

WHITE PAPER



State of Municipal Education in Mumbai

December 2019

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I. Foreword

RTI data shows poor performance of MCGM schools

Access to education was made a fundamental right by the 86th Constitutional Amendment, 2002 and implemented through the Right of Children to Free and Compulsory Education Act (RTE), 2009. However, what is tragic is that those who should have benefited from this are instead bearing the brunt of an unaccountable and inefficient education department.

Total enrollments in Mumbai's Municipal Corporation (MCGM) schools continue to decline – which is clearly shown by data. There were 96,339 less students in 2018-19 in the MCGM schools as compared to 2014-15, a fall of 24% in the last 5 years. Also, Class 1 enrollments have dropped from 67,477 in 2009-10 to 27,918 in 2018-19 – a 59% slump. Further, dropout data shows that 10% of those who enrolled in 2018-19 dropped out of school in that year. Retention rates of MCGM students (from Class 1 to Class 10) show a disturbing trend - if 100 students were enrolled in Class 1 in 2009-10, only 22 retained upto Class 10 in 2018-19, the highest gap in retention being from Class 7 to 8.

These indicators testify that the MCGM is unable to retain students in its Municipal Schools. Ironically, all this is happening, when municipal budgets have grown from Rs. 50,586 spent per student in 2014-15 to Rs. 60,878 in 2018-19. Although the budget has increased, a household survey commissioned by Praja to Hansa Research revealed that 87% of total respondents would want to shift their children to private schools.

It is worth noting that the main issue, however, is not just about declining enrollments. It is also about the RTI data on learning outcomes, which puts a question mark on the overall learning abilities of students and the teaching-learning mechanism in the MCGM schools. In 2017, a circular (circular number 237, dated 27.10.17) was issued by the MCGM to evaluate the performance of teachers based upon students' learning outcomes. On one hand, this seemed as a step to improve accountability of teachers and also encourage their involvement in the learning process of students but on the other hand, the aspect of punitive measures concerning poor performance seems to have not worked.

According to the Continuous and Comprehensive Evaluation (CCE - internal grading) sample data, all students of the MCGM schools had received A and B grades (99% students in 5th and 8th standard were shown in Grade A and B).

One cannot comprehend whether this is a positive impact of the circular or due to fear of punitive actions, which could lead to dubious reporting. An RTI reply of a school regarding teacher evaluation revealed that a teacher was fined for 'showing students' in lower CCE grades.

One can then get clarity only after tracking performance of these students in external examinations. If we look at the Senior Secondary Certificate (SSC) pass out rates this year, it can be seen that due to changes in examination pattern, the overall pass percentage drastically dropped, however, the worst impact has been faced by students of the MCGM schools - only 54.43% passed the exam. Similarly, the scholarship

results for 2018-19 shows that only 2.4% MCGM students who appeared for the Middle School Scholarship (5th) received the scholarship whereas this figure is 11.9% for private school candidates. Similarly, for High School Scholarship (8th), 1.2% candidates from MCGM schools received scholarship, whereas 12.1% candidates from private schools received scholarship.

From the above data, it is evident that if the School Management Committees (SMC) were effective, then the entire education system would have surely delivered good results. Even the teachers and other administration-related to education would show better accountability and responsiveness. But currently, training and monitoring of the SMCs functioning is not being done, due to which we are losing out on this opportunity. For instance, the sample RTI data of SMC meetings shows that on an average schools held 10 meetings every year and in 74% of the schools, councillors did not attend even a single meeting in 2018-19.

Further the money paid by citizens as taxes is also going down drains if India's education system is not being improved. Most importantly, we are also depriving young children of the precious gift of education and along with that a good future.

NITAI MEHTA

Managing 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 Organizations (CSOs) and the journalists who utilize and publicize 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.

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We would like to thank Hansa Cequity team for helping us with extrapolating the enrollment data and the team at Hansa Research for the citizen survey.

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Section I: Status of Municipal Education in Mumbai

A. Outcome Indicators

Figure 1: Comparison of total number of students in Mumbai's MCGM, Private Aided, Private Unaided And Unrecognised Schools in 2014-15 and 2018-19 (DISE)

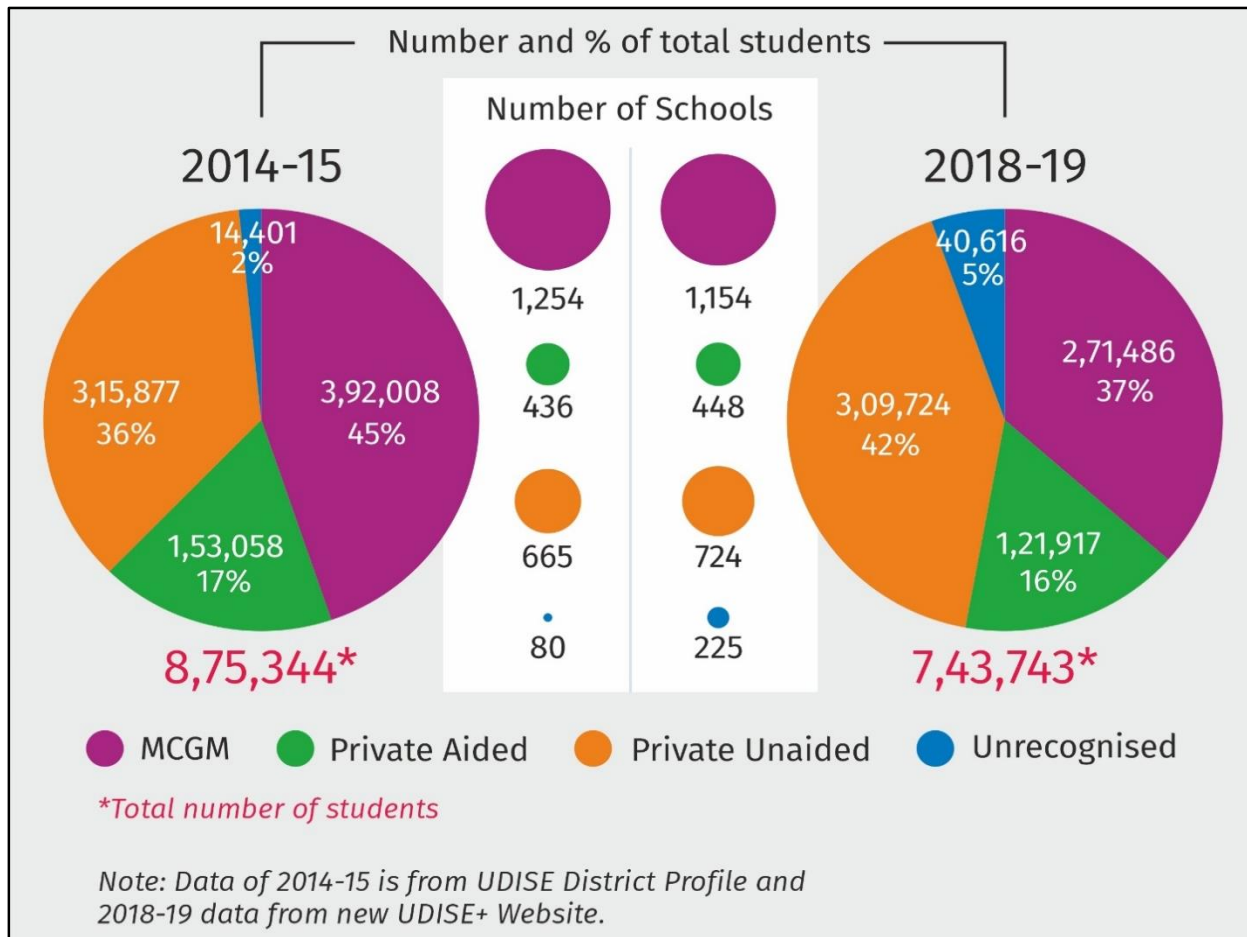


Table 1: Total number of students (Enrollments) in Mumbai's MCGM, Private Aided, Private Unaided And Unrecognised Schools from 2014-15 to 2018-19¹(DISE)

Type of School	2014-15		2015-16		2016-17		2017-18		2018-19 ²	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
MCGM	3,92,008	45%	3,77,337	44%	3,23,899	40%	2,97,076	37%	2,71,486	37%
Private aided	1,53,058	17%	1,47,685	17%	1,40,918	17%	1,33,136	17%	1,21,917	16%
Private unaided	3,15,877	36%	3,22,670	37%	3,25,856	40%	3,26,507	41%	3,09,724	42%
Unrecognised/ Other	14,401	2%	16,321	2%	19,243	2%	40,095	5%	40,616 ³	5%
Total	8,75,344	100%	8,64,013	100%	8,09,916	100%	7,96,814	100%	7,43,743	100%

Inference:

- Total enrollment in all schools in Mumbai has fallen by 15% in the last 5 years, which shows lesser student enrollment in Mumbai MCGM city limits.
- Among the types of schools in Mumbai, percentage share of MCGM and private aided schools has fallen from 45% and 17% in 2014-15 to 37% and 16% in 2018-19, respectively.
- Whereas the percentage share of private unaided and unrecognised/other schools has risen from 36% and 2% in 2014-15 to 42% and 5% in 2018-19, respectively.

¹ Data based upon District Profile of U-DISE. (Unified District Information System for Education) Total Student numbers are different from RTI data since UDISE does not include Jr. and Sr. Kg. Data.

² 2018-19 data was taken from the new UDISE+ website: <http://dashboard.udiseplus.gov.in/#!/reports>

³ Data of unrecognised schools was mentioned as 'other' in 2018-19 UDISE+ website report.

Table 2: Total No. of Students (Enrollments) in Mumbai's Municipal Schools from 2014-15 to 2018-19⁴

Year		2014-15 ⁵	2015-16	2016-17	2017-18	2018-19
Total Students		3,97,085	3,83,485	3,43,621	3,11,663	3,00,746
% Change in Enrollments Year on Year		-2%	-3%	-10%	-9%	-4%
Medium-wise Change in Enrollments Year on Year (%)						
Marathi	No.	73,992	71,454	62,692	56,969	50,677
	%	-19.50%	-3.43%	-12.26%	-9.13%	-11.04%
Hindi	No.	1,16,111	1,19,384	1,00,700	85,756	81,431
	%	-7.20%	2.82%	-15.65%	-14.84%	-5.04%
English	No.	66,467	71,260	74,035	75,918	79,884
	%	14.77%	7.21%	3.89%	2.54%	5.22%
Urdu	No.	1,06,918	1,05,307	92,746	82,349	79,344
	%	-3.48%	-1.51%	-11.93%	-11.21%	-3.65%
Gujarati	No.	5,299	4,956	4,086	3,020	2,512
	%	-6.81%	-6.47%	-17.55%	-26.09%	-16.82%
Kannada	No.	2,549	2,526	2,106	1,721	1,625
	%	-9.87%	-0.90%	-16.63%	-18.28%	-5.58%
Tamil	No.	6,065	5,954	5,010	4,146	3,838
	%	-15.31%	-1.83%	-15.85%	-17.25%	-7.43%
Telugu	No.	2,062	1,870	1,454	983	815
	%	-9.56%	-9.31%	-22.25%	-32.39%	-17.09%

Inference:

- Total number of students enrolled in MCGM schools has fallen by 4% in the past year, and the highest fall is in Marathi medium (-11.04%), followed by Hindi (-5.04%) and Urdu (-3.65%) among major languages.
- MCGM English medium schools have seen a rise of 5.22% in enrollments from 2017-18 to 2018-19.
- MCGM has 96,339 students less in 2018-19 as compared to 2014-15, a fall in total number of students by 24% in the last 5 years.

⁴ Data for total enrollments as of 30th September, 2018 was collected through RTI data.

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

Table 3: Total Dropouts in Mumbai's Municipal Schools from 2014-15 to 2018-19

Year	2014-15	2015-16	2016-17 ⁶	2017-18 ⁷	2018-19	
Dropouts ⁸	51,741	57,788	29,186	15,978	29,508	
Dropouts (per 100)	13	15	8	5	10	
Medium-wise ⁹ Dropouts Year on Year (%)						
Marathi	No.	7,724	9,320	5,143	2,739	4,244
	%	10.44%	13.04%	8.20%	4.81%	8.37%
Hindi	No.	21,744	27,343	12,036	6,178	12,552
	%	18.73%	22.90%	11.95%	7.20%	15.41%
English	No.	3,543	3,986	3,017	1,303	4,199
	%	5.33%	5.59%	4.08%	1.72%	5.26%
Urdu	No.	15,731	15,834	8,341	5,149	7,832
	%	14.71%	15.04%	8.99%	6.25%	9.87%
Gujarati	No.	320	303	166	239	243
	%	6.04%	6.11%	4.06%	7.91%	9.67%
Kannada	No.	273	261	77	95	100
	%	10.71%	10.33%	3.66%	5.52%	6.15%
Tamil	No.	396	440	229	179	227
	%	6.53%	7.39%	4.57%	4.32%	5.91%
Telugu	No.	239	253	150	92	89
	%	11.59%	13.53%	10.32%	9.36%	10.92%

Inference:

- 10% of those who enrolled in 2018-19 dropped out of MCGM schools - 29,508 students dropped out in 2018-19.
- The highest dropout percentage among major languages is in Hindi medium (15.41%), followed by Urdu (9.87%) and Marathi medium (8.37%).

⁶ G/N ward has provided nil data of dropouts in their Primary schools in 2016-17.

⁷ 2017-18 dropout data does not include 120 secondary schools.

⁸ From 2008, Praja Foundation has been collecting data on number of dropouts in MCGM schools, through RTI applications to the A.O. School's Office. In 2011, in response to our RTI application on number of dropouts, we were given data on number of students 'continuously absent' (सततगैरहजर) /E2) and informed that the Department no longer maintains numbers of dropouts. As per the Right to Education Act, the Department maintains data on students continuously absent. Hence, since the 2011-12 academic year, we are using numbers of 'continuously absent' students as an indicator of dropouts.

⁹ In 2014-15 data presented does not include dropout from 49 secondary schools of 14 wards, as medium wise data was not provided by the respective Public Information Officers.

Table 4: Transition Rate of Students from Class 7 in 2017-18 to Class 8 in 2018-19

Standard	Academic Year	Total Enrollment	Transition Rate
7	2017-18	35,654	81%
8	2018-19	28,759	

Inference:

- The Transition Rate¹⁰ of students studying in Class 7 in 2017-18 to Class 8 in 2018-19 in MCGM schools was 81%. This means that 19% students enrolled in Class 7 did not continue their secondary education (from Class 8) in an MCGM school.
- Transition rate has however improved as compared to last year when 32% students did not go from Class 7 to Class 8.

Table 5: Change in Total Students (Enrollment) from 2009-10 to 2018-19

Year	Total Enrollments	% Change Year on Year
2009-10	4,55,900	-
2010-11	4,37,863	-4%
2011-12	4,39,153	0.3%
2012-13	4,34,523	-1.1%
2013-14	4,04,251	-7%
2014-15	3,97,085	-1.8%
2015-16	3,83,485	-3.4%
2016-17	3,43,621	-10.4%
2017-18	3,11,663	-9.3%
2018-19	3,00,746	-3.5%
2019-20*	2,93,571	-2.4%
2020-21*	2,75,888	-6.0%
2021-22*	2,58,205	-6.4%
2022-23*	2,40,522	-6.8%
2023-24*	2,22,839	-7.4%

Inference:

(*) Using a time-series regression we have tried to estimate the year on year trend in enrollment rates extrapolating this to the next five academic years, 2019-20 to 2023-24¹¹. If the fall in enrollments in MCGM schools continues at the same rate, by 2023-24 the number of total enrollments would fall to more than half (51.1%) of the total enrollments of 2009-10.

¹⁰The 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.

¹¹ Refer Annexure 1 for details.

Table 6: Retention Rate in Municipal Schools- Class 1 to Class 10

Standard	Academic Year	Total Enrollment	Retention Rate year on year
1	2009-10	67,477	-
2	2010-11	61,071	90.5%
3	2011-12	59,691	88.5%
4	2012-13	59,160	87.7%
5	2013-14	53,056	78.6%
6	2014-15	51,100	75.7%
7	2015-16	48,377	71.7%
8	2016-17	30,053	44.5%
9	2017-18	18,113	26.8%
10	2018-19	15,034	22.3%

Inference:

Retention rates from 1st to 10th show that after 7th there is a huge fall in retention rates of students- and a continuous fall, mainly due to lack of enough government schools for secondary education (from 8th standard).

Table 7: Change in Class I Enrollments from 2009-10 to 2018-19

Year	No. of students enrolled in Class I	% Change Year on Year
2009-10	67,477	6.4%
2010-11	62,587	-7.2%
2011-12	53,729	-14.2%
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*	26,229	-6.0%
2020-21*	24,809	-5.4%
2021-22*	23,624	-4.8%
2022-23*	22,646	-4.1%
2023-24*	21,853	-3.5%

Inference:

- Class 1 enrollments have fallen in 2018-19 when compared to 2017-18 by 7.2%.
- (*) The time-series regression done to estimate the year on year trend in Class I enrollments extrapolating this to the next five academic years, shows that if the current rate of fall in enrollment continues, only 21,853 students would have enrolled in Class 1 MCGM schools in 2023-24 compared to 67,477 in 2009-10.

Table 8: Medium-wise Class I Enrollments 2014-15 to 2018-19

Medium	2014-2015	2015-2016		2016-2017		2017-2018		2018-2019	
	No. of Students	No. of Students	(%) Y1 to Y2	No. of Students	(%) Y2 to Y3	No. of Students	(%) Y3 to Y4	No. of Students	(%) Y4 to Y5
Marathi	7,131	6,104	-14%	5,631	-8%	5,088	-10%	4,391	-14%
Hindi	10,844	9,141	-16%	8,698	-5%	8,167	-6%	7,339	-10%
English	9,226	8,726	-5%	7,949	-9%	8,082	2%	7,843	-3%
Urdu	10,377	9,069	-13%	8,655	-5%	7,655	-12%	7,470	-2%
Gujarati	501	420	-16%	381	-9%	241	-37%	188	-22%
Kannada	241	189	-22%	173	-8%	166	-4%	121	-27%
Tamil	543	539	-1%	401	-26%	377	-6%	328	-13%
Telugu	188	174	-7%	119	-32%	87	-27%	63	-28%
M.C. ¹²	163	187	15%	211	13%	212	0%	175	-17%
Total	39,214	34,549	-12%	32,218	-7%	30,075	-7%	27,918	-7%

Inference:

Class 1 enrollments have fallen in all language schools, including English for the academic year 2018-19.

¹² Schools for specially-abled children.

Closed Schools

The Right of Children to Free and Compulsory Education Act 2009 (RTE) Maharashtra Rules¹³ provides that a school be there at every one kilometer with a minimum of 20 children for 1st to 5th and every three kilometres with a minimum of 20 children for 6th to 8th standards. Last year, the State Government of Maharashtra had declared that it shall close schools with less than 20 students across the state.

With falling enrollments in MCGM schools, questions arise over the sustainability of MCGM to run schools that fulfil RTE norms (that is more than 20 students.) MCGM schools have shown considerably well performing infrastructure, fulfilling RTE infrastructure norms. (Refer Section B.4.) While the resource allocation in terms of number of schools is skewed medium wise vis a vis demand for that medium (enrollments) (Refer Table 29) there is also an underutilisation evident through the falling enrollments.

Table 9: Number of MCGM schools with students upto 100 in 2018-19

Number of Students	Marathi	Hindi	English	Urdu	Gujarati	Kannada	Tamil	Telugu	M.C.	Total schools
1 to 20	15	3	0	6	13	8	2	8	1	56
21 to 50	73	15	4	20	21	16	10	9	9	177
51 to 100	89	27	8	24	17	7	8	2	3	185
1 to 100	177	45	12	50	51	31	20	19	13	418

Inference:

- As of 2018-19 a total of 418 schools out of 1,186, which is 35% of MCGM schools have student strength upto 100.
- 56 MCGM schools have a student strength of upto 20, and would be liable to be closed and existing students transferred to other schools, due to poor student count.
- Marathi medium has the highest count of schools with upto 100 students at 177 schools, followed by 51 Gujarati, 50 Urdu and 45 Hindi medium schools with upto 100 students.

¹³ http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/ccs_rte-rules_maharashtra_1.pdf

Number of schools with zero enrollments over the years or those whose students were transferred to another school and the school was merged have been considered in calculating the schools that are closed or non-functional as shown in Table 10. In addition, an RTI was filed for list of schools that have been closed from 2009-10 upto 2018-19, however the numbers provided in the latter are understated as can be seen from Table 11. One cause of the discrepancy can be attributed to the fact that schools with zero enrollments or those that are 'merged' are not officially 'closed' until the procedures for the same are completed.

Table 10: Number of Closed Schools¹⁴ from 2009-10 to 2018-19

Medium	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Marathi	12	4	6	16	12	5	17	24	13	23	132
Hindi	2	0	0	0	1	1	3	3	0	2	12
English	0	0	0	0	0	0	0	1	1	0	2
Urdu	0	0	1	3	3	1	1	2	2	2	15
Other ¹⁵	7	3	7	13	16	12	3	9	12	14	96
Total	21	7	14	32	32	19	24	39	28	41	257

Inference:

- A total of 257 schools have been closed due to being shut or merged over the past ten years from 2009-10 to 2018-19.
- Highest number of schools from Marathi medium (132) have been closed followed by other mediums such as Gujarati, Tamil, Telugu and Kannada (96).

¹⁴ As per reply of RTI filed for total number of students in MCGM schools. Numbers show schools that had zero students in the given years, and were confirmed closed or 'merged' in other schools.

¹⁵ Includes other mediums such as Gujarati, Telugu, Tamil and Kannada.

Table 11: Closed Schools as per MCGM List and Total Enrollment Data from 2014-15 to 2018-19

Medium	As per Closed Schools List ¹⁶						As per MCGM Enrollment Data ¹⁷					
	2014-15	2015-16	2016-17	2017-18	2018-19	Total	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Marathi	7	15	18	9	14	63	5	17	24	13	23	82
Hindi	0	0	2	1	1	4	1	3	3	0	2	9
English	0	0	0	0	0	0	0	0	1	1	0	2
Urdu	2	1	3	0	3	9	1	1	2	2	2	8
Gujarati	10	3	3	4	3	23	6	1	4	5	5	21
Kannada	1	1	0	3	2	7	2	0	1	2	1	6
Tamil	0	2	0	2	0	4	2	2	1	1	1	7
Telugu	2	3	3	1	4	13	2	0	3	4	4	13
M.C	0	0	0	0	0	0	0	0	0	0	3	3
Total	22	25	29	20	27	123	19	24	39	28	41	151

Inference:

In the past 5 years, 151 schools have zero enrollment or have been merged into other schools and therefore practically closed. According to the list of schools provided by the MCGM as closed, 123 schools¹⁸ have closed in the past 5 years.

¹⁶ As per reply of RTI filed for list of MCGM schools closed. In 2018-19, 5 wards (F/N, K/E, L, ME-II, P/S) did not provide reply of list of closed schools.

¹⁷ As per reply of RTI filed for total number of students in MCGM schools. Numbers show schools that had zero students in the given years, and were confirmed closed or 'merged' in other schools.

¹⁸ The table shows 123 schools, in addition to which 48 more schools are mentioned in the closed school list provided by MCGM which are not included in the data since they did not give the year in which they were closed and therefore could not be mapped year-wise. The difference in the two data is because school has zero enrollment but it takes time to be officially considered closed.

Table 12: Total Enrollments in Semi-English schools¹⁹ from 2012-13 to 2018-19

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
No. of Schools	12	176	360	568	574	678	691
Standards	1st	1st to 2nd	1st to 3rd	1st to 4th	1st to 5th	1st to 6th	1st to 7th
No. of Students	577	7,488	20,884	44,293	56,351	77,487	97,115
Medium-wise Enrollments							
Marathi	9	3,654	9,937	16,743	18,326	22,955	26,331
Hindi	-	125	1,837	9,013	15,323	23,070	29,955
Urdu	540	3,527	8,660	17,464	21,307	29,648	38,752
Gujarati	-	17	55	204	295	397	492
Kannada	28	83	134	223	152	257	335
Tamil	-	82	251	596	858	1,011	1,089
Telugu	-	-	10	50	90	149	161

Note: (-) indicates that there was no enrollment in that medium for that year.

Inference:

- The number of schools falling under Semi-English pattern of schools, where subjects like the natural sciences and Maths are taught in English inspite of the school not being English medium, has increased in the last seven years from 12 schools in 2012-13 to 691 schools in 2018-19.
- Number of students in semi-English schools has increased by 25% in 2018-19 as compared to 2017-18.
- Semi-English pattern is followed mostly in Urdu medium, followed by Hindi and Marathi mediums for academic year 2018-19.

¹⁹ Data for Semi-English schools provided is according to the list of semi-English schools as provided ward wise through RTI in 2018-19.

Table 13: Total Dropouts in Semi-English schools from 2012-13 to 2018-19

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
No. of Schools	12	176	360	568	574	678	691	
Standards	1st	1st to 2nd	1st to 3rd	1st to 4th	1st to 5th	1st to 6th	1st to 7th	
No. of Students	577	7,488	20,884	44,293	56,351	77,487	97,115	
Dropouts	25	257	1,245	3,432	4,563	5,828	10,733	
Dropouts percent	4%	3%	6%	8%	8%	8%	11%	
Medium-wise Dropouts								
Marathi	No.	-	87	553	1,261	1,441	1,448	2,227
	%	-	2%	6%	8%	8%	6%	8%
Hindi	No.	-	-	40	677	1,644	2,374	5,002
	%	-	-	2%	8%	11%	10%	17%
Urdu	No.	22	153	622	1,439	1,433	1,942	3,405
	%	4%	4%	7%	8%	7%	7%	9%
Gujarati	No.	-	-	-	1	4	10	37
	%	-	-	-	0%	1%	3%	8%
Kannada	No.	3	17	28	36	3	3	13
	%	11%	20%	21%	16%	2%	1%	4%
Tamil	No.	-	-	2	17	33	39	49
	%	-	-	1%	3%	4%	4%	4%
Telugu	No.	-	-	-	1	5	12	0
	%	-	-	-	2%	6%	8%	0%

Note: (-) indicates that there was no enrolment/dropout in that medium for that year.

Inference:

- Percentage of dropouts in semi-English pattern of schools stands at 11%, higher than average dropout rate of 10% in 2018-19. (Refer to Table 3).
- Medium wise dropout percentage in 2018-19 is highest in Hindi (17%), followed by Urdu (9%) and Marathi (8%) in major languages.

Table 14: Standards-wise Enrollment and Dropout in Semi-English schools

Year	Standards	1	2	3	4	5	6	7
2012-2013	Enrollments	577						
	Dropouts	25						
	Dropouts per 100	4						
2013-2014	Enrollments	6,681	807					
	Dropouts	154	103					
	Dropouts per 100	2	13					
2014-2015	Enrollments	12,009	8,045	830				
	Dropouts	236	919	90				
	Dropouts per 100	2	11	11				
2015-2016	Enrollments	20,294	14,254	8,856	889			
	Dropouts	687	1,481	1,179	85			
	Dropouts per 100	3	10	13	10			
2016-2017	Enrollments	17,644	19,699	11,867	6,786	355		
	Dropouts	605	1,863	1,429	651	15		
	Dropouts per 100	3	9	12	10	4		
2017-2018	Enrollments	19,275	19,607	19,708	11,983	6,605	309	
	Dropouts	850	1,928	1,726	885	433	6	
	Dropouts per 100	4	10	9	7	7	2	
2018-2019	Enrollments	18,330	20,042	19,428	19,561	11,749	7,490	515
	Dropouts	1,504	3,153	2,336	2,159	988	562	31
	Dropouts per 100	8	16	12	11	8	8	6

Inference:

In 2018-19, more students have dropped out of semi-English school at an early stage of schooling (Class 2 to 4) than in higher standards (Class 5 to 6).

Table 15: Standards-wise Enrollments in Mumbai Public Schools (MPS) from 2014-15 to 2018-19

Class	2014-15	2015-16		2016-17		2017-18		2018-19	
	No.	No.	% change	No.	% change	No.	% change	No.	% change
Jr. Kg.	2,651	3,321	25%	3,114	-6%	2,929	-6%	3,042	4%
Sr. Kg.	4,317	3,724	-14%	3,371	-9%	3,187	-5%	3,306	4%
1	4,097	4,097	0%	3,999	-2%	3,810	-5%	3,792	0%
2	3,906	4,156	6%	4,089	-2%	3,999	-2%	3,702	-7%
3	3,504	3,889	11%	3,923	1%	3,835	-2%	3,780	-1%
4	3,171	3,475	10%	3,706	7%	3,819	3%	3,783	-1%
5	2,502	3,059	22%	3,277	7%	3,592	10%	3,761	5%
6	1,783	2,501	40%	2,905	16%	3,196	10%	3,548	11%
7	1,064	1,809	70%	2,387	32%	2,808	18%	3,151	12%
8	469	1,370	192%	1,929	41%	2,634	37%	2,955	12%
9	0	402	0%	1,303	224%	1,835	41%	2,712	48%
10	0	0	0%	494	0%	1,184	140%	1,819	54%
Total	27,464	31,803	16%	34,497	8%	36,828	7%	39,351	7%

Inference:

- Enrollments in Mumbai Public Schools have risen by 7% in 2018-19 as compared to 2017-18.
- In the last five years (from 2014-15 to 2018-19), enrollments in MPS schools have risen by 43%.

Table 16: Standards-wise Dropouts in Mumbai Public Schools (MPS) from 2014-15 to 2018-19

Class	2014-15		2015-16		2016-17		2017-18		2018-19	
	Dropouts	Dropouts per 100	Dropouts	Dropouts per 100	Dropouts	Dropouts per 100	Dropouts	Dropouts per 100	Dropouts	Dropouts per 100
Jr Kg	29	1	22	1	22	1	17	1	21	1
Sr Kg	82	2	69	2	81	2	34	1	8	0
1	43	1	81	2	40	1	40	1	79	2
2	185	5	199	5	141	3	93	2	165	4
3	255	7	209	5	122	3	65	2	139	4
4	261	8	201	6	94	3	58	2	138	4
5	144	6	196	6	84	3	57	2	120	3
6	91	5	130	5	82	3	44	1	126	4
7	37	3	84	5	66	3	37	1	95	3
8	20	4	38	3	37	2	29	1	65	2
9	0	0	2	0	75	6	5	0	234	9
10	0	0	0	0	13	3	1	0	30	2
Total	1,147	4	1,231	4	857	2	480	1	1,220	3

Inference:

- Dropouts in MPS (3%) are lower than overall average dropout of 10%²⁰ in 2018-19.
- The overall performance of MPS schools is better than other schools which shows that the format of having complete schooling (from Jr. Kg. to 10th) in one school enables reduce dropout rates and sustain enrollment.

²⁰ Refer to Table 3

Table 17: Comparison of performance of schools under Public Private Partnership Scheme of MCGM to other schools²¹

Organisation/ type of school	2016-17		2017-18		2018-19		Enrollment difference from 2016-17 to 2018-19	Average Dropout rates from 2016-17 to 2018- 19
	Enrollment	Dropout	Enrollment	Dropout	Enrollment	Dropout		
MPS PPP schools under Full School Support (19)	7,606	224	8,168	135	8,465	157	11%	2%
Aishabai Haji Abdul Latif Charitable Trust (1)	234	0	173	0	197	7	-16%	1%
Akanksha (8)	2,300	78	2,624	9	2,764	22	20%	2%
Aseema (1)	975	46	1,088	26	1,181	16	21%	3%
Educo (1)	627	58	710	55	779	12	24%	6%
Muktangan (6)	2,912	0	3,125	24	3,210	48	10%	1%
Teach For India (1)	388	16	333	21	279	52	-28%	10%
The Scholar's Education Trust (1)	170	26	115	0	55	0	-68%	5%
Non PPP MPS schools	26,891	633	28,660	311	30,886	1,063	15%	2%
Total MPS Schools	34,497	857	36,828	446	39,351	1,220	14%	2%
Total non- MPS schools	3,09,124	28,329	2,74,835	15,776	2,61,395	28,288	-15%	9%

Note: Numbers in the bracket indicate number of schools under each organisation.

Inference:

Performance of Non PPP MPS schools is at par with PPP Full support schools showing that it is the format of MPS of classes from Jr. Kg. to 10th in the same school, that is leading to retaining enrollment and low dropout in these schools.

²¹ The MCGM's public private partnership scheme entailed NGO support of MCGM schools in various capacities. Full school support refers to support of teachers and teaching methodology for the entire school, Partly School Support and Specific Services Support refers to part support of teachers and other support such as training, materials, etc. The Scheme was operational from 2007-08 and the scheme has been subsequently extended from time to time. List from MCGM website: <https://portal.mcg.gov.in/iri/portal/anonymous/qlducationanon>

Table 18: SSC Results (Pass Percentage) from March 2014 to March 2019 Examination: Comparison between MCGM and Private Schools²²

Year	No. of Candidates Appeared		Total Pass		Pass in (%)	
	MCGM Schools	Private Schools	MCGM Schools	Private Schools	MCGM 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%

Inference:

- Performance of both MCGM and private school students in March 2019 exams fell considerably.
- MCGM schools however show a much greater fall from March 2018 to March 2019 (fall of 19.38%), only 54.43% students who appeared for the 10th board exam passed it. One reason for this could be the change in examination pattern from March 2019 exams.

²² Total SSC pass out numbers : Source: <http://mahresult.nic.in/ssc2019/SS-OVALL.htm>

Table 19: Comparison of Scholarship results between Private and MCGM Schools²³

Year	Candidates Appeared		Scholarship Holders		Scholarship Holders in %	
	MCGM Schools	Private Schools	MCGM Schools	Private Schools	MCGM Schools	Private Schools
Middle School Scholarship Examination						
4th Standard						
2011-12	9,637	21,998	43	2,044	0.4%	9.3%
2012-13	5,426	21,223	23	1,954	0.4%	9.2%
2013-14	2,621	20,660	33	1,944	1.3%	9.4%
2014-15	5,634	19,351	88	1,889	1.6%	9.8%
2015-16	4 th std. Scholarship exam was not conducted in the year 2015-16 ²⁴					
5th Standard						
2016-17 ²⁵	4,668	16,165	74	1,903	1.6%	11.8%
2017-18	6,998	15,007	179	1,798	2.6%	12%
2018-19	6,977	15,140	170	1,807	2.4%	11.9%
High School Scholarship Examination						
7th Standard						
2011-12	7,160	19,227	8	1,758	0.1%	9.1%
2012-13	4,283	20,190	6	1,611	0.1%	8%
2013-14	1,727	19,982	2	1,615	0.1%	8.1%
2014-15	3,799	18,284	12	1,605	0.3%	8.8%
2015-16	7 th std. Scholarship exam was not conducted in the year 2015-16					
8th Standard						
2016-17	3,276	14,690	19	1,598	0.6%	10.9%
2017-18	5,285	13,825	30	1,587	0.6%	11.5%
2018-19	5,646	12,794	69	1,548	1.2%	12.1%

Inference:

Of the MCGM students who appeared for the Middle School Scholarship (5th) only 2.4% received the scholarship whereas this figure is 11.9% for private school candidates. Similarly, for High School Scholarship (8th), 1.2% candidates from MCGM schools received scholarship, whereas 12.1% candidates from private schools received scholarship.

²³The scholarship exams are conducted by the Maharashtra State Council of Examinations: 1. To undertake talent search at the end of Primary Schooling i.e. at the end of 4th or 7th Standard. 2. To nurture and encourage the talented and deserving students by recognising and provide them financial support. (Source: MAHARASHTRA STATE COUNCIL OF EXAMINATIONS - <http://msce.mah.nic.in/home.htm>)

²⁴ The table does not contain scholarship for the academic year 2015-16 since scholarship exams were not conducted for standard 4th and 7th in the academic year 2015-16. Refer Annexure 2.

²⁵ As per the government GR for scholarship, academic year 2016-17 onwards, scholarship exams will be conducted for class 5th and 8th. Scholarship data from academic year 2016-17 and 2017-18 is of standards 5th and 8th.

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.²⁶ 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. It is the task of school based co-scholastic assessment to focus on holistic development that will lead to lifelong learning. 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 E2 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.

Data for CCE was a sample taken from 3 wards with the highest enrollment in each region (city, eastern suburbs and western suburbs)- F/N, M/E and P/N of which 51 schools (Refer Annexure 6 for list of the schools) which provided complete data which is presented below.

Table 20: Percentage of students in respective CCE grades for Standards 1st to 8th in 2018-19

Standard	A	B	C	D
1	69%	29%	1%	0%
2	68%	31%	0%	0%
3	70%	29%	1%	0%
4	71%	28%	1%	0%
5	68%	31%	1%	0%
6	70%	29%	1%	0%
7	69%	30%	0%	0%
8	72%	27%	0%	0%

Inference:

- Maximum percentage students according to CCE grades have been in A grade across standards, however this is not reflected in other outcome indicators like SSC passout and scholarship results, which show poor performance of MCGM students.
- In terms of enrollment and dropout as well, in the wards F/N, M/E and P/N there has been a poor performance, but CCE results show otherwise. (Refer to Table 48 and 49)

²⁶ The RTE Amendment Act, 2019 amends the no-detention policy by reintroducing examinations for 5th and 8th standard.

Table 21: Subject-wise Percentage of students in respective CCE grades for Standards 5th and 8th in 2018-19

CCE Grade	A	B	C	D
5th Standard				
1st Language	63%	36%	1%	0%
2nd Language	64%	36%	1%	0%
3rd Language	62%	38%	1%	0%
Maths	63%	36%	1%	0%
Science	63%	36%	1%	0%
Social Science	21%	79%	0%	0%
Arts	75%	25%	0%	0%
Practical /Projects	77%	23%	0%	0%
Physical Education(Sports)	78%	22%	0%	0%
8th standard				
1st Language	70%	30%	0%	0%
2nd Language	68%	31%	1%	0%
3rd Language	68%	30%	1%	0%
Maths	68%	31%	1%	0%
Science	70%	29%	1%	0%
Social Science	72%	28%	1%	0%
Arts	78%	22%	0%	0%
Practical /Projects	81%	18%	0%	0%
Physical Education(Sports)	71%	29%	0%	0%

Inference:

Subject wise analysis of 5th and 8th standard also shows no stark variation among subjects, and most students are in Grade A and B.

B. Input Indicators

B.1. Annual Municipal Budget for Education

Table 22: Annual Municipal Budget Estimates for Education from 2008-09 to 2019-20

Year	Total Students	Total Annual Budget Estimates on education (Rs. in crores)	Total Annual Budget Estimates (Rs. in crores)	% of education budget to total MCGM budget
2008-09	4,51,810	911	16,832	5.4%
2009-10	4,49,179	1,255	19,932	6.3%
2010-11	4,37,863	1,761	20,417	8.6%
2011-12	4,39,153	1,800	21,097	8.5%
2012-13	4,34,523	2,388	26,581	9.0%
2013-14	4,04,251	2,613	27,579	9.5%
2014-15	3,97,085	2,773	31,178	8.9%
2015-16	3,83,485	2,630	33,514	7.8%
2016-17	3,43,621	2,567	37,052	6.9%
2017-18	3,11,663	2,454	25,142	9.8%
2018-19	3,00,746	2,740	27,258	10.1%
2019-20	3,00,746 ²⁷	2,916	30,693	9.5%

Inference:

- Total Annual Budget allocated for education has risen in 2019-20 as compared to 2018-19 estimates. The allocated budget for 2019-20 is Rs. 2,916 crores, 9.5% of MCGM's overall budget of Rs. 30,692.59 crores²⁸.
- Percentage of education budget to total budget estimates has increased from 5.4% in 2008-09 to 9.5% in 2019-20, whereas the number of students in MCGM schools has fallen by 33% in the same period.

²⁷ The number of students for 2019-20 is considered same as 2018-19 for the purpose of comparison of budgets.

²⁸ Source: MCGM. 'Budget Estimates 2019-20'.

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

Table 23: Per-child Allocation and Expenditure (In Rs. Crore) from 2017-18 to 2019-20

Account Head	Budget Estimate 2017-18	Actual Expenditure 2017-18	Budget Estimate 2018-19	Actual Expenditure 2018-19	Budget Estimate 2019-20
Primary Education					
Total Revenue Expenses	1,954	1,763	2,184	1,986	2,473
Total Project works/Capital Expenses (A)	358	239	386	206	261
Total Primary education (i)	2,312	2,003	2,569	2,192	2,734
Secondary Education					
Total Revenue Expenses	128	87	141	120	172
Total Project works/Capital Expenses (B)	14	5	29	23	11
Total secondary education (ii)	142	92	170	144	182
Total Education Budget (C) (i + ii = C)	2,454	2,094	2,740	2,336	2,916
% Utilisation	85%		85%		
<i>Less: Grants to Private Primary aided School (D)</i>	290	260	290	275	296
Total (C-D)	2,164	1,834	2,450	2,061	2,620
Total students	3,11,663	3,11,663	3,00,746	3,00,746	3,00,746
Per Capita cost for every student (in actual rupees)	69,437	58,849	81,449	68,514	87,130
<i>Less: Total Project works/Capital Expenses and Grants (E) (A+B+D=E)</i>	662	505	705	505	567
Total (C-E)	1,792	1,590	2,035	1,831	2,349
Per Capita cost for every student (in actual rupees)	57,489	51,007	67,660	60,878	78,100

Inference:

- The MCGM spent Rs 60,878 per student according to the actual expenditure of 2018-19 and is estimated to spend Rs. 78,100 per student in 2019-20.
- The per student budget actuals as calculated is 19% higher than in 2017-18, indicating increased spending per student, with fall in enrollments and amount of budget allocated rising over the years, the per student expenditure amount shows a rise.

Table 24: Budgeted vs. Actual Expenditure Summary 2016-17 to 2018-19 for Primary Education (In Rs. Crore)

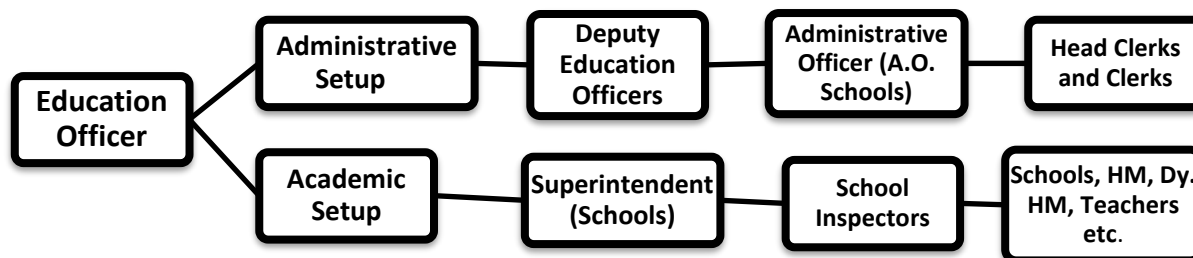
Account Head	Budget Estimates			Actual Expenditure			% Utilisation		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Establishment Expenses	978	800	908	718	751	873	73%	94%	96%
Administrative Expenses	97	109	112	81	101	101	84%	93%	90%
Operation and Maintenance	154	165	221	84	95	79	54%	57%	36%
Finance and Interest Charges	0	0	0	0	0	0	0%	0%	0%
Programme Expenses	12	8	9	4	4	5	35%	49%	53%
Revenue Grants, Contribution & Subsidies	810	847	348	736	775	867	91%	92%	249%
Depreciation & Others	0	0	0	41	37	60	0%	0%	0%
Provision for doubtful receivables/refund of tax	19	25	0	0	0	0	0%	0%	0%
Prior Period	0	0	0	0	0	0	0%	0%	0%
Total Revenue Expenses	2,070	1,953	2,184	1,664	1,763	1,986	80%	90%	91%
Project Works/Capital Expenses	325	358	386	170	239	206	53%	67%	53%
Grand Total	2,394	2,311	2,569	1,834	2,003	2,192	77%	87%	85%

Inference:

The average utilisation of the 2018-19 budget on primary education is 85%. Programme expenses, such as those allocated for Sarva Shiksha Abhiyan are however dismal, with a utilisation of only 53%. Similarly, capital expenditure has a utilisation of 53% in 2018-19.

Monitoring and Evaluation

The MCGM Department of Education is broadly divided into two wings- the Administrative wing and the Academic Wing. The Municipal Commissioner is at the top of its hierarchy, followed by the Additional Municipal Commissioner (Education), the Deputy Municipal Commissioner (Education) and the Education Officer, in that order. Below is the hierarchy²⁹ of the two wings:



²⁹The chart has been simplified for representation purposes. Hence, some levels of hierarchy have not been shown separately. Source:

http://portal.mcg.gov.in/irj/go/km/docs/documents/MCGM%20Department%20List/Education%20Officer/RTI%20Manuals/Education_Officer_RTI_E01.pdf

B.2. Teacher Inspection

In 2017, MCGM 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 MCGM 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.

Table 25: Teacher performance based upon student's evaluation for 2018-19³⁰

Standard	Average % of students in the class who fulfil the parameters under specified subjects		
	Language	Maths	English
1	77%	76%	78%
2	73%	77%	74%
3	72%	71%	73%
4	72%	73%	72%
5	73%	74%	71%
6	71%	75%	72%
7	80%	76%	70%
8	73%	76%	71%

Inference:

- On an average the performance of students across standards, is positive, grading the teachers who teach these students as performing considerably well, if one looks at the numbers.
- 73% students on an average were proficient in the language skills and 74% students were able to solve mathematics problems in 5th standard.
- In 8th standard as well, 73% students on an average were proficient in the language skills and 76% students were able to solve mathematics problems.

³⁰ Performance of teachers was mapped through a sample of data taken from 3 wards- M/E, F/N and P/N.

B.3. Enquiries conducted against Teaching staff (Teachers/HMs) and suspensions

We filed an RTI application with the 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 have been terminated from services from 2011-12 to 2017-18. In 2018-19, enquiry was conducted against 3 headmasters/mistresses and against 10 teachers, and 1 teacher was suspended.

According to MCGM 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. Under this, 100 teachers/heads of schools were awarded certificates for good performance of their students. Punitive action has been taken against 161 teachers/ heads of schools of which 86 were fined, increment was halted for 56 and other punitive actions such as issuing of memos were done against 19 school staff.

RTI replies regarding teacher evaluation also revealed that teachers were fined for 'showing students' in lower CCE grades (Refer Annexure 7), which also explains the CCE data where 99% students are in Grade A and B. (Refer Table 20)

B.4. Infrastructure Compliance with norms laid down under Right to Education Act³¹

Table 26: Compliance with Infrastructure and other norms under RTE³² (2017-18)³³

Indicator : Schools with Infrastructure Facilities Available		MCGM	Private Aided	Private Unaided	Unrecognised
Total Schools		1,192	452	730	222
No. of Student		2,97,076	1,33,136	3,26,507	40,095
No. of Teacher		10,920	3,728	7,558	1,243
Building	Number	1,192	452	730	222
	%	100%	100%	100%	100%
Office cum store cum HM room	Number	1,191	446	712	209
	%	99.92%	98.67%	97.53%	94.14%
One class room for every teacher	Number	1,182	441	720	215
	%	99.16%	97.57%	98.63%	96.85%
Ramp	Number	1,190	429	643	187
	%	99.83%	94.91%	88.08%	84.23%
Separate Toilet for Boys	Number	1,192	440	697	221
	%	100%	97.35%	95.48%	99.55%
Separate Toilet for Girls	Number	1,191	444	712	221
	%	99.92%	98.23%	97.53%	99.55%
Drinking Water Facility	Number	1,192	452	730	222
	%	100%	100%	100%	100%
Boundary Wall	Number	1,192	452	729	222
	%	100%	100%	99.86%	100%
Playground	Number	1,189	425	657	193
	%	99.75%	94.03%	90%	86.94%
Indicator: Outcomes		MCGM	Private		
SSC	Number	8,934	1,19,980		
	%	73.81%	92.46%		
Middle School Scholarship (5 th)	Number	179	1,798		
	%	2.6%	12%		
High School Scholarship (8 th)	Number	30	1,587		
	%	0.6%	11.5%		

³¹ Source: Education Indicators.

http://www.ncert.nic.in/html/pdf/educationalsurvey/Manual_on_Statistics_and_Indicators_of_School_Education/Educational_Indicators___Final___2.pdf

³² Norms of Schools with Infrastructure facilities available, as specified under section 19 of "The Right of Children to Free and Compulsory Education Act, 2009"

³³ District Profile is taken from Maharashtra Prathmik Shaikshanik Parishad (MPSP) website: <http://www.ssampsp.org>. Data of District Profile was not provided through RTI by the Education Department for the academic year 2017-18.

Inference:

- The number of students in private (aided, unaided and unrecognised) is 68% more than those in government schools, however the number of schools and teachers are 18% and 15% higher than government schools, respectively. This shows that although MCGM schools have the infrastructure, considerable number of teachers, their outcomes are relatively poor and it is able to retain fewer number of students than private schools.
- Infrastructure norms when compared to learning outcomes shows that although physical infrastructure of a school is an important factor in overall learning environment, a good infrastructure has not particularly translated into better outcomes in the case of MCGM schools.

Table 27: Compliance with Infrastructure norms under RTE: Comparison of 2016-17 and 2017-18

Indicators	2016-17				2017-18			
	MCGM	Private Aided	Private Unaided	Unrecognised	MCGM	Private Aided	Private Unaided	Unrecognised
Total Schools	1,195	459	706	118	1,192	452	730	222
No. of Students	3,23,899	1,40,918	3,25,856	19,243	2,97,076	1,33,136	3,26,507	40,095
No. of Teachers	11,369	3,784	7,332	592	10,920	3,728	7,558	1,243
One class room for every teacher	83.85%	61.66%	43.06%	77.12%	99.16%	97.57%	98.63%	96.85%
Pupil Teacher Ratio	28	37	44	33	27	36	43	32

Inference:

- The number of unrecognised schools has increased drastically from 118 schools to 222 schools in a year and the number of students in these schools has increased to more than double (by 108%).
- The fall in number of students in MCGM schools corresponds to the rise in the number of students in the unrecognised schools, indicating that shift from municipal to private schools is taking place from MCGM to unrecognised schools, as is evident from the mushrooming of unrecognised schools over the years.

Table 28: Student Classroom Ratio and Pupil Teacher Ratio in 2017-18³⁴

Indicator	Govt. and Local bodies	Private Aided	Private Unaided	Un- recognised
Number of classrooms (1 to 8)	5,113	3,514	6,621	1,260
Number of classrooms (9 to 10)	3,099	33	152	55
Student classroom ratio (SCR)	36	38	48	30
Pupil Teacher Ratio (PTR)	27	36	43	32
Primary schools having SCR more than 30	44	266	556	86
Upper Primary /Sec./Higher Sec. schools having SCR more than 35	501	0	39	16
Schools with single teacher	36	3	1	1
Primary schools having PTR more than 30	35	250	541	83
Upper Primary /Sec./Higher Sec. schools having PTR more than 35	87	0	8	3

Inference:

The Pupil Teacher Ratio (PTR) for MCGM schools was 27 for 2017-18, however 122 schools in MCGM have a PTR higher than the RTE norm.

³⁴ According to District Profile 2017-18

Table 29: Medium Wise Pupil (Student) Teacher Ratio in 2017-18

Medium	No. of MCGM Schools	Students (Includes Primary, Upper Primary and Secondary)	Teachers (Includes HM, Vice-principal/Dy. HM, Teachers, Special Teachers)	Students per Teacher
Marathi	405	58,864	3,070	19
Hindi	265	80,321	3,021	27
Urdu	237	79,104	2,742	29
English	137	68,877	1,403	49
Gujarati	59	3,434	309	11
Tamil	33	4,016	219	18
Telugu	24	896	58	15
Kannada	32	1,564	98	16
Total	1,192	2,97,076	10,920	27

Inference:

- MCGM Marathi medium schools account for the highest number of schools with the most number of teachers, although the number of students in Hindi, Urdu and English medium is higher than Marathi.
- Consequently, the student teacher ratio in these mediums (Hindi, Urdu and English) is much higher than Marathi; in English MCGM schools the PTR is more than the prescribed RTE norms at 49 students per teacher, respectively.
- This highlights that the allocation of resources in the MCGM is not according to the demand, in terms of enrollments, medium wise.

Note: Data for 2018-19 Academic Year for Key RTE indicators was not available since District Profile for UDISE data is not being compiled in MCGM as before and District Profile for the latest year was not available on Maharashtra Prathmik Shikshan Parishad (MPSP) website either.

Section II. Monitoring Policies

A. School Management Committees

Section 21 of the Right to Free and Compulsory Education Act 2009 (RTE), mandates the formation of School Management Committees (SMCs) in all elementary government, government-aided schools and special category schools in the country. The SMC is the basic unit of a decentralised model of governance with active involvement of parents in the school's functioning. SMCs are primarily composed of parents, teachers, head masters and elected representatives of local authorities.

The functions of the School Management Committee include monitoring the working of the school, prepare and recommend school development plan, monitor the utilisation of the grants received from the appropriate Government or local authority or any other source, and perform other such functions as may be prescribed. The SMC is supposed to meet atleast once a month and the councillors in MCGM are the members of the SMC as elected representatives of the local authority.³⁵

Table 30: Number of meetings attended by councillors from 2016-17 to 2018-19

Number of meetings attended by councillors	2016-17		2017-18		2018-19	
	Number of schools	%	Number of schools	%	Number of schools	%
0	363	85%	362	83%	562	74%
1 to 6	57	13%	67	15%	195	26%
7 to 12	6	1%	5	1%	4	1%
>12	2	0%	1	0%	0	0%
Total Data Received³⁶	428	100%	435	100%	761	100%

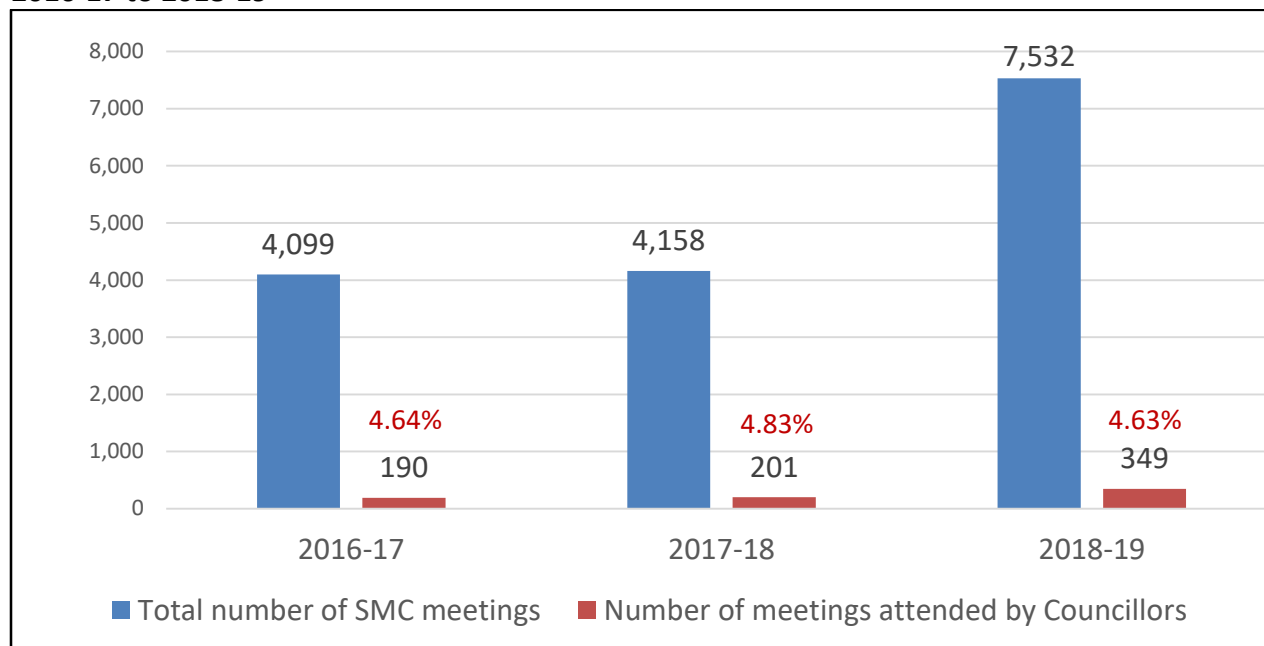
Inference:

- In 74% of schools in 2018-19, councillors did not attend even one SMC meeting.
- Percentage of schools where councillors are attending meetings has improved from 2016-17 to 2018-19, although in 2018-19 in only 4 of the schools councillors attended more than 6 meetings.

³⁵ http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/ccs_rte-rules_maharashtra_1.pdf

³⁶ RTI for details of SMC was filed in all 24 wards. Complete data was not received and therefore only a sample of 428 schools in 2016-17, 435 schools in 2017-18 and 761 schools in 2018-19 was used to depict the status of SMC in MCGM schools.

Figure 2: Total SMC Meetings and Number of Meetings attended by the Councillors from 2016-17 to 2018-19³⁷



Inference:

- Of the total meetings conducted in 761 schools in 2018-19 (7,532 meetings) councillors attended only 349 (4.63%) meetings.
- The percentage of meetings attended by councillors has not improved in the last three years.

³⁷ RTI for details of SMC was filed in all 24 wards. Complete data was not received and therefore only a sample of 428 schools in 2016-17, 435 schools in 2017-18 and 761 schools in 2018-19 was used to depict the status of SMC in MCGM schools.

Table 31: Ward Wise Average number of SMC meetings and number of meetings attended by councillors in 2017-18 and 2018-19

Ward	2017-18			2018-19		
	Number of schools received	Average number of meetings conducted	Average Number of meetings attended by councillors	Number of schools received	Average number of meetings conducted	Average Number of meetings attended by councillors
A	2	9	3	2	10	0
B	4	9	1	5	9	0.2
C	9	10	0.8	4	10	0
D	18	9	0.2	14	10	0.6
E	20	10	0.5	39	11	0.9
F/N	47	9	0.4	58	10	0.4
F/S	0			31	10	0.8
G/N	9	10	0.1	27	10	0.2
G/S	4	10	2	27	10	0.4
H/E	29	9	0.3	40	10	0
H/W	35	9	0.3	27	10	0.6
K/E	17	10	0.1	54	10	0.5
K/W	5	9	0	50	9	0.7
L	0			78	10	0.1
M/E	34	9	0	66	9	0.3
M/W	18	9	0.5	39	10	0.5
N	36	9	0.6	18	10	0
P/N	68	10	0.1	50	10	0.7
P/S	33	9	0	31	10	1.3
R/C	11	10	1.3	34	10	0.6
R/N	6	11	6	16	11	0.8
R/S	15	11	1.1	31	10	0.3
S	8	8	0.1	17	9	0.1
T	7	10	0.7	3	9	0.7
Total	435	9	0.4	761	10	0.5

Inference:

- On an average councillors attended zero out of ten meetings in 2018-19.
- In only one ward- P/S the average attendance was more than 1.

In a household survey commissioned by Praja Foundation to Hansa Research which was conducted in **July 2019** across the city of Mumbai, a sample of 3,955 households with school going children out of the total sample size of **22,845** households was used. According to the results of the survey 87% respondents who sent their students to private schools were aware of SMC, whereas this figure was only 53% for MCGM schools. **47% parent respondents were unaware of SMC in their child’s municipal school.** However, of the respondents who were aware of SMC in Municipal schools, 97% had participated in the same; whereas in private schools 98% parents who were aware of SMC had participated.

B. 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.

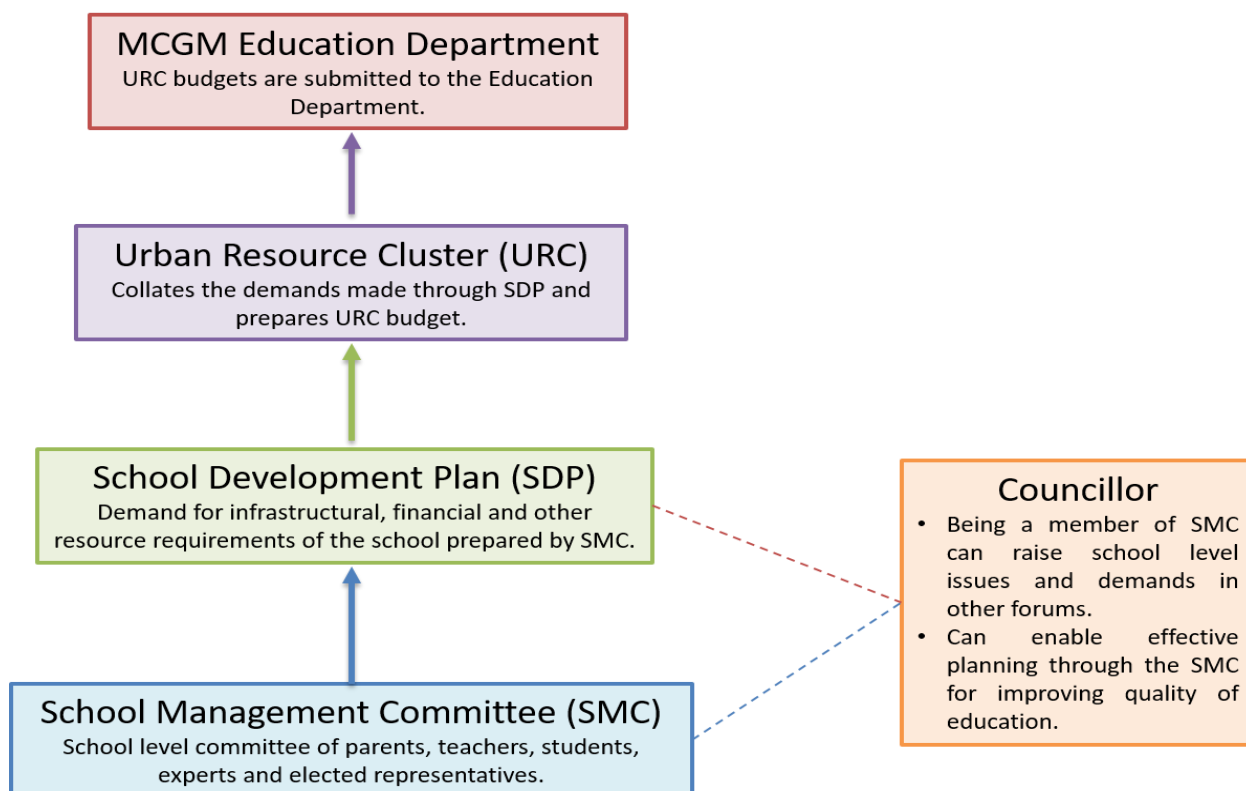
Table 32: Number of schools that prepared School Development Plan(SDP) from 2016-17 to 2018-19

		2016-17	2017-18	2018-19
Number of schools (data received)		802	799	889
Yes	No.	785	781	885
	%	97.88%	97.75%	99.55%
No	No.	17	18	4
	%	2.12%	2.25%	0.45%

Inference:

99.5% of the schools in 2018-19 prepared the SDP.

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 Sarva 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 MCGM 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 24 SDPs

- A random sample of 24 SDPs (A, B, C, D, E, F/N, F/S, G/N, H/E, H/W, K/E, K/W, L, M/E, M/W, P/N, P/S, R/C, R/S, S and T³⁸) was collected from wards to study how the schools have been preparing the plan.
- **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 primordial 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, as the councillor attendance shows, 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 taken seriously as evident from the fact that the Action Plan is not filled/submitted and also that the budgetary allocations to schools from 2018-19 were fixed a priori according to student strength and irrespective of the demand from schools.

³⁸ G/S, N, R/N did not provide a sample SDP.

C. 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 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 5) 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. In comparison to the 25 nikash under Pragat Shaala, the new criteria used by MCGM for measuring teacher performance through student outcome indicators, is better, using stand-wise criteria and measuring percentage of students in a class who have achieved the particular learning outcomes. The inspection of criteria for Pragat Shaala should be done by an independent body rather than school inspectors for more objective evaluation.

Table 33: Percentage of schools declared Pragat Shaala in 2016-17, 2017-18 and 2018-19 based upon number of criteria³⁹ met by schools⁴⁰

Year		2016-17	2017-18	2018-19
Less than 10	No.	1	0	2
	%	0%	0%	0%
10 to 19	No.	395	316	27
	%	68%	49%	3%
20 to 24	No.	181	323	787
	%	31%	50%	88%
25	No.	2	5	80
	%	0%	1%	9%
Number of Pragat Shaala	No.	183	328	867
	%	32%	51%	97%
Average Nikash Completed		18	19	23

Inference:

- Average nikash completed by the sample MCGM schools rose from 18 in 2016-17 to 19 in 2017-18 to 23 in 2018-19.
- Number of Pragat schools have drastically risen in 2018-19- while more and more schools are made Pragat this is not reflected in the enrollment and dropout rates of those schools.

³⁹ According to data received through RTI on the number of Pragat schools in Mumbai, there is a discrepancy in the number of schools which are given as Pragat, according to the ward vis vis those according to the scheme (i.e. completed 20-25 nikash) Calculation of Pragat schools has therefore been done solely based upon the criteria.

⁴⁰ The RTI for Pragat Shaala was filed in 24 wards, however data from F/S, K/W and L wards has not been received for 2016-17 and 2017-18 and data from other wards has been incomplete, or not provided in all three years (2016-17 to 2018-19). Therefore, the above data consists of a sample size of 582 schools in 2016-17, 644 schools in 2017-18 and 896 schools in 2018-19 which provided complete data.

Section III: Deliberation by Municipal Councillors and MLAs

Table 34: Number of questions asked on Education and Number of meetings by Councillors in all Committees from April 2017 to March 2019

Name of Committee	2017-18		2018-19	
	No. of Questions	No. of total Meetings	No. of Questions	No. of total Meetings
BMC General Body Meeting (GBM)	56	102	48	93
Education Committee	100	29	88	37
Ward Committees	32	314	22	269
Rest of Other Committees	17	371	22	393
Total	205	816	180	792

Inference:

Councillors in various MCGM meetings in 2018-19 asked 180 questions on education. 49% of total questions asked on education were in the Education Committee Meetings.

Table 35: Category wise number of Questions asked by Councillors on Education from April 2017 to March 2019

No. of Questions Asked	No. of Councillors	
	2017-18	2018-19
0	161	167
1	35	34
2 to 4	20	18
Above 4	11	8
Total	227	227

Inference:

74% councillors asked zero questions on education in 2018-19. Only 4% of all MCGM councillors asked more than 4 questions on education in 2018-19.

Table 36: Ward-wise questions asked by Councillors on Education from April 2018 to March 2019

Ward	No. of students	No. of councillors	No. of councillors who asked questions on education	Total questions asked on education
A	5,427	3	0	0
B	1,881	2	0	0
C	278	3	0	0
D	2,108	6	0	0
E	9,260	7	1	8
F/N	22,069	10	4	23
F/S	7,834	7	3	15
G/N	17,523	11	2	3
G/S	12,068	7	4	7
H/E	16,633	10	1	15
H/W	6,196	6	1	1
K/E	14,378	15	3	4
K/W	14,523	13	3	5
L	27,760	16	4	33
M/E	36,440	15	7	12
M/W	12,715	7	2	2
N	16,719	11	2	5
P/N	25,144	18	4	5
P/S	10,394	9	0	0
R/C	7,087	10	3	3
R/N	4,778	8	5	12
R/S	9,639	13	8	23
S	11,607	14	1	1
T	8,285	6	2	3
Total	3,00,746	227	60	180

Inference:

Councillors from A, B, C, D and P/S wards did not ask any question while those from L, F/N and R/S wards asked the most number of questions.

Table 37: Questions asked by Councillors from April 2017 to March 2019

Issues	2017-18	2018-19
Anganwadi/Balwadi/Creche Related	2	2
Closure of the schools	0	1
Dropout rate	1	2
Education Related	0	10
Girls Education	0	1
Human Resources Related	56	43
Higher/Technical Education	2	0
Infrastructure	23	14
Municipal School Related	31	33
New schools	1	2
Naming/Renaming of School	3	7
Playground Related	23	4
Private and Trust school related	8	7
Providing and fixing educational materials	6	4
School repairs and reconstruction	2	4
Schemes/Policies in Education Related	25	33
Sports related	2	5
Student issues related	12	5
Syllabus/Curriculum	5	2
Vocational training	3	0
Upgradation/reduction of Standards and section of school	0	1
Total	205	180

Inference:

Most number of questions were asked on human resources (43) in 2018-19. Only one question was asked on closure of schools and three questions were asked on dropouts from April 2017 to March 2019.

Table 38: Questions asked by MLAs on Education from Winter Session 2014 to Winter Session 2018

Name	Political Party	Area	Mumbai Related Education Questions	Total Questions on Education
Abu Asim Azmi	SP	Mankhurd Shivaji Nagar	11	83
Ajay Vinayak Choudhari	SS	Shivadi	25	98
Ameet Bhaskar Satam	BJP	Andheri (West)	11	52
Amin Amir Ali Patel	INC	Mumbadevi	78	548
Ashish Babaji Shelar	BJP	Vandre (West)	18	120
Ashok Dharmaraj Patil	SS	Bhandup (West)	4	22
Aslam Ramazan Ali Shaikh	INC	Malad West	54	400
Atul Dattatray Bhatkalkar	BJP	Kandivali (East)	15	99
Bharati Hemant Lavekar	BJP	Varsova	5	35
Kalidas Nilkanth Kolambkar	INC	Wadala	26	99
Mangal Prabhat Lodha	BJP	Malabar Hill	22	59
Mangesh Anant Kudalkar	SS	Kurla (SC)	9	54
Manisha Ashok Chaudhari	BJP	Dahisar	10	73
Md. Arif Lalan Khan	INC	Chandivali	30	175
Parag Madhusudan Alavani	BJP	Vile Parle	16	70
Prakash Rajaram Surve	SS	Magathane	6	43
Prakash Vaikunth Phaterpekar	SS	Chembur	9	62
Raj Khengaraji Purohit	BJP	Colaba	9	31
Ramchandra Shivaji Kadam	BJP	Ghatkopar (West)	0	0
Ramesh Kondiram Latke	SS	Andheri (East)	1	1
Sadanand Shankar Sarvankar	SS	Mahim	1	23
Sanjay Govind Potnis	SS	Kalina	19	91
Sardar Tara Singh	BJP	Mulund	7	84
Selvan R. Tamil	BJP	Sion Koliwada	7	23
Sunil Govind Shinde	SS	Worli	26	138
Sunil Rajaram Raut	SS	Vikroli	15	66
Sunil Vaman Prabhu	SS	Dindoshi	33	184
Trupti Prakash Sawant	SS	Bandra (East)	20	64
Tukaram Ramkrishna Kate	SS	Anushakti Nagar	8	42
Varsha Eknath Gaikwad	INC	178 Dharavi (SC)	21	166
Waris Yusuf Pathan	AIMIM	Byculla	0	20
Yogesh Amritlal Sagar	BJP	Charkop	11	74
Total			527	3,099

Inference:

MLA's asked 3,099 questions related to education in total, out of which 17% questions were related to education in Mumbai. Highest number of questions on Mumbai education were raised by MLA Amin Patel (78) from Winter Session 2014 to Winter Session 2018.

Table 39: Issue-wise questions asked by MLAs on Education from Winter Session 2014 to Winter Session 2018⁴¹

Issues	Mumbai related Education Questions	Total Questions on Education
Anganwadi/Balwadi/Creche Related	4	110
Ashram School Related	2	278
Cast/Tribe education	2	94
Central/State Government and Zilla Parishad school	0	84
Closure of the schools	19	66
Dropout Rate	1	16
Education Related	55	287
Fees structure	28	61
Girls Education	0	6
Government College	10	19
Higher/Technical Education	157	470
Human Resources Related	63	479
Infrastructure	26	86
Municipal School Related	36	70
Providing and fixing education materials	8	15
School repairs and reconstruction	11	12
Primary/Secondary education	0	61
Private College Related	15	83
Private and Trust school related	17	108
Schemes/Policies in Education Related	50	556
Syllabus/Curriculum	5	35
Student Issues Related	18	94
Students Teacher Ratio	0	4
SC/ST/OBC Education	0	4
Vocational training for Blind and differently abled (Handicapped)	0	1
Total	527	3,099

Inference:

Most number of questions (556) were related to schemes and policies in education followed by human resources (479). Only one question related to dropouts in Mumbai has been asked in 4 years of the State Legislative Assembly, inspite of it being a serious issue for government schools. 66 questions related to closure of schools were raised from Winter Session 2014 to Winter 2018, of which 19 were related to the city.

⁴¹ Budget Session 2019 had no questions due to Code of Conduct for National elections.

Section IV. Data from Household Survey

Praja Foundation had commissioned a household survey to Hansa Research which was conducted in July 2019 across the city of Mumbai. The total sample size for the survey was 22,845 households. Out of the total sample size of 22,845 households, 3,956 children were found to be in the age group of 6-14 years, out of which 3,955 children were found to be going to school. Hence, the education questionnaire was administered further in those 3,955 households. Of this number 837 students were found to be going to municipal schools. For details on the survey methodology and Socio Economic Classification (SEC) of households, refer to Annexure 3 and 4.

Following are the key findings of the survey:

Table 40: Current Medium of Education (%)

Language	Type	Total	SEC A	SEC B	SEC C	SEC D	SEC E
English	Public	4	3	3	5	3	13
	Private	70	82	78	69	64	48
Marathi	Public	10	6	7	8	12	14
	Private	3	1	3	3	4	6
Hindi	Public	8	7	5	11	10	11
	Private	2	1	2	2	2	1
Gujarati	Public	1	0	1	1	1	2
	Private	0	0	0	0	0	1
Urdu	Public	1	0	1	1	3	3
	Private	1	0	0	0	1	1
Total	Public	24	16	17	26	29	43
	Private	76	84	83	74	71	57

Inference:

- Overall, majority respondents surveyed were going to English medium private schools. Preference for Private English- medium schools increases as one moves up the affluence level⁴² whereas it falls for that of public, which shows that higher the socio-economic status greater is the preference for a Private English Medium School.
- More households were going to public than private schools whose medium of instruction was other than English.

⁴² Determined by occupation and education, see Annexure 3 & 4 for details of socio-economic classification.

Table 41: Respondents whose current medium of education is other than English and would want to change to other medium (%)

Language	Total	SEC A	SEC B	SEC C	SEC D	SEC E
English	26	47	34	28	21	19
Marathi	36	26	36	35	38	38
Hindi	25	25	24	31	24	19
Gujarati	3	1	1	3	3	9
Urdu	9	2	4	3	13	15
Other Languages	1	0	1	1	1	0

Inference:

A total of 26% household respondents prefer English medium as medium of instruction, whereas 36% prefer Marathi medium, 25% prefer Hindi medium and 9% prefer Urdu medium. A majority of respondents in each socio-economic classification do not want to change to English Medium.

Table 42: Respondents from MCGM schools who would want to change to private schools and hindrances for same (%)

Private Schools	Total	SEC A	SEC B	SEC C	SEC D	SEC E
Yes	87	93	94	92	80	86
No	13	7	6	8	20	14
Hindrances						
Fees / Affordability	70	61	70	74	70	68
Inability to provide him / her with right support	30	27	36	28	31	26
Do not know much about private school	27	27	18	28	33	22
Distance of school from home	21	12	26	21	23	12
Lack of ability to provide for school related items to child	8	2	13	8	8	9
Admission not given	4	5	6	2	5	3

Inference:

87% respondents said that they would want to move their children to private schools, however affordability was the biggest hindrance (70%).

Table 43: Respondents taking private tuitions/coaching classes (%)

Tuitions	Total	Private Schools	MCGM Schools
Yes	78	88	47
No	22	12	53

Inference:

88% of households who send their students to private schools, also send them for tuitions⁴³, whereas this number is 47% in the case of those households which send their children to MCGM schools.

Table 44: Details on source of Tuitions (%)

Source of Tuitions	Total	Private School	MCGM Schools
School Class teacher	31	33	22
Private tuitions	58	59	55
Coaching classes	9	8	13
Others	2	1	9

Inference:

55% Municipal school students from respondent households go for private tuitions while 13% go to coaching classes. 22% students take tuitions from their municipal school teacher.

⁴³ Tuition acts as an indicator of the amount of time a child is engaged in educational activity as well as parents' perception of the quality of education in schools, the need for tuition.

Table 45: Satisfaction with the school and facilities available in terms of School infrastructure and Quality of Teaching (%)

Parent perception on quality of schools	Private		MCGM	
	Yes	No	Yes	No
Overall satisfaction with school	99	1	90	10
School Infrastructure				
Presence of School Building	96	4	99	1
Presence of School Playground	89	11	88	12
Presence of Blackboards	93	7	93	7
Whether Stationery provided by the school	49	51	78	22
Whether Uniform provided by the school	43	57	78	22
Adequate number of Toilets	93	7	95	5
Cleanliness of toilet	93	7	93	7
Presence of First Aid	80	20	87	13
Presence of Mid-day meal	39	61	88	12
Whether regular Health check-ups conducted	86	14	60	40
Quality of Teaching/Education				
Teacher Communication skills	93	5	93	7
Teacher knowledge level	95	5	91	9
Teacher interaction	94	6	89	11
Teacher attendance	96	4	90	10
Teacher command over subject	94	6	91	9

Inference:

- Overall satisfaction with the school is high in both public (90%) and private (99%) schools.
- Dissatisfaction was highest for school health check-ups (40%), followed by provision of uniform and stationery in MCGM schools (22%), inspite of 27 items being provided to MCGM students and regular health check-ups conducted.

Table 46: SEC Wise Satisfaction with the School infrastructure and Quality of Teaching (%)

Satisfaction Level	Private			MCGM		
	SEC A	SEC B and C	SEC D and E	SEC A	SEC B and C	SEC D and E
School Infrastructure						
Extremely Dissatisfied	5	4	4	1	3	7
Somewhat Dissatisfied	3	2	1	8	9	3
Neither Satisfied nor Dissatisfied	0	0	1	6	4	4
Somewhat Satisfied	25	35	28	45	41	38
Extremely Satisfied	67	59	66	40	43	48
Quality of Education						
Extremely Dissatisfied	5	3	5	5	3	7
Somewhat Dissatisfied	2	2	0	7	9	4
Neither Satisfied nor Dissatisfied	0	1	2	5	5	3
Somewhat Satisfied	27	37	35	42	36	35
Extremely Satisfied	66	57	58	41	47	51

Inference:

More respondents from SEC D and E were satisfied with MCGM school infrastructure and teaching than those from SEC A.

Section V: Ward-wise data⁴⁴

Table 47: Ward-wise Total Number of Students in Municipal Schools in Mumbai from 2014-15 to 2018-19

Ward	2014-15	2015-16	2016-17	2017-18	2018-19
A	7,548	7,038	6,844	6,120	5,427
B	2,626	2,402	2,378	2,088	1,881
C	695	432	326	297	278
D	3,116	3,138	2,532	2,268	2,108
E	11,490	10,580	10,042	10,031	9,260
F/N	29,713	27,242	23,644	22,357	22,069
F/S	8,178	7,829	8,101	7,938	7,834
G/N	20,851	20,559	17,583	17,054	17,523
G/S	13,880	13,676	12,552	11,409	12,068
H/E	22,043	21,145	19,096	17,839	16,633
H/W	8,844	8,366	6,932	6,560	6,196
K/E	17,729	17,860	15,798	14,639	14,378
K/W	17,226	16,583	16,530	14,445	14,523
L	34,584	34,631	33,463	28,290	27,760
M/E	54,372	54,147	49,021	37,953	36,440
M/W	15,564	15,208	14,670	12,311	12,715
N	21,086	20,000	18,034	17,643	16,719
P/N	34,917	33,898	27,141	27,230	25,144
P/S	14,858	14,419	12,108	11,515	10,394
R/C	10,632	9,267	8,122	7,671	7,087
R/N	9,389	8,921	6,570	5,780	4,778
R/S	12,757	12,170	10,810	9,827	9,639
S	15,157	14,694	12,761	12,370	11,607
T	9,830	9,280	8,563	8,028	8,285
Total	3,97,085	3,83,485	3,43,621	3,11,663	3,00,746

Inference:

M/E and L wards have the most number of students while B and C wards have the least.

⁴⁴ Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005).

Table 48: Ward-wise change in Enrollments between 2014-15 and 2018-19

Ward	2014-15	2018-19	% Change in Enrollments
A	7,548	5,427	-28%
B	2,626	1,881	-28%
C	695	278	-60%
D	3,116	2,108	-32%
E	11,490	9,260	-19%
F/N	29,713	22,069	-26%
F/S	8,178	7,834	-4%
G/N	20,851	17,523	-16%
G/S	13,880	12,068	-13%
H/E	22,043	16,633	-25%
H/W	8,844	6,196	-30%
K/E	17,729	14,378	-19%
K/W	17,226	14,523	-16%
L	34,584	27,760	-20%
M/E	54,372	36,440	-33%
M/W	15,564	12,715	-18%
N	21,086	16,719	-21%
P/N	34,917	25,144	-28%
P/S	14,858	10,394	-30%
R/C	10,632	7,087	-33%
R/N	9,389	4,778	-49%
R/S	12,757	9,639	-24%
S	15,157	11,607	-23%
T	9,830	8,285	-16%
Total	3,97,085	3,00,746	-24%

Inference:

A percentage fall in enrollment in 2018-19 as compared to 2014-15 is the least in F/S and G/S wards, whereas C and R/N ward have the highest fall in enrollment.

Table 49: Ward-wise Total Number of Dropout in Municipal Schools in Mumbai from 2014-15 to 2018-19⁴⁵

Ward	2014-15	In %	2015-16	In %	2016-17	In %	2017-18	In %	2018-19	In %
A	1,161	15.4%	1,083	15.4%	893	13%	444	7.3%	649	12%
B	336	12.8%	350	14.6%	307	12.9%	238	11.4%	319	17%
C	8	1.2%	22	5.1%	1	0.3%	3	1%	97	34.9%
D	534	17.1%	639	20.4%	118	4.7%	194	8.6%	489	23.2%
E	615	5.4%	801	7.6%	785	7.8%	748	7.5%	866	9.4%
F/N	3,167	10.7%	3,792	13.9%	2,565	10.8%	1,862	8.3%	2,451	11.1%
F/S	626	7.7%	458	5.9%	664	8.2%	114	1.4%	557	7.1%
G/N	2,016	9.7%	2,372	11.5%	377	2.1%	1,709	10%	1,322	7.5%
G/S	1,126	8.1%	1,062	7.8%	819	6.5%	441	3.9%	742	6.1%
H/E	2,306	10.5%	2,452	11.6%	2,935	15.4%	1,415	7.9%	1,276	7.7%
H/W	1,239	14%	955	11.4%	117	1.7%	491	7.5%	656	10.6%
K/E	1,709	9.6%	2,063	11.6%	980	6.2%	690	4.7%	1,180	8.2%
K/W	1,891	11%	2,085	12.6%	1,308	7.9%	258	1.8%	1,649	11.4%
L	6,025	17.4%	6,042	17.4%	296	0.9%	110	0.4%	1,839	6.6%
M/E	11,732	21.6%	12,787	23.6%	9,105	18.6%	3,415	9%	3,947	10.8%
M/W	2,067	13.3%	2,339	15.4%	928	6.3%	37	0.3%	1,201	9.4%
N	1,795	8.5%	2,088	10.4%	526	2.9%	626	3.5%	743	4.4%
P/N	5,000	14.3%	6,140	18.1%	2,624	9.7%	1,569	5.8%	4,136	16.4%
P/S	2,411	16.2%	2,750	19.1%	1,141	9.4%	397	3.4%	1,611	15.5%
R/C	713	6.7%	997	10.8%	410	5%	90	1.2%	947	13.4%
R/N	2,309	24.6%	2,537	28.4%	996	15.2%	629	10.9%	623	13%
R/S	1,863	14.6%	2,070	17%	481	4.4%	39	0.4%	577	6%
S	697	4.6%	1,394	9.5%	702	5.5%	366	3%	1,114	9.6%
T	395	4%	510	5.5%	108	1.3%	93	1.2%	517	6.2%
Total	51,741	13%	57,788	15.1%	29,186	8.5%	15,978	5%	29,508	10%

Inference:

- B, C, and D wards have the highest percentage of dropouts whereas, N, G/S and R/S have the least dropouts in 2018-19.
- Twelve wards have a dropout percentage higher than the overall average of 10% in 2018-19.

⁴⁵ Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005).

Table 50: Ward-wise Total Number of Teachers in Municipal Schools in Mumbai from 2014-15 to 2018-19⁴⁶

Ward	2014-15		2015-16		2016-17		2017-18		2018-19	
	No.	Student teacher ratio	No.	Student teacher ratio	No.	Student Teacher ratio	No.	Student Teacher ratio	No.	Student Teacher ratio
A	209	36	193	36	177	39	204	30	199	27
B	87	30	86	28	68	35	89	23	68	28
C	28	25	26	17	22	15	28	11	27	10
D	117	27	100	31	111	23	115	20	97	22
E	387	30	363	29	349	29	383	26	322	29
F/N	815	36	766	36	791	30	793	28	704	31
F/S	218	38	223	35	209	39	312	25	227	35
G/N	490	43	620	33	601	29	610	28	549	32
G/S	471	29	407	34	373	34	415	27	369	33
H/E	567	39	581	36	553	35	568	31	473	35
H/W	237	37	218	38	200	35	249	26	212	29
K/E	544	33	494	36	510	31	506	29	436	33
K/W	495	35	491	34	461	36	467	31	387	38
L	877	39	909	38	958	35	943	30	766	36
M/E	1,194	46	1,161	47	1,207	41	1,202	32	1,071	34
M/W	428	36	509	30	456	32	464	27	447	28
N	703	30	645	31	572	32	665	27	512	33
P/N	826	42	804	42	731	37	832	33	717	35
P/S	396	38	371	39	363	33	365	32	288	36
R/C	370	29	320	29	348	23	347	22	267	27
R/N	232	40	231	39	198	33	218	27	164	29
R/S	327	39	321	38	346	31	334	29	309	31
S	486	31	471	31	500	26	473	26	382	30
T	349	28	327	28	328	26	336	24	272	30
Total	10,853	37	10,637	36	10,432	33	10,918	29	9,265	32

Inference:

The number of teachers working is corresponding to the total enrollments, ward wise since the wards with highest number of teachers is same as that of enrollments i.e. M/E and L wards. B and C wards have the least number of teachers.

⁴⁶ Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005). We have not taken Headmasters into account for the calculation of student teacher ratio.

Table 51: Ward-wise Total Number of Passouts⁴⁷ in Municipal Schools in Mumbai from 2014-15 to 2018-19

Ward	2014-15	In %	2015-16	In %	2016-17	In %	2017-18	In %	2018-19	In %
A	239	87%	258	95%	309	73%	306	75%	154	42%
B	94	72%	95	80%	135	85%	107	64%	94	70%
C	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
D	141	81%	71	76%	113	85%	97	72%	54	72%
E	217	72%	221	79%	214	73%	240	66%	202	64%
F/N	585	74%	681	80%	826	70%	911	78%	577	49%
F/S	246	73%	253	82%	298	83%	260	80%	335	71%
G/N	324	64%	380	76%	355	59%	500	78%	430	51%
G/S	692	80%	648	82%	608	79%	650	93%	584	67%
H/E	552	67%	481	68%	558	60%	587	65%	394	45%
H/W	127	70%	210	88%	118	78%	111	84%	123	65%
K/E	483	76%	455	79%	688	76%	805	80%	584	62%
K/W	385	69%	363	74%	357	68%	441	72%	286	47%
L	296	82%	331	80%	350	70%	302	68%	453	55%
M/E	95	68%	193	54%	76	54%	73	62%	192	49%
M/W	317	72%	328	75%	490	67%	616	71%	430	53%
N	778	69%	662	73%	690	67%	595	71%	523	48%
P/N	874	71%	793	73%	641	62%	762	71%	554	48%
P/S	389	69%	432	84%	347	60%	350	65%	352	56%
R/C	199	67%	236	80%	200	63%	159	68%	179	53%
R/N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
R/S	297	78%	299	78%	266	76%	281	79%	305	61%
S	233	81%	243	85%	323	76%	476	77%	299	61%
T	246	68%	233	72%	288	64%	305	70%	263	58%
Total	7,809	72%	7,866	77%	8,250	69%	8,934	74%	7,367	54%

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. Pass percentage is lowest in A (42%) and H/E (45%) wards, and highest in D (72%), F/S (71%) and B (70%) wards. In 12 wards, the pass percent is higher than the overall of 54%.

⁴⁷ 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 - Note on Forecasting Methodology

Extracted data for enrollments over the past few years: Praja had enrollment data of MCGM schools from 2008-09 to 2016-17. This data was extracted for forecasting values for enrollment for the next few years.

Converted data into time series: Extracted data was converted into time series. A time series is obtained by measuring a variable (or set of variables) regularly over a period of time. Time series data transformations assume a data file structure in which each case (row) represents a set of observations at a different time, and the length of time between cases is uniform. In this case, we were measuring the number of enrollments across years.

Checked the stationarity of the data: Stationarity of the data was checked and later this data was transformed to make it stationary wherever required. A stationary time series has properties wherein mean, variance etc. are constant over time.

ARIMA (Autoregressive Integrated Moving Average) model was used for forecasting: ARIMA was used for the forecast. ARIMA models are, in theory, the most general class of models for forecasting a time series which can be made to be “stationary” by differencing (if necessary), perhaps in conjunction with nonlinear transformations such as logging or deflating (if necessary). A random variable that in a time series is stationary if its statistical properties are all constant over time. An ARIMA model can be viewed as a “filter” that tries to separate the signal from the noise, and the signal is then extrapolated into the future to obtain forecasts.

This model considers trends and seasonality in data for forecasting values: Hence, for the forecast of enrollments in schools, this model was best suited to the data.

Annexure 2 - Scholarship Circular for 2015-16

पूर्व माध्यमिक शिष्यवृत्ती परीक्षा इयत्ता ४ थी ऐवजी
५ वी व माध्यमिक शाळा शिष्यवृत्ती परीक्षा इयत्ता
७ ऐवजी ८ वी मध्ये आयोजित करणे आणि "पूर्व
माध्यमिक व माध्यमिक शाळा शिष्यवृत्ती योजने"चे
नामाभिधान "उच्च प्राथमिक शाळा व माध्यमिक
शाळा शिष्यवृत्ती योजना" असे करणेबाबत....

महाराष्ट्र शासन

शालेय शिक्षण व क्रीडा विभाग

शासन निर्णय क्रमांक: एफईडी-४०१४/६४३/प्र.क्र.४/एसडी-५

मादाम कामा मार्ग, हुतात्मा राजगुरु चौक

मंत्रालय, मुंबई-४०० ०३२

तारीख: २९ जून, २०१५.

वाचा:-

- १) शासन निर्णय शालेय शिक्षण व क्रीडा विभाग क्रमांक-एससीएच-२००९/(१०/०९)केंपुयो,
दि.२२ जुलै, २०१०.
- २) आयुक्त, महाराष्ट्र राज्य परीक्षा परिषद, पुणे यांचे पत्र क्रमांक :मरापप/शिष्यवृत्ती/ २०१५/
१२१९, दिनांक ६.फेब्रुवारी,२०१५.

प्रस्तावना:-

पूर्व माध्यमिक व माध्यमिक शाळांतील गुणवान विद्यार्थ्यांना प्रोत्साहन देण्यासाठी खुली गुणवत्ता शिष्यवृत्ती देण्याची योजना सन १९५४-५५ पासून कार्यान्वित आहे. सध्या महाराष्ट्र राज्य परीक्षा परिषद पुणे यांचेमार्फत ही परीक्षा दरवर्षी घेण्यात येते. ही परीक्षा कनिष्ठ प्राथमिक स्तरावर शेटच्या इयत्तेत म्हणजे इयत्ता ४ थी मध्ये घेण्यात येते तर वरिष्ठ प्राथमिक स्तरावर शेटच्या इयत्तेत म्हणजे इयत्ता ७ वी मध्ये घेण्यात येते.

केंद्र शासनाने बालकांचा मोफत सक्तीच्या शिक्षणाचा अधिकार अधिनियम, २००९ पारित केला असून राज्यात या कायद्याची अंमलबजावणी दि.१ एप्रिल,२०१० पासून सुरु झालेली आहे. या कायद्यान्वये इयत्ता १ ली ते इयत्ता ८ वी पर्यंतचे शिक्षण प्राथमिक शिक्षण म्हणून विहित केलेले आहे.या कायद्यातील तरतूदी विचारात घेवून राज्यात कार्यान्वित असलेली पूर्व माध्यमिक व माध्यमिक शाळा शिष्यवृत्ती परीक्षेचा स्तर इयत्ता ४ थी ऐवजी इयत्ता ५ वी आणि इयत्ता ७ वी ऐवजी इयत्ता ८ वी मध्ये करणे आणि सदर योजनेचे नामाभिधान "प्राथमिक शाळा व उच्च प्राथमिक शाळा शिष्यवृत्ती योजना" असे करण्याची बाब शासनाच्या विचाराधीन होती.

शासन निर्णय क्रमांक:एफईडी-४०१४/६४३/प्र.क्र.४/एसडी-५

शासन निर्णय:-

यापुढे पूर्व माध्यमिक व माध्यमिक शाळा शिष्यवृत्ती परिक्षेचा स्तर इयत्ता ४ थी ऐवजी इयत्ता ५ वी आणि इयत्ता ७वी ऐवजी इयत्ता ८ वी मध्ये करण्यास शासन मान्यता देण्यात येत आहे.

२. सन २०१४-१५ या शैक्षणिक वर्षात इयत्ता ४ थी व इयत्ता ७ वी मध्ये शिक्षण घेत असताना ज्या विद्यार्थ्यांची मार्च, २०१५ मध्ये शिष्यवृत्ती परीक्षा झालेली आहे असे विद्यार्थी सन २०१५-१६ या वर्षात अनुक्रमे इयत्ता ५ वी व ८ वी इयत्तेत असणार आहेत. त्यामुळे या विद्यार्थ्यांची एकदा परीक्षा झालेली असल्याने सन २०१५-१६ मध्ये या परीक्षेचे आयोजन करण्यात येणार नाही. सबब, या शिष्यवृत्ती परिक्षेचे आयोजन सन २०१६-१७ पासून इयत्ता ५ वी व ८ वी मध्ये नियमितपणे करण्यात यावे.

३. त्याचप्रमाणे यापुढे "पूर्व माध्यमिक शाळा व माध्यमिक शाळा शिष्यवृत्ती योजनेचे" **नामाभिधान "उच्च प्राथमिक शाळा व माध्यमिक शाळा शिष्यवृत्ती योजना"** असे करण्यास शासन मान्यता देण्यात येत आहे.

४. प्रस्तुत बदलांमुळे अर्थसंकल्पीय तरतुदींमध्ये होणा-या बदलांबाबत आवश्यक ती कार्यवाही शिक्षण संचालक (माध्यमिक व उच्च माध्यमिक) महाराष्ट्र राज्य, पुणे यांनी करावी.

५. सदर शासन निर्णय महाराष्ट्र शासनाच्या www.maharashtra.gov.in या संकेतस्थळावर उपलब्ध करण्यात आला असून त्याचा संकेतांक २०१५०६२९१५३९५१०७२९ असा आहे. हा आदेश डिजिटल स्वाक्षरीने साक्षांकित करून काढण्यात येत आहे.

महाराष्ट्राचे राज्यपाल यांच्या आदेशानुसार व नांवाने.

**Ramchandra
Ganpat
Gunjal**

Digitally signed by Ramchandra Ganpat
Gunjal
DN: c=IN, o=Government Of Maharashtra,
ou=Deputy Secretary,
postalCode=400032, st=Maharashtra,
serialNumber=dc74b0493b4979ad0aa767
63f873c23fa35ecb44970562d4aa14a832b
6357e54, cn=Ramchandra Ganpat Gunjal
Date: 2015.06.29 15:43:09 +05'30'

(रा. ग. गुंजाळ)

उप सचिव, महाराष्ट्र शासन.

Annexure 3 - Survey Methodology

Praja Foundation had commissioned the household survey to Hansa Research and the survey methodology followed is as below:

- In order to meet the desired objectives of the study, we represented the city by covering a sample from each of its 227 wards. Target Group for the study was:
 - ✓ Both Males & Females
 - ✓ 18 years and above
 - ✓ Belonging to that particular ward.
- Sample quotas were set for representing gender and age groups on the basis of their split available through Indian Readership Study (Large scale baseline study conducted nationally by Media Research Users Council (MRUC) & Hansa Research group) for Mumbai Municipal Corporation Region.
- The required information was collected through face to face interviews with the help of structured questionnaire.
- In order to meet the respondent within a ward, following sampling process was followed:
 - ✓ 10 prominent areas in the ward were identified as the starting point
 - ✓ In each starting point about 10 individuals were selected randomly and the questionnaire was administered with them.
- Once the survey was completed, sample composition of age & gender was corrected to match the population profile using the baseline data from IRS. This helped us to make the survey findings more representatives in nature and ensured complete coverage.
- **The total study sample was 22,845.**

Annexure 4 - Socio Economic Classification (SEC) Note

SEC is used to measure the affluence level of the sample, and to differentiate people on this basis and study their behaviour / attitude on other variables.

While income (either monthly household or personal income) appears to be an obvious choice for such a purpose, it comes with some limitations:

- Respondents are not always comfortable revealing sensitive information such as income.
- The response to the income question can be either over-claimed (when posturing for an interview) or under-claimed (to avoid attention). Since there is no way to know which of these it is and the extent of over-claim or under-claim, income has a poor ability to discriminate people within a sample.
- Moreover, affluence may well be a function of the attitude a person has towards consumption rather than his (or his household's) absolute income level.

Attitude to consumption is empirically proven to be well defined by the education level of the Chief Wage Earner (CWE*) of the household as well as his occupation. The more educated the CWE, the higher is the likely affluence level of the household. Similarly, depending on the occupation that the CWE is engaged in, the affluence level of the household is likely to differ – so a skilled worker will be lower down on the affluence hierarchy as compared to a CWE who is businessman.

Socio Economic Classification or SEC is thus a way of classifying households into groups' basis the education and occupation of the CWE. The classification runs from A1 on the uppermost end thru E2 at the lower most end of the affluence hierarchy. The SEC grid used for classification in market research studies is given below:

EDUCATION OCCUPATION		Illiterate	literate but no formal schooling / School up to 4 th	School 5 th – 9 th	SSC/ HSC	Some College but not Grad	Grad/ Post-Grad Gen.	Grad/ Post-Grad Prof.
Unskilled Workers		E2	E2	E1	D	D	D	D
Skilled Workers		E2	E1	D	C	C	B2	B2
Petty Traders		E2	D	D	C	C	B2	B2
Shop Owners		D	D	C	B2	B1	A2	A2
Businessmen/ Industrialists with no. of employees	None	D	C	B2	B1	A2	A2	A1
	1 – 9	C	B2	B2	B1	A2	A1	A1
	10 +	B1	B1	A2	A2	A1	A1	A1
Self-employed Professional		D	D	D	B2	B1	A2	A1
Clerical / Salesman		D	D	D	C	B2	B1	B1
Supervisory level		D	D	C	C	B2	B1	A2
Officers/ Executives Junior		C	C	C	B2	B1	A2	A2
Officers/Executives Middle/ Senior		B1	B1	B1	B1	A2	A1	A1

*CWE is defined as the person who takes the main responsibility of the household expenses.

Annexure 5 - 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

Annexure 6 – List of Sample Schools for Continuous and Comprehensive Evaluation (CCE)


Ward	Schools	Medium
F/N	Azad Nagar Gujarati	Gujarati
F/N	K. D. Gaikwad Tamil	Tamil
F/N	New Sion Gujarati	Gujarati
F/N	Sardar Nagar Kannad	Kannad
M/E	Agarwadi Hindi No.1	Hindi
M/E	Anikgaon Marathi	Marathi
M/E	Ayodhya Nagar Marathi	Marathi
M/E	Deonar Colony English No.1	English
M/E	Deonar Colony English No.2	English
M/E	Deonar Colony Gujarati	Gujarati
M/E	Deonar Colony Kannad	Kannad
M/E	Deonar Colony Marathi No.3	Marathi
M/E	Deonar Colony Tamil	Tamil
M/E	Gavanpada Urdu	Urdu
M/E	Govandi Station Urdu	Urdu
M/E	Govandi Station Marathi No.2	Marathi
M/E	Limboni Baug Marathi No.3	Marathi
M/E	Mankhurd Marathi No.1	Marathi
M/E	Mankhurd Marathi No.2	Marathi
M/E	Mankhurd Urdu	Urdu
M/E	Maravali Urdu	Urdu
M/E	R.C.F. Marathi	Marathi
M/E	Shahaji Nagar Hindi	Hindi
M/E	Shahaji Nagar Urdu No.1	Urdu
M/E	Shahaji Nagar Urdu No.2	Urdu
M/E	Shahaji Nagar Urdu No.3	Urdu
M/E	Shivaji Nagar Hindi No.1	Hindi
M/E	Trombay (Turbhe) Hindi	Hindi
M/E	Trombay (Turbhe) Marathi	Marathi
M/E	Trombay (Turbhe) Urdu	Urdu
M/E	Wadavali Marathi	Marathi
P/N	Arangle Marathi	Marathi
P/N	Dindoshi Gujrati	Gujrati
P/N	Dindoshi Marathi No.2	Marathi
P/N	Govind Nagar Marathi	Marathi
P/N	Kurargaon Urdu	Urdu
P/N	Liberty Garden English	English

Ward	Schools	Medium
P/N	Liberty Garden Hindi	Hindi
P/N	Liberty Garden Tamil	Tamil
P/N	M.H.B. English	English
P/N	M.H.B. Hindi No. 3	Hindi
P/N	M.H.B. Urdu No.3	Urdu
P/N	M.H.B. Urdu No.6	Urdu
P/N	Malad Kanya Marathi	Marathi
P/N	Malwani Township Gujarati	Gujarati
P/N	Malwani Township Urdu (Merge-Pushpa Park Urdu)	Urdu
P/N	Pushpapark Marathi	Marathi
P/N	Ranisati Gujrati	Gujarati
P/N	Ranisati Hindi	Hindi
P/N	Ranisati Marg English	English
P/N	Ranisati Urdu	Urdu

Annexure 7 – RTI regarding Positive and Punitive Measures taken according to Circular number 237, dated 27.10.17 and Reply of School stating fine for ‘showing students’ in Lower CCE Grades.

Annexure A
[See rule 3]
Format for obtaining information under the
Right to Information Act 2005

To,
The Public Information Officer
Administrative Officer - School
Education Department
'E' ward Office Bldg.,
10,Shikh Haffizuddin Marg,
Byculla, Mumbai-400 008



1) Full Name of the Applicant: **Mr. Eknath Pawar**

2) Address: **Praja Foundation, 1st Floor, Victoria Building, Agyary Lane, Off Mint Road, Fort, Mumbai - 400001.**

3) Particular of information: -

(i) Subject matter of information: **Information on enquiries and suspensions of headmasters, deputy headmasters and teaching staff in MCGM schools and information regarding teachers/headmasters/deputy headmasters awarded certificate, fined or increment halted based on circular No. IEO/237. dated 27.10.2017 in your ward.**

(ii) Period to which the information relates: **2018-19(Academic Years)**

(iii) Description of the information required:

1) **Please provide the number of all Headmasters/ mistress, Deputy Head Masters and teaching staff in MCGM schools against whom enquiries were conducted or show cause notices were issued along with reason for the same.**

2) **Please provide number of Headmasters/ mistress, Deputy Head Masters and teaching staff suspended/ terminated from service along with reasons for same.**

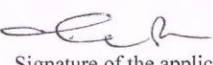
3) **Please provide number of headmasters, deputy headmasters, teachers awarded certificate or recommended for mayor award due to good performance. based on MCGM circular No. IEO/237. dated 27.10.2017. (Please provide number of teacher/ headmaster/deputy headmaster with type of action taken and reason for same)**

4) **Please provide number of headmasters, deputy headmasters, teachers who were fined, or increment was halted or any other action due to poor performance based on MCGM circular No. IEO/237. dated 27.10.2017. (Please provide number of teacher/ headmaster/deputy headmaster with type of action taken and reason for same)**

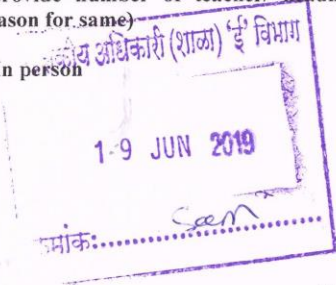
4) Whether the information is required by post or in person: **In person**

5) In case by post (Ordinary, Registered or Speed): **N.A.**

6) Whether the applicant is below poverty line: **N.A.**


Signature of the applicant
Eknath Pawar (Ph: 022-22618042 / 9930199110)
eknath@praja.org
Place: **Mumbai**
Court fee Stamp of Rs. 10/- affixed
Note: If the above information is available in soft copy, we request you to give it to us in a soft copy

Date: 17/06/2019



C.W. 66

Dt:- 15/7/2019

To
Eknath Pawar.

Subject :- Information on equires
& suspension of H.m/deputy
H.m & teaching staff in MCGM
Also Awarded Certificate
fined or increment halted to
the same.

* Answers for the Information Required :-

- 1) NO - Nil ✓
- 2) Nil ✓
- 3) Nil ✓
- 4) fined - 2 (Type of Action = Fine 100rs/-
Reason = for showing
children in E2 and C1)

Thanking you. ✓

G.N. Borimale
In. To
your's faithfully

आग्नीवाज सु. प्रा. इप्र.नी. शाळा
फातरा एरा. उमरभाई पथ,
आग्नीवाडा, मुंबई - ४०००११