POLICY NOTE 2017-2018
CONTENTS

SCHOOL EDUCATION DEPARTMENT
1.   POLICY

A conscious search for the word 'Education' in literary, cultural, philosophical and historic perspective in Tamil Nadu will instantly throw up a galaxy of references in a multitude of works by eminent poets and laureates. In this context, the evolution of education in Tamil Nadu from ancient times is worthy of a mention. The importance accorded to the pivotal role played by education by the Tamil society over the ages, can never be over-emphasized. The ancient literature and classic works in Tamil literature are replete with references on education and archaeological evidence also adds credence to this.

The Tamil poets held on to a foresighted vision that progress of any society could happen only with education as the driving engine. Even during the Sangam period, about 2000 years ago, education was given a high esteem and educated people were respected and celebrated on a pedestal. Education

was institutionalized and learning was patronized by various dynasties of Tamil Kings. Edicts were issued by the Kings to broad base education.

"உற்றுழி உதவியும் உறுபொருள் கொடுத்தும்
பிற்றை நிலை முனியாது கற்றல் நன்றே"

<div align="right">

(புறநானூறு-183)

</div>

> *"It is good to learn from a teacher,*
> *Helping him during troubles,*
> *Giving him substantial wealth and honouring*
> *him without malice"*
>
> <div align="right">*(Purananuru- 183)*</div>

The celebrated literature of Sangam era Purananuru presents the voice of *Aariyappadai Kadantha Neduncheliyan* who speaks as to how important is to learn and be knowledgeable, shows the greatest respect and importance attached to education during that time.

The saint poet and philosopher Thiruvalluvar speaks on Education as

கேடில் விழுச்செல்வம் கல்வி ஒருவற்கு
மாடல்ல மற்றை யவை.

<div align="right">

(திருக்குறள்-400)

</div>

Learning is excellence of wealth that none destroy;
To man nought else affords reality of joy.

(Thirukkural – 400)

Ancient Tamils society, as could be seen, were the first to realize that a society can be made stable, secure, progressive, productive and civilized only with the support of an educational structure.

The advent of British colonization in India brought with it the Western System of education. The process of education was structured and formalized with a certification system. Schools were graded and the qualifications for teachers were codified. Curriculums were conceived to teach Science and Mathematics in vernacular languages. The task of the British in establishing educational infrastructure in Tamil Nadu was relatively easy and progressive, as the society was favourably disposed towards education.

The attainment of Indian independence warranted a need to re-engineer the education system. While the Indian society in various parts of

the country was waking up to the significance of a vibrant educational system that could form the basis for progress, the State of Tamil Nadu had already taken a lead. The pioneering efforts of educational visionaries in Tamil Nadu laid the foundation for a rapid progress by means of expanding its reach, access and affordability. The conscious endeavors taken by great leaders of Tamil Nadu to bring education to the doorstep of every section of the society, have yielded rich dividends.

The knowledge and information era 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 was realized by all concerned. The policy makers fathomed the need to infuse new concepts in dissemination of education, commensurate with the emerging trends.

The educationists and other stake-holders 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 became a matter of top priority of the policy makers.

Thrust on bringing the girl children into the mainstream of education has led to women empowerment. All forms of social oppression based on caste, creed, gender and social status were gradually dismantled by emancipation through education.

Amelioration of economic disparities across the society was also made possible through education. Education liberated people from the historical fetters and the imposed disadvantages on certain sections of the society.

Rapid strides on the frontiers of Science and Technology have opened up many great avenues for the student community to spread their wings and prove their mettle. In this context, it became imperative to tune and orient the educational system to synchronize 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.

The last five years have been a witness to a massive growth in terms of expansion of educational infrastructure and other facets. Now that the access and affordability towards education has been accomplished, the focus has 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. As an extension of educational service, counseling and guidance centres to pursue higher education are being established to help students orient themselves according to their innate and acquired skills.

The landmark policy initiatives in the past several decades in Tamil Nadu have received great acclaim not only in the national level but also in the international arena. Every stakeholder of education

has been consulted for bringing out this policy frame work. Constructive suggestions, feedbacks are always a matter of enrichment for these initiatives taken by Government.

The basis of 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.Jayalalitha who documented the "Tamil Nadu Vision 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 2017 - 2018 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 2017-2018 in Demand No.43 is Rs.26,932.31 crores.

	Budget Estimate 2017-2018					
						(Rupees in Lakhs)
	Head of Account	State Expenditure	Exter-nally Aided Project	Central Sector Schemes	Schemes shared between State and Centre	Total
Revenue Section						
2051	Public Service Commission	341.41				341.41
2059	Public Works	3735				3735
2202	General Education					
	1 Elementary Education	1359534.33				1359534.33
	2 Secondary Education	1256148.92	0.01	38.08	5047.98	1261234.99
	4 Adult Education	176.74			2733.8	2910.54
	5 Language Development	1447.32		2.52		1449.84
	Total - General Education	**2617307.31**	**0.01**	**40.6**	**7781.78**	**2625129.7**
2204	Sports and Youth Services	175.35			498.52	673.87
2205	Art and Culture	8891.37			0.01	8891.38
2225	Welfare of SC & ST and Other Backward Classes	18075.03				18075.03
2235	Social Security and Welfare	244.71				244.71
2251	Secretariat-Social Services	615.8				615.8
	Revenue Section Total	**2649385.98**	**0.01**	**40.6**	**8280.31**	**2657706.9**
Capital Section						
4202	Capital Outlay	35270.09		0.01	0.01	35270.11
	Capital Section Total					**35270.11**

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						**2692977.03**
ADD – Recoveries						
	Under Revenue Section					252.17
	Under Capital Section					2.09
Recoveries Total						**254.26**
Grand Total for Demand No. 43						**2693231.29**

Tamil Nadu Innovation Initiatives (TANII)
Under State Innovation Fund

S.No	Name of the schemes	Amount (Rs.in lakhs)
1.	Development of CCE Worksheets / Modules to improve reading, writing and comprehension skills in School Education	48.06

III. POLICIES AND SCHEMES

1. WELFARE SCHEMES

1. Introduction

With a noble intention of imparting free and compulsory education to all children in Tamil Nadu and to encourage them to complete their schooling with ease this Government is implementing following flagship schemes for the students in Government and Government aided schools.

1.1. Laptop

Students studying standard XII in Government and Government Aided Schools are provided with cost free Laptops since 2011–12.

An amount of Rs.758 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

1.2. Special Cash Incentive

The Special Cash Incentive Scheme was introduced to reduce drop-out at secondary stage in the year 2011-12 in Government / Government Aided schools. An amount of Rs.1,500/- each for standards X and XI and Rs. 2,000/- for standard XII is deposited in Tamil Nadu Power Finance Corporation and handed over to students on completion of Higher Secondary Education.

A sum of Rs. 314 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

1.3. Four Sets of Uniforms

Four set of uniforms are provided to students who are availing nutritious noon meals from standards I to VIII in Government / Government Aided schools.

A sum of Rs.409 crore has been allocated for the continuance of the scheme during the academic year 2017 –18

1.4. Woollen Sweaters

Woollen sweaters are provided to students studying standard I to VIII in hilly areas from 2013-14.

An amount of Rs.3 crore has been allocated for the academic year 2017-18

1.5. Text Books

Textbooks are being provided to the students studying in standards I to XII in Government / Government Aided schools. After the introduction of CCE and Trimester in the year 2012-2013, textbooks have been distributed for Term I, Term II, Term III for students in standards 1 to IX. Books for the entire course period were distributed for students in standards, X, XI, and XII. The books are being distributed to the students on the re-opening day of each academic year/term.

A sum of Rs.219.25 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

1.6. Note Books

Note Books are provided to students of standards I to X from the academic year 2012–13.

A sum of Rs. 107.20 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

1.7. Educational Kits

Atlas

Atlas are supplied to students are studying VI to X standards from the academic year 2012-13.

A sum of Rs. 3.25 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

School Bags

School bags are provided to students are studying I to XII standards in Government and Government aided schools from the academic year 2012-13.

A sum of Rs. 110 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

Crayons and Colour Pencils

Crayons are provided to the students in standard I and II and colour pencils are supplied to the students in standard III to V from the academic year 2012-13.

A sum of Rs. 6.47 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

Geometry Boxes

Geometry boxes are supplied to students are studying VI to X standards in Government and Government aided schools from the year 2012-13.

A sum of Rs. 9.38 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

1.8. Footwear

Footwear are supplied to students are studying I to X standards in Government and Government aided schools from the academic year 2012-13.

An amount of Rs.104 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

1.9. Bicycles

Bicycles are supplied to students studying in XI Standard in Government and Government Aided schools. The cycles are distributed to Backward Classes & Most Backward Classes students through Backward Classes, Most Backward Classes and Minorities Welfare Department, to Scheduled Castes and Scheduled Tribal students through Adi-Dravidar and Tribal Welfare Department and to the General Category students through Department of School Education.

A sum of Rs.245.07 crore has been allocated for the continuance of the scheme during the academic year 2017–18.

1.10. Puratchi Thalivar MGR Nutritious Meal Programme

Free Nutritious Noon Meals are provided to students in standards I to X under Puratchi Thalaivar MGR Nutritious Meal Programme. This scheme is implemented through Social Welfare and Nutritious Meal Department. This scheme will be continued for the academic year 2017-18.

1.11. Bus Passes

Free Bus Passes are given to the students studying in standards 1 to XII to enable them to commute easily to schools. This scheme is implemented through Transport Department. This scheme will be continued for the academic year 2017-18.

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

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

This scheme will be continued in the academic year 2017-18 also.

1.13. Registration in Employment Exchanges

Employment registration in schools has been introduced from the academic year 2011-12 and Employment Registration cards are issued to X[th] and XIIth standard students along with the mark sheets

and the transfer certificates in the school itself. This unique initiative launched for the first time in the annals of the School Education Department ensures 100% registration in Employment Exchange, of students who have completed Secondary / Higher Secondary Education in the State.

This scheme will be continued in the academic year 2017-18.

1.14. Issue of Community, Residence and Income Certificates.

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

This scheme will be continued in the academic year 2017-18.

1.15 Rain Coats, Boots and Socks

In order to facilitate children studying in standard I to VIII in hilly areas to attend schools during rainy reason without any difficulties, this Government has announced for supply of Rain Coats Boots and Socks.

Action is being taken to implement this scheme in the year 2017-18

2. ELEMENTARY EDUCATION AND SARVA SHIKSHA ABHIYAN

"Education is what remains after one has forgotten what one has learned in school"

- Albert Einstein

2.1 Introduction

The Elementary Education envisions a scenario, wherein every child is given an opportunity to groom its innate potentials. The system of education shall kindle the natural curiosity and innovative spirit of the children. The mind of the child in this phase of growth is a fertile ground, where seeds of excellence need to be sown. The impressionable mind of a child in its formative years is the right canvas to sketch a blue print for future accomplishments. Keeping these factors in mind as a common denominator, steps have been taken to provide quality elementary education to the children of the State.

Sarva Shiksha Abhiyan - Vision

- Universal enrolment and completion

- Universal quality education
- Bridging all gender and social category gaps
- Enrolling all Out-of-School Children (OoSC), especially children of migrant labourers, street children, dropouts etc., and mainstreaming them in regular schools

2.2 Performance

As a product of the relentless efforts in the last 6 years, the following milestones have been achieved.

- Access close to 100% both in primary and upper primary levels
- Enrolment of 99.85% in primary level and 99.20% in upper primary level
- Reduction in dropouts from 5.74 lakh in 2002 to 41,034 in 2016
- Provision of adequate infrastructure facilities in all schools
- Significant improvement in learning achievement of children

Having successfully achieved the quantitative parameters, the focus has now shifted towards

enhancement of quality by providing rich learning materials, augmenting the learning process and pedagogy, ensuring sufficient human resource, providing capacity building to teachers, revising the curriculum and updating the syllabus, as and when necessary.

2.3 Access

The Tamil Nadu Right of Children to Free and Compulsory Education Rules 2011 mandates establishment of a primary school within a radius of 1 km from the habitation and a middle school within a radius of 3 kms. To ensure universal access, a scientific tool namely Geographic Information System (GIS) Mapping has been developed.

2.3.1 GIS Mapping

The SSA has been maintaining the GIS database since 2012-13. The GIS Mapping has been made web-centric and user-friendly for both departmental and public use. The entire number of 57,583 schools and 92,234 habitations are completely covered under GIS Mapping. Out of

these, 89,950 habitations are served by Government and Government Aided primary schools and 91,040 habitations are served by Government and Government Aided middle schools. In the unserved habitations, access have been ensured by extending Transport, Escort, Residential facilities.
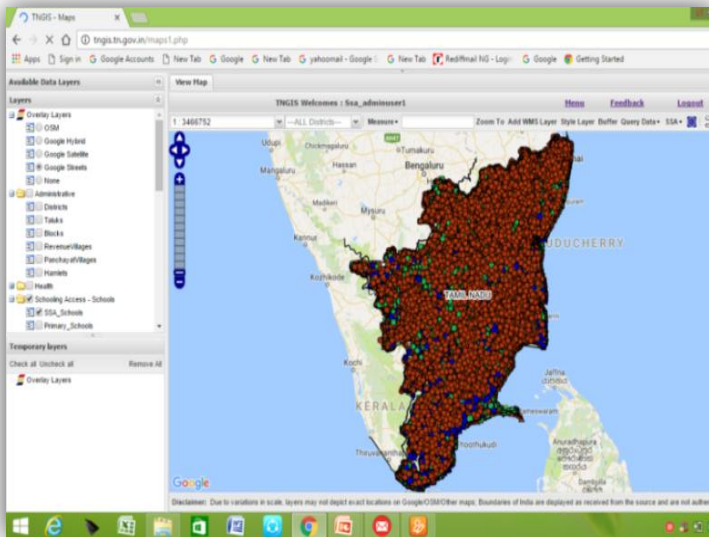
GIS Map

2.3.2 Opening of New Schools

The new Schools are being opened of new schools based on the requirements and extant

norms. 227 primary schools and 116 middle schools were established in the last 6 years.

2.3.3 Transport and Escort Facilities

Transport and Escort facilities are provided to children hailing from habitations situated in dense forest areas and hilly regions since 2012-13. The details are shown in the table below:

Transport and Escort Facilities

Year	Number of Habitations	Number of Children	SC/ST	Financial outlay (Rs. in crore)
2012-13	360	4857	3070	1.46
2013-14	1133	15485	8296	4.65
2014-15	1287	14749	8427	4.42
2015-16	990	10924	6487	3.29
2016-17	834	12796	7163	3.88
Total	4604	58811	33443	17.70

2.3.4 Residential Schools

To ensure enrolment of all 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. At present, there are 8 residential schools functioning in the districts of Coimbatore, Krishnagiri and The Nilgiris with 645 children. The infrastructural facilities in these residential schools have been strengthened at a cost of Rs.1.22 crore.

2.4 Enrolment of Students

2.4.1 Key Indicators

Due to consistent efforts over a period of years have resulted in significant improvements in the following key indicators.

2.4.2 Net Enrolment Ratio

The Net Enrolment Ratio (NER) has increased from 93% in 2001 to 99.85% in 2016 at primary level and it has raised from 90% in 2001 to 99.20% in 2016 at upper primary level.

2.4.3 Gross Enrolment Ratio

The Gross Enrolment Ratio (GER) is consistently more than 100% and is shown in the table below:

Gross Enrolment Ratio

Year	Enrolment (Classes I-VIII)	School Age population	GER
2011-12	9776252	9266980	105.50
2012-13	9678564	9116715	106.16
2013-14	9396441	8983715	104.59
2014-15	9252467	8746272	105.79
2015-16	9236192	8685761	106.33
2016-17	9108892	8563699	106.37

2.4.4 Drop-out Rate

The Drop-out Rate (DR) has greatly decreased from 12% in 2001 to 0.90% in 2016 at primary level and has significantly reduced from 13% in 2001 to 1.50% in 2016 at upper primary level.

2.4.5 Completion Rate

The Completion Rate (CR) has increased from 64% in 2001 to 98.30% in 2016 at primary level and has raised from 68% in 2001 to 96.70% in 2016 at upper primary level.

2.4.6 Gender Perspective in Enrolment

During the academic year 2016-17, the percentage of enrolment of boys and girls in the primary level is 51.45% and 48.55% respectively and in the upper primary level, the percentage of enrolment of boys and girls is 51.21% and 48.79% respectively.

2.5 Out of School Children

2.5.1 Identification and Enrolment of Drop out/ Out-of- School Children

Every year, the survey for identification of Out of School children (OoSC) is conducted during the months of April/ May, October and January. The OoSC identified are subsequently enrolled in age appropriate class in nearby formal schools. They are provided with need-based special training for a period of 3 months to 2 years in Residential and Non-Residential centres. After imparting special training, they are mainstreamed into regular schools, Kasturba Gandhi Balika Vidhyalayas (KGBV) Residential schools, Girls' Hostels and Government hostels.

2.5.2 Retention

The Government bestows the highest priority to retain all the enrolled children in schools. In spite of that, a few children drop out every year due to various reasons. Interventions such as opening of Residential, Non Residential Special Training Centres and KGBV Residential schools are adopted to reduce the recent dropouts and to mainstream them in regular schools. The retention of children in both primary and upper primary levels has considerably increased and stood at 99.10% for primary and 98.50% for upper primary during 2016-17.

2.5.3 Reduction in Drop-outs

The special interventions have resulted in great reduction of drop-outs during the last 6 years. The Ministry of Human Resource Development (MHRD) of Central Government conducted the National Sample Survey (NSS) for estimation of OoSC during 2014-15. As per the survey report, the percentage of OoSC in Tamil Nadu is 0.66%, which is less than that of Karnataka (1.49%), Andhra Pradesh

(0.91%) and Kerala (0.82%) and much less than the National average of 2.97%.

2.5.4 Outstanding Practices

Nagapattinam District: A Residential Special Training Centre was set up in Pallavarayanpettai during 2005-06. The training given to the 119

College students from Narikuravar community

students of Narikuravar community has enabled them to take up school education and collegiate education. Among those, 7 students are pursuing graduate courses in the Government Arts College, Mayiladuthurai.

2.5.5 Education to the Children of Migrant Labourers

To encourage children of migrant labourers from Odisha, Andhra Pradesh, Bihar, Jharkhand, Madhya Pradesh, Rajasthan and West Bengal to continue their school education without any break, textbooks in their respective mother tongues are provided. In order to enable them to continue their studies without any hindrance, bilingual Transfer Certificates are issued to them, when they return to their native places.

Children of migrant labourers

The number of children of migrant labourers who were benefitted by the scheme are shown in the table below:

Children of Migrant Labourers

Year	No. of children Identified	No. of children Enrolled	Expenditure incurred (Rs. in crore)
2013-14	9293	9186	2.00
2014-15	5939	5755	1.34
2015-16	5089	4933	1.04
2016-17	5059	5028	1.40

2.5.6 Supply of Textbooks

Oriya Textbooks   **Telugu Textbooks**   **Bengali Textbooks**

Textbooks from the respective States are obtained and distributed to the children of migrant labourers with the intention of helping them pursue

their studies in their respective mother tongues as shown in the table below:

Textbooks in Other Languages

Year	Oriya	Hindi	Bengali	Telugu
2014-15	3391	1385	589	185
2015-16	2802	594	865	226
2016-17	2655	1227	830	226

2.5.7 Special Interventions for Girls' Education

Kasturba Gandhi Balika Vidhyalaya Residential Schools

The KGBV residential schools were started in 2005 in the blocks where rural female literacy rate is less than the national average of 46.13%. The objective of the scheme is to provide education to the girl children in the age group of 10-14 years, with a view to narrow down the gender gap. There are 61 KGBV residential schools functioning in 44 Educationally Backward Blocks (EBB) in 14 districts. An amount of Rs.24 crore is earmarked for the scheme.

In addition to scholastic activities, girls are given vocational training in tailoring, embroidery, vermicompost, Computer education, sports and Yoga and Karate. A stipend of Rs.100/- per child per month is deposited in their individual savings account in the Bank. Insurance coverage has been made for the girls during their stay in residential schools.

Girls studying in class VIII are given training for National Means cum Merit Scholarship (NMMS) Examination. In the past two years, a total of 68 girls have cleared the exam. After completion of class VIII, the girls are mainstreamed in regular schools to continue their studies in class 9. Hostel facilities are also provided to them. The number of students enrolled in class IX in the academic year 2015-16 is 1536. Infrastructure facilities have been improved at a cost of Rs.10.65 crore.

The number of girl students benefitted under this scheme are shown as follows:-

Girls Benefitted through KGBVs

Academic Year	No of Girls
2011-12	4471
2012-13	4461
2013-14	4507
2014-15	4633
2015-16	4614
2016-17	4534

2.6 Special Interventions for Children With Special Needs

2.6.1 Inclusive Education

The Children With Special Needs (CWSN) to continue schooling are well taken care of by providing assistive devices of the 1,36,134 CWSN, 1,27,864 CWSN were enrolled in schools and 8270 CWSN were offered Home Based Education. The assistive devices and other facilities worth Rs. 8.88

lakhs were given to the CWSN during 2016-17 as shown in the table below:

Facilities for Children with Special Needs

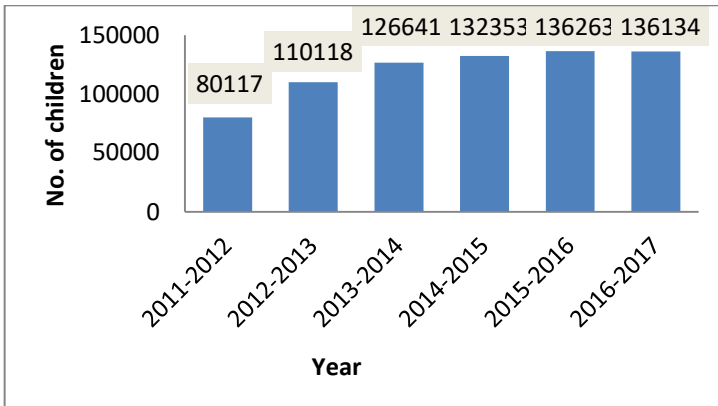| S.No.	No. of children	Facilities
1	11664	Kit boxes
2	14452	Escort
3	14745	Transport
4	293	Braille books

| Braille Books | Flash cards |

The number of students studying in Government and Government Aided Schools over a period of 6 years is represented in the graph below:

Enrolment of Children With Special Needs

2.6.2 Curricular Adaptation

The CWSN needs to be taught through a flexible curriculum. In tune with this, curricular adaption training was provided to 20,000 primary teachers and 10,002 upper primary teachers, which strengthened inclusive education.

Physiotherapist attending CWSN

ALIMCO Measurement Camp

2.6.3 Awareness Programme to Parents

In convergence with the Health Department, an awareness training on Japanese Encephalitis and Acute encephalitis was conducted in all the blocks and 41,300 parents were benefited by this training during 2016-17.

2.6.4 State Resource Centre for Inclusive Education

A State Resource Centre for Inclusive Education was set up in Chennai for the benefit of CWSN. The centre is equipped with assistive devices to cater to the requirements of different disabilities. This centre provides therapy for children with various types of disabilities such as speech, hearing, vision, autism and cerebral palsy. It also provides guidance and counseling to parents of the CWSN.

Numerous special children especially from the underprivileged sections of society enthusiastically attend the therapy sessions in this centre and are showing appreciable progress in their interactive skills.

| Yoga | State Resource Centre |

2.6.5 Early Intervention

Early Intervention is a system of coordinated service that promotes the child's growth and development and supports families during the critical early years. Early intervention services include assistive technology devices, Audiology, Family training and counseling, Health, Nursing, Nutrition, Occupational therapy, Physiotherapy, Psychotherapy, Vision services and other services.

Based on the success of Early Intervention Programme at State Resource Centre, Chennai, 85 Early Intervention Centres across the State were established with an amount of Rs.5.78 crore as

special innovation initiative for the welfare of the CWSN.
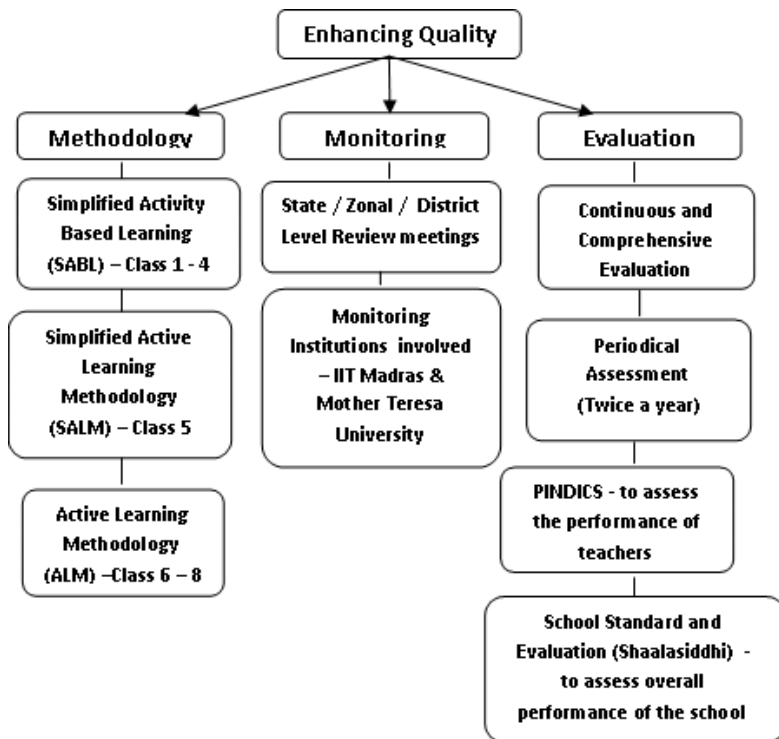

Mentoring Parents   Assessment

2.7 Enhancing Quality

The quality of elementary education through a plethora of measures such as revision of curriculum, upgradation of syllabus, supply of appropriate textbooks and learning materials, capacity building of teachers and enhancing the performance of teachers in schools. Quality protocol adopted in schools is shown in the flowchart below:

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                        ┌─────────────────┐
                        │ Enhancing Quality│
                        └─────────────────┘
        ┌──────────────────────┼──────────────────────┐
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Methodology

- Simplified Activity Based Learning (SABL) – Class 1 - 4
- Simplified Active Learning Methodology (SALM) – Class 5
- Active Learning Methodology (ALM) –Class 6 – 8

Monitoring

- State / Zonal / District Level Review meetings
- Monitoring Institutions involved – IIT Madras & Mother Teresa University

Evaluation

- Continuous and Comprehensive Evaluation
- Periodical Assessment (Twice a year)
- PINDICS - to assess the performance of teachers
- School Standard and Evaluation (Shaalasiddhi) - to assess overall performance of the school

2.7.1 Simplified Activity Based Learning

The Activity Based Learning (ABL) is a child-centered teaching learning methodology. The ability to grasp things varies with every child. The ABL allows kids to learn fundamentals in their own pace. Children develop socializing skills when they interact

with their classmates at different grade levels. On completion of the activity, every child feels a sense of accomplishment, which is sure to boost their confidence. It facilitates learning in groups, mutual and self learning.

The activity cards were simplified and redesigned as Simplified Activity Based Learning (SABL) based on trimester pattern of textbooks in 2012. The SABL provides a great platform to children to express their potential. It fosters children's participation, understanding, self-learning and swapping of ideas. Effective training is being imparted to teachers to strengthen SABL. The SABL cards are provided to English medium and minority medium schools such as Kannada, Telugu, Malayalam and Urdu. As a result of SABL, the learning skills of children have vastly improved as per the reports of the State Level Achievement Survey.

2.7.2 Project Based Learning

Project Based Learning (PBL) captures real-world problems and evokes the children's interest in acquiring and applying knowledge in problem-solving contexts. The PBL project done by the students with the able guidance of teachers has been uploaded in the website for a National Level Contest organized by Design for Change – a global movement propelling innovative change and impact in schools.

2.7.3 Trimester

The Trimester system is being followed in Tamil Nadu for classes 1 to 8 since 2012-13 and for class 9 since 2013-14. The implementation of this system has impacted significant enhancement in the children learning achievement levels as confirmed by the State Level Achievement Survey (SLAS). The trimester pattern reduces the children's burden of carrying heavy loads of books to school and provides scope for concentrated learning.

2.7.4 Continuous and Comprehensive Evaluation

The Continuous and Comprehensive Evaluation (CCE) system was introduced for classes 1 to 8 in the academic year 2012-13 and for class 9 in the academic year 2013-14 based on RTE, 2009 Mandate and National Curriculum Framework 2005 (NCF) recommendations. The system help to move comfortably from rote learning to application based approach. The CCE evaluates the children throughout the year in scholastic and co-scholastic dimensions. The CCE has proved to be flexible, catering to the individual assessment needs of a child.

2.7.5 Supplementary Readers

The Supplementary Readers system was introduced to enable children develop their reading skill, enrich their vocabulary, acquire general knowledge and augment higher order thinking skills, imagination, creativity, etc The colourful and interesting supplementary books are distributed to children during free time in school.

Through supplementary readers, opportunities for individualized reading are emphasized. These books include short stories, agriculture, road safety, traditional games, nature, moral values, creativity, conservation of nature, social values etc.

Reading	Supplementary Readers

2.7.6 Teaching Learning Kits

To enable the learning process easier for children, the following learning kits are used in the schools

- Maths kit
- Science Kit
- Animation Videos
- Mobile Science Van

2.7.7 Self-Defence Training

The self-defence (Karate) training was given to upper primary girl students during the academic year 2016-17. Overall, 30,000 girl children were benefitted.

2.7.8 Special Initiatives for English Learning

To improve spoken English of children, DVDs with 43 English modules based on phonetic method were developed and supplied to schools. As a result, the achievement level in spoken English has improved considerably.

2.7.9 English Medium

English medium sections was introduced in selected primary and middle schools during the academic year 2012-13. At present, there are 4,84,498 children studying in English Medium classes in Government schools. The teachers are being trained to teach English medium classes.

2.7.10 Periodical Assessment

The objective of conducting periodical assessments is to assess the learning skills in reading, writing (both in Tamil and English) and arithmetic skills. The assessment process is conducted in the months of July/August and February / March. This enables the teachers to institute remedial measures to enhance the achievement level of the children.

2.7.11 State Level Achievement Survey

The State Level Achievement Survey (SLAS) by random sampling in Government and Government Aided Schools is taken up to assess the learning abilities of children. The classes 3, 5 and 8 in Tamil, English and Mathematics are covered under the survey in terms of the following skills and competencies:

- Reading fluency
- Retention of information after listening
- Grammar
- Expression of ideas in an explicit manner

- Spelling
- Mathematical skills
- Scientific knowledge and aptitude

Outcome of the Survey

The SLAS survey shows that the average score in Tamil, English and Mathematics secured by students of classes 3, 5, 8 has been increased substantially during the period from 2013 to 2015 and are shown in the tables below:

Class – 3

Year	Subjects		
	Tamil	English	Maths
2013	84	72	77
2014	90	83	88
2015	95	93	95

Class – 5

Year	Subjects		
	Tamil	English	Maths
2013	64	67	69
2014	83	75	75
2015	94	89	92

Class – 8

Year	Subjects		
	Tamil	English	Maths
2013	72	43	40
2014	77	67	66
2015	89	82	84

2.7.12 Performance Indicators

Performance Indicators (PINDICS) are used to assess the performance of teachers on the basis of the following parameters:

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

The self assessment process help teachers realize their shortcomings and creates awareness on

the improvement required in their teaching and classroom management. This also acts as a mirror to the accomplishment of their goals.

2.7.13 School Standard and Evaluation Programme

The School Standard and Evaluation is developed as a comprehensive instrument for school evaluation. It enables the school to evaluate its critical performance areas and find out the defects to rectify them by instituting appropriate measures.

2.7.14 In-service Training

In-service training programmes are planned well in advance. Training modules are developed by SSA in coordination with the State Council for Educational Research and Training (SCERT) and training is transacted to primary and upper primary teachers through Cluster Resource Centres (CRC) and Block Resource Centres (BRC). The utmost use of Learning Enhancement tools in schools is emphasized.

a) Teaching Learning process

Training on the innovative initiatives such as – SABL and ALB is being given to all teachers of Government and Government Aided Schools for implementation of the same during the course of classroom instruction.

b) Contents

Plans are on the anvil to conduct training programmes to strengthen LSRW (Listening, Speaking, Reading and Writing) Skills in Tamil and English and also for Science and Mathematics, including training on "Integrated Multimedia usage in classrooms".

c) School Sanitation and Child Psychology

During the year 2017-18, to create awareness on Cultural Heritage, Cleanliness of School, Sanitation, personal Health and Hygiene, Stress Management and Moral Values have been planned for all teachers.

d) Training for Headmasters

During the academic year 2017-18, the School Leadership Development Programme will be

organized in co-ordination with the National University for Educational Planning and Administration in New Delhi. This training programme will benefit 6950 Headmasters of middle schools.

e) Capacity Building for Block Resource Teacher Educators

Capacity building programmes will be organised for Block Resource Teacher Educators.

2.7.15 Appointment of Teachers

The teachers play a pivotal role in imparting quality education to children. The highest priority is given to the recruitment of teachers to primary and middle schools.

2.7.16 Part-Time Instructors

To improve the multifaceted personality of children in 6,7 and 8th classes, training on music, drawing, craft and sports is given through Part-Time Instructors.

2.7.17 Teacher- Pupil Ratio

The RTE Act, 2009 mandates the Teacher Pupil Ratio (TPR) of 1:30 for primary and 1:35 for upper
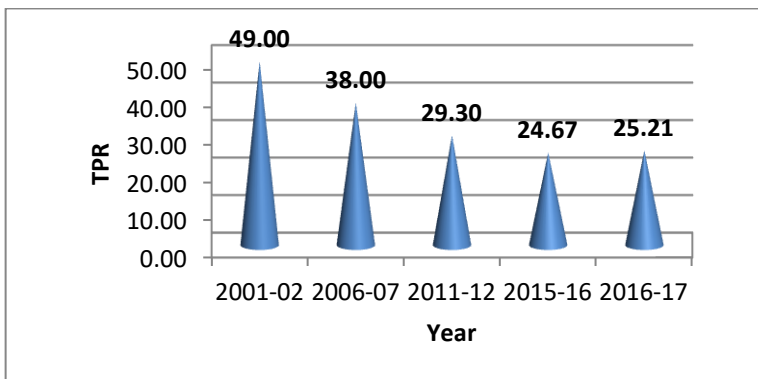
primary sections respectively. Since, quality of education is given utmost priority, the TPR for primary and upper primary sections is 1:24.93 and 1:25.21 maintained. The TPR over the years is as follows:

Teacher - Pupil Ratio – Primary level
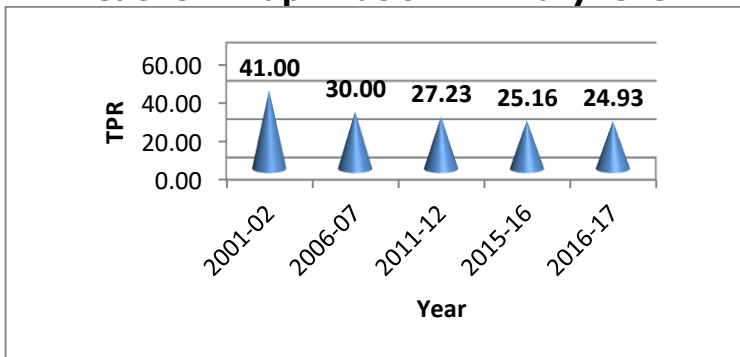
Teacher - Pupil Ratio – Upper Primary level

2.7.18 Information and Communication Technology in Schools

Computer Aided Learning

Computer Learning

The hands on computer based learning enables the children to acquaint themselves with the computer knowledge in the era of Information technology. 9982 Government schools have been provided with 26,366 computers.

2.7.19 Computer Training to Teachers

Periodic training on use of computers is given to teachers. So far, 1,16,127 teachers have been

given computer training in collaboration with private agencies like Microsoft, NIIT and Intel.

Computer training to Teachers

2.7.20 Science Exhibition

In order to promote scientific temper among students, to identify the budding talents and enable students to relate science with daily life experiences, Science exhibition on the topic **"Science, Technology and Mathematics for Nation Building"** is being conducted at the cluster level, every year.

Award Winners

2.7.21 Techno Club Competition for Students

To make Science, Mathematics and Technology exciting for children, Techno Clubs are formed in selected schools. Block and District level Competitions are being held for Class 8 students on **"Integrated usage of technology".**

Participants in Competitions

2.7.22 Competitions for School Children

To display the innate talents and potential of students and to develop interpersonal relationships among children, different competitions like Drawing,

Competitions and Award Winners

Essay and Oratory were conducted at a cost of Rs 51.14 lakhs during the year 2016-17 for children from Class 1 to Class 8 in 32,656 Government and Government Aided schools.

2.8 Infrastructure Facilities for Schools

2.8.1 Infrastructure facilities

Infrastructure facilities such as new school buildings, additional classrooms, drinking water and toilets in Government schools were constructed at the cost of Rs. 1002.11 crore during the years from 2011 to 2016. During the financial year 2016-17, 4602 infrastructure works have been taken up at the cost of Rs. 70.11 crore.

Girl's Toilet

Two Classroom Building

Additional Classroom Building

2.8.2 Wall Paintings

Specific child-friendly paintings and phonetic letters were painted inside the classrooms at a cost of Rs 3.28 crore in 2184 Primary and Middle schools in all the districts.

These attractive wall paintings serve as a learning aid and kindle children to enhance their English reading skills in a joyful and playful way. The painted phonetic symbols help teachers to guide the children in proper pronunciation of words.

Wall Paintings

2.8.3 Special Initiatives

BaLA Classroom

An innovative project 'BaLA' (Building as Learning Aid) is being implemented in all the classrooms constructed in the year 2013-14. 'BaLA' taps the pedagogy potential of school spaces. It makes the school inviting and attractive for children, and for

retaining them to be constructively engaged during and beyond school hours.

2.8.4 School Grant and Maintenance Grant

Grants are being provided every year for the improvement of the quality of the Government schools and better maintenance of the infrastructure. The infrastructure was strengthened and maintained through School Grant of Rs. 30.41 crore and Maintenance Grant of Rs. 27.51 crore during the year 2016-17.

2.9 Administration

2.9.1 Administration of Elementary Education

The Primary schools and Middle schools are administrated by the Directorate of Elementary Education through 32 District Elementary Educational Officers and 836 Assistant Elementary Educational Officers. There are 29.10 lakh students studying in 35,414 primary schools and 17.42 lakh students enrolled in 9708 middle schools. The number of teachers imparting elementary education is 2.23 lakhs.

2.9.2 Office Buildings

In 30 Districts, Elementary Education Offices are functioning in Government buildings and 2 Elementary Education Offices are in the rental buildings. Similarly, out of the 413 Assistant Elementary Education Offices, only 99 Assistant Elementary Education Offices are functioning in rental buildings. During the period from 2012-13 to 2015-16, new buildings for 3 District Elementary Education Offices and 8 Assistant Elementary Education Offices were constructed at a cost of Rs.2.24 crore.

2.9.3 Provision of Computer and Internet Facility

During the year 2015-16, 413 Assistant Elementary Educational Offices were provided with Computers and Internet facilities at a cost of Rs. 4.36 crore, funded by the Tamil Nadu Textbook and Educational Services Corporation.

2.9.4 Transfer Certificate

The system of Record Sheets issued to the primary and middle school children, when they leave school has been replaced with the issue of Transfer Certificates, in consonance with that of the High and Higher Secondary schools.

2.9.5 Online Counselling for Transfer of Teachers

Transfer of teachers was done through online counselling in a transparent manner for this academic year. Through online counselling, 237 Assistant Elementary Education Officers and 3600 teachers were given transfers and promotions based on their willingness during this academic year. The entire process of online transfer and promotion has been completed prior to the reopening of schools for the welfare of the teachers and students.

The Teacher–Pupil Ratio (TPR) in a class is considered as a vital quality parameter. The RTE Act, 2009 prescribes a TPR of 1:30 for primary schools and 1:35 for middle schools. The teacher

requirement is arrived at and a surplus of 1569 teachers was deployed through direct online counselling to the required schools.

2.9.6 Instructional Days

The instructional days for primary and upper primary children have been reduced from 220 to 210 on par with High and Higher Secondary schools for the welfare of the children. The reduced 10 instructional days will be utilised for organising training programmes including Cluster Resource Centre training to the Headmasters and teachers.

2.9.7 Educational Management and Information System

Under Educational Management and Information System (EMIS), data pertaining to all schools, teachers and students are being collected and updated annually for issue of Smart Cards to children. This also facilitates inter-departmental and intra-departmental communication for the implementation of good practices in the schools and to track school dropouts.

2.10 Community Participation

2.10.1 School Management Committee

Community Participation has been viewed as an essential element of decentralizing education governance in the grassroot level. The effective implementation of various provisions ensuring the child's right to education along with various entitlements specified in the RTE Act rests with the School Management Committee (SMC) and Local Authorities. A total of 42,167 SMCs have been constituted in Government and Government Aided Schools.

2.10.2 Community Mobilization Awareness Programme

Awareness programmes such as Annual day, Awareness Rallies, Street plays, Village Education Festival Celebrations, Exhibitions are being organized every year to develop good qualities among children.

2.10.3 Community Contributions

The community has generously contributed about Rs.305.08 crore so far in the form of donation of lands,   construction of buildings and toilets,

transport facilities, Kalvi Seer, play materials , group hand washing stations, Smart Boards and other school needs like computer, Library books and teaching learning materials.

Kalvi Seer

Library

Smart Class

Group Handwashing units

2.11 Budget

Budget allocation for Elementary Education is Rs. 11,073.81 crore and for Sarva Shiksha Abhiyan, it is Rs. 2778.43 crore for the year 2017–18.

2.12 Conclusion

The State takes enormous efforts and meticulously plans innovative activities to provide quality education to all children. Adequate number of teachers is posted and capacity building trainings are provided to them for effective classroom instructions. The Directorate of Elementary Education and Sarva Shiksha Abhiyan jointly strive hard to maximise the achievement level of children. Steps are being taken to implement various schemes to bring out the inner potential and creativity of the children.

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

"Education is not preparation for life;
education is life itself"

-   John Dewey

3.1 The Importance of Secondary Education

Education is the fulcrum of sustainable development in a society. It is one of the necessary conditions for improving the quality of life. Education sculpts a child with the necessary contrivances to lead a social life. Secondary education becomes the most important stage of a child's educational journey. A child's future depends a lot on the type of education that he/she is privileged to at the secondary stage.

Apart from grounding the roots of education of a child, secondary education is instrumental in providing generic competencies that cut across various domains of knowledge and skills. Further, secondary education, as deemed by the

educationalists, is influential in inculcating the qualities of democratic citizenship and leadership in students, and developing their faculties to make their own contribution to the prosperity and enrichment of social life.

The State has provided phenomenal and unprecedented budgetary support to promote secondary education over the past six years. An array of student welfare schemes comprising textbooks, notebooks, uniforms, footwear, nutritious noon meal, school bags, geometry boxes, atlas, bicycles, laptops, special cash incentives, crayons, colour pencil and bus pass that the State offers to its students is an upright witness to its uncompromising stand on educational policies.

3.1.1 Vision for Secondary Education

The aim of secondary education is to bring about all-round and holistic development of the innate skills and potentials of the children. The State is keen on treating secondary education as an

inclusive and holistic responsive system, wherein every child has the right to exercise her/his full potential and achieve excellence. The State envisions an educational system that implies the cognitive, social, emotive and physical attributes of students to be founded on a sound value paradigm. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) supplements the objectives and initiatives of the Government. By implementing a series of schemes, grounded on Quality, Equity and Affordability, RMSA strives to transform the socio-cultural ambience of the classrooms, notion of knowledge, values and skills. It also provides a linkage between the knowledge acquired within and outside the classrooms.

3.1.2 Objectives

In order to achieve the vision of the State, the following objectives have been set in unison with the RMSA mission:

- To ensure that all secondary and higher secondary schools have the required

infrastructure, conducive to joyful and effective learning.

- To guarantee that no child is left behind or deprived of secondary or higher secondary education because of gender and socio-economic barriers.

- To reduce dropouts and thereby achieve 100% retention at secondary and higher secondary levels.

- To provide quality and life-oriented education along with the required soft skills and vocational skills to promote employability.

- To improve the performance of the students in secondary and higher secondary examinations through special initiatives.

- To alleviate social disparity and achieve equity through model schools and girls' hostels in the Educationally Backward Blocks (EBBs).

- To develop scientific temper among students by involving them in Eco-clubs and Science based Project learning.

- To provide opportunities for the children to

express their hidden talents in scholastic, co-scholastic and extra-curricular activities by following for Trimester System with Continuous and Comprehensive Evaluation (CCE)learning and assessment.

- To instill in students a thirst for sports and games by throwing open opportunities at the District, State and National levels.
- To provide the teachers with the requisite training for imparting quality education.
- To disseminate health awareness and inculcate healthy habits among students.
- To provide free transport and need based residential facilities aiming at 100% access.
- To ensure Inclusive Education to Children With Special Needs (CWSN).

3.2 Strategies

3.2.1 Access and Upgradation of Schools

Creating accessibility is the key to Universalization of Secondary Education. RMSA has

its primary objective of providing a secondary school within a radius of 5 km. In this regard, the habitations are mapped with the use of School Geographical Information System (GIS) to identify un-served habitations. These un-served habitations are provided access by means of upgrading Middle schools into high schools.

To realize this objective, a total of 829 Middle schools were upgraded between 2011-12 and 2016-17. Out of these 829 schools, 571 schools were upgraded by the RMSA and 258 schools with State funds.

Similarly, 402 high schools were upgraded to higher secondary schools between 2011-12 and 2016-17.

Upgraded Schools

Academic Year	Middle to High School		High to Higher Secondary School
	State	RMSA	State
2011-12	158	552	100

Academic Year	Middle to High School		High to Higher Secondary School
	State	RMSA	State
2012-13	--	--	100
2013-14	50	--	100
2014-15	50	--	102
2016-17	--	19	--
Total	258	571	402

3.2.2 Appointment of Teachers in Upgraded Schools

The State Government has been benevolent in creating 3618 postgraduate posts to cater for the educational needs of the 402 newly upgraded higher secondary schools. A set of 9 postgraduate teachers, one for each subject viz., Tamil, English, Mathematics, Physics, Chemistry, Biology, History, Economics and Commerce was appointed. Further, 402 Headmaster posts were also sanctioned and appointed to provide leadership and promote effective functioning of these schools. Similarly 4145

graduate teachers were also appointed in the upgraded 829 high schools.

3.2.3 Increase in Enrolment

The State Government has taken many path-breaking initiatives to increase the enrolment of students. The initiatives include:

- 14 Student welfare schemes.
- Provision of new schools in un-served habitations.
- Appointment of subject-specific teachers.
- Appointment of non-teaching staff.
- Provision of additional classrooms in the existing schools.
- Expansion of English medium sections in Government schools.
- Remedial teaching programme for the late bloomers.
- TANEXCEL programme to the meritorious students.
- Preparation assistance to National level competitive examinations.

- School standardization programme for the school headmasters.
- Career guidance to Girl students of disadvantaged social categories.
- Special Interventions for minorities.
- Various interventions for improving performance of schools in board examinations.
- Mobilizing community support for school level academic activities.
- Inclusive education for CWSN.
- Exclusive resource rooms and helper assistance to CWSN.

These initiatives have been instrumental in bringing about a gradual increase in enrolment over the years. The enrolment figures at both secondary and higher secondary stages appear healthy and encouraging. At the secondary level, the enrolment has increased from 21,84,077 in the base year 2009-10 to 22,51,962 in the year 2016-17. At the higher secondary level, enrolment witnesses a steady increase from 13,67,965 in the year 2009-10 to 18,10,212 in the year 2016-17.

Enrolment at Secondary Level
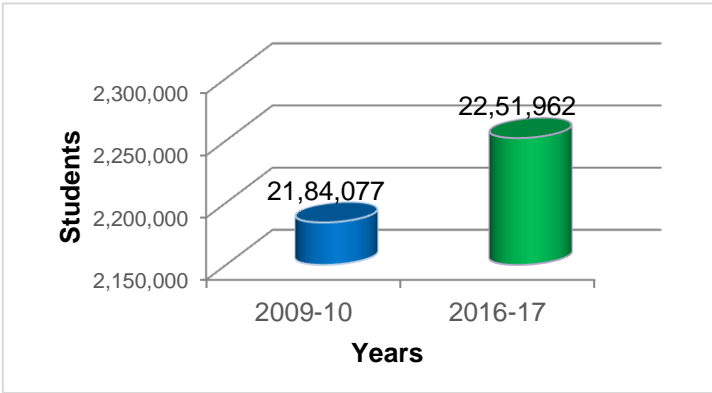
Source : UDISE

Enrolment at Higher Secondary Level

Source : UDISE

76
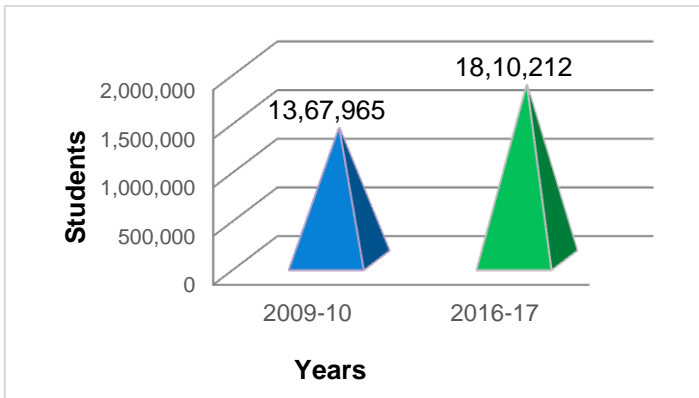
3.2.4 Model Schools in Educationally Backward Blocks (EBB)

Model schools, as the very name suggests, are self-reliant schools that house exemplary infrastructure and other related facilities to host a standard, conducive environment for learning. In all, 44 Blocks in 13 Districts in the State have been identified as EBBs. Model Schools have been set up in these Blocks to provide access to quality secondary education. An amount of Rs.190.92 crore was spent for the construction of 44 model schools.

Model School, Tharagampatti, Karur District

3.2.5 Girls' Hostel

The scheme was launched in the year 2009-10, to provide educational opportunities to under privileged girls in the 44 EBBs in 13 districts in the State.

Girls' Hostel, Kadavur, Karur District

Girls in the age group of 14-18 years, studying in classes from 9 to 12, belonging to SC, ST, OBC, minority communities and BPL families form the target group of the scheme. The students passing out of KGBV are given preference for admission in these hostels and at least 50% of the

girls admitted are from SC, ST, OBC and minority communities.

Girls in these hostels enjoy the state-of-art infrastructure that includes Modern Kitchen, Solar-powered water heater, R.O. plant, Electricity with UPS back-up, CCTV Surveillance, Incinerator and other modern amenities.

All the 44 girls' hostels follow the State prescribed, nutritionally-balanced menu. The general hygiene of the campus and especially that of the kitchen is a priority. Health-check-up is being regularly carried out and Health Card is maintained to assure the general well-being of the inmates. All the girls in these hostels are covered under Group Medical Insurance Scheme.

3.2.6 Tamil Nadu Tamil Learning Act, 2006

By the Tamil Nadu Tamil Learning Act, 2006 Tamil has been made compulsory subject of study under Part I from the academic year 2006-07 for class 1 and extended to classes upto 10 in 2015-16.

Subsequently, Tamil was made a mandatory subject of study in all Nursery, Primary, Middle, High and Higher Secondary schools, which are affiliated to various other Boards from the academic year 2015-16 for classes 1 onwards in a phased manner till class 10.

3.2.7 English Medium Sections in Government Schools

English Medium Section was introduced in class 6 in the year 2012-13. Considering the overwhelming response and the steady increase in enrolment, introduction of English medium sections has been extended to more Government schools in the following years. Subsequently it has been extended to class 10 in 2016-17.

At present the number of Government schools that have English medium sections is 3916.

3.2.8 (a) Appointment of Teachers and Non Teaching Staff

The State assigns paramount importance to the provision of qualified teachers to the Government schools. The Teacher Recruitment Board (TRB) recruits teachers as per the need of the School Education Department. The State has appointed an adequate number of subject-specific teachers over the past five years. Owing to this momentous recruitment drive, the State pupil teacher ratio at the secondary level stands at 20:1.

In all, 4122 Laboratory Assistants were appointed in Government Schools in transparent manner based on their performance in the Competitive Examination conducted by the Directorate of Government Examinations. Further 82 Junior Assistants were appointed on compassionate grounds.

3.2.8 (b) Teachers Transfer and Promotion Counselling

Transfer and Promotion counselling for 9122 Teachers and Headmasters in Government High and Higher Secondary Schools were done in a transparent manner through online during May, well in advance before the reopening of schools for the academic year 2017-18.

3.2.9 School Infrastructure

A conducive ambience is a basic requirement for provision of Quality Education. The State Government endeavours hard to provide every school with the best of infrastructure to make learning happen in a favourable and learner-friendly environment. The State by means of financial assistance from NABARD and RMSA has fulfilled the infrastructural needs of a large number of schools over the past five years.

3.2.9 (a) Assistance from NABARD

The schools have been provided with infrastructural facilities, such as additional classrooms, furniture, Science laboratories, Equipments, toilets, drinking water facilities and compound walls through financial assistance from NABARD. The phase-wise details are as follows:

Infrasture facilities under NABARD Assistance

Phase	Year	No. of Schools	No. of Class rooms	No. of Science Labs	No. of Toilets	No. of Drinking Water Units	Length of Compound wall in metres	Rupees in Crore
XI	2012	131	1,508	112	244	71	43,252	152.73
XII	2014	210	1,335	184	603	99	50,110	247.75
XIII	2015	155	1,303	127	324	80	44,052	208.62
XIII A	2015	416	-	-	784	376	-	41.58
XIV	2016	228	2,001	218	238	77	88,013	355.58
XV	2017	149	1,639	149	298	-	-	251.92
TOTAL		**1,289**	**7,786**	**790**	**2,491**	**703**	**2,25,427**	**1,258.18**

3.2.9 (b) Infrastructure Provision under RMSA

RMSA plays a pivotal role in the creation and maintenance of infrastructure facilities in schools. Funds are allotted under different heads to cover the differing infrastructure requirements of schools.

The State has sanctioned Rs.1496.13 crore by way of additional funds for completing the projects sanctioned under the RMSA.

Year-wise Allocation

(Rs. in Crore)

Academic year	Component	No. of Schools	PAB Approval	GoI share	GoTN share	State Govt Additional sanction
2009-10	New Schools	200	116.24	87.18	29.06	18.02
2010-11	New Schools	344	366.08	274.56	91.52	451.18
	Strengthening of Existing schools	837				
2011-12	New Schools	552	325.66	63.57	42.38	616.31
	New Schools	158	-	-	-	267.52
	Model Schools -Phase-I	18	54.00	40.50	13.50	4.52
	Model Schools -Phase-II	26	78.52	29.45	9.81	93.14
	Girls Hostels 90:10	44	61.10	54.99	6.11	45.44

Academic year	Component	No. of Schools	PAB Approval	GoI share	GoTN share	State Govt Additional sanction
2016-17	New Schools	19	24.85	14.91	9.94	-
	Strengthening of Existing schools	54	52.02	31.21	20.81	-
Grand Total			1078.47	596.37	223.13	1496.13

3.2.10 Inclusive Education for the CWSN at the Secondary Stage (IEDSS)

IEDSS is a special initiative to educate CWSN at the Secondary Stage. The State policy on equitable education accommodates a series of welfare measures to the CWSN, is taken care of the RMSA. The special facilities to the CWSN are as follows:

- Availability of special educators
- Stipend to the disabled girl students
- Medical assessment camps
- Provision of disability-specific assistive devices
- Escort and transport allowance

- Helper provision
- Reader allowance
- Unique resource rooms

3.3 Educational Indicators at the Secondary Level

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

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

The table below indicates the State's progress with relevance to seven key performance indicators.

RFD Indicators (Secondary)

Indicator	2009-10	2016-17
Students Enrolment	21,84,077	22,51,962
Gross Enrolment Ratio	85.81	93.67
Gender Parity Index	1.02	1.06
Gender Equity Index	1.01	1.03
Social Equity Index - SC	1.06	1.09
Social Equity Index - ST	0.67	0.90
Secondary Graduation Rate	86.26	98.58

The data reflects consistent, creditable growth under all the seven key indicators in 2016-17 compared to 2009-10.

3.3.1 Dropout Rate at the Secondary Level

The State approaches education with a comprehensive vision. The student-friendly environment that the State has succeeded in establishing in schools, has resulted in a steady decline of the dropout rate.

Dropout Rate

Academic Year	Boys	Girls	Average
2010-11	11.01	11.04	11.21
2016-17	4.54	2.95	3.75

3.3.2 Retention Rate at the Secondary Level

The innovative teaching / learning projects and the other interventions that have increased the internal efficiency of the schools have resulted in a substantial increase of the retention rate.

Retention Rate

Academic Year	Boys	Girls	Average
2010-11	88.99	88.60	88.75
2016-17	95.46	97.05	96.25

3.3.3 Pupil-Teacher Ratio (PTR)

The National norm for Pupil-Teacher ratio is 40:1 at secondary level. State-level Pupil-Teacher ratio stands at 20:1. The State is pioneer in terms of need based teacher recruitment and has ensured

the availability of trained subject specific teachers in all schools.

3.4 Quality Interventions

The State has been making persistent efforts in evolving and implementing educational experiments and innovations. Quality Interventions serve as the trail through which the State infuses innovation into the regular stream of education.

3.4.1 Continuous and Comprehensive Evaluation and Trimester Pattern

Continuous and Comprehensive Evaluation (CCE) is an evaluation tool in which the focus is not merely on the children's scholastic aptitude but on the comprehensive appraisal of their personality traits and aptitude.

Moreover, the trimester pattern has been introduced by the State to reduce the book-load that students are forced to carry on as a daily routine. The trimester pattern divides the whole academic year into three equal terms. Textbooks are provided

separately for each and every term. The scheme enjoys wider appreciation as it has reduced the burden of students and has transformed learning a joyful experience for them.

3.4.2 Capacity Building for Teachers

Continuous and sustainable professional development is essential for all the teachers to ensure quality in the classroom transaction. RMSA offers 10 days training to teachers in secondary stage following In-service Teachers Professional Development (ITPD) module developed by NCERT. An amount of Rs.51.61 crore was spent towards teacher training programme for the last 6 years.

3.4.3 Mobile Counselling Centres for Students

Early adolescence is a delicate period. At this stage of life, an adolescent is besieged with multifarious challenges and these challenges may adversely affect their academic achievement. To enable the students survive this period, guidance and

honest assistance need to be provided. Consequently, adolescents are to be re-integrated academically through counselling programmes designed to help them maintain their academic achievement and mental health.

The State is divided into 10 zones, covering 32 districts and 17 fully equipped mobile counselling vans are deployed to cover the schools in these zones. The mobile counselling vans are provided with modern equipments, like televisions and CD players. A total of 2,31,542 students from 1,242 schools across the State have been provided psychological counselling in the academic year 2016-17.

Mobile Counselling Centres

3.4.4 State Common Board of School Education

The State Common Board of School Education functions as the regulatory authority for curriculum designing, syllabus framing and approval of textbooks developed by the State Council of Education Research and Training (SCERT). Further, the board approves the books of private publishers after a careful scrutiny of their adherence to the prescribed syllabus.

3.4.5 Measures taken to improve the performance of students of standard 10th to 12th Board Examinations.

3.4.5 a) Performance of Students in X and XII Board Examinations

The increase in pass percentage of students in the Board Examinations over the years, bears testimony to the efforts of the Government. The pass percentage in X Standard Board Examinations has increased from 89.00% in 2013 to 94.4% in 2017.

As many as 69 students in Language, 13,759 students in Mathematics, 17,481 students in Science and 61,115 students in Social Science have scored centum marks in the X Board Examinations. The performance of students has improved significantly over the last five years. Similarly, the pass percentage in XII Standard Board Examinations which was at 88.1% in 2013 has increased to 92.1 % in 2017.

3.4.5 b) Centum Results in Schools

There is a considerable increase in the number of schools that have produced centum results in Board Examinations. The State is proud of implementation of various educational reforms that is reflected in the academic results in Board Examinations. The following table depicts the impressive performance of the Government schools over 6 years:

Centum Results

Academic Year	Government Schools	
	class 10	class 12
2011-12	362	54
2012-13	453	115
2013-14	558	166
2014-15	1,164	187
2015-16	1,467	266
2016-17	1,557	292

Source : DGE

3.5 Special Interventions

The State has been successful in evolving and experimenting with several student-centric interventions.

3.5.1 Tamil Nadu Excels (TANEXCEL)

TANEXCEL is an attempt to make rural children competent and confident to appear in the X standard board examinations. 6700 students were during the year 2016-17.

3.5.2 Improved Participation (IMPART) & Slow Learners Achievement Programme (SLAP)

An innovative strategy to improve the participation of students of underprivileged sections of the society in regular classes, titled IMPART, is tried to entice them to schools.

Similarly, SLAP, which aims at providing additional support to the students of socially underprivileged classes alongside their normal school course to help improve their performance in board examinations was initiated in Thiruvarur District during the year 2016-17, will be extended to the special focus districts in 2017-18.

3.6 Co-scholastic Activities

3.6.1 Chess Game

Chess is an engaging method of introducing essential cognitive and practical skills. Chess helps students improve their mental abilities, such as problem solving, critical thinking and pattern recognition, planning ahead, spatial awareness, focus and concentration. It is a valuable skill that later translates into mental stamina for taking standardized tests or school examinations with confidence.

Chess game has been a part of secondary stream since 2012-13. Chess competitions are conducted at various levels in the age group of students 7-17 years since 2013-14.

The Government sanctions a sum of Rs.22 lakh every year to meet the recurring expenditure to conduct Chess competitions.

3.6.2 State and National Level Sports Competitions

Sports in contemporary times paves way for constructive behavioural changes in students.

The Republic Day Sports, Republic Day Games and Bharathiyar Day Games competitions are organized every year at various levels. The winners are awarded with prizes and certificates. Competitions are conducted in 26 sports disciplines for students studying in classes 6 to 12 in the age group of 11 to 17 years. This sports arena identifies the innate potential of students by coaching them to be a competitor in the National Level Competitions, hosted by the School Games Federation of India (SGFI).

The Government has been sanctioning an amount of Rs.10 crore every year since 2013-14 to meet the expenses for the conduct of Republic Day Sports, Republic Day Games, Bharathiyar Day Games and National Level Competitions. This grant is

utilized to encourage students' participation in the National and International Level Competitions.

3.6.3 Yoga

The State has identified yoga as an important feature of sports activities for school children to balance their emotional quotient. Yoga is being implemented in all the high and higher secondary schools of the State.

Yoga practice in school

3.6.4 Scouts and Guides

The Scouts and Guides movement is active in most of the high and higher secondary schools in Tamil Nadu. It helps the students inculcate

interpersonal skills, desirable character, citizenship, civic sense, helping tendency, self-discipline, leadership quality and patriotism in their formative years. The students are engaged in social service activities, like cleaning the places of worship and archaeological monuments, planting saplings and supporting the traffic controlling system.

The State sanctions a sum of Rs.7 lakh as recurring fund towards the remuneration of employees and office maintenance.

The best performing Scouts and Guides are awarded "Rajya Purashkar Award" by the Governor of Tamil Nadu. A sum of Rs.5 lakh is allocated to promote students' participation in the National level camps.

3.6.5 Eco-club

Eco-clubs are formed to create awareness among students on the importance of conservation of our environment and counter the threats to it. Eco-clubs function in 11,460 schools in Tamil Nadu.

A sum of Rs.5,000 is sanctioned yearly to each school through the Department of Environment and Forest for undertaking activities of Eco-clubs.

Eco-clubs and National Green Corps jointly work on green initiatives like planting of saplings, developing and maintaining school gardens and other related activities. The eco-club members are ambassadors to our society with a definite action plan charted by the State.

3.6.6 Junior Red Cross (JRC)

The major objectives of the JRC are health, service and friendship. There are 6,397 JRC Units with 3,19,850 students, functioning in high and higher secondary schools across the State. The National Curriculum Framework (NCF 2005), stresses imparting human values to the children through extra-curricular activities in schools. As envisaged in NCF 2005, Tamil Nadu is a trailblazer in implementing JRC.

Teachers are named as 'Counsellors' and students as 'Juniors'. The Juniors are given capacity building training on road safety, first aid, fire safety, disaster management, importance of blood and eye donations, prevention of environmental pollution and deforestation.

3.6.7 Young Talent Scheme

Young Talent Scheme focuses on the diversified nature of student's talents spotlighting on 10 different competitions like oratorical competition, essay writing, drawing, quiz programme, vocal and instrumental music, composing poems, classical and folk dances and theatre arts. Every year the competitions are organised at various levels. The State-level competitions for the year 2016-2017, were organised at Coimbatore and the winners honoured with awards.

3.6.8 National Service Scheme (NSS)

The NSS aims at personality development through community service like organizing health

camps, blood donation camps, conducting awareness programmes on social issues and focusing on welfare schemes for the students and the public alike. There are 97,650 student volunteers on roll in 1,953 units of higher secondary schools in the State. An annual grant of Rs.2.44 crore for regular activities and Rs.2.19 crore for special camps are sanctioned under this scheme.   During the academic year 2016-17, 1891 special camps were conducted across the State.

3.7 Other Activities

3.7.1 Science Exhibition

The State in its vision for a futuristic education is eager to invest on projects that promote scientific temper in students and throw open avenues for them to exhibit their inherent quest for science, innovation and creativity. Science exhibition spreads out the canvas needed for the students to paint their creativity. The exhibitions are conducted at various levels.

In 2016-17, the State level Science Exhibition with the theme "Science Technology and Mathematics for Nation Building" was held in Madurai. The best exhibits selected at the State level were exhibited in the Southern India Science Fair held in Pondicherry. Similarly, the best projects at Southern India level were exhibited at National level Science Exhibition held at New Delhi.

School Science Exhibition

3.7.2 Parent –Teacher Association

The PTA bridges the schools with the communities they serve. The PTA helps the school administration comprehend the expectations and aspirations of the community and chart out plans towards enhancing the quality of the teaching learning process. Further, the PTA is also helpful in

supporting the school administration to mobilize the required resources for the effective functioning of the school. The State PTA supports the preparation of question banks, booklets and model question papers for the benefit of students appearing for the board examinations.

3.7.3 Teachers' Home

Teachers' homes in Chennai and Tiruchirapalli serve the teaching fraternity, who visit these cities for multifarious reasons, can have a comfortable stay at a very subsidized cost. The facility will be extended to Coimbatore city soon.

3.8 Budget

The State Government has increased its budgetary allocations for School Education for the past six consecutive years. The Directorate of School Education has been allocated a sum of Rs.11,721.36 crore in the financial year 2017-18. Similarly, a sum of Rs.1,193.78 crore has been sanctioned for RMSA, Tamil Nadu for the year 2017-18.

4. MATRICULATION SCHOOLS

"Education is the most powerful weapon which you can use to change the world"

- Nelson Mandela

4.1 Introduction

Matriculation Schools are self-financing institutions. Initially Matriculation schools were under the control of the Universities of Madras and Madurai. With a separate identity of their own, Matriculation Schools while being affiliated to these two universities were allowed financial as well as functional autonomy. They were brought under the control of Directorate of School Education in the year 1978 for administrative convenience. The number of schools functioning at that time was about 20 only. These schools are governed by the Code of Regulations for Matriculation Schools, 1978. The number of Matriculation Schools increased year by year. Hence, a separate Directorate of Matriculation Schools was formed in the year 2001 for the effective monitoring of Matriculation Schools. At

present there are 4268 Matriculation schools providing education to 39,18,221 children.

4.2 Vision

The Government ensures quality education by monitoring the appointment of fully qualified teachers and provision of good infrastructure in Matriculation schools. It is ensured that the implementation of the Right of Children to Free and Compulsory Education Act, 2009 (RTE, 2009) and the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011 in letter and spirit.

4.3 Objectives

To ensure quality education in Matriculation Schools the Directorate functions with the following objectives:

- To ensure appointment of fully qualified teachers
- To ensure good infrastructure facilities in schools for the safety of children

- To ensure effective teaching learning process in a conducive and pleasant atmosphere for joyful learning
- To ensure the implementation of Continuous and Comprehensive Evaluation for all round development and skill development activities of children
- To grant permission to open new Matriculation Schools and to upgrade Matriculation Schools into Matriculation Higher Secondary Schools.
- To act as State Chief Nodal Officer for the implementation of the RTE, 2009 and the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011.

4.4 Special Initiatives for Quality Education

4.4.1 Continuous and Comprehensive Evaluation

A pathbreaking evaluation procedure called Continuous and Comprehensive Evaluation (CCE) was formulated for classes 1 to 8 in 2012-2013 and

it was extended to class 9 in the year 2013-2014. Matriculation schools are following the CCE pattern to ensure the holistic development of students in scholastic and co-scholastic areas.

4.4.2 Trimester Pattern

In order to reach the goal of quality education and reduce overload of books, a new Trimester Pattern was introduced. All the Matriculation Schools are following the Trimester Pattern to promote meaningful learning of concepts by the students studying in classes 1 to 9.

4.4.3 Library Facility

The State Government is giving much emphasis to ensure that libraries are functioning in all Matriculation and Matriculation Higher Secondary schools. A school library should have wide range of books, periodicals, newspapers, maps, documents, CDs, e-books and other reference books. Library provides physical access to subject related materials and develops the reading habits of children. The

Inspecting Officers ensure minimum 1500 books and 3000 books in Matriculation and Matriculation Higher Secondary Schools respectively through periodical visits and inspections.

4.4.4 Toilet and Drinking water facilities

The State Government has given instructions to provide sufficient number of clean Toilets, drinking water facilities in schools proportionate to the strength of the students. It is ensured that the above facilities are available in all schools.

4.4.5 Issue of Cost Free Bus Pass

The cost free bus passes are being issued to school going students. This provision has been extended to the students studying in Matriculation schools also with a view to come to school without any difficulty. During the year 2016-2017, 3,23,584 students have availed this facility.

4.4.6 Safety of Students during transportation to Schools

The Government has taken steps to ensure safety of school children and have framed ' Tamil Nadu Motor Vehicles (Regulation and Control of School Buses) Special Rules, 2012'. To ensure accident free driving of school vehicles, trainings have been imparted at the district level to the drivers and assistants with the help of Transport department officials. Training was given to 23,358 drivers for safety driving and assistants for personal care of children.

4.5 Administrative Responsibilities

4.5.1 Permission to open new schools and upgrade existing schools.

Permission is granted to open new Matriculation Schools and upgrade existing Matriculation Schools into Matriculation Higher Secondary Schools which fulfill the norms and standards fixed by the Government. Permission was granted to open 94 new Matriculation Schools and to
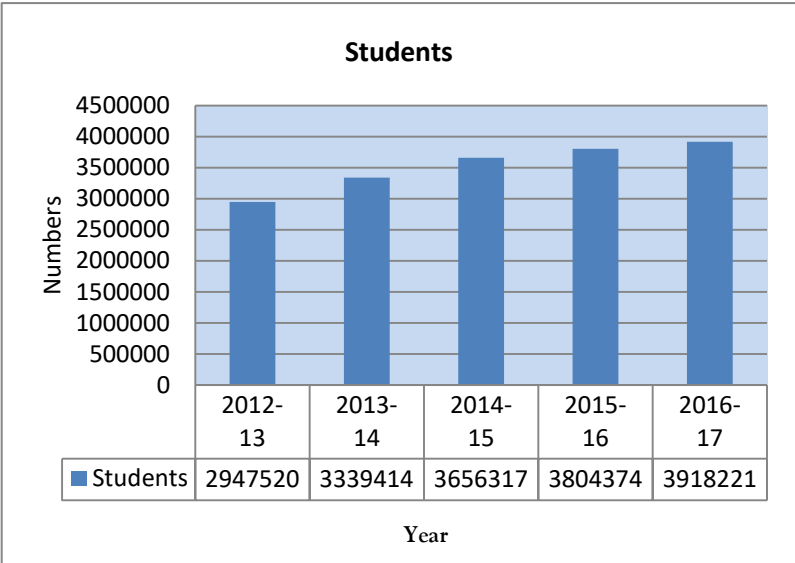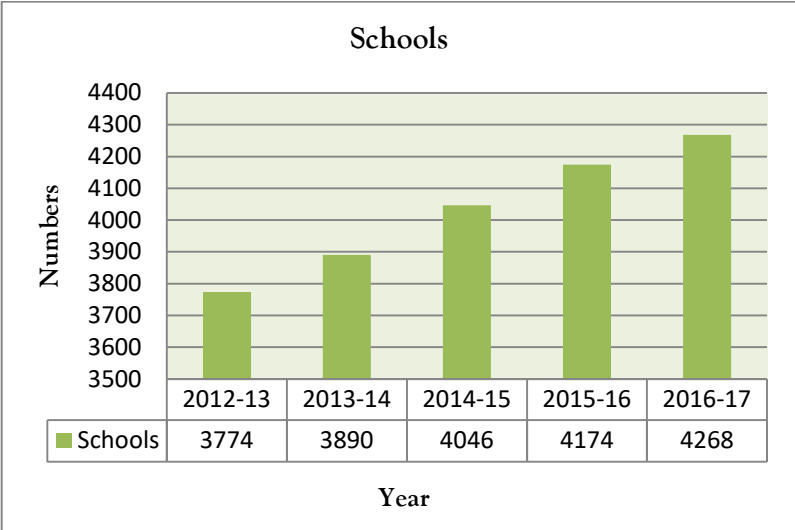
upgrade 100 Matriculation Schools into Matriculation Higher Secondary Schools during 2016-2017.

4.5.2 Recognition

Initial recognition is being granted to schools which were accorded opening permission and continuance of recognition is also being granted for every three years ensuring the compliance of stipulated norms and standard.

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

Schools

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Schools	3774	3890	4046	4174	4268

Students

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Students	2947520	3339414	3656317	3804374	3918221

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

RTE, 2009 is implemented in the State of Tamil Nadu in letter and spirit. The Government of Tamil Nadu framed the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011.

Specifically mentioning about section 12 (1) (c) of the RTE Act, 2009, Government Order was issued with clear guidelines for effective implementation of 25% reservation for children belonging to disadvantaged group and weaker section in all private non-minority self-financing schools. The following number of children have been admitted under this category from the year 2013-2014.

Year	25% of intake capacity	No. of children admitted	Percentage
2013-2014	1,07,157	49,864	46.5
2014-2015	1,16,004	86,729	74.7
2015-2016	1,17,232	94,811	80.6
2016-2017	1,19,043	97,506	81.9

Consequent upon the special efforts taken by the Government, the number has substantially increased year by year.

The Central and the State Government have concurrent responsibility for providing funds for carrying out the provisions of the Act. The State has sanctioned an amount of Rs. 221.99 crore towards the reimbursement of the fee for the children admitted during academic years 2013-2014, 2014-2015 and 2015-2016 for the welfare of the children belonging to the disadvantaged group and weaker section.

4.5.4 Application through online

Government has issued additional guidelines to implement the RTE, 2009 in letter and spirit and to see that the provision of 25% reservation availed by deserving children belonging to the weaker sections and disadvantaged groups. To make the admission process transparent, Government has ordered online admission process from the academic year 2017-2018.

4.5.5 Private Schools Fee Determination Committee

The Government of Tamil Nadu enacted the Tamil Nadu Schools (Regulation of Collection of Fee) Act, 2009 to regulate the collection of fee in private self finance schools. A Committee has been constituted under the Chairmanship of a Retired Hon'ble High Court Judge. The Committee fixes fee for the private self-financing schools. The Committee is also enquiring into the complaints received against private self-finance schools regarding collection of excess fee and issue appropriate orders.

4.6. Budget

An amount of Rs. 8.10 crores has been allotted to this Directorate for the financial year 2017-2018.

4.7. Conclusion

Under the able guidance of the Government, the Directorate monitors the effective functioning of Matriculation Schools, ensures protected learning environment, and all round development of children.

5. GOVERNMENT EXAMINATIONS

'Success is a journey, not a destination'

5.1 Introduction

The Directorate of Government Examinations has been conducting the Board examinations for the students studying in the State Board in Std X and XII. Apart from the above two core exams, this Directorate conducts as many as 32 kinds of various examinations and relevant certificates are issued to the students. The mark certificates issued to the students of standard X and XII are considered as vital and valued document for pursuing higher education and for seeking employment opportunities.

The Directorate of Government Examinations has come into existence in 1975 and since then a lot of innovative measures were initiated to enhance the confidentiality and efficiency in conduct of examinations. Having realized the need necessity to introduce digital technology various measures have been taken to introduce technological initiatives in examination process.

5.2 Vision

To constantly upgrade the relevant processes to ensure free and fair examination with maximum confidentiality and credibility.

5.3 Objectives

To conduct all the examinations in a free and fair manner and to carry out reformative measures in every sphere of activities from the beginning of conduct of examinations till the end of publishing of results. To release the results and issue relevant certificates to the candidates within the stipulated time schedule.

5.4 Responsibilities

The Directorate of Government Examinations has the responsibilities of conducting around 34 various kinds of examinations. In the year 2016-2017, 19,59,599 students had appeared for both Secondary School Leaving Certificate (SSLC) and Higher Secondary Examinations(HSE).

There are 7 Regional Offices located across the State, which carry out important functions such as dispatching stationeries to the examination centers, sanction expenditures for conduct of the examinations and dispatch the certificates to the candidates after the publications of results.

5.5 Access through website

In order to facilitate the student community and reduce the hurdles faced by them, a web portal www.dge.tn.gov.inhas been created which furnishes details of 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 and Question papers of previous examinations and the examination instructions for the private candidates appearing for the standard X science practical examinations.

Pre examination online application was also included in the above web portal to collect the nominal roll particulars of candidates appearing for

the examination through schools as well as private stream.

5.6 Government examination service centres

The private candidates who desire to apply for examinations had to face a lot of difficulties as they are not well aware of the procedures to be followed. Realising their genuine needs 213 Examination service centres were established across the State within the school premises to assist the candidates to apply for examination.

5.7 Assignment of permanent register number to candidates

Previously, the candidates appearing for the examinations were allotted Register numbers for each and every time they appear and till they complete the examinations. From March 2016 examinations onwards, the candidates who appear for the examinations are assigned with Permanent Register Number till they complete their examinations.

5.8 Downloading of Hall tickets

The system of distribution of hall tickets to the private candidates through the Hall Ticket Distribution Centres has been dispensed with. And now, the private candidates are permitted to download the hall tickets through online. Schools are enabled to download the hall tickets in respect of the students appearing through their schools.

5.9 Steps taken to curb irregularities

In order to avoid impersonation and copying by the candidates following steps have been taken:-

- Provision of top Sheet with photograph of the candidates in the answer scripts

- Introduction of Optical Mark Recognition (OMR)

- Issue of Specific Main Answer Booklet to each subject

5.10 Examination centers in Prisons

In order to promote the educational pursuit among the inmates in prisons, examination centres were setup in the premises of the prisons itself. In March 2017, 98 prisoners have appeared for XII Board examination in Trichy, Palayamkottai, Vellore, Cuddalore, Salem, Coimbatore, Madurai and Puzhal Central jails. 229 prisoners in Palayamkottai, Trichy, Coimbatore, Vellore and Puzhal Central jails have appeared in the SSLC Board Examination, March 2017.

5.11 Examination control room

During the conduct of Higher Secondary / SSLC Board examinations, it becomes an absolute necessity to oversee the arrangements to ensure free and fair conduct of Examination. Hence, an examination control room was opened in the Directorate of Government Examinations, which functions during the period of examination from 8.00 A.M. to 8.00 P.M. The remedial measures are taken then and there whenever complaints are received.

5.12 Exemption of examination fee for Tamil Medium candidates

All the Tamil medium candidates appearing for the SSLC and Higher Secondary examinations are exempted from paying examination fees. As a result, 5,69,304 students who appeared for Higher Secondary Board Examinations and 6,19,721 students who appeared for SSLC Board Examinations in March 2017 were benefited.

5.13 Concessions granted to Children With Special Needs (CWSN) candidates

Candidates with dyslexia, visual impairment, hearing impairment and other physical challenges who appear for SSLC and Higher Secondary Board Examinations are granted one hour of extra time for all the subjects, appoint a scribe, exempted from appearing in anyone of the languages and permitted to use calculators. In March 2017, 2,227 CWSN candidates who appeared for Higher Secondary Board Examinations and 4,190 CWSN candidates who appeared for SSLC Board Examinations were benefited.

5.14 Transportation of answer scripts using vehicle

A system of transporting answer script bundles through vehicle from the examination centres and handover it to the collection points has been adapted. This system has ensured a safety and timely transportation of answer scripts.

5.15 Publication of results of board examinations

In order to reduce the anxiety of the students to know the results, the publication of results was made available in online and three websites are created for this purpose. viz., www.dge1.tn.nic.in., www.dge2.tn.nic.in., www.tn.results.nic.in.

5.16 Provisional mark certificate

From March 2015 examination onwards the system of providing Provisional Mark Certificate has been carried out and based upon this certificate, the candidates apply for higher studies. The candidates can download their provisional mark certificates through (http:// www.dge.tn.nic.in). The provisional

mark certificates are valid for a period of 90 days from the date of publication of results.

5.17 Scanning of answer scripts, retotalling of marks and revaluation of answer scripts of higher secondary examinations

Provision has been made for applying scanned copies of answers scripts, after the publication of the results.

The scanned copy of the answer scripts of such candidates are uploaded in the website. This procedure enable them to see their evaluated answer sheets directly and put-forth their genuine demand by way of either to request for retotalling of marks or for revaluation of answer scripts.

5.18 Mark certificates with additional security features

In order to ensure safety and security the mark certificates issued to the candidates have been added with certain security features enabled to easily identify their genuineness. In addition to the security features such as 2D barcode, the photograph of the

candidates are also incorporated in the mark certificates.

5.19 Consolidated mark certificate

Consolidated Mark Certificates are issued to avoid multiple mark sheets with separate details for each appearance.

5.20 Other Examinations

5.20.1 Conduct of June / July special supplementary examinations

In order to facilitate the candidates to pursue their higher studies in the same academic year who failed in the public examinations conducted in March; Special Supplementary Examination is conducted in the month of June / July of every year for the X and XII candidates.

5.20.2 Diploma in Elementary Education

The examinations for the Diploma in Elementary Education are conducted every year and 24,175 candidates applied for the June 2017 examination. The scanned copy of answer scripts is

provided to the candidates who apply for it. Moreover retotalling and revaluation is also done based and the request of the candidates.

5.20.3 Eighth Standard Public Examination

In order to impart minimum general educational qualification to obtain employment / promotion at basic level, Eighth Standard Public Examinations are conducted.

5.20.4 Government Technical Examinations

Government Technical Examinations are conducted for the following subjects namely Drawing, Sewing, Agriculture, Printing, Music, Handloom Weaving and etc., to provide technical qualification for employment. The above examinations are conducted in two levels i.e. Lower and Higher Grade and 11,651 candidates had applied for June 2017 examination.

5.20.5 Tamil Nadu Rural Students Talent Search Examination (TRUSTS EXAMINATION)

Tamil Nadu Rural Students Talent Search Examination is being conducted every year in September, to encourage the rural students.

The students studying in class 9 during the academic year, whose parental annual income does not exceed Rs.1 Lakh are eligible to appear for the Examination. 50 girls and 50 boys are selected from each district and a scholarship of Rs.1000/- per annum is granted for a continuous period of four years. Now, the students are allowed to apply through online. In the year 2016, 53,887 students appeared for this examination and 3,100 students received scholarships.

5.20.6 Examination for National Means Cum Merit Scholarship

National Means Cum Merit Scholarship (NMMS) examination is being conducted and candidates are selected based on their marks and rule of reservation.

Candidates who have passed class 7 from Government Schools / Government Aided Schools with 55% of marks (50% of marks for SC/ST) and studying in class 8 and whose parental annual income does not exceed Rs.1,50,000/- are eligible to appear for the examinations. The selected candidates will get a sum of Rs.6,000/- as scholarship per annum (at the rate of Rs.500/- per month) from class 9 onwards upto class 12. This scheme provides scholarships to 6,695 candidates of Tamil Nadu every year. In the year 2016, 1,55,366 students appeared for NMMS examination.

5.20.7 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 10th class, 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. The selected students are awarded scholarship of Rs.1250/- per month for XI standard and XII standard and Rs.2,000/- per month for degree level and for Ph.D. level, scholarship is paid as per the recommendation of University Grant Commission (UGC) for a maximum period of 4 years. In the year 2016, 1,55,699 students appeared for the NTSE and 237 students have passed the first level.

5.21 Other Certificates

5.21.1 Migration Certificate

Migration Certificate are issued to the candidates who have passed X and XII board examinations and who desires to continue their higher studies in other States, within 5 days from the date of receipt of applications. In order to facilitate

the candidates application format is uploaded in the website.

5.21.2 Duplicate mark certificates and certified copy of marks

Duplicate copy of mark certificates and certified copy of marks are issued to the candidates who lost it. The format of the application is available in the website.

5.21.3 Issue of genuineness of mark certificate

Verification of Genuineness of Mark Certificate are carried out, whenever such requests are made by the appointing authorities and by the higher education institutions.

5.22   Conduct of Union Public Service Commission / Staff Selection Commission examinations

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

5.23 New Initiatives

5.23.1 Doing away with the ranking system

Ever since the introduction of SSLC and Higher Secondary Examinations, topper both at State and District level are being awarded.

In order to reduce the psychological stress to the students and avoid unhealthy competition among the Educational Institutions, it was decided to do away with the ranking system from 2016-17.

5.23.2 Introduction of board examination for the first year of higher secondary

Taking into consideration of the then prevailing situation during 1978-79, it was decided to conduct the examination at the end of the second year of Higher Secondary course and the first batch of candidates appeared for the examinations in the year 1980.

The marks scored by the candidates during the second year of the course alone was considered for higher education and marks scored in the first year

was not considered for it. Hence due importance was not given to the first year syllabus, which in turn adversely affected the student community in facing national level competitive examinations.

It is essential for the student to have sound knowledge in the chosen optional subjects to enable them to pursue higher education. Hence, it has been decided to conduct State level public examination for the first year students from 2017-18 onwards.

5.23.3 Publication of examination time schedule

In order to enable the students to face the examination in a stress free manner, time schedule for SSLC, Higher Secondary first year and second year has been announced well in advance during this year.

Board of Examinations	Examination		Result Publishing Date
	Commencing Date	Concluding Date	
Higher Secondary II Year	01.03.2018	06.04.2018	16.05.2018
Higher Secondary I Year	07.03.2018	16.04.2018	30.05.2018
SSLC	16.03.2018	20.04.2018	23.05.2018

5.23.4 Mark Certificates in Tamil

The Mark Certificates issued to the candidates will also contain the name of the candidates and subjects in Tamil version

5.23.5 Certificates through e-governance

- For the candidates, who appear for the examinations in Tamil Nadu and Migrates to other states, the Migration Certificate is proposed to be issued through e-governance.

- candidates are also proposed to be permitted to apply for obtaining Certified Copy of Marks and Duplicate Mark Certificates through e-governance.

5.23.6 Sending of results through short message service

To disseminate the examination results of Higher Secondary and SSLC Examinations held in March 2017 in a speedy manner, results were communicated through Short Message Service (SMS) to the respective candidate's mobile number obtained during registration.

5.23.7 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 March 2017, candidates who appeared for Higher Secondary / SSLC Examinations having DigiLocker account will be facilitated to download their Digital Mark Certificate from the repository of Directorate of Government Examinations.

Candidates can access their Digital Mark Certificates anytime, anywhere and share it online. Digital Locker makes it easier to validate the

authenticity of Mark certificates as they are issued directly from the repository of this Directorate.

5.24 Budget

For the financial year 2017–2018, an amount of Rs.87.35 Crores has been allotted to the Directorate of Government Examinations.

5.25 Conclusion

Every possible effort is being under taken to address the concerns of the student community, parents and the society at large, by introducing a lot of innovative measures to ensure the conduct of examinations and publication of results in a fair manner.

6. NON-FORMAL AND ADULT EDUCATION

"Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education, I mean an all-round drawing out of the best in the child and man-body, mind and spirit".

- Mahathma Gandhi

6.1 Introduction

The Directorate of Non-Formal and Adult Education was formed in 1976 with the noble aim of providing literacy to adult non-literates above 15 years of age. It has implemented many schemes since its inception to eradicate illiteracy in educationally most backward districts in the State of Tamil Nadu.

To implement literacy programmes such as Rural Functional Literacy, State Adult Education Programme, Non-Formal Adult Education for the learners, Mass Programme of Functional Literacy, Total Literacy Campaign, Post Literacy and Continuing Education Campaign for sustaining the momentum gained since its inception to make

neo-literates retain the acquired skills and pursue learning all through their lives.

To empower the neo-literates by providing skill based vocational training so that it becomes possible for them to take advantage of numerous opportunities for income generation.

6.2 Vision

Progress towards attainment of basic literacy, vocational education and lifelong learning for achievement of total literacy.

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

This scheme is implemented in the districts of Dharmapuri, Salem, Erode, Perambalur, Villupuram, Ariyalur, Thiruvannamalai, Tiruppur and Krishnagiri where the female literacy is less than 50% as per the 2001 Census. This scheme aims at facilitating adults to pursue their learning till they are able to achieve equivalence to III, V and VIII standards and beyond in the formal school system. Top priority is given to women, Scheduled Caste and Scheduled Tribes, minorities and other disadvantaged groups in the age group of 15 and above.

This scheme targets 24.57 lakh illiterates found through the household survey. This programme was expected to entail an outlay of Rs. 145.39 crore, to be shared by Central and State in the ratio of 60:40.

6.4.1 Learning Centers

A total of 3602 Adult Education Centers [AECs] 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 root level. 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

Basic Literacy is imparted at the adult education centers making use of the curriculum approved by the National Literacy Mission Authority. 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 Technology

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, Thiruvannamalai, and Villupuram.

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, 23,576 adult learners have been benefited from training at Model Adult Education Centers.

6.4.4 Human Resources

In accordance with the guidelines of Karkum Bharatham Scheme, 26 District Co-ordinators, 100 Block Co-ordinators and 5389 Preraks are working on honorarium basis in 9 Districts.

6.4.5 Equivalency Programme

On pilot basis, Equivalency Programme has been implemented for 18000 learners through 900 Adult Education Centers in 64 blocks of four districts viz, Villupuram, Erode, Salem and Dharmapuri at a cost of Rs.3.48 crore employing 900 graduate Tutors to provide them education equivalent to 3rd standard.

Equivalency Programme

Text books for the subjects namely, Tamil, Mathematics, Environmental Studies and Basic Computing Skills were given to the learners. On completion of Personal Contact Programme, Terminal Assessment Test in four subjects was conducted in April-2017.

Learners Assessment Test

6.4.6 Capacity Building Activities

Learning centers have been established in 3602 village panchayats in 9 districts. At these centers, in addition to basic literacy, the learners are provided hands on vocational training in making of artificial jewellery, phenyl, soap oil and soap powder, candle and Incense sticks, Soft Toys, jamki work, Embroidery and Sewing besides need-based skill training.

To supplement these efforts, sewing machine and raw materials for making of toys, artificial jewellery etc are supplied to these centers. This programme has provided an opportunity to women, to read and write and to attain economic independence.

Jewellery Making

In addition to vocational skill development, the learners were trained in the following areas viz, Financial literacy, Legal Literacy, Rights of Entitlements, Electoral Literacy, Disaster Management and Civil Defense through "Inter-personal Media Campaign".

6.4.7 Learners Assessment Test

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 districts, up to March-2017, 23.89 lakh non-literates successfully completed their Basic Literacy through "Karkum Bharatham" scheme and obtained their certificates from the National Institute of Open Schooling**.**
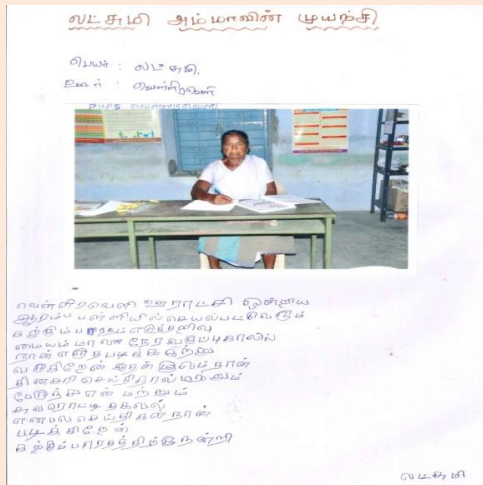

Learners Assessment Test

The continuous efforts and support of the State Government have resulted in the increase in the number of learners completing basic literacy successfully over the years.

Percentage of Progression in Basic Literacy
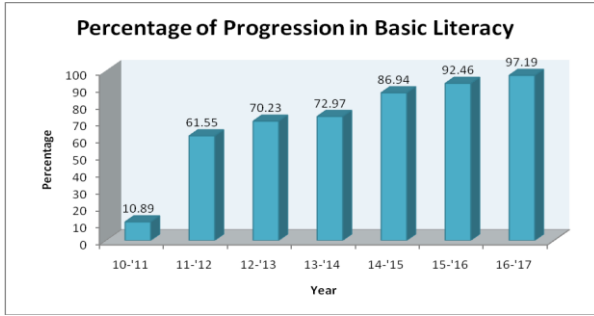
Source: DNFAE

SUCCESS STORY ON BASIC LITERACY

"… I am learning by the way of reading and writing in the evening classes which are being conducted in the Adult Education Centre located in the campus of Velliraveli Gram Panchayat Union Primary School under Karkkum Bharatham scheme.   Due to these classes, I am now able to read the items like daily news papers, bus route number and informations in the wall posters. I Thank to Karkkum Bharatham Scheme…"

- Tmt. Lachumi
  Learner, Velliraveli
  Adult Education Center
  Thiruppur district

6.5 New Initiatives

In the year 2016-17, 10 Adult Education centres got upgraded as Model Adult Education Centres in Krishnagiri and Tiruppur districts at a cost of Rs.25 lakh.

Model Adult Education Centre

6.6 Impact of Adult Literacy Programme

The successful implementation of Non-Formal and Adult Education Programmes by the Government of Tamilnadu has led to a substantial increase in adult literacy rate.

The remarkable growth has been registered in the literacy rate in the 9 Districts in which Karkum Bharatham Scheme is implemented is shown below in the graph:
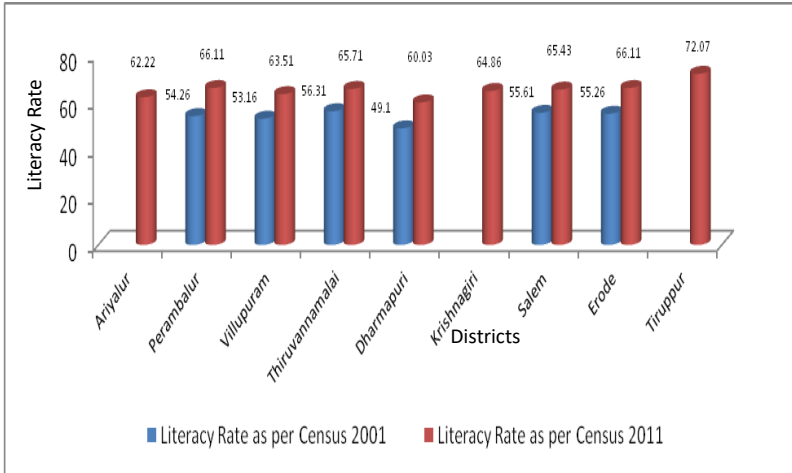
Growth in the Literacy Rate
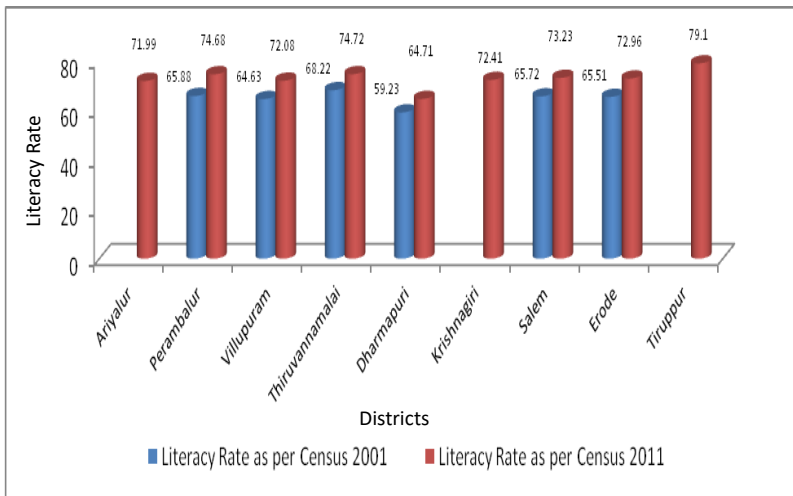
Because of the sustained efforts taken by the Government, the female literacy rate has been gradually growing up over the years as shown in the diagram below:

Growth in Female Literacy Rate

6.7 Achievements

Tamilnadu has bagged National Literacy awards at various levels for outstanding performance in the field of Adult Education Programme in 2013, 2015 and 2016.

Awards for the State at various levels

Year	Best State	Best District	Best Gram Panchayat
2013	--	**Ariyalur**	Kuppanda Palayam Gram Panchayat, Anthiyur Block, Erode District
2015	**Tamilnadu**	**Dharmapuri**	Palamalai Gram Panchayat, Kolathur Block, Salem District
2016	--	--	Vattamuthampatti Gram Panchayat, Salem Rural Block, Salem District

National Literacy Award − 2016

6.8 Budget

An amount of Rs. 29.11 Crore has been allocated in the Budget Estimate for the financial year 2017-18.

6.9 Conclusion

Adult Literacy programme focuses not only on basic education, but also on enhancing the capacity of adult learners. Learning and capacity building of adult learners will invariably lead them to become holistic individuals with citizenship values. Education would instill in them a sense of self-worth and increase their ability to assert their rights in a democracy.

7. PUBLIC LIBRARIES

"A University is just a group of buildings gathered around a library"

-   Shelby Foote

7.1 Introduction

Freedom, prosperity, development of the society and the individual well being are fundamental human values. They can be attained only through the ability of well informed citizens to exercise their democratic rights and to play an active role in the society. Constructive participation and the development of democracy depend on spread of education and its quality as well the unlimited access that the people have to knowledge, thought, cultural heritage and information.

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

The Department of Public Libraries contributes to the development of the society by following the principle of "best reading for the greatest number at a least cost".

7.2 Objectives

- To satisfy the information needs of the users of all age groups by providing effective library services.

- To digitize and preserve old and rare books.

- To provide Library facilities in every village, where the population is more than 1000.

- To provide good infrastructure facilities in libraries.

- To provide quality reading materials viz. books and periodical in the libraries.

- To install modern techniques in libraries to enhance library services.

7.3 Mission

The following objectives which relate to information, literacy, education and culture should be at the core of public library services.

- Creating and strengthening reading habits among children at an early age.

- Supporting both individual self learning and formal education at all levels.

- Providing opportunities for personal creative development.

- Stimulating the imagination and creativity of children and young people.

- Promoting awareness of cultural heritage, appreciation of arts, scientific achievements and innovations.

- Facilitating the development of performing arts.

- Supporting and participating in literacy activities and programmes for all age groups.

7.4 Library Movement

Public Libraries were opened in Tamil Nadu as per the "Tamil Nadu Public Libraries Act, 1948". The Directorate of Public Libraries was formed in 1972 in order to improve the library services. The following

libraries are functioning in the State under the control of the Directorate of Public Libraries.

1	Connemara Public Library	1
2	Anna Centenary Library	1
3	District Central Libraries	32
4	Branch Libraries	1926
5	Mobile Libraries	14
6	Village Libraries	1914
7	Part-Time Libraries	715
	Total	**4603**

This apart, libraries have been functioning at places such as hospitals, prisons and passport offices to cater to the needs of the users.

7.4.1 Connemara Public Library

Connemara Public Library, the State Central Library of Tamil Nadu, functioning in the premises of Government Museum, Egmore opened in the year 1896 as a consulting library, commenced its operation as a lending library from the year 1930.

This library has 8,35,980 books on subjects like Literature, History, Science etc., The Connemara Public Library, being one of the four national depository libraries in India, receiving a copy of all books, newspapers and periodicals published in India free of cost in accordance with the Delivery of Books (Newspapers and Periodicals) Act, 1954, attracts ever increasing number of readers.

Connemara Public Library

All the activities of the library have now been computerized and the usage of the library by public has increased considerably. The number of readers during the year 2016-17 was 5,86,012. During this

period, 3,02,053 books were lent and 38,18,125 books read in the premises by the readers. The library has different sections such as rare books section, text books section, periodicals section, reference section, children section and civil service study circle.

Readers Forum established in Connemara Public Library is rendering valuable services to the readers. All information regarding this library can be accessed from its official website www.connemarapubliclibrarychennai.com.

7.4.2 Anna Centenary Library

The Anna Centenary Library at Kotturpuram, Chennai, the 2nd largest library in South East Asia brought into existence at an estimated cost of Rs.178.78 crore, is housed in a massive complex with 9 floors comprising total area of 3.48 lakh square feet. The Anna Centenary Library has a technically well equipped Auditorium, Amphitheatre, Conference hall, Book Release hall, Food Court and Researchers' Hostel.

Anna Centenary Library

This library has 5,70,990 books on 3,79,286 titles on various subjects. The library caters to the needs to different sections of the readers. It has well stored Periodicals section, Children section, Section for the Visually Impaired, Own Book Reading section, Text Book section, Tamil and Regional languages books section, Manuscripts section, Competitive Examination section, Rare books section, Research and Training section.

Several programmes are conducted on every Sunday for the children at the children section in the library.

Children Section - Anna Centenary Library

In Braille section more than 1,600 users are availing service of daily news papers (Tamil and English) in audio format through email. Users of Braille section are facilitated with various services like applying various competitive examinations, getting resources in audio format, recording materials in Audio format.

Capacity of own book reading section was extended from 40 to 160 seats in response to users demand. More than 175 users of Anna Centenary Library have been selected for various State and Central government jobs so far.

Several functions related to the various departments of Government, programmes relating to Art and Culture, Annual day celebration of Schools, Convocation of Universities, Conferences held both at National and State levels, Lectures organized by renowned Educationists and the Research Scholars and the functions approved by the Government are conducted in the Auditorium, Amphitheatre, Conference hall and Seminar hall on rental basis, fixed by the Public Works Department.

An average of 1,200 users is benefitted by this library. Library Activists can avail all the relevant information regarding this library from its official website www.annacentenarylibrary.com.

A special section e-library to cater to the immediate information needs of the users has been setup in the year 2015-16. Government Oriental Manuscript Library which was functioning in University of Madras has been shifted to Anna Centenary Library with its collection and administrative wing.

Recently, new books worth Rs.2.00 crores in Medicine, Engineering, Law etc in 3,594 titles have been procured.

On every Saturday a literary programme named "Ponmalai Pozhudhu" is organized regularly with leading personalities in various fields and a "Orientation programme" for competitive examination aspirants is organized on every Sunday.

7.4.3 District Central Libraries

The District Central Libraries have been established in each district head quarters to render specialized services to develop the lifelong reading habit of the common people. The District Central Libraries are responsible for procuring and distributing new books to all the libraries under their control.

7.4.4 Branch Libraries

There are 1,926 Branch Libraries in Corporations, Municipalities, Town Panchayats and Panchayats throughout the State. These libraries

have book section, periodical section, reference section. Internet facility is available in majority of the libraries.

Considering the ever growing need for libraries 295 branch libraries at Taluk head quarters have started functioning as full time libraries. Overall 516 posts of Librarian Grade III were filled up during the period from 2011-16.

7.4.5 Village Libraries

To inculcate reading habit among the rural people and create vibrant citizens in remote areas, a noble scheme of establishing village libraries in all villages was launched. A total of 1914 Village Libraries are functioning throughout the state. Further 1,157 village librarian posts were filled up.

Alampalayam Village Library, Tiruppur District

7.4.6 Part Time Libraries

It is the access to the library which will sustain the reading habits of people improve. To ensure that this access becomes available to the people in rural areas, part-time libraries have been established in villages with a population exceeding 1,000. There are 715 part-time libraries rendering library services in rural areas.

7.4.7 Mobile Libraries:

Mobile Library Scheme, initially formulated by Thiru. Kanagasabai Pillai of Melavasal in Mannarkudi of Thiruvarur District with the intention to reach

library service to the unreached living in the remote - hilly areas was inaugurated in 1931 by Dr.S.R.Ranganathan, "Father of Library Science in India".

To implement and extend the scheme continuously, Mobile Vans were purchased in 2014-15 at an estimated cost of Rs.70.00 lakhs. At present Mobile libraries are functioning well in 14 Districts of Tamil Nadu.

7.4.8 Thanjavur Maharaja Serfoji's Sarasvati Mahal Library and Research Centre

Thanjavur Maharaja Serfoji's Sarasvati Mahal Library and Research Centre, one of the ancient libraries in India, established in the year 1535, registered phenomenal growth under the patronage of Maharaja Serfoji (1798-1832). Thanjavur Maharaja Serfoji's Sarasvati Mahal Library and Research Centre which has been functioning under the control of the District Collector of Thanjavur from 1918, has been registered in 1986 under the Tamil Nadu Societies Registration Act, 1975. This

library has about 47,334 palm leaves and manuscripts in Tamil, Telugu, Sanskrit, Marathi and English languages. In addition to this, it contains a collection of books, maps, paintings on all aspects of literature, art and culture.

Sarasvati Mahal Library

For the development of this library and welfare of staff, the Government of Tamil Nadu increased the maintenance grant from Rs.40.00 lakhs to Rs.75.00 lakhs in the year 2013-14. To upgrade this library as an International Research Library, an expert committee under the leadership of Hon'ble Minister of School Education was constituted in the year 2013.

In order to make the palm leaves and rare books accessible to the public and researchers, Rs.7.50 lakhs was sanctioned to digitize the palm leaves and rare books during 2014-15.

7.4.9 Dr.U.Ve.Swaminatha Iyer Library, Chennai

This Library was started in the year 1943 in memory of eminent Tamil scholar and researcher Dr.U.Ve.Swaminatha Iyer. It has a significant collection of more than 3,000 letters written by other scholars to Dr.U.Ve.Swaminatha Iyer, diaries written by him, 1,832 books and 939 manuscripts collected by him. Moreover, this library has ancient rare printed books and letters from the year 1923 onwards and these valuable collections are being digitized and preserved in CDs. For the year 2016-17, the grant was Rs.17.30 lakh.

7.4.10 Maraimalai Adigal Library, Chennai

Maraimalai Adigal Library, situated within the campus of Connemara Public Library, Chennai has a

collection of 80,000 books consisting of rare Tamil books such as Sangam Literature, Thirukkural with Prose, Grammar books, Epics, Journalism, Life history, Naladiyar, Thiruvasagam, Dictionaries and Books related to Medicine which dates back to more than 100 years and rare books and periodicals on art and culture. The library is used by 1,500 research scholars every year. It has 3,528 enrolled members. A maintenance grant of Rs.1.00 lakh is provided by the Government every year.

7.5 Fund

7.5.1 Library Cess

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

existing buildings, purchase of consumer articles, pay and allowances of Librarian, Village Librarian and consolidated pay of the Part time librarians, other activities etc., of the Local Library Authorities are being incurred only from the Local Library Authority Fund. The library cess collection of the Local Library Authorities for the year 2016-17 was Rs.74.57 crore.

7.5.2 General Fund

General Fund has been constituted as per section 14 A of Tamil Nadu Public Libraries (Amendment) Act, 2001 and Rule 23-A(1) of Tamil Nadu Public Library Rules, 1950 with a view to assist the financially weaker Local Library Authorities for specific purpose on request by collecting a sum not exceeding 20% of the library cess collected from the financially stronger Local Library Authorities.

7.5.3 Raja Rammohan Roy Library Foundation Grant

For the betterment and improvement of the public libraries in India, the Raja Rammohun Roy Library Foundation, Kolkata is rendering financial

assistance as matching grant to the libraries functioning all over the nation for constructing new library buildings, establishing children section, purchasing new books, imparting training to librarians, conducting seminars, purchasing tools and plants, celebrating the completion of 25 / 50 / 75 / 100 years of service of the libraries and increasing other infrastructure facilities.

This esteemed institution sanctions a grant of Rs.3.00 crore every year to Tamil Nadu and the State Government of Tamil Nadu provides its share of Rs.3.00 crore as matching grant.

7.6 Achievements

- **Children Section for the Children with the Special Needs**

For the improvement of reading habit of CWSN, a Children's Section was set up in Coimbatore District Central Library at a cost of Rs.50.00 lakh.

- **Library wing in the State Resource Centre**

   Library wing was established in State Resource Centre at Chennai at a cost of Rs.17 lakhs for the welfare of CWSN in the year 2013.

- **Model Libraries**

   The District Central Libraries of Thiruchirapalli, Coimbatore and Kancheepuram in Tamil Nadu have been upgraded as Model Libraries at a cost of Rs.50.00 lakhs.

- **Modernization of Children Section**

   Existing children section in District Central Libraries in Virdhunagar, Erode, Thiruchirappalli and Madurai were modernized at a cost of Rs.20.00 lakhs.

- **Book Preservation Centre**

   Book Preservation Centre in the first phase has been established at the District Central Library, Thiruchirapalli at an estimated cost of Rs.1.50 lakh

preserving the ancient and rare books for the usage of Research Scholars.

- **e- Book Reader**

4 e-Book Readers for each 32 District Central Libraries, 18 e-Book Readers for Connemara Public Library has been installed at a cost of Rs.10.00 lakh.

- **Online Free Registration**

Online Free Registration for Competitive Examination has been setup in Connemara Library and the District Central Libraries.

- **Training Institute in Civil Services Study Centre**

Civil Service Study Centers have been set up in Connemara Public Library, District Central Libraries and in 273 branch libraries.

Competitive Exam Training - Karur

Training institutes for Civil Service Study Centers have been set up at 6 districts Coimbatore, Karur, Thiruchirappalli, Thirunelveli, Vellore and Virudhunagar at an estimated cost of Rs.2.50 lakh each totaling to Rs.15.00 lakh and by which 7,002 young aspirants have been benefitted.

- **"Own Book Reading Section" in the District Central Libraries**

Own Book Reading Section have been established in 12 Cities viz., Chennai, Coimbatore, Dindigul, Erode, Madurai, Salem, Thanjavur, Thiruchirappalli, Thiruppur, Thirunelveli, Thoothukudi and Vellore of Tamil Nadu at a cost of Rs.2.40 lakh and 1,33,512 members were benefitted

7.7 Activities

7.7.1 Library Infrastructure

In Tamil Nadu, out of 4,603 Public Libraries 1,753 libraries are functioning in own buildings, 2,516 libraries are functioning in rent free buildings, 320 libraries are functioning in private rented buildings and 14 Mobile Libraries.

To implement the vision of the department to house all the libraries in its own building, Rs.135.73 lakh for the construction of new buildings and Rs.22.21 lakh for the maintenance of the buildings have been spent during the year 2016-17.

District Central Library - Kanniyakumari

7.7.2 Computerization

Computerization with internet, website and email facilities under the financial assistance of Raja Rammohan Roy Library Foundation has been carried out in the Connemara Public Library and all the District Central Libraries. Moreover District Central Libraries have been integrated with the Connemara Public Library through the Internet facility to access the availability of the books in the district by the public easily.

7.7.3 Readers Forum

It is a forum to act as a bridge between the organization and the end users to provide public participation in the library activities and it has been constituted in each library consisting of Educationists, Writers and Members of the library and Local residents.

Many important programmes such as introduction of new books and the writers, Literary Debates, Book Exhibitions, Oratory, Essay and Quiz competition etc., are conducted with the effective

co-ordination of the readers forum successfully in all libraries

Vasikka, Suvasikka programme –
Readers Forum at Karur

To encourage the services rendered by the president of the readers forum for development of library activities, Library Activist award comprising certificate and shield is conferred to 3 Presidents of the best Readers Forum.

7.7.4 Members and Patrons in Libraries

Considering the usage of the library services by the public and to intensify the library activities, a special drive was initiated by the department to increase the enrolment of members and patrons, by which an enormous increase in members by 22,75,705 and patrons by 57,609 since 2011-12 has been achieved. Moreover 2,92,725 members and

3,821 patrons and 34 great patrons have been enrolled newly during the year 2016–17.

7.8 New Initiatives

7.8.1 Subscription of magazines for competitive examination aspirants

With the aim of facilitating the rural students to get access the leading English magazines and motivate them to participate the national level competitive examinations, 61 leading magazines have been subscribed for 32 District Central Libraries, 34 magazines for 241 full time branch libraries, 19 magazines for 320 branch libraries with the financial assistance from Tamil Nadu Text Book and Educational Services Corporation for a cost of Rs.2 crore.

7.8.2 Increase in number of Print, online books and journals

The collections of Anna Centenary Library increased by subscribing national and international magazines and journals and also by purchasing books in print as well as online with the financial

assistance from Tamil Nadu Text Book and Educational Services Corporation for a value of Rs.1.30 crore.

7.9 Functions

7.9.1 Public Library Day

To Commemorate and honour the renowned services rendered to the society, to quench his thirst of education, 22nd May, the birthday of Raja Rammohun Roy, the greatest social reformer is celebrated as "Public Library Day" every year.

7.9.2 Librarian's Day

To Honour the "Father of Library Science in India" Dr.S.R.Ranganathan, his birthday, 12th August is celebrated as "Librarian's Day" every year throughout the libraries in Tamil Nadu with zeal and zest for his notable contribution for enactment of Library Legislation and for introduction of Colon Classification.

7.9.3 National Library Week

To create awareness among the people about the greatest library service of linking and preserving the books with the readers "National Library Week" is Celebrated every year between November 14th and 20th. Musical concerts, Awareness rallies, Literary talks, Poetic debates, Introduction of new books and new writers etc., are conducted, celebrating the event in a grand manner.

National Library Week

7.9.4 World Book Day

Every library celebrates on 23rd of April as World Book Day by honouring the renowned Tamil

Writers and awardees of Sahithya Academy and Jnanpith.

7.10 Awards

7.10.1 Dr.S.R.Ranganathan Award

Every year "Dr.S.R.Ranganathan award" is conferred on the librarians with a silver medal and a cash award of Rs.2,000/- acknowledging their dedicated service for linking the books with readers.

7.10.2 Shield of Honour to the Best Libraries

The "Shield of Honour" is given to the library to encourage the dedicated service rendered on the District Central Libraries, Branch Libraries and Village Libraries, to achieve the goals of the Directorate of the Public Libraries by increasing the enrolment of members, patrons and receiving donations in the form of vacant site, furniture and free buildings based on their state wide performance from the year 2012-13 onwards.

7.10.3 Certificate to Donors / Great Patrons / Patrons

Donors and Patrons actively participating in the development of the Public Libraries in Tamil Nadu by donating Rs.10,000/-, Rs.5,000/- and Rs.1,000/- to a library becomes Donors, Great patrons and Patrons respectively and the certificates are issued. The amount donated by them is deposited as fixed deposit in banks and the interest accrued is utilized for the purchase of newspaper, periodicals and magazine.

7.11 Budget Estimate

An amount of Rs.88.91 crore has been allotted to the Directorate of Public Libraries for the financial year 2017-18.

7.12 Conclusion

The Public Libraries in Tamil Nadu render a great service to the public more specifically encouraging the youngsters in their education and career prospects. Hence it is more indispensable to contribute to the fullest growth of public libraries in the larger interest of the public domain.

8. STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

"A teacher affects eternity; he can never tell where his influence stops"

– Hendry Adams

8.1 Introduction

The State Council of Educational Research and Training (SCERT), envisages a digitally vibrant Tamil Nadu with e-learning platform encompassing virtual classrooms with digital content and accessories, interactive teacher training to improve the learning of students with a comprehension that includes real life situations.

8.2 Objectives

- To assess and evaluate the functioning of District Institutes of Education and Training (DIETs), Government Teacher Training Institutes (GTTIs) Block Institutes of Teacher Education (BITEs) and the content of their training modules, resource personnel by undertaking periodical review

- To put in place necessary infrastructure at the level of SCERT, DIETs, GTTIs and BITEs for transforming the methodology of teaching using digital platforms

- To develop age - appropriate digital content as and when required for imparting training to teachers and all other stakeholders

- To make optimum use of Educational Satellite (EDUSAT) facilities for review and interaction with Teacher Educators

- To plan, design and develop need-specific training programmes at all levels from State level to the Blocks and from primary to higher secondary levels

- To develop and update a data bank of qualified and competent resource personnel

- To engage in capacity building of the identified resource personnel in the modified digitized content and methodologies using e-learning platform and SMART boards

- To achieve the Vision 2023 and bring about continuous changes in consonance with the

computer based learning methodologies, SCERT develops and restructures curriculum, syllabus and text books

- SCERT collaborates with the SSA in analysing the results of the National Achievement Surveys(NAS) to unravel the reasons underlying the inability of students to perform well and initiates efforts to improve learning levels of primary and upper primary students

- To organise in-service training programmes to Anganwadi Personnel and teachers to enhance their professionalism

- To identify the innovative teaching - learning strategies of teachers and disseminate them through internet and upload them in www.Youtube.com SCERT TN CHANNEL periodically, so that they will take recourse to innovative methods.

- To supervise the reflection of training content in the classroom processes by undertaking periodical school visits by DIETs and BITEs and

support the teachers in enhancing their professional competence

- To undertake educational research studies and support the Government to frame suitable policies for the welfare of children based on the results of such studies

- To have linkage with the International and National Organizations such as United Nations Children's Fund (UNICEF), National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA), Centre for Culture Educational Research and Training (CCERT), Delhi, Regional Institute of Education (RIE), Mysuru, Regional Institute of English South India(RIESI), Bengaluru and other Government Organisations to get support for enhancing the professionalism of all stake holders of education.

8.3 Restructuring the SCERT

The Government has announced to establish nine new departments for the Upgraded SCERT at a cost of Rs.1.96 crore for its focused activities.

These nine Departments includes the Department of Tamil, Department of English, Department of Mathematics, Department of Science, Department of Social Science, Department of Teacher Training and Research, Department of Planning and Management, Department of Curriculum and Evaluation, and the Department of Educational Technology have been established to facilitate development of qualitative textbooks based on the needs of students and societal changes to enhance the professional skills of teachers through pre-service / in-service training programmes and to undertake research studies to resolve State-level and district-level educational issues and take appropriate decisions without delay.

In order to enhance the quality of teacher education, plan pre-service and in-service training

programmes for teachers, implement new educational schemes of the Government, restructure syllabus and textbooks of school education and teacher education, the recommended posts have been filled through direct recruitment and redeployment.

109 Senior Lecturers, Lecturers and Junior Lecturers selected through Teachers Recruitment Board needed for SCERT, DIETs, GTTIs and BITEs were appointed on 01.04.2017.

8.4 Quality Pre-Service Training

The SCERT has introduced technology-infused infrastructure to enhance learning skill of student-teachers. The student-teachers are given training to handle skillfully the changes in the teaching methodologies, child-centric approaches and computerised learning atmosphere.

The student-teachers are involved in developing life skills like Yoga and health awareness to enhance their physical well-being. They are given

opportunity to keep their institution clean and green by organizing mass cleaning operations and tree plantation programmes. The student-teachers as well as teachers and students in the vicinity get exposed to innovative science teaching methodologies through celebration of science week. This activity also enhances scientific attitude of the student-teachers.

In Tamil Nadu, under the SCERT, 32 DIETs, 7 BITEs, 9 GTTIs, 34 Government Aided Teacher Training Institutes, 321 Self-Financing Teacher Training Institutes account for a total of 403 Teacher Education Institutions offering Diploma in Elementary Teacher Education Course.

8.5 Student Admission in Teacher Education Institutes

SCERT has introduced single window admission of students to the first year Diploma in Elementary Teacher Education since 2013-2014. This procedure has facilitated students to reach the counseling centers and choose the institutes of their choice on

their own. In the last four years, 10,000 students got admission to DIETs and Teacher Training Institutes through this innovative procedure.

8.6 Overhauling Curriculum, Syllabus and Text Books

Curriculum, Syllabus and Text books need to be changed as frequently as necessary to enable students to face life according to the societal changes. Keeping this dire need in mind the Government has issued orders to redesign curriculum, syllabus and textbooks for classes 1 to 12 in three phases with the visionary objectives of developing skills required for 21st century learners, familiarizing children with technological changes that influence life around them and to inculcate values and develop skills to face the community with confidence. The textbook development is proposed to be completed in three years as detailed below:

Year	Classes
2018 - 19	1, 6, 9, 11
2019 - 20	2, 7, 10, 12
2020 - 21	3, 4, 5, 8

8.7 Programmes through EDUSAT

The SCERT has been providing various educational programmes through EDUSAT Video-conferencing mode at 58 terminals covering all the 32 districts from the academic year 2016-2017.

Every month EDUSAT programmes of 3 hours each are organised for 15 days. Pre-service students of DIETs have immensely benefitted through unique programmes such as Yoga, Child Rights, Value Integrated Teaching and Learning (VITAL), Life Skills, Personality Development, Pre-service teacher education, Communicative skills in English, Image Recognition Application Technology (IRAT), Disaster Management, Weekly Iron Folic Acid Supplementation (WIFS), Preparation of Continuous and Comprehensive Evaluation (CCE) Worksheets and soft skills development. So far, 1700 teacher trainees have benefitted by this programme.

The Sarva Shiksha Abhiyan (SSA) provides information and training for the benefit of resource persons and reviews through EDUSAT. As many as

2500 student teachers of DIETs, 160 Lecturers, Block Resource Teacher Educators and Teachers have been covered under this programme.

8.8 Virtual Classroom

'Integrated Learning Scheme through Internet' in all high and higher secondary schools in the academic year 2016-17 was introduced. Under this scheme, 770 Government High and Higher Secondary Schools and 11 DIETs have been provided with the facility of virtual classrooms. The Virtual Class rooms provide scope for using the best resources by all students who are in remote locations at the same time to benefit thousands of school children.

8.9 Digitization of Textbooks

The State takes appropriate measures to enable even children with special needs to get quality education with the support of technology. The digitized 10th standard e-books was introduced on 01.04.2017.

8.10 Conversion of School textbooks into audio supported digitized textbooks

A meeting was organized by SCERT with head masters and teachers of special schools in preparing audio-supported digitized textbooks with the help of Digital Accessible Information System (DAISY) software to address the needs of special children (visually impaired). Based on the insights gained at the meeting, it is proposed to address the learning needs of the special children making optimum use of DAISY software. This kind of audio textbooks benefits not only visually impaired children but also children with learning difficulty such as dyslexia, dysgraphia, cerebral palsy and autism. The equipment with DAISY software reads only English content. Now it is being modified to read Tamil content also.

A workshop was held for the persons who were involved in the development of Tamil Nadu school textbooks, textbook authors and educationists to convert school textbooks into audio supported

digitized textbooks to benefit all children with special needs.

8.11 Online Presence of SCERT

The SCERT has an exclusive space under SCERT TN CHANNEL in www.youtube.com where the innovative practices of outstanding teachers are uploaded in the form of videos. 400 Science videos translated from English have also been uploaded on to SCERT channel. 145 science digital lessons linked to the current X Std science are made available in video format.

Image Recognition Application Technology is a milestone in the SCERT's journey towards bringing technology to the palm of every student in the state. 200 science experiments were video graphed using Government Middle School Students and reviewed by subject experts.

These student - demonstrated experiments will certainly motivate fellow students to try them in their schools. The SCERT channel also has video

filmed Primary Tamil songs, "Thayenapaduvadu Tamil". These 40 Tamil video clips have been viewed by more than 4 lakh Tamil enthusiasts across the globe. To ensure offline listening of the Tamil video songs 35,000 copies of the VCD have been distributed to all the primary and middle schools. So far, the SCERT channel has 950 educational videos in its repository.

8.12 Pronunciation with gestures method

A Video package is being developed to enable children to practise sounds of letters of Tamil with appropriate pronunciation along with gestures. This Video package shall involve all the five senses and reinforce learning as students look at letters, move their body parts, pronounce the letters and listen to their own sounds. Songs blended with Tamil Music, traditional art forms, cultural factors are imbedded in this Video package. Debates and culture festivals are conducted to train the children in developing oratorical skills and pronouncing tongue twisters

accurately. In this massive effort, more than 500 teachers and 2000 students are involved.

The video package is so designed that it would enable any learner, irrespective of his nationality, to learn to pronounce Tamil letters appropriately within thirty days.

8.13 Career Guidance Programme

State level orientation programme on career guidance, involving experts in career guidance and faculty members of the SCERT, has been organized by the SCERT. The Government is concerned about the difficulty of students studying in Government and Government Aided schools to choose the right course in higher education which could lead them to climb professional ladder. To address this gap and enable the students to have updated information on courses and their prospects, Career Guidance Programme was conducted all over the State. This programme is designed to empower students to take informed decisions in choosing appropriate higher education courses among the wide range of courses available.

Tamil Nadu Text Book and Educational Services Corporation has supplied 3,00,000 career guidance handbooks for the benefit of standard X and XII students. The Directorate of Employment and Training collaborated with the SCERT in providing materials such as career guidance reference handbooks and brochures separately for Std X and XII with complete information on career options for students. Based on the interactions with the students at these counseling sessions, students' profiles have been compiled. The students who attended the career guidance were provided with pamphlets for their reference. This programme benefitted 15 lakh students across the state.

8.14 Evaluation through CCE Worksheets

SCERT developes CCE worksheets, to enable the conceptual understanding and the critical thinking ability of the students of classes 1 to 10 to the Directorate of Elementary Education and the Directorate of School Education.

8.15 Coaching for Teacher Eligibility Test (TET)

To prepare 2500 students for TET who are studying in the second year in DIET, Government and Government Aided Teacher Training Institutions, coaching and model tests were conducted. Moreover, model question papers have also been uploaded on to the website to enable students to prepare for online model examinations at their convenience, so that they can get an idea about their achievement levels on their own.

8.16 Training of Post Graduate Teachers

Training is organized to Post Graduate Teachers to enhance their content knowledge and provide them with requisite strategies to improve pass percentage in XII standard Board Examination. This training is imparted to teachers of Tamil, Maths, English, Physics, Chemistry, Bio-Botany, Bio-Zoology, Commerce, Accountancy, Economics, History and Computer Science. In the academic year 2016-17, 28,800 PG teachers got trained under this programme.

8.17 Training on Project Based Learning

Training was organized on Project Based Learning for Primary and Upper Primary teachers to strengthen CCE. Ten modules for various classes and subjects at primary and upper primary levels were developed. The training was organized at the state level and district level and the modules were given to each school.

500 projects were designed to enable students to explore and develop the skill of learning. This programme helped enhancing the professional outlook of 1.20 lakh teachers and 40 lakh students to improve their learning ways through exploratory method.

8.18 Administrative Skill Training

Two day training programme is organized for promoted Assistant Elementary Educational Officers (AEEOs) on administrative skills and academic supervision. The experts from various field and educationalist were involved in imparting this

training. In all, 85 AEEOs were trained on accounts maintenance, court cases, office administration, classroom monitoring, school visits, auditing, implementation of Government welfare schemes, etc.

8.19 Activities of Research Cell

The members of the Joint Review Mission of the MHRD, Government of India, appreciated SCERT and DIETs for the State and District Level Quantitative Researches undertaken. It was suggested that qualitative researches shall also be done in future. A two-day workshop was organized by the SCERT, involving faculty members of DIETs and SCERT. Two case studies one drawn from India and the other from a foreign country were taken up for detailed interaction. The workshop focused on indentifying research problems. 64 DIET faculty members who participated in the workshop got an opportunity to gain deep insights into the methods of undertaking Qualitative Research.

8.20 School Standards and Evaluation

The SCERT, in collaboration with the NUEPA has developed framework for school standards and evaluation. The framework has been field-tested in 40 schools in different geographical areas such as the districts of Trichy, Salem, Tiruvannamalai, Tuticorin. The schools where the field test has been done based on the outcome of the test have come to know where they stand and have undertaken appropriate measures to improve their standards.

This framework for School Standards and Evaluation is proposed to be applied to all schools in the coming academic year. Each school can acquire the skill of self-assessment activities undertaken in collaboration with other organizations.

8.21 Convergence with other organisations

The SCERT, in collaboration with SSA, has been organizing training programmes for skill development of teachers of primary and upper primary levels. Competent experts, faculty members

of DIETs and Teachers are identified and activity based modules are developed. Various Training programmes at CRCs and BRCs are organized utilizing the local resources.

The number of teachers trained at BRC level programmes for upper primary level are 18,911 teachers on Teaching of Science utilizing local resources, 17,338 teachers on Tamil Grammar Teaching, 19,207 teachers on usage of Mathematics Kit, 15,389 teachers on understanding History through Map Drawing Skill and 17,447 teachers on Enhancing English Teaching Skill.

The number of teachers trained at CRC level training programmes for primary level are 66,870 teachers on Mathematical Skill Development, 52,403 teachers on Teaching of Science utilizing local resources, 63,851 teachers on Training on Tamil Reading, Writing Skill Development, 28,576 teachers on English Teaching Skill Development, 2,10,867 teachers on Enhancing CCE in Simplified Activity Based Learning 1,06,326 teachers on Drawing and

Handwriting Skill Development, 1,04,934 teachers on Puppetry, Value Inculcation through storytelling, 1,05,218 teachers on Environmental Protection and Health and 95,694 teachers on CCE and Linking Road safety with Physical Education.

The number of teachers trained at the CRC level training programmes for upper primary level are 74,561 teachers on Enhancing CCE in Active Learning Method 75,462 teachers on Enhancing Drawing and Hand Writing Skill, 74,557 teachers on preparing for Competitive Examination, 75,152 teachers on increasing the learning Achievements of Children, 73,863 teachers on Environmental Protection and Health and 67,824 teachers on Adolescence, Stress Management and Values.

8.22 Value Integrated Teaching and Learning

To improve the quality of education, the Value Integrated Teaching and Learning (VITAL) training was organized for teachers handling classes 6th to 10th in Government and Government Aided, Middle, High and Higher Secondary Schools. The SCERT

identified nearly 100 values and integrated them with the content to teach the students to apply these in real life situations. The training was organized for 40,000 teachers working in 10,000 Middle and 8700 High and Higher Secondary schools. The teachers who underwent this training have, in turn, imparted the values to 45 lakh students.

8.23 Restructuring of Value Education Curriculum

The Government have issued orders to incorporate chapters of Tamil World Literary Masterpiece - Thirukural as part of the syllabus for standards 6th to 12th.

The SCERT constituted an expert committee to recommend appropriate chapters of Thirukural, to be included in the syllabus for classes 6th to 12th to develop a value-based education syllabus that will succeed in instilling moral values in students. In all 105 chapters, from Arathupal (Righteousness) and from Porutpal (Materialism) have been included as part of syllabus for classes 6th to 12th.

8.24 Educational and Cultural Exchange between South Korea and Tamil Nadu

South Korea Educational and Cultural Research Organization has discovered that the educational and cultural characteristics of Tamil Nadu are connected to that of South Korea. In order to develop cultural and educational exchange, the SCERT and the Education Department of South Korea organized a conference at Chennai in November 2016. South Korean researchers provided information on the long tradition and cultural bondage between Tamil and Korean languages. The Tamil educationists spoke about cultural bondage between South Korea and Tamil Nadu. Since the South Korean students continue to bag first five ranks in the international achievement tests, the educational and cultural linkage between Tamil Nadu and South Korea would benefit students in future.

8.25 Discussion with Tamil Teachers from Singapore

A group discussion was organized at the SCERT with educationists of Singapore Ministry and ICT enabled Tamil language teachers on effective teaching and learning processes. There was an exchange of views on teacher education curriculum and syllabus activities related to evaluation, curriculum framework and syllabus followed in Singapore, procedure of teachers' recruitment and their prospects of promotion. The educationists of DIETs and teachers were involved in the discussion to enhance and evaluate the quality of school education in Tamil Nadu.

8.26 Incorporation of Grammar Worksheets in English textbooks

It is proposed to incorporate grammar worksheets in English textbooks of classes 3 to 8 for this academic year to enhance the English language proficiency of students. The text books incorporating grammar worksheets were released on 01.04.2017. The student community will find the books very

useful to improve their knowledge of grammar and their ability to apply it in real life situations.

8.27 Disaster Management and Mitigation Scheme.

The concepts of the Disaster Management and Relief Measures have been incorporated into the Social Science textbooks for classes 7 to 10. These contents have been reviewed as per the recommendations of the World Bank, by the Disaster Management Director of Yasatha, Pune, educationists of the J.D.TATA Disaster Department and NGO working on Disaster Management Awareness. The recommendations of the review team members have been consolidated for implementation in the subsequent textbook revisions. The contents are also incorporated in the subjects like Tamil, English, Geography in classes 11 and 12 and in Diploma in Elementary Education Social Science source books.

In collaboration with Disaster Management and Mitigation Scheme of Revenue Department

awareness Training was given to 4500 middle school teachers.

To create awareness on disaster management among the school students of Tamil Nadu, oratorical, essay and drawing competitions were conducted for the students of classes 6 to 12. Shields, Cash prizes and Certificates were distributed for the State level winners at various levels on 01.04.2017.

8.28 United Nations Children's Fund (UNICEF)

Weekly Iron Folic Acid Supplementation Programme

The SCERT, in collaboration with the UNICEF, is implementing WIFS programme in all Government and Government Aided schools. All Headmasters and teachers have been trained for this programme.

The focus is to develop healthy food habits and eliminate anemia from student community especially adolescent girl children. Iron, Folic Acid tablets are being distributed to 6-12 standard students periodically in the schools mentioned above every Thursday free of cost. De-worming tablets are

also given free of cost to students once in every six months.

8.29 Service and Recognition

8.29.1 VISAKA Award

The Ministry of Human Resource Development (MHRD), Government of India has initiated the National cashless transaction campaign for students. With the help of student community, awareness on the increasing use of cashless transaction among common people was planned. The implementation of the programme envisioned to create 'Digital India' with the help of student community and higher education departments. In India, 20 institutions were selected for the special award for their services in this sensitization drive. Tamil Nadu state has won 5 prizes for the invaluable services involving students and educators.

8.29.2 National Service Scheme (NSS) Award

The NSS unit of DIET, Krishnagiri was honoured with the First Prize (National Youth

Leadership Awards) by the Central Government, Rs. 30,000/- for the social service rendered beyond the stipulated time of 100 hrs.

The NSS unit of DIET, Oddanchathram was honoured with the second prize, awarded by Central Government Rs.25,000/- (National Youth Leadership Awards) for rendering their service towards propagating the cashless transaction beyond the stipulated time limit of 100 hrs.

8.30 National Population Education Project (NPEP)

The SCERT implements NCERT-sponsored NPEP in Tamil Nadu. Under this programme, Role Play and Poster competitions are conducted for the students of Government High and Higher Secondary Schools.

Teachers have been given training on adolescence, adolescent behavioural problems and the ways and means of addressing them, gender and gender equality, drug abuse and the stigma/support

experienced by HIV infected students studying in Government schools.

8.31 Budget

An amount of Rs.63.97 crore has been allotted for the financial year 2017-18.

8.32 Conclusion

The SCERT focuses on novel techniques such as the IRAT, digitization of content, transforming lessons into 2D, 3D images and videos to support students with special needs in the classrooms and encourages teachers to offer quality education which can enthuse them. With the support of technology, the SCERT strives hard to address the gaps in learning and help learners use various learning resources supplementing the teachers' efforts.

9. TEACHERS RECRUITMENT BOARD

"Teachers are the sculptors of the Society"

- Perarignar Anna

9.1 Introduction

The Teachers Recruitment Board (TRB) was constituted in 1987 as an institution with the objective of selecting teachers with good ability and aptitude. The Board recruits teachers through various means depending upon the categories and orders issued by the Government on method to be adopted for recruitment. The recruitment done by the Teachers Recruitment Board is very transparent as it applies the Optical Mark Reader (OMR) techniques of evaluation. Till now, 1,56,839 school and college teachers have been recruited. Besides, Teachers Recruitment Board is the State Nodal Agency to conduct the Tamil Nadu Teacher Eligibility Test (TNTET). Details about the recruitment process of the TRB are being regularly updated at the Teachers Recruitment Board Official Website: http://trb.tn.nic.in

9.2 Objectives

The primary aim of Teachers Recruitment Board is to upgrade the systems and procedures in identifying the extrinsic and intrinsic talents of the teacher candidates. In this regard, the Board adopts state of the art technology as follows:

- Digitising the entire recruitment process.
- Availing of E-Governance resources right from notification of vacancies to upload the results.
- Evaluation of OMR sheets.

9.3 Annual Recruitment Planner – 2017

Teachers Recruitment Board is conducting various Written Competitive Examinations for Recruitment of teachers.

The Annual recruitment planner, 2017 is given in the table below:

S. No.	Name of the Post	No. of Vacancies	Date of Notification	Date of Examination	Date of Result
1	PG Assistants	2119	2nd week of May 2017	02.07.2017	Aug. 2017

2	Lecturers in Govt. Polytechnics	1137	2nd week of Jun. 2017	13.08.2017	Oct. 2017
3	Special Teachers	1188	3rd week of Jul. 2017	19.08.2017	Nov. 2017
	Agriculture Instructors	25	3rd week of Jul. 2017	20.08.2017	Nov. 2017
4	Asst. Prof. for Govt. Arts & Science Colleges	1883	4th week of Jul. 2017	Interview – 1st week of Sep. 2017	Oct. 2017
5	Assistant Elementary Educational Officers	38	2nd week of Aug. 2017	30.09.2017	Dec.2017
	TOTAL	6390			

This would be of immense help to candidates for planning their examination schedules well in advance.

9.4   Enhancing Confidentiality

As the conduct of examinations, is a confidential matter, stringent measures have been taken to prevent malpractices. Highly confidential areas such as where the question papers are to be stored, exam centres and exam halls, rooms where scanning process of the used OMR sheets is undertaken, are being monitored under the

surveillance of CCTV cameras and the entire process is being video-graphed. Safety and Security of all confidential materials and maintaining the integrity of the exam process is of topmost priority.

9.5 Transparency and Modernisation in Recruitment

The recruitment process has been substantially computerised at various levels to ensure transparency and accuracy. For the first time, Board has introduced the concept of "online applications". The Board received 2,18,489 applications for the Direct recruitment for the post of PG Assistants – 2017 through online mode. The Board would extend the "online applications" process to all future recruitments.

Since the year 2013-14, special arrangements have been made for the candidates to have access to visually verify their OMR answer sheet images and marks secured on the computer systems, maintained at the Information Centre of the Board Office, Chennai.

9.6 Functioning of Information Centre

Since 2015, a computerised and fully equipped Information Centre has been functioning in the Teachers Recruitment Board. The candidates who want to get their doubts clarified can do so in a fair and expeditious manner at this information centre.

9.7   Achievements

During 2011-12 to 2016-17 TRB has recruited the following teachers

- School Education Department – 40,433
- Backward Classes, Most Backward classes & Minorities Welfare Department, Adi Dravidar & Tribal Welfare Department and Corporation Schools – 1259
- Higher Education Department - 1528

Tamil Nadu Teachers Eligibility Test

Teachers Recruitment Board was nominated as nodal agency to conduct Tamil Nadu Teachers Eligibility Test (TNTET) as per the Right of Children

to free and compulsory Education Act, 2009. The TRB has been conducting TNTET exam since 2012 and are shown in the table below:

S. No.	Name of the Examination and Year	No. of Candidates Appeared	No. of Candidates Qualified
1	TNTET - 2012 Main	714526	2448
2	TNTET - 2012 Supplementary	643095	19261
3	TNTET - 2013	662498	72716
4	Spl TNTET - 2014	4693	945

9.8 Programme of Direct Recruitment Scheduled for the year 2017

The Board has issued notification for the post of 286 Graduate Teachers for School Education and 202 Graduate Teachers (IEDSS) under RMSA to be filled up from the TNTET 2012, 2013 and Special TNTET 2014-Paper II qualified candidates.

9.9 Tamil Nadu Teacher Eligibility Test – 2017

Teachers Recruitment Board conducted Tamilnadu Teacher Eligibility Test Paper I and II written Competitive Examination on 29.04.2017 and

30.04.2017. For TNTET Paper–I, 2,41,555 candidates appeared and for the TNTET Paper–II, 5,12,260 candidates appeared.

The Board released the tentative key answers in the official website on 22.05.2017. The Board will release the result of the examinations shortly.

9.10 Budget

A Budget provision of Rs.3.41 crore is being allotted to this Board for the year 2017-18.

9.11 Conclusion

As the recruiting agency of the Government, the Teachers Recruitment Board has been playing a vital role in filling the sanctioned posts, with the assistance of staff members of TRB and with the fullest co-operation of the respective user Departments.

10. TAMILNADU TEXTBOOK AND EDUCATIONAL SERVICES CORPORATION

"Lily always rises up only to the level of water in the pond. One's subtle knowledge will always be at the level of his learning of Books"

- Avvaiyar (Moothurai)

10.1 Introduction

There was a Bureau of Tamil Publications set up in 1961 to bring out books translated into Tamil relevant to higher education and original works in Tamil for the benefit of college going students. When Tamil Nadu Textbook Society came into existence in the year 1970, the Bureau of Tamil Publications got subsumed in it. The mandate of Tamil Nadu Textbook Society included printing, publishing, selling and supplying books on literature, science, technology and arts. During the period from 1961 to 1980 about 1016 books on various disciplines had been published in Tamil. The Tamil Nadu Textbook Society had its name changed as Tamil Nadu Textbook Corporation (TNTBC) in 1993.

The role of TNTBC got amplified with the added responsibility of procuring and supplying free educational kits and accessories to school children.

With this enlarged mandate it had its name rechristened as Tamil Nadu Textbook and Educational Services Corporation (TNTB&ESC) in 2013. Accordingly, the TNTB&ESC has been procuring cost free educational kits since academic year 2014-2015 for supply to the children attending Government and Government aided schools.

10.2 Objective

In addition to having quality textbooks on various subjects printed for classes 1 to 12 both in Tamil and English according to the syllabi approved by the Government and procurement of cost free educational kits for school children, the TNTB&ESC plans to embark on a massive programme of expanding its services to benefit college students and the general public. It proposes to publish old Tamil classics and make them available in the Public Libraries across the State and also focus on creation of internet based Tamil literary resources to reach out to the global Tamil community.

It also proposes to bring out books needed by those pursuing college courses on medicine, engineering, law, agriculture, veterinary science etc., in Tamil. As far as possible all its publications will be in electronic version. It also print special guides for students completing +2 to prepare them to face entrance exams to earn admission into premier engineering / medical institutions.

10.3 Infrastructure

The TNTB&ESC is functioning at the DPI campus. For stocking and distribution of books it has 22 regional godowns of which 6 are owned godowns and the rest rented from Tamil Nadu Ware Housing Corporation / Central Ware Housing Corporation / Co-operatives.

The office complex in E.V.K. Sampath Maligai is getting spruced up with help of Public Works Department at a cost of Rs. 2.56 crore.

10.4 Modernization of Godowns

The TNTB&ESC is having own godowns at Chennai, Kancheepuram, Vellore, Bargur, Thanjavur and Sivakasi and they will be modernised at a cost of Rs.30 crores. The TNTB&ESC has formulated plans to introduce Automated Storage and Retrieval System (ASRS) to modernize warehousing functions.

10.5 Activities

10.5.1 Trimester pattern

Trimester system was introduced from the academic year 2012-2013 to relieve the children studying in classes 1 to 9 from the ordeal of carrying heavy loads of books throughout the year. This has resulted in textbooks being supplied thrice a year to the children studying in classes 1 to 9 along with annual books for classes 10 to 12.

Textbooks Printed (2016-2017)		
Class	Free copies (in Cr.)	Sale Copies (in Cr.)
Term I (class 1- 9)	1.23	0.76
Term II (class 1-9)	1.20	0.67
Term III (class 1-9)	1.21	0.68
Annual Textbooks (class 10-12)	1.76	0.68

10.5.2 Printing

The printing of text books is being done through empanelled printers on rate contract basis for a period of 2 years by following the Tamil Nadu Tender Transparency Act, 1998 and Tender Rules, 2000. For the year 2016 – 2018, more than 100 printers have been engaged to take care of printing work.

The empanelled printers will print nearly 10 crores of text books annually, ABL cards and allied work. Tamil Nadu Newsprint and Papers limited is supplying paper for printing of Text Books.

- In the academic year 2016-2017, 5.40 crore textbook were printed and distributed to the Government and Government Aided Schools.
- In the academic year 2016-2017, 2.79 crore of textbooks have been sold to the self financing schools.
- The TNTB&ESC is planning to open textbook sales counter at Anna Centenary Library, Kotturpuram.

- Supplementary books, Activity Based Learning Cards(ABL Cards) and guides needed for Sarva Shiksha Abhiyan (SSA) are also printed and distributed.

- Special guides to the students studying in the schools under the control of Adi Dravida and Tribal Welfare, Backward Class, Most Backward Classes and Minorities Welfare Department are also printed and distributed

- In the academic year 2016-17, TNTB&ESC printed and supplied 8,746 Tamil textbooks on free of cost to students studying Tamil in Maharashtra, Delhi, Gujarat, Kerala and Andaman and Nicobar Islands.

- During the year 2016-17, 7.47 lakhs Tamil textbooks(sale copies) have been printed and supplied to the schools affiliated to the Central Board for the use of student studying from class 1 to 10 in pursuance of the Tamil Nadu Tamil Learning Act, 2006.

10.6 e-Books

The textbooks published by the TNTB&ESC can be viewed at the website of the TNTB&ESC (www.textbooksonline.tn.nic.in). This facilitates easy online access to textbooks with an option to download them free of cost.

10.7 Cost Free Educational Kits

The details of procurement of free educational kits made during the period from 2014-2015 to 2016-2017 are furnished below:

Sl. No	Name of the Items	2014-2015		2015-2016		2016-2017	
		Qty. No.	Value Rs. in Crore	Qty. No.	Value Rs. in Crore	Qty. No.	Value Rs. in Crore
1	School Bag	90,78,516	125.25	61,34,924	75.43	75,87,118	70.11
2	Footwear	77,66,249	118.82	51,87,561	83.99	62,81,667	83.71
3	Crayons	11,77,221	1.68	8,32,251	1.05	9,81,036	1.20
4	Wooden Colour Pencil	19,67,950	3.64	14,87,304	1.96	15,66,228	2.34
5	Geometry Box	9,39,427	3.47	28,98,779	9.16	7,62,627	2.24
6	Woollen Sweater	1,03,074	2.96	1,14,780	2.95	1,21,250	2.95
7	Atlas	-		37,94,269	9.69	8,11,943	2.08

10.8 Quality Monitoring

Quality parameters are fixed and diligently followed in all procurement of goods and services by the TNTB&ESC.

For products like geometry box, crayon, wooden colour pencil, foot wear, school bag and woollen sweater standardized quality parameters are set with the help of accredited institutions and laboratories under the aegis of various Ministries of Government of India. Adherence to quality parameters is ensured with pre and post quality checks by specialized testing laboratories. The quality parameters are revisited for improvement and elimination of ambiguities with the help of experts from relevant field and also suitable penalty levied for defective materials.

10.9 New Initiatives

10.9.1 Online Retail sale

The facility made available for online purchase of books by individual students has become popular.

People from all over the state take advantage of this facility and purchase books online in increasing numbers. Those in rural areas without access to internet, order their books from the Common Service Centres (CSC) of Tamil Nadu Arasu Cable TV located in every Taluk Office. These are designated centres to take online orders from individual students on receiving payments. This arrangement has been there since March 2016. The books ordered making use of this facility are door delivered through courier service. The courier service provides online delivery tracking facility. All individual buyers can have their books delivered at their door steps.


Common Service Centre

Benefits

The advantages of implementation of the online sales to the Schools and the individuals are as under:

- Sale of textbooks to schools through online service has enabled the TNTB&ESC to avoid excess printing and stocking of books.

- Better transparency and accountability is ensured.

- Schools and individuals can order books online based on the stock availability.

- Hassle free online payments are accepted instead of Demand Draft

- Exorbitant pricing and sale of outdated books by retailers are curtailed.

10.9.2 Digitalization of rare and old higher education books

1016 Tamil medium college books had been published in the years between 1961 and 1980. These books are on a variety of subjects needed by the general public and students preparing for competitive examinations. Considering the persistent

demand for these books the TNTB&ESC has initiated steps to digitize and upload these books in the website, and taken steps to reprint the books for the benefit of all concerned to view and download them.
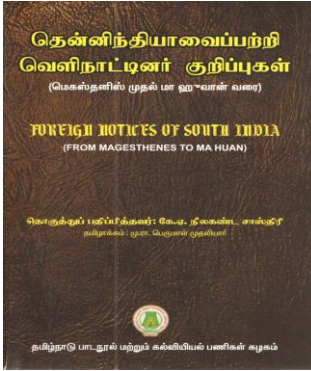
10.9.3 Reprint and publishing of Nationalized books

The nationalized books are not easily available in the open market. The TNTB&ESC has decided to reprint and distribute the books to all libraries throughout the state in addition to making them available for sale, to general public.

10.9.4 Tamil Translation of Text Books for various Universities

TNTB&ESC has decided to translate books in English on medicine, law, engineering, arts, science, homeopathy, fisheries, physical education, veterinary science, agriculture etc into Tamil with the help of experts. Students pursuing their education in Tamil medium will benefit by this. In the first phase, 69 books on agriculture will be translated into Tamil as requested by Agricultural University, Coimbatore.

10.9.5 Bringing out magazines for teachers and school kids

The TNTB&ESC has initiated steps to release monthly journals for the benefit of school kids to kindle their interest in general knowledge and creativity. The journal will feature poems, essays, paintings, sports, riddles, simple question and answers on science, health tips and field experience.

In the journal for teachers, will contains specific inputs for child psychology, teachers

creativity and information communication technology.

10.10 Enterprise Resource Planning (ERP)

The software development for various components has been piecemeal. The TNTB&ESC proposes to develop a comprehensive ERP application for automation as a whole. The nodes which have to be connected with the application include new modules for purchase, supply chain management, printing, online sales, administration, payroll, finance / accounts and asset management.

10.11 Conclusion

The TNTB&ESC over time has come to perform a host of functions going beyond printing and distribution of textbooks. It is emerging as a publishing house for bringing out quality texts in Tamil for collegiate courses. In addition to rendering financial help to conserve and reprint rare books it has plans to digitize and make them available online. As time rolls on, it will have its job diversified that

true to its name it will come to live up to it in letter and spirit. The focus in future will be to make educational content be available in all formats to reach the global audience in effective manner.

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