rails	301	10.53
11	CWSN Toilets	7547	3773.50
12	Whole School Development Programme	58	116.00
13	New primary schools	128	1943.22
14	New upper primary schools	103	1721.54
15	Residential Schools	5	302.50
<b>Total</b>		<b>61971</b>	<b>93508.44</b>

**Source : Monthly Reports**

On 8.6.2015 the Hon'ble Chief Minister of Tamil Nadu inaugurated through Video conference, 1226 Additional Class room Buildings, 9 New Primary School Buildings, 1 New Upper Primary School Building, 4 Head Master Room and 1 Residential School Building constructed under SSA at a cost of Rs. 71.66 crores.

**Additional Classroom Building  
Picture - 3**



**2.6.2.Provision of Toilets and Drinking Water Facilities.**

The availability of a clean toilet is a 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. Provision of separate toilets for girls is particularly critical to ensure their enrolment and regular attendance, especially at the upper primary levels.

The Government had announced in its Budget of 2013-14 that additional toilets and drinking water facilities will be provided to schools by dovetailing funds from Rural Development and Panchayat Raj Department, National Rural Drinking Water Programme, NABARD etc to ensure 100% coverage of all schools with drinking water and toilet facilities.

Consequently, the Government of Tamil Nadu has undertaken a survey to identify the number of schools functioning without adequate toilet facilities. In convergence with the Rural Development and Panchayat Raj 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) and through Corporate Social Responsibility by Public Sector Undertakings (PSU) / Corporates toilet facilities have been provided to schools that reflected in UDISE gap for 2013-2014. Out of a total 7927 toilets, 6604 toilets have been taken up by Rural Development and Panchayat Raj Department and SSA and all these toilets have been completed. 1323 toilet units have been allotted to PSUs and Corporates. Additionally, 5,112 toilets are being constructed by the Rural Development Department.

During the last four years viz, 2011-2012 to 2014-2015, the Government has taken up construction of 15,059 separate toilets for girls, 6,822 common toilets and 7,547 CWSN toilets in Government schools. In addition to these 29,428 toilets, in convergence with the Rural Development and Panchayat Raj Department, 2,421 new toilets have been constructed under the Comprehensive School Infrastructure Development Scheme.

The State has also focused on regular repairs of dysfunctional toilets. From 2011-2012 to 2013-2014, Rural Development and Panchayat Raj Department has renovated 8738 toilets and in the year 2014-2015, 2,038 toilets have been renovated. Thus, 10,776 dysfunctional toilets have been made functional.

### **2.6.3. School Grant and Maintenance Grant**

Government and Government Aided Schools have been provided with **School Grant** of Rs. 5000/- and Rs. 7000/- for classes 1 to 5 and classes 6 to 8 respectively to purchase consumables. Based on the number of classrooms, **Maintenance Grant** of Rs. 5000/- for schools with less than 3 classrooms and Rs. 10000/- for schools with more than 3 classrooms has been provided to carry out minor repairs and routine maintenance in Government schools. A total amount of Rs.57.58 crores was utilized as school grant and maintenance grant for the year 2014-2015.

### **2.7. Enhancing Quality**

Sarva Shiksha Abhiyan implements several activities to enhance quality in school education

besides Universalisation of Elementary Education. Tamil Nadu has always been a forerunner in all the activities and sets an example for other States. Improvement in quality of education is the primary objective of the State, for which it provides adequate learning opportunities in every school. From the year 2011, the State has initiated a series of interventions such as Trimester system, Continuous and Comprehensive Evaluation (CCE), Simplified Activity Based Learning (SABL), Active Learning Methodology (ALM), In-service training and Assessment Survey to enhance the quality of education.

The Government has taken far reaching and positive initiatives in the recent past in the direction of child friendly learning. The classroom transaction envisaged for the Primary and Upper Primary students in Tamil Nadu reflects a paradigm shift from teacher-centric to learner-centric pedagogic practice.

#### **2.7.1. Trimester**

On 26.08.2011, Hon'ble Chief Minister of Tamil Nadu announced on the floor of State Legislative

Assembly that, “the Trimester Pattern will be introduced in all schools from the academic year 2012-2013 for the Classes I to VIII”.



**Picture 4**



**Picture 5**

Following the announcement, Trimester pattern has been introduced to enhance in depth understanding of subjects and reduce the weight of school bags of students in all schools from the academic year 2012-2013 for classes I to VIII.

*As per the Government Order, “the rationale behind introducing the trimester pattern is to create a school where teaching and learning are valued with emphasis on learning outcomes demonstrated in students performance”.*

### **2.7.2. Continuous and Comprehensive Evaluation (CCE)**



**Picture 6 & 7**

Continuous and Comprehensive Evaluation was initiated to reform evaluation practices in school education based on RTE mandate.

Tamil Nadu was the first State to introduce the CCE methodology in all the State Board schools across the State for classes I to VIII from the academic year 2012-2013 and extended to class IX

from the academic year 2013-2014 to help students move from rote learning to analytical thinking and application based approach.

This evaluation system has brought a radical change in every class room with enthusiastic children participating and bringing forth their innate potential, and showcasing their talent in the creative activities during formative assessment. It is observed that meaningful and purposeful learning takes place in every classroom. ***“The trimester system coupled with CCE methodology will certainly mark a qualitative leap as far as the education of children is concerned.”***

### **2.7.3. Simplified Activity Based Learning (SABL)**

The SABL Methodology is a Simplified Activity Based Learning methodology which is child centered teaching learning and concentrates on involving all the learners. It ensures participation of all the students in the pedagogy in an interesting and interactive manner. This methodology is being followed in the primary

classes (1 to 4) in all Government and Government aided schools from the year 2012-2013 onwards.

In 2011-2012, since the text books were revised and CCE was introduced, SABL cards were simplified and redesigned. The activities from the book have been included in the ladder itself for classroom transaction, hence the number of cards in SABL have been reduced. The activities are structured to deliver the expected outcomes of the revised syllabus. The ladders for classes I & II, III & IV are clubbed together. The logos are designed to be more relevant to the activities. Continuous numbers were given to the activities and milestone from I to IV standards. CCE is inbuilt in SABL. Subject wise colours are given to the cards as shown below.

<b>Subject</b>	<b>Colour</b>
Tamil	Blue
English	Pink
Maths	Maroon
EVS	Green
Social science	Orange

41,750 sets of SABL cards for each standard and subject were printed by Tamil Nadu Textbook and

Educational Services Corporation and distributed to all the primary schools, Special Training Centres and KGBVs.

During the year 2012-2013, Tamil Nadu Government initiated English Medium sections in Government Schools at the grass root level in elementary education. English medium sections have been introduced for the benefit of downtrodden children who would otherwise not have access to this facility. SABL cards have been translated in to English for standards I & II and have been printed and distributed to the concerned schools in all districts during 2013-2014. 2.10 lakh students in English medium schools were benefitted. Nearly 10,000 English sets of SABL cards for classes I-IV were distributed in 2014-2015 in all the schools where English medium has been introduced.

SABL cards have been printed in Kannada, Telugu, Malayalam and Urdu for STD I to IV. 39,500 students in Minority language schools have benefitted by these cards.

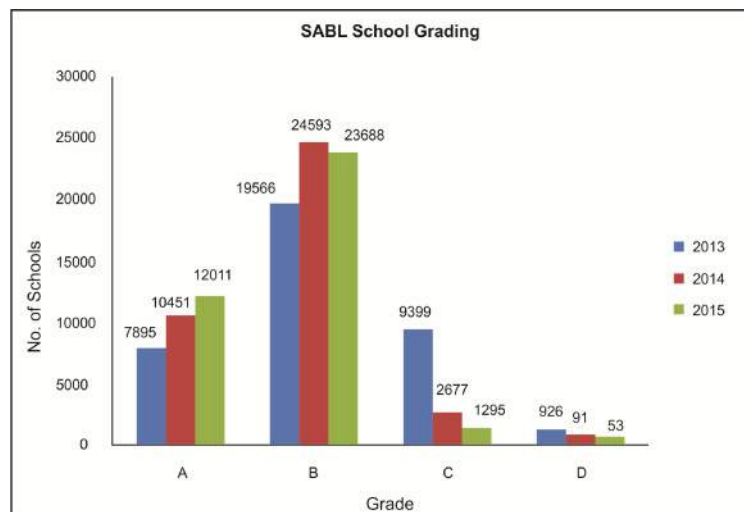
Training was conducted for CCE in SABL for teachers and also for the monitoring officers like Additional Chief Educational Officers, District Educational Elementary Officers, Supervisors and Assistant Elementary Educational Officers for strengthening and improving implementation of SABL.

Learning of mathematics is made easier, simple and joyful for the students with the help of Self Learning Mathematics Kit (SLM Kit) provided in the school. The children understand the basic and abstract concepts easily through learning by doing. In 2014-2015, 34,200 SLM kit boxes were provided to all Government primary schools.

For monitoring and grading the schools on the performance of SABL 21 parameters are followed to observe the class room during school visit and the schools are graded as A, B, C and D every month. Each teacher in the school is provided individual grade and the average grading is taken as the school grade. The grading also covers assessment of reading/writing skills of students, activities, health and hygiene etc.

Due to effective monitoring the schools have gradually improved their performance in the children's achievement which is depicted in the graph as below:-

**Graph – 10**



**Source : SSA Monthly Reports**

#### 2.7.4. Active Learning Methodology (ALM)

Active Learning methodology is an eminent learning methodology which involves students directly in the learning process. The foremost goal of ALM is to enhance the quality of education for upper primary classes. It creates a child friendly learning environment and induces the child to develop critical thinking skills rather than reproduce from mere rote

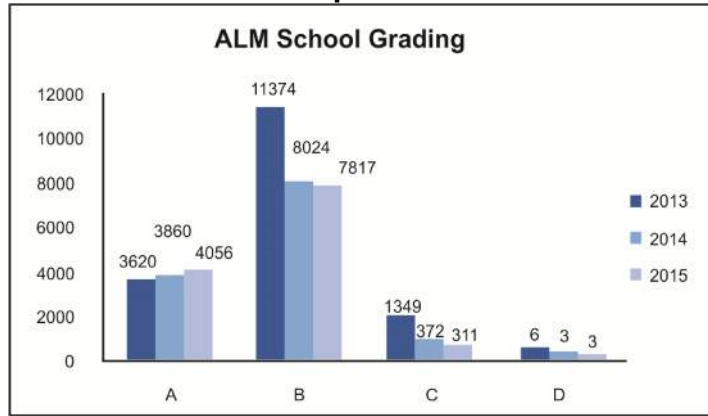
memory. It develops creative and lateral thinking and it makes a student scale academic excellence. Consequent to introduction of CCE methodology the ALM has been restructured **and integrated into the CCE System.**

To enhance ALM process, a **New module** for “Reinforcement of CCE in ALM ” was prepared and **training** was imparted to all the upper primary teachers about implementation of Continuous comprehensive evaluation (CCE) in Active Learning Methodology (ALM).

A **new grading format** has been prepared, on the basis of CCE integrated in ALM. Certain criteria are followed to observe the class rooms for assessing the performance in ALM during school visit based on which the schools have been graded as A, B, C and D every month. Guidance and suggestions are given to improve the learning activities of the C and D grade schools.

The grades of the schools have shown gradual improvement due to effective monitoring of the schools which is reflected in the graph below.

**Graph – 11**



**Source : SSA Monthly Reports**

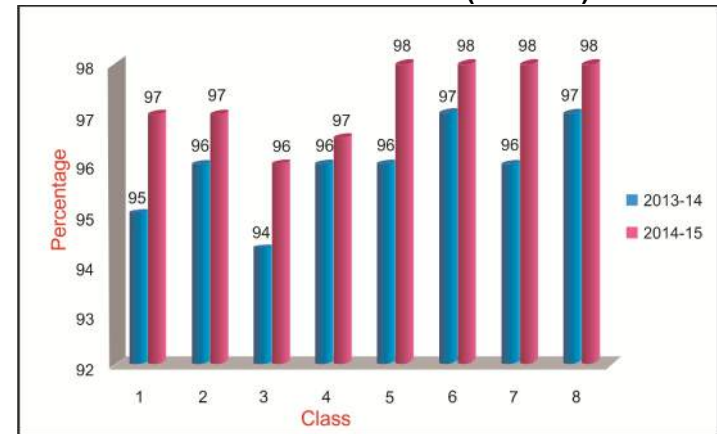
### 2.7.5. Quality Monitoring Tools (QMT)

To ensure provision of quality education, it is necessary to create mechanisms for monitoring of quality in a systematic manner. NCERT has put in place a programme of monitoring quality dimensions of elementary education throughout the country.

QMT School based data, perception of facilitating and monitoring officials at all levels and some of the consolidated details with regard to schools, attendance and achievement levels of children are collected twice a year and analysis is

being done successfully by creating an exclusive portal for data entry and report generation. The comparison of attendance and achievement level pertaining to Term I of 2013-2014 and 2014-2015 samples are presented below.

**Graph - 12**  
**Comparison of Attendance of students above 80 %**  
**2013-14 and 2014-2015 (Term - I)**

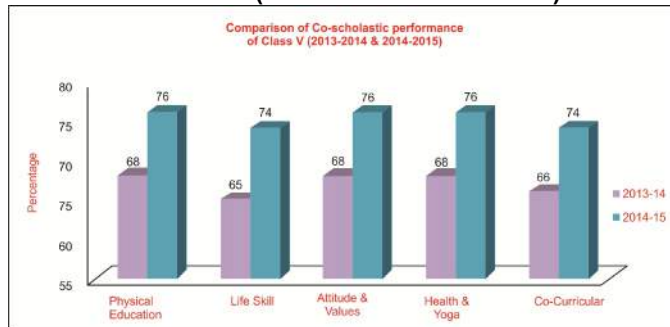


**Source : SSA - QMT Reports**

The percentage of children having attendance above 80% has increased considerably in all the classes due to the continuous efforts taken to enroll and retain the children in school, which is noteworthy.

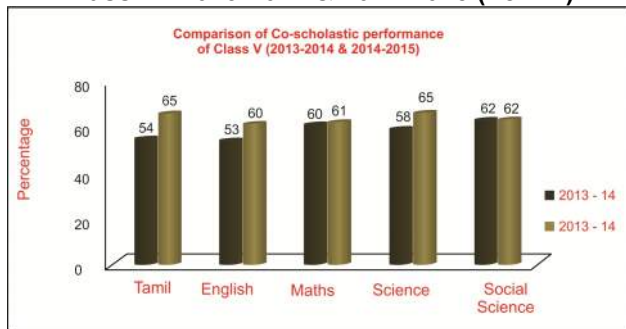


**Graph - 13**  
**Comparison of Co-scholastic performance**  
**of Class V (2013-2014 & 2014-2015)**



**Source : SSA - QMT Reports**

**Graph - 14**  
**Comparison of CCE Scholastic performance-**  
**Class VII 2013-2014 & 2014-2015 (Term I)**



**Source : SSA - QMT Reports**

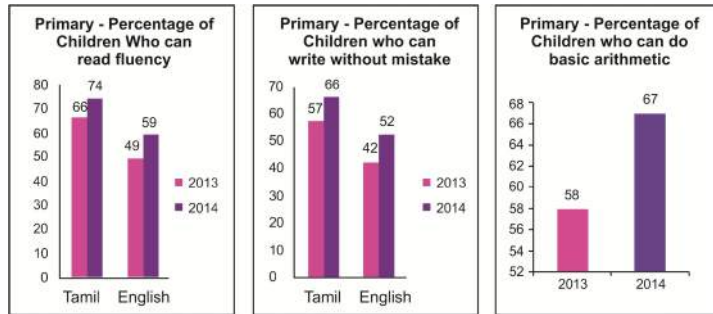
Implementing CCE has encouraged children to attain critical understanding of concepts through activities, removed the fear of annual examinations, and also provided them the opportunity to showcase their talent.

## 2.7.6. Periodical Assessment

To generate awareness about the actual status of students abilities and know the performance of each child in every classroom from Standard II to VIII, assessment of reading, writing and basic arithmetic skills is being done twice a year in August / September and February / March from the year 2013-2014 as a State specific initiative.

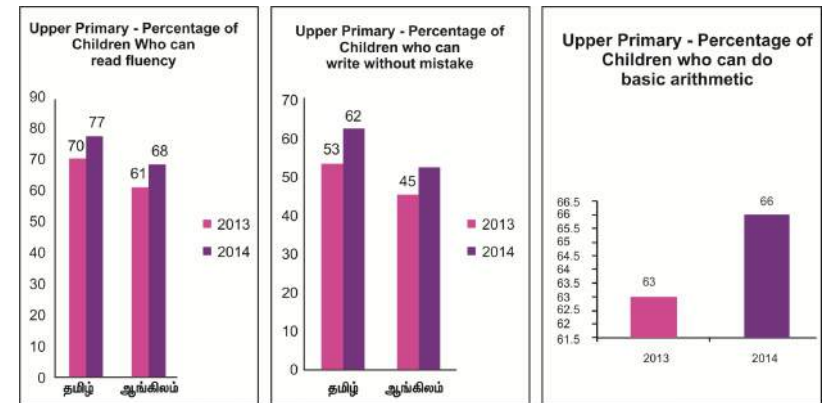
The assessment report reveals that in the primary classes Tamil reading has improved gradually from 66% to 74%, Tamil writing from 57% to 66%, English reading from 49% to 59%, English writing from 42% to 52% and Mathematics from 58% to 67% in comparison to the first phase of Assessment for the academic years 2013-2014 and 2014-2015.

**Graph - 15**  
**Assessment – Primary - Comparison of Basic Skills**  
**I Phase – August 2013 and August 2014**



Likewise for Upper Primary Classes it has improved gradually in Tamil reading from 70% to 77%, Tamil Writing from 53% to 62%, English reading from 61% to 68%, English writing from 45% to 52% and Mathematics from 63% to 66% in comparison to the first phase of Assessment for the academic years 2013-2014 and 2014-2015.

**Graph - 16**  
**Assessment – Upper Primary - Comparison of Basic Skills**  
**I Phase – August 2013 and August 2014**



**2.7.7. State Level Achievement Survey (SLAS)**

**2012 - 2013**

In order to assess the learning levels of students as compared to the expected learning indicators, a Baseline Survey was conducted during 2012-2013 which was *well appreciated by Government of India and has been benchmarked as a model for the whole Country*. As a result, Government of India instructed all the States to conduct SLAS during 2013-2014.

## 2013 - 2014

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

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

## 2014-2015

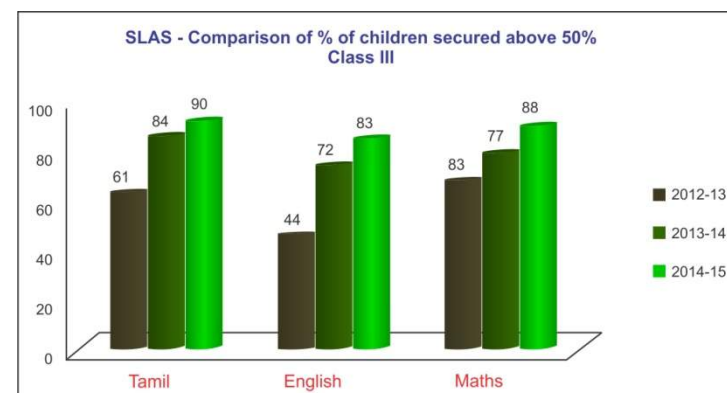
State Level Achievement Survey 2014-2015 has been conducted during January 2015 for classes III, V and VIII on similar lines.

The baseline results of 2012-2013 for class III, V and VIII in Tamil, English and Mathematics have been compared with the results of 2013-2014 & 2014-2015. The increasing trend of the learning achievement levels of children and average marks scored has resulted due to the sustained efforts of the State in improving teaching and learning.

## % of Children who scored above 50%

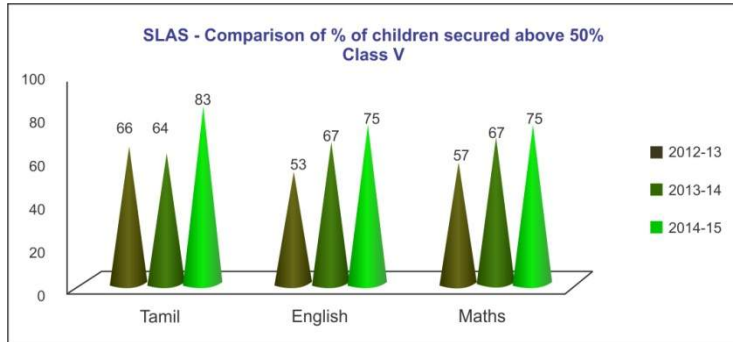
Subject/ Class	SLAS 2012- 2013			SLAS 2013- 2014			SLAS 2014- 2015		
	III	V	VIII	III	V	VIII	III	V	VIII
<b>TAMIL</b>	<b>61</b>	<b>66</b>	<b>61</b>	<b>84</b>	<b>64</b>	<b>72</b>	<b>90</b>	<b>83</b>	<b>77</b>
<b>ENGLISH</b>	<b>44</b>	<b>53</b>	<b>39</b>	<b>72</b>	<b>67</b>	<b>43</b>	<b>83</b>	<b>75</b>	<b>67</b>
<b>MATHS</b>	<b>66</b>	<b>57</b>	<b>35</b>	<b>77</b>	<b>69</b>	<b>40</b>	<b>88</b>	<b>75</b>	<b>66</b>

**Graph – 17**



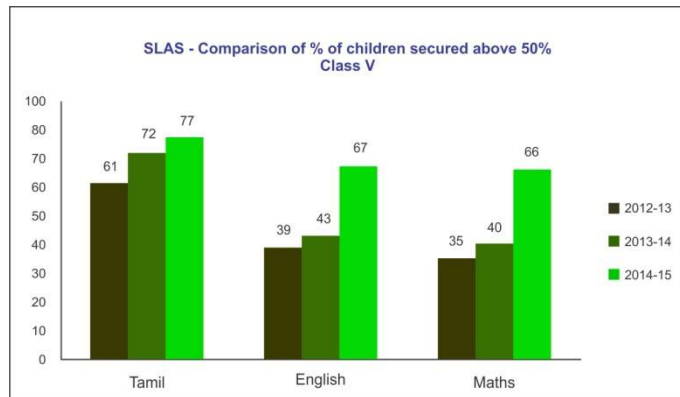
**Source : SSA - SLAS Reports**

**Graph - 18**



Source :SSA- SLAS Reports

**Graph - 19**

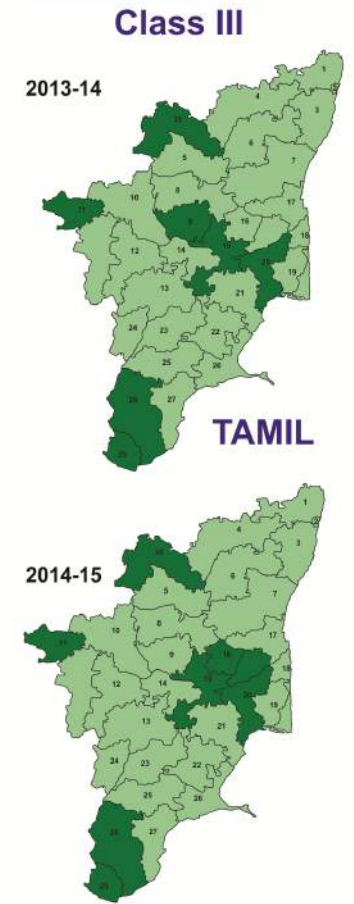


Source : SSA-SLAS Reports

**Picture – 8**

Sarva Shiksha Abhiyan - Tamil Nadu  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	72.04	77.67	1
Chennai	72.04	71.76	2
Kanchipuram	68.87	74.17	3
Vellore	68.96	79.11	4
Dharmapuri	74.85	75.66	5
Thiruvannamalai	76.60	67.68	6
Villupuram	72.61	72.57	7
Salem	74.13	75.43	8
Namakkal	80.64	77.75	9
Erode	72.75	75.2	10
The Nilgiris	80.61	67.21	11
Coimbatore	78.49	78.6	12
Dindigul	70.49	76.57	13
Karur	70.16	83.58	14
Tiruchirappalli	81.78	80.54	15
Perambalur	76.15	80.34	16
Guddalore	60.99	77.42	17
Nagapattinam	78.26	78.81	18
Thiruvarur	76.14	78.57	19
Thanjavur	84.15	81.02	20
Pudukkottai	70.32	73.87	21
Sivaganga	68.30	77.86	22
Madurai	74.56	79.91	23
Theni	60.64	76.71	24
Virudhunagar	70.31	75.95	25
Ramanathapuram	79.31	77.81	26
Thoothukkudi	78.80	73.16	27
Tirunelveli	80.85	80.49	28
Kanniyakumari	82.07	80.93	29
Krishnagiri	86.20	81.64	30
Tamil Nadu	75.09	76.93	31

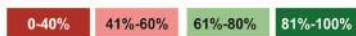


Source : SSA-SLAS Reports

**Picture – 9**

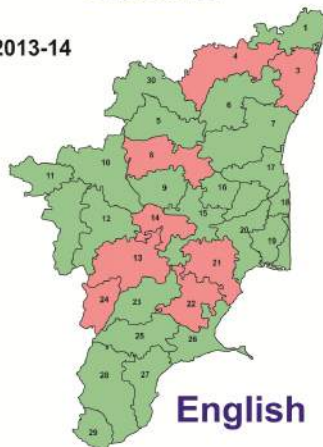
**Sarva Shiksha Abhiyan - Tamil Nadu**  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	63.2	70.87	1
Chennai	64.3	68.43	2
Kanchipuram	54.3	68.61	3
Vellore	59.29	73.18	4
Dharmapuri	63.23	68.7	5
Thiruvannamalai	65.44	60.6	6
Villupuram	60.01	66.95	7
Salem	59.51	65.75	8
Namakkal	68.38	71.99	9
Erode	64.13	66.6	10
The Nilgiris	72.46	65.24	11
Coimbatore	64.96	71.54	12
Dindigul	56.11	68.15	13
Karur	58.52	78.18	14
Tiruchirappalli	72.07	75.19	15
Perambalur	65.57	74.92	16
Guddalore	45.91	71.37	17
Nagapattinam	67.63	72.89	18
Thiruvarur	64.84	72.44	19
Thanjavur	74.89	76.61	20
Pudukkottai	56.82	64.17	21
Sivaganga	55.96	72.43	22
Madurai	61.53	75.58	23
Theni	45.51	69.51	24
Virudhunagar	63.63	69.22	25
Ramanathapuram	67.75	74.28	26
Thoothukkudi	67.87	65.42	27
Tirunelveli	71.12	77.01	28
Kanniyakumari	68.77	78.48	29
Krishnagiri	79.52	79.32	30
Tamil Nadu	63.44	71.12	31



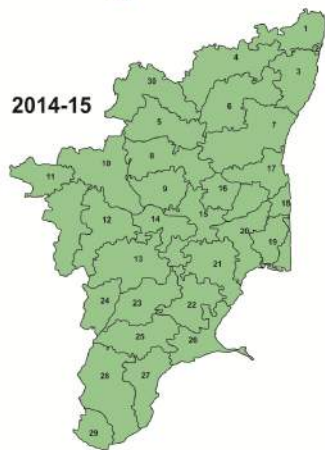
**Class III**

2013-14



**English**

2014-15



Source : SSA-SLAS Reports

**Picture – 10**

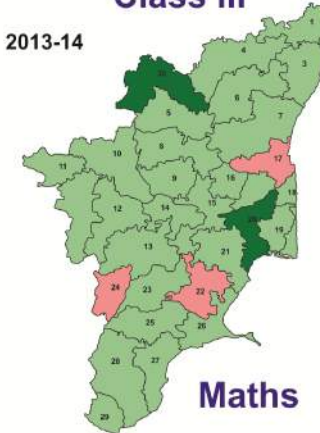
**Sarva Shiksha Abhiyan - Tamil Nadu**  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	67.93	77.88	1
Chennai	66.82	72.63	2
Kanchipuram	60.59	73.98	3
Vellore	64.78	79.12	4
Dharmapuri	69.62	75.22	5
Thiruvannamalai	73.98	68.57	6
Villupuram	66.88	72.45	7
Salem	68.13	75.09	8
Namakkal	7636	78.49	9
Erode	67.23	74.65	10
The Nilgiris	75.11	67.17	11
Coimbatore	70.43	78.64	12
Dindigul	64.28	76.5	13
Karur	62.67	85.84	14
Tiruchirappalli	77.7	82.16	15
Perambalur	71.34	80.9	16
Guddalore	52.06	79.02	17
Nagapattinam	74.03	80.61	18
Thiruvarur	71.84	80.01	19
Thanjavur	80.66	83.88	20
Pudukkottai	63.78	73.42	21
Sivaganga	58.26	78.79	22
Madurai	68.58	80.79	23
Theni	47.05	74.83	24
Virudhunagar	71.6	75.58	25
Ramanathapuram	71.47	79.3	26
Thoothukkudi	73.03	72.74	27
Tirunelveli	74.25	80.95	28
Kanniyakumari	72.65	90.36	29
Krishnagiri	80.42	83.67	30
Tamil Nadu	68.78	77.44	31



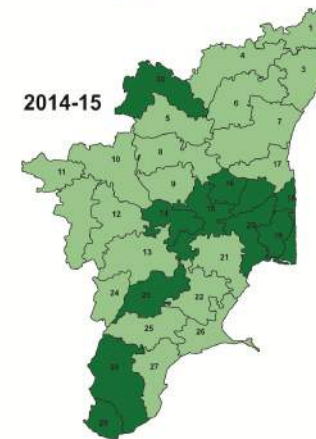
**Class III**

2013-14



**Maths**

2014-15



Source : SSA-SLAS Reports

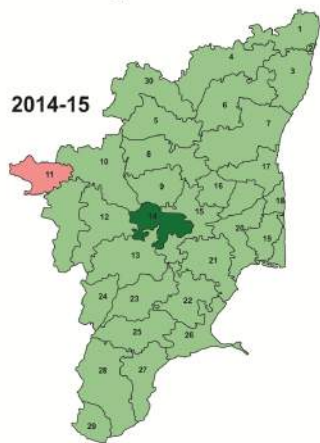
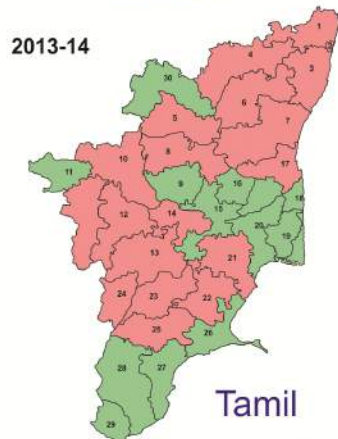
**Picture – 11**

**Sarva Shiksha Abhiyan - Tamil Nadu**  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	55.21	73.47	1
Chennai	55.43	68	2
Kanchipuram	53.68	69.12	3
Vellore	51.88	73.96	4
Dharmapuri	55.11	70.56	5
Thiruvannamalai	58.28	62.57	6
Villupuram	55.35	75.32	7
Salem	53.69	68.71	8
Namakkal	62.74	75.71	9
Erode	57.74	70.1	10
The Nilgiris	61.57	58.44	11
Coimbatore	59.27	73.58	12
Dindigul	54.93	73.48	13
Karur	52.54	81.21	14
Tiruchirappalli	64.92	75.2	15
Perambalur	60.42	73.19	16
Guddalore	46.06	69.83	17
Nagapattinam	63.38	73.86	18
Thiruvarur	60.65	80.06	19
Thanjavur	63.31	78.73	20
Pudukkottai	53.99	69.3	21
Sivaganga	51.77	74.27	22
Madurai	57.77	76.45	23
Theni	52.51	71.8	24
Virudhunagar	59.1	71.48	25
Ramanathapuram	62.47	71.48	26
Thoothukkudi	60.61	67.79	27
Tirunelveli	62.63	74.92	28
Kanniyakumari	63.2	75.89	29
Krishnagiri	66.19	78.76	30
Tamil Nadu	57.97	72.25	31



**Class V**



Source : SSA - SLAS Reports

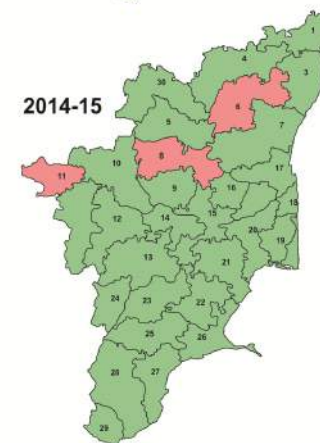
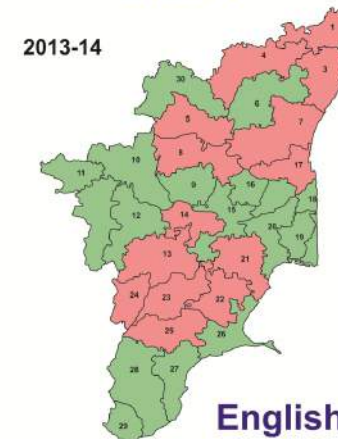
**Picture - 12**

**Sarva Shiksha Abhiyan - Tamil Nadu**  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	59.8	65.98	1
Chennai	61.45	65.05	2
Kanchipuram	53.4	63.42	3
Vellore	57.7	67.29	4
Dharmapuri	58.86	64.45	5
Thiruvannamalai	63.14	55.06	6
Villupuram	59.65	67.45	7
Salem	52.93	59.75	8
Namakkal	67.57	69.14	9
Erode	61.62	60.22	10
The Nilgiris	66.59	51.36	11
Coimbatore	61.34	65.9	12
Dindigul	55.5	65.72	13
Karur	53.65	74.98	14
Tiruchirappalli	72.74	68.35	15
Perambalur	65.97	65.97	16
Guddalore	43.01	64.84	17
Nagapattinam	69.03	66.42	18
Thiruvarur	66.28	63.11	19
Thanjavur	73.56	73.52	20
Pudukkottai	52.82	61.79	21
Sivaganga	47.45	68.31	22
Madurai	59.91	69.53	23
Theni	48.15	65.51	24
Virudhunagar	59.94	65.47	25
Ramanathapuram	68.1	66.94	26
Thoothukkudi	64.88	60.3	27
Tirunelveli	69.34	70.13	28
Kanniyakumari	65.99	69.8	29
Krishnagiri	78.56	76.29	30
Tamil Nadu	61.28	65.74	31



**Class V**



Source : SSA - SLAS Reports

**Picture – 13**

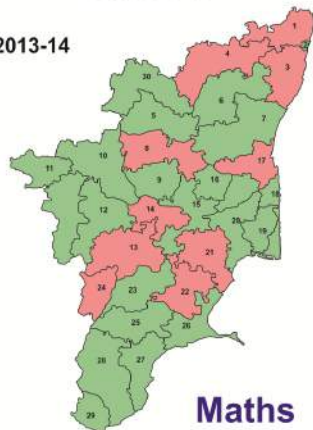
Sarva Shiksha Abhiyan - Tamil Nadu  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	59.82	67.48	1
Chennai	59.63	63.53	2
Kanchipuram	56.66	62.25	3
Vellore	57.18	68.3	4
Dharmapuri	61.04	65.46	5
Thiruvannamalai	66.55	57.04	6
Villupuram	62.46	69.34	7
Salem	58.85	61.62	8
Namakkal	70.48	70.83	9
Erode	62.77	62.13	10
The Nilgiris	68.23	49.99	11
Coimbatore	63.1	67.4	12
Dindigul	57.58	67.76	13
Karur	54.84	77.16	14
Tiruchirappalli	73.85	70.04	15
Perambalur	66.76	67.08	16
Guddalore	46.85	64.7	17
Nagapattinam	71.27	69.31	18
Thiruvarur	71.32	65.18	19
Thanjavur	76.8	75.09	20
Pudukkottai	56.26	65.13	21
Sivaganga	52.1	67.76	22
Madurai	62.23	69.55	23
Theni	52.36	67.38	24
Virudhunagar	64.56	66.86	25
Ramanathapuram	69.76	65.33	26
Thoothukkudi	65.59	61.15	27
Tirunelveli	68.56	68.07	28
Kanniyakumari	67.17	66.39	29
Krishnagiri	73.6	75.4	30
Tamil Nadu	63.36	66.49	31



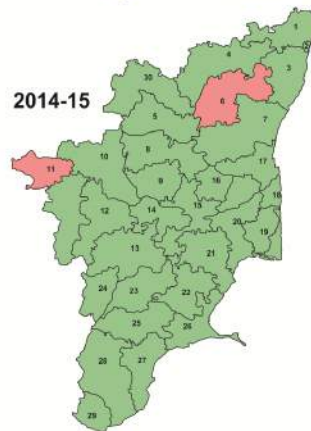
**Class V**

2013-14



**Maths**

2014-15



Source : SSA - SLAS Reports

**Picture – 14**

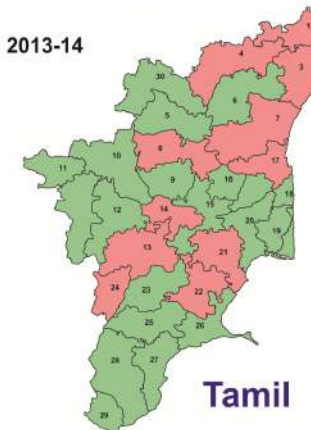
Sarva Shiksha Abhiyan - Tamil Nadu  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	59.46	62.84	1
Chennai	59.46	60.35	2
Kanchipuram	54.33	59.9	3
Vellore	55.22	63.11	4
Dharmapuri	61.5	62.92	5
Thiruvannamalai	63.52	55.25	6
Villupuram	59	61.02	7
Salem	58.08	63.47	8
Namakkal	67.93	65.27	9
Erode	63.52	62.57	10
The Nilgiris	66.35	55.5	11
Coimbatore	63.3	64.75	12
Dindigul	58.24	65.46	13
Karur	56.54	73.46	14
Tiruchirappalli	70.91	65.82	15
Perambalur	60	65.31	16
Guddalore	51.41	62.68	17
Nagapattinam	64.16	61.42	18
Thiruvarur	62.49	59.54	19
Thanjavur	72.87	68.95	20
Pudukkottai	57.97	62.45	21
Sivaganga	57.31	63.6	22
Madurai	61.06	65.34	23
Theni	55.49	59.79	24
Virudhunagar	62.3	61.9	25
Ramanathapuram	69.6	64.23	26
Thoothukkudi	63.57	59.53	27
Tirunelveli	65.03	65.39	28
Kanniyakumari	71.63	66.35	29
Krishnagiri	73.91	73.1	30
Tamil Nadu	62.21	63.38	31



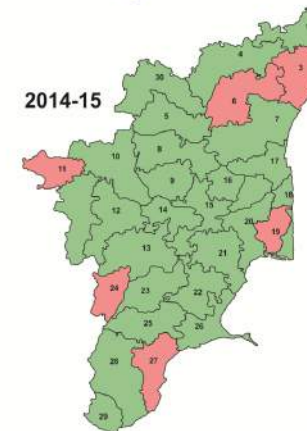
**Class VIII**

2013-14



**Tamil**

2014-15



Source : SSA - SLAS Reports

**Picture – 15**

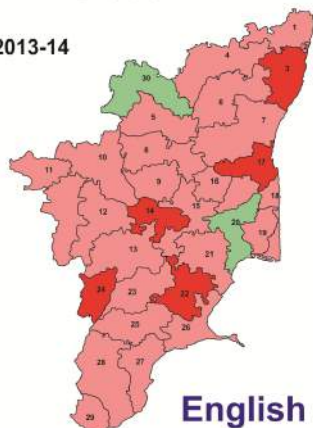
**Sarva Shiksha Abhiyan - Tamil Nadu**  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	46.94	62.34	1
Chennai	46.56	56.36	2
Kanchipuram	37.64	55.88	3
Vellore	42.78	61.73	4
Dharmapuri	50.06	60.93	5
Thiruvannamalai	50.12	48.43	6
Villupuram	44.7	59.01	7
Salem	41.86	59.04	8
Namakkal	55.78	62.2	9
Erode	48.91	57.41	10
The Nilgiris	52.69	47.26	11
Coimbatore	46.98	59.12	12
Dindigul	40.31	62.59	13
Karur	38.92	73.28	14
Tiruchirappalli	59.58	64.68	15
Perambalur	48.76	63.2	16
Guddalore	34.46	59.72	17
Nagapattinam	54.79	58.06	18
Thiruvarur	48.99	56.53	19
Thanjavur	62.11	69.58	20
Pudukkottai	41.69	58.28	21
Sivaganga	36.84	60.57	22
Madurai	47.51	64.2	23
Theni	34.99	54.92	24
Virudhunagar	46.33	56.78	25
Ramanathapuram	56.06	59.82	26
Thoothukkudi	49.04	51.79	27
Tirunelveli	50.29	61.9	28
Kanniyakumari	52.96	60.88	29
Krishnagiri	64.99	74.92	30
Tamil Nadu	47.79	60.05	31



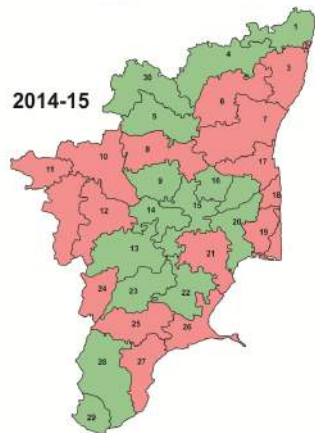
**Class VIII**

2013-14



**English**

2014-15



Source : SSA - SLAS Reports

**Picture – 16**

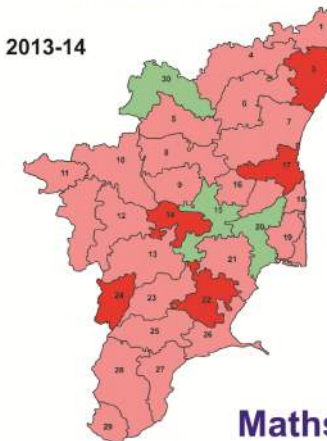
**Sarva Shiksha Abhiyan - Tamil Nadu**  
State Level Achievement Survey

District Name	2013	2014	Sl.No
Thiruvallur	46.61	63.38	1
Chennai	46.81	55.78	2
Kanchipuram	39.07	58.8	3
Vellore	46.63	61.96	4
Dharmapuri	49.84	62.63	5
Thiruvannamalai	53.1	50.98	6
Villupuram	46.65	60.87	7
Salem	44.14	61.44	8
Namakkal	56.79	65.23	9
Erode	47.69	57.49	10
The Nilgiris	53.76	44.86	11
Coimbatore	46.53	59.07	12
Dindigul	52.56	64.22	13
Karur	39.78	75.69	14
Tiruchirappalli	60.26	66.21	15
Perambalur	52.35	63.85	16
Guddalore	35.88	60.72	17
Nagapattinam	51.83	60.52	18
Thiruvarur	48.9	55.97	19
Thanjavur	61.48	69.22	20
Pudukkottai	42.31	60.77	21
Sivaganga	39.18	62.32	22
Madurai	48.02	65.68	23
Theni	37.26	57.99	24
Virudhunagar	47.68	60.76	25
Ramanathapuram	57.03	62.79	26
Thoothukkudi	48.75	54.07	27
Tirunelveli	50.49	62.23	28
Kanniyakumari	52.28	61.5	29
Krishnagiri	65.69	74.12	30
Tamil Nadu	48.54	61.37	31



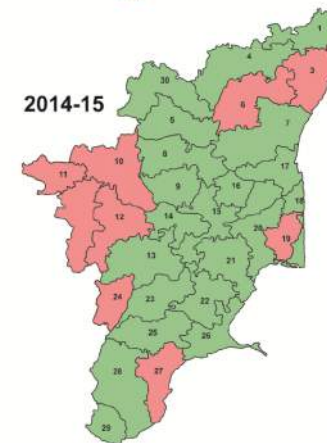
**Class VIII**

2013-14



**Maths**

2014-15



Source : SSA - SLAS Reports



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

Performance Indicators (PINDICS) is being used effectively to assess the performance and progress of teachers from the year 2014-2015. Tools developed by NCERT have been modified as appropriate to the State. Performance standards are set for the areas in which teachers perform their tasks and responsibilities. PINDICS is based on the provisions in sections 24, 29 and the schedule specifying norms and standards for schools in the RTE Act 2009, NCF-2005 and SSA Framework-2011. Performance Standards communicate expectations for each responsibility area of the job performance of the teachers.

Teachers have been instructed to fill the form individually followed by the Head Masters remarks after careful observation of the activities of the teachers. The filled up PINDICS forms are scrutinized by the Block Resource Teacher Educator's after close monitoring of the teachers activities which are subsequently entered online in the software developed.

## **2.8. Capacity Building**

### **2.8.1. In-Service Teachers Training**

In-service Teachers Training is a positive intervention interwoven in the form of activities for capacity building of teachers. In-service trainings are planned well in advance and transacted for primary and upper primary teachers through Cluster Resource Centres (CRC) and Block Resource Centres (BRC). SSA has been developing all the Training modules and conducting training programmes in co-ordination with State Council of Education Research and Training (SCERT).

To attain all round development of the children, the modules and training programmes have focused on Pedagogy, Methodologies, Contents, Child Psychology, Games, Awareness, health and hygiene.

- a) Teaching Learning process:** The innovative methodologies like Simplified Activity Based Learning (SABL) and Simplified Active Learning Methodology (SALM) have been implemented in all Government and Government Aided

schools. Continuous and Comprehensive Evaluation technique is effectively used to assess the students' performance. During 2012-2013 ABL cards were simplified and trainings conducted to promote easy learning for the children.

**b) Contents:** To avoid transactional loss in training during the year 2014-2015, separate trainer and trainee modules were prepared and distributed for all training programmes. To enhance early literacy in English, 4 days training was transacted in a day release pattern. This has been attempted for the first time and has met with a very positive response from trainers and trainees. It has helped teachers to practice the concepts in their classes and give feedback in the next training session. Teachers could also interact on the difficulties faced and how to overcome them and also exchange innovations tried out. Training fatigue and transmission loss has been avoided, resultantly; the concepts delivered in

training are properly transacted in class rooms. During the upcoming year it is planned to conduct trainings to strengthening of reading and writing in Tamil & English. Moreover for conducting trainings in Maths and Science special strategies have been designed to simplify the complicated topics.

**c) Awareness and Child Psychology:**

During 2013-2014, according to the RTE Act, Child Rights and Protection modules were prepared under the guidance of Tamil Nadu State Government and trainings were given to all teachers.

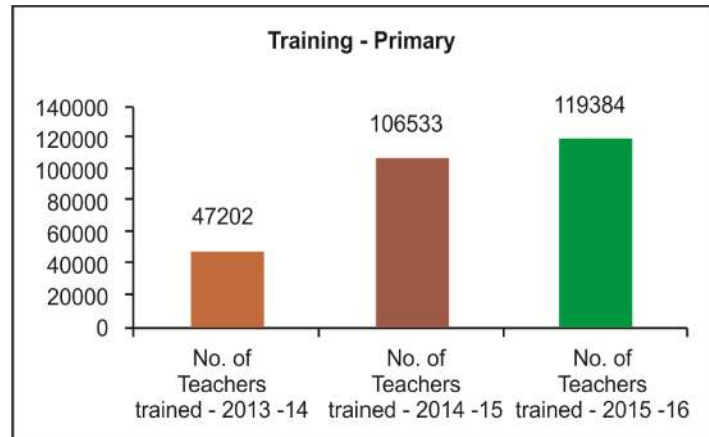
**d) Others:**

To enhance all-round development of the children, managing pre-adolescent children, child psychology, constitutional values, environmental awareness, simple exercises, indoor games, social awareness etc are given to teachers, through which children are benefitted.

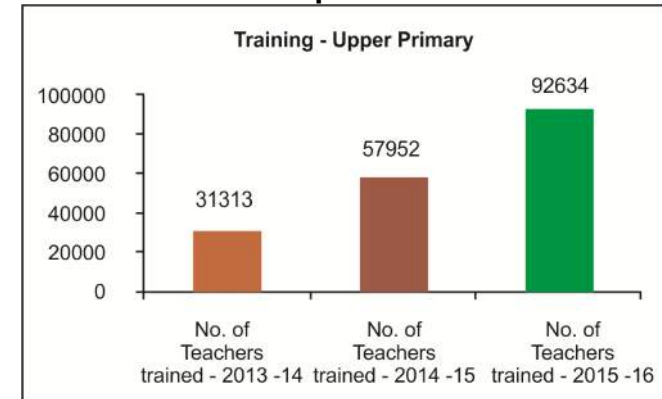
**e) Training for Newly recruited teachers:**

For the year 2015- 16 newly recruited teachers will be trained on the following areas: Organizational structure, new methodologies such as SABL, SALM and CCE, Quality education, Health and Hygiene and Hon'ble Chief Minister's "Vision – 2023".

**Graph – 20**



**Graph – 21**



**Source : SSA Monthly Reports**

**2.8.2. English Language Training through Phonetics**

Most Indian languages are "phonetic" which means that we can look at a word and know how to pronounce it. English is not phonetic and uses sounds different from our native languages. It is very important to understand that English spelling and English pronunciation are not always the same. Hence learning the English language should be done based on phonics. Studying the way a language sounds not only helps one's ability to communicate accurately, it also broadens vocabulary. Hence the Department has

developed two DVDs consisting of 43 Modules based on Phonetic Methodology to promote English Language skills among students. In co-ordination with SSA, training has been given to all Primary School Teachers in Phonetic methodology for which Rs.90.50 lakhs was allocated in 2014-2015.

### **2.8.3. Maths Laboratory**

The numerical ability of children should be developed right from elementary level. Mathematics teaching and learning cannot be done effectively if it is textbook oriented. Maths phobia can be removed through authentic learning requiring hands on experience with kits. The children get access to binary board, Triangle clarification box, Quadrilateral type box, Co-ordinate board, Number line board, Integers scale, Variation- Pallankuzhi, Algebraic expressions kit, Fraction Circle kit, Linear Equation kit, Symmetry- Rotational Board, Parallelogram kit, Spiked abacus, Peg board, Transformation Co-ordination board etc. Using these tools, learners develop mathematical skills. To facilitate joyful learning of

mathematics, the State Government have sanctioned a sum of Rs.128 lakhs for establishing Math Labs in 64 selected schools. These labs would enable transfer of skills from classroom to real life situations. These laboratories are activity centered and the child is placed in problem solving situations through self exploration and discovery.

### **2.8.4. Mobile Science Van**

The concept of Mobile Science Van helps to improve Science learning. Children get hands on experimentation and opportunity to learn by doing. These mobile vans visit schools that do not have science laboratories. Lessons are being demonstrated. The modern gadgets like LCD Projector and laptop are also used to demonstrate lessons. Experiments are performed so that the students are able to understand better. Schools in 17 districts are being benefitted by this mobile van. To assess the attainment level of children, pre and post tests are also administered.

### **2.8.5. Chess Competition**

In order to promote higher order thinking skills, the Hon'ble Chief Minister, under Rule 110, announced on the floor of the Assembly that Chess Competitions shall be conducted from class III onwards. Research indicates that the regular involvement of students in sports and games enhances their learning efficiency. This sharpens the mental ability and alertness of students. Among all the sports and games, Chess requires a lot of thinking, mental focus and concentration. The experience gained in chess activities would get transferred in the learning of academic subjects. Children would be able to focus on their studies and develop problem-solving skills. The Government of Tamil Nadu, in order to make chess a favourite game of school students, has provided chess board to all primary and middle schools from 2012-2013. To provide chess boards and conduct chess competition from school level up to state level, Rs.52 lakhs has been sanctioned in the year 2014-2015.

### **2.8.6. Leadership Training for Middle School Head Masters**

The Headmaster is the administrative and academic head of an institution. The performance of the school is based on the performance of the Headmaster. He should play the role of a leader and equip his staff and motivate his students to attain great heights. He also has to communicate with SMC members, local public representatives, and officers of other departments. Hence, a training programme on leadership to Headmasters of Government Middle Schools was conducted by SCERT, SSA and DEE. The training focused on enhancing and empowering Headmasters with the skills of Leadership, Planning, problem solving & decision making, learning organization and transformation of classroom teaching learning process with performance teams in schools. In this training 500 Headmasters of Middle Schools were trained and benefitted at a cost of Rs.2.5 lakhs.

### **2.8.7. Best School Award**

The Government of Tamil Nadu has instituted an award for the best performing elementary schools. Three schools in each district are selected for this purpose by a committee. This initiates a healthy competition among schools leading to reach greater heights in the academic and non-academic areas. For the year 2014-15, Rs.24 lakhs was allotted for this purpose.

## **2.9. ICT in Schools**

### **2.9.1. Computer Aided Learning**

Computers have changed the way society functions. Future generations will need to compete with the growing trends of a technologically-driven society that relies on computers to perform daily tasks.

Teaching and learning processes have also changed over a period of time due to the percolation of innovations and introduction of technology in education. 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. The Government of Tamil Nadu encourages and facilitates application of digital content in the classroom transactions. Computer Aided Learning is a remarkable intervention which aims at shaping the children as e-literates.

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. The State strikes a balance and brings equity among rural and urban children by establishing new Computer Aided Learning (CAL) centers for promoting effective use of computer technology in education. During the year 2014-2015 under SSA, 822 CAL centers have been established with Desktop Computers, UPS, Chairs and computer tables in the selected Middle schools at a cost of Rs.9.48 crores.

### **2.9.2. Information Communication Technology (ICT) in Schools in Villupuram District**

In accordance with the announcement of Hon'ble Chief Minister of Tamil Nadu, under Rule 110 in the State Assembly, ICT has been introduced on a pilot basis in 1329 Primary Schools in Villupuram District. This scheme has been successfully implemented in all schools in Villupuram District.

An ICT room has been established in all Primary Schools, with a Desktop Computer, UPS, LCD Projector and accessories. About 43 CD's containing the contents of all subjects for all classes have also been supplied to the schools. The CDs help the students to understand the science concepts easily as seeing and listening aid the learning process. 1,82,894 students are the beneficiaries of this scheme at a cost of Rs.10.03 crores. This facility would be upscaled to other districts in a phased manner, after the assessment of the achievement.

### **2.9.3. Connecting Classroom**

Successful best practices of outstanding schools can be shared and teachers can exchange

ideas. To make this vision possible, the Government of Tamil Nadu has launched the project 'Connecting Classrooms'. Four schools in each district are provided with net based connections.

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 Pre-loaded lesson creation software)
- enhance opportunities for collaboration between students, teachers and connected schools of all districts.

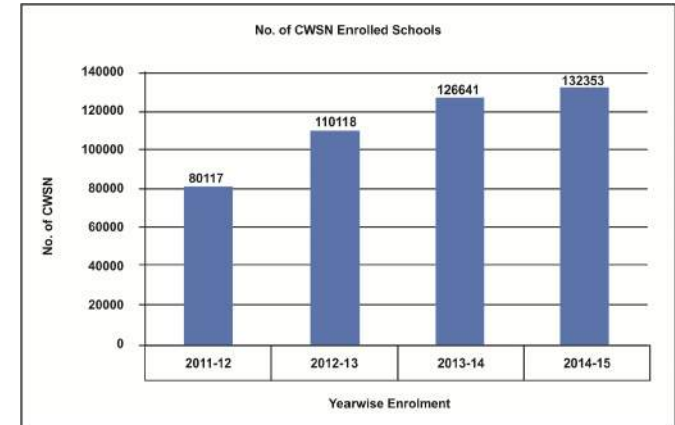
This innovative methodology is functioning well and provides ample scope for qualitative improvement.

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

Inclusive education for differently abled children refers to creating a learning environment which is a boon for children to develop their capacities in a manner which is conducive to their individual style of learning.

The goal of universalization of Elementary Education has been facilitated by the RTE Act, making free and compulsory elementary education a statutory Right, for all children in the age group of 6-14 years. The Act has given a new thrust to the education of children with special needs, as without their inclusion, the objective of UEE cannot be achieved. The Hon'ble Chief Minister's announcement of introducing a special initiative on interventions and training for children with learning difficulties and Autism brings all children with special needs irrespective of the kind, category and degree of disability in the mainstream of education. Year wise enrolment of CWSN in Government and Government Aided Schools which is given below reflects the outcome of various interventions provided to CWSN.

**Graph – 22**



**Source: UDISE**

In 2014-2015, among the identified 1,36,642 CWSN, 1,32,353 were enrolled in nearby schools. 17810 CWSN were provided with aids and appliances. Surgeries were completed in convergence with Health Department and NGOs for 1203 children which has given them a new lease of life. Multi Sensory Integrated Education Development Kit boxes were provided to 2365 Mentally Retarded children enrolled in schools. Escort and Transport services were provided to 9595 CWSN for retention. Curricular Adaption training was provided to 20656 primary school teachers to strengthen inclusive education.



Based on the needs of CWSN, ICT tools were also provided to increase their joy of learning. Special programmes like career guidance are also given to Children with Special Needs and thus helping them to select a successful pathway for higher education.

#### **2.10.1. Training for parents**

In convergence with health department awareness training about Japanese Encephalitis and Acute encephalitis was conducted in all the blocks and 41,300 parents were benefited by this training.

#### **2.10.2. State Resource Centre**

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. Consequent upon Announcement by Hon'ble Chief Minister, a first of its kind initiative in the country, a State Resource Centre for Inclusive Education has been set up at Santhome, Chennai with all facilities under a single roof.

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

The State Resource Centre for Inclusive Education has been setup at a total cost of Rs.40 lakh for renovation of building. Teaching learning material worth Rs.16 lakh was procured for SRC by Library Department. Therapy materials and ICT tools like audiogram, Inter Ferential Therapy machine (IFT machine), Individual interactive speech exercise tool (VAGMI) and Tablet with software for alternative communication for speech impaired (AVAZ) worth Rs.14 lakh were provided by SSA in the year 2013-2014

During 2014-2015, Rs. 20 lakh was allotted for procurement of Physiotherapy materials like Traction Table, Quadriceps, Exercise Tubing and also software for supporting academic part of CWSN in the State Resource Centre. 1758 Children with Special Needs and 2118 parents of these children with special needs

have been benefitted so far by this State Resource Centre.

### **2.10.3. Special Learning Equipments for Visually Impaired**

Visual impairment should not be an obstacle for the intellectual development of the individual. The State is committed to the development of differently-abled learners and their upliftment. A special learning kit consisting of a stylus, small Tailor Frame, Abacus, folding stick, Draught Board with coins, Arithmetic types and Algebra types has been provided to each of 2221 vision impaired students at a cost of Rs.18.52 lakhs.

### **2.11. SSA Teachers Salary**

Taking into account the Pupil Teacher Ratio and subject specific requirement of Teachers in 6,7,8<sup>th</sup> classes, Government have sanctioned 3565 Secondary Grade Teachers and 2863 B.T Assistant Teacher posts in the year 2011-2012. Further in the year 2012-2013, 246 Primary Head Master posts and 50 Middle School Head Master posts were sanctioned to comply with RTE 2009 provisions.

For the year 2014-2015, Government of Tamil Nadu has created 256 Secondary Grade Teacher posts for 128 New Primary Schools and 126 BT Assistant Teacher posts for upgradation of 42 Primary schools to Middle schools, sanctioned under SSA with a salary cost of Rs. 3.61 crores.

Altogether, from 2001-02 till 2014-2015, State Government have sanctioned 7,507 Secondary Grade Teacher posts, 27,105 BT Assistant Teacher posts, 246 Primary Headmaster posts and 50 Middle school Headmaster posts under SSA.

### **2.11.1. Part Time Instructors**

In compliance with the 'Right of Children to Free and Compulsory Education Act 2009', the Sarva Shiksha Abhiyan has approved the creation of three Part Time Instructors posts to each of the Government school having a total enrolment of above one hundred in 6,7,8 classes.

To fulfill this obligation, the Honorable Chief Minister of Tamil Nadu announced that 16,549 posts of Part Time Instructors will be created in Government Middle Schools, High Schools and Higher Secondary

Schools. By this, the students of 6, 7 and 8 classes in these schools will be benefited. Of these, 15,169 part time teachers were appointed in March 2012 with a consolidated pay of Rs.5000/- p.m. and their posts are being continued every year. From the year 2014-2015 they are being paid Rs.7000/- p.m.

## **2.12. Community Mobilization**

### **2.12.1. Collaborative Campaign on Casteless Society**

During the Collectors' Conference held on 18.12.2012, the Hon'ble Chief Minister announced 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, awareness programmes, dramas and plays through an art form called "Kalajatha", by a team consisting of 96 Rural Folk Artists, in coordination with Police Department were conducted.

### **2.12.2. Community Mobilization Awareness Programme**

The Hon'ble Chief Minister, under Rule 110 of the Tamil Nadu Legislative Assembly, announced that "In continuation of the collaborative campaign, a community mobilization programme is being sanctioned for conducting awareness rallies, Kalajathas, Competitions in schools etc." at a cost of Rs 9.99 crores.

In pursuance on the Hon'ble Chief Minister's announcement, the following activities under Community Mobilization have been carried out within the outlay of Rs.9.99 Crores sanctioned.

#### *Kalajathas*

Awareness on RTE was created through the performance of Kalajathas, conducted in 2640 selective places in 27 districts, where people live in school-less habitations, where there are large number of out of school children, where people of disadvantaged and weaker sections live, where nomadic communities live in make-shift tents, and

Migrant labourers work with their children in construction sites.

#### Competitions for School Children

To attain the goal of “Muzhu Sugadhara Thamizhagam” in Tamil Nadu, school level competitions like essay writing, oratory and paintings on personal hygiene and sanitation have been conducted in all Government and Government aided Primary, Middle, High & Higher Secondary Schools.

#### Wall Paintings and School Annual Day

Wall paintings on RTE and depicting future career prospects for students have been done in all Government Middle, High and Higher Secondary and KGBV schools of Tamil Nadu. For the first time, funds were provided to conduct Annual Day in all the Government Middle, High and Higher Secondary Schools to enable students to exhibit their talent and build confidence.

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

The Government of Tamil Nadu has launched a flagship programme, Educational Management and

Information System (EMIS) in all schools. The data of all the schools, teachers and students are being collected and updated annually. Information being collected manually at present from schools can be easily extracted from the database. 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 would also be possible for the Government machinery to monitor the reach of welfare measures to the target group through the EMIS. Besides, student's cohort can be studied and consistently followed with the information collected from the EMIS. This would further help to track the children dropped out from the school system before completing the required education. To implement EMIS system effectively a full-fledged State EMIS cell is functioning in DPI Campus with necessary Hi-end server and peripherals in the year 2014-15.

## **2.14. EFFECTIVE MONITORING**

### **2.14.1. Review and School Visit**

Effective monitoring is an important tool to ensure quality in education and progress in implementation of schemes. Reviews for all District and Block officials are conducted at the Zonal level which are chaired by the Hon'ble Minister for School Education. This has enhanced accountability and also improved coordination among officials. In order to closely monitor the performance of the districts, each Joint Director has been assigned the role of Nodal Officer with one, two or three districts allotted to them. The Nodal Officers visit the allotted districts every month and meticulous review is done regarding implementation of all activities with main focus on provision of Quality Education to all children.

### **2.14.2. Orientation Training on Effective Monitoring**

The block level officers play a vital role in implementing Elementary Education in schools. To strengthen and build their capacity, two days orientation training was organised for all AEEOs in

co-ordination with SCERT. The training covered 23 important topics focusing mainly on improving the quality of schools in the academic and non-academic areas and administration. It was also emphasised during the training that their approach during the visits, should not be based on fault finding but on facilitating and motivating the Headmaster and teachers which will in turn reflect in improved class room transactions. 834 Assistant Elementary Educational Officers and Additional Assistant Elementary Educational Officers were benefitted by this training.

### **2.14.3. Office buildings**

Infrastructure is a basic requirement for any office. In recognition of this necessity, the State Government have allotted funds for the construction of Assistant Elementary Educational Offices since 2011-2012. So far, 13 Assistant Elementary Education Offices have been provided with buildings taken up at a cost of Rs.248 lakhs. The State has allotted funds for construction of District Elementary Education Offices in Tuticorin, Trichy and Thiruvannamalai

Districts in the year 2014-2015 at a cost of Rs.96 lakhs.

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

The effective monitoring and implementation of various provisions ensuring the child's right to education along with various entitlements specified in the Right of Children to Free and Compulsory Education Act rests with the School Management Committee and Local Authorities. Right of Children to Free and Compulsory Education Act gives immense importance to SMCs as a decentralized structure and one in which parents play a significant role.

School Management Committee has been constituted in 42,167 Government and Government Aided Schools. The main objective of this committee is to prepare School Development Plan (SDP) as per the Right of Children to Free and Compulsory Education Act guidelines / norms and in turn enable the school to transform into a Right of Children to Free and Compulsory Education Act compliant school.

The community at large and School Management Committee members 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 has been provided for SMC members from 2011-2012 to 2014-2015. During the year 2014-2015, **2,13,943** SMC members have been provided training at a cost of Rs **6.41 crores**.

### **2.16. Budget**

The total outlay for Sarva Shiksha Abhiyan for the year 2015-2016 is Rs. 2329.15 crores as against an outlay of Rs. 1990.070 crores in 2014-2015. Budget allocation for Elementary education for the year 2015-2016 is Rs. 8288.70 crores.

### **2.17. Conclusion**

The State of Tamil Nadu stands as a fore-runner in achieving most of the objectives envisaged in the RTE Act 2009 and through its sustained endeavours is attaining the goals stated therein. Till recent years, the emphasis was on achieving access and equity. Having achieved near 100% access and necessary infrastructure, the focus has shifted to

ensure quality education and the all round development of each child. The introduction of SABL, Trimester pattern, CCE, innovative interventions like Mathematics lab, Mobile Science Van, Chess competition, Connecting class rooms, ICT in schools, SLAS, periodical assessment of all children in classes 2 to 8 and all the activities of SSA will result in the emergence of students with well rounded personalities for the progress of the State and the Nation. Teacher, the facilitator should be knowledgeable, must have an aptitude for teaching, effective to mould the children and should create a conducive atmosphere for learning in every class room. Appointment of teachers by means of Teacher Eligibility Test (TET) fulfills this purpose. Self evaluation is a tool for qualitative enhancement. SLAS is being conducted once in a year, and the periodical assessment of all children, twice a year. Shortcomings are found and steps taken to improve and enhance the quality. Execution of these strategies, through the actively coordinated efforts of SSA and Elementary Education has resulted in all children attaining higher learning levels.

Due to the sustained and time bound interventions of the Hon'ble Chief Minister, Tamil Nadu will be known as the innovation hub and knowledge capital of India, on the strength of the world class institutions in various fields and the best human talent as envisioned in the Hon'ble Chief Minister's "Vision 2023".

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

#### 3.1. Introduction

Education is the foundation for sustainable development and it holds the key to 'social inclusion'. It is one of the necessary conditions for promoting quality of life and freedom. Education takes up the role of integrative force in society, imparting values that foster social cohesion and national identity. It is essential for integrating the marginalised and disadvantaged segments in the society into the development process. Promoting equity and active citizenship through a well-developed and inclusive education system, therefore, needs to occupy the centre-stage of the development agenda in every society. The "***Vision Tamil Nadu 2023***" envisages, *inter alia*, the following ambitious milestones to be achieved by the State.

*"Tamil Nadu will be India's leading state in social development and will have the highest Human Development Index (HDI) amongst all Indian states."*

*"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 document also envisions reaching the landmark of Universal Secondary and Higher Secondary Education in Tamil Nadu. One of the important vision themes put forth in the document in this regard is that "*Tamil Nadu will provide the best infrastructure services in India in terms of universal access to ..... education*".

Consistent increase in the budgetary allocation to education in general and school education sector in particular by the Government has been the key in creating a sustainable environment for initiating changes and bringing about reforms in the secondary and higher secondary education sectors.

With necessary resources in place, concerted efforts have been taken by the Government of Tamil Nadu over the past four years towards accomplishing the goal of universalisation in the realm of secondary and higher secondary education.



Path-breaking reforms have been evolved and experimented with success in the areas of curriculum renewal, preparation of textbooks, classroom practices and pupil evaluation. In support of these crucial academic inputs, various proactive measures in the form of student welfare schemes have also been put in place to increase enrolment, enable the students to continue their education without getting dropped out, and to retain them in the system of schooling till they complete the secondary and higher secondary education. Introduction of Trimester pattern of education from 6<sup>th</sup> standard to 9<sup>th</sup> standard, preparation of appropriate term books for these classes thereby reducing the burden of textbooks for the students and a new system of Continuous and Comprehensive Evaluation for assessing the attainment levels of students have been some of the major interventions of reform under quality improvement.

With the result Tamil Nadu has recorded substantial improvement and consistent growth over the past four years not only *quantitatively* but also

*qualitatively* in the realm of secondary and higher secondary education.

### **3.1.1 Vision**

The vision of the Government of Tamil Nadu is to bring about all-round and holistic development among students across the State with major thrust on quality, irrespective of gender, socio-economic and disability factors, with appropriate focus on work and life skills by achieving universal access, retention and completion at Secondary and Higher Secondary levels.

The vision of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA), a programme for universalising secondary education, complements this vision of the Government. The vision of RMSA is to make good quality secondary education available, accessible and affordable to all young persons in the age group of 14-18 years.

The initiatives of the State to provide quality secondary education is ably supported by RMSA, financial responsibility of which is shared between the Centre and the State in the ratio of 75:25.

### 3.1.2 Objectives

While the Government's long-term vision is comprehensive, it lays importance to the short-term objectives which are to be achieved in the sphere of secondary and higher secondary education.

*The following are the objectives of Secondary and Higher Secondary Education in Tamil Nadu.*

- ❖ To provide universal access to Secondary and Higher Secondary Schooling to all children in the age group of 14 to 18 years by establishing high schools within 5 kms and higher secondary schools within 8 kms from their habitations.
- ❖ To achieve universal enrolment by providing free transport to all students and residential facilities based on local needs
- ❖ To achieve equity by reducing the social and gender gap through appropriate interventions.
- ❖ To provide inclusive education to the children with various challenges.
- ❖ To ensure quality education by improving teaching – learning environment in schools.
- ❖ Trimester pattern of education with Continuous and Comprehensive Evaluation (CCE) as an innovative methodology for assessment of learning to bring out innate potentials of children.

- ❖ To achieve cent percent retention by reducing dropouts.
- ❖ To develop scientific attitude and scientific temper among the students in secondary education by involving them in Project-based learning.
- ❖ To ensure that every child enrolled completes his / her higher secondary education and enters in to higher education.

### 3.2. Strategies

#### 3.2.1 Access / Upgrading schools

To achieve universal secondary education, the Government of Tamil Nadu has taken efforts to provide access to secondary schools by upgrading middle schools into high schools and high schools into higher secondary schools in the unserved habitations through School Mapping exercise using Geographical Information System (GIS)

*This has been appreciated by the Fifth Joint Review Mission (JRM) of RMSA, Government of India in its Wrap-up Report 2014-15.*

In all, 810 middle schools i.e., 710 middle schools in the year 2011-12, 50 schools in the year

2013-14 and 50 schools in the year 2014-15 have been upgraded into High Schools benefitting 1,50,454 students.

To provide access at Higher Secondary level, 402 high schools have been upgraded into higher secondary schools. Each upgraded higher secondary school has been provided with 9 Post Graduate Teachers since 2011-2012 so as to enable the children to learn subjects like Tamil, History, Economics and Commerce in addition to English, Mathematics, Physics, Chemistry and Biology. Thanks to this progressive decision 3,618 Postgraduate teachers and 402 Headmasters have been appointed during the past four years benefitting a large number of rural children.

*The following Table shows the year-wise achievement in upgrading Middle to High Schools and High Schools to Higher Secondary Schools.*

<b>Year</b>	<b>Middle to High School</b>	<b>High to Hr. Sec School</b>
2011-12	710	100
2012-13	-	100
2013-14	50	100
2014 -15	50	102
<b>Total</b>	<b>810</b>	<b>402</b>

*Source : UDISE 2014-15*

### **Increase in Enrolment of Students**

Various pioneering initiatives implemented in the State over the past four years have contributed to the substantial increase in enrolment and quality of Teaching-Learning process in schools such as:

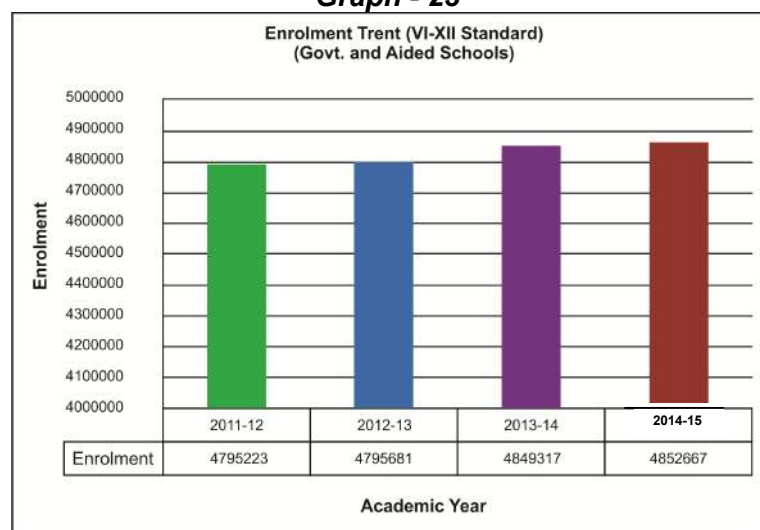
- Hon'ble Chief Minister's student welfare schemes.
- Provision of new schools in unserved habitations.
- Expansion of English medium sections in Government schools.
- Provision of additional classrooms in the existing schools
- Appointment of subject specific teachers.
- Appointment of additional non-teaching staff.
- Mobilising community support for school level interventions.
- Improved performance of schools in terms of Board exam results.

- Quality Secondary and Higher Secondary education.

Consequently, the enrollment of children in high and higher secondary schools in the academic year 2014-15 has increased from 48,49,317 to 48,52,667.

Enrolment Trend - VI to XII Std. (Govt. and Aided)				
Academic year	2011-12	2012-13	2013-14	2014-15
Enrollment	47,95,223	47,95,681	48,49,317	48,52,667

**Graph - 23**



**Source: UDISE**

### 3.2.2 Model Schools

Schools of Excellence in the form of Model Schools have been established in the 44 Educationally

Backward Blocks as envisaged in the framework of RMSA towards universalisation of Quality secondary education. To complete the construction of Model schools, the State has sanctioned an amount of Rs.57.23 crores in addition to the 25% State's share of Rs.33.13 crores. These Model schools are functioning as inspirational institutions for other schools, benefitting 24,640 students of the rural areas.

### 3.2.3 Girls' Hostels

To address the issue of gender gap and to support girls to continue their education up to secondary and higher secondary level, the Government of Tamil Nadu has established girls' hostels in the 44 Educationally Backward Blocks. This special scheme supports the educational needs of 4400 girls to pursue their secondary education without any difficulty. To complete the construction of girls' hostels, the State has sanctioned an amount of Rs. 45.44 crores in addition to the 10% state's share of Rs 6.11 crores. The Hon'ble Chief Minister inaugurated 19 Girls hostels on 8.6.2015 and the construction of remaining girls hostels is nearing completion.

**Picture 17-Girls Hostel, Panamarathupatty, Salem district**



### **3.2.4 Expansion of English Medium Sections in Government Schools**

To fulfill the long felt desire of parents, especially from the underprivileged sections of the society, to have their wards educated in English medium, the State Government has introduced English medium in Government Schools from 2012-13. The following table provides the year-wise details of opening of English medium sections in Government schools.

Year	No. of Schools with English medium sections
2012-13	165
2013-14	1408
2014-15	1485

*Source: DSE*

As many as 53,668 students have benefitted in these English medium sections over the past three years.

### **3.2.5 Appointment of Teachers**

The Government has attached paramount importance to fill up the vacancies and also to fill up the posts sanctioned to the schools based on the requirements, towards improving quality in teaching-learning environment. As such, 72,843 subject-specific teachers have been appointed so far among the total of 76,338 posts sanctioned by the Government. The recruitment for the remaining posts is in progress.

*The Fifth Joint Review Mission of RMSA* in its report has made the following positive observation about the recruitment and transfer policy adopted by Tamil Nadu.

“At the secondary level, it is important to prepare teacher vacancies based on disaggregation by subject requirements in each District, instead of using just the PTR norm. The State has evolved a transparent policy for recruitment of teachers. Subject wise vacancies are obtained by the Directorate of School Education and notified by the Teacher Recruitment Board (TRB). The TRB conducts the Teacher Eligibility Test (TET). Successful candidates are appointed by the Directorate of School Education through counseling and deployment is done using online system”.

### 3.2.6 Appointment of Non-Teaching Staff

Non-teaching posts such as Assistants, Junior Assistants, Typists, Steno-typists, Lab Assistants, Watchmen and Sweepers have been sanctioned for schools towards effective functioning of schools. 20,365 non-teaching posts have been sanctioned by the Government in the past four years.

### 3.2.7 Infrastructure Facilities

“Tamil Nadu will provide the best infrastructure services in India in terms of universal access to ..... Education”. – “**Vision Tamil Nadu 2023**”.

The State Government with the loan assistance from NABARD and project funds of RMSA has been

endeavouring to accomplish the infrastructural requirements of schools like additional classrooms, furniture, computer laboratories, science laboratories, language laboratories, libraries, toilets, drinking water facilities and compound wall in a holistic manner.

### Loan assistance from NABARD

An amount of Rs. 609.10 crores has been sanctioned for providing infrastructure under NABARD for 496 schools during the past four years. The phase-wise details are as follows.

Phase	Year of Sanction	Schools Benefitted	Class Rooms	Science Lab	Toilets	Drinking Water Units	Length of Compound wall in metres	Value in Crore
Phase XI	2012	131	1508	112	244	71	43252	152.73
Phase XII	2013	210	1335	184	603	99	50110	247.75
Phase XIII A	2014	155	1303	127	324	80	44052	208.62
<b>Total</b>		<b>496</b>	<b>4146</b>	<b>423</b>	<b>1171</b>	<b>250</b>	<b>137414</b>	<b>609.10</b>

Source: DSE

Taking into consideration the special requirement of providing additional toilets and drinking

water facilities, the Government has approved availing of NABARD's loan assistance for Rs.41.58 crore for 424 Government High and Higher Secondary Schools.

Provision of Sanitation Facilities under NABARD					
Phase	Year of Sanction	No. of Beneficiary Schools	No. of Toilets	Drinking Water Units	Value (In Crore)
Phase XIII	2015	424	784	376	41.58

The Government has sanctioned for Phase X-B and XI under NABARD, an amount of Rs. 9.50 crores in the year 2014-2015 for the purchase of furniture such as desks and benches for the students, tables and chairs for the teachers and lab equipments to 257 Government higher secondary schools.

### Provision under RMSA

Towards construction of school buildings for 200 High schools sanctioned in the year 2009-10, the Government of Tamil Nadu sanctioned an additional amount of Rs.18.02 crores to complete the construction of these buildings in view of escalation of construction cost.

Furthermore, 1250 classrooms and 502 science laboratories for the existing schools have been constructed with the additional fund of Rs.71.18 crores sanctioned by the State Government.

*Picture 18. Government Hr. Sec. School, Mohanur, Namakkal District*



*Picture 19. New School under RMSA, GHS, Kumittipathy, Coimbatore District*



**Picture 20. Government Boys Higher Secondary School,  
Palladam, Tiruppur District**



### **3.3 Progress in important Educational Indicators in Secondary Education.**

The MHRD, New Delhi has recently come up with the **Results Framework Document (RFD) for Secondary Education (2013)** in which the status of progress in secondary education can be assessed by seven key performance indicators.

*The seven key performance indicators are:*

1. Secondary Enrolment
2. Gross Enrolment Rate (GER)
3. Gender Parity Index (GPI)
4. Gender Equity Index (GEI)

5. Social Equity Index (SEI-SC)
6. Social Equity Index (SEI-ST)
7. Secondary Graduation Rate (SGR)

The indicator-wise analysis reveals the achievement of the State in terms of Access, Equity and Quality.

The data on progress in select indicators given in the Table below disclose the progress of the State over the years at Secondary level. The increase in enrolment of students with resultant increase in Gross Enrolment Ratio at secondary level over the past four years corroborate that the State is almost achieving universal enrolment.

**RFD INDICATORS**

<b>Year</b>	<b>2009-10</b>	<b>2014-15</b>
Enrolment	2184077	2228431
Gross Enrolment Ratio (GER)	85.81	91.17
Gender Parity Index (GPI)	1.02	1.04
Gender Equity Index (GEI)	1.010	1.018
Social Equity Index-SC	1.06	1.09
Social Equity Index –ST	0.67	0.96
Secondary Graduation Rate	86.26	94.57

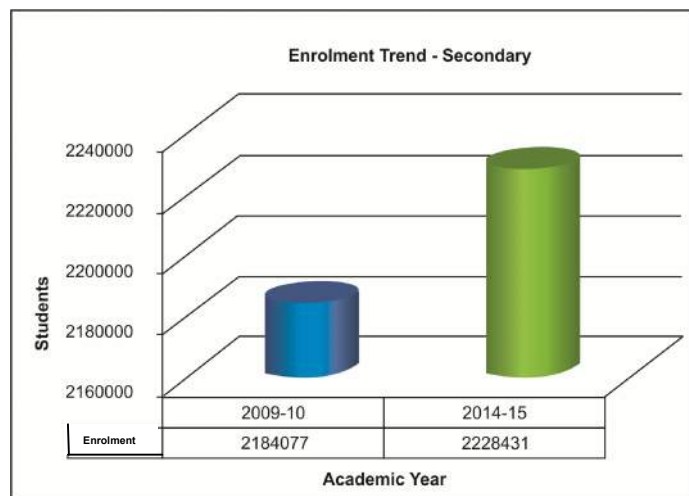
*Source: UDISE, TN*



### 3.3.1 Enrolment Trend in Secondary Education

The following diagram represents the increasing trend in enrolment of students at secondary level in the State.

Graph – 24

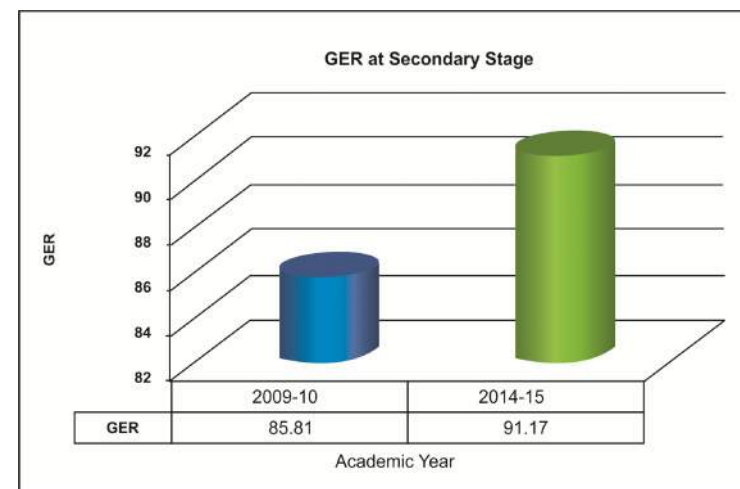


### 3.3.2 Gross Enrolment Rate – GER

Introduction of various welfare schemes have been instrumental in the considerable increase in enrolment in secondary sector since 2009-10. In the year 2009-10, the State GER at Secondary level was at 85.81 and this has increased to 91.17 in the year 2014-15, registering an overall increase in GER of 5.36.

Year	GER
2009-10	85.81
2014-15	91.17

Graph - 25



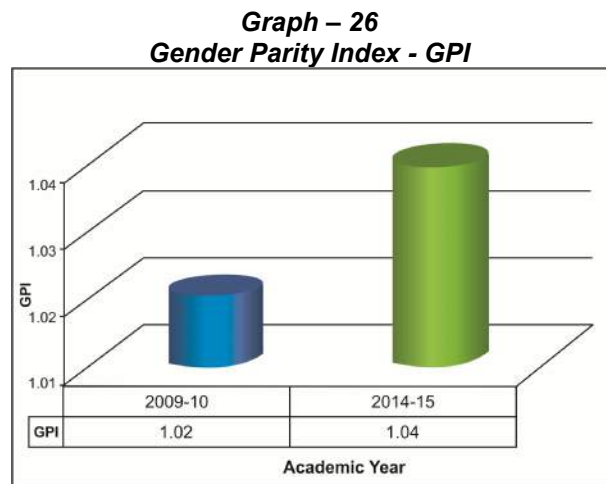
Source : UDISE

### 3.3.3. Gender Parity Index (GPI)

The *Gender Parity Index (GPI)* is an indicator showing the status of enrolment of girls in relation to the enrolment of boys. The data of GPI provided in the following diagram indicate that there has been a

marginal increase in the year 2014-15 over the base year, 2009-10.

$$GPI = (GER\ Girls / GER\ Boys)$$



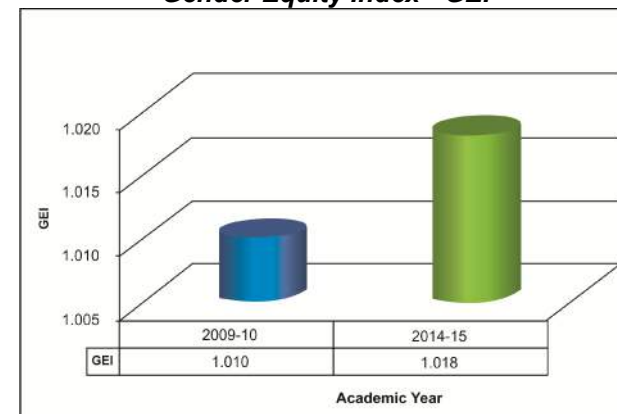
Source : UDISE

### 3.3.4 Gender Equity Index (GEI)

The indicator of Gender Equity Index (GEI) presents the *status of share of Girls in total enrolment with regard to the share of girls in total age group*. The data of enrolment of girls over a period of four years show a marginal increase in GEI, as shown in the following diagram.

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

**Graph – 27**  
**Gender Equity Index - GEI**



Source : UDISE

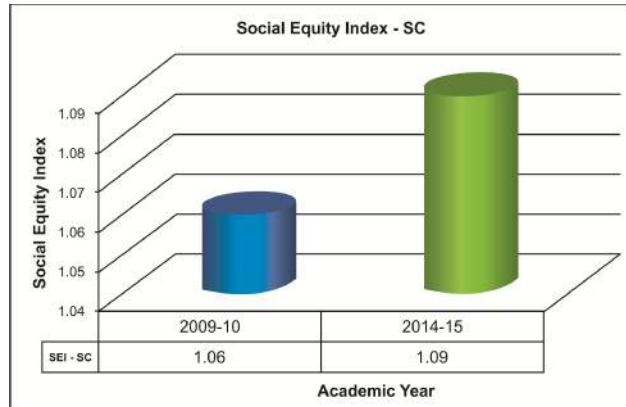
The increase in GEI as given above signifies that the participation of girls has been consistently increasing over the last four years.

### 3.3.5 Social Equity Index (SEI) – SC and ST

In terms of *Social Equity Index*, the state's special initiatives in addition to the academic inputs have yielded results and this is revealed in the achievement of favourable *SEI* among SC and ST students across the State over the past four years.

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

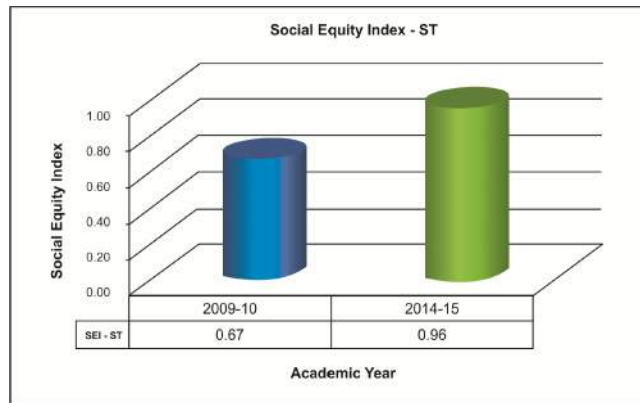
**Graph - 28**



Source : UDISE

*SEI (ST) = Share of ST in Total Enrolment / Share of ST in Total Age Group Population*

**Graph - 29**



Source : UDISE

In the case of SC, the State Level SEI was 1.06 in the year 2009-10 and this has improved to 1.09 in

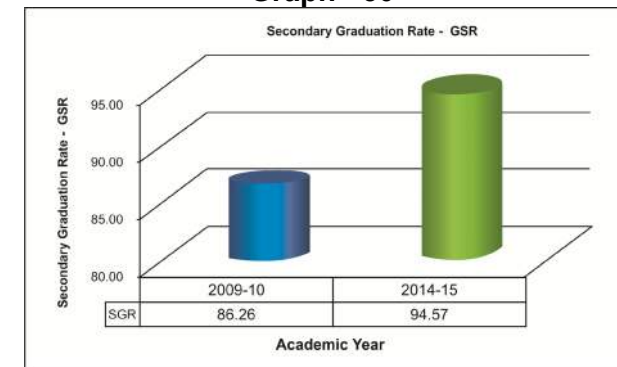
the year 2014-15. As regards ST, the SEI was 0.67 in the year 2009-10 and this has gone up to 0.96 during the year 2014-15.

### 3.3.6 Secondary Graduation Rate (SGR)

The innovative reforms in Secondary Education including quality inputs along with student-welfare schemes of the Government have helped in achieving the highest secondary graduation rate. The indicator of SGR discloses the internal efficiency of our Secondary education system, the State level progress is represented in the diagram given below.

*Graduation Rate = No. of Students appeared in X standard / No. of Students enrolled in IX in the previous year*

**Graph - 30**



Source : UDISE

The Secondary Graduation Rate in the year 2009-10 was 86.26. This has gone up to 94.57 in the

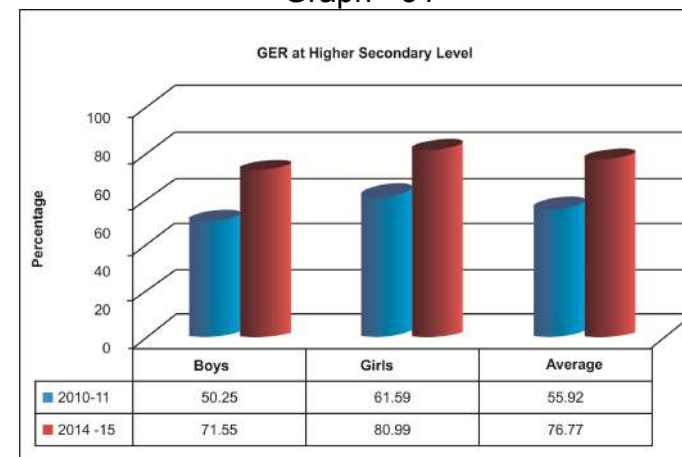
year 2014-15. The State has registered an increase of 8.31% which is quite remarkable.

### 3.3.7 GER at Higher Secondary Level

The successful implementation of RMSA in Tamil Nadu has resulted in the introduction of new and innovative strategies in the realm of Higher Secondary Education also. It is significant to note that the enrolment of both boys and girls has increased considerably from the base year 2010-11.

Gross Enrolment Rate - HSC		
Type	2010-11	2014-15
BOYS	50.25	71.55
GIRLS	61.59	80.99
<b>AVERAGE</b>	<b>55.92</b>	<b>76.77</b>
Source : MHRD Population Projection, SEMIS & UDISE		

Graph - 31



Source : UDISE

The table and the diagram depicting the trend in improvement of GER reveal that the GER of boys, which was at 50.25 in the year 2010-11 has increased to 71.55 in the year 2014-15, with an increase of 21.30. In the case of girls, the GER was at 61.59 in the year 2010-11 and has gone up to 80.99 in the year 2014-15, registering an increase of 19.40. The increase in the case of both boys and girls has been phenomenal.

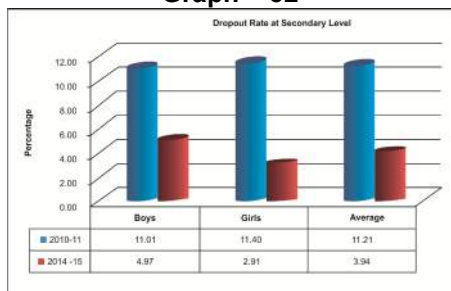
### 3.3.8 Reduction in dropout rate and enhancement in retention and transition.

The Directorate of School Education in co-ordination with RMSA has been taking a series of steps to improve enrolment, retention and pass percentage of students at the Secondary level.

A total of 14 welfare schemes are implemented to enable the students to continue and complete school education. This has also helped in substantial reduction in dropout rate. The dropout rate which was 11.21 in 2010-11 has been reduced to 3.94 in 2014-15. The reduction of dropout rate of both boys and girls indicate the same positive trend.

Dropout Rate at Secondary Level			
Year	Boys	Girls	Average
2010-11	11.01	11.40	11.21
2014-15	4.97	2.91	3.94

**Graph – 32**



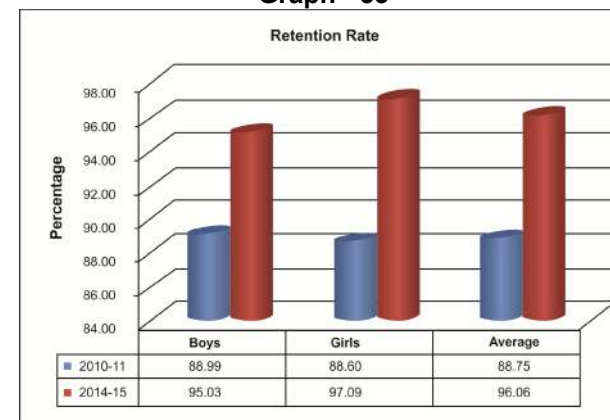
Source: Cohort

The following table shows a steep rise in the State level Retention Rate

$$\text{Retention Rate} = 100 - \text{Dropout Rate}$$

Retention Rate			
Year	Boys	Girls	Average
2010-11	88.99	88.6	88.75
2014-15	95.03	97.09	96.06

**Graph - 33**



Source: Cohort

### 3.3.9 Enrolment and Transition in Higher Secondary stage.

#### Progress in Enrolment

With the advent of RMSA and various Welfare schemes and incentives of the State Government in

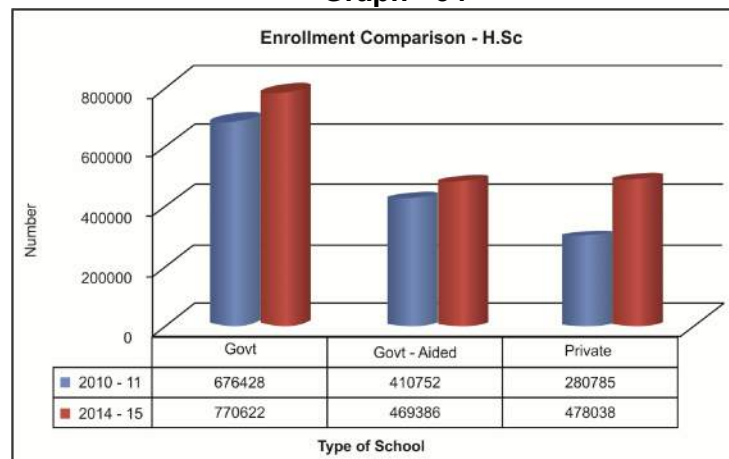
Secondary and Higher Secondary stages, the number of children enrolled in higher secondary level has been increasing over the past four years.

ENROLMENT COMPARISON – H.Sc.		
Type	2010-11	2014-15
Govt	676428	770622
Aided	410752	469386
Private	280785	478038
Total	1367965	1718046

Source : SEMIS & UDISE

In all types of Higher secondary schools, the total enrolment in the year 2010-11 was 13,67,965. This has increased to 17,18,046 in the year 2014-15.

**Graph - 34**



Source: SEMIS & UDISE

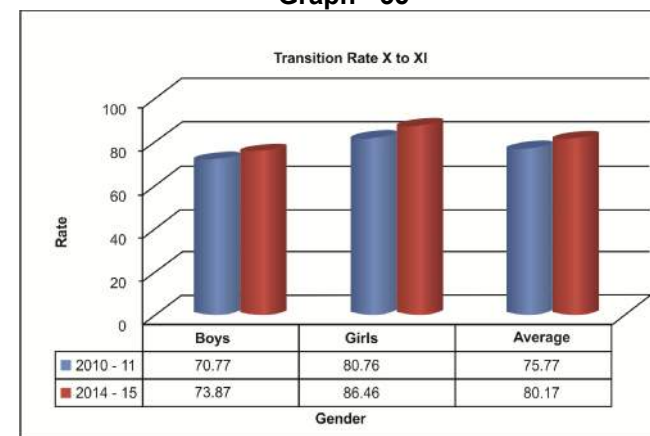
### Progress in Transition Rate

The transition rate from X to XI standard has also been increasing over a period of four years. It is significant that both boys and girls have recorded an increase in transition rate. With regard to boys, there has been 3.10 increase and in the case of girls, it is remarkable with an increase of 5.70

TRANSITION RATE - X to XI		
Gender	2010-11	2014-15
Boys	70.77	73.87
Girls	80.76	86.46
Average	75.77	80.17

Source : SEMIS & UDISE

**Graph - 35**



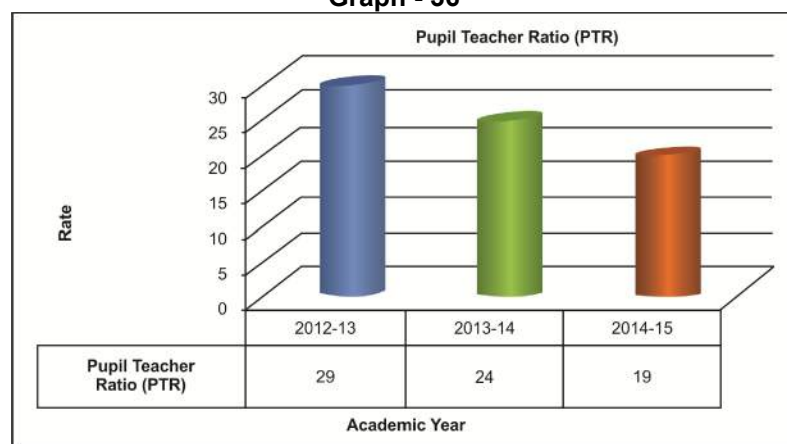
Source: SEMIS & UDISE

### 3.3.10 Pupil-Teacher Ratio (PTR)

The National Pupil-Teacher Ratio norm at secondary level is 40:1. However, owing to the appointment of subject-specific teachers by the Government of Tamil Nadu in high and higher secondary schools, the state-level PTR in the State has reached an enviable level of 19:1 in the year 2014-15. The year-wise positive reduction in State level PTR is presented below:

Year	PTR
<b>2012-13</b>	29: 1
<b>2013-14</b>	24:1
<b>2014-15</b>	19: 1

Graph - 36



Source:UDISE

### 3.4. Quality Interventions

#### 3.4.1 Trimester pattern of education and Continuous and Comprehensive Evaluation (CCE)

The Government of Tamil Nadu has implemented a lot of reforms in curriculum, preparation of textbooks and pupil evaluation. The *Trimester system* of education has been introduced by the Government for standards 1<sup>st</sup> to 9<sup>th</sup> resulting in substantial reduction of textbook burden of students.

In the Trimester system of Education, annual textbook has been divided into three parts; and textbooks for each term have been separately prepared and supplied to school children. The textbook load of children has been considerably reduced and learning has become comparatively easier.

The Government also implements Continuous and Comprehensive Evaluation for 1<sup>st</sup> to 9<sup>th</sup> standards. Under this new system, 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 valuation technique, while assessing the students' achievement, diagnoses the gap in a student's attainment levels also and thus helps in addressing the same through corrective measures by the teachers.

### **3.4.2 Virtual Classrooms**

Virtual Classrooms have been introduced as a pilot programme. This innovative programme uses computers and internet to present quality teaching-learning environment. All activities and interactions take place through computers. Virtual classrooms can be accessed from the school through a computer that has necessary software and internet connection.

In the year 2014-15, an amount of Rs.58.00 lakh has been sanctioned for this innovative programme to improve the performance of the students studying in seven Educationally Backward districts viz., Tiruvannamalai, Vellore, Dharmapuri, Krishnagiri, Villupuram, Cuddalore and Nagapattinam. As part of this pilot programme, a total of 70 schools

have been identified in these seven districts. This scheme enables the students in their self-study to learn the concepts of different subjects through ICT.

### **3.4.3 State Common Board of School Education**

The State Common Board of School Education functions under the Chairpersonship of the Director of School Education. The Board examines and approves curriculum, its renewal, framing of syllabus, preparation of appropriate textbooks by SCERT.

The textbooks published by the private publishers based on curriculum and syllabus approved by the Board for classes under Trimester system are also scrutinised and approved by this Board every year.

### **3.4.4 Extension of Tamil Learning Act to Schools affiliated to other Boards**

In order to confer prime status to learning of Tamil as a subject at school level, the Government has issued orders G.O.(Ms) No.145,Dt.18.09.2014 making it mandatory for schools affiliated to other Boards of Education in Tamil Nadu to teach Tamil in all classes up to 10<sup>th</sup> Standard.



The implementation of the Act shall be taken up in a phased manner commencing from the academic year 2015-16 for standard I, as given below.

Academic Year	Standard
2015-16	I
2016-17	I to II
2017-18	I to III
2018-19	I to IV
2019-20	I to V
2020-21	I to VI
2021-22	I to VII
2022-23	I to VIII
2023-24	I to IX
2024-25	I to X

### 3.4.5 Capacity Building of Teachers

In co-ordination with the State Council for Educational Research and Training, special modules for training the Graduate Teachers and Post Graduate Teachers have been designed so as to enable them to approach teaching-learning innovatively and to make classroom situations interesting for the students.

Graduate teachers and Post Graduate Teachers have been trained over the past four years, the details of which are provided in the following table

### Graduate Teachers trained under RMSA

Sl. No.	Year	Training	No. of Teachers trained	Expenditure (Rs.in crore)
1.	2011-12	Training for Subject Teachers	40,953	7.31
2.	2012-13	Training for Subject Teachers	29,176	1.17
		Induction Training for New Teachers	8,556	0.38
3.	2013-14	Training for Subject Teachers	24,659	2.54
4	2014-15	Training for Subject Teachers and Art Teachers	39,196	5.88
<b>Total</b>				<b>17.28</b>

Source: RMSA

### Subject-wise Training to Post Graduate Teachers in 2014-2015

Sl. No.	Subject	No. of Teachers trained
1.	English	317
2.	Mathematics	283
3.	Commerce / Accountancy	313
4.	Physics	225
5.	Chemistry	219
6.	Biology	369
7.	History and Economics	448
<b>Total</b>		<b>2174</b>

Source: SCERT

In the year 2014-15, School Leadership Development Programme Training to 1140 High School Headmasters have also been organised at a cost of Rs.3.97 crore.

### **3.4.6 Mobile Counseling Centres for Students**

To enable the students to cope with psychological issues like personal, family and social etc., Student Mobile counselling centers in 10 zones were launched in the year 2013 by the Hon'ble Chief Minister. It covers all Districts in the State. Mobile counselling vans have been equipped with T.Vs, CD players and other necessary equipments. Ten Psychological Counsellors have been appointed one for each zone and they visit all schools in the state to provide Psychological Counselling to the students.

Counsellors have been oriented in two spells by eminent scholars in the field from Universities and faculty from SCERT on the modalities of counselling students. During the academic year 2014-15, the counsellors have visited 1,834 schools across the state and provided appropriate counselling in group to 3,47,875 students (1,66,953 boys and 1,80,922 girls).

Further need-based individual counselling has been given to 6,501 boys and 7,121 girls.

Picture 21



### **3.4.7 Tamil Nadu Rural Talent Search Examination**

The rural students with inherent talents studying in Government and Government-aided schools are identified through this Talent Search examination every year. The students studying IX Standard who have secured 50% of marks in Standard VIII are eligible to appear for this examination. The top-ranking 50 boys and 50 girls screened from each District are granted a scholarship of Rs.1,000/- per year for 4 years from Standards IX to XII.

An amount of Rs. 1.10 crores is allotted for this scheme every year. The students, whose parents' annual income does not exceed rupees one lakhs are eligible for this scholarship.

### 3.4.8 Cash Prizes for Top Rankers

This scheme is to encourage and support the students who excel in studies by securing top three ranks in Board exams to continue their higher studies. At the State level, the top ranking students who have opted for Tamil as first language are awarded cash prizes. The number of top rankers and the amount awarded to them is given below:

#### Top Rankers in XII Standard Board Examinations

Place	Amount	No. of Students		
		2012-13	2013-14	2014-15
First	Rs. 50,000	2	1	2
Second	Rs. 30,000	3	1	4
Third	Rs. 20,000	9	4	1

Source : DGE

At the District level, the cost of education for higher studies of the first three rank holders in the XII Standard Board Examination is 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 Hr. Secondary Schools	1

Similarly, the first three State-level top rankers in the X Standard Board Examination who have opted to study Tamil as first language have also been awarded cash prizes during 2012-13, 2013-14, and 2014-15, the details of which are as follows:

#### Top Rankers in X Standard Board Examinations

Place	Amount	No. of Students		
		2012-13	2013-14	2014-15
First	Rs.25,000	9	20	39
Second	Rs.20,000	50	125	181
Third	Rs.15,000	132	318	524

Source: DGE

### 3.4.9 Animated CDs for teaching Concepts (X Standard)

In the year 2014-15, an innovative effort has been made, by which the subject contents of X standard in all the five subjects have been presented through animation. The CDs containing lessons using animation have been prepared at the State level and they have been multiplied and distributed to the Districts for use in all Government and Government-aided schools. This has helped the students to understand the concepts in all subjects easily. Moreover, the teachers are also able to explain the difficult concepts to the students in an effective manner.

The advantage of implementing this programme is that the students can watch these CDs any number of times till they understand the concepts comprehensively.

Under this scheme, a total of 50 concepts (Tamil, English, Maths, Science and Social Science) have been selected and they have been converted into animation content at a cost of Rs.1.50 crores.

### 3.4.10 Performance of Students in X and XII Board Examinations

A total of 10.61 lakh students consisting of 5.33 lakh boys and 5.28 lakh girls have appeared in the X Board Examination held during March 2015. As many as 9.86 lakh students comprising 4.82 lakh boys and 5.04 lakh girls have passed. The number of students scoring cent percent has also increased substantially in Mathematics, Science and Social Science subjects. 27,134 students in Mathematics, 1,15,853 students in Science and 51,629 students in Social Science have scored cent percent which is by far an extraordinary achievement.

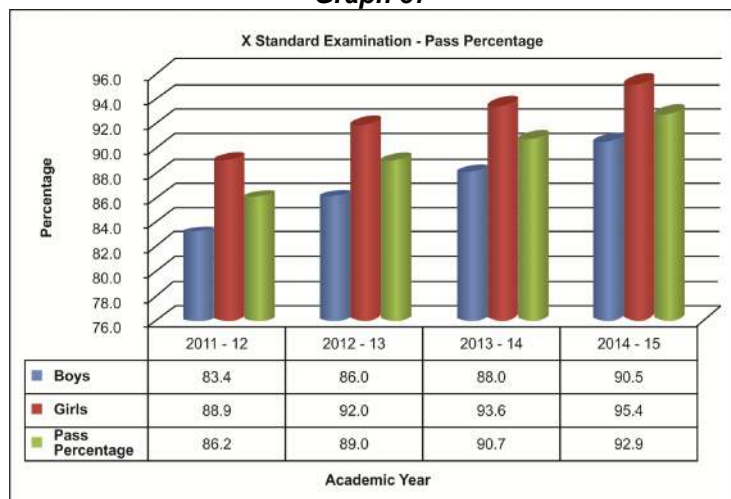
The overall performance of the students in X standard Board Examinations in March 2015 is 92.9% which shows an increase of 2.2% over the last year and 6.9 % increase over the year 2011-12.

#### X Board Examinations - Pass Percentage

Year	Boys	Girls	Overall Pass Percentage
2011-12	83	89	86
2012-13	86	92	89
2013-14	88	93.6	90.7
2014-15	90.5	95.4	92.9

Source: DGE

**Graph 37**



**Source: DGE**

As far as Standard XII is concerned, a total of 8.39 lakh students consisting of 3.89 lakh boys and 4.50 lakh girls have appeared in the Board Examination held during March 2015. Of them, 7.60 lakh students consisting of 3.40 lakh boys and 4.20 lakh girls have passed. The overall performance of the students in XII standard Board Examinations is 90.60% during the year 2014-2015.

The number of students scoring cent percent has also increased considerably in Mathematics, Accountancy and Business Mathematics subjects in the year 2014-2015. 9,710 students in Mathematics,

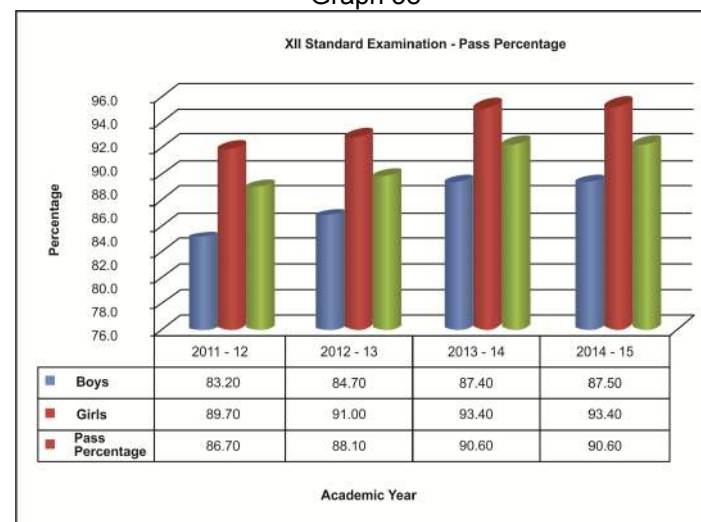
5,167 students in Accountancy and 1,036 students in Business Mathematics have scored cent percent which is a remarkable achievement.

**XII Board Examination - Pass Percentage**

Year	Boys	Girls	Overall Pass Percentage
2011-12	83.00	90.00	87.00
2012-13	84.70	91.00	88.10
2013-14	87.40	93.40	90.60
2014-15	87.50	93.40	90.60

**Source: DGE**

**Graph 38**



**Source: DGE**

### 3.5 CO-SCHOLASTIC ACTIVITIES

#### 3.5.1 Chess Game

To develop and enhance the skills, talents, and the reasoning abilities of the students, the game of Chess was introduced in schools during 2012-13. Chess Competitions at various levels are conducted for the students in the age group of 7 to 17 years from the year 2013-14.

Picture - 22

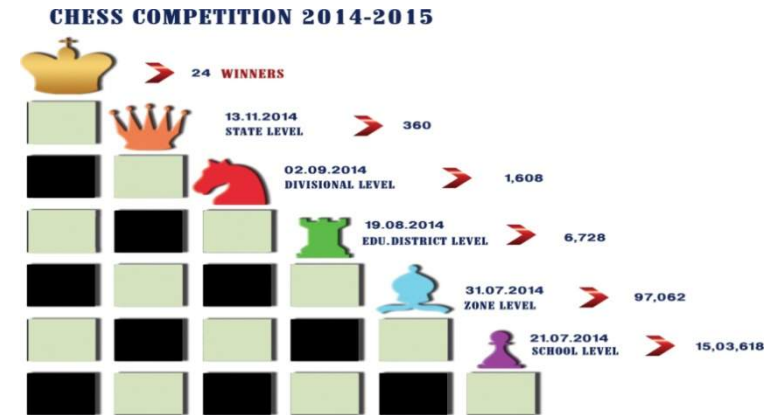


District level Chess Competition held at Cuddalore

The Government of Tamil Nadu sanction a grant of Rs. 22 Lakh as the recurring expenditure to conduct Chess Competitions from the academic year 2013-14. Tamil Nadu School Chess Team has won the overall Championship in School Games

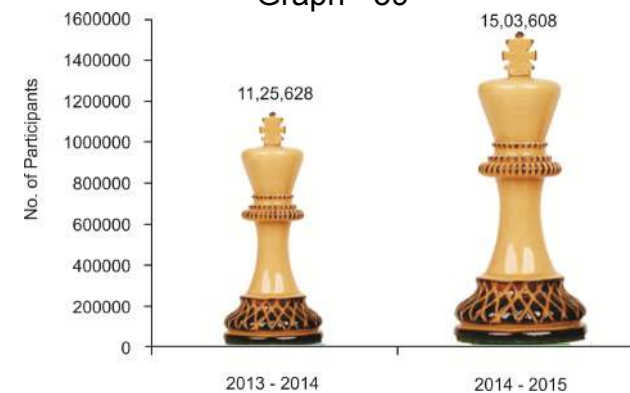
Federation of India National Chess Competitions in 2013-14.

Picture - 23



The number of participants at school level Chess Competitions has improved considerably in the year 2014-15.

Graph - 39



### 3.5.2 State and National level Competitions

To bring out the inherent sports talent of the School children, the School Education Department conducts the Republic Day and Bharathiyar Day Games competitions every year from Zonal level to State level by issuing prizes and certificates.

Competitions are conducted in 26 Sports disciplines for students studying in VI to XII standard in the age group of under 14, 17 & 19 years. Also, the students from Tamil Nadu School Education Department took part in the School Games Federation of India National Level competition and achieved medals.

Towards the expenses for conducting the above competitions, and to enable the students to participate in the National / International competitions, the Tamil Nadu Government sanction a sum of Rs. 10 crores as recurring expenditure from the academic year 2013-14.

The sanction of the above grant from 2013-14 has helped the Tamil Nadu School Education

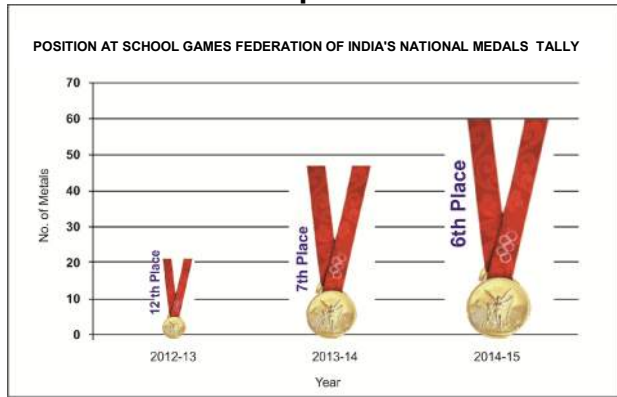
Department to improve its status from 12th position to 7th position at National level. Further in the year 2014-15, this status has further improved from 7th position to 6th position at National level.

The Medal tally at National Level has considerably improved, compared to the previous year. **Tamil Nadu has secured Second Place in the Overall Championship Athletic competitions** with 6 Gold, 20 Silver and 11 Bronze medals, which is a rare feat in the annals of School Education Department.

#### Achievement of Tamil Nadu at school games federation of India

YEAR	RANK	GOLD	SILVER	BRONZE	TOTAL	TOTAL POINTS ACHIEVED
2011-12	11	29	47	75	151	256
2012-13	12	21	36	70	127	205
2013-14	07	47	38	62	147	279
2014-15	06	60	68	73	201	353

**Graph 40**



**Picture 24 - The National Level Athletic competition held at Ranchi, Jharkhand**



### 3.5.3 Scouts and Guides

The Scouts and Guides Movement inculcates self discipline among students. It is much easier to develop interpersonal skills, desirable character, citizenship, civic sense, helping tendency among the students in their formative years. Scouts and Guides

movement aims at catching the student's young to mould them to become good citizens.

Every year, a grant of Rs. 7.00 lakh is allotted by the Government 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 Scouts and Guides from the year 1998-99. An amount of Rs. 5.00 lakh is allotted every year by the Government of Tamil Nadu.

### 3.5.4 Eco-Club

Awareness about environment preservation and improvement is a trait to be developed among the school children. Eco-Club in schools takes this role of creating necessary awareness among students on planting trees, farming gardens and other eco-related activities.

Eco-clubs are functioning in 11,460 schools across the State. Every year an amount of Rs. 5,000/- is sanctioned to each school, which is funded by the



Department of Environment and Forest for various eco-related activities.

### **3.5.5 Junior Red Cross Society**

Imparting Humanitarian values to the children as part of extra-curricular activities in schools is stressed in the National Curriculum Framework (NCF), 2005. Tamil Nadu, being the pioneering State in the implementation of the recommendations of the NCF 2005, has made Junior Red Cross Society a tool to imbibe such values by school students.

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 Counselors and devoted students act as volunteers. Around 5.02 lakh student volunteers are involved in this programme.

### **3.5.6 Young Talent Scheme**

Bringing out talents dormant in students and developing multiple intelligence skills is the main objective of this programme. Competitions for students in Oratory and Essay Writing skills, Drawing, Quiz,

Music, Poetry Writing, Bharathanatyam, Folk Dances, Playing Instruments, Acting and Mono-acting are organized every year at School, Educational District, Revenue District and State Level.

Encouraging the students to participate in these events is the key in developing confidence and improving the multiple intelligence skills. In the year 2014-2015, the State-level competition has been organised in Vellore District and winners have been awarded special prizes.

### **3.5.7 National Service Scheme (NSS)**

Developing students' personality through community service like organizing health camps, blood donation camps, conduct of awareness programmes is focused through National Service Scheme. As many as 97,000 student volunteers are enrolled in 1,940 NSS units in higher secondary schools in Tamil Nadu. The funds for the scheme are shared by the Centre and the State in the ratio of 7:5.

An annual grant of Rs.11,000/- for regular activities and Rs.11,250/- for special camp (per unit) are sanctioned under this Scheme. In 2014-2015,

7 inter-district camps have been organised and 700 students have been involved in this service.

### **3.5.8 Sports Articles to New Schools**

In the year 2014-15, an amount of Rs 20.00 lakh has been sanctioned for 100 high schools for providing sports articles. These sports articles are useful for the boys and girls studying in these schools. Around 60,000 students have benefitted by this.

### **3.5.9 Karate Training to SC/ST girls students**

In the year 2014-15, an amount of Rs 14.46 lakh has been approved for imparting karate training to the SC-ST girl students studying in Government High and Higher Secondary Schools in the SC, ST dominated districts of Dharmapuri, Namakkal, Salem, The Nilgris and Thiruvannamalai. In all, 4,782 girls studying in Government Schools benefitted under this Programme.

**Picture 25 Girls practising Karate at GGHSS, Pethanaickanpalayam, Salem District**



### **3.5.10 Heritage India – Citizenship Training**

To enable the students to know and appreciate our ancient heritage, the cultural and historical significance of India, to understand their duties and to preserve the historical landmarks, an awareness programme has been launched under RMSA at a cost of Rs.10, 000/- per district. A total of Rs 3.2 lakh has been sanctioned for the 'Heritage India Programme' featuring Model Parliament and Quiz Programme.

### **3.5.11 Special Training to SC and ST students**

An amount of Rs 1.63 crores has been sanctioned under RMSA for improving the learning achievement levels of SC,ST students of 32 districts in

the year 2014-15. By this special programme, 32,563 SC, ST students have benefitted.

### **3.5.12 Total Health Programme**

A Total Health Programme for Children studying in Model Schools has been organized to sensitize students on personal hygiene, first aid, interpersonal relationship, etc., Medical and Dental camps have also been organized for these students. As many as 10,700 students have benefitted under this programme.

### **3.5.13 Life Skills Training for Adolescent Girls**

Among the 44 Educationally Backward Blocks in the 13 Districts identified as per Census 2011, 6 Districts have been selected on the basis of low sex ratio for this intervention. The girls in the age group of 14-18 years, who continue their education by staying in the Girls Hostels, have been given the Life Skills training in November 2014. An amount of 42,000/- has been disbursed to the 6 Districts to impart Life Skill Training. Consequently, the girls have acquired confidence to face the challenges in life.

**Picture 26 - Life Skills Training organized in Tharamangalam Block, Salem District**



## **3.6 Other Activities**

### **3.6.1 Science Exhibition**

Science exhibitions are organized to inculcate scientific attitude and temperament in the young minds of students. It also provides an opportunity for the children to exhibit their innate creative talents. A provision of Rs. 1,00,000/- was made to each District for organizing Science Exhibitions. In 2014-2015, the State-level Science Exhibition was conducted in Thiruvallur District.

**Picture 27 Students with their exhibits in the Science Exhibition**



### **3.6.2 Rainwater Harvesting in Schools**

Rainwater harvesting is one of the important programmes of the State Government and awareness on this is created among students. Rainwater harvesting facilities have been provided in 7,644 Schools and 20,805 buildings so far. Awareness Campaigns were conducted by schools to emphasize the need for rainwater harvesting. Essay Writing and Drawing competitions highlighting Rainwater Harvesting were held in all the schools.

**Picture 28 Students Campaign for Rainwater Harvesting at Elumathur, Erode District**



### **3.6.3 Inclusive Education for the Disabled at Secondary Stage (IEDSS)**

This programme is implemented to provide education to the differently-abled children at secondary stage with 100% grant from Government of India from 2009-10. The scheme provides an opportunity for the stakeholders enabling environments to accommodate Children With Special Needs (CWSN) inclusively in a formal school. An inclusive ambience will encourage these students to continue their education and compete with their peers in a healthy way without the fear of exclusion or expulsion.

17,930 special children have benefitted under this scheme during 2013-14 and 11,621 differently - abled students have been identified for special interventions in the year 2014-15. An amount of Rs. 3.55 crores and Rs. 3.12 crores has been spent in 2013-14 and 2014-2015 respectively.

To strengthen the pool of special teachers, the Government has ordered the creation of 202 Special teacher posts in Government schools and they are to be recruited through Teachers Recruitment Board shortly.

#### **3.6.4 Training to Members of School Management Development Committee (SMDC)**

The SMDC members play a vital role in the effective functioning of schools. They help in planning, implementation and assessment of the programmes being implemented. In the year 2014-15, as many as 17,905 SMDC members in 3581 schools have been trained in all the districts. This has been taken up in coordination with RMSA to enable the members to play their role effectively in achieving the objectives of Universal Secondary Education.

#### **3.6.5 Employment Exchange Registration in Schools**

Hon'ble Chief Minister of Tamil Nadu has introduced a novel scheme of registering online the names of students who have passed X and XII Board exam in the employment exchanges in coordination with the Directorate of Employment and Training at school level.

Every year soon after the publication of Board results the registration of students' name in the employment exchanges is done for all successful students. During the year 2013-14, 12.93 lakh students registered their names after passing the X standard and XII standard Board Examinations.

#### **3.6.6 Issue of Community / Residential / Income Certificates**

Providing necessary certificates for students to help them pursue higher education is taken up at school level which has helped the students and parents to receive the certificates easily from the Revenue Department.

Applications for these certificates are collected from the students and handed over to the Revenue officials concerned and the certificates obtained from them are distributed to students in the school itself. Thus the process of getting certificates has been made simple.

During the year 2014-15, these certificates were issued to 6,95,302 students.

### **3.6.7. Parent–Teachers Association**

The Parent-Teachers Association functioning in the Department of School Education is a registered Society. There are 5 tiers [School, Block, Educational District, Revenue District & State Level] in the organizational set-up of this Association. At every level, the contribution of the Parent-Teachers Association is significant in promoting effective functioning of Schools. The school PTA plays a vital role in monitoring the attendance of children and prevention of dropouts. The unforeseen vacancies of teachers arising in schools are effectively managed by teachers temporarily appointed by PTA.

The State Parent-Teachers Association is contributing for preparing Question banks, Booklets and Model Question paper for Standard X and XII. The materials printed and distributed by State PTA are widely used by students.

### **3.6.8 Teachers' Home**

Teachers commute to Chennai and other cities on personal and official engagements. In order to help them have comfortable and affordable stay, the Hon'ble Chief Minister has ordered construction of a new 'Teachers Home' in Thiruchirappalli and an additional building for 'Teachers Home' in Chennai at a cost of Rs 3 crores and Rs.2.5 crores respectively during the year 2013. The works are progressing fast. The funds under National Teacher Welfare Fund have been utilized for this cause. The teaching community will benefit by these facilities and they can now enjoy a secure and comfortable stay at an affordable, subsidised rate in these homes.

### **3.6.9 Budget**

The Directorate of School Education was allocated a sum of Rs.8693.13 crores in the year

2014-15 in the State budget and it has been increased to Rs.9712.31 crores for the year 2015-16. Similarly, RMSA was allocated Rs. 384.90 crores in the year 2014-15 and the same has been increased to Rs.594.19 crores for the year 2015-16.

### **Conclusion**

The Directorate of School Education in co-ordination with Rashtriya Madhyamik Shiksha Abhiyan, has ensured provision of quality Secondary and Higher Secondary Education in the State by increasing enrolment, reducing dropouts and enhancing the achievement levels along with providing adequate infrastructure facilities and teaching staff. The student's welfare measures of the Government have complemented these educational efforts.

## **4. MATRICULATION SCHOOLS**

### **4.1. Introduction**

Matriculation Schools are self-financing schools. They impart education through English Medium. These Schools were allowed to retain their identity as far as the syllabus is concerned till the year 2009-2010 and brought under the Uniform System of School Education from the year 2010-2011. The Directorate of Matriculation Schools is monitoring and regulating all the Matriculation Schools and Matriculation Higher Secondary Schools.

### **4.2. Vision**

It is the sustained endeavour of the Government to ensure that quality education is imparted in the private schools by providing qualified teachers and adequate infrastructure facilities for efficient teaching and learning in these self-financing schools. The Directorate shall also ensure strict implementation 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 in all self-financing schools.

### 4.3 Objectives

The Directorate of Matriculation Schools has initiated all round efforts to achieve the laudable objectives of Hon'ble Chief Minister as detailed below:-

- To grant permission to open new Matriculation Schools in accordance with norms and standards.
- To upgrade existing Matriculation Schools into Matriculation Higher Secondary Schools in accordance with norms and standards
- To grant recognition and continuance of recognition once in three years as laid down in rules
- To ensure provision of necessary infrastructure facilities in order to provide quality education in schools
- To ensure schools employ only qualified teachers to impart quality education to students for their all round development
- To ensure implementation of Continuous and Comprehensive Evaluation process in all schools

- To ensure teaching of soft-skills and life oriented education in order to empower students to face real life situation
- To ensure that children belonging to weaker section and disadvantaged group, admitted under Right of Children to Free and Compulsory Education Act, 2009 are not discriminated and prevented from pursuing and completing elementary education as guaranteed under the Right of Children to Free and Compulsory Education Act, 2009 and Tamil Nadu Rules, 2011

### 4.4 The Initiatives of the Directorate

#### 4.4.1. Permission for new Schools, permission to upgrade the existing Schools

Permission to open new Schools and to upgrade the existing Schools into Higher Secondary Schools is accorded by the Directorate only after ensuring the fulfillment of the norms and standards. During the year 2014-2015 permission was granted for opening 156 Matriculation Schools and upgrading 195 Matriculation Schools as Matriculation Higher Secondary Schools.



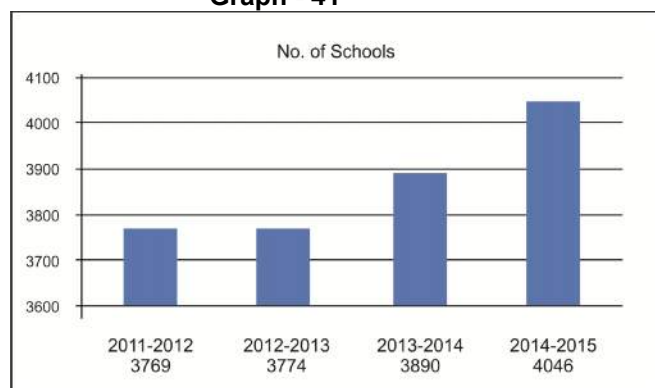
#### 4.4.2. Recognition

Initially recognition is being granted to the schools which fulfill the norms and standards for a period of three years and is renewed every three years.

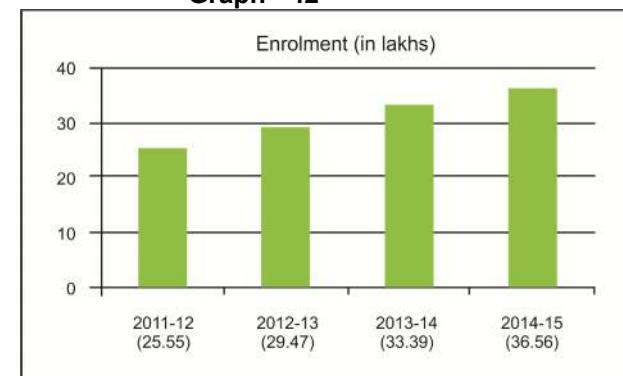
The Number of Matriculation / Matriculation Higher Secondary Schools under the Directorate and number of students enrolled in these schools in last four years are as follows:-

Details	Academic Year			
	2011-2012	2012-2013	2013-2014	2014-2015
Number of Schools	3,769	3,774	3,890	4,046
Number of Students	25,55,625	29,47,520	33,39,414	36,56,317

Graph - 41



Graph - 42



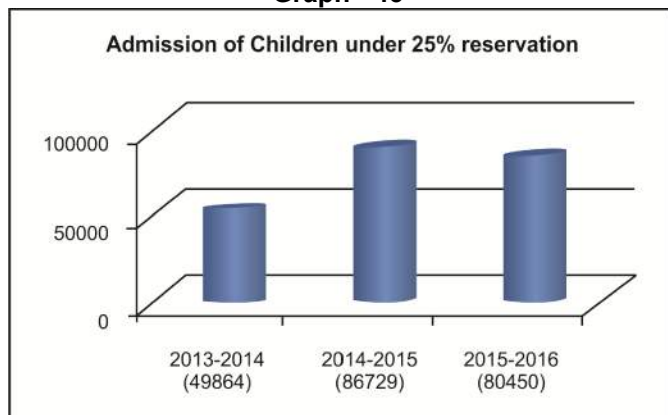
#### 4.4.3. Right of Children to Free and Compulsory Education Act, 2009

As per the Right of Children to Free and Compulsory Education Act, 2009 and Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011 admissions under 25% reservation for children belonging to weaker section and disadvantaged group in LKG / I Standard in all unaided non-minority schools is ensured. Government have issued detailed guidelines in this regard. In private unaided non-minority schools during the year 2014-2015, 86,729 children and during the year 2015-2016, 80,450 children were admitted as detailed below:

### Admission of children under 25% reservation

Sl. No.	Year	Children admitted
1	2013-14	49,864
2	2014-15	86,729
3	2015-16 As on 31.7.15	80,450

Graph - 43



During the year 2013-2014, 49,864 children were admitted and this has increased to 86,729 during the year 2014-2015 showing 74% achievement. For the current academic year 2015-2016, schools were instructed to admit the children in the seats vacant till the end of November 2015 so as to benefit the children belonging to the weaker section and disadvantaged group.

The Central and the State Government have concurrent responsibility for providing funds for carrying out the provisions of the Act as per Section 7 (1) of the Act. A claim of Rs. 97.05 crores was made by the private schools for admissions made under 25% reservation for the academic years 2013-2014 and 2014-2015. The Government of India has agreed to reimburse only an amount of Rs. 14 lakhs for children admitted in class I during 2014-2015. Hence, the State Government has sanctioned a total amount of Rs. 97.05 crores towards reimbursement of the fees claimed by the private schools for the academic years 2013-2014 and 2014-2015. The process of reimbursement to schools is in progress.

#### 4.4.4. Continuous and Comprehensive Evaluation Methodology (CCE)

With the noble intention of improving the learning skill of children, Continuous and Comprehensive Evaluation methodology was adopted for standards I to VIII in the year 2012-2013 and was extended to standard IX in the year 2013-2014. Refresher training was given to all the Matriculation School Principals regarding implementation of

Continuous and Comprehensive Evaluation Methodology during 2013-2014 at a cost of Rs.13.50 lakhs. The Principals inturn have trained all the teachers working in the schools.

#### **4.4.5 Fee Determination Committee**

##### (i) Constitution of Committee:

The Government of Tamil Nadu enacted Tamil Nadu Schools (Regulation of Collection of Fee) Act, 2009 to curb commercialization and collection of capitation and excess fee. A Committee has been constituted under the Chairmanship of a Retired Judge in this regard to fix fees for all the Private self-financing Schools including Schools affiliated to other Boards in the State.

##### (ii) Functions of the Committee:

After the inception of the present Committee, it has fixed fee for more than 10000 Schools for the academic years 2013-2014, 2014-2015 and 2015-2016. The Committee has also heard the following and passed orders:-

- a) Objections received on the orders of the Committee

- b) Orders of the Hon'ble High Court on the appeals preferred before the Court
- c) The fee structure to be expired during the academic year 2014-2015
- d) New schools as enlisted by the Chief Educational Officers concerned including schools affiliated to other Boards.

The Committee is having hearing on daily basis and on its transparent discharge of functions there is peaceful acceptance of the fee fixed leading to reduction in the number of appeals. This is due to the policies and the formulation of patterns of working sheets evolved by the Committee.

Further, the Committee have enquired complaints received against the Private self-financing Schools, Government Aided Schools and Anglo Indian Schools regarding collection of excess fee. Till date, Rs.46,19,250/- was made to refund and orders recommending the appropriate authorities to initiate action for making refund of Rs.7,16,58,395/- were also made by the Committee.

The Committee has to fix fee for about 11000 private self-financing schools including Matriculation,

Nursery & Primary, CBSE, ICSE and all other Boards from the academic year 2016-2017.

#### **4.4.6 Provision of Toilet and Drinking water facility**

Based on the direction of the Hon'ble Chief Minister provision of the toilet and drinking water facilities has been ensured in private schools. Norms have been fixed for provision of toilet and drinking water facilities to children as detailed below:

- ✓ one toilet for 50 children;
- ✓ one urinal for 20 children;
- ✓ one hand wash tap for 20 children and
- ✓ one protected drinking water tap for 20 children.

Matriculation schools are granted permission/ recognition by the Directorate only after ensuring that the above norms are fulfilled.

#### **4.4.7 Community, Income and Nativity certificate**

Community, Income and Nativity certificates are issued to students of 6<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> standards through schools by the revenue authorities. 2,04,160 Community Certificates, 1,97,517 Income Certificates and 1,89,796 Nativity Certificates were issued to

Matriculation and Matriculation Higher Secondary School students during the academic year 2014-2015.

#### **4.4.8 Cost Free Bus Pass**

Cost free bus passes are being issued to the students studying in all types of schools. Under this scheme 2,99,151 students studying in Matriculation and Matriculation Higher Secondary Schools were benefitted with cost free bus pass during the academic year 2014-2015.

#### **4.5 Budget**

An amount of Rs.4.86 crores allotted to this directorate for the financial year 2015-16.

#### **4.6 Conclusion**

With the noble guidance of our Hon'ble Chief Minister, this Directorate ensures the private self financing schools imparting quality education on par with international standard.

## **5. GOVERNMENT EXAMINATIONS**

### **5.1. Introduction**

The Department of Government Examinations has been functioning from the year 1975 and is headed by the Director in the cadre of Director of School Education.

### **5.2. Vision**

To create a new era in the Directorate of Government Examinations, by empowering human resources and utilizing modern technology in the conduct of examinations efficiently.

### **5.3. Responsibilities**

This Directorate conducts 63 types of examinations including X and XII Board Examinations, Government Technical Examinations, Diploma in Elementary Education. The Examinations are conducted for about 23 lakh students approximately and the results are published in time every year, for the benefit of the student community.

The examinations for X and XII are conducted in three sessions i.e. the main Board Examinations in March / April, special supplementary examination in

June / July and supplementary examination in September / October, every year.

### **5.4. Government Technical Examinations**

Government Technical Examinations are conducted for the following subjects namely, Drawing, Sewing, Agriculture, Printing, Music and Handloom Weaving to provide technical qualification for employment. The above examinations are conducted in two levels i.e. lower grade and higher grade.

### **5.5. Diploma in Elementary Education Examinations**

The Diploma in Elementary Education Examination is conducted by this Directorate for the candidates admitted in Teacher Training Institutes in the State. After acquiring the Diploma in Elementary Education, they are qualified to become Secondary Grade Teacher. From June 2014 onwards, students are allowed to get Xerox copy of answer sheet re-totalling and revaluation facilities are made available to the candidates, wherein 304 candidates were benefitted.

## **5.6. Conduct of Special Supplementary Examinations**

In order to facilitate the students to continue the studies without any break, the Special Supplementary Examinations for X & XII are conducted for the benefit of students who have failed in March/April Examinations. From June / July 2012 candidates are allowed to appear for special supplementary examinations, irrespective of the number of subjects they failed. In 2014, 71,939 candidates appeared in Higher Secondary and 82,915 candidates in S.S.L.C. Special Supplementary Examination.

## **5.7. Duplicate Mark Certificates and Certified Copy of Mark Certificates**

This Directorate issues certified copy of mark certificates, Duplicate Copy of Mark certificates to candidates, who have lost their Board Examination certificates on payment of prescribed fees. In the year 2014-2015, 9,400 Duplicate Mark Certificates and 6,000 Certified Copy of Marks (CCM) certificates were issued.

## **5.8. Migration Certificate**

Migration Certificates are being issued to candidates who have passed X and XII board examinations and desire to continue their higher studies in other States. In the year 2014-15, 5,500 migration certificates were issued.

## **5.9. Publication of Results of Examination**

The publication of results have been made on-line through Directorate of Government Examination's website ([www.dge.tn.nic.in](http://www.dge.tn.nic.in)) and also be accessed in the additionally created websites such as [www.dge1.tn.nic.in](http://www.dge1.tn.nic.in), [www.dge2.tn.nic.in](http://www.dge2.tn.nic.in), [www.dge3.tn.nic.in](http://www.dge3.tn.nic.in) [www.tnresults.nic.in](http://www.tnresults.nic.in), created for this purpose.

## **5.10. Mark Certificates with security features**

The mark certificates are issued for X and XII Board Examinations with security features including photograph, since March 2012 for which the Government have taken special initiatives to issue the mark certificates with enhanced security features which has largely prevented the tampering of the mark certificates and usage of Bogus Certificate.

### **5.11. Retotalling of Marks / Revaluation of Answer Scripts**

On-line system to apply for retotalling of marks and revaluation of answer scripts is in practice since June / July 2012. Answer scripts are scanned and uploaded for instant viewing by the candidate for the purpose of checking the correctness of valuation of their scripts, since March 2013 higher secondary examination. By this system, students can download their valued answer scripts for checking the correctness of valuation.

The entire process of collecting the answer scripts from the camps located across the State and their scanning and uploading had been done in a record time of less than 15 days and this method had largely helped the students. In the year 2014 and 2015, the students who applied got their revised mark certificates after revaluation and retotalling well before the commencement of counseling for admission to Engineering and Medical courses. In March 2015, 1,00,566 candidates benefited.

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

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

The students studying in IX standard during the academic year, whose parental annual income does not exceed Rs.1 Lakh are eligible to appear for the Examination. 50 girls and 50 boys are selected from each district and a scholarship of Rs.1000/- per annum is granted for a continuous period of four years. From 2014-15 onwards, the students are allowed to apply through online. In the year 2014, 48,006 students appeared for the TRUST examination and 3,100 students were awarded scholarships.

### **5.13. National Talent Search Examination (NTSE)**

The Directorate acts as the Nodal Agency for National Council for Educational Research and Training, in conducting the National Talent Search Examination Level 1. From 2012-2013, this examination is being conducted. Students, who are

studying in X standard, in the State / Central Board Schools, are eligible to appear for this examination. Level 1 examination was conducted on 2<sup>nd</sup> November, 2014 for the academic year 2014-15.

After the publication of results of Level 1 conducted by the Directorate, the Level 2 examination is conducted by the National Council for Educational Research and Training at National level and the interview is conducted for the successful candidates. 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. They are also entitled for UGC scholarship from degree level to Ph.D., level for a maximum period of 4 years. In the year 2014, 1,25,272 students appeared for the NTSE examination and 235 students have passed the first level.

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

The Directorate of Government Examinations conducts the National Means Cum Merit Scholarship

(NMMS) examination and the candidates are selected based on the marks and rule of reservation.

Candidates who have passed VII standard from Central/State Government Schools / Government Aided Schools with 55% of marks (50% of marks for SC/ST) and studying in VIII standard and whose parental annual income does not exceed Rs.2,50,000/- are eligible to appear for the 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 up to XII standard. This scheme provides scholarships to 6,695 candidates of Tamil Nadu every year. In the year 2014, 1,33,952 students appeared for NMMS examination and 6,695 students have been selected.

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

This Directorate acts as the 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.



## **5.16 Extending support to TRB**

This Directorate also extends support to Teacher Recruitment Board in carrying out certain confidential work relating to the conduct of examinations.

## **5.17. The Activities of the Web Portal of Directorate of Government Examinations**

### **5.17.1. Access through WEBSITE**

A web portal [www.dge.tn.nic.in](http://www.dge.tn.nic.in) is available for the benefit of student community wherein the details such as time table, application forms, fee for Duplicate Certificate, Migration Certificate and Certified Copy of Mark Certificate (CCM) are available. Further, the Question papers of X and XII Board Examinations of the previous year, Model question paper applications and instructions for the candidates appearing for X science practical classes are also made available to the students through this website.

### **5.17.2. Online Submission of applications**

The system of submitting “ONLINE” applications has been started since June 2012. This has enabled the schools to directly upload the Nominal Roll of their students appearing for Board

Examinations. Since March 2014, each school has been provided with separate user ID and password for this purpose. Private candidates are also benefited through this facility.

### **5.17.3. Providing 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 of the student. This has not only completely eliminated impersonation of candidates but also avoid with holding of result due to wrong entry of register number. The top sheet has been provided with 2D barcode and perforation in the sheet to enable to 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.

### **5.17.4. Supply of specific number of question papers to Examination Halls**

The new system of providing specific number of question papers in special sealed covers for each

room as per the allotment of students, since 2014 Board Examinations has minimized the difficulty of the Chief Superintendents and Departmental Officers in distribution of question papers to the examination halls. This prevented the leakage of question papers before the commencement of examination as the question paper packets are opened only in the examination hall 5 minutes before the commencement of the examinations duly obtaining signatures of two candidates in the respective examination room.

#### **5.17.5. Downloading of hall tickets through online**

Distribution of uniform type of hall tickets to all the students has been introduced by the Directorate since March 2014. This hall ticket contains preprinted data such as student's name, register number, photograph, school studied, name of the examination centre, dates of examination and subjects. Each school can download the hall tickets for their students using their ID and password.

Private candidates can download their hall tickets using their application number and date of birth. This method has made it easier for the private

candidates as they need not go to the examination centre to collect their hall tickets.

#### **5.17.6. Barcode readers in valuation centres:-**

Since March 2014, Barcode Readers are used in the valuation centres which enabled the capturing of marks accurately and with ease on the date of valuation itself which also paved way for the publication of results within 45 days of completion of the examinations.

#### **5.18. Provision of Examination Centres in Rural areas**

More examination centres were provided in rural areas for the benefit of Government School children to write the X and XII Standard Public Examinations, in order to reduce the journey time and distance.

#### **5.19. Constitution of Examination centre for prisoners**

Board Examinations are being conducted for prisoners within the premises of prisons itself to promote their educational pursuit. In March 2015, 77 prisoners appeared for XII Board examination in Puzhal Central Prison. For the SSLC Board Examination, March 2015, three centres have been constituted for the benefit of 249 prisoners. (i) Madurai

central jail in which 99 prisoners, (ii) Coimbatore central jail in which 70 prisoners and (iii) Puzhal central jail in which 80 prisoners appeared in SSLC exams.

#### **5.20. Appointment of other school personnel as Examination officers**

The Headmasters/teachers of other schools are chosen through randomisation and appointed as Examination officers in each Examination centre, thereby ensuring the transparency and impartiality in the conduct of examinations.

#### **5.21. Provision of Government Examination Service centres**

Totally 211 Government Examination Service Centres were established which were distributed in all the educational districts for registering the applications of private candidates. The candidates can apply for any examination conducted by the Directorate through these centres. These centres have facilities of uploading of applications with photographs and payment of Exam fees.

#### **5.22. Transportation of Question Papers and Answer Scripts using private vehicles**

This 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 nodal points by providing vehicles to route officers since March 2014. This has ensured total safe transportation of question papers as well as answer scripts.

#### **5.23. Digitalization of Tabulated Mark Registers (TMR)**

Digitalization of Tabulated Mark Registers (TMR) from October 1972 to April 1997 for SSLC Board examination and from April 1980 to March 1996 for Higher Secondary Board examination is being carried out by Electronic Corporation of Tamil Nadu (ELCOT). This facilitates the verification of mark certificates through online.

## **5.24. Innovative Activities of the Directorate of Government Examinations**

### **5.24.1. Issue of Subject specific Main Answer Booklet**

From March 2014, for Higher Secondary Board Examination, subject specific main answer booklets were introduced. From March 2015 ruled pages for language was introduced. For SSLC Examinations the forms, graphs and maps were enclosed along with main answer booklet itself.

### **5.24.2. Optical Mark Recognition (OMR)**

OMR Computer answer script with candidate photograph was introduced from March 2015 higher secondary examinations. Hence interchanging of OMR in Examination halls is completely eradicated.

### **5.24.3. Provisional Mark Certificate**

The Government has taken an initiative to provide provisional mark certificate, to the students using DGE Website (<http://www.dge.tn.nic.in>) by using their Register Number and Date of Birth from March 2015 Higher Secondary and S.S.L.C Examinations. The students can download their provisional mark

sheets after the examination results are published for purpose of applying for higher studies. Such provisional mark certificates are valid for a period of 90 days only from the date of publication of results.

## **5.25. Programmes Implemented under Part II Schemes in 2014-2015**

For the efficient administration of Directorate of Government Examinations and for the smooth conduct of examinations, 10 additional computers have been purchased. Eight CCTV cameras have been installed in the premises of Directorate of Government Examinations to enhance the security.

### **5.25.1. Installation of Invertors to provide Uninterrupted Power Supply**

Invertors have been installed in 7 Regional Offices of Directorate of Government Examinations to provide uninterrupted power supply.

### **5.25.2. Construction of Additional building at Tirunelveli Regional Office**

An additional building is being constructed in the Regional Office at Tirunelveli at a cost of Rs. 30 lakhs.

## 5.26. Budget

An amount of Rs.85.62 crores allotted to this department for the financial year 2015-16.

## 5.27. Conclusion:

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 illiterates exclusively female illiterates, in the age group of 15 and above, into literates in Tamil Nadu particularly to enhance the literacy rate in respect of Scheduled Caste, Schedule Tribes, Muslim and Christian minorities, segmented population in the working group of Thiruvannamalai (Iambodies), Dharmapuri (Kalakkadu – Forest herdsman) and migrated population of Krishnagiri, Salem and Erode. The aim of this project i.e **Karkum Bharatham** is to achieve total literacy in Tamil Nadu.

### 6.2. Vision

Achieving 100% women literacy in the State of Tamil Nadu during the 12<sup>th</sup> Five year plan.

### 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 and also the segmented and segregated population.

### **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 to 10%.
- To assure the gender equity in literacy rate.

## **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. This programme is implemented in 410 districts in India where adult female literacy rate is below 50%. In Tamil Nadu, this scheme is implemented in 9 Districts. viz. Ariyalur, Dharmapuri,

Erode, Krishnagiri, Perambalur, Salem, Tiruppur, Thiruvannamalai and Villupuram.

This programme is implemented at an estimated budget of Rs.141.90 crores which is shared by Central and State in the ratio of 75:25 from 2009 – 2010 onwards. 22.06 lakh illiterates were identified in the year 2010 in the household survey in nine districts of Tamilnadu. As on date **21.36** lakh illiterates have got basic literacy.

### **6.4.2. Conduct of Classes**

The curriculum was prepared for the basic functional literacy programme includes teaching of basic reading, writing and arithmetic skills for 300 hours in order to prepare them. Basic literacy assessment test to be conducted in August and March every year. So far in Tamilnadu, 22.06 lakh neo literates have written the examination and **21.36** lakhs of them have passed the examination.

### **6.4.3. Model Adult Education Centre**

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.

Picture - 29 Model Adult Education Centre



#### 6.4.4. WePMIS& FAMS – Computer Training

TATA Consultancy Services provided Computer Learner's Training to Model Adult Education Centre Preraks. Saakshar Bharat - Webportal & Fund and Accounts Management System (WePMIS& FAMS) Computer training was provided by the National Literacy Mission Authority to the 20 Coordinators of Karkum Bharatham.

Picture – 30. Saakshar Bharat–Tamil Nadu–WePMIS & FAMS Training



Picture – 31 TCS – Computer Training



#### 6.4.5 Inter-personal Media Campaign (IPMC)

There are 1330 Adult Education centers who have adopted the “Inter-personal 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 Karkum Bharatham Programme.

The people covered in the 1330 Adult Education Centres are trained through this scheme. The State Resource Centre is imparting training for the coordinators of Karkum Bharatham.

#### 6.4.6 Skill Development Training

In addition to Basic literacy, Vocational skill training Programmes are also organized.

Picture – 32 Jewellery Making



Picture 33 Tailoring and Embroidery



The following skill development trainings were conducted for 92,000 illiterates till date.



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

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.

#### 6.4.7. 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 **21.36** lakh persons have been successfully completed the Basic Literacy and obtained certificates.

Picture – 34 NIOS Exam – Tamil Nadu



#### 6.5 BUDGET

An amount of Rs.7.22 crores allocated in the Budget Estimate for the financial year 2015-2016.

#### 6.6 Conclusion

Karkum Bharatam is an innovative adult literacy programme. It facilitates retention of learning skills and learning acquired by the neo-literates. This scheme enables the adult learners to undergo vocational training and involve themselves in self-employment. This scheme sensitizes the adult learners on legal literacy, voting rights and disaster management. This scheme proposes to transform Tamilnadu into a total literate state.

## **7. PUBLIC LIBRARIES**

### **7.1 Introduction**

The intelligence, thinking ability, leadership qualities, individuality and values of a citizen not only forms the foundation for the development of a society but also plays an eminent role in leading the nation in a noble way. Education plays a vital role to transform every child into a valuable asset of the society. The libraries play an inevitable role in developing the child to get a prime and special status in the society in conformity with the human resource development.

The Department of Public Libraries has taken all pro-active steps to create an excellent reading habit among the Children, Students, Youth, Differently Abled persons and the Public to transform Tamil Nadu as one of the best performing States in providing library and information services. To ensure excellent reading facility for the greatest number at the least cost, this Department has taken significant steps to provide quality services to enrich human resource development.

### **7.2 Objectives**

- To transform library movement into people's movement and a social movement.
- To provide library facilities in every village where the population exceeds 1000.
- To encourage lifelong learning habit for individual development and to endeavour human resource development.
- To provide adequate reading materials, basic amenities with ample infrastructure facilities.
- To provide facilities to enhance access of all sorts of Government and community information services to the public easily.
- To enrich Library Services with the modern information and Communication Technology to satisfy the information needs.
- To digitalize and preserve the ancient and rare books.

### **7.3 Activities**

- Best reading for maximum number at a minimum cost.
- To open libraries in villages which exceeds the population of 1000, to cater the intellectual needs of the Youth Community.
- To upgrade the libraries based on utility.
- Facilitating quality service by purchase of books, periodicals and magazines to cater the

intellectual needs of the public and to reach them easily.

- To increase the basic facilities by purchasing required tools and plants, to construct new buildings for the benefit of the users and to create public awareness regarding the functioning of libraries.
- To ensure faster and easier library service to the public by integrating all the libraries with internet facilities.
- To transform all libraries into knowledge and information centre based on the recommendations of the National Knowledge Commission.
- To extend the Civil Study Centres for the benefit of the Young Aspirants for Civil Services Examinations and other Competitive Examinations.
- To preserve the old and rare books by digitalizing it.
- To conduct Book Exhibitions with the active co-ordination of Book Publishers and Book Sellers to create awareness among the people about the need of the libraries and the value of the books.

#### **7.4 Public Libraries in Tamil Nadu**

Public Libraries are established in Tamil Nadu as per the Tamil Nadu Public Libraries Act, 1948 with

an ultimate motive to provide excellent reading facilities to the greatest number of the people at the least cost. To improve the services of library the Directorate of Public Libraries was set up in 1972. At present there are 4,531 libraries of different categories consisting of Connemara Public Library (State Central Library), 32 District Central Libraries, 1,925 Branch Libraries, 1,821 Village Libraries, 10 Mobile Libraries and 742 part time Libraries functioning in the State. Apart from these, Government aided libraries are also functioning in Tamil Nadu.

##### **7.4.1 District Library Office**

District Library Office is functioning in each district under the District Library Officer who co-ordinates and maintains the functions of libraries. The District Library Offices are functioning under the Directorate of Public Libraries to ensure the best library service to the people of Tamil Nadu.

##### **7.4.2 District Central Libraries**

In Chennai, to commemorate and honour the yeomen service rendered to Tamil literature by the legendary eminent Tamil scholar and researcher, the

District Central Library of Chennai has been named after Mozhi Gnaiyeru Devaneya Paavaanar as “**Devaneya Paavaanar**” District Central Library rendering excellent service to users, students and public. 32 District Central Libraries are functioning all over the state in each district headquarters rendering valuable library service to the people.

#### **7.4.3 Connemara Public Library**

Connemara Public Library, the State Central Library of Tamil Nadu is functioning in the heart of Chennai at Pantheon Road, Egmore in the complex of Government Museum. Connemara Public Library was established in 1896, and has been named after Lord Connemara the then Governor of Madras who laid the foundation stone for the said library.

Picture – 35 Connemara Public Library



The Pride of the state is the Connemara Public Library, the largest library in South India and prestige of Tamil Nadu. Connemara Public Library is one of the 4 National Depository libraries in India receiving a copy of all books, newspapers, magazines and periodicals published in India at free of cost as per the Delivery of Books (Newspapers and Periodicals) Act, 1954 from 10.05.1956. Moreover, it is one of the Depository of the Publications of the United Nations Organization from 1966 receiving all publications of United Nations and its allied agencies. Further, from 1992 onwards it also serves as Depository for publications of Asian Development Bank.

Connemara Public Library is a treasure house of knowledge consisting of 8.01 lakhs of books and 3,655 periodicals and number of members enrolled is 1,35,955. This Library is functioning with many sections such as rare books section, bibliography section, textbook section, reference section, periodicals section, civil service study centre, Indian language section and children section. The nationalized ancient and rare Tamil books are

digitalized and preserved in compact disc for the use of people. Reader's forum has been established in Connemara Public Library and it is rendering useful service to the readers and public. The activity of Connemara Public Library is entirely computerized. 4.50 lakhs readers have benefited in the year 2014-15 by this library. All information regarding the availability of books in this library is posted in website [www.connemarapubliclibrarychennai.com](http://www.connemarapubliclibrarychennai.com).

Budget provision is being made by the Government of Tamil Nadu for the expenditure incurred towards the pay and allowances of the staff of the library. The Government of India sanctions every year grant for the development activities of the library under the expenditure head of Plan and Non-Plan. To ensure speedy and easier means of usage of grant released by the Central Government, Government of Tamil Nadu has created a new head of account during the year 2014-2015 and expenditure is being incurred by operating the same.

#### **7.4.4 Thanjavur Maharaja Serfoji's Sarasvati Mahal Library and Research Centre**

Thanjavur Maharaja Serfoji's Sarasvati Mahal Library and Research Centre is one of the world famous knowledge hub comprising oriental palm leaf scripts, hand-written manuscripts, ancient and rare books.

Picture 36 - Thanjavur Sarasvati Mahal Library



The prestigious treasure house of knowledge centre and world famous Thanjavur Maharaja Serfoji's Sarasvati Mahal Library was started during the Nayaks Rule and developed during the reign of Marathas. One of the most ancient libraries of India which was started in the year 1535 flourished and attained its peak during the rule of Maharaja Serfoji (1798-1832). It consists of thousands of rare and

valuable palm leaf and handwritten manuscripts written in Tamil, Sanskrit, Marathi, Telugu and Hindi languages. These are preserved in large wooden cases. Since 1918, this library has been under the control of the District Collector of Thanjavur.

This library is a knowledge hub with approximately 47,334 palm leaf manuscript and hand written manuscript in Tamil, Telugu, Sanskrit Marathi and English languages. Apart from this, it contains a collection of books, maps, paintings on all aspects of literature, art and culture.

Thanjavur Maharaja Serfoji's Sarasvati Mahal Library has been registered under the Tamil Nadu Registration of Society Act, 1975 in 1986 as per the directions of the then Hon'ble Chief Minister of Tamil Nadu late Thiru.M.G.Ramachandran.

For development of the said library and welfare of the staff, the Government of Tamil Nadu has increased the maintenance grant from Rs.40.00 lakhs to Rs.75.00 lakhs. This library utilizes the development grant sanctioned by the Government of India to a tune of Rs.50.00 lakhs to Rs.70.00 lakhs. Moreover, in the

year 2013, an Expert Committee was constituted under the leadership of Hon'ble School Education Minister to upgrade this library as an International Research Library. This committee consisted of Principal Secretary to Government, School Education Department, District Collector & Director (i/c), Thanjavur Maharaja Serfojis Sarasvati Mahal Library and National level experts in various disciplines such as Conservation & Manuscript Preservation, Library Development, Palm Leaf and Paper Conservation, Museum Development, Digitalization and experts in Languages such as Tamil, Sanskrit, Telugu, Marathi as its members.

In accordance with the announcement made in the budget during 2014-15, Rs.7.50 lakhs has been sanctioned by the Government of Tamil Nadu to digitalize the ancient, valuable and rare books housed in the library and the work is in progress.

#### **7.4.5 Dr. U.Ve.Swaminatha Iyer Library, Chennai**

Dr. U.Ve.Swaminatha Iyer Library was established on 05.07.1943 in reminiscence of the eminent Tamil scholar and Researcher under the

earnest efforts of Thiru.S.Kalayanasundram (S/o. Dr.U.Ve.Swaminatha Iyer) and Tmt.Rukmani Devi Arundale. New building was constructed for this library and inaugurated on 22.04.1967.

This library consists of significant collection of 2,200 rare books in Tamil such as Pathupattu, Ettu Thogai, Pathinen keezh kanaku Noolgal, Agaporul Vilakam, Agarathi Nigandu, Harichandra puranam, Ellakana Villakam, Saminatham, Sekizhar Puranam, Thonnul, Chittrilakiyangal, Maruthuvam, Kamba Ramayanam, Thalapuram, Veera Sozhiyam, Tholkappiyam, Puthiya urai, Panjakathai Ramayanam, Mahabharatham, Bhagavad Gita, Periya Puranam, Ellakkanakotthu in the form of manuscripts, handwritten collections written by Mahavithvan Meenatchi Sundaram Pillai such as Seevaga Sinthamani, Nachinarkiniyar Uraisuvadi, Agananuru, Arumbatha Agarathi, Devara Arumpatha Agarathy, Pulavar Varalaru, Notes of Kamba Ramayanam, Thirukural Visaka Perumalayar Urai, Thonnul Villakam, Thiruvengai Kovai. Further, 3,000 letters written by other scholars to U.Ve.Swaminatha Iyer,

Thani Padalgal and Diaries from 1893 to 1939 written and materials used by Dr. U.Ve.Swaminatha Iyer and 1,832 books and 939 manuscripts collected by Dr.U.Ve.Swaminatha Iyer are preserved in this library. The ancient, rare printed books and letters from the year 1923 onwards is being digitalized and preserved in CD's.

For the development of the said library and welfare of its staff, the Government of Tamil Nadu has enhanced the grant amount of Rs.4.71 lakhs to Rs.11.58 lakhs from the financial year 2013-14.

#### **7.4.6 Maraimalai Adigal Library, Chennai**

Maraimalai Adigal Library, the most important and prominent library with renowned collection of rare and ancient books, was opened on 24.08.1958. This library is functioning in the campus of Connemara Public Library since 13.3.2008. It contains ancient literature, Thirukural with prose, Grammar, Epics, Journalism, Life-History, Naladiyar, Thiruvagasam, Dictionaries and books related to medicine which dates back to more than 100 years and also rare

books and periodicals relating to Tamil literature, art and culture to an extent of 80,000.

Every year, this library is being utilized by 1,500 research scholars and 3528 members have been enrolled. 1,400 rare and ancient books were scanned, digitalized and preserved at a cost of Rs.3.85 lakhs during the year 2011-12. The State Government of Tamil Nadu provides Rs.1.00 lakh as maintenance grant every year.

## 7.5 Fund

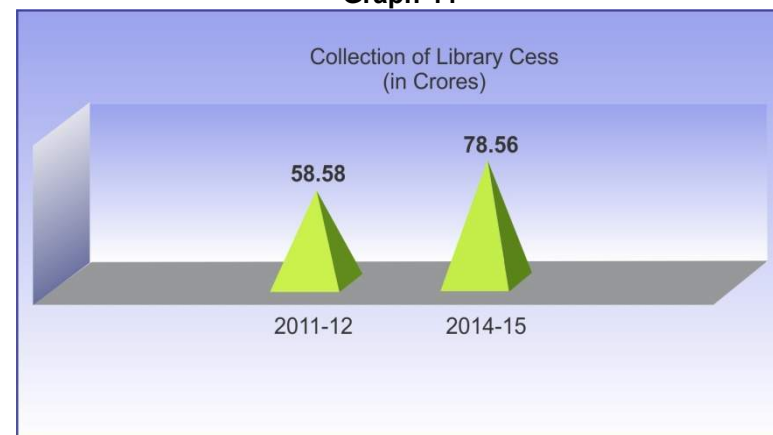
### 7.5.1 Library Fund

The Library cess collected by the Local Bodies at a rate of 10 paise per rupee on the property tax levied by them in accordance with section 12(1)(a) of the Tamil Nadu Public Libraries Act, 1948 is the primary source of income for the Local Library Authorities. The expenditure relating to purchase of books, periodicals, magazines, construction of buildings and their maintenance, purchase of stationery items, forms and registers, carrying out the repair works of the existing buildings, purchase of consumer articles, pay and allowances of Librarian

Grade-III, Village Librarian and Part time librarians, other activities etc., of the Local Library Authorities are being incurred only from the Local Library Authority fund.

The library cess collections of the Local Library Authorities have increased from Rs.58.58 crores in 2011-12 to Rs.78.56 crores in 2014-15.

**Graph 44**



### 7.5.2 General Fund

General fund has been constituted as per section 14-A of Tamil Nadu Public Libraries (Amendment) Act 2001 and Rule 23(A)(1) of Tamil Nadu Public Library Rules, 1950 with a view to assist any financially weaker Local Library Authorities for



specific purpose on request by collecting a sum not exceeding 20% of the library cess collected from the financially sound Local Library Authorities.

### **7.5.3 Raja Rammohun Roy Library Foundation Grant**

For betterment and improvement of the libraries the Raja Rammohun Roy Library Foundation, Kolkata is rendering financial assistance as matching grant to the libraries functioning all over the nation for construction of new library buildings, establishing children section, purchasing new books, imparting training to librarians, conducting seminars, purchasing tools and plants and increasing other infrastructure facilities etc.

This esteemed institution sanctions a grant amount of Rs.3.00 crore every year for Tamil Nadu. The State Government of Tamil Nadu provides its share of Rs. 3.00 crore towards the matching assistance. From the financial year 2011-2012 to 2014-2015 a total matching grant of Rs.25.20 crore has been received and utilized for the development of the libraries.

The training was imparted to 1120 librarians of 28 districts and seminar was conducted in 4 districts with the active participation of 200 librarians in 2014.

### **7.6 Achievements**

#### **7.6.1 Children Section for the Differently-abled**

**Picture 37 -District Central Library – Coimbatore**



In accordance with the announcement of the Hon'ble Chief Minister of Tamil Nadu in the year 2012-13, a Children's Section for the differently-abled has been set up in Coimbatore District Central Library at a cost of Rs.50.00 lakhs to inculcate reading habit among the differently-abled children.

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 (HIS), Learning disabilities (LD), Cerebral Palsy (CP), and Autism Spectrum Disorders (ASD).

*Library wing in the State Resource Centre :*

A Specially designed library to fulfil the educational needs of children with various disabilities like visually impaired children, children with learning disability, cerebral, autism and other disorders has been established in the State Resource Centre at a cost of Rs.17.00 lakhs in 2012-13. The library is equipped with assistive technologies like screen readers, onscreen keyboards, trackballs, tactile graphic maps and special keyboards for the visually impaired.

***Picture 38 – Library wing in the State Resource Centre***



The centre is working in the fields of early identification, early intervention, Individualized Education Programme (IEP) assessment, special education, physiotherapy, occupational therapy, speech and language therapy and sensory integration. Guidance and qualitative counselling 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 to 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 (NIEMPMD), National Institute for the Visually Handicapped (NIVH), Artificial Limbs Manufacturing Corporation of India (ALIMCO), Directorate of Public Libraries and Directorate of Medical Services.

### **7.6.2 Providing Laptops to Stock Verification Officers and District Library Officers**

To perform the stock verification of books, tools and plants in the libraries functioning in districts in a better, accurate, reliable and speedy manner, laptops have been distributed to 32 stock verification officers in the year 2012-13 at a total cost of Rs.13.90 lakhs, simplifying and accelerating the stock verification process.

Under the control of the Directorate of Public Libraries the District Library officers working in the districts are performing their routine duties at the grassroots level dealing with day-to-day affairs of the

libraries. To enable them to administer the libraries, to perform their work efficiently in a more reliable, speedy manner and to develop the libraries effectively, laptops have been provided to 32 District Library Officers in the year 2013-14 at a cost of Rs.15.62 lakhs.

### **7.6.3 Model Library**

To cater to the needs of the users of the library in Tamil Nadu, the announcement was made in the budget during 2013-14, to upgrade the District Central Libraries as Model Libraries in Tiruchirapalli, Coimbatore and Kancheepuram at a cost of Rs.50.00 lakhs each providing modern infrastructures such as computers, internet facilities, air-conditioned reading halls and other amenities.

### **7.6.4 Modernization of Children Sections**

To focus more on the importance of children, children section was set up in all the District Central Libraries. In continuation of this and as per the announcement made in the budget during 2013-14,



**Picture – 39 Children Section – Virudhunagar**

Rs.5.00 lakhs each has been utilized to modernize the existing children section with computer, educational CD's, world maps, globes, toys and other learning materials in District Central Libraries of Virudhunagar, Erode, Trichy and Madurai.

### **7.6.5 Opening of New Libraries and Upgradation of the Existing Libraries:**

The Directorate of Public Libraries has opened new part-time libraries in the villages where the population exceeds 1000 to cater to the information needs of the people. From the year 2011-12 to 2014-15, 503 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. 1,157 Village Librarian posts and 516 Librarian Grade III posts have been filled up.

### **7.7 Activities:**

#### **7.7.1 Library Infrastructure:**

In Tamil Nadu, out of 4531 Public Libraries, 1724 libraries are functioning in own buildings, 2496 libraries are functioning in rent free buildings, 301 libraries are functioning in private rented buildings and 10 as Mobile Libraries. The vision of the department is to house all the libraries in own building. In this regard, an expenditure of Rs.3.50 crores for the construction of new buildings and Rs.3.99 crores for maintenance of the existing library buildings has been incurred during the financial years 2011-12 to 2014-15.

In 2014-15 new library buildings were constructed for the Branch Libraries at Karaikudi, Rasipuram, Puthupudhur and Thoothukudi (North) and an extension building at the District Central

Library, Vellore was opened by the Hon'ble Chief Minister of Tamil Nadu and are functioning effectively.

**Picture 40 Branch Library, karaikudi, Sivagangai District**



Moreover, in 2015-16, new library buildings are constructed for the Branch Libraries at Srirangam and Thuraiyur in Thiruchirappalli District was opened by the Hon'ble Chief Minister of Tamil Nadu on 08.06.2015 and are functioning effectively.

**Picture 41. Branch Library, Srirangam, Thiruchirappalli District**



### **7.7.2 Computerization:**

Public Libraries are being computerized by providing internet, website and email facilities under the financial assistance of Raja Rammohan Roy Library Foundation in the Connemara Public Library (State Central Library) and all the District Central Libraries. Moreover to access the availability of the books in the district by the public easily, Connemara Public Library has been integrated with all the District Central Libraries through the Internet facility.

### **7.7.3 Civil Services Study Centre:**

In the larger interest of the Youth Community, Civil Service Study Centres have been set up in Connemara Public Library, District Central Libraries and libraries located in district head quarters, municipalities and in 258 libraries functioning in small cities. Books, Newspaper, Periodicals, Magazine connected to these competitive examinations are procured and kept for the usage of the young aspirants of the competitive examinations.

#### 7.7.4 Readers Forum:

To promote people participation in the library activities, Readers' Forum has been constituted in each library consisting of Educationists, Writers, members of the library and local residents to achieve the following mission.

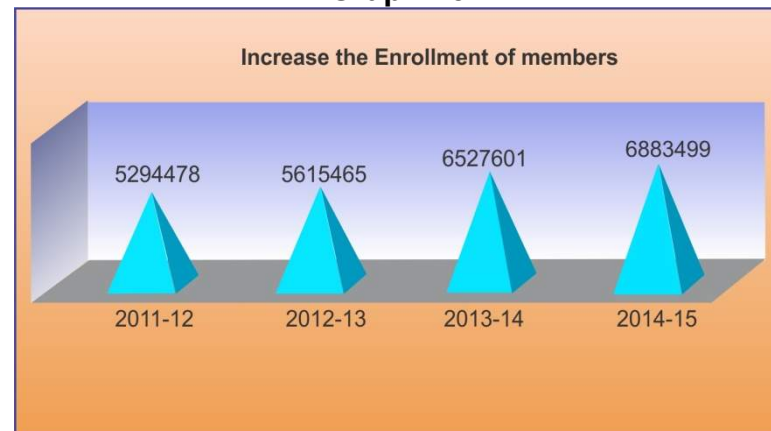
- ❖ Comprehensive utilisation of the libraries.
- ❖ To promote better relationship by developing reading habit.
- ❖ Developing the library activities by establishing more new libraries.
- ❖ Identify the new writers and books.
- ❖ To establish cordial relationship among the users by inter-linking books with users through the libraries.

Many important programmes to promote library activities such as introduction of new books and writers, Literacy Discourses, Book Exhibitions, Oratory, Essay and Quiz competition etc., are conducted in the District Central Libraries, Taluk Libraries and Branch Libraries.

#### 7.7.5 Enrolment of Members and Patrons in Libraries:

To intensify the library activities, a special drive was initiated by the department, by which an enormous increase in members by 15,89,021 and patrons by 46,130 since 2011-12 has been achieved. Moreover, memberships have increased from 52,94,478 in 2011-12 to 68,83,499 in 2014-15. In the year 2013-14 alone, the membership has remarkably raised by 10,12,136. In the year 2014-15, 3,55,898 new members and 8,873 patrons have been enrolled.

**Graph 45**



**Graph 46**



#### **7.7.6 Procurement of Books :**

Books selected by Book Selection committee both in Tamil and English are purchased every year depending upon the financial position of the Local Library Authorities. Books have been purchased in each title to a maximum extent of 1,000 copies in Tamil and 3 copies per district totalling to 96 copies in English. Further, books are also purchased with the financial assistance of Raja Rammohan Roy Library Foundation by which the readers, spread all over the state are benefited.

#### **Procurement of books**

Sl. No.	Year	Expenditure (in crores)
1	2012-2013	21.02
2	2013-2014	39.50
3	2014-2015	42.00

#### **7.8 Awards and Functions:**

##### **7.8.1 Librarian's Day:**

To Honour the “**Father of Library Science in India**” Dr.S.R.Ranganthan, every year his birthday 12<sup>th</sup> August is celebrated as “**Librarian's Day**”.

##### **7.8.2 Dr. S.R.Ranganathan Award :**

To create awareness among the people about the greatest library service of linking books with readers “**National Library Week**” is Celebrated every year between November 14<sup>th</sup> and 20<sup>th</sup>.

Every year “Dr.S.R.Ranganathan” award is conferred on the librarians involving themselves in the development activities, preserving the books and library apart from linking the books with readers.

A Silver Medal and a cash award of Rs.2,000/- is given to each acknowledging their dedicated service.

#### **7.8.3 Public Library Day :**

To Commemorate and honour the renowned services rendered to the society by the greatest social reformer Raja Rammohun Roy, his birthday 22<sup>nd</sup> May is celebrated as “Public Library Day” every year from 2015-16.

#### **7.8.4 World Book Day Celebration:**

Based on the resolution passed by the UNESCO in 1995 to honour the esteemed services rendered by William Shakespeare, his birthday 23<sup>rd</sup> April is being celebrated as World Book Day and Copy Right Day throughout the libraries in Tamil Nadu.

#### **7.8.5 Library Activist Award:**

To encourage the library activities of the President of the Reader’s Forum, Library Activist award comprising a shield worth of Rs.5,000/- and a certificate to each at a cost of Rs.15,000/- is conferred to 3 Presidents of the best Reader’s Forum rendering an excellent service for the development of libraries

from 2014-15 in accordance with the announcement made in the budget during 2014-15.

#### **7.8.6 Shield of Honour to the Best Libraries:**

The “**Shield of Honour**” is conferred on the library every year from the year 2012-13 onwards to encourage the dedicated service rendered by the libraries to achieve the goals of the Directorate of Public Libraries by increasing the enrolment of members, patrons and receiving donations in the form of vacant site, furniture’s and free buildings.

#### **7.8.7 Certificate to Patrons / Great Patrons / Donors:**

Donors and Patrons participate actively in the development of the Public Libraries in Tamil Nadu. Those who donate Rs.1000/-, Rs.5000/- & Rs10,000/- to a library becomes patrons, great patrons and Donors respectively and the certificates are issued. The amount donated by them is deposited as fixed deposit in banks and the interest accrued is utilized for the purchase of newspaper, periodicals and magazine. A total of 65,282 patrons are patronizing the libraries across the State.



### **7.8.8 Kit for Kids:**

To attract the children to use the library and to develop reading habit in the formative years, children section has been set up in all the District Central Libraries successfully. Further to encourage the lifelong learning habit of the Children it has been announced in the year 2014-15, to distribute a kit bag consisting of drawing materials, clay tablets, colour pencils and play materials to the first 100 kids at the time of enrolment as member of the children section in District Central Libraries in every district in 2014-15 at a cost of Rs.6.40 lakhs to improve the child's physical, mental and motor skills development.

### **7.9 Action Plan:**

#### **7.9.1 Mobile Library:**

Mobile library is a methodology by which books are carried in Vans to reach the people. Under the Public Libraries Department, 10 mobile libraries are functioning to reach the unreached people creating library awareness and inculcating the importance of reading books. To extend the mobile library services, it has been announced in the budget during 2014-15

that 7 mobile libraries in Dharmapuri, Thiruvallur, Vellore, Namakkal, Erode, Thiruppur and Villupuram at a cost of Rs.10.00 lakhs for each district totalling Rs.70.00 lakhs will be installed. The mobile van has been purchased and interior body building work is in progress.

#### **7.9.2 Veetuku oru Noolagam:**

The Department has taken extensive steps in accordance with the announcement made in the year 2014-15 that digitalized nationalized books, Government publications and rare books in Connemara Public Library to be stored at a cost of Rs.6.00 lakhs in the cost free laptops issued to the students so that the library reaches them at their home in the digital form to accomplish the objective "Every home should have a library".

#### **7.9.3 Information Desk:**

As per the announcement made in the budget during 2014-15, steps have been taken to install Information Desk at an estimated cost of Rs.26.00 lakhs to provide all necessary information about Government schemes and policies related to

Education Department to the public who can dial the TOLL FREE Number free of cost.

#### **7.9.4 Book Preservation Centre:**

In accordance with the announcement made in the year 2014-15, steps have been taken to set up a Book Preservation Centre in the first phase at the District Central Library, Thiruchirapalli at an estimated cost of Rs.1.50 lakhs to preserve the weeded out ancient and rare books for the usage of Research Scholars.

#### **7.10 Budget :**

An amount of Rs.76.81 crores has been allotted in the Budget Estimate for the financial year 2015-2016.

#### **7.11 Conclusion :**

Tamil Nadu is the foremost State in India in protecting the privilege and interest of the librarians, holding the heart and soul of libraries, a treasure house of books embedded with knowledge rendering aesthetic service to the books and its users.

Libraries play a role of an active catalyst in promoting the students with basic knowledge to excel

in their field for 'Shine India' by enhancing the creative capacity and assimilation of information from various sources. The Department of Public Libraries has taken many initiatives to develop knowledge based society with human resource development taking into consideration the growing information and communication technology in conformity with the Globalization by introducing modern techniques in inculcating the ideas ingrained by our Hon'ble Chief Minister in the Vision 2023.

## **8. State Council of Educational Research and Training**

### **8.1 Introduction**

State Council of Educational Research and Training is the state level apex organization for ensuring and sustaining quality of school education and teacher education in Tamilnadu. State Council of Educational Research and Training is committed to realize the Hon'ble Chief Minister's "Vision - 2023" that envisages Tamil Nadu as the singular state leading to all the economic and social indicators in the country.

### **8.2 Vision**

To conceptualize, 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 exchange programmes.

### **8.3 Objectives**

- To ensure the implementation of various initiatives taken by the Government for the enhancement of quality education
- To promote Educational Research and Training in educational research methodology
- To design curriculum, syllabus and text books for Elementary, Secondary and Higher Secondary levels and Elementary Teacher Education based on the recommendations of National Curriculum Framework 2005 and National Curriculum Framework for Teacher Education-2009
- To build the professionalism of teachers, implement and monitor various training programmes at State, District, Block and Cluster levels by developing training modules
- To promote early childhood education for school readiness
- To design specific strategies for inclusive education to address issues of children with special needs
- To co-ordinate with National and International organizations such as Ministry of Human Resource Development, National Council of Educational Research and Training, National University of Educational Planning and Administration, United Nations Children's Emergency Fund, various departments of the

State Government to address the quality issues pertaining to education

- To focus on vocational education with linkages to prominent industry/ industrial hubs

#### 8.4 Pre-service Teacher Education in DIETs & Teacher Training Institutes

Pre-service Teacher Education at Diploma level is one of the focus areas of State Council of Educational Research and Training in Tamil Nadu. It renews curriculum on par with National Standards on Teacher Education and develops Source books. The details of existing institutes in 2014-15 offering Pre-Service Teacher Education are furnished in the following table.

Sl. No.	Types of Institutes	No. of Institutes	No. of students		Total
			I Year	II Year	
1.	District Institutes of Education and Training	30	1957	1999	3956
2.	Government Teacher Training Institutes	9	241	245	486
3.	Government Aided Teacher Training Institutes	42	917	1279	2196

4.	Self - Financing Teacher Training Institutes	365	5984	6299	12283
	Total	446	9099	9822	18921

Source : SCERT

#### 8.5 Online Admission through Single Window System (SWS)

In 2013-14, the Government introduced the admission of the first year students for Diploma in Elementary Education through online to achieve the State's goal of e-governance. The shortlisted candidates come to the counselling centre at the District headquarters of each district and choose institutes of their choice. The Government have made this process simpler to avoid the inconveniences caused due to physical and financial burden of the candidate for attending the counselling at the state headquarters. 2525 students in 2013-14 and 2337 students in 2014-15 got benefitted through Single Window System, excluding students admitted through management quota.

## **8.6 Road towards Quality Education**

The Government of Tamilnadu has taken a number of quality initiatives in the last four years to empower the students of all schools with required knowledge and skills. The introduction of Trimester Pattern has reduced the book load of students considerably. The integration of Continuous and Comprehensive Evaluation (CCE) has removed the fear of examination and ensured the learning & assessment happening concurrently. The inclusion of scholastic and co-scholastic aspects in evaluation has made learning a joyful experience.

The Government have taken a decision to develop Tamilnadu school curriculum framework, new syllabus for higher secondary and suggesting examination reforms and hence constituted committees for the purpose. Textbooks are revised corresponding to the societal demands from time to time. In pursuant to the Hon'ble Chief Minister's Announcements during the Collectors' Conference-2012, content on cyber safety, road safety and

casteless society have also been included in textbooks.

State Council of Educational Research and Training has organized a number of training programmes for academic stake holders from Primary level to the Higher Secondary level to enhance their capacity and professional skills. To ensure blended learning and promote e-learning, it prepares digital content and identifies innovative classroom process. The Guidance and Counselling Cell has been constituted in State Council of Educational Research and Training by the Government to prepare the teachers to take up additional responsibilities of providing guidance and counselling to resolve adolescent behavioural issues and emotional problems of students. All the efforts taken by the Government are aimed at enhancing the learning level of students.

### **8.6.1 Expert Committee for Revamping School Education**

The Hon'ble Chief Minister made an announcement in the State Legislative Assembly that

the existing educational system would be revamped. Subsequently, the Government have constituted a nine-member Expert Committee under the Chairmanship of the Hon'ble Minister for School Education and deliberated the measures to improve the existing quality. As an important measure, the Expert Committee constituted three sub - committees.

1. Tamil Nadu School Curriculum Framework Committee
2. Syllabus Revision Committee for Higher Secondary Course
3. Examination Reforms Committee

### **8.6.2 Tamil Nadu School Curriculum Framework**

The Tamil Nadu School Curriculum Framework Committee was constituted with twelve members headed by the former Director of Central Board of Secondary Education. The Committee discussed with various teachers, educationists and other stakeholders at different stages and brought out the draft Tamil Nadu School Curriculum Framework based on the Vision 2023 of the Hon'ble Chief Minister. This document contains inputs like school environment,

teaching learning processes, Continuous Professional Development of teachers, syllabus and evaluation processes and revamping vocational education at higher secondary level.

### **8.6.3 Higher Secondary Syllabus Revision**

The Higher Secondary Syllabus Revision Committee was headed by Former Professor, Anna University. Twenty four sub - committees have been formed subject-wise involving professors of universities, colleges and eminent subject teachers.

### **8.6.4 Examination Reforms**

The Examination Reforms Committee headed by the former CBSE Director with twelve members has discussed various aspects of the reforms related to examinations and the draft report has been developed.

### **8.7 Introduction of Trimester Pattern**

In order to reduce the book load of school children and to ensure stress-free and joyful learning by children, the Hon'ble Chief Minister of Tamil Nadu

announced the introduction of Trimester Pattern in the floor of State Legislative Assembly on 26.08.2011.

State Council of Educational Research and Training logically divided the academic year into three terms and divided the text books into three parts based on the syllabus for each term reducing the book load without compromising the content.

### **8.7. Introduction of CCE in Tamil Nadu**

In order to bring about reforms in evaluation, the State Government implemented the Continuous and Comprehensive Evaluation for classes I to VIII from the academic year 2012–13 and for class IX in 2013-14. Tamil Nadu is the only State that introduced Continuous and Comprehensive Evaluation along with Trimester Pattern across the country. State Council of Educational Research and Training has designed and brought out the general guidelines and subject - wise manuals for Primary, Upper Primary and Secondary levels.

The Government resolves to build the capacity of teachers orienting them on the significance of Continuous and Comprehensive Evaluation. Hence,

State Council of Educational Research and Training has organised training to Primary, Upper Primary teachers and Secondary teachers from 2012-13 to 2014-15 as given below:

### **No. of Beneficiaries of CCE Training**

Year	Primary	Upper Primary	Secondary
2012-13	1,44,536	1,07,681	-
2013-14	1,20,413	1,05,705	66,336
2014-15	-	-	62,252

In 2014-15, State Council of Educational Research and Training in collaboration with Directorate of Matriculation Schools has imparted Key Resource Persons' training on Continuous and Comprehensive Evaluation to the Principals of Matriculation schools. This training covered 380 personnel, comprising of faculty from District Institutes of Education and Training and selected principals of Matriculation schools in two spells.

## **8.8 Syllabus for Special Subject Teachers**

SCERT constituted an expert committee and developed syllabus for special teachers for subjects such as music, physical education, drawing and sewing to be selected through competitive examination. This syllabus has been published in the Government Gazette.

## **8.9 Special Coaching for Teacher Eligibility Test (TET)**

In compliance with Hon'ble Chief Minister's announcement, 654 visually impaired candidates were given training in District Institutes of Education and Training in 2014-15 to enable them to face Teacher Eligibility Test with confidence. In pursuant to this, it has been planned to give training at a cost of Rs. 66 lakhs to scheduled tribe graduates to face Teacher Eligibility Test. SCERT proposes to give 40 day training through DIETs to 906 scheduled tribe Candidates who have registered their names in the employment exchange.

## **8.10 Training Programmes of State Council of Educational Research and Training**

### **8.10.1 Training on Content Enrichment for Post Graduate Teachers**

As the Hon'ble Chief Minister of Tamil Nadu upgraded Directorate of Teacher Education Research and Training into State Council of Educational Research and Training in 2012, the training delivery which was confined up to class VIII has been extended upto class XII.

This training programme enabled teachers to keep themselves abreast of the recent developments in content and pedagogical skills. Teachers of different subjects like English, Mathematics, Physics, Chemistry, Biology, Commerce / Accountancy / Economics and History were given training involving the Professors/Assistant Professors from Colleges, lecturers and senior lecturers from District Institutes of Education and Training and Post Graduate Teachers from Higher Secondary Schools. A total number of 37,920 Post Graduate Teachers got benefited across the state in the last two years as given below :

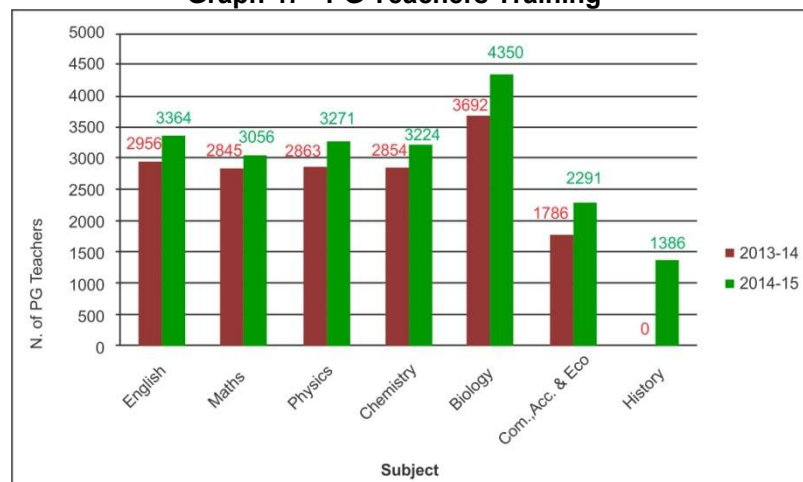


Subject-wise beneficiaries in 2013-14 and 2014-15

Subject	2013-14	2014-15	Total
English	2956	3364	6320
Maths	2845	3056	5901
Physics	2863	3271	6134
Chemistry	2854	3224	6078
Biology	3692	4350	8042
Commerce Accountancy Economics	1786	2291	4077
History	--	1368	1368
<b>Total</b>	<b>16996</b>	<b>20924</b>	<b>37920</b>

Source : SCERT

Graph 47 - PG Teachers Training



### 8.10.2 Administrative Training for AEEOs

State Council of Educational Research and Training, in collaboration with the Directorate of Elementary Education, has conducted the training programme on Administrative Leadership to Assistant Elementary Education Officers (AEEOs) in 2014-15. The training focused on administrative responsibilities, Right to Information Act 2005 & Right of Children to Free and Compulsory Education Act 2009, Conduct Rules, Service Rules and Office Administration. Totally, 782 Assistant Elementary Education Officers have been benefited. This initiative, taken by the Government, sharpens their administrative skills to serve the student community with enhanced administrative efficiency.

### 8.10.3 Training on Internal Supervision to Headmasters

A two day training on Internal Supervision was organized to sensitize the multiple roles of Headmasters and empower them on academic and administrative areas for school development and

quality education. In all, 7250 Headmasters of Government Middle Schools enhanced their supervisory skills.

#### **8.10.4 Training on Leadership to Headmasters**

A pilot training for developing the leadership skills of Headmasters of Government Middle schools was organized for 4 days in 5 spells to Headmasters of select Middle Schools drawn from 10 Districts. This training focused on Leadership, Planning, Problem - Solving and Decision - Making, School Organization and Transformation of classroom Teaching-learning process through innovative practices. This training has developed the leadership skills of 400 Headmasters.

#### **8.10.5 Training to prospective District Educational Officers**

State Council of Educational Research and Training and Directorate of School Education jointly organized training to prospective District Educational Officers to enhance the administrative skills for providing academic support to Headmasters and

teachers for 10 days in 2014- 2015. This training focused on Act & Rules for Effective administration, School inspection, Government welfare schemes and maintenance of accounts. The empanelled 45 High and Higher Secondary Headmasters gained deep insight into the administrative roles of Educational Officers.

#### **8.10.6 Induction Training**

State Council of Educational Research and Training constantly takes efforts to improve the professional skills of faculty of District Institute of Education and Training by building their capacities. The Lecturers appointed in 2010 were given a four day training on the roles and responsibilities of various Educational Organisations in India, Researches, Continuous and Comprehensive Evaluation, Activity Based Learning, Active Learning Method, Right of Children to Free and Compulsory Education Act 2009. This training enhanced the awareness of 161 faculty of District Institutes of Education and Training on their roles and responsibilities.

### **8.10.7 Training on Training Management Skills**

State Council of Educational Research and Training periodically evolves strategies to improve the professional skills of faculty of District Institutes of Education and Training by building their capacities. The Lecturers appointed in 2010 were given a four day training focusing on components such as training need analysis, planning, organizing, evaluating and studying the impact of training. This training developed the training management skills of 158 teacher educators.

### **8.10.8 Orientation programme on School Effectiveness**

With the objective of providing on-site support to teachers by faculty of District Institutes of Education and Training during school visits, their understanding of effective schooling should be enhanced. Hence State Council of Educational Research and Training organized orientation programme for faculty of District Institute of Education and Training. In this programme, the concept of effective schooling, the factors influencing functioning of schooling and the possible

strategies for improving school qualities were deliberated in a participatory approach. This programme has enriched the understanding of 120 faculty members of District Institute of Education and Training on school effectiveness.

### **8.11 Guidance and Counselling Cell**

The Government of Tamil Nadu issued orders to constitute a State level Guidance Bureau/Cell for providing Guidance and Counselling to children and adolescents and offer training to teachers. State Council of Educational Research and Training, with a financial assistance of Rashtriya Madhiyamik Shiksha Abhiyan, developed a module on Guidance and Counselling. State Council of Educational Research and Training organized training to teachers on a pilot basis and pruned the module. 180 Graduate Teachers were benefitted by this programme.

### **8.12 Research activities**

State Council of Educational Research and Training is dedicated to the cause of professional development of teachers and research for improving

the quality of school education in the State. It has been coordinating International, National and State level research projects such as Programme for International Student Assessment (PISA) and National Achievement surveys (NAS). Its sharper focus on research has resulted in a number of research projects on various issues namely classroom process, learning resources, teacher profile, students' achievement and Continuous and Comprehensive Evaluation across the State. All the 30 District Institutes of Education and Training have taken up 59 studies relevant to district needs. The State Council of Educational Research and Training has addressed the State level educational issues by conducting 6 research projects during 2012-13 and one research project during 2013-14.

District Institutes of Education and Training have conducted 67 Action Researches in 2014-15, pertaining to classroom processes and overall improvement in quality at school levels. State Council of Educational Research and Training has carried out evaluation studies viz. Continuous and

Comprehensive Evaluation and impact of in-service training programmes.

In order to improve the data analysis skill for the faculty of District Institutes of Education and Training, a workshop was organized by the Research Cell of State Council of Educational Research and Training. 25 faculty of the District Institutes of Education and Training were benefitted.

The research cell of State Council of Educational Research and Training has enhanced the presentation, reporting and discussion skills of faculty of District Institutes of Education and Training by organizing dissemination workshops of research projects. 180 faculty of District Institutes of Education and Training got benefitted.

### **8.13 National Achievement Survey (NAS)**

The Status of learning achievement of school students in Tamil Nadu is being assessed through State Level Achievement Surveys and National Achievement Surveys from time to time. In 2011-12, National Achievement Survey was conducted for Standard VIII (cycle III) covering 7500 students.

Students' achievement was assessed in Tamil, Mathematics, Science and Social Science subjects. In 2012-13, National Achievement Survey was conducted for class III (cycle 3) involving 9000 students. In class III, the student achievement was found to be above the national average as furnished in the table and graph.

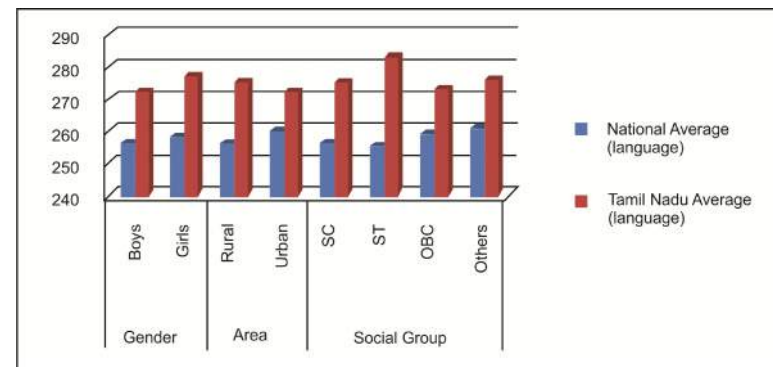
### Performance of Class III students in the National Achievement Survey conducted in 2012-13

Performance By		Language Average		Mathematics Average	
		National	Tamil Nadu	National	Tamil Nadu
Gender	Boys	256	272	253	271
	Girls	258	277	252	270
Area	Rural	256	275	252	271
	Urban	260	272	253	268
Social Group	SC	256	275	251	268
	ST	255	283	250	289
	OBC	259	273	254	270
	Others	261	276	254	271

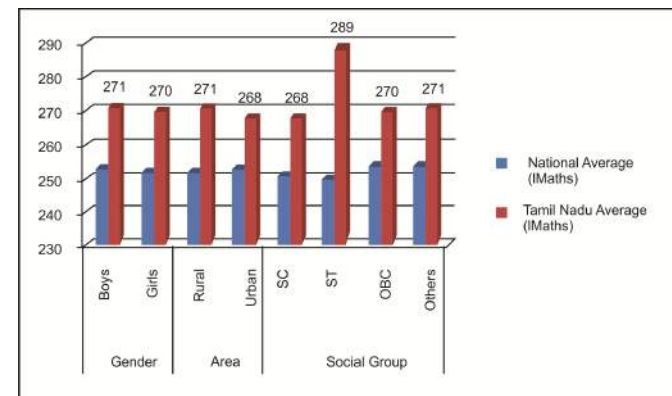
(Source : NAS (Cycle 3) Class III, Achievement Highlights 2014, Educational Survey Division, NCERT, New Delhi)

The performance of Class III students of Tamil Nadu in the National Achievement Survey conducted in 2012-13 shows that students scored more than the National Average due to the quality initiatives taken by the Government for school education.

**Graph 48. Performance of Class III Students in Language**



**Graph 49. Performance of Class III Students in Mathematics**



In 2013-14, National Achievement Survey was conducted for students of class V (cycle 4) involving 9000 students. In 2014-15, piloting of National Achievement Survey for Std. X was done in 4 districts involving 4500 students in all five subjects viz. Tamil, English, Mathematics, Science, and Social Science. The main survey was conducted during February 2015 in 354 schools. In this survey, 15000 students participated in the National Achievement Survey. This has been conducted by Directorate of Government Examination in a pioneering move with the technical collaboration of State Council of Educational Research and Training and funding support of Rashtriya Madhiyamik Shiksha Abhiyan. The responses of students are being analyzed by the experts of National Council of Educational Research and Training.

State Council of Educational Research and Training has been playing a proactive role and supporting State Level Achievement Surveys which are being conducted by Sarva Shiksha Abhiyan for classes III, V & VIII and Rashtriya Madhiyamik Shiksha Abhiyan for classes IX & X.

State Council of Educational Research and Training has conducted a Training for Master Trainers to 50 faculty of District Institutes of Education and Training for conducting National Achievement Survey for all classes from Std I to X. It is proposed to conduct the National Achievement Survey for Std III & VIII cycle (IV) in 2015-16.

#### **8.14 Extension Activities**

##### **8.14.1 Life Skill Education Programme (LSEP)**

State Council of Educational Research and Training and Tamil Nadu State AIDS Control Society (TANSACS) have been collaboratively providing training on Life Skill Education to teachers and students of IX and XI, in the light of National Curriculum Framework 2005. A training manual containing student-friendly activities has been developed and given to all high and higher secondary schools. Competitions such as Essay writing, Painting, Oratorical and Quiz programme were conducted to reinforce the life skills acquired by the adolescents all over.

The Human chain and procession were organized in all Districts on 1<sup>st</sup> December observing the World AIDS Day. The prizes and certificates were distributed to the top three winners by the District Collector for the competitions conducted at the District level. In the last four years from 2011-12 to 2014-15, 60 lakh adolescent students have been benefitted under this programme.

#### **8.14.2 Population Education Programme**

The Government of Tamil Nadu, with the objective of developing life skills among adolescents, implements National Council of Educational Research and Training sponsored Population Education Programme in Tamil Nadu. State Council of Educational Research and Training conducts Poster, Role Play and Folk Dance competitions for the students of IX to XI from school level to the State level. The first place winners of the State level participate in the National level competition conducted by NCERT. In 2011-12, the Tamil Nadu Team secured second place in the National level Role Play competition held at the National Council of

Educational Research and Training, New Delhi. In 2013-14, State Council of Educational Research and Training, in collaboration with Regional Institute of Education, Mysore, conducted the research study on 'Impact of Role Play Competition on Life Skill Development of Adolescents'. The activities implemented under Population Education Programme empower adolescents to take informed decisions when they come across risky situations in real life.

#### **8.14.3 Modified School Health Programme**

State Council of Educational Research and Training implements Modified School Health Programme with the financial assistance of State Rural Health Mission, Government of Tamil Nadu to create awareness among school children and promote Health and Hygiene. To create awareness among children on such issues, State Council of Educational Research and Training organized Key Resource Person Training in 6 Regional Centres of Health Department in Tamil Nadu for 594 persons including faculty from District Institutes of Education and Training, Block Resource Teacher Educators and

members from the Health Department. In 2012-13, a total of 28,503 Upper Primary teachers were benefited at the State level.

#### **8.14.4 Training on Prevention of Anaemia and Iodine Deficiency**

The Government of Tamil Nadu is committed in providing health care to all the people. In this line of thought, State Council of Educational Research and Training, in collaboration with United Nations International Children's Emergency Fund, organized training programmes in Krishnagiri, Dharmapuri and Salem Districts on inculcating healthy food habits for preventing the occurrence of anemia and Iodine deficiency among adolescents. In 2011-12, this training was given to 1396 Headmasters / teachers, 1135 parents and 2021 Diploma in Elementary Education students. In 2012-13, Iron tablets supplied by the Primary Health centers were given to students through their parents.

In 2013-14, to prevent the occurrence of Iodine and Iron deficiency among students, Weekly Iron-Folic Acid Supplementation (WIFS) Programme was implemented in Tamil Nadu for the students of 6-12

classes studying in Government/Government Aided/Municipal Schools. Training was given to 7380 Headmasters/ Teachers. In 2014-15, 5408 Headmasters and teachers of six select districts namely Krishnagiri, Dharmapuri, Salem, Trichy, Madurai and Virudhunagar were oriented.

#### **8.14.5 National Service Scheme (NSS)**

The State Council of Educational Research and Training implements the programme of National Service Scheme in all the District Institutes of Education and Training and selected Government Teacher Training Institutes. It mainly focuses on moulding the behavior of Teacher Trainees to develop values like service mindedness, trustworthiness, dedication, perseverance, honesty and commitment. In all, 1,650 student-volunteers of National Service Scheme participate in the programme and execute the activities of National Service Scheme effectively in all the 34 units across the State. National Service Scheme units of District Institutes of Education and Training /Teacher Training Institutes organize special camps and renders community service in rural areas.



The volunteers of National Service Scheme involve in cleaning and greening of school campuses and also organize awareness programmes on Government Schemes, Human Rights, HIV/AIDS, Women Empowerment and Disaster Management.

#### **8.14.6 Budget**

An amount of Rs.67.11 crores has been allocated for the financial year 2015-16.

#### **8.15 Conclusion**

With the sustained support of the State Government, State Council of Educational Research and Training shall endeavour to provide academic support to Directorate of School Education, Directorate of Elementary Education, Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan in enhancing quality in the teaching learning processes in schools all over the State.

## **9. TEACHERS RECRUITMENT BOARD**

### **9.1. Introduction**

The Teachers Recruitment Board was constituted in 1987 as an Institution with the primary objective of selecting teachers with appropriate attitude and ability for Government Schools and Government Colleges. 1,56,238 Teachers and Assistant Professors have been recruited for Government Schools and Colleges during the past 27 years. In addition, Teachers Recruitment Board has been nominated as a Nodal Agency by the Government for conducting Tamil Nadu Teacher Eligibility Test for Secondary Grade Teachers and B.T. Assistants.

The Board recruits teachers of various categories through appropriate mode of selection depending upon the needs of the user departments and policy of the Government. Every recruitment has well established norms of Notification, Syllabus, Question pattern, Examination, Evaluation and Selection, subject to Rules of Reservation. All information about recruitments is published on the

official web-site of the Teachers Recruitment Board, <http://trb.tn.nic.in>, to ensure transparency.

### **9.2. Objectives:-**

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

- Computerization and networking of recruitment activities.
- Using web Platform for declaring results.

### **9.3. Achievements for the years from 2011-2012 to 2013-2014**

Teachers Recruitment Board has completed the selection of teachers for School Education Department 22801 and Higher Education selection list of 296 total selection list of 23,097 teachers in several categories has been released during the years from 2011-2012 to 2013-2014.

### **9.4. Achievements for the year 2014-2015**

During the year 2014-2015, the Teachers Recruitment Board has recruited 17,517 Teachers in

School / Elementary Education, 620 Teachers for other Departments and 1045 Assistant Professor for College Education, and totally 19,182 teachers were selected for appointment.

### **9.5. Tamil Nadu Teacher Eligibility Test (TNET) during the year 2012-2013**

For the first time, the Teachers Recruitment Board has conducted Tamil Nadu Teacher Eligibility Test in the year 2012-2013 on 12.07.2012. In paper I, 3,05,405 candidates and in paper II, 4,09,121 candidates, totally 7,14,526 candidates attended and only 2,448 candidates (0.34%) had passed. In this stage for want of teachers a Supplementary Teacher Eligibility Test to enable the candidates who could not get the minimum 60% in TNTET was conducted. In Paper I (Secondary Grade Teachers) 2,78,725 candidates and in Paper II (Graduate Assistant) 3,64,370 totally 6,43,095 candidates were participated and 19,261 candidates (2.99%) were passed.

### **9.6. Tamil Nadu Teacher Eligibility Test (TNET) during the year 2013-2014**

Teachers Recruitment Board conducted Statewide the third Tamil Nadu Teacher Eligibility Test

in the year 2013 on 17.08.2013 for paper I and 18.08.2013 for Paper II totally 6,62,498 candidates participated in the test and 29,518 candidates passed.

Relaxation of 5% marks was given to the candidates who had appeared in the TNTET held in 2013, vide G.O.Ms.No.25 School Education (TRB) Department, dated 06.02.2014. Accordingly, 17,996 candidates in Paper-I and 25,187 candidates in Paper-II were additionally declared as qualified. Hence, totally 43,183 candidates additionally qualified in the TNTET-2013.

Totally 72,701 (29,518 + 43,183) candidates (10.97%) had been declared as qualified in the TNTET, 2013.

### **9.7. 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. Based on the announcement orders were issued G.O.Ms.No.260, School Education (TRB) Department Dated 17.12.2013. The Teachers Recruitment Board conducted the Special Teacher Eligibility Test on

21.5.2014. 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 candidates, have been declared as passed in Tamil Nadu Special Teacher Eligibility Test. After completion of Certificate Verification, 201 Visually Impaired and 335 Orthopaedically Disabled candidates were selected for the post of B.T. Assistant during the year 2014-2015.

### **9.8. Direct Recruitment for the year 2014-2015**

#### **9.8.1. Direct Recruitment of Secondary Grade Teachers**

In accordance with the Rules of Procedure subject to Rules of Reservation, 1,793 Secondary Grade Teachers were selected for Elementary Education Department and 503 candidates in Backward Class and Most Backward Class Department during this year, totally 2,296 selected from the list of qualified candidates in Teacher Eligibility Test-Paper-I.

### **9.8.2. Direct Recruitment of B.T. Assistants**

In accordance with the Rules of Procedure subject to Rules of Reservation, 11,117 B.T. Assistants were selected during this year, from the list of qualified candidates in Teacher Eligibility Test-Paper-II.

### **9.8.3. Direct Recruitment of Post Graduate Assistants**

In accordance with the Rules of Procedure subject to Rules of Reservation, 4,607 Post Graduate Assistants were selected for School Education Department and 117 Teachers selected for Schedule Caste / Schedule Tribe / Backward Class / Most Backward Class Department and corporation schools, totally 4,724 Post Graduate Teachers were selected during this year.

### **9.8.4. Recruitment of Computer Instructor**

The Teachers Recruitment Board Initiated the process for the recruitment of 652 Computer Instructor for appointment in the Government Higher Secondary Schools. The 3268 candidates who were sponsored by the Employment Exchange in the ratio 1:5. Certificate Verification was held from 27.02.2015 to

04.03.2015. Out of 652 Computer Instructor Posts, 643 candidates were selected and the selection of remaining 9 posts will be completed subject to the outcome of the writ petition pending in the Hon'ble High Court of Madras and Hon'ble Madurai Bench of Madras High Court, Madurai.

### **9.8.5. Appointment of Special Teachers (Physical Education, Drawing, Sewing & Music)**

The Government issued Orders in G.O.(Ms) No. 185, School Education Department, Dated 17.11.2014 for recruitment of Special Teachers (Physical Education, Drawing, Sewing & Music). The user Departments viz. Director of School Education, Director of Elementary Education, Corporation Schools & SCERT submitted the indent for recruitment of 1188 Special Teachers. The Teachers Recruitment Board will issue the Recruitment Notification for conducting the Competitive Written Examination shortly.

### **9.8.6. Assistant Professors in Government Arts & Science Colleges**

In response to the Board's Advertisement in the leading newspapers, calling for application from the aspirants for filling up of 1093 vacant posts of

Assistant Professors in 34 Subjects, under Tamil Nadu Educational Service in Government Arts and Science Colleges, approximately 14,944 candidates have applied for various subjects. After completion of the process of Verification of Certificates of the applicants, the Board has conducted the Interviews for the qualified candidates for filling up of 1093 regular posts and 25 Backlog Vacancies (Total 1,118) and completed the selection for 1016 posts. 79 posts remained unfilled for want of qualified candidates in certain communal turns and 23 posts are withheld/reserved as per court order.

#### **9.8.7. Recruitment of Lecturers in Government Law Colleges**

The Teachers Recruitment Board conducted Written Competitive Examination followed by Certificate Verification and Interview to fill up the 50 vacant posts of Lecturers (Senior Scale) and Lecturers (Senior Scale) (Pre-Law) in Government Law Colleges for the year 2013-2014. The provisional selection list of 29 eligible candidates was published on 27.03.2015 and the list was handed over to Director of Legal Services along with folders on 8.4.2015.

#### **9.8.8. Recruitment of Senior Lecturers in SCERT:-**

Regarding Senior Lecturers in SCERT to fill up the 34 vacant posts, revised Certificate Verification was conducted by the Board on 10.04.2015 and the provisional selection list of 22 selected candidates was published in the TRB website on 22.4.2015 and the list was handed over to SCERT on 27.04.2015. Action is taken for further process of recruitment.

#### **9.9. Programme of Direct Recruitment for the year 2015-2016**

Further, the process of direct recruitment of 1118 Special Teachers, 530 Lecturers and Assistant Professors in Government Arts and Science Colleges, 132 + 60 = 192 Assistant Professor in Government Engineering Colleges, & 605 Assistant Professors for Government Polytechnic Colleges, etc., is under progress and will be completed in the forthcoming months.

#### **9.10. Upholding sanctity of Examination Process**

a) Appropriate measures have been taken to prevent malpractices, if any, in the conduct of Examination. The Custodian Points where the

Question Papers are to be preserved for safety Main Examination Centre and the Halls where Scanning process of the Used OMR Sheets are to be undertaken, are kept under the Surveillance of CCTV Cameras and full sessions are recorded.

b) A confidential cover in which the used OMR Answer Sheets are kept inside has been introduced during this year to ascertain the credibility of the package.

#### **9.11. Transparency and Modernisation in Recruitment**

The Recruitment process has been 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.

From the year 2013-2014, 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.

#### **9.12. Functioning of Information Centre**

A computerised and equipped Information Centre has been opened this year in the ground floor of E.V.K. Sampath Maaligai, Chennai-600 006, for the benefit of candidates who approach the Board for

clarifying their doubts and redressing grievances immediately in a fair and expeditiously manner.

### **9.13. Budget**

An amount of Rs.2.64 crores is allocated for the financial year 2015-2016.

### **9.14. Conclusion**

As the recruiting agency of the Government, the Teachers Recruitment Board has been playing a vital role in filling the sanctioned posts, with the assistance of staff members of TRB and with the fullest co-operation of the respective User Departments.

## **10. TAMILNADU TEXTBOOK AND EDUCATIONAL SERVICES CORPORATION**

### **10.1. Introduction**

The Tamilnadu Textbook Society was established in the Year 1970 and renamed as Tamilnadu Textbook Corporation in the Year 1993. The primary objective of the corporation is printing free textbooks that are supplied by the Government to students of Std. I to XII studying in Government and Government aided schools. In addition to the free textbooks sale copies of Textbooks are made available to the Students studying in Self Financing Schools.

At present the Government of Tamil Nadu is distributing the benefits to the students studying in Government and Government aided schools by implementing various special schemes. In order to ensure the quality and the timely supply of the various Educational kits, Hon'ble Chief Minister announced redesignating Tamil Nadu Text Book Corporation as Tamil Nadu Textbook and Educational Services

Corporation. Since the year 2014-2015 the Tamil Nadu Textbook and Educational Services Corporation is being engaged in the procurement and supply of Cost Free Educational Kits, such as School Bags, Footwear, Crayons, Colour Pencils, Geometry Box, Woollen Sweaters, Atlas and Wall Maps to school children.

## 10.2. Services

### 10.2.1 Printing of Textbooks

The Government of Tamilnadu have introduced the Trimester Pattern for standards I to IX as part of reforms in School Education System since 2012-2013. The new system is aimed at reducing the hardship of carrying heavy book loads, yearlong by the students. Under this pattern, the Textbooks are appropriately divided into two volumes for Std. I to VIII. For Standard IX text books are divided into three volumes and printed and supplied separately for each of the Three Terms.

### Printing of Textbooks 2014-15

TEXT BOOKS	FREE COPIES (crores)	SALE COPIES (crores)	TOTAL (crores)
Term-1 Std.I to XII	3.13	1.19	4.32
Term-2 Std.I to IX	1.45	0.74	2.19
Term-3 Std.I to IX	1.44	0.73	2.17
TOTAL	6.02	2.66	8.68

During the academic year 2014-2015, The Tamilnadu Textbook and Educational Services Corporation has printed 6.02 crores Textbooks for Standards I to XII and distributed to students studying in Government and Government aided schools free of cost. For students of Self-Financing Private Schools 2.66 crores Textbooks have been made available as sale copies. Totally 8.68 crores of Textbooks were printed at a cost of Rs. 269 crores to benefit Students studying in Government, Government Aided and Self Financing Private Schools.

For the academic year 2015-2016, the Tamilnadu Textbook and Educational Services Corporation will print 8.79 crores of Textbooks



approximately covering all three terms. Printed copies are being distributed through Nodal Centers across the State Termwise.

### Printing of Textbooks 2015-16 (upto August 2015)

TEXT BOOKS	FREE COPIES (crores)	SALE COPIES (crores)	TOTAL (crores)
Term-1 Std.I to XII	3.26	1.34	4.60
Term-2 Std.I to IX	1.33	0.82	2.15

### 10.2.2 Printing of Text Books for other Departments

In addition to printing of Textbooks the Tamilnadu Textbook and Educational Services Corporation also prints Guides, Question Bank, Solution Books, Model Question Papers, Financial Literacy Books and Activity Based Learning (ABL) Cards for children studying in primary schools.

In the academic year 2014-2015, the Corporation has printed the following Books in addition to the text books:

- 2.40 lakh Guides for X and XII Standards for Students studying in Adi-Dravida Welfare Schools.
- 1.51 lakh Guides for X and XII Standards Students studying in Backward Classes and Most Backward Classes Department.
- 8.16 lakh Question Banks for X and XII Standards for Parents Teachers Association.
- 7.88 lakh Financial Literacy Books of National Stock Exchange for VIII, IX, XI and XII Standard Students.
- 45,000 sets of Activity Based Learning cards for Students in I to IV Standard under Sarva Shiksha Abhiyan (SSA)
- 90,000 Source Books for D.T.Ed Students for State Council of Educational Research and Training (SCERT)

### 10.2.3 Free Supply of Tamil Textbooks to other States:

The Tamilnadu Textbook and Educational Services Corporation prints and supplies Textbooks free of cost to the Students studying Tamil Language in other States such as Maharashtra, New Delhi, Gujarat, Kerala and Andaman & Nicobar Islands.

#### **10.2.4 Tamil Textbooks for Schools Affiliated to Central Board of Secondary Education**

The schools affiliated to Central Board Of Secondary Education use the Textbooks of Tamilnadu State Board for Students to pursue Tamil as their Second Optional Language. Based on request from those schools, Tamil Textbooks (Annual Edition) are printed as a Single Volume exclusively for their use. Annual Edition of Tamil Textbooks are brought out for standards I to IX. This is printed and supplied every year as Annual Edition.

#### **10.2.5 Tamil as Compulsory Learning Subject**

Tamil Language learning has been made compulsory in all Schools affiliated to other Boards vide Government Notification Dated 18.09.2014 by which Tamil will be introduced as a compulsory subject in a phased manner and will commence from the academic year 2015-16 in class I. To implement the Tamil Nadu Tamil Learning Act notified on 18.09.2014, the Tamilnadu Textbook and Educational Services Corporation is printing and supplying Tamil

Text Books for Schools under various Boards based on the indent given by the schools.

In the year 2014-2015, 3,84,000 Tamil Language Textbooks were printed and supplied. In 2015-2016, 5,95,200 Tamil Language Textbooks have been printed for Students pursuing Tamil as a Second Optional Language in schools belonging to other boards.

#### **10.2.6 Messages printed on the Cover pages of Textbooks**

Messages relating to Environment Conservation, Child Protection, Cyber Safety, Personal Hygiene, Health and Hygiene, Rain-Water Conservation, Protection Against Sexual Abuse etc. are printed with colourful pictures on the back cover pages of Textbooks of Std I to IX and XI & XII. This effort encourages students to think positively about themselves and their environment in addition to imparting knowledge on various Subjects enabling them to imbibe these values in life.

### **10.2.7 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 quality Paper used for printing is purchased from the Tamilnadu News Print and Papers Limited (TNPL). TNPL supplies High-Tech Map litho 80 GSM possessing high brightness, strength, stiffness which are indices of good quality Paper. Good quality Wrapper is also used for the Textbooks. Continuous monitoring of the printing of the Textbooks by the Printers are ensured by Technical Personnel of the Corporation. This has resulted in production of quality Textbooks for Students.

### **10.2.8 Distribution Methodology**

The Free copies of Annual and Trimester Textbooks are printed and sent to the 67 Nodal Centers throughout the State directly from the printing presses for distribution to the Government and Government Aided Schools.

The Sale Copies of Textbooks are sent to the 22 Regional Offices in the State and sold to the Self-

Financing Private Schools. On completion of supply of Textbooks to Private Schools the Books are sold through Retailers. By adopting various distribution methodologies, the books are made available to Students on time.

### **10.2.9 Textbooks Online (e-books)**

The Textbooks published by the Tamilnadu Textbook and Educational Services Corporation are available in the website [www.textbooks online.tn.nic.in](http://www.textbooks.online.tn.nic.in). This facility has proved to be a boon as it has provided universal access of Textbooks for the Student community since they can download the Textbooks from anywhere in the Globe.

### **10.2.10 Online Sales of Textbooks**

Recently the Corporation has commenced online Sale of School Books for schools and to individual students through Web portal [www.textbook corp.tn.nic.in](http://www.textbook.corp.tn.nic.in). The Private Schools are required to register themselves in the Web portal to avail this Service.

### **10.3. Cost free Educational Kits – Procurement and Distribution Services**

In order to accomplish the task entrusted to Tamilnadu Textbook and Educational Services Corporation, tenders, based on the requirements listed by the user Departments have been floated according to the Tamilnadu Transparency in Tender Act 1998 and Tender Rule 2000. Based on evaluation made by various Committees Work Orders are issued to the Bidders, satisfying the Eligibility Criteria.

It is worthy of mention that the Cost Free Educational Kits supplied to the Students are subject to Pre-Despatch Test and Post-Distribution Quality Assessment through accredited Quality Checking Laboratories approved by Government of India.

Taking into consideration, the age, size & physical ability of Students the School Bags are supplied in 3 categories as Small, Medium & Large. Sweaters are distributed in 5 sizes. Similarly the Footwear is distributed in 15 different sizes to suit the requirement of Children of various age in std I to X. Colour Pencils, Crayons and Geometry Boxes are subject to quality checking prior to despatch from

manufacturer and Post-Distribution to ensure safety and comfort of Children.

Tamilnadu Textbook and Educational Services Corporation have initiated necessary action to ensure the Cost Free Educational Kits for the year 2015-2016 are made available to the Students during the academic year with assured quality.

### **10.4. Conclusion**

It is a matter of pride and Honour that Tamilnadu Textbook and Educational Services Corporation is designated as Centralized Agency for the procurement and distribution of various Cost Free Educational kits without profit motive.

K.C.Veeramani,  
Minister for School Education