

DISTRICT MONITORING FORMAT
(To be completed by SPD and be sent NCERT)

Quarter under Report

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 Year

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Period of Quarter **April, 2013 to September, 2013**

General Guidelines:

1. This format has four parts, I, II, III and IV. Part I, II & III will be completed by consolidating information received from all DPOs through DMFs.
2. Part V will be completed by the SPD on the basis of his/her perceptions.
3. Information provided should belong to the quarter under report only.
4. Completed STMF should be submitted NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

Part-I

(To be consolidated by SPD using the information from DMF (Part I) filled up by DPOs of all districts).

Section A: School Information

1. (a) CRC **6,170**, BRC **355**, District **35**, State **Maharashtra**

2. (a) Number of schools in the cluster

I - V	52,991	VI - VIII	80	I - VIII	28,145	Any other	I-XII	23,752	Total	1,04,968
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(b) Number of schools which filled up SMFs

I - V	52,691	VI - VIII	59	I - VIII	27,507	Any other	I-XII	22,253	Total	1,02,510
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3. No. of Teachers:

In Position

Required Posts

(as per RTE Norms)

(a) Primary Teachers

(i) Regular

3,10,870

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(ii) Contractual

-

(b) Upper Primary Teachers

(i) Regular

1,87,967

-

(ii) Contractual

-

Section B: Attendance Information

4. Information about attendance of students during last month in the State:

Month: **September, 2013**

Class	Number of schools with average daily attendance of : September								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	455051	67777	557094	425254	61171	467835	880305	128948	1024929
II	459685	66719	538389	430696	61212	456772	890381	127931	995161
III	463818	65874	537351	435302	59905	453808	899120	125779	991159
IV	480793	67227	536804	437093	69660	462135	917886	136887	998939
V	456543	64415	577299	424045	59856	489226	880588	124271	1066525
VI	448699	61016	571462	412082	55630	478949	860781	116646	1050411
VII	448824	60965	568116	407138	54940	468577	855962	115905	1036693
VIII	400401	55912	584508	359007	49921	483835	759408	105833	1068343
Total	3613814	509905	4471023	3330617	472295	3761137	6944431	982200	8232160

5. (i) Number of Children with Special Needs (CWSN) in government schools in the State. 2,95,079

6. Steps taken by the schools to improve students' attendance :

Skolt & transport provided to the CWSN. Brail book language print book provided.

7. (a) Number of out-of-school children admitted to age-appropriate classes under RTE.

Boys 7,815 Girls 5,035

(b) Number of centers where these children are undergoing special training:

Own schools	Other centers (NGO)	Residential centers	Any Other
1,117	-	-	-

Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session

Within one week	Within one month	After one month
87,963	-	-

9. What is SPO doing to improve system for timely distribution of textbooks?

State level & District level Education Officers Meeting were held. Video conferencing with the BEO, spot visit and brief guidelines were given to the EO, BEO, CRPs regularly.

10. No. of teachers who received teacher (TLM) Grant and have utilized it.

	Received %	Utilized %
Percentage of primary teachers	-	-
Percentage of upper primary teachers	-	-

Note : In the year 2013-2014 no TLM grant were provided.

11. Initiatives/strategies adopted by teachers for improving teaching learning process.

- (1) Revised training criteria regress selection procedure for selection of Master Trainers was adopted.**
- (2) Adopted IT in training of Primary Teachers.**
- (3) Appointed mentor in each training.**

12. Specific efforts made for making classrooms inclusive (CWSN)

Used brail books, Toys & Therapy System in classroom situation.

Section D: Continuous and Comprehensive Evaluation

13. How are CRCs monitoring the progress of pupils' learning?

Adopted CCE in each Govt. school. All teachers as well as CRC's are already trained.

Section E: Teacher Training

14. Ways in which training inputs were used by the teachers. Write five prominent examples.

- (1) Demonstration methodology.**
- (2) Use of Technology.**
- (3) Power Point Presentation.**
- (4) Use of different Materials.**
- (5) Reduce cascade modes.**

15. Suggestions for upcoming training programmes provided at the District level.

Reduce cascade modes.

Section F: Functioning of SMCs

Number %

16. Number of schools having School Management Committees (SMCs) in the State.

84,663	
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17. (a) Number of schools where School Development Plans have not been prepared.

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- (b) Number of schools involving SMCs in preparation of this plan.

77,886	
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- (c) Action taken on schools that did not involve SMCs.

Show cause notices have been issued in the light of RTE Act, 2009.

Number %

18. (a) Number of SMCs which were given training about their roles and functions.

5,89,987	65.18
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- (b) Action taken for coverage of SMCs not trained.

Through Gat Sanmelaan & monthly meeting of SMC, remaining members were covered.

19. Please aggregate pupil assessment data of schools in the format used in schools and enclose the same (CCE format). Following format is given as an example only

- (a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for last term/quarter/month.

Number %

- (i) Number of schools of the State which provided this information:

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- (ii) Number of schools in State with low pupil achievement levels.

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EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
I	Language	2034182	A	269873	24.99	248394	26.03	518267	25.48
			B	648817	60.08	605096	63.41	1253913	61.64
			C	161232	14.93	100770	10.56	262002	12.88
			Total	1079922	100.00	954260	100.00	2034182	100.00
	Mathematics		A	272896	25.27	258318	27.07	531214	26.11
			B	667284	61.79	657581	68.91	1324865	65.13
			C	139742	12.94	38361	4.02	178103	8.76
			Total	1079922	100.00	954260	100.00	2034182	100.00
	EVS		A	286827	26.56	256314	26.86	543141	26.70
			B	639098	59.18	580667	60.85	1219765	59.96
			C	153997	14.26	117279	12.29	271276	13.34
			Total	1079922	100.00	954260	100.00	2034182	100.00

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
II	Language	2013473	A	259597	24.38	243146	25.63	502743	24.97
			B	671458	63.06	589605	62.15	1261063	62.63
			C	133738	12.56	115929	12.22	249667	12.40
			Total	1064793	100.00	948680	100.00	2013473	100.00
	Mathematics		A	252463	23.71	228632	24.10	481095	23.89
			B	669861	62.91	612563	64.57	1282424	63.69
			C	142469	13.38	107485	11.33	249954	12.41
			Total	1064793	100.00	948680	100.00	2013473	100.00
	EVS		A	245222	23.03	227209	23.95	472431	23.46
			B	688602	64.67	618255	65.17	1306857	64.91
			C	130969	12.30	103216	10.88	234185	11.63
			Total	1064793	100.00	948680	100.00	2013473	100.00
III	Language	2016058	A	230375	21.59	211915	22.33	442290	21.94
			B	679386	63.67	598829	63.10	1278215	63.40
			C	157282	14.74	138271	14.57	295553	14.66
			Total	1067043	100.00	949015	100.00	2016058	100.00
	Mathematics		A	240618	22.55	213244	22.47	453862	22.51
			B	690910	64.75	653587	68.87	1344497	66.69
			C	135515	12.70	82184	8.66	217699	10.80
			Total	1067043	100.00	949015	100.00	2016058	100.00
	EVS		A	253316	23.74	231370	24.38	484686	24.04
			B	735726	68.95	674560	71.08	1410286	69.95
			C	78001	7.31	43085	4.54	121086	6.01
			Total	1067043	100.00	949015	100.00	2016058	100.00
IV	Language	2053712	A	225101	20.75	213640	22.05	438741	21.36
			B	779229	71.83	719690	74.28	1498919	72.99
			C	80494	7.42	35558	3.67	116052	5.65
			Total	1084824	100.00	968888	100.00	2053712	100.00
	Mathematics		A	203947	18.80	217903	22.49	421850	20.54
			B	791379	72.95	629390	64.96	1420769	69.18
			C	89498	8.25	121595	12.55	211093	10.28
			Total	1084824	100.00	968888	100.00	2053712	100.00
	EVS		A	251462	23.18	244354	25.22	495816	24.14
			B	696674	64.22	641113	66.17	1337787	65.14
			C	136688	12.60	83421	8.61	220109	10.72
			Total	1084824	100.00	968888	100.00	2053712	100.00

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
V	Language	2071384	A	176929	16.11	166502	17.11	343431	16.58
			B	702116	63.93	637496	65.51	1339612	64.67
			C	219212	19.96	169129	17.38	388341	18.75
			Total	1098257	100.00	973127	100.00	2071384	100.00
	Mathematics		A	217345	19.79	206206	21.19	423551	20.45
			B	616452	56.13	591369	60.77	1207821	58.31
			C	264460	24.08	175552	18.04	440012	21.24
			Total	1098257	100.00	973127	100.00	2071384	100.00
	EVS		A	197137	17.95	170103	17.48	367240	17.73
			B	670156	61.02	617741	63.48	1287897	62.18
			C	230964	21.03	185283	19.04	416247	20.10
			Total	1098257	100.00	973127	#####	2071384	100.00
							#		

*Add all classes and all subjects

** Primary: Grades A= 70%and above, B= 30%-69%, C= below 30%

(b) Details of Learners' Achievements, class-wise and subject-wise for Classes VI-VIII for last term/quarter/month.

(i) Number of schools in the State which provided this information:

1,04,968

(ii) Number of upper primary schools reporting low pupil achievement levels in

(a) Science

1,560

(b) Mathematics

2,598

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
VI	Language	2027838	A	280890	25.98	381694	40.32	662584	32.67
			B	481881	44.57	411892	43.51	893773	44.08
			C	196882	18.21	140200	14.81	337082	16.62
			D	1405	0.13	2083	0.22	3488	0.17
			E	120119	11.11	10792	1.14	130911	6.46
			Total	1081177	100	946661	100	2027838	100.00
	Mathematics		A	362411	33.52	349413	36.91	711824	35.10
			B	474312	43.87	414637	43.8	888949	43.84
			C	232886	21.54	171914	18.16	404800	19.96
			D	1621	0.15	1609	0.17	3230	0.16
			E	9947	0.92	9088	0.96	19035	0.94
			Total	1081177	100	946661	100	2027838	100.00

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total		
				No.	%	No.	%	No.	%	
	Science	2008560	A	380791	35.22	370523	39.14	751314	37.05	
			B	465771	43.08	402426	42.51	868197	42.81	
			C	226290	20.93	164340	17.36	390630	19.26	
			D	5838	0.54	5491	0.58	11329	0.56	
			E	2487	0.23	3881	0.41	6368	0.31	
			Total	1081177	100	946661	100	2027838	100.00	
	Social Science		A	361978	33.48	373363	39.44	735341	36.26	
			B	458743	42.43	404698	42.75	863441	42.58	
			C	252996	23.4	149383	15.78	402379	19.84	
			D	4757	0.44	8520	0.9	13277	0.65	
			E	2703	0.25	10697	1.13	13400	0.66	
			Total	1081177	100	946661	100	2027838	100.00	
	VII		Language	A	361637	33.55	388083	41.7	749720	37.33
				B	461559	42.82	396366	42.59	857925	42.71
C		251799		23.36	137644	14.79	389443	19.39		
D		2156		0.2	5212	0.56	7368	0.37		
E		754		0.07	3350	0.36	4104	0.20		
Total		1077905		100	930655	100	2008560	100.00		
Mathematics		A	358403	33.25	341830	36.73	700233	34.86		
		B	438169	40.65	380731	40.91	818900	40.77		
		C	269261	24.98	199253	21.41	468514	23.33		
		D	2910	0.27	1582	0.17	4492	0.22		
		E	9162	0.85	7259	0.78	16421	0.82		
		Total	1077905	100	930655	100	2008560	100.00		
Science		A	390525	36.23	361467	38.84	751992	37.44		
		B	460481	42.72	399623	42.94	860104	42.82		
		C	213856	19.84	163516	17.57	377372	18.79		
		D	8839	0.82	1954	0.21	10793	0.54		
		E	4204	0.39	4095	0.44	8299	0.41		
		Total	1077905	100	930655	100	2008560	100.00		
Social Science		A	367997	34.14	364258	39.14	732255	36.46		
		B	457786	42.47	396645	42.62	854431	42.54		
		C	244361	22.67	161748	17.38	406109	20.22		
		D	1186	0.11	1117	0.12	2303	0.11		
		E	6575	0.61	6887	0.74	13462	0.67		
		Total	1077905	100	930655	100	2008560	100.00		

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total		
				No.	%	No.	%	No.	%	
VIII	Language	1933584	A	343159	32.97	354248	39.68	697407	36.07	
			B	430900	41.4	352284	39.46	783184	40.50	
			C	263015	25.27	183374	20.54	446389	23.09	
			D	1457	0.14	1071	0.12	2528	0.13	
			E	2290	0.22	1786	0.2	4076	0.21	
			Total	1040821	100	892763	100	1933584	100.00	
	Mathematics		A	310997	29.88	326751	36.6	637748	32.98	
			B	406232	39.03	336215	37.66	742447	38.40	
			C	320053	30.75	220512	24.7	540565	27.96	
			D	1145	0.11	8035	0.9	9180	0.47	
			E	2394	0.23	1250	0.14	3644	0.19	
			Total	1040821	100	892763	100	1933584	100.00	
	Science			A	323383	31.07	364426	40.82	687809	35.57
				B	436520	41.94	340589	38.15	777109	40.19
				C	278212	26.73	178285	19.97	456497	23.61
				D	1769	0.17	4464	0.5	6233	0.32
				E	937	0.09	4999	0.56	5936	0.31
				Total	1040821	100	892763	100	1933584	100.00
	Social Science			A	322446	30.98	352641	39.5	675087	34.91
				B	434751	41.77	369158	41.35	803909	41.58
				C	280710	26.97	167036	18.71	447746	23.16
				D	1145	0.11	714	0.08	1859	0.10
				E	1769	0.17	3214	0.36	4983	0.26
				Total	1040821	100	892763	100	1933584	100.00

*Add all classes and all subjects ;

** Upper Pry: Grades A= 80%and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

Part-II

(To be consolidated by SPD using information from DMF Part II filled up by all DPOs)

1. (a) Number of classrooms (teaching) observed by the CRCs in the last quarter:

Range : _____ to _____

2. (a) School visits by CRCs:

Number of times visits were made to each school

Number of CRCs visited

- (i) Once in a month

1,200

- (ii) Once in two months

1,769

- (iii) Once in three months

2,177

- (iv) Once in four to six months

1,024

3. Suggestions provided by the CRCCs to improve classroom teaching.

Demonstration methodology in classroom , ABL and MGML method were adopted in school.

4. Number of schools not maintaining records of pupils' progress in the schools

Number %

-	-
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5. (a) How many schools are having less than 60% coverage of the syllabus ?

-	-
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- (b) What has been done to address this issue?

6. (a) Number of DPOs who are not providing QMTs regularly

6

- (b) What has been done to address this issue?

Show cause notices have been issued to E.O. (Primary).

Part-III

(To be consolidated by SPO using information from DMF Part III filled up by all DPOs)

1. Five important specific functions that BRCs performed in the district.

- (1) **Academic support.**
- (2) **School visit.**
- (3) **Demonstration in classroom.**
- (4) **Involve in classroom interaction.**
- (5) **Research & Evaluation.**

2. Number of BRCs who prepared a schedule for visit of schools.

3,085	50 %
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3. Number of times each school was visited by BRC on an average?

3

4. Write five examples of professional support provided by the BRC to teachers during the last quarter.

- (1) **Academic support.**
- (2) **Demonstration in classroom.**
- (3) **Involvement in classroom interaction.**

5. How are BRCs monitoring the records of pupil progress in learning?

With help of CCE.

6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter.

1

(b) What percent of current year's target has been achieved during last quarter?

1

(c) List five major issues emerging from the programmes.

- (1) **Training of Upper primary teachers in Maths & Science**
- (2) **Reading & writing development programme in 3,500 Primary schools with help of Pratham.**
- (3) **1st to 5th standard English language training was conducted with the help of British Council.**
- (4) **Capacity building of Head teachers & Primary Teachers were conducted.**
- (5) **Capacity building of monitoring officers (e.g. EO, BEO, BRP, CRPs etc.).**

7. (a) How many in-service professional development programmes/workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(a) Mathematics	<input type="text" value="1"/>
(b) Science	<input type="text" value="1"/>
(c) Social Science	<input type="text" value="-"/>
(d) Language	<input type="text" value="2"/>
(e) Arts Education	<input type="text" value="-"/>
(f) Health and Physical Education	<input type="text" value="-"/>

(b) What percent of current year's target has been achieved during last quarter?

(c) List five major issues emerging from the programmes.

- (1) 100% attendance of the primary Teacher.**
- (2) Primary reading & writing development programme was conducted with the help of Pratham and the Reports are encouraging.**
- (3) 1st to 5th standard English language training was completed with the help of British Council but it is classroom impact not yet seen.**
- (4) Capacity building of teachers. Although the British Council Programmes for teachers were conducted. Still because of Up-down tendency of teachers they are not linked to the villages.**
- (5) Capacity building of monitoring officers. Although the training for EOs, BEOs & Other functionaries were conducted lot needs to be done as for as the achievement of goal for 100% delivery is concerned.**

Part-IV

(To be completed by SPD using information from DMF Part IV fill up by all DPOs)

1. Number of districts having 'quality monitoring' mechanism. 35
- (a) The institutions involved-**SCERT, MPSP. At the district level DIET, EO, BEO, BRC, CRC.**
- (b) Members of 'quality' monitoring-**5. (At State level at MPSP, Joint Dir. (Quality), Joint Dir. (R&E), Assit.Programme Officer.**
- (c) Role of BRC/CRC in quality monitoring-**Analysis data of school and CRC level. At SCERT, Pune- Joint Dir., Dy.Dir., Assit.Dir.**
- (d) Role of DPO in 'quality' monitoring-**Arrange training school visit. Academic support for teachers as well as students. BRC/CRC visit conduct district level programme, school visit, academic support, designed need based training.**
2. What kind of 'quality interventions' were provided at district level in the last quarter? Number of districts providing interventions
- If yes,
- (a) Training of resource persons on RTE Act 2009 - 5
- (b) Training of Resource Persons on Pedagogy and Assessment 4
- (c) Training of SMC members on 'School Development Plan' 1
- (d) Training of 'Educators' for special training of children admitted to age-appropriate classes 4
3. Number of districts organizing meetings of BRC, CRC and Head Teacher to Understand the problems of district. Number of districts providing interventions
- (a) Once in a month 8
- (b) Once in two months 15
- (c) Once in three months 7
- (d) Once in four-six months 5
4. Field visits (schools) by DPO during last quarter:
- (a) Number of schools visited by DPOs on an average.- **2 Schools per month were visited by DPO an average.**
- (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPPs.

- (1) Schools inspection not done effectively.**
- (2) The students cannot reads & write as per their achievement levels.**
- (3) CCE was not properly followed in school of remote area.**

5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves for SSA activities (Please \surd mark)

Number of districts coordinating		
Mostly	Mostly	Mostly
14	14	14

(b) If there are problems, give details.

- (1) Vacancies of DIETs and be filled urgently.**
- (2) Vehicles for visits the made available to DIETs.**
- (3) Grants for conduction of training programme be given in time.**

6. List the areas for quality intervention where district needs support from the DIET in the next quarter.

- (1) Vacancies of DIETs and be filled urgently.**
- (2) BRC/CRC be handed over to DIETs.**
- (3) Vehicles for visits the made available to DIETs.**
- (4) Grants for conduction of training programme be given in time.**
- (5) Text Books/Uniform should be give before start of schools.**

Part-V

(To be completed by SPD on the basis of his/ her perceptions)

1. The textbooks used in the State at primary and upper primary state are developed by (Mark ✓)

- | | |
|------------------------|-------------------------------------|
| (a) State Government | <input checked="" type="checkbox"/> |
| (b) NCERT | <input type="checkbox"/> |
| (c) Private publishers | <input type="checkbox"/> |
| (d) Any other | <input type="checkbox"/> |

2. When was the last revision of syllabi and textbooks initiated and completed in the State?

	Initiated	Completed
Primary Syllabi	SCF, 2010	2013-2014
Textbooks	2012-2013	2013-2014
Upper Primary Syllabi	_____	2015-2016
Textbooks	_____	_____

3. Please furnish details of common training modules in us, if any, in training of different functionaries at primary and upper primary levels in the State

Modules	Pry/Upper Pry	Year of development
(1) Teacher Hand book- Teacher hand book, Teacher Training	I and II	2013-2014
(2) Teacher Training- Teacher Training Module	_____	2013-2014

4. Status of CRCs/BRCs in the State

	Sanctioned Posts	In Position
CRCs	6,170	0
BRCs	2,105	2,031

5. Activities of SSA/RTE in which DIETs & SCERT were involved. Please State problems, if any.

(a) DIETs: Involvement – **As per the instruction of MSCERT, Pune which is the academic wings of the Govt. as per RTE, 2009. DIETs were involved in training as well as development of Training programme and modules also.**

Problems : **Scarcity of Staff in DIET.**

(b) SCERT: Involvement-As per RTE SCERT is a academic wing declared by State Govt. for full flagged training programme design and implementation in State. SCERT developed training programme of teachers and studies classroom interaction needs in the State.

Problems:(1) Funds not received in time.

(2) Scarcity of the staff.

6. To what extent following structures met State's expectations in providing desired support for quality improvement of educational process (Please rate on 5 point scale).

	Least	1	2	3	4	5	Greatest
CRCs		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
BRCs		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
DIETs		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
DPO		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCERT		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7. (a) Does the State have State Resource Group to advice on Quality

Yes

(b) If yes, when was the last meeting held? What were the main recommendations? (please attach copies of minutes and action taken).

G.R. has been issued by the State Govt. vide dt.18.01.2014. As yet meeting of SRG however not taken place.

8. (a) Major programme/activities of SSA for quality enhancement during the current year

(1) 1st & 4th standard curriculum development training programme for the primary teachers in State has been conducted in 2013-2014.

(2) Upper Primary Teacher Maths & Science resource person training programme by SISE taken in the month of February & March.

(3) 1st to 5th standard English subject training with the help of British Council.

(b) Progress of these programme during the quarter

1st & 2nd standard curriculum training is over. 1st to 4th standards M.T. Training is over.

Follow up programme of curriculum has been taken by MSCERT & DIETs

9. State key problems encountered/identified during the quarter by the State, in the context of quality parameters :

Training are not started in time. Because of non availability of State & MHRD funds.

10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, Other department.)

- (1) The State should receive grant in time.**
- (2) The guidance which the State expects from MHRD should be given at the earliest.**
- (3) The Nodal Officer for the State should be appointed by MHRD.**
- (4) The review meeting of the State authorities & officials of MHRD be held at the regular interventions.**

**State Project Director,
M.P.S.P., Mumbai.**