शिक्षा मंत्रालय
MINISTRY OF
EDUCATION
सत्यमेव जयते

ସମଗ୍ର ଶିକ୍ଷା
समग्र शिक्षा
Samagra Shiksha

SAMAGRA SHIKSHA ODISHA

ANNUAL REPORT 2025-26



ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY (OSEPA)

DEPARTMENT OF SCHOOL AND MASS EDUCATION
GOVT. OF ODISHA
SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR, ODISHA

SAMAGRA SHIKSHA
ODISHA

ANNUAL REPORT
2025 - 26

ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY (OSEPA)
SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR – 751001
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MESSAGE

Education is the foundation of an equitable, inclusive, progressive and empowered society. The Government of Odisha remains committed to ensuring that every child receives quality education in a safe, inclusive, and enabling environment. Samagra Shiksha continues to be a key instrument in translating this vision into action by strengthening access and equity, improving learning outcomes, enhancing teacher capacity, promoting Foundational Literacy and Numeracy (FLN), advancing digital and skill education, strengthening infrastructure and ensuring the safety, inclusion, and holistic development of every child.

The year 2025-26 witnessed significant progress in advancing the vision of the National Education Policy (NEP) 2020. Through the NIPUN Odisha Mission, the introduction of Sishu Vatika in Government Primary Schools, strengthened FLN interventions, teacher capacity building, and child-centered and experiential learning practices.

Initiatives such as Aasa School Jiba, opening of school, teacher training, Promotion of Digital Education, Skill Education, inclusive education etc. along with focused interventions for children with diverse needs, have further strengthened our commitment to equity and inclusion. These efforts reflect our commitment to ensure that no child is left behind and that every student is empowered to learn, grow, innovate, and realise their full potential.

I am confident that this **Annual Report 2025-26 under Samagra Shiksha** will serve as a reflection of our collective achievements and a roadmap for the future. With continued commiktment, collaboration, and innovation, we shall move forward towards building an inclusive, equitable, and high-quality school education system that will shape the future of our children.

Commissioner-cum-Secretary to Govt.


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ଏକଲବ୍ୟ ଜୟ
ମୋ ପୁଅର ଶିକ୍ଷକଙ୍କୁ ଚିଠି





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PREFACE

Education is the foundation for building an equitable, inclusive, progressive, and future-ready society. Samagra Shiksha, Odisha remains committed to ensuring that every child has access to quality education in a safe, inclusive, child-friendly, and enabling environment, with opportunities to learn, develop essential competencies, acquire relevant skills, and realise their full potential.

The year 2025-26 witnessed sustained efforts towards translating the vision of the National Education Policy (NEP) 2020 into meaningful action across the school education system of Odisha. The State continued to focus on foundational literacy and numeracy through the NIPUN Odisha Mission, improvement of learning outcomes, strengthening of teacher capacity, inclusive and equitable education, digital learning, and the holistic development of children. At the same time, greater emphasis was placed on Skill Education and vocational exposure, enabling students to develop practical knowledge, employability skills, creativity, innovation, and entrepreneurial capabilities aligned with the changing needs of the future.

Initiatives such as "Aasa School Jiba" and the "Odisha Shiksha Sarvekshan" undertaken by the Government of Odisha have strengthened efforts to identify and map out-of-school children, school dropouts, and children with special needs, enabling targeted interventions for their enrolment, retention, inclusion, and continued access to education.

Significant attention was also accorded to strengthening and improving school infrastructure and learning environments, FLN Compliant schools, ensuring that schools provide safe, accessible, inclusive, and conducive spaces for teaching and learning. The State also continued to promote innovative and technology-enabled learning, experiential education, inclusive education, sports, and school safety as exemplars of quality and holistic education.

The achievements presented in this Annual Report are a reflection of the collective efforts of students, teachers, school heads, parents, School Management Committees, community members, field-level functionaries, and State, district, and block-level teams. Their dedication, commitment, and collaborative efforts have been instrumental in strengthening the school education system and bringing about meaningful change across the State.

I am confident that this Annual Report 2025-26 under Samagra Shiksha will serve as a valuable record of the initiatives, progress, and achievements of the scheme.

I sincerely appreciate the valuable contribution of all stakeholders who have worked with dedication towards strengthening school education in Odisha.

State Project Director




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MAGIC BOX

1. ABBREVIATIONS & ACRONYMS

AWP&B	Annual Work Plan and Budget
BRP	Block Resource Person
BAS	Baseline Achievement Study
BPL	Below Poverty Line
BEO	Block Education Officer
BRC	Block Resource Centre
CCE	Continuous Comprehensive Evaluation
CR	Completion Rate
CRC	Cluster Resource Centre
CTE	College of Teacher Education
CTS	Child Tracking System
CPD	Continuous Professional development
CWSN	children with Special Needs
D.L.I.	District Linked Indicators
D.P.C.	District Project Coordinator
CSS	Centrally Sponsored Scheme
DEO	District Education Officer
DIET	District Institute of Education and Training
DR	Dropout rate
ECCE	Early Childhood Care and Education
FA&CAO	Financial Advisor & Chief Account Officer
FA & CAO	Financial advisor & Chief Account Officer
FLN	Foundational Literacy and Numeracy
GER	Gross Enrolment Ratio
GP	Gram Panchayat
HHS	House Hold Survey
IASE	Institute of Advanced Studies in Education
I.O.C.	Intervention for Out-of-School Children
ICT	Information and Communication Technology
KGBV	Kasturava Gandhi Balika Vidyalaya
KRP	Key Resource Enhancement Programme

MIS	Management Information System
NSA	Non-State Actors
NAS	National Achievement Survey
NER	Net Enrolment Ratio
OOSC	Out of School Children
OSEPA	Odisha School Education Programme Authority
PM	Project Management
PFMS	Public Financial Management System
PAB	Project Approval Board
PTR	Pupil-Teacher Ratio
QMT	Quality Monitoring Tool
RTE Act	Right to Education Act
RCFCE Act	Right of children to free & Compulsory Education Act
RFD	Result Framework Document
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RR	Retention Rate / Repetition rate
S.A.C	State Assessment Cell
SIS	State Implementing Society
S.I.G.	State Incentive Grant
S.P.D.	State Project Director
SC /ST	Schedule Cast & Schedule Tribe
SS	Samagra Shiksha
SCERT	State Council of Educational Research and Training
SDG	Sustainable Development Goal
SDMIS	Student Data Management Information System
SMC	School Management Committee
SIG	State Incentive Grant
STARS	Strengthening Teaching-learning and Results for States
TEI	Teacher Education Institute
TT	Teacher Training
U.C.	Utilization Certificate
VSK	Vidya Samikhya Kendra

2. About OSEPA

The Odisha School Education Programme Authority (OSEPA) is an autonomous organisation under the administrative control of the Department of School & Mass Education, Government of Odisha. It was registered on 30 January 1996 under the Societies Registration Act, 1860, with Registration No. 19964/192, with the vision of ensuring the universalisation of equitable and quality education across the State. The State's efforts towards strengthening school education were initiated through various programmes implemented under the Odisha Primary Education Programme Authority (OPEPA) and continued until 2018. With the introduction of Samagra Shiksha, these initiatives were brought under the umbrella of OSEPA, providing an integrated framework for the holistic development of school education in Odisha.

OSEPA has a multi-disciplinary core team of professionals dedicated to the effective planning, implementation, monitoring, and evaluation of school education interventions.



The Vidya Samiksha Kendra serves as an important institutional mechanism for real-time monitoring, data analysis, and timely collection of information to support evidence-based decision-making and programme management.

The UDISE+ platform is utilised for systematic management and analysis of critical school education data, including enrolment, teachers, and school infrastructure.

To strengthen institutional accountability and administrative efficiency, a biometric attendance system has also been introduced.

OSEPA maintains a well-equipped library with a rich collection of child-centric books, textbooks from different States and educational boards, publications relating to OSEPA interventions, financial and administrative matters, RTI, journals, editorials, and current affairs. The library is also equipped with video conferencing facilities, supporting knowledge sharing, professional interaction, and capacity development.

Recognising the importance of collaboration and collective action, OSEPA works through strategic partnerships with Government departments, academic institutions, research and technical organisations, and civil society organisations to strengthen the quality, effectiveness, and reach of school education programmes.

A robust Grievance Redressal Mechanism forms an integral part of OSEPA's administrative framework, ensuring responsiveness, accountability, and transparency. Every Monday is observed as Grievance Day at the State level, providing a dedicated platform for addressing public grievances.

Capacity building remains a key priority for strengthening the implementation capabilities of stakeholders. Structured training and professional development programmes are undertaken for stakeholders at the State, District, and Block levels, with a focus on enhancing institutional capacity, improving implementation quality, and promoting effective educational practices.

Through its integrated systems, institutional partnerships, data-driven governance, capacity-building initiatives, and strong focus on equity and inclusion, OSEPA continues to contribute significantly to the transformation of school.



3. Samagra Shiksha – An Overview

The Integrated Scheme on School Education envisages the 'school' as a continuum from pre-schools, primary, upper primary, and secondary to Senior Secondary levels. 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.

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, 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"

The Scheme is being implemented as a Centrally Sponsored Scheme by the Department of S&ME through a single State Implementation Society (SIS) at the State level i.e. OSEPA.

The 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 Vocational Education;
- Support States in the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009;
- Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as a nodal agency for teacher training

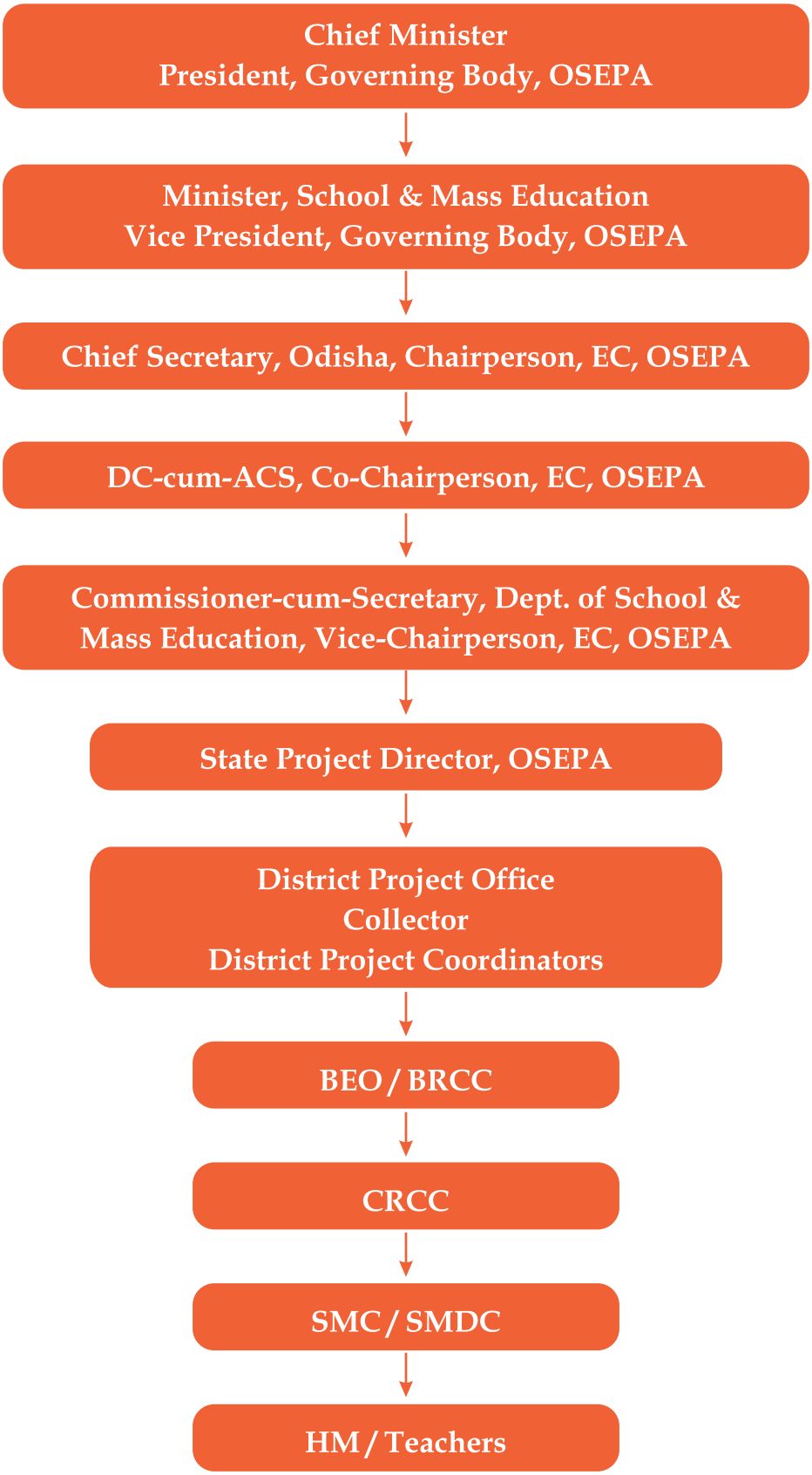
Outcomes

Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).

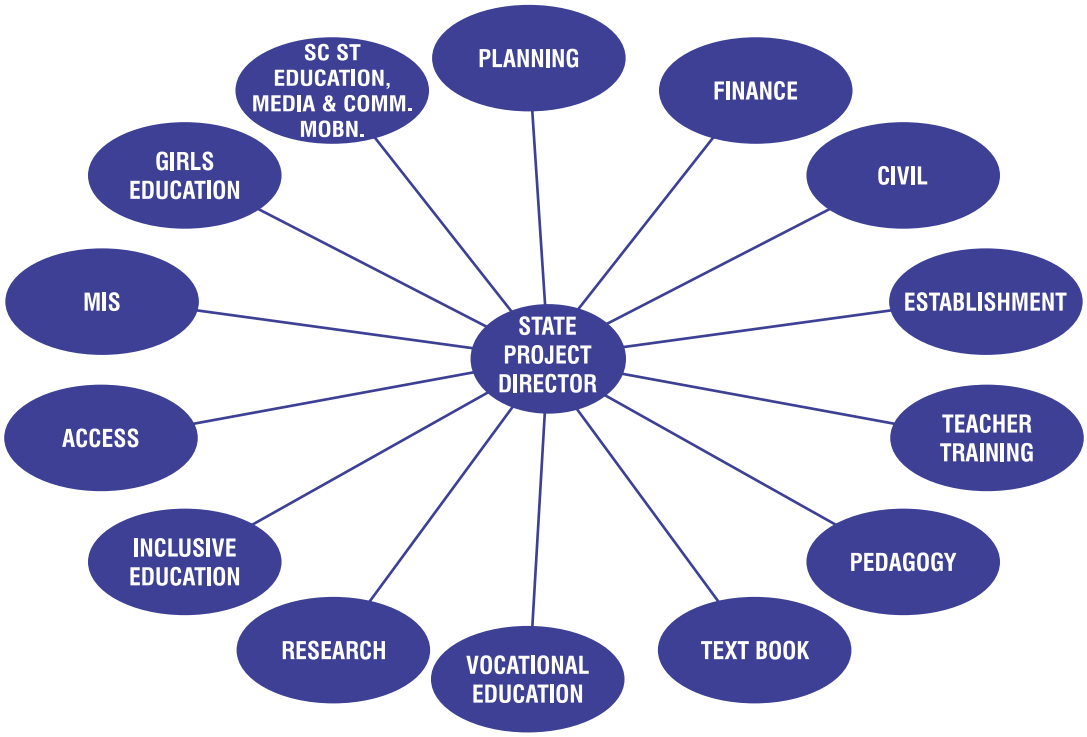
Guiding Principle

The Integrated scheme for school Education envisages providing an equitable and inclusive quality education which would be guided by the principles like Holistic view of education, Equity, Access, Gender concern, centrality of teacher and Moral Compulsion.

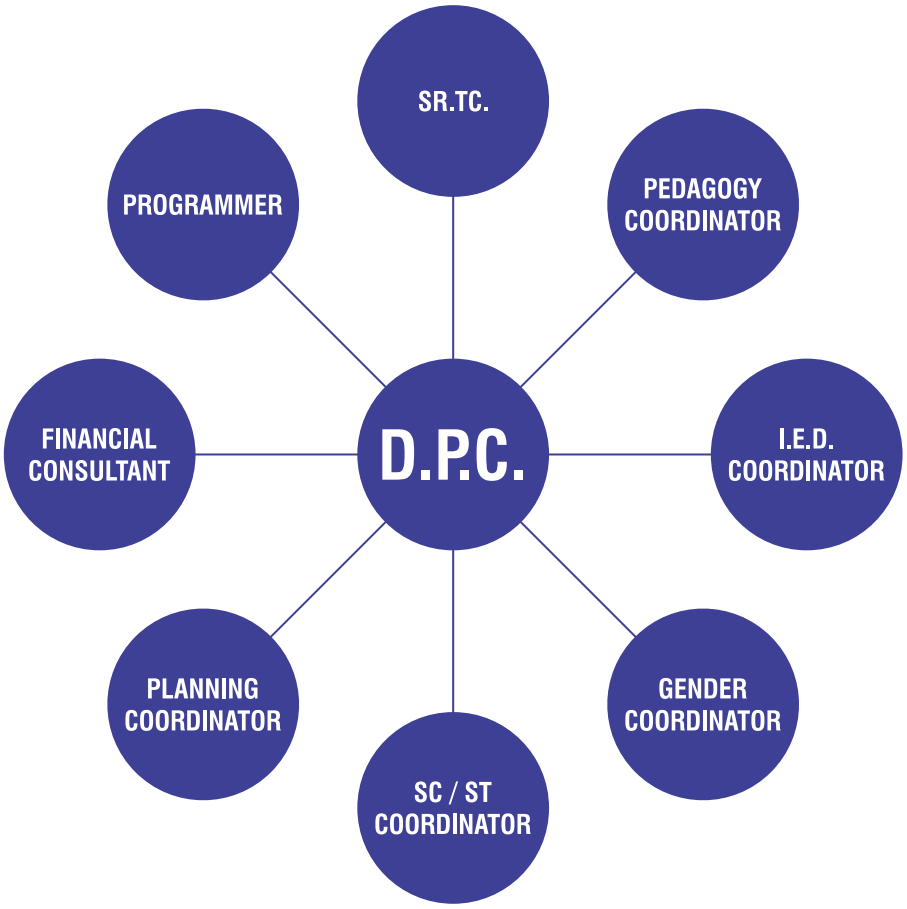
4. ADMINISTRATIVE STRUCTURE



OSEPA - SPO INTERVENTION



OSEPA - DPO INTERVENTION



5. State Profile

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	1,23,781

6. 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 km2	155,707	155,707
Density/km2	269	236
Literacy	72.87	63.08
Male Literacy	81.59	75.35
Female Literacy	64.01	50.51

Coverage

61594 schools in the state of all categories, ranging from Pre-Primary to Higher Secondary classes, cover 7788567 children and 341910 teachers.

7. Educational Indicators

7.1 SCHOOLS / SECTION ABSTRACT (2025-26)

SCHOOLS ABSTRACT (2025-26)

School Management	Pre-Primary Schools (PP3 to PP1)	Primary Schools (I-V)	Upper Primary (I/VI-VII/VIII)	Total Elementary Schools	Total Secondary Schools	Total Higher Secondary Schools	Total
Department of Education		26348	14942	41290	4599	864	46753
Tribal Welfare Department + Ekalavya Model Residential Schools		429	782	1211	382	118	1711
Other State Govt. Managed		6	2	8	5	6	19
Total Govt. Schools (State)		26783	15726	42509	4986	988	48483
Govt. Aided		285	1266	1551	3333	803	5687
Total Govt. & Aided Schools		27068	16992	44060	8319	1791	54170
Partially Aided by SSEPD		15	33	48	20	0	68
Central Govt. Managed		0	1	1	3	9	13
Pvt. Unaided (Recognised)		745	3501	4246	828	1270	6344
Pvt. Unrecognised		393	413	806	55	29	890
KV/JNV		9	1	10	8	89	107
Army Welfare Education Society (AWES)	2						2
Total School	2	28230	20941	49171	9233	3188	61594

7.2 TEACHER (2025-26)

ENROLLMENT ABSTRACT (2025-26)

School Management	Pre-Primary/ Shishuvatika	Primary (Class 1-5)	Upper Primary	Elementary (Class 1-8)	Secondary (Class 9-10)	Higher Secondary (Class 11-12)	Total Enrollment (Class 1-12)	Total Enrollment (ClassPP-12)
Department of Education	309851	2033609	1415632	3449241	710566	128913	4288720	4598571
Tribal Welfare Department + Ekalavya Model Residential Schools	8165	166936	169943	336879	70021	16514	423414	431579
Other State Govt. Managed	120	761	1176	1937	825	1878	4640	4760
Total Govt. Enrollment (State)	318136	2201306	1586751	3788057	781412	147305	4716774	5034910
Govt. Aided	2169	20880	107094	127974	359084	445204	932262	934431
Total Govt. & Aided	320305	2222186	1693845	3916031	1140496	592509	5649036	5969341
Partially Aided by SSEPD	22	2244	1419	3663	545	0	4208	4230
Central Govt. Managed	48	1154	2352	3506	1082	1215	5803	5851
Pvt. Unaided (Recognised)	126329	718099	329458	1047557	163622	304353	1515532	1641861
Pvt. Unrecognised	8751	49870	14274	64144	5252	6376	75772	84523
Total Enrollment without KV/JNV Enrollment	455455	2993553	2041348	5034901	1310997	904453	7250351	7705806
KV/JNV (Current Year)	1188	29017	25351	54368	16189	10861	81418	82606
Army Welfare Education Society (AWES)	155							155
Total Enrollment Inclusive KV/JNV Enrollment	456798	3022570	2066699	5089269	1327186	915314	7331769	7788567

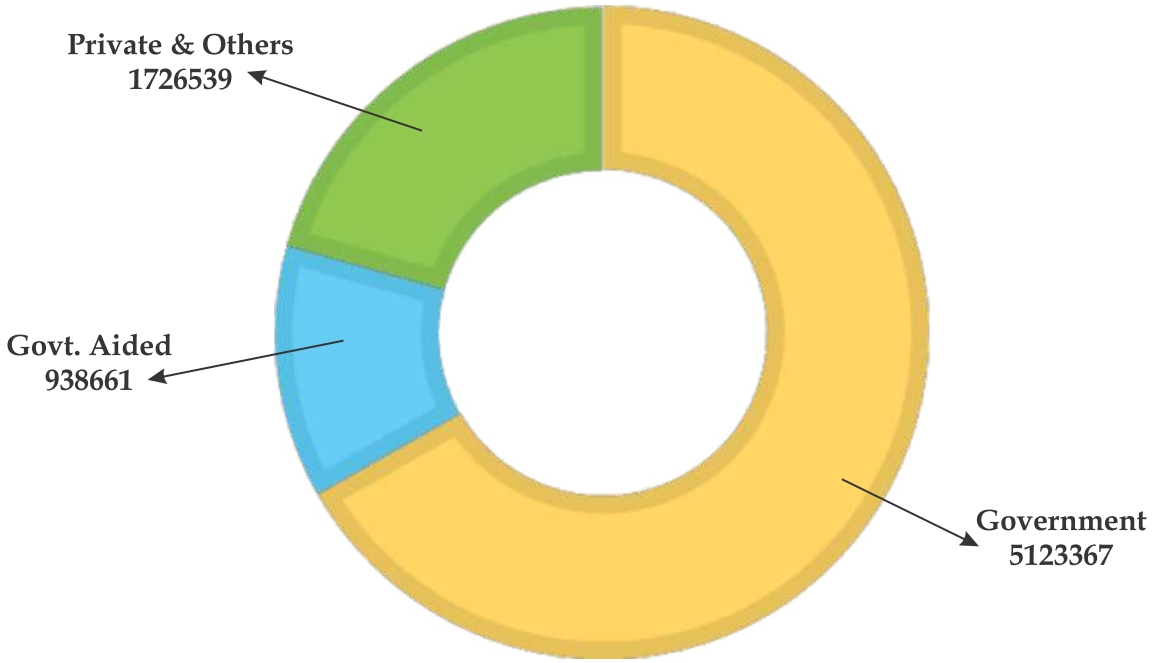
7.3 Teacher as per class taught

TEACHER (2025-26) AS PER CLASSES TAUGHT

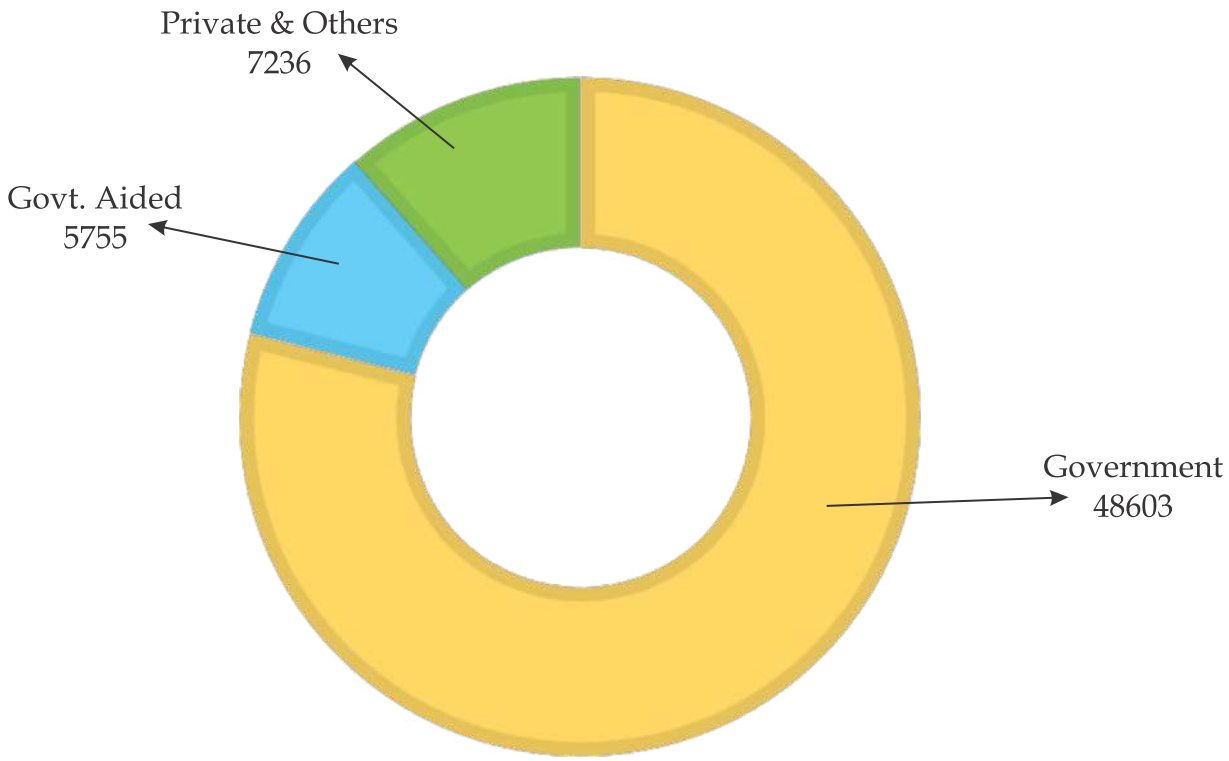
School Management	Pre Primary	Primary	Upper Primary	Elementary Teacher	Secondary	Higher Secondary	Total Teachers
Department of Education	16	80539	75149	155688	40953	3214	199871
Tribal Welfare Department + Ekalavya Model Residential Schools	3	1879	3940	5819	3416	698	9936
Other State Govt. Managed	0	22	14	36	46	42	124
Total Govt. Teacher (State)	19	82440	79103	161543	44415	3954	209931
Govt. Aided	1	915	2225	3140	18520	9504	31169
Total Govt. & Aided Teacher	20	83355	81328	164683	62935	13458	241096
Partially Aided by SSEPD	0	215	229	444	64	0	508
Central Govt. Managed	0	26	45	71	97	92	260
Pvt. Unaided (Recognised)	1520	29079	36303	65382	11017	11784	89703
Pvt. Unrecognised	129	4145	2342	6487	502	241	7359
KV/JNV	0	47	2	49	147	2778	2974
Army Welfare Education Society (AWES)	10						10
Total Teacher	1679	116867	120249	237116	74762	28353	341910

Source : UDISE+2025-26

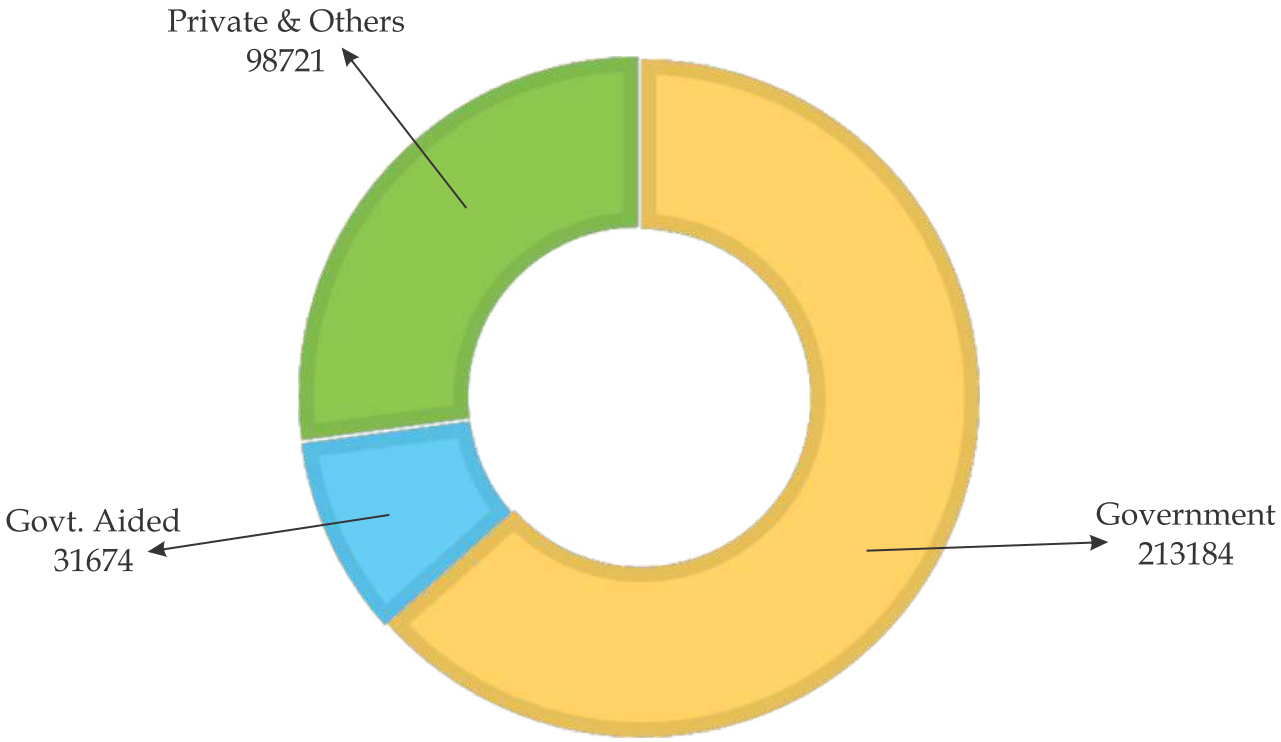
7.4 SNAPSHOT OF SCHOOL, TEACHERS & ENROLMENT IN ODISHA : MANAGEMENT-WISE (UDISE+2025-26)



77.89 Lakh students (Class PP to 12)



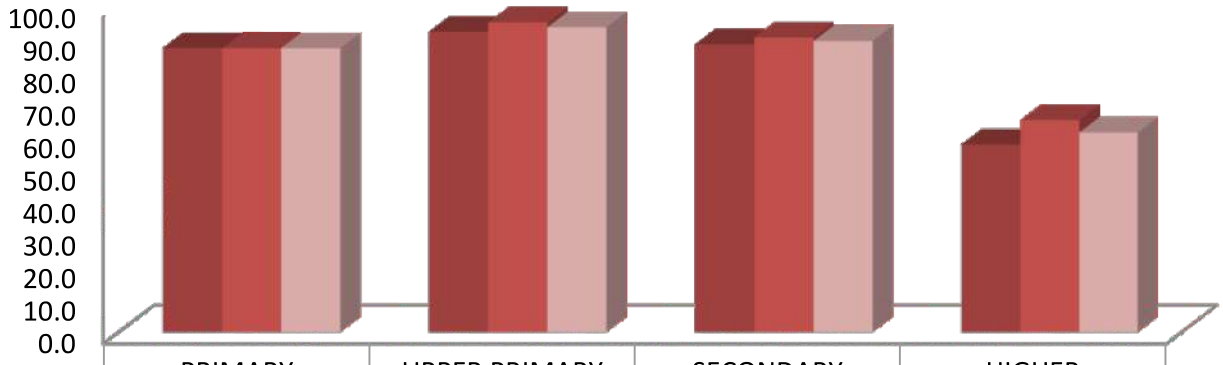
61594 Nos. of School



3.4 Lakh Teachers

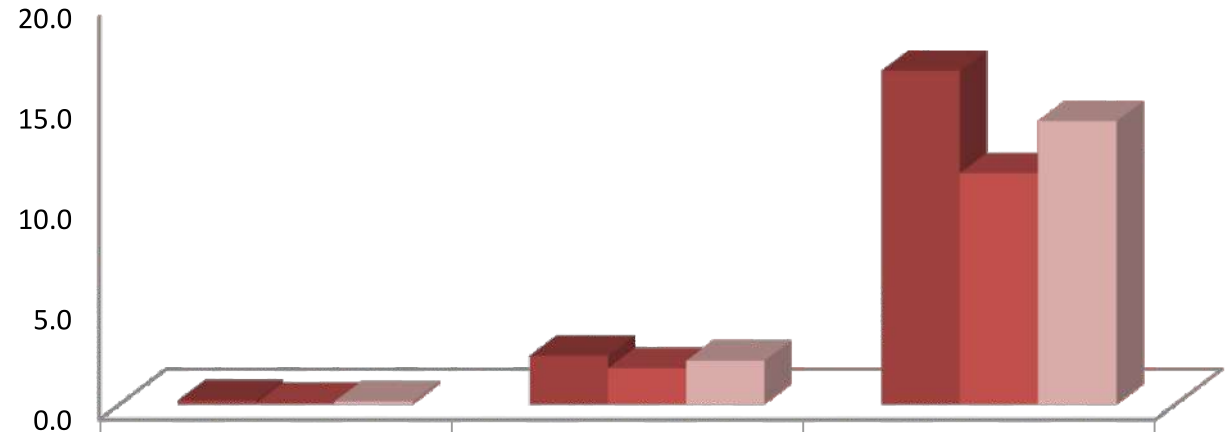
- ✓ **Government : 79% schools 66% students 62% teachers**
- ✓ **Government Aided : 9% schools 12% students 10% teachers**
- ✓ **Private : 12% schools 22% students 28% teachers**

7.5 GER (GROSS ENROLMENT RATIO)



	PRIMARY	UPPER PRIMARY	SECONDARY	HIGHER SECONDARY
BOYS	87.0	92.0	88.1	57.5
GIRLS	86.9	94.8	90.3	65.0
TOTAL	87.0	93.3	89.2	61.2

7.6 ANNUAL AVERAGE DROPOUT RATE

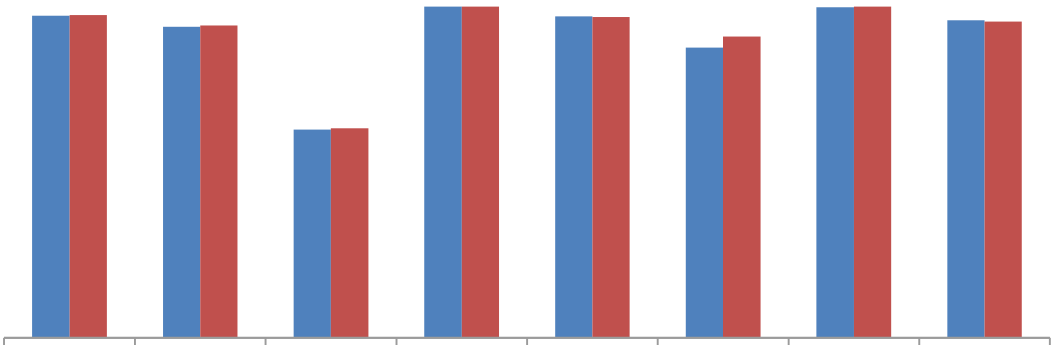


	PRIMARY	UPPER PRIMARY	SECONDARY
BOYS	0.2	2.4	16.6
GIRLS	0.1	1.8	11.5
TOTAL	0.1	2.2	14.1

Source : UDISE+-2025-26

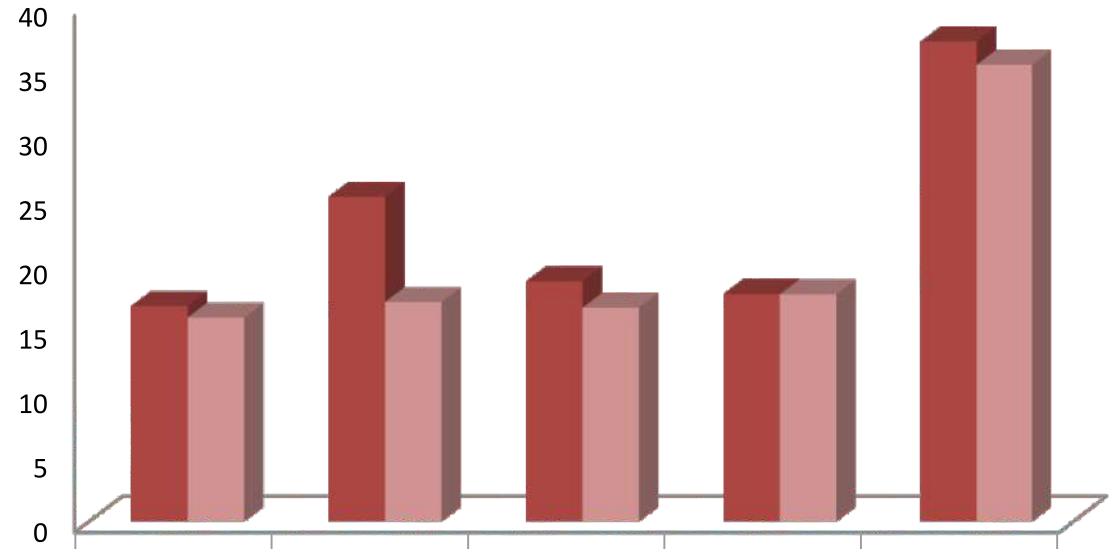
7.7 BASIC INFRASTRUCTURE

% of Schools with basic infrastructure facilities (2025-26)



	Girls Toilet Functional	Boys Toilet Functional	CWSN Toilet Functional	Drinking Water Facility	Electricity/ Solar panel	Ramps with Handrails	Library	Play Ground/Alternative Play Ground
All Schools	97.25	93.91	62.72	99.95	96.96	87.46	99.74	95.78
Govt. Schools	97.33	94.28	63.26	99.93	96.77	90.79	99.91	95.30

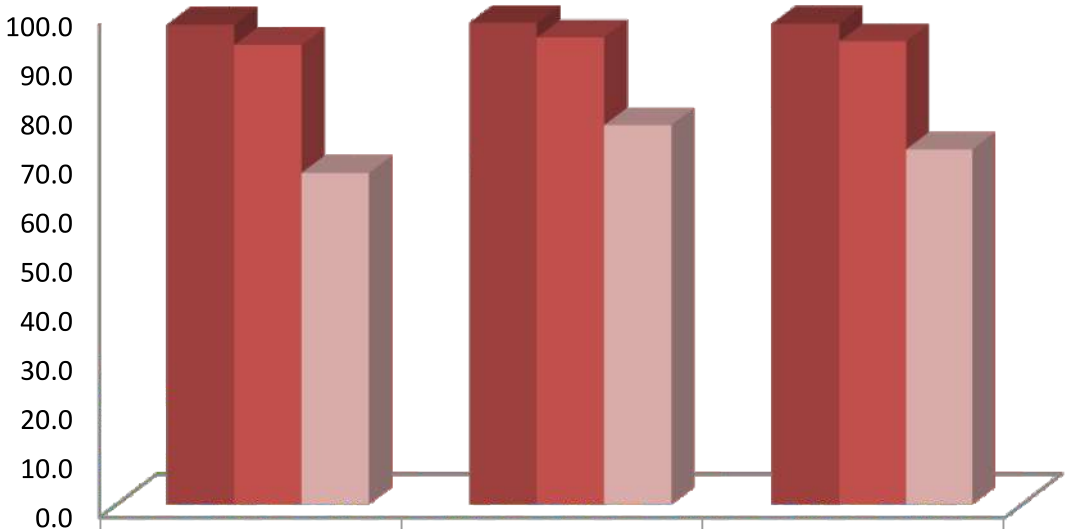
7.8 PUPIL TEACHER RATIO (PTR)



	Primary	Upper Primary	Elementary	Secondary	Hr. Secondary
Govt. Schools	17	25	19	18	37
All Schools	16	17	17	18	35

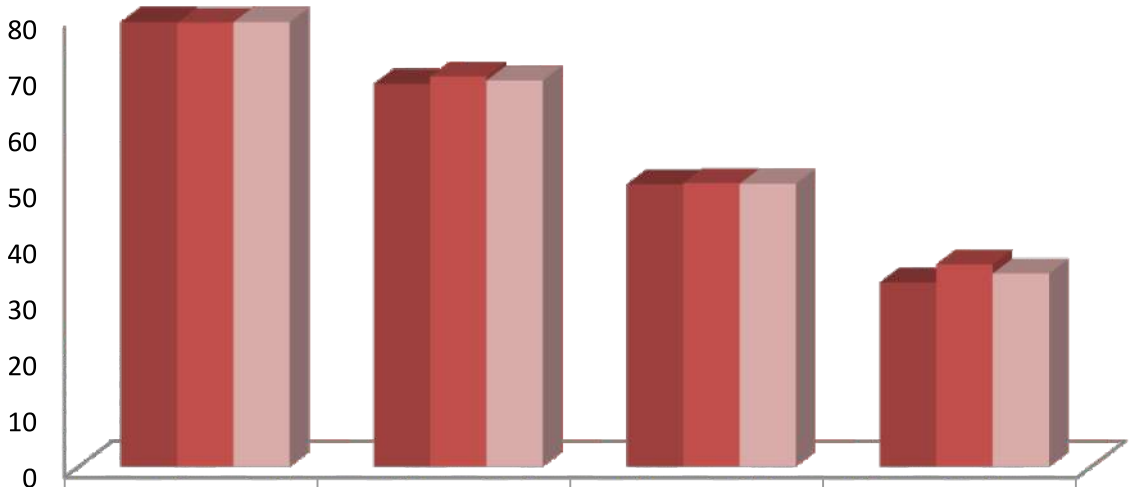
Source : UDISE+-2025-26

7.9 TRANSITION RATE



	BOYS	GIRLS	TOTAL
P TO UP	97.4	97.8	97.6
UP TO SEC	93.3	94.8	94.0
SEC TO HR. SEC	67.3	77.0	72.1

7.10 NET ENROLMENT RATIO (NER)



	PRIMARY	UPPER PRIMARY	SECONDARY	HIGHER SECONDARY
BOYS	79.1	68.1	50.2	32.7
GIRLS	79	69.4	50.4	35.9
TOTAL	79.1	68.7	50.3	34.3

Source : UDISE+-2025-26

8. MAJOR ACHIEVEMENTS

8.1. ACCESS AND RETENTION

- 15 nos of out of school children (6-14 yrs) admitted in age appropriate classes are being provided Special Training.
- 17 nos. of Netaji Subash Chandra Bose Avasiya Vidyalaya (Residential Hostels) for urban deprived children (1050 capacity) have been functioning in the district of Khordha, Keonjhar, Mayurbhanj Baragarh, Cuttack, Gajapati, Ganjam, Kalahandi, Kandhamal, Malkangiri, Koraput and Rayagada. 991 nos. of urban deprived children are retained in the hostel and continuing study.
- 04 nos. Netaji Subash Chandra Bose Avasiya Vidyalaya (Residential Schools) (100 capacity each) have been functioning in LWE Koraput and Malkangiri district. 400 children children are retained in the Residential School and continuing study.
- 04 Netaji Subash Chandra Bose Avasiya Vidyalaya (Residential Hostel) of 100 capacity is approved by PAB 2025-26. Steps are being taken to open hostel.
- 2528 nos of migrant children of source and destination district of Bargarh, Bolangir, Kalahandi, Nuapada, Balasore, Cuttack, Ganjam and Khordha are retained in 69 number Hostels (47 nos of residential & 22 nos non-residential) out 2672 children approved by PAB 2025-26.
- 28120 nos of children have been provided transport & escort facility out of 31635 numbers children approved by PAB 2025-26.
- 35 nos. of out of school children (15-18 yrs) are admitted in State Institute of Open Schooling (SIOS) centers.
- 46 nos of primary school have been upgraded to upper primary school as per approval of PAB.
- 56 nos of upper Primary Schools have been upgraded to secondary schools as per approval PAB.
- 104 nos. of secondary schools have been upgraded to higher secondary schools as per approval of PAB.

8.2. GIRLS EDUCATION

- Distribution of Free School Uniform to entitled student beneficiaries under Samagra Shiksha from Class I to Class VIII was ensured along with the guideline.
- Distribution of Free School Uniform to entitled student beneficiaries (under Gangadhar Meher Shiksha Manak Brudhi Yojana (State Grant) from class I to VIII (Govt. & Govt. Aided students was ensured along with the guideline.
- Distribution of Free School Uniform to entitled student beneficiaries (under Mukhyamantri Chhatra Chhatri Paridhan Yojana (State Grant) from class IX & X was ensured with regular monitoring.

- Distribution of Free School Uniform to entitled student beneficiaries (under PM-SHRI Yojana) from class I to X was ensured with regular monitoring.
- Distribution of Free School Uniform to entitled student beneficiaries (under Shishu Vatika (State Grant) students was ensured along with the guideline.
- Conduct of Rani Laxmibai Atma Raksha Prashikshan (Self Defence Training) of Girls students in Elementary Schools (from class VI to VIII).Ensuring the training programme regularly through VC.
- Conduct of Rani Laxmibai Atma Raksha Prashikshan (Self Defence Training) of Girls students in Secondary & Hr. Secondary Schools (from class IX to XII), 458 PM SHRI Schools and in all 182 Type III KGBVs.
- Observation of National Girl Child Day at Block & District Level on 24th January 2025.
- Implementation of BARNALI (Gender Equity Programme) in the State for class VI to X as per a MoU Signed among S&ME Deptt., J-PAL SA & Breakthrough.

8.3. KGBV

- 335 numbers of Type-III & Type IV KGBVs are functioning in the state with 51300 numbers of inmates in 23 districts.
- Organization of Specific Skill training for girls in KGBVs such as Rakhi making, Bamboo related handicraft training, Craft Training, Tailoring, Preparation of Greetings card, Best out of waste material, Toy making etc.
- Regular monthly Health Check-up of KGBV Inmates.
- Staff engagement in KGBVs (Head Cook, Asst. Cook, Support staff & Watchman) has been ensured in KGBVs against vacant post.
- Distribution of Free Sanitary Napkins under KHUSI Scheme to KGBV Inmates has been ensured in all KGBVs.

8.4. INCLUSIVE EDUCATION

- 85934 Children with Special Needs (CwSN) enrolled class I to XII in Govt. & Govt. Aided schools. (source UDISE 2025-26 provisional)
- 1616 sets of Braille books supplied to blind students.
- 3470 large print books supplied to the low vision students.
- 314 numbers of Medical Assessment Camps conducted at block level.
- 8524 numbers of Aids & Appliances supplied to the CwSN.
- 15930 CwSN provided with Escort allowance.
- 28785 CwSN provided with Transport allowance.
- 1194 Blind students provided with Reader allowance.
- 21918 Girls CwSN provided with Stipend.
- Sports & Exposure visit programme conducted for CwSN at block level.
- International Day of the Persons with Disabilities observed at block level .

8.5. PEDAGOGY

- 100% Free Text Books have been supplied to Govt. and Aided schools of the state for class 1 to 8 for the academic session 2025-26.
- **NIPUN** Odisha Mission has been launched on 5th September, 2024 for effective implementation of FLN Programme and to ensure attainment of foundational competency in Literacy & Numeracy by all FLN grade students. In order to achieve the cherished objective of FLN Programme and the commitment of the Govt. to ensure attainment of desired competency by all FLN grade students, the following steps have been taken;
- **Opening of Sishu Vatika** : with commitment to ensure implementation of the NEP 2020, an additional class for Sishu Vatika has been opened in all Govt. schools having Primary sections for enrolment of students with 5+ age.
- Sishu Vatika workbook, TLMs for students and Teacher Handbook have been supplied to all schools having Sishu Vatika grades.
- TLM kits (Literacy) including picture posters (24), big books(20), Poem poster (23)& story cards(33) etc. have been developed and distributed to schools to be used as supplementary materials during classroom activity.
- Math kits have been distributed to all government schools having primary grades as resource materials to be used during Numeracy activity.
- The supply of Jaadu Pedi Kits to all Government schools having primary grades is under process to make the learning more joyful and interesting.
- Vidya Pravesh Module for grade 1 students has been developed and being administered in schools since 2022-23 for School Preparedness and to accommodate the students with the school environment.
- FLN Workbooks have been provided to students of Class-I to III as supplementary reading materials for their regular practice and ensure attainment of desired competency by all FLN grade students.
- Shikshan Sopan Register for Class I to III have been developed and supplied to all Govt. schools having primary sections to track the achievement level of students.
- Teachers have been imparted training on different modules for smooth and effective running of Sishu Vatika, use of T.L.M, management of multi grade classroom, professional development etc. to ensure quality education to students.
- FLN compliant classroom project has been introduced to make the classroom environment of FLN grades child friendly, attractive as well as to ensure joyful learning. Under this project classroom are being provided with accessories like display board, baton for hanging of print materials, TLM corner to display the TLM etc.
- Monthly cluster level sharing meeting of Head Teacher and one FLN grade teacher are being conducted on 1st Saturday of every month to extend educational support to teachers through demonstration and discussion.

- Monthly / Quarterly review meeting are being conducted at Block level and District Level to monitor the FLN Programme and its effective implementation.
- Periodic Assessment has been conducted for FLN grades to assess the level of foundational skill of the students and measures thereof to ensure grade level achievement level.
- FLN Mela has been organised at cluster, block and district level to celebrate and showcase school-level innovations and best practices in Foundational Literacy and Numeracy (FLN).
- LEP Workbook has been provided to students of Class-IV to VIII of all Govt. schools under S&ME and SSD Department. These workbooks are based on Learning Outcomes of subjects like Mathematics, English and Odia.
- LEP Utkarsh has been implemented for learning enhancement of Class-IX students. Students Handbook on subjects like Mathematics, English, Science and Odia have been provided to students of all Govt. schools under S&ME and SSD Department.
- Holistic Progress Card (HPC) developed by TE&SCERT, Odisha has been provided to all students of elementary grade (Class-I VIII).
- Students' Diary (Mo Diary) has been provided to students of Class-I to VIII to all Govt. Schools of S&ME and SSD Deptt. for liasioning between students, teacher & parents and also ensure time to time communication.
- Academic calendar for the AY 2025-26 with the school activities have been supplied to all Govt. schools (Both S&ME and SC ST Dept.) having Elementary and Secondary section.
- Notebook has been provided to the students of class I to X of all Govt. (both S&ME and SSD dept.) Schools for use by students.
- Project Notebook has been provided to the students of IX & X of all Govt. (both S&ME and SSD dept.) Schools for science related activities.
- DIETs in 30 districts have been mapped to the CRCCs under the DIET-CRC linkage program. The DIET educators are providing mentoring and academic support to CRCs and teachers to ensure quality education in schools.
- Classroom Observation Tool (COT) has been developed and administered to assess the classroom practices as well as provide onsite support to the teachers.
- In order to provide a platform for self-learning of students digital education through e-content have been developed and uploaded in DIKSHA portal.
- Summer Learning Programme for grade I to X have been implemented in all Govt. and Aided schools to engage students in learning activities during the summer vacation.
- Pariksha Darpan Book has been provided to schools for class-X students towards preparation of Board examination.

- Reading promotion campaign has been started in all schools for the students of Sishu Vatika to Class-VIII to promote reading habits among the students. The campaign will continue till the month of March 2026.
- All elementary teachers training is completed in the state on Odisha Curriculum Framework & new text books,
- PMSHRI school HM/Principals training is completed at state level by RIE.
- 1387 no. of Govt. Secondary PETs have been trained at Kalinga Stadium, Bhubaneswar. This training will be conducted in phased manner for remaining no. of PETs.
- 127 no. of educational administrators have received Induction training.
- Another 26 educational administrators received Orientation training at Kozhi Kode, Kerala in September 2025.
- Induction training for 64 no. of OES (SB) Group (B) Officers has been completed at MDRAFM, BBSR on different topics.
- DRG training for 5 days Secondary level HMs on 'Sambhab' module has been completed at State level. HM training completed at District level.
- Upper Primary level teacher training is completed at block level.
- Newly recruited Secondary level teacher training is completed at district level in two phases.
- Orientation of 16009 no. of Junior Teacher (Schematic) was held at Kalinga Stadium, BBSR.
- Orientation of DRGs for training of newly recruited elementary Jr. Teachers (Schematic) is completed at State level. Teacher Training is completed at District/Block level.

8.6. INFRASTRUCTURE DEVELOPMENT

- 81512 nos. of Additional Classroom in Elementary Schools and 2964 no. of Additional Class room in Secondary School have been completed cumulatively.
- At elementary level, 7033 no of schools with Drinking Water, 15252 nos. of schools with Boys Toilet, 49688 nos. of schools with Separate Girls Toilet, 32476 nos. of schools with CWSN toilet, 11599 schools with Electrification facility, 22642 nos. of schools Ramps and Handrails has been provided cumulatively.
- At Secondary level 838 nos. of schools with Drinking Water, 1029 nos. of Schools with Boys Toilet, 2101 nos. of schools with Separate Girls Toilet, 43 nos. of schools with CWCN toilets, 7 schools with electrification have been provided under civil works cumulatively.
- Construction of 182 KGBV (Type –III) building has been completed cumulatively

8.7. VOCATIONAL EDUCATION

- Enrolled 95,479 students (50,537 boys and 44,942 girls) across 935 schools ensuring continued programme scale

- Expanded to 15 vocational sectors and 27 job roles including new sectors such as Healthcare, Power, and BFSI
- Ensured deployment of 3100 Vocational Trainers and engagement of 23 Vocational Training Providers across all districts
- Successfully operationalised all 311 previously pending schools through a streamlined single tender process
- Institutionalized governance reforms through Tri-partite Agreements involving State, District, and VTPs
- Decentralized financial and administrative powers to district level for improved efficiency and accountability
- Conducted practical assessments for 72,455 students with fresh SLAs signed with Sector Skill Councils
- Ensured development, vetting, and 100% timely distribution of vocational textbooks to 2,32,315 students
- Conducted large-scale capacity building with 2,122 trainers trained through 18 batches across multiple venues

8.8. MULTILINGUAL EDUCATION

- Mother Tongue Based Multilingual Education (MLE) is operational in 1317 schools in 21 Tribal Languages. These schools are located in 17 tribal dominated districts of Odisha.3188 MLE Shikhya Sahayaks and 143 MLE EVs are in position for MLE programme are in position to teach the children in mother tongue in MLE adopted schools.
- Tribal Resource Centers (TRC) have been established in MLE districts.

8.9 Community Mobilisation

- The 9th edition of Pariksha Pe Charcha 2026 has recorded benchmark participation of more than 23.28 lakhs students, teachers and parents registering through the My Gov Portal.
- Youth and Eco Club are formed in Primary, Upper Primary schools& Secondary Schools of the State to maintain equilibrium with environment and to create youth spirit among the learners.
- In ECO Club for mission LiFE portal 48676 schools have uploaded their notification. Under "Ek Ped Maa Ke Naam" till date 3829926 nos. of saplings have been planted.
- The 4th PTM was organized on 17.01.2026 in a single day and nearly 30 Lakhs parents have participated.
- A massive State wide campaign on "Pravesh Utsav" and "Khadi Chuan" was celebrated on 02.04.2025.
- To create awareness among general public "Shiksha Sachetanata Rath" have been moved throughout the State during 2nd to 5th April, 2025.

- The 11th International Day of Yoga (IDY) was celebrated with a theme "Yoga for One Earth, One Health" in 60359 schools across the State where more than 50,38,689 students, teachers and parents participated.
- On the eve of World Environment Day on 05.06.2025 the plantation Drive was conducted in all schools.
- Swachhata Pakhwada was organized from 16th 30th September, 2025 in all schools.

8.10.SURAVI

- SURAVI- A children Festival has been organized from School Level to State Level to nurture the young talents during September to November 2025.
- During the cultural event, students were exposed to various places for sightseeing (State Museum, Nandankanan Zoo, Historical sites, Regional Science Park etc.
- Various competitions, Model United Nations, Meet the Personality sessions, workshops, stalls, and cultural programs were organised.

8.11 DIGITAL EDUCATION

- **ICT Provision in Schools**: 4000 Secondary Schools are provided with ICT LAB. Also 7048 Smart Classroom provided for the 6065 Upper Primary 909 Secondary and 74 Vocational Higher Secondary Schools.
- 96718 Primary level teachers are provided with Tablets.
- 10000 tablets have been provided to upper primary schools for Monitoring School activities.
- All 316 Block Resource Centres are ICT enabled.

8.12. SCHOOL STUDENT HELP LINE

- Redressal of the children grievances being a major aspect under RTE Act 2009 'School Student Helpline' a unique mechanism has been set up in October, 2010 to ensure the right of each child. From January 2015 grievances are received both through offline and online.



9. KEY INITIATIVES AND IMPLEMENTATION PROGRESS

9.1. Gender & Equity

9.1.1. Kasturba Gandhi Balika Vidyalaya (KGBV)

Introduction

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme, initiated by the Government of India in August 2004, continues to be one of the flagship interventions for promoting equitable access to quality education among girls belonging to disadvantaged communities. The scheme provides residential schooling facilities to girls from Scheduled Tribe (ST), Scheduled Caste (SC), Other Backward Classes (OBC), Minority communities and other marginalized sections residing in educationally backward and difficult areas. The programme aims to bridge gender and social disparities in education by providing a safe, inclusive and child-friendly learning environment that enables girls to complete their elementary and secondary education.

Initially implemented as an independent scheme in convergence with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS), the KGBV scheme was integrated with Sarva Shiksha Abhiyan from 1st April 2007 as a separate component and is presently implemented under **Samagra Shiksha**.

The scheme was originally applicable in Educationally Backward Blocks (EBBs) having rural female literacy below the national average and a higher gender gap in literacy. Priority was accorded to areas having concentration of Scheduled Tribes, Scheduled Castes, Other Backward Classes, minority population, low female literacy, scattered habitations and a large number of out-of-school girls.

During the financial year **2025–26**, the Girls Education Programme under Samagra Shiksha continued to focus on ensuring equitable access, retention and quality education for girls through effective implementation of various interventions such as management of Kasturba Gandhi Balika Vidyalayas (KGBVs), free school uniform distribution under different schemes, self-defence training, health and hygiene initiatives, gender equity programmes, adolescent education, vocational skill development and capacity building programmes. Continuous monitoring through review meetings, video conferences and regular field supervision ensured timely implementation of all approved activities across the State.

Objective

The major objectives of the Girls Education Programme are:

- To ensure access to quality education for disadvantaged girls.
- To provide a safe, secure and girl-friendly school environment.
- To improve enrolment, attendance, retention and transition of girls in schools.
- To promote gender equity and empower adolescent girls through life skills education.

- To strengthen community participation in the management and improvement of girls' education.
- To enhance confidence, leadership and life skills among girl students through co-curricular and vocational activities.

Beneficiaries

The Girls Education Programme primarily benefits girls studying in Government and Government-aided schools, PM SHRI Schools and Kasturba Gandhi Balika Vidyalayas (KGBVs) across the State. Special emphasis is given to girls belonging to Scheduled Tribe (ST), Scheduled Caste (SC), Other Backward Classes (OBC), Minority communities, economically weaker sections, orphan children, girls from single-parent families and other vulnerable groups.

During 2025–26, the programme covered girl students through various interventions including free school uniform distribution, self-defence training, adolescent education, gender equity programmes, vocational skill development and residential education in **338 KGBVs comprising 182 Type-III and 156 Type-IV KGBVs across 23 districts**. Timely provision of financial assistance and continuous monitoring ensured effective implementation of all approved interventions.

Modalities

Funds for implementation of various Girls Education interventions are approved annually under the Annual Work Plan & Budget (AWP&B) of Samagra Shiksha. Based on the approvals received from the Project Approval Board (PAB), Government of India, detailed operational guidelines are prepared at the State level and communicated to all districts for timely implementation.

Financial assistance is released to districts and schools for management of KGBVs, distribution of free school uniforms, organization of self-defence training, health and hygiene activities, vocational skill development, gender equity programmes and other approved interventions. The School Management Committees (SMCs), District Project Offices and Block authorities play a vital role in implementation, monitoring and utilization of funds.

Regular review meetings, video conferences, field visits and progress monitoring mechanisms were undertaken throughout the year to ensure quality implementation and timely achievement of programme objectives.

Key Activities of KGBVs

Health & Nutrition

Health and nutrition continued to receive the highest priority in all Kasturba Gandhi Balika Vidyalayas during 2025–26.

- Food Committees continued to function in all KGBVs for monitoring preparation and quality of food.
- Nutritious food was served to all inmates as per the prescribed menu.

- Monthly health check-ups of all KGBV inmates were conducted through the nearest health institutions.
- Distribution of free sanitary napkins under the **KHUSI Scheme** was ensured in all **338 KGBVs**.
- Awareness sessions on personal hygiene, menstrual hygiene, nutrition and adolescent health were regularly organized.

Academic Activities By The Boarders

Academic support activities continued throughout the year for improving learning outcomes of KGBV inmates.

- Regular classroom teaching and remedial classes were organized.
- Life Skill Education activities were conducted for holistic development.
- Cultural programmes, annual functions and co-curricular competitions were organized.
- Students actively participated in various academic, literary and cultural activities at school, block, district and state levels.

Specific Skill Training

Specific Skill Training continued to be one of the important interventions for promoting vocational skills and self-reliance among girls residing in KGBVs. During the year, **all 182 Type-III KGBVs** organized specific skill training programmes covering activities such as:

- Tailoring
- Bamboo handicrafts
- Rakhi making
- Greeting card preparation
- Toy making
- Best out of waste
- Craft work
- Decorative items
- Other locally relevant vocational activities

These programmes aimed at developing creativity, entrepreneurship and livelihood skills among KGBV inmates while promoting self-confidence and economic independence.

Sports & Games

Sports and games continued to be promoted as an integral component of holistic education. Different sports and co-curricular activities such as football, kabaddi, volleyball, badminton,

athletics, yoga and indoor games were organized in all KGBVs for the physical and mental development of girl students. Sports activities were successfully organized in **all 182 KGBVs**, encouraging participation of girls in school, block and district level competitions. Self-defence training and yoga sessions also complemented the physical fitness activities conducted during the year.

Health & Hygiene

Special emphasis was laid on health, hygiene and overall well-being of KGBV inmates. The following activities were undertaken during 2025–26:

- Monthly health check-up of inmates in all KGBVs.
- Free medicines provided to sick students whenever required.
- Distribution of sanitary napkins under KHUSI Scheme.
- Counselling on adolescent health, nutrition and menstrual hygiene.
- Awareness programmes on personal cleanliness, environmental hygiene and healthy lifestyle practices.

These initiatives significantly contributed towards improving health awareness and personal hygiene among adolescent girls.

Orientation of KGBV Employees on Fire Safety

To ensure safety and preparedness in residential schools, orientation programmes on fire safety and disaster preparedness continued for KGBV employees.

Hostel Wardens, Head Cooks, Assistant Cooks, Support Staff, Watchmen and School Heads were sensitized regarding fire prevention measures, emergency evacuation procedures and safe handling of electrical and kitchen equipment. Regular awareness programmes helped strengthen safety mechanisms in KGBVs.

Activities and Development

During the financial year 2025–26, continuous efforts were made to strengthen the overall management and functioning of Kasturba Gandhi Balika Vidyalayas across the State. Timely release of funds was ensured for effective management of **338 KGBVs (182 Type-III and 156 Type-IV)** as approved under the Annual Work Plan & Budget. Regular monitoring through review meetings and video conferences facilitated smooth implementation of all approved activities.

Vacant positions of Head Cook, Assistant Cook, Support Staff and Watchmen were filled to ensure uninterrupted hostel management and student welfare. Monthly health check-ups, distribution of sanitary napkins under KHUSI Scheme, organization of vocational skill training, sports activities and life skill education programmes were conducted regularly in all KGBVs. Capacity building initiatives for KGBV functionaries were also strengthened during the year through collaboration with national and international organizations to improve institutional management and enhance the quality of residential education for girls.


LIZA MAJHI
A proud alumna of KGBV Bamra-IV , Odisha Adarsha Vidyalaya, Bamra has turned her dreams into reality — scoring 82% in Matric, 81.6% in +2 Science, qualifying NEET 2025 , and securing MBBS admission at Government Medical College, Sundargarh. Her journey reflects the power of education and empowerment through KGBVs.




KOTANA
K G B V






HOSTEL

9.1.2. Beti Bachao Beti Padhao Programme

Objectives

- To prevent gender-biased discrimination against girls.
- To ensure survival, protection and education of the girl child.
- To promote enrolment, attendance and retention of girls in schools.
- To encourage girls to participate confidently in educational and social activities.
- To strengthen community awareness on gender equality and women empowerment.

Modalities

The **Beti Bachao Beti Padhao (BBBP)** programme continued to be implemented through awareness campaigns, school-level activities and community participation. Schools organized sensitization programmes involving students, teachers, parents, School Management Committees (SMCs), Mothers' Committees and Panchayati Raj Institution (PRI) members to create awareness on the importance of girls' education, prevention of child marriage, gender equality and empowerment of adolescent girls.

Achievements

During the year, awareness programmes were organized in schools across the State to sensitize parents and community members regarding the importance of educating girls and preventing child marriage.Various competitions such as essay writing, quiz, debate, drawing and slogan writing were organized to encourage students to express their views on gender equality and women empowerment. Winning students were felicitated at school and district levels.

9.1.3.Self-Defense Training

Objectives

- To develop self-confidence among girl students and eliminate fear and insecurity.
- To empower girls with practical self-defense skills for their personal safety.
- To promote physical fitness, mental resilience and leadership qualities.
- To create awareness on personal safety, gender sensitivity and self-protection.
- To improve enrolment, attendance and retention of girls in schools.

Modalities

The **Rani Laxmibai Atma Raksha Prashikshan (Self-Defence Training Programme)** continued to be implemented under Samagra Shiksha for empowering girl students through structured self-defense training. During the Financial Year **2025–26**, the programme was implemented for girls studying in **Classes VI to VIII** in Elementary Schools and **Classes IX to XII** in Secondary and Higher Secondary Schools. The programme was also extended to **458 PM SHRI Schools** and **all 182 Type-III KGBVs** of the State. Detailed operational guidelines

along with implementation modalities were communicated to all districts for smooth conduct of the programme. Regular monitoring through review meetings and Video Conferences ensured timely implementation and quality training across all districts.

Achievements

During the year, self-defence training was successfully conducted in **19,876 Elementary Schools** and **6,177 Secondary & Higher Secondary Schools, PM SHRI Schools and Type-III KGBVs**, thereby achieving **100% of the approved target**.

The programme significantly enhanced the confidence, awareness and self-protection skills of girl students and encouraged their active participation in school activities.






9.1.4 National Girl Child Day

- **Observations and Celebrations**

Objectives

- To encourage girl students to actively participate in co-curricular and extracurricular activities.
- To recognize and celebrate the achievements of girl children.
- To create awareness on gender equality and girls' education.
- To motivate girls to pursue education and realise their aspirations.
- To promote community participation in supporting girls' education.

Modalities

Detailed guidelines were issued to all districts and blocks for observance of **National Girl Child Day** and other awareness programmes relating to girls' education and gender equality.

Various awareness campaigns, competitions, cultural programmes, seminars and interactive sessions were organized involving students, teachers, School Management Committees (SMCs), parents and community representatives.

Achievements

National Girl Child Day was observed on **24th January 2026** across all districts and blocks of the State with active participation of students, teachers and community members.

Essay writing, debate, quiz, painting, cultural competitions and awareness programmes were organized to promote the importance of girls' education, gender equality and women empowerment. Outstanding girl students were felicitated for their achievements in academics, sports and cultural activities.



9.1.5 BARNALI – Gender Equity Programme

Objectives

- To improve retention of girls at the secondary level.
- To promote gender-equitable behaviour among adolescent boys and girls.
- To strengthen gender-sensitive teaching practices among teachers.
- To develop gender-responsive school leadership.
- To integrate gender equity concepts into classroom teaching-learning processes.
- To strengthen institutional mechanisms for gender mainstreaming in schools.



Modalities

The **BARNALI – Gender Equity Programme** continued to be implemented in Government schools for students of **Classes VI to X** as per the **Memorandum of Understanding (MoU)** signed among the **School & Mass Education Department, Government of Odisha, J-PAL South Asia and Breakthrough**.

The programme focused on promoting gender-equitable attitudes and behaviours among students, teachers, School Heads and educational administrators through structured classroom activities, teacher facilitation guides and capacity-building initiatives.

Regular monitoring and review mechanisms were adopted to ensure effective implementation of the programme across the State.

Achievements

The BARNALI Programme continued successfully during **2025–26**, strengthening gender-sensitive behaviour among students and teachers across Government schools. The programme facilitated classroom discussions, experiential learning activities and awareness sessions focusing on gender equality, mutual respect, shared responsibilities and elimination of gender stereotypes. Implementation of the programme significantly contributed towards creating safe, inclusive and gender-responsive school environments.

9.1.6. Adolescent Girls Programme

Objectives

- To improve awareness on adolescent health and nutrition.
- To develop life skills and leadership qualities among adolescent girls.
- To promote menstrual hygiene management and personal health.
- To enhance confidence, decision-making and communication skills.
- To create awareness regarding gender equality, safety and legal rights.

Modalities

The **Adolescent Girls Programme** was implemented in **458 PM SHRI Schools** covering girl students of **Classes VI to XII**. The programme included awareness sessions on adolescent health, nutrition, menstrual hygiene, mental well-being, life skills, gender sensitivity, cyber safety, legal awareness and career guidance. Resource persons from different departments and experts facilitated interactive sessions to ensure effective learning among adolescent girls.

Achievements

The programme was successfully implemented in **458 PM SHRI Schools**, achieving **100% coverage** of the approved target. Girl students actively participated in life skill education, health awareness programmes, leadership activities and counselling sessions, contributing to their holistic development and confidence building.

9.1.7.Capacity Building Programme under Girls

Objectives

- To strengthen institutional capacity for effective implementation of Girls Education interventions.
- To enhance professional competencies of KGBV functionaries.
- To improve leadership, management and hostel administration.
- To strengthen gender-sensitive implementation across districts.

Modalities

Various capacity-building programmes were organised during the year in collaboration with national and international development partners to strengthen implementation of Girls Education programmes.

Special emphasis was given to professional development of KGBV Wardens and Gender Coordinators through structured residential training programmes and technical support from partner organisations.

Achievements

A **five-day Residential Master Trainer Training Programme** for **26 KGBV Wardens** was successfully organised in collaboration with **NIEPA** and the **Government of India** at **Regional Institute of Education (RIE), Bhubaneswar** from **8th to 12th December 2025**. A **Capacity Building Programme** for all **Gender Coordinators** was also organised in collaboration with **UNICEF** and **Breakthrough** to strengthen planning, implementation, monitoring and reporting of Girls Education interventions across the State.

9.1.8.KGBV Exhibition Stall

Objectives

- To provide an opportunity to KGBV inmates to exhibit their multifaceted talents during the State Level SURAVI Programme.
- To showcase the culture, tradition, creativity and vocational skills of KGBV students at the State level.
- To provide exposure to KGBV inmates by enabling their participation in the State Level SURAVI Programme.
- To encourage confidence, creativity and innovation among KGBV students.
- To recognise and appreciate the talents of girls residing in KGBVs.

Modalities

As in previous years, a dedicated **KGBV Exhibition Stall** was established during the **State Level SURAVI Programme** to showcase various products and learning outcomes prepared by KGBV inmates. Selected students from different KGBVs across the State participated in the exhibition under the guidance of Hostel Wardens, Headmasters and supporting staff. Necessary arrangements for boarding, lodging, transportation and exhibition materials were made to facilitate successful participation.

The exhibition provided a platform for KGBV students to demonstrate their vocational skills, artistic talents and innovative learning experiences before educationists, officials, students and the general public.

Achievements

The **KGBV Exhibition Stall** was successfully organized during the State Level SURAVI Programme held from 12th to 14th November 2025 at Government Capital High School, Unit–III, Bhubaneswar. Students from different KGBVs exhibited a wide range of handcrafted products, bamboo articles, paintings, decorative items, tailoring products, greeting cards, best-out-of-waste models and other innovative learning materials developed through vocational skill training programmes.

The exhibition attracted appreciation from visitors, education officials and other stakeholders and provided valuable exposure to KGBV students by encouraging creativity, confidence and entrepreneurial skills.







9.1.9. Significant Achievements during 2025–26

The Girls Education Programme under Samagra Shiksha achieved several significant milestones during the Financial Year **2025–26**, reflecting the continued commitment of the School & Mass Education Department towards ensuring equitable and quality education for girls across the State.

Major achievements during the year include:

- **100% distribution** of free school uniforms under **Samagra Shiksha**, **Gangadhar Meher Shiksha Manak Brudhi Yojana (GMSMBY)**, **Mukhyamantri Chhatra Chhatri Paridhan Yojana (MCCPY)**, **PM SHRI** and **Shishu Vatika** schemes.
- Successful implementation of **Rani Laxmibai Atma Raksha Prashikshan (Self-Defence Training)** in **19,876 Elementary Schools** and **6,177 Secondary & Higher Secondary Schools, PM SHRI Schools and Type-III KGBVs**.
- Effective management of **338 Kasturba Gandhi Balika Vidyalayas (182 Type-III and 156 Type-IV)** through timely release of funds, regular monitoring and engagement of essential hostel staff.
- Organization of **Specific Skill Training Programmes** in all **182 Type-III KGBVs**, covering vocational activities such as tailoring, bamboo handicrafts, craft work, greeting card preparation, toy making and other livelihood-oriented skills.
- Conduct of **monthly health check-ups** in all KGBVs and **100% distribution of sanitary napkins** under the **KHUSI Scheme**.
- Continued implementation of the **BARNALI – Gender Equity Programme** in Government schools under the Memorandum of Understanding signed among the **School & Mass Education Department, J-PAL South Asia and Breakthrough**.
- Successful implementation of the **Adolescent Girls Programme** in **458 PM SHRI Schools**, covering students from Classes VI to XII through awareness sessions on health, nutrition, life skills, leadership and gender equality.
- Organization of a **Five-Day Residential Master Trainer Training Programme** for **26 KGBV Wardens** in collaboration with **NIEPA** and the **Government of India** at **Regional Institute of Education, Bhubaneswar**, enhancing institutional capacity for effective management of residential schools.
- Capacity Building Programme of all **Gender Coordinators** in collaboration with **UNICEF** and **Breakthrough**, strengthening programme implementation and monitoring at district and block levels.
- Establishment of **Kishori Clubs** in all **PM SHRI Schools** to promote leadership, life skills, health awareness and gender-sensitive learning among adolescent girls.
- Successful organisation of the **KGBV Exhibition Stall** during the **State Level SURAVI Programme 2025**, providing a platform for KGBV students to showcase their creativity, innovation and vocational skills.

Conclusion

The Girls Education Programme under **Samagra Shiksha** continued to make significant progress during the Financial Year **2025–26** through the successful implementation of various interventions aimed at improving access, equity, quality and empowerment of girls.

The effective management of Kasturba Gandhi Balika Vidyalayas, timely distribution of free school uniforms, implementation of self-defence training, promotion of health and hygiene, vocational skill development, gender equity initiatives, adolescent education programmes and continuous capacity building of programme functionaries collectively contributed towards strengthening girls' education across the State.





The collaborative efforts of the **School & Mass Education Department**, **Odisha School Education Programme Authority (OSEPA)**, District Project Offices, School Management Committees, development partners and other stakeholders ensured timely implementation of all approved activities and achievement of programme objectives. The Department remains committed to further strengthening girls' education by creating safe, inclusive and gender-responsive schools that empower every girl to realise her full potential and become an active contributor to society.





9.2.Mother-Tongue based Multi-lingual Education (MTB-MLE) in Odisha

A door step to reach the children's Mother Tongue

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



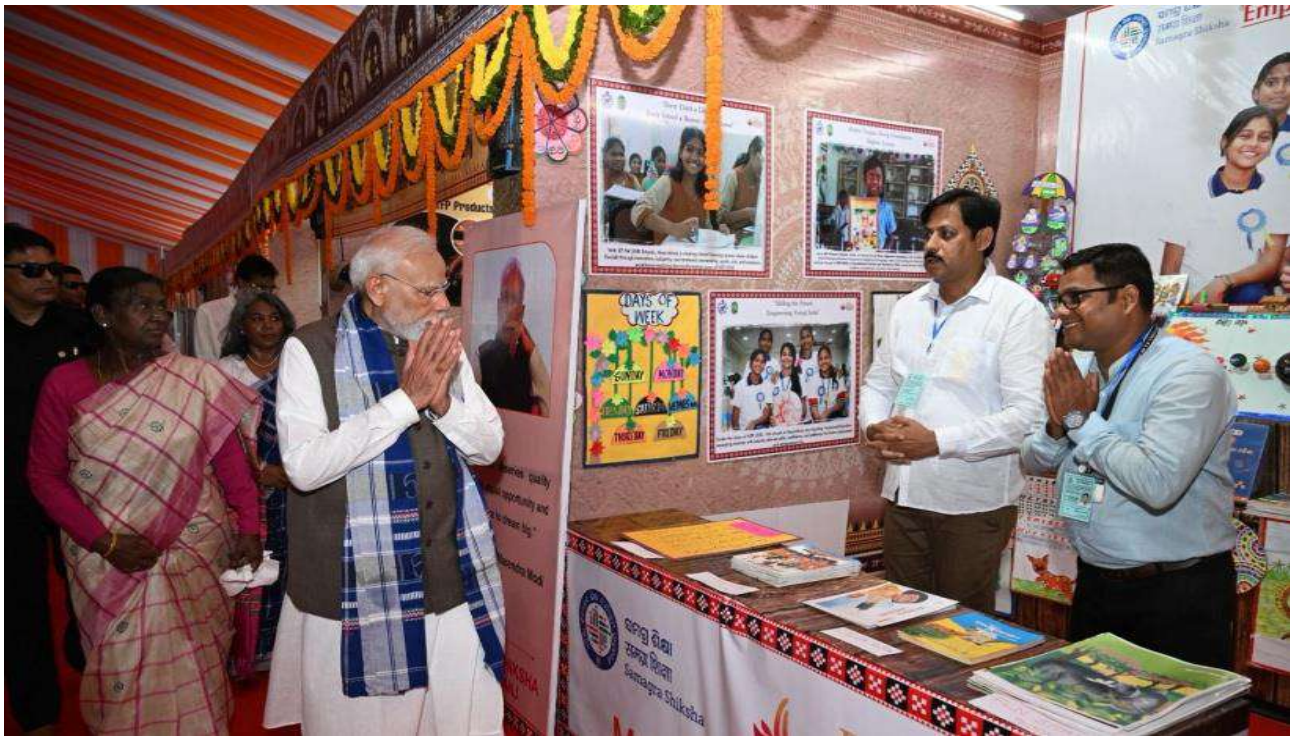
Multilingual Education (MLE) is to address the disadvantaged tribal children using mother tongue in early years of their primary classes and gradually shift from their mother tongue (L1) to State Language (L2) and then to National or International language (L3). MLE believes in first language first.

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 basedFollowing 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



Implementation of the Practice:

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 and the programme is implemented by the identified schools through language mapping.



- 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, Bhinjhal, 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.
- 89942 ST children are studying in 1317 MLE schools.
- To impart education in mother tongue 3188 numbers of teachers (Shiksha Sahayak) and 143 Language Instructors/Education Volunteers (EVs) have been engaged.
- Textbooks and supplementary reading materials in 21 tribal languages have been developed for primary grades.

Results of the Practice :

- Cognitive skills of tribal students have been developed in terms of significant achievement in the academic performance in language and Math by children of MLE schools in comparison to non-MLE schools.
- Retention rate increased in all MLE schools.
- Teachers received training and are well aware of MLE approach and curricular materials.



Lessons learnt:

- Familiarisation of tribal children with the education system 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).
- Readiness for the child for formal education through introduction of MLE by overcoming language barrier at primary level.
- Improvment of tribal students' reading & writing skills and learning by using own mother tongue in early classes.
- Introducation of Odia language to mainstream the child at primary level through bridging process.





- Development of sense of appreciation and social respect among tribal children for their language and culture.

Benefits :

- 89942 ST children are studying in 1317 MLE schools have been benefited through this programme due to the introduction of Mother-Tongue based Multi-lingual Education.
- The same practice also will be useful for students, speaking other than Odia to written them in a conducive environment in the school.

Collateral Benefits :



- Tribal students are exposed to ensure medium of Instruction in the child's mother tongue as per as practicable in their Mother Tongue in early grade which reduce dropout.
- MLE is intended to bridge the gap between Home and School language.

National Priorities :

- NEP 2020 promotes Multilingual Education (MLE) by recommending that the medium of instruction be the mother tongue or local language at least until Grade 5 and preferably up to Grade 8.
- This emphasis aims to improve learning outcomes by building on a child's existing language knowledge, ensuring greater inclusivity, and developing foundational literacy and numeracy skills. Key implementation strategies include linguistic mapping, creating curriculum in regional languages, and prioritizing teachers who know local languages.

Tribal Education Resource Centre: A replica of Tribal Culture

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, dis play boards etc. have been be 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.










Front Side of the Tribal Resource Centre


Backside of the Tribal Resource Centre


Side View of the Tribal Resource Centre


Inside View Room No-1

















9.3. RTE Entitlement

9.3.1. SPECIAL TRAINING:

The Govt. of Odisha, S&ME Department vide notification no. 6939 dtd. 31.3.2014 has declared the definition of out of school children. Total 15nos. of out of school children of 6-14 years age are identified and admitted in age appropriate classes. PAB 2025-26 has approved 15 nos of out of school children for special training as per the data upload in PRABANDH portal.

Sl. No.	Activities	PAB Target 2025-26	Physical Achievement
1	Non-Residential Special Training to OoSC (Fresh)	15	15
	Total	15	15

Total 15 nos. of out of school children are directly enrolled in schools and not required special training.

9.3. 2. SEASONAL HOSTELS FOR THE CHILDREN OF MIGRANT FAMILIES

PAB 2025-26 has approved 1972 migrant children to be retained in 47 Seasonal Hostels in source points and 700 migrant children to be continued their study in 22 non-residential seasonal hostels in destination points. The hostels are opened in the month of November/December, 2025. The achievement under Seasonal Hostel is given below.

SEASONAL HOSTEL FOR MIGRANT CHILDREN - 2025-26

Source Point : Residential

Sl. No.	District Name	Physical Target	Achievement	
			No of Centre	No of Children
1	Bargarh	600	12	600
2	Bolangir	661	16	661
3	Kalahandi	300	6	295
4	Nuapada	411	13	411
	Sub Total	**1972**	**47**	**1967**
Destination Point : Non Residential				
5	Balasore	70	2	51
6	Cuttack	260	7	241
7	Ganjam	244	11	176
8	Khordha	126	2	93
	Sub Total	**700**	**22**	**561**
	Grand Total	**2672**	**69**	**2528**

9.4. Community Mobilization

"Pravesh Utsav", "Khadi Chhuan" and "Shiksha Sachetanata Ratha", 2025-26

As per mandate of National Education Policy (NEP)-2020, all Primary Schools of the State will have additional pre-school class called as "Shishu Vatika" and for Odisha it was opened during the Academic Year 2025 for the first time. The children in the age group of 5-6 were admitted in Shishu Vatika Class as per Govt. Notification 1753 dtd.20.01.2025. For the purpose the following activities were undertaken in the State with effective from 2nd April 2025.



- A massive state-wide campaign on "Pravesh Utsav" and "Khadi Chuuan" was celebrated on 2nd April, 2025 in all schools with participation from parents, elected representatives, senior officials and civil society members.
- The School level programe was extended from 3rd to 5th April, 2025 with participation of teachers and students for Pravesh Utsav.
- To create awareness among the general public, a State wide campaign through "Shiksha Sachetanata Ratha" was flagged off by the Hon'ble Chief Minister, Odisha at State level on 02.04.2025 at State headquarter.



Shiksha Sachetanata Ratha

Shiksha Sachetanata Ratha has been flagged off at Block, District Level to create awareness on Pravesh Utsav & Shishu Vatika.

- For successful implementation of the programme the same was conducted at all District/ Block level and Nimantranapatra dully signed by Hon'ble Chief Minister, Odisha was distributed among the parents of eligible students admitted in Shishu Vatika-III.





Statewide Parent-Teacher Meetings (PTM) & SMC/SMDC Initiatives (2025-26)



The academic year 2025-26 saw a significant increase in school-community engagement through strategically planned State-wide PTMs and SMC/SMDC sessions. Over 1.40 crore parents participated in these meetings, which aimed to enhance learning outcomes and holistic child development.

Objectives of PTMs:

- **Academic Orientation:** Sensitizing parents about academic growth and individual performance.
- **Holistic Strategy:** Collaborative planning for all-round development of students and school infrastructure.
- **Government Initiatives:** Creating awareness about schemes like Foundational Literacy and Numeracy (FLN) and Nipun Odisha.
- **Enrolment & Retention:** Driving community awareness for 100% enrolment and zero dropouts.
- **Partnership Building:** Strengthening bonds between teachers, parents, and the community.

PTM Calendar & Participation Highlights:

PTM Round	Date	Focus Area	Schools Covered	Parent Participation		
1st PTM	19th April 2025			Academic Year Launch & Planning	53,215	44.33 Lakh
2nd PTM	30th July 2025			FLN, Mo School & Welfare Schemes	53,715	29.52 Lakh
Special PTM	16th August 2025			"Aasa School Jiba" (Dropout Drive)	70,537	41.16 Lakh
4th PTM	17th January 2026			Board Exams & Stress Management	53,308	29.02 Lakh

Outcomes:

- **Strengthened Partnerships:** Increased trust and collaboration between schools and parents.
- **Informed Parenting:** Parents became more aware of initiatives like Cyber Security, Online Safety, and NEP 2020 mandates.
- **Improved Governance:** Active participation of over 27.5 lakh SMC/SMDC members in school management.
- **Exam Readiness:** Focused orientation on board exams for Classes V and VIII helped reduce student stress and improve preparation levels.





9.4.1. Campaign on Eco Club for Mission LiFE - Ek Ped Maa Ke Naam



- 'Ek Ped Maa Ke Naam 2.0' has been launched on 5th June on the occasion of "World Environment Day, 2025".
- The duration of the "Ek Ped Maa Ke Naam 2.0" (Plantation) programme is from 5th June, 2025 to 13th October, 2025.
- The activities has been conducted through Eco Clubs for Mission LiFE. https://ecoclubs.education.gov.in/main
- As per the number of saplings planted and reported in the GoI Portal, Odisha stands at **5th position** at the National Level; however, in terms of achieving the plantation target, the State ranks is 11th among the States.
- A massive plantation drive has been undertaken on 17th September, 2025 under the theme *'Ek Ped Maa Ke Naam 2.0'* and 3829926 saplings planted and photographs uploaded.

Activities	Target	Achievement	% of Achievement
Plantation of Saplings (information on student wise sapling planted & photographs uploaded)	43,11,720	38,29,926	88.83
Registration of Schools	61,596	56,201	91.24
Uploading of Notification of Youth Club for Mission LiFE	61,596	48,647	78.97









9.4.2. Celebration of International Day of Yoga (IDY)

- The 11th International Day of Yoga (IDY)' was celebrated with a theme ""Yoga for One Earth, One Health", in 60359 schools of the State on 21st June, 2025, where more than 50,38,689 students, teachers and parents/community members have participated.
- 18530 nos. of schools have been registered in AYUSH Portal on the eve of 11th International Day of Yoga.



- The State has ranked in 04th position at the National Level on registration of Schools

9.4.3. Swachhata Pakshwada during 16th to 30th September, 2025-26

'Swachhata Pakhwada' is a fortnight cleanliness campaign observed in schools from 16th to 30th September, 2025 and 'Swachhata Hi Seva' from 17th September to 2nd October, 2025. The programme aims to promote cleanliness, sanitation, and hygiene in schools with the participation of students, teachers, and the community.

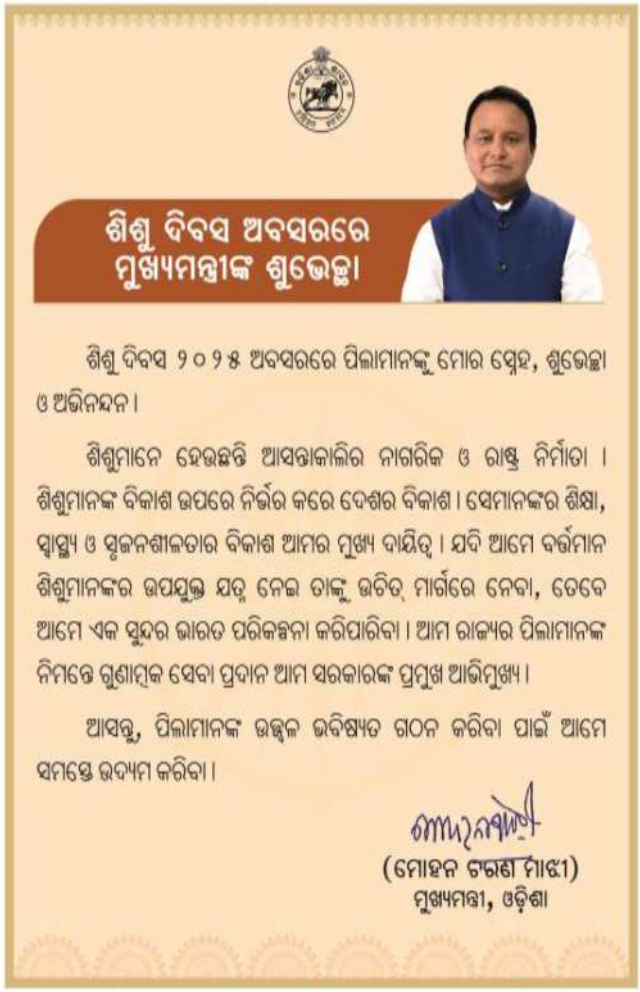
Objectives

- To create mass awareness on cleanliness and hygiene among students, teachers, and community members.
- To instil the habit of personal hygiene, sanitation, and safety practices in daily life.



- To develop a sense of responsibility and civic duty towards maintaining a clean environment.
- To encourage active student participation in cleanliness drives, plantation and waste management.
- To promote sustainable practices such as segregation of waste, water conservation, and eco-friendly initiatives.
- To strengthen the role of schools as agents of positive change in society by spreading the message of "Swachh Bharat."

9.4.5. Observation of Children's festival 'SURAVI' 2025



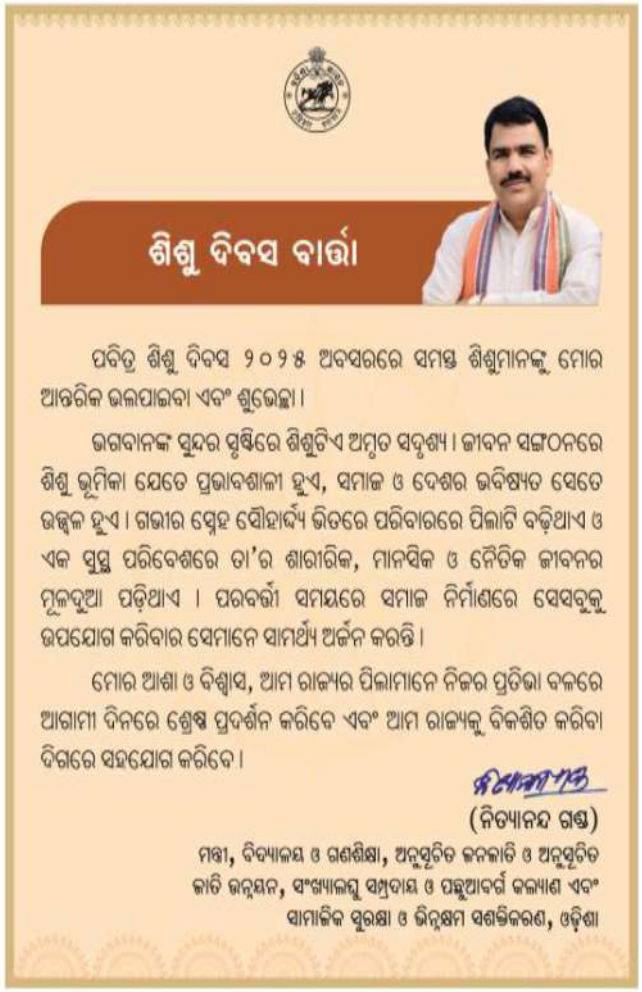
ଶିଶୁ ଦିବସ ଅବସରରେ
ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଶୁଭେଚ୍ଛା

ଶିଶୁ ଦିବସ ୨୦୨୫ ଅବସରରେ ପିଲାମାନଙ୍କୁ ମୋର ସ୍ନେହ, ଶୁଭେଚ୍ଛା ଓ ଅଭିନନ୍ଦନ।

ଶିଶୁମାନେ ହେଉଛନ୍ତି ଆସନ୍ତାକାଲିର ନାଗରିକ ଓ ରାଷ୍ଟ୍ର ନିର୍ମାତା । ଶିଶୁମାନଙ୍କ ବିକାଶ ଉପରେ ନିର୍ଭର କରେ ଦେଶର ବିକାଶ। ସେମାନଙ୍କର ଶିକ୍ଷା, ସ୍ୱାସ୍ଥ୍ୟ ଓ ସୃଜନଶୀଳତାର ବିକାଶ ଆମର ମୁଖ୍ୟ ଦାୟିତ୍ୱ । ଯଦି ଆମେ ବର୍ତ୍ତମାନ ଶିଶୁମାନଙ୍କର ଉପଯୁକ୍ତ ଯତ୍ନ ନେଇ ତାଙ୍କୁ ଉଚିତ୍ ମାର୍ଗରେ ନେବା, ତେବେ ଆମେ ଏକ ସୁନ୍ଦର ଭାରତ ପରିକଳ୍ପନା କରିପାରିବା । ଆମ ରାଜ୍ୟର ପିଲାମାନଙ୍କ ନିମନ୍ତେ ଗୁଣାତ୍ମକ ସେବା ପ୍ରଦାନ ଆମ ସରକାରଙ୍କ ପ୍ରମୁଖ ଆଭିମୁଖ୍ୟ।

ଆସନ୍ତୁ, ପିଲାମାନଙ୍କ ଉଜ୍ଜ୍ୱଳ ଭବିଷ୍ୟତ ଗଠନ କରିବା ପାଇଁ ଆମେ ସମସ୍ତେ ଉଦ୍ୟମ କରିବା।

(ମୋହନ ଚରଣ ମାଝୀ)
ମୁଖ୍ୟମନ୍ତ୍ରୀ, ଓଡ଼ିଶା



ଶିଶୁ ଦିବସ ବାର୍ତ୍ତା

ପବିତ୍ର ଶିଶୁ ଦିବସ ୨୦୨୫ ଅବସରରେ ସମସ୍ତ ଶିଶୁମାନଙ୍କୁ ମୋର ଆନ୍ତରିକ ଭଲପାଇବା ଏବଂ ଶୁଭେଚ୍ଛା।

ଭଗବାନଙ୍କ ସୁନ୍ଦର ସୃଷ୍ଟିରେ ଶିଶୁଟିଏ ଅମୃତ ସଦୃଶ୍ୟ। ଜୀବନ ସଙ୍ଗଠନରେ ଶିଶୁ ଭୂମିକା ଯେତେ ପ୍ରଭାବଶାଳୀ ହୁଏ, ସମାଜ ଓ ଦେଶର ଭବିଷ୍ୟତ ସେତେ ଉଜ୍ଜ୍ୱଳ ହୁଏ। ଗଭୀର ସ୍ନେହ ସୌହାର୍ଦ୍ଦ୍ୟ ଭିତରେ ପରିବାରରେ ପିଲାଟି ବଢ଼ିଥାଏ ଓ ଏକ ସୁସ୍ଥ ପରିବେଶରେ ତା'ର ଶାରୀରିକ, ମାନସିକ ଓ ନୈତିକ ଜୀବନର ମୂଳଦୁଆ ପଡ଼ିଥାଏ । ପରବର୍ତ୍ତୀ ସମୟରେ ସମାଜ ନିର୍ମାଣରେ ସେସବୁକୁ ଉପଯୋଗ କରିବାର ସେମାନେ ସାମର୍ଥ୍ୟ ଅର୍ଜନ କରନ୍ତି।

ମୋର ଆଶା ଓ ବିଶ୍ୱାସ, ଆମ ରାଜ୍ୟର ପିଲାମାନେ ନିଜର ପ୍ରତିଭା ବଳରେ ଆଗାମୀ ଦିନରେ ଶ୍ରେଷ୍ଠ ପ୍ରଦର୍ଶନ କରିବେ ଏବଂ ଆମ ରାଜ୍ୟକୁ ବିକଶିତ କରିବା ଦିଗରେ ସହଯୋଗ କରିବେ।

(ନିତ୍ୟାନନ୍ଦ ଗଣ୍ଡ)
ମନ୍ତ୍ରୀ, ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା, ଅନୁସୂଚିତ ଜନଜାତି ଓ ଅନୁସୂଚିତ ଜାତି ଉନ୍ନୟନ, ସଂଖ୍ୟାଲଘୁ ସମ୍ପ୍ରଦାୟ ଓ ପଛୁଆବର୍ଗ କଲ୍ୟାଣ ଏବଂ ସାମାଜିକ ସୁରକ୍ଷା ଓ ଭିନ୍ନକ୍ଷମ ସଶକ୍ତିକରଣ, ଓଡ଼ିଶା

The Children's Festival 'SURAVI' was organised at School, Cluster, Block & District Level during the year 2025 from the month of September 2025 to November 2025 & various competitions were organised among the students.

A 03-day State Level Children Festival 'SURAVI' was organised at the State Headquarter with effect from 12th to 14th November, 2025 to nurture the young talents, where 4000 students, guide teachers and officials have attended the programmes.

SURAVI at Cluster, Block and District level

























9.4.6 Project Veer Gatha 5.0 under Gallantry Awards

The Veer Gatha Project 2025 (Veer Gatha 5.0), a joint initiative of the Ministry of Defence and the Ministry of Education, Government of India, was implemented as part of the Republic Day 2026 celebrations to promote patriotism, civic responsibility, and awareness of the sacrifices made by India's Gallantry Award recipients among school students.Under the project, students of Classes III to XII participated in a range of creative activities, including essay writing, poetry, painting, drawing, storytelling, and multimedia presentations based on the lives and achievements of Gallantry Award recipients, including Param Vir Chakra, Ashok Chakra, Maha Vir Chakra, and Vir Chakra awardees.

The implementation guidelines were disseminated to schools across the State to facilitate effective execution of the programme and encourage active participation. Students from schools across Odisha participated enthusiastically, promoting patriotism, national pride. Odisha achieved notable success in the project, with the following two students being selected as National Winners in Veer Gatha Project 2025–26:

1. Brinda Rani Panda, Class IX (A), K.C. Public School, Berhampur, Ganjam District.
2. Pragyan Parimita Sasmal, Class X, Champeswar High School, Thailo, Jagatsinghpur District.

The achievement of these students has brought glories to the State and reflects the commitment of Odisha's schools to fostering patriotism, creativity, and awareness of the nation's rich legacy of courage and sacrifice. The School & Mass Education Department, Government of Odisha, remains committed to promoting such initiatives that inspire students to imbibe the values of courage, discipline, national service, and responsible citizenship.





9.4.7 Pariksha Pe Charcha 2026

The live telecast of "Pariksha Pe Charcha" featuring the Honourable Chief Minister, was held across the state on Feb 10th 2025 & Honourable CM interacted with around 300 students and provided valuable insights on stress management at State level. The live telecast of "Pariksha Pe Charcha" programme was viewed by 53,86,698 students, teachers, parents.






EPISODE 2 LIVE
NEWS 18 इंडिया
PM's MANTRA
One should do breathing exercises at least once a day
LIVE







Other Activities Conducted under Community Mobilisation 2025-26

- Celebration of International Day of Yoga (IDY) on 21.06.2025
  Campaign on Eco Club for Mission LIFE - Ek Ped Maa Ke Naam
- Teachers' Day and Mukhyamantri Shiksha Puraskar on 5th September, 2025
- Swachhata Pakshwada during 16th to 30th September, 2025
- Observation of Rastriya Ekta Divas and oath taking on 31st October, 2025
- Observation of Sambidhan Diwas on 26th November, 2025
- Observation of Children's festival 'SURAVI' 2025
- Organization of activities under 'Bharatiya Bhasha Utsav' on 11th December, 2026
- Observation of Matrubhasa Diwas on 21•st February, 2026
- Painting Competition on Energy Conservation
- Project Veer Gatha 5.0 under Gallantry Awards
- Implementation of Ek Bharat Srestha Bharat programme (Odisha – Maharastra)
- Pariksha Pe Charcha 2026
- Implementation of Flagship programmes of Govt. of India



9.5. Distribution of Free School Uniform

Objectives

- To enhance student attendance in schools.
- To improve the retention rate at the elementary level.
- To increase the Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER).
- To motivate students to attend schools regularly.
- To inculcate a sense of belongingness among students.
- To instill self-confidence among students and eliminate the feeling of inferiority.

Modalities

Provision of free school uniforms under **Samagra Shiksha** continued as one of the major interventions for promoting enrolment, attendance and retention of children studying in Government schools. Detailed operational guidelines along with timelines for procurement and distribution of uniforms were communicated to all districts before the commencement of the academic session. Funds were released in a timely manner to facilitate uninterrupted implementation of the programme. School Management Committees (SMCs), School Authorities and District Project Offices ensured transparent procurement and distribution of uniforms to all eligible students. Continuous monitoring through review meetings, video conferences and field visits ensured timely completion of the programme across the State.

Achievements

During the academic session **2025–26**, free school uniforms were successfully distributed to **40,29,518** eligible students studying in **Classes I to VIII** under **Samagra Shiksha**, achieving **100% coverage** of the approved target.

Distribution of Free School Uniform under Gangadhar Meher Shiksha Manak Brudhi Yojana (GMSMBY)

Objectives

- To improve access and retention of students in Government and Government Aided Schools.
- To encourage regular attendance among students.
- To promote equality among school children through common school uniforms.
- To reduce the financial burden on economically weaker families.
- To create a positive learning environment by ensuring every child receives school uniforms.

Modalities

Under the **Gangadhar Meher Shiksha Manak Brudhi Yojana (State Grant)**, free school uniforms were provided to eligible students studying in Government and Government Aided Schools. Detailed implementation guidelines were issued to all districts and schools



for timely procurement and distribution of uniforms. Regular monitoring was undertaken at State, District and Block levels to ensure transparency, timely fund utilization and distribution of uniforms to all entitled beneficiaries.

Achievements

During **2025–26**, free school uniforms were distributed to **43,09,441** eligible students under **Gangadhar Meher Shiksha Manak Brudhi Yojana**, thereby achieving **100% of the approved target**.

Distribution of Free School Uniform under Mukhyamantri Chhatra Chhatri Paridhan Yojana (MCCPY)

Objectives

- To enhance enrolment and retention of students at the secondary level.
- To motivate students to attend school regularly.
- To improve transition from elementary to secondary education.
- To promote equity among students.
- To instill confidence and encourage continued education among adolescents.

Modalities

Under **Mukhyamantri Chhatra Chhatri Paridhan Yojana (MCCPY)**, free school uniforms were provided to eligible students studying in **Classes IX and X**. Detailed operational guidelines along with financial norms were communicated to all districts for timely implementation. District authorities regularly monitored procurement and distribution of uniforms to ensure that every eligible student received the benefits under the scheme within the stipulated timeline.

Achievements

During **2025–26**, free school uniforms were distributed to **10,10,789** eligible students studying in **Classes IX and X**, achieving **100% of the approved target** under the scheme.



Distribution of Free School Uniform under Shishu Vatika (State Grant)

Objectives

- To facilitate smooth transition of children into formal schooling.
- To encourage enrolment of children at the foundational stage.
- To reduce the financial burden on parents.
- To provide a child-friendly and inclusive learning environment.
- To promote regular attendance from the beginning of schooling.

Modalities

Under the **Shishu Vatika (State Grant)**, free school uniforms were provided to eligible children enrolled in Shishu Vatika across the State. Detailed implementation guidelines were

communicated to districts for timely procurement and distribution. The programme was closely monitored to ensure that all eligible beneficiaries received uniforms before the commencement of regular classroom activities.

Achievements

During **2025–26**, free school uniforms were distributed to **3,10,839** eligible Shishu Vatika students, achieving **100% of the approved target.**



9.6. Free Text Book

The focused Group of Students i.e. all students from Class-I to VIII of Govt. & Govt. aided schools / including Madrasas of Odisha have been provided the benefit of free Text Books under Samagra Shiksha and PM Shree. As per decision of the State Level Committee Meeting, Text Books 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. Supply of Text Books started from the month of Dec., 2025 and 100% N.T. Books have been supplied to all 30 districts of the State during 2025-26.

Year	No. of Beneficiaries (Primary & Upper Primary School)	Budget (Rs. in Lakh)	Percentage of Achievement (Physical)	Monitoring Mechanism	Strategies to address issues
2025-26 (SS)	**4312274**	**13326.353**	100%	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.
2025-26 (PM Shree)	**128222**	**464.882**	100%	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.
TOTAL	**4440496**	**13791.235**			

TEXT BOOK DISTRIBUTION









Distribution of Free Text Book-Dhenkanal District

9.7. Access & Retention

9.7.1. Netaji Subash Chandra Avasiya Bidyalaya

National Policy of Education,2020 emphasises access to all children of the age group of 6-18 years from primary to higher secondary education under Samagra Siksha. The enrolment of all children in school is ensured for completion of education at higher secondary level. The state has covered 87750 habitations with primary and 88721 habitations with upper primary schooling facility out of total 90731 habitations. Transport and escort facilities have been provided to the children of remote and inaccessible habitations facing difficult to find access and the children of merged primary school located beyond 1 km, upper primary school beyond and 3 km and secondary school beyond 5 km. The children are also provided higher secondary schooling facility as per Samagra Siksha norm .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. 21 nos. of Netaji Subash Chandra Bose Avasiya Vidyalaya (Residential Hostels / Schools are opened and functioning in the district of Bargarh, Cuttack, Ganjam, Gajpati, Kalahandi, Kandhamal, Keonjhar, Khordha, Koraput, Malkangiri, Mayurbhanj and Raygada. The urban deprived children rescued from different places of the city are rehabilitated in the NSCBAV (Residential hostel/school) .The children of remote, hilly, forest or access less habitations are provided access in the Seva shrams of ST&SC Development Department, Welfare Department, KGBVs etc.

The out of school children of the age group 6-18 years are identified by the teachers and CRCCs and verified at block and district level. The out of school children of 6-14 years admitted in age appropriate classes of the school are provided special training as per RTE Act. The children of 15-18 yrs are enrolled in SIOS centres. The migrant children are retained in the seasonal hostels at source and destination points and continued study till return of their parents from migration.

Netaji Subhash Chandra Bose AvasiyaVidyalaya (Residential Hostel/School)

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 ensuring completion of Elementary, Secondary and Higher Secondary education. Total 21 NSCBAV (Residential Hostel/Schoolare functioning in the district of Bargarh, Cuttack, Ganjam, Gajpati, Kalahandi, Kandhamal, Khordha, Keonjhar, Mayurbhanj, Malkangiri, Koraput and Raygada.

STATUS OF NETAJI SUBASH CHANDRA BOSE AVASIYA VIDYALAYA, 2025-26

Netaji Subash Chandra Bose Avasiya Vidyalaya (Residential Hostel/School)
Samagra Shiksha, 2025-26

Sl. No.	Name of the District	Block	Name of the Residential Hostel/School	UDISE Code	Year of Functioning	Capacity	Children in Hostel
1	Bargarh	Bargarh	Cement Nagar High School	21010303401	2016-17	50	19
2	Cuttack	Sadar	Madhusudan Govt. High School	21121804614	2016-17	50	26
3	Gajapati	Paralakhemundi	Gandhi Memorial UPS	21200900702	2016-17	50	38
4	Ganjam	Chhatrapur	Raghunathpur UP School	21190605801	2016-17	50	33
5	Kalahandi	Bhawanipatna	Bapuji UPS, Bhawanipatna	21261401302	2016-17	50	47
6	Kandhamal	Baliguda	Block Colony PUPS, Baliguda	21211501201	2016-17	50	50
7	Keonjhar	Keonjhar Sadar	Attapur Nodal UP School, Keonjhar Sadar	21061700501	2012-13	100	66
8	Keonjhar	Barbil	Barbil Nodal UP School,Barbil	21061500602	2012-13	100	85
9	Khurda	Bhubaneswar MC	Govt. High School, Unit-I, Bhubaneswar	21171303604	2012-13	50	47
10	Khurda	Bhubaneswar MC	Rajbhawan Project UP School, Unit-VIII, Bhubaneswar	21171302905	2013-14	50	50
11	Khurda	Bhubaneswar MC	Govt.High School, Unit-VI, Bhubaneswar **(for girls)**	21171303503	2013-14	50	49
12	Khurda	Bhubaneswar MC	Govt. Primary School, IRC Village, Sector-I, Bhubaneswar	21171301002	2013-14	50	44

13	Koraput	Similiguda	MIG IV PUPS, Sunabeda	21291800104	2018-19	50	50
14	Koraput	Pottangi	Neridivalsa PS, Arjubalsa, Kotia GP **(LWE) Co-Education**	21291304201	2018-19	100	100
15	Koraput	Dasmant-pur	Girliguma UGHS, Dasmantpur**(LWE) Girls only**	21290407601	2018-19	100	100
16	Malkangiri	Malkangiri	Govt. Nodal UPS, Butiguda, Malkangiri	21300900804	2016-17	50	50
17	Malkangiri	Korkonda	Niladrinagar PUPS, Nilakambe-ru GP, Korkunda **(LWE)**	21300307004	2018-19	100	100
18	Malkangiri	Podia	Kaldapali UGHS, Podia **(LWE)**	21300701001	2019-20	100	100
19	Mayurbhanj	Baripada	Purnachandrapur Project UP School, Baripada	21072701501	2014-15	100	99
20	Mayurbhanj	Bisoi	Bisoi UG High School	21070705602	2015-16	100	100
21	Rayagada	Raygada	GBM High School, Rayagada	21271400501	2016-17	50	50
			Total			**1450**	**1303**

Activities at Residential Hostels

Children sitting together and enjoying their food at hostel



Students attending self defence and Yoga classes




Vocational Classes




9.7.2 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. Wherethe 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.

Status of Transport/Escort facility 2025-26

Category	No of Children approved by PAB (Elementary and Secondary)	No of Children provided Transport/Escort Facility
Children in Remote habitation and merged schools	**31635**	28120

9.7.3 OPENING OF NEW PRIMARY AND UPPER PRIMARY 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.

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.

The Govt. in S&ME Department has approved **92** nos. of Govt. primary schools for up gradation to upper primary schools satisfying the school opening norm and after de-recognition of Aided UPME Schools by DEE. The district wise primary schools upgraded to upper primary schools and approved by govt. is given below :

Sl. No.	Name of the District	Name of the Block	Name of the Primary School upgraded to Upper Primary School
1	Angul	Angul	Kumbhakarnasahi PS
2	Angul	Pallahara	Govt. Primary School, Chungamatia
3	Angul	Chhendipada	Kushakila Primary School
4	Angul	Chhendipada	Govt. Primary School, Dubanali
5	Angul	Talcher	Govt. Primary School, Chalagarh
6	Balasore	Sadar	Bhabalpur PS
7	Balasore	Soro	Solagaon Primary School
8	Balasore	Soro	Adia Govt. Primary School
9	Balasore	Oupada	Dhimpura Primary School
10	Balasore	Oupada	Kandagaradi Primary School
11	Balasore	Sadar	Alumeda Govt. Primary School
12	Balasore	Sadar	Silad Govt. Primary School
13	Balasore	Bhograi	MAHAMMADPUR PRY SCHOOL
14	Balasore	Bhograi	PURUSOTTAMPUR PRY SCHOOL
15	Balasore	Bhograi	CHANDAKUSMI PRY SCHOOL
16	Balasore	Bhograi	KANTABANI PRY SCHOOL
17	Balasore	Basta	GOVT. PRY. SCHOOL, DHANAHANDA
18	Balasore	Jaleswar	Govt Primary School, Tentula
19	Balasore	Jaleswar	Govt. Primary School, Ektali
20	Balasore	Jaleswar	Govt. Primary School, Uttarapada
21	Balasore	Jaleswar	Govt. Primary School, Hatigarh
22	Balasore	Jaleswar	Govt. Primary School, Purunapani
23	Balasore	Basta	Talatapanda Govt. PS
24	Balasore	Remuna	Baunsamuha Govt. Primary School
25	Bhadrak	Bhandaripokhari	Balipur Govt. Primary School
26	Bhadrak	Chandabali	Uttakuda Govt. PS
27	Bhadrak	Chandabali	Karanjamal Govt. PS

28	Bhadrak	Bonth	Govt. PS Panapadi
29	Bhadrak	Bonth	Govt. PS Hasinpur
30	Bhadrak	Bhandaripokhari	Akulikana Govt. PS
31	Bhadrak	Bhandaripokhari	Mudhapada PS
32	Bhadrak	Tihidi	Malapur PS
33	Cuttack	Mahanga	Mogalpatana Primary School
34	Deogarh	Tileibani	Kalanda Govt. PS
35	Dhenkanal	Bhuban	Dayanabili PS
36	Dhenkanal	Kamkhyanagar	Khokasa Nuasahi Primary School
37	Dhenkanal	Hindol	Kantimili Govt. PS
38	Dhenkanal	Kamakhyanagar	Agharigoda Primary School
39	Ganjam	Digapahandi	Govt. PS Banamali
40	Ganjam	Digapahandi	Rajapur Primary School
41	Jagatsingpur	Jagatsingpur	Govt. Primary School, Urali
42	Jajpur	Korei	Gahmaria Govt. Primary School
43	Jajpur	Dasrathpur	Jhumpuri Primary School
44	Jajpur	Rasulpur	Govt. Primary School, Baliguda
45	Jajpur	Dharmasala	Kothadiha Primary School, Kothadiha
46	Jajpur	Badachanna	Ramdaspur PS
47	Jajpur	Jajpur	Khairabad Primary School
48	Jajpur	Danagadi	Rabana Primary School
49	Jatgatsingpur	Jagatsingpur	Kutum Chandi Govt. Primary School
50	Jatgatsingpur	Jagatsingpur	Govt. Primary School Ninigaon
51	Jharsuguda	Jharsuguda	Kukurjangha PS
52	Jharsuguda	Lakhanpur	Govt. PS Katarbaga
53	Kalahandi	Dharmagarh	Kadalimunda PS
54	Kalahandi	Golamunda	Govt. PS, Funda
55	Kalahandi	Kesinga	Govt. PS Dendoguda
56	Kalahandi	Golamunda	Ganadamer CPS

57	Kendrapara	Marshaghai	Kusunpur Primary School
58	Kendrapara	Aul	Hadua Primary School
59	Kendrapara	Aul	Kumartanka Primary School
60	Keonjhar	Patna	Govt. Primary School, Purandarpur
61	Keonjhar	Saharapada	Govt. Primary School, Deuliposi
62	Keonjhar	Ghatagaon	Govt. Primary School, Dengana
63	Keonjhar	Telkoi	Govt. Primary School, Sarei
64	Keonjhar	Harichandanpur	Govt. PS Gelhamunda
65	Keonjhar	Harichandanpur	Govt. PS Chastangiri
66	Keonjhar	Harichandanpur	Govt. PS Penthadihi
67	Keonjhar	Hatadihi	Govt. PS Bhutpada Apsar
68	Keonjhar	Harichandanpur	Govt. PS Pithagola
69	Keonjhar	Patna	Govt. PS Begunkhaman
70	Keonjhar	Anandpur	Govt. PS Bhogpur
71	Khordha	BMC	Govt. Primary School, Railway Colony, Mancheswar
72	Khordha	Banpur	Govt. PS, Beruanbadi
73	Koraput	Pottangi	Tadivalsa Govt. Primary School
74	Koraput	Kundra	PHULABHATTA PS
75	Mayurbhanj	Kuliana	Govt. PS Madhapur
76	Mayurbhanj	Kaptipada	Govt. PS Padmapokhari
77	Nabarangpur	Jharigam	Govt PS Kodabhatta
78	Nabarangpur	Jharigam	Govt PS Dhandamal
79	Nabarangpur	Jharigam	Govt PS Amalijodi
80	Nabarangpur	Nabarangpur	Govt Primary School Churahandi
81	Nabarangpur	Raighar	NINASPANI PS
82	Nabarangpur	Raighar	SALEBHATA(M)PS
83	Nayagarh	Daspalla	Govt. PS, Dasanipada
84	Nayagarh	Nuagaon	Govt. Primary School, Khuntubandha

85	Nayagarh	Ranpur	Lunisahi PS
86	Nayagarh	Odagaon	Govt.PS Badaput
87	Puri	Brahmagiri	Sahanikera PS
88	Puri	Astaranga	Balidia PS
89	Puri	Astaranga	Derunia PS
90	Puri	Pipili	Siula Center PS
91	Puri	Delanga	Singhabrhmapur Primary School
92	Puri	Kanas	Grahsanaput Primary School

9.7.4 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 less than 40 enrolment for Non TSP and Non KBK areas and less than 25 enrolment for KBK and TSP areas and distance of nearby elementary/ secondary school 1 km.

c) Primary/Upper Primary/Secondary Schools in same campus or within 100 meters distance.

d) The Govt. have notified and approved **7750** nos. of schools for consolidation with lead school in 2020-21. As of now **5633** nos. of satellite schools are consolidated with lead schools.



9.8. Strengthening of Existing School

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 through SMC / SMDC with active participation of local community rather than through any other agency is the salient feature of SS Civil Work & opens up the vista for achieving sustainable Elementary & Secondary Education in the State. Needless to say that appropriate planning is being 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 essential activity in the right time from the limited available funds, exploring possible resources from other department to give a complete realistic shape to the project as much as possible.

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

The project aims not only in creating infrastructures like new schools or addl. class rooms but also providing the basic requirement like separate toilet for Girls & Boys, drinking water facilities, electrification, etc. as well as better school ambience so as to increase the access and reduce the dropout rates in Elementary& Secondary Schools. Special attention for the CWSN is also part of planning process.





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 been taken care for drinking water facility in rural areas. All care is taken to make the school barrier free access for CWSN.

ELEMENTARY:

KEY POINTS CARRIED OUT FOR EXECUTION OF CIVIL WORKS

- Limit fixation of funds in favour of S.M.C/S.M.D.C in three phases i.e. in 1st Phase 40%, in 2nd Phase 30% & in 3rd 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 physically / through Video Conferencing at regular interval.
- 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.
- Quality control

MONITORING AND SUPERVISION

- The Sr. Technical Consultant, Technical Consultant & Financial Consultant of concerned district attends the review meeting at SPO / through Video Conferencing at regular interval.
- Setting up week wise action plan target for TC's for two critical activities such as roof casting & settlement of account along with submission of UCs thereof at DPO.
- Weekly Review meeting is held in District Project office by the D.P.C and monthly by Collector-cum-Chairperson.
- 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.

❖ 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 are 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 programme are being conducted regularly.

❖ IMPORTANT FEATURES ADOPTED DURING CONSTRUCTION OF SCHOOL BUILDING:

I. 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.

II. 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. SS and NBC guidelines is being followed during execution of work.

III. 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.
- Stair case 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 as per SBC across state
- Use of locally available construction material promoted (laterite / granite / fly ash bricks / stones)
- RCC designs revised to economize on construction costs.

IV. PROVISION OF ESSENTIAL FEATURE IN BUILDING :

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

V. OTHER IMPORTANT BUILDING COMPONENTS:

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

VI. 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 chalk board, learning corners, verandah with a different get up etc.

❖ **CAPACITY BUILDING – 1**

➢ **SMC**

- Roles & responsibilities of SMCs and technical personnel.
- Choosing of suitable plans as per site availability.
- 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 regularly basis.

❖ CAPACITY BUILDING – 2

➢ MASONS

- Adoption of cost effective technologies and maintaining design specifications.
- 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.

❖ CAPACITY BUILDING – 3

➢ 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 -21 nos. in 30 districts out of sanctioned post of 33 and T.Cs - 253 in 314 blocks & 2 nos. of ULBs out of sanctioned post of 316. Also 3 nos. TCs in SPO.

❖ QUALITY CONTROL

➢ TEST FOR SAND

For fine Sand Fineness modulus (F.M) test is done and it is within 1.5 or above. For Coarse 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.

➢ 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 earth quake the buildings are being constructed to resist such disasters. The buildings are deign 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 & earth quake. Arrangements of fire frightening equipments are also made in the buildings. Use of materials those are flammable has been restricted.

SECONDARY :

The civil works of secondary schools are being executed by Rural Works Deptt., PRIs of Panchayati Raj & Drinking Water Department & Public Works Deptt.

NEW SCHOOL (SECONDARY & HIGHER SECONDARY):

Secondary School & Sr. Secondary Schools are upgraded from Upper Primary School and Secondary School respectively. The components like class rooms with furniture, Library, Integrated Science laboratory, Computer room, Art & craft room, Toilet blocks, Drinking water, Electrification, etc. are being provided for these schools. Besides this laboratories like Physics lab, Chemistry lab, Biology lab, Mathematics lab, etc. are being provided in Sr. Secondary Schools.

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.

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.

THE ACTIVITIES ARE

- 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.

SURROUNDING ENVIRONMENT:

The school environment plays an important role in attracting the students. Adequate Classroom infrastructures with electrification, good sanitation conditions, 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.

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;



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 :





KGBV BUILDING :





PROGRESS OF CIVIL WORKS UNDER SS & KGBV Ending March 2025

Status of Civil Work under Samagra Shiksha (Elementary) by Ending MARCH 2025

Sl. No.	Activities	From the year 2018-19 to 2025-26	PROGRESS STATUS (Ending MARCH 2025)			% of Comple-tion Rate
			Completed	In Progress	Not Started	
1	ACR	2899	1257	503	1139	43%
2	BOYS TOILET	3572	1391	994	1187	39%
3	BUILDING LESS PS	4	4	0	0	100%
4	CWSN TOILET	2475	916	574	985	37%
5	DRINKING WATER	238	80	104	54	34%
6	ELECTRIFICATION	13214	10887	727	1600	82%

7	GIRLS TOILET	2536	1216	698	622	48%
8	New UPS (VI - VIII)	46	0	0	46	0%
9	RAMP WITH	2445	1618	184	643	66%
	HANDRAIL					
10	SOLAR PANEL	16	6	2	8	38%
	TOTAL	**27448**	**17375**	**3786**	**6287**	**63%**

Status of Civil Work under Samagra Shiksha (Secondary) by Ending MARCH 2025

Sl. No.	Description	Target	Completed	In Progress	Not Started	% of completion
1	ACR	535	155	46	334	29%
2	ART / CRAFT ROOM	104	79	12	13	76%
3	BOYS TOILET	313	138	30	145	44%
4	COMPUTER ROOM	45	31	9	5	69%
5	CWSN TOILET	191	43	11	137	23%
6	DRINKING WATER	12	9	3	0	75%
7	ELECTRIFICATION	11	7	0	4	64%
8	GIRLS TOILET	1823	1213	406	204	67%
9	LIBRARY	95	63	17	15	66%
10	SCIENCE LAB	94	62	22	10	66%
11	INTEGRADED MATH WITH SCIENCE LAB	310	0	0	310	0%
12	SOLAR PANEL	101	47	12	42	47%
13	UPGRADATION OF UP TO SECONDARY	87	2	12	73	2%
	Total	**3721**	**1849**	**580**	**1292**	**35%**

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	171	1	1	98%



9.9. 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 zero rejection policy, i.e no child having special need 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 of charges 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 education in regular Govt. Schools with the normal students.

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, 12) Dwarfism, 13) Intellectual Disability (MR), 14) Muscular Dystrophy, 15) Chronic Neurological conditions, 16) Multiple Sclerosis, 17) Thalassemia, 18) Hemophilia, 19) Sickle Cell disease, 20) Acid Attack survivor &21) Parkinson's disease.

As per norms of Samagra Shiksha, Rs.3500/- per CwSN, to be spent for inclusion of children with special needs, 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 2025-26 different activities have been undertaken at State & district level and the major achievements are furnished as follows:-

PROGRES OF INCLUSIVE EDUCATION ACTIVITIES DURING 2025-26

Sl.No.	Name of the Activities	Progress during 2025-26
1	Identification and enrolment	85934 number of CwSN from class I to XII enrolled in Govt. & Govt. Aided Schools
2	Distribution of aids and appliances	Medical assessment camps have been organized at block level and aids & appliances have been distributed to 8524 CwSN
3	Orientation training of parents	Parents & guardians of CwSN have been provided one day orientation on IE at block level
4	Braille Books	1616 sets of Braille books have been distributed to the Visually Impaired students
5	Large Print Books	3470 sets of Large Print books have been distributed to the Low Vision students

6	Escort allowance	15930 CwSN from class I to XII provided with Escort Allowance @ Rs.5000/- for 10 months
7	Transport allowance	28785 CwSN from class I to XII provided with Transport Allowance@ Rs.2000/- for 10 months
8	Stipend for Girls CWSN	21918 CwSN Girls from class I to XII provided with Stipend @ Rs.2000/- for 10 months
9	Reader allowance	1194 Visually Impaired CwSN from class I to XII provided with Reader Allowance @ Rs.5000/- for 10 months
10	Therapy Services	CwSN provided with physiotherapy, occupational therapy, speech therapy & Braille training at block and district level Resource Centres
11	Distribution of Low Vision device & TLM Kit	86 CwSN provided with Low vision device in convergence with Sightsavers India
12	Sports Meet	Sports Meet for the CwSN conducted at 314 blocks in 30 districts
13	Inclusive Education Volunteers	1094 IE Volunteers working at Gram Panchayat 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 persons with disability organized at block/district level

Activities conducted for Children with Special Needs under Samagra Shiksha 2025-26

- **Medical Assessment camp :**

Every year medical assessment camps are being conducted at block level for assessment of different types of CwSN by a team of doctors and Rehabilitation Professionals to ascertain their type and degree of disability and to identify the CwSN requiring aids & appliances. The block level camp conducted in convergence with SSEPD, H&FW Deptt, Medical Colleges, ALIMCO, District Early Intervention Centre of (NHM), SVNIRTAR, and District Disability Rehabilitation Centres (DDRC) for the purpose.





Medical assessment camp

• **Provision of aids & appliances for CwSN:**

Need based aids & appliances, assistive devices are being provided to all categories of CwSN of class-I to XII identified through assessment camps conducted at block level such as Tricycle, Wheel Chair, Crutches, Calipers, Artificial Limbs, Hearing Aid, Braille Kit, TLM Kit, Low Vision devices, CP chairs, Spectacles & ICT devices in convergence with different Institution, Organisation and Agencies like: ALIMCO, NIEPID, NIEPVD, SVNIRTAR, DDRCs, RBSK, SSDDY, Sightsavers & other NGOs.




(Distribution of aids & appliances)

Speech therapy programme:

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




(Speech therapy)

• **Physiotherapy and occupational therapy programme**

Physiotherapy and occupational therapy camp are being conducted at block/district level for the Cerebral Palsy, Multiple Disabled, Locomotor Disabled & Intellectual Disability children of class I to XII. Both disabled children & their parents are participated the therapy camp at block/district level which is conducted in convergence with DEIC of NHM and DDRC of SSEPD Department.



(Physiotherapy)



(Physiotherapy)

• **Orientation programme for Parents, Guardian, and Teachers**

One day orientation training was conducted for the parents, guardians on Inclusive Education at block level. In these programmes parents of CwSN provided orientation on the roles of parents towards education of the CwSN, facilities available for them from Govt. & NGO sector, identification, assessment, referral services, surgical correction, use of aids & appliances etc.



(Orientation programme for parents)



(Orientation programme for headmaster)

• **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)]

• **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 supplied by TBP&M Bhubaneswar.

(Distribution of Braille books)

• **Sports Meet & Exposure visit programme**

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





• **District level TLM workshop for development of inclusive TLMs**

Workshop for development of inclusive Teaching Learning Materials (TLM) has been conducted at district level.

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

Sightsavers, India, a development organisation signed MoU with OSEPA for strengthening of Inclusive Education for the blind and low vision students. Sightsavers conducted low vision assessment camp at district/block level and provided need based spectacles, low vision devices, ICT devices like DAISY player, Tablet, Smart Phone to the students with low vision.







Distribution of ICT and low vision devices

• **Provision of Escort Allowance for severe CwSN**

Escort allowance @ Rs.5000/- for 10 months have been paid to the severe CwSN of Locomotor, Visually Impaired, Intellectual Disability, Multiple Disability, Autism Spectrum Disorder category having 75% or more disability reading in Govt. and Govt. aided schools from class I to XII. The funds transferred to the bank accounts of the students/parents through IFMS-Digi Gov.

• **Provision of Transport Allowance for CwSN**

Transport allowance @ Rs.2000/- for 10 months have been paid to all categories of CwSN having 40-100% disability reading in Govt. and Govt. aided schools from class to XII. The funds transferred to the bank accounts of the students/parents through IFMS-DigiGov.

• **Provision of Reader Allowance for CwSN**

Reader allowance @ Rs.5000/- for 10 months have been paid to Visually Impaired CwSN having 75% or more disability reading in Govt. and Govt. aided schools from class I to XII. The funds transferred to the bank accounts of the students/parents through IFMS-DigiGov.

• **Stipend for CwSN Girls**

Stipend @ Rs.2000/- for 10 months has been paid to the CwSN girls having disability certificates enrolled in Class-I to XII in Govt. and Govt. aided schools. The funds transferred to the bank accounts of the students/parents through IFMS-DigiGov.

• **Environment Building Programme at block level**:

During 2024-25, observation of International Day for the Person with Disabilities have been conducted at district/ block level from the funds available under Environment Building Programme. Dyslexia awareness day was also organized at district level.



(Rally on the occasion of Dyslexia day)



(Rally on the occasion of Disabled day)

• **Functioning of Resource Centers for CwSN at block/district level :**





In order to provide therapy services, assessment, training, counseling services to the CWSN, teachers and parents dedicated Resource Centre for Children with Special Needs (CwSN) has been opened in all District & Block headquarters. The resource centres are opened for providing all educational and resource support services for the CwSN at district and block level including therapy services, assessment, training, monitoring, and counseling services for CwSN available on regular basis.



(Resource Centre for CwSN functioning at district & block level)

• Provisions/relaxations for CwSN by BSE & CHSE, Odisha :

Board of Secondary Education (BSE) and Council of Higher Secondary Education (CHSE), Odisha notified notification regarding special provisions/relaxation available for the CwSN during class X & class XII Board examination. For awareness among the parents and teachers, short video, audio, YouTube video, booklet and advertisement in daily newspaper was made.

• Vision Screening & Spectacle distribution Programme for School Students under Surendra Sai Divya Drusti Yojana (SSDDY)

Vision screening camps are conducted at block level and need based power spectacles are distributed to identified school students from class I to X under School Eye Health Programme (SEHP) under Surendra Sai Divya Drusti Yojana (SSDDY), a joint convergence programme of Health & School & Mass Education Deptt. Selected students having vision



problem identified by the teachers through preliminary screening at school level referred to the block level vision screening camp. The block level camps are organized by the Medical Officer of PHC/CHC in convergence with BEOs. Ophthalmic technical teams of DBCS conduct eye screening and measurement of spectacle of students. Required numbers of spectacles supplied by the vendor selected by OSMCL to the CDMO/PHC level and PHC handover the spectacles to the BEOs for distribution to school students.

- **Classroom participation of Children with Special Needs**

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 are also participating in many activities conducted by the class teachers in classroom.



- **Participation of CwSN in different activities :**

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





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

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.









9.10. Quality Intervention

9.10.1. Assessment

- In the academic session 2025-26, 2762599 no. of students are enrolled in Govt. / Govt. Aided schools from Classes – I to IV & VI, VII. Provision has been made for the said no. of students to appear Summative Assessment – II.




- Annual Examination of Classes – V & VIII has been conducted as per notification No.18660/SME, BBSR Dtd.09/07/2025 & Resolution No.28710/SME Dtd.18/10/ 2025. In the academic session 2025-26, 1074444 no. of students are enrolled in Govt. / Govt. Aided schools of Classes – V & VIII. Provision has been made for the said no. of students to appear Annual Examination.
- This year supplementary examination of Classes – V & VIII has been conducted in all Govt. / Govt. Aided schools of the state and about 5686 no. of students has been appeared the said examination.
- **Foundational Learning Study (FLS)** - FLS has been conducted in 433 sampled schools of Grade – III students on 9th & 10th April 2026.




9.11. Rastriya Aviskar Abhiyan

The **Rashtriya Avishkar Abhiyan (RAA)** aims to motivate children aged 6 to 18 to learn Science, Mathematics, and Technology through observation, experimentation, and joyful inquiry. It turns schools into incubators of innovation by connecting classroom lessons with the real world.

Major interventions under RAA provided under **Integrated scheme for School Education – Samagra Shiksha,** include conduct of Science Exhibition, Book Fair, Quiz Competition, exposure/study visits for students to Higher Education institutions, participation of students in Inter-school/State/National level Science & Maths Competitions/Olympiads, strengthening of School Science and Mathematics laboratories, use of teaching-learning equipment and material including Digital models and use of technology in Science and Mathematics teaching. This is an on-going programme and is for the benefit of all the school students.

For the year 2025-26 the following activities were conducted under **Rashtriya Avishkar Abhiyan (RAA)** Odisha.

9.11.1. Science Exhibition/Book Fair

A Science Exhibition provides a platform for students to demonstrate their understanding of scientific concepts and theories through innovative projects, working models, charts, and other exhibits. It fosters teamwork, collaboration, creativity, and the effective use of technology among students. The exhibition also encourages scientific inquiry, critical thinking, and innovation by inspiring students to think beyond the confines of textbooks.

OBJECTIVES:



- To explore the scientific talents among the students.
- To create a culture of inventing, tinkering, thinking and doing to promote enquiry-based learning in schools.
- To nurture and encourage schools to be incubators of innovation.
- To inculcate scientific temper amongst students.
- To promote interest in science and technology amongst students for the betterment of society.

Block Level Science Exhibition:

- Block Level Science Exhibition for both Elementary and Secondary level was conducted in the month of October 2025
- The selected students from interested Govt. Elementary and Secondary Schools participated in the Block level Science Exhibition under RAA.







- The students exhibited their projects and models in the block level science exhibition. These models and projects should be developed basing on some principles which are scientific in nature.
- The Block level Science Exhibition was organized together both for Elementary and Secondary level under guidance of the Block Education Officer.
- The Exhibition supervised by DEO/ ADEO (Academics)/DSS/Pedagogy Coordinator of the district.
- The science projects evaluated by a panel of jury members consisting of 2 members for each level.
- The first three awardees of Block Level Science Exhibitions (3 for Elementary and 3 for Secondary) awarded with certificate and memento.
- The PRI members/Educationist/Experts in the field of Science and Mathematics invited to witness the programme and inspire the participants.
- The local media persons invited for wide coverage of the programme.
- Block Level Science Exhibition followed by District Level Science Exhibition
- The first three awardees of Block Level Science Exhibitions (3 for Elementary and 3 for Secondary) participated in the district level competition.

District Level Science Exhibition (Elementary &Secondary).

- District Level Science Exhibition for both Elementary and Secondary level held in the month of October 2025
- The Exhibition supervised by DEO, Pedagogy Coordinators &DSS of the respective district.
- The science projects evaluated by a panel of jury members consisting of 2 members for each level.
- The first three awardees of District Level Science Exhibitions (3 for Elementary and 3 for Secondary) awarded with certificate and memento.

9.11.2 Quiz Competition:

A quiz competition is a short, focused assessment typically featuring question formats like multiple-choice, true or false, or fill-in-the blank. Unlike comprehensive exams, quizzes are often used for quick checks of understanding, skill evaluation, or knowledge testing. The growth of online quiz platforms has made them a popular tool for self-assessment, continuous learning, and interactive engagement across educational and professional setting.

A quiz competition is a mind sport played between individuals or teams, wherein the competitors are asked questions on general knowledge or other subjects. The individual or team that answers correctly wins. It is an assessment of a person's knowledge, skills, and abilities. Quizzes are designed to promote enjoyable learning techniques. Quiz competitions allows students to "think outside the box" or from a variety of angles. Two sets of multiple choice questions will be printed separately for sub junior & junior group.

Level of Competition:

Quiz competition will be held at two levels such as block & district level.

Block Level:

Block level competition was held in two different categories such as Junior (Class VI to VIII) and Senior (Class IX to XII) open quiz was held in the month of September & December respectively) in the academic session 2025-26. The BEO, ADEO, Pedagogy Coordinator & DSS ensured conduct of quiz competitions in the in the block per time schedule.

1. Block education officer prepared question paper for quiz competition involving experts in collaboration with DIET both elementary & secondary level.
2. Assessment of the answer paper made by experts in the field selected by the BEO both elementary & secondary level.
3. Each participant was given certificate of participation & winners (Top 3 students) awarded with certificate and trophy/mementos under each group both elementary & secondary level.
4. The DEO-cum- DPC, SS, ADEO (Academics), DSS and Pedagogy Coordinator guided and supervised the entire process both elementary & secondary level.
5. The PRI members/Educationist/Experts in the different fields were invited to witness the programme and inspire the participants both elementary & secondary level.
6. The local media persons were invited for wide coverage of the programme.









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9.11.3. Excursion Trip for Students within state

Excursion Trip is a short trip or outing to some places usually for a special purpose with the intention of prompt return. Education excursions are a great way to engage students in learning outside the classroom. They allow students to explore the world beyond their books, gain valuable knowledge and skills and form memories that will last a life time.

Objective:

- To provide an opportunity to learners to visit different places for their academic enhancement.
- To engage in enquiry based learning.
- To promote interest in Science and Technology, History, Culture etc.
- To provides ample opportunity to students for 'seeing' 'hearing' examining, gathering data, and asking questions.

Modalities

- The Block Education Officers organised one day Excursion Trip for elementary students of the block inside the state within budget of Rs. 1000/- per student at district level.
- The Excursion Trip shall in the month of November, December, January 2025.
- Ten student from each block participated in the programme at elementary level.
- Students taken to Historical/Geographical/Scientific and other educationally important places within the state. Places to be visited is given below.
- Science park/Science Museum/Science Centre.
- Planetarium
- World skill centre
- Engineering/Polytechnic Institutes
- ITI Schools
- Botanical garden/ Zoological park
- Scientific & Mathematical Institutes



- Museum
- Written consent of the parent/ guardian taken for the excursion trip.
- The database of the students participating in the excursion maintained by BEO and the same sent to DPO for information before 07 days of the trip.
- Both female and male teachers accompanied the students as guide teachers as per requirement as selected by the block.

Study Tour to Higher Institutions



Going on a field trip enhances the critical thinking skills of students and gives them a chance to think about a topic or theme from a different perspective. Educational tours are a crucial component of the academic program because they give students the chance to learn outside of the classroom and get useful practical experience. There is a proverb that goes, "I hear and I forget, I see and I remember, I do and I compre-hend," and it refers to the idea that seeing something being done in a certain location helps people remember it better. Several children don't get to experience the typical field trip locations with their families. A school trip gives students the chance to get new knowledge and experience.

Objectives:



- To provide the necessary assistance to the students in receiving the knowledge through different experiments in the laboratories of Higher Institution which they may not get in their won schools.
- To Promote teamwork and social skills
- To encourages independent learning
- To promote creativity and critical thinking
- To provide a break from the monotony of classroom learning.

Modalities:



- The DEO-cum-DPC shall be responsible for organising one day study trip to Higher Institutions for Secondary School students.
- The study trip shall be held in the month of November- 2025
- Ten students from each block will participated in the programme.
- Written consent of the parent/ guardian taken for the study trip.
- The database of the students participating in the excursion maintained by DEO-cum-DPC.
- Both female and male teachers accompanied the students as guide teachers as per requirement as selected by the block.

Students went on study trip to Higher Institutions such as:

a. World skill centre

b. Engineering and Polytechnic Institutes

c. Institutes of Science & Mathematic

d. ITI Schools, Science Museum & similar places



9.12. KALA UTSAV

Kala Utsav, a flagship programme of the Department of School Education & Literacy (DSE&L), Ministry of Education (MoE) was launched in 2015. Kala Utsav aims to foster and showcase the artistic talent of the students of Secondary & Higher Secondary Education Stage. This annual event provides a platform for students to explore and celebrate arts and cultural diversity. Kala Utsav is organised at various levels-school, district zonal, state, and national.

Kala Utsav aligns with several key recommendations of the NEP 2020, reflection its significance in promoting holistic and comprehensive education.

- Theme of this Kala Utsav was :

  "Viksit Bharat – A Vision for Bharat in the year 2047".

- In Kala Utsav 2025, the art form categories have been reorganised, and the number of competitions has increased from 6 to 12, to create equal participation opportunities for both group and solo participants as well as female and male students.

- In Vocal Music, Instrumental Music, Dance and Visual Arts there was both group and Solo competitions, whereas Theatre and Traditional Storytelling only group participation.

Level of Kala Utsav Competition during 2025-26 :

During 2025-26, there was District & Zonal Level (inter district) Kala Utsav Competition before conduct of State Level Kala Utsav Competition. It was the responsibility of the DEO-cum-DPC, SS of the district who conducted district level Kala Utsav Competition and the DEO-cum-DPC, SS of the Zonal District conducted Zonal Level Kala Utsav Competition in coordination with tagged districts within the given time schedule.

Art Forms :

In Kala Utsav 2025, entries were invited across twelve categories offering multiple opportunities for students to express their artistic talents. Solo and group entries were invited in all six art forms with multiple categories to create space for an array of diverse artistic expressions which will be enriching, vibrant and reflective of the nation's cultural heritage. Thus, all the teams can send one representation each in the following twelve categories.

The district will participate in the State Level Kala Utsav, 2025 in any one category of the main categories if selected at zonal level.

Category-wise Details of Art Forms :

Sl. No.	Art Form	Category	Sub-category (one participation each for solo and group events for each team)
1	Vocal Music	Solo (1)	Classical / Semi Classical
2	Vocal Music	Group (maximum 4 participants)	Folk group/Devotion group/ Patriotic group/ Light Music

3	Instrumental Music String/ Wind (Melodic Instrument)	Solo (1)	Classical / Semi Classical
4	Instrumental Music percussion (Rhythmic Instrument)	Solo (1)	Classical / Semi Classical
5	Instrumental Music	Group (maximum 4 participants)	Orchestra ensemble (folk/classical)
6	Dance	Solo (1)	Classical
7	Dance	Group (maximum 4 participants)	Regional (folk/tribal) in Group Contemporary Choreography (non-film)
8	Theatre	Group (maximum 4 participants)	Short Play/Role Play / Mimicry Mime
9	Visual Arts	Solo (1)	2 Dimensional (Drawing, Painting, Printing, Caricature)
10	Visual Arts	Solo (1)	3 Dimensional (Sculpture)
11	Visual Arts	Group (maximum 2 participants)	2 Dimensional/ 3 Dimensional (indigenous toys and games/ local craft)
12	Traditional Storytelling	Group (maximum 2 participants)	Traditional Storytelling incorporating Group Dance, Drama, Music or Visual Arts or more than one art form

Eligibility :

Students of Grades 9, 10, 11 and 12 of any government, governmet-aided and private school affiliated to any state or central bords, participated in Kala Utsav.

Notes :

- All th districts ensured the participation of schools from all blocks in the district level Kala Utsav Competition. The selected students at district level participated in the zonal level competition.
- National Level Winners (1st, 2nd & 3rd position) of the previous years of Kala Utsav were not allowed to participate in Kala Utsav 2025-26 to give scope to other students to participate.



- District ensured that there is an equal participation of girls and boys in Kala Utsav Cokpetition as far as possible. Students from Scocio Economically Disadvantaged Group (SEDG) including children with special were encouraged to participate in Kala Utsav, 2025-26.



Jury :

For every category, there separate jury consisting of experts drawn from educators, practotopmers of the respective art forms. The jury directly interacted with the students during these competitions where the participants showcase their talent.

District Level Kala Utsav:

Around 2500 students particpated in the District level Kala Utsav 2025. The winners of each event at the District Level Competition were awarded with a trophy and certificate. The student securing First position at District Level Competition of each event participated in the Zonal Level Competition.

Zonal Level Kala Utsav:

Around 1500 students particpated in the Zonal level Kala Utsav 2025. The winners of each event at the Zonal Level Competition were awarded with a trophy and certificate. The student securing First position at Zonal Level Competition of each event participated in the State Level Competition.

State Level Kala Utsav:

Around 120 students particpated in the State Level Kala Utsav 2025. The winners of each event at the State Level Competition were awarded with a trophy and certificate. The student securing First position at State Level Competition of each event participated in the National Level Kala Utsav, 2025.



The textual summary (wite-up) and Video Films and HD photograph of the students securing first position in each event were sent to NCERT, New Delhi for further evaluation at National Level Kala Utsav, 2025.

National Level Kala Utsav:

22 students and 2 escort teachers particpated in the National Level Kala Utsav 2025. Students of five events secured first, second & third position at National Level Kala Utsav 2025 i.e. Visual Art 2D – second position, Visual Art 3D – second position, Visual Art Group Toy making- second position, Vocal music solo- third position & Dance group – first position.





9.13. Funds for Quality, LEP, Innovation

Introduction:

In alignment with the National Education Policy (NEP) 2020, the State has undertaken a comprehensive and structured approach to improve the quality of school education. During the year 2025–26, different resource materials have been provided for students and teachers for effective classroom teaching and learning activities. These resources are intended to engage students more effectively to achieve the learning targets, support teachers to clarify and reinforce complex concepts by providing additional practice opportunities, and prepare students to acquire grade-specific learning outcomes.

In addition, the State has adopted a comprehensive student assessment framework, the Holistic Progress Card (HPC), in alignment with NEP 2020. It aims to assess the overall development of a learner, moving beyond marks and examination scores.

This report presents the above initiatives separately for the two stages of school education, namely Middle School Education (Class VI to VIII) and Secondary School Education (Class IX and X), covering in each case the quality-of-education initiatives taken by the State, the status of the Holistic Progress Card, and the resource materials distributed, along with their rationale and usage in schools.

Middle School Education (Class VI – VIII)

Quality of Education and Classroom Practices under LEP

The following initiatives have been taken by the State to ensure quality education at the Middle Stage:

- Students' Workbooks in the core subjects, Odia, English and Math, have been provided to the students to ensure practice activity by the students and to achieve the grade-level competencies.

  Notebooks have been provided to all students to ensure writing assignments and regular practice. Helps the teacher to track the learning progress of the students regularly. It supports continuous assessment and encourages students to take ownership of their learning.

- Students' Diary has been provided to all students from Class I to Class VIII. This builds a daily learning habit, encourages reflection, and helps students track their own growth, promotes self-discipline, and supports teacher-student-parent communication.

- Adoption of competency-based, experiential and joyful learning to improve the learning outcome among students.

- Strengthening classroom practices through innovative pedagogy, activity-based learning, and child-centred approaches.

- Regular assessment of students to measure students' progress.

- Continuous professional development of teachers and continuous school monitoring by stakeholders through the Classroom Observation Tool (COT), and providing academic support to teachers.

Adoption of Holistic Progress Card (HPC)

The state has adopted a comprehensive student assessment framework in alignment with the National Education Policy (NEP) 2020. It aims to assess the overall development of a learner, moving beyond marks and examination scores with the following objectives:

- Shifting from rote learning to competency-based learning.
- Promoting experiential and joyful learning.
- Encouraging continuous assessment for learning.
- Recognizing every learner's unique strengths and potential.
- Integrating academic excellence with character building, life skills, and well-being.

The Holistic Progress Card, has been adapted for the Foundational Stage, Preparatory Stage & Middle Stage of School Education. Teachers track each learner's academic and non-academic development, including life skills, values, and co-curricular participation, and use it to engage parents through periodic review.

Key Features of a Holistic Progress Card

Comprehensive Assessment

- o Evaluates cognitive, social, emotional, physical, and ethical development.
- o Focuses on both academic and non-academic competencies.

Competency-Based Evaluation

- o Assesses learning outcomes, conceptual understanding, critical thinking, creativity, problem-solving, and application of knowledge.
- o Aligns with competency-based education.

360-Degree Assessment

- o Teacher assessment
- o Self-assessment by students
- o Peer assessment
- o Parent feedback (where applicable)

Focus on Strengths and Growth

- o Highlights students' achievements, interests, talents, and areas requiring support.
- o Encourages a growth mind set instead of ranking learners.

e. **Life Skills and Values**

- o environmental awareness, and citizenship.

Co-curricular and Extra-curricular Activities

- o Documents participation and achievements in sports, arts, music, cultural activities, vocational education, and community service.

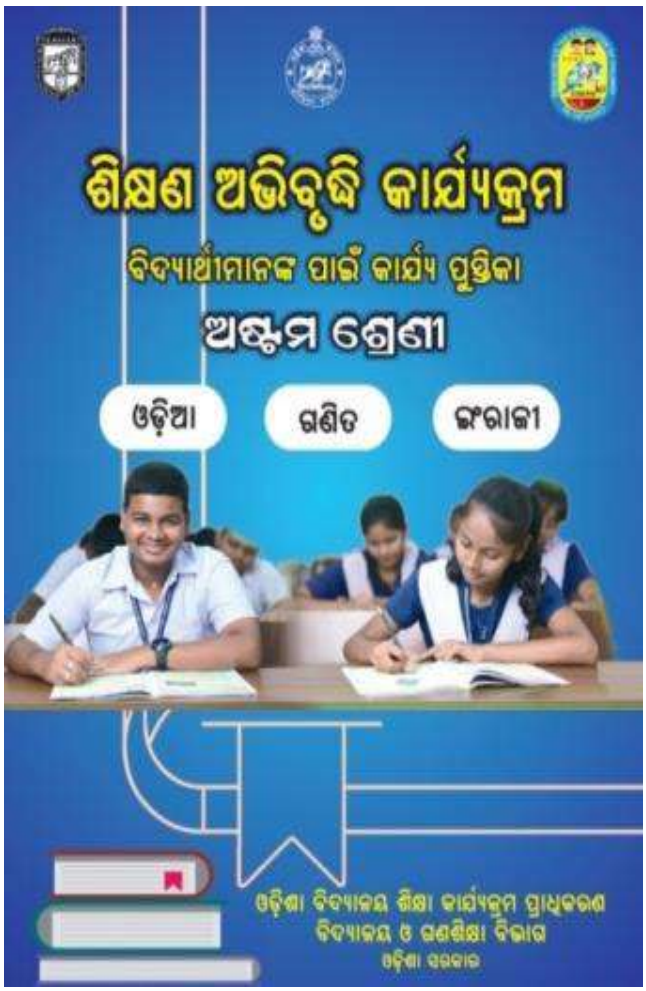
Teaching-Learning Materials and Guidelines for Effective Use

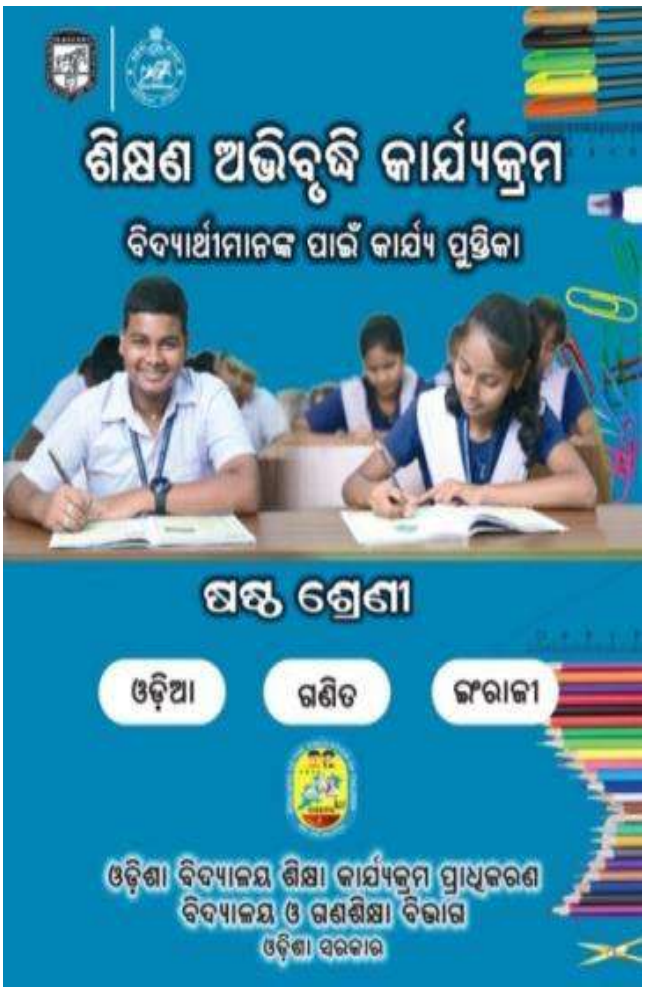
1. Workbook – Class VI to VIII

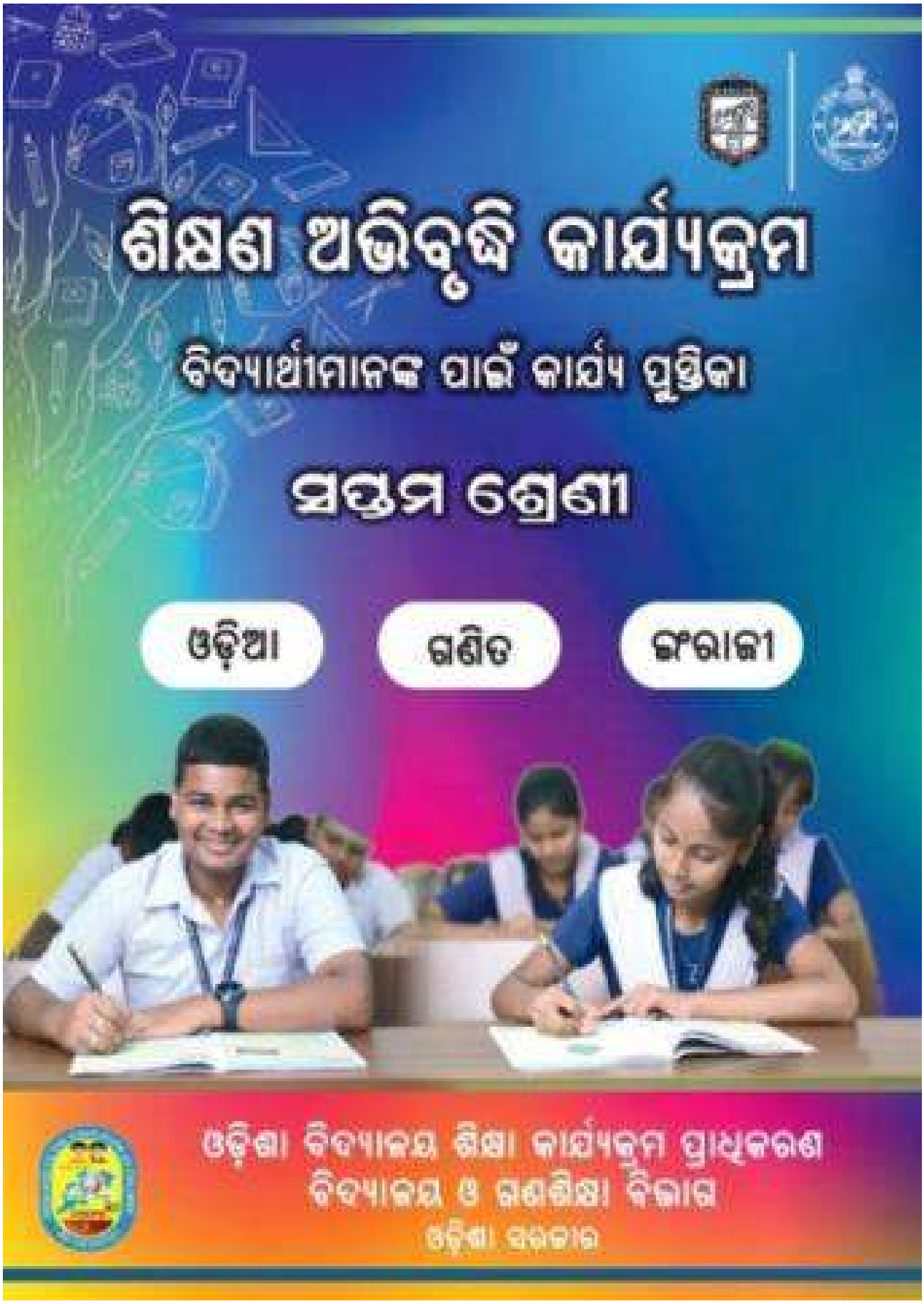
Rationale – The workbooks provided by the State are designed to support activity-based learning and reinforce classroom teaching, help children practise key concepts in Odia, English and Mathematics, and serve as tools for continuous assessment, enabling teachers to monitor student progress effectively.

Usage in School – These workbooks are used during guided practice time. Assigned pages linked to concepts recently taught in the classroom Teachers monitor completion and use the workbooks for informal checks and feedback. The following are the workbook supplied to schools under the Learning Enhancement Programme for the upper primary schools.

Class	No. of Workbooks	Subject
Class-VI	1	Odia, English & Math
Class-VII	1	Odia, English & Math
Class-VIII	1	Odia, English & Math



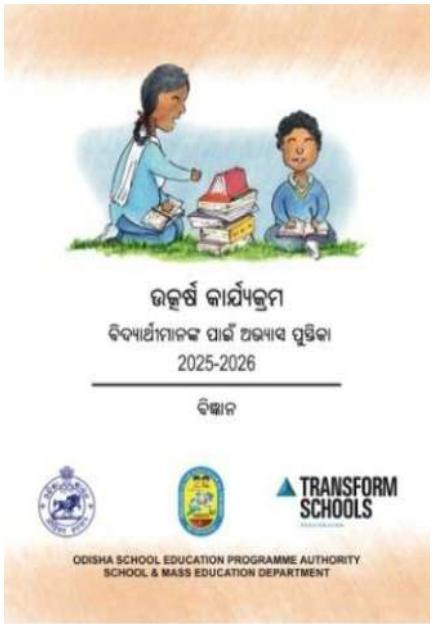


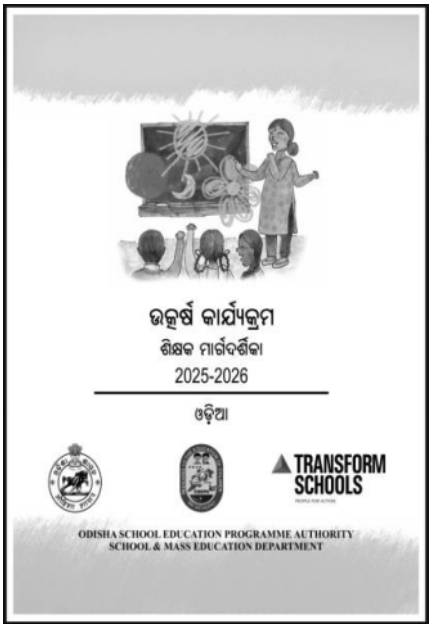

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9.14. Learning Enhancement initiative under LEP

LEP-Utkarsh

The Learning Enhancement Programme – Utkarsh is a 200-hour targeted instructional programme for Class 9 students, designed to bridge learning gaps in core subjects — Odia, English, Mathematics, and Science. It focuses on foundational and prerequisite competencies aligned to the Class 9 syllabus and is delivered through dedicated periods that supplement regular teaching.







The programme combined structured pedagogy, graded learning resources, competency-based instruction, formative assessments, and continuous classroom monitoring to address persistent prerequisite learning gaps while supporting grade-level learning. The implementation model integrated 3 dedicated instructional phases within the regular academic calendar, including baseline and endline assessments, Foundation Phase, Supported Learning Phase and Consolidation Phase. The programme was implemented across 5,311 Government High Schools under the Directorate of Secondary and Mass Education (DSME) and the ST & SC Development Department (SSD), reaching approximately 3,42,676 Class 9 children across all 30 districts of Odisha. Census-based baseline assessments were conducted in July 2025, followed by classroom implementation through the academic year. To support delivery, over 350,000 Student Handbooks across four subjects were printed and distributed to schools, while Teacher Handbooks were shared digitally through official teacher networks and WhatsApp groups.

Class 10 Board Exam Results and Interventions

To improve Class 10 Board examination outcomes, OSEPA, the Board of Secondary Education (BSE), and the Directorate of Secondary Education launched an 80-hour self-learning programme in November 2025 via the DIKSHA platform. The course covers prerequisite and class-level competencies in Mathematics, Physical Science, Life Science, Odia, and English, and is linked to chapter-wise QR codes for easy access. Each subject comprises eight units, 50 multiple-choice questions, and a mock test to strengthen

examination readiness.

Following orientation sessions for district and block officials, as well as head teachers, students were encouraged to enrol on the DIKSHA platform and use the course as a structured self-learning resource for Class 10 Board preparation. The programme was made available to all schools under DSME and SSD across the State. To further strengthen examination preparedness and improve time management skills, a package of practice test papers was developed in seven subjects — Odia, English, Science, Mathematics, Social Science, Hindi, and Sanskrit. These included multiple sets of question papers, each with an answer key provided at the end. The resource was supplied to all schools in both printed and digital formats, enabling students to engage in systematic practice ahead of their examinations.

Teaching-Learning Materials and Guidelines for Effective Use

1. LEP-Utkarsh Student and Teacher Handbooks – Class 9

Rationale – Prepares students for grade-level competency and supports differen-tiated teaching. This helps children practise foundational and prerequisites of concepts in Odia, English, Math and Science. These handbooks also serve as tools for learning reinforcement and continuous assessment, enabling teachers to monitor student progress effectively.

Usage in School – Integrated into regular classroom teaching using the timetable shared by the District. Teachers assign specific tasks from the handbook and monitor progress and provide support where needed.

Baseline and End line Assessment Paper and Answer Keys – Class 9

Rationale – Provides a starting reference to understand students' current learning levels. Helps teachers plan remediation or enrichment strategies based on real data. End line Assessment is done to assess the progress made overt the academic year.



Usage in School – Conduction of the assessment as per the State schedule. Teachers use answer keys for evaluation, analyse results, and plan interventions for students needing support.

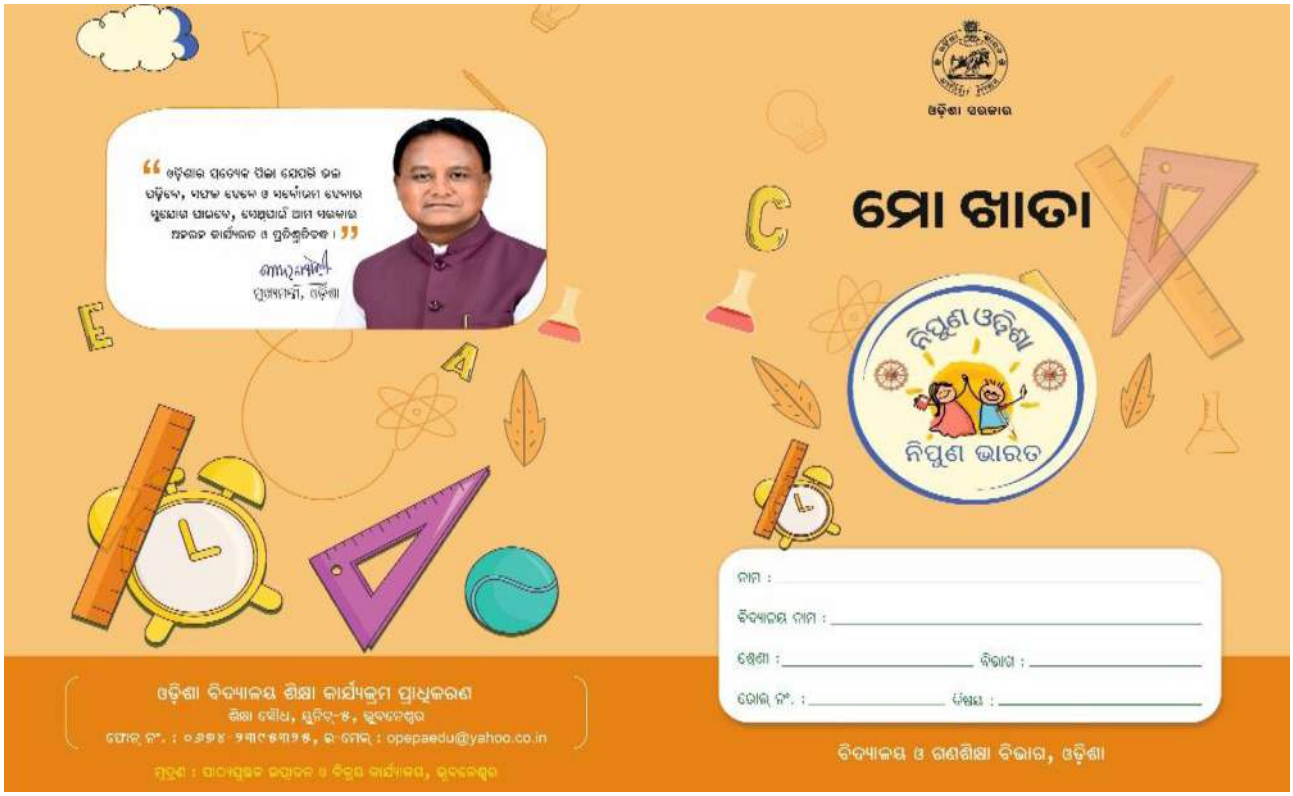
Mo PrakalpaKhata (Science Practical Notebook) – Class 9th & 10th

Rationale – Builds a daily learning habit, encourages reflection, and helps students track their own growth. It promotes self-discipline, joy in learning, and supports teacher-student communication.

during the science practical period as per the plan given in the Teachers' Resource Handbook for Class-IX & X (SCL & SCP) on Experiments, Demonstration & Project Work, available at all Government Secondary Schools.

4.2 Utkarsh+ Self-Learning Course (DIKSHA) and Practice Test Papers – Class 10

Rationale – Designed to improve outcomes in the Class 10 Board Examination by strengthening prerequisite and class-level competencies in the core subjects, and by building examination readiness and time-management skills through structured practice.



Training of Students on Fire Extinguisher



9.15. Holistic Progress Card (HPC)

The state has adopted a comprehensive student assessment framework in alignment with the National Education Policy (NEP) 2020. It aims to assess the overall development of a learner, moving beyond marks and examination scores with the following objectives:

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Key Features of a Holistic Progress Card

Comprehensive Assessment

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- Focuses on both academic and non-academic competencies.

Competency-Based Evaluation

- Assesses learning outcomes, conceptual understanding, critical thinking, creativity, problem-solving, and application of knowledge.
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360-Degree Assessment

- Teacher assessment
- Self-assessment by students
- Peer assessment
- Parent feedback (where applicable)

Focus on Strengths and Growth

- Highlights students' achievements, interests, talents, and areas requiring support.
- Encourages a growth mind set instead of ranking learners

Life Skills and Values

- Environmental awareness and citizenship.

Co-curricular and Extra-curricular Activities

- Documents participation and achievements in sports, arts, music, cultural activities, vocational education, and community service.

Holistic Progress Card has been adapted for the Foundational Stage (Sishu Vatika to Class-II, Preparatory Stage (Class- III to Class-V) and Middle Stages (Class-VI to VIII) of School Education, while the development of the HPC for the Secondary and Senior Secondary Stage is in process.



9.16. School Safety

Ensuring the safety, security, and well-being of children is a core priority under Samagra Shiksha. The **School Safety Policy** provides a comprehensive framework to create safe, inclusive, and supportive learning environments across all schools. It emphasizes not only the physical safety of children but also their emotional, social, and psychological well-being

Action Initiated under Disaster Management at School level

Progress under School Safety

The Government of Odisha has accorded high priority to ensuring the safety and security of children in schools and has taken a series of comprehensive and coordinated measures in accordance with the guidelines of the National Disaster Management Authority (NDMA) and the Ministry of Education, Government of India.

The NDMA Guidelines on School Safety and Security of Children have been disseminated to all districts, blocks, and schools.

District Education Officers (DEOs) have been designated as Nodal Officers for School Safety. Constitution of School Safety Advisory Committees at the State, District, Block, and School levels have been made to ensure effective monitoring of safety parameters at school level.

A comprehensive Plan of Action on School Safety and Disaster Management has also been issued to all districts to ensure effective preparedness, prevention, mitigation, and response to emergencies and disasters.

To strengthen institutional accountability and community participation, the guidelines relating to the composition and functions of School Management Committees (SMCs) have been revised and notified. Vide Letter No 7063 dated 26-06-26 new guideline for constitution of SMC have been communicated to all districts in which all SMC have a roll that "It shall ensure a safe, inclusive, child-friendly environment by upholding child rights, displaying the School Safety Pledge, POCSO Act, and ICC details. It will prepare and review the School Safety Plan, conduct quarterly Safety Walks, support Anti-Bullying and CSA Committees, promote mental health counselling, and assist students and parents during emergencies for continuous learning and well-being".

The school safety framework has further been strengthened through inter-departmental coordination. The Panchayati Raj & Drinking Water Department, vide Letter No. 15191 dated 13.08.2018, directed strict adherence to the NDMA Guidelines on School Safety and Hazards and instructed districts to constitute Core Teams at the Gram Panchayat level. These teams, comprising the GP Nodal Officer, Junior Engineer/GPTA-in-Charge, Panchayat Executive Officer (PEO), Cluster Resource Centre Coordinator (CRCC), and concerned Ward Member, are responsible for preparing inventories of school infrastructure, including school buildings, boundary walls, kitchen sheds, toilets, and drinking water facilities, and for identifying repair and maintenance requirements. This decentralised mechanism facilitates timely identification of vulnerabilities and necessary remedial measures at the local level.

School safety and disaster preparedness have also been integrated into the academic and co-curricular environment. Disaster management and safety-related concepts have been incorporated into the curriculum at the elementary and secondary levels. School

Development Plan-cum-School Disaster Management Plans have been ensured in schools to institutionalise preparedness and response mechanisms. School Safety Week is observed annually under Samagra Shiksha, during which School Safety Audits, Hazard Hunt Exercises, awareness programmes for Parents-Teachers Associations (PTAs) and SMCs, and training programmes for teachers and students are conducted. The School Safety Week Guidelines for 2025–26 have also been issued for effective implementation.

To create greater awareness and promote a culture of safety among students and the community, School Safety is regularly discussed during Parent-Teacher Meetings and monthly review meetings at different levels. Students are sensitised through debates, essay writing, quizzes, and other awareness activities.

It has been ensured that School Safety Pledge to be prominently displayed in schools to encourage students, teachers, and staff to uphold safety, discipline, responsibility, and mutual respect. Schools have also been advised to ensure the safe storage and handling of toxic, hazardous, and inflammable materials, while First Aid Kits have been made available at the school level.

Capacity building and emergency preparedness constitute an important component of the State's school safety strategy. Regular training and orientation programmes on School Safety, Disaster Preparedness, Emergency Response, and Risk Reduction are organised for educational administrators, teachers, and school functionaries in coordination with Odisha State Disaster Management Authority (OSDMA) and other concerned agencies. Capacity-building workshops have been conducted for educational administrators and teachers, and DRG training on School Safety has been completed.

Mock drills and emergency response exercises are also organised at the school level with the support of agencies such as ODRAF, NDRF, and the Fire Services Department to strengthen the preparedness of students and school personnel to respond effectively during emergencies.

Infrastructure safety and disaster resilience have also been accorded due priority. School buildings are planned and constructed with appropriate provisions for resilience against natural calamities such as cyclones, floods, and earthquakes. In flood-prone areas, buildings are designed with suitable plinth levels, while structural provisions such as appropriate placement of openings and horizontal and vertical bands are incorporated, wherever required, to enhance resilience against cyclones and earthquakes. Fire safety measures and fire-fighting equipment are provided as required, and the use of highly flammable materials is restricted to minimise risks.

Financial support is also provided for strengthening school-level safety measures. A School Safety Grant of Rs.2,000 per Government school has been released, and the funds have been utilised for activities related to school safety and preparedness. The provision of such financial support enables schools to undertake essential safety-related activities and address local requirements.

Monitoring, reporting, and accountability mechanisms have been institutionalised to ensure continuous oversight of school safety measures. School safety indicators form part of the monitoring schedule of officers at the cluster, block, district, and State levels. Quarterly

Progress Reports (QPRs) on School Safety, covering the prescribed safety indicators, are regularly submitted to the Ministry of Education, Government of India, NDMA, OSDMA, and the Government of Odisha. The QPR for the last quarter of 2025–26 is enclosed for reference. These periodic reporting and monitoring mechanisms facilitate the identification of gaps, follow-up action, and continuous improvement in the implementation of School Safety Guidelines.

Conclusion

Through coordinated efforts of the School & Mass Education Department, Samagra Shiksha Odisha, Panchayati Raj & Drinking Water Department, OSDMA, and other concerned departments and agencies, the Government of Odisha has established a comprehensive, multi-level, and integrated framework for the safety and security of children in schools. The framework encompasses policy and institutional mechanisms, accountability of school management, structural and non-structural safety audits, disaster preparedness, resilient infrastructure, capacity building, mock drills, financial support, community participation, and regular monitoring and reporting. These sustained efforts are aimed at ensuring that every school in the State provides a safe, secure, resilient, and child-friendly learning environment and is adequately prepared to prevent and respond to natural disasters, emergencies, and other potential risks.


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School Safety week Observation-Jharsuguda



ସୁରକ୍ଷା ପ୍ରଶିକ୍ଷଣ ଶିବିର

ମାଲକାନଗିରି,୮/୯(ଇମିସ): ବିପର୍ଯ୍ୟୟ ପରିଚାଳନା ବିଭାଗ ପକ୍ଷରୁ ମାଲକାନଗିରି ଜିଲ୍ଲା ଶିକ୍ଷା ପ୍ରକଳ୍ପ ସଂଯୋଜକ କାର୍ଯ୍ୟାଳୟର ସଦଭାବନା ଗୃହଠାରେ ଜିଲ୍ଲାସ୍ତରୀୟ ବିଦ୍ୟାଳୟ ସୁରକ୍ଷା ସମ୍ପର୍କିତ ପ୍ରଶିକ୍ଷଣ ଶିବିର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି। ଏଥିରେ ମୁଖ୍ୟ ଅତିଥି ଭାବେ ଅତିରିକ୍ତ ଜିଲ୍ଲାପାଳ ବେଦବର ପ୍ରଧାନ ଯୋଗଦେଇ କାର୍ଯ୍ୟକ୍ରମକୁ ଉଦ୍‌ଘାଟନ କରିଥିଲେ। ଏଥି ସହ ବିଦ୍ୟାଳୟର ସୁରକ୍ଷା ପ୍ରତି ପ୍ରଧାନଶିକ୍ଷକ ଓ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀମାନେ କିଭଳି ଧ୍ୟାନ ଦେବେ ସେ ନେଇ ବୁଝାଇଥିଲେ। ଜିଲ୍ଲା ଶିକ୍ଷା ଅଧିକାରୀ ମାନସ କୁମାର ଜେନା ଓ ଅତିରିକ୍ତ ଜିଲ୍ଲା ଶିକ୍ଷା ଅଧିକାରୀ ଚିତ୍ତରଞ୍ଜନ ପାଣ୍ଡେ ବିଦ୍ୟାଳୟସ୍ତରରେ ସୁରକ୍ଷା ପ୍ରତି କଣ ସବୁ ପଦକ୍ଷେପ ନିଆଯିବ ସେ ନେଇ ପ୍ରକାଶ କରିଥିଲେ। ଏଥିରେ ବିପର୍ଯ୍ୟୟ ପ୍ରଶମନ ପରାମର୍ଶଦାତା ଅଜୟ କୁମାର ମହାନ୍ତି, ସହକାରୀ ଅଗ୍ନିଶମ ଅଧିକାରୀ କମଲ କୁମାର ଗୌଡ଼ ଯୋଗ ଦେଇ ବିଦ୍ୟାଳୟରେ ପ୍ରାକୃତିକ ଓ ମନୁଷ୍ୟକୃତ ବିପତ୍ତି ଓ ତାହାର ପ୍ରଶମନ ବ୍ୟବସ୍ଥା କିପରି କରାଯାଇପାରିବ ସେହି ବିଷୟରେ ସମସ୍ତ ପ୍ରଶିକ୍ଷାର୍ଥୀଙ୍କ ସହ ଆଲୋଚନା କରିଥିଲେ। ପ୍ରଥମ ପର୍ଯ୍ୟାୟରେ ୫ଟି ବିଦ୍ୟାଳୟର ସୁରକ୍ଷା ପାଇଁ ବିଭିନ୍ନ ପଦକ୍ଷେପ ନିଆଯିବ ବୋଲି ନିଷ୍ପତ୍ତି ନିଆଯାଇଛି। ଏଥିରେ ଶିକ୍ଷା ବିଭାଗର ଅଧିକାରୀମାନେ ଯୋଗ ଦେଇଥିଲେ।

Training of Students on Fire Extinguisher




HOSE TUNNEL
HOSE TUNNEL
STOP
Anand







9.17. SURAVI – A Children's Festival

The State-level Children's Festival; Shishu Mahotsav - SURAVI 2025 has already been organized on the eve of Children's Day from 12th to 14th November, 2025 at State Headquarter (Bhubaneswar) for 03 days.

In this State Level Function, around 2,500 children, identified through a process of selection of talents from elementary, secondary & higher secondary schools along with 1200 guide teachers and officials from all over the State congregated at the state headquarter. These children got an opportunity to take part in various workshops, competitions, exhibitions and field trips during these three days as a mark of celebration of the occasion. It provides a great platform to the children from many remote corners of the State to take part in various learning opportunities.

Hon'ble Chief Minister, Odisha graced the occasion as Chief Guest in the 'Shishu Diwas Samaroh'. Hon'ble Deputy Chief Minister, Hon'ble Minister School & Mass Education and other dignitaries have attended the programme during these three days.

Not only at the State level but also the programme was organized for 1 day at School, Cluster, Block, and District level during October-November, 2025 to select the young talents and groups to participate in the State level function. This platform gives an ample opportunity to the students to show their hidden talents.













ବିଭିନ୍ନ ସ୍ଥାନରେ କ୍ଲଷ୍ଟରସ୍ତରୀୟ ସୁର

ANUPAM BHARAT, BHUBANES

ବ୍ଲକସ୍ତରୀୟ ସୁରଭି କାର୍ଯ୍ୟକ୍ରମ

ଯୁବରାଜ ହାଇସ୍କୁଲରେ ବ୍ଲକସ୍ତ

ପିଲାଙ୍କ ପ୍ରତିଭା ପ୍ରଦର୍ଶନ ପାଇଁ 'ସୁରଭି'

ବ୍ଲକସ୍ତରୀୟ 'ସୁରଭି' କାର୍ଯ୍ୟକ୍ରମ

କେନ୍ଦ୍ର ସ୍ତରୀୟ ସୁରଭି

ବ୍ଲକସ୍ତରୀୟ ସୁରଭି: ଶିକ୍ଷା ଓ ପ୍ରତିଭା ପରସ୍ପର ପରିପୂରକ

ସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ ସୁରଭି

ଦର୍ଶନ

ଅନ୍ତର୍ନିହିତ ଗୁଣାବଳୀ ଉନ୍ମୋଚନର ସେତୁ 'ସୁରଭି'

ANGUL Edition
Page No 9 October 23, 2025

ବରଗଡ଼ ବ୍ଲକସ୍ତରୀୟ ସୁରଭି କାର୍ଯ୍ୟକ୍ରମ

'ଶିକ୍ଷା ଓ ପ୍ରତିଭା ପରସ୍ପର ପରିପୂରକ'

ଶିକ୍ଷା ଓ ପ୍ରତିଭା ପରସ୍ପର ପରପୂରକ: ଡଇଓ

ସୁରଭି ଉତ୍ସବାପିତ

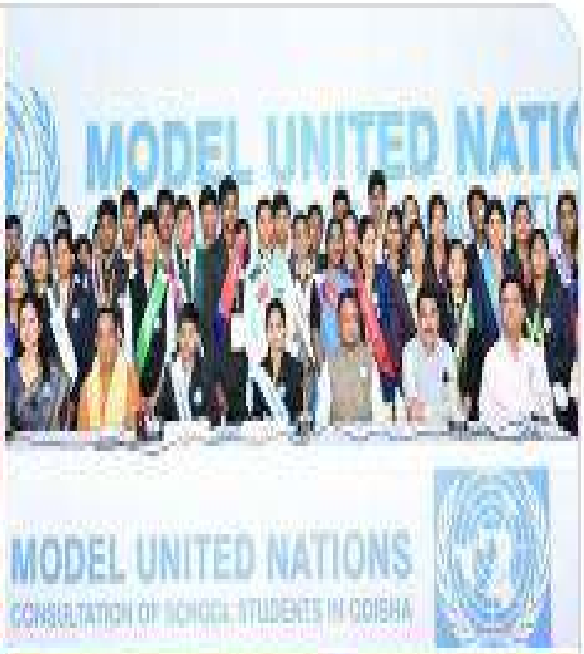
ାକୁ ପ୍ରତିପାଦିତ କରି ଆଗକୁ ବଢ଼ି

EducationOdisha @SMEOdisha · Nov 12, 2025

ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ପକ୍ଷରୁ ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ 'ସୁରଭି'ର ଶୁଭାରମ୍ଭ ହୋଇଯାଇଛି। ଏହି କାର୍ଯ୍ୟକ୍ରମକୁ ଭୁବନେଶ୍ୱରର ମୁନିଟ୍-୩ ସ୍ଥିତ କ୍ୟାପିଟାଲ ହାଇସ୍କୁଲ ଠାରେ ମୁଖ୍ୟମନ୍ତ୍ରୀ ଶ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ ମୁଖ୍ୟଅତିଥି ଭାବେ ଯୋଗ ଦେଇ ଆନୁଷ୍ଠାନିକ ଭାବେ ଉଦଘାଟନ କରିଛନ୍ତି।

#SURAVI2025









EducationOdisha @SMEOdisha · Nov 13, 2025

ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ ସୁରଭିର ଏକ ବିଶେଷ ଆକର୍ଷଣ ହେଉଛି ଶିଶୁ ସାମ୍ବାଦିକ। ସେମାନେ ନିଜେ ନିଜେ ବିଭିନ୍ନ ଷ୍ଟଲ୍ ଦର୍ଶନ କରି ତଥ୍ୟ ସଂଗ୍ରହ କରୁଛନ୍ତି ଏବଂ ତାକୁ ଖବରରୂପ ଦେଇଛନ୍ତି। ସମସ୍ତଙ୍କ ଅଭିନବ ପ୍ରୟାସରେ ପ୍ରକାଶ ପାଇଛି ପ୍ରଥମ ଦିନର ବୁଲେଟିନ୍ 'ସୁରଭି ସମ୍ବାଦ'।

#SURAVI2025



You and 7 others

9.18. Exhibition on Mother Tongue Day

Exhibition on Mother Tongue Day

Observation of Matrubhasa Divas is an initiative to promote and celebrate the mother tongue or native language. Observing Mother Language Day in schools may involve various activities and events to highlight the significance of preserving and promoting linguistic diversity. The activities like Reading Preambles in Matrubhasa, Oath taking, Recitation of Stories and Poems, Competitions, Posters & Paintings, Language Exhibitions, Reading Sessions was organized in on 21st February, 2026 in 42589 schools of our State.






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୨୧ ଫେବୃୟାରୀ
21 Feb 2026 8:00 am


GPS Map Camera
Burukuna, Odisha, India
46r5+pj2, Nh To Pmgy, Mpur Road, Burukuna,
Odisha 759151, India
Lat 21.141651° Long 85.209074°
Saturday, 21/02/2026 09:47 AM GMT +05:30
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9.19. Olympic Values Education Programme (OVEP)

Introduction

The Olympic Values Education Programme (OVEP) continued its successful implementation during the academic year **2025–26** through a partnership between the **Government of Odisha, OSEPA, the International Olympic Committee (IOC), and the Abhinav Bindra Foundation Trust (ABFT)**. The programme promoted the Olympic values of **Excellence, Friendship, and Respect** through sports, experiential learning, creative activities, and classroom integration, supporting the holistic development of students.

Programme Reach

- Implemented in **500 Government schools** across **17 intervention districts** of Odisha i.e. Angul, Balasore, Bargarh, Bhadrak, Cuttack, Dhenkanal, Jajpur, Ganjam Kalahandi, Khordha, keonjhar, Koraput, Mayurbhanj, Nabarangpur, Puri, Sundargarh, Sambalpur.
- Directly reached **more than 1.8 lakh students** during the academic year.
- Delivered structured, age-appropriate activities for **Primary, Upper Primary and Secondary** grades.
- Integrated **sports, classroom learning, arts, culture, traditional games, and Olympic education** to promote value-based learning.

Major Initiatives

Capacity Building of School Leaders

- Conducted **district-wise orientation and capacity-building programmes** for over **500 Headmasters and Headmistresses**.
- Strengthened leadership for effective OVEP implementation and integration into the school ecosystem.
- Promoted innovative teaching methods and whole-school approaches for value-based education.

Training of Teachers

- Conducted **State-level Training of Trainers (ToT)** for **34 Master Trainers** from 17 districts.
- Organized **3-day residential training** for newly assigned OVEP Representative Teachers.
- Conducted **Refresher Training Workshops** to strengthen classroom practices, activity-based learning, and innovative implementation methods.

Annual OVEP Day

- Celebrated across all **17 intervention districts** with participation from OVEP and neighbouring schools.

- Activities included sports competitions, cultural programmes, debates, exhibitions, parades, and Olympic value-based learning.
- Strengthened awareness of Olympism and encouraged community participation.

Annual OVEP Progress Ceremony

- Recognized and felicitated 1,000 outstanding OVEP teachers for their contribution to promoting Olympic values in the 2025-26 academic year through OVEP sessions.
- Motivated educators by celebrating best practices and grassroots leadership.

Exposure and Outreach

International Exposure Visit

- A delegation of **two students, two teachers, OSEPA officials and ABFT representatives** visited the **IOC Headquarters and Olympic Museum in Lausanne, Switzerland**.
- Participants gained first-hand exposure to the Olympic Movement, sports governance, sustainability, and global best practices.
- The visit inspired students and teachers to further strengthen OVEP implementation in Odisha.

State-Level Suravi Programme

- OVEP participated in the **State-Level Suravi Programme**, engaging over **4,000 students** through interactive sports experiences, creative activities and Olympic value-based learning.

Baliyatra 2025

- OVEP showcased value-based sports activities during the **historic Baliyatra Festival**, reaching thousands of visitors.
- Students demonstrated traditional games and Olympic activities, promoting community engagement and inclusive participation.

School-Based Initiatives

- Celebrated **Olympic Day, International Yoga Day, Independence Day, Teachers' Day, Women's Day, Utkal Diwas**, and other important occasions through OVEP activities.
- Implemented the global **Let's Move** campaign across all the schools of Odisha to encourage physical activity, teamwork, and healthy lifestyles.
- Conducted interactive **Parent–Teacher Meetings in 500 schools**, where students demonstrated Olympic values through sports and physical activities.

Learning and Assessment

- Implemented a **yearly activity calendar** comprising **71 age-appropriate minor games, major sports, Olympic theory and subject integrated activities** across all grades.
- Adopted learner-centred, activity-based teaching methods integrating sports with classroom learning.
- Enhanced students' teamwork, leadership, discipline, empathy, creativity, physical fitness, and life skills while reinforcing the Olympic values of **Excellence, Friendship, and Respect**.

Impact

- Strengthened the capacity of school leaders and teachers for effective OVEP implementation.
- Promoted holistic development through sports, experiential learning, and Olympic values.
- Increased student participation in sports and value-based learning activities.
- Encouraged community participation by engaging parents, schools, and local stakeholders.

Conclusion

The Olympic Values Education Programme (OVEP) has successfully strengthened values-based education through sports across government schools in Odisha. By integrating the Olympic values of **Excellence, Friendship, and Respect** into everyday teaching and learning, the programme has created a positive and inclusive school environment that supports students' holistic development. Through strong collaboration between the Government of Odisha, OSEPA, the International Olympic Committee (IOC), and the Abhinav Bindra Foundation Trust (ABFT), OVEP has laid a sustainable foundation for nurturing active, healthy, and responsible young citizens while promoting a lifelong culture of sports and Olympic values in schools.

Picture Gallery:

Capacity Building of School Leaders

Training of Teachers











Annual OVEP Progress Ceremony









International Exposure Visit








9.20. Academic Support through BRC/CRCC

Under the **Samagra Shiksha** framework of the **Odisha School Education Programme Authority (OSEPA),** Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) function as the primary institutional mechanisms for providing decentralised academic support, continuous teacher training, and field-level monitoring to ensure quality primary and secondary education across the state.

Core Objectives of BRC & CRC Support

- **Decentralised Quality Interventions:** Serving as a bridge between the district-level authority (DIETs/**DEO**) and grass-roots school management.
- **On-Site Professional Guidance:** Empowering teachers with ongoing pedagogical interventions, modern teaching-learning methods, and immediate troubleshooting.
- **Real-time Monitoring:** Tracking pupil learning outcomes, foundational literacy milestones, and infrastructure adequacy.

Key Academic Functions Detailed in Reports

1. In-Service Teacher Training & Workshops

- **Capacity Building:**
- **Monthly Sharing Meetings (MSMs)**

10 On-Site Support & School Inspections

- **Mandatory Field Visits**
- **Classroom Observations**

11 Inclusive Education & CWSN Support

- **Targeted Resource Deployment**
- **Remedial Planning**





Review Meeting at Block Level-Bloangir



9.21. LIBRARY GRANT

The word 'library' is rich in tradition, meaning, and usage. The school Library provides information, inculcates ideas, and develops knowledge that is so essential to functioning successfully in today's information and knowledge based society. It is fundamental to school library to equip students with lifelong learning skills and develop in them creative thinking and imagination, and enabling them to live as ideal and responsible citizens. The library books as resources are the basic tools, which are required for the effective teaching and learning. To bring children and books together successfully, children have to experience the pleasure of reading and there is a need for promoting reading. For this purpose provision of Library Grant has been made for government schools so as to inculcate reading habit among students of all ages and to strengthen school libraries, including purchase of books.

Under the Samagra Shiksha, provision of Library Grant has been made for government schools so as to inculcate reading habit among students of all ages and to strengthen school libraries, including purchase of books. The provisions under the scheme for books and libraries in Government schools is as per the unit cost detailed @ Rs. 5,000/- for primary school (Class I-V), @ Rs. 13,000/- for upper primary schools (Class VI- VIII), @ Rs. 15,000/- for secondary schools (Class IX-X) and @ Rs. 20,000/- for composite Senior Secondary school (Class XI to XII).

Progress 2025-26:

The objectives of the programme are to promote early reading and writing with comprehension skills in children, and also basic numeracy skills. As per the guideline age/grade appropriate books have been selected by a state level committee.

- By providing a specially selected set of age/grade appropriate library books to schools, and orienting teachers to use these books to enrich the day to day teaching learning process in the classrooms and improvement in the quality of learning.
- As per MoE Guidelines, the Library Book Selection Committee has selected the age/grade appropriate books from Govt. Publishing Houses and Regional/Local Publishers.

Library Activities undertaken:

- To improve writing skills, creativity, students were encouraged to write one story they have read earlier or recreate similar kind and tell in story telling session.
- Procurement of Library Books from 04 nos. of Govt. and 189 nos. of Regional Publishers completed successfully for 48561 Schools during the year 2025-26.
- Library books have been provided to 762 PM SHRI Schools out of PM SHRI budget provision.
- A total of 59,88,279 number of books related to 628 (404 regional/local + 224 Govt.) number of Titles are being distributed to all schools during the year 2025-26 under Library Grant.
- The guideline for implementation of library activities at schools have been circulated to all BEOs, CRCCs & Hms.

- Quaterly Childrens' Magazine- "Shishu Lekha" provided to all primary and upper primary schools in collaboration with Odia Bhasa Pratishthan (OBP), Govt. of Odisha.
- Reading corners in the classrooms developed on the norms suggested in the MoE guidelines.
- Reading clubs were created to promote the habit of reading. Under readers club one day in a month there is a reading day in which different reading activities are being carried out.
- 02 numbers of periods are allocated per week for library activities in the school.
- Use of break periods in reading library books undertaken.
- Functionality of e-Library is being ensured in all Govt. High Schools.
- To ensure physical Libraries with access to Digital Library, one Library Module (Digital) has been developed under Unified Automation System (UAS) of School & Mass Education Department, Govt. of Odisha.
- The implementation of digital library system through UAS library module has been initiated & digitization completed in 1040 schools. The conversion of physical Library to Digital Library through UAS will be extended to all Schools of the State in due course of time.

Monitoring Mechanism:

- Regular visit of DEO-cum-DPCs, ADEOs to ascertain functioning of School Libraries
- Nodal Officers visit to the districts ensuring proper utilization of Library Books.
- One of the agenda in routine inspection and tour of all the DEOs, DPCs, BEOs, CRCCs, BRCCs, Hms.
- Ensuring daily reporting from districts on functionality of e-Library & its use by the students.

Library Book Reading Activities – At a Glance





- **MODALITIES OF IMPLEMENTATION AND JUSTIFICATION**: Age/Grade Appropriate Library books will be centrally procured from Govt. Publishing Houses & local publishers following the library guideline communicated by MoE from time to time and supplied to school point (class I- XII) through district functionaries. Initiation of functional e-library in Secondary Schools. Under e-library system digital reading/learning material such as story books, visuals, videos & audios etc. may be stored in the computers of library. Carrying out of various library activities(as detailed in the guideline) both at Primary & Secondary level and augmenting in teaching-learning process. Ensuring effective utilisation of library books through school monitoring app and physical monitoring by state & district functionaries.

- **BOOK SELECTION PROCEDURE**: The major thrust of this programme is on selecting age/grade appropriate library books. This is a very critical and sensitive aspect of the programme. In pursuance of the MoE guidelines, the Book Selection Committee has been constituted with Principal Secretary as the chairman. The selection committee at the state level draws out a Master list of 700 -800 good books available. Centralized selection of books helps in maintaining the uniformity of collection throughout the state. The School category wise library books have been selected by the state level committee as per the guidelines issued by MoE, Govt of India and parameters detailed in NEP. After that, orders are placed for procurement of books centrally and delivered to District Headquarters.

- **DISTRIBUTION TO SCHOOL POINT**: Library Book distribution will be done with the help of district functionaries at different levels. Stock entry and physical verification of Library books shall be done at School Point only. However the stock entry shall also be done at District point and at Block point to ensure transparent mechanism of Receipt and Delivery.

- **USAGE:** Once the books delivered at school point it is the responsibility of the HM to ensure the physical verification of the books and entry in to the Library Accession register and safe keeping of books in the provided library room in the school for use of students. To promote reading amongst students, schools establish **reading corners** and create a learning rich environment. Various child-friendly components such as poem corners and message boards have been developed. Innovative and low cost ways adopted to display the library books to make them accessible to children readily.

EXPECTED OUTCOMES

Enrichment of the day to day teaching learning process. Inculcate the habit of reading in the early stage that will boost the reading capability of the children. Help students with language skills, storytelling, crucial thinking and others. Get information about important social issues, new ideas and clear prospective about real life situation. Contribute to development of literary skills, vocabulary and build knowledge based. Improve skills and abilities, behaviour and values related to different disciplines.

KEY PERFORMANCE INDICATORS

Sl.No.	Activity	Key Performance Indicators
1	LIBRARY	Ratio of total enrolled students in school to total number of library books in school: 3:1 (approx.)
2		Percentage of students who borrowed at least two books in the academic year in the school.
3		Percentages of students who have achieved Age appropriate Oral Reading Fluency amongst students of Foundational stage.
4		Percentages of students who have achieved Age appropriate Oral Reading Fluency amongst students of Preparatory stage.
5		Percentages of students who have achieved Age appropriate Oral Reading Fluency amongst students of Middle stage.



9.22. Foundational Literacy and Numeracy

Executive Summary

The NIPUN Odisha Mission, launched by the School & Mass Education Department in September 2024, is Odisha's flagship initiative to ensure that every child acquires Foundational Literacy and Numeracy (FLN). Anchored in the National Education Policy (NEP) 2020 and aligned with the Government of India's NIPUN Bharat Mission (launched 5th July 2021), the initiative aims for universal foundational literacy and numeracy by the end of Grade 3, in step with the national target of 2026-27.

This report presents a consolidated account of the Mission's progress through 2025-26, drawing on the NIPUN Odisha Coffee Table Book brought out by the Department, which documents one year of the Mission's journey. During the year, Sishu Vatika pre-primary sections were opened in nearly 45,000 government schools; the NIPUN Odisha Mela was organised across all 30 districts, 314 blocks and more than 4,500 clusters; the first Annual FLN Assessment (AFA) baseline was conducted for Grade 2 learners; and sustained efforts continued on teacher capacity building, classroom transformation, and community mobilisation through Pravesh Utsav and Khadi Chuan.

Building on the encouraging results of the PARAKH Rashtriya Sarvekshan 2024, in which Odisha outperformed the national average in foundational literacy, the Mission's priorities for the year ahead include strengthening Sishu Vatika, empowering teachers, infusing innovation in classrooms, deepening community engagement, and rolling out a State-wide Reading Promotion Campaign together with a parallel Numeracy Campaign.

About the Mission

The National Education Policy 2020 identifies universal foundational literacy and numeracy as the highest priority of the school education system, calling for accessible, quality early childhood care and education aligned with the Sustainable Development Goals 2030. In response, the Government of India launched the National Mission on Foundational Literacy and Numeracy — NIPUN Bharat — on 5th July 2021, with a target date of 2026-27.

In pursuit of this national vision, the NIPUN Odisha Mission was constituted to ensure that all children aged 3 to 8 years acquire foundational literacy and numeracy skills at the primary school level. The Mission is a central pillar of the state's long-term vision, Viksit Odisha 2036, under which the Government of Odisha aims to transform the state into a developed, prosperous and self-reliant Odisha. Children who master the foundational skills of reading, writing and numeracy from the earliest years are equipped to pursue higher ambitions — making strong foundational learning, from Sishu Vatika to Grade 3, a stepping stone towards that larger vision.

A defining feature of the Mission's approach is equity: every child, irrespective of location or background, is entitled to quality foundational education. This is operationalised through timely delivery of learning materials, regular teacher training, and structured tracking of student progress through Sikhyana Sopan. Teaching in the early years begins in the child's home language, with the school language introduced gradually; many schools also use multilingual instruction to support children from rural, tribal and border areas.

Key Milestones — 2024-25 to 2025-26

The Mission's first year unfolded through a sequence of statewide milestones, moving from launch and system-building to community mobilisation and assessment:

Timeline	Milestone
Sept 2024	Launch of NIPUN Odisha Mission
Oct 2024	Dissemination of Sikhyana Sopan (child-wise tracking tool) statewide
Jan 2025	Opening of Sishu Vatika in nearly 45,000 government schools
Feb 2025	NIPUN Odisha Mela — statewide community celebration of foundational learning
Mar 2025	Annual FLN Assessment (AFA) — Baseline Assessment of Grade 2 learners
Apr 2025	Pravesh Utsav and Khadi Chuan — school enrolment and welcome campaign
June 2025	Summer Learning Programme
July'25	Launch of the State-wide Reading Campaign (RC) to strengthen reading fluency and comprehension in early grades
Aug	Launch of the NIPUN Vidyalaya (NV) initiative; detailed guidelines issued for developing 5,250 schools across all 30 districts as models of FLN excellence, in a phased manner
Sept'25	Establishment of District NIPUN Cells (DNCs) on a pilot basis in 10 districts (Angul, Bhadrak, Dhenkanal, Ganjam, Keonjhar, Mayurbhanj, Nabarangpur, Nuapada, Rayagada and Sundargarh); continuation of the Reading Campaign
Oct'25	NIPUN Saptah — a week-long celebration of foundational learning through classroom and community activities in schools across the State
Nov'25	Continued identification and adoption of NIPUN Vidyalaya schools by DEOs and ADEOs, taking the State closer to the 5,250-school target
Dec'25	District-level review through District Review Meetings (DRM) and Block Review Meetings (BRM), a State Steering Committee (SSC) meeting, and the 9th State Programme Management Unit (SPMU) meeting, to assess NIPUN Vidyalaya and DNC progress

Mission Snapshot

The following indicators capture the scale of implementation achieved during the year:

Indicator	2025-26 Snapshot
Sishu Vatikas established	**~45,000 government schools**
Districts covered under NIPUN Odisha Mela	**30 districts**
Blocks covered	**314 blocks**

Clusters covered	**4,500+ clusters**
FLN-compliant schools targeted (2025-26)	**23,827 schools**
Age group covered	**3 to 8 years (Sishu Vatika to Grade 3)**
NIPUN Vidyalayas targeted (2025-26, initial phase)	**5,250 schools**
District NIPUN Cells (DNCs) established (pilot)	**10 districts**

Programme Pillars

Sishu Vatika — Early Childhood Education at Scale



Sishu Vatika classrooms redesigned as child-friendly learning spaces

In one of the largest expansions of Early Childhood Education in India, Sishu Vatikas were set up in nearly 45,000 government schools across Odisha, reaching children across both rural and urban areas. Classrooms were redesigned as child-friendly spaces, with clear guidance provided to schools on arranging learning corners, displaying materials at children's eye level, and creating safe environments.

The initiative is designed to bridge the gap between home and formal schooling, helping children develop school-readiness skills before entering Grade 1. Sishu Vatika spaces nurture oral language, pre-numeracy, motor, social and emotional development, so that children enter primary school with confidence and the requisite readiness skills.

Pravesh Utsav and Khadi Chuan



Community participation in Pravesh Utsav — the school welcome campaign

NIPUN Odisha was introduced in every district through vibrant local campaigns led by District Collectors and officials, carrying the message of foundational literacy and numeracy to every corner of the state. To mark a child's first day of school, personalised Nimantran Patras — invitation letters from the Hon'ble Chief Minister — were presented to families, creating a sense of pride, belonging and excitement among children and parents alike.

Parents and School Management Committees (SMCs) played an active role in Pravesh Utsav and Khadi Chuan, participating in welcoming ceremonies, helping set up classrooms, and observing learning activities. This involvement reinforced shared ownership of the child's schooling journey and encouraged regular attendance and meaningful engagement with learning.



NIPUN Odisha Mela — Community Mobilisation



The NIPUN Odisha Mela brought teachers, parents and community leaders together

The NIPUN Odisha Mela was conceived as a statewide campaign to celebrate and deepen community engagement in foundational learning. Organised across all 30 districts, 314

blocks and more than 4,500 clusters, the Mela ensured that every community — from large towns to remote villages — had the opportunity to participate.

At its heart, the Mela celebrated children's progress in literacy and numeracy through reading demonstrations, storytelling, role plays and creative expression stalls, giving parents and visitors a direct view of how children were engaging with language and numbers. Dedicated sessions also equipped parents with simple ways to support learning at home, reinforcing that foundational learning is a shared responsibility of school, home and community.

Classroom Transformation and Jaadui Pitara



Play-based learning corners created through Jaadui Pitara

Learning in FLN classrooms is shaped by two structured pedagogical approaches: the Balanced Literacy Approach for language, and the Concrete-Representational-Abstract (CRA) Approach for numeracy. Supported by literacy kits and GKA kits, teachers are bringing lessons to life through activity-based, hands-on learning.

Play-based learning has emerged as a central pillar of the Mission. Through Jaadui Pitara — using toys, puzzles, puppets, flashcards, worksheets and community resources rooted in local culture — children aged 3 to 8 learn across all key domains of development: physical, emotional, cognitive, language, cultural and habit formation. Classrooms have been enriched with literacy corners, numeracy corners and other creative spaces that encourage exploration and collaboration.

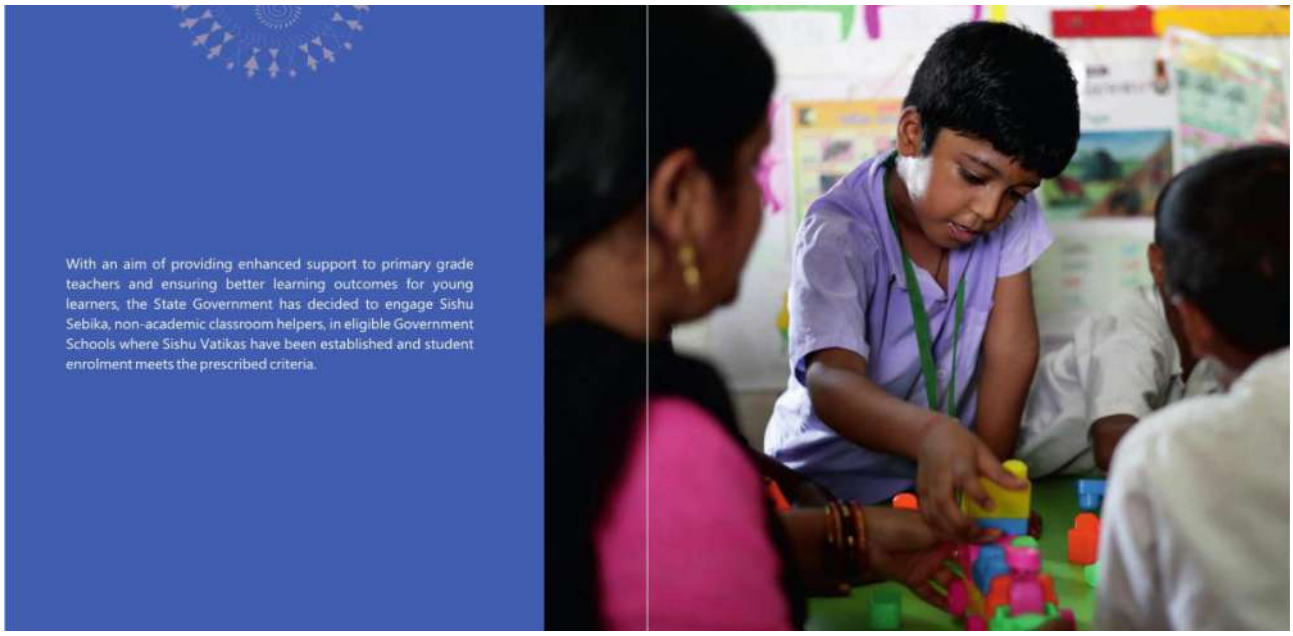
As part of infrastructure strengthening, Odisha has set a target to transform 23,827 schools into FLN-compliant, print-rich, safe and child-friendly classrooms by 2025-26.

Teacher Capacity Building

Continuous teacher capacity building underpins every aspect of the Mission. Monthly Cluster Meetings, facilitated by Cluster Resource Centre Coordinators (CRCCs), serve as the backbone of peer learning — bringing together teachers and headmasters to share classroom

experience, discuss challenges, demonstrate new activities, and review student learning data. These meetings foster a sense of collective ownership and help teachers continuously refine their classroom practice.

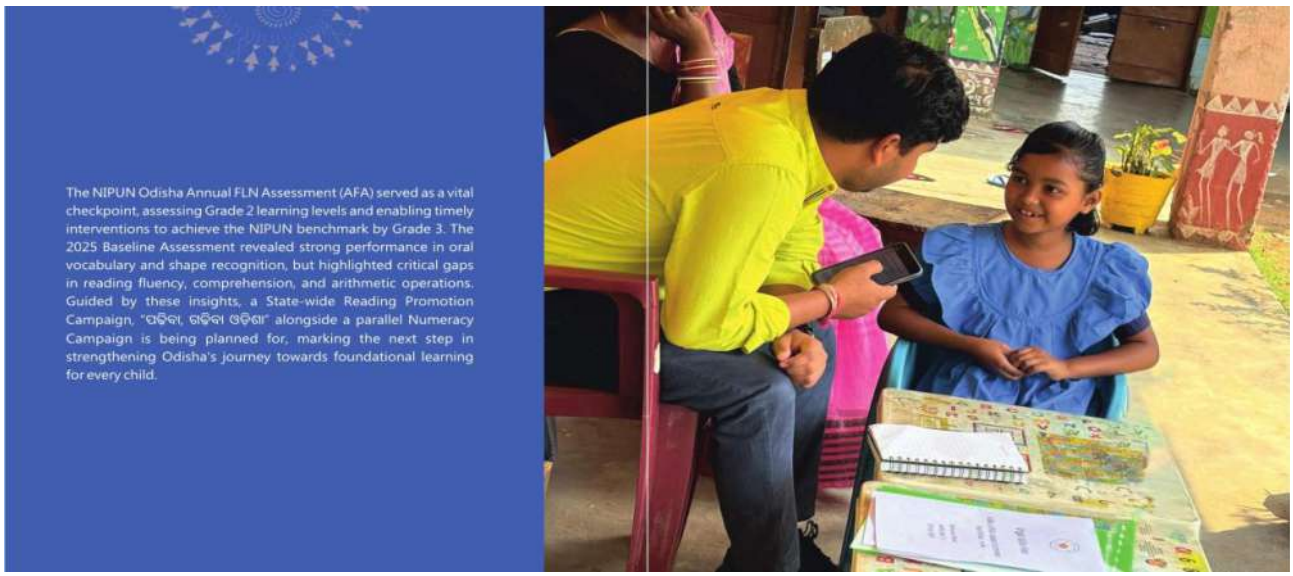
Sishu Sebikas



Sishu Sebikas provide dedicated, non-academic support in Sishu Vatika classrooms

To strengthen support for primary-grade teachers and improve learning outcomes for young learners, the State Government has decided to engage Sishu Sebikas — non-academic classroom helpers — in eligible government schools where Sishu Vatikas have been established and student enrolment meets the prescribed criteria. Sishu Sebikas support children's hygiene, meals, safety and well-being, and engage them in simple play and group activities, freeing teachers to focus on pedagogy and structured instruction.

Monitoring and Assessment



The Annual FLN Assessment tracks learning levels to guide timely intervention

Sikhyana Sopan, launched alongside the Mission in 2024, is a pioneering child-wise tracking tool that enables teachers to monitor each child's progress across literacy and numeracy skills with precision. Over the past year, it has improved teaching-learning practices while fostering accountability and clarity on where each child stands in acquiring age-appropriate skills.

The NIPUN Odisha Annual FLN Assessment (AFA) served as a vital checkpoint, assessing Grade 2 learning levels and enabling timely interventions to help children reach the NIPUN benchmark by Grade 3. The 2025 Baseline Assessment revealed strong performance in oral vocabulary and shape recognition, while highlighting critical gaps in reading fluency, comprehension, and arithmetic operations. These findings directly informed the Mission's forward plan for 2025-26.

NIPUN Vidyalaya — Demonstrating FLN Excellence in Schools

Building on the infrastructure and classroom practices strengthened through the Mission's first year, OSEPA issued detailed guidelines (Letter No. 9100/Ped/25 dated 22nd August 2025) for the implementation of NIPUN Vidyalayas (NVs) — a set of selected schools that demonstrate strong commitment to foundational learning and a desire to accelerate educational reform. NIPUN Vidyalayas are envisaged to have all children in NIPUN grades attain grade-level competencies by the end of the academic year, so that every child is NIPUN by the end of Grade 3. In the initial phase, 5,250 schools across all 30 districts have been identified for development as NIPUN Vidyalayas, with every DEO, ADEO (Academics), BEO, ABEO-cum-BRCC and CRCC adopting at least one school in 2025-26, before coverage is extended to all schools in a phased manner.

The initiative rests on three components: FLN-compliant infrastructure — including BALA (Building as Learning Aid) interventions, well-lit and ventilated classrooms, age-appropriate seating, literacy, numeracy and creative corners, and greater use of digital tools such as tablets, TVs, touch panel boards, the Diksha platform and QR codes in textbooks; enhanced classroom practices — anchored in the 4+1+1 model of four days of teaching, one day of revision and one day of assessment each week, a 120-minute literacy and 90-minute numeracy schedule, and the 4-block and Concrete-Representational-Abstract (CRA) approaches; and achievement of a minimum of 60 per cent Student Learning Outcomes (SLOs) by all children.

To monitor classroom quality in NIPUN Vidyalayas, a NIPUN Vidyalayas Classroom Transaction Index has been developed, assessing schools across five weighted domains — Teaching Strategies (25%), Student Engagement (20%), Materials Used in Transaction (20%), Feedback and Assessment (20%), and Time & Task Management (15%). Ratings are compiled through mentor observation formats, virtual monitoring by CRCCs, Sikhyana Sopan entries and monthly district dashboards, giving DPMUs a structured, evidence-based view of classroom practice in each adopted school. Schools demonstrating exemplary execution of all FLN components are awarded Certificates of Recognition by the District Administration each year, valid for one year and subject to re-evaluation for renewal.

District NIPUN Cells (DNCs) — Strengthening District-Level Governance

To institutionalise best practices and accelerate implementation at the district level, OSEPA issued guidelines (Letter No. 9690/Ped/25 dated 10th September 2025) for establishing District NIPUN Cells (DNCs) on a pilot basis in 10 districts — Angul, Bhadrak, Dhenkanal, Ganjam, Keonjhar, Mayurbhanj, Nabarangpur, Nuapada, Rayagada and Sundargarh. The DNC serves as the primary facilitating unit within each district for designing, implementing, monitoring and coordinating all NIPUN-related activities.

Each DNC is chaired by the DEO-cum-DPC, with the ADEO (Academics) as Nodal Officer and the DIET Principal as Nodal Officer/Co-Lead, supported by the Pedagogy Coordinator as Member-Convenor, 2-3 DIET faculty, at least two BEOs/ABEOs, 1-2 CRCCs, a panel of 10-15 academic experts drawn from literacy and numeracy specialists, and a representative of an NGO partner or the State NIPUN Cell. Members are jointly identified by the DEO and DIET Principal, with the final composition approved by the District Collector.

The DNC pursues three key objectives — Academics, ensuring effective FLN teaching and learning practices, adequate resources and teacher development; Monitoring & Data Usage, building a robust district monitoring system using tools such as the Classroom Observation Tool, Annual Assessment Survey, NAS, UDISE and the Sikhyan Sopan Register; and Community Connect, strengthening partnerships between schools, parents and communities, especially Mothers' groups. DNCs function in close synergy with the District Project Management Unit (DPMU), District Review Meetings (DRM) and Block Review Meetings (BRM), feeding ground-level insights into these platforms and translating state-level guidance into district action.

State-Level Review-cum-Orientation Workshop

On 23rd February 2026, OSEPA organised a State-Level Workshop and Review-cum-Orientation Programme on NIPUN Odisha at a Government High School in Bhubaneswar, bringing together District Education Officers, ADEOs, DIET Principals, District Pedagogy Coordinators and state officials from all 30 districts, along with partner organisations. The one-day programme served as a key forum for reviewing progress, strengthening alignment on mission priorities, and reinforcing the collective commitment of districts and the state towards improving Foundational Literacy and Numeracy outcomes. The inaugural session featured addresses by the Commissioner-cum-Secretary, School & Mass Education Department, and the State Project Director, OSEPA.

The workshop was organised around seven technical sessions, several of which included district case studies presented by officials from Ganjam, Sambalpur, Angul, Rayagada, Mayurbhanj, Puri, Jagatsinghpur, Sundargarh, Khordha and Dhenkanal:

- Session 1: New Initiative — Class V & VIII Assessment
- Session 2: Assessment of Learning — using insights from PARAKH, SLAS, FLS and the Annual FLN Assessment
- Session 3: Assessment for/as Learning — improving classroom practices
- Session 4: Targets and Strategies for Demonstrating NIPUN in Schools (NIPUN Vidyalaya), including an interactive FLN quiz for participants

- Session 5: Strengthening NIPUN Governance, covering DPMU, DRM, BRM, District NIPUN Cells and the NIPUN App
- Session 6: Continuous Professional Development of Teachers
- Session 7: Digital Platforms — Khan Academy and the Career Counselling Portal

The workshop concluded with a consolidated set of key action points for districts and the state, and a vote of thanks, providing a clear roadmap for intensifying the roll-out of NIPUN Vidyalayas and District NIPUN Cells, and for strengthening assessment-led academic planning in the year ahead.

Voices from the Field



Puspanjali Mohapatra, Class 1 FLN teacher, Brajamohan Pattnaik Upper Primary School, Sambalpur

For Puspanjali Mohapatra, a Class 1 FLN teacher at Brajamohan Pattnaik Upper Primary School, Sambalpur, the shift in her classroom is visible: play- and song-based teaching of mathematical concepts has led to noticeably higher participation and accuracy among her students. Her school, a model FLN school serving Classes 1-8 alongside a Sishu Vatika, features literacy and numeracy corners, wall paintings, floor-height green boards for early writing practice, organised storage, and sand corners for tactile writing practice.

She credits FLN teacher capacity-building sessions for improving her classroom transactions, noting that training in play-based methods has made concepts easier for children to understand and recall. Parents, too, have noticed the change, observing that children now look forward to school and enjoy sharing their classwork at home. As Puspanjali reflects, when learning is joyful, children learn faster and remember longer — the very outcome the Mission seeks to achieve at scale.





9.23. 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.

Sports has numerous benefits. 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 under- standing 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.

The 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 Sports Grant, every Government school will receives 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.

Major objectives of sports grant in schools:

- To help students to reach fitness goals and maintain a healthy life through physical activity and sports participation of students in school
- Encouraging and developing students physical abilities and providing sufficient opportunities for students to develop individual abilities
- Encouraging the development of team spirit among students by bringing individuals from a variety of social and economic background together in a shared interest
- Developing good attitudes of pride, sportsmanship, and ethical behavior in students
- Developing and maintaining good relationships between students
- Providing value-based sports programs focused on good character.
- Improvement of psychological health in students
- Providing opportunities for the development of valued capabilities and competencies, and developing social networks and community cohesion

Methodology

- Department has issued detailed guidelines which includes an indicative list of age appropriate sports equipment for procurement by schools. School chooses Sport specific equipment, based on availability of infrastructure in the school including availability of playfield etc.

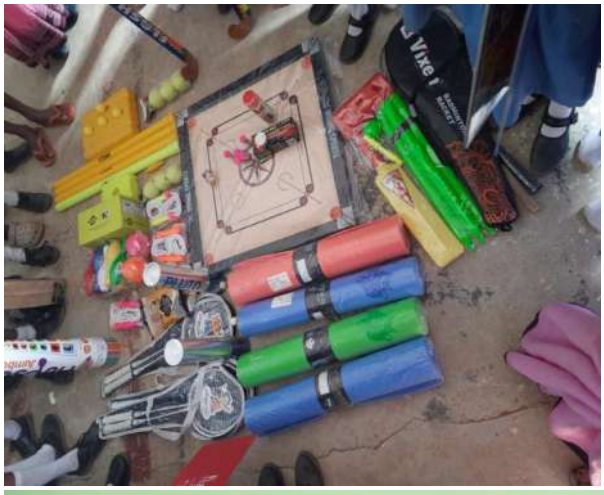
Eligible Beneficiaries:

Students studying in **Government** covered under Samagra Shiksha, as per applicable norms.

Financial Benefit/Support:

Financial assistance is provided to eligible schools for **sports equipment and sports/physical education activities**, as per Samagra Shiksha norms and approved Annual Work Plan & Budget (AWP&B).

Distribution of Sports Equipment













Sports activity at School level-Dhenkanal

9.24. Vocational Education

BACKGROUND

The Government of India launched the Scheme of Vocationalization of School Education (VSE) in September 2011, integrating employability education into the school system. Operating under the National Skills Qualification Framework (NSQF), the scheme provides structured pathways from school education to higher education and vocational careers, while enabling certification of vocational skills.

Samagra Shiksha Odisha is implementing this Centrally Sponsored Scheme at Secondary (Class 9-10) and Higher Secondary (Class 11-12) levels to provide an alternative career path, reduce dropouts, and enhance employability. Vocational Education (VE) is offered as an additional or elective subject.

NEP 2020 emphasizes integration of Vocational Education with General Academic Education with targets of 50% coverage of learners by 2025 and 100% by 2030. Odisha is committed to this goal through sustained expansion.

Overview – NSQF Compliant School Vocational Education (Class 9-12)

Scale of VE Programme	95,479 students enrolled across 935 schools (including 95 Higher Secondary Schools) across 30 districts of Odisha. Boys: 50,537 | Girls: 44,942
Vocational Trades/Sectors	Apparel, Agriculture, Automotive, Beauty & Wellness, Construction, Electronics & Hardware, Food Processing, IT-ITeS, Retail, Plumbing, Telecom, Tourism & Hospitality, Power, Healthcare, BFSI (15 Sectors, 27 Job Roles)
Type of Schools Impacted	840 Secondary Schools | 95 Higher Secondary Schools
No. of Vocational Trainers	1870 Vocational Trainers (VTs) in 935 schools
Vocational Training Providers	23 VTPs engaged for implementation across 30 districts
No. of Districts Covered	All 30 districts of Odisha

Distribution of Sectors and Job Roles

A. Secondary

Sector	Job Role	No of Schools
AGRICULTURE	Solanaceous Crop Cultivator	135
Apparels	Sewing Machine Operator	45
AUTOMOTIVE	Four Wheeler Service Assistant	271

BANKING, FINANCIAL SERVICES & INSURANCE	Microfinance Executive	8
BEAUTY & WELLNESS	Assistant Beauty Therapist	48
CONSTRUCTION	Assistant Mason	18
ELECTRONICS	Junior Field Technician Home Appliances	267
FOOD PROCESSING	Baking Technician	12
HEALTHCARE	Home Health Aide-Trainee	10
IT-ITeS	Domestic Data Entry Operator	245
PLUMBING	Assistant Plumber General	82
POWER	Consumer Energy Meter Technician	4
RETAIL	Retail Store Operation Assistant	230
TELECOM	Optical Fibre Splicer	3
TOURISM & HOSPITALITY	Food & Beverage Service-Trainee	302

B. Higher Secondary

Sector	Job Role	No of Schools
AGRICULTURE	Micro Irrigation Technician	12
Apparels	Assistant Fashion Designer	2
AUTOMOTIVE	Four Wheeler Service Technician	30
BEAUTY & WELLNESS	Beauty Therapist	10
CONSTRUCTION	Construction Painter And Decorator	10
ELECTRONICS	Field Technician Wireman Control Panel	19
FOOD PROCESSING	Craft Baker	19
HEALTHCARE	General Duty Assistant-Trainee	3
IT-ITeS	CRM Domestic Voice	8
PLUMBING	Plumber General	11
RETAIL	Retail Sales Associate	26
TOURISM & HOSPITALITY	Counter Sales Executive	40

This section presents the progress of key activities implemented under Samagra Shiksha Vocational Education during the academic year 2025-26.

2.1 Student Enrolment and Coverage

- 95,479 students enrolled (Boys: 50,537 | Girls: 44,942) across 935 schools in all 30 districts
- 840 Secondary Schools and 95 Higher Secondary Schools implementing VE
- 15 vocational sectors and 27 job roles — including 3 new sectors: Healthcare, Power, and BFSI
- 1,870 Vocational Trainers (VTs) deployed across 935 schools
- 23 Vocational Training Providers (VTPs) engaged across all 30 districts
- 100 new WB-STARS school labs set up successfully

Total Students Enrolled	95,479 students (Boys: 50,537 | Girls: 44,942)
Schools Implementing VE	840 Secondary + 95 Higher Secondary = 935 Schools
New Schools (WB-STARS)	100 new schools lab setup completed under World Bank STARS project
New Trades Introduced	Healthcare (Home Health Aide), BFSI, Power

2.2 Capacity Building of Vocational Trainers

State-level Refresher Training (Training of Trainers – ToT) was organized for 2,122 Vocational Trainers across 18 batches simultaneously in multiple venues:

- 18 batches of ToT conducted simultaneously at 3 venues
- VE orientation sessions delivered in every ToT batch
- Online orientation for newly joined VTs and Vocational Coordinators (Vcs)
- Sessions focused on content delivery, pedagogy, employability skills, and industry trends

2.3 Vocational Education Textbooks Development & Distribution

- Textbooks developed for all 12 vocational trades — vetted and approved by State Board
- 2,32,315 students (Secondary Class IX-X and Higher Secondary Class XI-XII) provided vocational textbooks on time
- 100% on-time distribution achieved at start of academic year 2025-26
- Textbooks developed in Odia medium; Reference Handbook Workshop conducted involving subject experts

2.4 Assessment and Certification

Year	Sector	Assessed (Class 10)	Certified (Class 10)	Assessed (Class 12)	Certified (Class 12)
2025-26	AGRICULTURE	4191	4191	366	366
	Apparels	980	980	NA	NA
	AUTOMOTIVE	5342	5342	477	477
	BEAUTY & WELLNESS	883	883	170	170
	CONSTRUCTION	291	291	274	274
	ELECTRONICS	8252	8252	339	339
	FOOD PROCESSING	333	333	342	342
	IT-ITeS	7726	7726	305	305
	PLUMBING	3211	3211	199	199
	RETAIL	6900	6900	526	526
	TELECOM	53	53	NA	NA
	TOURISM & HOSPITALITY	10882	10882	921	921

2.5 Hub and Spoke Model

- 268 Hub Schools and 268 Spoke Schools operational
- Transportation allowance provided for 8,998 students travelling from Spoke to Hub schools
- Activities conducted include: Industry Visits, Guest Lectures, Demo Labs, Skill Melas
- Average 40 students per Spoke school benefitting from Hub school facilities

2.6 Industry Linkages and Partnerships

- SLAs completed with 15 Sector Skill Councils (SSCs) for quality engagement and expert support
- New partnerships established with: Indian Red Cross Society, Dept. of Forest, Dept. of Horticulture, OMFED, Agriculture University, State Skill Development Authority
- District-level industry mapping initiated for industry visits, guest lectures, and internship opportunities
- Dual Mode Programme introduced in 4 schools with new job roles: Home Health Aide, Animal Health Worker, Citrus Fruit Grower
- 5 State-level Boot Camps / Workshops organised with SSC experts.

2.7 Pre-Vocational Education (Kaushal Bodh)

- State-level Training of Trainers (ToT) for Master Trainers completed in coordination with PSSCIVE

- Kaushal Bodh textbooks has been translated to Odia and vetted by SCERT
- Budget approved for rollout in 762 PM-Shri schools under PAB 2025-26

2.8 VTP Selection – Fresh EOI

- Fresh Expression of Interest (EOI) floated for selection of new Vocational Training Partners with revised guidelines
- Tri-partite agreement has been signed between State, District and VTP to strengthen District Decentralisation and leadership for VE implementation
- Pre-bid meetings conducted and queries addressed transparently
- New 23 VTPs onboarded for existing and new schools, ensuring continuity of programme delivery
- District Officers capacity building conducted at State level for decentralized VTP management

2.9 Pending Schools — Full Implementation

- All 311 pending PAB-approved schools (approved 2021-22 to 2023-24) implemented in 2025-26 through a Single Tender Process
- Single Tender Process ensured faster procurement, reduced administrative bottlenecks, and timely VT/VC deployment

2.10 Governance Reform — Tri-Partite Agreement

- Tri-Partite Agreement executed between 23 VTPs, State Government, and all 30 District Administrations
- District-level leadership institutionalised in implementation, monitoring, and financial management of VE
- VC reporting mandated at District level for enhanced oversight
- VTP reimbursement for VT and VC remuneration processed at District level
- Guest Lecture and Industry Visit funds placed directly at school level
- 2-day State-level orientation conducted for District Finance Coordinators (FCs) and Tribal Coordinators on the new reimbursement process

2.11 Practical Assessment & SSC Linkages

- 72,455 students appeared for Practical Assessment across Class 10 and Class 12 (Secondary and Higher Secondary)
- 12 Sector Skill Councils (SSCs) engaged across all trades
- Fresh Service Level Agreement (SLA) signed with all 12 SSCs covering: Practical Assessment, Certification, Capacity Building, and Industry Linkages
- Assessment conducted from January 1 to February 10, 2026 by certified SSC assessors

2.12 Exit Survey

- Exit Survey achieved 97% completion across Secondary and Higher Secondary grades
- Survey completed within timeline despite VTP reshuffle and fresh EOI process
- Key insights: Girls enrolment in non-traditional trades increasing; high satisfaction with practical training
- Exit survey data used for evidence-based planning and VT/VC refresher training



9.25. MANAGEMENT INFORMATION SYSTEM (MIS)

1. Management Information System (MIS) plays a crucial role in the educational sector by providing efficient and effective information towards management and decision-making processes. MIS enhance the efficiency, effectiveness, and decision-making capabilities of the organization. It streamlines the administrative processes, improve data management, facilitate communication, collaboration and support the overall goals and objectives.

2. MIS under Samagra Siksha plays a vital role to support different Interventions to enhance the efficiency and effectiveness of decision making by providing accurate and relevant information in time. The information on school, enrolment, teacher & facility are being collected from grassroot level and updated on real time basis in a systematic approach.

MIS Architecture & Scope under Samagra Shiksha:



The Management Information System Unit is established with professionally qualified personnel and infrastructure at State, 30 District Project Offices and 316 Block /Urban Resource Centre offices. All Cluster Resource Centers are also equipped with Computers and Peripherals to strengthen the CRCCs. The State, District & Block MIS personnel are connected through WhatsApp groups for seamless communication and manage the system smoothly. Mini conference rooms are set up at some of the Block Education Offices, for virtual meetings & conferences.

Following are the key roles of Management Information System under Samagra Shiksha:

3. **Data Management** - MIS helps to manage huge amount of data efficiently through different databases and portals. It involves collecting, storing, organizing and retrieving data related to students, teachers, facilities, examinations and other administrative information.

4. **Information Accessibility**: MIS facilitates easy access to information for administrators, teachers, students, and parents. It allows stakeholders to retrieve relevant data and reports related to schooling, access, retention, transition, dropout, infrastructure status, student performance etc. location wise at any time.

5. **Administrative Support**: MIS assists in streamlining administrative tasks, including student admissions, enrollment, rationalization of teachers and resource allocation. It automates routine administrative processes, reduces paperwork and improves overall operational efficiency.



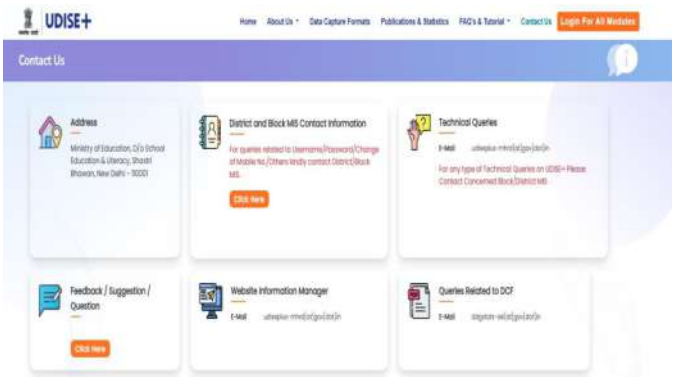
6. **Decision Support**: MIS provides decision support systems to the administrators and policymaker. It generates reports, analytics and insights that aid in decision-making processes related to curriculum development, resource allocation, budgeting and strategic planning.

7. **Performance Evaluation**: MIS enables the evaluation of educational performance at various levels. It helps assess individual student performance, monitor teacher effectiveness, and evaluate the overall institutional performance against set goals and benchmarks.

8. **Resource Planning and Management**: MIS helps the organization to plan and manage resources effectively. It assists in inventory management of educational materials, such as books, equipment, and technology. It also supports financial management, including budgeting, procurement, and expenditure tracking etc.

Databases and e-Governance activities under MIS:

1. **Unified Digital Information System for Education Plus (UDISE+)** : Timely and accurate data is the basis of sound and effective planning and decision-making. Towards this, the establishment of a well-functioning Sustainable Educational Management Information System is of utmost importance today. UDISE+ is one of the largest Management Information Systems initiated by Department of School Education and Literacy, Ministry of Education, GoI. Odisha has boarded the UDISE+ platform covering 61592 no. of schools, 343569 no. of teachers and 77,88,412 no.of children of the State. UDISE+ is online and has been collecting Student name wise data in real-time since 2018-19 from all recognized schools imparting formal education from Pre-primary to class XII. Information collected through UDISE+ is utilized for planning, optimizing resource allocation and implementing various education-related programs and assessing progress. It monitors, measures and keeps track of vital KPIs related to school performance. During 2024-25, UDISE+ platform has been highly strengthened to generate the Automated Permanent Academic Account Registry (APAAR) ID to provide a unique, lifelong 12-digit identifier for all school–enrolled students. APAAR ID will be gateway for accessing the Digilocker ecosystems that will allow students to digitally store all achievements of students like exam results, holistic report card, learning outcomes besides other achievements of students be it OLYMPIAD, Sports, Skill training or any field. Students can use the credit score for their higher



education or employment purpose in future. Odisha has completed 66% APAAR ID generation in UDISE+ portal along with the student details for the year 2025-26. The student wise information has been made available for the use of different applications under Unified Automation System (UAS) on real time basis.

Unified Automation System (UAS)

2. **Asset & Fund Management (AFM):** For online spot monitoring of the progress of all Civil works sanctioned under Samagra Shiksha, including multiple sources like OMBADC, PMSHRI, STARS, PSSS, PR & DW Deptt, RD Deptt, Asset & Fund Management Application has been developed. Component wise physical and financial targets uploaded in AFM by State Level. The physical & financial status monthly against concerned activities at State, district and block.it helps in monitoring the progress of Civil Works assigned to schools, expedite long pending civil works for completion as well as fund management and UC collection. The asset registers of all schools are also updated in School login.

3. **Attendance App:** For online attendance of Teacher and Students of all Govt. and Govt. aided Elementary and Secondary schools, Attendance App has been developed. In every working day the HM will login in Attendance mobile application and allocate class teacher /co class teacher for each class and accordingly respective class teacher make their own attendance along with attendance of allocated class/section students by name. It is needful for observing the attendance of teachers and Students of the school.



9.26 .Odisha Shiksha Sarvekshan

Introduction

To strengthen evidence-based educational planning and achieve universal school participation, the School & Mass Education Department, Government of Odisha launched the Odisha Shiksha Sarvekshan (OSS), a technology-enabled initiative including a door-to-door child tracking exercise covering all children aged 0–18 years across all 30 districts followed by targeted interventions for mainstreaming of Out of School Children identified in the Survey. Conducted in 2025 under the aegis of the OSEPA and Samagra Shiksha, the initiative aligns with the National Education Policy 2020 and the goal of achieving 100% Gross Enrolment Ratio by 2030.



For the first time, the State undertook a technology-driven, census-level enumeration of every child, creating a verified, child-wise database. At its core, OSS reflects a commitment to inclusion- reaching the last mile, understanding ground realities, and placing every child at the centre of educational governance.

Strategy

The OSS was conceptualised as a multi-layered, technology-driven initiative integrating field survey, digital infrastructure, analytics, and community action. The implementation followed a comprehensive process: State-level orientation of 1.5 lakh teachers through cascade training; habitation-to-school mapping assigning teachers based on population size; a pilot survey in Kamakhyanagar block (Dhenkanal district) to refine the methodology; a statewide door-to-door enumeration conducted during summer holidays to avoid loss of learning hours; standardised data compilation; district-level data vetting; and development of a dashboard by IIT Madras for analytics.



A custom-built mobile application with offline functionality enabled error-free data collection even in remote tribal areas and regions with limited connectivity. Children were classified as never enrolled, dropout, or currently enrolled, and data fields captured age, gender, mother tongue, disability type, migration status, and household composition. The application was available on both the Google Play Store and Apple App Store, ensuring wide accessibility. Daily backups and multi-level data validation ensured accuracy before State-level compilation. Final sanitised data was integrated into an interactive dashboard co-











developed with IIT Madras, enabling visualisation at the district, block, Gram Panchayat, school, and child level.

The survey data was the foundation for the Aasa School Jiba campaign- a coordinated community movement translating evidence into action. Special Parent-Teacher Meetings, Padayatras, Shiksha Sabhas, Dropout Enrolment Mega Campaign and Sachetanata Ratha campaign mobilised teachers, parents, PRI members, and communities. Intersectoral convergence with the Labour, Skill Development, SC/ST Development, and SSEPD Departments addressed root causes such as migration, child marriage, disability, and economic vulnerability. For Children with Special Needs (CwSN), Individualised Education Plans (IEPs), home-based education, mapping to Saksham Kendras, and dry ration support from PM POSHAN were implemented. For tribal-language learners, the survey enabled identification Multi-Lingual Education (MLE) schools and requirement of MLE teachers. A MoU with NIOS was signed to provide flexible open schooling pathways for older out-of-school children. From identifying challenges to responding with empathy and innovation, OSS demonstrated how data can lead to deeply human solutions.

Achievements

The survey covered over 90 lakh households and enumerated more than 1 crore children (ages 0-18), of whom more than 70 lakhs were school-age children (6-18 years). The exercise identified 2,33,888 Out-of-School Children (OoSC), comprising 1,83,216 dropouts and 50,672

children who had never enrolled. The State also identified 94,997 Children with Special Needs (CwSN), of whom 13,165 were out of school. Additionally, 11,81,988 children requiring Multi-Lingual Education support and 7,725 children affected by seasonal migration were mapped.

Across all 6,794 Gram Panchayats, no habitation was left unvisited. As a direct outcome of the Aasa School Jiba campaign, more than 70 thousand out of school children have been mainstreamed till date- through Direct Enrolment, Special Training Centres, State Institute of Open Schooling (SIOS), National Institute of Open Schooling (NIOS), vocational institutions etc. Additionally, more than 5000 CwSN children have been mainstreamed through targeted support mechanisms.

Impact

By creating a unique ID for every child identified and teacher involved in the survey process, the initiative established a digitally traceable ecosystem enabling end-to-end monitoring from identification to re-enrolment, eliminating manual dependency and establishing a transparent, faceless service delivery system. The interactive dashboard designed by IIT Madras with district level user access empowers districts to plan hostel expansions, school upgradations, MLE teacher deployments, and targeted bridge courses using granular data. Access gaps identified through the survey have informed the 2026-27 Project Approval Board and the supplementary budget of Samagra Shiksha.

The initiative has revealed critical insights: tribal-language students drop out at 4.84% - more than double the 2.28% rate for Odia-medium students; CwSN children are over three times more likely to drop out or never enrol than non-CwSN peers; Data on 0-5-year-old children enabled Shishu Vatika planning, while mapping of 18+ never-enrolled youth has supported convergence with skill development programmes.



9.27. Vidya Samiksha Kendra (VSK)

OSEPA has established Vidya Samiksha Kendra (VSK-ODISHA) for S&ME Department, Govt. of Odisha as per instruction of Department of School Education & Literacy, Ministry of Education, Government of India for monitoring, tracking and governance of all Programs, Initiatives, Academic & Non-Academic activities under Annual Work Plan & Budget (AWP&B) of Samagra Shiksha Project.

(I) Overview:

- URL for NDEAR Complaint VSK Starter Package (Centralised Monitoring Dashboard through NCERT) i.e. **https://vsk.odisha.gov.in** has been created.
- NCERT has integrated 6 Nos. APP i.e. NISHTHA, DIKSHA, PM POSHAN, NAS, UDISE+, PGI. in the VSK-Dashboard.
- Real time display of above applications through VSK-ODISHA Dashboard and other related programmes.

(ii) Justification:

- Smooth Functioning of VSK.
- Support State Project Office of real-time tracking and monitoring of educational initiatives, Programmes, and initiatives in Odisha.
- To strengthen grievance redressal mechanism of School ecosystem.
- To develop centralised dashboard for providing real time performance indicators of schools.

(iii) Modalities:

Level of Implementation: State (VSK)

Target Group:

Stakeholders like Parents, Students, HMs, CRCC, ABEO, BEO, ADEO, DEO and all District level officers and officials.

Strategies:

- Implement and maintain a robust centralised monitoring system by deploying advanced technologies for real-time tracking of educational activities.
- Defined key performance indicators for field functionaries.
- Creating efficient systems for tracking, feedback, and support.
- Designing and implementing a user-friendly platform for grievance submission and ensuring a responsive and efficient process for grievance resolution.
- Provide capacity-building training to VFS associates for effective utilisation of the dashboard.

(iv) Expected Outcomes:

- Centralised monitoring mechanism at the State level.
- Monitors activities of field functionaries and project implementations.
- Facilitates tracking, feedback, and support for all educational stakeholders.
- Centralised help desk for grievance redressal in school ecosystems.
- Centralised dashboard for real-time school performance indicators.

(v) Key Performance Indicators (KPIs)

- Coverage of monitored educational activities at the state level.
- Accuracy in monitoring field functionaries' activities and real-time school performance indicators.
- Number of educational stakeholders actively tracked and provided feedback.
- Effectiveness of support provided to educational stakeholders.
- Time taken to resolve grievances through the help desk.
- Time efficiency in tracking various educational activities.

Vidya Samiksha Kendra (VSK) is a technology-enabled education monitoring and decision-support center established to improve governance and learning outcomes in the school education system through data-driven interventions.

Key Objectives

Integrated Monitoring

- Brings together data from multiple educational systems and schemes onto a single platform.
- Enables real-time monitoring of schools, students, teachers, and educational programs.

Data-Driven Decision Making

- Provides dashboards and analytics to administrators at the state, district, block, and school levels.
- Helps identify gaps and take timely corrective actions.

Improved Learning Outcomes

- Tracks attendance, assessments, school infrastructure, teacher performance, and other key indicators.
- Supports evidence-based interventions to improve student learning.

Major Functional Areas

- Attendance Monitoring (students and teachers)

- Assessment Tracking
- School Administration Monitoring
- Accreditation and Compliance Monitoring
- Adaptive Learning and Digital Education Analytics
- Grievance Redressal and Citizen Feedback Systems
- Call Center/CRM-based Follow-up Mechanisms

Benefits

- Real-time access to educational data.
- Better planning and resource allocation.
- Increased transparency and accountability.
- Faster identification of issues and implementation gaps.
- Improved coordination among different education departments.

Rashtriya Vidya Samiksha Kendra (RVSK)

Rashtriya Vidya Samiksha Kendra is the national-level initiative led by Central Institute of Educational Technology to integrate the **5A Data Framework**:

- Attendance
- Assessment
- Accreditation
- Administration
- Adaptive Learning

States are encouraged to integrate their educational datasets and dashboards with RVSK to enable national-level monitoring and analysis.

Current Status of our State VSK

- **Technical Support :**
  - At the moment VSK is running with 09 VFS Associates. A Virtual Field Support (VFS) and Interactive Voice Response System (IVRS) centre established at State project Office (OSEPA), S&ME Department, Govt. of Odisha.
- **Technical Infra Support :**
  - Separate server for VSK
  - CRM Software (Amiyo & Archiz) Calling setup
  - Ticketing Tool
  - Video Wall

- **Technology Adopted details :**
  - **AMEYO :** (i) This web-based calling application is already used by the Associates to make inbound and outbound calls. (ii) Through this application all the databases can be accessed like all call records, reasons of not connected calls and user dispositions facilities also available like call back, scheduled call back.
  - **ARCHIZ :** (i) This web-based CRM applications is integrated with AMEYO call manager application. (ii) Through this application Associates are enabled to update the details of the Stake-holders. (iii) Complete Dashboard can be accessed by this application like Onboarding, content, follow up and task.
  - **Ticketing Tool :** (i) With this technology a ticket (Complaint/Query) can be raised by Stakeholders through Vidya Samiksha Kendra by using existing CRM application and can be forwarded to the concerned authority and resolve status can be updated.

Year wise Call Status :

Sl. No.	For the Year	Total Calls			Connected Calls (Call Disposed / Resolved)			Not Connected Calls (Calls pending)		
		IB	OB	Total	IB	OB	Total	IB	OB	Total
1	2021	3755	14095	17850	3046	7523	10569	709	6572	7281
2	2022	21776	32425	54201	16385	17350	33735	6917	15578	22495
3	2023	36601	16188	52789	21037	8622	29659	15620	7510	23130
4	2024	42439	17334	59773	18775	9785	28560	23664	7549	31213
5	2025	25078	18594	43672	24538	12135	36673	540	6459	6999
6	2026	8215	4634	12849	7843	3179	11022	372	1455	1827
	TOTAL	137864	103270	241134	91624	58594	150218	47822	45123	92945

Call Initiatives :

SL. NO.	DIRECTO-RATE	INTERVEN-TION	STAKEHOLDER	CALL INITIATIVE
1	DHSE	DHSE	STUDENT/PARENT	JUNIOR MERIT SCHOLARSHIP & UNACADEMY SCHOLARSHIP (INBOUND)
2	DEE	DEE	PARENTS/TEACHER	RTE PARADARSHI
3	OSEPA	LIBRARY	DEO/ADEO	TO COLLECT SCHOOL INCHARGE OF E-LIBRARY & LABORATORY NAME & NUMBER
4	OSEPA	HST CELL	HM	TO UPDATE CONTACT DETAILS OF THE HST SCHOOL HM
5	OSEPA	MIS & ICT	PRINCIPAL/DEO/ INCHARGE	UDISE CODE GENERATION FOR HIGHER SECONDARY SCHOOL

6	OSEPA	MIS & ICT	TEACHER	FAACILITATION TO HSS TEACHER FOR SIKHYAJYOTI PORTAL
7	OSEPA	MIS & ICT	PROGRAMMER	CALLING TO PROGRAMMER FOR GAP OF UDISE
8	OSEPA	CIVIL	STC	DATA SANITISATION OF CTS
9	OSEPA	CIVIL	HM	CALLING TO HMS FOR PMSHRI SQAF
10	OSEPA	MIS & ICT	HM	CALLING FOR UDISE+ GAP
11	OSEPA	COMMUNITY MOBILIZA-TION	TEACHER	CALLING TO PGT TEACHERS FOR NIJUKTI MELA
12	OSEPA	CIVIL	TEACHER	TRACKER FILL UP OF INTERNATIONAL YOGA DAY
13	OSEPA	MIS	HM	STATUS OF SMART CLASS ROOMS IN SCHOOLS
14	OSEPA	MEDIA	PLANNING COORDINATOR	PLANTATION OF TREES OF "EK PED MAA KE NAM 2.0"
15	OSEPA	ACCESS	TEACHER	SCHOOL PROGRESS SHEET UPDATE
16	OSEPA	ACCESS	TEACHER/HM	UPGARADATION OF HS TO HSS
17	OSEPA	MIS	TEACHER	STUDENT TEACHER UAS ATTENDANCE APP INFORMATION CALLING
18	OSEPA	GIRLS EDUCATION		COLLECTING PHOTOS OF SELF DEFENSE TRAINING
19	OSEPA	PEDAGOGY	BEO'S	SIKHANA SOPANA CALLING
20	OSEPA	SIOS	ADEO	SIOS SCHOOL VISIT
21	OSEPA	ACCESS	TEACHER	SCHOOL PROGRESS UPDATE SHEET UPDATION
22	OSEPA	PLANNING	PLANNING COORDINATOR	PMSHRI CALLING
23	OSEPA	PLANNING	PLANNING COORDINATOR	SQAF UPDATION IN PMSHRI PORTAL
24	OSEPA	SIOS	STUDENT	SIOS(ADMISSION STATUS) CALLING
25	DHSE	DHSE	TEACHER	UDISE+ UPDATION
26	OSEPA	CIVIL	STC	GODAVARISH ADARSH VIDYALAYA GOOGLE FORM FILL
27	DHSE	DHSE	STUDENT/PARENTS	JUNIOR MERIT AND PSMTS CALLING
28	OSEPA	CIVIL	TEACHER	NIJUKTI MELA AT KALINGA STADIUM

29	OSEPA	CIVIL	STC	SPILL OVER CALLING
30	OSEPA	CIVIL		LINGUISTIC MAPPING DATA FILL UP
31	OSEPA	CIVIL	NODAL OFFICERS	NOMINATED SCHOOL UNDER (SWACHHA EXAM HARIT VIDYALAYA RATING)
32	OSEPA	CIVIL	STC	TOILET STATUS
33	DHSE	DHSE	TEACHER	NIJUKTI MELA NEAR RAIL BHAWAN
34	OSEPA	OSEPA		SIKHYA SABHA TRACKER FILL UP
35	OSEPA	PLANNING	PLANNING COORDINATOR	PMSHRI TRACKER FILL UP AND LANGUAGE LAB FORMAT FILL UP
36	OSEPA	ACCESS		SELECTION OF SCHOOL LIST 26-27
37	OSEPA	PEDAGOGY	TEACHER	SIKHYAJYOTI PORTAL
38	DHSE	DHSE	TEACHER/ASPIRANTS	INDUCTION TRAINING
39	OSEPA	MIS-ICT	TEACHER/PARENTS	CHILD TRACKING SURVEY 2025-26
40	OSEPA	CIVIL	STC	GMAPVY PHASE -2 FORM FILL UP
41	OSEPA	CIVIL	STC	SATURATION OF GIRLS TOILET STATUS
42	DHSE	DHSE	TEACHER	PGT COUNCELLING
43	OSEPA	MIS-ICT	TEACHER	NOT STARTED STUDENT PROGRESSION SCHOOL
44	OSEPA	CIVIL	STC	THE DETAILS OF DIGNITARIES ATTENDING THE PHASE 2 FOUNDATION STONE PROGRAM ON GMAPV
45	DHSE	DHSE	TEACHER/PARENTS	RECTIFICATION OF TEXTBOOK (DIKSHA)
46	DHSE	DHSE	DEO	UC SUBMISSION GUEST FACULTY REMUNERATION AND HACKATHON
47	OSEPA	MIS-ICT	STC/DEO	ASSET AND FUND MANAGEMENT
48	OSEPA	SCHOOL STUDENT HELPLINE	PARENTS/STUDENT	SCHOOL STUDENT HELPLINE
49	OSEPA	PIRAMAL FOUNDATION	PLANNING COORDINATOR	SCHOOL SAFTEY WEEK

50	OSEPA	PEDAGOGY	ADEO'S/DEO'S	TO SHARE THE CIRTIFICATE FOR HDD
51	OSEPA	MIS	DEO/ADEO	TO FILL UP THE VACCINATION TRACKER
52	OSEPA	ESTABLISH-MENT	TEACHER (ASPIRANTS)	JUNIOR TEACHER SCHEMATIC RECRUITMENT HELPLINE
53	OSEPA	TEACHER TRAINING	PLANNING COORDINATOR	FIFA WORLD CUP TO SUBMIT DISTRICT PLAN OF ACTION
54	OSEPA	TEACHER TRAINING	LIASIONING OFFICERS AND OFFICIALS	FOOTBALL TOURNAMENT
55	OSEPA	PEDAGOGY	TEACHER/HM	SCHOOL MONITORING FOR LRP
56	OSEPA	HST CELL	PLANNING COORDINATOR TEACHER/HM	HST HELP LINE WALL PAINTED
57	OSEPA	PEDAGOGY	PROGRAMMER	STATUS OF SHG ENGAGEMENT (MISSION SHAKTI)
58	OSEPA	COMMUNITY MOBILIZA-TION	TEACHER	TO FILL UP THE TRACKER OF TRAVEL PLAN OF SURAVI
59	OSEPA	TEACHER TRAINING	PEDAGOGY COORDINATOR	CAPACITY BUILDING TRAINING UNDER HST PROGRAMME
60	OSEPA	COMMUNITY MOBILIZA-TION	TRIBAL COORDINATOR/ ADEOs	TO FILL UP THE FORMAT OF PTM
61	OSEPA	HST CELL	BEO'S	HST GRIEVANCES
62	OSEPA	DIFFERENT INTERVEN-TION	DEO'S/ADEO'S	ASSEMBLY SAQ
63	OSEPA	PEDAGOGY	PLANNING COORDINAOR	FLN-PRARAMBHA

The above information is stakeholder-wise Call Initiative Status of Different Directorates under the School & Mass Education Department and OSEPA Interventions

The establishment and development of the VSK Odisha Dashboard is currently under process.

10. Planning Process and Implementation Arrangement

Samagra Shiksha scheme is an integrated scheme for school education covering the entire gamut from pre-school to class XII. The scheme treats school education as a continuum and is in accordance 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 has also been aligned with the recommendations of **National Education Policy (NEP) 2020**. The scheme aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, and different academic abilities and make them active participants in the learning process.

At the state level, the planning process for Samagra Shiksha involves the preparation of a State Annual Work Plan and Budget. The AWPB outlines the state's education priorities and strategies for achieving the goals of the Samagra Shiksha scheme. It also includes the proposed budget for implementing the scheme in the state. Planning team under the chairman ship of State Project Director prepares the plan. State-level planning process involves monitoring of progress made under the scheme, collection of data, analysis of gaps, convergence with other Deptt ,Line Deptts and CSOs, time and budget allocation, appraisal at State and Ministry level.

At the district level, the planning process for Samagra Shiksha is focused on preparing an Annual Work Plan and Budget (AWPB) for each district in a bottom up approach. The AWPB outlines the district's specific education priorities and strategies for achieving the goals of Samagra Shiksha at the local level. The district-level team is responsible for preparing plan, coordinating and monitoring the implementation process of Samagra Shiksha .

Annual Work Plan and Budget under Samagra Shiksha has been prepared with an objective to ensure that all children have access to quality education with an equitable and inclusive classroom environment which involves children's diverse background, multilingual needs, and different academic abilities and make them active participants in the learning process.

Both the state and district-level planning processes involve consultation with relevant stakeholders, including teachers, school administrators, and community members. The plans are based on a needs assessment and a review of previous implementation experiences and are expected to be evidence-based and data-driven.

The planning process also involves the development of a detailed budget and expenditure plan, which outlines the resources required to implement the proposed strategies and activities. During preparation of plan, planning team ensures a realistic budget plan which is expected to be realistic, feasible, and aligned with the overall education priorities and objectives of the Samagra Shiksha scheme.

Once the plans are formulated, they are subject to a review and approval process at the state or district level, depending on the level of planning. This review process is intended to ensure that the plans are consistent with the goals and objectives of the Samagra Shiksha scheme and that they are evidence-based and data-driven and within the financial norm

Training and capacity building of planning team is an essential component of the Samagra Shiksha scheme and is intended to ensure that stake holders have the skills and knowledge needed to effectively implement the scheme and improve the quality of education in the Country.

Capacity building of district and State functionaries

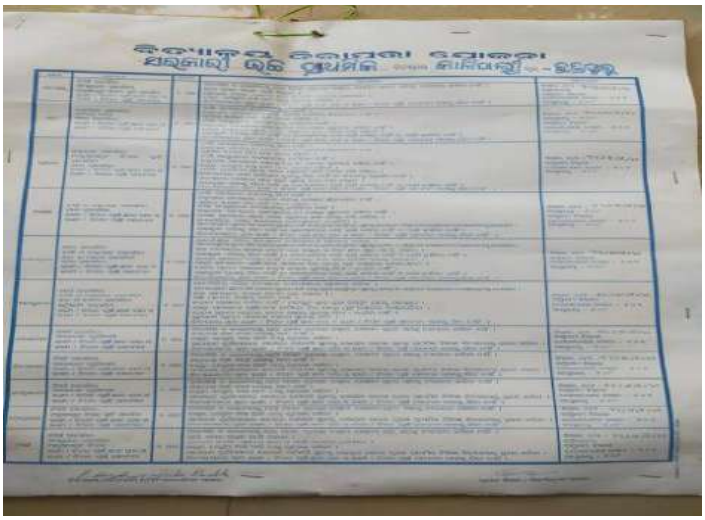
- Orientation and Capacity Development Programmes have initiated for the preparation of Annual Work Plan and Budget 2026-27 under SamagraShiksha as per the guidelines received.
- Capacity building of all Intervention Heads of SPO, DPO on Appraisal Norms & Programmatic and Financial Norms: SAMAGRA SHIKSHA has been made in order to prepare the Annual Plan.
- All stakeholders like teacher, Head master, CRCC, BRCC,BEO, DPC, Coordinators, DEOs, Education administrators and professionals working at DPO level have been involved in the planning process through preparation of School Development Plan and district Annual Plan to make the plan more realistic, need based.

School Development Plan

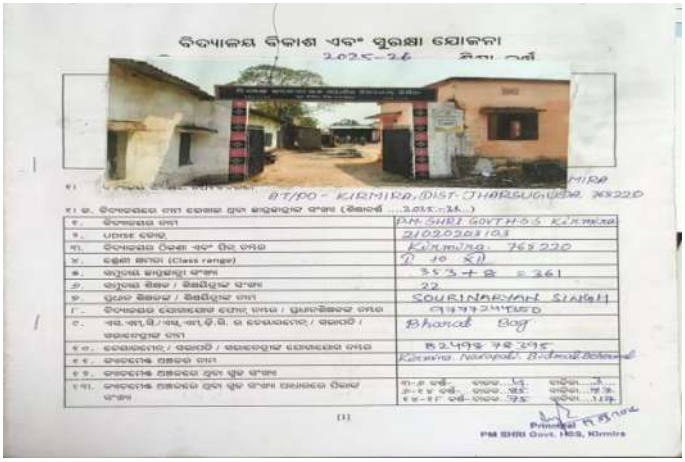
RCFCE Act 2009 Chapter-IV (Section 22) indicates Schools will develop their plans (SDPs) with the involvement of their SMCs. And direction of Hon'ble Supreme Court of India and School Safety Policy-2016 by NDMA focuses on Preparation of School Disaster Management Plan.



- All schools are provided with School Disaster Management Plan format and Guideline in Odia by the district Authorities.
- School Disaster Management Plan/School safety plan has been ensured to be completed during preparation of SDP.
- All schools through the guideline were oriented to make plan at school level and to find out sources for addressing needs of the schools through convergence with other Departments. Like health check-up through local Health workers, Doctors, Hospitals. Checking of drinking water facilities by Deptt of Rural Development and DW.



- Sources of funds/resources like Deptts of DDMA, Panchayati Raj & DW, WCD, Labour, ST&SC Development, Health, Sports, MP-LAD, MLA-LAD, BRGF etc.





Need Based Planning

- During the preparation of the plan, all relevant data and information regarding schools, child population, enrolment, and out-of-school children from U-DISE+ and field surveys have been utilized.
- Commitments made by PAB, Action Taken Reports (ATR), research studies, and audit recommendations of CAG, etc., have been duly considered.
- Activity-wise planning for all interventions under Samagra Shiksha has been carried out, taking into account existing gaps, available resources, and required strategies.
- Schools/habitations have been considered as the basic units to ensure better schooling facility.
- For the preparation of the Access Plan, field-level data and school mapping data have been utilized. All districts were directed to assess field needs for opening of schools at elementary to Hr Secondary level.
- Plans for children admitted under 25% reservation as per Section 12(1)© have been prepared based on information received from districts.
- A Comprehensive Quality Plan has been prepared with emphasis on identifying and addressing gaps in core skills and competencies such as reading, writing, comprehension, and numeracy at the primary level.
- Necessary steps have been taken to address the educational needs of Aspirational Districts.
- The Civil Works Plan has been prepared by prioritizing essential facilities such as electricity, toilets, and drinking water.
- Training of SMC/SMDC members has been planned to orient and actively involve them in the planning process.

- Considering the positive impact of seasonal hostels on student retention, provision has been made to strengthen quality education in migration-prone areas.
- In 2026–27, priority has been given to infrastructure development in Aspirational Districts, access to secondary and higher secondary schools, transport facilities, seasonal hostels, special training, residential hostels, along with activities focused on improving learning outcomes.
- Plan has been prepared to ensure enrolment, retention, and completion of elementary and secondary education for all social category children as per NEP 2020.

Evidence Based Planning

Annual Plan has been made in a decentralised manner as per the guidelines and norms so as to reduce time and effort of achieving the goal. In this regard a time calendar has been prepared to follow the planning process and also communicated to all districts and the state level.

Participation of Local Self Government

- ❖ PRIs declared as Local Authority under RTE.
- ❖ Mandatory conduct of GP level Standing Committee on Education.
- ❖ Sensitization of all PRI members on aim and objectives of Samagra Shiksha and Aspirational Districts priority in saturation of Its needs through special meeting.
- ❖ Special Conduct of PTM /SMC to create awareness on Attendance, Retention and continuance of Quality Education in school.
- ❖ Mandatory Social Audit (MoU done with OSSAAT in Odisha)

Process adopted during development AWPB .

- Capacity building of all DPCs and the Team has been made both in person and through V.C on the procedure of the preparation of the Annual Plan as prescribed by MoE, Govt of India.
- At the first step of preparation of Annual Work Plan and Budget, School Improvement/Development Plan is being prepared at school level. Each School Management Committee (SMC) initiates the school level planning in collaboration with the active community members, teachers for preparation of a school level plan which is termed as "School Development Plan (SDP)". Initially the preparatory phase starts with the SMC meeting which ensures community participation (as per section-21 & part-V of RTE Act).
- The SDP primarily includes identification of gaps in development of infrastructure, achievement of students, needs of existing teachers, parent's expectation, classroom transaction process etc. Hence, the SDP provides requirements of each school which is finally compiled at the district level.



- Further for preparation of District Plans, data from UDISE+ which is highly needed are prepared with the active involvement of teachers and Block level MIS Coordinators and Block Education Officers.
- Preparation of AWP&B at the State level depends upon the appraisal and consolidation of the District level plans. District Project Coordinator, ADEOs, All district Level Coordinators, Programmers, SR.TC (district specific planning team) prepares and consolidates the 'District Annual Work Plan & Budget' and uploads it in PRABANDH portal.
- District plans is accumulated at the State level for formulation of one 'Integrated State Consolidated Plan'. During consolidation of Annual Work Plan and Budget at State level under Samagra Shiksha, all Interventions of OSEPA, TE & SCERT, Elementary Education, Secondary Education and Higher Secondary Education are being involved.

Schedule of activities for Integrated AWP & B

Sl. No.	Activities	Date	Participants
1	Finalization & consolidation of District Plans	November to February,2026	District Planning team
2	Appraisal of Integrated District AWP & B 2026-27 at State Level	March	District Planning Team-Mode Online/offline
3	District AWP&B submission at SPO	March	30 Districts, all 30 districts were participated in the appraisal process and prepared and submitted plan through PRABANDH portal
4	Finalisation of State Plan	March	Intervention Heads, Planning Team
5	Online Submission of Integrated AWP & B 2026-27 to MoE through PRABANDH portal	March	

For effective implementation of planning process the following steps has been taken

- The planning process under Samagra Shiksha follows a structured, participatory and need-based approach, involving stakeholders at the Block, District and State levels. The planning process is broadly as follows:
- At the Block level, a Planning Team is constituted under the chairmanship of the Block Education Officer (BEO), comprising BRCs, MIS-cum-Planning Coordinators, TCs, BRTs, ABEOs and CRCCs.
- At the District level, a Planning Team under the chairmanship of the District Project Coordinator (DPC) is constituted with representatives from DIET, all Intervention Heads etc.The team examines, consolidates and appraises the Plans in accordance with the identified needs, priorities and provisions of Samagra Shiksha. UDISE+ data is the basis of Planning along with data from SDP
- To ensure convergence and wider participation in the planning process, all District Collectors are requested to provide plan proposals addressing critical gaps and developmental requirements, particularly in areas such as infrastructure, digital initiatives and other educational interventions.
- At the State Project Office, a State-level Planning Team is constituted under the chairmanship of the State Project Director, comprising all Intervention Heads and Coordinators of different interventions. The State Planning Team consolidates and examines the proposals received from the districts and ensures their alignment with the objectives, norms and priorities of Samagra Shiksha.
- The intervention-wise plans are prepared based on a systematic assessment of educational needs and gaps, supported by UDISE+ data and field-level requirements. Each Intervention Head prepares the respective Intervention Plan in accordance with the prescribed norms, guidelines and financial provisions under Samagra Shiksha.
- The State and District Plans, after detailed scrutiny, consolidation and finalisation, are placed before the Planning Committee for final appraisal. Based on the recommendations and decisions of the Planning Committee, the Annual Work Plan and Budget (AWP&B) is finalised.
- After completion of the planning, appraisal and approval process, the approved budget proposals under Samagra Shiksha are uploaded on the PRABANDH Portal, which serves as an integrated interface for submission, monitoring and management of the programme's planning and budgeting process.
- Thus, the planning mechanism under Samagra Shiksha ensures a bottom-up, participatory, data-driven and need-based approach, beginning with school-level requirements and progressing through Block and District levels to State-level consolidation and appraisal.

Role of Educational Institutions

- TE & SCERT has been declared as Academic Authority.
- Director, SCERT has been declared as the Director, SIEMAT and a number of training programmes on Quality Management has been completed for DEOs, BEOs and Training Managers.
- Convergence brought about with NIOS and TE & SCERT to upgrade the educational qualification and training of all untrained teachers

Convergence



Under Samagra Shiksha focus has been made on convergence & coordination with other line Departments like Department of STSC, RD, Sports, Energy, W &CD, Ministry of Health, Panchayat Raj, Fire Safety, OSDMA, Social Audit Unit etc as well as with the Civil Society.

- MGNREGS – Projects like Boundary walls, kitchen garden, Green fencing will be taken.
- DMF – Districts like Keonjhar, Koraput and Sundargarh will dovetail funds for the construction of buildings, ACR etc.



- Odisha skill development mission – Skilling in school.
- OMBADC – Districts like Sundargarh, Mayurbhanj, Keonjhar will dovetail funds for the development of infra-structure in schools under Abs.
- CSR funds – Activities like toilets, drinking water facilities etc.
- SFC/ CFC – Different school level activities like infrastructure development will be taken up at GP level.
- Water Sanitation Mission – Provision of safe drinking water facility.
- Convergence also brought about with PR & DW Dept, PWD, RD for the development of infrastructure at school level.

11. Social Audit

Samagra Shiksha has been aligned with the **National Education Policy (NEP) 2020** with a focus on ensuring equitable, inclusive and quality education for all children. The scheme provides support for pre-school education and Teaching-Learning Materials (TLMs), Foundational Literacy and Numeracy, Holistic Progress Cards, tracking of learning outcomes and transition of children, phased engagement of qualified counsellors at the secondary and senior secondary levels, language teachers, Capacity Building of Teachers through 50 hours of Continuous Professional Development (CPD), bagless days and internships, and support for Out-of-School Children in the age group of 16–19 years through open schooling.

The scheme also provides for a separate stipend for girl children with **Children with Special Needs (CwSN),** identification and support of CwSN through block-level resource centres, expansion of schooling facilities including residential hostels and Kasturba Gandhi Balika Vidyalayas (KGBVs), the Hub-and-Spoke model for vocational education, smart classrooms, DIKSHA, and support to assessment cells in SCERTs.

Under the **MMMER component of Samagra Shiksha**, provision has been made for Social Audit covering at least **20% of schools every year**, so that all schools are covered at least once within a five-year cycle. Major goals and Key Performance Indicators (KPIs) have also been prescribed for different interventions and components to facilitate regular monitoring and assessment of progress.

Social Audit

Social Audit under Samagra Shiksha is an important accountability mechanism for promoting **transparency, community participation and inclusive development of schools.** It seeks to ensure equality and equity in the implementation of educational programmes and strengthen participatory governance at the school and community levels.

Key Objectives

- To ensure equitable provision of entitlements under the **Right to Education (RTE) Act** to all eligible children.
- To assess the status of school infrastructure and basic facilities.
- To monitor student enrolment, retention and completion of schooling.
- To facilitate sharing and verification of school-related information available through **UDISE+.**
- To initiate educational dialogue among stakeholders for strengthening participatory governance.
- To promote a community-driven and participatory approach towards the holistic development of schools.
- To safeguard and promote the rights and entitlements of **Children with Special Needs (CwSN)** and children belonging to marginalised and vulnerable sections.

Implementation Status in Odisha



1. The **revised Social Audit Guidelines** were received on **12 September 2023.**
2. An **MoU was signed with OSSAAT (Odisha Society for Social Audit, Accountability and Transparency), Government of Odisha**, on **18 November 2022** for implementation of Social Audit activities.
3. **Nodal Officers for Social Audit** have been engaged for facilitating and monitoring the implementation process.
4. All Government schools of Odisha are proposed to be covered within a **five-year cycle,** with approximately **20% of school s covered every year.**
5. In the first phase, Social Audit was planned for **10,000 Government schools,** with two schools to be covered per cluster. During **2025-26**, the Social Audit process has been taken up for **20,000 schools.**
6. Meetings of **District Social Auditors and Block Social Auditors** have been conducted by the Social Audit Unit to facilitate effective implementation.
7. **Public Hearings** are being conducted as part of the Social Audit process to provide a platform for community members and stakeholders to raise issues, verify findings and ensure accountability.
8. The Social Audit process is intended to strengthen **community participation, transparency, accountability and equity** in the implementation of Samagra Shiksha interventions across the State.

Social Audit at School level

Social Audit was conducted at the school level to promote transparency, accountability and community participation in the implementation of Samagra Shiksha interventions. The process involved participation of School Management Committee (SMC) members, parents, teachers and other stakeholders for reviewing the implementation of various activities and utilisation of resources. The audit process also provided an opportunity to discuss achievements, identify gaps and strengthen community monitoring for effective implementation of the programme.














Social Audit Process at Block, District and school level

12. DIGITAL INFRASTRUCTURE FOR KNOWLEDGE SHARING (DIKSHA)

DIKSHA (**Digital Infrastructure for Knowledge Sharing**) is the national digital education platform of India, developed under the Ministry of Education and implemented by National Council of Educational Research and Training (NCERT). It serves as a comprehensive digital ecosystem for school education.

Key Objectives of DIKSHA

- Provide quality digital learning resources for students, teachers, and school leaders.
- Support teacher professional development and training.
- Enable States and UTs to create, host, and manage educational content.
- Facilitate online assessments, certifications, and learning analytics.
- Promote equitable access to digital education across the country.
- 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 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.

Major Features

1. **Digital Learning Content**
   - o Textbooks, videos, simulations, quizzes, and interactive resources.
   - o QR codes in textbooks can be scanned to access related digital content.

2. **Teacher Training and CPD**
   - o Hosts Continuous Professional Development (CPD) courses.
   - o Supports the NEP 2020 requirement of 50 hours of annual professional development for teachers.

3. **Learning Management System (LMS)**
   - o Creation, deployment, and monitoring of online courses.
   - o Progress tracking and certificate generation.

4. **Assessment and Certification**

   - o Online tests, assignments, and certification programs.
   - o Monitoring of learner performance and completion status.

5. **Analytics and Reporting**

   - o Provides dashboards and reports on course consumption, content usage, and learner engagement.

Benefits

- Anytime, anywhere access to learning resources.
- Standardized and scalable teacher training.
- Multilingual content support.
- Data-driven monitoring of learning and training outcomes.
- Integration with state education initiatives.

Vision & Mission

- Use of technology for empowerment of teachers shall enhance the quality of students' accomplishment of learning outcomes.
  - o Teacher & Leadership training
  - o Lesson Plan & Teacher Tools
  - o Explanation content
  - o Practice and home work
  - o Question banks and exam prepare
  - o Assessments
  - o Quiz



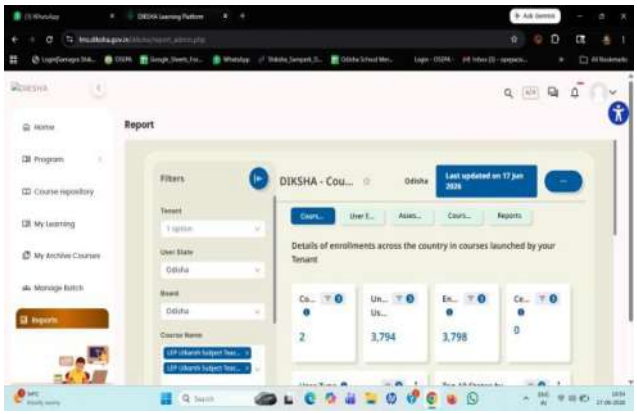
One DIKSHA, multiple Central and State programmes

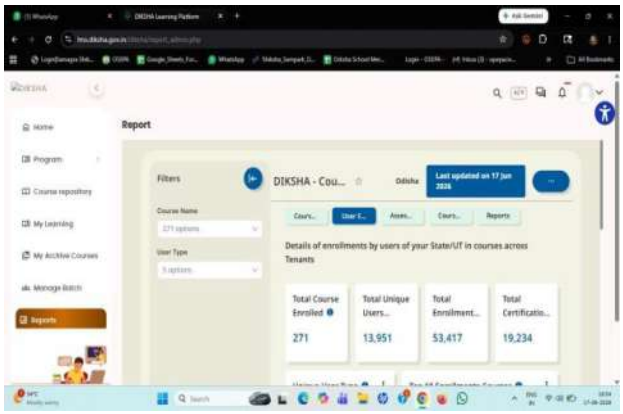
Objective

Knowledge	Motivation	Peer learning & Collaboration
• To enhance access of the teachers to teach-learning contents, resources for learning-centred pedagogy.	• To motivate the teachers in creating and curating contextual and need-based digital contents for enhancing learning abilities of the students.	• To connect teachers, students and parents through online discussion forum for creating a positive learning environment for the children.

Progress

- Under DIKSHA 1.0, Odisha has successfully hosted more than 36 teacher-training courses on the DIKSHA platform. These courses have been utilized by over 43.12 lakh teachers, generating more than 17.70 crore content plays and accumulating 85,40,585 hours of learning engagement, demonstrating the extensive reach and impact of digital professional development initiatives in the State.
- Under DIKSHA 2.0 (New LMS DIKSHA Portal), Odisha has successfully launched and hosted one teacher-training course for Secondary Teachers teaching Class IX subjects. The course has been accessed and completed by more than 3,798 teachers, contributing to the continuous professional development of teachers in the State.





- No of e-content Uploaded in Diksha Portal – **12000+**
- No of languages in which e-content are available-**05** (**Odia, English, Hindi, Sanskrit & Urdu**)
- Number of textbooks energized with QR codes- **168**
- **1262** nos. of e-Content has been developed for Grade IX & X. These contents have been uploaded in DIKSHA portal. Subjects covered are: **Odia, Maths, Science, English, Social Studies, Hindi and Sanskrit**. These contents are based on State curriculum.

13. SCHOOL STUDENT HELPLINE

The **School Student Helpline**, initiated by the **Odisha School Education Programme Authority (OSEPA)** under the **School & Mass Education Department**, has established itself as a key initiative in the state's commitment for providing inclusive and quality education. Conceived as a responsive communication platform, the helpline continues to serve as a bridge between students, schools, and the administrative system. In the academic year **2025–26**, the helpline further strengthened its role as a multi-dimensional support mechanism. It addressed not only academic concerns but also issues related to emotional well-being, school infrastructure, and teacher irregularities. With student needs becoming more diverse in a rapidly evolving educational environment, the helpline expanded its technological capabilities, broadened its language accessibility, and enhanced its human resource base.

Children between the ages of **6 and 16**, enrolled in classes **I to X**, can reach out to the helpline through the toll-free numbers 1800-345-6722 or 14417. They may also send an email to share concerns about their right to education or to offer suggestions directly to senior authorities. In addition, grievances can be submitted online via www.studenthelplineodisha.nic.in.

All cases received are classified into **32 categories**. These are carefully examined from multiple perspectives to identify key issues. Based on the findings, specific programmes are designed to address the problems. Such initiatives are implemented at different levels—district, block, cluster, and school—depending on the requirements and scale of the issue.

Status of Helpline Cases:

During the academic year **2025–26**, the School Student Helpline recorded **150 calls**, a sign of growing awareness and confidence among students in the service. The helpline managed to address a diverse range of concerns, including academic related issues, teacher related grievances, infrastructure concerns, Mid-day meal complaints, emotional and counseling support.

Functioning as a **student-focused toll-free service**, the helpline is accessible both by phone and online. It provides a safe, confidential, and supportive environment where students can freely express their concerns and receives timely guidance. Case registration is available online and through phone calls between 8**:00 AM and 8:00 PM**. Besides, grievance redressal, the helpline also plays a role in community mobilization—raising awareness among parents, working closely with teachers, and coordinating with school administrations to resolve issues. Additionally, counseling support is extended to students and parents, particularly during examinations and other stressful periods.

Between **April 1, 2025, and March 31, 2026**, a total of **150 valid cases** were registered. These were classified into **32 categories**, which were further grouped into broader segments for clarity in graphical representation. The graphs below highlight the distribution of cases by district and by category for the financial year 2025–26.

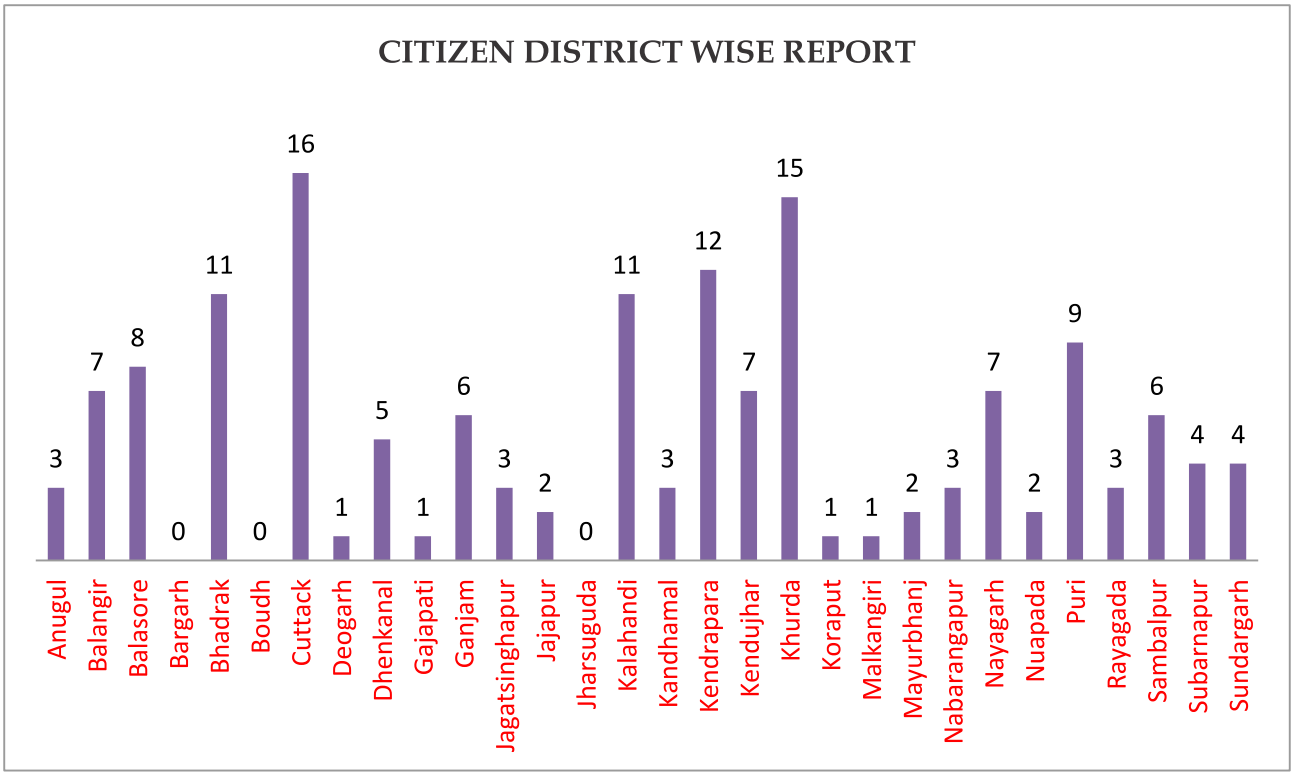


Figure 1: Coastal districts such as **Cuttack, Khurda, and Kendrapara**, reported a higher number of grievances, while non-coastal districts such as **Bargarh, Boudh, and Jharsuguda** reported no cases.

GRIEVANCE CATEGORY

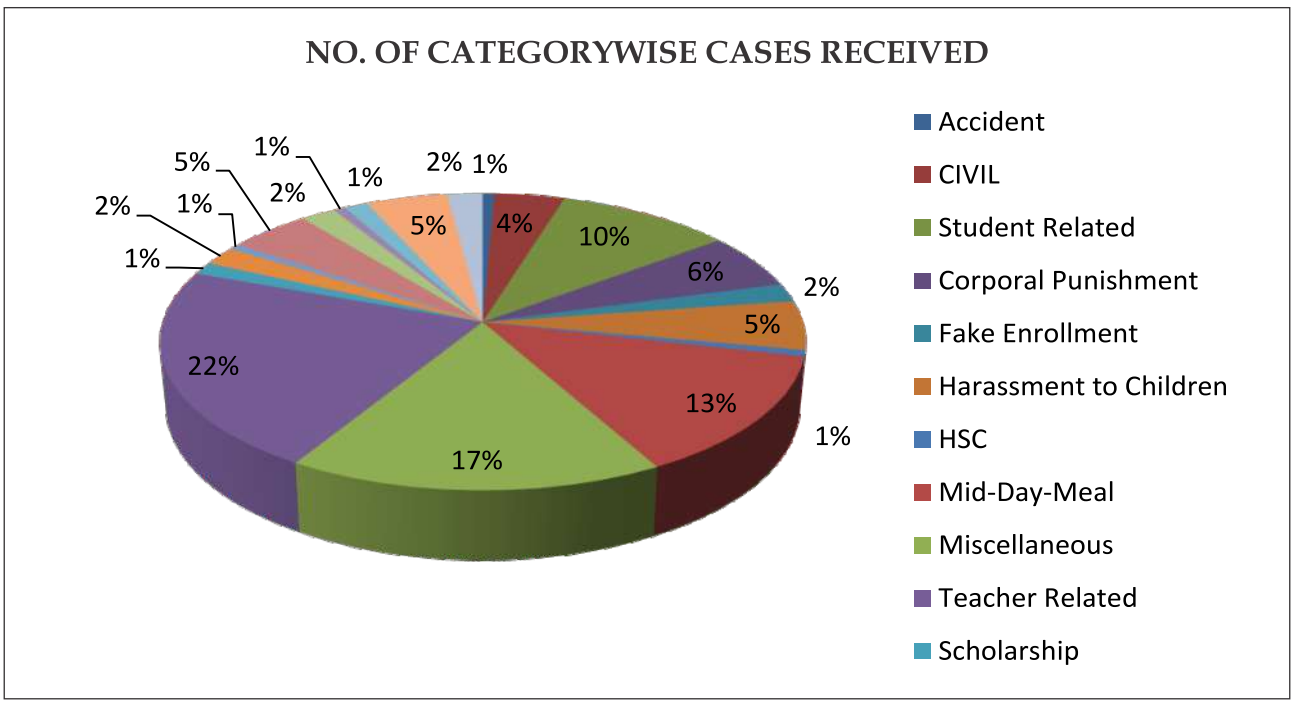


Figure 2: Teacher-related issues constituted the largest category of grievances.

Interpretation: The higher number of cases in certain districts may be attributed to better awareness, accessibility and population density. The variation across districts highlights the need for targeted awareness campaigns in low-reporting regions.

Activities Undertaken

Drug Abuse Awareness Initiative

In response to the growing concern of substance abuse among school students, the helpline implemented a focused awareness programme targeting students of classes VI-X.

Objectives:

- To sensitize students about the harmful effects of substance abuse.
- To promote healthy lifestyle choices.
- To prevent early exposure to addictive substances.

Key Activities:

- Orientation programmes conducted at school level.
- Distribution of awareness materials in regional language.
- Organization of rallies and community engagement initiatives.
- Counseling sessions for students and parents.

Observed Concerns:

- Decline in academic focus.
- Behavioral changes such as irritability and secrecy.
- Irregular attendance and disengagement from studies.



A Rally on (Odia) by GOVT GIRLS HIGH SCHOOL, SHERAGADA



Nagabasta Nodal HS, Nimapara, Puri



Govt. UGHS, Krushnachhai, Sergada, Ganjam

The School Student Helpline has emerged as an important initiative in addressing the diverse needs of students across the state. While significant progress has been made in terms of accessibility and outreach, there remains scope for improvement in grievance resolution and service delivery. With sustained efforts, strategic interventions and enhanced coordination the helpline has the potential to significantly contribute towards improving student well-being and strengthening the overall education system.

14. TE &SCERT

This comprehensive report highlights the key academic, pedagogical, and capacity-building activities organized by the Directorate of TE & SCERT, 30 District Institutes of Education and Training (DIETs) and 04 BIETs in Odisha under Samagra Shiksha during the academic year 2025-26. The interventions focus on strengthening Foundational Literacy and Numeracy (FLN), assessment activities, innovative teaching learning materials (TLM), Monthly cluster level meeting for strengthening resources of teachers on FLN and other themes, development of e-content , pedagogical practices, DIET-CRC linkage mechanisms and others .

During 2025-26, Govt. of India approved a budget as mentioned below towards salary of faculties in 30 DIETs and 04 BIETs of the State, Programme and Activities, Annual Grant, Research ,Technology Support, Assessment and DIKSHA for SCERT,DIETs and BIETs .

Name of the Activity	Amount of Funds Approved in lakh	Amount of Funds Utilized in lakh
Salary	2518.7037	2518.7037
Programme and Activities	685	675.62168
Annual Grant	655	652.27129958
Technology Support	84	82.1134158
Assessment	10	10
DIKSHA	8	8
Research	128	125.76839
Total	**4088.7037**	**4072.478485**

The Major Activities undertaken by SCERT, DIETs and BIETs under Samagra Siksha, 2025-26 are described below :

(a) Assessment (SCERT)

1. Development of Teacher Handbook on Process Based Assessment

To enhance the classroom assessment practices, the **Directorate of TE and SCERT** has developed a **Teacher Handbook on Process-Based Assessment.** This handbook is designed to assist teachers in effectively implementing assessment in the classroom. The Handbook has been provided to all DIET faculty and CRCCs. DIETs have also oriented the CRCCs on Process based assessment.



2. Conduct of State Level Workshop on Dissemination of Report of PARAKH Rashtriya Sarvekshan 2024



A State-Level Workshop on the Dissemination of the PARAKH Rashtriya Sarvekshan (PRS) 2024 Report was conducted on 25th July 2025 at the Conference Hall, RIE Bhubaneswar. The workshop aimed to share key findings of PRS 2024, assess Odisha's performance against national benchmarks, and facilitate strategic planning to address learning gaps.

3. Conduct of Capacity Build-up Workshop on Dissemination of Report of PARAKH Rashtriya Sarvekshan 2024 and Development of District-specific Action Plan



A Capacity Build-up Workshop on the Dissemination of the Report of PARAKH Rashtriya Sarvekshan (PRS) 2024 was conducted in 3 phases on August 2025 at the Conference Hall of SCERT, Odisha. The objective of the workshop is to understand the PARAKH Rashtriya Sarvekshan (PRS) report's key findings, focusing on key learning insights, trends in the average performance of students, interpret assessment data, analyse learning gaps, and identify strengths or needs at the district, and formulate district-specific, data-driven action plans tailored to address the identified gaps and leverage strengths from PRS findings.

4. Revision of Holistic Progress Cards (HPCs)for three stages of School Education



A five-day workshop was held from 28th October to 1st November to revise the existing HPCs for three stages of school education. The HPCs developed by PARAKH, NCERT, feedback from 6500 teachers on using HPCs in schools and the HPCs developed by other states were analyzed. A three-day review workshop was held from 16th to 18th December and the HPCs were finalized and submitted to OSEPA for printing.

5. Development of Assessment Framework for class V and VIII Annual Examination



A two-day workshop was held on 6th and 7th November 2025 to prepare a comprehensive Assessment Framework for Grade V and VIII annual examination in accordance with the

Guidelines approved by the School and Mass Education Department. The experts, DIET faculty, teachers, and OSEPA participated in the workshop.

6. Development of Question Bank for class V and VIII Annual Examination



Two Workshops were conducted during the month of November (17th to 21st Nov and 26th to 29th Nov) to develop a question bank for Grade V and VIII across different subjects, in line with the Assessment Framework. Subject experts, DIET faculty, teachers, and OSEPA participated in the workshop.



7. Development of Practice questions for Annual Examination in Grade V and VIII

Two sets of Practice questions in all subjects in the light of Assessment Framework were developed and submitted to OSEPA for circulation among schools.



8. Development of Teacher Guidebook on use of HPCs

The Teacher Handbook on use of Holistic Progress cards were developed and finalized during the workshop conducted in February and March.



9. Conduct of Orientation Programme for District Level master Trainers on FLS 2026

One-day orientation programme on FLS was conducted on 31.03.2026 in the Conference Hall of Regional Institute of Education, Bhubaneswar. 60 participants from 30 district along with the Resource Persons from State and National Level participated in the programme.

10. Conduct of Preparatory Meeting on Annual FLN Assessment Study for the Academic year 2025-26



A preparatory meeting for the Annual FLN Assessment Study 2025–26 was conducted to plan and streamline the assessment process. Key stakeholders discussed the assessment framework, tools, sampling, and implementation timelines. The meeting

emphasized standardization of procedures, training of field personnel, and ensuring data quality. Roles and responsibilities were clearly defined, and logistical and monitoring aspects were also reviewed.

11. Conduct of Workshop on Development of Training Module on Use of Holistic Progress Cards



A four days' workshop was conducted for the development of a training module on the use of Holistic Progress Cards (HPC) to strengthen assessment practices in schools in the Conference Hall of DTE & SCERT. The workshop brought together subject experts and teacher educators to collaboratively design the module. The objective of this workshop is aligning the training content with competency-based assessment principles, and ensuring effective use of HPC for tracking students' holistic development. A two days' Training Module on use of Holistic Progress cards were developed during this workshop.

Assessment (DIETs)

Post PARAKH Rashtriya Sarvekshan Activities

Under Samagra Shiksha, District Institutes of Education and Training (DIETs) across Odisha organized multi-phase district- and block-level orientation and dissemination workshops on the PARAKH Rashtriya Sarvekshan (PRS-2024) Report Card to strengthen data-driven educational planning and improve learning outcomes. The initiative aimed to sensitize key field-level stakeholders—including ADEOs, BEOs, ABEOs, District Resource Groups (DRGs), and Cluster Resource Center Coordinators (CRCCs)—on analyzing assessment findings, identifying learning gaps, and targeting lowest-performing competencies. All the 30 districts around 3000 educational administrators and academic mentors participated in intensive multi-phase sessions to interpret district report cards and formulate customized block-level action plans. By leveraging assessment evidence for informed decision-making and targeted school-level interventions, these workshops served as a vital mechanism to bridge learning gaps and elevate systemic educational standards across the state.





- **Core Objectives:**
  - o Sensitize educational stakeholders on PARAKH Rashtriya Sarvekshan outcomes and diagnose student learning gaps.
  - o Identify lowest-performing competencies to execute targeted academic interventions.
  - o Ensure continuous learning progress by converting assessment data into actionable classroom strategies.

- Prepare plan of action on gray areas(low performing competencies) for improvement at District ,Block and cluster level .

(b) FLN Activity (SCERT)

1. **As per NEP2020** in each academic year to achieve the goals of **FLN by 2027** Directorate of TE & SCERT developed the nine number of contents i.e. from July 2026 to March 2027 for Monthly Cluster Level Meeting.



The contents have been shared with DIET Principals & faculty in each month. The DIET faculty have oriented the CRCCs on the content to lead the session in the Cluster Level Meeting.

2. The **4th State Steering Committee Meeting** for Foundational Literacy and Numeracy (**FLN**) has been organized under the Chairmanship of the Commissioner-cum-Secretary, School and Mass Education Department, Odisha, BBSR on **26.09.2025** to review the activities of FLN programme in the State and to prepare plan of action for better implementation of the FLN programme.

FLN Activities (DIETs)

Monthly Cluster Level Meetings (MCM) & DIET-CRC Linkage

Under Samagra Shiksha, 2025–26 District Institutes of Education and Training (DIETs) across Odisha executed a series of orientation programmes on Monthly Cluster Meeting (MCM) content dissemination to strengthen the DIET–CRC linkage and establish a robust academic support system for teachers. Throughout the academic year, DIETs systematically conducted 09 regular monthly MCM orientations for Cluster Resource Center Coordinators (CRCCs) to ensure uniform cascading of pedagogical strategies at cluster and school levels. Key focus areas included Foundational Literacy and Numeracy (FLN) implementation, structured 120-minute and 90-minute classroom transactions recorded via the Sikhyana Sopan register, lesson plan preparation (Sikhyana Prastuti Karyakrama), Classroom Observation Tools (COT), Summative Assessment analysis, NIPUN School initiatives, and tracking attendance SOPs. By facilitating shared learning and academic mentoring across clusters, these programmes successfully empowered CRCCs to monitor classroom practices effectively, enhance cluster-level learning planning, and strengthen teacher networks state wide.

- **Core Objectives:**
  - Equip CRCs and CRCCs with essential academic tools for effective teacher capacity-building and classroom mentoring.
  - Facilitate uniform dissemination of pedagogical content and lesson planning across all schools in the state.




- Ensure structured implementation of FLN classroom transactions (120 min / 90 min) and assessment tracking via Sikhyana Sopan and Classroom Observation Tools (COT)

District Level TLM Exhibitions (2025–26)

Under Samagra Shiksha, District Institutes of Education and Training (DIETs) across Odisha organized District-Level Teaching Learning Material (TLM) Exhibitions to promote outcome-based instructional aids and foster creative teaching practices. The one-day exhibitions served as a collaborative platform for teachers, Cluster Resource Center Coordinators (CRCCs), and Anganwadi Supervisors to display multifaceted TLMs covering both Foundational Literacy and Numeracy (FLN) and non-FLN grades. Designed to strengthen pedagogical effectiveness, the initiative encouraged educators to create TLMs aligned with the Learning Outcomes (LOs) and emphasized the integration of appropriate learning teaching materials in classroom transactions. By sensitizing key academic functionaries on the multidimensional applications of low-cost and activity-based learning materials, these exhibitions successfully reinforced experiential learning and strengthened early childhood and primary education practices statewide.

- **Core Objectives:**
  - Encourage the preparation and use of Learning Outcome (LO)-based Teaching Learning Materials (TLM).
  - Provide a collaborative platform for educators to share creative ideas and innovative pedagogical tools.
  - Build awareness around the functional importance of appropriate TLMs and ensure their active use in classroom instruction.




(C) DIKSHA (SCERT)

1. Capacity-Building Workshops for Development of Interactive e-Contents



The ICT Cell of SCERT Odisha successfully organised capacity-building workshops during January 2025 in two phases to strengthen the digital content development skills of faculty members from

DIETs and BIETs across the state. The primary objective of the programme was to empower **Master Trainers** with the competencies required to design and develop high-quality interactive e-Contents for Classes I to VIII. Over multiple hands-on sessions, participants were oriented on digital pedagogy, instructional design principles, multimedia integration, user-friendly interface creation, and tools / software essential for creating interactive learning materials.

2. TE & SCERT has developed 500 e-Lessons for PM e-Vidya Channels



The ICT Cell of SCERT,Odisha, in collaboration with Master Trainers and faculty members from various DIETs, successfully developed **500 high-quality e-lessons** for students of elementary classes.The completed e-lessons have been integrated into the content pool of **PM e-Vidya DTH Channels 138 and 139**, which are managed by SCERT Odisha.

These digital lessons are being broadcast regularly as part of **the monthly schedulesince March 2025** ensuring wider accessibility to students across the state, including those in remote and disadvantaged areas.

3. Management of PM e-Vidya DTH Channels 138 and 139 By ICT Cell, SCERT Odisha



SCERT Odisha has been entrusted with the responsibility of managing **PM e-Vidya DTH Channels 138 and 139**, dedicated to providing quality digital learning resources to students across the state. Both channels are functioning successfully under the coordination and technical support of the **ICT Cell, SCERT Odisha**. As part of this responsibility, the ICT Cell undertakes the **regular preparation of monthly broadcast schedules**, ensuring systematic planning of class-wise and subject-wise e-content.

4. TE & SCERT has redesigned, developed and upgraded 62 number of Websites of DIET, BIET and ETEIs.



The ICT Cell of SCERT Odisha has successfully **developed and redesigned 66 individual websites** for DIETs, BIETs, and ETEIs across the state. All the websites are hoisted in the month of July 2025. These websites have been created under the unified framework of the **parent website of SCERT Odisha**, ensuring consistency, accessibility, and ease of navigation for all stakeholders.

The redesigned websites feature **updated institutional information**, including academic activities, faculty details, training programmes, publications, tenders, downloads, and other essential updates. The ICT Cell ensured that each website adheres to modern design standards, responsive layouts, user-friendly interfaces, and structured content architecture.

DIKSHA Related Activities Organized by DIETs

Empowerment on Basic ICT Skills



Under Samagra Shiksha, District Institutes of Education and Training (DIETs) across Odisha executed targeted capacity-building programmes and field-level interventions to strengthen Foundational Literacy and Numeracy (FLN) through digital integration, innovative pedagogy, and model learning environments. DIETs conducted multi-phase hands-on orientation workshops on Basic ICT Skills for FLN teachers to enhance digital literacy. The curriculum covered fundamental computer operations, word processing (MS Word), data management (MS Excel), presentation creation (MS PowerPoint), graphic design (posters and banners), and digital assessment tools such as Google Forms and Sheets. Concurrently, model FLN infrastructure was established across districts—including dedicated FLN Model Classrooms, DIET Prayogshala demonstration schools, and multi-sensory learning spaces featuring sand pits, print-rich environments, and specialized FLN corners. Additionally, digital tools like QR-scanner building block applications and the DIKSHA portal were systematically integrated to support Learning Outcome (LO)-based lesson plans, regular monthly classroom monitoring, and block-level innovative pedagogy training statewide.

- **Core Objectives:**
  - o Build basic ICT competency among foundational stage teachers to leverage technology for classroom transactions.
  - o Establish FLN Model Classrooms and Prayogshala demonstration schools to showcase best pedagogical practices.
  - o Drive the adoption of Learning Outcome (LO)-aligned with lesson plans, print-rich environments, and digital platforms like DIKSHA.

Development of Digital Learning Resources and e-Content



Under Samagra Shiksha, District Institutes of Education and Training (DIETs) across Odisha executed targeted e-content development initiatives to expand digital repositories and integrate technology-enabled pedagogy into school education. Specialized academic workshops were conducted to design, review, and refine digital learning materials tailored to different educational stages—from early childhood care to upper primary levels . For foundational stages , DIETs developed culture- and language-sensitive digital resources—including interactive workbooks, animated storytelling, and play-way action songs—aligned with the Shishu Vatika FLN framework. For upper primary stages, digital materials were created for Class VIII English to foster technology-integrated learning. Over 500 e-contents were produced, reviewed by subject matter experts, and submitted to the Directorate of TE & SCERT, Odisha, as well as uploaded to official public platforms like YouTube to ensure state-wide accessibility for teachers, students, and parents.

- **Core Objectives:**



  - o Build a digital repository of high-quality, curriculum-aligned learning materials to support blended and technology-enabled pedagogy.
  - o Develop localized, culture-sensitive digital resources for Foundational Literacy and Numeracy (FLN).
  - o Enhance learning outcomes through interactive media, animated storytelling, and digital English language modules.

Technological Support and ICT Integration

Under Samagra Shiksha, District Institutes of Education and Training (DIETs) across Odisha leveraged technological support to strengthen digital infrastructure, enhance ICT competencies, and enable technology-driven academic processes. DIETs utilized ICT facilities for technology-enabled educational surveys, digital assessments, data management, and the creation of quality e-content and multimedia learning resources. To build digital literacy at the foundational level, specialized hands-on orientation programmes on basic ICT skills were conducted for FLN teachers. The curriculum covered computer fundamentals, document processing (MS Word), data handling (MS Excel), presentation design (MS PowerPoint), poster/banner creation, and digital tool applications like Google Sheets for assessment design. Additionally, DIETs systematically promoted digital learning platforms such as DIKSHA and PM e-Vidya, alongside establishing digital documentation systems to archive and disseminate academic activities across the state.

- **Core Objectives:**
  - o Build digital literacy and core computer competencies among foundational stage (FLN) teachers.
  - o Integrate technology into academic surveys, assessment tracking, and data-driven educational planning.





  - o Develop and disseminate digital repositories, e-content, and multimedia learning tools through platforms like DIKSHA.

(d) Programme and Activities

Organization of District Level Seminars, Multilingual Material Development

Under Samagra Shiksha, District Institutes of Education and Training (DIETs) across Odisha executed integrated academic initiatives to improve class room practices through sharing of best innovative learning strategy through District seminars, Multilingual Education (MLE) resource development, and foundational stage interventions (Shishu Vatika and Jadu Pitara/Kuhuka Pedi). To support Mother-Tongue-Based Multilingual Education in tribal regions workshops were organized to develop contextualized learning materials in indigenous languages like Koya and

Bonda. These materials—comprising short stories, traditional poems, riddles, games, and local rhymes—help bridge language barriers for foundational-stage tribal learners. Concurrently, DIETs established dedicated Balbatika laboratory and Prayogshala schools, hosting weekly Saturday exposure sessions for Anganwadi workers, primary teachers, and children to practice joyful learning techniques and align TLMs with classroom transactions. Complemented by District-level academic seminars on innovative pedagogies—such as Sports Integration, Process-Based Assessment, and Competency-Based Assessment—these efforts have created a robust, inclusive, and learner-centered educational framework across Odisha.

- **Core Objectives:**
  - Build capacity among teachers, CRCCs, and educational stakeholders in adopting innovative teaching methods.
  - Facilitate peer-to-peer knowledge sharing, collaborative research, and dissemination of classroom best practices.
  - Develop sustainable academic roadmaps for learner-centered, activity-based education.



Multilingual Education (MLE) & Tribal Contexts:

- **Objective:** Address linguistic diversity and learning barriers in tribal districts by developing indigenous mother-tongue materials.
- **Key Outputs:** Creation of storybooks, games, riddles, and rhymes in Koya and Bonda languages for foundational learners to support a smooth transition into state language literacy.



Refresher Programme on Social, Emotional, and Ethical Learning (SEEL)

Under Samagra Shiksha, District Institutes of Education and Training (DIETs) across Odisha conducted specialized Refresher Programmes on Social, Emotional, and Ethical Learning (SEEL) to foster holistic child development and value-based education. The three-day refresher sessions focused on self-awareness, empathy, and empowering teachers to better understand and address the emotional and psychological needs of their students. Designed to build core life skills, the initiative equipped educators and Cluster Resource Center Coordinators (CRCCs) with strategies to cultivate self-compassion, emotional resilience, and ethical decision-making among learners. By embedding social-emotional learning into daily

classroom transactions, these workshops helped establish supportive and inclusive school environments across the state.

- **Core Objectives:**
  - Enhance social, emotional, and ethical values among students across all educational stages.
  - Equip learners with essential life skills and coping mechanisms to handle challenging situations with resilience.
  - Develop self-awareness and self-compassion among students to support mental well-being.

(e) Utilization of Non-recurring Grant

Foundation laid of New Conference Hall and 03 Cells

Shri Nityananda Gond, Hon'ble Minister, School & Mass Education Department, Government of Odisha, laid foundation for annexe building having Conference Hall and three dedicated cells (FLN, Assessment, and Curriculum) on 05.02.2026 at the premises of the Directorate of TE & SCERT, Bhubaneswar with a budget of Rs 3.22crore. The initiative marks an important step toward strengthening academic planning, assessment systems, and foundational learning in the state. Dr. N. Thirumala Naik, Secretary & Director, TE&SCERT, were present on the occasion different initiatives and approaches have been initiated in Odisha in line with NEP Expectations.





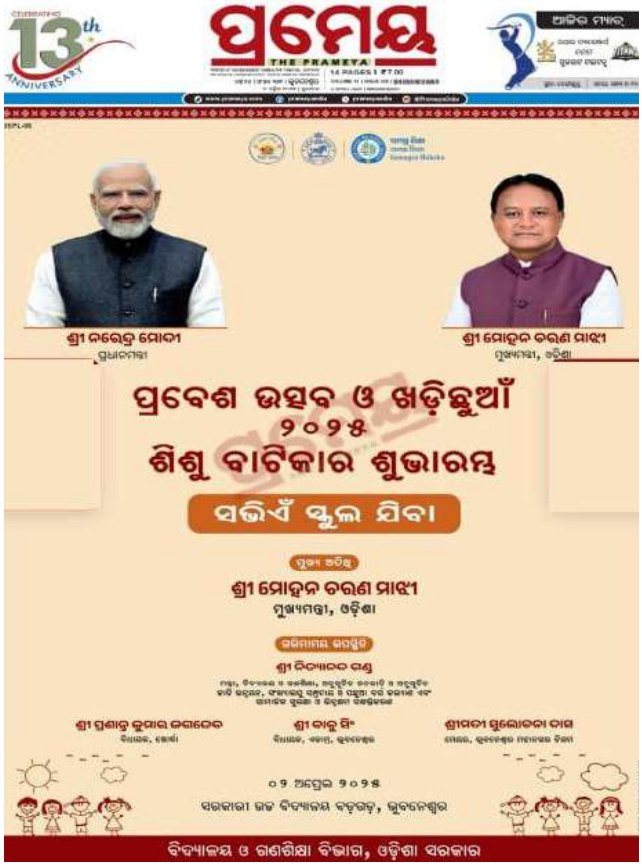
CONCLUSION

The activities implemented under Samagra Shiksha during the academic year 2025–26 reflect a comprehensive and coordinated effort towards strengthening the quality of school education across Odisha. The initiatives undertaken by DIETs focused on improving Foundational Literacy and Numeracy (FLN), strengthening assessment practices, enhancing teacher capacity, promoting innovative pedagogy, and developing effective academic support systems through DIET–CRC linkages, analysis of PARAKH Rashtriya Sarvekshan results and design plan of action for improvement, District level seminar and others .Through these programmes the aims of education has been full-filled across the State.

Overall, the consolidated efforts demonstrate a strong movement towards **competency-based, inclusive, technology-enabled, experiential, and learner-centered education** in Odisha. The continued coordination among DIETs, CRCs, teachers, academic functionaries, and other stakeholders can further strengthen the implementation of these initiatives and contribute to improved learning outcomes and holistic development of students across the state suitability for different class levels. Video lessons were evaluated for content quality, presentation, engagement, and pedagogical effectiveness.



15. From the windows of Print Media ……









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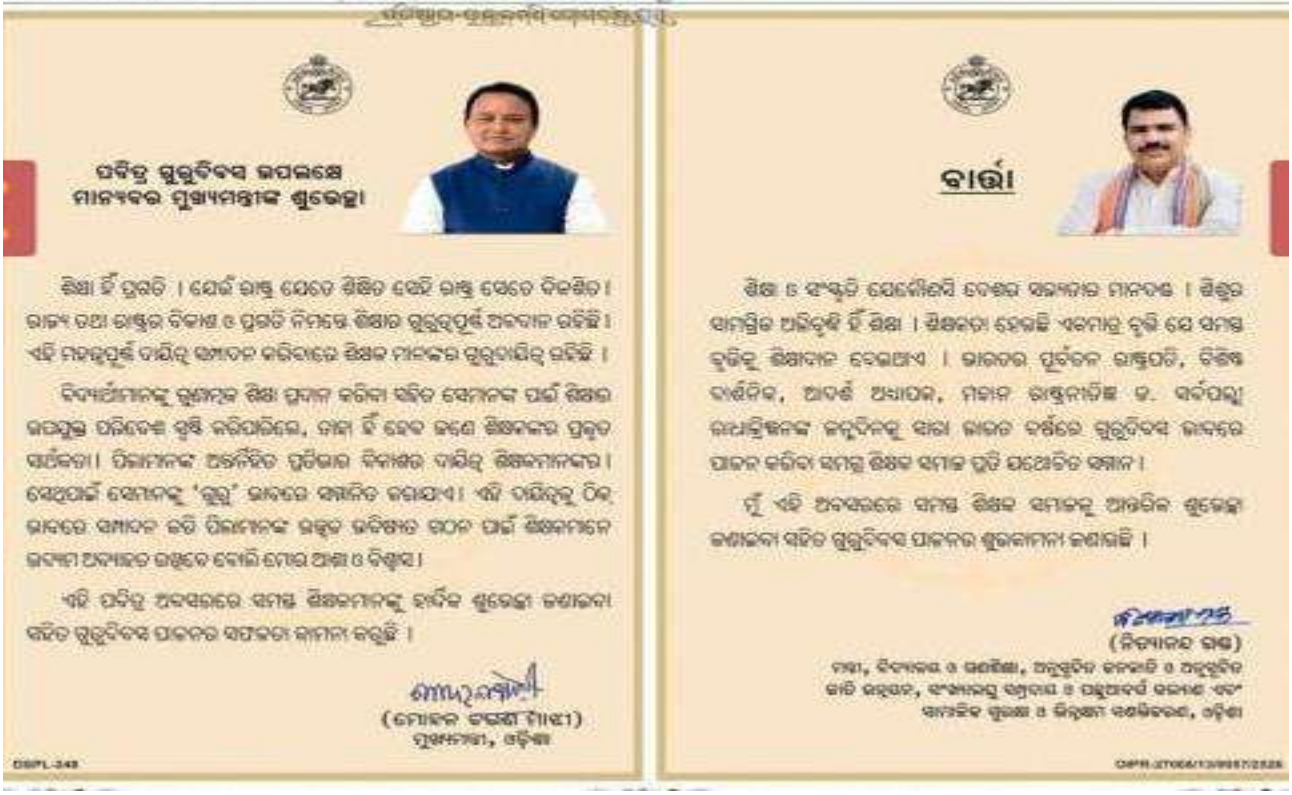


ଦଖଲକୁ ଫେରିବ ମହାପ୍ରଭୁଙ୍କ ଭୂ-ସମ୍ପତ୍ତି

ବେଠକରେ ଦୂରେଇ ନେତା ହାତାହାତି

୨୦ଜିଲାକୁ ବଜ୍ରପାତ ସତର୍କତା







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ନବନିଯୁକ୍ତଙ୍କୁ ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ପରାମର୍ଶ

ଦୁର୍ନୀତି ବିଷ, ଦୂରେଇ ରୁହ



ଭୁବନେଶ୍ୱର,୨୫।୧୧(ବ୍ୟୁରୋ): ରାଜ୍ୟରେ ଯୁବବର୍ଗଙ୍କ ପାଇଁ ନିଯୁକ୍ତି ସୃଷ୍ଟି କରିବାକୁ ଆମ ସରକାର ଗୁରୁତ୍ୱ ଦେଉଛନ୍ତି। ୧୭ ମାସରେ ମୋଟ ୩୭ ହଜାର ୩୨୫ ଜଣଙ୍କୁ ସରକାରୀ ନିଯୁକ୍ତି ଦିଆଯାଇଛି। ଶିଳ୍ପ କ୍ଷେତ୍ରରେ ବ୍ୟାପକ ନିଯୁକ୍ତି ସୃଷ୍ଟି ପାଇଁ ପଦକ୍ଷେପ ନିଆଯାଉଛି। ଦୁଇ ଲକ୍ଷ କୋଟି ଟଙ୍କାର ପ୍ରକଳ୍ପ ମାଧ୍ୟମରେ ଦେଢ଼ ଲକ୍ଷ ଯୁବକ ଯୁବତୀଙ୍କ ପାଇଁ ନିଯୁକ୍ତି ସୁନିଶ୍ଚିତ କରିଛୁ। ଏହା ଓଡ଼ିଶାର ଯୁବଶକ୍ତି ପ୍ରତି ଆମ ସରକାରଙ୍କ ପ୍ରତିବଦ୍ଧତାର

- ୭୨୯୩ ଜଣଙ୍କୁ ନିଯୁକ୍ତିପତ୍ର, ୧୭ ମାସରେ ୩୭ ହଜାର ୩୨୫
- ନିଯୁକ୍ତିପତ୍ରକୁ ସଂକଳ୍ପପତ୍ର ଭାବି ଜନତାଙ୍କ ହିତରେ କାର୍ଯ୍ୟ କର

ସରକାର ଦୁର୍ନୀତି ବିରୋଧରେ ଶୂନ୍ୟ ସହନଶୀଳତା ନୀତି ଅପଣାଇଛନ୍ତି। ତେଣୁ ନବନିଯୁକ୍ତମାନେ ଦୁର୍ନୀତିକୁ ବିଷ ମନେ କରି ତାଠୁ ଦୂରେଇ ରୁହନ୍ତୁ। ନଚେତ୍ ଏହା କ୍ୟାରିଅର ପାଇଁ ଅତ୍ୟନ୍ତ

ଆରମ୍ଭ ହେଲା ଶିଶୁ ବାଟିକା

ଖଡ଼ି ଛୁଆଁଇଲେ ମୁଖ୍ୟମନ୍ତ୍ରୀ

- ୯୫ ହଜାରୀ ସ୍ୱତନ୍ତ୍ର ଯୋଜନା, ୩୫ଟି ଶିଶୁକ ନିଯୁକ୍ତ ହେବେ
- ଶିଶୁର ସମସ୍ତ ଦିଗ ବିକାଶ, ମଣ୍ଡାପୋଡାକୁ ପ୍ରାଥମିକତା



ନବନିଯୁକ୍ତଙ୍କୁ ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ମନ୍ତ୍ର

ଲୋକଙ୍କୁ ସମ୍ମାନ ଦିଅ, ବିଶ୍ୱାସଭାଜନ ହୁଅ



- ୧୪ତମ ନିଯୁକ୍ତି ମେଳାରେ ୧୫୪୩ଜଣଙ୍କୁ ନିଯୁକ୍ତି
- ଦେଢ଼ ବର୍ଷରେ ୪୦ ହଜାର ନିଯୁକ୍ତି ଦେଇଛୁ

ଭୁବନେଶ୍ୱର,୩୦।୧୨(ବ୍ୟୁରୋ): ବିକଶିତ ରାଷ୍ଟ୍ର, ରାଜ୍ୟ ଗଠନର ସଂକଳ୍ପକୁ ସଫଳ କରିବାରେ ନିଯୁକ୍ତି ମେଳାର ଭୂମିକା ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ। ଯୁବ ଅଧିକାରୀମାନେ ରାଜ୍ୟର ପ୍ରଗତିର ସାରଥି। ନବନିଯୁକ୍ତମାନେ କଠିନ ପରିଶ୍ରମ, ଘାତ ପ୍ରତିଘାତ ଦେଇ ଏହି ସ୍ଥାନରେ ପହଞ୍ଚିଛନ୍ତି। ଏହି ନିଯୁକ୍ତିପତ୍ର ବିଶ୍ୱାସ ଓ ସଫଳତାର ପ୍ରତୀକ। ଆଜି ୧୫୪୩ଜଣଙ୍କୁ ନିଯୁକ୍ତିପତ୍ର ବଣ୍ଟନ କରି ମୁଖ୍ୟମନ୍ତ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ ଏହା କହିଛନ୍ତି। ନବନିଯୁକ୍ତଙ୍କୁ ପରାମର୍ଶ ଦେଇ ମୁଖ୍ୟମନ୍ତ୍ରୀ କହିଲେ, ଦକ୍ଷତାର ସହ କାମ କର। ସାଧାରଣ ଲୋକଙ୍କୁ ସମ୍ମାନ ଦିଅ, ▸ ଭିତରେ

ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ 'ସୁରଭି' ଉଦ୍‌ଘାଟିତ

ଗୁଣାତ୍ମକ ଶିକ୍ଷା ଆମର ଲକ୍ଷ୍ୟ

- ବଜେଟର ୧୫.୨% ଅର୍ଥ ଶିକ୍ଷାରେ ଖର୍ଚ୍ଚ ହେଉଛି
- ନୂଆ ଦୁଇ ଟପରକୁ ପ୍ରୋନ୍ନତ କରେ ମୁଖ୍ୟମନ୍ତ୍ରୀ




DIPL-448
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ପ୍ରଧାନମନ୍ତ୍ରୀ
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ମୁଖ୍ୟମନ୍ତ୍ରୀ, ଓଡ଼ିଶା
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ଓଡ଼ିଶା ସରକାର

ଗୋଦାବରୀଶ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ ଯୋଜନାର ଲୋଗୋ ଲୋକାର୍ପଣ

ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସୁଦୃଢ଼ ହେବ: ମୁଖ୍ୟମନ୍ତ୍ରୀ



ପ୍ରଥମ ପର୍ଯ୍ୟାୟରେ ୨୨୦୦ସ୍କୁଲ ପାଇଁ ୧୨ହଜାର କୋଟି ଟଙ୍କାର ଅନୁଦାନ

ଭୁବନେଶ୍ୱର,୧୪ ।୧୧(ବ୍ୟୁରୋ): ରାଜ୍ୟର ଶିକ୍ଷା ବ୍ୟବସ୍ଥାକୁ ଆହୁରି ସୁଦୃଢ଼ ଓ ପ୍ରଗତିଶୀଳ କରିବ ଗୋଦାବରୀଶ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ ଯୋଜନା। ଏହି ଯୋଜନାରେ ରାଜ୍ୟରେ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ ନିର୍ମାଣ କରାଯିବ। ଫଳରେ ଛାତ୍ରଛାତ୍ରୀ ଆଧୁନିକ ଏବଂ ଗୁଣାତ୍ମକ ଶିକ୍ଷା ପାଇବେ। ଗୋଦାବରୀଶ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ ଯୋଜନାର 'ଲୋଗୋ' ଲୋକାର୍ପଣ ଅବସରରେ ମୁଖ୍ୟମନ୍ତ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ ଏହା କହିଛନ୍ତି।

ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଆନୁକୂଲ୍ୟରେ ଶୁକ୍ରବାର ଏହି ଲୋଗୋକୁ ମୁଖ୍ୟମନ୍ତ୍ରୀ ଲୋକାର୍ପଣ କରିଥିଲେ। ଗୋଦାବରୀଶ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ ଯୋଜନାରେ ପ୍ରଥମ ପର୍ଯ୍ୟାୟରେ ୨୨୦୦ ବିଦ୍ୟାଳୟକୁ ସୁଦୃଢ଼ କରାଯିବ। ଏଥିପାଇଁ ପ୍ରାୟ ୧୨ ହଜାର କୋଟି ଟଙ୍କା ଖର୍ଚ୍ଚ ହେବ। ଆଗାମୀ ଚାରି ବର୍ଷ (୨୦୨୫-୨୬ ରୁ ୨୦୨୮-୨୯ ଆର୍ଥିକ ବର୍ଷ) ମଧ୍ୟରେ ଏହି ଅନୁଦାନ ଖର୍ଚ୍ଚ କରାଯିବ। ଏହି ବିଦ୍ୟାଳୟଗୁଡ଼ିକ ଗ୍ରାମପଞ୍ଚାୟତର ଏପରି ଏକ ସ୍ଥାନରେ ସ୍ଥାପନ କରାଯିବ, ଯେଉଁଠାରେ ଅତ୍ୟନ୍ତ ୫ ଏକର ଜମି ଓ ଚମତ୍କାରମାନ ସୁବିଧା ଥିବ। ପଞ୍ଚାୟତର ମଧ୍ୟ ସୁବରରେ ଅତ୍ୟନ୍ତ ୫ ଏକର ଜମି ଉପଲବ୍ଧ ନଥିବା ସର୍ବତ୍ରବହତ ସ୍ଥାନକୁ ମଧ୍ୟ ପ୍ରାଥମିକତା ମିଳିବ।

ମୁଖ୍ୟମନ୍ତ୍ରୀ କହିଥିଲେ, ଏହି ଲୋଗୋ ଓଡ଼ିଆ ସଂସ୍କୃତିକୁ ବହନ କରୁଛି। ମହାନ ଶିକ୍ଷାବିତ୍ ପଣ୍ଡିତ ଗୋଦାବରୀଶ ମିଶ୍ରଙ୍କ ଆଦର୍ଶ ଏଥିରେ ପ୍ରତିଫଳନ ହେଇଛି। ଆଦର୍ଶ ବିଦ୍ୟାଳୟ ନିର୍ମାଣ ଫଳରେ ଗ୍ରାମାଞ୍ଚଳରେ ଶିକ୍ଷା ଭିତ୍ତିଭୂମି ଏବଂ ଶିକ୍ଷଣ ପରିବେଶରେ ଉନ୍ନତି ଆସିବ। ଅଧୁନିକ ଶ୍ରେଣୀଗୃହ, ଡିଜିଟାଲ୍ ଉପକରଣ ଏବଂ କ୍ରୀଡ଼ା ଉପକରଣ ଭଳି ସୁବିଧା ଉପଲବ୍ଧ ହେବ। ପ୍ରତ୍ୟେକ ପିଲାକୁ ସଂଖ୍ୟାଗୁରୁ ଜ୍ଞାନ ଦକ୍ଷତାରେ ନିପୁଣ କରିବା ସହିତ ଗୁଣାତ୍ମକ ଶିକ୍ଷା ମାଧ୍ୟମରେ ସାମଗ୍ରୀକ ବିକାଶ ଘଟାଇବା ଏହାର ମୂଳ ଉଦ୍ଦେଶ୍ୟ ରହିଛି ମୁଖ୍ୟମନ୍ତ୍ରୀ କହିଥିଲେ। ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ମନ୍ତ୍ରୀ ନିତ୍ୟାନନ୍ଦ ଗଣ୍ଡ କହିଥିଲେ, ଗୋଦାବରୀଶ ଆଦର୍ଶ ବିଦ୍ୟାଳୟ ମାଧ୍ୟମରେ ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ପିଲାମାନଙ୍କୁ ସାମାଜିକ ଏବଂ ନୈତିକ ଉନ୍ନୟ କ୍ଷେତ୍ରରେ ଆଗକୁ ବଢ଼ିବାରେ ସହଯୋଗ କରାଯାଇପାରେ। ଅନ୍ୟମାନଙ୍କ ମଧ୍ୟରେ ମୁଖ୍ୟ ଶାସନ ସଚିବ ମନୋଜ ଆହୁଜ, ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଅତିରିକ୍ତ ମୁଖ୍ୟ ସଚିବ ଶଶ୍ୱତ ମିଶ୍ର, ବିଦ୍ୟାଳୟ ଜମିଶନର ଡ଼ଃ ଅଶୋକ ସଚିବ ଡ. ଏନ. ବିଶ୍ୱନାଥ ଜଏସ୍, ଓଏସ୍ଏପର ପ୍ରକଳ୍ପ ନିର୍ଦ୍ଦେଶିକା ଅନନ୍ୟା ଦାସ, ପ୍ରାଥମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶକ ଓ ନିର୍ଦ୍ଦେଶକ ଭାବ ମୁକୁଳ ଭୂଷଣ ପ୍ରମୁଖ ଉପସ୍ଥିତ ଥିଲେ।

ପ୍ରମେୟ >>> Page 1 | 9 ଦୁନିଆ ... Saturday, 1 February

ଗୁରୁତ୍ୱଙ୍କ ଜାତୀୟତ ମଞ୍ଚାରେ ବିକ୍ଷୋଭ

ପରୀକ୍ଷା ପେ ଚର୍ଚ୍ଚାରେ ମୋଦି ମନ୍ତ୍ର

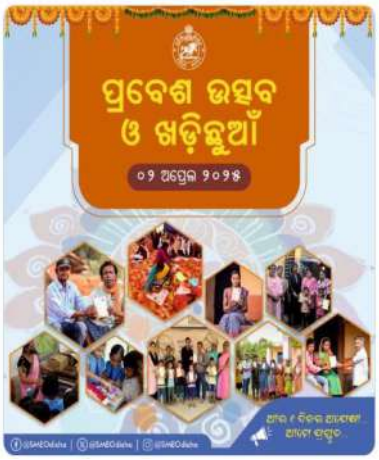
ଆତ୍ମବିଶ୍ୱାସ ରଖ, ଭୟ ଦୂର କ

- ପିଲାଙ୍କୁ ଅସଲୀ ପ୍ରଶ୍ନର ଦେଲେ
- 'ବିକଶିତ ଭାରତ'ରୁ ଯୁବ ଜନତା
- ଅଭିଭାବକ ପାଇଁ ବିଶେଷ ଟିପ୍ସ
- ମନର କଥା ହେବ ଦ୍ୱିପାକ୍ଷିକ



Glimpses of Social Media ……

EducationOdisha @SMEOdisha · Apr 1, 2025



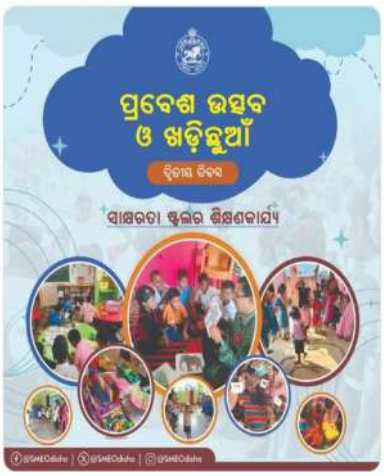
CMO Odisha @CMO_Odisha · Apr 2, 2025



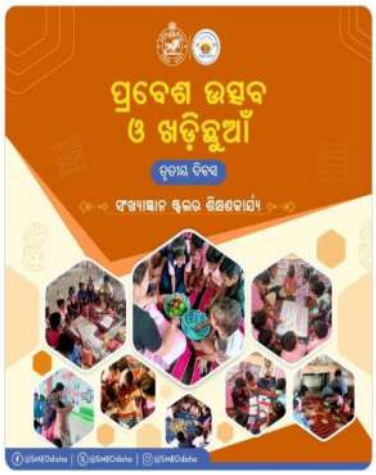
EducationOdisha @SMEOdisha · Apr 2, 2025



EducationOdisha @SMEOdisha · Apr 3, 2025



EducationOdisha @SMEOdisha · Apr 4, 2025



EducationOdisha @SMEOdisha · Apr 2, 2025



From youtube.com

EducationOdisha @SMEOdisha · Apr 19, 2025



EducationOdisha @SMEOdisha · May 17, 2025



EducationOdisha @SMEOdisha · Jun 5, 2025

Observation of World Environment Day across schools with great enthusiasm and commitment towards a greener future.
#WorldEnvironmentDay2025 #EkPedMaaKeNaam #MissionLIFE
#Sustainability #EcoClubs #TreePlantation



EducationOdisha @SMEOdisha · Jun 21, 2025

#IDY2025 #YogaForOneEarthOneHealth #InternationalDayofYoga2025



EducationOdisha @SMEOdisha · Jun 6, 2025



EducationOdisha @SMEOdisha · Jul 29, 2025

On the eve of #AkhilBharatiyaShikshaSamagam, aids & appliances distribution and assessment camps were conducted across districts in Odisha, empowering lives through inclusive support.

#InclusiveEducation #Divyangjan #ShikshaSamagam2025



EducationOdisha @SMEOdisha · Aug 8, 2025

The Students of Odisha are Celebrating "Har Ghar Tiranga" activities in schools with fostering a deep sense of Unity & Patriotism. Some of the glimpses of the Celebration....

#HarGharTiranga2025

#harghartimga



EducationOdisha @SMEOdisha · Aug 14, 2025

With the aim of fostering global exposure and research collaboration, we're proud to share that six brilliant students from Odisha have departed for Japan under the prestigious SAKURA Science Exchange Programme.

#Odisha #Japan #SAKURAProgramme #GlobalLearning



EducationOdisha @SMEOdisha · Aug 16, 2025

#AASASCHOOLJIBA



EducationOdisha @SMEOdisha · Sep 5, 2025

On the occasion of the State-level Guru Divas celebration, outstanding teachers were honoured with the Chief Minister's Education Award for their remarkable contributions in the field of education.

#HappyTeachersDay

#EducationAward



EducationOdisha @SMEOdisha · Sep 5, 2025

Replying to @smeodisha

Hon'ble CM Shri Mohan Charan Majhi launched 'ଚାଲିବା, ବଢିବା ଓଢିଶା', a state-wide reading campaign by @smeodisha to boost reading skills of Class I–VIII students in govt. schools. Campaign Runs Sept '25–Mar '26 with levelled materials.

#PadhibaGadhibaOdisha

#NIPUNOdishaMission



EducationOdisha @SMEOdisha · Sep 5, 2025

Replying to @SMEOdisha

Under the guidance of Hon'ble PM Shri @narendramodi, the National Curriculum Framework (NCF) has been implemented to bring transformative changes in education. Building on this, Odisha launched its State Curriculum Framework (SCF) today.

#EducationOdisha

#NEP2020



EducationOdisha @SMEOdisha · Sep 5, 2025

Replying to @SMEOdisha

Hon'ble CM Shri Mohan Charan Majhi unveiled a Coffee Table Book marking 1 year of #NIPUNOdisha—showcasing its journey, achievements & inspiring stories in strengthening foundational skills of children up to Class III.

#FoundationalLearning
#Literacy
#Numeracy



OSEPA @OSEPA_Official · Oct 22, 2025

The State level Kala Utsav - 2025 has been inaugurated by Smt. Ananya Das, IAS, State Project Director, OSEPA, at Government Girls' High School, Unit-VI, Bhubaneswar. Some glimpses of the programme...

#KalaUtsav #OSEPA #EducationOdisha



OSEPA @OSEPA_Official · Oct 24, 2025

The State level Band Competition - 2025 has been inaugurated by Smt. Niyati Pattnaik, IAS, Director, Directorate of Higher Secondary Education (DHSE), at Government Girls' High School, Unit-VI, Bhubaneswar. Some glimpses of the programme...

#BandCompetition #EducationOdisha



EducationOdisha @SMEOdisha · Nov 12, 2025

The State-level Model United Nations (MUN) under PM SHRI scheme was inaugurated today at SURAVI by Hon'ble CM of Odisha, who interacted with participants & encouraged them.

56 students from 29 districts, selected through Model Parliament, are representing different countries.



OSEPA @OSEPA_Official · Nov 12, 2025

The State-level Model United Nations (MUN) under the PM SHRI Scheme in Odisha was inaugurated by Hon'ble CM in Suravi today.

HCM interacted with all the student-delegates and inspired them with his words.



EducationOdisha @SMEOdisha · Nov 12, 2025

ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ପକ୍ଷରୁ ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ 'ସୁରଭି'ର ଶୁଭାରମ୍ଭ ହୋଇଯାଇଛି। ଏହି କାର୍ଯ୍ୟକ୍ରମକୁ ସୁରେଶ୍ୱରର ୟୁନିଟ୍-୩ ସ୍ଥିତ ବାଣିବାଲା ହାଇସ୍କୁଲ ଠାରେ ମୁଖ୍ୟମନ୍ତ୍ରୀ ଶ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ ମୁଖ୍ୟଅତିଥି ଭାବେ ଯୋଗ ଦେବ ଆନୁଷ୍ଠାନିକ ଭାବେ ଉଦଘାଟନ କରିଛନ୍ତି ।

#SURAVI2025



CMO Odisha @CMO_Odisha · Nov 12, 2025

ସୁରେଶ୍ୱର ବାଣିବାଲା ହାଇସ୍କୁଲ ପଡ଼ିଆରେ ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ 'ସୁରଭି - ୨୦୨୫' ଉଦଘାଟନ। କାର୍ଯ୍ୟକ୍ରମରେ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀ ଶ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ ଯୋଗ ଦେଇଛନ୍ତି।



EducationOdisha @SMEOdisha · Nov 13, 2025

ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ 'ସୁରଭି'ର ଏକ ବିରଳ ଆକର୍ଷଣ ହେଉଛି ଶିଶୁ ସାମ୍ବାଦିକ। ସେମାନେ ବିଭିନ୍ନ ବିଭାଗର ସ୍ୱତ୍ୱ ବର୍ତ୍ତମାନ କରି ତଥ୍ୟ ସଂଗ୍ରହ କରୁଛନ୍ତି ଏବଂ ନିଜ ଶବ୍ଦରେ ରୂପ ଦେଉଛନ୍ତି। ସେମାନଙ୍କ ଲିଖିତ ପ୍ରତିବେଦନ ପ୍ରକାଶ ପାଉଛି ପ୍ରତିନ ଦିନର ବର୍ତ୍ତାଳି 'ସୁରଭି ସମ୍ବାଦ'।

#SURAVI2025



You and 7 others

EducationOdisha @SMEOdisha · Jan 7

ରାଜ୍ୟର ୧୧୮ ଟି ରେସିଡେନସିଆଲ ମିଶ୍ର ଆବର୍ଜ ପ୍ରାଥମିକ ବିଦ୍ୟାଳୟର ବିଭିନ୍ନପ୍ରକାର ଛାତ୍ରର ୭ ଜାନୁଆରୀରୁ ୨୪
ବାଲେଶ୍ୱର, ଚେଷ୍ଟାର୍ଡ - ଫିଆଚ୍ଚାଗଡ଼:



EducationOdisha @SMEOdisha · Jan 12



EducationOdisha @SMEOdisha · Jan 17



EducationOdisha @SMEOdisha · Jan 26

On the occasion of the 77th Republic Day of India, the School & Mass Education Department showcased a vibrant tableau at the State-level Republic Day Celebration, 2026, highlighting the theme of PM SHRI Schools.

The tableau reflected key transformative initiatives under the

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EducationOdisha @SMEOdisha · Feb 6



EducationOdisha @SMEOdisha · Feb 21

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EducationOdisha @SMEOdisha · Feb 27

The two-day National Conference on UDISE+ commenced today in Bhubaneswar, hosted by the School & Mass Education Department, Govt. of Odisha.

Inaugurated by Shri Dheeraj Sahu, Addl. Secy., MoE, the conference brings together senior officials from DoSEL, Samagra Shiksha, KVS,

Show more



EducationOdisha @SMEOdisha · Feb 28

Day 2 of the National UDISE+ Conference in Bhubaneswar focused on best practices and strengthening education data systems.

States shared initiatives to improve data quality and reporting, while representatives from CBSE and other boards emphasised greater alignment.

Dr. N.

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EducationOdisha @SMEOdisha · Mar 19

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EducationOdisha @SMEOdisha · Mar 22

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