

UPGRADING PRIMARY EDUCATION IN MUMBAI: A PUBLIC –PRIVATE PARTNERSHIP PROJECT

CLUSTER RESOURCE CENTERS *An Information Booklet*

1. It is the mandate of the Sarva Shiksha Abhiyan (SSA) of the Government of India that primary education be made available to all the children in the age group of 6 to 14 years. In order to achieve this goal the SSA Guidelines strongly recommend the use of the public-private partnership (PPP) approach. It was visualized that the utilisation of this approach would lead to better maintenance of the school infrastructure as well as improvement in the quality of education imparted through the government schools
2. Considering the recommendation of the SSA guidelines the Times Foundation, a private sector organization, approached the Secretary, School Education of the Government of Maharashtra with a proposal for taking the lead in mobilising the support of the corporates in the city of Mumbai for improving primary education imparted through the schools of the Municipal Corporation of Greater Mumbai (MCGM). At the same time the Mumbai Transformation Support Unit also approached the Secretary, School Education for setting up projects to transform primary education in Mumbai city to a level that would be equivalent to the level of primary education imparted in a world class city. Several meetings were held with the Times Foundation, Corporates, NGOs, MCGM officers and education experts to chart a path for improving the primary education in the city. As an outcome of the meetings it was decided that a PPP approach be adopted for upgrading primary education in Mumbai
3. There are 1,187 primary schools under the MCGM. As required by the SSA norms the schools have been grouped into 225 clusters according to the electoral ward area. As mentioned earlier, in each cluster one school has been identified as a nodal school and it is being developed as **Cluster Resource Centre (CRC)**. The progress in a CRC becomes a model for the other schools in the cluster to emulate. The CRC is therefore the leader in the cluster. The Head Master of the CRC is the secretary of the Ward Education Committee which looks after the conduct of the schools in the cluster. In the various discussions that took place in the meetings mentioned earlier, it was decided that, to start with, the PPP Pilot

Project would undertake the improvement of the 225 CRCs through a school adoption program.

4. Accordingly action was initiated by the Mumbai Transformation Support Unit in the form of a survey of the 225 CRCs for identifying the infrastructure and teaching facilities available with them and the additional infrastructure and teaching facilities required by them. The survey was carried out by the MCGM and the data was collated by the Mumbai Transformation Support Unit. The collated data is given in Annex One which is a ready reckoner for information about the CRCs. From the data obtained it is seen (See Table No.1) that

- there were 43 lower primary CRC schools of which 30 were of the Marathi medium
- there were 182 upper primary CRC schools of which 143 were of the Marathi medium
- there were two CRC schools of the Gujarati medium, 16 of the Urdu medium, 1 of the Telgu medium, 3 of the Tamil medium and 2 of the English medium
- Wards K / E, P / N and L had the maximum number of CRC Schools

From Annex One it is seen that

- The average enrolment in a school is 379 children
- The average number of teachers in a school is 15
- The average number of classrooms is 10
- 7 schools have no toilet blocks for boys
- 20 schools have no toilet blocks for girls
- 71 schools have no ramp for disabled children
- 176 schools have no drinking water facility

The Head Masters of the schools had generally requested for

- the construction of additional classrooms and toilet blocks
- repairs and painting of the school building

Table No. 1 WARD WISE AND MEDIUM WISE LOWER PRIMARY AND UPPER PRIMARY CRCs

	Marathi		Hindi		Gujarati		Urdu		Telgu		Tamil		English		Total		Total
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	
A	2	2													2	2	4
B	1	-					1	1							2	1	3
C	-	4			1	-									1	4	5
D	-	7	-	1											-	8	8
E	2	5					2	-							4	5	9
F/S	2	6					1	-							3	6	9
F/N	-	6	-	3					-	1					-	10	10
G/S	3	5	-	2											3	7	10
G/N	2	7					1	1			-	1	-	1	3	9	12
HW	-	3	-	1			-	2					-	1	-	7	7
H/E	1	5	1	-			2	1							4	7	11
K/E	2	10	1	3											3	13	16
KW	4	7					-	1							4	8	12
P/S	2	2	1	3											3	5	8
P/N	-	10	-	2	-	1					-	1			-	14	14
R/S	3	3	1	-											4	3	7
R/C	1	5	-	3											1	8	9
R/N	-	5	-	1											-	6	6
L	2	10	-	1			-	1							2	12	14
MW	-	7	-	1											-	8	8
M/E	1	8					-	1			-	1			1	10	11
N	2	9					1	-							3	9	12
S	-	10	-	3											-	13	13
T	-	7													-	7	7
Total	30	143	4	24	1	1	8	8	-	1	-	3	-	2	43	182	225

Key : LP – Lower Primary, UP – Upper Primary

- the installation of a drinking water facility
- audio visual equipment
- computers
- materials for a Balwadi

5. Thus it will be seen that in terms of infrastructure repairs and painting of the school building, construction of toilets and ramps and provision of drinking water facilities was required. Where teaching facilities were concerned audio-visual equipment, computers and materials for a Balwadi were required immediately. In addition other inputs may be assessed by a private sector agency for upgrading a CRC

6. A private sector agency can refer to Annex One for choosing the CRC it would like to adopt. The Annex provides the name and address of the CRC in a Ward, the number of children and teachers in the school, the number of classrooms, and information about toilet blocks available, drinking water, and other facilities. It also highlights the immediate needs of the school.

7. A similar survey after a two year period would help to identify the progress made by a CRC adopted under the PPP project