

WHITE PAPER



State of Municipal Education In Mumbai

December 2017

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I. Foreword

Praja Foundation has been coming up with reports on the state of municipal schools in Mumbai since 2010. The rationale behind this exercise is to evaluate the performance of our civic public schools in terms of inputs, outputs and outcomes where possible. Consider these:

- The MCGM (Municipal Corporation of Greater Mumbai) has an allocated budget of Rs. 52,142 per student for the year 2017-18.
- MCGM schools are compliant under most infrastructure norms of RTE (Right to Education) and show an average of 18 students per classroom.
- Complementing the above is the quality of teaching which was evaluated through the School Evaluation Dashboard of 'Shaala Siddhi' that shows 56% schools under MCGM have medium quality of teaching.

Shaala Siddhi is an initiative by the Union government's Ministry of Human Resource Development (MHRD) designed by the National University of Educational Planning and Administration (NUEPA) in 2015 to evaluate accountability and transparency of a school's performance through a variety of parameters as a part of school self-evaluation. We have used the Shaala Siddhi data for the Teacher Evaluation and Continuous and Comprehensive Evaluation indicators.

All the three benchmarks point towards a healthy education system within the civic schools. One would think that parents would be keen to send their wards to the schools. Reality, however is different.

As our data findings show, class 1 enrolment rates have fallen from 63,392 students in 2008-09 to 32,218 in 2016-17, a drop of 49%!

In order to mitigate dropouts, the MCGM introduced a system of semi-English schools, however these schools too show a high dropout rate of 8% in 2016-17.

Similarly, learning outcomes of MCGM students has not been very encouraging. The average SSC pass percentage of MCGM school students in 2016-17 is 69% while that of private school students is 92%. For Middle School Scholarship Examination (Class 5), a similar disparity can be seen – of the total students appearing for the scholarship exam only 1.6% of MCGM students received scholarship whereas this figure is 11.8% for private school candidates. For the High School Scholarship Examination (Class 8) only 0.6% of candidates from MCGM schools received scholarship, whereas 10.9% private school candidates were awarded scholarship.

Aligned to this are the findings of the household survey. Praja had commissioned Hansa research to conduct a survey of Mumbai households to study the perception of parents with regard to their satisfaction with the quality of education in schools. 48% of respondents who were unhappy with the municipal school cited poor facilities as the cause, 46% perceived MCGM schools to provide a poor quality of education.

However, all is not lost. The Mumbai Public School (MPS) which the corporation started to provide a 'seamless' education transition from pre-primary up to 10th standard within the premises has had a

dropout rate of only 2% in 2016-17, which is much less than the overall dropout rate of 8%. The corporation can look to expand the MPS format in its other schools as well.

Another positive step in this direction is the initiative taken by the MCGM (circular number 237, dated 27.10.17) to link teacher's performance to student learning outcomes. According to this circular, teachers would be fined for poor students' performance. Praja has been advocating benchmarking teacher's performance against student outcomes for the past few years. It is of primary importance to first ensure that teachers and school leaders (principals/Headmasters) are provided the necessary training, authority and capacity building mechanisms with reference to their school and students. In addition, School Management Committees need to be strengthened to provide a holistic management of education.

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.

Praja Foundation appreciates the support given by our supporters and donors, namely European Union Fund, Friedrich Naumann Foundation, Ford Foundation, Dasra, Narotam Sekhsaria Foundation and Madhu Mehta Foundation and numerous other individual supporters. Their support has made it possible for us to conduct our study & publish this white paper.

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

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



European Union

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Ford Foundation



Narotam Sekhsaria Foundation

**Madhu Mehta
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The content of the report is the sole responsibility of Praja Foundation.

Section I. Summary of RTI Data

A. Outcome Indicators

Table 1: Total No. of Students (Enrolments) in Mumbai's Municipal Schools 2012-13 to 2016-17¹

Year		2012-13	2013-14	2014-15 ²	2015-16	2016-17
Total Students		4,34,523	4,04,251	3,97,085	3,83,485	3,43,621
% Change in Enrolments Year on Year		-1%	-7%	-2%	-3%	-10%
Medium-wise Change in Enrolments Year on Year (%)						
Marathi	No.	103048	91919	73992	71454	62692
	%	-11.20%	-10.80%	-19.50%	-3.43%	-12.26%
Hindi	No.	137315	125120	116111	119384	100700
	%	0.70%	-8.90%	-7.20%	2.82%	-15.65%
English	No.	57235	57915	66467	71260	74035
	%	18.10%	1.20%	14.77%	7.21%	3.89%
Urdu	No.	114521	110776	106918	105307	92746
	%	0.50%	-3.30%	-3.48%	-1.51%	-11.93%
Gujarati	No.	7037	5686	5299	4956	4086
	%	-12.90%	-19.20%	-6.81%	-6.47%	-17.55%
Kannada	No.	3601	2828	2549	2526	2106
	%	-9.20%	-21.50%	-9.87%	-0.90%	-16.63%
Tamil	No.	8011	7161	6065	5954	5010
	%	-3.20%	-10.60%	-15.31%	-1.83%	-15.85%
Telugu	No.	2978	2280	2062	1870	1454
	%	-8.80%	-23.40%	-9.56%	-9.31%	-22.25%

Inference:

- Total number of students enrolled in MCGM schools has fallen by 10%, a steep fall as compared to the previous years.
- Enrolment rates have fallen in every medium, except for English which has seen a marginal rise. The rate of rise in English medium enrolments has fallen (from 18.10% in 2012-13 to 3.89% in 2016-17) showing fallen preference for MCGM English schools as well.
- Among the major regional language schools (i.e. Marathi, Hindi and Urdu) fall in enrolments is the most in Hindi medium, followed by Marathi and Urdu.

¹ Data for total enrolments as of 30th September, 2016 is collected through RTIs dated 10.11.2016 as filed in each ward. Information regarding total number of students enrolled in municipal schools class wise, gender wise and medium wise and number of teachers school wise is asked for. Copy of sample RTI in Annexure 1.

² 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 2012-13 to 2016-17

Year		2012-13	2013-14	2014-15	2015-16	2016-17 ³
Dropouts ⁴		40,011	47,218 ⁵	51,741	57,788	29,186
Dropouts (per 100)		9	12	13	15	8
Medium-wise ⁶ Dropouts Year on Year (%)						
Marathi	No.	6859	6817	7724	9320	5143
	%	6.70%	7.40%	10.40%	13.00%	8.20%
Hindi	No.	19332	21283	21744	27343	12036
	%	14.10%	17.00%	18.70%	22.90%	11.95%
English	No.	2750	3346	3543	3986	3017
	%	4.80%	5.80%	5.30%	5.60%	4.08%
Urdu	No.	9681	14496	15731	15834	8341
	%	8.50%	13.10%	14.70%	15.00%	8.99%
Gujarati	No.	377	257	320	303	166
	%	5.40%	4.50%	6.00%	6.10%	4.06%
Kannada	No.	291	297	273	261	77
	%	8.10%	10.50%	10.70%	10.30%	3.66%
Tamil	No.	354	472	396	440	229
	%	4.40%	6.60%	6.50%	7.40%	4.57%
Telugu	No.	335	221	239	253	150
	%	11.20%	9.70%	11.60%	13.50%	10.32%

Inference:

- Number of dropouts has fallen by 49.5% from 2015-16 to 2016-17. However, the figure of 29,186 is still considerable for number of students dropping out annually.
- A fall in dropout rates is witnessed across all mediums in 2016-17. The highest dropout percentage is in Hindi medium (11.95%), which also has the most number of enrolments.

³ G/N ward has provided nil data of dropouts in their Primary schools.

⁴ 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.

⁵ 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.

⁶ 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 2016-17

Standard	Academic Year	Total Enrolment	Transition Rate
7	2015-16	48377	62%
8	2016-17	30053	

Inference:

The Transition Rate⁷ of students studying in Class 7 in 2015-16 to Class 8 in 2016-17 in MCGM schools was 62%. This means that 38% students enrolled in Class 7 did not continue their secondary education (from Class 8) in an MCGM school.

Table 4: Change in Total Students (Enrolment) 2008-09 to 2016-17

Year	Total Enrolments	% Change Year on Year
2008-09	451,810	-
2009-10	455,900	0.9
2010-11	437,863	-4.0
2011-12	439,153	0.3
2012-13	434,523	-1.1
2013-14	404,251	-7.0
2014-15	397,085	-1.8
2015-16	383,485	-3.4
2016-17	3,43,621	-10.4
2017-18*	3,21,288	-6.5
2018-19*	2,98,955	-7.0
2019-20*	2,76,622	-7.5
2020-21*	2,54,288	-8.1
2021-22*	2,31,955	-8.8

Inference:

- Through a time-series analysis, in our last year report, we had predicted that in 2016-17 the total number of students will be 3,68,500. The actual figure of academic year 2016-17 was much lesser at 3,43,621 students.
- (*) Using a time-series regression we have tried to estimate the year on year trend in enrolment rates extrapolating this to the next five academic years, 2017-18 to 2021-22.⁸ If the fall in enrolments in MCGM schools continues at the same rate, by 2021-22 the number of total enrolments would fall to almost half (51.3%) of the total enrolments of 2008-09.

⁷The 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.

⁸ Refer Annexure 2 for details.

Table 5: Retention Rate in Municipal Schools- Class 1 to Class 7

Standard	Academic Year	Total Enrolments	Retention Rate (%) Year on Year
1	2012-13	46,913	-
2	2013-14	49,398	105.3
3	2014-15	50,938	108.6
4	2015-16	50,141	106.9
5	2016-17	41,684	88.9
6	2017-18*	46,458	99.0
7	2018-19*	45,743	97.5

Inference:

88.9% students who enrolled in Class 1 have continued their education up to Class 5. (*) The time-series regression done to estimate the year on year trend in retention rates extrapolating this to the next two academic years⁹, shows that 97.5% students who had enrolled in Class 1 in 2012-13 would be retained up to Class 7.

Table 6: Change in Class I Enrolments 2008-09 to 2016-17

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	34,549	-11.9
2016-17	32,218	-6.7
2017-18*	29,448	-8.6
2018-19*	25,868	-12.2
2019-20*	21,477	-17.0
2020-21*	16,275	-24.2

Inference:

- Class 1 enrolments have fallen in 2016-17 when compared to 2015-16; although the percentage change is lesser than the trend of the previous year by 5%.
- (*) The time-series regression done to estimate the year on year trend in Class I enrolments extrapolating this to the next four academic years, shows that if the current rate of fall in enrolment continues, only 16,275 students would have enrolled in Class 1 MCGM schools in 2020-21 compared to 63,392 in 2008-09.

⁹ Refer Annexure 2 for details.

Table 7: Medium-wise Class I Enrolments 2012-13 to 2016-17

Medium	2012-13 (Y1)	2013-14 (Y2)		2014-15 (Y3) ¹⁰		2015-16 (Y4)		2016-17 (Y5)	
	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	8697	7365	-15	7131	-3	6104	-14	5631	-8
Hindi	13858	11232	-19	10844	-3	9141	-16	8698	-5
English	9278	8437	-9	9226	9	8726	-5	7949	-9
Urdu	12990	10851	-16	10377	-4	9069	-13	8655	-5
Gujarati	716	580	-19	501	-14	420	-16	381	-9
Kannada	316	241	-24	241	0	189	-22	173	-8
Tamil	619	609	-2	543	-11	539	-1	401	-26
Telugu	256	212	-17	188	-11	174	-7	119	-32
Mentally Retard	183	136	-26	163	20	187	15	211	13
Total	46913	39663	-15	39214	-1	34549	-12	32218	-7

Inference:

Class 1 enrolments have fallen in all language schools, including English for the academic year 2016-17.

¹⁰ 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 8: Total Enrolments in Semi-English schools¹¹

	2012-13	2013-14	2014-15	2015-16	2016-17
No. of Schools	12	176	360	568	574
Standards	1st	1st to 2nd	1st to 3rd	1st to 4th	1st to 5th
No. of Students	577	7488	20884	44293	56351
Medium-wise Enrolments					
Marathi	9	3654	9937	16743	18326
Hindi		125	1837	9013	15323
Urdu	540	3527	8660	17464	21307
Gujarati		17	55	204	295
Kannada	28	83	134	223	152
Tamil		82	251	596	858
Telugu			10	50	90

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 five years from 12 schools in 2012-13 to 574 schools in 2016-17.
- Number of students in semi-English schools has increased by 27% in 2016-17 as compared to 2015-16.
- Semi English pattern is followed mostly in Urdu medium, followed by Marathi and Hindi mediums for academic year 2016-17.

¹¹ Data for Semi-English schools provided is according to the list of semi-English schools as provided ward wise through RTI in 2016-17.

Table 9: Total Dropouts in Semi-English schools

		2012-13	2013-14	2014-15	2015-16	2016-17
No. of Schools		12	176	360	568	574
Standards		1st	1st to 2 nd	1st to 3rd	1st to 4th	1st to 5th
No. of Students		577	7488	20884	44293	56351
Dropouts		25	257	1245	3432	4563
Dropouts per 100		4	3	6	8	8
Medium-wise Dropouts						
Marathi	In no.	0	87	553	1261	1441
	Dropouts per 100		2	6	8	8
Hindi	In no.		0	40	677	1644
	Dropouts per 100			2	8	11
Urdu	In no.	22	153	622	1439	1433
	Dropouts per 100	4	4	7	8	7
Gujarati	In no.		0	0	1	4
	Dropouts per 100				0	1
Kannada	In no.	3	17	28	36	3
	Dropouts per 100	11	20	21	16	2
Tamil	In no.		0	2	17	33
	Dropouts per 100			1	3	4
Telugu	In no.			0	1	5
	Dropouts per 100				2	6

Inference:

- Percentage of dropouts in semi-English pattern of schools stands at 8%, same as the average dropout rate of 2016-17.¹²
- Medium wise dropout percentage in 2016-17 is highest in Hindi, followed by Marathi and Urdu.

¹² Table 2 shows average dropout rate of 8%.

Table 10: Standards-wise Enrolment and Dropout in Semi-English schools

Year	Standards	1	2	3	4	5
2012-2013	Enrolments	577				
	Dropouts	25				
	Dropouts per 100	4				
2013-2014	Enrolments	6681	807			
	Dropouts	154	103			
	Dropouts per 100	2	13			
2014-2015	Enrolments	12009	8045	830		
	Dropouts	236	919	90		
	Dropouts per 100	2	11	11		
2015-2016	Enrolments	20294	14254	8856	889	
	Dropouts	687	1481	1179	85	
	Dropouts per 100	3	10	13	10	
2016-2017	Enrolments	17644	19699	11867	6786	355
	Dropouts	605	1863	1429	651	15
	Dropouts per 100	3	9	12	10	4

Inference:

In 2016-17, more students have dropped out of semi English school at an early stage of schooling (12% in Class 3) than in higher standards (4% in Class 5).

Table 11: Standards-wise Enrolments and Dropouts in Mumbai Public Schools (MPS)

Stand ard	2014-15			2015-16			2016-17		
	Enrolm ents	Drop out	Dropouts per 100	Enrolm ents	Drop out	Dropouts per 100	Enrolm ents	Drop out	Dropouts per 100
Jr. Kg	2651	29	1	3321	22	1	3114	22	1
Sr. Kg	4317	82	2	3724	69	2	3371	81	2
1	4097	43	1	4097	81	2	3999	40	1
2	3906	185	5	4156	199	5	4089	141	3
3	3504	255	7	3889	209	5	3923	122	3
4	3171	261	8	3475	201	6	3706	94	3
5	2502	144	6	3059	196	6	3277	84	3
6	1783	91	5	2501	130	5	2905	82	3
7	1064	37	3	1809	84	5	2387	66	3
8	469	20	4	1370	38	3	1929	37	2
9	0	0	0	402	2	0	1303	75	6
10	0	0	0	0	0	0	494	13	3
Total	27464	1147	4	31803	1231	4	34497	857	2

Inference:

- Enrolments in Mumbai Public Schools have risen by 8% as compared to 2015-16. The number of dropouts has fallen by 30% as compared to 2015-16.
- Dropouts in MPS (2%) are drastically lower than overall average dropout of 8%¹³ in 2016-17.

¹³ Refer to Table 2

Table 12: Comparison between MCGM and Private Schools: SSC Results¹⁴

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	59.11%	82.24%
Mar-12	12,466	164,526	7,623	136,187	61.15%	82.78%
Mar-13	12,856	164,010	7,658	131,785	59.57%	80.35%
Mar-14	12,379	159,621	8,267	132,626	66.78%	83.09%
Mar-15	10,779	159,913	7,809	136,686	72.45%	85.48%
Mar-16	10,220	154,358	7,866	131,696	76.97%	85.32%
Mar-17	11,972	135,392	8,250	124,297	68.91%	91.81%

Inferences:

- The number of MCGM school students appearing for SSC exam has increased from March-16 to March-17, whereas the number of students for private schools has relatively fallen.
- The percentage gap of MCGM and private school students passing the SSC exam has however increased drastically, from a difference of 8.35% in March 2016 to 22.89% in March 2017. A fall in the total percentage of MCGM students passing the SSC exam points to a fall in outcomes for municipal school students.

¹⁴ Total SSC pass out numbers : Source <http://mahresult.nic.in/ssc2017/mumbai.htm>

Table 13: Comparison between Private and MCGM Schools: Scholarships¹⁵

Year	Candidates Appeared		Scholarship Holders		Scholarship Holders in %	
	MCGM School	Private School	MCGM School	Private School	MCGM School	Private School
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 ¹⁶					
5th Standard						
2016-17 ¹⁷	4,668	16,165	74	1,903	1.6%	11.8%
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%
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%

Inference:

- The number of candidates appearing for scholarship exam in 5th and 8th standards has fallen from 2014-15 to 2016-17, for both MCGM and private schools. The absolute number of candidates appearing for the exam is much higher for Private than MCGM schools.
- Only 1.6% MCGM students who appeared for the Middle School Scholarship(5th) received the scholarship whereas this figure is 11.8% for private school candidates. Similarly, for High School Scholarship (8th), only 0.6% candidates from MCGM schools received scholarship, whereas 10.9% candidates from private schools received scholarship, showing a poor performance of MCGM students, if receiving of scholarship is considered indicative of learning outcomes of the students.

¹⁵The 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>)

¹⁶ 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 3.

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

B. Annual Municipal Budget¹⁸ for Education

Table 14: Annual Municipal Budget and Per-capita allocation for Students

Year	Total Annual Budget (Rs. in crores)	Total Students
2008-09	911	451,810
2009-10	1,255	449,179
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	383,485
2016-17	2,567	343,621
2017-18	2,454	343,621

Inference:

Total Annual Budget allocated for education has been falling since 2015-16. The allocated budget for 2017-18 is Rs. 2,454 crores, 9.76% of MCGM's overall budget of Rs. 25,138.91 crores¹⁹. A fall in the 2017-18 budget can be understood as an attempt towards more efficient spending and higher utilisation of the budget.

¹⁸ Budget figures are based upon data from Budget speech details as uploaded on the MCGM website: <http://www.mcgm.gov.in/irj/portal/anonymouse?NavigationTarget=navurl://9c91c43a774240aef3d92878731d1da>

¹⁹ Source: MCGM. 'Budget Estimates 2017-18'.

[http://www.mcgm.gov.in/irj/go/km/docs/documents/MCGM%20Department%20List/Chief%20Accountant%20\(Finance\)/Budget/Budget%20Estimate%202017-2018/1.%20MC's%20Speech/Budget%20A%2cB%2cG/ENGLISH%20SPEECH.pdf](http://www.mcgm.gov.in/irj/go/km/docs/documents/MCGM%20Department%20List/Chief%20Accountant%20(Finance)/Budget/Budget%20Estimate%202017-2018/1.%20MC's%20Speech/Budget%20A%2cB%2cG/ENGLISH%20SPEECH.pdf)

Table 15: Per-child Allocation and Expenditure (In Rs. Crore)

Account Head	Budget Estimate 2015-16	Actual Expenditure 2015-16	Budget Estimate 2016-17	Actual Expenditure 2016-17	Budget Estimate 2017-18
Primary Education					
Total Revenue Expenses	2,144	1,578	2,070	1,664	1,954
Total Project works/Capital Expenses (A)	357	110	325	170	358
Total Primary education (i)	2,501	1,688	2,394	1,834	2,312
Secondary Education					
Total Revenue Expenses	119	88	142	101	128
Total Project works/Capital Expenses (B)	10	3	31	4	14
Total secondary education (ii)	129	91	173	105	142
Total Education Budget (C) (i + ii = C)	2,630	1,779	2,567	1,939	2,454
% Utilisation	68%		76%		
<i>Less: Grants to Private Primary aided School (D)</i>	256	254	300	240	290
Total (C-D)	2,374	1,524	2,267	1,700	2,164
Total students	383,485	383,485	343,621	343,621	343,621
Per Capita cost for every student (in actual rupees)	61,894	39,744	59,115	49,459	62,979
<i>Less: Total Project works/Capital Expenses and Grants(A+B+D=E)</i>	623	367	656	414	662
Total (C-E)	2,007	1,411	1,911	1,525	1,792
Per Capita cost for every student (in actual rupees)	52,326	36,807	49,835	44,394	52,142

Inference:

- The MCGM spent Rs. 44,394 per student according to the actual expenditure of 2016-17 and is estimated to spend Rs. 52,142 per student in 2017-18.
- The per student budget actuals as calculated is 21% higher than in 2015-16, indicating increased spending per student. Similarly, the per student allocation under budget estimate 2017-18 is 5% higher than the previous year's estimate.

Table 16: Budgeted vs. Actual Expenditure Summary 2014-15 to 2016-17 for Primary Education (In Rs. Crore)

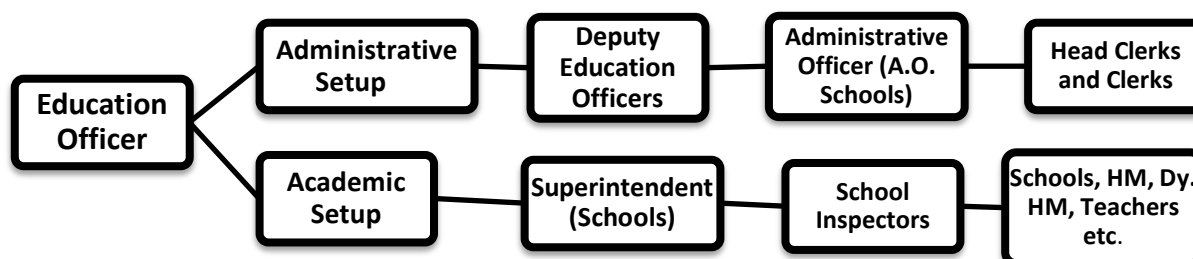
Sr. No	Account Head	Budget Estimates			Actual Expenditure			% Utilisation		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
1	Establishment Expenses	876	901	978	709	690	718	81%	77%	73%
2	Administrative Expenses	86	85	97	67	57	81	78%	67%	84%
3	Operation and Maintenance	183	106	154	96	81	84	53%	77%	54%
3a	<i>Incentive to Girl Students</i>	7	6	6	1	4	0.8	13%	63%	14%
3b	<i>Consumables</i>	74	1	45	0	-	0.04	0%	0%	0%
3c	<i>School Stores</i>	84	84	88	89	69	73	106%	82%	83%
3d	<i>Other O&M</i>	19	15	15	6	8	9	33%	54%	61%
4	Finance and Interest Charges	0	0.5	0	0.5	0.5	0	98%	98%	0%
5	Programme Expenses	24	18	12	10	3	4	42%	14%	35%
6	Revenue Grants, Contribution & Subsidies	1,139	1,022	810	833	724	736	73%	71%	91%
7	Depreciation & Others	0	0	0	19	23	41	0%	0%	0%
8	Provision for doubtful receivables/refund of tax	4	11	19	134	0	0	3359%	0%	0%
9	Prior Period	0	0	0	137	117	0	0%	0%	0%
Total Revenue Expenses		2,313	2,144	2070	1,870	1,578	1664	81%	74%	80%
Project Works/Capital Expenses		345	357	325	76	110	170	22%	31%	53%
Grand Total		2,658	2,501	2,394	1,628	1,945	1834	73%	67%	77%

Inference:

- The average utilisation of the 2016-17 budget on primary education is 77%, a 10% rise as compared to the previous year.
- Programme expenses, such as those allocated for Sarva Shiksha Abhiyan are however dismal, with a utilisation of only 35%. Similarly, capital expenditure has a poor utilisation of 53%, although it is better than the previous years.

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. Below is the hierarchy²⁰ of the two wings:



The National Programme on School Standards and Evaluation(NPSSE), commonly known as Shaala Siddhi is an initiative by the Ministry of Human Resource Development(MHRD) and is designed by the National University of Educational Planning and Administration (NUEPA) in 2015. It visualizes evaluation as a means to improvement by looking at each school as an individual unit. The initiative aims to focus on self-improvement and accountability. It seeks to provide each school an opportunity for holistic development by analysing and working on incremental improvement of its strengths and weaknesses through a collaborative stakeholder process, while providing uniformity through fixed parameters of evaluation as developed in the School Standards and Evaluation Framework (SSEF). It is an ICT²¹ initiative as accountability and transparency of a school's performance will be ensured through a School Evaluation Dashboard that would contain consolidated evaluation reports of every school.²² In the academic year 2016-17, data was uploaded on the Dashboard as a part of school self-evaluation. We have used the Shaala Siddhi data for the Teacher Evaluation and Continuous and Comprehensive Evaluation indicators.

a) Teacher Evaluation

A Key Domain of the Shaala Siddhi evaluation is Teaching- Learning and Assessment that focusses on nine parameters related to pedagogy and learning practices. Each parameter is assessed through three levels: Level 1 (Low), Level 2 (Medium), Level 3 (High). Details of each parameter can be found in Annexure 4.

²⁰The 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_RT1_E01.pdf

²¹ Information and Communication Technology.

²² Source: National Programme on School Standards and Evaluation. <http://shaalasiddhi.nuepa.org/index.html>

Table 17: Teacher Self-Evaluation²³ by Percentage of schools for the year 2016-17²⁴

Teacher Evaluation Parameters	MCGM Schools			Private Schools		
	Level 1 (Low)	Level 2 (Medium)	Level 3 (High)	Level 1 (Low)	Level 2 (Medium)	Level 3 (High)
Teachers' Understanding of Learners	7	49	45	8	45	48
Subject and Pedagogical Knowledge of Teachers	7	48	44	7	44	50
Planning for Teaching	8	48	45	8	43	48
Enabling Learning Environment	5	60	35	6	52	41
Teaching-learning Process	6	57	36	7	49	44
Class Management	7	50	43	7	44	49
Learners' Assessment	4	64	32	6	54	40
Utilisation of Teaching-learning Resources	5	65	30	7	59	35
Teachers' Reflection on their own Teaching-learning Practice	5	64	30	7	57	36
Average Percentage	6	56	38	7	50	43

Note: 1% of MCGM schools and 15% of private schools have incomplete or nil data with reference to teacher's assessment on the School Evaluation Dashboard and have not been included here. Railway and social welfare schools have been included under private schools' category.

Inference:

- On an average, teachers from 56% MCGM schools reported to have a medium level of teaching quality based on the various parameters under SSEF whereas 38% reported to have a high quality of teaching. Similarly, in private schools, maximum number (50%) reported to have medium teaching quality levels whereas 43% schools reported high teacher quality. Only 6% of teachers in MCGM and 7% in private schools reported to have a low quality.
- The self-evaluation of MCGM schools, where maximum percentage are said to have medium to high quality of teaching levels does not correspond to the learning outcomes such as scholarship which are poor and SSC pass rates that have fallen as compared to the previous year.

²³ Teacher assessment has been done under Shaala Siddhi through self-evaluation. A consequent fair external evaluation when done under the Programme could be able to give us a more balanced understanding of teacher quality.

²⁴ Data provided is for 1074 MCGM schools and 1267 private schools from the Siddhi Shaala portal.

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.

Enquiries were conducted against 67 staff members (headmasters, Dy. Headmasters and teacher/trainers) and 23 staff members have been terminated from services from 2011-12 to 2016-17.

c) Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based assessment of students that is designed to cover all aspects of students' development. The new evaluation system was introduced under the Right to Education Act (2009) as a corollary to the no-detention policy. 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%),

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.

Data for CCE has been collected through the School Evaluation Dashboard of Shaala Siddhi under the indicator of Learning Outcomes-Performance in Key Subjects for the academic year 2016-17 for the Standards V, VIII and X.

Table 18: Total Percentage of students in respective CCE grades for Standards V, VIII and X

Standard	Type of School	Total Number of Schools	Number of Schools for which accurate data is available	Percentage of students CCE Grades ²⁵				
				A	B	C	D	E
V	MCGM	942	353	19.42	47.02	16.52	3.07	13.88
	Private ²⁶	18	5	31.43	55.77	12.45	0.00	0.33
	Overall	960	358	19.59	47.14	16.47	3.03	13.69
VIII	MCGM	508	353	21.22	44.17	22.60	3.52	8.48
	Private	9	6	18.80	39.37	39.16	2.68	0.00
	Overall	517	359	21.18	44.10	22.84	3.51	8.36
X ²⁷	MCGM	158	134	7.47	22.55	37.90	20.31	11.75

Note: Subject wise classification of CCE grades for standard VIII and X can be found in Annexure 5.

Inference:

- Maximum percentage of students in MCGM schools in 5th standard (47%) and 8th standard (44%) have received Grade B in the respective subjects, whereas maximum students in 10th standard fall under Grade C. (38%)
- Private schools in Standard 8th have a higher percentage of students under Grade C as compared to MCGM, whereas for Grade D and E percentage of students is higher in MCGM schools in both 5th and 8th standards.
- Percentage of MCGM students falling below Grade C²⁸ was 17% in the 5th and increases to almost double in Standard 10th at 32%.

²⁵ A (100% to 81%), B (80% to 61%), C (60% to 40%), D (33% to 40%) and E (below 33%)

²⁶ Data only of private unaided schools.

²⁷ Data for private schools for 10th standard was not available.

²⁸ Grade D and E.

D. Compliance with norms laid down under Right to Education Act^{29*}

Table 19: Compliance with Infrastructure and other norms under RTE³⁰ (2016-17)

Indicator : Schools with Infrastructure Facilities Available		MCGM	Private Aided	Private Unaided	Unrecognised
Total Schools		1195	459	706	118
No. of Student		323899	140918	325856	19243
No. of Teacher		11369	3784	7332	592
Building	Number	1195	459	706	118
	%	100	100	100	100
Office cum store cum HM room	Number	1130	445	685	114
	%	94.56	96.95	97.03	96.61
One class room for every teacher	Number	1002	283	304	91
	%	83.85	61.66	43.06	77.12
Ramp	Number	1135	437	650	112
	%	94.98	95.21	92.07	94.92
Separate Toilet for Boys	Number	1195	443	670	117
	%	100	96.51	94.90	99.15
Separate Toilet for Girls	Number	1195	449	691	116
	%	100	97.82	97.88	98.31
Drinking Water Facility	Number	1195	459	706	118
	%	100	100	100	100
Boundary Wall	Number	1173	437	671	100
	%	98.16	95.21	95.04	84.75
Playground	Number	1123	442	640	105
	%	93.97	96.30	90.65	88.98
Indicator: Outcomes		MCGM	Private		
SSC	Number	8,250	124,297		
	%	68.91%	91.81%		
Middle School Scholarship (5 th)	Number	74	1903		
	%	1.6%	11.8%		
High School Scholarship (8 th)	Number	19	1598		
	%	0.6%	10.9%		

²⁹ Source: Education Indicators.

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

³⁰ Norms of Schools with Infrastructure facilities available, as specified under section 19 of "The Right of Children to Free and Compulsory Education Act, 2009"

Inference:

- The number of students in private (aided, unaided and unrecognised) is 50% more than those in government schools, however the number of schools and teachers are only 7% and 3% higher than government schools, respectively. This shows that although MCGM schools have the infrastructure, considerable number of teachers, as well as quality³¹ of teachers relatively better than private schools, their outcomes are poor and it is able to retain fewer number of students than private schools.
- While infrastructure compliance is positive under almost all parameters, 16.15% MCGM schools do not have one classroom per teacher.
- 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.

³¹ Table 17

Table 20: Medium Wise Pupil (Student) Teacher Ratio in 2016-17

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	407	65160	3389	19
Hindi	262	88129	3113	28
Urdu	236	91539	2826	32
Gujarati	64	4637	338	14
Tamil	34	5062	240	21
Telugu	28	1361	68	20
Kannada	34	1838	103	18
English	130	66173	1292	51
Total	1195	323899	11369	28

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 and Urdu MCGM schools the PTR is more than the prescribed RTE norms at 51 and 32 students per teacher, respectively.

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 21: Schools with School Management Committees in 2016-17³²

	MCGM		Private Aided		Private Unaided		Un- recognised	
	Number	%	Number	%	Number	%	Number	%
Not Applicable	38	3.2	8	1.7	318	45.0	105	89.0
No	14	1.2	6	1.3	228	32.3	5	4.2
Yes	1143	95.6	445	96.9	160	22.7	8	6.8
Total	1195	100	459	100	706	100	118	100

Inference:

95.6% MCGM schools have School Management Committees established, whereas this figure is 96.9% for private aided, 22.7% for private unaided, and only 6.8% in the case of un-recognised schools.

³² Source: District Information System for Education. <http://udise.in/>

Section II. Deliberation by Municipal Councillors and MLAs

Table 22: Number of questions asked on Education and Number of meetings by Councillors in all Committees from April 2016 to March 2017

Name of Committee	2012-13		2013-14		2014-15		2015-16		2016-17	
	No. of Questions	No. of total Meetings	No. of Questions	No. of total Meetings	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	47	74	49	74
Education Committee	62	19	45	15	44	30	86	33	102	25
Ward Committee	23	241	29	255	20	301	27	280	12	304
Other Committees	17	243	14	276	36	407	33	337	20	316
Total	134	569	133	611	149	817	193	724	183	719

Inference:

Councillors in various MCGM meetings in 2016-17 asked 183 questions on education, 5% lesser than 2015-16. 56% of total questions asked on education were in the Education Committee Meetings.

Table 23: 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	No. of Councillors 2015-16	No. of Councillors 2016-17
0	164	157	166	158	167
1	35	43	32	37	33
2 to 4	23	21	24	24	19
Above 4	5	6	5	8	8
Total	227	227	227	227	227

Inference:

Number of councillors asking zero questions on education has increased by 6% as compared to 2015-16. Only 4% of all MCGM councillors asked more than 4 questions on education.

Table 24: Ward-wise questions asked by Councillors on Education in the year April'16 to March'17

Ward	No. of students	No. of councillors	No. of councillors who asked question on education	Total questions asked on education
A	6844	4	0	0
B	2378	3	2	4
C	326	4	1	2
D	2532	7	1	1
E	9785	8	3	12
F/N	23644	10	3	4
F/S	8101	7	3	4
G/N	17613	11	3	3
G/S	12267	9	4	12
H/E	18278	11	3	40
H/W	6932	6	1	2
K/E	15797	15	2	5
K/W	16526	13	4	7
L	33604	15	5	20
M/E	48754	13	5	13
M/W	14608	8	1	3
N	17804	12	3	4
P/N	27019	16	4	19
P/S	11842	8	0	0
R/C	8122	10	2	2
R/N	6570	7	2	6
R/S	10810	11	4	8
S	12891	13	1	1
T	8563	6	3	11
Total	341610	227	60	183

Inference:

Councillors from A and P/S ward did not ask any question while those from H/E and L wards asked the most number of questions.

Table 25: Issues raised/Questions asked by Councillors in the year April'16 to March'17

Issues	Question asked
Anganwadi/Balwadi/Creche Related	5
Closure of the schools	1
Dropout rate	3
Human Resources Related	45
Higher/Technical Education	7
Infrastructure	13
Municipal School Related	44
New schools	1
Naming/Renaming of School	10
Playground Related	6
Private and Trust school related	5
Providing and fixing educational materials	1
School repairs and reconstruction	9
Schemes/Policies in Education Related	16
Sports related	5
Student issues related	9
Syllabus/Curriculum	1
Vocational training	2
Total	183

Inference:

Most number of questions were asked on human resources (45). More questions were asked on naming of schools (10) than on dropout rate (3).

Table 26: Questions asked by MLAs on Education from Budget Session 2016 to Budget Session 2017

Name	Political Party	Area	Mumbai Related Questions in Education	Total Questions in Education
Abu Asim Azmi	SP	Mankhurd Shivaji Nagar	3	22
Ajay Vinayak Choudhari	SS	Shivadi	10	33
Ameet Bhaskar Satam	BJP	Andheri (West)	5	15
Amin Amir Ali Patel	INC	Mumbadevi	18	184
Ashish Babaji Shelar	BJP	Vandre (West)	4	42
Ashok Dharmaraj Patil	SS	Bhandup (West)	1	5
Aslam Ramazan Ali Shaikh	INC	Malad West	10	126
Atul Dattatray Bhatkalkar	BJP	Kandivali (East)	3	27
Bharati Hemant Lavekar	BJP	Varsova	2	9
Kalidas Nilkanth Kolambkar	INC	Wadala	6	32
Mangal Prabhat Lodha	BJP	Malabar Hill	6	14
Mangesh Anant Kudalkar	SS	Kurla (SC)	3	13
Manisha Ashok Chaudhari	BJP	Dahisar	2	23
Md. Arif Lalan Khan	INC	Chandivali	3	45
Parag Madhusudan Alavani	BJP	Vile Parle	4	21
Prakash Rajaram Surve	SS	Magathane	2	10
Prakash Vaikunth Phaterpekar	SS	Chembur	5	19
Raj Khangaraji Purohit	BJP	Colaba	1	14
Ramchandra Shivaji Kadam	BJP	Ghatkopar (West)	0	0
Ramesh Kondiram Latke	SS	Andheri (East)	0	0
Sadanand Shankar Sarvankar	SS	Mahim	0	6
Sanjay Govind Potnis	SS	Kalina	10	36
Sardar Tara Singh	BJP	Mulund	3	44
Selvan R. Tamil	BJP	Sion Koliwada	1	1
Sunil Govind Shinde	SS	Worli	6	36
Sunil Rajaram Raut	SS	Vikroli	6	26
Sunil Vaman Prabhu	SS	Dindoshi	11	58
Trupti Prakash Sawant	SS	Bandra (East)	5	20
Tukaram Ramkrishna Kate	SS	Anushakti Nagar	4	13
Varsha Eknath Gaikwad	INC	178 Dharavi (SC)	2	46
Waris Yusuf Pathan	AIMIM	Byculla	0	2
Yogesh Amritlal Sagar	BJP	Charkop	2	17
Total			138	959

Inference:

MLA's asked 959 questions related to education in total, out of which 14% questions were related to education in Mumbai. Highest number of questions on education were raised by MLA Amin Amir Ali Patel (184). Highest number of questions were asked by MLA's from INC and Shiv Sena.

Table 27: Issue-wise questions asked by MLAs on Education from Budget Session 2016 to Budget Session 2017

Issues	Mumbai related Edu. Questions	Total Question in Education
Anganwadi/Balwadi/Creche Related	0	23
Ashram School Related	1	112
Cast/Tribe education	1	30
Central/State Government and Zilla Parishad school	0	12
Closure of the schools	9	12
Dropout Rate	1	5
Education Related	14	70
Fees structure	1	5
Girls Education	0	6
Government College	9	12
Higher/Technical Education	38	167
Human Resources Related	29	133
Infrastructure	4	22
Municipal School Related	10	35
Primary/Secondary education	0	22
Private College Related	6	24
Private and Trust school related	2	20
Providing and fixing education materials	2	8
School repairs and reconstruction	3	4
Schemes/Policies in Education Related	6	182
Syllabus / Curriculum	0	10
Student Issues Related	2	42
Students Teacher Ratio	0	3
Total	138	959

Inference:

Most number of questions (182) are related to schemes and policies in education. The number of questions related to higher and technical education (167) is much higher than primary and secondary education (22), showing that lesser weightage is offered to basic education at the state level. Only five questions related to dropout have been asked in 4 sessions of the State Legislative Assembly, inspite of it being a serious issue for government schools. 133 questions were raised with reference to human resources in education, a considerable number given the importance of this issue in education.

Section III. Data from Household Survey

Praja Foundation had commissioned a household survey to Hansa Research which was conducted in March-April 2017 across the city of Mumbai. The total sample size for the survey was 20,317 households. Out of the total sample size of 20,317 households, 3081 households had children in the age group of 3-15 years, out of which 2768 households had children going to school. Hence, the education questionnaire was administered further with those (2,768) households only. Of this number 400 households sent their students to municipal schools. For details on the survey methodology and Socio Economic Classification (SEC) of households, refer to Annexure 6 and 7.

Following are the key findings of the survey:

Table 28: Current Medium of Education (%)

Language		All	SEC A	SEC B	SEC C	SEC D	SEC E
English	Public	7	6	5	6	8	10
	Private	69	81	76	75	61	56
Marathi	Public	4	1	2	3	6	5
	Private	10	8	6	10	10	13
Hindi	Public	4	1	2	2	5	7
	Private	4	2	7	2	4	3
Gujarati	Public	0	0	0	0	0	0
	Private	1	0	1	0	2	4
Urdu	Public	1	0	0	1	1	1
	Private	1	0	1	0	2	1
Other Indian Language	Public	0	0	0	0	0	0
	Private	0	0	0	0	0	1

Inference:

- 10.2% households with children under age group 3-15 years did not send their children to school.
- Preference for Private English- medium schools increases as one moves up the affluence level³³ 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. However even a significant percentage (56%) from SEC E prefers sending their children to a private English school.
- Preference for Marathi- medium schools falls as one moves up the affluence level, although more households prefer private Marathi schools over public.

³³ Determined by occupation and education, see appendix for details of socio-economic classification.

Table 29: Respondents from Table 28 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	30	45	36	26	31	27

Inference:

45% households (from SEC A), 62% households (from SEC B and C), and 58% households (from SEC D and E) prefer their children be educated in English medium. A majority of respondents in each socio-economic classification do not want to change to English Medium.

Table 30: Respondents taking private tuitions/coaching classes (%)

	All	Private School	Public School
Yes	70	73	48
No	30	27	52

Inference:

73% of households who send their students to private schools, also send them for tuitions³⁴, whereas this number is 48% in the case of those households which send their children to public schools.

Table 31: Details on source of Tuitions (%)

	All	Private School	Public School
School Class teacher	7	7	5
Private tuitions	85	85	84
Coaching classes	7	7	10
Others	1	1	2

Inference:

84% Municipal school students from respondent households go for private tuitions while 10% go to coaching classes. 5% students take tuitions from their municipal school teacher.

³⁴ 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 and the need for tuition.

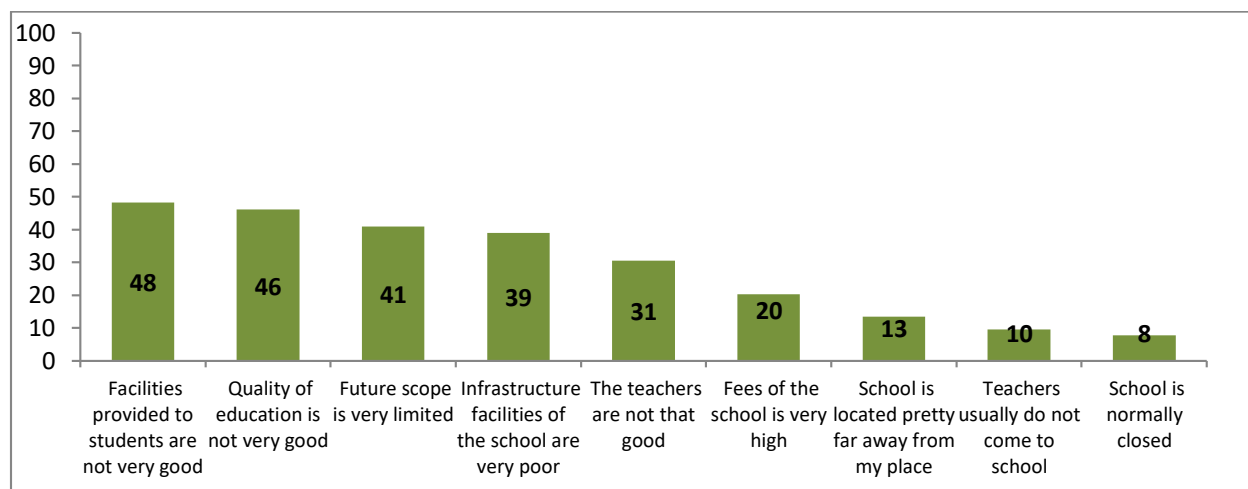
Table 32: Percentage happy with the School

	All	Private School	Public School
Yes	93	95	80
No	7	5	20

Inference:

80% respondents are happy with the Municipal school due to various reasons such as location, fees and facilities. 20% respondents are unhappy with the Municipal School whereas this number is 5% in the case of private schools.

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



Inference:

Of the 20% which were unhappy with the school; student facilities provided and quality of teaching emerge as primary causes. 41% respondents consider that studying in a municipal school does not provide their children the opportunity for improving their academic and occupational prospects in the future.

III. Ward-wise data³⁵

Table 33: Ward-wise Total Number of Students in Municipal Schools in Mumbai

Ward	2012-13	2013-14	2014-15	2015-16	2016-17
A	7685	7600	7548	7038	6844
B	2812	2542	2626	2402	2378
C	674	547	695	432	326
D	3269	2798	3116	3138	2532
E	11433	11432	11490	10580	10042
F/N	35033	32187	29713	27242	23644
F/S	9179	8486	8178	7829	8101
G/N	23747	22211	20851	20559	17583
G/S	15743	14729	13880	13676	12552
H/E	26373	22942	22043	21145	19096
H/W	9714	9493	8844	8366	6932
K/E	20139	15234	17729	17860	15798
K/W	19051	17725	17226	16583	16530
L	35655	35345	34584	34631	33463
M/E	53510	53394	54372	54147	49021
M/W	17028	16324	15564	15208	14670
N	25956	22875	21086	20000	18034
P/N	36706	35507	34917	33898	27141
P/S	16165	15003	14858	14419	12108
R/C	13410	10047	10632	9267	8122
R/N	9680	9420	9389	8921	6570
R/S	13903	12610	12757	12170	10810
S	16507	15719	15157	14694	12761
T	11151	10081	9830	9280	8563
Total	4,34,523	4,04,251	3,97,085	3,83,485	3,43,621

Inference:

M/E and L wards have the most number of students while B and C wards have the least. Region wise, eastern suburbs have the most number of students at 40% of total, followed by western suburbs (36%) and city region (24%).

³⁵ Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005).

Table 34: Ward-wise drop in Enrolments between 2012-13 and 2016-17

Ward	2012-13	2016-17	% Change in Enrolments
A	7685	6844	-11
B	2812	2378	-15
C	674	326	-52
D	3269	2532	-23
E	11433	10042	-12
F/N	35033	23644	-33
F/S	9179	8101	-12
G/N	23747	17583	-26
G/S	15743	12552	-20
H/E	26373	19096	-28
H/W	9714	6932	-29
K/E	20139	15798	-22
K/W	19051	16530	-13
L	35655	33463	-6
M/E	53510	49021	-8
M/W	17028	14670	-14
N	25956	18034	-31
P/N	36706	27141	-26
P/S	16165	12108	-25
R/C	13410	8122	-39
R/N	9680	6570	-32
R/S	13903	10810	-22
S	16507	12761	-23
T	11151	8563	-23
Total	4,34,523	3,43,621	-21

Inference:

A percentage fall in enrolment as compared to 2012-13 is the least in L and M/E wards, both of which have the highest enrolment rates when compared to other wards. C and R/C ward have the highest fall in enrolment.

Table 35: Ward-wise Total Number of Dropout in Municipal Schools in Mumbai³⁶

Ward	2012-13	in %	2013-14	in %	2014-15	in %	2015-16	in %	2016-17	In %
A	615	8.0%	1021	13.4%	1161	15.4%	1083	15.4%	893	13%
B	255	9.1%	107	4.2%	336	12.8%	350	14.6%	307	12.9%
C	0	0.0%	0	0%	8	1.2%	22	5.1%	1	0.3%
D	449	13.7%	469	16.8%	534	17.1%	639	20.4%	118	4.7%
E	678	5.9%	731	6.4%	615	5.4%	801	7.6%	785	7.8%
F/N	4326	12.3%	4346	13.5%	3167	10.7%	3792	13.9%	2565	10.8%
F/S	561	6.1%	693	8.2%	626	7.7%	458	5.9%	664	8.2%
G/N	2214	9.3%	2797	12.6%	2016	9.7%	2372	11.5%	377 ³⁷	2.1%
G/S	1046	6.6%	903	6.1%	1126	8.1%	1062	7.8%	819	6.5%
H/E	1568	5.9%	1697	7.4%	2306	10.5%	2452	11.6%	2935	15.4%
H/W	608	6.3%	922	9.7%	1239	14.0%	955	11.4%	117	1.7%
K/E	1456	7.2%	894	5.9%	1709	9.6%	2063	11.6%	980	6.2%
K/W	1445	7.6%	98	0.6%	1891	11.0%	2085	12.6%	1308	7.9%
L	5041	14.1%	5960	16.9%	6025	17.4%	6042	17.4%	296	0.9%
M/E	4681	8.7%	11510	21.6%	11732	21.6%	12787	23.6%	9105	18.6%
M/W	1565	9.2%	1980	12.1%	2067	13.3%	2339	15.4%	928	6.3%
N	1964	7.6%	1403	6.1%	1795	8.5%	2088	10.4%	526	2.9%
P/N	4410	12.0%	4857	13.7%	5000	14.3%	6140	18.1%	2624	9.7%
P/S	1976	12.2%	1912	12.7%	2411	16.2%	2750	19.1%	1141	9.4%
R/C	1058	7.9%	762	7.6%	713	6.7%	997	10.8%	410	5%
R/N	1949	20.1%	2033	21.6%	2309	24.6%	2537	28.4%	996	15.2%
R/S	687	4.9%	1074	8.5%	1863	14.6%	2070	17.0%	481	4.4%
S	877	5.3%	671	4.3%	697	4.6%	1394	9.5%	702	5.5%
T	582	5.2%	378	3.7%	395	4.0%	510	5.5%	108	1.3%
Total	40,011	9.2%	47,218	11.7%	51,741	13%	57,788	15%	29,186	8%

Inference:

M/E and H/E have the highest percentage of dropouts whereas, C and L have the least dropouts. Nine wards have a dropout percentage higher than the overall average of 8%.

³⁶Source: Data received from Administrative Officer (Schools) of 24 wards of Mumbai under Right to Information Act (2005).

³⁷ G/N ward has provided data of dropouts only for Secondary schools.

Table 36: Ward-wise Total Number of Teachers in Municipal Schools in Mumbai³⁸

Ward	2012-13	Student teacher ratio	2013-14	Student teacher ratio	2014-15	Student teacher ratio	2015-16	Student teacher ratio	2016-17	Student Teacher ratio
A	175	44	130	58	209	36	193	36	177	39
B	81	35	83	31	87	30	86	28	68	35
C	30	22	27	20	28	25	26	17	22	15
D	113	29	113	25	117	27	100	31	111	23
E	391	29	390	29	387	30	363	29	349	29
F/N	881	40	807	40	815	36	766	36	791	30
F/S	336	27	315	27	218	38	223	35	209	39
G/N	650	37	623	36	490	43	620	33	601	29
G/S	480	33	480	31	471	29	407	34	373	34
H/E	630	42	634	36	567	39	581	36	553	35
H/W	264	37	257	37	237	37	218	38	200	35
K/E	658	31	495	31	544	33	494	36	510	31
K/W	547	35	479	37	495	35	491	34	461	36
L	978	36	896	39	877	39	909	38	958	35
M/E	1147	47	1137	47	1194	46	1161	47	1207	41
M/W	463	37	476	34	428	36	509	30	456	32
N	837	31	819	28	703	30	645	31	572	32
P/N	875	42	868	41	826	42	804	42	731	37
P/S	422	38	430	35	396	38	371	39	363	33
R/C	379	35	326	31	370	29	320	29	348	23
R/N	250	39	264	36	232	40	231	39	198	33
R/S	420	33	393	32	327	39	321	38	346	31
S	558	30	542	29	486	31	471	31	500	26
T	432	26	366	28	349	28	327	28	328	26
Total	11,997	36	11,350	36	10853	37	10637	36	10432	33

Inference:

While the total number of teachers has fallen in 2016-17 by 13% as compared to 2012-13, the student teacher ratio is similar, indicating a fall in number of students over the years, not corresponding to a reduction of teachers in MCGM schools. The number of teachers working is corresponding to the total enrolments, ward wise since the wards with highest and least number of teachers is same as that of enrolments, M/E and L (highest), B and C (least) respectively.

³⁸ 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 37: Ward-wise Total Number of Pass outs³⁹ in Municipal Schools in Mumbai

Ward	2012-13	In %	2013-14	In %	2014-15	In %	2015-16	In %	2016-17	In %
A	264	79%	362	81%	239	87%	258	95%	309	73%
B	84	55%	97	68%	94	72%	95	80%	135	85%
C	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
D	69	62%	79	68%	141	81%	71	76%	113	85%
E	227	58%	231	69%	217	72%	221	79%	214	73%
F/N	678	71%	684	74%	585	74%	681	80%	826	70%
F/S	253	63%	277	74%	246	73%	253	82%	298	83%
G/N	269	50%	410	81%	324	64%	380	76%	355	59%
G/S	637	66%	656	78%	692	80%	648	82%	608	79%
H/E	457	52%	484	59%	552	67%	481	68%	558	60%
H/W	184	71%	152	38%	127	70%	210	88%	118	78%
K/E	398	58%	430	67%	483	76%	455	79%	688	76%
K/W	314	56%	268	47%	385	69%	363	74%	357	68%
L	216	45%	348	79%	296	82%	331	80%	350	70%
M/E	175	38%	99	16%	95	68%	193	54%	76	54%
M/W	275	54%	355	72%	317	72%	328	75%	490	67%
N	736	60%	777	69%	778	69%	662	73%	690	67%
P/N	935	62%	956	74%	874	71%	793	73%	641	62%
P/S	487	58%	574	78%	389	69%	432	84%	347	60%
R/C	271	61%	240	55%	199	67%	236	80%	200	63%
R/N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
R/S	300	59%	332	70%	297	78%	299	78%	266	76%
S	166	75%	201	79%	233	81%	243	85%	323	76%
T	263	62%	255	62%	246	68%	233	72%	288	64%
Total	7,658	60%	8,431	67%	7,809	72%	7,866	77%	8,250	69%

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 M/E ward at 54% inspite of having the highest number of teachers and students, ward wise. B and D wards have the highest pass percentage.

³⁹ 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).

Table 38: Population-wise Number of Students⁴⁰ in Government, Pvt. Aided, Pvt. Unaided and Unrecognised Schools in 2016-17⁴¹

Ward	Population	Government		Pvt. Aided		Pvt. Unaided		Unrecognised		Total Schools	Total Students
		No. School	No. student	No. School	No. student	No. School	No. student	No. School	No. student		
A	185014	16	6752	1	503	14	6706	0	0	31	13961
B	127290	15	2292	10	2992	7	1724	4	1229	36	8237
C	166161	9	334	7	736	8	2990	0	0	24	4060
D	346866	26	2371	14	1678	29	6985	2	163	71	11197
E	393286	52	10581	18	3948	21	9459	4	483	95	24471
F/N	529034	77	23171	26	11755	32	15266	12	2285	147	52477
F/S	360972	41	7303	22	6253	7	3113	5	803	75	17472
G/N	599039	57	17696	15	4247	30	15936	9	1659	111	39538
G/S	377749	65	11447	4	1353	6	2857	0	0	75	15657
H/E	557239	58	18112	14	4203	19	11867	2	167	93	34349
H/W	307581	40	6864	9	3546	29	13157	2	30	80	23597
K/E	823885	74	16364	27	7893	48	26556	3	457	152	51270
K/W	748688	58	12310	19	6272	43	18974	2	158	122	37714
L	902225	91	30293	37	13627	55	27844	5	908	188	72672
M/E	807720	77	43188	13	6166	45	18642	12	1735	147	69731
M/W	411893	46	12716	14	6925	28	13880	4	769	92	34290
N	622853	71	17094	22	9676	34	17268	7	1414	134	45452
P/N	941366	74	28070	35	7391	62	29255	25	4357	196	69073
P/S	463507	39	11854	18	4176	26	13120	5	762	88	29912
R/C	562162	42	8102	26	5726	30	16246	1	195	99	30269
R/N	431368	21	6363	21	5927	22	9960	0	0	64	22250
R/S	691229	39	10303	27	7823	40	17646	7	1133	113	36905
S	743783	56	12173	46	15076	47	17866	6	518	155	45633
T	341463	51	8146	14	3026	24	8539	1	18	90	19729
Total	12442373	1195	323899	459	140918	706	325856	118	19243	2478	809916

Inference:

F/N, L and M/E wards have the most number of government schools whereas B and C have the least number of schools. This indicates that number of schools and teachers is coordinate with enrolments, ward wise. In spite of having more infrastructure and teachers, dropout percentage of M/E ward is high (18.6%) and the pass-out rate is a dismal 54%. M/E ward also ranks the worst in child undernutrition indicators.⁴²

⁴⁰ Data does not include Jr. Kg and Sr. Kg numbers.

⁴¹ Source: District Information System for Education. <http://udise.in/>


⁴² M/E ranks the highest in the percentage of malnourished students, according to the Praja White Paper on Status of Malnutrition in Municipal Schools in Mumbai, 2017. Source: http://www.praja.org/praja_docs/praja_downloads/Report%20on%20Status%20of%20Malnutrition%20in%20Municipal%20Schools%20in%20Mumbai.pdf

Annexure 1 – Sample of RTI on Total Enrolments

Annexure A
[See rule 3]

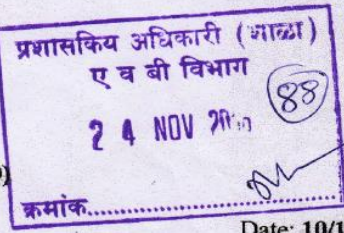
**Format for obtaining information under the
Right to Information Act 2005**

To
The Public Information Officer
Administrative Officer - Education Department
A' Ward Office Bldg., 121,
134, Bhagat Singh Road,
Near Reserve Bank,
Mumbai-400 001.



- 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 about total number of students enrolled and number of teachers in Mumbai's Municipal School in your ward. (According September 2016)**
 - (ii) Period to which the information relates: **2016-2017 Academic year. (According September 2016)**
 - (iii) Description of the information required:
 - 1) **Please provide total number of students enrolled in Municipal Schools for the academic year 2016-2017(According September 2016). Jr. Kg, Sr. KG, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th std in Municipal schools in your ward. (Please provide information Standard, Medium, Gender and School wise separately)**
 - 2) **Please provide us with total number of teacher's required and available in each school. Also provide number of teacher's available as per standard (Class) in each school (According September 2016).**
- 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) Weather the applicant is below poverty line: **N.A.**

Signature of the applicant
Eknath Pawar (Ph: 022-22618042 / 9930199110)
Email- eknath@praja.org
Place: Mumbai
Court fee Stamp of Rs. 10/- affixed



Date: **10/11/2016**

Note: If the above information is available in soft copy, we request you to provide in soft copy.

Annexure 2 - Note on Forecasting Methodology

Extracted data for enrolments over the past few years: Praja had enrolment data of MCGM schools from 2008-09 to 2016-17. This data was extracted for forecasting values for enrolment 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 enrolments 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 enrolments in schools, this model was best suited to the data.

Annexure 3 - 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 शेवटच्या इयत्तेत म्हणजे इयत्ता ४ थी मध्ये घेण्यात येते तर वरिष्ठ प्राथमिक स्तरावर शेवटच्या 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 कायदान्वये 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 ७वी ऐवजी इयत्ता ८ वी मध्ये करणे आणि सदर योजनेचे नामाभिधान "प्राथमिक शाळा व उच्च प्राथमिक शाळा शिष्यवृत्ती योजना" असे करण्याची वाव 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
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Date: 2015.06.29 15:43:09 +05'30'

(रा. ग. गुंजाळ)

उप सचिव, महाराष्ट्र शासन.

Annexure 4 - Details of parameters under Teaching- Learning and Assessment indicators of Shaala Siddhi.⁴³

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Teachers' Understanding of Learners	Teachers are aware of the sociocultural and economic background of the community from where learners come; have a general idea of the home background and learning levels of the learners.	Teachers understand the sociocultural and economic background of the community and the learning needs of the learner; develop an understanding of the learning needs of learners through classroom experiences and personal interaction with other teachers, parents/ guardians and community.	Teachers seek feedback from learners and parents regarding learners' performance in a systematic manner; address individual needs, learning style and strengths of learners.
Subject and Pedagogical Knowledge of Teachers	Teachers often experience difficulty in teaching certain concepts due to lack of understanding of the same; make limited efforts to improve their content knowledge and pedagogical skills.	Teachers sometimes face difficulty in explaining difficult concepts in their subjects; lack appropriate pedagogical skills; make efforts to upgrade their content knowledge and pedagogical skills with the available support and resources e.g. subject forums, training programmes.	Teachers have mastery over content and pedagogical skills and hence rarely face difficulty in classroom transaction; take their own initiative and the support of their fellow teachers if needed for updating their knowledge and pedagogical skills; school also extends support in updating the same.

⁴³ Source: Shaala Siddhi. 'School Standards and Evaluation Framework.' http://shaalasiddhi.nuepa.org/pdf-doc/Framwork_English.pdf

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Planning for Teaching	Teachers teach the lesson as per the textbook, with a focus on completion of syllabus; are aware of the topic to be taught and teaching-learning material to be used in their teaching.	Teachers prepare and maintain a diary with detailed plan including teaching and assessment strategies and TLM to be used; prepare additional teaching-learning material using local resources.	School has a culture where every teacher designs lessons as per the varying learning needs of learners and makes the teaching learner centric; uses TLMs appropriately; connects teaching-learning with immediate context and environment; plans appropriate strategies such as observation, exploration, discovery, analysis, critical reflection, problem-solving and drawing inferences to make learning effective.
Enabling Learning Environment	Teachers address learners by name; make basic resources available for teaching-learning.	Teachers make all learners comfortable and involve them in class activities; plan and organize group work/activities and display learners' work and charts, etc. on the wall; TLMs are accessible to all.	Teachers create a conducive and interactive environment in the classroom; encourage peer learning/interaction; provide opportunity for expression; appreciate the views of all learners; encourage questioning/sharing of ideas.

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Teaching-learning Process	Teachers use only the textbooks and blackboard to teach in class; sometimes make learners copy from the blackboard; class work and home work is given to learners occasionally.	Teachers use a variety of support materials to involve learners in discussions; conduct experiments in the classroom to explain concepts; make special efforts to explain concepts to learners who need additional help; teachers check homework and provide appropriate feedback.	Teachers provide opportunity to learners for self-learning through inquiry, exploration, discovery, experimentation and collaborative learning; ensure participation of each learner in the classroom discussion; get teaching-learning materials prepared by learners as required.
Class Management	Teachers manage the class, making learners sit in rows facing the blackboard; instruct the class from a fixed position and learners listen passively; ensure discipline by maintaining silence in the class.	Teachers manage space for organizing different activities in the classroom and outside giving attention to CWSN; encourage punctuality and regularity among learners; learners follow class management rules set by teachers.	Teachers and learners collectively decide on classroom management rules; seating arrangement is flexible and learners sit as per the needs of the activity they are engaged in; learners observe self – discipline and adhere to the rules developed collectively.

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Learners' Assessment	Teachers assess learners as per applicable policy; generally, tests that are given to assess rote learning and factual knowledge obtained from the content and exercises in the textbooks; learners' performance is communicated to the parents only through report cards.	Teachers use a variety of activities/ tasks to assess all the curricular areas including art, health and physical education on set criteria; provide descriptive feedback highlighting areas of improvement in the progress report card; regularly interact with parents to share learners' progress.	Teachers consider assessment as an integral part of the teaching learning process; analyse the learners' past assessment records and link it with the current achievement levels; make continuous assessment and provide feedback on progress and attainment; assess other curricular areas, including personal and social qualities systematically with follow up measures for improvement; use feedback from assessment to improve teaching-learning.
Utilization of Teaching-learning Resources	Teachers mainly use textbooks for teaching in the class; use other TLM, which may be sporadic and not planned for.	Teachers use other resources in addition to textbooks such as reference materials, charts, maps, models, digital learning kits, local resources; use science, mathematics and language kits/ laboratories, as and when appropriate; school maintains a catalogue of resources and makes it available to the teachers as and when required.	Teachers integrate the use of TLM, local community resources, ICT support material, laboratories, library, etc. with the lessons appropriately; school facilitates networking with other schools for sharing resources.
Teachers' Reflection on their own Teaching-learning Practice	Teachers occasionally reflect on their teaching-learning practice and learners' progress.	Teachers regularly reflect on their teaching-learning practice and record the same; revisit their plans, teaching-learning practice and make efforts for necessary improvement.	Teachers reflect individually and collectively on the planned and actual teaching-learning process in the light of its outcomes; identify the gaps between the two and plan for improvement; design alternative learning experiences based on the reflection.

Annexure 5 -Total Subject wise classification of CCE grades for standard VIII and X

Standard	Subject	Percentage of students in respective CCE Grades				
		A	B	C	D	E
VIII	Language-I	21.80	45.98	20.31	3.61	8.29
	Language-II	18.66	43.88	25.51	3.49	8.44
	Maths	20.84	46.84	20.59	3.41	8.30
	Science	21.76	42.13	24.24	3.56	8.30
	Social Science	22.81	41.70	23.55	3.48	8.45
	Total Average	21.18	44.10	22.84	3.51	8.36
X	Language-I	12.47	31.44	35.65	12.55	7.86
	Language-II	6.24	24.72	37.23	19.66	12.13
	Maths	6.20	16.55	29.60	27.95	19.70
	Science	5.36	19.11	39.63	24.01	11.89
	Social Science	7.20	21.05	47.44	17.23	7.07
Total Average	7.47	22.55	37.90	20.31	11.75	

Subject wise classification of CCE grades for standard VIII by type of school

Type of School	Subject	Percentage of students in respective CCE Grades				
		A	B	C	D	E
MCGM	Language-I	21.79	46.06	20.10	3.63	8.41
	Language-II	18.67	44.09	25.12	3.54	8.57
	Maths	20.90	46.95	20.35	3.36	8.42
	Science	21.85	42.17	23.93	3.59	8.45
	Social Science	22.85	41.61	23.48	3.49	8.55
	Total Average	21.22	44.17	22.60	3.52	8.48
Private	Language-I	22.64	40.55	34.67	2.14	0
	Language-II	18.52	29.87	51.61	0	0
	Maths	17.21	39.57	36.32	6.90	0
	Science	16.37	39.72	41.68	2.23	0
	Social Science	19.97	48.99	28.95	2.08	0
	Total Average	18.80	39.37	39.16	2.68	0

Annexure 6 - 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 20,317.**

Annexure 7 – 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
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 8 - List of Education Committee Members for the year April 17- March 18

Name of Education Committee Member	Ward	Political Party
Elected Representatives		
Aneesh Naval Makwaaney	K/W	Bharatiya Janata Party
Anjali Sanjay Naik	M/E	Shiv Sena
Anuradha Vijay Potdar	D	Bharatiya Janata Party
Asawari Anil Patil	R/C	Bharatiya Janata Party
Ashwini Ashok Matekar	L	Maharashtra Navnirman Sena
Bindu Chetan Trivedi	N	Bharatiya Janata Party
Chandravati Shivaji More	S	Shiv Sena
Pradnya Deepak Bhutkar	H/E	Shiv Sena
Rajpati Bargun Yadav	R/S	Indian National Congress
Ramnarayan Amtharam Barot	P/N	Bharatiya Janata Party
Sachin Devdas Padwal	F/S	Shiv Sena
Saeeda Arif Khan	L	Nationalist Congress Party
Samriddhi Ganesh Kate	M/E	Shiv Sena
Sandhya Vipul Doshi	R/C	Shiv Sena
Sangeeta Chandrakant Handore	M/W	Indian National Congress
Sheetal Mukesh Mhatre	R/N	Shiv Sena
Shubhada Subhash Gudekar (Chairperson)	R/S	Shiv Sena
Snehal Suryakant Ambekar	G/S	Shiv Sena
Srikala Ramchandran Pillai	P/S	Bharatiya Janata Party
Sunita Ramnagina Yadav	R/S	Bharatiya Janata Party
Vinod Udaynarayan Mishra	P/N	Bharatiya Janata Party
Winnifred Baptist Dsouza	K/E	Indian National Congress
Nominated Members		
Aarti Pungavkar		
R. N. Kanal		
S. S. Durge		
S. K. Singh		

Annexure 9 - MCGM Circular of Teacher Evaluation linked to Student Performance

बुहन्मुंबई महानगरपालिका - शिक्षण विभाग
क्र.आयईओ/ 237 दि. 27.10.2017

परिपत्रक

विषय- म.न.पा. शिक्षण विभागांतर्गत प्राथमिक, माध्यमिक व खासगी प्राथमिक अनुदानित / विना अनुदानित) शाळांच्या कामकाजाचे पर्यवेक्षीय धोरण निश्चित करून उत्कृष्ट काम करणा-यांना प्रोत्साहन व कामात कुचरई करणा-यांना शास्ती देणेबाबत.

संदर्भ -

- 1.मनपा आयुक्तांच्या दि.16.02.2017 रोजीच्या बैठकीतील सूचना
- 2.शासन निर्णय क्रमांक: शैगुवि 2015/(80/15) एस.डी.6 दि.22 जून 2015
- 3.शासन निर्णय क्रमांक: शैगुवि 2016/(12/2016) एस.डी.-6 दि.30 मार्च 2016
- 4.शासन परिपत्रक क्रमांक: एसएसए-2016/प्र.क्र.6/एस.डी-1 दि.01. 01.2016
5. शासन परिपत्रक क्रमांक:शैगुवि 2017/(117/17) एस.डी.-6 दि.14 जुलै 2017
- 6.मनपा सेवा (शिरत व अपील) नियम, 2015

मनपा आयुक्तांसमवेत दि.16.02.2017 रोजी मान.अति.आयुक्त (प.उप.), मान.उपायुक्त (शिक्षण) आणि शिक्षणाधिकारी यांच्या उपस्थितीत झालेल्या बैठकीमध्ये महानगरपालिका शाळांतून गुणवत्तापूर्ण उपक्रम राबविण्याचे धोरण हाती घेण्याचे योजण्यात आले आणि या उपक्रमाचा महत्वपूर्ण भाग म्हणून प्रामुख्याने शालेय पर्यवेक्षणाचे बळकटीकरण करण्यापूर्वी गुणवत्ता सुधारण्यासाठी खालील प्रमाणे नव्याने निर्देश देण्यात येत आहे.

१) शिक्षकांनी विद्यार्थ्यांचे करावयाचे निरीक्षण व नोंदी -

बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क, अधिनियम २००९, कलम २९ नुसार बालकांच्या सर्वांगीण विकासासाठी अद्ययावत नोंदी ठेवणे अनिवार्य आहे.

- १) कलम क्र. २४. (१) पोटकलम (१) अन्वये नियुक्त केलेला शिक्षक, पुढील कर्तव्ये पार पाडील.
 - (क) शाळेत नियमितपणे व वक्तशीरपणे हजर राहणे.
 - (ख) कलम २९, पोटकलम (२) च्या तरतूदीनुसार अभ्यासक्रम घेणे व तो पूर्ण करणे.
 - (ग) विनिर्दिष्ट कालावधीत संपूर्ण अभ्यासक्रम पूर्ण करणे.
 - (घ) प्रत्येक बालकाच्या अध्ययन क्षमतेचे निर्धारण करणे आणि त्यानुसार कोणतीही आवश्यकता भासल्यास पूरक म्हणून अतिरिक्त शिक्षण देणे.
 - (ङ) मातापिता आणि पालकांवरबर नियमित पालकसभा घेऊन, त्यांना बालकांची नियमित हजेरी, अध्ययन क्षमता, अध्ययनातील प्रगती याबाबतची तसेच बालकांशी संबद्ध अशी आवश्यक माहिती देणे.
 - (च) विहित करण्यात येतील अशी इतर कर्तव्ये पार पाडणे.
- २) संदर्भ क्र. २ अन्वये शैक्षणिक प्रगती चाचण्याचे आयोजन करावे.
 - चाचणी- १ पायाभूत चाचणी, चाचणी-२ संकलित मूल्यमापन १ चाचणी, चाचणी-३ संकलित मूल्यमापन २ चाचणी, त्याप्रमाणे चाचणी विषयांचा समावेश मूलभूत क्षमता

तपासणे, विद्यार्थ्यांच्या क्षमतांनिहाय नोंदींसाठी न्युपा, नवी दिल्ली यांच्या अॅप मध्ये विद्यार्थ्यांच्या गुणांची नोंद करता येईल.

- ३) प्रगत शैक्षणिक महाराष्ट्र अंतर्गत वर्गाचे २५ निकष पूर्ण करणे.
- ४) शाळा सिध्दी अंतर्गत वर्गकाम व अध्यापन पूर्ण करणे.
- ५) असर प्रश्नावली अथवा बाह्य संस्थाद्वारे विद्यार्थ्यांचे इयत्तानिहाय अध्ययन क्षमता पूर्ण करणे.

२) मुख्याध्यापकांनी / प्रभारी वरिष्ठ शिक्षक (इंचार्ज) यांनी शिक्षकांचे करावयाचे पर्यवेक्षण-

- (अ) आठवड्यातून प्रत्येक शिक्षकाचे दोन तासिकेचे निरीक्षण करून लॉग बुक भरणे.
- (आ) विषय निहाय किमान अध्ययन क्षमता विद्यार्थ्यांनी प्राप्त केलेल्या आहेत हे पाहावेत. आवश्यक बाबींची तपासणी करून त्याच्या नोंदी करणे. उदा. गणित विषयांतील मूलभूत संकल्पना सर्व विद्यार्थ्यांना अवगत आहेत की नाही हे पाहावे, याबाबतचे पर्यवेक्षण करावे. विद्यार्थ्यांच्या क्षमतांमधील एकूण गुणाच्या ७५ % किंवा जास्त गुण मिळवणारे विद्यार्थी प्रगत विद्यार्थी समजले जातील.
- (इ) अप्रगत विद्यार्थ्यांच्या बाबतीत उपचारात्मक क्रोणत्या उपाययोजना केलेल्या आहेत, याबाबतचे निरीक्षण करणे. विद्यार्थ्यांची संपादणूक पातळी तपासून कृती कार्यक्रम तयार करणे व अंमलबजावणी करणे.
- (ई) ज्या वर्गातील विद्यार्थ्यांना ज्या ज्या विषयांच्या मूलभूत संकल्पना अवगत असणार नाहीत, अशा वर्ग / विषय शिक्षकांना संबंधित शाळेच्या मुख्याध्यापकांनी प्रथमतः लॉगबुक मध्ये लेखी समज द्यावी. सर्व शिक्षा अभियानामार्फतच्या विषयतज्ज्ञांनी विषयनिहाय पूरक मार्गदर्शन करावे.
- (उ) मुख्याध्यापकाने पुढील वेळी पाठपुरावा करताना, विद्यार्थ्यांमध्ये मूलभूत संकल्पनांबाबत प्रगती न आढळल्यास संबंधित वर्ग / विषय शिक्षकाला लेखी समज द्यावी व त्याचा अहवाल संबंधित निरीक्षक (शाळा) यांचेकडे सादर करावा.
- (ऊ) वर्गाचे २५ निकष तपासणे, विद्यार्थ्यांचे संकलित चाचणी / पायाभूत चाचणी यांची पडताळणी करणे, शाळा सिध्दीनुसार वर्गाचे व शाळेचे कामकाज पूर्ण असल्याबाबत पडताळणी करणे.

३) निरीक्षक (शाळा) यांनी करावयाचे पर्यवेक्षण-

- १) मुख्याध्यापकांकडून प्राप्त झालेल्या अहवालानुसार संबंधित निरीक्षक शाळा यांनी प्रत्येक शाळेला महिन्यातून दोन भेटी देऊन त्या शाळांमधील प्रत्येक शिक्षकाच्या कामाचे पर्यवेक्षण करावे.
- २) निरीक्षक (शाळा)यांच्या मासिक ४० भेटी पैकी २० भेटी सखोल वर्ग पाहणी व मार्गदर्शन करणा-या असाव्यात व उर्वरित २० भेटी अचानक स्वरूपाच्या असाव्यात, त्यामध्ये विद्यार्थ्यांच्या अध्ययन क्षमतांचे मूल्यमापन करून उपचारात्मक अतिरिक्त मार्गदर्शन शिक्षकांमध्ये प्रेरणा निर्माण करण्याकरिता असाव्यात.

- ३) निरीक्षक (शाळा) हे चाचणीच्या वेळेस प्रत्येक दिवशी एका शाळेत उपस्थित राहतील. तसेच चाचणीनंतर सुध्दा शाळा भेटी करून मूलभूत व वर्ग पातळीवरील क्षमतांबाबत विद्यार्थी संपादनूकीची पडताळणी करतील, असे मूल्यमापन करताना मूळ चाचणीमधील मूलभूत क्षमता तसेच वर्गपातळीवरील क्षमतेबाबतच्या प्रश्नांच्या काटिण्यपातळीचे प्रश्न विचारतील.
 - ४) शिक्षण हक्क कायदा २००९ कलम २४ मधील पोटकलम क्र.१ मधील क ते च मध्ये विहित केलेली कर्तव्ये पार पाडली जात आहेत, याची खात्री करणे, उत्तम दर्जाचे शिक्षण देणे, तसेच अभ्यासक्रम व पाठ्यक्रम विहित वेळेत पूर्ण करित असल्याची खात्री करणे.
 - ५) शिक्षकांनी चाचणी घेऊन केलेल्या नोंदी व निरीक्षक शाळा यांनी चाचणी घेऊन केलेल्या नोंदी यातील सारखेपणा / तफावत पाहण्यात येईल. संपादनूकीत २० % पेक्षा जास्त तफावत असलेल्या शिक्षक व मुख्याध्यापक यांना जापन देण्यात येईल. तसेच विद्यार्थी गुणवत्ता वाढीसाठी कालबद्ध उद्दिष्ट देण्यात येईल. सर्व शिक्षा अभियान अंतर्गत कार्यरत असणा-या विषयतज्ज्ञांना सदर मार्गदर्शन करणे बाबत सूचित करावे.
 - ६) निरीक्षक (शाळा) यांनी आपल्या दुस-या भेटीत पुनःश्च संबंधित शिक्षक आणि वर्गाचे विषयनिहाय पर्यवेक्षण करून अपेक्षित सुधारणा किंवा बदल झाल्याचे निदर्शनास न आल्यास संबंधित मुख्याध्यापकांना जाप बजावून त्या जापाच्या प्रतीसह अहवाल संबंधित विभागाच्या प्र.अ.(शाळा) यांना सादर करावा.
 - ७) अपेक्षित बदल व एकूण वर्गाची , शाळेची गुणवत्ता सुधारून सर्व मुले संकलित मूल्यमापनांमध्ये 'अ' श्रेणी प्राप्त करतील , २५ निकष पूर्ण करणे, शाळा सिध्दी मध्ये 'अ' श्रेणीत येण्याकरीता 'असर' संस्थेसारख्या बाह्य मूल्यमापनाच्या साधनावर आधारीत मूल्यमापनामध्ये विद्यार्थी त्याच्या वयोगटामध्ये त्या त्या इयत्तेनुसार अपेक्षित क्षमता प्राप्त करण्यासाठी १०० टक्के प्रयत्न करावेत, व त्याची पूर्तता होईल हे पाहावे.
 - ८) विद्यार्थी गुणवत्ता विकासाची जबाबदारी निश्चित करण्याकरिता वार्षिक कामकाजाचे मूल्यमापन पाहून प्रोत्साहन व शास्ती यांची अंमलबजावणी करण्याकरिता शिक्षक निहाय, मुख्याध्यापक निहाय अहवाल संबंधित प्र.अ.(शाळा) यांच्याकडे सादर करावा.
- ४) प्रशासकीय अधिकारी (शाळा) यांनी करावयाचे पर्यवेक्षण-
- १) शिक्षकांनी चाचणी घेऊन केलेल्या नोंदी व निरीक्षक शाळा यांनी चाचणी घेऊन केलेल्या नोंदी यातील सारखेपणा / तफावत पाहावी. दोघे मिळूनही योग्य प्रकारे मूल्यमापन करत नसतील तर प्र.अ. (शाळा) यांनी वर्ग व शाळा तपासणी करावी. या तपासणीचा उद्देश शिक्षक / मुख्याध्यापक / निरीक्षक शाळा यांच्या चुका काढणे नसून मूल्यमापन करताना त्यांना येणा-या अडचणी दूर करणे हा असेल.
 - २) प्र.अ. (शाळा) यांनी किमान दरमहा १० शाळांना भेटी देऊन शालेय इमारत, वर्गखोल्या, आवश्यक चायाभूत सुविधा इ. चा तसेच वर्गाध्यापनाचा आढावा घ्यावा. प्रथम सत्रात सर्व शाळांना व द्वितीय सत्रात सर्व शाळांना भेटी देणे आवश्यक आहे.
 - ३) निरीक्षक शाळा यांच्याकडून प्राप्त अहवालानुसार आणि त्यांच्या निदर्शनास आलेल्या क्रमांक दोन मधील नमूद बाबींची कमतरता आढळल्यास संबंधित मुख्याध्यापक व शिक्षक

यांना कारणे दाखवा नोटिस बजावण्यात यावी, व त्याचा लेखी खुलासा मागविण्यात यावा.

- ४) प्र.अ.(शाळा) यांनी शिक्षक व मुख्याध्यापक यांच्यावर बजावण्यात आलेल्या कारणे दाखवा नोटिशीसह अहवाल परिमंडळीय उपशिक्षणाधिकारी यांना पुढील कार्यवाहीसाठी सादर करावा.
- ५) शाळांतील पायाभूत सुविधांच्या कमतरता / त्रुटी संदर्भात प्र.अ.(शाळा) यांनी पायाभूत कक्ष यांच्याशी पत्रव्यवहार करून त्यांच्या पूर्तते संदर्भात पाठपुरावा करावा.
- ६) प्र.अ. (शाळा) यांनी प्रतिमाह मुख्याध्यापक सहायिका सभा निरीक्षक शाळा यांचे समवेत घेऊन निर्देशनास आलेल्या त्रुटींच्या पूर्तते बाबत मार्गदर्शन करावे.
- ७) प्र.अ.(शाळा) यांनी उपरोक्त १ ते ४ मधील नमूद बाबींव्यतिरिक्त शाळांना प्रती माह किमान एक आकस्मिक भेट देऊन आवश्यक ती आरटीई मानकांची पूर्तता करणेसाठी शाळा पायाभूत कक्ष (एसआयसी) यांना अवगत करावे.
- ८) विद्यार्थी गुणवत्ता विकासाची जबाबदारी शिक्षक, मुख्याध्यापक व निरीक्षक शाळा यांच्यावर असेल त्याचप्रमाणे प्रगत शैक्षणिक महाराष्ट्र कार्यक्रमाचे उद्दिष्ट साध्य करण्यासाठी संबंधितांना मार्गदर्शन करण्याची जबाबदारी प्र.अ.(शाळा) यांची राहिल.

५) अधीक्षक (शाळा) -

- १) विद्यार्थ्यांचे वाचन, लेखन, संख्याज्ञान व संख्यावरील क्रिया या क्षमतांची संपादनूक, प्रभूत्व पातळीकडे जाण्यासाठी आवश्यक ठरते. या मूलभूत क्षमतांची परिपूर्ण तयारी करण्याच्या दृष्टीने अधीक्षक (शाळा) यांनी शिक्षक, मुख्याध्यापक, निरीक्षक शाळा व प्र.अ.(शाळा) यांना मार्गदर्शन करणे आवश्यक आहे. विद्यार्थी गुणवत्ता विकासाची अंतिम जबाबदारी अधीक्षक (शाळा) यांचीच असेल.
- २) अधीक्षक (शाळा) यांनी भेटी दरम्यान आढळलेल्या त्रुटींबाबत जबाबदारी निश्चित करून संबंधितांवर कारवाई प्रस्तावित करून त्याबाबतचा अंतिम अहवाल उपशिक्षणाधिकारी कार्यालयात सादर करावा.
- ३) विद्यार्थ्यांची संपादनूक पातळी किती आहे याचा अहवाल संबंधित निरीक्षक शाळा यांच्याकडून प्राप्त करून त्या अनुषंगाने कृती कार्यक्रम तयार करून त्याची अंमलबजावणी करतील.

६) उपशिक्षणाधिकारी (परिमंडळ) -

- १) विद्यार्थी गुणवत्ता विकासाची अंतिम जबाबदारी परिमंडळीय उपशिक्षणाधिकारी यांची असेल.
- २) उपशिक्षणाधिकारी यांनी त्या त्या शैक्षणिक वर्षात त्यांच्या अधिनस्त एकूण शाळांपैकी १० टक्के शाळांना भेटी देणे अनिवार्य आहे.
- ३) प्र.अ.(शाळा) विभाग कार्यालयाकडून प्राप्त झालेल्या अहवालावर प्रोत्साहन व शारतीच्या नियमावलीनुसार अंतिम आदेश तयार करून शिक्षणाधिकारी कार्यालयात सादर करतील.
- ४) शैक्षणिक वर्षात परिमंडळातील सर्व मुख्याध्यापक व शिक्षकांच्या किमान दोन सभा संबंधित विभागाच्या सर्व अधिका-यांसोबत घेऊन मार्गदर्शन करावे. सर्व शाळांनी २५ निकष पूर्ण करण्याच्या दृष्टीने मार्गदर्शन करावे व त्याचा पाठपुरावा करावा.

७) खासगी अनुदानित / विना अनुदानित शाळा -

अ) निरीक्षक शाळा - संबंधित निरीक्षक (शाळा) यांनी प्रत्यक्ष भेटी देऊन खासगी अनुदानित शाळांचे १०० टक्के व विना अनुदानित शाळांचे ५० टक्के पर्यवेक्षण करणे आवश्यक आहे तसेच अनु.क्र.३ मधील नमूद केलेली सर्व कर्तव्ये पार पाडणे क्रमप्राप्त आहे.

आ) अधीक्षक - अधीक्षक (शाळा) यांनी अनुदानित शाळांचे १०० टक्के व विना अनुदानित शाळांचे ५० टक्के पर्यवेक्षण करणे आवश्यक आहे. अनु.क्र.५ मधील नमूद केलेली सर्व कर्तव्ये पार पाडणे क्रमप्राप्त आहे.

इ) उपशिक्षणाधिकारी - उपशिक्षणाधिकारी यांनी अनुदानित आणि विना अनुदानित शाळांचे वार्षिक किमान १० टक्के पर्यवेक्षण करावे. अनु.क्र.६ मधील नमूद केलेली सर्व कर्तव्ये पार पाडणे क्रमप्राप्त आहे.

८) माध्यमिक शाळा -

१) मुख्याध्यापक- बालवाडी ते इ. १० पर्यंत कार्यरत असणा-या नव्याने अंतर्भूत झालेल्या ११४ एमपीएस शाळांचे व अस्तित्वात असणा-या मनपा संचालित सर्व माध्यमिक शाळांचे त्या त्या माध्यमिक शाळेतील मुख्याध्यापकांनी पर्यवेक्षण करावे.

२) निरीक्षक (शाळा) -

माध्यमिक शाळेची अंतिम जबाबदारी ही निरीक्षक शाळा, माध्यमिक विभाग यांचीच असेल. प्राथमिक शाळेची अंतिम जबाबदारी प्राथमिक शाळेचे निरीक्षक शाळा यांचीच असेल. विना अनुदानित माध्यमिक व अनुदानित माध्यमिक शाळांतील निरीक्षक (शाळा) यांनी त्यांच्या अखत्यारीतील माध्यमिक शाळांना भेटी देऊन त्यांचा अहवाल संबंधित उपशिक्षणाधिकारी (माध्यमिक) यांना सादर करावा. अनु.क्र.३ मधील नमूद केलेली सर्व कर्तव्ये पार पाडणे क्रमप्राप्त आहे.

इ. ९ वी व १० वी करीता नैदानिक चाचण्यांचे आयोजन करून पर्यवेक्षण करणे. इ. ९ वी व इ. १० वी चा निकाल वाढविण्याच्या दृष्टीने विषयनिहाय अभ्यास शिबीरांचे आयोजन व मार्गदर्शन करणे.

३) उपशिक्षणाधिकारी -

उपशिक्षणाधिकारी माध्यमिक शाळा यांनी किमान वार्षिक १० टक्के शाळांना सखोल व मार्गदर्शक भेटी देणे आवश्यक आहे. शैक्षणिक वर्षात सर्व मुख्याध्यापक व शिक्षकांच्या किमान दोन सभा संबंधित विभागाच्या सर्व अधिका-यांसोबत घेऊन त्यांना मार्गदर्शन करावे. अनु.क्र.६ मधील नमूद केलेली सर्व कर्तव्ये पार पाडणे क्रमप्राप्त आहे.

विद्यार्थी गुणवत्ता विकासाची जबाबदारी निश्चित करण्याच्या तसेच शाळांचे पर्यवेक्षण व बळकटीकरण करण्याच्या दृष्टीने वार्षिक कामकाजाचे मूल्यमापन करण्यासाठी 'कामगिरी मूल्यमापन अहवाल' (Performance Appraisal Report) निर्गमित करण्यात येईल. सदर PAR मध्ये शिक्षक, मुख्याध्यापक व निरीक्षक शाळा यांच्यासाठी वर्गातील / शाळेतील विद्यार्थ्यांची संपादनूक आणि प्र.अ.(शाळा), अधीक्षक (शाळा) , व उपशिक्षणाधिकारी यांच्यासाठी त्यांच्या कार्यक्षेत्रातील शाळा / विद्यार्थी यांची संपादनूक हे महत्वाचे दर्शक असेल.

प्रोत्साहन व शास्ती नियमावली

शालेय शिक्षण विभागाच्या गुणवत्ता वाढीसाठी विभागातील उत्कृष्ट काम करणारे प्राथमिक आणि माध्यमिक शाळांमधील शिक्षक / मुख्याध्यापक यांना प्रोत्साहन देण्यासाठी व कामात कूबराई करणा-यासाठी शास्ती लागू करण्यास्तव स्वतंत्र नियमावली परिपत्रकाद्वारे प्रसृत करण्यात येत आहे.

निकषांची परिपूर्तता

मूलभूत निकष:

प्रगत शैक्षणिक महाराष्ट्र अंतर्गत इ.1 ली ते इ.8वी च्या वर्गशिक्षकांमार्फत 25 मूलभूत निकष निश्चित करण्यात आले असून त्यानुसार प्रत्येक विद्यार्थ्यांचे २५ निकष पूर्ण करणे. संकलित मूल्यमापन परीक्षा दोन उत्तीर्ण झाल्यानंतर सर्व विद्यार्थी 'अ' श्रेणीमध्ये येतील. त्याचप्रमाणे इ.9वी व इ.10वी तील प्रत्येक विद्यार्थी निकषांनुसार प्रत्येक विषयात पास असणे आवश्यक आहे .

शाळा सिध्दी कार्यक्रमांतर्गत वर्ग व शाळा यांच्या मानकांमध्ये 'अ' श्रेणी प्राप्त करणे.

अतिरिक्त निकष:

अतिरिक्त निकषांतर्गत इ.5वी व इ.8 वी तील विद्यार्थ्यांना अतिरिक्त निकषांद्वारे सक्षम करून विविध शासकीय शिष्यवृत्ती परीक्षा देण्याकरिता त्यांच्यामध्ये आत्मविश्वास वृद्धिंगत करण्यासाठी प्रयत्न करणे, त्याचप्रमाणे बाह्यपरीक्षा व विविध स्पर्धा परीक्षा जिल्हास्तर, राज्यस्तर व त्यावरील स्तरावर पारितोषिके प्राप्त करणे. प्रज्ञा शोध परीक्षा, गणित / विज्ञान /इंग्रजी ऑलिम्पियाड मध्ये सहभाग घेऊन यशस्वी होणे. कला, क्रीडा, संगीत,स्काऊट –गार्ड, कार्यानुभव, रस्ता सुरक्षा दल या विषयांतर्गत विद्यार्थ्यांसाठी विशेष उपक्रम घेऊन यश संपादित करणे. विद्यार्थ्यांच्या सर्वांगीण विद्यार्थ्यांसाठी प्रयत्न करणे.

अंतर्गत पर्यवेक्षण

शिक्षण प्रक्रिया प्रभावी होण्याच्या दृष्टीने वर्गशिक्षक, मुख्याध्यापक निरीक्षक (शाळा), प्रशासकीय अधिकारी (शाळा), अधीक्षक (शाळा) उपशिक्षणाधिकारी या पदांना विशिष्ट प्रकारच्या पर्यवेक्षीय कामाची जबाबदारी सोपविण्यात आली आहे. पर्यवेक्षीय पध्दतीची प्रभावीपणे अंमलबजावणी करण्यासाठी विशिष्ट निरीक्षण पध्दतीची आखणी करण्यात येत आहे.

निरीक्षण व नोंदी करावयाच्या पध्दती

1. नवीन शैक्षणिक वर्ष सुरु झाल्यानंतर जुलै ते मार्च या कालावधीत शिक्षकनिहाय व शाळानिहाय अंतर्गत पर्यवेक्षण संबंधित विभाग निरीक्षकांमार्फत प्रतिमाह करण्यात येईल.
2. एक शिक्षकी तसेच द्विशिक्षकी शाळेतील शिक्षकांचे पर्यवेक्षण थेट विभाग निरीक्षकांमार्फतच केले जाईल.
3. कला/क्रीडा/संगीत/कार्यानुभव या विभागांतील विशेष शिक्षकांच्या अंतर्गत पर्यवेक्षणाची जबाबदारी संबंधित विभागप्रमुखाची राहिल. याकरिता प्रत्येक विभागप्रमुखाने आपल्या स्तरावर उपशिक्षणाधिकारी (मध्यवर्ती), प्रशासकीय अधिकारी (शाळा), जिल्हा प्रशिक्षणकेंद्र आणि स्वतः विभागप्रमुख अशी समिती गठीत करून त्या समितीमार्फत सातत्यपूर्ण सर्वकष मूल्यमापन – 1 मध्ये विशेष शिक्षकांनी प्राप्त केलेल्या श्रेणीनुसार गुणांकन करणे आवश्यक आहे.

4. 25 निकष श्रेणी तक्ता -

महाराष्ट्र शासनाद्वारे प्रगत शैक्षणिक महाराष्ट्र या कार्यक्रमांतर्गत प्रत्येक शाळेसाठी 25 निकष ठरविण्यात आलेले आहेत. त्यानुसार 4 श्रेणी निश्चित करण्यात आल्या आहेत, त्या पुढीलप्रमाणे -

- श्रेणी 'अ' - 25 निकष पूर्ण
श्रेणी 'ब' - 20 ते 24 निकष पूर्ण
श्रेणी 'क' - 10 ते 19 निकष पूर्ण
श्रेणी 'ड' - 10 पेक्षा कमी निकष पूर्ण

5. सातत्यपूर्ण सर्वकष मूल्यमापन

शाळेत दाखल झालेल्या प्रत्येक विद्यार्थ्यांने वयोगटानुरूप अपेक्षित शैक्षणिक क्षमता संपादित केलेली आहे किंवा नाही याची पडताळणी शैक्षणिक प्रगती चाचणीद्वारे घेण्यात येईल. सुरुवातीची दोन वर्षे प्रथम भाषा व गणित या दोन विषयांच्या चाचण्या घेण्यात येतील. प्रगत शैक्षणिक महाराष्ट्र कार्यक्रमांतर्गत सर्व व्यवस्थापनाच्या, सर्व माध्यमाच्या मान्यताप्राप्त शाळांतील इ.1 ते 8 च्या सर्व विद्यार्थ्यांसाठी वर्षभरात तीन राज्यस्तरीय शैक्षणिक प्रगती चाचण्यांचे आयोजन करण्यात येईल. यामध्ये एक पायाभूत चाचणी व सातत्यपूर्ण सर्वकष मूल्यमापनामधील संकलित मूल्यमापनाच्या दोन सत्रांत परीक्षा (चाचण्या) अशा एकूण 3 परीक्षा घेण्यात येतील. या व्यक्तिरिक्त त्रयस्थ संस्थेच्या शाळा निरीक्षक (शाळा) यांच्या सहभागाने प्रथम सत्राअखेरीस एक व द्वितीय सत्राअखेरीस एक अशा दोन ऐच्छिक (random sample) चाचण्या निवडक शाळांमध्ये होतील.

सातत्यपूर्ण सर्वकष मूल्यमापनामधील (CCE) संकलित मूल्यमापनातील इतर विषयांच्या परीक्षा व आकारिक मूल्यमापनातील सर्व विषयांच्या चाचण्या याबाबतची अंमलबजावणी सातत्यपूर्ण सर्वकष मूल्यमापन बाबतच्या दि.20.08.2010 च्या शासन निर्णयाप्रमाणे करण्यात येईल. विद्यार्थ्यांना द्यावयाच्या प्रगतीपत्रकात विद्यार्थ्यांची विषयवार संपादनूक त्यांनी प्राप्त केलेल्या गुणांवरून खालील तक्त्यात दर्शविल्यानुसार श्रेणीमध्ये लिहिणे आवश्यक आहे.

गुणांचे वर्गांतर	श्रेणी
91% ते 100%	अ- 1
81% ते 90%	अ - 2
71% ते 80%	ब- 1
61% ते 70%	ब-2
51% ते 60%	क- 1
41% ते 50%	क - 2
33% ते 40%	ड
21% ते 32%	ई- 1
20% व त्यापेक्षा कमी	ई-2

6. शाळा सिध्दी -

---शालेय स्तरावर शिक्षणाची मानके सुधारण्याची नितांत आवश्यकता विचारात घेऊन शालेय सुधारणा करण्याकरिता शासन निर्णय क्र.शैगुवि/2016/(12/2016)/एसडी-6 दि.30.03.2016 नुसार "शाळासिध्दी" हा राष्ट्रीय कार्यक्रम सर्व शाळांतून राबविण्याचे धोरण हाती घेण्यात आले आहे. जेणेकरून

प्रत्येक शाळेत आपल्या क्षमतेने सर्वोत्कृष्ट परिणाम मिळविण्यासाठी पोषक वातावरण निर्माण होईल. सदर कार्यक्रमांतर्गत प्रामुख्याने शाळांना पुरविण्यात आलेल्या भौतिक सोयीसुविधांनुसार श्रेणी देण्यात येईल.

---भौतिक सोयीसुविधांमध्ये मनपा शालेय इमारतीची दुरुस्ती व पुनर्बांधणी, शाळेमधील खेळांच्या मैदानांचा विकास, संगणक प्रयोगशाळा, विज्ञान प्रयोगशाळा, लघुविज्ञान कक्ष, व्हर्चुअल क्लासरूम, विद्यार्थ्यांशी संवाद साधण्याची पध्दत, शालेय इमारतीचे सौंदर्यीकरण, बालवाडयामधील भित्तीचित्रीकरण, डिजीटल क्लासरूम, प्रथमोपचार कक्ष या सर्व बाबींची तपासणी करण्यात येईल.

---श्रेणी पध्दती

गुण	श्रेणी
900 ते 999	अ
800 ते 899	ब
600 ते 799	क
500 ते 699	ड

7. अतिरिक्त निकष व त्यांच्या नोंदी -

शिष्यवृत्ती परीक्षा, प्रज्ञाशोध परिक्षा, गणित आणि सायन्स ऑलिम्पियाड परीक्षांमधील उत्तीर्ण विद्यार्थ्यांची नोंद करणे.

प्रोत्साहनाबाबतचे निकष

- अंतर्गत पर्यवेक्षणामध्ये प्राथमिक आणि माध्यमिक शाळांमधील शिक्षकाने / मुख्याध्यापकाने 25 निकषांपैकी किती निकष पूर्ण केले आहेत तसेच संकलित मूल्यमापन - 2 नंतर कोणती श्रेणी प्राप्त केली आहे, या बाबी विचारात घेऊन गुणांकन करण्यात येईल.

अ.क्र.	निकष	प्रोत्साहन
	प्राथमिक आणि माध्यमिक शिक्षक (इ.1 ते 8वी)	
1	25 निकष पूर्ण व संकलित मूल्यमापन 2 नंतर वर्ग श्रेणी किमान 'अ'	प्रशस्तीपत्र, महापौर पुरस्काराकरिता प्राधान्य
2	20 निकष पूर्ण व संकलित मूल्यमापन 2 नंतर वर्ग श्रेणी किमान 'ब'	प्रशस्तीपत्र
	माध्यमिक शिक्षक इ.9वी ते 10 वी	
1	इयत्ता 9 वी व 10 वी ला शिकवित असलेल्या प्रत्येक विषयाचा निकाल 100 %	प्रशस्तीपत्र, महापौर पुरस्काराकरिता प्राधान्य
2	इयत्ता 9 वी व 10 वी ला शिकवित असलेल्या प्रत्येक विषयाचा निकाल किमान 90 %	प्रशस्तीपत्र
	प्राथमिक व माध्यमिक शाळा शिक्षकांकरिता जादा निकष	
1	इ.5 वी व 8 वी शासकीय शिष्यवृत्ती परीक्षेतील शिष्यवृत्तीधारक विद्यार्थी	प्रशस्तीपत्र, महापौर पुरस्काराकरिता प्राधान्य
2	बाह्य परीक्षा व विविध स्पर्धांमध्ये जिल्हा, राज्य व त्यावरील स्तरांवर पारितोषिक प्राप्त विद्यार्थी	प्रशस्तीपत्र, महापौर पुरस्काराकरिता प्राधान्य

* Note that the figures in the first table on the above page of the circular have a misprint and stand corrected as directed by the department as "500-599" in place of "500-699".

2. अंतर्गत पर्यवेक्षणासाठी मुख्याध्यापकाचे पर्यवेक्षण करताना 'शाळासिध्दी' अंतर्गत प्राप्त झालेली श्रेणी विचारात घेऊन गुणांकन करण्यात येईल.
3. विभागनिहाय अधिकतम गुण प्राप्त करणा-या शिक्षकास/मुख्याध्यापकास 'महिन्यातील सर्वोत्तम शिक्षक/ मुख्याध्यापक' घोषित करून त्यास संबंधित उपशिक्षणाधिका-याच्या स्वाक्षरीने प्रशस्तीपत्र देऊन परिमंडळीय स्तरावर गौरविण्यात येईल. कला/क्रीडा/संगीत/कार्यानुभव या विभागांतील विशेष शिक्षकांमधील विषयनिहाय अधिकतम गुण प्राप्त करणा-यास 'महिन्यातील सर्वोत्तम विशेष शिक्षक' घोषित करून त्यासदेखील संबंधित उपशिक्षणाधिका-याच्या स्वाक्षरीने प्रशस्तीपत्र देऊन परिमंडळीय स्तरावर गौरविण्यात येईल.
4. 'महिन्यातील सर्वोत्तम शिक्षक/ विशेष शिक्षक/ मुख्याध्यापक' म्हणून एकदा घोषित झाल्यानंतर त्या शैक्षणिक वर्षाकरिता पुनःशुच त्या शिक्षक/ विशेष शिक्षक/ मुख्याध्यापकास विचारात घेतले जाणार नाही.
5. शैक्षणिक वर्षाच्या अखेरीस म्हणजेच एप्रिल महिन्यामध्ये जुलै ते मार्च या कालावधीत 'महिन्यातील सर्वोत्तम शिक्षक/ विशेष शिक्षक/ मुख्याध्यापक' म्हणून घोषित झालेल्या शिक्षक/ विशेष शिक्षक/ मुख्याध्यापकांमधील अधिकतम गुणांकन प्राप्त करणा-यास त्या विभागातील त्या शैक्षणिक वर्षातील सर्वोत्तम शिक्षक/ विशेष शिक्षक/ मुख्याध्यापक' म्हणून जाहीर करण्यात येईल आणि शिक्षणाधिकारी यांच्या स्वाक्षरीने प्रशस्तीपत्र देऊन गौरविण्यात येईल. तसेच त्यास 10 अतिरिक्त गुण देण्यात येऊन महापौर पुरस्काराकरिता प्राधान्य देण्यात येईल.

सुधारण्याची संधी

विभागनिहाय कमी गुण प्राप्त करणा-या आणि संकलित मूल्यमापन - 2 नंतर 'अ' पेक्षा कमी दर्जाची श्रेणी प्राप्त करणा-या शिक्षकास तसेच शाळा सिध्दी अंतर्गत 'अ' पेक्षा कमी दर्जाची श्रेणी प्राप्त करणा-या मुख्याध्यापकास त्याच्या श्रेणीचा दर्जा तीन महिन्यांमध्ये पुढच्या उच्च श्रेणीमध्ये आणण्याकरिता लेखी समजपत्र देण्यात येईल.

शास्ती बाबतचे निकष

1. शास्तीकरिता शैक्षणिक वर्षाच्या अखेरीस म्हणजेच एप्रिल महिन्यात, प्रतिमाह होणा-या अंतर्गत पर्यवेक्षणामध्ये सातत्याने 25 निकषांपेक्षा कमी निकष पूर्ण करणा-या तसेच वारंवार समजपत्र देऊनही संकलित मूल्यमापन - 2 नंतर 'अ' पेक्षा कमी दर्जाची श्रेणी प्राप्त करणा-या शिक्षक/ विशेष शिक्षक यांच्या तसेच शाळा सिध्दी अंतर्गत 'अ' पेक्षा कमी दर्जाची श्रेणी प्राप्त करणा-या मुख्याध्यापकांचा एकत्रित 10 महिन्यांचा अहवाल विचारात घेण्यात येईल.
2. सदर अहवालावर निरीक्षक (शाळा) तसेच प्रशासकीय अधिकारी (शाळा) यांनी दिलेल्या निष्कर्षानुसार 'बृहन्मुंबई महानगरपालिका सेवा (शिस्त व अपील) नियम 2015' च्या नियम क्र.5 च्या अधीन राहून संबंधितावर खालील निकषांनुसार शास्ती बजाविण्यात येईल.

अक्र.	निकष	शास्ती		
		प्रथम वेळ	द्वितीय वेळ	तृतीय वेळ
	प्राथमिक आणि माध्यमिक शिक्षक (इ. 1 ली ते 8वी)			
1	20 निकष पूर्ण नाहीत व संकलित मूल्यमापन 2 नंतर वर्ग श्रेणी किमान 'ब'	दंड रुपये 100/-	हंगामी स्वरूपात एक वेतनवाढ रोखणे	कायम स्वरूपात एक वेतनवाढ रोखणे
2	15 निकष पूर्ण नाहीत व संकलित मूल्यमापन 2 नंतर वर्ग श्रेणी किमान 'क'	हंगामी स्वरूपात एक वेतनवाढ रोखणे	कायम स्वरूपात एक वेतनवाढ रोखणे	दोन वेतनावाढी कायम स्वरूपात रोखणे
3	10 निकष पूर्ण नाहीत व संकलित मूल्यमापन 2 नंतर वर्ग श्रेणी किमान 'ड' किंवा कमी	कायमस्वरूपी एक वेतनवाढ रोखणे	कायम स्वरूपी दोन वेतनवाढ रोखणे	कायम स्वरूपी तीन वेतनवाढ रोखणे
	माध्यमिक शिक्षक इ. 9 वी ते 10 वी			
1	इयत्ता 9 वी व 10 वी ला शिकवित असलेल्या प्रत्येक विषयाचा निकाल 90 %पेक्षा कमी	दंड रुपये 100/-	दंड रुपये 1000/-	हंगामी स्वरूपात एक वेतनवाढ रोखणे
2	इयत्ता 9 वी व 10 वी ला शिकवित असलेल्या प्रत्येक विषयाचा निकाल 80 %पेक्षा कमी	दंड रुपये 1000/-	दंड रुपये 2000/-	कायम स्वरूपी एक वेतनवाढ रोखणे
3	इयत्ता 9 वी व 10 वी ला शिकवित असलेल्या प्रत्येक विषयाचा निकाल 70 %पेक्षा कमी	हंगामी स्वरूपात एक वेतनवाढ रोखणे	कायम स्वरूपी एक वेतनवाढ रोखणे	कायम स्वरूपी दोन वेतनवाढ रोखणे
4	इयत्ता 9 वी व 10 वी ला शिकवित असलेल्या प्रत्येक विषयाचा निकाल 60 %पेक्षा कमी	हंगामी स्वरूपात एक वेतनवाढ रोखणे	कायम स्वरूपी एक वेतनवाढ रोखणे	कायम स्वरूपी दोन वेतनवाढ रोखणे

3. बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क, अधिनियम २००९ नुसार कलम क्र.२४ पोटकलम क्र. २ मधील विनिर्दिष्ट केलेली कर्तव्ये पार पाडण्यात जो शिक्षक कसूर करील, तो त्याला अथवा तिला लागू असलेल्या सेवानियमांचे शिस्तभंगाची कारवाई केली जाण्यास पात्र असेल. परंतु अशी शिस्तभंगाची कारवाई करण्यापूर्वी, अशा शिक्षकाला आपले म्हणणे मांडण्याची वाजवी संधी देण्यात येईल.

4. शिक्षकांची कोणतीही गा-हाणी आल्यास, त्यांचे विहित कालावधीत निराकरण करण्यात येईल.
5. शास्ती बजाविण्याबाबतचे आदेश परिमंडळीय स्तरावर तयार करण्यात येऊन ते संबंधित उपशिक्षणाधिकारी यांच्यामार्फत शिक्षणाधिकारी यांच्या स्वाक्षरीकरिता सादर करण्यात येतील आणि स्वाक्षरीनंतर ते संबंधितांवर बजाविण्यात येऊन त्याची अभिलेखात नोंद करण्याकरिता आणि शास्तीबाबतची कार्यवाही पूर्ण करण्याकरिता संबंधित विभाग कार्यालयात पाठविण्यात येतील.

सही /-
दि. २०.०९.१७
(सोबिंद रा.कुलकर्णी)
उपशिक्षणाधिकारी (मध्य.)

सही /-
दि. २०.०९.१७
(महेश म.पालकर)
शिक्षणाधिकारी

सही /-
दि. २५.०९.१७
(श्री.मिलिन सांवत)
उपायुक्त(शिक्षण)

सही /-
दि. ०५.१०.१७
(श्री.ए.एल. ज-हाड)
अति.आयुक्त(शहर)

सही /-
दि. १०.१०.१७
(श्री.अजोय मेहता)
महापालिका आयुक्त

बृहन्मुंबई महानगरपालिका – शिक्षण विभाग

क्र.आयईओ/ 237 दि. 27.10.2017

प्रत रवाना-

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कृपया माहितीसाठी व आवश्यक कार्यवाहीसाठी अग्रेषित.

MPal
27/10/17
शिक्षणाधिकारी