



Dated : 22/10/2026

Subject: Mission SAFALTA (Student Achievement Focused Academic Learning Targeted Action Plan) -implementation of the strategy for improving Board examination results of Classes X and XII.

Dear District Education Officer,

The Board examination results of Classes X and XII are an important indicator of the academic performance of our schools. It is, therefore, essential to reduce the number of zero-pass schools, improve overall results and increase the number of schools achieving a 100 per cent pass percentage.

2. The Department has developed a **detailed indicative strategy**, enclosed as **Annexure A**. All schools shall prepare and implement their own measurable and time-bound action plans based on this strategy, keeping in view their specific academic needs.

3. As District Education Officers, you shall ensure the effective implementation of this mission in your respective districts. Regular mentoring, school visits, interaction with Heads of Schools and teachers, review of student-wise progress, timely corrective action and appreciation of good performing teachers at district level must be undertaken, particularly in schools recording zero per cent pass percentage or showing weak performance.

You shall ensure that all schools:

- Prepare and implement school-specific improvement plans.
- Regularly review student attendance, assessments and learning gaps.
- Provide remedial teaching, mentoring, counselling and examination-oriented practice.
- Maintain communication with parents of students requiring additional support.
- Submit timely progress reports based on verifiable data.

4. You are requested to implement with this mission with utmost priority as it is a time bound activity ensuring regular mentoring and close monitoring for visible improvement in schools' performance.

With best wishes,

Yours sincerely,

Vijay Singh Dahiya

(Vijay Singh Dahiya)

22/10/26

To

All District Education Officers
in the State

Core Objectives

- **Eliminate schools** recording a 0% pass percentage.
- **Double the number** of schools achieving a 100% pass percentage.
- Substantially improve the cumulative **overall scores and pass metrics** of all students.
- Substantially improve cumulative overall scores by setting **subject-wise numerical targets** against a defined baseline.

Three Tier Structure Execution Model

➤ Layer I - School Academic Result Improvement Plan

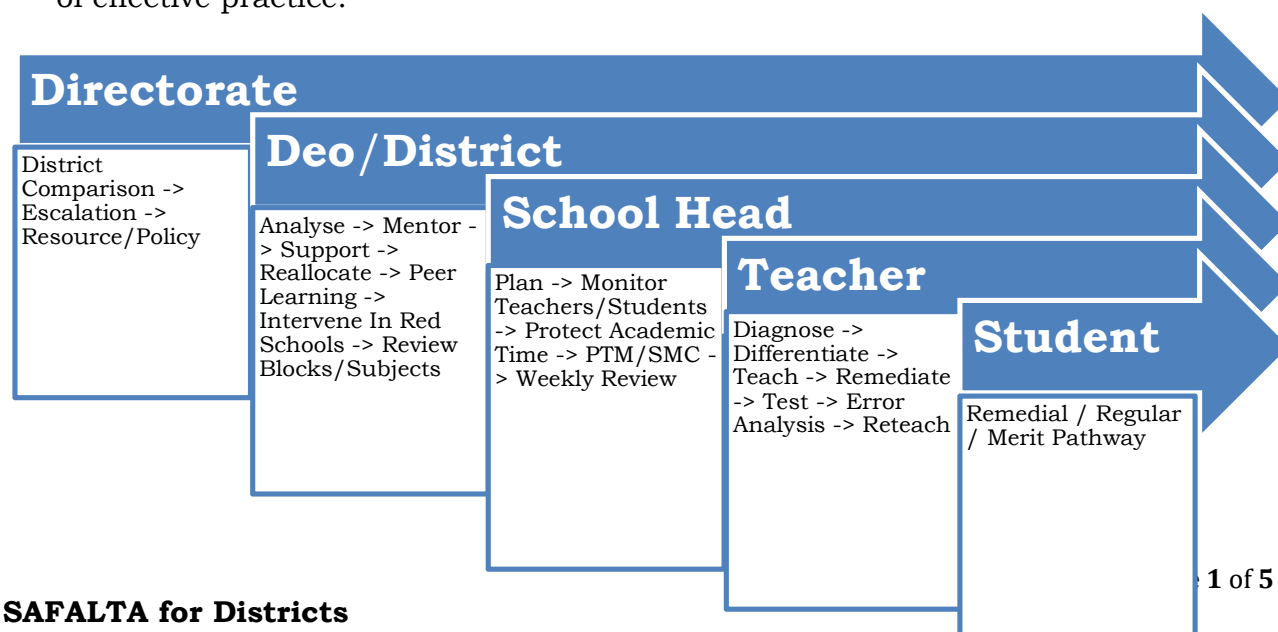
Execution and Student-Level Intervention Framework: diagnosis, differentiated support, teaching, remedial work, revision, testing, attendance, PTM/SMC engagement and school-level monitoring.

➤ Layer II - District Academic Performance Support & Monitoring Framework

Supervision, Support, Intervention and Accountability: school categorization, mentoring, block/subject analysis, teacher support, peer learning, resource reallocation and corrective action.

➤ Layer III - State Academic Performance Review Framework

Oversight, Comparative Monitoring, Resource Resolution and Escalation: district comparison, systemic bottlenecks, persistent low performance and dissemination of effective practice.



Role Clarity Across the Three Tiers

Function	School	DEO/District	Directorate
Student diagnosis	Primary responsibility	Verify/support	Trend oversight
Remedial/revision teaching	Execute	Monitor/support	Policy/resource support
Red-school intervention	Implement recovery plan	Mentor and review	Review persistent exceptions
Teacher shortage	Report	Reallocate/visiting teacher	Resolve structural gaps
PTM/SMC	Conduct/follow up	Ensure compliance	Monitor broad indicators
Academic time	Protect and compensate	Verify/enforce	Protect from avoidable non-academic demands
Performance data	Enter/validate	Analyze/intervene	Compare/escalate
Best practices	Generate/share	Peer forums/scale within district	Scale across districts

1. Strategy & Remedial Actions Flow

Targeted at schools with less than a 50% pass percentage at each level:

Half-Yearly Exams: Identify struggling students → Conduct Compulsory Remedial Classes for core concepts.



Pre-Board Exams: Assess ongoing learning gaps → Continue Targeted Remedial Classes for students in need.



Post-Board Exams: Target compartment category → Hold Specialized Summer Remedial Camps to ensure students clear supplementary exams and boost state pass percentage.

2. Monitoring & Targeted Interventions

Mid-Term Result Analysis: Following mid-term exams, schools will be categorized to dictate the level of necessary intervention:

Red Zone (<50%)	Yellow Zone (50% – 80%)	Green Zone (>80%)
Requires immediate intervention. Assign DIET officials/officers to conduct bi-weekly visits and continuous mentoring.	Requires targeted improvements. Implement specific strategies to elevate performance into the higher tier.	High performing. Requires standard review in meetings to maintain and push for 100% results.
Fortnightly review by DEO & DIET Officials/officers; 30-day recovery plan.	Monthly review by BEO & DEO with focus on movement towards Green.	Maintain performance and, where feasible, mentor nearby Red schools or share effective practices.

- **Mentoring shall include** observation of the strategy implementation, supporting schools, providing solution/corrective action to schools.
- **Review progress and interventions bi-weekly** at the DEO level to support schools where they are lacking.
- **Identify and apply targeted interventions** specifically to the bottom 3 schools at each block level/red zone schools.

For ensuring continuous monitoring, the following parameters shall be tracked at the district level:

- Percentage of schools that have developed and implemented their own strategies or adopted the prescribed strategy.
- Percentage of Red Zone schools visited and provided with mentoring support.
- Improvement in the average score and pass percentage.

- Number of schools transitioning from the Red Zone to the Yellow Zone and from the Yellow Zone to the Green Zone.
- Number of students progressing above the minimum performance benchmark.
- Identification of blocks showing consistently low performance.
- Number of Best-Practice Peer Forum sessions conducted and the number of participating teachers, disaggregated by subject.

3. Best-Practice Peer Forums

- **Identify teachers** who are consistently producing 100% results across the district.
- **Organize a 1-to-2-day interactive workshop** (subject-wise) quarterly at the district level to share effective methodologies.
- **Mandate attendance for low-performing teachers** (recording a 50% or below pass percentage) to learn classroom management, varied teaching strategies, and tailored lesson planning for difficult topics.
- **The best performing teachers** to be appreciated (via appreciation certificate/appreciation letter) on the Teachers Day and the appreciation letter to be circulated in all school groups.

4. Digital Resource Optimization & Teacher Reallocation

- **Show video lessons** corresponding to relevant topics utilizing available ICT equipment (digital boards, projectors) to ensure continuity of learning in schools where a subject teacher is currently unavailable.
- **Assign a visiting teacher** from a nearby school, designated by the DEO, to visit these specific schools. This teacher will address queries, provide necessary academic guidance, and coordinate closely with school authorities.

5. Maximizing Academic Time

Restriction on all non-academic activities for students of Board classes shall be imposed from 1 January until the conclusion of the Board examinations, except for Republic Day celebrations. Teachers associated with these classes shall also be

exempted from non-academic duties during this period to ensure that teaching, revision, doubt-clearing, and examination preparation remain uninterrupted.

6. Regular class-room teaching

DEOs shall strictly direct all school heads to maintain uninterrupted classroom teaching-learning activities and ensure that teachers conduct classes regularly as per the approved school timetable. They shall monitor implementation through periodic reviews, school visits, and reports from school heads, and ensure that any instructional time lost due to alternative arrangements or official duties is compensated through classes conducted during the zero period or at another suitable time, with proper documentation and follow-up action.

7. Parent and community Engagement

- **Hold regular Parent-Teacher Meetings (PTMs)** designed to provide a comprehensive analysis of individual academic performance.
- **Outline the strategic interventions** and remedial measures adopted by the school during these PTMs to ensure parental alignment and support.
- **Involvement of SMC** for the ensuring the attendance and regular intervention at parents level.

Note:

This framework is indicative and not exhaustive. It provides broad guidance for planning, implementing, and monitoring interventions aimed at improving student learning outcomes and overall school performance. **District Education Officers (DEOs)** may develop and implement additional strategies based on the local context, specific educational needs, school-wise performance gaps, and the resources available in their respective districts. They may also modify or supplement the suggested interventions after reviewing assessment data, school feedback, teacher requirements, student attendance, and the progress achieved during periodic reviews.