



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



ସମଗ୍ର ଶିକ୍ଷା
समग्र शिक्षा
Samagra Shiksha



SAMAGRA SHIKSHA 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



SAMAGRA SHIKSHA ODISHA

ANNUAL REPORT 2024 - 25



ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY (OSEPA)

SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR – 751001

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MESSAGE

It gives me immense satisfaction to present the Annual Report 2024-25 of Samagra Shiksha, published by OSEPA. This report reflects the significant strides made in strengthening and advancing school education in our State. Over the years, Odisha's educational landscape has undergone remarkable transformation and the report brings forth key achievements, innovations, and initiatives that have contributed to this journey of progress.

Our State has always placed the highest priority on ensuring the safety, well-being and holistic development of teachers, students and school communities. At the same time, we remain committed to delivering inclusive, equitable, and quality education to every child, Vocationalisation of Education in alignment with the vision of the Right to Education Act and the goals of the National Education Policy.

This report provides a comprehensive account of the initiatives undertaken during the year. It highlights innovative approaches adopted for effective implementation of programs within the framework of prescribed norms, budgets, and timeline. Equally, it offers meaningful recommendations aimed at strengthening institutional capacities, enhancing accountability, and improving the overall quality of education delivery across the State.

I am confident that this report will serve as a valuable resource for policymakers, educators, and all stakeholders in the education ecosystem. Together, let us continue to build on these efforts and strive towards a future where every child has access to safe, inclusive, and high-quality education.

Commissioner-cum-Secretary to Govt.





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PREFACE

I am pleased to present the Annual Report of **Samagra Shiksha for 2024–25**. The report reflects our collective efforts to strengthen school education across the State, showcasing key initiatives, progress made, and challenges faced, while reaffirming our commitment to equitable access, improved learning outcomes, and holistic child development.

Aligned with the vision of NEP 2020, we have made notable progress in Access, Equity, Quality, and Governance. Efforts focused on tracking and mainstreaming out-of-school children, expanding secondary and higher secondary education, and reducing dropouts through sustained support.

Foundational Literacy and Numeracy (FLN) remained a priority with the launch of the NIPUN Odisha Mission, benefiting lakhs of children in Grades 1–3 with learning materials and library resources. Teacher training and community engagement further supported academic growth.

Our emphasis on inclusive education continued through enrolment drives, free learning resources, transport and escort facilities, and special training. Initiatives such as self-defence training for girls, multilingual education, skill development, and career counselling have contributed to the well-being and empowerment of children.

This report documents our achievements and outlines the way forward. I thank all teachers, administrators, and stakeholders for their dedication and look forward to continued collaboration in building a resilient and inclusive education system in Odisha.

State Project Director



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ABBREVIATIONS & ACRONYMS

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

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

About OSEPA

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

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

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

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

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

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

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

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





1. EXECUTIVE SUMMARY

The Integrated Scheme on School Education envisages the 'school' as a continuum from pre-schools, primary, upper primary, and secondary to Senior Secondary levels. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

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

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

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

The major objectives of the Scheme are

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

Outcomes

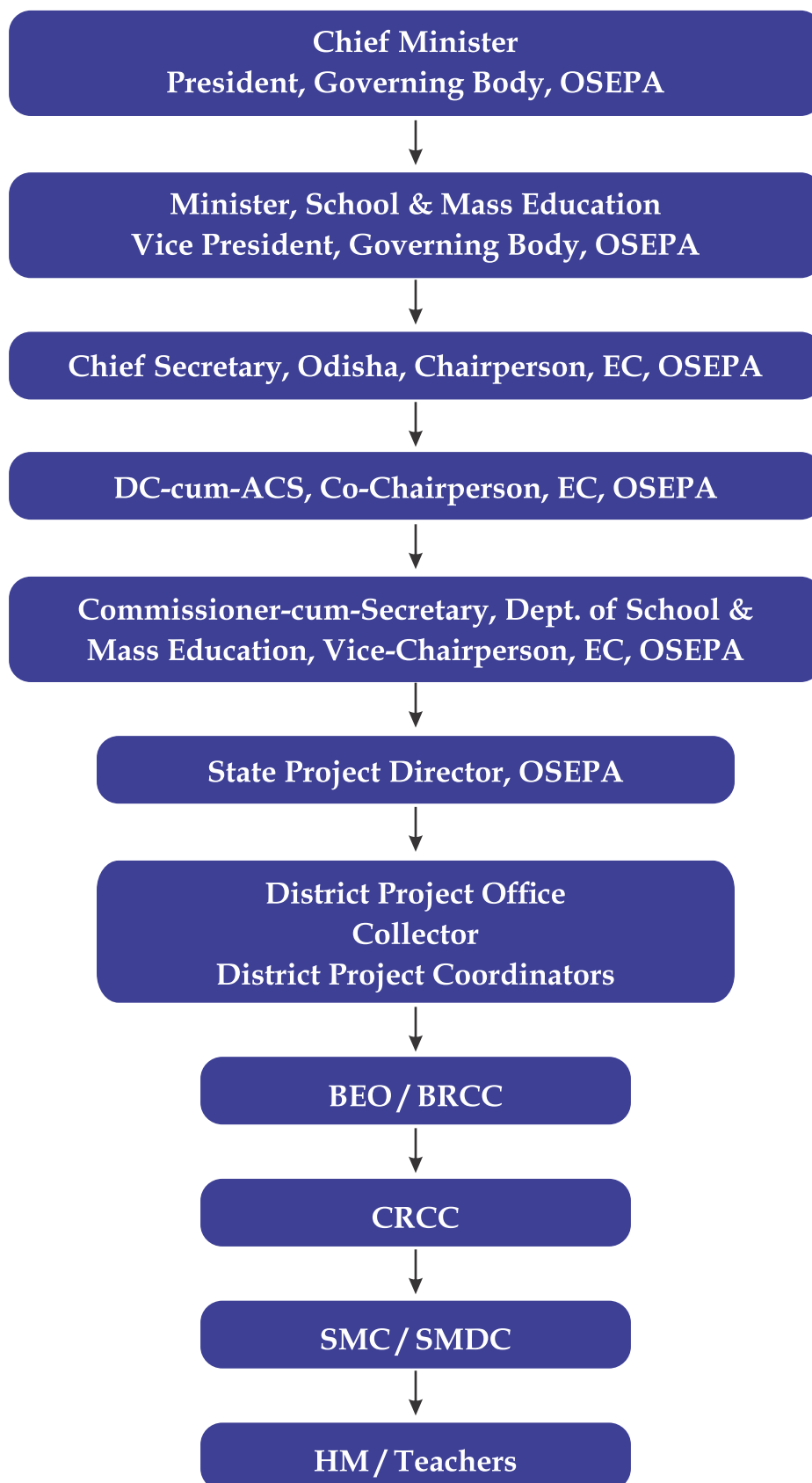
Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).

Guiding Principle

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



1.1 ADMINISTRATIVE STRUCTURE

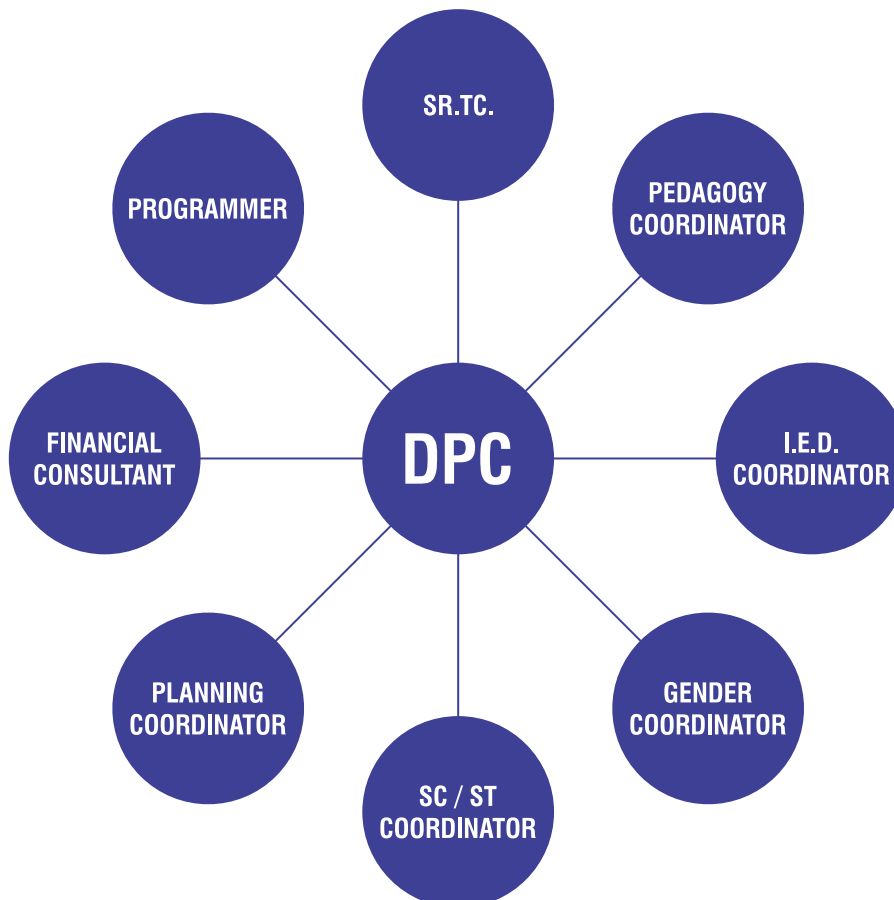




1.2 OSEPA - SPO INTERVENTION



1.3 OSEPA - DPO INTERVENTION





1.4 STATE PROFILE

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

1.5 DEMOGRAPHIC INDICATORS

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

Coverage

61565 schools in the state of all category ranging from Primary to Higher Secondary classes cover 7554643 children and 344116 teachers.



EDUCATIONAL INDICATORS

1.6 SCHOOLS / SECTION ABSTRACT (2024-25)

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

Source : UDISE + 2024-25

**1.7 TEACHER (2024-25)**

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

Source : UDISE + 2024-25

**1.8 ENROLLMENT ABSTRACT (2024-25)**

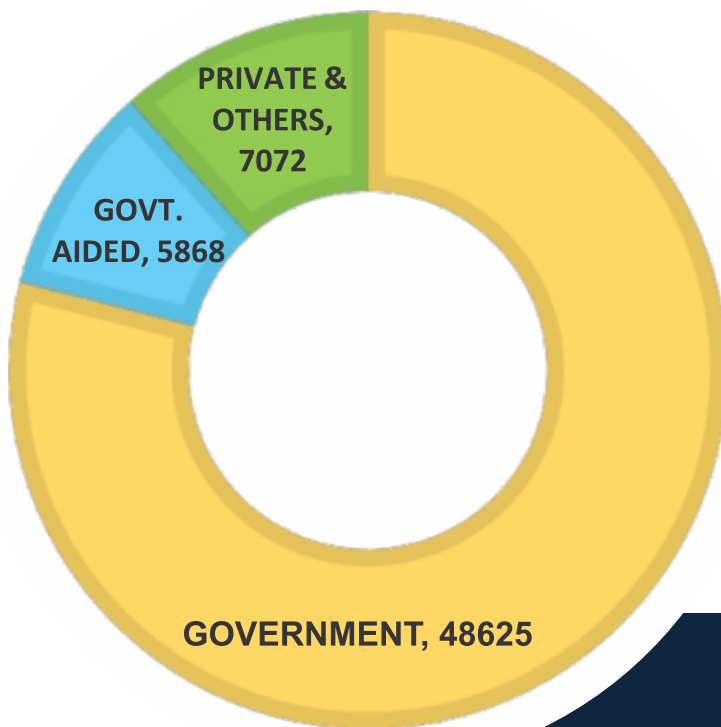
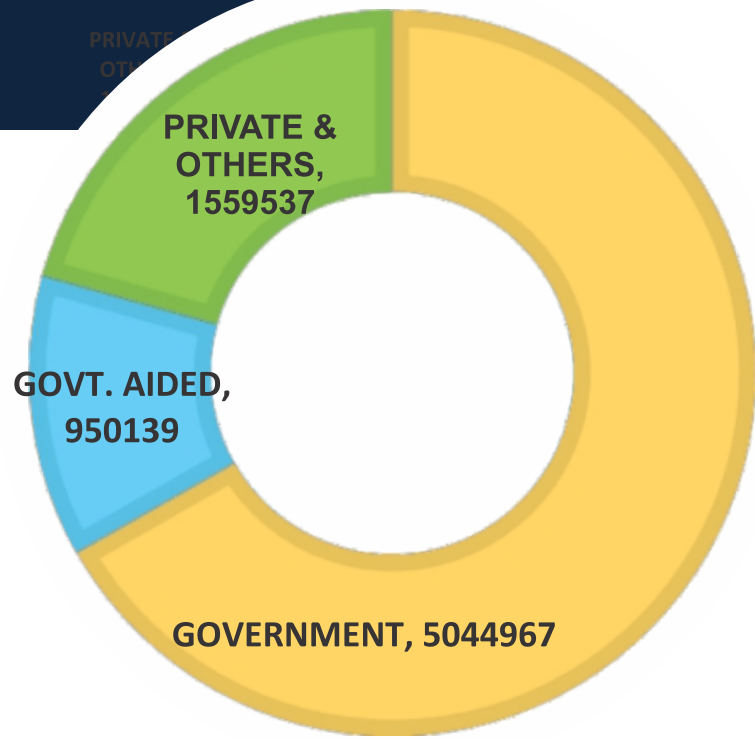
School Management	Primary (Class 1-5)	Upper Primary (Class 6-8)	Elementary (Class 1-8)	Secondary (Class 9-10)	Higher Secondary (Class 11-12)	Total Enrol- ment (Class 1-12)
Department of Education	2280373	1454344	3734717	671989	121499	4528205
Tribal Welfare Dept.+ Ekalavya Model Residential Schools	172460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

Source : UDISE + 2023-24



1.9 SCHOOL, TEACHERS & ENROLLMENT IN ODISHA: MANAGEMENT WISE (UDISE+ 2024-25)

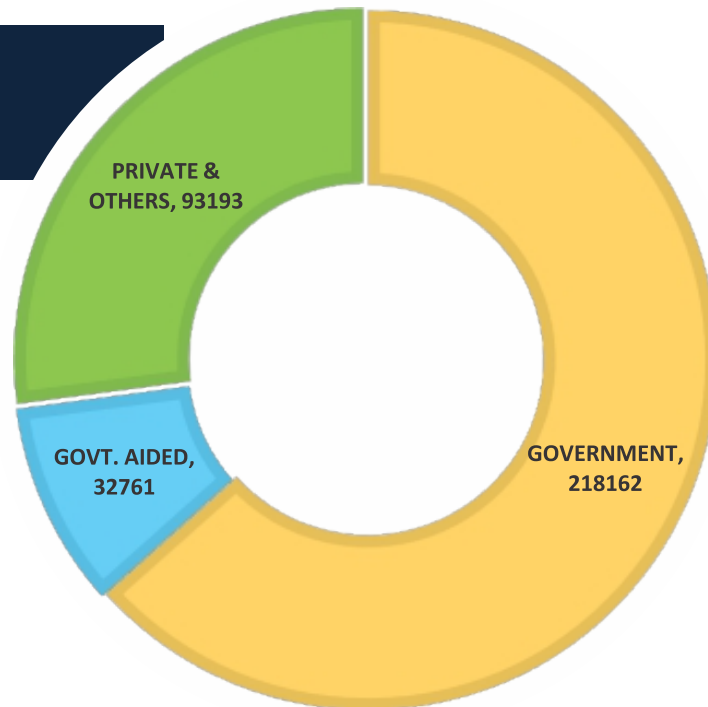
**75.55 Lakh
Students**



61,565 Schools

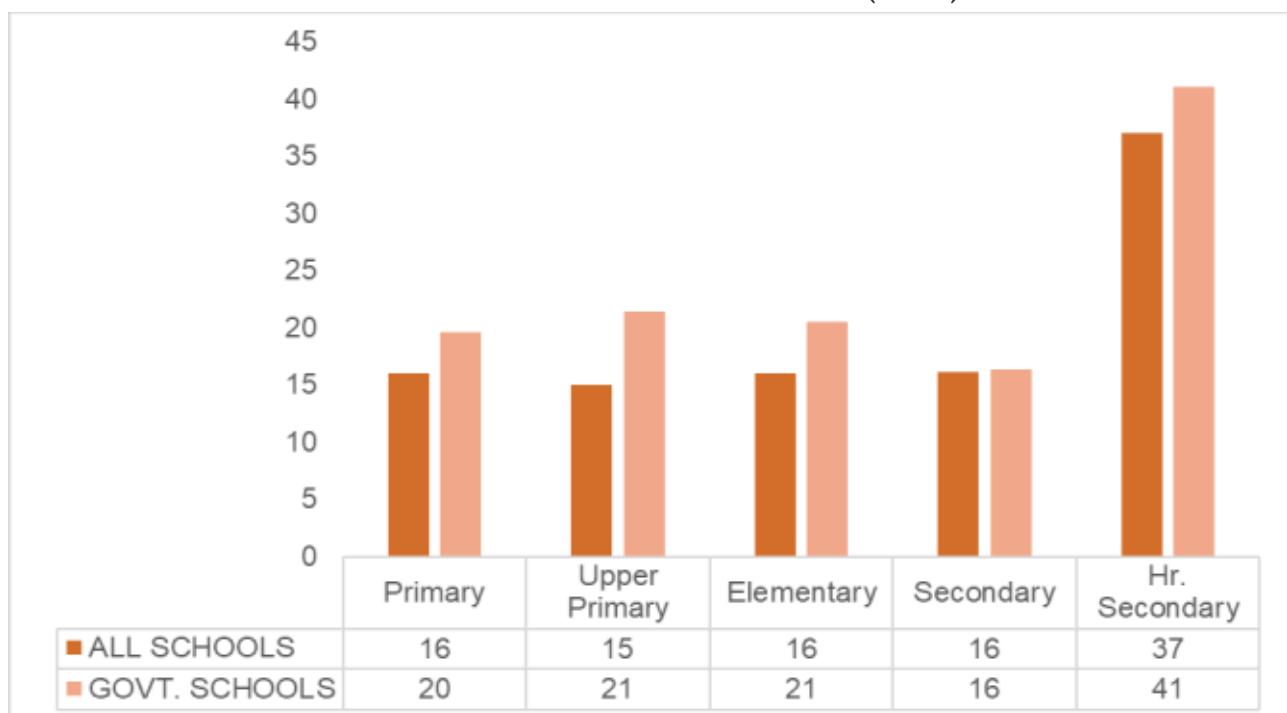


3.4 Lakh Teachers



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

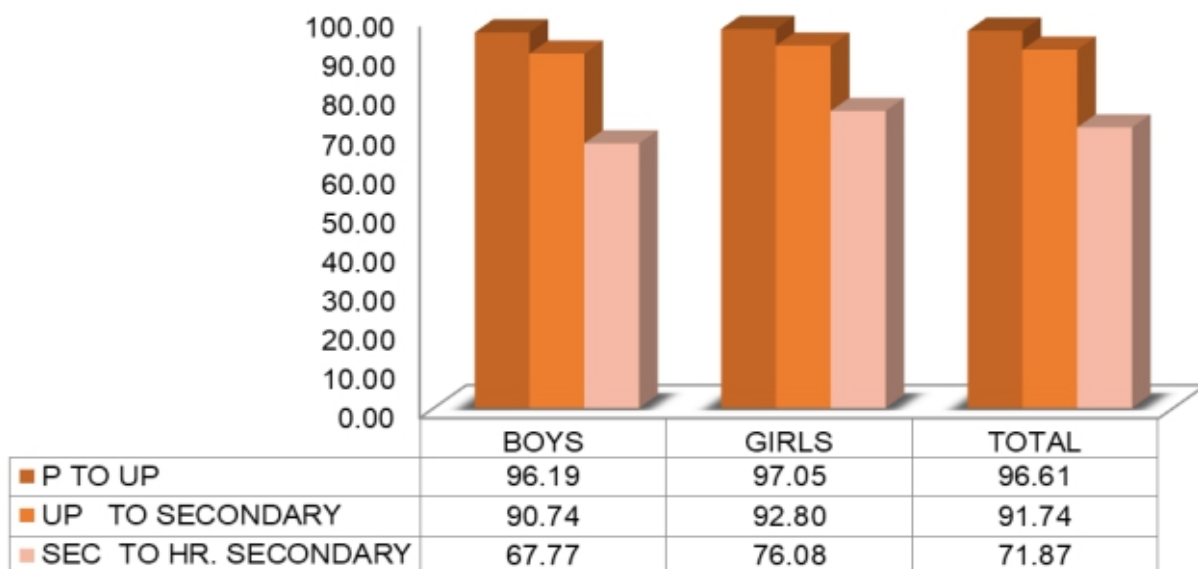
1.10 PUPIL TEACHER RATIO (PTR)



Source: UDISE+ 2024-25

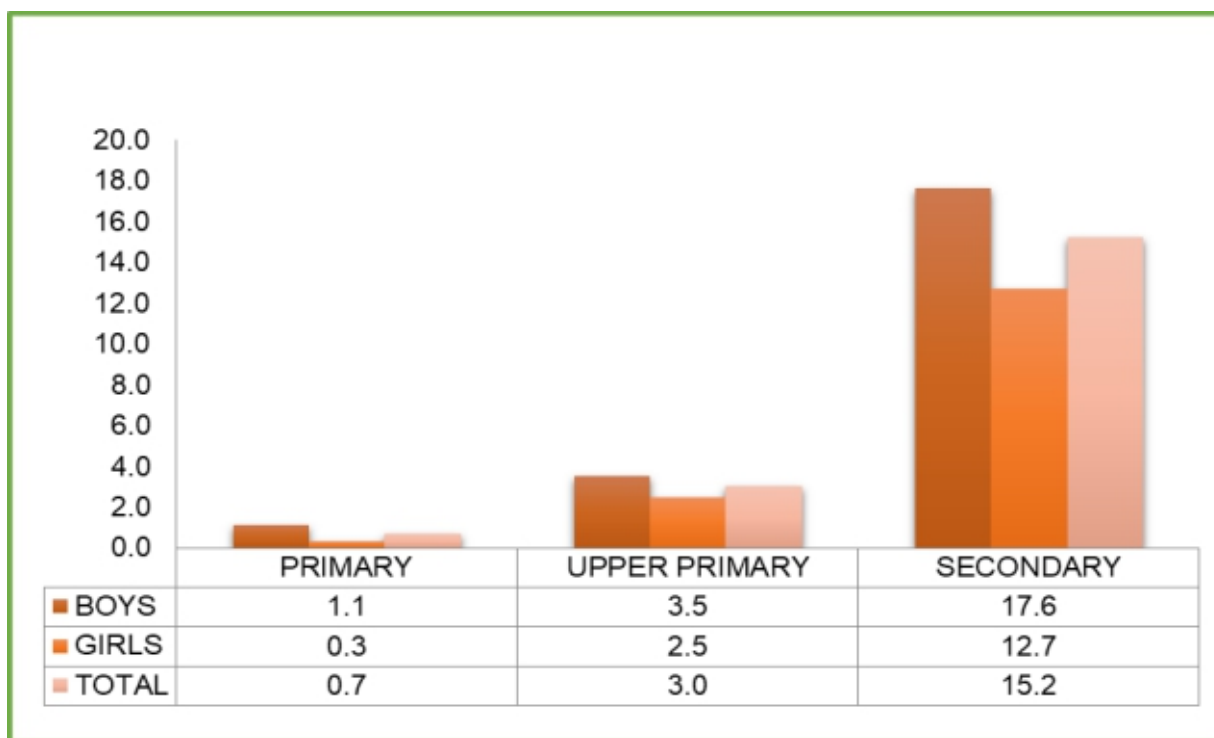


1.11 TRANSITION RATE



Source: UDISE+ 2024-25

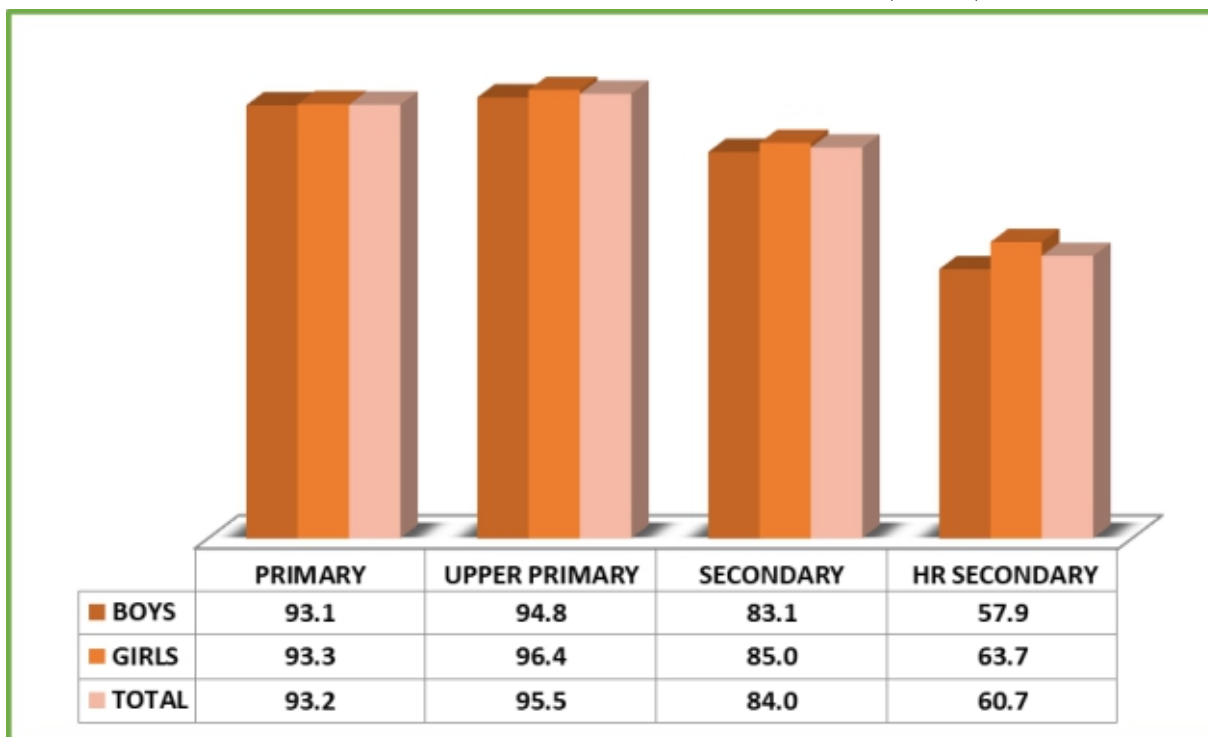
1.12 ANNUAL AVERAGE DROPOUT RATE



Source: UDISE+ 2024-25

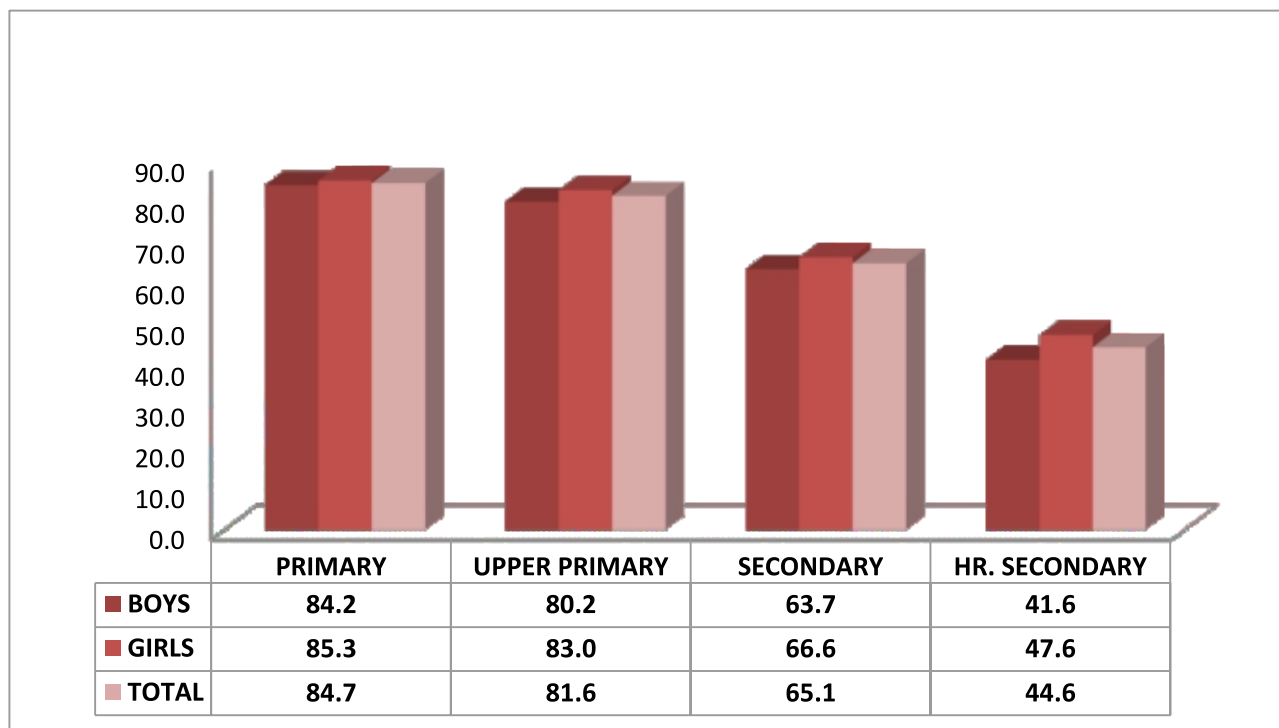


1.13 GROSS ENROLLMENT RATIO (GER)



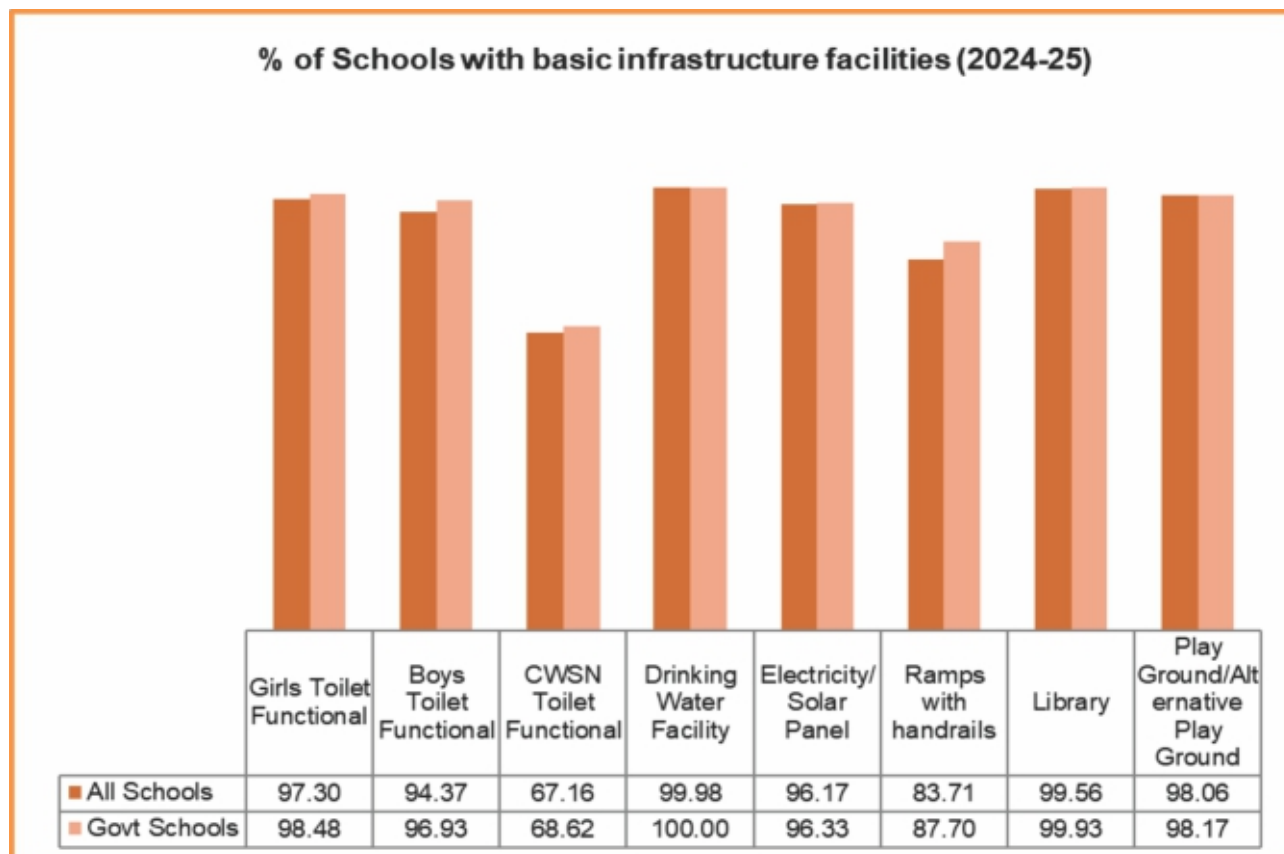
Source: UDISE+ 2024-25

1.14 NET ENROLMENT RATIO (NER)



Source: UDISE+ 2024-25

1.15 SCHOOLS WITH BASIC INFRASTRUCTURE



Source: UDISE+ 2024-25





1.16 MAJOR ACHIEVEMENTS (2024-25)

I. ACCESS AND RETENTION

- 29 nos of primary schools upgraded to upper primary school by the S&ME Department.
- 21 nos of upper primary schools are approved by PAB for upgradation to secondary school and are functional.
- 141 upgraded higher secondary schools are continuing and admitting students
- 23137 nos of children to children from remote, inaccessible habitations and merger schools at the Elementary and Secondary levels are provided with Transport and Escort facilities.
- 21 Netaji Subash Chandra Bose Avasiya Vidyalaya for 6-14 years age group children (Residential Hostels/ Schools) are continuing in 12 districts, i.e. Bargarh, Cuttack, Ganjam, Gajapati, Kalahandi, Kandhamal, Khordha, Keonjhar, Mayurbhanj, Malkangiri, Koraput and Raygada
- 254 nos. of out-of-school children of the 6-14 years age group and 9387 nos. of children of 15-18 years have been identified.
- 42 nos. of out-of-school children (6-14 yrs) have been provided special training as per the RTE Act. 9387 nos of children are enrolled in SIOS
- 3578 migrant children are retained in 74 seasonal hostels in the source districts of Bargarh, Bolangir, Kalahandi, Nuapada, Mayurbhanj.

II. GIRLS EDUCATION

- Rani Laxmi Bai Atma Parikhyana programme is an annual activity to teach students how to defend themselves against physical attacks and to help them develop life skills. Training has been started in 25572 (upper primary / Secondary and Higher Secondary schools).
- International Girl Child Day was observed on 11th October 2024 & National Girl Child Day was observed on 24th January 2025. The activity was observed at the District and Block level for the promotion of girl child education.

III. KGBV

- 182/182 numbers of Type-III KGBVs are functioning in the state with 30842 numbers of inmates in 23 district.
- 147/173 numbers of Type-IV KGBVs are functioning with 11100 numbers of Inmates in 23 districts of the State.
- Girls are imparted training in different life skills like Art and Craft, Computer, Tailoring, song etc.



- Free accommodation, food, health check-up etc. are provided to KGBV inmates of the hostel point.
- Specific skill training and self-defense training is also provided.
- Stipend @100 per inmate per month is transferred to the arrangement of all KGBV inmates.
- Guidance in training and learning beyond school hours is ensured through PTTs engaged in KGBVS.
- Maintenance and Miscellaneous grants are provided to each KGBV hostel for smooth functioning.

IV. INCLUSIVE EDUCATION

- 84327 Children with Special Needs (CwSN) enrolled class I to XII in Govt. & Govt. aided schools. (source UDISE 2024- 25)
- 1791 sets of Braille books supplied to blind students.
- 3971 large print books supplied to the low vision students.
- 261 numbers of Medical Assessment Camps conducted at block level.
- 7279 CwSN provided with Aids & Appliances.
- 14357 CwSN provided with Escort allowance.
- 24275 CwSN provided with Transport allowance.
- 1080 Blind students provided with Reader allowance.
- 19780 Girls CwSN provided with Stipend.
- International Day of Persons with Disabilities observed in all blocks.
- Sports & Exposure visit programme conducted for the CwSN at block level.
- Resource Centres for CwSN opened & functioning at all District and Block headquarters.

V. PEDAGOGY

- Foundational Literacy & Numeracy (FLN) Programme has been implemented in all Govt schools having Primary Section with a vision to ensure universal acquisition of Foundation Literacy & Numeracy competencies by all the FLN Grade students by the end of Grade-III.
- For effective implementation of FLN Programme and the commitment of the Govt. to ensure attainment of desired competency by all FLN grade students, the State Govt has launched “NIPUN Odisha Mission” programme in all Govt Schools having Primary Section across the State.



- Opening of Shishu Vatika : The commitment of the State to implement the recommendation of NEP 2020 and to strength the Early Grade learning; an additional class for Sishu Vatika (Pre School) has been opened in all Govt. Primary schools for the children with the age group of 5-6 years age.
- Shishu Vatika workbook, TLMs for students and Teacher Handbook have been supplied to all schools having Sishu Vatika Grades.
- TLM kits (Literacy) including picture posters (24), big books(20), Poem poster (23)& story cards(33) etc. have been developed and distributed to schools to be used as supplementary materials during classroom activity.
- Math kits have been distributed to all Government schools having Primary Grades as resource materials to be used during Numeracy activities.
- Steps have been taken to supply “Jaadu Padi Kit” to all Government schools having primary grades to make the learning more joyful and interesting.
- Vidya Pravesh Module for grade 1 students has been developed and being administered in schools since 2022-23 for School Preparedness and to accommodate the students with the school environment.
- FLN Workbooks have been provided to students of Class-I to III as supplementary reading materials for their regular practice and ensure attainment of desired competency by all FLN grade students.
- “Shikshan Sopana” Register (Achievement Register) for Class I to III have been developed and supplied to all Govt. schools having primary sections to track the achievement level of students.
- Teachers have been imparted training on “PRASTUTI” modules for smooth and effective running of Sishu Vatika, use of T.L.M, management of multi grade classroom, professional development etc. to ensure quality education.
- FLN compliant classroom project has been introduced to make the classroom environment of FLN grades child friendly, attractive as well as to ensure joyful learning. Under this project classroom are being provided with accessories like display board, baton for hanging of print materials, TLM corner to display the TLM etc.
- Monthly Cluster level Sharing meeting of Head Teacher and one FLN grade teacher are being conducted on 3rd Saturday of every month to extend educational support to teachers through demonstration and discussion.
- Monthly / Quarterly review meeting are being conducted at Block level and District Level to monitor the FLN Programme and its effective implementation.
- Periodic Assessment has been conducted for FLN grades to assess the level of foundational skill of the students and to ensure attainment of grade level competencies by the students.
- FLN Mela has been organised at cluster, block and district level to celebrate and showcase school-level innovations and best practices in Foundational Literacy and Numeracy (FLN).



- LEP Workbook have been provided to students of Class-IV to VIII of all Govt. schools under S&ME and SSD Department. These workbooks are based on Learning Outcomes of subjects like Mathematics, English and Odia.
- LEP Utkarsh has been implemented for learning enhancement of Class-IX students. Students Handbook on subjects like Mathematics, English, Science and Odia have been provided to students of all Govt. schools under S&ME and SSD Department.
- Holistic Progress Card (HPC) developed by TE&SCERT, Odisha has been provided to all students of Elementary Grade (Class-I VIII).
- Academic calendar for the AY 2024-25 with the school activities have been shared to all Govt. schools (Both S&ME and SC ST Dept.) having Elementary and Secondary section.
- DIETs in 30 districts have been mapped to the CRCCs under the DIET-CRC linkage program. The DIET educators are providing mentoring and academic support to CRCs and teachers to ensure quality education in schools.
- Classroom Observation Tool (COT) has been developed and administered to assess the classroom practices as well as provide onsite support to the teachers.
- In order to provide a platform for self-learning for the teachers & students, digital education through e-content have been developed and uploaded in DIKSHA portal.
- Holiday Homework Programme for grade I to X have been implemented in all Govt and Aided schools to engage students in learning activities during the summer vacation.
- Pariksha Darpan Booklet has been provided to schools for class-X students towards preparation of Board examination.

VI. DIKSHA

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

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

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



VII. INFRASTRUCTURE DEVELOPMENT

- 19248 no of primary and Upper Primary School buildings and 793 no. of Secondary school building have been completed cumulatively. Similarly Construction of 76491 nos. of Additional Classroom in Elementary Schools and 2944 no. of Additional Class room in Secondary School have been completed cumulatively.
- At elementary level, 6999 no of schools with Drinking Water, 15227 nos. of schools with Boys Toilet, 49478 nos. of schools with Separate Girls Toilet, 32369 nos. of schools with CWSN toilet, 11349 schools with Electrification facility, 22751 nos. of schools Ramps and Handrails has been provided cumulatively.
- At Secondary level 833 nos. of schools with Drinking Water, 1015 nos. of Schools with Boys Toilet, 1816 nos. of schools with Separate Girls Toilet, 44 nos. of schools with CWCN toilets, have been provided under civil works cumulatively.
- Construction of 182 KGBV (Type -III) building has been completed cumulatively.

VIII. VOCATIONAL EDUCATION

- 141732 students enrolled in 1061 Schools including 1001 Secondary School & 60 Higher Secondary Schools, 268 Hub & Spoke Schools have been approved & implemented.
- Successfully conducted 5 days In-service Training Programme of 2120 VTs in 15 batches in 2023-24 for the first time in the state.
- Organized the 3 days Book Workshop on Vocational Education of all the 12 trades for ensuring quality book content and in-time Book Distribution to students. Students will get text book for all trade from next academic year.
- Successfully implemented the Dual Mode of Vocational Education in four schools on Pilot basis by tagging with Government Institutions like Horticulture, Red Cross, IHM, Forest Department etc. as Partner Institutions to provide NSQF aligned job role courses (both theory and practical) programs for students.
- 23577 Guest Lectures & 5564 Industry Visits have been conducted across the 1061 schools in the state.

IX. MULTILINGUAL EDUCATION

- A gateway to ensure Medium of Instruction in child's mother tongue as far as practicable.
- MLE is to acquaint the tribal children with the education system by using mother tongue (Primary classes and gradually shift from their mother tongue (L1-MT) to State Language (L2 - Odia) and then to National or International language (L3-English).



- Following the recommendation of the State Tribal Advisory Committee (STAC) headed by Hon'ble Chief Minister, the State launched, MLE in the year 2007-08.
- "A State-level Policy for facilitating and accelerating the Mother-Tongue based Multilingual Education for all tribal children in the State" has been notified vide Notification No. 1058 dated 3rd July, 2014 of Odisha Gazette.
- MLE Programme covers Primary Education in 21 Tribal Languages i.e. Santali, Saura, Koya, Kui, Kuvi, Kishan, Oram, Munda, Juanga, Bonda, Gadaba, Ho, Gondi, Paroja, Kharia, Didayi, Bhinjal, Paudi Bhuiyan, Bhumia, Bhatra and Bhunjia
- MLE programme is operational in tribal dominated areas of 17 districts of the State i.e. Angul, Balasore, Bargarh, Dhenkanal, Ganjam, Gajapati, Kandhamal, Kalahandi, Koraput, Keonjhar, Malkangiri, Mayurbhanj, Nawarangpur, Nuapada, Rayagada, Sambalpur and Sundargarh.
- 97486 ST children are studying in 1483 MLE schools.
- To impart education in mother tongue 3188 numbers of teachers engaged.
- 143 Education Volunteers (EVs) are in position and 70 has been regularized in 23-24.
- Textbooks and supplementary reading materials in 21 tribal languages have been developed for primary grades.
- Tribal Resource Centers in MLE districts have been established.

X. SURAVI WAS ORGANISED

- Children's Festival-SURAVI 2024 is organised at Cluster, Block, District and the State level to nurture young talents.
- State Level SURAVI event was held for 3 days from November 12th to 14th, 2024 in a residential manner.
- During the cultural event, students were exposed to various places for sightseeing (State Museum, Nandankanan Zoo, Historical sites, Regional Science Park etc.
- Various competitions, Model United Nations, Meet the Personality sessions, workshops, stalls, and cultural programs were organised.

XI. KALA UTSAV

- Kala Utsav aims to foster and showcase the artistic talent of the students of Secondary Schools. This annual event provides a platform for students to explore and celebrate arts and cultural diversity at various levels i.e. school, block, district, state and national.



- All 30 districts have conducted district level Kala Utsav, 2024-25. Around 2005 students participated in the District Level Kala Utsav and all 6 Zonal Districts within the state have also conducted Zonal Level Kala Utsav. State Level Kala Utsav, 2024-25 was smoothly conducted during 12.11.24 to 13.11.2024 at Govt Girls HS, Unit -6, Bhubaneswar and 85 participants selected from Zonal level Kala Utsav participated in the event along with their guide teachers and other officials. It was a two days state level programme which was inaugurated by Director, Elementary Education and Director, Secondary Education was the Chief Guest in the closing function.

XII. BAND COMPETITION

A School band evokes a feeling of oneness, belonging and a deep sense of pride in school children towards their school and country. The rhythm of a band rouses passion, courage and action in children and adults alike. An All-India National School Band Competition during the Republic Day Celebration, 2025 helps to rejuvenate and rekindle the spirit of constitutional values, patriotism and unity amongst children in schools throughout the country and motivate them on the path of holistic education.

District and Zonal level Band Competition:

All 30 districts have conducted District Level Band Competition, 2024-25 and all 6 Zonal Districts within the state have conducted Zonal Level Band Competition, 2024-25 for selection of band teams for State Level Band Competition.

State Level Band Competition:

The state level band competition was conducted on 14.11.2024 at Govt Girls HS, Unit-6, Bhubaneswar. The Director, DHSE, Odisha inaugurated the event and the SPD, OSEPA joined in the closing ceremony of the event in the afternoon. A total of 13 band teams participated in the programme at state level. An amount of funds of 5 lakhs rupees approved in AWP & B 2024-25 has been expended for the purpose.

XIII. DIGITAL EDUCATION

- ICT Provision in Schools: 4000 Secondary Schools are provided with ICT LAB. Also 7048 Smart Classroom provided for the 6065 Upper Primary 909 Secondary and 74 Vocational Higher Secondary Schools.
- 96718 Primary level teachers are provided with Tablets.
- 10000 tablets have been provided to upper primary schools for Monitoring School activities.
- All 316 Block Recourse Centres are ICT enabled.
- ICT Facility to 42 Type-IV KGBV and 182 Type-III KGBV.

XIV. SCHOOL STUDENT HELP LINE

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



2. ACCESS & RETENTION

Introduction:

National Policy of Education, 2020 emphasises access to all children of the age group of 6-18 years from primary to higher secondary education under Samagra Siksha. The enrolment of all children in school is ensured for completion of education at higher secondary level. The state has covered 87750 habitations with primary and 88721 habitations with upper primary schooling facility out of total 90731 habitations. Transport and escort facilities have been provided to the children of remote and inaccessible habitations facing difficult to find access and the children of merged primary school located beyond 1 km, upper primary school beyond 3 km and secondary school beyond 5 km. The children are also provided higher secondary schooling facility as per Samagra Siksha norm

In urban areas many difficult categories of children i.e child labour, children living in street conditions, rag pickers, orphans, single parent, homeless children etc. could not find access, some could not continue in the school environment and drop out. 21 nos. of Netaji Subhash Chandra Bose Avasiya Vidyalaya (Residential Hostels / Schools are opened and functioning in the district of Bargarh, Cuttack, Ganjam, Gajapati, Kalahandi, Kandhamal, Keonjhar, Khordha, Koraput, Malkangiri, Mayurbhanj and Raygada. The urban deprived children rescued from different places of the city are rehabilitated in the NSCBV (Residential hostel/school) The children of remote, hilly, forest or access less habitations are provided access in the Sevashrams of ST&SC Development Department, Welfare Department, KGBVs etc.

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

Netaji Subhash Chandra Bose Avasiya Vidyalaya (Residential Hostel/School)

The difficult category of urban deprived children, viz. child labour, children engaged in begging, street children, child without adult protection, orphans, educational needs of children in difficult circumstances etc are rescued from the urban areas and rehabilitated in the residential hostels ensuring completion of Elementary, Secondary and Higher Secondary education. Total 21 NSCBV (Residential Hostel/School are functioning in the district of Bargarh, Cuttack, Ganjam, Gajapati, Kalahandi, Kandhamal, Khordha, Keonjhar, Mayurbhanj, Malkangiri, Koraput and Raygada.

**STATUS OF NETAJI SUBASH CHANDRA BOSE AVASIYA VIDYALAYA, 2024-25**

Sl. No.	Name of the District	Block	Name of the Residential Hostel/ School	UDISE Code	Year of Functioning	Capacity	Children in Hostel
1	Bargarh	Bargarh	Cement Nagar High School	21010303401	2016-17	50	25
2	Cuttack	Sadar	Madhusudan Govt. High School	21121804614	2016-17	50	20
3	Gajapati	Paralakhemundi	Gandhi Memorial UP School	21200900702	2016-17	50	43
4	Ganjam	Chhatrapur	Raghunathpur UP School	21190605801	2016-17	50	45
5	Kalahandi	Bhawanipatna	Bapuji UPS, Bhawanipatna	21261401302	2016-17	50	49
6	Kandhamal	Baliguda	Block Colony PUPS, Baliguda	21211501201	2016-17	50	49
7	Keonjhar	Keonjhar Sadar	Attapur Nodal UP School, Keonjhar Sadar	21061700501	2012-13	100	90
8	Keonjhar	Barbil	Barbil Nodal UP School, Barbil	21061500602	2012-13	100	81
9	Khurda	Bhubaneswar MC	Govt. High School, Unit-I, Bhubaneswar	21171303604	2012-13	50	41
10	Khurda	Bhubaneswar MC	Rajbhawan Project UP School, Unit-8, Bhubaneswar	21171302905	2013-14	50	42
11	Khurda	Bhubaneswar MC	Govt. High School, Unit-VI, Bhubaneswar (for girls only)	21171303503	2013-14	50	50
12	Khurda	Bhubaneswar MC	Govt. Primary School, IRC Village, Sector-I, Bhubaneswar	21171301002	2013-14	50	42
13	Koraput	Similiguda	IG IV PUPS, Sunabeda	21291800104	2018-19	50	50



14	Koraput	Pottangi	Neridivalsa PS, Arjubalsa, Kotia GP (LWE) Co-Education	21291304201	2018-19	100	100
15	Koraput	Dasmantpur	Girliguma UGHS, Dasmantpur(LWE) Girls only	21290407601	2018-19	100	100
16	Malkangiri	Malkangiri	Govt. Nodal UPS, Butiguda , Malkangiri	21300900804	2016-17	50	50
17	Malkangiri	Korkonda	Niladrinagar PUPS, Nilakamberu GP, Korkunda (LWE)	21300307004	2018-19	100	100
18	Malkangiri	Podia	Kaldapali UGHS, Podia (LWE)	21300701001	2019-20	100	100
19	Mayurbhanj	Baripada	Purnachandrapur Project UP School, Baripada	21072701501	2014-15	100	99
20	Mayurbhanj	Bisoi	Bisoi UG High School	21070705602	2015-16	100	100
21	Rayagada	Raygada	GBM High School, Raygada	21271400501	2016-17	50	47
	Total					1450	1323



Govt. Nodal UPS, Butiguda , Malkangiri



Raghunathpur UP School, Chhatrapur, Ganjam

Opening of New Primary and Upper Primary Schools:

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



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

(i) Opening of New Primary school:

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

(ii) Opening of New Upper Primary School:

- a. In all districts New Upper Primary schools are opened in habitations/cluster of habitations having at least 25 children in the 11-14 years age group provided there is no Upper Primary School within a walking distance of 3 K.M. of such habitations.

In all districts the distance norm for opening of New Primary and New Upper primary schools is relaxed in case of natural barrier like river, hilly terrain, dense forest etc.

PAB, 2023-24 has not approved any new primary and new upper primary schools for the state of Odisha. The Govt. in S&ME Department has approved 29 nos. of Govt. primary schools for upgradation to upper primary schools satisfying the school opening norm and after derecognition of Aided UPME Schools by DEE. The district wise primary schools upgraded to upper primary schools and approved by govt. is given below :

Upgradation of Primary School to Upper Primary School, 2024-25

Sl. No.	Name of District	Name of the Block	Name of the Primary School upgraded to Upper Primary School	Year of Upgradation
1	Angul	Talcher	Tentulei Primary School	2024-25
2	Angul	Chhendipada	Jambua Primary School	2024-25
3	Balasore	Khaira	Govt. Primary School, Bhatapada	2024-25
4	Balasore	Bahanaga	Govt. Primary School, Nilakanthapur	2024-25



5	Balasore	Sadar	Govt. Primary School, Saipur	2024-25
6	Balasore	Sadar	Govt. Primary School, Mallisahi	2024-25
7	Balasore	Remuna	Govt. Primary School, Bahala	2024-25
8	Balasore	Remuna	Govt. Primary School Sankarpur	2024-25
9	Balasore	Remuna	Govt. Primary school, Kuruda	2024-25
10	Balasore	Basta	AP Govt. Primary School, Nahanjara	2024-25
11	Dhenkanal	Sadar	Govt. Primary School, Kankadahad	2024-25
12	Dhenkanal	Odapada	Charadagadia PS	2024-25
13	Dhenkanal	Odapada	Govt. Primary School, Goudakateni	2024-25
14	Dhenkanal	Gondia	Gundurapasi PS	2024-25
15	Dhenkanal	Gondia	Annapur PS	2024-25
16	Ganjam	Buguda	Soroda PS	2024-25
17	Ganjam	Hinjilicut	Govt PS, Palasi	2024-25
18	Jajpur	Dharmasala	Kustira Primary School	2024-25
19	Jajpur	Dharmasala	Ichapur PS	2024-25
20	Jajpur	Dharmasala	Nuakul Govt. Primary School	2024-25
21	Jajpur	Korai	Solabandi Govt. Primary School	2024-25
22	Jajpur	Korei	Jalanda Govt. PS	2024-25
23	Jajpur	Korei	Patharapada PS	2024-25
24	Kalahandi	Dharmagarh	Govt. PS Chhanchanbhali	2024-25
25	Keonjhar	Ghasipura	Govt. Primary School, Tampo	2024-25
26	Keonjhar	Ghasipura	Govt. Primary School, Brahmnda	2024-25
27	Keonjhar	Hatadihi	Govt. PS Nuarampas	2024-25
28	Puri	Brahmagiri	Patharapada PS	2024-25
29	Sambalpur	Naktideol	Kunjamura PS	2024-25



1.2.1 Rationalization and Consolidation of Schools:

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

- a) Govt. Elementary and Secondary Schools having enrolment less than or equal to 15 in scheduled and KBK areas and less than equal to 20 in other areas to be consolidated with nearby schools irrespective of distance.
- b) Primary school having less than 40 enrolment for Non TSP and Non KBK areas and less than 25 enrolment for KBK and TSP areas and distance of nearby elementary /secondary school 1 km
- c) Primary/Upper Primary/Secondary Schools in same campus or within 100 meters distance

The Govt. have notified and approved **7750** nos. of schools for consolidation with lead school in 2020-21. As of now **5632** nos. of satellite schools are consolidated with lead schools.

Transport/Escort Facilities:

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

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

**Status of Transport/Escort facility**

Category	No of Children approved by PAB (Elementary and Secondary)	No of Children provided Transport/Escort Facility
Children in Remote habitation and merged schools	35076	23137

Out-of-School Children And Special Training:

The Govt. of Odisha, S&ME Department vide notification no. 6939 dtd. 31.3.2014 has declared the definition of out of school children. Total 254 nos. of out of school children of 6-14 years age are identified and admitted in age appropriate classes. PAB 2024-25 has approved 42 nos of out of school children for special training as per the data upload in PRABANDH portal.

Sl. No.	Activities	PAB Target 2023-24	Physical Achievement
1	Non-Residential Special Training to OoSC (Fresh)	42	42
	Total	42	42

Total 212 nos. of out of school children are directly enrolled in schools and not required special training.

Seasonal Hostels for The Children Of Migrant Families

PAB 2024-25 has approved 4647 migrant children to be retained in 116 Seasonal Hostels in source points. The hostels are opened in the month of November/December, 2024. The achievement under Seasonal Hostel is given below:

SEASONAL HOSTEL FOR MIGRANT CHILDREN - 2024-25

Source Point : Residential				
District Name	PAB Target (Phy)		Achievement (Phy)	
	No of Centre	No of Children	No of Centre	No of Children
Bargarh	9	428	8	428
Bolangir	30	1283	18	1000
Kalahandi	12	445	5	252
Nuapada	63	2407	42	1851
Mayurbhanj	2	84	1	47
Total	116	4647	74	3578



State Institute of Open Schooling (SIOS)

9387 nos. of out of school children of the age group 15-18 years are identified and admitted in SIOS centres located in govt. high schools of each block and district headquarters.

Sl. No.	District Name	No of children (15-18 yrs) approved by PAB for SIOS	No of children (15-18 yrs) admitted in SIOS
1	ANGUL	Nil	Nil
2	BALASORE	1062	1062
3	BARAGARH	Nil	Nil
4	BHADRAK	261	261
5	BOLANGIR	722	722
6	BOUDH	191	191
7	CUTTACK	315	315
8	DEOGARH	239	239
9	DHENKANAL	285	285
10	GAJAPATI	338	338
11	GANJAM	1327	1327
12	JAGATSINGHPUR	Nil	Nil
13	JAJPUR	404	404
14	JHARSUGUDA	91	91
15	KALAHANDI	108	108
16	KANDHAMAL	361	361
17	KENDRAPARA	Nil	Nil
18	KEONJHAR	419	419
19	KHURDHA	14	14
20	KORAPUT	571	571
21	MALKANGIRI	620	620
22	MAYURBHANJ	Nil	Nil
23	NABARANGPUR	1052	1052
24	NAYAGARH	48	48
25	NUAPADA	541	541
26	PURI	397	397
27	RAYAGADA	20	20
28	SAMBALPUR	1	1
29	SONEPUR	Nil	Nil
30	SUNDERGARH	Nil	Nil
	Total	9387	9387



UPGRADATION OF UPPER PRIMARY SCHOOL TO SECONDARY SCHOOL AND SECONDARY TO HIGHER SECONDARY SCHOOL

NEW SECONDARY SCHOOL

The Govt. of India Ministry of Education, Department of School Education and Literacy, Samagra Siksha appraisal guideline 2022-23 dtd 23.02.2022

Norm

- Non-availability of High school facility within a distance of 5 km.
- At least 70 children should be enrolled in class 8 of feeder UPSs within catchment area. 21 upgraded secondary schools have been functioning in the district as per the approval of PAB

Sl. No.	District Name	Block Name	Name of the UPS upgraded to Secondary School
1	Bolangir	Saintala	JHINKERMAL GUPS
2	Bolangir	Patnagarh	DANGBAHAL GOVT UPS
3	Bolangir	Patnagarh	MUDGHAT GOVT UPS
4	Bolangir	Patnagarh	GERDA GOVT UPS
5	Bolangir	Patnagarh	CHAKAMAL GOVT UPS
6	Bolangir	Patnagarh	BADBAJEJURI GOVT UPS
7	Bolangir	Patnagarh	DEBHUIN UPS
8	Boudh	Harabhanga	Karanjakata TOUP
9	Dhenkanal	Parjang	Abhimanyupur Govt. UPS
10	Ganjam	Jagannath Prasad	PUPS, KHAJURIPALLI
11	Kandhamal	K. Nuagaon	Sankusabali UPS
12	Kandhamal	Phiringia	Pakari PUPS
13	Malkangiri	K Gumma	Gajalmamudi UPS
14	Malkangiri	K Gumma	Jantri UPS
15	Nuapada	Boden	PATDARHA PROJ. U.P.S
16	Nuapada	Komna	GOVT.UPS DEODARAH
17	Rayagada	Kashipur	Lakrish UPS
18	Sambalpur	Jamankira	GOVT UPS KADALIPAL
19	Sambalpur	Jamankira	GOVT PUPS SAREI
20	Sambalpur	Rengali	Govt. UPS, Kurla
21	Sundargarh	Koira	Govt. UPS, Mandojoda



NEW HIGHER SECONDARY SCHOOL

The Govt. of India Ministry of Education, Department of School Education and Literacy, Samagra Siksha appraisal guideline 2022-23 dtd 23.02.2022

Norm

- Non-availability of higher secondary school facility within the distance of 7 km.
- A school that offers a single subject of study, the total number of students in Grade XI would be 60 (30 students per section) and 60 students in Grade XII. Thus, the number of students in a school offering a single subject of study would be 120.

141 higher secondary schools have been functioning in the district as per the approval of PAB, Samagra Siksha.

UPGRADED HIGHER SECONDARY SCHOOLS UNDER SAMAGRA SIKSHA

Sl. No.	District Name	Block Name	Name of the High School upgraded to Higher Secondary School	UDISE CODE	Stream
1	Bhadrak	Basudevpur	K.K.G.P.Hs, Chandimal	21090117403	Arts
2	Bhadrak	Tihidi	Basuli Nodal High School, Kanpada	21090707002	Arts
3	Bhadrak	Chandabali	S. S Nigamananda High School, Sashikadeipur Karanajmala	21090514602	Arts
4	Bhadrak	Bonth	Kadabarang Nodal High School	21090410002	Arts
5	Bolangir	Belpada	Parlimal Ughs	21240409601	Arts
6	Bolangir	Khaparkhol	Sarvodaya Nodal Bidyapitha, Luhasingha	21240707302	Arts
7	Bolangir	Agalpur	Kutasingha HS	21240106404	Arts
8	Bolangir	Titilagarh	Kholan Panchayat Nodal High School	21241306504	Arts
9	Bolangir	Khaparkhol	Harishankar High School, Rengali	21240711602	Arts
10	Bolangir	Deogaon	Bandhpara High School	21240501403	Arts
11	Bolangir	Agalpur	Umhs Salebhata	21240110001	Arts
12	Bolangir	Loisingha	Uparbahal High School	21240810802	Arts



13	Bolangir	Puintala	Bubel Nhs	21241104903	Arts
14	Bolangir	Saintala	Brhs Karamtala	21241209802	Arts
15	Bolangir	Patnagarh	Tamian Nodal High School	21241015403	Arts
16	Bolangir	Patnagarh	Barbahal Ughs	21241006401	Arts
17	Bolangir	Patnagarh	Dandrabahal Ughs	21241006001	Arts
18	Bolangir	Turekela	Indira Gandhi High School, Dholmandal	21241403602	Arts
19	Boudh	Harabhangra	Rajendra Narayan High School, Dhalapur	21220213405	Arts
20	Boudh	Kantamal	Janata High School Ambagaon	21220300105	Arts
21	Deogarh	Barkote	Panchayat High School At/Po-Kadopada	21040109901	Arts
22	Deogarh	Reamal	Panchapali Govt High School, Nuadihi, Reamal	21040217201	Arts
23	Deogarh	Tileibani	Janata Govt High School Laimura, Tileibani	21040313702	Arts
24	Deogarh	Barkote	Dantaribahal High School Dataribahal, Barkote	21040107901	Arts
25	Gajapati	Nuagada	Badapada High School Nuagada	21200516001	Science
26	Ganjam	Bhanjanagar	Govt. High School Mujagada	21190411603	Arts
27	Ganjam	Buguda	Sakuntala Bidyapitha, Karachuli	21190505503	Arts
28	Ganjam	Digapahandi	Boripadara Nodal High School	21190912302	Arts
29	Ganjam	Jnprasad	A.N.A High School, Kalingapadar	21191204401	Arts
30	Ganjam	K.S.Nagar	Sri Dadhibaman High School, Barida-A	21191301304	Arts
31	Ganjam	Khallikote	Govt. High School, Khojapalli	21191414401	Arts
32	Ganjam	Suruda	Borada Ughs At/Po-Borada	21192205301	Arts



33	Ganjam	Suruda	Jj Bidyapitha, At/Po-Nuagada	21192228201	Arts
34	Ganjam	Beguniapada	Kalimeghi Jagilipadara High School	21190207501	Arts
35	Ganjam	Bhanjanagar	Kabi Sambrat Govt. High School	21190409704	Arts
36	Ganjam	Chatrapur	Gangapur Govt High School, Gangapur	21190606802	Arts
37	Ganjam	Chikiti	Govt Ughs Badaekasingi	21190701501	Arts
38	Ganjam	Chikiti	Govt Ughs Patisunapur	21190713201	Arts
39	Ganjam	Chikiti	Govt Ughs Katturu	21190707002	Arts
40	Ganjam	Dharakote	Govt.U.G High School Osta	21190802202	Arts
41	Ganjam	Khallikote	Sri Gupteswar High School	21191408802	Arts
42	Ganjam	Kukuda- khandi	Purunapatna UGHS	21191506102	Arts
43	Ganjam	Patrapur	Turubudi High School, Turubudi	21191635501	Arts
44	Ganjam	Purushottam- pur	R T Bidyapeetha	21191807003	Arts
45	Ganjam	Sheragada	Govt.High School, Kurula	21192106401	Arts
46	Ganjam	Surada	Hadusarab High School Badagada	21192204006	Arts
47	Ganjam	Surada	Sridhar High School Borasingi	21192206102	Arts
48	Jagat- singhpur	Erasama	Kunjabihari Hs Nuagaon	21110317003	Arts
49	Jharsu- guda	Lakhanpur	J.L. Govt. H.S Adhapara, Lakhanpur, Jharsuguda	21020507907	Arts
50	Jharsu- guda	Lakhanpur	Panchayat Govt High School,Lakhanpur	21020508205	Arts
51	Jharsu- guda	Lakhanpur	Mahatma Gandhi Govt. High School, Kadamdihi	21020504902	Arts
52	Jharsu- guda	Lakhanpur	Govt. High School, Pandari, At/Po- Pandari	21020510701	Arts



53	Kalahandi	Bhawani- patna	Govt. High School Seinpur	21260125801	Arts
54	Kalahandi	Junagarh	Bghs, Mahichala	21260511201	Arts
55	Kalahandi	Narla	R.K.N Hs Santpur	21261214003	Arts
56	Kalahandi	Narla	Ulikupa Ughs	21261217302	Arts
57	Kalahandi	Th.Rampur	Govt. HS Mahulpatna	21261317601	Arts
58	Kalahandi	Th.Rampur	Govt. Hs Kiapadar	21261311801	Arts
59	Kalahandi	Th.Rampur	Govt. Hs, Kaniguma	21261309001	Arts
60	Kalahandi	Bhawani- patana	Govt Hs Talbelgaon,	21260126901	Arts
61	Kalahandi	Bhawani- patna	Govt Hs Tiljodi, Tiljodi	21260108501	Arts
62	Kalahandi	Dharamagarh	Dhanarpur UGHS, Block- Dharamagarh	21260202203	Arts
63	Kalahandi	Golamunda	Gpnhs Farang, At/Po- Farang	21260304402	Arts
64	Kalahandi	Golamunda	Ughs Nuagaon, At/Po- Nuagaon	21260310502	Arts
65	Kalahandi	Jaipatna	Bhainripali Ughs, Block- Jaipatna	21260402701	Arts
66	Kalahandi	Junagarh	Govt Hs Dundelmal	21260507601	Arts
67	Kalahandi	Junagarh	JDHS Nandol, Block- Junagarh	21260513902	Arts
68	Kalahandi	Kalampur	Biswanath Govt. High School Mandalr	21260603901	Arts
69	Kalahandi	Kokasora	Indravati Govt. High School Dangriguda	21260906002	Arts
70	Kalahandi	Kokasora	Govt. High School Negiguda, Block- Koksara,	21260902402	Arts
71	Kalahandi	Kokasora	Budharaja Govt. High School, Ampani	21260900104	Arts
72	Kalahandi	Kokasora	Govt.Hs Dahagaon, At/Po- Dahagaon	21260901006	Arts
73	Kalahandi	M.Rampur	Govt.High School, Mohangiri	21261115203	Arts



74	Kalahandi	Narla	Mphs Muskuti, At/Po- Muskuti	21261208802	Arts
75	Kalahandi	Narla	Takarla Ughs, At/Po- Takarla	21261216404	Arts
76	Kalahandi	Narla	Rupra Road High School, At/Po-Rupra Road	21261213101	Arts
77	Kandha- mal	Phiringia	Govt. U.G. Nodal High School, Balandapada	21210800204	Arts
78	Kandha- mal	Baliguda	Govt.High School, Barakhama	21210100602	Arts
79	Keonjhar	Telkoi	Shree Jaganath High School,Golabandha	21061302802	Arts
80	Keonjhar	Banspal	Baitarani Nodal High School	21060200101	Arts
81	Keonjhar	Anandapur	L.D Vidyapitha,Kodapada	21060106303	Arts
82	Keonjhar	Hcpur	Janata High School, Jirang	21060609001	Arts
83	Keonjhar	Ghasipura	Madhuban Govt. High School, Kansa Kendua	21060411702	Arts
84	Keonjhar	Anandpur	Govt.High School, Dhakotha	21060102101	Arts
85	Keonjhar	Telkoi	Sri Aurovindo Govt. Nodal High School, At/Po-Saruali	21061304204	Arts
86	Koraput	Bandhugaon	Govt. High School , Bandhugaon	21290101404	Science
87	Koraput	Jeypore	Govt. High School, Ambaguda	21290500106	Arts
88	Koraput	Koraput	Malusanta Govt. Nodal High School, Damanjodi	21290607805	Arts
89	Koraput	Kotpad	Govt. Nodal High School, Kusumi	21290707071	Arts
90	Koraput	Lamtaput	Govt. High School, Mattamput	21290906906	Arts
91	Koraput	Pottangi	Govt. U.G. High School, Petru	21291305901	Arts
92	Koraput	Semiliguda	Govt. Nodal High School, Dudhari	21291400602	Arts



93	Malkangiri	Korkunda	Chitrakonda Govt. Boys' High School	21300302102	Science
94	Malkangiri	Korukonda	Korukonda High School	21300305003	Arts
95	Malkangiri	Kalimela	Mpv 21 Nodal Hogh School	21300100102	Arts
96	Malkangiri	Podia	Uruballi Ughs	21300704401	Arts
97	Malkangiri	Mathili	Govt. Salimi Hs	21300610901	Arts
98	Malkangiri	Mathili	Bapuji Govt. Hs Anlapadar	21300601401	Arts
99	Malkangiri	Malkangiri	Sindhrimal UGHS	21300505701	Arts
100	Malkangiri	Malkangiri	Krusuwada UGHS	21300303503	Arts
101	Mayur-bhanj	Bahalda	Govt. High School, Jharadihi	21070108102	Arts
102	Mayur-bhanj	Baripada	Badabrahamanmara Govt. High Schoool At/Po-Badbramanmara	21070400901	Arts
103	Nabarang-pur	Tentulikhunti/Nandahandi	Sadasiba High School, Dahana	21280601403	Science
104	Nabarang-pur	Nandahandi	Nandahandi Govt. High School	21280604104	Science
105	Nabarang-pur	Dabugam	Govt.Ughs, Borigam	21280200901	Arts
106	Nabarang-pur	Nabarangpur	Govt. Ughs Bhatigam	21280501801	Arts
107	Nabarang-pur	Papadahandi	Govt. High School, Cherchetta	21280700501	Arts
108	Nabarang-pur	Raigarh	Nodal Govt.High School, Turudihi	21280811802	Arts
109	Nabarang-pur	Umerkote	Govt. High School, Jamurunda	21281006203	Arts
110	Nabarang-pur	Umerkote	Govt. Ug High School Beheda	21281000901	Arts
111	Nabarang-pur	Umerkote	Govt. Ug Hiigh School Bhandariguda	21281003601	Arts
112	Nayagarh	Nuagaon	Mahipur Nodal High School, Mahipur	21160615102	Arts



113	Nuapada	Komna	Jai Kishan Govt. Hs, Lakhna	21250307102	Arts
114	Nuapada	Khariar	Jai Kishan Govt. Nodal H.S, Bargaon	21250201001	Arts
115	Nuapada	Boden	Bastrayani H.S., Damjhar	21250102701	Arts
116	Nuapada	Sinapali	Govt. Ughs Portipada	21250509703	Arts
117	Nuapada	Komna	Govt.Ughs Jadamunda	21250302801	Arts
118	Rayagada	Chandrapur	Chandrapur Govt. High School	21270206704	Science
119	Sambalpur	Bamra	Govt.Hs Garposh	21030103805	Arts
120	Sambalpur	Rengali	Govt. Hs, Lapanga	21030904205	Arts
121	Sambalpur	Rairakhol	Kadaligarh Hs	21030811601	Arts
122	Sambalpur	Dhankauda	Govt High School Chiplimae	21030204704	Arts
123	Sambalpur	Jamankira	Govt Pnhs Kenadhipa At/Po-Kenadhipa	21030314303	Arts
124	Sambalpur	Naktideul	Bapuji Govt. Hs, Daincha	21030703701	Arts
125	Sambalpur	Rairakhol	Govt. Hs, Mochibahal	21030817202	Arts
126	Sundar- garh	Gurundia	A.G.M High School, Sole	21050512751	Arts
127	Sundar- garh	Lephripara	Basudev Govt.Hs Dumabahal	21051201901	Arts
128	Sundar- garh	Hemgir	Govt High School Kanika	21050608502	Arts
129	Sundar- garh	Hemgir	Govt High School Luabahal	21050603602	Arts
130	Sundar- garh	Nuagaon	Govt. High School Hatibari	21051304201	Arts
131	Sundar- garh	Nuagaon	Khuntagaon Nodal High School	21051306402	Arts
132	Sundar- garh	Balisankara	Govt. Hs, Kantabahal	21050101001	Arts
133	Sundar- garh	Balisankara	Janata Govt. Hs, Sikajore	21050107302	Arts



134	Sundargarh	Bargaon	Govt. High School Ekma	21050202202	Arts
135	Sundargarh	Bonai	Govt Hs Dalki	21050409401	Arts
136	Sundargarh	Hemgir	Govt Ughs Kanaktura	21050607601	Arts
137	Sundargarh	Koida	Govt. Hs Bimlagarh	21050700301	Arts
138	Sundargarh	Kuarmunda	Govt. Hs, Kadobahal	21050804301	Arts
139	Sundargarh	Kutra	Purkapali Panchayat High School, Birtolat	21050904102	Arts
140	Sundargarh	Subdega	Govt. High School Karamdihi	21051502704	Arts
141	Sundargarh	Subdega	R.K.P. Raghunath Govt. Hs Karlaghati	21051503302	Arts



3. INFRASTRUCTURE DEVELOPMENT

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

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

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



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

- Checking of measurement book (MB) as per OPWD / Samagra Shiksha guidelines prior to payment of bills.



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

ELEMENTARY

KEY POINTS CARRIED OUT FOR EXECUTION OF CIVIL WORKS

- Limit fixation of funds in favour of S.M.C / S.M.D.C in three phases i.e. in 1st Phase 40%, in 2nd Phase 30% & in 3rd Phase remaining 30% of the estimated cost as per FMP.
- Frequently monitoring and supervision of civil infrastructures by Technical Consultants, Senior Technical Consultants, District Project Coordinators to ensure quality construction & timely completion of civil works.
- Conduct of weekly review meeting at District Project Office.
- Review meeting at State Project Office physically / through Video Conferencing at regular interval.
- Technical guidance to the community / SMC / SMDC as well as skilled personnel / labours executing civil works at District level.
- Important features adopted during construction of school building:
- Adoption of Cost effective technologies and Eco-friendly construction work for use of local skill and locally available materials
- Multi hazard resistant features in compliance with National Disaster Management Authority Guidelines on school safety.
- Joyful learning environment
- Training to SMC members about Roles & responsibilities of SMCs & technical personnel, choosing suitable plans, involving the community in engaging labour, buying materials & gearing up the construction, Ensuring the quality of construction work, Accounts management and Post construction maintenance leading to sustainability.
- Quality control

MONITORING AND SUPERVISION

- The Sr. Technical Consultant, Technical Consultant & Financial Consultant of concerned district attends the review meeting at SPO / through Video Conferencing at regular interval.
- Setting up week wise action plan target for TC's for two critical activities such as roof casting & settlement of account along with submission of UCs thereof at



- Weekly Review meeting is held in District Project office by the D.P.C and monthly by Collector-cum-Chairperson.
- Review of Physical & Financial progress.
- Discuss about the various challenges being faced by the Technical Consultants at field level and solution thereof.
- Funds Flow, Settlement of account & submission of UC.

TECHNICAL GUIDANCE TO THE COMMUNITY

Services of the engineers by Technical Consultant are provided at the block level to support the SMCs in construction activities and by Senior Technical Consultant at the district level to monitor the works. These engineers visit the construction sites to monitor the quality of works and provide technical guidance and also liaison with the DPO for effective monitoring of civil works. They are also recorded the measurement in the measurement book for each work. For up-gradation of technical knowledge of the personnel working in the construction field, training-cum-orientation programme are being conducted regularly.

IMPORTANT FEATURES ADOPTED DURING CONSTRUCTION OF SCHOOL BUILDING

I. COST EFFECTIVE TECHNOLOGIES

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

II. MULTI HAZARD RESISTANT FEATURES

Vulnerability Atlas is being followed for preparing site specific Designs in areas prone to Earthquake, flood & Cyclone. Different hazard resistant features are provided as per latest Codal specifications. SS and NBC guidelines is being followed during execution of work.

III. BUILDING PLANS & DESIGNS (SITE SPECIFIC DESIGNS)

FLOOD

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



CYCLONE

- Restricted openings & its placements

EARTHQUAKE

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

BUILDING DESIGNS AND OPTIONS

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

IV. PROVISION OF ESSENTIAL FEATURE IN BUILDING

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

V. OTHER IMPORTANT BUILDING COMPONENTS

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

VI. ATTRACTIVE & LEARNING ENVIRONMENT

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

CAPACITY BUILDING - 1 (SMC)

- Roles & responsibilities of SMCs and technical personnel.
- Choosing of suitable plans as per site availability.
- Capacity building of SMC members regarding quality of construction
- Construction manual (local language / graphical representation); Leaflets explaining construction specifications and procedures (local language), Training module revised;



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

CAPACITY BUILDING - 2 (MASONS)

- Adoption of cost effective technologies and maintaining design specifications.
- Technical training to the masons is being imparted with the help of a technical manual "Sikshya Needa" published by OSEPA in the local language.
- According to the site specific condition, types of foundation i.e. Pile, column & Open foundation is being adopted as per the decision of the technical personnel following OPWD code & SS norms.

CAPACITY BUILDING - 3 (STAFF)

- Half yearly orientation programme for TCs on quality control measures, tests (practical demonstration), supervision & monitoring, preparation of bill and submission of UC.
- Current strength of Sr. TCs -27 nos. in 30 districts out of sanctioned post of 33 and T.Cs - 253 in 314 blocks & 2 nos. of ULBs out of sanctioned post of 316. Also 3 nos. TCs in SPO.

QUALITY CONTROL

TEST FOR SAND

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

TEST FOR BRICK

Water Absorption test of Brick is done at field level.



Compressive strength of Brick is also tested.

Crushing Strength of Brick is also tested.

TEST FOR CONCRETE

- **CUBE TEST:** Compressive strength of Cement Concrete carried out by Compression testing Machine by testing concrete cube of size 15 X 15 X 15 cm size.
- **SLUMP TEST:** Slump test is done to determine the consistency.

SCHOOL SAFETY PROVISION

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

SECONDARY:

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

NEW SCHOOL (SECONDARY & HIGHER SECONDARY)

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

STRENGTHENING OF INFRASTRUCTURE

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

GIRLS HOSTEL (KGBV-IV):

For the promotion of girl's education & to eliminate gender disparity, efforts have been made to bring larger no. of girls to the schools & to retain them. The scheme thus envisages setting up of hostels with lodging and boarding facilities in the



Educationally Backward Blocks (EBBs) and areas nearing concentration of above target groups so that the girl students are not denied the opportunity to continue their study due to societal factors. Another objective of the scheme is to make Secondary and Senior Secondary Education accessible to larger number of girl students.

The activities are:

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

SURROUNDING ENVIRONMENT

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

TOILETS

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





DRINKING WATER

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

SCHOOL ENVIRONMENT



ADDITIONAL CLASSROOM



KGBV BUILDING



**PROGRESS OF CIVIL WORKS UNDER SS & KGBV Ending March 2024****Status of Civil Work under Samagra Shiksha (Elementary) by Ending MARCH 2024**

Sl. No.	Activities	PROGRESS STATUS (Ending MARCH 2024)				% of Completion Rate
		Cumulative Target up to the year 2023-24	Completed	In Progress	Not Started	
1	Primary School					
	a) New	8698	8606	86	6	99%
	b) Building less	841	811	20	10	96%
	c) Dilapidated	560	554	6	0	99%
	Total	10099	9971	112	16	99%
2	Upper Primary School					
	a) New	8352	8278	59	15	99%
	b) Building less	341	340	1	0	100%
	c) Dilapidated	456	455	1	0	100%
	Total	9149	9073	61	15	99%
3	Additional Class Room	77931	76033	1203	695	98%
4	Drinking Water	7181	6963	79	139	97%
5	Boys Toilet	15904	14540	852	512	91%
6	Separate Girls Toilet	50441	48544	1373	524	96%
7	CWSN Toilets	32816	31870	638	308	97%
8	Electrification	11912	8424	1892	1596	71%
9	Ramps with hand handrail	22949	22012	525	412	96%
10	Solar Panel	16	0	0	16	0%
	TOTAL	238398	227430	6735	4233	95%



**Status of Civil Work under Samagra Shiksha (Secondary) by
Ending MARCH 2024**

Sl. No.	Description	Target	Completed	In Progress	Not Started	% of completion
1	New School	895	776	44	75	87%
2	Additional Classroom	3278	2780	149	349	85%
3	Science Lab	2090	1790	85	215	86%
4	Computer Room	1302	1116	56	130	86%
5	Library Room	2015	1739	83	193	86%
6	Art / Craft/ Culture Room	1363	1137	71	155	83%
7	Girls Toilet	2736	1337	765	634	49%
8	Boys Toilet	1116	938	73	105	84%
9	CWSN Toilet	51	18	23	10	35%
10	Drinking Water	879	818	61		93%
11	Solar Panel	101			101	0%
12	Electrification	8	7		1	88%
13	Major Repair	124	40	48	36	32%
14	Minor Repair	64	25	23	16	39%
15	New School (Higher Secondary Level)	156	2	6	148	1%
	Total	16178	12523	1487	2168	77%

Sl. No.	ACTIVITY	Cumulative Target	Physical Progress (Cumulative)			
			Completion	In Progress	Not Started	% of Completion
1	KGBV Building (Elementary)	182	182	0	0	100%
2	KGBV Building (Type-IV) (Secondary)	173	170	2	1	98%

4. FREE TEXTBOOK

The focused Group of Students i.e. all students from Class-I to VIII of Govt. & Govt. aided schools / including Madrasas of Odisha have been provided the benefit of free Text Books under Samagra Shiksha. As per decision of the State Level Committee Meeting, Text Books are printed by TBP&M, Bhubaneswar and supplied at all Block Points (ABEO-cum-BRC points) and then at school points of 30 districts of the State as per requirement. Supply of Text Books started from the month of Dec., 2024 and 100% N.T. Books have been supplied to all 30 districts of the State during 2024-25.

Year	No. of Beneficiaries (Primary & Upper Primary School)	Budget (Rs. in Lakh)	Percentage of Achievement (Physical)	Monitoring Mechanism	Strategies to address issues
2024-25	4505346	13885.8	100%	All Nodal Officers of the District. All ABEO-cum-BRCC/CRCC/HM/SMC Members etc.	All Hms/CRCC/ABEO-cum-BRCC/SMC Member/BEOs/DPCs will address the issues regarding distribution of text books etc.





5. COMMUNITY MOBILISATION

Achievement under Community Mobilization 2024-25

During the year 2024-25, the new academic session has been started in the State from 2nd April, 2024. On the said day parents were oriented on academic achievement of students, enrolment of students in age appropriate grade in all schools of the State. Enrolment process was also under taken for the academic session 2024-25.



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ତା ୦୨.୦୪.୨୦୨୪ରିଖରେ ରାଜ୍ୟର ସମସ୍ତ ବିଦ୍ୟାଳୟରେ ପାଠପଢ଼ା ଆରମ୍ଭ ହେବା ସହ ନୂତନ ଭାବେ, ଉପଯୁକ୍ତ ବୟସ ପାଇଁ ଉପଯୁକ୍ତ ଶ୍ରେଣୀରେ ପିଲାମାନଙ୍କର ନାମଲେଖା କାର୍ଯ୍ୟକ୍ରମ ମଧ୍ୟ ଜାରି ରହିଛି ।





Teacher Profile Flex in the School

Teacher Profiles have been displayed in all Government schools of the State to disseminate information about all teachers. The profile includes details such as the teacher's name, designation, date of joining the school, contact number, and photograph. This initiative will help in recognizing and honouring teachers, ensuring accountability, preventing impersonation or fake teachers, monitoring teacher attendance and fostering trust among students, parents, and the community.

ଆମ ବିଦ୍ୟାଳୟର ଶିକ୍ଷକ / ଶିକ୍ଷୟିତ୍ରୀ

ବିଦ୍ୟାଳୟର ନାମ :

ବ୍ଲକ୍ :

ପିନ୍ କୋଡ୍ :

କ୍ରମ	ଶିକ୍ଷକ / ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ନାମ	ପଦବୀ	ବିଦ୍ୟାଳୟରେ ଯୋଗଦାନ ତାରିଖ	ମୋବାଇଲ ନମ୍ବର	ଫୋଟୋଗ୍ରାଫ (ପାଦଚୋଟି ସାଙ୍ଗରେ)
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SYED MUMTAZ ALI GOVT HIGH SCHOOL, JADUPUR
STAFF INFORMATION CHART

SL	NAME OF THE STAFF	DESIGNATION	DATE OF JOINING	DATE OF DEPARTURE	MOB	DATE OF DEPARTURE	REMARKS
1	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
2	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
3	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
4	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
5	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
6	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
7	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
8	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
9	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
10	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
11	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
12	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
13	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
14	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
15	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
16	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
17	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
18	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
19	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
20	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
21	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
22	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
23	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	
24	DR. PRADIP K. SINGH	PRINCIPAL	01.08.2024	01.08.2024	9826100000	01.08.2024	

Designing and fixing of Samgra Shiksha Logo in all schools of the State.

Samgra Shiksha Logo for Odisha has been redesigned and circulated to all concerned for use in all official communications, display, branding, etc.



State Wide Parent-Teacher Meeting (PTM) and School Management Committee / School Management & Development Committee (SMC/ SMDC) Meeting

As per the Academic Calendar 2024-25, 04 nos. of Parent-Teacher Meeting and 02 Special Meetings on APAAR ID have been conducted throughout the State in a Single Day, where 30 lakhs parents were actively participated in the discussion.

The dates in which PTM and SMC/SMDC meetings were organized.



- 1st PTM : 02.04.2024
- 2nd PTM : 10.08.2024
- 3rd PTM : 26.11.2024
- 4th PTM : 11.01.2025
- Special PTM : 30.09.2024
- Special PTM : 30.11.2024



The key objectives of the PTM are:

- To orient the parents about the academic growth of their children
- To prepare the strategy for holistic development of child and school
- To orient about the initiatives taken by the State/Central Govt. for education of the children
- To create awareness among the parents for enrolment, retention of children in the schools.
- To share the individual performance of the child
- To build up the strategy for learning enhancement of the students
- To create awareness among the parents to build partnership with schools



Parent Teacher Meetings

- The First Parent-Teacher Meeting (PTM) for the Academic Year 2024-25 was conducted successfully in all Govt. & Govt. Aided Schools of the State on 2nd April, 2024 (Tuesday) in the schools under School & Mass Education Department, Govt. of Odisha.
- The Second Parent-Teachers Meeting was conducted on 10.08.2024 throughout the State where more than 29 lakhs parents were actively participated
- A Special PTM was organized on 30th September, 2024 in all Secondary and Higher Secondary Schools of the State to orient the parents about registration/ creation of APAAR ID for the students.
- The Third Parent-Teacher Meeting (PTM) was conducted on 30th November, 2024 in all schools of the State to orient the parents about registration/ creation of APAAR ID for the students.
- The last PTM for the academic session 2024-25 was organized on 11th January, 2025 to share the students achievements in SA-I, role of parents and teachers in improvement of students achievements, exam related stress management, participation in Pariksha Pe Charcha, School Development Plan etc. where more than 28 lakhs parents were participated.

Shiksha Saptah (22nd to 28th July 2024):

On the eve of 4th anniversary of National Education Policy-2020 a weeklong activities were organized in all schools of the State from 22-28 July, 2024 to foster a spirit of collaboration and innovation among learners, educators, policy makers and stakeholders in the education sector.





ବିଦ୍ୟାଳୟସ୍ତରୀୟ ଶିକ୍ଷା ସମ୍ବନ୍ଧୀୟ ପାଳିତ



ବିଦ୍ୟାବଳୟରୁ ପାଠ୍ୟ ପଢ଼ିବା ପରେ ସେ ଉପସ୍ଥିତ ଶିକ୍ଷକମାନଙ୍କୁ, ଶିକ୍ଷକ-ବର୍ଗ ଶାନ୍ତାପଣକୁ ନେଇ ।

ବିଭା, ୨୩୫୭(ନବେକ୍ତ୍ର ବର୍ଣ୍ଣ)

ଦେଇ ଶିଖାବର ଅଧୀନ ରହି
 ଉର୍ଦ୍ଧ୍ୱ ପ୍ରତିଷ୍ଠାକୁ ସ୍ଥଳା ଲାଗିବାର
 ବିଦ୍ୟାବିପ୍ଳବରୁ, ଶିଖା ଚକ୍ରର ଲାଗି
 ହୋଇଥିଲା। ଶିଖା ଶିଖା ଓ ପ୍ରତିଷ୍ଠା
 ପ୍ରତିଷ୍ଠାକୁ ସାମାନ୍ୟ ଚଳା ଶାସ୍ତ୍ରୀଙ୍କ
 ଚଳଣି ପ୍ରତିଷ୍ଠାକୁ ଚଳଣିର ଶାସ୍ତ୍ରୀ
 ଶାସ୍ତ୍ରୀ ଶାସ୍ତ୍ରୀର ଶାସ୍ତ୍ରୀ ଶାସ୍ତ୍ରୀ
 ୧୯୯୦-୨୦୧୦ ଖ୍ରୀଷ୍ଟ ଶାସ୍ତ୍ରୀ
 ଶାସ୍ତ୍ରୀର ଶାସ୍ତ୍ରୀ ଶାସ୍ତ୍ରୀର ଶାସ୍ତ୍ରୀ
 ଶାସ୍ତ୍ରୀ, ଶାସ୍ତ୍ରୀର ଶାସ୍ତ୍ରୀ ଶାସ୍ତ୍ରୀ

ସମସ୍ତ ସମ୍ପଦ ଲିଭାଇବା ଲକ୍ଷ୍ୟରେ
 ଶିକ୍ଷାଦାନ ସମୟ ବଢ଼ାଯାଇଥିବା ବେଳେ
 ମନୋହର ପୈତୃକ। ଶକ୍ତ ଶର୍ମଶ୍ରୀନାମ
 ଦେବା ନକ୍ଷତ୍ର ଶିକ୍ଷା ଆଧୁନିକ
 ଚର୍ଚ୍ଚାକରଣ ସହ ଶିକ୍ଷାଧୁନିକ ପ୍ରାଥମିକ
 ଶିକ୍ଷା ସହ, ଲେଖନ ଶକ୍ତି ଓ ସାମ୍ବାଦିକ
 ଶିଳ୍ପ ଯୋଗଦେଇ ପ୍ରାଥମ ପ୍ରକଳ୍ପ
 ଲେଖନ ଶିଳ୍ପ ଶିକ୍ଷା ସହ ଶିକ୍ଷା
 ଶିକ୍ଷାଦାନ ପୈତୃକ। ଏହି ଶର୍ମଶ୍ରୀନାମ
 ଦେବା ଶକ୍ତ ଶର୍ମଶ୍ରୀ ପ୍ରକଳ୍ପ ଶିକ୍ଷା
 ଶିକ୍ଷାଧୁନିକଦେଇ ପ୍ରାଥମ ଶିକ୍ଷା
 ଶିକ୍ଷାଧୁନିକ, ଶିକ୍ଷା, ଲେଖନ ଶିଳ୍ପ

[illegible]

Eco Club for Mission LiFE: Campaign on #Plant4Mother

The Plantation Drive under the initiative #Plant4Mother – #एक पेड़ माँ के नाम was organized in each school with the objective of planting at least 35 saplings either within the school premises, at home, or in suitable public places. The initiative aimed to generate awareness on pressing environmental issues such as climate change, pollution, and resource depletion, and to promote eco-friendly behaviour and personal responsibility towards environmental conservation. During the year 2024-25, a total of 18,00,346 saplings have been planted across Odisha under 'Ek Ped Maa Ke Naam' through Eco Clubs as part of Mission LiFE."





ବିଦ୍ୟାଳୟ ଶିକ୍ଷା ଓ ସାକ୍ଷରତା ବିଭାଗ, ଶିକ୍ଷା ମନ୍ତ୍ରାଳୟ

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ପରିବେଶ, ଜଙ୍ଗଲ ଏବଂ ଜଳବାୟୁ ପରିବର୍ତ୍ତନ ମନ୍ତ୍ରାଳୟ ଭାରତ ସରକାର

ମିଶନ **LIFE** ପାଇଁ ଇକୋ କ୍ଲବ୍

ଗୋଟିଏ ଗଛ ମା'ଙ୍କ ନାମରେ

ମା' ପାଇଁ ଗଛଟିଏ

ଦିବସ _____





EducationOdisha @SMEOdisha · Jul 27

'ଶିକ୍ଷା ସପ୍ତାହ'ର ଷଷ୍ଠ ଦିବସରେ ବିଦ୍ୟାଳୟସ୍ତରରେ ପାଳିତ ହେଲା "ମାଆ ପାତ୍ର ଗଛଟିଏ" । 'ଗବେଷକ' ଅଧିନରେ ସୁଲ ପରିବର, ଖାଲି ସ୍ଥାନ ଓ ସ୍ଥାନୀୟ ଅଞ୍ଚଳରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ନିଜ ମାଆଙ୍କ ସହ ମିଶି ତାଲା ଗୋପଣ କରିଛନ୍ତି ।

#ShikshaSaptah
#plantformother
#NEP2020
#SamagraShiksha



Raksha Bandhan Programme at Rastrapati Bhavan



ସମ୍ବାଦ

ରାଷ୍ଟ୍ରପତିଙ୍କୁ ରାଣି ବାନ୍ଧିଲେ ଓଡ଼ିଶା ଛାତ୍ରଛାତ୍ରୀ

ନୂଆଦିଲ୍ଲୀ, ୧୯/୮ (ଭମିଷ): ରାଷ୍ଟ୍ରପତି ଭବନରେ ପବିତ୍ର ରକ୍ଷାବନ୍ଧନ ଉତ୍ସବ ଅନୁଷ୍ଠିତ ହୋଇଛି। ଏଥିରେ ଓଡ଼ିଶା ସମେତ ୧୬ଟି ରାଜ୍ୟର ୧୮୦ ଛାତ୍ରଛାତ୍ରୀ ଯୋଗଦେଇଥିଲେ। ଓଡ଼ିଶାର ମୟୂରଭଞ୍ଜ ଜିଲ୍ଲାର ଟ୍ରୋପିକା ବାଳିକା ଉଚ୍ଚବିଦ୍ୟାଳୟ, କେନ୍ଦୁଝର ଜିଲ୍ଲାର ଚିଏନ୍ ଉଚ୍ଚବିଦ୍ୟାଳୟ, ନବରଙ୍ଗପୁର ଉଚ୍ଚବିଦ୍ୟାଳୟ, ବାଲିକା ଉଚ୍ଚବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର ବୁଢ଼ାରାଜା ଉଚ୍ଚବିଦ୍ୟାଳୟ ଓ ହେଙ୍ଗାମାଳ ବିଦି ଉଚ୍ଚବିଦ୍ୟାଳୟର ଉଚ୍ଚ ବିଦ୍ୟାଳୟର ମୋଟ ୨୫ ଛାତ୍ରଛାତ୍ରୀ ସାମିଲ ହୋଇଥିଲେ। କାର୍ଯ୍ୟକ୍ରମରେ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ପବିତ୍ର ଓଡ଼ିଶାକୁ ଖଜଣା ଶିକ୍ଷକଶିକ୍ଷୟିତ୍ରୀ ଓ ନୋବଲ୍ ଅଧିକାରୀ ପ୍ରଫୁଲ୍ଲ କୁମାର ସେନାପତି ଯୋଗଦେଇଥିଲେ।

ରାଷ୍ଟ୍ରପତି ଭବନର ସାଂସ୍କୃତିକ କେନ୍ଦ୍ରରେ ଆଜି ସକାଳ ସାଢ଼େ ୧୦ଟାରେ ଆରମ୍ଭ ହୋଇଥିବା ସୂଚକ ରକ୍ଷା ବନ୍ଧନ



କାର୍ଯ୍ୟକ୍ରମରେ ରାଷ୍ଟ୍ରପତି ଟ୍ରୋପିକା ମୁଖ୍ୟ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପ୍ରଥମେ ସମ୍ବୋଧନ କରିଥିଲେ। ସମ୍ବୋଧନ ପରେ ପ୍ରତ୍ୟେକ ରାଜ୍ୟର ଛାତ୍ରଛାତ୍ରୀ ରାଷ୍ଟ୍ରପତିଙ୍କୁ ସାକ୍ଷାତ

କରିଥିଲେ। ଏହି କ୍ରମରେ ଓଡ଼ିଶାର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପବିତ୍ର ରାଷ୍ଟ୍ରପତି ପାଖାପାଖି ୧୫ ମିନିଟ୍ ଧରି ବିଭିନ୍ନ ବିଷୟରେ ଆଲୋଚନା କରିଥିଲେ। ରାଷ୍ଟ୍ରପତି

କହିଥିଲେ, ରକ୍ଷାବନ୍ଧନ କେବଳ ଭାଇ ଭଉଣୀର ସଂପର୍କ ନୁହେଁ, ଏହା ସମସ୍ତଙ୍କୁ ଯୋଡ଼ିବାର ଏକ ମାଧ୍ୟମ। ରାଷ୍ଟ୍ରପତି ଭବନ ପରିସରରୁ ଦେଶର ବୀର ସୈନିକ ତଥା ସାମାନ୍ୟ ମୂରକ୍ଷରେ ମୃତ୍ୟୁର ସୈନିକଙ୍କୁ ମଧ୍ୟ ଆପଣ ରାଣୀ ବାନ୍ଧିପାରିବେ ବୋଲି ରାଷ୍ଟ୍ରପତି ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ କହିଥିଲେ। ଏହି ଅବସରରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ରାଷ୍ଟ୍ରପତିଙ୍କୁ ରାଣି ବାନ୍ଧିଥିଲେ। ଓଡ଼ିଶାର ଛାତ୍ରଛାତ୍ରୀ ରାଷ୍ଟ୍ରପତିଙ୍କୁ ରାଣି ବାନ୍ଧିବା ପରେ ରାଷ୍ଟ୍ରପତିଙ୍କ ଆଶୀର୍ବାଦ କାମନା କରିଥିଲେ। କାର୍ଯ୍ୟକ୍ରମରେ କେନ୍ଦ୍ର ଶିକ୍ଷା ମନ୍ତ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ ଓ କେନ୍ଦ୍ର ଶିକ୍ଷା ରାଷ୍ଟ୍ରମନ୍ତ୍ରୀ ନୟାଡ଼ି ଚୌଧୁରୀ ମଧ୍ୟ ସାମିଲ ହୋଇଥିଲେ। ଶେଷରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ରାଷ୍ଟ୍ରପତି ଭବନର ଅମୃତ ଉଦ୍ୟାନ ପରିବର୍ତ୍ତନ କରିଥିଲେ। ଆବଶ୍ୟକୀୟ ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଶା ପେରିସିଡେ ବୋଲି ନୋଡାଲ ଅଧିକାରୀ ଶ୍ରୀ ସେନାପତି ସୂଚନା ଦେଇଛନ୍ତି।

Raksha Bandhan Programme at Rastrapati Bhavan

In order to promote inclusiveness and give opportunity to students from across the country, 25 School Students from Odisha participated in the 'Raksha Bandhan' programme at the Rastrapati Bhavan, New Delhi and interacted with her Excellency, Mrs. Draupadi Murmu, President of India.. A Team of 31 members including 25 Students and 06 Teachers of Odisha have participated in Raksha Bandhan Programme – 2024 on 19th August, 2024 at Rashtrapati Bhavan, New Delhi.



EducationOdisha @SMEOdisha - Aug 18

ଓଡ଼ିଶାର ୨୫ଜଣ ସ୍କୁଲ ଛାତ୍ରଛାତ୍ରୀ ମହାମହିମ ରାଷ୍ଟ୍ରପତି ଶ୍ରୀମତୀ ଡ୍ରୌପଦୀ ମୁର୍ମୁଙ୍କ ସହିତ ରାଷ୍ଟ୍ରପତି ଭବନରେ ରାଶି ବନ୍ଧନ ପାଳନ କରିବେ । ଏହାବେଳେ ରାଷ୍ଟ୍ରପତିଙ୍କ ସହିତ ସ୍ୱତନ୍ତ୍ର ଭାଷାତରାଳ ବାର୍ତ୍ତାବଳୀ ମଧ୍ୟ ଆୟୋଜନ କରାଯାଇଛି ।



International Day of Yoga (June 21, 2024):

The 10th International Day of Yoga (IDY) was celebrated in 46249 schools of the State on 21st June, 2024. The theme 10th IDY is 'Yoga for Self and Society'. The 1st Bagless activity under Samagra Shiksha, Odisha was observed across all schools where 4.3 million students embraced Yoga.



Ministry of Education

@EduMinOfIndia

School students are bursting with excitement as they eagerly await the honor of meeting the Hon'ble President of India on the auspicious occasion of Raksha Bandhan! Their boundless enthusiasm reflects the deep significance of this special day. This wonderful opportunity to interact with the President is a milestone moment for the students, filling them with immense pride and excitement. As they prepare for this distinguished meeting, they're determined to make the celebrations truly unforgettable!

@rashtrapatibhvn #Rakshabandhan
#SchoolEducation #PMSHRI
#SamagraShiksha



EducationOdisha @SMEOdisha - Jun 21

Celebrating the 10th International Day of Yoga with the 1st Bagless activity under Samagra Shiksha! Across 46,249 schools, 4.3 million students embraced Yoga, promoting 'Yoga for Self and Society'. An inspiring move towards a healthier life!
#YogaDay2024
#HealthyLiving



Swachhata Pakhwada (1st to 15th September, 2024):

'Swachhata Pakhwada' was observed in all Schools of the State from 1st to 15th September, 2025. Different activities were organized during this fortnight to promote cleanliness, sanitation, and hygiene habits among the students.

A programme was organized where all students / teachers / officials participated in taking a pledge for Swachhata. Students spoke about the importance of cleanliness and took a pledge to maintain it and website and social media platforms of the State was updated.



Children's Day – SURAVI, 2024 (14th November 2024):

The Children's Festival 'SURAVI' was organized at School, Cluster, Block & District Level during the year 2024 from the month of September 2024 to November 2024 & various competitions were organized among the students. A 03 days State Level Children Festival 'SURAVI' was organized at the State Headquarter with effect from 12th - 14th November, 2024 to nurture the young talents, where 4000 students, guide teachers and officials have attended the programmes. The Hon'ble Chief Minister, Odisha has graced the



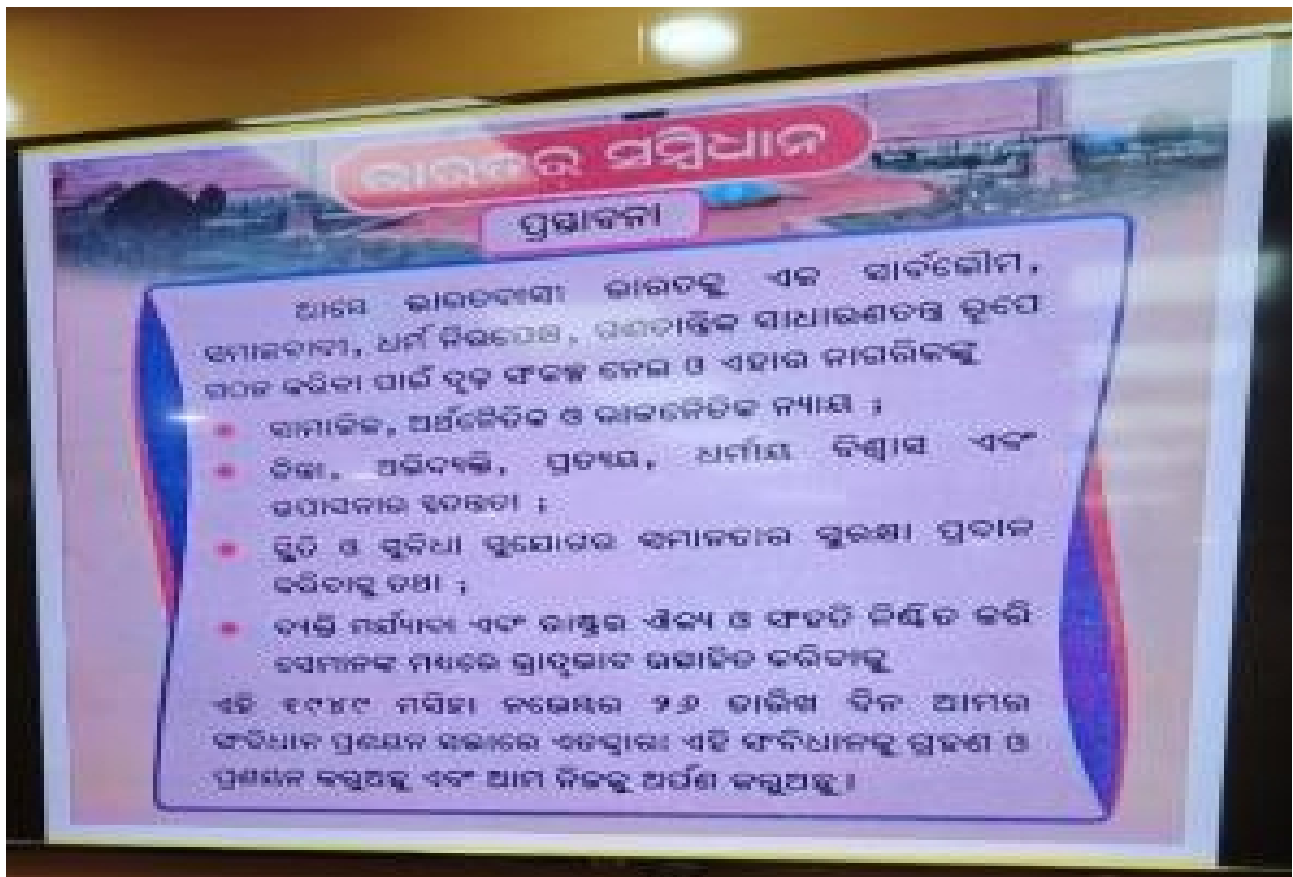
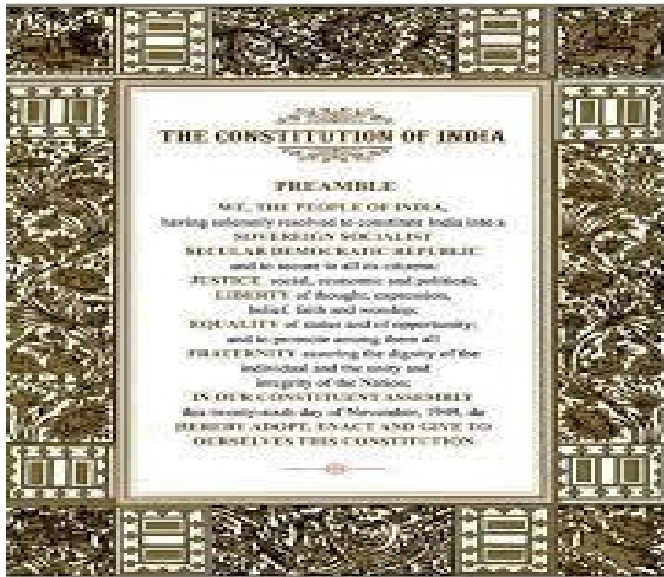
ପ୍ରମୁଖ, ସମାଜ, ଚିନ୍ତକ, ସ୍ୱଚ୍ଛତା, ପ୍ରତିଭା ପ୍ରଦର୍ଶନ ସହ ବିଭିନ୍ନ ସାଂସ୍କୃତିକ କାର୍ଯ୍ୟକ୍ରମରେ ଶାସ୍ତ୍ରଜ୍ଞାନର ଭାଗ ନେଇଥିବା ଅନୁଷ୍ଠାନର ସମସ୍ତ ସ୍ତରରୁ ଉପସ୍ଥିତ ରହିବେ।



occasion as Chief Guest on the eve of “Shishu Divas” i.e. 14th November 2024. An amount of Rs.780.00 was incurred during the Children’s Festival “SURAVI-2024” from School to State Level.

Constitution Day (26th November 2024):

The “Constitution Day” was celebrated in 48631 nos. of Schools, Educational Institutions and 377 Offices across the State on 26th November 2024 and the Preambles of Indian Constitution was read out.





Bharatiya Bhasha Utsav

The “Bharatiya Bhasha Utsav” was organized from December 4th to December 11th, 2024 to commemorate the birth anniversary of the revered Mahakavi Subramnaia Bharati on December 11th, 2024. The aim of the The Bharatiya Bhasha Utsav was to celebrate the linguistic richness of our nation and honour the legacy of Mahakavi Bharati in a manner that resonates with the hearts and minds of our learners. Hon’ble Chief Minister, Odisha has graced the occasion as Chief Guest on the eve of “Bharatiya Bhasha Utsav” and 300nos. of Students / Teachers from the 30 districts were participated in State Level Painting and Journal Making Competitions and awarded.





Pariksha Pe Charcha-2025

“Pariksha Pe Charcha-2025”, an unique interaction of students with Hon’ble Prime Minister was held in the month of January 2025 in a phased manner, where 14 students & 5 teachers of Odisha have participated in different sessions at New Delhi & Mumbai.



16,15,053 nos. of students / teachers / parents have registered in “Pariksha Pe Charcha” Portal GoI, New Delhi. 53,74,103 Nos. of Students , Teachers, Parents have viewed the live telecast programme of Hon’ble PM on 10.02.2025. The Hon’ble Chief Minister, Odisha & Education Minister, Odisha viewed the programme at State Headquarter and interacted with the students on 10.02.2025 at Govt. Boys High School, Unit-1, Bhubaneswar.



Other activities conducted under Community Mobilisation 2024-25 are:

- Teachers' Day on 5th September, 2024
- Observation of Rastriya Ekta Divas and oath taking on 31st October, 2024
- Painting Competition on Energy Conservation
- Project Veer Gatha 4.0 under Gallantry Awards - Student's art/painting, essay, poem, acting etc
- Implementation of Ek Bharat Srestha Bharat programme (Odisha – Maharastra)
- Implementation of Flagship programmes of Govt. of India



6. INCLUSIVE EDUCATION FOR THE CHILDREN WITH SPECIAL NEEDS

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

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

RTE Act mentions the following: Every child of the age of six to eighteen years shall have a right to free and compulsory education in a neighborhood school and no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary & secondary education.

A child suffering from disability, as defined in Rights of Persons with Disabilities Act, 2016, shall have the right to pursue education in regular Govt. Schools with the normal students.

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

As per norms of Samagra Shiksha, Rs.3500/- per CwSN, to be spent for inclusion of children with special needs, as per special proposal per year. District Plan for children with special needs has been formulated within Rs.3500/- per child norm. In the year 2024-25 different activities have been undertaken at State & district level and the major achievements are furnished as follows:-

PROGRES OF INCLUSIVE EDUCATION ACTIVITIES DURING 2024-25

Sl.No.	Name of the Activities	Progress during 2024-25
1.	Identification and enrolment	84227 number of CwSN enrolled in Govt. & Govt. Aided Schools. Elementary-62924, Secondary & H.Secondary-21303.
2.	Distribution of aids and appliances	Medical assessment camps have been organized at block level and aids & appliances have been distributed to 7279 CwSN.



3.	Orientation training of parents	Parents & guardians of CwSN have been provided one day orientation on IE at block level.
4.	Braille Books	1791 sets of Braille books have been distributed to the Blind students.
5.	Large Print Books	3971 sets of Large Print books have been distributed to the Low Vision students.
6.	Escort allowance	14357 CwSN provided with Escort Allowance @ Rs.6000/- for 10 months. (Elementary & Secondary)
7.	Transport allowance	24275 CwSN provided with Transport Allowance @ Rs.3000/- for 10 months. (Elementary & Secondary)
8	Stipend for Girls CWSN	19780 CwSN Girls provided with Stipend @ Rs.2000/- for 10 months. (Elementary & Secondary)
9.	Reader allowance	1080 Visually Impaired CwSN provided with Reader Allowance @ Rs.6000/- for 10 months. (Elementary & Secondary)
10.	Therapy Services	CwSN provided with physiotherapy, occupational therapy, speech therapy & Braille training at block and district level Resource Centres.
11.	Distribution of Low Vision device & TLM Kit	65 CwSN provided with Low vision device & ICT devices in convergence with Sightsavers India
12.	Sports Meet	Sports Meet for the CwSN conducted at 314 blocks in 30 districts.
13.	Inclusive Education Volunteers	1094 IE Volunteers working at Gram Panchayat level to provide support services to CwSN through State Govt. budget.

14	Block Resource Person for CwSN	632 number of Block Resource Person working at block level to provide resource support to CwSN.
15	Environment building programme	International day for the persons with disability organized at block/district level.

Activities conducted for Children with Special Needs under Samagra Shiksha 2024-25.

Medical Assessment camp

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



(Low Vision Assessment Camp)



(Medical assessment camp)

Provision of aids & appliances for CwSN

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



(Distribution of aids & appliances)



(Distribution of aids & appliances)

Speech therapy programme

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



(Speech therapy)



(Speech therapy)

Physiotherapy and occupational therapy programme

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



(Physiotherapy)



(Physiotherapy)

Orientation programme for Parents, Guardian

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



(Orientation programme for parents)



(Orientation programme for parents)

Training programme for Block Resource Person (CwSN)

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



(Training programme for BRP (CwSN))

Provision of Braille books & Large Print books

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



(Distribution of large print books)



(Distribution of Braille books)

Distribution of TLM Kits for Intellectual Disability students

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



(Distribution of TLM Kits by NIEPID)



(Distribution of TLM Kits by NIEPID)

Sports Meet & Exposure visit programme

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



Braille & Mobility training for the Blind students

Braille & Mobility training programme are being conducted for the Blind students along with their parents at district/block level.

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

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



(Distribution of ICT and low vision devices) (Distribution of ICT and low vision devices)

Provision of Escort Allowance for severe CwSN

Escort allowance @ Rs.6000/- for 10 months have been paid to the severe CwSN of Locomotor, Visually Impaired, Intellectual Disability, Multiple Disability, Autism Spectrum Disorder category having 75% or more disability reading in Govt. and Govt. aided schools from class I to XII. The funds transferred to the bank accounts of the students/parents through DBT mode.

Provision of Transport Allowance for CwSN

Transport allowance @ Rs.3000/- for 10 months have been paid to all categories of CwSN having 40-100% disability reading in Govt. and Govt. aided schools from class I

to XII. The funds transferred to the bank accounts of the students/parents through DBT mode.

Provision of Reader Allowance for CwSN

Reader allowance @ Rs.6000/- for 10 months have been paid to Visually Impaired CwSN having 75% or more disability reading in Govt. and Govt. aided schools from class I to XII. The funds transferred to the bank accounts of the students/parents through DBT mode.

Stipend for CwSN Girls

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

Provision of Reader Allowance for Visually Impaired students

Reader allowance @ Rs.6000/- for 10 months have been paid to the Visually Impaired students having 75% or more disability reading in Govt. and Govt. aided schools from class I to XII.

Environment Building Programme at block level

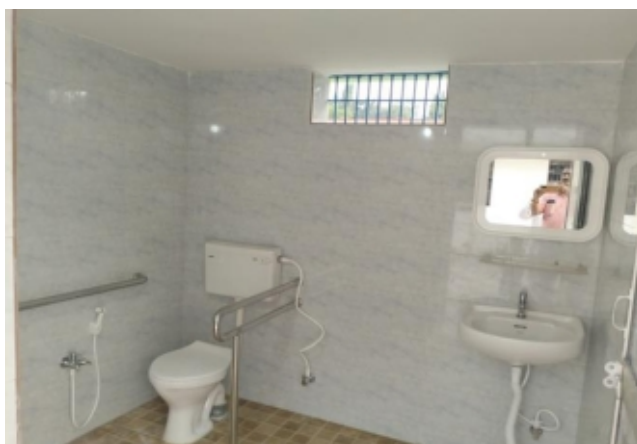
During 2024-25, observation of International Day for the Persons with Disabilities has been conducted at district/ block level from the funds available under Environment Building Programme.



(Observation international day of the disabled) (Rally on the occasion of disabled day)

Functioning of Resource Centers for CwSN at the block/district level

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



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

Provisions/relaxations for CwSN by BSE & CHSE, Odisha

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

SUNETRA- Vision Screening & Spectacle distribution Programme for School Students

Vision screening camps are conducted at block level and need based power spectacles are distributed to identified school students from class I to X under SUNETRA, a joint convergence programme of Health & School & Mass Education Deptt. Selected students having vision problem identified by the teachers through preliminary screening at school level referred to the block level vision screening camp. The block level camps are organized by Medical Officer of PHC/CHC in convergence with BEOs. Ophthalmic technical teams of DBCS conduct eye screening and measurement of spectacle of students. Required numbers of spectacles supplied by the vendor selected by OSMCL to the CDMO/PHC level and PHC handover the spectacles to the BEOs for distribution to school students.



Classroom participation of Children with Special Needs

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



(CWSN participate in drawing with leg)
Participation of CWSN in different activities

(Paintings prepared by CWSN)

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



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

Provision of Resource Support to CwSN by Block Resource Person & IE Volunteers

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



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



7. QUALITY & INNOVATION

Major Goals

- Improving learning levels of students at all levels
- Providing Learning Enhancement/Enrichment Programme (LEP) to close the gap in achievement of learning outcomes
- Assessing learning levels at National & State level to assess the gap in achievement of learning outcomes
- Creating Holistic Report card (HPC) to reflect the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains
- Ensure a conducive learning environment replete with basic minimum equipment required for the holistic development of all learners through the provision of Composite school Grant, so that students and teachers are comfortable and inspired to teach and learn in their schools

I. Status of Implementation of Quality Initiatives:

Vidya Pravesh

- Accessibility to equitable quality education at foundational stage of a child is fundamental. It helps in developing foundational competencies related to health, well-being, language literacy, mathematical thinking and environmental awareness within a child. Therefore, the National Education Policy (NEP 2020) emphasises developing the relevant concepts and attaining requisite competencies to facilitate optimal learning when children start schooling. Vidya Pravesh is an interim measure to bridge the gap in the preparedness of children for school. Children, who begin their education in primary schools with such strong foundational competencies, grasp more advanced competencies faster. Hence, this beginning must be smooth and comfortable in Grade I leading to better adjustment with the school education system and the process of learning.
- Vidya Pravesh module has been introduced in 44945 no of Schools and 511152 no of students of Grade 1 of all Govt. Schools are covered under it.

Academic Calander

Academic Calendar has been prepared and soft copy of the calendar has been circulated to all Govt schools both for elementary and secondary sections.

Main features of the Academic Calendar are as follows:

- School Working days
- Time line of Assessment
- School Working Hours
- Instructional Hour for Teachers

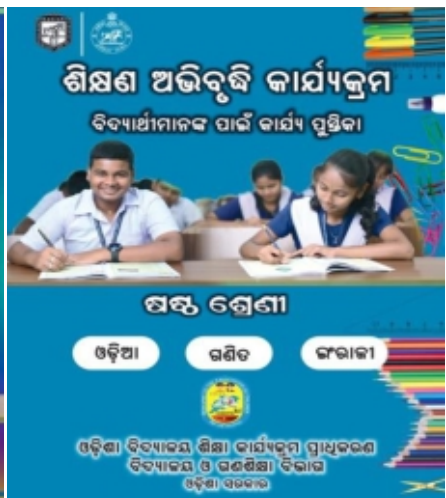
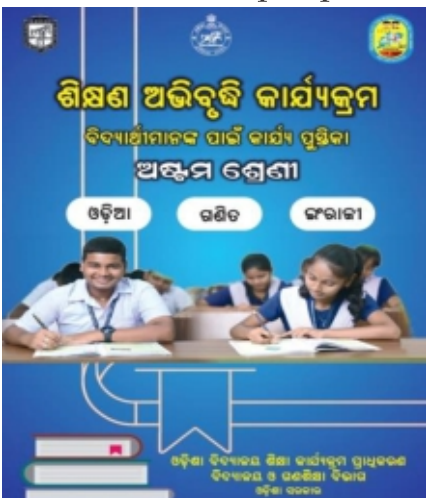
Holiday Homework

- To ensure continuous learning during the early closure of schools caused by extreme heatwave conditions, the Government of Odisha implemented a unique *Holiday Home Work Programme* for students of Classes I-VIII. The programme commenced on **01.5.2024** and continued till **opening of School after vacation during 2024**.
- For smooth execution, the Department of School & Mass Education prepared a detailed Standard Operating Procedure (SOP), which was circulated to all districts for effective implementation.



LEP Workbook For Class-VI, VII & VIII

LEP Workbook have been provided to students of Class-VI to VIII of all Govt. schools under S&ME and SSD Departing. One single workbook for three subject i.e. Odia, English, Mathematics have been developed. These worksheet are based on Learning Outcomes of concerned subjects and class and it has been reflected on the top of the worksheets. Sample questions are given in the middle and end of the worksheets.





Holistic Progress Card for Class (I-VIII)

Holistic Progress Card (HPC) has been provided to all students of elementary grade (Class-I VIII) developed by TE&SCERT, Odisha. These cards has been prepared for three stages i.e. Foundational Stage (Class-I & II), Preparatory Stage (Class-III, IV & V) and Middle Stage (Class-VI, VII & VIII).



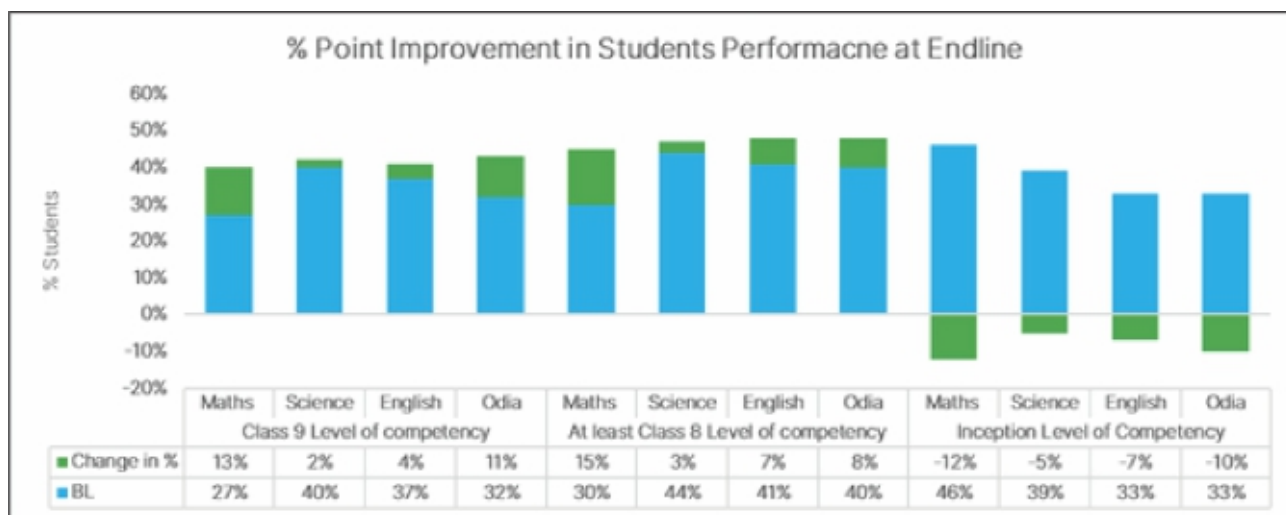
Learning Enhancement Programme (LEP)

LEP-Utkarsh: The Learning Enhancement Programme – *Utkarsh* is a 200-hour targeted instructional programme for Class 9 students, designed to bridge learning gaps in core subjects—Odia, English, Mathematics, and Science. It focuses on foundational and prerequisite competencies aligned to the Class 9 syllabus and is delivered through dedicated periods that supplement regular teaching. In AY 2024–25, Utkarsh was implemented in 5,261 DSME and SSD high schools, beginning with DRG-level training on 2–6 August 2024. Instruction commenced with the Foundation Phase (4 July–31 August 2024), followed by the Supported Learning Phase (1 September 2024–31 January 2025), during which teachers provided targeted instructional support to strengthen students’ foundational skills in Odia, Science, Mathematics, and English. Student Handbooks of 3,73,350 and Teacher Handbooks of 10,522 were printed in each subject and delivered to school points.



To address learning gaps in government-aided schools, a pilot programme in selected high schools in Puri and Jagatsinghpur districts received 30 hours of blended supplementary support through the Palooza platform, along with Utkarsh worksheets, to further enhance student learning.

Programme impact: To measure programme outcome, annual census-based baseline assessment with 3.65 lakh students across four subjects was conducted on 20–21 August 2024, and an endline assessment with the same cohort took place on 17–18 February 2025. Also a third-party assessment was conducted to strengthen programme outcome and identify key areas of learning gaps by CGI. The third party assessment conceded-the intervention led to significant student performance gains, with a large effect in Language (0.63) and a medium effect in Math (0.46). In Math, the 17-point scale score growth was 54% higher than the historical average of 11 points on the CGI scale. Based on Utkarsh 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 (circled in red)



Study tour by Tamilnadu State Planning Commission: A four-member team led by Prof. Srinivasan, Full-time Member of the State Planning Commission, visited Odisha on 2-3 December 2024 to study the pedagogical and instructional approach of LEP-Utkarsh. A two-day boot camp and field exposure was organised by OSEPA, with technical implementation support from the programme's partner, People For Action, to facilitate a deeper understanding of the initiative. The team observed best practices from LEP-Utkarsh, with a view to adapting its targeted instructional strategies for selected tribal blocks in Tamil Nadu.



Utkarsh + (2024-2025)

To improve Class 10 Board examination outcomes, OSEPA, the Board of Secondary Education (BSE), and the Directorate of Secondary Education launched an 80-hour self-learning programme in November 2024 via the DIKSHA platform. The course covers prerequisite and class-level competencies in Mathematics, Physical Science, Life Science, Odia, and English, and is linked to chapter-wise QR codes for easy access. Each subject comprises eight units, 50 multiple-choice questions, and a mock test to strengthen examination readiness. Following orientation sessions for district and block officials, as well as head teachers, students were encouraged to enrol on the

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



Continuous Learning Process – DIKSHA

Digital Infrastructure for Knowledge Sharing - One Nation one Platform

- **About DIKSHA:** DIKSHA (Digital Infrastructure for Knowledge Sharing) is a flagship initiative of the **National Council of Educational Research and Training (NCERT)** under the **Ministry of Education, Government of India**.
- **Platform Accessibility:** Available as both a **web portal** and **mobile application**, DIKSHA offers **interactive and engaging learning materials** for students and teachers across the country.
- **Focus on Teacher Development:** Recognizing the importance of **Continuous Professional Development (CPD)** for teachers, DIKSHA acts as a powerful platform to facilitate large-scale **teacher training programs** and disseminate educational content efficiently.
- **Technical Capabilities:** DIKSHA supports the **creation, hosting, and sharing** of a wide range of digital educational content. It functions as a **centralized repository**, bringing together resources contributed by educators and institutions nationwide.
- **Course Creation Framework:** The platform provides a **user-friendly online framework** for:
 - Uploading digital content
 - Designing assessments
 - Structuring tables of content
 - Integrating diverse resources into cohesive courses
 - Tracking and analysing course consumption and learner engagement



- At the moment there are more than **36** Teacher courses hosted on DIKSHA in Odisha which have been consumed by more than **43.12** Lac teachers and generating more than **19.70+ Cr.** content plays and **91,95,974 Hrs time Spent.**

This report includes course consumption details from 1st April 2020

Last updated on : 12-August-2025

Total Plays
19,69,79,907

Total Time Spent (Hrs)
19,95,974

Vision & Mission

- The effective use of technology to empower teachers plays a crucial role in improving the quality of education, thereby enabling students to achieve better learning outcomes.

Key Educational Resources Available

1. Teacher & Leadership Training

- Capacity building for educators and school leaders
- Professional development programs

2. Lesson Plans & Teaching Tools

- Ready-to-use structured lesson plans
- Classroom aids and instructional materials

3. Explanatory Content

- Conceptual videos, presentations, and digital modules
- Subject-wise and grade-specific content

4. Practice & Homework Resources

- Worksheets and practice exercises
- Take-home assignments to reinforce learning

5. Question Banks & Exam Preparation

- Curated question sets for revision
- Model papers and preparatory material for exams

6. Assessments

- Formative and summative assessment tools
- Automated feedback and performance tracking

7. Quizzes

- Interactive quizzes for self-assessment



- Engaging formats to test conceptual understanding



One DIKSHA, multiple Central and State programmes

Objective



Knowledge

- The objective is to improve teachers' access to high-quality teaching-learning materials and resources that promote a learning-centred pedagogical approach.



Motivation

- The goal is to encourage and empower teachers to develop and curate digital content that is contextual, relevant, and aligned with learners' needs, thereby improving student engagement and learning outcomes.

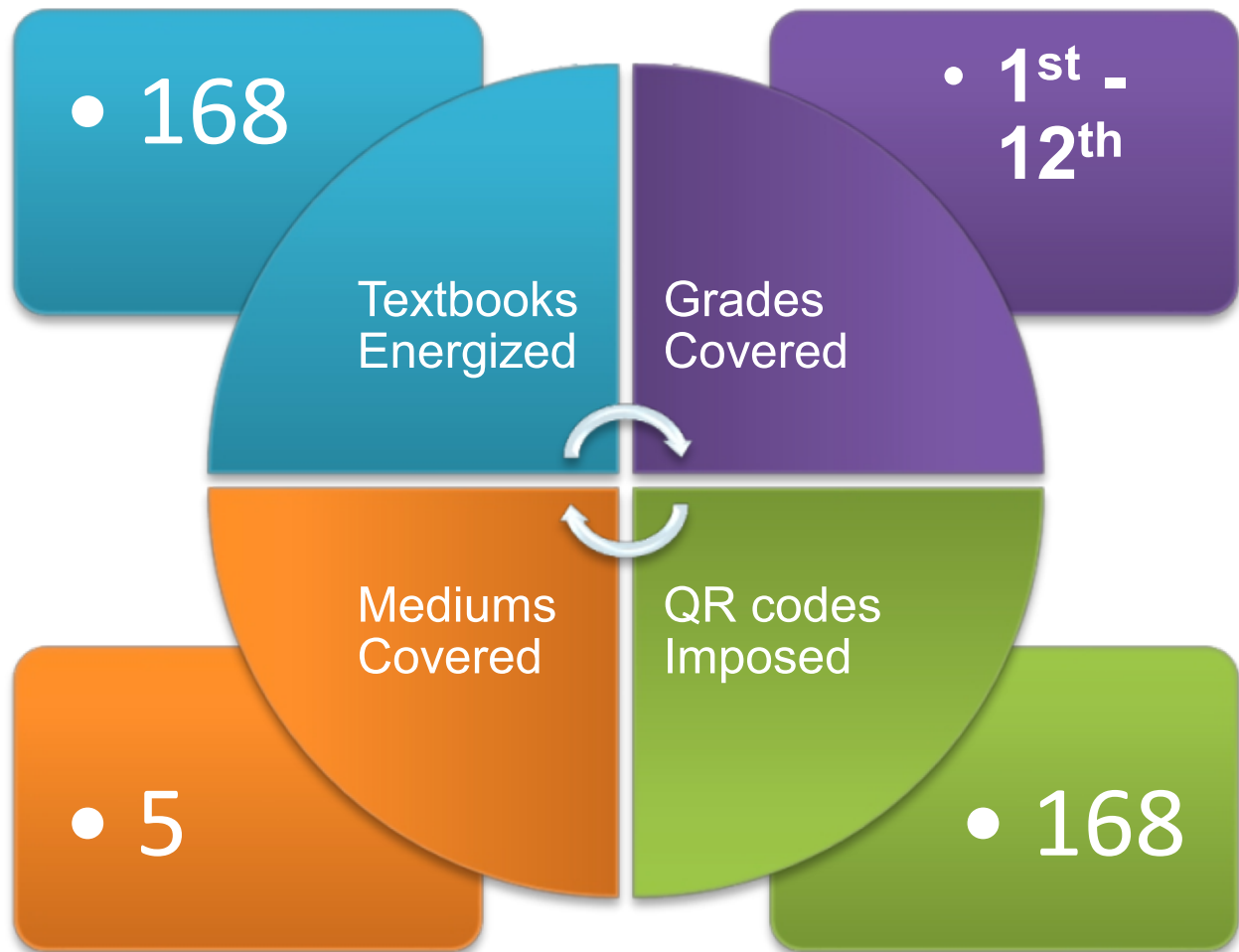


Peer learning & Collaboration

- The objective is to establish online discussion forums that facilitate communication and collaboration among teachers, students, and parents, thereby creating a supportive and positive learning environment for children.

Status of Energised Textbooks and eContent uploaded

- No of languages in which e-content are available-05 (Odia, English, Hindi, Sanskrit & Urdu)
- Number of prescribed Textbooks from Grade I-XII-186
- Number of textbooks energized with QR codes- 168



- 21.78 Crore + Total successful QR Scans Till date
- 450+ eContents available to be mapped with respective chapters.
- 12690 eContents already uploaded in DIKSHA

Digital Contents (eContents) received from :

- Directorate of TE & SCERT (*Contents on Classroom Transaction to be telecasted on PM eVidya channels*)
- Directorate of HSE (*Contents on Classroom Transaction to be telecasted on PM eVidya channels*)
- Girls Education Intervention (*BARNALI contents*)
- Akshara Foundation
- People For Action (*UTKARSH+*)

Some e-Contents (Digital Contents) available in DIKSHA

ସରଳ ସହସମୀକରଣ

(3) ରୁ ଆମେ ପାଇବା ଯେ

$$\frac{x}{h_1c_2 - h_2c_1} = \frac{y}{c_1a_2 - c_2a_1} = \frac{1}{a_1h_2 - a_2h_1} \text{---(4)}$$

(ii) ଏହାକୁ ନିମ୍ନରୂପେ ପାଇଁ ଅବକଳନ କରାଯାଇଥିବା ପଦ୍ଧତି ଦେଖନ୍ତୁ ।

$$\frac{x}{\begin{pmatrix} h_1 & c_1 \\ h_2 & c_2 \end{pmatrix}} = \frac{y}{\begin{pmatrix} c_1 & a_1 \\ c_2 & a_2 \end{pmatrix}} = \frac{1}{\begin{pmatrix} a_1 & h_1 \\ a_2 & h_2 \end{pmatrix}}$$

ସରଳ ସହସମୀକରଣ Linear simultaneous Equation

ଉପସ୍ଥାପନା (Introduction)

ଯେକିଏ ଅଜ୍ଞାତ ରାଶି ଦ୍ୱିତୀୟ ଏବଂ ତତ୍ତ୍ୱ ସମୀକରଣର ସାଧାରଣ ରୂପ (General form) ହେଉଛି

$$ax+by=0 \quad (a \neq 0)$$

ସମୀକରଣର ଯେକିଏ ସାଧାରଣ ଅର୍ଥାତ୍ ଯେକିଏ ମୂଳ ବା ମୂଳ (root) ଅଟେ !

ତେଣୁ ସମୀକରଣରୁ ପାଇବା $x = \frac{-b}{a}$ ।

ଦର୍ଶନର ଦୃଷ୍ଟିରେ ଯଦି x ଓ y ଦ୍ୱିତୀୟ ଯେକିଏ ସମୀକରଣର ସାଧାରଣ ରୂପ ଦିଆଯାଇ ଅବକଳନ କରାଯାଏ ।

Tense Revisited, Part - 1 || English || Class - X

Watch Later Share

EDUSAT ORSAC ODISHA

9:42 / 42:15

YouTube

ଭୂଗୋଳ - ୧୦

(ଅବଶ୍ୟକ ସମ୍ବଳ)

49:02 1x

ଅବଶ୍ୟକ ସମ୍ବଳ

49:02 1x

8. NIPUN ODISHA

The NIPUN Odisha Mission was formally launched by the Hon'ble Chief Minister on 5th September 2024 to ensure that every child from Grade 1 to Grade 3 attains robust Foundational Literacy and Numeracy (FLN) skills.

The academic year 2024-25 marks a landmark phase for the state's educational landscape with pivotal reforms, policy alignment, and extensive outreach initiatives.



Key Highlights and Achievements:

- **Learning Resources:** Distributed workbooks and textbooks for students enrolled in Grades 1 to Grade 3 for achievement of literacy and numeracy_outcomes. 931,173 students (Grade 1 and Grade 2) received the learning materials.
- **Learning Environment:** 2089 FLN compliant schools across the State were developed during the years. Developed print-rich, student-friendly FLN classrooms in all Government Primary Schools to promote an engaging and stimulating learning atmosphere. 44,897 schools now have libraries with FLN grade books, fostering reading and learning culture from early grades.
- **Teacher Capacity Building:** Nine Monthly Cluster's Meetings were conducted along with 3 days of intensive face to face training on effective use of teaching-learning materials and innovative classroom strategies to improve learning outcomes. 85046 teachers benefited from this initiative.
- **Community Engagement:** Organised statewide awareness campaigns and *NIPUN Melas* to involve parents, local leaders, and the community in supporting FLN goals.



- **Assessment Framework:** State-specific survey system used for benchmarking learning, utilising both digital (mobile/tablet) and pen-paper activity-based/observation modalities
- **Progress Tracking:** Quarterly and annual assessments implemented in all 44,897 schools. The Shikhyan Sopan register is used universally to record student achievements and competencies.

NIPUN Odisha Implementation

Across districts, key interventions have been rolled out to strengthen classroom learning and community participation. The focus has been on:

- Improved classroom practices through activity-based learning and use of Teaching Learning Materials (TLMs).
- Regular student assessments to track progress and identify learning gaps.
- Teacher capacity enhancement via trainings, mentoring, and continuous professional support.
- Child-friendly classrooms that encourage joyful and inclusive learning.
- Community and parental engagement to strengthen home-school linkages.
- Multilingual foundation to promote early literacy in local contexts.



38 DPMU meetings, 104 District Review Meetings were held across 30 districts during academic year 2024-25.

A. Joyful & Age-appropriate, print-rich classrooms, Grade I to Grade 3 as per FLN standards

Schools have successfully implemented key initiatives to strengthen foundational learning environments by:

- Establishing **age-appropriate, print-rich classrooms**, creating engaging and stimulating spaces for children's learning.
- Providing **quality Teaching-Learning Materials (TLMs)** that have actively supported the development of foundational literacy and numeracy.
- Improving infrastructure to meet PGI standards, creating a stronger foundation for effective teaching and learning.





These measures have significantly enhanced the quality of early learning experiences for children across the state.

B. Teacher Capacity Building: Training and Mentoring

Teacher Engagement and Classroom Practices

Regular **monthly cluster-level meetings** were conducted across districts to strengthen teacher collaboration and professional growth. In addition, **peer learning groups** were formed within campuses, creating platforms for continuous professional development. This approach has been particularly effective in **Koraput and Malkangiri**, as highlighted in the PGI Report.

To further enhance teaching quality, a **student learning outcome-focused classroom observation tool** was introduced and applied to assess classroom practices, ensuring greater alignment between pedagogy and learning outcomes.

The NIPUN Odisha Mission has made transformative strides in ensuring foundational literacy and numeracy by expanding access, improving teacher capacity, innovating learning materials, and engaging communities and parents.



C. Assessment & Monitoring

To strengthen the tracking of student learning outcomes, the Assessment Register (Sikhyan Sopana) has been provided to all schools for monthly monitoring. Districts have adopted innovative approaches to enhance monitoring and governance mechanisms:



D. Community Engagement through NIPUN Mela:

NIPUN Mela was organized across State, which was a vibrant celebration of learning – where schools, teachers, students, and communities come together to showcase innovations, share best practices, and strengthen the collective vision for FLN excellence.

All Government Schools in the State showcased Innovations and Best Practice at Cluster level, Block Level and District level, providing visibility and recognition for effective strategies. Schools were recognised and encouraged that are excelling in FLN efforts, fostering a culture of excellence and continuous improvement. Students were engaged in FLN activities related to Development Goal 1: Health and Wellbeing, Development Goal 2: Effective Communicator, and Development Goal 3: Involved Learner

These NIPUN Melas facilitated the exchange of FLN practices among schools for cross-learning. It also helped schools to create awareness and strengthen community support for children's learning at home.









Training on Prastuti Module for teachers of Sishu vatika

9. RESEARCH, EVALUATION & ASSESSMENT

The RAA is a convergent framework across School Education and Higher Education to motivate children of the age group 6-18 years in learning Science, Mathematics and Technology by observation, experimentation, inference drawing, model building, etc. through inside as well as outside classroom activities and processes. It seeks to create curiosity, excitement and spirit of innovation exploration amongst school children by encouraging higher education institutions to become Mentoring Institutions and assist secondary and elementary schools in the study of Science and Mathematics.

Major interventions under RAA provided under Integrated scheme for School Education – Samagra Shiksha, include conduct of Science Exhibition, Quiz Competition, exposure/study visits for students to Higher Education institutions, strengthening of School Science and Mathematics laboratories. The major activities conducted under Rashtriya Aviskar Abhiyan (RAA), 2024-25 are as follows.

1. Quiz Competition

Quiz Competition has been completed in all the 316 blocks/URCCs of 30 districts of the state fund @ Rs. 50,000/- per block was provisioned against 316 blocks/URCs during 2024-25 and necessary guideline was communicated to all districts/blocks towards conduct of Quiz Competition at block level (elementary and secondary) as per AWP & B approval 2024-25.



2. Science Exhibition

Science Exhibition has been completed in all the blocks of the state for the year 2024-25. Fund @ Rs. 20,000/- per block was provisioned per block for conduct of science exhibition at block level (Elementary and Secondary) and necessary guideline was communicated to all blocks/districts for conducting the activity at block level as per AWP & B approval 2024-25.



ବୁଦ୍ଧସ୍ତରୀୟ ବିଜ୍ଞାନମେଳା

ତୁମ୍ଭଦିବସ, ୧୪ ୯୧ : କୋଟାଟ୍ଟ ଗ୍ରାମରେ ଯାଉଥିବା ବେଳେ କଟମାଢ଼ ସାମ୍ବଦ ପୁରୀରୁ ଲୁମାର ପାଣିଗ୍ରାହୀ ତୁମ୍ଭଦିବସ ସରକାରୀ ଇଡ଼ ବିଦ୍ୟାଳୟ ପରିସରରେ ଆୟୋଜିତ ହୋଇଯାଇଛି ବୁଲ୍‌ବୁଲ୍‌ର ବିଜ୍ଞାନ ମେଳାରେ ପଞ୍ଚୁ ପୁରୁଷ ବୁଲି ଦେଖୁଥିଲେ । ମେଳାକୁ ତୁମ୍ଭଦିବସ ବୁଲି ଆସିବା ବାସନ୍ତି ମାଝା ଉପସାହନ କରିଥିଲେ । ସମ୍ପାଦନ ଅତିଥି ଜିଲ୍ଲା ପରିଷଦ ସଭ୍ୟ ନବୀନ ପାତ୍ର, ତୁମ୍ଭଦିବସ ସରପଞ୍ଚ ପ୍ରିୟଙ୍କା ପଟ୍ଟା ଉପସ୍ଥିତ ଥିଲେ । ବିଜ୍ଞାନ ବିଦ୍ୟାଳୟର ଲୁଗି ଦେଶାନନ୍ଦଙ୍କ ମେଟ ୬୭ ପୁରୁଷ ପ୍ରଦର୍ଶନ ହୋଇଥିଲା । ବିଜ୍ଞାନ ପଢ଼ାଯାଇ, ସାହିନୀ ଦେବ, ଶିଶୁ ମଝିଆସେଇ, ଏଲିଆସ ବଡ଼ସେଇ, ଆଶା ମନାୟା, ଚିତ୍ରସନ ନୟା, ପ୍ରିୟା ମାଝାଙ୍କ ପୁରୁଷ ଜିଲ୍ଲାସ୍ତରକୁ ମନନୀୟ ହୋଇଥିଲା । ବିବାହର ଉନ୍ନତ ଇନ୍ଦ୍ରୀୟ ସରକାରୀ ନୋଟାଲ ଇଡ଼ ବିଦ୍ୟାଳୟ ବିଜ୍ଞାନ ଶିକ୍ଷକ ସମ୍ରାଟ ଲୁମାର ଦେହେଲା ଓ କୋପିପିଲି ଉନ୍ନତ ଇଡ଼ ବିଦ୍ୟାଳୟ ବିଜ୍ଞାନ ଶିକ୍ଷକ ସମ୍ରାଟ ପଢ଼ାଯାଇ ରହିଥିଲେ । ଉପସାହନ ସଭାରେ ମୁଖ୍ୟ ଅତିଥି ତୁମ୍ଭଦିବସ ବିଜ୍ଞାନ ବିଦ୍ୟାଳୟର ଉପସାହନ, ସମ୍ପାଦନ ଅତିଥି ବାଲିଗୁଡ଼ା ଓଡ଼ିଶା ଆନ୍ଧ୍ର ବିଦ୍ୟାଳୟର ଆଶା ଉପସାହନ, ତୁମ୍ଭଦିବସ ଗୋଷ୍ଠୀ ସାହାଯ୍ୟକେତୁ ଡ଼ା. ଦେବୀ ଉପସାହନ, ଏକିଡ଼ ଉନ୍ନତ ଉପସାହନ, ବିବାହବିଧି ନୟନ ପାଣିଗ୍ରାହୀ, ପ୍ରଧାନ ଶିକ୍ଷକ ଶ୍ରୀମତୀ ବନିୟା ବି ପ୍ରମୁଖ ପ୍ରାୟନ ଥିଲେ । ତୁମ୍ଭଦିବସ ବିଜ୍ଞାନ ପରିଷଦ ଉପସାହନ ଉପସାହନରେ ଆୟୋଜିତ ମେଳାକୁ ବାସନ୍ତି ବାସନ୍ତି ପରିଷଦନା କରିଥିଲେ ।



ବିଜ୍ଞାନମେଳାରେ ୧୨୬ ପ୍ରକଳ୍ପ ପ୍ରଦର୍ଶିତ

ଜୁରିଆ, ସମାପ୍ତ (ନି.ପ୍ର): ଜୁରିଆ ବୁକ୍ ବଡ଼ମୁଣ୍ଡାଲୋଇ ଆଦିବାସୀ ଜଲ୍ୟାଣ ବିଭାଗ ଦ୍ଵାରା ପରିଚାଳିତ ଜଳ ବିକାଶରେ ବୃକ୍ଷରାୟ ବାଲୁ ବିଜ୍ଞାନିକ



ପ୍ରବର୍ତ୍ତନ ଓ ବିଜ୍ଞାନମେଳା ଅନୁଷ୍ଠିତ ହେଇଯାଇଛି । ବୃଦ୍ଧିଶ୍ରୀ ଗୋଷ୍ଠୀ ଅଧ୍ୟକ୍ଷତାରେ ଗାନ୍ଧୀ ପ୍ରଧାନଙ୍କ ସଭାପତିତ୍ବରେ ଆୟୋଜିତ ଗସ୍ତରେ ଅତିରିକ୍ତ ଜିଲା ମନ୍ତ୍ରୀ ଅଧ୍ୟକ୍ଷତା କରିବା ନାହିଁ । ଗୁମ୍ଫାଅମ୍ବିଲ୍ ରାଜ୍ୟ ଯୋଗ ଦେଇଥିଲେ । ବିଦ୍ୟାବନ୍ଧୁ ପ୍ରଧାନ ଅଧ୍ୟକ୍ଷ ପ୍ରକାଶଧର ବନବର, ବିଦ୍ୟାବନ୍ଧୁ ପରିଡ଼ାବଳା ସମିତି ସଭାପତି ପ୍ରତାପଚନ୍ଦ୍ର ଦାମା, ଅକ୍ଷୟବିହାରୀ ଶାନ୍ତୋଦୟ ଠାଟେଲ, ବୃଦ୍ଧିଶ୍ରୀ ବୃନ୍ଦର ସହକାରୀ ଗୋଷ୍ଠୀ ଅଧ୍ୟକ୍ଷତା ଗୌରାବ୍ଧ ହୁଏନ, ଲକ୍ଷ୍ମଣ ଦେବୁରା, ପ୍ରମୋଦ ନାଏକ, ବୁ, ଜନନିକିଶୀ ସରସ୍ବତୀ ପତିବି ବିଦ୍ୟାନ, ଅକ୍ଷୟ ବିଶେଷ ଠାଟେଲ ପ୍ରମୁଖ ସମ୍ମାନ ଅର୍ଜିତ ହେଲେ । ଏହି ବିଜ୍ଞାନମେଳାରେ ୧୨୭ଟି ପ୍ରକଳ୍ପ ପ୍ରଦର୍ଶିତ ହେଇଥିଲା । ପ୍ରକଳ୍ପ ସୃଜିତର ମୂଲ୍ୟାୟନ ପରେ ୪୪ଜଣ ବୃତ୍ତୀ ହାତୁଡ଼ାହାତୁଡ଼ ପ୍ରାପ୍ତ କରାଯାଇଥିଲା ।

3. Exposure Visit within state (Elementary Level)

Excursion trip for students within state has been completed at Elementary Level. Around 85478 students participated in the programme. Fund @ Rs. 1000/- per student was approved in AWP & B 2024-25 for conduct of exposure visit at block level (elementary) and necessary guideline was communicated to all blocks/districts for conducting the activity.

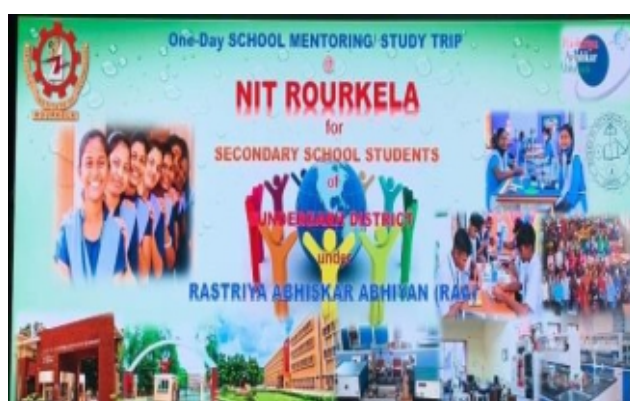


4. Exposure Visit Outside State (Secondary Level)

The exposure visit of 90 students and 15 guide teachers to outside state has been conducted in the month of Feb. 2025. The expenditure for the Exposure visit to outside state is 100%.

5. Study Tour to Higher Institutions

AWP & B, 2024-25 approved study tour to higher institutions at secondary level and has been completed all 30 districts and guideline issued for smooth conduct of the activity involving selected students at secondary level. Under this activity, secondary students visited higher institutions and got first-hand experience and exposure to science lab, Maths lab etc. in the higher educational institutions and interacted with experienced teachers.





6. Maths Club/Science Club 2024-25

Guideline for implementation of activities of Science & Maths Club under Rashtriya Aviskar Abhiyan, 2024-25 has been communicated to all districts, activity suggested under this programme are as below:

Suggestive List of Activities conducted for Elementary Grade 2024-25

- Fun with Math (4 activities from the list)
- Let's do and Learn (4 activities from the list)
- Know our Environment (4 group activities from the list)
- Know our Space
- Learning Festival (mela) at school

List of Suggestive Activities conducted for Secondary Grade 2024-25

- Poster Making
- Working Model
- Seminar
- Quiz
- Learning Festival (mela) at school





7. Exposure Visit Outside State

As per AWP & B approval 2024-25 of exposure visit of Secondary students to outside state have been conducted 3 Zonal Districts such as Sambalpur, Ganjam & Cuttack were given the responsibility to conduct the activity for 90 students @ 30 students per zone.





8. Kala Utsav, 2024-25

District/Zonal level Kala Utsav:

Kala Utsav aims to foster and showcase the artistic talent of the students of Secondary Schools. This annual event provides a platform for students to explore and celebrate arts and cultural diversity at various levels i.e. school, block, district, state and national.

The event is more than just a one-time activity; it initiates a comprehensive process of identifying, exploring, understanding, practicing, evolving and showcasing artistic talent of students. It provides an equal opportunity and favourable environment to nurture and showcase the talents of students in an all-inclusive set up and helps in making learning more expressive, creative and joyful.

The art forms have been grouped in many sub-categories under six broad categories, giving a wide range of choice to the participating teams.

1. Vocal Music
2. Instrumental Music
3. Dance
4. Theatre
5. Visual Arts
6. Traditional Story Telling

All 30 districts have conducted district level Kala Utsav, 2024-25 Around 2005 students participated in the District Level Kala Utsav and all 6 Zonal Districts within the state have also conducted Zonal Level Kala Utsav.

Glimpses of the activity at district and zonal level





State level Kala Utsav:

State Level Kala Utsav, 2024-25 was smoothly conducted during 12.11.24 to 13.11.2024 at Govt Girls HS, Unit -6, Bhubaneswar and 85 participants selected from Zonal level Kala Utsav participated in the event along with their guide teachers and other officials. It was a two days state level programme which was inaugurated by Director, Elementary Education and Director, Secondary Education was the Chief Guest in the closing function.

Glimpses of the activity at state level



Kala Utsav- SAMRIDDHI, 2024-25

The district level Kala Utsav- SAMRIDDHI was conducted in 28 districts (no participant in 2 districts as reported) and participants were selected for state level competition held at Govt HS, IRC Village, Bhubaneswar on 29.1.2025. A total number of 28 participants @ 1 participant from each district participated in the event at state level and Smt. Manisa Mishra, Asst. Teacher from Jagatsinghpur district was selected for National Level Competition organised at NCERT, New Delhi from 6th to 7th Feb. 2025. No fund was approved in AWP & B, 2024-25 for the purpose, however expenditure was made from MMMER budget head of OSEPA





9. Band Competition

Introduction

A School band evokes a feeling of oneness, belonging and a deep sense of pride in school children towards their school and country. The rhythm of a band rouses passion, courage and action in children and adults alike. An All-India National School Band Competition during the Republic Day Celebration, 2025 helps to rejuvenate and rekindle the spirit of constitutional values, patriotism and unity amongst children in schools throughout the country and motivate them on the path of holistic education.

The activities are as follows:

- a. Brass Band Girls
- b. Brass Band Boys
- c. Pipe Band Girls ('Cymbal' should not be included)
- d. Pipe Band Boys ('Cymbal' should not be included)

District and Zonal level Band Competition

All 30 districts have conducted District Level Band Competition, 2024-25 and all 6 Zonal Districts within the state have conducted Zonal Level Band Competition, 2024-25 for selection of band teams for State Level Band Competition.

State Level Band Competition

The state level band competition was conducted on 14.11.2024 at Govt Girls HS, Unit-6, Bhubaneswar. The Director, DHSE, Odisha inaugurated the event and the SPD, OSEPA joined in the closing ceremony of the event in the afternoon. A total of 13 band teams participated in the programme at state level. An amount of funds of 5 lakhs rupees approved in AWP & B 2024-25 has been expended for the purpose.







10. LIBRARY

The word 'library' is rich in tradition, meaning, and usage. The school Library provides information, inculcates ideas, and develops knowledge that is so essential to functioning successfully in today's information and knowledge based society. It is fundamental to school library to equip students with lifelong learning skills and develop in them creative thinking and imagination, and enabling them to live as ideal and responsible citizens. The library books as resources are the basic tools, which are required for the effective teaching and learning. To bring children and books together successfully, children have to experience the pleasure of reading and there is a need for promoting reading. For this purpose provision of Library Grant has been made for government schools so as to inculcate reading habit among students of all ages and to strengthen school libraries, including purchase of books. Under the Samagra Shiksha, provision of Library Grant has been made for government schools so as to inculcate reading habit among students of all ages and to strengthen school libraries, including purchase of books. The provisions under the scheme for books and libraries in Government schools is as per the unit cost detailed @ Rs. 5,000/- for primary school (Class I-V), @ Rs. 13,000/- for upper primary schools (Class VI- VIII), @ Rs. 15,000/- for secondary schools (Class IX-X) and @ Rs. 20,000/- for composite Senior Secondary school (Class XI to XII).

Progress 2024-25:

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

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

Library Activities undertaken:

- To improve writing skills, creativity, students were encouraged to write one story they have read earlier or recreate similar kind and tell in story telling session.
- Procurement of Library Books from 04 Govt. and 183 Regional Publishers completed successfully for 48642 Schools during the year 2024-25.



- A total of 58,71,675 number of books related to 670 number of Titles are being distributed to all schools during the year 2024-25 under Library Grant.
- Quaterly Childrens : Magazine- “Shishu Lekha” provided to all primary and upper primary schools in collaboration with Odia Bhasa Pratishthan (OBP), Govt. of Odisha.
- Reading corners in the classrooms developed on the norms suggested in the MoE guidelines.
- Reading clubs were created to promote the habit of reading. Under readers club one day in a month there is a reading day in which different reading activities are being carried out.
- 02 numbers of periods are allocated per week for library activities in the school.
- Use of break periods in reading library books undertaken.
- Functionality of e-Library is being ensured in 6130 High Schools.
- To ensure physical Libraries with access to Digital Library, one Library Module (Digital) has been developed under Unified Automation System (UAS) of School & Mass Education Department, Govt. of Odisha.
- The digital module has been finalised and training completed for the School Headmasters of Bhubaneswar Municipal Corporation as well as Headmasters of Schools of 02 Clusters of Malkangiri District as a part of Pilot project roll out.
- The module has been implemented in Capital High School of Bhubaneswar & test checking is going on.
- The conversion of physical Library to Digital Library through UAS will be extended to all Schools of the State shortly.

Monitoring Mechanism :

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



Library Book Reading Activities – At a Glance







Modalities of implementation and justification:

- Age/Grade Appropriate Library books will be centrally procured from Govt. Publishing Houses & local publishers following the library guideline communicated by MoE from time to time and supplied to school point(class I- XII) through district functionaries. Initiation of functional e-library in Secondary Schools. Under e-library system digital reading/learning material such as story books, visuals, videos & audios etc. may be stored in the computers of library. Carrying out of various library activities(as detailed in the guideline) both at Primary & Secondary level and augmenting in teaching-learning process. Ensuring effective utilisation of library books through school monitoring app and physical monitoring by state & district functionaries.
- **Book Selection Procedure:** The major thrust of this programme is on selecting age/grade appropriate library books. This is a very critical and sensitive aspect of the programme. In pursuance of the MoE guidelines, the Book Selection Committee has been constituted with Principal Secretary as the chairman. The selection committee at the state level draws out a Master list of 700 -800 good books available. Centralized selection of books helps in maintaining the uniformity of collection throughout the state. The School category wise library books have been selected by the state level committee as per the guidelines issued by MoE, Govt of India and parameters detailed in NEP. After that, orders are



placed for procurement of books centrally and delivered to District Headquarters.

- **Distribution to school point:** Library Book distribution will be done with the help of district functionaries at different levels. Stock entry and physical verification of Library books shall be done at School Point only. However the stock entry shall also be done at District point and at Block point to ensure transparent mechanism of Receipt and Delivery.
- **Usage:** Once the books delivered at school point it is the responsibility of the HM to ensure the physical verification of the books and entry in to the Library Accession register and safe keeping of books in the provided library room in the school for use of students. To promote reading amongst students, schools establish **reading corners** and create a learning rich environment. Various child-friendly components such as poem corners and message boards have been developed. Innovative and low cost ways adopted to display the library books to make them accessible to children readily.

Expected outcomes

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

KEY PERFORMANCE INDICATORS

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



11. SPORTS AND PHYSICAL EDUCATION

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

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

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

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

Under Sports Grant, every Government school will receives sports grant of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools for meeting expenses on procuring sports equipment for indoor & outdoor games.

Major objectives of sports grant in schools:

- To help students to reach fitness goals and maintain a healthy life through physical activity and sports participation of students in school
- Encouraging and developing students physical abilities and providing sufficient opportunities for students to develop individual abilities



- Encouraging the development of team spirit among students by bringing individuals from a variety of social and economic background together in a shared interest
- Developing good attitudes of pride, sportsmanship, and ethical behavior in students
- Developing and maintaining good relationships between students
- Providing value-based sports programs focused on good character.
- Improvement of psychological health in students
- Providing opportunities for the development of valued capabilities and competencies, and developing social networks and community cohesion.

How to improve the sports facilities in schools:

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



Running Competition in A School of Malkangiri

Composite School Grant

- The Composite School Grant is provided on an annual basis for the replacement of non-functional school equipment and for meeting recurring costs such as consumables, play materials, games and sports equipment, laboratory items, electricity charges, internet, water supply, teaching aids, and other essential requirements.
- It also supports the annual maintenance and repair of school infrastructure, including toilets and other facilities, to ensure that school buildings are kept in good condition.
- The grant aims to promote cleanliness and hygiene in schools, thereby strengthening the objectives of the **Swachh Bharat Campaign**.
- Community participation is encouraged, and schools are expected to involve elements of community contribution in the utilization of the grant.
- The allocation of the Composite School Grant is based on enrolment slabs, with different unit costs prescribed for elementary and secondary schools.



Basket Ball Competition in A School of Malkangiri



12. GIRLS EDUCATION

I. Management KGBV:

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

Objective

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

Beneficiaries

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

Modalities

Fund is provisioned in PAB for management of KGBV including conduct of different activities. Keeping in view the PAB approval, specific guideline is prepared at the state level and communicated to all districts having KGBV for implementation of activities (both recurring and non-recurring). Further, fund is provisioned out of PAB approval against each KGBV for timely conduct of activities and ensuring expenditure of allocated funds. The SMC plays a vital role in management of KGBV and its day to day affairs.

Key Activities

i. Health & Nutrition

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



ii. Academic Activities by the Boarders

- Life Skill Education programme have been organized in all KGBVs
- Annual function observed in KGBV hostels and cultural programme organized where the inmates participated and made the function a grand success.
- Regular evaluation exercise/unit test also conducted for all students of KGBV along with remedial teaching every morning & evening.

iii. Specific Skill Training

- Specific skill training has been provided to KGBV inmates as given below at the cost of Rs.1000/-per inmate.
- Vocational activities like bobai work, phenyl / agarbathi / soap preparation, book / photo binding, computer teaching, type writing, tailoring, preparation of rakhi / greetings / calendars, broom making, Bamboo work, leaf stitching, incense stick etc.
- Life skill activities like karate, song, art, wall painting, clay model, sand art etc.
- Training on Yoga, Marshal art & Self Defense have been provided to the inmate.

iv. Sports & Games

Different activities under various sports & games are conducted at KGBV level for the all-round development of inmates and to motivate the schooling system.





- Different Co-curricular activities / extracurricular activities such as Football match, Boxing, Kabadi, Badminton etc. were organized regularly in the KGBVs and some girls also participated in talent search competition & sports activities organized at Block, District & State level from time to time.
- Self Defense Training was provided to the to the KGBV inmates by the

v. Health & Hygiene

- Weekly health checkup has been organized in each KGBV through the Doctor of nearest PHC and the Health / medicine register also maintained for the purpose.
- Counseling provided to inmates on Adolescent & gender issues, personal hygiene environmental hygiene, environmental hygiene & menstrual Hygiene.
- Free Medicines provided to the sick girls
- Provisioned Sanitary pad for the inmates & orientation provided to them on use of sanitary pad.

vi. Orientation of KGBV employees on fire safety

- The KGBV Employees have been provided orientations on Fire safety.
- The KGBV employees such as Head Cook, Asst. Cook, Hostel warden, School HM etc. participated in the orientation programme.





ଅନ୍ତେବାସିନୀ ଛାତ୍ରୀ ମାନଙ୍କ ଦ୍ୱାରା ପାର୍କର ଶ୍ରୋଦର୍ଯ୍ୟ କରଣ ।

II. Distribution of School Uniform under Samagra Shiksha

Objective

- To enhance student attendance in schools.
- To Improve the retention rate at elementary level
- To increase the GER and NER rate
- To motivate students to attend their schools regularly
- To instil the feeling of belongingness amongst students
- To instil self- confidence among students and to keep them away from the feeling of any kind of inferiority.

Modalities

A detailed guideline along with necessary instruction was shared with all districts regarding distribution of free school uniform under Samagra Shiksha during the session 2023-24 and fund was provisioned against schools for the purpose of distribution of uniform. Mostly, SMC distributed uniform in schools along with other related items such as shoes, socks, t-shirt, track pants etc.

Achievements

4019154 numbers of elementary students reading in class I to VIII have been distributed free school uniform under Samagra Shiksha during the session 2023-24. Two pairs of uniform along with shoes, socks, t-shirt, track pant, cap and I card have been supplied to students under the scheme. Both SS and state fund have been utilised for the purpose.



III. Distribution of School Uniform under GMSMBY

Objective

- To enhance student attendance in schools.
- To Improve the retention rate at elementary level
- To increase the GER and NER rate



- To motivate students to attend their schools regularly
- To instil the feeling of belongingness amongst students
- To instil self- confidence among students and to keep them away from the feeling of any kind of inferiority.

Modalities

A detailed guideline along with necessary instruction was shared with all districts regarding distribution of free school uniform under GMSMBY during the session 2023-24 and fund was provisioned against schools for the purpose of distribution of uniform. Mostly, SMC distributed uniform in schools along with other related items such as shoes, socks, t-shirt, track pants etc.

Achievements

477790 numbers of elementary students reading in class I to VIII have been distributed free school uniform under GMSMBY during the session 2023-24.



IV. Distribution of School Uniform under MCCPY

Objective

- To enhance student attendance in schools.
- To Improve the retention rate at elementary level
- To increase the GER and NER rate
- To motivate students to attend their schools regularly
- To instil the feeling of belongingness amongst students
- To instil self- confidence among students and to keep them away from the feeling of any kind of inferiority.

Modalities

A detailed guideline along with necessary instruction was shared with all districts regarding distribution of free school uniform under MCCPY during the session 2023-

24 and fund was provisioned against schools for the purpose of distribution of uniform. Mostly, SMC distributed uniform in schools along with other related items such as shoes, socks, t-shirt, track pants etc.

Achievements

1033075 numbers of elementary students reading in class I to VIII have been distributed free school uniform under MCCPY during the session 2023-24.



V. Conduct of Rani Laxmibai Atma Raksha Prasikhyan (Self Defence Training) in Elementary schools

Objective

- To develop self confidence among girls and to break fear psychosis among them.
- To develop a confident and straight forward personality.
- To walk with confidence.
- To facilitate girl students to learn different self-defence techniques
- To increase the retention of girls in schools

Modalities

So far as modalities are concerned, a detailed guideline along with tentative unit cost was communicated to all districts for smooth conduct of Rani Laxmibai Atma Raksha Prasikhyan (Self Defence Training) in schools during the session 2023-24. Further, Fund@ 15000 per school was provisioned for the training program.

Achievements

Self-defence training was conducted in 19779 numbers of schools in the state having elementary (Upper Primary) as approved by PAB 2023-24 and about 1977900 numbers of girl students were imparted self-defence training during 2023-24.



VI. Conduct of Rani Laxmibai Atma Raksha Prasikhyan (Self Defence Training) in Secondary and Higher Secondary schools

Objective

- To develop self-confidence among girls and to break fear psychosis among them.
- To develop a confident and straightforward personality.
- To walk with confidence.
- To facilitate girl students to learn different self-defence techniques
- To increase the retention of girls in schools

Modalities

So far as modalities are concerned, a detailed guideline along with tentative unit cost was communicated to all districts for smooth conduct of Rani Laxmibai Atma Raksha Prasikhyan (Self Defence Training) in schools during the session 2023-24. Further, Fund@15000 per school was provisioned for the training program.

Achievements

Self-defence training was conducted in 5567 numbers of secondary and higher secondary schools in the state as approved by PAB 2023-24 and about 556700 numbers of girl students were imparted self-defence training during 2023-24.





VII. Observation of National Girl child day on 24th January

Objective

- To give opportunity to girls students to feel special and privileged
- To encourage girls students to participate different co-curricular activities beyond their classroom teaching learning activities
- To encourage girls students towards education and motivate them to dream high in life.

Modalities

A detailed guideline along with necessary instruction was issued for smooth observation of National Girl Child Day on 24th January 2024. Fund@5000 per block and @25000 per district was provisioned for the purpose of as approved by PAB 2023-24.

Achievements

All 316 blocks in the state along with all 30 districts observed National Girl Child Day on 24th January 2024 with much enthusiasm and girl students participated in different competition organised on the eve of the occasion and sliced students were awarded for their excellence in different fields.



VIII. Observation of International Girl child day on 11th October

Objective

- To give opportunity to girls students to feel special and privileged
- To encourage girls students to participate different co-curricular activities beyond their classroom teaching learning activities
- To encourage girls students towards education and motivate them to dream high in life.

Modalities

A detailed guideline along with necessary instruction was issued for smooth observation of International Girl Child Day on 11th October 2024. Fund@5000 per block and @25000 per district was provisioned for the purpose of as approved by PAB 2023-24.

Achievements

All 316 blocks in the state along with all 30 districts observed International Girl Child Day on 11th October 2024 with much enthusiasm and girl students participated in different competition organised on the eve of the occasion and sliced students were awarded for their excellence in different fields.



IX. Beti Bacho Beti Padhao

Objective

- To prevent gender biased sex-selective elimination
- To ensure survival and protection of the girl child
- To ensure education and participation of the girl child.
- To ensure appropriate initiative to encourage girls to express their views
- To ensure long term interventions for gender equality

Modalities

A detailed guideline was issued for smooth conduct of the program in Nayagarh District Under this programme there was approval of Rs. 200000/- (Two Lakhs). The district organised different activities in 100 schools in the district under the program “Beti Bacho Beti Padhao”.

Achievements

- Parents were made aware about bad effects of child Marriage
- Enrolment and retention of girl child in schools was encouraged among teachers & Parents
- Different competitions were organized at school level relating to the program.
- Sensitization programme of students, teacher’s parents SMC/MTA members, PRI members on Beti Bacho Beti Padhao campaign was held and prize distributed to the winning children.
- Drawing & quiz competition on topic such as “Multiple talented girls”, “Our girls our pride”, “Save girls save creation”, “girls empowerment”, was held for awareness about value of girl child.





X. BARNALI (Gender Equity Programme)

Objective

- Improvement in retention of girls in schools at secondary level
- Adolescent boys and girls demonstrate more gender equitable behaviour
- Teachers demonstrate improved gender sensitive behaviour/ actions in the classrooms
- School Heads demonstrate improved gender sensitive behaviour/ actions in the schools
- Block/ district level administrative officers (BEOs, DEOs) demonstrate gender equitable behaviour and put mechanism in place in schools
- Gender equity content/lessons are integrated into the text book
- SRGs/DRGs demonstrate improved gender sensitive behaviour
- Improvement is use of technology for capacity building of teachers

Modalities

BARNALI Books (Students activity Books and teachers' guide books have been printed for class 6th to 8th) have been developed, vetted by appropriate authority for implementation of BARNALI program in schools having class 6th to 8th. SRG and DRG training have been conducted in the session 2023-24 (teacher training conducted in 2022-23) for implementation of the program in integration with social study curriculum.

Achievements

A total of 1781758 numbers of books comprising student's activity books and teachers guide books have been printed for class 6th to 8th for implementation of BARNALI Program in schools with upper primary classes. Of these, 1659640 numbers are of students activity books and 122118 number are of teachers guide books. Additionally, SRG and DRG training was completed in 2023-24 and second round teacher training (refresher training will be held in July 2024) under the program for smooth implementation of BARNALI program in the state.



STUDENTS ACTIVITY BOOK



TEACHERS GUIDE BOOK



XI. KGBV Exhibition Stall in State Level SURAVI 2024

Objective

- To give opportunity to KGBV inmates to exhibit their multifaceted talents during the state level SURAVI program.
- To provide a platform to KGBV inmates to showcase their culture, tradition and heritage at state level SURAVI program.
- To give an opportunity to KGBV inmates for an exposure visit to state capital and to observe multiple activities organised in the state level SURAVI program and to learn from their counterparts.

Modalities

Space was provided for KGBV stall in the state level SURAVI ground for arrangement of KGBV stall and fund was provisioned for the purpose from state level SURAVI budget head. Selected students from different KGBV in the state attend the program under the guidance and support of their warden /HM/ and other support staff. Free lodging, boarding and other necessary facilities are provided to the participating students and their guide staff.

Achievements

During 2024-25, KGBV inmates (students) and other support staff from different KGBV in the state attended the KGBV stall and exhibited their hidden talent. All students were provided with participation certificates along with teaching learning materials as consolation prizes. The KGBV stall was the centre of attraction in the state level SURAVI 2024-25 held in the campus of Capital High School, Unit 3, Bhubaneswar (Odisha).





Objectives of MLE

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

Coverage

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

- “MLE Policy and Implementation Guidelines for Odisha” has been approved by the Govt. vide Notification no.14118 dated 01.07.2014
- MLE Programme covers Primary Education in 21 Tribal Languages i.e. Santali, Saura, Koya, Kui, Kuvi, Kishan, Oram, Munda, Juanga, Bonda, Gadaba, Ho, Gondi, Paroja, Kharia, Didayi, Bhinjal, Paudi Bhuiyan, Bhumia, Bhatra and Bhunjia.
- MLE programme is operational in tribal dominated areas of 17 districts i.e. Angul, Balasore, Bargarh, Dhenkanal, Ganjam, Gajapati, Kandhamal, Kalahandi, Koraput, Keonjhar, Malkangiri, Mayurbhanj, Nawarangpur, Nuapada, Rayagada, Sambalpur and Sundargarh.
- 89942 ST children are studying in 1317 MLE schools.
- To impart education in mother tongue 3188 numbers of teachers (Shiksha Sahayak) and 143 Language Instructors/Education Volunteers (EVs) have been engaged.



- Textbooks and supplementary reading materials in 21 tribal languages have been developed for primary grades.

Tribal Education Resource Centre

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







Tribal Museum, Budhakhman Primary School, Keonjhar





14. PROJECT INNOVATION (ELEMENTARY & SECONDARY)

Sl. No.	Activities	Physical
1	Youth & Eco Club (Standalone Primary Schools)	27052
2	Youth & Eco Club (Elementary Schools)	15687
3	Youth & Eco Club (Secondary & Sr. Secondary)	5919
4	Twining of School	1264
5	EBSB - Activities (Elementary)	30
6	SURAVI Programme	30
7	Capacity Building of MLE Teachers & EVS	3539
8	Exhibition on Mother Tongue Day	48658
9	Fit India	30
10	Aama sanskruti Aama khelana	48658
11	Gapa Suniba o Kahiba	42739
	Innovation Total	

Youth & Eco Club

It is important that environment education based on life experience should begin during the early years of life. Towards this end, Youth & Eco Clubs in schools are meant to encourage students to participate and take up meaningful environmental activities and projects. This is a forum through which students can reach out to influence, engage their parents and neighborhood communities to promote sound environmental behavior. This empowers the students to explore environmental concepts.

The Youth and Eco Clubs have already been established in the schools vide guidelines communicated to the districts in Letter No. 8507 dtd.02.11.2019. Every year activities are being undertaken by the schools under Youth & Eco Clubs through the selected members from each class.

Youth & Eco Clubs have been set up in 27052 Standalone Primary, 15687 Elementary and 5919 Secondary Schools of the State. During the year 2024-25 observation of World Environment Day, observation of National Youth Day, Observation of National Safety Day, Plantation & observation of Vana Mahostav, Development of Kitchen Garden, Awareness Rally to keep environment safe, annual meet of youth & eco club members, badges for the club members, colouring of flag post in tri-colour, Seminar / Talk on Eco-Friendly Environment, Garbage disposal etc. have been taken



up. All the activities have successfully conducted in the schools. Further, the beautification of the campus has been added as an additional activity under Youth & Eco Club.

Twinning of School

“Twinning of Schools” is an innovative and transformative initiative aimed at bringing substantial improvements to the education system. In line with the vision of the National Education Policy (NEP) 2020, which seeks to modernize and revamp the educational landscape, this initiative enhances the quality of education while providing holistic development opportunities for students.

The concept involves a collaborative partnership between two schools – one being a well-established or better-resourced institution and the other requiring additional academic and infrastructural support. Through this arrangement, schools foster solidarity, encourage peer learning, and create a shared environment for academic growth and overall development.

Objectives of Twinning of Schools

- To promote collaborative learning and knowledge sharing between well-resourced schools and schools requiring additional support.
- To strengthen teaching-learning practices through exchange of innovative pedagogies, classroom strategies, and assessment methods.
- To provide students with holistic development opportunities, including exposure to co-curricular and extracurricular activities.
- To ensure equitable access to quality education by bridging resource and infrastructure gaps.
- To build a spirit of solidarity and inclusiveness across schools, encouraging collective growth.
- To enhance community engagement by creating a network of schools working together for student welfare.

For the year 2024-25, a total of 632 schools have been paired with an equal number of Headquarter HST-5T Schools, Odisha Adarsha Vidyalayas (OAVs), Kendriya Vidyalayas (KVs), and Jawahar Navodaya Vidyalayas (JNVs). This structured collaboration is expected to strengthen teaching-learning practices, improve resource utilization, and promote equity across schools.

Expected Outcomes of Twinning of Schools

- Improvement in student learning levels through shared academic practices and innovative teaching methodologies.



- Better utilization of resources, such as libraries, laboratories, ICT facilities, and sports infrastructure.
- Enhanced teacher capacity through peer learning, mentoring, and professional development opportunities.
- Increased exposure for students to diverse activities, competitions, and cultural exchanges, fostering confidence and creativity.
- Strengthened school leadership and management practices through joint planning and monitoring.
- Overall improvement in equity and quality of education, particularly in schools located in resource-constrained or rural areas.

Ek Bharat Shrestha Bharat – EBSB

One day Exhibition-cum-Cultural Programme has been organized at the District Headquarter involving students from each block. The Exhibition was made on Cultural Heritage of Maharashtra, Alphabets, Numbers, Simple Sentences, Coloring of Maps, Show on Brave Heroes of Maharashtra, Educational Scenarios, Photographs of Caves, Forts, Dresses, Foods, Photographs of Beaches, Classroom Teaching, Hill and Temples, God & Goddess, Arts & Crafts, Natural scenario, Ornaments etc.

To celebrate the Unity in Diversity, to promote the spirit of national integration, to showcase the rich heritage, to establish long term engagements and to create an environment to promote learning between the two States Odisha & Maharashtra the activity has been taken up. Children will learn the Marathi language, script in schools. Different competitions like debate, essay, quiz, art & painting in Marathi language, Maharashtra have been organized at school level to encourage the children and to enhance their knowledge about Maharashtra. Under this programme an annual calendar of activities has been prepared and shared with all the schools of the State.

SURAVI –A Children’s Festival

The State-level Children’s Festival; Shishu Mahotsav - SURAVI 2024 has already been organized on the eve of Children’s Day from 12th to 14th November, 2024 at State Headquarter (Bhubaneswar) for 03 days.

In this state level function, around 2,200 children, identified through a process of selection of talents from elementary, secondary & higher secondary schools along with 1200 guide teachers and officials from all over the State congregated at the state headquarter. These children got an opportunity to take part in various workshops, competitions, exhibitions and field trips during these three days as a mark of celebration of the occasion. It provides a great platform to the children from many remote corners of the State to take part in various learning opportunities.



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

Not only at the State level but also the programme was organized for 1 day at Cluster, Block, and District level during October-November, 2023 to select the young talents and groups to participate in the State level function. This platform gives an ample opportunity to the students to show their hidden talents.

‘ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପ୍ରତିଭା ପ୍ରଦର୍ଶନ ପାଇଁ ‘ସୁରଭି’ ପ୍ରକୃଷ୍ଟ ମଞ୍ଚ’





EducationOdisha @SMEOdisha · Nov 12, 2024

ବିଦ୍ୟାଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାରଙ୍କ ଅନୁଦାନରେ ଅଭିଯୋଗ ଆଇନ ଲୋକ ଗଣସଭାରେ ଶିଶୁ ମହୋତ୍ସବ-ସ୍ୱରୂପ ୨୦୨୪।

ବୃତ୍ତ, ସଙ୍ଗୀତ, ଚିତ୍ରକଳା, ଗୁପ୍ତକଳା, ପ୍ରତିଭା ପ୍ରଦର୍ଶନ ସହ ବିଭିନ୍ନ ସାଂସ୍କୃତିକ କାର୍ଯ୍ୟକ୍ରମରେ ଶିଶୁମାନଙ୍କର ଭାଗ ଲେଖିବେ। ଆଗରୁ ଅନ୍ୟାନ୍ୟ ପିଲାମାନଙ୍କର ଏହି ଉପଲବ୍ଧି ବୃଦ୍ଧି ପାଇବ।



OSEPA @OSEPA_Official · Nov 12, 2024

Promote

ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ ସ୍ୱରୂପ - ୨୦୨୪ ମାର୍ଚ୍ଚର ମନ୍ତ୍ର, ବିଦ୍ୟାଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗର ଦ୍ୱାରା ଉଦ୍ଘାଟିତ।



EducationOdisha @SMEOdisha · Nov 13, 2024

ସ୍ୱରୂପର ଦ୍ୱିତୀୟ ଦିନରେ ଯୋଗଦାନ କରି ମାର୍ଚ୍ଚର ଉପ-ମୁଖ୍ୟମନ୍ତ୍ରୀ ଶ୍ରୀମତୀ ପ୍ରତୀକା ପରିଜା ପିଲାମାନଙ୍କୁ ବିଭିନ୍ନ କାର୍ଯ୍ୟକ୍ରମ ଓ ବିଭିନ୍ନ ପ୍ରତିଭା ଉପଲବ୍ଧି ଲୋକମାନଙ୍କୁ ଦର୍ଶାଇବା ଏବଂ ଆବଶ୍ୟକ ଓ ଅଭିଳାଷ ଶିଶୁଙ୍କୁ ଉତ୍ତମ ଶିକ୍ଷା ପ୍ରଦାନ କରିବେ।



OSEPA @OSEPA_Official · Nov 13, 2024

Promote

Join us for the second day of the State-Level Children's Festival, SURAVI 2024. Watch live from Capital High School, Unit-3, Bhubaneswar. Link:



youtube.com

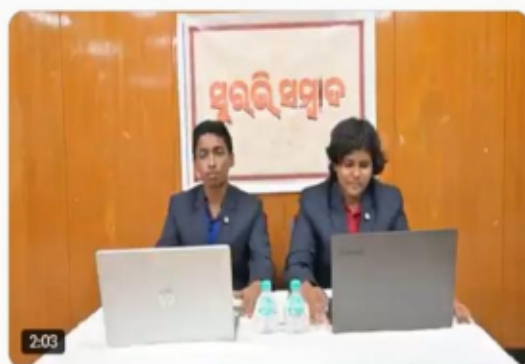
Day 2 - SURAVI 2024

SURAVI 2024 At Capital High School Bhubaneswar.



EducationOdisha @SMEOdisha · Nov 13, 2024

ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ ସ୍ୱରୂପର ଏକ ବିଶେଷ ଆକର୍ଷଣ ଯେଉଁଠି ଶିଶୁ ଉପାଦେୟ। ଯୋଗଦାନ କରିବା ସହ ବିଭିନ୍ନ ଶିଳ୍ପ ପ୍ରଦର୍ଶନ କରି ଶିଶୁ ସାଂସ୍କୃତିକ କଳାରେ ଏକ ନିଜସ୍ୱ ଉପଲବ୍ଧି ଲାଭ କରିବେ। ଏକାଧାରରେ ପ୍ରତିଭା ପ୍ରଦର୍ଶନ ପାଇଁ ପ୍ରତିମା ପ୍ରଦର୍ଶନ ଓ ଶିଳ୍ପ 'ସ୍ୱରୂପ' ଉପାଦେୟ।



OSEPA @OSEPA_Official · Nov 13, 2024

Promote

SURAVI - 2024, a program to discover and showcase student talents, offers participants the chance to explore various historical, zoological and cultural sites on the second day. The students are thrilled and are enjoying every moment with high enthusiasm.



Exhibition on Mother Tongue Day Observation of Matrubhasa Divas is an initiative to promote and celebrate the mother tongue or native language. Observing Mother Language Day in schools may involve various activities and events to highlight the significance of preserving and promoting linguistic diversity.

The “International Mother Tongue Day” was celebrated in 48658 Schools of the State on 21st February, 2025. The activities like Reading Preambles in Matrubhasa, Oath taking, Recitation of Stories and Poems, Competitions, Posters & Paintings, Language Exhibitions, Reading Sessions were organized in schools of our State

Advertisement and Messages of Hon’ble Chief Minister, Odisha and Education Minister, Odisha were released. Different activities for promotion of Mother Tongue has been conducted in the schools.

ମାତୃଭାଷା ସୁରକ୍ଷାରେ ଗୋଟିଏ ଜାତି ଓ ସଂସ୍କୃତି ସୁରକ୍ଷିତ

କୋରାପୁଟ, ୨୨। ୨(ନି.ପ୍ର):
ପିଏମ୍ ଶ୍ରୀକେନ୍ଦ୍ରୀୟ ବିଦ୍ୟାଳୟ
କୋରାପୁଟରେ ଅନ୍ତରାଷ୍ଟ୍ରୀୟ
ମାତୃଭାଷା ଦିବସ ପାଳିତ
ହୋଇଯାଇଛି। ବରିଷ୍ଠ ସାହିତ୍ୟିକ
ତଥା ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ
ଦ୍ଵାରା ପୁରସ୍କୃତ ନାରାୟଣ ପଣ୍ଡା
ମୁଖ୍ୟ ଅତିଥି ରୂପେ ଯୋଗଦେଇ
କାର୍ଯ୍ୟକ୍ରମର ଶୋଭାମଣ୍ଡନ
କରିଥିଲେ। ଶ୍ରୀ ପଣ୍ଡା ଓଡ଼ିଆ
ଭାଷା ସାହିତ୍ୟର ମହାନତା
ଉପରେ ଆଲୋଚନା କରି
ମାତୃଭାଷା ସୁରକ୍ଷାରେ ଗୋଟିଏ
ଜାତି ଓ ସଂସ୍କୃତି ସୁରକ୍ଷିତ ବୋଲି
ମତବ୍ୟକ୍ତ କରିଥିଲେ। ବିଦ୍ୟାଳୟ
ଅଧ୍ୟକ୍ଷ ସରୋଜ କୁମାର ଦାଶ
ମଧୁବାହୁକ ସ୍ମୃତିଚାରଣ ସାଙ୍ଗକୁ



ବକ୍ତବ୍ୟ ମାଧ୍ୟମରେ ଛାତ୍ରଛାତ୍ରୀକୁ
ମାତୃଭାଷାର ପ୍ରଚାର ପ୍ରସାର
ନିମନ୍ତେ କାର୍ଯ୍ୟ କରିବାକୁ
କହିଥିଲେ। ବିଦ୍ୟାଳୟର କୁନି
କୁନି ଛାତ୍ରଛାତ୍ରୀଙ୍କ ସମେତ
ମାଧ୍ୟମିକ ବର୍ଗର ଛାତ୍ରଛାତ୍ରୀଙ୍କ
ନିଜ ମାତୃଭାଷାରେ ମନକୁଆଁ
ଗୀତ, ଭାଷଣ, କବିତା ସମ୍ବନ୍ଧକୁ
ଆକୃଷ୍ଟ କରିଥିଲା। ମାତୃଭାଷା
ଦିବସ ଉଦ୍ଦେଶ୍ୟରେ ଏକ ଷ୍ଟଲ୍
ମାଗାଜିନ୍ ଲୋକାର୍ପିତ

ହୋଇଥିଲା। ବିଦ୍ୟାଳୟ ପ୍ରଧାନ
ଶିକ୍ଷକ ପ୍ରଦୀପ କୁମାର ବଦାନୀ,
ବରିଷ୍ଠ ଶିକ୍ଷକ ବି.ଟି.ନାଇଡୁ
ଅନ୍ୟତମ ଅତିଥି ରୂପେ
କାର୍ଯ୍ୟକ୍ରମରେ ଉପସ୍ଥିତ ଥିଲେ।
ଅଶୋକ କୁମାର ଲାବଲ।
ଧନ୍ୟବାଦ ଅର୍ପଣ
କରିଥିବାବେଳେ ଶିକ୍ଷକ ତରୁଣ
କୁମାର ଦାଶ କାର୍ଯ୍ୟକ୍ରମ
ରୂପରେଖ ପ୍ରସ୍ତୁତ କରି ସଫଳତା
କରିଥିଲେ।





Gapa Suniba o Kahiba

The children are very fond of listening of stories. To develop the listening and speaking habit among the learners of primary grade the activity i.e. 'Gapa Suniba O Kahiba' event was organized in 42739 elementary schools of the State on 20th July, 2024. 'Gapa Suniba O Kahiba' will develop vocabulary, listening, speaking and dramatization skills among the learners. For the purpose storytelling activity be conducted in all Govt. Primary schools of the State inviting local storytellers (elderly persons of the community/ teachers/ students having proficiency in storytelling) to schools to tell stories suitable to the primary grade students. Further, scope may be given to the selected students to retell the story after listening from the story teller which will develop the creativity among the learners. The best story tellers of the school be recognized along with the community story tellers.

Ama Sanskruti Ama Khelana

School level 'Ama Sanskruti Ama Khelana' has been organized in 48658 schools of the State. To promote the culture based traditional toys, a one day "Toy Making Workshop" was organized in each school inviting teachers, local artisans, toy makers, and potters etc. The toys will be developed basing on the culture, tradition, and customs of the areas. The toys should be child friendly and curriculum based. While preparing the toys, importance should be given to the culture as well as curriculum. All teachers were involved in toy making workshop which will be used in classroom transaction.

The Ama Sanskruti Ama Khelana was tagged with the activities like felicitation of High Achievers of School, School alumnae, publication of wall magazine followed by School Annual Day.



15. VOCATIONAL EDUCATION

Introduction

Vocational Education holds a pivotal role within the comprehensive framework of Samagra Shiksha, integrating vocational education seamlessly with the traditional academic curriculum across all the schools. It aims to enhance the employability and entrepreneurial abilities of the students through hands on experience in real world work setting, creating awareness among the students about the career options, and enable them to make choices by their aptitude, competence, and aspirations.

According to the National Education Policy (NEP) 2020, several fundamental principles are outlined to transform both the education system at large and individual institutions, where Vocational education acts as a key pillar. Vocationalization of education refers to the inclusion of practical subjects which will cultivate basic knowledge, skills, and empower students to consider career as skilled professionals and entrepreneurs.

Goals

1. Implementation of the Vocational Education Courses at 9th to 12th Classes at Secondary and Higher Secondary Schools of Odisha.
2. Integration of vocational education with the general academic education in all schools.
3. Creating employability for the students passing out from these courses.
4. Reduction in school drop-outs and improvement the attendance levels.
5. Enhancing collaboration between industry and academia is crucial to achieve the goal of preparing the young students for the workforce, ensuring they possess the skills and qualifications as per the employer's requirements.

Objectives

- a. Enhance the employability skills of the students through demand-driven competency-based vocational courses.
- b. To reduce the drop-out rate at the secondary level.
- c. Provide students with career pathways within the vocational education and between general education and vocational education.
- d. To address the significant number of unskilled workers who have completed only up to grade 8 and require pathways for skill development and employment.
- e. To develop the students to identify and develop his/her competencies.
- f. Help students to acquire generic or soft skills, hard or job-specific skills and entrepreneurial skills.



Overview - NSQF Compliant School Vocational Education Programme

Scale of the VE Programme:	<ul style="list-style-type: none"> 1,41,732 students enrolled across 1061 schools (including 60 Higher Secondary Schools) across 30 districts of Odisha as per the current database. 100 new schools previously approved under the World Bank STARS Program approved in PAB 24-25 to be covered under Samagra Shiksha. Hub & Spoke: 5 Hub & 15 spoke approved in 2021 & 22 PAB. 263 Hub & 263 spoke approved in 2022-23. A total 268 Hub & 278 Spoke Schools have been implemented this year. 			
Vocational Trades/Sectors in Odisha	<ul style="list-style-type: none"> Apparel, Agriculture, Automotive, Beauty & Wellness, Construction, Electronics & Hardware, Food Processing, IT-ITeS, Retail, Telecom, Plumbing, Tourism & Hospitality. A total 12 Trades are running in schools, and 22 Job roles are available in Odisha. 			
Type of schools impacted:	<ul style="list-style-type: none"> 1001 Secondary Schools 60 Higher Secondary Schools. 			
No. of Vocational Trainers in Odisha	<ul style="list-style-type: none"> 2122 Vocational Trainers (VTs) 			
Student Enrollment (2024-25)	Class	Total Enrollment	Boys	Girls
	9th	69298	38218	31080
	10th	64318	36345	27973
	11th	4156	1838	2318
	12th	3960	1944	2016
VE Lab Set Up Status	<ul style="list-style-type: none"> 1344 Labs have fully functional vocational labs for both trades. 778 VE lab setup process yet to be started. All 1061 schools have the Mini Lab Set Up Tool Kit. 			



Agriculture



Automotive



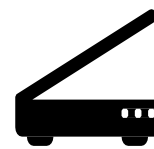
Apparel



Beauty & Wellness



Telecom



Electronics



Food Processing



Plumbing



Tourism and
Hospitality



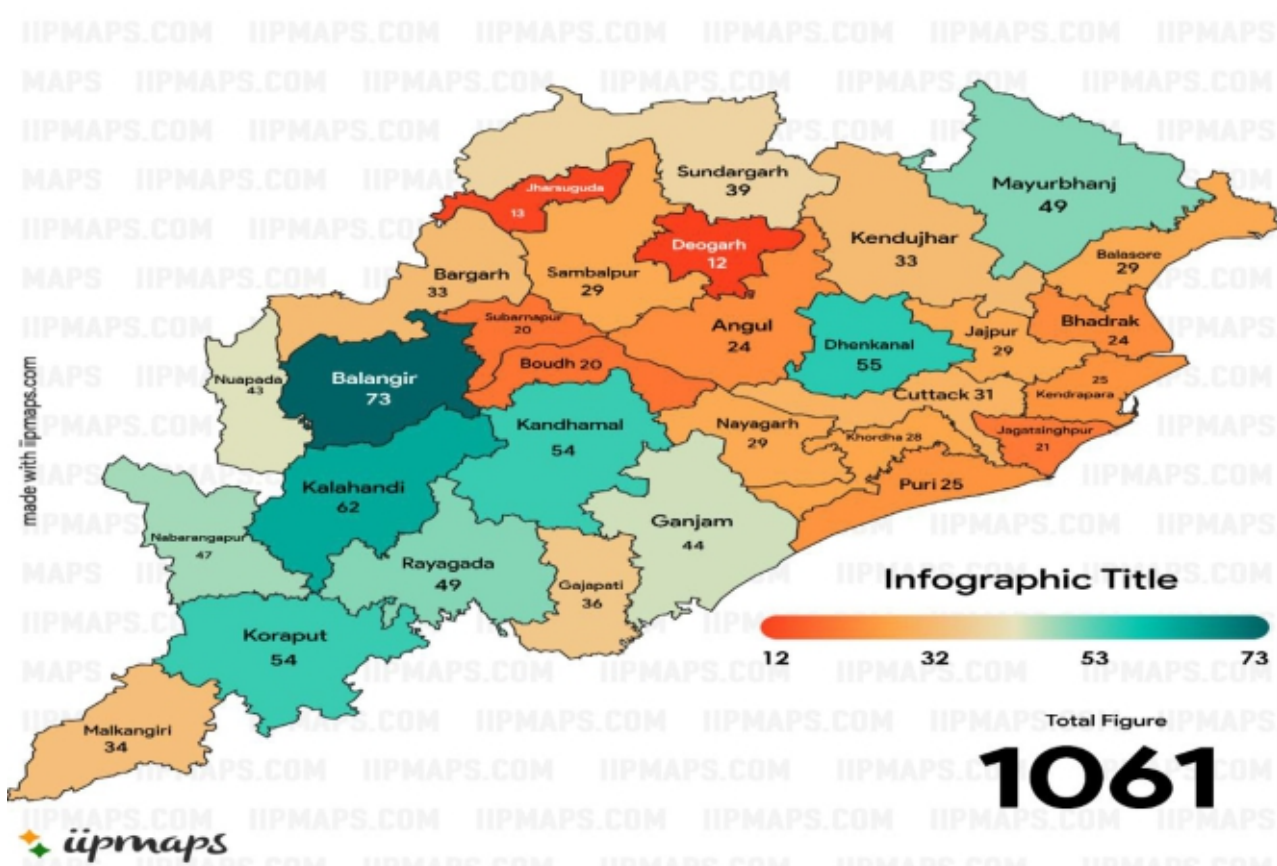
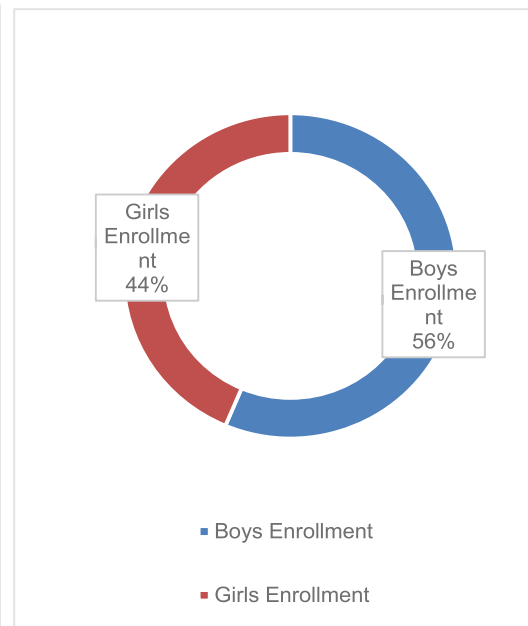
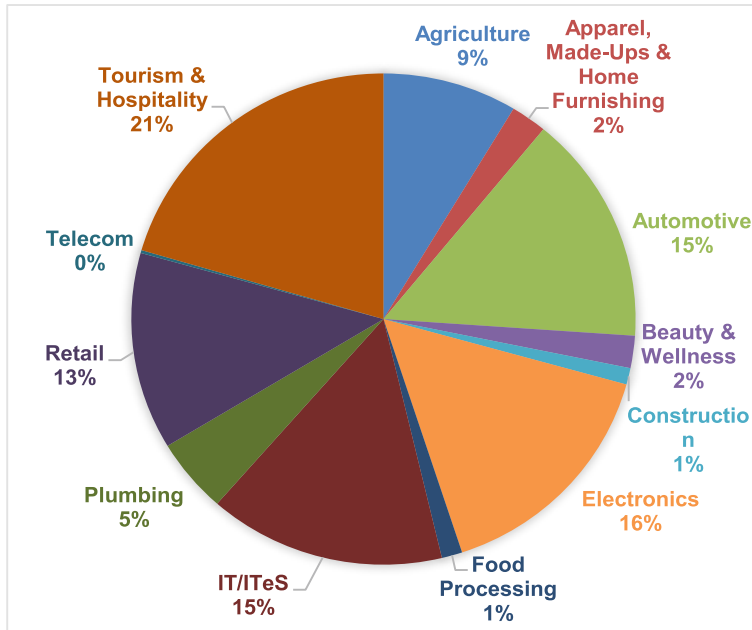
Construction



IT - ITes



Retail





Distribution of trades across 1061 schools is given below:

Sl. No.	Sector	No. of Schools Trade-wise	Job Role
1	Agriculture	11	Micro Irrigation Technician
		172	Solanaceous Crop Cultivator
2	Apparel, Made-Ups & Home Furnishing	49	Sewing Machine Operator
3	Automotive	306	Automotive Service Technician Level 3
		15	Automotive Service Technician Level 4
4	Beauty & Wellness	40	Assistant Beauty Therapist
		5	Beauty Therapist
5	Construction	15	Assistant Mason
		6	Construction Painter and Decorator
		2	General Mason
6	Electronics	322	Junior Field Technician Home Appliances
		10	Wireman - Control Panel
7	Food Processing	15	Baking Technician
		13	Craft Baker
8	IT/ITeS	8	CRM Domestic Voice
		314	Domestic Data Entry Operator
9	Plumbing	97	Plumber - General I
		7	Plumber - General II
10	Retail	15	Retail Sales Associate
		261	Retail Store Operations Assistant
11	Telecom	4	Optical Fiber Splicer
12	Tourism & Hospitality	28	Counter Sales Executive
		407	Food & Beverage Service - Trainee
	Grand Total	2122	



Highlights of the Activities undertaken in the year 2024

1. Book Workshop for Vocational Book Development

Starting in 2025, the Board of Secondary Education (BSE) will be responsible for developing and printing vocational textbooks and reference materials for secondary students. The Odisha School Education Programme Authority (OSEPA) will provide a list of subject matter experts to BSE for the formation of a dedicated committee.

Presently, 9 student textbooks for class 9; 5 Student textbooks for class 10 are available on the PSSCIVE website.

As per practice, in Odisha, we need to develop student reference handbooks for which books have not been published by PSSCIVE and translate PSSCIVE textbooks into the Odia language for publication and distribution to students.

A trade-wise syllabus committee has already been officially constituted at BSE for vocational education subjects. This committee includes subject experts from educational institutions and industries, along with vocational trainers, to ensure the development of high-quality, syllabus-aligned textbooks and to support other related activities as required by BSE.

Phase – 1: Pre-Workshop – 1 Day

- A trade-wise syllabus committee has been officially constituted at BSE for Vocational Education.
- Each Committee was responsible for drafting a portion of the Textbooks as per the requirements of the curriculum/textbooks/Reference Books.
- The Committee has identified one Committee Convenor about their experience and seniority as a Subject Expert.
- The Committee has submitted a proceeding detailing the development & drafting of books at the end of the day.
- Committee members translate the available draft copies/Textbooks to align them with the PSSCIVE curriculum for their reference while finalizing the booklet.
- The committee was directed to complete the draft within 30 days, and a 3 days of book workshop to commence for the finalization of the Textbook of the trade.

Phase – 2: 3 days' Workshop

- All committee members submitted their final manuscripts to the Board of Secondary Education.

- Committee members translate the available draft copies with the PSSCIVE curriculum for their reference while finalizing the booklet.
- Committee members were to cross-check their final drafts and make any necessary revisions.
- Subject Matter experts to preview the drafts prepared and provide approval on finalisation of the draft.
- Each committee was attached to a language expert to review the drafts and suggest any necessary language corrections.
- Final manuscript to be prepared and approved by the committee.
- The manuscript is to be signed by Committee members and Authorised personnel and to be sent for DTP and Printing.







2. Capacity Building of Vocational Trainers

The 5-day In-Service Training Programme for 2120 Vocational Trainers was executed across 15 batches for 12 trades at three places: Centurian University in Jatni, Khordha, and Parlakhemundi, Gajapati District, and the World Skill Centre in Bhubaneswar. Each batch was designed to accommodate a minimum of 45 participants, tailored to the number of vocational trainers in each sector. The training schedule was meticulously planned to accommodate participants from various districts to encourage peer interactions and connections. Two institutes covering three campuses for different trades were executed in a phased manner.

- **World Skill Centre, Bhubaneswar:** Training from June 24, 2024, to August 8, 2024, focused on Plumbing, Electronics, and Beauty & Wellness.
- **Centurian University:** Training from June 24, 2024, to August 2, 2024, covering Agriculture, Apparel, Automotive, Construction, Food Processing, IT/ITeS, Retail, Electronics, Telecom, and Tourism & Hospitality.

Comprehensive Cost Analysis

A comprehensive cost analysis ensured efficient resource utilization.

The cost structure included:

- **Training Hall Charges:** Detailed expenses for the use of training halls at each venue.
- **Vocational Labs:** Availability of advanced labs for practical classes in the mentioned trades.



- **Accommodation Costs:** Per-day charges for each participant's stay, ensuring comfort and convenience.
- **Food Expenses:** Costs for providing breakfast, lunch, and dinner to all participants.
- **Resource Person Fees:** Compensation for experts conducting the training sessions.

Leveraging Expertise

Resource Persons Identifying and engaging resource persons with substantial expertise was a crucial component of the program. These experts provided invaluable insights, shared practical knowledge, and facilitated interactive sessions, enriching the learning experience for all participants.

Diverse and Relevant Training Modules

The training program's content was meticulously designed to cover a wide array of sectors and trades, ensuring its relevance to the diverse needs of vocational trainers. The training modules encompassed:

- **Teaching Methodology:** Advanced techniques to enhance teaching effectiveness.
- **Student-Classroom Management:** Strategies for effective classroom management.
- **Academic Activities:** Engaging in academic activities to enrich the learning experience.
- **Career Counselling:** Guidance on career development for students.
- **Industry Trends:** Insights into current industry trends to keep trainers updated.
- **Exit Survey & Light House:** Evaluation and feedback mechanisms to ensure continuous improvement.

The training program for vocational trainers conducted by Centurian University and the World Skill Centre was a significant step toward improving vocational education. While the program was well-received and impactful, addressing the highlighted issues will further enhance the effectiveness of vocational training and support the professional development of trainers. Thereby enhances the quality of vocational education and training provided to students across various trades. Continued efforts to resolve these challenges will contribute to the overall success and sustainability of vocational education initiatives.





3. Assessment and Certification

As per the National Skills Qualification Framework (NSQF), skills gained by the students enrolled in Class 10th and 12th under the different Vocational subjects are to be assessed by their trade-specific Sector Skills Councils (SSC). All the covered government Secondary and Higher Secondary Schools of Odisha are assessed by the concerned SSCs under the guidance of National Skill Development Council (NSDC).

In the academic session of 2024-25, the assessment of vocational students for all the trades were started from 2nd January and completed on 10th February 2025.

**Total Students assessed under Vocational Education**

Trade Name	Sector Skill Council	Level			Total Student Assessed
		II	III	IV	
Retail	Management & Entrepreneurship and Professional Skills Council for Retail Sector	8649		513	9162
Agriculture	Agriculture Sector Skill Council of India	5208		397	5605
Apparel	Apparel Made up & Home Furnishing Sector Skill Council	1251			1251
Beauty & Wellness	Beauty & Wellness Sector Skill Council	980		147	1127
Electronics	Electronics Sector Skill Council of India	9676		336	10012
Automotive	Automotive Skill Development Council		10101	513	10614
IT/ITeS	IT – ITES Sector Skill Council - NASSCOM	10998		300	11298
Tourism & Hospitality	Tourism & Hospitality Sector Skill Council	13416		928	14344
Plumbing	Indian Plumbing Sector Skill Council	3010		238	3248
Food Processing	Food Processing Sector Skill Council	326		383	709
Construction	Construction Skill Development Council of India	263		294	557
Telecom	Telecom Skill Development Council of India	137			137
	Total	53914	10101	4049	68064





4. Guest Lecture Sessions for Vocational Education

Guest Lecture Sessions was conducted for all trades for vocational students from Class 9 to 12 wherein industry experts and professionals from local industrial estates were hired as guest faculty/resource persons. The guest lecturer delivered topics and demonstrated the practical equipment's of the concerned trade. This brings a better understanding and learning experience to the students and the Vocational Trainers. The main motto of the session is to impart skills to the students in respective field and fill the gap between the classroom and actual skills learned.



5. Industry Visits

Industry visits were conducted for all trades for vocational students from Class 9 to 12 for involvement in the real-life situation in related field to acquire more knowledge in their concerned sectors. The industry can be a factory, a service centre, a government department, hospital or farm or any agency, or an individual engaged in production or service-oriented small and micro establishments which have the capability of providing the students with the desired vocational expertise in a particular occupation. This visit provides valuable educational opportunities away from the schools, without using textbooks. Industries near to the school can be mapped and accordingly visits can be planned. It complements classroom learning by providing practical exposure and real-world context. They bridge the gap between theory and practice, equipping students with valuable insights and skills for their future careers.



6. Pre-Vocation Activities

As per the NEP 2020, 10 days Bagless days are implemented in the Upper Primary schools from Grade 6 to 8 to enhance exposure to the world outside the classroom and prepare them for the entry into the Vocational Education. In 2022-23, 1348 schools (848 from Samagra & 500 from WB STARS) were covered under Pre - Vocation Education and 81780 students were enrolled.

In 2023-24, 3048 schools were covered, including 2100 from STARS & 948 from Samagra Schools.



7. Hub & Spoke Schools

In Hub Schools, VTs are required to take the theory & practical classes for the Spoke Schools. The Labs are used for the students of Spoke Schools and identifying the GL & IV are done by the VTs of Hub Schools. The fund for the GL & IV is given to the Hub School.

In Spoke schools, 20 students per trade shall be enrolled in the schools, transportation costs shall be given to the Hub SNA Account.

Previously, in 2021-22, it was approved 3 spoke schools against 1 Hub schools which was difficult for the implementation, i.e., 5 Hub schools to 15 Spoke Schools.

In 2023-24, 1 Spoke school against 1 Hub Schools, i.e., 263 Hub Schools to 263 Spoke Schools.



8. Children Boot Camp at World Skill Center

A children's Boot Camp was organised by PSSCIVE, Bhopal at World Skill Center for three days from 19th to 21st December 2024 for 60 Numbers of students on the theme of "Awareness building on Innovation, Incubation and Entrepreneurship". PMU team has facilitated the process of student selection and coordinated the entire workshop by coordinating with World Skill Center, PSSCIVE Bhopal and District officials.



9. Training of Teachers for Implementation of Vocational Education at Middle Stage as per National Curriculum Framework

Three days residential teachers training programme from 30th January to 1st February, 2025 was organised by PSSCIVE, Bhopal at World Skill Center, Bhubaneswar for Implementation of Vocational Education at Middle Stage as per National Curriculum Framework. 50 Nos. of teachers from PM-SHRI Schools were selected from each district and participated in the training. PMU team has facilitated the process of selection of teachers, travel, accommodation etc. by coordinating with District officials, World Skill Center officials and PSSCIVE officials.



Some Glimpses of the Vocational Activities







16. MANAGEMENT INFORMATION SYSTEM (MIS)

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

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



MIS Architecture & Scope under Samagra Shiksha

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





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

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



1. **Information Accessibility:** MIS facilitates easy access to information for administrators, teachers, students, and parents. It allows stakeholders to retrieve relevant data and reports related to schooling, access, retention, transition, dropout, infrastructure status, student performance etc. location wise at any time.
2. **Administrative Support:** MIS assists in streamlining administrative tasks, including student admissions, enrollment, rationalization of teachers and resource allocation. It automates routine administrative processes, reduces paperwork and improves overall operational efficiency.
3. **Decision Support:** MIS provides decision support systems to the administrators and policymaker. It generates reports, analytics and insights that aid in decision-making processes related to curriculum development, resource allocation, budgeting and strategic planning.
4. **Performance Evaluation:** MIS enables the evaluation of educational performance at various levels. It helps assess individual student performance, monitor teacher effectiveness, and evaluate the overall institutional performance against set goals and benchmarks.
5. **Resource Planning and Management:** MIS helps the organization to plan and manage resources effectively. It assists in inventory management of educational materials, such as books, equipment, and technology. It also supports financial management, including budgeting, procurement, and expenditure tracking etc.

Databases and e-Governance activities under MIS:

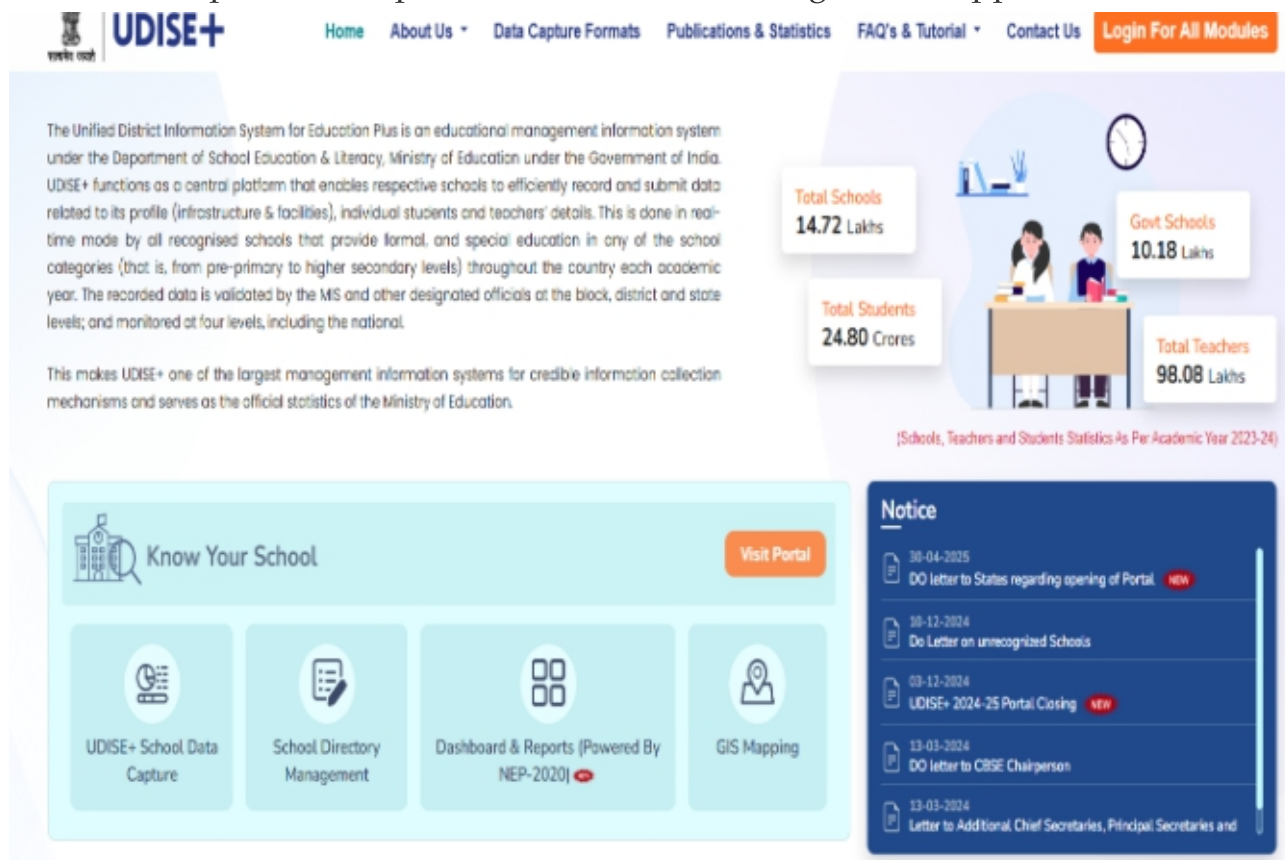
1. Unified Digital Information System for Education Plus (UDISE+):

Timely and accurate data is the basis of sound and effective planning and decision-making. Towards this, the establishment of a well-functioning Sustainable Educational Management Information System is of utmost importance today. UDISE+ is one of the largest Management Information Systems initiated by Department of School Education and Literacy, Ministry of Education, GoI. Odisha has boarded the UDISE+ platform covering 61564 no. of schools, 341293 no. of teachers and 78,17,705 no. of children of the State. UDISE+

is online and has been collecting data in real-time since 2018-19 from all recognized schools imparting formal education from Pre-primary to class XII. Information collected through UDISE+ is utilized for planning, optimizing resource allocation and implementing various education-related programs and assessing progress. It monitors, measures and keeps track of vital KPIs related to school performance. During 2024-25, UDISE+ platform has been highly strengthened to generate the automated Permanent Academic Account Registry (APAAR) ID to provide a unique, lifelong 12-digit identifier for all school-enrolled students. APAAR ID will be gateway for accessing the Digilocker ecosystems that will allow students to digitally store all achievements of students like exam results, holistic report card, learning outcomes besides other achievements of students be it OLYMPIAD, Sports, Skill training or any field. Students can use the credit score for their higher education or employment purpose in future. Odisha has completed 66% APAAR ID generation in UDISE+ portal along with the student details for the year 2024-25. The student wise information has been made available for the use of different applications under Unified Automation System (UAS) on real time basis.

2. Asset & Fund Management (AFM):

For online spot monitoring of the progress of all Civil works sanctioned under Samagra Shiksha including multiple sources like OMBADC, Mo school, PR & DW Deptt, RD Deptt, Asset & Fund Management Application has been





developed. Component wise physical and financial targets uploaded in AFM by State Level. The physical & Financial status monthly against concerned activities at State, district and block. It helps in monitoring the progress of Civil Works assigned to schools, expedite long pending civil works for completion as well as fund management and UC collection.

3. **Attendance App:**

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

4. **Child Tracking Survey 2025**

The Right to Education (RTE) Act, 2009 mandates that all out-of-school children (OoSC) be mainstreamed through age-appropriate admissions and special training support. Aligned with this, NEP 2020 envisions universal enrolment and seamless transition across all levels of education, focusing on the holistic development of every child. The chapter-3 of NEP 2020 focuses on curtailing dropout rates and ensuring universal to education at all levels. In Odisha, around 48,044 children have been currently marked as drop-outs in Dropbox of UDISE+. Identifying gaps in enrolment and bringing OoSC back to school is critical to achieving this goal.

To support this, the School and Mass Education Department, Government of Odisha, is conducting a comprehensive door-to-door Child Tracking Survey to identify the OoSC and mainstream them in a campaign mode.

The objectives of the survey are:

1. To identify out-of-school children at elementary, secondary, and higher secondary levels.
2. To validate the status of children marked as dropouts in the Dropbox of UDISE+.
3. To capture details of Children with Special Needs (CwSN) for targeted interventions.
4. To assess the need for Multi-Lingual Education (MLE) across regions.

This is the first such survey since 2005 and marks a significant step towards implementing NEP 2020, particularly its Chapter 3, which emphasizes robust child tracking, inclusive education, and mainstreaming every child into the education system through “**ASA SCHOOL JIBA**” campaign.



17. CHILD TRACKING SURVEY FOR “AASA SCHOOL JIBA” CAMPAIGN

A door-to-door census survey was conducted across the state to identify, mainstream, and prevent out-of-school children (OoSC). This is the first such survey since 2005 and marks a significant step towards implementing NEP 2020, particularly its Chapter 3, which emphasizes robust child tracking, inclusive education, and mainstreaming every child into the education system

1. Objective

The key objectives of the survey were:

- To identify OoSC at elementary, secondary, and higher secondary levels.
- To capture details of Children with Special Needs (CwSN) for targeted interventions.
- To assess the need for Multi-Lingual Education (MLE) across regions.

2. Survey Modalities

The survey was conducted using a structured and phased approach, which included the following modalities:

- **State-Level Orientation:** All officials were provided with training and orientation on the objectives, methodologies, and expected outcomes of the survey to ensure clarity and uniformity in implementation.
- **Habitation Mapping:** Each habitation at the district, block, and cluster levels was systematically mapped to the nearest schools. This ensured accurate identification of children within the reach of schools and revealed areas requiring additional educational facilities.
- **Teacher Mapping:** Teachers were mapped to specific habitations based on the size and population of the area. This allocation ensured accountability and effective monitoring of the survey process at the ground level.
- **Data Collection:** Surveyors used a mobile application to capture household-level data, which was exported as Excel files for each district. This allowed offline mode and standardized data collection.
- **Compilation Pilot:** A pilot compilation was conducted for one block to test and validate the process. The learnings from the pilot were incorporated into the state-wide compilation to improve accuracy.
- **State-Level Compilation:** All district data files were compiled and consolidated at the state level using specialized software. This step helped in standardizing formats and ensuring data integrity.



- **Data Analysis:** The compiled datasets were sent to IIT Madras for the development of dashboards and detailed analytics, enabling visualization of trends and patterns across regions.

3. Mainstreaming Strategies

To ensure mainstreaming of out-of-school children, the following strategies have been recommended:

1. Admissions:

- In age-appropriate classes.
- In vocational institutions (ITI, polytechnics).
- In SIOS/NIOS.
- In residential hostels (KGBV, PM JANMAN, DA-JGUA, NSCBV, SSD hostels, Special Schools for CwSN).
- Home based education

2. Bridge Programmes

- Elementary: Summer learning camps, extra classes, parental support.
- Secondary: Learning capsules for Class 9, peer-supported extra classes.
- Higher Secondary: 2-3 month learning camps and extended classes.

4. Community Mobilization

Community involvement will play a critical role through:

- Engagement of public representatives.
- Special Parent-Teacher Meetings (PTMs).
- Padyatras and Shiksha Sabhas.
- Admission drives and felicitation ceremonies.
- Mobilization of mothers' groups.

5. Prevention and Sustainability

To ensure sustainability and continuity of education, following steps have been recommended:

- Children were tracked, including re-enrolled students.
- One-on-one mentorship was provided.
- At-risk students were identified early for intervention.

6. Way Forward

The data collected through this survey will serve as a foundation for evidence-based planning and future interventions.

The major focus areas include:

- Visualization and analysis of dropout trends for policy formulation.
- Strengthening early childhood education through Shishu Vatika preparedness.
- Expanding and enhancing residential schooling facilities (KGBVs, hostels).
- Providing flexible learning pathways via SIOS and vocational education.
- Teacher training for identifying and supporting at-risk students.
- Region-specific dropout analysis for localized campaigns.
- Tailored interventions for CwSN based on resource assessment.
- Infrastructure development: up gradation, consolidation, and establishment of new schools where required.





18. DIGITAL INITIATIVES & ICT

1. Activity: ICT

Establishment of Information & Communication Technology (ICT) Lab in Upper Primary, Secondary and Higher Secondary Schools.

Overview

India's National Policy on Information and communication technologies ICT in School Education (2012) and the broader National Education Policy (NEP) 2020 aim to integrate Information and Communication Technologies (ICT) into school education to enhance access, quality, and efficiency. Key aspects include developing digital infrastructure, providing quality digital content in various languages, training



teachers in ICT skills for both in-service professional developments, and promoting research and innovation among students and teachers. The ICT emphasize learner-centric and equitable access to ICT-enabled learning, fostering digital literacy for all, and preparing students for a globalized knowledge society.

Key Objectives

- **Digital Literacy and Skills:** To make students and teachers proficient in ICT, moving beyond basic literacy to advanced digital competence.
- **Infrastructure Development:** Establishing robust ICT infrastructure in schools, including reliable internet connectivity and power supply.
- **Digital Content Creation:** Developing and providing high-quality, contextually relevant, and accessible digital content in various languages to support different learning needs.
- **Teacher Capacity Building:** Equipping teachers with the skills to effectively use ICT tools for teaching, administration, and their own professional development.
- **Equitable Access:** Ensuring that ICT-enabled educational resources and opportunities are accessible to all learners, including those in remote and marginalized communities.
- **Innovation and Research:** Encouraging research and innovation in the use of ICT for educational purposes.



Key Components & Strategies

- **Policy Guiding Principles:** The policy is built on principles like learner-paced and learner-centric learning, accessibility, equity, accountability, and collaboration.
- **ICT-Enabled Schools:** Aiming for ubiquitous ICT-enabled schools that serve as information hubs for students and the wider community.
- **Content Repositories:** Establishing digital repositories to store and share educational resources, with a focus on collaborative content development led by educators.
- **Blended Learning:** Leveraging digital content to create blended learning environments that combine traditional and technology-enhanced methods.
- **Local Content Development:** Encouraging the creation of local content in regional languages to bridge the digital divide and make learning more relevant to students' contexts.

Relationship with NEP 2020

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

The Department of School & Mass Education, Government has taken the initiative to integrate technology in the teaching and learning process through the ICT scheme in Government schools in the state. Under Sustainability Plan the State Government has taken all 4000 Secondary Schools under e-Library, Steps have been taken for execution of ICT Scheme in 2000 Secondary Schools and 2317 Upper Primary Schools by assigning the project to Odisha Computer Application Centre (OCAC), the Technical Directorate of E & IT Department, Government of Odisha to engage the Implementing Agency(s). The tender has been floated by OCAC to establish Virtual Classroom by providing High throughput VSAT Connectivity in 4317 Schools under ICT Scheme.

2. Activity: Smart Class

A **smart classroom** is a ramped-up mode of education which, instead of taking away from education or the attention span of students, adds opportunities to the existing traditional classroom setup. The opportunity to provide students with quality education by helping them understand concepts better, improve their reading and comprehension skills, and achieve academic excellence. **It is thus the education system's responsibility to employ various technological opportunities for students' gains.** The classroom has successfully turned an **interactive technology** to a curriculum creating and collaborative learning system for teachers and pupils,

respectively. The Digital Classroom can be considered to be a “technology-enabled” learning environment where student learning and interaction with the instructor and peers is fully supported through strategic use of Information and Communication Technologies (ICTs). This project revolves around Modernizing schools and establishing “Digital learning centre” with a focus on implementing “Digital Classroom Learning System”.

Establishment of Smart Classroom in 6065 nos. Upper Primary School and 909 Secondary Schools have been approved to set up @ 2 classroom with Smart Class Device per school. The installation of Smart Class Devices has been completed in all 6974 schools.

Progress: Odisha Computer Application Centre (OCAC), the Technical Directorate under E & IT Department Government of Odisha has completed the tender process and Purchase Order has been issued for successful implementation at School point. The supply and installation process have been completed at school point and all 6974 schools have equipped with Smart Class Device.



(Photograph of the Smart Classroom installed and teachers training in the schools)

Hands on training has been imparted to the teachers for optimum use of the Smart Classroom by the teacher.

Justification:

The proposed solution aims to achieve the following:

1. Transform the teaching - learning process by improving communication and Collaboration among the faculty, students and administrators of the school.



2. Improve integration of technology into teaching-learning spectrum.
3. Encourage students to become creators of their own learning by incorporating 21st century skills such as creativity and critical thinking.
4. Accelerate learning through differentiated instruction and a broader set of learning resources.
5. The solution will help visualize how conventional classrooms and other learning spaces can be reorganized to support changing styles of teaching and learning.

Outcomes:

The scope of this project is to achieve objective interactive learning and has an expected outcome that is listed below.

1. Digital Literacy amongst students, preparing them at an early age for next generation of professionals in a competitive global environment
2. Opportunities for students to learn in <<regional language>> and in English medium
3. Enhanced proficiency in academic subjects
4. Confidence in using technology and modern learning methods at par with global standards
5. Greater opportunities for students to interact/learn with students in other schools through inter-school digital processes.
6. Capacity building amongst teachers.



Use of Smart Class Device in the classroom



19. PLANNING PROCESS AND IMPLEMENTATION ARRANGEMENT

The Samagra Shiksha scheme is an integrated initiative for school education, covering the entire continuum from pre-school to class XII. The scheme views school education as a holistic process and is aligned with the Sustainable Development Goal for Education (SDG-4). It not only provides support for the implementation of the Right of Children to Free and Compulsory Education Act, 2009, but is also harmonized with the recommendations of the National Education Policy (NEP) 2020. The scheme aims to ensure that all children have access to quality education in an equitable and inclusive classroom environment, addressing their diverse backgrounds, multilingual needs, and varying academic abilities, while making them active participants in the learning process.

At the State level, the planning process for Samagra Shiksha involves the preparation of a State Annual Work Plan and Budget (AWPB). The AWPB outlines the state's education priorities, strategies, and proposed budget for achieving the objectives of Samagra Shiksha. The planning team, under the chairmanship of the State Project Director, prepares the plan. The State-level planning process includes monitoring progress made under the scheme, collecting and analyzing data, identifying gaps, ensuring convergence with other departments, line departments, and CSOs, allocating time and budget, and undertaking appraisals at both the state and ministry levels.

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

The Annual Work Plan and Budget 2024–25 under Samagra Shiksha has been prepared with the objective of ensuring that all children have access to quality education in an equitable and inclusive environment that accommodates their diverse backgrounds, multilingual needs, and academic abilities, making them active participants in the learning process.

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

The planning process also entails the preparation of a detailed budget and expenditure framework, outlining the resources required to implement the proposed strategies and activities. The planning team ensures that the budget is realistic,



feasible, and aligned with the overall education priorities and objectives of the Samagra Shiksha scheme.

Once formulated, the plans undergo a review and approval process at the state and district level, as appropriate. This process ensures alignment with the goals and objectives of Samagra Shiksha, adherence to financial norms, and reliance on evidence-based strategies.

Furthermore, training and capacity building of the planning teams form an essential component of Samagra Shiksha. This ensures that stakeholders are equipped with the necessary skills and knowledge to effectively implement the scheme, thereby contributing to the enhancement of the quality of education across the country.

Capacity building of district and State functionaries

- In order to prepare the Annual Work Plan and Budget (AWP&B) 2024;V25 under Samagra Shiksha, a series of Orientation and Capacity Development Programmes were organized across different levels. These programmes aimed to equip officials and stakeholders with the necessary knowledge and skills to plan effectively in line with the guidelines received from the Ministry.
- Special focus was given to the capacity building of Intervention Heads at both the State Project Office (SPO) and District Project Office (DPO) levels. Training sessions were conducted on Appraisal Norms, Programmatic Norms, and Financial Norms of Samagra Shiksha, guidelines received from MoE, as well as thrust areas of AWPB to ensure that the planning process was aligned with national standards and responsive to state-specific needs.
- To make the Annual Plan more realistic, participatory, and need-based, efforts were made to involve stakeholders at every level of the education system. Teachers, headmasters, Cluster Resource Centre Coordinators (CRCCs), Block Resource Centre Coordinators (BRCCs), Block Education Officers (BEOs), District Project Coordinators (DPCs), coordinators, District Education Officers (DEOs), education administrators, and professionals working at the DPO level actively contributed to the planning process. The preparation of School Development Plans (SDPs) at the grassroots level and District Annual Plans at the district level served as the foundation for the State Annual Work Plan, ensuring that the needs and aspirations of schools and communities were adequately reflected.
- This participatory approach not only enhanced the transparency and accountability of the planning exercise but also ensured that the strategies and interventions outlined in the AWP&B were practical, context-specific, and aligned with the overarching goals of Samagra Shiksha.



Plan Orientation Meeting at State Level



Plan Preparation Meeting at District-Malkanagiri



School Development Plan

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

- Under Samagra Shiksha, School Development Plan format and guideline are provided for preparation of School Development Plan. All schools have been provided with the School Disaster Management Plan (SDMP) format and guidelines in Odia.
- The School Disaster Management Plan/School Safety Plan shall be prepared by the School Management Committee (SMC) in all government schools.
- Convergence with other line departments and agencies requested to be ensured during implementation.
- The sources of funds/resources include departments and schemes such as DDMA, Panchayati Raj & DW, WCD, Labour, ST & SC Development, Health, Sports, MP-LAD, MLA-LAD, BRGF, etc.

Need-Based Planning

During the preparation of the plan, all relevant data and information regarding schools, child population, enrolment, and out-of-school children have been collected from U-DISE+ and field surveys. This ensures that the planning process is evidence-based and reflects the actual ground situation.

The commitments made in the Project Approval Board (PAB) meetings, Action Taken Reports, findings from research studies, and audit recommendations, including those of the CAG, have also been taken into account. These inputs help in making the plan comprehensive and aligned with policy directions.

An activity-wise plan has been prepared for all interventions under Samagra Shiksha, considering existing gaps, available resources, and strategies required to achieve desired outcomes. To make the planning process community-oriented, schools and habitations have been treated as the basic units.

For the Access Plan, field-level data and school requirement information received from districts by the Access unit have been used to identify areas with gaps in access and to propose suitable solutions.

Similarly, planning has been done for children admitted under the 25% provision of Section 12(1)© of the RTE Act, based on district-level data.



A Comprehensive Quality Plan has been developed with emphasis on bridging learning gaps. Special focus has been given to building core competencies in reading, writing, comprehension, and numeracy at the primary level.

Foundational Literacy and Numeracy Strategic Pla has also been made as per the GoI/NEP mandate.

Steps have also been taken to meet the educational requirements of Aspirational Districts, ensuring equitable development. In addition, a Civil Works Plan has been prepared, giving priority to essential facilities such as electricity, toilets, and drinking water in schools.

Capacity-building initiatives, including training of School Management Committees (SMCs) and School Management and Development Committees (SMDCs), have been planned so that these bodies are actively involved in the planning and implementation process.

Since seasonal hostels have shown positive results in improving student retention, the plan for this year emphasizes providing quality education in migration-prone areas.

For 2024-25, priority areas include:

- Infrastructure development in Aspirational Districts
- Ensuring access to secondary and higher secondary schools
- Provision of transport facilities
- Expansion of seasonal and residential hostels
- Special training for out-of-school children
- Activities to improve learning outcomes

A dedicated **Minority Plan** has also been prepared. Special attention has been given to institutions such as **Madrasas and Maqtabas**, with instructions issued to extend all types of assistance as per the implementation framework of Samagra Shiksha.

Evidence Based Planning

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

- Participation of Local Self Government
- PRIs declared as Local Authority under RTE.
- Mandatory conduct of GP level Standing Committee on Education.
- Sensitization of all PRI members on aim and objectives of Samagra Shiksha and Aspirational Districts priority in saturation of its needs through special meeting.

- Special Conduct of PTM /SMC to create awareness on Attendance, Retention and continuance of Quality Education in school.
- Mandatory Social Audit (MoU done with OSSAAT in Odisha)
- **SMC Meeting- SDP**



Process adopted during development AWPB

- Capacity building of all DEOs –cum-DPCs and the district Planning Team has been conducted both in person and through V.C on the procedure of the preparation of the Annual Plan 2024-25 as prescribed by MoE, Govt of India.
- At the first step of preparation of Annual Work Plan and Budget, School Improvement/Development Plan is being prepared at school level. Each School Management Committee (SMC) initiates the school level planning in collaboration with the active community members, teachers for preparation of a school level plan which is termed as “School Development Plan (SDP)”. Initially the preparatory phase starts with the SMC meeting which ensures community participation (as per section-21 & part-V of RTE Act).
- The SDP primarily includes identification of gaps in development of *infrastructure, achievement of students, needs of existing teachers, parent’s expectation, classroom transaction process etc.* Hence, the SDP provides requirements of each school which is finally compiled at the district level.
- Further for preparation of District Plans, data from UDISE+ which is highly needed are prepared with the active involvement of teachers and Block level MIS Coordinators and Block Education Officers.



- Preparation of AWP&B at the State level depends upon the appraisal and consolidation of the District level plans. District Project Coordinator, ADEOs, All district Level Coordinators, Programmers, SR.TC (district specific planning team) prepares and consolidates the '*District Annual Work Plan & Budget*' and uploads it in PRABANDH portal.
- District plans is accumulated at the State level for formulation of one '*Integrated State Consolidated Plan*'. During consolidation of Annual Work Plan and Budget at State level under Samagra Shiksha, all Interventions of OSEPA, TE & SCERT, Elementary Education, Secondary Education and Higher Secondary Education are being involved.
- Plan uploaded by districts and SPO through PRABANDH portal within the time period prescribed by Ministry of Education, Govt of India.
- Capacity building has been done on management of PRABANDH portal through online.

Schedule of activities for Integrated AWP & B

Sl. No.	Activities	Date	Participants
1	Review cum Orientation meeting of district Coordinators	20-12-24 to 21-12-24	All Planning Coordinators, Programmers, Financial Consultants
2	Appraisal of AWPB at State level	20-01-15 to 29-01-25	All stakeholders
3	Meeting on Pre Budget Discussion	01-02-2025	All Intervention Heads, OSEPA, All members of planning Team
4	Finalization & consolidation of District Plans	January to February	District Planning team
5	Appraisal of Integrated District AWP & B 2025-26 at State Level	January to February	District Planning Team- Mode Online/offline
6	District AWP&B submission through PRABANDH	January to February	30 Districts. All 30 districts were participated in the appraisal process and prepared and submitted plan through PRABANDH portal



7	Finalisation of State Plan	January	Intervention Heads, Planning Team
8	Online Submission of Integrated AWP & B 2025-26 to MoE through PRABANDH portal		By 15-02-25
9	Appraisal at MoE, GoI		22-02-25 to 24-02-25
10	Pre PAB at MoE, GoI Level		24.02.25
11	PAB meeting		24.03.25

Thrust Areas of AWP&B 2024-25

- NIPUN Bharat mission is expected to achieve its target of universal acquisition of foundational skills by all children at the end of grade III.
- Teaching Learning Materials & Teacher Resource Materials: States and UTs should focus on various interventions related to Child centric Teaching Learning Materials, indigenous toys and games, play based activities and supplementary graded material, Teacher Manuals, Activity Handbooks, resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies at foundational level. The teaching learning material may be prepared in homeilocal/regional languages.

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

- At the block level under the chairmanship of BEO, a planning team has been constituted consisting of BRC, MIS-cum-planning Coordinators, all TCs, all BRTs, ABEOs, CRCCs to consolidate the SDP and to prepare the block plan and submit it to DPO-SSA.
- Planning team under the chairmanship of DPC, at district level consisting members from DIET, All Intervention heads, BEOs, ABEOs has been made to prepare and appraise the plan.
- At the State Project Office a Planning team consisting of all Intervention Heads, Coordinators of different interventions, under the chairmanship of State project Director were participated in appraisal of all district level plans through online due to COVID-19 pandemic.
- A well designed template for preparing the Annual Plan for Samagra Shiksha and STARS scheme has been provided to all Interventions and AWPB 2024-25 also prepared following the norms under Framework for implementation and Manual.



- Aspirational District Guidelines were followed during preparation of Annual Plan. All District Collectors were requested to provide plan proposals by addressing the gaps in Infrastructures, Digital Initiatives etc.
- Budget proposal under Samagra Shiksha have been uploaded in Prabandh portal.

Role of Educational Institutions

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

Convergence

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

Convergence

- MGNREGS – Projects like Boundary walls, kitchen garden, Green fencing will be taken.
- DMF – Districts like Keonjhar, Koraput and Sundargarh will dovetail funds for the construction of buildings, ACR etc.
- Odisha skill development mission – Skilling in school.
- OMBADC – Districts like Sundargarh, Mayurbhanj, Keonjhar will dovetail funds for the development of infrastructure in schools under ABs.
- CSR funds – Activities like toilets, drinking water facilities etc.
- SFC/ CFC – Different school level activities like infrastructure development will be taken up at GP level.
- Water Sanitation Mission – Provision of safe drinking water facility.
- Convergence also brought about with PR & DW Dept, PWD, RD for the development of infrastructure at school level.

Supervision and Monitoring

- District level review meetings were conducted on enhancement of Expenditure, reduction of advance position, implementation of all program under Samagra Shiksha and STARS, PGI-D, UDISE data entry in camp mode, Engagement of teachers, community awareness program and Conduct of PTM etc.
- At State level under the chairmanship of SPD, OSEPA review meetings were also conducted as and when required.
- Nodal Officers were engaged for supervision and monitoring and in time completion of priority works.
- Video Conference facility also being used.





20. SCHOOL SAFETY

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

Action Initiated under Disaster Management at School level

Progress under School Safety

1. Guideline of NDMA on safety and Security of children has been provided to all Districts, Block and School point. District Education Officers are declared as Nodal officer – School Safety Policy. Plan of action for school safety and disaster management has been issued to all districts. State, District, Block and School level Advisory committee on school safety has been constituted.
2. Revised guidelines on Composition and Function of School Management Committee provided to schools.
3. District Education Officers were declared as Nodal officer.
4. Plan of action for school safety and disaster management has been issued to all districts.
5. Disaster management have been included in curriculum of elementary and secondary level.
6. State, District level Advisory committee for school safety has been constituted.
7. As per the D.O. No. 17-1-2020-IS-11 MoE, GoI, dtd. 1-10-21, State Govt has notified the guidelines for fixing the accountability on the school management committee in the matter of the safety of the children studying in all schools including Pvt Schools with effect from the date of notification and exercising the power u/s 35/2 of the RTE Act, 2009 and as per the mandate under rule 93 of Juvenile Justice Model Rules, 2016; vide N. No.20672/SME dated. 1.11.2021."
8. To involve all schools in school safety process school safety observation week have been observed at school level. In the year 2024-25, School Safety Observation week has been observed at school point from 19th to 25th June,2024. Starting from hazard hunt exercise to training of teachers and students on school safety are major parameters ensured during this period. This is one of the innovative steps adopted by the state.
9. @ Rs. 2000/- per Govt School has been released and to date of the total amount has been made as expenditure.

10. Odisha Disaster Management Authority and Samagra Shiksha Odisha are conducting capacity building workshop of Educational Administrators, teachers on school safety. DRG training has already completed on school safety
11. During parent Teacher Meeting School safety was an agenda and discussed among parents.
12. Debate, Essay, Quiz etc competitions are organised to create awareness among students on safety.
13. Mock drills are organised at school level by ODRAF, NDRF, Fire safety wing etc.
14. All schools are advised to for safe keeping of toxic and inflammable materials.
15. In every Quarter, Quarterly progress report (comprising of 10 points) also submitted to Ministry of Education & NDMA.
16. School Development Plan-cum-School Disaster Management Plan has been ensured in all schools.
17. As part of the efforts to instill a culture of safety and responsibility among students, the School Safety Pledge has been prominently displayed in schools across the State. The pledge serves as a daily reminder for students, teachers, and staff to prioritize safety, discipline, and mutual respect within the school environment. First Aid Kit has been made available at school points.
18. Infrastructure Safety: Provisions made for earthquake resistant structure, fire safety, and natural calamities etc in the designs of school infrastructure. (Keeping in view the multiple natural calamities like; Cyclone, Flood and earth quake the buildings are being constructed to resist such disasters. The buildings are design with high plinth level at flood prone area, placing of openings and provision of horizontal & vertical bands at the right place of the building in case of area alert to cyclone & earth quake. Arrangements of fire frightening equipment are also made in the buildings. Use of materials those are flammable has been restricted.





Mock Drill



School Safety Week Observation - Dhenkanal



21. SOCIAL AUDIT

Samagra Shiksha has been aligned with NEP 2020, which includes support to pre-school education and Teaching Learning Materials (TLMs) to all children, National Mission on Foundational Literacy and Numeracy, Holistic Progress Card, tracking of learning outcomes as well as transition of children, induction of qualified counselors at secondary and senior secondary level in a phased manner, language teachers, Capacity Building of Teachers (50 hours CPD), bag-less days and internships, support for Out of School Children in the age group of 16-19 years through open schooling, separate stipend for CwSN girl child, provision for identification of CwSN and resource centre at block level, expansion of schooling facilitates including residential hostels, KGBVs etc., provision for Hub and spoke model in vocational education, provision for smart classroom and support for DIKSHA, support for assessment cells in SCERT etc. Further, under the MMMER component of Samagra Shiksha, provision for support for Social Audit has been included for covering at-least 20% of schools per year so that all schools are covered at least once in a period of five years. In addition, major goals to be achieved for each intervention/component have been defined. Various key performance indicators relating to each interventions/component have been developed to monitor the progress from time to time.

Social Audit of Samagra Shiksha is an important accountability mechanism that promotes transparency, community participation, and inclusive development of schools. It also aims to ensure **equality and equity** in the implementation of educational programs.

The key objectives are to:

- Ensure that entitlements under the RTE Act are provided equitably to all children.
- Assess the status of infrastructure in schools.
- Monitor student enrolment, retention, and completion of schooling.
- Share and verify school-related information under UDISE+.
- Initiate educational dialogues among stakeholders to strengthen participatory governance.
- Develop a community-driven and participatory approach for the holistic development of schools.
- Safeguard and project the rights of **Children with Special Needs (CwSN)** and those belonging to marginalized and vulnerable sections.



Implementation Status

1. Revised Guideline of Social Audit has been received on 12th September, 2023.
2. MoU has been Signed with OSSAAT-Odisha Society for Social Audit Accountability and Transparency, Government of Odisha, social welfare, Accountability and Transparency, Odisha on 18TH Day of November, 2022
3. Nodal Officers –Social Audit has been engaged.
4. All Govt Schools of Odisha will be covered within 5 years (@20% per year).
5. It is been planned to cover 10,000 Govt Schools in first phase i.e. per cluster 2 schools will be covered by December, 2024.
6. Budget under Social Audit will be reimbursed from MMMER.
7. 1.96 lakhs have been transferred to OSSAAT (Social Audit Unit).

Piloting of Social Audit

The NCERT team, under the leadership of Prof. Sharad Sinha, conducted the piloting of Social Audit in Odisha from 6th to 7th June, 2023.

- On 6th June 2023 (Day 1), a State-level orientation programme on Social Audit was organized for SAU members, the Samagra Shiksha team, District Education Officers, Block Education Officers, Headmasters, parents, and SMC members. The orientation focused on piloting the Social Audit format and module.
- On 7th June 2023 (Day 2), the Social Audit was conducted in one selected school by SAFT members, under the direct guidance of the NCERT team.

Training and Capacity Building

To strengthen the Social Audit process and ensure its effective implementation:

- 28,699 Social Audit Facilitation Team (SAFT) members have been trained in 639 batches for conducting audits across schools.
- Additionally, 2,321 Cluster Social Auditors have been trained in 55 batches to carry out audits effectively at the cluster and school levels.

These extensive training efforts aim to build institutional capacity and create a strong cadre of facilitators to take forward the Social Audit framework.

Coordination Meeting between OSSAAT & OSEPA

A coordination meeting was held in the OSSAAT office under the chairmanship of the Director, OSSAAT, to review and streamline the conduct of Social Audit in Samagra Shiksha for FY 2024-25. The meeting was attended by representatives from:



- Odisha School Education Programme Authority (OSEPA)
- OSSAAT, Panchayati Raj & Drinking Water (PR & DW) Department

The meeting emphasized inter-departmental coordination, clarity in roles, and timelines for the successful completion of the Social Audit process.

Social Audit Progress

The Social Audit as per the Ministry of Education, GoI has been planned in 10,000 schools across all 30 districts of the State.

- Completed so far: 5,693 schools
- Remaining: 4,307 schools (to be completed in 2025)

Each Social Audit is conducted over a period of three days, following a structured schedule that ensures participation of key stakeholders and transparency in the process.

Social Audit Schedule

- **Day 1:** Record and document verification, interaction with Head Teacher, Teachers, Children, Parents, and SMC members.
- **Day 2:** Physical and infrastructural verification, along with Focus Group Discussions with different stakeholders.
- **Day 3:** Validation of findings and presentation in the School Sabha.





Status of State Level Training of Master Trainers

- State level Training of Master Trainers was conducted on 6th November, 2023.
- State Level Master Trainers from OSEPA and SAU, @2 Master Trainers per District from SAU and @1 per district, from District Samagra Shiksha were imparted Training. 150 participants were imparted Training.





District Level Social Audit Meeting



Some Glimpse to Social Audit by OSSAAT Team



Social Audit regarding Class Room Transaction



22. SCHOOL STUDENT HELPLINE

The **School Student Helpline**, launched by the **Odisha School Education Programme Authority (OSEPA)** under the aegis of the **School & Mass Education Department**, has emerged as a cornerstone initiative in the state's mission to ensure inclusive, equitable, and quality education for all children. Since its inception, the helpline has been envisioned as a proactive and responsive platform to bridge the communication gap between students, schools, and the administrative machinery. In the academic year **2024–25**, the helpline continued to evolve as a multi-dimensional support system, catering not only to academic queries but also to emotional well-being, infrastructure grievances, and dropout prevention. With the increasing complexity of student needs in a rapidly changing educational landscape, the helpline has adapted by integrating technology, expanding its linguistic reach, and strengthening its human resource base.

Children aged 6 to 16, studying in classes I to X, can call the toll-free number 1800-345-6722/ 14417 or send an email to bring any concerns regarding their right to education or share suggestions directly with the highest authorities. Besides the grievance can be lodged through online (www.studenthelplineodisha.nic.in). The received cases have been categorized under 38 categories. The received cases are analysed categorically from different angle to identify the major issues and subsequently related activities have been designed to address the identified issues. The designed programmes are organized at different levels such as district, block, cluster and school level as per the need.

Status of Helpline Cases:

During the academic year **2024–25**, the helpline received an unprecedented **447 calls**, reflecting increased awareness and trust among students. With a **resolution rate of 60%**, the helpline successfully addressed a wide range of concerns—from academic queries and infrastructure complaints to mental health counseling and dropout prevention.

The School Student Helpline operates as a toll-free student centric service accessible via phone and digital platforms. It serves as a **safe, confidential, and non-judgmental space** where students can voice their concerns, seek guidance, and receive timely support. Case registration is available through online and from 8:00 AM to 8:00 PM offline. In addition to handling grievances, the helpline serves as a mobilizing platform to raise awareness among parents and the community, working in collaboration with teachers and school administration to resolve school-related issues. It also provides counseling support to students and parents during examinations and other times of need. Between April 1, 2024, and March 31, 2025, a total of 447 valid cases were received. These cases were categorized into 38 distinct



types during the 2024–25 academic year. For better clarity in graphical representation, these categories have been grouped into broader segments. The graphs below illustrate the distribution of cases by district and by broad category for the financial year 2024–25.

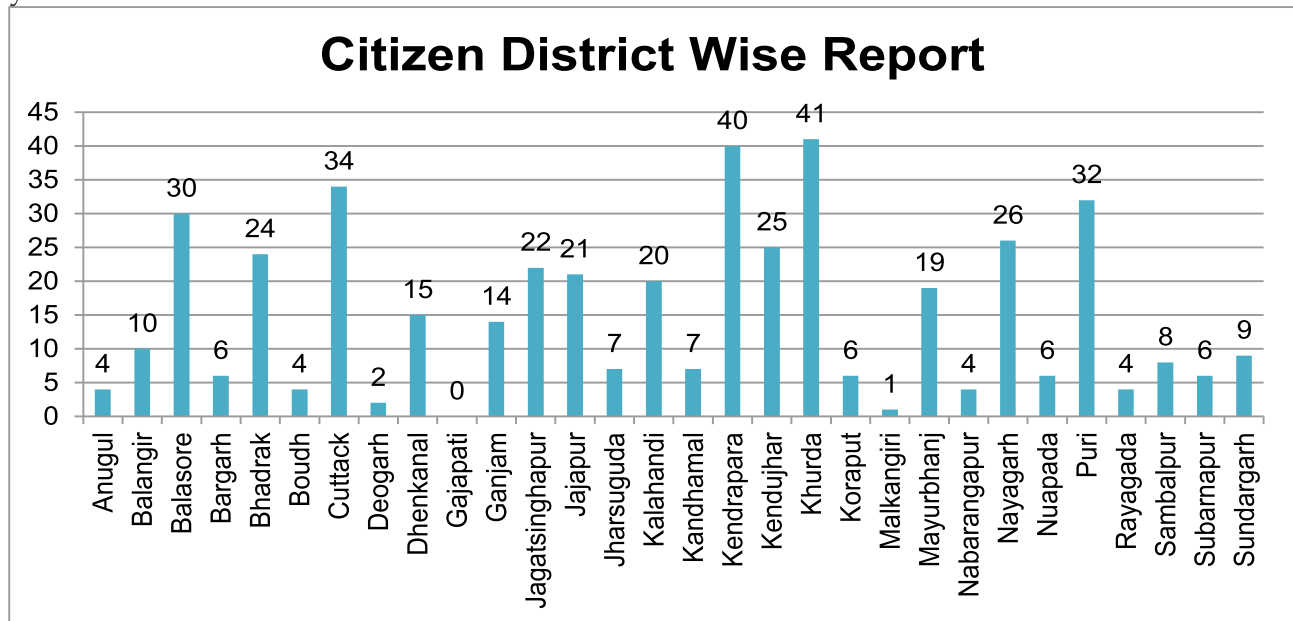


Figure 1 : The no of grievances lodged in coastal districts are more in comparison to non-coastal districts. The graph reflects that maximum no of cases lodged from Khordha, Kendrapara and Cuttack where as minimum cases lodged from Malkangiri & Deogarh districts.

Grievance Category

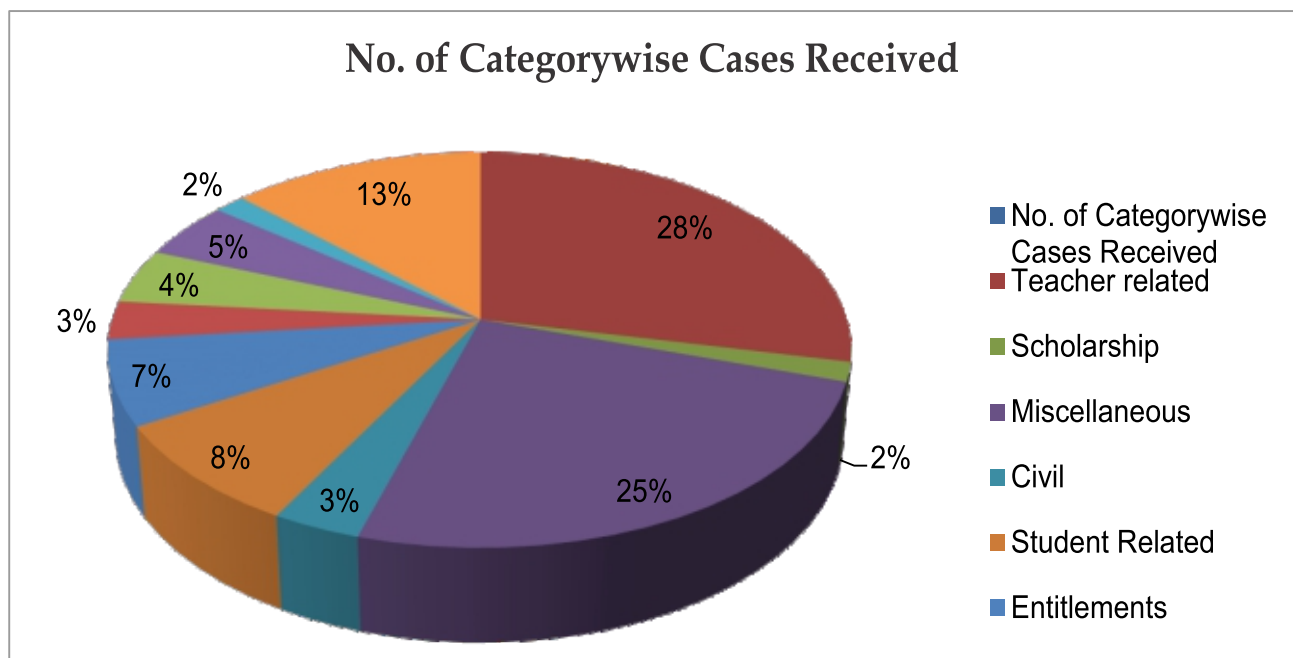


Figure 2: The category wise case reflects that maximum cases received are teacher related followed by other miscellaneous and MDM.

While analysing the cases category wise major issues identified so far have been addressed through organizing various programmes at school level. Following are the activities undertaken during the academic year 2024-25.

Tips for Preparation of Class X Exam

Mental stress on students is increasing not only in India but all over the world. Children become victims of mental stress due to various reasons. Among these reasons, examination can be a major one. Every child achieves success according to their own ability. Some take a lot of time to achieve this success, while others take very little time. This depends on their own skills, perspectives, and study methods that they follow. Hence in order to overcome the examination fear/ stress and to enhance their confidence level to appear the AHSC examination without any fear an orientation programme on “Easy Tips For Exam” was organized during the month of December 2024 for class X students appearing AHSC examination. Some general ways are given below which can help children become stress free during examination time and fulfill their dreams.

- Positive Thinking
- Study thoroughly and take help from sample papers.
- Take Breaks.
- Have a Healthy Diet and Good Sleep.
- Talk to your siblings and parents.
- Practice Yoga for Self Confidence
- Proper use of mobile



Radhakanta Govt Girls' High School Odagaon, Nayagarh



Jawahar Smruti High School Bodhei, Jagatsinghpur



23. OLYMPIC VALUES EDUCATION PROGRAMME (OVEP)

Introduction: The Olympic Values Education Programme (OVEP) was successfully implemented in **500 government schools across 17 districts of Odisha** during the academic year 2024–25. This programme is implemented in partnership with the **Government of Odisha, OSEPA, and the Abhinav Bindra Foundation Trust (ABFT)**. OVEP helps students learn the values of **Friendship, Respect, and Excellence** through sports, games, creative activities, and classroom learning.

Programme Reach and Expansion

- In 2024–25, **250 new government schools** joined OVEP, taking the total number of OVEP schools to **500**.
- More than **2 lakh students** benefited from regular activities and sessions. Over **1,500 nearby non-OVEP schools** also joined through outreach programmes and events.
- Activities included all students – **boys, girls, and children with disabilities**, using **Paralympic-inspired games**.
- Traditional dances, games, and cultural events helped build connections between values and local heritage.

Key Activities and Celebrations

- **“Let’s Move” Campaign:** Students played football, volleyball, kho-kho, kabaddi, and also performed traditional dances like *Puchi*.
- **OVEP Day 2024:** Celebrated across **500 schools**, with participation from **1,500+ non-OVEP schools**.
- **International Yoga Day:** Observed in all 30 districts of Odisha to promote fitness and mindfulness.
- **Paris Olympics 2024:** Celebrated to create awareness about the Olympic Games and values.
- **Suravi 2024:** OVEP stalls at the children’s festival engaged **2,000+ students** with sports and value-based games.

Capacity Building and Teacher Training

- **3-day Train-the-Trainer workshops** were held in newly added districts for **500 teachers**.
- **Refresher Training** was conducted for **1,000 teachers** across 17 districts to improve teaching strategies.



Learning and Assessment

- **Activity-based games and sports** were linked with academic subjects to improve understanding of values. **Olympic Theory sessions** helped deepen student knowledge about the Olympic movement.
- **MCQ-based assessments** were taken by **1.8 lakh students** to test their understanding of values in real-life situations.
- Regular **teacher feedback sessions** helped in improving activity planning.

Community and Parent Engagement

- **OVEP Clubs** were formed in many schools for student-led initiatives on the values of Friendship, Respect, and Excellence.
- **Parent-Teacher Meetings (PTMs)** were used to involve families in OVEP and spread awareness about values.
- **Summer Outreach:** ABFT teams conducted community activities during school holidays.

Resources and Branding

- Schools received **OVEP kits, equipment, and teaching materials** to conduct regular activities.
- Special **OVEP uniforms and merchandise** were distributed to promote programme identity.
- **Wall paintings and awareness materials** were used in all 500 schools to promote Olympic values.

Recognition and Achievements

- **500 teachers from 250 schools** were awarded by district and state level officials for their contributions under the annual progress ceremony.
- Students showed **improved discipline, empathy, teamwork, and respect** towards others.
- Teachers reported **better classroom behaviour** and **increased student interest** in sports and values-based learning.

Despite challenges like heatwaves, holidays and exams, OVEP maintained momentum throughout the year. The programme continues to grow as a strong model for **values-based education**, shaping Odisha's children into **responsible, active, and empathetic citizens**. The Olympic spirit is helping transform both schools and communities across 17 districts of Odisha.

Glimpses of 2024-2025

Capacity Building – Train-the-Trainers Workshop (Phase 1):





OVEP Merchandise & Uniforms:







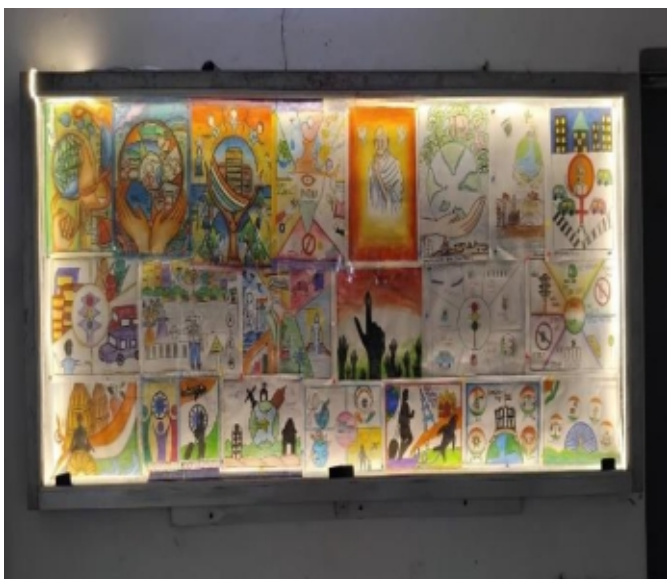
Equipment & Resources for OVEP Activities:







OVEP Branding in Schools:





Annual OVEP Day Celebration:





Capacity Building – Refresher Training Workshop (Phase 2):



"Let's Move" Campaign



National Sports Day Celebration:





Paris Olympics 2024 Celebration:



Suravi 2024 – State-Level Children’s Festival:



Activities Conducted in 2024-25 Academic Year:



Promoting Olympic Values:





Annual OVEP Progress Ceremony





24. TE & SCERT

As per PAB approval of Samagra Shiksha 2024-25 for Teacher Education of Odisha, SCERT and DIETs the following programmes were conducted under different heads as mentioned below:

(A) Programme & Activities (SCERT) : The basic objective of Programme and Activities are Capacity Building of DIET faculties, CRCCs, DRG and SRG members, teachers and educational administrators in different emerging themes for quality improvement in elementary education.

i. Development of Content for Monthly Cluster Level Meetings

The content of Nine Monthly Cluster Level Meetings has been developed in four workshops.

- The objective of the activity is to build the capacity of the teachers in transacting the FLN grade classes in both mono and multi-grade situations.
- The content has been shared with DIET faculty at the State level. DIET faculty have oriented the CRCCs on the same content to lead the session during cluster-level meetings.



ii. Development of the Shishuvatika Workbook and Teacher Handbook

- Govt. Odisha, School and Mass Education Department decided to open a Shishuvatika class(one year pre-primary) w.e.f. 01.04.2025 in the Primary/ Elementary Schools as per NEP 2020.
- To strengthen the classroom activities, Directorate TE & SCERT, has developed one Workbook for Shishuvatika focusing on five domains i.e. Physical, Social- emotional-ethical, Cognitive, Language, Art-aesthetic, and Creative.
- Strengthening the classroom activities of Shishuvatika, one supportive material has been developed named “Shishuvatika Teacher Handbook”.



- Orientation of DIET faculties on the revised Balvatika Training Module has been completed in a phased manner.

iii. Development of Module on MGML & SEEL and Capacity Building of DIET Faculty

- The objective of the workshop was to build the capacity of faculty of DIETs on MGML and SEEL and to impart the training on the above topic to DRGs at district level effectively.



iv. Development of Module for the newly Recruited Teachers (Schematic) and Capacity Building of faculty of DIETs and DRGs

To orient the newly recruited teachers on innovative pedagogy for effective classroom transaction and build their capacity as an innovative professional teacher.



v. Development of the Activity Booklet on MGML for Class I-V.

The workshop focused on reviewing and enhancing subject-wise MGML lesson plans, developing a movement plan for implementation, addressing material challenges, and aligning resources with MGML objectives for effective classroom transactions.



vi. Capacity Building of DIET Faculty on Multigrade and Multilevel Classroom Transaction and SEEL.

- The workshop focused on enhancing skills DIET faculty in multigrade/multilevel class room management and SEEL, featuring expert-led sessions, interactive activities, and collaborative lesson planning over three days.
- Participants engaged in reflective exercises, video screenings, story



telling, and role-playing to understand diversity, emotional resilience, and the importance of compassion and kindness in educational settings.

- The event concluded with post-tests, feedback forms, and discussions on self-awareness, global engagement, and recognizing common humanity, equipping educators with tools for effective and empathetic teaching practices.

(B) Programme and activities (30 DIETs)

Under this Activity in an average Rs.20.00 lakh funds has been placed to each DIET for conduct of training Programme, workshops, seminar, etc. as per requirement of the district for quality elementary education of the concerned district, some of the sample activities are reflected below.

i. National Seminar organized by DIET, Kalahandi :

National seminar provides a platform for experts, researchers and practitioners to share knowledge, discuss current trends and explore challenges and opportunities related to the field of education. Organizing seminar provides ample opportunities to stay updated on the latest developments and to learn from each other's experience.

In this context our institute has organized One day National Seminar on 29th January 2025 in eight sub-theme areas on "Toy Based Pedagogy for Holistic Development".

Objectives of the Seminar:

- To enhance student's cognitive skill, virtual processing and auditory processing.
- To ensure use of Toys, Games and Play in the Child's world of learning during Foundational stage.
- To strengthen conceptual understanding among students through Toy Based pedagogy.
- To foster creativity, imagination and enhance learning through the use of Toys.
- To develop cognitive, psychomotor, social and emotional skills through toys.



ii. District Level Seminar organized by DIET, Boudh:

The event aimed to enhance the knowledge and awareness of different stakeholders on SEEL. The seminar provided a platform for insightful discussions and knowledge sharing. The main objectives of the seminar was to provide in-depth understanding of



SEEL on building a healthy society. Participants attended the seminar, including resourceful teachers, CRCCs, BRCCs, BEOs and faculty members. The seminar was well-received and appreciated for its content and organization. The seminar was a resounding success, achieving its objectives of spreading awareness and fostering learning on SEEL. Participants gained valuable insights and expressed keen interest in future events.

iii. A capacity-building program on Multi-Grade Multi-Level (MGML) and Socio-Emotional and Ethical Learning (SEEL) by DIET, Ganjam

A capacity-building program on Multi-Grade Multi-Level (MGML) and Socio-Emotional and Ethical Learning (SEEL) was successfully conducted at DIET Ganjam, Khallikote, for Cluster Resource Centre Coordinators (CRCCs) of all 22 blocks. This initiative aimed to equip CRCCs with innovative pedagogical strategies to address the diverse learning needs



of students in multi-grade classrooms while fostering socio-emotional and ethical competencies among learners. The program emphasized the integration of child-centered approaches, classroom management techniques, and the promotion of inclusivity and equity in education. Interactive sessions, hands-on activities, and case studies provided participants with practical tools to implement MGML and SEEL effectively in their respective clusters, enhancing the overall quality of education delivery.

iv. A capacity-building program on Multi-Grade Multi-Level (MGML) and Socio-Emotional and Ethical Learning (SEEL) by DIET, Sundargarh

The main objectives of the program are:

- To identify classroom management techniques for both single-class and multigrade (multi-class) situations.
- To identify classroom management problems related to the number of students and suggest possible solutions.
- To explain the similarities and differences between single-class and multi grade teaching.
- To prepare a plan for effective multigrade learning.





Monthly cluster Level Meeting at DIET Level by DIET, Sonepur

- 6 numbers of monthly cluster level meeting were organized in physical mode at DIET level.

Objectives of Cluster level meeting

- To orient the CRCCs on the contents of FLN.
- To orient the CRCCs in activities calendar/monthly planer wise activities as per lesson plan.
- To prepare FLN Tracker on each cluster.
- Report on each MCM.



v. Balavatika Training (DRG) by DIET, Khordha

Objectives

- To familiarize District Resource Group members with the Prastuti Module's objectives, content, and delivery strategies.
- To clarify the roles and responsibilities of District Resource Group members in supporting the implementation of the Prastuti Module.
- To enhance the capacity of District Resource Group members to provide guidance and support to educators and stakeholders at the block and school levels.
- To ensure effective implementation and monitoring of the Balvatika training at the block level.



Achievement:

- DIET Khordha has successfully created 85 DRGs members on PRASTUTI Module those are assigned to orient their block level elementary teachers within the stipulated time.
- Under this orientation programme, 90% of elementary teachers were trained in each block of Khordha district.





vi. Workshop on Module Development of Mathematics (DIET, Khordha)

Objectives

1. To strengthen conceptual understanding of key mathematical topics among upper primary students through trained teachers.
2. To promote activity-based and experiential learning through hands-on materials, games, real-life examples, and group work.
3. To contextualize maths teaching using local examples, cultural references, and community resources from Khordha and Odisha.
4. To develop problem-solving and reasoning skills in students through guided discovery and inquiry-based approaches.
5. To reduce maths anxiety and foster a positive attitude towards maths among learners.
6. To integrate assessment techniques for identifying learning gaps and providing timely remediation.

Achievements

1. Improved Teaching Practices:

- Development and implementation of innovative TLMs (Teaching-Learning Materials).
- Hands-on training for pre-service and in-service teachers on concept-based and activity-based teaching.

2. Capacity Building:

- Regular organization of workshops and orientation programs for teachers to enhance pedagogical skills.
- Introduction of inclusive teaching strategies and assessment techniques.

3. Research & Action Projects:

- Conducting small-scale action research projects on improving student learning in maths.
- Publications or presentations of research findings at state or national level seminars.





4. Student Performance Enhancement:

- Improvement in students' performance in maths through remedial teaching and activity-based learning.
- Use of maths kits and ICT tools to promote joyful learning.

5. Community Engagement:

- Organizing maths fairs, exhibitions, and competitions to develop interest in maths among students.
- Encouraging peer learning and community participation in maths-related events.

6. Development of Resource Materials:

- Preparation of teacher handbooks, activity books, and worksheets in regional languages.
- Contributions to curriculum revision or textbook review processes.

A well-developed maths module in DIET Khordha is not just a teaching aid – it is a catalyst for transforming how maths is taught and learned in classrooms across the district and even the state.

(C) Development of e-content by SCERT for 2024-25:

Under the DIKSHA initiative, an amount of ₹8,00,000.00 was received from Samagra Shiksha for the financial year 2024–25 to support the orientation and development of digital contents for school education.

Capacity Building

To build institutional capacity, 30 faculty members from various DIETs across the state were oriented in two phases. These orientation programmes focused on Integration of ICT in teaching-learning, pedagogically sound e-content development, Metadata tagging and alignment with curriculum and use of DIKSHA platform and other digital dissemination channels. Following the orientation, the trained DIET faculty members developed a total of 500 e-contents covering Classes I to VIII across multiple subjects including Odia, English, Mathematics, Environmental Studies, and Science.

e-Content Development and Vetting

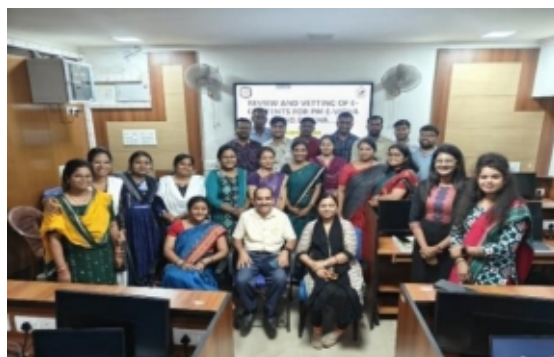
The developed e-contents were then vetted by subject experts at SCERT, Odisha to ensure quality, curriculum relevance, and pedagogical soundness.



Dissemination and Outreach

The finalized e-contents were systematically uploaded and disseminated through multiple platforms:

- **DIKSHA Portal:** Integrated into relevant subject and class folders for easy access by teachers and students
- **SCERT Odisha's Official YouTube Channel:** Promoted for wider outreach and asynchronous learning
- **PM e-Vidya DTH Channels 138 & 139:** Broadcasted in scheduled slots to reach learners across remote and digital-divide areas



Impact and Way Forward

This initiative has not only strengthened the digital repository of the state but also empowered DIETs as content hubs. It has enhanced the visibility of teacher-generated resources and contributed significantly to NEP 2020 goals of digital learning and equitable access.

(D) Development of e-content by DIETs

i. Workshop on e-Content Development and Finalization, Ganjam

The District Institute of Education and Training (DIET), Ganjam, Khallikote successfully organized a comprehensive Workshop on e-Content Development. Resource persons showcased exemplary e-Content developed by teachers in previous



sessions and provided clear guidelines to participants for preparing their own content. Throughout the workshop, teachers actively engaged in content preparation, designed impactful Power Point presentations, participated in recording sessions, and took part in a thorough review process. The event concluded with a Valedictory Ceremony, marking the successful development of quality e-Content aimed at enhancing Foundational Literacy and Numeracy (FLN) classes. The workshop reflected the creativity, collaboration, and dedication of all participants towards enriching digital learning experiences.

ii. Workshop on e-Content Development and Finalization, Kalahandi

E-content has revolutionized the education sector by providing accessible, engaging and interactive learning experiences. E-content facilitates the teacher in enhancing



classroom learning experiences in an effective manner. It also helps in enhancing learner's knowledge level which leads to creative thinking. It is very time saving when compared to traditional ways of learning. It enables the incorporation of videos, animations and audio resources, creating a multi-sensory learning environment that caters to diverse learning styles. By leveraging e-content educators can create engaging, personalised and accessible learning experiences to improve students' learning outcomes.



DIET, Kalahandi has conducted 3 days workshop from 28/08/2024 to 30/08/2024 to facilitate teachers to develop e-contents for effective classroom transaction. Near about 56 numbers of e-contents for Classes 3 to 8 have been developed and reviewed by faculties on different subjects. It is uploaded in the YouTube channel of the institute i.e. (<https://youtube.com/@dietkalahandi?si=rspaQqDQ1ZTtJU4H>) to make those accessible for all. This initiative enhances education through digital resources, supporting teachers and students. The e-content aims to improve student learning outcomes, promotes use of technology and provides a valuable resource for educators. By making this content available online, DIET, Kalahandi reaches a wider section contributing to the overall improvement of education in the district.

Orientation of CRCCs on Socio-Emotional and Ethical Learning (SEEL), DIET Khordha

Objectives:

- To describe difference between mono grade and multi grade teaching
- To Create a Positive Learning Environment with enhancement of mental wellbeing
- To prepare a multi grade teaching plan
- To identify the situation of multi grade and mono grade teaching skills
- To identify the classroom management problem depending upon the number of students present in class and their possible solution.

Achievement

- All the CRCCs of 11 blocks are oriented in two phases by DIET Khordha to provide guidance to the CRCCs about how to handle the multigrade class teaching, different skills of handling multigrade classroom situation, activities to be conducted in multigrade, multilevel



classroom and conducting activities for social. Emotional and moral awareness, self-awareness.

- All the CRCCs prepared different activities and teaching plan for MGML classroom situation. And activities to be conducted under SEEL. This will help them to provide support to teachers to handle multigrade classroom situation and in-turn improve quality of education imparted to students.
- All Teachers of Khordha district learn the skills of conducting MGML class under the guidance of CRCCs and also done different varieties of SEEL activities for holistic development of students.



DIET-CRC Linkage

Objectives

- To develop context specific strategies for educational needs and challenges
- To promote equity and inclusion for all students.
- To enhance teacher training programs to improve the capacity of teachers.
- To strengthen academic support in their cluster through monitoring and mentoring.
- To promote innovation and best practices in their cluster.
- To strengthen collaboration between DIETs and CRCs for educational outcomes.

Achievements

- Enhanced collaboration with teachers through CRCC
- Improved teacher learning through joint planning and training programs
- Sharing of best practices through review meeting
- Provide educational support at school level.



Institutional research and collaborative action research

Objectives

- To work closely with the schools and gaining firsthand experience on different dimensions of teaching learning process
- To develop alternative ways of teaching learning approach and experimenting those in the schools
- To identify the problems in the school and classroom related activities and Conduct of action researches in collaboration with teachers



Achievements

- Help teachers to improve teaching practices in their school.
- Findings of research help to understand student learning.
- Teacher can identify the challenges and develop strategies to address it.
- Research encourages teacher's continuous professional development.
- By conducting action research teacher develop the knowledge and skills in research.



Workshop on development of materials for developing reading comprehension of the students

The workshop on Development of Materials for Enhancing Reading Comprehension, organized by the District Institute of Education and Training (DIET) Khordha. This workshop aims to equip educators with the skills and knowledge to design and



develop materials that expose students to diverse text types, fostering their comprehension and literacy skills beyond the textbook. Through this initiative, we seek to empower students to become proficient readers, capable of understanding and critically engaging with a wide range of texts, ultimately enhancing their academic performance and lifelong learning abilities. The workshop provided valuable insights and strategies for educators to develop effective materials for enhancing reading comprehension. The recommendations and outcomes will inform future initiatives to improve student literacy skills.

Objectives

- To design and develop materials that enhance reading comprehension skills among students.
- To expose students to diverse text types and genres.
- To foster critical thinking and analytical skills through reading.
- To improve students' ability to understand and interpret complex texts.
- To promote lifelong reading habits and literacy skills.

Achievements

- DIET Khordha has successfully develop the teacher support materials for developing reading comprehension (aame padhibu, bujhibu, lekhibu) for the students of preparatory and middle stages.
- DIET, Khordha has successfully reviewed the reading comprehension materials for grade III to VIII.
- The final teacher support material has prepared to disseminate among the teachers of Khordha district.



District level NIPUN Mela

Objectives

- To ensure the learning of every child.
- To give attention to each and every child in the school.
- To send the children to school in regular basis.
- To inform the parents about daily progress of their children

- To create a suitable learning environment in school
- To motivate the learners towards learning by creating a very joyful learning environment through various TLMs and different activities



Achievements

- This District level NIPUN mela will aware all the stake holders about the concept of FLN which is the basic learning of all the students from the 1 to 3
- This programme will sensitize the parents who are the first teacher of all children at home.
- Through this mela a large number of educational mass will very much ensure and get the knowledge about the goals of education for upcoming years.
- DIET Khordha will create an opportunity for gathering of many stakeholders who are the great contributors of this mission through this programme.



25. MEDIA & DOCUMENTATION



EducationOdisha @SMEOdisha · Apr 3, 2024

ଡ଼ା. ଡ଼ି. ଶ୍ରୀ. ପ୍ରଫୁଲ୍ଲକିଶୋର ଶତ୍ତାକ ଉତ୍କଳ ବିଦ୍ୟାଳୟରେ ପାଠପଢ଼ା ଆରମ୍ଭ ହେବା ସହ ନୂତନ ଭାବେ, ଉପଯୁକ୍ତ ଭାବେ ପାଠ୍ୟ ପଦ୍ଧତି ଶ୍ରେଣୀରେ ପିଲାମାନଙ୍କର ଗମନାଗମନ କାର୍ଯ୍ୟକ୍ରମ ମଧ୍ୟ ଚାଲି ରହିଛି ।



EducationOdisha @SMEOdisha · Apr 9, 2024

DEO-cum-DPCs, Samagra Shiksha, embark on a transformative 2-day Review-cum-Capacity Building Workshop at Pantha Nivas, Bhubaneswar, on April 9th-10th, 2024.



EducationOdisha @SMEOdisha · Jun 21, 2024

Celebrating the 10th International Day of Yoga with the 1st Bagless activity under Samagra Shiksha! Across 46,249 schools, 4.3 million students embraced Yoga, promoting "Yoga for Self and Society". An inspiring move towards a healthier life!

#YogaDay2024
#HealthyLiving



EducationOdisha @SMEOdisha · Jun 26, 2024

Replying to @SMEOdisha

ବିପଦ ସମ୍ଭାବନା, ପ୍ରତ୍ୟକ୍ଷ ମହାବଳ, ପ୍ରତ୍ୟକ୍ଷ ଯାତ୍ରା, ଅଗ୍ନି ନିର୍ବାପକ ଯାତ୍ରା, ମନ୍ଦ-ପ୍ରିୟ, ଶାନ୍ତଶାନ୍ତା ଚାଲିବା ଏବଂ ପ୍ରତ୍ୟକ୍ଷ ଶାନ୍ତ ଅତି ଅନୁଷ୍ଠିତ ହୋଇଥିଲା । ଶାନ୍ତ ଯାତ୍ରା, ଶାନ୍ତ-ଶାନ୍ତ ଯାତ୍ରା ଏବଂ ଶାନ୍ତଶାନ୍ତାମାନଙ୍କ ମିଳିତ ଭାବନାରେ ଏହି କାର୍ଯ୍ୟକ୍ରମ ସମାପ୍ତ ହୋଇପାରିଛି ।



EducationOdisha @SMEOdisha · Jul 22, 2024

ଶାନ୍ତାୟ ଶିକ୍ଷାମାତ୍ର - ୨୦୨୦ର ଶାନ୍ତିରତ୍ନ ପୁରସ୍କାର ଉପାଧିପ୍ରାପ୍ତ ଶିକ୍ଷା ମନ୍ତ୍ରୀଙ୍କ, ବିଦ୍ୟାଳୟ ଶିକ୍ଷା ଓ ସାବିତ୍ରୀ ବିଭାଗ, ନୂଆଦିଲ୍ଲୀର ନିର୍ଦ୍ଦେଶନାମାନୁସାରେ ସାଗା ଉତ୍କଳ ୨୨ ବୁଲ୍‌ବଲ୍ ୨୦୨୪ ରୁ ୨୮ ବୁଲ୍‌ବଲ୍ ୨୦୨୪ ପର୍ଯ୍ୟନ୍ତ 'ଶିକ୍ଷା ସପ୍ତାହ' ପାଳନ କରାଯାଉଛି ।

#ShikshaSaptah
#NEP2020
#SamagraShiksha



EducationOdisha @SMEOdisha · Jul 20, 2024

ଶାନ୍ତଶାନ୍ତା ମାନଙ୍କ ମଧ୍ୟରେ ଶୁଣିବା ଓ ବଢ଼ିବା ଶକ୍ତିର ବିକାଶ ନିମନ୍ତେ ଚଳିତ ଶିକ୍ଷା ବର୍ଷର "ପ୍ରତ୍ୟକ୍ଷ ଶାନ୍ତ-ବିଦ୍ୟା" ବିଭାଗ "ଶାନ୍ତ ଶୁଣିବା ଓ ବଢ଼ିବା" କାର୍ଯ୍ୟକ୍ରମ ଉତ୍କଳ ପ୍ରାଥମିକ ଓ ଉଚ୍ଚ ପ୍ରାଥମିକ ବିଦ୍ୟାଳୟ ଶୁଣିବାରେ ଅନୁଷ୍ଠିତ ହୋଇପାରିଛି ।





EducationOdisha @SMEOdisha · Jul 23, 2024



"ଶିକ୍ଷା ସପ୍ତାହ"ର ଦ୍ୱିତୀୟ ଦିନରେ "ନୈମିତ୍ତିକ ସାକ୍ଷରତା ଓ ସାମ୍ୟାଜିକ" (FLN)ସମ୍ବନ୍ଧିତ ବ୍ୟାପକ କ୍ଷେତ୍ରର ଗୁରୁ ଓ ଶିକ୍ଷକଙ୍କୁ ଶିକ୍ଷା ଦେବା ଲାଗି ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି ।

#ShikshaSaptah
#NEP2020
#SamagraShiksha



EducationOdisha @SMEOdisha · Jul 23, 2024



Replying to @SMEOdisha

ଶ୍ରୀମତୀ ପି. ପ୍ରଦୀପ, FLN ସ୍ତମ୍ଭ, ଗୁରୁ କ୍ଷେତ୍ର, ଗୁରୁ ମାଧ୍ୟମରେ ଶିକ୍ଷାଦାନ, ଶିକ୍ଷକ ସାମ୍ୟାଜିକ ପଦକ୍ଷେପ, ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି ।



EducationOdisha @SMEOdisha · Jul 24, 2024



"ଶିକ୍ଷା ସପ୍ତାହ"ର ତୃତୀୟ ଦିନରେ ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି ।

#ShikshaSaptah
#NEP2020
#SamagraShiksha



EducationOdisha @SMEOdisha · Jul 25, 2024



"ଶିକ୍ଷା ସପ୍ତାହ"ର ଚତୁର୍ଥ ଦିନରେ ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି ।

#ShikshaSaptah
#NEP2020



EducationOdisha @SMEOdisha · Jul 26, 2024



"ଶିକ୍ଷା ସପ୍ତାହ"ର ପଞ୍ଚମ ଦିନରେ ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି ।

#ShikshaSaptah
#NEP2020
#SamagraShiksha



EducationOdisha @SMEOdisha · Jul 27, 2024



"ଶିକ୍ଷା ସପ୍ତାହ"ର ଷଷ୍ଠ ଦିନରେ ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ଶିକ୍ଷା ସପ୍ତାହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି ।

#ShikshaSaptah
#plantformother
#NEP2020
#SamagraShiksha





EducationOdisha @SMEOdisha · Jul 28, 2024

ଉଦିତାର ଓ ଘୋରତାର, ଦୁଇ ଦିନ ପାଦିତ ହେଉଛି "ଶିଖା ସମ୍ବନ୍ଧ"ର ଶେଷ କାର୍ଯ୍ୟକ୍ରମ - "ରୋଷା ଗୁମ୍ଫା ଦିବସ" । "ଦିବସକଳ" ପୋର୍ଟାଲ ମାଧ୍ୟମରେ ଯୋଡ଼ି ହେବେ ପୁରାତନ ଛାତ୍ରଛାତ୍ରୀ, ଅଭିଭାବକ ଓ ଶାଳୀୟ ଗୁମ୍ଫାୟା ।

#ShikshaSaptah
#NEP2020
#SamagraShiksha



EducationOdisha @SMEOdisha · Aug 10, 2024

୨୦୨୪-୨୫ ଶିକ୍ଷା ବର୍ଷର ବିଭିନ୍ନ ଅଭିଯାନ-ଶିଖଣ୍ଡ ପ ବିଦ୍ୟାଳୟ ପରିଚାଳନା / ବିଦ୍ୟାଳୟ ପରିଚାଳନା ଏବଂ
ଉତ୍ତମ ଚଳିତ ବୈପଦ୍ୟ ସମସ୍ତ ସରକାରୀ / ସରକାରୀ ଅନୁବାଚ ପ୍ରାପ୍ତ ବିଦ୍ୟାଳୟରେ ଅନୁଷ୍ଠିତ
ହୋଇଥିବେ ।



EducationOdisha @SMEOdisha · Aug 16

ବିଦ୍ୟାବନ୍ଧୁ ବାବୁଙ୍କର ଯୁବା ପିଲାମାନଙ୍କୁ ଶିକ୍ଷାର ମୁଖ୍ୟ ସ୍ତୋତ୍ରରେ ସମ୍ମିଳିତ କରିବା ପାଇଁ ରାଜ୍ୟ ବାପା ବିଦ୍ୟାବନ୍ଧୁ ମାନଙ୍କର ଗ.୧୭, ୦୮, ୨୭୨୫ରିଜ୍ଞର "ଆସ ସ୍କୁଲ ପିଲା" ଅଭିଯାନ ଅବସରରେ ଏକ ବୃତ୍ତକୁ ପି.ପି.ଏମ୍ ଅନୁଷ୍ଠିତ ହୋଇଯାଇଅଛି ।

#AASASCHOOLIBA



EducationOdisha @SMEOdisha · Aug 16

ଏହି ବୈଦିକରେ ଅଭିଭାବକମାନଙ୍କୁ “ଆପ ଥୁଲ ପିତା” କାର୍ଯ୍ୟକ୍ରମ ଦିଶୁଥିବା ବିଶେଷ ଲାଭରେ ସଚେତନ କରାଯାଇଅଛି । ଏହି ବୈଦିକର କେତେକ ବିଶେଷ ଗୁଣ... ।

#SpecialPTM



EducationOdisha @SMEOdisha · Aug 18, 2024

ଡିଡ଼ିଆର ୨୫ଟି ବୁକ୍ସ ଛାତ୍ରଛାତ୍ରୀ ମହାଶୟିକା ରାଷ୍ଟ୍ରପତି ଶ୍ରୀମତୀ ଡ୍ରୌପଦୀ ମୁର୍ମୁଙ୍କ ସହିତ ରାଷ୍ଟ୍ରପତି ଭବନରେ ରଖା ସମ୍ମାନ ପାତ୍ର କରିବେ । ଏହାସହ ରାଷ୍ଟ୍ରପତିଙ୍କ ସହିତ ବୃତ୍ତ ସାମଗ୍ରୀର କାର୍ଯ୍ୟକ୍ରମ ମଧ୍ୟ ଆୟୋଜନ କରାଯାଇଛି ।



EducationOdisha @SMEOdisha · Aug 27, 2024

[illegible]

You and 6 others



OSEPA @OSEPA_Official · Sep 2, 2024

Promote

ସେକ୍ସଟେନସନାଲ ଶିକ୍ଷା ମନ୍ତ୍ରାଳୟ, ବିଦ୍ୟାଳୟ ଶିକ୍ଷା ଓ ସାକ୍ଷରତା ବିଭାଗ, ନୂଆଦିଲ୍ଲୀର ଚିନ୍ତନଶୀଳମାନଙ୍କୁ ସାଥେ ସାଥେ ୧-୧୫ ଡେସ୍‌ରେ ୨୦୨୪ ପର୍ଯ୍ୟନ୍ତ "ସ୍ୱଚ୍ଛତା ପଥ" ପାଇଁ କରାଯାଇଛି । ଏହି କ୍ରମରେ ଆମ ରାଜ୍ୟର ବିଭିନ୍ନ ବିଦ୍ୟାଳୟଗୁଡ଼ିକରେ ସ୍ୱଚ୍ଛତା ଶପଥ ପାଠ କାର୍ଯ୍ୟକ୍ରମ ପାଳନ କରାଯାଇଛି ।



OSEPA @OSEPA_Official · Sep 2, 2024

Promote

"ସ୍ୱଚ୍ଛତା ହିଁ ସେବା" । ଓଡ଼ିଶା ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ ପ୍ରାଧିକରଣ (ଓସେପା)ର ରାଜ୍ୟ ପ୍ରକଳ୍ପ ଚିନ୍ତନଶୀଳ ଶ୍ରୀମତୀ ଅନନ୍ୟା ଦାସ, ଆଇ.ଏ.ଏସ୍., ସମସ୍ତ ବିଭାଗୀୟ ପୁରୁଷ ଓ କର୍ମଚାରୀ ମାନଙ୍କୁ ରାଜ୍ୟ କାର୍ଯ୍ୟାଳୟରେ "ସ୍ୱଚ୍ଛତା ଶପଥ ପାଠ" କରାଯାଇଛି । ଏହି ଶପଥ ପାଠ କାର୍ଯ୍ୟକ୍ରମର ଦିନି ଶୁକଳ ...



CMO Odisha and R. Rathore



OSEPA @OSEPA_Official · Sep 3, 2024

Promote

ବିଦ୍ୟାଳୟ ପରିବେଶକୁ ସ୍ୱଚ୍ଛ ଓ ପ୍ରସାର କରି ଚିନ୍ତନଶୀଳାରେ ଗୋଷ୍ଠୀ, ଛାତ୍ରଛାତ୍ରୀ ଓ ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ସ୍ୱଚ୍ଛତା ଆନ୍ତରାଳ ପରିବେଶକୁ ଆଧୁନିକ ଦିଆଯାଇଛି । ଏହି ଦିବସର ଦିନି ଦୃଶ୍ୟ...



OSEPA @OSEPA_Official · Sep 3, 2024

Promote

ଗୋଷ୍ଠୀ ସରକାରୀ ହିଁ ପ୍ରଚ୍ଛନ୍ନ ମୁହାଁ । ସ୍ୱଚ୍ଛତା ପଥ ପାଇଁ ଅବସରରେ ରାଜ୍ୟ ବିଦ୍ୟାଳୟଗୁଡ଼ିକରେ ସ୍ୱଚ୍ଛତା ପ୍ରଚ୍ଛନ୍ନ ଦେଇ ଏସ.ଏମ.ସି. / ଏସ.ଏମ.ସି.ସି. / ପି.ଟି.ଏ / ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀମାନେ ବିଦ୍ୟାଳୟରେ ଚଳାଇଛନ୍ତି ଯଦି ସ୍ୱଚ୍ଛତା ସମ୍ପର୍କରେ ସମସ୍ତଙ୍କୁ ପ୍ରତିଷ୍ଠା ପ୍ରଦେଶକୁ ପ୍ରଦେଶ ଦେଇ ।



CMO Odisha and 6 others



OSEPA @OSEPA_Official · Sep 6, 2024

Promote

କଳ ହିଁ ଜୀବନ: ଶରୀର ପ୍ରସାର, ଶରୀର ସ୍ୱାସ୍ଥ୍ୟ ଓ ଏକ ସ୍ୱାସ୍ଥ୍ୟ ପ୍ରାପ୍ତିର ବର୍ତ୍ତମାନ ପ୍ରୟୋଗ ଗାନ୍ଧିଜୀଙ୍କ କର୍ତ୍ତବ୍ୟ । "ସ୍ୱଚ୍ଛତା ପଥ"ର ଶିକ୍ଷା ଦିବସରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଚଳେଇଛନ୍ତି ବିଭିନ୍ନ ପ୍ରତି ଧ୍ୟାନ ଦେଇ ସ୍ୱାସ୍ଥ୍ୟ ଓ ପ୍ରାଣୀ ମାଧ୍ୟମରେ ସରକାରୀ ପ୍ରକଳ୍ପ କରୁଛନ୍ତି ।



OSEPA @OSEPA_Official · Sep 6, 2024

Promote

ସ୍ୱଚ୍ଛତା ଦିବସ ପାଇଁ: ଓଡ଼ିଶା ଶିକ୍ଷକମାନେ ପ୍ରଚ୍ଛନ୍ନ ସମାଜ ଗଠନର ପ୍ରାଣୀ ପ୍ରଦେଶ । ଏକ ଶରୀର ସ୍ୱାସ୍ଥ୍ୟ ଗଠନରେ ସେମାନଙ୍କର ନୂତନୀୟ ଏକାନ୍ତ ଅବସ୍ଥା । ଶିକ୍ଷକ ଓ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପରୀକ୍ଷାରେ ନେଇ "ସ୍ୱଚ୍ଛତା ପଥ"ର ଶିକ୍ଷା ଦିବସରେ ରାଜ୍ୟର ସର୍ବତ୍ର ବିଦ୍ୟାଳୟଗୁଡ଼ିକରେ ଆନୁଷ୍ଠାନିକ କରାଯାଇଛି "ସ୍ୱଚ୍ଛତା ଦିବସ" ।





OSEPA @OSEPA_Official · Sep 10, 2024

Promote

ସ୍ୱଚ୍ଛତା ଆନ୍ତର୍ଦ୍ଦେଶୀୟ ଦିବସ ।
ବିଦ୍ୟାଳୟ ଶ୍ରବଣେ ସ୍ୱଚ୍ଛତା ଆନ୍ତର୍ଦ୍ଦେଶୀୟ ଦିବସରେ ଶାସ୍ତ୍ରଜ୍ଞାନୀମାନଙ୍କ ମଧ୍ୟରେ ସ୍ୱଚ୍ଛତା ସମ୍ବନ୍ଧୀୟ ବିଭିନ୍ନ ପ୍ରତିଯୋଗିତା ଆୟୋଜିତ ହୋଇଥିଲା । ପରିଷ୍କାର ଓ ପରିଚ୍ଛନ୍ନତା ଉପରେ ସଚ୍ଚରଚନା ଦୃଷ୍ଟି କରିବା ପାଇଁ ଉଚ୍ଚ ଶାସ୍ତ୍ରଜ୍ଞାନୀମାନଙ୍କୁ ମଧ୍ୟ ପିଲାମାନଙ୍କ ବିଦ୍ୟାଳୟରେ ଅବସର କରିଥିଲା ।



OSEPA @OSEPA_Official · Sep 11, 2024

Promote

ବ୍ୟକ୍ତିଗତ ସ୍ୱଚ୍ଛତା ଦିବସ:
“ସ୍ୱଚ୍ଛତା ପଠ”ର ଏକାଦଶ ଦିବସରେ ବିଦ୍ୟାଳୟରେ ପରିଷ୍କାର ପରିଚ୍ଛନ୍ନତା, ଶାସ୍ତ୍ରଜ୍ଞାନୀମାନଙ୍କର ବ୍ୟକ୍ତିଗତ ପରିଚ୍ଛନ୍ନତା, ଶୈଳୀଗତ ପ୍ରଦର୍ଶନ ଓ ପାଠ୍ୟପୁସ୍ତକ ସମ୍ବନ୍ଧୀୟ ଉପସ୍ଥାପନା ଉପରେ ସଚ୍ଚରଚନା କାର୍ଯ୍ୟକ୍ରମ । ଦୃଶ୍ୟଶ୍ରବ୍ୟ କାର୍ଯ୍ୟକ୍ରମ ମଧ୍ୟରେ ଶାସ୍ତ୍ରଜ୍ଞାନୀମାନଙ୍କୁ ପ୍ରୋତ୍ସାହିତ ।



OSEPA @OSEPA_Official · Sep 13, 2024

Promote

ସ୍ୱଚ୍ଛତା ସମ୍ବନ୍ଧୀୟ ଯୋଜନା ପ୍ରସ୍ତୁତି ନିମନ୍ତେ ଶାସ୍ତ୍ରଜ୍ଞାନୀ, ଅଭିଭାବକ ଓ ଶାଳୀୟ ଶାସ୍ତ୍ରଜ୍ଞାନୀମାନଙ୍କୁ ବିଦ୍ୟାଳୟ ପରିଷ୍କାର / ବିଦ୍ୟାଳୟ ପରିଷ୍କାର ଓ ଉଚ୍ଚ ଶାସ୍ତ୍ରଜ୍ଞାନୀମାନଙ୍କୁ ବିଦ୍ୟାଳୟ ପରିଷ୍କାର ଆରମ୍ଭରେ ।

#SwachhataHiSeva #SwachhBharatMission #SwachhataPakhwada



OSEPA @OSEPA_Official · Sep 13, 2024

Promote

“ସ୍ୱଚ୍ଛତା ପଠ”ର ଅନ୍ତରାଳ ଆବର୍ତ୍ତରେ ବିଦ୍ୟାଳୟରେ ସ୍ୱଚ୍ଛତା ସମ୍ବନ୍ଧୀୟ ପ୍ରଦର୍ଶନ । ସ୍ୱଚ୍ଛତା ପଠରେ ଶାସ୍ତ୍ରଜ୍ଞାନୀମାନଙ୍କ ଦ୍ୱାରା ବିଦ୍ୟାଳୟରେ କୃତ୍ରିମ ପ୍ରଦର୍ଶନ...



OSEPA @OSEPA_Official · Sep 17, 2024

Promote

Schools across Odisha are buzzing with the launch of the #NIPUNOdisha mission! Students are diving into creative activities, games, and quizzes to build a strong learning foundation.

#NIPUNBharat #FLN #OdishaEducation



OSEPA @OSEPA_Official · Sep 15, 2024

Promote

ସ୍ୱଚ୍ଛତା ପଠ : ପ୍ରଦର୍ଶନ ପ୍ରଦାନ ଦିବସ
“ସ୍ୱଚ୍ଛତା ପଠ”ର ବିଭିନ୍ନ ପ୍ରତିଯୋଗିତାରେ କୃତ୍ରିମ ଶାସ୍ତ୍ରଜ୍ଞାନୀ, ଶିକ୍ଷକ/ଶିକ୍ଷିକା ଓ ଅଭିଭାବକ ମାନଙ୍କୁ ପ୍ରଦର୍ଶନ । ଏହି ଦିବସରେ ବିଭିନ୍ନ କାର୍ଯ୍ୟକ୍ରମ...

#SwachhataHiSeva
#SwachhataPakhwada





OSEPA @OSEPA_Official · Sep 18, 2024

Students are participating in Socio-Emotional Learning and Numeracy activities as a part of the #NIPUNOdisha Mission Launch across Odisha.

Join our students and educators as we move towards strengthening foundational learning.

#NIPUNBharat #SchoolCelebrations #FLN



OSEPA @OSEPA_Official · Sep 21, 2024

ନିପୁଣ ଓଡ଼ିଶା ପାଇଁ ବିଦ୍ୟାବିକଳକ୍ଷମତା କେନ୍ଦ୍ର, ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଆବୃତ୍ତି କରି ମଜବୁତ ଆକାଶବାସୀ କରିବା ଲାଗି ଚଳିତ ଚଳୁଛି !

#NIPUNOdisha #FoundationalLearning #NumeracySkills #EducationForAll



EducationOdisha @SMEOdisha · Sep 30, 2024

A Special Parent-Teacher Meeting (PTM) has been organized for Parents of Class IX to XII Students in Secondary and Higher Secondary Schools of the State to create awareness and obtain consent for creating APAAR IDs for their children.



OSEPA @OSEPA_Official · Sep 28, 2024

Parents-Teachers Meetings for FLN grades are building stronger connections at the school level!

By aligning efforts, these meetings ensure parents and teachers work together to support children's foundational learning, driving the success of the mission.

#NIPUNOdisha



OSEPA @OSEPA_Official · Oct 28, 2024

Promote

'ପୁରୀର ଶିକ୍ଷାବଳୀ ସମ୍ବେଦନା ସମ୍ମିଳନ' ପାଇଁ ଅବସରରେ ରାଜ୍ୟ ପ୍ରଶ୍ନୋତ୍ତର ଦିନେ ଶିକ୍ଷକ, ଉପାଧ୍ୟାୟ ରାଜ୍ୟ ବାହାରେ ଠାରେ ଅଧିକାରୀଙ୍କୁ 'ସାଧୁଶ୍ରୀ ଶ୍ରଦ୍ଧାପାଠ' କରାଯାଇଛି ।



EducationOdisha @SMEOdisha · Nov 12, 2024

ବିଦ୍ୟାବଳୀ ଓ ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାରଙ୍କ ଆନୁରୋଧରେ ଆଜିଠାରୁ ଆରମ୍ଭ ହେବା ଲାଗୁରାଣୀ ଶିଶୁ ମହୋତ୍ସବ- ପ୍ରାରମ୍ଭ ୨୦୨୪!

ବୃଦ୍ଧା, ସଙ୍ଗୀତ, ଚିତ୍ରକଳା, ବୃତ୍ତାନ୍ତକାବ୍ୟ, ପ୍ରତିଭା ପ୍ରଦର୍ଶନ ସହ ବିଭିନ୍ନ ସାଂସ୍କୃତିକ କାର୍ଯ୍ୟକ୍ରମରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଭାଗ ନେଉଛନ୍ତି । ଆଗକୁ ଆମ ପିଲାମାନଙ୍କର ଏହି କବଳକୁ ଜରୀୟ କରିବା ।





OSEPA @OSEPA_Official · Nov 12, 2024

Promote

ରାଜ୍ୟସଭାୟ ଶିଶୁ ମହୋତ୍ସବ ପ୍ରତିଷ୍ଠା - ୨୦୨୪ ମାର୍ଗଦର୍ଶନ ମଣ୍ଡଳ, ବିଦ୍ୟାବନ ଓ ଗଣଶିକ୍ଷା ବିଭାଗର ଦ୍ଵାରା ଭବିଷ୍ୟତ |



OSEPA @OSEPA_Official · Nov 13, 2024

Promote

SURAVI - 2024, a program to discover and showcase student talents, offers participants the chance to explore various historical, zoological and cultural sites on the second day. The students are thrilled and are enjoying every moment with high enthusiasm.



EducationOdisha @SMEOdisha · Nov 13, 2024

Promote

ରାଜ୍ୟସଭାୟ ଶିଶୁ ମହୋତ୍ସବ ପ୍ରତିଷ୍ଠା ଏବଂ ବିଶେଷ ଆକର୍ଷଣ ହେଉଛି ଶିଶୁ ସାମ୍ବାଦିକ। ଯେମାନେ ତିନୋଟି ଦିନ ଶିଶୁ ସମ୍ବାଦିକ ଭାବେ କାମ କରି ଯାଆନ୍ତି ଏବଂ ସମସ୍ତଙ୍କୁ ସମ୍ବାଦିକ ଭାବେ ପ୍ରୋତ୍ସାହିତ କରନ୍ତି। ଏମାନେ ଅଭିନବ ପ୍ରୟାସରେ ପ୍ରକାଶ ପାଇଥିବା ପ୍ରଥମ ଶିଶୁ ସମ୍ବାଦିକ ଓ ସର୍ବୋଚ୍ଚ 'ସୁରାଭି ସମ୍ବାଦ'।



EducationOdisha @SMEOdisha · Nov 13, 2024

Promote

ପ୍ରତିଷ୍ଠା ଦିନରୁ ବିଭିନ୍ନ ଯୋଗଦାନ କରି ମାର୍ଗଦର୍ଶନ କ୍ରମ-ପ୍ରାଥମିକ ଶ୍ରେଣୀ ପ୍ରାଥମିକ ପାଠ୍ୟପୁସ୍ତକ ପଢ଼ିବା ପାଇଁ ବିଭିନ୍ନ ଭାଷା ଓ ବିଭିନ୍ନ ଶିକ୍ଷା ଗୋଷ୍ଠୀରେ ଯୋଗଦାନ କରୁଥିବା ଏକାଧାର ଆବଶ୍ୟକ ଓ ଅଭିନବ ଶିଶୁ ସମ୍ବାଦିକ ଗୋଷ୍ଠୀର ସେହି ମହତ୍ତ୍ଵପୂର୍ଣ୍ଣ ଭୂମିକା।



I & PR Department, Odisha @IPR_Odisha · Nov 14, 2024

Promote

ରାଜ୍ୟସଭାୟ #ଶିଶୁମହୋତ୍ସବ ସମ୍ବନ୍ଧରେ 'ସୁରାଭି'ର ଶିଶୁ ସମ୍ବାଦିକ ପ୍ରାଥମିକ ପାଠ୍ୟପୁସ୍ତକ ପଢ଼ିବା ପାଇଁ ବିଭିନ୍ନ ଭାଷା ଓ ବିଭିନ୍ନ ଶିକ୍ଷା ଗୋଷ୍ଠୀରେ ଯୋଗଦାନ କରୁଥିବା ଏକାଧାର ଆବଶ୍ୟକ ଓ ଅଭିନବ ଶିଶୁ ସମ୍ବାଦିକ ଗୋଷ୍ଠୀର ସେହି ମହତ୍ତ୍ଵପୂର୍ଣ୍ଣ ଭୂମିକା। #Suravi #Odisha



OSEPA @OSEPA_Official · Nov 26, 2024

Promote

'ସମ୍ବିଧାନ ଦିବସ' ପାଦନ ଅବସରରେ ରାଜ୍ୟ ପ୍ରତିଷ୍ଠା ଗର୍ବ୍ୟାଗେ, ସମସ୍ତ ଶିକ୍ଷା, ଶିକ୍ଷକ, ଶିକ୍ଷିତା ଓ କର୍ମଚାରୀମାନଙ୍କ ଦ୍ଵାରା ସମ୍ବିଧାନ ପ୍ରସ୍ତାବର ସମ୍ମାନ ପାଇଁ ଗର୍ବ୍ୟାଗେ ।

#ସମ୍ବିଧାନଦିବସ୨୦୨୪

#ଆମସମ୍ବିଧାନଆମସ୍ବର୍ଗ





OSEPA @OSEPA_Official · Dec 1, 2024 Promote ...

ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର APAAR ID ପୂର୍ଣ୍ଣ କରିବା ନିମନ୍ତେ ଗ୍ରାମ ଅଭିବ୍ୟକ୍ତିମାନଙ୍କର ସହଯୋଗ ପ୍ରାପ୍ତ ହେଉଛି । ଉଦ୍ଦେଶ୍ୟରେ ଗ୍ରାମ ବ୍ୟାପୀ ସମସ୍ତ ବିଦ୍ୟାର୍ଥୀଙ୍କର ଅଧ୍ୟୟନର ପ୍ରଗତିକୁ ଅନୁମୋଦିତ କରିବା ପାଇଁ ଗ୍ରାମ / ଅଭିବ୍ୟକ୍ତିମାନଙ୍କ ନିମନ୍ତେ ଏକ ସ୍ୱତନ୍ତ୍ର ସେଠର ଆୟୋଜିତ ହେଉଛି ।



CMO Odisha @CMO_Odisha · Dec 11, 2024 ...

ନୀତିମାଳା ବିସ୍ତରଣ କାର୍ଯ୍ୟକ୍ରମରେ ଉପସ୍ଥିତ ଉପାଧ୍ୟକ୍ଷ ଶ୍ରୀ 'ଭାରତୀୟ ଗାୟକ' ସମ୍ମାନ ପ୍ରାପ୍ତ ହେଉଛନ୍ତି । ଉପାଧ୍ୟକ୍ଷଙ୍କ ବିଦିଆନାମ ଉପରେ ଆମର ସର୍ବଶ୍ରେଷ୍ଠ କୃତ୍ତି । ନୀତିମାଳା ବିସ୍ତରଣ କାର୍ଯ୍ୟକ୍ରମରେ ଉପସ୍ଥିତ ଉପାଧ୍ୟକ୍ଷଙ୍କ ନିମନ୍ତେ ଏକ ସ୍ୱତନ୍ତ୍ର ସେଠର ଆୟୋଜିତ ହେଉଛି ।

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EducationOdisha reposted

CMO Odisha @CMO_Odisha · Jan 21 ...

ପୁରୀ ଜିଲ୍ଲା ଗାଡ଼ି-୨୦୨୦ ଉଦ୍ଦେଶ୍ୟରେ ଗ୍ରାମ ଅଭିବ୍ୟକ୍ତିମାନଙ୍କର ସହଯୋଗ ପ୍ରାପ୍ତ ହେଉଛି । ଏଥିରେ ମୁଖ୍ୟମନ୍ତ୍ରୀ ଶ୍ରୀ ନେତୃତ୍ୱରେ ଗ୍ରାମ ଓ ଗୋଷ୍ଠୀ ମଣ୍ଡଳ ଶ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ ଯୋଗଦେଇ ଗ୍ରାମ ଅଭିବ୍ୟକ୍ତିମାନଙ୍କର ସହଯୋଗ ପ୍ରାପ୍ତ ହେଉଛି ।

ପୁରୀ ଜିଲ୍ଲା ଗାଡ଼ିର ପ୍ରଗତି ଶ୍ରୀ ଶେଷରେ ପ୍ରଦର୍ଶନ

Show more



OSEPA @OSEPA_Official · Jan 11 Promote ...

୨୦୨୪-୨୫ ଶିକ୍ଷା ବର୍ଷର ୪ର୍ଥ ଅଭିବ୍ୟକ୍ତି-ଶିକ୍ଷକ/ଶିକ୍ଷିତ୍ରୀ ବିଦ୍ୟାର୍ଥୀ ପରୀକ୍ଷାରେ ଏକ ଉପସ୍ଥିତ କରିବା ସେଠର ଉଦ୍ଦେଶ୍ୟରେ ଗ୍ରାମ ଅଭିବ୍ୟକ୍ତିମାନଙ୍କର ସହଯୋଗ ପ୍ରାପ୍ତ ହେଉଛି । ଏହି ସେଠର ଉଦ୍ଦେଶ୍ୟରେ ଶିକ୍ଷକ ମୁହୂର୍ତ୍ତ ... ।



EducationOdisha @SMEOdisha · Feb 10 ...

ଉତ୍କଳ ପ୍ରାନ୍ତର ଶ୍ରୀ @narendramodiଙ୍କ ସହଯୋଗରେ #ParikshaPeCharcha2025 ପ୍ରସ୍ତୁତ ହେଉଛି । ଉତ୍କଳ ପ୍ରାନ୍ତର ଶ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ ଯୋଗଦେଇ ଗ୍ରାମ ଅଭିବ୍ୟକ୍ତିମାନଙ୍କର ସହଯୋଗ ପ୍ରାପ୍ତ ହେଉଛି ।



EducationOdisha @SMEOdisha · Mar 19 ...

ଗାୟକ ଶ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନଙ୍କ ସହଯୋଗରେ ୨ ଗାୟକ ଶ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନଙ୍କ ସହଯୋଗରେ ଗ୍ରାମ ଅଭିବ୍ୟକ୍ତିମାନଙ୍କର ସହଯୋଗ ପ୍ରାପ୍ତ ହେଉଛି ।





EducationOdisha @SMEOdisha · Mar 20

ଶିଶୁ ବାଚିକାରେ ନାମଲେଖାକାରୀଙ୍କୁ ଥିବା ଛାତ୍ରଛାତ୍ରୀମାନେ ତା. ୦୨.୦୪.୨୦୨୫ ରିଖରେ ଅନୁଷ୍ଠିତ ହେବାକୁ ଥିବା “ପ୍ରବେଶ ବରଦ ଓ ଖଟିଛୁଆଁ” ରେ ଯୋଗଦାନ କରିବାପାଇଁ କଲହାଣ୍ଡି ଜିଲ୍ଲାପାଳ ମାଲିପଡ଼ା ଗ୍ରାମର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପିତାମାତାମାନଙ୍କୁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ଵାରା ପ୍ରବଳ ନିମନ୍ତ୍ରଣ ପତ୍ର ପ୍ରଦାନ କଲେ।
#NEP2020



EducationOdisha @SMEOdisha · Mar 20

ଶିଶୁ ବାଚିକାରେ ନାମଲେଖାକାରୀଙ୍କୁ ଥିବା ଛାତ୍ରଛାତ୍ରୀମାନେ ଅପ୍ରେଲ ୨ ରେ ହେବାକୁ ଥିବା “ପ୍ରବେଶ ବରଦ ଓ ଖଟିଛୁଆଁ” ରେ ଯୋଗଦାନ କରିବାପାଇଁ ବିଭିନ୍ନ ଶାସନ ସଂସ୍ଥା, ଶ୍ରୀ ଗୁରୁ ପ୍ରସାଦ ମହାପାତ୍ର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପିତାମାତାମାନଙ୍କୁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ଵାରା ପ୍ରବଳ ନିମନ୍ତ୍ରଣ ପତ୍ର ପ୍ରଦାନ କଲେ।



EducationOdisha @SMEOdisha · Mar 21

ଶିଶୁ ବାଚିକାରେ ନାମଲେଖାକାରୀଙ୍କୁ ଥିବା ଛାତ୍ରଛାତ୍ରୀମାନେ ଅପ୍ରେଲ ୨ ରେ ଅନୁଷ୍ଠିତ ହେବାକୁ ଥିବା “ପ୍ରବେଶ ବରଦ ଓ ଖଟିଛୁଆଁ” ରେ ଯୋଗଦାନ କରିବାପାଇଁ କଲହାଣ୍ଡି-ଡ଼ା-ଶାସନ ସଂସ୍ଥା, ବିନାୟକ ଓ ଶେଷିଆ ବିହାର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପିତାମାତାମାନଙ୍କୁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ଵାରା ପ୍ରବଳ ନିମନ୍ତ୍ରଣ ପତ୍ର ପ୍ରଦାନ କଲେ।



EducationOdisha @SMEOdisha · Mar 21

ଶିଶୁ ବାଚିକାରେ ନାମଲେଖାକାରୀଙ୍କୁ ଥିବା ଛାତ୍ରଛାତ୍ରୀମାନେ ଅପ୍ରେଲ ୨ ରେ ଅନୁଷ୍ଠିତ ହେବାକୁ ଥିବା “ପ୍ରବେଶ ବରଦ ଓ ଖଟିଛୁଆଁ” ରେ ଯୋଗଦାନ କରିବାପାଇଁ ବିଭିନ୍ନ ଶାସନ ସଂସ୍ଥା, ଶ୍ରୀ ଗୁରୁ ପ୍ରସାଦ ମହାପାତ୍ର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପିତାମାତାମାନଙ୍କୁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ଵାରା ପ୍ରବଳ ନିମନ୍ତ୍ରଣ ପତ୍ର ପ୍ରଦାନ କଲେ।



EducationOdisha @SMEOdisha · Mar 22

ଶିଶୁ ବାଚିକାରେ ନାମଲେଖାକାରୀଙ୍କୁ ଥିବା ଛାତ୍ରଛାତ୍ରୀମାନେ ଅପ୍ରେଲ ୨ ରେ ଅନୁଷ୍ଠିତ ହେବାକୁ ଥିବା “ପ୍ରବେଶ ବରଦ ଓ ଖଟିଛୁଆଁ” ରେ ଯୋଗଦାନ କରିବାପାଇଁ ବିଭିନ୍ନ ଶାସନ ସଂସ୍ଥା, ବିନାୟକ ଓ ଶେଷିଆ ବିହାର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପିତାମାତାମାନଙ୍କୁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ଵାରା ପ୍ରବଳ ନିମନ୍ତ୍ରଣ ପତ୍ର ପ୍ରଦାନ କଲେ।



EducationOdisha @SMEOdisha · Mar 22

ଶିଶୁ ବାଚିକାରେ ନାମଲେଖାକାରୀଙ୍କୁ ଥିବା ଛାତ୍ରଛାତ୍ରୀମାନେ ଅପ୍ରେଲ ୨ ରେ ଅନୁଷ୍ଠିତ ହେବାକୁ ଥିବା “ପ୍ରବେଶ ବରଦ ଓ ଖଟିଛୁଆଁ” ରେ ଯୋଗଦାନ କରିବାପାଇଁ ବିଭିନ୍ନ ଶାସନ ସଂସ୍ଥା, ବିନାୟକ ଓ ଶେଷିଆ ବିହାର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପିତାମାତାମାନଙ୍କୁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ଵାରା ପ୍ରବଳ ନିମନ୍ତ୍ରଣ ପତ୍ର ପ୍ରଦାନ କଲେ।
#NEP2020





EducationOdisha @SMEOdisha · Mar 24

ଶିଶୁ ବାଚିକାରେ ଆସନ୍ତା ଅପ୍ରେଲ ୨ ତାରିଖରେ ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କ ପାଇଁ ନାମ ଲେଖାର ପ୍ରବେଶ ଚଉବ ଓ ଖଡ଼ିଛୁଆଁ ରେ ଯୋଗଦେବା ପାଇଁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ଵାରା ସ୍ଵାଗତୀତ ନିମନ୍ତ୍ରଣ ପତ୍ର ମାନ୍ୟବର ବିଧାୟକ, ଧର୍ମରତ, ଶ୍ରୀ ସୁଧାଂଶୁ ପାଟ୍ଟନାୟକଙ୍କ ଦ୍ଵାରା ଅଭିଭାବକମାନଙ୍କୁ ବ୍ୟବସ୍ଥା କରାଯାଇଛି ।



EducationOdisha @SMEOdisha · Mar 24

ଶିଶୁ ବାଚିକାରେ ଆସନ୍ତା ଅପ୍ରେଲ ୨ ତାରିଖରେ ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କ ପାଇଁ ନାମ ଲେଖାର ପ୍ରବେଶ ଚଉବ ଓ ଖଡ଼ିଛୁଆଁ ରେ ଯୋଗଦେବା ପାଇଁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ଵାରା ସ୍ଵାଗତୀତ ନିମନ୍ତ୍ରଣ ପତ୍ର କଟକ ଜିଲ୍ଲାର ବିଲ୍ଲାପାଳ ଓ ଆଗାଧୀ ଅଧିକାରୀଙ୍କ ଦ୍ଵାରା ଅଭିଭାବକମାନଙ୍କୁ ବ୍ୟବସ୍ଥା କରାଯାଇଛି ।



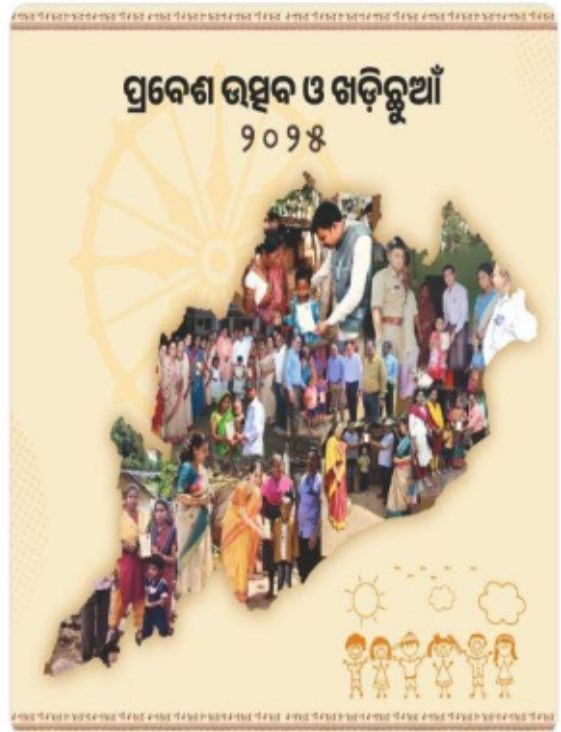
EducationOdisha @SMEOdisha · Mar 25

ଆସନ୍ତା ଅପ୍ରେଲ ମାସ ୨ ତାରିଖରେ ଡ଼ିଜିଟାଲ ଶିଶୁ ବାଚିକା ଶ୍ରେଣୀର ଶୁଭାରମ୍ଭ ହେବାକୁ ପାରିଛି । ଲାଟାୟ ଶିକ୍ଷା ନୀତି ୨୦୨୦ କୁ ଆନୁଷ୍ଠାନିକ ଭାବେ ମଧ୍ୟ ଆଡ଼ମ୍ବରଣ ସହ ସମସ୍ତ ରାଜ୍ୟରେ ଲାଗୁ କରାଯିବ । ପିଲାମାନଙ୍କର ବିଦ୍ୟାବେଶ ପ୍ରବେଶକୁ ସ୍ଵାଗତ କରିବା ପାଇଁ ସାର୍ବଭୂମି ଡ଼ିଜିଟାଲ ପାଠକ ହେବ "ପ୍ରବେଶ ଚଉବ" ଓ "ଖଡ଼ିଛୁଆଁ କାର୍ଯ୍ୟକ୍ରମ" ।



EducationOdisha @SMEOdisha · Mar 26

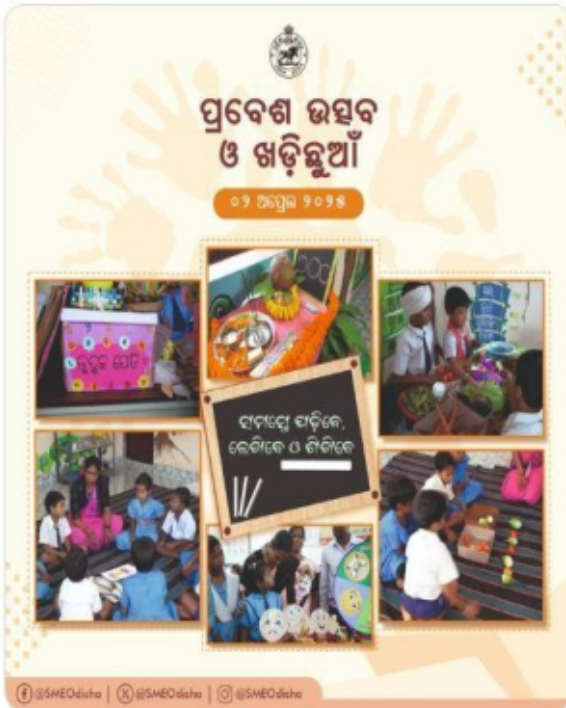
ଆସନ୍ତା ଅପ୍ରେଲ ମାସ ୨ ତାରିଖରେ ଡ଼ିଜିଟାଲ ଶିଶୁ ବାଚିକା ଶ୍ରେଣୀର ଶୁଭାରମ୍ଭ ହେବାକୁ ପାରିଛି । ଆମ ରାଷ୍ଟ୍ରର ପୃଷ୍ଠିକା ନବିଜ୍ଞାନ ଉପର ଦିଗରେ କୃତ୍ରିମ ପିଲାମାନେ ଶିକ୍ଷାର ପ୍ରାଥମ ସେପାକରେ ପାଦ ରଖିବେ । ସରିଛି ସମସ୍ତ ପ୍ରସ୍ତୁତି । ସାର୍ବଭୂମି ବିତରଣ ଚାଲିଛି ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦୟାକରି ସ୍ଵାଗତ ନିମନ୍ତ୍ରଣ ପତ୍ର ।





EducationOdisha @SMEOdisha · Mar 27

ଆସନ୍ତା ଅପ୍ରେଲ ମାସ ୨ ତାରିଖରେ ଓଡ଼ିଶାରେ ଶିଶୁ ବାଚିକା ଶ୍ରେଣୀର ଶୁଭାରମ୍ଭ ହେବାକୁ ଯାଉଛି । ବାଚାୟ ଶିକ୍ଷା ମାଟ୍ରି ୨୦୨୦ କୁ ଆନୁଷ୍ଠାନିକ ଭାବେ ମଧ୍ୟ ଆବଦ୍ଧତା ସହ ସମସ୍ତ ରାଜ୍ୟରେ ଲାଗୁ କରାଯିବ । ଆମ ରାଷ୍ଟ୍ରର ଭବିଷ୍ୟତ ଉପରେ ବିଚାର କୁନି କୁନି ପିଲାମାନେ ଶିକ୍ଷାର ପ୍ରଥମ ସୋପାନରେ ପାଦ ରଖୁଛନ୍ତି ।
#SishuVatikaOdisha



EducationOdisha @SMEOdisha · Mar 28

Shri Sanjay Kumar, Union Secretary, School Education & Literacy, @EduMinOfIndia, visited the FLN-compliant classroom at Raj Bhavan Primary School, Bhubaneswar.

#EducationForAll #FLN #NEP2020



EducationOdisha @SMEOdisha · Mar 23

ଶିଶୁ ବାଚିକାରେ ନାମଲେଖାକରାଯିବା ପାଇଁ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅପ୍ରେଲ ୨ ରେ ଅନୁଷ୍ଠିତ ହେବାକୁ ଥିବା "ପ୍ରବେଶ ଉତ୍ସବ ଓ ଖଡ଼ିଛୁଆଁ" ରେ ଯୋଗଦାନ କରିବାପାଇଁ ମାନ୍ୟବର ବିଧାୟକ, ଏକାମ୍ର, ଭୁବନେଶ୍ୱର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ଅଭିଭାବକ ମାନଙ୍କୁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ସ୍ୱାଗତୀୟ ଡିମାଣ୍ଡ ଉପୁ ପ୍ରଦାନ କଲେ ।



EducationOdisha @SMEOdisha · Mar 23

ଶିଶୁ ବାଚିକାରେ ଆସନ୍ତା ଅପ୍ରେଲ ୨ ତାରିଖରେ ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କ ପାଇଁ ନାମ ଲେଖାର ପ୍ରବେଶ ଉତ୍ସବ ଓ ଖଡ଼ିଛୁଆଁ ରେ ଯୋଗଦେବା ପାଇଁ ମାନ୍ୟବର ମୁଖ୍ୟମନ୍ତ୍ରୀଙ୍କ ଦ୍ୱାରା ସ୍ୱାଗତୀୟ ଡିମାଣ୍ଡ ଉପୁ ମାନ୍ୟବର ମନ୍ତ୍ରୀ, ବିଧାୟକ ଓ ଗଣଶିକ୍ଷା ବିଭାଗର ଦ୍ୱାରା ଚାବୁକୀ ଓ କେନ୍ଦ୍ରୀୟ ଡିମାଣ୍ଡ ଉପୁ ଅଭିଭାବକମାନଙ୍କୁ ଦିଆଯିବ ।





PRINT MEDIA

ଧାରତ୍ରୀ

DHARITRI

ପ୍ରକାଶକ: ପ୍ରଫୁଲ୍ଲ ଚନ୍ଦ୍ର ପଣ୍ଡା

ପ୍ରକାଶନ: ଫାଲ୍ଗୁନ, ୧୪୩୩

ଭାଙ୍ଗିଲା ୨୩ ସ୍ୱତନ୍ତ୍ର ଉନ୍ନୟନ ପରିଷଦ

ଆନ୍ତର୍ଜାତୀୟ ସ୍ତରର ଉନ୍ନୟନ ପରିଷଦର ଗଠନ, ଯୁକ୍ତିଯୁକ୍ତ ଉନ୍ନୟନ ପରିଷଦର ଗଠନ

ଉନ୍ନୟନ ପରିଷଦର ଗଠନ, ଯୁକ୍ତିଯୁକ୍ତ ଉନ୍ନୟନ ପରିଷଦର ଗଠନ

ଢେଙ୍କୁ ପଢ଼ି ତାଙ୍କ ପାଖରେ ଯାବା ରାତି

ଢେଙ୍କୁ ପଢ଼ି ତାଙ୍କ ପାଖରେ ଯାବା ରାତି

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ଧାରତ୍ରୀ

DHARITRI

ପ୍ରକାଶକ: ପ୍ରଫୁଲ୍ଲ ଚନ୍ଦ୍ର ପଣ୍ଡା

ପ୍ରକାଶନ: ଫାଲ୍ଗୁନ, ୧୪୩୩

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

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ଧାରତ୍ରୀ

DHARITRI

ପ୍ରକାଶକ: ପ୍ରଫୁଲ୍ଲ ଚନ୍ଦ୍ର ପଣ୍ଡା

ପ୍ରକାଶନ: ଫାଲ୍ଗୁନ, ୧୪୩୩

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ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

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ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ଧାରତ୍ରୀ

DHARITRI

ପ୍ରକାଶକ: ପ୍ରଫୁଲ୍ଲ ଚନ୍ଦ୍ର ପଣ୍ଡା

ପ୍ରକାଶନ: ଫାଲ୍ଗୁନ, ୧୪୩୩

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ଭାରତକୁ ଆଉ ୨ ସ୍ୱର୍ଣ୍ଣ, ୨ ରୂପା

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ପ୍ରତି ପଞ୍ଚମ ଅବସରରେ ମାନ୍ୟତା ଦେବାକୁ ଯାଆ

ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ 'ସୁରଭି'ର ଦ୍ୱିତୀୟ ସନ୍ଧ୍ୟା

‘ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପ୍ରତିଭା ପ୍ରଦର୍ଶନ ପାଇଁ ‘ସୁରଭି’ ପ୍ରକୃଷ୍ଟ ମା

[illegible]

၂၀၁၁ ခုနှစ် နှစ်စာအုပ်အတွက် အောက်ပါ အချက်အလက်များကို ဖော်ပြပါ။
 ၁။ အချက်အလက်များကို ဖော်ပြပါ။
 ၂။ အချက်အလက်များကို ဖော်ပြပါ။
 ၃။ အချက်အလက်များကို ဖော်ပြပါ။
 ၄။ အချက်အလက်များကို ဖော်ပြပါ။
 ၅။ အချက်အလက်များကို ဖော်ပြပါ။
 ၆။ အချက်အလက်များကို ဖော်ပြပါ။
 ၇။ အချက်အလက်များကို ဖော်ပြပါ။
 ၈။ အချက်အလက်များကို ဖော်ပြပါ။
 ၉။ အချက်အလက်များကို ဖော်ပြပါ။
 ၁၀။ အချက်အလက်များကို ဖော်ပြပါ။

[illegible]

ପ୍ରାୟତଃ, ବର୍ତ୍ତମାନ ସମୟରେ ଗୋଟିଏ ଗ୍ରାମର ଲୋକମାନେ ଗୋଟିଏ ଗ୍ରାମରୁ ବାହାରି ଗୋଟିଏ ଗ୍ରାମକୁ ଯାଆନ୍ତି। ଗୋଟିଏ ଗ୍ରାମରୁ ଗୋଟିଏ ଗ୍ରାମକୁ ଯାଆନ୍ତି। ଗୋଟିଏ ଗ୍ରାମରୁ ଗୋଟିଏ ଗ୍ରାମକୁ ଯାଆନ୍ତି। ଗୋଟିଏ ଗ୍ରାମରୁ ଗୋଟିଏ ଗ୍ରାମକୁ ଯାଆନ୍ତି।

‘ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପ୍ରତିଭା ପ୍ରଦର୍ଶନ ପାଇଁ ‘ସୁରଭି’ ପ୍ରକୃଷ୍ଟ ମଧ୍ୟ’

[illegible]

ଜିଲ୍ଲାସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ

[illegible]

ଆକର୍ଷଣ ପାରିବି ଆକାଶା ବୁଡିବି



● ବୁଧବାର, ୧୩ ନଭେମ୍ବର ୨୦୨୪

ଭୁବନେଶ୍ୱର

Q69
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ଉତ୍ତରାଞ୍ଚଳର ଶିଶୁ ମରଣର 'ସ୍ମୃତି'ରେ ମାଆ ଚିନ୍ତାରେ ଭଗ୍ନ ମାୟାପୁରୁଷମାନଙ୍କ ଠାରେ ଦିବ୍ବ ସେବକାଣ୍ଡି



ମହାଶୟର ଶରୀରରେ ଶେଷ ଶ୍ବାସ ପ୍ରାଣ ଚାଲିଯିବାର ପ୍ରାୟ ୧୫ ମିନିଟ୍ ପରେ ତାଙ୍କୁ ଶେଷ ଦେଖିବାକୁ ମିଳିଥିଲା।



ଅନୁବାଚକ ଚର୍ଚ୍ଚାବୃତ୍ତରୁ ପିକିଂ ସ୍ୱତନ୍ତ୍ରୀର ଉପସ୍ଥାପନା ଦେଖିବା

ରାଜ୍ୟସ୍ତରୀୟ ଶିଶୁ ମହୋତ୍ସବ
'ସୁରଭି-୨୦୨୪'

ଆକର୍ଷଣ ପାଲଟିଛି ଆକାଂକ୍ଷା ଦୃଢ଼

[illegible]

▶▶ ଭୁବନେଶ୍ୱରରେ ମହାସ୍ୱରୁଷଭ ବାଦ
ମହାସ୍ୱରୁଷଭ ବାଦ ପାଠ ପଢ଼ିଥିଲା । ଏହା ପରେ

[illegible]

ଏଠାରେ ମିଳିବ ଯେତେ ବଡ଼ ନିଷ୍ପତ୍ତର, ସେହି
ମୁଦ୍ରାଣ ପାଠ୍ୟ ପଢ଼ିବ ସେହି। ଏହି ମୁଦ୍ରାଣ



ମହାନ ଅଖିରୁ, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର,
ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର, ଚନ୍ଦ୍ର,

[illegible]

▶▶ ବର୍ତ୍ତମାନରେ ଯୋଗଦେଇ ଗଲା

ප්‍රධානමුද්‍රා ධර්ම පොතේ වීඩියෝ දූතයා සඳහා
ප්‍රකාශනය ප්‍රකාශන ධර්මයේ ප්‍රකාශනය

[illegible]

ଶିଳ୍ପୀ ଗାନ୍ଧୀଙ୍କ ଦେବତାଙ୍କ ଚିତ୍ରଣ
ରାଜ୍ୟରେ ପ୍ରାଥମିକ ଶିକ୍ଷାରେ
ପ୍ରାଥମିକ ଶିକ୍ଷାରେ ପ୍ରାଥମିକ ଶିକ୍ଷାରେ

ମାଗଣା ରାସନ ଦୁହେଁ; ନିୟୁତ ଦିଅ

[illegible]

ବିଦଗଡ଼ୀ ସୁଧୀକର ଓ ବିଦଗଡ଼ୀ
ନାମାବଳୀରୁ ଦେଖି ଉଠିବ ଉପରୋକ୍ତ
କ-ଶ୍ରୀ ଯୋଗରେ ପଞ୍ଜିକୃତ ପ୍ରକାର ଶ୍ରୀକ
ଓ ନିବନ୍ଧନା ଶ୍ରୀକରୁ ଉଦ୍ଧୃତ ଉକ୍ତ ପ୍ରକାର
ଉପରୋକ୍ତ ଦେଖି ଏହି ଶ୍ରେୟାବଳୀ ଉଦ୍ଧୃତ

କେନ୍ଦ୍ରକୁ ସୁପ୍ରିମକୋର୍ଟଙ୍କ ପରାମର୍ଶ

- ଉପର ଭାଗ ଦାମ୍ୟ ବହୁଭାବରୁ କେନ୍ଦ୍ର ନାହାନ୍ତି
- ଇ-ସ୍ଥାନରେ ଥିବା ଅନୁବାଚିତ ଭାଗ ଦେଖାଉ ଦିଅ
- ୮୦ ଭେଜି ଗୋଟିଏ ମାତ୍ରା ଉପର ନିରୁଦ୍ଧି
- କେବଳ ଉପରାଧା ମାତ୍ରା ଯୋଡ଼ିବାକୁ ଦାବ

ପ୍ରଥମ ଆକାଶ ଟିଭିର ଏପରିକି ଶୁଣିବା କ୍ଷମା
ଆବଦାନରେ ବନ୍ଧା କରିଛି । ସୁପ୍ରିମାକୋର୍ଟ ଏହା
ମଧ୍ୟ କରିଛି ଯି ଯାଏଁ ଗୋଟିଏ ଗପରପଦ୍ଧତ ମାନ୍ୟତା
ଦେବା ପରେ ଏହା ସୁବ୍ୟବସ୍ଥାରେ ଗୋଟିଏ ସୋଲୋ
ମାନ୍ୟକରିବ । କାରଣ ସୋଲୋ ଟିଭିର ଆର୍ଥିକ
ସାହାଯ୍ୟ ଦେବା କରିବେ । ତେଣୁ ମାନ୍ୟତା ଦେବା
କରିବାକୁ ଗୋଟିଏ ଗପରପଦ୍ଧତ ବଦଳି ଶୁଣିବା ବୁଦ୍ଧି
କରିବାକୁ ଆବଶ୍ୟକ । ଯାହା ସୋଲୋର ସାହାଯ୍ୟ

[illegible][illegible][illegible]

୧୭ରୁ ରତ୍ନଭଣ୍ଡାର ମରାମତି

[illegible][illegible]

- ▶ ଉଭି ୨ରୁ ଖେଳିବ ଶ୍ରୀମନ୍ଦିର
- ▶ ଭିତର କାଠ ଠାକୁର ଦର୍ଶନ ବନ୍ଦ
- ▶ ଶ୍ରୀ, ଉଭି ଭଗେଟ ବିଶେଷ ଦିନରେ ଭଜା ବନ୍ଦ ରହିବ

କଟକ ସ୍ଥଳ ଦ୍ଵିତୀୟ ଯେତେବେଳେ ଗୋଟିଏ ଲେଖକଙ୍କ ଉପରେ ଆକର୍ଷଣ ହୋଇଥାଏ ତାହା ସ୍ଵାଭାବିକ ଯେତେବେଳେ ସେ ଗୋଟିଏ ଲେଖକଙ୍କ ଉପରେ ଆକର୍ଷଣ ହୋଇଥାଏ ।

ଗୋଟି, କପଡ଼ା,
ମଇଦା ବୁହେ...

ସ୍ବାସ୍ଥ୍ୟ,
ଶିକ୍ଷାରେ
ଅଧିକ ବ୍ୟୟ
କରୁଛନ୍ତି
ଭାରତୀୟ

[illegible]

ଆନ୍ତରାଜ୍ୟ ସ୍ତରୀୟ, ଏହା ଏକ ବ୍ୟବସ୍ଥାପନ ଉପକରଣ ଭାବରେ ବ୍ୟବହୃତ ହୁଏ। ଏହା ଉପରେ ଏକ ପ୍ରକାର ଆବଶ୍ୟକତାକୁ ଆଧାର କରି ନିର୍ଦ୍ଧାରିତ। ଏହା ଏକ ସିଦ୍ଧାନ୍ତ ଭାବରେ ଆନ୍ତରାଜ୍ୟ ସ୍ତରୀୟ ଭାବରେ ବ୍ୟବହୃତ ହୁଏ। ଏହା ଏକ ସିଦ୍ଧାନ୍ତ ଭାବରେ ଆନ୍ତରାଜ୍ୟ ସ୍ତରୀୟ ଭାବରେ ବ୍ୟବହୃତ ହୁଏ।

- ୧୦ ବର୍ଷରେ ବଦଳିଯାଇଥିବା ରାଜସ୍ୱର ଖର୍ଚ୍ଚ ରାଶି
- ଆୟୁ ଓ ଶିକ୍ଷା ଆଦି କ୍ଷେତ୍ରରେ ବୃଦ୍ଧର ଅବସ୍ଥା
- ଆୟୁ ବ୍ୟୟରେ ୮.୬%, ଶିକ୍ଷାରେ ୭.୫% ଅନୁଦାନ
- ବ୍ୟୟ ପ୍ରତିରାଜସ୍ୱରେ ୫୮.୩%, ବସ୍ତି, ବ୍ୟବସ୍ଥାରେ ୨୮.୫ ପ୍ରତି

[illegible][illegible]

ପ୍ରାଚୀନ ଚିକିତ୍ସା ବସନ୍ତ ଉପସ୍ଥାପନା
 ଚିକିତ୍ସା ଉପସ୍ଥାପନା ଓ ଉପସ୍ଥାପନା ଉପସ୍ଥାପନା ।
 ଉପସ୍ଥାପନା ଉପସ୍ଥାପନା

ବ୍ରୋନୋଲିନ୍

ବ୍ରୋନୋଲିନ୍ ଓ ବ୍ରୋନୋଲିନ୍ ପାଉଁଶ

ଏହା ଏକ ପ୍ରାଚୀନ ଚିକିତ୍ସା ବସନ୍ତ ଉପସ୍ଥାପନା ଓ ଉପସ୍ଥାପନା ଉପସ୍ଥାପନା ।
 ଏହା ଏକ ପ୍ରାଚୀନ ଚିକିତ୍ସା ବସନ୍ତ ଉପସ୍ଥାପନା ଓ ଉପସ୍ଥାପନା ଉପସ୍ଥାପନା ।
 ଏହା ଏକ ପ୍ରାଚୀନ ଚିକିତ୍ସା ବସନ୍ତ ଉପସ୍ଥାପନା ଓ ଉପସ୍ଥାପନା ଉପସ୍ଥାପନା ।

ବ୍ରୋନୋଲିନ୍ ଉପସ୍ଥାପନା




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ପ୍ରଧାନମନ୍ତ୍ରୀ

ରାଜ୍ୟସ୍ତରୀୟ ଭାରତୀୟ ଭାଷା ଉତ୍ସବ ସମାରୋହ

ଶ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ
ମୁଖ୍ୟମନ୍ତ୍ରୀ, ଓଡ଼ିଶା

ମୁଖ୍ୟ ଅତିଥି

ଶ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ
ମୁଖ୍ୟମନ୍ତ୍ରୀ, ଓଡ଼ିଶା

ଅତିଥିମନ୍ତ୍ରୀ ଲବକ୍ଷିତ

ଶ୍ରୀ ନିତ୍ୟାନନ୍ଦ ଗଣ୍ଡ

ମନ୍ତ୍ରୀ, ବିଦ୍ୟାବଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା, ମହାବ୍ରହ୍ମଚରୀ ଉପାଧ୍ୟକ୍ଷ ଓ ମହାବ୍ରହ୍ମଚରୀ
ଜାତି ଉତ୍ସବ, ବ୍ୟାଞ୍ଜନାଳୟ ଉତ୍ସବ ଓ ଉତ୍ସବ ବର୍ଷ ଉତ୍ସବ ଉପାଧ୍ୟକ୍ଷ
ଘନଶ୍ୟାମ ସୁରାଂ ଓ ଉତ୍ସବ ସମ୍ପାଦକ

ଶ୍ରୀ ସୂର୍ଯ୍ୟବଂଶୀ ସୁରଜ

ମନ୍ତ୍ରୀ, ଉଚ୍ଚଶିକ୍ଷା, ଶ୍ରୀମତୀ ଓ ଉତ୍ସବ, ଓଡ଼ିଶା
ଓଡ଼ିଶା ଉଚ୍ଚଶିକ୍ଷା, ଉତ୍ସବ ଓ ଉତ୍ସବ

୧୧ ଡିସେମ୍ବର ୨୦୨୪ | ଗୋବିନ୍ଦବଲ୍ଲଭ ପଟ୍ଟନାୟକ ଉତ୍ସବ

ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

OIPR-27068/13/0023/2425

ରାଜ୍ୟସ୍ତରୀୟ ‘ଭାରତୀୟ ଭାଷା ଉତ୍ସବ’

ଈରାଜୀ ମାତୃଭାଷାର ବିକଳ ଦୁହେଁ



ଭୁବନେଶ୍ୱର, ୧୧।୧୨(ବୁଧବାର): ଈରାଜୀ ମାଧ୍ୟମରେ ପଢ଼ୁଥିବା ବହୁ ଛାତ୍ରଛାତ୍ରୀ ଓଡ଼ିଆ ଭାଷା ପଢ଼ିବାରେ ଅକ୍ଷମ । ଏହା ଦୁଃଖର ବିଷୟ । ଈରାଜୀ ଓ ହିନ୍ଦୀ ଆମ ପାଇଁ ଏକ ଉପାଦାନଯୋଗର ଭାଷା ହୋଇପାରେ । ଈରାଜୀ ଭାଷା କେବେ ମାତୃଭାଷାର ବିକଳ ହୋଇପାରିବ ନାହିଁ । ବୁଧବାର ଲୋକସେବା ଭବନ ଜନଜେନସନ୍ ସେଣ୍ଟର ଠାରେ ଆୟୋଜିତ ରାଜ୍ୟସ୍ତରୀୟ ଭାରତୀୟ ଭାଷା ଉତ୍ସବରେ ଉପାଦେୟ ମୁଖ୍ୟମନ୍ତ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ ଏହା କହିଛନ୍ତି ।

ମୁଖ୍ୟମନ୍ତ୍ରୀ କହିଲେ, ରାଜ୍ୟ ସରକାର ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାର ଉପରେ ଗୁରୁତ୍ୱ ଦେଇ କାମ ଆରମ୍ଭ କରିଛନ୍ତି । ସରକାରୀ ଫାଇଲ୍‌କୁ ଓଡ଼ିଆରେ କରିବା ପାଇଁ ନିର୍ଦ୍ଦେଶ ଦିଆଯାଇଛି । ବହୁ ବିଭାଗରେ ଓଡ଼ିଆ ଭାଷାରେ ଫାଇଲ୍ କାମ ଆରମ୍ଭ ହେଲାଣି ।

ତାମିଲ୍ ମହାଜବି ପୁରୁମଣ୍ୟ ଭାରତୀୟ ଜୟନ୍ତୀ ଅବସରରେ ଭାରତୀୟ ଭାଷା ଉତ୍ସବ ପାଳନ କରାଯାଇଛି । ଚଳିତ ବର୍ଷର ଭାରତୀୟ ଭାଷା ମହୋତ୍ସବର ବିଷୟବସ୍ତୁ ହେଉଛି “ଭାଷା ମାଧ୍ୟମରେ ଏକତା” । ମୁଖ୍ୟମନ୍ତ୍ରୀ କହିଥିଲେ, ଆମେ ରାଜ୍ୟସ୍ତରରେ ଭାରତୀୟ ଭାଷା ଉତ୍ସବ ପାଳନ କରୁଛୁ । ଏହା କେବଳ ଏକ ଉତ୍ସବ ନୁହେଁ, ଆମ ସଂସ୍କୃତି ଏବଂ ଗୌରବର ପ୍ରତୀକ । ଭାଷାଭିତ୍ତିକ ବିବିଧତା ହେଉଛି ଆମର

ସର୍ବଶ୍ରେଷ୍ଠ ଶକ୍ତି । ସର୍ବତ୍ର ଭାରତୀ ତାମିଲ୍ ସାହିତ୍ୟ ସହ ଅନ୍ୟାନ୍ୟ ଭାରତୀୟ ଭାଷାକୁ ନିଜ ପ୍ରତିଭା ବଳରେ ରହିମତ କରିଛନ୍ତି । ସମାନତା, ମହିଳା ସଶକ୍ତିକରଣ ଓ ସାମାଜିକ ନ୍ୟାୟ ପ୍ରତିଷ୍ଠା କରିଆରେ ଏକ ପ୍ରଗତିଶୀଳ ଭାରତ ଗଠନ ପାଇଁ ସେ ଉଦ୍ୟମ କରୁଥିଲେ । ତାଙ୍କର ଚିନ୍ତାଧାରା ତତ୍କାଳୀନ ସମୟ ଠାରୁ

ଭାଷାଭିତ୍ତିକ ବିବିଧତା ଆମର ଶ୍ରେଷ୍ଠ ଶକ୍ତି: ମୁଖ୍ୟମନ୍ତ୍ରୀ

ଯଥେଷ୍ଟ ଆଗରେ ଥିଲା ।

ସେ କହିଲେ, ବୁରୁମଣ୍ୟ ଭାରତୀୟ ଜୀବନାରୁ ଆମ ଯୁବପିଢ଼ି ଯଥେଷ୍ଟ କିଛି ଶିଖିବାର ସୁଯୋଗ ରହିଛି । ପ୍ରଧାନମନ୍ତ୍ରୀ ନରେନ୍ଦ୍ର ମୋଦିଙ୍କ ନେତୃତ୍ୱରେ ଦେଶର ନାୟକ ଓ ନାୟିକାମାନଙ୍କୁ ସମ୍ମାନ ପ୍ରଦାନ ପାଇଁ ନିରବଚ୍ଛିନ୍ନ ପ୍ରଚେଷ୍ଟା କରି ରହିଛି । ଓଡ଼ିଶାରେ ମଧ୍ୟ ଆମ ସରକାର ମାଧ୍ୟୋ ସିଂଙ୍କ ନାମରେ ମେଧାବୃଦ୍ଧି ଆରମ୍ଭ କରିବା, ହରେକୃଷ୍ଣ ମହତାବଙ୍କ ଏକ ବର୍ଷ ବ୍ୟାପୀ ଜୟନ୍ତୀ ପାଳନ କରିବା, ଗୋଦାବରୀଶ ମିଶ୍ରଙ୍କ ନାମରେ ଆଦର୍ଶ ପ୍ରାଥମିକ ବିଦ୍ୟାଳୟ ଯୋଜନା ଆରମ୍ଭ କରିଛନ୍ତି । ଜାତୀୟ ଶିକ୍ଷା ନୀତି ୨୦୨୦ରେ ମାତୃଭାଷାକୁ ପାଠ୍ୟକ୍ରମରେ ସାମିଲ କରିବାକୁ

କୁହାଯାଇଛି । ଇଂଜିନିୟରିଙ୍ଗ୍ ଓ ମେଡିକାଲ ପାଠପଢ଼ା ମଧ୍ୟ ଓଡ଼ିଆ ଭାଷାରେ ପଢ଼ିବାର ସୁଯୋଗ ପ୍ରଦାନ କରାଯାଇଛି ।

କାର୍ଯ୍ୟକ୍ରମରେ ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ମନ୍ତ୍ରୀ ନିତ୍ୟାନନ୍ଦ ଗଣ୍ଡ ଯୋଗଦେଇ କହିଲେ ଭାଷା ଆମ ସଂସ୍କୃତି, ଐତିହ୍ୟ ଓ ଚିନ୍ତାଧାରାକୁ ପ୍ରତିଫଳିତ କରେ । ଆମର ଐତିହ୍ୟର ବିବିଧତାକୁ ଜଣିବା ପାଇଁ ଏହି ଭବି ଭାଷା ଉତ୍ସବ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ଭୂମିକା ଗ୍ରହଣ କରିବ ।

ଉନ୍ନୟନ କମିଶନର ଅନୁ ଗର୍ଗ ସ୍ମରତ ଭାଷଣ ଦେଇଥିଲେ । ଏହି ଅବସରରେ ଆୟୋଜିତ ବିଭିନ୍ନ ପ୍ରତିଯୋଗୀତାର କୃତୀ ପ୍ରତିଯୋଗୀମାନଙ୍କୁ ପୁରସ୍କାର ପ୍ରଦାନ କରାଯାଇଥିଲା । ପୋଷ୍ଟର ତିଆରିରେ ଯାଜପୁର ବରୁଣେଶ୍ୱର ସରକାରୀ ଉଚ୍ଚ ବିଦ୍ୟାଳୟର ଅନୁପୂର୍ଣ୍ଣା ମିଶ୍ର ପ୍ରଥମ, ଇନ୍ଦ୍ରଜ ଏଲ.ଏନ. କେ.ଏସ୍. ହାଇସ୍କୁଲର ଅମୀୟ ଦାସ ଓ ଖୋର୍ଦ୍ଧା ବି.ଏମ୍. ହାଇସ୍କୁଲର ବିଶ୍ୱପ୍ତସାଦ ଦାସ ଦ୍ୱିତୀୟ, ବାଲେଶ୍ୱର ଗରୁଡ଼ ସରକାରୀ ହାଇସ୍କୁଲର ସମିର ବେହେରା ଓ ବରଗଡ଼ ନିଶାମଣୀ ସରକାରୀ ହାଇସ୍କୁଲ ସାଇନସନ ସାହୁ ତୃତୀୟ ପୁରସ୍କାର ପାଇଥିଲେ । ସେହିପରି ଜର୍ଣ୍ଣାଲ ତିଆରି ପାଇଁ ଜିଲ୍ଲାସ୍ତରରେ ଦଳଗତ ପ୍ରତିଯୋଗିତା ହୋଇଥିଲା । ଏଥିରେ ଜଗଜ୍ଞ ଜିଲ୍ଲା ପ୍ରଥମ ପୁରସ୍କାର, ସମଲପୁର ଦ୍ୱିତୀୟ ପୁରସ୍କାର ଓ ନୟାଗଡ଼ ତୃତୀୟ ପୁରସ୍କାର ପାଇଥିଲା ।





ଶ୍ରୀ ନରେନ୍ଦ୍ର ମୋଦୀ
ପ୍ରଧାନମନ୍ତ୍ରୀ





ଶ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ
ମୁଖ୍ୟମନ୍ତ୍ରୀ, ଓଡ଼ିଶା

ଜାତୀୟ ଶିକ୍ଷା ନୀତି-୨୦୨୦

ପ୍ରଣୟନ ସମ୍ପର୍କିତ ରାଷ୍ଟ୍ରୀୟ କର୍ମଶାଳା

ଶ୍ରୀ ମୋହନ ଚରଣ ମାଝୀ
ମୁଖ୍ୟମନ୍ତ୍ରୀ, ଓଡ଼ିଶା

ଶ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ
କେନ୍ଦ୍ର ଶିକ୍ଷା ମନ୍ତ୍ରୀ, ଭାରତ ସରକାର

ଉଦ୍ଦିଷ୍ଟ ଉଦ୍ଘାଟନ

ଶ୍ରୀ ନିତ୍ୟାନନ୍ଦ ଗଣ୍ଡ
ମନ୍ତ୍ରୀ, ବିଦ୍ୟାଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା, ଅନୁସୂଚିତ ଜନଜାତି ଓ ଅନୁସୂଚିତ ଜାତି ଉନ୍ନୟନ, ସାମ୍ବାଦିକତା ଓ ପଞ୍ଚୁଆ ବର୍ଗ କଲ୍ୟାଣ ଏବଂ ସାମାଜିକ ସୁରକ୍ଷା ଓ ଶିକ୍ଷଣ ସମ୍ବନ୍ଧିତ

ଶ୍ରୀମତୀ ପ୍ରଭାତୀ ପରିଡ଼ା
ଉପମୁଖ୍ୟମନ୍ତ୍ରୀ, ଓଡ଼ିଶା

ଶ୍ରୀ ସୂର୍ଯ୍ୟବଂଶୀ ସୁରଜ
ମନ୍ତ୍ରୀ, ଉଚ୍ଚଶିକ୍ଷା, ଡ୍ରାଫ୍ଟ ଓ ସ୍ଥଳ ସରକାର, ଓଡ଼ିଶା ରାଜ୍ୟ, ସାହିତ୍ୟ ଓ ସଂସ୍କୃତି

୨୧-୨୩ ଜାନୁଆରୀ, ୨୦୨୫ | ଲୋକସେବା ଉପକରଣ ଉଦ୍ଘାଟନ ସେକ୍ସନ

ଅଭିଯୋଗ:
ବିଦ୍ୟାଳୟ ଓ ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

ସହଯୋଗ:
ବିଦ୍ୟାଳୟ ଶିକ୍ଷା ଏବଂ ସାକ୍ଷରତା ବିଭାଗ, ଶିକ୍ଷା ମନ୍ତ୍ରାଳୟ, ଭାରତ ସରକାର ଏବଂ ଜାତୀୟ ଶିକ୍ଷା ଉଦ୍ଦେଶ୍ୟ ଏବଂ ପ୍ରତିଷ୍ଠା ପରିଷଦ (ଏନ୍.ସି.ଇ.ଆର୍.ଡି.), ନୂଆଦିଲ୍ଲୀ

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ପରୀକ୍ଷାର୍ଥୀଙ୍କ ମନୋବଳ ବଢ଼ାଇଲେ ପ୍ରଧାନମନ୍ତ୍ରୀ, ମୁଖ୍ୟମନ୍ତ୍ରୀ

ଭୁବନେଶ୍ୱର, ୧୦ମ ଫେବୃଆରୀ: ପ୍ରଧାନମନ୍ତ୍ରୀ ନରେନ୍ଦ୍ର ମୋଦୀ ଏବଂ ଓଡ଼ିଶା ମୁଖ୍ୟମନ୍ତ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରି ପରୀକ୍ଷାର୍ଥୀଙ୍କ ମନୋବଳ ବଢ଼ାଇବା ପାଇଁ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିଛନ୍ତି। ଏହି ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିବା ପରେ ପରୀକ୍ଷାର୍ଥୀଙ୍କ ମନୋବଳ ବଢ଼ାଇବା ପାଇଁ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିଛନ୍ତି। ଏହି ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିବା ପରେ ପରୀକ୍ଷାର୍ଥୀଙ୍କ ମନୋବଳ ବଢ଼ାଇବା ପାଇଁ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିଛନ୍ତି।



ମୁଖ୍ୟମନ୍ତ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ ଏବଂ ପ୍ରଧାନମନ୍ତ୍ରୀ ନରେନ୍ଦ୍ର ମୋଦୀ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିଛନ୍ତି।

‘ପରୀକ୍ଷା ଯେ’ ଚର୍ଚ୍ଚା ଅଧିବେଶନ ସଂସ୍ଥାପନ

■ **ନାୟକ ଶ୍ରୀ ରାଜ୍ୟ ପ୍ରତିଷ୍ଠା ଉପକରଣ ଉଦ୍ଘାଟନ**

■ **ରାଜ୍ୟ ପ୍ରତିଷ୍ଠା ଉପକରଣ ଉଦ୍ଘାଟନ**

ଅଧିକାରୀଙ୍କ ଉପସ୍ଥିତିରେ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରି ପରୀକ୍ଷାର୍ଥୀଙ୍କ ମନୋବଳ ବଢ଼ାଇବା ପାଇଁ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିଛନ୍ତି। ଏହି ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିବା ପରେ ପରୀକ୍ଷାର୍ଥୀଙ୍କ ମନୋବଳ ବଢ଼ାଇବା ପାଇଁ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିଛନ୍ତି।



ପ୍ରାଥମିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସୁଦୃଢ଼ ହେବ: ମୁଖ୍ୟମନ୍ତ୍ରୀ



- ପ୍ରାଥମିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସୁଦୃଢ଼ ହେବ
- ପ୍ରାଥମିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସୁଦୃଢ଼ ହେବ
- ପ୍ରାଥମିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସୁଦୃଢ଼ ହେବ

ଭୁବନେଶ୍ୱର, ୧୦ମ ଫେବୃଆରୀ: ମୁଖ୍ୟମନ୍ତ୍ରୀ ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ ଏକ ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରି ପ୍ରାଥମିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସୁଦୃଢ଼ ହେବ। ଏହି ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିବା ପରେ ପ୍ରାଥମିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସୁଦୃଢ଼ ହେବ। ଏହି ଉପଲକ୍ଷ୍ୟ ଗ୍ରହଣ କରିବା ପରେ ପ୍ରାଥମିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସୁଦୃଢ଼ ହେବ।



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