TANSCHE Initiatives

Budget Announcements

1. State Institutional Ranking Framework

The present National and international ranking frameworks do not capture the holistic complete development of students. Frameworks like NIRF and QS rating have no provisions to rank institutes based on the attainment of learning outcomes or skills, which are the ultimate measures of the institution's effectiveness. Hence, a state level ranking mechanism may be developed by TANSCHE and introduced to bring quality improvements in higher education through the assessment of strengths and weaknesses. The state level ranking will be based on objective and verifiable indicators aligned to the state's priorities in higher education. States such as Karnataka and Kerala have already introduced such measures to move away from nationally fixed determinants of education quality.

The cost of engaging professionals, conducting workshops, etc will be Rs. 75 lakhs

2. Annual Curriculum Fair

Presently universities function in silos. There is very little opportunity for their interaction and to learn from each other. The curriculum fair will facilitate this exchange. It is proposed that all university's curriculum will be reviewed in phases for their relevance and best practices will be identified and shared in the fair. In the time of disruptive technologies and rapidly changing demands of society and industry, the joint effort will increase efficiency in the curriculum revision process and enable reflection of the world in classrooms at an increased pace.

The Tamil Nadu State Council for Higher Education may organize annual summer curriculum fairs bringing together experts, educators, and stakeholders to collaboratively refine academic programs and promote innovation in teaching and learning. The stakeholders of the higher education ecosystem will become well versed in the science and philosophy behind curriculum framing and a measurable indicator may be developed to assess the status of each syllabus. Universities may apply the suggestions and changes according to their needs.

The overall cost is Rs. 20 lakhs per annum.

3a. Pedagogical Training

Improving quality in higher education institutions requires building the capacities of teachers in terms of pedagogical and discipline-specific capabilities. Complementing the existing training programs, an intensive state-led training initiative is critically

needed. Inputs in classroom climate, teaching methodologies, multiple intelligences, assessment techniques and research-based pedagogical techniques among the other vital thrust areas should be given to all teachers in a periodic framework.

To implement the training initiative as a pilot program this year, a three-day training program for 5,000 faculties will be organised at a cost of 60 lakhs.

3b. Core Subject Training for Science Faculty

The training of 180 selected Science and Mathematics teachers in fundamental concepts of sciences and problem-solving methodologies is announced. For this component, 60 teachers each from Physics, Chemistry and Mathematics will be selected from government arts and science colleges and trained across a series of 5 workshops of 5 days each.

This initiative will complement the basic sciences promotion program announced in the budget 2025-26 where students are to be trained for entry into premier research institutions. The thrust to basic sciences given in recent times require teachers who are well versed in the core concepts and this training initiative is a pilot to capacitate all science faculties in the state at a cost of 45 lakhs this year.

3c. State Faculty Development Academy

At present, there is no organised structure to train all the faculty systematically throughout the state. The Human Resource Development Centres at Universities provide faculty development during the course of their career and the effectiveness of the courses is not satisfactory. There is no comprehensive plan of action and they miss the most critical part which is induction training for newly recruited faculty. The stark contrast may be observed that in the school education department, where teachers already study B.Ed or other qualifying courses and clear selection exams, a network of training centres of DIET build the capacities periodically.

Hence, the directorates of collegiate education and technical education may organise induction and upskilling training sessions for their respective faculty. The academies may function with skeletal staff for planning and organisation and the Resource Persons may be engaged externally. The universities and colleges may act as venues and with no administrative setup or machinery, the Faculty Development Academies will be able to efficiently train and upskill present and upcoming teachers.

The Government-sponsored Faculty Development Programme (FDP) aims to enhance the skills and knowledge of educators, enabling them to stay abreast of the

latest trends and innovations in their respective domains. By offering continuous learning opportunities, the programme ensures that educators are equipped with advanced teaching methodologies, cutting-edge research insights, and industry-relevant expertise. Ultimately, the FDP strives to create a dynamic academic environment that promotes excellence in teaching, research, and student outcomes, empowering faculty to meet the evolving needs of education.

4. Basic Sciences Promotion Programme

The initiative envisions free, intensive training camps during summer and winter vacations, aimed at enhancing the conceptual understanding and problem-solving skills of students, specifically oriented towards clearing national-level entrance examinations like JAM, JEST, GATE, NET, and TIFR GS. A total of 180 students - 30 each from B.Sc and M.Sc programs in Physics, Chemistry, and Mathematics - will be selected from government colleges through a merit-based screening test at identifying motivated candidates who demonstrate the potential and willingness to engage deeply with the training process, to ensure motivated participation.

The training will focus on bridging curriculum gaps by offering modules on advanced topics and scientific thinking not currently emphasized in regular syllabi. Emphasis will be placed on analytical problem-solving, conceptual clarity, and exposure to previous year exam patterns through a series of mock tests. The training will be structured around two intensive camps of a week long each where students will have a crash course focusing on foundational skills and techniques and tackling advanced problem-solving challenges with scope for revision. Year-round academic support will be extended through online sessions to resolve doubts and sustain momentum.

5. State Action Plan for Academic Labs

Academic labs of government arts and science and engineering colleges have never been refurbished in the past several years. As critical components of higher education with the potential to maximize learning outcomes, enhance placements, and create social impact labs play a major role in higher education. A comprehensive revamp is essential to transform these labs into hubs of scientific innovation and research. The proposed action plan will cover curriculum development, infrastructure upgrades, procurement of equipment and consumables, and other academic inputs.

The total proposed budget for this initiative is ₹61.16 crores, targeting 252 government colleges across arts and science, teacher education, polytechnic and engineering streams. For the current year, the sanction is 30.58 crores.

6. District STEM Labs

Establishment of Science - Technology - Engineering - Mathematics (STEM) labs in two districts within the central library spaces. The government seeks to establish such infrastructure in every district and in the first phase, the districts of Madurai and Coimbatore are selected. It is suggested that the administrative control of the proposed STEM labs is entrusted to Tamil Nadu Science and Technology Centre and TANSCHE will be actively involved in an advisory role. A dedicated website will be created to engage the targeted population virtually and to serve as a gateway for the physical space. A detailed proposal with layout, equipment list, staffing, and budget will be submitted shortly after studying the successful models such as Gujarat Science City, Ahmedabad, Visvesvaraya Industrial and Technological Museum, Bengaluru, Exploratorium, San Francisco, Science Gallery, Dublin among others.

7. **Schools of Excellence in Sciences**

In recent years, students have increasingly steered away from basic sciences in favor of more popular disciplines like business, technology, and humanities. This shift is largely driven by the perception of limited career prospects, the demanding nature of science courses, and the rise of tech-driven industries that offer quicker employment opportunities. While STEM (Science, Technology, Engineering, and Mathematics) is often emphasized in discussions on education reform, its true implementation remains weak, leading to a gradual erosion of interest in fundamental sciences. This trend is particularly concerning with the advent of generative AI, as the future will increasingly demand individuals who possess strong foundational knowledge and creative problem-solving abilities. Without sustained investments in basic sciences and mathematics, long-term innovation and scientific progress may suffer, ultimately weakening the foundation for future advancements.

To counter this decline and attract the best minds to fundamental research, the establishment of Schools of Excellence in Natural Sciences and Mathematics is proposed, at Chennai and Coimbatore respectively, with an initial grant of Rs. 50 crore each. These institutions will be research-driven, offering PhD programs and employing faculty members who are primarily dedicated to research (with over 80% of their responsibilities focused on scientific inquiry). The initiative will also include a faculty identification and resource pooling mechanism, where senior professors passionate about fundamental research will be provided with additional research facilities and exemptions from routine administrative or teaching duties. By creating an ecosystem that prioritizes deep scientific inquiry, these Schools of Excellence will reignite interest in fundamental sciences, foster groundbreaking research, and ensure that the nation remains at the forefront of scientific innovation and discovery.

8. Kalloori Kalai Thiruvizha

According to Gardner's theory of multiple intelligences, there are 8 different types of intelligences that make up holistic education. Presently classroom activities address linguistic, visual and to an extent logical intelligences. Avenues for the development of other types of intelligence are very important and cultural activities at colleges present huge opportunities. In today's colleges cultural activities seldom happen and even if it is happening there are no standards set and degenerate into dances and other popular art forms alone. Replicating the success story of the school education department, a Kalloori Kalai Thriuvzha may be introduced as a platform for artistic and cultural expression, fostering youth engagement and holistic development. The suggestive events corresponding to each type of intelligence is outlined in the tabular column below. Specific instructions and guidelines may be issued for the institutions to adopt the following according to their demand and potential.

The implementation cost of the initiative will be Rs. 5.04 crore per annum at the rate of 2 lakh per college.

9. Promotion of Sports in Higher Education Institutions

Promoting sports in higher education institutions is critical to garner the latent potential and energy of youth in higher education institutions and improve their physical activity. Also, the collegiate sports ecosystem is a vital link in the sports continuum leading to medals and recognitions at the senior level national and international podiums including the Olympics and other world championships. A grant of Rs. 1.5 lakhs per college for 252 colleges is announced for sprucing up sports infrastructure and equipment.

10. Ph.D web Portal

Tamil Nadu is steadily emerging as a leading center for higher education and research in India. To sustain and accelerate this growth, there is a vital need to create a supportive, transparent, and efficient ecosystem that nurtures research scholars throughout their Ph.D. journey. By streamlining admission processes, ensuring timely progression, and mapping research focus areas, the state can further strengthen its position as a hub of innovation and academic excellence. A centralized digital platform will not only empower scholars but also enable universities and policymakers to strategically guide research activities aligned with the state's development vision. Tamil Nadu State Council for Higher Education (TANSCHE) in coordination with Directorate of Technical Education and Directorate of Collegiate Education at a cost of Rs. 60 lakhs.

11. Skill Training for Teachers

The Government of Tamil Nadu, in its continued commitment to enhancing faculty capabilities, recognises the importance of training programmes for college professors to strengthen teaching skills, subject expertise, and academic leadership in line with evolving educational standards. Tamil Nadu State Council for Higher Education (TANSCHE) proposes to coordinate and conduct training sessions for 1,000 teachers in this academic year. This skilling focuses towards building teachers who are not just competent in their subjects and delivery of them in classrooms, but to capacitate them into mentors who mould students into citizens. It will be implemented at the cost of Rs.20 lakhs at the cost of Rs. 2,000 per teacher.

12. Tamil Talents Plan

As the global knowledge economy becomes increasingly competitive, there is an urgent need to strengthen the state's research ecosystem by engaging with high-quality global talent. The Tamil Talents Plan aims to attract and retain overseas Tamil researchers and scientists through structured, long-term engagements with academic and research institutions in the state.

In the current era shaped by rapid advancements in artificial intelligence and emerging technologies, basic sciences have re-emerged as a critical foundation for innovation. From quantum computing to biotechnology, material science to neuroscience, it is the fundamental understanding of nature and principles that powers future technologies. As AI becomes more pervasive, the ability to interpret, explain, and steer its development depends deeply on a strong grounding in the basic sciences. For Tamil Nadu to lead responsibly and creatively in this global transition, investing in research talent rooted in basic sciences is not just timely—it is essential.

Policy Note

1.1 Model Policies for HEIs

In line with its statutory functions under Section 10 of the TANSCHE Act, 1992, which include "examining the statutes, ordinances, and regulations of Universities in the State and suggesting modifications to maintain uniformity in administration", TANSCHE proposes to formulate a set of Model Policies through consultative process to provide a structured guiding framework for governance and administration in institutions across the state in key areas including University-Industry Collaboration, Recruitment, Research, Affiliation, Academic and Administrative Audit and so on.

1.2 Performance Assessment Indicator for Higher Education Institutions:

There is a need to develop objective and verifiable indicators for assessing the performance of various higher education institutions in the state. These indicators will establish clear performance benchmarks, enabling institutions to refine their strategies and work towards improved rankings and overall academic excellence. TANSCHE will develop these indicators with student outcomes and achievements as the central themes.

1.3 Student Satisfaction Survey:

The Student Satisfaction Survey aims to gather student feedback on academic experience, teaching quality, curriculum, campus environment, administrative services, facilities and resources, career and skill development, and overall satisfaction in all higher education institutions in Tamil Nadu. The survey aims to identify areas for improvement, ensuring a student-friendly academic environment.

1.4 QR Code Based Feedback

The QR code-based feedback system will be developed by TANSCHE and disseminated to higher educational institutions to collect student feedback on infrastructural facilities, assessing their functionality and efficiency. This allows users to scan QR codes and submit responses easily, reducing barriers to raising complaints or providing feedback.

2. CURRICULUM:

2.1 Curriculum and Credit Structure Analysis

The credit structure and curriculum in universities will be analyzed to assess self-learning opportunities while maintaining the importance of guided learning. Curriculum updates will be reviewed to keep pace with field advancements. A strong assessment system will enable flexible teaching-learning methods. Promoting self-learning will also equip individuals to continue learning independently after graduation.

3. PEDAGOGY:

3.1 Implementation of Outcomes Based Education

The implementation of Outcome-Based Education (OBE) in Tamil Nadu aims to enhance the quality of higher education by focusing on measurable learning outcomes of students. Through this initiative, the Department of Higher Education

aims to bring about reforms in the assessment pattern by shifting the focus from rote learning to assessments that test higher order thinking, in turn enhancing the quality of classroom transactions. This approach fosters the overall development of students aligned with real-world requirements.

3.2 Skill training in Engineering colleges and Polytechnics

Currently, academic labs operate under the assumption that students develop skills through a fixed set of prescribed experiments. However, these labs alone are insufficient to impart all necessary competencies. With student employability metrics consistently low, TANSCHE proposes mapping subject-specific skills and providing specialized training for faculty. The acquired knowledge and skills will be integrated into student training, ensuring they develop industry-relevant competencies.

3.3 Comprehensive Revamp of Teacher Educational Institutions

All teacher education institutions in the state will undergo a comprehensive revamp, focusing on the critical aspects of curriculum, pedagogy and assessment. Outcome-Based Education (OBE) will be implemented to enhance teaching quality and align with modern educational needs. This revamp will strengthen the critical link between higher education and school education, leaving a lasting impact on the overall education system.

3.4 Training of students for world skill competition

The upcoming World Skills Competition 2026 presents a significant opportunity for Tamil Nadu to showcase its skilled manpower on an international platform. As part of the preparation for this prestigious competition, it is proposed to identify and train 1,000 students each from Polytechnic colleges and Industrial Training Institutes (ITIs) based on the skill sets which are prescribed for the competition.

4 ASSESSMENT:

4.1 Conduct of Technical Competitions

TANSCHE plans to organise periodic technical competitions, which will serve as an excellent platform for students to showcase student skills and innovation. These events will promote hands-on learning, problem-solving, and creativity. They will bridge the gap between theory and practice, enhancing student competencies. This initiative will prepare students for industry challenges and real-world applications.

4.2 Competency Mapping

The competency mapping initiative aims at aligning students' education with industry requirements to enhance employability. This program will identify relevant job roles for students in engineering, arts, and science disciplines, outlining the necessary skills and competencies for each role. Students will be guided to acquire these skills through targeted training and internships alongside their regular coursework.

5. RESEARCH:

5.1 Study on the status of PhD in TN:

The study is proposed to assess the status of the research ecosystem in the state, focusing initially on delays in awarding Ph.D. degrees across 13 state universities. Through analysis of critical data and robust needs assessments through field surveys, the initiative aims to identify procedural inefficiencies, administrative bottlenecks and scholar grievances for the betterment of the research ecosystem in the state.

5.2 Research and Development Wing

The Research and Development wing of TANSCHE will function as a central coordinating body to streamline research initiatives and align them with the state's socio-economic priorities. It will facilitate collaboration between academia, industry, government, and the community while mitigating duplication of efforts. The wing will coordinate research funding by integrating existing grants such as CMRF and CMRG, ensuring targeted investments in high-impact projects. Specialized segments will drive applied research across zoned regions of the state with achievable targets. This initiative will also strengthen industry-academia-government linkages, promote technology development, support product innovation and patents, and address brain drain through talent engagement programs.