



Strengthening  
Teaching-Learning  
and Results for States



शिक्षा मंत्रालय  
MINISTRY OF  
EDUCATION



# STRENGTHENING TEACHING-LEARNING AND RESULTS FOR STATES (STARS) 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





# **STRENGTHENING TEACHING-LEARNING AND RESULTS FOR STATES (STARS)**

## **ODISHA**

# **ANNUAL REPORT 2024-25**



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

SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR, ODISHA  
Website : [www.osepa.odisha.gov.in](http://www.osepa.odisha.gov.in)





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## OSEPA

The Odisha School Education Programme Authority (OSEPA), established in 1996 under the Department of School and Mass Education, Government of Odisha, is an autonomous body responsible for implementing school education reforms. Initially focused on Primary Education through OPEPA, OSEPA has evolved to address the school education, ensuring universal access, equity, quality, inclusivity, vocationalisation, and teacher education.

A key initiative under its purview is the Strengthening Teaching-Learning and Results for States (STARS) project, launched in 2020–21. Since its implementation in Odisha from 2021–22, the STARS initiative has significantly contributed to the transformation of Odisha's school education system by targeting five key areas:

- Strengthening early childhood and foundational learning,
- Improving learning assessment systems,
- Improving teacher performance and classroom practices,
- Facilitating school-to-work transitions, and
- Advancing governance and decentralised management for more effective service delivery.

Together, these initiatives align with the NEP 2020 vision and aim to provide inclusive, equitable, and high-quality education for all children across diverse learning environments in Odisha.





**Shalini Pandit, IAS**

Commissioner-cum-Secretary to Govt  
-cum-Vice Chairperson, OSEPA

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## MESSAGE

The Strengthening Teaching-Learning and Results for States (STARS) project, implemented in Odisha since 2021-22, continues to play a pivotal role in advancing the quality, equity, and governance of school education in the state. Guided by the vision of the National Education Policy (NEP) 2020, the project has driven systemic reforms and innovations aimed at improving learning outcomes for all children.

The STARS scheme has been a catalyst for systemic reforms across Odisha, focusing on strengthening early childhood education, enhancing teaching-learning practices, improving assessment systems, and establishing strong data-driven governance frameworks, resulting in significant state-wide progress.

This year's achievements include comprehensive teacher development programmes, strengthened foundational literacy and numeracy initiatives, innovative assessment mechanisms, improved service delivery systems, and a focus on skill education. Guided by evidence-based planning and inclusive implementation, these efforts have helped bridge equity gaps, extend quality learning opportunities to underserved communities, and reaffirm our unwavering commitment to the Right to Education and ensuring holistic, high-quality education for every child.

This report reflects our shared achievements and collective vision for holistic, future-ready education. I extend my sincere gratitude to all stakeholders for their dedication. Through collaboration and responsive governance, the STARS scheme continues to set new benchmarks in delivering equitable, high-quality education to every child in Odisha.

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









**Ms. Ananya Das, IAS**  
State Project Director,  
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## PREFACE

It gives me immense pleasure to present the Annual Report of the Odisha School Education Programme Authority (OSEPA) for the academic year 2024-25, marking five impactful years under the STARS (Strengthening Teaching-Learning and Results for States) initiative. Through STARS, Odisha has taken significant strides to elevate the standards of school education, following the visionary principles of the National Education Policy 2020.

In its fifth year of implementation, 2024-25, STARS has focused on strengthening foundational learning, modernising assessment systems, enhancing teacher capacity, improving service delivery, and expanding vocational education. These interventions have been undertaken with a focus on Odisha's specific educational priorities, ensuring innovation, inclusive access and promoting an engaging learner-centred environment.

This Annual report highlights the major achievements and initiatives undertaken during the year, reflecting the collective commitment of all stakeholders to provide quality education for every child and to equip learners with the skills and competencies required for the future.

**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	Kasturba 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 Enrollment 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
PTT	Part Time Teachers
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
SDG	Sustainable Development Goals
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





# 1. EXECUTIVE SUMMARY (2024-25)



## Background

The Strengthening Teaching-Learning and Results for States (STARS) project, supported by the World Bank, is a transformative initiative under the Centrally Sponsored Scheme (CSS) implemented by the Ministry of Education, Government of India, in partnership with the School & Mass Education Department, Government of Odisha. Approved by the Cabinet at the national level in 2020-21 and implemented in Odisha from 2021-22, the STARS project has now completed five years of impactful implementation in the state. Over this period, it has driven significant reforms and innovations in school education, contributing to systemic transformation and improved learning outcomes across Odisha.

Aligned with the principles and vision of the National Education Policy (NEP) 2020, the STARS project seeks to holistically enhance the quality, equity, and outcomes of school education from pre-primary to higher secondary levels. The project adopts a systemic and inclusive approach to strengthen key pillars of education through a wide range of interventions targeting both academic and administrative domains.

## Key Objectives

The STARS project in Odisha is designed to achieve the following broad objectives:

- Strengthen teaching-learning practices and education outcomes in line with NEP 2020
- Ensure inclusive and equitable access to quality education for all children
- Promote lifelong learning opportunities through improved school readiness, foundational learning, and pathways to vocational education
- Build robust systems of learning assessment, teacher development, and data-driven governance.

## State Incentive Grant (SIG) Components

The project is structured around five major components that form the backbone of its implementation strategy:

- I. **Strengthened Early Years Education:** Enhancing foundational literacy and numeracy in the early grades.
- II. **Improved Learning Assessment Systems:** Establishing competency-based and adaptive assessment mechanisms.
- III. **Improved Teacher Performance and Classroom Practice:** Professional development of teachers through need-based training, mentoring, and performance support.
- IV. **Strengthened Service Delivery:** Strengthening institutional capacity at all levels for planning, governance, monitoring, and implementation.
- V. **Vocational Education and Training:** Expanding access to skill-based education and exposure to future career pathways.



## Vision

The overarching vision of the STARS project is to ensure that every child in Odisha has access to high-quality education in a safe, inclusive, and engaging learning environment. The project aims to meet the diverse academic, linguistic, and socio-cultural needs of students and empower them to become active and capable participants in the learning process.

## Coverage and Reach

Across Odisha, 3,44,166 teachers are engaged in educating 7554643 students enrolled in 61,565 schools. The project emphasises a whole-school ecosystem approach by actively engaging all stakeholders - teachers, students, teacher educators, School Management Committees (SMCs), parents, community members, SCERT, DIETs, BITEs, BRPs, CRPs, and volunteers.

A critical area of focus under STARS is the modernisation of assessment systems, ensuring data-driven learning support and targeted interventions. The project also works to bridge equity gaps by supporting underserved geographies and disadvantaged learners, thereby reaffirming the state's commitment to the Right to Education and Quality Learning for All.

Through collaborative planning, responsive governance, and inclusive implementation, the STARS project continues to drive systemic reforms and innovation in Odisha's school education landscape, positioning the state as a national leader in the delivery of quality and equitable education.

**The major initiatives & achievements under STARS in 2024-25 are as follows:**

### SIG I: Strengthened Early Years Education

- Workshops for module development for capacity building of CRCCs/DRGs, training of Anganwadi Workers, and capacity building of teachers from FLN Model Schools and Prayogshala Schools were conducted at the DIET level in August 2024.
- 1897 primary schools have been completely developed/transformed into FLN-compliant schools.
- Training of Primary Teachers and HMs on FLN is in progress at the district level, and 87684 teachers have been imparted training.
- Training of Primary grade teachers (@1 teacher per school) on Sishu vatika has been conducted at the Block level, and 43749 teachers have been imparted training.

### SIG II: Improved Learning Asses :

- International Girl Child Day was celebrated at the district and block levels in October 2024, and National Girl Child Day was celebrated on 24th January 2025 on the eve of Balika Divas.
- Baseline assessment for Class IX students conducted on 20th & 21st August 2024. Endline assessment for Class IX students conducted on Feb 17 & 18, 2025, across 5261 secondary schools.
- Summative Assessment II has been conducted for elementary & secondary school students in February 2025.

### SIG III: Improved Teacher Performance and Classroom Practice

- The orientation programme for 13,564 newly recruited elementary teachers (Junior Teacher schematic) was conducted at the state level on 5th October 2024. The induction training on the PRERANA module is currently underway at the district level, with 11,463 teachers having completed the training.



- A 3-day training programme on Leadership, 21st Century Skills, SEEL, and Mental Well-being for Upper Primary Teachers is in progress at the district level, with 78,257 teachers trained so far.
- Capacity building of 22,512 secondary school teachers under the UTKARSH programme has been completed at the district level.
- Training of 316 KGBV wardens on Gender Sensitivity and Child Rights was conducted at the state level from 3rd to 8th October 2024. Similarly, capacity building of 324 KGBV Headmistresses and Principals was held in three phases from 20th to 25th January 2025.
- Capacity-building programme for 199 Principals of upgraded Government Higher Secondary Schools was conducted on 19th and 20th December 2024.
- The induction training for 14,400 newly recruited secondary teachers on the SANKALP module is currently being carried out at the district level. Additionally, refresher training for 203 PETs from secondary schools was conducted in two phases at the state level.
- 3-day training programme on Gender Equity and Curriculum Integration for Social Science Teachers has been conducted at the district level, covering 20,932 teachers.
- Five-day DRG training under the NISHTHA module on Inclusive and Equitable Education was conducted from 15th to 20th December 2024, with 150 DRGs trained followed by training of 1580 BRGs in January 2025. And 52223 teachers (@ 1 teacher per school) have been trained at the block level during 2024-25.
- Orientation programmes for Master Trainers were organised on multiple components:
  - Implementation and assessment of Aspirational Components in Schools,
  - Digital Assessment in Secondary Schools for 314 Heads of Institutions in October 2024, and
  - Conduct of Board Examinations (HSC, SOSC & Madhyama) in February 2025.
- 5-day residential induction training programme for 100 newly recruited PGTs of Government Aided Higher Secondary Schools was held at IMAGE, Bhubaneswar, from 3rd to 7th February 2025.
- A state-level workshop on module development for the SAMBHAV module was conducted for Secondary School Headmasters, with 117 DRGs trained.
- Five-day in-service training for 1,600 Higher Secondary Teachers was conducted through the Council of Higher Secondary Education (CHSE).
- The authoring of textbooks for Classes IX and X, in alignment with the National Curriculum Framework (NCF), is currently in progress by the Board of Secondary Education, Odisha.

#### **SIG IV: Strengthened Service Delivery**

- Vidya Sameeksha Kendra has been operational at OSEPA to support the monitoring of various educational activities.
- Consultative workshop on IE has been conducted at the district level for training of 343 visually impaired students on the use of Braille Laptops.
- Provision of ICT facility for 182 KGBV Hostels (@3 computers and accessories per KGBV) has been completed through OCAC.
- Maintenance of 179 Type III KGBVs is in progress.
- Newly recruited BEOs & HMs training conducted from April 25 to May 9, 2024.





- 2-day orientation of DEO-cum-DPCs conducted at state level conducted in 19th – 20th April 2024.
- Exposure Visit of IEC & BRP to Other States/ National Institutes has been conducted in 3 phases. 1st phase visit was conducted from Oct 26th to 31st, 2024, to Mysore, Karnataka. 2nd phase visit conducted to Uttarakhand, and 3rd phase visit conducted from 6th to 9th November to Maharashtra.

### **SIG V: Vocational Education and Training**

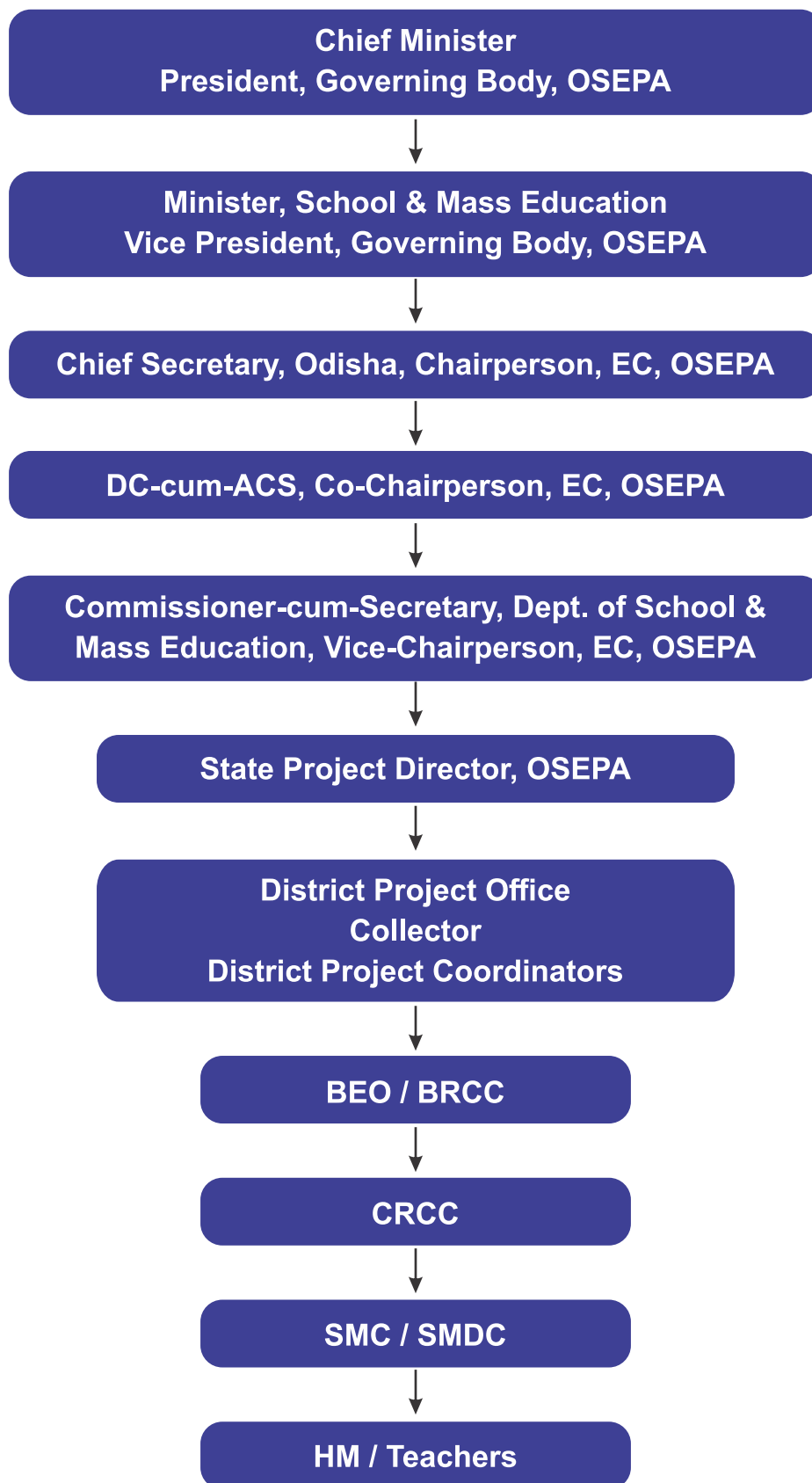
- The orientation programme for Odiapreneur, 'A Smart Odisha Hackathon-3.0' was organised by the Directorate of Higher Secondary Education, Odisha under STARS programme at Krushi Bhawan, Bhubaneswar on 15th February 2025, in collaboration with OSEPA and Technical support of Utkal University, Vani Vihar, Bhubaneswar & Odisha University of Agriculture and Technology (OUAT), Unit 8, Bhubaneswar. The programme was conducted from February to May 2025, from the School level to the State level.
- Career Guidance Portal/ website launched on 5th Sept 2024 by the Hon'ble Chief Minister, Odisha. 9 online webinars on Career Guidance were conducted for classes IX & X, and Career Guidance materials have been distributed in all Govt. Sec & Hr. Sec schools.
- DRG training on 2-day capacity building programme on Career Guidance was conducted at state level for 120 DRGs on 20th-21st Jan 2025.
- The Dual mode of vocational education has been operational in 4 selected schools across Odisha as a pilot implementation.
- 47 GVHSS have been revamped as per NSQF and the capacity building programme of 50 Govt. Vocational HSS Headmasters was conducted on 17th January 2025.





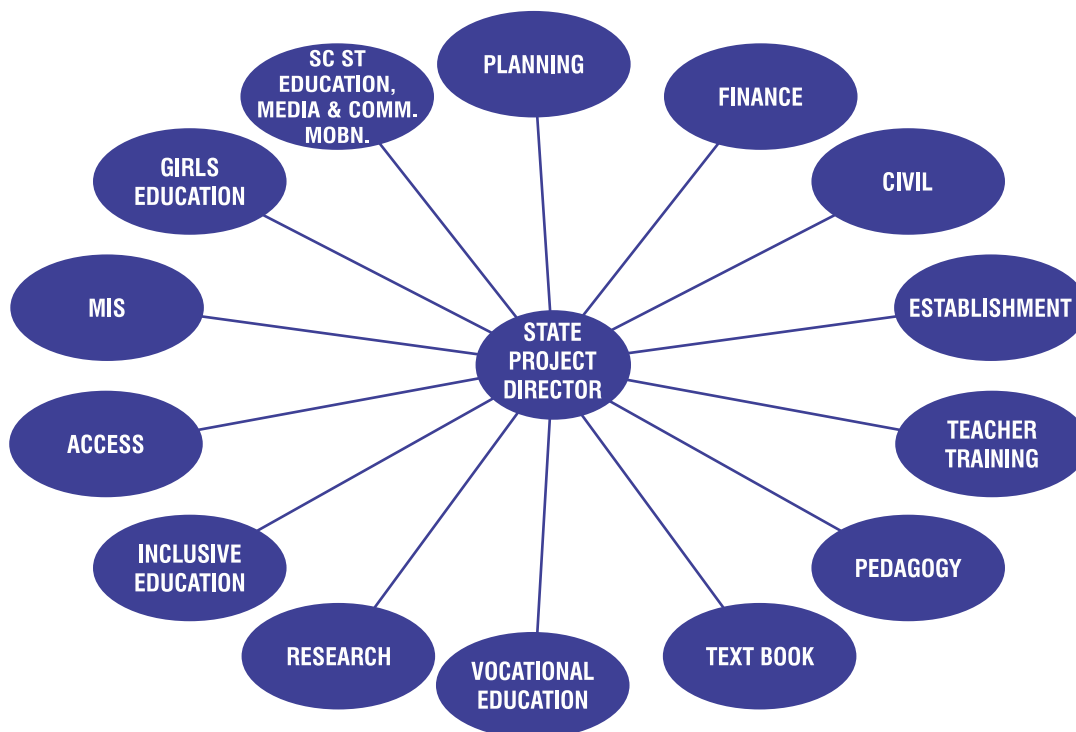


## 2. ADMINISTRATIVE STRUCTURE OF OSEPA

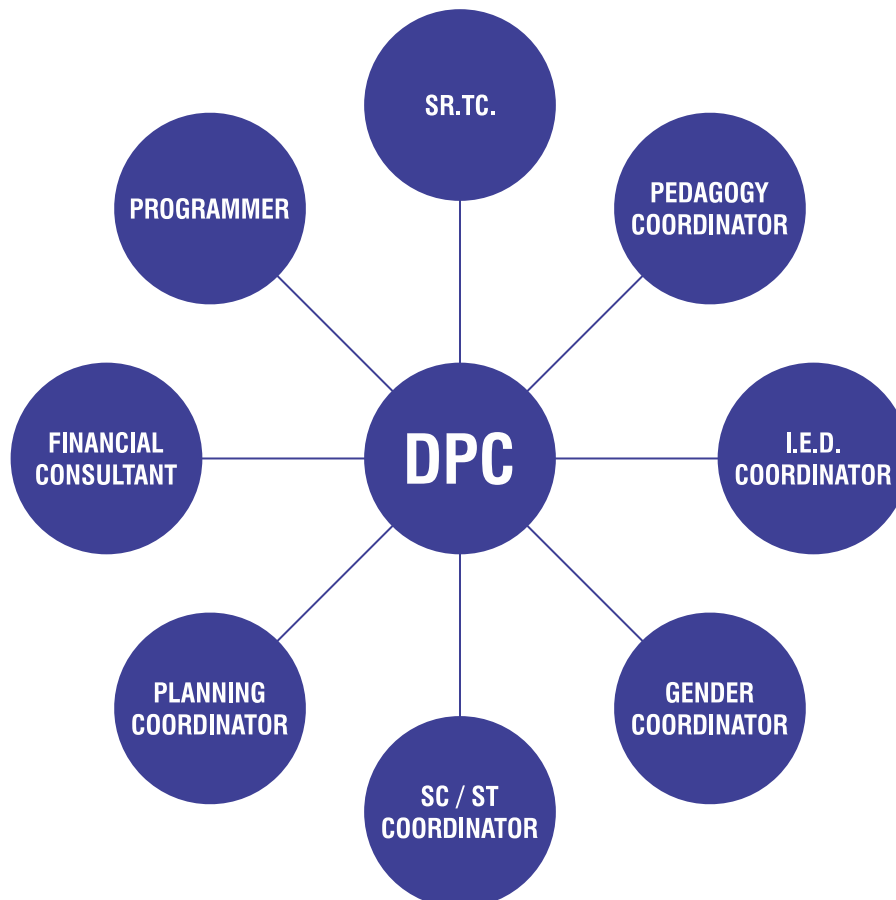




## 2.1 OSEPA - SPO INTERVENTION



## 2.2 OSEPA - DPO INTERVENTION





### 3. PROGRESS OVERVIEW OF VARIOUS INDICATORS

#### ADMINISTRATIVE INDICATORS

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

#### DEMOGRAPHIC INDICATORS

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



## EDUCATIONAL INDICATORS –2024-25

### 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	<b>41342</b>	4694	765	<b>46801</b>
Tribal Welfare Dept.+ Ekalavya Model Residential Schools	430	773	<b>1203</b>	381	110	<b>1694</b>
Other State Govt. Managed	6	2	<b>8</b>	4	7	<b>19</b>
<b>Total Govt. Schools (State)</b>	<b>26890</b>	<b>15663</b>	<b>42553</b>	<b>5079</b>	<b>882</b>	<b>48514</b>
Govt. Aided	285	1383	<b>1668</b>	3337	793	<b>5798</b>
<b>Total Govt. &amp; Aided Schools</b>	<b>27175</b>	<b>17046</b>	<b>44221</b>	<b>8416</b>	<b>1675</b>	<b>54312</b>
Partially Aided by SSEPD	14	36	<b>50</b>	20	0	<b>70</b>
Central Govt. Managed	0	1	<b>1</b>	3	9	<b>13</b>
Pvt. Unaided (Recognised)	776	3351	<b>4127</b>	814	1186	<b>6127</b>
Pvt. Unrecognised	441	418	<b>859</b>	64	22	<b>945</b>
KV/JNV	1	0	<b>1</b>	15	82	<b>98</b>
<b>Total School</b>	<b>28407</b>	<b>20852</b>	<b>49259</b>	<b>9332</b>	<b>2974</b>	<b>61565</b>

Source : UDISE+ 2024-25





## ENROLLMENT (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	<b>3734717</b>	671989	121499	<b>4528205</b>
Tribal Welfare Dept.+ Ekalavya Model Residential Schools	172460	173575	<b>346035</b>	65735	15774	<b>427544</b>
Other State Govt. Managed	841	1363	<b>2204</b>	905	1976	<b>5085</b>
<b>Total Govt. Enrolment (State)</b>	<b>2453674</b>	<b>1629282</b>	<b>4082956</b>	<b>738629</b>	<b>139249</b>	<b>4960834</b>
Govt. Aided	23149	119207	<b>142356</b>	346184	456912	<b>945452</b>
<b>Total Govt. &amp; Aided Enrolment</b>	<b>2476823</b>	<b>1748489</b>	<b>4225312</b>	<b>1084813</b>	<b>596161</b>	<b>5906286</b>
Partially Aided by SSEPD	2764	1415	<b>4179</b>	508	0	<b>4687</b>
Central Govt. Managed	1222	2108	<b>3330</b>	1043	1260	<b>5633</b>
Pvt. Unaided (Recognised)	699889	323369	<b>1023258</b>	150656	306673	<b>1480587</b>
Pvt. Unrecognised	52826	15500	<b>68326</b>	5533	5091	<b>78950</b>
<b>Total Enrolment without KV/JNV</b>	<b>3233524</b>	<b>2090881</b>	<b>5324405</b>	<b>1242553</b>	<b>909185</b>	<b>7476143</b>
<b>KV/JNV (Current Year)</b>	<b>27486</b>	<b>24850</b>	<b>52336</b>	<b>15797</b>	<b>10367</b>	<b>78500</b>
<b>Total Enrolment Incl. KV/JNV</b>	<b>3261010</b>	<b>2115731</b>	<b>5376741</b>	<b>1258350</b>	<b>919552</b>	<b>7554643</b>

Source : UDISE+ 2024-25

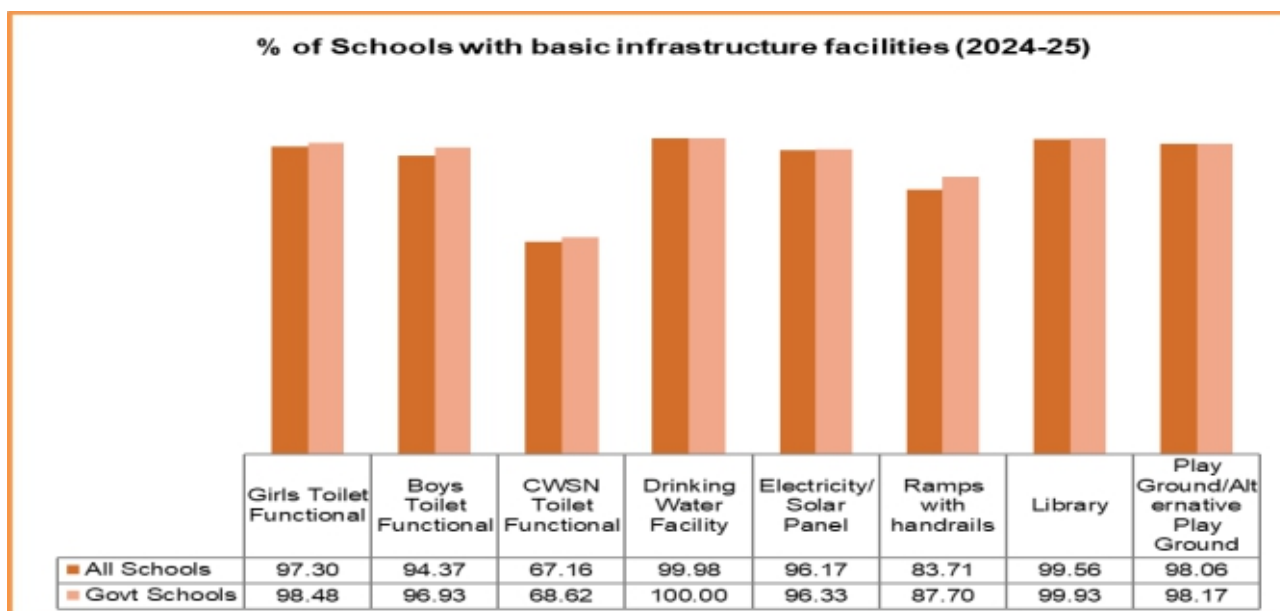


## TEACHER (2024-25)

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

Source : UDISE+ 2024-25

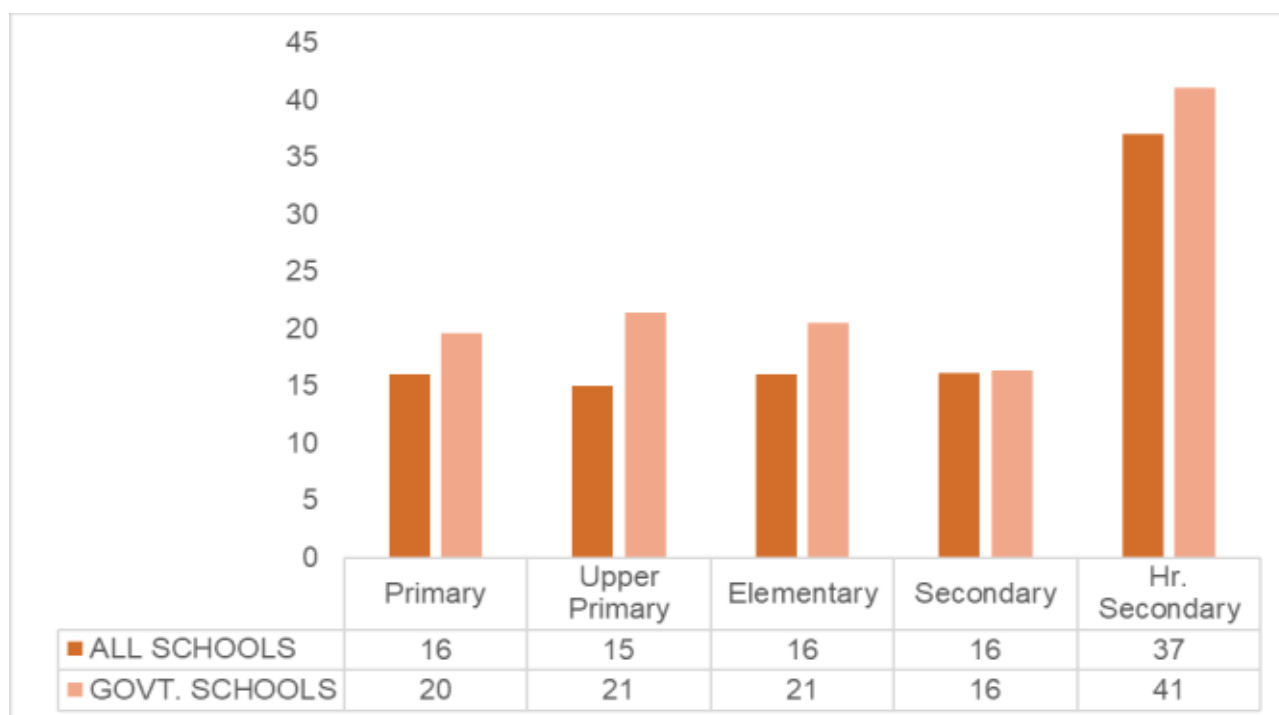
## SCHOOLS WITH BASIC INFRASTRUCTURE



Source: UDISE+ 2024-25

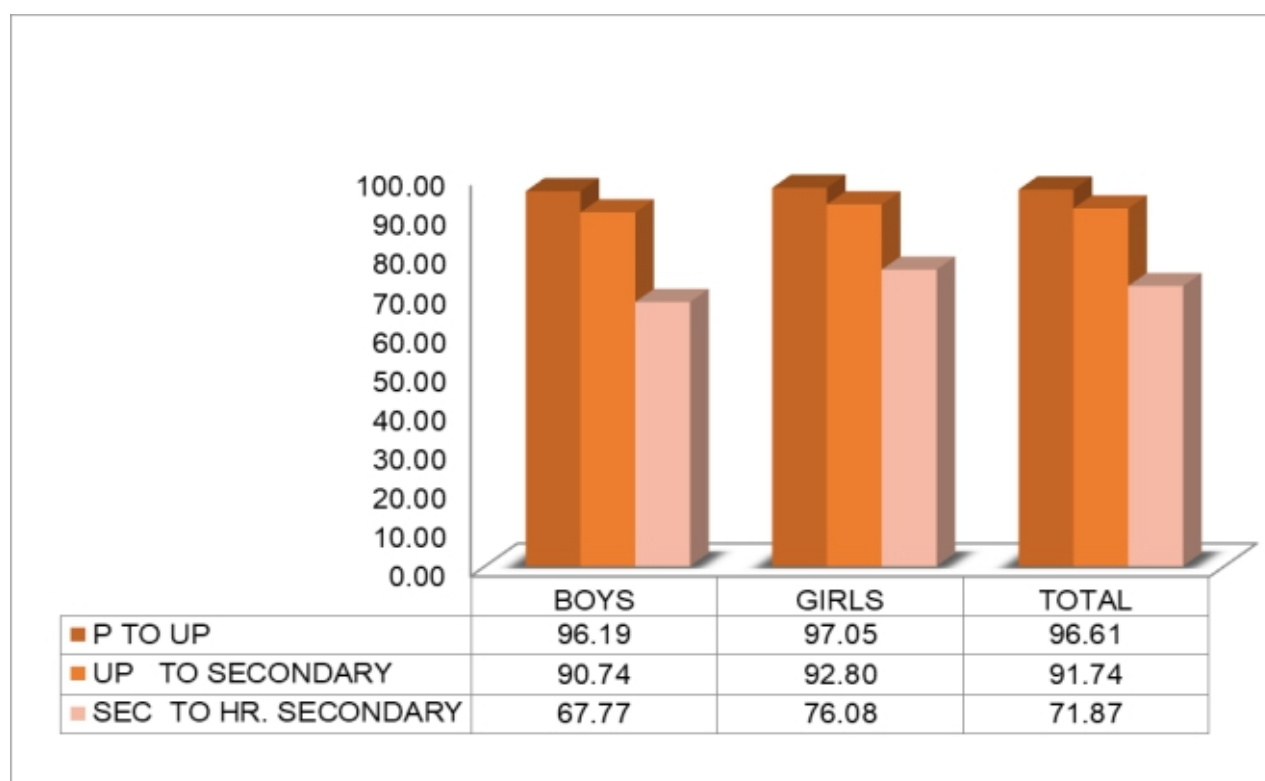


### PUPIL TEACHER RATIO (PTR)



Source: UDISE+ 2024-25

### TRANSITION RATE

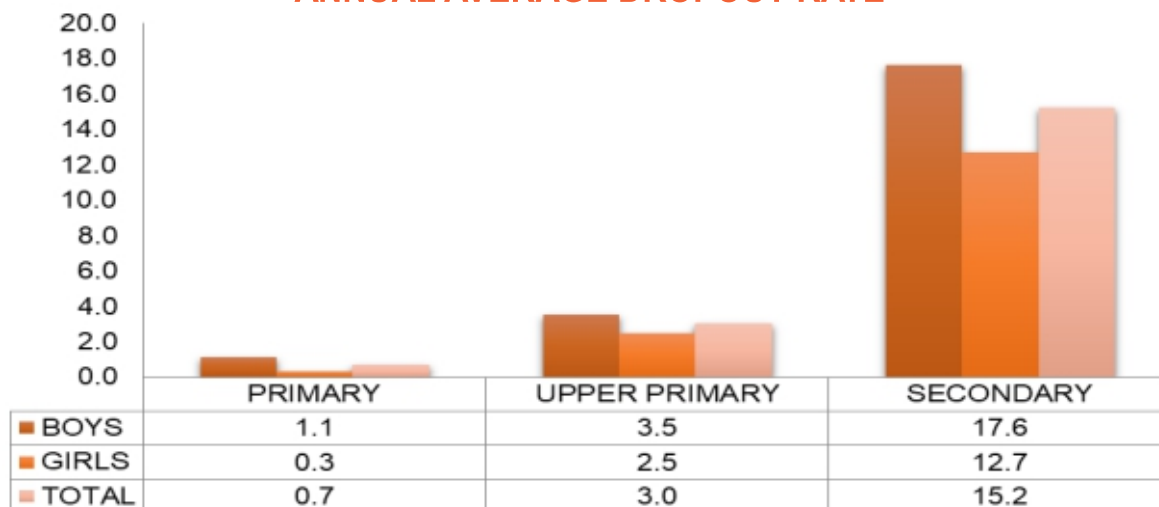


Source: UDISE+ 2024-25



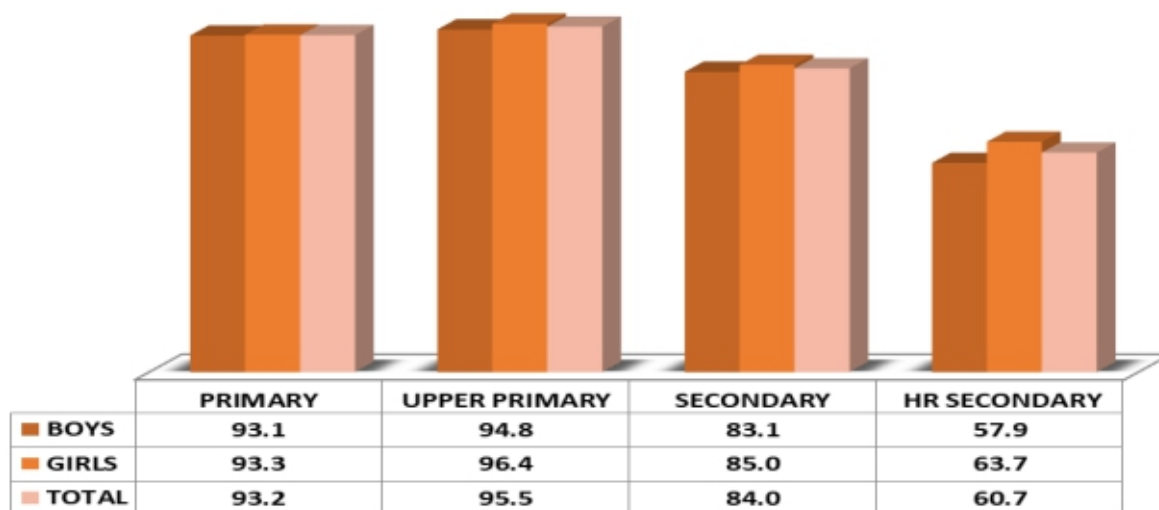


### ANNUAL AVERAGE DROPOUT RATE



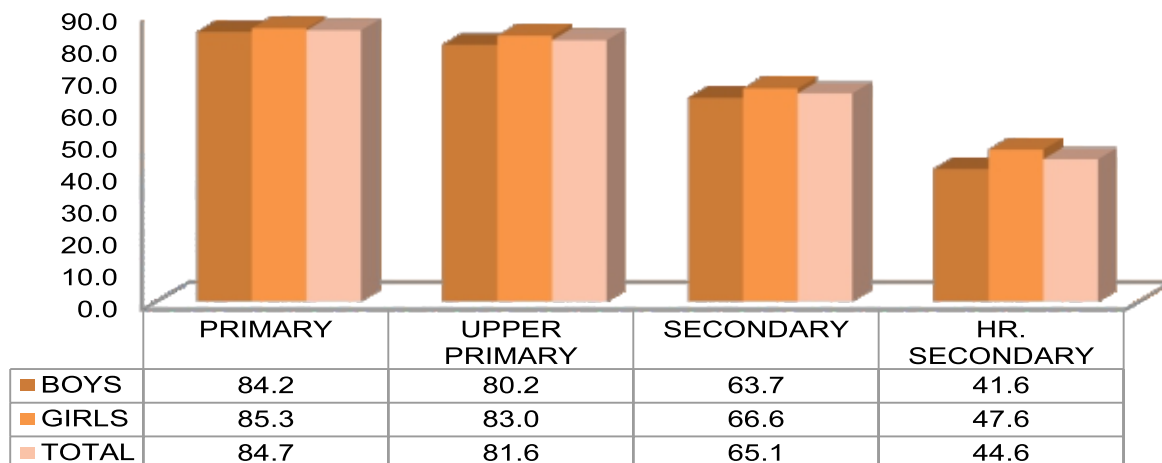
Source: UDISE+ 2024-25

### GROSS ENROLMENT RATIO (GER)



Source: UDISE+ 2024-25

### NET ENROLMENT RATIO (NER)



Source: UDISE+ 2024-25



## PLANNING PROCESS AND IMPLEMENTATION ARRANGEMENT

During 2024-25, the State prepared and submitted a multi-year budgetary plan (2024-25 to 2026-27), along with a detailed Gantt Chart, under the STARS scheme as per the letter received from the Ministry of Education, Govt. of India. This plan outlines a clear road map for the coming years to ensure the structured and timely execution of activities.

The Annual Work Plan and Budget (AWP&B) for 2025-26 was developed in alignment with the objectives of the STARS scheme, with a strong focus on Universal Access, Equity, and Quality in education. Special emphasis has been placed on Vocational Education and Inclusive Education, with the overarching aim of achieving measurable improvements in learning outcomes and overall educational standards across the state.

### Capacity Development of State and District Level Functionaries

- Orientation and capacity development programmes were conducted to guide the preparation of the Annual Work Plan and Budget under STARS for 2025-26, as per the prescribed guidelines.
- Systematic capacity enhancement programs were organised for all Intervention Heads at both State Project Office (SPO) and District Project Office (DPO) levels, focusing on STARS operational frameworks and standards.
- Strategic engagement of critical stakeholders—including DEO-cum-DPCs, Program Coordinators, Senior Technical Coordinators, Technical Coordinators, Block Education Officers, Cluster Resource Centre Coordinators, and State Education Administrators—ensured collaborative and evidence-informed planning for the 2025-26 Annual Work Plan and Budget.
- Prior to plan development, training and orientation sessions, incorporating both in-person and virtual delivery modes, were facilitated for planning teams across all administrative tiers.





### Evidence-Based Strategic Planning

- The planning process leveraged comprehensive datasets encompassing school infrastructure, demographic profiles, enrollment statistics, out-of-school children analytics, U-DISE+ information, and field-based survey findings.
- Integration of Project Approval Board (PAB) commitments, Action Taken Reports, and insights from educational research studies informed strategic decision-making.
- A pivotal component involved developing a Comprehensive Quality Enhancement Plan, specifically targeting the identification and systematic addressing of foundational skill deficits in literacy, comprehension, and numeracy competencies at the elementary level.

### Methodological Framework for AWP&B Development

- Capacity strengthening of District Project Coordinators and planning teams was executed through hybrid delivery models—combining face-to-face interactions and virtual conferencing—based on Ministry of Education, Government of India protocols.
- District-level planning processes incorporated robust data analysis from the Unified District Information System for Education Plus (UDISE+) platform to ensure accuracy and relevance.

Schedule of AWP&B, 2025-26:

Sl.No.	Activities	Date
1	State Planning Committee meeting	07.12.2024
2	District Planning Committee meeting	16.12.2024
3	Submission of Plan by Districts to SPO	31.12.2024
4	Submission of plan by other Directorates to OSEPA	06.01.2025
5	Submission of plan by all Interventions of SPO, OSEPA	06.01.2025
6	State-level appraisal	09.01.2025
7	Submission of plan to Govt for approval	25.01.2025

### Planning Process Steps:

- A district-level planning team was constituted under the chairmanship of the District Planning Committee (DPC), including members from the District Institute of Education and Training (DIET), heads of all interventions, Block Education Officers (BEOs), and Assistant Block Education Officers (ABEOs), to prepare and review the plan.
- At the State Project Office, a planning team consisting of all intervention heads and coordinators from various interventions worked under the guidance of the State Project Director.
- A structured template for developing the Annual Plan for the STARS scheme was shared with all interventions, along with the Annual Work Plan and Budget (AWPB) for 2025-26. Proposals were then formulated following this template.
- The finalised budget proposals were submitted to the Ministry of Education (MoE), Government of India, New Delhi.

### Convergence:

Convergence was made with the line departments, including Education, Health, Public Works, Social Welfare, Women and Child Development, PHED, NGOs, and other relevant stakeholders, while formulation of the AWP&B.



## 4. ANNUAL REPORT 2024-25

### SIG 1: STRENGTHENED EARLY YEARS EDUCATION

#### Activity 1.1 to 1.3: Capacity Building Programme for CRCCs/DRGs on the training of the Anganwadi workers based on the Teacher Need Assessments

A 4-day workshop was organised at the SCERT level in August 2024 to develop training modules for Anganwadi Workers (AWWs) as per the findings of the Training Needs Assessment of Anganwadi Workers from 20th to 23rd August, 2024. The workshop brought together subject matter experts and teacher educators of DIET to collaboratively prepare the modules that address the needs for ECE. A total of 12 Resource Persons participated in this workshop. The objective of the workshop was to develop a 3-day Training Module for Anganwadi Workers.



The session plan for the 3-day training was prepared after a detailed discussion. All the Resource persons were divided into groups to prepare the sessions as per the format discussed in the workshop. The modules for training Anganwadi Workers (AWWs) have been developed. These modules consist of structured guidance, covering essential topics such as early childhood education pedagogy, inclusive practices, parent engagement strategies etc. Capacity building for CRCCs/DRGs was completed by March 2025.



### Activity 1.4 & 1.5: Capacity Building of teachers of FLN model School and Prayogshala Schools for enhancing learning achievement by DIET

Workshop and subsequent review for module development have been completed for Capacity Building of teachers of FLN model School and Prayogshala Schools. The funds have been transferred to DIETs for capacity Building of teachers.



### Activity 1.6: FLN-Compliant Schools

FLN-Compliant Schools in Odisha are envisioned to establish a nurturing and engaging learning environment that ensures the universal acquisition of Foundational Literacy and Numeracy (FLN). The goal is for every child to attain the necessary reading, writing, and numeracy competencies by the end of Grade III, in alignment with the National Education Policy (NEP) 2020.



Strengthening foundational skills is crucial for students' academic success and long-term learning outcomes. While 15776 primary schools had been approved by PAB 2023-24 under STARS, in 2024-25 an additional 11498 schools have been approved.

### Enhancing Classroom Environment

To create child-friendly and engaging classrooms, several essential infrastructural facilities have been proposed:

- Dari (mats) for students to sit comfortably during learning activities.
- Low-height desks and tables tailored for young learners to promote interaction and engagement.
- Wall activity display boards and creative wall paints as part of the BaLA (Building as Learning Aid) concept to showcase student work and educational materials.
- Batons or hooks for hanging print materials, charts, and visual aids to enhance learning.
- A designated Teaching Learning Material (TLM) corner for interactive and hands-on learning experiences.





### ITEM WISE SPECIFICATION DETAILS

Sl. No	Item	Specification
1	Desk	Group: Circular shape, 4 ft diameter, 10" height Single: 20" x 16" x 10" (L x W x H), Materials: BWR Plywood with sun mica pasted (Red, Yellow, Blue, Green)
2	Almirah/Rack/Shelves	Size: 3 ft x 5 ft, multi-colour for storage of FLN materials.
3	Chalk Board	Green board, Mica pasted on plywood, Size : (6 ft x 4 ft)
4	Soft Board	Pin up board for display ( 3 ft x 4 ft)
5	Rack Size	Size: 5'6" x 16" x 2'6" ( L x W x H) finished with multi colour mica pasting
6	Wooden Baton with hooks	Both side walls, 1 ½" at two levels 3 ft and 5 ft for hanging materials. Stainless steel hooks to be fixed.
7	Dari	As per Room Size
8	Colour	Interior and Exterior wall colouring and painting as per the guidelines
9	Shoe Rack	4'x8"x2'6" (LxWxH), BWR plywood (12mm) with 1mm multicolour mica pasting
10	Branding of STARS & NIPUN ODISHA	Sun Board 12"X30" for STARS & 24" Dia for NIPUN Odisha

These facilities aim to foster a conducive learning environment, encouraging active participation, creativity, and holistic development among students.



## **Pedagogical Resources for Foundational Learning**

To strengthen early learning outcomes, classrooms for students in Classes I, II, and III have been developed as FLN-compliant spaces, ensuring an engaging and resource-rich learning environment. The number of such classrooms has been determined based on student enrollment and the pupil-teacher ratio, with provisions for additional classrooms where student strength exceeds 35. Minor repairs, including structural improvements, roof grading, and repainting, have been undertaken to create a conducive learning atmosphere. Interior walls have been finished with white distemper, while exterior walls feature weather coat paint.

Each classroom is equipped with pedagogical resources to support foundational literacy and numeracy. The Literacy Corner comprises big books, story cards, posters, and storybooks to foster reading habits and language development. Similarly, the Numeracy Corner includes NCERT kits, GKA kits, and teacher-prepared materials to reinforce mathematical concepts through interactive learning. Student-created educational tools further enhance engagement and comprehension.

Classrooms have been furnished with circular desks, designed for group activities, using child-friendly plywood with colourful mica finishes. These ensure collaborative learning while maintaining safety through smooth edges and sturdy construction. Additionally, existing almirahs and shelves have been refurbished with multicoloured mica to store FLN materials. Soft boards and green chalkboards facilitate active learning, while labelled classroom objects in Odia and students' mother tongues promote language reinforcement.

Infrastructure enhancements include dedicated spaces for student belongings, such as bag racks and shoe racks, optimising classroom organization. Strategic installation of LED bulbs ensures well-lit learning spaces. Furthermore, branding elements such as the STARS and NIPUN Odisha logos have been displayed to signify the commitment to quality foundational education. These interventions collectively create an inclusive, engaging, and resourceful learning environment for young learners, aligning with national education priorities.

### **Key Learning Resources:**

#### **1. Literacy Corner**

- Language materials – Big books, story cards, and posters
- Books – Storybooks and workbooks
- Picture and Poem Posters – Visual learning aids
- Story Cards and Story Books – Fostering comprehension and critical thinking
- Auxiliary Learning Tools – Educational toys and manipulatives





## 2. Numeracy Corner

- GKAKit – Government-approved foundational numeracy tools
- Mathematics Resources – NCERT kits, teacher manuals, and workbooks
- Handmade Learning Materials – Created by children and teachers for interactive math learning

## 3. Classroom Infrastructure and Learning Aids

- **Child-Friendly Furniture:** Circular desks designed for group activities, made from child-friendly plywood with colourful mica finishes, ensuring collaborative learning and safety with smooth edges and sturdy construction.
- **Storage and Organization:** Existing almirahs and shelves have been refurbished with multicoloured mica for storing FLN materials. Additionally, bag racks and shoe racks optimize classroom organization.
- **Display and Learning Boards:** Soft boards and green chalkboards facilitate active learning, while labelled classroom objects in Odia and students' mother tongues promote language reinforcement.
- **Lighting and Ambience:** Strategic installation of LED bulbs ensures well-lit learning spaces, enhancing visibility and focus.
- **Visual Branding:** STARS and NIPUN Odisha logos have been displayed to signify the commitment to quality foundational education.
- These interventions collectively create an inclusive, engaging, and resourceful learning environment for young learners, aligning with national education priorities.

## Implementation Progress

The FLN-Compliant School initiative is aligned with NEP 2020 and aims to enhance comprehensive learning outcomes, equipping students with essential foundational skills for lifelong learning.

The pre-existing guidelines from 2023-24 have been revised with updated unit costs, as approved by the PAB for 2024-25. These updates have been shared with districts for preparatory work. A district-level financial allocation of Rs. 2517.70 lakhs was done for 1,443 schools on October 23, 2024, following the receipt of the first installment under the Non-Recurring (NR) head of STARS. Implementation is currently in progress at the district level. The remaining schools will be covered in subsequent phases as additional installments under the STARS NR head are received.



SI No.	Name of the District	Total Target
1	ANGUL	438
2	BALASORE	1092
3	BARAGARH	404
4	BHADRAK	665
5	BOLANGIR	38
6	BOUDH	184
7	CUTTACK	712
8	DEOGARH	124
9	DHENKANAL	49
10	GAJAPATI	31
11	GANJAM	1170
12	JAGATSINGHPUR	314
13	JAJPUR	777
14	JHARSUGUDA	128
15	KALAHANDI	43
16	KANDHAMAL	23
17	KENDRAPARA	627
18	KEONJHAR	846
19	KHURDHA	444
20	KORAPUT	56
21	MALKANGIRI	32
22	MAYURBHANJ	1341
23	NABARANGPUR	48
24	NAYAGARH	295
25	NUAPADA	40
26	PURI	591
27	RAYAGADA	21
28	SAMBALPUR	292
29	SONEPUR	193
30	SUNDERGARH	480
	<b>Total</b>	<b>11498</b>



### Activity 1.7: 3 days FLN training for all Primary Teachers & HMs

As part of Odisha's commitment for strengthen Foundational Literacy and Numeracy (FLN) under the NIPUN Bharat Mission, the Odisha School Education Programme Authority (OSEPA) organised a structured three-day capacity-building programme for all Primary Grade Teachers and Headmasters (HMs) during the academic year 2024–25. This initiative is aligned with the National Education Policy (NEP) 2020, which identifies FLN as a critical learning milestone to be achieved by all children by the end of Grade III.

The training was delivered through the specially curated “PRAYOG” module, developed by the Teacher Education and State Council of Educational Research and Training (TE & SCERT). PRAYOG emphasizes experiential learning, concept clarity, and competency-based pedagogy, and aims to equip educators with essential knowledge, skills, and strategies for effective implementation of FLN practices in early grade classrooms.

The module integrates innovative pedagogical approaches and interactive teaching methodologies to enhance literacy and numeracy competencies among young learners. By targeting both teachers and school leaders, the programme fosters a comprehensive and sustainable approach to improving foundational learning outcomes across primary schools in Odisha.

#### The training aimed to:

- Strengthen teachers' capacity to deliver child-centric, play-based, and activity-based learning experiences.
- Integrated multi-sensory teaching techniques for improved language and numeracy skills.
- Develop classroom environments that foster experiential learning through Teaching-Learning Materials (TLMs) and interactive resources.
- Enable teachers to assess and track student progress effectively using competency-based learning indicators.
- Ensure effective implementation of FLN best practices under national and state guidelines.

To ensure effective delivery, the training was conducted in a phased manner, following a cascade approach:

- **District Resource Group (DRG) Training:** This was conducted at the state level for a select group of master trainers, comprising DIET faculty and Cluster Resource Centre Coordinators (CRCCs). These trained DRGs were then responsible for rolling out the training at the district level.
- **District-Level Training for Teachers & HMs:** Based on the cascade model, trained DRGs conducted sessions for primary school teachers and Headmasters (HMs) in all districts. The training was conducted in physical mode at the district level to ensure hands-on engagement with FLN strategies.



Initially, 43,270 teachers and HMs were approved for training under PAB 2024-25. Based on the administrative decision to expand outreach, the training coverage was increased to 91,424 primary teachers and HMs across 30 districts within the approved budget. In 2024-25, 87,684 teachers and HMs have been imparted the training.

The PRAYOG training has equipped teachers with innovative teaching techniques to make foundational learning engaging, interactive, and student-friendly. The trained teachers are expected to integrate FLN best practices into their daily classroom activities, ensuring improved learning outcomes. Continuous academic monitoring and mentoring will be undertaken through DIETs, CRCCs, and BRCs to provide ongoing support to teachers. By empowering teachers through capacity-building initiatives like PRAYOG, Odisha is making significant steps in building a strong foundation for early learners, paving the way for sustained academic success and lifelong learning.

#### District Abstract of Progress on Primary Teachers & HMs training

Sl. No.	District	Primary Teachers & HMs to be imparted training during 2024-25	No. of teachers imparted training in 2024-25
1	ANGUL	3046	2865
2	BALASORE	4301	4233
3	BARAGARH	2758	2758
4	BHADRAK	2397	2063
5	BOLANGIR	2081	2081





6	BOUDH	3139	3139
7	CUTTACK	5623	5538
8	DEOGARH	1439	1128
9	DHENKANAL	3454	3454
10	GAJAPATI	2214	2214
11	GANJAM	5623	5538
12	JAGATSINGHPUR	3233	3233
13	JAJPUR	3046	2865
14	JHARSUGUDA	2335	2036
15	KALAHANDI	2288	2200
16	KANDHAMAL	3117	3117
17	KENDRAPADA	1931	1931
18	KEONJHAR	3978	3932
19	KHORDHA	3165	3072
20	KORAPUT	1105	1013
21	MALKANGIRI	3952	3898
22	MAYURBHANJ	2758	2758
23	NAWARANGPUR	1729	1450
24	NAYAGARH	1214	1214
25	NUAPADA	3929	3900
26	PURI	2350	2400
27	RAYAGADA	3963	3129
28	SAMBALPUR	2081	2081
29	SONEPUR	2926	2250
30	SUNDERGARH	6249	6194
	<b>TOTAL</b>	<b>91424</b>	<b>87684</b>

## SIG 2: IMPROVED LEARNING ASSESSMENT SYSTEMS

### Activity 2.1 & 2.2: Girl Child Day Celebration in Schools

During 2024-25, the State developed and circulated detailed guidelines to all districts for various curricular and co-curricular activities to raise awareness among girls about their rights and to equip them with the knowledge and skills needed for their overall growth. These celebrations aimed to encourage education and the holistic development of girl children.

International Girl Child Day (11th October 2024) and National Girl Child Day (24th January 2025) were celebrated at school, block, and district levels across Odisha. Observances were held for all schools across all 316 blocks in 30 districts, including 182 Type-III and 147 Type-IV KGBVs at both block and district levels. Activities focused on promoting girls' rights, gender equality, safety, and empowerment, while encouraging holistic growth and educational attainment.

#### Objectives

- Creating awareness about the rights of girls and the challenges they face.
- Equipping girls with important knowledge on safety, security, and self-defense.
- Promoting activities that encourage equality and respect for individual.
- Supporting initiatives to ensure all girls have access to quality education.
- Addressing obstacles to girls' education, including gender discrimination, cultural limitations, and economic hardships.
- Working with stakeholders to build a supportive learning environment that helps girls excel academically and grow personally.
- Offering programs that help girls build leadership, critical thinking, and self-confidence through education and skill development.
- Recognising and celebrating girls' achievements in different fields to inspire others and challenge societal barriers to their success.



#### Key Activities

- Co-curricular Competitions on International Girl Child Day

On International Girl Child Day, schools organised rallies, debates, patha pranta natak, and drawing competitions on themes like child marriage, girl child education, career guidance, vocational training, and life skills. These events encouraged creativity, cultural exchange, and physical activity while giving students a platform to showcase their talents and celebrate the empowerment of girls.





ପଶ୍ଚିମ ଓଡ଼ିଶା ବାର୍ତ୍ତା  
 REGD NO-OD-04-0000709

THE PASHCHIM ODISHA BARTTA

## ଆନ୍ତର୍ଜାତୀୟ ବାଳିକା ଦିବସ ପାଳିତ

ପଦ୍ମପୁର, ୨୧/୧୦ (ପଶ୍ଚିମ ଓଡ଼ିଶା ବାର୍ତ୍ତା): ସରକାରୀ ବାଳିକା ଉଚ୍ଚ ବିଦ୍ୟାଳୟ ପଦ୍ମପୁରରେ ଲୁକ ସ୍ତରୀୟ ଆନ୍ତର୍ଜାତୀୟ ବାଳିକା ଦିବସ ପାଳିତ ହୋଇଯାଇଛି । ରାଜବୋତାସମ୍ବର ଲୁକର ଗୋଷ୍ଠୀ ଶିକ୍ଷା ଅଧିକାରୀ ଶ୍ରୀଯୁକ୍ତ ଲୋକନାଥ ଭୋଇ ଏହି ସଭାରେ ସଭାପତିତ୍ବ କରିଥିବା ବେଳେ ଅତିରିକ୍ତ ଗୋଷ୍ଠୀ ଶିକ୍ଷାଧିକାରୀ ଶିବ କୁମାର ଯୋଗୀ ଓ ରାମ ସିଂ ଭୋଇ ଅତିଥି ଭାବେ ଯୋଗଦାନ କରିଥିଲେ । ଉକ୍ତ ଅବସରରେ ଅନୁଷ୍ଠିତ ବିଭିନ୍ନ



ପ୍ରତିଯୋଗିତା ପାଇଁ ବିଚାରକ ଭାବେ ଶିକ୍ଷକ ବୃନ୍ଦାବନ ଦାସ, ଅବସର ପ୍ରାପ୍ତ ବିଜ୍ଞାନ ଶିକ୍ଷକ ଜିବନାନନ୍ଦ ସାହୁ, ଶିକ୍ଷକ ଗୋବିନ୍ଦ ସାହୁ, ସି ଆର ସି ସି ନେତ୍ରାନନ୍ଦ ସାହୁ ଓ ସଞ୍ଜୀବ ବାରିକ ଯୋଗ ଦେଇଥିଲେ ।

ବିଦ୍ୟାଳୟର ବିଜ୍ଞାନ ଶିକ୍ଷକ ମାନବ ରଞ୍ଜନ ଶତପଥୀ ସଭା ପରିଚାଳନା କରିଥିଲେ । କୃତି ପ୍ରତିଯୋଗୀ ମାନେ ଆସନ୍ତା ୨୩/୧୦/୨୦୨୪ ତାରିଖରେ ଜିଲ୍ଲା ସ୍ତରରେ ଅଂଶଗ୍ରହଣ କରିବେ ।



## Awareness on National Girl Child Day

A large-scale workshop was organised for students (especially adolescent girls) and parents (especially mothers) on important topics such as the POCSO Act, adolescent health and child marriage. The sessions included interactive discussions and presentations to help participants understand legal provisions for child protection, the importance of health and well-being during adolescence, and the harmful effects of child marriage. The workshop aimed to empower the community with knowledge, promote awareness, and encourage rejection of harmful practices, thereby building a culture of protection and support for children and adolescents.











### Activity 2.8: Assessment of Students for Classes VI-IX (Baseline & Endline)

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

In 2024-25, Utkarsh was implemented in 5,261 S&ME and SSD high schools, beginning with DRG-level training from 2nd to 6th August 2024. Instruction commenced with the Foundation Phase (4th July – 31st August 2024), followed by the Supported Learning Phase (1st September 2024 – 31st January 2025), during which teachers provided targeted instructional support to strengthen students' foundational skills in Odia, Science, Mathematics, and English.

To measure programme outcome, an annual census-based baseline assessment with 3.65 lakh students across four subjects was conducted on 20th & 21st August 2024, and an endline assessment with the same cohort took place on 17th & 18th February 2025. Based on Utkarsh's outcome analysis, in Maths, students showed the highest improvement at Class 9 and at least Class 8 levels of competency. Additionally, 12% of students have progressed from the lowest level of competency 'Inception', which also maximum movement among all the subjects.



### Activity 2.9: Assessment at state level (Elementary)

The Summative Assessment-II for elementary grade students (2476823 students from classes I to V and 1748489 students from classes VI to VIII) was conducted in March 2025 across all Government and Government Aided Schools in the state. The assessment aimed to evaluate learning outcomes achieved during the academic year.



### SIG 3: IMPROVED TEACHER PERFORMANCE AND CLASSROOM PRACTICES

#### Activity 3.2 to 3.5: Professional Development of Head Teachers / Teacher Educators on Holistic School Development by SCERT and DIETs

A state-level workshop was held on 20th August 2024, involving education experts to develop training modules aligned with NEP 2020 and current pedagogical priorities. Following the workshop, the training modules were reviewed and finalised for implementation.

To facilitate this, funds have been provided to the respective DIETs. A dedicated module on Holistic School Development was developed and reviewed by SCERT for the professional development of Head Teachers.

The training of State Resource Groups (SRGs) was followed by the training of DIET faculty and District Resource Group (DRG) members in two phases to strengthen institutional capacity. Around 18,000 Headmasters and Assistant Block Education Officers (ABEOs) were trained across 30 DIETs, ensuring robust leadership and effective implementation of school development initiatives.



#### Activity 3.6 to 3.9: Strengthening Higher Secondary schools (Upgraded by state Govt)- (Building for 16 new Higher Secondary schools)

- Funds to the tune of Rs 3681.53 Lakhs have been released for the construction of building for 16 new HSS upgraded by the state, and implementation has started.



Sl. No.	District	Name of HSS	UDISE	Stream	Approved Budget (Rs in Lakhs)
1	Khordha	Bhima Bhoi Govt. Vocational Higher Secondary School for Visually Impaired, Bhubaneswar	21171302703	Arts	186.53
2	Khordha	Bipin Bihari Choudhury Govt. Vocational Higher Secondary School for the Hearing Impaired, Bhubaneswar	21171302701	Science	262.00
3	Malkangiri	Govt. Higher Secondary School, Darlabeda, Chitrakonda	21300402901	Arts	186.53
4	Kandhmal	Govt. Higher Secondary School, Lingagada, G.Udayagiri	21210403601	Arts	186.53
5	Balasore	Union Govt. Higher Secondary School, Dublagadi, Sadar	21081000303	Arts	186.53
6	Bargarh	Govt. U.G Higher Secondary School, Jalpall, Bijepur	21010703901	Arts	186.53
7	Gajapati	Govt. Higher Secondary School, Guma	21200207205	Arts	186.53
8	Kalahandi	Nila Madhaba Govt. Higher Secondary School, Koksara	21260513002	Science	262.00
9	Nabarangpur	Vir Chunaria Higher Secondary School Katagaon, Kosagumuda	21280406505	Arts & Science	432.00
10	Nuapada	Jan Shakti Higher Secondary School, Boden	21250105402	Arts	186.53
11	Rayagada	U.G.U.P Higher Secondary School, Hunamanthpur, Chandrapur	21270214902	Arts	186.53





12	Rayagada	Govt. Nodal Higher Secondary School, Muniguda	21270821004	Science	262.00
13	Sundargarh	Govt. Higher Secondary School, Hemgiri	21050604508	Science & Comm	411.70
14	Jagatsinghpur	Hazi Seikh Samiruddin Govt. Higher Secondary School, Krishnanandapur, Tirtol	21110816603	Arts	186.53
15	Keonjhar	Chauthia Baruna Higher Secondary School, Chauthia, Jhumpura	21060804901	Arts	186.53
16	Nuapada	Govt. Higher Secondary School, Duajhar, Khariar	21250204801	Arts	186.53
		<b>Total Approved Budget</b>			<b>3681.53</b>

### Activity 3.10: In-service teacher training- Higher Secondary (CHSE)-(Residential Training)

Recognising the critical role of teachers at the Higher Secondary Level in the teaching-learning process, a structured training initiative was undertaken to enhance their subject knowledge and pedagogical skills. The primary objective was to refresh and update teachers' understanding of emerging innovations and teaching techniques, thereby improving classroom performance and contributing to the holistic development of students. To achieve this, a training programme was conducted for 1,600 teachers across four zones of Odisha—Bhubaneswar, Berhampur, Sambalpur, and Baripada—covering 14 subjects from the Science, Arts, and Commerce streams. These included Physics, Chemistry, Mathematics, Botany, Zoology, Commerce, History, Political Science, Education, Logic, Economics, Odia, English, and Sanskrit.

The training began with a five-day programme in Mathematics held at the Institute of Mathematics from 18th to 22nd November 2024, which saw participation from 50 teachers across the state, and officials from CHSE and the Institute of Mathematics. Following this, training sessions were rolled out for various subjects across 11





prominent institutions, such as NIT Rourkela, IMA Bhubaneswar, Centurion University, SOA University, CIPET Balasore, Government Science College Chhatrapur, FM College Balasore, Sambalpur University, MICM Bhubaneswar, Vikash Bargarh, and K.K.S. Women's College Balasore.

The training was conducted in 32 phases, each accommodating 50 teachers. Registration was facilitated through a Google Form available on the CHSE website, and participants were shortlisted based on criteria such as location, date of joining, and designation. The training was residential, and all participants were provided with lodging, meals, and travel allowances. The programme continued over a span of nearly three months, concluding with the final session in Zoology at Centurion University, Paralakhemundi, from 5th to 9th February 2025. The training successfully reached the targeted 1,600 teachers from across Odisha.



### **Activity 3.11 to 3.13: Induction Training to newly recruited teachers (Elementary)- (Non-Residential Training)**

In line to equip newly recruited elementary teachers with essential pedagogical competencies, policy awareness, and foundational orientation, the Odisha School Education Programme Authority (OSEPA) conducted a State-Level Induction Programme for newly appointed elementary teachers under the Department of School and Mass Education, Government of Odisha. Held on 5th October 2024 at Kalinga Stadium, Bhubaneswar, the programme witnessed the participation of 16,009 newly recruited elementary teachers. This large-scale orientation marked a significant milestone in the state's ongoing efforts to build a professionally competent, ethically grounded, and pedagogically sound teaching workforce capable of delivering quality elementary education.







As part of this initiative, OSEPA implemented induction training based on the specially designed “PRERANA” module, developed by the Teacher Education & SCERT, Odisha. The module focused on seven key thematic areas: understanding the Odisha school education system, implications of the National Education Policy (NEP) 2020, foundational literacy and numeracy (FLN), socio-emotional and ethical learning (SEEL), inclusive education and equity, assessment reforms, and digital literacy and ICT integration. These areas were strategically chosen to build a strong professional foundation for new teachers and align their orientation with both state and national priorities in education.

The training adopted an interactive and participatory approach, incorporating group activities, scenario-based learning, and field examples to enhance engagement and contextual relevance. Sessions were facilitated by experienced resource persons from SCERT, DIETs, and other academic institutions, ensuring localised insights and practical applicability. To support the induction process, TE & SCERT developed a comprehensive teacher handbook covering pedagogy, assessment, and inclusive education. More than 16,009 copies were printed and distributed to district and block-level stakeholders.

To ensure effective training delivery at the grassroots level, District Resource Group (DRG) trainings were organised in two phases, from 17th to 21st December 2024 and from 14th to 18th January 2025. These trainings helped build decentralised capacities and standardise content delivery across districts. Training the teachers was done at Block level. Through this well-structured induction programme, the state has taken a critical step in preparing its new cadre of elementary teachers to become transformative educators, encouraging child-centric, inclusive, and competency-based learning environments across Odisha.





**Activity 3.14: 3 days training Upper Primary teachers (Class –VI to VIII) on Leadership, 21st Century Skill, SEEL (SOCIO EMOTIONAL AND ETHICAL LEARNING) & Mental Well-being- (Non-Residential Training)**

During the academic year 2024–25, a comprehensive three-day in-service training programme for Upper Primary teachers was organised across Odisha to enhance the quality of Upper Primary education. Aimed at strengthening the professional competencies of teachers teaching Classes VI to VIII, the programme focused on four key domains: Leadership in the School Ecosystem, 21st Century Skills Integration, Socio-Emotional and Ethical Learning (SEEL), and the Mental Well-being of both teachers and students.





The training was designed to build teachers' capacities to take on leadership roles by promoting effective decision-making, team-building, and participatory governance within school systems. Emphasis was also laid on integrating 21st Century Skills into classroom practices, including critical thinking, creativity, collaboration, communication, and digital literacy, essential for preparing students to meet future challenges. The SEEL component was introduced to foster inclusive, empathetic, and emotionally safe classroom environments, equipping teachers to guide students through ethical dilemmas and emotional regulation. In addition, a dedicated focus on mental well-being provided teachers with strategies to manage stress, practice mindfulness, and ensure psychologically secure learning spaces.

The content and pedagogy of the training modules were developed in collaboration with SCERT Odisha, DIETs, and partner organisations engaged in school transformation and child development. Modules were delivered using participatory, reflective, and activity-based approaches, enabling experiential learning. An integrated module including 12 crucial topics were developed, covering diverse themes such as "Development Mindset of Teachers," "SEEL," "Academic Calendar and Planner," "UDISE+ 2024–25 & SDG-4," "NAS & Odisha State Learning Report," "House System," "School Safety Policy," "Gender-Based Biasness," "Academic Leadership," "Inclusive Education," "Digital Skills and Cyber Safety," and "10 Bagless Days."

The training was implemented in a decentralised manner by District Project Offices (DPOs), with support from Block Resource Centres

(BRCs) and Cluster Resource Centres (CRCs), ensuring contextualisation and effective outreach. A state-level DRG (District Resource Group) training programme was conducted from 10th to 12th August 2024 at IMAGE, Bhubaneswar, with participation from 150 DRG members representing all 30 districts. Following this, a formal directive (OSEPA Letter No. 8261 dated 30.08.2024) was issued to initiate district and block-level training from September 2024, targeting 83,133 upper primary teachers.





As of now, 78,257 teachers have been trained under this training programme. This large-scale capacity-building programme marks a significant step in enhancing instructional leadership, emotional intelligence, and digital preparedness among upper primary teachers in Odisha.

#### District Abstract of Progress on Upper Primary Teacher Training

Sl.No	District	Upper primary Teachers to be imparted training during 2024-25	No. of teachers completed training
1	ANGUL	2426	2189
2	BALASORE	4924	4732
3	BARAGARH	2558	2436
4	BHADRAK	3484	3284
5	BOLANGIR	3535	3535
6	BOUDH	1141	1100
7	CUTTACK	3901	3549
8	DEOGARH	1165	1161
9	DHENKANAL	2227	2105
10	GAJAPATI	1563	1563
11	GANJAM	6290	6077
12	JAGATSINGHPUR	1821	1821
13	JAJPUR	3787	3622
14	JHARSUGUDA	1062	712
15	KALAHANDI	2992	2992





16	KANDHAMAL	2284	2284
17	KENDRAPADA	2585	2565
18	KEONJHAR	3636	3266
19	KHORDHA	2738	2652
20	KORAPUT	2881	2881
21	MALKANGIRI	1574	1532
22	MAYURBHANJ	5929	5269
23	NAWARANGPUR	2927	2598
24	NAYAGARH	2184	1768
25	NUAPADA	1723	1723
26	PURI	3074	2867
27	RAYAGADA	2129	2117
28	SAMBALPUR	1819	1819
29	SONEPUR	1373	1115
30	SUNDERGARH	3401	2923
	<b>TOTAL</b>	<b>83133</b>	<b>78257</b>





### Activity 3.15 to 3.17: Refresher training for existing teachers & induction training to newly recruited teachers (Secondary level)- (Non-Residential Training)

During the academic year 2024–25, the Odisha School Education Programme Authority (OSEPA) undertook a multi-pronged capacity-building initiative to ensure the continuous professional development of secondary school teachers and enhance the quality of teaching-learning processes. This initiative included both a structured five-day SANKALP-based training for secondary school teachers and a specialised training for secondary-level Physical Education Teachers (PETs), aligning with the objectives of the National Education Policy (NEP) 2020 and other contemporary pedagogical reforms.

The five-day training programme, under the SANKALP (Strengthening Academic Norms through Knowledge Advancement and Learning Progression) module, was designed for both in-service and newly recruited teachers. It focused on strengthening conceptual clarity, classroom engagement, and responsiveness to evolving educational challenges. Key thematic areas included orientation to the Odisha education system, NEP 2020 and NCF-SE reforms, inclusive classroom management, formative and competency-based assessments, career counselling, life skills education, SEEL (Socio-Emotional and Ethical Learning), cyber safety, and strategies for dropout prevention. The programme was delivered in a decentralised manner at the district level by trained master trainers, SCERT and DIET faculty, and partner organisations using participatory methods such as simulations, case studies, and discussions.

To build the leadership and academic competencies of trainers, a state-level DRG (District Resource Group) training was conducted at IMAGE, Bhubaneswar from 19th to 23rd September 2024, with participation from 150 experienced headmasters and assistant teachers across 30 districts. The 19-module SANKALP training package also included topics on aspirational curriculum,



academic leadership, co-curricular activities, understanding educational indicators like UDISE+, SDG 4, and PGI, community engagement, and school safety. This initiative has played a pivotal role in preparing Odisha's secondary school teachers to translate educational policy into practice while addressing the diverse and evolving needs of learners. The training began in November 2024 following a formal communication (OSEPA Letter No. 10257 dated 25.10.2024), with a target to train 17,001 teachers. As of now, 14,097 teachers have completed the training.







### District Abstract of Progress on Secondary Teacher Training

Sl. No.	District	District Target	No. of teachers imparted with training
1	ANGUL	525	481
2	BALASORE	876	830
3	BARAGARH	563	830
4	BHADRAK	523	499
5	BOLANGIR	780	400
6	BOUDH	186	114
7	CUTTACK	871	787
8	DEOGARH	135	120
9	DHENKANAL	381	218
10	GAJAPATI	363	55
11	GANJAM	1122	1052
12	JAGATSINGHPUR	463	463
13	JAJPUR	687	682
14	JHARSUGUDA	248	231
15	KALAHANDI	918	710
16	KANDHAMAL	407	391
17	KENDRAPADA	531	450
18	KEONJHAR	741	720
19	KHORDHA	643	643
20	KORAPUT	557	396
21	MALKANGIRI	300	284
22	MAYURBHANJ	1116	523
23	NAWARANGPUR	509	376
24	NAYAGARH	548	385
25	NUAPADA	298	200
26	PURI	694	694
27	RAYAGADA	437	200
28	SAMBALPUR	396	366
29	SONEPUR	193	147
30	SUNDERGARH	990	850
	<b>TOTAL</b>	<b>17001</b>	<b>14097</b>





In parallel, to improve the quality and effectiveness of physical education in schools, a state-level training programme was conducted for 203 Physical Education Teachers (PETs) at Kalinga Stadium, Bhubaneswar, starting from month of May 2024. Organised in two batches, each participant received two days of intensive training focused on pedagogy, health, and sports science. The training emphasised child-centric physical education practices, understanding adolescent growth and development, leveraging available sports infrastructure, and promoting active play despite modern lifestyle challenges. Additional components included fundamental movement skills, yoga integration, nutrition and hydration, height and weight monitoring, and sports-integrated life skills education. Trainers from the Department of Sports & Youth Services and the Department of School and Mass Education, along with subject experts, facilitated the sessions through practical demonstrations and interactive workshops.







Together, these initiatives signify Odisha's commitment to a future-ready, emotionally intelligent, and physically aware secondary teaching workforce, aligned with national priorities and global educational standards.

### **Activity 3.18: Capacity Building of Secondary school Teachers for UTKARSH by CHSE/DSE-(Non-Residential Training)**

As part of the structured implementation of the Utkarsh programme for Class 9 in the academic year 2024–25, the Odisha School Education Programme Authority (OSEPA) conducted a comprehensive one-day in-person refresher training for key academic personnel across the state. This capacity-building effort, held during August, September, and October 2024, aimed to ensure effective pedagogical delivery and consistent instructional practices in alignment with the Utkarsh framework.

The Utkarsh programme targets class 9 students across secondary schools in the state. It follows a structured, classroom-based curriculum spread over 180 hours and delivered in a time-bound manner across 56 academic days. The curriculum is phased into three distinct segments: Foundation, Supported Learning, and Consolidation. Each phase has been carefully designed to progressively build students' understanding, provide scaffolded academic support, and consolidate learning outcomes for academic success.

A total of 252 District Resource Group (DRG) members were identified for the initial phase of this training. Of these, 248 SRGs (State Resource Group members) were imparted the training, which focused on the pedagogical approach, instructional strategies, and implementation mechanisms specific to the Utkarsh programme. The agenda also included a detailed orientation on the Question-Answer (QA) processes to be followed at various academic levels.



Following the DRG training, the same group facilitated further training sessions for 5,261 Head Teachers and 21,044 subject teachers across Odisha. The subject teachers represented four key subjects - Odia, English, Mathematics, and Science and were strategically trained to drive quality academic engagement in their respective schools.







This cascading model of training—from SRGs to DRGs to HTs and subject teachers—ensured consistent messaging, a clear understanding of expectations, and a shared instructional approach throughout the secondary school system. The training initiative not only strengthened the capacity of school leaders and teachers but also ensured a standardised implementation of the Utkarsh programme with a focus on equity and academic excellence.

District	Head Teachers Trained	English Teachers Trained	Odia Teachers Trained	Science Teachers Trained	Math Teachers Trained	SRGs Trained
Angul	135	135	136	137	127	8
Bolangir	195	196	194	195	196	8
Balasore	254	245	246	247	245	16
Bargarh	139	155	150	146	152	8
Bhadrak	154	176	170	171	171	8
Boudh	43	43	43	43	43	4
Cuttack	286	293	292	283	289	15
Deogarh	36	36	38	37	38	4
Dhenkanal	147	144	144	145	146	8
Gajapati	137	137	137	137	137	8
Ganjam	358	377	375	367	365	15
Jagatsinghapur	137	151	150	149	150	8
Jajpur	219	216	216	214	218	8
Jharsuguda	68	68	68	68	68	4
Kalahandi	195	195	195	195	195	8
Kandhamal	137	136	133	128	131	4
Kendrapara	194	194	194	194	194	8
Keonjhar	235	235	235	235	235	8
Khordha	193	193	193	193	193	8
Koraput	224	224	223	223	221	8
Malkangiri	90	86	96	91	93	4
Mayurbhanj	344	344	344	340	344	15
Nabarangpur	166	165	169	166	166	8
Nayagarh	151	151	151	151	151	8
Nuapada	74	74	74	74	74	4
Puri	185	183	185	183	183	8





Rayagada	169	165	168	163	149	8
Sambalpur	120	122	121	120	122	8
Subarnapur	65	65	64	65	65	4
Sundargarh	244	244	244	244	244	15
<b>Grand Total</b>	<b>5094</b>	<b>5148</b>	<b>5148</b>	<b>5104</b>	<b>5105</b>	<b>248</b>

### Activity 3.19 to 3.21: 3-day training of BRGs, DRGs & teachers on the NISHTHA Equitable & Inclusive Education module by OSEPA (Non-Residential Training)

To strengthen inclusive education practices across Odisha, the Odisha School Education Programme Authority (OSEPA) undertook a structured capacity-building initiative focusing on the NISHTHA module titled Equitable and Inclusive Education. Originally developed by the Rehabilitation Council of India (RCI) and NCERT, the module was translated into Odia to enhance accessibility and contextual relevance for the state's teaching community.

To facilitate this, a Module Development Workshop was conducted at the state level, bringing together a diverse group of resource persons from organisations and institutions engaged in the field of disability. Additionally, experienced school teachers and DIET faculty contributed to ensuring the module's practical relevance in the classroom context. In the NISTHA-EIE module the following session/ topic was included:-

- Diversities in inclusive classroom
- Understanding equitable & inclusive education
- Understanding disabilities & learning needs of CwDs
- Learning implications of different categories of CwDs
- Curriculum adaptation
- UDL & differentiated instructions for IE
- Educational provisions for teaching & evaluation adopted by school examination boards
- Integration of ICT and assistive technology in classroom pedagogy & assessment
- Pedagogies of teaching science, math, social science, language in IE
- Legal & policy framework on equitable & IE & accessibility related issues & standard.

Following the successful translation and contextualization of the module, a five-day state-level training programme was held from 16th to 20th December 2024 for District Resource Group (DRG) members, with each of Odisha's 30 districts nominating five members, totalling 150 participants. The training aimed to equip DRGs with the knowledge and facilitation skills necessary to cascade the training to block-level functionaries.





Subsequently, Block Resource Group (BRG) members were trained at the district level through a five-day programme organised in January 2025. A total of 1,580 BRG members (5 per block) participated in the training across the state. These BRG members are now positioned to support and facilitate the training of regular school teachers on inclusive education practices at the grassroots level. 52223 numbers of teachers provided 5 days training through NISTHA-Equitable & Inclusive Education module @ 1 teacher per school during 2024-25 at block level.





This training was aimed at ensuring that the principles of equitable and inclusive education permeate the school system, empowering teachers to create more inclusive, supportive, and accessible learning environments for all children, particularly those with disabilities and from marginalised groups.

Sl.No.	District	No. of DRGs trained at the State level	No. of BRGs trained at the District level	No of Teachers trained at the Block level
1	Angul	5	40	1546
2	Balasore	5	60	2877
3	Bargarh	5	60	1683
4	Bhadrak	5	35	1798
5	Bolangir	5	70	0
6	Boudh	5	15	707
7	Cuttack	5	75	2272
8	Deogarh	5	15	545
9	Dhenkanal	5	40	1466
10	Gajapati	5	35	928
11	Ganjam	5	110	3405
12	Jagatsinghpur	5	40	1170
13	Jajpur	5	50	2218





14	Jharsuguda	5	25	643
15	Kalahandi	5	65	2339
16	Kandhamal	5	60	1750
17	Kendrapada	5	45	1027
18	Keonjhar	5	65	2868
19	Khordha	5	55	1390
20	Koraput	5	70	2392
21	Malkangiri	5	35	1322
22	Mayurbhanj	5	130	4289
23	Nabarangpur	5	50	1883
24	Nayagarh	5	40	1172
25	Nuapada	5	25	1004
26	Puri	5	55	2186
27	Rayagada	5	60	1862
28	Sambalpur	5	45	1317
29	Sonepur	5	30	896
30	Sundergarh	5	85	2468
	<b>Total</b>	<b>150</b>	<b>1580</b>	<b>52223</b>

**Activity 3.22: 1-day orientation programme to create Master Trainers on implementation and assessment of Aspirational Components in Schools by BSE-(Non-Residential Training)**

Funds have been released to BSE (O) for the orientation programme to create Master Trainers on the implementation and assessment of Aspirational Components in Schools.

**Activity 3.23: 1-day orientation programme to create Master Trainers on the conduct of Board Exams (HSC, SOSC & Madhyama Examination, 2024)-(Non-Residential Training)**

Funds have been released to BSE (O) for the orientation programme to create Master Trainers for the conduct of Board Exams.

**Activity 3.24: 1-day orientation programme to create Master Trainers for Digital Assessment of Secondary Schools. (Non-Residential Training)**

Funds have been released to BSE (O) for the orientation programme to create Master Trainers for Digital Assessment in Secondary Schools.



### Activity 3.25: Capacity Building of Principals of Govt. HSS-(Non-Residential Training)

In alignment with the goals of the National Education Policy (NEP) 2020 and the STARS initiative, the Directorate of Higher Secondary Education (DHSE), Odisha, undertook a series of capacity-building programmes to strengthen the leadership and managerial skills of Principals-In-Charge (I/Cs) of Government Upgraded Higher Secondary Schools (HSSs). These initiatives were aimed at equipping school heads with the necessary competencies to lead academic reforms, ensure efficient institutional operations, and foster holistic student development across the upgraded schools.

Two capacity-building workshops were organised under this initiative at the state level as follows:

1. The first capacity-building programme was held on 19th and 20th December 2024 at Krushi Bhawan, Bhubaneswar, for the Principals-In-Charge (I/Cs) of 199 Govt.-Upgraded Higher Secondary Schools, comprising 89 newly upgraded and 110 previously upgraded institutions. The workshop focused on familiarising participants with key operational areas, including the examination system, financial rules, ongoing civil and infrastructure works, and the effective use of digital platforms such as SAMS, UDISE+, and APAAR ID.







## ଉତ୍କାତ ଉଚ୍ଚ ମାଧ୍ୟମିକ ସ୍କୁଲ ଅଧ୍ୟକ୍ଷଙ୍କ ଦକ୍ଷତା ବୃଦ୍ଧି କର୍ମଶାଳା

ଭୁବନେଶ୍ୱର, ୧୯/୧୨ (ବୁଧବାର): ୮୯ ଉତ୍କାତ ଉଚ୍ଚ ମାଧ୍ୟମିକ ସ୍କୁଲର ଭାରପ୍ରାପ୍ତ ଅଧ୍ୟକ୍ଷଙ୍କ ଦକ୍ଷତା ବୃଦ୍ଧି ଓ ସମୀକ୍ଷା ବୈଠକ ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି । ବୈଠକରେ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶକ ରଘୁରାମ ଆର୍ ଆୟର କହିଛନ୍ତି, ଉତ୍କାତ ଉଚ୍ଚ ମାଧ୍ୟମିକ ସ୍କୁଲର ସମସ୍ତ ଭାରପ୍ରାପ୍ତ ଅଧ୍ୟକ୍ଷ ବିଦ୍ୟାଳୟ ପରିଚାଳନା ତାଲିମ ପାଇବେ । ଏଥିରେ ପରୀକ୍ଷା ପରିଚାଳନା ପଦ୍ଧତି, ଶୈକ୍ଷିକ ସମୀକ୍ଷା, ଆର୍ଥିକ ପରିଚାଳନା, ଜ-ଆତମିସନ୍ ସଂପର୍କିତ ଜ୍ଞାନ, ଅତିଥି ଶିକ୍ଷକ ନିଯୁକ୍ତି ଆଦି ପରିଚାଳନାର ସୁଯୋଗ ପାଇବେ । ଅଧ୍ୟକ୍ଷତା କରି ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗର ଅତିରିକ୍ତ ଶାସନ ସଚିବ ଶୁଭକ୍ଷା ନନ୍ଦ କହିଛନ୍ତି, ପ୍ରଥମ କରି ଉତ୍କାତ ହୋଇଥିବା ଉଚ୍ଚ ମାଧ୍ୟମିକ ସ୍କୁଲଗୁଡ଼ିକ ଏକ ନୂତନ ଶିକ୍ଷା



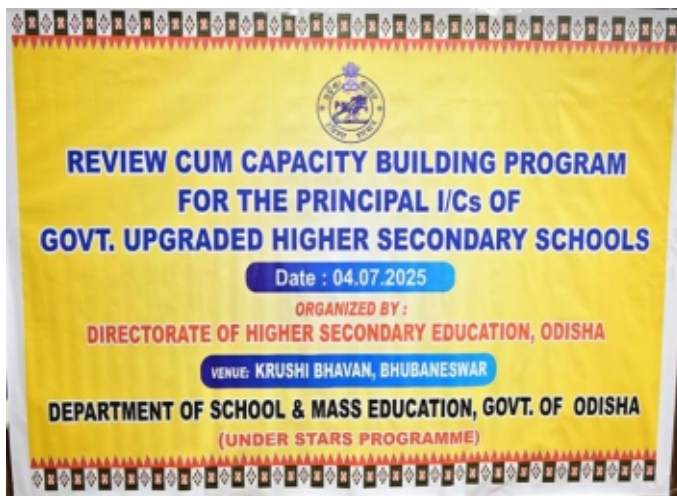
ପରିବେଶରେ ପ୍ରବେଶ କରୁଛନ୍ତି । ଏହି ୮୯ଟି ଉତ୍କାତ ସ୍କୁଲର ଉତ୍ତମ ପରିଚାଳନା ଭାରପ୍ରାପ୍ତ ଅଧ୍ୟକ୍ଷଙ୍କ ପାଇଁ ନିଶ୍ଚିତ ଭାବେ ଏକ ଆହ୍ୱାନ । ଏହି କର୍ମଶାଳାରୁ ଅଧ୍ୟକ୍ଷମାନେ ନିଜ ଶିକ୍ଷାନୁଷ୍ଠାନର ସମସ୍ତ କାର୍ଯ୍ୟ ପରିଚାଳନା ନେଇ ଶିକ୍ଷା ପାଇବେ । ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟ ଅତିରିକ୍ତ

ନିର୍ଦ୍ଦେଶକ ଡ. ବିଶ୍ୱଜିତ ଘୋଷ, ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶକ ମନୋରଞ୍ଜନ ମଲ୍ଲିକ, ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ ପରୀକ୍ଷା ନିୟନ୍ତ୍ରକ ପ୍ରଶାନ୍ତ କୁମାର ପରିଡ଼ା, ପ୍ରମୁଖ ଯୋଗ ଦେଇଥିଲେ । ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟର ସ୍ୱପ୍ନ ନିର୍ଦ୍ଦେଶିକା ସବିତ୍ରା ମାଳି ଧନ୍ୟବାଦ ଦେଇଥିଲେ ।





2. The Review-cum-Capacity Building Programme for Principal I/Cs of 199 Govt. Upgraded Higher Secondary Schools was held on 4th July 2025 at Krushi Bhavan, Bhubaneswar. This one-day workshop emphasised the strategic importance of school leadership in implementing NEP 2020 reforms and promoting institutional development. Key objectives included enhancing the capacity of school heads to lead their institutions effectively, familiarising them with various schemes and administrative challenges, and deepening their understanding of scholarships, career guidance, self-defence programmes, guest faculty engagement, the PM SHRI initiative, SAMS portal operations, and academic result analysis. As part of the capacity-building programme, several thematic sessions were conducted to enhance institutional leadership and academic management. Key sessions included performance analysis of the Annual Higher Secondary Examination (AHSE) 2025, focusing on subject-wise and division-wise results to identify high and low-performing institutions for targeted interventions. Principals were oriented on the Student Academic Management System (SAMS) for transparent e-admissions and administrative efficiency. Sessions on Career Guidance and Vocational





Education equipped leaders with tools for student career planning and promotion of skill-based education. The Odisha State Scholarship Portal was introduced to improve access to scholarships through better IEC strategies. The Self-Defence Training Programme (SDTP) for Class XI girls was emphasized as a vital life skills initiative. Guidance was also provided on engaging guest faculty to address teaching gaps, and the Split-up Syllabus initiative was shared to ensure structured, time-bound curriculum delivery across all streams.



## କାର୍ଯ୍ୟରତ ଭାରପ୍ରାପ୍ତ ଅଧ୍ୟକ୍ଷଙ୍କ ଦକ୍ଷତା ବିକାଶ କର୍ମଶାଳା

ଭୁବନେଶ୍ୱର(ରାଷ୍ଟ୍ର ନ୍ୟୁଜ୍): ରାଜ୍ୟ ସରକାରଙ୍କ ବିଦ୍ୟାଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗ ଅଧିନ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟ ତରଫରୁ ରାଜ୍ୟରେ ଥିବା ସମସ୍ତ ୧୯୯ ଉନ୍ନତ ଉଚ୍ଚ ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟରେ କାର୍ଯ୍ୟରତ ଭାରପ୍ରାପ୍ତ ଅଧ୍ୟକ୍ଷ-ଅଧ୍ୟକ୍ଷମାନଙ୍କ କାର୍ଯ୍ୟ ସମୀକ୍ଷା ଓ ଦକ୍ଷତା ବିକାଶ କର୍ମଶାଳା କୃଷି ଭବନଠାରେ ଆୟୋଜିତ ହୋଇଯାଇଛି । ଏହି ଏକ ଦିବସୀୟ କର୍ମଶାଳାରେ ମୁଖ୍ୟ ଅତିଥି ଭାବେ ବିଦ୍ୟାଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗର ଅତିରିକ୍ତ ଶାସନ ସଚିବ ଶ୍ରୀମତୀ ନନ୍ଦା ଯୋଗ ଦେଇଥିବା ବେଳେ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟର ନିର୍ଦ୍ଦେଶକ ଉତ୍ତରାମ୍ ଆର୍ ଆୟର, ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ଉଚ୍ଚଶିକ୍ଷା ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟାଳୟ



ପ୍ରାଧିକାରୀ (ଓସେପା) ଯୁଗ୍ମ ନିର୍ଦ୍ଦେଶିକା ସମିତି ସାହୁ, ଆଂଚଳିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟ, ଭୁବନେଶ୍ୱର ଯୁଗ୍ମ ନିର୍ଦ୍ଦେଶିକା ଦିପ୍ତୀମୟୀ ଶୁଭଦର୍ଶିନୀ, ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟର ନିର୍ଦ୍ଦେଶିକା ପ୍ରିୟା ମିଶ୍ର,

ଯୁଗ୍ମ ନିର୍ଦ୍ଦେଶିକା ସମିତି ମାଜି ପ୍ରମୁଖ ଉପସ୍ଥିତ ଥିଲେ । ମୁଖ୍ୟଅତିଥି ଭାବେ ଯୋଗ ଦେଇ ଅତିରିକ୍ତ ଶାସନ ସଚିବ ଶ୍ରୀମତୀ ନନ୍ଦା କହିଛନ୍ତି, ବିକ୍ଷିପ୍ତ ଭାରତ ଗଠନରେ ଯୁବକମାନଙ୍କର ଭୂମିକା ରହିଛି ଏବଂ ସେମାନଙ୍କୁ

ଶିକ୍ଷକ/ଅଧ୍ୟକ୍ଷ ମାନେ ହିଁ ଉଚିତ୍ ବିଗ୍ରହଣ ଦେଇପାରିବେ । କର୍ମଶାଳାର ପ୍ରାରମ୍ଭରେ ଉଦ୍ଦେଶ୍ୟ ଦେଇ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶକ ଉତ୍ତରାମ୍ ଆର୍ ଆୟର ସମସ୍ତ ଅତିଥି, କର୍ମଶାଳାରେ ଆଶ୍ଚର୍ଯ୍ୟ କରିଥିବା

ଭାରପ୍ରାପ୍ତ ଅଧ୍ୟକ୍ଷ-ଅଧ୍ୟକ୍ଷା କର୍ମଶାଳାକୁ ସ୍ୱାଗତ କରିବା ସହିତ ଏହାର ମୁଖ୍ୟ ଉଦ୍ଦେଶ୍ୟ ସମ୍ବନ୍ଧରେ ଆଲୋଚନା କରିଥିଲେ । ସେହିପରି ଓସେପା ଯୁଗ୍ମ ନିର୍ଦ୍ଦେଶିକା ଶ୍ରୀମତୀ ସାହୁ କହିଛନ୍ତି, ସମସ୍ତ କ୍ଷେତ୍ରରେ ସୁଚାରୁରୂପ କାର୍ଯ୍ୟ ଦ୍ୱାରାବା ପାଇଁ ଏହି କର୍ମଶାଳାର ଆୟୋଜନ । ନିଜର ସାମର୍ଥ୍ୟକୁ ସମସ୍ତା ସମାଧାନ ଦିଗରେ କେନ୍ଦ୍ରିତ କଲେ ସକାରାତ୍ମକ ପଳ ମିଳି ପାରିବ ବୋଲି ସେ କହିଛନ୍ତି । ଏଥିସହ ଯୁଗ୍ମ ନିର୍ଦ୍ଦେଶିକା ଶ୍ରୀମତୀ ଶୁଭଦର୍ଶିନୀ ଉପସ୍ଥିତ ରହି କର୍ମଶାଳାରେ ଥିବା ସମସ୍ତ ଅଧ୍ୟାପକଙ୍କୁ ଯତ୍ନବାନ ହୋଇ ଶୁଣିବା ଏବଂ ତାହାର ଅନୁଯାନ କରିବା ନେଇ ସୂଚନା ଦେଇଥିଲେ ।

These capacity-building interventions have played a pivotal role in strengthening school leadership, promoting academic excellence, and building institutional readiness to meet the aspirations of NEP 2020. Through these initiatives, the Government of Odisha continues to invest in empowering principals as catalysts of change in the State's Higher Secondary Education landscape.



### Activity 3.26: Induction Training of newly recruited PGTs of Govt. & Aided HSS (1375+480).-(Residential Training)

#### I. Induction training to Newly recruited PGTs (9<sup>th</sup> to 12<sup>th</sup> July 2024)

An induction training programme was organised for 100 newly recruited Post Graduate Teachers (PGTs) of English, Physics, Commerce, Indian Music, and Telugu subjects serving in Government Higher Secondary Schools. The training was conducted from 9th to 12th July 2024 at IMAGE, Siripur, Bhubaneswar, to equip the new teachers with the necessary professional competencies and institutional orientation. The first session focused on “Teacher as a Problem Solver and a Role Model in the Changing Educational Scenario,” setting the tone for the teacher’s evolving role in modern education. This was followed by sessions on Classroom Management and Teaching Skills, an overview of the SAMS Portal, and a scientific approach to curiosity-driven learning. The participants were sensitised to building rapport with adolescents by understanding their issues, challenges, and emotional needs. Further, sessions were held on exploring opportunities in vocational education for workforce readiness, conducting academic reviews, and facilitating an exposure visit to the World Skill Centre.



The training also included an introduction to Government Servants’ Conduct Rules, CCA Rules, and Leave Rules to ensure administrative compliance. Teachers were guided on enabling eligible students to access scholarships and were given insights into the National Education Policy (NEP) 2020, with special reference to Higher Secondary Education. Other important topics included strategies to improve the







teaching-learning process through community and stakeholder involvement, Online Academic Support Programs for empowering NEET/JEE aspirants, and the use of ICT to enhance teaching plans and demonstrate effective pedagogy. Additionally, a group discussion on NEP 2020, a vision-building exercise for Aspirational Schools, and sessions on curriculum designing, syllabus restructuring, and examination systems were conducted to support academic innovation and quality education delivery.



## ii. Induction Training to Newly Recruited Non-Government Aided PGTs

A five-day Induction Training Programme for newly recruited Post Graduate Teachers (PGTs) in Non-Government Aided (488 category) Higher Secondary Schools was organized by the Directorate of Higher Secondary Education (DHSE), Odisha, under the STARS programme. The training was conducted from 3rd to 7th February 2025 at IMAGE, Bhubaneswar, with the aim of familiarizing the teachers with key administrative processes, pedagogical strategies, and the evolving role of educators. A total of 72 PGTs across 19 subjects, including Hindi, Zoology, Anthropology, Botany, Education, Logic, Home Science, Sanskrit, Statistics, History, Mathematics, Sociology, Physics, Chemistry, Commerce, Telugu, and Urdu, participated in the programme.





The training covered a wide array of topics designed to equip the teachers with both academic and administrative competencies. Initial sessions included an introduction to the School & Mass Education (SME) Department and DHSE, followed by sessions on Government Servants' Conduct Rules, CCA Rules, and Leave Rules. Participants were oriented on the use and functionalities of the SAMS portal and sensitised on various scholarship schemes available for Higher Secondary School (HSS) students. Emphasis was laid on the pedagogy of learning at the HSS level, with a special focus on curiosity-driven learning, adolescent issues and challenges, and academic support programmes conducted by DHSE.

Interactive sessions were conducted on "Teaching as a Passion," and "Teacher as a Role Model and Problem Solver," along with modules on classroom management and innovative, transformative teaching practices both within and beyond the classroom. Special attention was given to the use of ICT in planning and demonstrating teaching skills. The training also included group discussions on NEP 2020 with special reference to Secondary Education, vision-building exercises for Aspirational Schools, and awareness of vocational education opportunities at the HSS level. Participants also took part in a guided exposure visit to Kala Bhumi, and the programme included yoga and morning exercise sessions to promote overall well-being.







## ନବନିଯୁକ୍ତ ଅନୁଦାନପ୍ରାପ୍ତ ବେସରକାରୀ ସ୍ନାତକୋତ୍ତର ଶିକ୍ଷକ-ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ପାଞ୍ଚ ଦିନିଆ କର୍ମଶାଳା ଉଦଘାଟିତ



ଭୁବନେଶ୍ୱର, ୩/୨ (ସେବୁ): ଆଜି ସ୍ଥାନୀୟ ଡି.ଏଚ୍.ଏସ୍. ବିଦ୍ୟାଳୟ ପରିସରସ୍ଥିତ ଉପକୂଳ ସଭାସ୍ଥଳରେ ବିଦ୍ୟାଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗ, ଉତ୍କଳ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟ, ଡି.ଏଚ୍.ଏସ୍. ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ ପ୍ରାୟୋଗ (ସେପା) ର ମିଳିତ ଆନୁରୋଧରେ ନବ ନିଯୁକ୍ତ ଅନୁଦାନପ୍ରାପ୍ତ ବେସରକାରୀ ସ୍ନାତକୋତ୍ତର ଶିକ୍ଷକ-ଶିକ୍ଷୟିତ୍ରୀମାନଙ୍କ ପାଞ୍ଚ ଦିନିଆ କର୍ମଶାଳା ଉଦଘାଟିତ ହୋଇଯାଇଛି । ଏହି କର୍ମଶାଳା ଆସନ୍ତା ଫେବୃଆରୀ ୭ ତାରିଖ ଯାଏଁ ଚାଲିବ । କର୍ମଶାଳାର

ପ୍ରଥମ ପର୍ଯ୍ୟାୟରେ ନବନିଯୁକ୍ତ ଅନୁଦାନପ୍ରାପ୍ତ ବେସରକାରୀ ସ୍ନାତକୋତ୍ତର ପ୍ରାୟ ୧୦୦ ଜଣ ଶିକ୍ଷକ-ଶିକ୍ଷୟିତ୍ରୀ ଏହି କର୍ମଶାଳାରେ ଭାଗନେଇଛନ୍ତି । ଉଦଘାଟନା ଅଧିବେଶନରେ ଉତ୍କଳ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟର ନିର୍ଦ୍ଦେଶକ ଶ୍ରୀ ରଘୁରାମ ଆର୍. ଆୟାର୍ ସମସ୍ତ ଅତିଥି ଏବଂ କର୍ମଶାଳାରେ ଯୋଗଦେଉଥିବା ସମସ୍ତ ଅଂଶଗ୍ରହଣକାରୀ ଏବଂ ନିର୍ଦ୍ଦେଶାଳୟର ସମସ୍ତ ପଦାଧିକାରୀ ଓ କର୍ମଚାରୀମାନଙ୍କୁ ସ୍ୱାଗତ କରିବା ସହ କର୍ମଶାଳାର ଉଦ୍ଦେଶ୍ୟ ଏବଂ ବିଭିନ୍ନ ଅଧିବେଶନ ବିଷୟରେ ସମୀକ୍ଷା ସୂଚନା ପ୍ରଦାନ କରିଥିଲେ ।

ନିର୍ଦ୍ଦେଶକ ଶ୍ରୀ ଆୟାର୍ କାର୍ଯ୍ୟକ୍ରମ ଶିଖାମାର୍ଗ ୨୦୨୦ ଅନ୍ତର୍ଗତ ଆବଶ୍ୟକୀୟ ପରିବର୍ତ୍ତନ ସମ୍ପର୍କରେ ଅବଗତ କରାଇବା ସହ ପରୀକ୍ଷା ସମ୍ପର୍କରେ ବିବରଣୀ ଦେଇଥିଲେ । ଏଥିସହିତ ଉତ୍କଳ ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ ଦ୍ୱାରା ପରୀକ୍ଷା ସମ୍ପର୍କରେ ଏକ

ବିଶେଷ ଅଧିବେଶନ ପରିଚାଳନା କରିବା ପାଇଁ ନିର୍ଦ୍ଦେଶ ଦେଇଥିଲେ । ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟ ଆନ୍ତର୍ଜାତୀୟ ନିର୍ଦ୍ଦେଶକ, ସମ୍ବଲପୁର ଶ୍ରୀଯୁକ୍ତ ବିକାଶ କୁମାର ପ୍ରଧାନ ଅଂଶଗ୍ରହଣକାରୀମାନଙ୍କୁ ଶିକ୍ଷାଦାନ

କ୍ଷେତ୍ରରେ ସେମାନଙ୍କର ଆବୃତ୍ତ, ଉତ୍କଳର ଏବଂ ପରିବାରନା କ୍ଷେତ୍ରରେ ଉତ୍ତମ ପ୍ରଦର୍ଶନ ପାଇଁ ପରାମର୍ଶ ଦେଇଥିଲେ । ଏହି ପ୍ରତିଷ୍ଠା କାର୍ଯ୍ୟକ୍ରମରେ ବିଦ୍ୟାଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗର ଅତିରିକ୍ତ ଶାସନସଚିବ ତଥା ଉତ୍କଳ ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦର ଅଧ୍ୟକ୍ଷ

ଶ୍ରୀମତୀ ଶ୍ରୀମତୀ ନବ ଶିକ୍ଷା ମନ୍ତ୍ର ଉଦ୍ଦେଶ୍ୟ ପ୍ରତିପାଦନ କରିବା ସହିତ ଅଂଶଗ୍ରହଣକାରୀମାନଙ୍କୁ ନିଜର ସହିତ ଚାକର ଗୁରୁ ବାବଦ୍ ସ୍ୱତନ୍ତ୍ରତା ସମ୍ପାଦନ କରିବା ପାଇଁ ପ୍ରେରଣା ଦେଇଥିଲେ ଓ ସେହିପରି ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶାଳୟର ଯୁକ୍ତ ନିର୍ଦ୍ଦେଶକ ଶ୍ରୀମତୀ ସବିତା ଦେବେ ଯୁକ୍ତ ନିର୍ଦ୍ଦେଶକ ଶ୍ରୀମତୀ ସବିତା ଦେବେ ଯୁକ୍ତ ଅଧିବେଶନରେ ପରିଚାଳନା ଦାୟିତ୍ୱ ବହନ କରିଥିଲେ ।





### iii. Capacity Building of PGTs

A two-day Capacity Building Workshop for Post Graduate Teachers (PGTs) of Government Higher Secondary Schools was organised on 20th and 21st May 2025 at Krushi Bhawan, Bhubaneswar. The workshop aimed at enhancing the administrative, academic, and technological competencies of PGTs in alignment with the evolving expectations from Higher Secondary education under the Government of Odisha. Key sessions were conducted on the examination system and evaluation processes for the Annual Higher Secondary Examination 2025, online academic support programmes, vocational education, scholarship schemes, and student support services. In addition, the participants were oriented on critical administrative tools and systems such as Accounts, HRMS, IFMS, and IOTMs, as well as the E-Admission process through the SAMS portal.



The workshop emphasized that as government teachers, PGTs are expected to undertake multifaceted roles extending beyond classroom teaching. Their responsibilities include examination and assessment-related duties, student admissions, record keeping, coordination of curricular and co-curricular activities, and compliance with government directives such as UDISE updates, APPAR ID management, and regular data reporting.







# ‘ଶିକ୍ଷାର ବ୍ୟାବହାରିକ ଦିଗ ପ୍ରତି ଦୃଷ୍ଟି ଦେବା ଆବଶ୍ୟକ’

ଭୁବନେଶ୍ୱର, ୨୦୧୫  
(ଦୁର୍ଦ୍ଦିନିତା ସାହୁ)

ସରକାରୀ ଉଚ୍ଚ ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟରେ ନିଯୁକ୍ତି ପାଇଥିବା ସ୍ନାତକୋତ୍ତର (ପିଜିଟି) ଶିକ୍ଷୟିତ୍ରୀ-ଶିକ୍ଷକଙ୍କ ପାଇଁ ୨ଦିନିଆ ଦକ୍ଷତା ବିକାଶ କର୍ମଶାଳା ମଙ୍ଗଳବାର କୃଷିଭବନ ଅତିତୋରିୟମରେ ଆରମ୍ଭ ହୋଇଛି। ଏଥିରେ ମୁଖ୍ୟ ଅତିଥି ଭାବେ ଉଚ୍ଚ ମାଧ୍ୟମିକ ପରିଷଦର ଅଧ୍ୟକ୍ଷ ମୃଣାଳକାନ୍ତି ଦାସ ଯୋଗଦେଇ କହିଛନ୍ତି ଯେ, ଶିକ୍ଷା ଓ ପ୍ରଶିକ୍ଷଣ ପରମ୍ପରା ସହ ଜଡ଼ିତ। ଶିକ୍ଷୟିତ୍ରୀ-ଶିକ୍ଷକମାନେ ସମୟାନୁସାରେ ପ୍ରଶିକ୍ଷଣ ନେବାର ଆବଶ୍ୟକତା ରହିଛି। ଶିକ୍ଷାକୁ କେବଳ ଜ୍ଞାନ ଆହରଣ ଭାବେ ନୁହେଁ ବରଂ ଏହାର ବ୍ୟାବହାରିକ ଦିଗ ପ୍ରତି ମଧ୍ୟ ଦୃଷ୍ଟି ଦେବାକୁ

## ପିଜିଟି ଶିକ୍ଷକଙ୍କ ଦୁର୍ଦ୍ଦିନିଆ ଦକ୍ଷତା ବିକାଶ କର୍ମଶାଳା

ପଡ଼ିବ। ଏଥିସହ ଶିକ୍ଷାର ବିଭିନ୍ନ ବ୍ୟାବହାରମୂଳକ ଦିଗ ପ୍ରତି ଯତ୍ନଶୀଳ ହେବା ସହ ପ୍ରୋତ୍ସାହିତ କରିବା ଜରୁରୀ ବୋଲି ସେ ମତବ୍ୟକ୍ତ କରିଛନ୍ତି। ଏହି ଅବସରରେ ଉଚ୍ଚ ମାଧ୍ୟମିକ ନିର୍ଦ୍ଦେଶାଳୟର ନିର୍ଦ୍ଦେଶକ ରଘୁରାମ ଆର୍ ଆୟର ବିଦ୍ୟାଳୟଗୁଡ଼ିକର ବିଭିନ୍ନ ପ୍ରଶାସନିକ କାର୍ଯ୍ୟ, ନାମଲେଖା ପ୍ରକ୍ରିୟା, ଛାତ୍ରାଛାତ୍ରୀଙ୍କୁ ଉତ୍ତମ ଶିକ୍ଷାଦାନ, ଆପାର୍ ଆଇଡି ଏବଂ ମୁଦ୍ରାଭସ ପୋର୍ଟାଲ ପରିଚାଳନା ଆଦି ସମ୍ପର୍କରେ ବିସ୍ତୃତ ସୂଚନା ଦେଇଥିଲେ। ସେହିପରି ସମ୍ବଲପୁର ଆଞ୍ଚଳିକ ନିର୍ଦ୍ଦେଶକ ତଥା ମୁକ୍ତ ନିର୍ଦ୍ଦେଶକ ବିଶ୍ୱନାଥ ତରାଇ

କହିଛନ୍ତି, ଶିକ୍ଷୟିତ୍ରୀ ଶିକ୍ଷକମାନେ ସମୟ ଓ ଉତ୍ତରଦାୟିତ୍ୱ ରକ୍ଷା କରି କାର୍ଯ୍ୟ କରନ୍ତୁ। ଶିକ୍ଷକତା ଏକ ଚାକିରି ନୁହେଁ, ବରଂ ଏକ ବୃତ୍ତି। ସବୁବେଳେ ଆସତାକାଲି ଲାଗି ରପଯୁକ୍ତ ଯୋଜନା ପ୍ରସ୍ତୁତ କରିବା ପାଇଁ ସେ ପରାମର୍ଶ ଦେଇଛନ୍ତି। ବ୍ରହ୍ମପୁର ଆଞ୍ଚଳିକ ନିର୍ଦ୍ଦେଶକ ତଥା ମୁକ୍ତନିର୍ଦ୍ଦେଶକ ବନ୍ଦନା ମହାପାତ୍ର ରେକର୍ଡିଂ ଉପରେ ଗୁରୁତ୍ୱରୋପ କରିଥିଲେ। ଉଚ୍ଚ ମାଧ୍ୟମିକ ନିର୍ଦ୍ଦେଶାଳୟର ଅତିରିକ୍ତ ନିର୍ଦ୍ଦେଶକ ବିଶ୍ୱଜିତ ଘୋଷ ପିଜିଟି ଶିକ୍ଷୟିତ୍ରୀ-ଶିକ୍ଷକଙ୍କୁ ପାରଙ୍ଗମ ହେବା ଉପରେ ଗୁରୁତ୍ୱ ଦେଇଥିଲେ। କର୍ମଶାଳାରେ ୧୭ଟି ସ୍ୱତନ୍ତ୍ର ସରକାରୀ ଉଚ୍ଚ ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟର ପ୍ରାୟ ୩୦୦ ପିଜିଟି ଶିକ୍ଷୟିତ୍ରୀ-ଶିକ୍ଷକ ଯୋଗଦେଇଛନ୍ତି।



କର୍ମଶାଳାରେ ମହାସାଗର ଉଚ୍ଚ ମାଧ୍ୟମିକ ପରିଷଦର ଅଧ୍ୟକ୍ଷ ମୃଣାଳକାନ୍ତି ଦାସ ଏବଂ ଅନ୍ୟ ଅତିଥି।

Key highlights of the workshop included discussions on question paper security measures, the introduction of temporary model structures for frisking during examinations, and mechanisms for academic performance monitoring. The importance of aligning student outcomes with national performance benchmarks was underscored, along with strategies for academic achievement and enrichment. Sessions also addressed the implementation of mentorship structures, the integration of digital classrooms, and the development of Odisha-specific digital learning content by teachers. Furthermore, there were focused discussions on scholarship awareness and outreach, staffing updates, and aspirational benchmarking for improved school performance.

Overall, the workshop served as a comprehensive platform for PGTs to enhance their instructional strategies, administrative efficiency, and contributions to the broader educational objectives of the state.



### Activity 3.27: Training for Social Science Teachers on gender equity and curriculum Integration

To strengthen gender-responsive pedagogy and promote inclusive classroom practices, OSEPA initiated a targeted training programme for Social Science teachers focusing on gender equity and curriculum integration during the academic year 2024–25. This initiative aimed to embed gender sensitivity within classroom discourse and teaching practices, aligning with broader goals of equity and inclusion under the National Education Policy (NEP) 2020.

A training module was developed specifically for this purpose, emphasising gender awareness, integration of gender perspectives in Social Science curricula, and strategies to promote equitable learning environments. The module was finalised following a vetting process by the TE & SCERT, Odisha, ensuring both pedagogical soundness and contextual relevance.

Subsequently, District Resource Group (DRG) and Block Resource Group (BRG) trainings were conducted, building the capacities of master trainers to facilitate school-level sessions.



Training of Teachers was conducted at the Block level. As of now, a total of 16,256 Social Science teachers across the state have been trained under this initiative. The programme is being implemented in a phased manner to ensure comprehensive coverage and quality engagement, equipping teachers to challenge stereotypes, encourage critical thinking, and promote gender-equitable mindsets among students.



ନାମଗାମୀ, ୫୭୭ (ମି.ପ୍ରା. :  
 ୩୦୦) ଓ ସମସ୍ତ ଶିକ୍ଷା ପ୍ରସ୍ତୁତ  
 ନିମିତ୍ତ ଗୋଟିଏ ଶିକ୍ଷା ବିଦ୍ୟା  
 ପଥସ୍ଥାନ ନିର୍ମାଣ ପାଇଁ ଶିକ୍ଷକ  
 ପ୍ରଶିକ୍ଷଣ ଦିବସରେ ଶୁଭାଦିତି ଅନୁଷ୍ଠାନ  
 କରାଯାଇଛି । ଗୋଟିଏ  
 ଶିକ୍ଷାବିଦ୍ୟାଳୟ ପଥସ୍ଥାନ ଅନୁଷ୍ଠାନ  
 ପ୍ରଶିକ୍ଷଣ ଦିବସରେ ଭୁବନେଶ୍ୱରରେ  
 କରାଯାଇ ବିଦ୍ୟାପାଠକଙ୍କ  
 ସମ୍ମୋଦନା । ଏ ଦିନ ଧର୍ମ  
 ଅନୁଷ୍ଠାନ ଶିକ୍ଷକଙ୍କ ସମ୍ମାନ  
 ଦିଆଯାଇଥିଲା ।



ବନ୍ଦନା ଓ ଅନୁଷ୍ଠାନଗୁଡ଼ିକ	ଅନ୍ଧାବନା ବନ୍ଦନାଗୁଡ଼ିକ	ସେବାକେନ୍ଦ୍ରଗୁଡ଼ିକ
ଶୁକଳା, ଶିଶୁମାର ଅନୁଷ୍ଠାନଗୁଡ଼ିକ	ଶିବିରରେ ଏମିତି ଭଲ	ଅନ୍ଧାବନା ଶାନ୍ତି ଚୂଡ଼ା ପାଠ
ସ୍ଥାନ, ଯେଉଁଠି ଭଲ ଭାବରେ ପ୍ରାପ୍ତ ହୋଇପାରେ	ପ୍ରାପ୍ତ ହୋଇ ଓ ଭଲ ହୋଇପାରେ	ବିଦ୍ୟାଳୟ, ଶାନ୍ତି, ଶାନ୍ତି ଶାନ୍ତି
	ଶିକ୍ଷକ	ଶିକ୍ଷକ

ନିର୍ବାଚନରେ ଭାଗନେଇ ପାରୁଥିବା ୧୨ଟି ବିଧାନସଭା ବିଧାନସଭା

ଅସ୍ତରଙ୍ଗ, ୫।୧୨ (ପ୍ରବାସୀ ବୁଢ଼ାଲ ବାଣିଜ)

ଓଡ଼ିଶା ସ୍ୱାଧୀନତା ସଂଗ୍ରାମରେ ପ୍ରାୟ ୩୦  
ଅନୁରାଗ (୧୯୩୯) ଓ ସମସ୍ତ ଶିକ୍ଷା  
ଅନୁରାଗ ମିଳିତ ହେବା ଶିକ୍ଷା ବିଭାଗ  
ପକ୍ଷରୁ ଶିକ୍ଷାବଳୀ ସମ୍ବଳିତ ହେବା  
ଓ ପାଠ୍ୟପୁସ୍ତକ ସଂଗ୍ରହାଳୟରେ  
ପୁସ୍ତକାଳୟ ଶିକ୍ଷକ ପ୍ରତିଷ୍ଠିତ ଶିକ୍ଷକ  
ବର୍ଗର ଅନୁରାଗ ହେବା ଶିକ୍ଷା ବିଭାଗ  
ଶିକ୍ଷାବଳୀ ପକ୍ଷରୁ ଅନୁରାଗ ଶିକ୍ଷକ  
ହେବାବେଳେ ନେତାବଳୀ ବିଭାଗରେ

ଆସିବାର ସମସ୍ତଙ୍କୁ ୩ ଦିନ ଧରି ଅନୁଷ୍ଠିତ ହେଉଥିବା ସାମାଜିକ ବିଚାରବିତ୍ତି ଧାରଣା ଓ ବନବିହୀନତା ଦୂରୀକାରଣ, ସାମାଜିକ ବିଚାରର ପରିଚିନ୍ତାକୁ ପ୍ରତ୍ୟାବର୍ତ୍ତନ, ବିଚିତ୍ର ସାମାଜିକ ବ୍ୟବସ୍ଥା ଓ ଅସ୍ୱାସ୍ଥ୍ୟର ସୃଷ୍ଟି, ବିପଦଗ୍ରସ୍ତ ବ୍ୟବସ୍ଥା ଓ ବିଚିତ୍ର ବିଚାର ଉପରେ ଏହାର ପ୍ରଭାବ, ଲୋକସାଧାରଣ ଓ ସାମାଜିକ ନୀତିରେ ଥିବା ବ୍ୟବସ୍ଥା, ଶୁଦ୍ଧ ବିଚାର ଅନୁସାରେ ଥିବା, ଯେଉଁଠି ଲୋକ ସାମାଜିକ ପ୍ରତିପତ୍ତିର ବିଚାରର, ନୀତିର ବାବଦ

ଉପରେ ଦିଆ ଓ ଭେଦଭାବନାହିଁ  
ନକାବନ୍ତ ପ୍ରଭାବ, ଶିକ୍ଷାର୍ଥୀମାନେ  
ସିନିଟିଭ ବ୍ୟକ୍ତି ଶେଷରେ ସଫଳତା  
ହେଉଥିବା ଅନୁଭୂତି, ପାଠ୍ୟପୁସ୍ତକ ପ୍ରସ୍ତୁତି  
ରୂପରେ ଓ ବ୍ୟବହାର ଶିକ୍ଷାଦାନ ପଦ୍ଧତି  
ପରେ ଆଶାବାଜୀ ହେଉଥିବା କାରଣମାନ  
ଶିବିରେ ୪୨୭୫ ଭଳି ପ୍ରାଥମିକ ଓ  
ଉଚ୍ଚ ବିଦ୍ୟାଳୟ ଶିକ୍ଷାସିଦ୍ଧାନ୍ତ ଶିକ୍ଷକ ଉପସ୍ଥିତ  
ଥିଲେ। ସାଧନକର୍ମୀ ଆଲୋଚନାମଣି,  
ପୁରୀର ପାଠକେଶ, ଦେବୁଦାନ ନାୟକ,  
ନାମକା ବାଗେଇ ପୁରୁଷୋତ୍ତମ ଦେବୁଦାନ

Sl. No.	District	Teacher Trained
1	ANUGUL	552
2	BALASORE	771
3	BARGARH	569
4	BHADRAK	487
5	BOLANGIR	769
6	BOUDH	264





7	CUTTACK	623
8	DEOGARH	188
9	DHENKANAL	505
10	GAJAPATI	191
11	GANJAM	1150
12	JAGATSINGHPUR	381
13	JAJPUR	660
14	JHARSUGUDA	226
15	KALAHANDI	616
16	KANDHAMAL	596
17	KENDRAPADA	564
18	KENDUJHAR	815
19	KHORDHA	479
20	KORAPUT	782
21	MALKANGIRI	394
22	MAYURBHANJ	1198
23	NABARANGPUR	559
24	NAYAGARH	370
25	NUAPADA	325
26	PURI	259
27	RAYAGADA	530
28	SAMBALPUR	458
29	SUBARNAPUR	315
30	SUNDARGARH	660
	<b>Total</b>	<b>16256</b>

### Activity 3.28 & 3.29: Capacity Building for DRGs & KGBV Staff

To promote a safe and supportive learning environment for girls and ensure the effective management of residential school facilities, the Odisha School Education Programme Authority (OSEPA) implemented a comprehensive capacity-building initiative targeting District Resource Group (DRG) members on self-defence and KGBV staff on Gender Sensitivity and Child Rights during the academic year 2024–25.

Detailed guidelines were developed to facilitate two focused training interventions:

#### 1. District-Level Capacity Building of DRGs on Self-Defence

Training was conducted in December 2025 across 30 districts of the state to prepare DRG members as master trainers in self-defence. These DRGs are now equipped to conduct school-level self-defence training for girl students, thereby promoting personal safety, confidence, and awareness among adolescent girls in government schools.





## ଲକ୍ଷ୍ମୀବାଇ ଆତ୍ମରକ୍ଷା ଓ ବର୍ଣ୍ଣାଳୀ ପ୍ରଶିକ୍ଷଣ ଶିବିର ଉଦ୍‌ଘାଟିତ

ପଦ୍ମପୁର, ୧୮।୧୨ (କମିସ): ସ୍ଥାନୀୟ ସରକାରୀ ବାଲିକା ଉଚ୍ଚ ବିଦ୍ୟାଳୟରେ ଝାନ୍ସି ରାଣୀ ଲକ୍ଷ୍ମୀବାଇ ଆତ୍ମରକ୍ଷା ଓ ବର୍ଣ୍ଣାଳୀ ପ୍ରଶିକ୍ଷଣ ଶିବିର ଉଦ୍‌ଘାଟିତ ହୋଇପାରିଛି। ବିଦ୍ୟାଳୟର କାର୍ଯ୍ୟକାରୀ ପ୍ରଧାନ ଶିକ୍ଷକ ଗୋପାଳକା ପ୍ରସାଦ ପାଣିଗ୍ରାହୀଙ୍କ ସଭାପତିତ୍ବରେ ଅନୁଷ୍ଠିତ ଉଦ୍‌ଘାଟନୀ ସଭାରେ ମୁଖ୍ୟ ଅତିଥି ଭାବରେ ଅବସରପ୍ରାପ୍ତ ଉପଖଣ୍ଡ ସୁବଳା ଓ ଲୋକସଂପର୍କ ଅଧିକାରୀ ପୃଷ୍ଟିଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ, ସମ୍ମାନିତ ଅତିଥି ସମାଜସେବୀ ନିରୋଜ ଚୋରା, ଅବସରପ୍ରାପ୍ତ ଶିକ୍ଷୟିତ୍ରୀ ଜିତେଶ୍ୱରୀ ଦାସ, ଏବିଇଓ ଶିବପ୍ରସାଦ ଯୋଶୀ, ବିଶିଷ୍ଟ ଶତପଥୀ ଓ ରାମ ସିଂ ଗୋଇ, ରାଜସ୍ୱେତାସମ୍ବର ଉଚ୍ଚ ବିଦ୍ୟାଳୟର କାର୍ଯ୍ୟକାରୀ ପ୍ରଧାନ ଶିକ୍ଷକ ଅଭିନାଷ ସାହୁ, କେନ୍ଦ୍ର କୋଅର୍ଡିନେଟର ସୂର୍ଯ୍ୟପ୍ରଭା ପଣ୍ଡା, ବର୍ଣ୍ଣାଳୀ ଟ୍ରେନିଂ ଉଚ୍ଚ ସଂଯୋଜକା ପ୍ରଘ୍ନାପରିମିତା, ରାଜ୍ୟସ୍ତରୀୟ ବର୍ଣ୍ଣାଳୀ ସାଧନା କର୍ମୀ ଦୁର୍ଗାପ୍ରସାଦ ସହଜା, ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷକ ବେଣୁଧର ବରିହା ଯୋଗଦାନ କରିଥିଲେ। ଉଭୟ ପ୍ରଶିକ୍ଷଣ ଶିବିରର ଶିବିରାର୍ଥୀଙ୍କୁ ପ୍ରମାଣପତ୍ର ପ୍ରଦାନ କରାଯାଇଥିଲା। ଉକ୍ତ ତ୍ରିଦିନୀୟ ଚାଲିଯିବା ସମୟରେ ବିଦ୍ୟାଳୟରେ ଝିଅ ମାନଙ୍କୁ ଆତ୍ମରକ୍ଷା ଚାଲିଯିବା ଦେବା ଓ ଲଙ୍ଘନ ବିଷୟରେ ସୂଚନା ଦିଆଯାଇଥିଲା। ଶିକ୍ଷୟିତ୍ରୀ ଚରାଣା ପଧାନ ସଭା ପରିଚାଳନା କରିଥିବା ବେଳେ ଶିକ୍ଷୟିତ୍ରୀ ଜ୍ୟୋତ୍ସ୍ନାଗାଣୀ ସାହୁ ଧନ୍ୟବାଦ ଦେଇଥିଲେ। ବିଦ୍ୟାଳୟର ପୂଜାରୀଶ୍ରୀ ନାୟକ, ସଂଯୁକ୍ତା ଭୋଇ, ମନାସା ଭୋଇ, ବୃନ୍ଦାବତୀ ସାହୁ, ଖୁସି ବରିହା, ଜ୍ୟୋତିରେଖା ମହାନ୍ତି, ଅମନ ପଣ୍ଡା, ପ୍ରଭାତୀ ପଟ୍ଟନାୟକ, ମମତା ମିଶ୍ର, ନାମିନୀଗାଣୀ ମହାନ୍ତି, ସୁଷମା ଦାଶ, ଦୁଷ୍ମନ୍ତ ଛତର, ଜମିଳା ପ୍ରମୁଖ ସହଯୋଗ କରିଥିଲେ।

## 2. State-Level Capacity Building of KGBV Staff on Gender Sensitivity and Child Rights

A structured two-phase training programme was organised to build the capacities of key personnel managing KGBVs hostels at state level:

- Phase I was conducted from 3rd to 8th October 2024 including wardens and superintendents of Type III and IV KGBV hostels.





- Phase II was conducted from January 20th to 25th, 2025 including Principals and HMs of OAVs, teachers-in-charge of Type III & IV KGBV hostels, and superintendents of Type IV KGBV hostels.





The training sessions covered essential topics critical to the well-being and development of students, particularly girls, residing in KGBVs:

- Legal frameworks such as the Juvenile Justice (JJ) Act, POCSO Act, and Child Rights.
- Strengthening WASH (Water, Sanitation, and Hygiene) infrastructure and practices.
- Understanding and implementing KGBV operational guidelines and Development Committees.
- Effective financial and hostel management procedures.
- Ensuring school and hostel safety, with a focus on protection and emergency response.
- Introduction to the BARNALI initiative, aimed at empowering girls in KGBVs through targeted support and mentorship.

These capacity-building efforts aim to ensure that school-level and residential facility personnel in KGBV hostels are well-equipped to address gender-based concerns, uphold the rights of children, and maintain safe, inclusive, and empowering environments for all girl students.

### Activity 3.30: Training of HMs (Secondary-Govt +Govt Aided)

In alignment with the objectives of enhancing academic leadership and institutional governance at the secondary school level, the Odisha School Education Programme Authority (OSEPA) developed a specialised training module titled 'SAMBHAB' in October 2024. The module was conceptualised through a state-level workshop and underwent thorough vetting by the Directorate of Secondary Education (DSE), Odisha. It was subsequently finalised in a second state-level workshop held from 5<sup>th</sup> to 7<sup>th</sup> December 2024, with the active involvement of subject experts and senior academic stakeholders.



The **SAMBHAB module** has been designed to build the leadership capacities of Secondary School Headmasters, equipping them with critical academic, administrative, and institutional competencies necessary for driving transformational change in schools. The training was grounded in national and





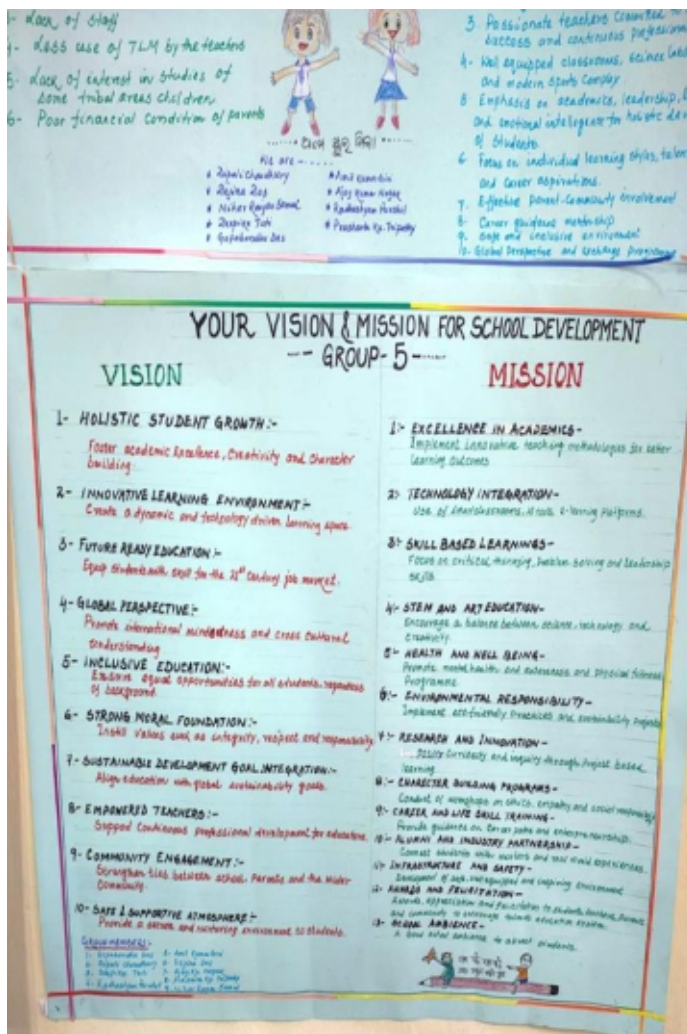
state education priorities, especially those articulated in the National Education Policy (NEP) 2020, and was aimed at preparing school leaders to foster excellence, inclusivity, and innovation in their institutions.

A five-day District Resource Group (DRG) training programme under the SAMBHAB module was conducted from 7<sup>th</sup> to 13<sup>th</sup> March 2025 at the Maharaja Institute of Communication and Management (MICM), Bhubaneswar. Participants included Headmasters nominated from various districts, who are expected to cascade the learnings at the school level and serve as academic leaders within their local contexts.



The SAMBHAB training covered a comprehensive set of thematic areas:

- Bloom's Taxonomy and Pedagogical Leadership, focusing on higher-order thinking skills (HOTS) and competency-based education.
- School Safety and Child Protection, emphasizing compliance with safety norms and safeguarding the physical and emotional well-being of students.
- Educational Data Systems and Governance, including training on UDISE+, APAAR, PGI, and SDG frameworks for data-driven decision-making.
- Socio-Emotional and Ethical Learning (SEEL), aimed at embedding emotional intelligence and ethical values in school environments.
- NEP 2020 Reforms, detailing structural and pedagogical shifts and the evolving role of school leadership.
- Vocational Education and Career Readiness, to integrate employability skills and career pathways within the secondary school curriculum.



The training was delivered through participatory and experiential pedagogies, including group discussions, case-based learning, simulations, and sharing of best practices from across districts. Senior academic professionals from SCERT, OSEPA, and leading partner institutions facilitated the sessions, ensuring high levels of engagement and relevance. Training of the HMs will be conducted at district level through these DRGs in the FY. 2025-26.

This initiative has marked a significant step in building a future-ready cadre of school leaders, empowering them to translate educational policy into practice and lead improvements in teaching, learning, and school governance. SAMBHAB has not only enhanced the capacities of Headmasters but has also positioned them as pivotal change agents in Odisha's evolving school education system.

### Activity 3.31 & 3.32: Provision of Smart Class

- Funds have been placed with the Directorate of Higher Secondary Education (DHSE), Odisha, for implementation of the activity.
- Procurement procedure has been initiated by DHSE through the implementing agency (OCAC).





### District-wise Abstract of Smart Classrooms in Govt & Govt. Aided HSS

Sl. No.	District	No of Schools approved with Smart Class	Approved Budget (Rs in Lakhs)
1	Angul	6	18.00
2	Balasore	5	15.00
3	Baragarh	5	15.00
4	Bhadrak	9	27.00
5	Bolangir	11	33.00
6	Boudh	2	6.00
7	Cuttack	9	27.00
8	Deogarh	6	18.00
9	Dhenkanal	3	9.00
10	Gajapati	6	18.00
11	Ganjam	17	51.00
12	Jagatsinghpur	4	12.00
13	Jajpur	10	30.00
14	Jharsuguda	3	9.00
15	Kalahandi	10	30.00
16	Kandhamal	5	15.00
17	Kendrapara	5	15.00
18	Keonjhar	9	27.00
19	Khordha	6	18.00
20	Koraput	6	18.00
21	Malkangiri	8	24.00
22	Mayurbhanj	9	27.00
23	Nabarangpur	11	33.00
24	Nayagarh	3	9.00
25	Nuapada	8	24.00
26	Puri	5	15.00
27	Rayagada	8	24.00
28	Sambalpur	7	21.00
29	Sonepur	2	6.00
30	Sundargarh	12	36.00
	<b>Total</b>	<b>210</b>	<b>630.00</b>

### Activity 3.35: Authoring of Textbooks of Class IX & X as per National Curriculum Framework

Funds have been released to BSE (O) for editing of the subject textbooks of Class IX & X as per the National Curriculum Framework.



## SIG 4: STRENGTHENED SERVICE DELIVERY

### Activity 4.1: Strengthening Residential Training Facilities at DIET (Construction of New Hostel)

Funds have been released to TE & SCERT, Odisha. Construction of the 100-bedded new hostel for teacher participants at DIET Khordha is in progress.

### Activity 4.4 to 4.7: Programme Management (Recurring)

The State Project Management Unit (State-PMU), Odisha, under STARS was established in 2023-24 to provide support for various interventions under the STARS scheme. Currently, eight consultants are engaged to support planning, coordination, and implementation across key thematic areas.

Regular workshops, seminars, and review meetings for implementation, tracking progress, gap analysis, and experience sharing among stakeholders, to ensure the smooth and timely execution of activities under the STARS scheme.

Recurring operational and administrative expenditures, including office maintenance, utilities, report preparation, and documentation, are being met out of the Programme Management head under STARS.

### Activity 4.10 to 4.16: Vidya Samiksha Kendra (VSK) - (Recurring)

#### Purpose of VSK

**Vidya Samiksha Kendra (VSK) is a centralised monitoring, control, and command centre** aimed at improving the quality of education in schools. It leverages data analytics and real-time monitoring to evaluate various aspects of the education system, including:

- Curriculum implementation
- Teaching methodologies
- Student learning outcomes
- Attendance of teachers and students
- School infrastructure

By collecting and analysing data from multiple sources, VSK provides actionable insights and feedback to education departments and school administrators. These insights help in:

- Identifying gaps in teaching and learning
- Enhancing the effectiveness of educational programs
- Improving student engagement and performance
- Ensuring better resource allocation and infrastructure development

The ultimate goal of VSK is to enable data-driven decision-making to elevate the overall standard of education in the state.





## Functionality of VSK

The **Vidya Samiksha Kendra (VSK)** has been operational since September 2021, providing centralized virtual assistance to stakeholders through a dedicated team and integrated technical solutions.



### Team Composition:

- Operated by a team of **9 Associates**
- Supports operations through: (i) **Virtual Field Support (VFS)**, (ii) **Interactive Voice Response System (IVRS)** for automated call routing and response

### Technical Tools Used:

VSK utilises two primary technical solutions to manage and streamline operations:

- AMEYO** – A web-based call management system used for inbound and outbound calling, call transfers, conferencing, and detailed call tracking and reporting.
- ARCHIZ Solution** – A CRM platform integrated with AMEYO, used for managing stakeholder details, onboarding, content management, follow-ups, and task tracking via a unified dashboard.

Activities Completed
Calling Set up
Establishment of VSK
Separate / Adequate space for VSK establishment
Separate server for Data storage
Provision of operationalised hardware/computers / networking for VSK
Starter pack (provided by NCERT)
Video Wall installed

### Function of the Technical Tool

**AMEYO Application Overview:** The **AMEYO** application is a web-based calling platform widely used by Associates to manage both **inbound** and **outbound** calls efficiently. It integrates several essential features to support streamlined communication and call management within the organisation.

### Key Features:

- Call Management:**
  - Supports **inbound** and **outbound** calls.
  - Allows **call transfers** and **conferencing** with multiple users.



- Enables **auto-forwarding** of calls during non-office hours to the appropriate department (e.g., SSHL for inbound calls).
- **Database Access:**
  - Provides complete access to all **call records**.
  - Tracks and stores **reasons for not-connected calls**.
  - Captures and manages **user dispositions**, such as:
    - **Call back**
    - **Scheduled callback**
    - **Not interested**
    - **Follow-up required, etc.**
- **Productivity Tools:**
  - Call routing and forwarding rules to ensure calls are directed to the right teams.
  - Real-time visibility into ongoing call activities.
  - Logging and retrieval of call history for quality monitoring and analytics.

**ARCHIZ Application Overview :** The **ARCHIZ** application is a **web-based CRM (Customer Relationship Management)** system seamlessly integrated with the AMEYO call manager application. It serves as a centralized platform for Associates to manage stakeholder interactions and maintain updated records efficiently.

#### **Key Features:**

- **Integration with AMEYO:**
  - Directly linked with the AMEYO call management system for smooth communication and data synchronisation.
- **Stakeholder Management:**
  - Allows Associates to **update and manage details** of all stakeholders.
  - Ensures all communication and engagement history is recorded for future reference.
- **Comprehensive Dashboard:**
  - Provides a **centralised view** for managing key operational areas:
    - **Onboarding** – Track and manage the onboarding process of stakeholders.
    - **Content** – Access and distribute relevant content and information.
    - **Follow-ups** – Monitor and schedule follow-up activities with stakeholders.





- **Tasks** – Create, assign, and track progress on tasks related to stakeholder engagement.

## VSK Achievements

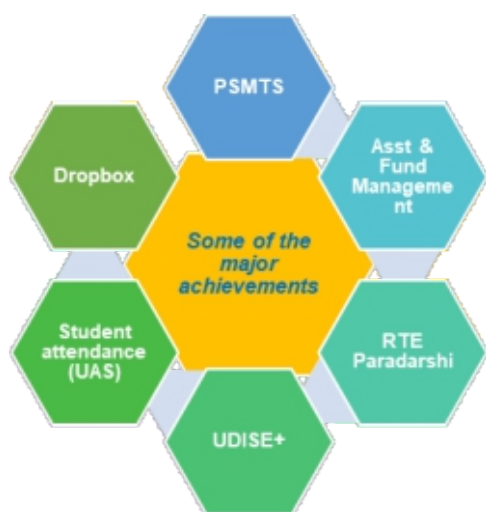
Since its inception, the **Vidya Samiksha Kendra (VSK)** has steadily expanded its operational scope and demonstrated consistent performance across both calling and technical assignments.

### Cumulative Achievements (Up to FY 2024–25):

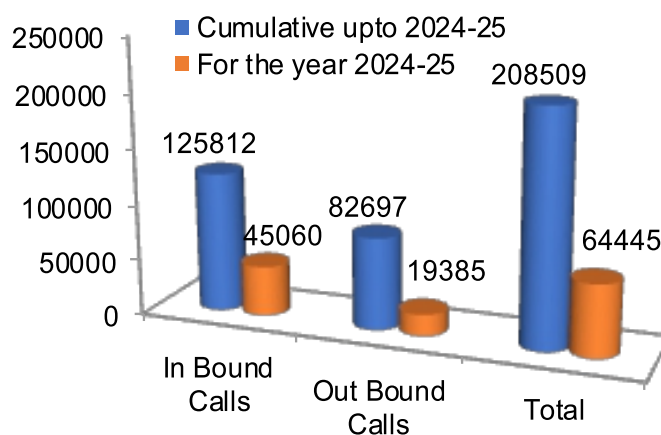
- **Over 290 Calling Assignments completed**
- **More than 142 Technical Assignments delivered**

### Performance in FY 2024–25:

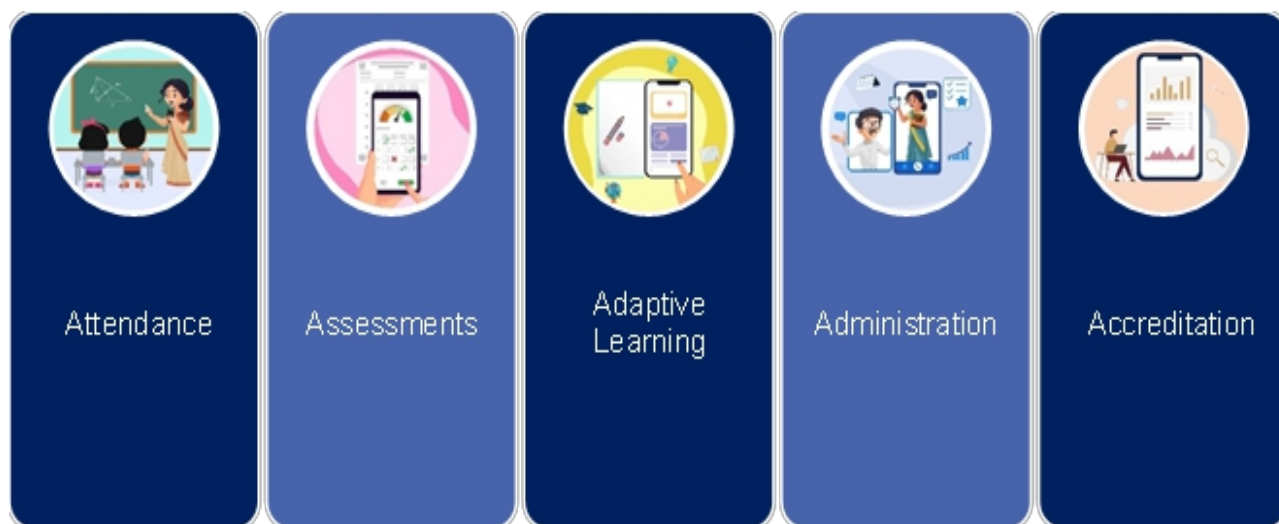
- **144 Calling Assignments successfully executed**
- **76+ Technical Assignments completed**



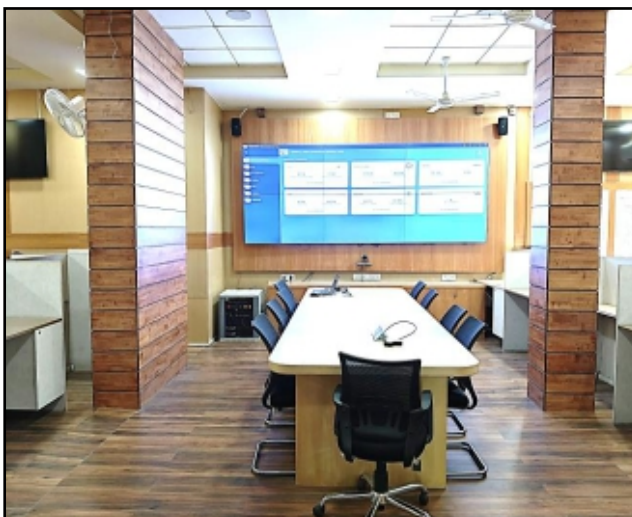
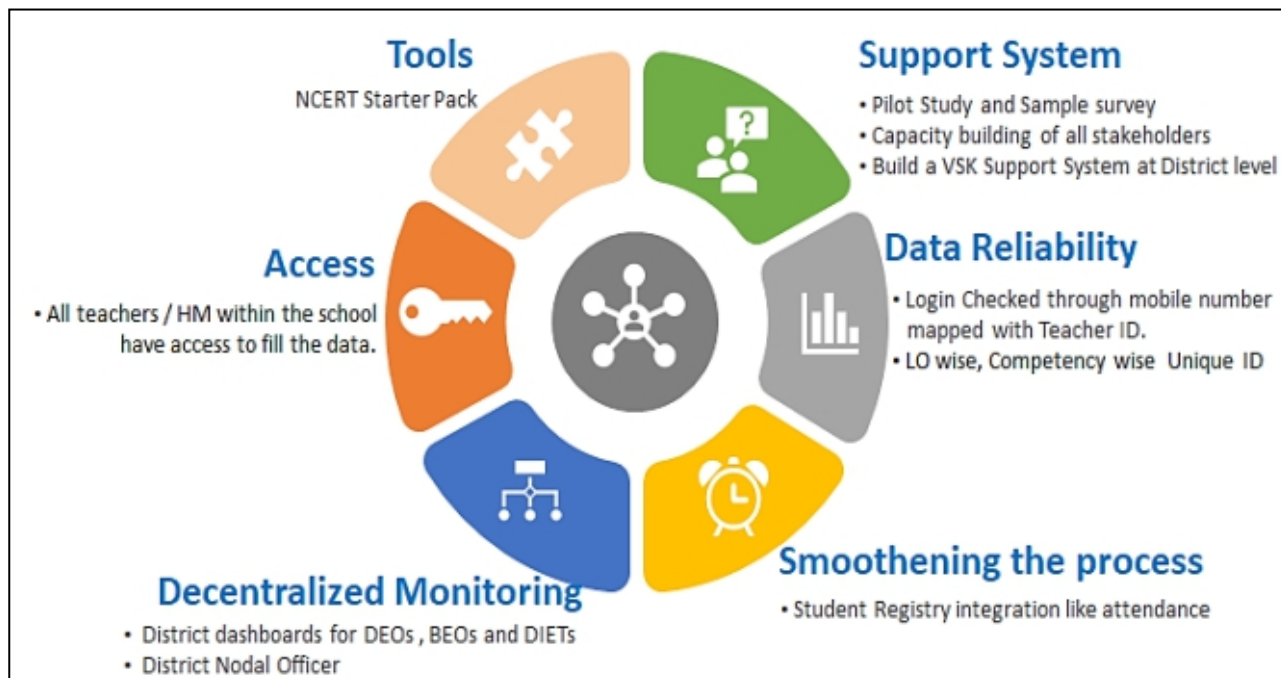
### VSK CALL STATUS - 2024-25



## Objectives of VSK



## Strategy for Data Gathering







### Activity 4.17: Evaluation of Non-state Actors

To promote accountability, evidence-based policymaking, and as per the objectives outlined under SIG IV: Strengthened Service Delivery in the STARS SIG manual, the Odisha School Education Programme Authority (OSEPA) has initiated the Evaluation of Non-State Actors. This initiative aims to assess the contribution and effectiveness of various non-governmental entities that have signed MoUs with OSEPA and the Department of School and Mass Education (S&ME), Government of Odisha, and are actively engaged in the school education ecosystem.

To facilitate this, a detailed Request for Proposal (RFP) was developed, and an Expression of Interest (EoI) was issued to reputed government institutions with established expertise in evaluating and assessing educational programmes. Following a financial bidding process, the Indian Institute of Technology (IIT), Bhubaneswar, was selected as the third-party evaluator, as the L1 bidder.

IIT Bhubaneswar will conduct a comprehensive evaluation covering key thematic areas such as capacity building, learning outcomes, community engagement, digital learning, and student support services. For this, a preparatory discussion meeting with all the Non-State Actors engaged with school education in Odisha and in presence of representatives from IIT, Bhubaneswar, was done at OSEPA conference Hall, Bhubaneswar on 8<sup>th</sup> April 2025.



The evaluation will be undertaken during the financial year 2025–26, and its insights are expected to significantly inform the state's future partnership strategies with non-state actors, enhance programme effectiveness, and ensure stronger alignment with Odisha's broader education policy goals.





### Activity 4.19: Training of Educational Administrators

In alignment with Odisha's commitment to strengthening leadership and governance in school education, the Odisha School Education Programme Authority (OSEPA) undertook a series of structured orientation and capacity-building programmes for educational administrators during the academic year 2024–25. These initiatives aimed to empower administrators at various levels with the knowledge, skills, and tools necessary to drive reforms under the National Education Policy (NEP) 2020, Samagra Shiksha, and the state's school transformation roadmap. By building administrative capacities and fostering a shared understanding of key policies and implementation strategies, the programmes sought to enhance service delivery, academic monitoring, and institutional effectiveness across the state.

A two-day state-level orientation programme for District Education Officers-cum-District Project Coordinators (DEO-cum-DPCs) was conducted on 9<sup>th</sup> and 10<sup>th</sup> April 2024. These officers, responsible for overseeing the execution of educational programmes at the district level, were oriented on various aspects of policy frameworks, planning, and monitoring mechanisms. The sessions focused on strategic planning using data from UDISE+, integration of foundational literacy and numeracy through NIPUN Bharat, school safety, dropout prevention strategies, programme implementation, and fund utilization. Emphasis was also placed on using School Quality Assessment (SQA) tools and supporting schools through academic supervision. The training was delivered through plenary discussions, interactive presentations, and experience-sharing forums, facilitated by senior officials and resource persons from OSEPA, SCERT, and expert institutions.





Further, a state-level capacity-building training programme was organised for 127 educational administrators, including DPCs and Block Education Officers (BEOs), in two phases on 31<sup>st</sup> May and 1<sup>st</sup> June 2024. The objective was to deepen their understanding of institutional leadership, strengthen their role in academic governance, and build capabilities for effective project execution and financial management. The training included sessions on the implementation of NEP 2020, integration of ICT in monitoring, inclusive education practices, and mental well-being in school settings. A participatory approach involving case studies, scenario analysis, and group discussions enabled participants to contextualize policy into practice and reflect on their local challenges and solutions.

Complementing these efforts, a comprehensive state-level induction training programme for 63 newly appointed BEOs and Headmasters was conducted from 25<sup>th</sup> April to 9<sup>th</sup> May 2024 at the Madhusudan Das Regional Academy of Financial Management (MDRAFM), Bhubaneswar. This initiative was designed to provide foundational orientation to newly recruited field-level officers on educational policies, governance systems, financial procedures, and academic







responsibilities. The training emphasized the importance of data-based planning, school-level decision-making, digital governance, and student support interventions, including FLN, SEEL, and inclusive education. Sessions were delivered using a blended pedagogical model incorporating expert talks, panel discussions, role plays, and practical case studies, ensuring readiness for effective leadership at the school and block levels.





Together, these programmes reflect the state's strategic focus on developing a cadre of responsive, well-informed, and motivated educational administrators who are critical to implementing policy reforms and ensuring quality learning outcomes across Odisha. The initiatives have laid the groundwork for improved educational leadership, fostering a culture of accountability, innovation, and inclusivity in school governance.

#### **Activity 4.29: Exposure Visit of IEC & BRP to Other States/ National Institutes**

As part of the capacity-building initiatives under Inclusive Education during 2024-25, three teams from Odisha, comprising 14 members in each team, including District Inclusive Education Coordinators and Block Resource Persons, participated in exposure visits to other states and national institutions working in the field of disability and inclusive practices.

The teams visited Karnataka, Uttarakhand, and Maharashtra in 3 phases to understand and gather insights on the state-specific best practices in implementing inclusive education programmes. These visits provided valuable insights into effective strategies for supporting Children with Special Needs (CwSN), integrating assistive technologies, and strengthening community participation.

During the exposure visits, the teams visited some premier institutions of national importance, including:

- All India Institute of Speech & Hearing (AIISH), Mysore – to gain practical exposure to advanced speech and hearing interventions.
- National Institute of Empowerment of Persons with Visual Disabilities (NIEPVD), Dehradun – to learn about innovative educational aids, accessible learning materials, and vocational training models for visually impaired learners.
- Ali Yavar Jung National Institute of Speech & Hearing Disabilities (AYJNISHD), Mumbai – to understand specialised rehabilitation and educational approaches for learners with hearing impairments.

Conducted during September and October 2024, these visits significantly contributed to enhancing the professional knowledge and skills of the Odisha teams. The learnings are expected to be key learnings to help in state-level inclusive education strategies, thereby improving the quality and reach of services for Inclusive Education across Odisha.







#### Activity 4.30: Consultative Meet/ workshop on IE & Decentralised Planning at State level

Under the STARS scheme, 343 visually impaired students across the state received Braille laptops in 2023-24. In 2024-25, these students and their parents were provided with three days of district-level training on the use and maintenance of the laptops.



### **Activity 4.31: Recurring expenditure on Block Resource Centre for CwSN functioning at block level**

Monthly recurring expenditure for the Resource Centre for CwSN at the block level covered essential operational costs, including office stationery, sanitary supplies, printer cartridges, electricity bills, internet, DTH charges, etc.

### **Activity 4.32: Strengthening of Type III KGBVs**

As part of the efforts to enhance the quality of girls' education infrastructure in Odisha, the Project Approval Board (PAB) under the STARS scheme approved the maintenance and repair of Type-III Kasturba Gandhi Balika Vidyalayas (KGBVs) across the state. A total of 179 KGBVs spread across 22 districts have been approved for infrastructure strengthening and refurbishment with a total budget of ₹4475.00 lakhs. These interventions are aimed at providing safe, inclusive, and learner-friendly environments to support the holistic development of girls from marginalised communities.

#### **Objectives**

- To ensure structural safety and functional adequacy of Type-III KGBV buildings through timely maintenance and repairs.
- To improve residential and academic infrastructure for girls enrolled in KGBVs, thereby enhancing access to quality education.
- To create conducive learning environments aligned with the goals of equity, safety, and dignity in girls' education.
- To strengthen existing facilities by addressing infrastructure gaps identified through field assessments and stakeholder consultations.

#### **Implementation Progress**

Following the approval of the proposal by the Project Approval Board (PAB) under the STARS programme, detailed guidelines for the strengthening and maintenance of Type-III Kasturba Gandhi Balika Vidyalayas (KGBVs) were prepared and circulated among the districts.

Under these allocations, meticulous micro-planning was conducted at the district and block levels to evaluate and prioritise the infrastructural needs of individual KGBVs. Based on the findings, detailed proposals were drawn up for a diverse range of maintenance interventions. These include grading, concreting of open spaces, vitrified tile flooring, roof and toilet repairs, plastering, rewiring and electrical upgrades, and replacement of damaged doors and windows. Each repair plan was tailored to the specific requirements of the respective KGBVs, with the overarching goal of creating safe, functional, and inclusive residential environments for adolescent girls. Based on these submissions, district-specific limit fixation was done to ensure efficient and need-based planning and execution. The total sanctioned budget amounted to ₹4475.00 lakhs, covering 179 KGBVs across the state.

The implementation phase is currently underway, with civil works progressing at various stages across the districts, ensuring that the works adhere to quality standards, timelines, and





cost norms. In addition to the structural repairs, several KGBVs are also undergoing toilet renovations, classroom and dormitory refurbishments, electrification improvements, painting, and water supply enhancements, based on need.

This infrastructure-focused initiative plays a critical role in supporting the continuity of education for girls from marginalised and underserved communities. More importantly, it is aligned with the State's vision for equity, inclusion, and quality in education, as articulated in the National Education Policy (NEP) 2020. By improving the functionality and safety of these institutions, the project is expected to result in higher enrollment and retention, better residential and learning experiences, and ultimately improved learning outcomes among girls. The will serve as a key enabler for promoting girls' empowerment through education in Odisha.

### District-wise Abstract of approval of Strengthening of KGBVs

Sl. No.	District	No of KGBVs	Budget (Rs in Lakhs)
1	ANGUL	2	50.00
2	BALANGIR	13	325.00
3	BALASORE	3	75.00
4	BARGARH	4	100.00
5	BHADRAK	1	25.00
6	BOUDH	3	75.00
7	DEOGARH	2	50.00
8	DHENKANAL	1	25.00
9	GAJAPATI	7	175.00
10	GANJAM	17	425.00
11	JAJPUR	2	50.00
12	KALAHANDI	13	325.00
13	KANDHAMAL	11	275.00
14	KEONJHAR	10	250.00
15	KORAPUT	14	350.00
16	MALKANGIRI	7	175.00
17	MAYURBHANJ	26	650.00
18	NABARANGAPUR	11	275.00
19	NUAPADA	5	125.00
20	RAYAGADA	11	275.00
21	SONEPUR	6	150.00
22	SUNDARGARH	10	250.00
	<b>Total</b>	<b>179</b>	<b>4475.00</b>



#### Activity 4.34: Strengthening of schools

In 2024-25, the PAB under STARS approved strengthening and upgradation of infrastructure for 6 schools. The scope of work includes construction of boundary walls, development of playgrounds, building maintenance, BaLA interventions, drainage facilities, multipurpose spaces, provision of furniture, construction of additional classrooms (ACRs), additional toilets for boys, girls and CwSN students, establishment of smart classrooms, electrification, dining halls, etc. Proposals were submitted as per the gaps and requirements identifies for each school. As per the PAB approval, limit fixation was done at district level and implementation started.

Sl.No.	Name of the District	Name of the School	UDISE Code	Approved budget (Rs in lakhs)
1	Angul	Balasingha Nodal High School	21150102901	95.00
2	Angul	Govt. High School, Bagedia, Chhendipada	21150400101	99.00
3	Bolangir	Tustapali Govt. NUP School, Saintala	21241210101	55.50
4	Kalahandi	Kesinga Primary School	21261601101	74.00
5	Khordha	Govt. Upper Primary School, Bhaliabadi	21171500901	58.00
6	Sambalpur	Govt. Urdu PS, Bhutapada, Dhankauda	21031400402	50.00
	<b>Total</b>			<b>431.50</b>

#### Activity 4.36: Provision of ICT facility for KGBV Hostels

To improve the learning environment and reduce the digital gap for girls staying in Type III Kasturba Gandhi Balika Vidyalaya (KGBV) hostels, ICT facilities were provided during 2024-25. The aim was to give students access to modern learning tools, build their digital skills, and support their studies through technology-based education.

Each hostel was provided with 3 desktop computers and UPS, a printer, and essential furniture. In addition, internet connectivity was ensured to help students with e-learning, online research, and virtual activities. The procurement and installation were done through Odisha Computer Application Centre (OCAC), the technical Directorate of E&IT Department, Govt. of Odisha.



**Impact:**

The ICT-enabled environment has significantly improved access to quality educational content, encouraged self-paced learning, and increased participation in digital skill development programs. Students have demonstrated enhanced confidence in using technology, which is expected to contribute positively to their academic performance and future employability.

This initiative aligns with the vision of providing equitable and inclusive education, especially for, thereby contributing to the broader goals of the National Education Policy (NEP) 2020.





#### **Activity 4.37: Upgradation and renovation of Ravenshaw Girls High School at Cuttack**

During the supplementary PAB under STARS in 2024-25, the PAB approved a budget to the tune of Rs. 8690.52 lakhs for the development of Ravenshaw Girls High School at Cuttack as a heritage school. The activities included are hostel building, site development, staff quarter renovation, cycle shed, etc. The work will be implemented by Odisha Bridge & Construction Corporation Limited (OBCC), Odisha.







## SIG 5: VOCATIONAL EDUCATION AND TRAINING

### Activity 5.1: Hackathon

“Odiapreneur – A Smart Odisha Hackathon 3.0” is an innovative state-level initiative jointly organized by the Odisha School Education Programme Authority (OSEPA) and the Directorate of Higher Secondary Education, with technical support from Utkal University, Odisha University of Agriculture and Technology (OUAT), and the Odisha University of Technology and Research (OUTR). The event is scheduled to be conducted across various levels—from school to state—from February to May 2025.

Odiapreneur, a State-level hackathon for higher secondary students. This involves events and activities designed to encourage higher secondary students to come up with innovative ideas and solutions related to renewable energy sources and other themes of technology. This will also provide a platform for students to teamwork on developing prototypes or business models for their ideas. This event targets imbibing entrepreneurship traits in students by encouraging them for critical thinking to address the challenges. Participation in Odiapreneur is open for 11th standard higher secondary students in science, arts, commerce, and other vocational courses.

#### Objectives of Odiapreneur 3.0

- **Innovation Promotion:** Encourage students to propose novel ideas and practical solutions to real-world problems, particularly in areas such as **renewable energy and emerging technologies**.
- **Skill Enhancement:** Offer a collaborative platform to practice and improve **technical, analytical, and design-thinking skills**.
- **Entrepreneurial Mindset:** Promote an entrepreneurial outlook by helping participants think about **viability, scalability, and impact of their ideas**.



- ## Vision

- ## Programme Inception – “Odiapreneure – 3.0”

For organisation of 'Odiapreneur' 3.0, a meeting on Smart Odisha Hackathon-2024-25 was conducted on 31.01.2025 at 11.30 AM under the chairmanship of the Director, Higher Secondary Education, Odisha in the conference hall of DHSE. In the 'Odiapreneur' 3.0 Directorate of Higher Secondary Education, Odisha (DHSE(O) is the Nodal Agency.



## The Themes for Hackathon-3.0:

- Agriculture
- Food processing
- Dairy farming
- Rural development
- Animal Husbandry
- Fishery
- Health care
- Renewable/Sustainable energy
- Accessibility, e-Commerce & Cyber security
- Self-help groups
- Smart Education
- Disaster Management
- Toys and Games
- Waste management

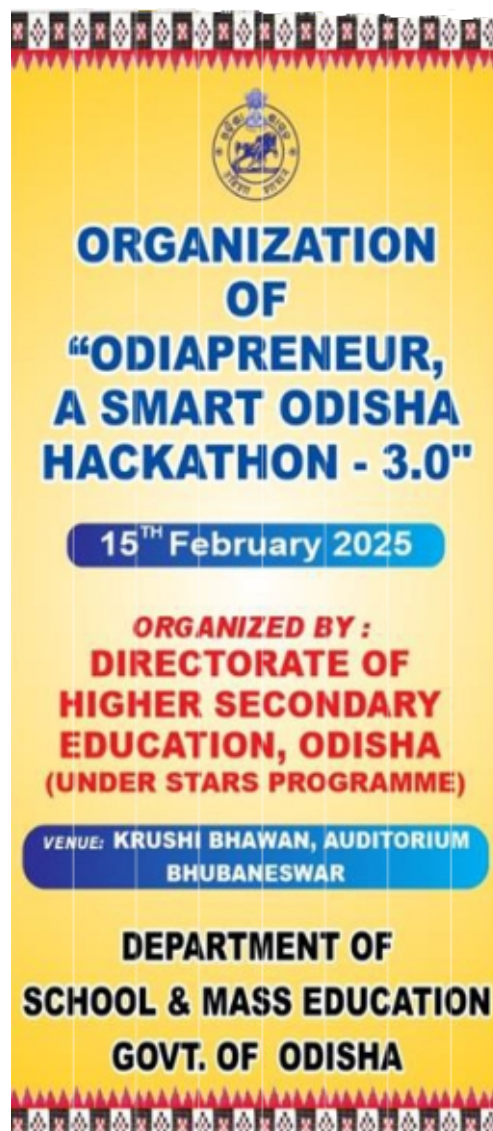






### Discussions and action points

- An orientation programme for Odiapreneur, 'A Smart Odisha Hackathon-3.0' was organized by the Directorate of Higher Secondary Education, Odisha under STARS programme at Krushi Bhawan, Bhubaneswar during 15th February 2025.
- Utkal University, Vani Vihar, Bhubaneswar; Odisha University of Agriculture and Technology (OUAT), Bhubaneswar & Odisha University of Technology & Research (OUTR), Bhubaneswar, will provide technical support to the State Team, District Team and mentor teachers at the School level and the students for developing the projects.
- The above institutions will facilitate the District Level Officer (DEO or ADEO in-charge of Higher Secondary Education at the district level), two nodal leaders (PGT) having knowledge in Hackathon and two students of HSS who will act as ambassadors at the district level will promote other students to develop the project for Hackathon at the school level.
- After completion of registration of ideas, the principal of the concerned HSS will constitute a Technical Team at their end for shortlisting of the Ideas. The technical team will scrutinise the ideas. The





student/team may present their ideas to the team. After scrutiny, 1 to 5 ideas per HSS may be approved for district-level participation through the portal. Shortlisting of Ideas shall be completed by 31.03.2025.

- OIC, PMU SAMS will develop a web portal for registration of ideas to participate in Odiapreneur 3.0, A Smart Odisha Hackathon- 2024-25, in consultation with the SAMS Team & OCAC. The development of the web portal will be completed and registration of ideas will start from the last week of February.
- After receipt of all ideas approved by Schools, the District team with support of the technical partners shortlist 20 to 40 ideas for participation at the district level Hackathon. The pre-scrutiny selection committee may meet in virtual mode as needed.
- The student/team selected for presentation of ideas at district level Hackathon will be credited with Rs 5000/- for development of the prototype.
- The prize money as decided will be as follow at the district level and state level accordingly:

#### **District level**

**1<sup>st</sup>: Rs 15000**

**2<sup>nd</sup>: Rs 10000**

**3<sup>rd</sup>: Rs 5000**

#### **State level**

**1<sup>st</sup>: Rs 50000**

**2<sup>nd</sup>: Rs 30000**

**3<sup>rd</sup>: Rs 10000**

The DHSE will constitute a technical team consisting of faculty members of the above institutions for each district for support and guidance to students through WhatsApp conversation and virtual meetings.

- Each district will nominate 1 to 5 or 6 projects as per the collective decision district level, jury members including technical persons from the above institutions.
- The district level Hackathon was organized by 30th April, 2025 and the State level Hackathon was held in the 1st week of May, 2025.







## ସ୍ମାର୍ଟ ଓଡ଼ିଶା ହାକାଥନ୍ ୩.୦ ପାଇଁ ଦିଗ୍ଦର୍ଶନ କାର୍ଯ୍ୟକ୍ରମ

ଭୁବନେଶ୍ୱର, ୧୫/୭ (ଭୁବଲୋ): ଓଡ଼ିଆ ପ୍ରେମୀଙ୍କୁ ଏ ଦୂର୍ଲ୍ଲଭ ଓଡ଼ିଶା ହାକାଥନ୍ ୩.୦ ପାଇଁ ଏକ ଦିଗ୍ଦର୍ଶନ କାର୍ଯ୍ୟକ୍ରମ ଅନୁଷ୍ଠିତ ହୋଇଛି । ଚଳିତବର୍ଷ ହାକାଥନ୍‌ରେ ବୃତ୍ତି, ଶାସ୍ତ୍ର ପ୍ରଶ୍ନୋତ୍ତର, ଚାଟ୍‌ବୋ, ପ୍ରଶ୍ନ ବିକାଶ, ପ୍ରଶ୍ନ ସମ୍ପଦ, ମହା ପାଳନ, ବ୍ୟୁତ୍ପାଦନ, ଅନ୍ତରାଳ ଶୁଦ୍ଧି, ଉ-କମର୍ସ, ସାମାଜିକ ସମ୍ବନ୍ଧ, ମହିଳା ବ୍ୟବସାୟ ଶେଷ, ସ୍ମାର୍ଟ ଶିକ୍ଷା, ବିପର୍ଯ୍ୟୟ ପରିଚାଳନା, ବର୍ତ୍ତମାନ ପରିଚାଳନା ନେଇ ଛାତ୍ରଛାତ୍ରୀମାନେ ପ୍ରଶ୍ନ ପ୍ରଦର୍ଶନ କରିବେ । ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶକଙ୍କ ପକ୍ଷରୁ ଆୟୋଜିତ କାର୍ଯ୍ୟକ୍ରମରେ ଡି.ସି.ପି. ଶିକ୍ଷା ଅଧିକାରୀ, ଛାତ୍ରଛାତ୍ରୀ, ଉଚ୍ଚତମ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ଡି.ସି.ପି. ଡି.ସି.ପି. ଆଦି ଅନୁଷ୍ଠାନରୁ ବିଶେଷଜ୍ଞ ଯୋଗ ଦେଇଥିଲେ । ଏହି ଅବସରରେ ଓଡ଼ିଆ ପ୍ରେମୀଙ୍କୁ ଏକ



ଏକ ଦିଗ୍ଦର୍ଶନ ପ୍ରଦର୍ଶିତ ହୋଇଥିଲା ।

ବୃତ୍ତି ଉପରେ ଆୟୋଜିତ କାର୍ଯ୍ୟକ୍ରମରେ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ ଅଧ୍ୟକ୍ଷ ଶ୍ରୀମତୀ ନବ କହିଲେ, ପିଲାଙ୍କ ମଧ୍ୟରେ ଲୁଚିଥିବା ପ୍ରତିଭା ରହିଛି । ଏହାକୁ ପରିବୃତ୍ତ କରିବାର ମାଧ୍ୟମ ଏହି କାର୍ଯ୍ୟକ୍ରମ ହେବ । ଚାହାନ୍ତି ଶିକ୍ଷା

ନୀତି ୨୦୨୦ରେ ଧରାମୁହାଁ ଶିକ୍ଷା ଓ ପଞ୍ଚତା ପ୍ରୋତ୍ସାହନ ଦିଆଯାଇଛି । ଏହି କାର୍ଯ୍ୟକ୍ରମ ଦ୍ୱାରା ପିଲାଙ୍କ ପକ୍ଷରୁ ବିକାଶ ହେବା ସହ ଜ୍ଞାନର ପରିସୀମା ବୃଦ୍ଧି ହେବ । ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ନିର୍ଦ୍ଦେଶକ ରଘୁରାମ ଆର୍ କହିଲେ, ଏହି କାର୍ଯ୍ୟକ୍ରମ ବିଦ୍ୟାଳୟରେ ଆରମ୍ଭ କରିବାର

ଆମ ଉଦ୍ଦେଶ୍ୟ ଥିଲା । ଏହା କେବଳ ବିଜ୍ଞାନ ଶେଷ ନୁହେଁ, ବରଂ ପୁରାତତ୍ତ୍ୱରୁ ପ୍ରଭାବ କରିବାର ଏକ ପ୍ରାବଳ୍ୟ । କାର୍ଯ୍ୟକ୍ରମରେ ଓଡ଼ିଆ ଶ୍ରୁତିସେବକ ଶିକ୍ଷା ପରମର୍ଶଦାତା କଳିତା ପଟ୍ଟନାୟକ ଉପସ୍ଥିତ ଥିଲେ । ଅତିରିକ୍ତ ନିର୍ଦ୍ଦେଶକ ବିଶ୍ୱଜିତ୍, ଗୋଷ୍ଠୀ ଧନ୍ୟବାଦ ଦେଇଥିଲେ ।

### Overview of Odiapreneur 2023

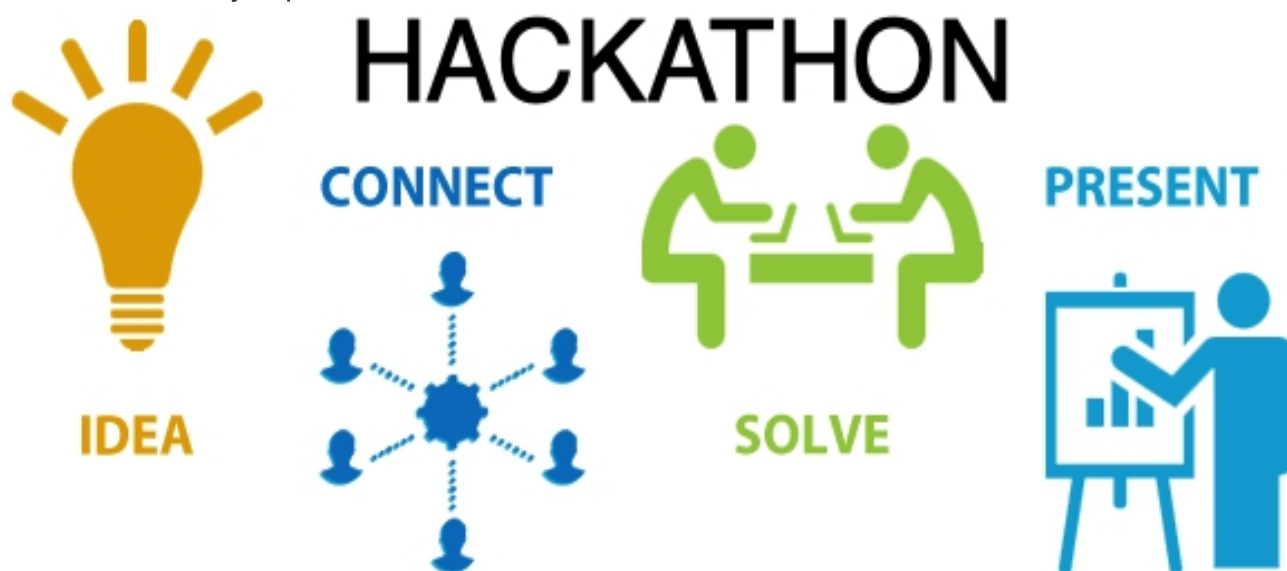
Odiapreneur – A Smart Odisha Hackathon 2023 was a flagship initiative of the Odisha School Education Programme Authority (OSEPA) under the STARS Programme. Organised by the Directorate of Higher Secondary Education in collaboration with the International Institute of Information Technology (IIIT), Bhubaneswar, the event aimed to foster innovation, critical thinking, and entrepreneurial skills among students of Government and Government-aided Higher Secondary Schools across the state.

The hackathon brought together creative minds from Class XI and XII across Science, Arts, Commerce, and Vocational streams to propose innovative ideas and develop prototypes and business models. The themes covered a wide spectrum of contemporary challenges, including Renewable Energy, Cyber Security, Accessibility, Smart Agriculture, Digital Supply Chains, Climate Change, Smart Healthcare, Self-help Groups, and Environmental



Sustainability. The event structure included brainstorming sessions, workshops, expert talks, and mentoring—encouraging students to think out of the box while working in teams.

The implementation process began with a kick-off meeting at IIIT Bhubaneswar on 23rd December 2022, where the execution methodology, evaluation criteria, and a sample problem walkthrough were shared with district- and state-level teams. Over 1,200 Higher Secondary Schools participated, with around 1,900 project nominations received. Registered teams submitted their ideas through the official Odiapreneur website. Each project team was assigned mentors comprising B.Tech and Ph.D. students from IIIT, faculty members, and officials from the Higher Secondary Education Department, while state-level mentors included industry experts from various sectors.



District-level hackathon events were conducted in January 2023, where student teams pitched their ideas before evaluation panels comprising IIIT faculty and representatives from the Board of Secondary Education. Sessions were enriched by motivational talks from industry leaders, including speakers from Google and Microsoft. The evaluation focused on criteria such as innovation, feasibility, production-readiness, scalability, novelty, clarity, and coherence of the idea. All students who developed projects received Rs. 5,000 each to support their prototype development. The top three teams from each district were felicitated with awards of Rs. 15,000 (1st prize), Rs. 10,000 (2nd prize), and Rs. 5,000 (3rd prize). The best teams from each district participated in the State-Level Hackathon, where 8 to 10 of the most promising projects were selected. At the state level, the prize amounts were Rs. 50,000 for the first prize, Rs. 30,000 for the second, and Rs. 10,000 for the third.

The impact of Odiapreneur 2023 was significant. The initiative provided a platform for around 4,483 students from 1,288 Higher Secondary Schools to participate and showcase their innovative ideas. A rich repository of 3,233 ideas and 802 shortlisted projects, curated by IIIT Bhubaneswar and industry experts, now serves as a reference bank for future students and educators. The provision of cash prizes and awards played a vital role in motivating students and nurturing an entrepreneurial mindset, encouraging them to approach real-world challenges with confidence and creativity.





Odiapreneur 2023 successfully created an inclusive and dynamic platform for young minds to explore innovation and technology-based solutions. By instilling entrepreneurial traits and promoting collaborative problem-solving, the initiative played a pivotal role in building 21st-century skills and fostering a future-ready student community across Odisha.

### Overview of Odiapreneur 2.0, 2024

Odiapreneur 2.0 – A Smart Odisha Hackathon 2024 was organized as part of the ongoing initiative to foster innovation and entrepreneurship among Higher Secondary students across Odisha. The event was led by the Directorate of Higher Secondary Education (DHSE) in collaboration with the Odisha University of Technology and Research (OUTR), Bhubaneswar, and supported by the Department of School and Mass Education, Government of Odisha, under the STARS project. The hackathon served as a platform for students to collaboratively address pressing real-world challenges through innovation, critical thinking, and technological application.



The hackathon was designed to include a range of interactive activities such as brainstorming sessions, workshops, invited lectures, and expert presentations. These engagements provided students with a dynamic environment to ideate, learn, and present innovative solutions. The Odisha University of Technology and Research, established through the Odisha University of Technology and Research Act, 2021, hosted the state-level ceremony of the event, reinforcing the state's commitment to strengthening technology-led education and student-led innovation.



The event followed a multi-stage process, beginning with school-level and district-level competitions. From these levels, 126 students from all 30 districts of Odisha were shortlisted



for the state-level hackathon, supported by 56 dedicated teachers who mentored and guided them through the process. A total of 84 innovative projects were approved at the state level, reflecting the students' creativity and problem-solving capabilities. The event was widely recognised as a forward-looking initiative aimed at harnessing the talents of young minds to address societal needs through technological solutions.



In the final state-level competition, Akankshya Priyadashini Mallik, Manyata Khamari, and Mausumi Panigrahi from Odisha Adarsha Vidyalaya, Jhargrahi, Nuapada secured the first position, winning a cash prize of Rs. 50,000. The second prize of Rs. 30,000 was awarded to Seema Mahakul, Shikha Patra, and Naveen Mahakul from Panchayat Government Higher Secondary School, Keduapada, Barkote, Deogarh. The third prize of Rs. 10,000 went to Tapaswini Sahu from Sri Chandrasekhar Higher Secondary School, Bantala, Angul. In addition, five other competing teams were awarded Rs. 5,000 each in recognition of their noteworthy contributions.

Odiapreneur 2.0 continued to build on the success of its predecessor, providing a structured platform for students to explore entrepreneurial thinking, develop socially impactful solutions, and gain exposure to the world of innovation. The initiative strengthened the culture of creativity, teamwork, and application of knowledge among students and demonstrated the state's continued investment in fostering 21st-century competencies.





### Experience sharing by Student participants:

#### ***Om Shree Ranveer Singh, the student participant of Hackathon during the year 2024.***

He extended his heartfelt thanks to Govt of Odisha and DHSE to provide a unique platform to students to showcase their talent as well as providing solutions to challenges caused by identified problems like natural disasters. This is a unique event in Odisha that bring together student developers, who are the future startups/ entrepreneurs, to build solutions for a better society. He has learned many things from this Hackathon.

In an attempt to find solutions for various challenges and impacts of different natural disasters, Om Shree thought of an inclined system to work as an obstacle to save home from the heavy wind speed. The focus in the hackathon is on preventing, responding to and recovering from natural disasters with an emphasis on individual health and community well-being. The solutions developed during the hackathon will further contribute to the state's disaster management preparedness. While natural disasters are inevitable, their impact can be reduced through technology. The product won second prize in the state level competition.

### **Activity 5.2: Capacity Building & Awareness of Teachers on Career Guidance**

Career guidance plays a pivotal role in enabling students to make informed decisions about their academic and professional futures. Recognising the growing importance of career



awareness and counselling at the school level, the Odisha School Education Programme Authority, Department of School and Mass Education, undertook a focused initiative to build the capacity of school teachers across the state. The initiative aimed to integrate career guidance as a critical component of the school education system by equipping teachers to serve as career mentors.

## Objective

The primary objective of the training initiative was to equip teachers of secondary grades with the knowledge, tools, and skills necessary to effectively guide students in their career planning journey. This initiative sought to empower teachers to facilitate student decision-making based on their individual interests, aptitudes, and socio-economic backgrounds. It was envisioned that through well-informed guidance, students would be better positioned to make suitable career choices aligned with their aspirations and realities.

## Specific Goals

- To emphasize the significance of career guidance in shaping students' futures and academic motivations.
- To build teachers' competencies in sourcing, curating, and sharing accurate and updated career-related information with students.
- To develop the ability of teachers to assist students in designing practical and personalized career roadmaps.
- To promote an interactive, activity-based pedagogical approach to career discussions in classrooms.

## Training Format and Implementation Strategy

The training program was structured as a one-day intensive capacity-building workshop and conducted in two consecutive phases on 20th and 21st January 2025 at Bhubaneswar. It was developed to ensure effective knowledge transfer through a blend of theoretical inputs, hands-on activities, case-based discussions, and interactive modules.



## State-Level Training (Phase I)

- The first phase of the program focused on the training of District Resource Group (DRG) members, comprising one Headmaster (HM) from each block, selected from designated nodal schools, and Higher Secondary School teachers with leadership potential. These participants were carefully chosen to serve as Master Trainers for the subsequent district-level rollout.
- Total Participants Trained at State Level: 120 (60 participants per day in two separate batches).





- **Training Approach:** Capacity-building sessions facilitated by career counselling experts and resource persons, incorporating group work, simulations, and career planning frameworks.
- **Involvement of DIETs:** In alignment with the institutional framework for academic support, one teacher educator from each District Institute of Education and Training (DIET) was also oriented. Their role is to further anchor the program at the district and block levels and provide sustained mentoring support to schools in delivering career guidance sessions.



### Resources and Training Aids Provided

- To support implementation and classroom translation, a range of resources were made available:
- Each participant was provided with a comprehensive Teacher Training Guide focused on career education, activity facilitation, and counselling strategies.
- The program made effective use of Career Guidance Kits already distributed to schools under earlier interventions. These include visual charts, career booklets, and pathway planners.
- Ten sets of these kits were also available at the training venue for group-based demonstrations and practice sessions, allowing participants to experience hands-on facilitation.



## District level Training (Phase-II)

As part of the sustainability and scale-up strategy, the trained DRGs have been designated as Master Trainers who will lead the district-level training programs for teachers at secondary level. These district trainings are scheduled and will ensure that a wider pool of teachers, particularly those engaged with Classes IX to XII, are trained in delivering effective career guidance.

This structured and phased implementation model not only ensures the creation of a strong cadre of teacher-counsellors across the state but also promotes a culture of student-centric career planning. The initiative aligns closely with the vision of the National Education Policy (NEP) 2020, which advocates for the integration of career guidance and life skills education in the school curriculum.

## Activity 5.3 to 5.7: Career Counselling for Students

### ‘Ama Bruti’ Website

To ensure holistic student development and facilitating smooth school-to-work transitions, the Odisha State Education Programme Authority, under the Administrative control of the Department of School and Mass Education, Government of Odisha, launched the Odisha Career Guidance Website named ‘Ama Bruti’ on 5th September 2024 with the web URL: <https://www.odishacareerguidance.com/>. The portal was inaugurated by the Honourable Chief Minister of Odisha and represents a significant step towards empowering students with structured, accessible, and locally contextualised career information. The website aims to serve as a one-stop digital platform for students, parents, and educators to explore diverse career pathways, plan academic futures, and access essential guidance for entrance exams, scholarships, and institutional information.

Odisha State Education Programme Authority  
Government of Odisha

STARS  
Strengthening Teacher Training and Research for Schools

75  
Azadi Ka  
Amrit Mahotsav

Shri Mahesh Chandra Mishra  
Hon'ble Chief Minister of Odisha

Shri Willysonandha Boudi  
Hon'ble Education Minister of Odisha

Home Resources Careers Institutions Entrance Exams Scholarships Events Feedback Disclaimers English Odia

## OUR CAREERS

Reading Options

Know Yourself

Know Your Career

My Career My Identity

5593+ Students Visited

100+ Careers

1988+ In collaboration with UNICEF

70+ Entrance Exams

60+ Scholarships

Hello! I'm Ama Bot

CA Final Result 2024 live updates: CA Final 2024 result has been declared by the ICAI on 11th July 2024. For further details



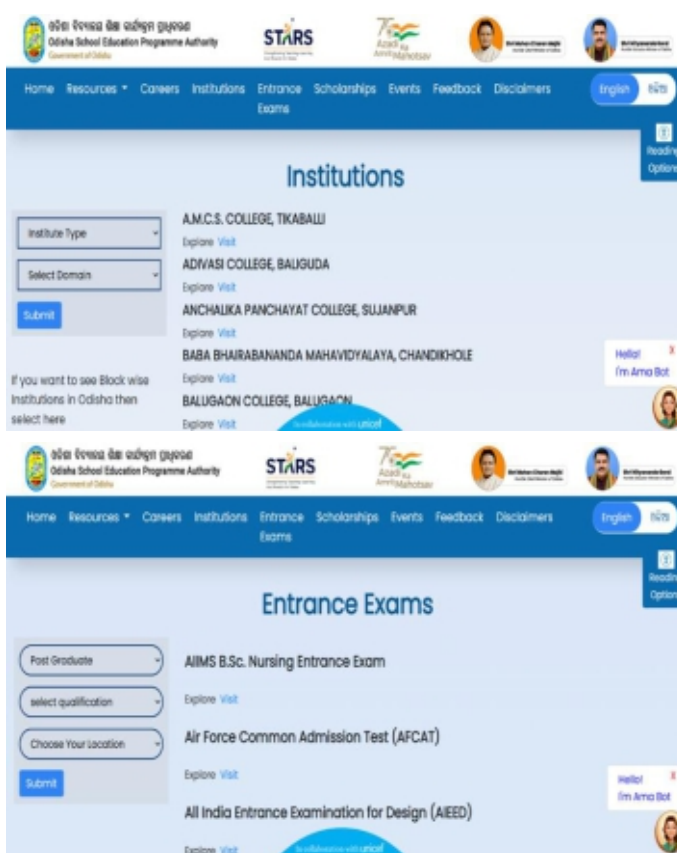


The primary objective of the portal is to provide accurate, updated, and Odisha-specific career guidance to secondary and higher secondary students. The platform has been thoughtfully designed to help students understand a wide range of career options across various domains including vocational trades, arts and humanities, science, commerce, as well as neutral fields such as civil services, sports, and defense. Recognising the vital role of educators and families in guiding students, the platform also offers tools and resources that enable teachers and parents to support students in making informed decisions based on their interests, aptitude, and socio-economic context. A unique feature of the website is its multilingual accessibility, offering content in both Odia and English, thereby enhancing its usability, especially in rural and tribal areas of the state.

The website currently hosts detailed information on 100 career options, covering key aspects such as job roles, qualification requirements, career progression, and future prospects. To further support students in pursuing these careers, the platform includes a curated directory of over 300 educational institutions, including colleges, universities, ITIs, and vocational centres from both within Odisha and across India. Additionally, the website provides comprehensive details on 48 scholarship schemes, covering government-funded, merit-based, and need-based financial aid opportunities. Information includes eligibility criteria, application timelines, and official links to application portals.

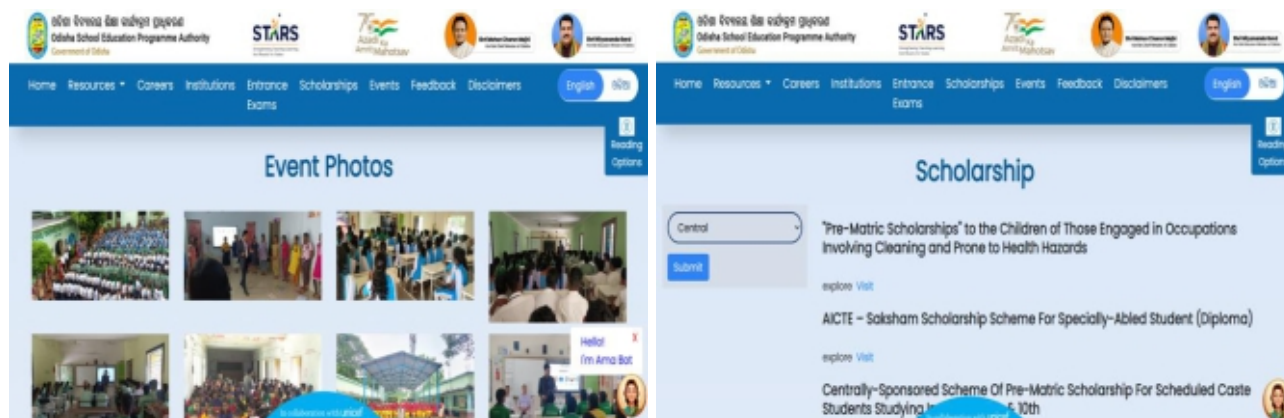
To help students navigate competitive examinations, the platform offers insights into 62 entrance examinations, including medical, engineering, law, management, design, and civil services. Each examination listing includes eligibility details, syllabus, preparation resources, and important application dates, all regularly updated to maintain accuracy. Another significant component is the Odisha-specific content, which includes mapping of district-level institutions, information on state-sponsored scholarship schemes, and inspirational case studies of successful individuals from Odisha who have excelled in diverse career fields. These real-life stories aim to inspire and motivate students, especially from underserved backgrounds.

To ensure the learning experience is interactive and student-friendly, the website hosts a dedicated Resource Repository featuring downloadable career booklets, worksheets, short career films, and expert-led webinars. These resources are designed to encourage self-





reflection, career exploration, and classroom-based discussions. Teachers and school counsellors are encouraged to utilize these resources during career guidance sessions, while parents can use them to better understand their child's academic and vocational interests.



This initiative closely aligns with the vision of the National Education Policy (NEP) 2020, particularly its focus on holistic student development, integration of life skills education, and fostering career readiness from the school level. By offering equitable access to structured career guidance resources, the platform helps bridge the information gap often faced by students from rural, tribal, and economically disadvantaged backgrounds.

The platform is envisioned to evolve into a comprehensive and interactive digital hub for career exploration and planning. Planned enhancements include the use of artificial intelligence for personalized career recommendations, the introduction of student discussion forums, real-time query resolution features, and regular content updates to reflect shifts in the educational and employment landscape. With continued innovation, community involvement, and timely upgrades, the Odisha Career Guidance Website is set to play a pivotal role in nurturing a future-ready and empowered generation of youth across the state.

### Career Webinars

Additionally, nine online webinars were organised in the academic session 2024-25, specifically for students of Classes IX and X, aimed at promoting early career awareness and preparedness.

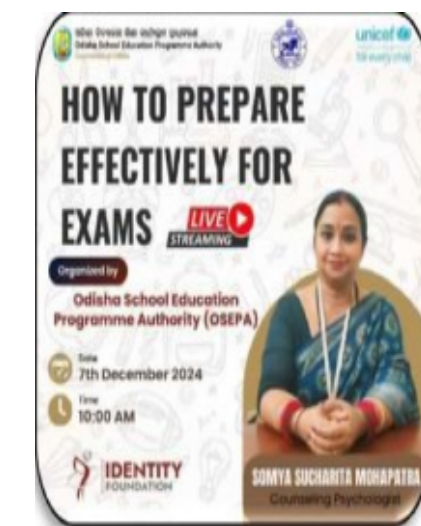
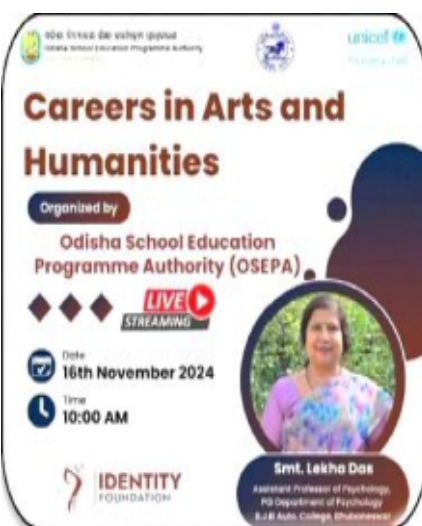
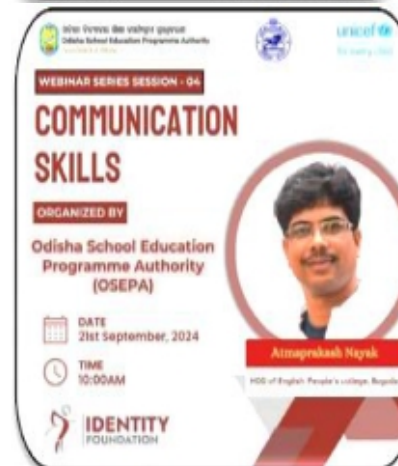
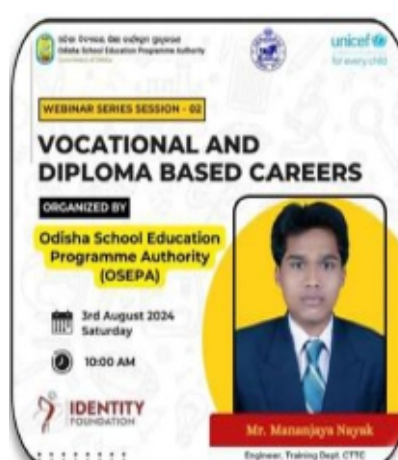
The online webinar sessions were held on the following topics:

1. Career Planning: The Pathway to My future, conducted on 20.07.2024 and attended by 2,18,247 participants.
2. Building Key Skills for the 21<sup>st</sup> Century, conducted on 26.07.2024.
3. Vocational and Diploma-Based Careers, conducted on 03.08.2024 and attended by 1,74,618 participants.
4. Careers in Commerce, conducted on 17.08.2024 and attended by 1,56,633 participants.
5. Communication Skills, conducted on 21.09.2024 and attended by 1,50,458 participants.





6. Neutral career, conducted on 19.10.2024 and attended by 85,350 participants.
7. Careers in Arts and Humanities, conducted on 16.11.2024 and attended by 22,647 participants.
8. How to prepare Effectively for Exams, conducted on 07.12.2024 and attended by 50,458 participants.
9. Career in Science, conducted on 21.12.2024 and attended by 85,458 participants.





These sessions featured insights from career experts and professionals who provided valuable guidance on career options, the importance of appropriate subject selection, and the development of essential skills to navigate future academic and professional opportunities. The webinars served as an interactive platform for students to engage with experts, clarify their doubts, and gain exposure to diverse career pathways at an early stage in their education journey.

#### **Activity 5.10 to 5.17: Recurring Dual Mode of Vocational Education in 5 schools**



In alignment with the recommendations of the National Skill Qualification Framework (NSQF) and with the objective of enhancing the employability skills of school students, the Odisha School Education Programme Authority (OSEPA) has implemented the piloting of the Dual Mode of Vocational Education Programme in collaboration with four Government Departments and affiliated institutions. This forward-looking initiative is designed to integrate vocational education within the secondary school curriculum, enabling students to gain industry-relevant competencies and real-world exposure alongside their academic studies. The programme reflects Odisha's commitment to preparing a future-ready workforce equipped with both theoretical knowledge and practical skills.

The vision of the programme is to prepare school students for a dynamic and rapidly evolving job market by embedding structured vocational education within their school experience. The mission is to implement a robust dual education model that combines academic learning with skill-based training in sectors with high employment potential.

#### **Objectives**

- Provide hands-on experience in specific vocational fields.
- Bridge the gap between theoretical education and practical application.
- Equip students with market-relevant skills.
- Enhance employability and career readiness.
- Strengthen school-industry partnerships.





## Implementing Framework

The implementation framework follows a phased rollout model. In 2024–25, the programme was introduced for Class IX students in selected schools, offering vocational training in four job roles. In the following academic year, 2025–26, the programme will be expanded to Class X.

Selection of participating institutes is based on criteria such as affiliation to government departments (e.g., Ministry of Tourism), availability of advanced laboratories, established training infrastructure, and the ability to offer certification and vertical mobility pathways. Similarly, schools are chosen based on proximity to these institutions (within a 5 km radius), high student enrolment, adequate classroom infrastructure, and the absence of pre-existing Samagra Shiksha-supported vocational education programs.

## Collaborating Institutions

Sl.No.	Institution Name	District	School Name	Sector	Job Role
1	Institute of Hotel Management, Bhubaneswar	Khordha	Govt. Boys High School, Unit IX	Tourism	Food & Beverage Service Trainee
2	Directorate of Horticulture	Khordha	Government High School, CRP, Baramunda	Agriculture	Citrus Fruit Grower
3	Nandankanan Botanical Garden	Khordha	Nandankanan High School	Agriculture	Animal Health Worker
4	Junior Red Cross, Indian Red Cross Society	Khordha	Government High School, Unit-IV	Healthcare	Home Health Aide

The curriculum for the vocational courses has been developed by PSSCIVE, Bhopal, in alignment with NSQF Level 2 and 3. It integrates academic subjects with vocational modules, particularly in areas such as social science, and includes a strong emphasis on employability skills such as communication, ICT, entrepreneurial mindset, and self-management. The school timetable has been redesigned to allocate specific time slots for both theoretical and practical components of vocational education. Partnering institutions collaborate by providing resource persons, industry experts, and academicians to deliver practical training and real-time exposure aligned with the curriculum.

## Course Delivery & Schedule

Unit	Theory Hour	Practical Hour	Total Hour
Employability & Vocational Skills	72	96	168
Project Work	8	14	22
Assessment	4	6	10
<b>Total per Academic Year</b>	<b>84</b>	<b>116</b>	<b>200</b>



The delivery format is structured to ensure optimal balance between in-school learning and institutional engagement. Each week, resource persons deliver lectures for two days over three weeks in a month. Additionally, students participate in two institute-based training sessions per month (six hours each), continuing over an eight-month period. Supplementary activities are built into the programme, including two industry visits, eight guest lectures, and sixteen institute visits, all designed to broaden student understanding of real-world work environments and career opportunities.

A robust assessment and certification mechanism have been put in place to evaluate student learning including:

- Evaluation tools include unit tests, assignments, project work, and skill demonstrations.
- For Class IX, assessments are conducted jointly by the schools and the partner institutes.
- In Class X, the theoretical component is assessed by the Board of Secondary Education (BSE), Odisha, while practical assessments are carried out by the relevant Sector Skill Councils (SSCs).
- Students who complete the programme will be awarded certificates by the SSCs, indicating the vocational stream and competencies achieved. Additionally, students will receive a Vocational Training Certificate from the training institute, enhancing their academic profiles and increasing their employability prospects.





The Dual Mode of Vocational Education Programme is a pioneering initiative that not only addresses the skill gaps prevalent in the education system but also resonates strongly with the Skill India Mission and the vision of NEP 2020. By building strong foundations in vocational education during the school years, Odisha is empowering its youth to pursue meaningful employment and entrepreneurial opportunities in a competitive and rapidly changing job market.





### Activity 5.18 to 5.22: Provision of KIT for Schools

A comprehensive Request for Proposal (RfP) has been prepared for procurement and pilot implementation of KITS in 500 Primary, 500 Upper Primary, 500 Secondary, 500 Higher Secondary and 355 KGVBVs, detailing the specifications for the learning kits, including quantity and delivery timelines. The procurement is being done in support of IIT, Gandhi Nagar.

### Activity 5.27: Setup of Residential hostel (50 seated) in Dhenkanal, Angul, Sambalpur, Deogarh – NR

In 2024-25, PAB under STARS approved the set-up of 4 (four) new 50-seated residential hostels, each in Dhenkanal, Angul, Sambalpur, and Deogarh districts. The plan has been communicated to districts & Implementation is in process.

### Activity 5.28 to 5.47: Recurring Cost of 50 Seated Residential hostel in Dhenkanal, Angul, Sambalpur, Deogarh

Out of the 4 new 50-seated residential hostels approved under STARS in 2024-25, 2 residential hostels have been operational in Sambalpur and Deogarh districts. Limit fixation was done at the district level, and recurring expenditures of hostels are in progress.

### Activity 5.48 to 5.55: Revamping of 47 GVHSS Govt Vocational Higher Secondary Schools)-Including out of Schools

Under the STARS programme for the financial year 2024–25, the PAB under STARS sanctioned Rs 571.76 Lakhs for the revamping of 47 Government Vocational Higher Secondary Schools (GVHSS) trades as per NSQF across Odisha. This initiative aims to strengthen vocational education infrastructure and enhance skill-based learning at the higher secondary level. The detailed head-wise allocation and expenditure are provided as follows:

Activity	N/NR	Budget (Rs in Lakhs)
Tools, Equipment & Furniture for 47 GVHSS (Double Trade)	NR	235.00
Smart Classroom for 47 GVHSS	NR	235.00
Engagement of new faculty & orientation of existing faculty	R	65.33
Raw material Grant per sector	R	11.75
Cost of Providing Hands-on Skill Training to Students	R	11.75
Office Expense/Contingencies for School	R	7.05
Induction training of Trade-wise Vocational faculties (5 Days)	R	4.70
Capacity Building for Principals	R	1.18
<b>Total</b>		<b>571.76</b>





A sum of Rs 102.50 Lakhs was allocated for the procurement of equipment across 41 trades in 32 GVHSS, at a rate of Rs 2.50 Lakhs per revamped trade. Additionally, reference materials were provided at ₹ 5,000 per state-run trade per GVHSS to support curriculum enrichment and classroom instruction.

To reinforce hands-on learning, a practical skills training programme was conducted for Class XII students of the Automobile and Vehicle Technology (AVT) trade, along with their faculty members. The training was held at the Central Tool Room and Training Centre (CTTC) in Patia, Bhubaneswar and focused on building technical proficiency and industry readiness.



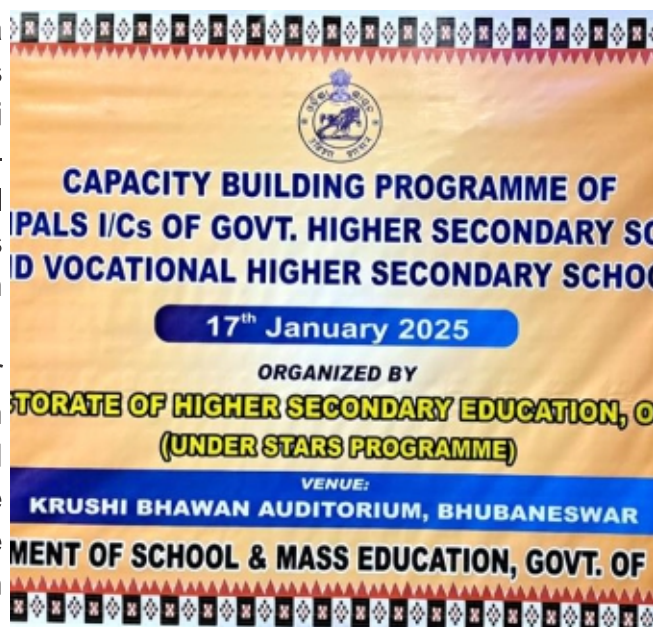








In addition to infrastructure and skill training, a one-day orientation programme was conducted on 17th January 2025 at Krushi Bhawan, Bhubaneswar, for the Principals-in-Charge of 50 Government and Vocational Higher Secondary Schools. This comprehensive session addressed both academic and administrative aspects, including academic review, preparation for the +2 Annual Examination, optimal utilisation of grants, career counselling initiatives, and strategies for vocational education. The session also covered infrastructure segregation and familiarised participants with key digital platforms such as UDISE+, APAAR, and Sikhyajyoti. Special emphasis was placed on the Online Academic Support Programme, aimed at ensuring continuous and effective learning support for students.













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