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MINISTRY OF
EDUCATION



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SHRI
Creating holistic and well-rounded individuals
equipped with key 21st Century skills



PRIME MINISTER'S SCHOOLS FOR RISING INDIA (PM SHRI) ODISHA

ANNUAL REPORT 2024-25



ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY (OSEPA)

DEPARTMENT OF SCHOOL AND MASS EDUCATION

GOVT. OF ODISHA

SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR, ODISHA

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SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR, ODISHA
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MESSAGE

It is a matter of pride to share that Odisha has joined the nationwide movement of transforming schools under the Pradhan Mantri Schools for Rising India (PM SHRI) Scheme during 2024-25. As a centrally sponsored initiative of the Ministry of Education, Government of India, the scheme seeks to upgrade existing schools into model institutions of excellence, embodying the vision of the National Education Policy (NEP) 2020.

In Odisha, 462 schools have been approved during 2024-25. These institutions will serve as exemplars of 21st-century learning by ensuring quality, equity, and inclusion while nurturing the holistic development of every child. The schools will focus on innovative pedagogy, life skills, vocational exposure, sports and arts integration, ICT-enabled learning, and adoption of green practices.

As centres of excellence, PM SHRI Schools in Odisha have not only demonstrated best practices aligned with the NEP but have also guided neighbouring schools, creating a ripple effect throughout the education system. We are confident that this initiative will equip our students with the knowledge, skills, and values needed to succeed in an ever-evolving world.

Commissioner-cum-Secretary to Govt.





Ms. Ananya Das, IAS
State Project Director,
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PREFACE

The launch of the Pradhan Mantri Schools for Rising India (PM SHRI) Scheme in Odisha during 2024-25 has ushered in a new era of educational transformation in the State. Conceived as a flagship initiative of the Ministry of Education, Government of India, the scheme is aimed at upgrading existing schools into model institutions that exemplify the vision and guiding principles of the National Education Policy (NEP) 2020.

In Odisha, 462 schools have been approved under this scheme during the year. These institutions are envisioned as 21st-century centres of excellence, offering students an environment that nurtures quality learning, inclusion, and holistic growth. They will focus on strengthening foundational learning, adopting innovative pedagogy, fostering experiential and inquiry-based approaches, integrating ICT and digital tools, and ensuring exposure to arts, sports, sustainability practices, and vocational skills.

A distinctive feature of PM SHRI Schools is their role as "mentor institutions." Beyond achieving excellence within their boundaries, they are expected to guide and support nearby schools, thereby creating a multiplier effect in raising the overall standard of education across the State.

This Annual Report documents the progress of PM SHRI in Odisha for 2024-25, the processes adopted for school selection, and the roadmap for implementation. The scheme helps us ensure that these schools become true exemplars of NEP 2020, preparing students to succeed in a dynamic, knowledge-driven world.

State Project Director



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ABBREVIATION & ACRONYMS

AWP&B	Annual Work Plan and Budget
BITE	Block Institutes of Teacher Education
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
DLI	District Linked Indicators
DPC	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
FLN	Foundational Literacy and Numeracy
GER	Gross Enrollment Ratio
GP	Gram Panchayat
HHS	House Hold Survey
IASE	Institute of Advanced Studies in Education
IOC	Intervention for Out-of-School Children
ICT	Information and Communication Technology

KGBV	Kasturaba Gandhi Balika Vidyalaya
LEP	Learning Enhancement Programme
MIS	Management Information System
NSA	Non-State Actors
NAS	National Achievement Survey
NEP	New Education Policy
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
RR	Retention Rate/Repetition rate
SAC	State Assessment Cell
SIS	State Implementing Society
SIG	State Incentive Grant
SPD	State Project Director
SC/ST	Scheduled Caste & Scheduled Tribe
SS	Samagra Shiksha
TE & SCERT	Teacher Education & State Council of Educational Research and Training

ABOUT OSEPA

Odisha School Education Programme Authority is an autonomous body under the administrative control of Department of S&ME, Govt. of Odisha. It was registered on 30th January, 1996 with Registration No. 19964/1992 under the Society Registration Act, 1860 with a vision for the Universalization of equitable Quality Education, Efforts in this direction that began with the implementation of schemes under Odisha Primary Education Programme Authority continued up to 2018 and subsumed under Odisha School Education Programme Authority (OSEPA) after the starting of Samagra Shiksha, Odisha.

OSEPA is proud to have a multi-disciplinary core team of professionals working for implementation of all Interventions of School Education. One Vidya Samiksha Kendra is functioning for monitoring and in time collection of information.

For tracking of enrolment, teacher and school infrastructure, UDISE+ a user-friendly system is used for data storage, up-dation and analysis and sharing. A Biometric attendance system has been enabled both of State Project Officer and in 30 district offices.

OSEPA has a well-stocked library exclusively on the theme of child Centric Books, Text Books of State and other boards. Publication related to OSEPA interventions, Account, RTI, Journals, Editorials, current affairs etc. with Video Conference facility.

OSEPA work through strategic partnerships with various departments, academic, research and technical organizations along with civil society Organizations to ease the process of schooling.

Grievance Redrressal Mechanism is an important cog in the wheel of administration. To ensure efficient grievance redressal mechanisms and to make the entire system accountable and effective every Monday have been earmarked as grievance day at State level. Further, School Student Helpline a unique mechanism is set up to reach out the students across the state. A complaint can be lodged through toll free No 1800-3456722 as well as online to draw the attention of the Government.

Capacity building is as one of the thrust areas for the development of implementation skills. Hence, capacity building of all State, District and Block level stake holders is made in a structural way at state level.

OSEPA (Odisha School Education Programme Authority) is committed to the successful implementation of all educational schemes under its jurisdiction. The primary goal is to ensure that every child has access to quality education. OSEPA focuses on creating an equitable and inclusive classroom environment, where students from diverse backgrounds can thrive. This includes accommodation in the learning process.



1. EXECUTIVE SUMMARY (2024-25)

The PM SHRI (Pradhan Mantri Schools for Rising India) Scheme is a centrally sponsored initiative of the Government of India aimed at upgrading and transforming over 14,500 existing schools across the country into model institutions of excellence. These schools are envisioned to become exemplar hubs of quality education, aligned with the vision of making India a global knowledge superpower.

Guiding Framework of PM SHRI

- PM SHRI Schools are designed as 21st-century model institutions, showcasing the key principles of the National Education Policy (NEP) 2020.
- They will act as regional beacons of excellence, mentoring and supporting nearby schools to raise overall education standards.
- A structured framework has been developed to guide schools in achieving and sustaining the benchmarks of excellence envisioned under the scheme.
- Through collaboration and networking, these schools will create a multiplier effect, expanding the ecosystem of exemplar schools each year.

PM SHRI Schools in Odisha (2024-25)

Signing of an MoU between the Ministry of Education, Government of India, and the Government of Odisha, S&ME Department, for implementation in Odisha.

In Odisha, 462 schools have been recommended under the scheme in two phases during 2024-25. Of these, 449 schools were approved in the fourth phase, and an additional 13 schools in the fifth phase by the Ministry of Education, Government of India.

These schools will embody the vision of NEP 2020 by promoting a high-quality, equitable, and inclusive learning environment. The scheme emphasises holistic student development while equipping learners with the skills, values, and competencies required for the 21st century.

Selection Process

The selection of PM SHRI Schools followed a Challenge Method through a multi-stage process:

- Pre-selection of schools based on identified parameters on the PM SHRI portal.
- Advancement of eligible schools through subsequent stages until final approval, involving school, district and state verification and submission and final approval by the MoE, GoI.

Quality Assurance Benchmarks

Each PM SHRI School is expected to reflect the following hallmarks of quality:

- Effective demonstration of NEP 2020 practices in teaching-learning.

- Comprehensive student registry, including for children with special needs (Divyang), to track enrolment and progress.
- Improvement in learning outcomes of every child.
- Exposure of every middle-grade student to cutting-edge and 21st-century skills.
- Ensuring that every secondary-grade student graduates with at least one vocational skill.
- Access to sports, arts, and ICT facilities for all students.
- Adoption of sustainability and green practices in schools.
- Institutional linkages with Higher Education Institutions for mentoring.
- Connection with the local entrepreneurial ecosystem.
- Counselling and career guidance services for every child.

Six Pillars of PM SHRI Schools

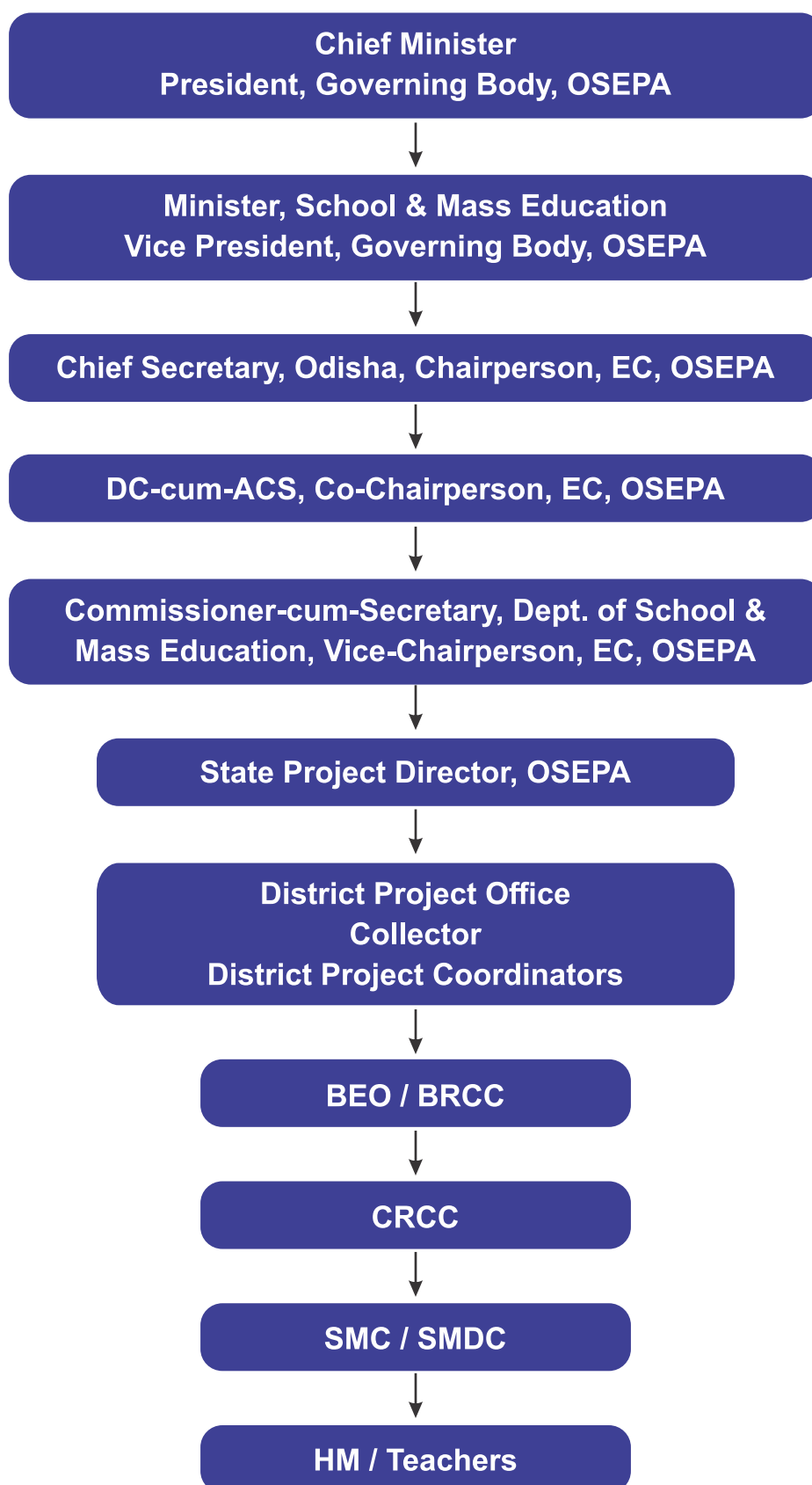
- Access & Infrastructure – Adequacy, functionality, aesthetics, and safety.
- Beneficiary Satisfaction.
- Curriculum, Pedagogy & Assessment.
- Human Resources & School Leadership.
- Inclusive Practices & Gender Equity.
- Management, Monitoring & Governance.

Key Features and Objectives

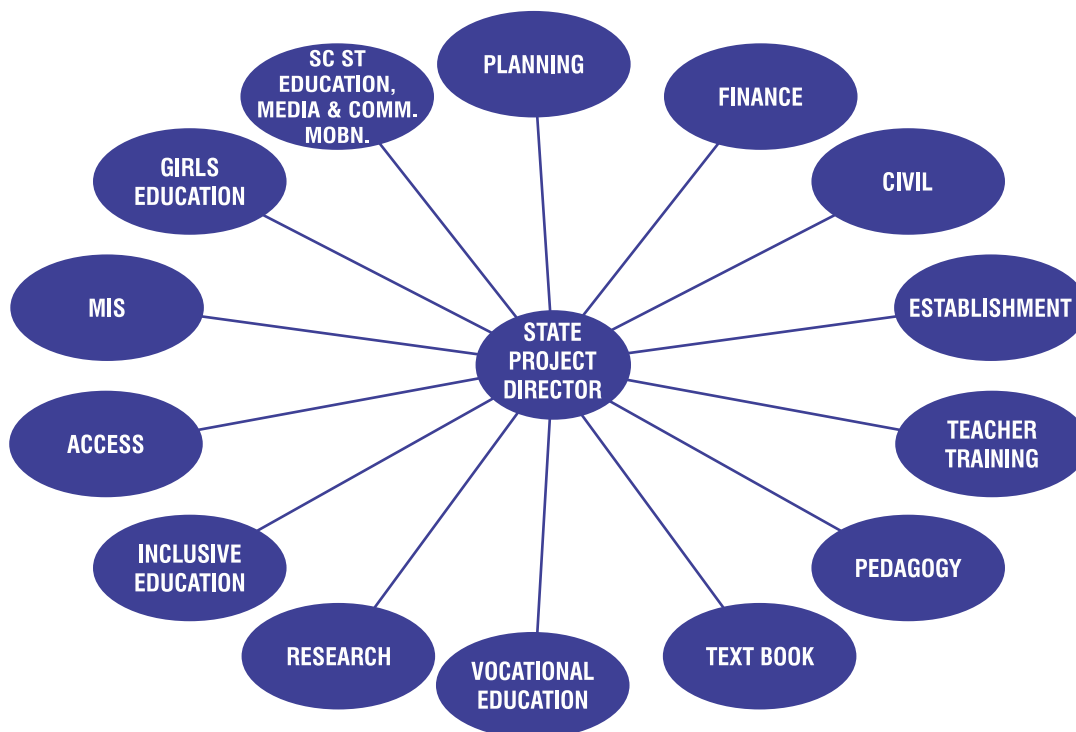
- Holistic Development – Academic excellence, life skills, and emotional well-being.
- 21st-Century Skills – Critical thinking, problem-solving, creativity, and adaptability.
- Innovative Pedagogy – Experiential, inquiry-driven, and learner-centred approaches.
- Modern Infrastructure – Smart classrooms, laboratories, and resource centres.
- Mentorship & Leadership – Acting as mentors for nearby schools and sharing best practices.
- Equity & Inclusion – Ensuring access for all learners, regardless of socio-economic or ability backgrounds.
- Alignment with NEP 2020 – Translating the vision of NEP into classroom practices.
- Quality & Accountability – Transparent monitoring and performance-linked benchmarks.

In essence, PM SHRI is a transformative initiative that seeks to create a network of exemplary schools that will serve as models for the broader education system, fostering a future-ready generation equipped with the knowledge, skills, and values to thrive in a dynamic world.

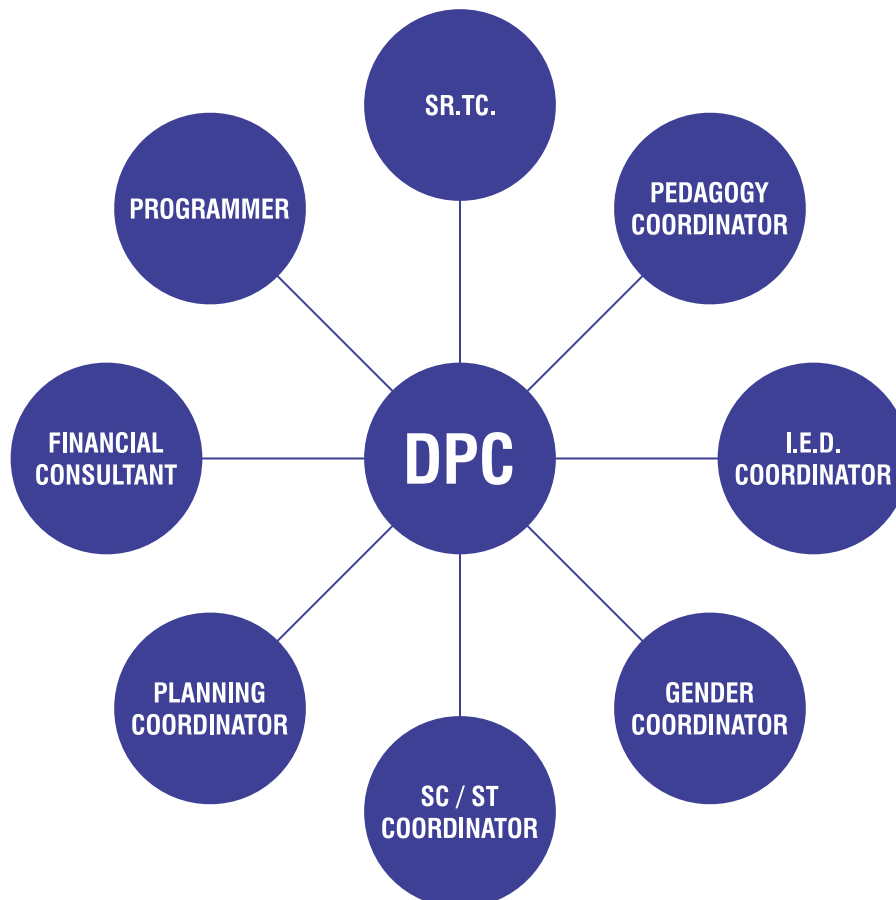
1.1 ADMINISTRATIVE STRUCTURE OF OSEPA



1.1.1 OSEPA - SPO INTERVENTION



1.1.2 OSEPA - DPO INTERVENTION



1.2 PROGRESS OVERVIEW OF VARIOUS INDICATORS

1.2.1 ADMINISTRATIVE INDICATORS

Sl. No.	Administrative Units	No.
1	Revenue Districts	30
2	Educational Blocks	314
3	Block Education Offices (BEO)	314
4	Cluster Resource Centres (CRC)	4,806
5	Gram Panchayats	6,794
6	Revenue Villages	53,845
7	Habitations	1,23,781

1.2.2 DEMOGRAPHIC INDICATORS

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

1.3 EDUCATIONAL INDICATORS –2024-25

1.3.1 SCHOOLS / SECTION ABSTRACT (2024-25)

School Management	Primary Schools (I-V)	Upper Primary (I/VI-VII/ VIII)	Total Elementary Schools	Total Secondary Schools	Total Hr. Secondary Schools	Total
Department of Education	26454	14888	41342	4694	765	46801
Tribal Welfare Dept.+ Ekalavya Model Residential Schools	430	773	1203	381	110	1694
Other State Govt. Managed	6	2	8	4	7	19
Total Govt. Schools (State)	26890	15663	42553	5079	882	48514
Govt. Aided	285	1383	1668	3337	793	5798
Total Govt. & Aided Schools	27175	17046	44221	8416	1675	54312
Partially Aided by SSEPD	15	35	50	20	0	70
Central Govt. Managed	0	1	1	3	9	13
Pvt. Unaided (Recognised)	776	3351	4127	814	1186	6127
Pvt. Unrecognised	441	418	859	64	22	945
KV/JNV	1	0	1	15	82	98
Total School	28407	20852	49259	9332	2974	61565

Source : UDISE+ 2024-25

1.3.2 ENROLLMENT ABSTRACT (2024-25)

School Management	Primary (Class 1-5)	Upper Primary (Class 6-8)	Elementary (Class 1-8)	Secondary (Class 9-10)	Higher Secondary (Class 11-12)	Total Enrol- ment (Class 1-12)
Department of Education	2280373	1454344	3734717	671989	121499	4528205
Tribal Welfare Dept.+ Ekalavya Model Residential Schools	172460	173575	346035	65735	15774	427544
Other State Govt. Managed	841	1363	2204	905	1976	5085
Total Govt. Enrolment (State)	2453674	1629282	4082956	738629	139249	4960834
Govt. Aided	23149	119207	142356	346184	456912	945452
Total Govt. & Aided Enrolment	2476823	1748489	4225312	1084813	596161	5906286
Partially Aided by SSEPD	2764	1415	4179	508	0	4687
Central Govt. Managed	1222	2108	3330	1043	1260	5633
Pvt. Unaided (Recognised)	699889	323369	1023258	150656	306673	1480587
Pvt. Unrecognised	52826	15500	68326	5533	5091	78950
Total Enrolment without KV/JNV Enrolment	3233524	2090881	5324405	1242553	909185	7476143
KV/JNV (Current Year)	27486	24850	52336	15797	10367	78500
Total Enrolment Incl. KV/JNV	3261010	2115731	5376741	1258350	919552	7554643

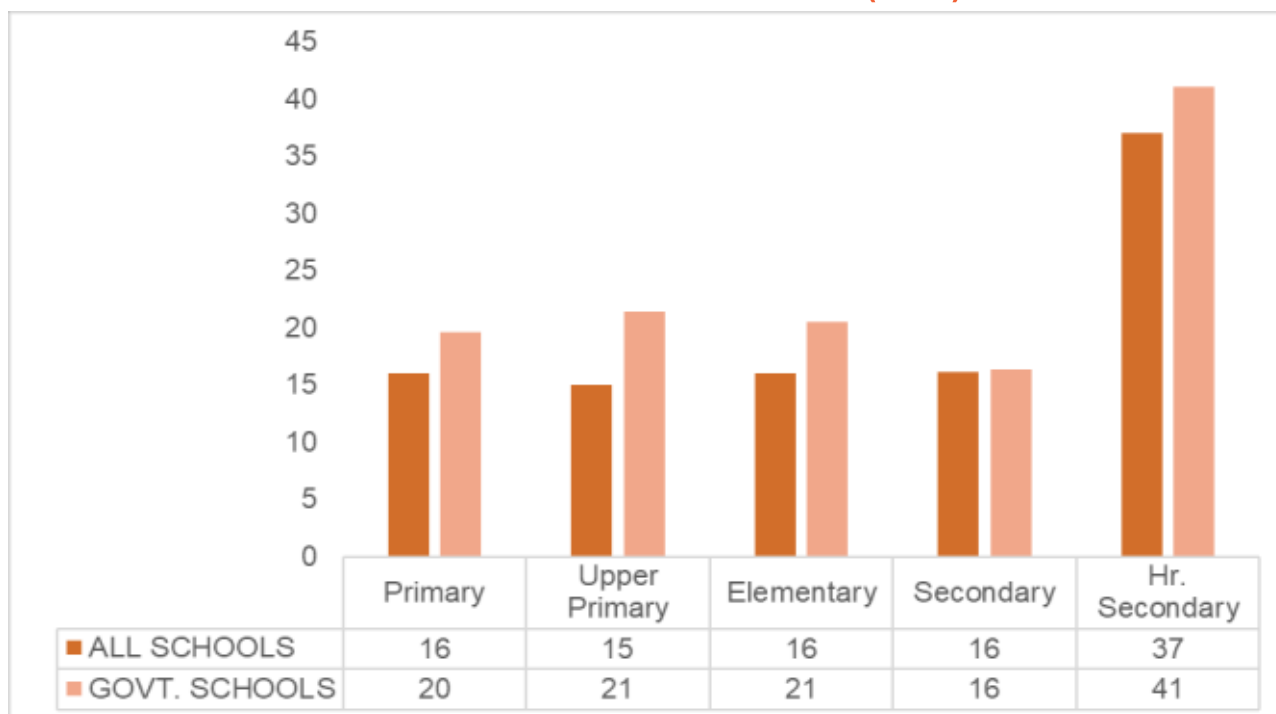
Source : UDISE + 2023-24

1.3.4 TEACHER (2024-25)

School Management	Primary	Upper Primary	Elementary Teacher	Secondary	Higher Secondary	Total Teachers
Department of Education	83195	78072	161267	41116	2953	205336
Tribal Welfare Dept.+ Ekalavya Model Residential Schools	1831	3868	5699	3353	578	9630
Other State Govt. Managed	22	8	30	54	36	120
Total Govt. Teacher (State)	85048	81948	166996	44523	3567	215086
Govt. Aided	933	2495	3428	19465	9312	32205
Total Govt. & Aided Teacher	85981	84443	170424	63988	12879	247291
Partially Aided by SSEPD	254	241	495	61		556
Central Govt. Managed	22	37	59	99	95	253
Pvt. Unaided (Recognised)	29108	34474	63582	10809	11138	85529
Pvt. Unrecognised	4584	2345	6929	568	167	7664
KV/JNV	773	176	949	1001	873	2823
Total Teacher	120722	121716	242438	76526	25152	344116

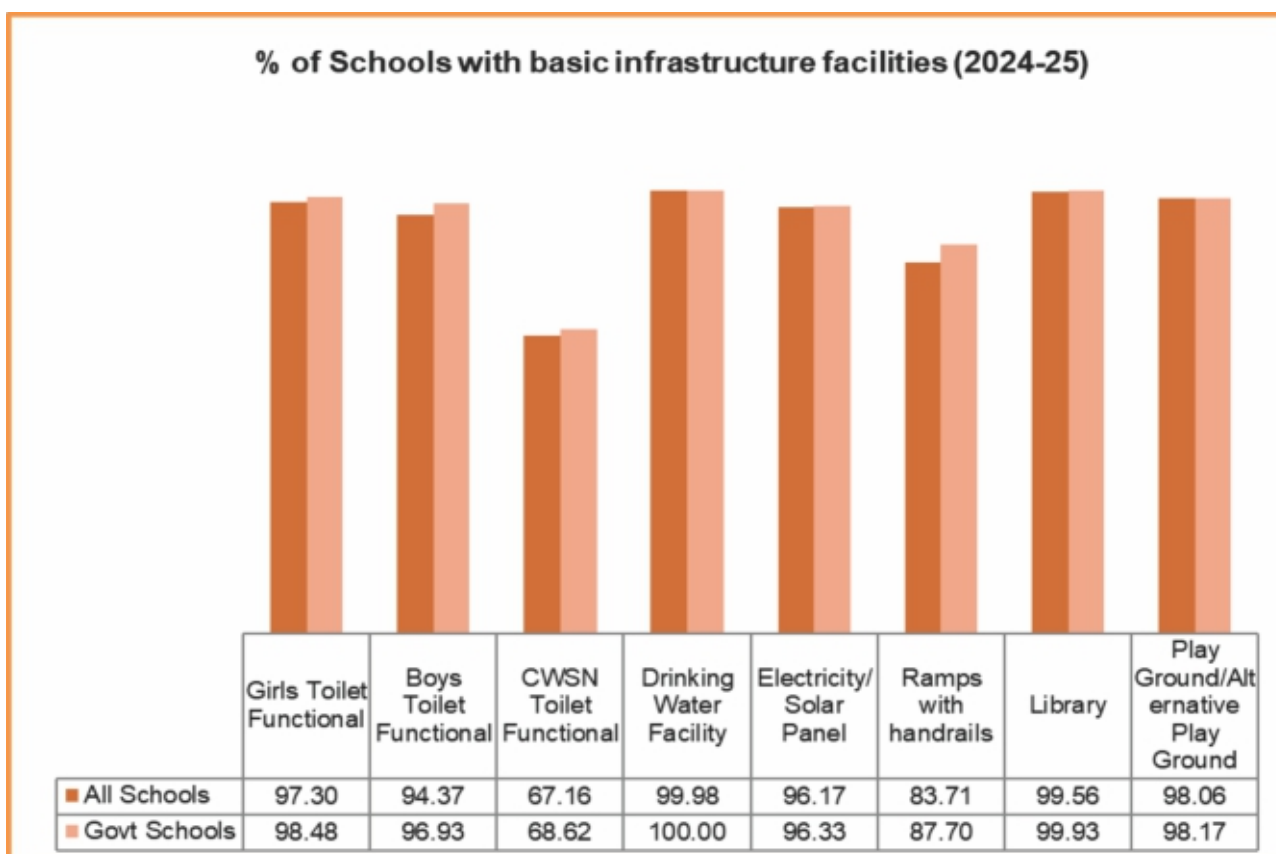
Source : UDISE + 2024-25

1.3.5 PUPIL TEACHER RATIO (PTR)



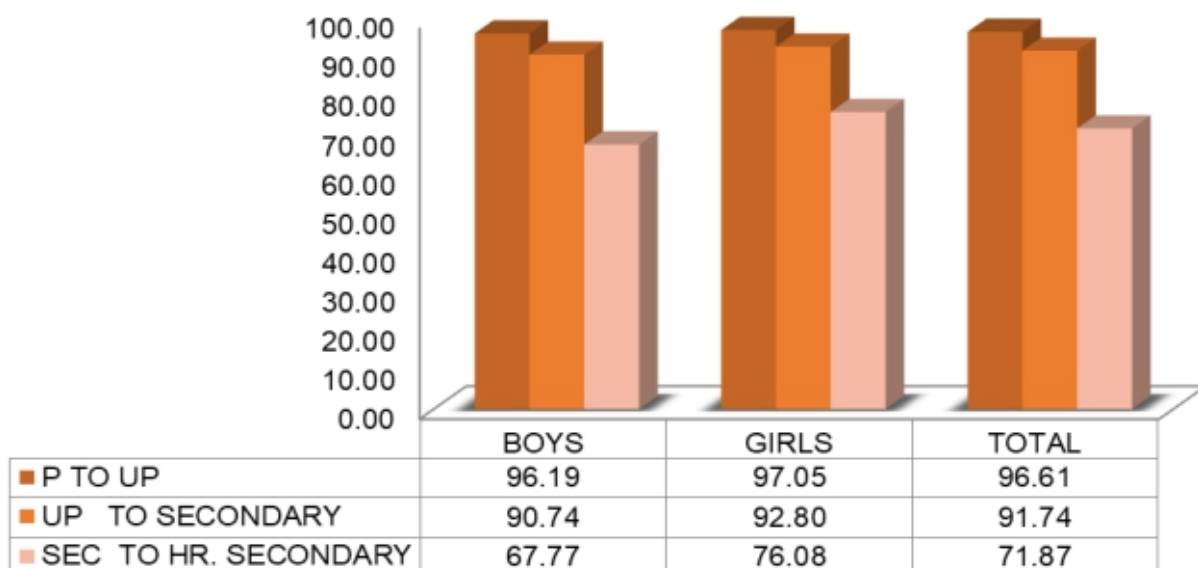
Source: UDISE+ 2024-25

1.3.6 SCHOOLS WITH BASIC INFRASTRUCTURE



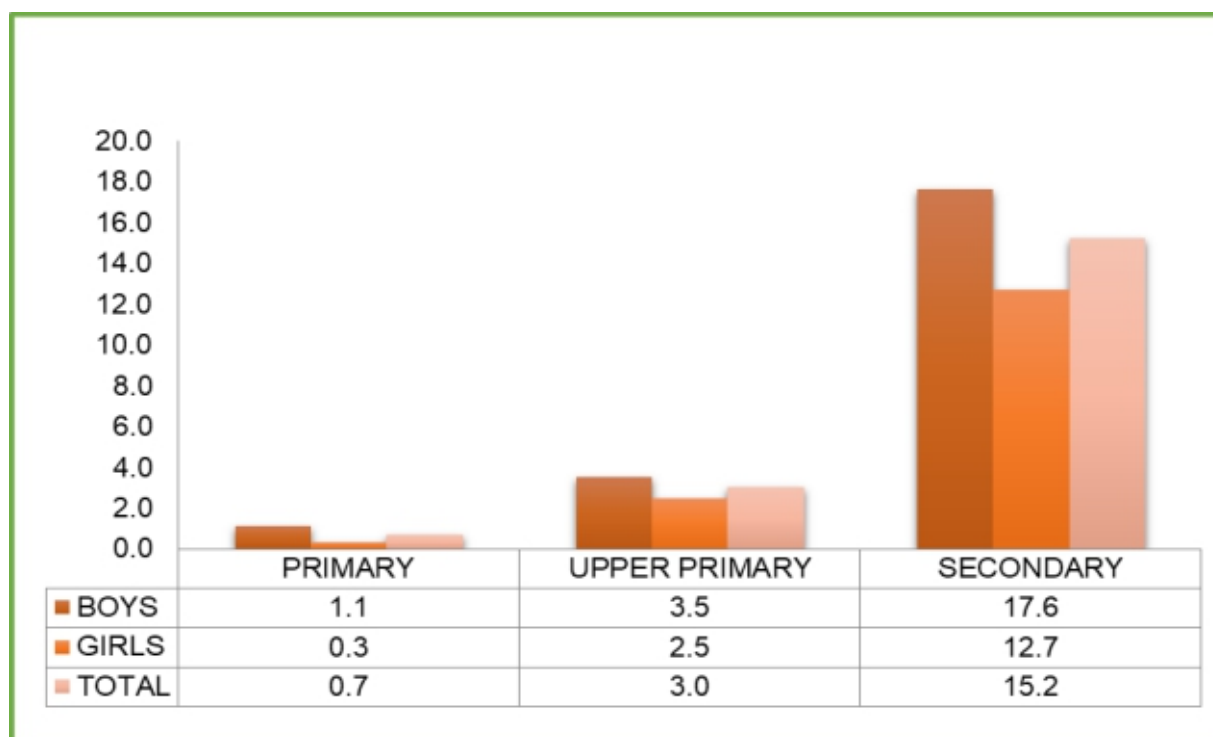
Source: UDISE+ 2024-25

1.3.7 TRANSITION RATE



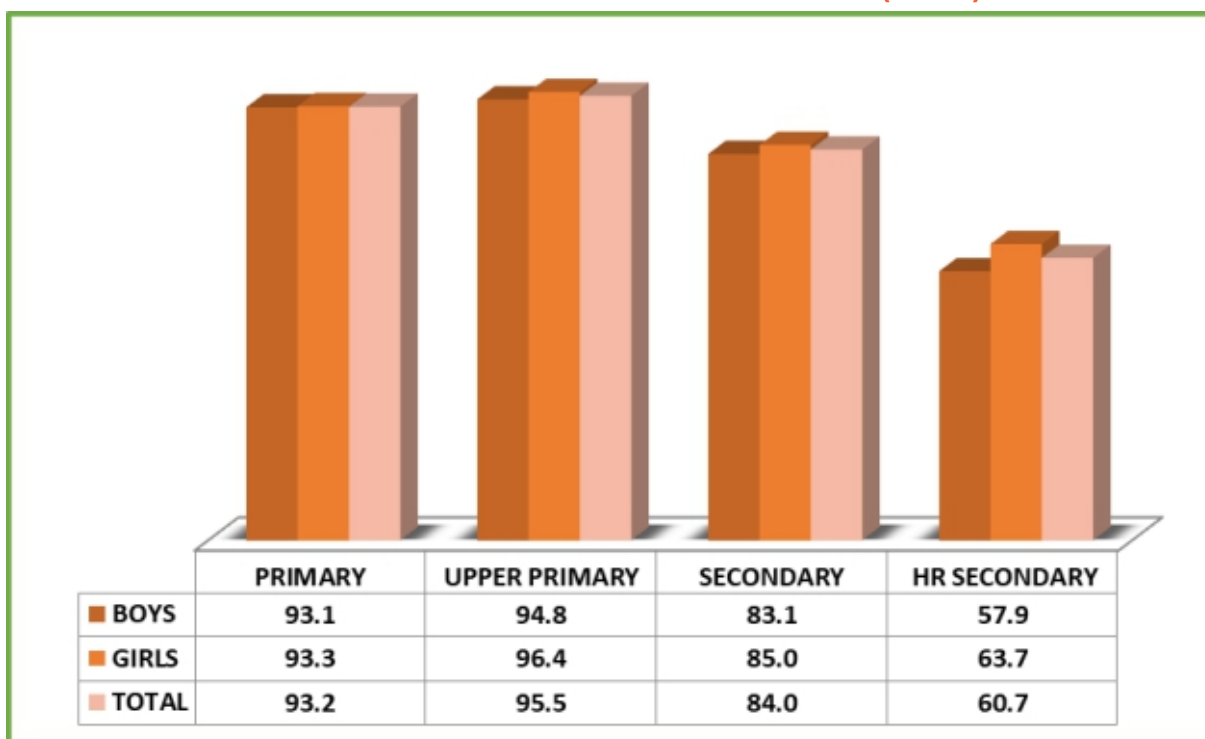
Source: UDISE+ 2024-25

1.3.8 ANNUAL AVERAGE DROPOUT RATE



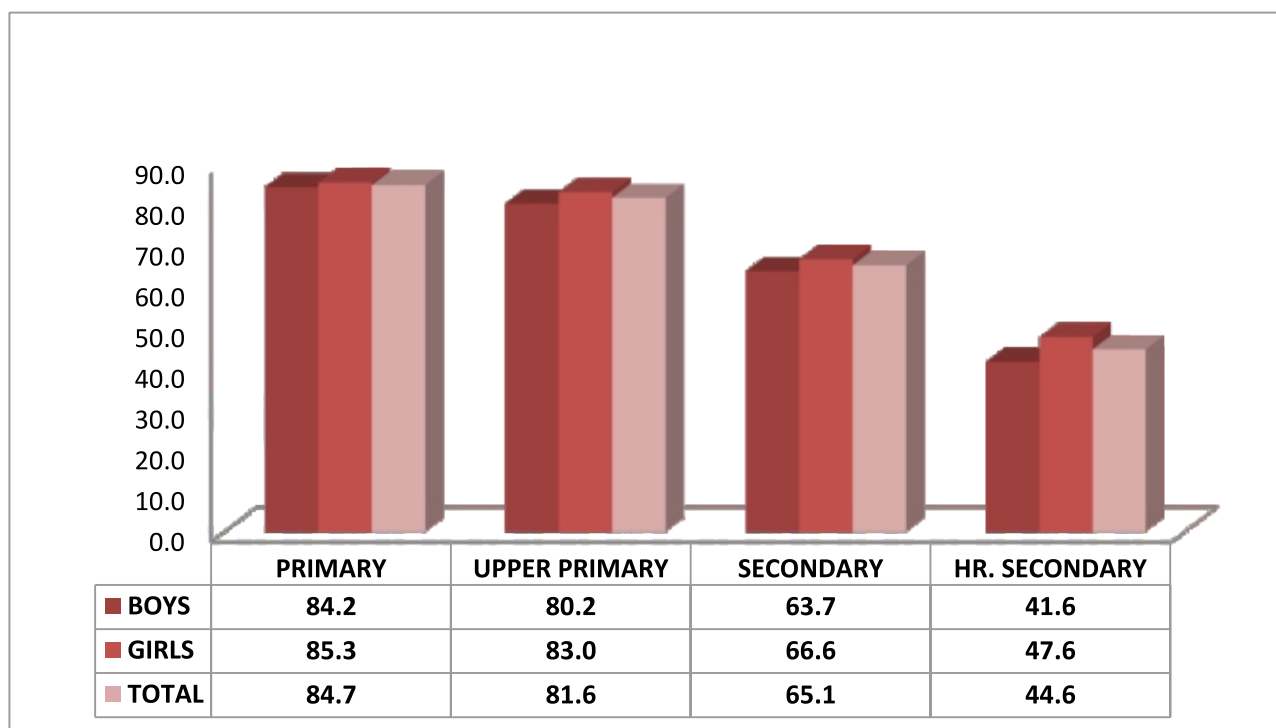
Source: UDISE+ 2024-25

1.3.9 GROSS ENROLLMENT RATIO (GER)



Source: UDISE+ 2024-25

1.3.10 NET ENROLMENT RATIO (NER)



Source: UDISE+ 2024-25

1.4 EDUCATIONAL INDICATORS PM SHRI SCHOOLS, 2024-25

1.4.1 SCHOOLS /SECTION ABSTRACT (2024-25)

Sl. No.	District	Upper Primary Schools	Secondary School	Higher Secondary School	Total Schools
1	Angul	1	10		11
2	Balasore	1	17		18
3	Bargarh	2	14		16
4	Bhadrak	11	11		
5	Bolangir	2	15	4	21
6	Boudh	1	3		4
7	Cuttack		19		19
8	Deogarh		3	1	4
9	Dhenkanal		12	1	13
10	Gajapati		8	5	13
11	Ganjam	3	32	4	39
12	Jagatsinghpur		9	1	10
13	Jajpur		11	1	12
14	Jharsuguda	2	6		8
15	Kalahandi	2	13	4	19
16	Kandhamal		14	6	20
17	Kendrapara		9	2	11
18	Keonjhar	2	14	3	19
19	Khordha	1	14	1	16
20	Koraput	2	13	4	19
21	Malkangiri		8	3	11
22	Mayurbhanj	1	29	2	32
23	Nabarangpur		19		19
24	Nayagarh		12	1	13
25	Nuapada		6	2	8
26	Puri	1	16		17
27	Raygada	1	10	4	15
28	Sambalpur	2	7	4	13
29	Sonepur		6	2	8
30	Sundargarh	2	17	4	23
	Grand Total	26	377	59	462

1.4.2 ENROLLMENT (2024-25) PM SHRI SCHOOLS

Sl. No.	District	Primary	Upper Primary	Total Elementary	Secondary	Higher Secondary	Total Enrollment
1	Angul	626	2462	3088	2669		5757
2	Balasore	1743	3748	5491	4546		10037
3	Bargarh	945	2502	3447	2751		6198
4	Bhadrak	753	2087	2840	2510		5350
5	Bolangir	1533	4117	5650	4207	737	10594
6	Boudh	180	408	588	817		1405
7	Cuttack	1444	3974	5418	4061		9479
8	Deogarh	236	549	785	668	126	1579
9	Dhenkanal	777	2168	2945	2772	118	5835
10	Gajapati	684	2779	3463	2655	679	6797
11	Ganjam	3742	8897	12639	9148	456	22243
12	Jagatsinghpur	551	2067	2618	2103	128	4849
13	Jajpur	837	2684	3521	2658	128	6307
14	Jharsuguda	543	1247	1790	1066		2856
15	Kalahandi	1439	3737	5176	3367	716	9259
16	Kandhamal	895	4457	5352	3460	394	9206
17	Kendrapara	638	2467	3105	2556	256	5917
18	Keonjhar	1332	3722	5054	2777	514	8345
19	Khordha	1609	3889	5498	4166	119	9783
20	Koraput	1200	4102	5302	3884	866	10052
21	Malkangiri	594	2660	3254	3030	617	6901
22	Mayurbhanj	1466	7387	8853	6230	245	15328
23	Nabarangpur	2043	4049	6092	4633		10725
24	Nayagarh	1458	3095	4553	2835	125	7513
25	Nuapada	257	1658	1915	1813	256	3984
26	Puri	733	3679	4412	4314		8726
27	Rayagada	804	3626	4430	3383	537	8350
28	Sambalpur	725	2242	2967	2085	725	5777
29	Sonepur	463	1329	1792	1903	527	4222
30	Sundargarh	1754	4430	6184	4360	550	11094
	Grand Total	32004	96218	128222	97427	8819	234468

1.4.3 TEACHER PM SHRI (2024-25)

Sl. No.	District	No of Teachers
1	Angul	163
2	Balasore	329
3	Bargarh	233
4	Bhadrak	154
5	Bolangir	352
6	Boudh	53
7	Cuttack	320
8	Deogarh	67
9	Dhenkanal	190
10	Gajapati	244
11	Ganjam	634
12	Jagatsinghpur	171
13	Jajpur	205
14	Jharsuguda	134
15	Kalahandi	284
16	Kandhamal	289
17	Kendrapara	154
18	Keonjhar	254
19	Khordha	283
20	Koraput	272
21	Malkangiri	165
22	Mayurbhanj	469
23	Nabarangpur	277
24	Nayagarh	252
25	Nuapada	136
26	Puri	331
27	Rayagada	205
28	Sambalpur	189
29	Sonepur	137
30	Sundargarh	375
	Grand Total	7321

2. PLANNING PROCESS AND IMPLEMENTATION ARRANGEMENT

The selection and implementation of PM SHRI (Prime Minister's Schools for Rising India) Schools in Odisha was carried out through a structured three-stage Challenge Method, followed by administrative and capacity-building measures to ensure effective execution. The process is designed to transform selected schools into exemplar institutions demonstrating the core principles of the National Education Policy (NEP) 2020.

Selection Process

The selection of PM SHRI Schools was undertaken in three stages:

- Stage I – Signing of MoU
 - A Memorandum of Understanding (MoU) was signed between the Ministry of Education, Government of India and the Government of Odisha, School & Mass Education Department to implement the PM SHRI Scheme in the state.
- Stage II – Identification of Eligible Schools
 - A pool of eligible schools was created by the Ministry of Education based on UDISE+ data and other prescribed minimum benchmarks.
 - Shortlisted schools were required to submit their applications on the PM SHRI School Selection Portal within the stipulated timeframe.
- Stage III – Challenge Method Evaluation
 - Schools participated in the challenge process to demonstrate compliance with specified criteria.
 - Urban schools were required to secure a minimum score of 70%, while rural schools needed a minimum of 60% to qualify.
 - The claims and data submitted by schools were verified through physical inspection by relevant authorities.
 - States/UTs subsequently recommended the verified list of schools to the Ministry of Education.
 - The final selection was carried out by the Ministry of Education, based on the results of the challenge process.

Administrative Arrangement

- The State Project Director, OSEPA, was designated as the State Nodal Officer (SNO) for PM SHRI implementation in Odisha.
- To implement the PM SHRI Scheme in the state and selection at state level a committee has been constituted. In order to expedite the planning and implementation process in the state, members of the committee will take up activities like finalisation of the list of schools, monitor the progress of PM SHRI work.
- The District Education Officer (DEO)-cum-District Project Coordinator (DPC) were appointed as the District Nodal Officer (DNO) for overseeing district-level implementation (vide Letter No. 18524/SME dated 01.08.2024).

Capacity Building and Orientation

To ensure smooth and standardised implementation, capacity-building programmes were organised at multiple levels:

- Ministry of Education, Government of India under the chairmanship of Director, MoE arranged a virtual meeting for orientation on selection of PMSHRI Schools, criteria of it etc. After the selection of schools under PMSHRI and its approval from ministry of Education, all districts were communicated regarding approval of schools under PMSHRI.
- Orientation of all DEO-cum-DPCs, District Planning Coordinators, District Level Programmers, and State Level Officials on implementation guidelines through a virtual meeting held on 01.08.2024.
- District Education Officers have been declared as the District Nodal Officer-PMSHRI for the smooth implementation of the scheme.
- All districts were asked to orient schools on criteria of selection of PMSHRI schools. Maximum participation from Govt schools were invited to participate in PMSHRI selection process through Challenge mode.
- All District Education Officers (DEOs) and Block Education Officers (BEOs) were imparted training for the finalisation of PM SHRI School selection.
- During the selection process schools uploaded their school related information, photographs & other requisite documents in the portal as per the guidelines communicated for further verification by the District Nodal Officers.
- During school selection process State Nodal officers were also visited schools for a random verification and inputs.
- Selection criteria followed a three tier selection process. i.e. all district provided the list of schools to State. State Project Office after the approval of it from Deptt of SME, sent the school list to Ministry of Education, Govt of India .Ministry of Education after the approval of all state wise schools provided the approval.
- Under the chairmanship of Commissioner-cum-Secretary, Deptt of School and Mass Education on 03-09-25 meeting was conducted on finalisation of schools under PM SHRI scheme.
- Capacity-building sessions were conducted for all Intervention Heads of SPO and DPO to ensure convergence and clarity in the implementation process.
- All District Education Officers were instructed to train their respective teams & HMs at District level regarding implementation process.



State level meeting under the Chairmanship of SPD OSEPA





3. ANNUAL REPORT 2024-25

3.1: CURRICULUM, PEDAGOGY AND ASSESSMENT

Holistic Report Cards

Activity 1: Holistic Report Card

The **Holistic Report Card (HRC)**, also referred to as the Holistic Progress Card (**HPC**), has been introduced as a key innovation under the PM SHRI initiative to promote comprehensive student assessment in line with the National Education Policy (**NEP**) 2020 and NCERT guidelines. Unlike conventional report cards that mainly reflect marks and grades, the HRC provides a multi-dimensional view of a student's development. It captures progress in the areas of:

- **Academic Performance:** Subject-wise learning outcomes and scholastic achievements.
- **Co-curricular Engagement:** Participation in sports, arts, cultural activities, and creative pursuits.
- **Life Skills and Competencies:** Critical thinking, communication, teamwork, problem-solving, and leadership.
- **Values and Behavioural Aspects:** Respect for diversity, discipline, responsibility, and social-emotional well-being.

In Odisha, the initiative covers all 449 PM SHRI schools approved in the state. The **Holistic Report Card** thus ensures equity in assessment practices across schools and provides a child-centric evaluation framework for tracking holistic learning outcomes.

Progress

To operationalize the activity, the following steps were undertaken:

1. Design and Development:

- A customized HPC template was prepared for PM SHRI schools in Odisha based on NCERT's framework.
- The design incorporates both quantitative indicators (marks, grades, participation levels) and qualitative reflections (self-assessment by students, feedback from teachers, and observations by parents).

2. Orientation and Dissemination:

- The template was shared with all 449 PM SHRI schools for uniform adoption.
- Teachers were sensitized about the purpose of holistic assessment and guided on how to fill and interpret the HPC.

3. Implementation:

- HPCs were printed and distributed to all students in the identified schools.
- Schools have begun using the cards to track each child's academic profile as well as non-scholastic development.
- Some schools also integrated the HPC process with parent-teacher meetings to strengthen parent engagement.

4. Monitoring:

- District and block-level functionaries are monitoring the initial implementation.
- Feedback is being collected from schools and teachers for refinement of the template in subsequent cycles.

Justification

The Holistic Report Card is an essential tool to move away from rote-based evaluation and towards competency-based, formative assessment. Its relevance and justification are as follows:

- **Broader Scope of Assessment:** It provides a 360-degree view of student development, capturing not just academic achievements but also life skills, creativity, social values, and co-curricular interests.
- **Child-Centric Approach:** By focusing on the strengths, interests, and potential of each child, it enables teachers and parents to support learners in a more personalized manner.
- **Alignment with NEP 2020:** The HRC operationalizes NEP's vision of transforming assessment systems to emphasize learning for understanding, rather than testing for marks.
- **Improved Learning Outcomes:** Regular mapping of student progress helps teachers identify learning gaps early and provide targeted academic and emotional support.
- **Parent and Community Involvement:** By sharing holistic performance details, the HPC enables meaningful dialogues between teachers, parents, and students.
- **Equity and Standardization:** A common format across 449 PM SHRI schools ensures uniformity in assessment practices and comparability of outcomes across the state.

Outcome

- More comprehensive student profiles, encouraging balanced development beyond academics.

PM SHRI SALIPUR GOVT. HIGH SCHOOL
SALIPUR, CUTTACK

PM SHRI
Creating better and empowered individuals
Empowered with the PM SHRI Institute Skills

Assessment and Evaluation Report

Session: _____ / _____

Name: _____

Class: _____ Sec: _____ Roll No: _____

DOB: ____/____/____ House: _____ Udise Code: _____

Parents Details

Father's Name: _____

Mother's Name: _____

Personal Details

Height: _____ Weight: _____

Attendance: _____ Blood Group: _____



CO-SCHOLASTIC PROGRESS					
PERSONAL & SOCIAL STATUS AND QUALITIES					
Physical Health	Height	Weight	Grade		Grade
Personal Qualities	Regularity		Library and Cultural Activities	Song & Music	
	Punctuality			Dance	
	Discipline			Drama	
	Cleanliness			Art (Drawing)	
Attitude	Towards Teachers		Games & Sports		
	Towards Classmates		Total No. of Working Days		
	Towards School Programme		No. of Days Present		
	Responsibility		% of Attendance		
Interest	Creative writing		Parent's Signature		
	Debates				
	Yoga & Exercise etc.				
	Raid Cross, Scout N.C.C. etc.				

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ପିଏମ୍‌ ଶ୍ରୀ | PM SHRI

ସାମଗ୍ରିକ ପ୍ରଗତି ପତ୍ର
(ପଢ଼ିବା ସମ୍ବଳିତ ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଦ୍ୱାରା ପ୍ରସ୍ତୁତ)
ଶିକ୍ଷାବର୍ଷ - ୨୦ - ୨୦

Name of the Student.....



Distribution of Holistic Progress Card



PM SHRI Govt High School, IRC Village

SCHOOL BASED EVALUATION CURRICULAR PROGRESS

Curricular Subjects	IA-1 (Out of 10)	IA-2 (Out of 10)	AC (Term-1) Out of 20	Half-yearly Exam.		IA-3 (Out of 10)	IA-4 (Out of 10)	AC (Term-2) Out of 20	Curricular Subjects	Annual Exam.		Total Mark Obtained (Out of 80)	IA & AC (Out of 20)	Total Mark Secured in Annual Exam	Grade
				Full Mark	Mark Secured					Full Mark	Mark Secured				
First Language				100					First Language	100					
Second Language				100					Second Language	100					

Sports and Physical Education

Activity 2: Development of Playground / Outdoor / Indoor Sports Facilities

Steps of Implementation

i. Land Ownership & Compliance

- All sports-related infrastructure must be developed strictly on land officially recorded in the name of the school to ensure legal compliance, proper ownership, and long-term sustainability.

ii. Playground Preparation

- Levelling and cleaning of the playground with a proper drainage system.
- Provision of sand pit and other basic preparatory works.



A cleared and levelled playground

iii. Outdoor Sports Facilities

- Development of volleyball court, basketball court, badminton court, football ground, cricket ground, running track, skipping yard, etc.
- Implementation to be done in coordination with the Physical Education Teacher (PET) of the school, S & ME Department, and the respective District Sports Officer, ensuring sufficient playfield area.

iv. Indoor Sports Facilities

- Provision of table tennis, chess, carom, ludo, etc., in coordination with the PETs, S & ME Department, and District Sports Officer.
- Any existing room/hall may be renovated or adapted for indoor sports, with all necessary arrangements.



Open field adjacent to school buildings, ideal for making football/cricket grounds



Indoor games at PM SHRI Schools

Modality of Execution

- Implementation Responsibility – DEO-cum-DPC, Samagra Shiksha will be directly responsible for the execution of the works.
- SMC Involvement – School Management Committees (SMCs) to be actively involved in the finalisation of works under the “Major Repair” head, ensuring transparency and community participation.

Justification

- As per UDISE data, 425 out of 449 schools under PM SHRI approval already have playgrounds.
- Hence, budget is proposed for the development/upgradation of existing playgrounds, indoor facilities, and outdoor play areas in these schools.

Works to include:

- Development of sports courts (as per specific needs)
- Identification and demarcation of school boundary for play areas
- Installation of signage.

Expected Outcome

- **Enhanced Learning Environment:** Well-developed playgrounds and sports facilities contribute to a balanced and joyful schooling experience.
- **Holistic Child Development:** Access to structured play opportunities helps students strengthen their cognitive, social, and physical skills.
- **Promotion of Life Skills:** Games and sports nurture values of teamwork, discipline, cooperation, leadership, and resilience.
- **Health and Wellness:** Regular physical activity fosters a healthy lifestyle, reducing stress and improving concentration in academics.
- **Inclusivity and Participation:** By diversifying indoor and outdoor sports options, children of different interests and abilities are encouraged to participate actively.
- **Alignment with NEP 2020:** Supports the policy’s vision of integrating sports and physical education as an essential part of the school curriculum.





Activity 3: Sports Equipment

The provision of sports equipment in PM SHRI schools was undertaken with the objective of strengthening the sports culture in schools and enhancing the physical fitness, skills, and overall development of students. Recognizing that physical activity is an integral part of holistic education, the initiative focused not only on supplying materials but also on creating opportunities for structured participation.

The key activities implemented under this initiative were as follows:

Formation of Sports Groups

It is ensured to make groups of Students according to their interests, aptitudes, and talents in different sports disciplines.

- This grouping ensured that every child found a sport of choice, encouraging active participation and sustained engagement.
- The groups helped nurture team spirit, peer learning, and leadership qualities among students.

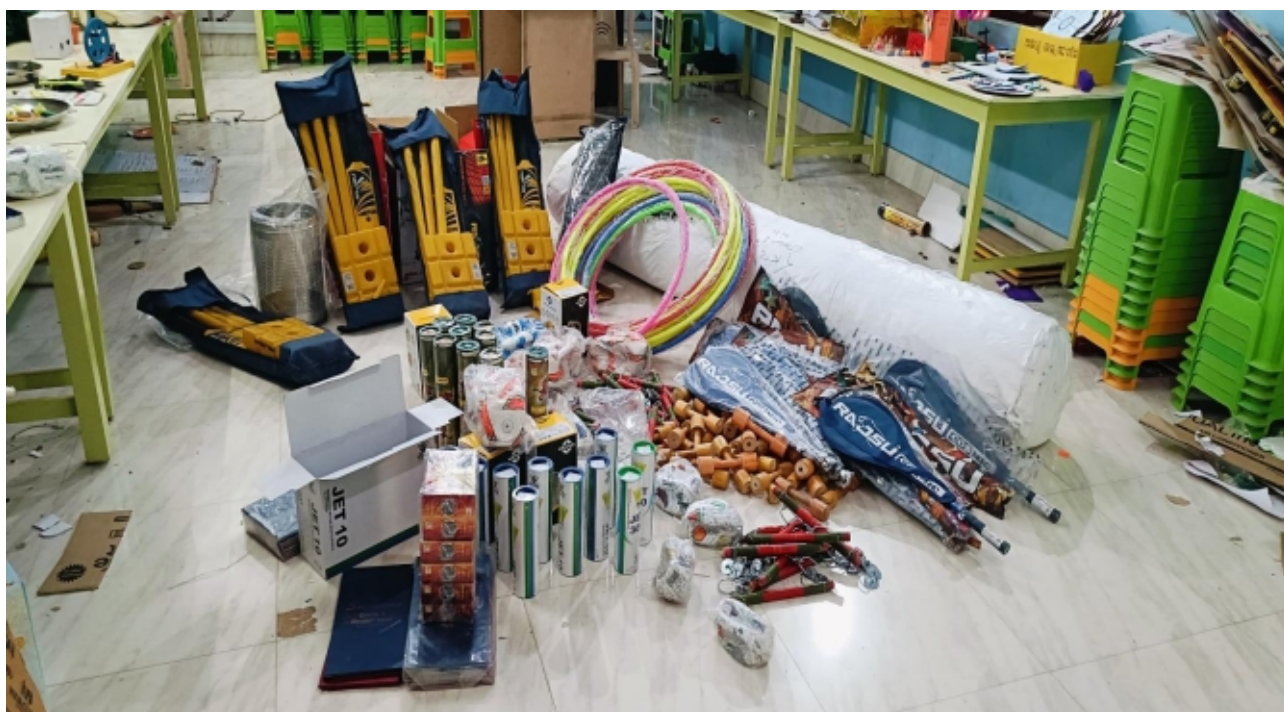
Supply of Play Materials

- A comprehensive range of indoor and outdoor sports equipment was supplied to schools, such as:
- Nets, badminton rackets, shuttlecocks, and ring ball kits.
- Bats, balls, and equipment for cricket and other popular field games.
- Basketball sets and volleyball kits for team-based sports.
- The selection of equipment was made keeping in mind age-appropriateness, diversity of sports options, and inclusivity for all students.

Outcome

The initiative of equipping PM SHRI schools with sports facilities has led to multiple positive outcomes:

- **Increased Student Participation:** Availability of structured groups and proper equipment encouraged more students to engage in sports regularly.
- **Skill Development:** Students gained exposure to standard sports equipment, helping them improve their sporting techniques and learn discipline in practice.
- **Holistic Growth:** Sports contributed to the physical, cognitive, and social development of children, supporting the NEP 2020 vision of well-rounded education.
- **Health and Fitness:** Regular sports activities promoted fitness, endurance, and stress reduction, fostering a healthier lifestyle.
- **Teamwork and Leadership:** Through group-based sports, students developed cooperation, team spirit, and leadership abilities.
- **Safety Assurance:** Provision of first aid materials built a safe sporting environment, enabling students to participate confidently without fear of injury.





Project Innovation

Activity 4: CCTV

- CCTV has been approved in 449 schools under PMSHRI IN 2024-25. It is planned for Installed IP-based CCTV systems with DVR sets for both indoor and outdoor surveillance, with the number of cameras determined according to the specific needs of each PM SHRI school.
- Covered key areas such as entrance gates, corridors, classrooms, playgrounds, and other vulnerable spots to ensure maximum visibility and security.
- Used high-resolution cameras with night vision capability to ensure clear monitoring both during the day and at night.
- Carried out regular maintenance of the CCTV systems, including software updates, hardware servicing, and replacement of faulty components, to ensure uninterrupted operation.
- Ensured proper placement of monitors in the Headmaster's/Principal's office for real-time viewing and prompt action in case of any incident.

Justification

- The installation of CCTV cameras in PM SHRI schools was aimed at strengthening security, maintaining discipline, and creating a safe and healthy learning environment for students.

Outcome

- Enhanced safety and security within the school premises.
- Improved discipline and reduction in incidents of bullying and unruly behaviour among students.
- Enabled effective monitoring of visitor behaviour and restricted unauthorised entry.
- Provided visual records that could be used for review and investigation in case of incidents.



Activity 5: Identity Card for Students and Teachers

Action Points

- Steps have been taken for the issuance of lanyard I-cards to all students of PM SHRI schools.
- Assigned a unique PM SHRI Logo/number to each student and teacher.
- Printed the assigned ID along with name, photograph, class/position, school name, and official PM SHRI logo on each I-card.
- Distributed I-cards through the school administration at schools.
- Ensured students and teachers wore their I-cards during school hours and official programs for easy identification.



Justification

- Controlled access to restricted areas such as academic blocks, computer rooms, and libraries.
- Provided a formal identity to students and teachers as members of PM SHRI schools, fostering pride and recognition.
- Increased community awareness about PM SHRI schools and their significance.

Outcome

- Strengthened student and teacher engagement and sense of belonging.
- Improved recognition of PM SHRI schools among stakeholders.
- Enabled easier access to student and teacher information for planning and monitoring purposes.

Activity 6: PM SHRI Logo Badge for students and Teachers

Action Points

- Designed and finalized a unique PM SHRI logo to represent the identity of PM SHRI schools.
- Developed uniform badges incorporating the logo for all students and teachers.
- Ensured the logo design reflected the vision, values, and distinctiveness of PM SHRI schools.

- Coordinated with vendors for the production of high-quality, durable badges suitable for daily use.
- Distributed badges to all students and teachers and instructed them to wear them during school hours and official events.

Justification

- Created a distinct and recognisable visual identity for PM SHRI schools.
- Enabled instant identification of students and teachers as members of PM SHRI schools within the school and the community.

Outcome

- It helped in strengthening the brand identity of PM SHRI schools.
- Helped community members and stakeholders instantly associate the logo with the mission, values, and standards of PM SHRI schools.

Activity 7: School Band activities

School Band activities have been introduced in PM SHRI schools to foster a sense of unity, patriotism, and pride among students. These activities are designed to revitalise nationalistic values, nurture teamwork, and build a deeper emotional connection between children with their school and the nation. Participation in band teams also contributes significantly to students' overall well-being, personality development, and academic success by offering them a platform for creative expression and collaboration.

Objectives

- Inculcating patriotism and unity
- Promoting esprit de corps and teamwork
- Fostering holistic development
- Rejuvenating the spirit of national pride
- Motivating students towards discipline and performance

Target Group: Students of Classes VI to XII in PM SHRI Schools

Process of Implementation

- Band uniforms were procured at the district level by DPO, SS and supplied to PM SHRI schools with existing band teams and instruments. Distinct colours and proper fitting were ensured for each team.
- Each band team, comprising either boys or girls, was equipped with brass band or pipe band instruments.
- Schools conducted 15-day band training programmes, preferably in the afternoon, under the guidance of Resource Persons (RPs) / experts from the district, nearby districts, or police/army regimental centres.
- Honorarium of ₹ 1000 per day was provided to RPs through direct bank transfer.
- Refreshments at ₹20 per day were provided to up to 40 participants, including band members and support staff.

- All financial transactions followed the Samagra Shiksha Manual on financial management and procurement.
- Schools submitted expenditure statements and utilisation certificates (UCs) to DPOs through BEOs, which were later consolidated and uploaded in the PRABANDH Portal.

Encouraged Activities under PM SHRI Scheme

- Training and Performance: Regular band training by experts from Police, Army Regimental Centres, and local instructors.
- Participation in National Events: PM SHRI school band teams were encouraged to participate in Republic Day and Independence Day celebrations, leading municipal-level parades, and performing at district-level Utsavs.
- National School Band Competition: PM SHRI schools showcased their talent and engaged in healthy competition through the National School Band Competition, with both pipe and brass bands being functional in schools.
- Holistic Development: Beyond performances, band activities nurtured discipline, confidence, and teamwork among students as part of their co-curricular learning.

Through these initiatives, School Band activities under the PM SHRI scheme in Odisha have emerged as a strong platform for nurturing patriotism, teamwork, and leadership while promoting the holistic development of students.

PMSHRI GIRDHARLAL High School, Bel Pahad, Jharsuguda

PM SHRI GOVT. HIGH SCHOOL, BALIKUDA



Activity 8: School Signage



Under the PM SHRI scheme, provision was made for the installation of standardised school signage with a financial allocation of ₹0.20 lakhs per school. This activity aimed at providing a uniform identity and visibility to all PM SHRI schools, ensuring that they were easily recognisable and carried a sense of pride for students, staff, and the local community.

Implementation

1. Font and Language

- The school names were displayed in Odia / English / or both Odia & English, depending on the local requirements and context.
- Care was taken to finalize the font style and size so that the signage was both aesthetically pleasing and legible from a distance.

2. Naming Convention

- Through Signage steps has been taken to prefix school name was prefixed with “PM SHRI” to align with the national branding guidelines.
- Both the PM SHRI logo and lettering were prominently incorporated.
- The signage was installed either at the entrance gate or in front of the main school building, depending on the space availability and visibility factors at each school.

3. Lettering and Logo Size

- The dimensions of the letters and logos were adjusted to suit the available wall or gate space in each school.
- However, efforts were made to maintain uniformity in design and style across schools so that the branding remained consistent state wide.

Process

- Funds placed before respective school for execution of work following due procedure

/financial rule and monitoring has been done by DEOs/BEOs and other technical officers.

Outcome

- All PM SHRI schools in the state were provided with standardized and attractive signage.
- The schools gained a distinct identity and visibility within their respective localities.
- The signage fostered a sense of pride and belonging among students, teachers, and community members.
- Visitors, parents, and stakeholders found it easier to identify the schools, thus improving accessibility and communication.
- The activity contributed towards strengthening the institutional branding of PM SHRI schools in Odisha.

Activity 9 : Selfie Points



As part of strengthening the identity and visibility of PM SHRI schools, Selfie Points were installed across campuses. These served as attractive and interactive installations where students, teachers, parents, and visitors could take photographs, thereby creating a sense of pride and belonging to the school community.

Implementation

1. Size and Dimensions

- Each Selfie Point was constructed with a minimum size of 8 feet width and 6 feet height, ensuring adequate space for groups of students and visitors to use it comfortably.

2. Material Used

- To ensure durability and longevity, all-weather resistant materials such as stainless steel frames, WPC (Wood-Plastic Composite), ACP (Aluminium Composite Panel), acrylic sheets, and vinyl are ensured.

3. Placement

- The Selfie Points were installed preferably near the entrance of schools, ensuring high visibility and easy access.
- Care was taken to select aesthetically pleasing surroundings, with clean and landscaped areas enhancing the overall appearance.

4. Design

- The design template was standardized and shared with schools during the course of implementation to maintain uniformity in branding while allowing minor customizations based on site-specific conditions.

Outcome

- The installation of Selfie Points created a vibrant identity marker for PM SHRI schools.
- Students and visitors actively engaged with the Selfie Points, which in turn helped in popularizing the PM SHRI brand through photographs shared in the community and on social media.
- The initiative fostered a sense of pride, joy, and ownership among students and staff.
- The aesthetically designed installations contributed to the beautification of the school campus.

Activity 10: PMSHRI Mela/Dukan Jatra

Action Points

- Set up stalls for showcasing success stories of PM SHRI schools during exhibitions, melas, and special events.

Justification

- The PM SHRI Mela and Dukan Jatra events provided platforms for students to present their entrepreneurial skills, innovations, and creative works.
- These events encouraged teamwork, confidence, and practical learning beyond classroom education.

Outcome

- Enhanced student participation in entrepreneurial and creative activities.
- Provided hands-on experience in event management, public dealing, and showcasing work.
- Improved understanding of business concepts such as product presentation, promotion, and customer engagement.



Activity 11: Celebration of Annual Day

Objective

The Annual Day Celebration aimed to showcase the talents and achievements of students while promoting cultural, artistic, and creative expression. It also sought to foster teamwork, confidence, and stage exposure through performances and presentations, while strengthening school-community bonds by involving parents and celebrating the collective efforts of students, teachers, and staff.

Description

The event was planned in a phased manner by the school administration with active involvement of teachers, cultural coordinators, and student representatives. A core committee managed theme selection, programme design, rehearsals, logistics, and stage arrangements. Students were engaged according to their interests in dance, drama, music, anchoring, and other activities, with rehearsals conducted over several weeks. Parents and community members were invited to attend the celebration. The programme included cultural performances, prize distribution, and speeches by dignitaries and guests, creating a vibrant and festive atmosphere.

Impact

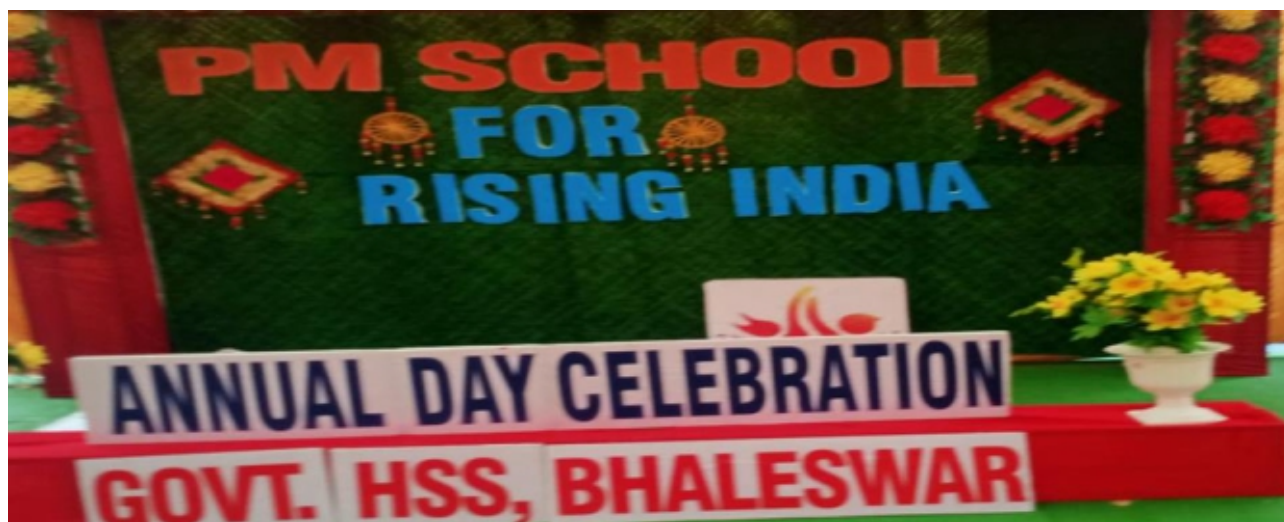
The Annual Day Celebration provided a platform for students to express their creativity and cultural values, while significantly boosting their confidence and teamwork. It created a sense of pride, accomplishment, and belonging among students. Teachers observed visible improvement in communication, stage presence, and collaboration skills.

Outcomes

The celebration witnessed active participation of students across classes in a variety of roles—performers, anchors, and support teams. All teachers contributed to planning, coordination, and execution, ensuring the event's success. Parents and community members attended in large numbers, extending their encouragement and support.

The event enhanced students' motivation and engagement in school life. Participants displayed stronger communication skills, leadership qualities, and discipline. The celebration also strengthened the school-home partnership and enriched the overall school culture, inspiring greater enthusiasm for future extracurricular activities.





Activity 12: Sports Day Celebration

Objective

The Annual Sports Day celebration aimed to promote physical fitness, teamwork, and healthy competition among students. It also sought to foster discipline, resilience, and sportsmanship while highlighting the role of physical education as an integral part of holistic learning.

Description

The event was planned well in advance by the school administration in coordination with Physical Education teachers, event coordinators, and student volunteers. Preparations included finalizing sports events, practice schedules, and logistical arrangements. Teachers and instructors trained students for track and field events, team games, and fun races. Student houses were formed to strengthen team spirit, while committees managed stage activities, guest coordination, and prize distribution. Parents and community members were invited to witness and support the event, creating a vibrant atmosphere of celebration.

Impact

The celebration successfully enhanced students' participation in physical activities and strengthened values of leadership, cooperation, and teamwork. It generated enthusiasm among students and fostered a spirit of unity and pride within the school community.

Outcomes

The Sports Day witnessed active participation from students across different classes, with each student engaging in at least one sporting event. Teachers and staff members played a key role in planning, organising, and supervising the programme, ensuring its smooth execution. The event also drew enthusiastic support from parents and community members, who attended in large numbers to encourage the participants.

The celebration led to visible improvements in students' collaboration, discipline, and sportsmanship. It also generated greater interest in daily sports activities, with many students who were previously less involved in extracurricular events gaining confidence and actively participating.





Combat sports equipment at PMSHRI Govt High school, Mahimunda, Bolangir





Hockey – Bolangir District



Sports Day Celebration







Activity 13: Organising health camps

Health checkup camps for the students conducted at PM Shri School. Doctors from nearest CHC/PHC invited to conduct the health camp at school. The allotted fund to school level was utilized on TA, DA, Mobility, Honorarium of doctors, refreshment for students, flex banner, photo etc. The schools are also Procured First Aid Kit from the allotted fund. First Aid training also be provided to all students of the School by the trainers from Indian Red Cross/ St John Ambulance available at district level invited as Resource Persons for the First Aid Training. The allotted fund was utilized on TA,DA, Mobility, Honorarium of Trainers Indian Red Cross/ St John Ambulance, refreshment for students, flex banner, photo etc.



Health is Wealth. In order to ensure good health and a sound mind of the pupils, a health check-up programme was conducted on dt.29/03/2025 with the presence of Dr. Gatikrushna Karan, MO, PHC, Badanimgaon and Dr Saswat Srimay Martha, M.O. CHC, Nimapara. Side by side, a First Aid training was also provided to the pupils to be fully equipped with First Aid Knowledge and information.



Glimpse of Health camp organised at Khurda





Activity 14: Cluster Resource Centre

SAKSHAM-CLUSTER RESOURCE CENTER FOR CwSN AT PM SHRI SCHOOL

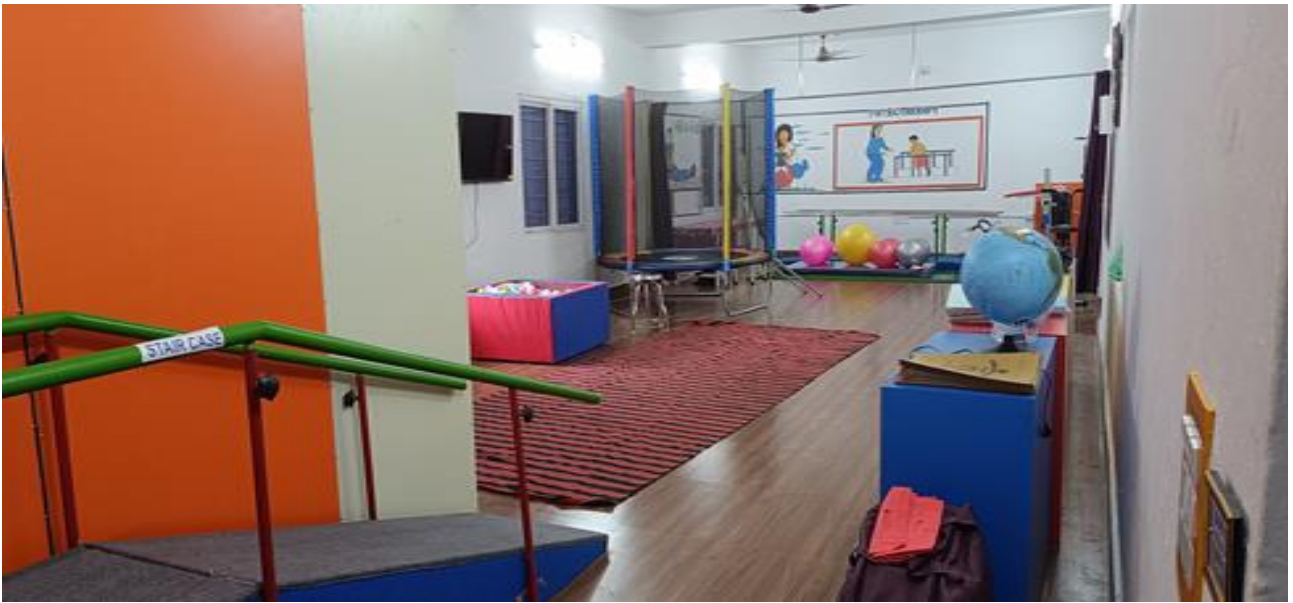
To develop an inclusive learning environment in all the schools and to provide special support services like provision of therapeutic services, training to improve skills on ADL, Mobility, Pre-vocational activities, etc, for the Children with Special Needs (CwSN), steps have been taken to make a resource centre for CwSN at the PM SHRI schools.

On a pilot basis, one Model SAKSHAM- Resource Centre for CwSN has been opened at Acharya Harihara Govt HS, Benupur, Balianta block of Khordha district as per the accessibility norm & within the budgetary allocation of Rs 10.00 lakhs.

One capacity building programme was organised by OSEPA for all the Sr Technical Consultants & District Inclusive Education Coordinators in collaboration with Samarthyam, New Delhi & UNICEF, Odisha, on Accessible School & development of a Model Resource Centre for CwSN at PM SHRI School.

The Rs 10.00 lakhs funds allocated towards the opening of the Resource Centre for CwSN were utilised towards the Civil work component-Renovation of rooms, Barrier-free toilet, Ramps with handrails, Equipment, materials, furniture, Therapeutic activities & Miscellaneous expenditure.





3.2: ACCESS INFRASTRUCTURE - ADEQUACY, FUNCTIONALITY, AESTHETICS AND SAFETY

Strengthening of Existing Schools

Activity 1: Major Repair

Activity Details

- Major Repairs have been approved for 449 PM SHRI Schools @ ₹4.00 lakh per school. Major repair activities include:
 - Leak-proofing of roofs
 - Floor repair
 - Ceiling repair
 - Door and window repair
 - Ramp construction or improvement
 - Toilet repair and drainage/pathway improvement
 - Internal and external painting of the building

Modalities of Implementation / Guidelines

- Repair works shall be undertaken strictly based on the actual requirements of the school building.
- The selection of repair items shall prioritise structural safety and the functional usability of classrooms.
- Execution shall follow the technical specifications approved by the competent authority.
- Photographic evidence of before and after repairs shall be documented and submitted to the district office.

Justification

- Major repairs to classrooms and school buildings will ensure structural safety and extend the life of assets.

Outcome:

- Safe and functional school buildings.
- Simultaneous utilisation of all classrooms by stakeholders.



Activity 2: Rain Water Harvesting

Activity Details

As per UDISE 2023, 63 schools out of 449 PM SHRI Schools did not have Rain Water Harvesting facility. Therefore, Rain Water Harvesting system will be constructed in these schools, consisting of the following components:

- Construction of storage tank
- Soak well
- Parapet wall
- Grading
- PVC pipe fitting and wiring, etc.

Justification

- Collects, stores, and uses rainwater for multiple purposes such as watering plants, hand washing, watering source for school's kitchen garden, toilets, etc.
- Addresses water scarcity by utilising natural resources.

Outcome

- Augments groundwater levels.
- Provides a sustainable water source.
- Ensures potable water supply.



Activity 3: Furniture (Library)

Activity Details

Furniture and other necessary equipment for libraries have been proposed for 425 secondary schools.

Justification

- Quality furniture and equipment enhance the library's role as a comfortable and organised learning environment.
- Proper seating, shelving, and storage improve accessibility to resources.
- Supports independent research, collaborative learning, and information literacy.

Outcome

- Improved student engagement and focus.
- Enhanced access to learning resources and technology.
- Increased independent research and critical thinking skills.
- Organised space for efficient resource management.
- Support for collaborative learning and academic achievement.
- Development of information literacy and digital skills.





Activity 4: Furniture & Equipment (Laboratory in Secondary Schools)

Activity Details

Furniture and necessary laboratory equipment have been proposed for 367 secondary schools.

Justification

- Ensures a safe, functional, and stimulating environment for hands-on learning.
- Modern workstations and storage enable effective experiments and scientific inquiry.
- Enhances student engagement and practical skills in science subjects.



Outcome

- Safe, functional laboratory environment.
- Risk-free experiments using modern tools.
- Increased engagement and curiosity through hands-on learning.
- Improved practical skills and academic performance.
- Streamlined operations through proper storage and organisation.





Activity 5: Furniture (Elementary Schools)

Activity Details

Provision of furniture for 62,241 students in 24 elementary schools @ ₹0.065 lakh per student.

Justification

- Classroom furniture is essential for effective classroom design.
- Supports modern, innovative approaches to learning.
- Encourages flexibility, collaboration, and inclusivity for diverse learners.

Outcome

- Facilitates collaborative learning and group activities.
- Promotes inclusivity and accessibility in the classroom.



Green School

PM SHRI schools in Odisha have undertaken several environmentally sustainable and student-centric activities to promote ecological consciousness and green practices as part of green school initiatives.

Key initiatives include the installation of LED lighting to reduce energy consumption and promote efficient electricity usage, Herbal/Medicinal Gardens, Vegetable Gardens, and Kitchen Gardens to encourage hands-on learning about nutrition, traditional medicine, and sustainable agriculture.

Additionally, Swachhta Pakhwada clean-up drives are regularly organised, fostering collective responsibility for hygiene and cleanliness within and beyond the school campus.



Activity 6: LED Lighting

Action Points

- Replaced all conventional incandescent and fluorescent bulbs in PM SHRI school classrooms, offices, laboratories, corridors, and common areas with energy-efficient LED lights.
- Installed LED models that consumed 50–70% less energy than incandescent bulbs and 20–30% less energy than fluorescent bulbs, ensuring optimal brightness for a conducive learning environment.
- Selected LED fixtures with a longer lifespan, reducing the frequency of replacements and minimising maintenance interruptions to school activities.
- Strategically placed lighting in classrooms, libraries, and activity areas to improve visibility and learning conditions.

Justification

- The shift to LED lighting in PM SHRI schools significantly reduced electricity consumption, with LEDs using 70–80% less energy compared to older lighting systems.
- LED lights provided better illumination quality, contributing to improved focus and comfort for students and teachers during academic activities.
- Eliminated the use of hazardous substances like mercury, lead, and cadmium, thus promoting environmental safety and aligning with PM SHRI sustainability goals.

Outcome

- Reduced electricity bills for PM SHRI schools, allowing savings to be redirected toward other educational needs.
- Lowered the carbon footprint of school operations through reduced energy use.
- Provided a healthier, well-lit learning environment that enhanced the overall academic atmosphere and supported PM SHRI's commitment to sustainable infrastructure.



Activity 7: Herbal /Medicinal Gardens/ Vegetable/ Kitchen Garden

Activity Details

- Identified suitable spaces within PM SHRI school premises for establishing herbal, medicinal, vegetable, and kitchen gardens.
- Directed schools during the initial stage to prepare the garden area, arrange seeds/seedlings, organic manure, gardening tools, and create watering points for regular irrigation.
- Planted a variety of medicinal plants, herbs, and seasonal vegetables in alignment with the educational and nutritional objectives of PM SHRI schools.
- Engaged students in plantation, nurturing, and maintenance activities as part of experiential learning.
- Facilitated community participation by involving parents, local farmers, and community groups in garden development and upkeep.

Justification

- The initiative promoted environmental awareness, sustainable agricultural practices, and nutritional education among students.
- Herbal and medicinal plants served as a learning resource for science and health education, while vegetables supported mid-day meal programs in certain cases.
- Community participation strengthened school-community relationships and created a shared sense of responsibility.

Outcome

- Enhanced student knowledge of agriculture, medicinal plants, and healthy eating habits through hands-on learning.
- Improved school greenery, aesthetics, and environmental sustainability.
- Created an opportunity for generating small-scale revenue from surplus produce while fostering practical business skills among students.





Activity 8: Composting facility for kitchen and garden waste

Methodology

- Constructed compost pits within the PM SHRI school premises for effective management of dry and wet waste.
- Designate separate collection points for biodegradable and non-biodegradable waste before transferring biodegradable waste to the compost pit.
- Used locally available materials for pit construction to ensure cost-effectiveness and sustainability.
- Integrated composting activities into environmental education programs, allowing students to monitor decomposition and understand waste-to-resource conversion.
- Utilised the generated compost in school herbal, medicinal, and kitchen gardens, reducing dependence on chemical fertilisers.

Justification

- Composting transformed bio-waste into nutrient-rich organic manure, improving soil fertility and water retention capacity.
- Promoted eco-friendly waste management practices in alignment with PM SHRI's sustainability objectives.

Outcome

- Increased student awareness and participation in dry and wet waste management.
- Improved school cleanliness and reduced waste sent to landfills.
- Produced high-quality compost for use in school gardens, contributing to a greener and healthier campus environment.



Activity 9: Colourful Dustbins painted with interesting characters for waste segregation

Colourful Dustbins painted with interesting characters for waste segregation have been provided to 449 PMSHRI Schools.

Action Points

- PMSHRI schools are equipped with colourful, durable dustbins for systematic waste collection within the campus.
- Implemented colour-coded bins for waste segregation at the source — green for biodegradable waste, blue for recyclable waste.
- Placed dustbins in strategic locations such as classrooms, corridors, playgrounds, and near water points for easy access.
- Conducted awareness sessions for students and staff on the correct usage of each bin to prevent contamination of recyclable materials.
- Integrated waste segregation practices into school cleanliness drives and environmental education programs.

Justification

- Colour-coded dustbins made it easier for students to identify the correct bin for different types of waste, preventing improper disposal.
- Segregating waste at the source reduced contamination, improved recycling rates, and promoted the efficient use of resources.
- The initiative aligned with PM SHRI's sustainability and hygiene goals.

Outcome:

- It will help in maintaining a clean and healthy learning environment in schools. By encouraging proper waste disposal, promoting hygiene, and supporting eco-friendly practices, they contribute to a better educational experience for students.





Activity 10: Youth & Eco Club

Environmental education is most effective when it begins early in life and is linked to real-life experiences. To instill values of sustainability, responsibility, and environmental stewardship, Youth & Eco Clubs have been established in schools. These clubs encourage students to take up meaningful projects and activities that not only enhance their learning but also allow them to influence their peers, parents, and local communities towards adopting sound environmental practices.

Through these platforms, students are empowered to explore environmental concepts, engage in practical initiatives, and develop eco-friendly habits that contribute to building a sustainable future.

Establishment of Youth & Eco Clubs

- The Youth & Eco Clubs were formally established in schools as per guidelines communicated to districts vide Letter No. 8507 dated 02.11.2019.
- Each year, activities are conducted by schools under these clubs with selected student members representing every class, ensuring inclusivity and broad participation.
- In Odisha, Youth & Eco Clubs have been formed in all 449 PM SHRI Schools, providing a strong institutional framework for environmental action.

During the year 2024-25, a wide range of activities were conducted under the Youth & Eco Clubs, which provided opportunities for students to practice environmental responsibility and leadership:

- Observation of Important Days
 - World Environment Day - V awareness drives, plantation activities, and student-led campaigns.
 - National Youth Day - V programs on youth leadership and community engagement.
 - National Safety Day - V activities promoting safety, disaster preparedness, and resilience.
 - Vana Mahotsav - V large-scale tree plantation drives to promote greenery.
- Eco-Friendly School Activities
 - Development of Kitchen Gardens within school campuses for nutrition and sustainability.
 - Awareness Rallies in the community on keeping the environment clean and safe.
 - Garbage Disposal Drives to promote segregation and eco-friendly waste management.
 - Beautification of Campus with green corners, wall paintings, and flower beds as an added activity.
- Capacity Building and Engagement
 - Annual Meet of Youth & Eco Club members to share experiences and best practices.

- Seminars and Talks on eco-friendly lifestyles, renewable energy, and sustainable development.
- Distribution of badges for club members to instil pride and recognition.
- Colouring of flag posts in tri-colour, symbolising patriotism and responsibility.

Outcomes

- Enhanced student awareness on environmental conservation and sustainable practices.
- Increased student participation in eco-friendly initiatives within and beyond the school campus.
- Strengthened community engagement through rallies and outreach activities.
- Creation of green, safe, and beautiful school campuses.
- Development of leadership qualities, teamwork, and a sense of responsibility among students.
- Reinforcement of environmental education through experiential learning, in line with NEP 2020.







ବନମହୋତ୍ସବ ସପ୍ତାହ (ବିଦ୍ୟାଳୟ ପରିସର ଭିତରେ ଓ ସଡ଼କ ପାର୍ଶ୍ୱରେ ବୃକ୍ଷରୋପଣ)



ବିଶ୍ୱ ପରିବେଶ ଦିବସ ପାଳନ (05/06/25)



NEWSPAPER ARTICLE CUTTING ACTIVITY (ECO CLUB STUDENTS) DATE - 12-01-25



ଆବର୍ଜନା ଓ ପ୍ରାପ୍ତିଗାମୀ ବିଷୟ ସମ୍ବନ୍ଧୀୟ ଚିତ୍ରାଙ୍କନ, ବକୂତା, ପ୍ରବନ୍ଧ
ଲିଖନ ପ୍ରତିଯୋଗିତା :-



ଏକକ ବ୍ୟବହୃତ ପ୍ଲାଷ୍ଟିକ୍ ମୁକ୍ତ ସମ୍ବଳୀୟ ଚିତ୍ରାଙ୍କନ ପ୍ରତିଯୋଗିତା ଓ
ପୁରସ୍କାର ବିତରଣ



ବିଶ୍ୱ ଜଳ ଦିବସ ପାଳନ ମାର୍ଚ୍ଚ ୨୨

Slide 1 of 47



ଚିତ୍ରାଙ୍କନ ପ୍ରତିଯୋଗିତା (ଜଳ ବିବସ) ମାର୍ଚ୍ଚ ୨୨



ଭବନୀ କବ୍ ରେ ଥିବା ଛାତ୍ର ଛାତ୍ରୀ କ ନାମ ପଢ଼କ

Slide 7 of 47



ଏକକ ବ୍ୟବହୃତ ପ୍ଲାଷ୍ଟିକ୍ ମୁକ୍ତ ଆରମ୍ଭ



Activity 11: Organise Swachhta Pakhwada clean-up drives

Action Taken

- Conducted awareness rallies led by PM SHRI school students to spread messages on cleanliness and hygiene within the school and nearby community.
- Organized cleanliness drives covering the fire service area, school parking lot, corridors, classrooms, playgrounds, and other common spaces.
- Involved sanitation workers, staff, and students in coordinated cleaning activities to foster teamwork and shared responsibility.
- Delivered demonstrations and talks on proper handwashing techniques, safe waste disposal, and maintaining personal hygiene.
- Displayed posters, banners, and slogans across the campus to reinforce hygiene and cleanliness messages.

Justification

- These activities encouraged the spirit of cleanliness and hygiene in schools, creating a healthier and more pleasant learning environment.
- Cleanliness promoted mental clarity and boosted self-confidence among students and staff.
- Regular handwashing and sanitation practices helped prevent the spread of infections and improved overall well-being.

Outcomes Achieved

- Increased Awareness: Students actively took the role of “Cleanliness Ambassadors” in their schools and communities.
- Improved Hygiene Habits: Better adoption of personal and environmental cleanliness practices.
- Enhanced Civic Sense: Students developed a stronger sense of responsibility towards their surroundings and the environment.





ପିଏମ୍ ଶ୍ରୀ (ପ୍ରଧାନମନ୍ତ୍ରୀ ସ୍କୁଲ ଫୋର ରାଇଜିଙ୍ଗ ଇଣିଆ) କାର୍ଯ୍ୟକ୍ରମ ବା ସ୍ୱଚ୍ଛତା ପଖ୍ୱାଡା ପାଳନ କାର୍ଯ୍ୟକ୍ରମ

ମାଲକାନଗିରି:- ପିଏମ୍ ଶ୍ରୀ (ପ୍ରଧାନମନ୍ତ୍ରୀ ସ୍କୁଲ ଫୋର ରାଇଜିଙ୍ଗ ଇଣିଆ) କାର୍ଯ୍ୟକ୍ରମ ବା ସ୍ୱଚ୍ଛତା ପଖ୍ୱାଡା ପାଳନ କାର୍ଯ୍ୟକ୍ରମ ଅନୁଷ୍ଠିତ ହୋଇଛି । ମାଲକାନଗିରି ଜିଲ୍ଲା କାଲିମେଳା ବ୍ଲକ୍ ସରକାରୀ ଏସ୍.ଏସ୍.ଡି ବାଳିକା ଉଚ୍ଚ ବିଦ୍ୟାଳୟ ଏମ. ଭି-୭୯ ଠାରେ ସ୍କୁଲ ରୁ ଛାତ୍ରୀ, ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟିତ୍ରୀ ବାହାରି ଏମ୍. ଭି -୭୯ ର ମାର୍କେଟ,ରାସ୍ତା ଥାନା ପରିସରରେ ଥିବା ଅଳିଆ ଆବର୍ଜନା ସଫାକରିଥିଲେ । ନିଜର ସ୍କୁଲ ସ୍ୱତ୍ତ୍ୱ ଭାବେ ରହିଲେ ଅନ୍ୟ ସ୍କୁଲ ମଧ୍ୟ ସ୍ୱତ୍ତ୍ୱ ଭାବେ ରହିବ ଓ ଆସ ମିସେଇବା ହାତକୁ ହାତ ଦେଶକୁ ରଖିବା ଆବର୍ଜନା ମୁକ୍ତ



ଏହିଭଳି ପ୍ଲାଗକାର୍ଡ ଧରି ସ୍ଥାନୀୟ ଦେଇ ଛାତ୍ରୀ ମାନେ ଲୋକଙ୍କୁ ସଚେତନ କରାଇଥିଲେ ଓ ଏହି କାର୍ଯ୍ୟକ୍ରମ ଏସ୍.ଏସ୍.ଡି ବାଳିକା ଉଚ୍ଚ ବିଦ୍ୟାଳୟ ଏମ. ଭି-୭୯ ର ପ୍ରଧାନ ଶିକ୍ଷକ ମୋନାଜ କୁମାର ମିଶ୍ର ଙ୍କ ତତ୍ତ୍ୱାବଧାନରେ ଆୟୋଜନ ହୋଇଥିଲା ଓ ସାରା ଭାରତରେ ପ୍ରଧାନ ମନ୍ତ୍ରୀ ନରେନ୍ଦ୍ର ମୋଦି ସେପ୍ଟେମ୍ବର ୫ ତାରିଖ ୨୦୨୨ ମସିହାରେ ଆରମ୍ଭ କରିଥିଲେ ଓ ସାରା ଭାରତରେ ୧୪୫୦୦ ସ୍କୁଲ କୁ ଅପଗ୍ରେଡ କରାଯାଇଛି,ଓଡ଼ିଶାରେ ୮୦୦ଟି ସେହିପରି ମାଲକାନଗିରି ଜିଲ୍ଲାରେ ୧୧ ଟି ସ୍କୁଲ କୁ ଅପଗ୍ରେଡ କରାଯାଇଛି । ସେଥିମଧ୍ୟରୁ ଏସ୍.ଏସ୍.ଡି ବାଳିକା ଉଚ୍ଚ ବିଦ୍ୟାଳୟ ଏମ. ଭି-୭୯ ଅନ୍ୟତମ । ଏହି ସ୍କୁଲ ର ଶିକ୍ଷକ ଜୟନ୍ତ କୁମାର ମହାଲିକ, ଶିକ୍ଷୟିତ୍ରୀ ସମ୍ପ୍ରିତା ଦଳେଇ,ପତିତ ପାବନ ଜେନା,ଦୀପଙ୍କର ପାଉଲ,କମଳିନୀ ପାଉଲ, ଅମିକା ମହାରଣା,ଗୀତାଞ୍ଜଳି ସ୍ୱାଇଁ,ଦେବାଶିଷ ପାଲ,ସଞ୍ଜିତ ମଣ୍ଡଳ,ପ୍ରତାପ ପ୍ରଧାନ, ସଭ୍ୟ ମଣ୍ଡଳ,ଇର୍ମା ମାତକାମୀ,ପଦ୍ମନାଭ ସୋଡ଼ି,ତମ୍ବୁରୁ ଖରା ପ୍ରମୁଖ ଶିକ୍ଷକ, ଶିକ୍ଷୟିତ୍ରୀ ଯୋଗ ଦେଇ କାର୍ଯ୍ୟକ୍ରମ ସଫଳ କରିଥିଲେ ।









3.3: INCLUSIVE PRACTICES AND GENDER EQUITY

Gender and Equity

Activity 1: Training of Girls on Self-Defence

The self-defence training program was implemented in PM SHRI schools to foster independence, self-reliance, and personal growth among girls. The training enabled them to focus on their education and future with a sense of empowerment and well-being. Sessions included physical defence techniques, situational awareness training, and confidence-building exercises to prepare them for handling distressing situations.

Outcome Achieved

Through the self-defence training, the girls became psychologically, intellectually, and physically stronger, equipping them to protect themselves in times of distress. The initiative also enhanced their self-confidence, decision-making abilities, and sense of security, contributing to their overall development.

The self-defence training is very beneficial for the girls' students. they are very eager to participate in the training. it has developed their self-confidence and has boosted their morale to lead a successful life in the 21st century.



PM SHRI Girdharilal School, Jharsuguda



Activity 2: Career Guidance and Counselling of Students

i. Career Guidance Webinar

The Career Guidance Webinar Series, organized by OSEPA in collaboration with UNICEF, aimed to bridge gaps in career awareness by providing students (Grades 9–12), teachers, and parents with expert-led insights into diverse career pathways, 21st-century skills, and emerging opportunities. Serving as a cornerstone of the program, the series attracted over 1.6 million participants through 40+ sessions and complemented offline activities by offering in-depth guidance on various career fields.

Objectives

- To make career options across different streams (Science, Commerce, Arts, Vocational, Neutral, and Competitive) easy to understand.
- To help students get the right information and tools to make smart career choices.
- To reduce regional gaps by using online platforms to reach students across the state.
- To motivate students with real success stories and interactive Q&A sessions.

Implementation:

- Themes Covered:
 - Stream-specific guidance (Science/Commerce/Arts)
 - Emerging fields (AI, cybersecurity, entrepreneurship)
 - Skill development (communication, exam preparation)
 - Breaking stereotypes (gender-neutral career choices)
- Some Key Details:
 - Total Webinars Conducted: 40
 - Cumulative Participation: 1,917,237 students & teachers
 - Platform: YouTube (Bilingual: English + Odia)
 - Duration: August 2023 – June 2025







ii. Capacity Building & Awareness of Teachers on Career Guidance

The primary objective of the training initiative was to equip teachers with the knowledge and skills necessary to guide students in their career planning journey effectively. By empowering teachers, the program aimed to ensure that students are able to make informed and suitable career choices based on their interests, strengths, and socio-economic context.

The specific goals of the training were:

- To emphasise the importance and role of career guidance in shaping students' futures.
- To build teachers' capacities in researching and disseminating relevant and updated career information.
- To develop teachers' competencies in supporting students in designing realistic and personalised career plans.
- To promote an activity-based approach to engage students in meaningful discussions on career aspirations and pathways.

Implementation:

- The training program was structured as a one-day intensive capacity-building workshop, conducted over two consecutive days—20th and 21st January 2025. It was designed to equip participants with practical knowledge, enhance their skills, and strengthen their capabilities through focused sessions and interactive learning modules.
- The first phase involved the training of DRG members, where one Headmasters (HMs) from each block, specifically from a designated nodal school and higher secondary teachers participated as master trainers at the State Level Training. Approximately 60 participants per batch were trained in each phase. A total of 120 members participated in the state-level training.
- Additionally, one teacher educator from each DIET was trained to facilitate career guidance and planning sessions.



Resource provided during training:

- Each participant received a teacher training guide to help them use what they learned in their classrooms.
- The training used career guidance kits and materials that are already present in the school point.
- Additionally, 10 sets of these materials were available at the training venue for group activities during the session.

The Headmasters trained in state-level training were designated as master trainers and will facilitate district-level teacher trainings.

iii. Career Guidance Website

The Career Guidance Website was formally inaugurated on 5th September 2024 by the Honourable Chief Minister of Odisha, to provide comprehensive support to students in exploring diverse career pathways. The platform is accessible to students, parents, and educators.

Objectives

- Provide accurate, updated, and Odisha-specific career guidance.
- Facilitate students' understanding of diverse career paths across multiple streams.
- Equip parents and teachers with tools to support students' career decisions.
- Promote inclusivity by offering content in both **Odia and English**.

Website Features

- **Career Information:** Details of **100 career options** covering all major domains:
 - Vocational
 - Arts
 - Science
 - Commerce
 - Neutral and Competitive fields
- **Institutional Database:** A directory of over **300 institutions**, both within Odisha and across India, offering programs related to the featured careers.
- **Scholarships:** Information on **48 scholarships**, including Odisha government schemes and national-level financial aid opportunities.
- **Entrance Examinations:** Details of **62 entrance exams** with regularly updated application timelines, eligibility, and preparation resources.
- **Odisha-Specific Content:**
 - Mapping of district-level educational institutions
 - State government scholarship programs
 - Inspirational case studies of achievers from Odisha in various fields
- **Multilingual Accessibility**

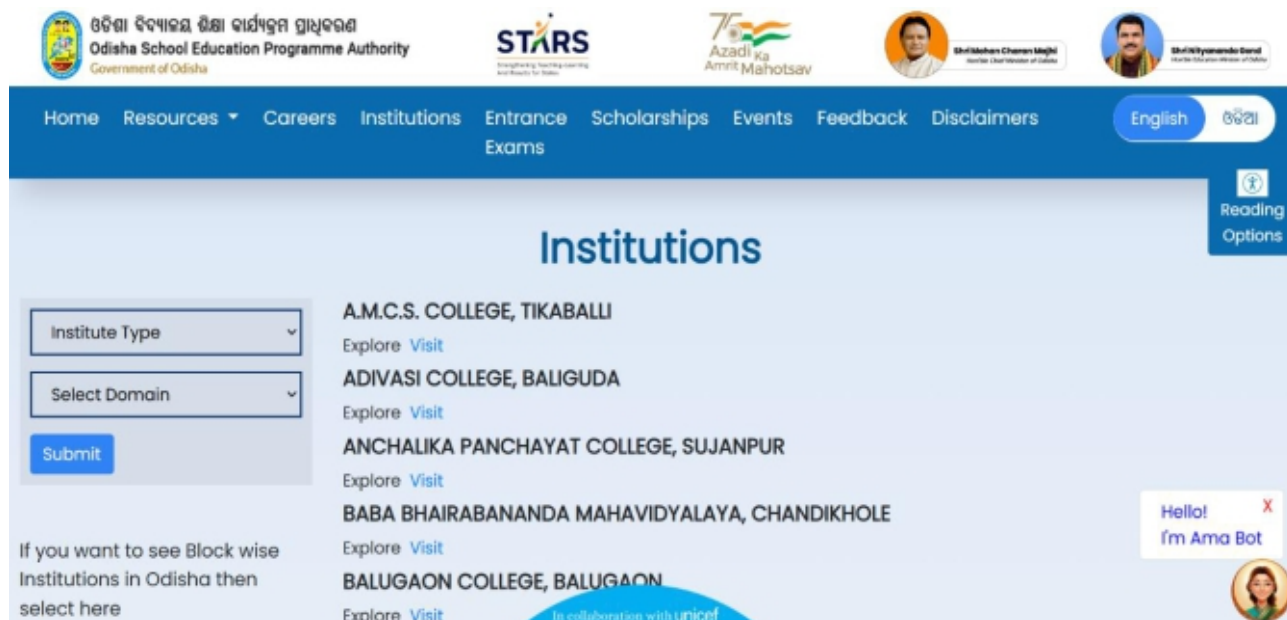
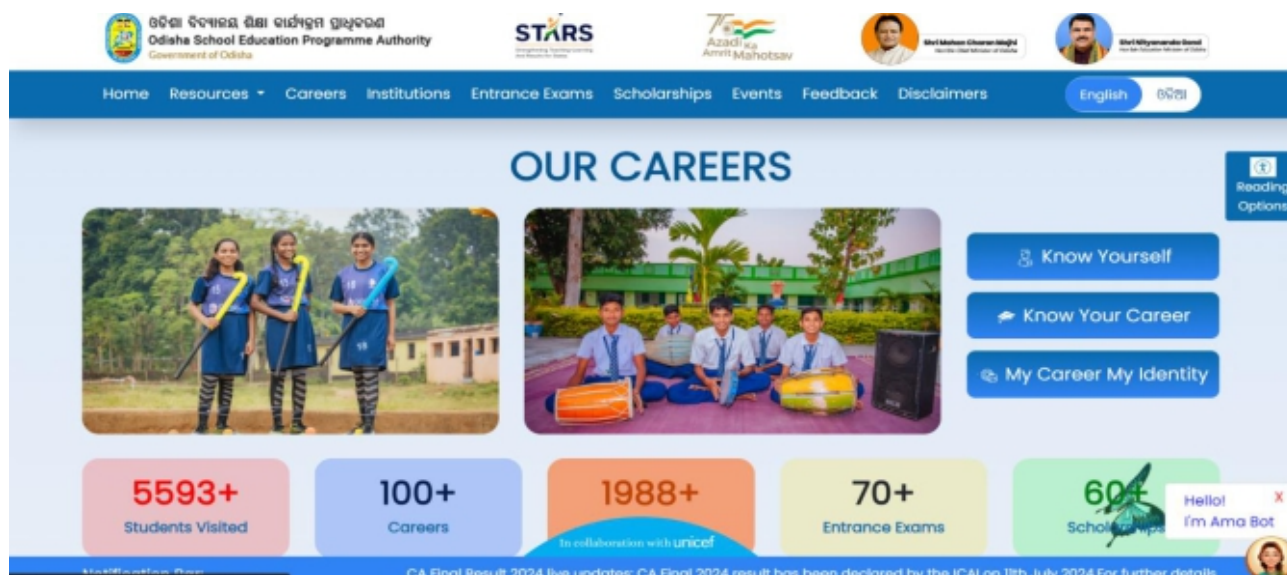
The entire content is available in **Odia and English**, making it accessible to a broader audience, especially in rural areas.
- **Resource Repository:**
 - **Career Booklets**
 - **Worksheets**


- **Career Films and Webinars:** These resources aim to provide interactive and engaging ways to explore career options.

This website serves as a **one-stop portal for career planning**, particularly beneficial for:


- **Students:** To explore career opportunities and keep track of important exam and scholarship deadlines.
- **Teachers and counsellors:** To guide students using structured, authentic, and locally relevant content.
- **Parents:** To better understand educational pathways and career opportunities for their children.

The Career Guidance aligns with the goals of the **National Education Policy (NEP) 2020**, promoting informed decision-making, equitable access, and holistic development. With continued updates, integration of digital tools, and community engagement, the platform is poised to become a key component in shaping the future workforce of Odisha.







ଓଡ଼ିଶା ବିଦ୍ୟାବଳ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ ପ୍ରାଧିକାରଣ
Odisha School Education Programme Authority
Government of Odisha




STARS
Strengthening Teaching Learning
And Results for States



75
Azadi Ka
Amrit Mahotsav




Shri Mahesh Chandra Mahapatra
Hon'ble Chief Minister of Odisha



Shri Kalyanendra Goud
Hon'ble Minister of Education, Odisha

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Odisha School Education Programme Authority
Government of Odisha




STARS
Strengthening Teaching Learning
And Results for States



75
Azadi Ka
Amrit Mahotsav




Shri Mahesh Chandra Mahapatra
Hon'ble Chief Minister of Odisha



Shri Kalyanendra Goud
Hon'ble Minister of Education, Odisha









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3.4: HUMAN RESOURCE AND SCHOOL LEADERSHIP

Capacity Building through DIETs/NLIs/KVs

Activity 1: Teacher Training and Capacity Building

Teacher training is essential for improving the quality of education and ensuring better learning outcomes. As part of the PM SHRI Schools initiative, building teacher capacity is key to transforming schools into centres of excellence. Well-trained teachers are better equipped to implement innovative teaching methods, promote skill development, and align with national priorities like NEP 2020, Skill India, and Fit India. Continuous professional development empowers teachers to lead change and deliver holistic, inclusive, and future-ready education.

To strengthen the capacity of teachers in 449 PM SHRI schools, a total of ₹ 90 lakh was approved by the Project Approval Board (PAB) for the year 2024–25. As per the approval of PAB, Govt. of India the sanctioned fund has been transferred to the Regional Institute of Education (RIE) for organising a structured training programme aimed at holistic professional development of teachers. A 5-day training programme is being planned, and as a preparatory step, a module development workshop was conducted at RIE from 6th to 8th August and 4th to 6th September, 2025. The workshop was organised in collaboration with OSEPA and RIE, and featured the active involvement of eminent educationists and RIE faculty members.

The training module has been carefully designed to address contemporary educational challenges and to equip teachers with practical strategies for school transformation. Key topics included:

- Strategic Leadership for Achieving Excellence
- Fostering a Culture of Innovation in Schools
- Promoting Skill-Based Initiatives in PM SHRI Schools
- Vocational Education and Career Guidance
- Quality Parameters for School Improvement
- Fit India Movement and Physical Literacy
- Formation of Innovation Councils and Hackathons
- Understanding Key Frameworks: PARAKH, PGI, SDG, UDISE+
- Interpretation of Key Performance Indicators (KPIs)
- Experiential Learning Approaches
- Inclusive practices & Gender equity
- Vision Building.
- Exposure Visit to the World Skill Centre



3.5 INNOVATIVE INITIATIVES UNDER PM SHRI

Activity 1: PTA meeting at PMSHRI Schools.

Parent-Teacher Association (PTA) meetings are being organized regularly in **PM SHRI schools** to strengthen the collaboration between schools and families. These meetings serve as a platform for parents, teachers, and school management to interact, share feedback, and collectively work towards the holistic development of students.

Expected Outcomes

- **Enhanced Communication:** Strengthened parent-teacher relationships leading to better understanding of children's needs.
- **Improved Student Performance:** Joint monitoring of academic and non-academic progress results in timely interventions.
- **Community Engagement:** Parents become active partners in school development activities, promoting accountability and inclusivity.
- **Holistic Growth of Students:** Coordinated efforts between school and home support the academic, emotional, and social well-being of children.
- **Transparency and Trust:** Regular dialogue builds trust and transparency in school functioning.



Activity 2: Exposure Visit under PMSHRI Scheme

Activity undertaken An exposure visit to Gujarat was organized for selected teachers and officials from PM SHRI schools in Odisha with the objective of learning from best practices implemented in schools of Gujarat. The visit provided participants with the opportunity to observe innovative models of teaching–learning, school management, infrastructure development, and community participation.

Implementation

- A delegation comprising school heads, teachers, District Education Officers, and education officials visited identified PM SHRI schools in Gujarat.
- The team interacted with school authorities, teachers, and students to understand:
- Effective classroom practices and use of ICT and digital learning tools.
- Models of holistic assessment and use of the Holistic Progress Card.
- Innovations in school infrastructure, including playground development, laboratories, and eco-friendly facilities.
- Community engagement initiatives such as active PTAs, Youth & Eco Clubs, and parent participation in school activities.
- The delegation also participated in orientation sessions and field demonstrations, facilitated by host schools and local education authorities.

Outcome

- The exposure visit enhanced the knowledge and capacity of participants by familiarizing them with successful practices being implemented in Gujarat.
- Teachers and school leaders gained new insights into competency-based education, digital integration, and activity-based learning.
- The visit provided inspiration for replicating innovative models in Odisha's PM SHRI schools.
- Stronger inter-state collaboration and networking was fostered, paving the way for exchange of ideas in the future.
- Participants returned with action points for contextual adaptation in their respective schools.

Participants

- Dr Radhakanta Gartia (DEO-cum-DPC, Samagra Sikhsa , Jharsuguda)
- Sri Susanta Kumar Dash (Nodal Cord. PM SHRI & Dist. Cord. Planning, SS, Jharsuguda)
- Sri Antarijyami Badhai (DataAnalysist , PM SHRI & Programmer SS, Jharsuguda)
- Sri Hemsagar Chaudhury, ABEO, Lakhanpur Block , Jharsuguda)
- Sri Kusha Sa (Asst. Teacher , PM SHRI GL HS , Belpar, Jharsuguda)
- Sri Shisira Ku. Patel , (CRCCs, RN Pali Cluster, Kolabira)

Schools and Institutions Visited The delegation visited the following PM SHRI schools and key institutions in Gujarat:

1. PM SHRI Sri Kamla Ben Saha Anupam Primary School, Vithoda, Block – Kheralu, District – Mahesana

2. PM SHRI Kheralu Kanyashala – 2
3. PM SHRI Patel Raibe Ambaram Bhai Primary School, Kahipur, Mahesana
4. PM SHRI Vijapur Primary School - 2, Block - Vijapur, Mahesana
5. Vidya Samiksha Kendra & Command Control Centre
6. Prerana Centre

Key Learnings and Observations

- Innovative classroom practices with emphasis on activity-based and competency-based learning.
- Use of digital platforms and ICT integration for monitoring and teaching support.
- Well-developed school infrastructure and playground facilities that foster holistic growth.
- Functioning of Youth & Eco Clubs and active Parent-Teacher Associations for community involvement.
- Exposure to Vidya Samiksha Kendra (VSK) and Command Control Centre, which demonstrated real-time data monitoring and school performance tracking.
- Visit to the Prerana Centre, where participants observed strategies for motivating and inspiring students through interactive and creative approaches.

Outcome of the Visit

- Participants gained first-hand exposure to innovative education practices in Gujarat.
- The visit enhanced the capacity of teachers and school leaders in areas such as holistic assessment, digital education, and participatory school management.
- The team identified replicable models for adoption in Odisha's PM SHRI Schools, especially in the domains of data-driven monitoring, eco-friendly initiatives, and child-centered pedagogy.
- The exposure promoted inter-state collaboration, paving the way for mutual learning and future partnerships.



Visit to Prerana Centre



Welcome at Kamlaben PM SHRI Upper Primary School



Discussion with Dist. Training Coordinator, Maisana



Meeting with state official



Interaction with Students of Gujarat



Discussion with State Officials



Discussion with State Officials



District Project Office Jharsuguda met with Honble Minister Ministry of Education, GoI



4. ANNEXURES

GOVERNMENT OF ODISHA
DEPARTMENT OF SCHOOL & MASS EDUCATION

SME-MSSA-MSSA1-0044-2024- 18524 /SME, Dt. 07.08.2024

From

Sri Manoj Kumar Padhy, OAS(SAG),
Additional Secretary to Govt.

To

SPD, OSEPA

Sub : Implementation of PM-SHRI Scheme in the State and appointment of Nodal Officers

Madam,

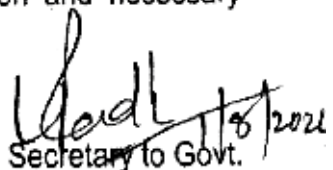
Inviting a reference to the subject cited above, I am directed to say that, Govt in S&ME Deptt have been pleased to implement PM-SHRI Scheme in the State of Odisha. An Memorandum of Understanding (MoU) has already been signed by State with Govt of India in this regard. Now, it has been decided to appoint SPD, OSEPA as State Nodal Officer and District Education Officers as District Nodal Officers for smooth implementation of the said scheme. The consolidated proposals of identified Schools, fulfilling the fixed criteria will be submitted to Department of School, Education and Literacy, Ministry of Education, GOI after obtaining kind approval of the Government in this regard.

Yours faithfully,


Additional Secretary to Govt.

Memo No. 18525 /SME Dt. 07.08.2024

Copy forwarded to all District Education Officers for information and necessary action.


Additional Secretary to Govt.

**GOVERNMENT OF ODISHA
SCHOOL & MASS EDUCATION DEPARTMENT**

No. 21744 / Date 30.8.2024
SME - MSSA - MSSAI - 0044-2024
OFFICE ORDER

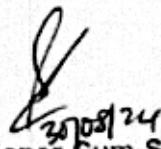
State Govt in SME Department has been pleased to implement the PM-SHRI Scheme in Odisha. MoU has been signed with Ministry of Education (DoSE&L), Govt of India in this regard.

To implement the PM SHRI Scheme in the state and selection of schools at state level, a Committee is hereby constituted as follows.

1. Commissioner-Cum-Secretary to Govt., S&ME Deptt – Chairperson
2. Director, Higher Secondary Education - Member
3. Director, Secondary Education - Member
4. Director, Elementary Education - Member
5. SPD, OAVS – Member
6. Additional Secretary to Govt, S&ME Deptt (I/C PM SHRI Scheme) - Member
7. Director, TE & SCERT – Member
8. State Project Director, OSEPA – State Nodal Officer & Member Convener


In order to expedite the planning and implementation process in the state, members of the committee will take up the following activities.

1. Finalise the list of schools where PM SHRI Scheme will be implemented. After the finalization of the list of school, OSEPA will send the same to Govt. in S&ME Deptt for approval after which the list will be uploaded in the PM SHRI Portal.
2. To monitor the progress and provide on-site and on-line support to the district administration to accelerate the implementation process.
3. OSEPA will provide necessary logistic support for the arrangement of the review meeting and district visit.


 Commissioner-Cum-Secretary to Govt.
 S & ME Department

Memo No 21745 / Date 30.8.2024

Copy to the Directors – EE, SE, DHSE, SCERT, SPD – OAVS and SPD, OSEPA for kind information and necessary action.


 Commissioner-Cum-Secretary to Govt.



ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY

"SHIKSHA SOUDHA", UNIT-V, BHUBANESWAR-751001

Ph No.0674-2392835(O)/opepaedu@yahoo.co.in

No. 7273 Date 03/08/24

OFFICE ORDER

State Govt. in S&ME Deptt has been pleased to implement the PM SHRI Scheme in 2024-25. State Project Director, OSEPA, vide Letter No. 18524 /SME/Dated 01.08.2024, has been declared as the State Nodal Officer and District Education Officers (DEOs) as the District Nodal Officer for the smooth implementation of the scheme.

Following arrangement has been made to plan, implement and monitor the scheme

Members of the PMU & Coordination Committee-PM SHRI

- 1) State Project Director, Chairperson and State Nodal Officer (SNO)
- 2) Additional Director – General & Quality/MIS/TT/TE
- 3) Finance – FA & CAO, FO & F.C.
- 4) Joint Directors – Administration, CM, Access, Girls Education & Civil
- 5) Deputy Directors- Text Books, Pedagogy, IE, & Vocational Education
- 6) Planning - S.S Swarupa & C.S Mohapatra (Planning Coordinator)
- 7) MIS – N. Panda & Chinmayananda Samantray, Programmer
- 8) Assistant Director. Planning (Dipak Ray) - Member Convener & Coordinating Officer

State Project Director

Memo No 7274 Date 03/08/24

- Copy to the Director-DEE, DSE, DHSE & TE&SCERT, SPD-OAVS, MC-Mo School, President-BSE and Chairman-CHSE for kind information.
- Copy to all DEOs/DPCs for kind information and necessary action.
- Copy to all the Intervention Heads, SPO, OSEPA for information and necessary action.
- Copy to the person concerned for information and necessary action.

State Project Director

Memo No 7275 Date 03/08/24

- Copy to the Additional Secretary to Govt. S&ME Deptt, for kind information.
- Copy to Under Secretary to Govt. MoE (DoSE&L), Govt of India for kind information.
- Copy to Sr. PS to the Commissioner-cum-Secretary to Govt, Deptt of S&ME for kind information of the Commissioner-cum-Secretary.

State Project Director



ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY

"SHIKSHA SOUDHA", UNIT-V, BHUBANESWAR-751001

Ph No.0674-2392835(O)/osepaedu@yahoo.co.in

No. 7270 Date 03/08/24

From,

Parul Patawari, IAS
State Project Director

To,

All Collectors,
Odisha

Sub: Implementation of the PM-SHRI schemes - regarding.

Ref: Letter no. 18524/SME, Dated 1-8-2024

Ma'am/Sir,

In inviting a reference to the subject cited above, I am to say that State Govt in S&ME Department has been pleased to implement PM SHRI Scheme in Odisha. Objectives of the scheme are to qualitatively strengthen the existing schools, make them exemplar over a period of time. Also, to prepare Schools in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists and a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

2. District Education Officers (DEOS) have been declared as the District Nodal Officer (DNO) vide GO. No. 18524, dated 1-8-24 for the smooth implementation of the scheme. DNO will ensure that all eligible schools will apply in the PM SHRI Portal. UDISE Code of the concerned school and registered Mobile no. are the credentials.

3. Govt run schools are eligible to participate. Preference would be given to Higher Secondary school, then to Secondary and Elementary schools. Detailed Guidelines (Framework) as prescribed by MoE, Govt of India are attached here with for the ready reference which may kindly be seen.

4. It is pertinent to mention that all DEOs/DPCs, Planning Coordinators and Programmers (MIS) has been oriented on the scheme by the Consultant, MoE, GoI and OSEPA. Accordingly, all HMs of the eligible schools may be communicated to upload the information in the Portal and also, upload photograph and other documents as per the Guidelines.

5. All DNOs will ensure that all schools in adequate number complete the application process through PM -SHRI web portal in a challenge method.

6. Last date for schools to apply is August 13, 2024. Last date for district level verification, approval & submission to state is August 20, 2024.

7. District Nodal Officer will verify the school's details as shared by the schools carefully through on-line and off-line monitoring and certify in the Portal accordingly. After the verification

DNO will obtain the approval from the District Collector, upload the same on-line and submit to State.

8. The DNO will send block wise list of short-listed schools to State along with proper justification in 100-200 words for each school (short listed-Non-shortlisted). For wide publicity of the scheme, DNO will take steps to orient the field functionaries i.e. BEOs, BRCCs, CRCCs & HMs.

9. Further, to facilitate the entire process of PM -SHRI scheme at district level, a Committee may be constituted consisting of ADEO- Scheme/ADEO-Quality as the Coordinating-cum-Contact officer, Planning Coordinator- (Nodal Coordinator), Programmer (data validator), Sr. TC, FC, Pedagogy Coordinator, Girls, ST/SC Coordinator and IE Coordinator as members under the Chairpersonship of the DEO for proper selection and in time completion of the work. To facilitate the entire process of PM -SHRI scheme, mobility /Logistic support as required may be borne out of MMR (SS) funds. In case of any doubt, Assistant Director, Planning (Dipak Ray, Mob. No. 9437227285) may kindly be contacted.

10. We are confident that with your leadership and active involvement, the PM SHRI Scheme will achieve its intended goals and significantly contribute to the transformation of the educational landscape in our state.

11. We request you to prioritize this initiative and ensure that all necessary steps are taken for its successful implementation. Your cooperation and dedication are crucial to the success of this scheme.

Thank you for your attention and prompt action on this matter.

Yours Faithfully,


State Project Director

Memo No 7271 Date 03/08/24

- Copy to the Director-DEE, DSE, DHSE & TE&SCERT, SPD-OAVS, MC-Mo School, President-BSE and Chairman-CHSE for kind information.
- Copy to all DEOs/DPCs -cum-DNOs for kind information and necessary action.
- Copy to all the Intervention Heads, SPO, OSEPA for information and necessary action.


State Project Director

Memo No 7272 Date 03/08/24

- Copy to the Additional Secretary to Govt. S&ME Deptt, for kind information.
- Copy to Sr. PS to the Commissioner-cum-Secretary to Govt, Deptt of S&ME for kind information of the Commissioner-cum-Secretary.


State Project Director

GOVERNMENT OF ODISHA
DEPARTMENT OF SCHOOL & MASS EDUCATION

PT1-SME-MSSA-MSSA1-0044-2024- 24382 /SME, Dt. 26.9.2024

From

Sri Manoj Kumar Padhy, OAS(SAG),
Additional Secretary to Govt.

To

The State Project Director, OSEPA

Sub : 4th phase PM-SHRI Schools

Madam,

Enclosing the DO Letter Dt.24.9.2024 of Director, Department of School Education and Literacy, Ministry of Education, Govt of India on the subject cited above (Copy Enclosed), I am directed to say that, GOI have approved 450 PM SHRI Schools (24 Elementary Schools, 368 Secondary Schools and 58 Senior Secondary Schools) for the fourth phase of selection for the State of Odisha. The list of the selected schools is enclosed herewith.

It has been suggested by GOI to open Implementing Agencies (IAs) account for schools selected in the 4th Phase and to map all the IAs with the existing Single Nodal Agency (SNA) account of PM SHRI Scheme. It has further been suggested to prepare the Annual Work Plan & Budget (AWP&B) proposals for the Project Approval Board (PAB) meetings as per the norms of the PM SHRI Scheme and also to have a provision of matching state share accordingly.

It is, therefore, requested to go through the suggestions/recommendations made by GOI in this connection in the aforementioned DO Letter and take immediate appropriate action in this regard.

Enclosure-(As above)

Yours faithfully,


Additional Secretary to Govt.

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115



भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली - 110 115

Dr. Preeti Meena
Director, DoSEL
Email ID: preeti.meena@gov.in
Tel. 011-23383779

D.O. No. 1-5/2024-IS.19



Dated, 24th September, 2024

Respected Mam,

This is regarding the PM SHRI Scheme which aims to establish more than 14,500 PM SHRI Schools across the country. PM SHRI Schools displays all the components of the National Education Policy (NEP) 2020 and provides guidance to other schools around them to implement the NEP. PM SHRI Schools follows a pedagogy which is more experiential, holistic, inclusive, integrated and enquiry-driven. These schools have better and excellent science labs, libraries, ICT facilities and vocational labs.

2. A total of 10,858 schools were selected from 30 States/UTs along with KVS/NVS in the first, second and third phase.
3. The fourth phase of selection of PM SHRI Schools also has been done using the transparent Challenge Method, wherein Schools self-applied on the Online Challenge portal and state has recommended schools after district verification. After detailed deliberation, the expert committee from the state recommended schools, as per the cabinet note, has approved 450 PM SHRI Schools (24 Elementary Schools, 368 Secondary Schools and 58 Senior Secondary Schools) for the fourth phase of selection for the State of Odisha. The list of the selected schools for your State/UT is at Annexure I.
4. States/UTs are requested to open Implementing Agencies (IAs) account for schools selected in the 4th Phase and map all the IAs with the existing Single Nodal Agency (SNA) account of PM SHRI Scheme. States/UTs are requested to prepare the Annual Work Plan & Budget (AWP&B) proposals for the Project Approval Board (PAB) meetings as per the norms of the PM SHRI Scheme. States may also have a provision of matching state share accordingly.

5. Effective implementation of this scheme will enable depiction of all components of NEP 2020, ensure quality education to our students and enable PM SHRI schools to represent as brand for quality education in the country. The success of the PM SHRI scheme will depend upon the co-operation and co-ordination of all the States/UTs.

With regards,

Yours sincerely,

Encl: As Above

Preeti Meena
(Preeti Meena)

Smt. Shalini Pandit, IAS
Commissioner-cum-Secretary (Education)
Government of Odisha,
Department of School & Mass Education,
Odisha Secretariat
Bhubaneswar - 751001
ODISHA

F. No. 1-9/2022-IS.19
Government of India
Ministry of Education
(Department of School Education & Literacy)
(IS-19 Section)

Shastri Bhawan, New Delhi
Dated: 28th November, 2024

To

State Project Director
Odisha

Subject: Approval of withdrawal of one PM SHRI schools in the state of Odisha under PM SHRI Scheme -reg.

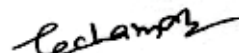
Reference to letters received from the state of Odisha, the state has requested for withdrawal of the one PM SHRI schools from the PM SHRI scheme as enclosed.

2. In this regard, it is informed that the withdrawal of one PM SHRI Schools under the PM SHRI scheme has been approved. The state is requested to apply new schools on the portal during the on-going fifth phase of the selection process to replace the withdrawn schools. The Selection of PM SHRI schools will be done through transparent Challenge Method on the PM SHRI portal. The PM SHRI portal for fifth phase of selection process is opened till 08.12.2024 and the schedule is as follow:

Schedule for fifth cycle of selection process	
Activity	Timeline
Last date for Schools to apply	Till 8 th December, 2024
District (For Verification)	Till 15 th December, 2024
State/UT (For Verification & Approval)	Till 22 nd December, 2024
MoE (For Final Selection)	Till 30 th December, 2024

3. This issues with the approval of the competent authority.

Yours faithfully,



(Vipinder Chander Chamoli)

Under Secretary to the Government of India

Tel: 011-23383779

Email: vipinchander.chamoli35@gov.in

Enclosure

SN	State	District/Region	School Name	Phase of Selection
1	Odisha	Koraput	Govt U.G. High School, Balda	4

OSEPA					
SPD	DD	AD	AD	AD	AD
(Ped)	(G)	(G)	(G)	(G)	(G)
28 JAN 2025					
AD	AD	STC	PIO	APD	
(CM)	(MS)				
RA	MC	E.O.	PC	APE	

F. No. 1-5/2024-IS.19
 Government of India
 Ministry of Education
 Department of School Education & Literacy
 (IS-10 Section)

Shastri Bhawan, New Delhi
 Dated: 28 January, 2025

Commissioner-Cum-Secretary
 Department of School and Mass Education
 Odisha.

Subject: Selection of PM SHRI Schools in the Fifth Phase of PM SHRI Scheme- reg.

Sir/Madam,

This is regarding the PM SHRI Scheme, in which PM SHRI schools are being developed to showcase all the initiatives of National Education Policy (NEP) 2020 and emerge as exemplar schools over a period of time, offering leadership to other schools in the neighbourhood.

2. The selection of PM SHRI Schools is done using the transparent challenge method, wherein Schools self-apply on the Online Challenge portal and state recommends schools after district verification. After detailed deliberation, the expert committee selects from the state recommended schools.

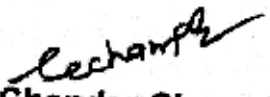
3. A total of 449 schools have been selected in the State of Odisha in the 4th Phase of PM SHRI School selection. Now, 13 schools have been selected from Odisha in the 5th phase, out of which 2 are Upper Primary Schools, 10 are Secondary Schools and 1 is a Senior Secondary School. The list of the selected schools in the 5th Phase for the State of Odisha is at Annexure I.

4. In this regard, I request you to open Implementing Agencies (IAs) account for schools selected in the 5th Phase and map all the IAs with the existing Single Nodal Agency (SNA) account of PM SHRI Scheme. Further, you are requested to prepare the Annual Work Plan & Budget (AWP&B) proposals for the Project Approval Board (PAB) meetings as per the norms of the PM SHRI Scheme.

5. Effective implementation of this scheme will enable depiction of all components of NEP 2020, ensure quality education for our students and enable PM SHRI schools to represent as brand for quality education in the country. The success of the PM SHRI scheme will depend upon your cooperation and co-ordination.

Yours faithfully,

Encl: As Above.


(Vipinder Chander Chamoli)
Under Secretary to the Government of India
Tele: 011-23383934
Email: vipinchander.chamoli35@gov.in



0674 - 23955325



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