

# **SAMAGRA SHIKSHA ODISHA**

## **ANNUAL REPORT 2021-22**



**ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY (OSEPA)**

SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR – 751001

Website : [osepa.odisha.gov.in](http://osepa.odisha.gov.in)





# SAMAGRA SHIKSHA, ODISHA

## ANNUAL REPORT 2021 - 2022

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## **MESSAGE**

It is a pleasure to note that the Odisha School Education Programme Authority (OSEPA) under the administrative control of the S & ME Deptt, Govt of Odisha is going to publish its Annual Report for the academic year 2021-22 under Samagra Shiksha which has been implemented as a Centrally Sponsored Scheme (CSP) in the state.

Samagra Shiksha Scheme provided necessary support during the COVID-19 situation for ensuring classroom transactions for school students in the state. All interventions under the scheme have been implemented in alignment with the Right to Education Act, 2009 & SDG Goal 4.0.

This report presents the schematic achievement which would help provide a wide range of stakeholders in the school education sector with the necessary evidence of best practices. I trust this report would be an informative guide for different interventions directed toward students, teachers and the community.

  
**Chief Secretary,**  
**Odisha**







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## **FOREWORD**

State Govt has been able to deliver high-quality education to every student in all learning environments despite the challenges of COVID-19. Samagra Shiksha which has been implemented by OSEPA has played a major role in achieving this.

The focus was always to keep teachers, students, and school communities safe without compromising the quality of teaching through both online and offline modes of learning. Samagra Shiksha provided a platform for facilitating different interventions like teacher training through NISTHA, distribution of textbooks & uniforms at the doorsteps of students, and community teaching.

OSEPA has played a key role in supporting students so that they can enjoy prosperous outcomes beyond school. All school leaders like SMC/ SMDC/ PTA members were supported through community mobilisation & training programmes so that they would ensure their children attend the class on regular basis.

This report is evidence of the hard work that the team OSEPA has demonstrated in their commitment to education in terms of delivering strategic learning outcomes for every student, every classroom, every day.

The Annual Report – 2021-22, Samagra Shiksha, Odisha is presented here which has indicated the highlights of achievement made under different interventions of the scheme.

**Commissioner-cum-  
Secretary to Govt.**





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## PREFACE

Children of today are gearing up to become adult citizens of tomorrow. The growth is parallel to the future of our country, reflected through the quality of the present education system.

Samagra Shiksha, the integrated scheme which represents a paradigm shift in the conceptual design of school education, by treating 'school' holistically as a continuum from pre-school to the senior secondary levels has been implemented since 2018 in Odisha. The strategy of all Interventions is of improving school effectiveness measured in terms of equal opportunities for schooling, and also equitable learning outcomes in alignment with SDG 4.0.

Odisha has taken a lot of initiatives for ensuring quality education in the State. FLN was implemented to make learners competent in doing meaningful reading and writing and to develop the basic understanding and competencies related to numeracy and its related concepts among young learners by the time they enter grade 3. To ensure a strategic achievement of the goal, a perspective plan has been prepared and the State is leveraging the tech-based platform Odisha School Monitoring App (OSMA) to monitor activities at the school level. To get students back to school and to make them feel at ease, a state-wide PTM was conducted for two days to 7 days back to school campaign called 'SACHETANATARATHA' to spread awareness on school re-opening and the urgent need of covering learning losses made during the COVID-19 situation.

The Annual Report – 2021-22 carries schematic achievement and provides a brief overview of various activities implemented under Samagra Shiksha. It sets a platform for future development in school education and implementation of the New Education Policy (NEP) 2020 in the state.

I compliment the OSEPA team from the school to State on this publication. This report will provide relevant evidence to enhance the existing best practices.



**State Project Director**







# Contents

Sl.No.	Topic	Page No.
1	Executive Summary	1
2	Administrative Structure of OSEPA	7
3	Progress Overview of Various Indicators	8
4	Access	13
5	Strengthening of Existing Schools (Civil Work)	19
6	Reimbursement of fee against 25% admission under section 12(l) © of RTE Act 2009 (Entry Level)	27
7	Free Text Book	28
8	Community Mobilization	29
9	SMC/SMDC Training	32
10	Parent Teacher Meeting	33
11	Research, Evaluation & Assessment	34
12	Learning Enhancement / Enrichment Programme	36
13	Learning Enhancement / Enrichment Programme (Secondary)	39
14	Inter School Band Competition 2021	44
15	Kala Utsav	47
16	Foundational Literacy and Numeracy	53
17	Library Grant	57
18	Sports and Physical Education	60
19	Pre- School Education	61
20	Girls Education	62
21	Kasturaba Gandhi Balika Vidyalaya	65
22	Special Projects for Equity	73
23	Inclusive Education for The Children with Special Needs	76
24	Vocationalisation of School Education	84
25	Career Guidance Programme	89
26	Management Information System (MIS)	93
27	Information and Communication Technology (ICT) @ School Scheme	96
28	Smart Classroom Technology in Schools	98
29	Out of School Survey	100
30	Continuous Learning Process – DIKSHA	101
31	Planning & Management	103
32	RTE-Paradarshi	108
33	School Student Helpline	109
34	Project Management	113
35	Finance Management	115
36	Higher Secondary Education	116
37	TE & SCERT	120
38	Media Coverage	128



**ABBREVIATION & ACRONYMS**

ABEO	Addl Block Education Officer
A.L.	Achievement Level
AWP&B	Annual Work Plan and Budget
BITE	Block Institutes of Teacher Education
BAS	Baseline Achievement Study
BPL	Below Poverty Line 19 BRC Block Resource Centre
BEO	Block Education Officer
BRC	Block Resource Centre
CR	Completion Rate
CTS	Child Tracking System
D.P.C	District Project Coordinator
CSS	CSS Centrally Sponsored Scheme
DEEP	District Elementary Education Plan
DEO	District Education Officer
DPEP	District Primary Education Programme
DR	Dropout rate
ANER	Average Net Enrollment Ratio
ECCE	Early Childhood Care and Education
FA&CAO	Financial Advisor & Chief Account Officer
FLN	Foundational Literacy and Numeracy
G.I.S:	Geographical Information System
GER	Gross Enrollment Ratio
GP	Gram Panchayat
HHS	House Hold Survey
I.O.C.	Intervention for Out of School Children
ICT	Information and Communication Technology
KGBV	Kasturava Gandhi Balika Vidyalaya
LRP	Learning Recovery Package
LPD	Low performing District
MIS	Management Information System
MLE	Multi Lingual Education
MMMER	Management, Monitoring Evaluation and Research
MTA	Mother Teachers Association
MDM	Mid-Day Meal

NAS	NAS National Achievement Survey
NER	Net Enrollment ratio
NRBC	Non Residential Bridge Course
OCC	Odisha Child Census
OOSC	Out Of School Children
OSEPA	Odisha School Education Programme Authority
PM	Project Management
PS	Primary School
PFMS	Public Financial Management System
PTA	Parents Teachers Association
PTR	Pupil Teacher Ratio
QMT	Quality Monitoring Tool
RCC	Residential Care Centre
REMS	Research Evaluation, Monitoring & Evaluation
RMSA	Rastriya Madhyamik Shiksha Abhiyan
RTE Act	Right to Education Act
RCFCE Act	Right of Children to Free & Compulsory Education Act
RFD	Result Framework Document
RR	Retention Rate/Repetition rate
S.I.S	State Implementing Society
S.M&M.P	School mapping & Micro Planning
S.P.D.	State Project Director
SC/ST	Scheduled Caste & Scheduled Tribe
SCR	Student Classroom Ratio
SPE	State Project Engineer
SS	Samagra Shiksha
SCERT	State Council of Educational Research and Training
SCPCR	State Commissions for Protection of Child Rights.
SDG	Sustainable Development Goal
SDMIS	Student Data Management Information System
SMC	School Management Committee
SDP	School Development Plan
TT	Teacher Training
U.C.	Utilization Certificate
UPS	Upper Primary School
VSK	Vidya Sameeksha Kendra

## ANNUAL REPORT - 2021-22 (Samagra Shiksha, Odisha)

### EXECUTIVE SUMMARY

#### Background

Samagra Shiksha scheme is an integrated scheme for school education covering classes from pre-school to class XII. The scheme treats school education as a continuum and is in the alignment with **Sustainable Development Goal for Education (SDG-4)**. The scheme not only provides support for the implementation of the Right of Children to Free and Compulsory Education Act, 2009 but also creates a platform for the implementation of the recommendations of **National Education Policy (NEP) - 2020**.

The **Goal SDG-4.1** states that “By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”.

Further, the **SDG 4.5** states that “By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”

#### Vision:

To ensure that all children have access to quality education in an equitable and inclusive classroom environment which takes care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

#### Coverage:

349816 teachers are teaching 7760498 no of students in 64185 schools. By involving all stakeholders of the school ecosystem i.e. teachers, teacher educators, students, parents, community, School Management Committees, SCERTs, DIETs, BITEs, Block resource Persons, Cluster resource persons, volunteers it lays emphasis on improvement of quality of education for all students. This scheme is prepared with a broader goal of improving school effectiveness measured in terms of equitable learning outcomes and equal opportunities for schooling

The major initiatives and achievements of Samagra Shiksha during 2021-22 are as follows

#### ACCESS

- a. 90731 habitations in the state with many sparse and scattered habitations, hilly and forest areas
- b. 87750 nos of habitations having primary schooling facilities
- c. 88721 nos of habitations having upper primary schooling facilities.
- d. Introduction of policy of Rationalisation and Consolidation of Schools by the govt. in School and Mass Education Department form improvement of quality education.
- e. Transport and Escort facility to the children of remote, inaccessible habitations and merger schools
- f. Residential Hostels for urban deprived difficult category of children (6-14 yrs) in 12 districts i.e. Bargarh, Cuttack, Ganjam, Gajapati, Kalahandi, Kandhamal, Khordha, Keonjhar, Mayurbhanj, Malkangiri, Koraput and Raygada district.
- g. Identification of out of school children (6-18 yrs) through House Hold Survey, age appropriate admission and mainstreaming.
- h. Special Training to out of school children as per RTE Act.
- i. Establishment of Seasonal Hostel for the children of migrant families at source and destination point

## INFRASTRUCTURE DEVELOPMENT

- a. Funds for infrastructure development in schools are released to SMC /SMDC in three phases i.e. in 1st Phase 40% in 2nd phase 30% and 3rd Phase remaining 30% of the estimated cost as per FMP.
- b. Monitoring and Supervision of civil infrastructure are done by Technical Consultants Senior Technical Consultants and District Project Coordinators regularly by visiting the site and through PMA in order to ensure qualitative and timely completion of the civil works.
- c. Review meeting of Sr. TCs, FCs DPCs at State Project Office / through Video Conferencing on both physical and financial progress of civil works is being taken in regular interval for in time completion of the project and settlement of the account thereof.
- d. Weekly review meetings at block level and monthly review meetings at district level are being taken on physical and financial progress with discussion on difficulties faced at field level by the Technical Personnel and deciding solutions thereof.
- e. Steps are being taken for availability of basic infrastructure facilities like drinking water, electrification, gender segregated toilets, etc. by utilizing funds available at this end or arranging funds in convergence with other departments.
- f. Infrastructure development in schools is being taken up incorporating multi hazard resistant features with cost effective technologies considering site specific plan and design.

## Retention

- a. Supply of Free Text books starts in the month of December. For the session 2021-22, all children eligible for free text books are provided with text books .On the day of reopening of school free textbooks are distributed at school point.
- b. All girls, children belonging to SC/ST/BPL in Govt schools up to class VIII are provided with two sets of free uniform.

## Quality

- a. Foundational Literacy and Numeracy – Under FLN Programme Supplementary reading materials like Work Books in Odia and mathematics Reading book, story & poem collection Book have been developed and those are printed and distribution made at school point as well as to student
- b. District level Project Management Unit has been established for smooth management of FLN under the chairmanship of District Collector.
- c. Posters on learning outcomes for class I to VIII had been displayed in all Govt. schools having elementary sections.
- d. Utkarsh, School Readiness Programme: Utkarsh (Excellence) is an intensive remedial program in the State that aims to help prepare students in class 9 to pass their 10th grade board exams by leveraging existing personnel and structure in the education sector. It offers both remedial and grade-level instruction, enhancing learning for all students rather than focusing exclusively on students with the lowest learning levels. Under this programme, 202063 students of class IX were covered in 2021.
- e. Teaching Learning Material (TLM) Mela: State has organised TLM Melas in all the districts empower the teachers on how to prepare TLM with locally available materials as well as on how to use these TLMs during classroom transactions.
- f. Online training on NISHTHA has been conducted for teachers of Elementary and Secondary schools.

- g. NATIONAL ACHIEVEMENT SURVEY 2021 has been conducted on 12<sup>th</sup> Nov, 21.
- h. Bridge course: Remediation/Readiness program at secondary level through –UTKARSH has been implemented.
- l. PARIKSHA DARPAN: Questions banks have been made available to enhance class-10 results.
- j. Tips for Time management, stress management, etc., has been shared to students through counsellors.
- k. Video lessons uploaded on DIKSHA App & Madhu App to enhance the teaching learning process and learning enhancement at school level.
- l. SHIKSHA DARPAN: Under Shiksha Darpan programme, the class wise subject wise topic wise video lessons were telecasted both for Elementary and Secondary students through Door Darshan Odia channel.
- m. **“Odisha Shiksha Sanjog”** a digital learning programme through WhatsApp group has been implemented to engage students in teaching learning activity.

### **MEDIA, COMMUNITY MOBILISATION, SMC**

- a. State wide PTM: With the objective of getting students back to school and to make them feel at ease, a State wide PTM was conducted two days before the school re-opening on 26<sup>th</sup> February, 2022. During the PTM, parents were oriented on the importance of coming back to schools, safety measures undertaken by the state and the state’s plan post school opening. For this purpose, a Google form was shared with all school HMs and almost 30,000 schools filled the same detailing on the conduct of the PTM. 45% parents were reported to have attended the PTM across all districts in the State.
- b. Sachetanata Rath, Back to School Campaign: State has organized the Sachetanata Rath, back to school campaign from 2nd to April, 2022 in all habitations, clusters, blocks, NAC and Municipality Corporation. This is a crucial programme for getting children back to schools, which covered 4062222 students across 251 blocks, 45975 habitations and 39489 schools. State wide Parent Teacher Meeting (PTA)

### **INNOVATION**

- a. Joyful Learning: The SCERT has conducted a 2-hour long session with all 30 DIETs to orient them on conduct of joyful learning. During this session, each DIET was instructed to create district-specific Socio Emotional Learning (SEL) activity calendars to conduct joyful learning for the first 7 days. After the development of the SEL activity calendars, it was distributed to the Schools along with the guidelines and joyful learning was conducted with the support of the CRCCs.

### **PLANNING AND MANAGEMENT**

- a. School Development Plan (SDP) and School Safety Plan have been prepared by the SMC in Govt. Schools with the fundamental purpose to achieve and maintain the highest possible level of effectiveness in meeting the educational needs of its pupils in terms of maintenance of safety and holistic development of children.
- b. Preparation work of Annual Work Plan and Budget 2021-22 has been completed and plan submitted to GoI and an amount of 302409.55 has been approved.

### **DISASTER MANAGEMENT AND SCHOOL SAFETY POLICY**

- a. Under Schools Safety Policy, guidelines of National Disaster Management Authority (NDMA) on Safety and Security of Children have been provided to all Districts, Block and School Points and direction has been issued with a plan of action to implement it in letter and spirit.



- b. Capacity Building of Education Administrators like DEO, BEO, BRCC, CRCC teachers and SMC members done on School safety. All districts have been communicated to include school safety as an agenda in all district review meetings (DRM).
- c. Teachers' training on school safety has been ensured through In-service teachers training (NISTHA).

### **Inclusive Education for the Children with Special Needs (CWSN) - Odisha**

- a. Total CWSN enrolled - 89022 (Elementary- 74561, Secondary- 14461) in Govt. & Govt. aided schools. (UDISE)
- b. 632 Resource Person (CWSN) trained in Spl Education working @ 2 per block.
- c. 1885 sets of Braille books supplied to blind students.
- d. 4574 large print books supplied to the low vision students.
- e. 12741 numbers of Aids & Appliances supplied to CWSN.
- f. 6563 nos of TLM, ICT equipment, low vision devices provided to CWSN.
- g. Stipend for Girl's provided to 12150 Elementary & 4632 Secondary CWSN.
- h. Escort allowance provided to 10322 Elementary & 3026 Secondary CWSN.
- i. Transport allowance provided to 12993 Elementary & 6189 Secondary CWSN.
- j. 15639 CWSN provided Speech therapy, Physiotherapy, Occupational therapy & Braille training.
- k. 299 Medical Assessment camps conducted at block level.
- l. Shiksha Surabhi- Audio lesson for CWSN developed for class I to V in collaboration with Radio Surabhi, Community Radio.
- m. UDYAM – classroom transaction module for CWSN developed for class I to V in collaboration with Sight savers.

### **Pre Primary Education**

- a. Anganwadi centre teachers were imparted training for 21601 co located Anganwadi Centres
- b. Teaching Learning material has been provided to 21601 Collocated Anganwadi centres.
- c. Convergence has been made with W&CD Deptt. At State level for smooth implementation of the program.
- d. Play class, the last year of Anganwadi, will be attached to the Primary school.
- e. All academic activities of the play class will be designed by the school, CRCCS to provide all academic support like schools.
- f. NCERT curriculum will be followed, to be customized by SCERT
- g. Children of age 5+ will be enrolled in play class, so they will be in class I at 6 years as per RTE.
- h. Specific teachers of the Primary Schools will be earmarked to teach the play class.
- i. Academic matters of the co-located AWCs will be under the direct supervision of the Head Master of the Elementary Schools.
- j. CRCCs and diets will provide academic support to the teachers.



**Girls Education**

- a. Conducted Self-Defence Training at 1169 Secondary and Higher Secondary schools and 116900 no of students underwent the training.

**KGBVs**

- a. 32150 girl children enrolled in 182 type-III KGBVs from Class VI to XII and 6300 girl children are enrolled in 63 nos of type - IV KGBV from class IX to XII.
- b. Internal complaint committee has been formed to address the issues related to sexual harassment at workplace.
- c. Safety & Security measures taken through convergence with local police, community members & administrative guidelines.

**Special Project for Equity**

- a. Mother Tongue Based Multilingual Education (MLE) –A gateway to Ensure Medium of Instruction in Childs mother tongue as far as practicable.
- b. MLE is to acquaint the tribal (ST) Children with the education system by using mother tongue in early years (Primary classes) and gradually shift from their mother tongue (MT) (L1-MT) to State Language (L2-Odia) and then to National or International language (L3 – English)
- c. Following the recommendation of the State Tribal Advisory Committee (STAC) headed by Hon’ble Chief Minister, the State launched MLE Programme in the year 2007-2008, which is now operational in 17 tribal dominated districts of the State covering 21 tribal languages.
- d. “A State level policy for facilitating and accelerating the Mother-Tongue based Multilingual Education for all tribal children in the State”
- e. 105446 ST children are nearly 2500 supplementary reading materials including story books and picture charts in 21 tribal languages that have been developed under MLE programme.
- f. Tribal Resource Centre (TRC) is being established in a phased manner in MLE districts to preserve the tribal resources.

**Research & Evaluation Assessment**

- a. Concurrent Evaluation of Learning Achievement of Schools in Elementary Schools of Odisha (CELASES) was conducted by the M/s IPE Global, New Delhi. The final report submitted by the client has been shared with all the stakeholders.
- b. Working with OSCPCR.
- c. Odisha State Commission for Protection of child rights has been functioning in our state from the year 2010. The Commission has been active in facilitating the redressal of grievances on the violation of child rights.

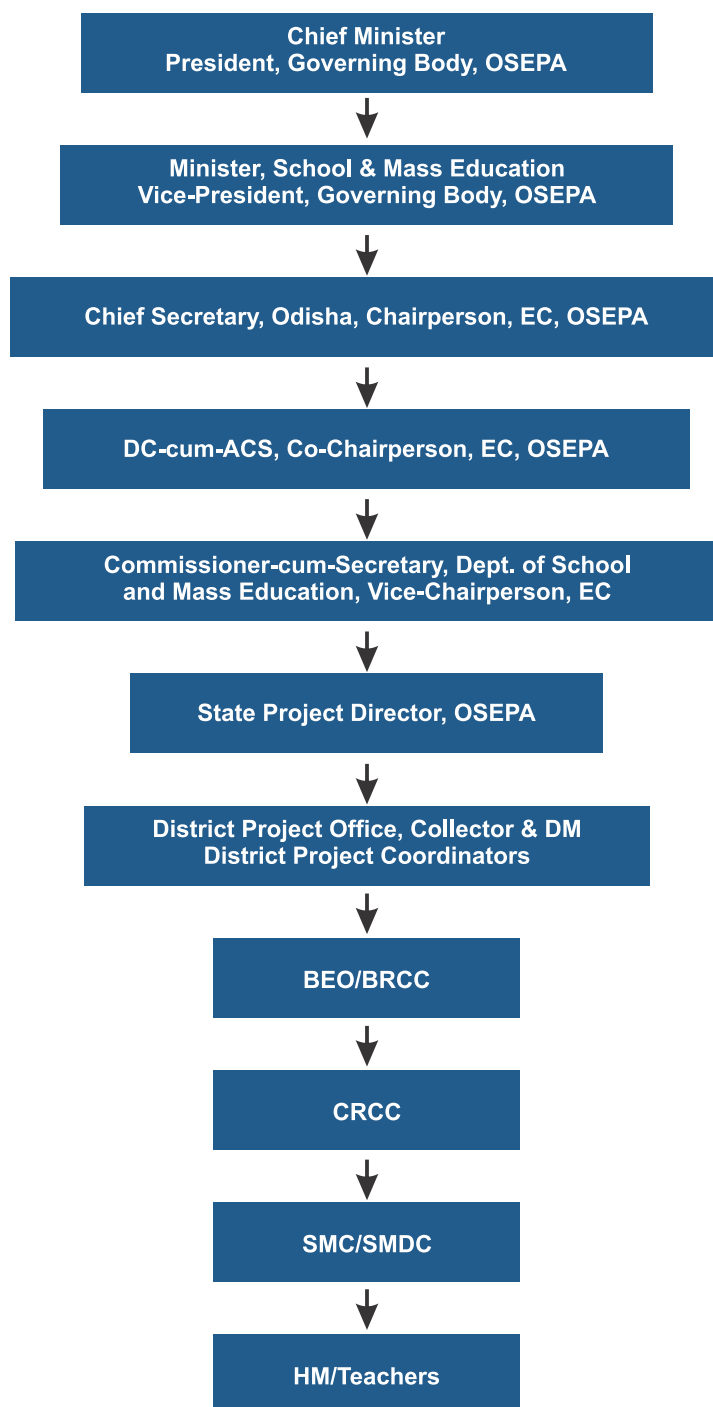
**Vocationalization of School Education**

- a. Vocational Education programme with 11 sectors / trades i.e, 1. IT& ITeS, 2. Retail, 3. Tourism & Hospitality, 4. Automotive, 5. Multi Skilling, 6. Beauty & Wellness, 7. Agriculture, 8. Apparels, 9. Plumber and 10. Electronics & Hardware 11. Construction trade, implemented in 961 Schools (906 Secondary & 55 Higher Secondary schools have been covered with 02 trade subjects per school, with 11 sectors through VTPs.
- b. Steps have been taken to initiate the process to make vocational as a compulsory subject with two trades at Class IXth to class XIIth in some nominated high schools.
- c. 1922 trade specific Vocational Trainers are in position in all 961 schools.

- d. 1.12,742 students enrolled in all the 10 trades during 2021-22.
- e. A trade specific vocational laboratory established in 509 Schools.
- f. Pass percentage is 82%, 96%, and 85% under Vocational Education in the year 2018-19, 2019-20 and 2020-21 respectively.
- g. Revision in Scheme of Studies: Included as a subject, within the six compulsory subjects (in lieu of 3rd language) at secondary level & as one of the 04 elective subjects at higher secondary level for all streams.
- h. 05 schools on pilot basis.
- i. Prevocational introduced in 100 elementary schools.



## ADMINISTRATIVE STRUCTURE OF OSEPA



## PROGRESS OVERVIEW OF VARIOUS INDICATORS

### ADMINISTRATIVE INDICATORS

Sl. No.	Administrative Units	No.
1	Revenue Districts	30
2	Educational blocks	314
3	Block Education Offices (BEO)	316
4	Cluster Resource Centres (CRC)	4,806
5	Gram Panchayats	6,798
6	Revenue Villages	53,845
7	Habitations	90,731

### DEMOGRAPHIC INDICATORS

Description	2011	2001
Total Population	41,974,218	36,804,660
Male	21,212,136	18,660,570
Female	20,762,082	18,144,090
Sex Ratio	979	972
Area km <sup>2</sup>	155,707	155,707
Density/km <sup>2</sup>	269	236
Literacy	72.87	63.08
Male Literacy	81.59	75.35
Female Literacy	64.01	50.51





## Educational Indicators

## SCHOOLS / SECTION ABSTRACT (2020-21)

School Management	Primary Schools	Upper Primary Schools	Total Elementary Schools	Secondary Schools	Hr. Secondary Schools	Total Elementary Secondary & Hr. Secondary Schools
Department of Education	27281	15755	<b>43036</b>	5080	246	<b>48362</b>
Tribal Welfare Dept.	434	783	<b>1217</b>	418	27	<b>1662</b>
<b>Total Govt. Schools</b>	<b>27715</b>	<b>16538</b>	<b>44253</b>	<b>5498</b>	<b>273</b>	<b>50024</b>
Govt. Aided	289	1589	<b>1878</b>	3335	631	<b>5844</b>
<b>Total Govt. &amp; Aided Schools</b>	<b>28004</b>	<b>18127</b>	<b>46131</b>	<b>8833</b>	<b>904</b>	<b>55868</b>
Pvt. Unaided (Recognised)	1349	3107	<b>4456</b>	<b>944</b>	1019	<b>6419</b>
Others	27	42	<b>69</b>	<b>31</b>	9	<b>109</b>
Private Unrecognised	996	549	<b>1545</b>	<b>106</b>	15	<b>1666</b>
Central Govt. Managed	1	14	<b>15</b>	<b>103</b>	5	<b>123</b>
<b>Total School</b>	<b>30377</b>	<b>21839</b>	<b>52216</b>	<b>10017</b>	<b>1952</b>	<b>64185</b>

Source: UDISE+ 2020-21

## ENROLLMENT (2020-21)

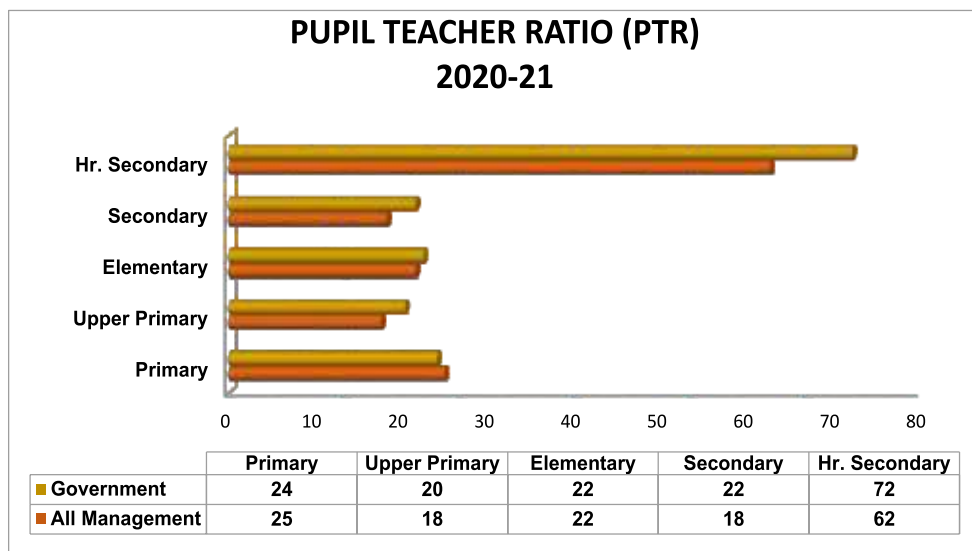
School Management	Primary (Class 1-5)	Upper Primary (Class 6 - 8)	Secondary (Class 9 - 10)	Hr. Secondary (Class 11 - 12)	Total Enrolment
Department of Education	2452497	1453582	708205	73606	4687890
Tribal Welfare Dept.	188150	160471	66944	9143	424708
<b>Total Govt. Enrolment</b>	<b>2640647</b>	<b>1614053</b>	<b>775149</b>	<b>82749</b>	<b>5112598</b>
Govt. Aided	25121	150665	397513	350122	923421
<b>Total Govt. &amp; Aided Enrolment</b>	<b>2665768</b>	<b>1764718</b>	<b>1172662</b>	<b>432871</b>	<b>6036019</b>
Pvt. Unaided (Recognised)	767519	330262	129170	292529	1519480
Others	4281	2856	1841	3855	12833
Pvt. Unrecognised	90331	23404	8312	2242	124289
Central Govt. Managed	21894	21321	13478	11184	67877
<b>State Total</b>	<b>3549793</b>	<b>2142561</b>	<b>1325463</b>	<b>742681</b>	<b>7760498</b>

Source: UDISE+ 2020-21

### TEACHER IN POSITION (2020-21)

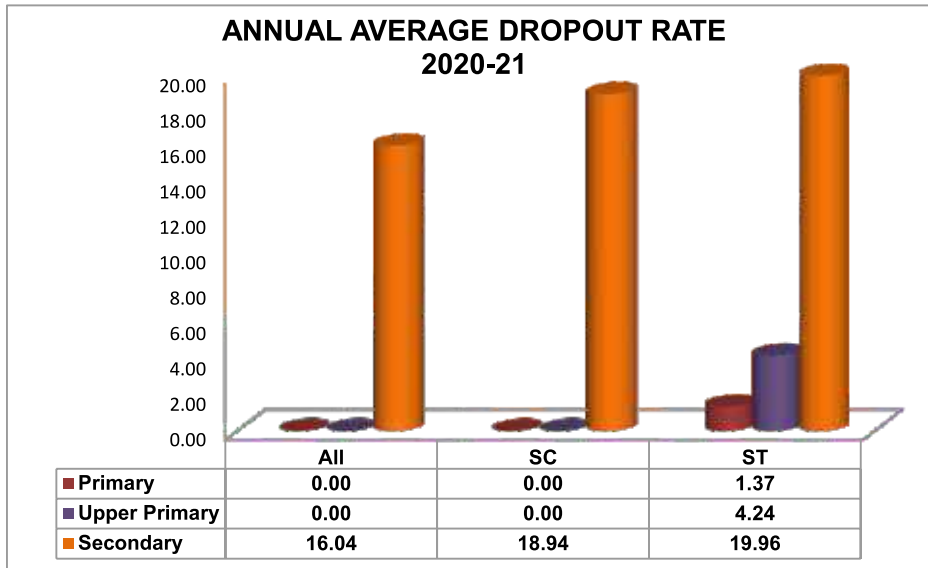
School Management	Primary Schools	Upper Primary Schools	Secondary School	Hr.Secondary Schools	Total Teachers
Department of Education	68319	93008	55508	701	217536
Tribal Welfare Dept.	1151	3761	3863	121	8896
<b>Total Govt.</b>	<b>69470</b>	<b>96769</b>	<b>59371</b>	<b>822</b>	<b>226432</b>
Govt. Aided	751	3036	23860	4879	32526
<b>Total Govt. &amp; Aided</b>	<b>70221</b>	<b>99805</b>	<b>83231</b>	<b>5701</b>	<b>258958</b>
Pvt. Unaided (Recognised)	9243	41872	23116	4451	78682
Others	84	214	334	46	678
Pvt. Unrecognised	4258	4497	1118	32	9905
Central Govt. Managed	0	72	1509	12	1593
<b>State Total</b>	<b>83806</b>	<b>146460</b>	<b>109308</b>	<b>10242</b>	<b>349816</b>

Source: UDISE+ 2020-21

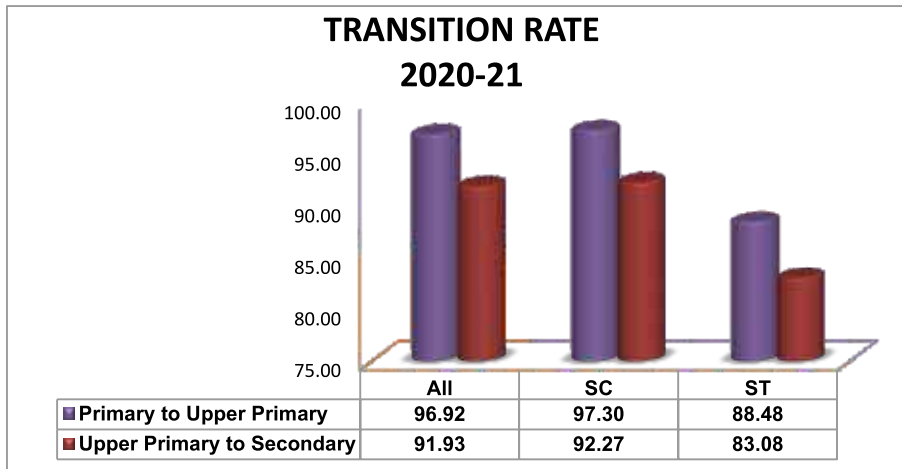


Source: UDISE+ 2020-21

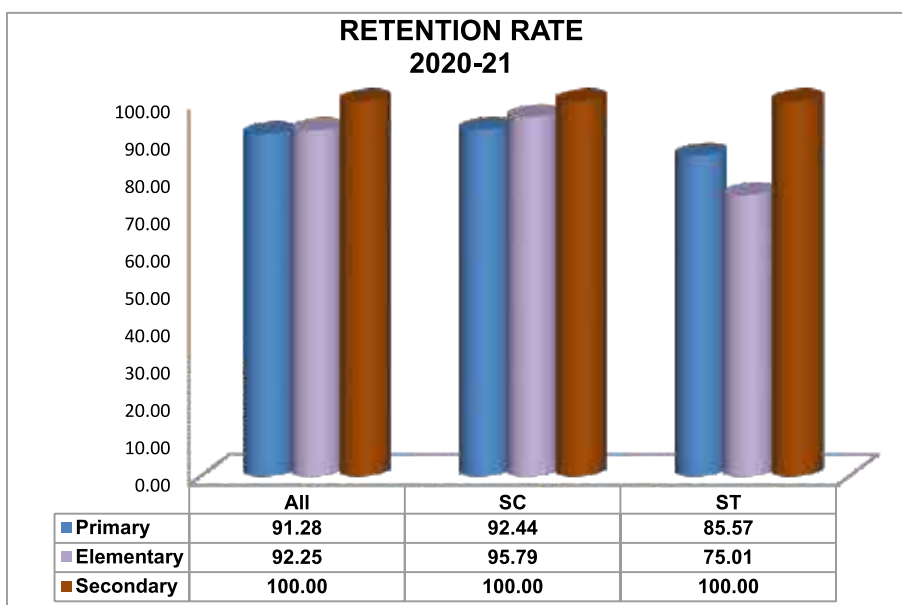




Source: UDISE+ 2020-21

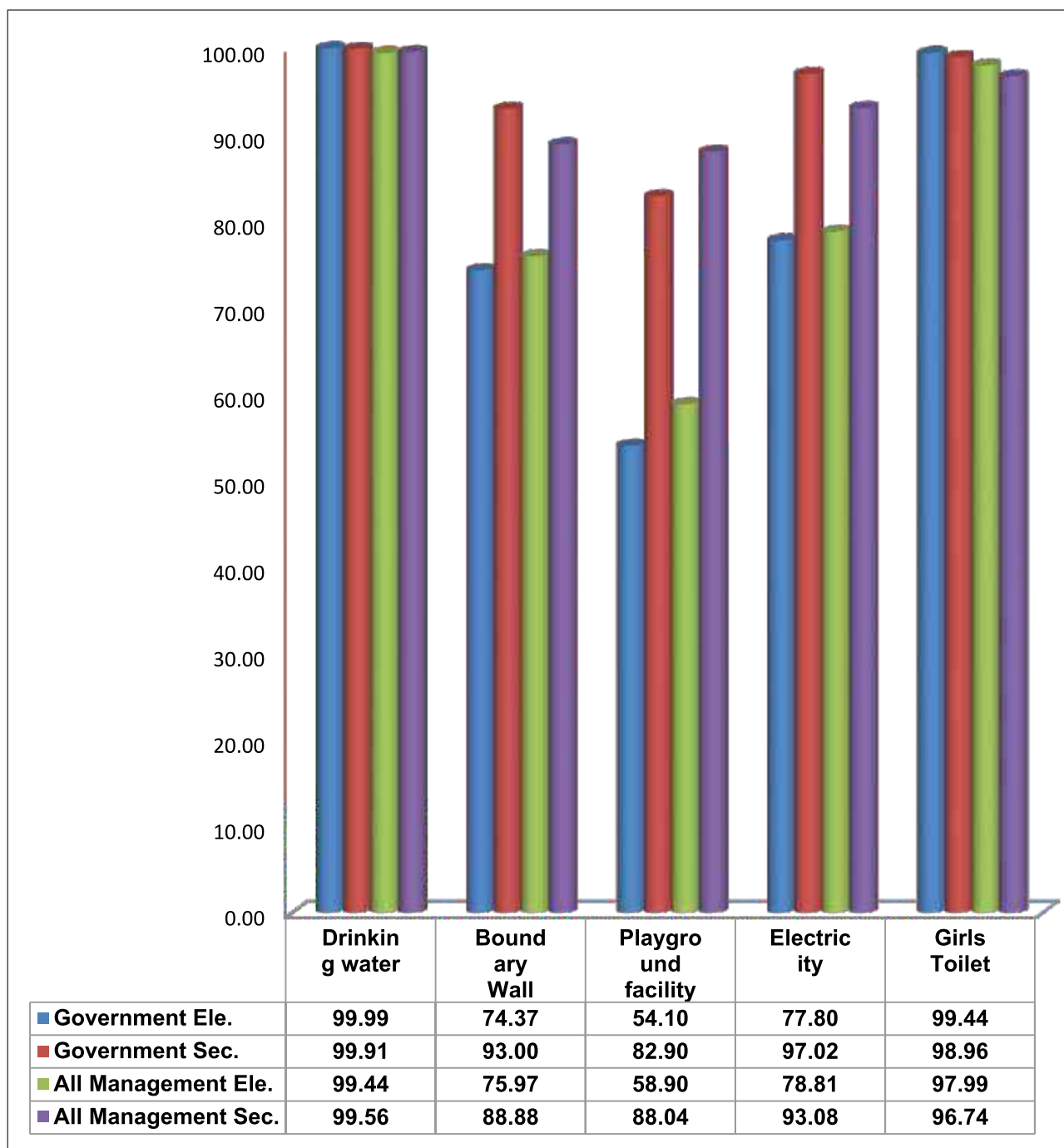


Source: UDISE+ 2020-21



Source: UDISE+ 2020-21

## % OF SCHOOLS WITH BASIC INFRASTRUCTURES FACILITIES 2020-21



Source: UDISE+ 2020-21



## 1. ACCESS

### Introduction:

Odisha has many sparse and scattered habitations covered with hilly and forest areas. Access to all habitation has been thrived with the intervention of Samagra Siksha. The programme under Access Intervention is extended to Secondary and Higher Secondary Level of Education with coverage of children of the age group 6-14 years and 15-18 years. The state has covered 87750 habitations with primary and 88721 habitations with upper primary schooling facility out of total 90731 habitations. Where the children of the most difficult, remote and inaccessible habitations face difficult to find access transport and escort facility have been provided to the children under Samagra Siksha in order to be regular in school and complete Elementary Education. After completion of Elementary Education, all children of the village/habitation are being provided bicycle by the State Govt. to reach high school and complete Secondary School.

In urban areas many difficult categories of children i.e. child labour, children living in street conditions, rag pickers, orphans, single parent, homeless children etc. could not find access, some could not continue in the school environment and drop out. Residential Hostels are set up in 12 districts having suitable access to these deprived children under Samagra Siksha. The urban deprived children by not getting access to school are rescued from different places in the city and rehabilitated in the residential hostels. The children of remote, hilly, forest or access less areas are provided access in the Sevashrams of ST&SC Development Department, Welfare Department, KGBVs etc.

The govt. in School and Mass Education Department has notified Rationalisation and Consolidation of Schools vide notification no 5465 dtd.11.3.2020 and corrigendum no 18905 dtd.14.12.2020 with an aim to improve the quality of education and efficient utilisation of state resources. The satellite schools are consolidated with lead schools. If the children find difficult to reach school beyond 1 km for primary and 3 km for upper primary school, are provided transport and escort facility to attend the school. Child labour and drop out is reduced.

House Hold Survey has been conducted in the month of April and May, 2021. The out of school children of the age group 6-18 years are identified in the survey. All the identified children of age group 6-14 yrs are admitted in age appropriate classes as per RtE Act.

The schools are closed due to COVID-19 pandemic. The Upper primary schools are opened for a shorter period. The children are supported online teaching and mainstreamed. The seasonal hostels for the migrant children are opened at source and destination points of migration. The migrant children are mainstreamed after closure of the hostel and return of their parents from migration

### 1.1 Netaji Subhash Chandra Bose Awasiya Vidyalaya

The difficult category of urban deprived children, viz. child labour, children engaged in begging, street children, child without adult protection, orphans, educational needs of children in difficult circumstances etc are rescued from the urban areas and rehabilitated in the residential hostels to complete Elementary Education cycle. 17 Residential Hostels are functioning with 791 children.

<b>Residential Hostel : 2021-22</b> <b>(for Urban Deprived Children)</b>						
Sl. No	Name of the District	Block	Name of the Residential Hostel	Year of Functioning	Capacity	No. of Urban Deprived Children
1	Khordha	Bhubaneswar Municipal Corporation (BMC)	Govt. High School, Unit-I, Bhubaneswar	2012-13	50	37
2	Khordha		Rajbhawan Project UP School, Unit-VIII, Bhubaneswar	2013-14	50	36
3	Khordha		Govt. High School, Unit-VI, Bhubaneswar <b>(for girls only)</b>	2013-14	50	33
4	Khordha		Govt. Primary School, IRC Village, Sector-I, Bhubaneswar	2013-14	50	33
5	Keonjhar	Keonjhar Sadar	Attapur Nodal UP School, Keonjhar Sadar	2012-13	100	100
6	Keonjhar	Barbil	Barbil Nodal UP School, Barbil	2012-13	100	100
7	Mayurbhanj	Baripada	Purnachandrapur Project UP School, Baripada	2014-15	100	100
8	Mayurbhanj	Bisoi	Bisoi UG High School	2015-16	100	100
9	Baragarh	Bargarh	Cement Nagar Nodal UP (ME) School	2016-17	50	43
10	Cuttack	Sadar	Madhusudan Govt. High School	2016-17	50	22
11	Gajapati	Paralakhemundi	Gandhi Memorial UPS	2016-17	50	42
12	Ganjam	Chhatrapur	Raghunathpur UP School	2016-17	50	13
13	Kalahandi	Bhawanipatna	Bapuji UPS, Bhawanipatna	2016-17	50	37
14	Kandhamal	Baliguda	Block Colony PUPS, Baliguda	2016-17	50	38
15	Malkangiri	Malkangiri	Govt. Nodal UPS, Malkangiri	2016-17	50	46
16	Rayagada	Raygada	GBM High School, Raygada	2016-17	50	11
17	Koraput	Similiguda	MIG IV PUPS, Sunabeda	2018-19	50	0
<b>Total</b>					<b>1050</b>	<b>791</b>

As the schools are not opened due to COVID-19 pandemic, the disadvantaged categories of children are enrolled directly in the hostel and attend both online and offline classes.

**1.1.1 RESIDENTIAL SCHOOL IN LWE DISTRICT**

Name of the District	Name of the block	Residential School Name	Capacity	No of Children
Malkangiri	Podia	Kaldapali UGHS, Podia	100	100
Malkangiri	Korkunda	Niladrinagar PUPS, Nilakamberu GP	100	98
Koraput	Pottangi	Neridivalsa PS, Arjubalsa, Kotia GP	100	77
Koraput	Dasamantpur	Girliguma UGHS, Dasamantpur	100	73
<b>Total</b>			<b>400</b>	<b>348</b>

The children admitted in the schools are provided physical / online classes due to COVID-19 pandemic and non opening of schools.

The online mode of teaching i.e. You Tube live streaming classes, Siksha Darpan/TV teaching, Radio Pathasala, Siksha Sanjog and off line teaching such as Siksha Setu for digitally notable connected students, Ama Pathasala Ama Pakhare (community teaching), siksha rath, work book & Utthan.

**1.2 OPENING OF NEW SCHOOLS:**

Govt. of Odisha, School and Mass Education Department vide Notification No.22554, dt.26.09.2013 has notified for opening of NPS and NUPS as per RTE Act .

In pursuance of Section-6 of The Right of Children to Free and Compulsory Education Act, 2009 and Rule 6(4) of Odisha Right of Children to Free and Compulsory Education Rule, 2010, the State Govt. do hereby make the following provisions for opening of New Primary and New Upper Primary School in the State by adding the children norm with the limits specified in Section-6(1) of the said Rule.

**(i) Opening of New Primary school:**

- a. In non KBK districts and Non Tribal Sub-Plan areas New Primary Schools are opened in habitations having at least 40 children in the 6-11 years age group provided there is no primary school within a walking distance of 1 K.M. of such habitations.
- b. In KBK districts and Tribal Sub-Plan areas New Primary School are opened in habitations/clusters of habitations having at least 25 children in the 6-11 years age group provided there is no primary school within a walking distance of 1 K.M. of such habitations.

**(ii) Opening of New Upper Primary School:**

- a. In all districts New Upper Primary schools are opened in habitations/cluster of habitations having at least 25 children in the 11-14 years age group provided there is no Upper Primary School within a walking distance of 3 K.M. of such habitations.
- b. In all districts the distance norm for opening of New Primary and New Upper primary schools is relaxed in case of natural barrier like river, hilly terrain, dense forest etc.

PAB, 2021-22 has not approved any new primary and new upper primary schools for the state of Odisha. But **12** nos of Govt. primary schools have approved by Govt. in S&ME Deptt. for upgradation to upper primary schools satisfying the school opening norm.

### 1.2.1 Rationalization and Consolidation of Schools:

School & Mass Education Department vide notification no 5465 dtd. 11.3.2020 and corrigendum no 18905 dtd 14.12.2020 has notified to introduce the policy of rationalisation and consolidation of schools with an aim to improve the quality of education, create as many integrated secondary schools as possible for providing education upto high school level in one single campus, improving transition and efficient utilisation of state resources. The types of consolidation is given below

- a) Govt. Elementary and Secondary Schools having enrolment less than or equal to 15 in scheduled and KBK areas and less than equal to 20 in other areas to be consolidated with nearby schools irrespective of distance.
- b) Primary school having enrolment less than 40 in non -scheduled areas and less than 25 in scheduled areas and another school exists within 1 km range are to be consolidated.
- c) The schools located in the same campus or within a distance of 100 meters irrespective of enrolment are to be consolidated.
- d) Upper primary section of Upper Primary school (I-VIII, VI-VIII) having enrolment less than or equal to 20 are to be consolidated.

The Govt. have notified and approved 7750 nos. of schools for consolidation with lead school during 2020-21. As of now **4879** nos. of satellite schools are consolidated with lead schools.

### 1.3 Transport /Escort Facilities:

The Govt. in School and Mass Education Department has notified vide no 4661 dtd. 25.2.2019 for making the provisions to provide support of transport/escort facilities for the children residing in remote habitations with sparse populations or in habitations situated in hilly areas, dense forest areas etc. or in urban areas, where availability of land is a problem or children belonging to extremely deprived group or children with special needs who may not find access to school as per the following conditions.

- a. Where the children face difficulties to access the primary and upper primary schools within the vicinity due to merger of satellite school (low enrolment) with lead school as per policy of rationalisation of schools and they travel beyond 1 km to attend primary school and beyond 3 kms to attend upper primary school.
- b. Where the children of habitations having less population and where opening of school is not feasible and where the neighbourhood primary school is located beyond 1 K.M. and upper Primary School is located beyond 3 K.Ms
- c. Where the children live in habitations situated in dense forest area and there is fear of wild animals obstructing the children on their way to schools.
- d. Where the children face any natural barrier in rainy season due to river/trench etc.

The schools from classes I to VIII could not be opened due to flow of 3<sup>rd</sup> wave of CORONA virus. The children are taught through digital mode of learning. The schools of classes VI-VIII are opened in the month of November & December and the classes from I-VIII are opened from 28<sup>th</sup> March, 2022 due to COVID-19 pandemic. The children are provided the transport/escort facility to attend school.

Status of coverage of Transport / Escort facility		
Category	No of Children approved by PAB	Achievement (Physical)
Children in Remote habitation	9446	5982

#### 1.4 SPECIAL TRAINING TO OUT OF SCHOOL CHILDREN:

The Govt. of Odisha, S&ME Department vide notification no. 6939 dtd. 31.3.2014 has declared the definition of out of school children. The out of school children are identified through extended MIS. Total 8168 nos. of out of school children are identified and admitted in age appropriate classes. The details of coverage of out of school children and mainstreaming is given below.

Sl. No.	Activities	PAB Target 2021-22	Physical Achievement
1	Residential Special training to OoSC (Fresh)	218	218
2	Non-Residential Special Training to OoSC (Fresh)	490	490
3	OoSC enrolled directly not required special training	1180	1180
4	OoSC are covered under Ujjawal	4094	4094
5	OoSc are enrolled in KGBV	1800	1800
6	OoSC are enrolled in Residential School	300	300
7	CWSN OoSC	86	86
	<b>Total</b>	<b>8168</b>	<b>8168</b>

The schools of class VI to VIII have opened for a shorter period during the year 2021-22 due to COVID-19 pandemic. The children are taught through online and offline mode of teaching i.e. You Tube live streaming classes, Siksha Darpan/TV teaching, Radio Pathasala, Siksha Sanjog. The teachers are imparting special training to OoSC at home/offline mode in the pandemic period .i.e Siksha Setu for digitally notable connected student, Ama Pathasala Ama Pakhare (community teaching), siksha rath, work book & Utthan. The progress card has not been maintained. All out of school children are mainstreamed in the next higher classes.

#### 1.5 SEASONAL HOSTELS FOR THE CHILDREN OF MIGRANT FAMILIES

PAB 2021-22 has approved Seasonal Hostel for 550 migrant children at destination points i.e. Balasore, Cuttack, Khurda district. The hostels are opened in the month of November/December, 2021. The children of the brick kiln sites are enrolled in the school and continue study through online/offline mode by the existing teachers of the school. The schools of classes VI -VIII were opened in the month of November and December, 2021. But after 3<sup>rd</sup> wave of CORONA (Omicron) virus in the state, the schools were closed from 11.1.2022 to 27.2.2022.

The Govt. of India in its supplementary budget have approved 4245 nos. of migrant children at source points of migration districts i.e. Bargarh, Bolangir, Kalahandi and Nuapada in the month of January,2022. After receipt of the budget, the funds have been transferred to these districts to open seasonal hostels. The CORONA virus situation has dropped down the learning of children. The schools of classes I to XII has been started regularly from 28<sup>th</sup> February, 2022. After regularisation of the communication facility and running of train and motor vehicle, the parents of the migration prone areas have started their journey to intra and inter states in search of work to suffice their family which have been ruined due to prevalence of the COVID-19. The children of such families are tracked and retained in the hostel. Total 3110 children are retained in the hostel comfortably and continue study through physical/online classes following the guidelines of COVID-19. The approved guidelines and item wise unit cost of Seasonal Hostel has been communicated for smooth management of the hostel through SMC. Safety & security of the migrant children is maintained in the hostel. The progress of Seasonal Hostel is given below.





Awareness campaign in brick kiln sites,  
Baliana, Khordha



Seasonal Hostel , Nuapada

**Progress under Seasonal Hostel : 2021-22**

<b>Source Point (Residential) Fresh</b>					
SI No	Name of the District	PAB TARGET		ACHIEVEMENT	
		No. of Centre	No. of Children	No of Centre	No of Children
1	Baragarh	18	897	16	810
2	Bolangir	30	1352	18	771
3	Kalahandi	6	234	3	142
4	Nuapada	40	1762	33	1387
	<b>Sub Total</b>	<b>94</b>	<b>4245</b>	<b>70</b>	<b>3110</b>
<b>Destination Point (Non Residential) Fresh</b>					
5	Balasore	4	100	1	50
6	Cuttack	10	350	7	251
7	Khordha	4	100	2	100
	<b>Sub Total</b>	<b>18</b>	<b>550</b>	<b>10</b>	<b>401</b>
	<b>Grand Total</b>	<b>112</b>	<b>4795</b>	<b>80</b>	<b>3511</b>



## 2. STRENGTHENING OF EXISTING SCHOOLS (CIVIL WORK)

The role of Civil Works in Samagra Shiksha in the light of RTE is to provide physical infrastructures as per the need throughout the State to achieve the basic objectives of RTE i.e. Universalisation of Elementary & Secondary Education with a prime goal of establishing a sustainable system leading to relevant & effective learning outcomes. Execution of work by involving School Management Committee (SMC) / SMDC with active participation of local community is the salient feature of RTE-Samagra Shiksha Civil Work & opens up the vista for achieving sustainable Elementary Education in the State. Needless to say that appropriate planning is constantly taking place to address many issues coming up while implementing the project. The issues are analyzing at the grass root level, need based assessment studies, prioritization, mobilization of funds and its utilization for the right activity in the right time from the limited available resources, exploring possible resources from other departments to give a complete realistic shape to the project as much as possible.

It is worthwhile to mention here that sister projects such as Kasturba Gandhi Balika Vidyalaya (KGBV), of course with the same objective & goal, have gone a long way in supplementing the Programme for the mainstream.

The project aims not only in creating infrastructures like new schools or addl. class rooms but also providing basic facilities like toilets, separate toilets for Girls, CWSN friendly toilets, ramps, handrails, safe drinking water facilities, electrification, etc. so as to increase the enrollment and reduce the dropout rates.



In order to address the infrastructure needs of the State at the School education level appropriate planning is being made and various strategies are being adopted to address the issues coming up while implementing the project.

In the State, the Panchayatiraj & Drinking Water Department has taken care of drinking water facilities in rural areas. All care is taken to make the school barrier free access for CWSN.

### 2.1. ELEMENTARY:

#### Key points carried out for execution of civil works

- Release of funds to S.M.C / S.M.D.C in three phases i.e. in 1<sup>st</sup> Phase 40%, in 2<sup>nd</sup> Phase 30% & in 3<sup>rd</sup> Phase remaining 30% of the estimated cost as per FMP.
- Frequently monitoring and supervision of civil infrastructures by Technical Consultants, Senior Technical Consultants, District Project Coordinators to ensure quality construction & timely completion of civil works.
- Conduct of weekly review meeting at District Project Office.
- Review meeting at State Project Office / through Video Conferencing at regular intervals.
- Technical guidance to the community / SMC / SMDC as well as skilled personnel / labours executing civil works at District level.

- Important features adopted during construction of school building:
- Adoption of Cost effective technologies and Eco-friendly Construction work for Use of local skill and locally available materials
- Multi hazard resistant features in compliance with National Disaster Management Authority Guidelines on school safety.
- Joyful learning environment
- Training to SMC members about Roles & responsibilities of SMCs & technical personnel, choosing suitable plans, involving the community in engaging labour, buying materials & gearing up the construction, Ensuring the quality of construction work, Accounts management and Post construction maintenance leading to sustainability.

### **2.1.2 MONITORING AND SUPERVISION**

- The Sr. Technical Consultant, Technical Consultant & Financial Consultant of the concerned district attends the review meeting at SPO / through Video Conferencing at regular intervals.
- Setting up weekly wise action plan targets for T.C's for two critical activities such as roof casting & settlement of account along with submission of UCs thereof at DPO.
- Weekly Review meetings are held in the District Project office by the D.P.C and monthly by District Collector.
- Monitoring through PMA by using Mobile Phones.
- Review of Physical & Financial progress.
- Checking of measurement book (MB) as per OPWD / Samagra Shiksha guidelines prior to payment of bills.
- Discuss about the various challenges being faced by the Technical Consultants at field level and solution thereof.
- Funds Flow, Settlement of account & submission of UC.

### **2.3. TECHNICAL GUIDANCE TO THE COMMUNITY**

Services of the engineers by Technical Consultant are provided at the block level to support the SMCs in construction activities and by Senior Technical Consultant at the district level to monitor the works. These engineers visit the construction sites to monitor the quality of works and provide technical guidance and also liaison with the DPO for effective monitoring of civil works. They also recorded the measurement in the measurement book for each work. For up-gradation of technical knowledge of the personnel working in the construction field, training-cum-orientation programmes are being conducted regularly. Technical training to the masons is being imparted with the help of a technical manual "Sikshya Needa" published by OSEPA in the local language. According to the site specific condition, types of foundation i.e. Pile, column & Open foundation is being adopted as per the decision of the technical personnel following OPWD code & SS norms.

#### **2.3.1. IMPORTANT FEATURES ADOPTED DURING CONSTRUCTION OF SCHOOL BUILDING:**

##### **COST EFFECTIVE TECHNOLOGIES:**

- Use of locally available materials,
- Use of local skills to develop the infrastructure of the school.
- Encouraging SMC for use of fly ash brick in place of traditional red brick, which is not only economical but also environment friendly.



**MULTI HAZARD RESISTANT FEATURES:**

- Vulnerability Atlas is being followed for preparing site specific Designs in areas prone to Earthquake, flood & Cyclone. Different hazard resistant features are provided as per latest Codal specifications.

**BUILDING PLANS & DESIGNS (SITE SPECIFIC DESIGNS) FLOOD**

- Fixing of plinth level basing on the recorded H.F.L & to arrest the capillary action of water in the walls.
- Plinth protection to prevent scouring of foundation.
- Staircase in areas subjected to frequent flooding.

**CYCLONE**

- Restricted openings & its placements

**EARTHQUAKE**

- Hazard zone maps available in the Vulnerability Atlas used to decide mitigation measures.
- Horizontal bands (For developing Box action) at plinth level & lintel levels and vertical band (For proper tie-up between the roof & plinth) provided following Codal specifications to behave as a box like structure

**BUILDING DESIGNS AND OPTIONS**

- Types of foundation designs developed to suit various soil conditions across state
- Use of locally available construction material promoted (laterite / granite / fly ash bricks / stones)
- RCC designs revised to economize on construction costs.

**I. PROVISION OF ESSENTIAL FEATURE IN BUILDING :**

- Drip Course, Plinth Protection, Rain water Drainage spouts etc.

**OTHER IMPORTANT BUILDING COMPONENTS:**

- Ramps & Handrails for physically challenged students, fire fighting equipment are provided for the safety of children, Electrification, etc.

**ATTRACTIVE & LEARNING ENVIRONMENT:**

- Child Friendly Elements such as Swing, Slide, See-saw etc.
- In-built learning components such as wall pictures, wall painting, grills depicting alphabets & numbers, Children's chalkboard, learning corners, verandah with a different get up etc.

**2.3.2 CAPACITY BUILDING – 1**

- Capacity building of SMC members regarding quality of construction
- Construction manual (local language / graphical representation); Leaflets explaining construction specifications and procedures (local language), Training module revised;

- Documentary Film, Training Modules, leaflets briefing the idea about their roles & responsibilities, ensuring quality, design specifications, construction procedures etc. have been prepared in Odia language for easy understanding among the SMCs.
- Regular Trainings are being imparted to SMCs & Engineers to familiarize the procedures of construction works through community, roles & responsibilities of SMCs & Engineers.
- Uniform UC format, Separate SMC training on accounts maintenance conducted by Finance Consultants
- Formation of MTA & ensuring SMC (fortnightly), MTA and PTA meetings on a regular basis.

### 2.3.3 CAPACITY BUILDING – 2

#### • STAFF

- Half yearly orientation programme for TCs on quality control measures, tests (practical demonstration), supervision & monitoring, preparation of bill and submission of UC.
- Current strength of Sr. TCs -31 nos. in 30 districts and T.Cs - 269 in 314 blocks & 2 nos. of ULBs. Also 3 nos. TCs in SPO.

## 2.4. QUALITY CONTROL

### TEST FOR SAND

- For fine Sand Fineness modulus (F.M) test is done and it is within 1.5 or above. For Course Sand the Fineness modulus (F.M) is within 2.5 to 3.5. The grading of sand is done by Sieve analysis by motorized Sieve Shaker.

### TEST FOR BRICK

- Water Absorption test of Brick is done at field level.
- Compressive strength of Brick is also tested.
- Crushing Strength of Brick is also tested.

### TEST FOR CONCRETE

#### CUBE TEST:

- Compressive strength of Cement Concrete carried out by Compression testing Machine by testing concrete cube of size 15 X 15 X 15 cm size.

#### SLUMP TEST:

- Slump test is done to determine the consistency.

## 2.5 SCHOOL SAFETY PROVISION:

Provisions made for earthquake resistant structure, fire safety, and natural calamities etc in the designs of school infrastructure. (Keeping in view the multiple natural calamities like; Cyclone, Flood and earthquake the buildings are being constructed to resist such disasters. The buildings are designed with high plinth level at flood prone area, placing of openings and provision of horizontal & vertical bands at the right place of the building in case of area alert to cyclone & earthquake. Arrangements of fire frightening equipment are also made in the buildings. Use of materials that are flammable has been restricted.

**2.6 SECONDARY:**

The civil works of secondary schools are being executed by Rural Works Deptt. & PRIs under Panchayati Raj & Drinking Water Department in rural areas & Public Works Deptt. in urban areas.

**2.6.1 NEW SCHOOL:**

- New secondary schools and Sr. Secondary Schools have been opened. This includes class rooms with furniture, Library, Integrated Science laboratory, Computer room, Art & craft room, Toilet blocks, Drinking water, Electrification, etc.

**2.6.2 STRENGTHENING OF INFRASTRUCTURE:**

- The Strengthening of existing infrastructure has been proposed based on U-DISE reports & as per infrastructural gap. Components like Additional Class Room, Science Laboratory, Computer Room, Library, Art/Craft Room, Toilet, Drinking Water facility & Electrification are covered under Strengthening of existing infrastructure.

**2.6.3 GIRLS HOSTEL (KGBV-IV):**

- For the promotion of girl's education & to eliminate gender disparity, efforts have been made to bring larger no. of girls to the schools & to retain them. The scheme thus envisages setting up of hostels with lodging and boarding facilities in the Educationally Backward Blocks (EBBs) and areas nearing concentration of above target groups so that the girl students are not denied the opportunity to continue their study due to societal factors. Another objective of the scheme is to make Secondary and Senior Secondary Education accessible to larger number of girl students.

**Activities**

- Planning at the grass root level,
- Need based assessment studies,
- Prioritization of the activities,
- Mobilization of funds and its utilization for the right activity in the right time from the limited available funds,
- Exploring possible resources from the other agencies to give a complete realistic shape to the project as much as possible etc.

**2.6.4 SURROUNDING ENVIRONMENT:**

The school environment plays an important role in attracting the students. Adequate Classroom infrastructures with electrification, good sanitation conditions, and spacious playground with lots of flora in the campus are all necessary for the proper all around development of the children. These also contribute in maintaining a high attendance rate among the students.

**2.6.5 TOILETS:**

Proper sanitary habits have to be installed in children from their school days. Samagra Shiksha builds separate toilets for boys' and girls' in government schools to educate and to protect the children in such matters of personal hygiene. Provision of Incinerator for Girls Toilet is made. Some of the images are given below;



**1.6.6 DRINKING WATER:**

Water is the basic requirement of life. Almost all schools in the state have drinking water facilities for students and teachers. Arrangement for disposal of waste water is available in all the schools. Care is taken to avoid water stagnation in the school premises.

**SCHOOL ENVIRONMENT:**



**ADDITIONAL CLASSROOM:**





## 2.7. PHYSICAL ACHIEVEMENT- INFRASTRUCTURAL DEVELOPMENT –

## Elementary

Sl. No.	Name of the Activity	PHYSICAL ACHIEVEMENT				
		Cumulative Target upto the year 2021-22	Completed	In Progress	Not Started	% of Completion Rate
<b>A</b>	<b>ELEMENTARY</b>					
1	BRC	169	169	0	0	100%
2	CRC	1970	1960	3	7	99%
3	New PS	8773	8579	113	81	98%
4	New UPS	8444	8249	78	117	98%
5	ACR in lieu of upgraded UPS	948	869	73	6	92%
6	Residential School	4	1	1	2	25%
7	Residential hostels	30	30	0	0	100%
8	Building Less PS	854	793	38	23	93%
9	Building Less UPS	342	340	1	1	99%
10	Dilapidated PS	564	544	15	5	96%
11	Dilapidated UPS	456	453	3	0	99%
12	Addl.Class Room	62346	60478	1235	633	97%
13	Addl.Class Room (Class-VIII)	14315	13915	193	207	97%
14	HM Rooms (PS)	2705	2520	79	106	93%
15	HM Rooms (UPS)	2315	2147	79	89	93%
16	BRC Training Hall	316	249	19	48	79%
17	Toilet	14889	13863	489	646	92%
18	Girls Toilet	50185	48013	1121	1051	96%
19	CWSN Toilet	32196	30683	921	592	95%
20	Dysfunctional Boys toilet	1099	969	38	92	88%
21	Dysfunctional Girls toilet	1235	1067	63	105	86%
22	Water Facility	7260	6957	1	302	96%
23	Boundary Wall	945	945	0	0	100%
24	Electrification	6091	5524	308	259	91%
25	Separation Wall	147	21	0	126	14%
26	C.F.E (BaLA)	52877	52877	0	0	100%
27	Ramp with Handrail	21580	20973	71	536	97%
28	Other	129	129	0	0	100%
29	Major Repairs (PS)	2883	2426	331	126	84%
30	Major Repairs (UPS)	2573	2145	300	128	83%
31	Solar Panel	16	0	0	16	0%
	<b>TOTAL</b>	<b>298765</b>	<b>287888</b>	<b>5573</b>	<b>5304</b>	<b>96%</b>

<b>B SECONDARY</b>						
1	<b>New School</b>	874	763	68	43	87%
<b>Strengthening of existing infrastructure</b>						
2	ACR	3248	2608	174	466	80%
3	Science lab	2090	1704	104	282	82%
4	Computer room	1302	1072	70	160	82%
5	Library room	2015	1653	103	259	82%
6	Art/craft/room	1363	1068	84	211	78%
7	Girls Toilet	965	871	21	73	90%
8	Boys Toilet	980	866	30	84	88%
9	Drinking water	865	815	12	38	94%
10	Solar Panel	24	0	0	24	0%
	<b>TOTAL (B)</b>	<b>13726</b>	<b>11420</b>	<b>666</b>	<b>1640</b>	<b>83%</b>
<b>C SENIOR SECONDARY</b>						
1	New School	7	0	1	6	0%

### 2.8 Building Status of KGBV hostels

Sl. No.	ACTIVITY	Cumulative Target	Physical Progress (Cumulative)			
			Completion	In Progress	Not Started	% of Completion
1	KGBV Building (Elementary)	182	182	0	0	100%
2	KGBV Building (Type-IV) (Secondary)	173	129	41	3	75%



### 3. REIMBURSEMENT OF FEE AGAINST 25% ADMISSION UNDER SECTION 12(L) © OF RTE ACT 2009 (ENTRY LEVEL)

Reimbursement of Fee against 25% admission under Section 12(1) (C) of RTE Act 2009 for admission of 943 children, as per norms of the scheme has been ensured.

Activity	Physical (Children)
Reimbursement of Fee against 25% admission under Section 12(l)(c) of RTE Act 2009	943

This facilitated equity among various socially disadvantaged groups and weaker sections as well as access to quality education to children belonging to weaker sections and disadvantaged group.





#### 4. FREE TEXT BOOK

The focused Group of Students i.e. all SC/ST & Gen. Girls from Class-I to VII and all students of Class-VIII of Govt. & Govt. aided schools / including Madrasas of Odisha have been provided the benefit of free Textbooks under RTE-SSA. As per the decision of the State Level Committee Meeting, Textbooks are printed by TBP&M, Bhubaneswar and supplied at all Block Points (ABEO-cum-BRC points) and then at school points of 30 districts of the State as per requirement. Books have been supplied to 30 districts on the reopening of the schools (summer vacation) of the State.

Year	No. of Beneficiaries (Primary & Upper Primary School)	Monitoring Mechanism	Strategies to address issues
2021-22	4440968	All Nodal Officers of the District. All ABEO-cum-BRCC/CRCC/HM/SMC Members etc.	All HMs / CRCC/ABEO-cum-BRCC /SMC Member/BEOs/DPCs will address the issues regarding distribution of text books etc.





## 5. COMMUNITY MOBILIZATION

Community mobilization is the process of bringing together as many stakeholders as possible to raise people's awareness and demand for a particular programme, to assist in the delivery of resources and services, and to strengthen community participation for sustainability and self-reliance. A lot can be achieved when people from different parts of the community share a common goal and actively participate in both identifying needs and being part of the solution. Community mobilization helps to empower communities and enable them to initiate and control their own development.

It is a process to create awareness among the different stakeholders to achieve the goals of Samagra Shiksha (SS) in terms of Quality, Equity and improvement of learning outcome of children through capacity building of individuals, groups, or organizations to plan, carry out, and evaluate activities on a participatory approach. It encourages active participation of community members with day to day school activities both in scholastic and co-scholastic areas.

Active involvement of Community also plays a vital role in meeting the Access – Equity – Quality and Community Ownership which are the mandates of Samagra Shiksha (SS) in the context of Right to Education (RtE) Act 2009. With the participation of the community in the management of schools social, regional and gender gaps can also be bridged. It is essential that people are well aware about their role and responsibilities as parents, guardians, members of local authorities and they are given freedom for the development of the school.

The state has always encouraged school teachers to understand the role and importance of community participation, contribution in development of school and quality enhancement. For this constant focus on active community participation through various initiatives has been given priority. The details of activities undertaken for active participation of community members to enrich the quality of education are mentioned below.



SURAVI – 2021 AT A GLANCE



**Focus of Community Mobilisation activities**

- Awareness on COVID
- Ensure regular attendance and retention of children
- Ensuring active participation of community in school
- Reduce the dropout rate of children particularly of the marginalized and weaker section of the society
- Successful completion of secondary education by children
- Monitoring for universal access, equity and quality
- Awareness on child entitlements under RtE Act-2009.
- Motivating parents, communities, PRIs, community leaders, educationist , youth clubs for their active participation in school activities
- To ensure ownership of school by the community members



**Activities undertaken 2021-22**

- Virtual Observation of International Day of Yoga (IDY) on 21<sup>st</sup> June, 2021 with theme on 'Yoga at home and Yoga with family'
- Activities under Azadi Ka Amrit Mahotstav
- FIT India Freedom Run, Fit India Quiz, Fit India School Certification, Fit India School Week etc.
- Ek Bharat Shrestha Bharat
- Observation of Sadbhavana Diwas on 20<sup>th</sup> August, 2021
- Swachhata Pakshwada during 1<sup>st</sup> to 15<sup>th</sup> September, 2021
- Observation of Rastriya Ekta Divas and oath taking on 31<sup>st</sup> October, 2021
- SURAVI
- Observation of Sambidhan Diwas on 26<sup>th</sup> November, 2021
- Celebration of National Youth Day on 12<sup>th</sup> January, 2022
- Observation of Matrubhasa Diwas on 21<sup>st</sup> February, 2022
- Observation of Vigilance Awareness Week
- Publication of Achievements of Samagra Shiksha
- Publication of Message on Guru Diwas and Shishu Diwas





- Painting Competition on Energy Conservation
- Essay Competition on “A future without Plastic Waste through Sustainability & Circularity”
- Generating awareness regarding ill effects of fireworks and use of high decibel sound systems
- Release of Messages of Hon’ble C.M and Education Minister
- Development & Distribution of COVID Posters
- Release of different advertisements, message and documentations etc.
- Pariksha Pe Charcjha, 2022 registration and viewing of students, parents & teachers in school
- State wide Parent Teacher Meeting (PTM)
- Shiksha Sachetanata Rath
- SRUJANI – Display Board

**Progress under Media & Community Mobilisation 2021-22**

Sl. No.	Activity	Target	Achievement
		Physical	Physical
1	Media & Community Mobilization (Elementary)	47247	47247
2	Media & Community Mobilization (Secondary)	5789	5789
	<b>Sub Total</b>	<b>53036</b>	<b>53036</b>

**PARIKSHA PE CHARCHA 2022**



## 6. SMC/SMDC Training

### Formation and Function of School Management Committee

School Management Committee (SMC) and School management and Development Committee (SMDC) have been constituted in schools of the state including Elementary and Secondary schools as per the Revised Guidelines issued by the S & ME Deptt. Vide Notification No.3766 dtd.20.02.2018 and Letter No. 3764 dtd. 20.02.2018 respectively.

### Training of School Management Committee (SMC) and School Management and Development Committee (SMDC) Members

SMC Members of 47247 schools and SMDC members of 5789 schools have been oriented at school level on 03 days SMC/SMDC training module "SAHAYOG" following COVID-19 protocol.

### Progress under SMC/SMDC Training 2021-22

Sl. No.	Activity	Target	Achievement
		Physical	Physical
1	SMC Training (Elementary)	47247	47247
2	SMDC Training (Secondary)	5789	5789
	<b>Sub Total</b>	<b>53036</b>	<b>53036</b>





### 6.1 Parent Teacher Meeting

State wide Parent Teacher Meeting (PTM) have been conducted on 11<sup>th</sup> December, 2021 throughout the State on 29567 Schools for students from Class VI to X (Govt. and Govt. Aided) where 9,37,018 parents participated.

Before Re-opening of schools after closer of almost two years the Second State Wide Parent Teacher Meeting was also organized on 26<sup>th</sup> February, 2022 in 46338 schools and 17, 53,501 parents have attended the meeting.



## 7. RESEARCH, EVALUATION & ASSESSMENT

### 7.1. Research, Evaluation & Assessment

Teaching and Research are two sides of the same coin. It provides a strong foundation for taking appropriate decisions both for policy makers and educational administrators. Research findings help teachers, policy makers and all stakeholders for taking appropriate measures for enhancing quality Education.

### 7.2. OSCPCR

Children have the right to give their opinions freely on issues that affect them. They should be given the right environment to achieve their full potential. To ensure that all laws, policies, programmes and administrative mechanism are in consonance with child rights, Odisha State Commission for protection of Child rights has been functioning in our state from the year 2010. The Commission has been active in facilitating the redressal of grievances on the violation of child rights. The activities conducted by the commission are as follows:

Effective implementation of child related laws more specifically the three important enactments i.e Right of Children to Free and Compulsory Education(RCFCE) Act, 2009, Protection of Child from sexual offence (POCSO) Act,2012 and Juvenile Justice (Care and Protection of the Children) Act,2015

- Addressing the complaints received on violation of child rights
- Suo motto taking of cases on the newspaper reporting
- Camp court at different places
- School visits and monitoring
- Capacity building exercise for field functionaries on RTE and the Commission
- Developing IEC materials on child rights and the functioning of the commission
- Exposure visits to other States

**For the Commission, all the rights of children are of equal importance. Grant released in favour of OSCPCR by the Ministry of Education, Government of India under Samagra Shiksha released through OSEPA, Govt. of Odisha.**

#### **Working with OHRC, NHRC, NCPCR.**

With the enforcement of the RTE act, education has become a fundamental right of every child. It has become the responsibility of the state to protect rights and entitlements of children to provide quality education in schools. Issues related to the violation of the Acts and problems faced by the students received from OHRC, NHRC, NCPCR has been addressed and guidelines received from Hon'ble NHRC, NCPCR has been circulated to all concerned stakeholders.

State level consultative meet on "POCSO: Factors hindering the implementation and aspects of assistance to victims" organised by NCPCR in collaboration with OSCPCR & National Forensic Science University (NFSU) on 30<sup>th</sup> March, 2022 at KIIT Campus, Bhubaneswar.





Regional consultative meeting on “POCSO: Factor hindering the implementation and aspects of assistance to victims” organised by NCPCR in collaboration with OSEPCR & National Forensic Science University (NFSU) held on 30<sup>th</sup> March, 2022 at KIIT campus, Bhubaneswar.

## 8. LEARNING ENHANCEMENT /ENRICHMENT PROGRAMME

The Learning Enhancement Programme (LEP) is a Quality Improvement Programme which is started by the Odisha Government at the elementary level for enhancing the quality of education among the students who are not achieving their minimum level of learning.

Under LEP programme. 18 no of LEP books from class IV –VIII have been printed and distributed to children of all the government schools under S & ME department and Schools under SC & ST development department.

### 8.1 Classroom Transaction Through TV/Radio/Online (Elementary)

During 2021 -22 due to raise of pandemic situation government had taken a no of initiatives to provide uninterrupted educational support to children in home environment through online classes by broadcasting lessons through T.V channel, you tube channel, by creating whats app groups as well as Radio.

#### Odisha Shiksha Sanjog:

“Odisha Shiksha Sanjog” a digital learning programme through WhatsApp group that has been implemented to engage students in teaching learning activity during lock down due to COVID-19 pandemic situation. The class/subject teachers have created individual WhatsApp group with students of different classes both at secondary as well as elementary level for sharing study materials. The students of classes II to X are participating in the programme. The e-contents like written explanations, video explanations, Audio clips, video clips, etc. are collected from different digital platforms as well as developed by teachers. The materials are shared in the class wise WhatsApp group constituted for the programme. The worksheets based on expected learning outcomes are shared with the students after posting the learning materials. The subject teachers also remain online to clarify the doubts put by the students in the concerned WhatsApp group. The Answer key is posted in the evening for self-assessment or assessment with help of parents. The students have been asked to record all given worksheets with their answers in their note books in order for physical verification by teachers after reopening of the school. a detailed time table has been prepared at district level for posting of learning contents in different Subjects for the programme. Parents were engaged with their wards in teaching-learning activity and also interacted with teachers on study matters.

The programme was first initiated in Khordha district and subsequently extended to the whole state. It is cheering to see that many teachers across the state have created self-recorded video lessons by using varieties of TLMs to explain the concepts and shared in the groups to be used by other group members.



### 8.2 Shiksha Darpan(Telecast of Video Lessons Through Door darshan):

Shiksha Darpan is an online programme taken up during Covid 19 pandemic situation to provide education support to children in home environment. The class wise, subject wise, topic wise video lessons were recorded and telecasted both for Elementary and Secondary students through Door



Darshan Odia channel. The lessons were telecasted for a duration of four and half hours a day in three phases. i.e. from 9.00AM to 10.00 A.M, 1.30 P.M to 03.00PM & 3.30PM to 5.00 P.M The telecast was done five day in a week i.e from Monday to Friday. A detailed telecast schedule was prepared and circulated to all concerned from State to children in schools. The teachers were given responsibility to create awareness among the parents to facilitate their children to attend the classes telecasted through DD Odia Channel. Daily monitoring was done through Google sheet to assess the % of viewership and action thereof.



### 8.3 YouTube Live streaming Classes

**You tube live streaming classes is another alternative method of teaching through online.**

A total 14 number of YouTube Channels have been created for Class I to Class XII for transaction of classes from class I-XI. 25 no of studios set up to record the class wise, subject wise and topic wise class room transactions. Subject wise contents from class I – XI have been recorded and uploaded on YouTube so that children can view the teaching during their free time. A total 10690 no of YouTube classes have been conducted and the related link shared through concerned channels for class I to VIII. Subsequently steps were taken to aware parents to facilitate their children to view the YouTube classes.



### 8.4 Radio Pathasala:

Radio Pathasala is another method of alternative teaching initiative taken up during Covid pandemic situation. Under this initiative recorded lessons were broadcasted through All India Radio, Cuttack. The classes covered under this programme are from Class I to VIII. The audio recording of subject wise, class wise and chapter wise content is done and relayed through All India radio Cuttack from Monday to Friday. The telecast schedule has been circulated to all children through their school

teacher. Concerned from State to teachers of the school and concerned teachers communicate the schedule to children. The time period for the programme is one hour every day from 11 A.M to 12 Noon. Besides the audio lessons are made available in the OSEPA Portal through the Module E-pathasala for further reference of students & guardians.



Besides online classes steps were taken to provide educational support to the group of children who have no access to the digital device due to poor network connection or non availability of smart phone etc. Community teaching, alternative internship programme are the initiatives are taken up in offline mode.

### 8.5. Alternative Internship Programme (AIP)

As per the decision of S&ME Deptt., Govt. of Odisha, students-teachers of DIETs, have been assigned to different schools throughout the state. About 10,000 interns gave educational support to children at door step under their internship programme. The programme was monitored by Concerned CRCCs and BEOs of the block.



### 8.6 Community Teaching:

Community Teaching is another alternate offline method of teaching to reach out the students from class I-VIII in their locality. The teaching place may be community place, kotha ghar, village meeting place etc. The entire planning for the said activity is done by the concerned

H.M. First the H.M finds out the no of children from its feeder village and divides the no of students from each village in small group i.e 5-10. One teacher is given responsibility of one village. Then identification of places for teaching is done in consultation with the parents and SMC members. A detail programme schedule is prepared highlighting time, venue, subject to taught name of the village with allotted teacher etc. and circulated to all concerned for reference. Movement register is maintained to track the teachers on duty.

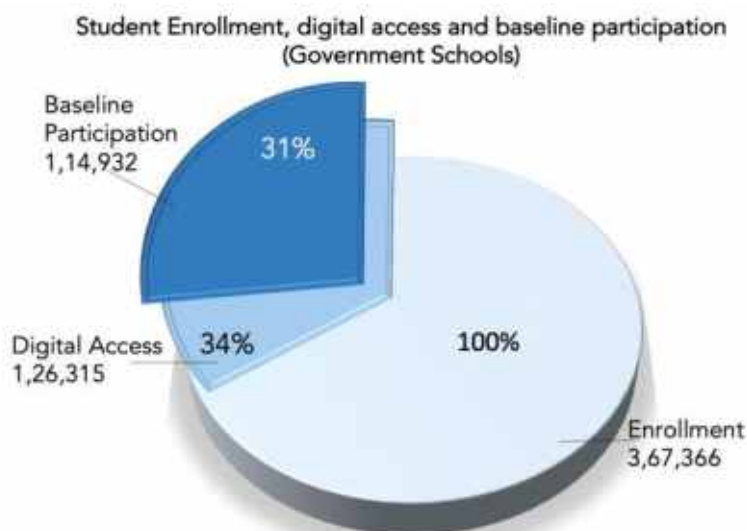
## 9. LEARNING ENHANCEMENT/ ENRICHMENT PROGRAMME (SECONDARY)

Learning Enhancement programme viz: UTKARSH implemented for students of class 9<sup>th</sup> of Govt. Secondary Schools.

Learning Enhancement Programme- UTKARSH aids in bridging the learning gaps of students of Class-9<sup>th</sup> in core subjects Odia, English, Mathematics, Science by strengthening the foundational competencies and preparing them for grade appropriate learning. Due to COVID-19 extended school closure, the design of the programme was redesigned. An alternative approach was adopted in A.Y. 2021-22 i.e. UTKARSH- “Home Based Learning Initiative”. This initiative is a 95 hour-long programme, spanning over 10 weeks, implemented during the Academic Year 2021-22 for Class 9<sup>th</sup> student of all Govt. Schools under S&ME Deptt.

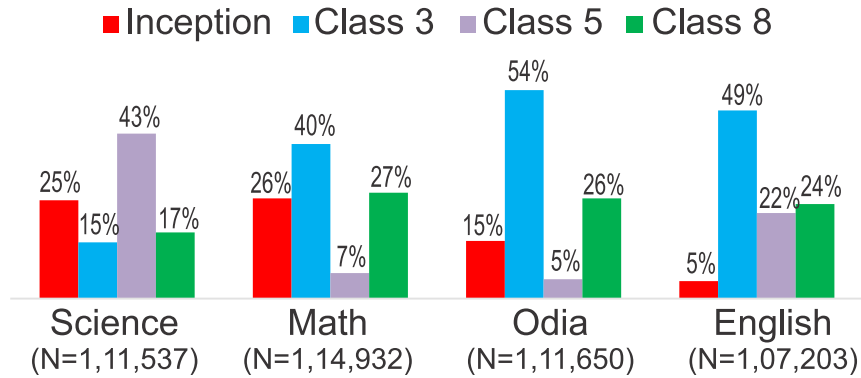
### 1. Key highlights of this initiative are:

- a. **Provision of printed resources** for students and teachers.
  - b. **Orientation** of Resource Persons (RPs) and teachers on UTKARSH alternate implementation through online method.
  - c. **YouTube live classes** were conducted in June 2021 for 2 hours consisting of four periods daily. YouTube links were shared with students a day in advance leveraging State’s Shiksha Sanjog Whats-app group.
  - d. **YouTube recording** classes were premiered for 30 minutes daily in July and August 2021. The YouTube links and worksheets were shared through Shiksha Sanjog WhatsApp Group.
  - e. **Quality Assurance** - Through School Whats-app Group.
  - f. **Assessment of learning levels** – Online baseline assessment was conducted to ascertain the learning level of students followed by formative assessment. Endline assessment was conducted through both online and offline mode. Progress evaluation being made by comparing & analyzing the Baseline & Endline score.
  - g. **Total students Administered** – 3, 67, 366 Students.
2. **Student’s participation and learning levels assessed in Baseline Examination:** Online Baseline Assessment administered for 9<sup>th</sup> Class students in all 30 districts of the State covering competencies of class III, V and VIII (multiple choice questions) and assigning of the levels.





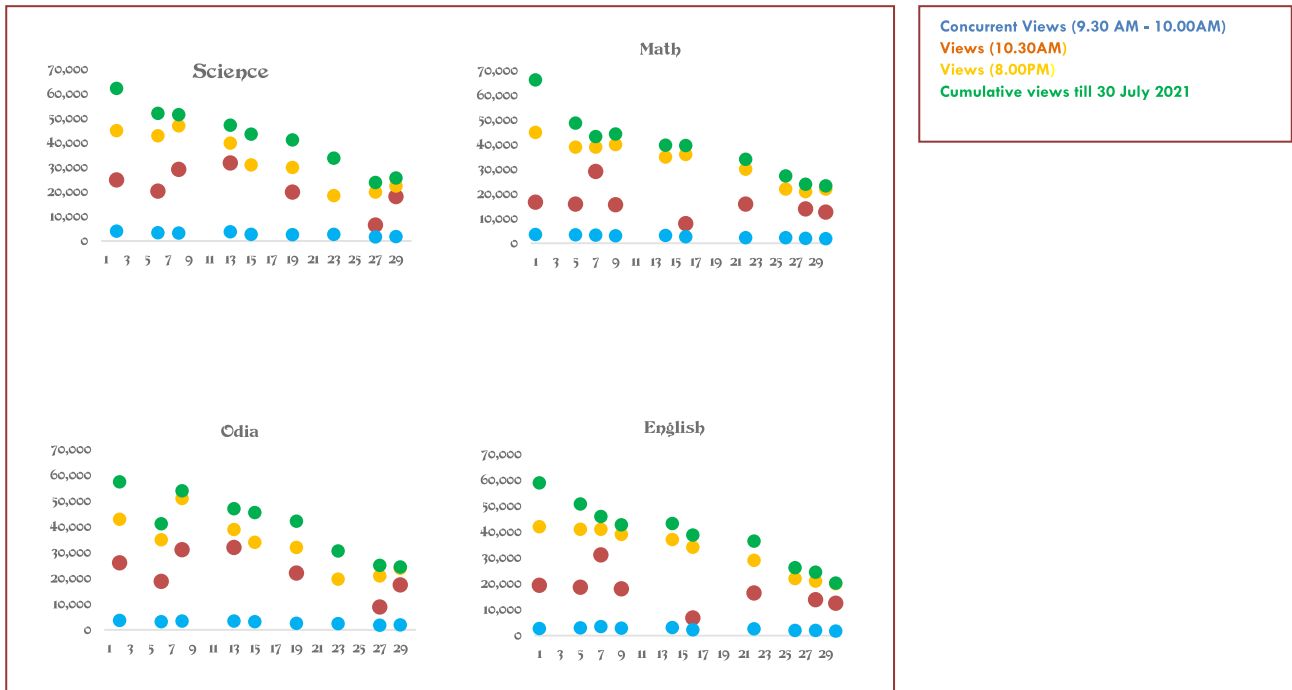
## Student learning level in baseline (Government schools)



### 3. Outcome:

- Good participation in baseline – 92% schools (4,479) and 89% students (average across subjects) ranging from 86% (English) to 92% (Mathematics) out of the students with access to a smart phone and internet.
- Most of the Class 9 students are at or below Class 5 competencies in all the subjects (Odia-74%, English-76%, Mathematics-73%, Science-83%)
- Students possessing Class 8 competencies is highest in Math (27%) followed by Odia (26%), English (24%) and lowest in Science (17%)
- Broadly the district analysis (30 districts) reflects atleast 50% of students are at or below class – III competencies in all 30 districts in Mathematics and Odia, 20 districts in English and 13 districts in Science.

### 4. Uptake of Utkarsh videos streamed on YouTube (Views of Utkarsh content in four subjects)





### 5. Quality Assurance:

Observations	Teachers shared the resources with students with clear instruction/s to attend the Utkarsh YouTube sessions	Teacher specified the worksheet number for students to complete each day	Teacher adequately responded to the question/s asked from the student/s	Additional resource/s developed by the school teacher/s themselves	Teacher checked from students whether they watched the Utkarsh classes or not	Average % students uploading worksheets	Teacher shared specific or consolidated feedback with students on the worksheets
1,084	94%	92%	82%	56%	93%	49%	83%

### 6. Good practices followed:

- Online remedial classes were conducted with provision of video contents, digital worksheets & printed worksheets.
- Online Baseline, Endline and Formative assessments were conducted to track the learning loss.
- Quality assurance monitoring was conducted through WhatsApp group to track the teaching – learning process.
- Evaluation of worksheets was done to identify the common errors & assessment of common hard spots in the process.
- Timely sharing of clear messages with students to attend Utkarsh YouTube sessions and complete the related worksheets
- Teachers’ response to students’ queries and consolidated feedback shared on worksheets
- Engaged and motivated students to complete their worksheets
- Additional need based learning resources developed and innovative implementing methods followed by teachers

### Glimpses of LEP - Utkarsh Activities:



### Resources of Learning Enhancement Programme



Home based digital learning

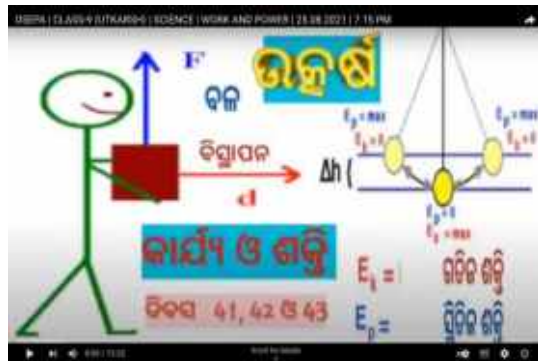
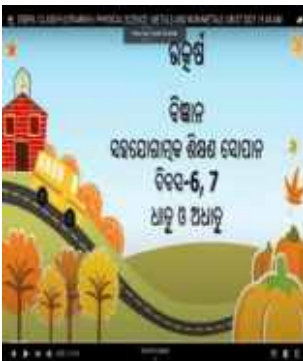
Students appearing Baseline Assessment Online



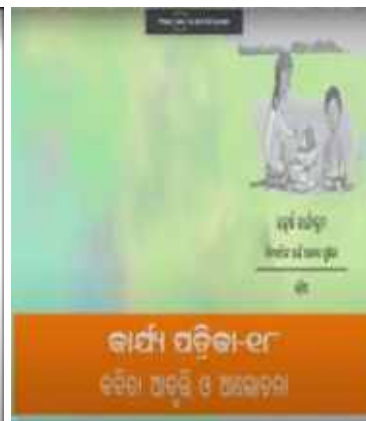
Students appearing End line Assessment Offline



Students appearing Offline Assessment tests at schools







Learning videos premiered through YouTube

**ପ୍ରଥମ ଚିତ୍ରାଙ୍କନ !**  
 LEP -Utkarsh କାର୍ଯ୍ୟକ୍ରମର ମଧ୍ୟମ ଅବଧି ଉପନିର୍ମୂଳକ ମୂଲ୍ୟାଙ୍କନ ପାଇଁ ଏହା ସମୟ । ଏହା 14 ଅଗଷ୍ଟ 2021 ରେ 7: 00-11: 00AM ମଧ୍ୟରେ ଅନୁଷ୍ଠିତ ହେବ । ତୁମେମାନେ ଏହି ଆନଲାଇନ୍ ମୂଲ୍ୟାଙ୍କନ ପ୍ରକ୍ରିୟାରେ ଅଂଶଗ୍ରହଣ ଏବଂ ଉପଲୋଗ କରିବାର କ୍ଷମା ପାଇବ ।

ବି. ପ୍ର. -ସର୍ବମୁଖ୍ୟ ଅଂଶଗ୍ରହଣ ପାଇଁ ବ୍ୟାଚ୍‌ସି ଶିକ୍ଷକ ଏବଂ ଛାତ୍ରମାନଙ୍କ ଦ୍ୱାରା ଆବଶ୍ୟକ ପଦକ୍ଷେପ । ଆପଣ ସମସ୍ତଙ୍କୁ ପ୍ରତ୍ୟୟ ଓ ରୁଚି ପ୍ରୟୋଗ କରିବାକୁ ପ୍ରୋତ୍ସାହିତ କରିବେ । ଆପଣଙ୍କ ଅନୁମତି ପାଇଁ ଧନ୍ୟବାଦ ।

**ତାରିଖ:-**  
 14.08.2021

**ସମୟ:-**  
 7.00am  
 ରୁ  
 11.00am

**ଶୁଭେଚ୍ଛା ସହ ଉତ୍କର୍ଷ ଚିନ**

**ପ୍ରିୟ ଛାତ୍ରଛାତ୍ରୀମାନେ**

ଉତ୍କର୍ଷ କାର୍ଯ୍ୟକ୍ରମର **Youtube** ପ୍ରସାରଣର ନୂତନ ସମୟ

**ସନ୍ଧ୍ୟା 7:00 ରୁ 7:30**

**UTKARSH ONLINE ENDLINE ASSESSMENT**

**18 SEPT. 2021**

ODIA - 2:00-4:00PM  
 MATHEMATICS - 4:00-6:00PM

**19 SEPT. 2021**

ENGLISH - 2:00-4:00PM  
 SCIENCE - 4:00-6:00PM

**Utkarsh Endline Assessment**

**23 September 21**  
 9:30-11:30 A.M.  
 Science

**24 September 21**  
 9:30A.M. -12:00 P.M.  
 English

Nudges through Posters

## 10. INTER SCHOOL BAND COMPETITION 2021

The Inter School Band Competition started to inculcate the spirit of patriotism and unity among school students that comes with performing in a band. A School band uniquely encourages a feeling of oneness, belongingness and a deep sense of pride in school. For the year 2021 the Inter School Band Competition was held in virtual mode. The interested students registered their names in the concerned school for taking part in the Inter school Band Competition. The band competition was held in the school on offline mode and the Band Competition was recorded. The State Level Inter School Band Competition was held at Capital High School BBSR. The video recording of the respective school was visualized and evaluated by a panel of jury at Capital High School. Two teams one boys team i.e Capital High School, BBSR, and one girls team i.e Padampur High school Bargarh stood first in the Band Competition. The winning teams were provided with a certificate and a trophy.

Photographs of Participation of different schools in Inter School Band Competition is given below:



Presentation on Govt. Girls High School, Padampur of Bargarh District at Band Competition 2021.



Presentation of Capital High School Unit-3, Bhubaneswar of Khordha District at Band Competition 2021.





Presentation on Govt. High School Unit-9, Bhubaneswar of Khordha District at Band Competition 2021.



Presentation on Govt. High School Unit-2, Bhubaneswar of Khordha District at Band Competition 2021.



Presentation on Govt. Boys High School IRC Village, Bhubaneswar of Khordha District at Band Competition 2021



Presentation on Govt. Girls High School IRC Village, Bhubaneswar of Khordha District at Band Competition 2021.



Presentation on Govt. High School Burla, of Sambalpur District at Band Competition 2021.



## 11. KALA UTSAV

### 11.1. Kala Utsav—The Legacy Introduction

Kala Utsav is an initiative of the Department of School Education and Literacy, Ministry of Education (MoE), Government of India, launched in 2015, to promote arts in education, by nurturing and showcasing the artistic talent of school students in the country. The Ministry of Education recognises the importance of aesthetics and artistic experience of secondary-level students, which plays a major role in creating awareness about India's rich cultural heritage and its vibrant diversity. In the context of education of Arts (Music, Dance, Visual Arts and Crafts), the initiative is guided by the recommendations of the National Curriculum Framework 2005 (NCF–2005).

This vision of NEP has been incorporated in Kala Utsav, 2021 to create a platform to explore, exchange and experience the diverse cultural heritage of the country.

The focus of Kala Utsav 2021 is on any of the styles of traditional folk and classical art forms. The following art forms was included for competitions:

- Vocal Music– Classical
- Vocal Music– Traditional Folk
- Instrumental Music– Classical
- Instrumental Music– Traditional Folk
- Dance– Classical
- Dance– Folk
- Visual Arts (2-dimensional)
- Visual Arts (3-dimensional)
- Indigenous Toys and Games

Students of Classes IX, X, XI and XII of any government, Government-aided and private school participated in Kala Utsav 2021.

Kala utsav 2021 was held on virtual mode as per the guideline of NCERT. It was held at block level, district level ,zonal level, state level and zonal level. The video recording of the performance of the participants were evaluated by a panel of jury at district level and zonal level. The State level Kala Utsav was performed in six zones i.e Bargarh, Balasore, Bolangir, Cuttack Khurdha and Koraput on offline mode and the performance was evaluated by a panel of jury on online mode at SPO.90 participants were selected for State level Kala Utsav 2021.18 participants were selected for National Level Kala Utsav 2021.

Chinmaya kumar Das from Cuttack district stood first at National Level Kala Utsav 2021 in classical Dance ,Shri Swadhin kumar Das from khurdha district stood second at National Level Kala Utsav 2021 in folk dance .Miss Gressi Nisha Singhal from Bargarh stood second at National Level Kala Utsa 2021 in vocal music folk .





Presentation on Dance Classical by shri Chinmaya Kumar Das of Cuttack District at National Level Kala Utsav 2021



Presentation on Dance Classical by Anoushka Mahakud, of Angul District at National Level Kala Utsav 2021.





Presentation on Vocal Music – Traditional Folk by Gressi Nisha Singhal, of Kalahandi District at National Level Kala Utsav 2021



Presentation on Dance- Folk by Ms Swadhin Kumar Das, of Khordha District at National Level Kala Utsav 2021



Presentation on Visual Arts 2D Rishika Agrawal of Sundargarh District at National Level Kala Utsav 2021.



Presentation on Visual Arts 2D Ishan Kumar Nanda of Bargarh District at National Level Kala Utsav 2021.





Presentation on Indigenous Toys & Games Sandhya Dhangada Majhi of Koraput District at National Level Kala Utsav 2021.



Presentation on Vocal Music – Traditional Folk by shri Satyabrata Nial of Kalahandi District at National Level Kala Utsav 2021.





Presentation on Instrumental Music- Folk by shri Ananta Khilla of Koraput District at National Level Kala Utsav 2021.



Presentation on Instrumental Music- Folk by Miss Sriya Shribastav of Sundargarh District at National Level Kala Utsav 2021.

## 12. FOUNDATIONAL LITERACY AND NUMERACY

Foundational Literacy and Numeracy refers to building adequate literacy and numeracy skills during the foundational stage of school education. **The New Education Policy, 2020** makes it an urgent national mission and shared that the attainment of Universal Foundational Literacy and Numeracy are the highest priority of the state and it includes. Following are the main objectives of FLN.

- Strengthening Early grade Reading, Writing, Numeracy & comprehension
- Strengthening Primary grade Reading, Writing, comprehension and Mathematics.

Keeping in view the above objective following are the activities taken up during 2021-22

**a. Preparation of Resource Material/Activity Handbook:** Enrichment of knowledge is very much essential for a teacher to understand any subject matter and transact the classroom teaching accordingly. In order to upgrade the knowledge level each and every teacher should be equipped with resource materials like teacher manual, activity handbook etc. 4 no of hand books for teachers (for grade I & grad II) @ 2 per each class have been developed under the supervision of the TE & SCERT. The hand books will support the teacher in transacting the classes with FLN materials.

**b. Development of Teaching Learning Materials for implementation of Innovative pedagogies for children–**Grade I to III are the basic foundation level of the primary education of each child which is to be strengthened by enhancing the skill of the child in the field of Numeracy and Literacy. In this context varieties of materials have been developed through workshop mode. A total 15 varieties of *teaching and learning materials* have been developed under the FLN initiative by the state. All these materials have been developed in alignment with the FLN mission mandate. The list is given below.



FLN teaching



Preparation of FLN module and Training





The image displays 20 educational cards for Odia literacy, arranged in a 5x4 grid. Each card contains a story in Odia, a table with numbers, and a drawing of an umbrella. The stories are variations of a simple narrative involving a boy and his mother. The tables are 3x3 grids with numbers. The drawings show an umbrella and various items like a cow, a pig, and a bird. The cards are labeled 'କଳିଙ୍ଗ' (Kalinga) and 'ଫାଲ୍‌ଗୁନ' (Phalgun). The bottom-right card is replaced by a wooden abacus with yellow beads and colored sticks.

FLN Materials



The distribution of the developed materials is done in a phased manner.

**12.1 Capacity Building of Teachers & Other field functionaries On FLN:** In order to strengthen the literacy and numeracy skill among early grade children about 50,000 dedicated teachers have been identified and designated as FLN teacher across the state. The dedicated FLN teachers were selected in each school but the no varies as per the teacher strength of the primary section of the school. The lists of these dedicated teachers are available at state and district level. Some of the criteria taken into account while selecting the FLN dedicated teachers are skill fullness of teachers on activity-based pedagogy, understanding of teachers on children's socio-psychological-emotional needs, knowledge of teachers on literacy and numeracy pedagogy, efficiency and attitude of the teachers



A four day module has been developed on the use of FLN materials. The SRG, CRCC, BRCC, ABEO, BEO, ADEO and DEOs have an important role to play in planning and implementation of FLN programmes at field level. a 3 weeks long course on early language and literacy and numeracy was conducted with 180 SRGs, 1984 DRGs, 400 DIET faculties and 4500 CRCCs on DIKSHA through a mentorship model. This course ran from July 2021 to September 2021.

## 12.2 Workshop for preparation of Vidya Pravesh Module:

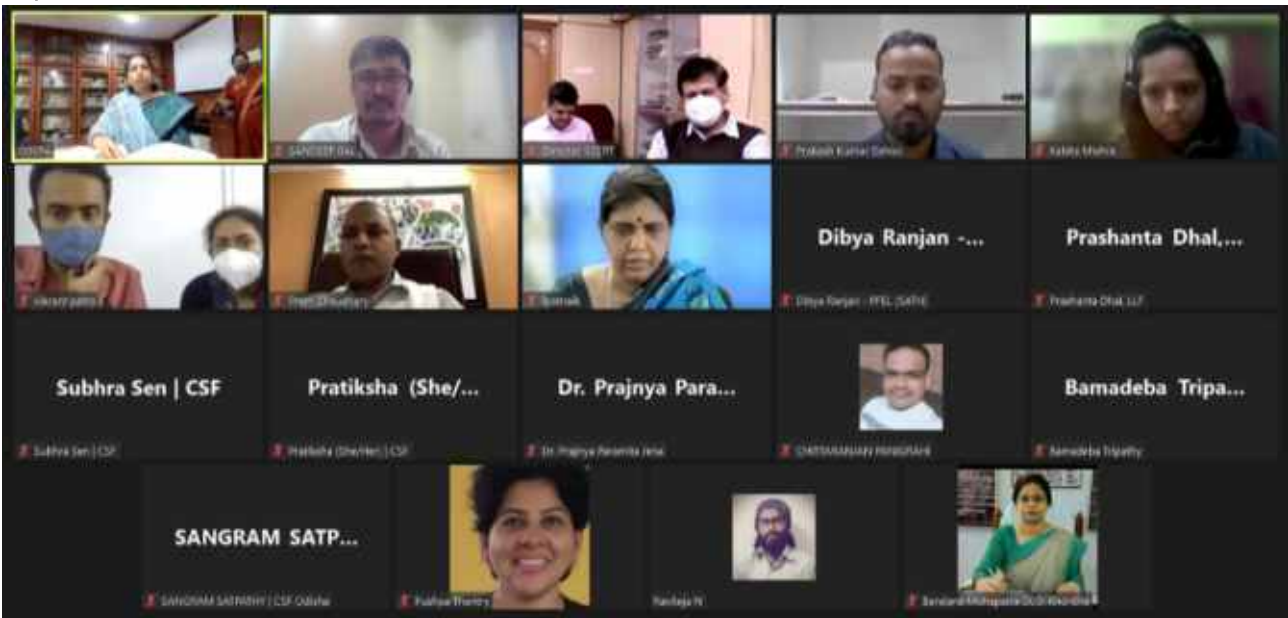
“VIDYA PRAVESH” is one of the essential components of NIPUN BHARAT—National Mission on Foundational Literacy and Numeracy, an initiative of the Government of India. It aims to address the developmental and learning needs of all children who enter Grade-I, and who may or may not had any prior preschool experience. The document will facilitate teachers to make children's entry in school education smooth, fearless and joyful. The school preparation programme is suggested to be designed and implemented for initial three months of Grade-I which can be transacted for four hours



per day. It follows a play-based pedagogy and promotes experiential learning with emphasis on the use of developmentally appropriate activities and local play materials. Conscious efforts have been made to ensure the role of parents and community in the growth, development and learning of children. The sample copy of the three months module has been shared by the GOI and the state has translated and designed the same with some modification as per the need of the state

**12.3. Formation of Project Management Unit:**

Foundational Literacy and Numeracy (FLN) accounts for children’s ability to read and meaningfully comprehend as well as use basic mathematical operations in real life. Government of India initiative to launch Foundational Literacy and Numeracy Mission under NIPUN BHARA to ensure foundational literacy and numeracy (FLN) skills in all children by Class III. In order to achieve the goal of the mission project management unit has been setup in state as well as district to facilitate, implement, coordinate and monitor the different Project activities undertaken for achievement of FLN goal. The meetings are organized on monthly basis and steps are taken on the observations of the meetings for better implementation at field level.



**FLN SPMU meeting chaired jointly by SPD, OSEPA and Director, TE&SCERT (December 2021)**





## 13. LIBRARY GRANT

### IMPORTANCE OF READING HABIT:

Reading helps you learn new things. The more a person reads, the more a person learns. “The reading habit is best formed at a young impressionable age in school, but once formed it can last one’s life”. To know about the world and its environment, a child helps himself through reading books, newspapers and other magazines. Once the child has been taught to read and develop a love for books, he can explore for himself the wealth of human experience and knowledge. Therefore it is felt that providing a specially selected set of library books to schools, and orienting teachers to use these books enriches the day to day teaching learning process in the classroom.

### 13.1 ROLE OF SCHOOL LIBRARY IN ENHANCING READING HABITS:

The need for this special place called ‘Library’ in every school is recognised by the National Curriculum Framework, 2005, the Right of Children to Free and Compulsory Education Act, 2009 and the National Education Policy, 2020.

Library is the heart of a school’s academic activities. It’s also the best place to spend one’s leisure-time. Books provide us with the best company when we are idle, lonely, free or bored. In school, it promotes individual and group learning, helps in developing students’ vocabulary, enhancing comprehension, developing the habit of silent reading and developing problem-solving attitude among students. Today, when there is a tremendous explosion in knowledge at a very fast pace, textbooks no longer provide students with required information. In such a situation, well equipped library is the need of the hour for holistic development of a child and promotes self- learning skill.

### 13.2. LIBRARY ACTIVITIES

- Joyful learning strategy has been implemented using game method of treasure clue to improve reading comprehension skill for the students of elementary school.
- In order to utilise school closure days fruitfully during pandemic, library books were distributed in the community teaching class for independent & group reading.
- To improve writing skills, creativity, students were encouraged to write one story they had read earlier or recreate similar kinds and tell in storytelling sessions.
- Encouraging students to write a literature review of the book to develop the writing & analytical skill.
- Students are encouraged to refer to books in the library for their project work.
- Functioning of Reading corners/Class libraries for using the library in absence of a dedicated library room. Break times are to be spent meaningfully.
- Minimum 2 periods in a week are devoted to library related activities.
- Emphasis on functionality of e-library and its use by the students.

### 13.3. LIBRARY GRANT

- No. of Beneficiaries /Schools: - 53036 nos
- Progress detail: - Agreement being signed with selected publishing houses viz. NBT, India, CIIL, Mysore, Sahitya Akademi, Publication Division MoIB, Regional Publishers etc. to procure and deliver library books to the targeted schools of Odisha by utilizing the fund completely, provisioned under Samagra Shiksha Library Grant.
- As per PAB Guidelines, the Book Selection Committee has been constituted to select the age/grade appropriate books from Govt. Publishing Houses and Regional/Local Publishers.
- Monitoring Mechanism: - Through Digital form, School monitoring app. All nodal officers of the district, All BEOs/CRCCs/HMs



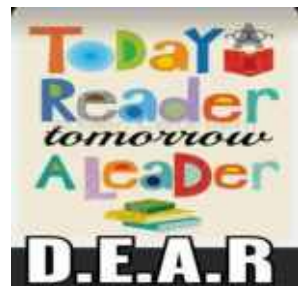
- Strategies to address issues: - Guidelines issued, Review meetings, support of Comand Control Center, Nodal officers' physical visit, tour of district officials.

**13.4 JOYFUL LEARNING APPROACH:**

**E-library** system has been developed in secondary Schools under which visuals, videos, audios, etc. are utilised to provide access on multiple devices. Digital content created and provided by the State were uploaded in the e library systems for trouble-free access without internet connectivity in remote locations.



Students enjoying e-library



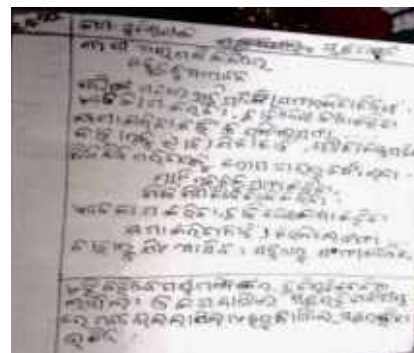
Posters



Library Book Reading Scenario



Individual/Group Reading



Pleasure Reading

Summarisation of a Story

Reasoning of a Poem





Knowledge Exploration through Pleasure Reading



## 14. SPORTS AND PHYSICAL EDUCATION

Sports in schools have immense benefits for both children and for educational systems. The benefits can be presented in terms of children’s development in a number of domains: physical, lifestyle, affective, social, and cognitive. Sports have the potential to make distinctive contributions to the development of children’s fundamental movement skills and physical competences, which are necessary precursors of participation in later lifestyle and sporting physical activities. They also, when appropriately presented, can support the development of social skills and social behaviours, self-esteem and pro school attitudes, and, in certain circumstances, academic and cognitive development.

Physical education helps children to develop respect for the body—their own and others’, contributes toward the integrated development of mind and body, develops an understanding of the role of aerobic and anaerobic physical activity in health, positively enhances self-confidence and self-esteem, and enhances social and cognitive development and academic achievement.

It provides opportunities to meet and communicate with other people, to take different social roles, to learn particular social skills (such as tolerance and respect for others), and to adjust to team/collective objectives (such as cooperation and cohesion), and that it provides experience of emotions that are not available in the rest of life.

Samagra Shiksha attempts to provide an integrated/composite school system from pre-school to higher secondary level. This will facilitate the transition of children across various levels of school education and will aid in promoting children to complete school education. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

Under the Samagra Shiksha for the first time provision of annual grant for sports equipment has been made. Every Government school will receive sports grant of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools for meeting expenses on procuring sports equipment for indoor & outdoor games.



**Hockey Team of Malkanagiri District**





## 15. PRE- SCHOOL EDUCATION

All-round capacities that emerge in the 3 to 6 years age group or the early years are the pre-requisites for later success in school and future life. Through creative play, games, developmentally appropriate activities children can be equipped to enhance their working memory, focus their attention and acquire self-control.

### OBJECTIVES OF PRE-SCHOOL EDUCATION

1. To enhance all-round development of children's personality
2. Development of personal, social, emotional, motor skill & physical health
3. Creative and aesthetic development
4. Language, literacy and communication development
5. To prepare child for smooth transitions from home to school and from preschool to Primary School
6. To check drop out of children and provide relief from sibling care.



**Convergence meeting with W&CD Deptt.**

- |   |   |                 |
|---|---|-----------------|
| 1. Total No. of Aanganwadi Centre                           | : | <b>74154</b>    |
| 2. Total No. of Aanganwadi Worker                           | : | <b>74154</b>    |
| 3. Total No. of Children Enrolled in Anganwadi              | : | <b>15,00000</b> |
| 4. Total No. of Anganwadi that are co-located in the School | : | <b>21601</b>    |

### Progress

- Convergence meeting with W&CD deptt. at State level has been conducted
- Training of Trainers on Pre-School activities to develop cognitive, pre reading & Pre writing skills.
- Workshop for Pre-School kits preparation
- Support to maintain the Co-located Anganwadi center.



## 16. GIRLS EDUCATION

**Women and Girls** in the developing world are often denied opportunities for education. Lack of education limits prospects, decreases family income, reduces health, puts women and girls at risk of trafficking and exploitation, and limits the economic advancement of entire countries.

The issues of **girl's education in Odisha need to be addressed with respect to equity dimensions. Training and academic support are also needed in classroom processes that are gender sensitive, non-discriminatory, free of corporal punishment and mental harassment.**

Although enrolment of children has been significantly improved, but retention still become the issue coupled with achievement level, peer interaction, student teacher relationship in terms of knowledge construction, attitude of community, teachers, free access to school, optimum use of available infrastructure in connecting school environment with outside environment, facilitating curricular enhancement by teachers, inculcating democratic values & thoughts among children, community support etc.. Real **empowerment** can be achieved when a person irrespective of any gender can express own full potential in contributing to the development as a productive member of the society.

Gender-based discrimination in education is both a cause and a consequence of deep-rooted disparities in society. Poverty, geographical isolation, ethnic background, disability, traditional attitudes about their status and role all undermine the ability of women and girls to exercise their rights. Harmful practices such as **early marriage and pregnancy**, gender-based **violence**, and **discriminatory education** laws, policies, contents and practices still prevent millions of **girls** from enrolling, completing and benefitting from **education**. Hence integration of gender in all level is essential by:

- Promoting equal participation of women.
- Providing equal learning opportunities to all girls.
- Capacity building of all stakeholders who so ever directly or indirectly related to the education on gender-sensitive approaches.
- Initiating specific strategies to address the social issues which restrict a girl child from enjoying her right to education.
- Support the country to make the education system free from gender discrimination.
- The recent National Education policy 2020-envisages importance to Girls Education.



### 16.1. Self Defence Training

Self-defence is a set of awareness, assertiveness, verbal confrontation skills, safety strategies, and physical techniques that enable someone to successfully escape, resist, and survive violent attacks against any threat to girls.

#### Why Self Defence Training

Self-defence training for girls is required to develop self confidence among the girls at upper primary level basing upon self-experiences confronted in the society by them. The participants will be taught how to defend themselves if they come across any untoward incidents. Technique for self-defence programme to be used are Hammering fist front side and down, straight punching, hook punching, finger jab, Palm heel, Elbow-upward, back upward, round, reverse & reverse back, Knee striking from the back leg, front kicking, stump kick-down & front with sole of the feet to stop opponents.

### 16.2 Thrust Areas for Self Defence Training

- To protect the girls during any type of physical assault and to keep the girls physically and morally strong.
- Self Defence Training to be imparted to the adolescent girls.
- Self Defence is best defense mechanism for girls to combat day to day threat to their safety.
- The basic principle of Self Defence is to lower the risks for becoming a victim.

#### Objective:-

- To develop self confidence among the girls
- To break fear psychosis among them
- To develop a confident and straightforward personality.
- To walk with confidence.
- Mental Resilience: Mental health is a hot topic in schools but developing mental resilience can be a daunting subject to deliver. Self-defence training is a great vehicle for addressing how to deal with high stress situations. Various techniques are available for dealing with potentially dangerous encounters such as visualization and breathing – which have other benefits from reducing stress and enhancing restful sleep, to maintaining cognitive performance and improving exam results. The latter being the primary focus for parents, pupils and schools alike.

#### Outcome of the training

- Girls have been aware of physical fitness, Health, Nutrition.
- Girls have the right to defend their opinion and right to say no.
- Emotionally, mentally and physically prepared to deal with an attack.
- Awareness on basic defence techniques against offense attacks

### 16.3 PROGRESS OF SELF DEFENCE TRAINING DURING 2021-22

#### SELF DEFENCE TRAINING

At school level 116900 nos. girls have been trained .The participants are taught how to defence themselves if they come across any untoward incidents by using techniques like , **Slapping, Hammering first-front side and down, straight punching, hook punching, finger jab, Palm heel,**



Elbow-upward, back, back upward, round, reverse & reverse back, Knee striking from the back leg, Front kicking, Stump kick-down & front with sole of the feet to stop opponents knee or shin, Bicycle kicking from ground or when lifted by someone . Total Rs. 58.45lakhs has been spent for this purpose.

S.L No	SELF DEFENCE TRAINING	
1	DISTRICT	PHY (SCHOOL)
	30	116900

### 16.2 Free Uniforms

1. Two sets of Uniforms for all girls, and children belonging to SC/ST/BPL families in Govt. schools up to class VIII at an average cost of Rs.600/- per child per annum.
2. Modalities of the implementation & Justification :-
  - Distribution of school uniforms by the SMC at school point to maintain transparency and quality in the distribution.
3. Expected outcomes
  - Improvement in retention rate at elementary level
  - Increase in GER and NER rate from primary to upper primary.
4. Key performance indicators :-
  - Percentage of eligible students provided school uniforms has increased.
5. Monitoring of the Project :-
  - By SMC, BEO, DEO, DPC, Gender coordinators.
  - Block/District/State/ Nodal officers and Collector are regularly monitoring the uniform distribution.



## 17. KASTURABA GANDHI BALIKA VIDYALAYA



The Kasturba Gandhi Balika Vidyalaya (**KGBV**) scheme was launched by the Government of India in **August, 2004** for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas.

A socially conscious and literate society has a vital role to play in democracy. Eradication of illiteracy has been one of the major national concerns of the government of India since independence. To address the issues of gross girls drop out in upper primary school, gender disparity and regional disparity in literacy especially for girls belonging to SC,ST,OBC and minority in educationally backward blocks where female literacy is below the national average and gender gap in literacy is more than the national average.”**Kasturaba Gandhi Balika Vidyalaya**” is a programme basically meant for educational development of girls at upper primary level. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding lodging facilities at elementary level.

- **To ensure access to the disadvantaged girls.**
- **To provide quality of education to all girls enrolled in KGBV.**
- **To make the school environment girl child friendly.**
- **Involvement of community in the management and improvement of girls education.**





Recreational activities, KGBV  
Mahammadpur Sambalpur



## BENEFICIARIES

- Dropout / Out of school / adolescent girls who were unable to complete Upper Primary education.
- Girls belonging to the SC, ST, OBC & Minorities in difficult areas
- Girls belonging to BPL category
- Girls belonging from single parent / Orphan / CWSN

## OPERATION :

Under model III approach, total **182 KGBV functioning in 23 districts** i.e. 181 blocks including EBBs of 22 district & 1 in Muslim minority concentrate area i.e. Bhadrak.

## 17.1 ENROLLMENT

Through this scheme total **32150** disadvantaged girls belonging to the SC, ST, OBC & Minority community have been benefited. Detail category wise breakup of enrolled in KGBV is placed below.



**Enrolment status of 182 KGBVs (Type II & III) in Odisha**

Sl. No.	Name of the District	No. of KGBV	Enrolment 2020-21
1	Angul	2	300
2	Balasore	3	450
3	Baragarh	4	600
4	Bhadrak	1	150
5	Bolangir	13	2600
6	Boudh	3	450
7	Deogarh	2	300
8	Dhenkanal	1	200
9	Gajapati	7	1400
10	Ganjam	17	2550
11	Jajpur	2	300
12	Kalahandi	13	2700
13	Kandhamal	11	2200
14	Keonjhar	10	1500
15	Koraput	14	2800
16	Malkangiri	7	1450
17	Mayurbhanj	26	3900
18	Nabarangpur	11	2200
19	Nuapada	5	1000
20	Rayagada	11	2250
21	Sambalpur	3	450
22	Sonepur	6	900
23	Sundargarh	10	1500
	<b>TOTAL:</b>	<b>182</b>	<b>32150</b>

**17.2. FACILITIES PROVIDED TO THE INMATES**

- 2 pairs uniforms, 2 pairs inner, 2 pairs daily use dress, slipper, shoe, school bag, sanitary napkins as per requirement have been provided to each girls, Besides, daily consumable items have been provided to each girl on monthly basis.
- Stipend of Rs. 100/- has been provided to the enrolled girls
- Free Text Book along with educational stationeries items also supplied to all inmates



### 17.3. HEALTH & NUTRITION

- Food committee is formed in all KGBVs and foods are served as per the prescribed menu chart to the inmates.
- Food Minister has been selected in each KGBV, they have been trained on Hygiene practice, health & nutrition, quality of food etc.



### 17.4. PRAVESH UTSAV IN KGBV

#### ACADEMIC ACTIVITIES BY THE BOARDERS

- Life Skill Education programme have been organized in all KGBVs
- Annual function observed in some KGBV hostels and cultural programmes organized where the inmates participate and make the function a grand success.

- Regular evaluation exercise / unit test also conducted for all students of KGBV along with remedial teaching every morning & evening
- Preparation of weekly display boards containing stories, poems, painting.
- Publication of annual News-Letter.
- Institution visit & report writing.
- Organizing football, Kabadi, Kho-Kho tournament among KGBVs
- Reporting & News collecting skills.
- Preparation of Greetings, Rakhi etc.
- Teachers student assembly Weekly display board
- Discussion & competition on the resource of display board
- Weekly essay / application / letter writing
- Weekly word competition or other activity for vocabulary development
- Report writing
- Weekly co-curricular competitions
- Group discussion, interview
- TLM preparation
- Teacher student assembly
- Quiz competitions
- Map reading

### 17.5 VOCATIONAL / SPECIFIC SKILL TRAINING

- Vocational activities like bobai work, phenyl / agarbatti / soap preparation, book / photo binding, computer teaching, type writing, tailoring, preparation of rakhi / greetings / calendars, broom making, Bamboo work, leaf stitching, incense stick etc.
- Life skill activities like karate, song, art, wall painting, clay model, sand art etc.
- Training on Yoga, Marshal art & Self Defense have been provided to the inmates.



Vocational activities at KGBV



### 17.6 SPORTS & GAMES

- Different Co-curricular activities / extracurricular activities were organized regularly in the KGBVs and some girls also participated in talent search competition & sports organized at Block, District & State level from time to time.
- Self Defense Training to the girls by the Master Trainer



### 17.7 HEALTH & HYGIENE

- Weekly health check-ups have been organized in each KGBV through the Doctor of nearest PHC and the Health / medicine register also maintained for the purpose.
- Counselling to inmates on Adolescent & gender issues, personal hygiene environmental hygiene, environmental hygiene & menstrual Hygiene.
- Free Medicines to the sick girls
- Provision of Sanitary pad to the inmates & orient them on use of sanitary pad.



**STRATEGY FOR SAFETY AND SECURITY OF GIRLS:-**

- One Warden (Lady) has been appointed in each KGBV. She is staying with the girls in the KGBV for 24 hours.
- Preferably lady staff have been appointed in the KGBVs.
- One Watch man has been appointed to watch the KGBV at night.
- Personal Profile of each girl should be maintained by the Warden in each KGBV.
- No male person is allowed to the KGBV in the absence of the Warden/Female staff
- Girls are not allowed to go home alone.
- Girls are not allowed to go outside after evening.
- Every girl has been provided with a photo identity card.
- Home going Register, Visiting Register have been maintained by the Warden in each KGBV.
- Time Calendar has been properly maintained in each KGBV.
- Food Menu has been maintained in each KGBV.
- Steps taken for adolescent health & Nutrition through counselling & Health Check-up.
- Self Defence Training has been imparted to the KGBV girls.
- Co-curricular activities are guided by female workers.
- Student insurance has been made for all KGBV girls.
- School cabinets have been formed and oriented about their roles and responsibilities.
- Girls were aware about their roles and responsibilities, if any problem arises they have informed the same in the School Student Helpline. Besides special steps have been taken through Grievance Redressal.
- KGBV has been protected by strong boundary wall



**24 Hrs Electricity facilities at KGBV High height Boundary with Watch post**

- Toilet & Bathroom facility has been provided with a safe door, Electricity, water connection and Dust bin.
- The environment is eco-friendly with proper light facilities.
- The KGBV building is equipped with an earthing facility.
- Girls and Staff are being oriented on gender and adolescent issues through life skill education.
- No male functionaries of KGBV shall be allowed to use toilets of hostels used by girls.
- Sensitize the girls about good touch, bad touch and life skill education to raise voice against bad touch
- Provision of special toilets for girls and sanitary napkins have been provided. Girls have been oriented on their use.
- Health records maintained for the general health status of the girls.
- Weekly health check-ups of girls are going on in each KGBV by the nearest Govt. doctor of PHC / CHC.
- Individual health register is being maintained.
- Monthly health and sanitation counselling programmes are organized through inviting local Health workers, Asha Karmee etc.
- Sanitation committee among girls has been formed to strengthen the habit of good sanitary practices.
- Monthly weight & height measurement by the warden. Ideal height & weight chart has been supplied.
- Mosquito net has been supplied in convergence with NRHM.
- Hand wash & toilet soap are being provided.
- All KGBV have been covered under the school health programme of NHM.





## 18. SPECIAL PROJECTS FOR EQUITY

### EDUCATION FOR SCHEDULED CASTE & SCHEDULED TRIBE CHILDREN

#### Mother-tongue based Multi-lingual Education (MLE) in Odisha

In order to address the language issues among the tribal children at the Elementary Level Mother tongue based Multilingual Education Programme has been implemented in 21 tribal Languages in 17 districts of the state.

Multilingual Education (MLE) is to address the disadvantaged tribal children using mother tongue in early years of their primary classes and gradually shift from their mother tongue (L1) to State Language (L2) and then to National or International language (L3). MLE believes in first language first. The focus of the MLE are -

- A strong educational foundation in the first language (Mother Tongue)
- Successful bridging to one or more additional languages (State & National Languages)
- Enabling the use of both/all languages for life-long learning.

Following the recommendation of the State Tribal Advisory Committee headed by Hon'ble Chief Minister, the State launched, in the year 2007-08, Mother Tongue based Multilingual Education (MT based MLE) programme as an innovative model to improve the quality of tribal education

Recognizing the important role played by the language used in classrooms in influencing the quality and equity issues, the RCFCE Act, 2009 has rightly emphasized the use of mother tongue as medium of instruction as far as practicable under Section 29 (2).

#### Objectives of MLE

- To familiarize the tribal children with the system education, by using mother tongue in early years (Primary classes) and gradually shift from their mother tongue (L1) to State Language (L2) and then to National or International language (L3).
- To make ready the child for formal education through introduction of MLE by overcoming language barrier at primary level.
- To improve tribal students' reading & writing skills and learning by using own mother tongue in early classes.
- To introduce Odia language to mainstream the child at primary level through bridging process.
- To develop a sense of appreciation and social respect among tribal children for their language and culture.



## Coverage

To prepare the child for formal education through introduction of education in mother tongue and to eradicate language barrier at Primary level MLE programme has been launched in the State with effect from 2007-08.

- “MLE Policy and Implementation Guidelines for Odisha” has been approved by the Govt. vide Notification no.14118 dated 01.07.2014
- MLE Programme covers Primary Education in 21 Tribal Languages i.e. Santali, Saura, Koya, Kui, Kuvi, Kishan, Oram, Munda, Juanga, Bonda, Gadaba, Ho, Gondi, Paroja, Kharia, Didayi, Bhinjal, Paudi Bhuiyan, Bhumia, Bhatra and Bhunjia.
- MLE programme is operational in tribal dominated areas of 17 districts i.e. Angul, Balasore, Bargarh, Dhenkanal, Ganjam, Gajapati, Kandhamal, Kalahandi, Koraput, Keonjhar, Malkangiri, Mayurbhanj, Nawarangpur, Nuapada, Rayagada, Sambalpur and Sundargarh.
- 105446 ST children are studying in 1483 MLE schools.
- To impart education in mother tongue 3234 numbers of teachers (Shiksha Sahayak) and 222 Language Instructors/Education Volunteers (EVs) have been engaged.
- Textbooks and supplementary reading materials in 21 tribal languages have been developed for primary grades.



## Tribal Education Resource Centre

Tribal Resource Centres (TRCs) have been established in MLE districts of the State to disseminate the indigenous tribal resources. The purpose of the resource centre is to help the students, teachers, parents and community members for acquisition of knowledge about their tribes, culture, tradition, lifestyle, literature, language etc. In the Tribal Resource Centre (TRC) Text Books, Supplementary reading materials, Training manual, reference books, TLM, Stories, poems, different cultural items, community resources, photographs of eminent tribal leaders/freedom fighter, models, display boards etc. have been kept for the learning of the children by connecting the knowledge of the community with school curriculum. All The resource materials have been stored at the TRC for preserving the Community Knowledge for future reference.





**Achievements – 2021-22**

Sl. No.	Activity	Target Physical	Ach Physical
1.1	Strengthening Tribal Education Resource Centre	17	<b>17</b>
1.2	Setting up Tribal Education Resource Centres in MLE schools	1485	<b>1485</b>
	<b>Equity Total</b>	1485	1485





## 19. INCLUSIVE EDUCATION FOR THE CHILDREN WITH SPECIAL NEEDS

The objective of Samagra Shiksha is to ensure that every Child with Special Needs irrespective of the kind, category and degree of disability is provided meaningful and quality education. Hence, it has adopted a zero rejection policy, that is, no child having special needs be deprived of his right to education.

The goal of Samagra Shiksha has been facilitated by **The Right of Children to Free and Compulsory Education Act, 2009** for all children in the age group of 6-18 years.

RTE Act mentions the following: Every child of the age of six to eighteen years shall have a right to free and compulsory education in a neighborhood school and no child shall be liable to pay any kind of fee or expenses which may prevent him or her from pursuing and completing the elementary & secondary education. A child suffering from disability, as defined in Rights of Persons with Disabilities Act, 2016, shall have the right to pursue inclusive education for the children with disability in Govt. schools.

“**The Rights of Persons with Disabilities Act- 2016**”, which replaces the existing “**Persons with Disability Act, 1995**”, where the types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities.

**The 21 types of disabilities are;** 1) Blindness, 2) Low-Vision, 3) Hearing Impairment (deaf and hard of hearing), 4) Speech and Language disability, 5) Locomotor Disability, 6) Mental Illness, 7) Specific Learning Disabilities, 8) Cerebral Palsy, 9) Autism Spectrum Disorder, 10) Multiple Disabilities including deaf blindness, 11) Leprosy cured persons, 12) Dwarfism, 13) Intellectual Disability (MR), 14) Muscular Dystrophy, 15) Chronic Neurological conditions, 16) Multiple Sclerosis, 17) Thalassaemia, 18) Haemophilia, 19) Sickle Cell disease, 20) Acid Attack survivor & 21) Parkinson’s disease.

As per norms of Samagra Shiksha, Rs.3500/- per child, to be spent for integration of disabled children, as per special proposal per year. District Plan for children with special needs has been formulated within Rs.3500/- per child norm. In the year 2021-22 different activities have been undertaken at State & district level and the major achievements are furnished as follows:-

### 19.1. PROGRES OF INCLUSIVE EDUCATION ACTIVITIES DURING 2021-22

Sl.No.	Name of the Activities	Progress during 2021-22
1.	Identification and enrolment	74561 (Elementary) & 14461 (Secondary & High Secondary) total 89022 number of CWSN enrolled in Govt and Aided school.
2.	Distribution of aids and appliances	299 Medical assessment camps have been organised and assistive aids/appliances equipments have been distributed to 12741 CWSN.
3.	Orientation training of parents	35854 parents have been provided orientation training on IE.
4.	Braille Books	1885 sets of Braille books have been distributed to the Blind students.
5.	Large Print Books	4574 sets of Large Print books have been distributed to the Low Vision students.
6.	Escort allowance	10322 students of Elementary & 3026 of Secondary provided with escort allowance.

7.	Transport allowance	12993 students of Elementary & 6189 students of Secondary provided with transport allowance.
8	Stipend for Girls CWSN	12150 students of Elementary & 4632 students of secondary schools provided stipend for Girls.
9.	Reader allowance	484 students of Elementary & 228 students of secondary schools provided with reader allowance.
10.	Therapy Services	15639 CWSN provided physiotherapy, occupational therapy, speech therapy & Braille training.
11.	Distribution of Low Vision device, ICT device & TLM Kit	Low vision device, ICT device & TLM Kits distributed to 6563 CWSN.
12.	Sports Meet	Sports Meet for the CWSN conducted in 30 districts.
13.	Inclusive Education Volunteers	1133 Physically handicapped IE Volunteers working at GP level to provide support services to CWSN through State Govt. budget.
14	Block Resource Person for CWSN	632 number of Block Resource Person working at block level to provide resource support to CWSN.
15	Environment building programme	International day for the disabled observed at block level from environment building programme funds.

**18.2. Apart from the above the following activities are also implemented.**

- Shiksha Surabhi- Audio lesson for CWSN developed for class I to V in collaboration with Radio Surabhi, Community Radio.
- UDYAM – classroom transaction module for CWSN developed for class I to V in collaboration with Sightsavers for Math, EVS & Language. Printed and supplied to all Elementary schools.
- NCERT screening checklist for CWSN at school level printed in Odia and distributed to school level.

**18.3. Medical Assessment camp:**

Every year Medical Assessment camps are conducted at block level for assessment of different types of CWSN by a team of doctors to ascertain their type and degree of disability. This activity is being conducted at Block level to identify the CWSN requiring aids & appliances and surgical correction. Convergence has been made with Deptt of Social Security & Empowerment of Persons with Disability, Health & Family Welfare Deptt, Medical Colleges, Artificial Limb Manufacturing Corporation (ALIMCO), National Health Mission (NHM), Swami Vivekananda National Institute Rehabilitation Training & Research, District Disability Rehabilitation Centres for the purpose.



(Eye screening camp)



(Medical assessment camp)

#### 18.4 Provision of aids & appliances for CWSN:

Every year need-based Aids & Appliances, Equipments, Teaching Learning Materials (TLM) are being distributed to all categories of identified CWSN of class-I to XII including Braille kit, TLM Kit, Low Vision devices, CP chairs, Spectacles & ICT devices in convergence with different Institution, Organisation and Agencies like: DBCS, ALIMCO, SVNIRTAR, DDRCs, RBSK, Sunetra, Sightsavers & NGOs.



(Distribution of aids & appliances)



(Distribution of aids & appliances)

#### 18.5 Speech therapy camp:

Speech therapy training programme is a regular activity under Inclusive Education. The HI & SI children from class I to XII along with their parents are being provided speech therapy facility at block level, District Resource Centre and at DEIC and DDRC of NHM and SSEPD Deptt available at district level.



(Speech therapy camp)



(Speech therapy camp)



### 18.6. Physiotherapy and occupational therapy Camp:

Physiotherapy and occupational therapy camp are being conducted at district/block level for the C.P, M.D, O.H & I.D children of class I to XII. Both disabled children & their parents are participated in the camp at district/block level which is conducted in convergence with DEIC of NHM and DDRC of SSEPD Department. Parents and their disabled children have been provided training by the trained Physiotherapist of DEIC, DDRC for 5-7 days in residential mode at district level phase wise.



(Physiotherapy camp)



(Physiotherapy camp)

### 18.7. Training of Parents of CwSN:-

Orientation training is being provided to the parents of all types of disabled children at Block level. In these training parents and CWSN will be oriented on the roles of parents towards education of the CWSN, facilities & concessions available for them from Govt. & NGO sector, identification, assessment, referral services, surgical correction, use of aids & appliances etc.



(parents training programme)



(parents training programme)

### 18.8. Training programme for Block Resource Person (CWSN).

For capacity building of the Block Resource Persons (CWSN) working at block level training programme are being conducted at district/inter-district level.



(Training programme for BRP (CWSN))



(Training programme for BRP(CWSN))

### 18.9. Provision of Braille books & Large Print books

Every year Braille books have been supplied to Visually Impaired students from class I to X in convergence with Red Cross Computerized Braille Press, Berhampur. Large print books are also been supplied to the low vision students.



(Distribution of large print books)



(Distribution of Braille books)

### 18.10. Inclusive Sports & Cultural meet for CWSN

Sports & Cultural Meet are being organised at Block level for the CWSN to identify their hidden potential & encourage them to exhibit their extra-curricular activities.

### 18.11. Braille & Mobility training for the Blind students

Braille & Mobility training programmes are being conducted for the Blind students from class I to XII along with their parents at district/block level.



(braille training programme)



(Mobility training programme)



(braille practice training)

### Collaboration programme with Sightsavers for Low Vision Assessment, Distribution of Low Vision Devices, ICT devices.

Sightsavers, an international development organisation, signed a MoU with OSEPA for strengthening Inclusive Education for the blind and low vision students. Sightsavers conducted vision screening camp, low vision assessment camp at block level and provided need based spectacles, low vision devices, ICT devices like DAISY player, Tablet, Smart Phone, surgical correction of students with eye defects. Sightsavers also developed the “UDYAM” classroom transaction module for the school teachers.



UDYAM- teacher transaction module



(low vision assessment)



(distribution of low vision device)



**18.12. Provision of Escort Allowance for severe CWSN.**

Escort allowance @ Rs.1800/- are being paid to the severe CWSN of OI,VI, ID,MD,ASD having 75% or more disability reading in Govt. and Govt. aided schools from class I to XII.

**18.13. Provision of Transport Allowance for CWSN.**

Transport allowance @ Rs.1200/- are being paid to all categories of CWSN having 40-75% disability reading in Govt. and Govt. aided schools from class I to XII .

**18.14. Stipend for CWSN girls:**

Stipend @ Rs.2000/- per year are being paid to the CWSN girls having 40% disability or more enrolled in Class-I to XII in Govt. and Govt. aided schools.

**18.15. Environment Building Programme at block level:**

During 2021-22, observation of International Day for the Disabled has been conducted at block level from the funds available under the Environment Building Programme.



(Rally on the occasion of disabled day)



(Rally on the occasion of disabled day)

**18.16. Classroom participation of Children with Special Needs (CWSN).**

Under Samagra Shiksha, different types of children with special needs are continuing education in regular schools. They are very much active in regular classroom practices. They also participated in many activities conducted by the class teachers in the classroom.



(CWSN participate in drawing)



(CWSN participate in class activity)



(CWSN writing by legs)

**18.17. Sikshya Surabhi- Community Radio Programme for CWSN**

Sikshya Surabhi-II, a community radio programme developed to provide audio lessons for the visually impaired and other CWSN in collaboration with Radio Surabhi, Community Radio programme. The radio programme comprises 100 episodes providing subject and topic wise adapted audio learning materials for the CWSN of class I to V in Math, English, EVS & other subjects prepared by selected teachers. The Shiksha Surabhi programme broadcasted through 19 community radio stations which have been very much effective for the CWSN during the closure of schools due to Covid-19 Pandemic. The audio Mp3 files of all episodes are shared to the parents of CWSN in remote areas through Whatsapp Group by the Block Resource Teachers, Inclusive Education Volunteers, School Teachers working at Block, G.P and School level.





(Shiksh Surabhi Audio lesson)



(CWSN listening Audio lesson through mobile)

**18.18. Resource Centres for CWSN:**

In order to provide therapy services, assessment, training, counseling services to the CWSN, teachers and parents, Resource Centres are functioning at district and block level.



(Resource Centre for CWSN)



(CWSN are using parallel bar)

**18. 19 Board provisions/relaxations for CWSN:-**

In order to provide provisions/relaxation during Board examination provided by BSE & CHSE for class X HSC & class XII CHSE, school H.M, teacher, Parents & CWSN have been provided orientation through virtual/physical mode during 2021-22.. BSE & CHSE has published the special notification on provisions/relaxation available for the CWSN. For awareness among the parents and teachers, short video, audio, youtube video, booklet and advertisement in daily newspaper was made.



(CWSN availed Scribe facility)



(Eye checkup camp)



(booklet on board provisions) provisions)

### 18.20 Distribution of TLM Kits for Intellectual Disability students

TLM Kits have been distributed to the students with Intellectual disability through NIEPID, Secunderabad, National Institutes under Ministry of Social Justice & Empowerment, Govt. of India



(Distribution of TLM Kits by NIEPID)



(Distribution of TLM Kits by NIEPID)

### Participation of CWSN in different activities:

CWSN participated in different activities like Drawing & Painting, Craft making, Yoga conducted at block level.



(CWSN are participated in Painting, Craft making and Yoga activities)



(Art & Craft prepared by CWSN & Craft prepared by CWSN Art & Craft prepared by CWSN)

### 18.21. Provision of Resource Support to CWSN by Block Resource Person & IE Volunteers.

Under Samagra Shiksha, Block Resource Persons are engaged to provide resource support to CWSN at school level. IE Volunteers are also engaged to provide support services to CWSN at home level.



(Block Resource Person & IE Volunteers provided home services to CWSN)



## 20. VOCATIONALISATION OF SCHOOL EDUCATION

### National Skill Qualification Framework (NSQF)

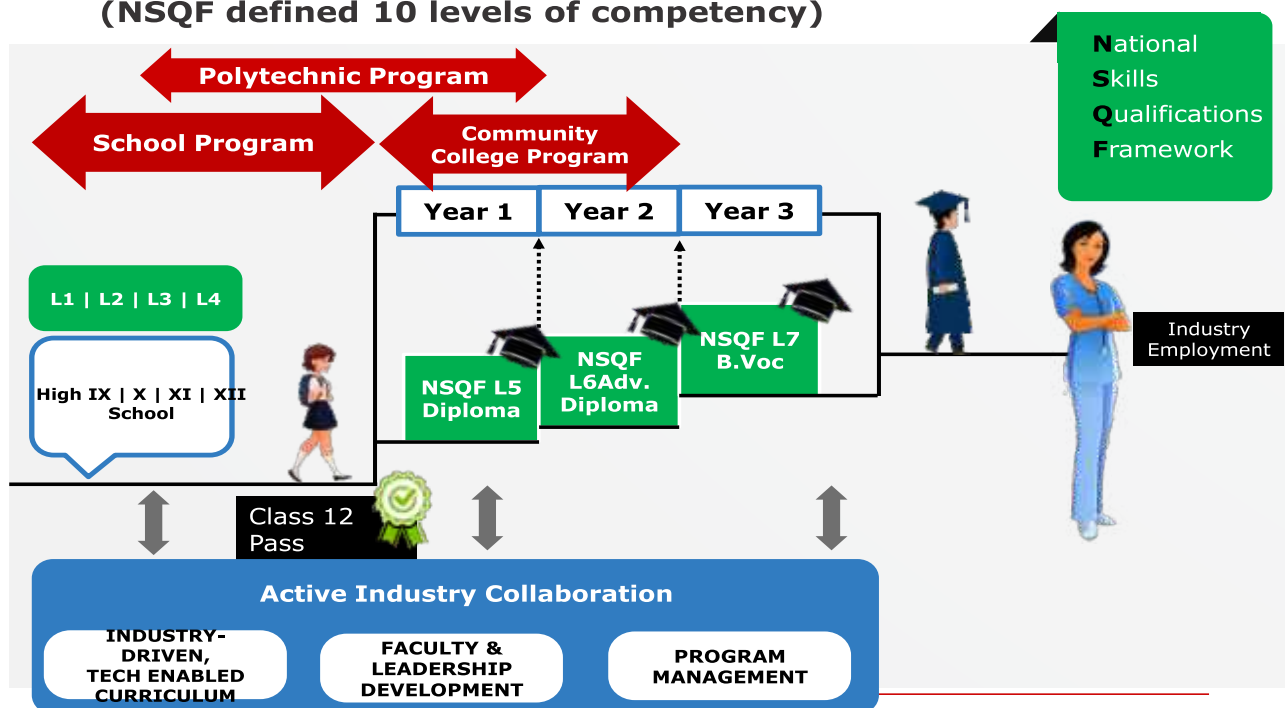
The Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education approved by the Cabinet in September, 2011 has been revised on 12<sup>th</sup> February, 2014 with a view to align it with the National Skill Qualification Framework into which the NVEQF issued by the Ministry on 2nd Sep 2012 has been assimilated. The revised scheme, while introducing Vocational Education at the Secondary level, seeks to integrate Vocational Education with general education and provide horizontal and vertical mobility to the students. It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content.

#### OBJECTIVES:

- To enhance the employability of youth through demand driven competency based modular vocational courses.
- Multiple entry and exit between VE, general education and job markets.
- Progression within VE and transfer between VE and general education.
- Partnership with key supporting organizations like National Skill Development Corporation (NSDC), NCERT/PSS Central Institute of Vocational Education and BSE / CHSE, Odisha.
- Partnership with industry/firms.

General Education ↔ Skill Education

### Mainstreaming Skills for Jobs through NSQF (NSQF defined 10 levels of competency)



### National Skill Development Corporation (NSDC)

National Skill Development Corporation (NSDC), New Delhi is a PPP body under the Ministry of Skill Development & Entrepreneurship, Govt. of India with 49% Govt. share & 51% private share pattern.

The Centrally Sponsored Scheme of Vocationalisation of Secondary & Higher Secondary Education of



Ministry of HRD (now MoE), Government of India lists out a crucial role for NSDC and its Sector Skill Councils (SSCs) in implementation of NSQF. The training conducted in the scheme is based on the National Occupational Standards set by NSDC through its Sector Skill Councils. The scheme also mandates the SSCs to conduct assessments and certification jointly with the State Board of Education.

Sector Skill Councils support the States in Identification of Trades/ Occupations, Accrediting curriculum with PSSCIVE, Recommendation for Appointment of Vocational (Industry) Coordinator, Quality Control of Training, Training of Trainers, Student Assessment and Certification and Industry Interface. NSDC funded Training Partners take the responsibility of the entire Training Delivery including deploying and managing faculty, setting up of labs, organising Guest Lectures/Industry Visits.

### **Broad Model for Current Implementation across States:**

#### **Infrastructure:**

- State provides the civil infrastructure at each school.
- State Government/NSDC Training Partners take funds from the State and equip the schools with skill labs.
- Aligning the scheme with the scheme of studies with State Board / Councils.
- **Training Delivery through NSDC Training Partner:**
- NSDC Training Partner recruits teachers and place them in schools as per the minimum prescribed qualifications.
- Two Trades are offered in each school and each trade to have 40 students.
- NSDC TP monitors and manages the training delivery at schools.
- TP organizes on the job training and Guest Lectures at different intervals.
- The courses run for four years from Class IX-Class XII pertaining to a Qualification Pack prescribed by the Sector Skill Councils.

#### **Assessments and Certification**

- Sector Skill Councils conduct Assessments and provide certification aligned to the National Skill Qualification Framework (NSQF) along with the State Education Board.
- **Stakeholders in the Implementation:**
- State Government
- NSDC
- Sector Skill Councils
- NSDC Training Partner
- **Role and Responsibilities of the Stakeholders**
- **State Government:** Policy, Providing infrastructure, Mobilization of Students through Principals, Monitoring, Regulatory, Aligning vocational to mainstream scheme of studies of the State Board, Extensive advocacy and marketing of the project.
- **NSDC:** Conceptualize and operationalize the project, Selection of NSDC partners in various trades to implement the project across schools, Setting Standards & Quality Processes, MIS and Monitoring, Management Review.
- **Sector Skill Council:** Identification of Trades, Accrediting curriculum, Recommendation for Appointment of Vocational (Industry) Coordinator, Quality Control of Training, Student Assessment, Certification and Facilitating Industry Interface.

**NSDC Training Partner:** Curriculum development aligned to National Occupational Standards, Development and Printing of Courseware, Providing Vocational trainers, Industry Participation through OJTs and Internships, MIS & reporting, Interfacing with all Stakeholders.

**PAB Approvals:**

S.No	Year of sanction	Schools
01	2013-14	30
02	2016-17	178
03	2017-18	106
04	2018-19	120
05	2019-20	142
06	2020-21	385
07	2021-22	30
	<b>TOTAL</b>	<b>991</b>

**Overview:**

- **Revision in Scheme of Studies:** State has included the vocational subject within the six compulsory subjects at secondary level. The vocational subject find place along with the 3rd languages at secondary curriculum. Similarly, for Higher Secondary, State has included the subject as one of the four elective subjects at higher secondary level for all 03 streams vide CHSE notification dated 31.10.2018 & Govt. Notification dt. 01.12.2018.
- Vocational Education in Schools has been introduced in Odisha with 208 secondary schools in 2016-17. Now, the programme has been successfully expanded to **961** secondary & higher secondary schools across the state with 11 selected vocational trade subjects.
- The programme is being implemented in schools through 51 numbers of NSDC empanelled Vocational Training Partners (VTPs).
- 1922 Vocational Trainers are in position through the VTPs.
- 1,12,786 students have opted for vocational education subjects in those 961 schools.
- The current vocational subjects are IT& ITeS, Retail, Tourism & Hospitality, Agriculture, Apparels, Plumber, Automotive, Multi skilling, Electronics & Hardware and Beauty & Wellness in secondary & higher secondary schools. Food Processing & construction are being added.
- MoU signed with Lend-A-Hand India (NGO) for providing technical assistance/ support in implementation of the programme.
- 05 days induction training completed for 1122 Vocational Trainers.
- Students Handbooks (aligned with PSSCIVE) in Odia language provided to all students.
- Reference Handbooks have been developed by the State aligned with the Curriculum of PSSCIVE, for those subjects whose books are not available with NCERT.
- Practical Assessment of class X & XII by State Boards completed for 2020-21 & 2021-22. Pass percentage is 89% & 85% respectively.
- A 4-week Online Training of Trainers was designed, attended by all 1,122 Vocational Trainers. The 4-weeks online training consisted of 02 weeks of Employability Training on PSSCIVE platform and 02 weeks of domain specific training on E-Skill India platform.
- Trade specific Labs established in 1212 schools/sectors & labs set up in 710 Schools/sectors are under process at school level.

- In view of the Covid-19 pandemic, syllabus have been reduced to 30% and submitted to State Boards for use and preparation of question papers for class 10 & 12.
- Dashboard Monitoring System – Mobile based App developed for effective monitoring of the programme initiated in all 961 Schools.

#### LIST OF VOCATIONAL TRAINING PARTNERS ASSOCIATED WITH OSEPA

Sl. No	Vocational Training Partners	No. of Schools					Total
		2016-17	2017-18	2018-19	2019-20	2020-21	
1	AISECT, Bhopal	62	44	69	31	28	234
2	Centum Work Skills India Limited, Delhi	38	9	101	33	34	215
3	Gram Tarang Employability Training Services, Bhubaneswar	110	37	53	200		
4	Quess Corp Limited, Bangalore			52	20	49	121
5	Empower Pragati Vocational & Staffing Pvt. Ltd., New Delhi			38	31	37	106
6	IL&FS Skills Dev. Corp. Ltd, Delhi (Learnet Skills)	39	29			40	108
7	Time Centre for Learning Ltd., Mumbai			36	32	0	68
8	Mind Leaders Learning India Pvt. Ltd., New Delhi			32	28	41	101
9	Indus Integrated information Management Ltd., Kolkata	47				0	47
10	Orion Edutech Pvt Ltd, Kolkata	42				33	75
11	Amass Skill Ventures Pvt. Ltd., Gurugram			18	24	48	90
12	LabourNet, Bangalore		36			0	36
13	Upasana Education Trust, BBSR				28	40	68
14	Indus Edutrain Pvt. Ltd., Kolkata			22		37	59
15	Basix Academy(B'ABLE), Delhi				20	42	62
16	ICA EDU SKILLS Pvt. Ltd, Kolkata	14				32	46
17	Ascensive Educare Limited					35	35
18	Datapro Computers Pvt. Ltd.					34	34
19	Funfirst Global Skillers Pvt. Ltd.					34	34
20	Highline Educare India Pvt. Ltd.					26	26
21	The Apparel Training & Design Centre					26	26
22	Pramodini Educational & Charitable Trust					45	45
23	SSEPL Skills Pvt. Ltd.					34	34
24	BRITTI Proshikshan Pvt Ltd					6	6
25	ASMACS Skill Development Ltd					10	10
26	Quivan Skills Pvt Ltd					12	12
27	Bhagini Nibedita Shiksha Samiti					18	18



LIST OF SECTORS/ TRADES OFFERED UNDER VOCATIONAL EDUCATION				
S.No.	Trade	Job Role	Class	Schools
1	IT/ITeS	Domestic Data Entry Operator	IX	314
		CRM Domestic Voice	XI	8
2	Retail	Store Operations Assistant	IX	255
		Sales Associate	XI	15
3	Tourism & Hospitality	Food Beverage Service Trainee	IX	387
		Counter Sales Executive	XI	25
4	Beauty & Wellness	Assistant Beauty Therapist	IX	26
		Beauty Therapist	XI	5
5	Agriculture	Solanaceous Crop Cultivator	IX	158
		Micro Irrigation Technician	XI	9
6	Apparels	Sewing Machine Operator	IX	36
7	Plumber	Plumber (General)	IX	83
		Plumber (General-II)	XI	6
8	Automotive	Automotive Service Technician L-3	IX	281
		Automotive Service Technician L-4	XI	15
9	Electronics & Hardware	Field Technician- Other Home Appliances	IX	273
		Field Technician- Wireman Control	XI	9
10	Food Processing	Craft Baker	XI	11
11	Construction	Painter & decorator	XI	6
TOTAL				1922

### Way forward:

- Integration of Vocationalisation of School Education to higher education levels (NSQF). By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education.
- Perspective Plan up-to 2025 completed & reported to MoE.
- Piloting of Dual mode of Vocational Education in 20 selected schools.
- Introduction of Hub & Spoke Model in selected schools.
- Implementation of “Skill Hub Initiative” in 123 schools & its expansion to more number of schools for out of school youths under PMKVY.
- Ensuring the coverage of Vocational Education to KGBVs.
- Creation of Online contents of Vocational Education subjects.
- Introduction of Pre-Vocational Education in 100 schools (class 6-8).
- Expansion of the programme to more 30 higher secondary schools to ensure vertical integration.
- Revamping of the existing 231 vocational higher secondary schools with NSQF compliant courses, as a part of vertical mobility.

## 20(A). CAREER GUIDANCE PROGRAMME

### Brief Description:

Career guidance plays a vital role in shaping the path of life. Correct guidance at the right time has a far reaching impact. In the present era of fierce competition, one has to compete in every section to reach the ultimate goal. A complete and comprehensive career guidance strategy is only the precise option to guide Secondary & Senior Secondary Students to make informed choices for their careers based on their interest, aspiration & skills.

In this connection “*Odisha Career Portal*” and the information available in it about different careers, educational institutions, scholarships, entrance exams, financial implications etc. provides multiple opportunities to enlighten the students about choosing the right career at the very beginning stage of the academics.

### Aims & Objectives:

- To help students understand skills & education needed for a career.
- To help students make informed choice for their career based on their interest, aspiration & skill.
- To make student aware of Scholarship opportunities.
- To give all career option with one login.
- Equal opportunities for Boys & Girls.

### Background:

- In order to facilitate the Career Guidance Programme, Odisha Career Portal was developed for enabling access by Secondary, Senior Secondary Students, Parents, Guardians, Mentors for information related to 555+ careers, 21000 colleges, 1150+ entrance exams & 12000+ scholarships in language of their own choice.
- Contents available in multiple languages including Odia, Hindi, English & others with options to create filters, preferences & various buttons to search for information.

### Orientation & impact:

- Around 2.4 Lakhs students accessed the Career Portal to gather information’s regarding careers of their preferences.
- Intervened all students of the Secondary & Sr. Secondary Schools including OAVs & ST & SC Deptt Schools.
- Hand holding and capacity building training organized for mentor teachers/ Asst. Teachers throughout the state. Printed booklets and posters shared online with districts and blocks to popularize the use of portal by the students, teachers and community members.
- Capacity building of Officials/HMs/ Teachers for extending guidance to the students.
- Organization of career talk sessions from various fields and trending career options.
- Data backed review and monitoring using school logins and district logins.
- For outreach & communications, series of YouTube Webinars on topics related to “how to plan a career, different career options, personality development etc. were organized.
- Development of 10 nos. Career Films / Videos on selected trending careers, to enable students to gather updated information about these careers in an easy going method.

**Glimpses of the programme:**

### Career of the Week - Counselor

**Careers in Counselling-**

- Mental Health Counselor
- Marriage Counselor
- Relationship Counselor
- Career Counselor
- Education Counselor
- Health Counselor

For more information login to <http://odishacareerportal.com/>

Student ID - MIS Student's ID (class 10th) or SAMS Barcode number (class 11th/12th)  
Password - 123456



### Career of the Week - Psychologist

- Clinical Psychologist
- Forensic Psychologist
- Military Psychologist
- Developmental Psychologist
- Counselling Psychologist
- Sports psychologist
- Cognitive psychologist

For more information login to <http://odishacareerportal.com/>

Student ID - MIS Student's ID (class 10th) or SAMS Barcode number (class 11th/12th)  
Password - 123456



### Career of the Week - Supply Chain/Logistics Manager

- Logistics Manager
- Materials Manager
- Supply Chain Analytics
- Inventory Manager
- Cargo Manager
- Purchase Manager

For more information login to <http://odishacareerportal.com/>

Student ID - MIS Student's ID (class 10th) or SAMS Barcode number (class 11th/12th)  
Password - 123456




**Posters:**

## Odisha Career Portal

Odisha Career Portal is an initiative of Government of Odisha, UNICEF India and Aasman Foundation.

The portal is a one stop website which will enable 9th -12th class government school students to access information on -





- ✓ 555+ Careers
- ✓ 2.9 Lacs Courses
- ✓ 24000+ Colleges
- ✓ 1150+ Entrance Exams
- ✓ 1200 Scholarships



Desktop → Mobile

**Some Features -**

- ✓ All the career opportunities are equal for girls and boys.
- ✓ The content is available in multiple languages including Odia, Hindi, English and others.
- ✓ The portal has options to create filters, preferences and various buttons to search for information.
- ✓ Login using MIS Student ID (example 2101010010400353) for 10th students and SAMS bar code number (example 19J0435430) for 11th/12th students with password 123456 for everyone.

[www.odishacareerportal.com](http://www.odishacareerportal.com)

## Have you seen the new career dashboard??

### ODISHA CAREER PORTAL NEW VERSION IS LIVE NOW!!



**new features**

- Personalised Feed
- Chatbot Bo to help you
- Make a wishlist of favourite careers
- New technology for user experience
- subject wise career recommendation
- Easy to use on mobile phones

 [www.odishacareerportal.com](http://www.odishacareerportal.com)  
 Login with MIS Student's ID (class 10th) or SAMS Barcode number (class 11th/12th) and password 123456





**Gain Self-Awareness**

**Identification of My:**

- Interests
- Skills
- Values
- Personality



**Options to Explore**

**Research and learn:**

- Majors
- Occupations
- Labor Market
- Companies



**Active Decision-Making**

**Experience Potential Career**

- Job Shadowing
- Internships
- Networking



**Launch Your Career**

**Prepare for after graduation:**

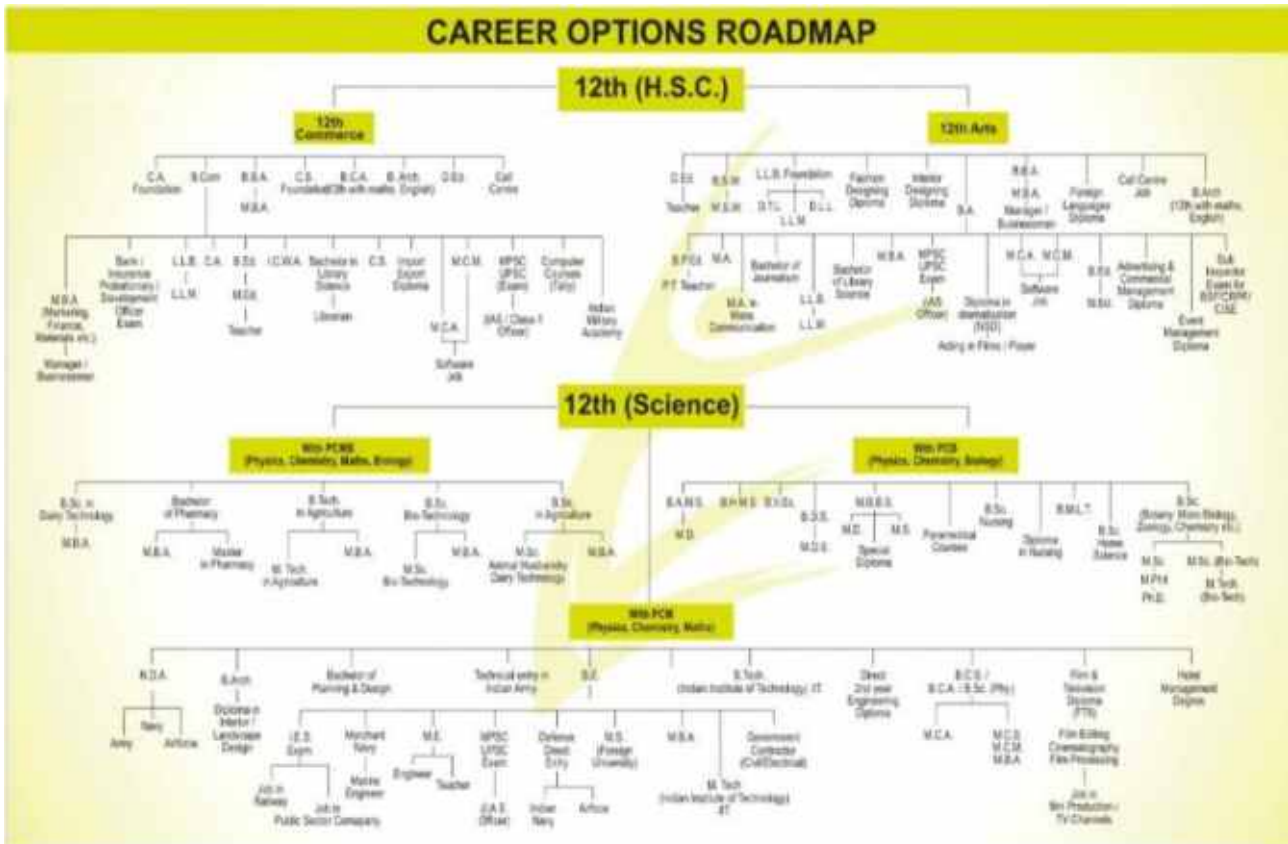
- Resume
- Interviewing
- Job Search
- Offer Evaluations
- LinkedIn



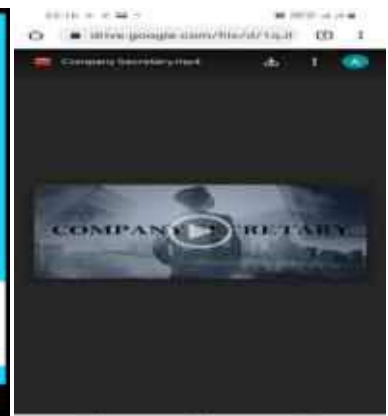
**Self-Reflection**

**Reflect and Evaluate:**

- Current Position
- Family Considerations
- Career Transition
- Career Path



Short video films developed on trending Careers:



## 21. MANAGEMENT INFORMATION SYSTEM (MIS)

MIS under Samagra Siksha plays a key role to support different Interventions for decision making by providing the right information at the right time. Various data are being collected and updated on a real time basis in a systematic approach for effective planning, implementation and progress monitoring. The MIS units at State Project Office, 30 District Project Office and 316 Block Education Offices of Odisha have been established and equipped with necessary infrastructure and personnel.

### 1. MIS Architecture :

MIS was set-up for State and 8 Districts under DPEP during 1997-98 and subsequently expanded to 30 District Project Offices under SSA in 2002-03. All Block Education Offices are equipped with MIS infrastructure since 2012-13. MIS unit of OSEPA is headed by professionally qualified experts at State Project Office, District Project Offices and Block Education Offices.

State Project Office, OSEPA, is equipped with a fully established Server room with Server rack having Net Server, Firewall and other accessories and the Application Server, Database Server, Mail Server, Web Server of OSEPA are kept at the State Data Centre of IT Department, Govt. of Odisha. All the databases and Application Software of OSEPA are uploaded and maintained in these Servers. The leased line Internet connectivity helps in managing web based data access from the server by DPOs, BEOs & Schools. The official website is [osepa.odisha.gov.in](http://osepa.odisha.gov.in).



### 2. e-Governance activities under MIS:-

School, Teacher & Student are three pillars of the Education System. To manage annual information on these parameters for planning, budgeting and implementation of various schemes of Central & State Govt., there is a need to maintain the real time data. Govt. of India has provided the UDISE+ platform for which is updated once in a year whereas the State is maintaining different portals / databases to manage the educational & project monitoring needs which is updated on a real time basis.

**The District Information System for Education (DISE)** being the single source of information for Educational Planning at Elementary level was implemented at the State with the support of National University of Educational Planning and Authority (NUEPA), New Delhi since 2002-03 till 2011-12. The scope of DISE was enhanced up to Secondary & Higher Secondary level by the name of UDISE till 2017-18. During 2018-19, UDISE Plus(+) was introduced by the Government of India through NIC with the facility for online data uploading from the Blocks or schools. Collection of annual information through UDISE on School, Facilities, Teacher and Students helped MIS in analyzing and reporting on various educational indicators for use in planning and implementation. As Odisha was maintaining different portals / databases at State level, it was decided to integrate the data from State portals to UDISE+ database for 2018-19 to 2020-21 through backend.

Since 2005, Database of all Children has been prepared and uploaded to the web portal of OSEPA and **Child Tracking System** has been introduced in the State. Odisha has been honoured by Govt of India with “**Prime Minister’s Award for excellence in Public Administration**” in 2017. During 2017-18, **Student Database MIS (SDMIS)** data was created for all students from Class-1 to 10.

During 2019-20, School and Mass Education Department, Govt. of Odisha in collaboration with OSEPA & NIC, Bhubaneswar has implemented **Extended MIS (EMIS)** for real time data updation from each School level for student admission, assessment, promotion, TC generation, school profile & infrastructure facilities, incentive management, daily attendance etc.



The Student module of EMIS is a dynamic database to capture the details of students as well as transition from class to class and school to school. Emphasis has been given to tag the students with Aadhaar numbers to remove fake, duplicate names from the system as well as introduce Direct Benefit Transfer (DBT) for all types of deliverables under different schemes to the students. EMIS helps in gathering real time information of School & Students for all administrative and academic purposes. Different other department portals are using the student database of EMIS through API for different schemes like scholarship, DBT etc.

**Teacher's Profile Portal** is used to maintain the details of the teaching and non-teaching staff of all schools of the State. Each teacher has been assigned with a unique ID. The Aadhaar number along with the educational, professional and personal details of all teachers and non-teaching staff are maintained in the above database. The teacher Profile database is used to monitor teachers in position, vacancies, rationalization, transfer, engagement and training etc. The database is updated on a monthly basis through Block Education Office & Schools to get the latest position of the teachers in the state.



**Teacher Transfer Portal** has been implemented in 2019-20 for receiving on-line applications from teachers and enabling data driven decision making w.r.t. availability of vacancies at different Schools. The updated information available in the student module of EMIS Portal and Teacher Profile is used to calculate the school wise vacancy position and provide the teachers a wide range of choice for transfer. It facilitates the teacher transfer process in a transparent manner as well as maintains appropriate PTR in the Schools.

**School Monitoring App** was implemented in Odisha since 2018-19 for regular monitoring of Schools by State officials, District officials, Block officials and CRCCs based on standardisation of questionnaires related to academic and administrative issues of the schools. All officials have been provided biometric monitoring tablets to use the App at School level. GPS tagging ensures the monitoring position of each official whereas issues are escalated to higher officials for resolving in due time. It has enhanced the efficiency of monitoring as well as helped in identifying problem areas and its timely solutions. Based on monitoring efficiencies, district, block and CRCCs are ranked and reported in monthly District Report Cards. Linked to the Student database, monitors make random assessments of students in a class for any subject and measure the learning level of the students which gets linked to the teacher performance so it ensures the qualitative improvement in pedagogical inputs to the students. **School Monitoring App (SMA)** is a unique initiative taken by the State of Odisha with the result of better monitoring and management of the Education system in the State.

**Project Monitoring App** has also been introduced for on-line spot monitoring of all Civil work activities by Technical Consultants of OSEPA. It has helped in monitoring the progress of Civil works assigned to schools, expedite long pending civil works for completion as well as fund management and UC collections.

**Private School Management Portal (PSMP)** has been implemented since 2012-13 to facilitate all Private Schools in the State to obtain the permission to open new elementary schools, Certificate of Recognition (COR) under RTE and No Objection Certificate to run private English medium school. The RTE Paradarshi Portal has been developed for admission of the students under 25% reservation in Private Schools under 12(c) of RTE Act and it is linked to PSM Portal so that the private schools can be monitored under RTE Act.

**Recruitment process of Teachers** has been made on-line to facilitate the applicants as well maintain transparency in recruitment process. MIS facilitate Govt. to conduct the recruitment process smoothly.

**E-Despatch system** is initiated in the website for quick despatch of letters and monitoring its access at end point in a systematic manner.

### 3. Usage of Data -

The major beneficiaries to use the available data are different interventions, Govt. and Non-Govt. Organization, Planners, Educationists, Project Heads and Scholars. The **official website** <[osepa.odisha.gov.in](http://osepa.odisha.gov.in)> carries all the available educational information of Orissa.

### 3. Set-up of Video Conference System -

A dedicated Video Conference System has been set-up between OPEPA & its 30 DPOs since 2010 for regular monitoring and review of all activities without calling the District and Block officials to State Head quarter. *The VC helps in point to point or group interaction on all issues. It has enhanced the efficiency of the system without disturbing ongoing activities at the field.*

### 4. Computerization of CRCCs -

All Cluster Resource Centers are equipped with Desktop Computers with internet facility to enable the CRCCs for monitoring and managing all activities of the schools under their jurisdiction in a better way.



## 22. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) @ SCHOOL SCHEME

### Introduction

Information and communication technology (ICT) is widely believed to be an important potential lever to introduce and sustain educational reform efforts. ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY (OSEPA) is implementing ICT Programme in Elementary & Secondary schools for students of class VI to XII studying in Govt. & Govt. Aided schools under the umbrella of Samagra Shiksha to provide quality education to the students.



### Vision

In order to ensure an IT enabled teaching and learning process, the State is going to implement the project in 2317 Govt. Elementary Schools and 2000 Govt. and Govt. Aided High Schools. The Project was implemented in 4000 Secondary Schools. The main objective of the project is to bring improvement in the educational standard of students by creating ICT enabled interactive teaching atmosphere in the elementary & secondary Schools. The project has been assigned to Odisha Computer Application Centre (OCAC) working under E & IT Department, Govt. of Odisha for execution.

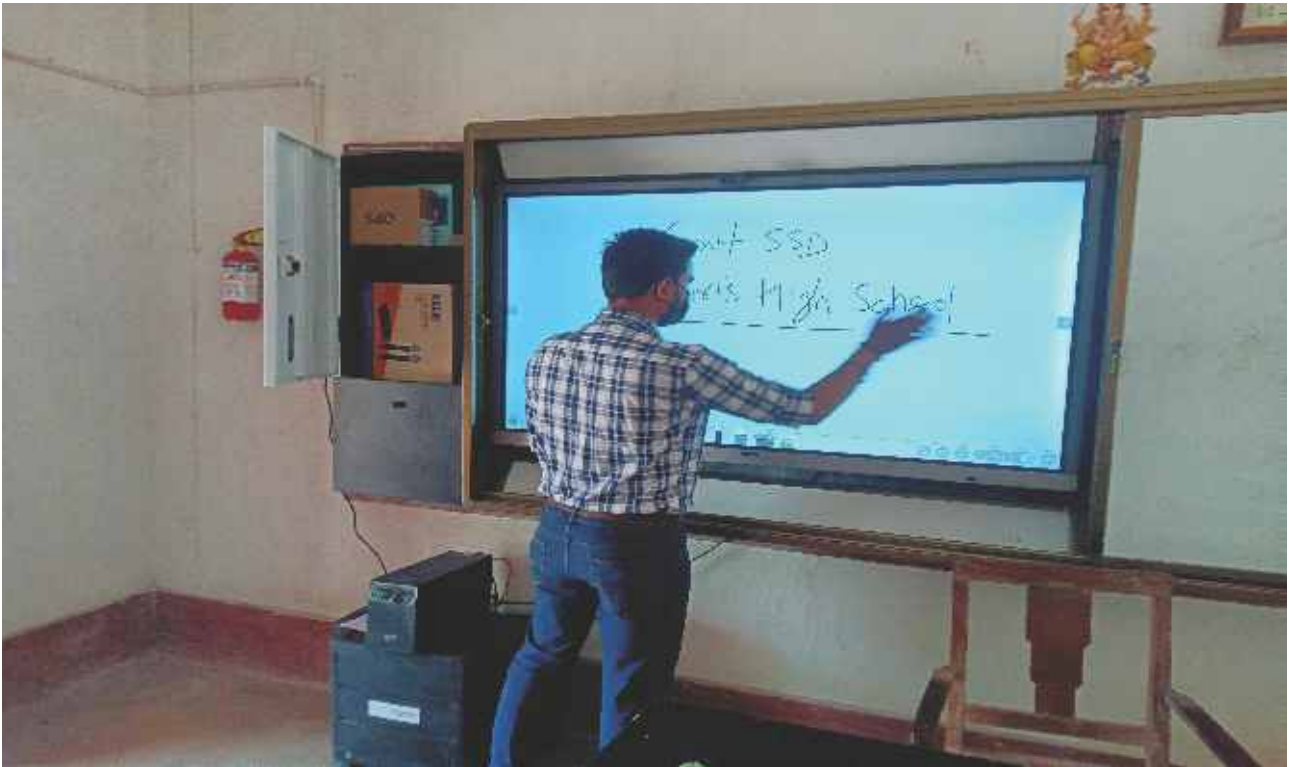




## Students Covered

Sl. No.	District	Nos. of Schools Approved			
		Elementary			Secondary
		1st Phase	2nd Phase	Total	2nd Phase
1	ANGUL	69	9	78	28
2	BALASORE	96	34	130	50
3	BARGARH	80	20	100	47
4	BHADRAK	67	10	77	36
5	BOLANGIR	103	24	127	125
6	BOUDH	27	3	30	35
7	CUTTACK	90	12	102	48
8	DEOGARH	20		20	17
9	DHENKANAL	56	4	60	30
10	GAJAPATI	39	1	40	87
11	GANJAM	145	73	218	212
12	JAGATSINGHPUR	46		46	15
13	JAJPUR	70		70	19
14	JHARSUGUDA	31		31	12
15	KALAHANDI	87	22	109	146
16	KANDHAMAL	59	4	63	94
17	KENDRAPARA	56	9	65	19
18	KEONJHAR	92		92	48
19	KHORDHA	83	8	91	45
20	KORAPUT	49	18	67	176
21	MALKANGIRI	56	1	57	71
22	MAYURBHANJ	146		146	119
23	NABARANGPUR	56	27	83	141
24	NAYAGARH	59	4	63	32
25	NUAPADA	45	12	57	44
26	PURI	53	4	57	44
27	RAYAGADA	58		58	117
28	SAMBALPUR	51	2	53	35
29	SONEPUR	40	1	41	28
30	SUNDERGARH	86		86	80
	<b>Total</b>	<b>2015</b>	<b>302</b>	<b>2317</b>	<b>2000</b>

## 23. SMART CLASSROOM TECHNOLOGY IN SCHOOLS



### Introduction

Quality education has become essential in today's world as the skill set of every individual is updating as the years, in terms of technology, passes by. A **smart classroom** is a ramped-up mode of education which adds opportunities to the existing traditional classroom setup. **The opportunity to provide students with quality education by helping them understand concepts better, improve their reading and comprehension skills, and achieve academic excellence, by visualising classroom transaction using digital devices.**

### Vision

ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY (OSEPA) is implementing Smart Classrooms in Elementary & Secondary schools for students of class VI to X studying in Govt. & Govt. Aided schools under the umbrella of Samagra Shiksha to provide quality education to the students.

In order to ensure an IT enabled teaching and learning process, the State is going to implement the projection 3946 Govt. Elementary Schools and 909 Govt. and Govt. Aided High Schools. The main objective of the project is to bring improvement in the educational standard of students by creating a digital enabled interactive teaching atmosphere in the classroom in the elementary & secondary Schools. The project has been assigned to Odisha Computer Application Centre (OCAC) working under E & IT Department, Govt. of Odisha for execution of the project.

**School Covered**

Sl. No.	District	Nos. of Schools Approved			
		Elementary			Secondary
		1st Phase	2nd Phase	Total	1ST Phase
1	ANGUL	12	16	28	127
2	BALASORE	18	38	56	277
3	BARGARH	7	14	21	202
4	BHADRAK	30	24	54	237
5	BOLANGIR	14	41	55	297
6	BOUDH	6	17	23	124
7	CUTTACK	14	30	44	155
8	DEOGARH	4		4	
9	DHENKANAL	9	13	22	182
10	GAJAPATI	5	11	16	52
11	GANJAM	53	61	114	329
12	JAGATSINGHPUR	11	13	24	73
13	JAJPUR	17		17	
14	JHARSUGUDA	4		4	
15	KALAHANDI	16	38	54	256
16	KANDHAMAL	6	18	24	68
17	KENDRAPARA	9	15	24	141
18	KEONJHAR	7		7	
19	KHORDHA	26	29	55	134
20	KORAPUT	12	25	37	198
21	MALKANGIRI	3	14	17	90
22	MAYURBHANJ	18		18	
23	NABARANGPUR	3	30	33	274
24	NAYAGARH	7	13	20	98
25	NUAPADA	9	12	21	141
26	PURI	21	16	37	179
27	RAYAGADA	13	15	28	98
28	SAMBALPUR	11	7	18	102
29	SONEPUR	5	15	20	112
30	SUNDERGARH	14		14	
	<b>Total</b>	<b>384</b>	<b>525</b>	<b>909</b>	<b>3946</b>



## 24. OUT OF SCHOOL SURVEY

**Introduction:-** Due to COVID-19 Pandemic situation, all schools were closed physically during the year 2020-21 and 2021-22. Though Government took several steps to reach each and every student for continuation of the process of learning, still there was large possibility of learning loss and dropout. In order to mitigate the impact of challenges thrown by the Covid-19 pandemic for out of school children, it was felt necessary for the State to devise a proper strategy for preventing increased dropouts, lower enrolments, loss of learning and decline of universal access, quality and equity.

**Process adopted:-**A comprehensive door-to-door survey was carried out during June / July, 2021-22 for proper identification of out-of-school children (OoSC) of 6 to 18 years age group and prepare an action plan for their mainstreaming.

Team was formed under each CRCC consisting of school teachers, Anganwadi workers, Village Education Committee members & Self Help Group functionaries for collection of out-of-school children data of their areas through visiting each household. A format had been designed for collection of information on the 6 to 18 years age group children who have not admitted to any school or left / dropped out from the school / institution at the time of survey.

**Outcome of the survey:-** Total 94785 no. of out-of-school children was identified during the survey. Out of which there was 1673 no. of CwSN Out of school children.

Age group	Boy	Girl	Grand Total
Age between 6 to 14 years	10209	9383	19592
Age between 15 to 18 years	42370	32823	75193
Grand Total	52579	42206	94785



Sl. No.	Block	Sub-block	Gram	Area	Age	Sex	Category	Remarks
21	...	...	...	...	...	...	...	...
22	...	...	...	...	...	...	...	...
23	...	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...	...
25	...	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...	...
27	...	...	...	...	...	...	...	...
28	...	...	...	...	...	...	...	...
29	...	...	...	...	...	...	...	...
30	...	...	...	...	...	...	...	...
31	...	...	...	...	...	...	...	...
32	...	...	...	...	...	...	...	...
33	...	...	...	...	...	...	...	...
34	...	...	...	...	...	...	...	...
35	...	...	...	...	...	...	...	...
36	...	...	...	...	...	...	...	...
37	...	...	...	...	...	...	...	...
38	...	...	...	...	...	...	...	...
39	...	...	...	...	...	...	...	...
40	...	...	...	...	...	...	...	...

## 25. CONTINUOUS LEARNING PROCESS – DIKSHA

### Digital Infrastructure for Knowledge Sharing- One Nation one Platform

- DIKSHA is an initiative of the National Council of Educational Research and Training (Ministry of Education, Govt of India).
- The online platform of DIKSHA offers engaging learning material for both teachers and students, and is available in the form of Portal and Mobile App.
- Continuous Professional Development of teachers is an extremely important element of the school education ecosystem and DIKSHA serves as one of the best platforms to disseminate teacher training.
- The platform has technical capabilities to create, host and share a variety of content. The portal serves as a central repository of all digital resources designed and pooled by creators across the nation, which is accessed by everyone.
- Creation of a course has been made very easy by developing an online framework for uploading digital content, designing assessments, structuring the table to contents, stitching all resources into a course and receiving data on course consumption.
- At the moment there are more than 36 Teacher courses hosted on DIKSHA in Odisha which have been consumed by more than 43.12 Lac teachers and generating more than 17.70 Cr. content plays and **85,40,585Hrs time Spent**.



### Vision & Mission

Use of technology for empowerment of teachers shall enhance the quality of students' accomplishment of learning outcomes.

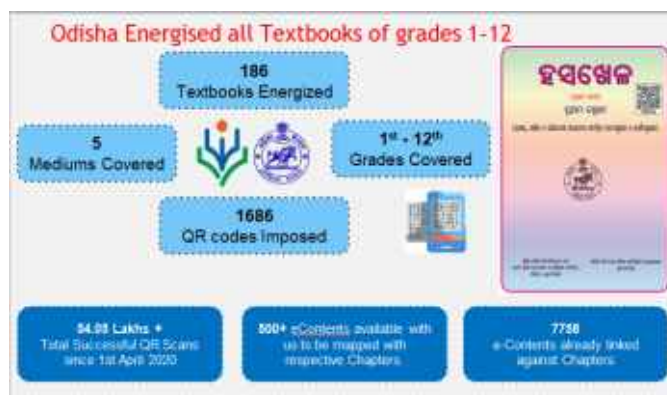
- Teacher & Leadership training
- Lesson Plan & Teacher Tools
- Explanation content
- Practice and homework
- Question banks and exam prepare
- Assessments
- Quiz



### Objective

Knowledge	Motivation	Peer learning & Collaboration
<ul style="list-style-type: none"> <li>• To enhance access of the teachers to teach-learning contents, resources for learning-centred pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• To motivate the teachers in creating and curating contextual and need-based digital contents for enhancing learning abilities of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• To connect teachers, students and parents through online discussion forums for creating a positive learning environment for the children.</li> </ul>

### Status of Energised Textbooks and eContent uploaded



**Digital Contents (eContents) received from :**

- VidyaDaan
- ORSAC – EDUSAT
- Radio Pathashala
- TicTac etc.

**VidyaDaan**

*A program of the nation, for the nation and by the nation to ensure continue of quality learning*

- **1800+** digital Contents received from 250 Teachers **grade 1 to 10** and reviewed by subject expert reviewers of English, Odia, Math, Science, EVS, SST, Computer, Hindi and Sanskrit etc.
- Odisha received digital content from teachers in Two phase.

**VidyaDaan-1<sup>st</sup> Phase**

VidyaDaan Content received & Approved Status-25/09/2020					
Sl No	Project Name	Total Content Received	Content Approved	Content Rejected	
1	6-8 English Language	137	61	76	
2	6-8 Social Studies	107	83	19	
3	9-10 English Language	157	90	67	
4	6-8 MIL-ODIA Language	295	281	14	
5	1-5 MIL Odia	637	386	251	
6	1-5 English Language	77	33	44	
7	9-10 MIL - Odia	143	73	70	
<b>Total</b>		<b>1553</b>	<b>1007</b>	<b>541</b>	

**VidyaDaan-2nd Phase**

Second Phase Vidyadaan- Digital Content Status					
Sl No	Project Name	Number of Book Published under the project	Total Content Received	Content Pending for review/Correction Pending	Total Content Approved
1	Odia Grammar-9	1	64	4	53
2	7-8 Mathematics	2	56	0	56
3	6-8 Science	3	106	0	106
4	2-5 Mathematics	3	39	0	34
5	Class 3 & 8 Math	2	38		25
6	9-10 Hindi & Sanskrit 2	5	71	25	34
7	6-8 English 2	3	78	2	51
8	Project Utkarsh- Class 9	1	103	0	64
9	Class 8 Odia	3	26	0	26
10	9-10 Hindi Sanskrit Class 9 English	2	105	45	33
11	Grammar	1	21	0	15
12	Class 3 EVS	1	18	0	15
13	6-8 Social Studies-2	6	396	2	323
14	6-8 Computer	3	40	39	1
<b>Grand Total</b>		<b>36</b>	<b>1151</b>	<b>113</b>	<b>836</b>



## 26. PLANNING & MANAGEMENT

Samagra Shiksha assigns greatest importance to the preparatory activities as these have been conceived as a necessary condition for quality implementation of the programme. Effective mobilization of the community and creation of an effective system of decentralised decision-making are part of the preparatory activities. A number of steps have been taken in the planning process.

Strengthening of the office of the District Project Officer has been undertaken in the preparatory phase in order to adequately equip it to handle the larger tasks during the programme implementation. Effective information systems have therefore been institutionalised.

The preparation of School level education plans through effective community mobilization and school mapping have been undertaken during the preparatory activities.

**Major objectives of the Scheme** are provision of quality education and enhancing learning outcomes of students; Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education; Ensuring minimum standards in schooling provisions; Promoting Vocationalisation of education; Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as a nodal agencies for teacher training.

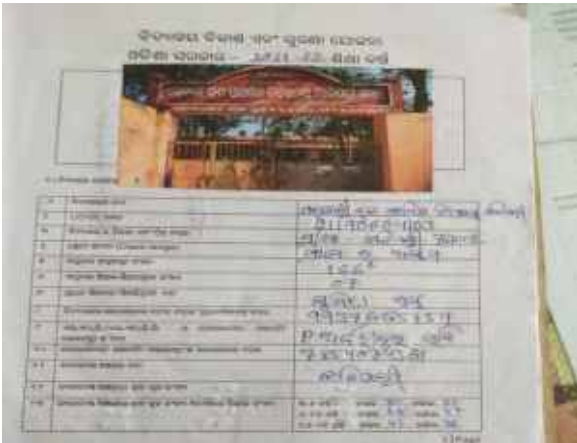
Through a participatory process a core team has been constituted at the school level including SMC members, NGO representatives, Head Master, selected teachers and some selected parents. The selection of this team is very critical for effective planning.

Samagra Shiksha highlights transparency in programme implementation. All efforts have to be made to ensure that expenditure on school education is a public domain subject.

### Activities undertaken

#### 26.1 School Development Plan

- SDP and School Safety Plan has been prepared by the SMC in Govt. Schools with the fundamental purpose to achieve and maintain the highest possible level of effectiveness in meeting the educational needs of its pupil in terms of maintenance of safety and holistic development of children.
- Odisha Adarsha Vidyalaya Sangathan(OAVS) has also been requested to prepare the SD & SP. All aided and unaided private schools are also involved in the preparation of SD & SP at their own level.
- Capacity building of stakeholders on the SDSP modus operandi like DEOs, DPCs, district coordinators, BEO & CRCCs/HMs of CoE schools has been made through virtual mode.
- All teachers were oriented on the method of preparation of the School Development Plan and its importance through revision in the teachers training module NISTHA.
- All community members were also imparted training on preparation of SD & SP.
- To facilitate the preparation of SD & SP in all schools smoothly, an indicative School development Plan (Odia) format along with School Safety Plan template has been provided for reference. Districts have flexibility to add any other area as per the local need.
- During preparation of SDP, a request has been made to ensure enrolment of all children in schools, their attendance and completion of elementary education.
- During preparation of School Development Plan, data from SDMIS, Teacher Portal & Child Census to be considered for reference and comparison for ensuring data consistency



School Development Plan of Kalipalli UPS Sambalpur



School Safety Format

Meeting of School Development Plan -Ganjam

## 26.2 Preparation of Annual Work Plan & Budget

Annual Work Plan and Budget plays a key role in effective implementation of a scheme adhering to available resource and limited time line and particularly at the time of COVID 2019 situation. Plan is a tool which has provided concerned stakeholders with skill, technique, information, enabling them to know their target and gaps.

- Under Samagra Shiksha, there is a provision of developing district plans both at Elementary and Secondary & higher secondary level. The planning tree started from School and subsequently it extends to district, state and Central level in a bottom-up approach. Project approval Board is the Apex body which approved Budget and Set a target of implementation of different interventions.
- Special planning modules developed have, extensively been used in developing district plans and the whole exercise is termed as rigorous. Intensive capacity building programmes were conducted by the apex institutions, such as NIEPA, New Delhi on planning methodology, as well as State, District, Block, Cluster also arranges training for different stakeholders at different levels with a focus on hands-on training and data analysis, and use of indicators.
- During preparation of the plan, all data and information regarding school, child population, enrolment, out of school - U-DISE+ & field Survey, has been used.
- Commitments of PAB and Action taken Report and Audit- recommendation of CAG etc have been taken into consideration.

- Activity wise plan of all Interventions under Samagra Shiksha has been done taking into consideration gaps, available resources and strategies. School/habitation as units has been considered to ensure community based planning.
- For preparation of Access plan, field level data, school mapping data has been used.
- Plans for the children who are admitted under 25% admission under Section 12(1) (c) have been made as per the information received from districts.
- Preparation of Comprehensive Quality Plan in which emphasis was to identify and address gaps in achievement of core skills and competencies in reading, writing and comprehension and numeracy at the Primary level and accordingly, quality Plan for 2021-22 has been prepared.
- Steps have been taken to address educational needs of Aspirational districts.
- Civil works plan has been prepared by providing priorities for electricity, Toilets & Drinking water facilities along with barrier free access.
- Community mobilization and SMC/SMDC training has been planned to orient and involve all SMCs in the plan process.

### 26.3 Process adopted during development AWPB

**The process of Plan formulation:** The processes of Consultation, Appraisal and Consolidation have been done at 3 levels such as school level, District and State level. The consultation process was an input activity and appraisal and consolidation was an output activity.

- Planning team under the chairmanship of DPC, at district level consisting of members from DIET, district coordinators, BEOs, ABEOs has been made to prepare and appraise the plan.
- At the State Project Office a Planning team consisting of all Intervention Heads, Coordinators of different interventions, under the chairmanship of State project Director participated in appraisal of all district level plans online due to COVID-19 pandemic.

### 26.4 Actions initiated during preparation of AWPB

- Meeting with all Intervention Heads under the Chairmanship of State Project Director, OSEPA was organised on 26.03.22 and all District Education Officers/District Project Coordinators joined in virtual mode.
- Convergence meeting brought about with different Departments for preparing a need based plan.
- As per the guidelines received from Govt of India regarding preparation of plan under Samagra Shiksha, an orientation workshop organized through virtual mode at OSEPA conference hall, after a detailed discussion with district and field level functionaries the following steps were taken for effective planning of activities under Samagra Shiksha.
- Proposals for opening of New schools/ up gradation of Residential Facilities, KGBVs has been finalized as per the requirement and guidelines of Govt of India under Samagra Shiksha
- Proposals were given for improvement of Pre-primary Education.
- All incomplete works under Civil Works would be completed in time and Civil works would be proposed as per the requirement.
- Electrification facility proposed in the plan where computer Aided Learning and ICT lab to be installed. Where it is difficult to connect electricity, plan would be made for solar energy.
- Seasonal Hostel, Transport/Escort allowance Plan was made as per actual felt needs of the field.
- Plan for Learning Enhancement Program prepared as per guideline and district specific proposals/demands.



## 26.5 Convergence with other Departments

- Under Samagra Shiksha focus has been made on convergence & coordination with other line Departments like Department of SSD, RD, Sports, Energy, W&CD, Ministry of Health, Panchayat Raj, Fire Safety, OSDMA, Home etc as well as with the Civil Societies.
- School Safety Programme has been initiated and is being monitored by OSEPA having active convergence with OSDMA and Civil societies like UNICEF, Save the Children, and BGVS etc.
- SATH - E project of Niti Aayog is running at State to execute a transformation roadmap resulting in tangible outcomes to develop capacity of the State and NITI Aayog to sustain and replicate the transformation effort.
- Convergence meeting between S&ME Deptt, Panchayati Raj Deptt, ST & SC Development Department, Women and Child Welfare Deptt., Health Deptt., Labour Deptt etc was held to discuss various aspects of Samagra Shiksha norm and RTE Rules and devolution of power to the departments in different fields.
- Orientation Programme on corporal punishment, transport, admission under 25% quota has been conducted in convergence with NCPDR.
- State School Safety Advisory Committee meeting has been conducted in convergence with STSC Development, Panchayati Raj, PR & DW, Health & FW etc.

## 26.6 Capacity building of district and State functionaries

- Orientation and capacity Development Programmes have been initiated for the preparation of Annual Work Plan and Budget under Samagra Shiksha as per the guidelines received on virtual mode on Programmatic and Financial Norms under Samagra Shiksha.

### Orientation of District functionaries

## 26.7 Sports Grant to Government Schools



Under the scheme Khelo India, the State has done various things for promotion of Sports at District level to School level. Accordingly all Govt. Schools have been provided with Sports Grants as per norms and approved by PAB. All districts were directed to utilize funds approved under “Sports & Physical Education” keeping in view of COVID Protocols.

## 26.8 School Safety Policy

### Action Initiated under Disaster Management at School level

- Guideline of NDMA on safety and Security of children has been provided to all Districts, Block and School points.
- District Education Officers are declared as Nodal officers – School Safety Policy. Plan of action for school safety and disaster management has been issued to all districts.

- State, District, Block and School level Advisory committees on school safety have been constituted.
- Revised guidelines on Composition and Function of School Management Committee provided to schools. There is a chapter on safety security/disaster management at the elementary level.
- QPR has been submitted to MoE, NDMA & OSDMA on a regular basis (QPR upto March, 2022). It was presented before the committee and approved.
- Director, Elementary Education has been requested to ensure structural safety norms by Private unaided schools.
- All districts were requested to prepare a School Development Plan along with the School Disaster Management plan. Guideline and format of SDMP includes preparation of hazard risk profile and Development of Resource inventory etc. 70.40% schools have complied with the preparation of school Disaster management Plan.
- Districts were instructed to initiate Hazard Hunt Exercise at school level.
- All District Education Officers were requested to ensure the organization of fire & evacuation drills, demonstration exercises by firefighters, training on operation of fire extinguishers etc. at school level and give lectures. As per the report received, demonstration exercises are being conducted in schools with active involvement of district administration.
- Capacity Building of Education Administrators like DEO, BEO, BRCC, CRCC, teachers and SMC members done on School safety. All districts have been communicated to include school safety as an agenda in all district review meetings (DRM). Teachers' training on school safety has been ensured through In-service teachers training (NISTHA).
- At the state level, the status of school safety policy implementation is being reviewed by the Principal Secretary to Govt, Deptt of S & ME and SPD, OSEPA on a regular basis.
- Instruction has been issued to all DEOs & DPCs to ensure repair and maintenance of Schools /hostels before opening of schools through PRIs to make schools safe and appealing during and post COVID-19 period.
- To ensure structurally sound buildings design resilient to natural hazards, earthquakes, floods, cyclone, landslides, a Guideline has been developed by OSDMA i.e. "resilient school building" has been shared with all District Education Officers, District Project Coordinators and Sr.TCs
- **Efforts in terms of the implementation of SSP (10 point interventions) made by Odisha appreciated by NDMA.**

### 26.9 Action Taken Under Right to Education

- School Development Plan under RTE has been done in Govt. Schools.
- Grievance redressal committee for teachers has been notified.
- Guidelines for curbing malpractices in schools circulated to all districts.
- Guideline for admission process in private school under section 12.1 of RCFCE Act, 2009 circulated.
- Community mobilization and awareness as the implementation of RTE has been done.
- Guidelines of School Safety issued by National Disaster Management Authority (NDMA) circulated.24. RTE PARADARHI PORTAL.

## 27. RTE - PARADARSHI

### Introduction:-

Right of Children to Free and Compulsory Education Act, 2009 (Right to Education Act) under section 12. 1. c makes mandatory to reserve at least 25% seats in entry classes of private school for admission of children belonging to Economically Weaker Section Group (EWS) and Disadvantage Group (DG). In Odisha as per Orissa Right of Children to Free and Compulsory Education Rules, 2010, this provision was being implemented in offline mode. From 2021- 22 academic sessions, online admission process through RTE PARDARSHI Portal ([www.rtepardarshi.odisha.gov.in](http://www.rtepardarshi.odisha.gov.in)) for 25% reserved seats in entry level class of Private unaided schools was adopted and implemented by School & Mass Education Department (S& ME), Government of Odisha (GoO) to streamline and ensure transparency and accountability in the admission process. Directorate of Elementary Education (DEE) is the Nodal Department and a Programme Management Unit (PMU) comprising members from DEE, OSEPA, NIC, OCAC, Indus Action was setup for continuous and periodic monitoring. RTE PARADARSHI Portal was inaugurated by Honorable Education Minister in presence of Principal Secretary S& ME deptt. on 23rd February 2022

- Online Admission process :
- The private schools, having Certificate of Recognition (CoR) from Govt. of Odisha, have to register themselves in this portal and make a declaration regarding the availability of seats under section 12. 1. c of RCFCE Act.
- The eligible students can search for the nearby school of their choice and submit the online application for admission.
- The online application submitted by the students is verified by the respective BEOs and give necessary approval to make them eligible for online centralised lottery system at the state level.
- Through a centralized lottery system the seats are allotted to the children in the school of their choice. The admission process is done by the school so that the selected children can complete their education up to the class of VIII.
- The private schools are not allowed to charge any fees from the students who got admission under section 12. 1. c of RCFCE Act.
- The Command Control Centre (CCC) established at OSEPA helps the schools and students for the registration process.



### Progress:-

- For the academic session 2021- 22, 4470 no. of private schools is registered in the portal.
- 8282 no. of applications was received out of which 4464 students were admitted in schools.



## 28. SCHOOL STUDENT HELPLINE

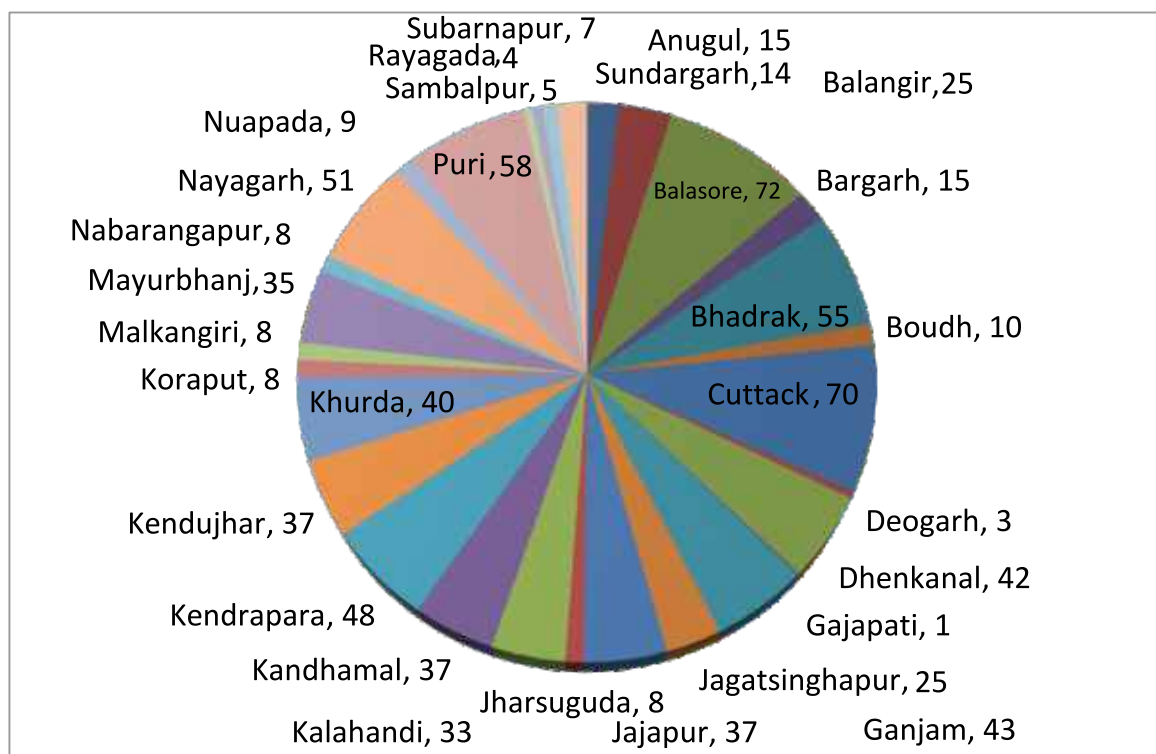
The Right of Children to Free & Compulsory Education Act was passed by the Indian Parliament in 2009 to provide free & Compulsory Education to all children aged of 6-14 years. The Act intends to provide equity in Educational opportunities in accordance with Article 21 A of the Indian Constitution. Section 32(1) of RTE Act 2009 emphasizes the Grievance of children as one of a major component to be taken care of. Various schemes and programmes are being designed and implemented from time to time by the Government for the educational development of children. After launching of any programme there are lot of things which are to be taken care for its successful implementation such as impact of the programme, how far the children get benefit out the programmes, back drops of the programmes if any etc. In order to know the field reality, School and Mass Education Department, Government of Odisha has set up School student Helpline to trace out the problems that children face in their school and redress the same accordingly. A child can lodged his/her complaint through toll free No 1800-3456722/14417 as well as online([www.studenthelplineodisha.nic.in](http://www.studenthelplineodisha.nic.in)) to draw the attention of the Government.

### Status of Helpline Cases:

The School Student Helpline is functioning both through online and offline mode. Its functioning hour for registering the cases is round the clock and from 8A.M to 8P.M through online & offline respectively. Besides receiving grievances, it acts as a mobilizing unit for creating awareness among the parents and community to sort out school related problems in coordination with the teachers as well as administration. Further it extends its counseling support to children and parents during examination as well as at the time of need. A total 754 no of valid cases received during the period from 1<sup>st</sup> April 2021 to 31<sup>st</sup> March 2022. The graphical presentation of District wise received cases during the financial year 2021-22 is given below.

Figure: 1

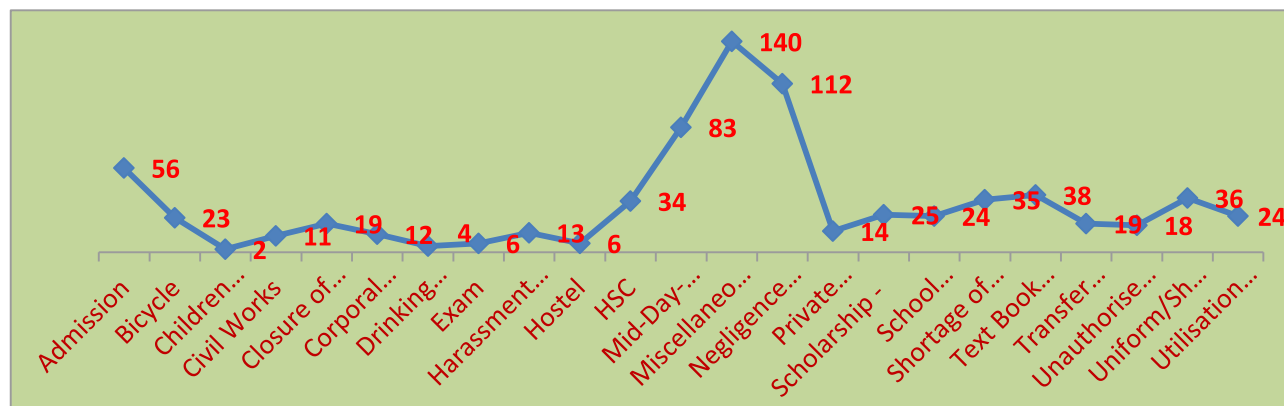
District Wise Received Grievances



**Figure 1** reflects that the no of cases received in Balasore and Cuttack are maximum and Deogarh and Gajapati with minimal cases.

**Figure: 2**

**Status of Category wise Grievances Received During 2021-22**



**Figure 2** shows that the maximum no of cases received from Negligence on duties, Miscellaneous and Mid-day-meal category.

#### Activities Undertaken:

Covid 19 pandemic situation forced to close the schools for more than two years, leading to significant social isolation which was considered one of the most important reasons for development of behavioural changes among the children. Hence care was taken to address various issues to enhance the mental strength of the children during the academic year 2021-22.

#### Tips for Preparation of Class X Exam

Students stress is a growing problem not only in India but all over the globe. There are no of reasons why people put their life at risk. Examination is one of the important reasons for children. On the wake of Covid 19 pandemic the schools were closed during the academic year 2021-22. Government has put its effort to provide educational support to children through online. However a large no of students were unable to get the education due to unavailability of digital device, poor network connection etc. Under such situation there is possibility of development of examination phobia among the children. Hence In order to overcome the exam fear and to enhance their confidence level to appear the AHSC exam without any fear an orientation programme was organized during the month of December 2021 for class X students appearing AHSC exam on “**Easy Tips for Exam**”. The tips were shared in all high school of the state. The major points shared were method of study, how to prepare time table, clues to attempt all questions effectively within the given time, subject wise easy tips, tips for parents to guide children during examination time, tips for teacher how to guide children for better performance in examination etc. A total 8830 no of schools were covered under this programme.

#### School Level Counselling:

Counseling is the process of assisting and guiding clients, especially by a trained person on a professional basis, to resolve especially personal, social, or psychological problems and difficulties. Counselling falls under the umbrella term ‘talking therapies’ and allows people to discuss their problems and any difficult feelings they encounter in a safe, confidential environment. The term can

mean different things to different people, but in general, it is a process people seek when they want to change something in their lives, or simply their thoughts and feelings in more depth. School level counselling programme explore is a follow up programme of the abuse cases received through school student helpline. Children sometimes come across uncomfortable situations which either they don't aware about the concept of misbehave or fear to express before others and in due course victimized. In such situation the teacher in school and mother at home can help the child to overcome such untoward situation. But a child feels comfortable or free to share such delicate things to a teacher/mother if he/she is close to her. Such closeness can be possible when there is regular interaction between them. Keeping this in view counselling service a continuous programme started during December–January 2019 in 900 schools across the state on pilot basis. But due to Covid pandemic situation the programme was stopped and restarted soon after opening of the school during January 2022.



As per the feedback received from the field it is observed that the counselling sessions have strengthened the confidence level of the children & created opportunity to sort out the problems they faced in their day to day life.

### Success Stories:

- 1) Nirupama Pradhan, Counsellor of Sri Rampada UP School, Kandhamal district is able to stop bullying through counseling. Reena Pattnaik( Changed name) is a very good student of class VII. She is very regular in her attendance. But suddenly she stopped attending school. The counselor discussed the issue with the H.M. The H.M immediately contacted Reena's mother and came to know that Reena is hesitating to attend school as she is being bullied by a student on the way to school. Immediately the counselor recollected the behavioral changes(she was very frightened and always looking outside the window) of Reena she noticed since few days. Then with the cooperation of H.M counseling was done to the boy as well as to Reena. After counseling the boy stopped bullying and Reena attended school as usual.
- 2) Laxmipriya student of Class V is good at studies, regular in attending school and very active. The teacher noticed her inattentiveness in class and tried to know the cause behind it but could not. However one day Laxmipriya's father came to the teacher and requested to take both of her children to his native place. Within no time Laxmipriya's brother came with his bag but Laxmipriya hesitate to go with her father. Observing the situation, the counselor went to Laxmipriya, hugged



her with affection and asked the reason. Laxmipriya replied she didn't want to go with her father as he is always taking wine. The counselor managed the situation by telling that Laxmipriya has lots of course to complete so she cannot go with him. Laxmipriya narrated the behavior of her father towards her mother and other family members. Next day the counselor called Laxmipriya's mother to have a discussion. After having detail discussion both of them found a way that Laxmipriya will stay in her maternal uncle's house which is 500 meters away from her house and continue her studies. From that day Laxmipriya continuing her education without any obstacle.



## 29. PROJECT MANAGEMENT

### Executive Committee

The 2<sup>nd</sup> E.C. A meeting of OSEPA was held at 4.00 PM on 24.09.2021 under the Chairmanship of Chief Secretary, Odisha-cum-Chairman, E.C OSEPA.

Power and Functions of E.C	:	Responsibility of the Executive Committee to Endeavour to achieve the objectives of the Authority and to discharge all its functions. The EC shall exercise all administrative, financial and academic authority in this behalf including power to create posts of all descriptions and make appointments thereon in accordance with the regulation.
Frequency of the E.C.	:	The meetings of the EC shall meet as often as necessary but at least once in each quarter of the year.

The following discussion and approvals were taken in the 2<sup>nd</sup> E.C meeting of OSEPA:

- The Confirmation of the proceedings of the 1<sup>st</sup> E.C Meeting, OSEPA was made. The compliance of the 1<sup>st</sup> E.C Meeting, OSEPA was approved.
- Approval of Annual reports and Audited Statement of Samagra Shiksha for the year 2019-19 and 2019-20 was made.
- Annual Plan under Samagra Shiksha for the year 2019-20 and 2020-21 and 2021-22 was approved.
- Approval was accorded for Implementation of STARS.
- Approval was accorded for Establishment of SPMU under STARS.
- Appraisal was made for functioning of different apps like attendance app, E-Mulyankan, E-Pathshala, Saral app, Odisha School Monitoring application

Service matters pertaining to Officers and staff including creation and up-gradation of post, fixation of pay, mode of recruitment, qualification, selection procedure, service condition, pay and emoluments, formulation of budget, purchase procedures, delegation of financial powers, investment of funds, maintenance of accounts and audit, TA Rules, etc. are being placed in E.C as and when required.

### SANCTIONED AND VACANCY POSITION OF STATE PROJECT OFFICE, OSEPA

Sl. No.	Designation	Sanctioned Strength	In position	Vacancy
1	State Project Director	1	1	0
2	Additional Director	3	3	0
3	Joint Director / Deputy Director	13	13	0
4	Asst. Director	6	2	4
5	Procurement Officer	1	1	0
6	Finance Officer	1	1	0
7	Assistant Director (MIS)	1	0	1
8	Assistant Director (Planning)	1	1	0
9	P.S. to State Project Director	1	1	0

10	Media Coordinator	1	1	0
11	System Administrator	1	1	0
12	Network Administrator	1	1	0
13	Training Assistant	3	3	0
14	Sr. Programme Asst.	3	3	0
15	Coordinator	9	8	1
16	Programmer	8	7	1
17	Accountant (State level)	4	4	0
18	Auditor	2	2	0
19	Financial Consultant	1	1	0
20	Technical Consultant	3	3	0
21	Sr. Stenographer	4	4	0
22	Sr. Office Asst.	3	3	0
23	Librarian	1	1	0
24	Legal Assistant	1	1	0
25	Jr. Stenographer	6	4	2
26	Programme Associate	1	1	0
27	Programme Asst.	2	0	2
28	Cashier	1	1	0
29	Electrician	1	1	0
30	Office Assistant	5	5	0
31	Data Entry Operator	10	10	0
32	Despatcher	2	1	1
33	Driver	6	5	1
34	Peon	11	11	0
35	Gardner	1	1	0
36	Night Watchman	2	0	2
37	Sweeper	2	2	0
38	Coordinator (School Student Help line)	4	4	0
	<b>TOTAL</b>	<b>127</b>	<b>109</b>	<b>18</b>



### 30. FINANCE MANAGEMENT

#### 1. Implementation of New procedure of Fund management through SNA & PFMS

- Preparatory activities like declaration of Single nodal Agency, opening of Single Nodal Account etc. have been completed.
- Zero Balance accounts for all the Implementing Agencies (55111 nos.) have been opened.
- Mapping of ZBAs in PFMS till Block level has been completed.
- Till Block Level, financial transactions are being carried out through PFMS & Single Nodal Account.
- In six districts, Financial Transactions are being carried out through SNA upto school level also.
- State Bank of India has boarded the Banking software in the State Project Office.

#### 2. Adjustment of Outstanding Advance

- Rigorous monitoring of advances were carried out throughout the year on a day to day basis regularly as a result of which, an amount of Rs. 1415. 92 Crore has been adjusted till date out of the outstanding advance of Rs. 1688. 33 Crore pending till FY 2020- 21 which is 84% w. r. t O.A.

#### 3. Expenditure Uploading in PRABANDH

- Budget & Expenditure uploading in PRABANDH Portal was done at SPO & District level on a regular basis within the scheduled time.

#### 4. Auditing

- Internal Audit & Statutory Audit of SS of the Fy 2020- 21 was carried out in strict adherence to the stipulation elaborated in the FMP manual on SS & Statutory Audit Report of the Fy 2020- 21 along with UC was sent to Govt of India on 01. 11. 21.

#### 5. Monitoring of expenditure

- Expenditure monitoring of all activities as approved in PAB was carried out on a monthly basis.

#### 6. Capacity Building Programme

- Capacity Building of all District Level functionaries was done at SPO on Virtual & Offline mode covering PFMS, SNA etc.



## 31. HIGHER SECONDARY EDUCATION

### 1. DIGITAL LEARNING ACTIVITIES

YouTube live streaming classes for students of class –XI & XII of all streams going on from seven leading Higher Secondary Schools which is accessed by all students across the state during live class or as per their convenient time in YouTube.



### 2. SHIKSHA DARPAN

The syllabi based video lesson for Class – XI & XII students are telecasted in Doordarshan under “Shiksha Darpan” programme for two hours a day from Monday to Friday



### 3. SCHOLARSHIP

#### i. PATHANI SAMANTA MATHEMATIC TALENT SCHOLARSHIP (PSMTS)

2000 students studying in Class-XI and XII have been awarded with @ Rs. 5000 and @Rs.10000 each respectively towards Pathani Samanta Mathematics Talent Scholarship (PSMTS) during 2021-22 through Odisha State Scholarship Portal. **e-Certificates** have been provided to awardees for the first time to encourage the scholars in addition to scholarship money.



#### ii. JUNIOR MERIT SCHOLARSHIP

8200 poor and meritorious students studying in both Government / Govt. Aided/ Private Higher Secondary Schools under different Boards like CHSE, CBSE, ICSE, etc. have been awarded with Junior Merit Scholarship @Rs.3000 per annum through State Scholarship Portal during 2021-22.

### 4. PGT RECRUITMENT

The process for recruitment of 335 Post Graduate Teacher in 17 Government Higher Secondary Schools is under process at OPSC level. Further process of recruitment of 1543 Post Graduate Teachers in Non-Govt. Aided Higher Secondary Schools is also going on at Govt. level.

## 5. GUEST FACULTIES

315 nos. of Guest Faculties have been engaged in 45 Govt. Higher Secondary Schools to continue the teaching-learning in the absence of regular teachers.

## 6. MO SARKAR

1210 calls have been made to different beneficiaries since September 2021 under “Mo Sarkar” for getting feedback on Government schemes and re-dressal of various grievances.

## 7. STUDENTS ACADEMIC MANAGEMENT SYSTEM(SAMS)

e- Admission of students done through SAMS to make the process simple , economical, fast and transparent. 3,85, 094 students have been admitted into Class–XI under different streams during 2021-22. Total 56074 numbers of seats in different HSS has been increased, keeping in view the COVID situation and increase in pass rate of HSC Examination.

**e-Administration** uses the admission database for the issue of HSS Identity Cards, Library Cards, record of fees collected from the students, allocation of subjects and sections, preparation of Long Roll Register and Return of Matriculates, Maintenance of student’s attendance, Tabulation of HSS level examination marks, issue of HSS Leaving Certificates etc.

## 8. MODERNISATION OF HIGHER SECONDARY SCHOOLS

A sum of Rs. 34,15,000/- each has been utilized in 09 Higher Secondary

Schools of Rayagada, Gajapati, Deogarh, Balasore, Angul, Mayurbhanj, Khurdha, Jagatsinghpur, Keonjhar district for set up of smart class rooms and IT facilitation centres under the Scheme of Modernisation of Quality Education in order to provide facilities among the students of Higher



Secondary Schools for upgrading the skill of information technology and learning through e-content. This is one of the components under 5T initiatives and will gradually cover all 30 districts.

## 9. INFRASTRUCTURAL DEVELOPMENT OF NON-GOVT. AIDED HIGHER SECONDARY SCHOOL

As a whole Rs.13,83,68,000/- has been released for construction as well as extension of infrastructure of existing buildings of 69(22 of 488 and 47 of 662 Category) Non- Govt. Aided HSS.

## 10. LABORATORY EQUIPMENT

As a whole Rs.1,34,06,000/- has been released towards purchase of Laboratory Equipment in Government and Non-Govt. Aided Higher Secondary Schools from the inception of this Directorate i.e. from Financial Year 2017-18 to 2020-21.



**11. e-Evaluation**

Funding of Rs.5.00 crores for E-evaluation of answer sheets of annual exam of Class XII students of HSS level has been made.

**12. Red Cross Programme**

A sum of Rs. 5.00 lakh for the financial year has been released to the Secretary, Red Cross Society for implementation of the training programme of State Level trainers, under Youth Red Cross programme.

**13. Exgratia**

Exgratia @ Rs.2, 00,000/-(Rupees Two Lakh) to each have been sanctioned in favour of 62 legal heirs of the deceased employees of Aided Higher Secondary Schools.

**14.** An amount of Rs.435.22 crores for GIA salary has been drawn and disbursed in different Heads of account for release of salary.

**15.** Grant in aid has been sanctioned for 30 new HSS & 400 employees. Accordingly, current salary from March 2021 to February 2022 paid to them.

**16.** Rs.100 crore parking money collected from different HSS and deposited through Treasury Challan in Government

**17.** Self Defence Training programme for 1,59,363 number of girl students of Class-XI in 1050 Government and Non-Govt. Aided Higher Secondary Schools functioning under Higher Education Department and School & Mass Education Department during the session 2021-22. For successful implementation of the programme 30 Nodal HSS coordinated the activities. Further state and district level monitoring is also done for successful organization of the programme.



Besides this, the Rani Laxmibai Self-defence programme for Girls under Samagra Shiksha has been organized in all Govt. Higher Secondary Schools during 2021-22.

**ଜିଏମ୍ କଲେଜରେ ଆତ୍ମରକ୍ଷା ପ୍ରଶିକ୍ଷଣ ରାଣୀ ଲକ୍ଷ୍ମୀବାଇ ଆତ୍ମସୁରକ୍ଷା ତାଲିମ**



ସମଗ୍ରପୁର,୧୦/୧୨(ବୁଧବେଳା): ପ୍ରଜ୍ଞାଧର ମେଘବେରା ଉତ୍କଳର ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟ ପରିସରରେ ରାଣୀ ଲକ୍ଷ୍ମୀବାଇ ଆତ୍ମରକ୍ଷା ପ୍ରଶିକ୍ଷଣ ଉଦ୍ଦେଶ୍ୟରେ ପ୍ରତିଷ୍ଠା କରାଯାଇଛି । ଅଧ୍ୟକ୍ଷ ପ୍ରଫୁଲ୍ଲ କୁମାର ପଣ୍ଡାଙ୍କ ତତ୍ତ୍ଵାବଧାନରେ ଅତ୍ମରକ୍ଷା ଶିବିରକୁ ଲୋକତାରକ ରୋହିତୀଙ୍କୁ ଉଦ୍ଘୋଷଣ କରିଥିଲେ । ଏଥି ସହ ଜାତୀୟ ଆତ୍ମରକ୍ଷା ପ୍ରଶିକ୍ଷଣର ମହତ୍ତ୍ଵ ଓ ଆବଶ୍ୟକତା ସମ୍ବନ୍ଧରେ ଅବଗତ କରାଇଥିଲେ । ପୁଣ୍ୟାଳା ମାତଙ୍ଗା ଦିବିଶା କାର୍ଯ୍ୟକ୍ରମକୁ ପରିଚାଳନା କରିଥିଲେ । ୮ ଦିନର ଏହି କାର୍ଯ୍ୟକ୍ରମ ଜିଲ୍ଲା ସମସ୍ତ ଶିକ୍ଷା ପ୍ରସ୍ତୁତ ସରକାରୀ ଠିକଣା ଓ ମେମ୍ବରୀ ଶୁକ୍ରକା ସମସ୍ତ ଜାତୀୟ ଆତ୍ମରକ୍ଷା ଶିବିର ନୌକରଣ ପ୍ରଶିକ୍ଷଣ ଦେଇଛି । ଏହି ଅବସରରେ ସମସ୍ତ ଅଧ୍ୟାପିକା ଏବଂ ଅଧ୍ୟାପକ ଉପସ୍ଥିତ ରହି ଉତ୍ତମୋତ୍ତମ ଭାବରେ କରୁଥିଲେ ।



ଆତ୍ମସୁରକ୍ଷା ସାଧନ ଉଦ୍ଦେଶ୍ୟରେ ଆତ୍ମସୁରକ୍ଷା କମିଟିର ସମ୍ପାଦନାରେ ।  
 ଦେଖାଯାଉ ଅର୍ଥାତ୍, ୧୧/୧୨  
 ଦେଖାଯାଉ ଉଚ୍ଚ ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟରେ ଶିକ୍ଷକ ରାଣୀ ଲକ୍ଷ୍ମୀବାଇ ଆତ୍ମସୁରକ୍ଷା ତାଲିମ ଉଦ୍ଦେଶ୍ୟରେ ଅନୁଷ୍ଠାନିତ କରାଯାଇଛି । ଦେଖାଯାଉ ସମ୍ପାଦକୀୟ ମହାବିଦ୍ୟାଳୟର ଉପସ୍ଥିତ ଅଧ୍ୟକ୍ଷ ଡ. ଦେବଶିଖର ମହାନ୍ତି ଏହାକୁ ଉଦ୍ଘୋଷଣ କରିଥିଲେ । ଆଜିରାତ୍ ଜାତୀୟ ସୁରକ୍ଷାସେନା ସେନାକୁ ପଠିବ । ଶାନ୍ତାପତି ଏବଂ ମାତୃବିଦ୍ୟୁତରେ ଉପସ୍ଥିତ ରେଣୁ ସମସ୍ତ ଆତ୍ମରକ୍ଷା ତାଲିମ ଦେଖି ଉଚ୍ଚ ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟର ଉପସ୍ଥିତ ଅଧ୍ୟକ୍ଷ ଡ. ଦୁର୍ଲଭ ସାହୁ, ଡ. ଚୌଧୁରୀ ନନ୍ଦ ଏବଂ ଡ. ପ୍ରଫୁଲ୍ଲ ପାତ୍ରଙ୍କ ପ୍ରଧାନ କାର୍ଯ୍ୟକ୍ରମ ପରିଚାଳନା କରିଥିଲେ ।

**18. Mo School Abhiyan in Higher Secondary Schools:** The alumni connect programme under Mo School Abhiyan has been extended to Govt. and Govt.Aided Higher Secondary Schools during 2021-22.



19. There are 5663 nos. of students have been taken admission in Govt. Vocational Higher Secondary schools in the year 2021-22 in 19 trades .





## 32. TE & SCERT

### Early Childhood care and Education ( ECCE)

#### Development of play class module (for Balvatika):

National Education Policy 2020 emphasizes on universalization of early childhood care and education (ECCE). ECCE or pre-school education comes under the foundational stage along with classes 1 and 2 as per the recommendation of NEP 2020. As 85% of brain development occurs during 3 years to 6 year of age, proper care must be taken for the all-round development of the children. Hence, the Anganwadi workers who are responsible for early childhood education must be oriented properly. So that they can take care of the all-round development of children by implementing different joyful activities. In this context DTE & SCERT has developed a play class module to train the anganwadi workers.



**Objective:** To build the capacity of Anganwadi Workers on the modalities & importance of play class for holistic development of the children.

#### Foundational Literacy and Numeracy (FLN)

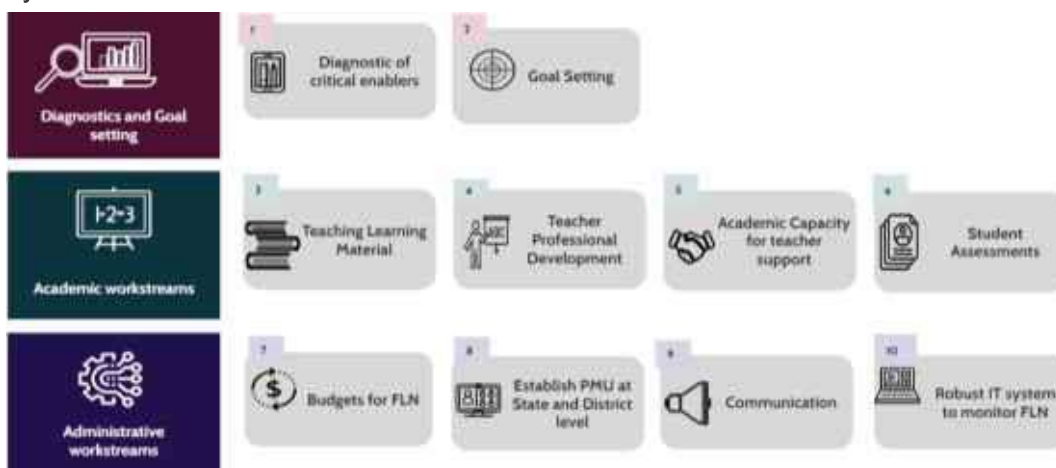
##### 1. Development of 5-years Roadmap for FLN programme

A perspective plan is a long term written document which provides the goals and implementation strategy. It is a blueprint regarding the objectives and targets for the long run growth and is divided into certain smaller plan, i.e., yearly plans to achieve the yearly goals. Directorate of Teacher Education & SCERT has developed a 5-year perspective plan for achieving the goals of FLN in a yearly basis so that the aim of the mission will be achieved successfully.

**Objective:** To develop a plan of action and visualise a 5-year perspective for the FLN program in the state

##### 2. Translation and Contextualisation of Posters on FLN *Lakshyas*

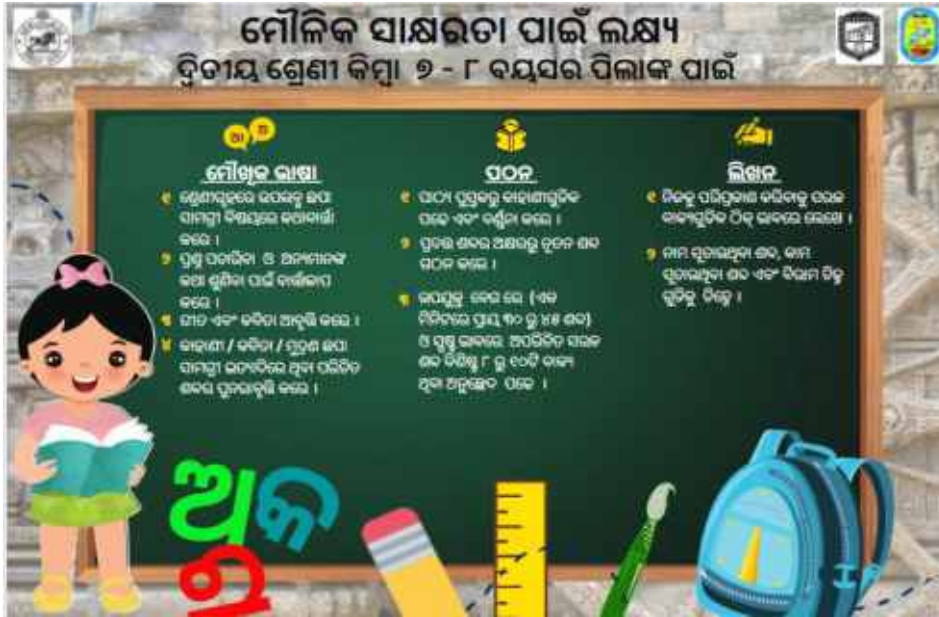
The Ministry of Education, Government of India has developed the posters on NIPUN Bharat *Lakshyas* from Balvatika to grade 3 for FLN. These posters are developed to sensitize the community so that they can contribute their best for the success of the mission.





In this regard DTE&SCERT has translated and contextualised the *Lakshyas* of FLN from Balvatika to grade 3 developed by the Ministry of Education, Government of India and has sent them to OSEPA for printing and distribution to school.

**Objective:** To create awareness amongst community members about the *Lakshyas* of the FLN program



### 3. Development of Teaching and Learning Materials

DTE&SCERT in collaboration with Language and Learning Foundation (LLF) and Akshara Foundation (AF) has developed Teaching and Learning materials as per the mandate of NEP 2020. These materials were developed in the workshops where Teacher Educators and SRG members participated.

The following materials have been developed for classes 1 2 3

- 20 big books
- story books for grade 1 and 2
- reading books for grade 1 and 2
- workbooks for literacy and numeracy
- letters and *matraa* card
- story cards
- poem posters
- picture posters
- decoding grids for grade 1 and 2

**Objective:** To achieve FLN *Lakshyas* by using these materials

### 4. Teacher Professional Development

Selection of a State Resource Groups (SRG) had been made through a visioning test. The SRG members have been oriented on the implementation of FLN program. All the DIET faculties and DRG members have been trained through online mode on the Diksha platform (NISHTHA 3.0). A teacher training module on effective use of FLN material has been developed and training of DIET faculties and SRG is going on.

**Objectives:**

- To enhance the teaching skills of the teachers in the FLN context
- To enhance the mentoring skills of the academic supporters in the FLN context

## 5. Providing Academic Support

The state has 15 state mentors, 240 SRG members, around 900 DRGs and 5000 CRCCs and BRG's to provide academic support to teachers for successful implementation of FLN program. The DIET faculties are providing academic support to the CRCC of their adopted block through DIET-CRCC linkage. The state officers have also been assigned the task of monitoring and mentoring FLN activities of their adopted districts.



### Objectives:

- To create a mentoring mechanism for effective implementation of FLN program
- To build the capacity of the CRCC and teachers on classroom transaction

## CURRICULUM STUDIES & TEXTBOOK DEVELOPMENT

### 1. Preparation of translated Odia textbook to Hindi, Bengali, Telgu and Urdu Languages (Class - I to VIII)

Textbooks from Class – I to V in Hindi, Bengali, Telugu & Urdu language were translated. Preparation of translated Odia textbook to Hindi, Bengali, Telgu and Urdu Languages from Class - VI to VIII is under process.

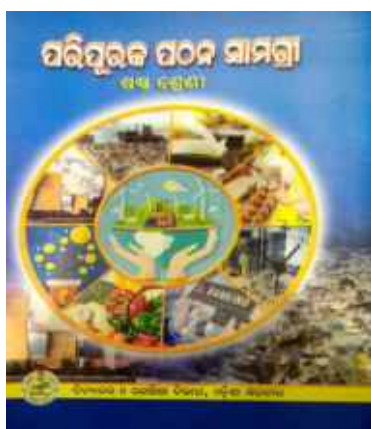


### 2. Development of Urdu Dictionary (Odia – English-Urdu & Urdu- Odia- English) (Manuscript Developed)

For the first time Urdu Dictionary is prepared for Urdu tract people of Odisha. Various workshops have been organized for development of Manuscript of Urdu Dictionary (Odia – English-Urdu & Urdu- Odia-English).

### 3. Development of Supplementary reading materials on Financial Literacy, Solid Waste Management, Energy Conservation & Food Safety.

SCERT has developed Supplementary reading materials on Financial Literacy, Solid Waste Management, Energy Conservation & Food Safety for the students of Classes – VI, VII, VIII.





#### 4. Translation New scheme of Adult Education “PadhanaLikhana Abhiyan” Primer into Odia language.

As per the request of the Directorate of Elementary Education New scheme of Adult Education “PadhanaLikhana Abhiyan” Primer has been translated into Odia language.

#### 5. Piloting of District – Level Consultation with regard to development of SCF under the programme titled Development of National Curriculum Framework as a follow up of NEP 2020.

Two days “Piloting Programme of District Level Consultation on Development of SCF under NCF as a follow up of NEP 2020” Programme was organized by the Directorate of TE & SCERT, Odisha, Bhubaneswar in collaboration with NCERT, New Delhi at ELTI Conference Hall, Bhubaneswar on 15<sup>th</sup> & 16<sup>th</sup> November 2021.



#### 6. Integration of Disaster & Pandemic Management in School Curriculum (Class – IV to XII).

Various workshops have been organized on “Development of Content for Integration of Disaster and Pandemic Management in School Curriculum from Class – IV to VIII”. The text developed on Disaster, Hazards, Pandemic and its Safety Measures and management. The text contains



picture, story, dialogue, examples and illustration of State, Country and Abroad. The content is based on NCF – 2005 and NEP, 2020 guidelines. The content facilitates sharing of student’s experiences, critical thinking and creativity etc.

#### 7. District Level Consultation with regard to Development of NCF as a follow up of NEP 2020.

One day District Level Consultation on Development of NCF as a follow up of NEP 2020 Programme was organized by the Directorate of TE & SCERT, Odisha, Bhubaneswar in collaboration with NCERT, New Delhi at DIET, Baripada on 13<sup>th</sup> April 2022.



### Professional Development on Technological Skill among DIET Faculties

Technology, when integrated into the classroom practices, revolutionizes the learning process. Technology integration in the curricular and other curricular activities improves students’ learning processes and outcomes. National Education Policy 2020 highlights about Digital India Campaign which helps to transform the entire nation into a digitally empowered society and knowledge economy. Educational technology will play an important role in the improvement of educational processes and outcomes.



In this backdrop, DTE & SCERT was planned to organize capacity build up programmes for the DIET faculties on integration technology in Pre-Service Teacher Education so also in Teacher Professional Development activities. A four-day programme with contents covering MS office, LMS and Collaborative ICT tools was organized in a phased manner in the ICT laboratory of SCERT. In each phase, 25 DIET faculties attended the programme.



### Objectives:

- To build the capacity of DIET faculties on integration of appropriate ICT tools in different pedagogical activities
- To create animated contents in different subjects and use those for attainment of Learning Outcomes by the students at elementary level

### Science and Mathematics Cell, TE & SCERT

#### 1. District Science Supervisors Conference

The programmes of the Science and Mathematics Cell of this Directorate, for the year 2021 – 2022, were started with the District Science Supervisors' (DSS) Conference held on 17.12.2021 in the Conference Hall of Directorate of TE and SCERT. The objective of the meeting was to discuss about conduct of different activities relating to Science Education.



#### 2. National Science Day

The State Level Science Day was celebrated on 28<sup>th</sup> February, 2022 in Government ETEI, Unit-VI, Bhubaneswar. The discussion was on inculcation of scientific temper among students. Science Exhibition was conducted on different emerging themes.



### 3. State Level Science Quiz Competition 2021 – 2022 (Both Junior & Senior Group)

The State Level Science Quiz Competition was organized on 30<sup>th</sup> March 2022 (Senior) & 31<sup>st</sup> March 2022 (Junior) in the Regional Science Centre, Bhubaneswar with joint collaboration of TE & SCERT, Odisha, Bhubaneswar.

27 Districts were participated in the Senior Group Science Quiz Competition held on 30<sup>th</sup> March 2022 and 29 Districts were participated in the Junior Group Science Quiz Competition held on 31<sup>st</sup> March 2022. The participants as well as winners were felicitated by Certificate and Prizes



**Objective:** - To develop scientific attitude, scientific thinking and scientific awareness among the students.

#### Assessment Cell

State Assessment Committee has been constituted at the Directorate of TE and SCERT to conduct different activities relating to School based assessment and large-scale assessment. In this regard, the following activities have been performed by the suggestion of the members of assessment committee for the year, 2021-2022. Analyzed the present assessment framework of the State for the Elementary level and designed the plan of action to develop the assessment framework for school-based assessment of the state.



- In view of Covid-19, Schools were closed for more than 2 years so assessment cell developed the test items for Baseline Assessment from Class – I to VIII to know the children's learning level and strategies for improving the learning level. All the Test items were developed by the members of the Assessment Committee considering the essential learning outcomes of different subjects in different classes.



- Baseline Assessment Test was conducted in our state in informal way in all the Government schools of the State from 22.11.2021 to 24.11.2021 for Classes – VI to VIII and 09.03.2022 to 11.03.2022 from Classes- I to V.
- Assessment results were also analyzed at the State level on the basis of achievement result of the students to initiate plan and programmes for the improvement of students learning.



## FOUNDATIONAL LEARNING STUDY IN LITERACY AND NUMERACY

Foundational learning comprises of integrated and holistic development of the child. The three development goals (as mentioned in FLN Mission document) that are crucial for this stage relate to-

- Children maintaining good health and wellbeing,
- Children becoming effective communicators and
- Children becoming involved learners and connecting with their immediate environment.



### Objectives of the Study:

The fundamental goal of the study was to facilitate an understanding of learning up to grade 3 for the following two goals and to design the intervention strategies:

- Children Becoming Effective Communicators (**Foundational Literacy**)
- Children becoming involved learners and connecting with their immediate environment (**Foundational Numeracy**)

The Study was Jointly conducted by the Ministry of Education and NCERT, New-Delhi for the grade 3 students in Literacy and Numeracy .In Odisha, total 440 sample Schools were selected covering all the districts.(129 schools only for Sambalpur and 311 school Is for rest of the districts). It was conducted in 4 different languages (Odia, Urdu, Hindi and English) in our state covering all categories of schools.

To conduct study the following activities were performed by the TE and SCERT:

- State Nodal Officer from SCERT, Odisha and 60 (Sixty) District Coordinators from the DIETs were selected for this Study.
- Three forty five (345) Field Investigators of DIETs, Govt, Elementary Teacher Education Institutes and Govt, Elementary Teacher Education Institutes (Urdu) have been selected considering their language proficiencies.
- Translation and adaptation of 4 sets of Achievement Booklets (Effective Communicator & Involved Learner) in Odia Language had been completed with other Questionnaire, Assessment KIT and Students Response Sheets.
- Two rounds of training (Virtual and Physical) organized by the MOE and NCERT, New-Delhi for the Master facilitators and accordingly 4days training imparted to the District Coordinators and Field Investigators with **Dry-Run** by the masterfacilitators.





- In View of critical nature of the study Dry-Run for the Field Investigators was conducted to assess the inter-rater validity of FIs. and accordingly, OMR sheets have been uploaded in the NCERT, Portal. Ministry of Education and NCERT, appointed an Observer from UNICEF for this purpose. Selected Sample List of the Schools provided by the Ministry of Education and the District Coordinators verified the existence of schools and reported accordingly.

Finally, the study was conducted from **23<sup>rd</sup> - 25<sup>th</sup> March-2022**, **26<sup>rd</sup>- 28<sup>th</sup> March-2022**, and from **4<sup>th</sup> - 6<sup>th</sup> April, 2022** in our state.

The study covered 440 schools, 4034 students out of 4134 sampled students and 869 Teachers in the state of Odisha.

### ACTIVITY FOR RESEARCH AND PUBLICATION CELL

The State Research Advisory Committee (SRAC) was constituted and Notified vide Notification No. 1827/SME/ dated 08.02.222 to facilitate different Research Based Activities to be conducted in School Education and Teacher education under School and Mass Education Department.

The following major activities have already been undertaken by the Research Cell of this Directorate for the Financial Year, 2022.

- Seventy-seven (77) Research proposals have been obtained from different Teacher Training Institute based on quality improvement in School Education and Teacher Education.
- The Research proposals have been scrutinized by the Members of the State Research Advisory Committee and suggested for improvement to carry on Research work at the District Level
- State level Research proposals have already been finalized to conduct Research based on Home Based Learning during year, 2021-2022. Accordingly, tools have been developed by the faculties of DIETs / BIETs / ETEIs of the State with the support of State Research Advisory Committee.
- State Research proposals for the year, 2022-2022 i.e. Impact of NISTHA training has also been finalized and tools of the project have also been developed.
- Research Abstracts from different DIETs / BIETs / ETEIs of the State have also been collected to prepare handbook on research abstract for dissemination.







**MEDIA COVERAGES  
(APRIL'21 - MARCH'22)**



**EducationOdisha** @SMEOdisha - Apr 2, 2021  
 Sri Sayyabratra Sahu, Principal Secretary visited DIET Balangir and Odisha Adarsha Vidyapeeth Patthalihota, Balangir on 2.04.2021. He reviewed various ongoing activities of the Department.



**EducationOdisha** @SMEOdisha - Apr 2, 2021  
 Sri Sayyabratra Sahu, Principal Secretary visited HS High School, Durgajpur, Sonepur. He reviewed preparations for forthcoming Annual Board Exams.



**EducationOdisha** @SMEOdisha - Apr 2, 2021  
 Sri Sayyabratra Sahu, Principal Secretary visited Padma Lakshmi Ashyram in Nuapada district with CEO, BEO, BDO and interviewists of DPO.



**EducationOdisha** @SMEOdisha - Apr 3, 2021  
 Sri Sayyabratra Sahu, Principal Secretary along with Collector & DM, Nuapada interacting with students about preparation for HSE Examination at Cent. Nodal High School, Sataborg, Nuapada.



**EducationOdisha** @SMEOdisha - Apr 3, 2021  
 Alumni of National HS & Girls HS, Nuapada contributed Rs. 2 lakh each under the #MudraSathi initiative. Sri Sayyabratra Sahu, Principal Secretary facilitated them with Hon'ble CM's Thank You letter. He also encouraged them by lending his voice with students on the School Song.



**EducationOdisha** @SMEOdisha - Apr 4, 2021  
 Sri Sayyabratra Sahu, Principal Secretary, visited Gavit UG HS Laxadi, Sohela with Collector Bargarh & appreciated the SM and staff for taking various steps for all round development of school. He interacted with students, observed Smart class, distributed Thank you letter to Alumni.



**EducationOdisha** @SMEOdisha - Apr 15, 2021  
 Principal Secy Sri Sayyabratra Sahu addressing alumni in his adopted School at Sonepurgarh HS, Dhenkanal, a centre of excellence under #ET in presence of Hon'ble Minister, Steel & Mines, Sri Pratiksha Kumar Mallick, Sri Anup Sahu, DIG Intelligence and Collector Dhenkanal.



**EducationOdisha** @SMEOdisha - Apr 16, 2021  
 Students registration in RTE portal for admission under free seats in private schools extended to 30th April 2021.



**EducationOdisha** @SMEOdisha - Apr 27, 2021  
 Admission for Elementary and Secondary Schools for the session 2021-22 for Children from 27th April 2021 & to be completed by 31st May 2021.



**EducationOdisha** @SMEOdisha - May 1, 2021  
 The SKOCH AWARD has been conferred upon DAWS for its excellent skill development initiatives on April 30, 2021 at New Delhi.



**EducationOdisha** @SMEOdisha - May 7, 2021  
 Detailed information on alternative methods of assessment for award of marks in all class equivalent examinations conducted by the B.S.E., ODISHA.



**EducationOdisha** @SMEOdisha - Jun 5, 2021  
 Sri Sayyabratra Sahu, Principal Secretary, SA, ME Daput led a cordial visit receiving and offering fish subsidies to Law #Sangharshini, Adarsh, Odisha Adarsha Vidyapeeth Sonepur.



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EducationOdisha @SMEOdisha · Jun 5, 2021

Plantation on occasion of World Environment Day at City High School Berhampur. Let's pledge to plant trees and save our earth.

#WorldEnvironmentDay #11



0 11 1 4 127 11

EducationOdisha @SMEOdisha · Jun 8, 2021

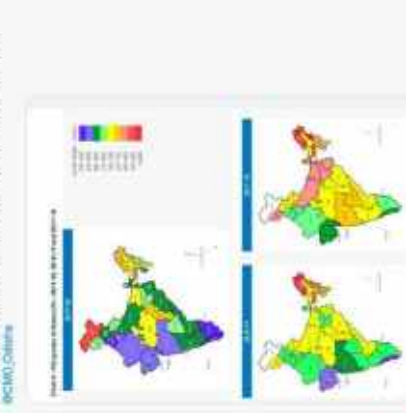
The State-Led Model of the IBM STEM for Girls Program to 258 schools across the state was launched today by Shri Samir Ranjan Dash, Honble Minister of School & Mass Education, Odisha to build capacity of girls in digital fluency, career choice, STEM mindset, 21st century skills



0 14 1 14 121 11

EducationOdisha @SMEOdisha · Jun 6, 2021

The PCI score of Odisha increased from 749 in 2018-19 to 838 in 2019-20 raising the status from Yellow to Green. There has been notable improvement in the domain of Infra, governance & equity. This could be possible under the visionary leadership and guidance of @CMO\_Odisha



SHARE

EducationOdisha @SMEOdisha · Jun 11, 2021

A review meeting was held on 10.06.2021 by The Principal Secretary, S&ME. He reviewed the ongoing civil works related to OMS level 2 and decided the construction of Model Vidyalyaya at Bhubaneswar will be completed by 2022.



0 11 1 4 127 11

EducationOdisha @SMEOdisha · Jun 13, 2021

A Smt. Saba was held virtually today to observe the Ekdashti of Dr. Bijaya Kumar Sahoo, Advisor OMS, Hon'ble Minister, S&ME Dept joined others, including Principal Secretary in paying tributes to @biplobasahu. His vision will lead us to perform better.



0 3 1 4 71 11

EducationOdisha @SMEOdisha · Jun 25, 2021

Shri Satyanarata Sahu, Principal Secretary, S&ME Department visited Ravenshaw College School, Cuttack today to lead the Green School Drive and discussed with its Alumni in virtual mode on pedagogical transformation and infrastructural development in near future.



0 4 1 0 146 11

EducationOdisha @SMEOdisha · Jun 21, 2021

In the recently launched YouTube Live learning initiative, the channels have got an overwhelming response as 4 Lacs students subscribed the same. Around 12 lacs students attend the classes on each day. The channels have high coverage among all Odisha students.

@CMO\_Odisha

0 34 1 24 270 11

EducationOdisha @SMEOdisha · Jun 10, 2021

OSERA has decided to conduct YouTube Live classes due to the COVID pandemic. State Project Director of OSERA, Shri Bhupendra Singh Panda has asked 13 of 30 district education officers to arrange live classes per district with properly stated features.



mohy@osera.oe

Odisha to revive virtual teaching to YouTube from June 21 for school stu With little possibility of schools reopening from the current academic session...

0 24 1 23 142 11

EducationOdisha @SMEOdisha · Jun 17, 2021

S&ME dept. has launched two learning management platforms named e-Pastorals & e-Mulayaban by Shri Samir Ranjan Dash, Hon'ble Minister of School & Mass Education. The department plans a plethora of digitally added initiatives in near future to help students converted to e-learner.



0 36 1 34 400 11

EducationOdisha @SMEOdisha · Jun 11, 2021

When India was hit by the second wave of COVID-19, the Odisha government took on a massive mission to supply medical oxygen and save lives. Which saw all forces and departments joined hands to fight the crisis together.

@CMO\_Odisha @suryabratilalbert



0 2 1 0 89 11

EducationOdisha @SMEOdisha · Jun 17, 2021

S&ME Dept. Odisha has signed MoU with Central Space Foundation (CSF) India to achieve Functional Literacy and Numeracy (FLN) among children in rural S.S. Empowering them with their own state built skills key to the future and nation building.



0 21 1 13 388 11

EducationOdisha @SMEOdisha · Jun 28, 2021

Partners are to be taken up in special premises in convergence with Forest, Horticulture & Panchayati Raj Departments. The given initiative is expected to transform the school environment.



0 26 1 15 493 11



**EducationOdisha** @SMEOdisha - Jul 4, 2021  
 ଉପରୋକ୍ତ ଶ୍ରେଣୀର ପଢ଼ା ପାଇଁ ଯୁକ୍ତି ଦିଅନ୍ତୁ

**Online / Youtube Class**




**YouTube**

ମନୋରୋଦ୍ଧିଆ.com  
 ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ଉପଯୁକ୍ତ ପଢ଼ା ପାଇଁ ଯୁକ୍ତି ଦିଅନ୍ତୁ । ନିମ୍ନୋକ୍ତ ଲିଙ୍କରେ ଉପରୋକ୍ତ ଉପାଦାନ ଉପରେ କ୍ଲିକ୍ କରନ୍ତୁ ଏବଂ ଉପଯୁକ୍ତ ପଢ଼ା ପାଇଁ ଯୁକ୍ତି ଦିଅନ୍ତୁ । ଉପରୋକ୍ତ ଉପାଦାନ ଉପରେ କ୍ଲିକ୍ କରନ୍ତୁ ଏବଂ ଉପଯୁକ୍ତ ପଢ଼ା ପାଇଁ ଯୁକ୍ତି ଦିଅନ୍ତୁ ।

**EducationOdisha** @SMEOdisha - Jul 8, 2021

The meeting for State Midday Meal Program Annual Work Plan and Budget was conducted by India Govt. An annual budget of Rs. 10500Cr was presented. State's initiatives like Awareness, MMS, LPG connection, Multi Tap, Multi cap program, Nutri garden, WSHG's role were appreciated.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Jul 17, 2021

Shri. Sarabjits Sahu, Principal Secy, SA, ME Deptt has announced that state class X offline exam will be held from 30 July to 5 August 2021 in district and block headquarters. Classroom education for class X and XII to resume from 28 July 2021 from 10 AM to 1.30 PM.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Jul 26, 2021

Classes for 10th and 12th have resumed across the State today. Students attended classes maintaining Covid appropriate behaviour.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Jul 28, 2021

We are glad that Hon'ble Minister of S & ME, Shri Saran Rajpur Dash joined Hon'ble Prime Minister's address on completion of 1 year of NEP, 2020. We are honoured to be a part of the new chapter.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Jul 29, 2021

ANBE (1-2) Science and Commerce result has been published today in the Qto CHEED by Shri Saran Rajpur Dash Hon'ble Minister, S&ME Deptt, Odisha in the presence of Shri Sarabjits Sahu, Principal Secretary, CHEED & other officers.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Aug 2, 2021

In a meeting with Shri Manoj Akhola, Chairman CBSE (Odisha), Shri Sarabjits Sahu, Principal Secy were informed that affiliation for Secondary and Higher Secondary levels in 142 Odisha Adarsha Vidyalayas, a flight to programme of Hon'ble Chief Minister, will be granted soon.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Aug 10, 2021

The State Government has appointed Shri Upendra Tripathy, IAS 2008 as Advisor cum Working President and Chairman of Executive Committee of Odisha Adarsha Vidyalaya Sangathan, Bhubaneswar.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Aug 17, 2021

For the first time, Saran Rajpur Dash joined the inauguration and paid his tribute to the NEP 2020. He is the first Minister of Odisha to do so. It is a proud moment for the Government of Odisha.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Aug 17, 2021

Shri Sarabjits Sahu, Principal Secretary, SA, ME Department reviewed the progress of school transformation works in Ganjam district and visited Saktigiri School, Nayabak.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Aug 17, 2021

Shri Sarabjits Sahu, Principal Secretary, SA, ME Department reviewed the progress of school transformation works in Ganjam district and visited Mahaganj School, Nayabak.



**EducationOdisha**

**EducationOdisha** @SMEOdisha - Aug 18, 2021

ANBE (12 Arts) and Vocational result has been published today in the Qto CHEED by Shri Saran Rajpur Dash Hon'ble Minister, S&ME Deptt, Odisha in the presence of Shri Sarabjits Sahu, Principal Secretary, CHEED & other officers.



**EducationOdisha**



**EducationOdisha** @BSEOdisha · Aug 18, 2021

On the occasion of the nation's 75th Independence Day, SAME department has celebrated the day with much fervour. May 75th Independence Day be one filled with national pride.

#OMO Odisha  
#sametodisha  
#educationodisha

**EducationOdisha** @BSEOdisha · Aug 18, 2021

In a virtual interaction with the residents of Saura Anganwadi High School in Haldi Barga of Ganjam, Chief Minister has reviewed the transformation of the school and commended the students all help possible for their education.

#OMO Odisha  
#saurangwadish

High Schools Transformation: Nandan Mahapatra With High School Shil. In a virtual interaction, Chief Minister Nandan Mohapatra today interacted with the students of Saura Anganwadi High School in Haldi Barga of Ganjam.

**EducationOdisha** @BSEOdisha · Aug 18, 2021

Today, Orientation of Head Master and Teachers of Ganjam District on ST High School Transformation Programme, was successfully completed in presence of Sri/Smt. Jayaprakash Babu, Principal Secy, SAME dept., JPO/ODSPA, Director (SCERT) and other officials.

#OMO Odisha  
#MOJansatBT

**EducationOdisha** @BSEOdisha · Aug 15, 2021

E-concept for the smart classrooms in Library, library for Science Laboratory has been unveiled on the eve of the dedication of two phases ST- High School Transformation in Ganjam District by Hon'ble Chief Minister.

#OMO Odisha  
#educationodisha  
#govtnewsodisha

**EducationOdisha** @BSEOdisha · Aug 23, 2021

Sri Ashok Kumar Sahu, Asst. Teacher, Zilla Government School, Bharatpur and Sri Ajit Kumar Sanyal, JMCUG, Barpeta, Kamrupa, Charitrapur, Ganjam have been selected for the National Teachers Award 2021. Congratulations!

#OMO Odisha  
#Barpetaodisha  
#educationodisha

**EducationOdisha** @BSEOdisha · Aug 24, 2021

Under ST initiatives, High Schools in Ganjam are undergoing a mission transformation. Hon'ble CM's vision is supported by School Management Committees, alumni, public representatives, students and teachers etc.

#OMO Odisha  
#BSEOdisha  
#educationodisha

ଶ୍ରୀ ଲକ୍ଷ୍ମୀ ଗୋପାଳ ସିଂହାରୀ ନୂଆ-ବୁଲ ଓଡ଼ିଶା କଲେଜ୍-ପୁରୀ ଉପକୂଳ ସ୍ଥଳୀୟ ଉଚ୍ଚ ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟ ପଢ଼ା ଯୋଜନା କାର୍ଯ୍ୟକ୍ରମରେ ଯୋଗଦାନ କରୁଛନ୍ତି।

**EducationOdisha** @BSEOdisha · Aug 27, 2021

In partnership with United Nations World Food Programme, a Training App FISHMIZM was launched to make mid-day meals safe and hygienic. The App is aimed at Cook cum Helpers who play a key role in preparing hot cooked meals to school children.

#OMO Odisha  
#educationodisha  
#fishmizm

**EducationOdisha** @BSEOdisha · Aug 27, 2021

More than 1000 high schools of the state to be upgraded under the ST high school transformation programme. The number will go upto 5000 schools in the next three years. Odisha govt looks towards strengthening the state education system.

#OMO Odisha  
#educationodisha

**EducationOdisha** @BSEOdisha · Sep 5, 2021

Hon'ble CM congratulated Sri Ashok Kumar Sanyal, Asst. Teacher, Zilla Govt. School, Bharatpur and Sri Ajit Kumar Sanyal, JMC (U), Govt UPS, Kamrupa, Charitrapur, Ganjam for the National Teachers Award 2021. Medal and certificate handed over by Hon'ble Minister.

#OMO Odisha

**EducationOdisha** @BSEOdisha · Sep 5, 2021

Hon'ble CM addressed newly recruited Principals and teachers of Odisha Adarsha Vidyalayas to dedicate themselves for the development of students at a ceremony in Bhubaneswar today.

#OMO Odisha  
#BSEOdisha  
#educationodisha  
#govtnewsodisha

**EducationOdisha** @BSEOdisha · Sep 5, 2021

Hon'ble CM laid the foundation for construction of Iconic Adarsha Vidyalaya in Anandapur, Bhubaneswar today. The complex will be constructed at a cost of Rs. 301 crore.

#OMO Odisha  
#BSEOdisha  
#educationodisha

**EducationOdisha** @BSEOdisha · Sep 5, 2021

3 of our students Kunalendu Debata, Titimbe Soren, Abhishek Saha have been conferred with NIPRE-MAHAR Award in National Level Exhibition and Project Competition held at New Delhi on 8th Sept 2021.

#OMO Odisha  
#educationodisha



**EducationOdisha** @SMEOdisha - Sep 6, 2021

During the Orientation Programme for the Teachers of Higher Secondary Schools at the State at CHSAC, Srjayanta Sahu, Principal Secretary, SME Dept. interacted with the participants and inspired them to reach the next generation digitally.

#SMEOdisha  
#srjayantsahu  
#CHSAC

**EducationOdisha** @SMEOdisha - Sep 11, 2021

Sr Jayapranta Sahu, Principal Secy reviewed 49 key performance indicators under Aspirational District Programme at Kalahandi. He took a review of these indicators with Collector, PD, DOCA, and District officials. Management of infrastructure and quality education was emphasized.

CMD Odisha and 3 others

**EducationOdisha** @SMEOdisha - Sep 26, 2021

In a major step under ST initiatives, Rs. 533.40 Crore have been sanctioned from OMBADC funds for transformation of 889 High Schools.

#SMEOdisha  
#MBADC  
#ombadcst  
#srjayantsahu

[www.odisha.gov.in/sme/odisha](https://www.odisha.gov.in/sme/odisha)

**EducationOdisha** @SMEOdisha - Oct 12, 2021

Sr Srjayanta Sahu, Principal Secretary reviewed the transformation of schools in Balasore and Kandhamal Districts and interacted with teachers, students and alumni.

#SMEOdisha  
#balasore  
#kandhamal

**EducationOdisha** @SMEOdisha - Oct 10, 2021

ଅଗ୍ରମୁଖ୍ୟ ଶ୍ରୀ ଜୟାନ୍ତ ସାହୁ ଉପସ୍ଥାପନା କରି କଳାହାଣ୍ଡିର ୪୯ଟି କାର୍ଯ୍ୟକାରୀ ସୂଚକାଙ୍କର ମୂଲ୍ୟାଙ୍କନ କଲେ । ସ୍ୱାସ୍ଥ୍ୟ ସୁରକ୍ଷା, ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଦାନ ଏବଂ ଶିକ୍ଷା ଗୁଣବତ୍ତା ଉପରେ ଧ୍ୟାନ ଦେବାକୁ ଅନୁରୋଧ କଲେ ।

#SMEOdisha  
#srjayantsahu

youtube.com  
Aashir Ahmed Mohiutay  
A song on Baps - Mahanava Garothi

**EducationOdisha** @SMEOdisha - Nov 18, 2021

In presence of Sri Sanjay Ranjan Dash, Hon'ble Minister, SME Department, Odisha, the Theory Of Change Document was released today in a meeting conducted by the NITI Aayog. The #TheoryOfChange consists of successful case studies from Odisha achieved under the #ProjectSATHU.

CMD Odisha and 3 others

**EducationOdisha** @SMEOdisha - Nov 20, 2021

S & ME Dept of Odisha Govt. was fortunate to host a fruitful discussion with Director of School Education & Literacy Dept., Govt. Of India, Mr. Riju Sahu, IAS. The discussion touched on topics like K20V, Equity, OWSN, Inclusive Education, ICT in schools and Teacher Education.

CMD Odisha and 4 others

**EducationOdisha** @SMEOdisha - Nov 24, 2021

Today @SMEOdisha signed a progressive MoU with @BharatKalyan to assist its students over next 3 years & provide free coaching for JEE-MET US & Defence exams @DevelopmentZone Odisha. I urge students to utilize this opportunity as it can help them realize their goals.

CMD Odisha and 7 others

**EducationOdisha** @SMEOdisha - Dec 5, 2021

The young talents from all the districts played a major role in the successful completion of the renowned State Level #BharatKalyan2021. Out of all the participants from the event, the best talents will get an opportunity to showcase their respective art & skills at #National level.

CMD Odisha and 8 others

**EducationOdisha** @SMEOdisha - Dec 7, 2021

The grand inauguration of State Level #BharatKalyan2021 was done by Sri Srjayanta Sahu, Principal Secy, SME Department today. Participants graced the inaugural ceremony with musical and folk music and dance performance.

CMD Odisha and 5 others

**EducationOdisha** @SMEOdisha - Nov 15, 2021

A beautiful song on High School Transformation under #MGSankas7 has been dedicated to everyone on the eve of Sathu, Chas and Foundation Day.

#SMEOdisha  
#srjayantsahu

youtube.com  
ST HIGH SCHOOL TRANSFORMATION.

**EducationOdisha** @SMEOdisha - Sep 26, 2021

In view of cyclone Guba, all schools under School and Mass Education Dept will remain closed tomorrow ( 27.09.2021) for students in the following 11 districts:

Puri,Khurda, Nayagarh, Ganjam, Gajapati, Kandhamal, Rayagada, Koraput, Malangiri,Nabarangpur & Kalahandi.

#SMEOdisha



**EducationOdisha** @SMEOdisha · Dec 15, 2021  
 In affiliation with one of the leading training providers of the country @unacore, SAME Department is giving a valuable opportunity to our Class XI students. Students can grab a scholarship for free coaching by unacademy.



CMO Odisha and 5 others

**EducationOdisha** @SMEOdisha · Dec 21, 2021  
 High School Transformation Programme (Maha Gaurav) School Development Model for E-Content Development.



CMO Odisha and 4 others

**EducationOdisha** @SMEOdisha · Dec 20, 2021  
 For an effective execution of @MahaGaurav School Transformation Program, our High School Teachers have successfully wrapped up a workshop on @DigitalContent mapping with existing curriculum for the development of e-content.



CMO Odisha and 4 others

**EducationOdisha** @SMEOdisha · Dec 22, 2021  
 Today, an orientation session under the leadership of Principal Smt. Shri Sarabatra Sahu was held for higher secondary school principals and DEOs. The session covered topics of digital education and vocational education targeted towards imparting quality education in schools.



CMO Odisha and 5 others

**EducationOdisha** @SMEOdisha · Dec 22, 2021  
 To ensure the precise functionality of #ST School Transformation Program, SPD, OSEPA reviewed the progress of Task Force #1 in a meeting conducted today. The backward materials had been developed for E-Content.



CMO Odisha and 5 others

**EducationOdisha** @SMEOdisha · Dec 21, 2021  
 ସମସ୍ତଙ୍କର ସାହାଯ୍ୟରେ ଉଚ୍ଚ ମାଧ୍ୟମିକ ବିଭାଗର ପଢ଼ାପୁସ୍ତକ ପ୍ରସ୍ତୁତ ହେବାର ସମ୍ଭାବନା ରହିଛି। ଏହାକୁ ସମର୍ଥନ ଦେବା ପାଇଁ ଉଚ୍ଚ ମାଧ୍ୟମିକ ବିଭାଗର ଅଧ୍ୟକ୍ଷ ଶ୍ରୀ ଅନୁପମ କୁମାର ସାହୁଙ୍କୁ କୃତଜ୍ଞତା ଜଣାଉଛୁ।



CMO Odisha and 4 others

**EducationOdisha** @SMEOdisha · Dec 21, 2021  
 Heritage Chief Minister has permitted kind consent to work T.I.O.S. Secondary facilities which will boost the manpower of #ST transformation School.



**EducationOdisha** @SMEOdisha · Dec 23, 2021  
 Meeting on Capacity Building of newly recruited school Appointee Secondary Teachers-2021 was held today in the Conference Hall of CHSE, Bhubaneswar under the Chairmanship of Principal Smt. Sarabatra Sahu and DDO, Odisha.



CMO Odisha and 4 others

**EducationOdisha** @SMEOdisha · Dec 25, 2021  
 With a positive intent of reorganizing the Educational Structure of the state, SAME Dept., Govt of Odisha organized a workshop on Capacity Building of District Education Officers & ADEOs on strengthening teaching-learning and Results for State.



CMO Odisha and 5 others

**EducationOdisha** @SMEOdisha · Dec 28, 2021  
 Shri Pradheep Kumar Jena, Development Commission cum ACS and Principal Smt. Shri Sarabatra Sahoo, chaired the workshop along with the presence of other Directors.



**EducationOdisha** @SMEOdisha · Dec 28, 2021  
 A deliberation of the famous line 'Unity is Strength' in #BharatGaurav DEOs & ADEOs of 30 Districts & all Directors of Dept. came together under one roof to discuss & share individual perspectives towards building a strong foundation for ST High School Transformation Program.



**EducationOdisha** @SMEOdisha · Jan 1  
 SPD, OSEPA revealed that in Odisha, 123 schools have been identified and designated as 'Maha Gaurav' @SMEOdisha. However, initially the programme is successfully launched today in 31 Government Schools of Odisha as Pilot project.



CMO Odisha and 5 others



**EducationOdisha** @SMEOdisha - Jan 1

To maintain the accuracy of Digital Content under #1ST\_School Transformation Programme, a group of High School Teachers mapped the e-content with the curriculum of the Board of Secondary Education for History Subject of class IX & X with the guidance of State Officials.

**DIGITAL E-CONTENT MAPPING (CLASS IX-X)**  
HISTORY SUBJECT

A KIOSK EDUCATION PROGRAMME ACTED AS A BRIDGE BETWEEN TRADITIONAL AND DIGITAL EDUCATION (PROJECT STATE LEVEL, 2021)

ODI Odisha and 5 others

**EducationOdisha** @SMEOdisha - Jan 2

National Level #NATLEVEL2021 has been inaugurated on 1 January 2022. Representatives from Odisha Arpana Pattnaik and Anusha Sarangi have performed in vocal classical music event on 2 January and made the state proud.

**NATIONAL LEVEL NATYA UTSAV - 2021**

ODI Odisha and 5 others

**EducationOdisha** @SMEOdisha - Jan 3

To improve the efficiency of digital content developed for #1ST\_School Transformation campaign, a group of High School Teachers aligned the e-content with the course curriculum of the Board of Secondary Education for #ENGLISH subject with inputs from State Officials.

**DIGITAL E-CONTENT MAPPING ENGLISH (CLASS IX-X)**

A KIOSK EDUCATION PROGRAMME ACTED AS A BRIDGE BETWEEN TRADITIONAL AND DIGITAL EDUCATION (PROJECT STATE LEVEL, 2021)

ODI Odisha and 5 others

**EducationOdisha** @SMEOdisha - Jan 6

With the assistance of State Officials, a team of High School Teachers executed the development of e-content for Mathematics subjects of class IX & X as per the syllabus of the BSE. It's another progressive step forward on the #1ST\_School Transformation Programme.

**DIGITAL E-CONTENT MAPPING MATHEMATICS (CLASS IX-X)**

A KIOSK EDUCATION PROGRAMME ACTED AS A BRIDGE BETWEEN TRADITIONAL AND DIGITAL EDUCATION (PROJECT STATE LEVEL, 2021)

ODI Odisha and 5 others

**EducationOdisha** @SMEOdisha - Jan 10

A team of High School Teachers with the supervision of State Officials aimed for the aim of the #1ST\_School Transformation Programme by developing the e-content of Odia subject for classes IX & X by the curriculum of the Board of Secondary Education.

**DIGITAL E-CONTENT MAPPING ODIA (CLASS IX-X)**

A KIOSK EDUCATION PROGRAMME ACTED AS A BRIDGE BETWEEN TRADITIONAL AND DIGITAL EDUCATION (PROJECT STATE LEVEL, 2021)

ODI Odisha and 4 others

**EducationOdisha** @SMEOdisha - Jan 13

NCERT #NATLEVEL2021 has been inaugurated on 13 January 2022. Representatives from Odisha Arpana Pattnaik and Anusha Sarangi have performed in vocal classical music event on 13 January and made the state proud.

**NATIONAL LEVEL NATYA UTSAV - 2021**

ODI Odisha and 4 others

**EducationOdisha** @SMEOdisha - Jan 13

To improve the efficiency of digital content developed for #1ST\_School Transformation campaign, a group of High School Teachers aligned the e-content with the course curriculum of the Board of Secondary Education for #ENGLISH subject with inputs from State Officials.

**DIGITAL E-CONTENT MAPPING ENGLISH (CLASS IX-X)**

A KIOSK EDUCATION PROGRAMME ACTED AS A BRIDGE BETWEEN TRADITIONAL AND DIGITAL EDUCATION (PROJECT STATE LEVEL, 2021)

ODI Odisha and 5 others

**EducationOdisha** @SMEOdisha - Jan 19

3rd of our students Chaitanya Kumar Das, Swastika Kumar Dha, and Geeta Mishra Singh have been awarded as Top Performer in Classical Dance, 2nd in Folk Dance, and 2nd in Folk Song Music respectively in National Level Natya Utsav - 2021 held from 1st to 20th January 2022.

**NATIONAL LEVEL NATYA UTSAV - 2021**

ODI Odisha and 5 others

**EducationOdisha** @SMEOdisha - Jan 20

As a part of our #1ST\_School Transformation Programme, we are celebrating the #InternationalDayofEducation for Everyone.

**International Day of Education (Education for Everyone)**

ODI Odisha and 4 others

**EducationOdisha** @SMEOdisha - Jan 29

Our School Teachers have been conducting door to door classes with an objective to keep our students engaged with their studies & to keep them updated with their respective syllabus.

ODI Odisha and 4 others

**EducationOdisha** @SMEOdisha - Jan 29

Shri Bishwanath Saiti, Principal Secretary, SME Dept., inaugurated a booklet for children with special needs (CNBSN). This will act as a guide for the students to have a clarity on the provisions offered to them for their class X & XII Board Examination.

ODI Odisha and 3 others

**EducationOdisha** @SMEOdisha - Jan 30

To ensure the delivery of quality education throughout the state & strengthen our education system, SPD, ODIPA on behalf of #SMEOdisha signed an MoU with #InfosysEdu for design & implementation of innovative solution & enhance efficacy of SME Dept's educational initiatives.

ODI Odisha and 4 others



**EducationOdisha** @educationodisha · Feb 8  
 ବିଦ୍ୟାଳୟରେ ଶିକ୍ଷା ଦେବାକୁ ସମସ୍ତଙ୍କୁ ଆହ୍ୱାନ କରାଯାଉଛି । ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ସମସ୍ତଙ୍କୁ ଆହ୍ୱାନ କରାଯାଉଛି । ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ସମସ୍ତଙ୍କୁ ଆହ୍ୱାନ କରାଯାଉଛି ।



- ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ଆହ୍ୱାନ କରାଯାଉଛି ।
- ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ଆହ୍ୱାନ କରାଯାଉଛି ।
- ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ଆହ୍ୱାନ କରାଯାଉଛି ।
- ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ଆହ୍ୱାନ କରାଯାଉଛି ।
- ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ଆହ୍ୱାନ କରାଯାଉଛି ।
- ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ଆହ୍ୱାନ କରାଯାଉଛି ।

**EducationOdisha** @educationodisha · Feb 8  
 The government has been pleased to take the reopening of Private Pre-Schools in May 16 for the Academic Session 2021-22 from 14.02.2022. The same arrangement will be followed consistently by the respective Private Pre-School Management.



**"School bells are ringing loud and clear  
 It's time to play, learn and cheer"**

**EducationOdisha** @educationodisha · Feb 8  
 An upward trend in the attendance of school students has been observed in today. The overall attendance has reached 97.42% for the whole state. It's a spike of 2.4% compared to previous a date.



**EducationOdisha** @educationodisha · Feb 9  
 ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ଆହ୍ୱାନ କରାଯାଉଛି । ଶିକ୍ଷାକ୍ରମକୁ ସମର୍ଥନ ଦେବାକୁ ଆହ୍ୱାନ କରାଯାଉଛି ।



**EducationOdisha** @educationodisha · Feb 8  
 With the re-opening of Class, we students have started attending classes in their respective schools with following in Our Appreciation. Following in terms of attendance of students in schools, an overall attendance of 97.42% has been observed for the day.



**EducationOdisha** @educationodisha · Feb 10  
 Board of Secondary Education and Council of Higher Secondary Education to hold discussion with the representatives and come out with a suitable proposal in the context of the foundation for assessment.



**EducationOdisha** @educationodisha · Feb 11  
 A hike in the overall attendance of students in schools is being observed every day. The attendance for today is 92.57% in the state & a total of 11 districts have more than 70% attendance for today. The highest attendance for the day is 88% in the Badares district.



**EducationOdisha** @educationodisha · Feb 11  
 Some handy advice for our students to commence an awareness campaign amongst themselves.



**EducationOdisha** @educationodisha · Feb 15  
 Few pointers advice for our students, to maintain a healthy environment at their surroundings.



**EducationOdisha** @educationodisha · Feb 15  
 An idea which is equal to money. Start Small. A total cost based priority. Let us start a project. To be representative of good examples. Let us start a project. To be representative of good examples. Let us start a project. To be representative of good examples.



**EducationOdisha** @educationodisha · Feb 17  
 Few tips for our students to flourish a Healthy secure System.



**EducationOdisha** @educationodisha · Feb 19  
 Few suggestions for School Administrators to ensure a healthy & hygienic environment for our students & staff.





**EducationOdisha** @SMEOdisha - Feb 27  
 Parents' support is essential for students to succeed in school. Here are some ways to help your child:

- 1. **Set a good example:** Show your child how to study and complete homework.
- 2. **Encourage your child to study:** Praise your child for their efforts and achievements.
- 3. **Help your child with homework:** Offer help when your child is stuck, but don't do the work for them.
- 4. **Communicate with the teacher:** Stay in touch with the teacher to understand your child's progress.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 27  
 ଆମ ସମସ୍ତ ଶିକ୍ଷକଙ୍କୁ ଏହି ପଦକ୍ଷେପଗୁଡ଼ିକ ଅନୁସରଣ କରିବାକୁ ଅନୁରୋଧ କରାଯାଉଛି।

**"ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା ଏକ ଦାୟିତ୍ୱ"**

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 27  
 Some key benefits of attending classes from schools:

- 1. **Regular attendance:** Helps in building a strong foundation of knowledge.
- 2. **Interaction with teachers:** Allows students to ask questions and clarify doubts.
- 3. **Group activities:** Encourages teamwork and communication skills.
- 4. **Exposure to new subjects:** Provides a well-rounded education.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 25  
 To review the current status & performance of Task Force B for RST High School Transformation Program, SPD OSEP&P chaired a workshop on Assamgram Region.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 27  
 Parents' support is essential for students to succeed in school. Here are some ways to help your child:

- 1. **Set a good example:** Show your child how to study and complete homework.
- 2. **Encourage your child to study:** Praise your child for their efforts and achievements.
- 3. **Help your child with homework:** Offer help when your child is stuck, but don't do the work for them.
- 4. **Communicate with the teacher:** Stay in touch with the teacher to understand your child's progress.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 26  
 There will be no school today. Attendance becomes zero (0) percent. If you have been absent from school for a long time, please contact your school to get back to school as soon as you can.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 25  
 An offline class is going to resume throughout all the schools. Principal Secretary, SPD Education Dept has taken an initiative to ensure a smooth & healthy beginning of traditional learning & a strong bond between our students, parents & teachers.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 26  
 Our parents & teachers with joint efforts have made it to complete the Parents-Teachers meeting successfully today. We have seen huge participation from parents' end. Today's meeting's hope for observing positive participation from students end on resumption of offline classes.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 27  
 We are all set & delighted to restart the journey of traditional learning & schooling with our beloved students. Different teaching methodologies & activities are in place to ensure a smooth beginning. We're expecting joy & fruitful environment in schools for coming days.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 26  
 Today is the day for our state to celebrate, as our schools have become fully functional for our students. Our teachers welcomed their beloved students with open arms.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 2  
 A CB Department takes the pride in congratulating Dr. Prakash Mishra for winning the first runner-up trophy in the National Teacher's Award 2022.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**

**EducationOdisha** @SMEOdisha - Feb 2  
 We're really proud of one of our students Laxmi Behera for her enthusiasm & effort towards educating the students of Tribal Community through 30 hrs daily.

**ଶିକ୍ଷକଙ୍କୁ ସହାୟତା ଦେବା**



**EducationOdisha** @SMEOdisha · Mar 15

**OSMEA** has organized three days Capacity Building Training of District Resource Groups with the aim to develop the required skills among the High School Teachers & Headmasters, in order to adapt the transformed environment of schools under ST High School Transformation Programme.

CMO Odisha and 3 others

**EducationOdisha** @SMEOdisha · Mar 15

This training focuses mainly on the development & various aspects of leadership skills through different activities and modules designed by Board of Secondary Education, State Council Of Educational Research & Training, Directorate of Secondary Education and [BharosaKart](#).

CMO Odisha and 8 others

**EducationOdisha** @SMEOdisha · Mar 14

An MOU has been signed by and between S & ME Department & [BharosaKart](#) and [BLSIF](#) on implementation of LED, Health & Community Engagement to enhance learning outcomes in 100 schools across Khordha District under the flagship of [BharosaKart](#) program.

CMO Odisha and 3 others

**EducationOdisha** @SMEOdisha · Mar 13

**ବିଦ୍ୟାଳୟ ଉପରେ ଉପରୋଧ ନିବାରଣ ପାଇଁ ନୂଆ ଟ୍ରେନିଂ ପ୍ରୋଗ୍ରାମ ଲୋକାରମ୍ଭ**

CMO Odisha and 5 others

**EducationOdisha** @SMEOdisha · Mar 11

We have been working consistently towards the success of **ST High School Transformation Programme**. We're preparing our DTDCs to understand the localisation, their requirements & importance through a 3 days Capacity Building Program. We're closing the program with firm expectations.

CMO Odisha and 4 others

**EducationOdisha** @SMEOdisha · Mar 10

The Council of Higher Secondary Education (CHSE) has announced the date, mode, procedure & method of evaluation for +2 exams. The exam is to commence from 28th April & all the decisions related to the exam are based on student's & parent's perspective.

CMO Odisha and 2 others

**EducationOdisha** @SMEOdisha · Mar 10

For complete details regarding the eligibility for registration and procedure of admission, please visit the portal at: [nparadarshi.odisha.gov.in/odisha](http://nparadarshi.odisha.gov.in/odisha) or call at the toll free number **18003448772**.

CMO Odisha and 3 others

**EducationOdisha** @SMEOdisha · Mar 10

In accordance with Article 21A of the constitution, **SME** Department has launched an online portal, where citizens belonging to socially & economically disadvantaged background can register for their children's free education in private schools of Odisha.

CMO Odisha and 3 others

**OSMEA** @OSMEA\_Official · Jan 31

Since our teachers are conducting door-to-door classes for students struggling with facilities to attend online classes, OSME has various Districts supported by flow of studies & papers to have more clarity on the adapted structure of education.

CMO Odisha and 2 others

**OSMEA** @OSMEA\_Official · Jan 25

Have an idea for YouTube Live Classes. Students want to subscribe to their respective class channels to stay updated with the stream.

CMO Odisha and 1 other

**OSMEA** @OSMEA\_Official

ଓଡ଼ିଶା ଶିକ୍ଷା ବିଭାଗର ସମସ୍ତ ସ୍କୁଲରେ ପଢ଼ାଦାନ କରାଯାଉଥିବା ପ୍ରକଳ୍ପର ଉନ୍ନତୀକରଣ ପାଇଁ ଉପଯୋଗୀ ପଦକ୍ଷେପ ଗ୍ରହଣ କରାଯାଉଛି।

CMO Odisha and 1 other

**OSMEA** @OSMEA\_Official · Apr 30, 2021

**ଶିକ୍ଷା ବିଭାଗର ସମସ୍ତ ସ୍କୁଲରେ ପଢ଼ାଦାନ କରାଯାଉଥିବା ପ୍ରକଳ୍ପର ଉନ୍ନତୀକରଣ ପାଇଁ ଉପଯୋଗୀ ପଦକ୍ଷେପ ଗ୍ରହଣ କରାଯାଉଛି।**

CMO Odisha and 1 other



OSEPA @OSEPA, Official / Feb 20

Our School Teachers in the Put District are getting involved with students deprived of the online mode of studies, by conducting door-to-door classes for them. This is to help students to complete & revise their respective syllabus and to keep them motivated.



OMO Online and 4 others

OSEPA @OSEPA, Official / Feb 20

Our School Teachers in the Rayagadh district are making it feasible for students to complete & revise their respective syllabus by providing them proper guidance at their doorsteps. This is to help students, who are lagging with the facilities to attend classes online.



OMO Online and 2 others

OSEPA @OSEPA, Official / Feb 20

A core team from OSEPA paid a visit to Putubara block in Angul district to monitor the status & understand the progress of work funded by JOMIACC in schools under the JAT High School Transformation Programs.



OMO Online and 3 others

OSEPA @OSEPA, Official / Feb 20

Being monitored are the specifications of items. O.M. Tatanaka Capacity to accommodate 200 beds for both the sexes. A kitchen cum dining hall. A cycle stands for parking purposes.



OMO Online and 3 others

OSEPA @OSEPA, Official / Feb 20

An Inspection Team from OSEPA paid a visit to Sundergarh district to monitor the progress of construction of Boys & Girls Hostel of different Schools.



OMO Online and 2 others

ଶିକ୍ଷା ବିଭାଗର ପିଲାଙ୍କୁ ଉପଯୋଗୀ କରିବା ପାଇଁ ଉପସ୍ଥାପନ କରାଯାଇଥିବା ଉପକରଣଗୁଡ଼ିକର ବିବରଣ୍ୟ ଏଠାରେ ଦେଖିବାକୁ ପଡ଼ିବ।

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OMO Online and 2 others

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OMO Online and 2 others

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OMO Online and 2 others

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**ମୁଖ୍ୟ ଉପାଧିକାରୀଙ୍କ ସମ୍ମାନ**

ମୁଖ୍ୟ ଉପାଧିକାରୀଙ୍କ ସମ୍ମାନ ପ୍ରଦାନ କରାଯାଇଛି। ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଉପାଧିକାରୀଙ୍କର ଅବଦାନକୁ ସମ୍ମାନିତ କରାଯାଇଛି।

**ପିଲାଙ୍କୁ ସ୍ତୁତି ଆସିବାକୁ ବାଧ୍ୟ କରାଯିବନି**

ପିଲାଙ୍କୁ ସ୍ତୁତି ଆସିବାକୁ ବାଧ୍ୟ କରାଯିବନି। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ବାଲ୍ୟାବସ୍ଥାରେ ଶିକ୍ଷା ଗ୍ରହଣ କରିବାପାଇଁ**

ବାଲ୍ୟାବସ୍ଥାରେ ଶିକ୍ଷା ଗ୍ରହଣ କରିବାପାଇଁ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ଶ୍ରେଣୀ ୧୮ ପ୍ରତିଯୋଗୀ ଜାତୀୟ ପ୍ରତିଭା ଭାଗନେତ୍ର**

ଶ୍ରେଣୀ ୧୮ ପ୍ରତିଯୋଗୀ ଜାତୀୟ ପ୍ରତିଭା ଭାଗନେତ୍ର। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ଛାତ୍ରଛାତ୍ରୀଙ୍କ ଜ୍ଞାନର ବିକାଶ ନିମନ୍ତେ ମାଲକ୍ଷ୍ମୀ ପୁସ୍ତକ ସହଯୋଗ ଦେବ**

ଛାତ୍ରଛାତ୍ରୀଙ୍କ ଜ୍ଞାନର ବିକାଶ ନିମନ୍ତେ ମାଲକ୍ଷ୍ମୀ ପୁସ୍ତକ ସହଯୋଗ ଦେବ। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ଜିଲ୍ଲା ସାଧନ ଗୋଷ୍ଠୀର ଦକ୍ଷତା ବିକାଶ ତାଲିମ**

ଜିଲ୍ଲା ସାଧନ ଗୋଷ୍ଠୀର ଦକ୍ଷତା ବିକାଶ ତାଲିମ। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ଜିଲ୍ଲା ସାଧନ ଗୋଷ୍ଠୀର ଦକ୍ଷତା ବିକାଶ ତାଲିମ**

ଜିଲ୍ଲା ସାଧନ ଗୋଷ୍ଠୀର ଦକ୍ଷତା ବିକାଶ ତାଲିମ। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ଖୋଲିବ ୨୩ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ**

ଖୋଲିବ ୨୩ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ରାଜ୍ୟରେ ଆରମ୍ଭ ହେବ 'ମାଲକ୍ଷ୍ମୀ ପୁସ୍ତକ' ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ**

ରାଜ୍ୟରେ ଆରମ୍ଭ ହେବ 'ମାଲକ୍ଷ୍ମୀ ପୁସ୍ତକ' ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ଜିଲ୍ଲା ସାଧନ ଗୋଷ୍ଠୀର ଦକ୍ଷତା ବିକାଶ ତାଲିମ**

ଜିଲ୍ଲା ସାଧନ ଗୋଷ୍ଠୀର ଦକ୍ଷତା ବିକାଶ ତାଲିମ। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।

**ଜିଲ୍ଲା ସାଧନ ଗୋଷ୍ଠୀର ଦକ୍ଷତା ବିକାଶ ତାଲିମ**

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**ଖୋଲିବ ୨୩ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ**

ଖୋଲିବ ୨୩ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ। ଏହା ଏକ ଉପାଦେୟ ଲେଖିକାଙ୍କ ଦ୍ଵାରା ଲେଖାଯାଇଥିବା ଲେଖା।













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SAMAGRA SHIKSHA, ODISHA  
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