

WHITE PAPER



State of Municipal Education in Mumbai

December 2022

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I. Foreword

Every child has the right to access quality education and it is the duty of Governments to ensure necessary provisions are being made to fulfill this need. The National Education Policy (NEP) 2020, outlines a road map to achieve a new vision for India's education system. One of its goals is to achieve 100% Gross Enrollment (GER) by tracking students enrolled and ensuring they attend school regularly. It also aims to create suitable opportunities for students to re-enter the education system if they fall behind or drop out.

The student enrollments in Brihanmumbai Municipal Corporation (BMC) schools have seen a continuous drop since the academic year 2012-13; from 4,34,523 to 3,00,746 in 2018-19, a drop of 31%. However, during COVID-19, households faced many challenges such as financial problems and looked towards BMC schools for children to continue and complete their education. In addition, many small private schools closed down during the pandemic, which positively impacted BMC's school enrollments as it increased by 6% from 3,00,746 in 2018-19 to 3,18,002 in 2021-22.

Furthermore, the proportion of student enrollments in BMC schools increased as compared to other schools in Mumbai. In 2012-13, BMC schools had a 45% proportion of student enrollments, which declined to 36% in 2018-19. However, due to the pandemic, it increased to 42% in 2021-22. This indicates that parents are inclined to access BMC schools for their child's education and BMC should take this as an opportunity to further improve its education system. BMC also needs to focus on student learning outcomes by offering quality education so that citizens gain more trust to access BMC schools.

To enhance the education system, BMC should look at the proportion of students enrolled in different standards, and make provisions to provide the necessary infrastructure and resources. For e.g., enrollments in BMC's Mumbai Public Schools (MPS) have seen continuous progress; it increased by 92% from 2014-15 (27,464) to 2021-22 (52,662). MPS schools have provisions to complete students' education from pre-primary to 10th std. Similarly, enrollments in English medium schools have seen a drastic improvement; it rose by 77% from 2012-13 (57,235) to 2021-22 (1,01,110). The trend also shows that enrollments are increasing in the pre-primary Std. in non-MPS schools and it increased by 125% from 2018-19 (7,764) to 2021-22 (17,504).

Although what is alarming is the retention rate in BMC schools from 1st to 10th Std., only 40% of the students enrolled in Std. 1 (46,913) in 2012-13 continued their education up to Std. 10th (18,781) in 2021-22. It clearly indicates that parents prefer to enroll their children in a school where they can complete their education without any interruption.

Another area of concern is student health check-ups in BMC schools. When the world was suffering from the pandemic and health was one of the major concerns, no health check-ups were done for the BMC students. Moreover, not all students were examined for health issues; in 2015-16 only 49% (1,89,809) students were examined out of the total 3,83,485. And even after BMC began school health check-ups in 2021-22, only 26% (84,247 out of 3,18,002) students were examined.

Additionally, there is a gap in BMC's education system. The Right to Education (RTE) Act of 2009 states that the pupil-teacher ratio (PTR) in BMC's English medium schools should be 30:1. However, the PTR in BMC's English medium schools was 41:1 in 2021-22.

In order to address these gaps, outcome-based budgeting is very important and BMC has an adequate budget however, they need to focus on output mechanisms for quality education. BMC's education budget increased by 52% from F.Y. 2012-13 (2,135 crores) to F.Y. 2022-23 (3,248 crores). So did the budget estimates on per-student expenditure which increased from Rs. 49,126 in F.Y. 2012-13 to Rs. 1,02,143 in F.Y. 2022-23. Even the annual fees of many top-end schools are almost equal to BMC's per-student expenditure, but parents hesitate to send their children to BMC schools due to a lack of trust on the quality of education.

The RTE Act mentions the School Development Plan (SDP) as a tool for each school to plan the infrastructural, financial and other resources required. The School Management Committee (SMC), which comprises of elected representatives, should prepare the SDP and submit it to the relevant government for funding. However, there is a lack of outcome-based budgeting; in 2021-22, out of 684 BMC schools (for which data was received), 98% prepared an SDP, but, a sample study of 13 schools showed that 85% of schools did not fill the section 'कृती आराखडा' (Action Plan outlining school requirements) in the SDP.

BMC has a dedicated education committee that monitors the functioning of the education department however, currently, there is no corporation to hold the administration accountable. What was good to see is the number of meetings held by the education committee has constantly been increasing from 19 in 2012-13 to 58 in 2021-22 and so did the attendance of education committee members. Although, the number of questions asked is still low at 72 questions in 2021-22. The upcoming education committee should continue the trend to meet frequently and deliberate more on the issues which will overall improve the BMC's education system.

For the NEP and RTE goals to be achieved, the BMC should focus on the areas of improvement such as, building more schools from pre-primary to 10th std., formulating targeted interventions to fulfill the aspirations of students i.e., more English medium schools, all the required resources and infrastructure. A student's health is also important hence, all BMC students should be examined for health check-ups. BMC education department should train and instruct the SMC on appropriately filling the 'कृती आराखडा' so that, necessary provisions are made available to the school. Further, there is a need to prepare an outcome-based budget with effective utilisation. The education committee plays a very important role and they need to ensure all aspects of the education system are being monitored thoroughly.

To conclude, this is the time for BMC to efficiently grab this opportunity and reclaim the trust of parents by providing quality education and retaining the students in BMC schools.

NITAI MEHTA
Founder Trustee, Praja Foundation

II. Acknowledgement

Praja has obtained the data used in compiling this white paper through Right to Information Act, 2005. Hence it is very important to acknowledge the RTI Act and everyone involved, especially the officials who have provided us this information diligently.

We would like to appreciate our stakeholders; particularly, our Elected Representatives & government officials, the Civil Society Organisations (CSOs) and the journalists who utilise and publicise our data and, by doing so, ensure that awareness regarding various issues that we discuss is distributed to a wide-ranging population. We would like to take this opportunity to specifically extend our gratitude to all government officials for their continuous cooperation and support.

Praja Foundation appreciates the support given by our supporters and donors, namely Friedrich Naumann Foundation, A.T.E Chandra Foundation, Lal Family Foundation, Madhu Mehta Foundation, Rohini Nilekani Philanthropies, Unichem Laboratories Ltd., and numerous other individual supporters. Their support has made it possible for us to conduct our study & publish this white paper.

We would also like to thank our group of Advisors & Trustees and lastly but not the least, we would like to acknowledge the contributions of all members of Praja's team as well as our ER fellows and Praja Interns, who worked to make this white paper a reality.



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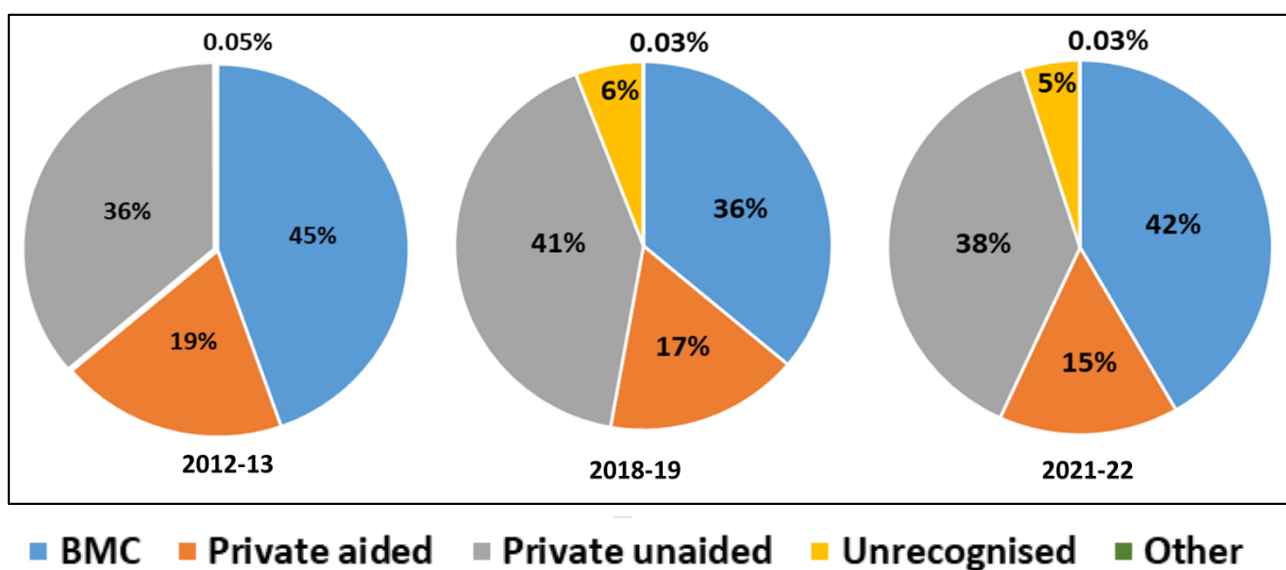
Note: Due to the COVID-19 pandemic and the subsequent difficulty in receiving complete data from the related BMC departments the paper suffers from the limitation of not including certain data points. Attempt is however made to portray the holistic situation of Mumbai using published data from online sources and to suggest changes in strengthening education services in the city.

Section I: Education Outcome Indicators

A. Student Enrollments

During COVID-19, households faced many challenges such as financial problems and looked towards the public education for children to continue and complete their education. In addition, many small private schools had closed down in the pandemic. The reports aim to understand the change in enrollments over the years, before and after the pandemic. For this the report aims to highlight the change in enrollments in Brihanmumbai Municipal Corporation (BMC) schools for the academic years 2012-12, 2018-19, and 2021-22.

Figure 1: Proportion of Students Enrollments in All Schools in Mumbai



Inference:

- Out of the total enrollments in Mumbai schools, the proportion of BMC student enrollments declined from 45% in 2012-13 to 36% in 2018-19 and then increased to 42% in 2021-22.
- While in private aided and unaided schools it decreased from 17% and 41% in 2018-19 to 15% and 38% in 2021-22.

Table 1: Total number of students (Enrollments) in BMC¹, Private (Aided)², Private (Unaided) and Unrecognised Schools from 2012-13 to 2021-22 (UDISE+)

| Years | BMC | | Private aided | | Private unaided | | Unrecognised | | Other ³ | | Total ⁴ |
|----------------------|-----------------|------------|-----------------|------------|-----------------|------------|---------------|------------|--------------------|-------------|--------------------|
| | Number | % of Total | Number | % of Total | Number | % of Total | Number | % of Total | Number | % of Total | |
| 2012-13 | 4,34,523 | 45 | 1,87,128 | 19 | 3,51,486 | 36 | - | - | 513 | 0.05 | 9,73,650 |
| 2013-14 | 4,04,251 | 41 | 1,75,785 | 18 | 3,50,997 | 36 | 55,334 | 6 | 258 | 0.03 | 9,86,625 |
| 2014-15 ⁵ | 3,97,085 | 43 | 1,69,005 | 18 | 3,46,727 | 37 | 16,167 | 2 | 236 | 0.03 | 9,29,220 |
| 2015-16 | 3,83,485 | 41 | 1,65,269 | 18 | 3,56,675 | 39 | 18,888 | 2 | 616 | 0.07 | 9,24,933 |
| 2016-17 | 3,43,621 | 39 | 1,59,687 | 18 | 3,64,325 | 41 | 23,141 | 3 | 366 | 0.04 | 8,91,140 |
| 2017-18 ⁶ | 3,11,663 | 35 | 1,54,292 | 18 | 3,65,566 | 42 | 48,285 | 5 | 311 | 0.04 | 8,80,117 |
| 2018-19 | 3,00,746 | 36 | 1,38,605 | 17 | 3,44,192 | 41 | 48,300 | 6 | 268 | 0.03 | 8,32,111 |
| 2019-20 | 2,98,215 | 36 | 1,34,514 | 16 | 3,40,273 | 41 | 49,660 | 6 | 286 | 0.03 | 8,22,948 |
| 2020-21 | 2,83,719 | 38 | 1,16,988 | 16 | 3,11,258 | 41 | 42,327 | 6 | 236 | 0.03 | 7,54,528 |
| 2021-22 | 3,18,002 | 42 | 1,15,402 | 15 | 2,91,878 | 38 | 37,066 | 5 | 246 | 0.03 | 7,62,594 |

Inference:

- BMC year wise school enrollments from 2012-13 to 2018-19 were provided via RTIs and the 2019-20 to 2021-22 is UDISE (Unified District Information System for Education) data. The information of enrollments in other types of schools was taken from the UDISE+ portal.
- From 2018-19 to 2021-22, total enrollments in BMC schools increased by 6%, while in Private aided it decreased by 17% and Private unaided by 15%.

¹ Data from 2012-13 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept (Triveni Sangam).

² Private aided, Private unaided, Unrecognised and Other school data taken from UDISE dash board, Source: <https://dashboard.udiseplus.gov.in/#/reportDashboard/sReport>

³ Include tribal welfare department, railway school, social welfare department, central school etc.

⁴ The total enrollments has been calculated manually as per the figures included for all types of schools in the respective columns.

⁵ In 2014-15, Data presented does not include enrolment from 49 secondary schools of 14 wards, as medium wise data was not provided by the respective Public Information Officers

⁶ In 2017-18, the data is based on the District Profile of UDISE. (Unified District Information System for Education) Total Student numbers were different from the RTI data since UDISE does not include pre-primary data.

Table 2: Total No. of Students (Enrollments) in Mumbai's Municipal Schools from 2012-13 to 2021-22⁷

| Year | 2012-2013 | 2013-14 | 2014-15 ⁸ | 2015-16 | 2016-17 | 2017-18 ⁹ | 2018-19 | 2019-20 | 2020-21 | 2021-22 | |
|---|-----------|----------|----------------------|----------|----------|----------------------|----------|----------|----------|----------|----------|
| Total Students | 4,34,523 | 4,04,251 | 3,97,085 | 3,83,485 | 3,43,621 | 3,11,663 | 3,00,746 | 2,98,215 | 2,83,719 | 3,18,002 | |
| % Change in Enrollments Year on Year | -1% | -7% | -2% | -3% | -10% | -9% | -4% | -1% | -5% | 12% | |
| Medium-wise Change in Enrollments Year on Year (%) | | | | | | | | | | | |
| Marathi | No. | 1,03,048 | 91,919 | 73,992 | 71,454 | 62,692 | 56,969 | 50,677 | 53,730 | 50,897 | 51,691 |
| | % | -11.23 | -10.80 | -19.50 | -3.43 | -12.26 | -9.13 | -11.04 | 6.02 | -6.62 | 1.56 |
| Hindi | No. | 1,37,315 | 1,25,120 | 1,16,111 | 1,19,384 | 1,00,700 | 85,756 | 81,431 | 76,861 | 68,149 | 76,990 |
| | % | 0.70 | -8.88 | -7.20 | 2.82 | -15.65 | -14.84 | -5.04 | -5.61 | -10.18 | 12.97 |
| English | No. | 57,235 | 57,915 | 66,467 | 71,260 | 74,035 | 75,918 | 79,884 | 83,076 | 85,474 | 1,01,110 |
| | % | 18.07 | 1.19 | 14.77 | 7.21 | 3.89 | 2.54 | 5.22 | 4.00 | 2.76 | 18.29 |
| Urdu | No. | 1,14,521 | 1,10,776 | 1,06,918 | 1,05,307 | 92,746 | 82,349 | 79,344 | 76,354 | 71,821 | 80,611 |
| | % | 0.51 | -3.27 | -3.48 | -1.51 | -11.93 | -11.21 | -3.65 | -3.77 | -6.07 | 12.24 |
| Gujarati | No. | 7,037 | 5,686 | 5,299 | 4,956 | 4,086 | 3,020 | 2,512 | 2,642 | 2,396 | 2,445 |
| | % | -12.94 | -19.20 | -6.81 | -6.47 | -17.55 | -26.09 | -16.82 | 5.18 | -9.31 | 2.05 |
| Kannada | No. | 3,601 | 2,828 | 2,549 | 2,526 | 2,106 | 1,721 | 1,625 | 1,200 | 1,116 | 1,319 |
| | % | -9.20 | -21.47 | -9.87 | -0.90 | -16.63 | -18.28 | -5.58 | -26.15 | -7.00 | 18.19 |
| Tamil | No. | 8,011 | 7,161 | 6,065 | 5,954 | 5,010 | 4,146 | 3,838 | 3,625 | 3,250 | 3,224 |
| | % | -3.19 | -10.61 | -15.31 | -1.83 | -15.85 | -17.25 | -7.43 | -5.55 | -10.34 | -0.80 |
| Telugu | No. | 2,978 | 2,280 | 2,062 | 1,870 | 1,454 | 983 | 815 | 727 | 616 | 612 |
| | % | -8.82 | -23.44 | -9.56 | -9.31 | -22.25 | -32.39 | -17.09 | -10.80 | -15.27 | -0.65 |

Inference:

- Total number of students enrolled in BMC schools has decline by 27%, and the fall from 2012-13 to 2021-22 is seen in Marathi medium schools (50%), followed by Hindi (44%) and Urdu (30%) among major languages.
- BMC English medium schools has seen a rise of 77% in enrollments from 2012-13 to 2021-22.

⁷ Data from 2012-13 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept.

⁸ In 2014-15, Data presented does not include enrollments from 49 secondary schools of 14 wards, as medium wise data was not provided by the respective Public Information Officers.

⁹ In 2017-18, the data is based on the District Profile of UDISE. (Unified District Information System for Education) Total Student numbers are different from the RTI data since UDISE did not include pre-primary Data.

Table 3: Change in Class I Enrollments from 2012-13 to 2021-22¹⁰

| Year | No. of students enrolled in Class I | % Change Year on Year |
|---------|-------------------------------------|-----------------------|
| 2012-13 | 46,913 | -12.7% |
| 2013-14 | 39,663 | -15.5% |
| 2014-15 | 39,214 | -1.1% |
| 2015-16 | 34,549 | -11.9% |
| 2016-17 | 32,218 | -6.7% |
| 2017-18 | 30,075 | -6.7% |
| 2018-19 | 27,918 | -7.2% |
| 2019-20 | 26,175 | -6.2% |
| 2020-21 | 19,753 | -24.5% |
| 2021-22 | 30,412 | 54.0% |

Inference:

- Class 1 enrollments decreased by 35% from 2012-13 to 2021-22.
- However, the Class 1 enrollments increased in 2021-22 when compared to enrollments in 2020-21, by 54%.

Table 4: Medium-wise Class I Enrollments 2012-13 to 2021-22⁹

| Medium | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | % Change 2012-13 to 2021-22 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------------------|
| Marathi | 8,697 | 7,365 | 7,131 | 6,104 | 5,631 | 5,088 | 4,391 | 4,103 | 3,463 | 4,452 | -49% |
| Hindi | 13,858 | 11,232 | 10,844 | 9,141 | 8,698 | 8,167 | 7,339 | 6,425 | 3,611 | 6,608 | -52% |
| English | 9,278 | 8,437 | 9,226 | 8,726 | 7,949 | 8,082 | 7,843 | 8,033 | 7,043 | 10,510 | 13% |
| Urdu | 12,990 | 10,851 | 10,377 | 9,069 | 8,655 | 7,655 | 7,470 | 6,838 | 4,930 | 7,815 | -40% |
| Gujarati | 716 | 580 | 501 | 420 | 381 | 241 | 188 | 173 | 131 | 208 | -71% |
| Kannada | 316 | 241 | 241 | 189 | 173 | 166 | 121 | 77 | 46 | 141 | -55% |
| Tamil | 619 | 609 | 543 | 539 | 401 | 377 | 328 | 261 | 267 | 406 | -34% |
| Telugu | 256 | 212 | 188 | 174 | 119 | 87 | 63 | 48 | 29 | 29 | -89% |
| M.R. | 183 | 136 | 163 | 187 | 211 | 212 | 175 | 217 | 233 | 243 | 33% |
| Total | 46,913 | 39,663 | 39,214 | 34,549 | 32,218 | 30,075 | 27,918 | 26,175 | 19,753 | 30,412 | -35% |

*M.R. Schools for specially-abled children

Inference:

Class 1 enrollments have fallen in all language (medium) schools, excluding English medium schools from 2012-13 to 2021-22.

¹⁰ Data from 2012-13 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept. (Triveni Sangam).

Table 5: Transition Rate of BMC Students from Class 7 to Class 8

| Standard | Academic Year | Total Enrollment | Transition Rate |
|----------|---------------|------------------|-----------------|
| 7 | 2012-13 | 49,217 | 33% |
| 8 | 2013-14 | 16,042 | |
| 7 | 2013-14 | 48,425 | 39% |
| 8 | 2014-15 | 18,991 | |
| 7 | 2014-15 | 47,245 | 53% |
| 8 | 2015-16 | 24,869 | |
| 7 | 2015-16 | 48,377 | 62% |
| 8 | 2016-17 | 30,053 | |
| 7 | 2016-17 | 42,348 | 68% |
| 8 | 2017-18 | 28,709 | |
| 7 | 2017-18 | 35,654 | 81% |
| 8 | 2018-19 | 28,759 | |
| 7 | 2018-19 | 33,115 | 83% |
| 8 | 2019-20 | 27,432 | |
| 7 | 2019-20 | 31,222 | 91% |
| 8 | 2020-21 | 28,381 | |
| 7 | 2020-21 | 31,595 | 98% |
| 8 | 2021-22 | 30,979 | |

Inference:

- Transition rate of BMC students from 7th to 8th std. has been improving since 2012-13.
- The Transition Rate¹¹ of students studying in Class 7 in 2019-20 to Class 8 in 2020-21 in BMC schools was 91%. This means that 9% students enrolled in Class 7 did not continue their secondary education (to Class 8) in a BMC school.

¹¹The number of students admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.

Table 6: Standard-wise number of Enrollments 2012-13 to 2021-22¹²

| Standard | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Jr. Kg | 3,304 | 2,558 | 2,651 | 3,321 | 3,246 | 7,491 | 6,842 | 26,719 | 20,359 | 25,177 |
| Sr. Kg | 3,874 | 3,092 | 4,317 | 3,724 | 3,760 | 6,988 | 7,270 | | | |
| 1 | 46,913 | 39,663 | 39,214 | 34,549 | 32,218 | 30,075 | 27,918 | 26,175 | 19,753 | 30,412 |
| 2 | 58,683 | 49,398 | 45,675 | 43,606 | 36,652 | 33,004 | 30,091 | 28,382 | 26,810 | 28,505 |
| 3 | 61,924 | 55,923 | 50,938 | 46,214 | 40,358 | 33,740 | 32,104 | 29,482 | 28,475 | 31,409 |
| 4 | 59,160 | 57,912 | 55,886 | 50,141 | 41,389 | 35,523 | 32,763 | 31,477 | 29,502 | 32,016 |
| 5 | 52,886 | 53,056 | 53,962 | 51,411 | 41,684 | 34,824 | 34,000 | 31,564 | 31,220 | 32,675 |
| 6 | 51,785 | 48,878 | 51,100 | 50,510 | 42,693 | 34,755 | 33,075 | 32,229 | 31,274 | 33,353 |
| 7 | 49,217 | 48,425 | 47,245 | 48,377 | 42,348 | 35,654 | 33,115 | 31,222 | 31,595 | 32,736 |
| 8 | 16,058 | 16,042 | 18,991 | 24,869 | 30,053 | 28,709 | 28,759 | 27,432 | 28,381 | 30,979 |
| 9 | 17,863 | 16,925 | 15,957 | 15,939 | 16,357 | 18,113 | 19,775 | 18,994 | 20,391 | 21,959 |
| 10 | 12,856 | 12,379 | 11,149 | 10,824 | 12,863 | 12,787 | 15,034 | 14,539 | 15,959 | 18,781 |
| Total | 4,34,523 | 4,04,251 | 3,97,085 | 3,83,485 | 3,43,621 | 3,11,663 | 3,00,746 | 2,98,215 | 2,83,719 | 3,18,002 |

Inferences

- Over the years, from 2012-13 to 2021-22, the transition of students enrolled in 8th std. (2,19,294 from 2012-13 to 2020-21) to 9th std. (1,64,410 from 2013-14 to 2021-22) in the following years decreased by 25%.
- A similar trend was seen in the transition of students enrolled in 9th std. to 10th std. in the following years – from 2012-13 to 2021-22, of the total 1,60,314 (from 2012-13 to 2020-21) students enrolled in 9th std., only 22% (1,24,315 from 2013-14 to 2021-22) students moved to 10th grade in the following years.

¹²Data from 2012-13 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept. (Triveni Sangam). Jr. and Sr. Kg data was provided in a compiled format for the academic years 2019-20 to 2021-22.

Table 7: Retention Rate in Municipal Schools- Class 1 to Class 10¹³

| Standard | Academic Year | Total Enrollment | Retention Rate |
|----------|---------------|------------------|----------------|
| 1 | 2012-13 | 46,913 | - |
| 2 | 2013-14 | 49,398 | 105.3% |
| 3 | 2014-15 | 50,938 | 108.6% |
| 4 | 2015-16 | 50,141 | 106.9% |
| 5 | 2016-17 | 41,684 | 88.9% |
| 6 | 2017-18 | 34,755 | 74.1% |
| 7 | 2018-19 | 33,115 | 70.6% |
| 8 | 2019-20 | 27,432 | 58.5% |
| 9 | 2020-21 | 20,391 | 43.5% |
| 10 | 2021-22 | 18,781 | 40.0% |

Inference:

- Retention rates from 1st to 10th std. show that after 7th std. there is a continuous fall in retention rates of students, which could mainly be due to lack of enough BMC schools for secondary education (from 8th standard).
- Looking at the transition rate, only 40% of the BMC students enrolled in BMC 1st std. in 2012-13 continued their education up to 10th std. in 2021-22. Thus, focus should be on creating more secondary schools to ensure all the students complete their education without interruption.

Table 8: Medium and Standard-wise Class 1 to Class 10 Enrollments¹³

| Year | Standard | Marathi | Hindi | English | Urdu | Gujarati | Kannada | Tamil | Telugu |
|---------|----------|---------|--------|---------|--------|----------|---------|-------|--------|
| 2012-13 | 1 | 8,697 | 13,858 | 9,278 | 12,990 | 716 | 316 | 619 | 256 |
| 2013-14 | 2 | 8,402 | 15,837 | 8,776 | 14,328 | 732 | 270 | 651 | 274 |
| 2014-15 | 3 | 8,300 | 16,495 | 9,094 | 14,872 | 749 | 301 | 696 | 289 |
| 2015-16 | 4 | 7,963 | 16,344 | 8,820 | 14,873 | 710 | 301 | 715 | 285 |
| 2016-17 | 5 | 6,847 | 13,276 | 8,208 | 11,626 | 563 | 271 | 617 | 204 |
| 2017-18 | 6 | 5,889 | 10,316 | 7,839 | 9,354 | 403 | 235 | 549 | 141 |
| 2018-19 | 7 | 5,594 | 9,782 | 7,577 | 8,892 | 361 | 229 | 555 | 125 |
| 2019-20 | 8 | 5,105 | 7,534 | 7,087 | 6,848 | 258 | 100 | 439 | 61 |
| 2020-21 | 9 | 4,783 | 4,122 | 6,970 | 4,206 | 269 | 33 | 0 | 8 |
| 2021-22 | 10 | 4,097 | 3,914 | 6,653 | 3,872 | 212 | 25 | 0 | 8 |

¹³ Data from 2012-13 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept. (Triveni Sangam).

B. Student Dropout/Dropox in BMC Schools

Many government initiatives, including the Samagra Shiksha Abhiyan (SSA), the Right to Education Act (RTE), 2009 as well as the National Education Policy (NEP) 2020 aims to increase enrollments of students in elementary classes and to curtail dropout of students from the public education system. To do so, there is a need to maintain centralised information on the number of students who have dropped out from school education for long periods of time or as this information is termed as continuous absent students or dropout/dropbox.

Praja has over a decade utilised the Right to Information Act, 2005, to collect education data available at BMC Education Dept, to understand the student enrollments, dropout and overall functioning of all BMC schools in Mumbai. However, despite filing RTIs, it has been difficult to receive 100% data from them. This has made it difficult to provide an accurate understanding of the status of education in municipal schools in Mumbai.

Despite centrally filing an RTI to BMC education department for information related to student learning outcomes, dropout, etc. the RTI was transferred to all BMC schools. This puts a question on the data management system of BMC's education department as the information on students who dropped out from the education system and the learning outcomes of the students should be effectively tracked as mentioned in the RTE and NEP for various policy planning initiatives.

Over the years, Praja has been filing RTIs to acquire the number of dropout/dropbox students in BMC schools. However, for the years 2019-20 and 2021-22, the information on dropout/dropbox students provided was either incomplete or not provided. For the academic year 2020-21, the information of dropout students was not maintained citing restrictions due to the COVID 19 pandemic. For the other two academic years (2019-20 and 2021-22), data of 26% of BMC schools was not provided. Moreover, in 2019-20, T, R/N and M/E II wards did not provide any information via an RTI and in 2021-22, N ward did not provide any information. In 2021-22, the secondary school dropout/dropbox data was received from only Hindi and Marathi medium schools. We filed RTI appeals for this information at BMC education department.

For instance – An RTI was filed on 14/02/2022 and the information requested was not provided. We filed an appeal on 05/09/2022 and the appeal hearing was held on 12/10/2022 (Refer to Annexure 1). The appeal order stated that the information sorted should be provided within 15 days. However, no information was provided from the department.

Table 9: Table 10: Total Dropouts/Dropbox in Mumbai's Municipal Schools from 2012-13 to 2021-22

| Year | 2012-13 | 2013-14 ¹⁴ | 2014-15 | 2015-16 | 2016-17 ¹⁵ | 2017-18 ¹⁶ | 2018-19 | 2019-20 ¹⁷ | 2020-21 | 2021-22 ¹⁸ | |
|---|---------|-----------------------|---------|---------|-----------------------|-----------------------|---------|-----------------------|---------|---|-------|
| No. of Schools (Data received) | 1,295 | 1,161 | 1,203 | 1,231 | 1,195 | 1,192 | 1,212 | 898 | NA | 797 | |
| Dropouts/Dropbox ¹⁹ | 40,011 | 47,218 | 51,741 | 57,788 | 29,186 | 15,978 | 29,508 | 10,550 | | 3,977 | |
| Dropouts (per 100) | 9 | 12 | 13 | 15 | 8 | 5 | 10 | 4 | | 1 | |
| Medium-wise²⁰ Dropouts Year on Year (%) | | | | | | | | | | | |
| Marathi | No. | 6,859 | 6817 | 7724 | 9320 | 5143 | 2739 | 4244 | 1,665 | The information was not available due to COVID 19 | 888 |
| | % | 6.66 | 7.42 | 10.44 | 13.04 | 8.20 | 4.81 | 8.37 | 3 | | 2 |
| Hindi | No. | 19,332 | 21,283 | 21744 | 27343 | 12036 | 6178 | 12552 | 3,892 | | 1,419 |
| | % | 14.08 | 17.01 | 18.73 | 22.90 | 11.95 | 7.20 | 15.41 | 5 | | 2 |
| English | No. | 2,750 | 3,346 | 3543 | 3986 | 3017 | 1303 | 4199 | 1,412 | | 456 |
| | % | 4.80 | 5.78 | 5.33 | 5.59 | 4.08 | 1.72 | 5.26 | 2 | | 1 |
| Urdu | No. | 9681 | 14496 | 15731 | 15834 | 8341 | 5149 | 7832 | 3,422 | | 1,154 |
| | % | 8.45 | 13.09 | 14.71 | 15.04 | 8.99 | 6.25 | 9.87 | 5 | | 2 |
| Gujarati | No. | 377 | 257 | 320 | 303 | 166 | 239 | 243 | 48 | | 5 |
| | % | 5.36 | 4.52 | 6.04 | 6.11 | 4.06 | 7.91 | 9.67 | 2 | | 0 |
| Kannada | No. | 291 | 297 | 273 | 261 | 77 | 95 | 100 | 74 | | 3 |
| | % | 8.08 | 10.50 | 10.71 | 10.33 | 3.66 | 5.52 | 6.15 | 6 | 0 | |
| Tamil | No. | 354 | 472 | 396 | 440 | 229 | 179 | 227 | 22 | 48 | |
| | % | 4.42 | 6.59 | 6.53 | 7.39 | 4.57 | 4.32 | 5.91 | 1 | 2 | |
| Telugu | No. | 335 | 221 | 239 | 253 | 150 | 92 | 89 | 13 | 4 | |
| | % | 11.25 | 9.69 | 11.59 | 13.53 | 10.32 | 9.36 | 10.92 | 2 | 1 | |

Inference:

- From the data received, 4% of those who enrolled in 2019-20 dropped out of BMC schools – 10,550 BMC students dropped out in 2019-20.
- From the data received, the highest dropout rate in 2019-20, was among major language schools such as Hindi medium (3,892), followed by Urdu (3,422) and Marathi medium (1,665).
- Since the dropout/dropbox information from all schools was not received, it is difficult to analyse and understand the number of students who have left the education system.

¹⁴ In 2013-14, the data does not include dropout from secondary schools from 12 wards as the data was not provided via an RTI

¹⁵ G/N ward has provided 'nil' data of dropouts in their Primary schools in 2016-17.

¹⁶ 2017-18 dropout data does not include 120 secondary schools.

¹⁷ In 2019-20, T, R/N and M/E II did not provide dropout information. In total, dropout/dropbox from 898 schools is included

¹⁸ In 2021-22, total, 797 schools provided dropout/dropbox information and N ward did not give any dropout information. In 2021-22, the secondary school dropout/dropbox data was received from only Hindi and Marathi medium schools.

¹⁹ Dropout includes both dropout and dropbox (continuous absent) number received via RTI.

²⁰ In 2014-15 data presented does not include dropout from 49 BMC secondary schools of 14 wards, as medium wise data was not provided by the respective Public Information Officers.

Out of School Children

The definition of Out-of-School-Child (OoSC) by the Central Government is 'A child who is either never enrolled or not been to school for more than 45 days without prior information'. On 2nd August 2022 the Samagra Shikshan Abhiyan (SSA) came up with a detailed circular for identification of out-of-school-children where government has listed identification of OoSC by different departments and local authorities, providing special training to needy children, identification of children who are not residing at home, child labour, maintaining online database of children etc²¹

The table below provides information on the out of school children. This information was received from the SSA office in the BMC education department (Triveni Sangam). It also provides the reasons for the children being out of school.

Table 10: Number of children Out of School from 2019-20 to 2021-22

| | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| No. of out of school students | 732 | 264 | 1,705 |
| Gender-wise out of school children | | | |
| Female | 355 | 128 | 784 |
| Male | 377 | 136 | 921 |

Table 11: Reasons of out of school from 2019-20 to 2021-22

| Reasons of out of school | No. of Students | | |
|--------------------------|-----------------|------------|--------------|
| | 2019-20 | 2020-21 | 2021-22 |
| Unwell | 4 | 5 | - |
| Financial Issues | 1 | - | - |
| Family Migrated | 625 | 189 | 1,019 |
| Personal Issues | 9 | 24 | 3 |
| Continuous Absent | 0 | 3 | 25 |
| Other ²² | 93 | 43 | 658 |
| Total | 732 | 264 | 1,705 |

Inferences:

- From 2019-20 to 2021-22, the out of school children increased by 133% from 732 to 1,705.
- In 2021-22, 1,705 out of school children were mapped, of which 784 were girls and 921 were boys.
- In 2021-22, the highest reason for out of school children was due to family migration, while 25 children were continuous absent students.

²¹ [Out of School Children in the Indian Education System | Oxfam India](#)

²² Include reasons such as caste, religion, vanchit, not given any reason etc.

C. Mumbai Public Schools (MPS)²³

Table 12: Standards-wise Enrollments in Mumbai Public Schools (State Board) from 2014-15 to 2021-22

| Year | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | (%) change from 2014-15 to 2021-22 |
|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------------------------|
| No. of Schools | 60 | 62 | 62 | 63 | 70 | 70 | 74 | 77 | |
| Jr. Kg | 2,651 | 3,321 | 3,114 | 2,929 | 3,042 | 7,100 | 4,415 | 6,177 | -11% |
| Sr. Kg | 4,317 | 3,724 | 3,371 | 3,187 | 3,306 | | | | |
| 1 | 4,097 | 4,097 | 3,999 | 3,810 | 3,792 | 3,905 | 3,662 | 4,888 | 19% |
| 2 | 3,906 | 4,156 | 4,089 | 3,999 | 3,702 | 3,755 | 3,920 | 4,588 | 17% |
| 3 | 3,504 | 3,889 | 3,923 | 3,835 | 3,780 | 3,610 | 3,728 | 4,526 | 29% |
| 4 | 3,171 | 3,475 | 3,706 | 3,819 | 3,783 | 3,727 | 3,643 | 4,231 | 33% |
| 5 | 2,502 | 3,059 | 3,277 | 3,592 | 3,761 | 3,748 | 3,788 | 4,154 | 66% |
| 6 | 1,783 | 2,501 | 2,905 | 3,196 | 3,548 | 3,785 | 3,793 | 4,230 | 137% |
| 7 | 1,064 | 1,809 | 2,387 | 2,808 | 3,151 | 3,483 | 3,792 | 4,158 | 291% |
| 8 | 469 | 1,370 | 1,929 | 2,634 | 2,955 | 3,208 | 3,643 | 4,110 | 776% |
| 9 | 0 | 402 | 1,303 | 1,835 | 2,712 | 2,938 | 3,720 | 4,024 | - |
| 10 | 0 | 0 | 494 | 1,184 | 1,819 | 2,090 | 2,602 | 3,360 | - |
| Total | 27,464 | 31,803 | 34,497 | 36,828 | 39,351 | 41,349 | 40,706 | 48,446 | 76% |

Inference:

- From 2014-15 to 2021-22, enrollments in BMC's Mumbai Public School increased by 76% from 27,464 to 48,446.
- There are CBSE and ICSE Board MPS schools under BMC's jurisdiction. To understand the enrollments in these boards separately the enrollments in CBSE and ICSE schools were not included in the table.

Table 13: Standards-wise Enrollments in Mumbai Public Schools (CBSE Board) from 2020-21 to 2021-22

| Year | 2020-21 | 2021-22 | Increase (%) from 2020-21 to 2021-22 |
|----------------|--------------|--------------|--------------------------------------|
| No. of Schools | 11 | 11 | |
| Pre-Primary | 1,311 | 1,376 | 5% |
| 1 | 430 | 435 | 1% |
| 2 | 419 | 417 | 0% |
| 3 | 404 | 395 | -2% |
| 4 | 420 | 409 | -3% |
| 5 | 387 | 385 | -1% |
| 6 | 357 | 376 | 5% |
| 7 | 39 | 40 | 3% |
| Total | 3,767 | 3,833 | 2% |

²³ Data from 2014-15 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept. (Triveni Sangam). Jr. and Sr. Kg data was provided in a compiled format for the academic years 2019-20 to 2021-22.

Table 14: Standards-wise Enrollments in Mumbai Public Schools (ICSE Board) from 2020-21 to 2021-22

| Year | 2020-21 | 2021-22 | Increase (%) from 2020-21 to 2021-22 |
|------------------|------------|------------|---|
| No. of Schools | 1 | 1 | |
| Jr. Kg./ Sr. Kg. | 111 | 120 | 8% |
| 1 | 40 | 40 | 0% |
| 2 | 40 | 40 | 0% |
| 3 | 38 | 40 | 5% |
| 4 | 37 | 40 | 8% |
| 5 | 22 | 31 | 41% |
| 6 | 27 | 38 | 41% |
| 7 | 28 | 34 | 21% |
| Total | 343 | 383 | 12% |

Inference:

- From 2020-21 to 2021-22, enrollments in BMC's Mumbai Public Schools increased by 2% from 3,767 to 3,833 in CBSE Board and 12% increase from 343 to 383 in ICSE Board school.
- In the following years this enrollment can be tracked to understand the change in student preferences as and when new CBSE/ICSE schools

Table 15: Standards-wise Dropouts/Dropbox in All Mumbai Public Schools (MPS) from 2014-15 to 2021-22²⁴

| Standard | 2014-15 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 ²⁵ |
|--------------|--------------|------------|------------|--------------|------------|--|-----------------------|
| Jr. Kg. | 29 | 22 | 17 | 21 | 8 | The information was not available due to COVID-19 | 1 |
| Sr. Kg. | 82 | 81 | 34 | 8 | | | 1 |
| 1 | 43 | 40 | 40 | 79 | 14 | | 7 |
| 2 | 185 | 141 | 93 | 165 | 29 | | 4 |
| 3 | 255 | 122 | 65 | 139 | 31 | | 10 |
| 4 | 261 | 94 | 58 | 138 | 28 | | 8 |
| 5 | 144 | 84 | 57 | 120 | 24 | | 10 |
| 6 | 91 | 82 | 44 | 126 | 44 | | 12 |
| 7 | 37 | 66 | 37 | 95 | 23 | | 6 |
| 8 | 20 | 37 | 29 | 65 | 17 | | 0 |
| 9 | 0 | 75 | 5 | 234 | 74 | 0 | |
| 10 | 0 | 13 | 1 | 30 | 18 | 0 | |
| Total | 1,147 | 857 | 480 | 1,220 | 310 | | 69 |

Inference:

- From 2014-15 to 2018-19 the dropout in MPS schools increased from 1,147 to 1,220. However, the number of dropouts decreased to only 69 in 2021-22.

²⁴ Jr. and Sr. Kg. data was provided in a compiled format for the academic years 2019-20 to 2021-22.

²⁵ Includes information from 43 MPS schools for 2019-20 and 51 MPS schools in 2021-22. The total for 2021-22 includes an additional 10 dropout students as the standard information was not provided.

Table 16: SSC Results (Pass Percentage) from March 2014 to March 2022 Examination: Comparison between BMC and Private Schools ²⁶

| Year | No. of Candidates Appeared | | Total Pass | | Pass in (%) | |
|---------------|----------------------------|-----------------|---------------|-----------------|---------------|-----------------|
| | BMC Schools | Private Schools | BMC Schools | Private Schools | BMC Schools | Private Schools |
| Mar-14 | 12,379 | 1,59,621 | 8,267 | 1,32,626 | 66.78% | 83.09% |
| Mar-15 | 10,779 | 1,59,913 | 7,809 | 1,36,686 | 72.45% | 85.48% |
| Mar-16 | 10,220 | 1,54,358 | 7,866 | 1,31,696 | 76.97% | 85.32% |
| Mar-17 | 11,972 | 1,35,392 | 8,250 | 1,24,297 | 68.91% | 91.81% |
| Mar-18 | 12,104 | 1,29,767 | 8,934 | 1,19,980 | 73.81% | 92.46% |
| Mar-19 | 13,534 | 1,32,190 | 7,367 | 1,06,307 | 54.43% | 80.42% |
| Mar-20 | 13,637 | 1,19,827 | 12,716 | 1,16,722 | 93.25% | 97.41% |
| Mar-21 | 15,515 | 1,25,460 | 15,515 | 1,25,404 | 100% | 99.96% |
| Mar-22 | 16,807 | 1,24,444 | 16,319 | 1,20,132 | 97.10% | 96.53% |

Inference:

- Performance of both BMC and private school students in March 2020 exams increased drastically.
- The pass rate of 97.10% in BMC schools is the best performance in the past 8 years since March 2014.

²⁶ Total SSC pass out numbers : Source: <http://mahresult.nic.in/ssc2019/SS-OVALL.htm>

C. Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based assessment of students that is designed to cover all aspects of students' development. The new evaluation system was introduced under the Right to Education Act (2009) as a corollary to the no-detention policy.²⁷ It is a developmental process of assessment which emphasizes on two fold objectives, continuity in evaluation, and assessment of broad based learning and behavioural outcomes.

The scheme is thus a curricular initiative, attempting to shift emphasis from memorizing to holistic learning. It aims at creating citizens possessing sound values, appropriate skills and desirable qualities besides academic excellence. As per the guidelines for evaluation, teachers should aim at helping the child to obtain minimum C2 grade. It will be compulsory for a teacher and school to provide extra guidance and coaching to children who score grade D or below, and help them attain minimum C2 grade.

Following is the marking scheme used under CCE: A1 and A2 as A (marks between 100% to 81%); B1 and B2 as B (marks between 80% to 61%); C1 and C2 as C (marks between 60% to 40%); and D: 33% to 40%. E1 is students that have never been enrolled in a school. This is an indicator of out of school children. And as per as per RTE norms, include students continuously absent for a month or more are graded as E2 under the CCE system. This is an indicator of students who are irregular in their attendance.

Data for CCE was a sample taken from 3 wards with the highest enrollments in each region (city, eastern suburbs and western suburbs)- F/N, M/E and P/N of which 49 schools for 2019-20 and 2020-21 was received and for 2021-22, data was received from 34 schools.

Table 17: Percentage of students in respective CCE grades from Standards 1st to 8th in 2019-20 and 2021-22

| Std. | A Grade | | | B Grade | | | C Grade | | | D Grade | | |
|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 |
| 1 | 48% | 55% | 60% | 51% | 44% | 40% | 1% | 0% | 0% | 0% | 0% | 0% |
| 2 | 57% | 53% | 60% | 42% | 46% | 40% | 1% | 1% | 0% | 1% | 0% | 0% |
| 3 | 55% | 54% | 59% | 43% | 45% | 41% | 1% | 1% | 0% | 0% | 0% | 0% |
| 4 | 56% | 52% | 56% | 44% | 47% | 44% | 1% | 1% | 0% | 0% | 0% | 0% |
| 5 | 58% | 58% | 57% | 42% | 41% | 43% | 1% | 1% | 0% | 0% | 0% | 0% |
| 6 | 47% | 52% | 54% | 52% | 47% | 46% | 1% | 0% | 0% | 0% | 0% | 0% |
| 7 | 53% | 54% | 55% | 46% | 45% | 44% | 1% | 1% | 0% | 0% | 0% | 0% |
| 8 | 52% | 59% | 59% | 47% | 41% | 41% | 1% | 0% | 0% | 0% | 0% | 0% |

Inference:

- Maximum percentage of students according to CCE grades have been in A grade across standards, however this is not reflected in the fall in transition of students to higher grades.
- In terms of transition of student enrollments, in the wards F/N, M/E and P/N there has been a decline, but CCE results show otherwise.

²⁷ The RTE Amendment Act, 2019 amends the no-detention policy by reintroducing examinations for 5th and 8th standard.

Table 18: Subject-wise Percentage of students in respective CCE grades for Standards 5th and 8th in 2019-20 and 2021-22

| CCE Grade | A Grade | | | B Grade | | | C Grade | | | D Grade | | |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 |
| 5th Standard | | | | | | | | | | | | |
| 1st Language | 53% | 57% | 50% | 46% | 42% | 50% | 1% | 1% | 0.0% | 0.1% | 0.1% | 0% |
| 2nd Language | 57% | 53% | 48% | 42% | 45% | 52% | 1% | 2% | 0.1% | 0.1% | 0.1% | 0% |
| 3rd Language | 53% | 53% | 49% | 46% | 46% | 51% | 1% | 1% | 0.1% | 0.1% | 0.1% | 0% |
| Maths | 57% | 55% | 52% | 43% | 44% | 48% | 1% | 1% | 0.1% | 0.1% | 0.1% | 0% |
| Science | 52% | 54% | 50% | 47% | 45% | 50% | 1% | 1% | 0% | 0.1% | 0.1% | 0% |
| Social Science | 28% | 63% | 54% | 72% | 37% | 46% | 0.0% | 0% | 0% | 0.0% | 0% | 0% |
| Arts | 60% | 62% | 67% | 40% | 37% | 33% | 0.1% | 1% | 0% | 0.1% | 0.1% | 0% |
| Practical /Projects | 63% | 65% | 70% | 37% | 34% | 30% | 0% | 1% | 0% | 0.1% | 0.1% | 0% |
| Physical Education (Sports) | 68% | 67% | 71% | 32% | 32% | 29% | 0.1% | 1% | 0% | 0.1% | 0.1% | 0% |
| 8th Standard | | | | | | | | | | | | |
| 1st Language | 50% | 60% | 52% | 50% | 39% | 47% | 1% | 0.2% | 1% | 0.0% | 0.4% | 0.0% |
| 2nd Language | 47% | 58% | 53% | 52% | 41% | 46% | 1% | 1% | 1% | 0.0% | 0.4% | 0.0% |
| 3rd Language | 46% | 56% | 54% | 50% | 43% | 46% | 4% | 0.4% | 0% | 0.1% | 0.4% | 0.0% |
| Maths | 51% | 57% | 51% | 48% | 42% | 49% | 0.5% | 0.4% | 0.7% | 0.0% | 0.4% | 0.0% |
| Science | 51% | 57% | 51% | 49% | 42% | 49% | 0.5% | 0.4% | 0.6% | 0.0% | 0.4% | 0.0% |
| Social Science | 49% | 54% | 50% | 50% | 45% | 49% | 0.3% | 0.4% | 0.5% | 0.0% | 0.3% | 0.0% |
| Arts | 55% | 60% | 70% | 44% | 39% | 30% | 0.4% | 0.1% | 0.0% | 0.0% | 0.4% | 0.0% |
| Practical /Projects | 57% | 61% | 71% | 43% | 38% | 27% | 0.4% | 0.1% | 0.0% | 0.0% | 0.4% | 2% |
| Physical Education (Sports) | 62% | 65% | 74% | 38% | 34% | 26% | 0.0% | 0.1% | 0.0% | 0.0% | 0.4% | 0.0% |

Inference:

- Subject wise analysis of 5th and 8th standard does not show major variation among subjects, and most students are in Grade A and B.
- As per RTE norms, students continuously absent for a month or more are graded as E2 under the CCE system. This is an indicator of students who are irregular in their attendance. However, the E2 indicator did not include any information.

Section II. Input Indicators

1. Annual BMC Municipal Budget for Education

Table 19: Annual Municipal Budget Estimates and Actuals for Education from 2012-13 to 2022-23

| Year | Total Students ²⁸ | % of Education budget to total BMC budget | Total Annual Budget Estimates on education (Rs. in crores) | Total Annual Actual Expenditure on education (Rs. in crores) | Per student total Budget Estimated (Rs. in Rupees) | Per student total actual Expenditure (Rs. in Rupees) |
|----------------|------------------------------|---|--|--|--|--|
| 2012-13 | 4,34,523 | 9.0% | 2,135 | 1,683 | 49,126 | 38,742 |
| 2013-14 | 4,04,251 | 9.5% | 2,329 | 1,298 | 57,619 | 32,118 |
| 2014-15 | 3,97,085 | 8.9% | 2,358 | 1,804 | 59,375 | 45,432 |
| 2015-16 | 3,83,485 | 7.8% | 2,374 | 1,524 | 61,894 | 39,744 |
| 2016-17 | 3,43,621 | 6.9% | 2,267 | 1,700 | 65,973 | 49,459 |
| 2017-18 | 3,11,663 | 9.8% | 2,164 | 1,834 | 69,437 | 58,849 |
| 2018-19 | 3,00,746 | 10.1% | 2,450 | 2,060 | 81,464 | 68,496 |
| 2019-20 | 2,98,215 | 9.5% | 2,620 | 2,143 | 87,870 | 71,850 |
| 2020-21 | 2,83,719 | 9.4% | 2,827 | 2,031 | 99,641 | 71,593 |
| 2021-22 | 3,18,002 | 8.0% | 2,839 | 2,672 | 89,279 | 84,027 |
| 2022-23 | 3,18,002 | 7.8% | 3,248 | - | 1,02,143 | - |

Inference:

- Total Annual Budget allocated for education increased in 2022-23 as compared to 2021-22 estimates. The allocated budget for 2022-23 is Rs. 3,248 crores, 7.8% of BMC's overall budget of Rs. 45,949 crores²⁹.
- Percentage of education budget to total budget estimates has decreased from 9% in 2012-13 to 7.8% in 2022-23, whereas the number of students in BMC schools has increased by 27% from 2012-13 to 2021-22.

²⁸ Data from 2012-13 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept.

²⁹ Source: BMC. 'Budget Estimates 2022-23'.

[https://portal.BMC.gov.in/iri/go/km/docs/documents/BMC%20Department%20List/Chief%20Accountant%20\(Finance\)/Budget/Budget%20Estimate%202019-2020/1-%20MC's%20Speech/BUDGET%20A%2c%20B%2cG/ENGLISH%20SPEECH-.pdf](https://portal.BMC.gov.in/iri/go/km/docs/documents/BMC%20Department%20List/Chief%20Accountant%20(Finance)/Budget/Budget%20Estimate%202019-2020/1-%20MC's%20Speech/BUDGET%20A%2c%20B%2cG/ENGLISH%20SPEECH-.pdf)

Table 20: Per-students Budget Allocation and Expenditure (In Rs. Crore) from 2018-19 to 2021-23

| Account Head | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| | BE | AE | BE | AE | BE | AE | BE | AE | BE |
| Primary Education | | | | | | | | | |
| Total Revenue Expenses | 2,184 | 1,986 | 2,473 | 2,071 | 2,541 | 1,999 | 2,702 | 2,504 | 2,870 |
| Total Project works/Capital Expenses (A) | 386 | 206 | 261 | 204 | 403 | 167 | 244 | 270 | 500 |
| Total Primary education (i) | 2,570 | 2,192 | 2,734 | 2,275 | 2,945 | 2,166 | 2,946 | 2,774 | 3,370 |
| Secondary Education | | | | | | | | | |
| Total Revenue Expenses | 141 | 120 | 172 | 119 | 173 | 133 | 173 | 139 | 183 |
| Total Project works/Capital Expenses (B) | 29 | 23 | 11 | 1 | 9 | 2 | 20 | 2 | 20 |
| Total secondary education (ii) | 170 | 143 | 182 | 120 | 182 | 135 | 193 | 141 | 203 |
| Total Education Budget (C) (i + ii = C) | 2,740 | 2,335 | 2,916 | 2,395 | 3,127 | 2,300 | 3,139 | 2,915 | 3,573 |
| % Utilisation | 85% | | 82% | | 74% | | 93% | | |
| <i>Less: Grants to Private Primary aided School (D)</i> | 290 | 275 | 296 | 253 | 300 | 269 | 300 | 243 | 325 |
| Total (C-D) | 2,450 | 2,060 | 2,620 | 2,143 | 2,827 | 2,031 | 2,839 | 2,672 | 3,248 |
| Total students | 3,00,746 | 3,00,746 | 2,98,215 | 2,98,215 | 2,83,719 | 2,83,719 | 3,18,002 | 3,18,002 | 3,18,002 |
| Per Capita cost for every student (in actual rupees) | 81,464 | 68,496 | 87,870 | 71,850 | 99,641 | 71,593 | 89,279 | 84,027 | 1,02,143 |
| <i>Less: Total Project works/Capital Expenses and Grants (E) (A+B+D=E)</i> | 705 | 504 | 567 | 458 | 713 | 438 | 564 | 515 | 845 |
| Total (C-E) | 2,035 | 1,831 | 2,349 | 1,937 | 2,414 | 1,863 | 2,575 | 2,400 | 2,728 |
| Per Capita cost for every student (in actual rupees) | 67,665 | 60,882 | 78,763 | 64,963 | 85,089 | 65,647 | 80,971 | 75,469 | 85,790 |

BE- Budget Estimates; AE- Actual Expenditure

Inference:

- The per student budget estimate for 2020-21 was Rs. 99,641 however, only 72% (Rs. 71,593) was utilised.
- In 2022-23, the per student budget estimate is Rs.1,02,143, an increase of 25% from Rs. 81,464 in 2018-19.

Table 21: Budgeted vs. Actual Expenditure Summary 2019-20 to 2021-22 for Primary Education (In Rs. Crores)

| Account Head | Budget Estimates | | | Actual Expenditure | | | % Utilisation | | |
|---|------------------|--------------|--------------|--------------------|--------------|--------------|---------------|------------|------------|
| | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 |
| Establishment Expenses | 994 | 1,003 | 1,150 | 995 | 939 | 1,038 | 100% | 94% | 90% |
| Administrative Expenses | 103 | 107 | 105 | 90 | 67 | 64 | 87% | 63% | 61% |
| Operation and Maintenance | 228 | 139 | 102 | 65 | 23 | 32 | 29% | 17% | 31% |
| Finance and Interest Charges | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 0% |
| Programme Expenses | 11 | 10 | 8 | 5 | 1 | 1 | 49% | 7% | 10% |
| Revenue Grants, Contribution & Subsidies | 379 | 389 | 391 | 831 | 884 | 1,098 | 219% | 227% | 281% |
| Total Revenue Expenses | 2,473 | 2,541 | 2,702 | 2,071 | 1,999 | 2,504 | 84% | 79% | 93% |
| Project Works/Capital Expenses | 261 | 403 | 244 | 204 | 167 | 270 | 78% | 41% | 111% |
| Grand Total | 2,734 | 2,945 | 2,946 | 2,275 | 2,166 | 2,774 | 83% | 74% | 94% |

Inference:

- The average utilisation of the 2021-22 budget on primary education was 94%. Programme expenses, such as those allocated for Samagra Shikshan Abhiyan are not being utilised well – utilisation of only 10%.
- Maximum utilisation in 2021-22 was capital expenditure/project works, with an utilisation of 111%.

2. Mid-day Meal Budget

Table 22: Mid-day Meal Budget from 2014-15 to 2017-18 (Figures in Rupees)

| Year | Particulars | 1st to 5th Std. | 6th to 8th Std. |
|----------------|---|-----------------|-----------------|
| 2014-15 | Budget Estimate | 26,60,46,000 | 31,16,10,000 |
| | Funds Received | 13,73,71,970 | 15,10,35,000 |
| | Funds utilised | 9,67,62,170 | 11,19,12,000 |
| | Utilisation (%)* | 70% | 74% |
| 2015-16 | Budget Estimate | 36,69,17,576 | 45,22,49,251 |
| | Funds Received | 32,19,23,000 | 38,95,75,770 |
| | Funds utilised | 20,92,56,960 | 24,97,53,740 |
| | Utilisation (%)* | 65% | 64% |
| 2016-17 | Budget Estimate | 31,82,32,000 | 39,18,37,000 |
| | Funds Received | 20,51,75,600 | 28,23,47,360 |
| | Funds utilised** | 14,59,89,412 | 18,54,23,231 |
| | Utilisation (%)* | 71% | 66% |
| 2017-18 | Budget Estimate | 39,10,70,000 | 52,14,96,000 |
| | Funds Received | 24,62,40,000 | 24,17,47,808 |
| | Funds utilised** | 23,30,98,618 | 28,50,39,852 |
| | Utilisation (%)* | 95% | 118% |
| 2018-19 | Budget Estimate | 1,02,94,36,000 | |
| 2019-20 | <ul style="list-style-type: none"> In 2018-19, the BMC Education Dept. only provided mid-day meal budget estimate figures and in the RTI reply it stated that the actuals spent are no longer recorded by them since money for the mid-day meal scheme is now sent directly to the schools from the Directorate of Education (Primary), Pune In a recent RTI application filed in 2022, the RTI reply received mentioned the same that they do not have this information available with them (Annexure-2). This information should be available with BMC as it is the implementing body and should have a record of the budget spent. | | |
| 2020-21 | | | |
| 2021-22 | | | |

3. Health Check-up in BMC Schools

Table 23: Number of diseases/ailments found in Health Check-up in Municipal Schools from 2014-15 to 2021-22

| Diseases/Ailments | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | % * |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|---------------|------------|
| Total students examined | 2,01,592 | 1,89,809 | 2,35,823 | 2,32,706 | 2,26,066 | 1,74,464 | | 84,247 | -58 |
| Dental Caries | 91,203 | 97,165 | 1,28,601 | 1,10,039 | 96,658 | 68,668 | Due to Covid-19 health check-up is not done refer to annexur e-3 | 27,220 | -70 |
| Dental Others | 11,673 | 14,582 | 15,892 | 23,444 | 18,710 | 13,334 | | 7,376 | -37 |
| Scabies | 725 | 778 | 717 | 948 | 1,063 | 797 | | 204 | -72 |
| Leprosy (New) | NA | 5 | 0 | 9 | 4 | 4 | | 2 | - |
| Skin Other | 20,145 | 21,699 | 24,747 | 21,240 | 19,612 | 12,851 | | 5,722 | -72 |
| Lymphadenopathy | 9,946 | 9,587 | 9,084 | 7,168 | 4,466 | 2,452 | | 997 | -90 |
| Speech | 2,543 | 2,008 | 2,035 | 1,939 | 1,728 | 1,182 | | 708 | -72 |
| Eye Conditions | 6,062 | 4,949 | 5,566 | 5,393 | 5,148 | 4,559 | | 1,760 | -71 |
| Eye (Defective Vision/Refractory error) | 11,030 | 10,451 | 12,507 | 15,283 | 13,590 | 13,192 | | 5,955 | -46 |
| Otorrhoea | NA | NA | 2,187 | 1,712 | 1,590 | 1,101 | | 356 | - |
| Ear Other defects | 19,144 | 24,221 | 22,548 | 24,976 | 23,478 | 14,038 | | 8,674 | -55 |
| Nose Defects | 16,708 | 19,827 | 16,639 | 15,212 | 15,279 | 10,671 | | 3,176 | -81 |
| Thyroid | 59 | 44 | 59 | 40 | 49 | 21 | | 32 | -46 |
| Throat Other Defects | 5,815 | 7,241 | 7,350 | 6,355 | 4,174 | 3,181 | | 1,319 | -77 |
| Splenomegaly | 24 | 9 | 213 | 2 | 3 | 1 | | 0 | -100 |
| Vitamin A Deficiency | 7,104 | 5,579 | 5,891 | 3,166 | 2,212 | 760 | | 323 | -95 |
| Night blindness | NA | 6 | 11 | 2 | 7 | 2 | | 0 | - |
| Vitamin B,C,D Deficiency | 5,253 | 4,730 | 4,732 | 2,422 | 1,652 | 1,371 | | 555 | -89 |
| Rheumatic Heart Disease (RHD) (New) | NA | 5 | 5 | 9 | 3 | 2 | | 2 | - |
| Heart & Circulation | 446 | 427 | 432 | 253 | 284 | 239 | | 120 | -73 |
| TB (New) | NA | 153 | 160 | 187 | 179 | 102 | | 105 | - |
| Lung Other Defects | 2,334 | 2,494 | 3,258 | 4,134 | 2,219 | 872 | | 373 | -84 |
| Orthopaedic Defects | 1,644 | 1,584 | 1,447 | 1,283 | 1,317 | 979 | | 603 | -63 |
| Polio Deformity | NA | 6 | 3 | 0 | 0 | - | | - | - |
| Mental Defects | 1,438 | 1,286 | 1,484 | 1,338 | 1,646 | 1,023 | | 701 | -51 |
| Pallor | NA | NA | 15,011 | 8,140 | 3,106 | 5,566 | | 2,044 | - |
| Anaemia | 12,132 | 13,684 | NA | NA | | | | | |
| Underweight | 53,408 | 64,681 | 73,112 | 11,720 | 7,383 | 7,512 | 3488 | -93 | |
| Overweight | NA | NA | NA | NA | 1,421 | - | - | - | |
| Worms | 5,278 | 8,526 | 4,205 | 2,191 | 894 | 1,375 | 353 | -93 | |
| Otitis Media | 2,137 | 1,754 | NA | NA | NA | NA | NA | NA | |
| Other Defects | 13,138 | 12,259 | 17,708 | 18,857 | 18,198 | 32,034 | 17975 | 18 | |
| Total Defects | 2,99,389 | 3,29,740 | 3,75,604 | 2,87,462 | 2,46,073 | 1,97,889 | | 90,143 | -70 |

*% Change from 2014-15 to 2021-22

Inferences:

- Number of students examined in health check-ups decreased by 58% from 2,01,592 in 2014-15 to 84,247 in 2021-22.
- In 2021-22, highest number of students suffered from Dental caries (27,220), Ear defect (8,674) and Defective Vision (5,955).

Table 24: Standard-wise number and percentage³⁰ of underweight students from 2014-15³¹ to 2021-22

| Standard | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | | 2020-21 | 2021-22 | |
|------------------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|----------|--------------|----------|--------------|----------|---|--------------|----------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | | No. | % |
| Jr. Kg. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Due to Covid-19 health check-up is not done refer to annexure-3 | 0 | 0 |
| Sr. Kg. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 1 st | 8,694 | 30.9 | 10,802 | 42.7 | 9,787 | 40.5 | 971 | 4.3 | 537 | 2.5 | 443 | 2.8 | | 235 | 3.4 |
| 2 nd | 7,925 | 27.7 | 10,995 | 40.1 | 9,134 | 38.1 | 1,210 | 5.0 | 701 | 3.1 | 584 | 3.4 | | 223 | 3.7 |
| 3 rd | 8,761 | 28.4 | 10,551 | 37.1 | 10,222 | 37.8 | 1,403 | 5.5 | 832 | 3.4 | 718 | 4.0 | | 252 | 4.0 |
| 4 th | 9,345 | 27.6 | 10,767 | 35.4 | 9,671 | 34.4 | 1,444 | 5.2 | 859 | 3.3 | 873 | 4.5 | | 257 | 3.9 |
| 5 th | 7,948 | 23.2 | 10,562 | 33.3 | 9,785 | 34.3 | 1,442 | 5.2 | 995 | 3.6 | 958 | 4.9 | | 300 | 4.2 |
| 6 th | 0 | 0 | 315 | 26.4 | 8,923 | 30.6 | 1,444 | 5.2 | 1,007 | 3.8 | 1076 | 5.3 | | 346 | 4.5 |
| 7 th | 8,326 | 24.7 | 8,144 | 25.1 | 7,814 | 25.8 | 1,473 | 5.2 | 936 | 3.5 | 935 | 4.7 | | 298 | 3.9 |
| 8 th | 0 | 0 | 31 | 9.1 | 4,715 | 21.8 | 1,114 | 4.8 | 742 | 3.2 | 713 | 4.2 | | 388 | 4.1 |
| 9 th | 2,327 | 20.3 | 2,410 | 20.3 | 1,707 | 14.2 | 751 | 5.3 | 459 | 3.1 | 691 | 4.5 | | 567 | 4.5 |
| 10 th | 0 | 0 | 0 | 0 | 1,274 | 12.3 | 443 | 4.3 | 292 | 2.4 | 489 | 4.0 | 591 | 4.4 | |
| M.C. | 82 | 13.6 | 104 | 17.1 | 80 | 12.7 | 25 | 4.1 | 23 | 3.5 | 32 | 7.9 | 31 | 6.1 | |
| Total | 53,408 | 26 | 64,681 | 34 | 73,112 | 31 | 11,720 | 5 | 7,383 | 3 | 7,512 | 4 | | 3,488 | 4 |

Table 25: Number of students screened and underweight (*) from 2014-15 to 2021-22

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|----------|----------|----------|----------|----------|----------|---|----------|
| Total students (A)³² | 3,97,085 | 3,83,485 | 3,43,621 | 3,11,663 | 3,00,746 | 2,98,215 | Due to Covid-19 health check-up is not done refer to annexure-3 | 3,18,002 |
| Number of students screened (B) | 2,01,597 | 1,89,809 | 2,35,823 | 2,32,706 | 2,26,066 | 1,74,464 | | 84,247 |
| Total underweight students (C) | 53,408 | 64,681 | 73,112 | 11,720 | 7,383 | 7,512 | | 3,488 |
| % of underweight students (C/B x 100) | 26% | 34% | 31% | 5% | 3% | 4% | | 4% |
| Estimated underweight students (A x C/B) | 1,05,198 | 1,30,680 | 1,06,533 | 15,670 | 9,765 | 12,840 | | 13,166 |

Note (*): From the academic year 2016-17, the School Health Department's reports mention "underweight" in place of "malnutrition" as an indicator. Since the terminology was changed from 2015-16 to 2016-17 and the BMC website has retrospectively changed the online data of 2014-15 and 2015-16 to 'underweight' as well, we have used the BMC's terminology of underweight, although the data of 2013-14 to 2015-16 was mentioned in the hard copy received through RTI as 'malnourished'. Further in a letter in response to our previous report the BMC claimed that it changed its parameter from weight to age in 2013-14 to weight for height from 2014-15, without any information in the public domain or RTI response of the said change. From 2017-18, the BMC website mentions-3 standard deviation for BMI by age and gender as being used to calculate underweight.

Inferences:

- No health check-up was done for pre-primary students of BMC, even though undernutrition is best tackled when detected at an early age.
- The change in the methodology of calculation of underweight explains the fall in underweight from 2016-17 to 2017-18. From 2016-17 to 2017-18, the number of underweight students fell by 84% from 73,112 to 11,720.

³⁰ Percentage refers to the number of students underweight in each standard as a percent of total number of students screened in that standard.

³¹ "0" represents no health checkup was done for 2014-15 in municipal schools of BMC in 6th, 8th and 10th standards in all 24 wards as there was alternate pattern followed for health checkups in municipals schools. This data was received under Right to Information (RTI) Act, 2005

³² Data from 2012-13 to 2018-19 was taken via an RTI, 2019-20 to 2021-22 is UDISE+ data taken from SSA office in BMC.

Monitoring and Evaluation

3. Teacher Inspection

In 2017, BMC released a circular (circular number 237, dated 27.10.17) whereby teacher's performance would now be evaluated based upon how the students in the class have performed. While this is a positive initiative in tracking how the teacher's contribution to learning has been, the performance of the student cannot be the sole responsibility of the teacher, since there are various other factors such as the facilities available with the students for learning, the overall school environment, etc. and finally the education department of the BMC as a whole is responsible for the performance and growth of its students. Teachers, nevertheless play a primary role in shaping the students' interest and learning in the classroom environment and therefore it is important to evaluate their performance.

RTI was filed in 4 wards – M/E-I & II P/N, F/N for teacher performance. However, information was received from only P/N and M/E-I wards.

Table 26: Teacher performance based upon student's evaluation for 2019-20 to 2021-22

| Standard | Average % of students in the class who fulfil the parameters under specified subjects | | | | | | | | |
|----------|---|---------|---------|---------|---------|---------|---------|---------|---------|
| | Language | | | Maths | | | English | | |
| | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 |
| 1 | 80 | 79 | 83 | 79 | 80 | 83 | 80 | 81 | 85 |
| 2 | 76 | 78 | 79 | 79 | 80 | 82 | 79 | 78 | 80 |
| 3 | 72 | 75 | 79 | 73 | 76 | 78 | 74 | 77 | 80 |
| 4 | 77 | 78 | 81 | 77 | 80 | 81 | 79 | 81 | 83 |
| 5 | 75 | 77 | 78 | 76 | 78 | 80 | 75 | 77 | 79 |
| 6 | 73 | 79 | 81 | 76 | 81 | 85 | 73 | 80 | 82 |
| 7 | 77 | 79 | 80 | 79 | 81 | 83 | 74 | 80 | 79 |
| 8 | 74 | 82 | 81 | 77 | 85 | 84 | 74 | 82 | 83 |

Inference:

- On an average the performance of students across standards, is positive, grading the teachers who teach these students as performing considerably well.
- 78% students on an average were proficient in the language skills and 81% students were able to solve mathematic problems in 5th standard in 2021-22.
- In 8th standard as well, 81% students on an average were proficient in the language skills and 84% students were able to solve mathematic problems in 2021-22.

Table 27: Medium-wise BMC school inspector (Primary) for 2021-22

| Medium | Sanctioned Post | Filled Post | Vacant Post | Vacancy % |
|--------------|-----------------|-------------|-------------|------------|
| Marathi | 44 | 14 | 30 | 68% |
| Hindi | 29 | 9 | 20 | 69% |
| English | 27 | 14 | 13 | 48% |
| Urdu | 24 | 7 | 17 | 71% |
| Gujarati | 4 | 1 | 3 | 75% |
| Kannada | 1 | 0 | 1 | 100% |
| Tamil | 2 | 0 | 2 | 100% |
| Telugu | 1 | 0 | 1 | 100% |
| Total | 132 | 45 | 87 | 66% |

Inference:

- The human resource data of school inspector in BMC Primary education department shows a 66% vacancy in 2021-22.
- An RTI reply from the BMC secondary education department stated they do not have a post for school inspector. (Annexure-4)

5. Enquiries conducted against Teaching staff (Teachers/HMs) and suspensions

We filed an RTI application with the BMC Education Department regarding enquiries conducted against teaching staff and the reasons for the same. We also asked for information on whether any staff member's services were terminated and the reasons for the same. Our objective was to get a better understanding of the accountability mechanisms in place in the Education Department; whether teaching staff is held accountable for not performing their duties.

Enquiries were conducted against 73 staff members (headmasters, Dy. Headmasters and teacher/trainers) and 44 staff members were terminated from services from 2011-12 to 2017-18. In 2018-19 to 2021-22, an enquiry was conducted against 60 headmasters/mistresses and teachers, and 7 headmasters/mistresses and teachers were suspended.

According to BMC circular (circular number 237, dated 27.10.17) teachers were to be evaluated based on student performance and accordingly would be awarded, fined, memos issued or increment halted. This was implemented since 2018-19 to 2021-22.

Under this from 2018-19 to 2021-22, 204 teachers/heads of schools were awarded certificates for good performance of their students. Punitive action was taken against 179 teachers/ heads of schools of which 87 were fined, increment was halted and other punitive actions such as issuing of memos were done against 92 school staff.

6. Infrastructure Compliance with norms laid down in Right to Education Act³³

Table 28: Compliance with Infrastructure and other norms under RTE³⁴ (2020-21)

| Indicator : Schools with Infrastructure Facilities Available ³⁵ | | BMC | Private Aided | Private Unaided | Unrecognised |
|--|--------|------------|----------------|-----------------|--------------|
| Total Schools | | 1,147 | 399 | 739 | 245 |
| No. of Student | | 2,63,360 | 1,04,315 | 2,87,893 | 38,099 |
| No. of Teacher | | 10,252 | 2,851 | 7,230 | 1,519 |
| Building | Number | 1,145 | 399 | 739 | 245 |
| | % | 99.83 | 100.00 | 100.00 | 100.00 |
| Office cum store cum HM room | Number | 1,095 | 398 | 726 | 237 |
| | % | 95.47 | 99.75 | 98.24 | 96.73 |
| One class room for every teacher | Number | 1,147 | 399 | 739 | 245 |
| | % | 100.00 | 100.00 | 100.00 | 100.00 |
| Ramp | Number | 1,095 | 398 | 726 | 237 |
| | % | 95.47 | 99.75 | 98.24 | 96.73 |
| Separate Toilet for Boys | Number | 1,147 | 384 | 695 | 242 |
| | % | 100.00 | 96.24 | 94.05 | 98.78 |
| Separate Toilet for Girls | Number | 1,146 | 390 | 715 | 241 |
| | % | 99.91 | 97.74 | 96.75 | 98.37 |
| Drinking Water Facility | Number | 1,147 | 399 | 739 | 245 |
| | % | 100.00 | 100.00 | 100.00 | 100.00 |
| Boundary Wall | Number | 1,132 | 390 | 714 | 222 |
| | % | 98.69 | 97.74 | 96.62 | 90.61 |
| Playground | Number | 1,086 | 365 | 626 | 171 |
| | % | 94.68 | 91.48 | 84.71 | 69.80 |
| Indicator: Outcomes | | BMC | Private | | |
| SSC (2021-22) | Number | 16,319 | 1,20,132 | | |
| | % | 97.10% | 96.53% | | |

Note: District profile will not be maintained from 2021-22 onward (refer to annexure-5).

Inference:

- The number of students in private (unaided and unrecognised) is 24% more than those in BMC schools, however the number of schools and teachers are 14% and 15% higher than BMC schools, respectively.
- This shows that although BMC schools have the infrastructure, considerable number of teachers, they are not able to retain students in municipal schools.

³³ Source: Education Indicators

http://www.ncert.nic.in/html/pdf/educationalsurvey/Manual_on_Statistics_and_Indicators_of_School_Education/Educational_Indicators_Final_2.pdf

³⁴ Norms of Schools with Infrastructure facilities available, as specified under section 19 of the RTE Act 2009.

³⁵ According to District Profile 2020-21, data does not include pre-primary.

Table 29: Student Classroom Ratio and Pupil Teacher Ratio in 2020-21³⁶

| Indicator | Govt. and Local bodies | Private Aided | Private Unaided | Un-recognised |
|---|------------------------|---------------|-----------------|---------------|
| Number of classrooms (1 to 8) | 7,323 | 2982 | 6,741 | 1,434 |
| Number of classrooms (9 to 10) | 896 | 0 | 10 | 7 |
| Student classroom ratio (SCR) | 32 | 35 | 43 | 26 |
| Pupil-Teacher Ratio (PTR) | 27 | 32 | 26 | 32 |
| Primary schools having SCR more than 30 | 14 | 149 | 414 | 53 |
| Upper Primary /Sec./Higher Sec. schools having SCR more than 35 | 222 | 0 | 27 | 13 |
| Schools with single teacher | 22 | 5 | 8 | 1 |
| Primary schools having PTR more than 30 | 20 | 190 | 449 | 57 |
| Upper Primary /Sec./Higher Sec. schools having PTR more than 35 | 0 | 0 | 0 | 0 |

Inference:

- The Pupil Teacher Ratio (PTR) for BMC schools was 27 for 2020-21, however 20 schools in BMC have a PTR higher than the RTE norm.

Table 30: Medium Wise Pupil (Student) Teacher Ratio in 2021-22³⁷

| Medium | No. of BMC Schools | Students (Includes Primary, Upper Primary and Secondary) | Teachers (Includes HM, Vice-principal/Dy. HM, Teachers, Special Teachers) | Students per Teacher |
|--------------|--------------------|--|---|----------------------|
| English | 169 | 1,01,110 | 2,452 | 41 |
| Urdu | 232 | 80,611 | 2,283 | 35 |
| Hindi | 265 | 76,990 | 2,624 | 29 |
| Marathi | 360 | 51,691 | 1,985 | 26 |
| Tamil | 30 | 3,224 | 138 | 23 |
| Gujarati | 46 | 2,445 | 145 | 17 |
| Kannada | 29 | 1,319 | 93 | 14 |
| Telugu | 15 | 612 | 35 | 17 |
| Total | 1,146 | 3,18,002 | 9,755 | 33 |

Inference:

- BMC Marathi medium schools account for the highest number of schools with 1985 number of teachers, although the number of students in Hindi, Urdu and English medium is higher than Marathi.
- Consequently, the pupil teacher ratio in these mediums (Hindi, Urdu and English) is much higher than Marathi; in English BMC schools the PTR is more than the prescribed RTE norms at 41 students per teacher, respectively.

³⁶ According to District Profile 2020-21.

³⁷ According to DISE data 2021-22.

7. School Development Plan

According to Section 22 of the RTE, every School Management Committee constituted under Section 21 shall prepare a School Development Plan (SDP) which shall be the basis for the plans and grants to be made by the appropriate Government/ local authority.

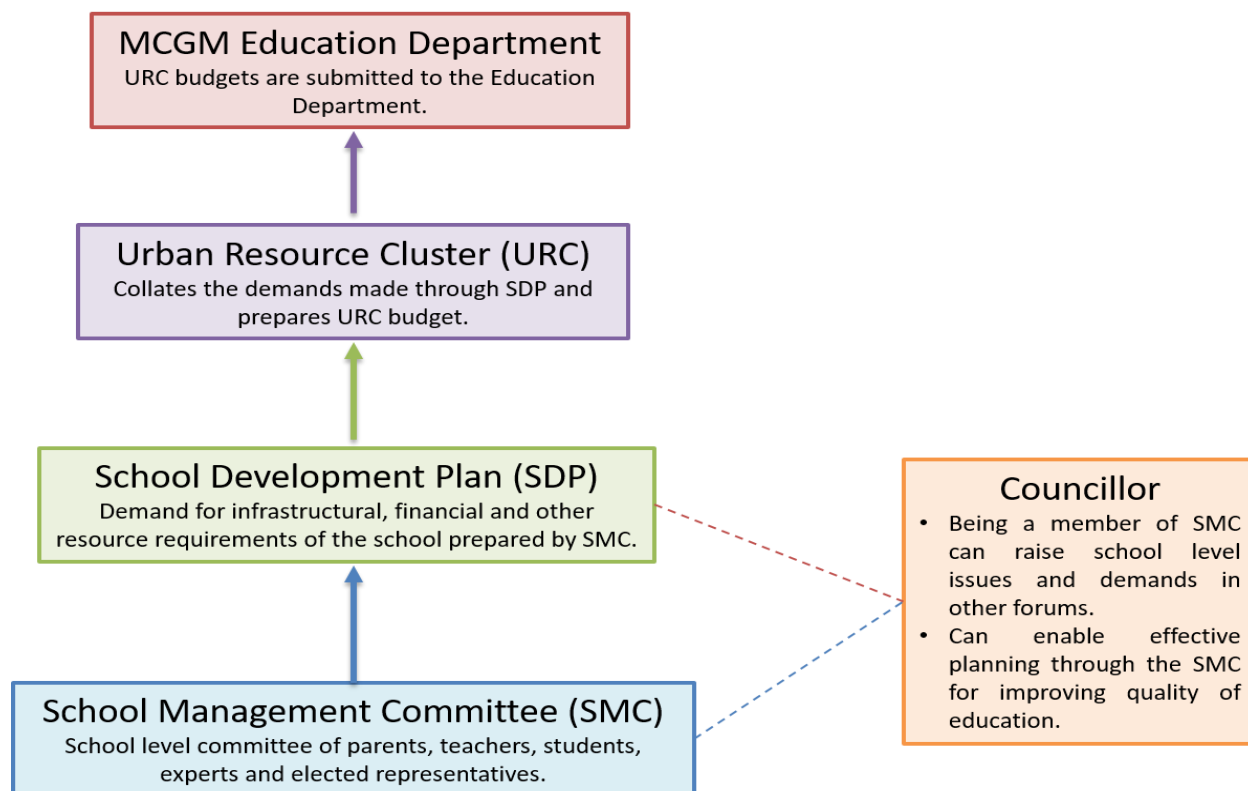
Table 31: Number of schools that prepared School Development Plan (SDP) from 2016-17 to 2018-19

| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|------------|---------|---------|---------|---------|---------|---------|
| Number of schools (data received) | | 802 | 799 | 889 | 685 | 684 | 684 |
| Yes | No. | 785 | 781 | 885 | 652 | 650 | 666 |
| | % | 97.88% | 97.75% | 99.55% | 96.59% | 96.15% | 97.80% |
| No | No. | 17 | 18 | 4 | 23 | 26 | 15 |
| | % | 2.12% | 2.25% | 0.45% | 3.41% | 3.85% | 2.20% |

Inference:

- From the data received, 98% of the schools in 2021-22 prepared the SDP.
- However, the sample study shown below, shows that not all schools are filling the action plan section in the SDP which includes the improvement and other requirements needed by the schools from BMC.

Process of School Development Plan



- The Maharashtra RTE Rules provide that the School Development Plan is a plan to be prepared for every school by the School Management Committee (SMC) at least three months before the end of the financial year. **The SDP elaborates on the existing status of the school and makes demands for infrastructural, financial and/or other resource requirements of the school.**
- The SDP is supposed to be submitted to the local authority before the close of the financial year to **enable school wise planning and appropriate allocation in the budget, based upon requirements from the school.**
- The SDP is submitted to the respective Urban Resource Cluster (URC) set up under the Samagra Shiksha Abhiyan which are supposed to act as monitoring agencies for the functioning of the schools, but also perform various administrative functions. The URC then analyses the SDP for demand for further requirements made and prepares the budget for the URC's jurisdictional area and submits the same to the Education Department.
- Although the administration of the BMC is such that the SDP is submitted from schools to URCs, **the councillor who is the member of the SMC and a representative of the electorate, can play a role in determining and taking forward school level proposals during budget discussions in the ward committee and can enable effective planning by participating in the SMC to improve quality of education.**

Sample Study of 13 SDPs

- A random sample of 24 SDPs from all BMC wards was requested via an RTI to study how the schools have been preparing the plan. Despite this, only 9³⁸ wards provided the data for sample SDP.
- **In all the SDP samples the initial requirements of existing status of school have been filled however the agenda and plan for requirements proposed for the next year have been either not filled or not included in the SDP submitted by the schools.** This is a requirement for enabling school level governance, which is not being done. This probably reflects a lack of knowledge or awareness about the use of the SDP and lack of training for SMC members.
- Further, councillors are not taking interest in attending the SMC and are often not aware that they are supposed to attend the SMC, and are therefore not constructively participating in making the SDP.
- The SDP is not utilised effectively as evident from the fact that the Action Plan is not filled/submitted, as out of the 13 schools who gave information for the academic years 2019-20, 2020-21 and 2021-22, only 2 schools had filled the Action Plan (कृती आराखडा), i.e. Only 15% of schools had filled the action plan (refer to annexure 6)

³⁸ A, B, E, F/N, G/S, H/E, K/E, M/E and P/S.

8. Pragat Shaala

Pragat Shaikshanik Maharashtra was a scheme introduced by the Government of Maharashtra through a government resolution (GR) dated 22nd April, 2015 with the aim of improving outcome indicators of students in schools across the state. The scheme is based upon evaluation of schools through inspection of 25 criteria (nikash) used to measure the proficiency of the school. Each indicator is given specific marks and the school based on marks is given grades depending upon the number of criteria completed. Schools in this way are provided an incentive to perform well and schools which have completed 20-25 criteria are declared as 'Pragat' schools. The grades are as follows: A grade-25 nikash; B grade-20 to 24 nikash; C Grade- 10 to 19 nikash and D Grade- Less than 10 nikash.

The indicators used to measure student performance in the 25 criteria (Annexure 7) are vague, for example 'If any student from any classroom or all students able to solve 1 sum of division without any mistake with the help of standard wise educational material'- the range is wide and not dependent upon number of students in a class who are proficient in the indicator, furthermore the indicators are common for all the classes from 1st to 8th and therefore do not provide an efficient measurement of learning outcomes. Further, the criteria only measure basic understanding, reading and math and does not look at learning outcomes in a detailed manner based upon level of attainment. The inspection of criteria for Pragat Shaala should be done by an independent body rather than school inspectors for more objective evaluation.

Table 32: Percentage of schools declared Pragat Shaala from 2016-17 to 2021-22 based upon number of criteria met by schools

| Year | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---------------------------------|-----|---------|---------|---------|---------|---------|---------|
| Total Sample | | 579 | 644 | 896 | 528 | 532 | 590 |
| Less than 10 | No. | 1 | 0 | 2 | 0 | 0 | 0 |
| | % | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 to 19 | No. | 395 | 316 | 27 | 29 | 22 | 35 |
| | % | 68 | 49 | 3 | 5 | 4 | 6 |
| 20 to 24 | No. | 181 | 323 | 787 | 479 | 485 | 532 |
| | % | 31 | 50 | 88 | 91 | 91 | 90 |
| 25 | No. | 2 | 5 | 80 | 22 | 24 | 23 |
| | % | 0 | 1 | 9 | 4 | 5 | 4 |
| Number of Pragat Shaala | No. | 183 | 328 | 867 | 501 | 509 | 555 |
| | % | 32 | 51 | 97 | 95 | 88 | 94 |
| Average Nikash completed | | 18 | 19 | 23 | 22 | 22 | 22 |

Inferences:

- From 2016-17 to 2021-22, of the sample schools inspected for the Pragat Shaala criteria, the proportion of schools who were within the prescribed criteria increased from 32% to 94%.

Section III: Deliberation by Municipal Councillors and MLAs

Table 33: Number of Meetings and Attendance (%) in BMC Education Committee from April 2012 to March 2022

| Year | Total Meetings | Attendance (%) |
|---------|----------------|----------------|
| 2012-13 | 19 | 67% |
| 2013-14 | 15 | 66% |
| 2014-15 | 30 | 65% |
| 2015-16 | 33 | 71% |
| 2016-17 | 25 | 59% |
| 2017-18 | 29 | 74% |
| 2018-19 | 37 | 77% |
| 2019-20 | 21 | 59% |
| 2020-21 | 21 | 73% |
| 2021-22 | 58 | 73% |

Table 34: Number of questions asked on Education by BMC Councillors in all Committees from April 2012 to March 2022

| Name of Committee | 2012-13- | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|
| BMC General Body Meeting (GBM) | 32 | 45 | 49 | 47 | 49 | 56 | 48 | 57 | 15 | 8 |
| Education Committee | 62 | 45 | 44 | 86 | 102 | 100 | 88 | 99 | 32 | 72 |
| Wards Committees | 23 | 29 | 20 | 27 | 12 | 32 | 22 | 21 | 14 | 9 |
| Raised in Other Committees | 17 | 14 | 36 | 33 | 20 | 17 | 22 | 18 | 2 | 0 |
| Total | 134 | 133 | 149 | 193 | 183 | 205 | 180 | 195 | 63 | 89 |

Inference:

- Education committee meetings increase by 176% from 21 in 2019-20 to 58 in 2021-22.
- Moreover, number of questions asked in the education committee decreased by 27% from 2019-20 to 2021-22.
- 59% of total questions asked on education were in the Education Committee Meetings from 2019-20 to 2021-22.

Table 35: Questions asked by Councillors in All Committees from April 2012 to March 2022

| Issues | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|
| Anganwadi/Balwadi/Creche Related | 0 | 0 | 0 | 0 | 5 | 2 | 2 | 0 | 1 | 3 |
| Closure of the schools | 0 | 2 | 1 | 2 | 1 | 0 | 1 | 0 | 3 | 0 |
| Dropout rate | 0 | 4 | 1 | 1 | 3 | 1 | 2 | 0 | 0 | 0 |
| Fees/ Donation Related | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Education Related | 3 | 0 | 8 | 6 | 0 | 0 | 10 | 22 | 7 | 11 |
| Girls Education | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 0 |
| Human Resources Related | 10 | 7 | 15 | 50 | 45 | 56 | 43 | 42 | 8 | 34 |
| Higher/Technical Education | 0 | 2 | 2 | 2 | 7 | 2 | 0 | 2 | 0 | 0 |
| Infrastructure | 30 | 39 | 23 | 11 | 13 | 23 | 14 | 18 | 9 | 8 |
| Municipal School Related | 26 | 23 | 21 | 38 | 44 | 31 | 33 | 51 | 13 | 13 |
| New schools | 0 | 0 | 4 | 3 | 1 | 1 | 2 | 2 | 0 | 3 |
| Naming/Renaming of School | 0 | 0 | 1 | 6 | 10 | 3 | 7 | 13 | 1 | 0 |
| Negligence in duty of BMC officials/Staff related | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Playground Related | 0 | 0 | 0 | 0 | 6 | 23 | 4 | 2 | 5 | 0 |
| Primary education | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 6 | 0 | 0 |
| Private and Trust school related | 5 | 4 | 10 | 8 | 5 | 8 | 7 | 4 | 5 | 5 |
| Providing and fixing educational materials | 0 | 0 | 2 | 3 | 1 | 6 | 4 | 2 | 1 | 2 |
| School repairs and reconstruction | 0 | 0 | 14 | 10 | 9 | 2 | 4 | 0 | 0 | 1 |
| Schemes/Policies in Education Related | 38 | 39 | 30 | 37 | 16 | 25 | 33 | 17 | 2 | 5 |
| Sports related | 1 | 0 | 3 | 0 | 5 | 2 | 5 | 1 | 2 | 0 |
| Secondary education | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student issues related | 10 | 4 | 9 | 9 | 9 | 12 | 5 | 5 | 1 | 2 |
| Syllabus/Curriculum | 4 | 2 | 0 | 0 | 1 | 5 | 2 | 0 | 0 | 0 |
| Vocational training | 1 | 0 | 0 | 1 | 2 | 3 | 0 | 2 | 3 | 0 |
| Upgradation/reduction of Standards and section of school | 3 | 3 | 3 | 2 | 0 | 0 | 1 | 3 | 1 | 2 |
| Total | 134 | 133 | 149 | 193 | 183 | 205 | 180 | 195 | 63 | 89 |

Inference:

Most number of questions were asked on human resources (34) in 2021-22. Only three questions was asked on the closure of schools and no questions were asked on dropouts from April 2019 to March 2022.

Table 36: Questions asked by Mumbai MLAs on Education from Winter Session 2019 to Monsoon Session 2021

| MLA Name | C. No. | Winter 2019 | Budget 2020 | Monsoon 2020 | Winter 2020 | Budget 2021 | Monsoon 2021 | Winter 2019 to Monsoon 2021 |
|----------------------|--------|-------------|-------------|--------------|-------------|-------------|--------------|-----------------------------|
| Abu Azmi | 171 | 1 | 12 | 0 | 4 | 4 | 0 | 21 |
| Ajay Choudhari | 183 | 0 | 5 | 0 | 1 | 3 | 0 | 9 |
| Ameet Satam | 165 | 0 | 22 | 2 | 16 | 5 | 1 | 46 |
| Amin Patel | 186 | 0 | 17 | 5 | 17 | 10 | 3 | 52 |
| Ashish Shelar | 177 | 0 | 12 | 6 | 18 | 14 | 1 | 51 |
| Atul Bhatkalkar | 160 | 3 | 14 | 3 | 9 | 5 | 1 | 35 |
| Bharati Lavekar | 164 | 0 | 4 | 2 | 5 | 7 | 0 | 18 |
| Dilip Lande | 168 | 0 | 10 | 0 | 2 | 0 | 0 | 12 |
| Kalidas Kolambkar | 180 | 2 | 3 | 2 | 4 | 3 | 0 | 14 |
| Mangal Prabhat Lodha | 185 | 0 | 2 | 1 | 1 | 0 | 0 | 4 |
| Mangesh Kudalkar | 174 | 2 | 11 | 1 | 1 | 1 | 2 | 18 |
| Manisha Chaudhari | 153 | 0 | 13 | 3 | 14 | 1 | 1 | 32 |
| Mihir Kotecha | 155 | 0 | 3 | 0 | 2 | 1 | 0 | 6 |
| Parag Shah | 170 | 0 | 1 | 0 | 5 | 7 | 0 | 13 |
| Parag Alavani | 167 | 4 | 11 | 4 | 10 | 9 | 0 | 38 |
| Prakash Surve | 154 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prakash Phaterpekar | 173 | 0 | 7 | 0 | 2 | 0 | 0 | 9 |
| Rahul Narwekar | 187 | 0 | 4 | 1 | 1 | 0 | 0 | 6 |
| Ramchandra Kadam | 169 | 0 | 1 | 2 | 6 | 5 | 0 | 14 |
| Ramesh Korgaonkar | 157 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Ravindra Waikar | 158 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Sadanand Sarvankar | 181 | 0 | 4 | 0 | 1 | 1 | 0 | 6 |
| Sanjay Potnis | 175 | 0 | 10 | 0 | 7 | 3 | 0 | 20 |
| Selvan R Tamil | 179 | 2 | 7 | 4 | 10 | 8 | 0 | 31 |
| Sunil Rane | 152 | 0 | 3 | 1 | 7 | 2 | 0 | 13 |
| Sunil Raut | 156 | 0 | 9 | 1 | 5 | 1 | 0 | 16 |
| Sunil Prabhu | 159 | 10 | 20 | 3 | 4 | 4 | 1 | 42 |
| Vidya Thakur | 163 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yamini Jadhav | 184 | 1 | 6 | 2 | 3 | 0 | 0 | 12 |
| Yogesh Sagar | 161 | 1 | 4 | 2 | 4 | 3 | 2 | 16 |
| Zeeshan Siddique | 176 | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| Total | | 27 | 215 | 45 | 160 | 98 | 13 | 558 |

Inference:

- 4,389 total questions asked by Mumbai MLAs in the Maharashtra assembly from Winter 2019 to Monsoon 2021; out of which 13% (558) questions were related to education.
- Highest number of questions on Mumbai education were raised by MLA Amin Patel (52) from Winter Session 2019 to Monsoon Session 2021.
- 4 MLAs asked 1 to 5 questions on Education from Winter Session 2019 to Monsoon Session 2021.

Table 37: Issue-wise questions asked by Mumbai MLAs on Education from Winter Session 2019 to Monsoon Session 2021

| MLA Name | Winter 2019 | Budget 2020 | Monsoon 2020 | Winter 2020 | Budget 2021 | Monsoon 2021 | Winter' 2019- Monsoon' 2021 |
|---|-------------|-------------|--------------|-------------|-------------|--------------|-----------------------------|
| Anganwadi/Balwadi/Creche Related | 1 | 22 | 2 | 13 | 0 | 0 | 38 |
| Ashram School Related | 1 | 10 | 1 | 13 | 0 | 0 | 25 |
| Cast/Tribe education | 2 | 0 | 0 | 0 | 1 | 0 | 3 |
| Central/State Government and Zilla Parishad school | 3 | 3 | 1 | 4 | 3 | 3 | 17 |
| Closure of the schools | 0 | 4 | 0 | 15 | 0 | 0 | 19 |
| Dropout Rate | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Education Related | 1 | 24 | 0 | 29 | 7 | 0 | 61 |
| Fees structure | 1 | 17 | 0 | 0 | 19 | 0 | 37 |
| Girls Education | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Government College | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Higher/Technical Education | 3 | 53 | 9 | 2 | 15 | 5 | 87 |
| Human Resources Related | 6 | 14 | 7 | 10 | 23 | 3 | 63 |
| Infrastructure | 2 | 10 | 0 | 1 | 2 | 0 | 15 |
| Malnutrition | 0 | 9 | 0 | 14 | 8 | 0 | 31 |
| Municipal School Related | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| Medical College | 0 | 0 | 2 | 3 | 1 | 0 | 6 |
| Providing and fixing education materials | 0 | 1 | 0 | 8 | 0 | 0 | 9 |
| School repairs and reconstruction | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Primary/Secondary education | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private College Related | 4 | 0 | 0 | 0 | 0 | 0 | 4 |
| Private and Trust school related | 0 | 1 | 1 | 8 | 0 | 0 | 10 |
| Scams/Corruption | 2 | 12 | 6 | 14 | 5 | 3 | 42 |
| Schemes/Policies in Education Related | 0 | 15 | 12 | 22 | 11 | 0 | 60 |
| Syllabus/Curriculum | 1 | 11 | 4 | 1 | 0 | 0 | 17 |
| Secondary education | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Student Issues Related | 0 | 3 | 0 | 2 | 1 | 0 | 6 |
| Vocational training for Blind and differently abled (Handicapped) | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Total | 30 | 215 | 45 | 160 | 98 | 14 | 562 |

Inference:

Most number of questions (87) were related to Higher/Technical Education followed by human resources (63). Only one question related to dropouts in Mumbai has been asked in 2 years of the State Legislative Assembly. 19 questions related to closure of schools were raised from Winter Session 2019 to Monsoon 2021, of which only 2 were related to the city.

Section V: Ward-wise data³⁹

Table 38: Ward-wise Total Number of Students in Municipal Schools in Mumbai from 2012-13 to 2021-22

| Ward | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| A | 7,685 | 7,600 | 7,548 | 7,038 | 6,844 | 6,120 | 5,427 | 5,143 | 4,846 | 4,920 |
| B | 2,812 | 2,542 | 2,626 | 2,402 | 2,378 | 2,088 | 1,881 | 1,774 | 1,589 | 2,327 |
| C | 674 | 547 | 695 | 432 | 326 | 297 | 278 | 271 | 271 | 307 |
| D | 3,269 | 2,798 | 3,116 | 3,138 | 2,532 | 2,268 | 2,108 | 2,230 | 2,296 | 2,456 |
| E | 11,433 | 11,432 | 11,490 | 10,580 | 10,042 | 10,031 | 9,260 | 9,025 | 8,831 | 10,281 |
| F/N | 35,033 | 32,187 | 29,713 | 27,242 | 23,644 | 22,357 | 22,069 | 21,661 | 20,686 | 23,191 |
| F/S | 9,179 | 8,486 | 8,178 | 7,829 | 8,101 | 7,938 | 7,834 | 7,916 | 7,595 | 8,326 |
| G/N | 23,747 | 22,211 | 20,851 | 20,559 | 17,583 | 17,054 | 17,523 | 17,281 | 16,745 | 18,978 |
| G/S | 15,743 | 14,729 | 13,880 | 13,676 | 12,552 | 11,409 | 12,068 | 11,393 | 10,844 | 11,413 |
| H/E | 26,373 | 22,942 | 22,043 | 21,145 | 19,096 | 17,839 | 16,633 | 16,326 | 14,904 | 16,159 |
| H/W | 9,714 | 9,493 | 8,844 | 8,366 | 6,932 | 6,560 | 6,196 | 6,014 | 5,416 | 5,818 |
| K/E | 20,139 | 15,234 | 17,729 | 17,860 | 15,798 | 14,639 | 14,378 | 24,591 | 23,326 | 25,930 |
| K/W | 19,051 | 17,725 | 17,226 | 16,583 | 16,530 | 14,445 | 14,523 | 3,133 | 3,336 | 3,823 |
| L | 35,655 | 35,345 | 34,584 | 34,631 | 33,463 | 28,290 | 27,760 | 27,903 | 26,778 | 29,350 |
| M/E | 53,510 | 53,394 | 54,372 | 54,147 | 49,021 | 37,953 | 36,440 | 35,326 | 32,890 | 37,831 |
| M/W | 17,028 | 16,324 | 15,564 | 15,208 | 14,670 | 12,311 | 12,715 | 13,574 | 13,028 | 14,466 |
| N | 25,956 | 22,875 | 21,086 | 20,000 | 18,034 | 17,643 | 16,719 | 16,866 | 16,149 | 17,942 |
| P/N | 36,706 | 35,507 | 34,917 | 33,898 | 27,141 | 27,230 | 25,144 | 23,920 | 22,523 | 26,191 |
| P/S | 16,165 | 15,003 | 14,858 | 14,419 | 12,108 | 11,515 | 10,394 | 10,519 | 10,091 | 11,165 |
| R/C | 13,410 | 10,047 | 10,632 | 9,267 | 8,122 | 7,671 | 7,087 | 7,455 | 7,392 | 8,534 |
| R/N | 9,680 | 9,420 | 9,389 | 8,921 | 6,570 | 5,780 | 4,778 | 4,913 | 4,517 | 5,950 |
| R/S | 13,903 | 12,610 | 12,757 | 12,170 | 10,810 | 9,827 | 9,639 | 10,450 | 9,646 | 11,070 |
| S | 16,507 | 15,719 | 15,157 | 14,694 | 12,761 | 12,370 | 11,607 | 12,237 | 11,916 | 12,977 |
| T | 11,151 | 10,081 | 9,830 | 9,280 | 8,563 | 8,028 | 8,285 | 8,294 | 8,104 | 8,597 |
| Total | 4,34,523 | 4,04,251 | 3,97,085 | 3,83,485 | 3,43,621 | 3,11,663 | 3,00,746 | 2,98,215 | 2,83,719 | 3,18,002 |

Inferences:

M/E, L and P/N wards had the highest enrollments in the academic year 2021-22, while C, B and D had the least number of enrollments.

³⁹ Source: Data from 2012-13 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept. (Triveni Sangam).

Table 39: Ward-wise Total Number of Dropout/Dropbox students in Municipal Schools in Mumbai from 2012-13 to 2021-22⁴⁰

| Ward | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 ⁴¹ | 2021-22 ⁴² |
|--------------|---------------|---------------|---------------|--------------|---------------|---------------|---------------|-----------------------|-----------------------|
| A | 615 | 1,021 | 1,161 | 1083 | 893 | 444 | 649 | 1 | 30 |
| B | 255 | 107 | 336 | 350 | 307 | 238 | 319 | 53 | 28 |
| C | 0 | 0 | 8 | 22 | 1 | 3 | 97 | 43 | 7 |
| D | 449 | 469 | 534 | 639 | 118 | 194 | 489 | 143 | 51 |
| E | 678 | 731 | 615 | 801 | 785 | 748 | 866 | 144 | 21 |
| F/N | 4,326 | 4,346 | 3,167 | 3792 | 2,565 | 1,862 | 2,451 | 632 | 542 |
| F/S | 561 | 693 | 626 | 458 | 664 | 114 | 557 | 63 | 61 |
| G/N | 2,214 | 2,797 | 2,016 | 2372 | 377 | 1,709 | 1,322 | 840 | 391 |
| G/S | 1,046 | 903 | 1,126 | 1062 | 819 | 441 | 742 | 149 | 99 |
| H/E | 1,568 | 1,697 | 2,306 | 2452 | 2,935 | 1,415 | 1,276 | 1,666 | 49 |
| H/W | 608 | 922 | 1,239 | 955 | 117 | 491 | 656 | 174 | 41 |
| K/E | 1,456 | 894 | 1,709 | 2063 | 980 | 690 | 1,180 | 430 | 193 |
| K/W | 1,445 | 98 | 1,891 | 2085 | 1,308 | 258 | 1,649 | 240 | 399 |
| L | 5,041 | 5,960 | 6,025 | 6042 | 296 | 110 | 1,839 | 437 | 139 |
| M/E | 4,681 | 11,510 | 11,732 | 12787 | 9,105 | 3,415 | 3,947 | 2,397 | 263 |
| M/W | 1,565 | 1,980 | 2,067 | 2339 | 928 | 37 | 1,201 | 493 | 99 |
| N | 1,964 | 1,403 | 1,795 | 2088 | 526 | 626 | 743 | 147 | 32 |
| P/N | 4,410 | 4,857 | 5,000 | 6140 | 2,624 | 1,569 | 4,136 | 1,366 | 524 |
| P/S | 1,976 | 1,912 | 2,411 | 2750 | 1,141 | 397 | 1,611 | 442 | 278 |
| R/C | 1,058 | 762 | 713 | 997 | 410 | 90 | 947 | 323 | 71 |
| R/N | 1,949 | 2033 | 2,309 | 2537 | 996 | 629 | 623 | - | 96 |
| R/S | 687 | 1,074 | 1,863 | 2070 | 481 | 39 | 577 | 64 | 276 |
| S | 877 | 671 | 697 | 1394 | 702 | 366 | 1,114 | 193 | 170 |
| T | 582 | 378 | 395 | 510 | 108 | 93 | 517 | 77 | 117 |
| Total | 40,011 | 47,218 | 51,741 | 57788 | 29,186 | 15,978 | 29,508 | 10,517 | 3,977 |

Note: In 2020-21 data not taken due to Covid-19.

Inference:

From the data received, F/N, P/N and K/W had the highest number dropouts/dropbox students whereas, C, E and B had the least dropouts/dropbox in 2021-22

⁴⁰ Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005).

⁴¹ In 2019-20, total, 909 schools provided dropout/dropbox information and R/N, M/E-II and T ward did not give any dropout/dropbox information.

⁴² In 2021-22, total, 797 schools provided dropout/dropbox information and N ward did not give any dropout information. In 2021-22, the secondary school dropout/dropbox data was received from only Hindi and Marathi medium schools.

Table 40: Ward-wise Total Number of Teachers in Municipal Schools in Mumbai from 2017-18 to 2021-22⁴³

| Ward | 2017-18 | Student teacher ratio | 2018-19 | Student teacher ratio | 2019-20 | Student teacher ratio | 2020-21 | Student teacher ratio | 2021-22 | Student teacher ratio |
|--------------|---------------|-----------------------|--------------|-----------------------|---------------|-----------------------|---------------|-----------------------|--------------|-----------------------|
| A | 204 | 30 | 199 | 27 | 173 | 30 | 177 | 27 | 169 | 29 |
| B | 89 | 23 | 68 | 28 | 84 | 21 | 79 | 20 | 81 | 29 |
| C | 28 | 11 | 27 | 10 | 22 | 12 | 21 | 13 | 19 | 16 |
| D | 115 | 20 | 97 | 22 | 121 | 18 | 118 | 19 | 110 | 22 |
| E | 383 | 26 | 322 | 29 | 360 | 25 | 352 | 25 | 355 | 29 |
| F/N | 793 | 28 | 704 | 31 | 770 | 28 | 743 | 28 | 706 | 33 |
| F/S | 312 | 25 | 227 | 35 | 293 | 27 | 290 | 26 | 268 | 31 |
| G/N | 610 | 28 | 549 | 32 | 622 | 28 | 614 | 27 | 576 | 33 |
| G/S | 415 | 27 | 369 | 33 | 431 | 26 | 415 | 26 | 406 | 28 |
| H/E | 568 | 31 | 473 | 35 | 518 | 32 | 512 | 29 | 485 | 33 |
| H/W | 249 | 26 | 212 | 29 | 244 | 25 | 240 | 23 | 222 | 26 |
| K/E | 506 | 29 | 436 | 33 | 828 | 30 | 825 | 28 | 784 | 33 |
| K/W | 467 | 31 | 387 | 38 | 118 | 27 | 119 | 28 | 120 | 32 |
| L | 943 | 30 | 766 | 36 | 881 | 32 | 858 | 31 | 824 | 36 |
| M/E | 1,202 | 32 | 1,071 | 34 | 1,128 | 31 | 1,122 | 29 | 1,092 | 35 |
| M/W | 464 | 27 | 447 | 28 | 456 | 30 | 455 | 29 | 440 | 33 |
| N | 665 | 27 | 512 | 33 | 636 | 27 | 629 | 26 | 584 | 31 |
| P/N | 832 | 33 | 717 | 35 | 777 | 31 | 757 | 30 | 711 | 37 |
| P/S | 365 | 32 | 288 | 36 | 374 | 28 | 355 | 28 | 332 | 34 |
| R/C | 347 | 22 | 267 | 27 | 279 | 27 | 280 | 26 | 263 | 32 |
| R/N | 218 | 27 | 164 | 29 | 186 | 26 | 174 | 26 | 176 | 34 |
| R/S | 334 | 29 | 309 | 31 | 327 | 32 | 317 | 30 | 299 | 37 |
| S | 473 | 26 | 382 | 30 | 457 | 27 | 460 | 26 | 419 | 31 |
| T | 336 | 24 | 272 | 30 | 335 | 25 | 340 | 24 | 314 | 27 |
| Total | 10,918 | 29 | 9,265 | 32 | 10,420 | 29 | 10,252 | 28 | 9,755 | 33 |

Note: In 2020-21 data not taken due to Covid-19.

Inference:

- To provide quality education to students, teachers play a vital role. However, 16 wards did not meet the 30 pupil teacher ratio as prescribed in the RTE.

⁴³Source: Data from 2012-13 to 2018-19 was taken via RTIs. Data from 2019-20 to 2021-22 is UDISE+ data which was taken from the Samagra Shiksha Abhiyan (SSA) office in BMC Education Dept. (Triveni Sangam).

Table 41: Ward-wise Total Number of Passouts⁴⁴ in Municipal Schools in Mumbai from 2017-18 to 2021-22

| Ward | 2017-18 | In % | 2018-19 | In % | 2019-20 | In % | 2021-22 | In % |
|--------------|--------------|-----------|--------------|-----------|---------------|-----------|---------------|-----------|
| A | 306 | 72 | 153 | 77 | 312 | 95 | 333 | 93 |
| B | 107 | 66 | 110 | 162 | 158 | 93 | 64 | 90 |
| C | NA | NA | NA | NA | NA | NA | NA | NA |
| D | 97 | 115 | 95 | 98 | 84 | 99 | 145 | 94 |
| E | 240 | 63 | 214 | 66 | 334 | 98 | 411 | 97 |
| F/N | 911 | 80 | 700 | 99 | 1,225 | 96 | 1,474 | 98 |
| F/S | 260 | 59 | 334 | 147 | 287 | 98 | 304 | 100 |
| G/N | 500 | 75 | 546 | 99 | 888 | 93 | 1,434 | 98 |
| G/S | 650 | 72 | 584 | 158 | 652 | 93 | 717 | 98 |
| H/E | 587 | 65 | 419 | 89 | 754 | 86 | 1,005 | 95 |
| H/W | 111 | 65 | 123 | 58 | 142 | 97 | 218 | 95 |
| K/E | 805 | 90 | 887 | 203 | 1,163 | 96 | 1,558 | 98 |
| K/W | 441 | 94 | 401 | 104 | 731 | 88 | 1,093 | 93 |
| L | 302 | 44 | 522 | 68 | 508 | 91 | 561 | 98 |
| M/E | 73 | 15 | 92 | 9 | 124 | 93 | 572 | 98 |
| M/W | 616 | 97 | 640 | 143 | 973 | 97 | 1,329 | 99 |
| N | 595 | 54 | 567 | 111 | 790 | 94 | 982 | 98 |
| P/N | 762 | 63 | 626 | 87 | 955 | 91 | 1,015 | 96 |
| P/S | 350 | 52 | 380 | 132 | 452 | 94 | 507 | 97 |
| R/C | 159 | 65 | 150 | 56 | 183 | 92 | 184 | 93 |
| R/N | NA | NA | NA | NA | NA | NA | NA | NA |
| R/S | 281 | 70 | 357 | 116 | 482 | 97 | 576 | 99 |
| S | 476 | 120 | 532 | 139 | 980 | 94 | 940 | 98 |
| T | 305 | 81 | 326 | 120 | 539 | 90 | 897 | 98 |
| Total | 8,934 | 70 | 8,758 | 95 | 12,716 | 93 | 16,319 | 97 |

Inference:

R/N and C wards do not have a single secondary school, pointing out to the lack of opportunity available for higher education as provided by the local government. In F/S and R/S wards, the pass percent is higher than the overall.

⁴⁴ C and R/N ward do not have Secondary Schools. Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005).

Annexure -1 Appeal Scan Copy
The Number of Enrollments, Teachers and Dropout/Dropout Students

ANNEXURE "B"
{See rule 5(1)}
Appeal under section 19(1) of the Right to information act

From: Eknath Pawar

To: Appellate Authority/ Assistant Commissioners
'F/S' ward Office Bldg., Jagannath Bhatankar Marg
& Dr.B.A.Road,Junction,Parel naka, Mumbai-400 012.

1. Full name of the Appellant: **Eknath pawar**

2. Address: **Praja Foundation, B18, Shri Ram Industrial Estate, 13, G. D. Ambekar Marg, Next to Wadala Udyog Bhavan, Wadala, Mumbai – 400031.**

Particulars of the State Public information officer: **The Public Information Officer – Administrative Officer - Education Department, 'F/South' Ward, 'F/S' ward Office Bldg, Jagannath Bhatankar Marg & Dr.B.A.Road,Junction,Parel naka, Mumbai-400 012.**

3. Date of receipt of the order appealed against (if order passed): **N.A.**

4. Last date of filing the appeal: **N.A.**

5. The grounds for appeal: **Information which was requested under Right to Information application dated 14/02/2022 from Administrative Officer School, (F/Southward), but PIO is not given till date. I visited and follow up many times but this simple statistical information is not provided by PIO. I have received this information from all other Administrative Officer - Education Department Wards in Mumbai.**

6. Particulars of information:

a) **Please provide total number of students enrolled in Municipal Schools for the academic year 2019-2020(According September 2019). Jr. Kg, Sr. KG, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th std. in Municipal schools in your ward. (Please provide information Standard, Medium, Gender and School wise separately)**


b) **Please provide the total number of Students maintained as dropout and dropbox for the Year 2019-2020 from Junior KG, Senior KG, 1st, 2nd 3rd, 4th, 5th, 6th, 7th, 8th, standards, gender (Boys and Girls), medium and School wise separately.**

c) **Please provide us with total number of teacher's required and available in each school. Also provide number of teacher's available as per standard (Class) in each school (According September 2019).**

7. Name of the Officer or the department to which the information relates: **The Public Information Officer – Administrative Officer - Education Department, 'F/South' Ward, 'F/S' ward Office Bldg, Jagannath Bhatankar Marg & Dr.B.A.Road,Junction,Parel naka, Mumbai-400 012.**

8.

Place: **Mumbai**
Date: **05/09/2022**


 Signature of Appellant
Eknath Pawar
 (9930199110)

The Appeal Order Reply Received

बृहन्मुंबई महानगरपालिका

क्रमांक सआ/ एफद /022065/ प्रअ दिनांक। 5 .10.2022



सहाय्यक आयुक्त, एफ/दक्षिण विभाग यांचे कार्यालय
एफ/दक्षिण विभाग इमारत, दुसरा मजला,
डॉ.बाबासाहेब आंबेडकर मार्ग, परेल, मुंबई 400 012
दुरध्वनी क्र. 022-2413450 विस्तारित क्र. 201
ई मेल आयडी - ac.fs@mcgm.gov.in

- 1) अपिलकर्त्यांचे नाव व पत्ता :- श्री.एकनाथ पवार,
प्रजा फाऊंडेशन, बी 18, श्री राम इंडस्ट्रीयल इस्टेट,
13, जी.डी.आंबेकर मार्ग,
वडाळा उद्योग भवन शेजारी, वडाळा,
मुंबई 400 031
- 2) जन माहिती अधिका-यांचे नाव व हुदा - श्रीम. विना सोनावणे प्रशासकीय अधिकारी (शाळा)
- 3) अपिल प्रकरणाशी संबंधित माहिती :-

| | |
|---|------------------------------------|
| एक) माहिती अधिकारांतर्गत अर्ज सादर केल्याचा दिनांक | दि.14.02.2022 |
| दोन) जन माहिती अधिका-याने पाठविलेल्या उत्तराचा दिनांक | निरंक |
| तीन) अर्जदाराने शुल्क भरल्याचा दिनांक | - |
| चार) अर्जदारास माहिती दिल्याचा दिनांक | - |
| पाच) प्रथम अपील दाखल केल्याचा दिनांक | दि.05.09.2022 |
| सहा) प्रथम अपील सुनावणी सुचना पाठविण्याची दिनांक | दि.30.09.2022 |
| सात) प्रथम अपील सुनावणीचा दिनांक व वेळ | दि.12.10.2022 रोजी दुपारी 12.00 वा |
| आठ) अपिलकर्ता | उपस्थित |
| नऊ) जन माहिती अधिकारी | उपस्थित |

- 4) माहिती अर्जाच्या अनुषंगाने जन माहिती अधिका-याने केलेल्या पत्रव्यवहारासंबंधी माहिती :-
क्र. निरंक
- 5) जन माहिती अधिकारी वा कलम 5(4) आणि 5(5) नुसार मानीव जन माहिती अधिका-याने दिलेल्या उत्तराचा तपशील.

| | | |
|---|--|--|
| 1 | क्र.सआएफ/द//प्रअ/दि.14.02.2022 अन्वये अ.क्र. 3 (क)1 , 2, नुसार विचारणा केल्यानुसार | प्रशासकीय अधिकारी एफ/द यांनी क्र.सआएफ /द/ /प्रअ/दि. अन्वये दिलेल्या उत्तरानुसार. |
|---|--|--|

विवेचन

अपीलार्थीना लेखी पत्राद्वारे तसेच दूरध्वनीद्वारे अवगत करून दि.12.10.2022 रोजी अपील सुनावणी घेण्यात आली. अपिलार्थी श्री.एकनाथ पवार हे अपील सुनावणीस अनुपस्थित होते. त्यांच्या लेखी सहमतीने श्री निवेश कदम हे अपील सुनावणीस त्यांचे प्रतीनिधी उपस्थित होते.

त्यानुसार, अपील सुनावणीदरम्यान, अपीलार्थी यांनी माहिती अधिकार अधिनियम 2005, अंतर्गत केलेल्या अर्जाची कोणतेही आदेश प्राप्त न झाल्याने व्यथित होऊन प्रथम अपील दाखल करण्यात आल्याचे अपील अर्जात नमूद केले आहे.

तथापि, जन माहिती अधिकारी तथा प्रशासकीय अधिकारी शाळा, एफ/दक्षिण विभाग यांनी अपीलकर्ता यांनी माहिती अधिकार अधिनियम, 2005 अंतर्गत केलेल्या अर्जानुसार, विचारलेल्या माहितीच्या अर्जानुसार विचारणा केल्यानुसार माहिती वेळेत पाठविण्यात आलेली नाही.

अधिक चर्चेदरम्यान, तसेच अपिलार्थीने माहिती अधिकार अधिनियम 2005, अंतर्गत विचारणा केलेल्या माहिती बाबत 15 दिवसात कार्यालयात जतन करण्यात आलेल्या अभिलेखातील उपलब्ध सांख्यिकीय माहितीच्या द्यायांकित प्रती अपीलकर्त्यास देणेबाबत जन माहिती अधिकारी तथा प्रशासकीय अधिकारी शाळा,एफ/दक्षिण विभाग यांनी देण्याचे मान्य केले. अपिलार्थीने त्यास सहमती दर्शविली.

आदेश

जन माहिती अधिकारी तथा प्रशासकीय अधिकारी शाळा, एफ/दक्षिण विभाग यांनी माहिती अधिकार अधिनियम, 2005 अंतर्गत केलेल्या अर्जाचे विहित कालावधीत उत्तर दिले नसल्याचे दिसून येते. सबब यांनी माहिती अधिकार अधिनियम, 2005 अंतर्गत केलेल्या अर्जाचे विहित कालावधीत उत्तर देणेबाबत भविष्यात दक्षता घेण्यात यावी अशी सक्त ताकीद जन माहिती अधिकारी तथा प्रशासकीय अधिकारी शाळा, एफ/दक्षिण विभाग यांना देण्यात येत आहे.

जन माहिती अधिकारी तथा प्रशासकीय अधिकारी शाळा, एफ/दक्षिण विभाग यांना अपिलार्थीने प्रथम अपील अर्जासोबत सादर केलेल्या विनंतीनुसार तसेच माहिती अधिकार 2005 अंतर्गत अर्जातील मुद्दा क्र.3 (क) अन्वये मागीतलेली माहितीबाबत, 15 दिवसात कार्यालयात जतन करण्यात आलेल्या अभिलेखातील उपलब्ध सांख्यिकीय माहितीच्या द्यायांकित प्रती अपीलकर्त्यास देण्याचे आदेश देण्यात येत आहेत. त्याची प्रत निम्नस्वाक्षरीकारास देण्यात यावी. याबाबत अपिलार्थीने समाधान व्यक्त केले आहे.

सबब अपील अर्ज निकाली काढण्यात येत आहे. आपण उपरोक्त आदेशाशी सहमत नसल्यास, आपण हा आदेश प्राप्त झाल्याच्या दिनांकापासून 90 दिवसांच्या आत राज्य माहिती आयोगाकडे द्वितीय अपील दाखल करावे. राज्य माहिती आयोगाचा पत्ता खालीप्रमाणे आहे.

मुख्य माहिती आयुक्त,

राज्य माहिती आयोग, महाराष्ट्र शासन,

13 वा मजला, नविन प्रशासन भवन,


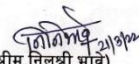
मंत्रालयासमोर, मुंबई 400 032.




(श्री.महेश पाटील)

प्रथम अपिलीय प्राधिकारी तथा
सहाय्यक आयुक्त, एफ/दक्षिण विभाग

Annexure -2 Mid Day Meal Budget RTI Reply

| | | |
|---|---|---|
|  माहितीचा अधिकार | वृहन्मुंबई महानगरपालिका - शिक्षण विभाग शिक्षणाधिकारी यांचे कार्यालय, त्रिवेणी संगम शाळा इमारत समूह, महादेव पालव मार्ग, त्रिवेणी सदन जवळ, करीरोड (पूर्व), मुंबई - 400 012 संपर्क क्रमांक : 022-24706513, ईमेल : mdmbmc15@gmail.com | |
| नोंदणीकृत डाक | क्रमांक : ईओएम/१६१४ दिनांक : २१.०३.२०२२ | |
| प्रति, श्री. एकनाथ पवार, प्रजा फाऊंडेशन, बी - १८, श्री. राम इंडस्ट्रियल ईस्टेट, १३, जी.डी. आंबेकर मार्ग, वडाळा उद्योग भवन समोर, वडाळा, मुंबई - ४०००३१ | | |
| विषय : आपला दि. १४.०२.२०२२ रोजीचा माहिती अधिकार अधिनियम २००५ अंतर्गत अर्ज. संदर्भ : इओ/आरटीआय/ ३७०/२०२१-२२ दि. १०.०३.२०२२ | | |
| आपला दि. १४.०२.२०२२ रोजीचा माहिती अधिकार अधिनियम २००५ अंतर्गत अर्ज शालेय पोषण आहार उपविभागामध्ये दि. ११.०३.२०२२ प्राप्त झाला आहे. संदर्भित माहितीचा अधिकार अधिनियम २००५ अंतर्गत अर्जांमधील माहितीच्या अनुषंगाने ह्या कार्यालयामध्ये उपलब्ध असलेली माहिती खालीलप्रमाणे देण्यात येत आहे. | | |
| अ.क्र | प्रश्न | उत्तर |
| १ | Please Provide the proposed Budgetary Provision / Estimate and Actual Amount Utilised for Mid-Day Meal scheme for the year 2019-2020 and 2020-2021 | केंद्रशासन-राज्य शासन पुरस्कृत वृ.मुं.म.न.पा. शालेय पोषण आहार योजनेतर्गत निधी तरतूद, अंदाजपत्रक, प्रत्यक्ष वार्षिक खर्च इ. बाबतची माहिती ह्या कार्यालयामध्ये उपलब्ध नसून सदर माहिती मा. शिक्षण उपसंचालक (प्राथमिक) शिक्षण संचालनालय, स्वतंत्र कक्ष, डॉ.आंबेडकर मार्ग, पुणे ४११००१ यांचे कार्यालयाशी संपर्क करावा. |
| जर उपरोक्त माहितीने आपले समाधान न झाल्यास प्रथम अपिलीय अधिका-याकडे आपल्याला अपिल करता येईल. प्रथम अपिलीय अधिका-याचे नाव व पत्ता खालील प्रमाणे आहे. "श्री. राजू अ. तडवी, उपशिक्षणाधिकारी (मध्यवर्ती), वृहन्मुंबई महानगरपालिका, शिक्षणाधिकारी यांचे कार्यालय, त्रिवेणी संगम मनपा शालेय इमारत, महादेव पालव मार्ग, करीरोड (पूर्व), मुंबई - ४०००१२" दूरध्वनी क्रमांक : ०२२-२४७१५५२२२, ईमेल : eomcgm@gmail.com" "जन माहिती अधिका-यांचे पत्र प्राप्त झाल्यापासून ३० दिवसात प्रथम अपिल दाखल करण्यात यावे." याद्वारे आपला दि. १४.०२.२०२२ रोजीचा माहितीचा अधिकारांतर्गत प्राप्त झालेला अर्ज शालेय पोषण आहार उपविभागामध्ये निकाली काढण्यात येत आहे. | | |
| | |  (श्रीम.निलयी पाटील) जनमाहिती अधिकारी तथा प्रशासकीय अधिकारी (कार्यालय) शालेय पोषण आहार |
| प्रत- प्रशासकीय अधिकारी (कार्यालय) आवक -जावक | | |

Annexure -3 Health Check-up RTI Reply

|  <p>RIGHT TO INFORMATION</p> | <p>बृहन्मुंबई महानगरपालिका शालेय आरोग्य विभाग एचओ/1403/एसएचडी. दि. 29 /09/2022</p> | |
|--|--|--|
| <p>प्रेषक – जन महिती अधिकारी, सहाय्यक आरोग्य अधिकारी (शा.आ.वि.) जी/उत्तर विभाग</p> | | |
| <p>प्रति, श्री. निलेश कदम, प्रजा फाउंडेशन, बी-18, श्री राम इंडस्ट्रियल इरस्टेट, 13, जी.डी. आंबेडकर मार्ग, वडाळा उदयोग भवन जवळ, वडाळा, मुंबई – 400 031.</p> | | |
| <p>विषय- माहितीचा अधिकार अधिनियम 2005 अन्वये माहिती आपला दि.01/09/2022 रोजीचा अर्ज.</p> | | |
| <p>संदर्भ- दिनांक 06/09/2022 रोजी प्राप्त झालेल्या माहिती अधिकाराचा अर्ज.</p> | | |
| <p>आपला संदर्भाधीन माहिती अधिकार अधिनियम 2005 अंतर्गत अर्ज दिनांक 06/09/2022 रोजी सहाय्यक आरोग्य अधिकारी (शा.आ.वि) या विभागात प्राप्त झाला.</p> | | |
| <p>सदर अर्जानुसार विचारणा करण्यात आलेली माहिती खालील प्रमाणे</p> | | |
| अ.क्र. | प्रश्न | उत्तर |
| 1 | Please provide the annual statement showing the Number of various Parameters Standard wise and Ward wise (year 2019-20 and 2020-21). | वर्ष 2019-20 चा वार्षिक अहवाल दि.21/08/2020 रोजी व वर्ष 2020-21 चा निरंक वार्षिक अहवाल दि.20/07/2021 रोजी eknath@praja.org या ईमेल आयडी वर पाठविण्यात आला होता. (पृष्ठ क्र. 1 ते 7) तरी पुन्हा एकदा दोन्ही अहवाल दि.29/09/2022 रोजी Nilesh@praja.org या ईमेल आयडी वर |

सदर माहितीद्वारे आपले समाधान न झाल्यास आपण प्रथम अपिलीय अधिकारी यांच्याकडे 30 दिवसात अपील करू शकता.

अपिलीय अधिकारी -

डॉ. प्रतिभा जाधव,

उपकार्यकारी आरोग्य अधिकारी (शा.आ.वि.)

तिसरा मजला, सार्वजनिक आरोग्य खाते,

एफ/ दक्षिण विभाग, परळ,


मुंबई- 400012.

कृपया नोंद घ्यावी.

अस्विकरण

- 1) सदर अहवालामध्ये नमुद केलेल्या दोषांची संख्या (पॅरामीटरस) फक्त वृहन्मुंबईमहानगरपालिका शाळेतील विद्यार्थ्यांशी निगडित असून त्याचा खाजगी व अनुदानीत शाळांच्या विद्यार्थ्यांशी संबंध नाही. तरी सदर अहवालावरून विभाग पातळीवरील मुलांच्या दोषांच्या संख्येचा अंदाज बांधणे चुकीचे ठरेल.
- 2) सदर अहवालात नमुद विभाग पातळीवरील दोषसंख्या त्या विभागातील वैद्यकीय अधिका-यांच्या तपासणी वर आधारित असून, सदर दोषसंख्या, संशयीत दोष धरण्यात यावे कारण दोषाचे निदान प्रयोगशाळेतील तपासणीवर आधारित नाही.
- 3) वरील माहिती मनपाच्या सार्वजनिक आरोग्य विभागाद्वारा ठरवलेल्या निकषांवर आधारित आहे व त्या निकषांमध्ये बदल होऊ शकतो. तरी या माहितीचे पृथःकरण (Analysis) मनपा सार्व. आरोग्य खात्या द्वारेच करणे उचित ठरेल.
- 4) वरील शालेय मुलांच्या तपासणीचा अहवाल माहे जुन 2019 ते फेब्रुवारी 2020 पर्यंतचा आहे. मार्च 2020 या महिन्यात शाळा बंद झाल्यामुळे तसेच शालेय आरोग्य विभागातील कर्मचा-यांना तातडीने कोरोनाच्या इयुटीवर नेमणुक करण्यात आल्यामुळे सर्व शालेय मुलांची आरोग्य तपासणी करणे शक्य झाले नाही.

Annexure 4 - Secondary Inspector RTI reply



बृहन्मुंबई महानगरपालिका - शिक्षण खाते
माध्यमिक विभाग, शिक्षणाधिकारी यांचे कार्यालय, त्रिवेणी संगम मनपा उ.प्रा. मराठी शाळा इमारत, महादेव पालव मार्ग,
करीरोड पूर्व, मुंबई - ४०००१२
दूरध्वनी क्र. ०२२-२४७०३७७८ ई-मेल secmcm@gmail.com

क्र. माशावि/आरटीआय/५१ दिनांक: / /२०२

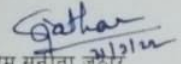
प्रति,
श्री. एकनाथ पवार
प्रजा फाऊंडेशन, वी-१८, श्री.राम इंडस्ट्रियल इस्टेट,
१३, जी.डी.आंबेकर मार्ग, वडाळा उद्योग भवनच्या पुढे, मुंबई-४०००३१

विषय:- माहितीचा अधिकार अधिनियम २००५ अंतर्गत माहिती मिळणेबाबत.
संदर्भ:- आपला दि.०२/०३/२०२२ रोजीचा प्राप्त अर्ज.

उपरोक्त विषयांकित प्रकरणी आपला दि.०२/०३/२०२२ रोजी प्राप्त झालेला अर्ज कृपया संदर्भित करावा. आपल्या अर्जात मागणी केलेल्या माहितीच्या अनुषंगाने आपणांस कळविण्यात येते की, माध्यमिक विभागात शिक्षण निरीक्षक हे पद नाही. परंतु मुख्याध्यापकांना सहाय्य करण्याच्या उद्देशाने प्राथमिक विभागातील ५ विभाग निरीक्षक (शाळा) यांची माध्यमनिहाय व्यवस्था करण्यात आली आहे.

प्राप्त झालेल्या माहितीबाबत आपले समाधान न झाल्यास प्रथम अपीलीय अधिकारी खालीलप्रमाणे आहेत. त्यांच्याशी आपण संपर्क साधू शकता.

श्रीम. ममता राव
उपशिक्षणाधिकारी (माध्यमिक) तथा
प्रथम अपीलीय अधिकारी
पत्ता-माध्यमिक विभाग, शिक्षणाधिकारी यांचे कार्यालय,
त्रिवेणी संगम मनपा उ.प्रा. मराठी शाळा इमारत,
महादेव पालव मार्ग, करीरोड पूर्व, मुंबई - ४०००१२
दूरध्वनी क्र. ०२२-२४७०३७७८


 श्रीम. सुनीता जठार
 (जनमाहिती अधिकारी) तथा
 प्रशासकीय अधिकारी (का)
 (मनपा माध्यमिक शाळा विभाग)
 o/c

Annexure 5 – District Profile RTI Reply

बृहन्मुंबई महानगरपालिका – शिक्षण विभाग

समग्र शिक्षा

शिक्षणाधिकारी यांचे कार्यालय, त्रिवेणी संगम मनपा शालेय इमारत, महादेव पालव मार्ग, करी रोड (पूर्व), मुंबई 400012

दूरध्वनी क्र.022-24700678, ई-मेल – ssabmcmumbai@gmail.com

क्रमांक: सशिअ/668, दिनांक: 10/08/2022

प्रति,

Shri. Nilesh Kadam,
Praja Foundation, B18, Shri Ram Industrial Estate,
13, G.D.Ambekar Marg, Next to Wadala Udyog Bhavan,
Wadala, Mumbai – 400 031

**विषय- आपला दि. 01.08.2022 रोजीचा माहितीचा अधिकार अधिनियम 2005 अंतर्गतचा अर्ज
संदर्भ -ईओ/आरटीआय/127/2022-23, दि.03.08.2022**

महोदय,

उपरोक्त विषयांकित प्रकरणी आपला दि.01.08.2022 रोजीचा माहितीचा अधिकार अधिनियम 2005 अंतर्गतचा अर्ज या कार्यालयास दि. 04.08.2022 रोजी प्राप्त झाला.

सदर अर्जान्वये आपण मागणी केलेल्या माहितीच्या मुद्दा क्र. 3 मधील i, ii व iii ची माहिती मागविली होती. परंतु District Profile of Mumbai based on Unified District Information system for Education U-Dise 2021-22 सदरची माहिती समग्र शिक्षा जिल्हा कार्यालयात परिरक्षित केली जात नाही.

उपरोक्त माहिती समाधानकारक न वाटल्यास खालील नमूद केलेल्या प्राधिका-याकडे 30 दिवसांच्या आत अपील करू शकता. अधिनियमाच्या कलम 19 (1) अन्वये उपशिक्षणाधिकारी (समग्र शिक्षा) हे अपीलीय अधिकारी आहेत. त्यांच्या कार्यालयाचा पत्ता पुढीलप्रमाणे आहे.

श्रीम. मालती टोणपे
प्रथम अपीलीय अधिकारी तथा
उपशिक्षणाधिकारी, समग्र शिक्षा
दुसरा मजला, त्रिवेणी संगम मनपा शालेय इमारत,
महादेव पालव मार्ग, करीरोड (पूर्व), मुंबई – 400 012
दूरध्वनी क्र. – 24700678

तदनुषंगाने आपला दि.01.08.2022 रोजीचा माहितीचा अधिकार अधिनियम 2005 अंतर्गतचा अर्ज निकाली निघतो.

आपल्या माहितीकरिता रवाना.





(श्रीम. पूनम निकम)

जन माहिती अधिकारी तथा
सहाय्यक कार्यक्रम अधिकारी (समग्र शिक्षा)

प्रत रवाना –

Annexure 6 – Action Plan (कृती आराखडा)
Sample of the Action Plan Filled

UDISE Code

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 7 | 2 | 2 | 0 | 4 | 0 | 0 | 1 | 7 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|

10. कृती आराखडा (Action Plan)



शाळा व्यवस्थापन समितीचे शिक्षक, मुख्याध्यापक, पालक आणि ग्रामस्थ यांच्या सहभागातून शाळेच्या गरजा, बलस्थाने व उणिवा यांचा शोध घेऊन त्या आधारे पुढीलप्रमाणे क्षेत्रनिहाय कृती आराखडा तयार करावा.

10.1 प्रवेश सुविधा

| आवश्यक सुधारणा | जबाबदार व्यक्ती/संस्था | आवश्यक असल्यास अंदाजे खर्च रू. | अपेक्षित कालावधी | यापैकी लोक सहभागातून शक्य असलेली सुधारणा |
|--|------------------------|--------------------------------------|------------------|--|
| प्रवेश दक्षिण कालावधीत असलेल्या विविध शै. सुविधा व भौतिक सुविधात्मकता माहिती | पालक, शाळा | मुख्याध्यापक व शाळा व्यवस्थापन समिती | | |

10.2 पायाभूत भौतिक सुविधा

| आवश्यक सुधारणा | जबाबदार व्यक्ती/संस्था | आवश्यक असल्यास अंदाजे खर्च रू. | अपेक्षित कालावधी | यापैकी लोक सहभागातून शक्य असलेली सुधारणा |
|---|------------------------|--|------------------|--|
| वर्गखोल्या व शै. साहित्य निमित्ती संगणक रुम, लॅब सुविधा | रंगरंगोटी | मुख्याध्यापक, शाळा व्यवस्थापन समिती व ग्रामस्थ | शिक्षक, | |

UDISE Code

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 7 | 2 | 2 | 0 | 4 | 0 | 0 | 1 | 7 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|

10.3 शैक्षणिक संपादनक

| आवश्यक सुधारणा | जबाबदार व्यक्ती/संस्था | आवश्यक असल्यास अंदाजे खर्च रू. | अपेक्षित कालावधी | यापैकी लोक सहभागातून शक्य असलेली सुधारणा |
|---|------------------------|---|------------------|--|
| विद्यार्थ्यांसाठी शै. सुविधा व वास्तव्य सुविधा, शाळेमध्ये साधोसुधो सुविधा विविध सुविधा यांच्याद्वारे सुविधा | मुख्याध्यापक | मुख्याध्यापक, शिक्षक, शाळा व्यवस्थापन समिती, विद्यार्थ्यां व पालक | | |

10.4 विशेष गरजा असलेली बालके

| आवश्यक सुधारणा | जबाबदार व्यक्ती/संस्था | आवश्यक असल्यास अंदाजे खर्च रू. | अपेक्षित कालावधी | यापैकी लोक सहभागातून शक्य असलेली सुधारणा |
|---|------------------------|---|------------------|--|
| विशेष गरजा असलेल्या बालकांसाठी रूम सुविधा व अल्ट्रासोनिक कमेड टॉयलेट. | अध्यापक | मुख्याध्यापक, शिक्षक, शाळा व्यवस्थापन समिती, विद्यार्थ्यां व पालक | | |

Sample of the Action Plan Not filled

UDISE Code

10.3 शैक्षणिक संपादनकू

| आवश्यक सुधारणा | जबाबदार व्यक्ती/संस्था | आवश्यक असल्यास अंदाजे खर्च रु. | अपेक्षित कालावधी | यापेकी लोक सहभागानुन शक्य असलेली सुधारणा |
|----------------|------------------------|--------------------------------|------------------|--|
| | | Nil | | |

10.4 विशेष गरजा असलेली बालके

| आवश्यक सुधारणा | जबाबदार व्यक्ती/संस्था | आवश्यक असल्यास अंदाजे खर्च रु. | अपेक्षित कालावधी | यापेकी लोक सहभागानुन शक्य असलेली सुधारणा |
|----------------|------------------------|--------------------------------|------------------|--|
| | | Nil | | |

UDISE Code

10. कृती आराखडा (Action Plan)

शाळा व्यवस्थापन समितीचे शिक्षक, मुख्याध्यापक, पालक आणि ग्रामस्थ यांच्या सहभागानुन शाळेच्या गरजा, बलस्थाने व उणिवा याचा शोध घेऊन त्या आधारे पुढीलप्रमाणे क्षेत्रनिहाय कृती आराखडा तयार करावा.

10.1 प्रवेश सुविधा

| आवश्यक सुधारणा | जबाबदार व्यक्ती/संस्था | आवश्यक असल्यास अंदाजे खर्च रु. | अपेक्षित कालावधी | यापेकी लोक सहभागानुन शक्य असलेली सुधारणा |
|----------------|------------------------|--------------------------------|------------------|--|
| | | Nil | | |

10.2 पायाभूत भौतिक सुविधा

| आवश्यक सुधारणा | जबाबदार व्यक्ती/संस्था | आवश्यक असल्यास अंदाजे खर्च रु. | अपेक्षित कालावधी | यापेकी लोक सहभागानुन शक्य असलेली सुधारणा |
|----------------|------------------------|--------------------------------|------------------|--|
| | | Nil | | |

सदर माहितीची प्रत माहितीचा अधिकार अधिनियम २००५ अंतर्गत देण्यात येत आहे

Annexure 7 - 25 Criteria under Pragat Shaikshanik Maharashtra for Pragat Shaala

| No. | Criteria | Marks |
|-----|--|-------|
| 1 | Number from School Roll: Number of Present: 5 marks should be given if the number of students present are 90% of number from school roll, otherwise 0 marks should be given. | 5 |
| 2 | Out of school students: Actually Admitted students: 5 marks should be given if 90% out of school came to notice in various surveys are admitted. | 5 |
| 3 | If school area is very clean Waste water, paper balls, garbage should not be observed in School premises. If the school area is clean, beautiful and pleasant at first glance then 5 marks should be granted. | 5 |
| 4 | If material is available for the study of the minimum of the 10 components from each subject with material is Enlightening (Self-prepared material in 20 types) If Enlightening self-prepared in 20 types prepared by the teacher is available then 5 marks should be granted. | 5 |
| 4 | If any student in from any class is able to read and write any 5 mathematical numbers without any mistake. (For double digits in 1st Standard and after that 1 digit should be increased) Observer will give 5 mathematical numbers to students from classroom and check books/slates of 20% students randomly and also ask them read. If randomly selected students able to read and write it without any mistake, then 5 marks should be given. | 5 |
| 6 | If any student from any classroom or all students able to solve 1 addition of sum without any mistake with the help of standard wise educational material. Observer will give 2 to 3 sum of addition based on standard and check notebooks/slates randomly, if sums are solved without any mistake then 5 marks should be given. | 5 |
| 7 | If any student from any classroom or all students able to solve 1 deduction sum without any mistake with the help of standard wise educational material. Observer will give 2 to 3 multiplication sum based on standard and check notebooks/slates randomly, if sums are solved without any mistake then 5 marks should be given. | 5 |
| 8 | If any student from any classroom or all students able to solve 1 sum of multiplication without any mistake with the help of standard wise educational material. Observer will give 2 to 3 sum of multiplication based on standard and check notebooks/slates randomly, if sums are solved without any mistake then 5 marks should be given. | 5 |
| 9 | If any student from any classroom or all students able to solve 1 sum of division without any mistake with the help of standard wise educational material. Observer will give 2 to 3 sum of division based on standard and check notebooks/slates randomly, if sums are solved without any mistake then 5 marks should be given. | 5 |

| | | |
|----|---|------------|
| 10 | If student is able to solve the Able to solve verbal sum based on weight/measurement/dimension/length based on the curriculum, then 5 marks will be given. | 5 |
| 11 | If the student from every classroom is able to read any 5 sentences from textbooks of the concerned standard correctly when asked by randomly by the observer | 5 |
| 12 | If student from every classroom is able to write any 5 sentence from textbook randomly read by the observer | 5 |
| 13 | If student is able to answer questions related to standard asked randomly by the observer | 5 |
| 14 | If student is able to compose five words successfully from textbooks from last alphabet of the word given by the observer on random basis | 5 |
| 15 | If children is able to present poem from textbook excellently asked randomly by the observer | 5 |
| 16 | If children from any class able to do picture reading randomly asked by the observer | 5 |
| 17 | If children from the any class is able to compose 5 sentences from 3 randomly given class level words by the observer | 5 |
| 18 | If confidence is reflected in child's speaking, answering, response and behavior when observer asks questions | 5 |
| 19 | If any child from class is able to create story from three easy class level words given by the observer | 5 |
| 20 | If children from every class able to present play of 3 to 5 minutes on subject given by observer to a group of students/class | 5 |
| 21 | If every student from each class is able to tell the time asked by the observer by moving clock hands | 5 Bonus |
| 22 | If any student from any class is able to create poem of four lines from three words at class level given by the observer | 5 Bonus |
| 23 | If student from any class is able to answer five words based on GK in English at class level asked by the answer | 5 Bonus |
| 24 | If any student from any class able to draw a picture at class level, asked by the observer | 5 Bonus |
| 25 | If any student from any class able to express his thoughts in five sentences on the subject given randomly by the observer | 5 Bonus |