

Annexure I

Key Strategies for Education

1. Create a Greater Mumbai Education Master Plan

The state of Maharashtra has prepared an Education Master Plan which does not cover Mumbai. A similar **Education Master plan is urgently needed for Greater Mumbai**. In order to do this a supplementary **survey of needs and existing facilities** will have to be carried out that can then inform the revision of the development plan. At the level of needs, this survey must also be informed by MCGM plans for resettlement (particularly in destination wards) in terms of population size expected to be shifted. The survey should identify

- i. Existing network of easily accessible publicly run educational institutions from Early Childhood Care and Education (ECCE) to XIIth class.
- ii. Existing Teacher Pupil Ratio (TPR)
- iii. The language of educational instruction requested by communities.
- iv. The demography of the area
- v. Types of higher education facilities required (vocational, technical, professional, etc)
- vi. Infrastructure provided (classroom, playgrounds, sanitation etc.)

2. Follow RTE Norms for school infrastructure provision

Right to Education Act (RTE Act) norms must be the primary parameters for creating such a master plan. (Annexure A) However; if quality education genuinely must reach the underprivileged the MCGM must broaden their scope to include education from pre-primary (age 3) to 12th standard (age 18).

3. Create Integrated Schools

In order to reduce out of school children it is necessary that a seamless education be provided from pre-primary to 12th standard so that every child has the opportunity to complete his/her secondary education. It is essential that "Integrated Schools" are provided for education from pre-primary till 12th standards. The MCGM should plan the DP for the provision of such integrated schools. Assuming that such integrated schools will have school strength of about 2000 students each, one would need to provide 376 schools in Mumbai city and 972 in the suburbs as per the 2001 census data. (assuming 22.5% of population is of age 3-18; schooling ages)

4. Locate Integrated Schools in informal settlement in consultation with the community

The Existing Land Use Plan should map each slum unit/informal settlement and the usage therein. This existing land use has to be done in great detail otherwise the entire exercise is futile. Most schools will need to be located in informal settlements and the DP will need to look

at how such schools can be located within the slum neighbourhood in consultation with the community.

5. Locate schools within each 'neighborhood'

The integrated schools need to be located within a 'neighborhood' or as close as possible such that children do not have to cross a highway, large junction, railway track or nala in order to walk to school.

Provide for location of Aanganwadis in the Communities as most of the existing Aanganwadis are now run in private homes.

6. Ensure reservations for Public Libraries

Public libraries are very important source of information dissemination. They add to the capacity of the city to think and encourages scholastic study. Hence it is imperative to have reservations for Public Libraries

7. Consult Organization working in Education and involve parents and community

Community participation would be a central and overarching factor in planning, implementation and monitoring interventions for universal elementary education as envisioned by our Constitution. NGO's and people's organisations working in education need to be also involved in the preparation of plans as they are equipped with knowledge of ground realities and will be long term partners in keeping track of the delivery of the right to education.

8. Consult MCGM Education Department

It is essential the MCGM's education department be consulted as part of the preparation of the development plan right from the initial stages of mapping and surveying. They will be able to provide vital input on existing conditions and including their concerns into the plan will lead to better implementation.

9. Clearly demarcate private versus public schools, illegal or non-recognized schools. Accessibility mapping of primary and secondary schools and all other social amenity with density mapping.

RTE Norms and Standards

	Item	Norms and Standards	
1	Student Teacher Ratio	Admitted Children	Number of Teachers
	Class 1-5	<60	2
		61-90	3
		91-120	4
		120-200	5
		>150	5 + 1 head teacher

		>200	Teacher Pupil ratio (excluding head teacher) shall not exceed 1:40
	Class 6-8	At least 1 teacher per class so there shall be at least one teacher each for: <ul style="list-style-type: none"> • Science and Mathematics • Social Sciences • Languages 	
		At least one teacher for every 35 children	
		> 100 children	A full time head teacher
			Part time instructors for <ul style="list-style-type: none"> • Art Education • Health and Physical education • Work Education
2.0	Building		
	All weather building consisting of <ul style="list-style-type: none"> • At least one classroom for every teacher and a office-cum-store-cum-Head teacher's room • Barrier free access • Separate toilets for boys and girls • Safe and adequate drinking water facility for all children • A kitchen where mid-day meal is cooked in the school • Playground • Arrangements of securing the school by boundary wall or fencing 		
3.0	Minimum number of Working days/instructional hours in a year		
		Class 1-5	200 working days
			800 instructional hours
		Class 6-8	220 working days
			1000 instructional hours
4.0	Minimum number of working hours per week for the teacher	45 hours per week including preparation hours	
5.0	Teaching Learning equipment	Shall be provided to each class as required	

6.0	Library	There shall be a library in each school providing newspaper, magazines and books on all subjects including story books
7.0	Play material, games, sports equipment	Shall be provided to each class as required

PLANNING RECOMMENDATIONS

Physical Access To Schools

Children should be able to walk to schools by themselves and not be dependent on working parents to escort them. For this the school should be located such that the child does not have to cross highways, heavy traffic junctions, railway lines, nalas and should be secure, clean and well lit.

Site Design Recommendations

- **PRE PRIMARY SCHOOLS (age 0-6)**

The Teacher Pupil Ratio should not exceed 1:25 as per ICDS norms. The Pre-primary school to have storage for resource material, children's toilets and staff toilet, safe drinking water, small pantry, secured outdoor play area with play equipment.

All Municipal Schools should have preschools and be made compulsory in the DCRs. In the Meeting many stakeholders raised the issue of not having enough preschools in the area, hence the permission to the school to build to be condition to having preschool.

- **PRIMARY SCHOOLS (standard 1-5)**

Current standards of Pupil Teacher Ratio in the MCGM is 50 students to a classroom. The RTE standard is 30 pupils to a teacher/classroom.

A primary school should have at least one classroom for each teacher/class, office and filing space/storage for teaching tools/head teachers office, staff room, kitchen, girls toilet, boys toilet, (with easy maintenance surfaces that can be kept clean by the children themselves and with good light and ventilation), drinking water fountain, wash up area/mori for hand washing and craft activity multipurpose hall, play ground with play equipment. A fence must be provided around school premises. All built spaces to be well ventilated and naturally lit. Playgrounds are to have shade trees. Provide informal seating for group study and play. All schools must be disabled friendly and deployed with special teachers.

- **UPPER PRIMARY SCHOOLS (standard 6-8)**

An upper primary school will have all of the spaces provided in a primary school and in addition must have a library/computer room, a science lab, rooms for extra curricular activities such as crafts, arts and performing arts.

- **SECONDARY SCHOOLS (standard 9-12)**

A Secondary school must have all of the space in a upper primary school and in addition have subject specific laboratories and formal sports facilities,

SIZE OF CLASSROOM

The MCGM standard for classroom size is 17 feet x 22 feet (aprox 5 meters x 6.75 meters) This classroom size is adequate if a maximum of 25-30 students per class is maintained (the MCGM standard class size is currently 50 students)

LIGHT AND VENTILATION

Classroom must have large openable windows to allow for natural light and ventilation and to prevent glare (that is caused by small concrete grills that are often provided in schools). The windows may be secured by steel grills if required. Provide two access doors to each classroom.

NOISE REDUCTION

Orient classrooms to create secure outdoor courts while ensuring segregation of classrooms of different noise levels.

KITCHEN

A separate kitchen with smoke free stove and wash up sink to be provided for the preparation of the mid day meal. The kitchen must have easy maintenance surfaces and storage for utensils and provisions. The kitchen should be constructed as a separate structure with its own entrance and not as part of the school building.

TOILET DESIGN

The National Building Code (NBC) provides the number of students (male and female) and staff toilets requires as per the size of the schools. Toilets should be designed with adequate light and ventilation to ensure that the toilets have enough natural sunlight and air movement to remove odour and keep the space dry .Fixtures and flooring should be designed to drain and where the children themselves can keep the toilet clean simply by pouring a bucket of water. Walls are to be tiled to allow for easy maintenance and the floors to be of non-skid, easy maintenance finish. The sizing of fixture should be done ergonomically for use by children.

STORAGE FOR CHILDRENS EDUCATION MATERIAL

The schools must provide each child with an individual secure storage space for their belongings. This is especially useful for children from slums and street children who otherwise have no secure space to keep their education material. This will also mean that children do not have to carry their entire load of books home and back every day as they can leave it in their classrooms/desk

Site Planning And Landscaping

Provide age appropriate play area. Primary and pre-primary school children will require space for group play with play equipment while older children will require grounds designed for formal sport and athletics. Play area to be appropriately designed with shade trees on the periphery, garbage cans, equipment and markings, stands or other seating, storage shed for ground maintenance tools. Ensure that the playground is designed with appropriate drainage to prevent water logging during rainy season. The walking paths and access to classrooms are to be paved with an even surface.

Safety

Provide boundary fencing around the school premises preferably a low plinth wall with a transparent fencing that allows monitoring of the premises from outside while still providing enclosure. All schools to have sufficient emergency exits as per building norms with sufficient corridor and stairway width.

All Schools to adopt building codes to have Fire/Earthquake safety and handicap Accessibility measures as per the National Building Codes. There shall be zero tolerance policy in these matters as they jeopardize the life and safety of children. Fire Drills to be made mandatory before giving completion certificate.

Handicap Accessibility

Provide ramps to all ground floor plinths to make at least the ground floor class rooms accessible. In secondary schools ensure accessibility to at least one of the laboratories and toilet and other common facility.