

Subodh Kumar
Municipal Commissioner
Municipal Corporation of Greater Mumbai
MCGM Headquarters
Mahapalika Marg
Mumbai 400 001



19th September 2011

Dear Sir,

Re: Revision of the Development Plan for Mumbai 2014-2034 – EDUCATION

The Stakeholder group on Education is by this letter forwarding you its initial suggestions to guide the revision of the Development Plan for Mumbai 2014-2034 in regards to space and infrastructure for pre-primary, primary and secondary education.

1.0 BACKGROUND

According the MCGM's City Development Plan 2005-2025, 485,531 children study in the municipal primary schools of which there are 1188 and only 55,576 of these are able to continue to secondary education of which there are 49.

In terms of pre-primary education, 90% of anganwadis are run in private homes where the space is not appropriate for teaching and play. There is no linkage between the pre-school system and the existing school system for admission of children as MCGM's interpretation of the word 'primary education' is not inclusive of pre-school.

The 2011 Census data places the Mumbai District population at 3,338,031 persons and the Mumbai Suburban population at 8,640,419. If an estimate of 22.5% of this population is children age 3 years to 18 years that is a school going population of 751,057 in Mumbai and 1,944,094 in the suburbs. It is estimated that Mumbai has less than half the required number of schools for its population and a severe shortfall of secondary schools.

There is need to provide schools where the medium of instruction is suitable to the demography and is sensitive to the needs of adivasi as well as migrant workers in the neighbourhood. Children of construction workers in particular are displaced every time their parents move from a site and have to obtain admission in a new school close to the next workplace. Homeless and Street Children are unable to attend school as they face the simple problem of having nowhere to safely store their educational material and uniforms.

The once thriving MCGM schools are today unable to attract students. The reasons are varied; (most schools are only up to 7th standard, the teacher-pupil ratio (TPR) is severely compromised. Nearly

2/3 rd of schools in the MCGM are 2 teacher schools that look after students in 5 classes, some schools lack basic amenities like toilets and drinking water, quality of teaching is affected because the teachers are over-burned with non-instructional duties, etc.) These deteriorating conditions will result in shutting down these schools and the reservation used for profiteering and non-public purposes. (source: *Public Education in Mumbai-Rhetoric or right - Indian People Tribunal (IPT) on Environment and Human Rights, report, November 2008*)

2.0 BASIC PREMISES

Education to be provided need not be limited to the RTE Act but cover all age groups. The ages 0-6 (the critical years of growth) are excluded. MCGM schools should allow for education of children from Pre-Primary (3-5), Primary (class 1-5), Upper primary (class 6-8) and secondary (class 9-12). graduation and vocational training. The definition of the child per Child Rights Convention is up to the age of 18, which India has ratified and accepted, while labor laws define them as 15. Ideally planning for school capacity should be done for all children to be educated up to standard 12. In order to get into many vocational programs such as teacher training, nursing etc one needs to have a 12th standards certificate. Although the BMC act defines its role only for primary schools, the BMC also runs medical schools (which it is not required to). So the BMC is not restricted by the Act. Without taking into consideration the entire spectrum of childhood (0 to 18 years) the fulfillment of the right to education will remain a hollow promise.

We believe that the public school system must improve to sufficiently provide for basic aspirations and rights of our young citizens. The collapse of our once robust public school system will be built in its design if we fail to genuinely address the fulfillment of the right to education of our children.

3.0 STRATEGY

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.

6. 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.

7. 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.

8. Planning of Schools

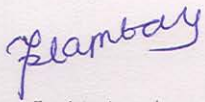
In Annex B please find our recommendations in regards to the site planning of schools.

Today the RTE Act 2009 makes the provision of elementary schools a mandatory one. Non-availability of space or any other reasons cannot remain a valid reason. Provision of schools as per the norms and schedules is a fundamental duty of the government agencies responsible at each level. We hope the revised DP will respect this factor.

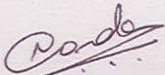
These are our initial suggestions for your consideration. We will be looking at how we can build on these strategies in the future deliberations of the group and will follow up on these suggestions in greater detail. In the meantime we would be happy to have feedback or comments from the consultants in order to engage with them on this process. We will also be happy to further elaborate these suggestions to you in person if you should allow us this opportunity.

Thanking You,

Yours Sincerely



Farida Lambay-
Pratham



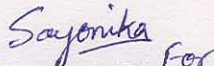
Novela Corda --
CHIP Mumbai



Nyana Sabharwal
Akanksha Foundation




Aroka Mary
YUVA



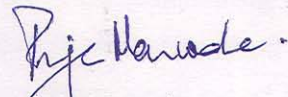
For
Simanthini Dhuru-
Avehi Abacus



Lisa Rodricks,
Atma



Ranjana Roy,
Narotam Sekhsaria Foundation



Puja Marwaha-
CRY



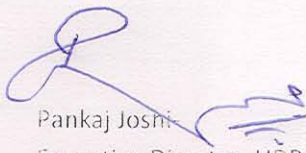
Jyoti Francis
Navnirmitti



Altaf Shaikh
SAATHI



Rahul Kadri – Architect



Pankaj Joshi
Executive Director, UDRI

ANNEX A

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 	

		<ul style="list-style-type: none"> • 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	

ANNEX B

PLANNING RECOMMENDATIONS

4.1 PLANNING LEVEL 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.

4.2 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.

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)

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4.4 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.

4.5 HANDICAP ACCESIBILITY

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.