SCHOOL EDUCATION DEPARTMENT

POLICY NOTE
2026 - 2027

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SCHOOL EDUCATION DEPARTMENT

POLICY NOTE 2026-2027

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CHAPTER I

Introduction

"கேடில் விழுச்செல்வம் கல்வி யொருவற்கு
மாடல்ல மற்றை யவை."

திருக்குறள்–400

"Education is the imperishable wealth; all other riches are temporary."

Thiruvalluvar's timeless declaration reflects the State's enduring commitment to learning and knowledge. Equally, Thiruvalluvar's profound declaration, **"பிறப்பொக்கும் எல்லா உயிர்க்கும்;** ("All beings are equal by birth"), embodies the principles of equality, social justice and human dignity that have long shaped Tamil Nadu's public policy. These principles continue to underpin the State's commitment to providing equitable, inclusive and quality education, ensuring that every child has the opportunity to learn, grow and realise his or her full potential.

Responding to the evolving needs, the Government of Tamil Nadu has formulated the **Tamil Nadu State Education Policy 2025 – School Education** as a comprehensive roadmap for an inclusive, equitable and future-ready school education system. The Policy emphasises foundational learning, competency-based education, teacher excellence, digital and technology-enabled learning, future skills and safe, inclusive schools, while preserving Tamil Nadu's rich linguistic, cultural and social heritage.

To translate this vision into action, **Vetri Tamizhagam** serves as the strategic implementation framework for transforming school education through focused reforms that advance quality, equity, inclusion and future readiness.

The School Education Department continues to implement a range of systemic reforms to strengthen teaching and learning across

Government schools. The ongoing curriculum revamp, competency-based teaching-learning practices, strengthening of foundational literacy and numeracy, integration of digital learning resources and continuous professional development of teachers are enhancing classroom practices and improving learning outcomes. These reforms are complemented by sustained efforts to promote inclusive education, strengthen student wellbeing and create safe, child-friendly learning environments across the State.

The Government also continues to strengthen educational access and equity through focused interventions for Children with Special Needs, emotional and psychological wellbeing initiatives, the Drug-Free School Initiatives. These initiatives, together with continuous academic support and teacher capacity building, are contributing to improved student participation, retention and holistic development.

These initiatives are being implemented through one of India's largest and most decentralised school education systems, serving more than **1.24 crore students** through **57,566 schools** supported by nearly **5.7 lakh teachers**. During **2026–27**, the Department will continue to strengthen learning outcomes, teacher's capacity, school infrastructure and equitable access in alignment with the **Tamil Nadu State Education Policy – School Education 2025** and **Vetri Tamizhagam**.

Tamil Nadu School Education – Statistical Profile

The School Education Department administers one of India's largest public education systems. The following statistical profile presents the distribution of schools, students and teachers across Government, Government-aided and Private institutions in Tamil Nadu.

Schools, Students and Teachers in Tamil Nadu

Indicator	Government Schools	Aided Schools	Private Schools	Total
Schools	37,539	8,197	11,830	57,566
Students	43 lakh	19 lakh	62 lakh	1.24 crore
Teachers	2,26,304	74,364	2,76,793	5,77,461

The student population comprises learners enrolled under multiple recognised school boards, reflecting the diversity and inclusiveness of Tamil Nadu's school education system.

Students by Board Affiliation

Broad Board		Board	School Count	Student Count
STATE	1	State Board	54,104	1,03,22,954
	2	Nursery & Primary	1,722	3,97,269
CBSE	3	CBSE	1,562	15,88,183
Other Boards	4	ICSE	90	65,999
	5	Cambridge	44	19,859
	6	International Board	14	6,501
	7	IB	2	581

	8	IGCSE	1	190
	9	Play School	27	1,336
Grand Total			**57,566**	**1,24,02,872**

Tamil Nadu continues to be one of the leading States in the country across key school education indicators, consistently performing above the national average in educational access, participation and quality. The comparative performance of Tamil Nadu against the national average is presented below.

Indicators	Stage	Tamil Nadu	National Average
Gross Enrolment Ratio (GER)	Primary	92.2	89.4
	Upper Primary	95.2	89.6
	Secondary	97.4	81.5
	Higher Secondary	85.1	61.7
Dropout Rate (DR)	Primary	0.0	0.3
	Upper Primary	0.0	3.6
	Secondary	6.2	9.5

Pupil–Teacher Ratio (PTR)	Primary	19	19
	Upper Primary	17	17
	Secondary	12	15
	Higher Secondary	20	23

Source: UDISE +

This Policy Note presents the achievements, ongoing programmes and strategic priorities of the School Education Department during **2026–27**. The Department remains committed to providing equitable, inclusive and future-ready education that empowers every learner to realise his or her full potential while contributing to the social, economic and cultural development of Tamil Nadu.

CHAPTER – II

Directorate of Elementary Education

2.1 Introduction

The Directorate of Elementary Education (DEE) is responsible for planning, administering and overseeing elementary education in Tamil Nadu for Classes I to VIII. Elementary education forms the foundation of formal schooling, during which children acquire essential literacy, numeracy and life skills that shape their future learning and development. The Directorate is committed to ensuring universal access to quality elementary education, improving learning outcomes, promoting inclusive education and implementing comprehensive student support initiatives.

2.2 Universal Access to Elementary Education

Ensuring universal access to elementary education remains a key priority of the

Directorate. In accordance with the Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011, the Government aims to provide a Primary School within one kilometer and a Middle School within three kilometers of every habitation, ensuring that children have convenient access to schooling.

Wherever necessary, new Primary Schools are established and eligible Primary Schools are upgraded as Middle Schools based on enrolment and local requirements. In remote, hilly and sparsely populated areas where opening a school is not feasible, escort and transport facilities are provided to ensure uninterrupted access to education.

Category	No. of Schools	No. of Students	No. of Teachers
Primary Schools (Class 1 – 5)	29,337	12,87,159	74,082
Middle Schools (Class 1 – 8)	8,495	9,08,897	58,443
Total	**37, 832**	**21,96,056**	**1, 32,525**

2.3 Strengthening Elementary Education

The Directorate adopts a comprehensive approach to improving elementary education by focusing on universal access, foundational literacy and numeracy, learner retention, inclusive education, teacher's quality and institutional effectiveness. Through academic support, effective school governance and learner-centred interventions, the Directorate seeks to equip every child with strong foundational competencies for a smooth transition to secondary education.

2.4 Basic Literacy and Numeracy

Strengthening Basic Literacy and Numeracy (BLN) remains a central priority of the Directorate of Elementary Education. To ensure that every child in Classes I to V attains age-appropriate literacy and numeracy competencies, the Government has introduced a competency-based curriculum supported by newly developed textbooks that integrate child-centred pedagogy, structured learning activities, teacher guidance, classroom assessments and remedial interventions within a single teaching-learning resource.

By promoting activity-based learning, nurturing social and emotional competencies, strengthening fine motor skills in the early grades and enabling continuous assessment of student progress, these integrated interventions support effective classroom transactions and help every

child achieve the expected foundational literacy and numeracy competencies.

2.5 Inclusive and Child-Centred Education

The Directorate is committed to ensuring that every child has equitable access to quality elementary education in a safe, inclusive and child-friendly learning environment. Special emphasis is placed on addressing the educational needs of children from disadvantaged and weaker sections, children with special needs, girls and those residing in remote and underserved areas.

Through inclusive educational practices, learner-centred pedagogy, early identification of learning needs, continuous academic support and community participation, the Directorate strives to create an enabling school environment that promotes equity, participation and the holistic development of every learner.

2.6 Student Learning Support Materials

The Government of Tamil Nadu provides a comprehensive package of student learning support materials to children studying in Government and Government-aided elementary schools. These interventions support effective classroom participation, strengthen the teaching-learning process, reduce disparities in access to essential educational resources and contribute to improved learning outcomes. The details of the student learning support materials provided during the year are given below.

Intervention	No of Beneficiaries	Expenditure
Textbooks	24.04 lakh	₹196.72 crore
Notebooks	24.01 lakh	₹65.25 crore
Four Sets of Uniforms	29.43 lakh	₹547.13 crore
Footwear, Shoes & Socks	24.12 lakh	₹35.70 crore

Sweaters	62,311	₹1.68 crore
School Bags, Crayons, Colour Pencils, Mathematics Geometry Boxes	—	₹53.58 crore
Geography Atlases	1.82 lakh	₹0.62 crore
Financial Assistance for Children affected by death/disability of earning parent	167 students	₹5.00 crore

2.7 Infrastructure Development

Physical infrastructure plays an important role in strengthening the elementary education ecosystem by providing a conducive environment for teaching and learning. The Directorate of Elementary Education continues to improve school infrastructure through the creation of additional classrooms and laboratories. The details are given below.

Infrastructure Component	Total Works	Completed	Ongoing
New Addl. Class room	1324	341	983
Labs	253	66	187
Financial Outlay (Rs. In Crore)	284	73.84	210.16

The integration of digital infrastructure has transformed classroom teaching by creating interactive and engaging learning environments. Smart Classrooms and Hi-Tech Laboratories support technology-enabled instruction, strengthen digital learning and enhance students' learning experiences.

2.8 Recognition of Scholastic Excellence

To promote excellence and innovation, the Directorate recognises schools demonstrating outstanding performance in academics, community participation and institutional development. These recognition programmes

encourage continuous improvement and strengthen public confidence in Government schools.

Recognition and Awards

Initiative	Achievement
Best Schools Shield (2024–25)	114 Schools
Certificate of Appreciation for Increased Student Enrolment (2025–26)	179 Schools

The Best Schools Shield and Certificates of Appreciation acknowledge the efforts of schools that demonstrate exemplary performance and achieve significant improvements in student enrolment.

2.9 Teacher Recruitment and Human Resource Development

Teachers are central to delivering quality elementary education. The Directorate continues to fill vacant posts through regular recruitment

and, pending regular appointments, engages temporary teachers through School Management Committees (SMCs) wherever required to ensure continuity in classroom instruction.

New Teachers and SMC Teachers Recruitment – 2025–26

Particulars	Achievement
Secondary Grade Teachers appointed through Teachers Recruitment Board	**2,409**
Graduate Teachers appointed through Teachers Recruitment Board	**18**
Secondary Grade Teachers appointed temporarily through SMC	**4,261**
Graduate Teachers appointed temporarily through SMC	**2,709**
Estimated expenditure on temporary appointments	**₹100.94 crore**

The Directorate continues to prioritise the availability of qualified teachers in every school, thereby strengthening classroom instruction and improving learning outcomes across the elementary education system.

2.10 Perunthalaivar Kamarajar Morning Breakfast Scheme

Food is being provided under the Perunthalaivar Kamarajar Breakfast Scheme to all students studying in Classes 1 to 5 across 37,447 Government and Government Aided schools. In the current academic year, the scheme will be extended to students in Classes 6 to 8. A total of 34,48,504 students studying in Classes 1 to 8 will be benefitted from this scheme. An allocation of Rs. 724.52 crore has been made for this initiative.

2.11 Conclusion

The Directorate of Elementary Education continues to strengthen the foundations of school education through sustained investments in access, academic quality, teacher's capacity and institutional excellence. By integrating school modernisation, teacher professional development and learner-centred educational practices, the Directorate is creating an enabling ecosystem

that supports better learning outcomes and holistic child development. These initiatives ensure that children complete elementary education with strong foundational competencies and are well prepared for the next stage of schooling, contributing to Tamil Nadu's longterm educational development.

CHAPTER III

Directorate of School Education

3.1 Introduction

The Directorate of School Education (DSE) is responsible for planning, administering and strengthening school education for students studying in Classes VI to XII in Tamil Nadu. It plays a pivotal role in improving the quality of teaching and learning, promoting academic excellence, ensuring equitable and inclusive access to secondary and higher secondary education and implementing student support programmes. Through a range of academic, vocational, co-curricular and student development initiatives, the Directorate prepares students for higher education, employment and responsible citizenship.

3.2 Strengthening Secondary and Higher Secondary Education

The Directorate continuously monitors academic performance through structured academic reviews, classroom support and learner-focused interventions. These initiatives help improve learning outcomes, reduce learning gaps and encourage students to achieve higher levels of academic performance.

Academic excellence is further strengthened through innovative programmes, digital learning resources, competency-based classroom practices and targeted academic support that prepare students not only for Board examinations but also for higher education, competitive examinations and future careers. Collectively, these interventions are contributing to sustained improvements in educational quality and expanding opportunities for Government School students to excel in diverse fields.

3.3 Vocational Education

Vocational education is an integral component of secondary and higher secondary education, equipping students with industry-relevant knowledge, practical skills and competencies required for higher education, skill development and employment. The Directorate continues to strengthen vocational education by aligning school education with emerging industry requirements and the evolving needs of the labour market.

Vocational courses are currently offered in **598 Government Schools**, benefiting **22,656 students** enrolled in **12 vocational trades**. The curriculum is aligned with the National Skills Qualifications Framework (NSQF) and is supported by industry internships, certification programmes and collaboration with the Tamil Nadu Skill Development Corporation. These initiatives provide students with practical exposure, enhance

employability skills and facilitate a smooth transition to higher education, entrepreneurship and the world of work. Through continuous strengthening of vocational education, the Directorate is preparing students to meet future economic opportunities while contributing to the State's skilled workforce.

3.4 Inclusive Learning Environment

The Directorate continues to promote an inclusive learning environment by providing appropriate educational support to Children with Special Needs (CwSN) and students belonging to disadvantaged and weaker sections. Schools are encouraged to adopt inclusive teaching practices that address diverse learning needs and enable every student to participate meaningfully in the teaching-learning process.

Continuous monitoring of attendance, academic progress and retention enables timely interventions for students requiring additional

support. These initiatives, together with targeted academic assistance and student support programmes, have contributed significantly to improving retention and ensuring continuity in secondary and higher secondary education.

Through these comprehensive interventions, the Directorate continues to advance equitable access to education and create opportunities for every student to achieve his or her full potential.

3.5 Co-curricular Activities

The Directorate recognises that holistic education extends beyond classroom instruction. A wide range of co-curricular programmes is implemented to nurture creativity, scientific temper, leadership, communication skills, cultural awareness and personality development among students. These initiatives provide experiential learning opportunities that complement academic learning and encourage students to explore

their interests and talents beyond the prescribed curriculum.

a) Vanavil Mandram (Mobile Science Laboratory)

Vanavil Mandram promotes scientific enquiry and experiential learning among students of Classes VI to VIII through science demonstrations, experiments and competitions. Implemented at a cost of **₹12 crore**, the initiative has benefited nearly **25 lakh students** and also provides opportunities for outstanding students to participate in international educational exposure visits.

b) Student Clubs

The Directorate promotes holistic student development through **Literary Clubs, Quiz Clubs, Movie Screening Clubs** and other thematic clubs functioning in Government Middle, High and Higher Secondary Schools. During

2025–26, these activities recorded the participation of **21.03 lakh students**, fostering leadership, communication, teamwork, creativity and problem-solving through structured monthly activities and competitions.

c) Magizh Muttram (House System)

The **Magizh Muttram (House System)** strengthens leadership, teamwork and value-based education by organising students and teachers into five houses—**Kurinji, Mullai, Marutham, Neithal and Palai**. Through regular house meetings, leadership programmes and inter-house competitions, the initiative encourages active student participation, collaboration and holistic personality development.

Collectively, these co-curricular initiatives complement classroom learning by nurturing creativity, scientific enquiry, leadership, teamwork, communication skills and cultural

awareness. They play a significant role in the holistic development of students while preparing them to become confident, responsible and socially conscious citizens.

d) Children's Film Festival

The **Children's Film Festival** promotes artistic appreciation, creativity and communication skills among students of Classes VI to IX. Through film screenings, story analysis, acting workshops, short-film production and interactions with film experts, students gain exposure to diverse cultures, traditions and artistic expressions while developing creative thinking and self-expression.

3.6 Extra-curricular Activities

The Directorate recognises the importance of extra-curricular activities in promoting physical fitness, discipline, leadership, teamwork and

social responsibility among students. These programmes complement classroom learning by providing opportunities for students to develop their talents, build confidence and actively participate in community and national development. Through sports, youth organisations and service-oriented programmes, students acquire life skills that contribute to their holistic development.

a) Sports and Games

The Directorate organises sports competitions from the school level to the national level to identify and nurture sporting talent among Government School students. These competitions promote physical fitness, discipline, teamwork and sportsmanship while providing opportunities for students to participate and excel at higher levels of competition.

Tamil Nadu achieved a remarkable milestone by securing **206 medals** in the **69th National School Games**, reflecting the State's continued commitment to promoting sporting excellence among school students. The introduction of **Chess** in Government schools has further strengthened students' analytical ability, strategic thinking and problem-solving skills.

b) Youth Development Programmes

The Directorate promotes holistic student development by encouraging participation in co-curricular and extra-curricular programmes that foster leadership, discipline, teamwork, social responsibility and life skills.With the objective of nurturing a spirit of volunteerism and community service among Higher Secondary students.

- **1,953 National Service Scheme (NSS) units** are functioning across the State, enrolling **97,650 student volunteers**.
- The **Bharat Scouts and Guides** movement

continues to instil discipline, character, self-reliance and citizenship values through **29,045 units**, engaging **4,52,461 students and teachers** in various activities.

- **Junior Red Cross (JRC)** promotes humanitarian values, health awareness and community service through **12,158 units**, involving **4,15,014 student volunteers** under the guidance of Teacher Counsellors.

Together, these extra-curricular programmes contribute to the physical, emotional and social development of students, complementing academic learning and preparing them to become confident, disciplined and responsible citizens.

By encouraging volunteerism, teamwork and responsible citizenship, these initiatives help students develop empathy, leadership qualities

and a sense of social responsibility while contributing meaningfully to society.

c) Student Exposure and Enrichment Programmes

Students who demonstrate outstanding performance in co-curricular and extracurricular activities are provided opportunities to participate in special enrichment programmes that extend learning beyond the classroom. These initiatives recognise talent, encourage excellence, broaden students' horizons and foster leadership, confidence and aspiration. The details are given below.

The **Foreign Educational Tour Scheme** provides international exposure to outstanding Government School students selected on the basis of excellence in academics, sports, fine arts, literary and co-curricular activities. Every year, around **150 students** from Classes VI to XII participate in educational visits abroad along with

teachers and officials. Implemented at an annual cost of **₹3 crore**, the scheme has benefited **450 students** with a cumulative expenditure of **₹9 crore**, broadening their global outlook and learning experiences.

Kodai Kondattam is a residential summer camp organised for Government School students from hilly regions. The programme focuses on leadership development, personality enhancement, cultural awareness and future aspirations. Conducted at an annual cost of **₹50 lakh**, it has benefited **3,600 students** with a cumulative expenditure of **₹2 crore**, providing meaningful learning opportunities during the summer vacation.

3.7 Career Guidance and Higher Education Progression

The Directorate places significant emphasis on supporting students in their transition from school to higher education through structured

career guidance and mentoring programmes. These initiatives have significantly improved the progression of Government School students to higher education, with the transition rate increasing from **71 per cent to 95 per cent** over the last three academic years. Nearly **49 lakh students** studying in Classes IX to XII have benefited from career guidance programmes, around **Ten Thousand Exclusive Teacher Counsellors** have been trained to provide continuous mentoring and counselling, apart from this, more than **Fifty Thousands Teachers** have also been trained for this purpose.

In recent years, Over **1364 Government School students** secured admission to premier higher education institutions. Complementing these efforts, the Government provides **monthly financial assistance to eligible Government School students pursuing higher education**, thereby improving access to higher education,

particularly for first-generation learners and students from socio-economically disadvantaged backgrounds.

3.8 Student Learning Support Materials

The Government provides a comprehensive package of student learning support materials to students studying in Government and Government-aided schools. These interventions support effective classroom participation, strengthen the teaching-learning process and ensure equitable access to essential educational resources. In addition, financial assistance and transport support are provided to improve attendance, retention and successful completion of school education.

S.No	Welfare Scheme	Classes	Number of students (In Lakh)
1	Text Book	1-12	39.85
2	Note Book	1-10	27.40
3	School Bag	1-12	36.43
4	Footwear	1-5	0.20

5	Shoes and Socks	6 -10	24.69
6	Atlas	6-10	4.77
7	Crayons	1-2	0.06
8	Color Pencils	3 - 5	0.13
9	Geometry Box	6 & 9	9.76
10	Special Cash Incentive	10-12	4.24
11	Uniform(4 Sets)	1-8	6.76
12	Bi-cycle	11	5.40
13	Woollen Sweater(Hilly areas)-Noon Meals Students Only	1-8	0.38
14	Rain Coats, Boots and Socks(Hilly areas) - Noon Meals Students Only	1-8	0.38
15	Puratchi Thalaivar M.G.R. Nutritious Meal Program	1-10	12.34
16	Bus Pass	1-12	20.34

These initiatives significantly reduce the financial burden on families, encourage regular attendance and support students in completing secondary and higher secondary education.

3.9. Puratchi Thalaivar M.G.R. Nutritious Meal Programme

With a commitment to ensuring that no child is deprived of education due to economic hardship, the Government of Tamil Nadu is implementing the Puratchi Thalaivar M.G.R. Nutritious Meal Programme in all Government and Government-aided schools for students studying in Classes 1 to 10. The Programme promotes children's nutritional well-being, encourages regular school attendance, and enables them to learn and grow with dignity and confidence.

3.10. Perunthalaivar Kamarajar Breakfast Scheme

Ensuring that every child begins the school day with a nutritious meal and the energy to learn, the Perunthalaivar Kamarajar Breakfast Scheme is being implemented across Tamil Nadu for students studying in Classes 1 to 8 in all Government and Government-aided schools. The

Scheme addresses children's nutritional needs and creates a stronger foundation for their learning and overall development.

3.11. School Infrastructure Development

A safe, inclusive and well-equipped school environment is essential for improving the quality of education and creating a conducive atmosphere for teaching and learning. The Directorate continues to strengthen school infrastructure by augmenting classrooms, laboratories, sanitation, drinking water and compound wall facilities.

Infrastructure Component	Total Works	Completed	Ongoing
Classrooms	9,334	4,898	4,436
Laboratories	180	117	63
Toilet Units	663	221	442
Drinking Water	132	44	88
Compound Walls (In metres)	24,041	3,712	20,329

Boys' Hostels	4	4	—
Girls' Hostels	5	4	1
Allocation (Rs. In crore)	**2,683.35**	**1,314.48**	**1,205.56**

These initiatives improve the learning environment, enhance student safety and support the effective implementation of academic programmes across Government schools.

3.12 Technology-enabled Infrastructure

Technology-enabled infrastructure has become an integral component of modern school education by enriching classroom teaching and expanding students' access to digital learning resources. Smart Classrooms and Hi-Tech Laboratories support interactive teaching-learning practices, strengthen digital competencies and enable teachers to effectively integrate technology into classroom instruction.

Initiative	Physical Achievement	Expenditure (Rs in crore)
Hi-Tech Laboratories	8,209	₹519.73
Smart Classrooms	22,931 classrooms in 21,984 schools	₹455.32
Additional Smart Classrooms	1,750	₹33.25
Hi-Tech Laboratories in Government-aided Schools	654 (Proposed)	₹41.86

The establishment of Smart Classrooms and Hi-Tech Laboratories has transformed learning environments by enabling technology-supported instruction, interactive classroom engagement and improved access to digital educational content.

a) Manarkeni - Digital Learning Platform

Digital learning has become an integral component of academic improvement. **Manarkeni**, Tamil Nadu's State-owned digital

learning platform, provides curriculum-aligned digital resources in both Tamil and English to support classroom instruction, board examination preparation, competitive examinations, remedial learning and teacher professional development.

The platform currently serves **over 30 lakh users** through an extensive repository comprising **13,000 learning videos, 2.5 lakh practice questions and 5,800 study materials**. By enabling students and teachers to access quality digital content anytime and anywhere, Manarkeni has significantly strengthened blended learning and digital pedagogy across Government schools.

3.13 School and Community Participation

Active participation of parents, teachers, local bodies and the community is essential for strengthening school governance and improving educational outcomes. The Directorate promotes collaborative school management by encouraging

community ownership and stakeholder participation in planning, monitoring and supporting school development initiatives. These partnerships have strengthened accountability, improved school functioning and fostered greater public confidence in Government schools.

a) School Management Committees

School Management Committees (SMCs) play a vital role in strengthening democratic school governance and ensuring community participation in school development. SMCs have been constituted in **37,466 Government Schools**,comprising approximately **8.4 lakh members**, to support school planning, monitoring and continuous improvement.

The **TNSED Parent App** facilitates digital monitoring of School Management Committee resolutions and enhances communication between schools and parents. In addition,

District Education Review (DER) meetings chaired by the District Collectors provide an institutional mechanism for coordinated review and effective implementation of educational programmes across districts.

During the review period, **2,28,397 resolutions** were passed by School Management Committees, of which **1,60,554 resolutions (70.3%)** have been successfully implemented, demonstrating the effectiveness of participatory governance in strengthening school education.

b)Namma School Namma Ooru Palli

The **Namma School Namma Ooru Palli (NSNOP)** initiative further strengthens school-community partnerships by mobilising financial and voluntary support from alumni, philanthropists, corporate organisations and the local community for the development of Government schools.

Between **2022–23 and 2025–26**, contributions amounting to **₹1,000.96 crore** have benefited **69,137 students** across **758 Government Schools**. The initiative has supported infrastructure development, learning resources and several innovative educational interventions, demonstrating the value of community participation in improving public education.

3.14 Scholarships and Student Support

The Directorate implements a range of scholarship and student support programmes to recognise academic merit, encourage continued education and provide financial assistance to students from disadvantaged backgrounds. These initiatives promote educational equity, motivate students to excel academically and reduce financial barriers to higher education.

a) Scholarship and Talent Search Programmes

Several scholarship and talent identification programmes are implemented to recognise meritorious students and encourage them to pursue higher education.

These include the **Tamil Nadu Chief Minister's Talent Search Examination (CMTSE)**, which provides financial assistance to **1,000 Government School students**; the **Tamil Nadu Rural Students Talent Search Examination (TRUST)** for meritorious rural students; the **National Means-cum-Merit Scholarship (NMMS)** benefiting **6,695 students annually**; and the **Tamil Language Literary Aptitude Test (TLLAT)**, which promotes proficiency in the Tamil language. These programmes recognise academic achievement while encouraging students to continue their education and realise their full potential.

b) Breadwinner Scheme

The **Breadwinner Scheme** provides financial assistance through fixed deposits to students whose earning parent dies in an accident or suffers permanent disability. By extending timely financial support during difficult circumstances, the scheme safeguards the continuity of education and enables students to pursue their studies without interruption.

3.15 Tamil Nadu Model Schools

Tamil Nadu Model Residential Schools have emerged as centres of academic excellence, providing high-quality education that enables Government School students to compete successfully at the national level. These schools adopt innovative teaching-learning practices, provide enriched academic support and create an environment that nurtures academic aspirations.

During the last four academic years, **2,360 Government School students** have secured admission to premier institutions such as the Indian Institutes of Technology (IITs), National Institutes of Technology (NITs), National Law Universities and other reputed institutions offering programmes in Engineering, Design, Agriculture, Aviation, Hotel Management, Maritime Studies and Tourism. These achievements reflect the growing academic aspirations, confidence and capabilities of Government School students and demonstrate the effectiveness of sustained academic interventions.

3.16 Conclusion

The Directorate of School Education continues to strengthen secondary and higher secondary education through a comprehensive range of academic, vocational, inclusive and student development initiatives. By improving the

quality of teaching and learning, promoting holistic development, strengthening school-community partnerships and implementing comprehensive student support programmes, the Directorate is creating an enabling environment in which every student can learn, participate and excel.

Sustained investments in school infrastructure, technology-enabled learning, scholarships, career guidance and higher education support have expanded opportunities for Government School students to pursue higher education, acquire employable skills and realise their aspirations. Through these integrated interventions, the Directorate continues to nurture confident, skilled and socially responsible young citizens who are well prepared to contribute to the social and economic development of Tamil Nadu.

CHAPTER IV

Samagra Shiksha

4.1 Introduction

Samagra Shiksha is an integrated programme supporting school education across all stages, from pre-school to Class XII. Complementing the initiatives of the Directorate of Elementary Education, the Directorate of School Education and the State Council of Educational Research and Training (SCERT), the programme supports universal access to quality education, strengthens foundational learning, promotes equity and inclusive education, enhances learning outcomes and expands vocational education.

4.2 Core Components of Samagra Shiksha

The major components of Samagra Shiksha implemented in Tamil Nadu are broadly organised under the following areas:

- Academic Support and Learning Enhancement
- Access, Equity and Student Retention
- RTE Entitlements
- Inclusive Education and Student Wellbeing
- School Governance and Community Participation
- Tamil Nadu Educational Management Information System (TN EMIS)
- Teacher Capacity Building and Institutional Strengthening

Samagra Shiksha is a Centrally Sponsored Scheme implemented with a 60:40 funding pattern between the Government of India and the Government of Tamil Nadu. However, the Central share under Samagra Shiksha has not been released from the financial year 2024–25. The Government of India has linked the release of Samagra Shiksha funds to the signing of the Memorandum of Understanding (MoU) for implementation of the PM SHRI Schools Scheme and the National Education Policy (NEP) 2020.

The details of the approved and pending releases are as follows:

Financial Year	Pending Central Share
2024-25	Rs. 1,788.79 crore
2025-26	Rs. 1,496.04 crore
2026-27	Rs. 1,825.09 crore
Total	**Rs. 5, 109.92 crore**

In this regard, the Government of Tamil Nadu has filed a case before the Hon'ble Supreme Court of India seeking direction to release the pending funds from Government of India. The Government of India have since released ₹713.99 crore towards the Central share for the implementation of RTE entitlements for the year 2024-25 and 2025-26. The funds for other components are not yet released.

Immediately after the formation of this Government, the Government of India was once again requested to release the pending Central share under Samagra Shiksha, stating that the

release of Samagra Shiksha funds should not be linked to the implementation of any other scheme. The Government also reaffirmed its commitment to preserving its long-standing educational policies, including the Two-Language Policy.

Notwithstanding the continued pendency of the remaining Central share, the Government of Tamil Nadu has ensured the uninterrupted implementation of all major Samagra Shiksha interventions through its own financial resources. During the financial years 2024–25 and 2025–26, the State incurred an expenditure of ₹2,014.63 crore and has further released ₹647.38 crore as the first and second instalment for 2026–27. As a result, academic support programmes; residential schooling, inclusive education initiatives, transport facilities to students residing at remote areas school governance activities and digital education management systems have continued without interruption.

4.3 Academic Support and Learning Enhancement

Samagra Shiksha supports a comprehensive range of academic interventions aimed at improving learning outcomes across all stages of school education. Particular emphasis is placed on strengthening **Basic Literacy and Numeracy (BLN)**, recognising that the ability to read with understanding, write effectively and perform basic mathematical operations forms the foundation for all future learning. The programme complements classroom teaching by supporting the implementation of competency-based learning, child-centred pedagogy and structured academic interventions that enable every child to attain age-appropriate learning competencies.

During 2025–26, under the THIRAN initiative, out of 7.4 lakh students identified for targeted remediation from **Classes VI to IX**, **7.0 lakh students** have attained the prescribed **Basic Learning Outcomes (BLOs)**.

4.4 Co-curricular Activities

a) Maperum Vasippu Iyakkam (Massive Reading Movement)

The **Movement** aims to cultivate reading habits and improve language proficiency among students by providing age-appropriate graded reading materials to Government and Government-aided schools. The initiative promotes independent reading, enhances vocabulary, strengthens comprehension skills and develops a lifelong interest in reading.

Under the programme, **174 Tamil titles** and **87 English translated titles** are being distributed, benefiting nearly **45 lakh students** across the State. During **2026–27**, an additional **76 titles** will be introduced to further enrich school libraries and strengthen reading proficiency among students.

b) Kalaithiruvizha (Cultural Festival)

Kalaithiruvizha is a State-wide programme that promotes the holistic development of students by providing opportunities to participate in literary, cultural and artistic competitions. Conducted at the **School, Block, District and State** levels, the programme nurtures creativity, communication skills, teamwork, leadership qualities and appreciation of Tamil language, arts and culture.

During **2025–26**, around **49.05 lakh students** participated in school-level competitions, reflecting the programme's wide outreach and enthusiastic student participation. The programme will continue during **2026–27** with a financial allocation of **₹5.35 crore**, further encouraging students to showcase their talents and develop confidence beyond the classroom.

4.5 Access, Equity and Student Retention

Ensuring that every child has access to quality education and continues schooling without interruption is a key objective of Samagra Shiksha. The programme addresses geographical, social and economic barriers through targeted interventions that expand educational access, improve retention and promote equity, particularly for children from disadvantaged and underserved communities.

a) Residential Schooling for Vulnerable Children

Samagra Shiksha provides residential schooling facilities for children from remote habitations, urban deprived areas, homeless children and those without adequate family support, ensuring that they have access to a safe and supportive learning environment.

The **Netaji Subash Chandra Bose Avasiya Vidyalaya (NSCBAV)** provides residential education through **15 Residential Schools** in **11 districts** and **4 Hostels** in **4 districts**, benefiting students from **Classes I to XII**. During **2026–27**, the programme will benefit **1,500 students** with a financial allocation of **₹15.80 crore**.

The **Kasturba Gandhi Balika Vidyalaya (KGBV)** scheme strengthens educational opportunities for girls belonging to disadvantaged communities through **61 Residential Schools** and **44 Girls' Hostels** functioning across **15 Educationally Backward Districts**. During **2026–27**, the programme will benefit **9,850 girls** with a financial allocation of **₹79.41 crore**, thereby improving girls' enrolment, retention and educational equity.

b) Transport and Escort Facility

To ensure that geographical barriers do not prevent children from attending school, Samagra Shiksha provides **transport and escort facilities** to students residing in remote, hilly and sparsely populated habitations where access to schools is limited. Implemented under the **Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011**, the initiative enables children to attend school regularly and complete their education without interruption.

During **2026–27**, the programme covers **39,564 elementary students** from **2,606 habitations** and **3,715 secondary students** from **424 habitations** across **29 districts**, supported by a financial allocation of **₹26.02 crore**. These interventions significantly improve educational access and reduce disparities arising from geographical isolation.

4.6 Inclusive Education and Student Wellbeing

Samagra Shiksha is committed to ensuring that every child, irrespective of physical, social or linguistic background, has access to equitable and quality education. Through specialised educational support, language interventions and counselling services, the programme promotes inclusion, continuity of learning and the overall wellbeing of students, enabling them to participate meaningfully in school education.

a) Education for Children with Special Needs

Samagra Shiksha provides comprehensive educational support for **Children with Special Needs (CwSN)** through early identification, therapeutic interventions, assistive devices, transport support and Individualised Educational Plans (IEPs). Technology-enabled initiatives like **Nalam Naadi App** facilitate early identification and intervention, while School Readiness Programme Centres, home-based education and

simplified learning materials ensure continuity of learning for children with diverse educational needs.

These interventions promote inclusive classrooms and provide every child with opportunities to learn according to their individual abilities and needs. During **2026–27**, an allocation of **₹95.83 crore** has been provided for implementing inclusive education initiatives across the State.

b) Education Support for Children of Migrant Workers

The **Tamil Mozhi Karpom** initiative supports the education of children of migrant workers by enabling them to learn Tamil while continuing their education in their mother tongue. The programme facilitates smoother integration into neighbourhood schools, reduces learning barriers arising from language differences and promotes educational continuity for migrant children.

During **2026–27**, the initiative will benefit **1,726 children** through **81 Special Training Centres** functioning across **16 districts**, supported by a financial allocation of **₹66.85 lakh**.

c) School Education Helpline – 14417

The **School Education Helpline – 14417** provides academic guidance, counselling and grievance redressal services to students, parents and teachers. Integrated with the **Child Protection Helpline (1098)**, the service also facilitates timely intervention in matters relating to child safety, psychological counselling and student wellbeing.

The helpline handles approximately **11,800 inbound calls** and **87,600 outbound calls** every month, serving as an accessible support system that strengthens communication between schools, students, parents and the School Education Department.

Through sustained investments in inclusive education and student wellbeing, the Government of Tamil Nadu continues to ensure that children from diverse backgrounds receive the academic, emotional and social support necessary to participate successfully in school education.

4.7 School Governance and Community Participation

Strong school governance and active community participation are essential for improving the quality of school education and strengthening institutional effectiveness.

School Management Committees (SMCs) serve as the primary institutional mechanism for community participation in school governance. Constituted with representation from parents, local bodies, teachers and the community, SMCs play a vital role in preparing School Development Plans, monitoring school functioning, improving student attendance and supporting the effective implementation of educational programmes.

During **2026–27**, Samagra Shiksha will undertake the **State-wide reconstitution of School Management Committees** across **37,539 Government Schools**. Capacity-building programmes, regular committee meetings and digital monitoring mechanisms will further strengthen participatory governance, transparency and accountability in school administration.

4.8 Tamil Nadu Educational Management Information System (TN EMIS)

The **Tamil Nadu Educational Management Information System (TN EMIS)** is the State's integrated digital platform for planning, monitoring and managing school education programmes. Developed as a comprehensive educational management system, TN EMIS provides real-time information on students, teachers, schools and academic programmes, enabling evidence-based planning,

efficient programme implementation and effective monitoring of educational interventions across the State.

The platform supports end-to-end digital management of school education through comprehensive databases on students, teachers and schools, while facilitating academic monitoring, school administration, teacher deployment, student tracking and programme implementation. It also enables real-time monitoring of Samagra Shiksha interventions, preparation of School Development Plans, tracking of learning indicators and data-driven decision-making at the State, District, Block and School levels.

4.9 UDISE +

The **Unified District Information System for Education Plus (UDISE+)** is the national database for school education, capturing comprehensive information on schools, students,

teachers and educational infrastructure. In Tamil Nadu, **UDISE+ has been integrated with the Tamil Nadu Educational Management Information System (TN EMIS)**, enabling seamless data exchange between the State and national databases. This integration facilitates real-time data management, improves the accuracy and reliability of educational statistics, reduces duplication of data entry and supports evidence-based planning, monitoring and policy formulation. It also strengthens the effective implementation of school education programmes by providing a unified digital platform for educational governance.

4.10 Conclusion

Samagra Shiksha has emerged as a key enabler of educational transformation in Tamil Nadu by supporting academic excellence, equitable access, inclusive education, student wellbeing, school governance and technology-

enabled educational management. Through its integrated interventions, the programme has strengthened classroom learning, enhanced institutional capacity and improved the quality of school education across all stages. It continues to complement the State's efforts in ensuring that every child has access to equitable, inclusive and quality education in a supportive and enabling learning environment.

CHAPTER V

State Council of Educational Research and Training

5.1 Introduction

The **State Council of Educational Research and Training (SCERT)** is the apex academic institution of Tamil Nadu responsible for providing academic leadership and improving the quality of school education across the State. As the principal academic authority, SCERT develops curriculum, syllabi, textbooks, teacher handbooks and other learning resources for school education.

It supports the School Education Department and its Directorates by designing and implementing teacher professional development programmes, promoting innovative teaching-learning practices, strengthening competency-based assessment, undertaking educational research and providing academic support for

evidence-based policy interventions. Through its comprehensive academic support to students, schools and teachers, SCERT plays a pivotal role in enhancing classroom practices, improving learning outcomes and advancing equitable, inclusive and future-ready school education.

5.2 Curriculum and Learning Resource Development

Curriculum development is the core academic responsibility of SCERT. The Council continuously reviews and revises curriculum frameworks, syllabi, textbooks, teacher handbooks and supplementary learning resources to ensure that school education remains equitable, inclusive, competency-based and responsive to the evolving educational needs of learners. These academic resources support effective classroom transactions, strengthen student engagement and promote meaningful learning experiences that enable every child to

acquire the knowledge, skills and competencies required for lifelong learning.

a) Curriculum, Syllabus and Textbook Revision

SCERT is undertaking a comprehensive revision of the curriculum, syllabus and textbooks for **Classes I to XII** in alignment with the **Tamil Nadu State Education Policy – School Education 2025**. The revision is being carried out in a phased manner through an extensive consultative process involving educationists, subject experts, teachers and other stakeholders to ensure that the curriculum reflects contemporary educational needs while remaining rooted in the State's educational philosophy.

During the first phase, revised syllabi for **Classes I to V** have been prepared, and **first-term textbooks for Classes I to III** have been introduced from the academic year **2026–27**. The

revision of curriculum, syllabi and textbooks for the remaining classes will be undertaken progressively in subsequent phases. Alongside the textbooks, comprehensive **Teacher Handbooks** and supplementary learning resources have also been developed to support effective classroom implementation and improve learning outcomes.

b) Reimagined Textbooks

As part of the curriculum reform, SCERT has reimagined school textbooks to create a more meaningful, joyful and child-centred learning experience. Developed on the principles of age-appropriate and competency-based education, the new textbooks feature progressive learning outcomes, simplified language, picture-rich content, integrated workbooks and activity-based learning that enable children to progress systematically from simple to complex concepts.

The textbooks also promote creativity, values, life skills and the development of fine and gross motor skills through storytelling, games and experiential learning, while incorporating learner-centred, competency-based assessment with opportunities for self-reflection and continuous evaluation. Comprehensive Teacher Handbooks and QR code-enabled digital learning resources further support effective classroom transactions, making the new textbooks comprehensive learning resources that strengthen student engagement and improve learning outcomes.

5.3 Future-ready Curriculum

Preparing students for a rapidly evolving world requires a curriculum that equips them with future-ready knowledge, skills and competencies. SCERT continues to strengthen the curriculum by introducing innovative learning programmes that promote digital literacy, computational thinking,

physical wellbeing and responsible citizenship. These initiatives complement classroom learning and prepare students to confidently participate in a technology-driven and knowledge-based society.

a) TNSPARK – Artificial Intelligence, Robotics and Digital Technologies

SCERT has introduced the **Tamil Nadu Schools Programme for Artificial Intelligence, Robotics and Knowledge of Online Educational Tools (TNSPARK)** for students of **Classes VI to IX**. The curriculum provides foundational learning in Computational Thinking, Artificial Intelligence, Coding, Robotics and emerging digital technologies through bilingual textbooks and structured learning resources.

The programme is currently being implemented in **5,000 Government Schools**,

enabling students to acquire essential digital competencies and problem-solving skills required for higher education and future careers. By integrating emerging technologies into school education, TNSPARK prepares students to become confident, responsible and innovative users of technology.

b) Sports and Physical Education Curriculum

Recognising the importance of physical wellbeing in holistic education, SCERT has developed curriculum, syllabi and Teacher Resource Books for **Sports and Physical Education** covering **Classes I to XII**. The curriculum promotes physical fitness, healthy lifestyles, teamwork, discipline and sportsmanship while encouraging regular participation in sports and physical activities as an integral part of school education.

5.4 Student Learning Support

SCERT complements curriculum development through academic initiatives that strengthen learning, address individual learning needs and promote the holistic development of students. By developing academic frameworks, pedagogical resources, teacher support materials and student-centred interventions, the Council supports schools in improving learning outcomes and ensuring that every learner receives the necessary academic support to achieve age-appropriate competencies.

a) Strengthening Foundational Learning and Academic Support

SCERT provides academic leadership for strengthening foundational learning and improving student achievement across different stages of school education. It develops curriculum frameworks, teacher handbooks, learning materials, assessment tools and pedagogical

guidelines that support classroom implementation of foundational learning and targeted academic interventions.

The Council also provides academic support for **THIRAN (Targeted Help for Improving Remediation and Academic Nurturing)** by developing structured remedial learning resources, teacher handbooks and assessment frameworks to help teachers identify learning gaps and provide focused classroom support. These initiatives contribute to improving grade-level competencies and learning outcomes through evidence-based academic interventions.

b) Student Wellbeing and Value Education

SCERT promotes the holistic development of students through initiatives that strengthen their physical, emotional and social wellbeing. Programmes such as **Drug-Free Tamil Nadu** and the **Agalvilakku Scheme** create awareness on

mental health, life skills, digital safety, cyber ethics, gender equality, substance abuse prevention and responsible citizenship among students.

These initiatives foster safe, healthy and inclusive learning environments while helping students develop positive values, emotional resilience and responsible behaviour, thereby supporting their overall development both within and beyond the classroom.

5.5 Academic Support to Schools

SCERT provides continuous academic support to schools by strengthening digital learning, assessment systems and evidence-based educational planning. Through technology-enabled learning resources, academic monitoring, competency-based assessments and educational research, the Council supports schools in improving the quality of classroom instruction,

monitoring student learning and adopting evidence-based academic practices. These initiatives strengthen institutional capacity and contribute to continuous improvement in school education across the State.

a) Educational Technology and Digital Learning

Technology-enabled learning is an integral part of SCERT's academic support system. Through the **State Resource Centre, Digital Content Cell and Kalvi TV**, SCERT develops and disseminates curriculum-aligned digital learning resources that enhance classroom teaching, support teachers and improve student learning.

State Resource Centre (SRC)

The State Resource Centre strengthens teaching-learning processes by promoting the use of innovative educational technologies and

experiential learning. Equipped with specialised facilities such as Language, Science and Mathematics Laboratories, a Computational Thinking Lab, a resource room for Children with Disabilities and "Karka Kasadara" learning spaces, the Centre supports teacher training, student learning and pedagogical innovation. It also organises webinars, workshops and expert lectures on educationally relevant themes and provides teachers and students with opportunities to participate in hands-on learning through scheduled visits to the Centre.

Digital Content Cell

The **Digital Content Cell** develops curriculum-aligned e-content, including educational videos, animations, interactive learning modules, digital textbooks and QR code-enabled learning resources. These digital resources support competency-based learning, enrich classroom transactions and provide

students and teachers with access to quality educational content through multiple digital platforms.

Kalvi TV

Kalvi TV is the dedicated educational television channel of the School Education Department that broadcasts curriculum-based lessons, teacher training programmes, career guidance sessions and educational enrichment content. The channel ensures equitable access to quality learning resources for students across the State and complements classroom teaching through structured audio-visual learning programmes.

b) Competency-based Assessment

Assessment plays a critical role in improving the quality of teaching and learning. SCERT develops and implements competency-based assessment frameworks that enable

schools to monitor student learning, identify learning gaps and provide timely academic interventions.

The Assessment Cell conducts a range of State-level assessments, including **Hi-Tech Laboratory Assessments**, **Future Ready Assessments**, **THIRAN Assessments** and the **State Level Achievement Survey (SLAS)**. The findings from these assessments support evidence-based academic planning, guide curriculum refinement and strengthen classroom practices, thereby contributing to improved learning outcomes across Government schools.

5.6 Educational Research and Evidence-based Planning

Educational research forms an important component of SCERT's academic leadership. Through the **District Institutes of Education and Training (DIETs)**, the Council undertakes

action for research and educational studies to examine classroom practices, identify emerging educational needs and evaluate the effectiveness of academic interventions.

The evidence generated through these studies informs curriculum development, teacher professional development, assessment practices and policy decisions. By promoting research-based planning and continuous academic review, SCERT enables schools to adopt effective teaching-learning strategies and improve educational quality across the State.

5.7 Teacher Professional Development

Teachers are the cornerstone of quality school education and continuous professional development is essential for effective curriculum implementation and improved student learning outcomes. SCERT designs and implements comprehensive professional development

programmes for teachers, school heads and teacher educators to strengthen subject knowledge, pedagogical practices, classroom management, leadership skills and technology integration. These programmes promote continuous professional learning and enable teachers to respond effectively to the evolving needs of school education.

SCERT conducts structured Teacher Professional Development (TPD) programmes for teachers working in Government and Government-aided schools. These programmes focus on curriculum implementation, innovative pedagogical practices, competency-based learning, learning outcomes, assessment, inclusive education, information and communication technology, gender sensitisation and child protection.

During **2025–26**, **9,680 Graduate Teachers** received professional development

training covering curriculum pedagogy, innovative teaching methodologies, assessment practices and inclusive education. In addition, **6,370 Post Graduate Teachers** were trained through a structured facilitator model, with selected teachers also contributing to the development of digital learning content for national-level entrance examinations. These initiatives strengthen teachers' professional competencies and enhance the quality of classroom instruction across the State.

a) Leadership and Induction Training

Recognising the critical role of school leadership in improving educational quality, SCERT conducts specialised leadership development programmes for Head Teachers and newly recruited teachers.

During **2025–26**, **950 Head Teachers** of Government and Government-aided Middle

Schools received training on school leadership, academic administration and child-centred pedagogy. SCERT also organised induction training for newly recruited teachers to facilitate their professional integration into the school education system. The induction programmes covered pedagogy, assessment, educational technology, inclusive education, child protection, mental health and school administration, benefiting **2,444 Secondary Grade Teachers**, **2,362 Graduate Teachers** and **820 Post Graduate Teachers**. These programmes enable teachers and school leaders to effectively implement academic reforms and strengthen school leadership.

b) Specialised Capacity-building Programmes

SCERT also organises specialised training programmes aligned with emerging educational priorities. These include **Archaeological Training**, which promotes awareness of Tamil

civilisation, heritage and archaeology among teachers, enabling them to effectively integrate these themes into classroom teaching.

In addition, **around 6,000 teachers** have been trained under the **TNSPARK Teacher Training Programme** to deliver the curriculum on Artificial Intelligence, Coding and Robotics to nearly **3.53 lakh students** studying in **5,000 Government Schools**. These specialised programmes strengthen teachers' subject expertise, enhance their pedagogical competencies and build confidence in adopting innovative and technology-enabled teaching practices.

5.8 Conclusion

The State Council of Educational Research and Training (SCERT) continues to serve as the academic backbone of Tamil Nadu's school education system by providing academic

leadership in curriculum development, textbook preparation, teacher education, assessment, educational technology and research. Through its student-centred academic initiatives, continuous support to schools and comprehensive teacher professional development programmes, SCERT strengthens the quality of teaching and learning across the State.

The ongoing curriculum reforms, development of reimagined textbooks, promotion of future-ready learning, strengthening of assessment systems and continuous investment in teacher capacity building collectively contribute to improving learning outcomes and creating a more equitable, inclusive and competency-based school education system. By fostering academic innovation and evidence-based educational practices, SCERT continues to play a pivotal role in realising Tamil Nadu's vision of providing high-quality, future-ready education for every learner.

CHAPTER VI

Directorate of Private Schools

6.1 Introduction

The Directorate of Private Schools is the authority responsible for regulating, administering and monitoring private schools in Tamil Nadu to ensure compliance with statutory provisions and the delivery of quality school education. The Directorate oversees 12,577 private schools catering to approximately 63.42 lakh students across the State through a transparent and technology-enabled regulatory framework. It ensures compliance with the prescribed norms and standards relating to school infrastructure, safety and quality.

It facilitates transparent online recognition and renewal of schools, promotes the appointment of qualified teachers and functions as the State Nodal Agency for the implementation of the Right of Children to Free and Compulsory

Education Act, 2009. Through these initiatives, the Directorate contributes to a well-regulated, accountable and quality-oriented private school education system.

6.2 Educational Access and Student Welfare

The Directorate implements a range of student-centred initiatives to ensure equitable access to quality education, safeguard student welfare and support the educational needs of children studying in recognised private schools. These interventions promote inclusion and create safe, child-friendly learning environments that enable every student to participate meaningfully in school education.

a) Implementation of the Right of Children to Free and Compulsory Education Act, 2009

The Directorate functions as the State Nodal Agency for implementing the provisions of the **Right of Children to Free and Compulsory**

Education Act, 2009 relating to the admission of children belonging to disadvantaged groups and weaker sections in neighbourhood private schools. The Directorate coordinates admissions across the State through a transparent admission process and facilitates timely reimbursement of fees to eligible schools.

During the academic year **2025–26**, **4,45,066 students** admitted under the Act were studying from **LKG to Class VIII**, while **64,390 children** were newly admitted to the entry-level class during **2026–27**. The scheme continues to expand educational opportunities by ensuring equitable access to quality education in private schools.

b) Student Learning Support Materials

The Government extends learning support materials to eligible Tamil-medium students studying in unaided self-financing private schools

from **Classes I to X**. During **2026–27**, an allocation of **₹3.33 crore** benefited **47,287 students**, enabling them to continue their education with the necessary learning resources and promoting equitable educational opportunities.

c) Student Safety and Wellbeing

Creating safe and supportive learning environments is an important priority of the Directorate. Regular awareness programmes on the **Protection of Children from Sexual Offences (POCSO) Act** are conducted for teaching and non-teaching staff in private schools in collaboration with the Social Welfare Department, Police Department and District Child Protection Units.

The Directorate also organises sustained **anti-drug awareness programmes** to sensitise students to the harmful effects of substance abuse

and encourage healthy lifestyles, responsible behaviour and positive social engagement. These initiatives contribute to safe, inclusive and child-friendly school environments across private schools.

6.3 School Recognition and Regulatory Governance

The Directorate ensures that private schools function in accordance with the provisions of the **Tamil Nadu Recognised Private Schools (Regulation) Act** and other statutory requirements. Through a transparent and technology-enabled regulatory framework, the Directorate facilitates institutional development while ensuring compliance with prescribed norms, maintaining academic standards and strengthening accountability across private schools.

a) Transparent Online School Recognition and Renewal System

The Directorate processes applications relating to the establishment of new schools, school upgradation, continuation and renewal of recognition, sanction of additional sections and issuance of **No Objection Certificates (NOCs)** for CBSE and other Board schools through an integrated online application system developed on the **EMIS Portal** and **TN Schools Portal**.

The online system enables end-to-end electronic submission of applications, document verification and time-bound processing through a workflow-based mechanism. By eliminating manual processes and providing a transparent and accountable system for regulatory approvals, the Directorate has significantly improved efficiency, uniformity and ease of service delivery while strengthening governance of private schools across the State.

Under the streamlined online regulatory framework, Continuation of Recognition Orders have been issued to 1108 private schools, and No Objection Certificates (NOCs) have been issued to eligible CBSE and other Board schools to facilitate affiliation with their respective Boards.

6.4 Academic Quality in Private Schools

The Directorate promotes academic quality by ensuring effective implementation of statutory academic requirements and supporting curriculum delivery in private schools. These initiatives strengthen classroom practices, enhance student learning and promote uniform implementation of State educational policies across all recognised schools.

a) Implementation of the Tamil Nadu Tamil Learning Act, 2006

The **Tamil Nadu Tamil Learning Act, 2006** is implemented in all recognised schools,

including CBSE and other Board schools, ensuring that **Tamil is taught as a compulsory subject from Classes I to X**. To facilitate effective implementation, specialised orientation and capacity-building programmes are conducted for Tamil teachers working in CBSE and other Board schools with the support of experienced teachers from Government and Government-aided schools.

6.5 Teacher Professional Development

The Directorate strengthens the quality of education in private schools by providing continuous professional development opportunities for teachers. Capacity-building programmes focus on effective curriculum implementation, innovative pedagogical practices and adoption of the revised curriculum, thereby improving classroom transactions and student learning outcomes.

During **2026–27**, specialised training has been planned for approximately **61,656 teachers** handling **Classes I to III** across all categories of private schools. The programmes will be conducted through the **District Institutes of Education and Training (DIETs)** with the support of trained academic resource persons, enabling teachers to effectively implement the revised curriculum and improve classroom practices.

6.6 Conclusion

The Directorate of Private Schools continues to strengthen the regulation and development of private school education through transparent governance, student-centred interventions, academic support and continuous teacher professional development. By ensuring equitable access to education, promoting safe learning environments, strengthening statutory compliance and delivering efficient regulatory services through technology-enabled systems.

Further, the Directorate contributes to a well-regulated, accountable and quality-oriented private school education system that complements Tamil Nadu's vision of inclusive, equitable and high-quality school education.

CHAPTER VII
Directorate of Government Examinations

7.1 Introduction

The Directorate of Government Examinations (DGE) is the State's examination authority responsible for conducting public examinations, scholarship examinations and other statutory examinations, ensuring fairness, transparency and integrity in the assessment process. Since its inception in 1975, the Directorate has played a pivotal role in administering large-scale examinations, evaluating student performance, issuing certificates and implementing examination reforms that facilitate academic progression and lifelong learning.

7.2 Public Examinations and Academic Progression

The Directorate conducts public and statutory examinations that facilitate academic progression, certification and lifelong learning. Through comprehensive planning, secure examination processes, standardised assessment and timely publication of results, the Directorate ensures fairness, credibility and uniform standards in the conduct of examinations across the State.

a) SSLC and Higher Secondary Public Examinations

The Directorate conducts the **SSLC (Class X)** and **Higher Secondary (Class XII)** Public Examinations annually for students studying under the State curriculum. These examinations serve as important milestones in students' academic progression and facilitate their

transition to higher education and future career opportunities. **The details of the Public Examinations conducted during March/April 2026 are given below.**

Public Examination (March/April 2026)	Schools	Students Appeared
SSLC (Class X)	12,467	8,70,643
Higher Secondary (Class XII)	7,536	7,91,654
Total	**20,003**	**16,62,297**

b) Supplementary Examinations

The Directorate conducts **Supplementary Examinations** every year to provide students who are unsuccessful in one or more subjects with an opportunity to complete their examinations without losing an academic year. **The details of the Supplementary Examinations conducted during June/July 2026 are given below:-**

Supplementary Examination (2026)	Students Registered
SSLC (Class X)	74,592
Higher Secondary (Class XII)	63,447
Total	**1,38,039**

c) Other Academic Examinations

In addition to the Public Examinations, the Directorate conducts the **Eighth Standard Public Examination** for private candidates to facilitate educational advancement and employment opportunities. During **August 2025**, **3,115 private candidates** appeared for this examination. The Directorate also conducts the **Diploma in Elementary Education Examination** for students enrolled in diploma courses recognised by the **State Council of Educational Research and Training (SCERT)**. During the **May/June 2026** examinations, **2,981 candidates** appeared for the examination.

7.3 Student-friendly Examination Reforms and Support Services

The Directorate has introduced several student-centric initiatives to make examinations more accessible, inclusive and stress-free. These measures ensure equitable opportunities for all students, reduce examination-related stress and provide necessary support to enable every learner to participate in the examination process with confidence.

a) Fee Waiver Initiatives

To encourage Tamil-medium education, examination fees are waived for students appearing for the **SSLC** and **Higher Secondary Public Examinations** in Tamil medium. During **2025–26**, this initiative benefited **4,20,977 Class X students** and **3,60,500 Class XII students**. The Directorate has also waived the **Tatkal Examination Fee** for Government and Government-aided School students appearing for

the Supplementary Examination for the first time, enabling eligible students to complete their examinations without additional financial burden.

b) Examination Concessions for Children with Special Needs

Children with Special Needs (CwSN) are provided with a range of examination concessions, including additional time, ground-floor seating, separate examination halls, scribes, exemption from Science Practical Examinations for SSLC students and the option to use screen-reading software for visually impaired candidates. During the **March 2026** Public Examinations, these facilities benefited **13,292 SSLC students** and **8,855 Higher Secondary students**.

c) Examination Reforms

From the academic year **2025–26**, the **Higher Secondary First Year Public Examination** has been withdrawn to reduce examination-related stress and enable students

to pursue Higher Secondary education with greater confidence while maintaining continuity in learning.

7.4 Scholarship and Talent Identification Examinations

The Directorate conducts scholarship and talent identification examinations to recognise academic excellence, encourage meritorious students and provide financial assistance for continuing education. These examinations support deserving students at different stages of education and create opportunities for higher learning and academic advancement.

a) Scholarship Examinations for School Students

The Directorate conducts several scholarship examinations for school students, including the **Tamil Nadu Rural Students' Talent Examination (TRUST)**, **National Means-cum-Merit Scholarship (NMMS) Examination**,

Tamil Nadu Chief Minister's Talent Search Examination (CMTSE) and the **Tamil Language Literary Aptitude Test (TLLAT)**. These examinations identify meritorious students and provide scholarships that encourage academic excellence and support continuation of education. The scholarship Examinations details are given below:

Examination	Eligible Students	Students Appeared (Previous Year)	Scholarship
Tamil Nadu Rural Students' Talent Examination (TRUST)	Class IX students studying in rural schools	1,04,145	100 students from each district (50 boys & 50 girls) receive ₹1,000 per annum for four years
National Means-cum-Merit Scholarship (NMMS)	Class VIII students from economically weaker sections	2,14,012	6,695 students receive ₹12,000 per annum from Classes IX to XII

Tamil Nadu Chief Minister's Talent Search Examination (CMTSE)	Class X students studyingin Government Schools	1,43,492	1,000 students (500 boys & 500 girls) receive ₹10,000 per annum up to Class XII
Tamil Language Literary Aptitude Test (TLLAT)	Class XI students	2,57,764	1,500 students receive ₹1,500 per month for two years

b) Scholarship and Entrance Examinations for Graduates

The Directorate also conducts scholarship and entrance examinations on behalf of the **Tamil Nadu Skill Development Corporation (TNSDC)**. These include the **Civil Services Preliminary Course Scholarship Examination**, **Residential Coaching Entrance Examination** and the **Tamil Nadu Skills Competition – Level I MCQ Test** conducted for the World Skills Competition. These examinations identify talented graduates and provide opportunities for advanced coaching, skill development and

participation in national and international competitions.

7.5 Examination Support Services

In addition to conducting public and scholarship examinations, the Directorate provides a range of examination support services that improve accessibility, facilitate continuing education and support the conduct of national-level examinations. These services ensure that examination-related facilities are available to diverse categories of candidates while strengthening the efficiency and outreach of the State's examination system.

a) Government Examination Service Centres

The Directorate operates a network of **252 Service Centres** across all districts to facilitate examination-related services for private candidates. These centres assist candidates in submitting online applications for various public

examinations, provide guidance and support for accessing examination-related services, thereby improving accessibility and citizen convenience.

b) Coordination of National - level Examinations

The Directorate functions as the **Coordinating Agency** for conducting examinations of the **Union Public Service Commission (UPSC)** and the **Staff Selection Commission (SSC)** in Chennai district. It ensures the secure, smooth and transparent conduct of these national-level examinations by coordinating examination logistics and maintaining the prescribed standards and procedures.

c) Examination Centres in Prisons

To promote continuing education and facilitate educational advancement among prison inmates, the Directorate establishes examination centres within prison premises for the conduct of

SSLC and **Higher Secondary Public Examinations** for private candidates. This initiative provides inmates with opportunities to continue their education, obtain recognised qualifications and support their social rehabilitation through formal education.

7.6 Digital Governance and Citizen Services

The Directorate has transformed examination administration through technology-enabled services that improve transparency, accessibility, efficiency and citizen convenience. Digital platforms have simplified examination processes, enhanced service delivery and enabled students, educational institutions and other stakeholders to access examination-related services quickly, securely and efficiently.

a) Digital Services

The Directorate provides a comprehensive range of online examination services through its

official web portal. These include online submission of examination applications, hall ticket downloads, examination notifications, online fee payment, access to previous years' question papers, issue of duplicate mark certificates, certified copies of mark sheets, migration certificates and certificates for Persons Studied in Tamil Medium.

Students can also download digital certificates through **DigiLocker**, while candidates proceeding abroad for Studies or Employment can obtain electronic authentication of certificates through the **e-SANAD** platform. These digital initiatives have significantly improved accessibility, transparency and efficiency in the delivery of examination-related services.

b) Publication of Results and Certificate Services

The Directorate ensures timely publication of examination results through official websites,

SMS services and **WhatsApp** in coordination with the **Tamil Nadu e-Governance Agency**. Schools can download **Tabulated Mark Lists** online, while students are provided with facilities to obtain scanned copies of answer scripts and apply for **re-totalling** or **revaluation**.

The Directorate also issues provisional mark certificates immediately after the publication of results and continues to provide services relating to duplicate mark certificates, migration certificates, certified copies of mark sheets and online verification of mark certificates for educational institutions and employers. These technology-enabled services have enhanced transparency, improved citizen convenience and strengthened public confidence in the examination system.

7.7 Conclusion

The Directorate of Government Examinations continues to strengthen Tamil

Nadu's examination system by ensuring the fair, secure and transparent conduct of public examinations, scholarship examinations and other statutory assessments. Through student-centric examination reforms, technology-enabled citizen services and efficient examination administration, the Directorate facilitates academic progression, recognises merit and provides accessible examination services to learners across the State. These initiatives reinforce the credibility of the examination system and contribute to a robust, transparent and future-ready assessment framework that supports the continued advancement of school education in Tamil Nadu.

CHAPTER VIII
Directorate of Non-Formal and Adult Education

8.1 Introduction

The **Directorate of Non-Formal and Adult Education (DNFAE)** is the nodal agency responsible for promoting adult literacy and lifelong learning in Tamil Nadu. Established in **1976**, the Directorate implements programmes that provide Foundational Literacy and Numeracy to adults who were unable to access formal education during childhood, while creating opportunities for continuing education, skill development and social empowerment. Through community-based literacy programmes and targeted interventions for disadvantaged groups, the Directorate promotes functional literacy and lifelong learning, enabling adult learners to participate more effectively in social, economic and civic life.

8.2 Adult Literacy and Lifelong Learning

Promoting adult literacy is the core mandate of the Directorate. Through structured literacy programmes, adults are equipped with foundational reading, writing and numeracy skills that improve functional literacy and enhance opportunities for personal development, livelihood and informed participation in society. These initiatives foster lifelong learning while contributing to the creation of an inclusive and literate society.

a) New India Literacy Programme (NILP)

The **New India Literacy Programme (NILP) 2022–2027** is being implemented across all **38 districts** of Tamil Nadu with financial assistance shared between the Central and State Governments in the ratio of **60:40**. The programme provides Foundational Literacy and Numeracy to non-literate adults aged **15 years and above** through a network of community-

based literacy centres established in Government and Government-aided Schools.

During **2026–27**, **4.31 lakh learners** have been identified and enrolled in **23,454 Literacy Centres**, supported by an equal number of **23,454 volunteer instructors**. A **Basic Literacy Assessment** is scheduled during **October–November 2026** to assess learners' reading, writing and numeracy competencies. An amount of **₹7.45 crore** has been allocated for implementing the programme during **2026–27**.

8.3 Special Literacy Initiatives

Recognising that certain sections of society require focused educational interventions, the Directorate implements special literacy programmes to extend the benefits of literacy to vulnerable groups. These initiatives promote social inclusion, rehabilitation and lifelong learning by providing educational opportunities beyond the conventional learning environment.

The **Special Literacy Programme for Prison Inmates** provides Foundational Literacy and Numeracy to non-literate prisoners with the objective of supporting their rehabilitation and social reintegration. Implemented in coordination with the **Prison Department**, the programme has been introduced in **20 Central and District Prisons** from **15 August 2026**.

A total of **1,341 non-literate prisoners** have been identified under the programme and will receive literacy instruction through volunteer teachers. Regular teaching-learning activities and continuous academic support will prepare learners to appear for the **Basic Literacy Assessment** scheduled in **March 2027**. The programme is being implemented with an estimated financial outlay of **₹30.00 lakh**.

8.4 Conclusion

The Directorate of Non-Formal and Adult Education continues to expand educational opportunities beyond the formal school system by promoting adult literacy, lifelong learning and targeted educational support for disadvantaged groups. Through community-based literacy programmes and focused interventions for vulnerable sections of society, the Directorate strengthens functional literacy, promotes social inclusion and empowers individuals to participate more effectively in economic, social and civic life. These sustained efforts contribute significantly to the Government's vision of building a literate, inclusive and empowered Tamil Nadu.

CHAPTER IX

Teachers Recruitment Board

9.1 Introduction

The **Teachers Recruitment Board (TRB)** is the State's nodal agency responsible for recruiting qualified and competent teaching professionals for Government Schools, Government Colleges, Government Law Colleges, Government Colleges of Education and State Universities. The Board also conducts eligibility examinations for the teaching profession to ensure that Government educational institutions are staffed with competent and professionally qualified educators. Through fair, transparent, merit-based and technology-enabled recruitment processes, the Board upholds the principles of social justice, equal opportunity and excellence in public recruitment, thereby strengthening the quality of education across the State.

9.2 Teacher Eligibility and Recruitment Exams

The Teachers Recruitment Board conducts eligibility examinations and direct recruitment to meet the staffing requirements of Government educational institutions. Through transparent, standardized and merit-based selection processes, the Board ensures the appointment of qualified teaching professionals while upholding the principles of fairness, social justice and equal opportunity. These recruitment processes contribute significantly to strengthening the quality of teaching and learning across the State.

a) Tamil Nadu Teacher Eligibility Test (TNTET)

The **Tamil Nadu Teacher Eligibility Test (TNTET)** serves as the qualifying examination for teachers aspiring to work in Government Schools. During **July 2026**, the Teachers Recruitment Board successfully conducted the TNTET for working teachers. The details are given below.

Paper	Eligible Applicants	Candidates Appeared
Paper I	61,386	59,535
Paper II	1,67,743	1,60,929

b) Direct Recruitment

The Board undertakes direct recruitment for teaching positions in Government educational institutions in accordance with the annual recruitment plan. Recruitment is carried out through transparent and standardised procedures to ensure that qualified faculty and teachers are appointed to meet the academic requirements of Government schools and higher educational institutions. The present status of major recruitment processes is given below.

Recruitment	No.of Posts	Present Status / Proposed Action
Assistant Professors – Government Arts & Science Colleges and Government Colleges of Education	2,708	Written examination conducted, mark lists published and selection process under progress

Associate Professors, Assistant Professors and Assistant Professor (Pre-Law) – Government Law Colleges	132	Recruitment process under progress
Graduate Teachers (BT Assistants) / Block Resource Teacher Educators (BRTEs)	Notification proposed for September 2026	

9.3 Technology-enabled Recruitment Reforms

The Teachers Recruitment Board continues to modernise recruitment through digital initiatives that enhance transparency, operational efficiency, accuracy and applicant convenience. These technology-enabled reforms simplify recruitment procedures, strengthen governance and improve the overall quality and credibility of the recruitment process.

a) Online Roster Processing

The Board proposes to introduce an **Online Roster Processing System** for the automated generation of communal reservation rosters, preparation of merit-cum-roster lists and timely revision of reservation rosters in accordance with Government Orders. This initiative will improve the accuracy, consistency and transparency of the recruitment process.

b) Online Application Support System

To improve applicant accessibility and service delivery, the Board is strengthening its **Online Application Support System** through real-time helpline assistance, interactive chat support, dynamic Frequently Asked Questions (FAQs), step-by-step digital guidance and instructional video tutorials. These initiatives facilitate seamless submission of online applications and timely resolution of applicants' queries, thereby enhancing the overall recruitment experience.

c) Digital Library and Expert Database

The Board is upgrading its existing reference library into a **Digital Library** supported by updated reference materials and a comprehensive database of empanelled subject experts. This initiative will strengthen the quality of evaluation, improve decision-making and enhance the transparency, consistency and legal robustness of the recruitment process.

9.4 Conclusion

The Teachers Recruitment Board continues to strengthen the recruitment of qualified teaching professionals through transparent selection processes, timely recruitment and technology-driven reforms. By conducting eligibility examinations, recruiting competent teachers and faculty, and continuously modernising recruitment systems through digital initiatives, the Board enhances the efficiency, credibility and responsiveness of teacher

recruitment across Government educational institutions. These initiatives contribute to building a competent teaching workforce and further strengthen the quality of school and higher education in Tamil Nadu.

CHAPTER X

Directorate of Public Libraries

10.1 Introduction

The **Directorate of Public Libraries (DPL)** is the nodal agency responsible for developing and strengthening the public library system in Tamil Nadu. Established under the **Tamil Nadu Public Libraries Act, 1948**, the Directorate administers an extensive network of public libraries that provide equitable access to knowledge, information and lifelong learning opportunities across urban and rural areas. Through its network of libraries, promotion of reading culture, preservation of literary heritage and adoption of modern library services, the Directorate plays a vital role in supporting education, research and lifelong learning while making knowledge accessible to all sections of society.

10.2 Public Library Services

Tamil Nadu has developed one of India's largest and most comprehensive public library systems, ensuring equitable access to knowledge, information and lifelong learning opportunities across the State. Anchored by premier State libraries and supported by an extensive network of district and community libraries, the public library system serves students, researchers, competitive examination aspirants and the general public while preserving the State's literary and cultural heritage.

a) Premier State Libraries

The Directorate administers three premier libraries that serve as centres of excellence for learning, research and knowledge dissemination.

- **Connemara Public Library, Chennai** is one of India's National Depository Libraries, preserving publications received under the **Delivery of Books and Newspapers**

(Public Libraries) Act, 1954, and serving as a major repository of the nation's published knowledge.

- **Anna Centenary Library, Chennai** is a world-class public library offering extensive resources for students, researchers, competitive examination aspirants and visually challenged readers through modern learning facilities and specialised collections.
- **Kalaignar Centenary Library, Madurai** is a state-of-the-art knowledge centre serving southern Tamil Nadu with modern digital facilities, children's learning spaces and specialised research collections.

b) Heritage Libraries

The Directorate also extends support to several Government-aided heritage libraries that preserve Tamil Nadu's rich literary, historical and cultural heritage while promoting research and scholarship.

Maharaja Serfoji Saraswathi Mahal Library, Thanjavur

One of Asia's oldest libraries, it houses a valuable collection of rare manuscripts, palm-leaf manuscripts and historical records, serving as an important centre for historical and literary research.

Dr. U. Ve. Sa. Library, Chennai

The library preserves the literary legacy of **Dr. U. Ve. Swaminatha Iyer** and houses rare manuscripts and publications that support research in Tamil language and literature.

Maraimalai Adigal Library, Chennai

Dedicated to **Maraimalai Adigal**, the library maintains a rich collection of Tamil books and research publications, promoting the study and development of the Tamil language.

Roja Muthiah Research Library, Chennai

An internationally recognised research library, it preserves one of the largest collections of Tamil printed books, periodicals and rare publications for scholarly research.

Together, these heritage libraries preserve Tamil Nadu's invaluable documentary heritage and serve as important centres for research, learning and the promotion of Tamil language, literature and culture.

Category of Library	Number
District Central Libraries	38
Branch Libraries	1,921
Village Libraries	1,915
Mobile Libraries	14
Part-Time Libraries	794
Special Part-Time Libraries	73
Total Libraries under the Directorate	**4,755**

10.3 Promoting Reading Culture and Community Participation

The Directorate promotes reading habits and community participation through quality library resources, transparent book procurement, literary engagement and public outreach programmes. These initiatives strengthen public libraries as vibrant community learning centres while encouraging reading among people of all age groups.

a) Transparent Book Procurement

The **Transparent Book Procurement Policy – 2024** ensures a fair, transparent and accountable process for the selection, procurement and equitable distribution of quality books across Public Libraries. The policy enables readers throughout the State to access a diverse collection of contemporary publications, reference books and other learning resources.

b) Readers' Forums and Library Awards

Readers' Forums provide platforms for interaction among readers, writers and academicians, encouraging literary discussions and greater community participation in library activities. The Directorate also recognises excellence through the **Library Activist Award**, **Dr. S.R. Ranganathan Award** and awards for best-performing libraries, thereby encouraging innovation and high standards in library services.

c) District Book Fairs

The Directorate has been organising **District Book Fairs** across Tamil Nadu since **2022–23** to strengthen reading habits and improve public access to books. The initiative has evolved into an annual programme with sustained Government support, benefiting millions of readers and promoting a vibrant reading culture across the State.

10.4 Promotion of Tamil Literature and Cultural Heritage

The Directorate plays a significant role in preserving and promoting Tamil language, literature and cultural heritage through literary festivals, book fairs and international publishing collaborations. These initiatives celebrate Tamil's rich literary traditions while creating opportunities for writers, publishers, researchers and readers to engage with literature and expand its reach nationally and internationally.

a) Literary Festivals

The Directorate organises regional literary festivals, including the **Porunai**, **Siruvani**, **Kaveri**, **Vaigai** and **Chennai Literary Festivals**, to celebrate Tamil Nadu's literary traditions and encourage public engagement with literature. **Youth Literary Festivals** further promote reading habits, creativity and literary appreciation among young people.

b) National and International Book Fairs

The Directorate organises book fairs in major Indian and overseas cities to promote Tamil publications among the global Tamil community. The **Chennai International Book Fair** has emerged as an important international platform for translation, publishing partnerships and the global promotion of Tamil literature. The increasing international participation and publishing collaborations reflect the growing recognition of Tamil literary works across the world.

10.5 Modern Library Infrastructure and Digital Services

The Directorate continues to modernise public libraries by expanding infrastructure and strengthening digital services that improve accessibility, service delivery and user experience. These initiatives are transforming public libraries into inclusive, technology-enabled

knowledge centres that meet the evolving educational, informational and research needs of society.

a) Library Infrastructure Development

The Government is establishing new knowledge centres, including **Periyar Arivulagam**, **Kamarajar Arivulagam**, **Quaid-e-Millath Arivulagam**, **Bharathidasan Arivulagam** and **Anjalai Ammal Arivulagam**. These centres are equipped with modern reading facilities, conference halls and extensive book collections to serve students, researchers and the general public, thereby expanding access to quality library services across the State.

b) Digital Library Initiatives

The Directorate is expanding digital library services by strengthening ICT infrastructure, Wi-Fi connectivity and digital reading facilities, while providing access to online books, journals, magazines and newspapers. To enhance user

convenience, cashless payment facilities and smart membership cards enabled through **QR Code**, **RFID** and **NFC** technologies are also being introduced, making library services more accessible, efficient and user-friendly.

10.6 Conclusion

The Directorate of Public Libraries continues to strengthen Tamil Nadu's public library system by expanding access to knowledge, promoting lifelong learning and encouraging a vibrant reading culture across the State. Through its extensive library network, preservation of literary heritage, community-based initiatives and modern library infrastructure, the Directorate enhances educational opportunities and makes knowledge resources accessible to people of all age groups. These sustained efforts reinforce the role of public libraries as inclusive centres of learning, culture and intellectual development.

CHAPTER XI

Tamil Nadu Textbook and Educational Services Corporation

11.1 Introduction

The **Tamil Nadu Textbook and Educational Services Corporation (TNTB&ESC)** is the State's nodal agency responsible for printing, procuring and ensuring the timely distribution of school textbooks and educational materials to students across Tamil Nadu. In addition to supporting school education through the supply of quality textbooks and student learning materials, the Corporation serves as the central procurement agency for various educational resources and undertakes printing services for Government Departments. It also promotes Tamil language, literature and knowledge dissemination through publication, translation and preservation initiatives, thereby supporting equitable access to quality learning resources and lifelong learning.

11.2 Textbook Printing and Distribution

Ensuring the timely availability of quality textbooks is the primary responsibility of the Corporation. Through an extensive printing, procurement and distribution network, the Corporation supplies textbooks to Government, Government-aided and private schools before the commencement of every academic year, thereby ensuring uninterrupted classroom teaching and learning across the State.

The Corporation publishes textbooks for **Classes I to XII** for both **Tamil and English** medium of instructions. Printed on high-quality paper for improved durability and readability, the textbooks are complemented by **Teacher Handbooks**.

Category	No.of Textbooks	Value (₹ crore)
Government & Government-aided Schools (Free Distribution)	4.28 crore	285.79
Private Schools (Sale Copies)	2.15 crore	317.59

For the academic year **2026–27**, the Corporation printed and supplied **272 lakh** copies of first-term and annual textbooks to Government and Government-aided Schools and **144 lakh** copies to private schools before the commencement of the academic year. Textbooks for private schools are distributed through **22 Regional Offices**, online ordering facilities, **e-Seva Centres**, designated sales counters and the Corporation's online portal, ensuring timely availability and easy accessibility throughout the State.

11.3 Student Learning Support Materials and Procurement Services

The Corporation serves as the State's central procurement agency for educational materials supplied to students studying in Government and Government-aided Schools. By ensuring timely procurement and distribution of Student Learning Support Materials before school reopening, the Corporation supports uninterrupted learning and strengthens classroom preparedness. It also undertakes procurement of educational infrastructure required for modern teaching-learning practices.

During **2026–27**, the Corporation procured and distributed **11 categories of educational kits**, including school bags, footwear, sweaters, geometry boxes, crayons, colour pencils, atlases and other student learning materials at a cost of **₹187 crore**, ensuring that these materials reached students on the day of school reopening.

In addition, the Corporation undertakes procurement of **Smart Classroom equipment**, **Hi-Tech Laboratory equipment** and **Sports Equipment**, thereby supporting the modernisation of school infrastructure across the State.

11.4 Printing Services for Government Departments

Beyond school education, the Corporation provides printing services for various Government Departments and educational institutions, supporting a wide range of academic and developmental programmes. These services facilitate the timely availability of books, training materials and other publications required by Government agencies and educational institutions.

The Corporation prints books and learning materials for organisations including **Samagra Shiksha**, the **Directorate of Non-Formal and**

Adult Education, the **Directorate of Collegiate Education**, the **Directorate of Technical Education**, the **Tamil Nadu Skill Development Corporation** and several Universities. During **2025–26**, the Corporation printed **6.33 crore** copies of books valued at **₹105.17 crore**, earning **₹4.82 crore** as administrative charges.

11.5 Publications, Translation and Knowledge Dissemination

Beyond textbook production, the Corporation plays an important role in enriching Tamil's literary and academic resources through publication, translation, preservation and reading promotion initiatives. These programmes preserve literary heritage, strengthen higher education, promote reading habits and improve access to quality knowledge resources for students, researchers and the general public.

a) Preservation of Literary Heritage

The Corporation preserves rare and historically significant publications by digitising and republishing archival books. So far, **875 rare books** covering **32 disciplines** have been digitised, of which **635 books** have been republished as archival editions, while the remaining volumes are under preparation. The Corporation also republishes nationalised works, commemorative volumes of eminent personalities and classical Tamil literary texts, ensuring that valuable literary resources are preserved and made accessible for future generations.

b) Translation and Academic Publications

To strengthen higher education and expand access to knowledge in Tamil, the Corporation translates internationally recognised books in **Medicine, Engineering, Science, Technology** and other disciplines into Tamil. At the same

time, important Tamil literary works are translated into English and other Indian and international languages, thereby expanding the global reach of Tamil literature. Major initiatives include the translation of the **Twin Epics**, publication of English translations of Tamil literary works and collaborative publishing projects with national and international publishers.

c) Children's Publications and Reading Promotion

The Corporation promotes reading habits among children through the **Ilanthalir Ilakkiya Thittam**, under which high-quality children's books are published on themes such as equality, ethics, scientific temper and life skills. Simplified translations of world classics and the publication of children's literature encourage reading habits while supporting the holistic development of young learners.

d) Digital Publishing and Public Access

The Corporation continues to expand public access to its publications through online sales, sales kiosks established in District Libraries and Knowledge Centres and the **Chennai Book Park** at **Chennai Central Metro Railway Station**. These initiatives improve access to textbooks, competitive examination books and literary publications while strengthening knowledge dissemination across the State.

The Tamil Nadu Textbook and Educational Services Corporation continues to play a pivotal role in supporting school education by ensuring the timely availability of quality textbooks, educational materials and student learning resources. Through efficient procurement systems, publication and translation initiatives, preservation of literary heritage and expansion of public access to knowledge resources, the Corporation strengthens classroom learning,

promotes reading and lifelong learning, and contributes significantly to Tamil Nadu's vision of providing equitable, inclusive and future-ready education.

11.6 Conclusion

The Government of Tamil Nadu continues to accord the highest priority to school education as the foundation for social justice, human development and sustainable economic progress. Guided by the principles of equity, inclusion and educational excellence, the School Education Department has undertaken comprehensive reforms to strengthen every dimension of school education—from foundational learning and curriculum transformation to teacher empowerment, digital innovation, student wellbeing, inclusive education and institutional governance.

Through sustained public investment, evidence-based policy interventions and

technology-enabled service delivery, the Government has expanded access to quality education while continuously improving learning outcomes and creating safe, inclusive and future-ready learning environments. These integrated efforts have strengthened the State's public education system and reaffirm Tamil Nadu's enduring commitment to ensuring that every child, irrespective of social or economic background, has the opportunity to learn, excel and realize his or her full potential. In view of the above, Tamil Nadu continues to build an enlightened, skilled and socially responsible generation that will contribute to the State's continued social, cultural and economic advancement.

RAJMOHAN
Minister for School Education,
Tamil Development, Information
and Publicity



At a meeting held at the Secretariat, Chennai, on 18.05.2026, the Hon'ble Minister for School Education, Tamil Development, Information and Publicity, Thiru. Rajmohan, released the nine integrated textbooks developed in accordance with the new curriculum for the students of Classes I, II and III. The Additional Chief Secretary to Government, School Education Department, Dr. Chandra Mohan, B., I.A.S., received the textbooks.The State Project Director, Samagra Shiksha, and Managing Director, Tamil Nadu Textbook and Educational Services Corporation, Dr.Ma. Aarthi, I.A.S.; Chairman, Teachers Recruitment Board and Director of Public Libraries Department, Tmt. S. Jayanthi, I.A.S.; Director of School Education, Dr. S. Kannappan; Director, State Council of Educational Research and Training, Tmt.N.Latha; Director of Elementary Education, Dr. P.A. Naresh; and other officials were present on the occasion.



The Hon'ble Minister for School Education, Tamil Development, Information and Publicity, Thiru. Rajmohan, on 29.05.2026, inaugurated the student enrolment drive for the academic year 2026–2027 at the Dhanakoti Middle School, Chintadripet, Chennai. On the occasion, he distributed educational materials, including school bags, notebooks, textbooks, uniforms and colour pencils, to the students.The programme was attended by the Additional Chief Secretary to Government, School Education Department, Dr. Chandramohan.B,I.A.S.; the Director of School Education, Dr. S. Kannanappan; The Director of Elementary Education, Dr.P.A. Naresh; the Joint Director (Admin), Thiru. R. Swaminathan; also Parents and Teachers.



On 19.05.2026, the Hon'ble Minister for School Education, Tamil Development, Information and Publicity, Thiru. Rajmohan, at the SIEMAT Seminar Meeting held at the State Council of Educational Research and Training campus at Perasiriyar Anbazhagan Educational Complex, Chennai, inaugurated the State-level orientation training programme on the new textbooks for Classes I to III, organised on behalf of the School Education Department, and released the Teacher's Handbook.



On 24.07.2026 in Chennai, the Honorable Minister for School Education, Tamil Development, Information and Publicity, Thiru. Rajmohan, presented promotion orders and extended his wishes to 7 individuals, who were working as Senior Lecturers at the State Council of Educational Research and Training (SCERT), promoting them as Joint Directors and Principals. He also presented promotion orders to 12 individuals, who were working as Lecturers, promoting them as Senior Lecturers. Also Dr. Chandra Mohan.B IAS, Additional Chief Secretary of the School Education Department, Tmt. N.Latha, Director of State Council of Educational Research and Training, and Thiru. M. Ramakrishnan, Joint Director, are participated in this event.



In a significant move towards measures to simplify the administration of private schools, the Honorable Minister for School Education, Tamil Development, Information and Publicity, Thiru. Rajmohan, handed over the 848 recognition orders to the correspondents of private schools on June 16, 2026. Also Dr. Chandra mohan.B I.A.S., Additional Chief Secretary of the School Education Department, Dr. S. Suganya, Director of Private Schools; and Joint Directors Thiru. T. Ganeshmurthy and Thiru. S. Mars also participated in this event.



High Level Expert Committee and Curriculum Design Committee meeting held at ACL, Kotturpuram, Chennai. Dated: 21.07.2026.



The Hon'ble Minister for School Education, Thiru. Rajmohan, released the results of the March 2026, Class 10th Public Examinations on 20.05.2026 through the website, SMS and for the first time via, WhatsApp.



On 29.05.2026, the Hon'ble Minister for School Education inaugurated the admission of new students for the academic year 2026-27 at Dhanakotti Middle School, Chidhadaripettai, Royapuram Zone, Chennai, and Distributed Textbooks, Notebooks, and Educational Aid Materials to the newly admitted students.

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