

SAMAGRA SHIKSHA, ODISHA



ANNUAL REPORT 2023-24



ODISHA SCHOOL DEEDUCATION PROGARAMME AUTHORITY (OSEPA)

Shiksha Soudha, Unit-V, Bhubaneswar-751001

web: osepa.odisha.gov.in

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MESSAGE

It is with great pride and satisfaction that OSEPA publish the Annual Report 2023-24, Samagra Shiksha which highlights the significant strides made in advancing school education in our state. Over the years, our educational landscape has witnessed remarkable progress, and this report showcases key achievements and initiatives that have contributed to this transformation. Through these efforts, we aim to offer valuable insights that will further strengthen our educational system.

Our state has always prioritized the safety and well-being of teachers, students, and school communities while maintaining a strong commitment to delivering quality education. To achieve this, various initiatives have been undertaken in areas such as improving access to education, enhancing retention, upgrading infrastructure, promoting digital education, fostering reading habits, advancing sports education, and encouraging skill development. Additionally, we have focused on nurturing a clean and green environment in schools.

A crucial aspect of this report is its detailed discussion of the innovative approaches adopted for implementing programmes, all within the framework of existing norms, budgets, and timelines. This report not only provides an overview of the activities carried out but also offers valuable recommendations for strengthening institutional capacities and improving the overall quality of education.

As we reflect on the progress made, I would like to extend my best wishes to the entire team of OSEPA involved in the publication of this report. I am confident that Samagra Shiksha, Odisha will continue to work tirelessly in the coming years to elevate the state's school education sector, achieving even greater success and recognition on this journey.

Commissioner-cum-Secretary to Govt.





Smt. Ananya Das
State Project Director
Samagra Shiksha, Odisha

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PREFACE

Education equips children with the skills and knowledge required to realize their full potential. As more individuals gain access to quality education society experiences overall growth resulting in enhanced living standards and reduced income inequality.

Under Samagra Shiksha various initiatives have been taken to ensure quality education improve learning outcomes bridge social and gender gaps in school education promote equity and inclusion and maintain minimum schooling standards efforts have been made to vocationalize education assist states in implementing the Right of Children to Free and Compulsory Education (RTE) Act 2009 and upgrade and strengthen State Councils of Educational Research and Training (SCERTs).

Significant progress has been made towards universal access by establishing schooling at primary upper primary secondary and higher secondary levels. Additional measures include providing transport and escort facilities for children in remote areas offering special training to ensure age-appropriate placement and conducting enrollment drives at the beginning of the academic session to ensure that every child is part of the education system. To reduce dropout rates innovative strategies such as seasonal hostels child-friendly infrastructure free textbooks and uniforms supplementary educational materials DIET-CRCC linkages monthly teacher cluster meetings and multilingual education have been introduced.

Highlights from 2023-24 in the area of quality education include the introduction of an academic calendar the children's festival "SURAVI" digitization of block and cluster educational resource centers introduction of vocational education in 12 trades provision of notebooks and project notebooks for students LEP workbooks, holiday homework to engage children during summer vacations and the availability of smart classrooms braille books assistive devices and more.

The Annual Report for 2023-24 outlines these achievements and offers an overview of the activities carried out under Samagra Shiksha. This report lays the groundwork for future advancements in school education and the implementation of the New Education Policy (NEP) 2020 in the state and making the schools RTE compliant.

I extend my wishes to the OSEPA team for this publication, as it provides valuable insights for improving best practices and advancing school education further.

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 registered on 30th January, 1996 with Registration No.19964 / 192 under the Society Registration Act, 1860 with a vision for the Universalisation 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, updation, and analysis and sharing. A biometric attendance system has been enabled both at State Project Office and in 30 district offices.

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

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

Grievance Redressal 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 accommodating multilingual needs, catering to different academic abilities, and promoting active participation 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 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

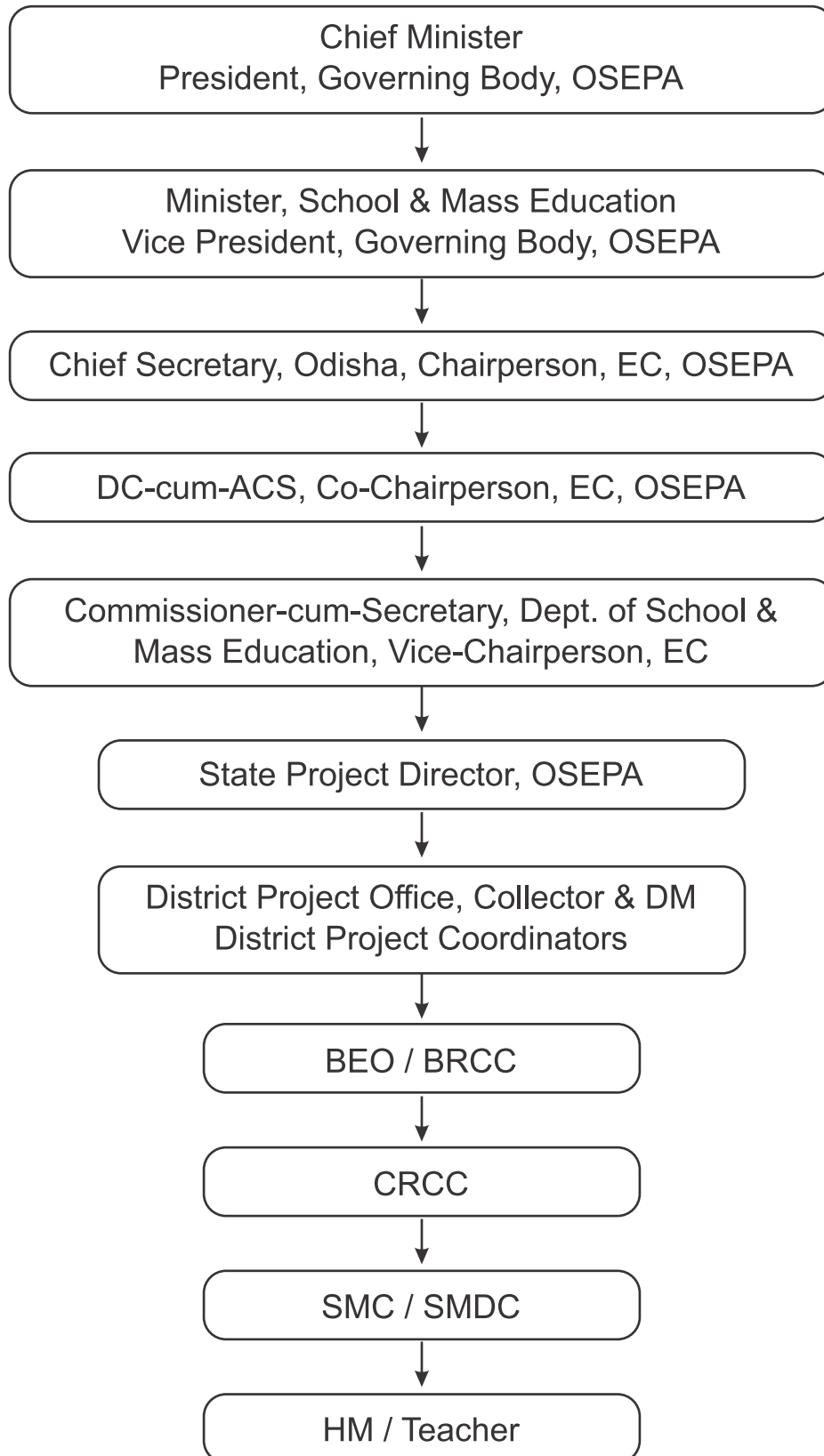
Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).

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.

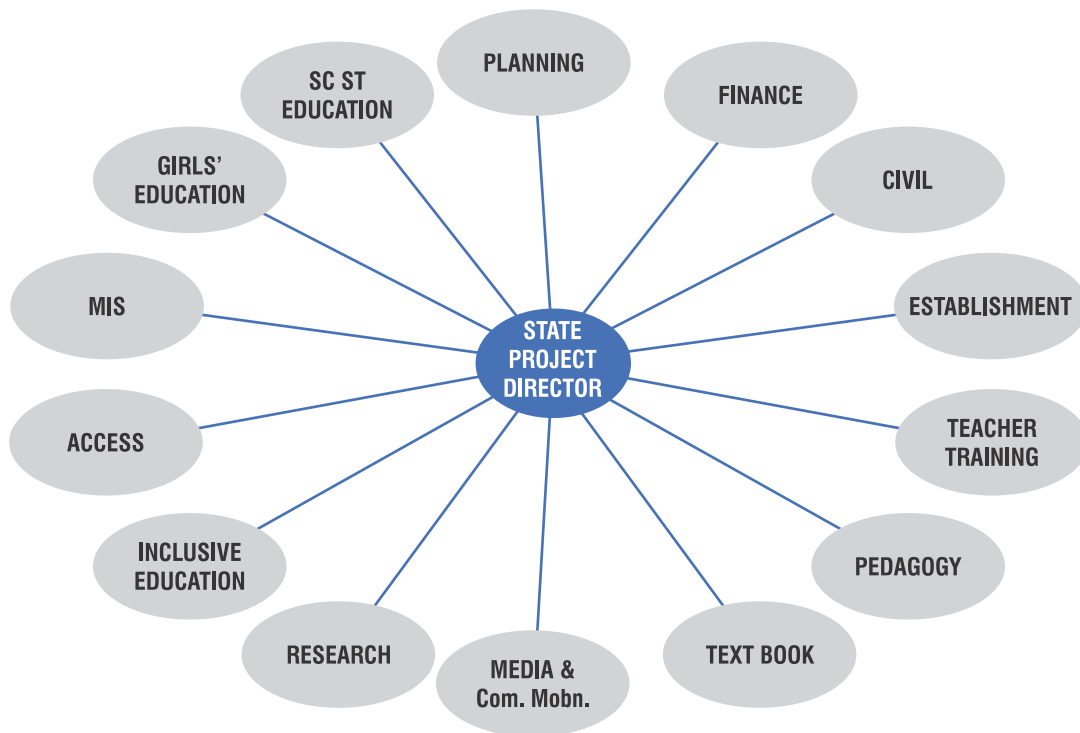


Administrative Structure

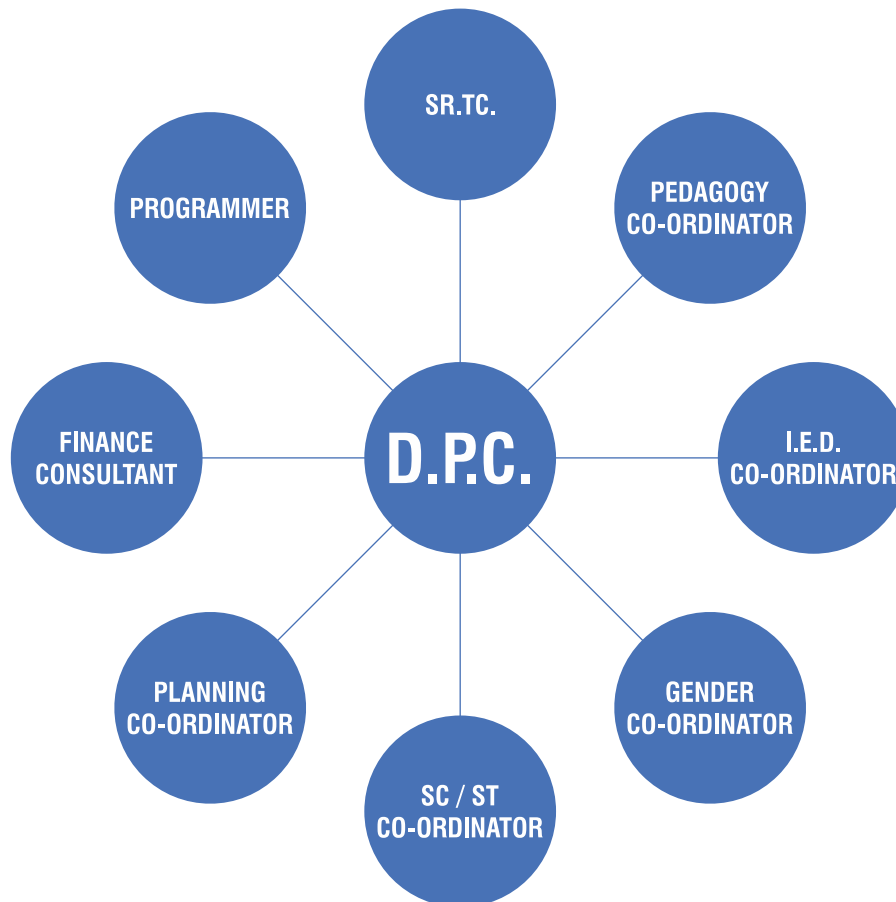




OSEPA – SPO INTERVENTION STRUCTURE



OSEPA – DPO INTERVENTION STRUCTURE





STATE PROFILE

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

DEMOGRAPHIC INDICATORS

Description	2011	2001
Total Population	41,974,218	36,804,660
Male	21,212,136	18,660,570
Female	20,762,082	18,144,090
Sex Ratio	979	972
Area km2	155,707	155,707
Density/km2	269	236
Literacy	72.87	63.08
Male Literacy	81.59	75.35
Female Literacy	64.01	50.51

Coverage

61596 schools in the state of all category ranging from Primary to Higher Secondary classes cover 7586079 children and 332701 teachers.



EDUCATIONAL INDICATORS

SCHOOLS / SECTION ABSTRACT

School Management	Primary Schools (up to class V)	Upper Primary Schools (up to class VIII)	Total Elementary Schools	Secondary Schools (up to class X)	Hr. Secondary Schools (up to class XII)	Total Elementary, Secondary & Hr. Secondary Schools
Department of Education	26522	14885	41407	4775	675	46857
Tribal Welfare Dept. + Ekalavya Model Residential Schools	432	768	1200	388	97	1685
Other State Govt. Managed	6	2	8	5	6	19
Total Govt. Schools (State)	26960	15655	42615	5168	778	48561
Govt. Aided	289	1456	1745	3333	759	5837
Total Govt. & Aided Schools	27249	17111	44360	8501	1537	54398
Partially Aided by SSEPD	15	35	50	20	0	70
Central Govt. Managed	0	1	1	3	9	13
Pvt. Unaided (Recognised)	856	3256	4112	801	1150	6063
Pvt. Unrecognised	515	440	955	76	21	1052
Total School	28635	20843	49478	9401	2717	61596

Source: UDISE+ 2023-24



ENROLLMENT

School Management	Primary (class 1-5)	Upper Primary (class 6-8)	Secondary (class 9- 10)	Hr. Secondary (class 11- 12)	Total Enrolment
Department of Education	2433249	1487627	663709	104027	4688612
Tribal Welfare Dept. + Ekalavya Model Residential Schools	175947	170365	65639	15077	427028
Other State Govt. Managed	856	1317	831	2061	5065
Total Govt. Schools	2610052	1659309	730179	121165	5120705
Govt. Aided	24373	126494	347080	467293	965240
Total Govt. & Aided Schools	2634425	1785803	1077259	588458	6085945
Partially Aided by SSEPD	3042	1362	473	0	4877
Central Govt. Managed	1286	1755	1008	1423	5472
Pvt. Unaided (Recognised)	658149	305070	140868	302378	1406465
Pvt. Unrecognised	56295	16746	6307	3972	83320
Total Enrolment	3353197	2110736	1225915	896231	7586079

Source: UDISE+ 2023-24

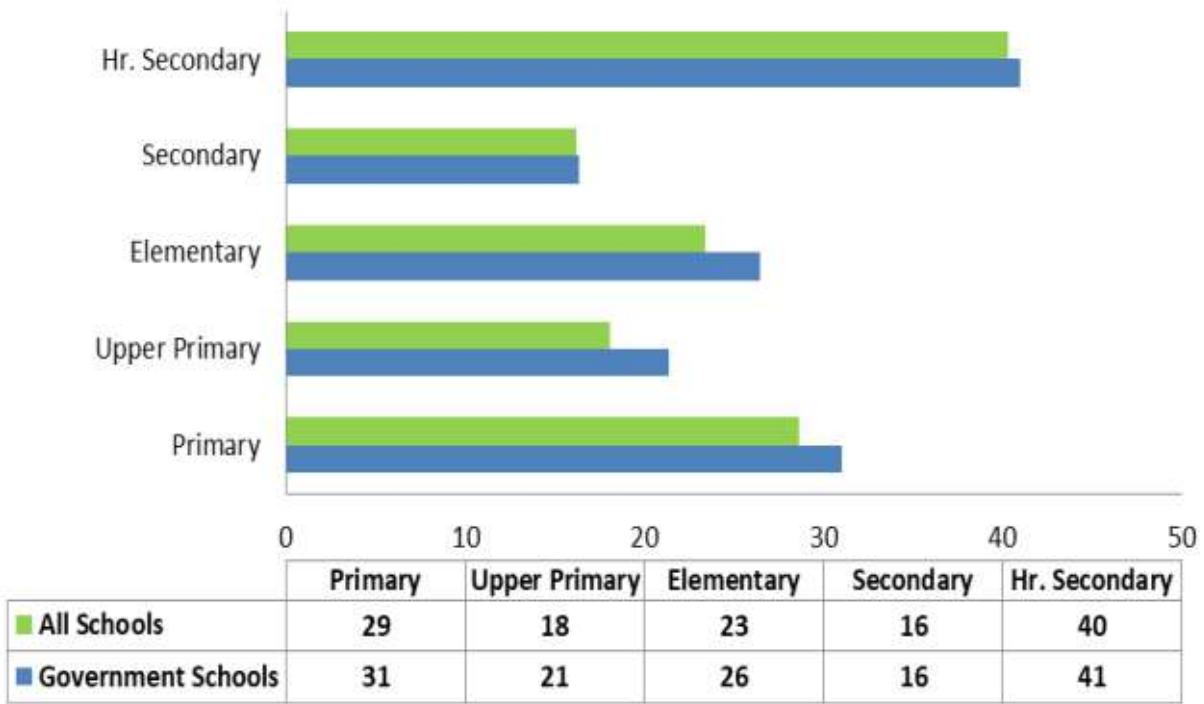
TEACHER

School Management	Primary Schools	Upper Primary Schools	Secondary Schools	Hr. Secondary Schools	Total Teachers
Department of Education	60877	75724	56509	6616	199726
Tribal Welfare Dept.+ Ekalavya Model Residential Schools	1074	3245	3863	1131	9313
Other State Govt. Managed	13	9	25	78	125
Total Teacher in Govt. Schools (State)	61964	78978	60397	7825	209164
Govt. Aided	857	2615	19786	8684	31942
Total Teacher in Govt. & Aided Schools	62821	81593	80183	16509	241106
Partially Aided by SSEPD	90	269	202	0	561
Central Govt. Managed	0	8	39	181	228
Pvt. Unaided (Recognised)	5787	40229	16316	20189	82521
Pvt. Unrecognised	3036	3816	1015	418	8285
Total Teachers	71734	125915	97755	37297	332701

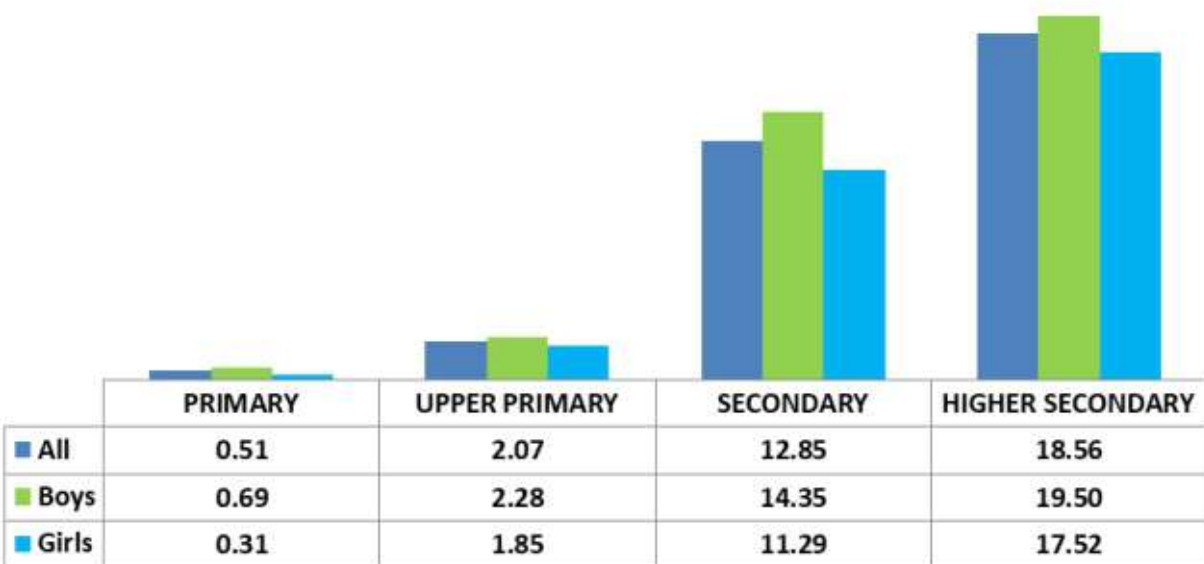
Source: UDISE+ 2023-24



Pupil Teacher Ratio (PTR)



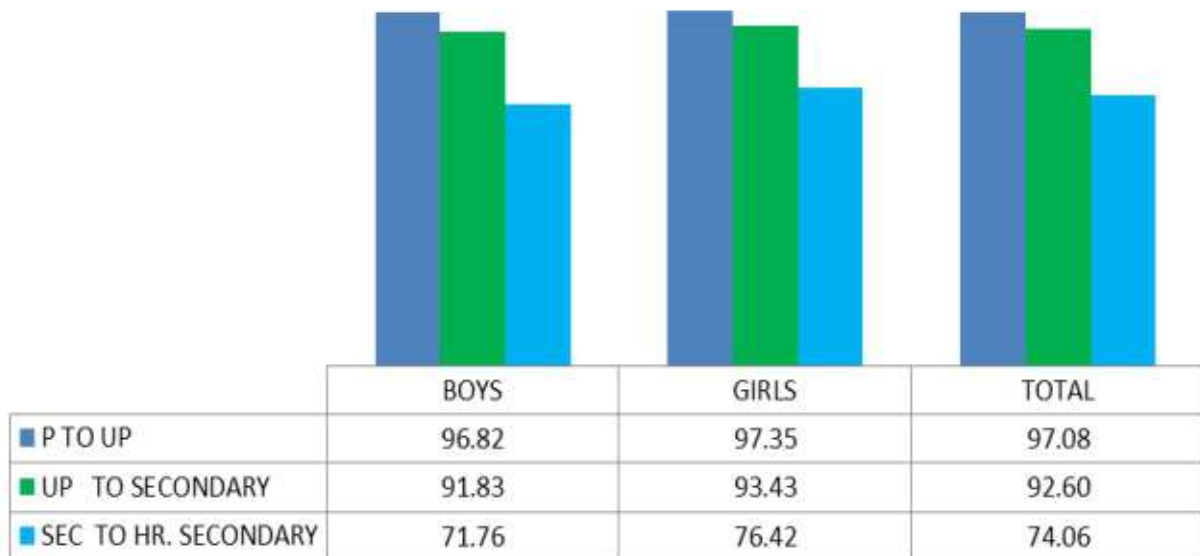
Annual Average Dropout Rate



Source: UDISE+ 2023-24

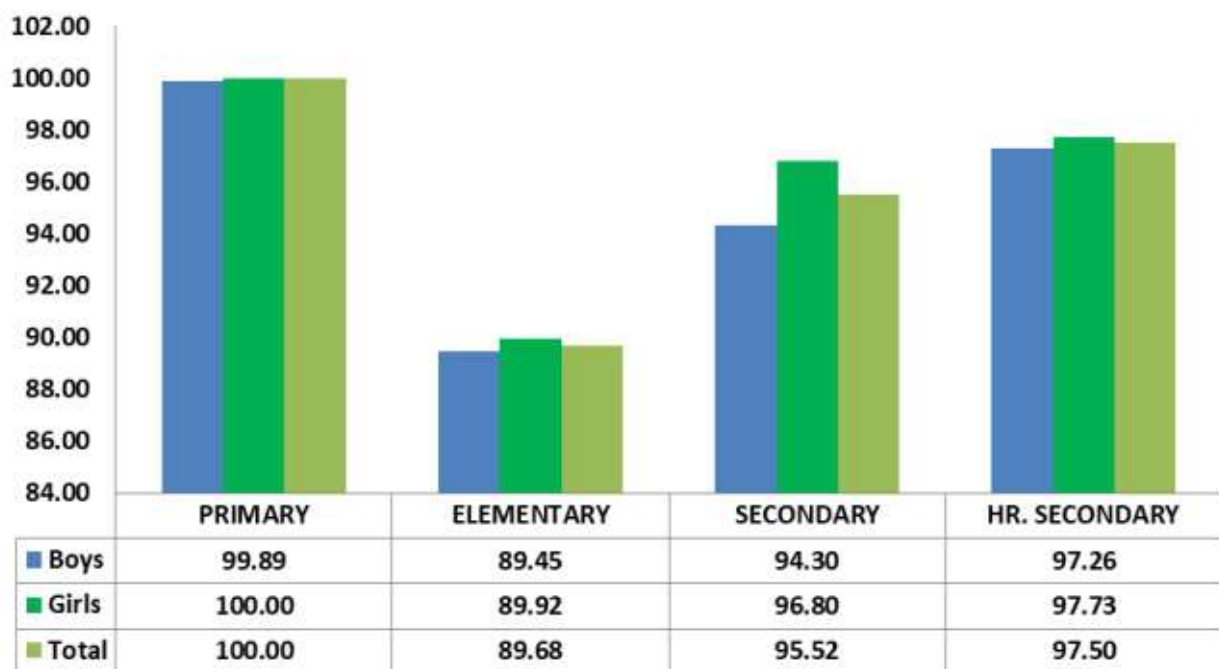


Transition Rate

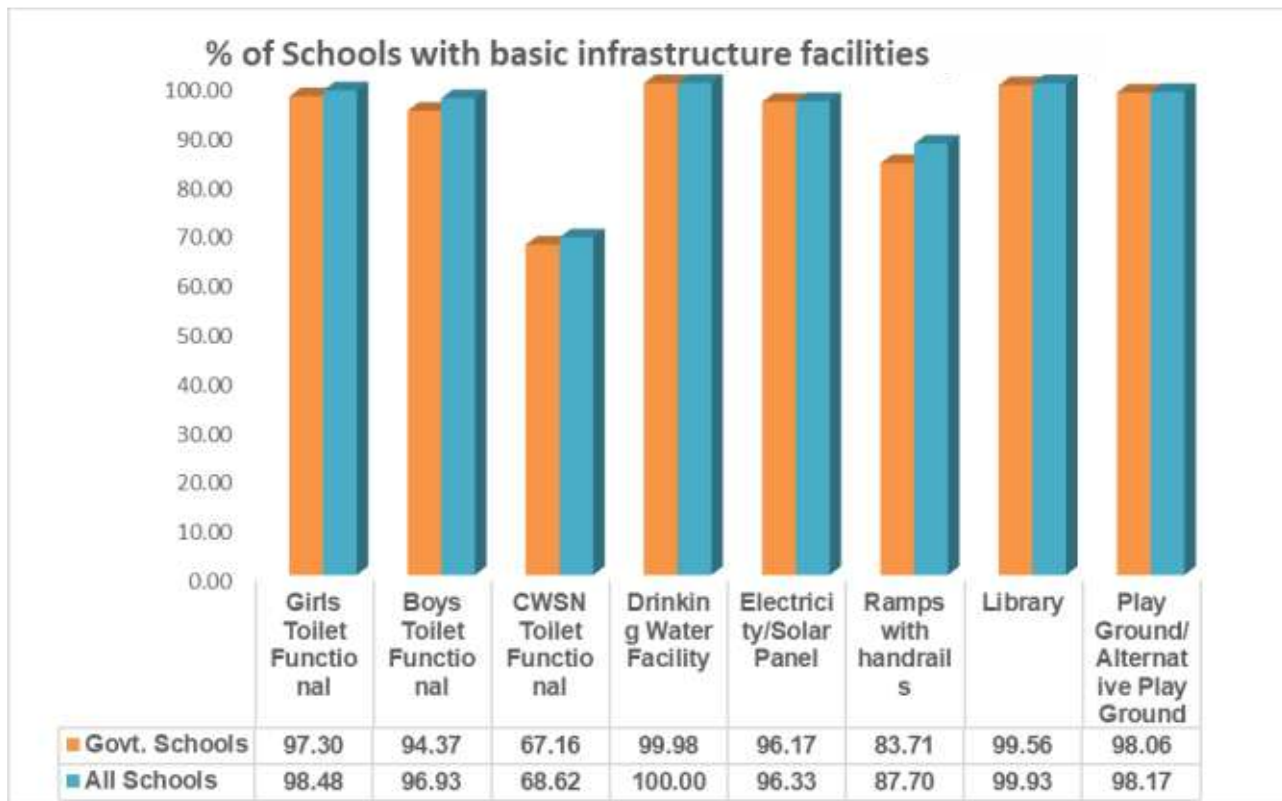


Source: UDISE+ 2023-24

Retention Rate



Source: UDISE+ 2023-24



Source: UDISE+ 2023-24





Major Achievements

1. ACCESS

- a. 22 nos of primary schools upgraded to upper primary school by S&ME Department.
- b. 16 nos of upper primary schools are approved by PAB for upgradation to secondary school and functional.
- c. 63 upgraded higher secondary schools are continuing and admitting students.
- d. 92 nos. of Secondary Schools are approved by PAB for upgradation to Higher Secondary Schools. The Govt. in S&ME Deptt. is intimated to issue necessary orders/approval for opening of upgraded Higher Secondary Schools.
- e. 22028 nos of children in remote, inaccessible/ distant habitations at Elementary and Secondary level were provided Transport and Escort facility.
- f. 17 nos. of residential hostels and 4 nos of residential schools for disadvantage category of children (6-14 years) are continuing in 12 districts i.e. Bargarh, Cuttack, Ganjam, Gajapati, Kalahandi, Kandhamal, Khordha, Keonjhar, Mayurbhanj, Malkangiri, Koraput and Rayagada.
- g. 587 nos of out-of-school children of 6 to 14 years age group and 3835 nos. of OoSC of 15-18 years age group are identified by teachers and CRCCs. The data is uploaded in PRABANDH portal at block point.
- h. 27 nos. of out of school children are provided special training as per the RTE Act. The revised special training materials of class I to III and the composite book named "HASI KHELI SIKHIBA" are supplied to districts for its utilisation in special training centers.
- i. 4171 migrant children were retained in 91 seasonal hostels at source districts of Bargarh, Bolangir, Kalahandi, Nuapada, Mayurbhanj and 614 migrant children are retained in 12 seasonal hostels at destination districts of Balasore, Cuttack and Khordha.
- j. 18854 nos of out of school children 15-18 yrs age are identified through mega campaign and admitted in State Institute of Open Schooling (SIOS)

2. RETENTION

- a. 44,98,112 nos. of children of Govt. and Aided schools of the state from class 1 to 8 for the academic session 2023-24 are provided with Free Text Books.
- b. Free School Uniform has been distributed to 39,23,783 Elementary students in 2023-24 the achievement in this regard is about 98%.
- c. All Govt Schools from Elementary to Secondary level are provisioned with Sports Grant @Rs.5000/- per Primary School, @ Rs.10, 000/- per Upper Primary, @Rs.25000/- per Secondary to Sr. Secondary school.
- d. Composite School Grant has been provided to all Govt Schools from Elementary to higher secondary level as per norm.



- e. Admission of children (5918 children admitted) in private schools under 12.1.c of the RTE Act, 2009.

3. INFRASTRUCTURE FACILITY

- a. 19055 (cumulative) nos. of primary and Upper Primary School buildings have been completed.
- b. 74821 nos of Additional Class Room, 14837 nos of Boys Toilet, 48674 nos of Girls Toilet, 31958 nos of CWSN Toilet, 9866 nos of electrification & 6976 nos of Drinking Water facility have been provided under Samagra Shiksha (cumulative) at Elementary level.
- c. 777 nos. of New upgraded school buildings (cumulative) have been completed. Infrastructure facility like class rooms with furniture, Library, Integrated Science laboratory, Computer room, Art & craft room, Toilet blocks, drinking water facility etc have been provided.
- d. 2789 nos of Additional Class Room, 1824 nos of Science Laboratory, 1144 nos of Computer Room, 1787 nos of Library, 1227 nos of Art/ Craft Room, 1088 nos of Boys Toilet, 1746 nos of Girls Toilet & 836 nos of Drinking Water facility have been provided under Samagra Shiksha (cumulative) towards infrastructure development of Secondary schools.

4. KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

- a. Constructions of 114 nos of Upgraded KGBV (Type –II) buildings have been completed.
- b. Similarly, constructions of 171 nos of KGBV (Type –IV) buildings have been completed.

5. PEDAGOGY

Ensuring Quality in School Education

- a. The Foundational Literacy Numeracy Programme has been implemented in all the Govt. Schools having primary section with the vision to create an enabling environment to ensure universalization of foundational Literacy and Numeracy.
- b. Workbooks for Numeracy & Literacy have been reviewed, printed and distributed to students of FLN grades as supplementary materials for their regular practice as reference materials to be used during classroom transaction.
- c. TLM kits including picture posters, big books, Poem poster & story cards, etc have been distributed to schools to be used as supplementary materials during classroom activity.
- d. Hand books for teachers have been prepared and distributed as reference materials to be used during classroom transaction.
- e. Math kits have been distributed to schools having FLN grades as resource materials to be used during Numeracy activity
- f. Vidya Pravesh module has been introduced in 44937 no of Schools and 476082 no of students of Grade 1 of all Govt. Schools are covered under it.
- g. An Assessment Cell has been formed under the Chairpersonship of Director T.E. & SCERT.



- h. 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 for the FLN program.
- i. Training of teachers on FLN through NISHTHA 3.0 has been completed through DIKSHA portal covered under which all the 12 modules have been covered.
- j. Monthly Cluster Level Sharing Meeting of teachers on FLN is being organized in 4561 nos. of cluster on third Saturday of every month to extend educational support to teachers through demonstration and discussion. All HMs along with one FLN grade teachers are participating in the programme held on Saturday of every month.
- k. Mothers meeting of the FLN grade children have been organized in all the government primary schools having FLN grades to empower them on how they can support their ward in enhancing the literacy a numeracy skill in home environment.
- l. In order to ensure active participation of children and get them involved in various Literacy and Numeracy activities, celebration of Literacy & Numeracy week was organised at school level for the children of FLN grades (I, II & III) during 3rd week of November and 2nd week of February, 2025 for a period of six days.
- m. A total 15776 no. of government schools having primary sections (Class I, II & III) in 16 aspirational Districts and blocks are being developed as FLN compliant class rooms during the academic year 2023-24 in phased manner
- n. 3-week FLN course in blended approach with mentor mentee has been developed for CRCC and uploaded in DIKSHA portal. Training of CRCC has been completed under the supervision of DIETs.
- o. Students Diary were provided to students of class-I to VIII in all Govt. Schools (Both S&ME and SSD Dept.) for the academic year 2023-24.
- p. Single line Notebooks were provided to students of class II-X & Practical Notebook were provided to students of Class-IX & X of all Govt. Schools under S&ME and SSD Deptt for the academic year 2023-24.
- q. Teacher Recourse Handbook on Science (Physical & Life Science) were provided (both in English and Odia) to Secondary Grade teachers to acquaint the learners on basic tools and techniques used in science laboratories.
- r. Academic Calendar (Elementary) were provided to Govt. schools (Both S&ME and SSD Dept.) having Elementary section and Academic Calendar (Secondary) were provided to schools (Both S&ME and SSD Dept.) having Secondary section for the Academic Year 2023-24.
- s. Holiday Home Work Programme for Class I to X have been implemented in all Govt. schools to engage students in learning activities during the summer vacation for the academic year 2023-24.
- t. Holistic Progress Card have been distributed to students of Class I to VIII of all Govt. Schools under S&ME and SSD Dept. for the academic 2023-24.
- u. LEP-UTKARSH has been implemented for students of class-IX & X.



6. DIGITAL EDUCATION

- a. To enable Digital Education, all the Govt. and Govt. Aided secondary schools have been provided with Computer Lab (ICT lab and e-Library). These schools also equipped with smart Class device for classes 6 to 10.
- b. In 363 secondary schools the ATAL Tinkering labs is operational.
- c. In 2317 Upper primary schools, ICT Labs to be established to facilitate the students for computer education.
- d. 7094 Govt. Upper Primary schools have been equipped with Smart Class device for upper primary classes.
- e. 96718 Primary level teachers facilitated the Tablet computers to provide digital learning to primary level students.
- f. The starter pack will help States develop visualizations for programs viz. DIKSHA, UDISE, NAS, PGI, NISHTHA and PM POSHAN.

7. VOCATIONAL EDUCATION

Vocational Education programme has been implemented in 1060 Schools with 12 Sectors with 26 Job Roles as per NSQF aligned in Odisha.

- a. 1,25,074 Students (Girls- 53927, Boys-71027) were enrolled and perusing Vocational Education.
- b. 2120 VTs Qualified Vocational Trainers as per PSSCIVE qualification are engaged.
- c. 64 Vocational Coordinators & 23 Vocational Training Partners at State to help in implementation of Vocational Education.
- d. VE Textbooks & Students Reference handbooks distributed to the students as per the PSSIVE Syllabus.
- e. 40178 Nos. of Guest Lectures were conducted.
- f. 7643 Nos. of Industrial Visit was conducted.

8. INCLUSIVE EDUCATION FOR THE CHILDREN WITH SPECIAL NEEDS

- a. Total CwSN enrolled - 82671 (Elementary- 65493, Secondary- 17178) in Govt. & Govt. aided schools. (UDISE+ 2023-24)
- b. 632 Resource Person (CwSN) trained in Special Education working @ 2 per block.
- c. Braille book supplied to 2158 blind students (class I-X).
- d. Large print book supplied to 4760 low vision students (class I-X).
- e. Aids & Appliances supplied to 7189 numbers of CwSN.
- f. TLM Kit, ICT & low vision devices provided to 563 nos of CwSN.
- g. Stipend for Girl's provided to 14355 Elementary & 4569 Secondary CwSN.
- h. Escort allowance provided to 12827 Elementary & 3095 Secondary CwSN.
- i. Transport allowance provided to 18897 Elementary & 5581 Secondary CwSN.



- j. Orientation of parents, guardians, and Educational Administrators on Inclusive Education conducted at block level.
- k. Resource Centres for CwSN opened & functioning at all District and Block headquarters.
- l. Speech therapy, Physiotherapy, Occupational therapy, Behavioural Therapy & Braille training imparted at Block Resource Centres on regular basis.
- m. Under SUNETRA convergence programme with Health & F.W Deptt, vision screening camp and spectacle distribution for school students was organized.

9. EQUITY (ST/SC), MEDIA & COMMUNITY MOBILIZATION AND COMMUNITY TRAINING

- a. MLE implemented in 21 Tribal Languages in 1483 schools of 17 districts covering 97486 ST Students.
- b. To impart education in mother tongue, 3200 numbers of MLE shiksha sahayaks and 213 Education volunteers (EVs) have been engaged from the relevant tribal communities.
- c. Text books and Supplementary reading materials in 21 Tribal languages have been developed for primary grades integrating tribal culture and tradition.
- d. Stories in Tribal languages were collected through storytelling festival and integrated in supplementary reading materials.
- e. Teachers trained in MLE are imparting teaching in the class room.
- f. Tribal Resource Centres in MLE districts have been established.

10. COMMUNITY MOBILISATION

- a. The Sachetanata Rath– “Back to School campaign” was organized from 4th April to 10th April, 2023 in the state to create awareness among the parents and community members to send their wards to schools around 40,62,222 students across 251 Block, 45975 habitations & 39489 schools have been covered.
- b. Parent Teacher meeting (PTM) The first state wide PTM was conducted on 21/04/23 and second PTM was conducted on 12/08/23 in all Govt & Aided Elementary and Secondary Schools of the State where more than 25 lakh parents participated.

11. PRAVESH UTSTAV (ENROLMENT DRIVE)

‘Pravesh Utsav’ and ‘Purna Upasthan Divas’ - a weeklong campaign/activity conducted in all the schools. The objective of the programme is to create awareness among the parents, teachers, students, and community to identify the out-of-school children, mobilize the parents for admission into age-appropriate classes, and send the children to school regularly.

12. GIRLS EDUCATION

- a. 182 numbers of Type –III KGBVs are functioning in the state with 28119 numbers of inmates in 23 districts of the State.
- b. 95 numbers of Type- IV KGBVs have been functional in 2023-24 with 7706 numbers of inmates in 23 districts of the State.



- c. All guidelines related for effective functionality of KGBVs have been sent.
- d. Guidelines relating to safety and security of Girls have been provided to all KGBVs in both Odia & English the same is displayed at KGBV Hostel point.
- e. Guideline, Unit Cost for Rani Laxmi bai Atma Rakshya Prashikshyan (Self Defence Training) training already shared with the districts and the self-defence training is in progress.
- f. Free uniform will be distributed to Secondary level Students and in this regard expression of interest has been floated and the distribution work is in progress. For distribution of Uniform under Samagra Shiksha at Elementary, floating of expression of interest is in progress.
- g. National and International girl child day celebrated to aware the girls on different topics of Girls sensitization objectives covering topics like “prevention of child marriage, Self Defence training, good touch bad touch, adolescent health issues etc.”

13. 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.









2. ACCESS

Introduction:

National Policy on 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 enrollment of all children in school and completion of education at higher secondary level is ensured. The state has covered 87750 habitations with primary and 88721 habitations with upper primary schooling facility out of total 90731 habitations. Where the children of the most difficult, remote and inaccessible habitations face difficult to find access transport and escort facility have been provided to the children under Samagra Siksha with an aim to complete Elementary, Secondary and Higher Secondary Education. The children are also provided the higher secondary education nearby where there is no such 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 Residential Hostels and Residential Schools are set up in 12 districts. The urban deprived children not getting access to school are rescued from different places in the city and rehabilitated in the residential hostels. The children of remote, hilly, forest or access less areas are provided access in the Sevashrams of ST&SC Development Department, Welfare Department, KGBVs etc.

The out of school children of the age group 6-18 years are identified at block and Panchayat level. The out of school children are directly enrolled in schools in age appropriate classes and SIOS centres. The migrant children are retained in seasonal hostels of source and destination points continued study till return of their parents from migration.

Netaji Subhash Chandra Bose Avasiya Vidyalaya (Residential Hostel)

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 17 nos of Residential Hostels and 04 Residential schools are functioning in 12 districts.

District wise status of Residential Hostel

Residential Hostel: 2023-24 (for Urban Deprived Children)

Sl. No.	Name of the District	Block	Name of the Residential Hostel	Year of Functioning	Capacity	No. of Urban Deprived Children
1	Khordha	Bhubaneswar Municipal Corporation (BMC)	Govt. High School, Unit-I, Bhubaneswar	2012-13	50	41



2	Khordha		Rajbhawan Project UP School, Unit-VIII, Bhubaneswar	2013-14	50	42
3	Khordha		Govt. High School, Unit-VI, Bhubaneswar (for girls only)	2013-14	50	50
4	Khordha		Govt. Primary School, IRC Village, Sector-I, Bhubaneswar	2013-14	50	42
5	Keonjhar	Keonjhar Sadar	Attapur Nodal UP School, Keonjhar Sadar	2012-13	100	72
6	Keonjhar	Barbil	Barbil Nodal UP School, Barbil	2012-13	100	65
7	Mayurbhanj	Baripada	Purnachandrapur Project UP School, Baripada	2014-15	100	99
8	Mayurbhanj	Bisoi	Bisoi UG High School	2015-16	100	100
9	Baragarh	Bargarh	Cement Nagar High School	2016-17	50	30
10	Cuttack	Sadar	Madhusudan Govt. High School	2016-17	50	22
11	Gajapati	Parala-khemundi	Gandhi Memorial UPS	2016-17	50	42
12	Ganjam	Chhatrapur	Raghunathpur UP School	2016-17	50	45
13	Kalahandi	Bhawanipatna	Bapuji UPS, Bhawanipatna	2016-17	50	48
14	Kandhamal	Baliguda	Block Colony PUPS, Baliguda	2016-17	50	50
15	Malkangiri	Malkangiri	Govt. Nodal UPS, Malkangiri	2016-17	50	50
16	Rayagada	Raygada	GBM High School, Raygada	2016-17	50	47
17	Koraput	Similiguda	MIG IV PUPS, Sunabeda	2018-19	50	20
	Total				1050	865

**RESIDENTIAL SCHOOL IN LWE DISTRICT**

Name of the District	Name of the Block	Residential School Name	Capacity	No of Children
Malkangiri	Korkunda	Niladrinagar PUPS, Nilakamberu GP, Korkunda	100	100
Malkangiri	Podia	Kaldapali UGHS, Podia	100	100
Koraput	Pottangi	Tadivalsa PS (Neridivalsa), Arjubalsa Kotia GP (Co-Education)	100	100
Koraput	Dasamantapur	Giriliguma UGHS, Dasmantpur (Girls only)	100	100
		Total	400	400

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:

- 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.
- 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:

- 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 22 nos. of Govt. primary schools for upgradation to upper primary schools satisfying the school opening norm. 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 – 2023-24**

Sl. No.	Name of the District	Name of the Block	Name of the Primary School upgraded to U.P. School	Year of Upgradation
1	Angul	Angul	Badakhanjani PS	2023-24
2	Angul	Talcher	Lingarakarta PS	2023-24
3	Balasore	Basta	Thengadhia Primary School	2023-24
4	Balasore	Baliapal	Chhotkanpur Primary School	2023-24
5	Bhadrak	Bonth	Ramachandrapur PS	2023-24
6	Bhadrak	Bonth	Govt. Kalapahad PS	2023-24
7	Bhadrak	Bonth	Govt. Nahoo PS	2023-24
8	Bhadrak	Tihidi	Itagadi Primary School	2023-24
9	Bhadrak	Tihidi	Orali Primary School	2023-24
10	Cuttack	Mahanga	Achyutpur Primary School	2023-24
11	Ganjam	Chikiti	Ramayanpatna Primary School	2023-24
12	Ganjam	Belaguntha	Badadonga PS	2023-24
13	Ganjam	Ganjam	G. Kainchapur PS	2023-24
14	Ganjam	Sanakhemundi	Patharpunji PS	2023-24
15	Ganjam	Sanakhemundi	Kansamari PS	2023-24
16	Ganjam	Aska	Sidhanai PS	2023-24
17	Jajpur	Bari	Nuapada Primary School	2023-24
18	Kendrapara	Pattamundai	Atharbatia Primary School	2023-24
19	Khordha	Tangi	Govt. Primary School, Bhobara	2023-24
20	Khordha	Begunia	Govt. Primary School, Hirapur	2023-24
21	Nayagarh	Nuagaon	Bandhabhuin Primary School	2023-24
22	Nayagarh	Odagaon	Govt. PS Giridipali	2023-24

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

- Govt. Elementary and Secondary Schools having enrolment less than or equal to 15 in scheduled and KBK areas and less than equal to 20 in other areas to be consolidated with nearby schools irrespective of distance.



- b) Primary school having enrolment less than 40 in non -scheduled areas and less than 25 in scheduled areas and another school exists within 1 km range are to be consolidated.
- c) The schools located in the same campus or within a distance of 100 meters irrespective of enrolment are to be consolidated.

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

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	No of Children provided Transport/Escort Facility
Children in Remote habitation and merged schools	26151	22028

OUT OF SCHOOL CHILDREN AND SPECIAL TRAINING:

The Govt. of Odisha, S&ME Department vide notification no. 6939 dtd 1.3.2014 has declared the definition of out of school children. The out of school children are identified through validation of House Hold Survey,2021. Total 587 nos. of out of school children of 6-14 years age are identified and admitted in age appropriate classes. PAB 2023-24 has approved 45 nos of out of school children for special training as per the data upload in PRABANDH portal.

SI No.	Activities	PAB Target 2023-24	Physical Achievement
1	Non-Residential Special Training to OoSC (Fresh)	45	27
	Total	45	27



Total 560 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 2023-24 has approved 8058 migrant children to be retained in 172 Seasonal Hostels in source and destination points. The Identification of the migrant children both at source and destination points are started in the month of August / September with the involvement of teachers, CRCC, PRI members, SMC. The hostels are opened in the month of November/December, 2023. The progress of Seasonal Hostel is given below.

SEASONAL HOSTEL FOR MIGRANT CHILDREN - 2023-24

Source Point: Residential

Sl.No.	District Name	PAB Target		Achievement	
		No of Centre	No of Children	No of Centre	No of Children
1	Bargarh	23	1250	23	1250
2	Bolangir	64	3100	15	722
3	Kalahandi	5	232	6	232
4	Nuapada	65	2756	45	1887
5	Mayurbhanj	2	80	2	80
	Sub Total	159	7418	91	4171
Destination Point: Non-Residential					
6	Balasore	2	100	1	100
7	Cuttack	6	290	6	264
8	Khordha	5	250	5	250
	Sub Total	13	640	12	614
	Grand Total	172	8058	103	4785



Dava PS, SH, Dava, Bargarh



Naranpur Upper Primary School, Baranga, Cuttack



STATE INSTITUTE OF OPEN SCHOOLING (SIOS)

18854 nos. of out of school children of the age group 15-18 years are identified through validation of House Hold Survey,2021 and mega campaign at district level. All children are admitted in SIOS centres located in govt. high schools of each block and district headquarters. PAB has approved 116 nos of out of school children for SIOS in the year 2023-24 prior to the mega campaign. The progress is given below.

Admission of OoSC in SIOS (15-18 years) 2023-24

Sl. No.	District	Admission of out of school children in SIOS under Samagra Shiksha	Admission of out of school children in SIOS (Mega Campaign)	Total
1	ANGUL		631	631
2	BALASORE		1132	1132
3	BARGARH		626	626
4	BHADRAK		311	311
5	BOLANGIR		995	995
6	BOUDH	13	197	210
7	CUTTACK		322	322
8	DEOGARH		248	248
9	DHENKANAL		379	379
10	GAJAPATI		299	299
11	GANJAM		1421	1421
12	JAGATSINGHPUR		361	361
13	JAJPUR		408	408
14	JHARSUGUDA	93	218	311
15	KALAHANDI		1976	1976
16	KANDHAMAL		421	421
17	KENDRAPARA		157	157
18	KEONJHAR		880	880
19	KHORDHA	10	803	813
20	KORAPUT		787	787



21	MALKANGIRI		720	720
22	MAYURBHANJ		1155	1155
23	NABARANGPUR		1148	1148
24	NAYAGARH		332	332
25	NUAPADA		605	605
26	PURI		404	404
27	RAYAGADA		414	414
28	SAMBALPUR		364	364
29	SUBARNAPUR		291	291
30	SUNDERGARH		733	733
	Total	116	18738	18854

UPGRADATION OF UPPER PRIMARY SCHOOL TO SECONDARY SCHOOL

Norm

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

- 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.

APPROVAL OF NEW SECONDARY SCHOOL, 2023-24

Sl. No.	Name of District	Approval of PAB
1	Bolangir	6
2	Boudh	1
3	Dhenkanal	1
4	Ganjam	1
5	Kandhamal	2
6	Nuapada	1
7	Rayagada	1
8	Sambalpur	3
	Total	16

UPGRADATION OF SECONDARY SCHOOL TO HIGHER SECONDARY SCHOOL

Norm

- Non-availability of High 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.

63 higher secondary schools have been functioning in the district from the academic year 2023-24. PAB, 2023-24 has approved 92 secondary schools for upgradation to



Higher Secondary Schools. The Govt. in S&ME Deptt has been intimated vide OSPEA letter no 6458 dtd. 24.5.2023 for orders of Govt. to open the school.

UPGRADATION OF HIGH SCHOOL TO NEW HIGHER SECONDARY SCHOOL

Sl. No.	Name of the Districts	2018-19 PAB (Sc.Strean)	2022-23 PAB (Arts Stream)	2023-24 PAB (Arts Stream) not approved by Govt.	Total	No. of Schools Functioning
1	Angul				0	
2	Balasore				0	
3	Bargarh				0	
4	Bhadrak			17	17	
5	Bolangir		6	8	14	6
6	Boudh			2	2	
7	Cuttack				0	
8	Deogarh		4		4	4
9	Dhenkanal				0	
10	Gajapati	1			1	1
11	Ganjam		8	14	22	8
12	Jagatsinghpur		1		1	1
13	Jajpur				0	
14	Jharsuguda			4	4	
15	Kalahandi		7	17	24	7
16	Kandhamal		2		2	2
17	Kendrapara				0	
18	Keonjhar		3	5	8	3
19	Khurda				0	
20	Koraput	1		6	7	1
21	Malkanagiri	1	5	2	8	6
22	Mayurbhanj		1	1	2	1
23	Nabarangpur	2	5	2	9	7
24	Nayagarh		1		1	1
25	Nuapada		4	1	5	4
26	Puri				0	
27	Rayagada	1			1	1
28	Sambalpur		4	3	7	4
29	Sonepur				0	
30	Sundergarh		6	10	16	6
	Total	6	57	92	155	63



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.

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



ELEMENTARY:

KEY POINTS CARRIED OUT FOR EXECUTION OF CIVIL WORKS

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

QUALITY CONTROL :

MONITORING AND SUPERVISION

- The Sr. Technical Consultant, Technical Consultant & Financial Consultant of concerned district attends the review meeting at SPO / through Video Conferencing at regular interval.
- Setting up week wise action plan target for TC's for two critical activities such as roof casting & settlement of account along with submission of UCs thereof at DPO.
- Weekly Review meeting is held in District Project office by the D.P.C and monthly by Collector-cum-Chairperson.
- Review of Physical & Financial progress.
- Checking of measurement book (MB) as per OPWD / Samagra Shiksha guidelines prior to payment of bills.



- Discuss about the various challenges being faced by the Technical Consultants at field level and solution thereof.
- Funds Flow, Settlement of account & submission of UC.

TECHNICAL GUIDANCE TO THE COMMUNITY

Services of the engineers i.e. 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:

COST EFFECTIVE TECHNOLOGIES

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

MULTI HAZARD RESISTANT FEATURES:

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

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.

PROVISION OF ESSENTIAL FEATURE IN BUILDING

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

OTHER IMPORTANT BUILDING COMPONENTS

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

ATTRACTIVE & LEARNING ENVIRONMENT

- Child Friendly Elements such as Swing, Slide, See-saw etc.,
- In built learning components such as wall pictures, wall painting, grills depicting alphabets & numbers, Children's 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 - 254 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 designed with high plinth level at flood prone area, provision of openings



and provision of horizontal & vertical bands at the right place of the building as per NBC code, 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.

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.

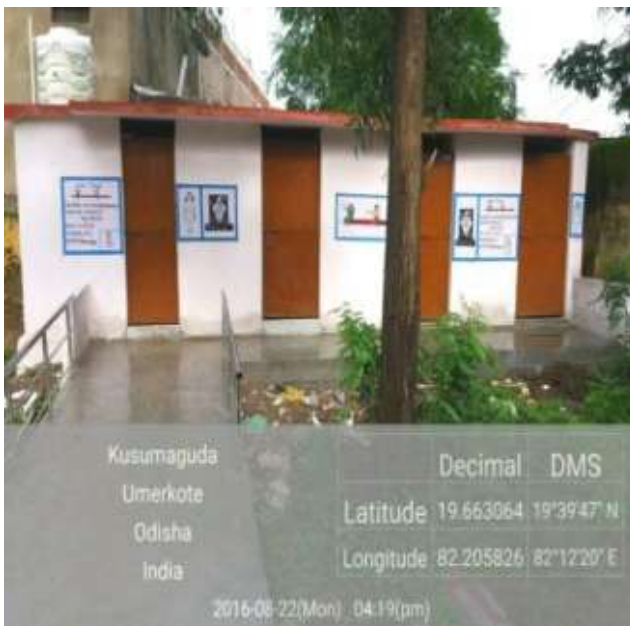


SURROUNDING ENVIRONMENT:

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;







SCHOOL ENVIRONMENT:





ADDITIONAL CLASSROOM:



KGBV BUILDING



**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.

PROGRESS OF CIVIL WORKS UNDER SS & KGBV

Status of Civil Work under Samagra Shiksha (Elementary)						
SI No.	Activities	Cumulative Target upto the year 2023-24	PROGRESS STATUS (Ending MARCH 2024)			% of Completion Rate
			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 rail	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)

SI. No.	Description	Target	Completed	In Progress	Not Started	% of Completion
1	New School	895	776	44	75	87%
2	Additional Class Room	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%

Status of Civil work under Samagra Shiksha (KGBV)

SI. No.	ACTIVITY	Cumulative Target	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%



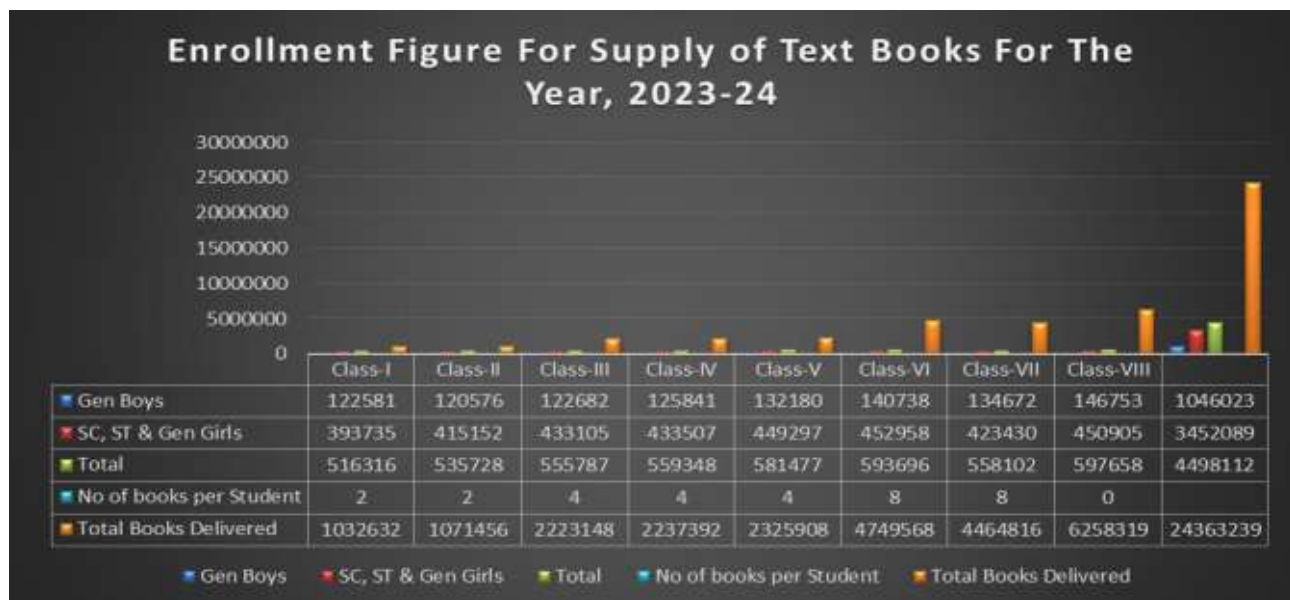


4. FREE TEXTBOOK

All students from Class-I to VII and all students of Class-VIII of Govt. & Govt. aided schools / including Madrasas of Odisha have been provided the benefit of free Textbooks under RTE-SSA. As per 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 Textbooks started from the month of December 2023 and 100% N.T. Books have been supplied to all 30 districts of the State during 2023-24.

- Free Textbooks (In languages like Odia, Telugu, Parsi, Urdu, Bengali etc.) are distributed among the students of class – I to VIII based on UDISE figure received from MIS section of OSEPA.
- Free Textbooks are distributed to students of Govt, Govt. Aided, Madrasa, private & un-aided Odia medium schools (Class – I to VIII)
- Modalities are fixed in the State Level Committee (SLC) meeting for printing and supply of textbooks.
- Textbooks have been supplied to migrant Odia students reading in Govt. and Govt. aided Schools of outside states like West Bengal, Gujrat, Andhra Pradesh, Jharkhand, Chhattisgarh, Tamil Nadu, Madhya Pradesh, Utkal Samilani (Midnapur) etc.

Year	No. of Beneficiaries (Primary & School)	Monitoring Mechanism Upper Primary	Strategies to address issues
2023-24	4498112	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 book etc.





Distribution of Free Text Book







5. COMMUNITY MOBILISATION

The current education system underscores Community Mobilization as a pivotal strategy to raise awareness among diverse stakeholders, aiming to achieve the objectives of Samagra Shiksha (SS) in terms of Quality, Equity, and enhancing children's learning outcomes. This approach involves empowering individuals, groups, or organizations through capacity building to plan, execute, and assess activities using participatory methods.

Community Mobilization encourages active engagement of community members in daily school affairs, encompassing both academic and non-academic realms. Their involvement is crucial in realizing the Access, Equity, Quality, and Community Ownership mandates outlined in the Right to Education (RtE) Act of 2009.

By actively participating in school management, communities play a vital role in bridging social, regional, and gender disparities. It is imperative that individuals understand their roles and responsibilities as parents, guardians, and members of local bodies, fostering an environment conducive to school development.

Community members, teachers, parents, students, and various stakeholders collaborate in the educational development process, recognizing the significance of community involvement in enhancing school quality. The key objectives of community mobilization include:

- Cultivating partnerships with school education programs.
- Raising awareness about different educational schemes and initiatives.
- Ensuring consistent school attendance and reducing dropout rates, particularly among marginalized groups.
- Facilitating active community participation in school activities.
- Monitoring to ensure universal access, equity, and quality.
- Promoting awareness of children's entitlements under the RtE Act of 2009.
- Motivating parents, communities, local authorities, educators, and youth clubs to engage actively in school initiatives.
- Ensuring community ownership of school initiatives.

In essence, Community Mobilization within the education framework is instrumental in fostering collaboration, awareness, and commitment among stakeholders towards achieving comprehensive educational development goals.



Progress under Community Mobilization 2023-24

Sl. No.	Activity	Target		Achievement	
		Physical		Physical	
1	Community Mobilization (Elementary)	42681		42681	
2	Community Mobilization (Secondary)	5813		5813	
	Sub Total	48494		48494	

Shiksha Sachetanata Ratha – Back to School Campaign

The State has organized the Sachetanata Ratha - Back to School Campaign in all habitations, clusters, blocks, NAC, Municipality, and Municipal Corporations. Around 40,62,222 students across 251 Blocks, 45975 habitations, and 39489 schools have been covered.

The 'Back to School – Sachetanata Ratha' is a 5 to 7 days campaign to create awareness among the community, students, teachers, and parents to bring back the children to schools.

One Sachetanata Ratha has been allotted for each Block. Under this programme 314 Rathas/ Vehicles ensure reach out to the last mile in each Block.

The DEOs, DPCs, BEOs, CRCCs, Teachers along with SMC member's ensured communication about the importance of sending students Back to School.

PRABESHA UTSAV

Prabeshsa Utsav' and 'Purna Upasthan Divas' - a weeklong campaign / activities conducted in the schools. The objective of the programme is to create awareness among the parents, teachers, students, and community to identify the out of school children, mobilize the community for admission into age appropriate classes, and send the children to school regularly. During the year 2023-24 the programme is conducted in the State from 5th to 12th April, 2023.

State wide Parent Teacher Meeting (PTM)

As per the Academic Calendar, Parent-Teacher Meetings were conducted in quarterly basis in the year 2023-24 i.e. on 21.04.2023, 12.08.2023, 22.11.2023 and 13.01.2024. The key objectives of these PTMs 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 them about the initiatives taken by the State 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.



Sl. No.	Date of PTM	Percentage (%) of Parents Attended
1st	21.04.2023	58.72
2nd	12.08.2023	58.98
3rd	22.11.2023	62.57
4th	13.01.2024	60.98

Pariksha Pe Charcha, 2024

Two Students and one Escort from Odisha participated in the 7th Edition of Pariksha Pe Charcha, 2024 held at Bharat Mandapam, Pragati Maidan, New Delhi, on 29th January, 2024 and participated in live interaction programme of Hon'ble Prime Minister of India on Managing Exams and Life. The live telecast programme was viewed by 4362262 students of 29713 schools.

SURAVI - A Talent Search Programme among the Children

The State level children's festival '**SURAVI**' is being celebrated every year since 2002-03. Prior to this, the children's festival was organized by 'Education for All' (EFA) Society with the funding from UNICEF, known as '**Shishu Prativa**'. Later on, the programme was organized by District Primary Education Programme (DPEP) as '**Shishu Mahotsav**'.

In the State level children's festival, students from Class IV to Class X of the School & Mass Education Department, Govt. of Odisha are given opportunity to participate in different competitions like art and craft, song, dance, debate, essay, elocution, creative writing, quiz etc. which are organized at different levels viz. Cluster, Block and District level and finally at State level. The winners of different activities are invited to participate in the State level function which is organized in the month of November every year in the eve of Children's Day.

During this year, students of higher secondary schools of the State are also participating in 'Suravi-2023' to showcase their young talents. Further, to create awareness on millets, different competitions are also being organized from school level to district level along with the competition of 'Suravi-2023' on the eve of International Year of Millet-2023 through the Department of Agriculture and Farmers' Empowerment, Govt. of Odisha & Odisha Millet Mission (OMM)

At the State level festival children are given a platform to express their hidden talents through different workshops like Science Exhibition, Art & Painting, Clay Modeling, Origami and Puppet show, Best out of Waste etc. These children also visit some local sites like Kalabhoomi, Nandankanan, State Museum, Planetarium, Dhauli, Khandagiri, Udayagiri, etc. Besides that, stalls of different Directorates are installed in the celebration ground to display their activities.

Further, children were given opportunity to interact with high achievers in the field of art, culture, music, sports, literature etc. through a programme called "Meet the Personality." 'Model United Nation' is also organized by the students in presence of Hon'ble Speaker/Deputy Speaker of Odisha Legislative Assembly (OLA) and dignitaries to improve their quality of leadership in the real life.



This State level festival is organized on the eve of Children's Day. It educates, entertains and inspires young minds from across the State. In 2023 around 3500 children including guide teachers and officials from all over the State were participated in the State level SURAVI function organized from 14th to 16th November, 2023.

The winners of different competitions, MDM programme, Residential and Seasonal Hostels, KGBV attended the programme and participated in competitions and workshops.

Like previous year, this year State level 'SURAVI – 2023' was organized at Govt. Boys' High School, Unit IX, Bhubaneswar from 14th to 16th November, 2023. During these 03 days State level children's festival, competitions like debate, essay, quiz, painting, creative writing, elocution, song, dictation and handwriting and cultural programme etc. will be organized for both junior, senior & higher secondary groups among the selected candidates of 30 districts. The best three (03) performers from each competition and from other programmes like, Model United Nations, aspiration pavilion, slogan writing and cultural troops of different districts shall be awarded with trophies and certificates by the dignitaries.

Constitution Day – Sambidhan Diwas

Every year **26th November** is being celebrated as the '**Constitution Day**' to commemorate the adoption of Constitution of India. During the year 2023, the Constitution Day was observed in all schools / educational institutions in the State. The objectives of the programme are:

- To commemorate the adoption of Constitution of India
- To reiterate and reorient the citizens towards the values and principles expressed in Indian Constitution.
- To encourage Indians to play their rightful role in strengthening the Indian Democracy.
- To publicize the glorious and rich composite culture and diversity of the Nation.
- To promote the Constitutional values among the students and citizens.
- To undertake mass reading of the Preamble of the Constitution of India.

The Preamble of the Indian Constitution was read by all citizens on the day of SambidhanDiwas. The same was observed in State Project Office as well as 30 District Project Offices and also in all schools of the State with great enthusiasm.

Swachhata Campaign

Swachhata Pakhwada" is being observed in all schools of the State since 2017 following the directives of Ministry of Human Resource Development, Department of School Education & Literacy, Govt. of India.

'Swachhata Pakhwada' was organised from 1st to 15th September, 2023 as per the suggested Action Plan and instructions received from Govt. of India, Ministry of Education (MoE), Department of School Education, and Literacy, New Delhi. The objective of Swachhata Pakshwada are:



- To create awareness among the students, teachers, parents and general public about cleanliness
- To keep the surrounding 'Clean and Green'
- To aware the people for proper disposal of garbage and use of dustbin
- To ensure sanitary facilities in the schools
- To encourage students for hand washing and continue with good practice and hygiene
- To create awareness on elimination of Single Use of Plastic (SUP)
- To encourage the students and community members on plantation
- To create awareness on conservation of water, protection of natural resources
- To ensure community participation through participatory approach for cleaning of school campus

'Bhasa, Sahitya O Srujanshila Utsav'

In view of 'Pratham Biswa Odia Bhasa Sammilani, 2024' one day School, Block and District level 'Bhasa, Sahitya O Srujanshila Utsav' was organized during 3rd to 5th February, 2024 at different level.

The "First Biswa Odia Bhasa Sammilani 2024" is organized by Odia Language, Literature and Culture Department, Govt. of Odisha from 3rd to 8th February, 2024 at Janatamaidan, Bhubaneswar. Around 2000 students from Class VI to IX and escort teachers have attended the programme.

Bhubaneswar Festival of Story Telling (BhuFesto)

In recognition to 'First Biswa Odia Bhasa Sammilani', 2024, the 'Bhubaneswar Festival of Story Telling Festival' (BhuFesto) was organized from 3rd to 5th February, 2024 at 04 venues i.e. Budhajayanti Park, Indira Gandhi Park, Dr. APJ Abdul Kalam Park and Kalabhoomi of Bhubaneswar. 3000 students from Class V to VIII and 300 escort teachers / officials have participates in the programme.

Other Activities Conducted under Community Mobilisation

- Observation of Sadbhavana Diwas on 20th August, 2023
- Shiksha Parab on 5th September, 2023
- Observation of Rastriya Ekta Divas and oath taking on 31st October, 2023
- Celebration of National Youth Day on 12th January, 2024
- Observation of Matrubhasa Diwas on 21st February, 2024
- Observation of Vigilance Awareness Week
- Painting Competition on Energy Conservation



Statewide Parent-Teacher Meeting (PTM)

Parent-Teacher Meeting (PTM) is a gate way to connect the Community in the field of Education with the school. It plays a significant role for enhancing learning outcome of children and progress there on. Parent Teacher Meeting works as a connecting link between teachers, parents and students. The parents can able to express their concern to the teachers regarding the academic progress, problems of their child and build up strategy accordingly. The Parent-Teacher Meeting has been conducted on a single day throughout the State.

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 them about the initiatives taken by the State 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

As per the Academic Calendar, Parent-Teacher Meeting will be conducted quarterly in the year 2023-24. The First Parent-Teacher Meeting (PTM) for the Academic Year 2023-24 was conducted successfully in all Govt. & Govt. Aided Schools of the State on 21st April, 2023 (Friday) in the schools under School & Mass Education Department, Govt. of Odisha. A comprehensive plan of action was prepared for the meeting.

Parents were oriented on Academic Calendar, Supply of Free Text Book and Uniform, Pravesha Utsav, Shiksha Sachetanata Ratha, Precautions towards Sunstroke, Cyber Security and its Importance, Foundational Literacy and Numeracy, Online Safety, Initiative of Mo School Abhiyan, Teacher Recruitment along with various steps taken by the State Govt. for development of Education.

This year the State Govt. has taken a new initiative to engage the children during Summer Vacation providing Holiday Homework to the students from Class –I to X. The class wise holiday homework was distributed among the parents during PTM on 21.04.2023. To monitor the day to day progress at district level a Help Desk-cum-Call Centre will be established. The subject experts and experience teachers will remain in charge of Help Desk to address the queries raised by the students during Summer Vacation. Above all the State Govt. is taking such a new initiative to improve the learning levels of individual children.

In the Second State wide Parents Teacher Meeting held on 12th August, 2023 the Parents were oriented on use of TLMs for learning enhancement, awareness on child marriage, Swachhata Pakshya (September 1 to 15), SURAVI-2023 and Millet Mission, Cyber Security-Online Safety and Security of Students, Chief Minister Paridhan Jojona, House system in high

schools, Seasonal hostel-transport escort facility, Main-streaming of out of school children through short term vocational courses and admission in SIOS, Career counselling, Mental stress of students and its management etc. for Holistic Development of Children as well as Qualitative Improvement in Education.

During the Third PTM held on 22.11.2023 Special discussions were made on “Mukhyamantri Shiksha Puraskar” and sharing of Summative Assessment (SA-I) results among the parents. Parents were sensitized on eligibility for applying awards for various stakeholders like CRCC, School (Secondary / Elementary), HM (Secondary / Elementary), SMC, Alumni Committee etc. for Mukhyamantri Shiksha Puraskar.

The last Parent Teacher Meeting of the academic year 2023-24 was conducted on 13th January, 2024 in 52466 schools of the State. During PTM discussion be made on sharing of results of Summative Assessment (SA-I), preparation for the Summative Assessment (SA-II), Foundational Literacy & Numeracy Programme (FLN), Career Counselling, POCSO Act-2012, Mental Stress & Strategy for Relief, Implementation of School Safety Policy, 2016 etc. In the said PTM 60.98 percentage of Parents have attended the meeting and actively participated in the discussion.

Percentage of Parents Attended the Meeting:

Sl. No.	Date of PTM	Percentage (%) of Parents Attended
1st	21.04.2023	58.72
2nd	12.08.2023	58.98
3rd	22.11.2023	62.57
4th	13.01.2024	60.98





6. MOTHER-TONGUE BASED MULTI-LINGUAL EDUCATION (MLE)

An opportunity for the tribal children to acquaint with Mother Tongue

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

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

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

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

Recognizing the important role played by the language used in classrooms in influencing the quality and equity issues, the RCFCE Act, 2009 has rightly

emphasized the use of mother tongue as medium of instruction as far as practicable under Section 29 (2).

Objectives of MLE

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





- To introduce Odia language to mainstream the child at primary level through bridging process.
- To develop a sense of appreciation and social respect among tribal children for their language and culture.

Coverage

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

- “MLE Policy and Implementation Guidelines for Odisha” has been approved by the Govt. vide Notification no.14118 dated 01.07.2014
- MLE Programme covers Primary Education in 21 Tribal Languages i.e. Santali, Saura, Koya, Kui, Kuvi, Kishan, Oram, Munda, Juanga, Bonda, Gadaba, Ho, Gondi, Paroja, Kharia, Didayi, Bhinjal, Paudi Bhuian, 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.
- 97486 ST children are studying in 1483 MLE schools.
- To impart education in mother tongue 3200 numbers of teachers (Shiksha Sahayak) and 216 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.







7. INNOVATION

Progress under Innovation

Sl.No.	Activity	Progress	
		Target	Achievement
1	Youth & Eco Club (National Initiative)		
1.1	Youth & Eco Club (Standalone Primary Schools)	27118	27118
1.2	Youth & Eco Club (Elementary Schools)	15925	15925
1.3	Youth & Eco Club (Secondary & Sr. Secondary)	5822	5822
	Total	48865	48865
2.	Project Innovation (State Specific) (Elementary)		
2.1	Twining of School	632	632
2.2	SURAVI Programme	30	30
2.3	EBSB - Activities (Elementary)	30	30
2.4	Capacity Building of MLE Teachers & Evs	3539	3539
2.5	Exhibition on Mother Tongue Day	43043	43043
2.6	Gapa Suniba o Kahiba	27118	27118
2.7	Aama sanskruti Aama khelana	4756	4756
	Total		
	INNOVATION TOTAL		

Youth & Eco Club

Environmental education based on life experience should begin during the early years of life, 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 neighbourhood communities to promote sound environmental behaviour. This empowers the students to explore environmental concepts.

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 27118 Standalone Primary, 15925 Elementary and 5822 of the Secondary Schools State. During the year 2023-24 observation of National Youth Day, Observation of National Safety Day and plantation of palm tree as lightning arrester,



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.





SURAVI – A Children’s Festival

The State-level Children’s Festival; Shishu Mahotsav - SURAVI 2023 has already been organized on the eve of Children’s Day from 14th to 16th November, 2023 at State Headquarter (Bhubaneswar) for 03 days.

In this state level function, around 2,100 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 joined as Chief Guest in the valedictory ceremony. The Minister School & Mass Education and other dignitaries have attended the programme during these three days.

Not only at the State level but also the programme was organized for 1 day at 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.





Twining of Schools

'*Twining of Schools*' is an innovative and transformative concept that aims to bring about substantial improvements in our education system. The NEP 2020, is a landmark policy document designed to revamp and modernize the educational landscape. School twinning is a means to enhance the quality of education and provide holistic development opportunities for students.



Twinning of schools involves the collaboration and partnership between two schools, one being a well-established or better-resourced school and the other being a school that requires additional support. This arrangement is aimed at fostering a sense of solidarity and shared learning environment, where schools collaborate to improve the overall educational experience for students.

During the year 2023-24, 632 schools have been paired with another 632 Headquarter HST-5T Schools / Odisha Adarsha Vidyalayas (OAVs)/ Kendriya Vidyalayas (KVs) / Jawahar Navodaya Vidyalayas (JNVs).





Ek Bharat Shrestha Bharat – EBSB

One day Exhibition-cum-Cultural Programme has been organised at the District Headquarter involving students from each block. The Exhibition was made on Cultural Heritage of Maharashtra, Alphabets, Numbers, Simple Sentences, Colouring 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. Different cultural troops from blocks were performed on Maharashtra Folk Dance, Patriotic Song, different festivals 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.





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' has been designed. 'Gapa Suniba O Kahiba' will develop vocabulary, listening, speaking and dramatization skills of 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 was 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 have been recognized along with the community story tellers. During the year 2023-24 Gapa Suniba O Kahiba programme was organized in 27118 primary schools.



Ama Sanskruti Ama Khelana

Culture plays a vital role for bringing the positive change in the educational system, lifestyle of society. The culture helps them to develop their traditions, values, beliefs, habits, level of caring, and level of knowledge, etc.

To promote the culture based traditional toys, a two days 'Toy Making Workshop' has been organized in 4788 clusters inviting teachers, local artisans, toymakers, and potters etc. The toys were developed basing the culture, tradition and customs of the areas..



During the preparation of toys importance was given to the culture as well as curriculum of elementary grades. After development of the toys, the same has been kept in a centrally located school of the cluster. The children will visit the toy corner in convenient time of the school during school hour.

The exposure gained by the students during the visit to the toy corner definitely helps them to develop the skill of understanding the different texts in the classroom transaction.

During the year 2023 the same activities has already been conducted in 4756 clusters of the State. Around 1,30,000 teachers have participated in the developmental workshop.





8. INNOVATION - SECONDARY

Kala Utsav

Kala Utsav is an initiative of the Department of School Education & Literacy, Ministry of Education, Govt. of India. The main objective of Kala Utsav is to promote arts in Education, by nurturing & showcasing the artistic talents of school education in the country. It helps students in identifying and understanding our tangible & intangible cultural expressions. The participants do not just perform a piece of art for their living tradition, but live the complete cultural experience. It helps in enhancing various skills of the participants and prepares them as ambassadors of our culture. It further highlights the importance of cultural exposure and cultural expression that a student should receive in order to develop a better sense of identity, belongingness, as well as an appreciation for other cultures.

Students of Class IX, X, XI & XII of any Govt., Govt. aided & Private school affiliated to any state of central boards, participated in Kala Utsav, 2023-24

The focus of Kala Utsav 2023-24 was on styles of traditional folk & classical art forms included in the competition which are as follows:

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

For the year 2023-24 State Level Kala Utsav was conducted at Govt. Girls High School, Unit VI, BBSR on 14th & 15th November 2023. The function was inaugurated by Sri Anupam Saha, IAS, SPD, OSEPA.

- 5000 students participated in District Level Kala Utsav, 2023-24.
- 600 students participated at Zonal Level Kala Utsav held in the 6 zones of Odisha & 120 students participated in State Level Kala Utsav 2023-24.
- 20 students participated in National Level Kala Utsav from Odisha.
- 01 students stood first and 02 students stood second in National Level Kala Utsav 2023 & got awarded including cash prize.
- The glimpses of the performances of the students is given below.



National School Band Competition

The Department of School Education and Literacy, Ministry of Education in collaboration with Ministry of Defense conducts a National School Band Competition.

A School band evokes a feeling of oneness, belonging and a deep sense of pride in school children toward their school and country. The rhythm of a band rouses passion, courage and action in children and adults alike.

Inter School Band Competition, 2023-24, was held in Six Zonal Districts of Odisha in which 720 students participated in the Zonal Level Band Competition. Eleven Inter School Band Teams participated in the State Level Band Competition held at Govt. Girls High School, Unit-VI, Bhubaneswar on 16.11.2023. The State Level Band Competition was inaugurated by Ms. Aswathy S., IAS, Commissioner-cum-Secretary, School & Mass Education Department of Odisha.

- Droupadi Girls High School, Nishaposi, Mayurbhanj stood first in Pipe Band Girls category at State Level Band Competition.
- Capital Govt. Girls High School, Unit-II, Bhubaneswar stood first in Brass Band Girls category at State Level Band Competition.
- George Govt. High School, Bargarh stood first in Brass Band Boys category at State Level Band Competition.

Eastern Zonal Level Inter School Band Competition 2023-24 was held at Govt. Boys High School, Unit-9, Bhubaneswar on 22-12.2023. Six States i.e. West Bengal,

Mizoram, Sikkim, Odisha, Jharkhand & Tripura participated in the Eastern Zonal Level Inter School Band Competition 2023-24. Eastern Zonal Level Band Competition was inaugurated by Sri Upendra Tripathy, Education Advisor to Hon'ble Chief Minister, Govt. of Odisha and Sri Anupam Saha, IAS, SPD, OSEPA.

- Droupadi Girls High School, Nishaposi, Mayurbhanj stood first in Pipe Band Girls category in the Eastern Zonal Level Band Competition.
- Govt. Mizo High School, Mizoram stood first in Pipe Band Boys Category.
- St. Xavier's Higher Secondary School, Pathalighat, Sepahijal District stood first in Brass Band Girls Category.
- Droupadi Girls High School, Nishaposi, Mayurbhanj stood first in Pipe Band Girls category at National Level Band Competition, 2023.

The glimpses of the performance are given below

Students of Droupadi Girls High School, Nishaposi, Mayurbhanj, Winner of National Level Band Competition meeting Hon'ble President of India Smt. Droupadi Murmu at Rashtrapati Bhavann, New Delhi.















Eastern Zonal Level Band Competition 2023











9. RASHTRIYA AVISHKAR ABHIYAN

The Ministry of Human Resource Development has set up the Rashtriya Avishkar Abhiyan (RAA) a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children and encourage those who show an inclination and talent for these subjects to be encouraged and supported to heights of academic excellence and research.

While emphasising the primacy of the schools and classroom transactions, the RAA aims to leverage the potential for science, mathematics and technology learning in non-classroom settings. Beyond the four walls of a classroom, opportunities for science, mathematics and technology learning abound.

Accordingly, the “Rashtriya Avishkar Abhiyan (RAA)” is planned to provide nourishing and nurturing support to and a platform for schools in a dual track approach to make Science, Mathematics and Technology exciting to children and encourage them to have an enduring interest both inside classroom and outside classroom activities.

Objectives

- To enable children to become motivated and engaged in Science, Mathematics and Technology (SMT) through observation, experimentation, inference drawing, model building, rational reasoning, testability etc.
- To create curiosity, excitement and exploration among school children in Science, Mathematics and Technology.
- To achieve learning levels appropriate to the class of study in Science and Mathematics

RAA activities at Elementary & Secondary Level

Sl. No.	Activity	Level of implementation	Participation of students (Elementary & Secondary)
1	District Level Quiz Competition	District	Elementary
2	Block level Quiz Competition	Block	Secondary
3	Excursion trip for students within the state	District	Elementary
4	School mentoring by Higher Education Institutes	District	Secondary
5	Exposure Visit Outside State	District	Secondary
6	Science and Maths Olympiads activities	School	Elementary
7	Children's Science Congress	Block	Secondary
8	Distribution of Science Kit	School	Elementary
9	Distribution of Math Kit	School	Elementary
10	Distribution of Science Kit	School	Secondary
11	Distribution of Math Kit	School	Secondary



Activities under Rashtriya Aaviskaar Abhiyan (RAA) – Elementary, 2023-24	Phy. Target	Phy. Achievement
Quiz Competition	30	25
Exposure visit outside State	300	150
Excursion Trip for Students within State	3000	1400
School Mentoring by Higher Education Institutes	300	230
Participation in Science and Maths Olympiads	43043	35948
Formation of Science / Maths Clubs	43043	36422
Procurement of Science Kit	2000	Fund transferred to NCERT and Kit will be delivered soon after joint inspection
Procurement of Math Kit	2000	Fund transferred to NCERT and Kit will be delivered soon after joint inspection
Activities under Rashtriya Aaviskaar Abhiyan (RAA) - Secondary, 2023-24		
Science Exhibition/Book Fair	314	274
Quiz Competition	30	25
Exposure visit outside State	300	150
Formation of Science / Maths Clubs	5822	5068
Participation in Children's Science Congress	314	280
School Mentoring by Higher Education Institutes	300	110
Procurement of Science Kit	2000	Fund transferred to NCERT and Kit will be delivered soon after joint inspection
Procurement of Math Kit	2000	Fund transferred to NCERT and Kit will be delivered soon after joint inspection

The Glimpses of the activities conducted is given below



School Mentoring by Higher Education Institutes





Science Congress





Science & Math Olympiads



Exposure visit (Outside State)



Exposure visit (Outside State)





Math & Science Club activities



Quiz Competition

10. PEDAGOGY

NEP 2020 emphasizes the importance of holistic education from early grades, promoting an approach that nurtures the whole learner. This requires a transformative pedagogy that is experiential, integrated, inquiry-driven, and learner-centered, making learning both enjoyable and adaptable.

To support this vision, the “Samagra Shiksha” initiative has been introduced in the state as an integrated scheme. Its goal is to ensure inclusive and equitable quality education from preschool to senior secondary levels, fully aligned with the Sustainable Development Goal (SDG) for Education.

Following activities have been undertaken in our state to ensure quality education and pedagogical improvement in class room environment.

LEARNING ENHANCEMENT PROGRAMME(ELEMENTARY)

Academic Calendar

All government schools, including those under the S&ME and SSD Departments, have received the academic calendar for the academic year 2023-24. Headmasters have been urged to organize their school-level activities using the academic calendar as a reference.

Main features of the Academic calendar are as follows:

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

ACADEMIC CALENDAR (ELEMENTARY): 2023-24

Department of Schools & Mass Education, Govt. of Odisha

Name of the School: _____

SCHOOL INFORMATION

INFORMATION

TIME TABLE OF EXAMINATIONS (2023-24)

MONTH-WISE EXAMINATIONS DATES

OBSERVANCE/HOLIDAY LIST - 2023-24

ଶିକ୍ଷା ଏବଂ ପିଲାଙ୍କ ପ୍ରତିଷ୍ଠା । ଶିକ୍ଷା ଓ ଶିକ୍ଷକ-କର୍ମୀଙ୍କ ସହଯୋଗ ସହ । ଶିକ୍ଷା ଓ ଶିକ୍ଷକ-କର୍ମୀଙ୍କ ସହଯୋଗ ସହ । ଶିକ୍ଷା ଓ ଶିକ୍ଷକ-କର୍ମୀଙ୍କ ସହଯୋଗ ସହ ।



ACADEMIC CALENDAR (SECONDARY): 2023-24

Name of the School: _____

School Details:

School Name	_____
School Address	_____
School Location	_____
School Type	_____
School Status	_____

School Location:

Block	_____
Post	_____
Pin Code	_____
Phone No.	_____
Mobile No.	_____

School Type:

Primary	_____
Lower Primary	_____
Upper Primary	_____
Secondary	_____
Senior Secondary	_____

School Status:

Government	_____
Private	_____
Non-Profit	_____
For-Profit	_____

STUDENTS DIARY

Diaries assist students in organizing their daily and weekly routines, dedicating time to study, attending classes, engaging in extracurricular activities, and enjoying personal moments. To foster creativity and self-assurance among students, diaries have been distributed to all pupils from classes I to VIII in all government schools. (S&ME dept. & SSD dept)

Main features of the Diary are as follows:

For Students

- Student's Profile
- Format for recording progressive development in the aspect of curricular, co-curricular, health etc.
- Qualities of an Ideal Student
- Memorable moment in my life, What I learnt, the book I have read etc.
- School related information Weekly time-table





For Parents

- Message for parents.
- Feedback from parents.

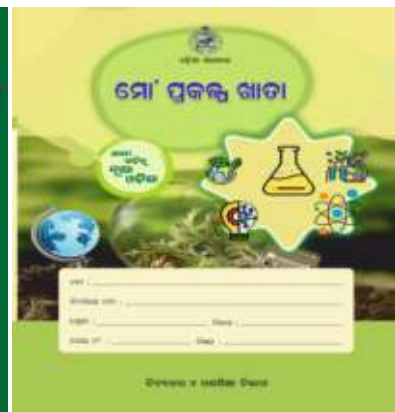
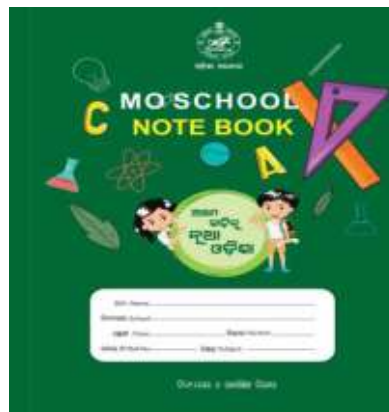
For Teacher

- Information on Academic Calendar
- Information on Students

Notebook & Project Notebook for students of class II-X

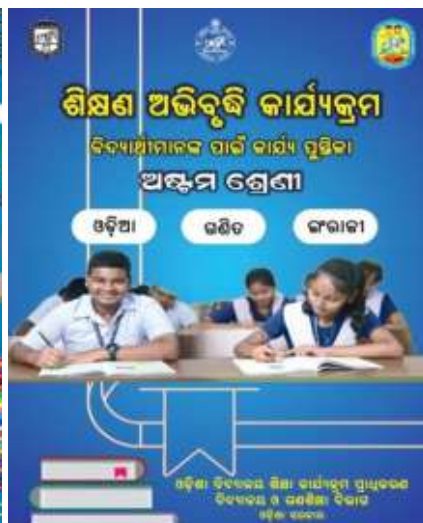
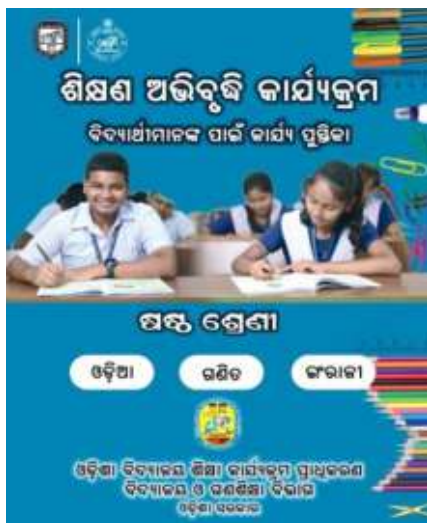
Notebooks are like magic books for students, capturing the essence of learning. Each page captures the lessons from class, turning them into lasting knowledge. Notebooks are loyal friends, guiding students through their studies. When students look back at their notes, they find treasures of understanding. Notebook has been provided for students of class II-X of all Govt. (both S&ME and SSD dept.) Schools for the academic year 2023-24. Notebooks are used by students for school assignments (homework) and writing projects.

- Class-I to VIII - one single line notebook
- Class IX and X - one single line and another project notebook



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 (Deptt..) 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





LEARNING ENHANCEMENT PROGRAMME (LEP SECONDARY)

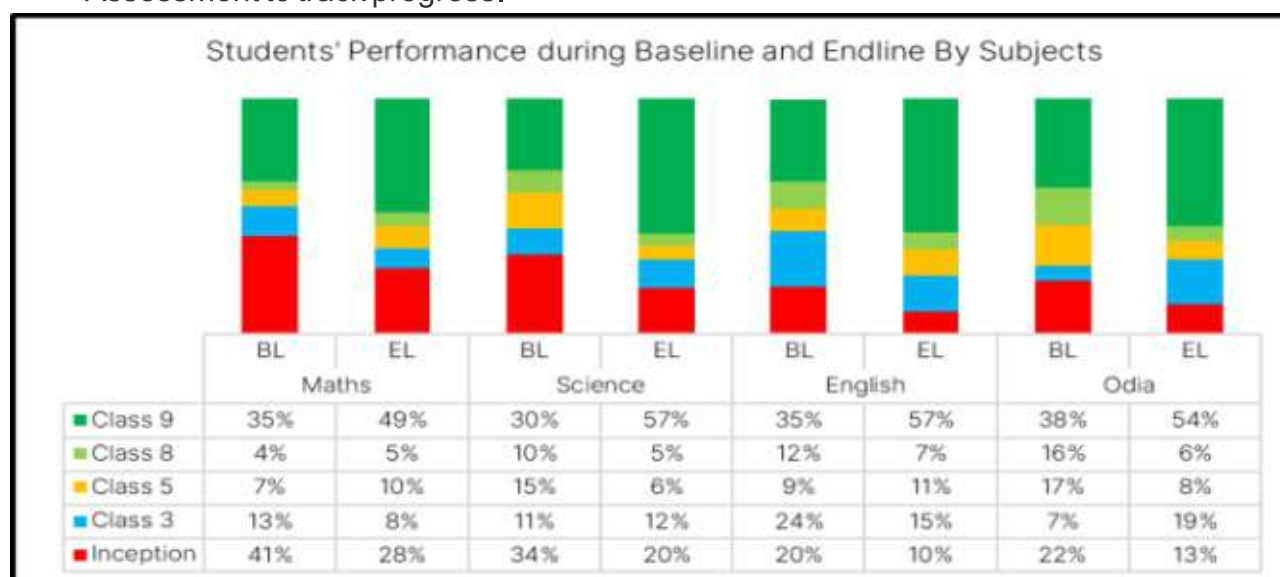
Learning Enhancement Programme – *Utkarsh* is 180 hours targeted instruction programme for Class 9 students to supplement classroom-based teaching and learning. The programme bridges learning gaps of classes 4-8 and help students achieve class level competencies in Odia, English, Mathematics and Science. In the current academic year.

Programme Design:

1. Baseline Assessment examination to assess the learning level
2. Foundation Phase - 15 Days; one period for each subject which focuses on Basic competencies of Classes 4-5 at the beginning of the academic year (August-September 2023)
3. Supported Learning Phase – 35 Days; one period for each subject which focuses on core skills of classes 6-8 spanning the entire academic year (September 2023-January 2024)
4. Consolidation Phase - 6 days; Revision of difficult concepts at the end of the academic year (February 2024)
5. Edline assessment to assess the learning progression

Key highlights of the implementation process :

1. Provision of printed resources for students and teachers – Printed resources were provided to all students and subject teachers to ensure full reach.
2. Orientation of State Resource Group members (SRGs) and teachers – In-person 2 days training of SRGs and District Officials are conducted on programme model, approach, roles & responsibilities, pedagogy and effective teaching practices.
3. Assessment of learning levels – Pen paper based Baseline Assessment and are conducted in schools to ascertain the learning level of students followed by Endline Assessment to track progress.





4. Quality Assurance (QA). In order to track quality of progress and measure impact, quality assurance is conducted by PFA and government. QA visits are conducted during assessment, training and class-room teaching to assess quality of implementation.

Trends and key insights from the assessments:

The following are the key trends and insights from the LEP- Utkarsh census endline assessment done in 4810 secondary schools for the academic year 2023-24.

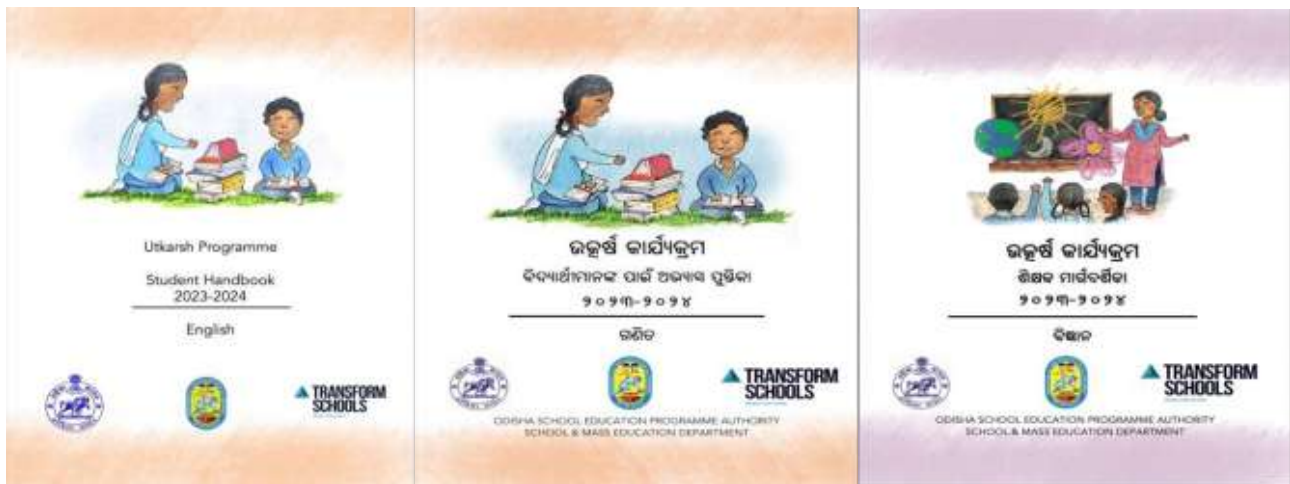
- In the Utkarsh endline assessment 2023-24, overall 87% of students have demonstrated learning gains, with 60% students exhibiting Class 8 and above competencies against the baseline(45%). The highest is in languages English (64%) and Odia (60%) followed by Science (62%) and Math (54%)
- One third of the students are still at or below Class 3 level in the endline. In the Endline assessment, these proportions are 28% in Maths, 20% in Science, 10% in English, and 13% in Odia.

The top four performing districts in terms of students possessing class 9 level competencies in the endline assessment are Jagatsinghpur (88%), Balasore (81%), Jajpur (72%), and Dhenkanal (72%).

- From baseline to endline, 11 districts experienced an improvement in their ranking, including Angul, Jharsuguda, Dhenkanal, Puri, Mayurbhanj, Sundergarh, Keonjhar, Malkangiri, Gajapati, Nabarangpur, and Nuapada. Conversely, 15 districts experienced a decline in their ranking as well.
- 95% of teachers are concluding classroom sessions with summarising the key points. Also 90% teachers have checked and given feedback to students on the worksheets. However, 70% of the students were observed to have completed Utkarsh worksheets

Some of the other important academic insights from the third-party assessment done by convegenius Insights focusing on language and Math are the following.

- Students performed well in lower grade foundational concepts like basic understanding of angles, parallel lines, coordinate geometry and doing operations with rational numbers etc. However, students fared worse in grade level learning outcomes around area calculation of geometrical figures and polynomials.
- Similarly, in Language, Students were able to perform well in comprehension skills on information-based texts like posters and notices. However, performance of students on comprehension-based questions reduced as the complexity of the text increased. Knowledge of complex vocabulary like idioms and application of grammar concepts like sentence structures and compound sentences were areas requiring improvement.



Holiday Homework Programme for Class-I – X

Holiday Homework Programme has been implemented by Govt. of Odisha for students of Class- I-X of all Govt. schools of S&ME and SSD Department. For implementation of this programme, assignment sheets have been prepared and shared among all students. The objectives of this programme is to engage the students in learning process during summer holidays.



During summer vacation students took the help of their Headmaster/Subject Teachers of their schools for working out of the assignment. The Headmaster of the school were instructed to chalk out plan to reach out every student by the teachers for providing academic assistance for clarifying their doubts and monitor workout of this programme through Whats app.

Holistic Progress Card for Class-I – VIII

A holistic progress shows a complete picture of a student's development. It includes academic performance, social skills, and personal growth. This helps teachers and parents understand a child's strengths and areas for improvement, supporting their overall development, not just academics. Holistic Progress Card (HPC) has been provided to all students of elementary grade (Class-I VIII) developed by TE&SCERT, Odisha. These cards have 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).



Impact Assessment of Learning Recovery Programme (LRP)

Impact assessment of Learning Recovery Programme (LRP) was conducted by the third party agency i.e. M/s Centre for Market Research and Social Development (CMRSD) through open tender process. Six number of districts (one rural and one urban) and twelve blocks were selected for sample study for students of class III, V and VIII.

District	Class-III	Class-V	Class-VIII	Total
	N	N	N	N
Balangir	168	188	162	518
Boudh	350	370	370	1090
Jharsuguda	371	406	383	1160
Khordha	392	390	389	1171
Mayurbhanj	382	437	379	1198
Nabarangapur	375	378	372	1125
Total	2038	2169	2055	6262



Districts	Class-III		Class-V			Class-VIII		
	Maths	Odia	English	EVS	Maths	English	Maths	Science
Balangir	168	167	192	188	191	163	162	162
Boudh	350	350	357	370	371	379	130	370
Jharsuguda	371	373	396	406	400	366	372	383
Khordha	392	392	380	390	386	374	387	389
Mayurbhanj	382	383	428	437	432	373	380	379
Nabarangapur	375	369	375	378	377	367	379	372
Total	2038	2034	2128	2169	2157	2022	1810	2055

Major Findings of the Study

- All the stakeholders like parents, SMC members, teachers , CRCCs, B.E.Os, A.B.E.Os, D.E.Os and DIET faculty members were fully aware of the key features of learning recovery programme and perform their responsibility in implementing the Learning Recovery Programme. All stakeholders reported the worthwhileness of the project.

Difference in achievement with respect to Gender across sample districts

- At the state level in Class 3, Girls generally outperformed boys in both subjects (Odia and Mathematics), with notable differences in Advanced level (73% girls as against 70% boys in Odia and 70% girls as against 65% boys in Math). Khordha district excelled in both subjects with the highest percentage of students achieving Advanced level proficiency. Bolangir and Nabarangapur districts had the lowest percentages of students at the Advanced level in these subjects.
- At the state level, in Class 5, girls consistently outperformed boys in Advanced levels across subjects (49% girls as against 44% boys in English, 60% girls as against 55% boys in Maths, and 68% girls as against 64% boys in EVS). Khordha district excelled in English, Maths, and EVS with high percentages of students at the Advanced level, while Bolangir struggled, especially in English where most students are below basic level. However, Nabarangapur could perform well in English. Khordha stands out in Class 5 EVS, in stark contrasts with performance shown in Bolangir, indicating the necessity for focused strategies to improve outcomes, especially for boys.
- At the state level, In Class III Odia, General and OBC students predominantly achieved Advanced proficiency level with 76% each, SC and ST students showed slightly lower rates with 64% and 68% respectively. Also in Mathematics, General and OBC students had a higher percentage with 76% in the Advance proficiency level, whereas SC and ST students show lower percentages with 64% and 68% respectively. It was observed that students performance varied between 7% to 11% consistently at the Basic level across subject areas and social categories.



- At state level, In Class V English, General students had a higher percentage (65%) in the Advance proficiency level followed by ST (49%), OBC (45%) and SC (39%) students. In Mathematics also General students had a higher percentage (80%) in the Advanced level followed by OBC (63%), ST (51%), and SC (48%) students. In EVS, General students had a higher percentage (88%) in the Advanced level followed by OBC (70%), ST (61%), and SC (58%) students.
- At state level, In Class VIII English, OBC students had a higher percentage (43%) in the Advanced level followed by General (40%), ST (34%), and SC (27%) students. In Mathematics also OBC students had a higher percentage (54%) in the Advanced level followed by General (47%), ST (43%), and SC(41%) students. In Science subject OBC students also had a higher percentage (28%) in the Advanced level followed by General (21%), ST (19%), and SC(14%) students.
- To sum up it can be concluded that SC, ST and OBC students have improved in their performance level and the social category gap has been significantly reduced across subject areas, class and social categories which may be attributed to Learning Recovery Programme.

Learning achievement level of students of class III, V & VIII with Baseline, Mid Term, End Term and Impact Assessment.

- In class III Odia, there were 10.80 % students at the below basic level in the baseline assessment which was reduced to 1.68% in the impact assessment. There were 48.60% students at advanced level which was increased to 71.78% in the impact assessment. Similarly, in class III Mathematics there were 14.10% students at the below basic level which was decreased to 10.71% in the impact assessment. Thus, there is significant increase of students in mathematics at the advanced level from 36.50% to 68.06% in the impact assessment. The elevation is more in case of mathematics compared with Odia.

Learning achievement level of students of class V with Baseline, Mid Term, End Term and Impact Assessment.

- In class V EVS there were 7.20% students at the below basic level which was reduced to 1.52 %. Similarly, there were 43.60% students at the advanced level which was increased to 66.34% in the impact assessment. In class V mathematics there were 8.80% students at the below basic level in baseline which was reduced to 2.69%. Whereas there were 36.60% students at the advanced level which was increased to 57.44%.
- In class V English, there were 14.10% students in the below basic level which was reduced to 10.71% in the impact assessment. There were 30.10 % students in the advanced level in English in the baseline which was increased to 40.96%.
- The elevation of students is more in EVS compared with Mathematics and English in class V.



Learning achievement level of students of class VIII with Baseline , Mid Term , End Term and Impact Ass

In class VIII English there were 13.40% students in below basic level which was reduced to 5.04% in the impact assessment. There was improvement in the number of students in advanced level from 32.40% to 37.49% at the advanced level. In class VIII Mathematics there were 12.20% students in below basic level which was reduced to 4.81% in the impact assessment. There was an elevation in advanced level in mathematics from 42.40% in baseline to 47.85% in the impact assessment.

In class VIII science, the performance of the students in the baseline assessment was 8.40% at the below basic level which increased to 13.24% and the number of performers at the advanced level was reduced from 47.20% to 22.38% in the impact assessment.

Foundational Literacy & Numeracy (FLN)

Foundational learning is the basis of all future learning for a child. Without achieving the basic foundational skills if a child able to read with comprehension, writing and doing basic mathematics operations, leaves the child unprepared for the complexities of the curriculum beyond grade 3. The National Education Policy 2020 states that a large proportion of students in elementary level have not achieved foundational literacy and numeracy skill. Hence FLN (Foundational Literacy and Numeracy) has been launched for ensuring that every child in the country necessarily attains foundational literacy and numeracy in Grade 3 by 2026-27 for which a vibrant curricular framework, engaging learning material (both online and offline), defined and measurable learning outcomes, teacher capacity building, assessment techniques, etc. will be developed to take it forward in a systematic fashion.

Distribution of Supplementary Materials:

Work book for both literacy and Numeracy, reading books developed during previous years have been reviewed in the academic year 2022-23 and supplied to children for practice work during the academic year 2023-24. Besides, total 2722724 no of children from class I-V are provided with the work books as supplementary materials for regular practice.

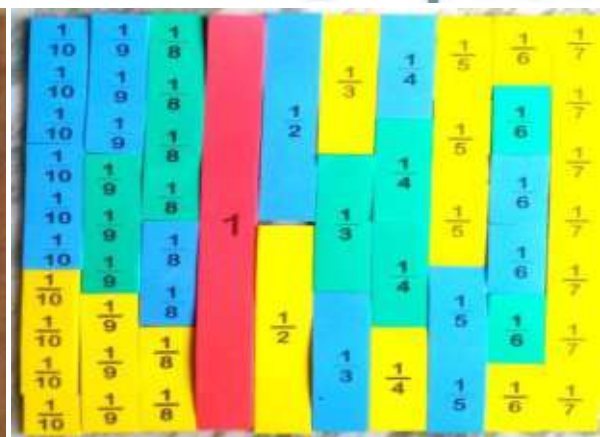
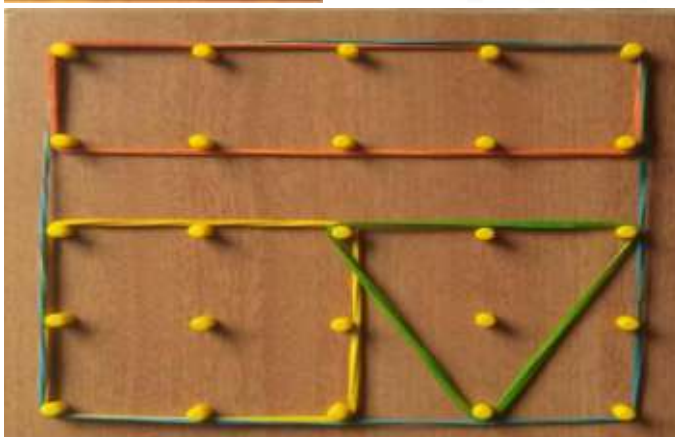
The Vidya Prabesh is a school readiness programme for children (new entrants) of class I was implemented in all the government schools during the academic year 2023-24. A total 476082no of children covered in 44960 no of schools across the state. The programme continued for a period of three months from July to September 2023.

One Literacy kit consist of 100 materials has been provided to all government schools as a reference material for students and teachers during classroom teaching.

Teacher hand Book has been designed, printed and distributed to all government schools having primary grade to be used as reference material for teachers during classroom transaction



FLN Teaching Learning Materials



Vidya Pravesh Materials



T.L.M Mela:

To empower the teachers how to prepare T.L.M with locally available materials as well as to know its use during classroom transaction T.L.M mela organised in some districts of Odisha during 2023-24. The T.L.M prepared by the teachers from each school was displayed at cluster level Mela and subsequently the selected best T.L.Ms displayed in the block and District level mela respectively





Meeting of mothers of FLN grade children

Mother is the key person of the family who looks after all round development of a child at home. Involvement of parents particularly mothers in educational activities at home is very much important for achieving the NIPUN Bharat goal. Hence it is essential to make the parents of the FLN grade children (class I, II & III) aware about the programme as well as to mobilize them in extending support to their ward within their home environment in achieving the grade specific skills in literacy as well as Numeracy. Further it aimed to foster collaboration between educators and parents, providing an open forum for discussions on student development and the establishment of a robust support system for the comprehensive growth of children.

In order to ensure the participation of mother in education of a child, meeting of the mothers of FLN grade children(Class I, II & III) has been organised in all the government schools having FLN grades across the state on 9th September 2023. The meeting was organised in about more than 45000 schools with participation of 6,89,505 no of mothers. The discussion was done on the following points:

- What is FLN
- Mothers' contribution in school management
- How children learn
- How a mother can help in learning literacy and Numeracy skill in home environment
- List of activities for mother, father & grand parents
- Demonstration of FLN materials provided to children.





Celebration of Literacy & Numeracy week

A state-wide celebration of Foundation Literacy and Numeracy Week was held in the 3rd week of November and 2nd week of February 2024 in all government schools of the state. The week-long event aimed to promote a holistic approach to education, with a focus on literacy and numeracy for two days each, followed by a mix of storytelling, rhymes, and other engaging activities for the remaining days. This initiative sought to enhance foundational skills in FLN students and create an inclusive and joyful learning environment.

The first two days of the celebration were dedicated to literacy, where schools across the state engaged FLN students in a variety of literacy-focused activities. Teachers conducted interactive reading sessions, encouraged creative writing exercises, and implemented group activities to enhance language skills that were suggested in the letter sent to schools.

The subsequent two days were devoted to numeracy, emphasizing the significance of building strong foundational math skills in FLN grades. Teachers incorporated hands-on activities, games, and real-life examples to make numeracy concepts more tangible and enjoyable for students. Collaborative problem-solving activities and math-themed competitions added an element of excitement to the learning process.

The remaining days of the week were filled with storytelling sessions, rhymes, and a diverse range of engaging activities. Storytelling sessions allowed students to explore their creativity and imagination, while rhymes and music activities enhanced their phonetic awareness. Various other activities, such as arts and crafts, outdoor games, and interactive projects, were organized to make learning a fun and immersive experience.

The state-wide celebration of Literacy and Numeracy Week for FLN grades proved to be a highly successful initiative, fostering a positive and engaging learning environment by dedicating specific days for literacy and numeracy. The event aimed to create a well-rounded



educational experience for FLN students. The incorporation of hands-on activities, collaborative problem-solving, and real-life examples during the literacy and numeracy-focused days contributed to making these foundational skills more tangible and enjoyable for the students.





Monthly Cluster Level Sharing Meeting:

Monthly cluster level sharing meeting of teachers on FLN is being organized on third Saturday of every month to extend educational support to teachers through demonstration and discussion. The programme was organized from July 2023 to February 2024. The programme was organised in 4558 no of clusters covering 47420 no of school across the state. All H.M along with one FLN grade teacher were participated in the programme. The contents for discussion in each meeting have been designed by the state academic authority TE & SCERT and shared to field level for necessary implementation. The duration of the programme was for two hours i.e. from 11 a.m. to 1 p.m. The analysis done on the report of the monitoring officer is given below:

- More than 90 % venues have well maintained infrastructure
- 82% (537) venues reported more than 80% engagement during the sessions
- Student Workbooks available for 100% of the students& workbooks were being used regularly at the visited venues.
- Teacher hand book was available in schools and it is being used by teacher as reference material during classroom transaction.
- More than 90% schools have Literacy kit and GKA kit
- More than 89% school have library with grade specific library books.
- Weekly assessment reported more than 91% of schools.



Demonstration of T.L.M.



Interaction with Teacher

Janbhagidari Programme:

The 4th meeting of G20 EdWG 2023 was organised from 19th -22nd June 2023 at Pune. The theme of the G20 Education working Group (EdWG) meeting is Ensuring Foundational



Literacy and Numeracy, especially in the context of blended learning. This theme has been focussed in the 4th EdWG meeting at Pune, Maharashtra. In this connection a lot of events have been proposed by government of India to organise at State, District and school level. Accordingly, varieties of activities have been organised from 1st June till 15th June 2023 across

the state at different levels i.e State, District and School. Its main objective is to create awareness on Foundational Literacy and Numeracy program in community members by involving PRI members, parents of FLN students, children, teachers, community leaders, youth etc.

ODM Public School, Bhubaneswar, Odisha:, has organised the State Level G20 Summit On Foundation Literacy And Numeracy, organised by CBSE, Bhubaneswar, under Sahoday Schools Complex, Bhubaneswar on 9.6.23. The programme was organised to commemorate India's privileged presidency of the G20 Summit & our 75 Years of Independence - 'Azadi ka Amrit Mahotsav' as a part of the esteemed G20 Summit Education Initiative. The highlights of the meeting discussion were on effective strategies for teaching foundational literacy and numeracy, curriculum development, innovative pedagogies, and student assessment methods etc. demonstration was done by teachers on how they incorporate creativity and innovation into their classrooms to engage students effectively.



Display of TLM



Oath Taking

The district level programme organised in all the 30 districts of the state of Odisha, The DEOs concerned in coordination with the principal of K.V / Navodaya Vidyalaya organised the programme successfully online or offline as per the convenience of the districts. The activities undertaken during the event are rally, workshops, seminars, various competition among children (Drama/ Quiz/story telling), cultural programme etc.



Cultural Programme, Dhenkanal



Competitions, Nuapada

The School level programme organised in all the clusters of the state of Odisha @ one school per cluster in all 30 districts of the state of Odisha. The activities undertaken during the event are rally, summer camp, workshops, seminars, various competition among children (Drama/ Quiz/story telling), cultural programme etc. The detail information is given below. Further it was taken care of by all the block and cluster authority to ensure participation of renowned personalities in the field of education, sports, art etc. in Janbhagidari programme.





11. OLYMPIC VALUES EDUCATION PROGRAMME (OVEP)

The Olympic Values Education Programme (OVEP) is an educational initiative developed by the International Olympic Committee (IOC) and was launched in Odisha on May 24, 2022. The primary goal is to integrate core Olympic values Friendship, Respect and Excellence into the educational environment. In 2022-23, OVEP was implemented in 90 schools across Bhubaneswar and Rourkela. In the 2023-24 academic year, the program expanded to 250 schools across five districts of Odisha Khordha, Sundargarh, Ganjam, Puri, and Cuttack impacting over 100,000 students.

Capacity Building:

1. **District-Wide Training:** In July and August 2023, district-wise training sessions were organized for 322 teachers from newly added schools to guide them on delivering OVEP sessions effectively.
2. **Refresher Training:** In January 2024, a one-day refresher training for 500 teachers was conducted to reinforce the core values of Friendship, Respect, and Excellence, ensuring improved implementation in classrooms.

Events:

1. **Annual Progress Ceremony:** In September 2023, the annual progress ceremony honored 90 teachers from 90 schools, recognizing their efforts in promoting Olympic values. The event was held at two locations—Govt High School Unit 1 in Bhubaneswar and Govt High School Udit Nagar in Rourkela, with Olympian Abhinav Bindra presenting certificates to the teachers.
2. **Suravi 2023:** At Suravi, the OVEP stall featured interactive activities, engaging students in values-based learning through games, art exhibitions, and storytelling.

Exposure Visits:

1. **Visit by IOC Delegation:** In April 2023, the Olympic Foundation for Culture and Heritage delegation from the IOC headquarters in Switzerland visited three schools in Bhubaneswar—Govt Girls High School Unit 4, Govt High School VSS Nagar, and Capital High School Unit 3. The visit highlighted student performances and OVEP-based art exhibitions.
2. **141st IOC Session:** In October 2023, five students from Odisha presented at the prestigious 141st IOC Session at NMACC in Mumbai, showcasing their OVEP experiences and interacting with the IOC President.
3. **Olympics in Reel Life Event:** This event held in Mumbai, Odisha's students shared stories on how OVEP has helped them build values and leadership qualities, leaving a significant impact on the audience through the "Olympic Made Visible" photographic exhibition.



Mumbai 141st IOC Session



Olympic In reel life



SURAVI 2023



IOC Delegation's Odisha Visit



Annual OVEP ceremony



Primary class students from Govt. High School, CRP, Baramunda enjoying the "Walk like an animal" activity



Students participating in different activities at OVEP schools



Students participating in different activities at OVEP schools



Students participating in different activities at OVEP schools



Students from OVEP Schools experience gender inclusivity through “Basketball without a basket challenge”



Students participating in “Three sticks of unity” activity, learning about integrity and team work



Annual OVEP ceremony



Students of Govt. High School, Unit - I, Bhubaneswar creating human art work inspired by OVEP values



Model IOC session at S.M. Alli High School, Jadupur, Bhubaneswar



“Let’s Move” campaign activities in OVEP Schools to encourage students to stay physically active



“Train the Trainers” sessions were conducted in the three newly added districts; Puri, Cuttack & Ganjam



Annual OVEP Ceremony in Khordha District



Meet-and-greet session with Olympian Mr. K. Ravi Kumar at Suravi 2023



Drawing Competition at OVEP Stall, Suravi 2023

12. ASSESSMENT

In the academic session 2023-24, 4424603 no. Of students are enrolled in Govt. & govt.Aided schools from class- I to class-VIII. The question is being developed by Directorate of TE&SCERT. Financial provision has been made for the above no of students to appear summative assessment during March 2024





13. LIBRARY GRANT

Under the Samagra Shiksha, provisions have been made for library grant 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 Padhe Bharat Badhe Bharat' (PBBB) Scheme to ensure quality at the foundational years of schooling. The objectives of the programme are to promote early reading and writing with comprehension skills in children, and also basic numeracy skills. In order to focus on foundational literacy and numeracy the States / UTs have been advised to make guidelines for use of libraries in schools including number of periods, to be earmarked as library period in schools. To promote the habit of reading in students, States and UTs have been advised to set up Reader's club with the help of National Centre for Children's Literature (NCCL) which is a wing of National Book Trust (NBT).

Progress 2023-24:

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:

- During community teaching, library books were distributed for independent reading & group reading as well. Reading aloud by individual student for group hearing.
- 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.
- 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.
- Procurement of Library Books from 04 Govt. and 148 Regional Publishers completed successfully for 48865 Schools during the year 2023-24.



- Quaterly Childrens' Magazine- "Shishu Lekha" provided to all primary and upper primary schools.
- Functionality of e-Library is being ensured in 6130 High Schools.
- Approx. 60,000 students are using e-Library and its activities on daily basis.
- 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 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 600-700 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.

CONTRIBUTION TO THE COMMUNITY:

School libraries will be used to serve the community during non-school hours, and Readers Club/Book Clubs may meet in public/school libraries to further facilitate and promote widespread reading.

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.



14. GIRLS EDUCATION

1. 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

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.

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

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

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



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.

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

Photographs







ଅନ୍ତେବାସିନୀ ଛାତ୍ରୀ ମାନଙ୍କ ଦ୍ୱାରା ପାର୍କର ସୌନ୍ଦର୍ଯ୍ୟ କରଣ ।



2. Distribution of School Uniform under SS

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.

Photographs





3. 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.



Photographs





4. 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.

Photographs





5. Conduct of Rani Laxmibai Atma RakshaPrasikhyan (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 RakshaPrasikhyan (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.



Photographs





6. 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 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 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.

Photographs











7. 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.

Photographs





8. 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.



Photographs



9. 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.



Photographs



10. 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.

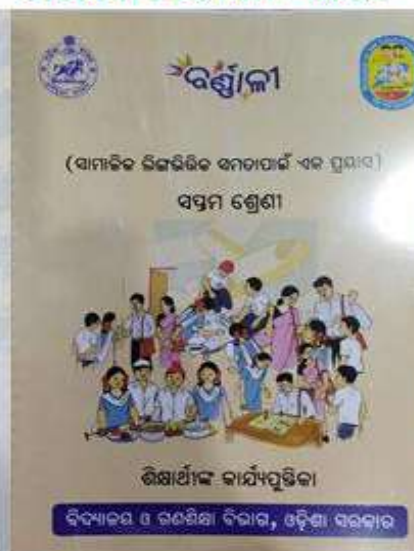
Achievements

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.

Photographs



STUDENTS ACTIVITY BOOK





TEACHERS' GUIDE BOOK



KGBV Exhibition Stall in State Level SURAVI 2023

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 is provided for KGBV stall in the state level SURAVI ground for arrangement of KGBV stall and fund is 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 2023-24, a total of 364 numbers of KGBV inmates (students) and 30 numbers of 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 2023-24 held in the campus of Govt. Boys High School, Unit 9, Bhubaneswar (Odisha).



Photographs





Monitoring of KGBV by Commissioner-cum-Secretary, S&ME



15. 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.





As per the “The Rights of Persons with Disabilities Act- 2016”, which replace the “Persons with Disability Act, 1995”, the types of disabilities have been increased from 7 to 21 categories.

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 child, 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 2023-24 different activities have been undertaken at State & district level and the major achievements are furnished as follows:-

PROGRESS OF INCLUSIVE EDUCATION ACTIVITIES DURING 2023-24

Sl.No.	Name of the Activities	Progress during 2023-24
1.	Identification and enrolment	82671 number of CwSN enrolled in Govt. & Govt. Aided Schools. Elementary-65493, Secondary & H. Secondary 17178.
2.	Distribution of aids and appliances	Medical assessment camps have been organized at block level and aids & appliances, assistive devices have been distributed to 7189 CwSN.
3.	Orientation training of parents	Parents & guardians of CwSN have been provided one day orientation on IE at block level.
4.	Braille Books	2158 sets of Braille books have been distributed to the Blind students.
5.	Large Print Books	4760 sets of Large Print books have been distributed to the Low Vision students.
6.	Escort allowance	12827 CwSN of Elementary & 3095 of Secondary schools provided with Escort Allowance @ Rs.6000/- for 10 months.
7.	Transport allowance	18897 CwSN of Elementary & 5587 of Secondary schools provided with Transport Allowance @ Rs.3000/- for 10 months.
8.	Stipend for Girls	14355 CwSN Girls of Elementary & 4569 of Secondary schools provided with Stipend for Girls @ Rs.2000/- for 10 months.
9.	Reader allowance	1007 Visually Impaired CwSN of Elementary & 437 of Secondary schools provided with Reader Allowance @ Rs.6000/- for 10 months.



10.	Therapy Services	CwSN provided with physiotherapy, occupational therapy, speech therapy & Braille training at block and district level Resource Centres.
11.	Distribution of Low Vision device & TLM Kit	Low vision device, ICT device, TLM Kits distributed to 563 CwSN.
12.	Sports Meet	Sports Meet for the CwSN conducted at 314 blocks in 30 districts.
13.	Inclusive Education Volunteers	1105 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 disabled observed at block level from environment building programme funds.

Activities conducted for Children with Special Needs under Samagra Shiksha 2023-24

• 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 Professional to ascertain their type and degree of disability and to identify the CwSN requiring aids & appliances and surgical correction. 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.



(Vision Screening Camp)



(Medical assessment camp)

Provision of aids & appliances for CwSN:

Need-based Aids & Appliances, Assistive Devices are being distributed to all categories of identified CwSN of class-I to XII such as Tricycle, Wheel Chair, Crutches, Calipers, Artificial Limbs, Hearing Aid, Braille kit, TLM Kit, Low Vision devices, CP chairs, Spectacles & ICT



devices in convergence with different Institution, Organisation and Agencies like: ALIMCO, NIEPID, SVNIRTAR, DDRCs, RBSK, Sunetra, Sightsavers & other NGOs.



(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



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))



(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.



(braille training programme)



(braille training programme)



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, surgical correction of students with eye defect.



(distribution of ICT and low vision devices)



(low vision assessment)

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.



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 2023-24, observation of International Day for the Disabled has been conducted at block level from the funds available under Environment Building Programme.



(Observation international day of the disabled)



(Rally on the occasion of disabled day)





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



Functioning of Resource Centers for CwSN at block/district level

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

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.



(Awareness video, booklet, newspaper advertisement on board provisions for CWSN)

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)



(Paintings prepared by CWSN)

Participation of CwSN in different activities

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



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



(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.



16. VOCATIONAL EDUCATION

BACKGROUND

The Centrally Sponsored Scheme for Vocationalization of School Education seeks to integrate vocational education with general academic education with an aim to prepare educated, employable and competitive human resources for various sectors of the economy and the global market and to reduce school dropout rates by providing alternative career paths. Until 2021- 22, the state has introduced vocational education in 960 schools. This includes 55 higher secondary schools. Year wise approval of schools and trades offered across schools are mentioned below:

Overview - NSQF compliant School Vocational Education Program for 9-12

Scale of VE Programme:	- 1,20,588 students enrolled across 960 schools (including 55 Higher Secondary Schools) across 30 districts of Odisha. ^a % Break up of total students' enrolment is – Boys – 68,600 Girls – 51,988
Vocational Trades/Sectors in Odisha	- Apparel, Agriculture, Automotive, Beauty & Wellness, Construction, Electronics & Hardware, Food Processing, IT-ITeS, Retail, Plumbing, Tourism & Hospitality. Total 11 Sectors are running in schools and 19 Job roles are available in Odisha.
Type of schools impacted	- 905 Secondary Schools & 55 Higher Secondary Schools
No. of Vocational Trainers in Odisha	- 1920 Vocational Trainers (VTs)

Distribution of Sectors & Schools:

Sl. No.	Sector	No. of Schools	Job Roles Offered
1.	Agriculture	167	Micro Irrigation Technician, Solanaceous Crop Cultivator
2.	Apparel	36	Sewing Machine Operator
3.	Automotive	296	Automotive Service Technician L-3, Automotive Service Technician L-4
4.	Beauty & Wellness	31	Assistant Beauty Therapist Beauty Therapist
5.	Construction	6	Construction Painter and Decorator



6.	Electronics & Hardware	281	Field Technician- Other Home Appliances, Field Technician- Wireman Control
7.	Food Processing	11	Craft Baker
8.	IT/ITeS	322	CRM Domestic Voice, Domestic Data Entry Operator
9.	Plumbing	89	Plumber (General), Plumber (General)- II
10.	Retail	269	Sales Associate, Store Operations Assistant
11.	Tourism & Hospitality	412	Counter Sales Executive, Food Beverage Service Trainee

Further, NEP 2020 emphasizes the integration of Vocational Education with General Academic Education with an objective of expanding the exposure of vocational Education to **50% of learners by 2025** and **to 100% by 2030**. To achieve this objective the **secondary schools** will have to **collaborate** with Industrial Training Institutes (ITIs), Polytechnics, Local Employers and Industries.





HUB AND SPOKE MODEL

Odisha received approval for 263 Hub with 263 Spoke (1 spoke school to 1 Hub school) in the PAB of 2022-23 and implementation has been started in the year 2023-24. The basic objective is to increase access towards skill education in schools by including those schools which are not feasible for vocational education as per norms, non availability of space, low enrolment etc. in order to achieve the target of NEP to cater vocational education to 50% of students by 2025.







PRE-VOCATIONAL EDUCATION IMPLEMENTATION

948 schools have been approved under pre-vocational education and this has been implemented in all the schools. The activities are conducted as 10 bagless days. The objective of pre-vocational education is to promote awareness on vocational education among students for taking informed choice for VE subjects in secondary level.





GUEST LECTURE

Guest lecture is one of the critical components of Vocational Education. The basic objective of conducting guest lectures is to fill the gap between the Skills which the Vocational trainer has versus what is required by the curriculum of the specific trade. Guest lecturers can be Industry subject matter experts, entrepreneurs, Professionals, skilled persons of the concerned vocation. Guest lecturers provide input from practical work scenarios, real life experiences, workplace /organizational dynamics and key skills needed in work situations so that they are motivated to become entrepreneurs, join the workforce, etc. Guest lecturers can also help the Trainer in identifying the competencies of the students and help in exploring the opportunities for internship and placement. Guest lectures need to be conducted once in every month for each trade per level. While deciding the resource persons' eligibility, experience of the person counts more weightage than their qualification.

Guest lecture help students gain the following benefits:

- Learn from the experiences shared by the guest lecturer and relate it the theoretical concepts taught to them in lessons
- Challenges and hardship faced by a person while pursuing a career in the respective sector and how she/he has managed them
- Social and economic benefit due to their engagement in the specific trade
- Students get inspired by interacting with the person
- Learn the nuances of becoming an entrepreneur and get motivated for self-employment





INDUSTRIAL VISITS

Industrial Exposure Visit provides real time exposure of concepts of the specific trade what students have been taught in the classroom training. Industrial visits provide greater clarity about important management, operational, accounting etc. concepts as students practically experience how these concepts are put into action at real workplace. 'Industry' in the study of the vocational education programme is taken in a broader sense. 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. Industries in close proximity to the school can be mapped and accordingly visits can be planned.

Each school should organize at least three industrial visits per level as per the following plan: -

Through Industrial Visit, students are expected to gain the following outcomes

- Students for the first time experience the industry environment.
- They get exposure to the process - exactly how the work is being carried out and services are provided.
- Issues and challenges faced at workplace environment and how it is resolved
- Exposure to workplace disciplines like attendance, reporting, organisational culture and behaviour.
- Assessing needs, organising tools, reporting of breakage, risk management, etc.
- Learn about customer behaviour, customer satisfaction, billing process, meeting and greeting, closing assignments.



ଆରଟି ବିଦ୍ୟାପୀଠ ବିଦ୍ୟାର୍ଥୀଙ୍କ ଶିକ୍ଷା ପରିଭ୍ରମଣ କାର୍ଯ୍ୟକ୍ରମ



ପୁରୀରେ ଥିବା ଇଣ୍ଡଷ୍ଟ୍ରିଆଲ ଟେକ୍ନୋଲୋଜି ଇନଷ୍ଟିଚ୍ୟୁଟ୍ ଅଫ୍ ଇଂଲ୍ୟାଣ୍ଡ (ଇଆଇଟିଆଇ) ରେ ଶିକ୍ଷା ପରିଭ୍ରମଣ କାର୍ଯ୍ୟକ୍ରମ ଆୟୋଜିତ ହୋଇଥିଲା । ଶିକ୍ଷକ ଶ୍ରୀମତୀ ସୁମିତ୍ରା ଦାସଙ୍କ ସମ୍ମାନେ ଶିକ୍ଷା ପରିଭ୍ରମଣ କାର୍ଯ୍ୟକ୍ରମ ଆୟୋଜିତ ହୋଇଥିଲା । ଶିକ୍ଷକ ଶ୍ରୀମତୀ ସୁମିତ୍ରା ଦାସଙ୍କ ସମ୍ମାନେ ଶିକ୍ଷା ପରିଭ୍ରମଣ କାର୍ଯ୍ୟକ୍ରମ ଆୟୋଜିତ ହୋଇଥିଲା । ଶିକ୍ଷକ ଶ୍ରୀମତୀ ସୁମିତ୍ରା ଦାସଙ୍କ ସମ୍ମାନେ ଶିକ୍ଷା ପରିଭ୍ରମଣ କାର୍ଯ୍ୟକ୍ରମ ଆୟୋଜିତ ହୋଇଥିଲା ।







PMU SCHOOL VISITS

School visits were undertaken by the PMU team to assess the implementation of the program. The team visited 48 Samagra Shiksha schools and interacted with HM/Principal, Vocational Trainer and Vocational Coordinator to collate issues faced, if any and identify best practices undertaken by the trainers.





VTP EVALUATION

To measure and evaluate the performance of the VTP in the last three years a committee was constituted under the chairmanship of SPD. Relevant information on specific parameters were sought from all VTP Heads who are working as training partners with OSEPA for implementation of Vocational Education in the State.



PRACTICAL ASSESSMENT

Practical assessment was conducted by respective SSCs (Sector Skill Councils) in 55 Higher Secondary schools from 2nd to 15th January 2024 and in 905 Secondary schools from 15th January to 31st February. 3560 students appeared in the practical assessment examination in class 12th and. 56887 students appeared in class 10th practical assessment which is conducted by the SSC (Sector Skill Councils) through their certified assessors.





17. PLANNING PROCESS AND IMPLEMENTATION ARRANGEMENT

Samagra Shiksha scheme is an integrated scheme for school education covering the entire gamut from pre-school to class XII. The scheme treats school education as a continuum and is in accordance with **Sustainable Development Goal for Education (SDG-4)**. The scheme not only provides support for the implementation of the Right of Children to Free and Compulsory Education Act, 2009 but has also been aligned with the recommendations of **National Education Policy (NEP) 2020**. The scheme aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, and different academic abilities and make them active participants in the learning process.

At the state level, the planning process for Samagra Shiksha involves a bottom up approach. As per the guidelines prescribed by MoE, GoI every year, Annual plan have been prepared under Samagra Shiksha.

UDISE+ provides the data related to school, Enrolment, Infrastructure data etc. for analysis of Educational needs of a school. These data are used extensively for planning and monitoring of interventions as it is the official source of enrollment, infrastructure, and teacher.

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

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

Annual Work Plan and Budget-2024-25 under Samagra Shiksha has been prepared with an objective to ensure that all children have access to quality education with an equitable and inclusive classroom environment which involves children's diverse background, multilingual needs, and different academic abilities and make them active participants in the learning process.

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



The planning process also involves the development of a detailed budget and expenditure plan, which outlines the resources required to implement the proposed strategies and activities. Once the plans are formulated, they are subject to a review and approval process at the state or district level, depending on the level of planning. This review process is intended to ensure that the plans are consistent with the goals and objectives of the Samagra Shiksha scheme and that they are evidence-based and data-driven and within the financial norm

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

PRABANDH portal is the window for submission of proposals under Samagra Shiksha to Ministry of Education, Govt of India. As per the MoE, GoI guidelines, all districts prepared Plan, uploaded in PRABANDH portal which got consolidated at state level using portal and submitted to MoE, GoI online within the timeline. Project Approval Board-Samagra Shiksha approved Budget 2024-25 successfully for the state Odisha after a rigorous appraisal process.

Capacity building of district and State functionaries

- Orientation and Capacity Development Programmes have initiated for the preparation of Annual Work Plan and Budget 2024-25 under Samagra Shiksha as per the guidelines received from Ministry of Education, Govt of India.
- Samagra Shiksha Implementation Framework, **Programmatic and Financial Norms are discussed with State Planning Team members during the planning process.**
- All stakeholders like teacher, Head master, CRCC, BRCC, BEO, DPC, Coordinators, DEOs, Education administrators and professionals working at DPO level have been involved in the planning process through preparation of School Development Plan and district Annual Plan to make the plan more realistic, need based.





School Development Plan

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

School safety observation week have been observed during the month of July, 2023. During the school safety observation week preparation of school Development Plan-cum-School Disaster Management plan have been prioritized to be done by the school committee, teachers and students.



School Development Plan Meeting



ଓଡ଼ିଶା ସରକାର - ୨୦୨୩-୨୪...ଶିକ୍ଷା ବର୍ଷ



୧) ବିଦ୍ୟାଳୟ ସମ୍ବନ୍ଧୀୟ ତଥ୍ୟ/ ବିବରଣୀ

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୧୦	ଚେୟାରମେନ୍/ ସଭାପତି/ ସଭାସଭାଙ୍କ ଯୋଗାଯୋଗ ନମ୍ବର	8018537577
୧୧	କ୍ୟାଚମେନ୍ ଅଞ୍ଚଳର ନାମ	ନାଥ ବସ୍ତି, ମିଳିତାବିହାରୀ ବସ୍ତି,
୧୨	କ୍ୟାଚମେନ୍ ଅଞ୍ଚଳରେ ଥିବା ଗୃହ ସଂଖ୍ୟା	ହାଜିଉନ ମହାବୀର ବସ୍ତି
୧୩	କ୍ୟାଚମେନ୍ ଅଞ୍ଚଳରେ ଥିବା ଗୃହ ସଂଖ୍ୟା ଆଧାରରେ ପିଲାଙ୍କ ସଂଖ୍ୟା	୧୦୪
		୩-୬ ବର୍ଷ - ବାଳକ...୨୫... ବାଳିକା...୧୩ ୬-୧୪ ବର୍ଷ - ବାଳକ...୧୮... ବାଳିକା...୨୫ ୧୪-୧୮ ବର୍ଷ - ବାଳକ...୦... ବାଳିକା...

Need Based Planning

- During preparation of plan, all data and information regarding school, child population, enrolment, out of school, U-DISE+ & field Survey, has been used.
- Commitments of PAB and Action taken Report, Research Studies, and of Audit-recommendation of CAG etc taken in to consideration.
- Activity wise plan of all Interventions under Samagra Shiksha has been done taking in to consideration GAPS, available resources and required strategies.
- School/habitation as units has been considered to ensure community-based planning.
- Towards provision of schooling facility
- Plan for the children who are admitted under 25% admission under Section 12(1) (c) has been made as per the information received from districts.
- Preparation of Comprehensive Quality Plan in which emphasis was to identify and address gaps in achievement of core skills and competencies in reading, writing and comprehension and numeracy at the Primary level. And accordingly, quality Plan for 2024-25 & 2025-26 has been prepared.



- Steps have been taken to address educational needs of Aspirational districts.
- Civil works plan has been prepared by providing priorities for electricity, Toilets & Drinking water facilities.
- SMC/SMDC training has been planned to orient and involve all SMCs in the plan process.
- As seasonal hostel gives a good result in retention of students, this year plan has been made to provide quality education all areas which are migration prone.
- In 2024-25, Infrastructure Development in Aspirational districts, access to secondary and Higher Secondary schools, Transport , Seasonal Hostel, Special Training, Residential Hostel facilities has been made are given priority along with Learning Outcome activity.
- Tribal Plan has been made in order to enrol, retain all children in school and to complete their elementary and secondary education.
- Minority plan has been made by giving importance to minority institutions like Madarssas and Maqtabas instruction has been issued to extend all types of assistance as per frame work of implementation.

Evidence Based Planning

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

Participation of Local Self Government

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

Process adopted during development AWPB

- Capacity building of all DPCs and the Team has been made both in person and through V.C on the procedure of the preparation of the Annual Plan as prescribed by MoE, Govt of India.
- At the first step of preparation of Annual Work Plan and Budget, School Improvement/Development Plan is being prepared at school level. Each School Management Committee (SMC) initiates the school level planning in collaboration with



the active community members, teachers for preparation of a school level plan which is termed as “School Development Plan (SDP)”. Initially the preparatory phase starts with the SMC meeting which ensures community participation (as per section-21 & part-V of RTE Act).

- The SDP primarily includes identification of gaps in development of *infrastructure, achievement of students, needs of existing teachers, parent’s expectation, classroom transaction process etc.* Hence, the SDP provides requirements of each school which is finally compiled at the district level.
- Further for preparation of District Plans, data from UDISE+ which is highly needed are prepared with the active involvement of teachers and Block level MIS Coordinators and Block Education Officers.
- Preparation of AWP&B at the State level depends upon the appraisal and consolidation of the District level plans. District Project Coordinator, ADEOs, All district Level Coordinators, Programmers, Sr. TC (district specific planning team) prepares and consolidates the ‘*District Annual Work Plan & Budget*’ and uploads it in PRABANDH portal.
- District plans was accumulated at the State level for formulation of one ‘Integrated State Consolidated Plan’. During consolidation of Annual Work Plan and Budget at State level under Samagra Shiksha, all Interventions of OSEPA, TE & SCERT, Elementary Education, Secondary Education and Higher Secondary Education are being involved.





Schedule of activities for Integrated AWP & B

Sl. No.	Activities	Month	Participants
1	Finalization & consolidation of District Plans	January	District Planning team
2	Appraisal of Integrated District AWP & B 2024-25 at State Level	January	District Planning Team- Mode Online/offline
3	District AWP&B submission at SPO	January	30 Districts. All 30 districts were participated in the appraisal process and prepared and submitted plan through PRABANDH portal
4	Finalisation of State Plan	January	Intervention Heads, Planning Team
5	Online Submission of Integrated AWP & B 2024-25 to MoE through PRABANDH portal	January	

Appraisal of State Annual Work Plan & Budget

Sl. No.	Date	Name of the Intervention	Mode of Appraisal
1	05.01.24	Planning	Inperson
2	5.01.24 to 8.01.24	Girls Education, Pre-Primary, Inclusive Education, ST, KGBV	
3	9.01.24 to 10.01.24	Vocational Edu, Library, VSK, Career counselling, Teacher Training, REMs, Assessment, RAA	
4	11 01.24 to 12.01.24	Quality Education-Ele, Sec, &Hr Sec, FLN, Free Text Books, Uniform, Innovation, ICT, MIS, Planning, Finance Establishment	



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 BRCs, 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 Samagra Shiksha focus has been made on convergence & coordination with other line Departments like Department of SC & ST, 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.



School Safety

A safe school is one that ensures the health, safety and security of the learner during times of normal operation as well as during emergencies. Such a school is structurally sound and can withstand potential hazards. A safe school is one that is surrounded by a community that is committed to safety and it has a certain feeling, that when you enter, surrounds you with a sense of both calm and excitement. Calm, because you know you are in a physical, emotional and cognitive safe space that makes you forget about outside troubles. And this could be possible if stakeholders are aware about the measures and mechanism and techniques are available to address issues.

A safe school has mechanisms in place that ensure safety and continuity through emergency situations, ensure nutritional soundness in their students and staff, foster a positive school climate and allow for the anonymous reporting of abuses. The following sections will help you expand upon these ideals to help foster a sense of security and teamwork amongst students and staff.

Progress

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. There is a chapter on safety security/disaster management at curriculum of elementary level.
3. Guideline of NDMA on safety and Security of children has been circulated to all Districts, Block and School point.
4. District Education Officers were declared as Nodal officer.
5. SMC guideline has been provided to all districts.
6. Plan of action for school safety and disaster management has been issued to all districts.
7. There is a chapter on safety security/disaster management at curriculum of elementary and secondary level.
8. State, District level Advisory committee for school safety has been constituted.
9. 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.

10. To involve all schools in school safety process in the year 2023-24 (4th to 8th July, 2023) school safety observation week have been observed at school level. 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.
11. Odisha Disaster Management Authority and Samagra Shiksha Odisha are conducting capacity building workshop of Educational Administrators, teachers on school safety
12. School safety Kit has been distributed to schools by NDRF in convergence with OSDMA and District Education Officer.
13. Debate, Essay, Quiz etc competitions are organised to create awareness among students on safety.
14. Mock drills are organised at school level by ODRAF, NDRF, Fire safety wing etc.
15. All schools are advised to for safe keeping of toxic and inflammable materials.
16. Fire Extinguishers installed in more than 95% schools of Odisha.

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School Safety



Nuapada-School Cleaning and Non-Structural Safety Audit



Keonjhar- School Disaster Management Plan



First Aid Training



Jharsuguda- hazard Hund Exercise & Mock Drill

Social Audit

- Social Audit Guidelines received from MoE, Govt of India highlights that Social Audit will cover at least 20% of schools per year so that all schools will be covered at least once in a period of five year.
- To complete the process of Social Audit, the State has signed MoU/agreement with the SAU established in the State.

Status of Social Audit

- Social Audit in all Govt Schools of Odisha will be covered within 5 years.
- 20% of the total school every year (100% within 5 year) will be covered in a stage wise process.
- 10,000 Govt Schools i.e. per cluster 2 schools will be covered by February, 2024.
- Budget under Social Audit will be reimbursed from MMMER to Social Audit Unit.
- Nodal Officers for Social Audit has been nominated.
- 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 of November, 2022.



- Piloting of Social Audit
- Revised Guideline of Social Audit has been received on 12th September, 2023.
- NCERT team under the leadership of Prof Sharad Sinha conducted piloting of Social Audit from 6th to 7th June, 2023 at Odisha.
- On 6th June (i.e. on 1st day) at State level an orientation on Social Audit has been done for SAU member, Samagra Shiksha Team, District Education Officer, Block Education Officer, Head Master, Parents, SMC member for piloting of Social Audit format/Module.
- On 7th June, 2023 (i.e. on 2nd Day) social Audit has been conducted by SAFT member in One School of the State under the guidance of NCERT Team





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.

Status of Social Audit at District level

- Cluster Social Auditors (CSAs) and other resource persons required for facilitating the social audit has been identified.
- Capacity building of resource persons Completed by SAU.
- Draft Annual Calendar has been prepared.
- Deployment of cluster social auditors (CSAs) for social audit as per calendar will be made
- At District level Social Audit Meetings has been Organised in convergence with District Samagra Shiksha under the chairmanship of District Collectors.





18. SPORTS GRANT

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.



Music Chair during sports day



Running Competition

Composite School Grant

- Annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, play material, games, sports equipment, laboratories, electricity charges, internet, water, teaching aids etc.
- To provide annual maintenance and repair of existing school building toilets and other facilities to upkeep the infrastructure in good condition.
- Promote Swacch Bharat campaign.
- Must involve elements of community contribution.
- The Composite School Grant is divided based on enrollment slabs, with different unit costs for elementary and secondary schools.



19. 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:-

1. **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.
2. **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.

3. **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.
4. **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.
5. **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.
6. **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:



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 61596 no. of schools, 332701 no. of teachers and around 78 lakhs 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 2023-24, UDISE+ platform has been highly strengthened to capture the student wise data from pre-primary to class XII. Odisha has completed uploading UDISE+ data along with the student details for the year 2023-24. The student wise information has been made available for the use of different applications under Unified Automation System (UAS) on real time basis.



20. DIGITAL INITIATIVES & ICT

(i) Activity:

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

Overview

Information and communication technologies (ICT) are widely believed to be important potential levers to introduce and sustain education reform efforts. Despite evidence of increasingly widespread use of ICTs in education initiatives around the world to meet the education-related Millennium Development Goals (MDGs) in Education. 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 on a Build Own Operate Transfer (BOOT) or Turn Key basis over a period of 5 years in 4000 Secondary Schools. Under



Sustainability Plan the State Government has taken all 4000 Secondary Schools under e-Library through High School Transformation Programme.

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.

(ii) Activity:

Name of the Project: ICT & 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

PAB Year	Type of School	No. of Schools
2020-21	Secondary	284
2021-22	Secondary	525
2021-22	Elementary	3946
2022-23	Elementary	2119
	Total	6974



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 has been completed at school point and all 6974 schools have equipped with Smart Class Device.



(Photograph of the Smart Classroom installed to 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



21. SCHOOL STUDENT HELPLINE

The right to free and compulsory education ACT 2009 makes education for children between 6-14 years a fundamental right. For successful implementation of RTE Act, an operational, accessible and proactive grievance Redressal system is utmost important. Such system will empower the education system which results in ensuring implementation of RTE in letter and spirit across the state. In order to ensure the right of each child through redressing the grievances, 'School Student Helpline' a unique mechanism 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. The said system has build up the confidence of the parents, children and SMC members to put forth their problems before the higher authority. at different levels such as district, block, cluster and school level as per the need. Besides receiving grievances, it acts as a mobilizing unit for creating awareness among the parents and community to sort out school related problems in coordination with the teachers as well as administration. Further it extends its counseling support to children and parents during examination as well as at the time of need.

Status of Helpline Cases:

The grievance can be lodged through online (www.studenthelplineodisha.nic.in). The received cases have been categorized under 64 categories. A total 652 no of valid cases received during the period from 1st April 2023 to 31st March 2024. . However the analysis of cases received reflects that to 49 different categories of cases lodged during the academic year 2023-24. The categories have been clubbed into some broad categories to have clarity in graphical presentation. The graphical presentation of category wise received cases during the academic year 2023-24 is given below.

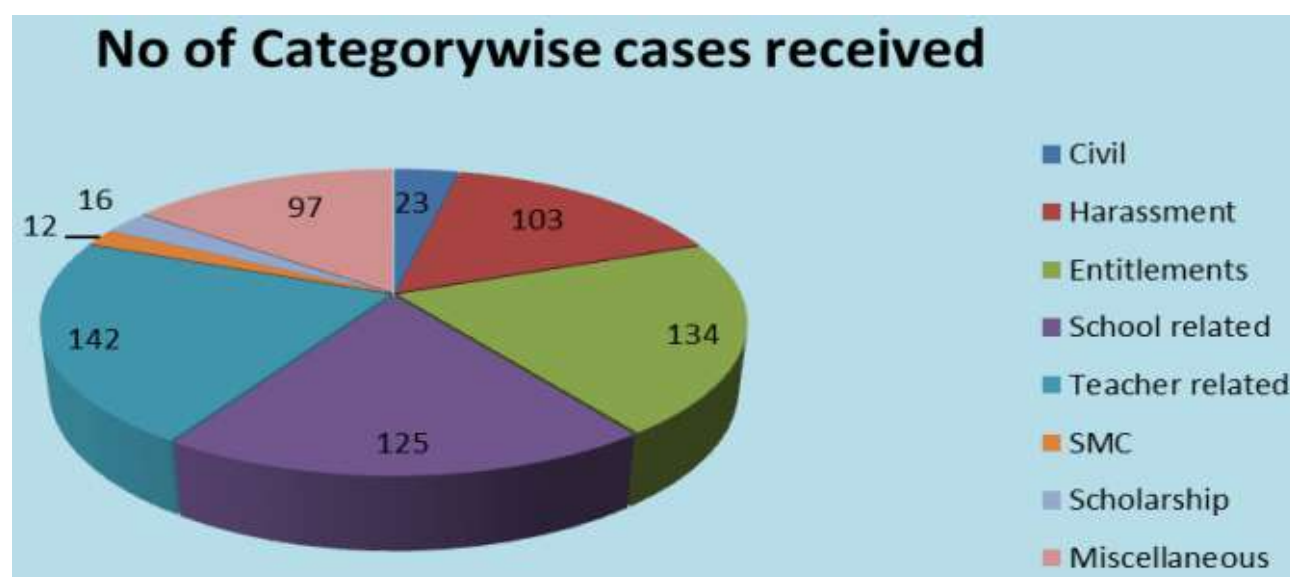


Figure 1 The category wise case reflects that maximum cases received are teacher related followed by entitlements & school related

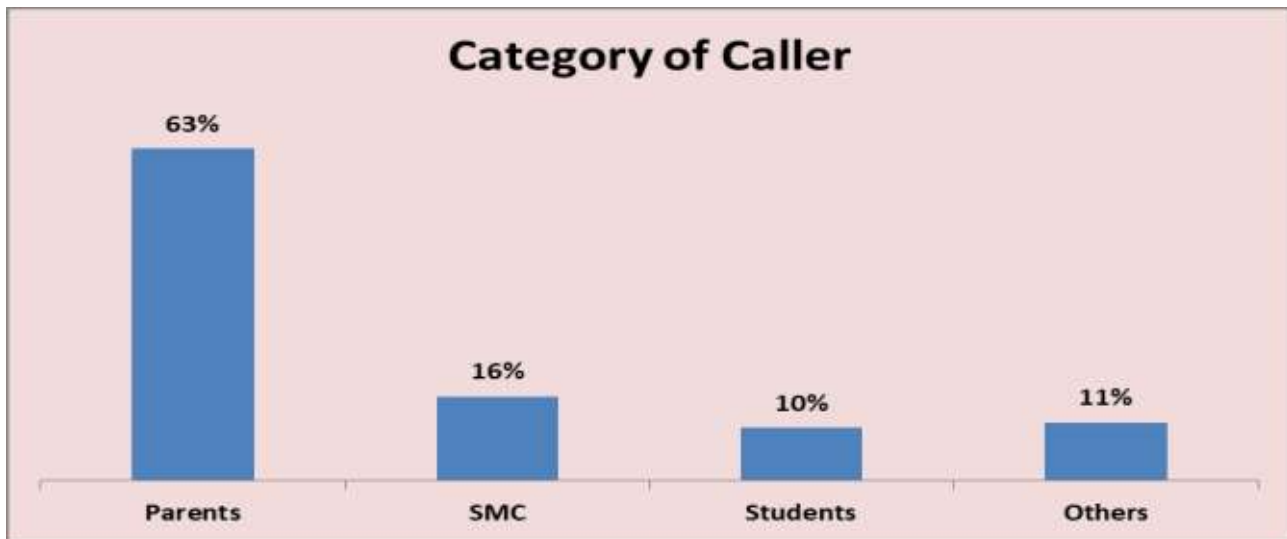


Figure 2 : The no of grievances lodged by category of caller reflects that maximum no of cases lodged by parents.

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 2023-24.

Orientation of children on Traffic Rule:

Rules are framed to maintain discipline in society. If rule are not followed properly there will be disturbances all around. There are some rules which are codified and applicable to everyone in a society. For e.g. traffic rule. Violation of these rules such as overloading, distraction in driving etc leads to accident with human loss. Similar accident cases have been received through School Student Helpline that occurred due to lack of awareness on traffic rules. In order to create awareness among the children on traffic rules the School Student Helpline, OSEPA has organized a one day awareness programme in all Primary, Upper Primary and High schools of the State during the month of August 2023. A detail discussion was made on the following points:



Panchapalli Govt H.S, Keonjhar



Govt. High School, Khunta

- Why Children met with Accident
- General traffic rules
- How to be safe on bicycle
- Basic traffic symbols

Tips for Preparation of Class X Exam

No one is born intelligent. It is the education, study and hard work that makes us smart and exams are just an opportunity to show our intelligence and prove our hard work to others. Stress is a common phenomena observed among children during examination as they don't follow the basic rules for preparing examination. 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 2022 for class X students appearing AHSC examination. The tips were shared in all high school of the state. The major points shared with the children are:

SBN Girls High School, Patrapur



Panchayat High School, Nuapada

- Method of study to be followed.
- How to prepare systematic and well-planned time tab
- Tips to attempt all questions effectively within the given time.
- Subject wise easy tips to score maximum no.
- Tips for parents how to cooperate children during examination time
- Tips for teachers how to guide children for better performance in examination etc.

Project on Building Examination Resilience 2024

Class X board examination is the first mile stone of the student carrier. Each and every student has more or less anxiety, stress, fear etc regarding outcome of the examination. In order to boost the confidence of the students as well make them fell free and relaxed for the upcoming exam a pilot project on “Building Examination Resilience” was initiated with an aim to extend moral support to students. In this context one leaf let highlighting different issues related to examinations and one activity calendar highlighting the activities to be practiced to cope with the situation they come across during the period have been developed and circulated to all concerned (Teachers, parents and students) to take necessary measures to cope with the emerging exam stress.

Development of training video on counselling approach:

Counselling in schools is an indispensable element of a comprehensive education system. By providing a supportive space for students to address emotional, social, and academic challenges, counselling empowers students to thrive in all aspects of their lives. Teachers,



with their unique understanding of their students' needs, can play a significant role in providing informal counselling support. In this context it was decided to equip teachers with some basic knowledge and skills to excel in this role. In order to ensure counselling service in each and every school one teacher preferably lady teacher will act as counsellor. The teachers are to be equipped with counselling skill to address the raised issues. Keeping in view a module has been developed on step by step basic counselling approach. The video version of the said module has been prepared with an aim to empower at least one teacher from each school by imparting training of the module through DIKSHA portal during 2024-25. The said video will be uploaded in DIKSHA portal after vetting of the same by TE & SCERT.

In today's rapidly evolving educational landscape, continuous professional development of teachers is crucial. Training empowers teachers with latest pedagogical strategies, enhanced teaching skills, innovative lesson planning and effective student & class room management.





22. DIKSHA

- DIKSHA is an initiative of the National Council of Educational Research and Training (NCERT), (Ministry of Education, Govt of India).
- The online platform of DIKSHA offers engaging learning materials for both teachers and students, and is available in form of Portal and Mobile App.
- DIKSHA serves as the platform to disseminate teacher training and Continuous Professional Development of teachers.
- Creation of a course has been made very easy by developing an online framework for uploading digital content, designing assessments, structuring the table to contents, stitching all resources into a course and receiving data on course consumption.

Vision & Mission

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



Objective



Knowledge

To enhance access of the teachers to teach-learning contents, resources for learning- centered pedagogy.



Motivation

To motivate the teachers in creating and curating contextual and need-based digital contents for enhancing learning abilities of the students.



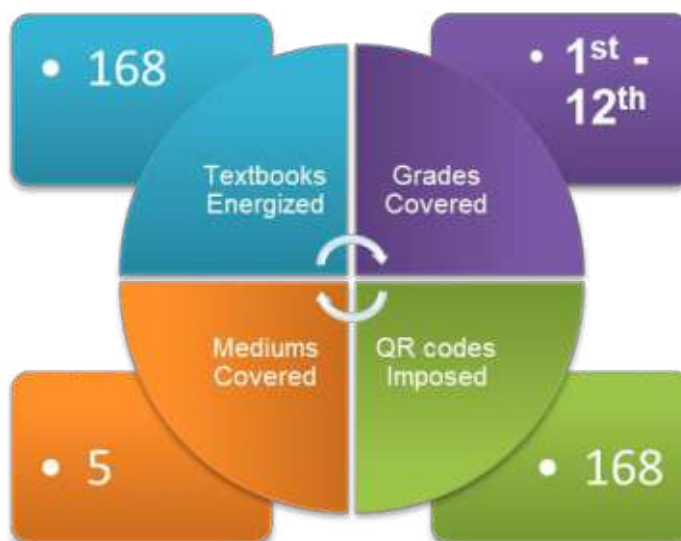
Peer learning & Collaboration

To connect teachers, students and parents through online discussion forum for creating a positive learning environment for the children.



Sources of Digital Content

- Shiksha Darpan Programme
- You tube live Streaming
- ORSAC- EDUSAT
- Radio Pathshaala
- Vidyadaan
- E-Content developed through Partner & hired agencies.
- Tic Tac etc.
- No of e-content count-12000+, Uploaded in Diksha Portal - 11142
- No of languages in which e-content are available-05 (Odia, English, Hindi, Sanskrit & Urdu)
- Number of prescribed Textbooks from Grade I-XII-186 „h Number of textbooks energized with QR codes- 186
- 1262 nos. of e-Content has been developed by third party agency for Grade IX & X and disseminated through external HDDs to Secondary Schools having smart classroom. These content has been uploaded in DIKSHA portal. Subjects covered are: Odia, Maths, Science, English, Social Studies, Hindi and Sanskrit. These contents are based on State curriculum.



77.36 Lakhs +
Total Successful QR Scans Till date

11142
e-Contents already linked against Chapters

500+ eContents available to be mapped with respective Chapters.

Total plays – 214563556 (App & Portal)
Total time spent for play – 1275127.82 (mins)

23. TE & SCERT

1. Capacity Build up Programme for DIET faculties on FLN and ECCE

The capacity build up programmes for DIET faculties as master Resource group on Foundational literacy and Numeracy (FLN) and Early Child Care Education (ECCE) were conducted in the Conference Hall of DTE and SCERT.



2. Development and Sharing of Content for Monthly Cluster Level Meeting

The contents for eight Monthly Cluster Level meetings on FLN had been developed at DTE and SCERT. The contents had been shared with the DIET Principals in monthly review meeting at TE and SCERT. The Principals and DIET faculties were oriented the CRCCs of different blocks and equipped them to lead the sessions in monthly cluster level meeting.



3. Induction Level Training Programme for the Newly Recruited Teacher Educators

An Induction Level Training Programme was organized for the 95 newly recruited Teacher Educators of DIETs and BIETs of the State from 11.09.2023 to 17.09.2023 at Regional Institute of Education, Bhubaneswar, Odisha.



4. Strengthening of DIET-CRC Linkage

Two review meetings of CRCC were held to share the best practices undertaken by DIETs to empower the CRCCs through DIET – CRC Linkag .





5. Capacity Build up Programme on School Based Assessment

Three-days capacity build up programme for DIET faculty was conducted at TE and SCERT in phased manner on School based Assessment. The outcomes of the training were to aware on curricular goals, competency, learning outcomes with assessment, the modalities of school-based assessment.

6. Development of Holistic Progress Card and Teacher Guidebook

The Directorate of TE and SCERT has developed the Holistic Progress Cards for the Foundational, Preparatory and Middle stages of school Education and Teacher Guidebook for the use of HPC. The Holistic Progress Cards have been provided to all the elementary schools for use on experimental basis during the academic session 2023-2024. Progress cards include Physical development, Cognitive, Language and Literacy, Aesthetic, and cultural areas focusing on all-round assessment cycle and aligned with the HPC prepared by NCERT.

7. Conduct of State Level Achievement Survey (SLAS)

State Level Achievement Survey (SLAS) was conducted on 22.03.2024 in 3140 sample schools of the State in classes 2,4 and 7 in Language (Odia) and Mathematics. The survey materials have already been prepared and printed and the Field Investigators (6908) have been selected. The objective of the survey is to know the learning level of the students and design appropriate interventions for improvement in attainment in Learning outcomes and prepare students for National Achievement Survey (NAS), 2024.

8. Technological Skill Development

SCERT has conducted capacity build up programmes for the newly recruited Teacher Educators of DIETs and BIETs on integration of technology in Pre-Service Teacher Education in a phased manner.





9. Research and Innovation

Four Day Capacity Building Programme (two phases) for the Teacher Educators of DIET, BIET and ETEIs of the state on fundamentals of Educational Research has been completed by the Directorate of TE and SCERT with the University level / National Level Research experts as facilitators.





After completion of the programme, the participants will be able to conduct research activities by themselves, orient their colleagues and also provide support to the practicing teachers at the elementary level.

10. Development of Training Module on SE

Workshop on Contextualization of the Life Skills, module development on Social, Emotional & Ethical Learning (SEEL) from 23.04.2024 to 27.04.2024 conducted by SCERT, Odisha, Bhubaneswar





24. SOCIAL MEDIA

Memories of Social Media Handles













ANNUAL REPORT MEDIA

APRIL'23-MARCH'24



School & Mass Education Department's Social Media and Online Presence

The School & Mass Education Department has established a robust presence across various social media platforms including Facebook, Twitter, Instagram, along with its own website (www.smeodisha.gov.in). This multi-channel approach enables the department to disseminate timely information on activities, schemes, success stories, and program-related updates to a wide audience, including school administrators, teachers, alumni members, contributors, and visitors.

Through these diverse communication channels, the School & Mass Education Department effectively engages with its stakeholders, ensuring transparent and timely dissemination of information. Facebook serves as a platform for community-building and sharing impactful stories, while Twitter facilitates quick updates and fosters real-time interactions. Instagram showcases visual content, capturing the essence of the department's initiatives through compelling imagery.

Additionally, the department's official website (www.smeodisha.gov.in) serves as a centralized hub of comprehensive information, providing stakeholders with access to detailed program resources, guidelines, and updates.

This integrated digital ecosystem reflects the School & Mass Education Department's commitment to transparency, outreach, and stakeholder engagement. By leveraging various online platforms effectively, the department continues to strengthen its efforts in enhancing school education and fostering community involvement.

• Facebook Engagement:

Department's Facebook page boasts an impressive following of over **3.7K** followers. Through regular updates and engaging content, S & ME Department effectively communicates with its audience, disseminating information about its initiatives, events, and success stories. The platform serves as a hub for interaction and collaboration, allowing stakeholders to connect and stay informed about Department's endeavours.

• Twitter Presence:

On Twitter, Department continues to expand its reach with a growing follower base. By sharing timely updates, educational insights, and inspiring stories, Department actively engages with over **248.5K** followers on the platform. Twitter serves as a dynamic space for real-time communication and dialogue, facilitating meaningful interactions between Department and its stakeholders.

• Instagram Outreach:

Department leverages Instagram as a visual storytelling platform to showcase its impact and achievements. With over **9.5K** followers, Department's Instagram account serves as a creative hub for sharing captivating visuals, event highlights, and behind-the-scenes glimpses of its initiatives. Through visually compelling content, Department effectively connects with its audience and fosters engagement on the platform.



EducationOdisha @SMEOdisha · Apr 1, 2023

Academic Calendars for elementary & secondary education along with a fresh edition of students' diary have been unveiled by Hon'ble Minister of S&ME Dept Sri Samir Ranjan Dash on Saturday. The newly added aids will help in efficient & effective utilisation of the academic year.



CMO Odisha and 5 others

91 27 92 8.2K



EducationOdisha @SMEOdisha · Apr 1, 2023

Commissioner-cum-Secretary, S&ME Department, SPD-OSEPA, Director, TBPM and COO, Mo School also graced the occasion.



EducationOdisha @SMEOdisha · Apr 3, 2023

A delegation led by Ms Angelita Teo of IOC & Olympian Sri Abhinav Bindra visited Govt. HS, VSS Nagar & applauded the efforts of Odisha Govt. for developing high-end sports infrastructure under School Transformation Initiative.



CMO Odisha and 8 others

7 7 77 6.7K



EducationOdisha @SMEOdisha · Apr 3, 2023

To inspire and allow young people to imbibe the Olympic values of excellence, respect & friendship, the state will scale up its Olympic Values Education Programme in 250 schools, thereby directly benefitting 1.5 lakh school children.



2 2 22 3.2K



EducationOdisha @SMEOdisha · Apr 3, 2023

The one-of-its-kind initiative is being implemented in the state in collaboration with the School and Mass Education department and the Abhinav Bindra Foundation Trust.



1 4 26 3.3K



EducationOdisha @SMEOdisha · Apr 4, 2023

Schools across the state wear cheerful look as the tiny tots joined their new academic session with tidy uniforms & glittering faces. The first day of 'Pravesh Utsav' was festive, packed with excitement, bustle and joy. #EducationForAll



CMO Odisha and 9 others

133 71 126 11K



EducationOdisha @SMEOdisha · Apr 6, 2023

It is our absolute pleasure to be applauded by the celebrated Olympic gold medalist Sri Abhinav Bindra. Praising the 'Odisha Model' of sports development, the former rifle shooter exemplified the state government's Olympic Values Education Programme.



From thehindu.com

8 3 96 6.7K



EducationOdisha @SMEOdisha · Apr 13, 2023

Collaborating for a greater cause: A combined workshop has been organised by @OdishaScert in association with other directorates of S&ME Department to develop module on curbing child marriage & creating awareness on masculinity & gender roles.



GMO Odisha and 9 others

1 4 62 9.4K



EducationOdisha @SMEOdisha · Apr 17, 2023

Senior education officials from 10 districts of Sambalpur Zone participated in this state-level review meeting organised at Krushi Bhawan, Bhubaneswar.



1 14 3.3K



EducationOdisha @SMEOdisha · Apr 17, 2023

Commissioner-cum-Secretary, S&ME Department, SPD-OSEPA & senior officials of the department stressed on bridging the communication gap between state, districts & blocks by adopting transformational approach in governance keeping students in the forefront.



1 13 3.9K



EducationOdisha @SMEOdisha · Apr 17, 2023

The inaugural day of the two-day review-cum-training session of BEOs & DEOs of Sambalpur zone highlighted the importance of monitoring, implementation of FLN, inclusive education, redressal of grievances & legal issues.



GMO Odisha and 8 others
5 70 7.5K



EducationOdisha @SMEOdisha · Apr 19, 2023

Underlining the importance of attaining Hon'ble Chief Minister's vision of "Odisha at 100", Sri Samir Ranjan Dash, Hon'ble Minister, S&ME said, "The department will leave no stone unturned to ensure holistic development of school education by 2036."



GMO Odisha and 9 others

10 4 70 7.4K



EducationOdisha @SMEOdisha · Apr 19, 2023

Addressing the state-level review-cum-training programme for DEOs and BEOs at Krushi Bhawan on Tuesday, Sri Dash highlighted the need of arresting drop-out rates by bringing systematic reforms in block and district level administrations.



7 3 10 4.3K



EducationOdisha @SMEOdisha · Apr 19, 2023

"Our focus has shifted to a reduction in drop-out rates, particularly in rural areas, in a bid to ensure no child should be left behind. To achieve this goal, the senior officers should adopt individualized plans for villages, blocks & their districts", Hon'ble Minister added.

3 2 12 3.3K







EducationOdisha @SMEOdisha · Jun 7, 2023

Odisha Adarsha Vidyalaya teams up with Khan Academy to enhance math learning outcomes across all OAVs in the state. By leveraging cutting-edge technology, we aim to redefine the way students across schools in Odisha approach & excel in mathematics.



CMO Odisha and 7 others

5 7 85 5.7K



EducationOdisha @SMEOdisha · Jun 7, 2023

A four-day, BEOs, ABEOs, and BRCCs training on Head Teachers (Elementary School) Orientation has commenced today by the School & Mass Education dept., OSEPA, SCERT and Mo School.



CMO Odisha and 8 others

6 3 37 3.4K

Show more replies



EducationOdisha @SMEOdisha · Jun 7, 2023

This informative training program aims to equip the BEOs, ABEOs and BRCCs on the above-mentioned topics, to be able to trickle down the information further to the respective Head Teachers of Elementary Schools.

1 2 8 1.6K



EducationOdisha @SMEOdisha · Jun 7, 2023

In immediate response to the state government's directive, a dedicated team of senior officials conducted a thorough assessment of the prevailing situation at Bahanaga Govt HS in Balasore today.



CMO Odisha and 5 others

1 5 82 4.9K



EducationOdisha @SMEOdisha · Jun 7, 2023

The team will be coordinating psycho-social support to school children and teachers and would undertake comprehensive assessment of infrastructural needs.

1 14 1.7K



EducationOdisha @SMEOdisha · Jun 8, 2023

To elevate the standards of Physical Education, the fourth phase of training of PETs has commenced at Kalinga Stadium today. Inaugurating the event, Hon'ble Minister, S&ME Deptt., Shri Sudam Marndi acknowledged the teacher's crucial role in nurturing young minds.



CMO Odisha and 6 others

4 1 43 3.7K



EducationOdisha @SMEOdisha · Jun 8, 2023

The training emphasizes on holistic development, encompassing physical, mental and social well-being of students.

1 1 8 1.4K



EducationOdisha @SMEOdisha · Jun 8, 2023

Sending our heartfelt congratulations to all the amazing students of class 12 CHSE Arts & Vocational stream for achieving remarkable results! May this be the stepping stone to a future filled with endless possibilities. S & ME Department wishes you the very best for your future.



CMO Odisha and 7 others

5 3 44 3K



EducationOdisha @SMEOdisha · Jun 9, 2023

ଆମର ଅଭିମତ ପ୍ରାୟ ୧୦୦୦ ଶିକ୍ଷକଙ୍କୁ ଏହି ପ୍ରଶାସନିକ ପ୍ରଶ୍ନର ଉପରେ ଆଲୋଚନା କରିବା ପାଇଁ ଆମର ଉଦ୍ଦେଶ୍ୟ ଥିଲା। ଅଭିମତ ପ୍ରକାଶ କରିବା ପାଇଁ ଆମର ଉଦ୍ଦେଶ୍ୟ ଥିଲା। ଅଭିମତ ପ୍ରକାଶ କରିବା ପାଇଁ ଆମର ଉଦ୍ଦେଶ୍ୟ ଥିଲା।



4 4 53 4.3K





EducationOdisha @SMEOdisha · Jun 22, 2023

ବିଦିଆରୀଙ୍କୁ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ପ୍ରଦାନ କରିବା ପାଇଁ ୧୦୮ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାକୁ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାରେ ଉପଗ୍ରହ କରାଯାଇଛି । ଏହା ଫଳରେ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାରେ ଉପଗ୍ରହ କରାଯାଇଥିବା ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାରେ ଉପଗ୍ରହ କରାଯାଇଛି ।



214 85 136 9K

EducationOdisha @SMEOdisha · Jun 22, 2023

ବିଦିଆରୀଙ୍କୁ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ପ୍ରଦାନ କରିବା ପାଇଁ ୧୦୮ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାକୁ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାରେ ଉପଗ୍ରହ କରାଯାଇଛି । ଏହା ଫଳରେ ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାରେ ଉପଗ୍ରହ କରାଯାଇଥିବା ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାରେ ଉପଗ୍ରହ କରାଯାଇଛି ।

8 17 29 3.5K

EducationOdisha @SMEOdisha · Jun 22, 2023

The transformative impact of #schoolupgradation is evident through the successful upgrade of 108 High Schools to Higher Secondary Schools, which has yielded positive results.

@CMO_Odisha @EduMinOdisha @MamdiSudam @SecyChief @OC_Odisha @MoSarkarST @OSEPA_Official @IPR_Odisha

8 5 93 8.3K

EducationOdisha @SMEOdisha · Jun 22, 2023

This year, there has been a remarkable surge in student applications for Plus II #admission in the first round, with over 452,064 applications compared to the total admissions of 406,676 last year.

#SAMS

1 2 23 3.1K

EducationOdisha @SMEOdisha · Jun 23, 2023

Celebrating #InternationalOlympicDay, schools across #Odisha joined the Let's Move Campaign by #IOC & @WHO held in partnership with #AbhinavBhindaFoundationTrust. Through exhilarating physical activities, they ignited the spirit of sportsmanship!

#Olympics #Health #Fitness



CMO Odisha and 8 others

5 15 119 2.4K

EducationOdisha @SMEOdisha · Jun 24, 2023

It has come to the notice of BSE Odisha that few candidates are facing difficulties in downloading admit cards of OTET exam. The portal was checked by the technical team and confirmed to be in order.

@CMO_Odisha @SecyChief @DC_Odisha @IPR_Odisha

89 67 325 29K

EducationOdisha @SMEOdisha · Jun 24, 2023

The difficulties in downloading/different centres for OTET paper 1 & 2 might have occurred due to wrong entry/no entry of registration no./mobile no at the time of submission of application.

25 32 57 14K

EducationOdisha @SMEOdisha · Jun 24, 2023

However for any help possible, candidates are advised to contact BSE Control Room. Tel nos. (0671) 2412059,2412060. Wish you all the best!

35 27 54 12K

EducationOdisha @SMEOdisha · Jun 24, 2023

In a dedicated effort to strengthen the infrastructure of OAVs, Hon'ble @CMO_Odisha today inaugurated 13 academic buildings, 28 hostel buildings & laid foundation stone for another 276 hostels to ensure essential residential facilities for students coming from distant locations.



CMO Odisha and 8 others

19 31 284 19K

EducationOdisha @SMEOdisha · Jun 24, 2023

Gracing a momentous gathering held at Lokseba Bhawan, Hon'ble CM warmly welcomed the newly enrolled students of 2023-24 AY & felicitated the top performing students from the previous CBSE class 10th & 12th examinations.



4 44 3.5K



EducationOdisha @SMEOdisha · Jun 26, 2023

A meeting of 11th EC was held under the chairmanship of Adviser Cum Chairman of #OAVS today. Discussions revolved around vital agendas, improving academic performances in board exams, #Infrastructuredevelopment, enhancing soft skills of children, teacher training among others.



CMO Odisha and 8 others

3

8

149

11K



EducationOdisha @SMEOdisha · Jun 28, 2023

ସବିଳି ଗ୍ରାସ୍, ଆସିଲି ମୋପୁରା । ସଙ୍ଗରେ ଆସିଲି ବର୍ଷ, ଆଉ ଶାନ୍ତନୁ । ଠିକ୍ ସେମିତି ସବିଳି ଗ୍ରାସ୍ ଅବସର, ଖେଳିଲି ବିଦ୍ୟାଳୟ । ଏବେ ତୁମ୍ଭ ସବୁ ବେଞ୍ଚୁରା ଶାନ୍ତ । ସ୍କୁଲ ବ୍ୟାଚରେ ବଢ଼ିଆରା ସବୁ ଚଳେ ସବୁକୁ ଭରିବା । ସେଇ ସବୁକୁ ନେଇ ଭବିଷ୍ୟତ ଚଢ଼ିବା ।



CMO Odisha and 8 others

9

30

401

17K



EducationOdisha @SMEOdisha · Jun 30, 2023

A state-level review meeting on FLN, under the chairmanship of the Commissioner Cum Secretary, witnessed active participation from senior officials. Discussions centered around realigning program goals, responsibilities, and timelines for the next 10 months.



CMO Odisha and 7 others

1

8

104

8.9K



EducationOdisha @SMEOdisha · Jun 30, 2023

Monthly Cluster Level Meetings are planned to foster enhanced collaboration, #Education #FLNProgram #Collaboration #Progress

3

11

3K



EducationOdisha @SMEOdisha · Jul 1, 2023

Exciting news!

The Kridangan Aspirational Club has kicked off its first activity in schools. Master trainers, trained at the prestigious Kalinga Stadium, have engaged students in captivating sports and life skill activities. The journey towards a fit and active future begins!



3

5

63

4.7K



EducationOdisha @SMEOdisha · Jul 2, 2023

Meet Suchismita Sahu, a determined Class IX student from Government High School, Khilari. Her dream is to become a responsible teacher and empower society through the transformative power of education.



CMO Odisha and 9 others

8

10

100

11K



EducationOdisha @SMEOdisha · Jul 2, 2023

Suchismita expresses profound gratitude to the state government for providing smart classrooms, E-Libraries, Science laboratories, sports Infrastructure & vibrant campuses under 5T HST programme.

1

2

21

2.6K



EducationOdisha @SMEOdisha · Jul 2, 2023

"The transformative initiative has not only fostered her ambition but also sparked her creativity & innovation," she quotes. Join us in supporting Suchismita's mission to empower and uplift the future generations. Let's come together & inspire every child to pursue their dreams.

2

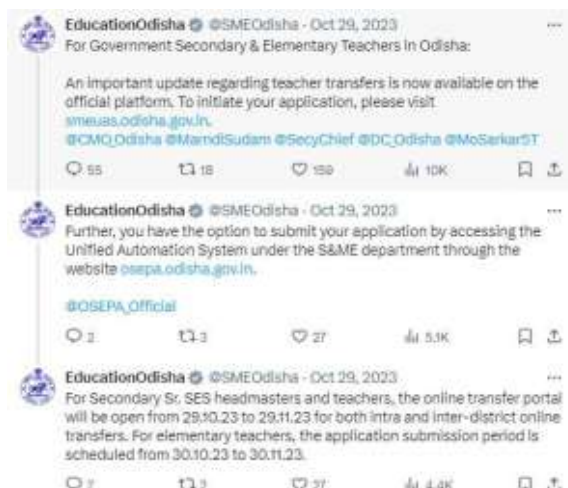
16

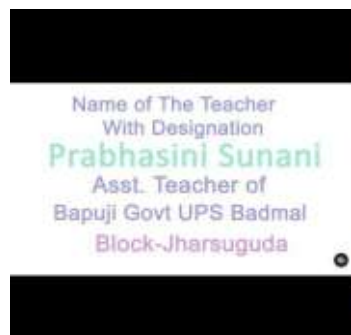
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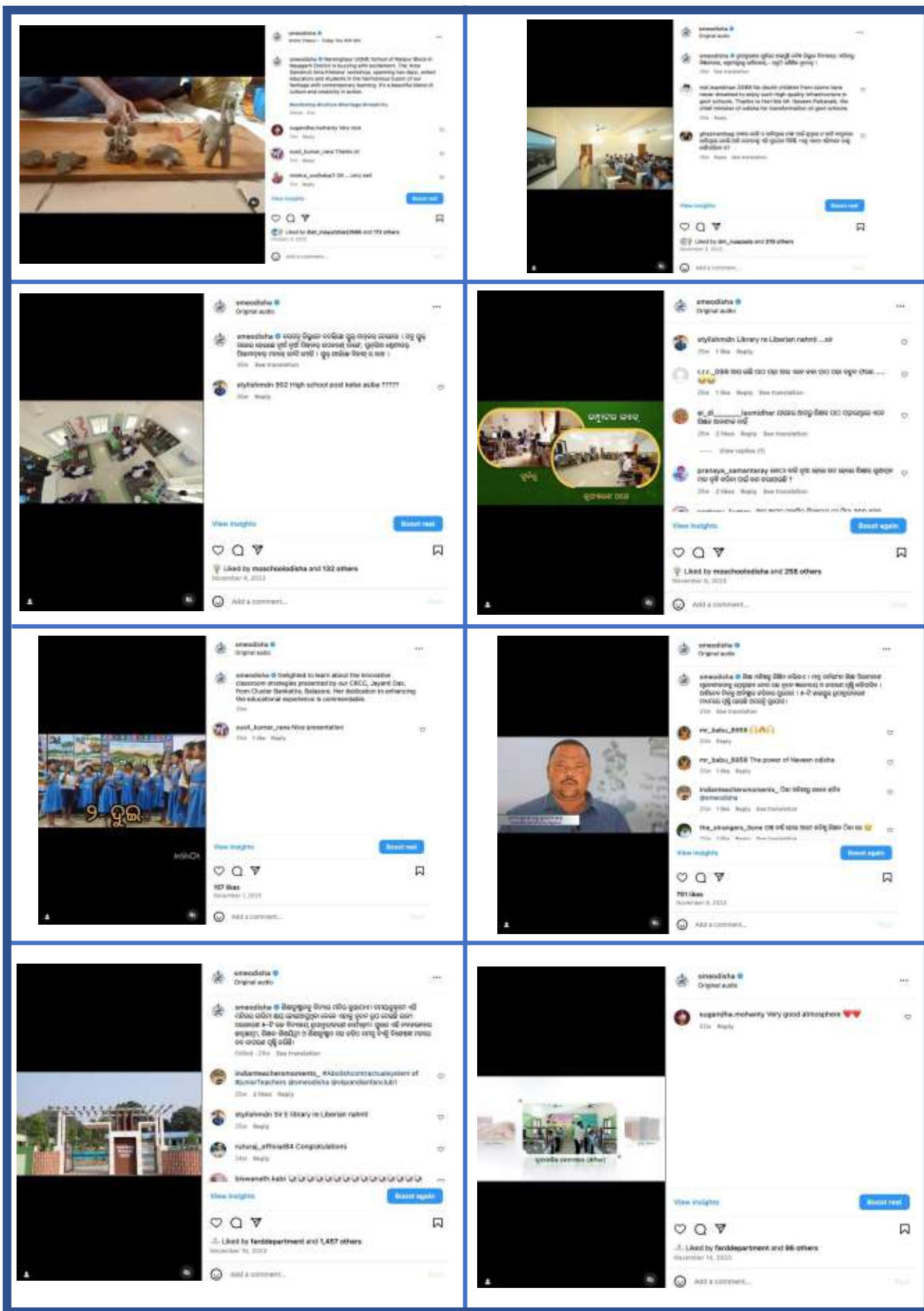


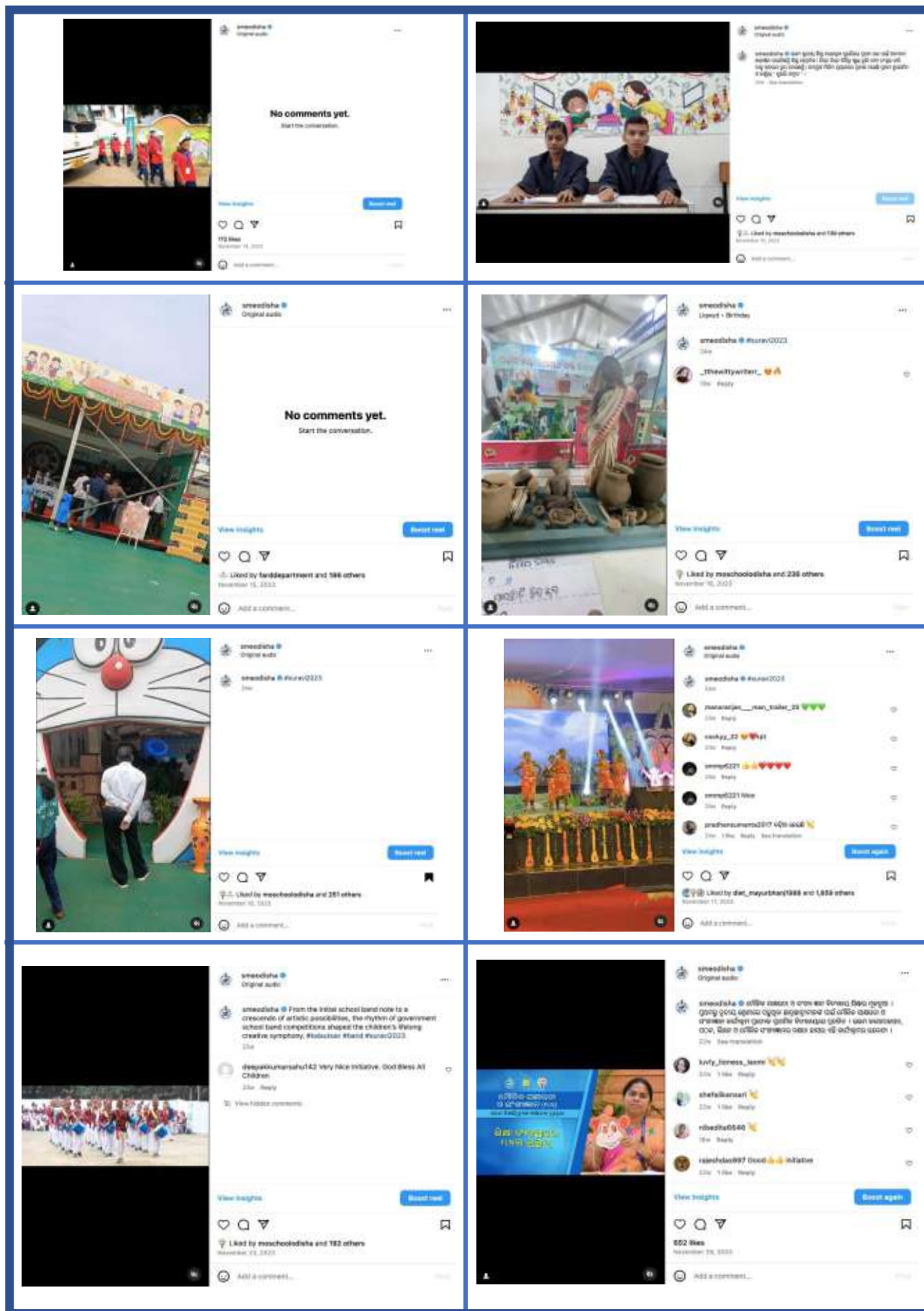


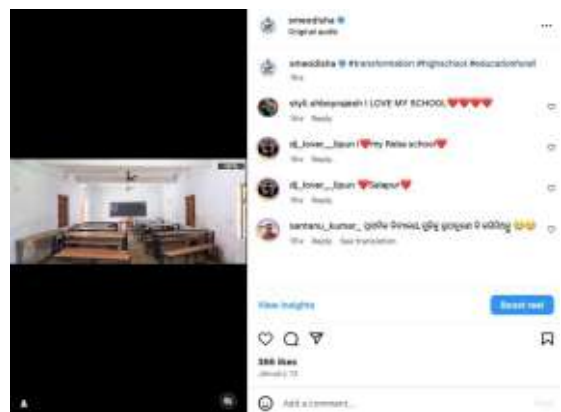
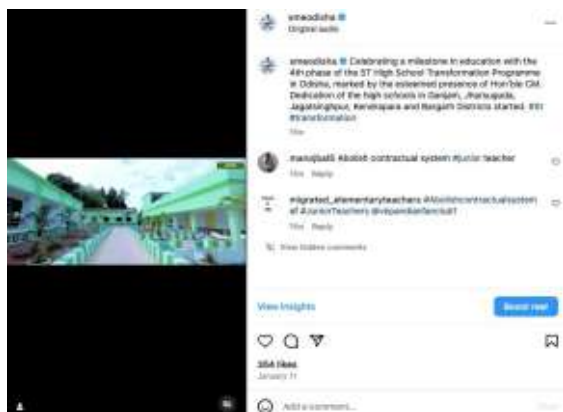
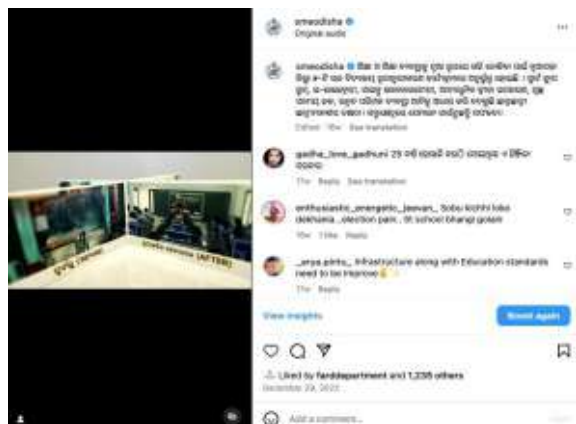


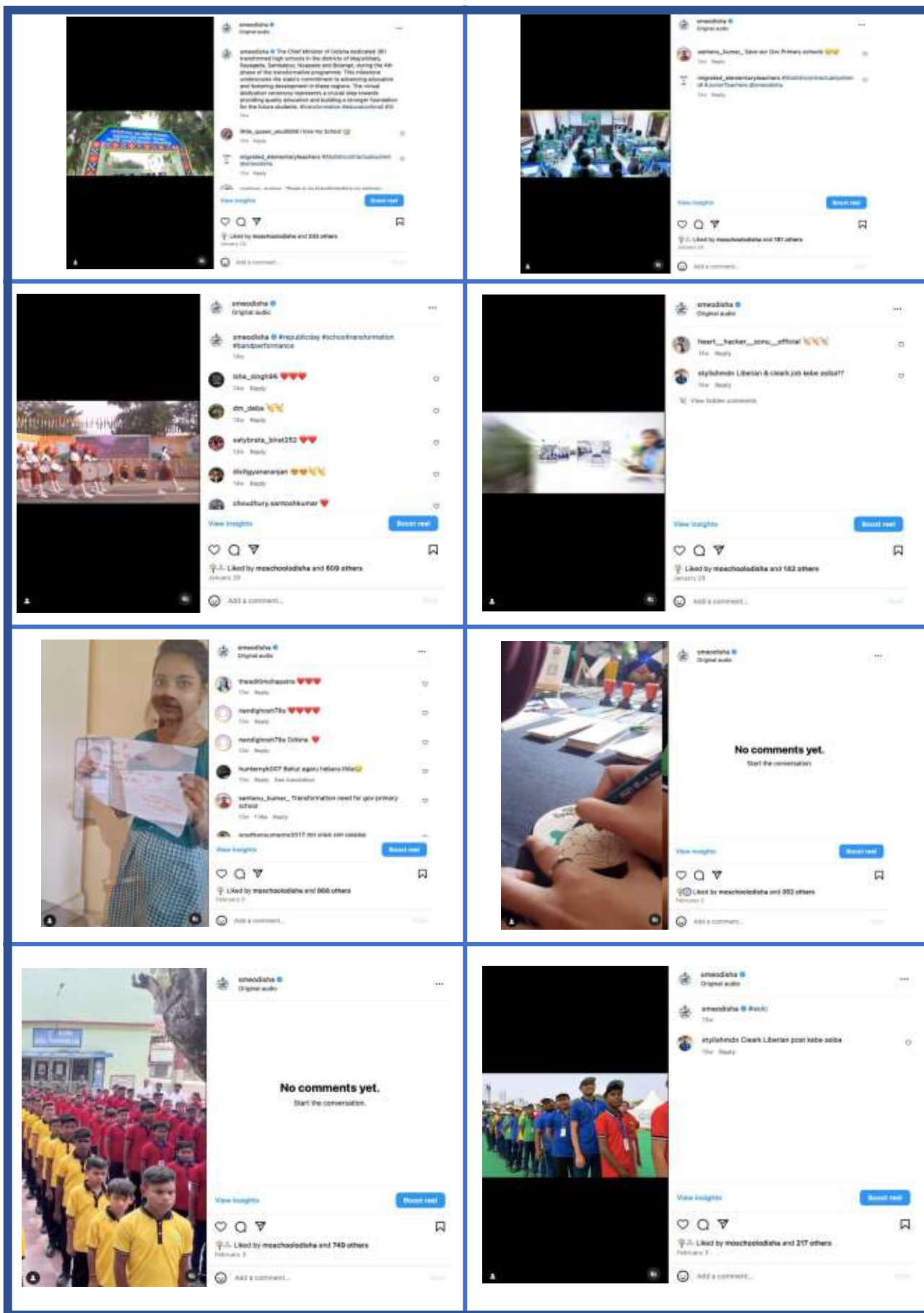


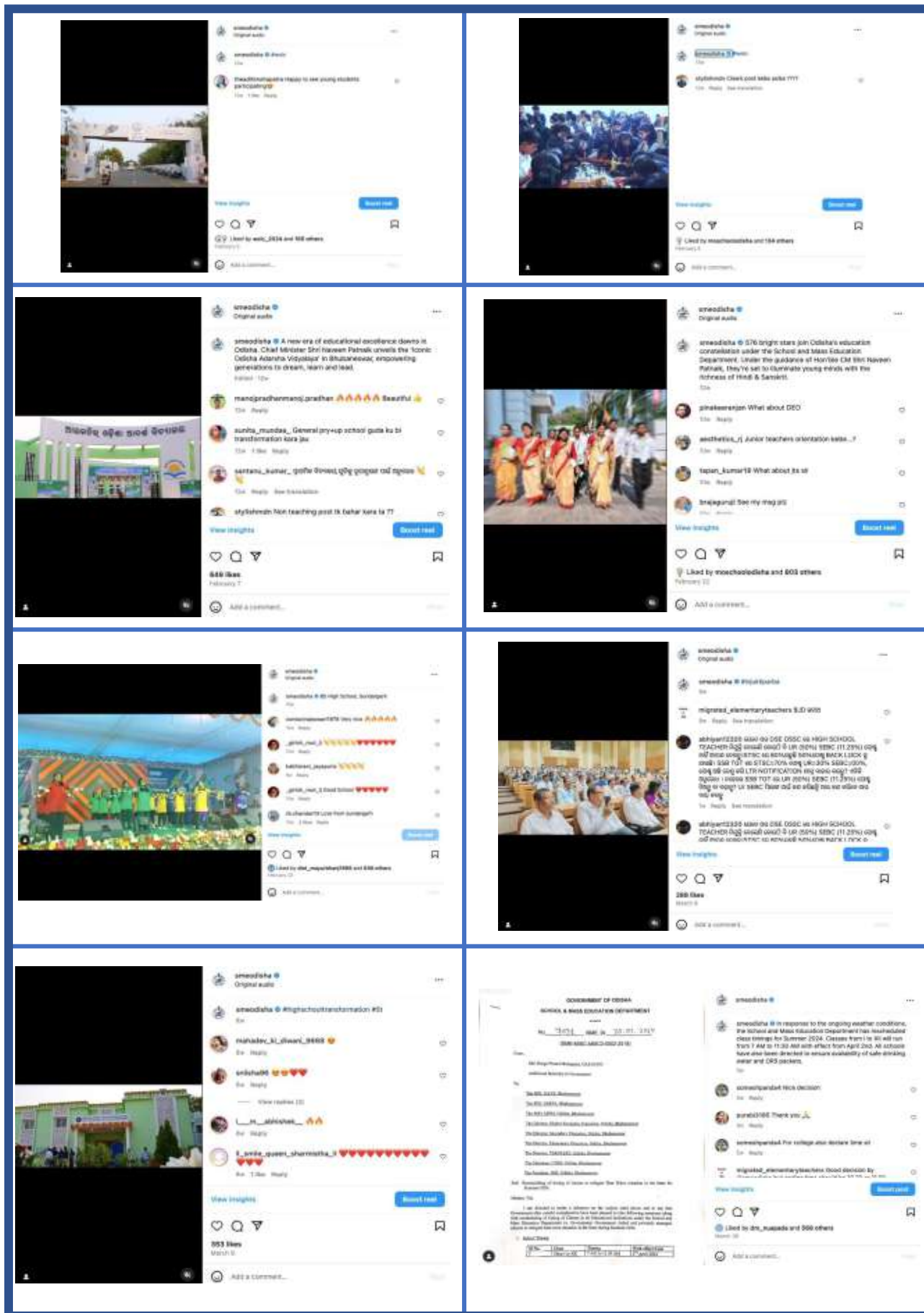














Activities at a glance - Under Samagra Shiksha









0674-23955325



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