

4.1 GENERAL EDUCATION

Introduction

Education, in the present day context, is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in well-being. It is not only a means to enhance human capital, productivity and, hence, the compensation to labour, but it is equally important for enabling the process of acquisition, assimilation and communication of information and knowledge, all of which augments a person's quality of life. Education is important not merely as means to other ends, but it is an attribute that is valued in itself, by most individuals. More importantly, it is a critical invasive instrument for bringing about social, economic and political inclusion and a durable integration of people, particularly those 'excluded', from the mainstream of any society.

The process of education and attainments thereof has an impact on all aspects of life. It captures capability of acquiring knowledge, communication, and participation in community life. It alters an individual's and even community's collective perceptions, aspirations, goals as well as the ability and the means to attain them. The level and spread of education has not only been an important precondition for sustained economic growth, both in the developed and the developing countries, but it has also played a critical facilitative role in the demographic, social and political transition of these societies. Creation, application and adaptation of new technologies, lower fertility, infant and child mortality rates, better nutritional, hygiene and health status of children, reproductive health and empowerment of women, social mobility and political freedom, all have visible linkages with educational attainments of people. It is, undoubtedly, a basic component of human development.

Improvements in educational attainments have invariably been accompanied by improvement in health and longevity of the population and in their economic well - being. Educated people are likely to be more productive and hence better off. They are also likely to contribute more to a country's economic growth. At the same time, education reinforces the socio-economic dynamics of a society towards equality in attainments and opportunities for its people. Though, the returns to education may vary across individuals, regions, level and nature of education, in general, they are significantly higher for poor developing areas than for the rich. Education is therefore, the best social investment, given the synergies and the positive externalities that it generates for people in their well-being. It is also a priority for countries seeking to develop and sustain their level and pace of development.

Expenditure on Education up to the Ninth Five Year Plan

The Table below sets out the expenditure on Education in the State (including Technical Education, Sports and Art and Culture) in the Five - Year Plans and Annual Plans. It may be seen that during the 3rd and 4th Five - Year Plans, the percentage share of expenditure on education to the total

expenditure under State Plan was between 8 to 12 percent. This percentage declined in the subsequent Plans.

Table 1

Expenditure on Education (including Technical Education, Sports and Art and Culture) in the Five Year Plans and Annual Plans)

Plan Period	Total Expenditure on Education	Total plan Expenditure	Percentage share of Education in the State Plan
	(Rs. in crores)		
I Plan (1951-56)	3.82	80	4.78
II Plan (1956-61)	13.53	188	7.20
III Plan (1961-66)	41.13	347	11.85
Annual Plans (1966-67 to 1968-69)	24.31	266	9.14
IV Plan (1969-74)	45.67	559	8.17
V Plan (1974-79)	47.91	834	4.11
Annual Plan 1979-80	15.50	380	4.08
VI Plan (1980-85)	160.91	3645	4.41
VII Plan (1985-90)	341.47	6317	5.41
Annual Plans (1990-91 to 1991-92)	114.81	3242	3.54
VIII Plan (1992-97)	638.52	14017	4.56
IX Plan (1997-2002)	997.76	24917	4.00

(Expenditure figures in above Table do not include expenditure on education by Government in other departments such as Medical, Agriculture, Veterinary Education, Social Welfare (Noon-meal Programme), and the schools of Adi Dravida and Tribal Welfare and the Most Backward Class Departments. This is included in the respective sector heads of account).

It may also be noted that while percentage share may have declined , in absolute terms there has been a very substantial increase in expenditure. It is also to be understood that with the school coverage becoming almost universal, the emphasis has to be more on improvement in quality.

Ninth Five Year Plan (1997-2002) - A Review

A sum of Rs. 903 crores had been earmarked for General Education in the 9th Five - Year Plan period. The expenditure incurred amounts to Rs. 997.76 crores or approximately 110% of the outlay. The excess in expenditure was in the sectors of elementary education, secondary education and language development. In the other sectors of Higher Education and Adult and non-formal education the expenditure is estimated as less than the outlay. The break- up of expenditure in the Ninth Five Year Plan is given in Table 2 (a) and the Educational Institutions available and enrolment during

the Ninth Five Year Plan are indicated in the Table 2 (b) . Drop out rate during the plan period is indicated in Table 2 (c) below.

Table 2 (a)
Financial Allocation in Ninth Five-Year Plan
(Rs. in crores)

Name of the Department	IX Plan Outlay	Expenditure / Anticipated Expenditure					Total
		1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	
Elementary Education(Including SCP & TSP)	410.53	91.95	80.38	77.89	113.80	119.34	483.37
Secondary Education	365.92	32.54	72.23	90.27	87.37	110.60	393.02
University & Higher Education	83.00	13.85	14.95	14.39	14.49	11.30	68.99
Adult Education	38.13	2.27	0.09	0.26	5.14	5.13	13.71
Language Development	5.00	1.83	2.30	2.51	2.07	0.93	9.63
HADP/WGDP	0.42	0.06	0.21	0.60	0.36	0.30	1.54
Pro-rata charges		3.59	13.03	5.37	2.71	2.81	27.50
Total	903.00	146.09	184.00	191.30	225.95	250.42	997.76

(Source - Finance Department)

Table 2 (b)
Educational Institutions and Enrolment during Ninth Five Year Plan period

Educational Institutions	1997-98	1997-98	1998-99	1998-99	1999-2000	1999-2000	2000-01	2000-01	2001-02	2001-02
	No of Instts.	Enroll in lakhs	No of Instts.	Enroll in lakhs	No of Instts.	Enroll in lakhs	No of Instts.	Enroll in lakhs	No of Instts.	Enroll in lakhs
Primary Schools	30796	46.47	30844	43.99	31052	41.67	31142	40.46	31488	44.08
Middle Schools	5473	25.72	5538	24.92	5640	23.34	5703	22.97	5809	22.38
High Schools	3765	20.85	4208	20.32	4551	18.56	4500	18.87	4836	15.87
Higher Secondary Schools	2975	33.20	3149	33.64	3292	33.22	3439	33.77	3473	34.49
Colleges	383	3.16	409	3.50	422	4.02	477	4.21	477	4.31
Poly-technics	156	0.29	199	0.29	202	0.47	205	0.47	206	0.45
Engg. Colleges	86	0.23	116	0.23	123	0.35	153	0.45	222	0.60

Source - School Education department & Higher Education Department

Table 2 (c)
Drop out Rate during Ninth Five Year Plan period is indicated below

Year	UPTO Primary	UPTO Middle	UPTO High	UPTO Higher Secondary
1997-1998	15.05	29.99	61.06	79.86
1998-1999	14.52	35.23	58.01	81.49
1999-2000	14.41	35.43	57.92	82.27
2000-2001	14.40	35.59	57.89	82.30
2001-2002	14.31	35.07	57.55	79.51

Tenth Five Year Plan (2002-07)

Vision

- Full flowering of the potentials of each child through a humanizing / sensitizing education.
- Developing cognitive and critical skills in each child
- Building an educational system for a democratic, secular, egalitarian, productive social order.
- Providing life long learning systems for every adult for continuous capability enhancement
- Scientific, technical, professional skills relevant to our society and its developmental and cultural needs.
- Integrating work education and dignity of labour into the presently alienating education system.

Goals

In a formulaic manner, goals of the educational process can be enumerated as follows

- All children must be brought to school.
- Every school going child must participate actively in school education.
- The school curriculum should attempt at making the child a good and responsible citizen, who can eventually contribute to the social, cultural and economic betterment of society.
- The curriculum should be structured to focus primarily on providing essential skills that may be of social and economic use to those who may exit the system at any stage, and pay only the remaining attention on those who move up within the system.

Chief Minister's 15 Point Programme –Literacy and Technocracy

- Special attention will be accorded to reducing the rural – urban and female – male disparities in Literacy. Quality improvement in education, ranging from pre school to university and to technological and skill upgradation with a view to gainful employment will also receive special attention.
- To implement the Centrally sponsored scheme Sarva Shiksha Abhiyan (SSA) to achieve the objectives of 'elementary education for all', and to augment the scheme with State funded programmes to ensure retention of all children in schools until the age of 14. Schemes to enable children in habitations without schools within a range of one kilometre to have access to education will be implemented.
- To start institutionalized vocational training schools in every district to cater to the needs of youth from families below the poverty line who need to be taught skills for gainful employment. These schools will impart basic education and intensive vocational training in skills like gardening, masonry, carpentry, plumbing and electrical works.

I. Elementary Education

The vision of Elementary Education is achieving Education For All and ensuring harmonious development of child's personality in an atmosphere of happiness and love in the spirit of peace, dignity, tolerance, freedom and equality. The programmes contemplated under elementary education sub-sector revolve around the SSA programme during the plan period.

The **Sarva Shiksha Abhiyan (SSA)**, a programme sponsored by the Government of India for universalisation of elementary education in the age group 6 to 14, will be the main focus of the State's Tenth Five year Plan in Elementary education. The SSA seeks to achieve universal enrolment by the year 2003 and universal completion of 5 years of primary schooling by the end of the Tenth Five Year Plan period (2007). The objectives of Sarva Shiksha Abhiyan are :

- All children in school, Education Guarantee Centre, Alternate School, or 'Back to School camp' by 2003
- All children to complete five years of primary schooling by 2007
- All children to complete eight years of elementary schooling by 2010
- Focus on quality elementary education with emphasis on education for life
- To bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010 and
- Universal retention by 2010.

A special accent of SSA will be on community ownership of schools. SSA recognises the importance of community owned system organised in a mission mode for improving reach and performance of the school system. The local community and the State will be partners in ensuring school facilities as well as academic performance.

The education profile of the State indicates that while enrolment and retention are improving at the elementary level, ensuring universal achievement of learning levels still remains a challenge. Moreover, while access is almost universal, the infrastructure facilities available are quite unsatisfactory in many schools. Therefore, the Tenth Five Year Plan allocates nearly 80% of its expenditure under SSA to quality improvement in terms of innovative pedagogy, better teaching / learning materials, improved teacher training etc., and improving school infrastructure (electricity, drinking water, toilets etc). This will include opening of new schools where needed. Separate toilets for girls will be an important component of such a plan. Special care will also be taken to ensure access to physically handicapped children. The Plan makes a provision for education of children with special needs, as well as for early childhood education.

The shifting demographic profile of the State population suggests that there will be fewer children coming in at primary level, while the strength of higher classes will increase. Reflecting such a picture, nearly two-thirds of the

plan expenditure in elementary education will go towards children in the 11 to 14 age group and remaining one-third will be earmarked for creating infrastructure. In particular, improvement of quality at the middle school level will be a challenge addressed in this Plan Period.

An important contribution to improving educational infrastructure in schools will be the setting up of science laboratories and science kits in every middle school, as well as the installation of a computer in every middle school. This will enable children to get early hands-on experience and encourage the mode of learning science by doing.

Improvement of quality also demands better-qualified teachers. Based on studies, a planned induction of teachers at the middle school for Science, Mathematics and English who have specialized in these subjects is envisaged. A Physical education instructor in every middle school is also planned to be provided. A modest number of work experience teachers will be added to the system as well.

During the Tenth Plan, the State will initiate and strengthen efforts to improve educational research, specifically in the area of development of educational software (computer-based and otherwise). Development of new educational modules, continuous feedback on curriculum and pedagogy and action research on the system's performance will be taken up. Towards this, the Plan seeks to strengthen DTERT, the State's principal agency for research in school education. DTERT is charged with networking the State's vast number of teachers using decentralized resource centres, identifying talent among teachers, providing a forum for them to share ideas and resources and professionalising their practice.

Given the massive efforts being undertaken for universal elementary education during the Tenth Five Year Plan, the educational administration system needs considerable strengthening. A detailed Educational Management Information System has been planned and will be implemented during Tenth Five Year plan period. A restructuring of the roles of District Elementary Education Officers and other personnel, particularly in the inspection and monitoring mechanisms is planned. Intensive management training to educational officers is seen as an essential component of such an exercise. The details of schemes included in the SSA is given in Annexure.

The other areas which will be given due consideration are as follows : (a) Curriculum Revision, (b) Health Education, (c) Special education initiative for the integration of differently abled children in regular schools, (d) Educational Media Development, (e) Producing material which can effectively be used for training purposes at DIET, BRC and school level, and (f) Producing material which can be used in classroom teaching.

Welfare Schemes

Welfare schemes are being implemented by Government to ensure increase in enrolment of all school-age children and to reduce the drop out rate in schools. Initially, the Puratchi Thalaivar MGR Noon Meal scheme was introduced in 1982 and will be continued in Tenth Plan also. Free Text books are supplied to all children of Standard I to V and for VI to VIII children covered under the Noon meal scheme. The scheme of free supply of

Uniforms was introduced in the year 1985-86. The supply of slates to the students is being implemented from the year 1984-85, for students studying in Standard I. These schemes will help improve enrolment substantially. These schemes are to be continued in the Tenth Plan.

Elementary Education - Tenth Five-Year Plan Schemes and Outlay

An outlay of Rs. 2082.63 crores has been proposed for 'Elementary Education' for the various Tenth Five Year Plan programmes/schemes. The State Government Budgetary support is estimated at Rs. 813.10 crores out of which the share of the State Government for SSA is Rs. 419.13 crores 80 % (i.e. Rs. 1676.52 crores) of the total outlay (i.e. Rs. 2082.63 crores) in the Tenth Five Year Plan is for SSA. The details are given in Table (3) below.

Table 3
Elementary Education – Tenth Five Year Plan Schemes and Outlay
(Rs. in crores)

Sl. No.	Schemes	Physical Targets	State Share Outlay	Central Share	Total Outlay
1	Sarva Shiksha Abhyan		136.79	410.37	547.16
2	Sarva Shiksha Abhyan – Addl Schemes		186.90	560.70	747.60
3	SSA for DPEP Districts-2003-07		95.44	286.32	381.76
4	DPEP Scheme-2002-03		2.14	12.14	14.28
5	Creation of DEEO offices with staff	34	10.00		10.00
6	Construction of DEEO office Buildings	63	10.00		10.00
7	Communication facilities to DEEO offices	63	1.30		1.30
8	Creation of Audit Wings in DEEO offices	60	5.53		5.53
9.	On going programmes – Supply of Uniforms		182.00		182.00
10.	Supply of Uniforms (SCP)		55.00		55.00
11.	Supply of Text books		88.00		88.00
12.	Supply of Text books (SCP)		40.00		40.00
	Total - Elementary Education		813.10	1269.53	2082.63

II. Teacher Education Research and Training

Objectives and Thrust areas

A separate Directorate for Teacher Education, Research and Training was created in 1992. In all 82 Teacher Training Institutes are functioning under this Directorate. The aim is to produce efficient Teachers, impart In-service Training to the Teachers on modern teaching techniques after they join service and to prepare audio video cassettes programmes for clear understanding of the school children covering the syllabi.

Capacity Development and Strengthening of DTERT, DIETs, TTIs and BRCs in terms of staffing, equipment and facilities as well as training is a focus area of the Tenth Five Year Plan.

(1) To ensure that DTERT can provide professional services, the following units will be created:

- A curriculum and textbook development unit
- A training unit for pre- and in-service training for primary and middle school teacher training
- A research and MIS wing
- A planning and management wing
- A training unit for in-service training for secondary and higher-secondary teacher training

(2) DTERT, DIETs and TTIs need to be equipped with modern facilities to enable them to work more efficiently

(3) DTERT will be hiring new education professionals to staff the sections that will be created for the academic work of DTERT. A detailed assessment of training needs will be undertaken for all DIET staff and their respective sections by an educational expert.

(4) DTERT will establish advisory bodies of external experts to support it in all of its activities

(5) Computer literacy will be imparted to all DTERT, DIET and TTI professional staff as well as key support staff for the development of materials, for communication and for monitoring and evaluation purposes

(6) Research is an important part of the work to be undertaken by DTERT and the DIETs.

(7) By 2007 it is planned to have a comprehensive data base on the impact of the schemes being implemented. There will also be a system of evaluation and feedback which will enable to plan all academic activities in an informed manner

(8) The Directorate will undertake studies on education both by itself and external researchers

(9) Development of library and resource facilities

(10) Orientation of the DIET staff on the new teacher training programme designed for all pre-service training programmes conducted at DIETs and TTIs

(11) Special Orientation Programme for Upper Primary and Secondary teachers (SOPT) will be organized

(12) DTERT plans to establish a system which will provide the teachers with scope for interaction, access to information and to resources. This process has been titled as Professional Development and Enrichment Programme.

Community participation is recognized as a critical element in the successful implementation of any scheme for quality education. Hence, community participation will be encouraged and NGOs will be involved in all the programmes. The formation of Village Level Committees (VLCs) mooted in the Ninth Five - Year Plan was aimed at ensuring village level involvement in all educational activities in the villages. The focus of the Tenth Five - Year Plan will be on ensuring effective functioning of VLCs. At the school level, functioning Parent Teacher Associations (PTAs) as bodies, which actively support the functioning of the school will be a critical element in the Plan. The programme also envisages greater decentralization to the village education committees in terms of financial authority, supervision of infrastructure improvements and general supervision of school performance. The role of the NGOs has been clearly defined as a supportive and complementary one to the efforts of the Government and its services. The support of private, social and corporate sector will be actively sought for participating in achieving the State's goals.

Infrastructure and Facilities Development

The key areas for school infrastructure and facilities development are :

- 1) To increase access to education by covering the hamlets where there are no schools at present.
- 2) To ensure that there are sufficient numbers of class rooms in all schools (under SSA);
- 3) To improve the infrastructure and environment of the schools by renovating or extending existing facilities (under SSA);
- 4) To provide as far as possible school buildings to all newly opened schools (under SSA);
- 5) To provide infrastructure facilities like drinking water, toilets, electrification, furniture, teaching-learning materials and sports material (under SSA);
- 6) To provide laboratory facilities and science kits to all Middle schools (under SSA);
- 7) To provide computers to Middle schools in order to introduce computer Literacy (under SSA)

The key areas for infrastructure and facility development for school administration are:

- 1) To establish Project offices under SSA in non-DPEP Districts, and to upgrade facilities of the DEEOs.
- 2) To build Block Resource Centres (BRCs) and provide them with all the necessary equipment and facilities , including computers, Libraries, etc., to function effectively as training and resource centres for teachers
- 3) To provide office accommodation to existing AEEOs along with all the necessary facilities and equipment to enable them to effectively provide services and support to schools.

Teacher Education, Research and Training – Tenth Five Year Plan Schemes and Outlays

An outlay of Rs. 62.93 crores has been proposed for various schemes under 'Teacher Education, Research and Training' in the Tenth Five Year Plan. The State Government Budgetary support is estimated at Rs. 25 crores of which the Share for SSA works out to Rs. 4.05 crores. The details are given in the Table below.

Table 4

Teacher Education, Research and Training – Tenth Five Year Plan Schemes and outlays (Rs. in crores)

Schemes	Physical Targets	State Share	Central Share	Others	Total Outlay
1 Sarva Shiksha Abhiyan		4.05	12.16		16.21
2. Strengthening of DTERT		0.49			0.49
3. Strengthening of DIETs and existing TTIs		2.28			2.28
4. Establishment of new DIETs			0.50		0.50
5. Up gradation of facilities for DTERT, DIETs & TTIs		0.86			0.86
6. Implementation of new teacher training programmes		0.15	0.75		0.90
7. Development of a new curriculum and revision of textbooks based on new curriculum		5.25		0.76	6.01
8. SOPT-Upper Primary level	0.60 lakhs			3.00	3.00
9. SOPT- Secondary level	0.58 lakhs			3.50	3.50
10. Training programmes for DTERT and DIET staff	1.8 lakhs	4.50			4.50
11. Special teacher training in English Language Teaching (ELT)	1.8 lakhs	4.22			4.22
12. Teacher training in health education		2.70			2.70
13. Establishment of Academic Resource & Advisory Board for DTERT	0.37 lakhs	0.50			0.50
14. Action Research	600		7.52		7.52
15. Contingencies for all DIETs including hiring of vehicles and appointment of Watchmen under contract basis			7.50		7.50
16. Creation of bursar superintendent posts at DIETs			2.24		2.24
Total – DTERT		25.00	30.67	7.26	62.93

III. Secondary, Higher Secondary and Vocational Education Secondary and Higher Secondary Education

Vision

- Providing universal secondary education for those who completed Elementary Education.
- Enabling value based qualitative education
- Delivering education through professional and committed Teachers
- Making learning a lively experience and teaching learner –centred
- Involving parents and community in this process that (a) unfurls the full potential and develops his innate abilities, (b) grooms the students suitably for self employment or Higher Education (c) help the students to develop a holistic perspective and respond to trends in Science, Information Technology knowledge systems and artistic pursuits and (d) transforms the life of the students into one of sharing with others and caring for others bringing social harmony and universal well- being.

The main aim of secondary and higher secondary education is to improve ability to apply knowledge, develop analytical skills and promoting talent among students to enable them to enter the world with skills enabling them to be socially and economically active citizens. This is to be achieved by applying suitable learning-teaching methods, developing appropriate syllabi and equipping schools with all basic amenities, including qualified and trained teachers. The major interventions planned during the 10th five-year plan period are:

(1) Coordinating the functions of the various educational departments such as School Education, Social Welfare, Adi Dravidar Welfare, Labour Department, etc. to ensure optimal utilization of human and material resources. Periodical reviews to be made not only to focus on the attainment of physical and financial targets, but more importantly on qualitative targets.

(2) R&D activities to be taken up to facilitate proper planning and monitoring of activities, either on their own or in collaboration with DTERT, University Departments, Colleges of education or NGO's.

(3) Every College of Education to carve out an extension wing to provide in-service teacher training programmes to secondary and higher secondary schools in their area in consultation with the DSE and DTERT as well as the local DIET. The isolation of colleges of education from schools, as pointed out by Kothari Commission, should be ended.

(4) Exploring sharing of Mathematics and Science teachers among schools where there are only 2 sections in Standard IX and X and consequently only two B. Ed teachers are posted.

Further, the possibility of placing all schools under one single Board, as recommended by both the Kothari Commission and the Yashpal Committee

needs to be explored. Further, the incongruence in the four State Board examinations needs to be removed so that the aggregate of all subjects is the same and the criteria for eligibility in OSLC is rationalised.

Special Welfare Schemes to increase enrolment

Awareness is being created by campaigns in all possible ways to enrol additional students and arrest drop outs in the schools . The Government's welfare schemes such as Free uniforms, Free Text books, Free noon Meals, Free Bus pass, and Free bi-cycles to all SC/ST Girls students studying in XI and XII standards of Government schools are being implemented to retain the students enrolled in the schools. The schemes are to be continued in the Tenth Plan.

Vocational Education

The High Power Committee constituted by the Government of Tamil Nadu under the Chairmanship of Dr. H.S.S. Lawrence made a detailed study of the vocational education. The following were the major recommendations:

1. Revamping of the existing curriculum to suit the changing scenario of employment.
2. Introduction of new courses to fulfill emerging needs.
3. District Vocational Survey to be conducted and the courses to be offered identified area-wise before a course is introduced.
4. Strengthening of the infrastructure to the existing courses.
5. Provision for sufficient infrastructure for new courses.
6. Providing intensive in-plant training and on field training to Vocational Instructors.
7. Preparation of textbooks for students, guide books for Vocational Instructors and Training manuals.
8. Weightage to academic and vocational subjects to be revised.
9. Addition of one more academic subject so as to facilitate upward-mobility.
10. Certification of equivalence of vocational courses with qualifications prescribed for various jobs in Government and Non-Government sectors.
11. Formation of a separate Directorate of Vocational education.

Keeping in view the above recommendations, the following objectives are drawn for effective implementation of vocational programme:

- a) To develop the necessary skills, competencies and attitudes amongst students for meeting the challenges of the world of work.
- b) To develop entrepreneurial skills through experience in determining the requirements of the neighborhood and producing for them through suitable, economical and profitable activities.

- c) To generate resources for the institution so that more updated education and training is made available without necessarily depending upon external funding.
 - d) To provide educational experience relevant to business and industry.
 - e) To enhance self supporting capabilities.
 - f) To achieve the national goals of development.
 - g) To forge institution-community linkages through need based courses and services.
 - h) To make the educational processes more efficient and cost effective.
 - i) To include the spirit of social accountability in educational institutions.
 - j) To prepare students for gainful self / wage employment.
- The syllabi prepared for vocational courses in 1978 are the only syllabi in use to-day in 2002. Some new courses were introduced during the last 23 years. But no organised syllabi were prepared and published for them. The curriculum has not been revised in consonance with the needs of the job market. The high level committee on Vocational education in Tamil Nadu (1993-94) has also recommended some of the reforms in curriculum development. Curriculum development workshops will be held to develop the new curriculum.
 - Vocational education may be introduced in 100 higher secondary schools per year during the Tenth Five- Year Plan. The cost of equipping schools with additional classrooms, tools, machinery etc. as well as posting of qualified educators may be borne by Government of India under special schemes for promotion of vocational education.
 - Instructional materials may be developed for 60 different vocational courses. These materials could be designed or adapted and printed in Tamil. An assessment of the existing materials used by private vocational training institutions may also be conducted. In addition to workbooks, teacher guidebooks may also be prepared.
 - An extensive programme for Teacher training may be designed to update their knowledge and skills, enhance teaching and communication skills for more effective classroom transactions. The teacher training programmes may also include interactions with industrial units to strengthen their skills in working with the industrial sector and in facilitating placements of their students and visits as part of the teaching - learning process. As guidance and counseling services for students in the 10th and 12th Standards will be useful to support their decision making for their career path, special teacher training courses in this field may be organised.
 - Bifurcated courses in 1948 with one course per school, and based on the recommendations of the Secondary Education Commission, an additional courses was added. Further new schools were brought under the scheme in 1st and 2nd Five Year Plans. The equipment needs to be re-placed with more modern and appropriate equipment. In addition to new machinery and equipment, appropriate provisions

need to be made for consumables and power supply and ensure that the machinery and equipment can be used throughout the school year.

Directorate of School Education – Tenth Five Year Plan Schemes and Outlays

An outlay of Rs. 1940.47 crores has been proposed for the 'Secondary and Vocational Education' for the various Tenth Five Year Plan Programmes. The State Government Budgetary support is estimated at Rs. 481.00 crores, of which the (State) share for SSA is Rs. 176.71 crores. The details are given in the Table below.

Table 5
Directorate of School Education – Tenth Five Year Plan Schemes and outlays
(Rs. in crores)

Schemes	Physical Targets	State Share	Central Share	Others	Total Outlay
1 Sarva Shiksha Abhyan		176.71	530.14		706.85
2. Provision of Science equipments- Central	14.89 lakhs		12.52		12.52
3. Proposals for award scheme				3.75	3.75
4. Opening of New High Schools	3.85 lakhs	35.00			35.00
5. Opening of New Higher Secondary Schools	3.85 lakhs	80.00			80.00
6. Construction of additional class rooms	8.67 lakhs			123.96	123.96
7. Provision of science labs and science kits	23.99 lakhs	83.10		43.72	126.82
8. Provision of toilets facilities				48.64	48.64
9. Drinking water	14.45 lakhs			16.92	16.92
10. Construction of compound walls	14.45 lakhs			115.64	115.64
11. Provision of furniture	10.79 lakhs			3.00	3.00
12. Computer education programme in higher secondary schools	7.96 lakhs	1.86			1.86
13. Class Project – center	12.67 lakhs	20.19	60.57		80.76
14. Strengthening of vocational Education	1.31 lakhs	61.49	315.21		376.70
15. Girls' education	1.83 lakhs	18.00			18.00
16. Incentive schemes for SC/ST students		1.65			1.65
17. Inclusive education	1.50 lakhs		185.40		185.40
18. Encouraging talented students	174	3.00			3.00
Total – Directorate of School Education (Including Vocational Education)		481.00	1103.84	355.63	1940.47

IV. Government Examinations

Objectives

The following are the objectives envisaged for the Tenth Five Year Plan:

- a) To conduct broad based examinations in order to bring out the intellectual, comprehensive and intrinsic abilities of the students by internal valuation
- b) To conduct examinations smoothly and efficiently to satisfy the expectations of the students, parents and general public, and to ensure credibility of the system
- c) To promote teachers' participation in evaluating scripts, award marks according to performance, avoid delay in the publishing of results and issuance of certificates
- d) To take appropriate steps to weed out and check the issuance of bogus certificates.

Examination Reform - Recommendations

- Many days of instruction are lost due to the long duration of public examinations for e.g. with a beginning of the practical examination in Mid-February; class room instruction comes to a virtual halt for 11th and 12th Standards. The number of instruction days for 12th Standard ranges between 160 and 170 days per annum and for 11th Standards it is just 120 to 140 days per annum. The practical examinations may follow written examinations.
- Many schools neglect 11th Standard lessons and take up 12th Standard lessons in 11th Standard itself. Students are very much handicapped when they go for higher studies. The Departmentally conducted common examinations at the end of 11th Standard has not helped much. Either Public Examination should be held for 11th Standard or 12th Standard Public Examination should be preferably based on the 2 year portions.
- Out of six levels of learning enunciated by Benjamin Bloom, namely Knowledge, Comprehension, Apprehension, Application, Analysis, Synthesis and Evaluation, 90% of the questions test only the lowest level of learning i.e. knowledge which relies only on memory. Sufficient consideration should be given to comprehension and application levels at the H S S level. The last three levels may be tested at the U G level.
- 50% of the questions may be objective type in the multiple-choice mode.
- Evaluation workshop for prospective paper setters and examiners may be conducted to train them in the nuances of modern evaluation techniques and preparation of good questions.
- Supplementary examinations may be held within a month from the date of the release of the results for the sake of the students who fail in only one or two subjects. This will enable them to join colleges without wasting a year.
- There is only one paper in each of the four Part III subjects, but there are two papers in each of the languages. It may be possible to test the linguistic of the students in one paper.

- If the languages are tested in the First year itself, the second year could be entirely devoted to learning of the Part III subjects.

Directorate of Government Examinations – Tenth Five Year Plan

Schemes and outlays

The outlay for the schemes of the Directorate of Government Examinations for the Tenth Five Year Plan is Rs. 5.70 crores as indicated in the table below.

Table 6
Directorate of Government Examinations –Tenth Five Year Plan Schemes and outlays
(Rs. in crores)

Department / Schemes	State outlay	Total Outlay
1. Buildings for 6 Regional Offices	1.50	1.50
2. Construction of second floor in the tabulation hall and a four storied building with amenities	1.50	1.50
3. Construction of administrative block	0.90	0.90
4. Improvement of Directorate of Government Examinations	1.80	1.80
Total – Government Examinations	5.70	5.70

V. Higher Education

Higher Education is the edifice, which rises on the foundation laid by the School Education. The realm of Higher Education comprises the study of language, Arts, Science, Engineering and Technology leading to graduate, post graduates, and research degrees in one's chosen field of study.

Current Scenario in Tamil Nadu

There has been a substantial growth over the years in the number of colleges and university level institutions. The number of students studying at UG and PG levels which was only 40,000 in 1965, increased to more than 4.3 lakhs in 2001-02. There are 477 colleges and more than 4 lakh students in the year 2001. During this period the compounded annual growth rate of enrolment has been 5% for men while the enrolment of women has enjoyed a higher growth rate of 7% per year. Among new colleges many are on self-financing basis. This has, to some extent, shifted the burden of financing higher education to the parents and students. During the last 5 years the share of the government and aided colleges in enrolment has come down from 86% to 76%, the self-financing colleges correspondingly increasing their share. While in 1995-96 the enrolment in the traditional arts, science and commerce courses in the self financing colleges was only 40% of the total enrolment in these colleges, in 2000-2001, this component has gone up to 62%. In spite of the increase in enrolment in higher education, only 6% of the population of the relevant age group is estimated to be enrolled in higher education.

Vision

Human development implies no limits to education. The State must, in the long run, create the environment and infrastructure necessary so that every one who wishes to pursue higher education - whether for economic reasons or for perceived self - development - is enabled to do so. Thus

increasing access to higher education (all post-secondary education and not just college/university education) is an important objective of the State. The question of increasing access to higher education will be addressed by exploring all available alternatives such as evening colleges and distance education, which alternatives will tend to reduce costs too. However, care will be taken to see that increasing access to higher education through diverse modes must not lead to actual or perceived reduction in quality of the education. In fact, irrespective of the mode through which the education was obtained, the certification process for the award of a degree - if a student desires a degree - must be the same throughout the State.

There should be counselling mechanisms by which youth (and their parents) are facilitated to make more rational choice with respect to their higher education than is the case now. Capacity creation either through the State or by the private sector, particularly for the expensive professional education such as engineering and technology, should not be merely as a reaction to the "market demand" but based on consideration of the real need for such professionals so that private as well as society's resources are optimally utilised.

The notion that the pursuit of post-secondary education should be focussed on jobs must change and youth must have the freedom to study further out of the love for a discipline. Flexible module-based curricula, facility to enter and exit the higher education system at any point in time based on the individual's convenience, affordable uniform cost across the institutions and funding targeted at the individual level (through scholarships or loans) should be the distinct features of higher education in the future.

The role of the universities should be restored to concentrate on research, both fundamental and applied, relevant for industry, government and the society in general. They should constantly update the curricula to be followed by the affiliated colleges, function as an experimental ground for the new curricula as well as teaching methods, develop course material for web-based and other modes of distance education, improve the quality of the teachers of affiliated institutions through training programmes and refresher courses and conduct comprehensive examinations (on the model of GATE, NET or SLET) for the purpose of awarding degrees.

The current process of privatisation and globalisation has led to foreign universities, deemed universities and other educational institutions attracting students through distant education and other programmes requiring limited full-time attendance to obtain a degree. This fact must be taken into account and the State should become a provider of education to the rest of the world taking advantage of the vast human resources and the strength in the IT sector. The Tamil Nadu universities should get equipped to compete globally as a provider of quality higher education.

Objectives

The following are the objectives envisaged for the Tenth Five year Plan Period.

- (a) Curriculum Development,

- (b) Clustering of Institutions,
- (c) Curriculum Design Workshops for Members of Boards of Studies,
- (d) Publication of Text Books and reference books in Tamil,
- (e) Continuous Refresher-cum-Training Programmes for Teachers,
- (f) Examinations Reforms,
- (g) Strengthening of Research Infrastructure in Higher Education Institutions,
- (h) Reforms of systems, structures and procedures,
- (i) Initiatives for Enhancing Governance of and by Universities, and
- (j) Student–friendly Administrative Measures.

Curriculum and related issues - recommendations

In respect of curriculum and certain related issues, the following recommendations may be examined for implementation:

- ❖ Majority of students pursues higher education not for specialising in a field but as a general education. This is becoming true even for technical and science education! Hence, curriculum must contain more elective courses than compulsory courses.
- ❖ Completion of a specified number of courses over any period of time should lead to a degree with or without a major specialisation.
- ❖ Degree with a specified major will require a particular set of courses in the field besides the common compulsory courses. These may be in the nature of Honours courses in vogue in the past.
- ❖ Even within a major discipline, alternatives for specialisation may be based on intended occupation (e.g. teaching/research; industry etc.)
- ❖ It is not necessary that all sub-fields in a major field must be studied to the same depth. (Physics major may want to specialise in optics and study related subjects in other fields - telecommunication using fiber optics, for instance - and may ignore advanced topics in the field of heat or mechanics)
- ❖ Courses must be designed in modules, which can be built on top of each other for specialisation, but each one self-contained enough to acquire some degree of competence.
- ❖ Language courses as a part of the UG Programme need not be only for "literacy appreciation" but mainly for specific skills such as business writing, technical writing, journalistic writing etc.
- ❖ Introduction of Choice Based Credit System (CBCS) in UG/PG courses. Based on the above premises, the Choice Based Credit System, which has been adopted in some Universities may be strengthened and expanded to other Universities too.
- ❖ While doing this exercise, it may also be explored whether Honours courses may be re-introduced. The honours must be available only to those who show outstanding competence in the field of undergraduate study and who intend pursuing a teaching /research career in that

field. The curriculum for the honours courses must be more focussed on the chosen field (thus restricting their choice of courses permitted in the general CBCS pass courses). Requirements of language courses may be reduced since the admission to Honours courses will be based on above average proficiency in languages during the U G programme.

Clustering of Institutions

- ❖ In the present set up there are some colleges with experienced teachers, well-furnished laboratories and well-equipped libraries. At the same time there are also colleges without such facilities to the desired extent. Such Institutions may be encouraged to form clusters among themselves in order to share their human resources and infrastructure. Such cluster of institutions in the same town/neighbourhood can offer different optional courses so that the students would have a wider choice for electives, choosing a course from any of the colleges in the cluster. Mechanisms to evolve convenient timetables, transfer of credits from one college to the other etc. will have to be evolved.

Curriculum Design Workshops for Members of Boards of Studies

- ❖ Introduction of innovative teaching programmes as well as updating of curricula and syllabi periodically are the prime functions of the Boards of Studies. Since the quality of teaching programmes is directly proportional to the professionalism of these Boards, it is necessary that the members of Boards of Studies must be facilitated through workshops on curriculum design incorporating such inputs as 'need-assessment methodologies'. Such workshops could be organised jointly by Tamil Nadu State Council for Higher Education and Universities.

Publication of Text Books and reference books in Tamil

- ❖ It is suggested that attempts could be encouraged to write textbooks in Tamil for the UG courses. Universities could also screen the existing Tamil books in various disciplines and add them as supplementary reading till such time regular textbooks in Tamil are produced.

Continuous Refresher-cum-Training Programmes for Teachers

- ❖ In an era of rapid advances in teaching and research methodologies in general and the respective disciplines in particular, constant efforts are necessary to impart training to teachers for periodic updating of knowledge in the relevant fields and for capacity building to impart them. These programmes may be in addition to the academic staff college programme which is more generalised. Separate Training on IT as a tool for teaching and with application for their respective discipline may be conducted in this programme. The teachers' associations have to be fully involved administratively and functionally in these programmes of enhancing the quality of Higher Education.

Examination Reforms

- ❖ In the long run the replacement of the centralised examination system by decentralised processes by which the course teachers themselves evaluate the students to decide whether the student should be

awarded a degree or not, may be considered. The evaluation system should be transparent and appropriate grievance redressal mechanisms must be instituted.

- ❖ Well designed objective type of questions for 50 percent of the assessment will significantly reduce the burden of the examinations both for the students and for the administration. Another 50 percent could be for question which require short paragraph and essay type questions to assess the communication/presentation skills.
- ❖ However, a large question bank may have to be created for effective use of objective type questions. The question bank could be created by the college teachers. Further, the questions should test the students' critical understanding and skills of applying the knowledge and solving problems.
- ❖ Continuous evaluation should be emphasised. Different modes such as projects and viva-voce could be introduced as part of the continuous assessment. Autonomous colleges may be encouraged to implement such ideas immediately.
- ❖ The examinations by autonomous colleges may be evaluated on a sample basis for their appropriateness and effectiveness of evaluation by independent examiners appointed by the university to ensure that quality of assessment is in line with or better than that prevailing in the university external examinations.
- ❖ Universities should analyse the students performances, college-wise, course-wise and by any other category of interest (SC/ST students? rural students?) so that appropriate corrective actions can be suggested by the University such as remedial programmes etc.
- ❖ The phenomenon of drop-out from courses must be understood clearly: drop out rates, college-wise, course-wise and by other categories of interest as above must be identified for analysis and corrective action.

Strengthening of Research Infrastructure in Higher Education Institutions

- ❖ Equip the laboratories at the universities and colleges to promote research culture among students and teachers.
- ❖ Network the research institutions in the State of Tamil Nadu to avail facilities already created. A Directory of such Institutions has to be developed and made available on-line.
- ❖ Schemes to spot and encourage research talents at the Collegiate level, similar to Maths Olympiad and Science Talent Search at the school level may be formulated.
- ❖ Encourage and persuade Industries to set up research facilities, which can also be accessed by academics. University - Industry Interaction Centres/Liaison Cells in Universities and Colleges may be set up to pursue this approach.
- ❖ An incentive scheme for researchers in Universities and other higher education institutions may be implemented to benefit those who bring about measurable outputs through culturally appropriate, socially

relevant research projects. Such incentives could be in the form of reduction in teaching load, financial support for National/International travel to attend workshops, higher - level training, etc.

- ❖ The researchers of higher education institutions may be encouraged to put up proposals to funding agencies all over the globe in culturally appropriate, socially relevant thrust areas of Research. A "Consortium of Research Consultants" with top level experts can be formed to assist college/university teachers identify and mobilise external funding for research. The Tamil Nadu State Council for Higher Education could be entrusted with the responsibility for conducting workshops in writing effective research proposals and following up with funding agencies.

Recommendation on Reforms of systems, structures and procedures

- ❖ In this part of the proposal macro issues such as the conflict between the desire to increase the access to higher education and the declining availability of State funding for higher education, the desirable administrative reforms to be initiated for effective governance of the Directorate and the Universities and other long term perspectives are discussed.

Financing of higher education

- ❖ Per student expenditure in Higher Education is considerably higher than that in school education. Moreover, only a small proportion of the relevant age group get into higher education largely because most are unable to complete the higher secondary education. Majority of those in full time, regular higher education institutions are probably above the poverty line and likely to belong to the top 30% of the income groups.
- ❖ Thus it needs to be examined whether the government funding for higher education should be routed as scholarships and loans to individual students rather than as grants to institutions. All institutions - government, aided or self- financing may be allowed to recover a substantial proportion of the operational cost through student fees. The deserving students based on means criteria must be provided full or partial scholarships; some may be provided only loans. The gap between the student fees so recovered and the full cost of running the institution in the case of government colleges may be given as a grant. In the case of aided colleges, the gap between the receipts as student - fees and the teachers' salaries (that component which is eligible for full reimbursement currently) may be given as grant.
- ❖ The new category of self-financing colleges must be brought under the purview of Societies Registration Act or Limited Companies Act as per the choice of the management, so that legal accounting of revenues, expenses and surpluses becomes mandatory as well as public information. If they make excessive profits or accumulate a large reserve from the profits, the same may be passed on to the current students in the form of fee reductions rather than the promoters being allowed to get more dividends.
- ❖ The possibility of assisting financially the students in such colleges also as in the case of those in Government or aided institutions, the extent

of assistance being limited to the maximum that may be permissible for the latter category of institutions, may be examined.

- ❖ Since ours is a capital scarce society, we must use the available infrastructure to the fullest extent. Students at the higher education level can easily accommodate themselves to odd working hours. The infrastructure including the laboratory facilities in the affiliated colleges are not utilised to their full capacity. Hence the higher education institutions could be operated in two shifts - 7 A.M. to 1 P.M. and 1-30 P.M. to 7-30 P.M. The capacity can be doubled without excessive additional investments in class rooms, laboratories etc.
- ❖ Distance education of high quality could become the logical choice of those who can cope with some employment while studying. Personal contact programmes using part time teachers, retired teachers and scholars pursuing M. Phil and Ph.D. programmes can in fact provide better learning opportunity than institutionalised higher education. The examinations for the regular and distance education stream must be the same to ensure credibility. Offering even science courses through distance mode by tying up with affiliated colleges for the Lab facilities may be the way to increase access at lesser cost.
- ❖ The strategy to recover a significant cost of higher education from the students may be accompanied by the allocation of funds for scholarships and loans so that the access to higher education is not restricted to the affluent alone.
- ❖ A study on the demand, supply and financing aspects of Higher Education, including technical education may be commissioned. The study may go into:
 1. The gap between the quantum of capacity already available in the system and what is demanded by the student community;
 2. The proportion of the students who complete out of those who join higher education;
 3. Whether the students aspiring for higher education (or their parents) consider factors such as the alternatives available, student's competence as well as aptitude and then make a reasonably informed decision regarding their higher education: or do they just follow what seems to be currently fashionable;
 4. Whether the employers favour candidates with higher education over others irrespective of their competence and related issues.
- ❖ Some of the suggestions of the K. Aludia Pillai Committee and Muthukumaran Committee may also be considered to augment the resources for higher education.

Initiatives for Enhancing Governance of and by Universities

- ❖ There is a widespread perception that the role of the universities in monitoring the quality of services provided by the affiliated colleges should be made more effective through the already available statutory powers.

- ❖ The role of the Senate, Syndicate, their composition etc., need to be reviewed to meet the changed circumstances of increasing number of teachers in colleges as compared to teachers in university departments; expected role of industry to support higher education and an increasing awareness for decentralised and democratic governance.
- ❖ All the universities must be encouraged to make use of advances in information technology to serve their clients - students, affiliated colleges etc., in a more use - friendly manner. The universities must also be mandated to prepare a 10- year perspective of financial planning, given the emerging realities of the need for self-reliance, competition from private and global providers of post-secondary education, increasing commitment of retirement benefits and pensions and such other factors.
- ❖ Mechanisms must also be evolved to resolve the tensions that arise from time to time between the universities and central agencies such as AICTE, NAAC or UGC in the context of accreditation, single-window admissions etc.
- ❖ The requirement by the UGC to conduct an Academic-Administration Audit annually by all the universities and affiliated colleges must be emphasised and the report must be made available to the department of Higher Education too besides being submitted to UGC.
- ❖ Studies must be undertaken by TANSCH (or under its umbrella) to discern the social impact of policy options in the field of higher education. Who benefits most from the State policies/funding? Who is excluded? Does the society get a return for its investments in education or the benefits accrue to well-off households and individuals? Have the policies of expanding capacity in fields such as technical education and information technology been really effective? Such questions (and many other similar questions) need to be formulated and answered through rigorous data based studies. Futurology techniques such as Delphi technique (or its simpler versions) must be used to evolve a long - term perspective for higher education.

Student - Friendly Administrative Measures

- All the Universities and colleges in Tamil Nadu offering courses such as MBA/MCA must be asked to follow a common entrance test/admission process even if admissions are not through a single window process. This will at least help the students to reduce the burden of their application costs and eliminate the possibility of conflict on account of entrance tests being held on the same date by different institutions. The institutions can ask their applicants to take the common test and use the scores along with any other admission process they decide upon to determine the admissions.
- Boards of studies of the different universities must be asked to spell out equivalence among different courses so that students who are compelled to migrate between regular and distance education programmes of the same university or other universities in Tamil Nadu are facilitated to get credits for the courses that they have already completed.

Collegiate Education - Tenth Five Year Plan Programmes

The outlay for 'Collegiate Education' for implementation of schemes in the Tenth Five Year Plan under Collegiate Education is Rs. 81 crores. The details are given in the Table below.

Table 7
Schemes/Outlay for Collegiate Education during Tenth Five Year Plan
(Rs. in crores)

Department / Schemes	State Outlay	Total Outlay
1. Ongoing schemes	7.58	7.58
2. Strengthening of administration and improvement of infrastructure facilities in Government Colleges	11.01	11.01
3. Library and Information Science	6.70	6.70
4. Automation of the directorate	0.55	0.55
5. Creation of new posts	21.57	21.57
6. Opening of new courses in Government colleges	15.32	15.32
7. Improvement of computer facilities	4.76	4.76
8. Opening of new Government Colleges for Women	9.46	9.46
9. Free coaching for Civil Services Examinations for women	0.45	0.45
10. Construction of a building for the directorate and one regional office	3.60	3.60
Total – Collegiate Education	81.00	81.00

University Education -Tenth Five Year Plan Programmes

An outlay of Rs. 33.30 crores has been proposed for University Education for the Tenth Five Year Plan. The details are given in the Table below.

Table 8
Schemes/Outlay for University Education during Tenth Five Year Plan
(Rs. in crores)

Department / Schemes	State Outlay	Total Outlay
1. Office automation and modernization of administration and examination divisions in the university	5.00	5.00
2. Publication of Tamil Text books	2.50	2.50
3. Taken over Commitment of the UGC Programme on University with potential for excellence for University of Madras	3.55	3.55
4. Modernization of Vocational & Distance education	3.00	3.00
5. Continuous Refresher Cum Training programme for Teachers	2.00	2.00
6. Technology know-how workshop for members of Board of Study of University	1.00	1.00
7. Introduction of choice based credit system in universities and autonomous colleges	2.00	2.00
8. Ramanujam Museum at University of Madras - seed money	0.25	0.25
9. Strengthening and Networking of Library facilities – in 9 Universities	5.00	5.00
10. Aptitude building scheme for the students in Research	2.00	2.00
11. Strengthening of Research infrastructure in Higher education Institutions	5.00	5.00
12. Incentive Scheme for Researchers	1.00	1.00
13. Institute-industry-interaction centres in universities and colleges	1.00	1.00
Total – University Education	33.30	33.30

Tamil Nadu State Council for Higher Education -Tenth Five Year Plan Programmes

The outlay for the Tamil Nadu State Council for Higher Education for the various schemes in the Tenth Five Year Plan is Rs. 66.05 crores. The State Government Budgetary support is put at Rs. 6.05 crores. The details are given in the Table below.

Table 9
Schemes/Outlay for Tamil Nadu State Council for Higher Education during Tenth Five Year Plan

Sl. No.	Department / Schemes	State Outlay	Others	Total Outlay
1.	Matching grant for Universities	2.50		2.50
2.	Teachers Advancement	0.70		0.70
3.	Centre for Excellence	0.00	60.00	60.00
4.	E-Governance	0.25		0.25
5.	Special grant to clusters for improving the infrastructure	0.25		0.25
6.	Autonomous Colleges	0.25		0.25
7.	Academic audit of institutions- inspections, reports and analysis	0.50		0.50
8.	Preparation of common syllabi meeting & reports	0.25		0.25

9.	Preparation of Tamil textbooks	1.00		1.00
10.	Grants for research projects	0.25		0.25
11.	Miscellaneous – Contingencies	0.10		0.10
	Total - Tamil Nadu State Council for Higher Education	6.05	60.00	66.05

VI. Legal Education - Tenth Five Year Plan Programmes

The outlay for Legal Education for the various schemes under Legal Education for Tenth Five Year Plan is Rs. 8.42 crores. The details are given in the Table below.

Table 10
Schemes/Outlay for Legal Education during Tenth Five Year Plan

(Rs. in crores)			
Sl.No.	Schemes	State Outlay	Total Outlay
1.	Construction of building for the Directorate of Legal Studies	0.30	0.30
2.	Construction of hostels for male and female students at the government law colleges of Madurai, Trichy, Coimbatore & Tirunelveli	3.17	3.17
3.	Construction of residential quarters for hostel deputy wardens	0.75	0.75
4.	Infrastructure facilities of the Department of Legal Studies	1.20	1.20
5.	Assistance to Law University - construction of buildings	3.00	3.00
	Total - Legal Education	8.42	8.42

VII. Non-formal and Adult Education

Despite considerable expansion of formal system of education in Tamil Nadu, the achievement of Universal Elementary Education remains an elusive goal till now, since a large number of children stay outside the formal system mostly due to various socio-economic constraints. Also, a quarter of the adult population of the State is still illiterate.

The formal school system needs the support of a non-formal system for school dropouts. The aim of a non-formal school system will be to re-integrate children back into the formal school system or to provide them with the basic education skills.

The grim reality of illiteracy is that as per the 2001 census 26.53 percent of the population are illiterate, which constitute more than 1.57 crores of population (age 7 and above). Further, the literacy attained through past programmes is hardly functional. In this area, the most important concern is for institutionalizing continuing education, rather than it being carried out in project mode. Emphasis on work education, specifically targeted at women, structured in short courses, is essential. Most schools should be put to use for continuing education, with the community and the panchayats empowered as well as supported towards this objective. A system of equivalency with the formal school education should be in place through the State Open School, so that continuing education becomes relevant and leads to gainful employment.

Vision and Objectives

Eradication of illiteracy will be the main goal during the Plan.

The following are the objectives envisaged for the Tenth Five year Plan Period:

- a) Achieve total literacy before 2010
- b) Ensuring life long learning to all adults
- c) Non-starters and drop outs to be brought within the learning stream by comprehensive, effective and appropriate efforts
- d) Special attention to women literacy
- e) Establishing continuing education centres in all the villages of Tamil Nadu to provide learning environment, recreational facility and self-employment opportunities
- f) Providing education equivalent to V Standard to out-of-school children in the age group of 6 to 14 (drop outs and non-starters) through various schemes.

Strategies

Since current non-formal education schemes have not been very successful in contributing to re-enrolment of children into the formal system or in attaining the critical numeracy and literacy skills, two new schemes, the Education Guarantee Scheme (EGS) and the Alternative and Innovative Education Scheme (AIE) have been evolved under SSA with the following thrust areas

- a) EGS focuses on providing schooling facilities to children living in small, remote and access-less habitations
- b) AIE is to mainstream those out of school children who are in habitations where schooling facilities are available
- c) AIE is to adopt strategies for those groups of out-of-school children who are in especially difficult circumstances. e.g. Bridge – Course.

In continuance of TLC/PLP, the Continuing Education Programme is being implemented providing the beneficiaries an opportunity to retain the literacy skills acquired and continue their learning through rural libraries. Various trainings are to be also imparted through these Continuing Education Centres : (i) Continuing Education through rural libraries, (ii) Skill development through various training programmes and (iii) Sensitization for civic and democratic roles through awareness creation programmes.

School buildings and facilities could be utilised as resource centres for adult learning and skill development after school hours.

Non-formal and Adult Education - Tenth Five Year Plan Programmes

The outlay for Non-formal and Adult Education in the Tenth Five Year Plan is Rs. 320.38 crores. The State Government Budgetary support is estimated at Rs. 36.43 crores, of which the (State) share towards SSA works out to Rs. 9.70 crores. The details are given in the Table below.

Table 11
Schemes / Outlay for Non-formal & Adult Education
during Tenth Five Year Plan
(Rs. in crores)

Programme	State's share	Centre's share	Total
1. SSA - EGS	0.92	2.77	3.69
2. SSA - AIE	8.78	26.32	35.10
3. AIE NGOs		143.44	143.44
4. Continuing education	26.52	111.42	137.94
5. Each one teach one by teacher trainees initiative	0.21		0.21
Total - Non Formal and Adult Education	36.43	283.95	320.38

VIII. Tamil Language Development

Thrust areas

Since the constitution of the Official Language Implementation Committee in the year 1957, the focus has been on the implementation of Official Language Scheme promoting the use of Tamil in government administration. In the Tenth Five Year Plan, the focus will be to promote computer literacy in Tamil and thereby promote use of computers more broadly. Promotion of Tamil language, literature, grammar, art and culture, especially promotion of Tamil writers and the translation of Tamil writings into other languages will continue to be a focus area.

Strategies

The above objectives will be sub served by implementing the following schemes.

	Sector	Approach
1	Effective Implementation of Official Language Act	Accelerate the inspection on official language; formation of Training Centre.
2	Encourage Tamil creative writing in Tamil language and literature	Preparation of an Encyclopedia on Tamil Art and Literature to decipher the greatness and richness of Tamil literature; preparation of a documentary about Tamil scholars and writers.
3	To make the Tamil language a modern language.	Compilation of present day vocabulary along with newly developed words for Science & Technology
4	Grammar	Preparing an Encyclopedia on Grammar.
5	Development of Scientific Tamil	Preparing a general science Encyclopedia and Encyclopedia on special and technical terms to support the development on scientific Tamil.
6	To increase the usage of Tamil language in computers.	Preparation of Tamil software, digital Tamil Dictionary, Tamil Spell-Checker to increase the usage of Tamil computer literacy.

7	Bring - out the other language literatures in Tamil and vice-verse.	Translation of best literatures of India and other countries into Tamil; Translation of best Tamil literature into Hindi; Translation of award winning Indian literature into Tamil.
8	Tamil Art and Culture	Preparation of Encyclopedia on Tamil Culture and Art and Compilation about places of historical, cultural, linguistics or social relevance in Tamil Nadu.

Tamil Language Development - Tenth Five Year Plan Programmes

The outlay for Tamil Language Development in the Tenth Five Year Plan will be Rs. 11.01 crores. The State Government Budgetary support is estimated at Rs. 10 crores.

Table 12
Tamil Language Development -Tenth Five Year Plan Programmes
(Rs. in crores)

Programme	State outlay	Centre's share	Total
1. Special inspection	0.05		0.05
2. Official language scheme - training center	0.05		0.05
3. Encyclopedia on Literature	0.50		0.50
4. Encyclopedia on Tamil grammar	0.50		0.50
5. Lexicon in Tamil literature from Sangham age to Bharathi- Dasan period	0.05		0.05
6. Encyclopedia - Subject wise	1.00		1.00
7. Encyclopedia - Technical terms	0.10		0.10
8. Publications on special places in Tamil Nadu	1.00		1.00
9. Production of compact discs on places and their specialties referred in Tamil language	0.10		0.10
10. Preparation of Tamil software	0.10		0.10
11. Preparation of digital dictionary	0.10		0.10
12. Production of spell checker	0.20		0.20
13. Production of grammar checker	0.10		0.10
14. Translation and publication of literature	0.60		0.60
15. Encyclopedia on Tamil arts	0.60		0.60
16. Publications on Tamil writers - Tamil writers - who is who'	0.10		0.10
17. Translation of Tamil literature into Hindi	0.10		0.10
18. Encyclopedia on Tamil culture	0.50		0.50
19. Production of documentary films about Tamil writers and scholars	3.77		3.77
20. Assistance to etymological dictionary project	0.48	1.01	1.49
Total-Tamil Development Dept.	10.00	1.01	11.01

Tenth Five-Year Plan (2002-07) Outlay

An outlay of Rs. 4611.89 crores is proposed for the 'General Education' sector for the Tenth Five year Plan Period, of which Rs. 1500 crores will be the State's share. The Department wise outlay is furnished below.

(Rs. in crores)

Sl.No.	Name of the Department	Tenth Five Year Plan -Total Outlay (inclusive of Centre / State commitment)	Tenth Five Year Plan- State Plan outlay
(I)	Elementary Education Department	2082.63	813.10
(II)	Teacher Education, Research and Training Department	62.93	25.00
(III)	School Education Department	1940.47	481.00
(IV)	Government Examination Department	5.70	5.70
(V)	Collegiate Education Department	81.00	81.00
(VI)	University Education	33.30	33.30
(VII)	Tamil Nadu Council for higher Education	66.05	6.05
(VIII)	Legal Education	8.42	8.42
(IX)	Non Formal and adult education Department	320.38	36.43
(X)	Tamil Development Department and Tamil Etymological Dictionary Project	11.01	10.00
	Total – General Education	4611.89	1500.00

Annexure				
Details of SSA Programmes during the Tenth Five Year Plan period				
(Rs. in crores)				
Sl.No.	SSA Programme	State	Central	Total
A.	Elementary Education			
1	Project Management	8.28	24.84	33.12
2	Planning & Management	0.55	1.65	2.20
3	Research, Evaluation, Monitoring & Supervision	7.85	23.55	31.40
4	Community mobilization and participation	7.56	22.68	30.24
5	Civil Works	61.23	183.69	244.92
6	Pedagogy and School improvement	19.58	58.74	78.32
7	Access and alternative Schools	5.74	17.22	22.96
8	Education for Special Focus Group	26.00	78.00	104.00
	Total –I	136.79	410.37	547.16
1	Appointment of B.Ed Teachers in Middle Schools (Science & Maths)	74.83	224.49	299.32
2	Appointment of B.Ed English teachers in middle schools	25.72	77.16	102.88
3	Sanction of Physical Edn. Teachers post to Middle Schools	30.54	91.62	122.16
4	Sanction of work experience Teacher posts to middle Schools	9.49	28.47	37.96
5	Laboratories to middle schools	21.90	65.70	87.60
6	Conduction of play festivals & camps	5.31	15.93	21.24
7	New educational technological schemes provision of one computer to all 5703 Middle schools	7.13	21.39	28.52
8	Formation of EMIS and Data Base to the Directorate	0.11	0.33	0.44
9	Communication facilities to AEEO offices	1.52	4.56	6.08
10	Administrative and management training to all officers	0.17	0.51	0.68
11	P.O.L to the District Elementary Education Officers	0.51	1.53	2.04
12	Writing/learning materials	9.67	29.01	38.68
	Total – II	186.90	560.70	747.60

Sl.No.	SSA Programme	State	Central	Total
1	Planning and Management	0.23	0.69	0.92
2	Project allocation	2.44	7.32	9.76
3	Teachers' Evaluation and Monitoring (EREM)	3.30	9.89	13.19
4	Community Mobilisation & Participation	2.31	6.92	9.23
5	Civil Works	37.52	112.55	150.07
6	Pedagogy and School Improvement	37.70	113.09	150.79
7	Access and Alternative Schooling	7.09	21.26	28.35
8	Special Focus Groups	4.87	14.61	19.48
	Total- III	95.44	286.32	381.76
	Total – Elementary Education	419.13	1257.39	1676.52
B.	School Education Department			
1	Up-grading curriculum	0.11	0.32	0.43
2	Revision of syllabi	0.06	0.18	0.24
3	Preparation of textbook materials	0.58	1.75	2.33
4	Creation of additional posts	7.48	22.43	29.90
5	Creation of special teacher posts	21.56	64.67	86.23
6	Up grading secondary grade posts into B. Ed. Posts	5.78	17.35	23.13
7	Provision of science equipment	6.34	19.01	25.34
8	Supply of teaching appliances	1.41	4.24	5.65
9	Increasing library access	1.33	3.98	5.31
10	Improving communication technology and electronic media	1.21	3.63	4.84
11	Purchase of play materials	0.50	1.49	1.99
12	Introducing indoor games	2.76	8.27	11.03
13	Provision of articles for arts and crafts classes	0.50	1.49	1.99
14	Supply of musical instruments and bands	5.53	16.58	22.10
15	Establishing language labs.	16.58	49.73	66.30
16	Proposals of award schemes	2.81	8.44	11.25
17	Construction of additional class rooms	34.95	104.84	139.78
18	Providing science labs	24.66	73.97	98.62
19	Provision of toilet facilities	13.71	41.13	54.84
20	Drinking water facilities	4.77	14.31	19.08
21	Furniture	14.25	42.75	57.00
22	Class project	8.41	25.24	33.65
23	Incentive schemes for SC & ST students	0.46	1.39	1.85
24	Information systems (EMIS)	0.75	2.25	3.00
25	Creation of R & D Wing.	0.24	0.72	0.95
	Total – School Education	176.71	530.14	706.85

Sl.No.	SSA Programme	State	Central	Total
C	DTERT			
1	Implementation of New Teachers' Programme	0.00	0.01	0.01
2	Framing of new curriculum Classes I to XII	0.02	0.06	0.08
3	Revision of existing textbooks	0.90	2.70	3.60
4	Development of multi-grade teaching skills	0.80	2.40	3.20
5	Special Education – Integration of specially abled children in regular schools	0.31	0.94	1.25
6	Special education for tribal children	0.14	0.41	0.55
7	Education media development	0.35	1.05	1.40
8	Research development studies	0.20	0.60	0.80
9	Training to community leaders	0.25	0.75	1.00
10	Upgrading facilities/equipment in DTERT/DIETs/TTIs	0.37	1.10	1.46
11	Provision of facilities/equipment for BRCs	0.00	0.00	0.00
12	Training of DIET faculty	0.26	0.78	1.04
13	Development of BRC faculty	0.10	0.30	0.40
14	Development of library facility	0.30	0.90	1.20
15	Training of Supervisory Personnel of Education Department.	0.06	0.17	0.22
	Total-DTERT	4.05	12.16	16.21
D	Non-Formal & Adult Education			
1	SSA – EGS	0.92	2.77	3.69
2	SSA – AIE	8.78	26.32	35.10
	Total - Non-Formal & Adult Education	9.70	29.09	38.79
	Grand Total – SSA schemes	609.59	1828.78	2438.37