Chapter – V

SPATIAL PATTERNS OF LEVELS OF LITERACY AND EDUCATIONAL ATTAINMENT IN GUJARAT

5.1 INTRODUCTION:

The state of Gujarat always endeavoured for higher growth and development. Located on the western part of India, Gujarat shares its state boundaries with Rajasthan in the north, Madhya Pradesh in the east, Maharashtra in the south and Arabian Sea in the west. The two Rann of Kuchchh are part of the State. Gujarat's coastline of 1600 kilometers is the longest coastline that any state of the country has.

The present state of Gujarat came into being on 1st of May 1960, as the result of bifurcation of the former Bombay State. At present, the State has 33 districts including 26 existing and 7 newly created districts. These 33 districts are made up of 226 *talukas*. As per 2011 census, the State occupies an area of 1,96,024 square kilometers with 6.04 crore population, which respectively accounting for 6.40 per cent of the total area and 4.99 per cent of the total population of the country. Since its formation, the state of Gujarat is well known for its entrepreneur skill and industrialisation. Earlier it competed with West Bengal and now it is competing with the state of Maharashtra.

Gujarat is one of the most urbanized states of India. Its per capita Gross Domestic Product (GDP) is significantly higher than India's average. Gujarat's State Domestic Product (SDP) had been rising at an average growth rate of 10.1 per cent since 2005, a rate higher than the National average (Socio-Economic Review, Gujarat State, 2013-14, viii)

Agriculture and industry were the two priority sectors of the State, which are accredited for their achievements right from the time of formation of the state. However, performance of the State in terms of literacy and educational attainment took a back seat perhaps due to relatively lesser attention to it. Nevertheless, Gujarat has been always ahead of the National average. At the first Independent Indian Census (1951), while the literacy rate of the country was around 17 per cent, it was 22

per cent for Gujarat. This difference is consistently maintained all through the subsequent census counts and as per the recent census count, literacy rates for the country and Gujarat are 72.92 and 78.03 per cent respectively.

5.2 GENERAL CHARACTERISTICS:

Out of the total State population of 6.04 crore as per the 2011 Census, 3.15 crore are males and 2.89 crore are females, i.e. 917 females per 1,000 males, which is much lower than the all India average of 940 females per 1,000 males. Share of the urban population (2.57 crore) in the State total population (42.55%) was much higher than the same share (31.16%) at the National level. Nearly half of the State population resides in the seven districts of Ahmadabad, Surat, Vadodara, Rajkot, Banaskantha, Bhavnagar and Junagadh.

The decadal growth rate of population of the State was 19.28 per cent during 2001-2011 as compared to all India growth rates of 17.68 per cent. The Scheduled Caste (SC) population in the State has increased from 35, 92,715 in 2001 to 40,74,447 in 2011 registering a decadal growth rate of 13.41 per cent. The SC population accounts for 6.74 per cent of the total population of the State and 2.02 per cent of the total SC population of the country. The Scheduled Tribe (ST) population in the State has increased from 74,81,160 in 2001 to 89,17,174 in 2011 registering a decadal growth rate of 19.20 per cent. The ST population constitutes 14.75 per cent of the total population of the State and 8.55 per cent of the total ST population of the country. The growth rate of population in rural and urban areas was 9.3 per cent and 36.0 per cent respectively. The Sex Ratio in the state decreased to 919 in 2011 from 920 in 2001. While sex ratio in the rural areas of the State increased from 945 to 949, in the urban areas it remained unaltered at 880 during the decade of 2001-2011 (Socio-Economic Review, Gujarat State, 2013-14, ix).

5.3 ECONOMY:

Even since its inception in 1960, Gujarat has followed a strategy focused on industrialisation and urbanization with an open door policy (Menon, 2009, I). Whatever reform has been made at the national and state levels, especially for trade and industry has benefitted the state of Gujarat (Ibid.). Gujarat has been one of the

fastest growing states of India as it has witnessed a faster growth in sectors like chemicals and petrochemical, engineering, agro and food processing as well as in other sectors (Ibid.). The State is the leader of the industrial and entrepreneurial wealth of the country. It is well known for its trade, commerce and banking. It is the second most industrial state in India after Maharashtra (Bhandari and Kale, 2007, 11).

The State economy has been growing faster than the National economy since 1960 only. During the last few decades, the State has done exceptionally well and brought a structural reform in the State Gross Domestic Product (SGDP) (Menon, 2009, 7). It contributes more than 7.5 per cent to India's GDP. Around 28 per cent of the GSDP contribution comes from manufacturing sector and accounts for more than 10 per cent factories in India. In spite of decline in global economic meltdown, Gujarat achieved an annual growth rate of 9.51 per cent during the XIth Five Year Plan period (Socio-Economic Review, Gujarat State, 2013-14, viii).

Gujarat recorded 8 per cent growth in its GSDP during 2012-13. In the same year, the share of primary, secondary and tertiary sectors has been reported at 17.9 per cent, 35.1 per cent and 47.0 per cent respectively (Socio-Economic Review, Gujarat State, 2013-14, x). Thus, the economy of Gujarat is mostly dominated by the service sector (Bhandari and Kale, 2007, 12). The per capita income of the State increased by 11.2 per cent, rising from Rs. 87,175/- in 2011-12 to Rs. 96,976/- in 2012-13 (Socio-Economic Review, Gujarat State, 2013-14, x).

More than one half of the State's total land area is devoted to agriculture (Socio-Economic Review, Gujarat State, 2013-14, viii). Nearly 60 per cent of the population is dependent upon primary sector. Agriculture is mainly dependent upon rainfall received from the South West Monsoon. Presently, only about 31 per cent of the net sown area has access to irrigation. Better management of water, in this otherwise water scarce state, may enhance its agricultural progress. With an inherited food crop dominant cropping pattern at the time of its formation, the State is progressively heading towards cash crops. Today, Gujarat is one of the leading producers of Cotton, Tobacco, Groundnut, Sugarcane, Castor, Sesame seeds, Fennel seeds and Dates. Besides, the State is World famous for its successful dairy co-operative movement and Amul Dairy (Bhandari and Kale, 2007, 12).

Gujarat is not very rich in mineral reserves, excepting for soda ash, salt and oil and natural gas. Around 91 per cent and 66 per cent of India's required soda ash and salt respectively is produced by Gujarat. The State is also considered as the petro capital of the Nation as Kalol, Khambhat and Ankleshwar are known for their oil and natural gas production (Socio-Economic Review, Gujarat State, 2013-14, viii). It is the largest producers of soda-ash and the second largest producer of lignite oil and natural gas in the country (Bagchi, et. al. 2005, 3039).

With respect to industrialization, Gujarat is rated second most industrialized state in the country after Maharashtra (Bagchi, et. al. 2005, 3039). Textile, engineering, chemicals, petrochemicals, drugs and pharmaceuticals, dairy, cement and ceramics, gems and jewellery industries have been flourishing in Gujarat (Socio-Economic Review, Gujarat State, 2013-14, viii). Other important industries in Gujarat are energy, agro and food processing, diamond, medical tourism, bio-technology and IT (Menon, 2009, 7).

Chemical Industries in Gujarat account for more than 35 per cent of Indian Chemical production (Socio-Economic Review, Gujarat State, 2013-14, viii). It has world largest refinery hub at Jamnagar in terms of production. Kandla is the largest port. Gujarat port handles 20 per cent of the India's total cargo (Bagchi, et. al. 2005, 3039)

This state has the best industrial infrastructure along with skilled labour force. Supported by the best industrial policies, the State has emerged as a strong driving force for the Country's economic growth (Socio-Economic Review, Gujarat State, 2013-14, viii). Gujarat accounts for 17 per cent of the total investment approved, 13.2 per cent of the industrial production and 13 per cent of the value addition of the country. It also contributes significantly to the country's exports. Nearly, 21 per cent of the country's exports are made through the ports of Gujarat. With a good industrial base and access to market, the State has been attracting Foreign Direct Investment (FDI) from all over the World. All these features have enabled the State to retain a position much ahead of other states of the country in terms of industrialization (Menon, 2009, 7).

The Government of Gujarat has been making different kinds of efforts and formulating innovative strategies to achieve growth in different sectors of its

economy. Privatized industrial initiatives are promoted in Gujarat. The State has proven to be a great facilitator for private firms. It has also taken good initiatives in the field of infrastructure, disaster management, Special Economic Zone (SEZ) and industrial parks. Resultantly, the State is designated as 'growth engine of India' (Dave, 2009, 209).

5.4 DEVELOPMENT AGENDA:

The development perspective of Gujarat has three dimensions - economic development, human and social development, and regional disparity. It has been argued that for sustainability of the environment, adequate infrastructure and administrative efficiency are essential (Menon, 2009, II). Development is mainly concentrated in the urban corridors of Gujarat as a consequence of heavy investments in these areas. The entire eastern hilly and tribal tract of the State has witnessed very little growth of employment opportunity and per capita income thereby causing regional disparity (Bagchi, et. al. 2005, 3039).

5.4.1 Economic Development:

As mentioned earlier, SGDP, contribution of the various sectors of the economy, per capita income and industrial development are the major components of economic development. On the basis of per-capita income, industrial development and investment, Gujarat is placed at a relatively higher rank among the states of the country. However, with the change in the concept of development, where human development is also taken into account, the State lags much behind other states (Joshi, 2004, 4).

Poverty is one of the important indicators of the economy, hence cannot be ignored. Although Gujarat is counted as one of the developed states of India, it has a large segment of population which is poverty stricken. The SC and ST population in the State has by and large been under the clutch of poverty. Both the segments are placed at the lowest ladder of economic and social hierarchy. The STs particularly, have since ages remained both geographically and socially secluded from the majority of socio-economic processes. The traditional social and economic deprivations of the SC population, has strongly influenced their

status. Incidence of poverty is relatively higher among the SC and ST populations than the general population both in rural as well as urban areas of Gujarat (Mehta, 2009, 54). Consequentially, both the communities have usually low educational attainments and very little access to employment outside the village (Mehta, 2009, 53).

One of the important determinants of poverty in the State is lack of remunerative employment. Although work participation rate of Gujarat has increased and is better than other states, even for the females, high marginalization of the rural work force has become the characteristic feature of the State. The substantial growth in the secondary and tertiary sectors of the State has not affected its rural areas positively (Menon, 2009, 9).

5.4.2 Human Development:

Despite of all the achievements of high economic growth and good industrial base, the State lags much behind in terms of social and human development (Menon, 2009, 7). The gains in the human front made by the State are lesser than the economic front. The Human Development Indices (HDI) computed by UNDP for the year 2001, places Gujarat at the 6^{th} rank amongst the Indian states. The human development in Gujarat reveals that high growth of the economy has not deciphered into concrete improvement in social sector of the State. This is indeed a critical issue which should be priority for the Government (Menon, 2009, 9).

Education is an important component of human development. The position of Gujarat in this aspect is really worrisome. Though literacy of Gujarat is higher than the National average, it is behind Kerala (Joshi, 2004, 4). Gujarat lags behind its neighbour in basic educational skill (Bhandari and Kale, 2007, 14). The performance of the State in human development and social equity is quite disturbing and discouraging with low female literacy rate and high female mortality rate (Menon, 2009, 5). Relatively lower expenditure by the Government of Gujarat on social sector, affects quality and security of rural livelihood. If the access to education is difficult, economically malnourished people with little purchasing power would be the first to get affected (Raju and Sarkar, 2009, vii).

5.5 EDUCATION IN GUJARAT:

Progress of primary education in Gujarat has rather been slow (Shah, 2001, 111). After the inception of the statehood, the affirmative impact was seen in agriculture and industry but not in education. There was scope of rapid expansion of education. The State has large urbanized space as well as the industrial base with high economic growth. Looking historically, Gujarat has always taken a lead in the national movement thereby reflecting mass awakening. Even the number of voluntary organizations working in the education sector is relatively more in Gujarat compared to other states of India. Primary education has been made compulsory in Gujarat since long. In spite of all these favourable conditions, the State has not made a noticeable progress in education (Shah, 2001, 112).

As far as the average literacy in the State is concerned, it has registered progress from 43.70 per cent in 1981 to 78.03 per cent in 2011. Compared to the situation at the 1951 Census (21.82%), the improvement in the level of literacy in Gujarat has indeed been remarkable. The literacy levels among the two genders and the rural and urban residents of the State also improved significantly during the last decades. According to 1951 Census, literacy rates was 29 and 12 per cent for males and females respectively, which have increased to 87.23 per cent for males and 70.73 per cent for females by 2011. Literacy of Gujarat in 2011 was higher than that of India. In fact, it has been always remained higher than the National counterpart. The effective literacy rate of Gujarat at the 2011 Census count was 78.03 per cent (Rural - 71.71%, Urban - 86.31%, Male 85.75%, Female 69.68%) while that of India it was 72.99 per cent (Rural - 67.77%, Urban - 84.11%, Male - 80.89%, Female-64.64%). However, the State lags behind Kerala, where the effective literacy rate at 2011 was 94 per cent. Besides, within the State, literacy rates varied widely across the districts. While Surat district recorded the highest literacy of 85.33 per cent, Dahod district remained at the bottom with only 58.82 per cent literacy at the latest census. Between the two scheduled segments in the State population, the SCs have performed better than the STs, but are still much behind the general population. The fact is, although literacy rates in the State have increased remarkably (Visaria, 2000, 672), there are significant variations in the rates across space and society.

Primary Education: There were 43,176 primary educational institutions in the State in 2013-14 as against 42,447 in 2012-13. The number of students enrolled in these schools was 92.29 lakh in 2013-14 as against 91.76 lakh in the previous year. The dropout rate for elementary education has decreased significantly from 22.30 per cent in 1999-00 to 2.00 per cent in 2013-14. Similarly, the dropout rate for standard I to VII has also decreased from 41.48 per cent in 1999-00 to 6.91 per cent in 2013-14.

Secondary and Higher Secondary Education: The total number of secondary and higher secondary education institutions has increased from 9,878 in 2011-12 to 10,406 in 2012-13. However, total enrollment has decreased from 29.97 lakh in 2011-12 to 26.01 lakh in 2012-13 due to merger of 8th standard into primary education since 2011-12 as per the Government of India pattern.

Higher Education: The state has good educational infrastructure with premier institutes for higher education in management, fashion design, engineering, planning and pharmaceuticals. There were 1,626 institutions in the State for higher education during the year 2011-12, which has increased to 1,857 in 2012-13. The total number of students in these institutions has also increased from 7.82 lakh in the year 2011-12 to 10.13 lakh in 2012-13. The number of girls in these institutions has increased from 3.28 lakh in the year 2011-12 to 3.86 lakh in the year 2012-13, and the number of teachers in these institutions has increased from 23,889 in 2011-12 to 25,816 in the year 2012-13 (Socio-Economic Review of Gujarat, 2014, pp. xv).

The quantitative performance of schooling is measured in terms of enrollment ratio and internal efficiency is measured in terms of drop-outs in India. Drop-outs exist because of the withdrawal and elimination of the child from the school. Both simultaneously co-exist in Gujarat (Human Development Report-Gujarat, 2004, 154)

According to the 8th All India Educational Survey (AIES), in the rural areas of Gujarat, 100 per cent of the population has access to primary school within one kilometer. The State has also registered 100 per cent enrollment in the primary schools. Slightly more than 40 per cent of the girls were enrolled in upper primary school (43.98 %) and secondary schools (40.98%) in the rural areas of Gujarat. Unfortunately, however, this high enrollment rate is nullified due to high drop-out rates in the State (8th AIES, 2009, 44).

Attainment of education among the traditionally deprived SC and preliterate ST segments of the State population has rather been less. Most of the literate section in these two categories of population has attained low level of education. For an otherwise developed state like Gujarat, these achievements are not enough to become competitive globally. Short term goal for Universal Elementary Education (UEE) and long term goal for educational attainment up to secondary level may help the situation (Human Development Report-Gujarat, 2004, 153).

5.6 HISTORY OF EDUCATION IN GUJARAT:

Certain portions of Gujarat, like Surat, Ahmadabad, Kheda, and Panchmahals came under British Rule in and around 1820. These districts were under the larger administrative unit known as the Bombay Presidency. Rest of the areas of Gujarat were ruled by different princely states. British could introduce the modern education system only in the districts under British Gujarat, and its methodology also got transformed on their lines (Menon, 2004, 27).

Before implementing their own way of modernization of education, the British actually evaluated the existing education system in Gujarat. The administrators were deeply moved by the sad state of female education. Thus, they gave more emphasis to female education. Females during those times received education in the unconventional ways that included domestic and informal instruction. Females only of affluent families received education in language and literature, fine arts, philosophy and arithmetic at home in informal way. Female's informal instruction was through the medium of folk songs, idioms, and riddles. On the one hand these were the source of entertainment and on the other it was also the source of knowledge (Menon, 2004, 29).

Missionary educations were not popular among the masses. The British started the process of down ward filtration for the penetration of education. At primary level, it was the vernacular medium as a medium of instruction and English was the second language. The pictures of female education in Gujarat slowly changed with the beginning of modern education. The period from 1850-1900 was considered as hallmark for education, more particularly for female education with the great

initiation of Christian missionaries, Bombay government and voluntary organizations (Menon, 2004, 29).

Attention of social scientists towards the issue of education was drawn only after India's Independence. Attempts were also made to understand the societal constituents before planning for the education. However, serious initiatives to spread of literacy and education among the masses took some time, particularly in Gujarat. The State introduced a massive drive for literacy as Total Literacy Campaign (TLC) in May 1990. The campaign was started in several phases. In the 1st phase, Bhavnagar, Gandhinagar and the Dangs districts were covered. The TLC was operated at districts, *talukas* as well as the village level. At the district level, *Jilla Shaksarta Samiti* (JSS) was formed. Similar sub-bodies operated at the *taluka* and village levels. Door to door survey was done in order to identify the illiterate adults. The village and the *taluka* level actions were monitored by the JSS. After the survey, a large scale training programme was conducted in every nook and corner of the state (Parikh, 2001, 143).

For spreading awareness among the masses about the benefits of education, various mediums were used. Communication media such as radio, television were used for the spread the benefits of literacy. Slogans written on the lamp posts, public buildings, and state transport buses and trees appealed people to join the literacy programme. Rallies by school children chanting the slogan for the literacy, carrying the *Shaksarta Jyot* or R*ath* moved from village to village so that the villagers can be attracted. Propaganda was also made through printed articles in the various newspapers and magazines, message in the radio by the important dignitaries, academic experts, as well as through *Lokdaryo* (mixed bag of songs stories and jokes), *garba*, puppet show, dramas and street plays. Through all these the general public gradually become aware of the campaign, its significance and need (Parikh, 2001, 143).

People who helped in this programme were primary school teachers, literate youths of the villages, anganwadi workers, health workers of the Government, literate house-wives, village *Yuvak Mandals*, workers of the voluntary agencies, and religious groups. Primary school teachers were both the volunteers as well as the instructors. Each of the voluntaries comprised of 5-6 persons. The classes were held in the villages only. The target was to teach 90 days for two hours. The volunteers were trained by the State Resource Centre, Ahmadabad (Parikh, 2001, 144).

The persons who attained literacy through the TLC were designated as the neo-literates. The number of neo literates, who were appearing the examinations were very less in comparison to their counterparts in other states. These neo-literates were marginal farmers and agriculturists. The socially backward people actively participated in the TLC. Besides, a few religious organizations like *Swaminarayan* and Swadhayay *Pariwar* also helped in this motive. Even the bureaucracy played an affirmative role in drawing a large number of girls and women from the grass root level to be a learner or a volunteer. The results of the TLC were most effectively seen in the district of Panchmahals, Surendranagar and Vadodara (Parikh, 2001, 147).

5.7 LITERACY AND EDUCATION AMONGST DEPRIVED SEGMENTS:

The caste system of India has its own complexities. Each social stratum has a definite role to play. Hence, the deprived segment remained deprived of education since the ancient times. Although education in Gujarat was started for these segments long back, they would take some time to be at par with the mainstream population in terms of educational attainment. Female education in the pre-Independence time was started in the unconventional method. In spite of several specific plans, the tribes and the tribal areas have not been adequately benefitted from the developmental processes in Gujarat. The tribal education, being a distinct discipline with different socio-cultural fabrics and hardships, needs to be analyzed to focus on the problems associated to it (Pradhan, 2011, 27).

5.7.1 Literacy and Education amongst Females

Female education in the State was rather low since pre-independence times. Although it picked up tempo after Independence, enrollment of girls has declined in 2000-01. This became a matter of serious concern for the State Government, which started programmes like, Kanya Kelavni Rath to motivate the girl child to attend school and encourage parents to send their child to school. According to the Seventh Educational Survey, enrollment of the rural girls was 58 per cent which reduced to 38.79 per cent in the Eighth Educational Survey. Enrollment for the primary level was universal but for the upper primary girls was only 43.98 per cent (Visaria, 2000, 574).

Female education, especially in the rural areas, does need some serious attention. The significant improvement can be seen among the rural girls, the elders of these

generations were illiterate, and the present generations suffer from learning disadvantage as there is no one to guide them at home. Indian education system is such structured that once they cross the age it is difficult to enter the school. Gujarat can adopt the bridge course like the Andhra Pradesh, for the out of school children, who can enter school at the older age too. This can help to increase educational attainment (Visaria, 2000, 672).

Table - 5.1: District-Wise Effective Female Literacy Rate

District	1961	1971	1981	1991	2001	2011	Point % Growth (2001-11)
Kachchh	16.90	21.58	26.68	40.89	48.59	61.62	12.28
Banaskantha	4.60	6.94	11.36	22.71	34.40	52.58	17.35
Patan	N.A.	N.A.	N.A.	39.20	46.33	62.01	14.72
Mahesana	22.00	27.46	35.11	55.22	63.65	76.12	11.67
Sabarkantha	11.30	17.64	25.54	43.08	52.30	65.29	12.39
Gandhinagar	N.A.	28.84	38.84	62.04	64.58	77.37	11.18
Ahmadabad	29.30	37.78	45.54	63.28	70.30	80.29	8.52
Surendranagar	14.70	19.06	25.55	40.65	48.10	62.20	13.35
Rajkot	20.50	28.70	38.90	56.66	65.20	75.26	9.23
Jamnagar	16.20	22.09	30.29	47.45	56.18	65.97	9.15
Porbandar	N.A.	N.A.	N.A.	50.08	58.42	68.32	9.33
Junagadh	12.80	19.60	30.15	46.78	56.43	67.59	10.43
Amreli	18.60	23.15	32.01	49.68	55.78	66.97	10.31
Bhavnagar	15.80	21.21	27.97	43.88	53.73	66.92	12.35
Anand	N.A.	N.A.	N.A.	53.38	61.94	77.76	14.42
Kheda	22.70	28.48	34.35	46.90	56.90	74.67	16.59
Panchmahals	8.80	11.23	14.86	31.67	44.94	59.95	13.95
Dohad	N.A.	N.A.	N.A.	21.46	31.80	49.02	16.37
Vadodara	23.40	29.69	37.29	52.22	60.73	74.40	11.30
Narmada	N.A.	N.A.	N.A.	37.03	46.61	63.62	16.48
Bharuch	21.40	24.49	33.17	54.27	65.11	76.79	9.98
Surat	24.30	30.31	37.79	59.79	69.87	81.02	18.87
Tapi	N.A.	N.A.	N.A.	35.96	47.91	61.69	10.22
The Dangs	3.80	7.13	21.04	35.31	48.51	68.75	12.44
Navsari	N.A.	N.A.	N.A.	59.47	68.61	79.30	10.47
Valsad	N.A.	28.68	37.99	50.02	59.62	74.96	13.26
Gujarat	**19.10**	**24.75**	**32.30**	**48.64**	**57.80**	**70.73**	**11.88**

Source: Census of India, Various Years

Very interestingly, in Saurashtra region, girls were sent to school since long back. On the other hand, the district of Banaskantha and Dohad need maximum focus to uplift female education. Awareness for sending a child to school has actually increased in Gujarat especially among girls as young educated men demand educated brides. There is a good improvement among the girls literacy but still miles to go. This achievement would have been because of demand and supply of education, both has improved. As fertility declines, with the lesser number of children they aspire for better condition of life and better education. With the privatization of education, many parents find it difficult to cope. Still they are trying to manage with the hope that with education they would break the poverty trap (Visaria, 2000, 587).

During the last census decade (2001-11), (Table 5.1) change in female literacy is more prominent in Dohad and Banaskantha, where the change is more than 50 per cent. Patan, Kheda, Panchmahals and Narmada districts too registered reasonable growth in female literacy during the same period. Perhaps, the Government projects of this decade became instrumental in bringing in the positive changes.

Table - 5.2: Gujarat: Girl Student, Institution and Teachers Ratio

Item	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Primary										
Student/Institution Ratio	1433.37	1433.13	1415.45	1396.58	2433.50	2505.02	2543.31	2570.61	2540.62	2603.33
Students/Teacher Ratio	35.13	34.36	34.33	34.13	32.11	30.70	28.37	27.95	26.93	26.50
Secondary/HS										
Student/Institution Ratio	1957.40	1964.50	1962.96	1893.13	1870.13	1965.33	1876.87	1794.60	1864.99	1858.79
Students/Teacher Ratio	57.61	55.01	53.98	52.84	53.46	52.76	52.04	48.41	48.13	54.14
Higher Studies										
Student/Institution Ratio	3000	2933.33	2725	2725	3597.01	2581.08	1038.63	1555.56	3031.91	2871.56
Students/Teacher Ratio	68.51	69.77	68.88	68.88	93.12	75.40	56.33	44.04	44.39	40.16

Source: Computed from Directorate of Primary Education, Gujarat State, Gandhinagar

In the decade, (Table 5.2) there is a downfall of the female student primary institutions ration from 2001-02 till 2004-05 which continuous rise in the ratio was seen till 2010-11.The student-teacher ratio in the primary education has

declined from 2001-02 to 2010. For the secondary education, the ratio of students and institutions has a fluctuation every two years. The student teachers ratio have decreased till 2009-10, with a minor fluctuation in the year 2005-06 but in the year 2010-11 the ratio has increased significantly, that tells us for secondary education still parents prefer all female institution. For the higher education again, the ratio of student-institutions has fall till 2007-08 after which it is increasing, that is showing the growing significance of higher education among females. Students-teachers ratio has increased till 2005-06 after which it declined. Thus, it can be inferred that the recruitment of female teacher is very less till 2005-06 after which it increased. This increased number of teachers also gives us the clue that teaching being preferred as a career amongst the females (Sharma, 2014, 160). At the same time, all India level, report of MHRD suggests that the girls' enrollment has declined by 4.5 per cent (Sharma, 2014, 161).

5.7.2 Literacy and Education amongst Scheduled Caste:

The SC male population is almost at par with their non-SC counterparts of the State in literacy attainment. But the SC females were much behind their non-SC counterparts till the 1990s. Since the decade following 2001, there has been remarkable improvement in reducing the gap between the SC and non-SC female literacy rates (Figure 5.1).

The highest literacy rate among SC at the 2001 Census year (Table 5.3) was recorded either in the dominantly tribal districts like Dangs (88.39%), Navsari (85.22%) and Valsad (84.96%) where the SC segment is mostly that of the literate migrant population, or in the developed districts like Gandhinagar (85.90%) and Mehsana (79.46%). The lowest literacy is observed in Kachchh (57.29%) where the SC accounts for a reasonable share in the district total population. The pattern remained by and similar with minor variations at the 2011 Census count, when the highest literacy was found in the Navsari (90.80%) followed by Dangs (90.26%), Valsad (90.03%), Gandhinagar (89.64%) and Anand (86.63%). The lowest literacy was seen in the Banaskantha district (66.74%).

Table - 5.3: District-Wise Scheduled Castes Literacy Rate by Residence and Sex (2001 and 2011)

State/District	2001					2011				
	Total	Rural	Urban	Males	Female	Total	Rural	Urban	Males	Female
Kachchh	57.29	54.96	62.93	72.86	40.72	69.52	67.03	74.18	81.34	56.99
Banas Kantha	54.60	52.60	69.25	69.17	38.98	68.05	66.74	77.2	79.82	55.52
Patan	68.31	64.8	80.82	81.45	54.19	78.44	76.00	87.13	88.17	67.95
Mehsana	79.49	78.14	84.35	89.13	69.08	86.97	86.01	89.58	93.22	80.22
Sabar Kantha	71.82	70.94	80.04	85.93	57.11	80.75	79.93	85.33	91.25	69.74
Gandhinagar	85.90	81.16	89.58	93.14	78.08	89.64	86.44	91.54	94.76	84.06
Ahmadabad	78.31	68.56	80.74	88.03	67.49	85.18	76.31	86.81	91.69	78.03
Surendranagar	66.05	63.04	74.56	81.07	49.85	76.34	74.35	81.23	87.34	64.43
Rajkot	67.59	64.36	71.88	80.51	53.74	76.86	74.68	79.12	85.81	67.37
Jamnagar	60.51	57.26	64.54	74.3	45.86	69.7	67.41	72.7	80.34	58.42
Porbandar	63.45	59.2	68.62	76.61	49.52	73.01	70.68	75.96	83.43	62.01
Junagadh	63.67	61.78	71.37	76.8	49.77	73.79	72.55	77.88	83.53	63.55
Amreli	61.78	59.02	74.75	76.35	46.51	72.87	71.4	79.48	83.17	61.91
Bhavnagar	65.80	60.37	74.17	80.68	50.27	75.19	72.32	78.83	85.98	63.81
Anand	77.77	76.69	81.03	88.59	65.71	86.63	85.9	88.48	93.37	79.3
Kheda	77.02	75.02	84.78	88.92	64.16	85.13	84.02	88.44	92.73	77.04
Panch Mahals	68.22	65.62	81.63	82.28	53.68	77.14	75.26	86.06	87.95	65.91
Dohad	61.70	56.86	77.87	75	48.11	71.78	68.55	81.77	82.72	61.08
Vadodara	77.16	69.78	83.5	87.66	65.81	84.47	78.15	88.27	91.27	77.24
Narmada	72.21	65.42	87.06	84.42	59.22	78.75	74.27	88.37	88.98	68.02
Bharuch	78.66	74.59	86.91	89.55	67.11	85.09	82.09	89.04	92.39	77.4
The Dangs	88.39	88.39	-	94.94	81.35	90.26	88.55	90.57	93.81	86.81
Navsari	85.22	89.19	80.84	91.78	78.62	90.80	93.16	88.44	94.56	86.97
Valsad	84.96	85.42	84.02	91.93	77.82	90.03	90.31	89.7	93.5	86.43
Surat	75.22	76.2	74.65	83.41	66.62	86.42	89.27	85.47	91.57	80.88
Tapi	76.47	74.06	80.8	87.48	65.57	82.73	80.37	87.09	90.45	74.89
GUJARAT	**70.5**	**65.59**	**77.9**	**82.56**	**57.58**	**79.18**	**75.18**	**84.17**	**87.87**	**69.87**

Source: Directorate of Economics and Statistics, Govt. of Gujarat.

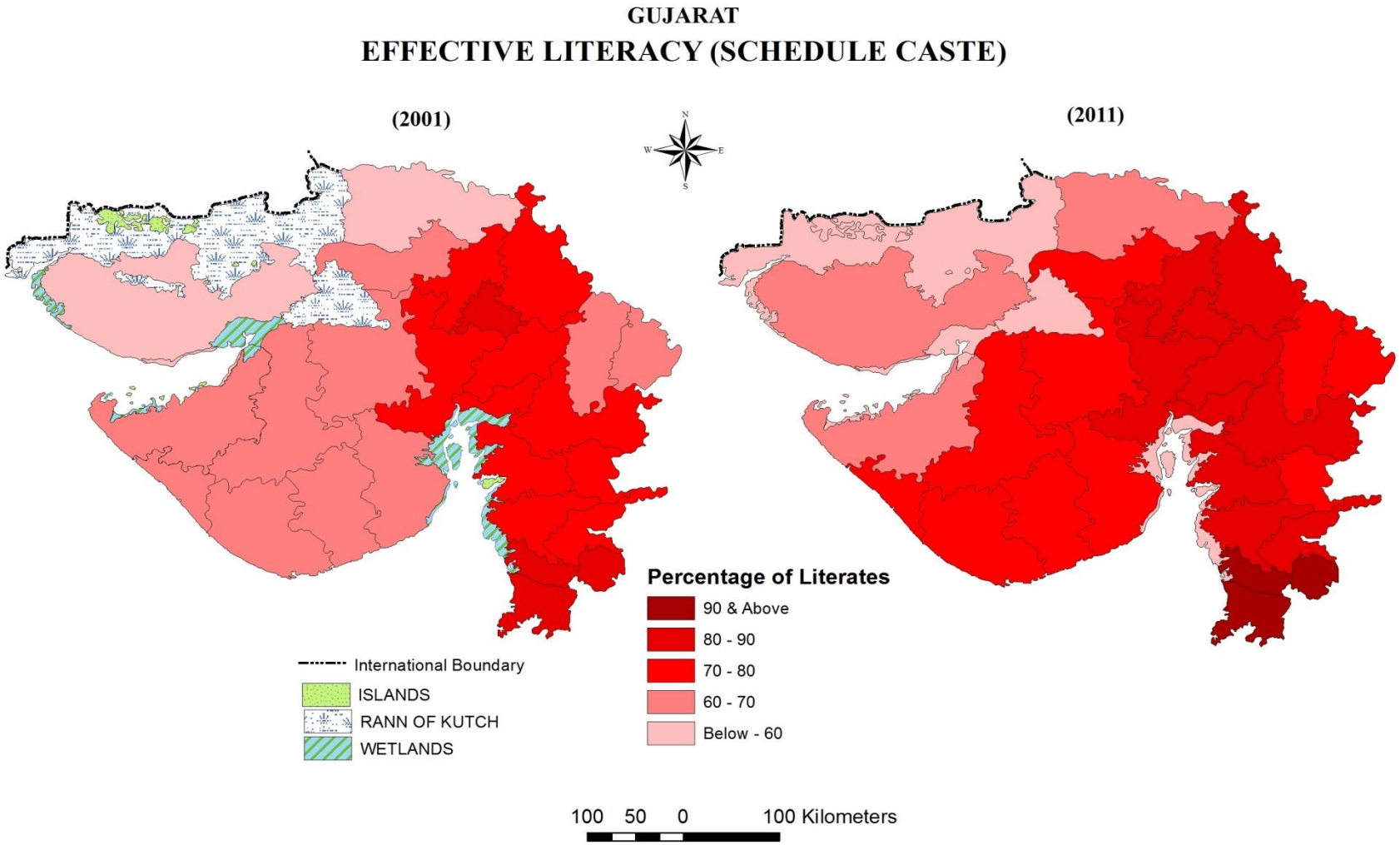

Figure – 5.1: Gujarat: Effective Literacy (Schedule Caste)

5.7.3 Literacy and Education amongst Scheduled Tribe:

With a total population of 89.17 lakh, the STs of Gujarat account for around eight per cent (8.10%) of the entire ST population of the country, and 15 per cent (14.80%) of the State total population. The tribes of the State are heavily clustered and concentrated in the eastern districts of the State, which is a part of the central Indian tribal belt. More than 90 per cent (91.8%) of the State ST population resides in the rural areas. There are twenty-six major and a few minor tribal communities living in 48 tribal *talukas,* 15 pockets and 4 clusters spread over 14 districts of the State. The major tribal communities include Bhils, Talavia, Halpati, Dhodia, Rathwa, Naikada and Gamit (Tribal Development Department, Govt. of Gujarat, 2016, 10). The tribes reside in the remote areas where accessibility of education is difficult. In order to plan for the spread of literacy and education among the tribes, it is necessary to understand their social and geographical isolation, and social and economic characteristics and conditions.

As early as in the early 1950's, Ashram schools were set up which provided free education to the tribal children. Those who have enrolled in these schools did surely benefit but neither this approach could cover majority of the tribal children nor could create the environment for the parents so that they can send their children to school (Visaria, 2000, 579).

The ST population in general lags much behind their non-ST counterparts in the State in terms of quality of life and education. High rates of un-employment and poverty among the tribes of the State proves that this vulnerable section of society has not benefitted from the developmental processes of the State.

Literacy rates of the ST population of Gujarat (Table 5.4, Figure 5.2) were by and large at par with tribal literacy rates at the National level at the last two census counts (47.70 and 62.48 % at 2001 and 2011 respectively).

Table - 5.4: District-Wise Scheduled Tribe Literacy Rate by Residence and Sex (2001 and 2011)

State/District	2001					2011				
	Total	Rural	Urban	Males	Female	Total	Rural	Urban	Male	Female
Kachchh	28.30	26.84	34.79	40.05	15.30	53.89	50.50	58.52	63.50	42.94
Banas Kantha	29.91	29.22	44.31	42.28	16.68	49.99	49.50	59.23	61.29	38.39
Patan	52.20	46.44	58.34	67.22	35.43	67.68	62.89	71.67	79.98	54.67
Mehsana	60.92	46.53	74.19	71.14	48.68	78.15	71.17	81.44	85.86	69.94
Sabar Kantha	52.83	52.59	62.42	65.87	39.82	65.23	64.93	71.89	76.11	54.36
Gandhinagar	71.40	52.73	77.92	79.72	61.44	78.94	72.32	79.98	85.06	71.97
Ahmadabad	56.42	39.80	62.01	66.96	44.37	68.43	48.73	72.59	76.59	59.26
Surendranagar	36.86	33.64	75.26	47.82	24.88	44.29	40.79	73.01	56.35	31.50
Rajkot	64.55	39.79	75.16	71.07	57.10	57.34	44.03	63.88	64.60	49.45
Jamnagar	43.05	32.38	58.05	50.45	34.72	56.51	49.96	69.57	63.91	48.73
Porbandar	30.78	22.91	60.95	36.95	24.06	56.36	52.28	69.17	65.72	46.39
Junagadh	48.85	43.38	62.90	59.30	37.52	66.52	62.73	74.27	75.65	56.99
Amreli	63.28	50.80	75.31	73.26	51.44	45.67	39.38	53.56	53.70	36.74
Bhavnagar	62.73	51.78	67.79	73.81	49.96	73.46	59.69	81.11	82.65	63.51
Anand	41.88	40.83	43.19	52.81	29.57	66.11	62.93	68.17	74.44	57.25
Kheda	44.49	43.52	47.58	56.84	30.82	63.79	64.42	62.51	73.57	53.13
Panch Mahals	44.13	43.88	53.24	58.32	29.18	59.09	58.97	62.48	70.30	47.41
Dohad	37.7	36.93	56.27	50.75	24.61	53.82	53.34	65.86	64.61	43.07
Vadodara	38.98	37.12	59.39	51.84	25.42	54.27	51.96	75.24	64.72	43.39
Narmada	53.8	52.71	79.68	67.47	39.66	69.04	68.44	82.29	78.66	59.15
Bharuch	51.34	50.67	58.46	63.08	38.89	65.63	65.2	68.97	74.58	56.2
The Dangs	58.09	58.09	-	69.35	46.81	74.45	73.26	87.97	82.54	66.50
Navsari	61.03	60.33	67.52	70.44	51.56	74.55	74.07	78.56	81.66	67.48
Valsad	54.15	52.08	73.99	64.34	44.02	67.26	65.51	78.39	75.00	59.58
Surat	50.88	49.73	57.43	59.31	42.22	67.27	66.85	68.91	74.02	60.43
Tapi	52.02	51.17	73.60	61.38	42.86	64.93	64.40	80.39	72.41	57.66
GUJARAT	**47.74**	**46.45**	**61.76**	**59.18**	**36.02**	**62.48**	**61.29**	**72.71**	**71.68**	**53.16**

Source: Directorate of Economics and Statistics, Govt. of Gujarat.

However, literacy scenario in the State varies significantly between the different tribal communities and across districts. For example, the females among the Koli tribes registered the lowest literacy (26.3 %). The picture is more depressing for Koli females with only 12.8% being literacy and the Dhodia tribe registered the highest literacy rate of 75.90 per cent. There is also a big gap between the female (66.50 %) and male (85.03 %) literacy rates among the Dhodia tribes. Besides, only around 2.50 per cent of the total ST literates have attained education level above the graduation level (Census of India, 2001and 2011).

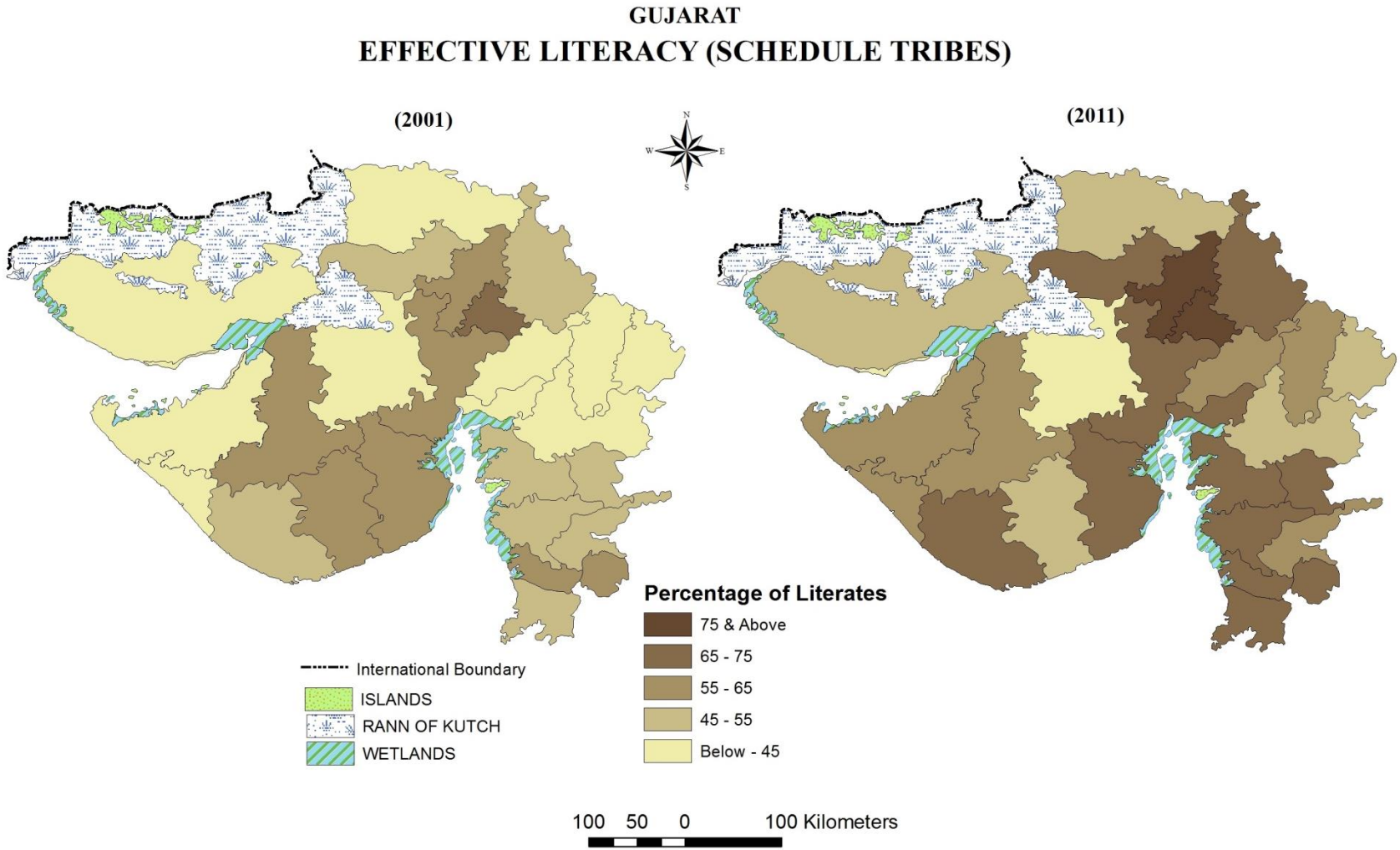

Figure – 5.2: Gujarat: Effective Literacy (Schedule Tribe)

Level of literacy of the tribes in the districts where they are traditionally predominant, excepting in Navsari (61.03%), was relatively low as per the 2001 Census count. The highest literacy in 2001 was found in the Rajkot (64.55%) followed by Amreli (63.28%), Bhavnagar (62.73%), Navsari (61.03%) and Mehsana (60.92%). Kachchh district recorded the lowest literacy (28.30%). The pattern remained almost unaltered at the 2011 count, excepting for rise of literacy level of the tribes in the Dangs district. The highest literacy rate among ST was of Gandhinagar (78.94%) followed by Mehsana (78.15%), Navsari (74.55%), Dangs (74.45%) and Bhavnagar (73.46%). The lowest literacy found in Surendranagar (44.29%). The implication is majority of the tribes living in the eastern districts of the State are yet to achieve a reasonable level of literacy.

Although some improvement in the level of literacy among the STs of the State has taken place during the last few decades, much remains to be achieved. The programmes and policies introduced to spread and improve the level literacy and education of these disadvantaged people have not yielded desired results. School attendance data confirms the facts that the ST children are the most deprived in terms of access to education. Their attendance is even much lower than the SC children. While in 2001, around 84 and 80 per cent of SC boys and girls of 6-10 years respectively attended school, only around 66 and 58 per cent of their ST counterparts did so. Nevertheless, the situation of the STs of Gujarat is better than the STs of other states in terms of literacy and educational attainment. But, there is a need to take serious note of the lagging level of the STs of in comparison to the general and SC population the State (Visaria, 2000, 579).

5.8 MAJOR EDUCATIONAL INITIATIVES TAKEN BY THE GOVERNMENT OF GUJARAT:

Different states adopt different schemes for the retention of the students such as milk and meal, stipend, scholarship, uniforms, text books. Government of Gujarat has adopted all these schemes apart from giving extra attention to sports activities, completion of education, and girls' enrollment (Aggarwal, 2002, 43). The year 2009 was declared as the "Quality Year". The State Government made special efforts for the socio-economically backward *talukas*, It provided educational infrastructures and facilities to all children of such backward *talukas*. New schools have been opened.

Facility of drinking water, toilets, electrification, compound wall and mid-day meal is provided in all these schools.

- **Gujarat Council of Elementary Education:**

  Gujarat Council of Elementary Education (GCEE) is the agency for Sarva Shiksha Abhiyan Mission (SSAM) in all the districts of Gujarat. The GCEE was a state level society for implementing Phase II of District Primary Education Programmes (DPEP) in the districts of Banaskantha, Panchmahal and Dangs in 2003, which it has successfully completed. It has also completed successfully DPEP-IV in Sabarkantha, Surendranagar, Kuchchh, Jamnagar, Bhavnagar and Junagadh in June 2005. Along with Sarva Shiksha Abhiyan, It has also implemented National Program for Education of Girls at Elementary Level **(**NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV).

- **Sarva Shiksha Abhiyan**

  All the districts and Municipal Corporations of Gujarat have been covered under Sarva Shiksha Abhiyan (SSA). The SSA started in the year 2001-02 in Gujarat which was implemented by the GCEE, with funding from by the Central as well as the State Governments in the ratio of 75 : 25 (Dave, 2009, 211).

- **National Program for Education of Girls at Elementary Level:**

  There were some amendments in the Sarva Shiksha Abhiyan and a new scheme evolved by the name, National Programme for Education of Girls at Elementary Level (NPEGEL). It works in 78 Educationally Backward Blocks (EBBs) and 13 urban slums in 21 districts (excluding Bharuch, Dang, Porbandar and Valsad) of the State. The NPEGEL targeted to make education possible for the underprivileged and disadvantaged girls up to class VIII. Thus, the scheme targeted Universal Elementary Education (UEE) of the girl child. The main beneficiaries were the backward and the rural areas. The aim of this scheme was to increase female enrollment, retention and improve quality of education among females (Dave, 2009, 217). Under NPEGEL, one more scheme to enhance the female literacy was Kasturba Gandhi Balika Vidyalaya (KGBV) scheme. Under this scheme, boarding facilities was provided to the SC, ST OBC, BPL and even girls of the minorities. This was implemented first in districts of Banaskantha,

Panchmahals, Surendranagar, Rajkot, Sabarkantha and Vadodara under the Mahila Samakhya and the rest of the districts under SSA.

- **Universalization of Elementary Education:**

  Universalization of Elementary Education (UEE) is an old concept in Gujarat, but is laden with the problem of its fulfillment. One of the objectives of UEE is to provide free education from the age of 6-14. Shah taking the reference of Ramachandran et. al. study reiterates Gujarat should spend more than 50 per cent on primary education, if it wants to be at par with the other states (Shah,2001,112) in this context.

- **Kasturba Gandhi Balika Vidyalaya:**

  Kasturba Gandhi Balika Vidyalaya (KGBV) Yojana, under which residential elementary school with boarding facilities are set up for SC/ST/OBC/minority and B.P.L. girls. Under KGBV, 63 residential upper primary schools have already been opened in 19 districts of the State enrolling a total of 4,417 girls.

- **Mid Day Meal Scheme:**

  The Mid Day Meal scheme was launched in January 1992. On an average, 37.25 lakh students of standard I to VIII have been benefitted under this scheme since 2005-06. The State had around 29,682 centres in Gujarat in 2005-06 to provide mid-day meals to the schools.

- **Nutritional Support**

  Nutritional Support was another scheme similar to the Mid-Day Meal Schemes that was started in 1995 for children of government and grant-in-aid primary schools. Under this scheme, 100 grams of food grains per day per child were allotted without any cost (Dave, 2009, 218).

- **Kanya Kelavni**

  This is an initiative by the Government of Gujarat for girl child education or access of education for the female child. The funds created for this is known are Kanya Kelavni Nidhi - with the motto that every girl child attains literacy. The schemes have helped in increasing enrollment and decreasing drop-outs rates among the females. Drop-out for 2000-01 among the girl students of standard 1 to

5 was 20.81 per cent which has fallen to 3.68 per cent in 2006-07. For the girl students of standard 1 to 7, the drop-out was 36.63 per cent in 2001 which has reduced to 11.64 per cent in 2006-07. The year 2003-04 was declared as the Kanya Kelavni Year.

- **Vidyadeep Insurance:**

  This scheme is in operation since and provides insurance coverage for accidental death of students studying in primary schools. Approximately 85 lakh students of primary schools are under the scheme.

- **Vidya Laxmi Bond:**

  The scheme of Vidya Laxmi Bond has been introduced to encourage parents to send their girl child to school and provide education at least up to primary level. This was introduced keeping in mind the low rural female literacy rate (less than 35 per cent). Even the BPL families in the urban areas would also be benefitted under this scheme. The Government issues a bond of Rs. 1,000/- at the time of admission in class I to the parents of the girl student, which is receivable after completion of class VIII. The scheme can lead to 100 per cent enrolment and retention of the girl child. During the year 2007-08, Government has provided Rs. 1,175.06 Lakh for 1,47,506 girl students (Dave, 2009, 211).

- **Praveshotsav:**

  Praveshotsav programme was initiated to enroll the students in primary schools every year in the month of June-July by the State Government. Every rural school encourages parents to enroll their children above five years of age. All the children of village participate in this programme. It has helped in increasing the enrollment.

- **Gunotsav**

  Gunotsav 2009 was started to augment quality of school education. The teachers and people were made aware of quality education. Use of technology was boosted and better infrastructural facilities were provided to schools under this scheme.

- **Supportive Schools**:

  For the migrants of salt-pan makers of Kuchchh, the State Government has implemented temporary Supportive Schools or *Rann Shalas*. Such schools operate within a radius of two kilometers of the residence of the migrants and enroll their children belonging to 6 to 10 age-group. On their return to the original village, these children are admitted back to their village school. During 2006-08, a total of 100 Supportive Schools were opened for children of salt-pan makers.

  The *Rann Shalas* are successful on the paper itself. In reality, it has stopped functioning. The migrant children are taught by *Bal Mitra* (twelfth pass untrained teachers). Their main job is to bring back drop-out children but they are also made to teach the migrant children. They are poorly paid and have no ability to teach. Hence, they virtually provide no education to these children (Patel, 2013, 3).

- **Seasonal Hostel:**

  The above students are also given the benefit of Seasonal Hostel in the villages in which children of migrant salt-pan makers, sugarcane workers can stay when their parents migrate and continue their study. At present there are 100 Seasonal Hostels in the State.

- **Computer Aided Learning Programme:**

  Another programme to improve computer literacy in rural and urban areas is Computer Aided Literacy Programme (CALP). It has been initiated in the primary level Government schools (Dave, 2009, 218). Until now, 20,502 schools across the State are providing computer laboratory under the CAL Programme.

- **Pragna – An Activity Based Learning Approach:**

  Pragna is an activity based approach, wherein children are taught with the help of 'learning by doing approach'. The classroom is a child friendly place for children where they would love to come and learn. They also have freedom to use their material as per their need. With regard to the coverage of this programme, 3,748 schools across the State had adopted this approach by the academic year 2012 – 2013.

- **Building as Learning Aid:**

  Building as Learning Aid (BaLA) is a new innovative concept for qualitative improvement in education. Under BaLA, child-friendly learning and fun based physical environment is created in the school.

- **Early Child Care Education (ECCE)**

  Early Child Care Education is a support programme to primary schooling. In Gujarat to solve the problem of sibling care of girls and for providing linkages between primary and pre-primary education, ECCE centers are opened where Aaganwadis do not exist within one kilometer area. Presently, there are 2,450 ECCE Centres in Gujarat. Out of these, 1,785 and 665 ECCE Centres are run by SSA and NPEGEL respectively.

- **Learning Enhancement Programme:**

  The Learning Enhancement Programme (LEP) has been implemented by the Government of India to improvise the educational quality of children.

- **Teachers Training:**

  Every teacher of the State is given 20 days in-service teachers training under SSA. The objective of this training is to provide various methods, procedures to new educational affairs to teacher as well as to practice such skills in the classroom teaching to make it more effective.

- **In-Service Teacher Training:**

  The in-service training by Cluster Resource Group (CRG) experts have been imparted through casket model to the teachers since last 3 years, mainly during summer vacations and before Diwali vacation. At the end of the training, feedback from teachers and experts are taken and based on the feedbacks necessary training strategies were adopted.

- **Mass Teachers Training and Feedback by Bhaskaracharya Institute for Space Applications and Geoinformatics (BISAG) Studio:**

  A direct training was organized from a BISAG studio with the help of almost 50 experts from the State and 20,000 experts from cluster level, at more than 4,000 training venues across the State and it covered 1,94,000 teachers. The proper

guidance and solution was given by subject experts during training. This was an innovative mass teachers training programme through distance mode, organized for the first time in the entire nation, which covers all the teachers across the state.

- **Vidya-Sahayak:**

  Government of Gujarat also started system of Vidya-Sahayak or teaching assistants in the Government Schools. Here the norms of equal pay for equal work are violated. Teachers are employed on the temporary basis. As these teachers do not have any security for their jobs, it affects the quality of education too. In the rural areas, since the school administration is under Village Panchayat, the teachers are more responsible to the local authorities than to the schools. They are compelled to remain in schools and work for these local authorities (Shah, 2001, 114). Government of Gujarat has appointed 83,000 Vidya Sahayaks to minimize the shortage of the regular teachers.

  Gujarat has the maximum number of programmes to attract students to schools. But the reality is somewhat different. The Government machinery is not working properly for the out of school students. Budgets remain unutilized and enrollment in Government schools has been going down despite these programmes.

5.9 PROBLEM OF EDUCATION - DROP-OUTS:

The dropout is one of the major problems of elementary education in the entire country India. Many children who enter schools are unable to complete even the primary level of education. Many factors are responsible for it (Table 5.5).

Table - 5.5: Drop-Out at a Glance – Gujarat & India

Unit	Percentage of Drop-Out to Total Enrollment							
	Primary		Upper Primary		Secondary		Higher Secondary	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Gujarat	0.74	0.76	5.20	5.55	13.55	21.61	0.46	7.83
India	4.67	4.34	3.13	3.77	14.54	17.86	1.05	1.54

Source: U-DISE, 2014-15.

At times, students' register and education statistics documented by the schools are not checked for its validity. Thus, actual enrollment is not correctly reflected. Even

number of enrolled students is at times inflated by adding the name of never enrolled students. Such practices are difficult to verify. Number of teachers allotted to a school is directly proportional to the enrollment of students. If that is inflated, the number of the teachers required in the school also increases. The enrollment data are collected at the beginning of the academic year which does not give any idea of drop-outs (Visaria, 2000, 574).

There are still a lot of children who still do not attend the school regularly or who still drop-out from school. There can be various reasons for the drop-outs, which is different for the boys and girls, and also for urban and rural areas. Lack of interest can be the one of the reason for the drop-outs as they contribute in the household income, especially in the rural areas. The hidden cost of the schooling bother more in the urban areas than in the rural areas and drop-out is the result. Lack of interest is seen because of the various factors. Firstly, the first generation learners have no conductive environment at home to learn. Lower caste people or the slow learners are many times humiliated by the other children and teachers, resultantly they feel victimized and drop-out. Many students are unable to cope-up with the rest and hence they drop-out. Many parents still believe that education is not essential for the female child. The poor need work to feed their family. Girls, particularly in rural areas are required to do the household chores, help their mother and also take care of the siblings, hence their drop-out rate is much higher than the boys. They also drop-out to take up gainful employment. Once earning starts, they become irregular and finally drop-out. Lack of infrastructural facilities and marriage also can be the reason for drop-outs (Visaria, 2000, 577).

The dry regions face several environmental problems. Some of these regions have good monsoon but sometimes affected by the monsoon failures. The monsoon failure compels the children out of schools. The southern plain region has better environment and enrollment. The drop-outs have declined in the Saurastra region in the recent years. It is lower than the all India average. Drop-out rates are relatively higher in the tribal districts of the State particularly, Banaskantha, Dangs, Panchmahals.

The dropout rate for lower primary has decreased from 20.50 per cent in 2001-02 to 2.20 per cent in 2009-10. Similarly, the dropout rate for elementary education has also declined from 37.22 per cent in 2001-02 to 8.66 per cent in 2009-10. Higher retention

of students can perhaps be ascribed to the good initiatives taken by the Government. Dropouts can be related to the quality in education and educational reforms at the schools. Overall drop-outs in Gujarat are lower than that of India. These are the results of good efforts made by the State Government and implementation of SSA Project.

Table - 5.6: Drop-Out Rate in Primary Education - Gujarat

Year	Percentage of Drop-Out to Total Enrollment					
	Lower Primary (STD. I to V) (Lower Primary)			Elementary (STD. I to VII) (Primary)		
	Boys	Girls	Total	Boys	Girls	Total
2001-02	20.46	20.53	20.50	39.16	35.28	37.22
2002-03	19.08	19.14	19.12	37.80	33.17	35.46
2003-04	17.79	17.84	17.83	36.59	31.49	33.73
2004-05	8.72	11.77	10.16	15.33	22.80	18.79
2005-06	4.53	5.79	5.13	9.97	14.02	11.82
2006-07	2.84	3.68	3.24	9.13	11.64	10.29
2007-08	2.77	3.25	2.98	8.81	11.08	9.87
2008-09	2.28	2.31	2.29	8.58	9.17	8.87
2009-10	2.18	2.23	2.20	8.33	8.97	8.66

Source: Directorate of Primary Education, Gujarat State, Gandhinagar.

Child labour is one of the major reasons for the children out of school. Incident of the child labour in Gujarat is though less than other states. A few studies on child labour (Visaria, 1992) of Gujarat gives the characteristics - Illiterate youth work more in informal sector. Studies throw light on the demand factor which compels the children to work instead of going to the schools. We need to look into the aspect of poverty and unemployment as well (Human Development Report-Gujarat, 2004, 166)

For the drop-outs among the girls (Table 5.6) in Gujarat four set of reasons were identified - social, economic, individual specific and lack of adequate infrastructure facility specially lack of toilets. Social factor is the most significant one. Lower age at marriage of the girls in the rural areas leads to their drop-outs (Desai et. al., 1999, 19). After the primary education, individual specific factor also becomes dominants like girls feel shy to sit with boys, disinterested in studies and family pressure. Economic factors too are important. As girls help in household chores, they are discriminated against and forced to drop-out. In 2004, there was a massive enrollment drive started

by the Government for the girls which included holding rallies, even parents were made to take an oath that their ward would attend the class and would not drop-out (Visaria, 2000, 584).

On societal setup, division of society is sharp in Gujarat. The upper and middle class send their children to school; it is usually the lower class, which is affected because of the poverty. The Literacy Mission was successful in some of states like, Kerala, Tamil Nadu, Meghalaya and Nagaland, because of the strong social drives. Kerala started the movement thirty years back. Gujarat too has started the movements, like the drive for enrollment, but these are not very successful as they become more of a political phenomenon. There are lot of bureaucratic interferences and lack of commitment and participation. Even in the Village Education Committee (VEC) people don't have much say hence there remains less participation of the people. We require more people participation, establishment of the value of education for people so that not sending child to school is looked after by the community itself (Joshi, 2004, 4).

Another very notable feature is that here in Gujarat the primary schools have relatively less teachers in comparison to other states. Universal Elementary Education (UEE) is closely linked with efficient working of the schools. There are many schools in which there are just one or two teachers. Because of the over burden, the efficiency of the students goes down and they don't actually learn anything. Thus, ultimately the parents lose interest in sending their children to school as they do not learn anything. As a result the drop-out rates tends to increase. Thus, drop-outs are also associated with the efficiency of the teachers (Shah, 2001, 113).

With change in perceiving employment, and implementation of stringent laws against child labour has helped the child to make a way for the school. The data for attendance do show some kind of improvement (Visaria, 2000, 576).

5.10 SPATIAL PATTERNS OF LITERACY IN GUJARAT - A DISTRICT LEVEL ANALYSIS

Progress of literacy in the State during the last two census decades has been reasonably satisfactory. The female literacy rate during the decade 1991-2001 moved

up from 41 per cent to 57. 80 per cent - nearly 17 point percentage growth. The next decade registered a relatively lower increase (11.88 point percentage) from 57.80 to 69.68 per cent (Table 5.7). The literacy rates are better in the urban areas as compared to the rural areas for the both genders. Even gender gap has been narrowed down in the urban areas that in the rural areas.

This may due to the generally better educational facilities available in the urban areas as well as the nature of urban areas, where the skill of literacy becomes a prerequisite. The gap in the literacy level of the two genders in the rural areas is still persistent which tells us that the rural female literacy has not improved as faster as in the urban areas and in other states of India (Table 5.8).

This is despite the fact that under the Sarva Shiksha Abhiyan (SSA), female education in Gujarat has not been given priority. There were a good number of incentives for the SC and ST girls by the Central as well as the State Governments. Alternate schools were also set up in areas with less number of habitations.

Seven districts which accommodate around three-fourth of the State population (Figure 5.3), recorded a reasonable growth of literacy during the decade 2001-11. These seven districts of Surat (77.60%), Navsari (75.83%), Bharuch (74.41%), Rajkot (74.41%), Gandhinagar (76.59%) and Vadodara (70.76%) also had high literacy rate at the 2001 Census count and they by and large retained their position at the 2011 Census (Table 5.8).

Ahmadabad, which has a central location in Gujarat, had a literacy growth of 5.8 point per cent. Nevertheless, Surat with the growth of 7.93 point per cent has reached to the top position in literacy among all the districts of Gujarat. In 2011, near about fifteen districts have literacy rate below the state average of 78.03 per cent. All these districts are outside the urban-industrial belt of the State. The districts of North Gujarat like Kachchh (70.59%), Banaskantha (65.32%), Patan (72.30%), Sabarkantha (72.13%) and Surendranagar (72.13%) are the relatively backward districts of the State. Some of them have a substantial share of the ST population in their total population. These districts lie in the semi-arid region and are industrially less developed regions. Jamnagar (73.65%), Porbandar (75.78%), Junagadh (70.80%) districts of Saurashtra region generally have saline and agriculturally less productive

soil. Dohad (58.82%), Tapi (68.26%), Panchmahals (70.99%), Narmada (72.31%) and Dangs (75.16%) districts in the eastern part of the State have a higher proportion of ST population and are the least urbanized. Thus, it seems these characteristics have impacted their literacy rates. However, all the districts have improved their positions during the last decade. The greatest improvement was in Banaskantha district with 14.35 point per cent growth.

Table - 5.7: District-Wise Literacy Rate of Gujarat by Gender (2001and 2011)

District	2001			2011			Point % Increase		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kachchh	59.79	70.39	48.59	70.59	79.4	60.87	10.80	9.01	12.28
Banaskantha	50.97	66.47	34.40	65.32	78.15	51.75	14.35	11.68	17.35
Patan	60.36	73.63	46.33	72.30	82.90	61.05	11.94	9.27	14.72
Mehsana	75.22	86.20	63.65	83.61	91.39	75.32	8.39	5.19	11.67
Sabarkantha	66.65	80.42	52.30	75.79	86.44	64.69	9.14	6.02	12.39
Gandhinagar	76.59	87.74	64.58	84.16	92.01	75.76	7.57	4.27	11.18
Ahmadabad	79.50	87.31	70.83	83.31	90.74	79.35	3.81	3.43	8.52
Surendranagar	61.61	74.19	48.10	72.13	82.11	61.45	10.52	7.92	13.35
Rajkot	74.16	82.69	65.20	80.96	87.07	74.43	6.80	4.38	9.23
Jamnagar	66.48	76.25	56.18	73.65	81.50	65.33	7.17	5.25	9.15
Porbandar	68.62	78.36	58.42	75.78	83.45	67.75	7.16	5.09	9.33
Junagarh	67.78	78.74	56.43	75.8	84.38	66.86	8.02	5.64	10.43
Amreli	66.09	76.44	55.78	74.25	82.21	66.09	8.16	5.77	10.31
Bhavnagar	66.20	78.02	53.73	75.52	84.39	66.08	9.32	6.37	12.35
Anand	74.51	86.09	61.94	84.37	91.82	76.36	9.86	5.73	14.42
Kheda	71.96	85.99	56.90	82.65	91.31	73.49	10.69	5.32	16.59
Panchmahals	60.92	75.91	44.94	70.99	82.51	58.89	10.07	6.60	13.95
Dohad	45.15	58.88	31.28	58.82	70.01	47.65	13.67	11.13	16.37
Vadodara	70.76	80.04	60.73	78.92	85.39	72.03	8.16	5.35	11.30
Narmada	59.86	72.44	46.61	72.31	81.19	63.09	12.45	8.75	16.48
Bharuch	74.41	82.98	65.11	81.51	87.45	75.09	7.10	4.47	9.98
The Dangs	59.61	70.68	48.51	75.16	83.06	67.38	15.55	12.38	18.87
Navsari	75.83	82.77	68.61	83.88	88.75	78.83	8.05	5.98	10.22
Valsad	69.15	77.90	59.62	78.55	84.55	72.06	9.40	6.65	12.44
Surat	77.60	83.80	69.90	85.53	89.56	80.37	7.93	5.76	10.47
Tapi	57.00	66.20	47.90	68.26	75.44	61.16	11.26	9.24	13.26
Gujarat	**69.14**	**79.66**	**57.80**	**78.03**	**85.75**	**69.68**	**8.89**	**6.09**	**11.88**

Source: Census of India 2001 and 2011.

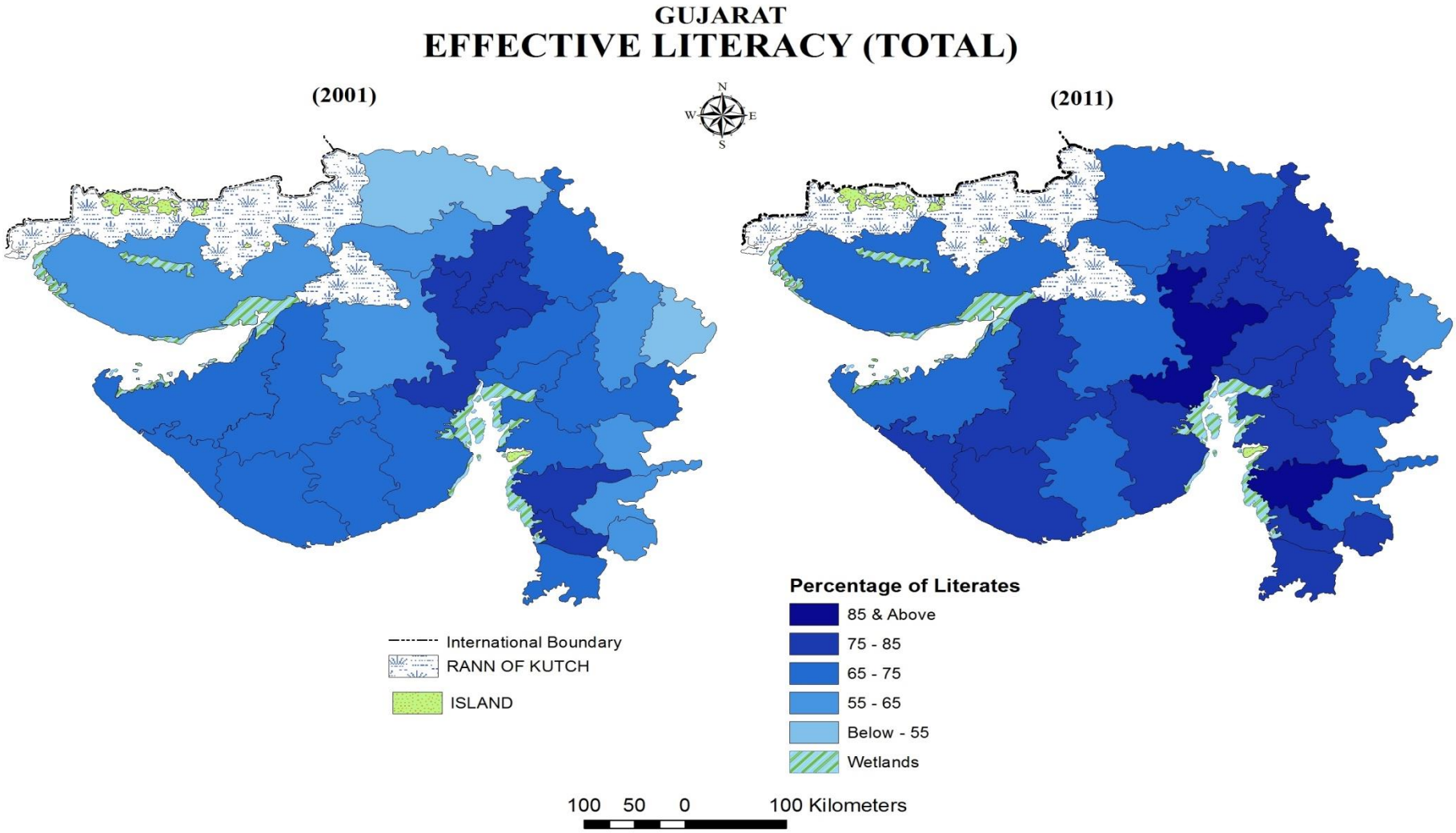

Figure – 5.3: Gujarat: Effective Literacy (Total)

Table - 5.8: District-Wise Literacy Rate of Gujarat by Residence (2001and 2011)

District	2001			2011			Point % Increase		
	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
Kachchh	59.79	53.47	73.97	70.59	64.92	80.83	10.80	11.45	6.86
B.Kantha	50.97	47.91	74.55	65.32	62.91	80.38	14.35	15.00	5.83
Patan	60.36	55.85	77.41	72.30	69.33	83.15	11.94	13.48	5.74
Mehsana	75.22	72.65	83.85	83.61	81.97	88.37	8.39	9.32	4.52
S.Kantha	66.65	64.85	81.00	75.79	74.19	84.58	9.14	9.34	3.58
G. Nagar	76.59	72.05	84.78	84.16	81.57	87.53	7.57	9.52	2.75
Ahmedabad	79.50	62.30	83.57	85.31	71.05	87.93	5.81	8.75	4.36
S. Nagar	61.61	55.85	76.78	72.13	67.95	82.30	10.52	12.10	5.52
Rajkot	74.16	66.13	81.60	80.96	74.65	85.44	6.80	8.52	3.84
Jamnagar	66.48	60.36	74.12	73.65	69.03	79.23	7.17	8.67	5.11
Porandar	68.62	60.11	77.38	75.78	69.39	82.37	7.16	9.28	4.99
Junagarh	67.78	63.67	77.57	75.80	72.61	82.21	8.02	8.94	4.64
Amreli	66.09	62.83	77.19	74.25	71.77	81.42	8.16	8.94	4.23
B. Nagar	66.20	58.72	78.00	75.52	70.70	82.26	9.32	11.98	4.26
Anand	74.51	71.55	82.13	84.37	82.68	88.16	9.86	11.13	6.03
Kheda	71.96	69.18	82.60	82.65	81.42	86.72	10.69	12.24	4.12
P.Mahals	60.92	57.53	83.71	70.99	68.36	86.65	10.07	10.83	2.94
Dohad	45.15	41.42	77.87	58.82	56.36	82.09	13.67	14.94	4.22
Vadodara	70.76	57.62	85.08	78.92	67.84	89.74	8.16	10.22	4.66
Narmada	59.86	56.62	86.77	72.31	70.46	87.48	12.45	13.84	0.71
Bharuch	74.41	70.44	85.64	81.51	77.99	88.33	7.10	7.55	2.69
The Dangs	59.65	59.65	R.A.	75.16	73.42	88.32	15.51	13.77	-
Navsari	75.83	72.32	85.08	83.88	81.65	88.92	8.05	9.33	3.84
Valsad	69.15	62.57	86.40	78.55	72.32	88.84	9.4	9.75	2.44
Surat	77.60	66.40	82.80	85.53	76.92	87.74	7.93	10.52	4.94
Tapi	57.00	54.50	80.10	68.26	66.47	84.67	11.26	11.97	4.57
Gujarat	**69.14**	**61.29**	**81.84**	**78.03**	**71.71**	**86.31**	**8.89**	**10.42**	**4.47**

Source: Census of India 2001 and 2011, R.A – Rural Area

The districts with literacy rates higher than the State average are located in the central and southern parts of the State, which are highly industrialized as well as urbanized. The implication is urbanization and industrialization has positive impact on literacy and education. The social composition of population also has an impact on the educational attainment.

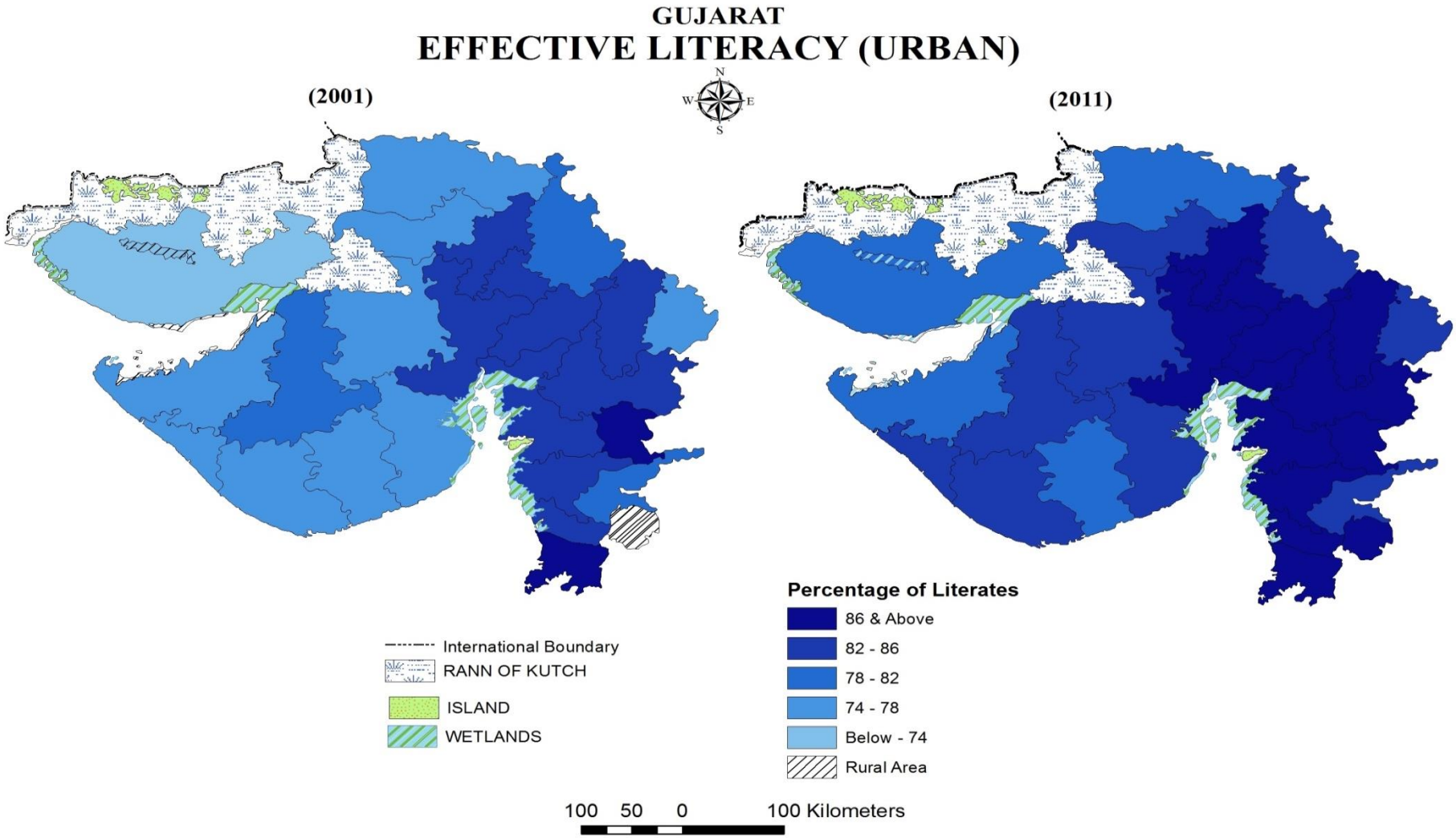

Figure – 5.4: Gujarat: Effective Literacy (Urban)

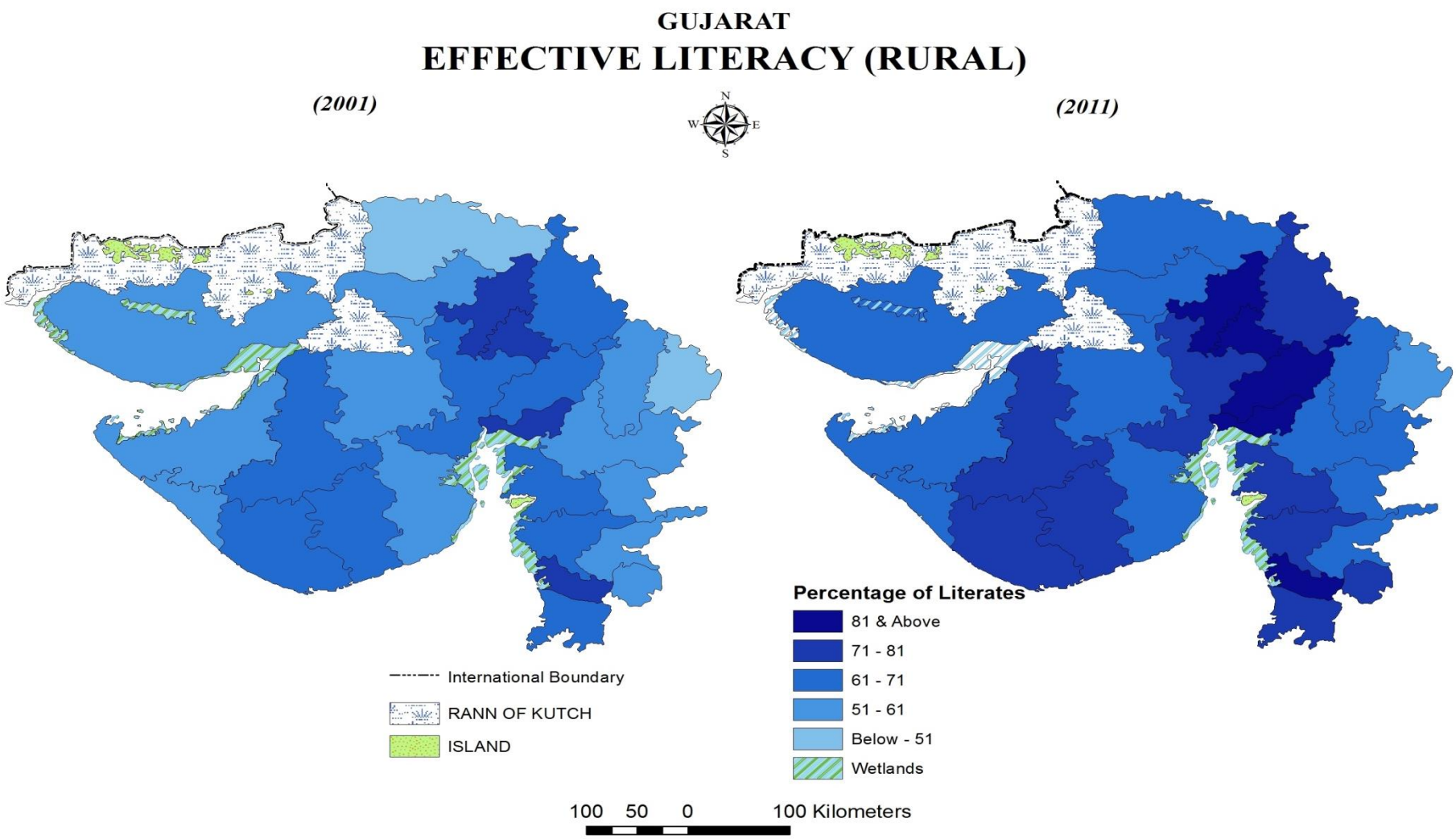

Figure – 5.5: Gujarat: Effective Literacy (Rural)

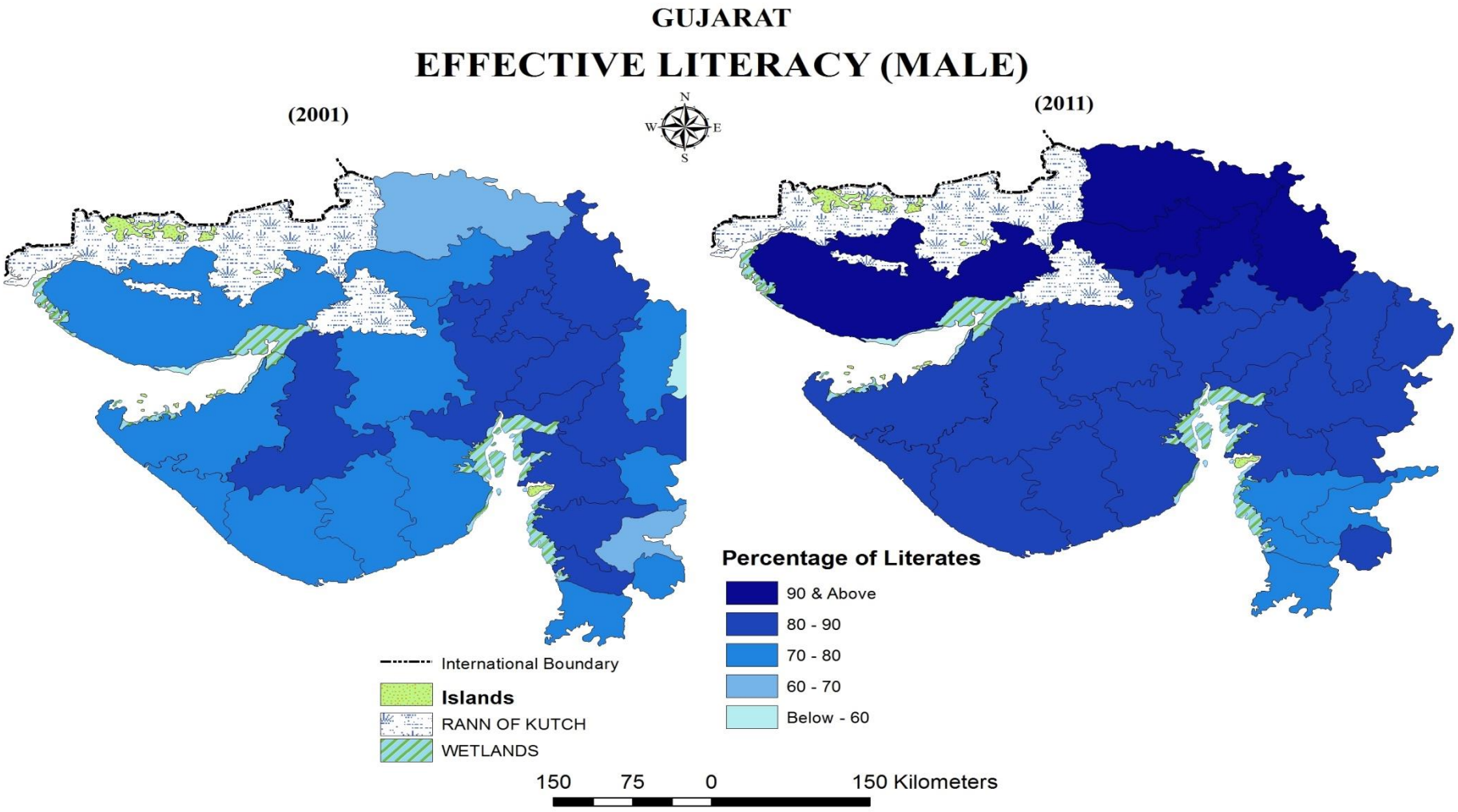

Figure – 5.6: Gujarat: Effective Literacy (Male)

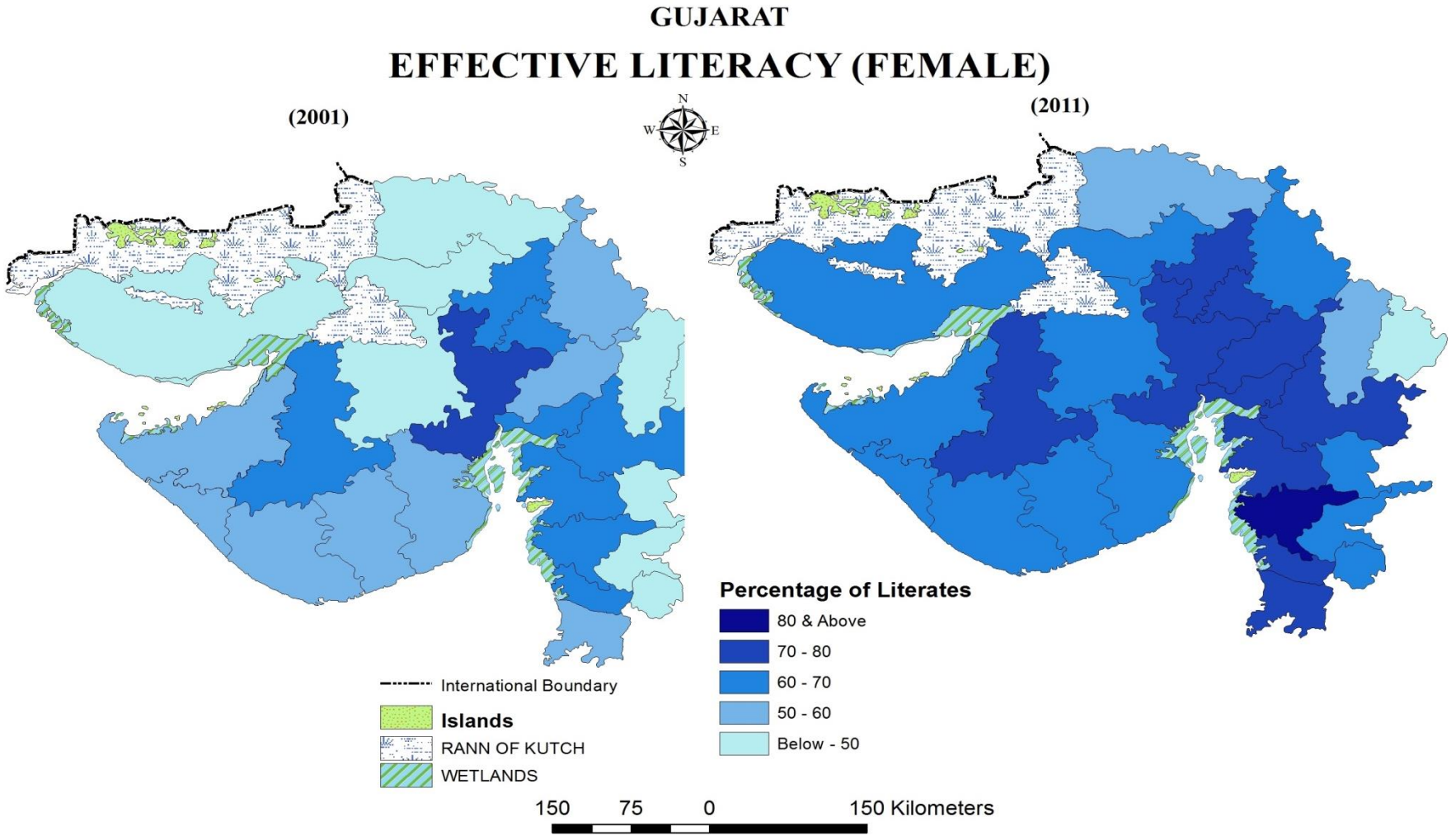

Figure – 5.7: Gujarat: Effective Literacy (Female)

Urban literacy (Figure 5.4) in almost all the district has crossed the 80 per cent mark at the census. Some districts have high proportion of urban population such as Mehsana, Anand, Gandhinagar, Ahmadabad, and Rajkot. All these districts display comparatively high literacy rate. Even the districts like Narmada, Bharuch, Dangs, Navsari, Valsad, and Tapi with lower proportion of urban population also display higher urban literacy rate. It may be ascribed to the segment of literate and educated migrant population in the small urban centers of these districts. Most of the districts have higher decadal increase in terms of point percentage of urban literacy, more than the State average. Nevertheless, the level of education is low. Migration towards the urban area from the rural area (Figure 5.5) also leads to the increase of literacy rate at urban spaces without any improvement in the level of education.

Similarly, male literacy (Figure 5.6) in almost all the districts has crossed the 70 per cent mark at the 2011 census, excepting in the districts of Tapi (66.20%) and Dohad (58.88%). The State average for male literacy was 79.66 per cent, whereas for females it was even lesser than 50 per cent. In terms of male literacy too, the northern semi-arid region and eastern tribal region lagged behind the central and the southern industrial belt. During the 2001-11 decade, female literacy (Figure 5.7) registered a better point percentage growth in comparison to the male literacy. Even in the semi-arid northern districts, the saline tracts of Saurashtra or in the tribal districts, female literacy rate displayed a better growth. In fact, the Dangs district has registered the highest growth of 18.7 point percentage in female literacy during the last decade.

5.11 DISPARITY IN LITERACY-A DISTRICT LEVEL ANALYSIS:

The disparity like any other sector is prominently seen in the education sector too. The disparity is more prominently seen at the primary level of education. The census of 2001 (Table 5.9) records only 48 per cent attendance of girls in the Dohad district, which is largely a tribal district. Despite the strong policy measures and presence of several active NGOs there, the district is lagging much behind. Banaskantha is another example where only 5 per cent of the rural girls are attending school. The picture is also gloomy in the district of Kuchchh, Patan and Vadodara, where the rural girls attending the school are less than 65 per cent. With a vast stretch of barren land and low density of population, Kuchchh has always remained backward until the historic earthquake of 2001. The district population was mostly illiterate and

uneducated till the post-earthquake steps were taken up. Vadodara district is typically characterized by both highly urbanized and industrialized and the least developed remote tribal pockets. In these tribal villages, the schools are present but the absence of the teachers has led to the poor performance of the district. These tribal villages do have ashram schools, which are mostly attended by the boys, leaving behind the girls (Visaria, 2000, 583).

The gender disparity in education particularly in the rural Gujarat is strong and need to be addressed. The disparity scenario in the urban areas of the State is of course very less.

The dry region located in the north of Gujarat and the tribal belts are the two problemic regions of Gujarat. Banaskantha, Kachchh, and Surendranagar districts of the dry region have the lowest literacy rate in Gujarat. The tribal regions are also affected by it. Dohad, Banaskantha, and Dangs districts of the tribal region also registered comparatively lower literacy rate. Some contributing factors for lower literacy rates in these regions include engagement of children in collection of wood, water and fodder etcetera. Massive migration of the tribal people in search of work affects their children's schooling (Human Development Report-Gujarat, 2004, 151).

Literacy disparity between rural and urban and male and female segments of populations has remained a common feature in the State down the years. Although it has narrowed down by the 2001 Census year, it has not been completely eliminated. Under this section, disparity has been analysed for both the census years. Considering the State average rural-urban disparity index (Figure 5.8) of 0.20 in 2001 and 0.13 in 2011, the districts have been grouped under five categories of below 0.06, 0.06-0.13, 0.13-0.20, 0.20-0.27, 0.27 and above. It is worth noting that in 2001, no district in the State had very low literacy disparity. Rather, only the five districts of Mehsana (0.10), Anand (0.10) and Kheda (0.12), Navsari (0.12), Gandhinagar (0.12) displayed low rural-urban disparity. During the next decade, the disparity index in these districts further reduced by 0.04 to 0.07 points, bringing up Mehsana (0.06), Anand (0.05) and Kheda (0.05) districts to the top level of very low literacy disparity (Table 5.9). It may be pointed out here that all the three districts are economically prosperous and dominated by non-tribal population.

Table - 5.9: District-Wise Literacy Disparity Index by Residence and Sex (2001 and 2011)

State	Disparity Index					
	Rural-Urban			Male-Female		
	2001	2011	Decrease (2001-2011)	2001	2011	Decrease (2001-2011)
Kachchh	0.21	0.15	0.06	0.23	0.18	0.05
Banaskantha	0.28	0.17	0.11	0.38	0.26	0.12
Patan	0.21	0.13	0.08	0.29	0.21	0.08
Mehsana	0.10	0.06	0.04	0.21	0.14	0.07
Sabarkantha	0.15	0.09	0.06	0.28	0.20	0.08
Gandhinagar	0.12	0.05	0.07	0.21	0.15	0.06
Ahmadabad	0.20	0.15	0.05	0.15	0.10	0.05
Surendranagar	0.21	0.13	0.08	0.27	0.20	0.07
Rajkot	0.14	0.10	0.04	0.16	0.11	0.05
Jamnagar	0.13	0.10	0.03	0.20	0.15	0.05
Porbandar	0.17	0.12	0.05	0.19	0.15	0.04
Junagadh	0.13	0.09	0.04	0.22	0.16	0.06
Amreli	0.14	0.09	0.05	0.20	0.15	0.05
Bhavnagar	0.19	0.11	0.08	0.24	0.17	0.07
Anand	0.10	0.05	0.05	0.23	0.14	0.09
Kheda	0.12	0.05	0.07	0.28	0.16	0.12
Panchmahals	0.25	0.17	0.08	0.32	0.23	0.09
Dohad	0.39	0.25	0.14	0.35	0.24	0.11
Vadodara	0.26	0.20	0.06	0.18	0.12	0.06
Narmada	0.29	0.16	0.13	0.27	0.17	0.10
Bharuch	0.14	0.09	0.05	0.17	0.11	0.06
The Dangs	RA	0.13	-	0.23	0.15	0.08
Navsari	0.12	0.06	0.06	0.13	0.09	0.04
Valsad	0.22	0.15	0.07	0.18	0.11	0.07
Surat	0.15	0.10	0.05	0.13	0.08	0.05
Tapi	0.25	0.17	0.08	0.20	0.14	0.06
Gujarat	**0.20**	**0.13**	**0.07**	**0.21**	**0.15**	**0.06**

Source: Calculated, RA- Rural Area

The disparity index is moderate in the districts of Junagadh (0.13), Amreli (0.14), Bharuch (0.14), Surat (0.15), Sabarkantha (0.15), Jamnagar (0.17), Porbandar (0.17) and Bhavnagar (0.19). The rural-urban disparity in literacy is more pronounced and

remains high in the districts of Ahmadabad (0.20), Kachchh (0.21), Patan (0.21), Surendranagar (0.21), Valsad (0.22), Panchmahals (0.25), Tapi (0.25) and Vadodara (0.26). The urban literacy is very much ahead of rural literacy in these districts. The rural-urban literacy disparity of the highest order is marked in the districts of Banaskantha (0.28), Narmada (0.29) and Dohad (0.39). These districts have a dominating proportion of tribal population. The tribes are mostly rural by residence – the predominantly tribal district Dangs was had no urban population till the 2001 Census count. Besides, literacy and education have traditionally been external to the tribal society. Thus, these districts had very high rural-urban disparity in literacy in 2001.

The significance of literacy is gradually being realized by the people. Consequentially, level of literacy has started improving and the literacy disparities are reducing. Thus, the lowest disparity is found in Anand (0.05), Kheda (0.05), and Gandhinagar (0.05). In fact, Anand has made 0.05 point improvement and Gandhinagar and Kheda have by 0.07 points. In Anand and Kheda, there several families whose members have relatives living outside India, which might have impacted the district, level literacy disparities. The capital city of Gandhinagar seems to have impacted disparity level in the district.

Low disparity index in 2011 was found in the group of ten districts of Mehsana (0.06), Navsari (0.06) Junagadh (0.09), Bharuch (0.09), Surat (0.10), Sabarkantha (0.10), Rajkot (0.10), Bhavnagar (0.11), Porbandar (0.12), and Jamnagar (0.12), The districts of North Gujarat, Mehsana retained its category in rural-urban disparity, though it has improved its position by 0.04 points and Sabarkantha improved its position by 0.06 points. Sabarkantha has mostly tribal population but the concept of literacy seems to have penetrated into the rural areas too. Hence, the disparity between rural-urban is not much. All the districts of Saurashtra region are in this category excepting Surendranagar. The disparity indices in these districts have declined by 0.03 to 0.08 points with the minimum decline in Jamnagar (0.03) to maximum decline in Bhavnagar (0.08). All round development both in the rural as well as urban areas of these districts have perhaps led to the decline of the literacy disparity.

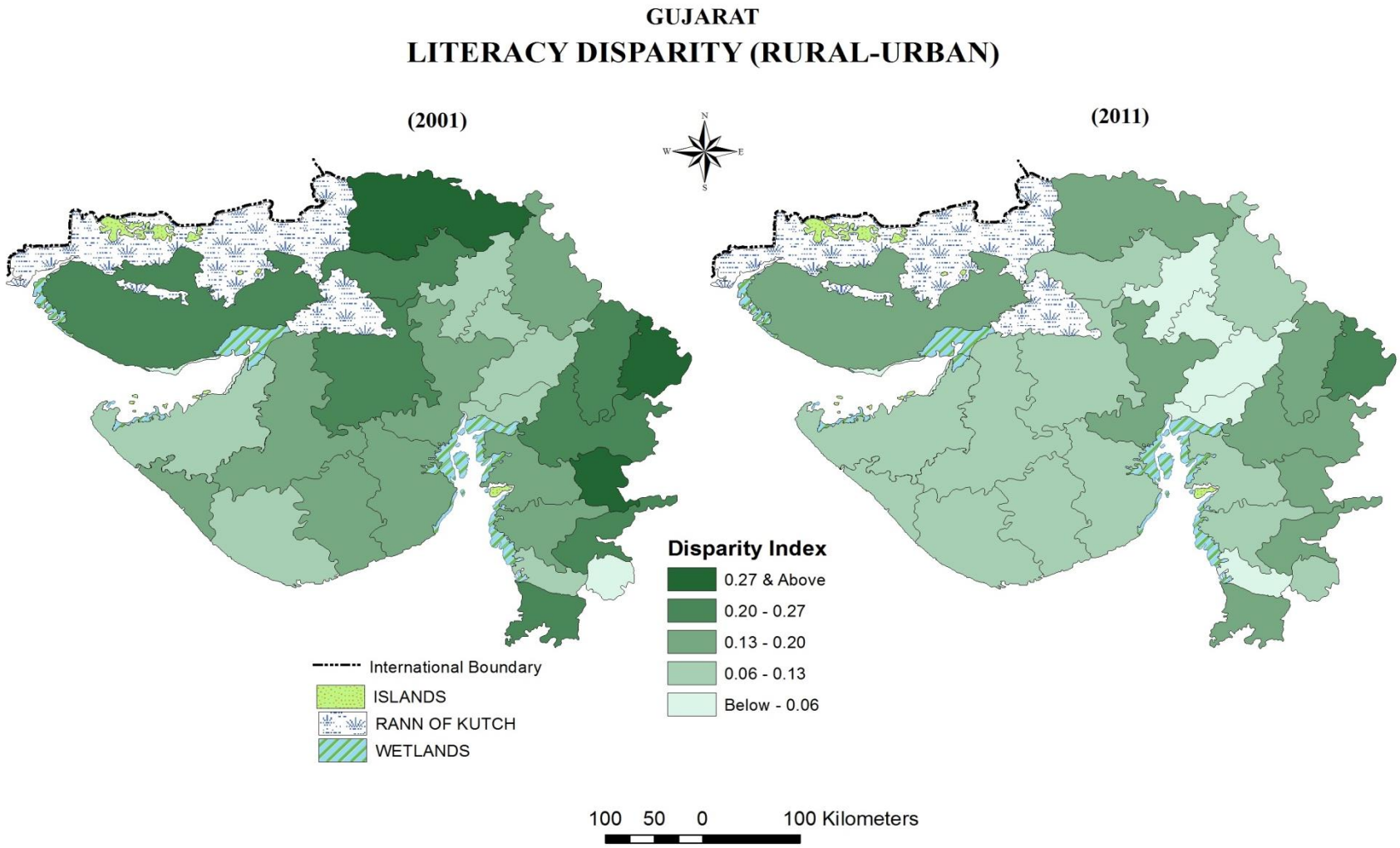

Figure – 5.8: Gujarat: Literacy Disparity (Rural - Urban)

Disparity index was moderate in the districts of Surendranagar (0.13) Patan (0.13), Dangs (0.13), Kachchh (0.15), Ahmadabad (0.15), Valsad (0.15), Panchmahals (0.16), Narmada (0.16), Banaskantha (0.17), and Tapi (0.17). Kachchh and Banaskantha are relatively less developed districts of the State. After the 2001 Bhuj earthquake, development of Bhuj and other parts of Kachchh district received special attention of the State Government as well as NGOs, which might have positively affected the literacy scenario in the district (table 5.9). Similarly, increase in literacy levels and decrease in disparities in the predominantly tribal districts of Banaskantha, Narmada, Panchmahals, Dangs, Valsad and Tapi may also be ascribed to government and non-government interventions, all the tribals districts but with the government initiatives the awareness to be literate has increased thus has decreased the disparity. As is clear from table 5.9, the literacy disparity in the district of Narmada has declined by 0.11 points, while in other tribal districts the decline has been between 0.08 to 0.13 points.

Surprisingly, Ahmadabad being one of the most urbanized districts falls under the moderate disparity index category. May be the rural segment of the district population has not experienced much improvement in literacy, dragging below the district average. Surendranagar is the only district of Saurashtra which lies in this category but the disparity has declined by 0.08 points. Decline in Patan and Valsad too has been between 0.08 and 0.07 points respectively.

Rural-urban disparity is high in the districts of Dohad and Vadodara districts. Dohad is a predominantly tribal district and Vadodara district has a significant proportion of tribal population. Despite the fact Vadodara is a highly urbanized and industrialized district, the rural-urban literacy disparity is second highest in the State after Dohad. The tribal population is mostly rural by residence, whose literacy and educational attainment are still lower than others. Thus, there exists a high disparity between rural and urban areas of these two districts. As is clear from table 5.9 literacy situation in the two districts has improved satisfactorily during the last decade. The disparity indices of Dohad and Vadodara have declined by 0.14 and 0.06 points respectively during this period.

To analyze district level gender disparity (Figure 5.9) at the 2001 and 2011 census years in the State, the disparity indices were categorized as, below 0.09, 0.90-0.15, 0.15-0.21, 0.21-0.27, 0.27 and above keeping the state averages of 0.21 and 0.15

respectively for 2001 and 2011 census years. Gender disparity was rather high even after half a century of planned efforts. Not a single district of the State displayed very low literacy disparity (Table 5.9). The districts of Navsari (0.13) and Surat (0.13) recorded low literacy disparity at the 2001 census year. Navsari is better known as place of Parsi's as they first landed over this place. Their society is better as for gender relation is concerned, thus it has low disparity index. Surat is better known as the commercial hub which needs both the genders to be the part of the workforce, which led to the low gender disparity in Surat.

Moderate disparity was seen in the districts of Ahmadabad (0.15), Rajkot (0.16), Bharuch (0.17), Vadodara (0.18), Valsad (0.18), Tapi (0.20), Jamnagar (0.20) and Amreli (0.20). With the central location of the city and administrative importance, Ahmadabad has been the centre of the movement for the female education. The impact of which caused the gender disparity to be moderate. Similarly, the tradition of sending girls to school has been a very old tradition in the Saurashtra region. Thus, literacy disparity has been moderate in almost all the districts of the region. High gender disparity in literacy was seen in the districts of Mehsana (0.21), Gandhinagar (0.21) Junagadh (0.22), Kachchh (0.23), Anand (0.23), Dangs (0.23) and Bhavnagar (0.24). North Gujarat is the region where the sex-ratio is very low. Female literacy can be linked with the sex-ratio. Thus, high disparity in literacy can be seen. Very high disparity was seen in the districts of Narmada (0.27), Sabarkantha (0.28), Kheda (0.28), Patan (0.29), Panchmahals (0.32), Banaskantha (0.38) and Dohad (0.35).

While Kheda and Patan are predominantly agricultural districts, the remaining districts have a significant share of the ST population in their total population. Gender discrimination is generally absent in the traditional tribal societies. But, literacy and education being alien concepts to their society, is spreading mostly among the males as they have to go out for daily earnings. Thus, gender disparity in literacy is very high in the predominantly tribal districts (Table 5.9).

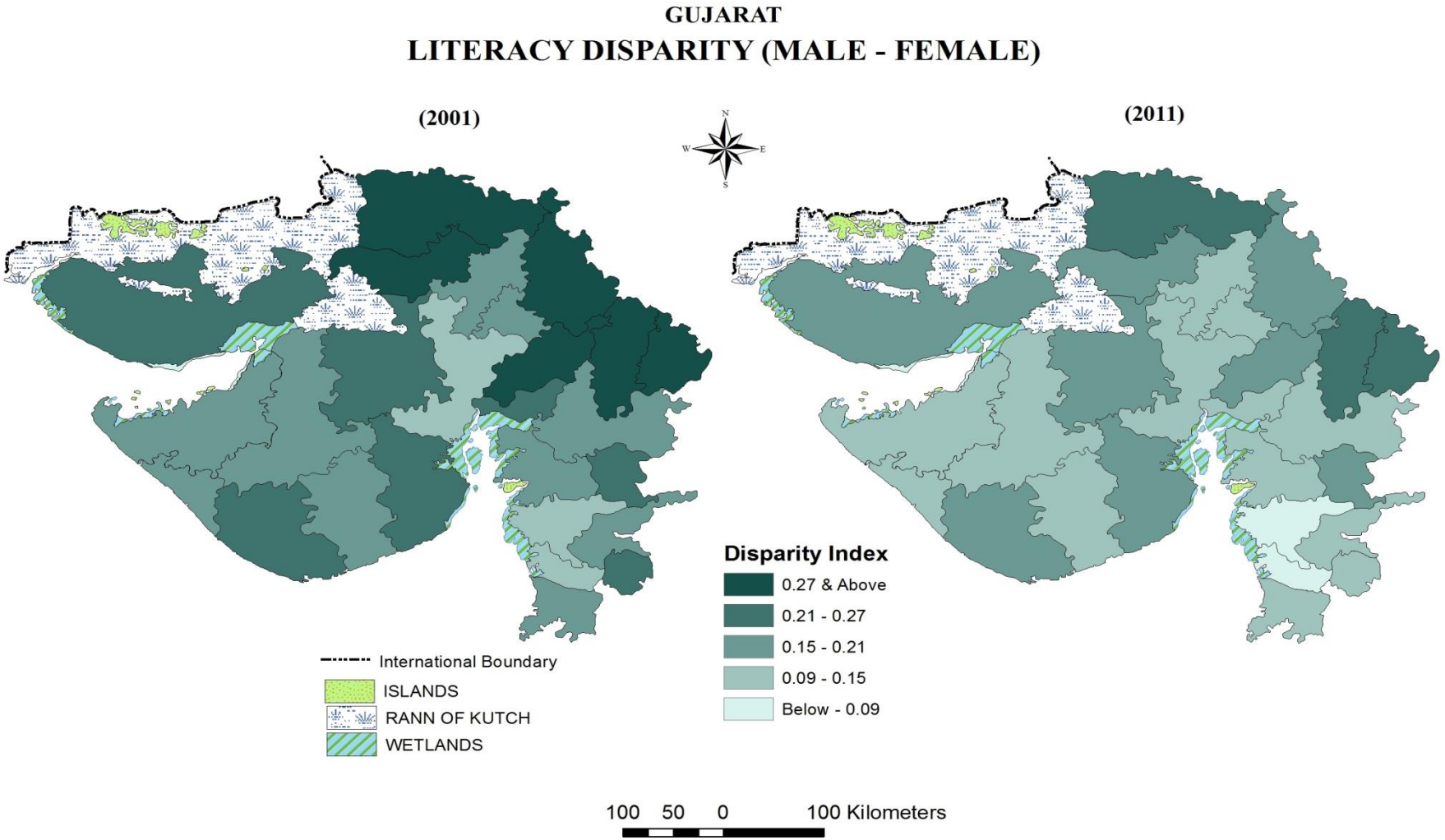

Figure – 5.9: Gujarat: Literacy Disparity (Male - Female)

At the 2011 Census, very low gender disparity in literacy was registered by the district of Surat (0.08). This district has improved in all aspects. In terms of total literacy, it is the leading district in the State. From the previous decade, the disparity in Surat district has reduced by 0.05 points. The low disparity index was seen in the district of Navsari (0.09), Ahmadabad (0.10), Rajkot (0.11), Valsad (0.11), Tapi (0.11), Bharuch (0.11), Vadodara (0.12), Anand (0.14) and Mehsana (0.14) districts. The disparity in all the districts has reduced substantially from the last decade. It may be due to realization of the importance of literacy particularly female literacy by the people.

Moderate disparity is seen in the districts of Gandhinagar (0.15), Jamnagar (0.15), Porbandar (0.15), Amreli (0.15), Dangs (0.15), Kheda (0.16), Junagadh (0.16), Bhavnagar (0.17), Narmada (0.17), Kachchh (0.18), Sabarkantha (0.20) and Surendranagar (0.20). Twelve out of twenty six districts are in this category. Kachchh, Patan, Surendranagar and Sabarkantha have low sex ratio and have high literacy disparity index. Junagadh and Bhavnagar districts of Saurashtra are also in this category. The disparity indices have declined in all the districts of the State during the last census decade between a minimum of 0.04 (Porbandar) and a maximum of 0.12 (Kheda). Perhaps the agricultural prosperity and foreign connections of Kheda district have been instrumental in enhancing its female literacy.

The districts of Patan (0.21), Panchmahals (0.23), Dohad (0.24) and Banaskantha (0.26) displayed high disparity index at 2011. The disparity decline in Dangs, Dohad and Banaskantha was 0.09, 0.11 and 0.12 points respectively, which brought them down from very high disparity category to high disparity category during the last decade. Although these disparity declines display improvement, much is yet to be achieved in these districts with respect to female literacy.

5.12. EDUCATIONAL INFRASTRUCTURE IN GUJARAT:

Education in Gujarat is divided into Primary (I-IV), Upper Primary/ Middle (V-VII), Higher Secondary (VIII-XII) and College education. Elsewhere in India, Primary is up to V and Elementary is up to VIII. Thus, Gujarat has set up a lower achievement standard as compared to the other states (Human Development Report-Gujarat, 2004, 160).

Regional disparity can be seen in the availability of such school infrastructure, particularly in the tribal areas of the State

Table - 5.10: Share of Female Teachers in Primary and Upper Primary Schools (Gujarat)

Teachers	2005-06	2006-07	2007-08	2008-09	2009-10
Total Teachers	214877	221049	239073	242916	244331
Percentage of Female Teachers	49.06	53.43	51.20	50.94	50.93

Source: Directorate of Primary Education, Gandhinagar.

The share of female teachers in the primary and upper primary schools registered a substantial increase of 4.06 per cent between 2005-06 and 2006-07 (Table 5.10). However, since then their share has been consistently decreasing, although marginally. Female teachers have accounted for more than half of the total teachers at the primary and upper primary schools of the State since the academic year of 2006-2007.

Studies show that there is a decline in the number of students in the municipal schools of Ahmadabad, Vadodara and Surat. From this decline, it is inferred that teaching is not satisfactory and parents who cannot afford the fees of private schools send their wards unwillingly to municipal schools (Menon, 2001, 114).

Education survey (8^{th} AIES) has revealed that smaller villages do not have schools within the habitation. Most schools in the rural areas mostly have one classroom for five classes (class I to V). The situation in the urban areas is better than the rural areas. However, there are schools where functional toilets for the adolescent girls are not available. According to the latest data of the State Government, 100 per cent population of Gujarat has access to the primary school. Primary schools are managed by local bodies and the problems are to be solved these bodies. These local governments have to keep on applying for funds to the state governments.

Table - 5.11: Infrastructure Available in Elementary Schools (I to VIII) Gujarat (2010-11)

Infrastructure	Percentage of Schools having the Infrastructure
Boundary Wall	89.03
Drinking Water	99.97
Having Common Toilet Facility	32.79
Girls Toilets (Functional)	88.46
Boys Toilet (Functional)	88.76
Having Electricity Connection	97.48
School Having Functional Computer	85.17
Schools Having Ramps	80.66
Book Bank	62.29
Play Ground	72.97
Kitchen Shed	88.77
Furniture for Students	0
Furniture for Teachers	0
Conducting Regular Medical Check ups	91.26
Schools Having Pre-Primary Section	11.77
Percentage of Residential School	2.26
Received Development Grant (2009 – 2010)	78.84
Teaching & Learning Material (TLM)	78.70
Average Number of Teachers per School	6.70
Distribution of Female Teachers	54.69

Source: DISE 2011 – 2012, Flash Statistics.

After privately funded higher educational institutions became a success in Gujarat, private entrepreneurs are getting attracted towards primary level education. Privately funded primary schools provide quality education with better infrastructural facilities, but at a price, which not all can afford. It is estimated that at the end of the century, only around 5 per cent had access to such education, that too only in the urban areas (Visaria, 2000, 587).

As is clear from the state-wise comparative data for the year 2014-15 on educational infrastructure in all schools in the last chapter (Table 4.4), the state of Gujarat is relatively better placed among the states of the country. Table 5.11 provides the percentage of elementary schools having different infrastructural facilities for the year

2010-2011. Excepting for the facility of book bank, furniture for students and teachers, and residential facility etcetera, majority of the schools of Gujarat have the required infrastructural facilities.

5.13. PUPIL TEACHER RATIO:

On the whole, Gujarat has fared relatively better in terms of geographical distribution of primary schools and other infrastructure in comparison to other states but not in terms of outcome (Human Development Report-Gujarat, 2004, 162). It has of course no meaning if the enrollment and the attendances are low like in the tribal areas.

Pupil Teacher ratio is very much significant for better learning outcome. If the student gets individual attention, that would lead to a positive outcome in terms of child's overall development. On an average, around 8.31 per cent of schools in the entire country are being run by a single teacher (Gupta, 2013, 26). There are 19 districts in Gujarat in which the number of students in a single classroom is more than 30, the norm fixed by the Right to Education (RTE) act for student-classroom ratio (Ibid.). Compared to the National average too, the pupil-teacher ratio at different levels of education in Gujarat is less, excepting at secondary level (Table – 5.12).

Table - 5.12: Pupil-Teacher Ratio at a Glance

State/ Nation	Primary		Upper Primary		Secondary		Higher Secondary	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Gujarat	21	20	13	13	34	34	33	31
India	25	24	17	17	26	27	41	38

Source: U-DISE 2014-15.

During the last ten years, starting from 2001-02 to 2009-10, the pupil-teacher ratio has reduced in the State, although variations are noticed across the districts (Table – 5.13). Maximum decrease in the ratio has taken place mostly in the predominantly non-tribal districts, of which many are highly urbanized and industrialized, Ahmadabad, Bhavnagar, Gandhinagar, Junagarh and Patan. Among the districts with reasonable share of the tribal population, Sabarkantha and Surat district have been the losers (Table -5.13).

Table - 5.13: District-Wise Pupil-Teacher Ratio

District	Primary		Secondary	
	2001-02	2009-10	2001-02	2009-10
Ahmadabad	47	39	33	26
Amreli	41	57	45	44
Anand	41	45	35	26
Banaskantha	14	54	37	55
Bharuch	39	38	39	41
Bhavnagar	50	36	41	39
Dohad	49	46	36	40
Gandhinagar	54	31	26	24
Jamnagar	40	48	34	32
Junagadh	36	24	37	32
Kachchh	41	33	39	33
Kheda	22	32	39	32
Mehsana	35	40	36	43
Narmada	34	59	32	42
Navsari	37	31	38	37
Panchmahals	40	34	27	35
Patan	44	35	41	30
Porbandar	43	23	31	33
Rajkot	39	25	41	42
Sabarkantha	33	29	34	32
Surat	40	23	46	34
Surendranagar	45	35	36	37
The Dangs	38	39	38	37
Vadodara	42	30	42	42
Valsad	38	27	38	38
Gujarat	**38**	**35**	**36**	**35**

Source: Directorate of Primary Education, Gujarat state, Gandhinagar

5.14. STATUS OF EDUCATION:

Status of education of a population can be assessed with reference to enrollment of students at different levels of education and their grasping capabilities in terms of reading and writing abilities etcetera. Consideration of the enrollment scenario is equally important as the pupil-teacher ratio. Simple availability or presence of the

teacher, without students is wastage of National resources. It is therefore, pertinent to examine the enrollment scenario in the State.

5.14.1 Enrollment Ratio:

According to the Right to Education (RTE) Act, 2009, education of children between 6 to 14 years of age is compulsory (Table 5.14).

Table - 5.14: Gross Enrollment Ratio at a Glance

State / Nation	Primary		Upper Primary		Secondary		Higher Secondary	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Gujarat	101.13	98.72	90.86	93.56	86.21	84.25	69.55	65.78
India	101.36	100.38	89.33	91.24	76.64	78.51	52.21	54.21

Source: U-DISE 2014-15

A cursory look at the Gross Enrollment Ratio (GER) at different levels of education in Gujarat and India (Table – 5.15), places the State at a leading position. Excepting at the primary level, GER in Gujarat has been higher than the National average during the two reference years of 2013-14 and 2014-15. Using the Census of India data for the last two census counts, the GER however comes out to be much lower for primary and secondary levels. Besides, the GER particularly at the primary level has reduced substantially in majority of the districts in the State (Table – 5.15).

Table - 5.15: District-Wise Gross Enrollment Ratio by Level of Education - Gujarat

Districts	GER-2001			GER-2011		
	Primary	Secondary	Total	Primary	Secondary	Total
Ahmadabad	78.65	59.93	72.54	66.75	66.14	66.56
Amreli	82.76	53.07	73.38	76.65	80.80	78.04
Anand	91.13	54.42	79.81	82.75	79.96	81.89
Banas Kantha	25.74	34.54	28.11	78.12	45.54	68.86
Bharuch	80.57	55.44	73.22	77.77	69.69	75.28
Bhavnagar	88.47	43.39	75.03	78.36	57.68	71.74
Dohad	78.56	47.18	70.38	72.17	56.86	68.22
Gandhinagar	86.82	69.64	81.37	87.30	113.64	95.66
Jamnagar	76.64	40.99	64.95	57.30	48.77	54.66
Junagadh	75.14	57.74	69.62	77.44	76.56	77.16
Kachchh	73.00	37.73	62.38	76.43	43.79	67.00
Kheda	90.57	67.83	83.64	79.69	75.61	78.48
Mahesana	76.05	61.65	71.47	82.09	79.47	81.25
Narmada	80.00	44.29	70.61	70.30	57.32	66.47
Navsari	81.17	72.61	78.49	82.41	86.99	83.91
Panch Mahals	90.64	52.45	79.94	77.50	66.07	74.20
Patan	99.90	40.43	81.59	77.23	53.99	70.26
Porbandar	85.17	43.06	71.47	79.62	64.85	75.12
Rajkot	80.97	58.12	73.33	69.04	75.24	71.02
Sabar Kantha	88.38	69.61	82.64	78.12	82.21	79.34
Surat	74.35	63.19	70.90	60.01	55.54	58.56
Surendranagar	83.61	39.26	70.03	76.07	50.45	68.24
The Dangs	106.58	55.17	95.43	101.83	54.94	90.70
Vadodara	79.96	48.71	70.67	69.70	71.48	70.23
Valsad	74.93	60.39	70.85	57.54	73.34	61.28
GUJARAT	**78.40**	**54.30**	**71.04**	**72.62**	**65.50**	**70.44**

Source: Calculated from Census of Gujarat, 2001 and 2011.

Table - 5.16: Net Enrollment Ratio at a Glance

State / Nation	Primary		Upper Primary		Secondary		Higher Secondary	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Gujarat	82.92	83.29	68.39	71.36	44.88	47.73	28.42	29.44
India	88.08	87.41	70.20	72.48	48.63	48.46	30.43	32.68

Source: U-DISE 2014-15

NER gives the real picture of enrollment. Gujarat's NER is one of the worst in India (Gupta, 2013, 18). Gujarat's NER at all the four levels of education has remained below the National average. Nevertheless, improvement can be marked at all levels from the previous year (Table - 5.16). Out of 40,746 Elementary schools in the State, 33,518 schools are run by the Government. Enrolment in Government schools is also quite high in Gujarat and the State stands 12th in this respect in the country. The socio-economic condition plays major factor for higher enrolment in Government schools. The vulnerable always avail the Government system since it is free and affordable. However, Gujarat has a higher per cent of school dropouts than most of the Indian states. According to the DISE 2011-12, for the year 2010-11, drop-out rates for primary level and upper primary are respectively 2.99 and 29.33 per cent in Gujarat. Thus, it has become a very serious issue.

5.14.2 ASER 2014 in Gujarat:

Annual Status of Education Report (ASER) focuses on schooling and its learning outcome in India based on household survey. ASER is the outcome of the initiative taken by the NGO, 'Pratham'. It basically works in the rural areas with the help of local organizations, institutions and concerned citizens. It covered in 2014 nearly 756 villages and about 15,454 households having children in the age of 3-16 years spread over all the twenty six districts of the State. Gujarat is one of the states in India having relatively lesser number of private primary schools and enrolment in them. Lack of paying capacity compels people to choose government schools for their children. Thus, enrolment in the government schools is higher in Gujarat. Around 85 per cent of all students between the age group of 6-14 years attending school are enrolled in government schools.

Table - 5.:17 ASER 2014 District Performance Tables (Gujarat)

District	Learning Levels Std I-II		Learning Levels Std III-V	
	% of children who can read letters, and words or more	%of children who can recognize numbers (1-9) or more	% of children who can read a Std I level text or more	% of children who can do subtraction or more
Kachchh	58.7	56.1	64.4	27.0
Banaskantha	46.2	48.7	49.7	20.5
Patan	74.8	73.0	68.8	33.5
Mahesana	73.3	74.4	76.5	40.6
Sabarkantha	69.8	67.9	62.7	37.3
Gandhinagar	72.1	70.1	70.5	39.8
Ahmadabad	56.5	60.9	55.0	20.5
Surendranagar	65.3	68.4	64.8	25.9
Rajkot	54.5	55.7	70.0	26.3
Jamnagar	58.9	54.4	60.1	28.1
Porbandar	73.2	73.2	68.3	31.7
Junagadh	72.1	67.7	53.7	55.9
Amreli	61.1	60.8	62.8	27.9
Bhavnagar	52.1	54.0	58.5	28.4
Anand	53.3	59.3	54.2	37.3
Kheda	57.8	59.2	50.4	21.7
Panchmahals	63.1	65.5	41.8	25.1
Dohad	48.6	51.0	44.8	22.6
Vadodara	45.6	48.5	49.2	12.5
Narmada	51.8	55.4	36.8	7.6
Bharuch	51.1	55.6	49.1	13.9
The Dangs	40.5	46.0	37.2	15.6
Navsari	72.4	73.9	63.5	14.5
Valsad	85	85.7	56.9	40.2
Tapi	47.5	64.4	60.4	30.2
Surat	57.5	58.2	60.7	28.6
Total	**59.6**	**61.0**	**57.1**	**29.4**

Source: ASER 2014

Reviewing the district performance,(Table 5.17) after the standard I-II, 59.6 percent of the children could read the letter and words while 61 percent of children can

recognize numbers (1-9). Valsad district has the highest score of 85 percent for reading letter while the tribal district of Dangs the lowest score with 40.5 percent in reading. For recognizing numbers also, Valsad district has the highest score of 85.7 Dangs the lowest score with 46 percent. After completing standard V, 57.1 percent of the children could read a Standard I level text while 29.4 percent of children can do subtraction. Mehsana district has the highest score of 76.5 percent for reading text of std I, while the tribal district of Dangs the lowest score with 37.2 percent. Junagarh district has the highest score of 55.9 percent for subtraction, while the tribal district of Narmada the lowest score with 7.6 percent.

Table - 5.18: Percentage of Children by Class and Reading Level in All Schools of Rural Gujarat

Std.	Not even read a letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	57.8	29.8	7.9	2.6	1.9	100
II	24.3	35.3	22.3	9.1	9.1	100
III	12.7	22.6	26	18.3	20.3	100
IV	6.7	13.5	21.5	21.8	36.4	100
V	4.2	10.4	14	24.9	46.6	100
VI	2.7	7.5	10.1	24.4	55.3	100
VII	2.6	3.6	8.1	15	70.7	100
VIII	1.6	3.9	5.8	11.1	77.6	100
Total	**12.7**	**15**	**14.4**	**16.5**	**41.3**	**100**

Source: ASER, 2014

According to the ASER study, (Table5.18) after completion of primary level (Class VIII) of education, only 41.3 per cent of the students in rural Gujarat were able to read standard II text and only 16.5 per cent of the students were able to read standard I text. About 12.7 per cent could not even read a letter. According to the ASER 2014 report on Gujarat, after completing 5^{th} standard, only 46.6 percent were able to read standard II text, and only 24.9 per cent of the students were able to read standard I text. A similar trend was observed for grade 3 students, who were administered grade 1 text. Only 20.3 percent were able to read standard II text, and only 18.3 per cent of the students were able to read standard I text .Students scoring badly in writing, indicates that rote learning methodologies are mostly followed in school, and the

student lacks applicable knowledge. If the basic is not cleared properly at the 1st-2nd standard, its impact on the learning ability in higher classes becomes negative.

Table - 5.19: Class-Wise Percentage of Children by Arithmetic Level in all Schools of Rural Gujarat

Std.	Cannot even recognize 1-9	Can recognize		Can subtract	Can divide	Total
		1-9	10-99			
I	55.7	34.3	8.5	1.3	0.2	100
II	23.6	46.7	24.7	4.3	0.7	100
III	11.6	36.7	36.8	12.9	2.0	100
IV	7.4	25.1	38.0	23.0	6.5	100
V	4.0	19.9	34.5	25.6	16.1	100
VI	3.6	13.0	35.5	28.6	19.4	100
VII	2.1	9.6	36.0	24.4	27.9	100
VIII	2.1	7.9	33.3	24.2	32.6	100
Total	12.5	23.4	31.6	18.9	13.7	100

Source: ASER, 2014

According to the ASER study, (Table 5.19) there is a decline in performance in the arithmetic tests in Gujarat. Of all children enrolled in Standard V in 2014, only 25.6 per cent were able to solve subtraction problems. Such students were 36 and 35.3 per cent in 2011 and 2012 respectively. Similarly, the proportion of all children of Standard V who were able to solve some division problems varied between 21.1 to 22.7 per cent in 2010 and 2011, but has reduced to 16.1 per cent in 2014. Overall, students who could do subtract were 28.2 per cent in 2010, which has consistently reduced over the years and reached 18.9 in 2014. At overall level, there is an unstable trend with regard to students' ability to divide. In the year 2010, 20.5 per cent students were able to do division, which increased to 22.1 per cent in 2011 and declined to 14.7 per cent 2012 and 13.7 per cent in 2014.

The situation in the State is alarming as the students' performance is becoming poorer year by year. The learning outcomes are also declining. Thus, it is pertinent to devise some stringent measures to tackle the situation. Even for the most basic concepts, the performance is too miserable. While there are many policies which talk about teaching analytical skills but in reality there is a wide gap between the policy structure and reality. The existing policies mostly target the educational inputs, while the

learning outcomes are overlooked. The requirement is to emphasize on the quality of education, make learning enjoyable and innovative. The outcome of the learning should be relevant.

Gujarat seriously need to plan some more to just Gunotsav and Praveshotsav in order to improve the primary education scenario in the state. The comparison of the performance of the student of the rural areas of the year 2007 and 2014 ASER shows the decline between in basic learning in Maths, English and even in Gujarati.

Table - 5.20: Class-Wise Percentage of Children by English Reading Level in all Rural Schools of Gujarat

Std.	Not Even Capital Letters	Capital Letters	Small Letters	Simple Words	Easy Sentences	Total
I	79.5	10.6	6	3.5	0.5	100
II	69.4	14.2	10.2	4.7	1.5	100
III	53.5	20.8	17.5	6.2	2	100
IV	37.9	24.8	22.7	9.2	5.5	100
V	24.3	22.7	28.4	14.8	9.8	100
VI	14.4	19.5	29.2	20.6	16.3	100
VII	9.6	14.8	25.4	23.5	26.7	100
VIII	6.8	11.1	23.4	22	36.7	100
Total	35.1	17.6	21.1	13.5	12.7	100

Source: ASER, 2014

English had been weak point of Gujarati students and has become further weak (Table5.20). In 2007, 41 per cent of class V students could read simple words which declined to 24.5 per cent in 2014. This proportion is much lower than the National average of 49.2 per cent. Only 12.4 per cent could read sentences in 2014. The survey also notes that the number of class V students who could read class II level Guajarati text has dropped from 48.8 per cent in 2007 to 46.2 per cent in 2014.

5.15 EDUCATIONAL DEVELOPMENT INDEX OF GUJARAT:

Gujarat is positioned at the ninth position in terms of composite Educational Development Index (EDI) worked out by NUEPA with the index score of 0.739 among all the states of India (DISE, 2010-11). For the primary level it stands at the

fifth position with the index score of 0.730 and for the upper primary level the state is placed at the tenth position with the index score of 0.757.

The recent DISE data shows that Gujarat has the best potential in India for developing good infrastructure facilities to the elementary schools. Large number of classrooms has been built up in elementary schools so that children have enough space to study. Gujarat has on an average 6.2 classrooms per school, as against the National average of 4.7 class rooms (DISE. 2010-11).

5.15.1 District-Wise Educational Development Index of Gujarat

EDI for the districts has been calculated with the help of two indicators – literacy rate and enrollment ratio for the year 2001 and 2011 (Table 5.21). It is calculated for the primary and secondary levels separately. The composite indices of the districts have been worked out, taking the average of both primary and secondary level indices. Ranking of the districts has been done on the basis of the value of the composite EDI and the relative positions of the districts has been analysed.

In 2001, Ahmadabad had the highest EDI in the primary level followed by Gandhinagar, Anand and Surat (Figure 5.10). The districts positioned at the bottom were Surendranagar, followed by Narmada, Kachchh, Dohad and Banaskantha. For the secondary level, the top position was occupied by Navsari followed by Gandhinagar, Ahmadabad, Surat and Mehsana. The bottom liners were Surendranagar, Patan, Kachchh, Banaskantha and Dohad.

On the basis of composite EDI, Gandhinagar (0.89), Ahmadabad (0.89), Navsari (0.88), Surat (0.86), Mehsana (0.81) and Kheda (0.80) are the leaders. These are the top six districts in the 2001. These districts had better infrastructure and all-round facilities for education. Furthermore, these are the most urbanized and industrialized districts of the State. Next in rank were Anand (0.79), Rajkot (0.78) and Bharuch (0.77). These were the newly developed areas where the significance of education has been realized by the people.

Sabarkantha (0.69), Valsad (0.68), Vadodara (0.67), Junagadh (0.64), Porbandar (0.62) and Amreli (0.61) occupied the 10^{th} to 15^{th} rank in 2001.This group of six districts can be counted under moderate EDI, which is closer to the State average.

Districts with low EDI included those districts which lacked in educational infrastructure, such as, Bhavnagar (0.58), Jamnagar (0.55), and Dangs (0.54). Patan (0.48), Surendranagar (0.46), Narmada (0.44), Kachchh (0.40), Dohad (0.16) and Banaskantha (0.11) districts displayed the least EDI among all the districts of the State.

Table - 5.21: District-Wise Educational Development Index and its Ranking (2001 and 2011)

Districts	2001		2011		2001		2011		2001		2011	
	Primary	Rank	Primary	Rank	Secondary	Rank	Secondary	Rank	Composite	Rank	Composite	Rank
Ahmadabad	0.885	1	0.682	9	0.889	3	0.718	7	0.887	2	0.700	8
Amreli	0.642	16	0.530	16	0.569	14	0.562	14	0.605	15	0.546	16
Anand	0.839	3	0.828	2	0.744	9	0.810	3	0.792	7	0.819	3
Banaskantha	0.113	25	0.318	24	0.113	24	0.171	24	0.113	25	0.244	24
Bharuch	0.794	6	0.720	7	0.751	8	0.690	9	0.772	9	0.705	7
Bhavnagar	0.667	14	0.574	15	0.486	16	0.483	16	0.577	16	0.529	17
Dohad	0.218	24	0.111	25	0.111	25	0.062	25	0.164	24	0.087	25
Gandhinagar	0.862	2	0.857	1	0.918	2	0.966	1	0.890	1	0.911	1
Jamnagar	0.624	17	0.370	23	0.470	17	0.394	20	0.547	17	0.382	22
Junagarh	0.643	15	0.575	14	0.642	12	0.580	13	0.643	13	0.577	13
Kachchh	0.479	23	0.437	21	0.312	3	0.294	23	0.396	23	0.365	23
Kheda	0.788	9	0.762	5	0.812	6	0.747	5	0.800	6	0.755	5
Mehsana	0.791	7	0.804	4	0.821	5	0.789	4	0.806	5	0.797	4
Narmada	0.509	22	0.434	22	0.371	20	0.401	19	0.440	22	0.418	21
Navsari	0.824	5	0.813	3	0.929	1	0.832	2	0.876	3	0.823	2
Panchmahals	0.574	20	0.455	20	0.463	22	0.410	18	0.518	19	0.433	19
Patan	0.603	19	0.486	18	0.349	18	0.385	21	0.476	20	0.435	18
Porbandar	0.701	11	0.590	12	0.530	15	0.524	15	0.615	14	0.557	5
Rajkot	0.791	8	0.640	10	0.769	7	0.703	8	0.780	8	0.672	9
Sabarkantha	0.670	12	0.579	13	0.719	10	0.607	12	0.694	10	0.593	12
Surat	0.830	4	0.687	8	0.881	4	0.723	6	0.855	4	0.705	6
Surendranagar	0.558	21	0.473	19	0.361	21	0.364	22	0.459	21	0.418	20
The Dangs	0.614	18	0.741	6	0.461	19	0.461	17	0.538	18	0.601	11
Vadodara	0.721	10	0.594	11	0.621	13	0.634	10	0.671	12	0.614	10
Valsad	0.669	13	0.494	17	0.692	11	0.633	11	0.680	11	0.564	14
Gujarat	**0.683**		**0.594**		**0.639**		**0.583**		**0.661**		**0.589**	

Source : Calculated

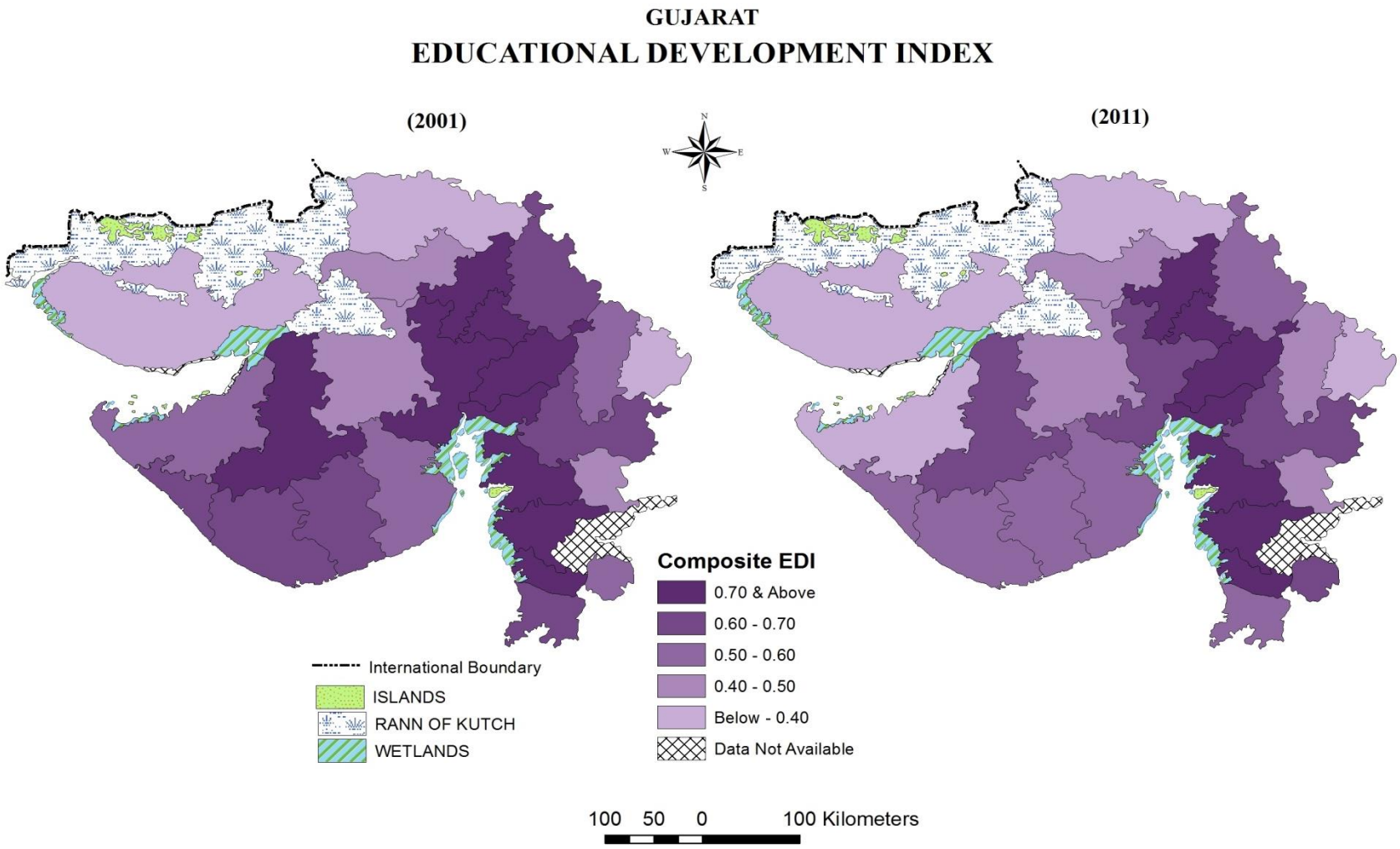

Figure – 5.10: Gujarat: Education Development Index

For the year 2011, EDI has similarly been calculated for the primary and secondary levels and thereafter composite indices have been worked out. The indicators used for 2001 have also been same for 2011 district level indices. During the decade, several initiatives were taken up by the Government to improve the literacy and educational levels of the State population. Despite such efforts, the composite EDI of the State has slipped from eighth rank in 2004-05 to ninth rank in 2010-11 (NUEPA). During the decade, there was no change in the ranks of Gandhinagar (01), Junagadh (13), Panchmahals (19) and Kachchh (23) districts.

The districts that have improved their position during the decade, are Anand (from 7th to 3rd), Banaskantha (from 25th to 24th), Bharuch (from 9th to 7th), Kheda (from 6th to 5th), Mehsana (from 5th to 4th), Narmada (from 22nd to 21st), Navsari (3rd to 2nd), Patan (from 20th to 18th), Surendranagar (from 21st to 20th), Dangs (from 18th to 11th), and Vadodara (from 12th to 10th). The greatest improvement was seen in the district of Dangs where the enrollment ratio increased substantially.

On the other hand, some of the districts lost their earlier position. These form a group of nine districts, which include Ahmedabad (2nd to 8th), Amreli (15th to 16th), Dohad (24th to 25th), Bhavnagar (16th to 17th), Porbandar (14th to 15th), Rajkot (4th to 5th), Sabarkantha (10th to 12th), Surat (4th to 6th) and Valsad (11th to 14th). It is surprising to observe the slipping of Ahmadabad district from the 2nd to the 8th position in the ranking order.

Thus, in 2011, highest EDI was seen in Gandhinagar, Navsari, Anand and Mehsana. High EDI was seen in Kheda, Surat, Bharuch and Ahmadabad. Moderate EDI was seen Rajkot, Vadodara and Dangs where as the EDI was low in the districts of Sabarkantha, Junagadh, Valsad, Porbandar, Amreli and Bhavnagar. The lowest EDI was seen in the districts of Kachchh, Banaskantha, Dohad, Patan, Panchmahals, Surendranagar, Narmada, and Jamnagar.

5.16 VISION FOR 2020

The State has a vision of attaining 100 per cent literacy among the people of Gujarat by 2020, which include affordable education for everybody (Menon, 2009, 232). The secondary level would have linkage with the industrial requirement. Education would

be linked with employment, skill development and practical learning. The new innovative and student friendly method would be adopted. Education institution would have best of infrastructure.

5.17. CONCLUSION:

The literacy rates are better in the urban areas as compared to the rural areas for both the genders. Better educational facilities are available in the urban areas. Even gender gap has been narrowed down in the urban areas. The gap between the two genders in literacy attainment in the rural areas is still persistent which tells us that the female literacy has not improved in Gujarat as fast as in the other states of India.

Among the districts, Ahmadabad, which has a central location in Gujarat, has a literacy growth of 5.8 point per cent from 2001. Surat has reached the top position in literacy among all the districts of Gujarat. At the 2011 Census, urban literacy in almost all the districts of the State crossed 80 per cent mark. This may be due to the impact of urbanization and industrialization on the literacy and education. Rural to urban migrations also tend to increase the level of literacy in the urban spaces, but the level of education may remain lower. The eastern districts of the State have predominance of ST population and are the least urbanized, which seems to have impacted their educational attainment. The traditionally preliterate tribes in these districts are primarily rural and dependent on primary activities, where the skill of literacy and education has no significance. Thus, the social composition of population has also played a role on the educational attainment.

Under the Sarva Shiksha Abhiyan (SSA) programme, female education received priority in Gujarat. The female literacy has admirably grown in the State, even in the otherwise lagging semi-arid northern districts, or the saline tracts of Saurashtra, particularly Bhavnagar, or the eastern tribal districts. In fact, most dominantly tribal district of Dangs has registered 18.7 point percentage growth in female literacy during the 2001-11 decade, which is the highest growth in the State.

Despite this progress in the attainment of literacy, improvement in the level of education among the females has not been impressive. Gender disparity in education particularly in rural Gujarat is high and need to be addressed. Excepting in the district

of Surat, gender disparity in education at the 2011 Census was significantly high in almost all the districts of the State.

In urban area, the disparity is very less. The disparity is more prominently seen at the primary level of education. The low rural-urban disparity was in the district was in Mehsana. The economy of Mehsana depends upon depend on the milk production and dairy industry thus, with the better earning the rural also invest in the education and does not remain much behind its urban counterpart. In general, all round development from rural to the urban has led to the decline of the disparity index.

Rural-urban disparity is high in the districts of Dohad and Vadodara. Dohad district has a predominance of the ST population. These tribal people are mainly concentrated in the rural areas, whose literacy and educational attainment are still lower than others. Thus, there exists a high disparity between rural and urban areas. Things are improving than the previous decade. Despite the fact that the district of Vadodara is highly urbanized and industrialized, the rural-urban disparity in literacy is second highest after Dohad. Vadodara also has a substantial share of the tribal population, on its eastern part for which perhaps the rural literacy rate is low as compared to the urban.

In 2011, highest Educational Development Index (EDI) was seen in Gandhinagar, Navsari, Anand and Mehsana followed by Kheda, Surat, Bharuch and Ahmadabad. Moderate EDI was seen in Rajkot, Vadodara and Dangs, whereas the EDI was low in the districts of Sabarkantha, Junagadh, Valsad, Porbandar, Amreli and Bhavnagar. The lowest EDI was seen in the districts of Kachchh, Banaskantha, Dohad, Patan, Panchmahals, Surendranagar, Narmada, and Jamnagar.

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