Annexure-A

Actionable points taken at the National Workshop cum Review Meeting on Urban Planning held at Kochi, Kerala (7th & 8th July, 2009)

Actions: Go-Ahead (Short Term, Medium Term & Long Term)

SLNO	State	Commitments/Action's to be taken
1	Uttar Pradesh	 Short Term: Meeting with functionaries working in urban areas. Execution of activities/innovative activities (like mobile schools, construction of multy story buildings, ect) Household survey, identification of OOSC, formulation of strategies.
		 Medium Term Identification of gaps in terms of infrastructural facilities, OOSC, human resources, qualitative inputs required etc. Interventions for OOSC identified through survey. Regular meetings with urban functionaries. Implementation of targets set/sanctioned in AWP&B 2009-10. Long Term
		Permanent structure /unit for urban issues
2	Jharkhand	 Development of perspective plans. Short term Construction of urban cell, resource groups & nodal agency School mapping Prioritizing implementation of components: - education of SC/ST - Coverage of OOSC Coverage of minority children Quality education. Medium-term Identifying the needs on access, equity, retention and quality in urban context. Revision of norms on School opening in urban areas. Co-ordination with other components e.g. girls education, OOSC, Pedagogy Community participation. Long Term Developing perspective plan for 3yrs for Dhanbad, Jamshedpur, Ranchi and Bokaro.
3	West Bengal	 Short Term Stock taking on Pre-requisites like urban cell, resource groups, nodal agency (retrieving document, getting back to people and recollecting the information on states and progress) Advocacy for formulation urban cell at the state level. Formation of urban resource groups at the district level with the

following personnel's - Chairman, district primary council District inspector of schools DRO, SSM, Kolkata MMC (Education) KMC Jt. Commissioner, KMC Education officer KMC Circle level inspecting officers KMC Representatives of teacher's organization Representatives of teacher's organization Representatives of NGOs District planning coordinators Survey of OOSC through school Mapping of disadvantaged groups Formulation of planning team at micro level considering ward as a unit of planning Holding of district level workshop of district resource groups Empowering the micro level planning team Rapid survey on infrastructural facilities (Access) - Compilation of data as received from survey/DISE Cohort study at district School mapping (on process) - Prioritizing implementation of components approved in the current AWRABs Medium term - Undertaking micro planning Survey/mapping of infrastructure & services Identifying needs areas for course correction to improve on access, equity, retention, quality in the urban areas Improving convergence in between different agencies Revision of norms on school opening in the urban context, as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term - Developing a perspective plan for the cities Relocation-Opening of schools-rationalization of teachers as a follow-up to the micro planning. Short Term plan - Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell District Resource Group; to look into quality and academic support and capacity bnilding The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring Nodal Agencies; constitutes DDPL, administration and development, EOs, BEOs, BROs, CAEOs, HM and SDMC Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement.		1	
Holding of district level workshop of district resource groups. Empowering the micro level planning team. Rapid survey on infrastructural facilities (Access) Compilation of data as received from survey/DISECohort study at district. School mapping (on process) Prioritizing implementation of components approved in the current AWP&Bs. Medium term Undertaking micro planning/Survey/mapping of infrastructure & services. Identifying needs areas for course correction to improve on access, equity, retention, quality in the urban areas. Improving convergence in between different agencies. Revision of norms on school opening in the urban context; as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term Developing a perspective plan for the cities. Relocation Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement.			 -District inspector of schools. -DPO, SSM, Kolkata. -MMC (Education) KMC. -Jt. Commissioner, KMC. -Education officer KMC. -Circle level inspecting officers KMC. -Representatives of teacher's organization. -Representatives of NGOs. -District planning coordinators. Survey of OOSC through school. Mapping of disadvantaged groups. Formulation of planning team at micro level considering ward as a
• Rapid survey on infrastructural facilities (Access) • Compilation of data as received from survey/DISE/Cohort study at district. • School mapping (on process) • Prioritizing implementation of components approved in the current AWP&Bs. Medium term • Undertaking micro planning/Survey/mapping of infrastructure & services. • Identifying needs areas for course correction to improve on access, equity, retention, quality in the urban areas. • Improving convergence in between different agencies. • Revision of norms on school opening in the urban context; as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term • Developing a perspective plan for the cities. • Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan • Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. • District Resource Group; to look into quality and academic support and capacity building. • The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. • Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. • Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. • The schools are graded as A.B.Cbased on the overall development of			 Holding of district level workshop of district resource groups.
Compilation of data as received from survey/DISE/Cohort study at district. School mapping (on process) Prioritizing implementation of components approved in the current AWP&Bs. Medium term Undertaking micro planning/Survey/mapping of infrastructure & services. Identifying needs areas for course correction to improve on access, equity, retention, quality in the urban areas. Improving convergence in between different agencies. Revision of norms on school opening in the urban context; as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term Developing a perspective plan for the cities. Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A. B.Cbased on the overall development of			
Prioritizing implementation of components approved in the current AWP&Bs. Medium term			• Compilation of data as received from survey/DISE/Cohort study at
Medium term • Undertaking micro planning/Survey/mapping of infrastructure & services. • Identifying needs areas for course correction to improve on access, equity, retention, quality in the urban areas. • Improving convergence in between different agencies. • Revision of norms on school opening in the urban context; as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term • Developing a perspective plan for the cities. • Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan • Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. • District Resource Group; to look into quality and academic support and capacity building. • The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. • Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BEOs, BEOs, HM and SDMC. • Every nodal agency should visit 100 schools per year, 10 inspectorsprogresses, enrolment, Drop-out, academic achievement. • The schools are graded as A.B.Cbased on the overall development of			• School mapping (on process)
 Undertaking micro planning/Survey/mapping of infrastructure & services. Identifying needs areas for course correction to improve on access, equity, retention, quality in the urban areas. Improving convergence in between different agencies. Revision of norms on school opening in the urban context; as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term Developing a perspective plan for the cities. Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectorsprogresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 			
services. Identifying needs areas for course correction to improve on access, equity, retention, quality in the urban areas. Improving convergence in between different agencies. Revision of norms on school opening in the urban context; as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term Developing a perspective plan for the cities. Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement.			
equity, retention, quality in the urban areas. Improving convergence in between different agencies. Revision of norms on school opening in the urban context; as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term Developing a perspective plan for the cities. Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of			services.
 Revision of norms on school opening in the urban context; as it is a state matter, therefore, state Education Dept. should move accordingly. Long Term Developing a perspective plan for the cities. Relocation Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 			
Long Term Developing a perspective plan for the cities. Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of			
 Developing a perspective plan for the cities. Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 			•
 Relocation/Opening of schools/rationalization of teachers as a follow-up to the micro planning. Short Term plan Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 			
 Formation of urban cell; will be re-constituted to include E.O. from BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 			Relocation/Opening of schools/rationalization of teachers as a follow-
BBMP in the urban cell. District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of			
 District Resource Group; to look into quality and academic support and capacity building. The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 			
 Karnataka Karnataka The functioning of the urban cell begins with planning followed by implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 			
 Karnataka implementation, supervision and monitoring. Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 	4		and capacity building.
 Nodal Agencies; constitutes DDPI, administration and development, EOs, BEOs, BRCs, CAEOs, HM and SDMC. Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 		Karnataka.	
 Every nodal agency should visit 100 schools per year, 10 inspectors-progresses, enrolment, Drop-out, academic achievement. The schools are graded as A.B.Cbased on the overall development of 			Nodal Agencies; constitutes DDPI, administration and development,
• The schools are graded as A.B.Cbased on the overall development of			• Every nodal agency should visit 100 schools per year, 10 inspectors-
			• The schools are graded as A.B.Cbased on the overall development of

	ı	
		• School Mapping; prepared periodically in the areas where 100% enrolment is not achieved. Based on the density of pupil, the No. of LPS, the schools are proposed or upgraded;
		111 b, the schools are proposed of applicated,
		-identification; poket areas where the pupil are floating. -periodical survey; CRPs, NGOs, SDMCs etc.
		-data collection of various facilities available.-convergence with other dept.
		-opening/up gradation of schools with the help of SDMCs local leaders.
		-innovative; agency to supply computers, SC/ST district tours, adolescent camps.
		-minority; fathers mela, mothers mela, field visits etc.
		-UDC; De-addiction camps/shelter homes for urban deprived children, 2 NGOs have been identified working in 50 pockets.
		-ECCE; O grade-to avoid drop-out at the UPS level and prepare children for PS.
		-Training; Nalikali training -8days.
		-community mobilization; periodical awareness is created as per the requirements.
		Medium Term
		Review of the short term programmes.
		Follow ups and regular meeting of urban cells.
		Grading of schools through nodal officers.
		Monitoring, supervision by SDMCs, local leaders, Dept. officials to
		improve the school academic and infrastructure facilities.
		Child tracking.
		As and when required; opening of schools.
		Long Term
		• Community mobilization.
		Remedial teaching.
		Awards to SDMCs who has achieved the targets.
		Judicial dept. to be involved.
		 Formation of meena groups to bridge the gender gaps.
		• Recruitment & rationalization of teachers as per the needs.
		Short Term
		• Formation of Urban cell at the state, district and URCs level.
_	T7 1	Planning; strategies for tracing out the OOSC.
5	Kerala	Special survey in urban areas.
		• Activity mapping and resource mapping will be done.
		• Activity Calendar; urban cell, duty chart to find out OOSC, appointing
		volunteers for AIE centres, opening AIE centres, providing facilities to

Organizing parental awareness programmes, Formation of monitoring committee. Short Term Formulation of urban cell at the districtivity level. Convergence with other dept. like water & sanitation, SDA, child labour etc. Micro planning for the 4 million plus cities. Activity calendar will be developed. Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. Development of learning enhance programme. Long Term Development/ formulation of perspective plans for the four million plus cities. Regular monitoring and supervision of the schools in urban areas. Short Term Re-notification of target area in term of wards. Re-distribution of Shetras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student-children at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for Hnd for next six months. First phase of community leaders training district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of feachers of mobile schools. On 1° 40 ct-28° Feb. Hind phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DHET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development Review of perspective plans.			AIE centres e.g. learning kits, materials for stay etc.
Formation of monitoring committee. Short Term Formulation of urban cell at the districteity level. Convergence with other dept. like water & sanitation, SDA, child labour etc. Micro planning for the 4 million plus cities. Activity calendar will be developed. Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. Development of learning enhance programme. Long Term Development/formulation of perspective plans for the four million plus cities. Regular monitoring and supervision of the schools in urban areas. Short Term Re-notification of target area in term of wards. Re-distribution of Shetras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Pevelopment of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student-children at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training district wise. Training of trainers on CAL-All district. Onivertation of Madarsas Teachers. Orientation of Madarsas Teachers. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1° Oct-28° Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans.			
Short Term Formulation of urban cell at the districtivity level. Convergence with other dept. like water & sanitation, SDA, child labour etc. Micro planning for the 4 million plus cities. Activity calendar will be developed. Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. Development of learning enhance programme. Long Term Development/ formulation of perspective plans for the four million plus cities. Regular monitoring and supervision of the schools in urban areas. Short Term Re-notification of target area in term of wards. Re-distribution of Shetras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student children at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for Hnd for next six months. First phase of community leaders training district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. 1 On 1° Oct 38° Feb. Hnd phase of teachers training at CRCs level. Cluster wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development Review of perspective plans.			
• Formulation of urban cell at the districtivity level. • Convergence with other dept. like water & sanitation, SDA, child labour etc. • Micro planning for the 4 million plus cities. • Activity calendar will be developed. • Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. • Development of learning enhance programme. Long Term • Development/ formulation of perspective plans for the four million plus cities. • Regular monitoring and supervision of the schools in urban areas. Short Term • Re notification of target area in term of wards. • Re-distribution of Shetras in relation to increased number of municipal wards. • Formation of SRG; separately for urban planning. • Review of nodal agency; for Delhi it was social welfare for convergence. • Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. • Goal setting, syllabus, admission drive, school mapping, etc. • Calendar of activities. • Remedial teaching for the studentichildren at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases. I, It & HI for 10 days. • Preparation of curriculum for Hud for next six months. • First phase of community leaders training district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of Suchers of mobile schools. • On 1st Oct-28th Feb. Hud phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training.			Formation of monitoring committee.
• Convergence with other dept. like water & sanitation, SDA, child labour etc. • Micro planning for the 4 million plus cities. • Activity calendar will be developed. • Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. • Development of learning enhance programme. Long Term • Development/ formulation of perspective plans for the four million plus cities. • Regular monitoring and supervision of the schools in urban areas. Short Term • Re-notification of target area in term of wards. • Re-distribution of Shetras in relation to increased number of municipal wards. • Formation of SRG; separately for urban planning. • Review of nodal agency; for Delhi it was social welfare for convergence. • Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. • Goal setting syllabus, admission drive, school mapping, etc. • Calendar of activities. • Remedial teaching for the student-children at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases. I II & III for 10 days. • Preparation of curriculum for Hnd for next six months. • First phase of community leaders training district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of Seatchers of mobile schools. • On 1st Oct-28th Feb. Hnd phase of teachers training at CRCs level. • Cluster wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development Review of perspective plans.			Short Term
• Convergence with other dept. like water & sanitation, SDA, child labour etc. • Micro planning for the 4 million plus cities. • Activity calendar will be developed. • Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. • Development of learning enhance programme. Long Term • Development/ formulation of perspective plans for the four million plus cities. • Regular monitoring and supervision of the schools in urban areas. Short Term • Re-notification of target area in term of wards. • Re-distribution of Shetras in relation to increased number of municipal wards. • Formation of SRG; separately for urban planning. • Review of nodal agency; for Delhi it was social welfare for convergence. • Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. • Goal setting syllabus, admission drive, school mapping, etc. • Calendar of activities. • Remedial teaching for the student-children at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases. I II & III for 10 days. • Preparation of curriculum for Hnd for next six months. • First phase of community leaders training district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of Seatchers of mobile schools. • On 1st Oct-28th Feb. Hnd phase of teachers training at CRCs level. • Cluster wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development Review of perspective plans.			• Formulation of urban cell at the district/city level.
6 Gujarat • Micro planning for the 4 million plus cities. • Activity calendar will be developed. • Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. • Development of learning enhance programme. Long Term • Development/ formulation of perspective plans for the four million plus cities. • Regular monitoring and supervision of the schools in urban areas. Short Term • Re-notification of target area in term of wards. • Re-distribution of SRG; separately for urban planning. • Review of nodal agency; for Delhi it was social welfare for convergence. • Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. • Goal setting syllabus, admission drive, school mapping, etc. • Calendar of activities. • Remedial teaching for the studentichildren at risk. • Training and orientation of CRGs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for Hnd for next six months. • First phase of community leaders training district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1st Oct-28th Feb. Hnd phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DHET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans.			• Convergence with other dept. like water & sanitation, SDA, child
• Activity calendar will be developed. • Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. • Development of learning enhance programme. Long Term • Development/ formulation of perspective plans for the four million plus cities. Regular monitoring and supervision of the schools in urban areas. Short Term • Re-notification of target area in term of wards. • Re-distribution of Shetras in relation to increased number of municipal wards. • Formation of SRG; separately for urban planning. • Review of nodal agency; for Delhi it was social welfare for convergence. • Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. • Goal setting syllabus, admission drive, school mapping, etc. • Calendar of activities. • Remedial teaching for the student/children at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for Hind for next six months. • First phase of community leaders training, district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1st Oct 28th Feb. Hind phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DHET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans.			
Providing the needs of infrastructure like-ACR, toilets etc in the urban schools. Development of learning enhance programme. Long Term Development/ formulation of perspective plans for the four million plus cities. Regular monitoring and supervision of the schools in urban areas. Short Term Re-notification of target area in term of wards. Re-distribution of Shetras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the studentchildren at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for Hnd for next six months. First phase of community leaders training district wise. Training of trainers on CAL - All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-2st Ftb. Hnd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans.		Gujarat	
Development of learning enhance programme. Long Term Development/ formulation of perspective plans for the four million plus cities. Regular monitoring and supervision of the schools in urban areas. Short Term Re-notification of target area in term of wards. Re-distribution of Shcras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the studentchildren at risk. Training and orientation of CRCs. Need assessment of mobile schools. Reachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for Hnd for next six months. First phase of community leaders training; district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsus Teachers. Orientation of teachers of mobile schools. On 1 ^{rt} Oct-28 th Feb. Hnd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans.	6		• Providing the needs of infrastructure like-ACR, toilets etc in the
• Development/ formulation of perspective plans for the four million plus cities. • Regular monitoring and supervision of the schools in urban areas. Short Term • Re-notification of target area in term of wards. • Re-distribution of Shetras in relation to increased number of municipal wards. • Formation of SRG; separately for urban planning. • Review of nodal agency; for Delhi it was social welfare for convergence. • Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. • Goal setting; syllabus, admission drive, school mapping, etc. • Calendar of activities. • Remedial teaching for the student/children at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for IInd for next six months. • First phase of community leaders training, district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans.			
Development/ formulation of perspective plans for the four million plus cities. Regular monitoring and supervision of the schools in urban areas. Short Term Re-notification of target area in term of wards. Re-distribution of Shetras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student/children at risk. Training and orientation of CRCs. Need assessment of mobile schools. Reaches training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			Long Term
plus cities. Regular monitoring and supervision of the schools in urban areas. Short Term Re-notification of target area in term of wards. Re-distribution of Shetras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the studentéhildren at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training, district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-2sth Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			
Regular monitoring and supervision of the schools in urban areas. Short Term Re-notification of target area in term of wards. Re-distribution of Shetras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student/children at risk. Training and orientation of CRGs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training, district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			
Short Term Re-notification of target area in term of wards. Re-distribution of Shetras in relation to increased number of municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student/children at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training, district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			-
• Re-distribution of Shetras in relation to increased number of municipal wards. • Formation of SRG; separately for urban planning. • Review of nodal agency; for Delhi it was social welfare for convergence. • Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. • Goal setting; syllabus, admission drive, school mapping, etc. • Calendar of activities. • Remedial teaching for the student/children at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for Hnd for next six months. • First phase of community leaders training; district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1st Oct-28th Feb. Hnd phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans. Short Term			
municipal wards. Formation of SRG; separately for urban planning. Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student@hildren at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training; district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1 st Oct-28 th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			• Re-notification of target area in term of wards.
• Formation of SRG; separately for urban planning. • Review of nodal agency; for Delhi it was social welfare for convergence. • Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. • Goal setting; syllabus, admission drive, school mapping, etc. • Calendar of activities. • Remedial teaching for the student/children at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for IInd for next six months. • First phase of community leaders training, district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. • Cluster wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans. Short Term			• Re-distribution of Shetras in relation to increased number of
Review of nodal agency; for Delhi it was social welfare for convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student/children at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for Hnd for next six months. First phase of community leaders training; district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. Hnd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			municipal wards.
convergence. Development of calendar for community mobilization as per AWP&Bs preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student/children at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training; district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			• Formation of SRG; separately for urban planning.
preparation at the CRC level. Goal setting; syllabus, admission drive, school mapping, etc. Calendar of activities. Remedial teaching for the student/children at risk. Training and orientation of CRCs. Need assessment of mobile schools. Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training; district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			9
• Calendar of activities. • Remedial teaching for the student/children at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for IInd for next six months. • First phase of community leaders training; district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans. Short Term			
• Remedial teaching for the student/children at risk. • Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for IInd for next six months. • First phase of community leaders training, district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans. Short Term			• Goal setting; syllabus, admission drive, school mapping, etc.
• Training and orientation of CRCs. • Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for IInd for next six months. • First phase of community leaders training; district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1 st Oct-28 th Feb. IInd phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans. Short Term		Delhi	Calendar of activities.
• Need assessment of mobile schools. • Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for IInd for next six months. • First phase of community leaders training; district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1 st Oct-28 th Feb. IInd phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans. Short Term			• Remedial teaching for the student/children at risk.
• Teachers training for Meena, SLP during summer vacation for 3500 in phases I, II & III for 10 days. • Preparation of curriculum for IInd for next six months. • First phase of community leaders training; district wise. • Training of trainers on CAL-All district. • Monitoring of DURC-CRCC by experts on quality monitoring format. • Orientation of Madarsas Teachers. • Orientation of teachers of mobile schools. • On 1st Oct-2sth Feb. IInd phase of teachers training at CRCs level. • Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans. Short Term			Training and orientation of CRCs.
phases I, II & III for 10 days. Preparation of curriculum for IInd for next six months. First phase of community leaders training; district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1 st Oct-28 th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			• Need assessment of mobile schools.
 Preparation of curriculum for IInd for next six months. First phase of community leaders training; district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term 	7		
 First phase of community leaders training; district wise. Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. Hnd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			
 Training of trainers on CAL-All district. Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. 8 Andbra Pradesh Short Term			-
 Monitoring of DURC-CRCC by experts on quality monitoring format. Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. Hnd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term 			
 Orientation of Madarsas Teachers. Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term 			
 Orientation of teachers of mobile schools. On 1st Oct-28th Feb. IInd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term			
 On 1st Oct-28th Feb. Hnd phase of teachers training at CRCs level. Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term 			
 Cluster-wise training of H.O.S, training of supervisors, SCERT, DIET faculty. Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term 			
faculty. • Second phase of community leaders training. Long Term • Assessment on the implementation of the SSA components. • Development/Review of perspective plans. Short Term			
 Second phase of community leaders training. Long Term Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term 			
Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term Short Term			
Assessment on the implementation of the SSA components. Development/Review of perspective plans. Short Term Short Term			Long Term
Development/Review of perspective plans. Short Term Short Term			
Short Term			_
8 Andhra Pradosh			
• School Mapping	8	Andhra Pradesh	• School Mapping

	•	
		 Up gradation of special survey in urban areas/urban slums. Implementation of some components through convergence with NGOs.
		Admitting OOSC in RBCs/NRBC/Alternative centres.
		• Conducting vocational courses for girls child.
		• Collection of separate DISE data on urban areas, GIS mapping etc.
		Medium Term
		• Organizing/Sensitized programmes to cover SC/ST OOSC and gender gaps.
		• Development of micro planning for AWP&Bs.
		• Vocational courses for girl's child.
		• Opening of new schools based on micro planning.
		• Convergence with NGOs, labor dept. etc.
		Long Term
		• Preparation of perspective plans.
		• Estimation of OOSC and in school children to know the gaps.
		 Preparation of road plan allocation on rationalization.
		• Preparation of road plan on urban deprived children, special focused
		groups, HIV affected children and inadolition to SC/ST children.
		Short Term
		• Formulation of Urban Cell at the state and city level.
		 Formation of resource groups at the city level involving experts from Health dept., NGOs, UNICEF, ADPC, ICDS, HMs.
		• Formation of nodal agency at the city level.
		• Schools mapping/micro planning; available needs will be identified,
		all the urban areas of city Jaipur will be divided into polling areas and a household survey will be arranged.
		Bhamashahs will be identified.
		• Calendar for implementation will be developed.
	70	Medium Term
9	Rajasthan	• Micro planning/Special surveys/ Mapping; special focus will be given to thrust areas like slum areas, streets, dhabhas, construction sites etc.
		Access; School on wheel, portable rooms.
		• Retention; Computer education, transport facility, free text books, food & uniform etc.
		• To improve quality; activity based learning, common examination for
		mainstreaming.Norms for opening schools in urban areas may be relaxed.
		Long Term
		 Survey for OOSC in urban areas every year. Support to Pvt. Schools who enroll slum children.
		 Support to Pvt. Schools who enroll slum children. Need assessment for next three years.
		Short Term
10	Tamilnadu	• Formation of urban cell involving corporation education officer, zonal supervisors, social welfare officers, PTA/WEC members, SC/ST
		representatives, educationist, DIET faculty etc.

		• TOI	
		 Planning, implementing, supervision, monitoring and follow-ups. Formation of resource groups involving DIET faculty, educationists and headmasters of two schools. Identifying urban specific problems, issues and addressing remedial 	
		measures for the same.	
		• Formation of nodal agency at the city level.	
		 Prioritizing implementation of components approved in current AWP&Bs. 	
		 Action Points Formation of urban cell at state and municipal corporation level. Urban resource group of Researchers, NGOs and resources persons at city and state level 	
		• How to redefine the SSA norms which dose not fit to urban area.	
		Short Term • Learning sharing workshops with 22 Municipal Corporations, for	
		getting reflections from other urban centres.	
		• Strategies with NGO involvement for strengthening WECs for quality issues	
		• Cluster Resources mapping.	
		• Visioning with schools on Cluster Resource Mapping and quality education	
		• Setting up some Demonstration Schools on process of quality education in CRC.	
11	Maharashtra	• Quality Test to assess students' learning competencies and provide remedial support	
		• Planning for out of school after Enrollment drive	
		 Ranking NGOs conducting AIE classes; documentation of materials/ approaches being used; setting minimum parameters 	
		Medium Term	
		Undertaking micro planning /survey/ mapping of infrastructure and services etc.	
		• Identifying needs areas for course correction to improve situation on	
		access, equity retention and quality in the urban context	
		 Proposal for revision of norms for school opening depending on the needs. 	
		Long Term	
		\bullet Developing perspective plans of $M_{^+}$ and other municipalities (5years).	
		• Rationalization of teachers as a follow up to the micro planning	
	Total State- 11		



MINUTES OF THE NATIONAL WORKSHOP CUM REVIEW MEETING ON URBAN PLANNING

(7th & 8Th July 2009 Kochi, Kerala)



Department of School Education & Literacy Ministry of Human Resource Management Government of India