

## STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	<u>IV</u>
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Year

2	0	1	3	-	1	4
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Period of quarter: January,14 to March,14

### General Guidelines:

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV 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 to NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

### Part-I

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

#### Section A: School Information

1. State-Delhi.

Number of CRCs in the state- 121

Number of CRCCs submitted CMFs-121

Number of BRCs in the state -10

Number of BRCCs submitted BMFs-10

Number of Districts in the state-09

Number of Districts submitted DMFs-9

2. (a) Number of schools in the State

I - V	2327	VI - VIII	783	I - VIII	687	Any other	673	Total	4426
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- (b) Number of schools which filled up SMFs

I - V	18	VI - VIII	633	I - VIII	607	Any other	673	Total	3774
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3. (i) Number of Teachers:

In Position

Required Posts  
(as per RTE Norms)

- (a) Primary Teachers

- (i) Regular

15787

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- (ii) Contractual

8210

- (b) Upper Primary Teachers

- (i) Regular

8264

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- (ii) Contractual

5603

(ii)

(a) How many government schools in the state have a pupil teacher ratio above 1:30 in primary school and above 1:35 in upper primary school?

Primary

1076

Upper Primary

214

(b) How many teachers in the state have failed to join place of posting in last quarter?

0

(c) How many teachers are attached elsewhere than place of posting?

0

### Section B: Attendance Information

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

Month: September

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	841	353	34	1000	415	29	1841	768	63
II	839	356	34	919	377	30	1764	733	64
III	870	335	27	963	426	17	1864	761	44
IV	879	334	24	983	416	31	1892	750	55
V	876	343	22	987	403	37	1864	746	59
VI	425	163	28	499	262	23	924	485	51
VII	436	217	24	505	253	27	941	470	51
VIII	440	215	16	508	249	25	948	464	41
<b>Total</b>	<b>4648</b>	<b>1827</b>	<b>209</b>	<b>5331</b>	<b>1852</b>	<b>219</b>	<b>9986</b>	<b>3679</b>	<b>428</b>

5. Number of Children with Special Needs (CWSN) in government schools in the State.

13586

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

- 1. Regular monitoring of student attendance in the morning Assembly as well as random checking in the class by the teachers.**
- 2. Encouraging them to come to the schools regularly through counseling of parents during meetings.**
- 3. Mid day meal is distributed regularly and children are encouraged to come to the school.**
- 4. Value based education is provided in the morning assembly.**

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

Boys:

**1636**

Girls:

**1364**

(b) Number of centres where these children are undergoing special training.

Own schools	Other centres (NGO)	Residential centres	Any Other (hostel)
<b>110</b>	<b>57</b>	<b>02</b>	<b>03</b>

(c) Number of children dropped out of special training programmes upto last quarter

**00**

### Section C: Curriculum Transaction

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

**2470**

Within one week	Within one month	After one month
452	2006	12

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

Books are timely distributed in all the schools.. Sometimes even before the session.

10. No. of teachers who received Teacher/ (TLM) Grant and have utilised it\*

Received %      Utilised %

Percentage of primary teachers

Nil

Nil

Percentage of upper primary teachers

Nil

Nil

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

**Topics are discussed at time for pre planning the lesson.**

**Charts, maps and visual aids are used for effective teaching.**

**Group activities are conducted related to the topics.**

**Lesson plan includes technique according to the potential of the child.**

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

**Class rooms are assessable for one and all with the help of Ramps.**

**Use of teaching methods as per the need and pace of the children.**

**Empathy with the children not the sympathy.**

**Resource Teachers are provided for CWSN**

**Section D: Continuous and Comprehensive Evaluation**

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

**Observe the class room teaching.**

**They also observe the lesson and guide/suggest the teachers on the spot.**

**Provide effective suggestions for improvement.**

**Section E: Teacher Training**

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

**i. Activity based teaching.**

**ii. Proper use of teaching aids.**

**iii. One- to –one interaction with students.**

**iv. Use of waste materials to develop teaching aid.**

**v. Co-relate the subject matter with their life situations**

15. Key suggestions for upcoming training programmes provided at the District level.

**Main emphasis should be given on RTE. What is the role of SMCs members in school development upcoming training programme.**

**Section F: Functioning of SMC**

Number %

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

3190	
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17. (a) Number of schools where School Development Plans have been prepared.

3190	
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(b) Number of schools involving SMCs in preparation of this plan.

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(c) Action taken on schools that did not involve SMCs.

Number %

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

319	
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(b) Action taken for coverage of SMCs not trained.

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**Section G: Learners' Assessment**

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 level 

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

(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: 

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- (ii) Number of schools in the State which have not provided this information. 

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- (iii) Number of upper primary schools reporting low pupil achievement levels in
- (a) Science 

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 (b) Mathematics 

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

Class-wise and Subject-wise details of Learners' Achievements for DELHI STATE (Total Student)									
Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	English	192184	A	28388	30.14	32647	33.3	61035	31.8
			B	49396	52.45	51453	52.5	100849	52.5
			C	16401	17.41	13899	14.2	30300	15.8
			<b>Total</b>	<b>94185</b>	<b>100.00</b>	<b>97999</b>	<b>100.0</b>	<b>192184</b>	<b>100.0</b>
	Maths		A	27632	29.34	29340	29.9	56972	29.6
			B	52038	55.25	53895	55.0	105933	55.1
			C	14515	15.41	14764	15.1	29279	15.2
			<b>Total</b>	<b>94185</b>	<b>100.00</b>	<b>97999</b>	<b>100.0</b>	<b>192184</b>	<b>100.0</b>
	EVS		A	29323	31.13	29374	30.0	58697	30.5
			B	51979	55.19	56022	57.2	108001	56.2
			C	12883	13.68	12603	12.9	25486	13.3
			<b>Total</b>	<b>94185</b>	<b>100.00</b>	<b>97999</b>	<b>100.0</b>	<b>192184</b>	<b>100.0</b>
II	English	217487	A	27094	24.92	29638	27.25	56732	26.09

			B	69683	64.08	68713	63.19	138396	63.63
			C	11964	11.00	10395	9.56	22359	10.28
			<b>Total</b>	<b>108741</b>	<b>100.00</b>	<b>108746</b>	<b>100.00</b>	<b>217487</b>	<b>100.00</b>
	Maths		A	28119	25.86	28779	26.46	56898	26.16
			B	67774	62.33	67939	62.47	135713	62.40
			C	12848	11.82	12028	11.06	24876	11.44
			<b>Total</b>	<b>108741</b>	<b>100.00</b>	<b>108746</b>	<b>100.00</b>	<b>217487</b>	<b>100.00</b>
	EVS		A	27835	25.60	29915	27.51	57750	26.55
			B	67958	62.50	68772	63.24	136730	62.87
			C	12948	11.91	10059	9.25	23007	10.58
			<b>Total</b>	<b>108741</b>	<b>100.00</b>	<b>108746</b>	<b>100.00</b>	<b>217487</b>	<b>100.00</b>
III	English	238804	A	33398	27.41	36799	31.47	70197	29.40
			B	65494	53.75	63298	54.12	128792	53.93
			C	22960	18.84	16855	14.41	39815	16.67
			<b>Total</b>	<b>121852</b>	<b>100.00</b>	<b>116952</b>	<b>100.00</b>	<b>238804</b>	<b>100.00</b>
	Maths		A	34545	28.35	36343	31.08	70888	29.68
			B	64471	52.91	63657	54.43	128128	53.65
			C	21836	17.92	16952	14.49	38788	16.24
			<b>Total</b>	<b>121852</b>	<b>100.00</b>	<b>116952</b>	<b>100.00</b>	<b>238804</b>	<b>99.58</b>
	EVS		A	36350	29.83	41194	35.22	77544	32.47
			B	68411	56.15	64613	55.24	133024	55.70
			C	17078	14.02	11158	9.54	28236	11.82
			<b>Total</b>	<b>121839</b>	<b>100.00</b>	<b>116965</b>	<b>100</b>	<b>238804</b>	<b>100</b>
IV	English	244388	A	28387	22.90	29116	24.18	57503	23.53
			B	70021	56.48	72582	60.28	142603	58.35
			C	25575	20.63	18707	15.54	44282	18.12
			<b>Total</b>	<b>123983</b>	<b>100.00</b>	<b>120405</b>	<b>100.00</b>	<b>244388</b>	<b>100.00</b>
	Maths		A	28197	22.74	29981	24.90	58178	23.81
			B	74360	59.98	68252	56.69	142612	58.35
			C	21426	17.28	22172	18.41	43598	17.84
			<b>Total</b>	<b>123983</b>	<b>100.00</b>	<b>120405</b>	<b>100.00</b>	<b>244388</b>	<b>100.00</b>
	EVS		A	30394	24.47	35792	29.78	66186	27.08
			B	77590	62.48	71494	59.48	149084	61.00
			C	16209	13.05	12909	10.74	29118	11.91
			<b>Total</b>	<b>124193</b>	<b>100.00</b>	<b>120195</b>	<b>100.00</b>	<b>244388</b>	<b>100.00</b>
V	English	248411	A	28635	22.62	28679	23.54	57314	23.07
			B	75655	59.77	74932	61.50	150587	60.62
			C	22283	17.60	18227	14.96	40510	16.31
			<b>Total</b>	<b>126573</b>	<b>100.00</b>	<b>121838</b>	<b>100.00</b>	<b>248411</b>	<b>100.00</b>
	Maths		A	30349	23.98	28791	23.63	59140	23.81

		B	77646	61.34	73624	60.43	151270	60.90
		C	18578	14.68	19423	15.94	38001	15.30
		<b>Total</b>	<b>126573</b>	<b>100.00</b>	<b>121838</b>	<b>100.00</b>	<b>248411</b>	<b>100.00</b>
EVS		A	31650	25.02	33618	27.58	65268	26.27
		B	78112	61.74	70381	57.74	148493	59.78
		C	16748	13.24	17902	14.69	34650	13.95
		<b>Total</b>	<b>126510</b>	<b>100.00</b>	<b>121901</b>	<b>100.00</b>	<b>248411</b>	<b>100.00</b>

VI	English	258435	A	17892	13.90	22707	17.51	40599	15.71
			B	33157	25.75	36733	28.33	69890	27.04
			C	39859	30.96	38018	29.32	77877	30.13
			D	27275	21.18	23194	17.89	50469	19.53
			E	10571	8.21	9029	6.96	19600	7.58
			<b>Total</b>	<b>128754</b>	<b>100.00</b>	<b>129681</b>	<b>100.00</b>	<b>258435</b>	<b>100.00</b>
	Science	258435	A	16459	12.78	22970	17.71	39429	15.26
			B	34587	26.86	33231	25.63	67818	26.24
			C	42196	32.77	38461	29.66	80657	31.21
			D	24111	18.73	26099	20.13	50210	19.43
			E	11401	8.85	8920	6.88	20321	7.86
			<b>Total</b>	<b>128754</b>	<b>100.00</b>	<b>129681</b>	<b>100.00</b>	<b>258435</b>	<b>100.00</b>
	Social Science	258435	A	15942	12.31	19709	15.29	35651	13.79
			B	31687	24.46	34110	26.47	65797	25.46
			C	41141	31.76	38001	29.49	79142	30.62
			D	29277	22.60	25466	19.76	54743	21.18
			E	11507	8.88	11595	9.00	23102	8.94
			<b>Total</b>	<b>129554</b>	<b>100.00</b>	<b>128881</b>	<b>100.00</b>	<b>258435</b>	<b>100.00</b>
	Maths	258435	A	18345	14.25	18827	14.52	37172	14.38
			B	32308	25.09	33085	25.51	65393	25.30
C			39883	30.98	40225	31.02	80108	31.00	
D			27581	21.42	27635	21.31	55216	21.37	

			E	10637	8.26	9909	7.64	20546	7.95
			<b>Total</b>	<b>128754</b>	<b>100.00</b>	<b>129681</b>	<b>100.00</b>	<b>258435</b>	<b>100.00</b>
VII	English	256772	A	16344	12.55	16959	13.40	33303	12.97
			B	31173	23.94	32225	25.46	63398	24.69
			C	41990	32.25	39417	31.14	81407	31.70
			D	28812	22.13	27082	21.40	55894	21.77
			E	11882	9.13	10888	8.60	22770	8.87
			<b>Total</b>	<b>130201</b>	<b>100.00</b>	<b>126571</b>	<b>100.00</b>	<b>256772</b>	<b>100.00</b>
	Science		A	17453	13.40	17955	14.19	35408	13.79
			B	31457	24.16	33764	26.68	65221	25.40
			C	44778	34.39	42595	33.65	87373	34.03
			D	26066	20.02	23241	18.36	49307	19.20
			E	10447	8.02	9016	7.12	19463	7.58
			<b>Total</b>	<b>130201</b>	<b>100.00</b>	<b>126571</b>	<b>100.00</b>	<b>256772</b>	<b>100.00</b>
	Social Science		A	17213	13.22	18515	14.63	35728	13.91
			B	34511	26.51	33132	26.18	67643	26.34
			C	44538	34.21	41615	32.88	86153	33.55
			D	25481	19.57	25344	20.02	50825	19.79
			E	8458	6.50	7965	6.29	16423	6.40
			<b>Total</b>	<b>130201</b>	<b>100.00</b>	<b>126571</b>	<b>100.00</b>	<b>256772</b>	<b>100.00</b>
	Maths		A	16551	12.71	17928	14.16	34479	13.43
			B	34670	26.63	33459	26.43	68129	26.53
			C	41621	31.97	42916	33.91	84537	32.92
			D	26481	20.34	23004	18.17	49485	19.27
			E	10878	8.35	9264	7.32	20142	7.84
			<b>Total</b>	<b>130201</b>	<b>100.00</b>	<b>126571</b>	<b>100.00</b>	<b>256772</b>	<b>100.00</b>



VIII	English	245004	A	15411	12.38	17296	14.35	32707	13.35
			B	32918	26.44	32115	26.65	65033	26.54
			C	36407	29.25	35089	29.12	71496	29.18
			D	28242	22.69	27960	23.20	56202	22.94
			E	11508	9.24	8058	6.69	19566	7.99
			<b>Total</b>	<b>124486</b>	<b>100.00</b>	<b>120518</b>	<b>100.00</b>	<b>245004</b>	<b>100.00</b>
	Science		A	16340	13.12	18563	15.42	34903	14.25
			B	31925	25.62	30576	25.39	62501	25.51
			C	40721	32.68	37393	31.05	78114	31.88
			D	24665	19.80	25833	21.45	50498	20.61
			E	10936	8.78	8052	6.69	18988	7.75
			<b>Total</b>	<b>124587</b>	<b>100.00</b>	<b>120417</b>	<b>100.00</b>	<b>245004</b>	<b>100.00</b>
	Social Science		A	16816	13.50	17887	14.85	34703	14.16
			B	29033	23.30	27809	23.09	56842	23.20
			C	38312	30.75	35825	29.75	74137	30.26
			D	27182	21.82	29225	24.27	56407	23.02
			E	13243	10.63	9672	8.03	22915	9.35
			<b>Total</b>	<b>124586</b>	<b>100.00</b>	<b>120418</b>	<b>100.00</b>	<b>245004</b>	<b>100.00</b>
	Maths		A	18059	14.51	18222	15.12	36281	14.81
			B	33465	26.88	31344	26.01	64809	26.45
			C	38992	31.32	34736	28.82	73728	30.09
			D	24660	19.81	25079	20.81	49739	20.30
			E	9310	7.48	11137	9.24	20447	8.35
			<b>Total</b>	<b>124486</b>	<b>100.00</b>	<b>120518</b>	<b>100.00</b>	<b>245004</b>	<b>100.00</b>

## 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 CRCCs in the last quarter:  
Range (Minimum) **6** to (Maximum) **13 per CRCCs**
- (b) Number of special training centres for out of school children visited and observed by the CRCCs  
Range (Minimum) **1** to (Maximum) **7**

2. School visits by CRCCs:

*Number of times visits were made to each school*

*Number of CRCCs visiting*

(i) **More than once in a month**

√
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(ii) Once in two months

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(iii) Once in three months

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(iv) Each school could not be visited

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

**Active participation of the Children in a classroom.**

**Motivate the students to ask the question in the classroom.**

**Child orientated teaching**

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

Number    %

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

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

**Not Applicable**

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

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

**Not Applicable**

### Part-III

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

1. Five important specific functions that BRCs performed in the district.
  - (i) **Annual Work plan of the district.**
  - (ii) **Monitoring of STCs run by HoS, NGO, Madarsa/Maqtabs, trust and society.**
  - (iii) **Monitoring of the funds provided by SSA**
  - (iv) **Monitoring the Special admission drive for CWSN.**
  - (v) **Identification of needs for effective teachers training.**
  
2. Number of BRCs who prepared a schedule for visit of schools. 10
  
3. Number of times each school was visited by BRCs on an average. 1
  
4. Write five examples of professional support provided by the BRC to teachers during the last quarter.
  - (i) **Discursion with subject teachers to device methods and technology.**
  - (ii) **Need based In-service teachers training.**
  - (iii) **Positive approach towards CWSN should be encouraged from time to time.**
  - (iv) **Regular interaction with HOS/teachers of the school.**
  - (v) **CCE should be implemented in the real sense.**
  
5. How are BRCs monitoring the records of pupil progress in learning?
  - **Regular meeting with HOS/teachers in respective school.**
  
- 6 (a) Mention the number of in-service teacher training programmes for primary teachers organized in last quarter. 4056
  
- (b) What percent of current year's target has been achieved during last quarter? 40%`
  
- (c) List major issues emerging from the programmes.
  - Rote memory should be encouraged in Maths.**
  - Loud reading should be promoted on daily bases.**
  - Examples from Indian scholar should be promoted.**
  - Individual attention should be given for slow learners.**
  - Group learning should be encouraged.**
  - Student should be encouraged to give their opinion.**

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

(i) Mathematics	3179
(ii) Science	3086
(iii) Social Science	2883
(iv) Language	3370
(v) Arts Education	
(vi) Health and Physical Education	.....

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

(c) List major issues emerging from the programmes.

**Day to day example should be incorporated in the teaching.**

**Examples from Indian scholar should be promoted.**

**Assessment from what is being learnt is taken into account.**

**Group learning should be encouraged.**

**Student should be encouraged to give their opinion.**

## Part-IV

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

1. Number of districts having 'quality monitoring' mechanism. 09
  - (a) The institutions involved      **Respective DIET**
  - (b) Members of 'quality' monitoring
  - (c) Role of BRC/CRC in quality monitoring      **Assessment and observation**
  - (d) Role of DPO in 'quality' monitoring      **Provide Guidance**
  
2. What kind of 'quality interventions' were provided at district level in the last quarter? Number of districts providing interventions
  - (a) Training of resource persons on RTE Act 2009 Yes
  - (b) Training of Resource Persons on Pedagogy and Assessment No
  - (c) Training of SMC members on 'School Development Plan' In process
  - (d) Training of 'Educators' for special training of children admitted to age-appropriate classes In process
  
3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district. Number of districts organizing meetings
  - (a) Once in a month √
  - (b) Once in two months
  - (c) Once in three months
  - (d) Once in four-six months
  
4. Field visits (schools) by DPOs during last quarter: 01
  - (a) Number of schools visited by DPOs on an average
  - (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

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5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves for SSA activities (Please √ mark) Number of districts coordinating:

Mostly	Sometimes	Never
√		

(b) If there are problems, give details

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

**JJ Cluster**

**Evening shift 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 stage are developed by (Mark ✓)

- (a) State Government
- (b) NCERT
- (c) Private publishers
- (d) Any other.

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

	Initiated	Completed
Primary: Syllabi	2005	
Textbooks	2005	yes
Upper Primary: Syllabi	2005_____	yes
Textbooks	2005_____	yes

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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
It is being developed and prepared by SCERT .		

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	136	64
BRCs	28	08

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

(a) DIETs: Involvement : As observer, Assessment of the children, Training of the teachers

(b) SCERT: Involvement: As observer, Training of the teachers at all levels , State Learning Achievement Survey.

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

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

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

Yes	No
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(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)

**It is in process.**

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

**State Level Achievement Survey – The activity was deferred by Chairman UEEM as NCERT has already completed the same activity for IIIrd class.**

(b) Progress of these programmes during the quarter

**NA**

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

**NA**

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

**NA**

**Date:**

**Name & Signature of SPD**