

Govt. of  
Maharashtra



MCGM

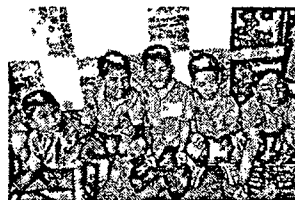
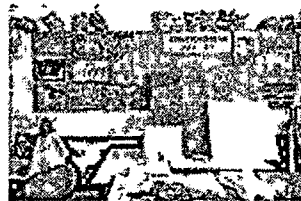


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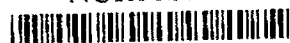
# A Review of Primary Education in the MCGM Schools



*Mumbai Transformation Support Unit*

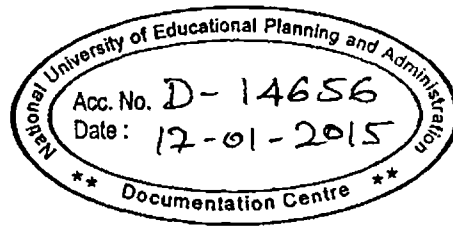
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# A REVIEW OF PRIMARY EDUCATION IN MCGM SCHOOLS

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## **A REVIEW OF PRIMARY EDUCATION IN THE MCGM SCHOOLS**

### **1. INTRODUCTION**

With the advent of globalization and the flattening of the world, some cities in the world have been categorized as global cities or world class cities. These are cities which have a direct and tangible effect on global affairs through socio-economic, cultural and / or political means. One characteristic of a world class city is that of having world renowned cultural and educational institutions such as museums and universities- that is to say offering quality education to its inhabitants. Mumbai has two A grade universities, a couple of A grade deemed universities, prestigious business and technology institutions, medical colleges as well as a host of high quality primary and secondary schools. It also has primary and secondary schools conducted by the Municipal Corporation of Greater Mumbai ( MCGM ). Mumbai is considered to be a seat of learning in India.

In this chapter, an attempt has been made to map the progress made by a world class city like Mumbai vis-à-vis school education . The purpose of reviewing the progress made specially with respect to school education for the underprivileged , is to assess how far , a world class city like Mumbai has been able to fulfil the targets set by the Millennium Development Goals, the Sarva Shiksha Abhiyan and the National Knowledge Commission. On assessing the progress made, it will be possible to identify the areas for further enhancement so as to bring school education as close to world class levels as is possible. Before mapping the progress made, it is essential that the goals for school education as visualised in the Millennium Development Goals and the policies of the Government of India for school education be perused.

### **2 THE MILLENNIUM DEVELOPMENT GOALS AND PRIMARY EDUCATION**

**2.1** Primary education has been considered by the community of nations as one of the key elements for socio-economic progress. At the Millennium Summit of the United Nations in New York in 2000 eight Millennium Development Goals ( MDGs) were defined as a comprehensive development vision and these were pledged to by the community of nations and the world's leading development institutions. Of the eight

goals, Goal 2 and Goal 3 were directly related to the development of primary education with gender parity.

These goals were

**Goal 2**

*To achieve universal primary education*

**Target**

*By 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*

**Goal 3**

*Promote gender equality and empower women*

**Target**

*Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015*

2.2 Education especially for girls has social and economic benefits for the society as a whole. Achieving parity in education—in primary school and beyond—is critical for women to engage fully in society and the global economy. The achievement of universal primary education in Mumbai would also lead to the development of girls and women and their greater participation in the economic development of the city. In short, the achievement of universal primary education in Mumbai would be equivalent to the achievement of the Millennium Development Goals 2 and 3.

### **3. PRIMARY EDUCATION, A CONSTITUTIONAL RIGHT**

3.1 The pledge of the community of nations to universal primary education is reflected in the Constitution of India. After the 86<sup>th</sup> amendment to the Constitution in 2002 universal primary education has been included in the ambit of Fundamental Rights under Chapter III of the Constitution. The Directive Principle pertaining to free and compulsory education is now given in two Articles as under:

**Article 21A: Right to Education**

*The state shall provide free and compulsory education to all children of the age group of six to fourteen years in such a manner as the state may determine*

***Article 45: Provision of early childhood care and education to the children below the age of six years***

*The state shall endeavor to provide early childcare and education for all the children until they complete the age of six years*

Hence the Government of India is committed to early childcare and education and to universal primary education. This commitment has been turned into a practical reality through the scheme of the Government of India, called the Sarva Shiksha Abhiyan .

#### **4. THE SARVA SHIKSHA ABHIYAN (SSA )**

**4.1** The Sarva Shiksha Abhiyan ( SSA ) is an effort of the Government of India to universalize elementary education by community-ownership of the school system. It is a program with a clear time-frame providing an opportunity for the promotion of social justice through basic education. It visualizes the involvement of the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parent -Teachers' Associations and other grass-root level structures in the management of elementary schools. It is a partnership between the Central, State and Local governments providing an opportunity to the States to develop their own vision of primary education.

The program realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centers or pre-school centers in non-ICDS areas will be made to supplement the efforts being made by the Dept. of Women and Child Development.

The objectives of the Sarva Shiksha Abhiyan are

- All children to be enrolled in school by 2003
- All children to complete five years of primary schooling by 2007
- All children to complete eight years of elementary schooling by 2010
- Bridge all gender and social category gaps at the primary stage by 2007
- Bridge all gender and social category gaps at the upper primary stage by 2010



The thrust is on bridging the gender and social gaps and achieving a total retention in school by 2010.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalization in their own respective contexts and in their own time frame. The year 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out-of-school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age groups.

**4.2** Certain broad strategies have been visualized for the implementation of the SSA Program. These are

- *Institutional Reform*
- *Sustainable Financing*
- *Community Ownership*
- *Institutional Capacity Building* - The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.
- *Support System of Resource persons and Institutions*
- *Improving Mainstream Educational Administration*
- *Community Based Monitoring with Full Transparency*
- *Habitation as a Unit of Planning*
- *Accountability to Community*
- *Priority to Education of Girls*
- *Focus on Special Groups* - The SSA shall focus on children from SC/ST, minority groups, urban deprived children of disadvantaged groups and the children with special needs
- *Pre-Project Phase* - SSA will commence with pre-project phase activities such as household surveys, community-based micro-planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.

- *Thrust on Quality* - SSA lays a special thrust on improving the curriculum, child-centered activities and effective teaching- learning strategies.
- *Role of teachers* - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs by setting up of Block Resource Centers / Cluster Resource Centers, etc.
- *District Elementary Education Plans* - There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year.

During 2005-2006, nationally the SSA recorded a remarkable progress in terms of new schools, additional classrooms and additional teachers. The outlay by the Central Government for SSA was increased from Rs.7,156 crores to Rs.10,041 crores in 2006-07 and to 13,100 crores in 2008-09. An education cess of 2 per cent on all direct and indirect central taxes has been imposed through the Finance (No.2) Act, 2004. Action was initiated for creation of a separate, dedicated, non-lapsable fund, the 'Parambhik Shiksha Kosh' and maintained by the HRD ministry, Department of Elementary Education and Literacy. The proceeds are made available on a rollover basis for the scheme of basic education and mid-day meals (MDMs) scheme. Twelve crore children in India are now covered under the mid-day meal scheme, which is the largest school-lunch program in the world. A new program, called the National Programme for Education of Girls at Elementary Level (NPEGEL) was launched by the SSA at the national level, as an amendment to the existing scheme of SSA, for providing additional support by way of girl child friendly schools, stationery, uniforms, etc. for under-privileged / disadvantaged girls at the elementary level. The NPEGEL has been introduced along with the Kasturbha Gandhi Balika Vidyalayas (KGBVs), the Education Guarantee Scheme and the Alternative and Innovative Education (EGS and AIE) Scheme. It will thus be seen that the SSA is a practical reality of the Government of India's commitment to universalization of elementary education.

## **5. NATIONAL KNOWLEDGE COMMISSION ( NKC )**

5.1 Consequent to the formation of the Sarva Shiksha Abhiyan, in 2006 the government of India set up the National Knowledge Commission ( NKC ). The NKC believes that providing universal access to quality school education is a cornerstone for development and a minimum necessary condition for any progress towards making India a knowledge society. The National Knowledge Commission (NKC) recognizes that the primary responsibility for school education is borne by the state government. However positive changes in systems, particularly in providing resources and promoting organizational and other changes would require the entire involvement of the central and state governments together. The most important areas of possible intervention would be

1. *Central legislation for the Right to Education, backed by financial commitment*
2. *More flexibility in disbursement of funds*
3. *Decentralization and greater local autonomy*
4. *Expansion of functional literacy*
5. *Planning for school infrastructure*
6. *Enabling and regulating mechanisms for private schools.*
7. *The collection and speedy dissemination of accurate and current data on schooling, must be made a priority*
8. *More co-ordination between different departments of government on school education policy, even while ensuring more autonomy to the local management of schools*
9. *National evaluation body for monitoring quality*
10. *Revamping school inspection:* The system of school inspection needs to be revamped and revitalized, with a greater role for local stake holders and greater transparency in the system.
11. *Teachers and teacher training:* Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility.
12. *Reforms in the curriculum and examination system*
13. *Use of Information and Communication Technology*

*14. English language teaching:*

The incorporation of English into the curriculum through the teaching of English as a language in Class I and teaching of one other subject in English medium in later classes requires making pedagogical changes to contextualize language learning, increasing the availability of English language teachers and providing more bilingual and supplementary teaching materials.

*15. Intervention to ensure access of educationally deprived categories*

These proposals which require the active involvement of the central government as well state governments will go some way in terms of ensuring universal access to elementary education, wider access to secondary education as well as better quality and greater relevance of all schooling.

The NKC has gone beyond the SSA in suggesting interventions not only for early childhood care and education and primary education but also for secondary education. This is a step forward for enhancing school education.

So far the commitments of the Government of India for early childhood care and school education have been elaborated upon. It is now to be seen how the strategies of the Sarva Shiksha Abhiyan and recommendations of the National Knowledge Commission have been acted upon by the State and the local governments in Mumbai city.

## **6. LEGISLATION FOR THE RIGHT TO EDUCATION IN MUMBAI CITY**

**6.1** The Municipal Corporation of Greater Mumbai ( MCGM ) has, through section 61(q) of the Bombay Municipal Corporation Act (1907), committed itself to provide free elementary education to children in the age group of 6-14 years. Since 1965 the MCGM has also been conducting secondary schools and schools for mentally challenged children. Thus the recommendation of the NKC for legislation for the Right to Education for achieving the Millennium Development Goals is already being acted upon in Mumbai city by the MCGM. The MCGM has also gone beyond its Act to conduct secondary education and education for a disabled group of children.

## **7. FINANCIAL COMMITMENT TO SUPPORT LEGISLATION FOR THE RIGHT TO EDUCATION**

Legislation can turn into a reality only when it is backed by an appropriate financial commitment. Given below are the budgets for the various levels of school education.

### **a) Budget of the Dept. of School Education, Govt. of Maharashtra**

Table No. 1 below gives the budget of the State Government for adult education and school education for the years 2003-04 and 2007-08. It is seen that at the state level, over a span of five years, the allocation for adult education was increased by 49 % , for elementary education by 46 % and for secondary education by 40 %. This greater emphasis on education by the State at the macro level is reflected in greater emphasis at the micro level too as will be seen further in the budget for school education.

**Table No. 1: Budget for Adult Education and School Education of the Government of Maharashtra for the years 2003-04 and 2007-08**

No.	Level	2003-04 Rs. crores	2007-08 Rs. crores
1.	Adult Education	8.47	12.66
2	Primary Education	3804.65	5540.05
3.	Secondary Education	3575.50	5005.71

Source: Civil Budget Estimates 2003-04 and 2007-08, School Education and Sports Dept., Government of Maharashtra

### **b) Early Childhood Care and Education**

Where early child hood care and education is concerned, the ICDS budget is provided by the State Government for the conduct of Anganwadis. Since information about the budget for 2003-04 was not available, it has not been possible to make observations about the budget provision for Anganwadis. It is seen in Table No. 2 that in 2003-04, the MCGM conducted Balwadis with the help of donations from NGOs. However, in 2007-08, the MCGM , for the first time , has provided for Rs. 97 lakhs for early

childhood care and education for the Balwadis conducted by it. Through this budget provision, the MCGM makes available Rs.2,400 per month for each Balwadi.

**Table No. 2 : Budget for Anganwadis and Balwadis for 2003-04 and 2007-08**

No.	Scheme	2003-04 Rs.	2007-08 Rs.
1.	ICDS Anganwadis	INA	2,39,10,000
2.	MCGM Balwadis	Donations from NGOs	97,00,000

INA:- Information not available  
Sources:  
[www.icds.gov.in](http://www.icds.gov.in) , Dept. of Education, MCGM

This is a step on the part of the MCGM for the provision of early childhood care and education in keeping with the constitutional commitment of Article 45. However, the budget provided would support less than 350 Balwadis while there is a need to conduct a Balwadi with each of the 1612 schools ( See Table No.5). For a full fledged program of early childhood care and education, the MCGM needs to provide a much larger budget for Balwadis.

#### **c) School Education Budget of the MCGM**

The MCGM increased its budget for school education from Rs. 258.03 crores in 2002-03 to Rs. 457.08 crores in 2007-08. It is seen that over a span of six years, there was greater focus by the MCGM on its school education programs as it increased its budget by 78%, that is, since the Sarva Shiksha Abhiyan ( SSA ) was introduced.

#### **d) SSA Budget of the MCGM**

In its budget for education, the MCGM has made a separate provision for the SSA as is seen in Table No. 3 below:

**Table No. 3 : MCGM Budget for the Sarva Shiksha Abhiyan for 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Crores	Expenditure Rs. Crores	% Utilized
2005-06	35.80	14.32	40%
2006-07	26.51	10.10	38%
2007-08	26.63	19.64	73%

Source: SSA Report of the MCGM

Though the budget amount has decreased, the amount actually utilized has increased from year to year. In the year 2007-08, 73% of the budget for the SSA was utilized, which is evidence of activities being carried out as a commitment of the local government to the implementation of the SSA.. The MCGM requires firstly to fully utilise the funds provided for the SSA and secondly at least enhance the budgetary provisions to the amount allocated in 2005-06.

## **8. LITERACY IN MUMBAI**

Besides reviewing school education, one needs to review the literacy levels in Mumbai as literacy in parents has a direct bearing on enrolment in schools. In 1991 the population in Mumbai was 99,25,891 which increased to 1,19,78,450 in 2001. The current estimated population is almost 1.5 crore. The literacy rate in Mumbai of 75.9% ( according to the census of 2001 ) is higher than the national average of 64.8%. The male literacy rate which was only 76.63% in 1991 increased to 81% in 2001 which is higher than the national average of 75.3% for males. The female literacy rate increased from 64.74% to 70.89% which is higher than the national average of 53.7% for females. Today it is expected that the literacy rate would be higher than in 2001. Considering that Mumbai is the financial hub of the country, it is expected that it would have a much higher literacy rate for both males and females. In addition, it needs to have a wide range of functional literacy programs for the under- privileged youth.

## 9. EARLY CHILDHOOD CARE AND EDUCATION

According to Article 45 of the Constitution the state is expected to provide early childhood care and education to all children below the age of six years. In Mumbai, there are a host of play-schools and KG classes conducted by the private sector. Some of these offer world class educational programs. For the under privileged, Anganwadis are conducted by the ICDS and Balwadis are conducted by the MCGM. Given below in Table No. 4 are the number of Anganwadis and Balwadis in Mumbai in 2003-04 and 2007-08.

**Table No. 4 : Anganwadis and Balwadis in Mumbai in 2003-04 and 2007-08**

	2003-04		2007-08	
	No.	Children	No.	Children
Anganwadi	INA	INA	4,907	4,78,696
Balwadi	410	14,158	517	15,886
Total	410	14,158	5,424	4,94,582

INA= Information not available  
Sources: [www.icds.gov.in](http://www.icds.gov.in) , Dept. of Education, MCGM

Almost 5 lakh under privileged children in Mumbai are provided early childhood care and education. In a span of 5 years there has been an increase of 26% in the number of Balwadis conducted by the MCGM. Also, as mentioned earlier the MCGM now has a separate budget allocation for the Balwadis through which it provides a teacher and a helper to each Balwadi. In an effort to provide an opportunity for education in English at the primary stage the MCGM has also introduced Lower and Upper KG classes in English since 2007-08. Details about the same are given under the section on the promotion of teaching of the English language.

There are no specific premises provided either by the ICDS or MCGM for the Anganwadis and Balwadis. These classes are conducted in rented premises or in community centres. Steps are required to be taken by the MCGM to provide its own



premises for the conduct of its Balwadis and also further enhance the quality of educational programs offered through it and bring the level of education in them to at least the level offered by the private sector. Thereafter it could attempt to bring early childhood care and education to world class levels.

As mentioned earlier, for a full- fledged early childhood care and education program, a Balwadi should be attached to each MCGM school. The MCGM needs to frame a clear policy regarding the establishment and conduct of Balwadis

### 10. GROWTH OF SCHOOLS IN MUMBAI

The increasing population in Mumbai also requires an increase in the number of schools in Mumbai. In Table No. 5 given below, the growth of the number of schools in Mumbai from 2003-04 to 2007-08 is mapped.

**Table No. 5: Schools in Mumbai in 2003-04 and 2007-08**

No.	School Level	2003-04			2007-08		
		MCGM	Private	Total	MCGM	Private	Total
1.	Primary	1596*	477	2073	1612*	631	2243
<b>Secondary</b>							
1	SSC	49	1235	1284	49	1299	1348
2	ICSE	-	42	42	-	52 24%	52
3	CBSE	-	18	18	-	21 17%	21
4	IB	1	1	1	-	8	8
	Total	49	1296	1345	49	1380	1429
*MCGM and MCGM aided schools Source: Dept. of Edu., MCGM, Dept. of Secondary School Education, Government of Maharashtra							

It is seen that the number of MCGM primary schools increased just marginally but there was a 32% increase in private primary schools. This indicates that there is a tendency of

the population to prefer private primary schools which have hence increased accordingly. Nevertheless the number of MCGM primary schools providing free education to children being 150% more than private schools is evidence of the effort of the MCGM to provide a full course in primary education to the under privileged children.

In Mumbai secondary education is mainly provided by the private sector. Four types of secondary schools are conducted in Mumbai that is those that offer certificates of four different School Boards namely SSC, ICSE, CBSE and the International Baccalaureate Board or IB Board. Thus secondary education in Mumbai is offered at the regular level of SSC or the Secondary School Certificate and through increasing levels of difficulty right up to the international level through the IB schools. The rapid growth of IB schools shows that there a larger number of children in Mumbai are acquiring international level school education. The MCGM, though (as mentioned earlier) it is not committed through its ACT to the provision of secondary education, it conducts 49 secondary schools for the underprivileged.

It be noted here that children receiving free primary education through the MCGM schools have to join a private school for a secondary education. The private SSC secondary schools which are generally joined by the MCGM children grew by 5%. On the whole it appears that more secondary schools are required in Mumbai.

#### **11. ENROLMENT IN SCHOOLS IN MUMBAI:**

Increase in schools is expected to lead to a concomitant increase in school enrolment.

Table No. 6 gives the enrolment in schools in Mumbai over a span of five years.

**Table No. 6: Enrolment in Schools in Mumbai in 2003-04 and 2007-08**

	School Level	2003-04			2007-08		
		MCGM	Private	Total	MCGM	Private	Total
	Primary	6,98,189	2,335,167	9,33,356	6,13,006	3,00,504	9,13,510
	<b>Secondary</b>						
1	SSC	42,261	7,21,187	7,63,448	40,346	7,54,919	7,95,265
2	ICSE	-	33,342	33,342	-	40,016	40,016
3	CBSE	-	14,243	14,243	-	17,635	17,635
4	IB	-	1,780	1,780	-	INA	-
	Total	42,261	7,70,552	8,12,813	40,346	-	-
Source: Dept. of Edu., MCGM, Dept. of Sec. School Education, Govt. of Maharashtra							

The enrolment in private primary schools rose by 28% whereas that in the MCGM primary schools it decreased by 12% in consonance with the preference of the population for private schools. The overall enrolment in primary schools decreased very marginally by 2%. The enrolment in the SSC secondary schools rose by 4%, in the ICSE schools by 20% and in the CBSE schools by 24%. Though information for 07-08 was not available for IB schools it can be presumed that enrolment in them must have increased substantially. There was a 5% increase in the overall enrolment in the SSC, ICSE and CBSE schools. It can be said that there was a shift in enrolment from SSC schools to ICSE, BSE and IB schools which are of a higher level of difficulty than the SSC schools. This shift in the enrolment towards schools with a higher level of education is indicative of the population's efforts to acquire world class education for its children.

## 12. TEACHERS IN THE SCHOOLS

It is now to be seen whether the number of teachers provided in the schools increased with the increase in schools and enrolment. As is seen from Table No. 7 below though the number of MCGM primary schools increased the number of teachers in them decreased. In case of the private primary schools the number of teachers increased by 34%.

**Table No. 7: Teachers in Schools in Mumbai during 2003-04 and 2007-08**

No.	School Level	2003-04			2007-08		
		MCGM	Private	Total	MCGM	Private	Total
1.	Primary	17,173	4,776	21,946	17,033	6,398	26,167
	<b>Secondary</b>						
1	SSC	1419	24,218	25,637	1274	24,893	26,167
2	ICSE	-	1,133	1,133	-	1739	1739
3	CBSE	-	451	451	-	545	545
4	IB	-	23	23	-	INA	INA
	Total	1419	25,825	27,244	1274		
INA: Information not available Source: Dept. of Edu., MCGM, Dept. of Sec. School Education, Govt. of Maharashtra							

against a 32% increase in private primary schools and a 28% increase in enrolment. In the MCGM secondary schools too there was a 10% decrease in the number of teachers. In the ICSE and BSE schools the number of teachers increased by 53% and 21% respectively against an increase of 20% and 24% in enrolment. Though information about the IB schools is not available it can be presumed that the number of teachers in them increased substantially.

From Table numbers 5, 6 and 7 it can be said that the MCGM needs to rationalize the number of its schools with the decrease in enrolment and decrease in the number of teachers.

So far in this chapter observations have been made both about the government schools for the under privileged as well as about the private schools. It is presumed that the private schools in Mumbai are carrying out their task of education though a separate study needs to be made about their efficiency and efficacy. However since data could be garnered about the MCGM schools, an attempt is made to assess the efforts of the MCGM for schooling for the under-privileged through the Sarva Shiksha Abhiyan. The

data for the SSA has been obtained from the report of the Education Dept. of the MCGM for the SSA for the years 2001 to 2007.

### **13. THE SARVA SHIKSHA ABHIYAN ( SSA ) IN MUMBAI**

The SSA is conducted by the MCGM and a separate administrative section has been set up for it under the Dept. of Education of the MCGM. Here a review is undertaken of the activities under the SSA.

#### **13.1 Cluster Resource Centers**

Under the SSA schools are grouped into clusters and one school out of a cluster is designated as a Cluster Resource Center (CRC). The main function of the CRC is to provide training inputs and guidance to the schools in the cluster. A CRC set up in the urban area is called an Urban Resource Center (URC). Greater Mumbai has 227 CRCs and it has 12 URCS in the 6 zones of Mumbai.

The budget provided for the URCs was as given below :

**Table No. 8 : SSA Budget for the Urban Resource Centres during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	43.41	43.41	100
06-07	7.41	7.41	100
07-08	325.32	319.32	98

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

As will be seen the budget provided for the URCs in 07-08 was 6 times more than that provided in 05-06 and that it was being fully utilized. This proves that in Mumbai the URCs are an active component of the SSA.

#### **13.2 Enhancement of Infrastructure**

Both the SSA and NKC recommend the enhancement of school infrastructure for improving school education. It is seen that the MCGM provided grants for building

repairs and maintenance and for teaching-learning materials for enhancing the school infrastructure.

**a) Building repairs and maintenance**

A token grant of Rs.4000 per annum for a school having 3 classrooms and Rs.7500 per annum for a school having more than 3 class rooms was provided for painting of the school building, minor repairs, drinking water, etc. The budget provided was as given below:

**Table No. 9: SSA Budget for Building Repairs and Maintenance during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	98.70	76.69	77.70
06-07	97.10	90.88	93.59
07-08	56.70	56.56	99.75

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

There being 1612 MCGM schools , each school received about Rs. 3,500 per annum for repairs which appears to be highly insufficient for maintenance and even minor repairs . Though the budget for repairs and maintenance was decreased in 2007-08, separate budgetary provisions were made for repairs during that year ,as seen here:

1. Construction of new buildings 15.37 crores
2. Major Repairs 111.20 crores
3. Ordinary Repairs 9.45 crores
4. Repairs of rented premises 29.70 crores
5. 80,000 trendy desks in 131 schools 31.91 crores

The MCGM is trying to improve the school infrastructure in terms of provision of new school buildings and repairs of existing buildings and by the provision of new furniture in its schools. However it needs to provide adequate funds per annum for repairs and maintenance.

**b) Supplementary grant for Schools**

Besides providing funds for construction work, the MCGM provided a supplementary grant of Rs.2000 to each primary school and Rs.4000 for each upper primary school. This supplementary grant was almost fully utilized by the schools, as seen further, on the purchase of posters, charts, maps, tape-recorders, etc. and for minor repairs. This supplementary grant also needs to be increased.

**Table No. 10: SSA Budget for a Supplementary Grant for Schools during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	50.88	49.42	97.13
06-07	49.88	49.08	98.40
07-08	50.48	48.34	95.76

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

**c) Grant for Teaching –learning materials**

The MCGM made an effort to provide a token grant of Rs.50,000 p.a. to each school for the purchase of teaching-learning equipment such as OHP, mike system, VCD, etc. As will be seen from Table No. 12 though the grant was provided in 05-06 and 06-07 it was discontinued in 07-08 as it was not utilized by the schools in 06-07. The reason for the non-utilization could be administrative hurdles in the utilization of the grant. This is really a set back for the quality of teaching as good teaching requires a modicum of teaching-learning equipment.

**Table No. 11: SSA Budget for a Grant for Teaching- Learning Materials during 05-06, 06-07 and 07-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	514	299.50	58.27
06-07	187.27	0	0
07-08	0	0	0

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

It can be stated that the MCGM needs to make more efforts to first improve the infrastructure of its schools and bring it to at least the national levels . Thereafter it needs to work on bringing the infrastructure to world class levels

### **13.3 Improvement in the Role of Teachers and Teacher Training**

Both the SSA and NKC give importance to the role of teachers and their training and recommend improvement in pre-service training and the conduct of in-service training. The MCGM undertook several steps to improve the quality of teachers working in its schools.

#### **a)Pre-service Training**

In the first instance the MCGM conducts 3 D.Ed colleges of its own for the pre-service training of teachers.

#### **b) In-service Training of Teachers**

The MCGM also conducts in-service training programs for teachers and has provided a separate grant for it.

**Table No. 12: SSA Budget for a Grant for the In- service Training of Teachers during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	198.14	52.61	26.55
06-07	227.15	63.58	27.99
07-08	253.12	80.64	31.86

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

As will be seen less than one-third of the budget was utilized in three years which is indicative of weak efforts on the part of the MCGM to improve the quality of its teachers through in- service training.



**c) Grant for teaching aids**

In addition to in- service training , to assist teachers in their role in the class room a grant of Rs.500 p.a. was provided to each teacher for the preparation of teaching-learning aids. This grant was almost fully utilized by the teachers as seen below. Actually the amount of Rs. 500 per annum amounts to less than Rs. 50 per month which is very much inadequate. This grant needs to be increased substantially so that adequate teaching – learning aids can be prepared by a teacher

**Table No. 13: SSA Budget for a Grant for Teachers for the preparation of Teaching Aids during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	85.94	83.19	96.80
06-07	81.09	81.09	100
07-08	90.40	81.05	89.66

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

The MCGM proposes to conduct workshops for teachers on the preparation of teaching-learning aids so that teachers can improve their classroom teaching. These workshops are supposed to be in addition to the in-service training of teachers.

**d) Language Development Project**

A Language Development Project for teachers has also been started by the MCGM in 1986. Under this project training programs for updating teachers are conducted and a language lab and library have been set up. Competitions and cultural programs are also conducted under this project. In 08-09 the MCGM has also undertaken a language development project for secondary schools.

It can be said that the MCGM could enhance the quality of its teachers through intensive in-service training by using fully the budget provided for it.

### **13.4 Interventions to ensure access of the educationally deprived categories**

An important goal of the SSA and recommendation of the NKC is to ensure through appropriate interventions access to school of the children of educationally deprived categories. Some of the interventions being implemented by the MCGM in Mumbai for this purpose are:

- a) Alternative Education Initiatives
- b) Provision of free text books
- c) Mid-day meal scheme
- d) Provision of free school items
- e) Travel Concession
- f) Scholarships

#### **a) Alternative Education Initiatives**

SSA has Alternative Education Initiatives (AEI) such as the Mahatma Phule Education Guarantee Scheme (MPEGS) for out of school children and school drop-outs, remedial teaching for weak children and non-formal education classes. 740 non-formal education classes covering 15,052 children were conducted in Mumbai in 2007-08. A special budget was provided for the Alternative Education Initiatives and more than 40% of it was utilized as will be seen from Table No. 14.

**Table No. 14: SSA Budget for Alternative Education Initiatives during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	1004.82	107.83	10.73
06-07	464.20	205.14	44.19
07-08	317.55	137.41	43.27

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

There was a marked decrease in the budget provision over the 3 years. The amount of the budget utilised was also very low.

**b) Provision of free text books**

In the MCGM schools free text books are provided to all girls and SC / ST boys by utilizing the funds provided under the SSA. All other children of the open category are given free text books through the provision of a separate budget by the MCGM. In Table No. 16 the budget provided in 2003-04 and 2007-08 and the beneficiaries in each year who received free text-books are given

**Table No. 15: Budget for the Provision of Free Text Books during 2003-04 and 2007-08**

Year	2003-04		2007-08	
	Budget	Beneficiaries	Budget	Beneficiaries
<b>Primary Schools</b>	9,11,72,552	4,95,503	7,89,19,800	3,94,599
<b>Secondary schools</b>	2,18,54,232	1,18,773	4,88,05,600	2,44,028
<b>Primary Aided Schools</b>	3,72,60,000	2,02,500	4,36,81,400	2,18,407
<b>Total</b>	15,02,86,784	8,16,776	17,14,06,800	8,57,034

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

It is seen that over a span of 5 years there has been an increase in the budgetary provisions by 13% and in the number of beneficiaries receiving the free text books by 5%. The scheme of provision of free text books is a great support for education to the underprivileged children and this needs to be enhanced to cover more children.

**c) Mid-day Meal Scheme**

As visualized by the Govt. of India a mid-day meal scheme is being implemented by the MCGM. Under this scheme khichadi is daily provided to all children of Stds. I to IV. and glucose biscuits are provided once a week. 3,27,694 children benefited through this

and glucose biscuits are provided once a week. 3,27,694 children benefited through this scheme in 07-08 for which a grant of Rs.1,12,19,000 was provided. The MCGM also provides 200 ml of flavored milk on a daily basis to all children of Std. IV to X. A grant of Rs.1,52,80,000 was provided for the distribution of milk and 4,97,314 children were the beneficiaries during 07-08. The MCGM thus provides a free nutrition program for all its children from Std. I to X.

**d) Provision of free school items**

Free education alone will not ensure attendance in school by the under-privileged children as expenses on school uniform, stationery, etc. may be unaffordable by parents. The MCGM understanding this limitation of poor parents has undertaken to provide from 07-08, 27 items to each child. These 27 items include 2 sets of school uniform, books, school bag, tiffin box, water bottle, etc. A budgetary provision of Rs.75.50 crores was made in 07-08 for this scheme which is being implemented successfully.

**e) Scholarships**

In order to assist meritorious students in their studies, the MCGM awards scholarships to outstanding students. For this purpose it conducts a scholarship exam for all Std. IV and VII students. The meritorious students of this exam are awarded a scholarship. A grant of Rs.3,53,88,000 was set aside for scholarships during 07-08.

**f) Travel Concession**

To assist children staying in distant places a concession in bus fare is provided by the MCGM. Children staying in Manori, Aarey Colony, Turbhe and R C Church areas are entitled to the bus fare concession. The MCGM made a budgetary provision of 0.14 crores during 07-08 for bus travel concession.

As seen from the various schemes above the MCGM needs to make an effort to fully utilise the grants available under the Alternative Education Initiatives Scheme, monitor the distribution of the free school items and the mid-day meal and organise bus travel concession for all its children so that the educationally deprived category children are encouraged to go to school.

### **13.5 Schemes for the Education of the Disabled**

One of the strategies of the SSA is to provide for children with special needs. The SSA has a scheme of Inclusive Education for the Disabled (IED). The MCGM further supports this scheme for the education of the disabled through the conduct of medical camps, schools for the mentally challenged and provisions of ramps in schools. Details about each scheme are now given.

#### **a) Inclusive Education for the Disabled (IED)**

Under the SSA the following funds were made available for the education of the disabled under the IED scheme.

**Table No. 16 : SSA Budget for Inclusive Education for the Disabled during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	130.38	29.18	22.38
06-07	45.83	36.23	79.05
07-08	113.21	54.20	47.88

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

The provision of this special budget enabled the MCGM to appoint 24 special mobile teachers, one in each ward, for educating the disabled in their homes and encouraging them to join the mainstream. However the budgetary provisions decreased over a span of three years and even 50 % of that amount is not being utilised.

#### **b) Medical Camps for School Children**

In 2005 the MCGM conducted medical camps where over 2,40,000 children were examined. Over 70% of the children were found to have some defect. Equipments such as spectacles (to 6000 children), hearing aids (to 96 children), crutches, Jaipur foot, wheel

chairs, calipers, etc. were provided to needy children. No medical camp or health check-up has been conducted thereafter.

**c) Ramps in Schools**

495 MCGM schools in Mumbai now have ramps for disabled children. This is only 30 % of the 1612 schools. Ramps need to be provided in all the schools.

**d) Schools for the mentally challenged:**

The MCGM conducts nine special schools for the mentally challenged where 849 children receive special education.

It can be said that there is little effort on the part of the MCGM to extend beyond the interventions suggested by the SSA to assist the disabled children in their education.

**13.6 Schemes for the Removal of Gender Disparity**

One of the Millennium Development Goals ( MDGs) targets at achieving gender equality through parity in education for girls. In consonance with the MDG, SSA and NKC give priority to the education of girls.

In Mumbai there are 94 private schools for girls only through which the private sector contributes to the removal of gender disparity by providing quality education for girls.

The MCGM on its part has taken some steps under the SSA as well as by making budgetary provisions on its own. The various schemes for girls' education implemented by the MCGM are enumerated here.

**a) NPEGEL**

The first step taken by the MCGM is to make a budgetary provision under the SSA for the National Program for the Education of Girls at the Elementary Level (NPEGEL).

The budget was provided as under:

**Table No. 17 : SSA Budget for the National Program for the Education of Girls at the Elementary Level (NPEGEL) during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	55.08	4.95	8.99
06-07	86.05	18.21	21.16
07-08	65.54	60.15	91.78

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

As will be seen increasing efforts were made to implement the scheme for the education of the underprivileged girls . As of today this scheme is being implemented in at least one school in each of the 24 wards in Mumbai and over 26,000 girls in the age group of 6-14 years are receiving additional inputs for their education and all round development. The Head Masters of schools where NPEGEL is being implemented undergo special orientation programs. Parents at these schools are also involved in the education of their daughters.

**b) Provision of Rupee one per day to girls for attendance**

During 07-08 the MCGM provided a grant of 7.06 crores for the payment of rupee one per day of attendance to all girls at the primary and secondary school levels.

**c) Other facilities**

In addition girls in the MCGM schools are entitled to

1. Free text books as mentioned earlier
2. Free 27 school items
3. Free mid-day meal
4. Free education in MCGM aided schools (for girls who are the first or second child in the family)

It can be said that there is some effort in Mumbai for the education of girls of the privileged and under-privileged sections of the population.

### 13.7 Community Participation

One of the goals of the SSA is encouragement of community ownership of the local schools so as to generate community responsibility for the education of the children. Community representatives have been made members of the Ward Committees for education. Steps were taken by the MCGM to enhance community participation through the training of community representatives and the establishment of a Public Partnership Cell.

#### a) Training of Community Representative Committees

A special budget was provided for the training of community representatives as given below:

**Table No. 18: SSA Budget for the Training of Community Representatives during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	3.6	0.5	13.89
06-07	1.91	1.77	92.67
07-08	3.91	2.76	70.59

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

The enhanced budget and its utilization is indicative of the efforts to train community representatives for enhancing community ownership of schools and achieving community based monitoring with transparency.

#### b) The Public Partnership Cell

The MCGM set up a special Public Partnership Cell in November 2006 whose main goal was to encourage public partnership in the education programs of the MCGM. A Public Partnership Policy was published by the MCGM for school- partnership and school-support programs to be undertaken by the NGOs. This was a step forward by the MCGM for enhancing community participation in its schools.



### **13.8 Enhancing Administration of the School System**

One of the goals of the SSA is improving educational administration. Acquiring accurate data about the schools is a step in improving administration. The NKC also recommends that priority be given to the collection and speedy dissemination of accurate and current data on schooling.

#### **a) Data Collection**

The MCGM provides a special budget for the collection of schooling data as given below:

**Table No. 19: SSA Budget for the School Data Collection during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	15.13	8.14	53.80
06-07	22.27	25.48	114.41
07-08	35.34	23.36	66.10

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

There was increase in the budgetary provision in the span of 3 years but only about 60% of it was used. The efforts made to collate data on the schools need to be enhanced so that school administration can be improved.

#### **b) Provision for Administration**

The MCGM set aside 6% of the SSA budget for improving school administration. However from 08-09 the MCGM has decided to utilize 4% of the SSA budget for school administration and 2% for Learning Enhancement Programs.

Summarizing it can be said that the MCGM could enhance its efforts in the implementation of the SSA by fully using the funds provided.

### **14. ENHANCEMENT IN THE QUALITY OF EDUCATION BY THE MCGM**

Earlier the efforts being made by the MCGM for the access of children of the deprived categories to education, for educating the disabled and removing gender disparity in

schooling have been elaborated upon. Now the efforts being made by the MCGM to enhance the quality of education being offered through its schools are considered as enhancing quality is a goal of the SSA and recommendation of the NKC.

#### **a) State Quality Control Cell**

A special effort was made by the State Government in 2006 to improve the quality of its primary education by administering a baseline test to 70, 01,040 primary and upper primary school children. Finding that 30,07,007 children, i.e. 43%, had failed the baseline test, in April 2007 the State Government set up a Quality Control Cell (QCC) with Cells at the district and taluka levels. The QCC was to conduct regular tests of students by an external agency. The other goals of this Cell were to ensure

- 100% enrolment of children in 6-14 years age
- 100% attendance by all children
- Empowerment of teachers through regular training programs
- Community ownership through community participation and involvement of parents
- Physical and mental development of children through special programs
- Recognition of good schools through special awards

The attempt of the Cell to evaluate the educational level of children was met by initial resistance from the Teachers Association. However, the resistance was overcome and from 2008 the QCC has been able to commence its activities as planned. It was however not able to evaluate students with the help of an external agency.

Unlike the State Government the MCGM has no special cell for quality control.

#### **b) Innovations in Education**

An effort on the part of the MCGM to improve the quality of education was to provide a special budget under the SSA for Innovations in Education. Through the utilization of this budget education of SC/ST children, education of girls, computer education, training of teachers in computer use, Balwadi Teachers training, coaching of

children for the scholarship examinations for maths and science etc. were undertaken. The grants provided for these programs were as given below:

**Table No. 20: SSA Budget for Innovations in Education during 2005-06, 2006-07 and 2007-08**

Year	Budget Rs. Lakhs	Expenditure Rs. Lakhs	% Utilized
05-06	50.00	17.62	35.24
06-07	62.48	49.23	79.79
07-08	50.00	49.78	99.56

Source : SSA Report for 2001 to 2007, Education Dept., MCGM

It is seen that there was an increased utilization of the budgetary provisions from year to year for improving the quality of education.

However the lack of a Quality Control Cell coupled with a decreasing number of teachers, weak efforts for the in-service training of teachers and provision of an insufficient grant to teachers for teaching aids overall indicate that intensive efforts are required to be made by the MCGM to improve the quality of education being imparted in its schools. The MCGM needs to cast a policy for quality control that would cover all areas pertaining to the maintenance of quality

## **15. USE OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR SCHOOL EDUCATION**

The NKC has strongly recommended the use of information and communication technology in schools and training the children and teachers in the use of computers. The private schools in Mumbai use technology and train children and teachers in the use of computers. Where the MCGM schools are concerned only 95 MCGM schools i.e. only 5 %, have been provided with computers and an internet facility for administrative work. Computer labs have been set up in the secondary schools by Reliance Industries and in the primary schools by the Sterlite Foundation.

In 2005-06, there were 882 computers in the schools. By 2007-08, 2419 computers were provided by Sterlite Foundation and 401 computers were provided through the SSA. Today there are 3,702 computers for the 1612 primary and 49 secondary schools of the MCGM. This averages at two computers per school. It be noted here that one computer lab may service more than one school when many schools are housed in a building. The effort made by the MCGM to bring in the use of computer technology in its schools and to train the children in the use of computers is minimal

#### **16. TEACHING OF THE ENGLISH LANGUAGE:**

The NKC recommends the incorporation of English into the curriculum through the teaching of English as a language in Class I and teaching of one other subject in the English language.

In Mumbai, there are 551 private English medium schools and 47 MCGM English medium-primary schools. However, in the MCGM primary schools of seven mediums of instruction of Hindi, Marathi, Gujarati, Urdu, Tamil, Telegu and Kannad, English is being taught as a language right from Standard I. The teaching of one other subject in the English language in such schools has yet to be introduced by the MCGM in its primary schools.

In a step towards to meeting the demand for education in English as a medium of instruction, the MCGM has established in 07-08 the Mumbai Public Schools. The target was to establish 84 public schools. As of today, 67 public schools have been started. These public schools have Lower and Upper KG in the English medium attached to them. Each year, one standard is to be added till the school has classes upto Std. X. The enrolment in the Mumbai Public Schools in 08-09 is as given below:

Lower KG	2816
Upper KG	2724
Standard-I	2679
Standard-II	1668
<b>Total</b>	<b>9887</b>

The Mumbai Public Schools is a step forward on the part of the MCGM to provide education in the English medium to the under-privileged but this effort is likely to be negated with the transfer of surplus teachers of other mediums of instruction to teach in the English medium Mumbai Public schools

Thus it is seen that in Mumbai education with English as a medium of instruction is mainly available through private sector.

## **17. CONCLUSION**

Having reviewed the status of school education in Mumbai a summarization is made here keeping in mind the strategies suggested by the Sarva Shiksha Abhiyan and the recommendations of the National Knowledge Commission.

As recommended by the NKC, there has to be an appropriate legislation for the Right to Education which must be backed with a financial commitment. The Municipal Corporation of Greater Mumbai through its Act is committed to the conduct of primary education. However, the subject of secondary education or early childhood care and education (ECCE) is not mandatory for MCGM under the BMC Act. The MCGM needs to frame a clear policy on these subjects as merely conducting a few secondary schools and a few Balwadis would not serve the purpose.

There is a financial commitment on the part of the MCGM for primary education as is seen in the enhancement of its education budget by 78% over a span of five years. However though the overall budget for education has been enhanced, the allocation for the Sarva Shiksha Abhiyan within the overall budget has decreased. The financial support for Balwadis can cover only 350 Balwadis while a Balwadi is required to be attached to each of the 1612 MCGM schools. Even for the 350 Balwadis covered no funds are provided for equipment or for the conduct of programs at the Balwadis. Therefore there is a need to provide adequate funds to cover the total requirement of 1612 Balwadis. Though it is not mandatory for the MCGM, it would be useful for the MCGM to run secondary schools on a larger scale allocating a separate budget for it.

Though the overall literacy level of 81% (as in 2001) in Mumbai, including those for males and females separately is higher than the national levels, efforts need to be made to make at least 90% of the population in Mumbai literate. A study also needs to be undertaken about the functional literacy in Mumbai and how it can be enhanced. Based on such a study adequate financial provisions need to be made and steps taken for the conduct of functional literacy programs.

While the number of private primary schools has increased by 32% in 4 years, the number of MCGM primary schools could increase only marginally in the same period. The enrolment of students and number of teachers in private primary schools has increased but it has actually decreased in the MCGM schools. Considering the increase in population in the city, the issue needs to be addressed by the MCGM.

The Sarva Shiksha Abhiyan ( SSA ) is managed by a separate administrative section in the Department of Education of the MCGM. Under the SSA, the 12 Urban Resource Centers which guide clusters of primary schools appear to be quite active. However, the allocation of Rs.3500 per school for repairs and maintenance, the annual supplementary grant of Rs. 2000 for a primary school and Rs.4000 for an upper primary school and no grant for teaching learning materials, appear to be highly inadequate for the maintenance of infrastructure. The MCGM also needs to focus on the quality of teachers as only 30% of the budget is spent on in-service training of teachers and a small grant of less than Rs. 50 per month being provided for teaching aids to teachers.

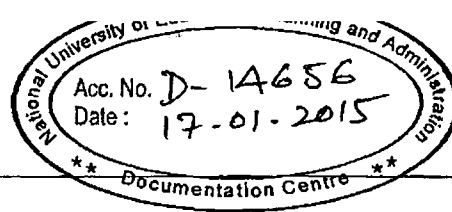
On strategies for promoting access of the educationally deprived categories, the MCGM has definitely taken some positive steps by way of distribution of free text books to 64% of the enrolled children, provision of 27 free school items to each child and the provision of a daily mid-day meal along with flavored milk. The MCGM also provides bus travel concession to children coming from a few select areas, and scholarships to deserving students. However, it has utilized only 45% of the budget for Alternate Education Initiatives (AEI) for the educationally deprived children. The MCGM needs to

strengthen its efforts by providing these benefits to all its children and by fully utilizing the budget for Alternate Education Initiatives.

Regarding the assistance to the disabled children, the MCGM has provided ramps in only 30% of its schools. The remaining schools still need to be covered. It has decreased its budgetary allocation for the "Inclusive Education of the Disabled" (IED) and further used less than 50% of it. It seems that only one medical camp has been conducted in 2005 for its children. It conducts 9 schools for the mentally challenged children. The MCGM needs to pay more attention to the cause of the disabled children.

Regarding removal of gender disparity, Mumbai has 94 separate private schools for girls only. Though the MCGM does not have any separate school for girls, steps are being taken by the MCGM for promoting girls' education through implementation of the NPEGEL Scheme. The provision of Re. 1 per day of attendance to girls and free education to girls (who are the first or second child in the family) in the MCGM aided schools are steps in the right direction. These steps are in addition to the steps mentioned earlier taken for providing access to the educationally deprived groups. The NPEGEL scheme is at present being implemented only in one school in each ward covering only 26, 000 girls. The number of schools covered under the NPEGEL scheme needs to be increased. It may also be a good idea to start some schools for girls only.

The SSA and NKC strongly recommend community participation in school education. The MCGM has tried to increase community participation with the establishment of the Public Private Partnership Cell ( PPC ) and training of community representatives. However efforts are required to be made to streamline the functioning of the PPC so that more NGOs can be involved in assisting in school education and in the conduct of Balwadis. The MCGM has utilized only 60% of its budget for improving school administration. It needs to utilize the budgetary provisions fully for the collection of schooling data, and other administrative activities etc. so that there is better governance of the school system.



The NKC recommends improvement in curriculum and the exam system so that the quality of school education can be improved. While the State Government has set up a State Quality Control Cell( QCC ) with Units at the district and taluka levels no Quality Control Cell could be set up by the MCGM. An effort has been made by the MCGM for improving the quality of school education by providing a separate budget for Innovations in Education. However, the absence of a QCC and inadequate in-service training of teachers and provision of funds for teaching aids to teachers, indicate a lacuna which is needed to be addressed for improving the quality of the education being imparted by the MCGM

The NKC strongly recommends the use of Information and Communication Technology in school education. The MCGM has provided computers and internet facility for school administration in only 5% of its schools and the average availability is only two computers per school. Intensive efforts need to be made for the use of computers and training in computer technology in its schools.

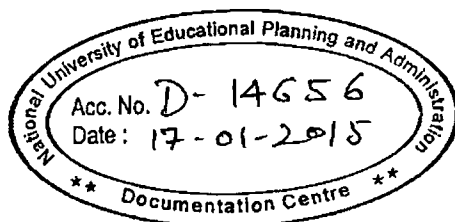
The demand for education in the English Language has been met in Mumbai mainly by the private sector through 551 private English Medium Schools. It is attempted to be met by the MCGM through the teaching of English as a subject from Std.-I in all schools and the conduct of 47 primary schools with English as a medium of instruction. The MCGM has also committed to set up 84 English medium Mumbai Public Schools of which 67 have been started. However, by transferring surplus teachers from other mediums of instruction to teach in English in these schools would negate the efforts of the MCGM in this field.

In conclusion it can be said that while the MCGM has taken a number of constructive steps for encouraging the children of the educationally deprived categories to attend school, for the removal of gender disparity and for enhancing community participation, intensive efforts are required on its part for early childhood care and education, for improving the school infrastructure and the quality of education being imparted, for providing better facilities for the disabled children, for using information and



communication technology, for providing more secondary education schools and for turning the visionary step of the Mumbai Public Schools into a concrete reality of quality education in English for the under-privileged children.

The review above has been mainly about the early childhood care and education and school education for the underprivileged children in Mumbai. A separate review needs to be conducted of the private school system so that mechanisms for private schools can be enhanced and regulated as recommended by the NKC. On the basis of such a review, steps can then also be taken for bringing school education in Mumbai to world class levels.



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