

EDUCATION

INFORMATION PACK



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GCSRA

1. Status of education in India

1.1. Development and Planning Context

India is the largest democracy in the world with diverse socio cultural contexts. The Centre and the States share the responsibilities for planning and implementation of national development programmes. Education was changed from being a state agenda to be a concurrent one through a Constitutional amendment in 1976, which implies that the responsibility for education is now shared by both Central and State governments. This is also envisaged in the National Policy on Education -1986 (revised in 1992).

Developmental programmes in India are guided by the Five-year National Developmental Plans. The XIIth five year plan (2012-17) is based on the theme of faster, sustainable and inclusive growth. Of the other industries and sectors prioritised in the current plan, increasing employment opportunities for the educated youth is one of the key focus areas. The Dakar Framework of Action for Education for All (EFA) came into action in the year 2000 highlighted the importance of education in sustainable growth and global development.

“Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer”.

--Dakar framework of Action for EFA

A ‘National Plan of Action for Education for All’ was formulated by India in 2002 with a view to contextualize the Dakar goals and strategize policies and programmes for achieving the EFA goals. It highlighted the sense of urgency to reach the goal of Education for All (Box 1).

Box 1: Goals of Education for All

- *Goal 1: expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*
- *Goal 2: ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;*
- *Goal 3: ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;*
- *Goal 4: achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;*
- *Goal 5: eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality;*
- *Goal 6: improving all aspects of quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

1.1.1. Policies, Strategies and Interventions for Education and Learning

Education has always been a priority in the national agenda for development and a due mention of the same in various five year plans reflect the same. The key policy developments which guided the development of educational policy and literacy programmes in India is mentioned in the box below.

Box 2: Key developments that guided the development of education in India

1986	National Policy on Education 1986 (NPE 1986) adopted
1988	National literacy Mission (NLM) launched
1994	District Primary Education Programme (DPEP) launched to universalise primary education
1995	Centrally-assisted National Programme of Nutritional Support to Primary Education, popularly known as the Mid-Day Meal Scheme (MDMS) launched.
2001	(i) Sarva Shiksha Abhiyan, the flagship programme for universalisation of elementary education, launched (ii) Adoption of the National Policy on Empowerment of Women. The policy supported the provision of childcare facilities, including crèches at work places of women.
2002	The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right. The Constitution (Eight-sixth Amendment) Act, 2002 envisaged substitution of new article for article 45. The substituted article 45 states “The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years”
2005	National Curriculum Framework (NCF-2005) for school education formulated.
2009	(i) The Right of Children to Free and Compulsory Education Act, 2009 enacted. The Act made it incumbent on Governments to provide for free and compulsory education to all children of the age of six to fourteen years. (iii) The revised National Curriculum Framework for teacher Education formulated; (iv) The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in March 2009, with the vision of making secondary education of good quality available, accessible and affordable to all young persons in the age group 15-16 years
2010	(i) The Right of Children to Free and Compulsory Education (RTE) Act 2009 came into force from 1 st April; (ii) All States/UTs notified State RTE Rules. Central RTE Rules apply to Union Territories without legislation; (iii) The Sarva Shiksha Abhiyan (SSA) Framework aligned to RTE Act
2011	The revised centrally sponsored Scheme “Vocationalisation of Higher Secondary Education” approved.
2013	(i) National Early Childhood Care and Education (ECCE) Policy adopted; (ii) The Integrated Child Development Services, the flagship programme of Government of India for ECCE restructured and strengthened.

1.2. Status of education in India

India has made significant progress towards the goal of ‘Education For All’ in the recent past. Collaborative efforts by the state and central governments has resulted in a marked improvement in the level of educational attainment. Concrete efforts at the policy level has resulted in increased enrolments, better transition rates from primary to upper primary and to secondary levels and reduction in dropouts. It has also been noticed that such initiatives have also helped bridge the gap of gender equity in access to education, which is expected to have a lasting impact on gender equality.

Early Childhood Care and Education

Integrated services for Early Childhood Care and Education (ECCE) provided by the Aanganwadi centres established under the ICDS scheme to expand pre-schooling facilities in schools have helped increase the number of children receiving early childhood education. The number of children of age 3-5 years who received pre-school education under ICDS increased from 16.7 million in 2001-02 to 35.3 million in 2012-13. Enrolment in pre-primary education programmes has increased from 13.9 million (1999) to 41.3 million in (2010)¹.

Primary Education

The universalisation of primary education in India is primarily governed by Sarv Shiksha Abhiyaan. It aims at making primary education a minimum requirement for every child and also make efforts to bring in gender equity and equality towards availability of primary education. During 2000-01 to 2013-14, the number of primary schools (schools with only primary section) has increased from 638,738 to 858,916 schools while the number of schools imparting upper primary education increased from 206,269 to 589,796². Improvement in rural infrastructure for primary education can also be assessed from the fact that around 98 per cent of the rural habitations now have a primary school within a distance of 1 km. A substantial progress was reported in the GER for upper primary stage as it increased from 59% in 2000-01 to around 89% in 2013-14. The decadal growth in GER was reported to be more in the case of girls (from 50% to 93%) than among boys (67% to 83%).

A closer look also indicates that the growth has been inclusive in terms of outreach to the disadvantaged and minorities. Between 2000-01 and 2013-14, the GER in primary education for SC children has increased from 96.8 per cent to 113 per cent, while the GER in upper primary education increased from 65.3 per cent to 98.3 per cent. The GER for ST children in primary education has increased by 12.1 percentage points while the GER in upper primary education has increased by 31.1 percentage points during the period 2000-01 to 2013-14.

Secondary education

Data on secondary education suggest that enrolment in secondary/higher secondary education increased from 27.6 million in 2000-01 to 59.6 million in 2013-14. In terms of GER, the percentage increased from 51.7% to 76.6% for secondary education and 27.8% to 52.2% in higher secondary education during the period.

Reduction in School Drop outs

Efforts in *Sarv Shiksha Abhiyan* specifically targeted reducing the drop out rate among children in primary and upper primary grades. Lesser enrolments in higher education is affected to a great extent because of lower transition rates from primary to upper primary due to children dropping out of school. Efforts like *Mid day meal* scheme, provision of scholarships to children from vulnerable communities, providing bicycle to girl child have all helped in improving the situation over the last decade. An 'Out of School' survey by Educational Consultants India Ltd. (EdCIL) suggest that the dropout rates among children aged 6-13 years has decreased from 6.94% in 2006 to 2.97% in 2014. When looked at a disaggregated level by age, it was observed that the decrease was more in the age bracket of 11-13 years (8.56% to 3.28%) than among those aged 6-10 years (6.1% to 2.77%) during the same time period.

Literacy rate

Considerable progress has been made in improving literacy rate among population aged 7 and more during the period 2001-2011. The literacy rate in this cohort increased from 64.84% in 2001 to 72.99% in 2011. During the last decade, a total of 202.75 million persons (98.11 male and 104.64 female) were made literate. The literacy rate of adults (15 years and above) has shown an upward trend as well. Adult literacy has increased from 61% (2001) to 69% (2011), with increase in literacy being higher for females (11.5%) than for males (5.4%).

¹ Education for All, Towards Quality with Equity, India, NUEPA, August 2014.

² Education for All, Towards Quality with Equity, India, NUEPA, August 2014.

1.3. Key education statistics-India and other countries

Table 1: Key statistics on Education-India and other countries

Education Achievements-HDI												
Country	Literacy rate		Gross enrolment ratio ^d				Education quality					Public expenditure on education (% of GDP) ^d
	Adult	Population with at least some secondary education	Pre-primary	Primary	Secondary	Tertiary	Primary school dropout rate	Performance of 15-year-old students			Pupil-teacher ratio, primary school	
	(% ages 15 and older) ^d	(% ages 25 and older) ^d	(% of preschool-age children)	(% of primary school-age population)	(% of secondary school-age population)	(% of tertiary school-age population)	(% of primary school cohort)	Reading ^a	Math ^b	Science ^c	(number of pupils per teacher) ^d	
	2005–2013	2005–2013	2008–2014	2008–2014	2008–2014	2008–2014	2008–2014	2012	2012	2012	2008–2014	
India	62.8	42.1	58	113	69	25	..	..	..	..	35	3.8
Bangladesh	58.8	37.8	26	114	54	13	33.8	..	..	..	40	2.2
Bhutan	52.8	34.4	14	107	78	9	21.1	..	..	..	24	5.5
Cambodia	73.9	15.5	15	125	45	16	35.8	..	..	..	47	2.6
South Africa	93.7	74.3	76	101	111	20	23.0	..	..	..	29	6.2
Viet Nam	93.5	65.0	82	105	..	25	5.5	508	511	528	19	6.3

Notes

a. Average score for Organisation for Economic Co-operation and Development (OECD) countries is 496.

b. Average score for OECD countries is 494.

c. Average score for OECD countries is 501.

d. Data refer to the most recent year available during the period specified.

Main data sources

UNESCO Institute for Statistics (2015).

OECD (2014).

World Bank (2015).

2. Status of education in Gujarat

Over the last two decades, the literacy rate in the state has improved significantly. As per Census 2011, the literacy rate in the state was estimated to be 79.3%, which is an increase of approximately 10 percentage points from the estimate in 1991 (69.1%). The state ranks 12th among all Indian states in terms of overall literacy rate as per Census 2011. A significant improvement is noted in the female literacy rate, which increased from 57.8% to 70.7% over the last decade.

The number of educational institutions imparting primary education in the State has also increased from 42,447 in 2012-13 to 43,176 in 2013-14. The pupil strength for primary education has increased from 91.76 lakh to 92.29 lakh during the same time period. Enhanced infrastructure and efforts to bring more children in the ambit of primary education has resulted in lesser dropouts and improved transition rates from primary to upper primary grades. The dropout rate for elementary section has decreased substantially from 22.3% in 1999-00 to 2.00% in 2013-14. Similarly the dropout rate for the standard I to VII has also decreased from 41.5% in 1999-00 to 6.91% in 2013-14.

The GER in the state for primary section stands at 101.13 in the year 2013-14, which is closer to the national average of 101.36, but lower than other states such as Punjab, Madhya Pradesh, Chhattisgarh, Delhi and North Eastern states. The Net Enrolment Rate (NER) in the state in the primary section is 82.92 which is below the national average of 88.08. When looked into the enrolment ratios specific to the age group of 6-14 years for the year 2015, it was noted that the GER stood at 102.63, while the NER was 99.11 (SSA, Gujarat). The transition rate in the state from primary to upper primary level is better at 97.9 as against the national average of 89.7 in the year 2013-14. Higher transition rates at the primary level is not only an indicator for improved literacy but it also creates a demand for better and improved infrastructure at the higher levels.

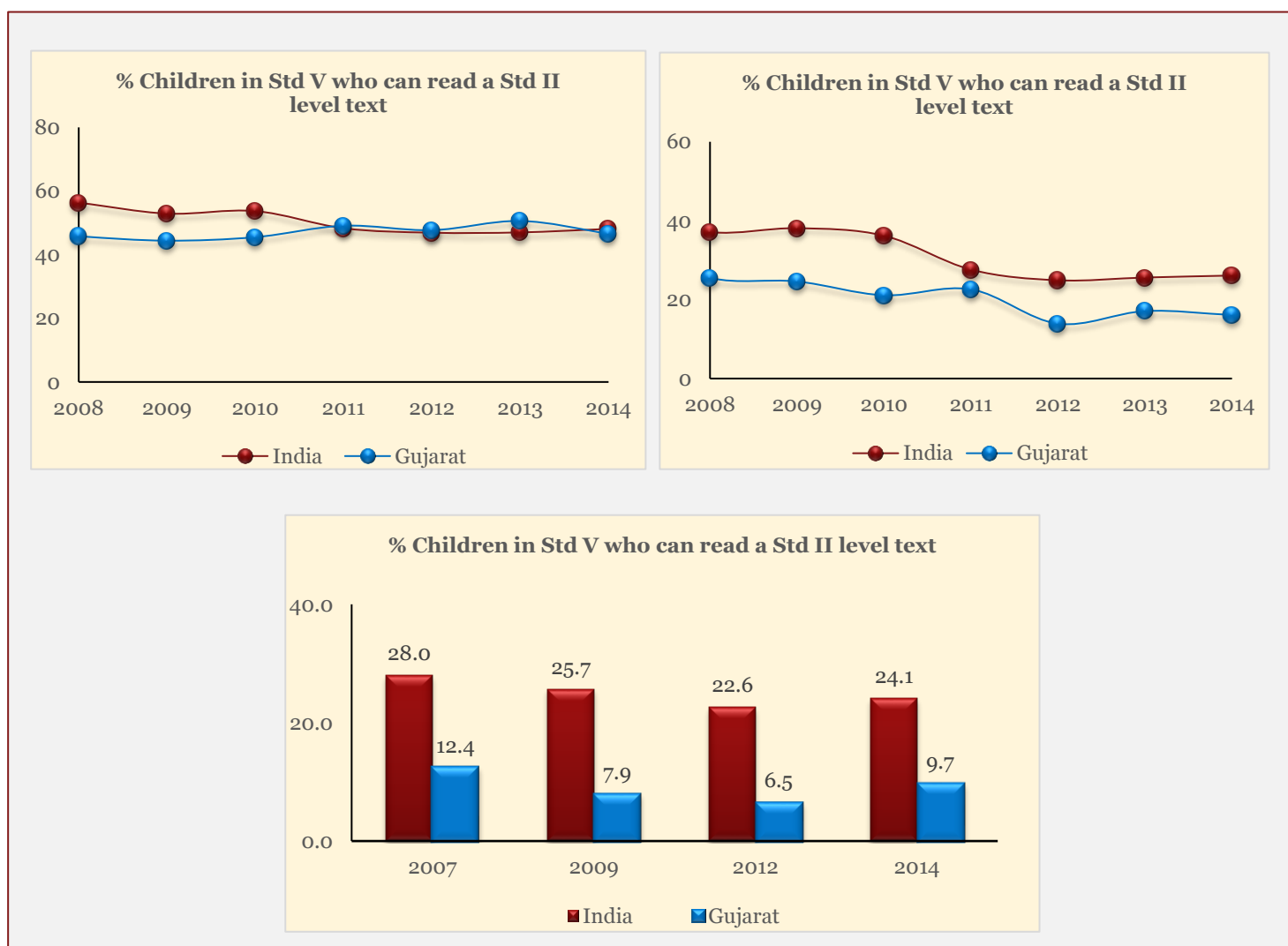
According to the pan India Annual Status of Education Report (ASER) for the year 2014³ which provides a benchmarking of the quality of learning, in class V, 4.2% children could not even read letters, 10.4% could read letters but not more, 14% could read words but not Std I level text or higher, 24.9% could read Std I level text but not Std II level text, and 46.6% could read Std II level text.

When looked into the competency of children of class V in arithmetic, it was observed that close to 25.6% students could do subtraction but cannot divide, while only 16.1% could do division. Results for reading and comprehension in English are also on similar lines, wherein only 14.8% of children in the state could read simple words and not sentences, while only 9.7% were able to read simple sentences.

A few of the key results from the survey comparing how the state of Gujarat has made progress over time in comparison to India aggregate is presented below.

³ ASER is an annual survey that aims to provide reliable annual estimates of children's schooling status and basic learning levels. It is conducted by a non-government organization called PRATHAM.

Figure 1: Statistical comparisons of the ASER study (2014-15)



The dropout rate in the state was estimated at 2% in the year 2013-14 (DISE report), which is a substantial improvement when compared to 1999-00, when it was a staggering 22.3%. The proportion of drop out children in the year 2015 increased to 6.34% when the estimate was calculated for all children till class VIII. This suggest that the incidence if drop outs is much more in the upper primary sections than at the primary stage.

A few of the key indicators highlighting the overall status of education in the state of Gujarat, with a comparison to the national averages is presented below.

Table 2: Key indicators for education-Gujarat State

Key Indicators	India	Gujarat
<i>Overall Literacy rate*</i>	74.04%	79.31%
<i>Female Literacy rate*</i>	65.46%	70.73 %
<i>Ratio of girls to boys enrolment in primary#</i>	0.93	0.87
<i>Net Enrolment ratio (Primary) #</i>	88.10	82.90
<i>Pupil Teacher Ratio (overall) #</i>	26.00	30.00
<i>Retention rate at primary level#</i>	82.38%	95.51%
<i>Transition rate from primary to upper primary#</i>	89.60%	97.80%
<i>Out of School children in the age group of 6-13 years@</i>	3.0%	1.9%
<i>% schools with safe drinking water facility#</i>	95.30%	100.0%
<i>% schools with girls toilet facility#</i>	84.70%	97.9%

* Census 2011

DISE 2013-14

@EdCIL Out of School Survey, 2014

2.1. Educational initiatives in Gujarat

Over the past decades, the Government of Gujarat has initiated various programmes towards improvement of education in the state. It has led to improvements in both infrastructure and access to education, especially to the marginalised and minority groups. A few of the key initiatives in the state for education are discussed as under.

- **Sarva Shiksha Abhiyan:** the Gujarat Council of Elementary Education (GCEE) is the state level implementing agency for Sarva Shiksha Abhiyan Mission (SSA) in all the 33 districts and 4 Municipal Corporations in state. Under the umbrella of SSAM, the “**National Programme of Education for Girls at Elementary Level**” (NPEGEL) is being implemented in 1,552 clusters across 78 rural Educationally Backward Blocks (EBBs) and 32 clusters of 11 urban slums in 21 districts (excluding Bharuch, Dang, Porbandar, Tapi and Valsad) in the state.
- **Kasturba Gandhi Balika Vidyalay (KGBV) Yojana:** this scheme makes provisions for setting up of residential elementary schools with boarding facilities for girls belonging to minority communities and those below poverty lines. Under KGBV, in 31 districts of Gujarat, a total of 89 Residential Upper Primary schools have been opened till 2015 which enroll a total of 6,510 girls⁴.
- **Vidya Deep:** The scheme aims to provide social security to students in primary grades. It provides for insurance coverage to children for accidental deaths. The scheme has a provision of payment of Rs 50,000 to the family of the deceased child and the premium for the insurance is to be paid completely by the State Government.
- **Vidya Laxmi Bond:** The scheme of “Vidya Laxmi Bond” has been introduced to encourage the parents to send their girl children to school and to provide them with education at least up to primary level. The scheme provides a bond of Rs 2,000 at the time of admission in Std I, which is received by the girl child when she completes Std. VIII. The scheme is targeted towards villages with a literacy rate less than 35% and to such girls in urban areas belonging to the BPL category. Till date 16,16,553 girls

⁴ Socio Economic Review 2015-16, Gujarat State, Directorate of Economics and Statistics, Government of Gujarat.

have been benefitted. In the year 2015-16 provision of Rs. 2,600 lakh has been made for this scheme and approximately 1,05,293 girls have been provided with the Vidyalaxmi bond⁵.

- **Distribution of Costfree Text Books:** This is one of the oldest scheme being run in the state to facilitate free of cost textbooks for children in the primary grades. It is in operation since the 7th Five Year Plan and in the year 2015-16, a provision of Rs. 8,820 lakh has been made under the scheme.
- **Gunotsav Program:** The scheme aims to continually evaluate schools and teachers associated to provide recommendations to improve the quality of education at the primary and upper primary levels. The scheme is being run for the past 5 years with an aim to complement other initiatives which aim at institutionalising enrolment and retention. It was held last in January 2016, wherein a total of 32,842 schools were evaluated across the state. A summary of the year wise improvement in school grades under Gunotsav program is presented in the table below.

Table 3: Year wise improvement in school grades under Gunotsav

Gunotsav	Year	No of schools evaluated	No. of Schools by Grade				
			A+	A	B	C	D
Gunotsav 1	2009	31,562	5	265	3,823	12,887	14,582
Gunotsav 2	2010	33,521	13	1,016	10,401	15,373	6,718
Gunotsav 3	2011	33,967	154	7,071	18,237	7,220	1,285
Gunotsav 4	2013	34,177	113	6,336	20,241	5,452	2,035
Gunotsav 5	2014	34,237	858	11,132	15,778	4,763	1,706
Gunotsav 6	2015	34,239	19,60	16,908	12,605	2,002	764

Source: SSA, Gujarat

- **Mukhyamantrishree Kanya Kelavani Nidhi:** The scheme collects funds by public auction of gifts received by the Honorable Chief Minister of the state, which are then deployed for girlchild education. Funds are also contributed by other donor agencies and related institutions. Till 2015, approximately Rs.89.97 crore have been collected. Since 2005- 06, a total 57,700 girls have been paid a total Rs. 27.27 crore reward/assistance.
- **Assistance for infrastructure:** The state Government has also been providing assistance to build physical facilities at schools like building separate toilet facilities for boys and girls, drinking water facilities and making provision for computer labs. In the year 2015-16, facility of drinking water was provided in 43,589 schools. Other than this 42,642 boys' toilet, 48,382 girls' toilet, 37,085 ramps facility and 20,502 computer laboratory was provided.

⁵ Socio Economic Review 2015-16, Gujarat State, Directorate of Economics and Statistics, Government of Gujarat.

2.2. Challenges in the education sector in the state-district level variations

One of the key challenges in the education sector in the state has been improving the quality of education and to make adequate resource provisions to ensure continuity in education post primary grades. **The state is below the national average in terms of critical indicators such as pupil teacher ratio, student classroom ratio and girls enrolment in primary and upper primary sections (DISE report 2014-15).** Recent studies also show that a significant proportion of students in the upper primary sections are out of school due to various reasons such as priority to provide monetary support to their families. The recent ASER survey reported that around 17% of all boys and 30% of all girls in the age group of 15-16 years are out of school. This proportion was much higher in the government schools (~50%) than in the private schools. Interventions in this area is as necessary as in to improve enrolments in the primary sections as continuity of education is directly linked to employability and has implications for income generation.

A look into the quality of education suggest that of all Std III children, only 50% in Government schools and around 77% in Private schools could even recognise numbers between 10-99. When it came to doing simple subtraction, only around 25% of Std IV children in Government schools and 60% in private schools could do the same. Such information as presented above suggest that improvements in the quality of education, bridging the gender gap in accessibility to education services and narrowing the wide gap in quality between Government and private schools are areas, which require attention.

A few of the key indicators in education for the state at the disaggregated district level to highlight geographical disparities are presented below.

Table 4: District level estimates for literacy rate in Gujarat (SSA, 2015)

District	Literacy Rate		Total
	Male	Female	
Ahmedabad	92.4	80.3	86.7
Amreli	81.8	67.0	74.5
Anand	93.2	77.8	85.8
Aravalli	83.4	59.6	71.7
Banas Kantha	79.5	52.6	66.4
Bharuch	88.8	76.8	83.0
Bhavnagar	86.2	66.9	76.8
Botad	80.6	59.6	70.3
Chhotaudepur	62.6	41.9	52.4
Devbhoomi Dwarka	76.8	56.3	66.8
Dohad	72.1	49.0	60.6
Gandhinagar	93.6	77.4	85.8
Gir Somnath	80.6	59.3	70.1
Jamnagar	82.4	66.0	74.4
Junagadh	85.8	67.6	76.9
Kachchh	80.6	61.6	71.6
Kheda	93.4	74.7	84.3
Mahesana	91.9	76.1	84.3

District	Literacy Rate		
	Male	Female	Total
Mahisagar	83.8	59.7	72.0
Morbi	84.5	64.5	74.8
Narmada	82.6	63.6	73.3
Navsari	90.1	79.3	84.8
Panch Mahals	84.1	60.0	72.3
Patan	84.3	62.0	73.5
Porbandar	84.6	68.3	76.6
Rajkot	88.7	75.3	82.2
Sabar Kantha	87.5	65.3	76.6
Surat	91.1	81.0	86.7
Surendranagar	83.5	62.2	73.2
Tapi	76.9	61.7	69.2
The Dangs	85.0	68.8	76.8
Vadodara	87.6	74.4	81.2
Valsad	86.5	75.0	80.9
Gujarat	87.2	70.7	79.3

Source: Sarv Shiksha Abhiyan (SSA), 2015, Gujarat

Table 5: District level estimates for Gujarat from ASER Survey, 2014

	% children (6-14) in pvt school	% children (6-14) out of school	% children (Std I-II) who CAN READ letters, words or more	% children (Std I-II) who CAN RECOGNISE numbers (1-9) or more	% children (Std III-V) who CAN READ a Std I level text or more	% children (Std III-V) who CAN DO subtraction or more
Gujarat	13.3	3.2	59.6	61	57.1	29.4
Kachchh	6.3	4.8	58.7	56.1	64.4	27.0
BanasKantha	7.8	5.1	46.2	48.7	49.7	20.5
Patan	12.1	2.0	74.8	73.0	68.8	33.5
Mahesana	20.5	3.2	73.3	74.4	76.5	40.6
SabarKantha	19.6	1.4	69.8	67.9	62.7	37.3
Gandhinagar	23.3	2.3	72.1	70.1	70.5	39.8
Ahmadabad	14.9	4.5	56.5	60.9	55.0	20.5
Surendranagar	11.0	4.3	65.3	68.4	64.8	25.9
Rajkot	7.7	5.8	54.5	55.7	70.0	26.3
Jamnagar	7.3	4.0	58.9	54.4	60.1	28.1
Porbandar	14.7	3.7	73.2	73.2	68.3	31.7
Junagadh	18.8	0.0	72.1	67.7	53.7	55.9

	% children (6-14) in pvt school	% children (6-14) out of school	% children (Std I-II) who CAN READ letters, words or more	% children (Std I-II) who CAN RECOGNISE numbers (1-9) or more	% children (Std III-V) who CAN READ a Std I level text or more	% children (Std III-V) who CAN DO subtraction or more
Amreli	16.6	1.6	61.1	60.8	62.8	27.9
Bhavnagar	8.4	4.5	52.1	54.0	58.5	28.4
Anand	27.3	1.1	53.3	59.3	54.2	37.3
Kheda	16.1	2.5	57.8	59.2	50.4	21.7
PanchMahals	14.0	2.1	63.1	65.5	41.8	25.1
Dohad	4.1	4.7	48.6	51.0	44.8	22.6
Vadodara	18.9	1.8	45.6	48.5	49.2	12.5
Narmada	8.0	3.2	51.8	55.4	36.8	7.6
Bharuch	8.4	3.5	51.1	55.6	49.1	13.9
TheDangs	1.9	5.1	40.5	46.0	37.2	15.6
Navsari	10.9	3.5	72.4	73.9	63.5	14.5
Valsad	11.3	0.7	85.0	85.7	56.9	40.2
Tapi	9.0	2.0	47.5	64.4	60.4	30.2
Surat	19.7	6.4	57.5	58.2	60.7	28.6

Source: ASER 2014 District Performance Tables (Gujarat)

Table 6: District-wise drop out rate, NER and GER in Gujarat

District	Drop out rate (Std: I to VIII)			NER (6-14 age group)			GER (6-14 age group)		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Ahmedabad	4.0	3.5	4.5	99.8	100.3	98.8	103.6	104.7	103.4
Amreli	4.6	4.6	4.5	99.9	100.4	100.1	103.6	104.7	103.2
Anand	2.8	2.5	3.1	99.2	99.7	98.7	102.0	102.7	101.8
Aravalli	7.7	7.1	8.3	98.5	98.9	98.5	101.7	102.5	101.7
Banas Kantha	7.5	7.1	7.9	97.7	98.2	97.2	100.0	100.8	100.2
Bharuch	7.6	7.6	7.7	99.3	99.4	99.1	103.1	104.0	102.2
Bhavnagar	7.6	7.2	8.0	99.3	99.2	99.1	102.6	103.2	102.0
Botad	5.8	5.6	6.0	98.7	99.5	98.5	102.1	102.8	101.7
Chhotaudepur	4.0	4.0	4.0	99.1	99.2	98.5	99.9	100.7	99.5
Devbhoomi Dwarka	4.0	3.9	4.0	98.4	98.9	98.0	102.7	103.5	101.7
Dohad	8.7	8.6	8.9	97.8	98.1	97.5	100.4	100.7	99.7
Gandhinagar	7.9	7.6	8.3	99.2	99.1	98.5	101.0	100.9	100.6
Gir Somnath	7.9	7.8	7.9	97.6	98.7	97.2	100.5	101.1	99.9
Jamnagar	7.6	7.5	7.8	97.9	98.0	97.1	103.1	103.9	102.3
Junagadh	4.8	4.1	5.4	98.9	99.2	98.0	101.7	101.5	101.1

District	Drop out rate (Std: I to VIII)			NER (6-14 age group)			GER (6-14 age group)		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Kachchh	6.1	5.9	6.3	98.6	98.8	98.9	100.9	101.7	101.1
Kheda	4.6	4.2	5.0	99.3	99.3	99.4	103.6	104.5	103.7
Mahesana	4.7	4.6	4.8	96.9	97.6	96.7	101.3	102.0	101.4
Mahisagar	7.6	7.3	8.0	98.6	98.3	98.2	100.6	101.7	100.5
Morbi	6.0	5.5	6.6	98.4	99.2	98.6	100.4	101.0	100.3
Narmada	6.9	6.6	7.1	98.4	98.8	98.3	103.3	103.9	103.0
Navsari	6.7	6.6	6.9	98.1	99.0	97.7	101.8	102.5	101.7
Panch Mahals	7.1	6.6	7.6	98.2	98.5	98.5	102.3	102.4	102.1
Patan	6.7	6.3	7.0	98.4	99.1	97.8	101.7	101.7	100.9
Porbandar	6.3	5.8	6.8	99.5	99.5	99.7	114.9	115.1	114.4
Rajkot	6.8	6.8	6.8	97.9	98.1	96.9	100.9	101.5	101.2
Sabar Kantha	6.8	6.5	7.0	99.0	99.5	98.8	100.5	100.4	99.9
Surat	6.3	5.8	6.9	99.2	99.6	99.1	101.3	101.2	101.2
Surendranagar	7.8	7.5	8.0	98.1	98.4	97.5	103.2	103.5	102.4
Tapi	8.1	7.3	8.9	99.5	100.2	98.9	101.6	102.9	101.0
The Dangs	4.6	4.5	4.7	97.6	98.4	97.9	100.5	100.7	100.1
Vadodara	7.0	6.9	7.2	98.6	98.9	97.6	103.1	102.9	102.4
Valsad	5.9	5.6	6.2	98.1	98.7	98.0	102.0	102.6	101.3
Gujarat	6.3	5.9	6.8	99.1	99.0	98.2	102.6	103.2	102.4

Source: Sarv Shiksha Abhiyan (SSA), 2015, Gujarat

3. Initiatives in Education sector by corporates in Gujarat

It has been reported that when it comes to invest in philanthropic activities under the umbrella of Corporate Social Responsibility (CSR), companies in Gujarat have been investing mostly in education and health. These two sectors account for nearly 90% of the total investments by private organisations in the state⁶. Some of the noticeable interventions in the area of education include:

Companies	Programmes
ESSAR	<ul style="list-style-type: none">• Scholarship project: The Essar Foundation's scholarship project encourages differently-abled and underprivileged students with promising academic records to complete school and pursue higher education. The support is prioritized for single mothers or children in women headed households.• Creative methods of education: The Essar Foundation promotes the use of methods such as story-telling, theater and activity-based learning to make the learning experience more enriching for students. The education program provides IT equipment and modern educational material.• AVID: Life-long learning: AVID is the Essar Foundation's school of continuous learning. It allows adults to embark on 'A Voyage into Insatiable Discovery'. The program connects individuals who have a desire to explore and learn, with subject experts. Modules are structured in small clusters and as part-time courses.
Adani	<ul style="list-style-type: none">• Adani Vidya Mandir (AVM): To provide free education to meritorious students, coming from economically challenged backgrounds. The school provides all facilities to recognise and enable deserving students to reach a definite status in their chosen fields and facilitates the students' progress in academics as well as co-curricular activities.• Early childhood education: The Foundation runs Balwadis as per the need at labour colony and for fishing community to provide nutrition to children in the age group 2.5 to 5 years; generate health awareness; impart pre-school education and inculcate the habit of regular attendance. This initiative has been started by the Foundation in Mundra, Gujarat.• Meena Communicative Initiatives (MCI): To promote gender equality and increase awareness about the importance of girl child and their education in particular, several activities are undertaken. Children are organised into groups like Meena Manch and Meena Cabinet to develop administrative and organisational conduct amongst them. Various competitions are organised for the village women aimed at increasing participation of the women in children's education.
Arvind Limited	<ul style="list-style-type: none">• Vocational Skills: For upgrading the skill set of the urban youth, workshops were organized to provide professional training as Sewing Machine Operatives in collaboration with the National Institute of Fashion Technology (NIFT) Gandhinagar. Close to 300 participants who received the trainings were also placed in various Garment operatives.• Practical English and Computer Applications (PECA) Training: The program involves the use of case studies for teaching English as this leads to development in reading, writing, and comprehension and also aids

⁶ <http://timesofindia.indiatimes.com/city/ahmedabad/Health-education-get-Gujarat-companies-90-CSR-spend/articleshow/48417853.cms>, accessed on 4th July 2016

presentation skills. The objective of the program is to prepare people to work in promising Industries like BPO, ITES, Retail, Healthcare, Hospitality, Telecom, Banking, and Finance etc. Strong Industry linkages ensure the placement of all the participants.

- **Gyanda:** “Gyanda – fountain of knowledge” is a supplementary education model designed for primary school going children studying in Municipal Schools. It prevents these children from dropping out and helps them complete their basic education from standard V to XII.
- **Residential Schools:** With an aim to provide quality education to marginalised communities of the society free of cost, UPL has invested in building school infrastructure. Free of cost education is provided to tribal children who does not have access and afford quality education on their own.
- **The Mobile Education Van Project, Ankleshwar:** UPL support Mobile Van Project as people in villages have difficulty in educating their children in the absence of proper schools. It covers 25 rural schools and use audio visual technique to further the cause of activity based learning.

United Phosphorus Limited (UPL)

3.1. CSR initiatives in education by Flagship companies- Other states

Companies	Programmes
TATA Group	<ul style="list-style-type: none"> • Tata Education Excellence Program: is an award winning education program in Pune, launched by Tata Motors, which identifies 600 boys and girls for secondary education support each year. This program has helped improve the pass percentage of students to 98% and reduced the drop-out rates from 35 to less than 5%. They also organize coaching classes for weak students and provide scholarship assistance to meritorious students.⁷
Wipro	<ul style="list-style-type: none"> • Applying Thought in Schools: This is a part of Wipro’s CSR initiative “Wipro cares”. This program has brought together 1,000 schools, 10,000 educators and 30 social organizations across 17 states in the country to create a complete reform in the field of education. Wipro also supports workshops and seminars that empower teachers.
ITC Limited	<ul style="list-style-type: none"> • ITC Limited was ranked number 1 for the second consecutive year in the CSR category in the Nielsen Corporate Image Monitor 2012-13. ITC’s Primary Education Program has benefitted over 3,00,000 children. Under the same, ITC provides primary education in order to address the problem of economic weakness rural families. Their initiatives aim at improving infrastructure in Government schools, providing supplementary education to support children with school learning, building community and parental involvement with school education.
Aditya Birla Group	<ul style="list-style-type: none"> • Aditya Birla Group fulfills its CSR responsibilities by concentrating on awarding merit scholarships for girls to pursue higher education and technical education for boys to make them industry-ready. Aditya Birla Schools are spread over 11 states along with Balwadis and Aditya Birla Vidya Mandirs providing education for every genre of kid. They also promote computer education and distance education for schools all over the country.

⁷ <http://stemlearning.in/csr-in-education-in-india/>, accessed as on 1st July 2016

4. Takeaway for Companies

- Companies can invest in different thematic areas to address the gaps within the education space for the most backward regions or in regions of Gujarat where communities require support. They are welcome to reach out to GCSRA for further support to engage in partnerships either in the form of direct CSR project implementation or as technical assistance provider to organisations who plan to work in the specific sector. Companies can take support from GCSRA in training, capacity building on the CSR policy, governance and the various CSR value chain activities
- If required and deemed impactful, companies can contribute in joint venture projects with other companies on state priorities based on HDI.
- The GCSRA partnership enables companies to develop networks with Government, civil society / NGOs and other relevant stakeholders for knowledge sharing, advocacy, share best practices and challenges to support future strategic directions for CSR activities.
- Effective investment in CSR by Companies will help in taking credit for creation of social wealth in the local community through the following:
 - by bringing their project development, planning & execution skills
 - by bringing out-of-the box approaches to long standing social problems
 - by designing projects with focus on “value for money”
- CSR activities with high impact are best image building exercise for Companies. Effective CSR Planning will help:
 - improve the visibility of the Company
 - resolve conflict with local community
 - improve branding of the Company
 - bring better credibility with any new business partners

5. Support from GCSRA

Gujarat CSR Authority was established through Government of Gujarat, Industries & Mines Department Resolution dated 19-12-2014. The aim of setting up Gujarat CSR Authority was to (a) develop a framework for CSR activities in the State, (b) identify the best practices in on-going CSR activities, (c) assist mid-sized and smaller Companies in effective implementation of their CSR strategy, and (d) develop into an active umbrella body for advocacy. The GCSRA is a Society is headed by Hon. Chief Minister of Gujarat as the Chairperson of GCSRA and the Authority headed by a highly experienced, retired IAS officer; with a high-ranking serving administrative officer in an executive role.

Functions of GCSRA include - bringing in adequate clarity in new CSR regime, facilitating optimal utilisation of CSR funds, coordinating, monitoring & implementing various CSR activities in Gujarat, creating a web portal to highlight and facilitate CSR activities in the State, channelizing CSR funds as per HDI based sectoral priorities & also in 50 most backward talukas, creation of a CSR fund by receiving contribution from various companies and address policy and implementation issues. In line with the above, the following support is available from GCSRA for companies who are implementing or planning to implement CSR activities in the State.

Support available from GCSRA for companies:

- 1. Development of CSR Strategy & Annual Plan**
 - Consultations and specific support on CSR strategy and project planning to the companies, with similar sectoral status papers (on the priority sectors) to be uploaded on the GCSRA website
- 2. Development of CSR plan linked with EIA proposals**
 - Survey & needs assessment of area(s) for guiding the development of a need-based CSR plan
 - Implementation of CSR plan in the area
- 3. Support for creating a dedicated CSR team**
 - Assistance and support in recruitment of quality personnel and their capacity building
 - Developing systems for CSR project administration
- 4. Development of innovative project ideas** for project investments as per States priority areas
- 5. Development of sector specific funds meant to-**
 - Provide an effective mechanism to the small & mid-size Companies to implement small but impactful CSR programmes either jointly or alone
 - Under the same, Companies can either directly implement their programmes as part of the fund or contribute to the specific fund. Large Companies having year-end unspent CSR fund can also deposit the amount with any Fund with specific instruction
- 6. Other implementation related assistance**
 - Identification of credible implementers - implementing agencies getting scrutinized through a structured due diligence process, for facilitating their selection
 - Assistance in developing Detailed Project Reports
 - Registration of individual company's CSR plans on Authority's website and linking it with a query builder software for obtaining information of other companies involved in similar projects
 - Organising regional consultations and seminars for better understanding and networking
 - Developing App based monitoring and project management software
 - Review, monitoring and evaluation of the projects, including documentation support

GCSRA will ensure provision of full credit, visibility and publicity for the interventions of the funding company.

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