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Child Education
in Gujarat

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'Shyam' Institute

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CHILD EDUCATION
IN
GUJARAT

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INTRODUCTION

Children, along with women, constitute the most vulnerable group of the population. Children are particularly vulnerable to the deprivation of their basic needs that secure their survival, contribute to their growth and development and ensure their protection from a range of social, economic, cultural and environmental hazards. Children may not be regarded as full social and economic agents and hence they cannot secure the resources necessary for their survival, growth and development until they reach a certain age. Similarly, children have no or very limited freedom to make decisions related to their own welfare and benefit in the family and the society. Within the family or the household, children are dependent upon elder members of the household including their parents in meeting out their basic needs. In the community and the society, they have to rely, to a significant extent, upon the production of goods and services by public authorities, especially in areas of education and health to fulfil their basic needs. These and many other dependencies of children get manifested typically in the poor social and economic settings. Poverty, at the early stages of life, has enduring consequences on those who survive into adulthood. It condemns them to recurrent poverty spells and a life full of hardship and misery.

Another reason behind increased attention to the well-being of children is the United Nations Convention on the Rights of the Child (United Nations, 1989). This Convention lays down the principle of non-discrimination in the 'best interests' of the child along with common standards for different rights of the child. It takes into account different cultural, social, economic and political realities in which children live. India is one of the signatories of the Convention. By ratifying the Convention way back in 1992, India has committed herself to protecting and advancing children's rights; to developing and undertaking all actions, programmes and policies in the context of the 'best interests' of children;

and to hold herself accountable for this commitment before the international community. Children's rights include, among others, right to survival, right to development, right to protection and right to participation.

The above considerations constitute the background for the present report which focusses on analysing patterns of child education in Gujarat, one of the constituent states of India. It is well known that education is essential for the cognitive development of the child and, therefore, it is one of the key domains of child well-being as articulated in the United Nations Convention on the Rights of the Child as well as in the National Policy for Children 2013 (Government of India, 2013). India's commitment to universal child education is reflected in the Right of Children to Free and Compulsory Education Act, popularly known as the Right to Education (RTE) Act, 2010 (Government of India, 2010). India is also one of the 135 countries of the world to make education as a fundamental right. The importance of education in the well-being of children stems from the fact that education entails that every child acquires knowledge, learning and skills necessary for the development of the personality and identity. The ultimate objective of education is the improvement in the quality of life.

Education can be formal, non-formal and informal. A distinction among the three types of education is given by Coombs (1968). Formal education, according to Coombs (1968) may be defined as the hierarchically structured, chronologically graded education system. Non-formal education, on the other hand, may be defined as any organised educational activity outside the established formal education system. Finally, informal education may be defined as the lifelong process whereby every child or individual acquires attitudes, values, skills and knowledge from the daily experience and the educative influences and resources available in the social, cultural and economic environment surrounding the individual.

The present analysis of child education in Gujarat is restricted to the formal education only which is synonymous to schooling or school education only. The report does not cover non-formal and informal education simply because data related to non-formal and informal education are generally not available. Under the Right to Education Act of the Government of India, education has become synonymous to formal education in the country.

DATA SOURCE

This report is based on two data sources. The first is the 2011 population census. The 2011 population census provides data on the number of individuals attending any educational institution at the time of the census by age. The educational institutions, in the 2011 population census, have been classified into six categories: 1) school; 2) college; 3) vocational institute; 4) special institution for the disabled; 5) literacy centres; and 6) other institutions. For the school-age population, 2011 population census provides data about the number of children attending school and special institutions for the disabled. Moreover, children not attending educational institutions at the time of 2011 population census have been further categorised into: 1) children who attended an education institution before but not attending currently; and 2) children who never attended any educational institution. These data are available by residence - rural and urban, social class - Scheduled Castes and Scheduled Tribes, and gender - male and female for the state and for its 26 districts as they existed at the time of 2011 population census. The data available through the 2011 population census are however not available by class or by broad education category classification - primary, upper primary, secondary, and higher secondary.

The second source of data about child schooling is the District Information System for Education (DISE). DISE is a school based system of reporting related to the progress of school education in the country. It

was conceived, designed and launched in 1995 by the then National Institute of Educational Planning and Administration (NIEPA) which is now known as the National University of Education Planning and Administration (NUEPA). It was initially confined to 18 states of the country which were covered under the District Programme on Elementary Education (DPEP) programme of the Government of India launched in 1994. In 2001, the Government of India launched the Sarva Shiksha Abhiyan and the scope of DISE was extended to the entire elementary education system and its coverage was extended to all districts of the country. The Government of India also decided to replace the manual reporting of elementary education related data by online reporting through DISE. Moreover, the Government of India has also decided to accord the status of official statistics to all statistics generated by using the data available through DISE. Recently, DISE has been expanded into universal district information system for education (UDISE) to cover both elementary - primary and upper primary - and secondary and higher secondary education.

DISE do have some limitations as regards data related to child education, more specifically, child schooling is concerned. Perhaps the most important limitation of DISE is that it is essentially a school based system of reporting the progress and achievement in education. Being the school-based reporting system, DISE data is associated with usual reporting bias. Although, the system has implicit and explicit arrangements to ensure the veracity of data reported by schools, there are studies that suggest that are certain gray areas in the DISE data (Kaushal, 2011).

DISE is a system of reporting those children who are enrolled in schools. It does not provide estimates of the school age population, population aged 6-13 completed years. As such estimates of the school age population available from other sources are required to estimate enrolment ratios on the basis of DISE data. These estimates are available

at state and national level but not at the school level. Moreover, the post enumeration survey carried out as a validation exercise of DISE data does not appear to be designed to report the degree of under-reporting or over-reporting of the enrolment at the school level. As such DISE has limited utility to monitor the progress towards the universalisation of child education.

In any case, DISE is the only system in the country that provides school level data about school enrolment. These data are available for different population sub-groups including social class - Scheduled Castes and Scheduled Tribes - and gender - girls and boys, although DISE does not provide data by the place of residence - rural and urban. As such, DISE data permit estimation of gross enrolment ratios by social class and by gender when these data are linked with data on the number of children by age.

METHODOLOGY

The Right to Education Act provides for compulsory education to all children up to 14 years of age. This means that all children aged 6-13 completed years:

- 1) must be enrolled in the age appropriate class, and
- 2) must successfully pass the class appropriate to age.

Universalisation of elementary education in India, therefore, is aimed towards: 1) universal enrolment of elementary school age children (6-13 completed years) in the formal education system; and 2) successful completion of elementary education by all children aged at least 14 years. The achievement of goal 2, it may be pointed out, is contingent upon the realisation of goal 1.

It is in the above context that the following indicators have been used in the present analysis:

1. School attendance rate (SAR). The proportion of school age children currently attending school irrespective of the class in which they are studying. This indicator has been calculated for the entire school age population (children aged 6-17 completed years) as well as for primary school age population (children aged 6-10 completed years), upper primary school age population (children aged 11-13 completed years), secondary school age population (children aged 14-15 completed years) and higher secondary school age population (children aged 16-17 completed years).
2. Gross enrolment ratio (GER). The ratio of the number of children in a given class to total number of children of age corresponding to the class. Thus the primary GER is the ratio of the number of children enrolled in classes I-V to the number of children aged 6-10 completed years while the upper primary GER is calculated as the ratio of number of children enrolled in classes VI-VIII to the number of children aged 11-13 completed years. The GER is usually more than one because the numerator includes all children in the class irrespective of age while denominator includes only children of age corresponding to the class.
3. Net enrolment ratio (NER). The net enrolment ratio is the ratio of the number of children in a particular class with age specific to the class to the total number of children of age specific to the class. The NER can never be more than one. An $NER=1$ means that all children of age specific to a particular class have been enrolled in the class.

SAR, GER and NER are indicators of entry into the formal education system. All the three indicators have their own relevance and all the three need to be considered while analysing the coverage of the formal education system. SAR reflects the coverage irrespective of the class. GER

reflects the coverage irrespective of the age of the child while NER is both age and class specific.

The second aspect of child education is the completion of education specific to the age of the child. This means that a child with 7 years of age should have completed class I while a child with 14 years of age should have completed class VIII, etc. Other indicators of completion of education specific to age include promotion rate, repetition rate, drop out rate and transition rate. The argument is that if all children are enrolled in a class specific to the age of the child; all children are retained in the formal education system throughout the childhood period; there is no repetition in any class; and there is no drop out during the year then all children will successfully complete the class specific to their age in which they are enrolled and will be promoted to the next higher class. If this situation is sustained for at least eight years then the objective of the Right to Education Act will be achieved. In other words, progress towards the implementation of the Right to Education Act requires that every child is followed from the day when the child completes 6 years of age up to the day when the child completes 14 years of age to ensure that the child remains in school and there is no repetition in any class. In such an ideal situation, the repetition rate and the drop out rate will be zero and the promotion rate will be cent per cent so that the transition rate from class I to class II; from class II to class III, etc. or from primary to upper primary education or from upper primary to secondary education, etc. will always be 100 per cent. This is however rarely the case.

CHILDREN IN SCHOOL

According to the 2011 population census, the school age population - population aged 6-17 completed years - in Gujarat was around 14.271 million, out of which around 11.049 million children were attending school at the 2011 population census. This means that school

attendance rate (SAR) - proportion of school aged children (6-17 completed years) attending school in Gujarat was around 77.4 per cent (Table 1). SAR was close to 83 per cent in children aged 6-10 completed years; 86 per cent in children aged 11-13 completed years, 71 per cent in children aged 14-15 completed years and around 55 per cent in children aged 16-17 completed years. The SAR was found to be marginally higher in the urban areas of the state (79 per cent) as compared to its rural areas (76 per cent). Similarly, the SAR was marginally higher in male children (80 per cent) as compared to female children (74 per cent).

The total school age population of the state can be divided into the 12 mutually exclusive groups of children so that the number of children in each of the 12 groups add up to total number of school age children in the state. These 12 mutually exclusive groups of children are shown in table 2. At the same time, school age children can also be divided into primary school age (6-10 completed years) children; upper primary school age (11-13 completed years); secondary school age (14-15 completed years); and higher secondary school age (16-17 completed years) children so that the sum of the primary school age, upper primary school age, secondary school age and higher secondary school age children is equal to the total school age children in the state.

Data available through the 2011 population census indicate that the SAR varies across the 12 mutually exclusive groups of children (Table 2). The SAR is estimated to be the lowest in Scheduled Tribes female school age children in the rural areas (70.4 per cent) but the highest in Scheduled Castes male school age children again in the rural areas (83.4 per cent). Out of the 12 population groups, the SAR is estimated to be more than 80 per cent in only four groups - Scheduled Castes male children in rural and urban areas; and Other Castes male children in rural and urban areas. Among the Scheduled Tribes school age children, the SAR has been estimated to be less than 75 per cent irrespective of the gender of the child or the residential status of the child.

There are a number of measures that measure the variation in SAR across different groups of children or across districts. These include differential, GII index, coefficient of variation (CV) and mean logarithmic deviation (MLD). The differential is the most basic. It is the ratio of the maximum to the minimum SAR across different groups of children or across districts. When differential is equal to 1, there is no disparity or variation across groups of children or across districts. The higher is the value of the differential, the higher is the disparity. has some limitations. A major limitation of the differential as a measure of inequality across different population groups is that it is based on only maximum and minimum values. If the maximum and minimum values of the indicator under reference remain unchanged, the value of the differential will remain unchanged even if values of the indicator other than maximum and minimum values are changed.

GI index, coefficient of variation (CV) and mean logarithmic deviation (MLD) are more refined measures of disparity or inequality or variation across different groups of children and across districts. The coefficient of variation (CV) is defined as

where R_i is the SAR in children group I or in district I and r is the average SAR of all groups of children or all district. Since, different groups of

$$CV = \sqrt{\left(\frac{R_i}{r} - 1\right)^2}$$

children or different districts vary in size, the weighted coefficient of variation takes into account the variation in the size of different groups of children or districts and may be calculated as

where w_i is the proportionate size of the population group I or district I to the population of all groups combined or all districts combined.

$$WCV = \sqrt{w_i \left(\frac{R_i}{r} - 1\right)^2}$$

Similarly, the mean logarithmic deviation is another measure of disparity or inequality which can be calculated as

$$MLD = \frac{1}{N} \sum \ln \left(\frac{r}{r_i} \right)$$

Estimates of the four indexes of inequality or disparity in SAR across 12 mutually exclusive groups of children in Gujarat are presented in table 2. The differential in school age children in Gujarat is found to be 1.184 which means that the SAR in rural Scheduled Castes male children which is the highest in the 12 mutually exclusive groups of children is 18.4 per cent higher than the SAR in rural Scheduled Tribes female children which is the lowest in the 12 mutual exclusive groups of children. At the same time, other measures of disparity or inequality show that SAR varies widely across 12 mutually exclusive groups of children in the state. It is also clear from the table that the disparity or inequality in SAR across different groups of children is the lowest in upper primary school age children but the highest in higher secondary school age (16-17 completed years) children.

District level estimates of SAR are given in table 3. In school age children - children aged 6-17 completed years - SAR ranges from 72 per cent in district Kachchh to 83 per cent in district Navsari. There are, however, only seven districts in the state - Mahesana, Sabar Kantha, Gandhinagar, Junagadh, Anand, Navsari and Valsad - where, SAR of school age children is more than 80 per cent whereas in five districts - Kachchh, Banas Kantha, Jamnagar, Bhavnagar and Dahod - it is less than 75 per cent. In primary school age children (6-10 completed years), SAR varies from 75 per cent in district Dahod to almost 88 per cent in district The Dangs. In upper primary school age children (11-13 completed years), SAR ranges from 81 per cent in district Dahod to more than 90 per cent in district Navsari. In secondary school age children (14-15 completed years), SAR varies from 59 per cent in district Banas Kantha to 81 per cent

in district Navsari. Finally, in higher secondary school age children (16-17 completed years), SAR ranges from just 42 per cent in district Kachchh to only 67 per cent in district Navsari.

The SAR may be termed as very low if it is less than 60 per cent; low if $60 \leq \text{SAR} < 70$; average if $70 \leq \text{SAR} < 80$; high if $80 \leq \text{SAR} < 90$; and very high if $\text{SAR} \geq 90$ per cent. This classification suggests that SAR in school age children was average in 19 districts and high in 7 districts. There was no district where the SAR in school age children was very high. Similarly, there was no district where the SAR in school age children was low or very low (Table 3). In primary school age children, on the other hand, SAR was average in 3 districts but high in 23 districts. There was again no district where the SAR was very high. In upper primary school age children, SAR was high in 24 districts and very high in two districts. By comparison, in secondary school children, SAR was very low in one district; low in 8 districts and average in 16 districts. There was only one district where SAR was high in secondary school children. Finally, in higher secondary school age children, SAR was very low in 19 districts and low in 7 districts. There was no district where SAR in higher secondary school age children was either average or high or very high.

Table 4 presents the distribution of the districts by the level of SAR in the 12 mutually exclusive population groups of children. The table reveals that SAR varies across the districts in all the 12 mutually exclusive groups of children. The variation in the SAR by social class, gender and residence is very much evident from the table. In case of Scheduled Tribes, there is no district in the state where SAR in school age children was 90 per cent or more in the rural population whereas in the urban population, there were only 6 districts where SAR in male children aged 11-13 completed years and only 2 districts where SAR in female children aged 11-13 completed years was found to be more at least 90 per cent according to the 2011 population census. It is also clear from the table that in most of the districts, SAR in Scheduled Castes children is higher

than the SAR in children of Other Castes, although the difference between the two social class groups is only marginal. It is also clear from the table that the SAR is the lowest in Scheduled Tribes children in all school age categories of children irrespective of the residence and irrespective of the gender of the child and the difference between SAR in Scheduled Tribes and SAR in non Scheduled Tribes children is quite substantial.

The foregoing analysis suggests that SAR in all school age categories of children varies across districts and across 12 mutually exclusive groups of children within each district. This means that universalisation of child education in the state requires reduction and ultimate elimination of both disparity or inequality in SAR across districts and within district disparity or inequality in SAR across different groups of children as discussed above. In this context, it is useful to analyse how much of the observed disparity or inequality in SAR in the state is accounted by the disparity or inequality in SAR across districts and how much of the observed disparity or inequality in SAR is accounted by the within district disparity or inequality in SAR across the 12 mutually exclusive groups of children. Such an analysis is important in the context of planning and programming for universalisation of child education in the state.

Results of decomposing the disparity or inequality in SAR in the state into between district and within district - across 12 mutually exclusive groups of children - components are presented in table 5 separately for children of primary school age group; children of upper primary school age group; children of secondary school age group; and children of higher secondary school age group. In case of primary school age children, more than 68 per cent of the variation or disparity or inequality in SAR is accounted by within district variation in SAR across 12 mutually exclusive groups of children whereas between district variation

in SAR accounts for about 32 per cent of the total variation in SAR. In case of upper primary, secondary and higher secondary age children, however, almost 80 per cent of the variation or inequality in SAR is accounted by within district inequality or variation across 12 mutually exclusive groups of children while between district component accounts for only about 20 per cent of the total variation or inequality. Table 5 thus suggests that the real challenge towards achieving the goal of universalisation of child education in Gujarat is the reduction and ultimate elimination of within disparity or inequality in SAR across 12 mutually exclusive groups of children. Within district variation in SAR is largely because of the factors endogenous to the school education system.

CHILDREN NOT IN SCHOOL

According to the 2011 population census, about 3.222 million or around 23 per cent school age (6-17 completed years) children were not in school in the state at the time of the population census. Out of these children, 1.504 million were male while 1.718 million were female which means that for every 100 male children not in school, around 114 female children were not in school. On the other hand, around 1.54 million or about 16 per cent elementary school age children (6-13 completed years) were not in school out of which 0.75 million were male and 0.79 million were female. The proportion of school age (6-17 completed years) children not in school was higher in the rural population (24 per cent) as compared to the urban population (21 per cent) in the state. Similarly, the proportion of elementary school age (6-13 completed years) children not in school was around 16 per cent in the rural population but around 17 per cent in the urban population.

The 2011 population census categorises children not attending school in two categories - children who attended school before but not currently attending and children who never attended school. The number of school aged (6-17 completed years) children who had attended school

before but not attending school at the time of the population census was 1.85 million or around 58 per cent of the total children not attending school. On the other hand, 1.37 million school age children had never attended the school. In case of elementary school age (6-13 completed years), 0.48 million children had attended school before but not attending school at the time of 2011 population census whereas 1.06 million children never attended the school.

The proportion of children who were not attending the school at the time of 2011 population census was the lowest in upper primary school age (11-13 completed years) children. In primary school age (6-10 completed years), more than 17 per cent children were not attending school at the time of 2011 population census whereas in secondary school age (14-15 completed years), almost 29 per cent children were not attending school. Finally, among higher secondary school age (16-17 completed years) children, almost 45 per cent were not in school.

Among different social classes, the proportion of children not attending school at the 2011 population census was the highest in Scheduled Tribes (28 per cent) but the lowest in Scheduled Castes (20 per cent). Interestingly, the proportion of school age children not attending school was marginally higher in Other Castes than in Scheduled Castes but the gap between Scheduled Tribes and non Scheduled Tribes in the proportion of school age children not attending school is quite substantial in the state. On the other hand, the proportion of school age children not attending school is always higher in female than in male children in rural as well as in urban areas and in all social classes.

The proportion of school age (6-17 completed years) children not attending school at the time of the 2011 population census varies widely across the districts. This proportion is found to be the lowest in district Navsari where around 17 per cent of school age children were not in school at the time of 2011 population census. Other districts where less

than 20 per cent of school age children were not in school at the time of the population census are Mahesana, Sabar Kantha, Gandhinagar, Junagadh, Anand and Valsad. On the other hand, The proportion of school age children not in school at the time of 2011 population census has been found to be the highest in district Kachchh where 28 per cent of the school age children were found to be not attending school at the time of 2011 population census. Other districts where at least 25 per cent of school age children were not attending school at the time of the 2011 population census are: Banas Kantha, Jamnagar and Dahod. In majority of districts, the proportion of school age children not attending school at the time of the 2011 population census varies between 20-25 per cent.

Data collected during the 2011 population census suggest that a substantial proportion of school age (6-17 completed years) children remain out of school in the state either because they drop out of the school without completing school education or they have never attended the school. The census data also suggest that more than 1 million primary school age (6-10 completed years) never attended school. Putting these children in school is a major challenge towards the realisation of universalisation of child education in the state.

SCHOOL ENROLMENT

It is not possible to estimate enrolment ratios - gross (GER) and net (NER) - from the 2011 population census data because the population census does not provide the number of children attending school by class. However, estimates of GER and NER in Gujarat and in its constituent districts are available through DISE 2014-15 (NUEPA, 2016). Based on the enrolment data reported in DISE 2014-15, the GER in Gujarat is estimated to be 98.7 per cent for primary education and 93.6 per cent for upper primary education during 2014-15 whereas the NER is estimated to be 83.2 per cent for primary education and 71.4 per cent for upper primary education (Table 7). DISE 2014-15 does not provide estimates GER and

GER for secondary and higher secondary education. Table 7 also suggests that the enrolment ratios in both primary and upper primary education vary widely across the districts of the state. The GER in the primary education is found to be the highest in district The Dangs where number of children enrolled in classes I-V are more than 126 per cent of the estimated number of children aged 6-10 completed years in the district according to DISE. In addition to district The Dangs, there are five districts - Anand, Bharuch, Gandhinagar, Kachchh and Mahesana - where the GER is estimated to be more than 100 per cent according to DISE 2014-15. By contrast, the GER in primary education is estimated to be only around 49 per cent in district Junagadh. The GER in primary education has also been found to be less than 80 per cent in Jamnagar, Panch Mahals, Sabar Kantha and Vadodara districts.

In case of upper primary education, the GER is found to be the highest in Gandhinagar (117 per cent). In addition to district Gandhinagar, the GER in upper primary education is estimated to be more than 100 per cent in Mahesana and Anand districts. On the other hand, the GER in upper primary education is estimated to be less than 80 per cent in eight districts - Bhavnagar, Dahod, Jamnagar, Junagadh, Panch Mahals, Rajkot, Sabar Kantha and Vadodara - with the lowest GER in upper primary education estimated in district Junagadh.

Like GER, the GER also varies widely across the districts. The GER in primary education is estimated to be the highest in district Gandhinagar which is very close to 100 percent. Besides district Gandhinagar, district Ahmedabad is the only other district in the state where GER in primary education is estimated to be more than 90 per cent. By comparison, GER in primary education is estimated to be less than 60 per cent in five districts - Jamnagar, Junagadh, Panch Mahals, Sabar Kantha and Vadodara - with the lowest GER in primary education estimated in district Junagadh.

As regards GER in upper primary education, Gandhinagar is the only district in the state where the GER in upper primary education is estimated to be more than 80 per cent and there are only 10 districts - Ahmedabad, Anand, Bharuch, Kachchh, Mahesana, Navsari, Patan, Porbandar, Surat and The Dangs - where GER in upper primary education is estimated to be more than 70 per cent but less than 80 per cent. On the other hand, GER in upper primary education is estimated to be less than 60 per cent in seven districts - Bhavnagar, Dahod, Jamnagar, Junagadh, Panch Mahals, Sabar Kantha and Vadodara.

Inter-district variation in all indicators of school enrolment reflects inter-district variation in the performance of the school education system. The GER in primary education in district The Dangs - district with the highest GER in primary education - is almost 60 per cent higher than the GER in primary education in district Junagadh - district with the lowest GER in primary education. Similarly, the GER in upper primary education in district Gandhinagar - district with the highest GER in upper primary education - is almost 40 per cent higher than the GER in upper primary education in district Junagadh - district with the lowest GER in upper primary education.

In case of GER, the inter-district disparity is comparatively higher in upper primary education than in primary education. The GER in primary education in district Gandhinagar (the highest GER district in primary education) is 38 per cent higher than the GER in primary education in district Junagadh (the lowest GER district in primary education). On the other hand, GER in upper primary education in district Gandhinagar (the highest GER district in upper primary education) is at least 55 per cent higher than GER in upper primary education in district Junagadh - (the lowest GER district in upper primary education).

TRANSITION RATE

An important aspect of the universalisation of elementary education is the transition from primary to upper primary education. It is well known that there is generally a big drop in the upper primary enrolment from the primary enrolment. As such, increasing the transition rate from primary to upper primary education is regarded as critical to achieving the goals of universalisation of elementary education as provided in the Right to Education Act of the Government of India.

In Gujarat, the transition rate from primary to upper primary education is estimated to be 97.9 per cent on the basis of DISE. This means that only 0.3 per cent children fail to transit to the upper primary education despite the fact that they have been enrolled in the primary education. There are many reasons, endogenous as well as exogenous, behind the drop in the upper primary education as compared to primary education. These include availability of upper primary educational institutions and a host of social and cultural factors including gender related issues.

The transition rate from primary to upper primary education varies widely across the districts of the state. According to the data available through DISE 2014-15, the transition rate from primary to upper primary education in district Gandhinagar was the highest in the state. In this district, the gap between primary enrolment and upper primary enrolment was just around 0.1 per cent. There are however only 12 districts in the state where the transition rate from primary to upper primary education is estimated to be at least 95 per cent. On the other hand, there are four districts - Junagadh, Sabar Kantha, Jamnagar and Panch Mahals - where the transition rate from primary to upper primary education is found to be less than 70 per cent meaning that more than 30 per cent children in these districts who are enrolled in primary education fail to get enrolled in the upper primary education. In district Junagadh, more than half of the

children enrolled in primary education failed to get enrolled in the upper primary education and this proportion is the highest in the state. Very low transition rate from primary to upper primary education is the result of both high repetition rate and high drop out rate.

REPETITION RATE

Estimates of repetition rate in primary and upper primary education in Gujarat are available through DISE. These estimates, for the year 2014-15 are presented in table 6 along with the estimates for the districts of the state. These estimates suggest that repetition in primary as well as in upper primary education in the state is marginal and contributed little to the universalisation of elementary education in the state and in its constituent districts. In the primary education, the repetition rate in Gujarat as a whole is estimated to be only 0.64 per cent whereas the repetition rate in the upper primary education is estimated to be only 0.65 per cent.

Among the districts of the state, the repetition rate in both primary and upper primary education is found to be exceptionally high in district Ahmedabad as compared to other districts of the state. In the primary education, the repetition rate in district Ahmedabad is estimated to be very close to 4 per cent whereas the repetition rate in the upper primary education is estimated to be more than 4 per cent. District Ahmedabad is the only district in the state where the repetition rate in both primary and upper primary education is estimated to be more than one per cent according to the data available through DISE. On the other hand, the repetition rate in primary and in upper primary education is found to be zero in three districts of the state - Sabar Kantha, Panch Mahals and The Dangs - on the basis of the data available through DISE. Repetition rate has also been found to be comparatively very low in Anand, Banas Kantha, Junagadh, Kheda, Narmada and Vadodara districts. By comparison, repetition rates have been found to be quite substantial in district Amreli.

District Ahmedabad and district Amreli are the only two districts in the state where the repetition rate in both primary and upper primary education is estimated to be more than the state average. The repetition rate of the state as a whole is influenced by the extremely high repetition rate in district Ahmedabad. If district Ahmedabad is excluded then the repetition rate in Gujarat decreases sharply in both primary and upper primary education. District Ahmedabad is an outlier district as far as repetition rate in primary and upper primary education is concerned.

DROPOUT RATE

The drop out rate in the primary education is not substantial in the state but its magnitude in the upper primary education appears to be quite substantial (Table 7). In case of primary education, less than one per cent of children drop out of primary education according to DISE 2014-15 whereas this proportion is almost 6 per cent in case of upper primary education. Inter-district variation in the drop out rate in both primary and upper primary education is however very extreme. There are nine districts in the state where the drop out rate in primary education is more than 10 per cent. These districts are Sabar Kantha, Rajkot, Jamnagar, Junagadh, Panch Mahals, Vadodara, Kheda, Bhavnagar and Surendranagar. In district Junagadh, more than 50 per cent of the children enrolled in primary education drop out before completing the primary education. This proportion is more than 42 per cent in district Sabar Kantha; around 36 per cent in district Jamnagar and almost 33 per cent in district Panch Mahals. By contrast in districts Kachchh, Patan, Mahesana, Gandhinagar, Anand and Navsari, the drop out rate in primary education is estimated to be less than 1 per cent on the basis of DISE 2014-15.

A similar situation appears to exist in case of drop out rate in upper primary education. In 11 districts of the state, the drop out rate in upper primary education is estimated to be more than 10 per cent according to

DISE 2014-15. The drop out rate in upper primary education is estimated to be almost 50 per cent in district Junagadh; nearly 46 per cent in district Sabar Kantha; around 40 per cent in district Jamnagar and almost 36 per cent in district Panch Mahals. The drop out rate in upper primary education has also been found to be exceptionally high in districts Rajkot, Vadodara, Kheda, Bhavnagar, Surendranagar, Banas Kantha and The Dangs. By contrast, in 7 districts of the state, the drop out rate in upper primary education is estimated to be less than the state average. These districts are Mahesana, Gandhinagar, Ahmedabad, Anand, Navsari, Valsad and Surat. The drop out rate in the upper primary education is estimated to be only about 1.1 per cent in district Navsari and about 1.8 per cent in district Surat as compared to almost 50 per cent in district Junagadh and almost 46 per cent in district Sabar Kantha.

CONCLUSIONS

Main conclusions of the present analysis in the context of universalisation of child education in Gujarat may be summarised as follows:

- About 77 per cent of school age (6-17 completed years) children in the state were found to be attending school irrespective of the class at the 2011 population census. This proportion was the highest in upper primary school age (11-13 completed years) children. The proportion of primary school age (6-10 completed years) children attending school was lower than the proportion of upper primary school age children attending school.
- The proportion of school age children attending school varies widely across the districts of the state as well as different population groups within the same district. This shows that both exogenous (between district) and endogenous (within district)

factors influence the proportion of school age children attending school.

- The disparity or variation in the school attendance rate of school age children is primary due to within district disparity or variation in school attendance rate across different groups of children. Disparity or inequality in school attendance rate across districts account for only a small proportion of the total disparity or variation in school attendance rate in the state.
- The school attendance rate is the lowest in Scheduled Tribes children in all age categories of school age children irrespective of residence and gender. On the other hand, there is very little difference in the school attendance rate in Scheduled Castes children and children of Other Castes.
- The school attendance rate is invariably lower in girls as compared to that in boys irrespective of social class and residence in all age categories of children. However, the gender difference in the school attendance rate is not large. Similarly, rural-urban difference in school attendance rate is also not very large.
- About 3.22 million school age (6-17 completed years) children in the state were not in schools at the time of 2011 population census. Around 1.85 million school age children attended school before but were out of school at the time of the population census. On the other hand, around 1.37 million school age children never attended school.
- Around 1.54 million elementary school age (6-10 completed years) children were not attending school at the time of 2011 population census. The number of elementary school age children who attended school before but were not attending school at the time of 2011 population census was 0.48 million whereas around 1.06 million elementary school age children never attended school.

- The primary and upper primary net enrolment ratios in Gujarat based on DISE 2014-15 were 83.2 per cent and 71.4 per cent respectively. The primary net enrolment ratio based on DISE 2014-15 was very similar to the proportion of primary school age (6-10 completed years) children attending school derived from the 2011 population census. However, the upper primary net enrolment ratio based on DISE 2014-15 is substantially lower than the proportion of upper primary school age children in school estimated through 2011 population census. This means that a substantial proportion of upper primary school age children are in primary schools rather than in upper primary school.
- Both gross and net enrolment ratios in primary and upper primary education vary widely across districts which reflect the inter-district variation in the performance of the school education system. It appears that there are district specific factors that influence elementary education enrolment ratios in the state. In any case, a reduction in the inter-district variation in elementary education enrolment can contribute significantly towards universal enrolment in elementary education in the state.
- Very high repetition rates have been observed in district Ahmedabad relative to other districts of the state on the basis of DISE 2014-15. Reasons for exceptionally high repetition rate in only one district of the state needs further investigation. In other districts of the state, the repetition rates are generally low but vary across the districts.
- Inter-district variation in drop out rates and transition rate is also quite substantial in the state. It appears that there is substantial inter-district variation in the reporting of data in DISE. This is an area which needs further examination.

On the whole, the major challenge for Gujarat is to put at least 1.5 million primary and upper primary school age children in schools so as to achieve the goal of universalisation of elementary education as articulated in the Right to Education Act. In the context of universalisation of child education, the challenge is even more formidable - putting more than 3.2 million those children in school who have either never attended a school or dropped out of school before completing school education.

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Table 1
SAR in Gujarat by different school age categories

Population group	School age (Completed years)				
	6-17	6-10	11-13	14-15	16-17
All population groups	77.4	82.6	86.4	71.4	55.5
Scheduled Castes	80.0	85.7	89.5	74.7	55.9
Male	83.4	86.2	91.6	80.8	63.0
Rural	83.4	88.3	92.6	79.7	60.3
Urban	82.0	83.3	90.3	82.2	66.4
Female	76.2	85.2	87.1	68.0	48.0
Rural	76.2	87.1	87.4	64.8	43.1
Urban	76.8	82.2	86.7	72.5	54.7
Scheduled Tribes	72.0	77.5	80.5	63.9	48.1
Male	73.4	78.1	82.0	66.4	50.8
Rural	73.3	78.2	81.9	65.8	50.0
Urban	74.2	76.4	83.5	71.8	57.1
Female	70.5	76.8	78.8	61.2	45.2
Rural	70.4	77.0	78.7	60.5	44.1
Urban	71.2	74.3	80.4	67.4	53.9
Other Castes	78.4	83.5	87.4	72.6	56.8
Male	81.5	84.3	90.2	79.0	63.1
Rural	81.7	86.4	90.8	76.9	58.9
Urban	81.3	81.8	89.5	81.5	67.7
Female	74.7	82.6	84.2	65.2	49.4
Rural	72.4	84.3	82.9	57.9	39.3
Urban	77.7	80.4	85.9	74.5	61.7
	Indicators of inequality				
Differential	1.184	1.187	1.177	1.421	1.726
Unweighted CV	0.196	0.183	0.172	0.377	0.553
Weighted CV	0.057	0.041	0.047	0.125	0.189
MLD	0.002	0.001	0.001	0.006	0.014

Source: Author's calculations

Table 2
SAR in districts of Gujarat, 2011

District	School age (Completed years)				
	6-17	6-10	11-13	14-15	16-17
Kachchh	72.0	80.5	81.7	60.7	42.5
Banas Kantha	72.9	82.7	81.3	59.1	43.2
Patan	76.9	84.9	85.4	66.6	51.1
Mahesana	82.2	87.0	90.4	77.0	63.6
Sabar Kantha	80.1	83.6	89.1	75.5	60.3
Gandhinagar	81.1	86.0	89.5	75.8	61.1
Ahmedabad	79.0	82.5	86.7	75.3	62.0
Surendranagar	75.4	84.9	86.0	64.0	45.6
Rajkot	77.8	82.8	87.5	72.4	56.2
Jamnagar	73.3	81.6	83.4	64.2	44.8
Pobandar	75.3	82.1	85.9	67.9	48.3
Junagadh	80.4	85.7	89.3	75.1	58.9
Amreli	77.8	86.0	87.9	70.3	52.9
Bhavnagar	74.0	83.5	85.0	63.8	44.9
Anand	80.2	84.6	89.7	75.5	58.3
Kheda	79.7	84.8	88.7	74.3	55.9
Panch Mahals	79.3	83.6	88.7	74.0	55.8
Dahod	72.6	75.1	81.2	67.3	52.9
Vadodara	77.4	79.9	85.2	74.0	61.0
Narmada	77.3	83.0	86.3	70.9	54.0
Bharuch	77.7	81.6	86.8	73.4	57.8
The Dangs	79.6	87.7	85.5	66.8	50.2
Navsari	82.8	86.0	90.5	80.7	66.8
Valsad	81.6	83.4	88.7	79.4	66.2
Surat	76.8	79.4	86.7	74.9	57.5
Tapi	76.5	82.4	84.7	70.4	54.8
Distribution of districts by level of SAR					
Very low	0	0	0	1	19
Low	0	0	0	8	7
Average	19	3	0	16	0
High	7	23	24	1	0
Very high	0	0	2	0	0

Source: Author's calculations

Table 3
Distribution of districts by the level of SAR in children of different age groups
in Gujarat

Age in completed years	Rural					Urban				
	Very low	Low	Average	High	Very high	Very low	Low	Average	High	Very high
Scheduled Castes - Male										
6-17	0	0	4	20	1	0	0	7	18	1
6-10	0	0	0	21	4	0	1	3	22	0
11-13	0	0	0	3	22	0	0	0	7	19
14-15	0	1	7	15	2	0	0	7	15	4
16-17	9	9	10	2	0	4	9	9	4	0
Scheduled Castes - Female										
6-17	0	4	10	12	0	0	2	9	15	0
6-10	1	0	0	25	0	0	0	4	22	0
11-13	0	0	2	11	12	0	0	2	14	10
14-15	5	5	9	5	1	1	6	9	10	0
16-17	17	5	3	1	0	12	7	5	2	0
Scheduled Tribes - Male										
6-17	0	10	15	1	0	0	9	11	6	0
6-10	3	2	12	9	0	3	2	11	10	0
11-13	3	2	5	16	0	0	1	8	11	6
14-15	10	13	3	0	0	5	6	9	5	1
16-17	24	2	0	0	0	16	5	3	2	0
Scheduled Tribes - Female										
6-17	0	15	11	0	0	0	13	9	4	0
6-10	4	5	8	9	0	3	5	12	6	0
11-13	7	2	7	10	0	2	5	7	10	2
14-15	15	9	2	0	0	9	6	9	2	0
16-17	25	1	0	0	0	17	7	1	1	0
Other Castes - Male										
6-17	0	0	7	19	0	0	0	6	20	0
6-10	0	0	0	25	1	0	0	3	23	0
11-13	0	0	0	12	14	0	0	0	9	17
14-15	0	2	12	11	1	0	0	7	19	0
16-17	11	11	3	1	0	2	8	16	0	0
Other Castes - Female										
6-17	0	7	16	3	0	0	1	18	7	0
6-10	0	0	1	25	0	0	0	10	16	0
11-13	0	0	6	18	2	0	0	1	21	4

Age in completed years	Rural				Urban					
	Very low	Low	Average	High	Very high	Very low	Low	Average	High	Very high
14-15	11	7	6	2	0	0	6	14	6	0
16-17	22	2	2	0	0	10	11	5	0	0
Remarks:	Author's calculations									

Table 4
Decomposition of the disparity or inequality in SAR

Disparity or inequality in SAR	School attendance rate in children aged				
	6-17 years	6-10 years	11-13 years	14-15 years	16-17 years
Total disparity in the state	0.0033	0.0017	0.0024	0.0161	0.0373
Between district component (Per cent)	21.4	31.8	20.0	20.5	21.8
Within district component (Per cent)	78.6	68.2	80.0	79.5	78.2

Source: Author's calculations

Table 5
Proportion of children not attending school in Gujarat

Age (Years)	Not attending			Attended before			Never attended		
	P	M	F	P	M	F	P	M	F
All social classes									
Combined population									
6-17	22.6	19.7	25.9	13.0	11.2	15.1	9.6	8.5	10.8
6-10	17.4	16.7	18.3	2.6	2.5	2.8	14.8	14.2	15.5
11-13	13.5	11.0	16.5	8.7	7.1	10.6	4.8	3.9	5.9
14-15	28.6	22.8	35.3	22.4	18.0	27.4	6.2	4.8	7.9
16-17	44.5	38.6	51.3	37.4	33.4	42.1	7.1	5.2	9.2
Rural population									
6-17	23.9	20.3	27.8	14.2	11.9	16.7	9.7	8.4	11.1
6-10	16.5	15.5	17.5	2.4	2.2	2.6	14.1	13.3	14.9
11-13	14.4	11.3	17.9	9.3	7.3	11.5	5.1	4.0	6.4
14-15	32.8	25.5	41.0	25.9	20.4	32.0	6.9	5.1	9.0
16-17	50.7	42.9	59.4	42.6	37.3	48.5	8.1	5.6	10.9
Urban population									
6-17	20.6	18.9	22.7	11.1	10.1	12.4	9.5	8.8	10.3
6-10	19.0	18.4	19.7	3.0	2.9	3.1	16.0	15.5	16.6
11-13	12.3	10.6	14.3	7.9	6.9	9.1	4.4	3.7	5.2
14-15	22.1	18.8	26.0	16.9	14.5	19.8	5.2	4.3	6.2
16-17	35.7	32.8	39.1	30.1	28.1	32.5	5.6	4.7	6.6
Scheduled Castes									
Combined population									
6-17	20.2	17.2	23.6	13.3	11.0	16.0	6.9	6.2	7.6
6-10	14.3	13.8	14.9	2.3	2.2	2.5	12.0	11.6	12.4
11-13	10.5	8.3	12.9	7.6	6.0	9.3	2.9	2.3	3.6
14-15	25.3	19.2	32.0	21.7	16.5	27.4	3.6	2.7	4.6
16-17	44.1	37.1	51.9	40.0	34.1	46.6	4.1	3.0	5.3
Rural population									
6-17	20.0	16.6	23.8	13.9	11.2	17.0	6.1	5.4	6.8
6-10	12.3	11.7	12.9	1.9	1.7	2.0	10.4	10.0	10.9
11-13	10.0	7.4	12.7	7.4	5.4	9.5	2.6	2.0	3.2
14-15	27.3	20.3	35.2	24.0	17.9	30.8	3.3	2.4	4.4
16-17	47.9	39.6	56.9	44.0	36.9	51.7	3.9	2.7	5.2
Urban population									
6-17	20.4	18.0	23.2	12.5	10.7	14.6	7.9	7.3	8.6
6-10	17.2	16.7	17.7	3.0	2.8	3.1	14.2	13.9	14.6
11-13	11.3	9.7	13.4	7.9	6.9	9.2	3.4	2.8	4.2

Age (Years)	Not attending			Attended before			Never attended		
	P	M	F	P	M	F	P	M	F
14-15	22.3	17.7	27.5	18.3	14.6	22.6	4.0	3.1	4.9
16-17	39.0	33.5	45.3	34.7	30.3	39.8	4.3	3.2	5.5
Scheduled Tribes									
Combined population									
6-17	28.0	26.7	29.5	13.0	13.0	13.1	15.0	13.7	16.4
6-10	22.6	21.9	23.2	3.0	2.9	3.0	19.6	19.0	20.2
11-13	19.5	18.0	21.2	10.2	9.9	10.6	9.3	8.1	10.6
14-15	36.0	33.6	38.8	23.8	23.3	24.5	12.2	10.3	14.3
16-17	51.9	49.2	54.8	37.5	38.0	37.0	14.4	11.2	17.8
Rural population									
6-17	28.1	26.7	29.6	13.0	13.0	13.1	15.1	13.7	16.5
6-10	22.3	21.8	22.9	2.9	2.9	2.9	19.4	18.9	20.0
11-13	19.7	18.2	21.4	10.3	10.0	10.7	9.4	8.2	10.7
14-15	36.7	34.2	39.5	24.3	23.8	24.9	12.4	10.4	14.6
16-17	52.8	50.0	55.9	38.1	38.7	37.5	14.7	11.3	18.4
Urban population									
6-17	27.2	25.8	28.9	12.8	12.5	13.2	14.4	13.3	15.7
6-10	24.6	23.6	25.6	3.5	3.4	3.5	21.1	20.2	22.1
11-13	18.0	16.5	19.6	9.5	9.0	10.0	8.5	7.5	9.6
14-15	30.3	28.2	32.6	19.7	18.9	20.6	10.6	9.3	12.0
16-17	44.4	42.9	46.1	32.9	32.6	33.2	11.5	10.3	12.9
Other Castes									
Combined population									
6-17	21.7	18.5	25.3	13.0	10.8	15.5	8.7	7.7	9.8
6-10	16.5	15.7	17.5	2.6	2.4	2.8	13.9	13.3	14.7
11-13	12.5	9.8	15.8	8.5	6.7	10.7	4.0	3.1	5.1
14-15	27.3	21.0	34.8	22.1	17.1	28.0	5.2	3.9	6.8
16-17	43.2	36.9	50.6	37.2	32.5	42.7	6.0	4.4	7.9
Rural population									
6-17	22.7	18.3	27.6	14.6	11.5	18.1	8.1	6.8	9.5
6-10	14.6	13.6	15.7	2.2	2.0	2.5	12.4	11.6	13.2
11-13	12.9	9.2	17.1	9.1	6.5	12.0	3.8	2.7	5.1
14-15	32.0	23.1	42.1	26.6	19.5	34.6	5.4	3.6	7.5
16-17	50.4	41.1	60.7	43.9	37.0	51.6	6.5	4.1	9.1
Urban population									
6-17	20.3	18.6	22.4	10.9	9.9	12.2	9.4	8.7	10.2
6-10	18.9	18.3	19.6	3.0	2.9	3.1	15.9	15.4	16.5
11-13	12.1	10.5	14.0	7.8	6.9	9.0	4.3	3.6	5.0

Age (Years)	Not attending			Attended before			Never attended		
	P	M	F	P	M	F	P	M	F
14-15	21.7	18.5	25.5	16.7	14.3	19.5	5.0	4.2	6.0
16-17	34.9	32.3	38.3	29.5	27.7	31.9	5.4	4.6	6.4

Source: Author's calculations

Table 6

Proportion of school age children not attending school in districts of Gujarat

District	Not attending			Attended before			Never attended		
	P	M	F	P	M	F	P	M	F
Total population									
Kachchh	28.0	22.9	33.5	14.6	11.6	17.9	13.4	11.3	15.7
Banas Kantha	27.1	20.6	34.4	15.6	11.8	19.9	11.5	8.8	14.5
Patan	23.1	18.4	28.7	14.2	11.0	17.9	8.9	7.4	10.7
Mahesana	17.8	14.3	22.1	11.7	8.9	15.2	6.1	5.5	6.9
Sabar Kantha	19.9	17.5	22.7	11.1	9.5	12.9	8.8	8.0	9.8
Gandhinagar	18.9	15.3	23.3	12.2	9.3	15.8	6.7	6.0	7.5
Ahmedabad	21.0	18.3	24.3	12.3	10.5	14.5	8.8	7.9	9.9
Surendranagar	24.6	19.7	30.3	15.5	12.1	19.5	9.1	7.6	10.8
Rajkot	22.3	19.8	25.1	13.5	11.7	15.6	8.8	8.2	9.5
Jamnagar	26.8	22.7	31.3	15.8	12.8	19.0	11.0	9.9	12.2
Pobandar	24.7	22.0	27.7	15.2	13.0	17.6	9.5	8.9	10.1
Junagadh	19.6	17.2	22.3	12.2	10.4	14.2	7.4	6.8	8.1
Amreli	22.2	18.8	25.9	14.3	11.8	17.0	7.9	7.0	8.9
Bhavnagar	26.0	21.3	31.2	17.3	13.9	21.1	8.7	7.5	10.1
Anand	19.8	16.8	23.4	12.5	10.2	15.3	7.3	6.5	8.1
Kheda	20.3	17.0	24.2	13.3	10.7	16.3	7.0	6.3	7.9
Panch Mahals	20.7	18.8	22.8	11.3	10.4	12.4	9.4	8.4	10.5
Dahod	27.4	25.1	29.7	9.3	9.1	9.6	18.0	16.0	20.1
Vadodara	22.7	20.2	25.4	11.1	9.8	12.5	11.6	10.4	12.9
Narmada	22.7	21.5	23.9	13.3	13.0	13.7	9.3	8.5	10.2
Bharuch	22.3	20.3	24.4	13.3	11.9	14.8	9.0	8.4	9.7
The Dangs	20.4	20.6	20.3	13.6	13.8	13.5	6.8	6.8	6.8
Navsari	17.2	16.8	17.5	11.0	11.0	11.0	6.2	5.9	6.5
Valsad	18.4	17.5	19.5	8.9	8.8	9.0	9.5	8.7	10.5
Surat	23.2	23.2	23.1	13.0	13.3	12.7	10.1	9.9	10.5
Tapi	23.5	23.4	23.5	14.1	14.1	14.0	9.4	9.4	9.5
Rural population									
Kachchh	29.8	23.9	36.3	16.2	12.6	20.1	13.6	11.3	16.2
Banas Kantha	28.0	21.1	35.5	16.3	12.3	20.7	11.7	8.8	14.9
Patan	23.9	18.8	29.9	15.1	11.6	19.1	8.8	7.1	10.8
Mahesana	18.1	14.3	22.9	12.5	9.2	16.4	5.7	5.1	6.4
Sabar Kantha	19.9	17.4	22.8	11.3	9.6	13.1	8.7	7.8	9.7
Gandhinagar	19.6	15.4	24.7	14.0	10.4	18.3	5.6	5.0	6.4
Ahmedabad	27.5	21.9	33.9	17.7	13.9	22.0	9.8	8.0	11.9
Surendranagar	26.1	20.5	32.3	16.9	13.1	21.1	9.2	7.4	11.2

District	Not attending			Attended before			Never attended		
	P	M	F	P	M	F	P	M	F
Rajkot	24.0	20.7	27.6	16.5	14.0	19.3	7.5	6.7	8.3
Jamnagar	26.4	21.3	32.0	17.7	13.5	22.3	8.7	7.8	9.7
Pobandar	26.1	22.7	29.9	16.6	13.7	19.7	9.5	9.0	10.2
Junagadh	19.8	17.1	22.7	13.0	11.0	15.2	6.8	6.1	7.5
Amreli	22.7	18.8	27.0	15.2	12.3	18.4	7.5	6.5	8.6
Bhavnagar	27.5	21.9	33.6	19.1	15.0	23.6	8.4	6.9	10.0
Anand	20.3	17.1	24.2	13.4	10.9	16.4	6.9	6.2	7.8
Kheda	20.0	16.5	24.0	13.7	10.9	17.0	6.3	5.6	7.0
Panch Mahals	21.0	19.2	22.9	11.4	10.7	12.3	9.6	8.5	10.7
Dahod	27.8	25.5	30.2	9.3	9.1	9.5	18.5	16.4	20.7
Vadodara	27.9	25.0	31.1	13.5	12.2	14.9	14.4	12.8	16.1
Narmada	23.7	22.5	24.9	14.1	13.7	14.4	9.6	8.7	10.5
Bharuch	23.7	21.7	25.9	15.1	13.6	16.7	8.6	8.1	9.2
The Dangs	21.6	21.7	21.4	14.5	14.6	14.4	7.1	7.1	7.1
Navsari	17.5	17.4	17.7	11.8	11.9	11.7	5.7	5.5	6.0
Valsad	19.2	17.8	20.8	8.9	8.6	9.2	10.3	9.2	11.6
Surat	23.0	22.5	23.5	14.6	14.2	15.0	8.4	8.3	8.5
Tapi	23.6	23.7	23.5	14.3	14.4	14.1	9.4	9.3	9.4
Urban population									
Kachchh	24.1	21.0	27.6	11.2	9.6	13.1	12.8	11.3	14.6
Banas Kantha	20.7	16.8	25.6	10.6	7.9	13.9	10.2	8.9	11.7
Patan	19.6	16.8	23.0	10.2	8.3	12.5	9.4	8.5	10.5
Mahesana	16.6	14.5	19.4	9.1	7.7	11.1	7.5	6.8	8.3
Sabar Kantha	19.8	17.7	22.4	9.9	8.5	11.6	9.9	9.2	10.8
Gandhinagar	17.8	15.1	21.3	9.7	7.9	12.0	8.2	7.3	9.3
Ahmedabad	19.5	17.5	22.0	11.0	9.7	12.7	8.5	7.8	9.4
Surendranagar	20.4	17.4	24.2	11.6	9.3	14.4	8.8	8.1	9.8
Rajkot	20.9	19.1	22.9	11.0	9.9	12.5	9.8	9.3	10.5
Jamnagar	27.2	24.5	30.2	13.2	12.0	14.6	14.0	12.5	15.6
Pobandar	23.1	21.2	25.2	13.7	12.2	15.2	9.4	8.9	10.0
Junagadh	19.3	17.2	21.5	10.5	9.1	12.1	8.7	8.1	9.4
Amreli	20.7	18.9	22.7	11.4	10.4	12.6	9.2	8.5	10.0
Bhavnagar	23.5	20.4	27.0	14.2	12.0	16.8	9.3	8.4	10.3
Anand	18.4	15.9	21.4	10.4	8.6	12.5	8.1	7.3	8.9
Kheda	21.6	19.0	24.7	11.8	10.1	13.7	9.9	8.9	11.0
Panch Mahals	19.0	16.4	22.1	10.7	8.4	13.3	8.4	7.9	8.8
Dahod	21.8	20.2	23.8	10.0	9.2	10.9	11.9	11.0	12.9
Vadodara	16.3	14.7	18.3	8.1	7.0	9.4	8.2	7.7	8.9

District	Not attending			Attended before			Never attended		
	P	M	F	P	M	F	P	M	F
Narmada	13.6	13.0	14.2	6.8	6.4	7.3	6.7	6.6	6.9
Bharuch	19.3	17.6	21.3	9.5	8.6	10.7	9.7	9.1	10.6
The Dangs	12.5	11.9	13.0	7.6	7.7	7.6	4.9	4.3	5.5
Navsari	16.2	15.6	17.0	9.0	8.8	9.3	7.2	6.8	7.7
Valsad	17.0	16.9	17.0	8.9	9.1	8.7	8.0	7.8	8.3
Surat	23.2	23.3	23.0	12.6	13.1	12.0	10.6	10.3	11.1
Tapi	21.9	20.5	23.6	12.0	11.0	13.1	10.0	9.5	10.5

Source: Author's calculations

Table 7
Enrolment ratios in Gujarat, 2014

District	GER		NER		Transition rate
	Primary	Upper primary	Primary	Upper primary	
Gujarat	98.7	93.6	83.3	71.4	
Kachchh	102.6	95.1	83.8	72.6	97.8
Banas Kantha	100.0	88.7	82.8	64.6	96.0
Patan	99.9	95.9	82.7	70.6	99.0
Mahesana	103.4	101.1	89.3	78.5	99.5
Sabar Kantha	59.4	52.1	50.8	40.9	56.9
Gandhinagar	119.0	117.0	99.1	90.6	99.9
Ahmedabad	98.0	92.0	83.6	71.7	93.2
Surendranagar	88.1	82.8	73.2	62.0	86.5
Rajkot	82.7	77.0	71.3	60.5	78.5
Jamnagar	60.7	55.7	49.3	40.7	63.0
Porbandar	97.5	96.2	83.3	71.8	96.5
Junagadh	48.8	48.9	41.6	35.6	49.9
Amreli	95.0	91.6	78.6	65.1	96.0
Bhavnagar	80.6	79.3	66.9	58.5	82.2
Anand	103.1	100.4	88.3	78.1	99.5
Kheda	85.1	86.1	74.1	67.4	89.1
Panch Mahals	65.4	62.6	57.1	47.8	67.9
Dahod	93.1	73.0	75.7	53.3	90.4
Vadodara	71.1	68.8	59.3	54.7	73.0
Narmada	92.9	83.3	78.7	62.1	99.1
Bharuch	102.8	97.3	88.1	74.0	97.7
The Dangs	126.3	96.1	na	70.8	87.4
Navsari	101.2	97.9	85.3	76.4	97.8
Valsad	98.4	90.5	83.6	69.7	96.8
Surat	96.9	92.6	83.1	72.3	na
Tapi	99.4	91.5	83.9	69.2	98.5
Distribution of districts					
Less than 60	2	3	5	7	2
60-70	2	2	1	8	2
70-80	1	3	6	10	2
80-90	4	4	12	0	4
90-100	9	11	1	1	15
100 and above	8	3	-	-	-

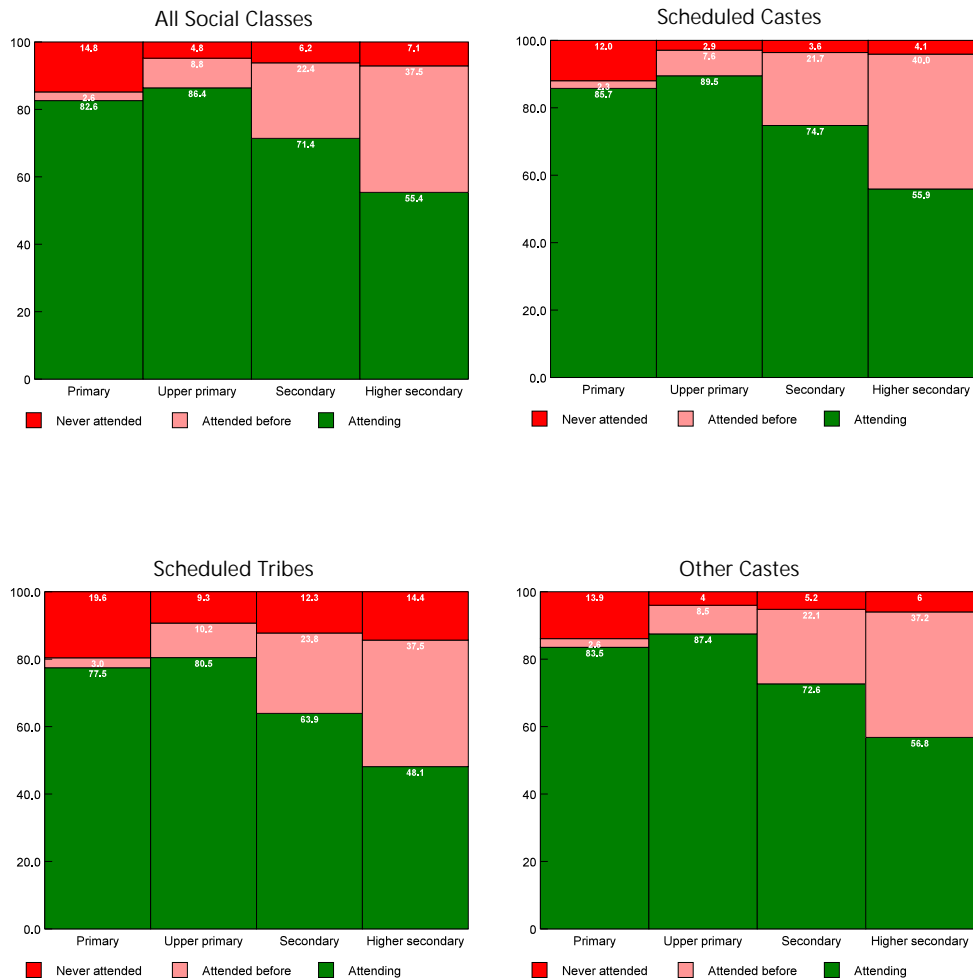
Source: Author's calculations

Table 8
Performance of education in Gujarat, 2014

District	Repetition rate		Drop out rate		Promotion rate	
	P	U	P	UP	P	UP
Gujarat	0.64	0.65	0.76	5.55	98.60	93.80
Kachchh	0.31	0.26	0.87	9.38	98.82	90.36
Banas Kantha	0.09	0.08	1.72	10.14	98.19	89.78
Patan	0.23	0.20	0.70	6.67	99.07	93.13
Mahesana	0.12	0.11	0.41	2.96	99.47	96.93
Sabar Kantha	0.00	0.00	42.12	45.77	57.88	54.23
Gandhinagar	0.11	0.18	0.23	2.68	99.66	97.14
Ahmedabad	3.93	4.25	3.01	5.35	93.06	90.40
Surendranagar	0.42	0.41	12.10	20.29	87.48	79.30
Rajkot	0.24	0.19	21.63	23.75	78.13	76.06
Jamnagar	0.34	0.21	36.23	40.26	63.43	59.53
Pobandar	0.34	0.45	1.66	7.85	98.00	91.70
Junagadh	0.09	0.08	50.02	49.77	49.89	50.15
Amreli	0.74	0.58	3.44	8.17	95.82	91.25
Bhavnagar	0.43	0.46	18.10	23.77	81.47	75.77
Anand	0.01	0.01	0.45	5.19	99.54	94.80
Kheda	0.06	0.01	11.39	15.59	88.55	84.40
Panch Mahals	0.00	0.00	32.69	35.83	67.31	64.17
Dahod	0.40	0.48	5.13	10.61	94.47	88.91
Vadodara	0.09	0.16	27.67	25.65	72.24	74.19
Narmada	0.07	0.09	1.28	8.51	98.65	91.40
Bharuch	0.14	0.11	1.24	7.28	98.62	92.61
The Dangs	0.00	0.00	4.36	11.48	95.64	88.52
Navsari	0.43	0.24	0.75	1.08	98.82	98.68
Valsad	0.17	0.15	3.19	5.47	96.64	94.38
Surat	0.40	0.29	na	1.78		97.93
Tapi	0.18	0.12	1.21	9.93	98.61	89.95

Source: Author's calculations

Figure 1
 Schooling status of children of different school age categories in Gujarat, 2011
 Total Children



Source: 2011 population census.

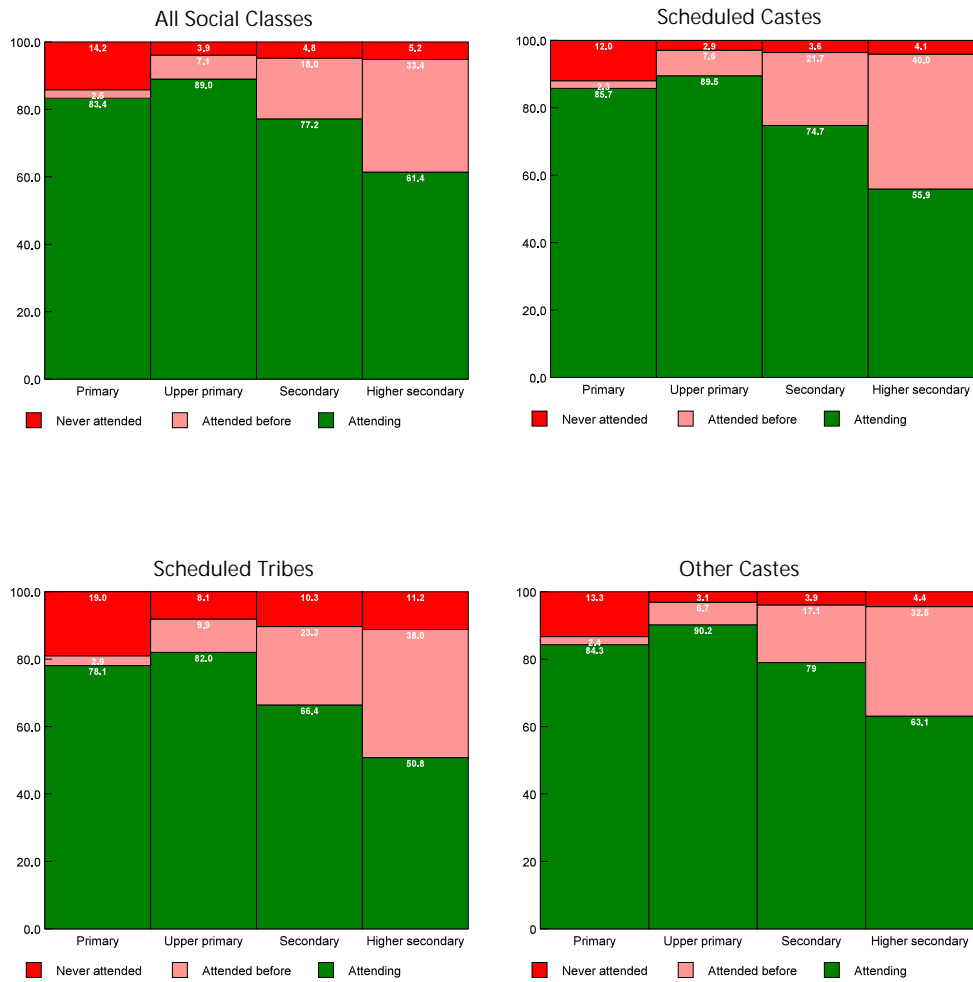
Remarks: Primary school age category comprises of children 6-10 completed years of age.

Upper primary school age category comprises of children 11-13 completed years of age.

Secondary school age category comprises of children 14-15 completed years of age.

Higher secondary school age category comprises of children 16-17 completed years of age

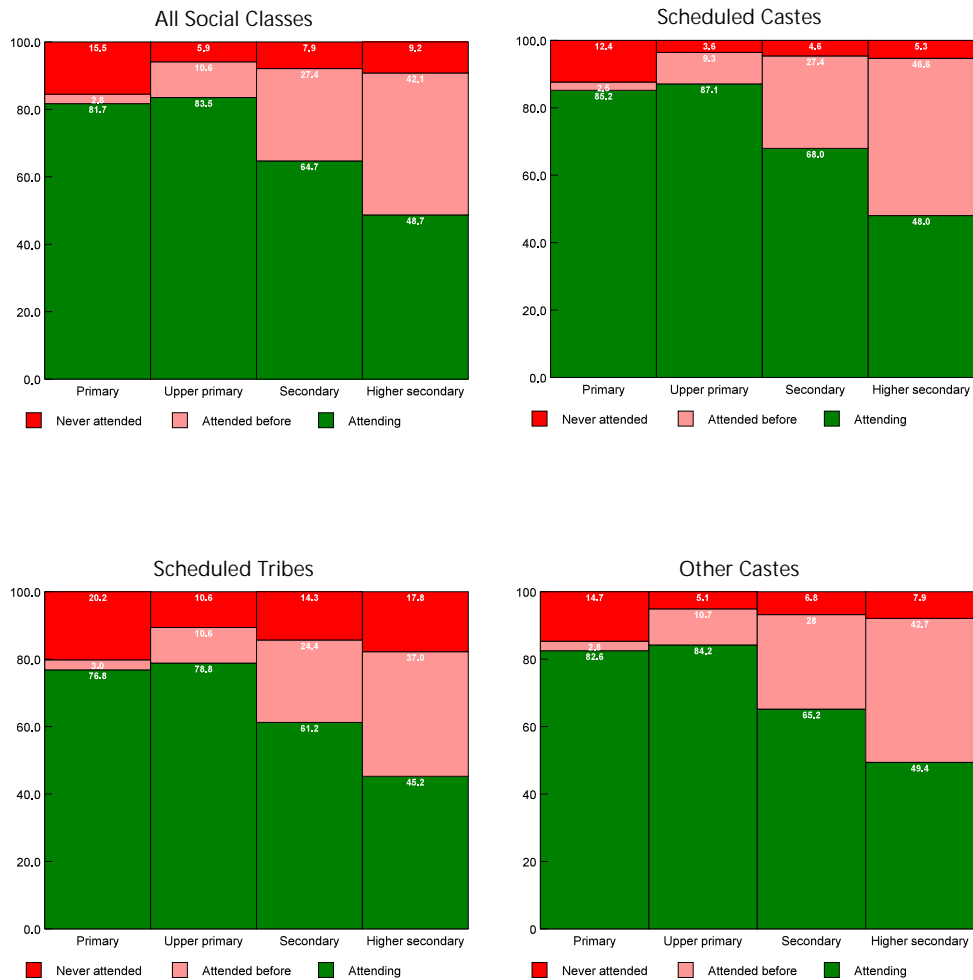
Figure 2
 Schooling status of children of different school age categories in Gujarat, 2011
 Total Male Children



Source: 2011 population census.

Remarks: Primary school age category comprises of children 6-10 completed years of age.
 Upper primary school age category comprises of children 11-13 completed years of age.
 Secondary school age category comprises of children 14-15 completed years of age.
 Higher secondary school age category comprises of children 16-17 completed years of age

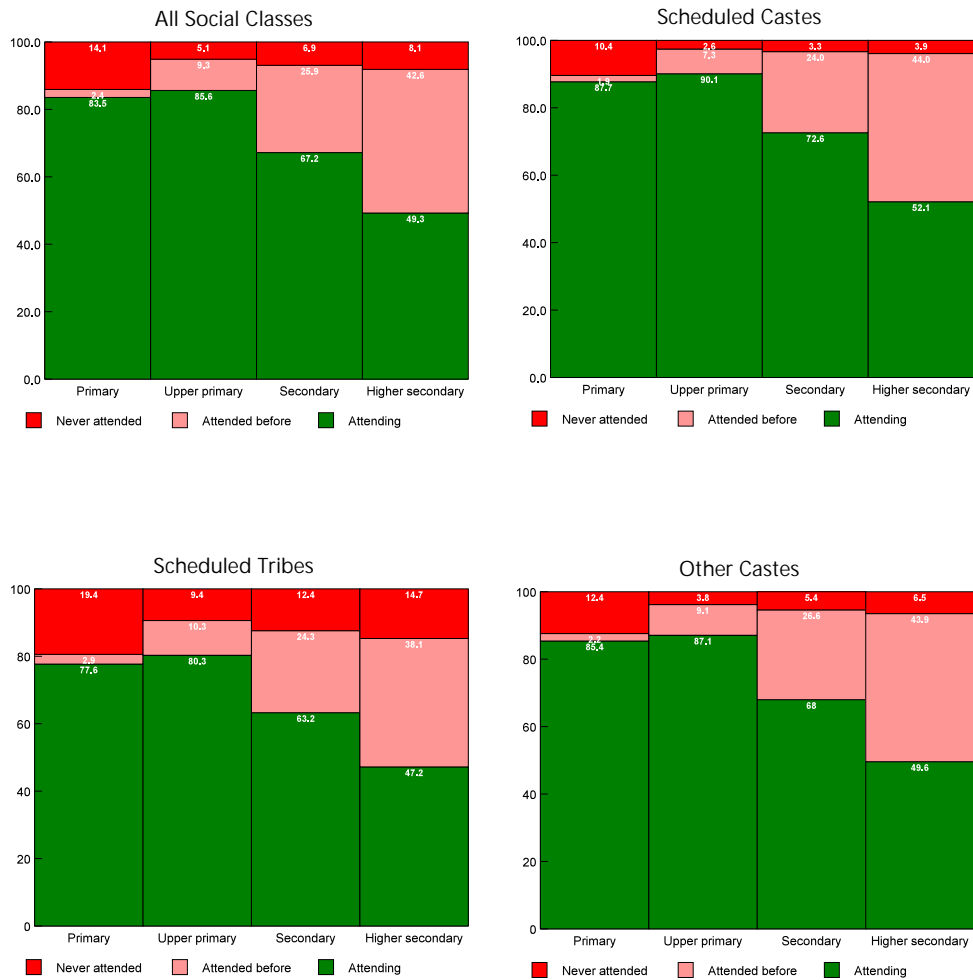
Figure 3
 Schooling status of children of different school age categories in Gujarat, 2011
 Total Female Children



Source: 2011 population census.

Remarks: Primary school age category comprises of children 6-10 completed years of age.
 Upper primary school age category comprises of children 11-13 completed years of age.
 Secondary school age category comprises of children 14-15 completed years of age.
 Higher secondary school age category comprises of children 16-17 completed years of age

Figure 4
 Schooling status of children of different school age categories in Gujarat, 2011
 Rural Children



Source: 2011 population census.

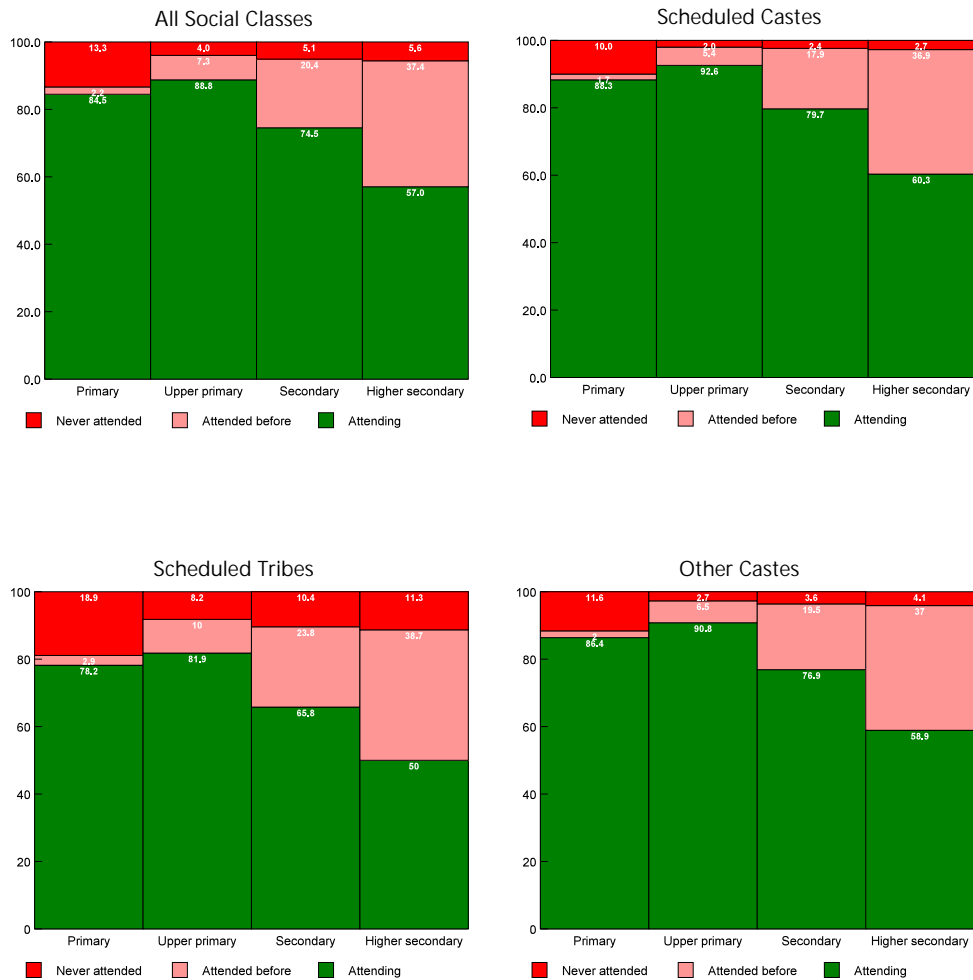
Remarks: Primary school age category comprises of children 6-10 completed years of age.

Upper primary school age category comprises of children 11-13 completed years of age.

Secondary school age category comprises of children 14-15 completed years of age.

Higher secondary school age category comprises of children 16-17 completed years of age

Figure 5
 Schooling status of children of different school age categories in Gujarat, 2011
 Rural Male Children



Source: 2011 population census.

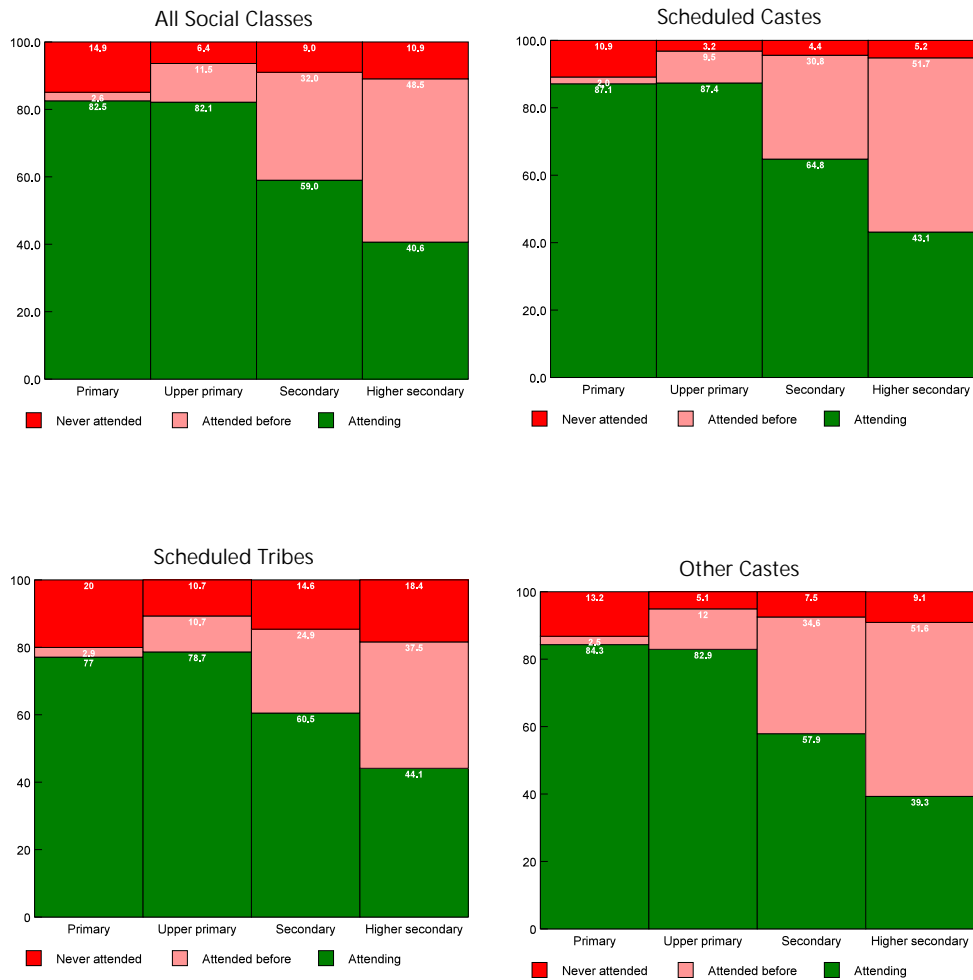
Remarks: Primary school age category comprises of children 6-10 completed years of age.

Upper primary school age category comprises of children 11-13 completed years of age.

Secondary school age category comprises of children 14-15 completed years of age.

Higher secondary school age category comprises of children 16-17 completed years of age

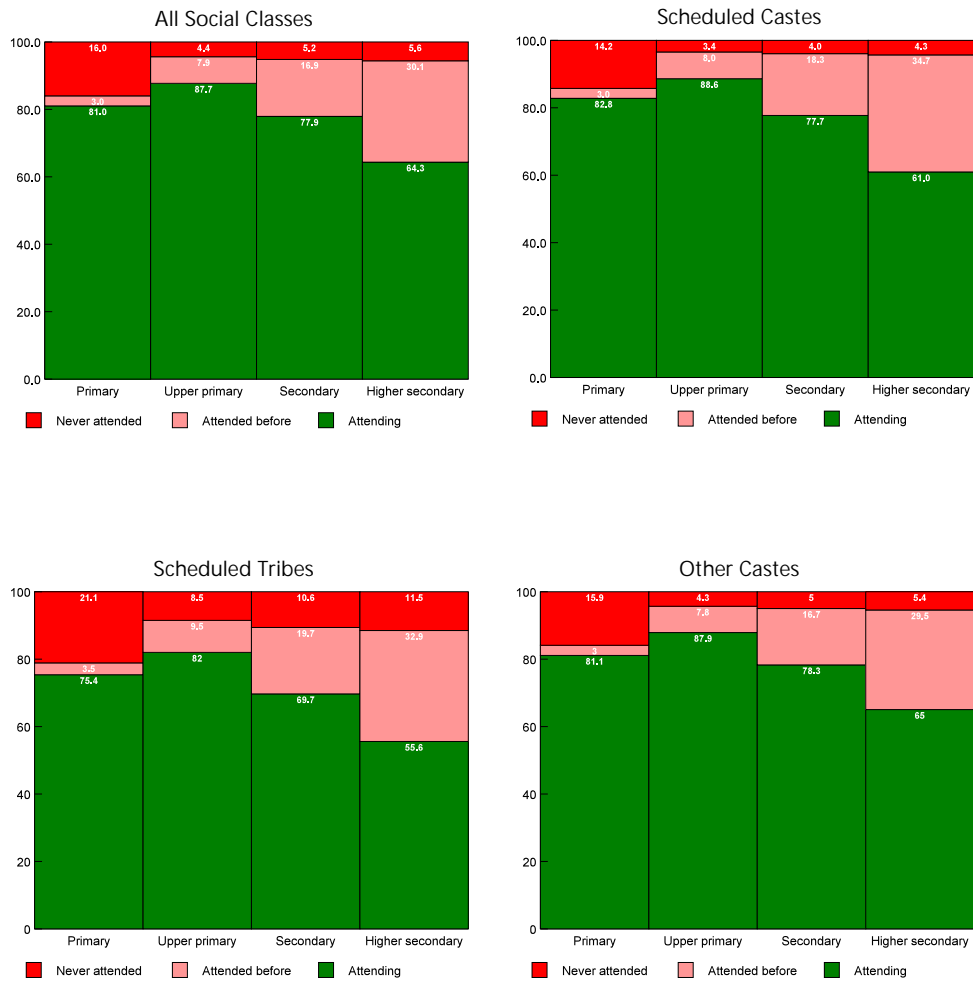
Figure 6
 Schooling status of children of different school age categories in Gujarat, 2011
 Rural Female Children



Source: 2011 population census.

Remarks: Primary school age category comprises of children 6-10 completed years of age.
 Upper primary school age category comprises of children 11-13 completed years of age.
 Secondary school age category comprises of children 14-15 completed years of age.
 Higher secondary school age category comprises of children 16-17 completed years of age

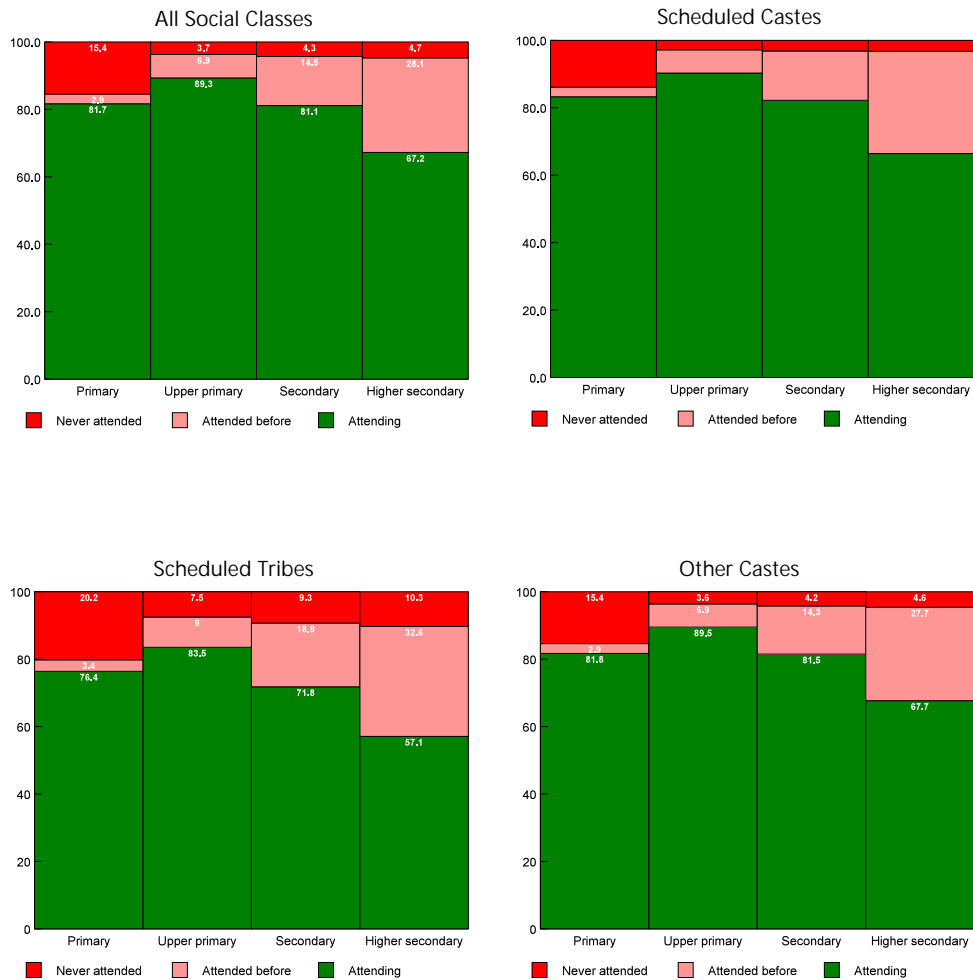
Figure 7
 Schooling status of children of different school age categories in Gujarat, 2011
 Urban Children



Source: 2011 population census.

Remarks: Primary school age category comprises of children 6-10 completed years of age.
 Upper primary school age category comprises of children 11-13 completed years of age.
 Secondary school age category comprises of children 14-15 completed years of age.
 Higher secondary school age category comprises of children 16-17 completed years of age

Figure 8
 Schooling status of children of different school age categories in Gujarat, 2011
 Urban Male Children



Source: 2011 population census.

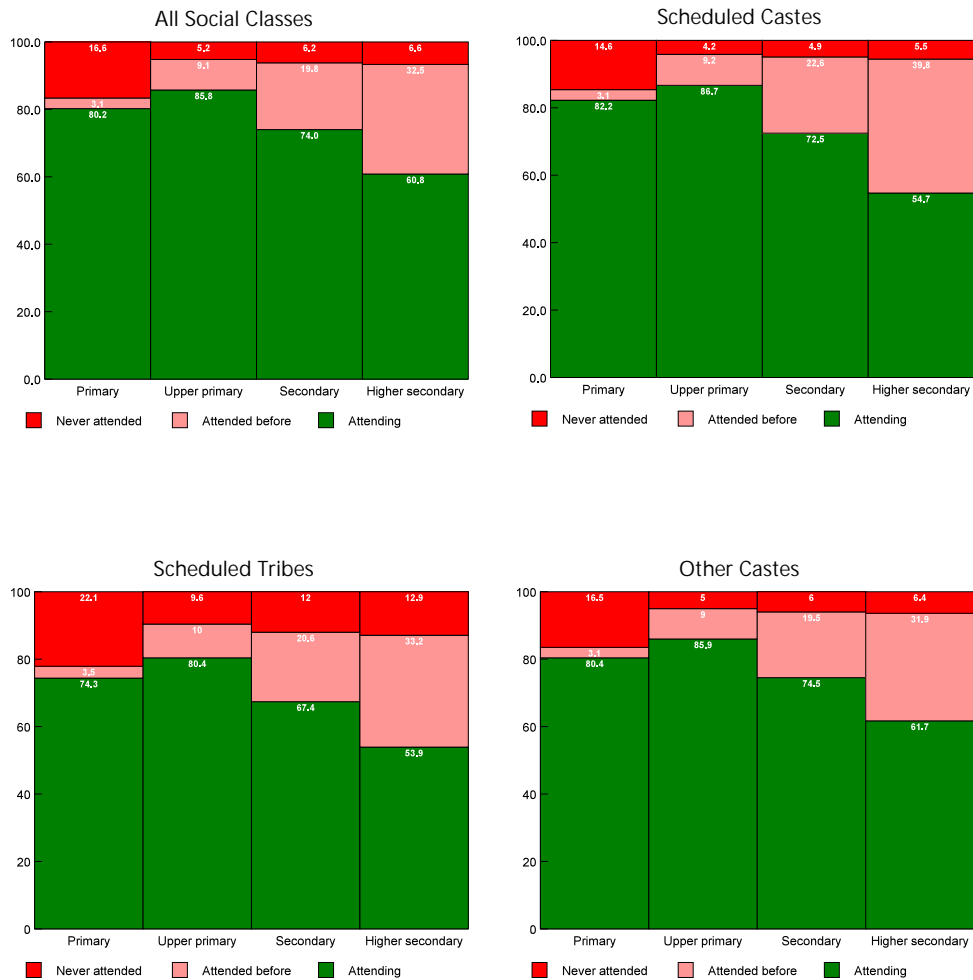
Remarks: Primary school age category comprises of children 6-10 completed years of age.

Upper primary school age category comprises of children 11-13 completed years of age.

Secondary school age category comprises of children 14-15 completed years of age.

Higher secondary school age category comprises of children 16-17 completed years of age

Figure 9
 Schooling status of children of different school age categories in Gujarat, 2011
 Urban Female Children



Source: 2011 population census.

Remarks: Primary school age category comprises of children 6-10 completed years of age.

Upper primary school age category comprises of children 11-13 completed years of age.

Secondary school age category comprises of children 14-15 completed years of age.

Higher secondary school age category comprises of children 16-17 completed years of age