Impact Assessment Study of School Transportation Facility Project

Submitted to

GMDC-Gramya Vikas Trust

Submitted by

Institute of Rural Management Anand (IRMA)

PO Box 60, Anand 388 001, Gujarat, India

Phone: (02692) 221989, Mobile: +91-9974072693

URL: https://www.irma.ac.in

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Project Report

Project Title: School Transportation Facility

Research Team

Prof. Ruchi Mishra Project Co-ordinator

Prof. Ankur Srivastava Project Investigator

Hemant Kumar Research Associate

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Author Contacts: ruchimishra@irma.ac.in

ankur@irma.ac.in

hemant@irma.ac.in

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Post Box No.: 60, Gujarat- 388001 India

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Ruchi Mishra
(Project Coordinator)

EXECUTIVE SUMMARY

The report evaluates the school bus transportation facility initiative implemented by GMDC - GVT in the Bharuch and Kutch regions, focusing on its operational efficiency, outreach, and impact on education accessibility in rural Gujarat. This initiative, aimed at addressing challenges such as distance, safety, and financial barriers to education, has proven instrumental in reducing dropout rates, ensuring continuity in schooling, and promoting equitable access to education, particularly for girl students in remote areas.

In the Bharuch region, under the Rajpardi Lignite Project, two buses are provided to students for 15 villages, facilitating their commute to secondary and higher education institutions. Key areas identified for improvement include bus maintenance and safety concerns for emergencies Additionally, the introduction of a feedback mechanism is recommended to enable students and parents to provide suggestions for service enhancements.

In the Kutch region, the initiative covers three key sites: Panandhro, Akrimota Thermal Power Station (ATPS), and Umarsar, benefiting 353 students from 23 villages. While the program's broad coverage ensures substantial outreach, there are challenges such as insufficient capacity in the Umarsar project, where only one bus serves nine villages, leading to a need for an additional bus. Furthermore, residents of villages like Gadoli, Dhreshi, and Virani, which are currently not part of the route, have requested bus services to support their students.

The report highlights the transformative impact of the program, reduced travel-related hardships, and enhanced educational outcomes. Community engagement through awareness campaigns, such as those conducted during inaugurations, has strengthened local ownership and support for the initiative. However, operational challenges such as bus maintenance, route optimization, and capacity constraints require immediate intervention to sustain the program's positive impact.

Key recommendations include regular maintenance of buses, the addition of safety equipment like first aid and fire safety kits, driver training for safety, expansion of routes to underserved villages, and the introduction of a feedback system to monitor service quality and gather stakeholder input. Expanding the initiative to cover more rural areas can further bridge the gap in educational access and equity.

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Chapter 1- Introduction

1.1 Background

One of the most important factors influencing socioeconomic growth and a fundamental right is access to education. However, getting a good education can be extremely difficult for students in rural and isolated places. The absence of safe and dependable transportation is one of the main obstacles. Poorer educational outcomes, and increased absenteeism are frequently the results of inadequate transportation systems. Furthermore, the logistical and financial strain of arranging transport to far-off schools may deter families from attending regularly if they live in isolated places.

Acknowledging these obstacles, the GMDC-GVT has put programs in place to help educate underprivileged areas. One of these programs is the supply of school buses, which guarantees kids in rural areas improved access to educational facilities.

This initiative encompasses three project sites in the Kutch region—Lignite Project Umarsar, Lignite Project Panandhro, and Akrimota Thermal Power Station—serving 23 villages, as well as the Lignite Project Rajpardi in the Bharuch region, which includes 15 villages. In these areas, the lack of adequate transportation options poses a substantial barrier to accessing education. By addressing this critical issue, the program not only enhances school attendance rates but also promotes an encouraging learning environment and supports the overall educational development of students.

1.2 Objectives

The prime objectives of the Bus Transportation Facility are as follows:

- *Enhance Accessibility to Education:* Students in rural areas, particularly in the villages of Kutch and Bharuch districts, often face significant challenges traveling to schools located far from their homes. Through the provision of school buses, this program ensures reliable and convenient transportation, effectively bridging the gap between remote communities and educational opportunities. This initiative is instrumental in making education more accessible for children who might otherwise struggle to attend school consistently.
- *Support Regular Attendance and Reduce Absenteeism:* Unreliable or non-existent transportation often results in irregular school attendance, as students and their families struggle to manage long and often unsafe commutes. This program addresses these challenges by providing a consistent and dependable means of transport. As a result,

students can attend school regularly, leading to improved academic performance and a reduction in dropout rates.

- *Improve Safety and Convenience for Students:* Walking long distances or relying on unsafe transportation methods can put students, particularly girls, at risk. The school bus program enhances the safety of students by offering secure and well-maintained transportation. Additionally, the convenience of a scheduled and efficient service reduces the physical strain on students, allowing them to focus better on their studies.
- *Promotes Educational Equity:* Disparities in access to education are often exacerbated by transportation challenges. By ensuring that students from underserved and geographically isolated communities have equal opportunities to attend school, the program promotes educational equity. This initiative aligns with broader efforts to reduce social and economic disparities and create a level playing field for all students, irrespective of their socio-economic background or geographical location.

1.3 Scope

The scope of the project encompasses the following aspects:

- *Geographical Coverage:* The scheme focuses on remote villages with limited access to reliable transportation, ensuring that children from tribal and marginalized communities can attend schools without logistical hurdles.
- *Beneficiary Support:* The program primarily benefits students in primary and secondary schools, emphasizing the inclusion of children from poor and geographically isolated households.
- *Infrastructure and Operational Management:* Safe and well-maintained buses are deployed under the scheme and managed by trained drivers and support staff to ensure efficient and secure transportation services.
- *Sustainability and Long-Term Goals:* The scheme aims to create a sustainable model for educational support, reducing dropout rates, improving literacy levels, and fostering community development through consistent school attendance and improved learning outcomes.

1.4 Key Highlights

The key highlights of the project are:

- *Safety Measures:* Emphasis is placed on student safety through the provision of well-maintained vehicles, adherence to strict safety protocols, and regular maintenance checks.
- *Inclusive Coverage:* The program ensures the inclusion of students from socio-economically marginalized backgrounds, particularly girls, to bridge gender gaps in education.
- *Reduction of Dropout Rates:* By removing transportation barriers, the scheme actively reduces absenteeism and dropouts, enabling students to complete their education seamlessly.
- *Enhanced Learning Opportunities*: With regular and reliable transportation, students can attend school consistently, leading to improved academic performance and participation in co-curricular activities.

Chapter 2 – Research Methodology

This chapter presents the methodology used to assess the impact of the school transportation facility provided by GMDC-GVT. The evaluation adopted a secondary data approach, primarily drawing on the report published on the GMDC-GVT website and a report from GMDC-GVT that details the number of villages covered by the scheme in the Kutch region. The focus of the methodology is on analyzing these data sources to assess the program's role in improving school access, increasing attendance, and ensuring educational continuity in rural areas.

2.1 Study Region

The assessment was conducted in areas where the school transportation facility provided by GMDC-GVT is operational. The focus regions included the Rajpardi project in the Bharuch region, covering 15 villages, and 23 villages across three project sites in the Kutch region Lignite Project Umarsar, Lignite Project Panandhro and Akrimota Thermal Power Station. The study aimed to evaluate the impact of the initiative on student's access to education and its effectiveness in overcoming geographical and logistical challenges. The figures below illustrate the geographical locations of the Bharuch and Kutch districts, highlighting the areas where the data was collected.

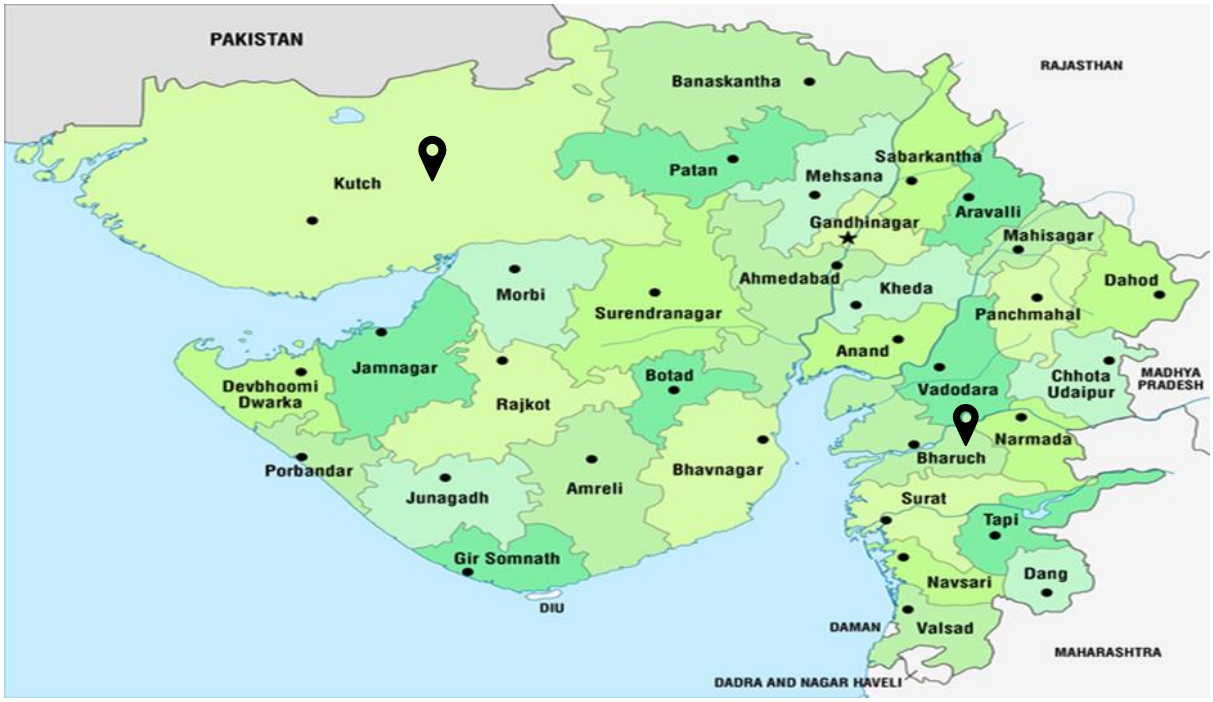

Figure 2.1: Study region

2.2 Source of Data

The assessment relied solely on secondary data to evaluate the impact of the school transportation facility provided by GMDC-GVT. A targeted approach was adopted to select relevant documents and data sources that comprehensively captured the program's scope and impact.

- *CSR Reports and Website Documents:* The CSR reports and documents available on the GMDC-GVT website provided detailed information about the program's objectives, implementation, and operational framework.
- *GMDC-GVT Data:* Secondary data shared by GMDC-GVT, including details about the number of villages covered under the program, was used to map the geographic reach, and assess the program's inclusivity.

This data provided a foundation for analyzing the initiative's effectiveness in addressing transportation challenges, improving school attendance, and promoting educational continuity in the targeted regions.

2.3 Purpose for Chosen Methods

The secondary data approach was chosen for this assessment due to its relevance and efficiency in evaluating the impact of the school transportation facility provided by GMDC-GVT. The decision to rely on secondary data, such as CSR reports, documents available on the GMDC-GVT website, and the data provided by GMDC-GVT, was guided by the following considerations:

- *Accessibility of Comprehensive Information:* The available CSR reports and GMDC-GVT documents provided detailed insights into the program's objectives, scope, and operational framework, making them a valuable resource for evaluation.
- *Coverage of Geographical Reach:* The secondary data, provided by GMDC-GVT listing the villages covered under the program, enabled a clear understanding of the program's geographic coverage and inclusivity without the need for extensive primary data collection
- *Time and Resource Efficiency*: Secondary data allowed for an efficient assessment process, particularly given the constraints of time and resources.

- *Focus on Established Data:* The reliance on documented sources ensured that the assessment was grounded in verified and structured information, reducing the risk of bias and ensuring the reliability of findings.

This method effectively supported the objectives of the study, allowing for a targeted analysis of the program's role in addressing transportation challenges and enhancing educational access in rural areas.

2.4 Secondary Data Analysis Process

The data analysis process was designed to evaluate the impact of the GMDC-GVT school transportation facility based on the secondary data provided. The following steps were undertaken:

- *Data Compilation:* Secondary data, including CSR reports, documents from the GMDC-GVT website, and specific data shared by GMDC-GVT (e.g., lists of villages covered), were compiled and organized for systematic analysis.
- *Quantitative Review:* The numerical data, such as the number of villages covered, the geographical reach was reviewed to determine the scale and inclusivity of the program.
- *Descriptive Analysis*: The data was examined to describe program components, objectives, and outcomes. The focus was on understanding the operational framework and identifying the extent to which transportation challenges were addressed.
- *Gap Identification:* The available data was analysed to highlight any information gaps, particularly in areas like program outreach and its impact on educational continuity, based on the reported figures.
- *Synthesis of Findings:* The data insights were consolidated into a structured narrative to assess the program's effectiveness in providing transportation support and enhancing access to education in the covered regions.

Due to the nature of the available data, the analysis remained descriptive and explanatory, ensuring that findings were drawn directly from documented sources.

2.5 Limitations of the Study

The study faced several limitations, which are acknowledged to provide context for the findings:

- *Limited Scope of Data:* The secondary data provided was not exhaustive, limiting the depth of the analysis and the ability to explore certain aspects of the program comprehensively.
- *Lack of Beneficiary Perspectives:* The absence of primary data collection methods, such as FGDs or interviews, meant that the study could not capture the direct experiences and feedback of beneficiaries.
- *Non-Comparative Nature of Data:* The data provided was not suitable for conducting comparative analyses or identifying trends over time, restricting the evaluation to a descriptive approach.
- *Contextual Challenges:* Geographical and socio-economic variations across regions may influence the program's impact differently, but these nuances were not fully explored due to data constraints.
- *Time-Specific Data:* The data reviewed represents a snapshot in time and may not account for dynamic changes or recent developments in program implementation.

These limitations highlight the need for supplementary studies using primary data collection to provide a more comprehensive evaluation of the program's impact.

Chapter 3 - Analysis and Findings

3.1. Location: Bharuch

The school transportation facility implemented by GMDC-GVT under the Lignite Project in Rajpardi, Bharuch district, is an important initiative aimed at addressing critical barriers to education in rural Gujarat. By providing reliable transport services, the program seeks to enhance educational access, reduce dropout rates, and support the holistic development of children in the targeted communities.

3.1.1 Descriptive Analysis

Based on the secondary data available descriptive analysis, was done to understand the impact of bus transportation in the Rajpardi lignite project.

1. Scope and Coverage:

The initiative provides transportation services to children from 15 villages: New Amod, Old Amod, Maljipura-1, Maljipura-2, Bhuri, Bhimpor, Sakadia, Amalzar, Khoda Amba, Gundecha-1, Gundecha-2, Gundecha-3, Malipipar, Hingoria, and Boidra. These villages have only primary schools, requiring students to travel to Rajpardi for secondary and higher-level education.

To address these challenges, two 56-seater buses were deployed under a contractual arrangement, replacing the old departmental bus that had become unreliable due to frequent breakdowns and maintenance issues. These new buses can provide service to 110 students daily, ensuring consistent access to education.

The service began on December 5, 2018, with an inaugural function attended by community leaders, including the Sarpanch of the Amod Group Gram Panchayat. This event marked the commencement of a vital service designed to meet the specific educational needs of the area.

2. Implementation strategy:

The introduction of contracted buses under the GMDC-GVT initiative represents a structured and sustainable approach to resolving long-standing transportation challenges. Key features of the operational framework include

- *Transition from Departmental Buses:* The replacement of the older bus with two modern, contracted buses ensures reliability and consistency in the transport service. This transition

addresses operational inefficiencies and minimizes disruptions previously caused by frequent repairs.

- *Community-Centric Inauguration:* The service was inaugurated with significant local participation, reflecting a collaborative and inclusive implementation strategy. The involvement of stakeholders, such as local leaders show the program's emphasis on community support.
- *Integrated Awareness Campaigns:* The inauguration also included a session on the "Role of Students Towards Swachh Bharat Mission," aligning the transportation initiative with broader developmental goals. Such activities highlight the program's focus on instilling values of cleanliness, responsibility, and community development among students.
- *Enhancement of Educational Continuity:* The availability of reliable transport ensures that students from the 15 villages can seamlessly transition from primary to secondary education without interruptions, thereby promoting sustained academic progress.
- *Community Engagement and Awareness:* The involvement of community leaders and the integration of awareness programs (such as those related to the Swachh Bharat Mission) strengthen the social cohesion and promote a culture of learning and development in the region.

3.1.2 Impact of the Bus Transportation Facility in Bharuch

- *Reliability and Accessibility:* The deployment of new buses under contract ensures uninterrupted service, addressing past challenges associated with the old departmental bus.
- *Broad Geographic Coverage:* Serving 15 villages, the program demonstrates significant outreach, covering a substantial portion of the local population that otherwise faced educational barriers.
- *Community-centred Approach:* Collaboration with local governance and active involvement of stakeholders enhance the program’s effectiveness and sustainability.
- *Alignment with Educational Goals:* The initiative directly supports the government’s objectives of universal primary and secondary education, reducing disparities in educational access across rural regions.

3.2 Location: Kutch

The school transportation facility initiated by GMDC-GVT in the Kutch region is a critical intervention addressing the educational challenges faced by students in rural and remote areas. This initiative provides much-needed connectivity to students who would otherwise face significant barriers in accessing schools, particularly for secondary and higher-level education. By deploying contracted school buses, the program ensures the delivery of a reliable, consistent, and professionally managed service that aligns with the goals of promoting educational equity and socio-economic development in underserved communities.

The transportation program is a clear reflection of GMDC-GVT's commitment to CSR, specifically focusing on enabling education through infrastructural and logistical support. The initiative not only ensures that students have access to schools but also contributes to reducing dropout rates, promoting continuity in education, and fostering holistic development in the region.

3.2.1 Descriptive analysis

1. Scope and Coverage

The school transportation program in Kutch covers three key project sites: Panandhro, ATPS, and Umarsar. Collectively, the program benefits 353 students across 23 villages, providing consistent access to education for children in areas where secondary schools are often located far from their homes.

- *Panandhro Project:* Two contract buses providing service to 170 students from seven villages, including Khanot, Midhiyari, Panandhro, Navanagar, Ektanagar, Aapnanagar, and Fulra. This subproject stands out for its significant number of beneficiaries, highlighting the need for reliable transportation in the region.
- *ATPS Project:* Two buses providing service to 98 students from seven villages, including Nani Chher, Moti Chher, Khengarpar, Koriyani, Kapurashi, Kayari, and ATPS Colony. These buses ensure that children in these villages can attend schools without interruptions caused by long travel distances.
- *Umarsar Project:* One bus supports 85 students from nine villages, including Baiyavo, Punrajpur, Umarsar, Lakhpat, Kanner, Chhuger, Chhugervandh, Ghaduli, and Virani. Despite operating a single bus, this project serves a geographically diverse area, showcasing the program's outreach efforts.

The program's broad coverage highlights its inclusivity and focus on overcoming geographical challenges, ensuring that children from these 23 villages can seamlessly access schools and continue their education.

2. Implementation Strategy

The program has transitioned to a contract-based operational model, which is instrumental in ensuring professional management and operational efficiency. Contracting buses offers several advantages over traditional in-house operations:

- *Enhanced Reliability:* The contract model has replaced departmental buses, which often faced breakdowns and maintenance issues, with new and modern vehicles. This has significantly improved the reliability and safety of the service.
- *Professional Oversight:* Contracted buses are managed by third-party operators, ensuring better accountability, adherence to schedules, and maintenance standards. This professional approach minimizes disruptions and maximizes the service's operational efficiency.
- *Sustainability of Services:* By outsourcing the transportation service, GMDC-GVT has created a cost-effective and sustainable model, allowing resources to be allocated more efficiently while maintaining high service quality.

3.2.2 Impact of the Bus Transportation Facility in Kutch

The findings from the study show the significant impact and operational efficiency of the school transportation initiative in the Kutch region. Key conclusions include:

- *Improved Reliability and Accessibility:* The transition to contracted buses has addressed past challenges associated with unreliable departmental buses, ensuring consistent and safe transportation for 353 students.
- *Extensive Coverage and Inclusivity:* By serving students across 23 villages, the program demonstrates its outreach and commitment to bridging the gap in educational access for rural communities.
- *Professional and Sustainable Model:* The contract-based approach ensures operational efficiency, high service standards, and long-term sustainability, setting a benchmark for similar CSR initiatives.

- *Alignment with Educational Objectives:* The initiative supports the government's goals of universal primary and secondary education, reducing disparities in rural areas, and promoting equitable access to education.

3.3 Summary of the Chapter

Chapter 3 highlights the significant contributions of the GMDC-GVT school transportation initiatives in Bharuch and Kutch regions, addressing critical barriers to education in rural Gujarat. In Bharuch, the program under the Rajpardi Lignite Project serves students from 15 villages, providing reliable transport with two contracted buses. This structured approach ensures consistent access to secondary education, reduces dropout rates, and fosters educational continuity. Key strategies include transitioning from departmental to contracted buses for enhanced reliability, integrating community engagement through awareness campaigns, and aligning the initiative with broader educational goals.

In Kutch, the transportation program operates across three key project sites: Panandhro, ATPS, and Umarsar, benefiting 353 students from 23 villages. The contract-based operational model ensures professional oversight, improved reliability, and sustainability of services. Despite challenges such as limited capacity in the Umarsar project, the initiative demonstrates extensive geographic coverage and inclusivity, addressing the educational needs of underserved communities. Across both regions, the findings underscore the program's alignment with government objectives, including universal primary and secondary education, equitable access, and socio-economic development. The initiatives also highlight the importance of community collaboration and sustainable operational strategies in achieving long-term impact.

Chapter 4 - Recommendations and Conclusions

4.1 Recommendations

The following recommendations have been formulated in consultation with the zonal coordinators of the Bharuch and Kutch regions.

4.1.1 Bharuch Region

- *Urgent Maintenance and Repairs for Existing Buses:* The two buses currently deployed under the Rajpardi project are in a deteriorated condition, requiring immediate attention. Observations indicate that the buses have broken windows, and the seating arrangements are inadequate, making them uncomfortable and unsafe for student commutes.
- Immediate maintenance and repair work should be undertaken to restore the buses to a safe and functional state. Replace broken windowpanes to ensure safety during travel. Repair or replace damaged seats to provide a comfortable experience for students. Regular inspections and preventive maintenance schedules should be implemented to avoid similar issues in the future and ensure the long-term usability of the buses.
- *Incorporation of Emergency Safety Aids*: Currently, the buses lack essential safety provisions to handle emergencies. The absence of first aid kits poses a risk to the well-being of students during unforeseen circumstances, such as minor injuries or health issues during travel. Every bus should be equipped with a fully stocked first aid kit, containing basic medical supplies such as antiseptics, bandages, pain relievers, and other emergency items. Drivers and attendants should also receive basic first-aid training to respond effectively during emergencies. The availability of first aid kits should be monitored regularly to ensure that supplies are replenished when needed.
- *Installation of Fire Safety Kits*: Fire safety measures are a critical aspect of ensuring the safety of students during transportation. The absence of fire safety kits in the buses creates a significant safety hazard in case of accidental fires. Fire extinguishers and fire safety kits should be installed in all school buses to address emergencies effectively. These kits should meet standard safety guidelines and be accessible in case of emergencies. Drivers and attendants should be trained in fire safety protocols to ensure they can act promptly and effectively if a fire incident occurs.

- *Introduction of a Feedback Mechanism:* There is currently no structured system for collecting feedback from students and parents regarding school transportation services. This lack of communication limits the ability to identify and address issues on time. A formal feedback mechanism should be introduced to collect inputs from students and their parents about their experiences with the school bus service. Feedback forms can include questions on safety, comfort, punctuality, and the behaviour of drivers and attendants. Suggestions and complaints should be reviewed systematically, and necessary changes should be implemented to continuously improve the service quality. Transparency in addressing feedback will also foster trust among stakeholders.

4.1.2 Kutch Region

- *Demand for an Additional Bus in the Umarsar Project:* Currently, the Umarsar project operates with a single bus serving nine villages, including Baiyavo, Punrajpur, Umarsar, Lakhpat, Kanner, Chhuger, Chhugervandh, Ghaduli, and Virani. However, the current capacity is insufficient to meet the growing demand for school transportation in this region. The single bus is unable to accommodate all students effectively, leading to overcrowding and logistical challenges. It is highly recommended to introduce an additional school bus for the Umarsar project to address the increasing demand. This will not only ease the pressure on the existing service but also ensure a safer and more comfortable commute for students, thereby promoting consistent attendance and improving the overall effectiveness of the initiative.
- *Expansion of Bus Routes to Include Additional Villages:* Villagers from Gadoli, Dhreshi, and Virani have raised concerns about the lack of transportation services for their children, as the current bus routes do not cover these areas. Students from these villages face significant challenges in accessing schools, leading to potential dropouts and disruptions in their education. The school bus routes should be expanded to include Gadoli, Dhreshi, and Virani. A feasibility study should be conducted to analyze the logistical requirements, such as road connectivity and travel time, to ensure a smooth and efficient extension of the service. This expansion will bridge the existing gap in transportation access and provide equitable opportunities for education to children in these underserved villages.
- *Introduction of a Feedback Mechanism for School Bus Services:* To continuously improve the quality and efficiency of the school transportation facility, it is essential to incorporate a structured feedback mechanism. Currently, there is no formal system for students and

their guardians to share their experiences or suggest improvements. A feedback form should be introduced for the school bus services, allowing students and their parents to provide suggestions, report issues, and evaluate the overall quality of the service. This can include aspects such as punctuality, safety, cleanliness, and driver behaviour.

4.2 Conclusion of the study

The school transportation initiative implemented under GMDC's support has emerged as a significant intervention to enhance access to education for students in rural areas of Bharuch and Kutch districts. By providing reliable and safe transportation, the project has addressed critical challenges such as long commutes, safety concerns and high dropout rates. This has contributed to reduced fatigue among students and promotes a positive attitude toward education in these underserved regions.

Despite its notable achievements, the assessment reveals areas requiring urgent attention to ensure the sustainability and effectiveness of the program. In Bharuch, the deteriorating condition of the existing buses and the lack of safety provisions underscore the need for immediate maintenance and incorporation of safety measures such as first aid kits and fire extinguishers. In Kutch, the growing demand for transportation necessitates the deployment of additional buses and the expansion of routes to include unserved villages, ensuring equitable access to education for all children.

Introducing a structured feedback mechanism in both regions is vital to facilitate communication between stakeholders and enable continuous improvement in service quality. Incorporating stakeholder inputs will help identify emerging challenges and implement timely solutions, thereby strengthening the program's impact.

Overall, the study highlights that the school transportation project has significantly contributed to supporting education. However, targeted improvements in infrastructure, safety measures, and inclusivity remain crucial to maximizing its impact.

Addressing these aspects will ensure that the initiative continues to empower students, promotes educational equity, and contributes to the holistic development of the rural communities it serves.

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GMDC HRD Bus tender report

Appendix 1 Field Visit Report

Field visit report conducted by GMDC-GVT for Lakhpat Taluka

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પરિચય:

ગુજરાત મિનરલ ડેવલપમેન્ટ કોર્પોરેશન લિ. (GMDC), ગ્રામ્ય વિકાસ ટ્રસ્ટ (GVT) દ્વારા કોર્પોરેટ સોસીયલ રિસ્પોસનબ્લીટી (CSR)ના ભાગ રૂપે જે જગ્યાએ GMDC દ્વારા ખનન કાર્ય કરવામાં આવતું હોય છે, તે વિસ્તારમાં પોતાની સામાજિક જવાબદારીના ભાગરૂપે પ્રોજેક્ટ વિસ્તારના આજુ-બાજુના કોર-ઝોનમાં આવતા ગામોમાં શિક્ષણ, આરોગ્ય, આજીવિકા, જળ સંરક્ષણ, ગ્રામ્ય સાર્વજનિક સુવિધાઓ, જરૂરી બાંધકામ, પર્યાવરણ વગેરે જેવા વિકાસને લગતા વિવિધ પ્રોજેક્ટ ઉપર કામગીરી કરવામાં આવે છે.

જેમાં GMDC દ્વારા મુખત્વે શિક્ષણએ સામાજિક ઉથાન માટે પાયાની જરૂરિયાત છે, અને ગુજરાતનાં કચ્છ જિલ્લામાં લખપત તાલુકામાં મહતમ લોકો ગરીબ અને મધ્યમ વર્ગના ગ્રામ્ય વિસ્તારમાં વસવાટ કરેછે, અને પોતાની નબળી પરિસ્થિતિના કારણે બાળકોને સારૂં પ્રાથમિક, માધ્યમિક અને ઉચ માધ્યમિક સિક્ષણ અને વાહનવ્યવહારની અપૂરતી વ્યવસ્થાના કારણે બાળકો વંચિત રહી જતા હોય છે. જયારે બહાર અભ્યાસ માટે ખર્ચનું ભારણ વાલીઓ માટે ઘણું મુશ્કેલી જનક છે, જેથી આ ખર્ચને વાલીઓને રાહત મળે અને ગ્રામ્ય લોકોમાં શિક્ષણના સ્થરમાં સુધારો આવે, બાળકો ખુબ ભણી ગણીને આગળ વધે તેવા હેતુ ઓને ધ્યાનમાં રાખીને GMDC-GVT દ્વારા ઉમરસર પ્રોજેક્ટ મારફત સ્કુલ બસ ચાલુ કરવામાં આવેલ છે.

GMDC લિગ્નાઈટ પ્રોજેક્ટ ઉમરસર સ્કુલબસની વિગત:

સ્કુલબસ એજન્સીનું નામ	ગુરૂકૃપા એન્જીનીયરીંગ – પાનન્ધ્રો, તા.લખપત, જી. કચ્છ		
વેન્ડરનું નામ	ગીરીરાજસિંહ શોઢા	સંપર્ક નંબર	9727793308
સ્કુલબસ બેઠક કેપેસીટી	57 + 1 ડ્રાઈવર	બસ નંબર	GJ.12 T 3959
ડ્રાઈવરનું નામ	સાલેમામદ ખલીફા	સંપર્ક નંબર	9106185765

આ સ્કુલબસનો લાભ **GMDC** પ્રોજેક્ટ વિસ્તારમાં આવતા ગામોના અભ્યાસ કરતા કુમાર અને કન્યાને નીચે મુજબના ગામોના બાળકોને ફાયદો મળેછે.

ક્રમ	ગામ	સંખ્યા	ક્રમ	ગામ	સંખ્યા	ક્રમ	ગામ	સંખ્યા
1	પુનરાજ્પુર	5	4	કાનેર	4	7	છુગેર વાંઢ	1
2	બૈયાવો	1	5	ઉમરસર	30	8	ઘડુલી	2
3	લખપત	13	6	છુગેર	20	9	વિરાણી	1
સવારે અને બપોરે બંને સ્કુલ સિફટના થઈને કુલ વિધ્યાર્થીઓની સંખ્યા								77

- ✓ સવારની પ્રથમ સિફટના કુલ 62 વિધ્યાર્થીઓ અભ્યાસ માટે દયાપર આવે છે.
- ✓ બીજા રૂટમાં કુલ 15 વિધ્યાર્થીઓ અભ્યાસ માટે છુગેરવાંઢ અને દયાપર આવે છે.
- ✓ આમ કુલ સંખ્યા 77 થાય છે.

ઉમરસર સ્કુલબસ મુલાકત ચર્ચા:

1. ઉમરસર પ્રોજેક્ટ સ્કુલબસનું રૂબરૂ સ્થળ નિરિક્ષણ તા.૧૬.૦૮.૨૦૨૪ અને તા. ૧૭.૦૮.૨૦૨૪ ના રોજ કરવામાં આવી હતી, જેનું વિગતવાર અહેવાલ ફોટો સાથે તૈયાર કરવામાં આવ્યો છે.
2. નિરિક્ષણ મુલાકાત દરમિયાન સ્કુલબસનું નિરિક્ષણ બસ ડ્રાઈવર શ્રી.સાલેમામદ ખલીફા સાથે રહી કરવામાં આવી, જેમાં સ્કુલબસ અંગેચર્ચા અને સુરક્ષા સાધનો ચેક કરવામાં આવ્યા.
3. પહેલા ઉમરસર અને છુગેરવાંઢ પ્રાથમિક શાળામાં 1 થી 7 ધોરણ હતા, પરંતુ સરકારશ્રીના ધારા-ધોરણ મુજબ શાળામાં અપુરતી સંખ્યા હોવાથી આ વર્ષથી તે શાળામાં 6 અને 7 ધોરણ બંધ કરવામાં આવ્યા છે. જેથી બંને શાળાના વિધાર્થીઓ આગળના અભ્યાસ માટે આ સ્કુલબસ માં આવે છે, જેથી સ્કુલબસમાં સંખ્યાનો વધારો થયેલ છે.
4. સ્કુલબસમાં **RTO** માન્ય 57 વિધાર્થીઓની બેઠક વ્યવસ્થા છે, અને 62 વિધાર્થીઓની સંખ્યા છે જેમાંથી રેગ્યુલર દૈનિક 56 થી 60 વિધાર્થીઓ આવેછે, જેમાં જો બધાં વિધાર્થીઓ હાજર હોયતો 5 વિધાર્થીઓને સાકળ-મોકળ કરીને તો ઉભા રખાવીને સુરક્ષીત વ્યવસ્થા ડ્રાઈવર દ્વારા વાલીઓની મૌખિક મંજુરીથી કરવામાં આવે છે.
5. આમ દર શનિવારે બધી શાળાઓનું છૂટવાનો સમય એક સરખું હોવાથી ત્યારે મોટા છોકરાઓને ઘણી વખત સંજોગોને ધ્યાનમાં રાખી બેસાડવાની ના પાડવી પડે છે. અને તેઓને પોતાની રીતે વ્યવસ્થા કરવાનું કહેવું પડે છે.
6. હાલમાં ધારેશી,ઘડુલી અને વિરાણી ગામના 25 વિદ્યાર્થીઓને સ્કુલબસમાં બેસાડવાની રજુવાત ગામના સરપંચશ્રીઓ દ્વારા કરવામાં આવેલછે, પરંતુ સ્કુલબસમાં મર્યાદા ઉપરની સંખ્યા હોવાથી તથા વિદ્યાર્થીઓની સુરક્ષાને ધ્યાનમાં રાખી તેમને ના પાડવામાં આવી છે.
7. જો ધારેશી, ઘડુલી અને વિરાણી ગામના ૨૫ વિદ્યાર્થીઓનું સમાવેશ કરવું હોયતો વધારની સ્કુલ બસ વ્યવસ્થા ઉભી કરવી જરૂરી જણાય છે.

ઉમરસર સ્કુલબસ રૂટ સમય પત્રક:

ક્રમ	ખાતે પ્રસ્થાન		ખાતે આગમન		બેઠક વિદ્યાર્થી	પ્રસ્થાન વિદ્યાર્થી	અન્ય
	સ્થળ	સમય	સ્થળ	સમય			
1	લખપત	5.50am	પુનરાજ્પુર	6.20am	5	0	
2	પુનરાજ્પુર	6.22am	બૈયાવો	6.29am	1	0	
3	બૈયાવો	6.30am	કાનેર	6.55am	4	0	
4	કાનેર	6.56am	લખપત	7.00am	13	0	
5	લખપત	7.01am	ઉમરસર	7.16am	27	0	
6	ઉમરસર	7.17am	છુગેર	7.23am	8	0	
7	છુગેર	7.24am	છુગેર વાંઢ	7.28am	1	0	
8	છુગેર વાંઢ	7.29am	ધડુલી	7.34am	2	0	
9	ધડુલી	7.35am	વિરાણી	7.40am	1	0	
10	વિરાણી	7.40am	દયાપર	7.55am	62	62	
11	દયાપર	8.15am	ઉમરસર	9.00am	3	0	
12	ઉમરસર	9.02am	છુગેર	9.08am	12	0	
13	છુગેર	9.08am	છુગેર વાંઢ	9.10am	0	7	પ્રા.શાળામાં ઉતરશે
14	છુગેર વાંઢ	9.12am	દયાપર	9.32am	0	8	કન્યાશાળા દયાપર
15	દયાપર	1.20pm	વિરાણી	1.35pm	0	1	
16	વિરાણી	1.35pm	ધડુલી	1.40pm	0	2	
17	ધડુલી	1.40pm	છુગેર વાંઢ	1.45pm	0	1	
18	છુગેર વાંઢ	1.45pm	છુગેર	1.49pm	0	6	
19	છુગેર	1.49pm	ઉમરસર	1.55pm	0	27	
20	ઉમરસર	1.55pm	લખપત	2.02pm	0	11	
21	લખપત	2.02pm	કાનેર	2.07pm	0	4	
22	કાનેર	2.07pm	બૈયાવો	2.14pm	0	1	
23	બૈયાવો	2.14pm	પુનરાજ્પુર	2.19pm	0	5	
24	પુનરાજ્પુર	2.19pm	લખપત	2.32pm	0	0	કુલ 58 ઉતરશે
25	લખપત	3.00pm	દયાપર	4.00pm	0	0	
26	દયાપર	4.20pm	છુગેર વાંઢ	4.40pm	0	11	
27	છુગેર વાંઢ	4.40pm	છુગેર	4.45pm	0	5	
28	છુગેર	4.45pm	ઉમરસર	5.00pm	0	3	
29	ઉમરસર	5.00pm	લખપત	5.30pm	0	2	કુલ 19 ઉતરશે

✓ સવારની પ્રથમ સિફ્ટના કુલ 62 વિધ્યાર્થીઓ અભ્યાસ માટે દયાપર આવે છે.

✓ બીજા રૂટમાં કુલ 15 વિધ્યાર્થીઓ અભ્યાસ માટે છુગેરવાંઢ અને દયાપર આવે છે.

Sr	Village Name	GP Name
1	Baiyavo	Punraipar
2	Punraipur	Punraipar
3	Kanner	Lakhpat
4	Lakhpat	Lakhpat
5	Umarsar	Punraipar
6	Chhugervandh	Guneri
7	Chhuger	Guneri
8	Gaduli	Gaduli
9	Virani	Virani

Appendix 2 Contract Documents

(૪) ડીઝલના ભાવમાં વધારો / ઘટાડો થાય તો ૦૫ કી.મી. / લીટર પ્રમાણે ગણતરી કરી ભાવમાં વધારો / ઘટાડો કરવામાં આવશે. જેટલા કિ.મી.નો વપરાશ થયેલ હોય તેના ઉપર ડીઝલમાં થયેલા ભાવનો વધારો / ઘટાડો માન્ય રાખવામાં આવશે.

દા.ત. નિગમે નકકી કરેલ પ્રતિ બસ / પ્રતિ માસ કિ.મી. ૯૦૦૦
ખરેખર વપરાશ થયેલ પ્રતિ બસ / પ્રતિ માસ કિ.મી. ૭૦૦૦
ટેકનીકલ બીડ ખોલવાની તારીખે ડિઝલનો ભાવ પ્રતિ લીટર રૂા.૫૦.૦૦/-
નવો ડિઝલનો ભાવ પ્રતિ લીટર રૂા.૫૨/-
ડિઝલ ભાવ તફાવત પ્રતિ લીટર રૂા.૨/-

ગણતરી પ્રતિ લીટર બસ ૦૫ કિ.મી. સરેરાશ ચાલે તો ૯૦૦૦ કિ.મી. માં ડીઝલ ૧૮૦૦ લીટર જોઈએ પરંતુ ૭૦૦૦ કિ.મી. નો વપરાશ થયો હોય તો ડીઝલ ૧૪૦૦ લીટર વપરાશ સરેરાશ થશે તે મુજબ પ્રતિ લીટર રૂા.૨/- ની ગણતરી કરતાં કુલ રકમ રૂા.૨૮૦૦/- નું ચુકવણું નિગમે કરવાનું રહે. (સદર ગણતરીમાં ભાવ વધારો / ઘટાડો બન્નેમાં લાગુ પડશે.)
નોંધ : તા.૨૨.૧૧.૧૬ બાદનો સંભવિત ફેરફાર (ભાવ વધારો/ઘટાડો) ઉપર જણાવેલ દા.ત. ની વિગતમાં લાગુ પડશે.

(૫) પરિશિષ્ટ-એ માં દર્શાવેલ વિગતો મુજબ પ્રોજેકટ ઓથોરીટીની સૂચના મુજબ વાહનોનું સંચાલન થાય તે જોવાનું રહેશે. જે બસ નો ઉપયોગ સ્કુલ વર્ધિમાં થવાનો છે તેનો વેકેશન સમય દરમ્યાન ઉપયોગમાં લેવામાં આવશે નહીં જેથી તેનો માસિક સ્ટેન્ડીંગ ચાર્જ પરિશિષ્ટ-એ મુજબ લાગશે.

(૬) <u>વાહનની હાલની જરૂરિયાત</u> :

ક્રમ	પ્રોજેકટનું નામ	સ્થળ	વાહનની કુલ સંખ્યા	૫૬+૧ સીટની લકઝરી ટાઈપ બસ	૨૫ સીટની મીની બસ	૩૬ સીટની મીનીબસ
				સ્ટાફ / સ્કુલ બસ		
૧	લિગ્નાઈટ પ્રોજેકટ	પનાન્ધ્રો	૦૩	૦૩	-	-
૨	લિગ્નાઈટ પ્રોજેકટ	માતાનોમઢ	૦૩	૦૨	૦૧	-
૩	પાવર પ્રોજેકટ	નાનીછેર	૦૩	૦૩	-	-
૪	લિગ્નાઈટ પ્રોજેકટ	ઉમરસર	૦૧	-	-	૦૧
		કુલ	૧૦	૦૮	૦૧	૦૧