

## **1. Introduction**

**Sarva Shiksha Abhiyan (SSA)** is a programme for achieving universal elementary education. The programme aims to provide equitable education of satisfactory quality to all children in the age group of 6 – 14 years. Providing elementary education to disadvantaged communities like SC, ST, Minority & Urban deprived children is a major focus for achieving its goal of social parity. In the context of urban areas, special focus has been made due to unique situations with the special provision for the urban areas like rent for EGS/AIE, Urban resource centers, multistory construction of school buildings, maintenance of school buildings/EGS/AIE on rented building & Civil works construction by NGOs etc.. The programme has duly taken into account the situation of these communities and has made ample provisions to address their specific needs. During the Tenth Plan period various steps have been taken to successfully cover children of the communities specially SC, ST & Minority under SSA and in the 11<sup>th</sup> plan, with due consideration for coverage & bringing the urban deprived children such as street & working children, domestic girl child, children of construction sites & migrated children etc into the mainstreaming, special strategies are developed under various innovative programme by major cities for UEE in the urban areas and as the following information on key education indicators reveals, these steps have brought significant improvement in the educational status of children belonging to these groups. Significant progress has been made on provision of infrastructure (civil works & teachers), enrolment and to some extent retention. The programme will continue to focus on these communities and based on the lessons learnt, will try to take more targeted measures with an aim for improving quality of urban schools.

## **2. Background**

The national plan of action rightly acknowledges the principle of universalism and emphasizes assuring all children their due rights. This requires special initiatives that focus on equity and result in accelerated progress for disadvantaged children. Apart from children requiring special protection and care, there are also large segments of children who need to be supported and brought under the purview of effective policies. These include difficult to reach children of the urban areas who are regularly denied opportunities for leading healthy & creative lives. Strengthening the institutions and community action are extremely important for accelerating progress for children. Different social sector workers need to be backed by effective and well-functioning local institutions-including Ward education committee, urban resource centers, and clusters resource centers etc. Integrated into such a system should also be the effective use of the right to information and appropriate community-based monitoring systems. Capacity at the community level needs to be augmented so that the people can get adequate information, monitor progress and act in the best interest of the children. This also requires that successful interventions by NGOs and others be assessed and adopted to suit local needs.

It is necessary to put in place an effective system of data collection on child for planning and implementation in the urban areas. For a number parameters, data gathering and reporting systems are inaccurate, inadequate, unreliable or even nonexistent. At the same time, it is important to establish accountability in management and reinforce systems of monitoring and evaluation. Because of disorganized housing pattern and insufficient records of urban poor, school age children are not counted. Similarly, reliable and accurate data for place available for school is not maintained. Adequate data of these groups are not available mainly due to Informal/illegal settlements that do not appear on city maps/plans, therefore, accurate number of school going children are not calculated and the number of schools is not planned for them. Secondly, Information collected is compiled into statistical averages that reflect urban areas as a whole and tell nothing about marginalized.

### **3. Provisions for Urban Deprived Children under SSA**

Special focus groups", notably girls, SCs, STs & Urban deprived children have been given focused attention in the framework. Schools, EGS, bridge course centers, residential hostels, and provision of mobile teachers, mobile schools and a variety of other urban specific need based strategies under AIE are aimed at achieving equity in access. To ensure inclusion of children belonging to these groups in classrooms and to accomplish overall school improvement SSA provides for a range of provisions e.g. Urban cells for academic support & training to teachers, free textbooks, female teachers, , residential schools,TLM, sensitivity training for teachers and community awareness programmes. Special provisions for '**Urban Deprived children**' are presented below.

### **4. SSA has made the following 'Provisions for Urban Deprived Children'**

#### **4.1 Schools**

- Provision of free school textbooks to girls & boys of the disadvantaged urban children.
  
- Special schools like mobile schools, back to school camp, short term schools at the construction sites and facilities for girls, like residential schools, shelter home and toilets.

#### **4.2 Grants**

- Provision for maintenance of schools running in the rented private buildings.

#### **4.3 Civil Works**

- Drinking water & toilets for the new schools in the urban areas.

#### **4.4 Out of School Children**

- Provision for seasonal hostels/residential camps to retain children in the sending areas during the period of migration.
- Worksites schools at the location where migrant families are engaged.
- Residential AIE interventions, such as Bridge courses, remedial courses, Back to school camps with a focus on mainstreaming out of school children.

#### **4.5 Teachers/NPEGEL & KGBV**

- Focus on recruitment of female teachers in order to encourage girl's enrollment and retention.
- **NPEGEL**;-An intervention aimed at increasing enrollment and retention of girls in the urban areas/slum areas.
- **KGBV**-Special intervention focused for girl's elementary education. Started in urban areas/urban slums in 2008-09.

#### **4.6 Innovation**

- Up to Rs. 15 lakh per district per year for undertaking innovative activities to support education of children belonging to marginalized/disadvantaged group.

#### **4.7 Academic Resource Centers**

- Provision for opening 'Urban resource Centers' for academic supervision & teachers training.

#### **4.8 Quality**

- Provision for 10% under remedial teaching programmes.
- Urban Resource centers on the lines of 10-12 CRCs.

#### **4.9 Community Training**

- Training of the community leaders, four members from the community and three persons from the schools in the urban areas.

## 5. Urban Deprived Children

No doubt the provisions have contributed significantly in improving the situation on equity and inclusion in elementary education. However, the gaps have simply narrowed and not yet eliminated. As SSA headed towards the 11<sup>th</sup> Plan, there was massive felt need to take supplementary steps towards innovative programmes for achieving UEE for this disadvantaged community in the urban areas and girls to bridge the gaps and accomplish equity and inclusion. The inclusion of urban deprived innovation head under SSA is a special strategy towards the mainstreaming of this difficult to reach children & children from the poor urban communities/urban dwellers with special focused to urban slums in the metros.

Several initiatives have been taken in almost all the 35 million plus cities and other urban areas under SSA. In continuation of various innovative programmes through city specific plans, supplementary plans & inclusion of urban issues in the districts plans, many cities have been planned/developed different innovative activities/interventions in this year AWP&B 2008-09 for this disadvantaged group taking into account the circumstances, situation and areas of this children for their basic amenities along with education. Urban children are largely synonymous with homeless and street children. However, systematic issues of teacher's absenteeism, lack of motivation and overcrowded classrooms have been vastly associated with urban India. Access to good quality and relevant education remains a big issue in urban areas. Secondly, while broad policies and programmes are certainly important, as they fail to capture the specific situation of urban children. Getting out-of-school children into the formal school system need to be addressed systematically.

### 5.1 Disaggregated Status of Urban Schools-Focus: Primary & Upper Primary-All management (DISE 2006-07)

Having unique problems faced by the urban deprived children with regard to primary education, access has been an important focused area for universal elementary education in the urban areas. Overall ratio of primary to upper primary as per DISE 2006-07 in the urban areas is 1.54; the status of schooling facility in the urban areas is as under.

<b>States having primary schools &gt; 5,000</b>	
Primary Only	Upper Primary Only
➤ Uttar Pradesh, Tamilnadu, Rajasthan, West Bengal, Maharashtra, Madhya Pradesh and Andhra Pradesh.	–
<b>States having primary schools &gt; 2000</b>	
➤ Bihar, Karnataka, Orissa and Assam.	➤ Uttar Pradesh, Tamilnadu and Madhya Pradesh only.
<b>States having primary schools &gt;1000</b>	
➤ Punjab, Chhattisgarh, Delhi and Gujarat.	–
<b>States having primary schools &gt; 500</b>	
➤ Haryana, Jammu & Kashmir, Jharkhand, Kerala and Uttarakhand.	➤ Chhattisgarh and Assam only.

**5.2 Enrolment-Focus:** Primary and Upper Primary in Urban Areas (DISE-2006-07)

<b>States/UTs having enrolment &gt;20 lakhs</b>	
Primary Only	Upper Primary Only
<ul style="list-style-type: none"> <li>Maharashtra, Andhra Pradesh, Madhya Pradesh and Uttar Pradesh.</li> </ul>	<ul style="list-style-type: none"> <li>Maharashtra only.</li> </ul>
<b>States/UTs having enrolment &gt;10 lakhs</b>	
<ul style="list-style-type: none"> <li>Delhi, Gujarat, Karnataka, Rajasthan, Tamilnadu and west Bengal.</li> </ul>	<ul style="list-style-type: none"> <li>Andhra Pradesh, Tamilnadu and Madhya Pradesh</li> </ul>
<b>States/UTs having enrolment &gt;2 lakhs</b>	
<ul style="list-style-type: none"> <li>Assam, Chhattisgarh, Jammu &amp; Kashmir, Jharkhand, Haryana, Kerala, Orissa, Bihar and Punjab.</li> </ul>	<ul style="list-style-type: none"> <li>Karnataka, Punjab, Rajasthan, Uttar Pradesh, Delhi, West Bengal, Bihar, Gujarat and Kerala.</li> </ul>
<b>States/UTs having enrolment &gt;50,000</b>	
<ul style="list-style-type: none"> <li>Chandigarh, Himachal Pradesh, Mizoram, Manipur, Nagaland, Pondicherry and Tripura.</li> </ul>	<ul style="list-style-type: none"> <li>Assam, Haryana, Chhattisgarh, Uttarakhand, Jammu &amp; Kashmir, Jharkhand and Orissa.</li> </ul>

**5.3 Percentage of Girls Enrolment in Urban Areas:** State Wise (All management)

Gender Parity Index (GPI) and percentage of girl's enrolment in primary and upper primary classes reveal that there is consistent improvement in the average of all districts both in GPI and girls share in enrolment. However, the improvement irrespective of primary and upper primary during the years is not significant. The average of 605 districts in 2006-07 as per DISE indicates a GPI of 0.93 in primary classes and 0.87 in case of enrolment in upper primary classes. All elementary classes together had a GPI of 0.92 in urban areas in 2006-07.

**Gender Parity index In Urban areas-DISE 2005-06**

Grades	2003-04	2004-05	2005-06	2006-07
I-V	0.93	0.92	0.92	0.92
VI-VIII	0.63	0.91	0.91	0.92

<b>States/UTs having girls enrolment &gt;50 %</b>	
Primary Only	Upper Primary Only
➤ Kerala, Manipur, Meghalaya, Pondicherry, Jharkhand and west Bengal.	➤ Assam, Kerala, Mizoram, Meghalaya, Pondicherry, Jharkhand and west Bengal only.
<b>States/UTs having girls enrolment &gt;40 %</b>	
➤ Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, D & N Haveli, Daman & Diu, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Tripura and Uttaranchal.	➤ Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, D & N Haveli, Daman & Diu, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Tripura and Uttaranchal.

#### **5.4 Percentage of Enrolment in government Schools to Total enrolment-**

**Focus:** Primary & Upper Primary in Urban Areas (DISE 2006-07)

Majority of schools imparting elementary education (81.14 percent) were government owned schools. Government management includes schools run by the Department of Education, Local Bodies and Tribal/Social Welfare Department. Irrespective of the type of school, the percentage share of enrolment in government schools has been improving. It is also observed that there is significant difference in elementary enrolment under government management in rural and urban areas. In urban areas it seems that majority of elementary enrolment comes from the private managed schools. 82.50 percent enrolment was in government primary schools whereas 62.84 percent enrolment had been observed in the government upper primary schools as per DISE 2006-07. Detail status in regard to the same is as under.

<b>States/UTs having enrolment &gt;80 %</b>	
Primary Only	Upper Primary Only
➤ Assam, Bihar, Haryana, Jharkhand, West Bengal, Chandigarh, Chhattisgarh, Delhi, Daman & Diu, Mizoram, Orissa, Pondicherry, Punjab and Tripura.	➤ Himachal Pradesh, Jammu & Kashmir, Chhattisgarh, Nagaland, Haryana, Bihar, Delhi, Daman & Diu, Mizoram and Punjab.
<b>States/UTs having enrolment &gt;50 %</b>	
➤ Arunachal Pradesh, Goa, Gujarat, Jammu & Kashmir, Madhya Pradesh, Himachal Pradesh, Manipur and Rajasthan.	➤ Madhya Pradesh, Assam, Chandigarh, Rajasthan, Haryana only.

### 5.5 Percentage of SC & ST Enrolment to Total Enrolment-Focus: Primary & Upper Primary in Urban Areas (DISE 2006-07)

As per DISE 2005-06 the share of SC and ST enrolment in the total enrolment in primary, upper primary and Elementary classes, as observed and analyzed reveals that there has been no significant change. At the primary level, the share of SC and ST enrolment with respect to total enrolment in 2006-07 worked to be 20, 11 percent and 11.36 percent respectively. So far as the percentage share of SC enrolment to total enrolment is concerned, it has been the highest in the state of Punjab. Notably, at all levels government has been the main provider and caterer of the educational needs of both the category SC and ST. Detail of the status as per DISE 2006-07 is as under.

#### SC Enrolment

States/UTs having enrolment >20% to total enrolment	
Primary Only	Upper Primary Only
➤ Haryana, Punjab, Tripura, Uttaranchal and Uttar Pradesh.	➤ Punjab, Haryana, Tamilnadu, Tripura and Uttar Pradesh.
ST Enrolment	
States/UTs having enrolment >80% to total enrolment	
➤ Meghalaya, Nagaland and Mizoram only.	➤ Mizoram, Meghalaya and Nagaland only.
States/UTs having enrolment >50% to total enrolment	
➤ Arunachal Pradesh only	➤ Arunachal Pradesh only
States/UTs having enrolment >20% to total enrolment	
➤ D & N Haveli and Sikkim.	➤ Sikkim and Dadra & Nagar Haveli only.

Quality Improvement-Focus: Female Teachers in urban areas

### 6. Percentage Distribution of Female Teachers in Urban Areas-Focus: Primary & Upper Primary Only

Operation Black Board Scheme ensures that one of the teachers appointed would preferably be female. Over a period of time, the percentage of female teachers across school types has increased. There are about 145 districts across 35 states & UTs that have more than 50 percent female teachers. Urban areas had (64.94 %) higher percentage of female teachers than the rural areas as per the report of DISE 2006-07. Overall distribution of female teachers of the entire school category worked out to be 41.36% only as reported in DISE-2006-07.

<b>States/UTs schools having female teachers &gt;80%</b>	
<b>Primary Only</b>	<b>Upper Primary Only</b>
➤ Punjab, Tamilnadu, Chandigarh, Goa, Daman & Diu, Haryana, and Kerala.	➤ Chandigarh only.
<b>States/UTs schools having female teachers &gt;60%</b>	
➤ Arunachal Pradesh, Assam, Dadra & Nagar Haveli, Delhi, Gujarat, Jammu & Kashmir, Karnataka, Maharashtra, Madhya Pradesh, Manipur, Meghalaya, Orissa, Nagaland, Sikkim, Pondicherry and Uttaranchal.	➤ Goa, Kerala, Chandigarh, Maharashtra, Tamilnadu, Daman & Diu, Gujarat, Haryana, Karnataka, J & K, Manipur and Punjab.
<b>States/UTs schools having female teachers &gt;50%</b>	
➤ Andaman & Nicobar Island, Jharkhand, West Bengal, Bihar, Chhattisgarh, Rajasthan, Tripura and Uttar Pradesh.	➤ Utrakhhand, Orissa, Meghalaya and Nagaland.

### 6.1 Percentage of Teachers working in Urban Areas by Qualification-Focus: Primary & Upper Primary

The distribution of teachers of all category teachers by educational qualification reveals that a little less than half of the male (44.27%) and female (45.32%) teachers are Higher Secondary and below. Altogether 44.71 percent (As per DISE 2006-07) teachers who impart elementary education are only Higher Secondary and below. The percentage of teachers up to Higher Secondary level is higher in rural areas than the urban areas. Urban areas (63.16%) have more Graduates and Post-Graduates than the same in rural areas (51.14%) as per DISE 2006-07. Detail distribution of teacher's qualification **only at the primary level** is as given below.

<b>Primary Only</b>
<b>States/UTs schools&gt;50% having teachers with secondary qualification</b>
Goa, Gujarat and Daman & Diu
<b>States/UTs schools&lt;50%-&gt;10%having teachers with secondary qualification</b>
Assam, Goa, Daman & Diu, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Tamilnadu, Tripura, West Bengal, Tripura, Tamilnadu, Punjab, Pondicherry, Nagaland, Manipur, Jharkhand, Haryana, Bihar, Andaman & Nicobar Island, Dadra & Nagar Haveli, Jammu & Kashmir, Sikkim and Chandigarh.
<b>States/UTs schools30-10% having teachers with higher secondary qualification</b>
Assam, Goa, Daman & Diu, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Tamilnadu and Tripura, West Bengal, Tripura, Tamilnadu, Punjab, Pondicherry, Nagaland, Manipur, Jharkhand, Haryana, Bihar, Andaman & Nicobar Island, Dadra & Nagar Haveli, Jammu & Kashmir, Sikkim and Chandigarh
<b>States/UTs schools&gt;50%-30% having teachers with Graduate Qualification</b>

Andhra Pradesh, Arunachal Pradesh, Chandigarh, Dadra & Nagar Haveli and Manipur, Chhattisgarh, Goa, Karnataka, Kerala, Madhya Pradesh, Nagaland, Sikkim, Tripura, Arunachal Pradesh and West Bengal.

**States/UTs schools >30-10% having teachers with Post-Graduate Qualification**

Uttaranchal, Rajasthan, Delhi, Chhattisgarh, Chandigarh, Andhra Pradesh, Bihar, Chandigarh, Chhattisgarh, Dadra & Nagar Haveli, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Pondicherry, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh and Uttaranchal.

**6.2 Pupil Teacher Ratio in urban areas-**

**Focus: Primary & upper primary**

As per DISE 2005-06 an improvement in pupil teacher ratio has been observed. The highest PTR is observed in the primary level schools. Further pupil teacher ratio in case of a few states is observed to be higher than the national average for all types of schools. All categories of schools together had a PTR of 34 in 2006-07 as compared to 36 in 2005-06 as per the record of DISE. The corresponding figures in rural and urban areas are 35 and 31 respectively as per the DISE 2006-07 which is still improving in the urban areas.

<b>States/UTs having PTR &gt;40</b>	
<b>Primary Only</b>	<b>Upper Primary Only</b>
❖ Maharashtra, Jharkhand, Punjab, Uttar Pradesh and West Bengal.	❖ Bihar, Karnataka and West Bengal only
<b>States/UTs having PTR &gt;20</b>	
❖ Andhra Pradesh, Chhattisgarh, Dadra & Nagar Haveli, Gujarat, Karnataka, Madhya Pradesh, Orissa Rajasthan, Delhi, Chandigarh, Jharkhand, Daman & Diu, Goa, Kerala, Nagaland, Pondicherry, Meghalaya, Tamilnadu, Haryana, Tripura and Uttaranchal.	❖ Chhattisgarh, Chandigarh, Delhi, Gujarat, Goa, Tamilnadu, Uttar Pradesh, Orissa, Kerala, Haryana, Madhya Pradesh, Jharkhand, Maharashtra, Nagaland, Rajasthan, and Uttaranchal.
<b>States/UTs having PTR &lt;20</b>	
❖ Arunachal Pradesh, Assam Jammu & Kashmir, Himachal Pradesh, Manipur, Mizoram and Sikkim.	❖ Assam, Daman & Diu, Jammu & Kashmir, Himachal Pradesh, Manipur, Meghalaya, Mizoram and Punjab.

### 6.3 Achievement Level-Focus: Primary & Upper Primary girls in Urban Areas

It is observed that the pass percentage is almost equal for primary and upper primary both in rural and urban areas as per the analysis of DISE 2006-07. Percentage of children passing with 60 percent and above marks has been also been analyzed both for primary and upper primary. This indicates that the learner's attainment both in case of Grade IV/V and Grade VII/VIII is not satisfactory. Status in regard to primary and upper primary level only for girls children passing with 60% and above is as under as per DISE 2006-07. Overall pass percentage of the girls at both the level is 56.71 and 47.35 respectively in urban areas.

<b>States/UTs schools&gt;60% having girls passed with 60% and above</b>	
<b>Primary Only</b>	<b>Upper Primary Only</b>
✓ Andhra Pradesh, Andaman & Nicobar Island, Daman & Diu, Karnataka, Delhi, Goa, Chandigarh, Himachal Pradesh, Jammu & Kashmir, Rajasthan and Tamilnadu only.	✓ Rajasthan, Dadra & Nagar Haveli, Karnataka and Gujarat.
<b>States/UTs schools&gt;50% having girls passed with 60% and above</b>	
✓ Maharashtra, Daman & Diu, Gujarat, Pondicherry, Uttar Pradesh, Kerala, Uttaranchal and West Bengal.	✓ Chandigarh, Jammu & Kashmir, Daman & Diu and Tamilnadu.
<b>States/UTs schools&lt;50% having girls passed with 60% and above</b>	
✓ Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Haryana, Madhya Pradesh, Manipur, Meghalaya, Orissa, Mizoram, Nagaland, Sikkim, Punjab and Tripura	✓ Delhi, Goa, Himachal Pradesh, Maharashtra, Manipur, Mizoram, Nagaland, Pondicherry, Punjab, Sikkim, Uttar Pradesh, Kerala and Uttaranchal, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Haryana, Jharkhand, Madhya Pradesh, Meghalaya, Orissa, Tripura and West Bengal.

### 7. Status on Infrastructure-Focus: primary & upper primary in Urban Areas

In respect to the schools type, there were on an average 36 (compared to 39 in 2005-06) per school imparting elementary education across 604 districts. As such no significant change is observed over the previous year. However, a significant difference is noticed in case of schools located in urban areas (33 students per classroom and 37 in rural). It has been observed that primary schools have higher i.e. 40 students per classroom. Despite significant achievement a few schools still may not have adequate number of classrooms although all schools have been served with adequate number of classrooms as of now. However, there is an increasing effort for filling the gaps in the urban areas. Status in regard to the same as per DISE 2006-07 in respect to the respective states (All Managements) is as given below.

### 7.1 Student Classroom Ratio-DISE 2006-07

States having SCR >100-50	
Primary Only	Upper Primary Only
<ul style="list-style-type: none"> <li>• Bihar, Jharkhand and Madhya Pradesh, only.</li> </ul>	<ul style="list-style-type: none"> <li>• Bihar, West Bengal and Nagaland.</li> </ul>
States/UTs having SCR >40	
<ul style="list-style-type: none"> <li>• Chhattisgarh, Haryana and Maharashtra.</li> </ul>	<ul style="list-style-type: none"> <li>• Assam, Chhattisgarh, Gujarat and Madhya Pradesh</li> </ul>
States/UTs having SCR <20	
<ul style="list-style-type: none"> <li>• Himachal Pradesh, Jammu &amp; Kashmir, Manipur and Sikkim.</li> </ul>	<ul style="list-style-type: none"> <li>• Jammu &amp; Kashmir &amp; Manipur only.</li> </ul>

#### 7.2 Percentage of Schools-Focus: having common toilet facility in urban areas (DISE 2006-07)

As per DISE 2006-07 only 58 percent schools across 604 districts had common toilets in school as compared to 52 percent in 2005-06 while 42.58 percent schools had separate toilets for girls in 2006-07 increased from 37.40 in 2005-06. There are more schools with common toilets in the urban areas (68.89%) against 66.05 in 2005-06. Urban areas also have girl's toilets in case of 64.96 percent schools against 61.90 in 2005-06, whereas only 39.52 percent such schools are located in rural areas. Status pertaining to common toilet facility in the urban areas as per the DISE 2006-07 is as follows.

States/UTs Schools >80% having common toilet facility	
Primary Only	Upper Primary Only
<ul style="list-style-type: none"> <li>◆ Kerala, Haryana, Chandigarh, Daman &amp; Diu, Maharashtra, Mizoram, Pondicherry, Punjab Sikkim, Delhi, Uttar Pradesh and Uttaranchal.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Kerala, Daman &amp; Diu, Delhi, Goa, Maharashtra, Punjab, Uttar Pradesh and Uttaranchal only.</li> </ul>
States/UTs Schools >60% having common toilet facility	
<ul style="list-style-type: none"> <li>◆ Andhra Pradesh, Andaman &amp; Nicobar Island, D &amp; Nagar Haveli, Gujarat, Karnataka, Tripura, Tamilnadu and Sikkim.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Karnataka, Gujarat, Haryana, Jharkhand, Meghalaya, Manipur and Nagaland.</li> </ul>
States/UTs Schools <60% having common toilet facility	
<ul style="list-style-type: none"> <li>◆ Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Goa, Himachal Pradesh, Jammu &amp; Kashmir, Jharkhand, Madhya Pradesh, Manipur, Meghalaya, Orissa, Nagaland, Rajasthan and West Bengal.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Assam, Chhattisgarh, Himachal Pradesh, Jammu &amp; Kashmir, Orissa, Pondicherry, Rajasthan, Tamilnadu and west Bengal.</li> </ul>

7.3 Percentage of Schools-Focus: having girls toilet facility in urban areas  
(DISE 2006-07)

<b>States/UTs Schools &gt;70% having Girls toilet facility</b>	
<b>Primary Only</b>	<b>Upper Primary Only</b>
<ul style="list-style-type: none"> <li>◆ Pondicherry, Chandigarh, Tamilnadu, Delhi, Haryana, Punjab, Tamilnadu and Uttar Pradesh.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Tamilnadu, Goa, Delhi, Chandigarh, Haryana, Karnataka, Gujarat, Maharashtra, Punjab, Kerala, Uttar Pradesh and Uttaranchal.</li> </ul>
<b>States/UTs Schools &gt;50% having Girls toilet facility</b>	
<ul style="list-style-type: none"> <li>◆ Gujarat, Kerala, Maharashtra and Uttaranchal, Andhra Pradesh and Gujarat only</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daman &amp; Diu, West Bengal, Himachal Pradesh, Rajasthan Jharkhand and Nagaland.</li> </ul>
<b>States/UTs Schools &lt;50% having Girls toilet facility</b>	
<ul style="list-style-type: none"> <li>◆ Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Daman &amp; Diu, Goa, Himachal Pradesh, Jammu &amp; Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Rajasthan and Sikkim, Tripura and West Bengal.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Assam, Bihar, Chhattisgarh, Jammu &amp; Kashmir, Manipur, Meghalaya, Madhya Pradesh, Mizoram and Orissa.</li> </ul>

7.4 Percentage of Schools Having Drinking water facility (DISE 2006-07)

<b>States/UTs Schools &gt;80% having Drinking water facility</b>	
<b>Primary Only</b>	<b>Upper Primary Only</b>
<ul style="list-style-type: none"> <li>✓ Andhra Pradesh, Chandigarh, Chhattisgarh, Dadra &amp; Nagar Haveli, Daman &amp; Diu, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Pondicherry, Punjab, Sikkim, Tamilnadu, Uttar Pradesh, Mizoram and Uttaranchal.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Bihar, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Jharkhand, Karnataka, Kerala, Madya Pradesh, Maharashtra, Mizoram, Pondicherry, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh, Uttaranchal, and West Bengal.</li> </ul>
<b>States/UTs Schools &gt;50% having Drinking water facility</b>	
<ul style="list-style-type: none"> <li>✓ Arunachal Pradesh, Assam, Bihar, Jammu &amp; Kashmir, Jharkhand Karnataka, Manipur, Meghalaya, Nagaland, Orissa, Rajasthan, Tamilnadu, Tripura and West Bengal.</li> </ul>	<ul style="list-style-type: none"> <li>Assam, Daman &amp; Diu, Himachal Pradesh, Jammu &amp; Kashmir, Manipur, Meghalaya and Orissa.</li> </ul>

**8. STATUS OF TEN LARGEST METROS-AWP&B 2009-10**

## 8.1 Underprivileged Children

There is an urgent need to focus on the educational needs of deprived children in urban areas. Growing problem of schooling of poor children in urban areas require special interventions for bringing into the mainstreaming. On account of different administrative arrangements for the management of schools in the urban areas, often a number of initiatives for UEE do not reach the urban area schools. Some significant efforts have been made by the cities through city specific plans for AWP&B every year. Apart of various efforts, some of the NGOs like Pratham in Mumbai in partnership with the Municipal Corporation and the City Level Plan of Action in Calcutta also contributed for the same. The Municipal corporations of larger cities will be considered as 'districts' for purposes of preparation of Elementary Education Plans.

In lieu of special problems in the urban areas, diversity of approaches is required to tackle the educational problems in urban areas. On account of separate administrative arrangements of schools in the urban areas, there is a need to coordinate and converge interventions across Departments and local bodies responsible for elementary education in urban areas.

### 8.2 Planning for Elementary Education in Cities-Focus: Problems and Issues

Planning for elementary education means planning for Universalization of Elementary education. UEE means universal access (i.e. provision), universal participation (i.e. enrolment and retention) and universal achievement (i.e. quality), Planning for UEE therefore comprises of planning for universal access, planning for universal participation and planning for universal achievement. In order to plan for these components of UEE in urban areas, the following problems and issues need to be sorted out and many of these are policy issues while some are related to norms that need to be worked out in the states/districts/cities. The major problems and issues identified in AWP&B 2009-10 are as under.

- Unavailability of land for opening schools and for running the schools on rent
- Unavailability of space for running AIE centers.
- Rationalization of teachers.
- Strategies for the urban slums.
- Inadequate understanding in the project functionaries for effective urban planning.
- Involvement of NGOs.
- Facility of basic amenities.
- Problems of linkages with other agencies/department like-Social welfare, municipal corporations, and child labour department etc...
- Role of Municipal agency in urban planning for UEE.
- Lack of urban coordinators for planning for the urban interventions.
- Lack of special survey in identifying OOSC in the urban slums/urban areas

**Status in respect to schooling facility, quality, URCs, allocations, strategies and interventions of the top ten Metros based on AWP&B 2009-10 are as under.**

### 8.3 Schooling Facility in Urban Areas & URCs

According to Seventh Educational Survey, the schooling facilities have been significantly improved. Larger numbers of Primary & Upper Primary sections/schools were opened across the country. This is reflected in the Ratio of Primary to Upper primary. This is also evident that the total number of schools covered under DISE over a period of time till now increased time to time. Schooling facility in the urban areas has unique problem because of various factors/issues related to policies, implementation and to some extent norms. Although through tremendous efforts under various schemes of the central government as well as the state government and private institutions/organizations, it has been remarkably increased. The current status in respect of the schooling facilities especially in the top ten metros is as under.

#### Schooling Facility in larger Metros-AWP&B 2009-10

Sl. No.	Cities	Child Pop. (6-14 age group)	No. of Wards	URCs	Number of school (Govt.+Govt. Aided)	
					PS	UPS
1	<b>Mumbai City</b>	563798	227	07	-	625
2	<b>Pune Corp.</b>	331945	144	05	465	420
3	<b>Lukhnow City</b>	252970	110	02	218	90
4	<b>Bhopal City</b>	359991	102	01	200	120
5	<b>Bangalore Urban</b>	593715	145	09	1112	2805
6	<b>Chennai</b>	598976	155	10	838	889
7	<b>Patna Urban</b>	349667	72	01	374	177
8	<b>Hyderabad City</b>	464897	107	18	863	389
9	<b>Delhi</b>	2820751	144	09	2303	1172
10	<b>Kolkata</b>	937089	141	02	1439	588
<b>Total</b>	<b>10</b>					

#### 8.4 Educational Indicators

There is need for evidence based planning in education activities and requires training and support to collect and report statistics and indicators and to use such information for programme planning and implementation. In the context of urban areas collecting this information require more holistic approach with systematic planning to ensure reliable data for further implementation. The quality of reported data sometimes affecting the submissions for required action to be initiated, therefore efficient & capable group of selected people is strongly suggested. Planning for the urban areas is based on these indicators which further enhance the status of education for UEE. Further it has been observed that developing an integrated data base management system for a widely dispersed area poses enormous challenges to specialized agencies engaged in this task. The numerical data on education is collected on the basis of academic session whereas the financial data pertains to the fiscal year. Most of the educational data are collected on annual basis. NSS uses sample survey techniques extensively for estimation of socio-economic and educational indicators. Educational data are regularly collected from all educational institutions for a variety of administrative and planning purposes. Position pertaining to the same for the top 10 (ten) metro cities is as under.

#### a. Enrolment-2008-09

Sl. No	Cities	Child Pop. (6-14 age group)	Primary	Upper primary
1	<b>Mumbai City</b>	410261	142228	436961
2	<b>Pune Corp.</b>	324083	233720	126942

3	<b>Lukhnow City</b>	409108	388992	67631
4	<b>Bhopal City</b>	371676	255520	113816
5	<b>Bangalore Urban</b>	727280	649664	347234
6	<b>Chennai</b>	594272	374418	229535
7	<b>Patna Urban</b>	340574	191414	123559
8	<b>Hyderabad City</b>	747866	496239	245999
9	<b>Delhi</b>	2843500	1870121	949867
10	<b>Kolkata</b>	975722	529512	441343
<b>Total</b>	<b>10</b>			

Source: AWP&B 2008-09-2009-10

**B. GER & NER-2008-09**

Sl. No	Cities	GER		NER	
		PS	UPS	PS	UPS
1	<b>Mumbai City</b>	101.97	104.49	99.77	99.83
2	<b>Pune Corp.</b>	109.29	107.54	94.09	87.99
3	<b>Lukhnow City</b>	90.34	67	88.19	69.39
4	<b>Bhopal City</b>	101.03*	103*	97.2*	97.7*
5	<b>Bangalore Urban</b>	137.48	118.58	99.36	99.19
6	<b>Chennai</b>	101	102.66	99.54	98.72
7	<b>Patna Urban</b>	91.52	94.02	22.97	22.41
8	<b>Hyderabad City</b>	95.00	97.50	87.00	80.00
9	<b>Delhi</b>	98	84	95.5	83.8
10	<b>Kolkata</b>	100.30	98.56	99.59	96.51
<b>Total</b>	<b>10</b>				

Source: AWP&B 2008-09 & 2009-10

**c. Drop Out rate & Repetition Rate (2008-09)**

Sl. No	Cities	Drop Out Rate		Repetition Rate (Overall)
		PS	UPS	
1	<b>Mumbai City</b>	5.04	2.56	4.20
2	<b>Pune Corp.</b>	0.00	6.90	9.37
3	<b>Lukhnow City</b>	15.20	18.49	5.81*
4	<b>Bhopal City</b>	22.1*	18.4*	12.8*
5	<b>Bangalore Urban</b>	10.4	5.4	2
6	<b>Chennai</b>	1.26	1.72	2.15
7	<b>Patna Urban</b>	35.26	5.84	5.20
8	<b>Hyderabad City</b>	10.25	8.00	6
9	<b>Delhi</b>	14.50	17.5	3.35
10	<b>Kolkata</b>	24.79	28.58	12.45
<b>Total</b>	<b>10</b>			

Source; AWP&B 2008-09 & 2009-10

Completion	Sl. No	Cities	Primary to Upper Primary	Rate
	7	<b>Patna Urban</b>	60.54	
	8	<b>Hyderabad City</b>	90	
	9	<b>Delhi</b>	92.88	
	10	<b>Mumbai City</b>	6.00	
	1	<b>Kolkata</b>	50.63	
	<b>Total</b>	<b>Pune Corp.</b>	96.04	
	3	<b>Lukhnow City</b>	80.2	
	4	<b>Bhopal City</b>	61.30	
	5	<b>Bangalore Urban</b>	90.79	
	6	<b>Chennai</b>	96.39	

D.

Sl. No	Cities	PTR
--------	--------	-----

Source: AWP&B 2008-09 & 2009-10

## 9. Quality Improvement

Making **primary education** available for all in India has been one of the major challenges. Moreover, the quality of elementary education in India has also been a major cause of worry. In fact, making elementary education in India accessible, universal and relevant has been a goal since the eighth five-year plan. In order to improve the quality of elementary education in India, the SSA has emphasized on improving the student teacher ratio, teachers training, academic support, facilitating development of teaching learning material and providing textbooks to children from special focus groups etc. Status of some of the quality indicators are as follows in respect of the ten metros **(2008-09)**.

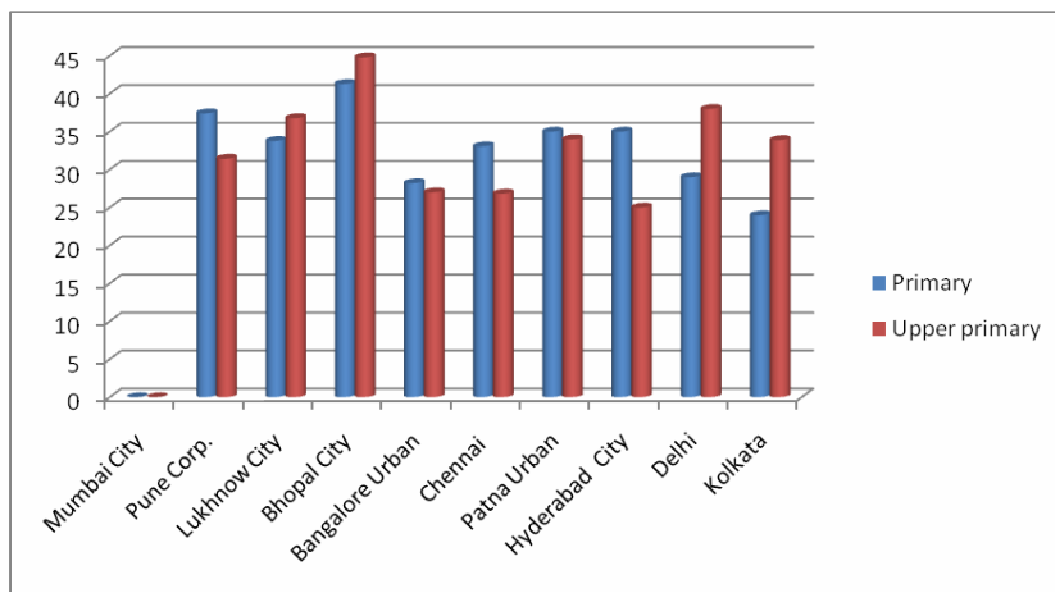
### Transition Rate (2008-09)

Sl. No	Cities	Transition Rate
1	<b>Mumbai City</b>	92.12
2	<b>Pune Corp.</b>	96.04
3	<b>Lukhnow City</b>	61.34
4	<b>Bhopal City</b>	94.3
5	<b>Bangalore Urban</b>	90.79
6	<b>Chennai</b>	98.27
7	<b>Patna Urban</b>	<b>90.31</b>
8	<b>Hyderabad City</b>	99.24
9	<b>Delhi</b>	91.11
10	<b>Kolkata</b>	96.58
<b>Total</b>	<b>10</b>	-

PTR

		Primary	Upper primary
1	<b>Mumbai City</b>	0	0
2	<b>Pune Corp.</b>	37.41	31.44
3	<b>Lukhnow City</b>	33.78	36.78
4	<b>Bhopal City</b>	41.3	44.8
5	<b>Bangalore Urban</b>	28.22	27
6	<b>Chennai</b>	33.07	26.82
7	<b>Patna Urban</b>	35	34
8	<b>Hyderabad City</b>	35	25
9	<b>Delhi</b>	29	38
10	<b>Kolkata</b>	23.97	33.90
<b>Total</b>	<b>10</b>		

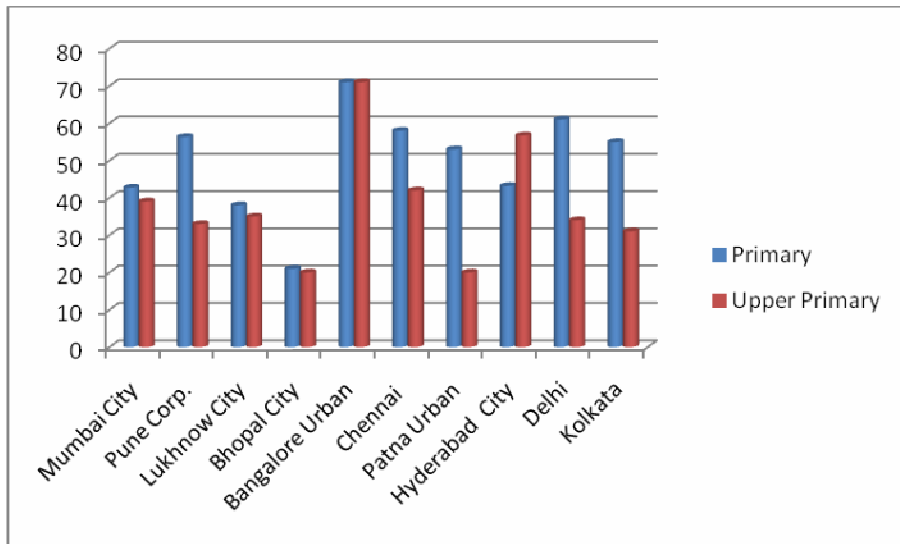
### PTR



### Achievement Level

Sl. No	City	Primary Only	Upper Primary Only
1	Mumbai City	42.76	39.02 (Annual Exam-2008)
2	Pune Corp.	56.3	33
3	Lukhnow City	38	35
4	Bhopal City	21	20
5	Bangalore Urban	71	71
6	Chennai	58	42
7	Patna Urban	53	20
8	Hyderabad City	43.18	56.70
9	Delhi	61	34
10	Kolkata	55	31
<b>Total</b>	<b>10</b>	-	-

### Achievement Level



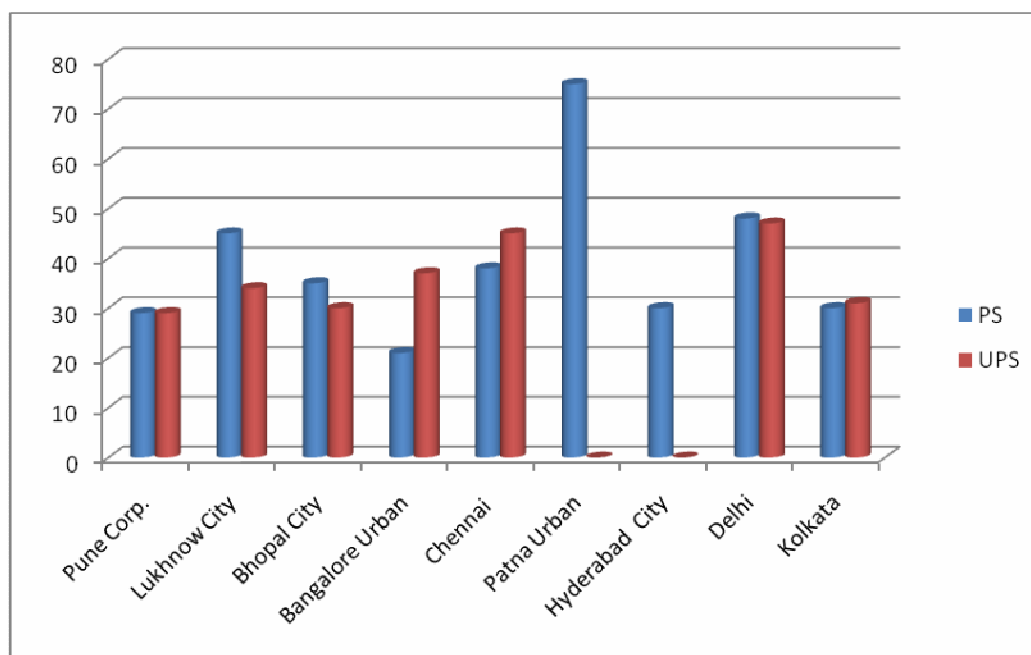
## 10. Infrastructure status-2006-07

### 10.1 Student Class Room ratio (DISE-2007-08)

SI. No	Cities	SCR	
		PS	UPS
1	Mumbai City	NA	NA
2	Pune Corp.	29	29
3	Lukhnow City	45	34
4	Bhopal City	35	30
5	Bangalore Urban	21	37
6	Chennai	38	45
7	Patna Urban	75	0
8	Hyderabad City	30	0
9	Delhi	48	47
10	Kolkata	30	31
<b>Total</b>	<b>10</b>		

Source: DISE 2005-06

### SCR

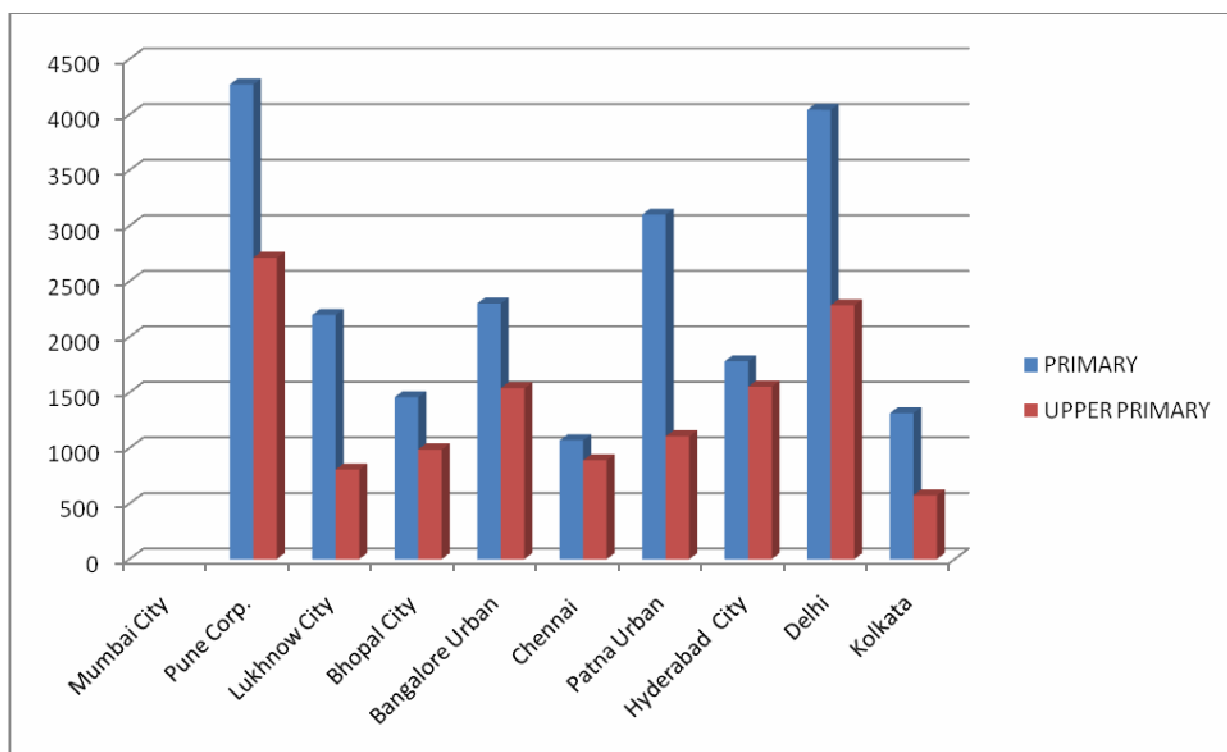


### 10.2 Drinking water Facility in Urban Areas (DISE-2007-08)

Sl. No	Cities	Number of Schools Having Drinking water Facility	
		PRIMARY	UPPER PRIMARY
1	<b>Mumbai City</b>	2142	1134
2	<b>Pune Corp.</b>	4271	2712
3	<b>Lukhnow City</b>	2197	806
4	<b>Bhopal City</b>	1458	987
5	<b>Bangalore Urban</b>	2301	1538
6	<b>Chennai</b>	1069	890
7	<b>Patna Urban</b>	3101	1106
8	<b>Hyderabad City</b>	1780	1553
9	<b>Delhi</b>	4043	2285
10	<b>Kolkata</b>	1314	574
<b>Total</b>	<b>10</b>	-	-

Source: AWP&B 2008-09

### Drinking water Facility in ten metros

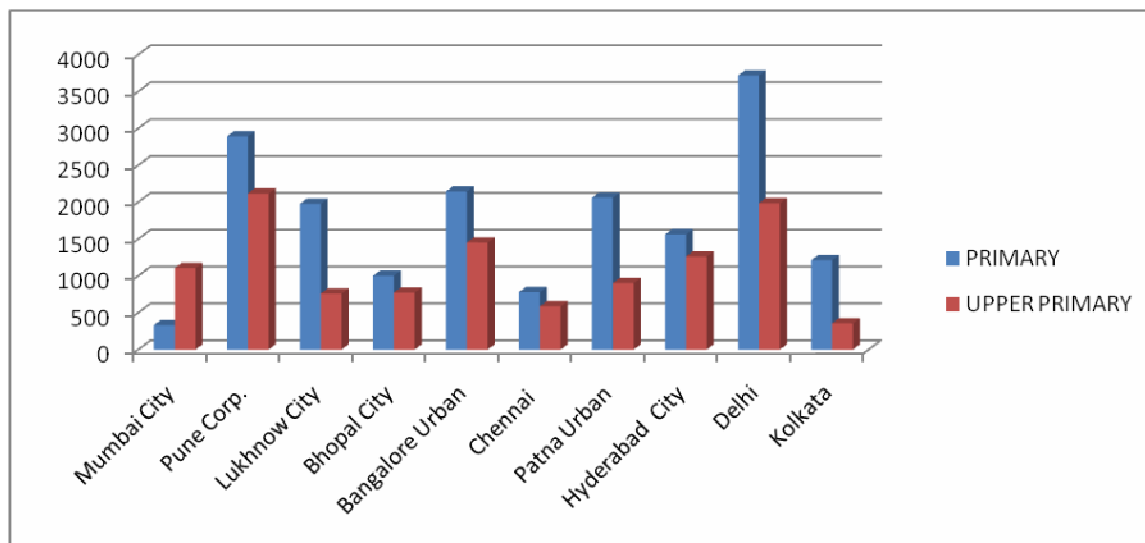


### 10.3 Toilet Facility in Urban Areas (DISE-2007-08)

Sl. No	Cities	Number of Schools Having Toilet Facility	
		PRIMARY	UPPER PRIMARY
1	Mumbai City	332	1106
2	Pune Corp.	2892	2117
3	Lukhnow City	1977	759
4	Bhopal City	1001	772
5	Bangalore Urban	2144	1452
6	Chennai	780	588
7	Patna Urban	2061	903
8	Hyderabad City	1563	1263
9	Delhi	3719	1986
10	Kolkata	1213	357
<b>Total</b>	<b>10</b>	<b>8781</b>	<b>4616</b>

Source: AWP&B 2008-09

### Toilet Facility in Ten metros (DISE-2007-08)



## 11. MAJOR STRATEGIES OF THE TEN METROS 2008-09

Efforts have been underway in several cities towards identification and enrolment of urban deprived children. The following report reflect briefly on the major initiatives/interventions taken by the states/cities in the last couple of years till now for covering deprived children in the fold of elementary education. Some of the best practices in the cities/urban areas are as under.

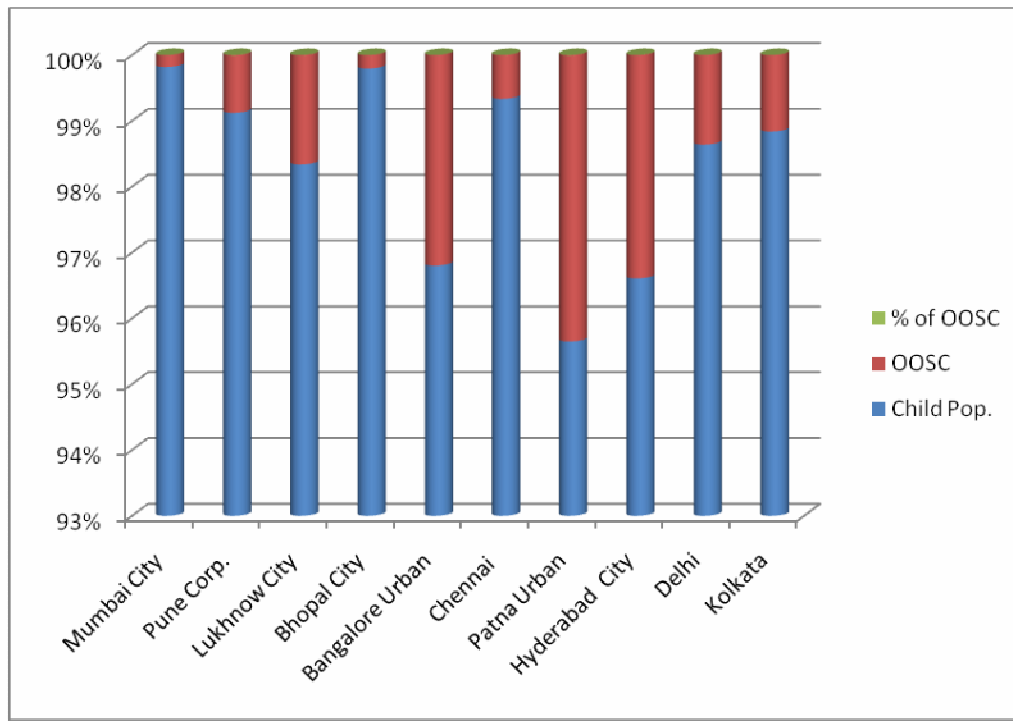
Sl. No.	City	Strategies
1	Mumbai City	Mumbai city has conducted a <b>city wise survey</b> of out of school children. This has been achieved with the help of several NGOs and Municipal agencies
2	Pune Corp.	<b>Vastishala centre in Pune-</b> opened in school less habitation like regular school for at least 200 children is an effective centre run for universalizing children. <b>Mahatma Phule Education Guarantee Scheme (MPEGS)</b> for primary is also meant for OOSC and migrated children for 2 years and 3 years for upper primary schools successfully run in the City.
3	Lukhnow City	In order to target out of school children, intervention like A.I.E centers' for the children in the age group of 6-11, Non residential bridge course and Residential bridge courses for older children have been run by the districts both through the department and NGOs with a intent of mainstreaming. Strengthening of <i>madarsas</i> by providing formal curriculum is an initiative for minority (Muslim) children. Convergence with Labour Department in sharing the data of out of school children, both of HHS and survey conducted by labour department has been done. The support like free textbooks, training of volunteers of special schools of NCLP, TLM and school grant has been provided. This will strengthen the intra-department coordination.
4	Bhopal City	<ul style="list-style-type: none"> <li>▪ Community mobilization through KALA JATHA has been done in 296 slums, while surveying the slum pockets.</li> <li>▪ Motivation Camps have been organized in slums with concentration of large number of OOSC in the month of June-July 2007.</li> <li>▪ Mobilization of PTA, the Parvesh Utsav was arranged in Bhopal City in the month of July 07. Door- to- Door visit made by the teachers, academic groups, Jan Shikshas and PTA members to ensure 100% enrolment. 407 PTAs have been formed.</li> <li>▪ Poster depicting problem of urban deprived children were displayed in different key area to sensitize people regarding education of these</li> </ul>

		<p>community.</p> <ul style="list-style-type: none"> <li>▪ Pamphlets were circulated in the urban mass through leading newspaper of the district to mobilized urban community to come forward in enrolling out of school children.</li> <li>• urvey of households has been done with the help of SRC Bhopal</li> </ul>
5	<b>Bangalore Urban</b>	<b>Bangalore</b> also conducted identification and enrolment drives for children of construction workers in identified pockets of the city and has subsequently started tent schools and mobile schools.
6	<b>Chennai</b>	<b>Chennai</b> is running bridge courses with active involvement of NGOs for enrolment and mainstreaming of out of school children in Chennai Municipal Corporation.
7	<b>Patna Urban</b>	Special residential Course for most deprived children, RBC specially for child labour (Unayan), Utkarsh Kendra will include the older age OSC and the older age children mainstreamed in the schools, Tolla Sewak and tuition activities for each and every Mushar habitations of the state, Seasonal Hostels for the selected pockets/ blocks having higher migration as a pilot project for children of migratory parents and worksite AIE centres on all Brick Klins and Stone Crushers of urban areas/cities.
8	<b>Hyderabad City</b>	<b>Hyderabad city</b> conducted <b>focus mobilization camps for urban slums children</b> through residential and non-residential bridge course. <b>‘Door Steps Schools’ for the children of construction sites and Child Empowerment Centres</b> for street children/Child labour in the city of Hyderabad. <b>Sensitization programmes</b> in the Basthi for effective elimination of child labour. <b>Rescue and rehabilitation drives</b> conducted consisting representatives from NCLP, Education Department, Labour department and NGOs.
9	<b>Delhi</b>	<b>Delhi</b> has formed <b>Kshetras</b> as micro units for planning and implementation. <b>Ksetras</b> have been formed using GIS and other statistical methods. NGOs have been made partners for universalizing enrolment.
10	<b>Kolkata</b>	<b>Kolkata urban</b> has <b>Shiksha Prakalpa</b> to enroll the children never been to school, <b>Special AIE centers</b> in the residential complex of urban areas enrolling UDC/migrated children. Moreover, Kolkata urban also having SSP centers run by Kolkata municipal corporations and maktab schools & remedial study centers for migrating children in the urban areas.

Total	10	Note: Information Based on AWP&B 2008-09.
-------	----	---

## 12. OUT OF SCHOOL CHILDREN (2009-10)

Sl. No.	City	Child Pop.	OOSC	% of OOSC
1	Mumbai City	563798	1015	0.18
2	Pune Corp.	68538	605	0.88
3	Lukhnow City	432178	7305	1.69
4	Bhopal City	359991	740	0.21
5	Bangalore Urban	727280	24020	3.30
6	Chennai	603767	4039	0.67
7	Patna Urban	349667	15891	4.54
8	Hyderabad City	672713	23616	3.51
9	Delhi	2820751	38922	1.38
10	Kolkata	907096	10649	1.17
<b>Total</b>	<b>10</b>	<b>7505779</b>	<b>126802</b>	<b>1.68</b>



- As per the exercise conducted on out of school children in the AWP&Bs, 2009-10 in 10 metro cities mentioned above have around **1.26 lakh** children of age group (6-14) are out of school children against the urban/city/MC population of **75.05 lakhs**. Percentage of OOSC as per AWP&B 2009-10 worked out to be 1.07% accounted in these above top ten cities against the percentage of 4.38 in 2008-09.

**13. Status of urban deprived children in the 15 states of 35 million plus cities/urban areas**

Sl. No.	State	URBAN DEPRIVED CHILDREN	
1	Maharashtra	100199	26106
2	Uttar Pradesh	57828	52622
3	Madhya Pradesh	9110*	10274 (MPC)
4	Karnataka	9522	48250
5	Tamilnadu	6309	5357(MPC)
6	Delhi	23528	38922
7	West Bengal	15610*	40951
8	Andhra Pradesh	77604	56461
9	Bihar	33196	47334
10	Rajasthan	6108	22972
11	Kerala	3030	NA
12	Jharkhand	10107	15857
13	Haryana	2000	8314 (MPC)
14	Punjab	25051*	-
15	Gujarat	15366	17238
<b>Total</b>	<b>15</b>	<b>394568</b>	<b>-</b>

\* OOSC including Urban deprived children.

**14. Allocation under Urban Innovation's under SSA 2008-9**

States/UTs	Activities	Allocations (Fin)
Andhra Pradesh	Mobilization drives, short stay homes, remedial materials & others	<b>154.38 Lakhs</b>
BIHAR	-	-
	Special admission drive, special community mobilization, assessment of learning gaps of OOSC and	

Delhi	plan for bridging the gaps, organizing remedial coaching with use of ICT.	<b>90.00 Lakhs</b>
Gujarat	Organizing of Summer camps in areas with high drop out providing extra coaching, training Urdu teachers on community mobilization, educational awareness campaigns.	<b>375 Lakhs</b>
HARYANA	Survey for identification of children in the slums areas, enrolment camps, day boarding hostels for fifty boys & girls, activity camps and other recurring grants to the above	<b>75.00 Lakhs</b>
JHARKHAND	Residential centers for street children, vocational education to UPS children, and remedial education to urban children.	<b>55.00 Lakhs</b>
KARNATAKA	Development of graded reading series	<b>203.00 Lakhs</b>
Kerala	-	-
Madhya Pradesh	Provision of sanitary kits etc.	<b>129.25Lakhs</b>
MAHARASTRA	Remedial teaching programmes, bridge courses, EV for AIE centers, organizing activity camps etc.	<b>110.00 Lakhs</b>
PUNJAB	-	-
Rajasthan	Conveyance facility to urban slums children, bridge courses, stay home centers catering to urban deprived children	<b>238.55Lakhs</b>

Tamilnadu	-	-
UTTAR PRADESH	-	-
WEST BENGAL	-	-
<b>Total</b>	-	<b>1275.8 Lakhs</b>
<b>Other States</b>		
Chhattisgarh	Night Shelter, evening schools, support to juvenile homes.	<b>110.09</b>
Uttrakhand	Implementing programme pahal for UDC, involvement of NGOs for hard to reach children	<b>50.00</b>
Orissa	Story Telling Festivals in schools of 11 urban concentrated district, Traditional game meet and formation of child club, Art and Craft and Science Quiz, Camp based Learning Enhancement Programme, Innovative children's book ( Fun and activity Kits) & Kids science project and children resource centre for	<b>100</b>
Mizoram	Innovative activities for urban deprive children, identification of urban hard to reach children and other to innovative strategies.	<b>30.00</b>

- ◆ As seen in the above table Rs. 1565.89 lakhs is approved by the PAB in this year 2008-09 under 'Urban Innovation'. The highest allocation under this head is given to Gujarat i.e. Rs. 375 lakhs followed by Rajasthan i.e. Rs. 238.55 lakhs in second number for various innovative activities for 2008-09.

### **15. URBAN INNOVATIONS: 2009-10**

Rs. In Lakh's

State		Funds Allocated (2009-10)
<b>Bihar</b>		
<b>S. No.</b>	<b>Activities</b>	
1	Vocational Training	<b>100.00</b>
2	Special Coaching for Urban Deprived Children	

3	Opening of 6 RBC Centres / Gyan Shalas	
<b>Andhra Pradesh</b>		
1	Short term special motivational camps for street children	<b>161.150</b>
2	Implementation of helpline service honorarium to personnel	
3	Conduct of enrolment drives	
4	Organization of transit homes	
5	Conduct of sensitization programmes	
6	Honorarium to mobilizers	
7	Providing stationery like slates, Pencil, Notebooks	
8	Honorarium to instructors for providing remedial teaching	
9	Organization of seasonal short term hostels for migrant children (3 Months)	
<b>Haryana</b>		
<b>Rajasthan</b>		
	Special Survey in the cities of Ajmer, Alwar, Bharatpur, Jodhpur, Kota, Udaipur And Jaipur	<b>80.00</b>
<b>Upper Pradesh</b>		
	45 Mobile School in each city of Varanasi, Allahabad, Kanpur Nagar, Agra. Aligarh & Gorakhpur	<b>44.22</b>
<b>Jharkhand</b>		
1	Capacity building of district level functionaries on conducting bridge courses for deprived urban children	<b>33.75</b>
2	Workshop on enrolment and mainstreaming strategies urban deprived children in difficult circumstances in the state	
3	Capacity building of alternative schooling coordinators on alternative innovative strategies for education deprived urban children.	
4	Special survey for urban deprived children / slums.	
5	Special coaching / remedial for children of urban school.	
<b>Karnataka</b>		
1	Incentives UDC: Issuance Circular, Awareness Campaign, Admitting the children to school, Awarding	<b>282.750</b>
2	De-addiction camps and hand holding activities: Identification of children, Dead diction and consulting camp, Hand holding activities.	
4	Transit Homes : Identifying, Street children, Consulting and sourcing the address of parts, Keeping in other residential homes,	
5	Camps for adolescent girls in urban areas : Camps to be conducted at the block level for HPS in Urban areas	
<b>Madhya Pradesh</b>		
	Preparation of slum profile, children profile, city survey, camps on work sites, health and sanitation campaign motivation camps.	<b>67.96</b>
<b>Maharashtra</b>		
	<ul style="list-style-type: none"> <li>• Gyan Mandir Residential Schools (Drop in Centres) for 30 pupils</li> <li>• Supply of Writing Materials to AIE (UP) Centres</li> <li>• Supply of School Bags for Girls Children in AIE Centres</li> <li>• Supply of Sports Material for AIE Centres</li> <li>• Supply of Self Learning Material (SLM) set under Nandadeep activity of LEP and joyful learning</li> </ul>	

	<p>Reading Cards for Class I of language subject to AIE (P) centres</p> <ul style="list-style-type: none"> <li>• Training of Volunteers of AIE Centres for uses of SLM under Nandadeep activity</li> <li>• Mobile Library for Urban Resource Centres</li> <li>• Supply of Maths / Science Kit to Urban Resource Centre</li> <li>• Free Travelling pass for Urban Deprived Children to attend AIE Centres at approved concessional rates</li> <li>• Personality Development for Remand Home Children</li> </ul>	<b>70.00</b>
<b>Orissa</b>		
1	Child Parliament	<b>1.7</b>
2	Sports/Small Projects	
3	Fun/Educational Kit	
4	Minority Resource Centre	
5	Science & Math Quiz	
6	Camp Based Teaching	
<b>Arunachal Pradesh</b>		
1	Special survey for coverage of urban deprived children	<b>5.00</b>
2	Low achiever children will be identified school-wise after duly selection of the schools in the urban block in the district.	
3	Opening of alternative schools like-tent schools, residential camps for the migrant children.	
<b>Manipur</b>		
1	Special survey for coverage of urban deprived children/disadvantaged children	<b>10.00</b>
2	40 schools (PS-25 & UPS-15) @ 10000 per school for providing special/remedial coaching for the low achiever children	
3	Co-curricular activities in the existing schools with the participation of the community members from the urban blocks to enhance the attendance and quality education.	
4	To provide incentives like-Bags, exercises books, mathematical instruments etc. @ 200 per child.	
<b>Mizoram</b>		
1	Awareness Campaign	<b>30.00</b>
2	Residential Hostel for 6 months	
3	Engagement of E.V. for Care Center	
4	Incentives	
5	Contingency (Pencil, Pen, Rubber etc.)	

## 16. Brief: Focus-City Plans & Out of School Children

1. Almost all the states have focused on urban issues in their **AWP&BS for 2008-09**. The states have followed three broad approaches in dealing with planning for urban areas; 1) separate city specific plans- like **Chennai, Mumbai, Pune, Nagpur, Nasik, Jaipur, Ahmadabad, Surat, Rajkot, Vadodara, Bangalore, Kolkata, Delhi, Patna Urban, Kochi**

(Ernakulum metro), Vijayawada, Asansol, Hyderabad , Vishakhapatnam, Meerut, Lucknow, Kanpur Nagar, Allahabad, Agra, Varanasi, , Dhanbad, & Jamshedpur.

2. City supplementary specific plans in the form of chapters in the respective districts plans like- Coimbatore, Madurai, Faridabad, Bhopal, Indore, Jabalpur, Amritsar & Ludhiana.

3. Some of the major issues identified are as under;

- Unavailability of land for opening schools and for running the schools on rent
- Unavailability of space for running AIE centers.
- Maintenance of building running on rent.
- Rationalization of teachers.
- Strategies for the urban slums.
- Inadequate understanding in the project functionaries for effective urban planning.
- Involvement of NGOs.
- Facility of basic amenities.
- Problems of linkages with other agencies/department like-Social welfare, municipal corporations, and child labour department etc...
- Role of Municipal agency in urban planning for UEE.
- Lack of urban coordinators for planning for the urban interventions.
- Lack of special survey in identification OOSC in the urban slums/urban areas.

Out of the **35 Million Plus Cities**, **18** above-mentioned cities have submitted their **separate plans**. And **15** cities are included their supplementary plans as a chapter in the districts plans and remaining only **2 (Two)** cities-**Amritsar & Ludhiana** included urban issues in the district plans. Separate **status of OOSC** for these cities is given below.

### **17. STATUS OF OUT OF SCHOOL CHILDREN IN THE MILLION PLUS CITIES/URBAN AREAS 2009-10**

Sl. No.	City/Urban Area	Child population (6-14 age group)-Urban/MC	Total OOSC-Urban/MC	% of OOSC
9	Faridabad Urban	77922	3372	4.33
10	Varanasi Urban	166489	704	0.41
11	Hyderabad City	672713	23616	3.51
1	Ahmadabad Corp	337903	6810	2.02
12	Jamshedpur City	225435	354	0.16
2	Patna Urban	349667	15891	4.54
13	Kolkata	907096	10649	1.17
3	Jaipur City	361855	1580	0.44
14	Pune Corp.	68538	605	0.88
4	Surat Corp.	164919	5888	3.57
15	Agra City	375794	2330	0.62
5	Jabalpur Urban	169217	5356	3.17
16	Asansol Corp.	247247*	2923	0.84
6	Allahabad Corp.	72562	1175	1.62
17	Meerut Corp.	183836	179	0.10
7	Rajkot Corp	36174	900	2.49
19	Dhanbad City	34593	692	2.00
8	Lucknow urban	432178	7305	1.69

20	Mumbai City	563798	1015	0.18
21	Kochi Corp (Ernakulum)	47532	500	1.05
22	Kanpur Nagar Urban	285944	2707	0.95
23	Delhi	2820751	38922	1.38
24	Chennai	603767	4039	0.67
25	Bhopal City	359991	740	0.21
26	Nasik Corp.	180714	854	0.47
27	Bangalore Urban	727280	24020	3.30
28	Vishakhapatnam City	109304	2256	2.06
29	Nagpur Corp.	290778	308	0.16
30	Vadodara City	132665	524	0.39
31	Vijayawada City	191062	1477	0.77
32	Coimbatore Corp.	66781	418	0.63
33	Indore City	342532	1512	0.44
34	Amritsar	117865	1362	1.16
35	Ludhiana	177651	2476	1.36
<b>Total</b>	<b>35</b>	<b>11655306</b>	<b>173828</b>	<b>2.4</b>

\*Information pertaining to districts only.

Source-AWP&BS 2009-10-City/Urban Plans.

4. As per the exercise conducted on out of school children in the AWP&Bs, 2009-10 in 35 metro cities mentioned above have around **1.73 lakh** children of age group (6-14) are out of school children against the urban/city/MC population of **116.55 lakhs**.

### 18. Allocation of URCs & Civil works in the 'Million Plus Cities'/Urban areas 2009-10

Cities	No. of URCs existing	URCs Approved 2008-09	Rs. In Lakhs
			Civil Works Sanctioned
Pune	5	0	1847
Nasik	2	0	2121
Mumbai City	7	0	0.00
Nagpur	5	0	822

<b>Meerut</b>	1	0	<b>94</b>
<b>Luckhnow</b>	2	0	<b>283</b>
<b>Kanpur Nagar</b>	1	0	<b>459</b>
<b>Allahabad</b>	1	0	<b>509</b>
<b>Agra</b>	1	0	<b>238</b>
<b>Varanasi</b>	1	0	<b>405</b>
<b>Kolkata</b>	5	0	<b>721</b>
<b>Asansol</b>	0	0	<b>148</b>
<b>Chennai</b>	10	0	<b>138</b>
<b>Coimbatore</b>	1	0	<b>637</b>
<b>Madurai</b>	1	0	<b>446</b>
<b>Jaipur City</b>	04	0	<b>0.00</b>
<b>Amritsar</b>	0	0	<b>825</b>
<b>Ludhiana</b>	0	0	<b>391</b>
<b>Indore</b>	0	1	<b>1034</b>
<b>Bhopal</b>	0	1	<b>820</b>
<b>Jabalpur</b>	0	1	<b>647</b>
<b>Kochi</b>	0	0	<b>9.50</b>
<b>Bangalore Urban</b>	05	0	<b>0.00</b>
<b>Jamshedpur</b>	01	0	<b>1214</b>
<b>Dhanbad</b>	01	0	<b>2700</b>
<b>Faridabad</b>	0	0	<b>1662</b>
<b>Ahmadabad Corp.</b>	1	0	<b>380</b>
<b>Rajkot Corp.</b>	1	0	<b>4</b>
<b>Surat Corp.</b>	1	0	<b>0.00</b>
<b>Vadodara Corp.</b>	1	0	<b>80</b>
<b>Patna Urban</b>	1	0	<b>163</b>
<b>Hyderabad</b>	20	0	<b>1157</b>
<b>Vijayawada</b>	03	0	<b>1040</b>
<b>Vishakhapatnam</b>	02	0	<b>1440</b>
<b>Delhi</b>	<b>9</b>	0	<b>966</b>
<b>Total</b>	<b>93</b>	<b>03</b>	<b>23395 (Fresh)</b>

## 19 Financial progress of 2008-09 in Million Plus Cities/concerned districts

A total amount of Rs. **Rs. 127777.32 lakhs** was allocated to above 35 metro cities/concerned districts in financial year 2008-09 under SSA and NPEGEL. **Expenditure of 2008-09 by the following cities/districts and allocation 2009-10 are as under.**

### Expenditure up-to 31<sup>st</sup> march 2009 and financial allocation 2009-10

In lakhs				
	Million plus cities/Districts	Approved Budget 2008-09	Expenditure	Allocation 2009-10
<b>Madya Pradesh</b>	1. Bhopal*	2714.39	2345.28	2761.40
	2. Indore*	3222.70	2793.01	3526.52
	3. Jabalpur*	3644.62	3009.10	3750.02
<b>Haryana</b>	1. Faridabad*	2814.29	2302.145	5552.96
<b>Gujarat</b>	1. Rajkot Corp.	178.897	118.62	215.05
	2. Surat Corp.	695.102	124.56	539.38
	3. Vadodara Corp.	222.62	57.49	360.07
	4. Ahmadabad Corp.	1190.72	821.67	1268.64
<b>Punjab</b>	1. Amritsar*	1713.84	1642.77	2589.13
	2. Ludhiana*	1811.99	1741.27	2069.56
<b>Tamilnadu</b>	1. Chennai	1298.122	1238.403	1171.72
	2. Coimbatore*	4794.84	6265.386	4323.00
	3. Madurai *	2482.75	2876.79	2895.00
<b>Kerala</b>	1. Kochi (Ernakulum) Metro	253.92	189.50	223.47
<b>Jharkhand</b>	1. Jamshedpur (East Singhbum)*	5212.59	4070.75	5145.54
	2. Dhanbad*	6436.92	4635.49	7303.07
<b>Uttar Pradesh</b>	1. Meerut*	1772.178	1172.30	1954.90
	2. Lukhnow*	5747.835	4046.54	7675.40
	3. Kanpur Nagar*	4393.297	3083.91	5278.52

	4. Allahabad*	7043.389	5152.44	9082.11
	5. Varanasi*	3974.701	2823.90	5427.90
	6.Agra*	5760.212	4196.7156	6672.41
<b>Bihar</b>	1. Patna Urban	846.87	36.41%	930.24
<b>Karnataka</b>	1. Bangalore	4051.024	3943.952	3265.41
<b>Delhi</b>	1. Delhi	6032.32	4812.688	5832.54
<b>Maharashtra</b>	1. Pune	6422.65	6287.29	6498.38
	2. Nasik	6123.40	5770.40	7188.03
	3. Nagpur	3317.46	3257.24	3688.28
	4. Mumbai City	1508.80	1508.80	1679.09
<b>West Bengal</b>	1. Kolkata	3027.338	1468.609	3739.36
	2. Asansol (Bardhman)*	11343.028	6901.838	654.73
<b>Andhra Pradesh</b>	1. Vijayawada*	6060.88	4259.81	4353.63
	2. Hyderabad*	4835.04	2184.61	4548.06
	3.Vishakhapatnam*	6726.89	5469.43	5901.76
<b>Rajasthan</b>	1. Jaipur City	101.70	0.00	194.98

\*District AWP&Bs

Source: PAB Minutes 2009-10

### Status of City Plans

In continuation to formulation of separate city plans and to strengthen better planning and implementation in urban areas/cities, 35 million plus cities/metros prepared city specific plans in **the form of separate city specific plans, city supplementary plan as a chapter into the district plans and inclusion of urban issues in the district plan.**

#### Formulation of City specific Plans-2009-10

Sl.No	Type of Plan	No. of City
1	City Specific Plans	23 out of 35 have submitted city specific plan.
2	Supplementary Plans	12 Cities namely- Meerut, Agra, Varanasi, Lucknow, Allahabad, Kanpur Nagar, Amritsar, Ludhiana, Bhopal, Jabalpur & Indore.

#### 1. Formulation of Urban Cell & Urban Resource Groups at the State/City level

- As mentioned above, the foremost step towards developing separate planning for urban areas for achieving UEE was the formulation of 'Urban Cell' at least either at the SPO level or at the district level to look after the entire urban scenario for bringing the children into the fold of elementary education.

- Steps towards this direction have been neglected many times except few states/cities have followed. After thorough scrutinized the matter in the second review meeting on urban planning held in Kerala in July 2009, almost all the states of the 35 million plus cities committed to form the Urban Cell either at the state and district level along with urban resource groups at the city level for review of the particular city and also to take stock of the issues. Status in regard to formulation of Urban Cell and urban resource groups are as given below:

### Formulation of Urban Cell/URGs

<b>Urban Cell at the state level</b>	Maharashtra, Tamilnadu and Jharkhand only
<b>Urban Cell at the city level</b>	Pune, Mumbai, Patna, Chennai, Jamshedpur, Dhanbad and Bangalore only
<b>Urban Resource groups at the state level</b>	Maharashtra, Jharkhand, Delhi & Uttar Pradesh.
<b>Urban Resource Groups at the city level</b>	Mumbai, Jhamshedpur, Lucknow, Jaipur & Patna.

## 2. Institutional Arrangement & Mechanism

The institutional arrangements in cities vary from state to state and from region to region. These arrangements have a lot of bearing on educational planning and management. Following table gives the status on this arrangement in the states:

SL.NO	Institutional Arrangement Structure
1	The <b>western region</b> for example is characterized by active and empowered involvement of municipal corporations ( <b>Urban Local Bodies</b> ) and they are the main providers of primary education. Western states like <b>Maharashtra</b> and <b>Gujarat</b> fall in this category
2	On the other hand in the <b>eastern region</b> , the role of municipal corporations in education is relatively much smaller and district level agencies are more empowered and involved. States like <b>Bihar</b> , <b>Jharkhand</b> , and <b>West Bengal</b> fall in this category.
3	Delhi has unique status of being a city-state. Besides the state education Department and a very large private sector, it has three Local Bodies, namely, The <b>Municipal Corporation of Delhi (MCD)</b> , The <b>New Delhi Municipal Corporation (NDMC)</b> and the <b>Cantonment Board (CB)</b> . All these bodies are empowered by central statutes.
4	The arrangement in other <b>Northern states</b> in somewhat similar to the eastern region, where elementary education in urban areas is in the hands of state level agencies (for example Department of Education in Rajasthan) and municipal corporations have little role in it.
5	Similarly, in the <b>southern region</b> , in <b>Hyderabad</b> and <b>Bangalore</b> (AP & Karnataka respectively) municipal corporations have little role in education compared to the Department of Education and other departments like Social Welfare etc.
6	Whereas in <b>Chennai (Tamil Nadu)</b> , the Municipal Corporation is the single largest provider of primary education. It is noteworthy that the upper primary education in general is mainly looked after by the departments of education across the country.
7	The Educational administration is more coherent in the cities, which are revenue districts like Kanpur Nagar and Bangalore Urban

## Urban Resource centers/urban Cluster resource centres

To bestow academic support to the schools and teachers and to ensure effective solution to the existing issues an urban resource centre has been placed in almost all the states of the 35 million plus cities and smaller metros taking into account all academic substance in urban areas for strengthening planning & implementation. Current status of the same is as under:

No. of URCs existing in 35 Million Plus Cities	URCs Sanctioned 2009-10-Million Plus Cities
<b>Pune (5), Nasik (02), Mumbai City (07), Nagpur (05), Meerut (01), Luckhnow (02), Kanpur Nagar (01), Allahabad (01), Agra (01),Varanasi (01), Kolkata (05), Asansol (0), Chennai (10), Coimbatore (01), Madurai (01), Jaipur City (04), Amritsar (0), Ludhiana (0), Indore (0), Bhopal (0), Jabalpur (0), Kochi (0), Bangalore Urban (04), Jamshedpur (01), Dhanbad (01), Faridabad (0), Ahmadabad Corp. (01), Rajkot Corp. (01), Surat Corp. (01), Vadodara Corp. (01), Patna Urban(01), Hyderabad (20), Vijayawada (03), Vishakhapatnam (02) &amp; Delhi (09)</b>	<b>Bhopal (01), Indore (01) &amp; Jabalpur (01)</b>
<b>Total-93</b>	<b>03</b>

➤ Other than the million plus cities other cities including the cities in the north eastern states also have urban resource centers to provide academic support to the teachers and schools respectively.

### Monitoring Mechanism

- The entire activities monitored through at all level through functionaries, stakeholders, parents and guardians, Municipal functionaries etc. At local level WEC, SLMC, SMC, Community members monitor intensively each of the ongoing activities and shared the progress report through onward direction. Simultaneously the review meeting at all levels with the stakeholders conducted for assessing the progress, identification of bottlenecks and the solution if any which are found irregular and unsystematic that needs immediate action.

- The only effective mechanism existing to monitor the whole approaches at the ground levels vested with the available URCs and UCRCs in urban areas akin to BRCs & CRCs in rural areas. **Besides supplying teachers training, regular meeting with the UCRCs coordinators merely discussing issues pertaining to teachers absenteeism, parents meeting, requirements for infrastructure, repairing of classrooms, academic programme others quality aspects like achievement level of the students, teachers-students relationship, classroom processes, CRCs coordinators involvement in enhancing quality aspects and their relationship with the teachers and community, parents participation and long & short term plan formulation are rarely touched upon which subsequently resulted to disorderly and unsystematic arrangement in ensuring better outcome for UEE. Several aspects are at present needed to augment in monitoring the entire approaches in bringing a meaning and productive result.**

### Access Scenario (In Breif)

As per the seventh all India educational survey reports urban India having 5,291 cities or towns in the country with an estimated population of around 312 million children of 6-14 age population constitutes around 6.5 million (21% of the total population). As per the survey the total number of estimated school in urban areas are around 177910 of which primary schools in urban areas is 78190 and upper primary is 51409. Though the number of schools increased yet it falls short of actual requirement due to various geographical reasons and on account of state specific reasons. Following table reflects the actual adverse ratio of PS: UPS in the million plus cities:

Sl. No	Cities with ratio of PS: UPS>5	Cities with ratio of PS: UPS>2-3
1	Kanpur Nagpur (5.85) and Agra (6.05).	Asansol (Burdhman), Jaipur, Patna, Hyderabad, Nagpur Vishakhapatnam, Meerut, Lucknow, Vijayawada, Varanasi, Allahabad & Delhi.

Source-DISE-2008-09

### DISE figure on Urban Education System-2006-07

Number primary/upper primary schools	15176
Ratio of primary to upper primary schools	1:1.54
Schools having pucca buildings	77%
Percentage of single teacher schools	5.22%
% of schools having PTR above 100	5.17
% of girls Enrolment at primary level	47.82

### Urban slums

The problems of education of children in urban slums are more divergent and complex considering the fact that they are uprooted from their original place and have to bear with additional environment, economic and phonological problems. Moreover, adequate data and information on the urban poor is not available for basically two reasons: They are either not counted at all because they are occupying land illegally Or information collected is compiled

into statistically averages that reflect the urban as a whole and does not provide information about the poor populations living in urban slums/dwellers.

**% of Slum Population to the total population**

<b>Million Cities</b>	<b>Plus</b>	<b>Total Pop.</b>	<b>Total slum Pop.</b>	<b>% of Slum Pop.</b>
Pune		<b>2538473</b>	<b>492179</b>	<b>19.4</b>
Nasik		<b>1077236</b>	<b>138797</b>	<b>12.9</b>
Mumbai		<b>11978450</b>	<b>6475440</b>	<b>54.1</b>
Nagpur		<b>2052066</b>	<b>737219</b>	<b>35.9</b>
Meerut		<b>1068772</b>	<b>471581</b>	<b>44.1</b>
Luck now		<b>2185927</b>	<b>179176</b>	<b>8.2</b>
Kanpur Nagar		<b>2551337</b>	<b>367980</b>	<b>14.4</b>
Agra		<b>1275134</b>	<b>121761</b>	<b>9.5</b>
Varanasi		<b>1091918</b>	<b>137977</b>	<b>12.6</b>
Kolkata		<b>4572876</b>	<b>1485309</b>	<b>32.5</b>
Chennai		<b>4343645</b>	<b>819873</b>	<b>18.9</b>
Jaipur		<b>2322575</b>	<b>368574</b>	<b>15.9</b>
Ludhiana		<b>1398467</b>	<b>314904</b>	<b>22.5</b>
Indore		<b>1474968</b>	<b>260975</b>	<b>17.7</b>
Bhopal		<b>1437354</b>	<b>125720</b>	<b>8.7</b>
Bangalore Urban		<b>4301326</b>	<b>430501</b>	<b>10.0</b>
Faridabad		<b>1055938</b>	<b>490981</b>	<b>46.5</b>
Ahmadabad		<b>3520085</b>	<b>473662</b>	<b>13.5</b>
Surat		<b>2433835</b>	<b>508485</b>	<b>20.9</b>
Vadodara		<b>1306227</b>	<b>186020</b>	<b>14.2</b>
Patna Urban		<b>1366444</b>	<b>6539</b>	<b>0.3</b>
Hyderabad		<b>3637483</b>	<b>626849</b>	<b>17.2</b>
Delhi		<b>9879172</b>	<b>1851231</b>	<b>18.7</b>

**Quality Indicators**

The main challenge of quality in education has many dimensions:

- Providing adequate physical facilities and infrastructure
- Making available adequate teachers of requisite quality.
- Effectiveness of teaching learning processes.
- Attainment levels of students etc.

### Status of PTR

<b>PTR&gt;50 (Primary Level)</b>	<b>&gt;10% Schools having PTR&gt;100 (Primary Level)</b>
Faridabad (50), Patna (55), Dhanbad (50), Bhopal (52), Amritsar (51), Allahabad (62) and Lucknow (56)	Nasik (10.4), Lucknow (15.9), Allahabad (13.4), Patna Urban (12.9), Indore (11.0), Bhopal (14.3), Amritsar (11.5), and Faridabad (18.8).

### Achievement Level

#### Status of SCR

<b>Achievement Level &lt;60% (Primary)</b>	<b>Achievement Level &lt;60% (U. Primary)</b>
Bihar (39.76), Gujarat (57), Haryana (48.23), Jharkhand (38.75), Kerala (57.91), Madhya Pradesh (32.13), Punjab (38.54), Uttar Pradesh (50.36) and West Bengal (54.46)	Bihar (22.58), Delhi (35.25), Haryana (33.45), Jharkhand (26.91), Kerala (43.74), Punjab (33.59), Tamilnadu (50.64), Uttar Pradesh (46.84) and West Bengal (22.67)

<b>SCR&gt;50 (Primary level)</b>	<b>SCR&gt;50 (Upper Primary level)</b>
Patna (83), Dhanbad (72), Jamshedpur (63), Bhopal (52), Mumbai (53), Agra (50), Lucknow (52) and Allahabad (51).	Patna (52), Indore (61), Mumbai (51) and Asansol (Bardhman) (64).

### Out of school Children in ‘Million Plus Cities’

As reported in annual work plan & Budget 2009-10 in 35 metro cities/concerned districts have around 1.73 lakh children of age group 6-14 are out of school against child population of 1.17 cr. This is 2.54% of Child population. Total number of out of school girls is 3.11 lakh, which is 3.4 % of their population.

As per the above said exercise the following states have been identified with highest percentage of out of school children in urban areas:

S.No	States	Number of metro cities	Number of out of school children	% of OOSC
1	Andhra Pradesh	3	27349	3.29
2	Bihar	1	15891	4.54
3	Delhi	1	38922	1.38
4	W. Bengal	2	13572	3.30
5	Haryana	1	3372	4.32

Ranges	Out of School Children
Cities having OOSC >20000-10000	Patna Urban (15891), Delhi (38922), Kolkata (10646), Bangalore (24020), Jaipur (15872) and Hyderabad City (23616) only.
Cities having OOSC > 5000	Surat Corporation (5888), Jabalpur Urban (5356), Ahmadabad Corporation (6810) and Lucknow (7305).
Cities having OOSC >3000	Faridabad (3372), Madurai (3549) & Chennai (4039).
Cities with OOSC >1000	Vishakhapatnam (2256), Allahabad (1175), Ludhiana (2476), Amritsar (1362), Kanpur Nagar (2707), Vijayawada (1477), Varanasi (1073), Agra (2330), Indore (1512) and Mumbai (1015).
Cities having OOSC < 1000	Rajkot Corp. (900), Dhanbad (692), Kochi (500), Pune (605), Coimbatore (418), Nasik (854), Vadodara (524), Jamshedpur (354), Nagpur (308), Meerut (179) and Bhopal (740).

Source-AWP&B-2009-10

**Financial progress for 2008-09** in million plus cities/concerned districts and PAB approvals for 2009-010 are as under.

A total amount of Rs. 127777.32 lakhs. was allocated to above said 35 metro cities/concerned districts in financial year 2008-09 under SSA and NPEGEL. Out of which they have reportedly utilized Rs. 100572.70 Cr. This is 79.23% of total allocation. Comparative progress of is explained as under.

- 8 cities (Amritsar, Banglore urban, Chennai, Coimbatore, Madurai, Pune, Nasik and Nagpur) have incurred expenditure more than 90% of their total allocations.
- In 5 cities (Bhopal, Indore, Jabalpur, Faridabad and Vishakhapatnam) expenditure was between 80% against total allocation.
- In 14 cities (Rajkot, Ahmadabad, Dhanbad, Jamshedpur, Kochi, Meerut, Lucknow, Kanpur Nagar, Allahabad, Agra, Varanasi, Delhi, Vijayawada and Asansol) expenditure was ranging between 60% - 70% against total allocation.
- 4 cities (Hyderabad, Kolkata, Surat, and Vadodhara) have incurred expenditure less than 50% of their allocation.

**8.1 For the financial year 2009-10 Rs. 128260.27 lakhs** has been approved by the PAB to the 35 metro cities/concerned districts for SSA and NPEGEL. This amount is 128.26 Cr. (5%).

.....

