

**MINUTES OF 1st NATIONAL WORKSHOP CUM REVIEW MEETING OF URBAN
PLANNING FOR 35 METROS/MILLION PLUS CITIES, HELD ON 22nd & 23rd
OCTOBER 2008 AT HYDERABAD, ANDHRA PRADESH**

Department of School Education and Literacy (SE&L) has decided to hold quarterly review meeting on 'Urban Planning' for 35 metros/million plus cities at national level. The purpose of these meetings is to review the progress & implementation in respect to SSA Goals exclusively for the above cities/urban areas. As the planning for urban areas needs serious attention due to its unique situation having various complex issues so, as to ensure universal elementary education in urban areas and to sensitise and build the capacities of urban coordinators with regard to monitoring of SSA programme and urban deprived children in particular who have been mainstreamed in regular schools/EGS/AIE. The meeting was attended by 66 participants.

1.1 List of the participants is at **Annexure – 1**

1.2 The workshop/meeting started as per schedule (Programme Schedule at **Annexure- XIV**) and day-wise session-wise details of proceedings are as under

PROCEEDINGS OF DAY-1

1.3 The meeting started with the welcome address by Sri. Rangava Reddy, Asst. Programme Officer, RVM (SSA), Andhra Pradesh.

1.4 Sh. Mohd. Ali Rafath, SPD to the Govt. of Andhra Pradesh, again also welcomed the participants and apprised the participants that the objective of the workshop/meeting to review the progress & implementation in respect to SSA Goals exclusively for the above cities/urban areas. He also cited some of the major problems before proceeding the programme, which are as under:

- New colonies coming up around cities where schools do not exist.
- Functioning of Madarsas without the teachings of subjects like science & mathematics.
- Increasing population of street children.
- Prevalence of children engaged in some kind of labour.

He asserted that how these challenges have been addressed in.

- SSA has a tie up with the neighbouring states like Orissa to coordinate the education of the children of migrating families. Necessary arrangements are

made like the supply of textbooks in the language of the migrating children. Authentic documents are issued to those children to relocate them.

- Science & Mathematics are introduced in Madaras including other necessary benefits which are being supported under SSA, provided education volunteers @ 1:40 ratio who also taught science & mathematics.
- Door steps schools, NRBC in temporary structures/dwellers provide recreation, nutritious food, health check-up etc.
- Formed enforcement team constituting officials of NCLP, Education department, Police & NGOs for rescuing domestic child labour, rehabilitated and admitted in RBCs.

2. Mr. Altab Khan, Consultant, TSG explained the objectives of the meeting and how the participants are going to plan action.

Objectives of the Meeting

- To strengthen planning & implementation.
- To build a mechanism of review of progress against SSA goals in urban areas.
- To augment the capacity to identify the need, challenges and potential for urban specific planning towards UEE.
- To facilitate the cities in developing innovative strategies for mainstreaming urban deprived children.
- Review of the progress of SSA Goals in respect to 35 metros/million plus cities.
- Sensitisation and capacity building of urban coordinators with regard to monitoring of SSA activities in general and of mainstreamed urban deprived children in particular.
- Scrutiny of state's information collection formats and identification of gaps.
- Incorporating changes so that the information required by the national level is intrinsic in the state's formats.
- Understanding micro issues of each city through detailed interaction.

2.1 He further briefed that the Ministry of Human Resource Development, Government of India had taken up a number of initiatives by formulating separate or supplementary plans for effective outcome for universal elementary education in the

urban areas with more emphasized in 35 million plus cities of the 15 states. And participants are expected to submit the progress in this regard.

2.2 After the above short briefings, the participants introduced themselves.

2.3 Sh. Asadullah then gave a key note address in the first session of the meeting. Following are some points of his address.

- Focus of urban deprived children had been on for about five years. And stressed need for proper planning in this regard.
- Explained about the evolution of different initiatives taken up by MHRD, Government of India in 1990 to achieve EFA by 2010.
- Highlighted the success stories in rural areas, though there were challenges. But in urban areas there were bigger and harder problems to tackle the issues.
- Focussed on the need for schemes to cover urban children to achieve EFA. There are bottlenecks in the implementation of any systematic programmes in cities because of lack of data on the number of schools, children studying in them, their population etc.
- Further stated that the deadline of the year 2010 is fast approaching, it is time to know where we stand, the capacity building ensured, gaps to bridge etc. And there is a need for frequent reviewing of the programme, say once in a quarter.

2.4 Then Sri. J. C. Sharma, Principal Secretary, Department of school Education, Government of Andhra Pradesh addressed the participants. He said education is one aspect of improving the life of people living in urban areas. He gave examples of how poor people migrating to cities lead a hard life there. He also compared the poor living villages and those in cities. Further he requested the participants to come out with solutions to complete the programme beyond the year 2010.

SESSION-I, GOAL-I

2.5 **The presentation of the first session** started by Sri. Nageshwar Rao, Addl. SPD, RVM (SSA), Andhra Pradesh on the programmes implementation under SSA in the three metros, namely-Vijayawada, Vishakhapatnam and Hyderabad. He presented data on different aspects of educating out of school children in the above metros. **(Presentation copy at Annexure-I)**

2.6 Sh. Altab Khan, Consultant, TSG, made a presentation on the progress made in respect of all the four Goals, highlighting the following key points:-

- Focussed on status of overall GER (primary & upper primary) of 35 metros and its challenges like enrolment.
- Highlighted disaggregated status of out of school children and its percentage share to total child population, cities with OOSC > 10000 & 5000.
- A challenge against issue of out of school children such as regular child tracking system needs to be strengthened, household survey, coverage of special focus groups etc.
- Overall urban status of SC, ST & Minority share of enrolment to total enrolment and status of OOSC of special focus groups as mention above.
- Share of Girls enrolment, status in regard to cities with highest & lowest girl's enrolment and its challenges such as mechanism for urban specific data, cities with lack of urban information in respect to SC, ST, Minority & Girls, and strategy for SFG which are larger in number in urban areas.
- To formulate need based strategies to enhance share of girl's enrolment acceding to their share in population and retention as well as achievement.
- Highlighted the cities with high drop-out rate like Delhi, Jabalpur etc and less drop-out rate –Chennai, Nasik etc. at both the level of elementary education.
- Challenges to reduce drop out by addressing the issues like infrastructure, teaching and learning processes etc.
- Status in regard to student classroom ratio, pupil teacher ration, achievement level etc.
- District with high PTR at primary and upper primary level and challenges such as to stabilise PTR, to provide minimum infrastructure, and to create enabling conditions for appropriate assessment of learning among children. (**Copy of presentation at Annexure-II**)

2.7 Sh. Adil Rasheed, consultant, Alternative Schooling made a presentation, highlighting following challenges and strategies.

- Share of out of school children in eligible population with disaggregated status of boys, girls, SC, ST and Muslims.
- Trends of OOSC in the Million Plus Cities/Metros with graphical prioritization.
- Concentration of out of school children, its rank and percentage to the child population.
- Concentration of OOSC of 'Special Focus Groups'-Girls, SC ST & Minority.

- Issues affecting UEE in the urban areas such as mapping & identification of urban deprived children, diverse and heterogeneous population and high opportunity cost etc.
- Highlighted some of the strategies taken at the state & national level such as mapping & identification in Mumbai & Bangalore, coverage of urban deprived children through RBC, learning centres, door step schools, support to madaras, evening schools etc in several cities. And regarding innovative scheme under SSA, its fold for giving more flexibility and resources.
- Emphasised on weak monitoring mechanism and its need for immediate solution to ensure effective outcome for UEE. **(Presentation at Annexure-III)**

2.8 Ms. Kalpana Bharadwaj, Consultant, TSG spoke on the strategies for household survey. Some of the best practices, strategies and preparatory activities are as follows:

- Information should be based on gender, social class, education level & language spoken, family status and total members of household etc.
- Extra efforts and strategies are needed to trace the urban children such as mapping of the areas with numbers, earmarked for each survey, night survey for working children, identification of place where these children gathered in particular time.
- Strategies adopted such as survey with collaboration of other department/NGOs (Mumbai City).
- Community mobilization Kala Jatha in 296 slums (Bhopal).
- Door to door visit made by the teachers, academic groups, Jan Shiksha, and PTA members.
- Identification and enrolment drives for urban deprived children (Bangalore). Focus mobilisation camps for urban slums (Hyderabad). Use of GIS and other statistical methods for universal enrolment (Delhi).
- Display of posters highlighting the problems of urban deprived children in the key areas to sensitize people regarding education of these communities. **(Presentation copy at Annexure-IV)**

2.9 Dr. V. P. Sing, State Project Director, Government of Delhi stressed about the interventions implemented by SSA, Delhi. Some of the key points in regard to his presentation are:

- Target group for mainstreaming into RBCs are urban deprived children like street children, single parent children and slum children.

- The purpose was to make transition in the life of urban deprived children who are otherwise facing daily brave unremitting survival, struggle, trauma, wounds and other health problems etc.
- Three RBCs centres at Nai Basti, North Delhi namely-Uma Pandey Children's Home, Khusi Ranibow Home and Kilkari Children Home having 175 children enrolled presently and expected more in the year 2008-09.
- Health initiatives are sought from voluntary intervention of medical professionals from public & private hospitals. Immunization programme was also organised in May 2008 where maximum number of children were vaccinated by local primary health centre.
- Moreover, Mid Day Meal in the centres was extended near by MCD/Govt. School and co-curricular activities like games & cultural activities and learning activities etc are also regularly conducted for the children. **(Presentation at Annexure-V)**

2.10 Sh. K. S. Rawat from Uttrakhand made a presentation based on best practice 'PAHAL'. He spoke in detail about the scheme in which out of school children are admitted into recognised private schools, the payment made to these schools and evaluation taken up by internal & external agencies. Highlights of the successful intervention are as under:

- An initiative of SSA Uttrakhand for providing school education to out of school children belonging to vulnerable sections of society such as rag pickers, scavengers, street beggars, orphans etc.
- Need for the Scheme
 - High concentration in urban slums.
 - Inadequacy of Govt. Schools in slum areas.
 - Non availability of land in slum areas.
 - No possibility of establishing new schools in hired buildings.
- Scheme covered Dehradun District & District Udham Sing Nagar. In view of success of the Scheme, this has been extended in two more districts-Nainital & Haridwar.
- Mainstreaming the targeted children in the schools by ensuring quality education and to improve their attendance and retention.
- Selected private schools must have been running for at least two years and must be a govt. recognised schools. And ready to accept terms, conditions and other formalities as considered appropriate by the SSA from time to time.

- Rupees 3000 per child per annum is paid to the accredited private schools in 3 equal instalments.
- Facilities to be provided by the schools like text books, workbooks, learning material, school uniform, conveyance facility, remedial teaching and computer education etc.
- Achievement more than 60% in all three subjects' science, mathematics & English language. (**Presentation at Annexure-VI**)

SESSION-II, GOAL-II

2.11 Ms. Kiran Dogra, Consultant, TSG spoke on Goal-II of SSA in regard to the 35 metros, the status of schemes implemented (NPEGEL & KGVB) and their results. She highlighted the data on how there is a reduction in the gaps in different parameters at the national level and prioritized the status report of the 'Million Plus Cities'. She stressed the need for developing a systematic mechanism for data pertaining to the social category groups-SC, ST & Girls of the urban areas as maximum number of out of school children particularly belong to this group. Some of the strategies & challenges as mentioned are as under:

- Setting up of residential schools with boarding facility at elementary level for girls.
- Main focus on ST/ST.OBC and Muslim minorities in difficult areas (75% reserved).
- NPEGEL focus on enrolment of out of school girls, ensuring retention, quality education with life skills, teacher sensitization, girl friendly school environment and gender equality etc.
- 20 million girls covered under NPEGEL at national level, 150,000 girls covered under KGVB.
- More than 1 lakh adolescent girl's forums (Meena Munch) are working for social change.
- Highlighted the national scenario of districts with high gender gaps >10% at primary level and >15% at upper primary level.
- Percentage of female teachers in schools.
- Migration for livelihood, strong rooted pressures-drop out due to early marriage, domestic labour, sibling care etc. (**Presentation at Annexure-VII**)

2.12 Ms. Kalpana Bhardwaj, Consultant, TSG, presented data on SC, ST and Minority out-of-school children scenario in million-plus cities. She also showed how 100% utilization of funds, allotted to Karnataka and Tamilnadu. She suggested for;

1. Need-based assessment
2. Strengthening of monitoring system
3. Initiatives to urban retention
4. Development of mainstreaming plans
5. Tracking of enrolled children,
6. Community mobilization programme.

Her presentation was followed by cross sharing views and suggestion with more emphasized on data consistency of the social category groups-SC & ST in respect to the urban areas and its difficulty in developing the data based mechanism for effective planning in urban areas. She said that more or less we need to establish a MIS structure for having viable data in respect to these social groups. (**Presentation at Annexure-VIII**)

SESSION-III, GOAL-III

2.13 Sri. Asadullah, Sr. Consultant, TSG, made a presentation on universal retention of the metros/urban areas. He highlighted statistics on retention in India verses that of SC/ST children. He further said that the main issue in planning in cities is that there were no data required & its apparatus. He suggested for developing systematic mechanism to obtain the data for better planning & implementation. He explained push-out and pull-out elements that force the pupil drop-out of school and status of retention rate in some major cities in India. He again suggested some strategies to get over the problem. The key strategies are as follows:

- Provision for basic amenities in urban poor settlements with convergence from schemes like JNURM.
- School improvement and development, including infrastructure, personnel and processes.
- Simplifying admission procedure.
- Rationalized teacher's deployment.
- Remedial teaching.
- Strengthened ECCE component.
- Need based incentives.

- Involving NGOs to augment community/parental involvement.
- City specific MIS for obtaining relevant data. (**Presentation at annexure-IX**)

SESSION-IV, GOAL-IV

2.14 After the presentation on Goal-III of SSA, Sri. Binay Patnayak, Chief Consultant, TSG, spoke on Quality improvement based on Goal-IV of SSA especially in Metro Cities. He enlightened the participants on;

- The XI Plan, new SSA norms, comparison of achievement in rural & urban areas,
- Attendance rate,
- Accountability to community & its participation scenario,
- Monitoring quality, monitoring by the community members in respect to urban areas,
- Capacity building and academic support by NCERT & IGNOU,
- Priority areas for quality, how to plan for quality etc.

His presentation was also followed by discussion taking into account the status of;

- Retention rate,
- Completion rate,
- Student classroom ratio,
- Pupil teacher ratio,
- Teachers training and rationalization etc.

In view of the sharing during discussion he said that on account of multiple issues in urban areas quality aspects need more prioritization & innovative strategies to ensure better achievement. (**Annexure-X**)

3. **Briefing for group work activities**

After the first day proceedings, participants were briefed/suggested that they should divide into groups to work on various activities based on status, challenges, strategies etc in respect to SSA goals with emphasized in 35 metros/million plus cities and submit the reports on the topics allotted to each group, mentioned in the schedule distributed to each participant. The names of participants in each group were announced and they were asked to prepare their reports and present the next day.

PROCEEDINGS OF DAY-II

SESSION-V

The second day Started with all the participants discussing in their respective group activities assigned to each group under a coordinator, interpreted the status in respect to cities, its strategies, challenges etc. During the group activities TSG consultants placed as supporters to each five group guided them in several aspects.

4. Mr.Tarun Gupta, Consultant addressed the participants and briefed them about the Results Framework Proforma & format provided to them, Goal-wise. In the meantime, Mr.Asadullah, Senior Consultant also explained how the data they furnish are going to help them in improving the planning & implementation of SSA programmes more effectively to achieve Universalization of Elementary Education, retention and transition in the urban areas.

- 4.1 The first presentation of the groups was presented by Group-I representative, Dr.V.P.Sing. He highlighted the charts containing data on goal wise and its parameters namely Access, Challenges, Universal Retention and Education of Satisfactory Quality. Group consists of Mumbai, Kolkata, Delhi, Chennai, Hyderabad, Bangalore & Ahmadabad. Key status, strategies & challenges are as under:

Goal –I	Goal-II	Goal –III	Goal-IV
Status			
Achievement >90%	Gap is 1-3%	Primary around 90% & UPS around 70%	Cities are making good efforts to ensure quality EE
Strategies			
<ul style="list-style-type: none"> • Special enrolment drives. • Innovative Bridge courses viz. Mobile schools. • Flexible admission procedure. • Relaxation in distance & Population norms for opening of school. 	<ul style="list-style-type: none"> • Launching new schemes for girls education • Sensitization of community • Special incentives/schemes for girls 	<ul style="list-style-type: none"> • Launching of new schemes • Sensitization of community • Innovative schemes, health check-ups, excursion, tours, etc. • Provision of incentives in times 	<ul style="list-style-type: none"> • E-Learning • Incentives for high achievers • Remedial measures for poor performers • Teachers accountability
Challenges			

<ul style="list-style-type: none"> • Migratory population • Child labour • Street & beggar children • Slum/ New colonies • Demolition of slums. • Migratory population & Child labour 	<ul style="list-style-type: none"> • Migratory groups • Customs & Traditions • Sibling care, domestic • Interference • Lack of infrastructure (Toilet & DW) • Migratory groups • Customs & Traditions 	<ul style="list-style-type: none"> • Migration & Child labour • Poverty • Teacher Attendance • Diversity in Regional language • Migration & Child labour 	<ul style="list-style-type: none"> • Lack of innovation in teaching methodology • Lack of commitment in teaching • Lack of Remedial measures • Absenteeism • Lack of innovation in teaching methodology • Lack of commitment in teaching
Challenges Overcome			
<ul style="list-style-type: none"> • Convergence with other Depts./ NGO's • Sensitization of the campaigns • Periodical survey & updating the data 	<ul style="list-style-type: none"> • Convergence with Depts./ NGO • Civil work • Special schemes 	<ul style="list-style-type: none"> • No detention Policy • Provision of basic facilities • Free textbooks/uniform/MDM, etc • Cal • Excursion, Tours, Health Check ups • Formulation of MTA 	<ul style="list-style-type: none"> • Effective Training • Development of curriculum & TLM, Periodical testing & Evaluation • LEP • Remedial Teaching
New Challenges			
<ul style="list-style-type: none"> • Non Availability of land • Mushrooming of un-recognized school 	<ul style="list-style-type: none"> • Decline in Sex Ratio 	<ul style="list-style-type: none"> • Non Productive Education • No linkage of education with life 	<ul style="list-style-type: none"> • Extra work given to teacher (Non-Academic) • No extra incentive to teachers

4.2 Ms. Neelam Rao, Director, MHRD, Government of India joined the deliberations. She suggested that some kind of method must be evolved;

- To rationalize schools and teachers in urban areas.
- She cited the example of Rajiv Vidya Mission (SSA) in Andhra Pradesh which took the initiative with the Department of Child Labour to eradicate child labour through media, visits to establishments and households and other methods.
- About 1000 children working as labourers were rescued and admitted to such RBC centres.

4.3 Representative of Group-II presented the report. To begin with, she suggested for release of funds to the urban officer/city concerned for more effective implementation of SSA programmes in the urban areas. The group report says that the responsibility of bringing the out-of-school children to school has been vested with the Pradhan and the teacher concerned in the State of Maharashtra. During the presentation, Ms. Neelam Rao, Director, MHRD said that Project Officers of million plus cities should follow the Pune Model or think of building multi-storeyed schools as and when there is scarcity of land in urban areas. Group-II consists of Pune, Surat, Kanpur Nagar, Jaipur, Lucknow & Patna. Major findings of the presentation are as follows:

GOALS FOR SSA IN URBAN AREAS- GROUP II
Status
<ul style="list-style-type: none"> • Household survey is completed & Upgraded OOSC/Slum areas are identified.
Challenges
<ul style="list-style-type: none"> • Landless school. Unavailability of land in urban areas • Dilapidated school buildings lack of infrastructure school less slums • Awareness/Motivation of parents of child labours. • Large number of migrated families and problems of street children, orphans etc. • Bifurcation of budget/Manpower
Challenges overcome
<ul style="list-style-type: none"> • Identification of land for school (Kashiram ji Yojna) • Maintenance budget, revaluation of rents & provision of infrastructure. • AIE centres started in school less slum. • Shelter schools, transportation of children (Red light areas & railway platforms) • Residential /non Residential bridge course increased retention rate and decrease in drop out rate. • Mobile Schools
New Challenges
<ul style="list-style-type: none"> • Mainstreaming of children in AIE and MPEGES. • Mid Day Meal • Free Text Book • School Uniforms • Remedial Teaching Class II/III • Scholarship • Selection of ward volunteers • Janshree Vima Yojna Group insurance to parents to decrease drop out & OOSC • Identification of CWSN. • CAL • Improvement of learning levels of Maths, English, & Languages • Adaptation of new Technology.
Strategies
<ul style="list-style-type: none"> • Defining feeder areas of schools • Fixing teachers responsibility for every child. • Community Mobilisation • Involving NGOs • Acquiring community-places for AIE. • Change mode of training of teachers • Quality based classroom practice, library at every class. • Profiles of school category (A,B,C,D) Strengthening of URC, CRC, Personals DIET
Monitoring Mechanism
<ul style="list-style-type: none"> • Tracking implementation & progress developing formats for monitoring. • All schools including private should be covered under DISE planning of Community based monitoring to be adapted. • Detailed schedule for supervision at all urban centers in city.

4.4 Mr.Kaalimuthu presented the report of Group-III. The data he submitted in regard to status of the cities, strategies developed and several suggestions were very satisfactory. Moreover, he suggested supply of sewing machines to out-of-school girls

(social group) to attract them to RBC centres and in addition basic facility like medical check-ups etc should be provided in time and modernization of Madrasas, keeping teachers away from non-academic work, regular monitoring, systematic tracking out-of-school children, implementing the interventions may be fruitful that also tried in Uttarakhand and Indore. Group consists of Meerut, Indore, Vadodra, Coimbatore, Bhopal, Ludhiana, Vishakhapatnam & Agra. Key strategies, challenges & status of the cities are as under:

Indicator/Status				
% Girls Enrolment	Allahabad	Kochi	Vijayawada	Amritsar
Primary School	48	49.8	49	48
Upper Primary school	46	49	48	47
CWSN	2050	3100	966	2584
SC Enrolled	26	28	15	28
ST Enrolled	-	-	5	-
Minorities	15	43	10	2
Challenges				
education	<ul style="list-style-type: none"> •Lack of awareness among parents •Economic reasons, as the children engaged in domestic activity •Migration problem •Social and religious problems which obstruct them to have modern 			
Key Strategies				
1.	Creation of awareness among the parents by conducting awareness camps			
2.	To establish mobile schools, work site schools, seasonal hostels for the migration children.			

4.5 After the group-III presentation, Mr.Mukundan of Group-IV presented the report on behalf of the group. The data concerning to the group activity agenda was presented which was found satisfactory. Further he said that SSA, Andhra Pradesh would be contacted to plan for inter-state coordination in respect of children of families that migrate from one state to another. Group IV consists of Varanasi, Madurai, Nashik, Jamshedpur, Jabalpur, Asansol & Dhanbad. Some of the key strategies, major challenges & status in respect to the cities are as follows:

GOALS OF SSA -GROUP IV			
Status			
<ul style="list-style-type: none"> • House hold survey done in all cities • 100% of Access in Jamshedpur, Jabalpur, Madurai, Nashik, Asansol • Varanasi and Dhanbad, have access less habitations. • Dhanbad-Jharia Block • Varanasi -35 wards. 			
Challenges			
❖ Unavailability of land, Rented buildings, Rapid Urbanization & Over crowded schools			
Out of School children			
	Boys	Girls	Total
Jamshedpur	148	295	443
Dhanbad	-	-	340
Varanasi	551	468	1019
Madurai	173	133	306
Jabalpur	2272	1949	4221
Nasik	580	718	1298
Asansol			1587
Strategies			
Madurai	NRBC-	10 Centres	Covered 286
Monitoring Mechanism	<ul style="list-style-type: none"> • Tracking Registers in BRC, EE Registers in Schools, Monitor for one year, EVs & Teachers, BRPS are responsible & Video conferencing review meetings etc. 		
Jabalpur	1044 HEC & Platform Schools 200		
Monitoring Mechanism	<ul style="list-style-type: none"> • Paraspar Yojna (852) TEC (1125), mainstreaming (142), data base, field base monitoring, review base monitoring, IPMS, DMR annual, monthly meeting/video conferencing 		
Jamshedpur	<ul style="list-style-type: none"> • Mainstreaming (93) & NRBC 150, RBC-100, Drop out in centre 100 		
Monitoring mechanism	<ul style="list-style-type: none"> • Regular tracking format, field base monitoring by CRPs BRPs, and district level functionaries, review base monitoring (RPM Video, Conferencing) 		
Dhanbad	<ul style="list-style-type: none"> • RBC-98 Mobile school 52 NRBC-190 		
Monitoring mechanism	<ul style="list-style-type: none"> • Monitoring by BRP, CRP and BOP , Cluster, Block and district & Review base monitoring (RPM & video conferencing) 		
Asansol	<ul style="list-style-type: none"> • NRBC 750, DUC 737, RBC-100 		
Monitoring Mechanism	<ul style="list-style-type: none"> • Regular monitoring by Shiksha Bandhu Supervision by Corporation CPC & District officials 		
Varanasi	<ul style="list-style-type: none"> • Mainstreaming 538, KGBV-100, NRBC 125, RBC-221, Disabled Children 35, Through IED 		
Monitoring Mechanism	<ul style="list-style-type: none"> • Through district co-ordinations BRP Co-coordinator NPRC 		
Nasik	<ul style="list-style-type: none"> • Mainstream 651, AIE-452 		
Monitoring Mechanism	<ul style="list-style-type: none"> • Monitoring by ward education committee CRP & Regular monitoring by Shiksha Bandhu Supervision by Corporation CPC & District officials 		
Varanasi	<ul style="list-style-type: none"> • Mainstreaming 538, KGBV-100, NRBC 125, RBC-221, Disabled Children 35, Through IED 		
Monitoring Mechanism	<ul style="list-style-type: none"> • Through district co-ordinations BRP Co-coordinator NPRC 		
Nasik	<ul style="list-style-type: none"> • Mainstream 651, AIE-452 		

Monitoring Mechanism	<ul style="list-style-type: none"> Monitoring by ward education committee CRP & Regular monitoring by Shiksha Bandhu Supervision by Corporation CPC & District officials
Varanasi	<ul style="list-style-type: none"> Mainstreaming 538, KGBV-100, NRBC 125, RBC-221, Disabled Children 35, Through IED
Monitoring Mechanism	<ul style="list-style-type: none"> Through district co-ordinations BRP Co-coordinator NPRC
Nasik	Mainstream 651, AIE-452
Monitoring Mechanism	Monitoring by ward education committee CRP
New challenges	
<ul style="list-style-type: none"> Timing of Schools, MG/ML, child tracking system, trained teachers, madarsa modernization & teacher attendance 	
Strategies	
<ul style="list-style-type: none"> Plat forming schools, NRBC/HDC/RBC, teacher data base & dakshay and evening Schools, proper Training, collaboration with ILO (TEC), Para spare/schools, ABL deprived urban children centre Human Development centre , mobile school, CWSN Hostel/ Migratory hostel, whole site school & night schools 	
Monitoring Mechanism	
<ul style="list-style-type: none"> CRPS, BRPs, Field based, teacher dola base of dakshala samvardhana, OIC from state in MP, dola based, Review Meeting 	
Status	
<ul style="list-style-type: none"> Low gender & social category gaps, retention of children, teacher deployment & attendance, Nasik, Dhanbad, Asansol, Jamshedpur having high gender gaps, retention of girls, quality monitoring of classroom (From monitors and community) & retention of minority children. 	
Challenges	
<ul style="list-style-type: none"> Minority Ed. (Jabalpur), Push out of Pull factor are challenges, Attendance change of teachers, Early Marriage (Asansol), Infrastructure (Girls toilet/DW/Over crowded classroom, Student Attendance tracking systems, Child labour Girls (Asansol) & Class room process an issues 	
Challenges Overcome	
<ul style="list-style-type: none"> Modernisation model madarsa, Vocational Training (Madurai, Jabalpur), MG//ML needs addressed (Jabalpur, Jamshedpur, Madurai & Teacher Data based (MP), MTA Formation, Dakeshata samuardhan (Jabalpur), Dakshala Samvardhana and children tracking system, Distribution of the test books, Reading writing programs, Teacher Handlooms & ABL/Learning coaches/Learning books 	

SESSION-VI

4.5 The Group –V, the last group presented its report. The representative of the group gave overall suggestions in respect to strategies such mobile schools, proper testing evaluation, grading of schools, better involvement of the community etc. The District Coordinator from Punjab narrated how the teachers working for primary schools were asked to take a test to assess their command on the subjects they teach which was also an example of better initiative. Group consists of Faridabad, Allahabad, Vijayawada, Kochin, Amritsar & Rajkot Some major findings of the group in their presentation are as under:

Status of educational indicator, Issues & Strategies

Issues	Strategies
<ul style="list-style-type: none"> • Social & Economic Reasons • Community involvement • Lack of School infrastructure • Teachers absenteeism • Teaching/Learning • Students teachers relationship • Lack of teachers • Teachers attendance • Evaluation • Lack of subject teachers 	<ul style="list-style-type: none"> • Vocational training • Coordination of ward education committee • Special provision under SSA • Teachers training • Special workshops • Recruitment of Para teachers • Appointment of teachers through special B. T. C. • Subject wise teachers training • Remedial teaching arrangement

Quality Related status

Indicator	Allahabad	Kochi	Vijayawada	Amritsar
Drop out rate	5%	5%	5.45%	4%
Transition Rate	75%	99.9%	98%	98%
80%	89%	99%	94%	86%
Retention rate	83%	99%	86%	82%
Completion Rate	80%	99%	99%	86%

Indicators	Allahabad	Kochi	Vijayawada	Amritsar
Teachers status	6012	4218	1100	3881
Teachers training	82%	73%	98%	95%
P.T.R	55-1	28-1	28-1	40-1
TLM	100%	100%	100%	100%
TLE	100%	-	100%	-
BRC	21	3	2	9
CRC	218	7	19	97
URC	1	2	-	-
C.E.R.C	2	1	-	-

Out of school Children & Enrolment

OOSC	Allahabad	Kochi	Vijayawada	Amritsar	Faridabad
	894	3030	3894	-	-
Enrolment	210695	95000	74480	101666	-
Primary	35005	51000	24375	50348	-
Upper Primary	175690	44000	50105	51318	-
Ratio of PS to UPS	2.6	2.1	2.05	2.5	-

As an outcome of the group discussion after each group presentation, the following points are noted for further necessary action;

- ❖ Formation of MIS structure especially at the city level for developing coherent data structure.
- ❖ Formulation of detailed, need based, urban specific AWP&Bs 2009-10, with greater participation of local bodies.
- ❖ A system should be in place for tracking out of school children, their enrolment and mainstreaming.
- ❖ Streamlining of the fund flow system directly to the city concerned authority to expedite delivery of funds to schools.
- ❖ Sub-district/school level resource support, supervision and monitoring mechanism akin to BRC & CRC need to be in place as per the local context and need, to help improve retention and quality.
- ❖ Teacher rationalization.
- ❖ Rationalization of schools at some point of time.

4.6 Ms. Neelam Rao, Director, MHRD, Government of India, spoke on concept & feature of urban planning. She said urban planning is an imperative part of Technical Support Group of MHRD which covenant with the planning process of all the components of each parameter for UEE in urban areas. She further recommended for quarterly monitoring of the planning and implementing schemes in million-plus cities. She wanted that all reports must comprise the details of Field Trips taken by the officers concerned. She further suggested that they must invent best practices.

She recalled the observation of the monitoring system dealing with how the attendance of pupils and teachers was monitored. In response to her deliberation the officer concerned from the Baroda responded that they had used Biometric Devices provided by Baroda Municipal Corporation. He also alleged how learners' learning was being assessed at regular intervals. He further stated that some private schools were converted into Government schools benefiting about 2000 children. Meanwhile, the State Project Director, V. P. Sing, Delhi informed the participants that attendance of pupils and teachers gets recorded online.

4.7 Ms.Neelam Rao, Director, delivered a presentation on planning for urban areas through approximately 5-6 slides and subsequently explained them. She wanted every state to activate the urban cells. She suggested treating million-plus cities as separate districts while planning schemes for the urban deprived children. Then she said that schemes for migrant children must be implemented by relocating schools, shifting teachers and other interventions. Key points of her suggestions are as under:

- Million-Plus Cities must treat as separate districts while planning schemes for the urban deprived children
- Activate the urban cells for academic support, monitoring & teachers training
- Schemes for migrant children must be implemented by relocating schools, shifting teachers etc
- Schools with multi-storey system in absence of land
- Monitoring must be regular at the City level & Quarterly at the National level
- Involving municipal bodies in urban planning under SSA
- Inter-sect oral convergence and covering of SC, ST & Minority children
- Urgent need for ensuring community participation
- Strengthening academic supervision
- Inventing proper mechanism to monitor attendance, making schools/classrooms interesting and mechanism to make teachers accountable etc.

Concerning monitoring of the schemes implemented in urban areas, she asserted that the officers must maintain the data submitted in Results Framework Performa. She again suggested that it would be desirable to have monthly monitoring and creating EMIS involving new technologies. At the end of her deliberation, she affirmed that the next review meeting would be held in January 2009.

SESSION-VII

4.8 Sh. K.Girija Shankar, Senior Consultant, made a presentation on monitoring mechanism and explained on monitoring of schemes. He told the participants about a large number of Monitoring Institutions (MI) engaged by MHRD to learn about the various interventions of SSA at the district and state levels, key outcome indicators, verify process and procedures of implementation etc.

Then he explained about the utilization of MI feedbacks from monitoring institutes. He further informed that the ministry has entered into revised MOU with 40 different MI for further period of 2 years. He presented graphical analysis on the feedback provided by MI's on the schemes implemented by SSA such as–

- Free supply of textbooks
- Teaching-learning material
- Training on TLM, school grants, teacher training, calendar of training and academic support for BRC
- Quality of civil work.
- Status of Village education committees, school management committees, educational volunteers and their training attendance of educational volunteer, research studies and DISE
- Staffing of SSA, NPEGEL, KGBV and other schemes etc. **(Presentation at Annexure-XI)**

4.9 Sh. V Murli Krishan, DPO, SSA, Tamilnadu made a presentation on quality aspects/interventions in Tamilnadu, focussing on various achievements, strategies and practices for ensuring UEE under SSA. He highlighted the status of curriculum renewal, transformation of classroom processes, features of ABL, its impact and many other initiatives. Key features of the presentation highlighting various innovative interventions are as follows:

- ❖ ABL introduced at both the level of elementary level.
- ❖ Active Learning Methodology (ALM) introduced in VI, VII and VIII in 12,000 upper primary schools.
- ❖ Classroom process: Introduction of concepts by the teacher, reading (students, self/pair study), small group discussion (level 1), mind mapping, discussion (level 2), summarizing (level 3) presentation and discussion in large group (Teacher as facilitator).
- ❖ Mind-Mapping of the concepts provides scope for creativity among children.
- ❖ ALM can be adopted for almost all subjects with certain limitations in mathematics and languages
- ❖ Impact on; Children exhibit unlimited curiosity, interest and enthusiasm for learning.
- ❖ Improvement in the performance of children.
- ❖ Confidence levels of children greatly improved.

- ❖ Boys and Girls interact with the teachers without any inhibition and come to the stage with confidence.
- ❖ Reading Corners established in all primary schools to inculcate the habit of reading among small children
- ❖ 172 titles of children books from NBT and SBT made available.
- ❖ 42 Supplementary reading materials in regional languages developed by Teachers.
- ❖ 80 Graded series of children books with colorful pictures developed by teachers for I and II children. (**Presentation at Annexure-XII**)

4.10 Dr. A.K. Dissti. District Officer, SSA, Indore, Madhya Pradesh made a presentation on collaboration of Madarsas with SSA. He emphasized on number of facilities provided under SSA, imparting modern education to the children. He further said that elementary education in Madarsas was an initiative widely accepted in Madhya Pradesh taking into account overall improvement of the children apart of the religious teachings. Status in regard to the amenities extended in these Madarsas is as under:

- All 170 Madarsas registered with the MP Madarsa Board are being supported under 'Modernization of Madarsas' scheme of SSA in district Indore.
- All 129 Madarsas of Indore city are being supported under the scheme
- All these Madarsas are implementing formal curriculum to their children along with dini talim
- Following support has been provided to the Madarsas in 2008-09 under 'Modernization of Madarsas' in district Indore:
 - Free text books to all children enrolled in these Madarsas but not going to formal schools
 - School grants of Rs 5000 per annum to all Madarsas.
 - Uniform to all girls enrolled in these 170 Madarsas
 - Meeting of one teacher from each Madarsa at DIET for academic support.
 - A total of 10558 children enrolled in Madarsas have been provided with free text books in Indore city.
 - An annual School Grant of Rs. 5000 has been given to all 129 Madarsas in Indore city.
 - Training to 340 Madarsa Teachers from 170 Registered Madarsas (Including 129 urban madarsas) to be held in second week of November 2008.

- Teachers Training of 20 days as per the prescribed curriculum will be provided to the extent of 2 teachers each from 170 Madarsas.
- Training Module has been developed by Rajya Shiksha Kendra

Future Plans

- 2 Madarsas (1 in indore City and 1 in rural area) will be developed as Model Madarsas
- Following facilities will be ensured in these:
 - 5 computers
 - Dakshata Samvardhana
 - Bridging for OOSC under Paraspar Scheme
 - Evaluation Note Books to all children

4.11 After the above presentation a documentary film on ‘Silent revolution’ on quality in Tamilnadu was shown to all the participants conveying the message of innovative achievement on quality for UEE. It was principally accepted to replicate the idea/initiative in other state. Various interventions were narrated in a short while, interpreting every aspects of intercession. (**Presentation at Annexure-XIII**)

5. Areas of Action

- ❖ Strengthening of monitoring system in urban areas.
- ❖ Involving NGOs to augment community/parental involvement.
- ❖ Strengthening academic supervision
- ❖ Community mobilization programme
- ❖ City specific MIS for obtaining relevant data
- ❖ Mapping & identification of urban deprived children
- ❖ Monitoring attendance of teachers, students & classroom processes
- ❖ Rationalization & relocation of schools
- ❖ Strengthening convergence with other education providers
- ❖ Empowering the community members for overall monitoring of the schools, teachers & children performance with more emphasized on teachers-students relationship.
- ❖ Tracking & Mapping of slums children for mainstreaming into nearby alternative schooling centres.

- ❖ Review of progress & implementation of 35 metros/million plus cities on quarterly basis.
- ❖ Capacity building of the urban academic resource persons to enhance the academic support to the teachers.
- ❖ To built a mechanism immediately to ensure effective monitoring of the children and teachers absenteeism and also the evaluation of students performance.

6. Before giving the vote of thanks for the two days meeting, it was requested to all the participants to submit the format before December 2008 so that proper planning may be ensured on the next meeting i.e. in January 2009. Then Sh. Altab Khan, coordinator of the programme requested senior officers Sh. V.P. Sing, SPD, Delhi and Ms. Prabha Alexander to give their views/feedback on behalf of the participants for the two days programme. Both the officers with almost similar views thanked to such a programme initiative at the national level which could expedite more achievements in such difficult areas for UEE. Further they expressed their views for field visits, the next meeting. They also gave their concerns on behalf of the participants to the officials of SPO, Andhra Pradesh for their valuable support in organizing such workshop/review meeting, making all wonderful arrangements for the participants.

The meeting ended with vote of thanks

FIELD VISIT BY THE TSG CONSULTANTS

After the workshop the TSG consultants undertook a field visit in Hyderabad & Rangareddy districts. The visit included, a girls Madarsa supported under SSA i.e. **Jamiatul Mominaat** at Mughalpura in Hyderabad District and an AIE centre at Shappo in Qutubllahpur, Rangareddy District for children of industrial laboureres and the migrants' children.

The team interacted with the teachers, children and other official at the Madarsa; it was observed by the team that the teachers provided under SSA were inadequate (12 teachers for around 1200 students for the elementary level). It was also observed that the textbooks have not been received so far and as a result Madarsa Management had procured them from open market to continue with imparting secular education to the above girls enrolled in madarsa. Moreover, a major issue raised by the Madarsa Management was about insufficient training given to teachers (only 3 days) which obviously served little purpose. As far as performance of the children is concerned it was found to be satisfactory.

Second visit by the team was at the AIE centre at Qutubllahpur, Rangareddy District where the team observed that three Education Volunteers were provided for around 140 children, including the non domicile children (Bihari & Nepali) and there was some link reported between the AIE centre and the local primary schools. It was also reported that 15 children were mainstreamed to these schools last year 2007. A major issue of concern that emerged during the visit was of non payment of honorarium to the EVs since July 2008. The SSA functionaries of Rangareddy District and SPO attributed this delay to the time taken by the EVs in opening there bank account as the SPO had decided to deposit the honorarium of EVs in there bank account from the DPO.

The main issues emerged during visits:

- Delay of Payment of salary/honorarium to the Education Volunteers.
- Teachers training.
- Inadequate teachers.
- Irregular supply of textbooks.
- Achievement level.
- Insufficient basic needs like-Children were sitting on the floor, no drinking water facility in AIE centre.
