

SCHOOL EDUCATION DEPARTMENT

POLICY NOTE – 2018-2019

I. POLICY

“If a State has to achieve knowledge based Human Development, the State must ensure that everyone gets Quality Education without any barrier”

**- Hon'ble Former Chief Minister
Puratchi Thalaivi Amma Avargal**

1. The Government of Tamil Nadu is committed to provide 'quality education for all', which is evident by the fact that the School Education Department has been provided the highest allocation of Rs.27,205.88 crore in the Budget 2018-19. The conscious endeavors, supported by such huge budgetary allocations, taken by educational visionaries in Tamil Nadu to make quality education accessible to every section of the society, have yielded rich dividends in terms of building a vibrant society.

2. The educationists and other stake-holders have rightly realized that the next logical step is to

make education, child-centric. The concept of universalization of education with an objective of social, cultural and economic empowerment has all along been the top priority of the policy makers.

3. Thrust on bringing the girl children into the mainstream of education has led to women empowerment in the society. All forms of social oppression based on caste, creed, gender and social status have been gradually dismantled by quality education.

4. Rapid strides on the frontiers of Science and Technology have opened up many avenues for the student community to spread their wings and prove their mettle. In this context, it has become imperative to tune upgrade the skills of students to the emerging needs. The efforts taken by the Government in this direction have vastly enhanced the job opportunities to lakhs of people, thereby raising their standard of living.

5. The knowledge and information era has spawned newer insights into the administration of

education. The impact of education in the economic upliftment of individuals in particular and the country in general has been realized by all concerned. The policy makers have also realized the need to infuse new concepts in dissemination of education, commensurate with the emerging trends. Use of information and communications technology (ICT) in teaching and learning is being leveraged to the fullest extent.

6. Access, infrastructure, availability of teachers, quality content, capacity building of teachers, computerization and digitization of the content and class room process have been the primary focus areas of the School Education Department.

7. Thrust on creating educational infrastructure and other facets in the recent past have improved access and affordability towards education to a great extent. An amount of Rs. 721.09 crore, in the last two years has been spent for providing school buildings, additional class rooms,

toilets, drinking water facilities, compound wall, kitchen sheds, special infrastructure facilities for Children With Special Needs (CWSN) etc.

8. In order to improve access and retention of students in schools, the Government has been continuing with welfare schemes for students such as 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. A sum of Rs.1967.47 crore has been earmarked for these welfare schemes for the year 2018-19.

9. The persistent efforts taken by the Government on various aspects have resulted in increase in Net Enrolment Rate at the primary level from 99.63 in 2011-12 to 99.86 in 2017-18, at the upper primary level from 98.88 in 2011-12 to 99.22

in 2017-18. There has been substantial decrease in the dropout rates.

10. The focus has now shifted towards attainment of quality education. At present, the emphasis is on improvement of scope along with excellence in delivery of education. The State is keen on making the educational service, a wholesome process for citizens.

11. The Government has taken many initiatives in the recent past to improve quality of education and learning environment. Some of these initiatives are; the curriculum and syllabus have been revised after a gap of more than 12 years for 11 and 12 standard and more than 7 years for standards 1 to 10; the work of writing textbook has also gained momentum; the ranking system based on the marks secured by the students has been abolished to curb unhealthy competition among schools; Board examination for class 11 has been introduced to build capacity of students to face any competitive examination; introduction of ICT in

schools has been taken up in a big way by establishing hi-tech labs in all Government high and higher secondary schools and smart classes in primary and middle schools.

12. The basis of all such policy initiatives in Tamil Nadu is well-entrenched in historical foundations and philosophic perspectives. It is the vision of the great leader Puratchi Thalaivi Dr.J.Jayalithaa who documented the “**Vision Tamil Nadu 2023**” which lays the basic foundation of the document taking into consideration the past experiences and present challenges. They shall be responsive and adaptive to the changes in the field and flexible to harmonize with the evolving situations.

The policy note for the year 2018-19 is hereby presented in the earnest hope of serving the cause of education and facilitating a quantum leap in its evolution.

II. FINANCIAL OUTLAY

The outlay for School Education in 2018-19 in Demand No.43 is Rs.27,205.88 crore.

Budget Estimate 2018-19						
		(Rupees in Lakhs)				
	Head of Account	State Expenditure	Externally Aided Project	Central Sector Schemes	Schemes shared between State and Centre	Total
Revenue Section						
2051	Public Service Commission	406.60				406.60
2059	Public Works	3840.00				3840.00
2202	General Education					
	1 Elementary Education	1179219.49			175000.00	1354219.49
	2 Secondary Education	1195140.73			98287.78	1293428.51
	4 Adult Education	225.17			2733.80	2958.97
	5 Language Development	1442.47		0.05	2.51	1445.03
	Total - General Education	2376027.86		0.05	276024.09	2652052.00
2204	Sports and Youth Services	139.85			47.48	187.33
2205	Art and Culture	12066.67			0.01	12066.68
2225	Welfare of SC and ST and Other Backward Classes	16841.14				16841.14
2235	Social Security and Welfare	244.70				244.70
2251	Secretariat-Social Services	801.16				801.16
	Revenue Section Total	2410367.98		0.05	276071.58	2686439.61
Capital Section						
4202	Capital Outlay	33436.42			483.22	33919.64

Capital Section Total						33919.64
Loan Section						
7610	Loans to Government Servants	0.01				0.01
7615	Miscellaneous Loans	0.01				0.01
Loan Section Total						0.02
Grand Total Net						2720359.27
ADD – Recoveries						
	Under Revenue Section					228.77
	Recoveries Total					228.77
Grand Total for Demand No. 43						2720588.04

III. POLICIES AND SCHEMES

1. WELFARE SCHEMES

1 Introduction

The Government has been distributing the following cost free items to motivate and retain children in Government and Government aided schools.

1.1 Textbooks

Textbooks are being provided free of cost to all students of Government and Government aided schools studying in 1 to 12 standards. During the academic year 2012–13, the Government introduced trimester system. It has reduced the burden of students from carrying heavy load of books. The text books are distributed to the students on the opening day of the term. First term starts from June, second term starts from October and the third term starts from January. In the academic year 2017-18, 77.47 lakh students studying in standards 1 to 12 were benefitted by this scheme.

A sum of Rs.195.25 crore has been allocated for the continuance of the scheme during the academic year 2018-19.

1.2 Notebooks

The scheme of providing notebooks to the student studying in standards 1 to 10 in Government and Government aided schools was introduced in the academic year 2012-13. In the academic year 2017-18, 61.60 lakh students have been benefitted. The notebooks are distributed to the students on the opening day of every term.

A sum of Rs.107.20 crore has been allocated for the continuance of the scheme during the academic year 2018-19.

1.3 Laptop

Students studying in higher secondary standards in Government and Government aided schools are provided with cost free Laptops since 2011-12. In the academic year 2017-18, 5.30 lakh students would be benefitted.

A sum of Rs.758.04 crore has been allocated for the continuance of the scheme during the academic year 2018-19.

1.4 Four sets of uniforms

Four sets of uniform are provided to students studying in Government and Government aided schools in 1 to 8 standards and enrolled in Puratchi Thalaivar Dr. M.G.R. Nutritious Meal Programme. The number of sets of uniform has increased from 1 set to 2 sets in 2011-12 and to 4 sets from 2012-13 onwards. In the academic year 2017-18, 41.19 lakh students have been benefitted under this scheme.

A sum of Rs.414.30 crore has been allocated for the year 2018-19 for this scheme.

1.5 Footwear

Footwear is being provided to all students studying in 1 to 10 standards in Government and Government aided schools from the academic year 2012-13. In the year 2017-18, 56.95 lakh students were benefitted by this scheme.

A sum of Rs.81.50 crore has been allocated for the continuance of the scheme during the academic year 2018-19.

1.6 School Bag

School bags are provided to all children studying in Government and Government aided schools in 1 to 12 standards from the year 2012-13. The Government has been allocating fund every year to implement this scheme since 2012-13. In the year 2017-18, 68.89 lakh students have been benefited by this scheme.

1.7 Crayons

Crayons are provided to all the students studying in 1 and 2 standards in Government and Government aided schools every year. This item was introduced in the year 2012-13. In the year 2017-18, 9.26 lakh students have been benefited by this scheme.

1.8 Colour Pencils

The scheme of providing colour pencils to the students studying in standards 3 to 5 in Government

and Government aided schools was introduced in the academic year 2012-13. During the academic year 2017-18, 15.48 lakh students have been benefitted.

1.9 Geometry Box

The scheme of providing geometry box to the students studying in standards 6 to 8 in Government and Government aided schools was introduced in the year 2012-13. The scheme has been successfully implemented for students in 6 standard and new students in standards 7 and 8 since 2013-14. During the academic year 2017-18, 7.12 lakh students have been benefitted.

A sum of Rs.88.58 crore has been allocated for continuance of the schemes of School Bag, Crayon, Colour Pencil and Geometry Box during the academic year 2018-19.

1.10 Woolen Sweaters

In the year of 2013-14, the Government has introduced the scheme of distribution of woolen sweaters to students studying in standards 1 to 8 in

Government and Government aided schools in hilly areas. During the academic year 2017-18, 1.16 lakh students have been benefitted.

A sum of Rs.3.00 crore has been allocated for the continuance of the scheme during the academic year 2018-19.

1.11 Rain Coats, Boots and Socks

Students of standards 1 to 8 studying in Government and Government aided schools in hilly areas, who are enrolled in the Puratchi Thalaivar Dr.MGR Nutritious Meal Programme are provided with rain coats, boots and socks. This scheme was introduced in the year 2016-17. 1.16 lakh students have been benefitted by this scheme in the year 2017-18.

1.12 Atlas

Atlas is provided to students studying in 6 to 10 standards in Government and Government aided schools every year. This scheme was introduced in

the year 2012-13. In the year 2017-18, 7.11 lakh students have been benefited by this scheme.

A sum of Rs.3.25 crore has been allocated for the continuance of the scheme during the academic year 2018-19.

1.13 Bus Pass

Bus passes are issued every year to the students in standards 1 to 12 studying in all schools to easily access their schools. This plan is being implemented by the Transport Department. 17.61 lakh students studying in schools have been benefitted in the year 2017-18.

This scheme will be continued in the academic year 2018-19.

1.14 Puratchi Thalaivar Dr. MGR Nutritious Meal Programme

The students studying in standards 1 to 10 are provided with noon meal under the Puratchi Thalaivar Dr. MGR Nutritious Meal Programme. This Scheme is being implemented by Social Welfare and Nutritious Meal Department. During the academic

year 2017-18, 40.53 lakh students have been benefitted under this scheme.

This scheme will be continued in the academic year 2018-19.

1.15 Financial assistance for students who lose their bread winning parents

Financial Assistance is given to the students of standards 1 to 12 studying in Government and Government aided schools whose bread winning parent (father or mother) expires or becomes permanently incapacitated in accident. The Government is keen to ensure that the children of such parents are not affected due to such unforeseen dire circumstances. An amount of Rs.75,000 is deposited in the name of the student in a Public Sector Undertaking. The financial assistance was increased from Rs.50,000 to Rs.75,000 in the academic year 2014-15. 1487 students have been benefitted in the year 2017-18.

A sum of Rs.4.70 crore has been allocated for the continuance of the scheme during the academic year 2018-19.

1.16 Student Accident Relief Scheme

The Government has launched this innovative scheme, which provides for financial relief to students, who meet with unexpected accidents while in schools or on school related activities. Students studying in Government, Government aided and local body schools are covered under this scheme. Under the scheme, financial assistance of Rs.1,00,000 for accidental death, Rs.50,000 for major injuries and Rs.25,000 for minor injuries is provided to the family of student. Unlike the regular insurance schemes, the scheme promises a speedy disbursement of relief to the beneficiary well within 48 hours of the accident. The scheme envisions to cover more than 81 lakh students.

2. ELEMENTARY EDUCATION

2.1. Introduction

Elementary Education sets the foundation for gaining basic knowledge, values and skills for every child. In order to implement the Right of Children to Free and Compulsory Education (RTE) Act, 2009 in its true spirit and to ensure the quality of elementary education for each and every child in the age group of 6 to 14 irrespective of their caste, religion and economical status, various welfare measures and innovative schemes have been introduced by the Government. These schemes and innovations have helped in making Tamil Nadu a leading beacon for elementary education in India. The Government has been striving hard to improve quality of education and to provide access to schools in the immediate neighbourhood.

2.2. Objectives

- Ensuring 100% enrolment and retention of all children in 6-14 age group
- Implementation of RTE Act, 2009
- Providing quality education in all schools
- 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 children in habitations, where opening of new school is not feasible, particularly, in areas of dense forests and remote areas of hilly regions
- Providing an inclusive environment in schools conducive to Children With Special Needs (CWSN) and children belonging to weaker section and disadvantaged group
- Improving listening, speaking, reading, writing and arithmetic skills of the children
- Enriching the knowledge of the children in scholastic and co-scholastic areas

2.3. Special Measures for Universal Elementary Education

The following special measures are taken by the Government towards providing universal elementary education.

2.3.1 Access to schools

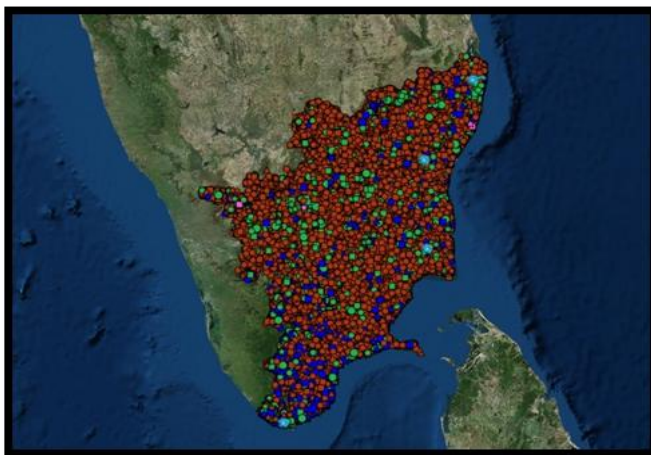
The Government is of the view that providing access to schools in the immediate neighbourhood would ensure high attendance. The RTE, Act, 2009

envisaged laying down the neighbourhood norms, i.e., the distance within which every habitation should have a primary / upper primary school. The Tamil Nadu Right of Children to Free and Compulsory Education (RTE) Rules, 2011, provide that a primary school can be established within a distance of one km, and upper primary school within three km. A scientific tool based on Geographic Information System (GIS) mapping has been developed on the basis of norms envisaged in the Tamil Nadu RTE Rules, 2011 to help the administration in taking decision to improve access to elementary education. Revision of curriculum, syllabus and textbooks and strengthening pedagogical process with usage of ICT in every classroom are major initiatives of the Government to ensure quality education to all children. Continuous and Comprehensive Evaluation (CCE) in every class room on regular basis would also ensure quality education to every child.

2.3.1.1. GIS Database 2017-18

A GIS database with tagging of schools related information is being maintained since 2012-13 under

Sarva Shiksha Abhiyan (SSA). Many layers such as availability of infrastructure, strength of students etc, are being superimposed for improving decision making based on spatial data. This has been made web-centric and user friendly for both the department and the public. All the 58,033 schools and 92,234 habitations in our State have been mapped on GIS database. Customized colours and shapes have been used to identify different management and categories of schools.



GIS Mapping

School mapping exercise has been undertaken to devise a suitable strategy to ensure that the children in un-served habitation have safe access to

school in the context of RTE rules, 2011. In Tamil Nadu, there are 92,234 habitations, out of which, 89,958 habitations are served by Government and Government aided primary schools. At upper primary level, 91,040 habitations are served by Government and Government aided upper primary schools.

2.3.2 Transport and Escort Facilities

Transport and escort facilities are provided to children hailing from unserved habitations, particularly situated in the forest areas and hilly regions since 2012-13. In the year 2017-18, 14,787 children have been benefitted under this component with budget allocation of Rs.4.44 crore.

2.3.3 Opening of new schools and upgradation of existing schools over the years

S.No.	Year	New primary schools	Upgradation of existing primary school into middle schools
1	2013-14	54	0
2	2014-15	128	42
3	2015-16	39	5
4	2016-17	6	4
Total		227	51

Permission have been granted to open 20 new primary schools in the year 2017-18

2.3.4 Residential Schools

As per the RTE Act, 2009, it is mandatory that every school age child (6-14 years) is to be enrolled in the school. In order to ensure enrolment of all school age children in schools, residential schools are being established in sparsely populated hilly and forest terrains as well as in urban areas for the benefit of deprived children, street children and children without adult protection. The Government has established 11 access residential schools. In the year 2017-18, 877 children have been benefitted. The total expenditure under this component has been Rs.5.33 crore in the year 2017-18.

2.3.5 Infrastructure facilities

New school buildings, additional classrooms, toilets and drinking water facilities have been provided to Government schools at a cost of Rs. 1072.70 crore during 2011- 2017 under SSA.

968 civil works have been taken up at a cost of Rs. 66.11 crore in the year 2017-18.

2.3.6 Appreciation Certificates for Teachers and Students with 100% attendance

The teachers and students, who attend school without taking any leave, are being honoured by awarding appreciation certificate. In the academic year 2016-17, 51 teachers and 22,311 students were honoured with appreciation certificate for 100% attendance.

2.4. Educational Indicators

The impact of all interventions can be easily evaluated through indicators. An educational indicator is a measure of the status of education system with regard to its goals. The definitions for some of the educational indicators are given below:

2.4.1 Net Enrolment Rate

Enrolment in primary education (Grades 1-5) in the age group (6+ to 10+ years) expressed as a percentage of the children corresponding to the age group population.

2.4.2 Gross Enrolment Rate

Total enrolment in primary education (Grades 1-5), regardless of age, expressed as a percentage of the eligible official primary school-age population (6+ to 10+ years) in a given school-year.

2.4.3 Retention Rate (Primary)

Enrolment in Grade 5 in a year expressed in terms of % to enrolment in Grade 1 four years back.

2.4.4 Retention Rate (Upper Primary)

Enrolment in Grade 8 in a year expressed in terms of % to enrolment in Grade 6 two years back.

2.4.5 Drop Out Rate

Proportion of children dropped out in a cohort enrolled in a given grade in a given year who are no longer continued in the following year.

2.4.6 Transition Rate (5-6)

The Transition Rate (TR) from grade 5 to 6 is calculated based on the number of children who have passed the grade 5 from primary section and the number of children who joined in grade 6 in the

upper primary section in the same year. The State level TR from standards 5 to 6 stood at 99.1 % during 2017-18.

2.4.7 Pupil Teacher Ratio

It is the

$$\frac{\text{Total enrolment of students in a category}}{\text{Total number of teachers in that particular category}}$$

The table below shows the educational indicators that prevailed during 2017-18*

Indicators	Primary	Upper Primary
Gross Enrolment Rate	106.40	106.35
Net Enrolment Rate	99.86	99.22
Retention Rate	99.15	98.60
Drop Out Rate	0.85	1.40
Pupil Teacher Ratio	24.02	24.77

*Provisional

2.4.8 Equity in Enrolment

It is important that access and equity go together in order to make universal elementary education a reality. Special efforts are made to

bridge gender and social gaps in enrolment to ensure retention and to achieve learning outcomes among children at the primary stage. Special interventions and strategies are adopted to bring girls, SC/ST children, CWSN, urban deprived children, children from minority groups and children of migrant labourers under the fold of elementary education.

2.4.9 Gender Perspective in Enrolment

At primary level, the percentage of enrolment of boys and girls is 51.56% and 48.44% respectively and at upper primary level, the percentage of enrolment of boys and girls is 51.35% and 48.65% respectively during 2017-18.

2.5. Initiatives for Child Centric Pedagogy

Tamil Nadu has been pioneer in implementation of child centric pedagogy in the Government and Government aided schools. The endeavour of the Government has been to make the learning process child friendly and joyful.

2.5.1 Simplified Activity Based Learning

Simplified Activity Based Learning (SABL) is a child centric pedagogy. Continuing the tradition of child-friendly education, the existing pedagogy is being modified by integrating technology for standards 1 to 3. 4 different kinds of strategies targeting different categories such as teacher contact, peer group, individual and assessment are being followed to improve the learning outcomes. This pedagogic structure aims at triggering intelligence of the child rather than merely following instructions. There is a space for the child to think, to discuss, to question and to involve in the assessment in a fear-free and shy-free atmosphere. Learning process encourages cooperative and team-building skills with the scope for the teachers and children for creativity.

2.5.2 Simplified Active Learning Methodology

Simplified Active Learning Methodology (SALM), a child centric pedagogy, is implemented in all Government and Government aided primary and middle schools for the standards 4 and 5.

To motivate children to get involved in active learning from standard 6 on sustainable basis, the SALM has been designed as hybrid pedagogy between SABL and Active Learning Methodology. This methodology gives space to every child to participate directly and actively in the learning process with the guidance of the teacher.

2.5.3 Active Learning Methodology

Active Learning Methodology (ALM) is a learner-centric methodology, which involves students directly and actively in the learning process. The foremost aim of ALM is to equip the learner to “learn to learn”. In a supportive learning environment, the learner could construct his own knowledge. Teacher, as a facilitator, has to create and empower every child with the skill to transform the information into knowledge. There is enough space for the children to discuss, to think, and to question. The structure of the classroom is in small groups. The mind map step in ALM reflects not only the creativity of the child but also the level of understanding. Besides, the teacher could easily identify the individuality of every child.

- A learner centric approach towards learning which greatly improves the ability to learn
- It makes learning free from stress, fear and shyness
- It helps to improve conceptual understanding
- It builds confidence to face exams
- It improves ability to think and to develop mind map creatively.
- It develops the skill to present, what the child has learnt

2.5.4 Project Based Learning

Project-based learning provides students with opportunities to make a difference by solving real problems and addressing real issues. 6 teachers per block have been trained on project-based learning. The trained teachers have been engaged to guide the students in their schools to do different projects. 2,178 projects done by the students with the guidance of the teachers have created great impact on conceptual learning of students. In 2017-18, the best 3 projects at district level were awarded with cash prizes, certificates and medals. The expenditure on this activity was Rs. 27.78 lakh in the year 2017-18.

Besides, utilizing the Tamil Nadu Innovative Initiatives (TANII) fund of Rs.34 lakh, children in 1085 middle schools have prepared and demonstrated their projects developed on their own ideas which helped them move from rote learning to higher order thinking.



Project Based Learning

2.6. English Medium

Recognizing the aspiration of parents for getting their children educated in English medium, the Government decided to introduce English medium sections in Government schools in the year 2012-13. Accordingly, English medium sections were introduced in a few selected schools in elementary education during the year 2012-13. This initiative was well appreciated by the parents. As a result, enrolment in the English medium sections has

increased considerably. In the year 2017-18, 6,22,006 children have been enrolled in English medium sections in 12,738 schools. The teachers have been regularly trained to teach in English medium.

2.7. Trimester System

On 26.08.2011, the then Honourable Chief Minister of Tamil Nadu announced in State Legislative Assembly that the 'Trimester' pattern would be introduced in all schools from the academic year 2012-13. Accordingly, trimester pattern for standards 1 to 8 was successfully introduced and implemented to reduce the burden of carrying heavily loaded school bags. Under the trimester pattern of education, an academic year has been divided into three terms and colourful textbooks for each term have been developed and supplied to students without compromising content and competency. With the introduction of trimester system, the burden of textbooks has been substantially reduced and learning has also become comparatively easier and joyful for the students.

2.8. Continuous and Comprehensive Evaluation

The Continuous and Comprehensive Evaluation (CCE) system was introduced for standards 1 to 8 in the academic year 2012-13. The new evaluation system has helped in smooth transition from rote learning to application based approach. Under CCE each child is comprehensively evaluated in scholastic as well as in co-scholastic dimensions continuously throughout the year. The CCE has proved to be flexible for promoting easy learning and catering to the assessment needs of individual child.

2.9. Integrating Technology

The 21st century is an age of information and technology. This has necessitated the integration of technology with education. Tamil Nadu is the pioneer state to integrate technology with textbooks, workbooks and teacher's manual. QR Codes have been affixed which are linked to digital contents. The teachers and students are able to access the digital content with the help of QR Codes. The new approach has been piloted in 16 schools in three districts viz. Chennai, Kancheepuram and

Coimbatore. It is observed that the learning through physical content and activities was effective even for standard 1 children. Presently, the pilot project has been extended to 173 schools in 11 more districts.

2.10. In-service Teachers' Training

Teachers will be trained on content of new text books developed based on revised curriculum, pedagogy, integration of technology, usage of mathematics, science and language kits. Separate training for Head teachers on school leadership will also be organized in coordination with National University for Educational Planning and Administration (NUEPA). Capacity building programme for Block Teacher Educators will also be given due emphasis. Special teachers will also be provided with training to enhance the basic learning skills of all CWSN.

2.11. National Achievement Survey

National Achievement Survey (NAS) was conducted on 13.11.2017 for standards 3, 5 and 8 for the first time in all the blocks in a few selected schools, to assess achievements with reference to

learning outcomes, which have been formulated by National Council for Educational Research and Training (NCERT). Based on the survey findings, suitable remedial course of action for immediate interventions and long term interventions for improvement are being worked out and activities/programmes for next academic year would be planned accordingly. The curricular expectation and expected learning outcomes have been linked in the classroom pedagogical process and after the introduction of new curriculum based textbooks, necessary inputs would be provided to teachers in 2018-19. The Government has also been implementing several initiatives to provide additional inputs to children to equip them to participate in Programme for International Student Assessments (PISA).

2.12. Community Mobilization Programme

2.12.1 School Management Committee

Community participation has been viewed as an essential element of decentralizing education governance to the grass root level. The effective

implementation of various provisions ensuring the child's right to education along with various entitlements specified in the RTE Act, 2009 rests with the School Management Committee (SMC) and Local Authorities. Accordingly, 42,167 SMCs have been constituted in Government and Government aided Schools. The main objective of this committee is to prepare School Development Plan (SDP) as per the RTE Act, 2009 and support the school and teachers in infrastructure facilities and activities for enhancing childrens' learning level.

In the academic year 2018-19, Parent - Teacher-Students meeting would be held on a designated day in every school where the class teachers of each class will share the scholastic and co-scholastic performance of students. The community at large and SMC members, in particular, will be made aware of the provisions of the RTE Act, 2009 and their roles and responsibilities in supporting the school.

2.12.2 Enrolment Awareness Programme

Enrolment rallies, awareness programme and door to door campaigns were conducted in 413 blocks to increase enrolment in Government schools from June to August, 2017. Use of auto-rickshaws, flex boards, banners and pamphlets was also resorted to reach out to parents and students. The expenditure on such activities was Rs.33.04 lakh in the year 2017-18.



Enrolment Awareness Programme

2.13 Competitions for School Children

During the year 2017-18, to make children understand the real essence of the RTE Act, 2009 and to create awareness about girls' education, womens' empowerment, sanitation, different competitions like drawing, essay and oratory were organised for children from standard 1 to standard 8 in 32,004 Government primary, middle, high and higher secondary schools at a cost of Rs. 89.73 lakh.



Competitions

2.14 Wall Paintings

During the year 2017-18, wall paintings have been done in selected 2,184 primary and middle schools covering each block of all the districts. Specific child-friendly paintings and phonetic letters have been painted inside the classrooms at a cost of Rs. 3.28 crore, to make the school premises attractive and educative.



Wall Paintings

2.15. Science Exhibition

In order to inculcate scientific attitude among students, to identify the budding talents and enable students to relate science with daily life experiences, science exhibitions have been organized at cluster level from 2016-17. In the year 2017-18, science exhibitions have been organized on the topic “Innovation for Sustainable Development” at an expenditure of Rs.558.40 lakh. The best three budding scientists were awarded with cash prizes and certificates and the overall best performing school was awarded a shield.



Participation in Science Exhibition



Award Winners

2.16. Self Defense Training

A total of 2000 girl students in 7 and 8 standards of upper primary sections from every district were selected for self-defense training in the year 2017-18. Totally 60,000 girls were benefited from this training at a cost of Rs.180.00 lakh.

2.17. School Annual day

During the year 2017-18, annual day celebrations have been conducted in 7,295 Government primary and middle schools at a cost of Rs. 5.6 crore to create awareness on provisions of RTE Act, 2009 among the children and community.



Annual Day Celebrations

2.18. Educational Management Information System

Educational Management Information System (EMIS) contains the entire data pertaining to schools, teachers, students and officials on real time basis. This data is being made available to all stakeholders and officials to take policy decisions. This has improved the availability of quality data for data analytics and data mining for initiating any major policy decision to improve quality of education. EMIS is also being synchronized with UDISE database, maintained by the Ministry of Human Resource Development (MHRD) as this data is being utilized by MHRD for finalization of annual work plan for the State.

2.19. Information and Communication Technology in Schools (ICT@schools)

2.19.1 Computer Aided Learning

The hands-on computer based learning enables the children to acquaint themselves with the computer knowledge in the era of Information Technology. In 2017-18, 486 Government schools

have been provided with 1458 computers at an expenditure of Rs.592.25 lakh.



Computer Aided Learning

2.19.2 Training to Teachers in ICT

Training in working on computers is being provided to teachers on a regular basis. The teachers are also being trained in use of audio, video and digital content in teaching. 500 key resource persons have been given intensive training in collaboration with Microsoft Corporation.



ICT Training

2.19.3 Techno Club Competition for Students

To promote effective use of technology, Techno Clubs are formed in schools with upper primary sections. In 2017-18, Block and District level Competitions were held for 8 standard students on “Integrated Usage of Technology” at an expenditure of Rs.54.36 lakh. The best performing three students were awarded with cash prizes, certificates, medals and trophies.



Award for Best Student

2.19.4 National Teachers Platform

The National Teachers Platform (NTP) is a complete repository of learning and teaching materials. This platform provides free educational resources for school teachers, students and parents. The teachers will be able to learn to use their

teaching skills to create content and share with other teachers. The platform will serve not only as an outstanding resource platform for teachers but also as a platform for evaluation. The NTP will provide all the resources related to the curriculum to the teachers. This will also help in giving quality in-service training anytime anywhere to the teachers. Even students can directly access the content and improve learning experiences. This platform would be leveraged fully to improve quality of education.

2.20 Kasturba Gandhi Balika Vidhyalaya

In Tamilnadu, 61 Kasturba Gandhi Balika Vidhyalaya (KGBV), residential schools, have been established in 44 educationally backward blocks in 14 districts. It provides education with boarding and lodging facilities for out of school girls in the age group of 10–14. To impart quality education, 329 qualified teachers have been appointed in these schools. A stipend amount of Rs.100/- per child per month is also given. Group Insurance coverage has been extended to all the girls during their stay in

residential school. In 2017-18, 4,465 girls were benefitted through KGBVs. The budget provision for this programme for the year 2017-18 was Rs. 2455.74 lakh.

2.21 Inclusive Education

2.21.1 Enrolment in Schools and Special Centres

There were 1,36,134 identified CWSN, of which, 1,27,864 CWSN were enrolled in schools and 8,270 CWSN were offered Home Based Education in the year 2017-18. There are 427 school readiness centres for the age group of 6-18 years of CWSN. In these centres, 8,162 CWSN were benefitted by getting training in special education and therapy according to their disabilities. Counseling and awareness programmes were also organised for parents of CWSN. In Chennai, there is a State Resource Centre, where 43 CWSN got benefitted in special education and therapy according to their disabilities in the year 2017-18.

2.21.2 Early Intervention Centre

There are 85 Early Intervention Centres for the children from age group of birth to 6 years of CWSN. In these centres, 1,467 CWSN got benefitted by getting training in special education and therapy according to their disabilities in the year 2017-18.

2.22 Out of School Children

The Government has taken special interventions to enrol Out of School Children, (OoSC) which have resulted in reduction of dropouts considerably over the last 7 years. During 2011-12, 63,178 OoSC were identified and this number has reduced to 36,930 in 2017-18.

Out of the surveyed 36,930 OoSC, 35537 were enrolled in schools. All the cost free educational kits provided by the Government were given to the children in special training centres also.



Survey in seashore area, Thiruvadanai-
Ramanathapuram

Scholarships are being provided to the mainstreamed children by the Government for retention. The number of children who completed 8 standard from special training centres during 2017-18 was 5,332.



Learning activities of Children in RSTC, Uthiramerur

An amount of Rs.18.04 crore was allotted for the special training interventions during 2017-18.

2.23 Education to the Children of Migrant Labourers

During 2017-18, 4,178 children of migrant labourers (inter and intra-state) were identified, of whom 4,103 children were enrolled in age appropriate class. 100 educational volunteers in Telugu, Hindi, Bengali and Odiya languages have been appointed to cater to the needs of 2285 inter-state migrant children. Textbooks in their mother tongue have also been provided. The migrant labourers usually return to their native places after working for a few months. In such cases, proper bilingual transfer certificates are issued to the students, so that wherever they go they can continue their studies without any hindrance.



Children of Migrant Labourers

An amount of Rs.85 lakh has been spent so far for the benefit of children of migrant labourers.

2.24 Merger of SSA, RMSA and TE.

The Government of India have decided to integrate Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) as Samagra Shiksha Abhiyan. SSA is working towards universalising elementary education and providing equitable quality education for all children of the age group of 6-14 years, while RMSA supports in making quality secondary education accessible and affordable to all children in the age group of 14 - 16 years covering grades 9 and 10. Both these programmes were being implemented by a separate stream of officials resulting in duplication of efforts and resources. Therefore, these two administrative structures have been merged to enable the State to build a vibrant and dynamic system to serve the objective of providing quality education to all. The component of Teacher Education shall be implemented through

Teachers Training Institutes under State Council of Educational Research and Training (SCERT).

2.25 Activities under Tamil Nadu Innovation Initiatives

2.25.1 Transformation of existing toilets into child friendly toilets

Existing toilets in 189 schools have been transformed into child friendly toilets by providing hand bars / door latches at the height of child level, painting attractive pictures on the walls of the toilets, planting and maintaining a garden surrounding the toilets and provision of hand washing facilities along with a mirror, small towel, soap, dipping cup and wash basin at the height of child level. A sum of Rs 59.00 lakh was allotted for this project.

2.25.2 Strengthening Value Education by Establishing Story Corners in Schools

As a pilot, story corners will be established to promote story hearing and telling habits among children in 160 schools by which value education will be strengthened. 555 teachers of these pilot schools will be trained in story telling techniques.

Rs.121.75 lakh has been allotted for establishment of story corners and training for teachers in storytelling.

2.26 New Initiatives in the year 2017-18

2.26.1 Establishing 3000 Smart Classrooms in Primary and Middle Schools

As announced by the Hon'ble Chief Minister, smart classrooms would be established in 3000 Government primary and middle schools. Rs.60.00 crore has been allotted for this scheme and procurement process is at advanced stages.

2.26.2 Provision of Daily Newspaper and Childrens' Magazines

A special provision for daily newspapers and childrens' magazines has been made to enrich general knowledge and language skills of students in all the Government schools from the year 2017-18. All the children studying in 31,322 Government primary and middle schools are benefitted under this scheme.

2.26.3 Providing Special Training for Talent Test

Special training to students studying in 6 to 8 standards in Government schools who aspire to

appear for Tamil Nadu Rural Students Talent Search Examination, National Means–Cum–Merit Scholarship Examination, National Talent Search Examination and Kishore Vaigyanik Protsahan Yojana will be provided from the next academic year. 3.75 lakh students studying in 7,219 middle schools will be benefitted by this scheme. The Government has allotted Rs.2.93 crore for this purpose.

2.26.4 Mobile Book Fair in Government Schools

Mobile Book Fairs are being organised in all Government schools in order to promote reading skills among children and to expose students to treasure of books outside the syllabus to enrich their general knowledge. This is being done for the first time with the active cooperation of book publishers and sellers in all the Government schools on rotation basis.

2.27 Budget

Budget allocation for Elementary Education is **Rs.13,472.61 crore** for the year 2018-19

3. SECONDARY AND HIGHER SECONDARY EDUCATION

3.1 Introduction

The Government accords paramount importance to provide secondary education to all. Secondary education is instrumental in the development of generic competencies in children and lays the foundation for their social development. Since 2011, the Government has been providing the required budgetary support to promote quality secondary education. The array of welfare schemes implemented in schools in the past years testifies to the State Government's unparalleled commitment towards secondary education. Further, the Department of School Education has been proactive in infusion of innovations in teaching learning processes.

3.2 Vision for Secondary Education

The State envisions an educational system that promotes cognitive, social, emotive and physical attributes of students on a sound value paradigm.

Samagra Shiksha Abhiyan supplements the efforts and initiatives of the Department of School Education in achieving the objectives. By implementing a series of schemes grounded on quality, equity and affordability, it strives to create enabling environment for teaching and learning in Government schools and to enrich knowledge, values and skills of students.

3.3. Objectives

- To ensure quality secondary / higher secondary education to all irrespective of gender and socio-economic barriers
- To achieve 100% retention at secondary and higher secondary levels
- To enhance employability by incorporating the required soft skills and vocational skills
- To create required infrastructure conducive to joyful and effective learning in all secondary and higher secondary schools
- To enhance the operational efficiency of model schools and girls' hostels in the Educationally Backward Blocks (EBBs) and exhibit them as model institutions that patron social equity and equality
- To extend free transport and need based residential facilities for improved access

- To offer special care and assistance to CWSN
- To augment scholastic, co-scholastic and extra-curricular skills of the students
- To deploy special initiatives aimed at enhancing the performance of the students in secondary and higher secondary examinations
- To promote inquisitiveness and scientific temper among students by actively engaging them in science projects, eco-clubs and project based learning
- To spot and nurture innate athletic and sporting abilities of students by creating opportunities at the District, State and National levels
- To hone teaching skills of teachers by regular in-service training
- To promote health awareness by means of awareness campaigns and medical camps
- To extend periodic professional guidance and counseling support to students

3.4 Upgrading of Schools to improve access

Ensuring access to secondary education is one of the key priorities of the State. It has been the endeavor of the Government to provide secondary school within the radius of 5 km from habitation. Consequently, the un-served habitations are identified with the use of GIS and are provided

access by upgrading middle schools into high schools. In order to improve access, 979 middle schools have been upgraded from 2011-12 onwards. Out of these 979 schools, 571 schools have been provided required infrastructure under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and remaining 408 schools with the State funding. Similarly, 504 high schools have been upgraded to higher secondary schools during the same period.

Upgraded Schools

Academic Year	Middle to High Schools		High to Higher Secondary Schools
	With State funding	RMSA	With State funding
2011-12	158	552	100
2012-13	--	--	100
2013-14	50	--	100
2014-15	50	--	101
2015-16	--	--	1
2016-17	--	19	--
2017-18	150	--	102
Total	408	571	504

3.5 Status of Secondary and Higher Secondary Education

The Ministry of Human Resource and Development (MHRD) has evolved a Results Framework Document (RFD) as the competent tool to evaluate and monitor the progress of education. The RFD comprises the following key performance indicators:

3.5.1. Enrolment

The number of children enrolled in a level (secondary, higher secondary), irrespective of age.

3.5.2. Gross Enrolment Ratio (GER)

The number of children enrolled in a level (secondary, higher secondary), irrespective of age, divided by the population of the age group that officially corresponds to the same level.

$$\text{GER} = \frac{\text{Enrolment in a level}}{\text{Population of age group in the level}} \times 100$$

3.5.3. Gender Parity Index (GPI)

GPI is calculated as the quotient of the number of females by the number of males enrolled

in a given stage of education (secondary, higher secondary etc.).

$$GPI = \frac{\text{No. of Girls Enrolled}}{\text{No. of Boys Enrolled}}$$

3.5.4. Gender Equity Index (GEI)

GEI is an efficient tool to assess equity in enrolment at a given level.

$$GEI = \frac{\text{Share of Girls at enrolment in the level}}{\text{Share of Girls at age group in the level}}$$

3.5.5. Social Equity Index (SEI)

Social equity is a state of affair in which all people within a specific society or isolated group have the same status in certain respects including civil rights, freedom of speech, property rights and equal access to certain social goods and services. SEI exposes the differences that prevail in access to education amidst the underprivileged social sectors.

$$SEI - SC = \frac{\text{Share of SC in enrolment}}{\text{Share of SC in 14 - 15 age group}}$$

$$SEI - ST = \frac{\text{Share of ST in enrolment}}{\text{Share of ST in 14 - 15 age group}}$$

3.5.6. Secondary Graduation Rate (SGR)

SGR reveals the improved internal efficiency of our education.

$$\text{SGR} = \frac{\text{No. of students appeared in class 10}}{\text{No. of students enrolled in Class 9 in the previous year}}$$

The table below indicates the progress of the State with reference to key performance indicators.

3.5.7 Indicators (Secondary)

Indicator	2017-18
Enrolment	22,54,862
Enrolment – Girls	11,09,448
Enrolment – SC	5,40,280
Enrolment – ST	24,997
Gross Enrolment Ratio (GER)	92.78
Gross Enrolment Ratio (GER) - Girls	94.14
Gross Enrolment Ratio (GER) - SC	99.89
Gross Enrolment Ratio (GER) - ST	71.76
Gender Parity Index (GPI)	1.06
Gender Equity Index (GEI)	1.03
Social Equity Index - SC (SEI-SC)	1.09
Social Equity Index - ST (SEI-ST)	0.90
Secondary Graduation Rate (SGR)	98.58

3.5.8 Indicators (Higher Secondary)

Indicator	2017-18
Enrolment	18,10,212
Enrolment – Girls	9,58,412
Enrolment – SC	4,06,286
Enrolment – ST	16,793
Gross Enrolment Ratio (GER)	74.66
Gross Enrolment Ratio (GER) – Boys	68.02
Gross Enrolment Ratio (GER) - Girls	81.74
Gross Enrolment Ratio (GER) - SC	74.81
Gross Enrolment Ratio (GER) - ST	50.83

3.5.9 Dropout Rate at the Secondary Level

The implementation of extensive student-friendly welfare schemes in the State has contributed to a steady decline in the dropout rate.

Dropout Rate

Academic Year	Boys	Girls	Average
2011-12	11.07	11.34	11.21
2017-18	4.38	2.84	3.61

3.5.10 Retention Rate at the Secondary Level

The implementation of innovative teaching/ learning methodologies and other welfare interventions have resulted in a substantial increase in the retention rate.

Retention Rate

Academic Year	Boys	Girls	Average
2011-12	88.99	88.60	88.75
2017-18	95.62	97.16	96.39

3.5.11 Transition Rate

Number of new entrants to the first grade of the higher level of education in the following year expressed as a percentage of the students enrolled in the last grade of the given level of education in the given year.

Transition Rate

Academic Year	Secondary (8 Std. to 10 Std.)			Higher Secondary (10 Std. to 11 Std.)		
	Boys	Girls	Average	Boys	Girls	Average
2017-18	95.62	97.16	96.39	77.60	88.90	83.17

3.5.12 Pupil Teacher Ratio (PTR)

The appointment of a large number of teaching posts by the Government has improved the State PTR at the secondary level to 26:1, which is far better than the National PTR norm of 40:1. This has helped in improving the quality of secondary education in the State.

3.6 Quality Interventions

3.6.1 Appointment of Teaching and Non-teaching Staff

The Government attaches high priority to staffing of the schools by appointing adequate number of qualified teaching and non-teaching staff. The emerging vacancies are duly tracked and filled up following due procedures without delay. The persistent efforts of the Government have resulted in the appointment of the following staff in the year 2017-18 for secondary education.

Sl. No.	Post	Mode of Appointment	Number of Posts Filled
1	Assistant (Direct Recruitment)	TNPSC	40
2	Assistant	Promotion	54
3	Junior Assistant	TNPSC	203
4	Typist	TNPSC	125
5	Graduate Teacher (Tamil and other Subjects)	TRB	197
6	Graduate Teacher (Minority Language)	TRB	8
7	Special Educator (IEDSS)	TRB	59
8	Post Graduate Teacher	TRB and Promotion	1,574

3.6.2 Training

3.6.2.1 Training of Teachers

In-service training is extended to all teachers to further enrich their pedagogical and mentoring skills. The training is provided in two distinct spells.

SPELL-I - The first spell focuses on subject-specific content, such as:

- emerging trends in education
- enhancing concept clarity and aiding the creation of indigenous concept mapping
- familiarizing with the virtual content that can enhance their regular classroom teaching.

SPELL-II - The second spell focuses on:

- ICT - helping the teachers imbibe the skills of leveraging ICT
- IEDSS – empowering them with an understanding on the needs of the Children With Special Needs (CWSN), the teaching strategies to be adopted and the required mentoring skills to facilitate a conducive learning environment
- Gender Sensitization – sensitizing the teaching fraternity on gender bias and to promote gender based equality in every activity in school

In the year 2017-18, a total of 37,360 teachers were trained with a financial outlay of Rs.1,128.90 lakh.

3.6.2.2 School Leadership Development Programme - Training for Head Masters

The School Leadership and Development Programme (SLDP) is conducted every year to promote leadership qualities among school heads. In the year 2017-18, 250 school heads were imparted with SLDP training, incurring an expenditure of

Rs.12 lakh. In addition, a special programme on leadership and school management was organized by National Centre for School Leadership – National University of Educational Planning and Administration (NCSL-NUEPA), in collaboration with Mother Theresa Women’s University. In all, 15 School heads were benefitted out of this one month certificate programme conducted in the premises of Mother Theresa Women’s University, Kodaikanal.

3.6.2.3 Training of Members of School Management and Development Committee (SMDC)

The importance of community participation in the day to day functioning of schools can never be undermined. Therefore, a one day training to 29,540 SMDC members was given at the block level in all districts at the cost of Rs.88.62 lakh. Preparation of Strategic School Improvement Plan (SSIP) for long term goals and School Improvement Plan (SIP) for short term goals for the betterment of their schools was the main objective of this training programme.

3.6.2.4 Training for Administrative Officers

Organizing a week long training programme for the administrative officers was an integral part of RMSA year planner. In the year 2017-18, a five day training programme was organized in the month of May at Pillar Centre, Madurai. 149 State and District level administrative officers participated in the training programme.

The training served as an effective platform for resourceful discussions and an opportunity for rejuvenation. Eminent speakers across the State addressed the participants on various topics pertaining to education, adolescent psychology and social parenting.

The summary of training programme is given below:

Academic Year	Training	No. of Persons trained
2017-18	Training for Subject Teachers	37,360
	Training for Head Masters	250
	Training for SMDC Members	29,540
	Training for Administrative Officers	149

3.6.2.5 Self-Defense Training

As an initiative towards women empowerment, self-defense programme has been introduced under RMSA for the girl students in 44 EBBs in 13 Districts. Initially, the programme has been implemented in the select 242 schools of the State that have 50% and more Scheduled Caste and Scheduled Tribe girl student population. Training on Karate, Judo and Taekwondo is given weekly twice for three months to all girl students by well-trained lady coaches under the supervision of school teachers. A sum of Rs.21.78 lakh has been utilized for this programme.

3.6.3 ICT @ Schools

The Hon'ble Chief Minister has announced on the floor of assembly under rule 110 of Tamil Nadu Legislative Assembly Rules that Hi-Tech Labs would be established in all 3090 Secondary and 2939 Higher Secondary Schools. The process of establishment is at advanced stage. It is proposed to establish labs with computers and required peripherals such as projectors, printers, UPS, web

cameras etc. and internet connectivity at the cost of Rs.462.60 crore.

3.6.4. Kala Utsav

Kala Utsav is an initiative taken under RMSA to promote arts in education by nurturing and showcasing the artistic talent of students at the secondary level. Kala Utsav celebrations are organized at School, Block, District, State and National levels. Kala Utsav helps the students explore, understand and showcase their living tradition in the art forms of dance, music, theatre and visual arts.

Sl. No.	Name of the Art	No. of Student Participants	
		District Level	State Level
1	Music	1,793	171
2	Dance	2,143	196
3	Theatre Art	1,335	180
4	Visual Art	1,206	86

Teams from Tiruchirappalli, Nagapattinam and Tiruvannamalai districts participated in the National level competitions held at Bhopal and the students of Nagapattinam District secured **second place** in

'Music' at all India level. The award comprises a silver trophy, silver medals, certificates and a cash award of Rs.75000/-. A sum of Rs.11.00 lakh has been utilized for this programme in the year 2017-18.

3.6.5 Talent Search @ School Level

Talent Search is an indigenous innovation of the State aimed at fostering the exceptional educational competencies of rural students. The State has established 134 Talent Search centers across the State. Special classes are held during weekends and terminal vacations to strengthen the academic excellence of the students.

Further, special career awareness programmes have been integrated into the regular stream of these centers to help children chalk out a fitting career path in line with their skills and competencies. A total of 10,235 students have been benefitted out of this novel initiative. The initiative motivated 6,573 students to appear for TRUST examination, of which, 3387 students got selected for TRUST Scholarship. A total of Rs.112 lakh has

been utilized to implement this programme in the year 2017-18.

3.6.6 Slow Learners Achievement Programme

Slow Learners Achievement Programme (SLAP) is a special project designed to support the late bloomers to perform well in their board examinations. The programme is being implemented in the special focus districts such as Tiruvarur, Nagapattinam, Cuddalore and Villupuram on a pilot basis. A sum of Rs.35.16 lakh has been utilized for this project in the year 2017-18.

3.6.7 IMPART

IMPART (IMproving PARTicipation) is another special initiative designed to improve the participation of students in secondary education. The scheme is being implemented in the special focus districts viz. Cuddalore, Kanchipuram, Nagappattinam, The Nilgiris, Perambalur, Tiruvarur and Villupuram. It motivates the students to prepare indigenous projects with a view to enhancing their learning experience. The best projects of the students are duly awarded in the District Level

Science Exhibition. A sum of Rs.32.20 lakh has been utilized towards implementation in the year 2017-18.

3.6.8 School Standardization and Evaluation

School standardization and evaluation is a positive tool that enables all schools to continuously engage themselves in self-improvement based on the core standards proposed by NUEPA. In 2017-18, a State Level workshop on school standard and evaluation was conducted for the district level functionaries of RMSA. As a follow-up activity, district level orientation programmes were conducted for the headmasters of 5908 high and higher secondary schools at the district headquarters to create awareness towards the effective implementation of the programme in schools. A sum of Rs.32.20 lakh has been utilized for this programme in 2017-18.

3.6.9 Vocational Education

RMSA provides for skill based training to students in secondary/ higher secondary education under 'Vocational Education' component. An amount of Rs. 383.72 lakh has been earmarked. In 2017-18,

67 higher secondary schools have been selected for the implementation of this programme. One day orientation programme for headmasters and teachers of the selected 67 Schools was conducted on 29.01.2018. An extensive implementation plan has been laid out and the process of implementation is underway.

3.6.10 Science Exhibition

The Government has been proactive in taking up activities that promote scientific temper in students. Science exhibition spreads out the canvas needed for the students to exhibit their quest for science, innovation and creativity. The exhibitions are conducted at school, educational district, revenue district and state level. In 2017-18, the State level science exhibition with the theme "Innovations for Sustainable Development" was held in Karur district. The best exhibits selected at the State level were exhibited in the Southern India Science Fair held in Telangana. Similarly, the best exhibits at Southern India level are permitted to be exhibited at the national level Science Exhibition to be held in New Delhi.

3.6.11 Atal Tinkering Labs

The basic objective of this scheme is to inculcate in students skills such as computational thinking, adaptive learning and physical computing with the use of do-it-yourself kit, 3D printers, electronic tools and prototyping equipment. 44 Atal Tinkering labs will be set up in high and higher secondary schools in 44 EBBs of Tamil Nadu with funding under innovative component under RMSA.

3.6.12 'Thoduvanam'

412 competitive examination coaching centres have been established at the rate of one centre for each block spread across all over Tamil Nadu for the benefit of the students studying in Government and Government aided schools. These centres are equipped with ICT infrastructure comprising computers, VSAT Dish Antenna and LCD projectors with UPS facility. The students are being extended intensive coaching on weekends and school holidays with modules prepared by the experts. The Department of School Education has tied up with a few organizations such as SPEED Trust, Chaitanya

Group of Institutions and ALLEN which have come forward on voluntary basis, for capacity building of teachers and preparing students to face any competitive examination. The students have also been provided with study material in Tamil as well as English, laptops with digital content and other supplementary assistance.

3.6.13 Foreign Educational Tour

A team of 25 best performing students from Government and Government aided schools each from the fields of science, technology, arts and literature would be selected for an educational tour outside the country. The teams would visit educational institutions, museums, libraries, science labs and also interact with scholars, teachers and students of the visiting countries. The teams would be escorted by teachers and officials. In 2017-18, a sum of Rs.3.00 crore has been sanctioned by the Government towards this innovative scheme.

3.6.14 Perunthalaivar Kamarajar Award

'Perunthalaivar Kamarajar Award' is, a newly instituted award, bestowed upon students studying in 10 and 12 standards in Tamil medium in Government and Government aided schools. The awardees are chosen based on their performance in the board examinations and in the field of fine arts, sports, science, co-curricular and extra-curricular activities. In the year 2017-18, 15 students each from standards 10 and 12 per district have been chosen from 32 districts for the award. On the whole, 960 students will be awarded 'Perunthalaivar Kamarajar Award' incurring a total expenditure of Rs.145.30 lakh.

3.6.15 'Kanavu Asiriyar Award'

'Kanavu Asiriyar Award' has been newly instituted for rewarding teachers of Government schools. This award is bestowed to encourage the teachers who handle their classes using ICT solutions, promote co-curricular and extra-curricular activities, collaborate with the community members of their locality for the betterment of schools and

increase student enrolment in schools. 192 teachers would be selected for this award that includes a cash prize of Rs.10,000 along with a certificate of appreciation.

3.6.16 Puthumai Palli Award

'Puthumai Palli Award' will be given to the school as an institution that promotes student enrolment, implements innovative teaching methodology, fulfills the prescribed infrastructure requirement and works collaboratively with the SMC and with the public for the betterment of school. Four Government schools from each district, one each from elementary, middle, high and higher secondary schools would be selected for this award. Primary and middle schools would be awarded with a cash prize of rupees one lakh and secondary and higher secondary schools with a cash prize of rupees two lakh. On the whole, 128 schools will be selected for this award. This award money will be utilized for further strengthening of their efforts to make the school a model school. The total financial outlay was Rs.192 lakh in the year 2017-18 for this purpose.

3.6.17 Exposure Visit

Exposure visit, an initiative under RMSA, provides students an engaging learning experience and exposes them to different culture, values and systems. In the year 2017-18, 6,700 students from 67 educational districts visited Vikram Sarabhai Space Research Centre at Thumba, Kerala. The visit helped them in learning space science, reinforced by sensory and intellectual inputs. Further, the trip provided the students with an exposure to the culture and tradition of our neighbouring States. The expenditure incurred on this venture was Rs.134 lakh for the year 2017-18.

3.6.18 Revamping of Higher Secondary Board Examination

In order to improve the learning experience of students to face any competitive examination, the Government has revamped the higher secondary board examination pattern from the academic year 2017-18 as detailed below;

- Introduction of board examination for the students of standard 11

- Equal weightage of marks for the board examinations of both standards 11 and 12 with an aggregate of 1200 marks
- Students, failing in a particular subject/ subjects in standard 11 can reappear in the immediate examination conducted in the month of June/July or along with the papers of standard 12
- An internal assessment carrying 10 marks has been introduced in all subjects
- Duration of examination has been reduced from 3 hours to 2 hours 30 minutes
- Issuance of consolidated mark sheets for standards 11 and 12

3.6.19 Moral Value Education

Moral value education at school level is being enriched by the incorporation of 1,050 Thirukkural verses from two major divisions of Thirukkural, namely 'Arathuppal' and 'Porutpal' in the new syllabi for standards 6 to 12. The students of these classes will gain a comprehensive understanding of the

ethical values, as inscribed in Thirukkural, through learning 150 Thirukkural couplets in each class.

3.7 Infrastructure

The infrastructure facilities such as additional classrooms, furniture, laboratories, libraries, toilets, drinking water facilities and compound wall are provided by the Government to the needy Government schools with the financial assistance from National Bank for Agricultural and Rural Development (NABARD) and RMSA.

3.7.1 Civil Works under RMSA

Strengthening the existing Government schools in terms of infrastructure is one of the primary components of RMSA. The ultimate purpose is to provide all the Government secondary schools with the core facilities. The following table shows the current position of civil works carried out under RMSA.

Sl. No.	Component	Number	Expenditure (Rs in crore)
1	New schools (2016-17)	19	24.85
2	Strengthening (2016-17)	54	45.34
3	Strengthening (2017-18)	36	39.01

3.7.2 Civil works under NABARD

Civil works for upgraded high and higher secondary schools are also carried out with NABARD assistance. The phase-wise details of infrastructural projects carried out through NABARD assistance are given below:

Civil Works with NABARD Assistance

Sl. No.	Tranche & Project No. and Year	No. of works	Amount (Rs. in lakh)
1	RIDF XVIII (Phase XI) (2012-13)	131	16,401.55
2	RIDF XIX (Phase XII) (2014-15)	210	24,930.60
3	RIDF XX (Phase XIII) (2014-15)	155	20,870.97
4	RIDF XX (Phase XIII) T&DW (2015-16)	416	4,157.96
5	RIDF XXI (Phase XIV) (2015-16)	228	35,557.27
6	RIDF XXII (Phase XV) (2016-17)	149	24,000.19
	Total	1,289	1,25,918.54

3.8 Social Equity Interventions

3.8.1. Model Schools

Under RMSA, 44 Model Schools have been established in the 44 EBBs to improve access to and ensure quality in secondary education. The schools

host exemplary infrastructure that includes spacious classrooms, science laboratory, conference hall, library room, separate toilet facility for boys and girls, bio-digestive toilet unit and protected drinking water. These model schools have emerged as the top-performing schools creating heavy demands for admission every year. Each model school accommodates 560 children and has 17 teaching and 7 non-teaching staff. A total of 10,190 boys and 9,014 girls with a cumulative strength of 19,204 students are studying in these 44 model schools in the year 2017-18.

3.8.2 National Means-Cum-Merit Scholarship Scheme

National Means-Cum-Merit Scholarship Scheme (NMMS) is a flagship programme of the Government of India to award scholarships to meritorious students of economically weaker sections to encourage them to continue the study at secondary stage of education. Students passing out of standard 8 from Government and Government aided schools with minimum 55% marks are eligible

for a written examination conducted by the State Government to get scholarship. The selected students get Rs.6,000 per annum for four years from standards 9 to 12. The scholarship is disbursed directly into the bank account of students on quarterly basis. In the year 2017-18, a total of 6,247 students have appeared for NMMS examination.

3.8.3 National Scheme of Incentives to Girls

National Scheme of Incentives to Girls is a centrally sponsored scheme, implemented since 2008-09, to promote retention of girls in secondary education. Girl students, studying in standard 9 in Government and Government aided schools, are eligible for this incentive scheme. A sum of Rs.3,000 is deposited in the name of the eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing standard 12 board examinations. In the year 2017-18, 82,378 applications from the State have been uploaded in the National Scholarship Portal.

3.8.4 Girls' Hostel

Under RMSA, Girls' Hostels (100-bedded facility) were established in each of the 44 EBBs to arrest the marked disparity between boys' and girls' education at the secondary stage. Girl students between the age group of 14 and 18 years, studying in standards 9 to 12, belonging primarily to scheduled caste, scheduled tribes, other backward classes, minority communities and BPL families form the target group of the scheme. Students passing out of KGBV are given preference for admission in these hostels. In 2017-18, 3,950 girls were benefitted through these 44 girls' hostels. The total financial outlay for the scheme is Rs.891.88 lakh. Community wise beneficiary details are listed below:

Girls Hostel	No. of girls enrolled						Girls Enrolled from KGBVs
	All	SC	ST	Muslim	Christian	CWSN	
44	3,950	1,055	500	10	15	35	687
%		26.71	12.66	0.25	0.38	0.89	17.39

3.8.5 Inclusive Education for Disabled at Secondary Stage

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) covers all children studying in standards 9 to 12 in Government, Government-aided and local body schools with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999). The following facilities are extended to improve the participation of CWSN in secondary schools.

- Appointment of Special Educators
- Stipend to the CWSN girl students
- Medical Camps
- Orientation and Environment Building Programmes
- Provision of Aids and Assistive devices
- Escort and transport allowance
- Provision of Helper
- Reader allowance
- Inimitable resource rooms for the CWSN

A total of 6,972 CWSN girl students were given stipend in the year 2017-18 involving a sum of Rs.139.44 lakh. Overall, 14,469 CWSN students were benefitted out of the above mentioned activities with an expenditure of Rs.1181.53 lakh in the year 2017-18. Disability-wise beneficiary details are given below:

Disability Type	Boys	Girls	Total
Blindness	443	367	810
Low Vision	1,402	1,642	3,044
Hearing Impairment	1,184	1,112	2,296
Locomotors Disability	1,888	1,430	3,318
Mental Retardation	2,111	1,351	3,462
Multiple Disability	177	203	380
Autism	22	16	38
Cerebral Palsy	189	147	336
Speech Impairment	509	276	785
Grand Total	7,925	6,544	14,469
%	54.77	45.23	

3.9 Co-scholastic Activities

3.9.1 State/ National level Sports Competitions

The Republic Day and Bharathiyar Day games competitions are conducted by the School Education Department every year in 26 sports disciplines for students from standards 6 to 12 in the age group of 11 to 17 years. Under the aegis of School Games Federation of India, national level competitions are conducted every year in various sports disciplines. In the year 2017-18, Tamil Nadu secured 6th place in the overall ranking with the tally of 77 Gold, 58 Silver and 69 Bronze medals at the national level competitions. The Government sanctions a sum of Rs.10 crore every year as recurring grant for the conduct of competitions at various levels.

3.9.2 Chess Game

Tamil Nadu has been the vanguard of chess development in India. The game has been introduced in Government schools primarily enhance the reasoning ability of the students. The chess competitions are conducted in different categories for

the age group between 7 and 17 from the school level to the State level. In the year 2017-18, 24 students emerged as winners at the State level chess competitions. The Government has sanctioned a sum of Rs.22 lakh to meet out the expenses of conducting these competitions at various levels in 2017-18.

3.9.3 Yoga

Yoga encourages union of mind, body and spirit, which ultimately helps in channelizing the energy of children towards improving learning outcomes. Yoga has become an integral part of sports activities for school children. Yoga has been introduced as a voluntary physical exercise from the academic year 2017-18.

3.9.4 National Service Scheme

National Service Scheme (NSS) aims at personality development of students through community services like assisting in health camps, blood donation camps and awareness programmes. There are 97,650 student volunteers on roll in

1,953 units of higher secondary schools in Tamil Nadu. A grant of Rs.244 lakh towards regular activities and Rs.219 lakh towards the conduct of special camps are sanctioned under this scheme every year. In 2017-18, one day refresher training was conducted for the 1,953 officials at regional level.

3.9.5 Scouts and Guides

The Scouts and Guides movement is functional in all high and higher secondary schools in Tamil Nadu. Cleaning places of importance, archaeological monuments, planting trees, spreading awareness on general health and hygiene, regulating traffic and first aid are some of the important activities. A grant of Rs.7.00 lakh is allotted by the Government every year towards the payment of salary to the employees and maintenance of Tamil Nadu Bharat Scouts and Guides Headquarters. Rajya Purashkar Award is presented by Hon'ble Governor of Tamil Nadu to outstanding Scouts and Guides. An amount of Rs.5 lakh is allotted every year by the Government for this purpose.

3.9.6 Junior Red Cross Society

Junior Red Cross (JRC) units are functioning in all high and higher secondary schools in Tamil Nadu. There are 6,397 JRC units with 3,19,850 student-members. The District Collector is the patron of the Junior Red Cross Society. Teachers are trained as counselors and devoted students act as volunteers. This programme helps in honing the potential of children in kind acts besides imbibing humanitarian values.

3.9.7 Kalai Thiruvizha

The State is home to versatile and indigenous art forms that are at the verge of extinction due to lack of patronage. The State envisages a resurgence of the divergent art forms of the State in the form of 'Kalai Thiruvizha' - a celebration of art forms for school students. This noble venture provides an extensive canvas for the students to paint their innate talents and distinct artistic skills. Competitions are held from standards 1 to 12 under primary, upper primary, secondary and higher secondary

categories. The Government has set aside a sum of Rs.4 crore for the conduct of competitions at the school, block, educational district and revenue district levels. The State level competition will be held after completion of public examinations for standards 10, 11 and 12 in the year 2018.

3.9.8 Eco-Club

The aim of Eco-Club is to create environmental awareness among students. Eco-clubs have been started in 11,460 Schools. A sum of Rs.5,000 is sanctioned to each school every year through the Department of Environment and Forest for maintaining Eco-clubs. Eco-Clubs are involved in planting trees, gardening and other related activities.

3.10 Guidance and Counseling

3.10.1 Mobile Counseling Centres for Students

Guidance and counseling are essential components of services rendered to students to help them face the multifarious challenges that adversely impact their academic achievement during early adolescence. In order to fulfill this compelling

psychological need, the 32 districts of the State have been divided into 17 zones and 17 fully equipped mobile counseling vans have been deployed to cover the schools. The mobile counseling vans are provided with modern equipments like televisions and other digital tools. A total of 2,16,592 students from 1240 schools across the State have been provided with psychological counseling in the academic year 2017-18.

Type	Boys	Girls	Total
Group Counseling	99,160	1,05,696	2,04,856
Individual Counseling	5,672	6,064	11,736
Total	1,04,832	1,11,760	2,16,592

3.10.2 Toll Free Helpline - 14417

A 24x7 toll free helpline has been made functional on 01.03.2018. This is a pioneering initiative of the Government. It is the, first-of-its-kind, one-stop solution for students, teachers and parents across the State, especially for those in rural and tribal areas for disseminating useful information on the welfare schemes for school students, for providing clarity related to syllabus and examination and mentoring the students by providing career

guidance and psychological counseling. A financial outlay of Rs.1.98 crore has been provided for the project in the year 2017-18.

3.11 Other Schemes

3.11.1 Parent-Teacher Association

Parent-Teacher Association (PTA) connects the school to the communities they serve. PTA is also helpful in mobilizing the required resources for effective functioning of the school. Further, State level PTA provides a platform for the students to exhibit their artistic skills in their bi-monthly news bulletin and works for the welfare of student community.

3.11.2 Educational Loan Camps for Higher Education

The Government has been providing free schooling up to higher secondary. But, post schooling, the students from weaker economic sections struggle to continue their higher education. Hence, the Government has decided to conduct educational loan camps at the district level in collaboration with the Nationalized Banks. Plans are

underway to extend these camps at the block level in the year 2018-19. The deserving students may apply for educational loan online via the exclusive website hosted by the MHRD, i.e., <https://www.vidyalakshmi.co.in>. A District level committee comprising, the District Collector, Project Officer of District Rural Development Agency, Chief Educational Officer, Lead Bank Manager, Principals of Engineering Colleges, Principals of Medical and Arts and Science Colleges has been constituted to aid the speedy disbursement of loan to the applicants.

3.11.3 Abolition of Ranking System

Ranking system weighed heavily on the psychology of the students. The students were under undue pressure to achieve ranks. Realizing the need, the Government has abolished the ranking system in standards 10 and 12 board examinations from the year 2017 -18. This decision of the Government has been well appreciated by the parents, students and educationists. It has also avoided unhealthy competition among the educational institutions.

3.11.4 Incinerators and Cupboards

Menstrual hygiene of adolescent girl students has been of prime concern to the Government. The Government has decided to provide all the Government middle, high and higher secondary girls schools with electric incinerators, an environment-friendly alternative for used napkin disposal. In 2017-18, a sum of Rs.1124.11 lakh has been sanctioned for setting up these electric incinerators in 3,334 girls' schools. In addition to incinerators, cupboard facility to store toiletries including napkins will also be erected in these schools at a cost of Rs.64.01 lakh. On the whole, a total financial outlay of Rs.11.88 crore has been sanctioned for the setting up of electric incinerators and cupboards facilities.

3.11.5 Leveraging Corporate Social Responsibility Fund

The Government and the Confederation of Indian Industry (CII) have joined together to bring about a transformation in the School Education System. A joint task force has been constituted to promote and streamline activities under Corporate

Social Responsibility (CSR). Framing of general guidelines to mobilize CSR is underway. The Department of School Education has been encouraging contribution under CSR in any form and many such activities have been initiated in schools.

3.11.6 Examination Based Counseling for Students Leveraging Social Media

Fear of examination is a major factor that curbs the academic performance of students. The School Education Department, in collaboration with THE LEDE foundation on voluntary basis, initiated social media campaign for educating students. The campaign helped the students overcome undue stress, fear and psychological depression. The campaign was supported by professional counseling experts, individual as well as Non-Governmental Organisations. The Government arranged an exclusive WhatsApp number, a Facebook page, a Twitter Handle and a mail Id to help the students make the best out of this campaign.

3.12 Initiatives under TANII

Under Tamil Nadu Innovative Initiatives (TANII), the following initiatives have been implemented in the State.

Bio-digester Toilets have been set up in all 44 model schools at a total cost of Rs.55.06 lakh to resolve the problem of disposal of human waste by converting it into usable water and gases in an eco-friendly process. Every year, a sum of Rs. 7,000/- is allocated towards the yearly maintenance of each of these 44 bio-digest toilet units.

Incinerators have been established in 100 select Government girls high and higher secondary schools. The scheme has been implemented with a financial outlay of Rs.46.60 lakh to ensure a healthy and hygienic learning environment for girl students.

3.13 New Educational District

In order to have efficient administration a new educational district was formed with Harur as Headquarters by bifurcating the existing Dharmapuri Educational District. Harur Educational district is

functioning with 117 Government schools and the remaining 170 Government schools would remain with Dharmapuri Educational District.

3.14 Restructuring of Administrative Setup

In order to make regular inspection and supervision of schools effectively, the administrative setup at field level has been restructured with due delegation of power. In the restructured setup, the Chief Educational Officers shall administer all kinds of schools in a Revenue District; the District Educational Officers shall manage the affairs of all schools in Educational Districts and Block Educational Officers shall monitor / regulate all schools within the territory assigned. Thus, a three tier administrative system has been put in place.

3.15 Administration

1.23 crore students are studying in 58,474 schools functioning in School Education Department. 5.74 lakh teachers are engaged in teaching. All kinds of school in School Education Department are administered efficiently at District level by 32 Chief Educational Officers, 120 District

Educational Officers and 836 Block Educational Officers.

3.16 Budget

Budget allocation for the Secondary and Higher Secondary Education is **Rs.13,164.33 crore** for the year 2018-19.

4. MATRICULATION SCHOOLS

4.1 Introduction

Matriculation Schools join hands with the Government in imparting education in English medium. In the beginning, these schools were administered by the University of Madras and University of Madurai. These schools were autonomous with regard to their existence, administration and finance. In the year 1978, these schools were brought under the administrative control of the Directorate of School Education. Further, in 2001, it was felt essential to create a separate Directorate to provide focused administration of matriculation schools. Hence, a new Directorate namely Directorate of Matriculation Schools was formed in the year 2001.

The prime role of this Directorate is to monitor the administration of matriculation schools and to grant recognition to the schools that meet the regulations and conditions prescribed by the Government. There are 38.80 lakh children in these schools.

4.2 Vision

The vision of the Directorate of Matriculation Schools is to ensure quality education in safe learning environment in all matriculation schools.

4.3. Objectives

- To grant permission to open new matriculation school
- To grant recognition to the schools that fulfill the norms prescribed by the Government from time to time
- To ensure the availability of adequate and safe infrastructure
- To ensure the safety of school children in these schools
- To act as State Nodal Agency for the implementation of the RTE Act, 2009
- To ensure appointment of qualified teachers as per norms notified by the Government
- To implement Continuous and Comprehensive Evaluation (CCE) in all schools for ensuring overall development of the children

4.4. Administrative Responsibilities

4.4.1. Recognition and Permission

Permission to open new schools and recognition of schools are done by the Directorate after ensuring compliance to norms as prescribed by the Government. Upgrading of the matriculation schools into matriculation higher secondary schools is also done after ensuring the compliance of stipulated norms as prescribed by the Government. Renewal of recognition is being ordered for a maximum period of 3 years and it is being renewed before the expiry.

During the year 2017-18, 54 new matriculation schools were accorded permission to open and 98 schools were accorded permission to upgrade the existing school to matriculation higher secondary school.

4.4.2 Right of Children to Free and Compulsory Education Act, 2009 – Implementation

Section 12 (1) (c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009

mandates 25% reservation in admission for the children belonging to disadvantaged groups and weaker sections in all the self-financing schools in entry level class.

The State Government has so far sanctioned Rs.401.98 crore for reimbursement of fee to the private schools for the children admitted under this provision for the period from 2013-14 to 2016-17.

During the academic year 2017-18, 90,607 children have been admitted under this provision. Category wise number of children admitted is given below:

S.No.	Category	No. of children admitted
1.	Disadvantaged group	18275
2.	Weaker section	71905
3.	Orphan	39
4.	HIV	7
5.	Child of scavenger	118
6.	CWSN	263
7.	Total	90607

The Government has issued elaborate guidelines to apply for admission in private schools under 25% reservation under section 12 (1) (c) of the RTE Act, 2009. In order to ensure transparency in the admission process, online application for admission has been introduced. This facility will enable any person to apply online for admission and the private schools would be under obligation to grant admission, if eligible. If the eligible applications are more than the intake capacity of a school, random selection method is adopted. Selection of the candidate is done in the presence of an officer deputed by the Chief Educational Officer of the District concerned. Valid applications received from children, who are orphan, affected with HIV, transgender, child of scavenger and CWSN are given priority and admitted before starting random selection process. Arrangements have also been made to apply online from District and Block level Educational Offices free of cost. This initiative has not only introduced transparency in the admission

process but also reduced the work load of the officials in monitoring the admission process.

4.5 Special Initiatives

4.5.1 Online Processing of Application for Recognition

It was felt that the process of applying for permission/ recognition and renewal of recognition was cumbersome and time consuming. Moreover, there was no monitoring of such cases as there was hardly any authentic data for holding field officials accountable for processes. Hence, the process has been made on-line.

Under this initiative, the school management can apply online for opening of new school, initial recognition, renewal of recognition, permission to start additional standard, upgradation as matriculation higher secondary school. The request will be transferred to the field officials concerned. He will then make a field visit to the school and forward the request to the Director of Matriculation Schools with recommendation for orders. The Director of Matriculation Schools will, after consideration of all

the facts and recommendations, issue necessary orders in consonance with the request. Through this initiative, this Directorate has committed to provide hassle free public service at the doorstep of the stakeholders. The Government has sanctioned a sum of Rs.10 lakh for this initiative.

4.5.2 In service training to Matriculation School Teachers

The Government has, for the first time, introduced in-service training programme for the teachers working in matriculation schools through the State Council for Education Research and Training. The training modules have been prepared in the following fields:

- Child psychology
- Student teacher relationship
- Specific learning disability and remedy
- Leveraging ICT in education
- Continuous and Comprehensive Evaluation
- To create the school environment safe for adolescence

- Punishments and their effects and the need to avoid them.
- Skill based evaluation
- New methodology in evaluation
- 11 standard syllabus and public examination
- To prepare the students for competitive examinations
- Career guidance

This initiative shall provide an opportunity to teachers in private school in capacity building and in enhancing their skills required for continuous professional development.

4.5.3 Issue of Bus pass

The Government has been issuing bus passes to the school children to commute to school without any difficulty. The concession of issuing cost free bus passes has been extended to the students studying in matriculation schools also. During this academic year, 3,32,132 students have availed this facility.

4.6. Private Schools Fee Determination Committee

The Tamil Nadu Schools (Regulation of Collection of Fees) Act, 2009 has been enacted to regulate the collection of fees and to curtail excess fees collection and donation by the private self financing schools. The process of fixing fee for nearly 10,200 schools for 3 years from the year 2017-18 is under progress. So far, the Fee Committee has determined fee for 6,500 schools. The remaining schools have been called upon to submit records for determination of reasonable fees for the academic years 2018-19, 2019-20 and 2020-21. Further, the Fee Committee has also been actively involved in disposing off petitions with regard to collection of excess fees. Orders have been issued to refund a sum of Rs.63,86,290/- to students, which was collected in excess of the fee fixed by the committee by a particular school.

4.7 Regulations of Private Schools

Private Schools in the State are governed by various Acts, Rules and Code of Regulations such as Tamil Nadu Recognized Private Schools (Regulation)

Act, 1973, Tamil Nadu Recognized Private Schools (Regulation) Rules, 1974, Code of Regulations for Matriculation Schools and Code of Regulations for Approved Nursery and Primary Schools, etc.

Pursuant to the enactment of The Tamil Nadu Uniform System of School Education Act, 2010, all the private schools have been brought under the State Common Board of School Education. Therefore, a Comprehensive Act has to be formulated to regulate all the private schools affiliated with the State Common Board of School Education. A Committee headed by former Vice Chancellor of Madurai Kamarajar University has been constituted by the Government to formulate a Comprehensive Act and Rules for this purpose.

4.8 Budget

A sum of **Rs.208.23 crore** has been allotted to this Directorate for the financial year 2018-19. The Directorate has been actively involved in achieving quality education in safe learning environment for the children and ensuring adequate infrastructure facilities in matriculation schools.

5. GOVERNMENT EXAMINATIONS

5.1 Introduction

The Directorate of Government Examinations has been entrusted with the huge responsibility of conducting the State Board examinations for the students studying in the standards 10, 11 and 12. Apart from these three core exams, this Directorate is also conducting 32 exams of various kinds and issuing certificates to the students for the same. The mark certificates issued to the students of standards 10, 11 and 12 are vital and valued documents for continuing higher education and for seeking job opportunities.

The Directorate of Government Examinations has come into existence in the year 1975 and since then, a lot of innovative measures have been taken to enhance the standard of conducting the examinations. The need and necessity of introducing digital technology was realized by this Directorate and several measures have been taken to introduce the technology in the examination process in order to reduce delay and improve accuracy.

5.2 Vision

To simplify the procedure in conducting the examinations and expedite the process of declaration of results by leveraging ICT.

5.3 Objectives

- To conduct all the examinations in a free and fair manner
- To carry out reformative measures in the process of conduct of examinations
- To strengthen the evaluation pattern
- To declare results in time
- To issue and authenticate the certificates to the candidates

5.4 Organizational Structure

The Directorate of Government Examinations is primarily responsible for conduct of around 35 examinations of various kinds. In the year 2017-18, 27,31,217 students have appeared for both Secondary School Leaving Certificates (SSLC) and Higher Secondary Board Examinations (First and Second Year). All the examinations have been

conducted within the time schedule in free and fair manner. The Directorate is supported by 7 Regional Offices in dispatching of stationeries to the examination centres, sanctioning the expenditures for the conduct of the examinations and in dispatching the certificates to the candidates after the publications of results.

5.5 Online Services

In order to facilitate the student community in accessing the required information, a web portal www.dge.tn.gov.in has been created by this Directorate. This portal contains information on examinations conducted, time table, format of application forms, the fees structures, procedure for obtaining duplicate mark certificate, migration certificate, certified copy of mark certificate (CCM), model question papers of previous examinations and the examination instructions for the private candidates appearing for the 10th science practical examinations.

This has considerably reduced the hardships of the candidates appearing for the examinations.

Online application for examination has also been provided on the portal to collect the nominal roll particulars of candidates appearing for the examination through schools as well as private stream. In addition, a new facility for online payment of examination fee through State Bank of India has also been enabled in the year 2017-18. The system of distribution of hall tickets to the candidates appearing for the examinations through the Hall Ticket Distribution Centers has been dispensed with. Now, the schools have been enabled to download the hall tickets in respect of the students appearing through their schools and the private candidates can straight away download the hall tickets from the portal.

The candidates can also download their provisional mark certificates through the Directorate of Government Examinations website (www.dge.tn.nic.in). The provisional mark certificates are valid for a period of 90 days from the date of publications of results and these can be used for seeking admission for higher studies.

5.6 Exemption of Examination Fee for Tamil Medium Candidates

All the candidates appearing for the SSLC and Higher Secondary Board Examinations in Tamil medium are exempted from paying examination fees. As a result, 5,55,621 students for SSLC Board Examinations and 10,46,741 students for Higher Secondary Board Examinations were exempted from examination fees in March, 2018.

5.7 Concessions Granted to Children with Special Needs candidates

Candidates with dyslexia, visual impairment, hearing impairment and other physical challenges, who appear for SSLC and Higher Secondary Board Examinations, are granted extra time for all the subjects. In addition, they are also allowed to appoint a scribe/ exempted from appearing in anyone of the language/ permitted to use calculators depending on the type of special needs. In March, 2018 examinations, 4,635 CWSN appeared for Higher Secondary Board Examinations and 3,659 CWSN appeared for SSLC Board Examinations.

5.8 Government Examination Service Centres

The Private candidates, who desired to apply for examinations, were facing a lot of difficulties as they were not well aware of the procedures to be followed. Therefore, the Directorate has created 213 Examinations Service Centres across the State within the school premises for offering guidance.

5.9 Examination Centres in Prisons

In order to promote the educational pursuit of the inmates in prisons, the Directorate has permitted examination centres in the premises of the prisons itself. In March 2018, 165 prisoners appeared for 11 and 12 Board examination in Puzhal Central Prison. For the SSLC Board Examination, March 2018, three more centres have been created for the benefit of 186 prisoners in Palayamkottai, Tiruchirapalli, Coimbatore, and Puzhal Central Prison.

5.10 Free and Fair Conduct of Examinations

A secured system of transporting answer script bundles through a special vehicle from the examination centers and to handover at the

collection points has been adopted. This system has ensured safe transportation of answer scripts in time. During the conduct of Board examinations, it becomes an absolute necessity to oversee the arrangements to ensure free and fair conduct of examination. Hence, an examination control room is opened in the Directorate of Government Examinations, which functions during the period of examination from 8.00 A.M. to 8.00 P.M. The remedial measures are taken then and there on the basis of complaints.

5.11 Conduct of June / July Special Supplementary Examinations

In order to facilitate the candidates, who failed in the public examinations conducted in March, to pursue their higher studies in the same academic year, special supplementary examinations are conducted in the month of June / July every year for the 10th and 12th candidates. The system has prevented the dropouts, who failed in the examinations due to various reasons.

5.12. Special Features of the Answer Scripts

In order to prevent impersonation by the candidates in the examination hall, every candidate appearing for the examinations is provided an answer sheet which contains the photograph of the candidate. This enables the hall supervisor and any other examination functionaries to identify the candidate. This part of the top sheet, which contains candidate's identity, is detached in the examination centre itself and remaining part with bar coded information alone is sent for evaluation. The valuation centres are provided with Barcode Readers to capture the dummy numbers of answer scripts and to carry out the valuation of answer scripts. Even the OMR sheets are provided with photograph of the candidates, who appear for National Talent Search, National Means cum Merit Scholarship and Tamil Nadu Rural Students Talent Search Examination scholarship examinations.

The main answer booklets issued to the candidates are customized to the requirement of specific subjects. The forms, graphs and maps, which

are part of questions to be answered by the candidates, are merged with the answer sheets itself.

5.13 Uploading of Scanned Answer Scripts for Revaluation

After the publication of results, lots of requests are received from the candidates for re-totaling of marks / revaluation of answer scripts particularly from the candidates who appeared for the higher secondary examinations because a loss of even a single mark will alter the fate of candidates who aspire for obtaining a seat in medical or engineering or other professional courses. Therefore, in order to address the concerns of the candidates, it was decided to scan the answer scripts and upload them on the website. This will help students in putting forth their genuine demands to this Directorate by way of either to request for re-totaling of marks or for revaluation of answer scripts.

5.14 Publication of Results of Board Examinations

In order to reduce the anxiety of the students to know the results, the publication of results is done

on three websites viz., www.dge1.tn.nic.in., www.dge2.tn.nic.in., www.tnresults.nic.in. The results for Higher Secondary and SSLC Board Examinations held in March 2017 were communicated to 18,49,850 candidates through Short Message Service (SMS) on their mobile numbers registered at the time of enrollment. This new initiative was well appreciated by the parents and students. The results of Higher Secondary and SSLC Board Examinations were used to be disseminated to the respective schools by providing a printed copy of Tabulated Mark List (TML) for all the candidates till last year and this process used to take lot of time. From March, 2018 onwards, an online facility to the respective schools to download TML has been created instead of providing a printed copy from this Directorate.

5.15 Mark Certificates

The mark certificates issued to the candidates contain the name of the candidates and subjects in Tamil also. As the candidates are issued mark certificates for each and every appearance till they

complete the examinations and the candidates have to keep in their possessions all such certificates. Therefore, a provision has been made for such candidates to issue a consolidated mark certificates, which contains all the passing details. Duplicate copy of mark certificates and certified copy of mark certificates are also issued to the candidates on request. The format of the application has been uploaded in the website. In the year 2017–18, 5,968 duplicate mark certificates and 4,932 certified copy of mark certificates were issued. In order to contain the generation of bogus mark certificates, the mark certificates issued to the candidates have been added with certain security features which makes duplication of certificates virtually impossible. This also enables the Directorate to easily establish the genuineness. In addition to the security features, 2D barcode and the photograph of the candidates have also been incorporated in the mark certificates.

5.16 Verification of Genuineness of Mark Certificates

Verification of genuineness of mark certificates is carried out by this Directorate, whenever the

requests are made by the appointing authorities and by the higher education institutions. In the year 2016–17, 4,19,474 certificates of genuineness of mark certificates were issued.

5.17 Migration Certificates

Migration certificates are issued to the candidates, who pass SSLC and Higher Secondary Board examinations and who desire to continue their higher studies in other States within 5 days from the date of receipt of application. In order to facilitate the candidates, application format has been uploaded in the website. In the year 2017–18, 6,420 migration certificates were issued.

5.18 Conduct of various other Examinations

5.18.1 Diploma in Elementary Education

The Directorate of Government Examinations is conducting the examinations for the Diploma in Elementary Education. The scanned copy of answer scripts is provided to the candidate, who desire for it. Moreover, re-totaling and revaluation of answer

scripts are also done for the candidates on request. 13,467 candidates appeared in the examination conducted in June, 2017.

5.18.2 Eighth Standard Public Examination (ESLC)

In order to impart minimum general education qualification to obtain employment and promotion at basic level, the Directorate of Government Examinations conducts the ESLC examination. 12,365 candidates appeared in the examination conducted in January, 2018.

5.18.3 Government Technical Examinations

Government Technical Examinations are conducted for the subjects namely Drawing, Sewing, Agriculture, Printing, Music, Handloom and Weaving etc., to provide technical qualification for employment purposes. These examinations are conducted at two levels i.e. Lower and Higher Grade. 11,594 candidates appeared in the examination conducted in 2017.

5.18.4 Tamil Nadu Rural Students Talent Search Examination

Tamil Nadu Rural Students Talent Search Examinations (TRUST) are conducted every year in the month of September to encourage the rural students. The students studying in 9 standard during the academic year, whose parental annual income does not exceed rupees one 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. Now, a facility has been created for the students to apply online. In the year 2017, 59,112 students appeared for the TRUST examination and 3,100 students were found eligible for scholarships.

5.18.5. Examination for National Means-cum-Merit Scholarship

The Directorate of Government Examinations conducts the National Means-cum-Merit Scholarship (NMMS) examination and the candidates are selected based on the marks and by adopting rule of

reservation. Candidates who have passed 7 standard from State Government schools and Government aided schools with 55% of marks (50% of marks for Scheduled Caste and Scheduled Tribe) and studying in 8 standard and whose parental annual income does not exceed Rs.1,50,000/- 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 9 standard onwards up to 12 standard. This scheme provides scholarships to 6,695 candidates of Tamil Nadu every year. In the year 2017, 1,55,537 students appeared for NMMS examination.

5.18.6. National Talent Search Examination

The Directorate acts as the Nodal Agency for National Council for Educational Research and Training in conducting the National Talent Search Examination (NTSE) at Level I. Students, who are studying in standard 10, in the State / Central Board Schools during the academic year, are eligible to appear for this examination. After the publication of results of Level I conducted by the Directorate, the

Level II examination is conducted by the National Council for Educational Research and Training at National level 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.1,250/- per month from 11 standard to 12 standard and Rs.2,000/- per month for degree level and for Ph.D., level, scholarship is paid as per the recommendation of University Grants Commission for a maximum period of 4 years. In the year 2017, 1,59,729 students appeared for the NTSE and 255 students qualified in the level I.

5.18.7 Conduct of Union Public Service Commission / Staff Selection Commission Examinations

This Directorate also acts as the Nodal Agency to conduct all Union Public Service Commission / Staff Selection Commission examinations at Chennai centre every year.

5.19 E-governance Initiatives

5.19.1 Computerisation of Government Examinations

This Directorate has initiated the process of computerising the entire activity of this Directorate through Tamil Nadu E-Governance Agency (TNeGA). The Government has sanctioned a sum of Rs. 2.72 crore for this activity out of savings of Tamil Nadu Textbook and Educational Services Corporation.

5.19.2 National Academic Depository

The University Grant Commission have authorized NSDL Database Management Limited (NDML) to maintain a depository of digital academic records with respect to the candidates of all the Examination Boards and Universities to facilitate the candidates to download their e-Marks certificates based on Aadhar authentication. The Institutions and Employers can also do verification of records online. This Directorate has made an agreement with NSDL and initiated necessary work to store academic records of all the students for the past few years.

5.19.3 DigiLocker

DigiLocker is a platform for issuance and verification of documents and certificates in a digital way, thus eliminating the use of physical documents. From the year 2017, the candidates, who have appeared for Higher Secondary and SSLC Board Examination and signed up for a DigiLocker account with their Aadhaar (UIDAI) number, have been facilitated to download their Digital Marks Certificate from the repository of the Directorate of Government Examinations. The above facilitation was made available to all the 19,44,184 candidates, who appeared for Higher Secondary and SSLC Board Examination held in March, 2017.

5.20 Budget

For the financial year 2018–19, an amount of **Rs.114.55 crore** has been allotted to the Directorate of Government Examinations for smooth conduct of examinations. The Directorate of Government Examinations has been taking every effort to address the concerns of the student community, parents and the society at large. A lot of

innovative measures have been taken in the yester years to make the system of conducting the examinations and publication of results easy and fair. The Directorate will strive hard to achieve greater heights and goals in the years to come.

6. NON-FORMAL AND ADULT EDUCATION

6.1 Introduction

To eradicate illiteracy in educationally most backward districts in the State of Tamil Nadu, the Directorate of Non Formal and Adult Education was formed in 1976. The target group for providing literacy was adult non-literates above 15 years of age.

Adult literacy programmes such as Rural Functional Literacy, State Adult Education Programme, Non-Formal Education for the learners, Mass Programme of Functional Literacy, Total Literacy Campaign, Post Literacy, Continuing Education Campaign, Saakshar Bharat and Equivalency Programme have been implemented through this Directorate for sustaining the momentum gained since its inception to make neo-literates retain the acquired skills and pursue learning all through their lives.

This Directorate also proposes to empower the neo-literates by providing skill based vocational

training so that it enables them to take advantage of numerous opportunities for income generation.

6.2 Vision

Achievement of total literacy by pursuing basic literacy, vocational education and lifelong learning.

6.3 Objectives

- To facilitate basic literacy among adults
- To provide scope for neo-literates to move smoothly to formal education
- To enhance the earning capacity of adults through vocational training
- To prepare neo-literates for lifelong learning and continuing education

6.4 Karkum Bharatham Scheme

In Tamil Nadu, “Karkum Bharatham” scheme is being effectively implemented from the year 2009 in nine districts viz Dharmapuri, Salem, Erode, Perambalur, Villupuram, Ariyalur, Tiruvannamalai, Tiruppur and Krishnagiri, which were identified as the districts having female literacy less than 50% according to 2001 Census. This scheme aims at

facilitating adults to pursue their learning till they are able to achieve equivalence to 3, 5 and 8 standards and beyond in the formal school system. Top priority is given to women, scheduled caste and scheduled tribe, minorities and other disadvantaged groups in the age group of 15 and above. This scheme targets 24.57 lakh illiterates found to have been so in the Census, 2001 and intends to make all of them literates. This scheme aims to achieve total literacy in the State of Tamil Nadu. This programme was implemented with an outlay of Rs. 160.90 crore, to be shared by Central and State in the ratio of 75:25 up to the financial year 2014-15. The sharing pattern has since been revised as 60:40 from the financial year 2015-16.

6.4.1 Karkum Bharatham Scheme - Adult Education Centers

A total of 3,602 Adult Education Centers have been established at Gram Panchayat level in 9 districts to provide managerial, academic, technical and resource support to basic literacy and lifelong education at the grass roots level. In accordance

with the guidelines of Karkum Bharatham Scheme, 26 District Co-ordinators, 100 Block Co-ordinators and 5,389 Preraks are working at present on honorarium basis to teach basic literacy to the adults who were enrolled in the Adult Education Centers. Basic education, vocational skill development and equivalency education are being provided to the learners at these centers.

6.4.2 Basic Literacy to the Learners in the Adult Education Centers

Basic Literacy is being imparted to the neo-literate adults at the adult education centers making use of the curriculum approved by the National Literacy Mission. The curriculum focuses on providing reading, writing and arithmetic skills for 300 hours in order to prepare them for basic literacy assessment test which is conducted in August and March every year.

6.4.3 Integrating Technologies in the Adult Education Centers

In the year 2012, 40 Adult Education Centers got upgraded as Model Adult Education Centers

equipped with computers and other accessories at a cost of Rs.1 crore in 7 districts namely Ariyalur, Dharmapuri, Erode, Perambalur, Salem, Tiruvannamalai, and Villupuram. In the year 2016-17, 10 Adult Education Centers got upgraded as Model Adult Education Centers in Krishnagiri and Tiruppur districts (5 in each) at a cost of Rs.25 lakh provided under TANII scheme of the State.



Model Adult Education Center

The adult learners are trained in the use of ICT materials at these model centers. This methodology of teaching has helped in improving the learning capacity of the non-literates. So far, 26,857 adult learners have benefited from vocational skill

development training at “Model Adult Education Centers”.

6.4.4 Capacity Building Activities

In 3,602 village panchayats coming under nine educationally backward districts, learning centers have been established. At these centers, in addition to basic literacy, the learners are provided hands on vocational training in making of artificial jewellery, phenyl, soap, candle, incense sticks, embroidery, sewing, soft toys, jamki work besides need based skill training.



Handicraft - Materials

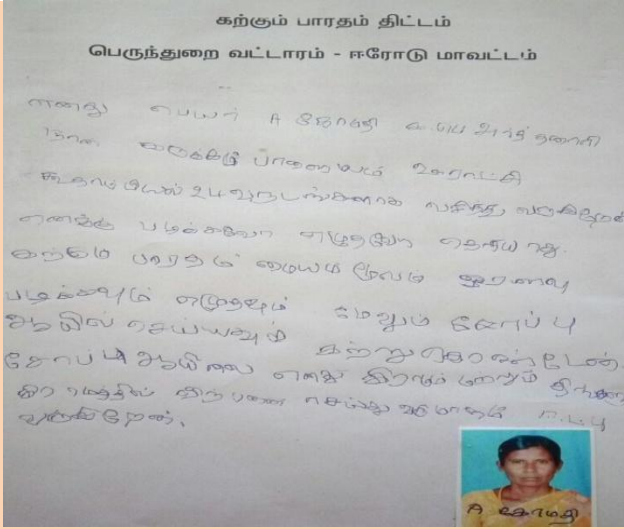
In addition to vocational skill development, the learners were trained in the areas viz. Financial

Literacy, Legal Literacy, Rights of Entitlements, Electoral Literacy, Disaster Management and Civil Defence through “Inter-Personal Media Campaign”.

6.4.5 Learners Assessment Test under Karkum Bharatham Scheme

National Literacy Mission Authority in collaboration with National Institute of Open Schooling (NIOS) conducts Basic Literacy Assessment Test for the learners and issues certificates. In the 9 educationally backward districts, up to August, 2017, 24.67 lakh non-literates had successfully completed their basic literacy through “Karkum Bharatham” scheme and obtained their certificates from NIOS in Tamilnadu.

SUCCESS STORY ON SKILL DEVELOPMENT



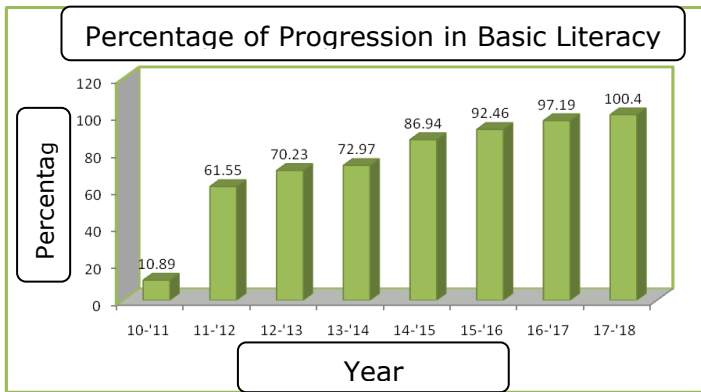
கற்கும் பாரதம் திட்டம்

பெருந்துறை வட்டாரம்- ஈரோடு மாவட்டம்

என் பெயர் A. கோமதி. கணவர் பெயர் அர்த்தனாரி. நான் கருக்கம்பாளையம் ஊராட்சி கூதாம்பியில் 24 வருடங்களாக வசித்து வருகிறேன். எனக்கு படிக்கவோ எழுதவோ தெரியாது. கற்கும் பாரதம் மையம் மூலம் ஓரளவு படிக்கவும், எழுதவும், மேலும் சோப்பு ஆயில் செய்யவும் கற்றுக்கொண்டேன். சோப்பு ஆயிலை எனது கிராமம் மற்றும் திங்களுர் கிராமத்தில் விற்பனை செய்து வருமானம் ஈட்டி வருகிறேன்.

இப்படிக்கு
A. கோமதி

74,156 learners appeared in the Basic Literacy Assessment Test held on 25th March, 2018 at Adult Education Centres established in these educationally backward districts. The continuous efforts and support of the State Government have resulted in increase in the number of learners completing basic literacy successfully over the years.



Details of Learners passed in NIOS Test

Year	Learners Passed in NIOS Test	Progress in Basic Literacy
2010-11	2,67,555	10.89
2011-12	15,12,607	61.55
2012-13	17,26,088	70.23
2013-14	17,93,393	72.97
2014-15	21,36,756	86.94

2015-16	22,72,387	92.46
2016-17	23,88,596	97.19
2017-18	24,67,040	100.40
2017-18-Target	74,156	-

Source: DNFAE

6.4.6 Equivalency Programme

In Tamil Nadu, effective measures have been taken to implement the Equivalency Programme at Level A (Equivalent to standard 3) for 46,472 neo-learners in 5 districts viz, Tiruvannamalai, Ariyalur, Perambalur, Krishnagiri and Tiruppur and Equivalency Programme at Level B (Equivalent to standard 5) for 25,570 neo-literates in 4 districts viz, Villupuram, Dharmapuri, Salem and Erode as a sub-component of Karkum Bharatham Scheme.



Equivalency Programme

6.5 Smart Virtual Class Room

As an innovation initiative in the adult education programme, teaching and learning activities under Equivalency Programme at Level A (III) and Level B (V) are being conducted in addition to the conventional teaching and learning methods by utilizing the **Smart VIRTUAL Class Rooms** established in 9 Saakshar Bharat districts. Programme Coordinators of State Resource Center, the teachers of high and higher secondary schools and the Co-coordinators of Saakshar Bharat scheme are conducting regular, live and interactive Smart VIRTUAL Class Room activities in Tamil, Mathematics, Environmental Studies and Basic Computing Skills subjects. This initiative is the first of its kind in the country in Adult Education Programme.



VIRTUAL Class Room Studio at DIET, Chennai

6.6 Impact of Adult Literacy Programme

The successful implementation of Non-Formal and Adult Education Programmes by the Government of Tamil Nadu has been responsible for substantial increase in female literacy rate. The remarkable growth registered in the female literacy rate in 9 Karkum Bharatham Scheme districts is shown below:

Increase in Female Literacy Rate from Census 2001 to Census 2011

Status in 2001		Status in 2011	
District	Literacy Rate	District	Literacy Rate
Perambalur	54.26	Ariyalur	62.22
		Perambalur	66.11
Villupuram	53.16	Villupuram	63.51
Tiruvannamalai	56.31	Tiruvannamalai	65.71
Dharmapuri	49.10	Dharmapuri	60.03
		Krishnagiri	64.86
Salem	55.61	Salem	65.43
Erode	55.26	Erode	66.11
		Tiruppur	72.07

6.7 Achievements

Tamil Nadu is the only State across the country which has achieved 100% target under

Karkum Bharatham Scheme. 24.67 lakh learners have been benefited and attained basic literacy through Karkum Bharatham Scheme against the target of only 24.57 lakh non-literate. Moreover, the State has bagged National Literacy award for outstanding performance in the field of Adult Education Programme in 2013, 2015 and 2016.

- For the year 2013,
Ariyalur district received best district level award and Kuppandampalayam Gram Panchayat of Anthiyur block in Erode district received Gram Panchayat award
- For the year 2015,
The State Literacy Mission Authority (SLMA) received an award for its outstanding contribution to “Karkum Bharatham” scheme. Dharmapuri district received best district level award and Palamalai Gram Panchayat of Kolathur block in Salem district received best Gram Panchayat award.
- For the year 2016,

Vattamuthampatti Gram Panchayat of Salem rural block in Salem district received best Gram Panchayat National Literacy Award. The enormous efforts taken by the Government of Tamil Nadu have made this possible.

6.8 Budget

An amount of **Rs. 29.59 crore** has been allocated in the Budget Estimate for the financial year 2018-19.

7. PUBLIC LIBRARIES

நவில்தொறும் நூல்நயம் போலும் பயில்தொறும்
பண்புடை யாளர் தொடர்பு,

- திருவள்ளுவர்

7.1 Introduction

The Public Library is an institution that caters to the need of public for education, culture and information. In the era of information explosion, these institutions play a critical role in keeping the public informed of fast changes that are taking place world over. The focus has been to promote reading habits and lifelong learning. Recognizing the critical importance of the services rendered by the public libraries, these institutions have to expand horizons to stay relevant to users' changing needs and interests of the maximum populace at a minimal cost.

Mission

To empower the communities by connecting them to information and knowledge to explore, create and share.

Vision

Create an equitable, safe and welcoming environment that supports bringing people, information and ideas together.

7.2 Objectives

- To provide quality information to people in a timely and convenient manner
- To build strong and relevant resources
- To connect the people with innovative services.
- To introduce latest technologies for transformation of libraries
- To preserve our cultural materials and documents in digital form
- To make libraries inclusive

7.3 Libraries in Tamil Nadu

Public libraries have been established in the State to foster reading habits, facilitate research work and provide information to people in a timely and convenient manner in accordance with the "Tamil Nadu Public Libraries Act, 1948". To meet the

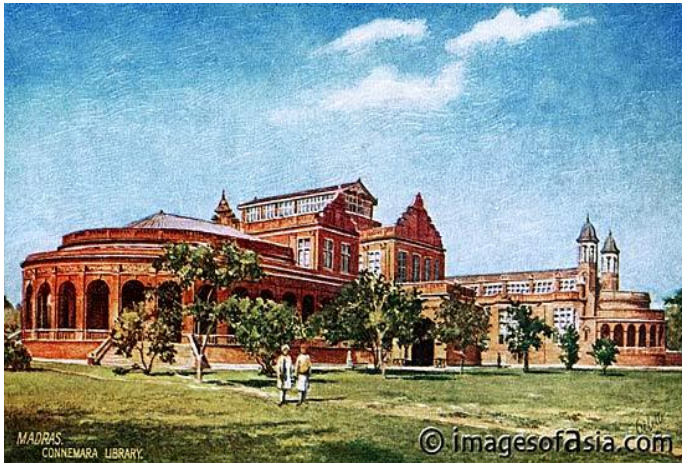
needs of all the members of society, 4,622 libraries have been set up as follows:-

1	Connemara Public Library (State Central Library)	1
2	Anna Centenary Library	1
3	District Central Libraries	32
4	Branch Libraries	1926
5	Mobile Libraries	14
6	Village Libraries	1915
7	Part-Time Libraries	733
	Total	<hr/> 4622 <hr/>

7.3.1 Connemara Public Library

The library was dedicated to the general public on 05.12.1896 by the then Madras Governor Sir Arthur Eli Bunk Haw Lock, naming the library "Connemara Public Library" as a mark of respect for Lord Connemara, the great man whose desire to establish the library had been fulfilled. It has a collection of rare books dated 1553 A.D and a stock of 8,49,779 books along with 3500 periodicals and 160 news papers.

Connemara Public Library is one of the four National Depository Libraries, which receive a copy of all books, newspapers and periodicals published in India. It also serves as a depository library for the United Nations Organisation and Asian Development Bank.



Connemara Public Library – Chennai (old image)

Periodicals section, language section with publication and other reading materials in all Indian languages from all over India, textbooks section, civil services study circle, rare books sections are some of the most frequently visited sections. Digital services

with unique collection of online journals and e-books are made available to the users round-the-clock.

50% of the recurring and 1/3rd of the non-recurring expenditure incurred towards the maintenance of the library is met by the Government of Tamil Nadu and the remaining expenditure is met by the Government of India. The total grant sanctioned for the year 2017-18 is Rs. 44.00 lakh.

7.3.2 Anna Centenary Library

Anna Centenary Library, a State of the art library, housed in the most energy efficient green building with a built up area of 3.75 lakh sq. ft. at Kotturpuram, is one of the largest libraries in Asia. At present, the library has nearly 5.7 lakh books covering wide range of subjects to serve the user communities.

Anna Centenary Library is equipped with integrated library management system, which is accessible over the internet to browse the entire



Anna Centenary Library - Chennai

collection of library from anywhere with ease and promptness. RFID tagging for books has helped in automation and security of books. CCTVs have been installed at strategic locations to ensure lawful and safe use of library premises. Braille section, a unique feature of the library, has more than 2000 registered members and more than 950 Google group (brailleacl.googlegroups.com) members. This section hosts more than 2600 books in braille, sound collection of CDs/ DVDs and around 1.1 TB of other digital content.

The children section spread over 15,000 sq.ft. with more than 1.6 lakh books, multimedia kits, an artificial tree, a fun-filled theme-based reading area and a performance stage can be accessed by children who are between the age of 4 and 14. Special children programmes are organized on every Sunday such as storytelling, quiz, science experiments, puppet show, chess class, etc.

Oriental manuscripts library section houses 50,180 invaluable palm leaf manuscripts, 22,134 paper manuscripts. This center is recognized by the Madras University as a research centre for Doctoral and M. Phil. studies among scholars of Tamil, Sanskrit and other areas of ancient Indian culture.



Children Section – Anna Centenary Library

An expenditure of Rs.449.80 lakh has been incurred towards the maintenance of the Anna Centenary Library during the financial year 2017-18.

7.3.3 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 hubs comprising oriental palm leaf scripts, hand-written manuscripts, ancient and rare books.

It is 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). Since 1918, this library has been under



Sarasvati Mahal Library - Thanjavur

the control of the District Collector of Thanjavur. This library has 47,334 manuscripts, of which 24,165 in palm leaves and 23,169 in paper form in Tamil, Telugu, Sanskrit, Marathi and English languages. It has a collection of 45,000 books, maps, paintings on all aspects of literature, art and culture. 3,578 ancient, valuable and rare manuscripts housed in the library have been digitized. The library also conducts a documentary film show and sound and light programme on Thanjavur and its heritage. In the year 2013, an Expert Committee has been constituted under the leadership of the Hon'ble School Education Minister to upgrade this library as an International Research Library. 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 Dr.M.G.Ramachandran. For development of the said library and welfare of the staff, the Government has increased the maintenance grant from Rs.40 lakh to Rs.75 lakh. Further, a maintenance grant of

Rs.117.65 lakh has been sanctioned towards the pay and allowances of the staff and for other contingencies during the financial year 2017-18.

7.3.4 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 in the form of manuscripts and handwritten collections written by Mahavithvan Meenatchi Sundaram Pillai. Further, 3,421 letters written by other scholars to Dr. U.Ve.Swaminatha Iyer, Thani Padalgal and Diaries from 1883 to 1939 written by and materials used by Dr.U.Ve.Swaminatha Iyer and 37,355 books and 855 manuscripts and 2,170 palm leaf bundles collected by Dr.U.Ve. Swaminatha Iyer are preserved in this library. The ancient, rare

printed books and letters from the year 1923 onwards are being digitalized. For the development and maintenance of the said library and welfare of its staff, the Government sanctions grant every year. Rs.17.88 lakh has been sanctioned during the financial year 2017-18.

7.3.5 Maraimalai Adigal Library

Maraimalai Adigal, an ardent lover of books, spent most of his income on buying books and doing research on readership of his book collections. Upon his death, the books were left for the people of Tamil Nadu and thus a library, named after him, was started in 1958 by Padmashri V.Subbiah Pillai at Linghi Street, Chennai by adding a few rare collection of Tamil books. The library is functioning in the complex of Connemara Public Library but the library management is still with the South India Saiva Siddhanta Works Publishing Society. The library has a collection of 80,000 books of which 1400 are ancient and rare books. The Government provides a maintenance grant of Rs.1.00 lakh every year.

7.4 District Central Libraries

District Central Libraries have been established as per Rule 45 (2) (a) and 45 (4) (a) of the Tamil Nadu Public Libraries Rules, 1950. Presently, 32 District Central Libraries are functioning to provide quality information and knowledge and cater to the educational needs of all including poor and downtrodden. The library membership is available at a very nominal fee. Any person residing in the vicinity can enrol as a member and can borrow a maximum of three books at a time by depositing Rs.50. An annual subscription of Rs.10 per member is collected without any discrimination. So far 10,12,181 members have been enrolled and in the year 2017-18, 32,73,611 have accessed the library. These libraries have a vast collection of 31,42,210 books and magazines on multifarious fields. Each library has dedicated sections for periodicals, references, competitive examination, women, children, own book reading, differently abled and internet surfing.

7.5 Branch Libraries

With a view to extend the coverage of population, branch libraries have been set up in the urban and rural areas with a population between 5,000 – 50,000. At present, there are 1,926 branch libraries with well-equipped infrastructure and resources serving 56,12,613 members. 3,87,31,144 visitors have availed these facilities in the year 2017-18. The libraries also provide services to children, students, women, job seekers and elderly people. 16,94,367 students of 3,593 schools have been benefitted by implementing “Class Room Library Scheme” by the department.

7.6 Village Libraries

With the noble idea of encouraging rural community to enrol themselves as members, 1,915 village libraries have been set up in the State since 1996. Village libraries provide great value to the community and serve as a public, social and physical meeting place in the community. The libraries host 1,02,81,883 rich collections benefitting 17,77,976 members and 1,61,24,317 visitors. In the digitized

era, the village libraries have also been provided with computer facility.

7.7 Mobile Libraries

Mobile libraries, stocked with books and periodicals, committed to serve the poorest of the poor and to reach the unreached in the hilly/ remote areas, are functioning in 14 districts of the State. A mobile van with its organized collection of books and other materials including maps, films, and compact discs (CD's) fascinate the public with passion, creativity and determination and create a culture of continuous improvement and community collaboration. 26,019 members and 1,33,099 visitors have been benefitted by the mobile libraries.

7.8 Part time Libraries

In the developing State, a sound network of public libraries is essential to implement a complete literacy campaign. Considering this need and also to reach out to grass root level, part time libraries or delivery stations for each village have been set up in accordance with section 45(4)(c) of the Tamil Nadu

Public Libraries Rules, 1950. Presently, 733 part time libraries are functioning that cater 2,45,694 members and 25,37,602 visitors in the year 2017-18.

7.9 State Resource Centre

To encourage the reading habit among Children With Special Needs (CWSN), a separate library has been set up at a cost of Rs.17.00 lakh in the State Resource Centre. This has been set up with the ultimate objective to equip the centre with the



"Physiotherapy" at State Resource Centre - Chennai

necessary infrastructure and resource facilities that will enable them to explore their potential. A separate unit has been provided in the centre for

providing information on various disabilities, treatment and counseling.

7.10 Source of Funding

7.10.1 Library cess

Library cess is a major source of revenue for sustaining the activities of libraries and it is being levied on house/property tax. In accordance with section 12(1)(a) of the Tamil Nadu Public Libraries Act,1948, cess was being collected at the rate of 3 paise per Rupee from 1950. It was raised to 5 paise per Rupee vide G.O.(Ms).No.252, Education Department, dated 22.02.1972 with effect from 01.04.1972. The cess has been further raised to 10 paise per Rupee in G.O.(Ms). No.492, Education Department, dated 19.05.1992 with effect from 01.04.1992 to meet the increasing demands of the local library authorities. Procurement of books, newspapers, periodicals, magazines, information communication technologies infrastructure, basic infrastructure facilities, construction of new building for the libraries and their maintenance, digitalizing

the ancient, old and rare books, transforming the library into knowledge and information hub, internet facilities etc., are primarily funded by the library cess. In the year 2017-18, Rs. 138.24 crore has been collected as library cess.

7.10.2 Grants from the Raja RamMohun Roy Library Foundation

The Raja RamMohun Roy Library Foundation, the nodal agency of the Government of India, has been established for coordinating, monitoring and developing public library service in the country. It has taken long strides to support and promote public library services and systems by patronizing public as well as private libraries consistently since its inception in 1972. Financial assistance is extended to the State library authorities adopting certain schemes of matching and non matching assistance. The financial assistance of Rs. 600 lakh has been received by the department during the financial year 2017-18.

7.11 Infrastructure for Public Libraries

With the limited financial resources, the concerted and persistent efforts of the department have resulted in housing 1,779 libraries in own buildings, 2,511 in rent free buildings and 318 in rented premises. In the year 2017-18, expenditure to the tune of Rs.408.50 lakh and Rs.150 lakh has been incurred towards the construction and maintenance of the public libraries.

7.12 Procurement of Books and Periodicals

Selection of books and periodicals is done by a professional selection committee keeping in view the clientele requirements, anticipating the demands of potential readers, keeping abreast of the changing and current thoughts and giving adequate representation to the scientific, social, historical, literature, culture and heritage and intellectual forces reshaping the modern works. In normal course, 25% of the cess is earmarked for books and 6.5% of the cess for periodicals in a given year. In addition, books are also being procured to an extent of

Rs.300 lakh per year with the financial assistance of the Raja RamMohun Roy Library Foundation.

7.13 Computerization

Realizing the importance of automation to meet the increasing demands of public, computerization of public libraries has been taken up on priority. This has not only improved the quality of services but also made access to external database easy. Computers with internet facility have been made available in all the 32 District Central Libraries, 191 full time branch libraries and 217 libraries functioning in rural areas. Apart from this, 123 libraries have also been equipped with computers and its accessories.

7.14 Civil Services Study Circles

In order to transform the public libraries into citizen centric institutions, civil services study circles have been set up in public libraries. Young aspirant may get access to required study material and an opportunity to engage with other groups at these study circles. 285 libraries including 32 District

Central Libraries have been provided with study circles. Online submission of application forms to jobs related to Government and Government sectors has been facilitated in Connemara Public Library and the District Central Libraries to the aspirants of the competitive examinations at free of cost. Facilities at 32 District Central Libraries have been further strengthened at an estimated total cost of Rs.32 lakh.

7.15 Readers Forum

An important role of the public library is to focus on cultural and artistic development in the community by creating readers forum. These readers' fora act as an ideal network for reaching out to the people at grass root level by providing space for cultural activity, literary discourse, literary debates, essay, oratory and quiz competitions. It is a great place for catching up with friends and colleagues with knowledge thirst.

7.16 Members / Readers / Patrons

A special drive has been organized amongst the public to promote literacy and love of reading

and to become regular library readers for enhancing and acquiring information and knowledge in various fields. As a result, 74,28,694 members have been enrolled in the recent years. A person by donating Rs.1000/- can become a patron of the library and by donating Rs.5,000/- a great patron and by donating Rs.10,000/-, a donor. So far 1,17,278 have enrolled as patrons and 869 as great patrons, 328 as donors of the library, by contributing Rs.1,249.03 lakh. This fund has been deposited as fixed deposits and the annual interest accrued is being utilized for strengthening of the libraries.

Statistics of the Public Libraries

Year	2014-15	2015-16	2016-17	2017-18
Stock of Books	6 Crore	6.39 Crore	7.76 Crore	8.15 Crore
Visitors	7.02 Crore	8.28 Crore	8.44 Crore	8.49 Crore
Members	68.83 Lakh	69.95 Lakh	72.88 Lakh	74.29 Lakh
Patrons	99,114	1,06,768	1,10,623	1,17,278
Usage of Books	6.88 Crore	6.45 Crore	6.46 Crore	8.79 Crore

7.17 Library Events

7.17.1 Librarians Day

12th August is being celebrated every year as National Librarians Day in India to pay homage and illustrious tribute to Dr. S. R. Ranganathan, Father of Library Science for his fundamental thinking on the famous five laws of library science. This helps in sensitizing the librarians their mission of continuously evolving to work towards meeting the social and technological information needs of the people. Massive rallies for creating awareness and planting saplings were organized on this day by the department with the active co-ordination of District Collectors all over the State.

7.17.2 Library Day

Recognizing the importance of maximizing the use of the library resources and justifying the role that the library plays in the society, "Library Day" is celebrated annually on 22nd May. This helps in generating strong community engagement to drive the success of public libraries with greater zeal.

7.17.3 National Library Week

National Library week is celebrated every year from 14th to 19th November to recognize the contributions of dedicated professionals who make quality books available to their communities. Musical concerts, awareness rallies, literary talks, debates, introduction of new writers and new books are organized for mobilizing community support.

7.17.4 World Book Day

In recognition of the esteemed services rendered by the world's eminent English writer A. William Shakespeare, his birth anniversary i.e. 23rd April has been declared as World Book Day or Copy Right Act Day by the UNESCO. It is celebrated enthusiastically every year to pay tribute to books and authors thereby encouraging everyone, in particular youth to discover the pleasure of reading and gain a renewed respect for the irreplaceable contributions.

7.17.5 Book Exhibition cum Festival

The book exhibition cum festival is an annual literary event that brings together best selling authors and thousands of book fans on single platform by organizing author talks, panel discussions, book signings and other activities. Over its ten years history, the National Book Festival has become one of the pre-eminent literary events in the State. In view of the larger interest of the vociferous readers, a permanent book exhibition has been established at the Connemara Public Library.

7.17.6 Ponmalai Pozhudhu in Anna Centenary Library

Anna Centenary Library organizes a literary programme titled "Ponmalai Pozhudhu" at 6 pm on every Saturday to kindle the curiosity and innovative spirit of the audience with the eloquent speeches of the eminent personalities excelling in various domains like Tamil literature, cinema, media, medicine, etc. and interaction with the readers. This programme is being broadcasted live via Anna

Centenary Library's official 'You Tube channel'
www.youtube.com/aclchennai.

7.17.7 Orientation Programme for Competitive Examination Aspirants in Anna Centenary Library

Anna Centenary Library conducts orientation programmes for competitive examination aspirants on every Sunday at 11.00 am to groom their innate potential for future accomplishments especially for the aspirants of competitive examination like IAS/IPS, UPSC, SSC, TNPSC, RRB, IBPS, TET, Banking, etc Several senior officials from Indian Civil Service, subject experts and other prominent personalities provide awareness, clarity and insights to the aspirants and interact with them. The program is live streamed and recordings are made available online at the library's You Tube channel www.youtube.com/aclchennai.

7.18 Workshops and Seminars for library and information science professionals

Anna Centenary Library plays a vital role in imparting professional knowledge and skills for

library and information science professionals through national conference, seminar, special lectures, workshops, library week celebrations, etc.,

- "Orientation programme on IT and modern needs for a public library system", 25-27 May, 2017
- "One-day workshop for public library professionals on Koha" on 23 August, 2017
- "One-day seminar on competencies of professionals for managing smart libraries" on 11 November, 2017
- "Innovative Public Library Service" on 28 November, 2017.
- National Seminar on "Global Trends and Innovation in Libraries and Information Centres" on 2nd and 3rd of February, 2018

7.19 Digital Library

Digital library, a transition from traditional to electronic library, with a collection of digital objects inclusive of text, visual, audio/video material has been set up in Erode at a cost of Rs.1.43 crore. This facility has reading section, reference section, computer section with internet facility having access

to e-resources such as e-books, e-journals, e-encyclopedias, e-thesis, OPAC, etc.

All the e-magazines published in vernacular languages have been subscribed in Connemara Public Library, Anna Centenary Library and all the 32 District Central Libraries. With an objective of enabling rural students to get access to the leading English magazines and inspire them to participate in the national level competitive examinations, 61 leading magazines have been subscribed by the 32 District Central Libraries, 34 magazines by 241 full time branch libraries, 19 magazines by 320 branch libraries.

The collections of Anna Centenary Library have been further increased by subscribing e-magazines and e-journals of national and international repute and purchase of books in print as well as electronic form with the financial assistance of Rs.1.30 crore funded by the Tamil Nadu Textbook and Educational Services Corporation in the year 2017-18

7.20 New Initiatives during the Year 2017-18

- The Competitive Examination Training Centers have been set up in the libraries located in the district head quarters of 24 districts at a cost of Rs.24 lakh on par with the Competitive Examination Training Centers already functioning effectively in Coimbatore, Karur, Vellore, Tiruchirapalli, Virudhunagar, Tirunelveli, Namakkal and Cuddalore districts
- One lakh rare Tamil books have been collected to donate to libraries in the countries with Tamil population such as Yazhpanam library (Jaffna Library) and Malaysian library.
- Books exhibitions have been conducted in all districts with the active participation of books sellers and publishers.
- Mobile books exhibitions have been organized in schools in 12 districts inspiring the school children to inculcate life long learning.

7.21 Awards for Excellence

7.21.1 Dr.S.R.Ranganathan Award

To encourage commitment to the concept of knowledge management in libraries, Dr.S.R.Ranganathan award is conferred on the librarians with a silver medal and a cash award of Rs.2,000. This award is given every year primarily in appreciation and admiration of the library professionals for their sincere and untiring services in increasing the number of members, visitors, patrons, great patrons towards the development of libraries. 33 Librarians have been conferred with this award for their dedication on 14.11.2017.

7.21.2 Shield of Honor to the Best Libraries

To motivate and encourage collective initiatives that enrich knowledge management in libraries, a "Shield of Honor" is conferred on the libraries from the year 2012-13 onwards. Based on the State wide performance, this award is given to only those libraries which take special initiatives on increasing the enrolment of members, patrons and receiving donations, applying knowledge

management in serving the student community, e-learning and other activities.

7.21.3 Library Activist Award

Library Activist Award comprising a shield worth Rs.5000/- each and a certificate is conferred on the three best performing presidents of the readers fora functioning in the libraries all over the state recognizing their inspiring aspiration and contributions in improving the quality of libraries in achieving excellence.

7.22 Budget

There has been a budgetary allocation of **Rs.120.67 crore** for the financial year 2018-19.

8. STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

8.1 Introduction

The State Council of Educational Research and Training (SCERT) has been instrumental in bringing in qualitative changes in the teaching learning processes in school education in the State. It is responsible to develop curriculum, syllabus and textbooks for standards 1 to 12 by involving the best academic experts. SCERT has been largely involved in capacity building of teachers in innovative ways of teaching. It designs teacher professional development programmes. It facilitates need-based quality in-service training with the support of Samagra Shiksha Abhiyan. It also facilitates the conduct of action researches to address academic issues in the classrooms and to transform teachers into reflective pedagogues.

In the recent past, it has been the endeavor to help students become 21st century learners and acquire soft skills by leveraging ICT. It has also

evolved career guidance to help students tackle challenges after schooling and pursue their higher studies and career options. SCERT is poised to help the State become a pioneer in optimum utilization of digital technology for enhancing the quality of learning outcomes of children at all levels.

8.2 Vision

SCERT aims at developing a digitally vibrant school education system with e-learning platform encompassing virtual classrooms, interactive teacher training, enabling the classroom with digital content and accessories to improve learning with insightful comprehension by students relating to real life situations.

8.3 Objectives

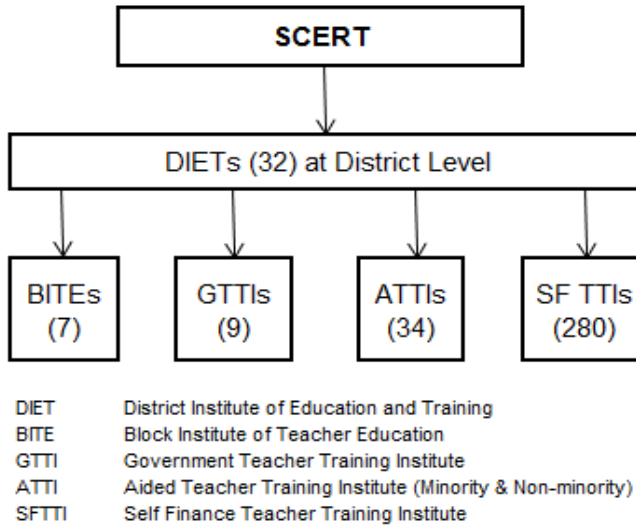
- To develop curriculum, syllabus, textbooks, supplementary materials
- To organize pre-service and in-service training of teachers
- To develop and disseminate innovative educational techniques and practices

- To develop educational kits, multimedia digital materials and other related literature
- To evolve, implement and assess systems and approaches for quality improvement in school education and to sustain the interventions with remedial follow-up
- To aid, promote and coordinate researches related to school education
- to publish newsletters, journals etc pertaining to professional development of teachers
- To collaborate and network with related Directorates and Departments, Universities, NGOs, other Educational and Research Institutions/Agencies for implementing academic and other extension services

8.4 Organizational Set-up

8.4.1 Institutions

The chart given clearly explains the hierarchy of Institutions at different level.



8.4.2 Restructuring of SCERT and other institutions

Based on guidelines of the Ministry of Human Resources Development, Government of India, the State Council of Educational Research and Training and other institutions have been restructured and re-organized in order to strengthen these institutions and maximize delivery of services.

8.4.2.1 SCERT:

The new structure will have following five divisions:

Division of Curriculum Studies:

The division is entrusted with development of curriculum syllabus, text books and additional textual materials like student handbooks and teacher handbooks for curricular, vocational and arts and works experience subjects.

Division of Educational Research, Survey and Assessment:

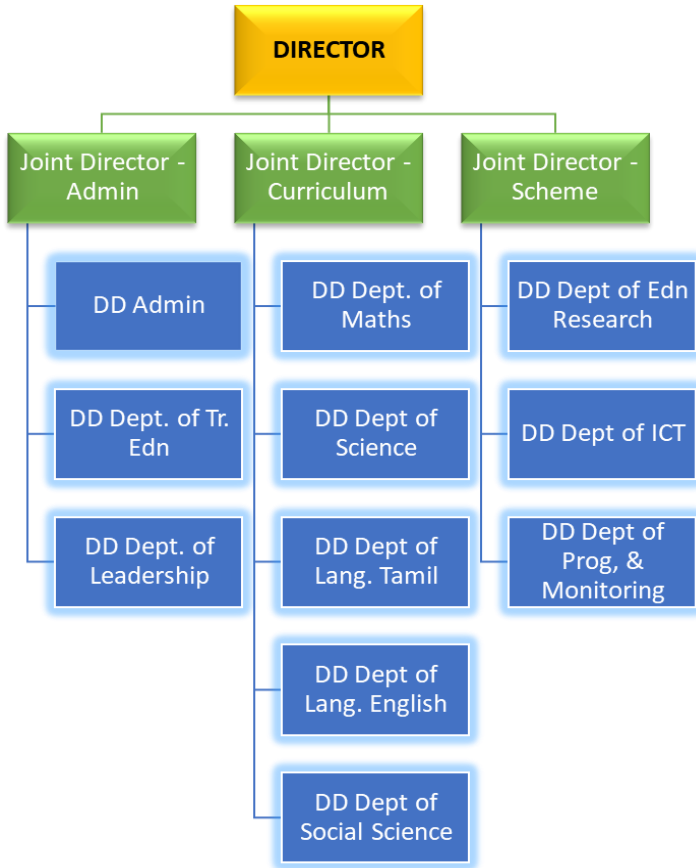
This division will conduct periodic assessment of student learning including State Level Assessment Survey(SLAS) and National Assessment Survey(NAS) and designing post NAS interventions and training of teachers. Besides, it will conduct qualitative Researches to study factors influencing the performance of children and use the findings in designing need-specific teacher training programmes.

Division of Teacher Education, Leadership and Management:

It shall focus on studying emerging trends in teacher preparation. It will work in close association with organizations like NUEPA, Azim Premji Foundation, TISS, Mumbai etc. in sharpening

leadership skills of DIET Principals, Head Teachers and District Level Educational Leaders.

Restructured SCERT



Deputy Directors are assisted by 16 Senior Lecturers, 24 Lecturers and 1 Librarian

Division of ICT:

This division shall build capacity for continuous preparation of text related digital content, curation, dissemination and sharing through DIKSHA Portal.

Division of Programme and Monitoring:

It shall monitor all training programmes by visiting and directing DIET faculty and District Level Monitoring team to visit schools and give feedback on training needs and remedial interventions to address the District specific requirements of teachers.

Roles and Functions:

- Acts as a State level apex academic body for formulating norms, policies and programmes.
- Develops curriculum, syllabus and textbooks taking into account the sweeping changes happening across the world in all walks of life
- Empower teachers to adopt learning outcomes to shift the teacher-centred pedagogy to

learner-centred instructional processes in compliance with RTE Act, 2009

- Plans, designs and develops need-specific training programmes at all levels from the State to the Block and from primary to higher secondary schools
- Develops appropriate digital content to help teachers clarify difficult concepts
- Analyses the findings of National Achievement Survey (NAS) / State Level Achievement Survey (SLAS) to diagnose the gaps in understanding that hamper students from performing well and design appropriate remedial measures
- Works to enhance and achieve improved learning outcomes at the primary and upper primary levels in consonance with the norms fixed by the National Council Educational Research and Training (NCERT)
- Engages in identifying innovative practices of teachers, documenting and disseminating

them through TNSCERT website for replications

- Facilitates the provision of on-site professional support to teachers through regular school visits by the academic faculty members of DIETs
- Engages in capacity building of the identified resource personnel in the modified digitized content and methodologies using e-learning platform and SMART boards
- Provides research and academic support to organization like Non-Formal and Adult Education.
- Assesses and evaluates the functioning of District Institutes of Education and Training (DIET), Block Institutes of Teacher Education (BITEs), through periodical reviews
- Provides recommendations for improving the fundamental efficiency of DIETs, BITEs, Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs)

- Provides the required infrastructure at the levels of the SCERT, DIETs and BITEs for transforming the pedagogies of various subjects using digital platforms
- Facilitates and promotes the development of professional skills of Teacher Educators
- Selects candidates for admission to Diploma in Elementary Teacher Education (D.El.Ed.) course through Single Window System
- Develops and revises Teacher Education Curriculum for D.El.Ed. periodically
- Provides opportunities to make optimum use of EDUSAT to reach out to students even in remote locations
- Organizes training programmes for improving the efficiency of Anganwadi workers
- Organizes training programmes to educational administrators through SIEMAT
- Works to achieve Vision Tamil Nadu 2023 and reposition the secondary and higher secondary levels of education with appropriate grounding

in career guidance and counseling for academic pursuits

- Organizes evaluation programmes in the field of teacher education and school education.
- Organizes exposure visits to Institutes of Excellence throughout the country for the faculty members of SCERT and DIETs
- Works in partnership with National and International organizations viz. NCERT, NUEPA, Regional Institute of English, South India(RIESI), Bengaluru, Regional Institute of Education(RIE), Mysuru, Centre for Cultural and Educational Research and Training (CCERT), UNICEF, TANSACS and various Government organizations and Non-Governmental Organizations to mobilise the required support to address quality issues in education

8.4.2.2 Reclassification of DIETs

In view of growing demand for in-service training of teachers due to change in curriculum and otherwise, it has been decided to utilize facilities of

20 DIETs exclusively for inservice training and remaining 12 DIETs would continue to impart pre-service and in-service training to teachers. Ministry of Human Resources Development has also issued guidelines in this regard. Accordingly, DIETs have been notified on that pattern.

8.5 Research Cell – Activities in 2017-18

8.5.1 Research Projects

SCERT, in coordination with Alagappa University, Bharathiar University and Tamil Nadu Teachers Education University, organized two workshops to scrutinize and review the research proposals. The interactive sessions enhanced the understanding of the DIET faculty in research methodology and the ability to interpret research findings to enhance the quality of teaching learning processes. In all, 64 DIET faculty members got benefitted from these training programmes. The 32 research proposals submitted by the DIET faculty were refined and finalized during these workshops. These research projects are nearing completion in DIETs. Thrust areas of research projects are:

- Case studies of best practices in schools
- Impact of 'Continuous and Comprehensive Evaluation'
- Educational issues related to underprivileged children
- Problems of learners in middle and high schools
- Reasons for academic backwardness of students and strategies to address the issues
- Problems of primary school children in reading, writing and speaking
- Problems in learning Mathematics
- Diagnosis of learning disabilities and interventions

8.5.2 District Level Action Researches

SCERT has organized a series of zonal research workshops and approved 308 action research proposals. These action researches are done in collaboration with school teachers. The findings of the research projects and action researches are being consolidated in a research compendium and will be disseminated through

District and State level conferences benefiting all stakeholders of school education.

8.6 Quality Pre-service Training

The State Council of Educational Research and Training takes a number of initiatives to enhance the teaching skills of student-teachers. Pre-service Training is being given in such a way that student-teachers get innovative practices and approaches in teaching-learning processes. The laboratories are being utilized completely in order to motivate the student-teachers to teach Science, Mathematics and English effectively. The Teacher Education Institutions provide Computer Literacy Training to student-teachers to encourage them to use computers in their activities. Teacher Education Institutions provide yoga training to develop the physical and mental health of student-teachers. The campuses of the institutions are being maintained clean and green and the student teachers are given opportunities to practice cleanliness.

8.6.1 Institutes offering Diploma in Elementary Education

In all, there are 362 Teacher Education Institutes offering Diploma in Elementary Education for 4,807 students studying in the First Year and 6,905 students studying in the Second Year.

Institutes and Students - 2017-18

Sl. No	Category of the Institutes	No.of Institutes	I year	II year
1	District Institute of Education and Training	32	1047	1434
2	Block Institute of Teacher Education	7	66	79
3	Government Teacher Training Institute	9	113	165
4	Aided Teacher Training Institutes	34	264	328
5	Self-financing Teacher Training Institutes	280	3317	4899
	Total	362	4807	6905

8.7 TET Coaching in DIETs

To enhance the confidence of student-teachers in facing Teacher Eligibility Tests, each DIET is involved in coaching D.El.Ed. students in TET preparation. All the second-year students are

undergoing coaching for the Teacher Eligibility Test through these institutions with the support of local experts. Mock tests are conducted during the practice sessions. This has benefitted 1,700 students in the year 2017-18.

8.8 Revision of Curriculum and Syllabus

In compliance with G.O. (Ms) No. 146, School Education Department, dated 30.06.2017, a Curriculum Development Committee was constituted under the Chairmanship of Dr.M.Anandakrishnan, former Vice-Chancellor of Anna University, Chennai. Sub-Committees were also constituted for the curriculum development in Mathematics, Science, Arts and Humanities.

A seminar on 'Developing the New Curriculum' was held on 20.07.2017 at Kalaivanar Arangam, Chennai. In this seminar, practicing teachers, educationists, thinkers, international educational experts, and administrators took part to deliberate upon the course of changes that are to be brought in. More than two thousand invitees participated. The distinguished speakers shared their views and

suggestions for evolving and revising the curriculum for school education.

Draft curriculum and syllabus were evolved and hosted on the SCERT website. The draft syllabus was viewed by 20 lakh stakeholders across the world and 2 lakh persons downloaded the whole syllabus document for the purpose of evaluation. SCERT received 7000 valid suggestive comments, which were further scrutinized by subject experts and the syllabus was finalized.

8.9 Textbook Development in Consonance with New Syllabus

SCERT has inducted new team members from Universities, Colleges and Schools and commenced textbook development task. The first phase of textbook development is now over. As many as 174 titles of the textbooks for standards 1, 6, 9 and 11, including minority languages have now been developed and printed. As a part of innovative exercise in material development, SCERT has been developing Teacher Handbooks to help teachers transact the content of the new textbooks. Student

workbooks are also being developed to enable children to develop critical thinking skills. Systemic integration of QR code linked to audio-visuals with the new textbooks is likely to enhance the conceptual learning. It has been decided to complete development of textbooks for all standards by the end of 2018-19 academic year.

8.10 Programmes and Activities - 2017-18

8.10.1 Role of DIETs in Offering In-Service Training

The capacity building of teachers is a continuous process. In-Service training plays a crucial role in sharpening the skills of teachers in transacting the content of the textbooks effectively in classes. The DIETs are in an advantageous position to visit classrooms, interact with teachers and map the gaps in learning outcomes so as to devise and develop training manuals for heralding qualitative changes in learning styles of children. The DIETs conduct action researches to try out innovative approaches to address academic issues in classrooms. This collaboration research enhances the

professionalism of teachers to become critical thinkers and practitioners of innovative processes. The DIETs assist the SCERT in organizing holistic teacher development initiatives including scouting of innovations and video documentation of the best practices of teachers. To avoid transactional loss of the training content in the classroom processes by the teachers after the training, separate trainer and trainee manuals have been prepared and distributed during the training in the year 2017-18.

8.10.1.1 In-Service Training – Primary level

Training sessions have been conducted for strengthening of LSRW (Listening, Speaking, Reading and Writing) skills in Tamil and English. Training programmes in Science and Maths have also been organized to help teachers in conceptualization of scientific concepts through utilization of local environmental resources and using kits. The teachers are also being trained in “Integrating Multimedia usage in classroom”. In all, as many as 1,14,000 primary teachers have got benefitted in various subject-related training programmes and general

programmes such as School Sanitation and Child Psychology.

8.10.1.2 In-Service Training - Upper Primary Level

Five training programmes viz. Teaching Prose, Poetry and Grammar (two days), Functional Grammar and Classroom communication (two days), Building Maths Aptitude and Kit Usage, Utilization of Science Kit and Local Environmental Resources (three days), and Understanding Historical Monuments and Natural Resources through Atlas and Mapping (two days) were conducted. In all, 70,000 teachers have got benefitted. Besides, SCERT, in collaboration with the NUEPA, organized School Leadership Development Programme for 6,950 Middle School Head Teachers.

8.10.1.3 Graduate Teachers Training

SCERT, in collaboration with RMSA, organised capacity building training for Graduate Teachers in the subjects namely Tamil, English, Mathematics, Science and Social Science. The focus of the training was on clarification of concepts, preparation of

students for the Board Examination and pedagogy appropriate to both gifted and slow learners. In addition to the core subjects, a 5-day training was also organised for teachers on the integration of technology with classroom processes and psychological counseling to high school teachers to guide adolescent students. In all, 37,630 Graduate Teachers got benefitted from this training.

8.10.1.4 Post Graduate Teachers Training

SCERT organized in-service training programmes to Post Graduate (PG) Teachers to enhance their classroom transactional and pedagogical skills. In this connection, 'Material Development Workshop' was held at Namakkal from 25th to 28th April, 2017. During the workshop, 15 PG Teachers for each subject brainstormed and deliberated on the content to be transacted during the training. As the first activity, the subject teams identified themes, sub-themes and key concepts for each subject. The teams identified the concepts of standards 11 and 12 which have linkage with the concepts of standards 6 to 10. The syllabi of the

NCERT and the State Board were compared and the missing concepts between the two syllabi were identified. This activity was carried out for all the 10 subjects viz., Physics, Mathematics, Chemistry, Bio-Botany, Bio-Zoology, History, Economics, Accountancy and Commerce, English and Tamil.

The State Level Material Development Workshop was held at Krishnagiri from 10th to 12th May, 2017 for the subjects namely English, Economics, Accountancy, Commerce, Mathematics, Physics, Chemistry, Bio-Botany and Bio-Zoology. The second phase of the State Level Key Resource Persons' Training was held at SIEMAT, SCERT from 18th to 20th May, 2017 for Tamil and History.

The final 'Material Enrichment Workshop' was held on 1st and 2nd June, 2017 at the SCERT. The materials developed in the earlier workshops were perused by the practicing PG teachers and the best materials were selected and enriched. The Training for Mentors and PG Teachers for Science subjects was organized in all the Districts for three days and for Arts Subject for two days. The District-wise

subject-wise experts were identified for all subjects. The District-level PG Teachers Training was held in the month of October-November, 2017 benefitting 16,161 PG teachers.

8.10.1.5 My English – an Online Capacity Building Course for Teachers

SCERT and British Council have entered into an agreement to offer an online course to teachers who register their professional needs online. It will be an online course for six weeks through interactive online sessions, chat forums etc. The course has immense scope to develop the LSRW skills of teachers. The training proposes to enhance the capacity of teachers integrating technology with classroom processes. As it has the potential to develop 21st century skills of digital literacy communication, many teachers have evinced keen interest in undergoing this course.

8.11 Capacity Building of Faculty and Administrators

8.11.1 ICT Training

SCERT coordinated with SASTRA University and organized a six-day residential ICT training to DIET faculty members in seven batches. A total of 280 faculty members were trained in ICT.

8.11.2 Induction Training to Newly-recruited DIET Faculty Members

SCERT organized a five-day induction training to the newly appointed DIET faculty. The new incumbents were trained in the emerging roles of DIETs and the supportive roles they need to play for the professional development of teachers, BRC and CRC structures. In all, 111 new faculty members got benefited from this training.

8.11.3 Administrative and Capacity Building Training to DIET Principals

SCERT organized a three-day administrative and capacity building training to the DIET Principals. The programme focused on the process of curriculum development, RTI Act, file management, legal issues,

establishment rules, disciplinary proceedings, accounts keeping, planning for holistic development of the organization, training management and convergence with the other departments and stakeholders of education. In all, 64 DIET Principals and Senior Lecturers benefited through this training.

8.11.4 Capacity Building training to DIET Faculty Members

SCERT organized a three-day Capacity Building Training to the DIET faculty members. The training was conducted in 4 spells. The programme focused on the process of curriculum development, RTI Act, file management, legal issues, establishment rules, disciplinary proceedings, accounts keeping, planning for holistic development of the organization, training management and convergence with the other departments and stakeholders of education. In all, 377 DIET faculty members got their expertise updated.

8.11.5 Induction Training to Newly Recruited District Educational Officers

SCERT organized a two-day induction training to the newly recruited DEOs. The district officials were trained in various aspects of establishment rules, RTI Act, file management, disciplinary proceedings, administrative issues and academic inspections. This programme benefitted 10 newly appointed District Educational Officers.

8.11.6 Training of Assistant Elementary Educational Officers

SCERT offered three-day administrative training to Assistant Elementary Educational Officers (AEEOs) in two spells with the resource support of academic experts from National University of Educational Planning and Administration (NUEPA), New Delhi. The training focused on giving an insightful understanding of School Management, School Development Plans, School leadership, academic supervisions, RTI, establishment rules, disciplinary proceedings and file management. The

training benefitted 398 AEEOs and 397 Additional Assistant Elementary Educational Officers.

8.12 Digital Initiatives

8.12.1 Educational Satellite

SCERT has provided EDUSAT video conferencing facilities at 58 locations throughout the State at a cost of Rs.2.54 crore with the transmission hub located at SSA premises. The EDUSAT facility is being utilized for popularising flagship programmes of the Education Department. Disaster Management Experts, Child Psychologists and Subject Experts have been able to interact with both teachers and student-teachers. Career Guidance programme for students/ teachers are also conducted through EDUSAT.

8.12.2 Virtual Classrooms

The Government of Tamil Nadu has introduced 'Integrated Learning Scheme through Internet' in high and higher secondary schools in the academic year 2016-17. Under this scheme, 770 Government high and higher secondary schools and 11 DIETs

have been provided the facility of virtual classrooms. The use of virtual classrooms has revolutionized the learning of students. In 2017-18, 192 teaching sessions were organised through Smart Virtual Classrooms in Tamil Nadu. The students studying in standards 6 to 12 have gained concrete understanding of concepts in core subjects by interacting with subject experts and experienced teachers.

8.12.3 Digitization of Textbooks (e-Pub)

SCERT with the technical support from the NCERT has started the process of digitizing the conventional textbooks into latest digitized e-books. The textbooks have been converted to the e-PUB 3.0 format. Supported by a specially designed e-PUB reader, the text can be selected, the page zoomed, portions highlighted or bookmarked and the screen, font and colour changed to cater to the needs of all children including children with special needs. These dynamic books can also be incorporated with multimedia contents whenever needed. At present, standard 10 books have been converted into

e-Pub version. It was inaugurated by the Hon'ble Chief Minister on 01.04.2017. At present, books on five subjects of 10th standard have been converted into e-books and are made available to students through specially designed android application named TN e-Book Reader. This App is the window to access 10th standard textbooks of both English and Tamil versions. It is also planned to convert textbooks of all standards in e-PUB version and disseminate the same for easy access.

8.12.4 DAISY (Digital Accessible Information System)

SCERT has been entrusted with the responsibility of creating audio files to be embedded in digital textual content. This innovative initiative is poised to help the children with special needs, especially the visually challenged students. As a first step, Daisy software has already been loaded on to the digital content of all the 5 subjects of standard 10 textbooks. This facility will be up-scaled and incorporated to all the other e-books in a phased manner.

8.12.5 Learning Management System

The Government has proposed to implement Learning Management System (LMS). The system will cover all the subjects from standards 1 to 12. Videos, Web-based Tests and Mobile Apps will be developed to facilitate learning beyond the class rooms. LMS is a software application to transact lessons, monitor learning and document the learning outcomes of the Government school children. It will help teachers to deliver educational content, administer tests and assignments, track students' progress and manage record keeping. The LMS will enable the teachers, students and other stakeholders to access and use 24x7. This virtual learning ecosystem not only renders homogenous learning but also provides a clear focus on the curriculum, its transaction, usage of learning tools and a meaningful assessment for effective academic follow-up. The nature of the content will be of audio-visual media, an interactive media, an additional learning material, worksheet, simulation and reference materials from online resources as well as local resources. This is

being implemented at a cost of Rs. 2 crore benefiting 40 lakh students in the first phase.

8.13 Tamil Nadu Innovative Initiative

8.13.1 Training on English Phonetics and Instructional Strategies

SCERT, in collaboration with Regional Institute of English, South India (RIESI), Bengaluru organized a Five-Day Training on Phonetics from 29.01.2018 to 02.02.2018 at Bengaluru. The objective of the training was to enrich competence of the teachers of primary schools in English phonetics and instructional strategies. The participants were given training on correct pronunciation and articulation of phonemes. Besides focusing on pronunciation, vowels, consonants, and diphthongs, the training focused on word stress, sentence stress and intonation as well. The participants were given training in using minimal pairs. The use of language laboratory for improving the language skills of the participants was practically demonstrated. 3 teachers 1 DIET faculty member and 1 BRTE from each district attended the training. Thus, 161 teachers and teacher educators got

benefited in two spells. The State Planning Commission released a sum of Rs 88.20 lakh. The Master Resource Persons carried forward the training to the teachers at the District level, which benefitted about 7,013 teachers teaching in English medium sections of the Government schools.

8.13.2 Image Recognition Application Technology

Image Recognition Application Technology (IRAT), based on augmented reality, enhances the effectiveness of learning at secondary and higher secondary levels. With the help of Image Recognition Application, students now access content in 3D virtual objects/ 2D animated content / recorded sound and video teaching sessions relevant to the picture of the existing textbooks at anytime and anywhere. Content is seamlessly integrated with the existing textbooks. 141 Science and Maths videos developed by the subject experts have been scrutinized and evaluated by an expert team from Anna University for integration in textbooks. This App has the potential to sustain over the years as every year digital content including theme-specific

3D models of images, specific videos for Science and Maths will be added on to the repertoire of IRAT-compliant devices like mobile phone, Tablets, Laptop and Desktops. This revolutionary App has benefitted 20 lakh students studying in 7,680 Government and Government aided high and higher secondary schools.

8.14. Other Important Activities and Initiatives

8.14.1 Alternative Method of Evaluation through Continuous Comprehensive Evaluation (CCE), Worksheets

In response to the overwhelming support and enthusiasm from teachers and students on the CCE worksheets administrated in all Government and Government aided schools in 2016, SCERT proposes to develop CCE worksheets for all the standards from 1 to 10. These worksheets will help in enhancing conceptual understanding of learners and the questioning skills of teachers. SCERT proposes to develop CCE worksheets for the standards 1, 6 and 9 based on the new textbooks to be implemented in 2018-19. This would benefit 30 lakh children

studying in Government and Government aided schools.

8.14.2 National Achievement Survey (Standards 3, 5 and 8)

SCERT and SSA jointly conducted the National Achievement Survey for the standards 3, 5 and 8 in the sampled Government and Government aided schools on 13th November, 2017 in 31 districts to understand the educational health of the State. In 2017-18, the NAS was conducted for Language, Mathematics and Environmental Studies for standards 3 and 5 and for Language, Mathematics, Science and Social Science for the standard 8 based on learning outcomes developed by NCERT. District report cards were generated which showed the performance of students for each learning outcome. SCERT has undertaken post-NAS interventions in the light of the performance of students in the survey. The teachers at primary and upper primary levels will be oriented on the learning outcomes to transform classroom transactions and adopt multiple ways of assessment of students based on the learning outcomes.

8.14.3 National Achievement Survey – Standard 10 (Phase 2)

The cycle-2 of the NAS for standard 10 was conducted on 5th February, 2018 in 2,560 schools including Government, aided and private schools for 85,459 students across the State. The survey was conducted in all the five curricular subjects. The District report cards were generated which showed the performance of students in each competency. SCERT proposes to organize post-NAS interventions in 2018-19 for the teachers handling the standards 9 and 10 for the benefit of students. The intervention would benefit the teachers in changing the classroom transactions in order to help students understand the concepts of all the curricular areas. These post-NAS Interventions are likely to build the capacity of children to such an extent that they would gain remarkable confidence to face PISA Test in 2021.

8.14.4 Career Guidance Programme

SCERT organized the State Level Orientation Programme on career guidance involving experts in career guidance at SCERT on 20.03.2017. A team of

four personnel from each district participated in the programme. At the district level, Chief Educational Officers and Principals of DIET organised the programme on 6th and 7th April, 2017. The Tamil Nadu Textbook and Educational Services Corporation extended support by printing 3,00,000 career guidance handbooks for standards 10 and 12. The Directorate of Employment and Training collaborated with SCERT in providing career guidance modules separately for standards 10 and 12, brochures displaying all the career options for students and registration-cum-feedback form. All the students, who attended the career guidance, were provided with handbooks for their reference. This programme benefitted 15 lakh students across the State.

8.14.5 Value Integrated Teaching and Learning

SCERT organized Value Integrated Teaching and Learning (VITAL) training for teachers handling standards 6 to 10 in Government and Government aided middle, high and higher secondary schools in the State. As the programme ensures discipline among students, the quality of education of

Government and Government aided schools would improve. About 100 values have been identified and integrated with concepts. This training has benefitted 40,000 teachers working in 10,000 middle schools and 6,700 high and higher secondary schools. This programme has benefited as many as 45 lakh students.

8.14.6 Disaster Management Awareness Activities

SCERT in collaboration with the Disaster Management and Rehabilitation Department of the Revenue Department has developed syllabus, textbooks and training modules. SCERT reviewed the content on Disaster Management incorporated in the social sciences textbooks of standards 7 to 10 by involving experts in the field of Disaster Management such as Director of Disaster Management, faculty members of JRD Tata School of Disaster Studies and Save the Children, an NGO. The suggestions given by the experts have been consolidated for incorporating in the textbooks during the revision of textbooks. Efforts have been taken to incorporate

content of Disaster Management in standards 11 and 12 in subjects such as Tamil, English and Geography textbooks and source book of Diploma in Elementary Teacher Education.

8.14.7 Audio Podcasting of NIOS D.El.Ed. Course Content

SCERT has rendered support to NIOS in translating the lessons for its online D.El.Ed. course. In all 25,000 private school teachers are undergoing this course. To supplement the initiative of SCERT and DIETs, DIET, Salem has converted the content of D.El.Ed. course material into audio files with appropriate explanations. This has been received well by private teachers as the audio podcast is available for anytime download. NIOS has appreciated this transformational initiative.

8.14.8 Online Radio Service

DIET, Uthamacholapuram, Salem District, with the guidance of SCERT, launched the FM Educational Radio for School Education. Besides, it gives a platform to the student community to hone their skills in performing arts such as songs, drama,

conversations etc. This innovation has reached out to 21 blocks of the District, 4,000 teachers and around 60,000 students have an access to the broadcast.



Online Radio Service

8.14.9 Massive Open Online Courses (MOOC)

The DIET, Uthamacholapuram, Salem, under the guidance of SCERT, has planned to launch three online courses for continuous professional development of teachers. The courses will be made available to the practicing teachers on demand and on completion of the course, SCERT will issue the certificates. The course offered is 'Certificate Course in Action Research'.

8.14.10 Training Management Information System – Piloting Underway

DIET, Krishnagiri has taken up initiative to set up a 'Training Management Information System

(TMIS)'. This Training Management Information System has the following features:

- Data collection and maintenance of updated information on teachers
- Integration of training calendar
- Dissemination of information on time to teachers and schools
- Attendance and acquittance online and on time
- Maintaining a repository for resources and documents related to training

In future, it will be implemented all over the State in all the Districts through the DIETs.

8.14.11 Training of Teachers of Self-Financing Schools

In order to facilitate periodical updating of the pedagogy and skill sets of the teachers working in private schools, the State Government has issued an order G.O. (Ms) No. 228, School Education Department, Dated 06.11.2017 directing SCERT and DIETs to provide training to all private school teachers. This training would empower all the teachers handling standards 1 to 12 in all the self-financing private schools in the State.

8.14.12 Training Tamil Teachers from Malaysia

In response to the request of Malaysian Government, SCERT has organised a five-day intensive training to Malaysian Tamil teachers. In future, similar training programmes will be organised for the Tamil teachers through online and offline tailoring the sessions to suit their professional requirements.

8.14.13 Training of Teachers in ICT

Microsoft has entered into an agreement with the State Government to train 500 Government school teachers in Tamil Nadu by June 30, 2018 in collaboration with SCERT in digital literacy. Microsoft would provide the required trainers, ICT curriculum and content for the training free of cost. All the target schools will benefit through the Microsoft premium cloud productivity suite and office 365. The cloud computing technology shall transform the learning landscape of schools in Tamil Nadu.

8.15 SCERT's Participation in Ministry of Human Resources Development Initiatives for Quality Improvement

8.15.1 SSA Shagun

Shagun, a web-portal for Sarva Shiksha Abhiyan captures and showcases innovations and progress in elementary education sector. This portal houses a repository of best practices of teachers well documented in the form of videos, case studies, testimonials and images. SCERT has uploaded videos of teachers involved in doing innovative work in their classrooms. As on 01.12.2017, 1,994 educational videos have been uploaded on to Shagun. The digital content now linked to Shagun portal has already been viewed by 21 lakh persons evidencing extensive use of the digital content produced by SCERT, Tamil Nadu. This portal has an online monitoring module to measure State-level performance against key educational Indicators.

8.15.2 Formation of State/District Level Societies

As per the advice of the MHRD, State Level Society and District Level Societies are being formed in accordance with the Tamil Nadu Societies Registration Act, 1975. The role and functions of State Level Society are primarily to mobilize resources for professional development of teachers and would function as apex society to supervise the district level societies. The role and functions of the district level societies are to mobilize resources for training of teachers in the areas of capacity building, content development in academic, ICT methodology pedagogy, health education, road safety and disaster management and to create infrastructure facilities by raising funds under Corporate Social Responsibility and public private partnership mode.

8.15.3 National Teacher Platform

MHRD has launched National Teacher Platform to enable States to use online courses and sources for self-learning of teachers and classroom use. SCERT has been regularly uploading digital

educational content such as animated videos, dubbed science videos and subject videos developed by DIETs and SCERT faculty in collaboration with practicing teachers. SCERT has already prepared more than 2000 educational videos. As and when new text books hit the schools, production of related digital content would commence and SCERT would share all the upcoming videos content also through National Teacher Platform. SCERT would enable teachers to access online courses to ensure continuous learning and access of resources for classroom use.

DIKSHA, a national digital platform developed by Ministry of Human Resource Development for teachers, offers resources for teaching, learning, and professional development. DIKSHA provides open, modular and scalable technology that State Governments and other organizations can seamlessly integrate with their respective teacher-centric initiatives. Efforts would be made to popularise use of this portal for self learning and teaching in classrooms.

8.16 Budget

SCERT is continuously engaged in preparing teachers for adopting emerging pedagogies, new textbooks and the 21st century skills. The teacher professional development activities would ensure optimum utilization of digital learning platforms and guide student community to become confident in facing challenges in future. An amount of **Rs. 83.83 crore** has been allocated for the financial year 2018-19 for SCERT.

9. TEACHERS RECRUITMENT BOARD

9.1 Introduction

The Teachers Recruitment Board was established in the year 1987 mainly to expedite the process of recruitment of candidates for posts of teachers in Government Schools and certain posts in Government Educational Institutions under the Control of Director of Collegiate Education, Director of Technical Education and Director of Legal Studies. The recruitment of candidates for these posts was being earlier done by the Tamil Nadu Public Service Commission. Till now, 1,59,451 teachers for Schools and Colleges have been recruited. Besides, Teachers Recruitment Board is the State Nodal Agency for the conduct of the Tamil Nadu Teacher Eligibility Test (TNTET). The details of various categories of recruitments undertaken by the Teachers Recruitment Board are regularly uploaded on the official website <http://trb.tn.nic.in> for the benefit of prospective candidates.

9.2 Objectives

The primary aim of Teachers Recruitment Board is to build the systems and procedures for identification of the extrinsic and intrinsic talents of the candidates to suit the requirement of a particular post. In addition, the Board adopts the following state of the art technology to ensure fair selection process:

- Digitization of the entire recruitment process
- Automation of process
- Objective and transparent evaluation of Optical Mark Reader (OMR) sheets

9.3 Measures Initiated to ensure Fail-proof Recruitment Process

In the conduct of examination, stringent measures have been taken to prevent any malpractice. However, It has been felt essential to further review the Standard Operating Procedure for ensuring safe and secure conduct of examination. Some of the sensitive areas have been demarcated and are being brought under strict surveillance and control. These areas include the places where question papers are preserved, examination centres,

transport, storage and scanning of OMR sheets. It is proposed to procure the required equipments including scanning machines as TRB conducts some examination or the other throughout the year. OMR answer sheets will be printed in the Government owned press in future. Barcodes on answer sheets will be assigned only by the staff of Teachers Recruitment Board and the relevant information will be kept under the safe custody of a designated officer. It has also been decided to introduce bio-metric based entrance system even for Teachers Recruitment Board employees to access the area.

9.4 Functioning of Information Centre

A fully equipped Information Centre has been functioning in the Teachers Recruitment Board since 2015. Adequate facilities have been provided to the candidates to submit their representations/objections on any process at the centre.

9.5 Recruitments

During the year 2017-18, 2357 PG Assistants, 195 B.T. Assistants and 59 B.T. Assistants (IEDSS)

have been recruited for the School Education Department. One B.T. Assistant has been recruited for the Social Defence Department from the available TNTET Paper-II qualified candidates.

9.6 Achievements during the period from 2011-12 to 2017-18

During the period, Teachers Recruitment Board has completed the task of recruiting 45,832 teachers under several categories as follows:

- School Education Department – 43,044
- Backward Classes, Most Backward Classes and Minorities Welfare Department, Adi Dravidar and Tribal Welfare Department, Corporation Schools and Social Defence Department – 1,260
- Higher Education Department - 1,528

9.7 Annual Recruitment Planner

Teachers Recruitment Board conducts various written competitive examinations for different categories of recruitment. The annual recruitment planner is regularly published for the benefit of

candidates so that they can be fully prepared well in advance for facing these examinations.

9.8 Budget

As the recruiting agency of the Government, the Teachers Recruitment Board plays a vital role in selection of suitable candidates in free and fair manner. A budget provision of **Rs 4.06 crore** has been made to this Board for the year 2018-19.

10. TAMILNADU TEXTBOOK AND EDUCATIONAL SERVICES CORPORATION

10.1 Introduction

A “Bureau of Tamil Publications” was established in the year 1961 with the objective of translating books in other languages to Tamil and publishing the same. “Tamil Nadu Textbook Society” comprising Bureau of Tamil Publications was constituted in the year 1970 and in the year 1993, the name was changed as “Tamil Nadu Textbook Corporation”. The mandate of Tamil Nadu Textbook Society includes printing, publishing, selling and supplying of books on Literature, Science, Technology and other streams. With effect from 06.09.2013, its name was changed as “Tamilnadu Textbook and Educational Services Corporation”, so as to enable to procure and supply cost free educational kits to students studying in Government and Government aided schools.

10.2 Objective

Tamil Nadu Textbook and Educational Services Corporation has been printing and distributing

approved text books for standards from 1 to 12, procuring cost free educational kits, republishing rare and old Tamil books and also focusing on creation of Tamil literary resources. Further, the Corporation has been taking all the steps to print and publish the books on Engineering, Medicine, Agriculture, Law and Veterinary Science in Tamil in book form as well as in electronic version (e-book) and also to print special guides useful to students in standard 12 to compete for various competitive examinations.

10.3 Infrastructure

The Corporation has been housed in its own 10 storied building, EVK Sampath Maligai in DPI campus. The Corporation has not only been supplying free textbooks to all the students studying in Government and Government aided schools throughout the State but also selling textbooks (sale copies) throughout the State. To facilitate the network of distribution, it has established 6 own regional godowns and hired 16 godowns on rent.

10.4. Printing

By duly following the Tamil Nadu Transparency in Tenders Act, 1998 and the Rules 2000, for the years 2016-18, 96 printers have been selected and MOUs have been executed with them to print and supply textbooks on rate contract basis for a period of two years. These printers have been printing about 10 crore textbooks on academic pattern, trimester pattern and ABL cards and other Departmental textbooks.

10.4.1 Distribution of Free Textbooks to Government and Government Aided Schools

To ensure timely delivery of free textbooks to students studying in Government and Government aided schools, the textbooks are sent directly from the printers to 67 District Educational Offices and 32 District Elementary Educational Offices. During 2017-18 academic year, 5.25 crore free textbooks have been delivered at the cost of Rs.198.63 crore. For the first time, in the academic year 2017-18,

cost free text books and educational kits have been delivered at the schools by incurring additional cost of Rs.11.36 crore towards transportation charges.

10.4.2 Textbooks for Sale to Self Financing Schools

The Corporation has been supplying textbooks in bulk to Self financing schools on payment online. The schools are availing the additional facility of getting textbooks at their doorsteps through India Post. Textbooks are also sold at two counters i.e. one at Head Office and another at Anna Centenary Library, Kotturpuram. In the year 2017-18, 2.28 crore books at the cost of Rs.171.46 crore were sold to self financing schools.

10.4.3 Printing and Supplying of Guide Books to other departments

The Corporation has been printing and supplying guides to the following departments on demand.

Name of Department/ Directorate	Total number of Guides Supplied	Total value Rs.
Adidravidar and Tribal Welfare (10 and 12 Std students)	3.30 Lakh	77.92 Lakh
Backward Classes (10 and 12 Std students)	95,050	22.74 Lakhs
Most Backward Classes (10 and 12 Std Students)	1.16 Lakh	27.84 Lakh
Minority Welfare	889	23,074

Besides, 1.25 crore number of copies with a value of Rs. 8.24 crore have been supplied to other agencies and departments in the year 2017-18.

10.4.4. Supply of Tamil Textbooks to the schools affiliated to the Central Board of Secondary Education

Tamil textbooks in single volume (Annual Textbook) have been printed and supplied for the students studying Tamil as second language in the schools affiliated to Central Board of Secondary Education in Tamil Nadu and also for other State Boards in Tamil Nadu. For the academic year 2017-18, 7.5 lakh books have been sold to

760 schools and a sum of Rs.5.75 crore has been realized.

10.5 e-books

The textbooks published by the Corporation can be viewed at the website of the Corporation (www.textbooks_online.tn.nic.in). Hence, students can easily access the textbooks and download them free of cost.

10.6 Cost Free Kits

Since 2014-15, the Corporation has been procuring school bag, footwear, crayons, wooden colour pencils, geometry boxes, woollen sweater and atlas for distribution as cost free educational kits to the students studying in Government and Government aided schools. As per the announcement made by the then Hon'ble Chief Minister on the floor of Assembly, in addition to the above mentioned cost free educational kits, raincoats, socks, ankle boots are also being issued to students studying in Government and Government aided schools in hilly areas, from 2017-18 onwards.

10.7 Digitalization of rare and old higher education books

Considering the importance of rare and old higher education books, steps have been taken to search and print these old books to make available in open market for the benefit of seekers of these kind of books. Steps have been initiated to digitalize and upload these books on the website also.

Out of 1000 books published by the Corporation, 875 books have been digitalized in the year 2017-18 through Tamil Virtual University and uploaded on the website www.tnschools.gov.in. It has also been decided to print 100 copies on POD (Print On Demand) basis and accordingly, orders have been issued to print 595 books. Of these, 341 books have been printed and kept in stock. 190 such books were exhibited in the Book Fair Exhibition, conducted in January, 2018 and requirements have been obtained from professors, students, researchers and readers for printed copies.

10.8 Translation of Textbooks into Tamil

The Corporation has taken steps to translate the Higher Education Books in Medical, Law, Engineering, Arts, Science, Homeopathy, Sidha Medicine, Fisheries, Physical Education, Veterinary Science and Agriculture from English to Tamil. Action has also been initiated to translate 69 Textbooks relating to Agriculture on the basis of request received from Agricultural University. Six volumes of competitive examination books have been translated into Tamil through Pearson & Co. Oxford and Penguin Companies have been approached to enter into an agreement for translation of literature oriented books. Since Penguin Company consented to translate six English books published by it into Tamil, translation work has been going on. Thus, works are going on for translation of Modern Science Technology books into Tamil at the cost of Rs.5 crore from the funds of Tamil Nadu Textbook and Educational Services Corporation.

10.9 Other Important Initiatives with funding from the Corporation

- A Toll Free Helpline has been established for providing guidance and information regarding education, employment opportunities, clarifications, and suggestions to students, parents and teachers. at the cost of Rs.1.98 crore
- 412 coaching centres for competitive examinations at the rate of one centre per block have been established all over the State to prepare students studying in Government and Government aided schools. These centres use VSAT facility for conducting interactive sessions. All the students shall be provided content for studying online as well as in hard copies. A sum of Rs.19.78 crore has been permitted by the Government out of the Corporation fund to meet the expenditure in this regard

- Rs.5 crore has been released from the funds of the Corporation to the Director of Public Libraries to buy new books for the public libraries
- Rs.4 crore has been released to the Director of School Education from the funds of the Corporation to conduct cultural festival for the students studying in the Government and Government aided schools at block, educational district and State level
- Rs.3,20,000 has been released to the Director of Elementary Education from the funds of the Corporation for conducting Educational Loan Camps (at the rate of Rs.10,000/- per District)
- Steps are being taken for supplying Tamil Medium books for the students residing in foreign countries. During the Academic year 2017-18, this Corporation has supplied 7,624 copies of textbooks to the students studying in Tamil language in other states and foreign countries

- Sanction has been accorded to the Corporation for procurement of computers and accessories for establishment of Hi-tech labs under ICT scheme, in 3090 Government high schools and 2939 Government higher secondary schools at a total cost of Rs.462.60 crore
- As per the announcement made by the Hon'ble Chief Minister of Tamil Nadu, sanction has been accorded to Tamil Nadu Textbook and Educational Services Corporation to procure smart boards and other accessories through tender process, for establishment of Smart class rooms in 3000 Government primary and middle schools in rural areas to facilitate easy learning of subjects at a total cost of Rs.60 crore at the rate of Rs.2 lakhs per school
- The process of procurement and supply of cupboards and incinerators to 3,334 schools at a cost of Rs.11.88 crore from the funds of the Corporation has been initiated

- Creation of content and facilities for guiding students for preparation of various examinations would be created at a cost of Rs.2.93 crore by utilising the funds of the Corporation for the benefit of 3.75 lakh students studying in 7,219 middle schools located in rural areas
- Steps are being taken to procure 369 computers and 123 scanners for supply to 123 public libraries at a cost of Rs.1.84 crore from the funds of the Corporation
- It has been decided to release Rs.1.62 crore to the Director, SCERT from the funds of Corporation for creation of Learning Management System
- One lakh Tamil books will be obtained through public donation and sent to the Yazhpanam Public Library and Malaya University by the Corporation

10.10 Conclusion

From the inception, this Corporation has been doing work relating to printing and supplying of textbooks. Now, the Corporation has also been doing works relating to procurement of educational kits, publication of books for Higher education, re-publication of very important books and uploading them on website. The Corporation has been sincerely rendering quality services by ensuring timely distribution of quality materials at schools in an appreciable manner.

**K.A. SENGOTTAIYAN,
Minister for School Education.**