

Minutes of 2nd National Workshop cum Review Meeting on Urban Planning for 35 Million Plus Cities held on 7th and 8th July, 2009 at Kochi, Kerala

1. Copy of the Programme Schedule is at **Annexure I**
2. List of Participants is at **Annexure II.**
3. Commitments taken by the state is at **Annexure-A**

Following States and Cities were not represented in the Workshop:

| State | City |
|---------|-----------|
| Punjab | Ludhiana |
| Haryana | Faridabad |

4. The Workshop started with a brief inaugural session which included welcome address by Sh. K. Sasidharan, Addl. SPD, Kerala, brief introductory remarks by Sh. P.K. Tiwari, Director, MHRD and a presentation by Shri. Altab Khan, Consultant, Urban Planning, TSG explaining the objectives of the workshop.
5. Methodology adopted for conducting the workshop was to initiate the discussion on the given topic with a small presentation by a TSG consultant or state representative to be followed by an intensive and extensive interactive session covering various facets of that topic.
6. Following are the presentations made in the workshop:
 - Overview on the Nature and Quality of city plans and challenges by Shri. Altab Khan (**Annexure-III**)
 - Micro planning in urban context by Shri. Adil Rasheed (**Annexure-IV**)
 - Bridging of social category gaps by Ms. Kalpana Bharadwaj (**Annexure-V**)
 - Progress on planning for Inclusion of urban deprived children by Ms. Seema Rajput(**Annexure-VI**)
 - Availability and use of DISE and HHS data in urban specific planning by Shri. Ravi Kant Baghel (**Annexure-VII**)
 - Issues and challenges for planning infrastructure in Urban Context by Shri. S.C. Girotra (**Annexure-VIII**)
 - Challenges and possibilities; planning for quality improvement in the urban context by Ms. Suzana Andrade (**Annexure-IX**)

State's Presentation

- Urban and best practices for providing quality education by DELHI (**Annexure-X**)
- Deprived urban children (Jamshedpur)-**Annexure-XI**
- Urban Planning in Tamil Nadu (**Annexure-XII**)
- Status of Urban planning/Plan formulation of Pune Municipal Corporation (**Annexure-XIII**)
- Urban Planning in Kerala (**Annexure-XIV**)

7. Important issues and Action Points emerging from deliberations in the workshop.

6.1 The task of implementation of SSA and universalization of elementary education gets difficult in urban areas due to a variety of factors like heterogeneous nature of child population with diverse socio-economic, cultural and linguistic background, multiplicity of administrative structures working often without a shared perception of their respective roles and responsibilities, stiff competition from private players coupled with tardy pace of meeting infrastructural requirements of govt. schools, an indifferent community, lack of adequate space for expanding schooling facilities etc.. Incidence of migrant child population makes the task even more difficult as a lion's share of this migration is seasonal in nature making an effective coordination between the places or/and states mandatory to guarantee the continued education of these children.

6.2 It was in view of the complexities involved that it was decided in the 1st workshop on Urban Planning to have an Urban Cell in each of the State Project Offices and District Project Offices and for each of the Million Plus Cities and Urban Resource Groups at the state, District and City levels. However, these important bodies were reported to have been set up in a few states/cities only as shown below:

| Urban Cell | | | Urban Recourse Groups | | |
|-------------|----------------------|-----------------|-----------------------|----------|-----------------|
| State | City | District level | State | District | City |
| Tamil Nadu | Chennai | Chennai | Maharashtra | Mumbai | Mumbai and Pune |
| Maharashtra | Mumbai and Pune | - | Delhi | - | - |
| Jharkhand | Jamshedpur & Dhanbad | - | Jharkhand | - | Jamshedpur |
| Karnataka | Bangalore Urban | Bangalore Urban | Uttar Pradesh | - | Lucknow |
| - | - | - | Rajasthan | - | Jaipur |

There also appeared to be a lack of common and clear understanding of the composition and functions of these instrumentalities of urban planning. **After an in-depth and prolonged discussion, it was decided that the States/ UTs would constitute Urban Cells and URGs at the SPO and district levels and specifically at level of each of the million plus cities as quickly as possible.**

6.3 **As regards the composition and functions of Urban Cell and Urban Resource Group, the agreement arrived at was that Urban Cell at the State or district level would be a small formation with the Urban Planning coordinator as convener and coordinators of planning, Alternative schooling, community mobilization, pedagogy and MIS and representatives of education department and Municipal corporation/bodies as members. The purpose of having the Urban Cell is to maintain constant dialogue and facilitate sharing of ideas and information amongst the project, departmental and municipal authorities with a view to ensuring unity of approach to achieving the goal of universal quality education. The Urban Cell must, therefore meet at least once every month.**

6.4 Urban Resource Group should be a larger body at state, district and city levels with possibly the following as member though the composition may vary from state to state due to ground realities:

| State Level | District Level | City Level |
|--|--|---|
| a) Secretary, Elementary Education Deptt. -Chairperson | a) District Magistrate-Chairperson | a) Municipal Commissioner-chairperson |
| b) SPD, SSA- Convener | b) District Mission Coordinator SSA-Convener | b) District mission coordinators' |
| c) Directors of Elementary Education & SCERT | c) Principals of DIETs in the district | c) Coordinator, Urban planning in the District Mission Office-convener |
| d) Director, Municipal Administration | d) CEOs of Municipal Bodies in the district | d) Representatives of Police, HE, revenue , labour and social welfare departments |
| e) Municipal Commissioner (in case of the city being capital city) | e) District heads of police, labour, PHE, social welfare departments | e) Principal, DIET |
| f) Representatives/Directors of Land Revenue, Labour, Police, PHE,WCD and Social Welfare Departments | f) Two-three NGO representatives | f) Two-three educationists |
| g) Three to five NGO representatives | g) Two-three educationists | g) Two-three NGO representatives |
| h) Two or three educationists | | h) Three or five representatives from ward education committees(WECs) |

| | | |
|-------------------------------|--|--|
| i) Commissioner, Disabilities | | |
|-------------------------------|--|--|

Urban Resource Group should be meeting on quarterly basis and is meant to address the cross-sectoral and inter-departmental issues relating to education and should act as a major platform for convergence.

6.5 **On the issue of convergence, the overwhelming feeling was that it must not be dependent on personalities and should rather be institutionalized through appropriate govt. orders and standardized processes.** It was necessary, therefore, for the States/Cities to revisit the existing mechanisms with regard to the role of project and municipal authorities in respect of :

- Preparation of annual plan
- Implementation of planned intervention
- Flow of fund and Monitoring of the implementation process.

6.6 **Perspective plan was reported to have been prepared for 10 cities-Bangalore, Patna, Mumbai, Kochi, Jaipur, Chennai, Hyderabad, Kanpur and Kolkata.** TSG was asked to study all these plans to see if the quality and equity related issues had sufficiently been addressed, because the separate city plans submitted in respect of 23 cities along with the AWP&B, 2009-10 appeared to be wanting in this respect. **It was agreed to that the perspective plans and future annual plans should treat Access, Equity and Quality as inalienably inter-related issues and evolve the roadmap in this wider context.** It was decided that this aspect of the city plans would be discussed at greater length in the next workshop.

6.7 'Ward' was reported to be the unit of planning in all other cities except Delhi and Bangalore. Delhi has Kshetras and Bangalore the habitations (defined as an area within 1 ½ km of an existing school) as unit of planning. TSG would collect detailed information on these two variants of unit of planning. However, important issues which engaged considerable attention and came forth as crucial to the urban planning process were (i) *How active are the ward education committees* (ii) *How do they interact with the school managing committees?* (iii) *Are Ward education registers being maintained properly?* (iv) *Do the ward education committees cover the notified slum areas too?* (v) *Are there any people's committees for unauthorized slums/settlements too?*

There was a general feeling that community involvement in school management and education planning was a huge challenge area. **Collective decisions was that each of the States/Cities would devise effective strategies for and structured answers to this challenge and share them in the next workshop, so that the same could be factored into the Annual Plan for the year 2010-11.**

6.8 Discussion on the accurate and comprehensive survey of the child population and an effective child tracking system proved to be both engrossing and enlightening. Cities reported to have made sincere efforts in this regard and taken assistance of NGOs too to accomplish the task, but job

obviously remains far from accomplished. Important questions which were posed for the realization of the unfinished agenda included :

- *Do we have a computerized system for maintaining profile of each and every child?*
- *Are the WERs being updated regularly?*
- *Are the WERs being used to track out of school children and drop-outs?*
- *If yes, what is the response mechanism?*
- *How is the record of children in authorized and unauthorized slums being maintained?*
- *What is the system of sharing the information on uprooted children of unauthorized slums and migrant children?*
- *Are there citizen vigilance committees to track and report child labour?*
- *Is there any convergence with the services like children?*
- *How are the children in welfare homes/orphanages or Juvenile homes being kept track of?*
- *Is the record of children enrolled in private schools being maintained?*

6.9 There was no second opinion on the need for a meticulous school mapping and micro planning exercise. It was agreed to that if more than one agency or NGOs are being engaged for this exercises, there has to be mechanism to ensure coordination among them. **The participants also agreed that it was high time to cover the entire city at a time rather than taking up the micro planning in a fragmented manger in selected areas only.** As the Wards/Kshetras/Bastis might be much bigger in size, states and cities needed to identify and define an appropriate unit for planning closer to the idea of habitations.

6.10 If one looks at the interventions being implemented by the States in urban area to bring out –of-school children to school, the effort deserves to be lauded, but the discussion on this issue underscored the need for addressing following areas and questions to ensure even better planning for the coverage of out of school children:

- *If the schools have the capacity, infrastructure and teachers to take care of these children and the motivation to provide them a secular, compassionate and non-discriminatory space to ensure their continuation in the schools.*
- *If there is a mechanism for keeping track of the attendance, retention and learning achievement of the mainstreamed children and if data is being collected and compiled in a disaggregated manner.*
- *If the existing norms are good and flexible enough to cater to the educational needs of different categories of OOSC.*

- *If the interventions are robust enough to mainstream the children in formal schooling system or underpinned by a feeling that ‘something is better than nothing’.*
- *If the present arrangements are sufficient to provide regular on-site academic support to the Education Volunteers as there is a growing feeling that BRCs and CRCs are overburdened.*
- *Is mainstreaming being undertaken or enforced in a mechanical manner or there is a mechanism to ensure that the child being mainstreamed has actually acquired the competencies appropriate for the class where he/she is being enrolled?*
- *What are the arrangements for the children who failed to acquire the desired level of competencies even by the time the term of the AIE centre is over?*
- *If the Pedagogy unit is closely associated with the preparation of bridge courses and activity-based teaching learning process is taken care of the course material.*
- *How is the quality of teaching- learning process in the AIE centers being monitored?*
- *Are the parents and community being involved in monitoring the quality of teaching-learning process and learning level of the children in AIE centres?*
- *What is the mechanism for taking care of backward and forward linkages in this regard, like arrangements for creating an enabling environment for the smooth transition of the OoSC from AIE centers to formal schools they are mainstreamed into?*

6.11 The session on Quality was aimed at sharing the issues discussed in the zonal workshops on Quality, so that the participant are aware of the major takeaways of those workshops and quality issues are taken adequate care of while preparing the city plans. **There emerged a consensus on the need for strengthening the resource support team for the teachers at the city level.** It was also felt that it was not necessary that this team included project functionaries only, but a large number of resource persons could be taken from amongst parents and community.

6.12 Participants also agreed that the states/cities needed to take a serious look at teacher training modules and strategies for the on- site support to the teachers and Education Volunteers with a view to helping them develop a correct understanding of activity based teaching- learning process and TLMs. **Unless the teachers were convinced that activity-based teaching learning process was the simplest thing to happen in the classrooms and TLM did not imply sophisticated equipments and materials, they would not be practicing it and solution was definitely not in blaming them, but in developing their capacity as well as that of the resource persons.**

It was decided that the issue of quality teaching-learning process would form an integral part of the city plan and would be prepared in active consultation with the State pedagogy team.

6.13 Initiative taken by Delhi in the form of online tracking and monitoring of teacher and student attendance was appreciated by all the state/city representatives. It was decided that a serious thought would be given to have a similar system in all the cities.

6.14 Other initiatives which were equally appreciated included the Chennai Municipal corporation's involvement in improving the school infrastructure and state's decision to introduce ABL in all the government schools, Bangalore's initiative for systematic school mapping, efforts in Jamshedpur to develop PPP for providing education to OOSC, increasing use of audio visual equipments for teaching learning in Ahmadabad to name a few.

7 Most important decision was that the next workshop on Urban Planning would be for discussing and developing the draft city plans and hence all the states would be attending the workshop with a draft plan in respect of the Million Plus Cities which must reflect the issues discussed and agreements arrived at in this workshop. It was also decided that the Urban Planning Coordinator in the SPO and one representative of each of the cities would henceforth be attending the national level workshops on Urban Planning.

- The meeting ended with vote of thanks
