

# WHITE PAPER

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## State of Municipal Education in Mumbai

December 2015

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We are also most grateful to – our Elected Representatives, the Civil Society Organisations (CSOs) and journalists who utilise and publicise our data and, by doing so, ensure that awareness regarding various issues we discuss is distributed to a wide ranging population. We would also like to extend our gratitude to all government officials for their cooperation and support.

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We would like to thank our group of Advisors & Trustees and lastly but not the least, we would like to acknowledge the contributions of all members of Praja's team, who worked to make this report a reality.



Friedrich Naumann  
STIFTUNG **FÜR DIE FREIHEIT**

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Narotam Sekhsaria Foundation

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**TATA TRUSTS**

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*Tata Trusts have supported Praja Foundation in this project. The Trusts believe in a society of well-informed citizens and it is to this effect that Tata Trusts supports Praja's efforts to communicate with and enable citizens to interact with their administration through innovative and effective methods.*

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## II. Foreword

Our Prime Minister believes in the power of the youth and wants to make our nation a knowledge super power with the programmes like Digital India, Smart Cities and Skill India. The goal of such programs being that youth of our country be skilled and is prepared to face the challenges of the country in the 21<sup>st</sup> century. The education system, especially the primary education forms the base of any country which hopes to be a knowledge economy. But the picture is blurry going by the state of education in the public (municipal) schools in country's economic capital, Mumbai.

In the last five years, enrolment in schools run by MCGM (Municipal Corporation of Greater Mumbai) has dropped by around 40,778 students, an aggregate drop of 9%. The class 1 enrolment is decreasing at a more alarming rate than ever. In fact by using a time series-regression we have estimated the year when in 2008-09, 63,392 students entered class 1 and for 2014-15 39,214 students entered, this figure is estimated to drop to 31,096 for academic year 2018-19. At this rate, the day is not far when the municipal schools will probably have more teachers and other employees than students.

The reason for such a mass exodus from municipal schools is simple – lack of quality education and quality of teacher; as per our citizen survey 2015 of 22,850 households the above two are amongst the top reasons for dissatisfaction amongst parents of municipal schools students, with 44% and 42% respondents sighting the two reasons respectively.

Why does the quality of Municipal Education suffer? Why are the parents shifting their children to private schools?

- When MCGM plans to spend Rs. 50,534 per child as per their budget estimates for 2015-16?
- When the students are not only given free education but also 27 free items (including school uniforms, books, raincoats, etc)?
- When the School Inspectors are ranking the quality of their teachers as good or excellent?
- When in the internal CCE (Continuous Comprehensive Evaluation) under the RTE (Right to Education) Act, most of the students is getting more the 60% marks?
- When the infrastructure compliance under RTE is of almost 100%?

A cursory comparison between private schools and MCGM schools shows the gap between the quality of education on comparable outcome indicators: the data on scholarship clearly highlights this fact, only 1.6% of 4th standard students and 0.3% of 7<sup>th</sup> Standard students who appeared for scholarship exam from MCGM schools received scholarship in comparison to 9.8 % and 8.8% in private schools respectively; while the gap between MCGM SSC passout and private schools is 13%.

Under the Sixth pay commission, municipal employees are getting Rs. 6000 for school education – why do the tax payers have to bear this expense when we run upto 1200 schools across the city, can't our employees send their children to the schools run and managed by them? Under this scheme MCGM spent about Rs. 1,68,11000/- in 2014-15.

Further adding to the existing issues faced by the education department is the lack of interest on the part of our elected representatives, which is highlighted by the number of questions raised on education by them in the designated forums. Over 166 councillors have not asked a single question on the issue of education during the period of April 2014-March 2015. Whereas if we look at number of questions raised by the education committees members, it is abysmally low at 58 in 2014-15. Out of the total 227 councillors of MCGM only 61 have asked question on the issue of education. In spite of the high dropout rates in MCGM schools councillors have asked only three questions. While MLAs of Mumbai has asked 213 question on education. There were 4 MLAs who have not asked any question on education.

The lack of interest of our political and administrative leadership shows that they are least concerned about providing education.

Talk to make Mumbai a global leader, Make India, Skill India and so on will remain empty promises until we get our act together and bring accountability in the education system.

**NITAI MEHTA**

**Managing Trustee, Praja Foundation**

## Section I. Summary of RTI Data

### A. Outcome Indicators

**Table 1: Total Enrolments in Mumbai's Municipal Schools 2010 - 2015**

Year		2010-2011	2011-2012	2012-2013	2013-14	2014-15
<b>Total Students</b>		437,863	439,153	434,523	404,251	397,085
<b>% Change in Enrolments Year on Year</b>		-4%	0.3%	-1.1%	-7%	-2%
<b>Medium-wise<sup>1</sup> Change in Enrolments Year on Year (%)</b>						
<b>Marathi</b>	<b>No.</b>	124642	116086	103048	91919	73992
	<b>%</b>	-8.1%	-6.9%	-11.2%	-10.8%	-19.50%
<b>Hindi</b>	<b>No.</b>	132329	136361	137315	125120	116111
	<b>%</b>	-1.4%	3%	0.7%	-8.9%	-7.20%
<b>English</b>	<b>No.</b>	39664	48474	57235	57915	66467
	<b>%</b>	1.2%	22.2%	18.1%	1.2%	14.77%
<b>Urdu</b>	<b>No.</b>	111628	113935	114521	110776	106918
	<b>%</b>	2.6%	2.1%	0.5%	-3.3%	-3.48%
<b>Gujarati</b>	<b>No.</b>	9026	8083	7037	5686	5299
	<b>%</b>	-7.5%	-10.4%	-12.9%	-19.2%	-6.81%
<b>Kannada</b>	<b>No.</b>	4317	3966	3601	2828	2549
	<b>%</b>	-6.4%	-8.1%	-9.2%	-21.5%	-9.87%
<b>Tamil</b>	<b>No.</b>	9431	8275	8011	7161	6065
	<b>%</b>	-17%	-12.3%	-3.2%	-10.6%	-15.31%
<b>Telugu</b>	<b>No.</b>	3260	3266	2978	2280	2062
	<b>%</b>	-15.6%	0.2%	-8.8%	-23.4%	-9.56%

#### **Inference:**

- Enrolments in schools run by the Municipal Corporation of Greater Mumbai (MCGM) have dropped by 40,778 students in the last five years.
- Barring English, enrolments across all other mediums of instruction in MCGM schools have declined in the 2014-15 academic year, as compared to 2013-14. In 2014-15 the newly started in English medium Mumbai Public Schools (MPS) added 2,613 students in Jr. KG. and 4,280 in Sr. KG (a total of 6893 students).

<sup>1</sup> In 2014-15, Data presented does not include enrolment from 49 secondary schools of 14 wards, as medium wise data was not provided by the respective Public Information Officers.

**Table 2: Total Dropouts in Mumbai's Municipal Schools 2010 - 2015**

Year		2010-2011	2011-2012	2012-2013	2013-14	2014-15
Dropouts <sup>2</sup>		18,700	32,580	40,011	47,218 <sup>3</sup>	51,741
Dropouts (per 100)		4	7	9	12	13
Medium-wise <sup>4</sup> Dropouts Year on Year (%)						
Marathi	No.	2956	6523	6859	6817	7724
	%	2.4%	5.6%	6.7%	7.4%	10.4%
Hindi	No.	8281	13178	19332	21283	21744
	%	6.3%	9.7%	14.1%	17.0%	18.7%
English	No.	1621	2596	2750	3346	3543
	%	4.1%	5.4%	4.8%	5.8%	5.3%
Urdu	No.	5117	8918	9681	14496	15731
	%	4.6%	7.8%	8.5%	13.1%	14.7%
Gujarati	No.	175	370	377	257	320
	%	1.9%	4.6%	5.4%	4.5%	6.0%
Kannada	No.	130	247	291	297	273
	%	3.0%	6.2%	8.1%	10.5%	10.7%
Tamil	No.	218	318	354	472	396
	%	2.3%	3.8%	4.4%	6.6%	6.5%
Telugu	No.	154	394	335	221	239
	%	4.7%	12.1%	11.2%	9.7%	11.6%

**Inference:**

- The number of students dropping out from MCGM schools has been steadily increasing over the years, with 13 out of 100 students dropping out in 2014-15 as compared to 4 out of 100 students in 2010-11.
- Even in English medium, the only medium where enrolments have improved this year, there is a significant dropout of 5.3%.

<sup>2</sup> 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' (सतत गैरहजर) /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.

<sup>3</sup> In 2013-14 data presented does not include dropouts from secondary schools of 12 wards, as incomplete data was provided by the respective Public Information Officers.

<sup>4</sup> 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 3: Transition Rate of Students from Class 7 to Class 8 in 2014-15**

Standard	Academic Year	Total Enrolment	Transition Rate
7	2013-14	48425	39%
8	2014-15	18991	

**Inference:**

The Transition Rate<sup>5</sup> of students studying in Class 7 in 2013-14 to Class 8 in 2014-15 in MCGM schools was only **39%** in 2014-15.

**Table 4: Retention Rate in Municipal Schools- Class 1 to Class 7**

Standard	Academic Year	Total Enrolments	Retention Rate (%) Year on Year
1	2010-11	62587	-
2	2011-12	61734	98.6%
3	2012-13	61924	98.9%
4	2013-14	57912	92.5%
5	2014-15	53962	86.2%
6	2015-16*	49528	79.1%
7	2016-17*	44323	70.8%

**Inference:**

- Retention Rate of students at the primary level is only 86% i.e. 14% of the students who enrolled in class I in 2010-11, did not make it to class 5 in 2014-15.
- (\*) Using a time-series regression we have tried to estimate the year on year trend in retention rates and extrapolate this to the next two academic years 2015-16 and 2016-17. We find that at the current rate, only 70.8% of students who enrolled in Class I in 2010-11 will make it to class 7 in 2016-17.

<sup>5</sup> The number of students admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.

**Table 5: Change in Class I Enrolments 2008 to 2015**

Year	No. of students enrolled in Class I	% Change Year on Year
2008-09	63,392	-
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*	38,329	-2.3
2016-17*	36,686	-4.3
2017-18*	34,275	-6.6
2018-19*	31,096	-9.3

**Inference:**

- The number of students enrolling in Class I of MCGM schools has been steadily declining between 2008-09 and 2014-15. In the last seven years, enrolments have gone down by 38%. This implies that if 100 students enrolled in Class I in 2008-09, in comparison only 62 students enrolled in Class I in 2014-15.
- (\*) Using a time-series regression we have estimated the year on year trend in Class I enrolments and extrapolated this to the next three academic years 2015-16, 2016-17, 2017-18 and 2018-19. We find that at the current rate, enrolments in Class I of MCGM schools are likely to dip to 31,096 students only.

**Table 6: Medium-wise<sup>6</sup> Class I Enrolments 2009 to 2015**

Medium of Instruction	% Change 09-10 to 10-11	% Change 10-11 to 11-12	% Change 11-12 to 12-13	% Change 12-13 to 13-14	% Change 13-14 to 14-15
Marathi	-20.9%	-20.9%	-19.3%	-15.3%	-3.2%
Hindi	-4.6%	-15.6%	-17.3%	-18.9%	-3.5%
English	5.1%	5.1%	2.1%	-9.1%	9.4%
Urdu	-5.3%	-16.0%	-9.5%	-16.5%	-4.4%
Gujarati	-18.1%	-26.8%	-18.6%	-19.0%	-13.6%
Kannada	-18.8%	-16.5%	-28.8%	-23.7%	0.0%
Tamil	-28.2%	-18.1%	-24.6%	-1.6%	-10.8%
Telugu	-9.7%	-20.1%	-27.5%	-17.2%	-11.3%

**Inference:**

There has been a consistent drop in Class I enrolments across all mediums of instruction, except English, between 2009-10 and 2014-15.

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<sup>6</sup> Data presented does not include enrolment from 49 secondary schools of 14 wards, as medium wise data was not provided by the respective Public Information Officers.

**Table 7: Comparison between MCGM and Private Schools: SSC Results**

Year	No. of Candidates Appeared		Total Pass		Pass in (%)	
	MCGM School	Private School	MCGM School	Private School	MCGM School	Private School
Mar-11	11,515	159,572	6,806	131,230	59	82
Mar-12	12,466	164,526	7,623	136,187	61	83
Mar-13	12,856	164,010	7,658	131,785	60	80
Mar-14	12,379	159,621	8,267	132,626	67	83
Mar-15	10,779	159,913	7,809	136,686	72	85

**Inference:**

The percentage of MCGM students passing SSC exams was 72% in 2014-15 and that of Private schools was 85%. While the percentage of MCGM students passing SSC exams this year has improved significantly over last year's 67%, it is still not at par with that of private schools.

**Table 8: Comparison between Private and MCGM Schools: Scholarships<sup>7</sup> for 4th and 7th Standard**

Middle School Scholarship Examination (4th Standard)						
Year	Candidates Appeared		Scholarship Holders		Scholarship Holders in %	
	MCGM School	Private School	MCGM School	Private School	MCGM School	Private School
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%
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%	8.0%
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%

**Inference:**

Compared to last years, scholarship holders in MCGM schools in 4<sup>th</sup> Standard have improved significantly. However, compared to 9.8% in private schools only 1.6% of 4<sup>th</sup> Std students who appeared for the Middle School Scholarship exam received the scholarship in 2014-15 from MCGM schools; while compared to 8.8% in private schools, only 0.3% of 7<sup>th</sup> Std students who appeared for the High School Scholarship exam from MCGM schools received the scholarship in 2014-15.

<sup>7</sup>The 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>)

## B. Annual Municipal Budget for Education

**Table 9: Annual Municipal Budget and Per-capita allocation for Students**

Year	Total Annual Budget (Rs. in crores)	Total Students
2010-11	1,761	437,863
2011-12	1,800	439,153
2012-13	2,388	434,523
2013-14	2,613	404,251
2014-15	2,773	397,085
2015-16	2,630	397,085

**Inference:**

- According to the 2015-16 budget estimates, the annual MCGM Budget for Education (primary and secondary) has remained somewhat same from last three years.
- The Budget Allocation has almost doubled between 2010-11 and 2015-16.

**Table 10: Per-child Allocation and Expenditure (In Rs. Crore)**

Account Head	Budget Estimate 2013-14	Actual Expenditure 2013-14	Budget Estimate 2014-15	Actual Expenditure 2014-15	Budget Estimate 2015-16
<b>Primary Education</b>					
Total Revenue Expenses	2,115	1,329	2,313	2,007	2,144
Total Project works/Capital Expenses (A)	357	127	345	76	357
Total Primary education (i)	2,472	1,456	2,658	2,083	2,501
<b>Secondary education</b>					
Total Revenue Expenses	138	83	111	81	119
Total Project works/Capital Expenses (B)	2	1	4	-	10
Total secondary education (ii)	140	84	115	81	129
<b>Total Education Budget (C) (i + ii = C)</b>	<b>2,613</b>	<b>1,540</b>	<b>2,773</b>	<b>2,164</b>	<b>2,630</b>
<b>% Utilisation</b>	<b>59%</b>		<b>78%</b>		-
<i>Less: Grants to Private Primary aided School (D)</i>	283	242	415	360	256
<b>Total (C-D)</b>	<b>2,329</b>	<b>1,298</b>	<b>2,358</b>	<b>1,804</b>	<b>2,374</b>
Total students	404,251	404,251	397,085	397,085	397,085
<b>Per Capita cost for every student (in actual rupees)</b>	<b>57,619</b>	<b>32,118</b>	<b>59,375</b>	<b>45,432</b>	<b>59,774</b>
<i>Less: Total Project works/Capital Expenses and Grants(A+B+D=E)</i>	642	370	764	436	623
<b>Total (C-E)</b>	<b>1,970</b>	<b>1,170</b>	<b>2,009</b>	<b>1,728</b>	<b>2,007</b>
<b>Per Capita cost for every student (in actual rupees)</b>	<b>48,738</b>	<b>28,945</b>	<b>50,586</b>	<b>43,526</b>	<b>50,534</b>

**Inference:**

- Per-child allocation for municipal school students has remained almost same **Rs. 59,744** as per Budget Estimates 2015-16 (excluding grants to private primary aided schools), as compared to **Rs.59,375** per child in 2014-15. This estimate takes into account revenue expenses as well as capital expenses/project works.
- Even after deducting capital expenses from the budget, we find that per child allocation has remained almost same **Rs.50,534** in 2015-16, as compared to **Rs.50,586** in 2014-15.
- Per-child actual expenditure in 2014-15 was **Rs. 43,526**, as compared to **Rs.28,945** in 2013-14.
- Utilisation of the budget in 2014-15 increase to **78%**, as compared to **59%** in 2013-14.

**Table 11: Budgeted vs. Actual Expenditure Summary 2014-16 for Primary Education  
(In Rs. Crore)**

Sr. No	Account Head	Budget Estimates			Actual			% Utilisation		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
1	Establishment Expenses	774	831	876	862	655	709	111%	79%	81%
2	Administrative Expenses	48	62	86	38	53	67	79%	84%	78%
3	Operation and Maintenance <sup>8</sup>	208	224	183	89	50	96	43%	22%	53%
3a	Incentive to Girl Students		6	7		4	1		67%	13%
3b	Consumables		114	74		0	0		0%	0%
3c	School Stores		82	84		41	89		50%	106%
3d	Other O&M		22	19		4	6		19%	33%
4	Finance and Interest Charges	1	0	0	1	0	0	98%	98%	98%
5	Programme Expenses	11	21	24	5	6	10	46%	30%	42%
6	Revenue Grants, Contribution & Subsidies	931	966	1,139	583	720	833	63%	75%	73%
7	Depreciation & Others	-	-	-	7	16	19			
8	Provision for doubtful receivables/refund of tax	-	10	4	-	-	134		0%	3359%
9	Prior Period	4			(149)	(172)	137			
<b>Total Revenue Expenses</b>		<b>1,976</b>	<b>2,115</b>	<b>2,313</b>	<b>1,435</b>	<b>1,329</b>	<b>2,007</b>	<b>73%</b>	<b>63%</b>	<b>87%</b>
<b>Project Works/Capital Expenses</b>		<b>287</b>	<b>357</b>	<b>345</b>	<b>163</b>	<b>127</b>	<b>76</b>	<b>57%</b>	<b>36%</b>	<b>22%</b>
<b>Grand Total</b>		<b>2,263</b>	<b>2,472</b>	<b>2,658</b>	<b>1,598</b>	<b>1,456</b>	<b>2,083</b>	<b>71%</b>	<b>59%</b>	<b>78%</b>

**Inference:**

In Table 10, we have analysed the account head-wise actual expenditure in 2014-15, in comparison with the budget allocation for the main account heads.

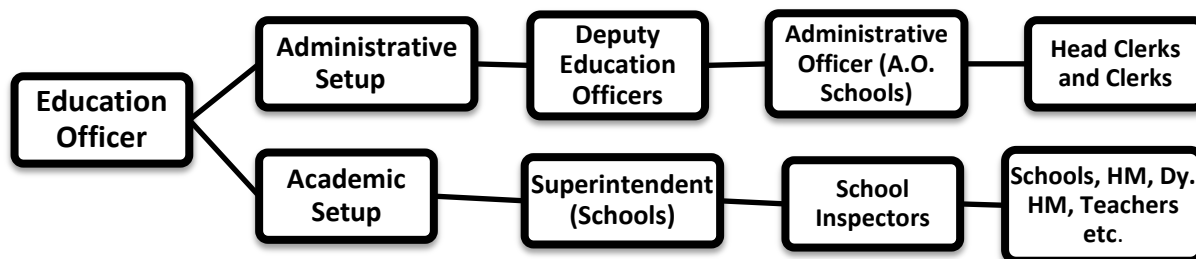
Utilisation of the revenue budget was 87% in 2014-15, while utilisation of the capital budget was 22%.

Only 42% of the budget for Programme Expenses, and 53% of the budget for operations and maintenance was utilised in 2014-15. Programme Expenses include education related programmes, training courses for teachers, Balkotsav, sports events, excursions, bus fare to students, scouting related activities and so on.

<sup>8</sup> Break up of Operation and Maintenance for 2012-13 were under different heads therefore overall figure has been given.

### C. 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. Following is the hierarchy<sup>9</sup> of the two wings:



Out of the 50-odd functions<sup>10</sup> assigned to a School Inspector of the MCGM Education Department, some of the important functions are as follows:

- Pay **40 surprise visits** to all MPS/Primary/Secondary/Private Primary Schools **in a month**
- **Check monthly reports of schools**, prepare a compiled report for the senior management
- **Compile all statistical information** received from schools
- Collect information related to the **Right to Information Act**
- Act as the Representative of the Education Department in the School Management/Parent Teacher Committees of Secondary schools
- Check all schools bills such as electricity, broadband, other accounts of schools etc.
- Conduct 100% **evaluation of all students** with respect to the three R's- reading, writing and basic arithmetic and ensure that all students meet basic learning outcomes with respect to them
- Ensure that **no student drops out of school** and provide guidance to Headmasters/Principals to achieve the same
- Ensure **compliance of schools** with the norms laid down under Section 19 and Section 25 of the Right to Education Act.

**Thus, Inspectors form a critical link between the Education Department and schools on the ground. They are entrusted with various important roles and responsibilities that are indispensable in the academic and administrative setup of the Department. However, we find that apart from the pivotal functions of keeping a check on the teaching-learning processes in classrooms, school inspectors are saddled with a wide range of administrative duties.**

<sup>9</sup>The 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](http://portal.mcg.gov.in/irj/go/km/docs/documents/MCGM%20Department%20List/Education%20Officer/RTI%20Manuals/Education_Officer_RTI_E01.pdf)

<sup>10</sup>Source: Information received from Department of Education, MCGM under Right to Information Act (2005).



**Table 12: Strength of the School Inspection Unit 2012-15**

Year	Sanctioned	Working	Gap	Gap (In %)
2012-13	132	75	-57	-43%
2013-14	132	76	-56	-42%
2014-15	130	80	-50	-38%

**Inference:**

In the 2014-15 academic year, there was a **38% gap** in the sanctioned and working posts of School Inspectors in the Department of Education.

**Table 13: Inspection norms for School Inspectors**

Medium of Instruction	City/Suburbs	Number of Teachers per Inspector	Maximum No. of schools per Inspector
Marathi	City	300	25
	Suburbs	250	25
Urdu/Hindi/Gujarati	City/Suburbs	250	25
Tamil/English/Telugu/Kannada	City/Suburbs	250	25

**Table 14: Medium-wise Inspectors 2014-15**

Medium of Instruction	Teacher <sup>11</sup>			Available Inspectors			Teachers per Inspector		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Marathi	4829	4,196	3900	26	32	31	186	131	126
Hindi	3360	3,405	3351	19	20	21	177	170	160
English	1196	1,227	1413	10	12	15	120	102	94
Urdu	3087	2,986	2998	9	11	11	343	271	273
Gujarati	398	363	349	1	1	2	398	363	175
Kannada	142	125	116	1	0	0	142	NA	NA
Tamil	327	295	280	0	0	0	NA	NA	NA
Telugu	108	96	89	0	0	0	NA	NA	NA
Other Department <sup>12</sup>				9	0	0	NA	NA	NA
<b>Total</b>	<b>13,447</b>	<b>12,693</b>	<b>12,496</b>	<b>75</b>	<b>76</b>	<b>80</b>	<b>179</b>	<b>167</b>	<b>156</b>

**Inference:**

- As per Department of Education norms<sup>13</sup>, one school inspector is allocated upto 250 to 300 teachers and a maximum of 25 schools.
- The Inspector is expected to carry out inspections of all teachers and schools allocated to him/her in a given academic year.
- In reality, on an average, a school inspector is in charge of 156 teachers. However, the numbers vary across different mediums of instruction. There are **no inspectors for Kannada, Tamil and Telugu** medium schools. For **Gujarati** medium schools, there are only **2 inspectors for 175 teachers**.

<sup>11</sup> Source: Information received from Sarva Shiksha Abhiyan, MCGM Department of Education under Right to Information Act (2005)

<sup>12</sup> In 2012-13, the inspectors were also give work of other department like Sarv Shiksha Abhiyan, District tanning centre, Virtual Class room and so on than the Medium inspections.

<sup>13</sup>Source: Information received from MCGM Department of Education under Right to Information Act (2005)

## a) Teacher Inspection Reports<sup>14</sup>

**Table 15: L, M/East and P/North ward Teacher Inspection Data**

Particulars of Inspection Form		L	M/East	P/North
Dropout (Per 100) 2014-15		17	22	14
Pass out (In %) 2014-15		76	63	73
No. Of Teachers		877	1194	826
No. Of Teachers whose inspection reports provided		406	522	403
%		46	44	49
Usage of examples, case study while teaching	Usage	98	95	97
Teaching Aids Use	Yes	93	61	99
Student Involvement	Good	68	74	79
Formative <sup>15</sup> Evaluation Technique Used	Yes	97	96	93
Teacher Student Interaction	Proper	70	58	67
Entries in the daily lesson plan and actual teaching	Complete	98	89	97
Self evaluation by the teacher	Good	48	30	69
Prepared test papered or question paper	Prepared	90	82	94
Teacher's Portfolio	Good	38	66	63
Subject wise student's response	Good	61	64	72

### Inference:

- While every teacher is supposed to be evaluated in a given academic year, we received inspection forms for only 46% teachers in L ward, 44% teachers in M/E ward and 49% in P/N ward.
- With regards to particulars of inspection, majority of the teachers were rated 'Good' on most parameters such as usage of examples/case studies and teaching aids, entries in the daily lesson plan and actual teaching.

Teacher Inspection Reports are filled out by school inspectors after evaluation of teachers in Municipal Schools. Annexure 3 has the detailed questionnaire that the school inspector fills in his/her report. We studied a sample of Teacher Inspection reports filled out in the academic year 2014-15, to understand the inspection process followed in MCGM schools, and assess the rigor with which the inspections are carried out. For the purpose of our analysis, we selected one ward each from the eastern suburbs, western suburbs and the island city<sup>16</sup>: M/E, L and P/N, based on the high dropout and low passout rates of these wards in the 2014-15 academic year as compared to other wards in the region.

<sup>14</sup>The Teacher Inspection Form used in the Academic Year 2014-15 is attached in Annexure 3.

<sup>15</sup> Evaluation is taken at varying intervals throughout a course to provide information and feedback that will help improve the quality of student learning and the quality of the course itself. Example: Asking students to submit 1 or 2 sentences identifying the main point of a lecture.

<sup>16</sup> The analysis has been done on all forms provided by the Respective wards.

## **b) 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. We found that in the academic years 2011-12, 2012-13, 2013-14 and 2014-15:

- Enquiries were conducted against 58 staff members (headmasters, Dy. Headmasters and teacher/trainers)
- 12 staff members were terminated from services for various reasons.

## **c) Continuous 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). 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 hoped that this will equip the learners to meet the challenges of life with confidence and success. 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. Under any circumstances, no child should be detained in the same class.

We studied CCE forms of students studying in the 4<sup>th</sup> and 7<sup>th</sup> Std of MCGM schools in the following three wards: **L, M/E and P/N** 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%),

**Less than C2** is below 40%.

**'Less than C2'** in turn includes three grades: D, E1 and E2

**D:**33% to 40%

**E1:**Students that have never been enrolled in a school. This is an indicator of out of school children.

**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.

**Table 16: CCE data for Wards L, M/E and P/N for 2014-15**

Std.	A 1	A2	B 1	B 2	C 1	C 2	Less than C 2
<b>1st Language</b>							
4th	5.5%	11.7%	16.9%	18.6%	12.3%	4.4%	30.7%
7th	6.6%	15.8%	19.6%	19.7%	13.5%	5.6%	19.2%
<b>2nd Language</b>							
4th	2.8%	9.7%	18.7%	24.2%	13.7%	3.8%	27.1%
7th	5.4%	16.0%	19.9%	19.6%	14.7%	5.2%	19.1%
<b>3rd Language</b>							
4th	4.9%	10.7%	16.4%	19.3%	12.6%	4.3%	31.8%
7th	5.3%	14.0%	19.9%	21.0%	15.0%	5.6%	19.2%
<b>Maths</b>							
4th	5.3%	11.3%	17.2%	19.8%	11.9%	3.8%	30.7%
7th	5.6%	14.3%	20.2%	21.3%	14.5%	5.1%	19.0%
<b>Science</b>							
4th	4.7%	10.9%	17.0%	19.6%	12.9%	4.1%	30.8%
7th	6.6%	16.6%	20.4%	19.4%	13.6%	4.3%	19.1%
<b>Social Science</b>							
4th	4.7%	12.6%	18.4%	26.0%	10.7%	2.3%	25.3%
7th	6.6%	16.7%	21.0%	18.9%	12.9%	4.6%	19.2%

**Table 17: Percentage of Students graded 'E2' i.e. continuously absent in wards L, M/E and P/N in 2014-15**

Std.	E2
4th	25%
7th	17%

**Inference:**

- 25% of students studying in Std. 4 in wards L, M/E and P/N remained continuously absent (E2) in the academic year 2014-15
- 17% of studying in Std. 7 in wards L, M/E and P/N remained continuously absent (E2) in the academic year 2014-15

### Notes on Data:

The data presented in Tables 15 and 16 has been compiled from two applications to the Administrative Officer of Schools of wards L, M/E and P/N under the Right to Information Act:

- We had applied to the Administrative Officer (A.O.) of Schools for copies of the Continuous Comprehensive Evaluation (CCE) reports of students of std. 4 and std. 7 of all schools in their wards. In our application, we had also specifically asked for number of students graded as 'E2' i.e. students continuously absent as per RTE norms. However, incomplete data was provided to us, as CCE reports for all schools were not furnished. Only the summary tables were provided for most schools (i.e. Grades A1 to Less than C2); the number of 'E2' students was not provided by all schools. The data presented in Table 20 for grades 'A1, A2, B1, B2, C1, C2 and Less than C2' has been compiled from the above source.
- The compiled data for all schools about the progress reports of children as per CCE was not available with the A.O. Schools office. Moreover, even in case of data collected from schools, 100% data has not been provided. Data on the number of students graded as 'E2' in Table 20 was collected also collected from the A.O.s, under a separate application asking for continuously absent students.

**This is a telling comment on the quality of monitoring and evaluation at the administrative level, as the data recording, collation and management systems are found to be weak**

### **D. Compliance with norms laid down under Right to Education Act<sup>17</sup>**

**Table 18: Compliance with Infrastructure and other norms under RTE <sup>18</sup> (2014-15)**

Indicator : Schools with Infrastructure Facilities Available		Govt. and Local bodies	Pvt. Aided	Pvt. Unaided	Un-recognised
Total Schools		1252	436	665	80
No. of Student		3,91,772	1,53,058	3,15,877	14401
No. of Teacher		12496	3600	6876	409
Building	Number	1252	436	665	80
	%	100%	100%	100%	100%
Office cum store cum HM room	Number	1180	428	640	78
	%	94.25%	98.17%	96.24%	97.50%
One class room for every teacher	Number	1002	281	288	58
	%	80.03%	64.45%	43.31%	72.50%
Ramp	Number	1155	409	560	65
	%	92.25%	93.81%	84.21%	81.25%
Separate Toilet for Boys	Number	1252	419	626	78
	%	100%	96.10%	94.14%	97.50%
Separate Toilet for Girls	Number	1252	427	647	79
	%	100%	97.94%	97.29%	98.75%
Drinking Water Facility	Number	1252	436	665	80
	%	100%	100%	100%	100%
Kitchen Shed (Govt. & Aided Schools)	Number	296	94	178	23
	%	23.64%	21.56%	26.77%	28.75%
Boundary Wall	Number	1177	410	610	72
	%	94.01%	94.04%	91.73%	90%
Playground	Number	1113	379	588	70
	%	88.90%	86.93%	88.42%	80%
<b>Indicator: Outcomes</b>		<b>MCGM</b>	<b>Private</b>		
SSC	Number	7,809	1,36,686		
	%	72%	85%		
Middle School Scholarship (4 <sup>th</sup> )	Number	88	1,889		
	%	1.6%	9.8%		
High School Scholarship (7 <sup>th</sup> )	Number	12	1,605		
	%	0.3%	8.8%		

A significant proportion of MCGM schools adhere to the infrastructure norms specified under the RTE. However, good infrastructure facilities have not translated into the desired learning outcomes as indicated by the Scholarship and SSC results of these schools. The SSC passing rate of MCGM Schools is just 72% and scholarship holders are just 1.2% and 0.2% (4<sup>th</sup> and 7<sup>th</sup> standard respectively) of those who have appeared for the scholarship exams.

<sup>17</sup>Source: [http://www.ncert.nic.in/html/pdf/educationalsurvey/Manual\\_on\\_Statistics\\_and\\_Indicators\\_of\\_School\\_Education/Educational\\_Indicators\\_Final\\_2.pdf](http://www.ncert.nic.in/html/pdf/educationalsurvey/Manual_on_Statistics_and_Indicators_of_School_Education/Educational_Indicators_Final_2.pdf)

<sup>18</sup>Norms of Schools with Infrastructure facilities available , as specified under section 19 of "The right of children to free and compulsory education Act,2009"

**Table 19: Infrastructure of MCGM schools**

Indicator : Schools with Infrastructure Facilities Available		2012-13	2013-14	2014-15
<b>Total Schools</b>		<b>1291</b>	<b>1266</b>	<b>1252</b>
<b>No. of Student</b>		<b>4,27,785</b>	<b>4,01,416</b>	<b>3,91,772</b>
<b>No. of Teacher</b>		<b>13,447</b>	<b>12,693</b>	<b>12,496</b>
<b>Building</b>	<b>Number</b>	1291	1266	1252
	<b>%</b>	100	100	100
<b>Office cum store cum HM room</b>	<b>Number</b>	1291	1212	1180
	<b>%</b>	100	95.73	94.25
<b>One class room for every teacher</b>	<b>Number</b>	1232	1006	1002
	<b>%</b>	95.4	79.46	80.03
<b>Ramp</b>	<b>Number</b>	1291	1125	1155
	<b>%</b>	100	88.86	92.25
<b>Separate Toilet for Boys</b>	<b>Number</b>	1291	1261	1252
	<b>%</b>	100	99.61	100
<b>Separate Toilet for Girls</b>	<b>Number</b>	1284	1264	1252
	<b>%</b>	99.5	99.84	100
<b>Drinking Water Facility</b>	<b>Number</b>	1291	1266	1252
	<b>%</b>	100	100	100
<b>Kitchen Shed (Govt. &amp; Aided Schools)</b>	<b>Number</b>	1291	1071	296
	<b>%</b>	100	84.6	23.64
<b>Boundary Wall</b>	<b>Number</b>	1238	1221	1177
	<b>%</b>	95.9	96.45	94.01
<b>Playground</b>	<b>Number</b>	1291	1183	1113
	<b>%</b>	100	93.44	88.90
<b>Indicator: Outcomes</b>				
<b>SSC</b>	<b>Number</b>	7,809	1,36,686	7,809
	<b>%</b>	72	85	72
<b>Middle School Scholarship (4<sup>th</sup>)</b>	<b>Number</b>	88	1,889	88
	<b>%</b>	1.6	9.8	1.6
<b>High School Scholarship (7<sup>th</sup>)</b>	<b>Number</b>	12	1,605	12
	<b>%</b>	0.3	8.8	0.3



## Class Size

Class size is defined as the number of pupils in a class with one teacher. This measurement is particularly useful in providing information on the size of class an average teacher will have to teach and therefore gives an insight into classroom processes. Smaller classes are often perceived as allowing teachers to focus more on the needs of individual students and reducing the amount of class time needed to deal with disruptions.

**Table 20: Student Classroom Ratio (SCR)/Pupil Teacher Ratio (PTR) and Teacher Classroom Ratio in Mumbai<sup>19</sup>**

Indicator		Govt. and Local bodies	Pvt. Aided	Pvt. Unaided	Un-recognised
Number of classrooms (1 to 8)		17570	3438	6100	421
Number of classrooms (9 to 10)		744	64	109	18
Student classroom ratio (SCR)		21	44	51	33
Primary schools having SCR more than 30	Number	131	193	316	23
	%	71.20%	44.27%	47.59%	28.75%
Upper Primary /Sec./Higher Sec. schools having SCR more than 35	Number	104	113	231	21
	%	0.10%	0%	0%	0%
One class room for every teacher	Number	1002	281	288	58
	%	80.03%	64.45%	43.31%	72.50%
Schools with single teacher	Number	35	7	3	1
	%	2.8%	1.61%	0.45%	1.25%
Primary schools having PTR more than 30	Number	14	98	188	12
	%	1.1%	22.5%	28.3%	15%
Upper Primary /Sec./Higher Sec. schools having PTR more than 35	Number	86	0	0	0
	%	6.9%	0%	0%	0%

### **Inference:**

In 235 municipal schools, the Student Classroom Ratio is higher than that specified under the Right to Education Act i.e. 30 for primary schools and 35 for upper primary, secondary and higher secondary schools.

80.03% municipal schools are Complying to Teacher Class room Ratio as per RTE Act.

In 100 municipal schools, the Pupil Teacher Ratio is higher than that specified under the Right to Education Act i.e. 30 for primary schools and 35 for upper primary, secondary and higher secondary schools.

<sup>19</sup> Source: Educational Indicators:

[http://www.ncert.nic.in/html/pdf/educationalsurvey/Manual\\_on\\_Statistics\\_and\\_Indicators\\_of\\_School\\_Education/Educational\\_Indicators\\_\\_\\_Final\\_\\_\\_2.pdf](http://www.ncert.nic.in/html/pdf/educationalsurvey/Manual_on_Statistics_and_Indicators_of_School_Education/Educational_Indicators___Final___2.pdf)

**Table 21: Medium Wise Pupil (Student) Teacher Ratio in 2014-15<sup>20</sup>**

Medium	No. of Schools	Students (Includes Primary, Upper Primary and Secondary)	Teachers (Includes HM, Vice-principal/Dy. HM, Teachers, Special Teachers)	Students per Teacher
Marathi	446	84,893	3,900	22
Hindi	267	1,21,753	3,351	36
Urdu	240	1,08,935	2,998	36
Gujarati	70	6,243	349	18
Tamil	37	6,047	280	22
Telugu	31	2,062	89	23
Kannada	34	2,555	116	22
English	127	59,284	1,413	42
<b>Total</b>	<b>1,252</b>	<b>3,91,772</b>	<b>12,496</b>	<b>31</b>

**Inference:**

The student-teacher ratio for English schools is quite high i.e. on an average there is one teacher for 42 students. The overall student-teacher ratio for MCGM schools is 31 i.e. there is one teacher for 31 students.

Average number of pupils (students) per teacher at a specific level of education in a given school-year.

<sup>20</sup>Source: Information received from Sarva Shiksha Abhiyan, Department of Education, MCGM under Right to Information Act (2005).

## 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 local authorities.

**Table 22: Schools with School Management Committees in 2014-15**

	MNC		Pvt. Aided		Pvt. Unaided		Un- recognised	
	Number	%	Number	%	Number	%	Number	%
Not Applicable <sup>21</sup>	57	4.5	4	0.9	476	72.9	100	90.9
Yes	1209	95.5	439	99.1	177	27.1	10	9.1
<b>Total</b>	<b>1267</b>		<b>443</b>		<b>653</b>		<b>110</b>	

### Inference:

School Management Committees have been set up in 95.5% of MCGM schools as of 2014-15.

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<sup>21</sup> SMC is not applicable to Secondary schools (in MCGM schools) as School Management and Development Committee is formed in these schools. SMC is also not applicable if there is a infrastructure issue which is with the Private schools.

## Section II. Deliberation by Municipal Councillors and MLAs

**Table 23: Number of questions asked and Number of meetings by Councillors on Education in all Committees**

Name of Committee	2012-13		2013-14		2014-15	
	No. of Questions	No. of total Meetings	No. of Questions	No. of total Meetings	No. of Questions	No. of total Meetings
BMC General Body Meeting (GBM)	32	66	45	65	49	79
Education Committee	62	19	45	15	44	30
Ward Committee	23	241	29	255	20	301
Raise of Other Committee	17	243	14	276	36	407
<b>Total</b>	<b>134</b>	<b>569</b>	<b>133</b>	<b>611</b>	<b>149</b>	<b>817</b>

**Inference:**

149 questions were asked by MCGM Councillors on Education in all meetings of the Corporation between April 2014 and March 2015, as compared to 133 questions in the previous year.

**Table 24: Category wise number of Questions asked by Councillors on Education**

No. of Questions Asked	No. of Councillors 2012-13	No. of Councillors 2013-14	No. of Councillors 2014-15
0	164	157	166
1	35	43	32
2 to 4	23	21	24
Above 4	5	6	5
<b>Total</b>	<b>227</b>	<b>227</b>	<b>227</b>

**Inference:**

166 Councillors have not asked a single question on the subject of Education, while another 32 Councillors have asked only one question each between April 2014- March 2015.

**Table 25: Questions asked by Education Committee Members in 2012-13 and 2014-15**

Councillors Name	No. of ques. asked on education (2012-13 committee members )	No. of ques. asked on education (2013-14 committee members )	No. of ques. asked on education (2014-15 committee members )
Ajanta Rajpati Yadav	8	NA <sup>22</sup>	11
Anil Pandurang Trimbakkar	7	5	4
Bhomsingh Hirsingh Rathod	1	0	NA
Faiyaz Ahmed Khan	0	2	1
Hansaben Gunvantrai Desai	4	0	0
Ishwar Devram Tayade	NA	1	0
Komal Kamalakar Jamsandekar	0	1	4
Leena Harish Shukla	1	2	0
Makarand Suresh Narvekar	2	1	4
Manoj Kishorbhai Kotak	NA	1	3
Mangesh Narayan Pawar	2	NA	NA
Noorjahan Rafique Shaikh	2	4	4
Prakash Yashwant Darekar	4	2	1
Priyatama Sharadkumar Sawant	8	5	4
Ratna Raghunath Mahale	NA	2	4
Rakhee Harishchandra Jadhav	0	NA	NA
Samita Sanjay Naik	NA	NA	0
Sanjay Dattatray Bhalerao	0	0	NA
Seema Mahesh Shivalkar	3	NA	NA
Shailaja Vijay Girkar	6	NA	NA
Shivanand Shetty	NA	0	0
Shubhada Shashikant Patkar	3	1	2
Sunaina Sanjay Potnis	3	1	2
Suprada Prakash Phaterpekar	4	3	1
Vanita Kailash Marucha	1	2	1
Vinod Babaji Shelar	NA	9	5
Vitthal Ambaji Kharatmol	1	7	4
Yamini Yashwant Jadhav	6	6	3
<b>Total</b>	<b>66</b>	<b>55</b>	<b>58</b>

58 questions were asked by Education Committee members of 2014-15 in all meetings of the MCGM, as compared to 55 questions by the 2013-14 Education Committee members. Five members of the Education Committee 2014-15 have not asked a single question on Education, in all meetings of the MCGM.

<sup>22</sup> NA-The Councillor was not a member of the education Committee in that year. Same holds for all other Councillors marked as 'NA'.

**Table 26: Ward-wise questions asked by councillors on Education in the year April'14 to March'15**

Ward	No. of students	No. of councillors	No. of councillor question asked on education	Total questions asked on education
A	7548	4	1	4
B	2626	3	1	1
C	695	4	1	1
D	3116	7	2	3
E	11340	8	2	4
F/N	29713	10	3	4
F/S	8178	7	2	2
G/N	20851	11	2	3
G/S	13880	9	3	6
H/E	22043	11	4	11
H/W	8844	6	0	0
K/E	17729	15	2	3
K/W	16962	13	6	6
L	34584	15	6	21
M/E	54372	13	6	16
M/W	15564	8	2	3
N	21086	12	2	5
P/N	34917	16	4	14
P/S	15253	8	1	1
R/C	10632	10	1	3
R/N	9389	7	3	14
R/S	12757	11	4	18
S	14715	13	2	3
T	9830	6	1	3
<b>Total</b>	<b>396624</b>	<b>227</b>	<b>61</b>	<b>149</b>

**Inference:**

Out of 227 councillors, only 61 councillors have asked questions on the subject of Education between April'14 to March'15. Overall, 149 questions were asked by the 61 councillors.

**Table 27: Issues raised/Questions asked by Councillors in the year April'14 to March'15**

<b>Issues</b>	<b>Question asked</b>
Closure of the schools	1
Dropout rate	3
Human Resources Related	6
Higher/Technical Education	15
Infrastructure	2
Municipal School Related	39
New schools	21
Primary education	4
Private and Trust school related	1
Sports/Educational trip/workshops related	1
Schemes/Policies in Education Related	9
Secondary education	3
Student issues related	30
Upgradation/reduction of Standards and section of school	1
<b>Total</b>	<b>149</b>

**Inference:**

In spite of the high dropout rates of students in MCGM schools, only three questions were raised on the issue during April'14 to March'15.

**Table 28: Questions asked by MLAs on Education**

Name of MLA	Political Party	Area	Mumbai related Edu. Questions	Total Question in Education
Abu Asim Azmi	SP	Mankhurd Shivaji Nagar	2	7
Ajay Vinayak Choudhari	SS	Shivadi	2	8
Ameet Bhaskar Satam	BJP	Andheri (West)	0	0
Amin Amir Ali Patel	INC	Mumbadevi	9	43
Ashish Babaji Shelar	BJP	Vandre (West)	0	4
Ashok DharmarajPatil	SS	Bhandup (West)	1	5
Aslam Ramazan Ali Shaikh	INC	Malad West	6	28
Atul Dattatray Bhatkhalkar	BJP	Kandivali (East)	0	3
Bharati Hemant Lavekar	BJP	Varsova	0	1
Kalidas Nilkanth Kolambkar	INC	Wadala	3	9
Mangal Prabhat Lodha	BJP	Malabar Hill	2	5
Mangesh Anant Kudalkar	SS	Kurla (SC)	0	2
Manisha Ashok Chaudhary	BJP	Dahisar	1	5
Md. Arif Lalan Khan	INC	Chandivali	2	10
Parag Madhusudan Alavani	BJP	Vile Parle	0	3
Prakash Rajaram Surve	SS	Magathane	0	3
Prakash Vaikunth Phaterpekar	SS	Chembur	0	7
Raj Khangaraji Purohit	BJP	Colaba	1	4
Ramchandra Shivaji Kadam	BJP	Ghatkopar (West)	0	0
Ramesh Kondiram Latke	SS	Andheri (East)	0	0
Sadanand Shankar Sarvankar	SS	Mahim	0	1
Sanjay Govind Potnis	SS	Kalina	0	4
Sardar Tara Singh	BJP	Mulund	0	3
Selvan R Tamil	BJP	Sion Koliwada	0	0
Sunil Govind Shinde	SS	Worli	0	7
Sunil Rajaram Raut	SS	Vikroli	2	7
Sunil Waman Prabhu	SS	Dindoshi	2	13
Tukaram Ramkrishna Kate	SS	Anushakti Nagar	0	6
Varsha Eknath Gaikwad	INC	Dharavi (SC)	1	10
Waris Yusuf Pathan	AIMEIM	Byculla	0	1
Yogesh Amrutlal Sagar	BJP	Charkop	0	14
<b>Total</b>			<b>34</b>	<b>213</b>
Out of the total 213 questions asked by MLA's on Education only 34 questions were asked related to Education in Mumbai. Four MLAs have not asked a single question on education, while Amin Patel (43) and Aslam Shaikh (28) have asked the maximum questions.				



**Table 29: Issue-wise questions asked by MLAs on Education**

Issues	Mumbai related Edu. Questions	Total Question in Education
Anganwadi/Balwadi/CrecheRelated	3	3
Ashram School Related	0	19
Cast/Tribe education	0	5
Central/State Government and ZillaParishad school	0	3
Education Related	3	7
Fees structure	2	4
Higher/Technical Education	4	22
Human Resources Related	4	41
Infrastructure	3	10
Municipal School Related	5	9
Primary/Secondary education	0	6
Private College Related	0	10
Private and Trust school related	3	10
Schemes/Policies in Education Related	5	51
Syllabus / Curriculum	0	1
Student Issues Related	2	8
Students Teacher Ratio	0	1
SC/ST/OBC Education	0	2
Vocational training for Blind and differently abled (Handicapped)	0	1
<b>Total</b>	<b>34</b>	<b>213</b>

### Section III. Data from Household Survey

Praja Foundation had commissioned a household survey to Hansa Research which was conducted in March-April 2015 across the city of Mumbai. The total sample size for the survey was 22,850 households. Out of the total sample size of 22,850 households, 4,889 households had children going to school. Hence, the education questionnaire was administered further with those (4,889) households only. For details on the survey methodology and Socio Economic Classification (SEC) of households, refer to Annexure 1 and Annexure 2.

Following are the key findings of the survey:

**Table 30: Current Medium of Education (%)**

Language		All	SEC A	SEC B	SEC C	SEC D	SEC E
English	Public	6	2	3	6	7	9
	Private	64	88	77	64	56	39
Marathi	Public	6	2	3	5	7	14
	Private	10	2	7	15	11	12
Hindi	Public	5	2	3	4	7	7
	Private	5	2	5	5	5	7
Gujarati	Public	0	0	0	0	0	1
	Private	0	1	0	0	0	0
Urdu	Public	2	0	1	1	3	7
	Private	1	1	1	1	1	1
Other Indian Language	Public	0	0	0	0	0	1
	Private	0	0	0	0	0	0

**Inference:**

Incidence of parents sending their children to English medium schools is the highest; 6 being in English medium Public schools and 64 being in English medium Private schools followed by Marathi medium schools; 6 being in Marathi medium Public schools and 10 being in Marathi medium Private schools.

**Table 31: Respondents from Table 30 whose current medium of education is other than English and would want to change to English medium (%)**

Language	All	SEC A	SEC B	SEC C	SEC D	SEC E
English	38	35	41	32	36	47

**Inference:**

Amongst the households which are not sending their child to English medium schools, 38% of them want to send their children to English medium schools. No clear differences are observed across different Socio Economic Categories.

**Table 32: Respondents taking private tuitions/coaching classes (%)**

	All	Private School	Municipal School
Yes	67	71	52
No	33	29	48

**Inference:**

Almost two-third parents send their child for private tuitions. Of the households sending their children to municipal schools, 52% are also taking private tuitions/coaching classes

**Table 33: Details on source of Tuitions (%)**

	All	Private School	Municipal School
School Class teacher	10	9	13
Private tuitions	77	78	72
Coaching classes	11	11	10
Others	2	2	5

**Inference:**

- Amongst households who send their children for tuitions, majority of them send their children for private tuitions.
- 72% Municipal School students are taking private tuitions. While 13% students from Municipal Schools are going to private tuitions given by their school teachers.

**Table 34: Percentage happy with the School**

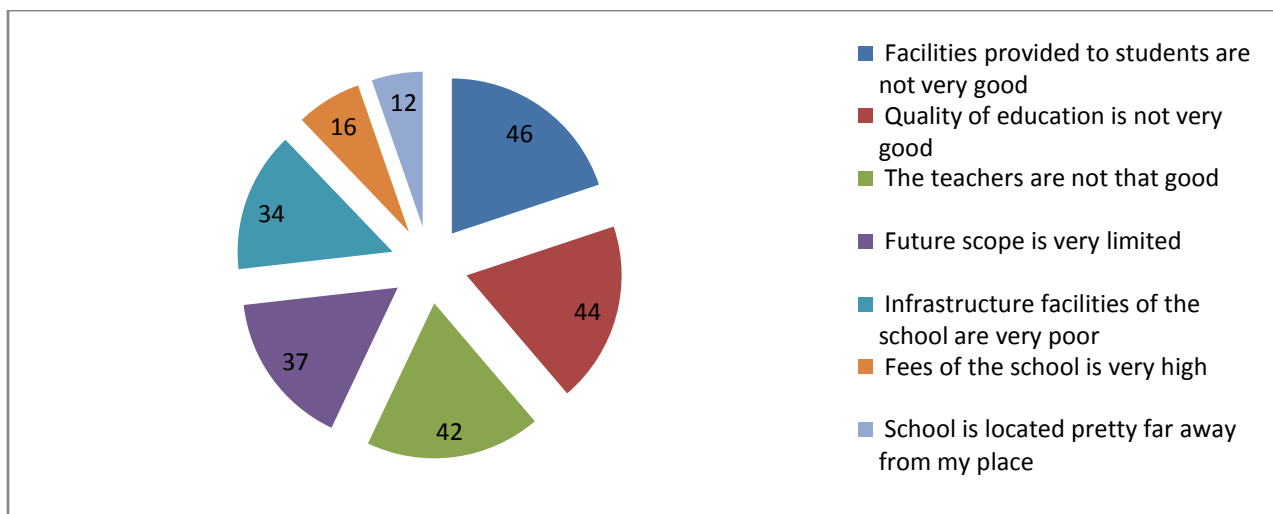
	All	Private School	Municipal School
<b>Yes</b>	90	92	82
<b>No</b>	10	8	18

**Inference:**

Although majority of the parents are happy with their child’s school (justifying their decision), satisfaction is much higher amongst parents sending their children to Private schools as compared to Municipal schools.

Parents of 18% Municipal school students are not happy with their children’s school.

**Chart 1: Reasons for not being happy with Municipal School (%)**



**Inference:**

Facilities provided to students (46%), Quality of education (44%) and Quality of Teachers (42%) form the three big reasons cited by parents for not being happy with municipal schools.

#### IV. Ward-wise Data<sup>23</sup>

**Table 35: Ward-wise Total Number of Students in Municipal Schools in Mumbai**

Ward	2010-11	2011-12	2012-13	2013-14	2014-15
A	7969	7672	7685	7600	7548
B	2672	2779	2812	2542	2626
C	842	764	674	547	695
D	3509	3291	3269	2798	3116
E	12346	12392	11433	11432	11490
F/N	35341	34964	35033	32187	29713
F/S	9652	9510	9179	8486	8178
G/N	22304	21238	23747	22211	20851
G/S	16284	15942	15743	14729	13880
H/E	25454	26138	26373	22942	22043
H/W	9838	9922	9714	9493	8844
K/E	20094	20411	20139	15234	17729
K/W	20112	19948	19051	17725	17226
L	33138	34662	35655	35345	34584
M/E	51530	52049	53510	53394	54372
M/W	17849	21006	17028	16324	15564
N	29085	27949	25956	22875	21086
P/N	37525	35793	36706	35507	34917
P/S	16058	16754	16165	15003	14858
R/C	13178	13454	13410	10047	10632
R/N	9301	9695	9680	9420	9389
R/S	14013	13887	13903	12610	12757
S	17951	17071	16507	15719	15157
T	11818	11862	11151	10081	9830
<b>Total</b>	<b>4,37,863</b>	<b>4,39,153</b>	<b>4,34,523</b>	<b>4,04,251</b>	<b>3,97,085</b>

<sup>23</sup>Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005).

**Table 36: Ward-wise drop in Enrolments between 2010-11 and 2014-15**

Ward	2010-11	2014-15	% Change in Enrolments
A	7969	7548	-5
B	2672	2626	-2
C	842	695	-17
D	3509	3116	-11
E	12346	11490	-7
F/N	35341	29713	-16
F/S	9652	8178	-15
G/N	22304	20851	-7
G/S	16284	13880	-15
H/E	25454	22043	-13
H/W	9838	8844	-10
K/E	20094	17729	-12
K/W	20112	17226	-14
L	33138	34584	4
M/E	51530	54372	6
M/W	17849	15564	-13
N	29085	21086	-28
P/N	37525	34917	-7
P/S	16058	14858	-7
R/C	13178	10632	-19
R/N	9301	9389	1
R/S	14013	12757	-9
S	17951	15157	-16
T	11818	9830	-17
<b>Total</b>	<b>4,37,863</b>	<b>3,97,085</b>	<b>-9</b>

**Table 37: Ward-wise Total Number of Dropout in Municipal Schools in Mumbai<sup>24</sup>**

Ward	2010-11	in %	2011-12	in %	2012-13	in %	2013-14	in %	2014-15	in %
A	298	3.7%	353	4.6%	615	8.0%	1021	13.4%	1161	15.4%
B	71	2.7%	271	9.8%	255	9.1%	107	4.2%	336	12.8%
C	123	14.6%	58	7.6%	0	0.0%	0	0%	8	1.2%
D	202	5.8%	377	11.5%	449	13.7%	469	16.8%	534	17.1%
E	149	1.2%	455	3.7%	678	5.9%	731	6.4%	615	5.4%
F/N	1187	3.4%	2769	7.9%	4326	12.3%	4346	13.5%	3167	10.7%
F/S	26	0.3%	804	8.5%	561	6.1%	693	8.2%	626	7.7%
G/N	743	3.3%	1448	6.8%	2214	9.3%	2797	12.6%	2016	9.7%
G/S	252	1.5%	988	6.2%	1046	6.6%	903	6.1%	1126	8.1%
H/E	835	3.3%	993	3.8%	1568	5.9%	1697	7.4%	2306	10.5%
H/W	277	2.8%	981	9.9%	608	6.3%	922	9.7%	1239	14.0%
K/E	1043	5.2%	1796	8.8%	1456	7.2%	894	5.9%	1709	9.6%
K/W	1131	5.6%	1406	7.0%	1445	7.6%	98	0.6%	1891	11.0%
L	2039	6.2%	2630	7.6%	5041	14.1%	5960	16.9%	6025	17.4%
M/E	2077	4.0%	4790	9.2%	4681	8.7%	11510	21.6%	11732	21.6%
M/W	1298	7.3%	1081	5.1%	1565	9.2%	1980	12.1%	2067	13.3%
N	643	2.2%	1560	5.6%	1964	7.6%	1403	6.1%	1795	8.5%
P/N	2604	6.9%	2934	8.2%	4410	12.0%	4857	13.7%	5000	14.3%
P/S	600	3.7%	1858	11.1%	1976	12.2%	1912	12.7%	2411	16.2%
R/C	426	3.2%	1255	9.3%	1058	7.9%	762	7.6%	713	6.7%
R/N	561	6.0%	966	10.0%	1949	20.1%	2033	21.6%	2309	24.6%
R/S	737	5.3%	1152	8.3%	687	4.9%	1074	8.5%	1863	14.6%
S	1039	5.8%	1002	5.9%	877	5.3%	671	4.3%	697	4.6%
T	339	2.9%	653	5.5%	582	5.2%	378	3.7%	395	4.0%
<b>Total</b>	<b>18,700</b>	<b>4.3%</b>	<b>32,580</b>	<b>7.4%</b>	<b>40,011</b>	<b>9.2%</b>	<b>47,218</b>	<b>11.7%</b>	<b>51741</b>	<b>13%</b>

**Inference:**

Dropout rates in D, L, M/E and R/N wards were the highest in 2014-15.

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

**Table 38: Ward-wise Total Number of Teachers in Municipal Schools in Mumbai<sup>25</sup>**

Ward	2010-11	Student teacher ratio	2011-12	Student teacher ratio	2012-13	Student teacher ratio	2013-14	Student teacher ratio	2014-15	Student teacher ratio
A	175	46	175	44	175	44	130	58	209	36
B	86	31	83	33	81	35	83	31	87	30
C	37	23	32	24	30	22	27	20	28	25
D	118	30	109	30	113	29	113	25	117	27
E	328	38	354	35	391	29	390	29	387	30
F/N	856	41	806	43	881	40	807	40	815	36
F/S	286	34	286	33	336	27	315	27	218	38
G/N	533	42	573	37	650	37	623	36	490	43
G/S	519	31	503	32	480	33	480	31	471	29
H/E	585	44	570	46	630	42	634	36	567	39
H/W	264	37	253	39	264	37	257	37	237	37
K/E	570	35	545	37	658	31	495	31	544	33
K/W	545	37	531	38	547	35	479	37	495	35
L	827	40	873	40	978	36	896	39	877	39
M/E	1018	51	1035	50	1147	47	1137	47	1194	46
M/W	431	41	460	46	463	37	476	34	428	36
N	830	35	885	32	837	31	819	28	703	30
P/N	852	44	841	43	875	42	868	41	826	42
P/S	382	42	400	42	422	38	430	35	396	38
R/C	406	32	383	35	379	35	326	31	370	29
R/N	225	41	256	38	250	39	264	36	232	40
R/S	362	39	353	39	420	33	393	32	327	39
S	522	34	527	32	558	30	542	29	486	31
T	385	31	401	30	432	26	366	28	349	28
<b>Total</b>	<b>11,142</b>	<b>39</b>	<b>11,234</b>	<b>39</b>	<b>11,997</b>	<b>36</b>	<b>11,350</b>	<b>36</b>	<b>10853</b>	<b>37</b>

**Inference:**

Student-Teacher Ratio is 46 in M/E ward, 43 in G/N ward, 42 in P/N ward and 40 in in R/N ward.

<sup>25</sup>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 39:Ward-wise Total Number of Passouts<sup>26</sup> in Municipal Schools in Mumbai**

Ward	2010-11	In %	2011-12	In %	2012-13	In %	2013-14	In %	2014-15	In %
A	172	84%	191	90%	264	79%	362	81%	239	86%
B	108	57%	115	56%	84	55%	97	68%	94	68%
C	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
D	55	41%	63	51%	69	62%	79	68%	109	78%
E	137	50%	243	60%	227	58%	231	69%	217	69%
F/N	643	55%	696	74%	678	71%	684	74%	585	70%
F/S	81	29%	181	59%	253	63%	277	74%	246	69%
G/N	308	61%	315	63%	269	50%	410	81%	324	64%
G/S	746	77%	784	77%	637	66%	656	78%	692	84%
H/E	319	50%	414	53%	457	52%	484	59%	552	67%
H/W	152	79%	158	64%	184	71%	152	38%	157	69%
K/E	151	46%	334	52%	398	58%	430	67%	483	74%
K/W	300	54%	310	60%	314	56%	268	47%	385	69%
L	284	65%	196	47%	216	45%	348	79%	326	76%
M/E	NA	NA	81	20%	175	38%	99	16%	216	63%
M/W	238	51%	233	52%	275	54%	355	72%	267	57%
N	887	56%	742	58%	736	60%	777	69%	654	68%
P/N	823	60%	986	68%	935	62%	956	74%	874	73%
P/S	512	70%	527	62%	487	58%	574	78%	389	58%
R/C	293	79%	355	67%	271	61%	240	55%	182	55%
R/N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
R/S	272	78%	317	68%	300	59%	332	70%	318	76%
S	93	53%	132	57%	166	75%	201	79%	233	80%
T	232	54%	250	52%	263	62%	255	62%	246	66%
<b>Total</b>	<b>6,806</b>	<b>59%</b>	<b>7,623</b>	<b>61%</b>	<b>7,658</b>	<b>60%</b>	<b>8,431</b>	<b>67%</b>	<b>7788</b>	<b>70%</b>

**Inference:**

Following wards had the lowest pass out rates in 2014-15: R/C with 55%; M/W with 57%; P/S with 58%.

<sup>26</sup>C and R/N ward do not have Secondary Schools. Secondary Schools in M/E ward school have started from academic year 2011-12; in M/W ward secondary schools were started from 2009-2010; in S ward from 2010-11. Source: Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005).

**Table 40: Population-wise Number of Student in Government, Pvt. Aid, Pvt. Unaid and Unrecognised Schools in 2014-15**

Ward	Population	Government		Pvt. Aid		Pvt. Unaid		Unrecognised		Total Schools	Total Students
		No. School	No. student	No. School	No. student	No. School	No. student	No. School	No. student		
A	185014	17	7381	1	518	14	6846	0	0	32	14745
B	127290	15	2456	11	3295	5	1503	5	1036	36	8290
C	166161	10	695	6	747	8	3016	0	0	24	4458
D	346866	27	2883	12	2026	32	7633	2	90	73	12632
E	393286	52	11369	14	3905	20	9362	4	595	90	25231
F/N	529034	77	29310	23	13131	30	14771	13	3214	143	60426
F/S	360972	46	7647	17	6364	7	2913	3	564	73	17488
G/N	599039	63	21157	12	4434	30	15421	8	1580	111	42381
G/S	377749	69	13456	5	1690	6	2990	0	0	80	18136
H/E	557239	61	21848	12	4268	15	11421	3	875	91	38412
H/W	307581	40	8559	10	3133	31	14362	0	0	81	26054
K/E	823885	121	30325	37	14981	67	37676	2	174	227	83156
K/W	748688	18	4224	5	902	16	6864	0	0	39	11990
L	902225	94	34174	40	15659	52	25435	3	347	189	75615
M/E	807720	78	54309	13	6785	41	17261	5	639	137	78994
M/W	411893	49	15348	12	7207	30	14249	1	355	92	37159
N	622853	76	20981	22	9566	33	16135	6	1685	137	48367
P/N	941366	75	34424	31	8017	54	25850	9	1352	169	69643
P/S	463507	40	14511	16	4504	21	13524	6	892	83	33431
R/C	562162	42	10643	28	6702	30	16013	1	204	101	33562
R/N	431368	22	9388	20	6317	22	9652	1	193	65	25550
R/S	691229	40	12528	26	8657	38	17429	1	35	105	38649
S	743783	64	14787	50	16718	41	16970	5	413	160	48888
T	341463	56	9369	13	3532	22	8581	2	158	93	21640
<b>Total</b>	<b>12442373</b>	<b>1252</b>	<b>391772</b>	<b>436</b>	<b>153058</b>	<b>665</b>	<b>315877</b>	<b>80</b>	<b>14401</b>	<b>2431</b>	<b>874897</b>

## Annexure 1 – 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:
  - ✓ 5 prominent areas in the ward were identified as the starting point
  - ✓ In each starting point about 20 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 22,850.**

## Annexure 2 – 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 <sup>th</sup>	School 5 <sup>th</sup> – 9 <sup>th</sup>	SSC/ HSC	Some College but not Grad	Grad/ Post-Grad Gen.	Grad/ Post-Grad Prof.
		Unskilled Workers	E2	E2	E1	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/	None	D	C	B2	B1	A2	A2	A1
Industrialists with no. of employees	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 3 - Inspection Report Form

भाग २

(अ) अध्ययन-अध्यापनविषयक तपासणी

कलम २९ (२) बालस्नेही शिक्षण संदर्भातील सूचनांच्या अनुषंगाने वर्ग तपासणी, शिक्षक कार्य तपासणी (शिक्षक संख्येप्रमाणे स्वतंत्र पृष्ठे वापरावीत.)

शिक्षकाचे नाव :- \_\_\_\_\_

इयत्ता: \_\_\_\_\_ अध्यापन विषय : \_\_\_\_\_

घटक : \_\_\_\_\_ उपघटक : \_\_\_\_\_

प्रत्यक्ष अध्यापनाबाबत अभिप्राय

• दिलेले विविध शैक्षणिक अनुभव \_\_\_\_\_  
\_\_\_\_\_

• वापरलेले शैक्षणिक साहित्य \_\_\_\_\_  
\_\_\_\_\_

• विद्यार्थ्यांचा सहभाग \_\_\_\_\_  
\_\_\_\_\_

• उपयोगात आणलेली आकारिक मूल्यमापन साधनतंत्रे \_\_\_\_\_  
\_\_\_\_\_

• शिक्षक-विद्यार्थी आंतरक्रिया \_\_\_\_\_  
\_\_\_\_\_

• दैनिक पाठ्याचणातील नोंदी आणि प्रत्यक्ष अध्यापन \_\_\_\_\_  
\_\_\_\_\_

(७) \_\_\_\_\_



