

Project Profile

Missing Teacher



Gujarat CSR Authority

Project Profile - Deficit Teachers Linkages

Background & Rationale

The literacy rate in India has increased over time from 18.38% in 1950-51 to 74% in 2010-11. Gujarat has also seen an upward trend in literacy rate, which presently is at around 79.31%.¹ However illiteracy is still a significant concern as a large number of students do not attend schools. The National Mission for Secondary Education (Rashtriya Madhyamik Shiksha Abhiyan - RMSA) was launched with the purpose to enhance access and quality of education under the age group of 14-18.² One of the important interventions under the Mission is appointment of additional teachers to reduce Student: Teacher ratio to 30:1 (as per RTE norms) coupled with focus on subjects of science and maths.

The Table below highlights the requirements of teachers offering Secondary and Higher Secondary Education in Government Schools of Gujarat. It is well recognised that actual student - teacher ratio stated as per the norms³ is 30:1 but the teacher appointments are not at par in some of the government schools within the state. A shortfall of approximately 2,735 teachers is noted across these government schools in Gujarat.

Table 1: Requirements of Teachers in Govt. Schools of major Districts of Gujarat (Taluka wise) in 2015-16⁴

Districts	Talukas having shortfall	No. of Teachers presently	Teachers required as per the norms	Shortfall
Ahmedabad	5	25	44	19
Amreli	4	30	69	39
Anand	5	11	24	13
Banaskantha	11	74	171	97
Bharuch	6	26	35	9
Bhavnagar	6	93	158	65
Dahod	3	15	26	11
Gandhinagar	2	7	40	33
Jamnagar	4	29	44	15
Junagadh	1	34	45	11
Kachchh	10	276	432	156
Kheda	6	31	48	17
Mahesana	2	4	7	3
Narmada	4	14	33	19
Navsari	2	10	20	10
Panchmahals	2	15	26	11
Patan	3	19	47	28

¹ <http://www.gujaratindia.com/state-profile/demography.htm>

² <http://mhrd.gov.in/overview-secondary-education>

³ National Mission of Secondary Education and Right to Education Act, 2009

⁴ Report Module by School Report Cards, Ministry of Human Resource Development
<http://14.139.60.146/ReporterModule/ReportModule/Startup/Startup.aspx>

Districts	Talukas having shortfall	No. of Teachers presently	Teachers required as per the norms	Shortfall
Porbandar	6	60	108	48
Rajkot	2	18	30	12
Sabarkantha	2	5	9	4
Surat	4	25	28	3
Surendranagar	7	427	2029	1602
Tapi	3	151	474	323
The Dangs	1	14	74	60
Vadodara	3	15	44	29
Valsad	3	53	151	98
Total	107	1481	4216	2735

Source: Report Module by School Report Card 2015-16, Ministry of Human Resources Development

A low student - teacher ratio enables high individual attention from teachers and can thereby increase a student's educational achievements. One of the requirement in the schools across the rural areas of Gujarat is to have adequate number of teachers in all disciplines. It would additionally allow teachers to better manage the classes and students would have better success rate in education.

An initiative on linkage support for providing deficit teachers would help in appointing additional teachers to all these schools within the talukas where shortfall has been identified. This would address the gap arising due to the non-availability of teachers in these schools. Maths and science at secondary and higher secondary levels are two of the most important subjects, hence the focus would be to address shortfall in these disciplines initially. The total number of teachers required to teach maths and science is estimated to be 912. Addressing the shortfall in the schools would ensure quality education at the secondary and higher secondary level within the state.

Objectives of the project:

The objectives of providing support for fulfilling teachers' requirements in these schools are thus, as follows:

1. addressing the gap of requirements of teachers in govt. schools offering secondary and higher secondary education in Gujarat as per the prescribed student-teacher ratio norms;
2. improving the quality of education at grass root level by appointments of qualified teachers;
3. strengthen the public-private partnerships towards imparting education by supplementing government efforts in underserved areas within the districts;
4. improvement of education status of the rural communities over time so that gross enrolment can be improved and drop outs reduced;
5. providing employment opportunities to deserving and qualified teachers

Expected Benefits

The support provided by companies would result in tangible and intangible benefits for the Sponsor Company as outlined below:

Tangible Benefits	Intangibles
<ul style="list-style-type: none"> ❖ Stronger relations within communities through stakeholder's engagement ❖ Community support & appreciation ❖ Social license to operate, through cooperative community engagement ❖ Good reputation would create high levels of employee satisfaction through social responsibility towards education ❖ Recognition through awards 	<ul style="list-style-type: none"> ❖ Enhanced reputation by way of supporting projects benefitting communities at the 'bottom of the pyramid' ❖ Social branding ❖ Widen the opportunities to develop new products and services. ❖ Enhanced credibility within community and sector ❖ Contribute towards the Ministry of Human Resources Development (MHRD) vision of increasing the gross enrolment ratio in schools

Opportunities for CSR intervention

Despite progress and various government efforts, shortfall in teachers availability in govt. schools remain a serious concern. The student - teacher ratio in many of the govt. schools is not as per the standard norm directed by the regulatory bodies. Table 2 highlights the total number of teachers required in govt. schools across all the major districts of Gujarat (2735) and in maths and science subjects it stands at 912.

To improve the provision of quality education, an adequate pool of teachers are essential. Additionally it is important to ensure that these teachers are well trained and supported. Corporates can chose to invest their funds to recruit the required number of teachers in talukas across all the major districts of Gujarat to address the gaps arising due to non –availability of teachers in secondary and higher secondary level.

Table 2: Teacher requirements in Maths and Science subjects in 2015-16 (Class IX – XII)

District	Total no. of teachers required in 2015-16 (Assuming 6 subjects)	Requirements in Maths and Science
Ahmedabad	19	7
Amreli	39	13
Anand	13	5
Banaskantha	97	33
Bharuch	9	3
Bhavnagar	65	22
Dahod	11	4
Gandhinagar	33	11
Jamnagar	15	5
Junagadh	11	4
Kachchh	156	52
Kheda	17	6
Mahesana	3	1
Narmada	19	7
Navsari	10	4
Panchmahals	11	4
Patan	28	10
Porbandar	48	16

District	Total no. of teachers required in 2015-16 (Assuming 6 subjects)	Requirements in Maths and Science
Rajkot	12	4
Sabarkantha	4	2
Surat	3	1
Surendranagar	1602	534
Tapi	323	108
The Dangs	60	20
Vadodara	29	10
Valsad	98	33
Total	2,735	912

Funding requirements for providing the support for deficit teachers in Govt. Schools in the districts of Gujarat are provided as follows:

- salary to teachers (per annum) recruited for Govt. schools
- Capacity Building training to recruited Teachers

Potential project area

All the districts having shortfall of teachers in Govt. schools would be covered as potential project areas.

Target population

The Project is aimed at covering all the Government schools from identified talukas having shortfall of teachers in secondary and higher secondary education (classes 9-12).

Project implementation

A. Implementation

The implementation can be done in the following ways:

1. Companies affiliated with GCSRA can hire services to target schools, where they intend to spend their CSR funds. Per unit cost would include cost incurred on minimum five teachers (**Refer Model 2 under Estimated Financial Costs presented later**). GCSRA would act as the advisory and monitoring agency for the entire project and ensure all compliance requirements are fulfilled by the implementing agency including reporting. GCSRA would issue a CSR compliance certificate to the corporate.
2. Corporate can chose to recruit teachers for one Taluka by funding an implementing agency (NGO etc.). Corporate can collaborate with implementing agency (NGO etc.) for technical/operational expertise and then recruit the required no. of teachers as per the taluka.

Process of Implementation:

1. Stage 1: PLANNING

- Identification of the macro-geography where corporate is inclined to fund
- Commitment by Corporates on recruitment of teachers for identified government schools.
- Gujarat CSR Authority identifies local implementing agency for the implementation.
- Identified implementing agency would then be engaged by GCSRA to conduct the need assessment and identify the schools with shortfall of required number of teachers in maths and science subjects.

2. Stage 2: IMPLEMENTATION

- Implementing agency would start the recruitment process for hiring teachers
- Implementing agency would provide technical support for the following:
 - Recruitment of required no. of teachers in Maths and Science subjects of Government schools identified.
 - Provide capacity building training support before placement of these teachers to government schools.
- Visit by GCSRA to review recruitment of teachers in identified schools

3. Stage 3: MONITORING & REPORTING

- Implementing agency will monitor regularly on the stages of recruitment till completion of process and report back to GCSRA on the progress on a monthly and maintain a teacher database.
- Implementing agency will report on the physical and financial progress to GCSRA, collated on a monthly and annual basis.
- The agency shall provide GCSRA with a draft report on the CSR activities under the corporate sponsorship.
- GCSRA to then undertake an impact assessment study after 1 year of the recruitment of teachers in the Taluka.

List of Success Indicators

Project outputs

- No. of teachers teaching science and maths subjects at government schools offering secondary and higher secondary education across the 33 districts Gujarat over the project period
- Maintaining the required number of student-teacher ratio as prescribed by the MoHRD.
- Development of a pool of well trained teachers, by providing capacity building training to all the teachers

Desired Outcomes

- Improvement of the educational status of rural communities at different blocks / districts of Gujarat, as validated by improved achievements of students and increase in the learning levels.
- Increased teacher : student interactions and greater focus on other student development related activities, leading to enhanced learning levels and personality development of rural children

- Change (reduction) in the dropout rates of students and the transition rates from primary-secondary grades

Potential Impact

- Improved quality of education in the government schools of Gujarat, subsequently leading to an improvement in the educational status of the rural communities.

B. Implementing agency

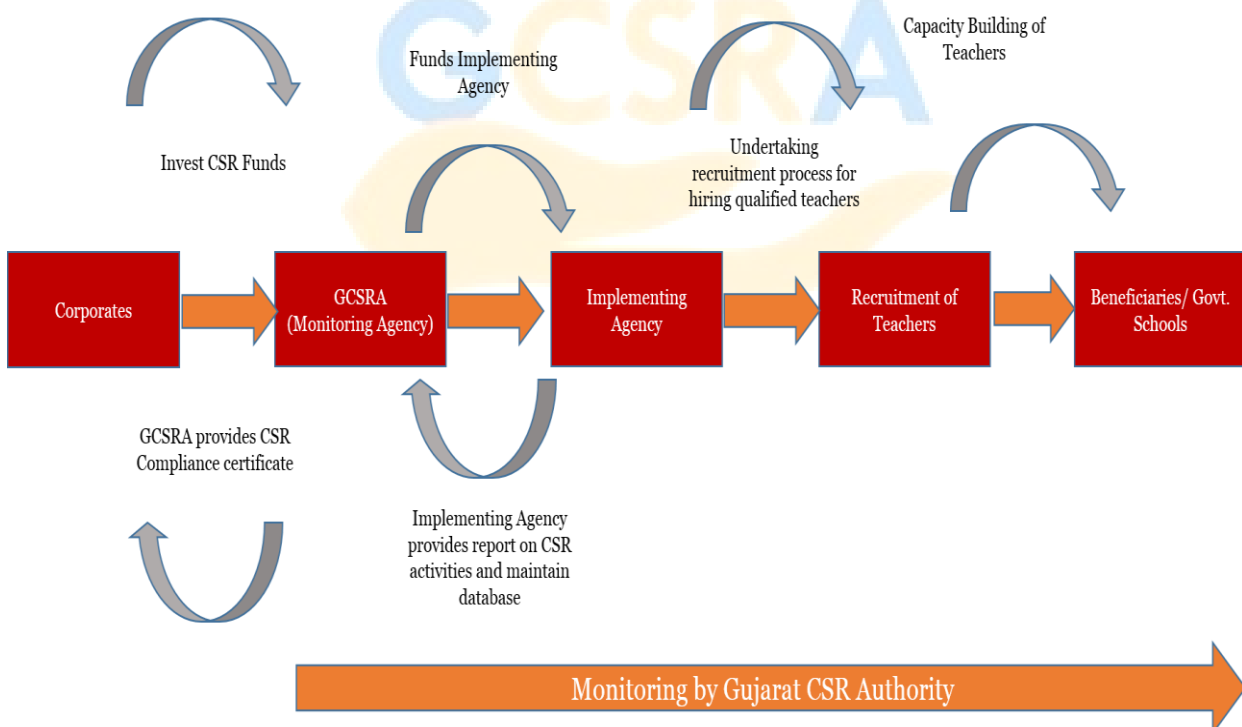
- The Project shall be implemented by GCSRA as a monitoring agency, with support from NGO (or any other agency having expertise in recruiting qualified teachers) being tasked with the responsibility of grassroot implementation.

The Implementing agency shall work in collaboration with Corporates, Government Schools and local NGOs in recruiting teachers at regular intervals.

Figure 1: Implementation Model

Roles and responsibilities

- **GCSRA:** Advisory and monitoring agency of the CSR activities i.e. baseline survey, strategic plan for the project, coordination between donors, technical service providers, monitoring & evaluation, documentation and (physical/financial) reporting for the Project, issues compliance certificate for the CSR activities.



- **Implementing Agency:** Implementation support and capacity building of recruited teachers and reporting of CSR activities under the project.
- **Corporates:** funding the initiative

C. Partnerships

- **Government Institutions:** Commissionerate of Schools, Govt. of Gujarat
- **NGOs/Civil Society:** NGOs working in the respective districts in the Education sector

D. Anticipated benefits from the Project

- Improving the education status of government schools of Gujarat, by addressing the gap requirements by providing additional teachers in government schools
- Increased individualised attention and student accountability which would lead to better grades and higher achievement
- Generating additional employment opportunities among the deserving youth (as teachers)

Workplan

#	Activity Description	Y1, Q1	Y1, Q2	Y1, Q3	Y1, Q4	Y2, Q1	Y2, Q2	Y2, Q3	Y2, Q4
1	Conducting baseline survey to identify Govt. schools to understand the shortfall of teachers in these schools								
2	Finalize shortlisted schools for whom teachers need to be recruited								
3	Engagement of the implementing agency to collaborate								
4	Conducting the process to shortlist and recruit teachers								
5	Capacity building support to recruited teachers								
6	Monitoring of CSR activities by GCSRA								
7	Reporting								
8	Impact Assessment								

Estimated Financial Costs

Financial costing has been calculated on the two different models. Corporates can choose either any of below models to invest their funds under this project. Following assumptions are taken into consideration:

- the proposed salary for one teacher is assumed to be INR 1,50,000 per annum i.e. INR 12,500 per month.
- capacity building and training of recruited teachers is assumed to be 2% of total project cost
- GCSRA administrative cost is 4% of total project cost

Model 1: Taluka based

Corporates can choose to invest in any taluka (one or more) and fund the teacher's shortfall. Here **Borkhal taluka of Ahwa district of South Gujarat** is provided as an estimated project funding. Following table depicts that cost of recruiting 7 teachers (required no. of teachers) at Borkhal taluka of Ahwa district would be **11.14 Lakh per annum**.

Table 3: Total Project cost of recruiting required no. of teachers at Borkhal Taluka, Ahwa District

#	Particulars	Total
A	No. of Teachers presently in IX- XII Standards (Maths and Science subjects)	2
B	No. of Teachers required as per the Norms	9
C=(B-A)	Shortfall of Teachers	7
D	Salary to be paid (INR 1,50,000 per annum)	10,50,000
E	Capacity Building Training @2%	21,000
F=(D+E)	Total Cost	10,71,000
G	GCSRA Administrative Cost @4% on total cost	42,840
H=(F+G)	Total Cost (in Lakhs)	11,13,840

Model 2: Unit based

Under this model, Corporates can choose to invest their CSR funds in any of the district to recruit minimum of five teachers in collaboration with implementing agency. Table below depicts that total cost for recruiting five teachers would be **7.96 Lakh per annum**.

Table 4: Total Project cost of recruiting five teachers at any taluka of Gujarat State

#	Particulars	Total
A	Number of Teachers	5
B	Salary to be paid (INR 1,50,000 per annum)	7,50,000
C	Capacity Building Training @2%	15,000
D=(B+C)	Total Cost	7,65,000
E	GCSRA Administrative Cost @4% on total cost	30,600
F=(D+E)	Per Unit Cost (in Lakhs)	7,95,600

Monitoring

- GCSRA will act as the advisory and monitoring agency for the CSR project implementation and ensure compliance as per requirements, and will issue CSR compliance certificate to company against the investment made.
- Based upon the progress of the year, GCSRA will provide support to the company to develop a success framework, under which, performance indicators shall be defined and the baseline levels as well as targets defined over a 2-5 year horizon, on an annual basis.
- GCSRA will also conduct evaluation and impact assessment of the projects.

Reporting

The implementing agency would be responsible for the following:

- ensure recruitment of qualified teacher and capacity building of the recruited teachers before placements in these Government schools;
- ensure reporting on CSR activities to GCSRA on quarterly, six monthly and annual basis as against the funds disbursed to them.

GCSRA would be responsible for reporting on the overall CSR activity management and annual compliance and issue a compliance certificate on the same to the company.

