## IN THIS REPORT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messages</td>
<td>5</td>
</tr>
<tr>
<td>Executive summary</td>
<td>9</td>
</tr>
<tr>
<td>An overview of the current scenario in the education sector</td>
<td>12</td>
</tr>
<tr>
<td>Analysis and interpretation of findings</td>
<td>15</td>
</tr>
<tr>
<td>Recommendations</td>
<td>24</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>29</td>
</tr>
<tr>
<td>Fact-sheet on surveyed NGOs</td>
<td>30</td>
</tr>
</tbody>
</table>
Message from Hon. Dr Shashi Tharoor
Minister of State for Human Resource Development

I am pleased that Confederation of Indian Industry and Deloitte Center for Leadership and Community have brought out the report ‘Urgent Needs of NGOs in the Education Sector.’ In the current scenario where education assumes the highest priority as part of India’s inclusive development mission, this report would go a long way to understand the needs of non-governmental organizations in the sector.

With the implementation of the Right of Children to Free and Compulsory Education Act, the Sarva Shiksha Abhiyan has been greatly expanded, covering more than 18 crore children in 12 lakh schools across the country. Today, over 98 per cent of children enjoy schools situated within a kilometer of their habitation, and almost 92 per cent have access to an upper primary school within three kilometers. The Mid-Day Meal program, the largest of its kind in the world, provides nutritious meals to children and assists in keeping them in school.

As this report points out, India still faces many deficits in the field of education, including lack of teachers, physical infrastructure, and low level of quality. Higher education too faces low enrolment ratios and regional disparities. The task of education is not limited to the Government alone, but extends of multiple agencies, including industry, civil society and academia. The Ministry of Human Resource Development has been actively promoting the participation of NGOs in education, especially in school education. But much more can be done to involve them as committed and meaningful partners.

The recommendations presented in the report are useful and serve as guidance for future policy actions. I encourage industry members and NGOs to partner with the HRD Ministry in addressing the imperatives, and look forward to working with all stakeholders on this critical task.
The Confederation of Indian Industry is pleased to bring out the report ‘Urgent Need of NGOs in the Education Sector’ in partnership with Deloitte and GiveIndia. Today, a multi-stakeholder partnership of all sections of society, including Government, NGOs and industry, is central to the task of inclusive growth and I am happy that the CII National Committee on School Education under the leadership of Mr Vijay Thadani has organized the National Conference on School Education where this report is being released.

The findings of the report are relevant, highlighting the urgent need for intervention at policy level. Areas such as school supplies and infrastructure, technology convergence, capacity building and sustainability, among others, would require to be addressed. A crucial ingredient for better performance of NGOs is funding. As the report points out, predictability in sources of funding is critical for the NGO to plan its programs and industry can play a role in this through its Corporate Social Responsibility initiatives.

The report recommends higher expenditures in budgets of Central and state governments for teacher training, a major constraint faced by NGOs. The RTE Act and Sarva Shiksha Abhiyan too can be amended to encourage NGOs in remote areas of the country. NGO capacity building and governance is a further issue requiring intervention.

I believe this report serves to strengthen partnership of Government, industry and civil society towards the common task of education of the next generation of our human talent. I look forward to its outcomes.
As the presence of civil society in the field of education expands, it is important to devise policies and actions that can optimize their contribution. CII believes that Industry, as a central component of civil society, can play a vital role in this endeavor. It is with this consideration that we are bringing out the report ‘Urgent Need of NGOs in the Education Sector.’

CII has developed strong partnerships with credible NGOs across many social sector areas, enabling companies to seek out relevant agencies for working with them in their social responsibility endeavors. We also build programs and projects that bring together NGOs with corporates in select fields including education, skill building, healthcare, water and sanitation, and others. CII has thus developed a valuable profile of social sector engagement on the civil society platform.

The CII National Committee on School Education has been actively promoting partnerships of NGOs and industry in the area of education over the years.

The current report serves as a useful reminder of the need to strengthen NGO interventions and the gaps faced by such organizations in meeting their aspirations in education. Its recommendations converge multiple sources and extend to many key areas of NGO operation. I am confident that it will prove to be a valuable addition to the research corpus in this field.

I take this opportunity to thank our partners, Deloitte and GiveIndia, and all the other contributors in different areas. We look forward to working with you in the future.
The significant role played by NGOs in providing education to the “educationally disadvantaged” marginalized sectors of the society is well recognized. Their role becomes even more critical with the passage of Right to Education bill. Recognizing the need to strengthen the NGOs as key partners to the government for facilitating education, CII, along with Deloitte has conducted this study. This report investigates and highlights urgent needs of NGOs in the education sector and the support they need to create an even stronger impact. We envisage that this report will act as a reference for the Government and policy makers and provide actionable information to corporate houses and donors who are looking to support educational initiatives. I would like to acknowledge members of the CII National Committee on School Education for contributing to this report. I also thank Deloitte and GiveIndia for their thought leadership and support in helping CII in bringing out this report.
The passage of the Right to Education Bill in 2009 marked a major milestone in India’s history. However, there are several stumbling blocks on the road to achieving the goal of universal education in the country. It is believed that it would require massive mobilization on an unprecedented scale and seamless collaboration between the government, public, businesses and social organizations to enroll every eligible child in school.

This makes the role of social non-profit organizations even more critical as they seek to supplement, complement or substitute the formal education system in the country and reach out to the excluded, underprivileged and challenged sections of society.

Confederation of Indian Industry, in partnership with GiveIndia and the Deloitte Centre for Leadership and Community (DCLC) undertook an investigative survey to analyze the urgent needs of non-profits working to provide education to disadvantaged children.

While CII is the largest and most prestigious industry association in the country, the DCLC uses skills-based volunteerism to improve leadership and promote effective management in the social sector. GiveIndia is a registered non-profit donor agency with the mission to promote efficient and effective giving that provides greater opportunities for the poor in India.

Our objective was to investigate and highlight the urgent needs of NGOs in the education sector, provide a reference for Govt. and policy makers and provide actionable information to corporate houses and donors who are looking to support educational initiatives.

Seventeen NGOs that are empanelled with GiveIndia and are active in the field of education were interviewed for the survey. All NGOs satisfy stringent conditions of transparency, governance and demonstrable impact on beneficiaries and represent most mature NGOs in the sector in terms of size and scale.

While the lead surveyors were DCLC volunteers, representatives from GiveIndia and CII joined the interviews in Delhi and Mumbai. The intent was to gain insight into the key factors that would help them succeed and arrive at recommendations for sustainable change.

EXECUTIVE SUMMARY

Our objective was to investigate and highlight the urgent needs of NGOs in the education sector, provide a reference for Govt. and policy makers and provide actionable information to corporate houses and donors who are looking to support educational initiatives.
Key findings

Physical Infrastructure
The biggest two requirements are for Teaching Aids and Laboratories/Playgrounds. The emphasis is shifting from having a roof over walls to making available enough free learning aids for the beneficiary children. A classroom is desirable but its absence no longer hinders an education project.

Technology needs
There is a crying need for latest computers and peripheral IT hardware including projection and sound systems. A frequent feedback was about being stuck with obsolete systems gifted by private corporations who retire them every three years.

Manpower needs
The greatest challenge for NGOs in the education sector is to recruit, train and retain quality teachers. The other area where NGOs face an acute shortage of skilled manpower is in fundraising, sales and marketing. There are not enough skilled fundraisers in India and there is a lack of institutionalized training for such a vocation.

Funding
Only a little over half of the surveyed NGOs are able to meet 75-100% of their annual budget requirements. The main reason appears to be the unpredictability around the quantum of donations from corporates and individuals, especially in recessionary conditions. When probed about Government funds made available under the Sarva Shiksha Abhiyan (SSA) program, most NGOs expressed a sense of frustration with the delays, deterrents and conditions imposed in availing the funds. Those who do receive assistance, get so primarily in the form of books and educational aids.

Non-financial constraints
In several districts across the country, NGOs counter social evils like child labor, child marriage, prostitution and trafficking to get unschooled children into the mainstream. The bias against the girl child is particularly strong in certain regions and communities where all-powerful village councils need to be engaged in a constructive dialogue before any work is undertaken.

Need for organizational support
When it comes to areas that NGOs need the most assistance with, fundraising and publicity emerge as top items. Fund raising professionals are in short supply and usually move on to working with international aid bodies or international organizations after spending a few years in the field.

Efforts for sustainability
Many NGOs have a clear leadership structure and succession plan. Many others have started generating revenue through sale of handicrafts or paintings or by organizing concerts. But a large number of NGOs are still at the drawing board stage. The good news is that they are seized of the matter and understand the serious implications of not having a contingency plan.

Recommendations

National Teacher Training Program
The acute shortage of skilled and motivated teachers is the single biggest problem that plagues the education sector in India.

It is recommended that the Union and State Governments work to apportion a major chunk of their budget outlays for Education towards teacher training, creating national and state-level teacher training academies for capacity building. Data from the state employment exchanges can be harnessed to identify potential recruits and NGOs may nominate their on-ground volunteers for the trainings. Corporates and educational content designers can contribute greatly towards designing a modern, multi-media curriculum for teacher training based on scientific methodologies.

Amend RTE Act to allow recognition of special schools run by NGOs
Under the Right of Children to Free and Compulsory Education (RTE) Act 2009, one of the rules for recognition of schools require that the school buildings or other structures or the grounds are used only for the purposes of education and skill development; However, NGOs active in rural areas, regions with difficult terrain or in slum clusters do not have the wherewithal to erect concrete structures to specifically serve as school buildings. Therefore, a suitable amendment is recommended to rules for recognition of schools with classes I to VIII, especially those in rural areas, regions with difficult terrain or in slum clusters. In addition, it is recommended that the Government invites corporates and NRIs to channelize private investment for infrastructure development for special bridging schools run by NGOs. This could be in the form of incremental tax incentives offered for Adopt-A-School programs or similar project funding.

Modify Sarva Shiksha Abhiyan intervention model
Most NGOs we surveyed do not avail of SSA funding because of the strict eligibility conditions, extensive red tape and corruption at the grassroots level. A few that do, rely mostly on help in the form of teaching aids and books.

It is recommended that the mode of SSA intervention be changed to place funds directly in the hands of school authorities. This can be achieved by sanctioning cash-
equivalent credit points to every recognized school in targeted backward districts across the country every year for a period of five years. The revamped SSA program could be named after a prominent historical figure to enable a new identity and positive brand recall. To encourage support by the state administrations/Governments, performance evaluations can be linked to the utilization of SSA credit notes and there can be state-level awards for highest performing districts.

**Refresh Corporate Funding; no “tokenisms”**

It is recommended that donors, especially corporates who understand the complexity of running an organization, appreciate the need for allowing up to 15% of project costs as outlay for overheads and staff salaries. Also, funding should ideally be long-term, renewable and for a period of not less than three years.

Thirdly, although the idea of matching employee contribution is gaining popularity with corporates, it would be very helpful if, in such modes of donation, a minimum amount is guaranteed each year irrespective of employee contributions.

Fourth, corporates and donor institutions need to look beyond cash and equipment and examine the possibility of placing on time-bound deputations, a few of their employees with partner NGOs who otherwise lack the ability to offer satisfying careers to marketers, fund-raisers and strategists. And last but not the least, corporates should avoid dumping old IT hardware, laptops, computers and peripherals on NGOs.

**Incentivize Maturity and Governance**

NGOs need to evolve in maturity and incorporate practices that strengthen their sustainability and longevity. The empanelment requirements instituted by donor agencies like Give India and Credibility Alliance are a starting point in this direction. The Deloitte Center for Leadership & Community has also evolved a maturity model index to evaluate the capability and impact of NGOs. Increasingly, private and corporate donors are using various objective parameters as terms of reference before committing funds to various causes. It is recommended that the Government too, apply a revised set of transparent and objective criteria to approve NGOs whose donors receive income tax exemptions under section 80G.

This would spark off a series of reforms in the nonprofit sector and allow it to prepare for the massive influx of funds when the Companies Law is modified to mandate investment of 2 per cent of corporate profits into social responsibility efforts.

We hope that the findings of this Report serve to enhance the understanding of the challenges that NGOs face and inspire collective effort to mitigate them.
AN OVERVIEW OF THE CURRENT SCENARIO IN THE EDUCATION SECTOR

According to a Goldman Sachs report — ‘India’s Rising Labor Force’ — around 100 million people from India are projected to join the global workforce by 2020. With 50% of its population below the age of 25 and more than 65% hovering below the age of 35, India seems to be poised to reap a demographic dividend.

An editorial in the Deccan Chronicle in October 2012 pointed out that the Twelfth Plan is crucial to realising the so-called demographic dividend available to India by 2020: i.e., a population with an average age of 29 compared with 37 and 38 for China and the United States, respectively. But then, if young Indians are to meaningfully participate in the economy and contribute to growth, they need a reformed system. “It is imperative to improve the quality of teaching in schools,” the editorial argued.

Elementary education: A lot of ground to cover

One of the most critical issues facing India’s education system is the ability to serve the masses. A World Bank report published in 2006 raises serious concerns about the quality of education, and the level of citizens’ expectations and satisfaction regarding elementary education, especially in government-run schools.

Although there are a number of factors that may have contributed to poor elementary education outcomes, the lack of accountability and inadequate infrastructure are the biggest factors.

How can the nation study when there are some 1.4 million teacher posts that are vacant today?1

India’s Gross Enrolment Ratio for higher education (GER) is extremely low (15%), compared with other BRIC (Brazil, Russia, India, and China) countries (Brazil is at 34% and China at 23%). Further, there are glaring regional disparities and the system is more or less an elite system of education. In the last decade, GER in India has been growing at a 3.09% CAGR as opposed to Brazil’s 13.39% and China’s 19.24% (2000-2007). India’s 2020 target is 30% GER, which is a monumental task considering the current status of the education system.

When the PISA 2009+ [Programme for International Student Assessment] released its results in December 2011, the open secret of India’s abysmal state of elementary education was known to the rest of the world. Of the 74 regions that participated in the assessment, Indian students stood last for science, second from the bottom for mathematics and reading literacy. The myth of India’s prowess in science and technology education was punctured as the top 5% of students from the 400 schools from Himachal Pradesh and Tamil Nadu that participated in this exercise were almost 100 points behind an average child in Singapore and 250 points behind the best students in the world.

Assessments made by other

1 Demographics of India [http://en.wikipedia.org/wiki/Demographics_of_India]
2 Inclusive Growth and Service delivery: Building on India’s Success, World Bank, May 29, 2006
3 http://ccs.in/ccsindia/regulatory-reform.asp
4 Sibal targets 30% GER in higher education by 2020
5 Lant Pritchett, Mr Obama, rest easy. Indian students have hit rock bottom, First Post, Jan 7, 2012. [http://www.firstpost.com/india/mr-obama-rest-easy-indian-students-have-hit-rock-bottom-174684.html]
A report: Urgent needs of NGOs in the education sector

organisations like Pratham\(^6\) found that a large percentage of children in primary schools in India are either fully or partially illiterate even after years of schooling. For example, 4% of the children in Standard V in Uttar Pradesh cannot recognise the alphabet; 15.7% cannot read words, leaving them effectively illiterate. The majority cannot read a simple Standard II text (a text which they should have been able to read three years prior).

The Human Resources Development Ministry, under whose purview education policies are developed, has ordered a probe to uncover the reasons for India’s dismal results on the PISA 2009+ assessment.\(^7\)

Year after year, budgetary allocations for elementary education are increased, with the allocation to the Sarva Shiksha Abhiyan (SSA) standing at Rs. 210 billion in 2011-12. Over 180 million children are taught by almost 5.7 million teachers in more than 1.2 million primary and upper primary schools across the country.\(^8\)

Under the aegis of the government’s flagship SSA program, over 98% of children in India have access to schooling within one kilometer of their habitation and almost 92% to an upper primary school within three kilometers of their habitation. However, this is the only part of the story.

Research indicates that learning outcomes in government primary schools in India are well below acceptable standards. Moreover, the quality of students across different states is varied. Evaluations by the government and NGOs across several districts highlight alarming deficiencies in children’s learning per their stated grade level. The Annual Status of Education Report (ASER), conducted each year since 2005 in all rural districts of the country, shows that in 2010, only 53% of grade 5 students in rural India could read a grade 2 level text and only 36% could solve a three digit by one digit division problem. This indicates that a vast proportion of grade 5 students lack the very basic skills expected of them. Nationally, this situation has hardly changed over the six-year period for which ASER data is available.\(^9\)

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\(^6\) Pratham, Uttar Pradesh (Rural):
http://www.pratham.org

\(^7\) Anubhuti Vishnoi, Poor PISA ranks: HRD seeks reason, Indian Express, Jan 07 2012

\(^8\) Report of the committee on implementation of the Right of Children to Free and Compulsory Education Act, 2009 and the resultant revamp of the SSA, April 2010.

\(^9\) Inside Primary Schools: A study of teaching and learning in rural India, ASER.

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One lamp lights many

Deepalaya’s schools have classes from lower kindergarten to Class 8. Since 1979, the organisation has helped educate over 30,000 students who would have otherwise not ever gone to school. Many of the students who go on to pursue degrees come back to serve as a teacher with Deepalaya.

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Evaluations by the government and NGOs across several districts highlight alarming deficiencies in children’s learning per their stated grade level.

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\(^9\) Inside Primary Schools: A study of teaching and learning in rural India, ASER.
Research indicates that learning outcomes in government primary schools in India are well below acceptable standards. Moreover, the quality of students across different states is varied. Evaluations by the government and nongovernmental organisations (NGOs) across several districts highlight alarming deficiencies in children’s learning per their stated grade level.

The situation brings to light two key aspects of school curriculum and learning aids. Across different grade levels, a student’s pace of learning is much lower than what is desired of them by textbooks and learning material.

The quality of teaching also requires discernible improvements. Further, honing creative skills such as writing, drawing, painting, etc., receive limited attention. Indian schools also lack an environment where students are encouraged to ask questions. On the contrary, India’s education system places significant emphasis on learning by rote.

The RTE is a step in the right direction as it aims to address several of these deficiencies. However, universalization of education cannot be achieved unless there is intervention at community, household as well as school level and it is only NGOs which are equipped to work at all these levels.

They too have a dream

The Salaam Baalak Trust restored 876 destitute or runaway children to their homes in 2011 and provided shelter to 1076. But then, there are thousands of others who have nowhere to go. The biggest challenge is to create an adequate number of shelter homes where these children can find refuge. Many of these children are traumatised and disoriented when they are found. SBT’s nonformal education program prepares them for mainstreaming into government or private schools.

Every day, hundreds of homeless children are found in a city like Delhi. The SB Trust works with the authorities to rescue children reported through the 1098 Child Line call number.

With a little help…

After intervention by Literacy India, she was mainstreamed in the Puncha Girls’ High School, Purulia where she lives in a hostel and has access to proper care and guidance. Sakuntala wants to be a teacher when she grows up.

Literacy India’s ‘Pathshala’ project helps mainstream hundreds of students like her each year in six states across India.

Sakuntala Sabar (photo above), aged 14, hails from a backward tribal family in Purulia, West Bengal. Her father has no regular work and the family lives on a meager income from odd jobs.
ANALYSIS AND INTERPRETATION OF FINDINGS

Introduction

An international report (The role and impact of NGOs in capacity development: From replacing the state to reinvigorating education by Inger Ulleberg; UNESCO & IIEP) states that as development actors, NGOs have become the main service providers in countries the government is unable to fulfill its traditional role. In the education sector, many NGOs have moved beyond the “gap-filling initiatives” to step into innovation and capacity building.

However, NGOs in India are still evolving and are an extremely diverse group. The vast majority of the 40,000 NGOs who submitted income tax returns in 2010 (source: GuideStar India) operate without governance and accountability. Many of them harbour political and even religious agendas.

While NGOs hold opportunities for young, motivated individuals to pursue ‘development of the social sector’ as a career and make a real difference to society, success depends on the combination of different factors, including a sustainable, well-thought-out business model; entrepreneurial spirit, reliable sources of funding, and a motivated group of people at the helm.

For the purpose of this project, we identified 17 NGOs that are empanelled with GiveIndia and are active in the field of education.

- All NGOs satisfy stringent conditions of transparency, governance and demonstrable impact on beneficiaries
- All NGOs have a defined set of verifiable indicators to measure performance against goals
- They represent different regions of India
- They have different scales and models of intervention
- We selected NGOs that had a current annual spend range of 1 to 10 crore rupees on education projects to avoid any skews that would result from interviewing highly disparate organisations. This meant that we had to exclude several large, successful NGOs as well as some well-known small ones from the purview of the survey. However, we believe that the selected respondents represent most mature NGOs in the sector in terms of size and scale.

Methodology and probe areas

All selected respondents were approached by GiveIndia informing them about the purpose and mode of survey. Appointments were duly fixed and the survey questionnaire was shared in advance to help the NGOs prepare for the interviews. Except for a couple of cases where the interviews were telephonic, all others were conducted in person in the cities where the NGOs had their main office.

While the lead surveyors were Deloitte Centre for Leadership and Community (DCLC) volunteers, representatives from GiveIndia and CII joined the interviews in Delhi and Mumbai.

One game at a time

The organisation has a unique Activity Based Curriculum model that uses games to make change. 40 sessions per year — each with a lesson, teach children about education, gender, health, and key issues affecting them. The games excel in building physical, social, and personal skills.

‘Magic Bus’ stresses on a participatory approach to learning, creating an interest for education among children through sports. This has helped break social barriers even in conservative communities.
Apart from recording information on organisational history, vision, operations and achievements, the questionnaire was designed to assess the following areas:

- Goals and modus operandi
- Current geographical outreach and staff details
- Physical infrastructure needs
- Technology needs
- Manpower needs
- Funding adequacy, sources and modes
- Nonfinancial constraints in order of priority
- Organisational areas in which help is needed
- Efforts for sustainability

The intent was to gain insight into the key factors that would help them succeed and arrive at recommendations for sustainable change. The break-up of NGOs according to their areas of work is as follows:

### As special as any else

NAB’s Department of Education (photo below) is a pioneer in promoting Integrated Education (IE) programs for visually impaired children all over India by partnering with local voluntary organisations — especially in the rural areas. The model favoured by the department is called the “Itinerant Teacher Model” of IE, wherein blind children reside with their families and attend the nearest regular schools along with their sighted counterparts. They receive the services of a special teacher called itinerant teacher who teaches Braille, provides instructional aids, arranges resources, counsels the family and serves as a link between the child and the school authorities.

As per WHO estimates, there are approximately 63 million people in India (about 6%) who suffer from Significant Auditory Impairment. As per an NSSO survey, there were 291 persons per one lakh population who suffered from severe to profound hearing loss (NSSO, 2001). Of these, a large percentage is children between the ages of 0 to 14 years. Ashray Akruti (photo above) is involved in empowering the Hearing Impaired and underprivileged children of Andhra Pradesh to fully utilise their capacities of learning and realise their potential.
Findings and inferences

I. Physical infrastructure

Although the intervention models of different NGOs vary, requiring different levels of investment in physical infrastructure, every mature nonprofit needs certain basic facilities to carry out their mission. We tried to understand the most critical need items in this area.

Expectedly, school buildings, furniture, classrooms and toilets (especially, separate toilets for girls) were all identified as equally important needs. Water and power supply and maintenance of premises were of lesser concern. However, the biggest two requirements are for Teaching Aids and Laboratories/Playgrounds. As learning centers in villages become mobile and portable and those in towns become better built, the emphasis is shifting from having a roof over walls to making available enough free learning aids for the beneficiary children. A classroom is desirable but its absence no longer hinders an education project.

II. Technology needs

Most mature NGOs have an updated website and a number of email accounts for its permanent and volunteering staff. They are also self-sufficient to a great extent as far as enterprise software like accounting packages and MS Office programs are concerned. However, there is a crying need for latest computers and peripheral IT hardware, including projection and sound systems. A frequent feedback was about being stuck with obsolete systems gifted by private corporations who retire them every three years.

III. Manpower needs

The greatest challenge for NGOs in the education sector is to recruit, train and retain quality teachers. Finding teachers with the right kind of motivation and preparedness is a difficult task to begin with. NGOs are not

Teaching Aids like flip charts, black boards, posters & books and for science labs, and playgrounds top the infrastructure needs list with 33% age points.

71% of surveyed NGOs have highest needs around AV equipment and computer/desktop/laptops

65% of surveyed NGOs expressed the need for specialised educational software
able to match the salaries and perks offered by private or even government schools and regularly lose critical staff to attrition. And even if they do find talented young individuals to volunteer as teachers, the duration of such association is for a short period.

In most cases, members of the local community, when recruited as teachers, have a higher rate of success as they find greater acceptability within beneficiary communities. But it takes time and effort to find an adequate number of local high school pass outs or graduates to groom as training staff.

The other area where NGOs face an acute shortage of skilled manpower is in fund-raising, sales and marketing. With changing times, NGOs are trying to move beyond seeking funds for charity and want to project themselves as instruments of social change and development. They are even willing to incentivise fund-raisers or marketers who can articulate their proposition with professionalism and integrity. However, there are not enough skilled fund-raisers in India and there is a lack of institutionalised training for such a vocation.

IV. Funding
One of the biggest concerns for NGOs is to sustain themselves financially from year to year and project to project. While more than 70% NGOs surveyed have a corpus of some significance, only a little over half of them are able to meet 75-100% of their annual budget requirements. The main reason appears to be the unpredictability around the quantum of donations from corporates and individuals, especially in recessionary conditions. Further, the preferred commitment by most donors is for specific projects and not for discretionary spending. This vastly reduces the NGO’s

Tracking the unschooled
CINI works to identify children who are either not in mainstream education or are in danger of leaving it. The NGO works in local communities to convince families that the benefit of education will, in the long term, outweigh the benefit of the low and temporary wage which a child may earn instead of going to school. Murshidabad in West Bengal is one of India’s worst-hit districts in terms of child trafficking and child marriage (photo below shows an antitrafficking campaign). It is believed that almost 80% of the girls in the district are married off before the age of 16. CINI aims to mainstream 1500 children in the district by 2014 and closely monitor the dropout rate. CINI ASHA is also engaged in a school project in Kolkata’s red light district.

82% of surveyed NGOs have highest need in teaching and training staff, followed closely (76%) by fund-raising, sales and marketing

Manpower needs
All of the surveyed NGOs receive funding from private individuals. However, only 47% receive some or negligible funds from the government.
flexibility to absorb unforeseen overheads or recruit essential staff to roll out projects.

When probed about government funds made available under the SSA program, most NGOs expressed a sense of frustration with the delays, deterrents and conditions imposed in availing the funds. Those who do receive assistance, get so primarily in the form of books and educational aids.

V. Nonfinancial constraints
If there was a national academy that produced thousands of teachers each year willing to commit 3-4 years or more of their careers in remote and impoverished districts and if there was adequate government or private funding to compensate them adequately, the NGOs would be far more effective in impacting the national school dropout rate and improving pass percentages.

In several districts across the country, NGOs counter social evils like child labour, child marriage, prostitution and trafficking to get unschooled children into the mainstream. The bias against the girl child is particularly strong in certain regions and communities where all-powerful village councils need to be engaged in a constructive dialogue before any work is undertaken.

NGOs that work for educating disabled children have to often battle social stigma and apathy to secure the rights of these children. Sometimes, even parents are negligent, unaware and unwilling to educate such wards.

VI. Need for organisational support
When it comes to areas that NGOs need the most assistance with, fund-raising and publicity emerge as top items. As discussed earlier, fund-raising professionals are in short supply and usually move on to working with international aid bodies or UN organisations after spending a few years in the field.

Copywriters, designers and public relations

An overwhelming majority of respondents acknowledged that they need help with fund-raising and desired greater awareness about their work. A high number welcomed external help in formulating a strategy to increase outreach.
Challenges that affect foreign contributions/donations to NGOs

The NGOs in India are typically setup as a “not for profit” vehicle and could be any one of the following entities:

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<tr>
<th>Society</th>
<th>Trust</th>
<th>Charitable Company</th>
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<tr>
<td>• Regulated by Society Registration Act, 1860</td>
<td>• Set up as a public trust and regulated by Indian Trust Act, 1882/State Trust Act</td>
<td>• Established under Section 25 of Indian Companies Act, 1956</td>
</tr>
<tr>
<td>• Governed by the memorandum of association, rules and regulations and bye-laws</td>
<td>• Governed by a trust deed</td>
<td>• Governed by the memorandum and articles of association</td>
</tr>
<tr>
<td>• Surplus needs to be ploughed back and profit distribution is not permitted</td>
<td>• The beneficiary of the trust has to be the public at large</td>
<td>• No dividend pay-out to members is permitted</td>
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</table>

Receiving foreign contribution/donation is a challenge for all of these entities due to the onerous conditions prescribed under the Foreign Contribution Regulation Act, 2010 (FCRA). Under the FCRA, an approval/registration is required with the Central Government for receiving funds, even for conducting educational activities, from foreign sources. The provisions of FCRA further imply that the contribution from foreign donors has to be received for undertaking activities in “national interest” however what it constitutes has not been defined. This anomaly leaves the scope for judicial interpretation based on the dynamic ‘national interests’ of the country.

In order to obtain registration the following requirements are prescribed:
• Set up as a Trust, Society or Section 25 Company
• Be in existence for at least three years
• Has undertaken reasonable activity in its field for the benefit of the society for which the foreign contribution is proposed to be utilized — The NGO should have spent a predefined amount in the last three years on its activities

In case the NGO has not been in existence for three years, an approval is required for each tranche of donation from a different foreign source. There is no time limit prescribed under the law for granting such an approval. Practically, such an approval takes considerable amount of time and involves significant effort in terms of drafting application, providing documentation and responding to queries. We believe that the Government should, given the long term benefits to the nation, provide special dispensation to the NGOs in the education sector for obtaining approval under this act. The approval to such NGOs can be based on the past track record, reach within the country, awards/recognitions and profile of the promoters/foreign donors.
professionals are also not drawn to the NGOs because of the limited scope and opportunities they offer when compared to agencies. The surveyed NGOs suggested that corporate organisations with skilled manpower in these areas could explore lending them out for a year or two on deputation. A rotation of professionals from enabling areas like Marketing and Communications was also suggested.

Some NGOs acknowledged to have benefited in the past from workshops conducted by corporates and other bigger NGOs for strategy formulation, communications and marketing.

VII. Efforts for sustainability

We played the devil’s advocate and painted a scenario where the top leadership of an NGO is suddenly indisposed or has to retire. What, we asked, is the level of preparedness to deal with such a situation? Is there a strong second line of command to assume charge and apportion responsibilities? Is there internal democracy and consensus? Is there enough empowerment in the ranks of the various program managers to allow them to function smoothly regardless of such an eventuality? What if donor corporations, mandated by a possible law to spend 2% of net profits in CSR, decide to channel their funds into their own charitable societies? What if governments change and new regimes do not support certain NGOs? How would the organisation ride through such a crisis? How would they secure the funds to operate?

There were several positive responses. Many NGOs have a clear leadership structure and succession plan. Many others have started generating revenue through sale of handcrafts or paintings or by organising concerts. Some of them have undertaken efforts to diversify their donor base and involve more private individuals who are emotionally tied to a project as patrons. But a large number of NGOs are still at the drawing board stage. The good news is that they are seized of the matter and understand the serious implications of not having a contingency plan.

No barriers to quality

The Akanksha Foundation’s School Project is a venture to open high-quality schools serving children from low-income communities in Mumbai and Pune. These schools (photo below) are run in partnership with local municipalities, with the vision of creating small clusters of model schools in these cities that can be used to impact the mainstream education system and drive wider systemic reform. The success of this project is a lifeline to government schools struggling with high dropout rates, low teacher quality and poor infrastructure.

Only a little over half of the surveyed NGOs have been able to already establish processes and measures to ensure long-term sustainability. The good news is that most others are thinking about it.
Transforming young lives

‘Amar Bharat Vidyapeeth’—high quality formal school at Parivaar Ashram premises in 24 Parganas, West Bengal. Several students come from impoverished and broken families where parents often lose count of their children.

Parivaar Ashram is a residential and overall life development institution for erstwhile destitute children, including orphans, street and pavement dwelling children, children with a single parent and vulnerable girl children from prostitution-infested areas. A large number of children are from rural areas and highly impoverished tribal areas where starvation and malnutrition is rampant and where daily income per family is much less than a dollar. Parivaar acts as the custodian of the child until she attains an age of social maturity.

Sevalaya and Vidyarambam are NGOs working in the districts of Tamil Nadu. Both have established schools (photos below) providing quality education for the poor and marginalised sections of society.
RECOMMENDATIONS

National Teacher Training Program

The acute shortage of skilled and motivated teachers is the single biggest problem that plagues the education sector in India. The better teachers inadvertently end up in the private sector to earn well-deserved decent livelihoods. However, schools run by the government and NGOs have to routinely struggle with lack of numbers, lack of quality and lack of commitment.

Some of the NGOs surveyed in this report have found a workable solution by training and employing local community members as teachers. This is effective as it creates employment opportunities for young volunteers and the resulting engagement with beneficiary communities is very high. Teachers who are groomed from within these populations are less likely to migrate or switch careers. Their career ambitions match well with their social aspirations.

It is recommended that the Union and State Governments work to apportion a major chunk of their budget outlays for education towards teacher training, creating national and state-level teacher training academies for capacity building.

Data from the state employment exchanges can be harnessed to identify potential recruits and NGOs may nominate their on-ground volunteers for the trainings. Corporates and educational content designers can contribute greatly towards designing a modern, multimedia curriculum for teacher training based on scientific methodologies.

However, the budgets have to be realistic keeping in mind the boarding, lodging and academic needs of thousands of candidates each year. If current budgets are an indication, the Government of Karnataka spends the following amounts on teacher training under the SSA program:

- Provision of up to 10 days in-service training for all teachers each year, at BRC level and above, @ Rs.100 per teacher per day.
- Up to 10 monthly cluster-level meetings and peer group training sessions, for all teachers each year @ Rs.50 per teacher per day at CRC level.
- Rs.100 per day for 30 days induction training of newly recruited teachers.
- @ Rs.100 per day for 60 days for on the job, untrained teachers to acquire professional qualifications through in-service/distance programs.
- Training of BRC & CRC coordinators & resource persons for up to 10 days each year @ Rs.100 per person per day.

(Source: http://ssakarnataka.gov.in/pdfs/planning/norms_for_ssa_interventions.pdf)

A circle of freedom

Muktangan, an initiative of Paragon Charitable Trust, works with the Municipal Corporation of Greater Mumbai and a number of NGOs across the country. Its mission is to evolve sustainable, replicable inclusive models of quality child-centered teacher education and school programs in partnership with marginalized communities and to advocate them to the larger system.

The NGO propagates a fun-oriented, child-centered curriculum with suitably designed classrooms and an inclusive way of teaching that encourages all children to participate, regardless of their ability. 5 of the 7 Muktangan schools are headed by teachers trained from the local communities.
Amend RTE Act to allow recognition of special schools run by NGOs

Under the Right of Children to Free and Compulsory Education (RTE) Act 2009, rules for recognition of schools require that:

a. The school is run by a society registered under the Societies Registration Act, 1860 (21 of 1860), or a public trust constituted under any law for the time being in force;

b. The school is not run for profit to any individual, group or association of individuals or any other persons;

c. The school conforms to the values enshrined in the Constitution;

d. The school buildings or other structures or the grounds are used only for the purposes of education and skill development;

e. The school is open to inspection by any officer authorised by the state government/local authority;

f. The school furnishes such reports and information as may be required by the Director of Education/District Education Officer from time to time and complies with such instructions of the State government/local authority as may be issued to secure the continued fulfillment of the condition of recognition or the removal of deficiencies in working of the school.

NGOs active in rural areas, regions with difficult terrain or in slum clusters do not have the wherewithal to erect concrete structures to specifically serve as school buildings. Utilisation of community halls, healthcare centres and even residences to serve as study centres during a few hours of the day is an effective strategy successfully deployed by many NGOs to impart early education to unschooled children.

While the insistence on exclusive infrastructure may have been thought of with long-term benefits in mind, the Rule (d) virtually eliminates possibilities of recognition to special schools run by NGOs. This implies that NGOs have to compulsorily mainstream their students into the nearest recognised school which could be miles away or has a drastic difference in teaching approach and teacher sensibilities. This situation translates into imminent dropouts and defeats the very purpose for which RTE Act Rules were framed in the first place.

Therefore, a suitable amendment is recommended to rules for recognition of schools with classes I to VIII, especially those in rural areas, regions with difficult terrain or in slum clusters.

In addition, it is recommended that the government invites corporates and NRIs to channelise private investment for infrastructure development for special bridging schools run by NGOs. This could be in the form of incremental tax incentives offered for Adopt-A-School programs or similar project funding.

According to a report published in 2012 by National University of Educational Planning and Administration, the number of government schools in the country in 2010-11 stood at more than 10.6 lakhs with this number representing 78.15% of all recognised schools. Deriving from

The promise of dignity

The objective of Shoshit Seva Sansthan (SSS) is to provide quality education to the children of Musahar (rat-eaters) community in Bihar who have lived in abysmal poverty for centuries. Their population is estimated to be 4 to 5 million and all of them are landless laborers, many being bonded and trapped in a vicious cycle of poverty.

SSS has established a fully free English medium residential school to impart quality education to Musahar children. The NGO will finance their higher education as well. This is a long-duration project meant to enable the poorest of the poor carve out a life of dignity for their community.
A prism of hope

The children of Christel House India are often first-generation learners. To ensure that the students do not become discouraged by the challenges they face, Christel House strives to ignite the passion for learning within each child by using creative approaches to teaching, thereby making the classes inspiring, interesting, interactive and, most of all, fun. Subjects taught within the curriculum are presented in a manner that creates a sense of wonder and an open appreciation and understanding of the underlying laws that bring our world alive. As the students advance, the curriculum becomes more challenging, emphasising academic rigor that prepares them to excel in their chosen careers.

Lal Samuel (photo above) comes from the strife-torn North Eastern region of Manipur. His family fled to Bangalore and is now one of many displaced families being provided shelter in a local orphanage. Samuel is a very diligent student, loves football and is a member of the school band and choir.
years. By definition, every recognised school already fulfils certain basic eligibility requirements. These credit points could be used by schools to either collect books and equipment from government authorised stores or contract empanelled civil engineers to construct toilets and water tanks. Such a model will reduce cash-related corruption to a large extent and place the onus on District Magistrates to distribute funds rather than waiting for schools to initiate a cumbersome application process.

The revamped SSA program could be named after a prominent historical figure to enable a new identity and positive brand recall.

To encourage support by the state administrations/governments, performance evaluations can be linked to the utilisation of SSA credit notes and there can be state-level awards for highest performing districts.

Refresh Corporate Funding; no “tokenisms”

The passage of the new Companies Law will make it mandatory for corporations of a certain size to invest 2% of their net profits into corporate social responsibility initiatives. This is expected to result in a huge quantum of funds being channeled into charitable activities. However, for NGOs, certain challenges may still remain.

Individuals, corporates and institutions are alike in the fact that they tend to donate for specific projects in the area of education. It may be the opening of a computer lab or the construction of a classroom or even renovation of a building block. This often leaves the NGOs grappling to meet overhead and manpower costs.

Refresh Corporate Funding; no “tokenisms”:

- Long-term, committed funding
- Pro-Bono assistance
- Joint funding mechanism

A circle of freedom

Daily wage labourers and domestic helpers find it difficult to educate their children due to their unstable income and difficult living conditions. However, they are sometimes hesitant to admit their children to government schools as they are concerned about the quality of education imparted. Under its Shiksha program, the SGBS Trust extends financial support to such kids from underprivileged background to continue with their education. The program covers a part of the educational expense which is paid directly to the school concerned. More than 20% of the beneficiary students score A+ grade.

School is where home is...

The goal of ‘education for all’ cannot be realised without eliminating girl child illiteracy. IIMPACT, promoted by the alumni of IIM Ahmedabad, reaches out to a large number of girls in rural and remote areas, complementing the government’s efforts and working with village communities to set up learning centers that are close to home and provide bridge education that prepares students for admission in mainstream schools in Class 6.

A report: Urgent needs of NGOs in the education sector
It is recommended that donors, especially corporates who understand the complexity of running an organisation, appreciate the need for allowing up to 15% of project costs as outlay for overheads and staff salaries. Accountability cannot be expected from unpaid or poorly paid volunteers who struggle to make both ends meet for themselves and their organisations. Those on a mission to serve society cannot be penalised for committing themselves to a life of austerity.

Secondly, funding should ideally be long-term, renewable and for a period of not less than three years.

Thirdly, although the idea of matching employee contribution is gaining popularity with corporates, it denies the NGOs the capability to predict annual income and plan their projects accordingly. It would be very helpful if, in such modes of donation, a minimum amount is guaranteed each year irrespective of employee contributions.

Fourth, corporates and donor institutions need to look beyond cash and equipment and examine the possibility of placing on time-bound deputations, a few of their employees with partner NGOs who otherwise lack the ability to offer satisfying careers to marketers, fund-raisers and strategists. A leading consulting organisation has instituted a Pro-Bono Fellowship Program designed to serve as a reward for up to 10 high-performers who will benefit from the opportunity to take on new challenges, enhance their skill-sets, and ultimately, help their communities to thrive; all while receiving salary and benefits from their employer. Such a model can be emulated by other corporates.

And last but not the least, corporates should avoid dumping old IT hardware, laptops, computers and peripherals on NGOs. Direct payment for latest IT equipment purchased can be a much more viable option. This will also allow for extended manufacturer warranties on the products bought.

**Incentivise Maturity and Governance**

Of all the NGOs surveyed in this report, only a little over half have been able to establish processes and measures to ensure long-term sustainability. This is a developmental opportunity that can be used to strengthen the nonprofits.

Their intent may not be under doubt but NGOs need to evolve in maturity and incorporate practices that strengthen their sustainability and longevity. Also, they need to share best practices and learnings to avoid duplication of efforts and wasteful labour. The empanelment requirements instituted by donor agencies like GiveIndia and Credibility Alliance are a starting point in this direction. The Deloitte Center for Leadership & Community has also evolved a maturity model index to evaluate the capability and impact of NGOs. Increasingly, private and corporate donors are using various objective parameters as terms of reference before committing funds to various causes.

It is recommended that the government too, apply a revised set of transparent and objective criteria to approve NGOs whose donors receive income tax exemptions under Section 80G.

This would spark off a series of reforms in the nonprofit sector and allow it to prepare for the massive influx of funds when the Companies Law is modified to mandate investment of 2% of corporate profits into social responsibility efforts.

<table>
<thead>
<tr>
<th>Incentivise Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Transparency &amp; Sustainability</td>
</tr>
<tr>
<td>Facilitate inter-NGO collaboration</td>
</tr>
<tr>
<td>Apply stringent criteria for Sec 80G exemption</td>
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</table>
ACKNOWLEDGEMENTS

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Dhaval Udani
CEO

CII

National Committee on School Education

Supriya Banerji
Deputy Director General
# FACT-SHEET ON SURVEYED NGOs

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Name of NGO</th>
<th>Year established</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IIMPACT</td>
<td>2003</td>
<td>The vision of IIMPACT is to take the number of Learning Centres to 2,000 in the next five years which will directly benefit 60,000 girls from socially and economically disadvantaged sections of our society.</td>
</tr>
<tr>
<td>2</td>
<td>VIDYA &amp; CHILD</td>
<td>1998</td>
<td>Vidya &amp; Child is a nonprofit initiative to help bridge the gap for those children who need education and have no access to facilities for learning existing in our society.</td>
</tr>
<tr>
<td>3</td>
<td>DEEPAHYA</td>
<td>1979</td>
<td>To create a society based on legitimate rights, equity, justice, honesty, social sensitivity, and a culture of service in which all are self-reliant.</td>
</tr>
<tr>
<td>4</td>
<td>SALAM BAALAK TRUST</td>
<td>1988</td>
<td>Salaam Baalak Trust aims to provide a sensitive and caring environment to street &amp; working children and other children on the margins of society. It seeks to dissolve the barriers that rob children of the opportunity to realise their rights.</td>
</tr>
<tr>
<td>5</td>
<td>LITERACY INDIA</td>
<td>1996</td>
<td>To empower the economically poor with education, and a variety of skills in performing arts, science, computer literacy and vocational activities. Inculcating a sense of basic human values, building self-esteem and dignity of labour amongst the nonadvantaged strata of society across the project areas.</td>
</tr>
<tr>
<td>6</td>
<td>NAB INDIA</td>
<td>1952</td>
<td>To see that visually impaired persons take their rightful place in society, are fully integrated and lead productive life.</td>
</tr>
<tr>
<td>7</td>
<td>THE AKANKSHA FOUNDATION</td>
<td>2006</td>
<td>One day equip all students with the education, skills and character they need to lead empowered lives.</td>
</tr>
<tr>
<td>8</td>
<td>MAGIC BUS INDIA FNDN.</td>
<td>1999</td>
<td>To give millions of children living in poverty, the opportunity to control the way they view the world, the freedom to choose the role they will play in it, and the power to define their own destiny.</td>
</tr>
<tr>
<td>9</td>
<td>MUKTANGAN</td>
<td>2003</td>
<td>To build and replicate a model of low cost, high quality, child-centred education for the children in the economically weaker sections of society and empowering women in these communities by training them to become teachers.</td>
</tr>
<tr>
<td>10</td>
<td>CINI (Child in Need Institute)</td>
<td>1974</td>
<td>Sustainable development in health, nutrition, education and protection of child, adolescent and woman in need.</td>
</tr>
<tr>
<td>11</td>
<td>PARIVAAR EDUCATION SOCIETY</td>
<td>2003</td>
<td>To change the lives of homeless, family-less, destitute children by permanent rehabilitation in a loving and caring environment, and through the benefits of long-term education creating the soil on which children can realise their full potential and grow into socially worthy individuals.</td>
</tr>
<tr>
<td>12</td>
<td>VIDYARAMBAM</td>
<td>2002</td>
<td>Vidyarambam is dedicated to providing enjoyable quality education to all underprivileged, preprimary and primary children to encourage them to successfully continue their education.</td>
</tr>
<tr>
<td>13</td>
<td>SEVALAYA</td>
<td>1988</td>
<td>Uplift of Poor; Unbounded Cheer.</td>
</tr>
<tr>
<td>14</td>
<td>ASHRAY-AKRTI</td>
<td>1996</td>
<td>Empowering Hearing Impaired and underprivileged children of Andhra Pradesh to use their innate capacities to reach optimum level of independence personal; thus transforming a large group of people depending on life long support from the State into a group of healthy positive contributors to the economy.</td>
</tr>
<tr>
<td>16</td>
<td>CHRISTEL HOUSE INDIA</td>
<td>1998</td>
<td>To help children around the world break the cycle of poverty, realise their hopes and dreams, and become self-sufficient, contributing members of society.</td>
</tr>
<tr>
<td>17</td>
<td>SHOSHIT SEVA SANGH</td>
<td>2005</td>
<td>To provide quality education in a fully free English medium residential school to the poorest of the poor community in India — “The musahar community in Bihar”.</td>
</tr>
<tr>
<td>States covered</td>
<td>Beneficiaries</td>
<td>Turnover (2011-12)</td>
<td>Date of survey</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>Jharkhand, Haryana, Orissa, Bihar, West Bengal, Rajasthan, and Uttar Pradesh</td>
<td>Over 17,000 cumulative</td>
<td>5.26 Cr</td>
<td>March 15, 2012</td>
</tr>
<tr>
<td>Uttar Pradesh and Bihar</td>
<td>About 1200 annually</td>
<td>2 Cr</td>
<td>March 16, 2012</td>
</tr>
<tr>
<td>Delhi, Haryana, and Uttar Pradesh</td>
<td>Over 70,000 cumulative</td>
<td>11 Cr</td>
<td>March 19, 2012</td>
</tr>
<tr>
<td>Bhubaneshwar, Delhi, and Mumbai</td>
<td>About 5000 annually</td>
<td>4.9 Cr only Delhi</td>
<td>March 19, 2012</td>
</tr>
<tr>
<td>West Bengal, Delhi, Rajasthan, Himachal Pradesh, Jharkhand, and Uttar Pradesh</td>
<td>Over 2500 annually</td>
<td>2.33 Cr</td>
<td>March 19, 2012</td>
</tr>
<tr>
<td>40 blocks in India</td>
<td>Over 1000 annually</td>
<td></td>
<td>March 16, 2012</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>About 4000 annually</td>
<td>19 Cr</td>
<td>March 16, 2012</td>
</tr>
<tr>
<td>10 states</td>
<td>Over 1,85,000 cumulative (2010-11)</td>
<td>10.2 Cr</td>
<td>March 16, 2012</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>Over 2000 annually</td>
<td>5.44 Cr</td>
<td>March 17, 2012</td>
</tr>
<tr>
<td>West Bengal, Jharkhand, and Chhattisgarh</td>
<td>Over 5000 annually (education programs)</td>
<td>37.9 Cr</td>
<td>May 31, 2012</td>
</tr>
<tr>
<td>West Bengal and Jharkhand</td>
<td>Over 1000 annually</td>
<td>8 Cr</td>
<td>June 1, 2012</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>Approximately 64,000 annually</td>
<td>1.19 Cr</td>
<td>June 6, 2012</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>1650</td>
<td>3.72 Cr</td>
<td>June 6, 2012</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>About 250 annually (education program)</td>
<td>0.98 Cr</td>
<td>June 6, 2012</td>
</tr>
<tr>
<td>Karnataka, Delhi, Tamil Nadu, and Maharashtra</td>
<td>About 430 annually (primary education)</td>
<td>9.3 Cr</td>
<td>June 6, 2012</td>
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<tr>
<td>Karnataka and Maharashtra</td>
<td>About 925 annually</td>
<td>7.7 Cr</td>
<td>July 16, 2012</td>
</tr>
<tr>
<td>Bihar</td>
<td>About 300 annually</td>
<td>2.2 Cr</td>
<td>August 3, 2012</td>
</tr>
</tbody>
</table>
The Confederation of Indian Industry (CII) works to create and sustain an environment conducive to the growth of industry in India, partnering industry and government alike through advisory and consultative processes.

CII is a non-government, not-for-profit, industry led and industry managed organisation, playing a proactive role in India’s development process. Founded over 117 years ago, it is India’s premier business association, with a direct membership of over 7,100 organisations from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 90,000 companies from around 250 national and regional sectoral associations.

CII catalyses change by working closely with government on policy issues, enhancing efficiency, competitiveness and expanding business opportunities for industry through a range of specialised services and global linkages. It also provides a platform for sectoral consensus building and networking. Major emphasis is laid on projecting a positive image of business, assisting industry to identify and execute corporate citizenship programmes. Partnerships with over 120 NGOs across the country carry forward our initiatives in integrated and inclusive development, which include health, education, livelihood, diversity management, skill development and water, to name a few.

The CII Theme for 2012–13, ‘Reviving Economic Growth: Reforms and Governance,’ accords top priority to restoring the growth trajectory of the nation, while building Global Competitiveness, Inclusivity and Sustainability. Towards this, CII advocacy will focus on structural reforms, both at the Centre and in the States, and effective governance, while taking efforts and initiatives in Affirmative Action, Skill Development, and International Engagement to the next level.

With 63 offices including 10 Centres of Excellence in India, and 7 overseas offices in Australia, China, France, Singapore, South Africa, UK, and USA, as well as institutional partnerships with 223 counterpart organisations in 90 countries, CII serves as a reference point for Indian industry and the international business community.