Learning Recovery Programme (LRP) -2022

# Final State Report

**Odisha School Education Progamme Authority (OSEPA)**
Government of Odisha

# CONTENTS

## ABOUT LRP

The education of more than 1.5 billion students world-wide has been hampered due to the global pandemic. Due to Covid-19, many students in our country had to manage with online education for the past two years. Many students did not even get this opportunity considering paucity of infrastructure. Education of students in government and government aided schools in Odisha also suffered. Therefore, in order to compensate the learning loss among these students, Odisha School Education Authority conceptualized the path-breaking and transformational intervention, in the name of learning recovery programme (LRP).

LRP was a unique programme launched by the Odisha School Education Programme Authority (OSEPA) under the Department of School and Mass Education, Odisha in the year 2022. It was a refresher course to bridge the learning gap caused due to the continuous shutdown and lockdown among the Odia-medium students currently studying in Class III – IX in Govt. and Govt. Aided Schools under BSE and TE & SCERT. The programme was an attempt to offer the opportunity to these students to learn and develop class appropriate competency.

The fundamental concepts of Science (Environmental Science for Class III to Class-V), Mathematics, and English (Odia for class III) for classes III to IX are included to compensate for the learning loss in their previous two academic years. Students' workbook and teachers' manual (also referred to as LRP teaching learning material) had been designed under the direct guidance and supervision of directorate of TE & SCERT for this purpose with a unique curriculum covering fundamental and major concepts of previous two academic years.

LRP was a time-bound programme of 100 days, of which 50 days were allotted to impart education based on the LRP curriculum to the Odisha Govt. School students. Each day, two periods were allotted to conduct LRP classes covering two of the three subjects. A total of 100 periods were allotted for this purpose, of which 33 periods were allotted for language (Odia for class-III and English for class IV to IX), 33 were for (EVS for class III to V and Science for Class VI to IX) and 34 periods were allotted for Mathematics.

The specially designed LRP teaching learning material (TLM), effectiveness of the teachers in the class, direct supervision of state and district officials of OSEPA, monitoring by resource persons and project coordinators, and use of LRP software played a huge role in the success of the programme.

Further to this, the programme also included three assessments designed to measure the change in learning level of students due to induction of LRP.

1. Baseline Assessment (Held prior to the commencement of the programme at schools and didn't fall under the area of responsibility for the implementing agency)

2. Mid-Term Assessment

3. End-Term Assessment

OSEPA had selected two agencies to implement LRP in all 30 districts of Odisha.

Odisha Knowledge Corporation Limited had implemented the LRP in 15 districts of Odisha, namely: Angul, Bargarh, Boudh, Ganjam, Gajapati, Jharsuguda, Kandhamal, Khurda, Keonjhar, Mayurbhanj, Nayagarh, Puri, Rayagada, Sambalpur, Sundergarh.



Subhadra Charitable Trust had implemented the LRP in other 15 districts of Odisha, namely: Cuttack, Balasore, Bhadrak, Jagatsinghpur, Kendrapada, Jajpur, Dhenkanal, Deogarh, Bolangir, Sonepur, Kalahandi, Nuapada, Koraput, Nabarangpur, and Malkangiri.

## SCOPE

- To provide a bridge course for the students of class III to Class IX based on the syllabus of previous 2 years to compensate the lost learning. Major concepts and learning outcomes of Mathematics, Science, and English (Class –VI to Class –IX), Mathematics, Environmental Science, and English (Class –IV to Class –V) and, Mathematics, Environmental Science & Odia (Class-III) to be covered.

- Development and printing of TLM and its delivery and distribution at Nodal Training Centres.

- Development of a dedicated LRP software for monitoring and data capturing of LRP activities.

- To conduct Teachers' Training Programme and brief them on deliverables and activities under LRP.

- Implementation of LRP at Schools.

- Conduct of Mid-Term and End-Term Examinations

- Mainstreaming of Students for the current class.

## OBJECTIVES

- To implement a refresher course for the Odia-medium students of Class III – IX in Govt. / Govt. aided schools.

- To minimize the impact of lost learning among the students.

- To boost the confidence level of students and make them class appropriate for the current academic session.

## PROGRAMME DELIVERABLES & TIMELINE

- Development of teaching learning material: Students' Manual and Teachers' Manual

- Development of LRP Software

- Recruitment and selection of manpower for LRP

- Training of Project Coordinators (PCs) and Resource Persons (RPs)

- Teachers' Training at Nodal Centers

- TLM Delivery and Distribution

- Implementation of LRP at Schools

- Monitoring of LRP by PCs and RPs

- Assessment: Mid-Term and End-Term

- Project Closure and Final Report Submission

| PROGRAMME TIMELINE | | |
|---|---|---|
| Sr. No. | Name of the Activity | Date of Completion |
| 1 | Signing of Agreement | 07-09-2022 |
| 2 | Development of TLM (Work book, Teachers' manual, Solution manual, Assessment question, Feedback format) | 19-09-2022 |
| 3 | Hiring process of Resource persons | 19-09-2022 |
| 4 | Training of Teachers | 23-09-2022 to 30-09-2022 |
| 5 | Development of software | 24-09-2022 |
| 6 | Conduct of Baseline Assessment | 28-09-2022 to 30-09-2022 |
| 7 | Implementation of LRP (Initiation) | 11-10-2022 |
| 8 | Mid-Term Assessment | 17-11-2022 to 19-11-2022 |
| 9 | Terminal Assessment | 19-12-2022 to 21-12-2022 |
| 10 | Mainstreaming of Students | 22-12-2022 |



50 days of LRP Class + 6 days for Mid & End term Assessment

2 periods each day x 50 days = 100 periods (33 periods for language + 33 periods for Science & 34 periods for Maths)

Launch of LRP

11/Oct/2022 START of LRP Classes

3 days each for Mid & End Term assessment

34 days of preparation

(Planning, TLM design & Printing, Team building & Training, Teacher Training…etc.)

Baseline, Mid-Term & End-Term assessment

10 days for final Report

**Note:** *Programme duration is contingent upon the Govt. Holidays.*

## ABOUT THE IMPLEMENTING AGENCIES

## ODISHA KNOWLEDGE CORPORATION LIMITED

Odisha Knowledge Corporation Limited, briefly put OKCL, is under the administration of the Electronics & Information Technology (E&IT) Department of Government of Odisha. It is promoted jointly by the Government of Odisha and Maharashtra Knowledge Corporation Limited (MKCL), to create a new paradigm in education and development through universalization and integration of Information Technology in teaching, learning and educational management processes in particular and socio-economic transformative processes in general.

### Activities and Services

Keeping in view the rapid emergence of knowledge-based society and knowledge-led economy on the global scale and recognizing that knowledge is increasingly becoming synonymous to wealth, OKCL is dedicated to the cause of bridging the knowledge divide and resultant development opportunity divide faced by the common people in general and youths and school students in particular.

The main mission of OKCL, therefore, is to create new value-based paradigms in education, governance and empowerment of common people in the context of rapidly emerging knowledge-based society and knowledge-led economy and consistent with development opportunities therein.

### Achievements and Awards

- 450+ Network Partners

- 5000+ Network Computers

- 25 Lakhs Students Trained

- 30,000+ Teachers empowered under eVidyalaya Project Implementation of ICT@Schools in 4000 Schools under eVidyalaya project : the project has been conferred SKOCH Platinum and Order-of-Merit award in 2018.

- OKCL's eContent is used in 2500+ Smart Classrooms of the State of Odisha 442 Smart Labs and 140 Smart Classroom project at Keonjhar district.

- 3000 Teachers trained in Ganjam, Mayurbhanj under Teachers' Training Programme.

- Disbursement of Special Covid Financial Assistance-2021 to 25 Lakh workers under OBOCWWB.

- Lakh+ e-Admission processed for TE & SCERT.

- Execution of GSSK project under PR Department.

- 90,500+ e-Applications processed for Medhabruti under HED, Govt. of Odisha.

- 2000+ students from Angul, Jajpur & Sundargarh district enhanced their employability under JRPY program.

## SHUBHADRA CHARITABLE TRUST

Subhadra Charitable Trust (SCT) is a legally registered entity under Society Registration Act 1860 having Regd No: 1131701154 dated 19th July, 2011 with PAN Number: SCTP-AAOT2120D founded by a group of Social and Educational enthusiasts of Odisha. It has its presence in all 30 districts of the state of Odisha, with its Head Office at Bhubaneswar.

The Trust has been primarily focusing on educational advancement and upliftment of quality education such as Pedagogy Development, Curriculum Design, Teachers Training, Science Movement, Student Awareness drive, Children Science Congress, Mathematics Olympiads… etc. since its inception with over 1000 academic and non-academic staff.

**A. Wings of Subhadra Charitable Trust (SCT)**

- Teachers Training to the Govt. School Teachers [www.opttri.co.in]

- Science Movement [www.sciencemovement.org/]

- Odisha Primary Teachers' Training and Research Institute (OPTTRI) [http://www.optri.in/]

- National Institute of Mathematical Education and Research (NIMER)

- School under Trust: Cohen International School [https://coheninternationalschool.com/]

Trust has established a Centre of Excellence for teachers and students named Cohen International School (CIS) in 2020 at Jatni near IIT, Bhubaneswar. CIS aims to have a world-class training center specially for the teachers who want to work on pedagogy and curriculum development.

**B. Associates of Subhadra Charitable Trust (SCT)**

- Knowledge Associate: Vidwan Classes Pvt. Ltd: [www.vidwanclasses.com/]

- Publication Associate: Vidwan Publication

- Training Associate: Odisha Mathematical Society: [www.oms.com/]

## TEAM STRUCTURE FOR LRP IMPLEMENTATION

Dedicated teams were deployed by agencies based on the programme requirements to ensure smooth execution of the programme under the supervision of OSEPA. The size of the district team varied based on the size of the districts in terms of the number of blocks, number of schools… etc. under the guidelines of OSEPA.
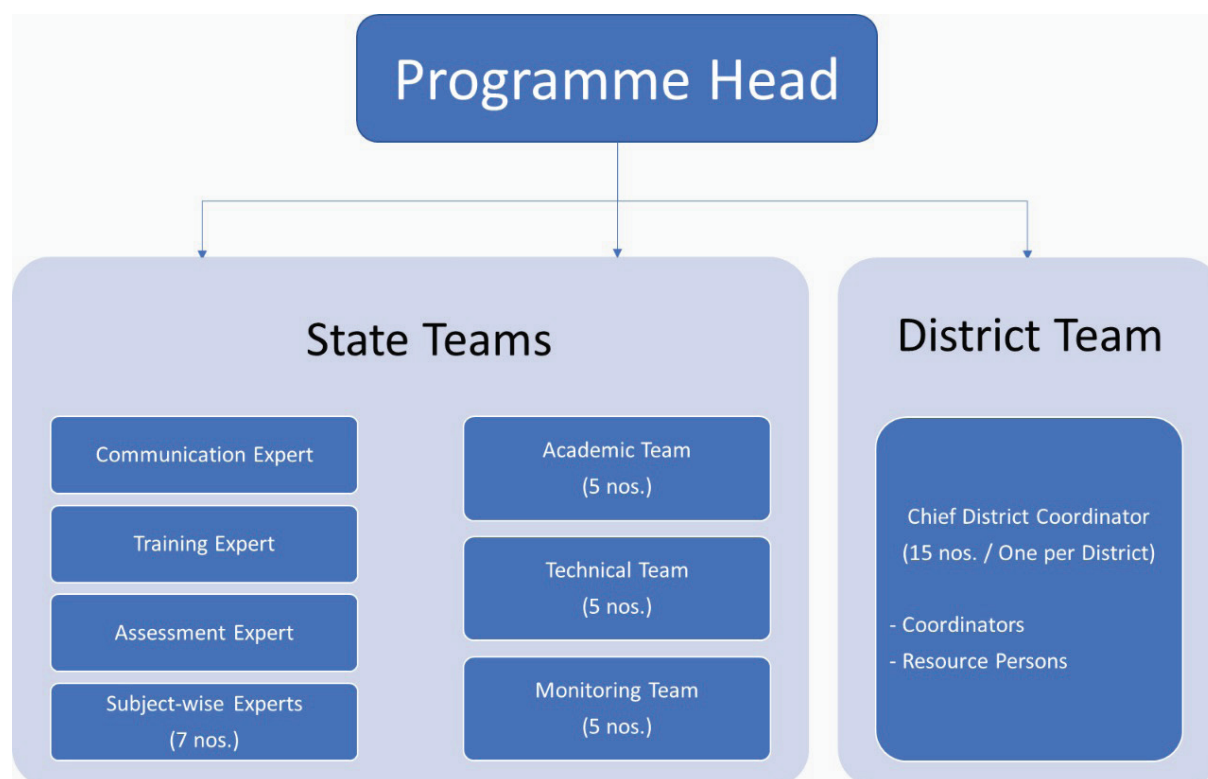


### DISTRICT TEAM FOR LRP IMPLEMENTATION

Dedicated teams were deployed in each district to implement LRP as per programme timeline. LRP implementation at each district was headed by a Chief District Coordinator (CDC) and a team of Project Coordinators (PCs) at block level and Resource Persons (RPs) allotted to schools.

| 30 DISTRICT TEAM | | | | |
|---|---|---|---|---|
| Sr. No. | Name of the District | Number of Chief District Coordinator | Number of Project Coordinator | Number of Resource Person |
| 1 | ANGUL | 1 | 18 | 296 |
| 2 | BALASORE | 1 | 30 | 504 |
| 3 | BARGARH | 1 | 17 | 293 |
| 4 | BHADRAK | 1 | 20 | 343 |
| 5 | BOLANGIR | 1 | 26 | 429 |
| 6 | BOUDH | 1 | 8 | 133 |
| 7 | CUTTACK | 1 | 26 | 434 |
| 8 | DEOGARH | 1 | 6 | 105 |
| 9 | DHENKANAL | 1 | 13 | 219 |

| 10 | GAJAPATI | 1 | 11 | 181 |
|----|----------|---|----|-----|
| 11 | GANJAM | 1 | 38 | 642 |
| 12 | JAGATSINGHPUR | 1 | 13 | 221 |
| 13 | JAJPUR | 1 | 23 | 393 |
| 14 | JHARSUGUDA | 1 | 7 | 120 |
| 15 | KALAHANDI | 1 | 27 | 456 |
| 16 | KANDHAMAL | 1 | 20 | 333 |
| 17 | KENDRAPARA | 1 | 15 | 253 |
| 18 | KEONJHAR | 1 | 33 | 558 |
| 19 | KHORDHA | 1 | 15 | 245 |
| 20 | KORAPUT | 1 | 28 | 470 |
| 21 | MALKANGIRI | 1 | 14 | 238 |
| 22 | MAYURBHANJ | 1 | 49 | 825 |
| 23 | NABARANGPUR | 1 | 21 | 358 |
| 24 | NAYAGARH | 1 | 14 | 228 |
| 25 | NUAPADA | 1 | 11 | 186 |
| 26 | PURI | 1 | 26 | 428 |
| 27 | RAYAGADA | 1 | 20 | 331 |
| 28 | SAMBALPUR | 1 | 14 | 239 |
| 29 | SONEPUR | 1 | 10 | 164 |
| 30 | SUNDERGARH | 1 | 27 | 461 |
|  | **Total** | **30** | **601** | **10,086** |

**Note: The above mentioned manpower were deployed for the project.**

District teams were deployed with the below given structure and hierarchy. The role of the CDC was to maintain close alliance with the DEO, ADEO & Pedagogy Coordinator while PCs worked closely with the block-level officers and RPs maintained close coordination with CRCCs and School Teachers.

## DISTRICT TEAM STRUCTURE AND HIERARCHY
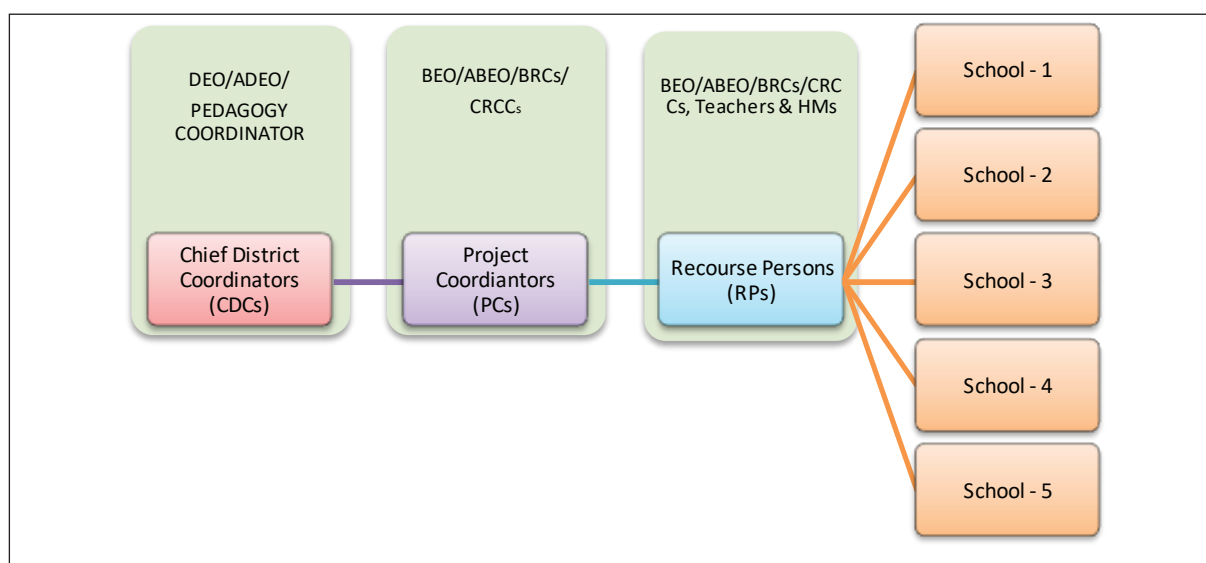
# VERIFICATION OF MANPOWER CDCs, PCs AND RPs

All the manpower deployed in the district were verified by the DEO/BEO office.

## DEVELOPMENT OF LRP TLM

Students experienced many problems due to learning loss during the COVID period. TLM enhances the comprehension and learning effectiveness of students in the classroom. In order to meet the objectives of learning recovery programme, utmost care had been taken towards development of TLM. The focus was on integrating major learning outcomes of previous two years of respective subjects.
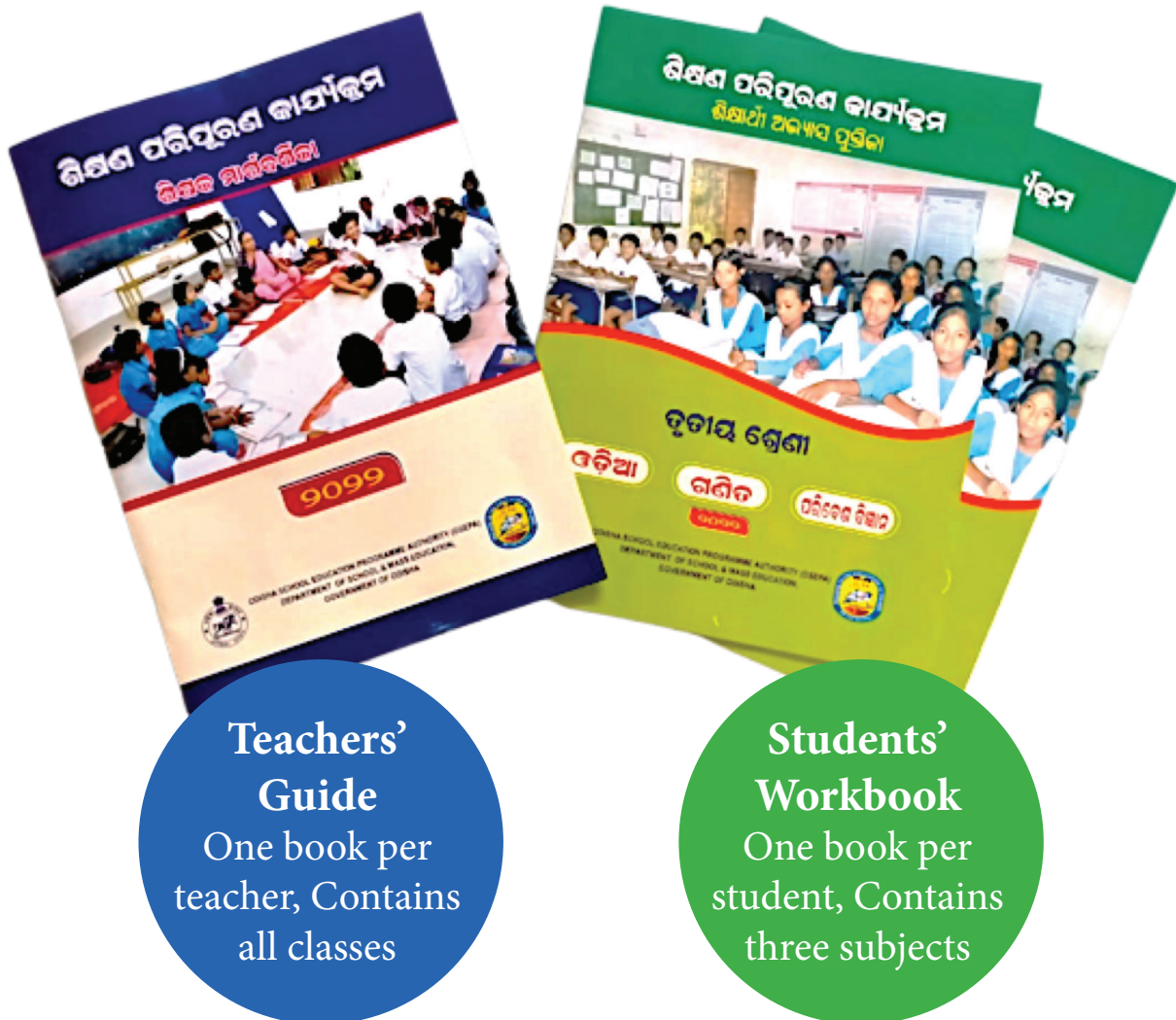


**Teachers' Guide**
One book per teacher, Contains all classes

**Students' Workbook**
One book per student, Contains three subjects

In order to develop teaching learning material, both the implementing agencies engaged subject area experts and practitioners, conducted multiple brain storming sessions and threadbare discussions. After that a comprehensive strategy for development of TLM was prepared. Experts of directorate of TE & SCERT also contributed valuables inputs for integration in TLM. It was decided that the TLM should be based upon the learning outcomes of previous two years. The final TLM was vetted by expert committee of SCERT. The fundamental concepts of Science, Mathematics, and English (Odia for class III) for classes III to IX were included to make up for the learning loss in their previous two schooling years. Both the agencies started the printing work of the TLMs after obtaining due approval from OSEPA. For LRP, four TLMs were developed: Students' workbook, Teachers' Manual, Mid-term and End-term assessment papers with solutions. Teachers' manual and students' workbook were carefully designed to ensure students achieve their age and class appropriate competency level. The assessments were designed to access their progress over the duration of the programme.

## Students' Workbook

- A workbook for each class between class-III and class-IX
- Each book included three subjects for the respective class
  - **Language:** Odia for Class-III &English for Class-IV to IX
  - **Science:** EVS for Class-III, IV, V &Science for Class-VI to IX
  - **Mathematics:** Math for Class-III to IX
- Workbook was based on Learning outcomes (LOs). Fundamental and major concepts were considered for the selection of the LOs.
- As there was learning loss of previous two years, LOs were considered from the previous two academic years for respective subjects. Meaning, for Class-V students, LOs from class III & IV were considered.

## Teachers' Manual

- It contained instructions and guidelines for teachers.
- It comprised of all 7 classes (class III to IX) and subjects covered under the LRP Programme.
- It had two parts
  - **Daily Activity Schedule (LRP Microplan):** This section detailed a daily planner for all classes covering all three subjects for the 50 days of the classroom intervention.
  - **Solution Manual:** It contained solutions to all the practice questions given in the students' workbook for all the classes.

# DEVELOPMENT OF LRP SOFTWARE

## LRP SOFTWARE

The Odisha School Education Programme Authority (OSEPA) initiated a step towards the most precious education of about 40 lakh students to be more specific by launching the time bound Learning Recovery Programme Project in Odisha. The main motive of the project was to revive the lost learning of students who did not get the opportunity due to lack of infrastructure during the outbreak of COVID. Many schools managed to cope up with education in online mode whereas near about 50 thousand active schools lacked the same in Odisha. OSEPA implemented the Learning Recovery Programme for the students from Class III to IX, with the help of LRP software.

## SCOPE

A software framework was developed and implemented by the implementing agencies for monitoring of LRP activities and progress in form of **web application and mobile application**. As many as 2.6 Lakh logins were created for teachers, officials and related users for updating the LRP software framework live data. The main modules of the software framework included the following features:

1. Teachers' Training by Resource Persons (RP)

2. Daily Class Attendance by Teachers

3. Term Review Entry by Teachers

4. User Creation by Head-masters, CDCs, PCs for respective domains

5. Dashboards and Reports

## IMPLEMENTATION

Rigorous software training was provided by OKCL in online mode to the users including Head-masters, Teachers, DEOs/ADEOs, Pedagogy Coordinators and Programmers, BEOs, CRCCs, Teachers, Headmasters/Headmistress, Chief District Coordinators, Resource Persons, Project Coordinators among others. WhatsApp support was also provided via a dedicated number to address the concerns of all the above users. Software training materials were made available in the Download section of LRP website as follows:

• Link to the play store to install LRP mobile application.

• Step wise guide document of LRP.

• YouTube tutorials showing the features of LRP web portal and mobile application.

• Power Point Presentation Guide of LRP.

## IT INFRASTRUCTURE

The software framework was deployed with help of OCAC and was upgraded to serve the increasing demand of the users of LRP software. The following IT infrastructure was used to successfully cater to the needs of LRP software.

1. One Load Balancer

2. Two Application Servers

3. One Database Server

4. One Network Storage

The above Infrastructure was optimized further to serve the LRP users. A total of **3.4 TB** files were uploaded to the Network Storage and a database of **10 GB** was populated in the Database Server. A regular of around **2 lakh** users in an hour were served during the peak performance times.

## SECURITY-AUDIT

The on-going requirement were also catered keeping all aspects of user experience in place as required. The security audit of the LRP software was successfully carried out by CERT-In Empanelled Agency for security and proper serving hosting purpose.

## LRP APPLICATION USER - ACCESS LEVELS

Role specific user logins were created for different levels. Below table lists the same:

| SL No. | User Level | Purpose |
|---|---|---|
| 01 | Admin | For the application admin users |
| 02 | State | For State level users |
| 03 | DEO | For each district |
| 04 | ADEO | For each district |
| 05 | BEO | For each block |
| 06 | CRCC | For each Cluster |
| 07 | Head Master | For each School (Using the School UDISE) |
| 08 | Teacher | For each Teacher (Teacher ID) |
| 09 | Agency | For each implementing agencies |
| 10 | CDC – Chief District Coordinator | For each CDC with district level access |
| 11 | PC – Project coordinator | For each block with block level access |
| 12 | RP – Resource Person | For each Resource Person on boarded in to the project |

**LRP WEBSITE**



## Welcome to Learning Recovery Programme (LRP):

The education of more than 1.5 billion students world-wide has been hampered due the pandemic, many students in our country had to manage with online education for the past tw even get this opportunity due to lack of infrastructure. In order to compensate the lost learn School Education Programme Authority (OSEPA) is implementing the learning recovery progran III to IX.

# Recovery Programme



Home    About    Download    Support

global pandemic. Due to the
o years. Many students did not
hing of the last 2 years, Odisha
mme for the students from Class

Read More »

## 🔓 USER LOGIN

Enter Login Id

Password
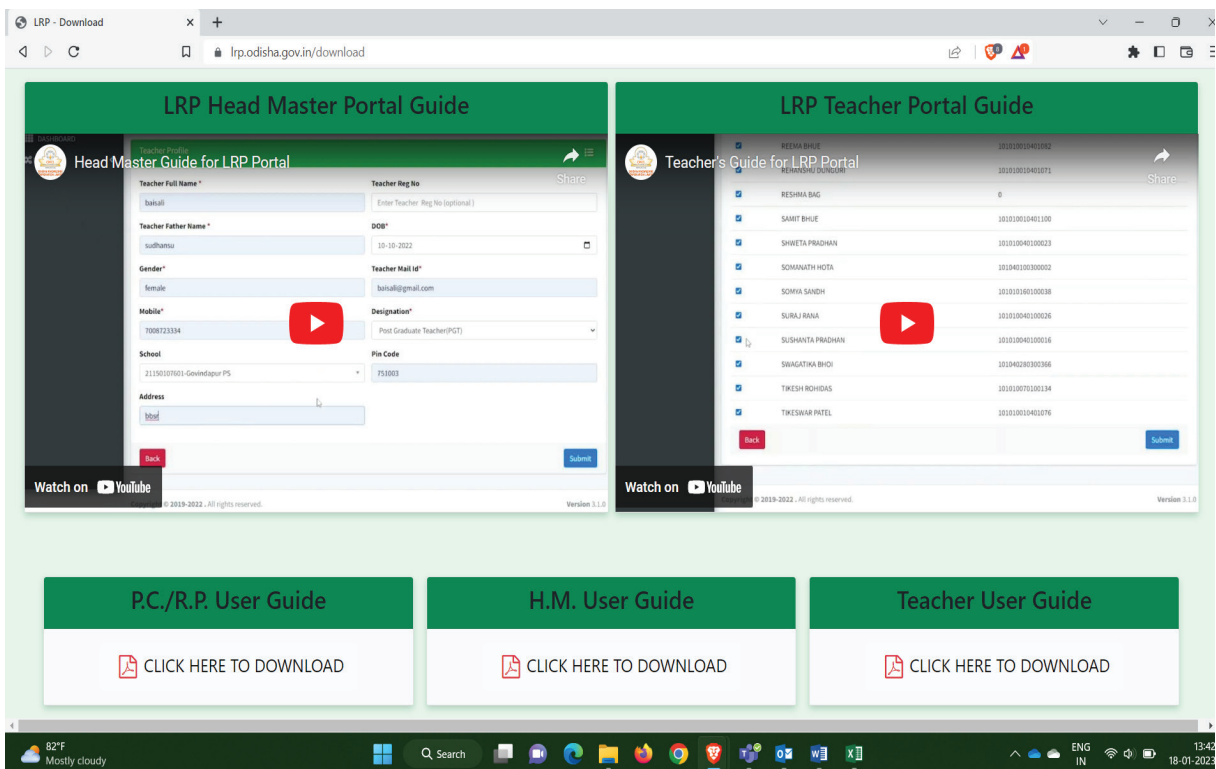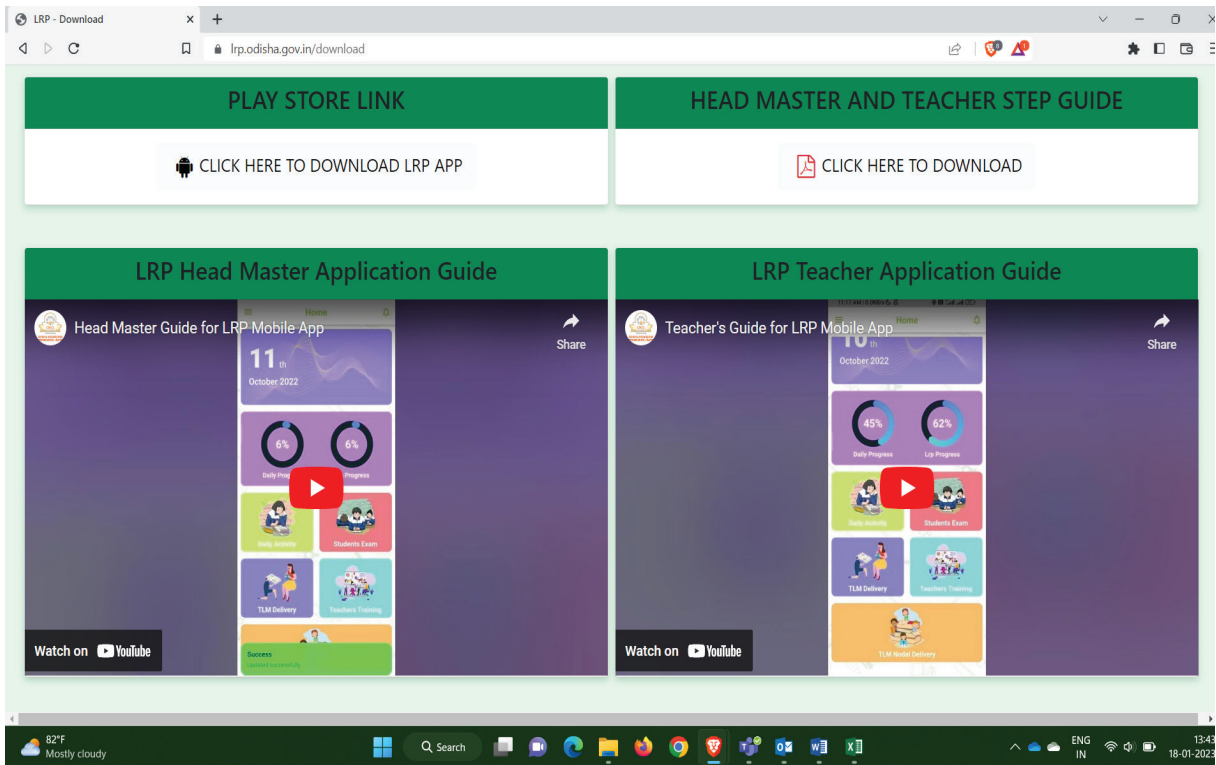
## DASHBOARDS & REPORTS

The dashboards and reports were made available in State, District, Block, CRCC level logins as required respectively for their domains. The dashboard was presented in drill down fashion to check the progress from state level to district level to block level to school level

## State Dashboard
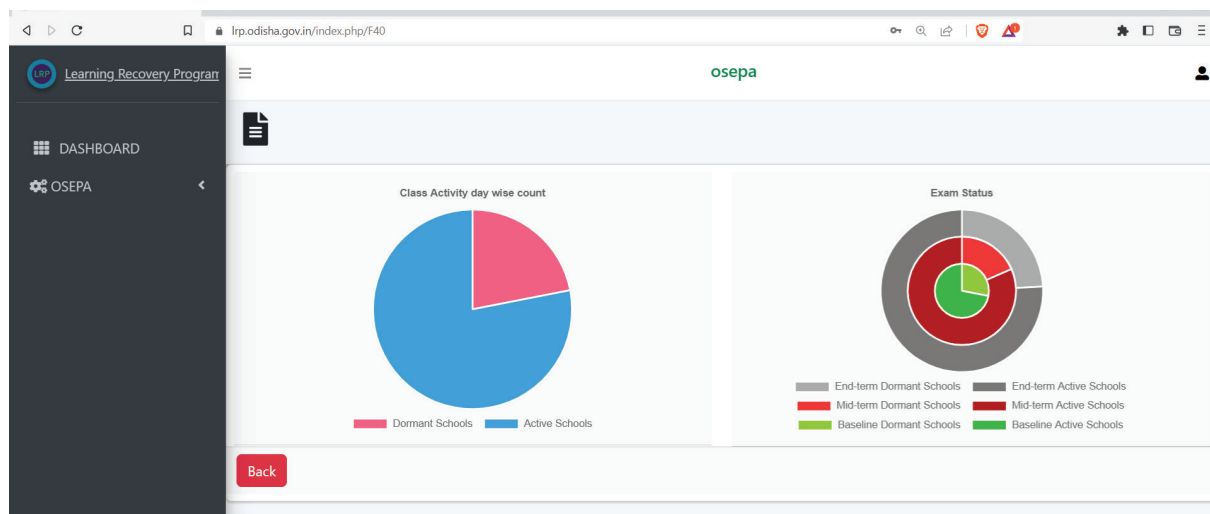


## Attendance Dashboard
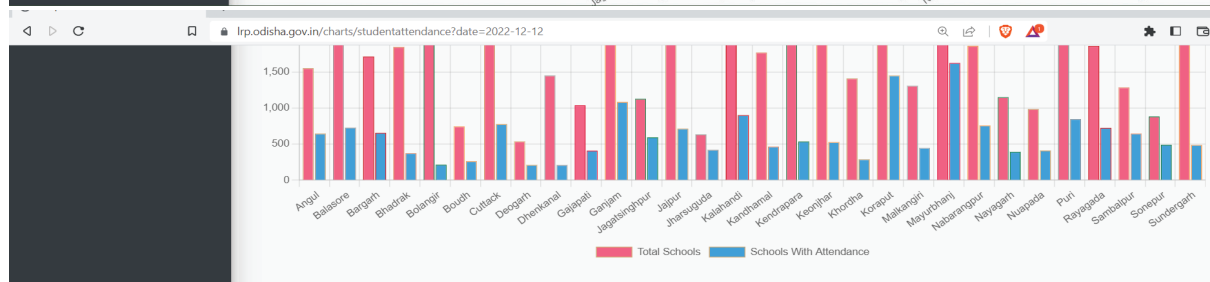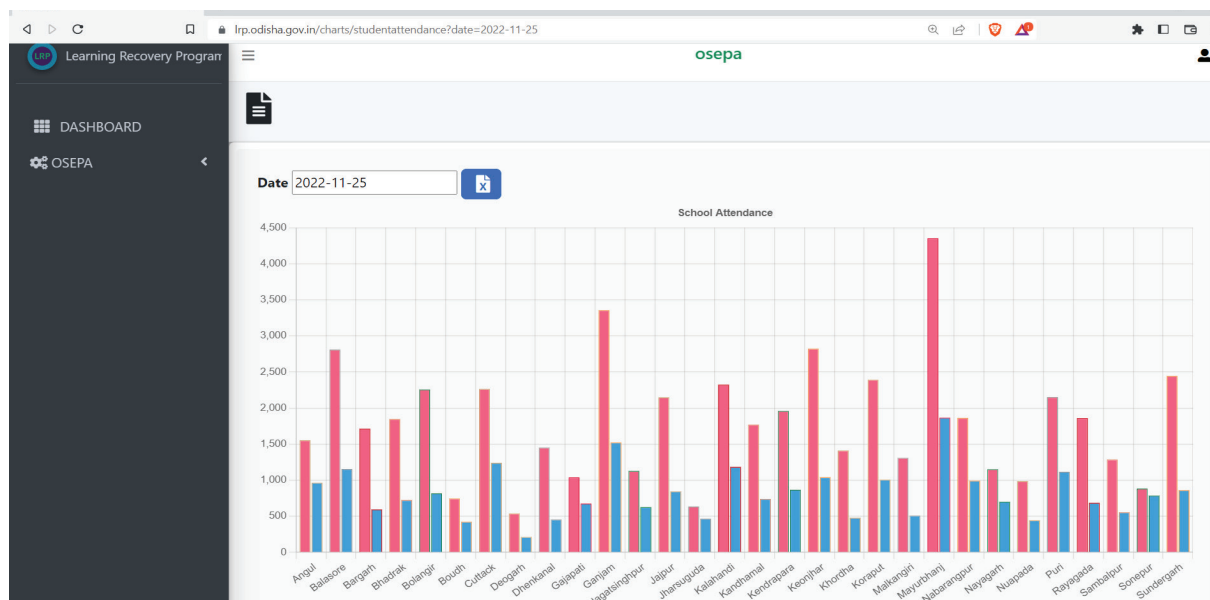




| SLNO. | District | Total Schools | Schools With Attendance | Schools Without Attendance |
|---|---|---|---|---|
| 1 | Angul | 1553 | 645 | 908 |
| 2 | Balasore | 2809 | 728 | 2081 |
| 3 | Bargarh | 1713 | 656 | 1057 |
| 4 | Bhadrak | 1846 | 375 | 1471 |
| 5 | Bolangir | 2256 | 214 | 2042 |
| 6 | Boudh | 746 | 263 | 483 |
| 7 | Cuttack | 2264 | 776 | 1488 |
| 8 | Deogarh | 538 | 212 | 326 |
| 9 | Dhenkanal | 1451 | 210 | 1241 |

## District Dashboard (Attendance)





| SLNO. | Block | Total Schools | Schools With Attendance | Schools Without Attendance |
|-------|-------|---------------|-------------------------|----------------------------|
| 1 | Bandhugam | 119 | 79 | 40 |
| 2 | Boipariguda | 205 | 126 | 79 |
| 3 | Borigumma | 246 | 213 | 33 |
| 4 | Dasmantpur | 205 | 52 | 153 |
| 5 | Jeypore | 189 | 134 | 55 |
| 6 | Jeypore Mpl | 46 | 37 | 9 |
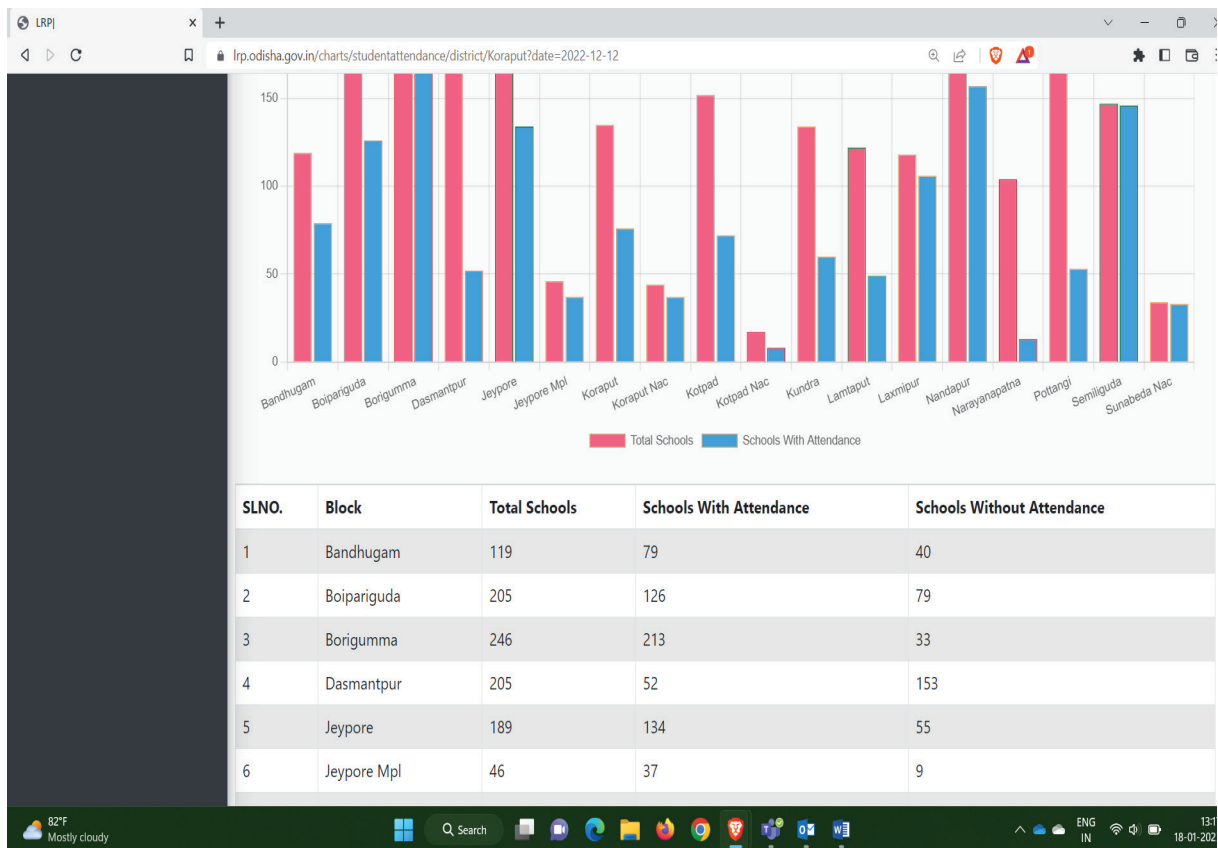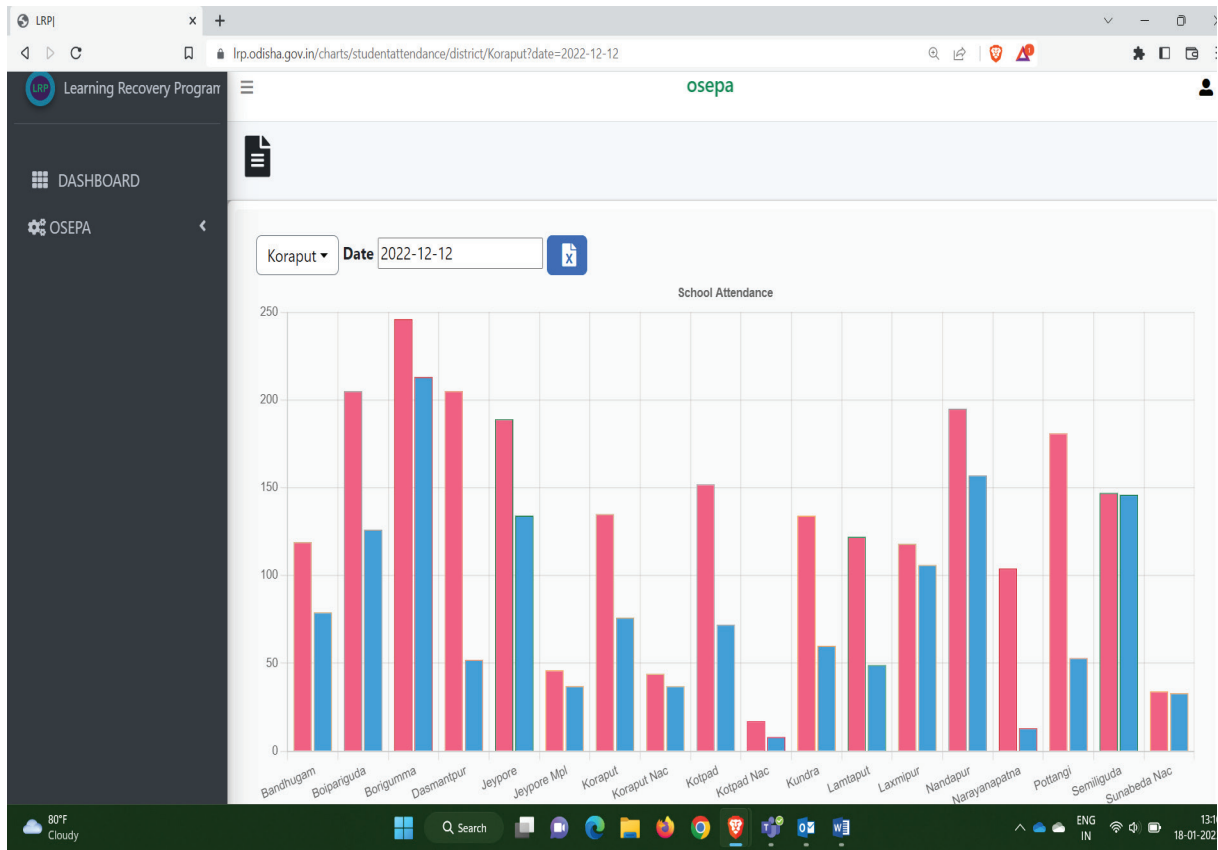
## Block Level Drill Down Dashboard / Reports

## Examination Dashboard and Reports
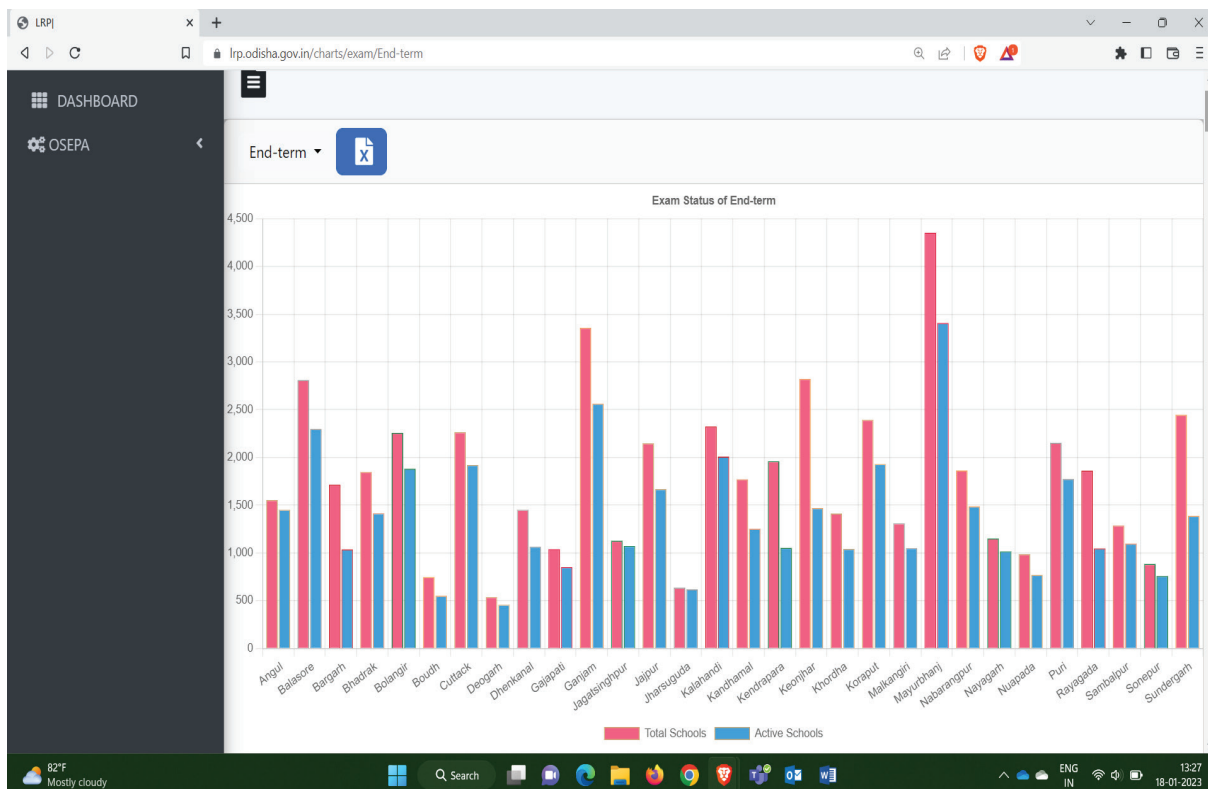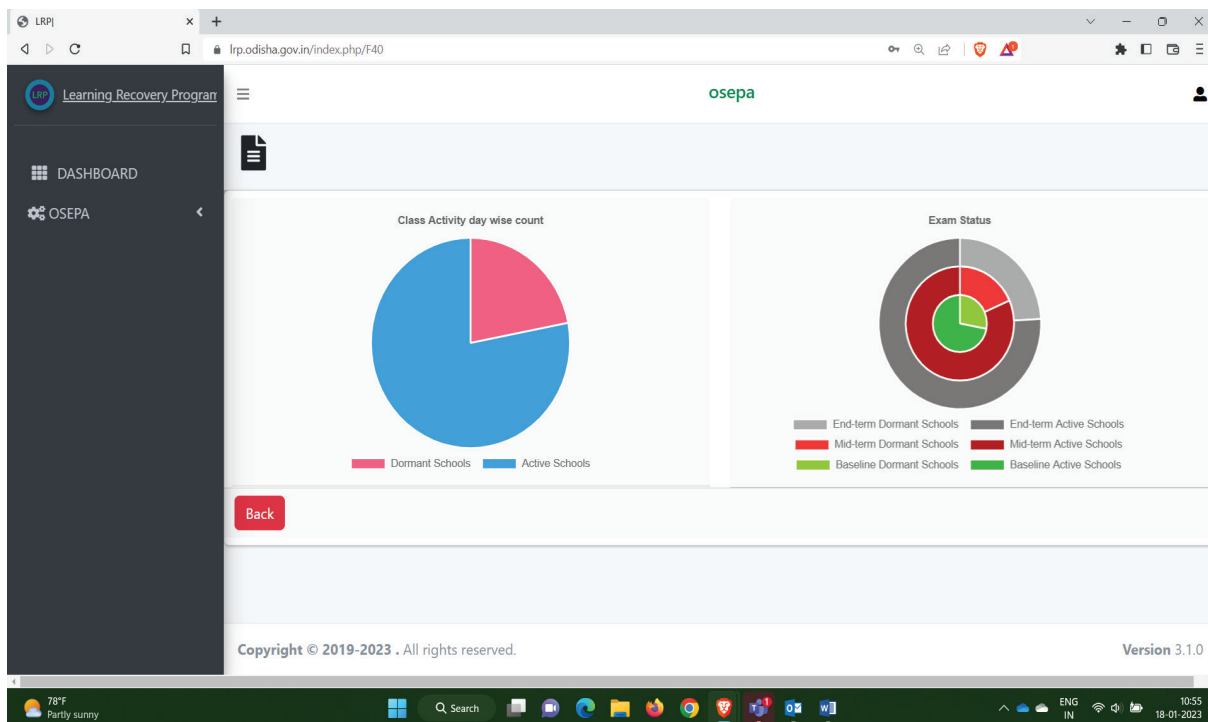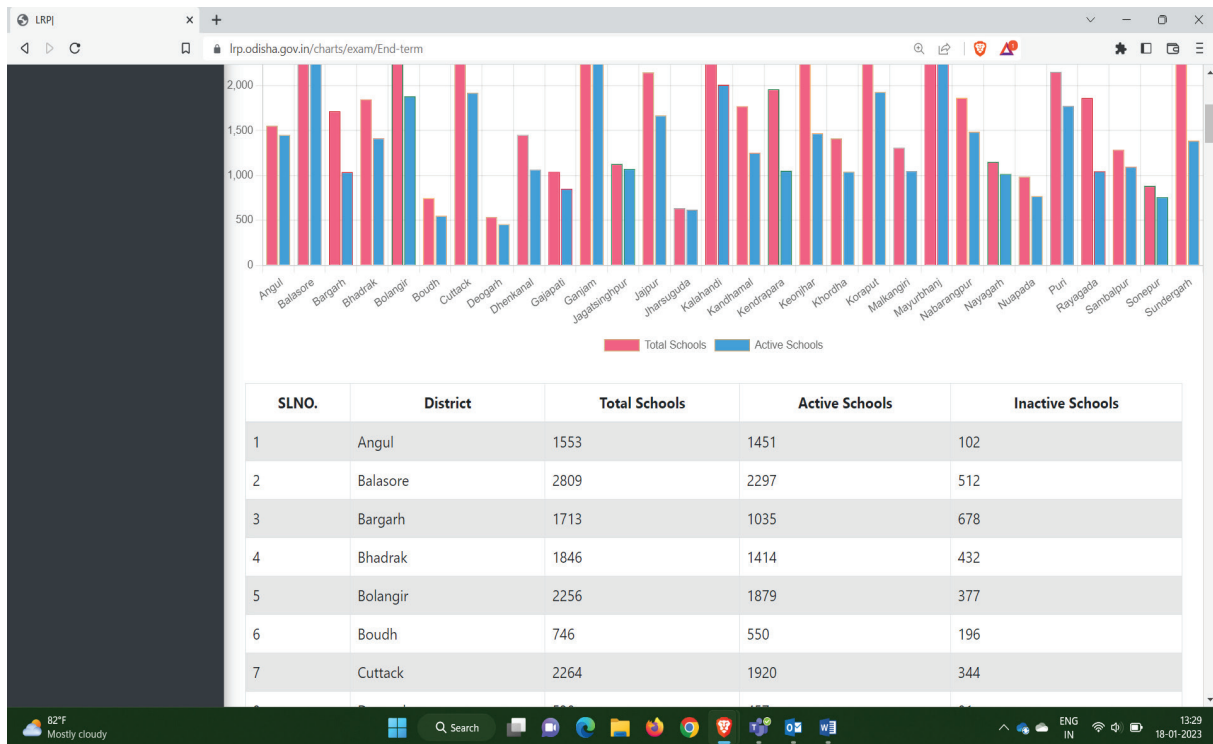
| SLNO. | District | Total Schools | Active Schools | Inactive Schools |
|---|---|---|---|---|
| 1 | Angul | 1553 | 1451 | 102 |
| 2 | Balasore | 2809 | 2297 | 512 |
| 3 | Bargarh | 1713 | 1035 | 678 |
| 4 | Bhadrak | 1846 | 1414 | 432 |
| 5 | Bolangir | 2256 | 1879 | 377 |
| 6 | Boudh | 746 | 550 | 196 |
| 7 | Cuttack | 2264 | 1920 | 344 |



| | | | | Students' Marks Update Progress | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| SL NO. | District | Class | Term | Total Students | Maths | Odia | EVS | English | Science |
| 1 | Angul | 3 | End-term | 16231 | 8440 | 7884 | 7960 | 0 | 0 |
| 2 | Angul | 4 | End-term | 16330 | 7976 | 0 | 7623 | 7675 | 0 |
| 3 | Angul | 5 | End-term | 16212 | 7746 | 0 | 7307 | 7433 | 0 |
| 4 | Angul | 6 | End-term | 17305 | 6920 | 0 | 0 | 6883 | 6385 |
| 5 | Angul | 7 | End-term | 17329 | 7129 | 0 | 0 | 6946 | 6725 |
| 6 | Angul | 8 | End-term | 16352 | 6419 | 0 | 0 | 6983 | 6276 |
| 7 | Angul | 9 | End-term | 16617 | 5684 | 0 | 0 | 7185 | 6425 |
| 8 | Balasore | 3 | End-term | 30496 | 14799 | 13489 | 13618 | 0 | 0 |
| 9 | Balasore | 4 | End-term | 30989 | 14761 | 0 | 14173 | 13554 | 0 |
| 10 | Balasore | 5 | End-term | 32025 | 14768 | 0 | 13874 | 14195 | 0 |
| 11 | Balasore | 6 | End-term | 32196 | 11224 | 0 | 0 | 11812 | 9769 |
| 12 | Balasore | 7 | End-term | 32902 | 10983 | 0 | 0 | 11142 | 10215 |
| 13 | Balasore | 8 | End-term | 32105 | 9895 | 0 | 0 | 10764 | 9741 |
| 14 | Balasore | 9 | End-term | 30520 | 8086 | 0 | 0 | 10189 | 7793 |
| 15 | Bargarh | 3 | End-term | 16787 | 6117 | 5988 | 5913 | 0 | 0 |

| SLNO. | Block | Total Schools | Active Schools | Inactive Schools |
|---|---|---|---|---|
| 1 | Arc Charbatia | 2 | 0 | 2 |
| 2 | Athagarh Nac | 10 | 10 | 0 |
| 3 | Athgarh | 167 | 156 | 11 |
| 4 | Banki | 107 | 92 | 15 |
| 5 | Banki Nac | 8 | 7 | 1 |
| 6 | Baramba | 149 | 116 | 33 |
| 7 | Baranga | 98 | 93 | 5 |
| 8 | Choudwar Mpl | 31 | 29 | 2 |
| 9 | Cuttack Mc | 168 | 125 | 43 |
| 10 | Cuttack Sadar | 136 | 92 | 44 |

# MOBILE APPLICATION

## Teachers' Login
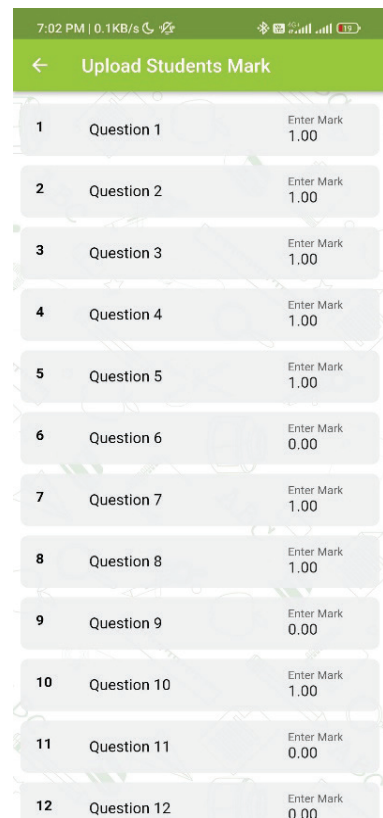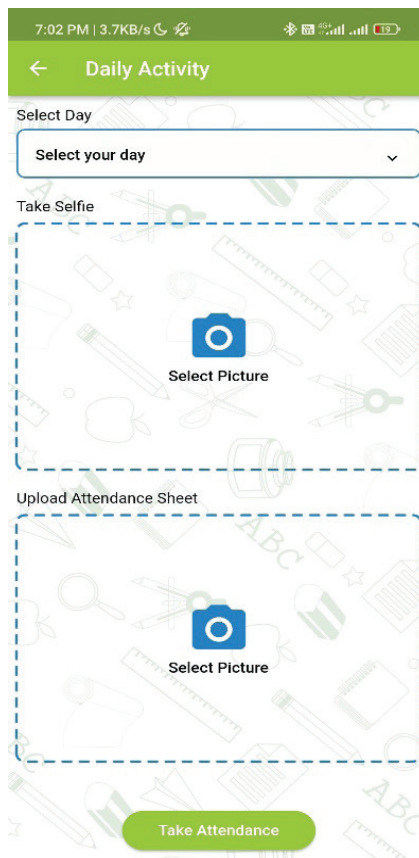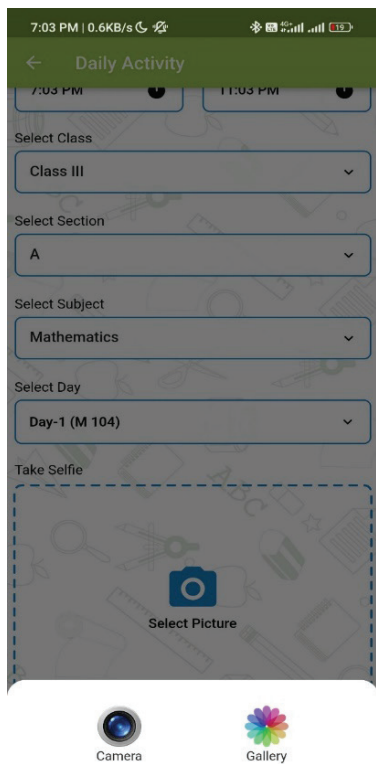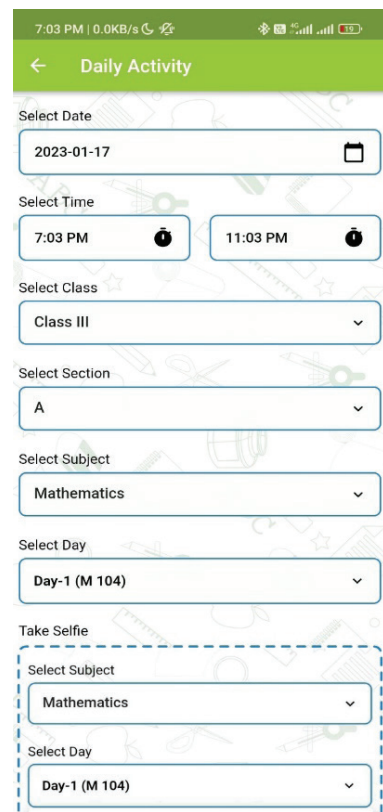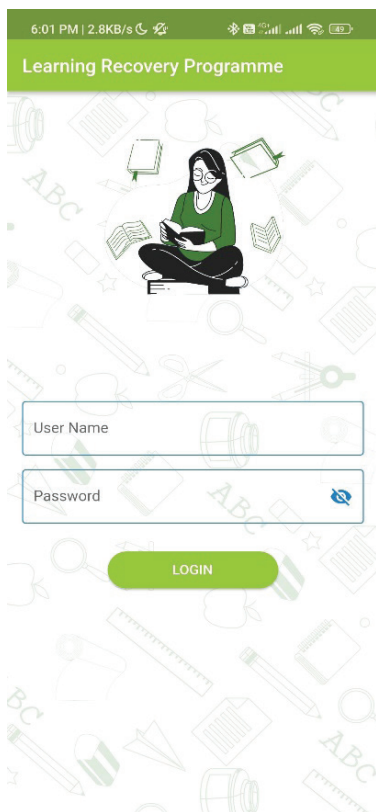
## Headmasters' Login
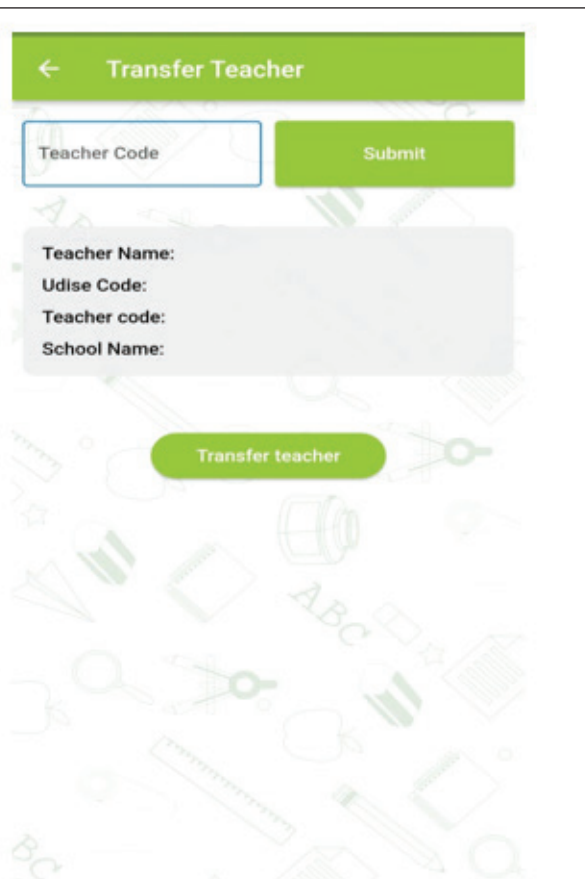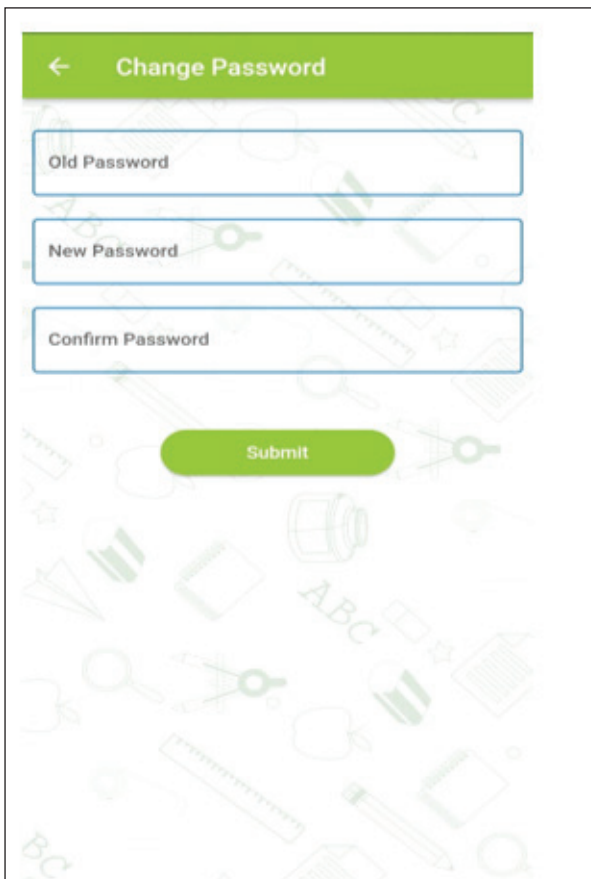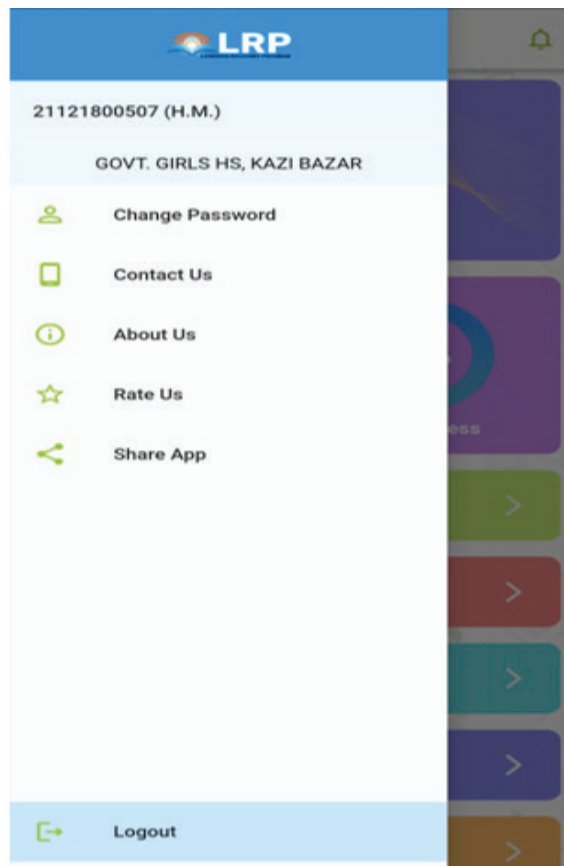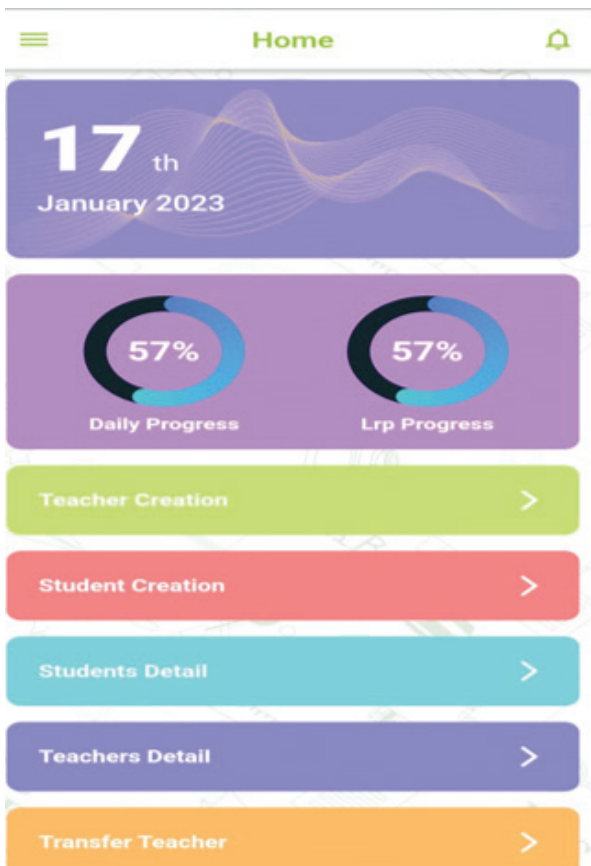
## Student Detail and Student Detail List Screen
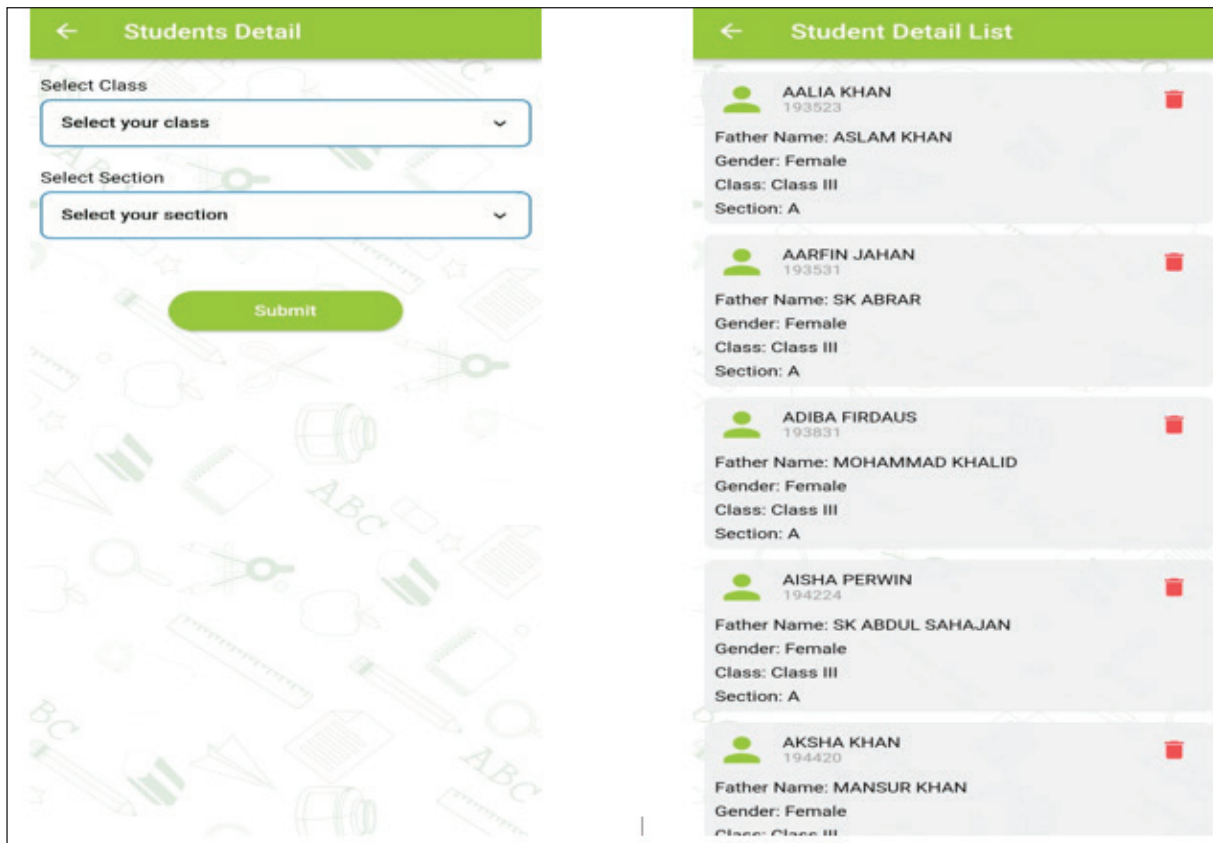


## Teacher Creation and Student Creation
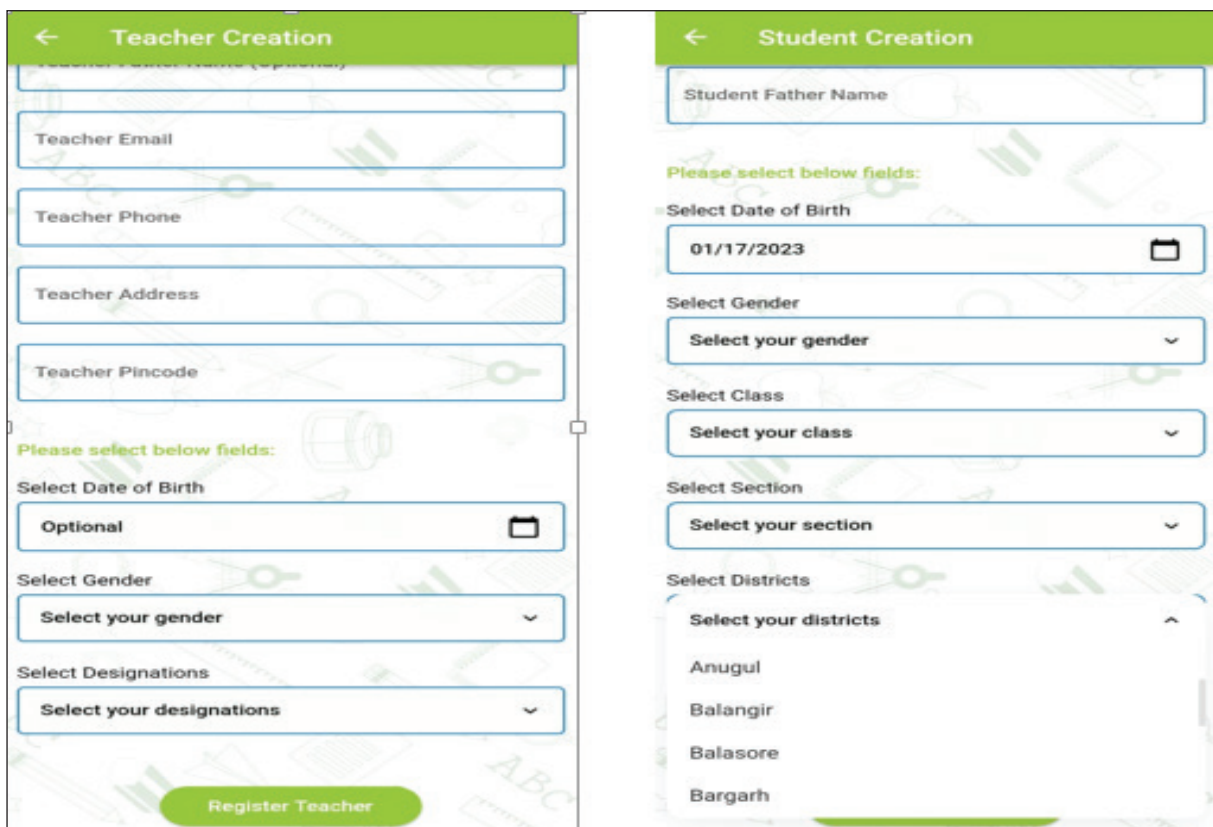
## MANPOWER RECRUITMENT, SELECTION, AND DEPLOYMENT

Manpower for implementation of LRP were recruited through open advertisement and job posting in various social media platforms. A proper process was followed to ensure recruitment of quality manpower. All Original certificates of selected candidates were verified at the time of issue of appointment letter. All required manpower for LRP were selected as per the qualification and criteria mentioned in the LRP-RFP.

## TRAINING OF CENTRAL PROJECT MANAGEMENT TEAM

Central project management team (CPMT) had been trained on various dimensions and deliverables under LRP. CPMT included academic team, technical team, monitoring team and subject area experts. They were trained on the below components.

- About LRP, Scope, Objectives
- Necessity of LRP
- Team members' job roles and responsibilities
- LRP Activities and Timeline
- LRP TLM
- LRP Software and its' use
- Teachers 'Training
- TLM distribution
- Implementation of LRP at school
- School visit and reporting
- Mid-term and End-term assessment
- Coordination with district officials

Role specific training modules and handouts were designed for the CPMT training. Various role specific trainings were conducted both physically and virtually by experts and master trainers. Subsequently they were also trained from time-to time on the above said areas based on the programme requirement.

## TRAINING OF DISTRICT TEAM

The entire district LRP team was trained prior to their deployment in the programme. The team included chief district coordinators, coordinators. and RPs.They were trained on the following dimensions:

- About LRP, Scope, Objectives
- Job roles and responsibilities
- LRP Activities and Timeline
- LRP TLM
- LRP Software and its' use
- Teachers 'Training
- TLM distribution
- Implementation of LRP at school
- School visit and reporting
- Mid-term and End-term assessment

Role specific training modules and handouts were designed for the training of the team members. Various role specific trainings were conducted both physically and virtually by experts and master trainers. Subsequently they were also trained from time-to time on the above said areas based on the programme requirement. Additionally, Chief District Coordinators also conducted several rounds of training for PCs and RPs of their respective district.  Daily basis comprehensive LRP software training sessions were conducted for all stakeholders (CDC, PCs, RPs, Teachers, CRCCs, HMs, Block and district officials) on daily basis.

### Training of Chief District Coordinators and Project Coordinators

Project head and the central team members conducted multiple phases of training for chief district coordinators and coordinators through physical mode from 16th Sept 2022 to 22nd Sept 2022. Training sessions were conducted at state level as well as district level by agencies.

**Key objectives of training:**

- To give detail information on LRP, scope, objectives, timeline, stakeholders, TLM, LRP software, implementation at schools, assessments, monitoring and supervision.

- To build a strong pool of trained team for each district capable of execution of the LRP at each district.

- To train the team for proper coordination and facilitation with district education office and block education offices along with all district officials involved in implementation of LRP.

## Training of Resource Persons

Resource Person training was an essential and integral part of the Learning Recovery Programme (LRP). The training for the Resource Persons was conducted by the State Level Master Trainers.

**Key objectives of the training**:

- To explain the background of LRP, scope, objectives, and stakeholders
- To build a strong and large pool of resource persons across the state, capable of conduct teachers' training programme and monitoring of LRP at schools.
- To elaborate on LRP deliverables and activities.
- To explain the TLM (students' workbook, teachers' manual, mid-term question and solution papers, end-term question with solution papers), LRP software, scope, and objectives of the programme.
- To familiarize Resource Persons with the customized and tailored curriculum meant to recover the learning loss of the students from Class III – Class IX on key subjects of Science (Environmental Science for class III to V), Mathematics, and English (Odia for class III).
- To explain the execution of LRP at schools, class monitoring, data upload, conduct of mid-term and end-term assessment, and support to teachers and headmaster/headmistress
- To prepare them with necessary inputs to conduct teachers' training programme.

State-Level Master-Trainers were engaged to conduct training for deployed manpower.

**RP Training Schedule**

Resource Person Training sessions were conducted in multiple phases to ensure all of the Resource persons hired for the LRP programme gain required knowledge and proficiency level to perform their job effectively.

- Physical, in-person RP training by Master-Trainers
- Physical, in-person RP training by chief district coordinators/ Coordinators
- Online RP training by the central project management team
- Online LRP Software Training for all RPs

Resource Persons were provided with Training handouts (PDF) and PPT as reference materials to guide them during the Teacher's Training Programme.

All RPs were throughly explained on the following aspects of LRP in RP training programme:
- LRP: Why, How, When and What
- About implementing agencies
- State, District, and block team structure
- Roles and responsibilities of district team members
- Roles and responsibilities of RPs
- TLM
- Teachers' Training
- LRP Software
- LRP implementation at schools
- Monitoring and supervision

RP training was conducted centrally at Bhubaneswar as well as district points by master trainers and officials of implementing agencies. The training programme covered all deployed RPs in 30 districts. Each RP had been trained by centrally as well as district wise and also in multiple times to have higher clarity and understanding of LRP and their roles and responsibilities.

## SCHOOL, TEACHER AND STUDENT DATA

LRP was a state-wide programme impacting the schools, teachers, and students of all 30 districts under Govt. and Govt. Aided Schools under BSE and TE & SCERT. A dedicated LRP Software application was designed for close monitoring of all the activities under the programme:

- Conduct of Teachers' training on LRP

- Distribution of Teachers' Manual among teachers

- Distribution of Students' workbook among students

- Identification of Nodal centers for Teachers' Training & TLM distribution

- Assessment question paper distribution for the students

- Daily student attendance tracking in the LRP Software

- Student Assessment (baseline, mid-term & end-term) marks maintained in the LRP Software

- Daily LRP class monitoring and reporting by the assigned Resource Persons (RPs) in schools

A programme of such size and tight timeline had a higher dependence on the accuracy of data on schools, teachers, students by their respective classes…etc. Several steps were taken to ensure the availability of accurate information as the success of the programme was dependent on the quality of the data.

1. **School, teacher and student sheet was provided by OSEPA for initial analysis**

An initial set of data was provided in the form excel for programme planning and estimation purposes.

2. **Collection of data in Google Sheets, as directed by the OSEPA**

a. A google-sheet was shared with each of the districts to collect the following information:

- List of schools in each district, block and cluster

- List of students in each of the above schools

- List of teachers in each school

- List of nodal centers and corresponding address for teacher training and TLM distribution

- School, cluster and nodal center wise contact information

b. Upon analysis, the information captured was found to be incomplete and inconsistent across all the districts. There was no good way to validate if the data captured was correct or not.

c. Collecting data of such high volume accurately at each student-level was time-consuming and challenging.

d.   Conclusion: It was decided to not use this data in google sheets and look for alternatives.

**3.   UDISE 2022-23 data dump (In SQL and Excel format) – used as INDENT**

d.   The UDISE MIS data dump was supplied to the implementing agencies for TLM distribution and conduct teacher training.

| S.N. | Data received from OSEPA | Format |
|------|--------------------------|--------|
| 01 | SCHOOL MASTER-EMIS-2022-23<br>- With school information only | csv |
| 02 | CRCC_name<br>- With Cluster Name, Code, CRCC Name & Phone No. | csv |
| 03 | LRP_Teacher<br>- Teacher information only | csv |
| 04 | Student Data Backup SQL.rar<br>- School and class-wise, student data | sql |

b.   Data analysis (Baseline Data for the entire state)

| S.N. | Description | School Count |
|------|-------------|--------------|
| 01 | Total Schools received in Excel format | 54,446 |
| 02 | Total Schools with zero students | 3,959 |
| 03 | Total Schools in SQL with School & Student information<br>- Used as INDENT for LRP execution | 50,483 |

c.   Data breakdown (OSEPA Indent for entire State)

| S.N. | Description | Count |
|------|-------------|-------|
| 01 | Total Schools uploaded into LRP Software<br>- Removed 4 merger schools | 54,442 |
| 02 | Total Schools for TLM distribution | 50,483 |
| 03 | Total Teachers | 2,28,886 |
| 04 | Total Students<br>- Including 3% extra for contingency | 38,94,107 |

The above INDENT was used for the distribution of Teachers' Manual and Students' Workbook prior to the LRP implementation at schools

**4. Additional requirement as per actuals ENROLLMENT – (5th Nov 2022 & 14th Nov 2022)**

e.  It was later found that there was mismatch between INDENT given and actual ENROLLMENT

f.  Additional requirement was provided by OSEPA to cover the missing students

g.  Data breakdown of ADDITIONAL ENROLLMENT given on 5th Nov 2022 & 14th Nov 2022

| S.N. | Description | Count |
|------|-------------|-------|
| 01 | Additional Students' Workbooks | 2,16,267 |
| 02 | Enrolment for Mid-Term<br>- Including 3% extra for contingency | 41,30,091 |
| 03 | Enrolment for End-Term<br>- Including 3% extra for contingency | 41,44,264 |
| 04 | Deogarh, Kandhamal & Kendrapara (Included in S.N. 03 - Enrolment for End-Term) | 14,173 |

d.  Additional requirement was considered for the distribution of Additional Students' Workbook.

•  Mid-Term assessment question and solution papers.

•  End-Term assessment question and solution papers.

**Indent given by OSEPA for TLM (Teachers' Manual & Students' Workbook)**

| District | Schools | PCs | RPs | Teacher Count | Student Count |
|---|---|---|---|---|---|
| ANGUL | 1483 | 18 | 296 | 6401 | 110761 |
| BALASORE | 2522 | 30 | 504 | 11633 | 210616 |
| BARGARH | 1467 | 17 | 293 | 6750 | 113312 |
| BHADRAK | 1717 | 20 | 343 | 8284 | 149934 |
| BOLANGIR | 2145 | 26 | 429 | 9111 | 166501 |
| BOUDH | 666 | 8 | 133 | 2765 | 45214 |
| CUTTACK | 2170 | 26 | 434 | 10347 | 189721 |
| DEOGARH | 528 | 6 | 105 | 2519 | 32421 |
| DHENKANAL | 1098 | 13 | 219 | 4926 | 82571 |
| GAJAPATI | 906 | 11 | 181 | 4580 | 69466 |
| GANJAM | 3214 | 38 | 642 | 15643 | 320299 |
| JAGATSINGHPUR | 1106 | 13 | 221 | 5436 | 79293 |
| JAJPUR | 1968 | 23 | 393 | 9378 | 176783 |
| JHARSUGUDA | 600 | 7 | 120 | 2773 | 38139 |
| KALAHANDI | 2282 | 27 | 456 | 8981 | 169560 |
| KANDHAMAL | 1665 | 20 | 333 | 6484 | 94842 |
| KENDRAPARA | 1265 | 15 | 253 | 5542 | 100472 |
| KEONJHAR | 2794 | 33 | 558 | 10632 | 206703 |
| KHORDHA | 1225 | 15 | 245 | 6945 | 132232 |
| KORAPUT | 2352 | 28 | 470 | 8694 | 177850 |
| MALKANGIRI | 1191 | 14 | 238 | 4129 | 88828 |
| MAYURBHANJ | 4128 | 49 | 825 | 16384 | 263557 |
| NABARANGPUR | 1791 | 21 | 358 | 7333 | 167869 |
| NAYAGARH | 1144 | 14 | 228 | 5490 | 89073 |
| NUAPADA | 930 | 11 | 186 | 4227 | 75801 |
| PURI | 2144 | 26 | 428 | 8562 | 139882 |
| RAYAGADA | 1658 | 20 | 331 | 6151 | 105227 |
| SAMBALPUR | 1196 | 14 | 239 | 5050 | 76839 |
| SONEPUR | 821 | 10 | 164 | 3413 | 52282 |
| SUNDERGARH | 2307 | 27 | 461 | 9961 | 168059 |
| TOTAL | 50483 | 601 | 10086 | 218524 | 3894107 |
| EXTRA TEACHER | | | | 10362 | |
| Grand TOTAL | 50483 | 601 | 10086 | 228886 | 3894107 |

## Indent given by OSEPA for Class wise Students' Workbook Count

| District | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|
| ANGUL | 15235 | 15634 | 15465 | 16569 | 16755 | 15954 | 15149 | 110761 |
| BALASORE | 28271 | 29197 | 30359 | 30500 | 32246 | 31232 | 28811 | 210616 |
| BARGARH | 15877 | 15862 | 16534 | 16933 | 17551 | 17183 | 13372 | 113312 |
| BHADRAK | 20400 | 21256 | 20389 | 21729 | 22243 | 22207 | 21710 | 149934 |
| BOLANGIR | 22583 | 23010 | 23270 | 23982 | 26399 | 24483 | 22774 | 166501 |
| BOUDH | 6296 | 6333 | 6615 | 7282 | 7122 | 7008 | 4558 | 45214 |
| CUTTACK | 23410 | 25491 | 25891 | 29198 | 28826 | 28813 | 28092 | 189721 |
| DEOGARH | 4461 | 4320 | 4721 | 4839 | 4867 | 4757 | 4456 | 32421 |
| DHENKANAL | 11656 | 11760 | 11351 | 11721 | 12913 | 12505 | 10665 | 82571 |
| GAJAPATI | 9023 | 10459 | 10209 | 10381 | 10220 | 9715 | 9459 | 69466 |
| GANJAM | 44524 | 45312 | 45881 | 47193 | 47875 | 46992 | 42522 | 320299 |
| JAGATSINGHPUR | 10266 | 10993 | 10966 | 11281 | 11549 | 11633 | 12605 | 79293 |
| JAJPUR | 23834 | 24634 | 24004 | 26516 | 26840 | 26692 | 24263 | 176783 |
| JHARSUGUDA | 5007 | 5449 | 5411 | 5747 | 5772 | 5749 | 5004 | 38139 |
| KALAHANDI | 23989 | 23602 | 25014 | 23617 | 26106 | 23734 | 23498 | 169560 |
| KANDHAMAL | 13807 | 14773 | 14070 | 14185 | 14343 | 13084 | 10580 | 94842 |
| KENDRAPARA | 13560 | 14066 | 13868 | 13990 | 14679 | 15866 | 14443 | 100472 |
| KEONJHAR | 29687 | 30575 | 30855 | 29781 | 30248 | 29349 | 26208 | 206703 |
| KHORDHA | 16106 | 18109 | 18262 | 19131 | 21491 | 20420 | 18713 | 132232 |
| KORAPUT | 25562 | 26002 | 26436 | 26613 | 27665 | 24845 | 20727 | 177850 |
| MALKANGIRI | 13273 | 14355 | 14132 | 12887 | 13516 | 11653 | 9012 | 88828 |
| MAYURBHANJ | 37976 | 39148 | 39928 | 37398 | 39695 | 35947 | 33465 | 263557 |
| NABARANGPUR | 26215 | 24821 | 25026 | 23690 | 26481 | 24346 | 17290 | 167869 |
| NAYAGARH | 11888 | 12400 | 12549 | 13644 | 13169 | 12460 | 12963 | 89073 |
| NUAPADA | 10606 | 11931 | 12275 | 11871 | 12004 | 7912 | 9202 | 75801 |
| PURI | 18421 | 18988 | 19137 | 20546 | 20292 | 21866 | 20632 | 139882 |
| RAYAGADA | 16184 | 17406 | 15921 | 15355 | 15228 | 13228 | 11905 | 105227 |
| SAMBALPUR | 10107 | 11015 | 10722 | 11770 | 11753 | 11201 | 10271 | 76839 |
| SONEPUR | 7233 | 7156 | 7339 | 7644 | 8093 | 8197 | 6620 | 52282 |
| SUNDERGARH | 21616 | 24551 | 23790 | 25126 | 25475 | 24989 | 22512 | 168059 |
| TOTAL | 537073 | 558608 | 560390 | 571119 | 591416 | 564020 | 511481 | 3894107 |

**Additional Indent given by OSEPA for Students' Workbook**

| DISTRICT | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|
| ANGUL | 209 | 280 | 207 | 184 | 38 | 68 | 1318 | 2304 |
| BALANGIR | 811 | 939 | 763 | 2142 | 706 | 1270 | 4123 | 10754 |
| BALASORE | 3016 | 2766 | 2757 | 4109 | 2280 | 3255 | 6066 | 24249 |
| BARGARH | 1327 | 1318 | 1279 | 2200 | 1365 | 1024 | 5886 | 14399 |
| BHADRAK | 525 | 319 | 597 | 921 | 422 | 420 | 494 | 3698 |
| BOUDH | 62 | 404 | 691 | 94 | 70 | 366 | 2833 | 4520 |
| DHENKANAL | 3671 | 3844 | 3941 | 4893 | 3481 | 2480 | 6192 | 28502 |
| JAGATSINGHPUR | 459 | 1026 | 788 | 867 | 849 | 950 | 234 | 5173 |
| JAJPUR | 1691 | 1756 | 1669 | 1185 | 1064 | 130 | 2690 | 10185 |
| JHARSUGUDA | 213 | 327 | 19 | 185 | 46 | 111 | 883 | 1784 |
| KANDHAMAL | 959 | 925 | 917 | 994 | 713 | 540 | 2792 | 7840 |
| KENDRAPARA | 5751 | 5653 | 5733 | 5645 | 4565 | 2769 | 4890 | 35006 |
| KHORDHA | 2791 | 1784 | 2001 | 3359 | 1543 | 2365 | 4915 | 18758 |
| MALKANGIRI | 1248 | 1137 | 1219 | 1010 | 749 | 785 | 1477 | 7625 |
| MAYURBHANJ | 672 | 339 | 266 | 1825 | 543 | 1100 | 4142 | 8887 |
| NABARANGPUR | 516 | 312 | 620 | 2689 | 282 | 1181 | 139 | 5739 |
| NUAPADA | 482 | 444 | 349 | 185 | 0 | 0 | 1478 | 2938 |
| RAYAGADA | 937 | 604 | 685 | 633 | 484 | 648 | 609 | 4600 |
| SAMBALPUR | 708 | 683 | 801 | 781 | 474 | 349 | 2039 | 5835 |
| SONEPUR | 280 | 337 | 405 | 348 | 267 | 263 | 2026 | 3926 |
| SUNDARGARH | 1530 | 1151 | 1380 | 1053 | 994 | 1198 | 2239 | 9545 |
| Total | 27858 | 26348 | 27087 | 35302 | 20935 | 21272 | 57465 | 216267 |

## Indent given by OSPEA for Mid -Term Assessment

| District | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|
| ANGUL | 15801 | 16269 | 16071 | 16985 | 16890 | 16042 | 16764 | 114822 |
| BALANGIR | 23826 | 24318 | 24456 | 26676 | 27294 | 26041 | 26588 | 179199 |
| BALASORE | 31795 | 32667 | 33557 | 35648 | 35521 | 35410 | 35924 | 240522 |
| BARGARH | 17722 | 17695 | 18328 | 19633 | 19344 | 18425 | 19836 | 130983 |
| BHADRAK | 21458 | 22112 | 21472 | 23293 | 22862 | 22714 | 22689 | 156600 |
| BOUDH | 6474 | 6814 | 7524 | 7350 | 7279 | 7596 | 7613 | 50650 |
| CUTTACK | 23980 | 26122 | 26580 | 29574 | 29265 | 28919 | 29557 | 193997 |
| DEOGARH | 4401 | 4265 | 4696 | 4470 | 4549 | 2394 | 2420 | 27195 |
| DHENKANAL | 15769 | 16073 | 15751 | 17092 | 16784 | 14934 | 17363 | 113766 |
| GAJAPATI | 9061 | 10423 | 10206 | 10014 | 9966 | 9308 | 8990 | 67968 |
| GANJAM | 44891 | 45535 | 46069 | 47227 | 48402 | 47113 | 48386 | 327623 |
| JAGATSINGHPUR | 10983 | 12137 | 12087 | 11633 | 12104 | 12114 | 13139 | 84197 |
| JAJPUR | 26077 | 26885 | 26361 | 27979 | 28141 | 26093 | 27268 | 188804 |
| JHARSUGUDA | 5303 | 5892 | 5530 | 5935 | 5760 | 5740 | 6063 | 40223 |
| KALAHANDI | 24365 | 23924 | 25310 | 23749 | 26257 | 23823 | 24249 | 171677 |
| KANDHAMAL | 14851 | 15826 | 15187 | 15048 | 15082 | 13569 | 12187 | 101750 |
| KENDRAPARA | 19036 | 19396 | 19319 | 19261 | 18823 | 17837 | 18989 | 132661 |
| KEONJHAR | 29570 | 30406 | 30538 | 30262 | 30307 | 29752 | 25267 | 206102 |
| KHORDHA | 19401 | 20352 | 20722 | 23164 | 23292 | 23222 | 24337 | 154490 |
| KORAPUT | 24774 | 24949 | 25906 | 24635 | 26297 | 23268 | 19247 | 169076 |
| MALKANGIRI | 14473 | 15417 | 15321 | 13798 | 14169 | 12249 | 10108 | 95535 |
| MAYURBHANJ | 39808 | 40672 | 41402 | 40400 | 41443 | 38156 | 38735 | 280616 |
| NABARANGPUR | 25458 | 25374 | 25792 | 27114 | 25516 | 25748 | 14881 | 169883 |
| NAYAGARH | 11639 | 12086 | 12312 | 13200 | 12827 | 12188 | 12941 | 87193 |
| NUAPADA | 11280 | 12559 | 12780 | 11977 | 11648 | 7534 | 10974 | 78752 |
| PURI | 18316 | 18827 | 19069 | 19905 | 20026 | 19835 | 20825 | 136803 |
| RAYAGADA | 17273 | 17616 | 16876 | 15352 | 15258 | 13903 | 12193 | 108471 |
| SAMBALPUR | 11014 | 11882 | 11751 | 12721 | 12353 | 11584 | 12608 | 83913 |
| SONEPUR | 7713 | 7717 | 7969 | 8177 | 8495 | 8389 | 8897 | 57357 |
| SUNDARGARH | 23606 | 26004 | 25663 | 26200 | 26600 | 26220 | 24970 | 179263 |
| TOTAL | 570118 | 590214 | 594605 | 608472 | 612554 | 580120 | 574008 | 4130091 |

## Indent given by OSPEA for End -Term Assessment

| DISTRICT | Teachers' Manual | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|---|
| ANGUL | 6401 | 15801 | 16269 | 16071 | 16985 | 16890 | 16042 | 16764 | 114822 |
| BALASORE | 11633 | 31795 | 32667 | 33557 | 35648 | 35521 | 35410 | 35924 | 240522 |
| BARGARH | 6750 | 17722 | 17695 | 18328 | 19633 | 19344 | 18425 | 19836 | 130983 |
| BHADRAK | 8284 | 21458 | 22112 | 21472 | 23293 | 22862 | 22714 | 22689 | 156600 |
| BALANGIR | 9111 | 23826 | 24318 | 24456 | 26676 | 27294 | 26041 | 26588 | 179199 |
| BOUDH | 2765 | 6474 | 6814 | 7524 | 7350 | 7279 | 7596 | 7613 | 50650 |
| CUTTACK | 10347 | 23980 | 26122 | 26580 | 29574 | 29265 | 28919 | 29557 | 193997 |
| DEOGARH | 2519 | 4401 | 4265 | 4696 | 5230 | 5234 | 3897 | 4337 | 32060 |
| DHENKANAL | 4926 | 15769 | 16073 | 15751 | 17092 | 16784 | 14934 | 17363 | 113766 |
| GAJAPATI | 4580 | 9061 | 10423 | 10206 | 10014 | 9966 | 9308 | 8990 | 67968 |
| GANJAM | 15643 | 44891 | 45535 | 46069 | 47227 | 48402 | 47113 | 48386 | 327623 |
| JAGATSINGHPUR | 5436 | 10983 | 12137 | 12087 | 11633 | 12104 | 12114 | 13139 | 84197 |
| JAJPUR | 9378 | 26077 | 26885 | 26361 | 27979 | 28141 | 26093 | 27268 | 188804 |
| JHARSUGUDA | 2773 | 5303 | 5892 | 5530 | 5935 | 5760 | 5740 | 6063 | 40223 |
| KALAHANDI | 8981 | 24365 | 23924 | 25310 | 23749 | 26257 | 23823 | 24249 | 171677 |
| KANDHAMAL | 6484 | 15156 | 16104 | 15404 | 15259 | 15290 | 13773 | 13579 | 104565 |
| KENDRAPARA | 5542 | 19890 | 20309 | 20188 | 20223 | 19787 | 18904 | 19851 | 139152 |
| KEONJHAR | 10632 | 29570 | 30406 | 30538 | 30262 | 30307 | 29752 | 25267 | 206102 |
| KHORDHA | 6945 | 19401 | 20352 | 20722 | 23164 | 23292 | 23222 | 24337 | 154490 |
| KORAPUT | 8694 | 24774 | 24949 | 25906 | 24635 | 26297 | 23268 | 19247 | 169076 |
| MALKANGIRI | 4129 | 14473 | 15417 | 15321 | 13798 | 14169 | 12249 | 10108 | 95535 |
| MAYURBHANJ | 16384 | 39808 | 40672 | 41402 | 40400 | 41443 | 38156 | 38735 | 280616 |
| NABARANGPUR | 7333 | 25458 | 25374 | 25792 | 27114 | 25516 | 25748 | 14881 | 169883 |
| NAYAGARH | 5490 | 11639 | 12086 | 12312 | 13200 | 12827 | 12188 | 12941 | 87193 |
| NUAPADA | 4227 | 11280 | 12559 | 12780 | 11977 | 11648 | 7534 | 10974 | 78752 |
| PURI | 8562 | 18316 | 18827 | 19069 | 19905 | 20026 | 19835 | 20825 | 136803 |
| RAYAGADA | 6151 | 17273 | 17616 | 16876 | 15352 | 15258 | 13903 | 12193 | 108471 |
| SAMBALPUR | 5050 | 11014 | 11882 | 11751 | 12721 | 12353 | 11584 | 12608 | 83913 |
| SONEPUR | 3413 | 7713 | 7717 | 7969 | 8177 | 8495 | 8389 | 8897 | 57357 |
| SUNDARGARH | 9961 | 23606 | 26004 | 25663 | 26200 | 26600 | 26220 | 24970 | 179263 |
| **Total** | **218524** | **571277** | **591405** | **595691** | **610405** | **614411** | **582894** | **578179** | **4144262** |

## TEACHERS' TRAINING

Teachers played a key role in the execution of LRP. They conducted daily LRP classes as per the micro-plan given in the teachers' manual and checked workbooks completed by students.

During Covid the schools across the district remained closed for around two years providing little to no opportunity for these teachers to practice teaching. LRP introduced an innovative, concise, LO (Learning Outcome) driven, activity based and time bound curriculum. Many of these elements were new to the teachers. It was therefore required to train the teachers to ensure successful implementation of the programme. Teachers were instructed by the DEO to attend the Teachers' Training programme at the identified nodal centers. Selected and trained resource persons were engaged to impact LRP training. Additionally, teachers were also trained on the specially designed LRP Software. Necessary training KITs were provided to teachers along with refreshments.

Teachers' training programme across the state under the direct guidance of OSEPA between 23rd Sep 2022 and 30th Sep 2022.

**The key objectives of this training were**

- To ensure the Govt. School Teachers are fully aware of the LRP aim and objectives.

- Govt. School Teachers are inducted to the LRP TLM, Schedule and their roles & responsibilities in the programme.

- To familiarize the Teachers with the customized and tailored curriculum meant to recover the learning loss of the students from Class.III – Class. IX on key subjects of Science (Environmental Science for class III to V), Mathematics, and English (Odia for class III).

| S.N. | Training Component | Duration |
|---|---|---|
| 1 | Background of LRP | |
| 2 | Scope, Objectives, Deliverables | |
| 3 | TLM-Development, delivery, distribution, collection of delivery receipts/challans | |
| 4 | Roles and responsibilities of stakeholders | 4 Hrs. |
| 5 | LRP Software and its usage | |
| 6 | Implementation of LRP at schools | |
| 7 | Monitoring and supervision | |
| 8 | Mid-Term & End-Term Assessment | |

The Teacher Training Programme was conducted at **1497 number of different nodal centers** recommended by the district administration and were held in between **23rd September 2022 to 30thSeptember 2022** across Odisha. A total of **184877 number of Teachers** attended the training programme at the assigned Nodal Centers. The teachers who missed the training on these dates were inducted by the trained Resource Persons during the School monitoring visits or by their peer teachers.

- Teachers were supplied with LRP-Teachers' Manual, Notepad, Pen and Refreshments during the Teacher Training programme.

- Each nodal training centre was provided with dusters, markers, and chalk boxes.

## TLM DISTRIBUTION

Agency officials dispatched the TLM from Bhubaneswar to block point nodal centers, and from there to other training centers of the block. Receipt of TLMs/Challans were signed by authorized CRCCs/HMs.

**Phases of TLM distribution:**

1. In the first phase students' workbook and teacher's manual were distributed

   • A set of additional STUDENTS' WORKBOOKs were also distributed based on additional requirements received from OSEPA along with End-Term question and solution paper.

2. In the second phase, mid-term question papers and solutions were distributed

3. In the third phase, end-term question papers and solutions along with additional requirement of students' workbook were distributed.

Confidentiality was maintained during printing, packaging, dispatch, and delivery of assessment question papers and solutions.

### Distribution of Teachers' Manual and Students' Workbook

TLMs were properly counted, verified and packed at multiple level before dispatch. Delivery route map was prepared in coordination with chief district coordinator and district officials. Project coordinators along with nodal centre/BEO office officials coordinated and facilitated the delivery process. TLM distribution was smoothly completed at nodal centres/Block point in presence of project coordinators and resource persons and nodal centre/BEO office officials.

**Indent for Teachers' Manual and Students' Workbook**

| District | Schools | Teacher Count | Student Count |
|----------|---------|---------------|---------------|
| ANGUL | 1483 | 6401 | 110761 |
| BALASORE | 2522 | 11633 | 210616 |
| BARGARH | 1467 | 6750 | 113312 |
| BHADRAK | 1717 | 8284 | 149934 |
| BOLANGIR | 2145 | 9111 | 166501 |
| BOUDH | 666 | 2765 | 45214 |
| CUTTACK | 2170 | 10347 | 189721 |
| DEOGARH | 528 | 2519 | 32421 |
| DHENKANAL | 1098 | 4926 | 82571 |
| GAJAPATI | 906 | 4580 | 69466 |
| GANJAM | 3214 | 15643 | 320299 |
| JAGATSINGHPUR | 1106 | 5436 | 79293 |
| JAJPUR | 1968 | 9378 | 176783 |
| JHARSUGUDA | 600 | 2773 | 38139 |
| KALAHANDI | 2282 | 8981 | 169560 |
| KANDHAMAL | 1665 | 6484 | 94842 |

| | | | |
|---|---|---|---|
| **KENDRAPARA** | **1265** | **5542** | 100472 |
| **KEONJHAR** | **2794** | **10632** | 206703 |
| **KHORDHA** | **1225** | **6945** | 132232 |
| **KORAPUT** | **2352** | **8694** | 177850 |
| **MALKANGIRI** | **1191** | **4129** | 88828 |
| **MAYURBHANJ** | **4128** | **16384** | 263557 |
| **NABARANGPUR** | **1791** | **7333** | 167869 |
| **NAYAGARH** | **1144** | **5490** | 89073 |
| **NUAPADA** | **930** | **4227** | 75801 |
| **PURI** | **2144** | **8562** | 139882 |
| **RAYAGADA** | **1658** | **6151** | 105227 |
| **SAMBALPUR** | **1196** | **5050** | 76839 |
| **SONEPUR** | **821** | **3413** | 52282 |
| **SUNDERGARH** | **2307** | **9961** | 168059 |
| **TOTAL** | **50483** | **218524** | **3894107** |

## Additional Students' Workbook Based on Actual Enrollement

| DISTRICT | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|
| ANGUL | 209 | 280 | 207 | 184 | 38 | 68 | 1318 | 2304 |
| BALANGIR | 811 | 939 | 763 | 2142 | 706 | 1270 | 4123 | 10754 |
| BALASORE | 3016 | 2766 | 2757 | 4109 | 2280 | 3255 | 6066 | 24249 |
| BARGARH | 1327 | 1318 | 1279 | 2200 | 1365 | 1024 | 5886 | 14399 |
| BHADRAK | 525 | 319 | 597 | 921 | 422 | 420 | 494 | 3698 |
| BOUDH | 62 | 404 | 691 | 94 | 70 | 366 | 2833 | 4520 |
| DHENKANAL | 3671 | 3844 | 3941 | 4893 | 3481 | 2480 | 6192 | 28502 |
| JAGATSINGH-PUR | 459 | 1026 | 788 | 867 | 849 | 950 | 234 | 5173 |
| JAJPUR | 1691 | 1756 | 1669 | 1185 | 1064 | 130 | 2690 | 10185 |
| JHARSUGUDA | 213 | 327 | 19 | 185 | 46 | 111 | 883 | 1784 |
| KANDHAMAL | 959 | 925 | 917 | 994 | 713 | 540 | 2792 | 7840 |
| KENDRAPARA | 5751 | 5653 | 5733 | 5645 | 4565 | 2769 | 4890 | 35006 |
| KHORDHA | 2791 | 1784 | 2001 | 3359 | 1543 | 2365 | 4915 | 18758 |
| MALKANGIRI | 1248 | 1137 | 1219 | 1010 | 749 | 785 | 1477 | 7625 |
| MAYURBHANJ | 672 | 339 | 266 | 1825 | 543 | 1100 | 4142 | 8887 |
| NABARANGPUR | 516 | 312 | 620 | 2689 | 282 | 1181 | 139 | 5739 |
| NUAPADA | 482 | 444 | 349 | 185 | 0 | 0 | 1478 | 2938 |
| RAYAGADA | 937 | 604 | 685 | 633 | 484 | 648 | 609 | 4600 |
| SAMBALPUR | 708 | 683 | 801 | 781 | 474 | 349 | 2039 | 5835 |
| SONEPUR | 280 | 337 | 405 | 348 | 267 | 263 | 2026 | 3926 |
| SUNDARGARH | 1530 | 1151 | 1380 | 1053 | 994 | 1198 | 2239 | 9545 |
| **Total** | **27858** | **26348** | **27087** | **35302** | **20935** | **21272** | **57465** | **216267** |

**Total Teachers' Manual and Students' Workbook Distributed**

| DISTRICT | Teachers' Manual | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|---|
| ANGUL | 6401 | 15801 | 16269 | 16071 | 16985 | 16890 | 16042 | 16764 | 114822 |
| BALASORE | 11633 | 31795 | 32667 | 33557 | 35648 | 35521 | 35410 | 35924 | 240522 |
| BARGARH | 6750 | 17722 | 17695 | 18328 | 19633 | 19344 | 18425 | 19836 | 130983 |
| BHADRAK | 8284 | 21458 | 22112 | 21472 | 23293 | 22862 | 22714 | 22689 | 156600 |
| BALANGIR | 9111 | 23826 | 24318 | 24456 | 26676 | 27294 | 26041 | 26588 | 179199 |
| BOUDH | 2765 | 6474 | 6814 | 7524 | 7350 | 7279 | 7596 | 7613 | 50650 |
| CUTTACK | 10347 | 23980 | 26122 | 26580 | 29574 | 29265 | 28919 | 29557 | 193997 |
| DEOGARH | 2519 | 4401 | 4265 | 4696 | 5230 | 5234 | 3897 | 4337 | 32060 |
| DHENKANAL | 4926 | 15769 | 16073 | 15751 | 17092 | 16784 | 14934 | 17363 | 113766 |
| GAJAPATI | 4580 | 9061 | 10423 | 10206 | 10014 | 9966 | 9308 | 8990 | 67968 |
| GANJAM | 15643 | 44891 | 45535 | 46069 | 47227 | 48402 | 47113 | 48386 | 327623 |
| JAGATSINGHPUR | 5436 | 10983 | 12137 | 12087 | 11633 | 12104 | 12114 | 13139 | 84197 |
| JAJPUR | 9378 | 26077 | 26885 | 26361 | 27979 | 28141 | 26093 | 27268 | 188804 |
| JHARSUGUDA | 2773 | 5303 | 5892 | 5530 | 5935 | 5760 | 5740 | 6063 | 40223 |
| KALAHANDI | 8981 | 24365 | 23924 | 25310 | 23749 | 26257 | 23823 | 24249 | 171677 |
| KANDHAMAL | 6484 | 15156 | 16104 | 15404 | 15259 | 15290 | 13773 | 13579 | 104565 |
| KENDRAPARA | 5542 | 19890 | 20309 | 20188 | 20223 | 19787 | 18904 | 19851 | 139152 |
| KEONJHAR | 10632 | 29570 | 30406 | 30538 | 30262 | 30307 | 29752 | 25267 | 206102 |
| KHORDHA | 6945 | 19401 | 20352 | 20722 | 23164 | 23292 | 23222 | 24337 | 154490 |
| KORAPUT | 8694 | 24774 | 24949 | 25906 | 24635 | 26297 | 23268 | 19247 | 169076 |
| MALKANGIRI | 4129 | 14473 | 15417 | 15321 | 13798 | 14169 | 12249 | 10108 | 95535 |
| MAYURBHANJ | 16384 | 39808 | 40672 | 41402 | 40400 | 41443 | 38156 | 38735 | 280616 |
| NABARANGPUR | 7333 | 25458 | 25374 | 25792 | 27114 | 25516 | 25748 | 14881 | 169883 |
| NAYAGARH | 5490 | 11639 | 12086 | 12312 | 13200 | 12827 | 12188 | 12941 | 87193 |
| NUAPADA | 4227 | 11280 | 12559 | 12780 | 11977 | 11648 | 7534 | 10974 | 78752 |
| PURI | 8562 | 18316 | 18827 | 19069 | 19905 | 20026 | 19835 | 20825 | 136803 |
| RAYAGADA | 6151 | 17273 | 17616 | 16876 | 15352 | 15258 | 13903 | 12193 | 108471 |
| SAMBALPUR | 5050 | 11014 | 11882 | 11751 | 12721 | 12353 | 11584 | 12608 | 83913 |
| SONEPUR | 3413 | 7713 | 7717 | 7969 | 8177 | 8495 | 8389 | 8897 | 57357 |
| SUNDARGARH | 9961 | 23606 | 26004 | 25663 | 26200 | 26600 | 26220 | 24970 | 179263 |
| **Total** | **218524** | **571277** | **591405** | **595691** | **610405** | **614411** | **582894** | **578179** | **4144262** |
| **G. Total** | **228886** | **571277** | **591405** | **595691** | **610405** | **614411** | **582894** | **578179** | **4144262** |

While the majority of the Students' workbook and Teachers' Manual were supplied at the Nodal Centers, some of those were also supplied at the cluster points and Schools as applicable.

**INDENT for Distribution of Mid-Term Question & Solution Papers**

| District | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|
| ANGUL | 15801 | 16269 | 16071 | 16985 | 16890 | 16042 | 16764 | 114822 |
| BALANGIR | 23826 | 24318 | 24456 | 26676 | 27294 | 26041 | 26588 | 179199 |
| BALASORE | 31795 | 32667 | 33557 | 35648 | 35521 | 35410 | 35924 | 240522 |
| BARGARH | 17722 | 17695 | 18328 | 19633 | 19344 | 18425 | 19836 | 130983 |
| BHADRAK | 21458 | 22112 | 21472 | 23293 | 22862 | 22714 | 22689 | 156600 |
| BOUDH | 6474 | 6814 | 7524 | 7350 | 7279 | 7596 | 7613 | 50650 |
| CUTTACK | 23980 | 26122 | 26580 | 29574 | 29265 | 28919 | 29557 | 193997 |
| DEOGARH | 4401 | 4265 | 4696 | 4470 | 4549 | 2394 | 2420 | 27195 |
| DHENKANAL | 15769 | 16073 | 15751 | 17092 | 16784 | 14934 | 17363 | 113766 |
| GAJAPATI | 9061 | 10423 | 10206 | 10014 | 9966 | 9308 | 8990 | 67968 |
| GANJAM | 44891 | 45535 | 46069 | 47227 | 48402 | 47113 | 48386 | 327623 |
| JAGATSINGHPUR | 10983 | 12137 | 12087 | 11633 | 12104 | 12114 | 13139 | 84197 |
| JAJPUR | 26077 | 26885 | 26361 | 27979 | 28141 | 26093 | 27268 | 188804 |
| JHARSUGUDA | 5303 | 5892 | 5530 | 5935 | 5760 | 5740 | 6063 | 40223 |
| KALAHANDI | 24365 | 23924 | 25310 | 23749 | 26257 | 23823 | 24249 | 171677 |
| KANDHAMAL | 14851 | 15826 | 15187 | 15048 | 15082 | 13569 | 12187 | 101750 |
| KENDRAPARA | 19036 | 19396 | 19319 | 19261 | 18823 | 17837 | 18989 | 132661 |
| KEONJHAR | 29570 | 30406 | 30538 | 30262 | 30307 | 29752 | 25267 | 206102 |
| KHORDHA | 19401 | 20352 | 20722 | 23164 | 23292 | 23222 | 24337 | 154490 |
| KORAPUT | 24774 | 24949 | 25906 | 24635 | 26297 | 23268 | 19247 | 169076 |
| MALKANGIRI | 14473 | 15417 | 15321 | 13798 | 14169 | 12249 | 10108 | 95535 |
| MAYURBHANJ | 39808 | 40672 | 41402 | 40400 | 41443 | 38156 | 38735 | 280616 |
| NABARANGPUR | 25458 | 25374 | 25792 | 27114 | 25516 | 25748 | 14881 | 169883 |
| NAYAGARH | 11639 | 12086 | 12312 | 13200 | 12827 | 12188 | 12941 | 87193 |
| NUAPADA | 11280 | 12559 | 12780 | 11977 | 11648 | 7534 | 10974 | 78752 |
| PURI | 18316 | 18827 | 19069 | 19905 | 20026 | 19835 | 20825 | 136803 |
| RAYAGADA | 17273 | 17616 | 16876 | 15352 | 15258 | 13903 | 12193 | 108471 |
| SAMBALPUR | 11014 | 11882 | 11751 | 12721 | 12353 | 11584 | 12608 | 83913 |
| SONEPUR | 7713 | 7717 | 7969 | 8177 | 8495 | 8389 | 8897 | 57357 |
| SUNDARGARH | 23606 | 26004 | 25663 | 26200 | 26600 | 26220 | 24970 | 179263 |
| **TOTAL** | **570118** | **590214** | **594605** | **608472** | **612554** | **580120** | **574008** | **4130091** |

Mid-Term question and solution papers were delivered and distributed at the block point as per the enrollment (including 3% extra) given by OSEPA. Project coordinators and resource persons were present at the distribution center to coordinate the distribution activities.

CRCCs and Teachers of the respective clusters checked, counted, & received the question and solution papers. They also signed on the delivery challans. BEO, ABEO and BRCC extended all support for smooth completion of distribution.

### INDENT for Distribution of End-Term Question & Solution Papers

| DISTRICT | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|
| ANGUL | 15801 | 16269 | 16071 | 16985 | 16890 | 16042 | 16764 | 114822 |
| BALASORE | 31795 | 32667 | 33557 | 35648 | 35521 | 35410 | 35924 | 240522 |
| BARGARH | 17722 | 17695 | 18328 | 19633 | 19344 | 18425 | 19836 | 130983 |
| BHADRAK | 21458 | 22112 | 21472 | 23293 | 22862 | 22714 | 22689 | 156600 |
| BALANGIR | 23826 | 24318 | 24456 | 26676 | 27294 | 26041 | 26588 | 179199 |
| BOUDH | 6474 | 6814 | 7524 | 7350 | 7279 | 7596 | 7613 | 50650 |
| CUTTACK | 23980 | 26122 | 26580 | 29574 | 29265 | 28919 | 29557 | 193997 |
| DEOGARH | 4401 | 4265 | 4696 | 5230 | 5234 | 3897 | 4337 | 32060 |
| DHENKANAL | 15769 | 16073 | 15751 | 17092 | 16784 | 14934 | 17363 | 113766 |
| GAJAPATI | 9061 | 10423 | 10206 | 10014 | 9966 | 9308 | 8990 | 67968 |
| GANJAM | 44891 | 45535 | 46069 | 47227 | 48402 | 47113 | 48386 | 327623 |
| JAGATSINGHPUR | 10983 | 12137 | 12087 | 11633 | 12104 | 12114 | 13139 | 84197 |
| JAJPUR | 26077 | 26885 | 26361 | 27979 | 28141 | 26093 | 27268 | 188804 |
| JHARSUGUDA | 5303 | 5892 | 5530 | 5935 | 5760 | 5740 | 6063 | 40223 |
| KALAHANDI | 24365 | 23924 | 25310 | 23749 | 26257 | 23823 | 24249 | 171677 |
| KANDHAMAL | 15156 | 16104 | 15404 | 15259 | 15290 | 13773 | 13579 | 104565 |
| KENDRAPARA | 19890 | 20309 | 20188 | 20223 | 19787 | 18904 | 19851 | 139152 |
| KEONJHAR | 29570 | 30406 | 30538 | 30262 | 30307 | 29752 | 25267 | 206102 |
| KHORDHA | 19401 | 20352 | 20722 | 23164 | 23292 | 23222 | 24337 | 154490 |
| KORAPUT | 24774 | 24949 | 25906 | 24635 | 26297 | 23268 | 19247 | 169076 |
| MALKANGIRI | 14473 | 15417 | 15321 | 13798 | 14169 | 12249 | 10108 | 95535 |
| MAYURBHANJ | 39808 | 40672 | 41402 | 40400 | 41443 | 38156 | 38735 | 280616 |
| NABARANGPUR | 25458 | 25374 | 25792 | 27114 | 25516 | 25748 | 14881 | 169883 |
| NAYAGARH | 11639 | 12086 | 12312 | 13200 | 12827 | 12188 | 12941 | 87193 |
| NUAPADA | 11280 | 12559 | 12780 | 11977 | 11648 | 7534 | 10974 | 78752 |
| PURI | 18316 | 18827 | 19069 | 19905 | 20026 | 19835 | 20825 | 136803 |
| RAYAGADA | 17273 | 17616 | 16876 | 15352 | 15258 | 13903 | 12193 | 108471 |
| SAMBALPUR | 11014 | 11882 | 11751 | 12721 | 12353 | 11584 | 12608 | 83913 |
| SONEPUR | 7713 | 7717 | 7969 | 8177 | 8495 | 8389 | 8897 | 57357 |
| SUNDARGARH | 23606 | 26004 | 25663 | 26200 | 26600 | 26220 | 24970 | 179263 |
| **Total** | **571277** | **591405** | **595691** | **610405** | **614411** | **582894** | **578179** | **4144262** |

End-Term question and solution papers were delivered and distributed at the block point as per the enrollment (including 3% extra) given by OSEPA. Project coordinators and resource persons were present at the distribution center to coordinate the distribution activities.

CRCCs and Teachers of the respective clusters checked, counted, & received the question and solution papers. They also signed on the delivery challans. BEO, ABEO and BRCC extended all support for smooth completion of distribution.

### INDENT for Distribution of Additional Workbook

| DISTRICT | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Class IX | Total |
|---|---|---|---|---|---|---|---|---|
| ANGUL | 209 | 280 | 207 | 184 | 38 | 68 | 1318 | 2304 |
| BALANGIR | 811 | 939 | 763 | 2142 | 706 | 1270 | 4123 | 10754 |
| BALASORE | 3016 | 2766 | 2757 | 4109 | 2280 | 3255 | 6066 | 24249 |
| BARGARH | 1327 | 1318 | 1279 | 2200 | 1365 | 1024 | 5886 | 14399 |
| BHADRAK | 525 | 319 | 597 | 921 | 422 | 420 | 494 | 3698 |
| BOUDH | 62 | 404 | 691 | 94 | 70 | 366 | 2833 | 4520 |
| DHENKANAL | 3671 | 3844 | 3941 | 4893 | 3481 | 2480 | 6192 | 28502 |
| JAGATSINGH-PUR | 459 | 1026 | 788 | 867 | 849 | 950 | 234 | 5173 |
| JAJPUR | 1691 | 1756 | 1669 | 1185 | 1064 | 130 | 2690 | 10185 |
| JHARSUGUDA | 213 | 327 | 19 | 185 | 46 | 111 | 883 | 1784 |
| KANDHAMAL | 959 | 925 | 917 | 994 | 713 | 540 | 2792 | 7840 |
| KENDRAPARA | 5751 | 5653 | 5733 | 5645 | 4565 | 2769 | 4890 | 35006 |
| KHORDHA | 2791 | 1784 | 2001 | 3359 | 1543 | 2365 | 4915 | 18758 |
| MALKANGIRI | 1248 | 1137 | 1219 | 1010 | 749 | 785 | 1477 | 7625 |
| MAYURBHANJ | 672 | 339 | 266 | 1825 | 543 | 1100 | 4142 | 8887 |
| NABARANGPUR | 516 | 312 | 620 | 2689 | 282 | 1181 | 139 | 5739 |
| NUAPADA | 482 | 444 | 349 | 185 | 0 | 0 | 1478 | 2938 |
| RAYAGADA | 937 | 604 | 685 | 633 | 484 | 648 | 609 | 4600 |
| SAMBALPUR | 708 | 683 | 801 | 781 | 474 | 349 | 2039 | 5835 |
| SONEPUR | 280 | 337 | 405 | 348 | 267 | 263 | 2026 | 3926 |
| SUNDARGARH | 1530 | 1151 | 1380 | 1053 | 994 | 1198 | 2239 | 9545 |
| **Total** | **27858** | **26348** | **27087** | **35302** | **20935** | **21272** | **57465** | **216267** |

Additional Student Workbooks were delivered at the block point to the BEO/ABEO/BRCC. The delivery challans were signed by the respective BEO/ABEO/BRCC.

## LRP IMPLEMENTATION IN SCHOOLS

LRP was implemented on 11th Oct 2022 at all schools in the Odia-medium (Govt. and Govt. Aided) under BSE and TE & SCERT for students of class III and IX. The 1st two periods were dedicated for LRP with the idea that the students begin their day with the prior two years of refresher as well as recovery course designed as part of LRP. This schedule was maintained for the entire duration of the programme.

Teachers took the LRP classes as per the micro-plan outlined in the Teachers' Manual. Mid-term and end term assessment were also conducted as per the project timeline.

## LRP CLASS MONITORING BY COORDINATORS & RESOURCE PERSONS

Learning Recovery Programme was regularly monitored by Resource Persons and Project Coordinators. Each resource person was allocated 5 or more schools as per the requirement of the block. Project coordinator supervised and monitored a pool of resource persons and guided them for successful implementation of the project at block level.

They monitored the LRP classes, student attendance, conduct of class as per the microplan & ensure smooth completion of the Mid-Term & End-Term assessment. RPs and PCs also supported the teachers

for student data upload in the LRP software. They also uploaded the data where the teacher was unable to do so. They took the photographs of the classroom as evidence of their school visit.

## LRP Monitoring Report

As per the response received from school,

In 98.73 per cent Schools, students were practicing the workbook.

In 98.70 per cent Schools, teachers knew about LRP, Learning Outcomes (LO) & 50 days of school level LRP activities.

In 98.73 per cent Schools, Teachers were teaching as per the LRP guidelines.

Progress of LRP was satisfactory at 99 percent school.

Use of LRP software by Teachers / HM at 93.71 per cent schools.

**Dashboard**
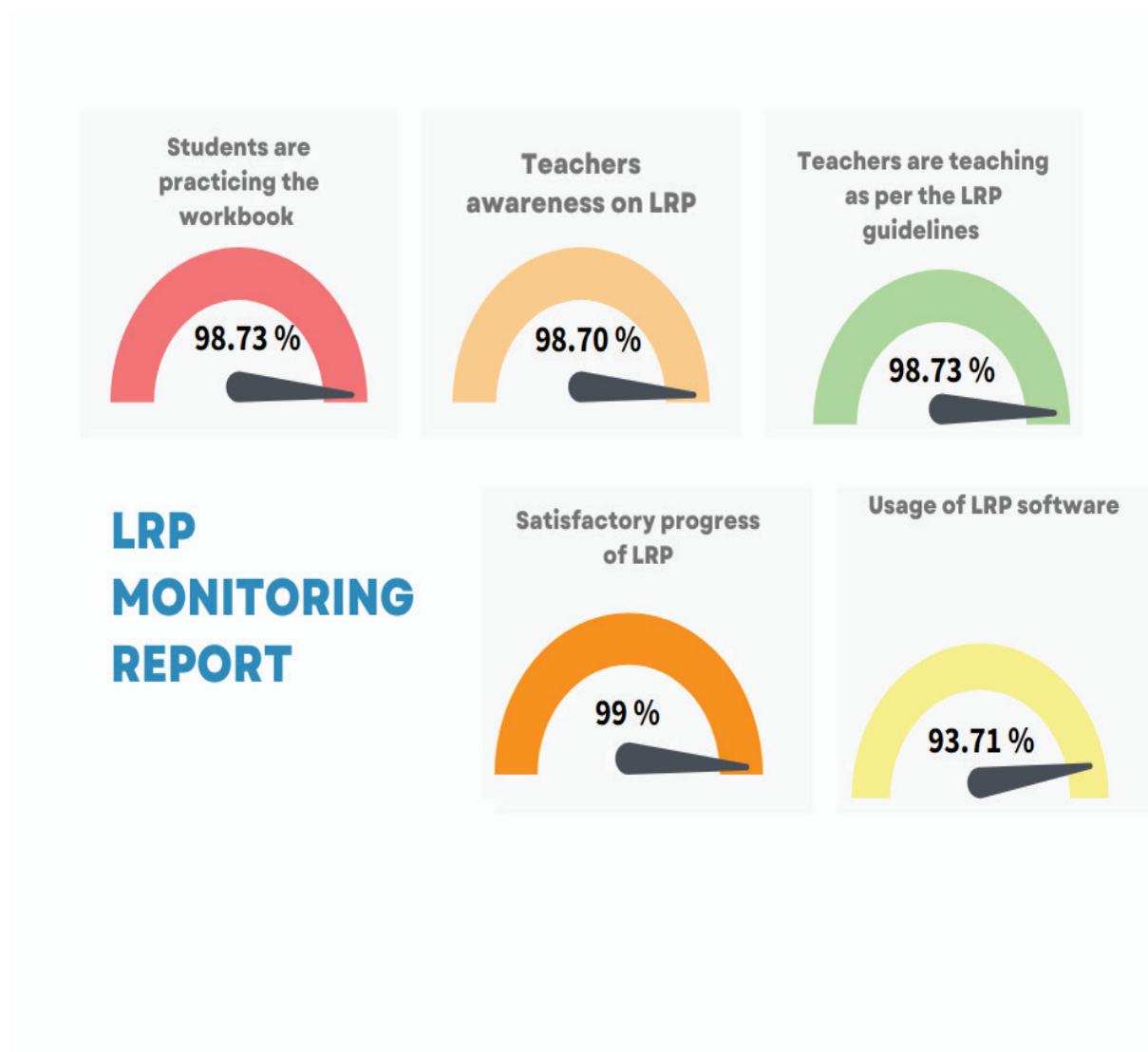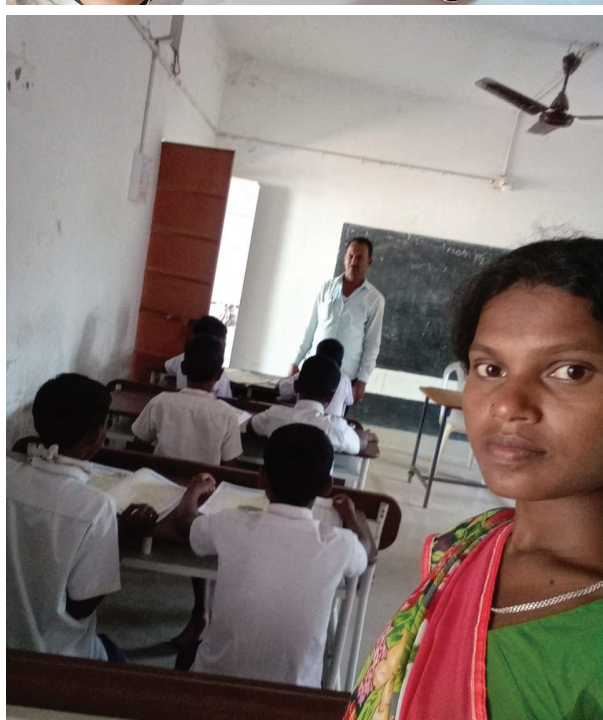
## ASSESSMENT

Three levels of assessments were conducted to monitor the progress and effectiveness of the programme. The assessments were performed on the same date across all the schools in the district and state. Same questionnaire set was also maintained. Confidentiality was ensured as per the OSEPA guidelines. The assessment papers for Mid & End-Term were supplied by the agencies whereas the same for Baseline was arranged by OSEPA itself.

### Baseline Assessment

This assessment was performed prior to implementing LRP in the schools. As the name suggests, this was designed to provide a baseline understanding of the competency and learning levels of students across the district. Implementing agencies were not given the responsibility of Baseline assessment.

### Mid-Term Assessment

The idea behind conducting the Mid-Term assessment was to obtain a mid-point check on LRP's impact on the students. Mid-Term assessment was conducted on the 17th, 18, & 19th of November 2022 considering the local holidays.

Mid-Term Assessment was conducted in the following schedule across the state. The assessment papers and solutions were supplied to the schools through the block point prior to the assessments maintaining complete confidentiality.

| Date | Class | Subject |
|---|---|---|
| 17 November 2022 | Class III | Odia |
| | Class IV to IX | English |
| 18 November 2022 | Class III to IX | Mathematics |
| 19 November 2022 | Class III to V | EVS |
| | Class VI to IX | Science |

Solution papers were distributed among the students after the completion of the assessment as per the OSEPA guideline.

### END-TERM ASSESSMENT

The idea behind conducting the End-Term assessment was to obtain information on LRP's impact on the students. End-Term assessment was conducted on the 19th, 20th, & 21st of December 2022 considering the local holidays.

End-Term Assessment was conducted in the following schedule across the state. The assessment papers and solutions were supplied to the schools through the block point prior to the assessments maintaining complete confidentiality.

| Date | Class | Subject |
|---|---|---|
| 19 December 2022 | Class III | Odia |
| | Class IV to IX | English |
| 20 December 2022 | Class III to IX | Mathematics |
| 21 December 2022 | Class III to V | EVS |
| | Class VI to IX | Science |

Solution papers were distributed among the students after the completion of the assessment as per the OSEPA guideline.

## ASSESSMENT ANALYSIS

The analysis was performed based on the data available in the LRP Software on 18th January 2023.

### ANALYSIS 1: Number of students appeared in the assessments

| District | MATH | STUDENT APPEARED IN ASSESSMENTS | Term / Maths |
|---|---|---|---|
| District | 1-Baseline | 2-Mid-Term | 3-End-Term |
| Ganjam | 158,698 | 178,153 | 103,132 |
| Balasore | 132,305 | 140,515 | 84,516 |
| Cuttack | 96,170 | 123,428 | 83,998 |
| Mayurbhanj | 88,221 | 131,601 | 60,778 |
| Jajpur | 84,180 | 108,234 | 68,615 |
| Puri | 89,524 | 89,789 | 53,602 |
| Koraput | 65,503 | 88,231 | 54,764 |
| Bhadrak | 63,333 | 81,792 | 59,319 |
| Kalahandi | 38,824 | 94,447 | 61,828 |
| Angul | 71,040 | 72,778 | 50,314 |
| Jagatsinghpur | 57,758 | 62,599 | 57,627 |
| Dhenkanal | 57,816 | 63,147 | 50,740 |
| Kandhamal | 58,698 | 70,484 | 41,598 |
| Balangir | 44,180 | 75,579 | 42,180 |
| Sundargarh | 51,523 | 70,801 | 33,253 |
| Kendrapara | 57,201 | 64,404 | 33,376 |
| Khorda | 54,499 | 64,153 | 33,716 |
| Nabarangpur | 42,142 | 71,486 | 33,941 |
| Nayagarh | 48,682 | 60,633 | 34,347 |
| Keonjhar | 33,868 | 70,747 | 36,732 |
| Bargarh | 47,876 | 58,925 | 33,191 |
| Sambalpur | 48,476 | 46,475 | 28,295 |
| Gajapati | 43,529 | 43,620 | 29,794 |
| Nuapada | 32,460 | 38,685 | 22,145 |
| Malkangiri | 13,738 | 49,255 | 22,013 |
| Jharsuguda | 27,590 | 28,878 | 21,864 |
| Sonepur | 21,834 | 32,235 | 22,484 |
| Rayagada | 23,954 | 34,512 | 16,359 |
| Deogarh | 16,878 | 19,856 | 14,447 |
| Boudh | 11,370 | 14,656 | 6,461 |

| District | Language (OD/ENG) STUDENT APPEARED IN ASSESSMENTS | | |
|---|---|---|---|
| **District** | **1-Baseline** | **2-Mid-Term** | **3-End-Term** |
| Ganjam | 159,179 | 183,527 | 104,337 |
| Balasore | 134,287 | 146,634 | 85,145 |
| Cuttack | 100,317 | 131,548 | 85,889 |
| Mayurbhanj | 89,104 | 138,946 | 62,641 |
| Jajpur | 83,798 | 111,140 | 68,548 |
| Puri | 91,576 | 93,033 | 54,452 |
| Koraput | 66,732 | 92,348 | 55,739 |
| Bhadrak | 64,922 | 84,105 | 56,556 |
| Angul | 71,783 | 74,509 | 50,989 |
| Kalahandi | 38,718 | 95,875 | 61,281 |
| Jagatsinghpur | 58,382 | 65,261 | 58,976 |
| Dhenkanal | 57,338 | 64,611 | 52,070 |
| Kandhamal | 58,350 | 71,742 | 42,144 |
| Balangir | 44,108 | 77,906 | 43,788 |
| Khorda | 56,281 | 69,665 | 36,852 |
| Sundargarh | 51,851 | 74,530 | 33,024 |
| Kendrapara | 58,625 | 65,574 | 32,471 |
| Nabarangpur | 42,064 | 75,897 | 34,741 |
| Bargarh | 49,389 | 62,877 | 36,299 |
| Keonjhar | 34,427 | 74,155 | 38,944 |
| Nayagarh | 50,053 | 62,605 | 33,442 |
| Sambalpur | 48,842 | 47,045 | 28,489 |
| Gajapati | 42,204 | 44,533 | 29,324 |
| Nuapada | 32,936 | 40,311 | 23,128 |
| Malkangiri | 13,200 | 49,972 | 22,508 |
| Sonepur | 23,306 | 34,300 | 23,295 |
| Jharsuguda | 27,557 | 29,587 | 22,093 |
| Rayagada | 24,227 | 35,943 | 16,877 |
| Deogarh | 17,367 | 20,146 | 14,330 |
| Boudh | 11,756 | 15,085 | 6,449 |

| District | Science STUDENT APPEARED IN ASSESSMENTS | | |
|---|---|---|---|
| **District** | **1-Baseline** | **2-Mid-Term** | **3-End-Term** |
| Ganjam | 144,298 | 175,941 | 96,491 |
| Balasore | 119,229 | 136,582 | 79,183 |
| Cuttack | 89,652 | 120,805 | 80,935 |
| Mayurbhanj | 82,925 | 129,383 | 59,601 |
| Jajpur | 78,556 | 105,196 | 66,603 |
| Puri | 85,075 | 89,362 | 51,090 |
| Koraput | 60,808 | 85,030 | 52,244 |
| Bhadrak | 59,117 | 77,999 | 55,152 |
| Angul | 65,483 | 71,697 | 48,701 |
| Kalahandi | 35,594 | 90,508 | 58,162 |
| Jagatsinghpur | 52,925 | 61,179 | 55,460 |
| Dhenkanal | 54,775 | 62,500 | 49,633 |
| Kandhamal | 53,382 | 64,544 | 38,496 |
| Balangir | 41,208 | 72,640 | 39,292 |
| Kendrapara | 53,543 | 62,581 | 30,556 |
| Sundargarh | 46,811 | 67,132 | 31,140 |
| Khorda | 49,117 | 62,818 | 32,297 |
| Nabarangpur | 38,490 | 69,574 | 32,476 |
| Nayagarh | 44,966 | 59,506 | 33,325 |
| Bargarh | 45,207 | 57,526 | 32,630 |
| Keonjhar | 31,221 | 69,032 | 34,985 |
| Sambalpur | 45,174 | 45,377 | 27,159 |
| Gajapati | 38,205 | 41,725 | 27,763 |
| Nuapada | 30,279 | 37,539 | 21,267 |
| Malkangiri | 12,511 | 48,248 | 20,321 |
| Jharsuguda | 25,579 | 27,817 | 21,078 |
| Sonepur | 21,188 | 31,603 | 21,126 |
| Rayagada | 21,841 | 32,706 | 14,997 |
| Deogarh | 15,762 | 19,151 | 13,261 |
| Boudh | 10,505 | 14,319 | 6,160 |

It's a comparative analysis of number of students appeared in the assessments as per the data uploaded in the LRP Application.

## ANALYSIS 2: Comparative analysis of LO Performance

LRP assessments were performed based on LOs covered during the period of assessment. For easy analysis the LOs have been grouped into performance ranges based on student performance. All graphs are self-explanatory. Only key findings have been mentioned.

| PERFORMANCE RANGE | DESCRIPTION |
|---|---|
| 80%-100% | LOs with highest student performance |
| 60%-80% | LOs with very good student performance |
| 30%-60% | LOs with average student performance |
| 0%-30% | LOs with poor student performance |
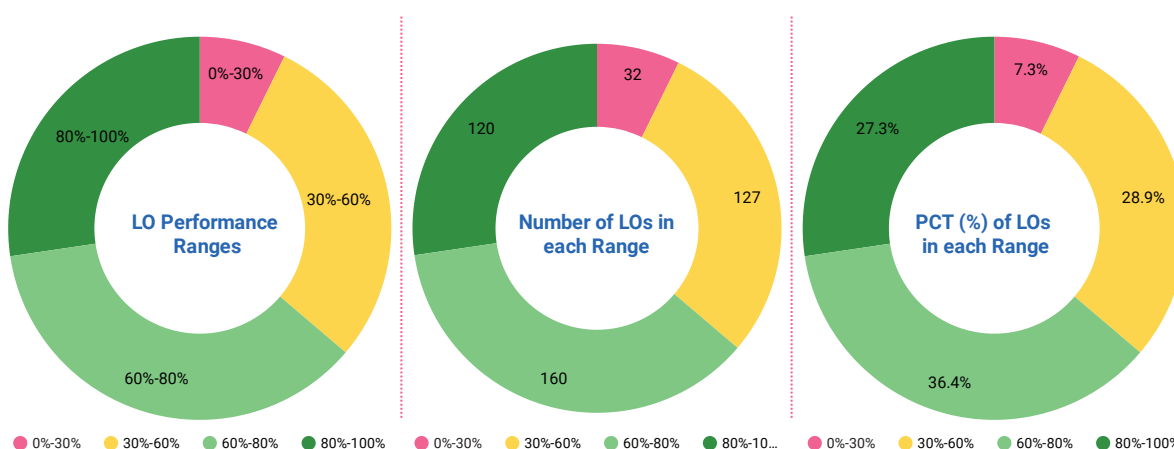


**Findings:** Above 80% of students have performed well in 120 LOs (highest student performance). 60% - 80% of students have scored well in 160 LOs (Very Good Student Performance). Similarly, 30% - 60% of students have performed well in 127 LOs (Average Student Performance). Lastly, 0% - 30% of students have scored well in 32 LOs (Poor Student Performance)

## Subject-Wise LO Count in 80% to 100% Performance Range

**Primary (Class 3, 4 & 5)**
- 6
- 10
- 14
- 20

Odia · Math… · Envir… · Engli…

**Upper Primary (Class 6, 7 & 8)**
- 11
- 15
- 17

Science · Mathematics · English

**Highschool (Class 9)**
- 8
- 10
- 12

Science · Mathematics · English
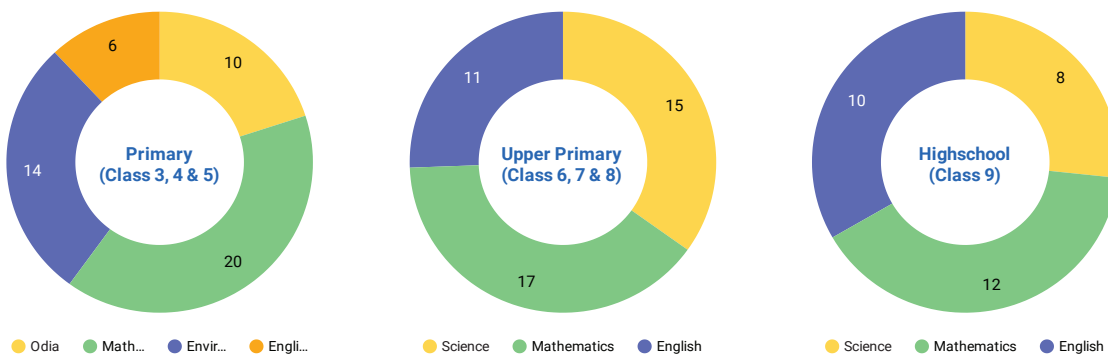
## Subject-Wise LO Count in 60% to 80% Performance Range

**Primary (Class 3, 4 & 5)**
- 12
- 10
- 16
- 28

Odia · Math… · Envir… · Engli…

**Upper Primary (Class 6, 7 & 8)**
- 26
- 17
- 21

Science · Mathematics · English

**Highschool (Class 9)**
- 11
- 12
- 12

Science · Mathematics · English
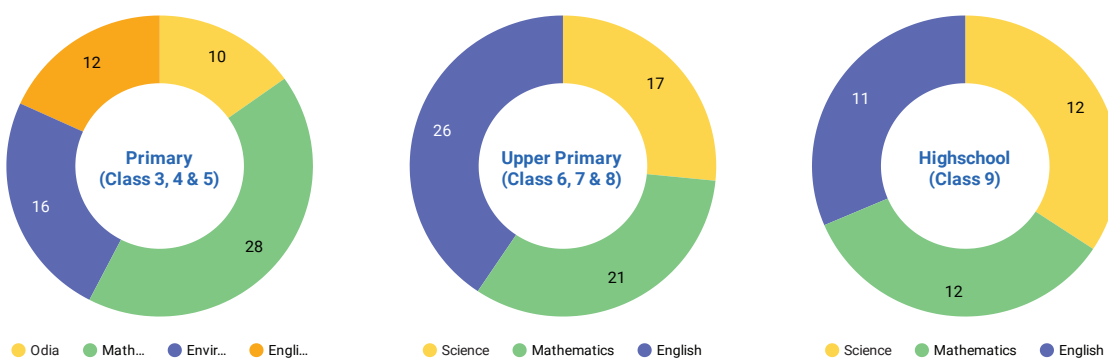
## Subject-Wise LO Count in 30% to 60% Performance Range

**Primary (Class 3, 4 & 5)**
- 10
- 9
- 12
- 23

Odia · Math… · Envir… · Engli…

**Upper Primary (Class 6, 7 & 8)**
- 25
- 13
- 27

Science · Mathematics · English

**Highschool (Class 9)**
- 5
- 7
- 5

Science · Mathematics · English
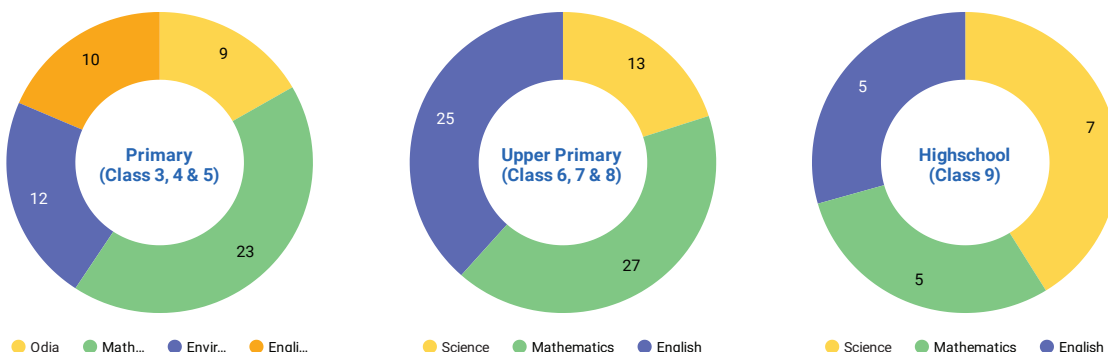
## Subject-Wise LO Count in 0% to 30% Performance Range

**Primary (Class 3, 4 & 5)**
- 4
- 1
- 3
- 5

Odia · Math… · Envir… · Engli…

**Upper Primary (Class 6, 7 & 8)**
- 5
- 5
- 8

Science · Mathematics · English

**Highschool (Class 9)**
- 1
- 1

Science · Mathematics
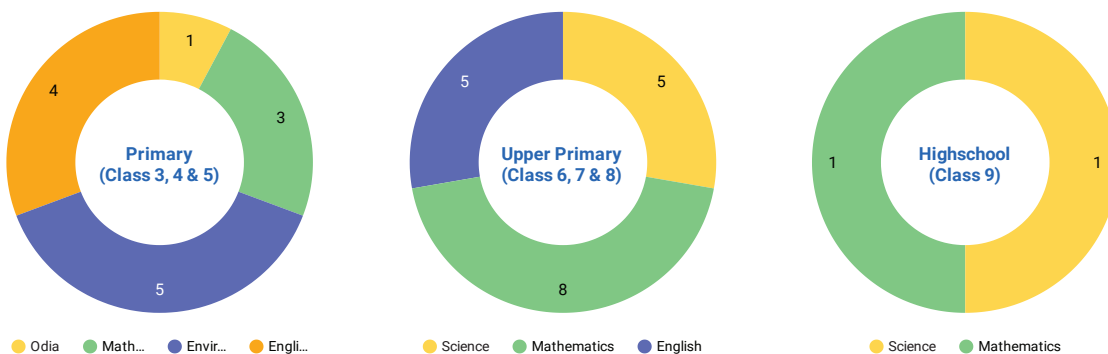
**Findings:**In 80% - 100% of students of primary class have scored 100% in 20 LOs of Mathematics.
In 60% - 80% of students of primary& upper primary class have scored 100% in 28 LOs & 21 LOs of Mathematics respectively.

## Class 3: Student Performance Across LOs

| District | 0%-30% | 30%-60% | 60%-80% | 80%-100% |
|---|---|---|---|---|
| Sundergarh | 1 | 6 | 21 | 7 |
| Sonepur | 1 | 8 | 21 | 5 |
| Sambalpur | | 6 | 20 | 9 |
| Rayagada | 1 | 9 | 21 | 4 |
| Puri | | 5 | 3 | 27 |
| Nuapada | 2 | 18 | 13 | 2 |
| Nayagarh | | 5 | 6 | 24 |
| Nabarangpur | 2 | 17 | 14 | 2 |
| Mayurbhanj | 1 | 8 | 21 | 5 |
| Malkangiri | 2 | 16 | 15 | 2 |
| Koraput | 2 | 15 | 14 | 4 |
| Khordha | | 5 | 9 | 21 |
| Keonjhar | 1 | 8 | 20 | 6 |
| Kendrapara | | 5 | 6 | 24 |
| Kandhamal | | 8 | 19 | 8 |
| Kalahandi | 2 | 16 | 15 | 2 |
| Jharsuguda | | 7 | 21 | 7 |
| Jajpur | | 5 | 8 | 22 |
| Jagatsinghpur | | 5 | 3 | 27 |
| Ganjam | | 5 | 15 | 15 |
| Gajapati | 1 | 7 | 21 | 6 |
| Dhenkanal | 1 | 6 | 17 | 11 |
| Deogarh | | 5 | 21 | 9 |
| Cuttack | | 5 | 7 | 23 |
| Boudh | 1 | 8 | 21 | 5 |
| Bolangir | 2 | 10 | 21 | 2 |
| Bhadrak | | 5 | 7 | 23 |
| Bargarh | 1 | 5 | 22 | 7 |
| Balasore | | 5 | 6 | 24 |
| Angul | | 6 | 18 | 11 |

Performance Ranges: ■ 0%-30%  ■ 30%-60%  ■ 60%-80%  ■ 80%-100%

**Findings:**

- Most of the students in all districts have performed well in maximum number of LOs in the range of 30-60%, 60-80% & 80-100%
- Puri, Nayagarh, Khurda, Kendrapara, Jajpur, Jagatsinghpur, Cuttack, Bhadrak, Ganjam,Balasore districts have highest performance in maximum LOs in all subjects.

## Class 4: Student Performance Across LOs

| District | 0%-30% | 30%-60% | 60%-80% | 80%-100% |
|---|---|---|---|---|
| Sundergarh | 1 | 14 | 13 | 2 |
| Sonepur | 1 | 17 | 10 | 2 |
| Sambalpur | 1 | 11 | 16 | 2 |
| Rayagada | 1 | 15 | 13 | 1 |
| Puri | 1 | 9 | 11 | 9 |
| Nuapada | 4 | 18 | 7 | 1 |
| Nayagarh | 1 | 9 | 14 | 6 |
| Nabarangpur | 1 | 19 | 10 | |
| Mayurbhanj | 1 | 14 | 14 | 1 |
| Malkangiri | 1 | 19 | 10 | |
| Koraput | 1 | 18 | 10 | 1 |
| Khordha | 1 | 9 | 14 | 6 |
| Keonjhar | 1 | 15 | 12 | 2 |
| Kendrapara | 1 | 9 | 12 | 8 |
| Kandhamal | 1 | 14 | 12 | 3 |
| Kalahandi | 1 | 21 | 7 | 1 |
| Jharsuguda | 1 | 16 | 11 | 2 |
| Jajpur | 1 | 9 | 14 | 6 |
| Jagatsinghpur | | 7 | 12 | 11 |
| Ganjam | 1 | 10 | 14 | 5 |
| Gajapati | 1 | 13 | 15 | 1 |
| Dhenkanal | 1 | 14 | 12 | 3 |
| Deogarh | 1 | 12 | 14 | 3 |
| Cuttack | 1 | 9 | 14 | 6 |
| Boudh | 1 | 17 | 10 | 2 |
| Bolangir | 1 | 20 | 8 | 1 |
| Bhadrak | 1 | 9 | 14 | 6 |
| Bargarh | 1 | 13 | 14 | 2 |
| Balasore | 1 | 9 | 14 | 6 |
| Angul | 1 | 11 | 14 | 4 |

**Performance Ranges:** 0%-30%   30%-60%   60%-80%   80%-100%

**Findings:**

- Most of the students in all districts have performed well in maximum number of LOs in the range of 30-60%, 60-80% .

- Puri, Jagatsinghpur, districts have performed relatively well.

## Class 5: Student Performance Across LOs
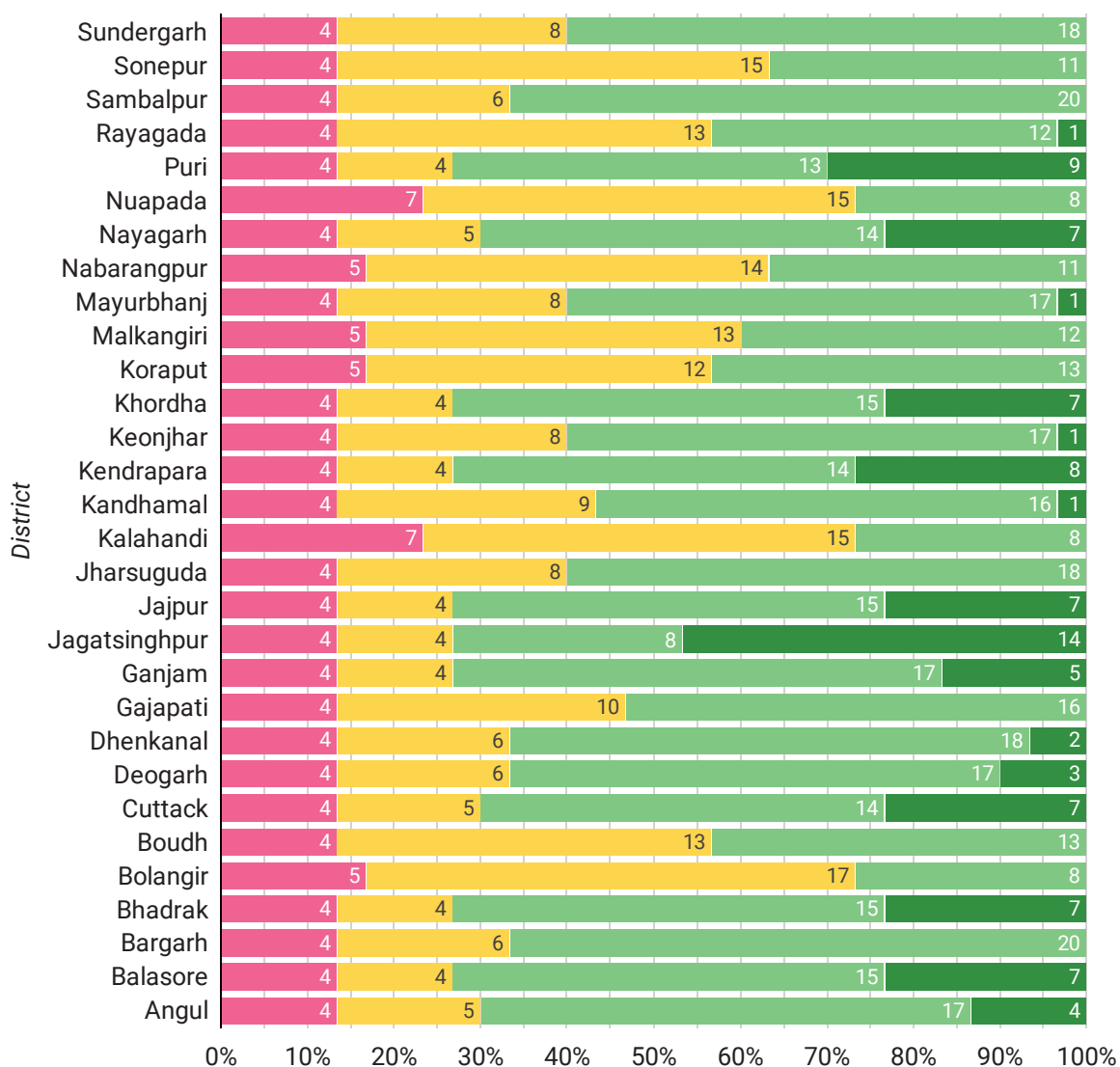


| District | 0%-30% | 30%-60% | 60%-80% | 80%-100% |
|---|---|---|---|---|
| Sundergarh | 4 | 8 | 18 | |
| Sonepur | 4 | 15 | 11 | |
| Sambalpur | 4 | 6 | 20 | |
| Rayagada | 4 | 13 | 12 | 1 |
| Puri | 4 | 4 | 13 | 9 |
| Nuapada | 7 | 15 | 8 | |
| Nayagarh | 4 | 5 | 14 | 7 |
| Nabarangpur | 5 | 14 | 11 | |
| Mayurbhanj | 4 | 8 | 17 | 1 |
| Malkangiri | 5 | 13 | 12 | |
| Koraput | 5 | 12 | 13 | |
| Khordha | 4 | 4 | 15 | 7 |
| Keonjhar | 4 | 8 | 17 | 1 |
| Kendrapara | 4 | 4 | 14 | 8 |
| Kandhamal | 4 | 9 | 16 | 1 |
| Kalahandi | 7 | 15 | 8 | |
| Jharsuguda | 4 | 8 | 18 | |
| Jajpur | 4 | 4 | 15 | 7 |
| Jagatsinghpur | 4 | 4 | 8 | 14 |
| Ganjam | 4 | 4 | 17 | 5 |
| Gajapati | 4 | 10 | 16 | |
| Dhenkanal | 4 | 6 | 18 | 2 |
| Deogarh | 4 | 6 | 17 | 3 |
| Cuttack | 4 | 5 | 14 | 7 |
| Boudh | 4 | 13 | 13 | |
| Bolangir | 5 | 17 | 8 | |
| Bhadrak | 4 | 4 | 15 | 7 |
| Bargarh | 4 | 6 | 20 | |
| Balasore | 4 | 4 | 15 | 7 |
| Angul | 4 | 5 | 17 | 4 |

**Performance Ranges:**  ■ 0%-30%  ■ 30%-60%  ■ 60%-80%  ■ 80%-100%

**Findings:**

- Most of the students in all districts have performed well in maximum number of LOs in the range of 30-60%, 60-80% .

- Puri, Jagatsinghpur, districts have performed relatively well.

## Class 6: Student Performance Across LOs



| District | 0%-30% | 30%-60% | 60%-80% | 80%-100% |
|---|---|---|---|---|
| Sundergarh | 5 | 8 | 12 | |
| Sonepur | 5 | 11 | 9 | |
| Sambalpur | 5 | 8 | 12 | |
| Rayagada | 5 | 11 | 9 | |
| Puri | 5 | 4 | 10 | 6 |
| Nuapada | 6 | 18 | 1 | |
| Nayagarh | 5 | 8 | 7 | 5 |
| Nabarangpur | 5 | 15 | 5 | |
| Mayurbhanj | 5 | 8 | 12 | |
| Malkangiri | 5 | 13 | 7 | |
| Koraput | 5 | 15 | 5 | |
| Khordha | 5 | 7 | 10 | 3 |
| Keonjhar | 5 | 8 | 12 | |
| Kendrapara | 5 | 4 | 12 | 4 |
| Kandhamal | 5 | 10 | 10 | |
| Kalahandi | 5 | 17 | 3 | |
| Jharsuguda | 5 | 8 | 12 | |
| Jajpur | 5 | 5 | 12 | 3 |
| Jagatsinghpur | 4 | 4 | 8 | 9 |
| Ganjam | 5 | 8 | 8 | 4 |
| Gajapati | 5 | 7 | 13 | |
| Dhenkanal | 5 | 8 | 12 | |
| Deogarh | 5 | 8 | 11 | 1 |
| Cuttack | 5 | 8 | 9 | 3 |
| Boudh | 5 | 12 | 8 | |
| Bolangir | 5 | 14 | 6 | |
| Bhadrak | 5 | 7 | 10 | 3 |
| Bargarh | 5 | 8 | 12 | |
| Balasore | 5 | 5 | 12 | 3 |
| Angul | 5 | 8 | 12 | |

**Performance Ranges:** ■ 0%-30%  ■ 30%-60%  ■ 60%-80%  ■ 80%-100%

**Findings:**

- Most of the students in all districts have performed well in maximum number of LOs in the range of 30-60%, 60-80% .

## Class 7: Student Performance Across LOs
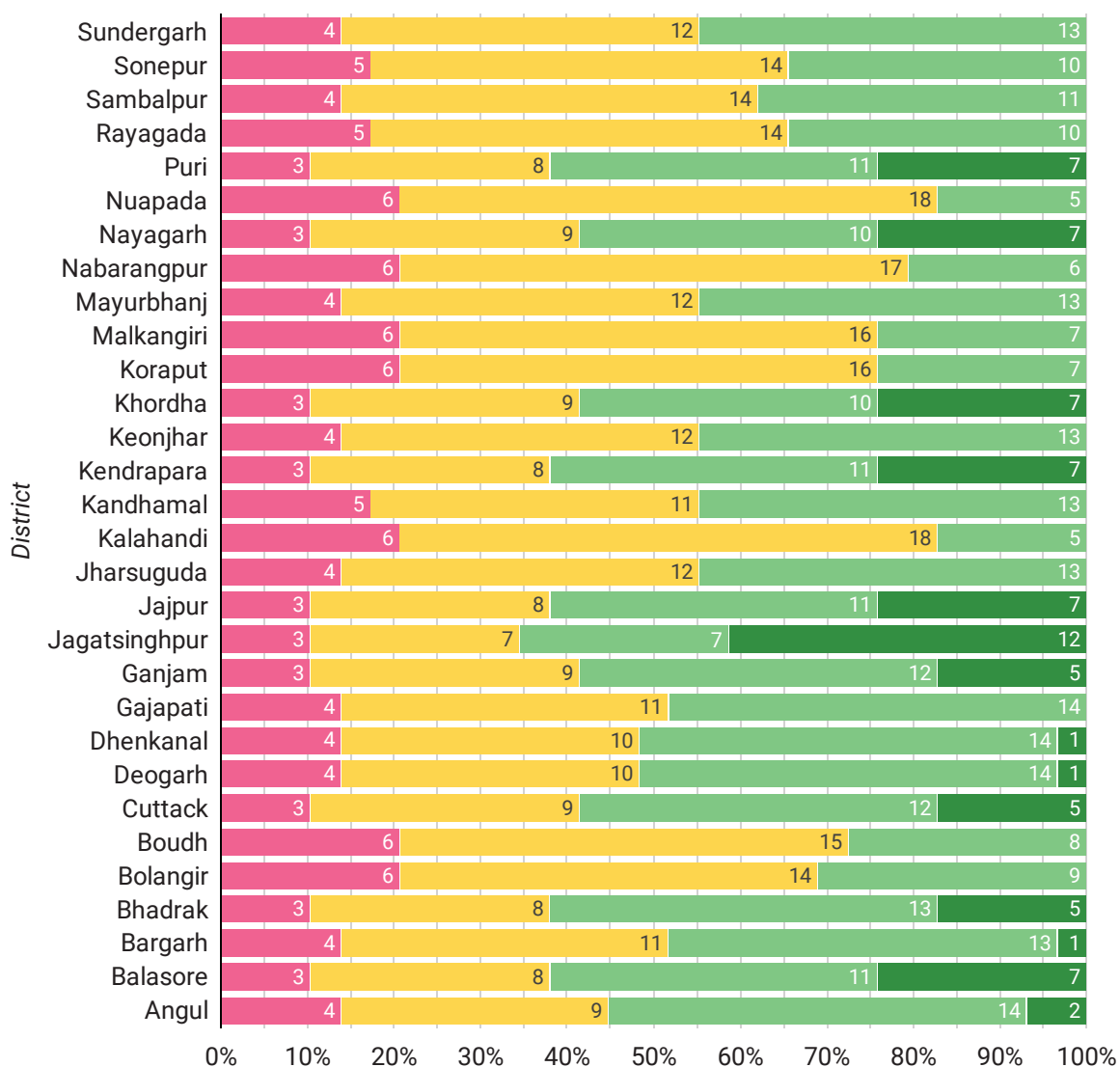


**Performance Ranges:** ▮ 0%-30% ▮ 30%-60% ▮ 60%-80% ▮ 80%-100%

**Findings:**

- Most of the students in all districts have performed well in maximum number of LOs in the range of 30-60%, 60-80% .

- Jagatsinghpur district have performed relatively well.

## Class 8: Student Performance Across LOs
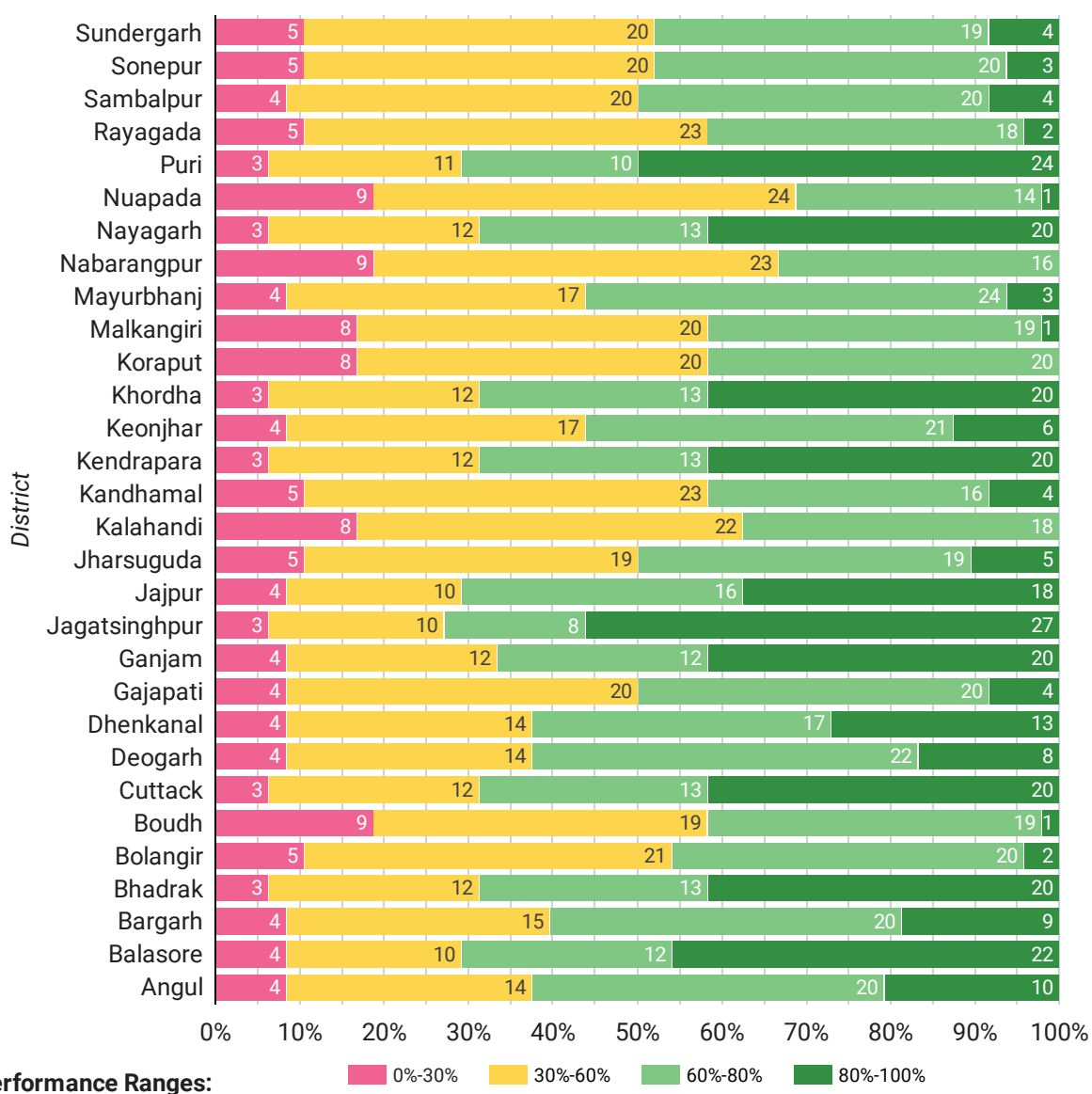


**Performance Ranges:** ◼ 0%-30%  ◼ 30%-60%  ◼ 60%-80%  ◼ 80%-100%

**Findings:**

- Most of the students in all districts have performed well in maximum number of LOs in the range of 30-60%, 60-80% .
- Puri, Nayagarh, Khurda, Kendrapara, Jajpur, Jagatsinghpur, Ganjam, Cuttack, Bhadrak, Balasore districtshave performed well.

## Class 9: Student Performance Across LOs
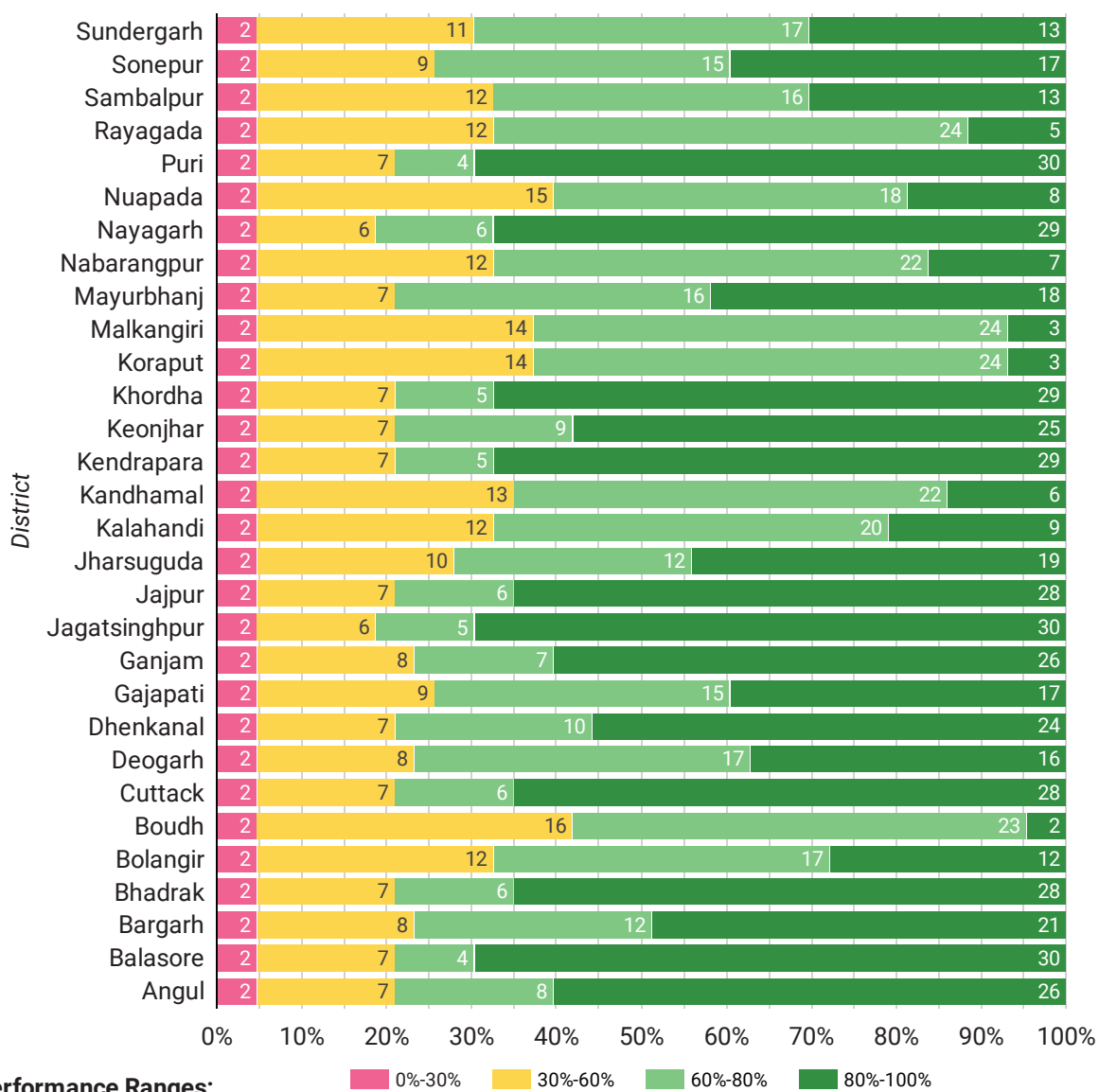


**Performance Ranges:** 0%-30% | 30%-60% | 60%-80% | 80%-100%

**Findings:**

▪ Most of the students in all districts have performed well in maximum number of LOs in the range of 80-100%.

▪ All districts except few have excellent performance.

## MAINSTREAMING OF STUDENTS
**ATTACHED AS ANNEXURE-A**


## STRATEGIES FOR ADOPTION OF REGULAR CURRICULUM
**ATTACHED AS ANNEXURE-B**


## CONCLUSION

LRP was executed with an objective to bridge the learning gap among students of government and government aided schools for class III to Class IX. It was project of 100 days and the implementation period at school level was 50 days. Students participation in LRP was significant. Distribution of TLM: students' workbook, teachers' manual, mid-term and end-term question papers and solutions was completed in all districts in multiple phases with proper coordination between DEO/BEO officials and implementing agency officials. Coordinators and resource persons regularly visited their allotted schools and monitored the project and provided all support towards upload of LRP data in the software application.
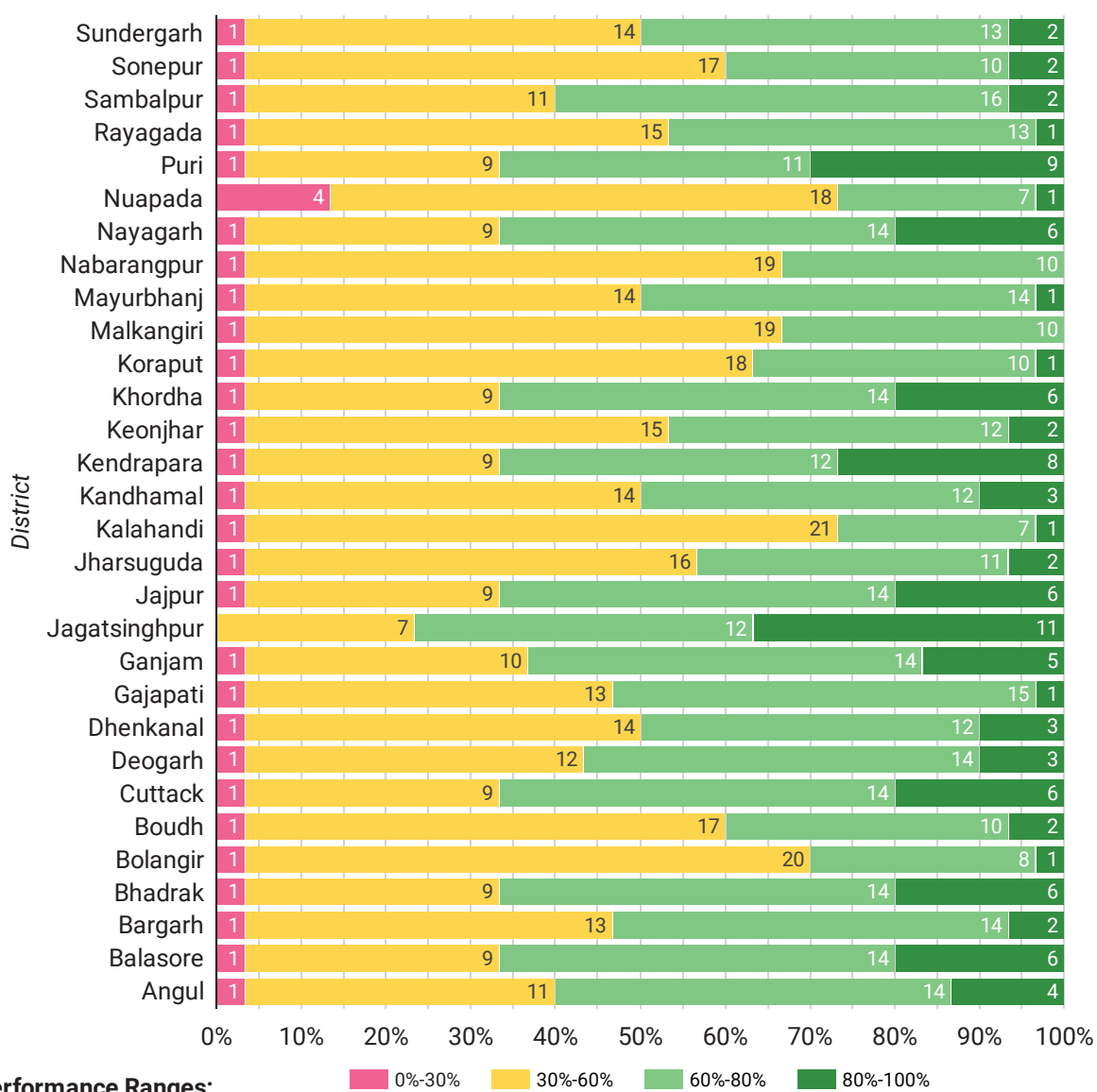
The project was implemented at school level under the supervision of District/block officials along with project coordinators and resource persons. Students performance in mid-term and end-term assessment indicates better learning and recovery of previous two academic years. Students have been mainstreamed in their respective classes through LRP. We extend our gratitude to Ms Ashwati.S, IAS, Commissioner cum Secretary, S&ME Dept., and Shri AnupamSaha, IAS, State Project Director, OSEPA for all support extended towards LRP implementation. We also extend our sincere thanks to senior officials of OSEPA: Shri Saroj Kumar Behera, OAS(S), Additional Director (General), OSEPA, Smt. AmitaPattanaik (OES-I), Joint Director (Pedagogy, PMU &Planning, RTE), and Smt. NirupaBehera (OES-I), Deputy Director for their timely intervention and support as and when required throughout the project period.

| ANNEXURES | DESCRIPTION |
|---|---|
| ANNEXURE-A | MAINSTREAMING OF STUDENTS IN THE SCHOOL |
| ANNEXURE-B | STRATEGIES FOR ADOPTION OF REGULAR CURRICULUM |
| ANNEXURE-C | List of LOs |
| ANNEXURE-D | FREQUENTLY ASKED QUESTIONS |
| ANNEXURE-E | TRAINING MODULES FOR TEACHERS |
| ANNEXURE-F | IMPORTANT INFORMATION FOR TEACHERS |
| ANNEXURE-G | LRP MICROPLAN FOR TEACHERS |
| ANNEXURE-H | SCHOOL VISIT MONITORING PLAN |
| ANNEXURE-I | LRP MONITORING FORMAT |

## ANNEXURE A

## Mainstreaming of Students in the School

**Learning Recovery Programme (LRP)- 2022 under School & Mass Education Department, Government of Odisha,** aims at recovering the learning loss of previous two school years of **Odia-medium students currently studying in Class III – IX in Govt. Schools / Govt. aided schools caused due to pandemic Covid-19.** Key subjects of Science, Mathematics and Odia for Class III and Science, Mathematics and English for class (IV-IX) are taken under the project to mitigate the lost learning on the subjects. Special Learning Outcome (LO) based curriculum on the said key subjects of Class III-IX is designed based on the syllabus of their previous two school year and a Student Workbook is provided to each and every student of Class III-IX of the government schools . The Teachers are trained on LRP and each teacher is given a Teacher Guidebook for referring the daily micro-plan and the answer key of all said classes. Three assessments i.e Baseline, Mid-term and End-term Assessments are conducted during a span of two months to measure the academic improvement of the students. After successfully accomplishing the very objective of the Learning Recovery Programme, both the Agencies suggests few strategies for **Mainstreaming of Students** in the schools. The strategies mentioned below are based on the experiences gained while implementing LRP in 30 districts of Odisha.

### Facts and Figures

The issue of school dropouts is still there in India in spite of Right to Education Act and other inclusive Educational projects, rather it has worsen after the pandemic. This hinders economic and social well-being of the family as well as reduces the literacy rate of the country. Bringing the school drop out back to the normal educational set-up has become a severe challenge in all state. Although School and Mass Education Department, Government of Odisha successfully completed Learning Recovery Programme recovered previous two school years learning loss of the school going students of Class III-IX, the Department is concerned  about the mainstreaming of the drop out or Out of School Students. As mentioned in the news published in Times of India on 14th May 2022 "about 70 percent students are attending the classes. However, on detailed analysis of the figure, it is seen that the attendance in class I to class V in case of districts like Malkangiri, Boudh, Gajapati, Sambalpur and Nuapada is less than the state average. Similarly, in case of attendance for class VI to Class VIII, the of districts like Malkangiri, Boudh, Sambalpur and Nuapada is also less than the state average. Many districts have reported less attendance than the state average in secondary and higher secondary level too." This is a matter of serious concern , hence to take a policy decision to address the issue is the need of the hour. Few strategies are suggested below for addressing the issue and mainstreaming of drop out students.

### Special Drive for Mainstreaming of students

The department may run a drive to address the issue of mainstreaming across the state. Just like Vaccination drive, the Mainstreaming Drive may be run by the Departments under each school. The leaflet, pamphlets, and other IEC materials to be made for distribution, highlighting the hazards of being illiterate and benefit of education. On a certain day IEC activities miking, rally, morning march by school children with slogans and placards etc at the village level and appeal the parents to send their children to school. For this, district level , block level and village level Planning meeting needs to be chalked out and accordingly executed at the school level targeting the villages coming under the particular school. The modality of the drive may be finalised by the Department.

### Engagement of Education Volunteer

Teacher is the last point of contact of the Education Department.  Just like ASHA Worker in Health Department and Anganwadi Worker in WCD, there may be Education Volunteer/ Counsellor  who may be engaged by the School and Mass Education Department. These volunteers will be local youths, may

be the change agent of the education and make the villagers aware about the educational service. They will visit door to door and identify the drop out and Out of School Students in the school periphery through a micro level survey. After identifying the Drop outs, they may arrange a meeting with the parents along with the students and make them understand the benefit of education and convince them to send their children to school. The engagement of volunteers , their job responsibility, the survey form, modality  etc will be finalised by

## Special Curriculum and Syllabus

After identification of the drop out students, and making them ready to come to school, the education volunteer will ensure their presence and attendance each day. But their retention depends on the activities of the school. So, the school should plan how they can take interest, engage themselves, participate in classroom activity. There should be special curriculum and special syllabus designed to start from where they left or what is their age-appropriate need. A Bridge Course may be specially designed to attain their academic need and progress.
Schools should practice innovative teaching methods to draw and attract the students towards education and spark interest in them. There should be play and game to retain them in the school and focus should be in the activity based and experimental teaching -learning process.

## Involvement of PRI Members

The Peoples representative in the PRI are the guardian of the socio-economic development projects of the projects. They are aware about the village problems and they know issues like which family has school dropout child or out of school child. They can be consulted to counsel the parents of the child and send them back to school. They are the decision-making authority in the village/ward and people respect them and give weigh to their words.

## Involvement of Women leaders of Mission Shakti

The women SHGs under Mission Shakti conduct their weekly meeting at the hamlet level. They discuss various hamlet level issues in the meeting. They are aware about the problem of each family. The women leaders bearing the decision-making skill, counselling skill can be instrumental in convincing the parents of the drop out students to send them back to school. They are assigned to make the development plan for their village and mainstreaming of students can be one of the development agenda of each village. They will be involved in addressing the  mainstreaming issue.

## Awareness of Parents

The awareness of parents is one of the critical steps in mainstreaming of students. Once the parents become convince, they can send their children to the school. There will be parents meeting at the village level and they will be made aware about the advantage of education of their children. One time parents meeting will not serve the purpose, they will be contacted multiple times and at continuous interval till they send their children to the school.

## Engagement of CBOs

There are many Community Based Organisations (CBOs) and NGOs working in the state on education. The Department can identify, select and partner with them to address the issue of mainstreaming of the students. The organisation will share the road map to bring the drop out students back to the school.
Department will identify local organisation working at the district level and engage them through proper agreement on target, timeline, and deliverables to address the mainstreaming

issue. The idea behind engaging district level CBO/NGO is that they are aware about the local context, geographical situation and must be having team at the block level.

For special syllabus or curriculum for these students the state level CBOs, Academic Experts, curriculum experts may be engaged. The design of the curriculum will be such that the initial days in the school will not be pressure for them and gradually they will catch the grade-appropriate learning and later attend their age-appropriate class. The teaching methodology will be interesting and attractive enough to spend enough time in the school.

## Convergence with other Departments

School and Mass Education Department may converge with other related departments like Mission Shakti, WCD and Health Department for this purpose. The ASHA workers and the AWW need to be mobilised for addressing the issue of mainstreaming of student. Departmental convergence may solve the issue to a great extent.

## Policy Decision

The School and Mass Education Department may take various policy level decisions pertaining to mainstreaming of students in the school. The department may consult various stakeholders including district level officials, invite inputs and suggestions, reviews recommendation, manage partnership and networking, select agencies, convene meetings/ workshops/seminars to mitigate the issue of drop out students and increase the enrolment in the schools.

## Continuous Review and Monitoring

There may be review and monitoring committee at each level starting from school level to state level to set and track the target, time line and process and result. The school review committee may consist of teachers, parents, PRI members, women leaders. The monitoring may be done regularly at continuous interval and should be stick to the deadline. The enrolment may be tracked in the software so that the enrolment status displays in the dashboard for review and appraisal.

## Conclusion:

There is no single solution to address the issue of mainstreaming the students. The combination of multiple strategy or all strategies together can be taken as state wide strategy for this. There may be some specific approach or strategies to districts with less attendance than state average. With planned effort , proper implementation strategy , robust monitoring mechanism, involvement of right stakeholders, the Department will accomplish the objective of mainstreaming the students and increasing the enrolment in the state.

## ANNEXURE B

### Strategies for Adoption of Regular Curriculum

**Learning Recovery Programme (LRP)- 2022 under School & Mass Education Department, Government of Odisha,** aims at recovering the learning loss of previous two school years of **Odia-medium students currently studying in Class III – IX in Govt. Schools / Govt. aided schools** caused due to pandemic Covid-19. Key subjects of Science, Mathematics and Odia for Class III and Science, Mathematics and English for class (IV-IX) are taken under the project to mitigate the lost learning on the subjects. Special Learning Outcome (LO) based curriculum on the said key subjects of Class III-IX is designed based on the syllabus of their previous two school year and a Student Workbook is provided to each and every student of Class III-IX of the government schools . The Teachers are trained on LRP and each teacher is given a Teacher Guidebook for referring the daily micro-plan and the answer key of all said classes. Three assessments i.e Baseline, Mid-term and End-term Assessments are conducted during a span of two months to measure the academic improvement of the students. After successfully accomplishing the very objective of the Learning Recovery Programme, both the agencies suggest few strategies for adopting regular curriculum in the schools. The strategies mentioned below are based on the experiences gained while implementing LRP in 30 districts of Odisha.

> The Curriculum adoption is the process of screening and selection of core instructional materials and contents that are used by all students to meet the learning standards.

#### Understanding the Capabilities of Students:

Each student is unique. Each child is different and grows, learns, and develops at their own pace. Reading ,writing ,understanding, grasping, retention skill of every student is different although the children reading in a particular class is of more or less same age group. On a similar classroom context ,upon the learning instruction of same teacher, for various different reason, students fall on different ranges as per their academic progress such as Good , Average and Poor. Recognizing, identifying, and fostering the unique capabilities of each student is important. Considering various academic grades of students, the teachers need to identify the areas where the students are having difficulties, customise curriculum ,design the learning instruction and develop the lesson plan accordingly so that the academically poor students also pick up the spirit of the lesson. To address the educational need of poor and the average students, there must be arrangement of extra classes  after the formal class timing or in the weekend.

#### Interesting Classroom Environment:

School students spend 90% of their school time in the classroom each day. Except their play time and lunch break, all the time they remain in the class. So the classroom environment plays more important role for acquiring the desired learning objective. Whatever they do, be it drawing, storytelling, loud reading, singing,  writing, reading  etc , they do it in the classroom . The interesting the classroom , the joyful the learning. Classroom management refers to  the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

The teacher need to plan how to make the classroom environment appealing, by engaging students, providing playing /activity based learning opportunity, encouraging and ensuring participation of all students. Children learn through observation, imitation, collaboration and concrete experiences, using their senses. Content should be drawn from the experiences of children. Learning and development with continuous opportunities for children to experience, explore, and experiment in the classroom will bring a momentum in the adoption of current curriculum. This effort should not be in one class and for one day , it should be a continuous process and teacher play an important role to maintain and

sustain it.

Children learn best when they are respected, valued, and fully involved in the learning process. Teachers need to ensure the culture of respect, praise, admiration and acceptance in the classroom environment. Learning happens more when a child feels fearless to express, participate and share views. Children enjoy the classroom in which the teacher instructs lesson with pleasant and happy mood. Classroom activities must emphasize the emotional aspect of learning. Teachers should be sensitive and responsive to the needs and moods of children too. Children learn through observation, imitation and collaboration: the classroom activities should provide enough opportunities to observe, experiment, demonstrate and encourage the peer learning. Teacher, engaged in play and other activities for children, is a critical prerequisite for effective teaching-learning experience.

## Focus on Formative Assessment:

Student assessment is the centrepiece of the teaching and learning process. Learning assessment is like a magnifying glass to determine that the teaching and learning process functions well or needs change.

> Formative Assessments are the learning strategies to provide immediate feedback on student progress, and help teachers determine exactly where each student stands.

Presently, teachers use traditional tests i.e. Summative Assessment to assess students' progress. Under this, exams are given at the end of each unit or term to measure how well students have retained the knowledge, they have gained. However, modern educational requirement focuses on Formative Assessment methods that foster student growth and improved teaching methodologies. While Summative Assessment is the assessment OF the learning, Formative Assessment is the assessment FOR the learning, while the former focuses on the product, the later focuses on process. Formative Assessment plays an essential role in achieving learning outcomes. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities). It helps teachers understand the pace of the students before moving forward to new concepts or skills. Formative evaluations help teacher understand students learning processes and identify areas in which they need guidance and improvement. Since formative assessments are ongoing throughout the course, teachers can identify problems early on before they become too difficult for the student to overcome later in the course or even during class. This helps the students practice skills without pressure and provides a safe space where they can learn from their mistakes and try again until they succeed — which can boost confidence and improve test scores later. Few examples of Formative Assessment Methods are as follows:

- Observations during in-class activities; of student's non-verbal feedback during lecture

- Homework exercises as review for exams and class discussions

- Reflections reviewed periodically during the semester

- Question and answer sessions, both formal—planned and informal—spontaneous/surprise test/quiz in the class, ask them to solve the problems or questions in the black board

- In-class activities where students informally present their results

- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress

- Summer workbooks can be designed in the name of "holiday assignment", and can be distributed amongst students before their summer vacation

- Students' performance assessment of holiday assignment can be conducted when the classes begin after the summer vacation by the school teachers.

## Similar Curriculum of LRP Required:

This curriculum of LRP becomes helpful not only in understanding previous syllabus, but also in founding the linkage with the current grade. Students Workbook under LRP has deliberately taken only those Learning Outcomes of previous two years on the key subjects which has linkage in the current grade. And not only that, its Practice worksheets has been helpful for the student to practice it in the class, hence, student develop the interest in writing skill, and habit of doing practice after each class. In the current curriculum, every subject has some linkage with previous grade. If similar kind of project (like LRP) including the Students Workbook, taking the syllabus of at least previous one year can be taken up by the Department for consecutive three years in the beginning of every new session in Class III- IX, it will be extremely helpful for adopting the regular curriculum in the state. This effort will not only refresh the previous learning of students but also become instrumental in conceptual clarity, content revision, preparing the students for similar but little difficult and vast curriculum in the current grade. This will help the students in taking interest in new course and release pressure of higher grade and new curriculum.

> If similar kind of project (like LRP) including the Students Workbook, taking the syllabus of at least previous one year can be taken up by the Department for consecutive three years in the beginning of every new session in Class III- IX, it will be extremely helpful in adopting the regular curriculum in the state.

## Use of Technology:

A teaching learning process is explicitly based on the quest "what to teach" and "how to teach. What to teach means the content, the subject depth, the learning materials and how to teach implies teaching methodology and use of teaching aids. Once technology enters the school building, dramatic renovations usually begin. With the technological magic touch, a simple school house turns in to a systemized learning centre. In the instances where the student is the centre of attention, technology is catalyst for educational change. Teachers can leverage technology to achieve new levels of productivity, implement useful digital tools to expand learning opportunities for students, and increase student support, participation and engagement. It also enables teachers to improve their instruction methods and personalize learning. Schools can benefit from technology by reducing the costs of physical instructional materials, enhancing educational program efficiency, and making the best use of teacher time. It provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts. Be it audio-visual , print and pictorial materials, be it smart board technology with educational video from internet, these all help the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration. It provides fun and improves student's visualization, critical and analytical thinking.School having no smart boards and facilities of playing audio visual aids, teacher must come prepared with pictures, activity, and games to give an exploring learning experience. For the secondary classes, the laboratory will give them the opportunity to experimental learning experience. For ensuring synergy with the regular curriculum, Department must think of providing audio-visual aids, print and pictorial materials, models and specimen, establishment of laboratory and experimental tools class-wise and subject wise to schools. All these will make the school as a stimuli, motivational forum , attractive and fun full learning place and increase the attendance and retention in the school too.

> Once technology enters the school building, dramatic renovations usually begin. With the technological magic touch, a simple school house turns in to a systemized learning centre.

**Professional Development of Teachers:**

Teachers are central to the implementation of all the brilliant and noble educational projects of national and state government as they are instrumental in executing the curriculum in the schools. Their professional development is one of the most critical step in curriculum adoption in the state. Professional development for teachers can help teachers to plan their time better, to stay organized, to discover new teaching strategies, better connect with the students, and map their learning and academic progress efficiently. This will help the teacher to adapt to the emerging educational needs and demands, will enrich their knowledge, attitude and behaviour, enhance their capacity and will make them technologically sound to excel in their jobs.

Constantly emerging educational technology and curriculum standards are making it necessary for teachers to keep up with the latest trends and best practices. Professional development of teachers will help them to go back to the classrooms with better and updated teaching styles that are better suited to the needs and pace of the students. Focus of this professional development may be in the areas of 21 century skills, new technological innovation, modern instruction methodology, updated teaching technique, digital empowerment. All the teachers need to undergo professional development course to ensure better adoption of the regular curriculum at the school level. Department should plan the professional development course and implement it for successful execution of all educational projects.

**Conclusion:**

Curriculum is a key lever in providing meaningful learning experiences and a driver for instructional lesson delivery. Although the current curriculum has been finalised at the state and district level , its integration, proper implementation, better execution still needs improvement through close collaboration and robust monitoring mechanism. The introduction of revision course at the beginning of each new session just like LRP is the need of the hour at least for three consecutive years to build the foundation of this generation. Professional development of teachers through the engagement of private and leading educational actors is another critical area to be taken into consideration. Strong and open feedback mechanism system for allowing feedback from the parents, veteran academicians, educational actors, curriculum experts and incorporating better input coming from them will enrich the education system in the state.

## ANNEXURE C

## ODIA

| Standard | LO | Subject | LO Description |
|---|---|---|---|
| STD 3 | OD 105 | Odia | ଚିତ୍ର ସୂକ୍ଷ୍ମତାକୁ ନିରୀକ୍ଷଣ କରିବ |
| STD 3 | OD 104 | Odia | ପ୍ରିଣ୍ଟ(ଲେଖା ଓ ଛାପା) ଏବଂ ପ୍ରିଣ୍ଟ ନ ହୋଇଥିବା ସାମଗ୍ରୀ( ଯେପରି ଚିତ୍ର କିମ୍ବା ଅନ୍ୟ ଗ୍ରାଫିକ୍ସ ) ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ ଦର୍ଶାଇବ |
| STD 3 | OD 101 | Odia | ବିଭିନ୍ନ ଉଦ୍ଦେଶ୍ୟ ପାଇଁ ନିଜ ଭାଷା କିମ୍ବା ବିଦ୍ୟାଳୟର ଭାଷାକୁ ବ୍ୟବହାର କରି କଥାବାର୍ତ୍ତା କରିବ ଯେପରି କବିତା ବୋଲିବ, ଗପ କହିବ, ଜାଣିବା ପାଇଁ ପ୍ରଶ୍ନ ପଚାରିବ, ନିଜ ଅନୁଭୂତିକୁ କହିବ । |
| STD 3 | OD 113 | Odia | ନିଜେ ପ୍ରସ୍ତୁତ କରିଥିବା ଚିତ୍ରକୁ ନାମିତ କରିବ-ଯେପରି ହାତ ତିଆରି ହୋଇଥିବା ପଞ୍ଜା ଚିତ୍ର , ବିଞ୍ଛଣ ଲେଖିବ (ଶିକ୍ଷାର୍ଥୀଙ୍କ ଘର ଭାଷାରେ ଲେଖାଯାଇପାରେ ) । |
| STD 3 | OD 103 | Odia | ଭାଷାରେ ଥିବା ଧ୍ୱନି ଓ ଶବ୍ଦ ସହ ଖେଳି ଆନନ୍ଦ ପାଇବ ଯେପରି- ଚକ, ରଖ, ବକ । |
| STD 3 | OD 112 | Odia | ଲେଖା ଶିଖିବାପରେ ନିଜେ ବିକାଶାତ୍ମକ ସ୍ତର ଅନୁସାରେ ଚିତ୍ର- ସିଧା, ତେରେଛା ରେଖା, ଅକ୍ଷର, ଆକୃତି, ପ୍ରଚଳିତ ଶୈଳୀ ଲେଖାମାଧ୍ୟମରେ ଶୁଣିଥିବା ଓ ନିଜମନ କଥାକୁ ନିଜ ଭାଷାରେ ଲେଖିବାକୁ ଚେଷ୍ଟା କରିବ । |
| STD 3 | OD 109 | Odia | ପ୍ରିଣ୍ଟ(ଲେଖା ଓ ଛାପା ) ରେ ଥିବା  ଅକ୍ଷର ଶବ୍ଦ ଏବଂ ବାକ୍ୟକୁ ଭାଗ ଭାଗ କରି ଚିହ୍ନିବ । |
| STD 3 | OD 211 | Odia | ପ୍ରିଣ୍ଟ(ଲେଖା ଓ ଛପା) ରେ ଥିବା ଅକ୍ଷର ଶବ୍ଦ ଏବଂ ବାକ୍ୟକୁ ଭାଗଭାଗ କରି ଚିହ୍ନିବେ , ଯେପରି 'ମୋର ନାମ ସରିତା' । କୁହ,ଏ ବାକ୍ୟରେ କେତୋଟି ଅକ୍ଷର ଅଛି? 'ନାମ' ଶବ୍ଦରେ କେତୋଟି ଅକ୍ଷର ଅଛି? 'ନାମ' ଶବ୍ଦରେ କଣ କଣ ଅକ୍ଷର ଅଛି? |
| STD 3 | OD 107 | Odia | ପଢ଼ିଥିବା ଗପ, କବିତା ଆଦିରେ ଶବ୍ଦ, ବାକ୍ୟ ଆଦିକୁ ଦେଖିବ ଓ ସେଗୁଡ଼ିକର ଧ୍ୱନିକୁ ଶୁଣି, ବୁଝିବ ଓ କହିବ । |
| STD 3 | OD 110 | Odia | ପରିଚିତ/ଅପରିଚିତ ଲିଖନ ସାମଗ୍ରୀରେ (ଯେପରି ମଧ୍ୟାହ୍ନ ଭୋଜନ ଚାର୍ଟ, ନିଜ ନାମ, ଶ୍ରେଣୀ ନାମ, ମନପସନ୍ଦର ବହିର ନାମ ଆଦି) ଆଗ୍ରହ ରଖିବ , କଥାବାର୍ତ୍ତା କରିବ, ଅର୍ଥ ଖୋଜିବ, ଯେପରି କେବଳ ଚିତ୍ର କିମ୍ବା ଚିତ୍ର ଓ ପ୍ରିଣ୍ଟ ଆଧାରରେ ଅନୁମାନ କରିବ , ଅକ୍ଷର ଧ୍ୱନିର ସମ୍ୱନ୍ଧକୁ ଖୋଜିବ । ଶବ୍ଦକୁ ଚିହ୍ନିବ , ପୂର୍ବ ଅନୁଭୂତି ଆଧାରରେ ଅନୁମାନ କରିବ । |
| STD 3 | OD 210 | Odia | ପରିଚିତ/ଅପରିଚିତ ଲିଖନ ସାମଗ୍ରୀରେ (ଯେପରି ମଧ୍ୟାହ୍ନ ଭୋଜନ ଚାର୍ଟ, ନିଜ ନାମ, ଶ୍ରେଣୀ ନାମ, ମନପସନ୍ଦର ବହିର ନାମ ଆଦି) ଆଗ୍ରହ ରଖିବ , କଥାବାର୍ତ୍ତା କରିବ, ଅର୍ଥ ଖୋଜିବ, ଯେପରି କେବଳ ଚିତ୍ର କିମ୍ବା ଚିତ୍ର ଓ ପ୍ରିଣ୍ଟ ଆଧାରରେ ଅନୁମାନ କରିବ , ଅକ୍ଷର ଧ୍ୱନିର ସମ୍ୱନ୍ଧକୁ ଖୋଜିବ । ଶବ୍ଦକୁ ଚିହ୍ନିବ , ପୂର୍ବ ଅନୁଭୂତି ଆଧାରରେ ଅନୁମାନ କରିବ । |
| STD 3 | OD 102 | Odia | ଶୁଣିଥିବା ବିଷୟକୁ(ଗପ, କବିତା ଆଦି) କହିବ, ନିଜ ମତାମତ ଦେବ ଓ ପ୍ରଶ୍ନ ପଚାରିବ । |
| STD 3 | OD 111 | Odia | ଓଡ଼ିଆ ବର୍ଣ୍ଣମାଳାର ଅକ୍ଷରର ଆକୃତି ଓ ଧ୍ୱନିକୁ ଚିହ୍ନିବ ।ବିଦ୍ୟାଳୟ ବାହାରେ ଓ ଭିତରେ( ପଠନ କୋଣ/ ପାଠାଗାର) ନିଜ ପସନ୍ଦର ବହି ଖୋଜି ପଢ଼ିବାକୁ ଚେଷ୍ଟା କରିବ। |
| STD 3 | OD 213 | Odia | ଓଡ଼ିଆ ବର୍ଣ୍ଣମାଳାର ଅକ୍ଷରର ଆକୃତି ଓ ଧ୍ୱନିକୁ ଚିହ୍ନିବ ।ବିଦ୍ୟାଳୟ ବାହାରେ ଓ ଭିତରେ( ପଠନ କୋଣ/ ପାଠାଗାର) ନିଜ ପସନ୍ଦର ବହି ଖୋଜି ପଢ଼ିବାକୁ ଚେଷ୍ଟା କରିବ। |
| STD 3 | OD 201 | Odia | ବିଭିନ୍ନ ଉଦ୍ଦେଶ୍ୟ ପାଇଁ ନିଜ ଭାଷା କିମ୍ବା ବିଦ୍ୟାଳୟ ଭାଷାକୁ ବ୍ୟବହାର କରି କଥାବାର୍ତ୍ତା କରିବ, କବିତା ବୋଲିବ, ଗପ କହିବ, ଜାଣିବାପାଇଁ ପ୍ରଶ୍ନ ପଚାରିବ, ନିଜ ଅନୁଭୂତିକୁ କହିବ, ନିଜ ବିଚାର ରଖିବ । |
| STD 3 | OD 202 | Odia | କୁହାଯାଇଥିବା କଥା,ଗପ,କବିତା ଆଦିକୁ ମନଦେଇ ଶୁଣି ନିଜ ଭାଷାରେ କହିବ । |
| STD 3 | OD 205 | Odia | ଭାଷାରେ ନିହିତ ଶବ୍ଦ ଓ ଧ୍ୱନି ସହିତ ଖେଳି ମଜା ନେବ, ଯପରି- ଚକା ଚକା ଭଉଣୀ, ମାମୁଁ ଘର ଚଉଁରି ........ |
| STD 3 | OD 212 | Odia | ଓଡ଼ିଆ ବର୍ଣ୍ଣମାଳାର ଅକ୍ଷରର ଆକୃତି ଓ ଧ୍ୱନି କୁ ଚିହ୍ନିବ । |
| STD 3 | OD 217 | Odia | କଳ୍ପନା ଆଧାରରେ କବିତା, ଗପ ଇତ୍ୟାଦିକୁ ଆଗେଇ ନେବ । |
| STD 3 | OD 203 | Odia | ଦେଖିଥିବା, ଶୁଣିଥିବା କଥା, ଚିତ୍ର, କବିତା ଆଦି ବିଷୟରେ କଥାବାର୍ତ୍ତା କରିବ ଓ ନିଜ ପ୍ରତିକ୍ରିୟା ଦର୍ଶାଇବ । |

# ENGLISH

| Standard | LO | Subject | LO Description |
|---|---|---|---|
| STD 4 | EN 306 | English | Interacts orally (using mother tongue also) to poem and stories, identifies characters and sequence of a story and asks questions about a story. |
| STD 4 | EN 307 | English | Responds to the simple instructions such as shut the door, open the door, standup etc |
| STD 4 | EN 301 | English | Associates words with pictures. |
| STD 4 | EN 304 | English | Recites/ sings rhymes with action. |
| STD 4 | EN 305 | English | Listens to instructions and draws scribble in response to poems and stories. |
| STD 4 | EN 302 | English | Names Familiar objects seen in picture. |
| STD 4 | EN 303 | English | Recognizes letters and produces with sounds of words. |
| STD 4 | EN 309 | English | Talks about pictures, things and self,etc |
| STD 4 | EN 311 | English | Writes simple words in appropriate in uniform size and appropriate shape in print form. |
| STD 4 | EN 312 | English | Responds to question related stories, poem etc and identifies characters. |
| STD 4 | EN 313 | English | Writes a few word or sentences related to a poem or a story with proper spacing between words. |
| STD 4 | EN 314 | English | Recites/ sings poems individually, in groups with correct pronunciation and intonation. |
| STD 4 | EN 316 | English | Read small texts in English with comprehension and identifies main idea. |
| STD 4 | EN 318 | English | Uses vocabulary related to subjects like Mathematics, EVS relevant to Class – III. |
| STD 5 | EN 301 | English | Associates words with pictures. |
| STD 5 | EN 302 | English | Names Familiar objects seen in picture. |
| STD 5 | EN 303 | English | Recognizes letters and produces with sounds of words. |
| STD 5 | EN 305 | English | Listens to instructions and draws scribble in response to poems and stories. |
| STD 5 | EN 307 | English | Responds to the simple instructions such as shut the door, open the door, standup etc |
| STD 5 | EN 316 | English | Read small texts in English with comprehension and identifies main idea. |
| STD 5 | EN 317 | English | Expresses his/ her opinion / understanding about the story / characters in the story / |
| STD 5 | EN 318 | English | Uses vocabulary related to subjects like Mathematics, EVS relevant to Class – III. |
| STD 5 | EN 402 | English | Enacts different roles in short skit. |
| STD 5 | EN 403 | English | Responds verbally / in writing in English to questions based on day –to- day life |
| STD 5 | EN 404 | English | Responds verbally / in writing in English to questions based on day – to – day life experiences, an article, story or poem heard or read. |
| STD 5 | EN 408 | English | Writes dictation of words and short sentences. |
| STD 5 | EN 405 | English | Shares riddles and tongue twisters in English. |
| STD 5 | EN 417 | English | Uses opposites like day / night, close /open and such others expressions. |
| STD 5 | EN 406 | English | Solves simple crossword puzzles, builds word chains etc. |
| STD 5 | EN 411 | English | Uses nouns, pronouns, verbs, adjectives and prepositions appropriately in speech and |
| STD 5 | EN 412 | English | Talk about self known situations and pictures. |
| STD 5 | EN 413 | English | Writes a few words or short sentences after reading poems and short stories. |
| STD 5 | EN 416 | English | Uses meaningful short sentences in English orally and in writing. |
| STD 5 | EN 417 | English | Uses opposites like day / night, close /open and such others expressions. |
| STD 5 | EN 419 | English | Expresses orally her/ his opinion / understanding about the story and characters in |
| STD 5 | EN 420 | English | the story in English / home language. |
| STD 5 | EN 421 | English | Uses dictionary to find out spelling and meaning of the words. |
| STD 6 | EN 404 | English | Responds verbally to a story heard and read earlier. |
| STD 6 | EN 408 | English | Writes dictation of words and short sentences. |
| STD 6 | EN 409 | English | Reads aloud with intonation and pause such as question marks, comma, full stop and capital letters. |
| STD 6 | EN 405 | English | Shares riddles and tongue twisters in English |
| STD 6 | EN 406 | English | Solves simple crossword puzzles, builds word chains etc. |
| STD 6 | EN 411 | English | Uses nouns, pronouns, verbs, adjectives and prepositions appropriately in speech and writing. |
| STD 6 | EN 413 | English | Writes a few words or short sentences after reading poems and short stories. |

| STD 6 | EN 418 | English | Composes and writes simple short sentences with spacing between letters, words, sentences and lines. |
|---|---|---|---|
| STD 6 | EN 410 | English | Uses linkers to indicate connections between words and sentences such as 'and', 'then', 'first', 'next', etc. in their spoken and written language. |
| STD 6 | EN 414 | English | Uses simple adjectives related to size, shape, colour, weight, texture, such as big, small, round, pink, red, heavy, light, soft, etc. |
| STD 6 | EN 420 | English | Frames words from puzzles, newspapers, magazines and textbooks, etc for enriching stock of vocabulary. |
| STD 6 | EN 504 | English | Reads independently the story books, new items, advertisements etc and talk about it and composes short paragraphs. |
| STD 6 | EN 501 | English | Answers coherently in written or oral form to questions in English based on day-today life experiences, familiar and unfamiliar story and poem heard or read. |
| STD 6 | EN 506 | English | Uses meaningful grammatically correct sentences while describing/narrating incidents and framing questions. |
| STD 6 | EN 502 | English | Recites and shares English song poems, games, riddles, stories, tongue twisters etc. in the schools and with the family members. |
| STD 6 | EN 517 | English | Attempts to write creatively stories, poems, posters, etc. |
| STD 6 | EN 507 | English | Uses synonyms such as big/large, shut/close, antonyms like big/small, close/open, adjectives like big/bigger etc. from the clues in the context. |
| STD 6 | EN 503 | English | Acts according to the instructions given in English such as open the door, touch the floor, etc. |
| STD 6 | EN 510 | English | Takes dictations for different purposes such as lists, paragraphs, dialogues, etc. |
| STD 6 | EN 515 | English | Presents orally and in writing the highlights of given written text/short speech/ narrations/ video, film, pictures, photographs, etc. |
| STD 6 | EN 513 | English | Write paragraphs in English from verbal / visuals clues with appropriate punctuation marks and links. |
| STD 6 | EN 520 | English | Frames words from puzzles, newspapers, magazines and text-books, etc. for enriching stock of vocabulary. |
| STD-7 | EN 501 | English | Answers coherently in written or oral form to questions in English based on day-to-day life experiences familiar and unfamiliar story and poem heard or read. |
| STD-7 | EN 506 | English | Uses meaningful grammatically correct sentences to describe and narrate incidents and for framing questions. |
| STD-7 | EN 502 | English | Recites and shares English songs, poems, games, riddles, stories, tongue twisters, etc. in the schools and with the family members. |
| STD-7 | EN 503 | English | Acts according to instructions given in English such as 'Open the door', 'Touch the flower'. |
| STD-7 | EN 515 | English | Presents orally and in writing the highlights of a given written text/short speech/narration/video, film, pictures, photographs etc. |
| STD-7 | EN 504 | English | Reads independently the story books, news items, advertisements etc. and talks about it and composes short paragraphs. |
| STD-7 | EN 508 | English | Reads texts with comprehension, locates details and sequence of events. |
| STD-7 | EN 510 | English | Takes dictations for different purposes such as lists, paragraphs, dialogues etc. |
| STD-7 | EN 507 | English | Uses sunonyms such as big/large, shut/close, antonyms like big/small, close/open, adjectives like big/bigger/biggest etc. from the clues in the the context. |
| STD-7 | EN 513 | English | Writes paragraphs in English from verbal, visual clues with appropriate punctuation marks and linkers. |
| STD-7 | EN 601 | English | Participates in activities in English like role-play, group discussion, deabates etc. |
| STD-7 | EN 602 | English | Recites, reads and shares poems, songs, jokes, riddles, tongue-twisters etc. |
| STD-7 | EN 603 | English | Responds to the oral message, telephonic communication in English and communicates them in English or home language. |
| STD-7 | EN 608 | English | Uses synonyms, antonyms appropriately, deduces word meanings from clues in context while reading a variety of texts. |
| STD-7 | EN 609 | English | Writes words, phrases, simple sentences and short paragraphs as dictated. |
| STD-7 | EN 612 | English | Writes grammatically (Functional grammar) correct sentences for a variety of situations using nouns (singular/plural), pronouns, verbs, adjectives, adverbs, determiners etc. |
| STD-7 | EN 615 | English | Writes mini-biography and auto-biography. |
| STD-7 | EN 616 | English | Identifies kinds of nouns, adverbs, differentiates between simple past and simple present verbs. |

| STD-7 | EN 618 | English | Appreciates either verbally/ in writing the variety in food, dress, customs and festivals as read /heard in his/her day to day life, in videos, films, etc. |
|---|---|---|---|
| STD-7 | EN 621 | English | Writes creatively poems, stories paragraphs etc. |
| STD-8 | EN 601 | English | Participates in activities in English like self-introduction, group discussion, role play and debates, etc and recite poems, songs. |
| STD-8 | EN 609 | English | Writes words, phrases, simple sentences and short paragraphs as dictated in good (cursive) handwriting. |
| STD-8 | EN 602 | English | Recites, reads and shares poems, songs jokes, riddles, tongue twisters etc. |
| STD-8 | EN 603 | English | Responds to the oral message, telephonic communication in English and communicates them in English or home language. |
| STD-8 | EN 608 | English | Uses synonyms, antonyms, appropriately, reduces word meanings from clues in context while reading a variety of texts. |
| STD-8 | EN 609 | English | Write words, phrases, simple sentences and short paragraphs as dictated in handwriting. |
| STD-8 | EN 607 | English | Responds to a variety of questions on familiar and unfamiliar text both verbally and in writing. |
| STD-8 | EN 616 | English | Writes mini-biography and auto-biography. |
| STD-8 | EN 612 | English | Writes grammatically (Functional Grammar) correct sentences for a variety of situations using noun (Singular/Plural), pronoun, verb, adjectives, adverbs, determiners, etc. |
| STD-8 | EN 617 | English | Identifies kinds of nouns, adverbs, differentiates between simple past and simple present verbs. |
| STD-8 | EN 707 | English | Asks and responds to questions based on texts (from books and other resources) out of curiosity. |
| STD-8 | EN 704 | English | Talks in English with family, friends and people from different professionals. (Takes part in conversations, interviews, banks, railway and in other public offices) |
| STD-8 | EN 713 | English | Infers the meaning of unfamiliar words by reading them in context and enriches vocabulary. |
| STD-8 | EN 714 | English | "Refers Dictionary to find meaning / spelling of words while reading and writing. |
| STD-8 | EN 716 | English | Uses appropriate grammatical forms in communication (noun / pronoun / verb / determiner / time and tense / passivization / adjective / adverb). |
| STD-8 | EN 701 | English | Answers questions orally and in writing in a variety of texts. |
| STD-8 | EN 707 | English | Asks and responds to questions based on text / other. |
| STD-8 | EN 710 | English | Compares between characters, events, ideas, themes and correlates to own life. |
| STD-9 | EN 701 | English | Answers questions orally and in writing in a variety of text. |
| STD-9 | EN 702 | English | Reads aloud stories and recites poems with appropriate pause, intonation and pronounciation. |
| STD-9 | EN 703 | English | Participates in different activities in English such as role play, poetry recitation, declamation, quiz etc. organized by school and other such organizations. |
| STD-9 | EN 704 | English | Engages in conversations in English with family, friends and people from different professionals such as shopkeepers, salespersons etc. |
| STD-9 | EN 705 | English | Responds to different kinds of instructions, requests, and directions in varied contexts viz- school, bank, railway stations etc. |
| STD-9 | EN 707 | English | Asks and responds to questions based on texts (from books or other resources) and out of curiosity. |
| STD-9 | EN 708 | English | Reads textual/ non textual materials in English. |
| STD-9 | EN 709 | English | Identifies characters, main ideas and sequence of ideas and events in textual / non textual materials. |
| STD-9 | EN 710 | English | Thinks critically, contrasts characters, events, ideas, themes and relates them to life. |
| STD-9 | EN 711 | English | Reads to seek information in print / online, notice board, sign boards in public places, newspaper, hoardings, etc. |
| STD-9 | EN 716 | English | Uses appropriate grammatical forms in communcation (noun/pronoun/verb/determiner, time and tense / passivization / adjective, adverb, tense.) |
| STD-9 | EN 717 | English | Organizes sentences coherently in English with the help of verbal and visual clues and with a sense of audience. |
| STD-9 | EN 718 | English | Writes formal letters, personal diaries, lists email, SMS, etc. |
| STD-9 | EN 720 | English | Writes a dialogue from a story and story from dialogues. |

| | | | |
|---|---|---|---|
| STD-9 | EN 803 | English | Engages in conversation in English with people from different professions such as bank staff, railway staff etc. using appropriate vocabulary. |
| STD-9 | EN 809 | English | Asks questions in different contexts and situations (based on the text / beyond texts / out of curiosity while engaging in the conversations using appropriate vocabulary and accurate sentences). |
| STD-9 | EN 804 | English | Uses formulaic polite expressions to communicate. |
| STD-9 | EN 805 | English | Speaks short prepared speech in morning assembly. |
| STD-9 | EN 806 | English | Speaks about objects/ pictures / titles / events in the class / school / outside. |
| STD-9 | EN 808 | English | Reads excerpts, dialogues, poems, commentaries of sports and games, speeches, news & debates on TV/radios and expresses opinion about it. |
| STD-9 | EN 818 | English | Refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing. |
| STD-9 | EN 815 | English | Reads, compares, contrasts, thinks critically and relates ideas to life. |
| STD-9 | EN 816 | English | Infers the meaning of unfamiliar words by reading them in contexts. |
| STD-9 | EN 817 | English | Reads a variety of texts for pleasure, e.g. adventure stories and science fictions, fairy tales also non-fiction articles, narratives, travelogues |
| STD-9 | EN 821 | English | Writes a coherent and meaningful paragraph, essay / letter through the process of drafting, revising, editing and finalizing. |
| STD-9 | EN 823 | English | Write answers to the textual and non-textual question after comprehension/ inference; drwas character sketch, attempts extrapolative writing. |
| STD-9 | EN 824 | English | Writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, different forms, short personal/biographical experiences, etc. |

## MATH

| Standard | LO | Subject | LO Description |
|---|---|---|---|
| STD 3 | M103 | MATH | ୨୦ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା ତୁଳନା କରିବ ।ଦୈନନ୍ଦିନ ଜୀବନରେ ୧ ରୁ ୨୦ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟାର ଯୋଗ ଓ ବିୟୋଗର ପ୍ରୟୋଗ କରିବ । |
| STD 3 | M104 | MATH | ସ୍ଥୂଳ ବସ୍ତୁ ବ୍ୟବହାର କରି ୯ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟ ର ଯୋଗ କରିବ,ଉଦାହରଣ ସ୍ୱରୂପ ୩+୩ ଜାଣିବା ପାଇଁ ୩ ରୁ ଆରମ୍ଭ କରି ୩ ପାଦ ଆଗକୁ ଯିବ ଏବଂ ୩ +୩ = ୬ ନିର୍ଣ୍ଣୟ କରିବ । |
| STD 3 | M 201 | MATH | ୧୯ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା  ସୂଚକ ପଢ଼ିବ ଓ ଲେଖିବ । |
| STD 3 | M 202 | MATH | ଦୁଇ ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାମାନଙ୍କୁ ଲେଖିବ ଓ ତୁଳନା କରିବାରେ ସ୍ଥାନୀୟ  ମାନ ଧାରଣାକୁ ବ୍ୟବହାର କରିବ । |
| STD 3 | M 204 | MATH | ଦୈନନ୍ଦିନ ଜୀବନର ସରଳ ସମସ୍ୟା । ଦୁଇଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାମାନଙ୍କର ଯୋଗ । ଦୁଇଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାମାନଙ୍କର ଯୋଗ ସମ୍ବନ୍ଧୀୟ ସମସ୍ୟା ସମାଧାନ । |
| STD 3 | M 205 | MATH | ଦୁଇଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାମାନଙ୍କର ଫେଡ଼ାଣ ଫଳ ଆଧାରରେ ତାର୍ପୟ - ଫେଡ଼ାଣ ଆଧାରରେ ଦୈନନ୍ଦିନ ଜୀବନର ସମସ୍ୟା ସମାଧାନ କରିବ । |
| STD 3 | M 206 | MATH | ୩/୪ ଟି ମୁଦ୍ରା ବ୍ୟବହାର  କରି (ସମାନ/ଭିନ୍ନମୂଲ୍ୟ )ର ୧୦୦ ଟଙ୍କା ମଧ୍ୟରେ ଯେକୌଣସି ପରିମାଣକୁ ଉପସ୍ଥାପନ କରିବ । |
| STD 3 | M 207 | MATH | ସାଧାରଣ ତ୍ରି -ମାତ୍ରିକ ଆକୃତିକୁ ସେମାନଙ୍କର ଦୃଶ୍ୟମାନ ବୈଶିଷ୍ଟ୍ୟ ଆଧାରରେ ବର୍ଣ୍ଣନା କରିବ । |
| STD 3 | M 210 | MATH | ଦୂରତା/ଦୈର୍ଘ୍ୟ ତଥା ପତ୍ର ଧାରକଦ୍ୱୃକ୍  ବିଭିନ୍ନ ମାନଙ୍କ ଏକକ (ବାଡ଼ି,ପେନ୍ସିଲ ,କପ,ଚାମଚ ) ରେ ଆକଳନ କରିବ ଓ ମାପିବା । |
| STD 4 | M 210 | MATH | ଦୂରତା/ଦୈର୍ଘ୍ୟ ତଥା ପାତ୍ର ଧାରକଦ୍ୱୃକ୍  ବିଭିନ୍ନ ଅଣମାନଙ୍କ ଏକକ (ବାଡ଼ି,ପେନସିଲ ,କପ,ଚାମଚ ) ରେ ଆକଳନ କରିବ ଓ ମାପିବ । |
| STD 4 | M 312 | MATH | ଲମ୍ବ ବା ଦୂରତାକୁ ମାନକ ଏକକ (ଯଥା:- ସେଣ୍ଟି-ମିଟର ବା ମିଟର) ରେ ଅନୁମାନ କରିବ କିମ୍ବା ମାପିବ ଓ ଦୈର୍ଘ୍ୟ ମାପ ଏକକ ମାନକ ମଧ୍ୟରେ ସମ୍ପର୍କ ବୁଝିବ । |
| STD 4 | M 211 | MATH | ସରଳ ନିକଟି ବ୍ୟବହାର କରି ଓଜନିଆ ହାଲୁକା ବସ୍ତୁମାନଙ୍କୁ ତୁଳନା କରିପାରିବ । |
| STD 4 | M 313 | MATH | ମାନକ ଏକକ ଗ୍ରାମ୍ ଓ କିଲୋଗ୍ରାମ୍ ବ୍ୟବହାର କରି ବସ୍ତୁର ଓଜନ ସ୍ଥିର କରିବ । |
| STD 4 | M 213 | MATH | ସପ୍ତାହର ଦିନ ଓ ବର୍ଷର ମାସମାନଙ୍କର ନାମ କହିବ । |
| STD 4 | M 317 | MATH | ଘଣ୍ଟାକୁ ଦେଖି ଠିକ୍ ଭାବରେ ସମୟକୁ ଚିହ୍ନଟ କରିବ । |
| STD 4 | M 214 | MATH | ସଂଖ୍ୟା ଓ ସରଳ ଆକୃତିରେ ଥିବା ସାରାଂଚନାକୁ ଆଗକୁ ବଢେଇବ । |
| STD 4 | M 319 | MATH | ଟାଲି ଚିହ୍ନ ବ୍ୟବହାର କରି ତଥ୍ୟକୁ ଲିପିବଦ୍ଧ କରିବ । ଚିତ୍ର ଲେଖାରେ ଦର୍ଶାଇବ ଓ ଯୁକ୍ତିଯୁକ୍ତ ସିଦ୍ଧାନ୍ତ ନିର୍ଣ୍ଣୟ କରିବ । |
| STD 4 | M 304 | MATH | ୨, ୩, ୪, ୫ ଓ ୧୦ ଗୁଣନଖଣ୍ଡା ପ୍ରସ୍ତୁତ କରି ବ୍ୟବହାର କରିବ ଓ ଦୈନଦିନ ପରିସ୍ଥିତିରେ ତହିର ବ୍ୟବହାର କରିବ । |
| STD 4 | M 306 | MATH | ସମାନ ଦଳରେ ଭାଗକରି / ସମୂହ ସୃଷ୍ଟି କରି ହରଣର ଅର୍ଥ ବୁଝିବ ଓ ବୁଝାଇବ, ବାରମ୍ବାର ପ୍ରକ୍ରିୟାରେ ଭାଗଫଳ ସ୍ଥିର କରିବ । ଉଦାହରଣ ସ୍ୱରୂପ: ୧୨÷୩ ନିର୍ଣ୍ଣୟ କରିବା ପାଇଁ ୩ଟି ଲେଖାଏଁ ଜିନିଷ ନେଇ ୪ଟି ଦଳ କରି ୧୨ ପାଇବ । ୧୨ରୁ ୩ କୁ କ୍ରମାନ୍ୱୟରେ ବିୟୋଗ କରି ୪ ପାଇବ । |
| STD 4 | M 307 | MATH | ଅଳ୍ପ ପରିମାଣର ଟଙ୍କା ପଇସାର ଯୋଗ ଓ ଫେଡ଼ାଣ କରିବ (ଟଙ୍କାକୁ ପଇସାରେ ପରିଣତ କରି ଓ ନକରି) । |
| STD 4 | M 309 | MATH | ଦ୍ୱି-ମାତ୍ରିକ ଆକୃତି ସମ୍ପର୍କରେ ବୁଝିବ :କାଗଜ ଭାଙ୍ଗି, ବିନ୍ଦୁଗ୍ରାଫ୍ ରେ କାଗଜ କାଟି ସରଳରେଖା ଇତ୍ୟାଦି ବ୍ୟବହାର କରି ଦ୍ୱିମାତ୍ରିକ ଆକୃତି ପ୍ରସ୍ତୁତ କରିବ ଓ ସେଗୁଡ଼ିକ ଚିହ୍ନିବ । |
| STD 4 | M 310 | MATH | ଦ୍ୱି-ମାତ୍ରିକ ଆକୃତିର ଧାର, ଶୀର୍ଷ ଓ କର୍ଣ୍ଣ ସଂଖ୍ୟାକୁ ବୁଝାଇବ । ଉଦାହରଣ ସ୍ୱରୂପ:- ଗୋଟିଏ ବହିର ଉପର ପାଖ (ମଲାଟ)ର ୪ଟି ଧାର, ୪ଟି ଶୀର୍ଷ ଓ ୨ଟି କର୍ଣ୍ଣ ଅଛି । |
| STD 4 | M 206 | MATH | ୩/୪ଟି ନୋଟ୍ ମୁଦ୍ରା ବ୍ୟବହାର କରି (ସମାନ ବା ଭିନ୍ନ ମୂଲ୍ୟର) ୧୦୦ ଟଙ୍କା ମଧ୍ୟରେ ଯେ କୌଣସି ପରିମାଣକୁ ଉପସ୍ଥାପନ କରିବ । |
| STD 5 | M 301 | MATH | ତିନି ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟା ସହ କାର୍ଯ୍ୟ କରିବ, ୯୯୯ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା ପଢ଼ିବ  ଓ ଲେଖିବ । |
| STD 5 | M 303 | MATH | ତିନି ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟା ମାନଙ୍କର ଯୋଗ ଓ ବିୟୋଗ ପ୍ରକ୍ରିୟା ବ୍ୟବହାର କରି ଦୈନନ୍ଦିନ ଜୀବନର ସରଳ ସମସ୍ୟାର ସମାଧାନ କରିବ ।(ଗୋଟିଏ ଘରୁ ଅନ୍ୟ ଘରକୁ ସଂଖ୍ୟା ନ ନେଇ ଓ ନେଇ ଯୋଗଫଳ ନିର୍ଣ୍ଣୟ କରିବ ,ଯୋଗଫଳ ୯୯୯ ମଧ୍ୟରେ ହେଉଥିବ । |
| STD 5 | M 401 | MATH | ଦୈନନ୍ଦିନ ଜୀବନରେ  ସଂଖ୍ୟାରେ ଗାଣିତିକ ପ୍ରକ୍ରିୟା ପ୍ରୟୋଗ କରିବ । |
| STD 5 | M 304 | MATH | ୨, ୩, ୪,୫ ଓ ୧୦ ର ଗୁଣନ ଖଣ୍ଡା ପ୍ରସ୍ତୁତ କରି ବ୍ୟବହାର କରିବ ଓ ଦୈନନ୍ଦିନ ପରିସ୍ଥିତିରେ ତହିର ବ୍ୟବହାର କରିବ  । |
| STD 5 | M 402 | MATH | ଦୁଇ ଓ ତିନି ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାକୁ ଗୁଣନ କରିବ । ବିଭିନ୍ନ ଉପାୟରେ ଗୋଟିଏ ସଂଖ୍ୟାକୁ ଅନ୍ୟ ସଂଖ୍ୟା ଦ୍ୱାରା ହରଣ କରିବ ,ଯେପରି ଚିତ୍ର ମାଧ୍ୟମରେ (ବିନ୍ଦୁ ତିଆରି କରିବ ) ସମାନ ସମାନ ସମୂହ ସୃଷ୍ଟି କରି କିମ୍ବା ବାରମ୍ବାର ଫେଡ଼ାଣ କରି ଏବଂ ଗୁଣନ ଓ ହରଣ ମାଧ୍ୟମରେ ସମ୍ବନ୍ଧ ସ୍ଥାପନ କରିବ । |

| STD | | | |
|---|---|---|---|
| STD 5 | M 306 | MATH | ସମାନ ଦଳରେ ଭାଗ କରି ସମୂହ ସୃଷ୍ଟି କରି ହରଣର ଅର୍ଥ ବୁଝିବ ଓ ବୁଝାଇବ ,ବାରମ୍ବାର ବିୟୋଗ ପ୍ରକ୍ରିୟାରେ ଭାଗଫଳ ସ୍ଥିର କରିବ |ଉଦାହରଣ ସ୍ୱରୂପ : ୧୭÷୩ ନିର୍ଣ୍ଣୟ କରିବା ପାଇଁ ୩ଟି ଲେଖାଁଏ ଜିନିଷ ନେଇ ୪ଟି ଦଳକରି ୧୭ ପାଇବ ୧୭ରୁ ୩ଥର କ୍ରମାନ୍ୱୟରେ ବିୟୋଗ କରି ୪ ପାଇବ | |
| STD 5 | M 404 | MATH | ଭଗ୍ନସଂଖ୍ୟାକୁ ନେଇ କାର୍ଯ୍ୟ କରିବ |ଅଧା ଏକ ଚତୁର୍ଥାଂଶ (ଚଉଠ ),ତିନି-ଚତୁର୍ଥାଂଶକୁ ଚିହ୍ନଟ କରିବ |(କାଗଜ ଭାଙ୍ଗି ଓ ସଂଗୃହିତ ବସ୍ତୁକୁ ନେଇ କାର୍ଯ୍ୟ କରିବ )| |
| STD 5 | M 405 | MATH | ସଂଖ୍ୟା ସୂଚକ ବ୍ୟବହାର କରି ଅଧା, ଏକ- ଚତୁର୍ଥାଂଶ ତିନି-ଚତୁର୍ଥାଂଶକୁ ଭଗ୍ନ ସଂଖ୍ୟାରେ ସୂଚାଇବ | |
| STD 5 | M 406 | MATH | କୌଣସି ଭଗ୍ନସଂଖ୍ୟାର ସମ ଭଗ୍ନସଂଖ୍ୟାକୁ ପ୍ରଦର୍ଶନ କରିବ | |
| STD 5 | M 410 | MATH | କାଗଜ ଭାଙ୍ଗି / କାଗଜ କାଟି କାଗଜରେ କଳି ଥାପି ପ୍ରତିସମ ଚିତ୍ର ଧାରଣାକୁ ପ୍ରଦର୍ଶନ କରିବ | |
| STD 5 | M 312 | MATH | ଲମ୍ବ ବା ଦୂରତାକୁ ମାନକ ଏକକ (ଯଥା -ସେଣ୍ଟିମିଟର ବା ମିଟର )ରେ ଅନୁମାନ କରିବ କିମ୍ବା ମାପିବ ଓ ଦୈର୍ଘ୍ୟ ମାପ ଏକକ ମଧରେ ସମ୍ପର୍କ ବୁଝିବ | |
| STD 5 | M 415 | MATH | ମୌଳିକ ଗାଣିତିକ ପ୍ରକ୍ରିୟା ଆଧାରିତ ଦୈନନ୍ଦିନ ଜୀବନ ଘଟଣାବଳୀର ସମସ୍ୟାକୁ ସମାଧାନ କରିବ ,ଯେଉଁଗୁଡିକ ଦୈର୍ଘ୍ୟ,ଦୂରତା,ଓଜନ,ଆୟତନ ଓ ସମୟର ଧାରଣା ଉପରେ ପର୍ଯ୍ୟବେସିତ ହୋଇଥିବ | |
| STD 5 | M 313 | MATH | ମାନକ ଏକକ ଗ୍ରାମ୍ ଓ କିଲୋଗ୍ରାମ୍ ବ୍ୟବହାର କରି ବସ୍ତୁର ଓଜନ ସ୍ଥିର କରିବ | |
| STD 5 | M 414 | MATH | ଦୁଇଟି ସ୍ଥାନ / ବସ୍ତୁ ମଧ୍ୟରେ ଦୂରତା ବିଭିନ୍ନ ବସ୍ତୁର ଓଜନ ଓ ତରଳ ପଦାର୍ଥ ଆୟତନର ମାପକୁ ଅନୁମାନ କରିବ ଓ ପ୍ରକୃତ ମାପ ସହିତ ତୁଳନା କରିବ | |
| STD 5 | M 319 | MATH | ଟାଲି ଚିହ୍ନ ବ୍ୟବହାର କରି ତଥ୍ୟକୁ ଲିପିବଦ୍ଧ କରିବା, ଚିତ୍ରଲେଖରେ ଦର୍ଶାଇବ ଓ ଯୁକ୍ତି ଯୁକ୍ତ ସିଦ୍ଧାନ୍ତ ନିର୍ଣ୍ଣୟ କରିବ | |
| STD 5 | M 421 | MATH | ସଂଗୃହିତ ତଥ୍ୟକୁ ସାରଣୀରେ ଓ ସ୍ତମ୍ଭଲେଖରେ ପ୍ରକାଶ କରିବ ଓ ସେଗୁଡିକୁ ବ୍ୟାଖ୍ୟା କରିବ | |
| STD 6 | M 409 | MATH | ତାର/ କାଠି ବ୍ୟବହାର କରି ସମଘନ ଓ ଆୟତଘନ ତିଆରିକରିବ | |
| STD 6 | M 420 | MATH | ପ୍ରତିସମତା ଆଧାରରେ ଜ୍ୟାମିତିକ ସଂରଚନାଗୁଡିକୁ ଲକ୍ଷ କରିବ ଓ ଆଗକୁ ବଢ଼ାଇବ | |
| STD 6 | M 412 | MATH | ସରଳ ଜ୍ୟାମିତିକ ଆକୃତି (ତ୍ରିଭୁଜ,ଆୟତଚିତ୍ର,ବର୍ଗଚିତ୍ର )କ୍ଷେତ୍ରଫଳ ଓ ପରିସୀମା ନିର୍ଣ୍ଣୟ କରିବ ,ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଆକୃତିକୁ ଏକକ ଭାବେ ନେଇ | ଉଦାହରଣ -ଟେବୁଲର ଉପରିଭାଗକୁ ଘୋଡାଇବା ପାଇଁ କେତୋଟି ବହି ଦରକାର କହିବ | |
| STD 6 | M 403 | MATH | ଦୈନନ୍ଦିନ ଜୀବନ ଆଧାରିତ ସରଳ ସମସ୍ୟା ତିଆରି କରିବ ଯାହା ଟଙ୍କା,ପଇସା,ଦୈର୍ଘ୍ୟ,ଓଜନ ଓ ଧାରକତ୍ୱର ଚାରି ଗାଣିତିକ ପ୍ରକ୍ରିୟା ସହ ସମ୍ପର୍କିତ ହୋଇଥିବ | |
| STD 6 | M 421 | MATH | ସଂଗୃହିତ ତଥ୍ୟକୁ ସାରଣୀରେ ଓ ସ୍ତମ୍ଭ ଲେଖରେ ପ୍ରକାଶ କରିବ ଓ ସେଗୁଡିକ ବ୍ୟାଖ୍ୟା କରିବ | |
| STD 6 | M 507 | MATH | ଦିଆଯାଇଥିବା ଭଗ୍ନସଂଖ୍ୟାକୁ ୧/୨,୧/୪,୧/୫ ଦଶମିକ ସଂଖ୍ୟା ରୂପରେ ଲେଖିବ ,ଉଦାହରଣ ସ୍ୱରୂପ - ଟଙ୍କାରେ ଏକକ ବ୍ୟବହାରରେ 10 ଟଙ୍କାର ଅଧା ହେଉଛି 5 ଟଙ୍କା | |
| STD 6 | M 505 | MATH | ଭଗ୍ନସଂଖ୍ୟା ଓ ଭଗ୍ନସଂଖ୍ୟା ସମ୍ୟନ୍ଧରେ ଧାରଣା ଆହରଣ କରିବ | ଏକ ସମୂହର ଅଂଶକୁ ଭଗ୍ନସଂଖ୍ୟାରେ ପ୍ରକାଶ କରିବ | |
| STD 6 | M 405 | MATH | ସଂଖ୍ୟା/ ସଂଖ୍ୟାସୂଚକ ବ୍ୟବହାର କରି ଅଧା,ଏକ -ଚତୁର୍ଥାଂଶକୁ ଭଗ୍ନସଂଖ୍ୟାରେ ସୂଚାଇବ | |
| STD 6 | M 516 | MATH | ଦୈନନ୍ଦିନ ଜୀବନରେ ଘଟଣାବଳୀକୁ ତଥ୍ୟ ସଂଗ୍ରାହ କରିବ, ସେ ସବୁକୁ ସାରଣୀ ଓ ସ୍ତମ୍ଭଲେଖରେ ଉପସ୍ଥାପନା କରିବ ଓ ତାହାକୁ ବିଶ୍ଳେଷଣ କରିବ | |
| STD 6 | M 508 | MATH | ଭଗ୍ନସଂଖ୍ୟାକୁ ଦଶମିକ ସଂଖ୍ୟା ଓ ଦଶମିକ ସଂଖ୍ୟାକୁ ଭଗ୍ନସଂଖ୍ୟାରେ ପରିଣତ କରିବ | |
| STD 6 | M 401 | MATH | ଦୈନନ୍ଦିନ ଜୀବନରେ ସଂଖ୍ୟାରେ ଗାଣିତିକ ପ୍ରକ୍ରିୟାର ପ୍ରୟୋଗ କରିବ | |
| STD 6 | M 510 | MATH | ନିକଟ ପରିବେଶରୁ ଦ୍ୱି -ମାତ୍ରିକ ଆକୃତି ଗୁଡିକ ଚିହ୍ନଟ କରିବ ,ଯେଉଁଥିରେ ପ୍ରତିଫଳନ ,ପ୍ରତିସମତ ଓ ଘୂର୍ଣ୍ଣନ ପ୍ରତିସମତା ଥିବ (ଯଥା-ଇଂରାଜୀ ଅକ୍ଷର ଓ ଆକୃତି )ତାଲିକା ନେଇ ସମଘନ, ସିଲିଣ୍ଡର ଓ କୋନ ପ୍ରସ୍ତୁତ କରିବ | |
| STD 6 | M 509 | MATH | କୋଣ ଓ ଆକୃତିର ଧାରଣାକୁ ବୁଝିବ, କୋଣଗୁଡିକ ସମକୋଣ ,ସୂକ୍ଷ୍ମକୋଣ , ସ୍ଥୂଳକୋଣ ବର୍ଗୀକରଣ କରିବ ଓ କୋଣକୁ ତ୍ରିଭୁଜକାଗଜରେ ଆଙ୍କି ଦର୍ଶାଇବ ଓ କୋଣ ପ୍ରସ୍ତୁତ କରିବ | |
| STD 7 | M 604 | MATH | ପୂର୍ଣ୍ଣ ସଂଖ୍ୟାର ଯୋଗ ଓ ବିୟୋଗ ସମ୍ୱନ୍ଧିତ ସମସ୍ୟାଗୁଡିକର ସମାଧାନ କରିବ | |
| STD 7 | M 508 | MATH | ଭଗ୍ନସଂଖ୍ୟାକୁ ଦଶମିକ ସଂଖ୍ୟା ଓ ଦଶମିକ ସଂଖ୍ୟାକୁ ଭଗ୍ନସଂଖ୍ୟାରେ ପରିଣତ କରିବ | |
| STD 7 | M 606 | MATH | ଭଗ୍ନସଂଖ୍ୟା / ଦଶମିକସଂଖ୍ୟା ଯୋଗ ଓ ବିୟୋଗ ,ସମ୍ବଳିତ ଦୈନନ୍ଦିନ ଜୀବନ ଘଟଣା ଆଧାରିତ ସରଳ ସମସ୍ୟାର ସମାଧାନ କରିବ | |
| STD 7 | M 607 | MATH | ଦିଆଯାଇଥିବା ନିର୍ଦ୍ଦିଷ୍ଟ ପରିସ୍ଥିତିକୁ ବ୍ୟାପକୀକରଣ କରିବା ପାଇଁ ଚଳରାଶି ଓ ଗାଣିତିକ ପ୍ରକ୍ରିୟାର ବ୍ୟବହାର କରିବ | ଉଦାହରଣ - $x$ ଏକକ ଦୈର୍ଘ୍ୟ ଓ 3 ଏକକ ପ୍ରସ୍ଥ ବିଶିଷ୍ଟ ଆୟତକ୍ଷେତ୍ରର ପରିସୀମା = $2(x + 3)$ | |
| STD 7 | M 506 | MATH | ଏକ ଦଉ ଭଗ୍ନସଂଖ୍ୟାର ସମ ଭଗ୍ନସଂଖ୍ୟାଗୁଡିକୁ ନିର୍ଣ୍ଣୟ କରିବ | |

| STD 7 | M 608 | MATH | ବିଭିନ୍ନ ପରିସ୍ଥିତିରେ ପରିମାଣମାନଙ୍କର ତୁଳନା କରିବା ପାଇଁ ଅନୁପାତ ଧାରଣର ବ୍ୟବହାର କରିବ, ଯେପରି - ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଶ୍ରେଣୀରେ ଝିଅ ଓ ପୁଅଙ୍କ ସଂଖ୍ୟା 3 : 2 ଅନୁପାତରେ ଅଛନ୍ତି । |
|---|---|---|---|
| STD 7 | M 509 | MATH | କୋଣ ଓ ଆକୃତିର ଧାରଣାକୁ ବୁଝିବ । କୋଣଗୁଡ଼ିକୁ ସମକୋଣ, ସୂକ୍ଷ୍ମକୋଣ , ସ୍ଥୂଳକୋଣରେ ବର୍ଗୀକରଣ କରିବ ଓ କୋଣକୁ କାଗଜରେ ଆଙ୍କି ଦର୍ଶାଇବ । |
| STD 7 | M 613 | MATH | 45°,90°,180° କୁ ଆଧାର କରି ବିଭିନ୍ନ କୋଣର ପରିମାଣକୁ ଅନୁମାନ କରି କହିବ । |
| STD 7 | M 616 | MATH | କୋଣ ଓ ବାହୁର ମାପ ଅନୁଯାୟୀ ତ୍ରିଭୁଜମାନଙ୍କୁ ବର୍ଗୀକରଣ କରିବ । ଉଦାହରଣ ସ୍ୱରୂପ -ବାହୁର ମାପ ଅନୁଯାୟୀ ସମବାହୁ ,ସମଦ୍ୱିବାହୁ , ବିଷମବାହୁ ତ୍ରିଭୁଜ ଇତ୍ୟାଦି । |
| STD 7 | M 620 | MATH | ନିକଟ ପରିବେଶରେ ଦେଖୁଥିବା ଆୟତାକୃତି କ୍ଷେତ୍ର ପରିସୀମା ଓ କ୍ଷେତ୍ରଫଳ ନିର୍ଣ୍ଣୟ କରିବ (ଯେପରି ଶ୍ରେଣୀକକ୍ଷର ଚଟାଣ, ଚକଡ଼ାବାର ଉପରପାର୍ଶ୍ୱ ଇତ୍ୟାଦି ) |
| STD 7 | M 621 | MATH | ବିଭିନ୍ନ ତଥ୍ୟ ସଂଗ୍ରହ କରି ସେଗୁଡ଼ିକୁ ଉପଯୁକ୍ତ ପ୍ରଣାଳୀରେ ସଜାଡ଼ିବା, ଯେପରି ଗୋଟିଏ ପରିବାରର ଗତ ୬ ମାସର ଖର୍ଚ୍ଚ ପରିମାଣ ।ଏହିଭଳି ତଥ୍ୟକୁ ଚିତ୍ରଲେଖ ,ସାରଣୀରେ ପ୍ରକାଶ କରି ତାହାକୁ ବ୍ୟାଖ୍ୟା କରିବ । |
| STD 8 | M 607 | MATH | ଦିଆଯାଇଥିବା ନିର୍ଦ୍ଦିଷ୍ଟ ପରିସ୍ଥିତିକୁ ବ୍ୟାପକୀକରଣ କରିବା ପାଇ ଚଳରାଶି ଓ ଗାଣିତିକ ପ୍ରକ୍ରିୟାର ବ୍ୟବହାର କରିବ । |
| STD 8 | M 705 | MATH | ପରିମେୟ ସଂଖ୍ୟା ଆଧାରିତ ଦୈନନ୍ଦିନ ଜୀବନ ସମସ୍ୟାଗୁଡ଼ିକୁ ସମାଧାନ କରିବ । |
| STD 8 | M 706 | MATH | ବଡ଼ବଡ଼ ସଂଖ୍ୟାର ହରଣ ଓ ଗୁଣନ ସମ୍ବଳିୟ ସମସ୍ୟାଗୁଡ଼ିକୁ ସରଳ କରିବାରେ ସଂଖ୍ୟାର ଘାତାଙ୍କୀୟ ରୂପକୁ ପ୍ରକାଶ କରି ବ୍ୟବହାର କରିବ । |
| STD 8 | M 708 | MATH | ଦୈନନ୍ଦିନ ଜୀବନର ଘଟଣାବଳୀକୁ ସରଳ ସମୀକରଣ ରୂପରେ ଲେଖିବ ଓ ତା'ର ସମାଧାନ କରିବ । |
| STD 8 | M 711 | MATH | ସରଳସୁଧ ହିସାବ କରିବା ପ୍ରକ୍ରିୟାରେ ଶତକଡ଼ା ଲାଭକ୍ଷତି ଓ ସୁଧର ହାର ନିର୍ଣ୍ଣୟ କରିବ । |
| STD 8 | M 714 | MATH | ଗୋଟିଏ ତ୍ରିଭୁଜର ଦୁଇଟି କୋଣର ପରିମାଣ ଦିଆଯାଇଥିଲେ ,ତୃତୀୟ କୋଣର ପରିମାଣ ସ୍ଥିର କରିବ । |
| STD 8 | M 617 | MATH | ବାହୁ ଓ କୋଣର ପରିମାଣ ଆଧାରରେ ଚତୁର୍ଭୁଜକୁ ବିଭିନ୍ନ ସମୂହ / ପ୍ରକାରରେ ବର୍ଗୀକରଣ କରିବ । |
| STD 8 | M 618 | MATH | ନିକଟ ପରିବେଶରୁ ତ୍ରି - ମାତ୍ରିକ ବସ୍ତୁ ଗୁଡ଼ିକୁ ଚିହ୍ନଟ କରିବ,ଯେପରି ଗୋଲକ ,ସମଘନ ,ଆୟତଘନ,ସିଲିଣ୍ଡର ଓ କୋନ । |
| STD 8 | M 716 | MATH | ସ୍କେଲ ଓ କମ୍ପାସ ବ୍ୟବହାର କରି ରେଖାଖଣ୍ଡର ବହିଃସ୍ଥ ଗୋଟିଏ ବିନ୍ଦୁରୁ ରେଖାଖଣ୍ଡ ପ୍ରତି ଲମ୍ବ ଅଙ୍କନ କରିବ । |
| STD 8 | M 717 | MATH | ଗ୍ରାଫ କାଗଜ ବା ବର୍ଗଗ୍ରୀଡ଼ ବ୍ୟବହାର କରି ଆବଦ୍ଧ କ୍ଷେତ୍ର କ୍ଷେତ୍ରଫଳ ଆସନ୍ନମାନ ନିର୍ଣ୍ଣୟ କରିବ । |
| STD 8 | M 619 | MATH | ତ୍ରି - ମାତ୍ରିକ ବସ୍ତୁର ଧାର ,ଶୀର୍ଷ ,ଓ ପାର୍ଶ୍ୱକୁ ଉଦାହରଣ ଦେଇ ବର୍ଣ୍ଣନା କରିବ |
| STD 8 | M 620 | MATH | ନିକଟ ପରିବେଶରେ ଦେଖୁଥିବା ଆୟତାକୃତି କ୍ଷେତ୍ରର ପରିସୀମା ଓ କ୍ଷେତ୍ରଫଳ ନିର୍ଣ୍ଣୟ କରିବ । |
| STD 8 | M 718 | MATH | ବର୍ଗକ୍ଷେତ୍ର ଓ ଆୟତକ୍ଷେତ୍ରର କ୍ଷେତ୍ରଫଳ ନିର୍ଣ୍ଣୟ କରିବ । |
| STD 8 | M 621 | MATH | ବିଭିନ୍ନ ତଥ୍ୟ ସଂଗ୍ରହ କରି ସେଗୁଡ଼ିକୁ ଉପଯୁକ୍ତ ପ୍ରଣାଳୀରେ ସଜାଡ଼ିବ । ଯେପରି ଗୋଟିଏ ପରିବାରର ୬ ମାସର ଖର୍ଚ୍ଚର ପରିମାଣ । ଏହିଭଳି ତଥ୍ୟକୁ ଚିତ୍ରଲେଖ ସାରଣୀରେ ପ୍ରକାଶ କରି ତାହାକୁ ବ୍ୟାଖ୍ୟା କରିବ । |
| STD 9 | M 705 | MATH | ପରିମେୟ ସଂଖ୍ୟା ଆଧାରିତ ଦୈନନ୍ଦିନ ଜୀବନ ସମସ୍ୟା ଗୁଡ଼ିକୁ ସମାଧାନ କରିବ । |
| STD 9 | M 801 | MATH | ପରିମେୟ ସଂଖ୍ୟାରେ ମିଶାଣ ,ଫେଡ଼ାଣ ,ଗୁଣନ ଓ ହରଣର ଧର୍ମଗୁଡ଼ିକୁ ସାଧରଣୀକରଣ କରିବେ (ସଂରଚନା ବ୍ୟବହାର କରି )। |
| STD 9 | M 802 | MATH | ଦିଆଯାଇଥିବା ଦୁଇଟି ପରିମେୟ ସଂଖ୍ୟା ମଧ୍ୟରେ ଥିବା ଅସଂଖ୍ୟ ପରିମେୟ ସଂଖ୍ୟା ନିର୍ଣ୍ଣୟ କର । |
| STD 9 | M 707 | MATH | ବୀଜଗାଣିତିକ ପରିପ୍ରକାଶ ମାନଙ୍କର ଯୋଗ /ବିୟୋଗ କରିବ । |
| STD 9 | M 808 | MATH | ଦୈନନ୍ଦିନ ଜୀବନର ସମସ୍ୟା ସମାଧାନ କରିବାର ବୀଜଗାଣିତିକ ଅଭେଦ ଗୁଡ଼ିକର ବ୍ୟବହାର କରିବେ । |
| STD 9 | M 709 | MATH | ସମାନୁପାତରେ ଥିବା ରାଶିଗୁଡ଼ିକୁ ଚିହ୍ନିବ । |
| STD 9 | M 721 | MATH | ସ୍ତମ୍ଭଲେଖର ତଥ୍ୟ କୁ ବ୍ୟାଖ୍ୟା କରିବ । ଯେପରି ଗ୍ରୀଷ୍ମ ରୁତୁରେ ଶୀତରୁତୁ ଅପେକ୍ଷା ଅଧିକ ବିଜୁଳି ଶକ୍ତି ବ୍ୟବହାର ହୋଇଥାଏ ,ଗୋଟିଏ ଦଳ ପ୍ରଥମ ୧୦ ଓଭରରେ ସଂଗ୍ରହ କରିଥିବା ରଂ ସଂଖ୍ୟା ଇତ୍ୟାଦି। |
| STD 9 | M 720 | MATH | ଦୈନନ୍ଦିନ ଜୀବନର ଅନୁଭୂତିରୁ ପରିବର୍ତ୍ତନ ହେଉଥିବା ଘଟଣା ଗୁଡ଼ିକୁ ଚିହ୍ନଟ କରିବ, ଯେପରି-ଶ୍ରେଣୀର ପିଲାମାନଙ୍କର ଉଚ୍ଚତା ପରିବର୍ତ୍ତନ ,ମୁଦ୍ରା ଟସ କରିବାରେ ଏକ ଘଟଣା ଘଟିବାର ଅନିଶ୍ଚିତତା ଇତ୍ୟାଦି |

| STD 9 | M 712 | MATH | ଧର୍ମ ଆଧାରରେ କୋଣ ଯୋଡ଼ାକୁ ବର୍ଗୀକରଣ କରିବ | ଯେପରି ସନ୍ନିହିତ କୋଣ ,ଅନୁପୂରକ କୋଣ ,ପରିପୂରକ କୋଣ ,ପ୍ରତୀପକୋଣ ଏବଂ ଗୋଟିକର ପରିମାଣ ଦତ୍ତ ଥିଲେ ଅନ୍ୟଟିର ପରିମାଣ ନିର୍ଣ୍ଣୟ କରିବ | |
|---|---|---|---|
| STD 9 | M 811 | MATH | କୋଣ ମାନଙ୍କର ମାପର ସମଷ୍ଟି ସୂତ୍ରକୁ ବ୍ୟବହାର କରି ସମସ୍ୟା ସମାଧାନ କରିବେ | |
| STD 9 | M 713 | MATH | ଦୁଇଟି ରେଖାଖଣ୍ଡ ପରସ୍ପରକୁ ଛେଦ କଲେ ,ଉତ୍ପନ୍ନ କୋଣମାନଙ୍କ ମଧ୍ୟରେ ଥିବା ସମ୍ପର୍କକୁ ପରୀକ୍ଷା କରିବ | |
| STD 9 | M 812 | MATH | ସାମନ୍ତରିକ ଚିତ୍ର ର ଧର୍ମ ଗୁଡ଼ିକୁ ପରୀକ୍ଷା କରିବେ ଓ ଯୁକ୍ତି ମାଧ୍ୟମରେ ସେମାନଙ୍କ ମଧ୍ୟରେ ସମ୍ପର୍କ ସ୍ଥାପନ କରିବେ | |
| STD 9 | M 718 | MATH | ବର୍ଗକ୍ଷେତ୍ର ଓ ଆୟତକ୍ଷେତ୍ରର କ୍ଷେତ୍ରଫଳ ନିର୍ଣ୍ଣୟ କରିବ | |
| STD 9 | M 818 | MATH | ଆୟତଘନାକୃତି ଓ ସିଲିଣ୍ଡର ଆକୃତିର ଘନବସ୍ତୁମାନଙ୍କର ପୃଷ୍ଠ କ୍ଷେତ୍ରଫଳ ଓ ଆୟତନ ନିର୍ଣ୍ଣୟ କରିବ | |
| STD 9 | M 717 | MATH | ଗ୍ରାଫ କାଗଜ ବା ବର୍ଗଗ୍ରୀଡ଼ ବ୍ୟବହାର କରି ଆବଦ୍ଧ କ୍ଷେତ୍ରର କ୍ଷେତ୍ରଫଳ ଆସନ୍ନମାନ ନିର୍ଣ୍ଣୟ କରିବ | |
| STD 9 | M 815 | MATH | କମ୍ପାସ ଓ ସ୍କେଲ ବ୍ୟବହାର କରି ବିଭିନ୍ନ ପ୍ରକାର ଚତୁର୍ଭୁଜ ଅଙ୍କନ କରିବ | |

# SCIENCE

| Standard | LO | Subject | LO Description |
|---|---|---|---|
| STD 3 | EVS-101 | EVS | ଶରୀରର ଅଙ୍ଗ ପ୍ରତ୍ୟଙ୍ଗ ଚିହ୍ନଟ କରିବ । |
| STD 3 | EVS-102 | EVS | ଖାଦ୍ୟର ସ୍ୱାଦ ଅନୁସାରେ ବର୍ଗୀକରଣ କରିବ । |
| STD 3 | EVS-103 | EVS | ପଶୁପକ୍ଷୀଙ୍କର ରାବ ଓ ବାସସ୍ଥାନ ଅନୁସାରେ ବର୍ଗୀକରଣ କରିବା । |
| STD 3 | EVS-104 | EVS | ଚାଷ କାର୍ଯ୍ୟରେ ବ୍ୟବହୃତ ଜିନିଷକୁ ଚିହ୍ନଟ କରିବା । |
| STD 3 | EVS-105 | EVS | ଡାକ୍ତରଖାନା ଓ ବିଦ୍ୟାଳୟର କାର୍ଯ୍ୟ ବର୍ଣ୍ଣନା କରିବା । |
| STD 3 | EVS-201 | EVS | ଶରୀରର ବିଭିନ୍ନ ଅଙ୍ଗ ପ୍ରତ୍ୟଙ୍ଗର କାର୍ଯ୍ୟ ବର୍ଣ୍ଣନା କରିବା । |
| STD 3 | EVS-202 | EVS | ବିଭିନ୍ନ ପ୍ରକାର ଖାଦ୍ୟ (ବସି ଖାଦ୍ୟ, ତତ୍କା ଖାଦ୍ୟ) କୁ ପୃଥକ କରିବ । |
| STD 3 | EVS-203 | EVS | ପଶୁପକ୍ଷୀଙ୍କର ରାବ ଓ ବାସସ୍ଥାନ ଅନୁସାରେ ବର୍ଗୀକରଣ କରିବା । |
| STD 3 | EVS-204 | EVS | ବିଭିନ୍ନ ପ୍ରକାର ବୁଭିର ନାମକରଣ କରିବ । |
| STD 3 | EVS-205 | EVS | ବିଭିନ୍ନ ଅନୁଷ୍ଠାନ ଯଥା- ବିସ୍ଵଦ୍ୟାଳୟ, ଗ୍ରାମପଞ୍ଚାୟତ, ଡାକ୍ତରଖାନା, ହାଟ ଓ ପୋଷ୍ଟଅଫିସର କାର୍ଯ୍ୟ ବର୍ଣ୍ଣନା କରିବ । |
| STD 4 | EVS-206 | EVS | ଉଭିଦର ବିଭିନ୍ନ ଅଂଶ ଚିହ୍ନଟ କରିବେ । |
| STD 4 | EVS-203 | EVS | ପଶୁପକ୍ଷୀଙ୍କ ରାବ, ବାସସ୍ଥାନ ଅନୁସାରେ ବର୍ଗୀକରଣ କରିବା । |
| STD 4 | EVS-207 | EVS | ଜଳର ବ୍ୟବହାର ବର୍ଣ୍ଣନା କରିବ । |
| STD 4 | EVS-208 | EVS | ରୁତୁ ଅନୁସାରେ ଫୁଲ ଫଳ, ପାରିବ ଓ ପର୍ବପର୍ବାଣିର  ତାଲିକା କରିବ । |
| STD 4 | EVS-301 | EVS | ନିଜ ପରିବେଶରେ ଥିବା ଉଭିଦର ପତ୍ର- କାଣ୍ଡ ( ଯଥା- ଆକୃତି, ରଙ୍ଗ, ଗନ୍ଧ, ଖଦଡା , ଚିକଣ) କୁ ଚିହ୍ନଟ କରିବେ । |
| STD 4 | EVS-302 | EVS | ନିଜ ଚତୁଃପାର୍ଶ୍ଵରେ ଥିବା ପଶୁପକ୍ଷୀମାନଙ୍କ ର ସାଧାରଣ ଲକ୍ଷଣକୁ ଚିହ୍ନଟ କରିବ । |
| STD 4 | EVS-305 | EVS | ଜଳର ପ୍ରାପ୍ତିସ୍ଥାନ , ଜଳର ବ୍ୟବହାର ଓ ଜଳ ଦୂଷିତ ହୁଏ କିପରି  ବର୍ଣ୍ଣନା କରିବ । |
| STD 4 | EVS-307 | EVS | ବିଭିନ୍ନ ଇନ୍ଦ୍ରିୟାନୁଭୁତି ଆଧାରରେ ବସ୍ତୁଗୁଡିକ କୁ ସାମଞ୍ଜସ୍ୟ/ ପାର୍ଥକ୍ୟ ଆଧାରରେ ବର୍ଗୀକରଣ କରିବ । |
| STD 4 | EVS-311 | EVS | ବିଭିନ୍ନ ଉପାୟରେ ବସ୍ତୁ/ କାର୍ଯ୍ୟ/ ପରିଭ୍ରମଣ ସ୍ଥାନ ବିଷୟରେ ତଥ୍ୟ ସଂଗ୍ରାହ, ପର୍ଯ୍ୟବେକ୍ଷଣ କରିବ ଏବଂ ବିଭିନ୍ନ କ୍ରମ ଉଦାହରଣ ( ଚନ୍ଦ୍ରର ଆକୃତି, ରୁତୁଗୁଡିକର ) ପୂର୍ବାନୁମାନ କରିବ । |
| STD 5 | EVS 301 | EVS | ନିଜ ଚତୁଃପାର୍ଶ୍ଵସ୍ଥ ପରିବେଶରେ ଥିବା ଉଭିଦର ପତ୍ର, କାଣ୍ଡ ଓ ବକ୍କଲର ଲକ୍ଷଣ (ଯଥା- ଆକୃତି,ରଙ୍ଗ,ଗନ୍ଧ,ଖଦଡା,ଚିକ୍କଣ) କୁ ଚିହ୍ନଟ କରିବ । |
| STD 5 | EVS 401 | EVS | ନିଜ ଚତୁଃପାର୍ଶ୍ଵସ୍ଥ ପରିବେଶରେ ଥିବା ଉଭିଦର ବିଭିନ୍ନ ଅଂଶ (ଯଥା-ଫୁଲ,ଫଳ,ମୂଳ ଇତ୍ୟାଦିର ସରଳ ଗଠନ ) (ଉଦାହରଣ-ଆକୃତି,ରଙ୍ଗ,ଗନ୍ଧ,କେଉଁଠାରେ ଦେଖାଯାଏ ) କୁ ଚିହ୍ନଟ କରିବ । |
| STD 5 | EVS 302 | EVS | ନିଜ ଚତୁଃପାର୍ଶ୍ଵ  ପରିବେଶରେ ଥିବା ପଶୁ ପକ୍ଷୀ ମାନଙ୍କର ସାଧାରଣ ଲକ୍ଷଣ (ଯଥା-ଚଳନ ,କେଉଁଠାରେ ଦେଖାଯାନ୍ତି , ଖାଦ୍ୟାଭାସ ,ସ୍ୱର) କୁ ଚିହ୍ନଟ କରିବ । |
| STD 5 | EVS 402 | EVS | ପଶୁ ପକ୍ଷୀ ମାନଙ୍କର ବିଭିନ୍ନ ଲକ୍ଷଣ (ଠଣ୍ଟ ,ଦାନ୍ତ,ପଞ୍ଝା ,କାନ, ଲୋମ,ବସା ,ବାସସ୍ଥାନ) ଇତ୍ୟାଦିକୁ ଚିହ୍ନଟ କରିବ । |
| STD 5 | EVS 402 | EVS | ପଶୁ ପକ୍ଷୀ ମାନଙ୍କର ବିଭିନ୍ନ ଲକ୍ଷଣ (ଠଣ୍ଟ ,ଦାନ୍ତ,ପଞ୍ଝା ,କାନ, ଲୋମ,ବସା ,ବାସସ୍ଥାନ) ଇତ୍ୟାଦିକୁ ଚିହ୍ନଟ କରିବ । |
| STD 5 | EVS 305 | EVS | ବିଭିନ୍ନ ବୟସର ବ୍ୟକ୍ତିର,ପଶୁପକ୍ଷୀମାନଙ୍କର ଖାଦ୍ୟର ଆବଶ୍ୟକତା । ଖାଦ୍ୟ ଓ ପାନୀୟ ଜଳର ପ୍ରାପ୍ତି ସ୍ଥାନ ଏବଂ ଘରେ ଓ ଆଖପାଖରେ ଜଳର ବ୍ୟବହାରକୁ ବର୍ଣ୍ଣନା  କରିବ |
| STD 5 | EVS 406 | EVS | ଦୈନନ୍ଦିନ ଆବଶ୍ୟକତା (ଖାଦ୍ୟ,ଜଳ,ପୋଷାକ,)ର ଉସ୍ (ବିଭିନ୍ନ ଉସ୍ରୁ ଜଳ,ଘରକୁ ଆସିବା ଓ ଘରେ ବାହାରେ ଏହାର ବିଶୁଦ୍ଧିକରଣ ,ସେଗୁଡିକର ଉତ୍ପାଦନ ଓ ସଂଗ୍ରାହ ବିଷୟରେ ବର୍ଣ୍ଣନା  କରିବ । |
| STD 5 | EVS 415 | EVS | ସ୍ଵାସ୍ଥ୍ୟ ସମ୍ପକିତ ବିଭିନ୍ନ ଉପାୟ ,ସମ୍ବଳର ବ୍ୟବହାର ହ୍ରାସ କରିବା ପୁନଃ ବ୍ୟବହାର ,ପୁନଃଚକ୍ରଣ କରିବାର ଉପାୟ,ଜୀବନ୍ତ ବସ୍ତୁ,ଖାଦ୍ୟ ଜଳ ଓ ଜନସାଧାରଣ ସମ୍ପଭିର ଯତ୍ନ ନେବାର ଉପାୟ ବିଷୟରେ ପ୍ରସ୍ତାବ ଦେବ । |

| | | | |
|---|---|---|---|
| STD 5 | EVS 415 | EVS | ସ୍ୱାସ୍ଥ୍ୟ ସଂପର୍କିତ ବଭିନ୍ନ ଉପାୟ,ସମ୍ବଳର ବ୍ୟବହାର ହ୍ରାସ କରିବା ,ପୁନଃବ୍ୟବହାର,ପୁନଃଚକ୍ରଣ କରିବାର ଉପାୟ ଜୀବନ୍ତ ବସ୍ତୁ,ଖାଦ୍ୟ ଜଳ ଓ ଜଣ ସାଧାରଣ ସଂପଭିର ଯତ୍ନ ନେବାର ଉପାୟ ବିଷୟରେ ପ୍ରସ୍ତାବ ଦେବ । |
| STD 5 | EVS 406 | EVS | ଦୈନନ୍ଦିନ ଆବଶ୍ୟକତା (ଉଦାହରଣ -ଖାଦ୍ୟ,ଜଳ,ପୋଷାକ,)ର ଯାହା ବିଭିନ୍ନ ଉସ୍ଥ୍ରୁ ଘରକୁ ଆସେ (ଉଦାହରଣ -କ୍ଷେତ୍ରରୁ ଶସ୍ୟ ମଣ୍ଡି ଏବଂ ଘର ବିଭିନ୍ନ ଉସ୍ଥ୍ରୁ ଘରକୁ ଜଳ ଆସିବା ଏବଂ ଘରେ / ବାହାରେ ଏହାର ବିଶୁଦ୍ଧିକରଣ ହେବା ) ସେଗୁଡ଼ିକର ଉତ୍ପାଦନ ଓ ସଂଗ୍ରହ ବିଷୟରେ ବର୍ଣ୍ଣନା  କରିବ । |
| STD 5 | EVS 307 | EVS | ବିଭିନ୍ନ ଇନ୍ଦ୍ରିୟାନୁଭୁତି ଆଧାରରେ ବସ୍ତୁକୁ (ସାମଞ୍ଜସ୍ୟ/ ପାର୍ଥକ୍ୟ )ବର୍ଗୀକରଣ କରିବ । |
| STD 5 | EVS 409 | EVS | ବିଭିନ୍ନ ଘଟଣା ସମ୍ବନ୍ଧୀୟ ଅବସ୍ଥା ଓ ଧର୍ମ (ଯଥା-ବାଷ୍ପୀଭବନ ,ଘେନିକରଣ,ବିଘଟନ,ଅବଶୋଷଣ) ଆଦିରୁ ଅନୁମାନ କରିବ,କାରଣ ଓ ଫଳାଫଳ ମଧ୍ୟରେ ସଂପର୍କ ସ୍ଥାପନ କରିବ । |
| STD 5 | EVS 409 | EVS | ବିଭିନ୍ନ ଘଟଣା ସମ୍ବନ୍ଧୀୟ ଅବସ୍ଥା ଓ ଧର୍ମ (ଯଥା-ବାଷ୍ପୀଭବନ ,ଘେନିକରଣ,ବିଘଟନ,ଅବଶୋଷଣ) ଆଦିରୁ ଅନୁମାନ କରିବ,କାରଣ ଓ ଫଳାଫଳ ମଧ୍ୟରେ ସଂପର୍କ ସ୍ଥାପନ କରିବ । |
| STD 6 | EVS 401 | EVS | ନିଜ ଚତୁର୍ପାର୍ଶ୍ୱସ୍ଥ ପରିବେଶରେ ଥିବା ଉଦ୍ଭିଦର ବିଭିନ୍ନ ଅଂଶ ଯଥା:- ଫୁଲ, ଫଳ ଇତ୍ୟାଦିର ସରଳ ଗଠନ (ଉଦାହରଣ: ଆକୃତି, ରଙ୍ଗ, ଗନ୍ଧ କେଉଁଠାରେ ଦେଖାଯାଏ ଓ ଅନ୍ୟାନ୍ୟ) କୁ ଚିହ୍ନଟ କରିବା । |
| STD 6 | EVS 402 | EVS | ପଶୁପକ୍ଷୀମାନଙ୍କର ବିଭିନ୍ନ ଲକ୍ଷଣ (ଅଣ୍ଡ, ଦାନ୍ତ, ପଞ୍ଝା, କାନ, ଲୋମ, ବସା, ବାସସ୍ଥାନ) ଇତ୍ୟାଦିକୁ ଚିହ୍ନଟ କରିବା । |
| STD 6 | EVS 501 | EVS | ପ୍ରାଣୀମାନଙ୍କର ଇନ୍ଦ୍ରିୟଗୁଡ଼ିକର ଚମକ୍ରାରିତା ଓ ଅସାଧାରଣ ବୈଶିଷ୍ଟ୍ୟ (ଯଥା- ଦୃଷ୍ଟିଶକ୍ତି, ଆଘ୍ରାଣ, ଶ୍ରବଣ, ଶୟନ, ଶବ୍ଦ ଇତ୍ୟାଦି) ଏବଂ ଆଲୋକ,ଶବ୍ଦ, ଖାଦ୍ୟ ଇତ୍ୟାଦି ପ୍ରତି ସେମାନଙ୍କର ପ୍ରତିକ୍ରିୟା ସଂପର୍କରେ ବର୍ଣ୍ଣନା କରିବା । |
| STD 6 | EVS 513 | EVS | ସ୍ୱାସ୍ଥ୍ୟ ଓ ବର୍ଜ୍ୟବସ୍ତୁର ପରିଚାଳନା, ଆକସ୍ମିକ ବିପଦ/ ଜରୁରୀକାଳୀନ ଅବସ୍ଥା ଏବଂ ଭୂମି, ଜାଲେଣୀ, ଜଙ୍ଗଲ ପରି ବିଭିନ୍ନ ସମ୍ବଳର ସୁରକ୍ଷା ନିମନ୍ତେ ବିଭିନ୍ନ ଉପାୟର ସୂଚନା ଦେବା ସହ ପ୍ରତିକୂଲ ଅବସ୍ଥା/ ଅଭାବଗ୍ରସ୍ତ ଅବସ୍ଥା ପ୍ରତି ସମ୍ବେଦନଶୀଳତା ପ୍ରଦର୍ଶନ କରିବା । |
| STD 6 | EVS 409 | EVS | ବିଭିନ୍ନ ଘଟଣା ସମ୍ବନ୍ଧୀୟ ଅବସ୍ଥା ଓ ଧର୍ମକୁ ଅନୁମାନ କରିବ, ସ୍ଥାନ ସମ୍ବନ୍ଧୀୟ (ଦୂରତା, ଓଜନ, ସମୟ ଅବଧ୍ୟ)କୁ ମାନକ/ଆଞ୍ଚଳିକ ଏକକ (କିଲୋ, ଗଜ, ପାଉ ଇତ୍ୟାଦି)ରେ ଆକଳନ କରିବ ଏବଂ ବିଭିନ୍ନ ପ୍ରକାର ସରଳ ସାଧନୀ ବ୍ୟବହାର କରି କାରଣ ଓ ଫଳାଫଳ ମଧ୍ୟରେ ସଂପର୍କ ସ୍ଥାପନ କରିବ । (ଉଦାହରଣ- ବାଷ୍ପୀଭବନ, ଘନୀକରଣ, ବିଘଟନ, ଅବଶୋଷଣ, ସ୍ଥାନ ପାଇଁ ନିକଟ/ଦୂର ବସ୍ତୁ-ଆକାର ଓ ବୃଦ୍ଧି, ଫୁଲ, ଫଳ, ପନିପରିବା ସମ୍ବନ୍ଧୀୟ ଜୀବନକାଳ) । |
| STD 6 | EVS 508 | EVS | ଘଟଣା ଅବସ୍ଥା ଓ ଗୁଣ ଅନୁମାନ କରିବ । ବିଭିନ୍ନ ସ୍ଥାନ ସମ୍ବନ୍ଧୀୟ ପରିମାଣ (ଦୂରତା, କ୍ଷେତ୍ରଫଳ, ଆୟତନ, ଓଜନ ଇତ୍ୟାଦି) ଏବଂ ସମୟର ସାଧାରଣ ମାନଦଣ୍ଡର ଏକକ ନିରୂପଣ କରିବ, ସରଳ ସାଧନୀ ବ୍ୟବହାର କରି ଭାସିବା/ବୁଡ଼ିବା/ମିଶିବା/ବାଷ୍ପୀକରଣ/ନଷ୍ଟ ହେବା/ଶ୍ୱାସକ୍ରିୟା/ସ୍ୱାଦ ଇତ୍ୟାଦି କାର୍ଯ୍ୟଗୁଡ଼ିକ ପରୀକ୍ଷା କରିବ । |
| STD 6 | EVS 503 | EVS | ପ୍ରାଣୀ, ଉଦ୍ଭିଦ ଓ ମନୁଷ୍ୟମାନଙ୍କ ମଧ୍ୟରେ ଥିବା ପରସ୍ପର ନିଭିରଶୀଳତା ବର୍ଣ୍ଣନା କରିବ । (ଉଦାହରଣ: ପଶୁପାଳନ, ଚାରାରୋପଣ, ଗୋଷ୍ଠୀ ରୋଜଗାର) |
| STD-7 | SC 513 | Science | ସ୍ୱାସ୍ଥ୍ୟ ଓ ବର୍ଜ୍ୟବସ୍ତୁର ପରିଚାଳନା, ଆକସ୍ମିକ ବିପଦ/ ଜରୁରୀକାଳୀନ ଅବସ୍ଥା ଏବଂ ଭୂମି, ଜାଲେଣୀ, ଜଙ୍ଗଲ ପରି ବିଭିନ୍ନ ସମ୍ବଳର ସୁରକ୍ଷା ନିମନ୍ତେ ବିଭିନ୍ନ ଉପାୟର ସୂଚନା ସହ ପ୍ରତିକୂଲ ଅବସ୍ଥା/ଅଭାବଗ୍ରସ୍ତ ଅବସ୍ଥା ପ୍ରତି ସମ୍ବେଦନଶୀଳତା ପ୍ରଦର୍ଶନ କରିବ । |
| STD-7 | SC 513: | Science | ସ୍ୱାସ୍ଥ୍ୟ ଓ ବର୍ଜ୍ୟବସ୍ତୁର ପରିଚାଳନା, ଆକସ୍ମିକ ବିପଦ/ ଜରୁରୀକାଳୀନ ଅବସ୍ଥା ଏବଂ ଭୂମି, ଜାଲେଣୀ, ଜଙ୍ଗଲ ପରି ବିଭିନ୍ନ ସମ୍ବଳର ସୁରକ୍ଷା ନିମନ୍ତେ ବିଭିନ୍ନ ଉପାୟର ସୂଚନା ସହ ପ୍ରତିକୂଲ ଅବସ୍ଥା/ଅଭାବଗ୍ରସ୍ତ ଅବସ୍ଥା ପ୍ରତି ସମ୍ବେଦନଶୀଳତା ପ୍ରଦର୍ଶନ କରିବ । |
| STD-7 | SC 611: | Science | ପରିବେଶ ସୁରକ୍ଷା ପାଇଁ ଯହୁବାନ ହେବ ଓ ଉଦ୍ୟମ କରିବ, ଉଦାହରଣ ସ୍ୱରୂପ- ଖାଦ୍ୟ, ବିଜୁଲି ଓ ଜଳର ଅପଚୟକୁ ହ୍ରାସ କରିବ, ଆବର୍ଜନା ସୃଷ୍ଟି କମାଇବ, ବର୍ଷାଜଳକୁ ସଦୁପଯୋଗ କରିବା ପାଇଁ ସଚେତନତା ସୃଷ୍ଟି କରିବ, ବୃକ୍ଷର ଯତ୍ନ ନେବ ଇତ୍ୟାଦି । |
| STD-7 | SC 513: | Science | ......ସମ୍ବଳର ସୁରକ୍ଷା ନିମନ୍ତେ ବିଭିନ୍ନ ଉପାୟର ସୂଚନା ସହ ପ୍ରତିକୂଲ ଅବସ୍ଥା/ଅଭାବଗ୍ରସ୍ତ ଅବସ୍ଥା ପ୍ରତି ସମ୍ବେଦନଶୀଳତା ପ୍ରଦର୍ଶନ କରିବ । |
| STD-7 | SC 608: | Science | ଜଳଚକ୍ର: ନାମାନ୍ଙ୍କିତ ଚିତ୍ର ଅଙ୍କନ କରିବ/ଜୀବଜନ୍ତୁ ଓ ପ୍ରକ୍ରିୟାଗୁଡ଼ିକୁ ଫ୍ଲୋ-ଚାର୍ଟରେ ଦର୍ଶାଇବ । |
| STD-7 | SC 513: | Science | ......ସମ୍ବଳର ସୁରକ୍ଷା ନିମନ୍ତେ ବିଭିନ୍ନ ଉପାୟର ସୂଚନା ସହ ପ୍ରତିକୂଲ ଅବସ୍ଥା/ଅଭାବଗ୍ରସ୍ତ ଅବସ୍ଥା ପ୍ରତି ସମ୍ବେଦନଶୀଳତା ପ୍ରଦର୍ଶନ କରିବ । |
| STD-7 | SC 509: | Science | ବାଷ୍ପୀଭବନ.... |
| STD-7 | SC 610: | Science | ......ବର୍ଷା / ମରୁଡ଼ିରୁ ରକ୍ଷା ପାଇବା ପାଇଁ ଉପାୟଗୁଡ଼ିକ କହିବ । |

| | | | |
|---|---|---|---|
| STD-7 | SC 513: | Science | ......ଜଙ୍ଗଲ ପରି ବିଭିନ୍ନ ସମ୍ବଳର ସୁରକ୍ଷା ନିମନ୍ତେ ବିଭିନ୍ନ ଉପାୟର ସୂଚନା ଦେବା ସହ ପ୍ରତିକୂଳ ଅବସ୍ଥା / ଅଭବଗ୍ରସ୍ତ ଅବସ୍ଥା ପ୍ରତି ସମ୍ବେଦନଶୀଳତା ପ୍ରଦର୍ଶନ କରିବା । |
| STD-7 | SC 605: | Science | ....ପ୍ରାଣୀ ଓ ବୃକ୍ଷଲତା ପରିସ୍ଥାନ ସହିତ ଉପଯୋଜନ, ପ୍ରଦୂଷଣକାରୀ ପଦାର୍ଥ ସହ ବାୟୁର ମାନ ଇତ୍ୟାଦି । |
| STD-7 | SC 609: | Science | ଚତୁରପାର୍ଶ୍ୱରେ ମିଳୁଥିବା ସାମଗ୍ରୀକୁ ନେଇ ମଡେଲ ପ୍ରସ୍ତୁତ କରିବ ଓ ତାର କାର୍ଯ୍ୟକାରିତା ବ୍ୟାଖ୍ୟା କରିବ, ଉଦାହରଣସ୍ୱରୂପ- ରନ୍ଧ୍ରକ୍ୟାମେରା, ପେରିସ୍କୋପ୍, ବୈଦ୍ୟୁତିକ ଟର୍ଚ ଇତ୍ୟାଦି । |
| STD-7 | SC 509: | Science | ପର୍ଯ୍ୟବେକ୍ଷଣ, ଅଭିଜ୍ଞତା ଓ ତଥ୍ୟଗୁଡ଼ିକ ଉପଯୁକ୍ତ ଢଙ୍ଗରେ (ସାରଣୀ / ଚିତ୍ର / ସ୍ତମ୍ଭଲେଖ / ବୃତ୍ତଲେଖ ମାଧ୍ୟମରେ) ସନ୍ଧିକରଣ କରି ଲିପିବଦ୍ଧ କରିବ । |
| STD-8 | SC 601: | Science | ଉଭିଦଜାତ ତନ୍ତୁ ଓ ଫୁଲ ଆଦି ପଦାର୍ଥ ଓ ଜୀବଜନ୍ତୁଙ୍କର ରୂପ, ଗଠନ, କାର୍ଯ୍ୟକାରିତା ଓ ଗନ୍ଧ ଆଦି ଗୁଣାବଳୀର ପର୍ଯ୍ୟବେକ୍ଷଣ ଭିଡିଓରେ ଚିହ୍ନଟିକରଣ କରିବ । |
| STD-8 | SC 701: | Science | ପ୍ରାଣୀଜ ତନ୍ତୁ ବିଭିନ୍ନ ପ୍ରକାରର ଦାନ୍ତ, ଦର୍ପଣ ଓ ଲେନ୍ସଗୁଡ଼ିକୁ ଓ ସେଥିରେ ଥିବା ଗୁଣଗୁଡ଼ିକୁ ଯଥା- ରୂପ, ଗଠନ ଓ କାର୍ଯ୍ୟକାରିତା ଇତ୍ୟାଦି ଦୃଶ୍ୟମାନ ଲକ୍ଷଣଗୁଡ଼ିକୁ ଭିଡିକରି ସାମଗ୍ରୀ ଓ ଜୀବଜନ୍ତୁଙ୍କର ଚିହ୍ନଟିକରଣ କରିବ । |
| STD-8 | SC 602: | Science | ବିଦ୍ୟୁତ୍ କୁପରିବାହୀ ଓ ସୁପରିବାହୀ |
| STD-8 | SC 702: | Science | ତାପ କୁପରିବାହୀ ଓ ସୁପରିବାହୀ |
| STD-8 | SC 603: | Science | ପର୍ଯ୍ୟବେକ୍ଷଣ ଯୋଗ୍ୟ ଗୁଣାବଳୀ (ଅପ୍ରତ୍ୟାବର୍ତୀ ପରିବର୍ତନ) |
| STD-8 | SC 703: | Science | ଭୌତିକ ଓ ରାସାୟନିକ ପରିବର୍ତନ |
| STD-8 | SC 603: | Science | ପର୍ଯ୍ୟବେକ୍ଷଣ ଯୋଗ୍ୟ ଗୁଣାବଳୀ ସ୍ୱଚ୍ଛ, ଅସ୍ୱଚ୍ଛ ଓ ଅର୍ଦ୍ଧସ୍ୱଚ୍ଛ ସାମଗ୍ରୀ । |
| STD-8 | SC 606: | Science | ସମତଳ ଦର୍ପଣରେ ପ୍ରତିଫଳନ |
| STD-8 | SC 702: | Science | ଦର୍ପଣ ଓ ଲେନ୍ସରେ ଗଠନ ହୋଇଥିବା ପ୍ରତିବିମ୍ବ |
| STD-8 | SC 605: | Science | ପ୍ରଦୂଷଣକାରୀ ପଦାର୍ଥ ସହ ବାୟୁର ମାନ |
| STD-8 | SC 713: | Science | ଦୂଷିତ ଜଳର ପରିସ୍ଖରଣ |
| STD-8 | SC 714: | Science | ପ୍ରଦୂଷଣକାରୀ ଉପାଦାନଗୁଡ଼ିକର ବ୍ୟବହାର କମ୍ କରିବା |
| STD-8 | SC 607: | Science | ଭୌତିକ ପରିମାଣର ମାପ କରି ଆନ୍ତର୍ଜାତୀକମାନ ଏକାକାର ପ୍ରକାଶ କରିବ । |
| STD-8 | SC 708: | Science | ମାପିବା ହିସାବ କରିବା, ଯଥା- ତାପମାତ୍ରା, ଗତିଶୀଳ ବସ୍ତୁର ବେଗ, ସମୟ ଅନୁଯାୟୀ ଗତି । |
| STD-8 | SC 608: | Science | ନାମାଙ୍କିତ ଚିତ୍ର ଅଙ୍କନ କରିବ, ଫ୍ଲୋ ଚାର୍ଟରେ ଦର୍ଶାଇବ । (ଉଦାହରଣ- ଫୁଲର ବିଭିନ୍ନ ଅଂଶ) |
| STD-8 | SC 709: | Science | ନାମାଙ୍କିତ ଚିତ୍ର ଓ ଫ୍ଲୋ ଚାର୍ଟ (ଉଭିଦର) |
| STD-8 | SC 610: | Science | ଦିଗ ଜାଣିବା ପାଇଁ ଚୁମ୍ବକର ବ୍ୟବହାର କରିବ । |
| STD-8 | SC 706: | Science | ବିଦ୍ୟୁତ ସ୍ରୋତରେ ଚୁମ୍ବକୀୟ ପ୍ରଭାବକୁ ଦର୍ଶାଇବ । |
| STD-8 | SC 611: | Science | ପରିବେଶ ସୁରକ୍ଷା ପାଇଁ ଯତ୍ନବାନ ହେବ ଓ ଉଦ୍ୟମ କରିବ, ଆବର୍ଜନା ସୃଷ୍ଟି କମାଇବ । |
| STD-8 | SC 714: | Science | ପରିବେଶ ସୁରକ୍ଷା ପାଇଁ ଉଦ୍ୟମ କରିବ, ପ୍ରଦୂଷଣକାରୀ ଉପାଦାନଗୁଡ଼ିକର ବ୍ୟବହାର କମ୍ କରିବ । |
| STD-8 | SC 702: | Science | ଅମ୍ଲ, କ୍ଷାର ଓ ନିର୍ଣ୍ଣୟ ବସ୍ତୁ ବିଷୟରେ ଜାଣିବ । |
| STD-8 | SC 707: | Science | ଆଲୋକସଂଶ୍ଲେଷଣ, ଶ୍ୱସନ |
| STD-8 | SC 715: | Science | ଉପଲବ୍ଧ ହୋଇଥିବା ସମ୍ବଳଗୁଡ଼ିକର ବ୍ୟବହାର ନିମିତ ଯୋଜନା । |
| STD-9 | SC 705: | Science | ବିଭିନ୍ନ ପ୍ରକାର ମାଟି ସହିତ ଶସ୍ୟ ଉତ୍ପାଦନ |
| STD-9 | SC 802: | Science | ଖରିଫ ଓ ରବି ଫସଲ |
| STD-9 | SC 811: | Science | ଶସ୍ୟ ଉତ୍ପାଦନ କ୍ଷମତା ବୃଦ୍ଧି କାରିବ ଓ ପରିଚାଳନା |
| STD-9 | SC 714: | Science | ପରିବେଶ ସୁରକ୍ଷା ପାଇଁ ଉଦ୍ୟମ କରିବ, ପ୍ରଦୂଷଣକାରୀ ଉପାଦାନଗୁଡ଼ିକର ବ୍ୟବହାର କମ୍ କରିବ । |
| STD-9 | SC 813: | Science | ପରିବେଶ ସୁରକ୍ଷା ପାଇଁ ଉଦ୍ୟମ କରିବ, ପରିବେଶଗତ ବିପଯ୍ୟୟ ମୁକାବିଲା କରିବା ପାଇଁ ବିଭିନ୍ନ ଉପାୟରେ ପ୍ରସ୍ତାବ ଦେବ ଇତ୍ୟାଦି । |
| STD-9 | SC 703: | Science | ପ୍ରାଣୀଜ ତନ୍ତୁ ଓ ଉଭିଦଜାତ ତନ୍ତୁ |
| STD-9 | SC 801: | Science | ପ୍ରାକୃତିକ ଓ ମନୁଷ୍ୟକୃତ ତନ୍ତୁ |
| STD-9 | SC 707: | Science | ଅମ୍ଳଜାନର ପ୍ରତିକ୍ରିୟା, କଳଙ୍କି ଲାଗିବା |

| STD-9 | SC 806: | Science | ଅମ୍ଳଜାନ ଧାତୁ ଓ ଅଧାତୁର ପ୍ରତିକ୍ରିୟା |
|-------|---------|---------|------------------------------------|
| STD-9 | SC 702: | Science | ଦର୍ପଣରେ ଓ ଲେନ୍ସରେ ଗଠନ ହେଉଥିବା ପ୍ରତିବିମ୍ବ |
| STD-9 | SC 805: | Science | ବହୁ ପ୍ରତିବିମ୍ବ ଗଠନ |
| STD-9 | SC 709: | Science | ଉଭିଦର ବିଭିନ୍ନ ଅଙ୍ଗ ସଂସ୍ଥାନ |
| STD-9 | SC 802: | Science | ଲିଙ୍ଗୀୟ ଅଲିଙ୍ଗୀୟ ପ୍ରଜନନ |
| STD-9 | SC 809: | Science | କୋଷର ଗଠନ |
| STD-9 | SC 802: | Science | ଉଭିଦକୋଷ ଓ ପ୍ରାଣୀକୋଷ |
| STD-9 | SC 709: | Science | ଉଭିଦର ବିଭିନ୍ନ ଅଙ୍ଗ ସଂସ୍ଥାନ |
| STD-9 | SC 706: | Science | ବିଦ୍ୟୁତ୍ ସ୍ରୋତର ପ୍ରବାହ (ତାପୀୟ ଓ ଚୁମ୍ବକୀୟ ପ୍ରଭାବ) |
| STD-9 | SC 805: | Science | ବିଦ୍ୟୁତ ସ୍ରୋତର ରାସାୟନିକ ପ୍ରଭାବ |
| STD-9 | SC 715: | Science | ଉପଲବ୍ଧ ହେଉଥିବା ସମ୍ବଳଗୁଡିକରେ ବ୍ୟବହାର ନିମିତ୍ତ ଯୋଜନା ଓ ଡିଜାଇନ୍ ସୃଜନଶୀଳତା ପ୍ରଦର୍ଶନ କରିବ । |
| STD-9 | SC 815: | Science | ଉପଲବ୍ଧ ସମ୍ବଳଗୁଡିକରେ ବ୍ୟବହାର ନିମିତ୍ତ ଯୋଜନା ଓ ଡିଜାଇନ୍ ପ୍ରସ୍ତୁତିରେ ସୃଜନଶୀଳତା ପ୍ରଦର୍ଶନ କରିବ । |

## ANNEXURE D
### FREQUENTLY ASKED QUESTIONS

## ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ (Learning Recovery Programme)

ପ୍ର 1. ପ୍ରୋଗ୍ରାମ ର ନାମ କ'ଣ ? ଏହି କାର୍ଯ୍ୟକ୍ରମ ର ଉଦ୍ଦେଶ୍ୟ କ'ଣ ?

ଉ 1. ପ୍ରୋଗ୍ରାମ ର ନାମ **ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ** ବା **Learning Recovery Programme (LRP)** । କରୋନା ମହାମାରୀ ସମୟରେ ହୋଇଥିବା ବିଗତ ଦୁଇ ବର୍ଷର ଶିକ୍ଷଣ କ୍ଷତିର ପରିପୂରଣ ପାଇଁ "ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ" ରାଜ୍ୟ ସରକାରଙ୍କର ଏକ ଅଭିନବ ପ୍ରୟାସ ।

ପ୍ର 2. ଓଡ଼ିଶା ସରକାରଙ୍କ କେଉଁ ବିଭାଗ ଅଧୀନରେ ଏହି କାର୍ଯ୍ୟକ୍ରମ ପରିଚାଳିତ ହେଉଛି ?

ଉ 2. ଓଡ଼ିଶା ସରକାରଙ୍କ School and Mass Education ବିଭାଗ ଅଧୀନସ୍ଥ Odisha School Education Programme Authority (OSEPA) ଦ୍ୱାରା ଏହି କାର୍ଯ୍ୟକ୍ରମ ପରିଚାଳିତ ହେଉଛି ।

ପ୍ର 3. ଏହି ପ୍ରୋଗ୍ରାମର କ୍ରିୟାନ୍ୱୟନ କେଉଁ Agencies ଦ୍ୱାରା କରାଯାଉଛି ?

ଉ 3. ଏହି ପ୍ରୋଗ୍ରାମର କ୍ରିୟାନ୍ୱୟନ ପାଇଁ ସରକାରଙ୍କ ଦ୍ୱାରା ଦୁଇଟି Agencies ଚୟନିତ ହୋଇଛନ୍ତି, ସେମାନେ ହେଲେ- 1. Odisha Knowledge Corporation Limited (OKCL) ଏବଂ 2. Subhadra Charitable Trust (SCT)

ପ୍ର 4. Odisha Knowledge Corporation Limited କେଉଁ କେଉଁ ଜିଲ୍ଲାରେ LRP କ୍ରିୟାନ୍ୱୟନ କରିବ ?

ଉ 4. ଓଡ଼ିଶା ନଲେଜ କର୍ପୋରେସନ ଲିମିଟେଡ **Angul, Bargarh, Sambalpur, Sundargarh, Jharsuguda, Kandhamal, Boudh, Mayurbhanj, Keonjhar, Khurda, Puri, Ganjam, Gajapati, Nayagarh**, ଏବଂ **Rayagada** ଜିଲ୍ଲାରେ LRP କ୍ରିୟାନ୍ୱୟନ କରିବାପାଇଁ ଚୟନିତ ।

ପ୍ର 5. ଏହି କାର୍ଯ୍ୟକ୍ରମରେ କ'ଣ କ'ଣ ବ୍ୟବସ୍ଥା ଅଛି ?

ଉ 5. ବିଗତ 2 ବର୍ଷର ପାଠ୍ୟକ୍ରମ କୁ ଆଧାର କରାଯାଇ ବର୍ତ୍ତମାନ ଶ୍ରେଣୀରେ ପଢ଼ୁଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ପାଇଁ "ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା" ଏବଂ ଶିକ୍ଷକମାନଙ୍କ ପାଇଁ "ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା" ର ବ୍ୟବସ୍ଥା ଅଛି ।

ପ୍ର 6. ଏହି କାର୍ଯ୍ୟକ୍ରମରେ କିଏ ଉପକୃତ ହେବେ ?

ଉ 6. ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଓଡ଼ିଶା ସରକାରଙ୍କ ଅଧୀନସ୍ଥ (ସରକାରୀ ଓ ସରକାର ଅନୁଦାନପ୍ରାପ୍ତ) ବିଦ୍ୟାଳୟ ଗୁଡ଼ିକରେ ପଢ଼ୁଥିବା ତୃତୀୟ ରୁ ନବମ ଶ୍ରେଣୀରେ ପଢ଼ୁଥିବା ଓଡ଼ିଆ ମିଡ଼ିୟମ ର ଛାତ୍ରଛାତ୍ରୀ ମାନେ ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଉପକୃତ ହେବେ ।

ପ୍ର 7. LRP କେତେ ଦିନର ପ୍ରୋଗାମ ?

ଉ 7 ଏହା 100 ଦିନର ପ୍ରୋଗ୍ରାମ, ଯେଉଁଥିରେ ବିଦ୍ୟାଳୟ ସ୍ତରରେ 50 ଦିନ ପାଇଁ ଏହି ଯୋଜନାଟି କାର୍ଯ୍ୟକାରୀ ହେବ ।

ପ୍ର 8. ଏହି କାର୍ଯ୍ୟକମରେ କେଉଁ କେଉଁ ବିଷୟରେ ପଢ଼ା ହେବ ?

ଉ 8. ଏହି କାର୍ଯ୍ୟକମରେ ତୃତୀୟ ଶ୍ରେଣୀରେ ଓଡ଼ିଆ, ଗଣିତ ଏବଂ ପରିବେଶ ବିଜ୍ଞାନ; ଚତୁର୍ଥ ଶ୍ରେଣୀରେ ଇଂରାଜୀ, ଗଣିତ ଏବଂ ପରିବେଶ ବିଜ୍ଞାନ; ପଞ୍ଚମ ଶ୍ରେଣୀରେ ଇଂରାଜୀ, ଗଣିତ ଏବଂ ପରିବେଶ ବିଜ୍ଞାନ; ଷଷ୍ଠ ଶ୍ରେଣୀ ରୁ ନବମ ଶ୍ରେଣୀ ପର୍ଯ୍ୟନ୍ତ ଇଂରାଜୀ, ଗଣିତ ଏବଂ ବିଜ୍ଞାନ ପଢ଼ାହେବ ।

ଉଦାହରଣ ସ୍ୱରୂପ ଚତୁର୍ଥ ଶ୍ରେଣୀ ଛାତ୍ର ଛାତ୍ରୀ ମାନଙ୍କ ପାଇଁ ଦ୍ୱିତୀୟ ଶ୍ରେଣୀ ଏବଂ ତୃତୀୟ ଶ୍ରେଣୀର ପାଠ୍ୟକ୍ରମକୁ ଆଧାରିତ କରାଯିବ ।

**ODISHA KNOWLEDGE CORPORATION LTD.**

ପ୍ର 9.   ପିଲାମାନଙ୍କୁ କିଏ ପଢ଼ାଇବେ ?

ଉ 9.   ଉକ୍ତ ବିଦ୍ୟାଳୟର ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀମାନେ ପିଲାମାନଙ୍କୁ ପଢ଼ାଇବେ ।

ପ୍ର 10.  ସରକାରୀ ଶିକ୍ଷକ ଏବଂ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କୁ LRP କାର୍ଯ୍ୟକ୍ରମ ବିଷୟରେ କିଏ Training ଦେବେ ?

ଉ 10.  OKCL ର Trained Resource Persons ହିଁ ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କୁ ଟ୍ରେନିଂ ଦେବେ ।

ପ୍ର 11.  Nodal Centre କ'ଣ ?

ଉ 11.  ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କର ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ ବିଷୟରେ Training Programme ତଥା ବିଦ୍ୟାଳୟଗୁଡ଼ିକୁ ଶିକ୍ଷଣ ପଠନ ସାମଗ୍ରୀର ବଣ୍ଟନ ଏହି Centre ଦ୍ୱାରା କରାଯିବ ।

ପ୍ର 12.  ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ Training କେଉଁଠି ହେବ ?

ଉ 12.  ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ training ସେମାନଙ୍କ ବ୍ଲକ Nodal Centre ରେ ହେବ ।

ପ୍ର 13.  ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ବିଷୟ ମୁତାବକ ଶ୍ରେଣୀ କିପରି ହେବ ?

ଉ 13.  ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ଶ୍ରେଣୀ 3 ରୁ ଶ୍ରେଣୀ 9 ପର୍ଯ୍ୟନ୍ତ ପ୍ରତିଦିନ 2 ଟି class ହେବ, ପ୍ରତି ବିଷୟରେ ସାପ୍ତାହିକ 4ଟି class, saptaha re samudaya  12ଟି class  ହେବ ।

ପ୍ର 14.  ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ଛାତ୍ର ଛାତ୍ରୀ ମାନଙ୍କୁ କିଛି ବହି ଦିଆଯିବ କି ?

ଉ 14.  ହଁ, ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀର ପ୍ରତ୍ୟେକ ଛାତ୍ର ଛାତ୍ରୀଙ୍କୁ ଗୋଟିଏ ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା ଦିଆଯିବ ।

ପ୍ର 15.  ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କୁ କିଛି ବହି ଦିଆଯିବ କି ?

ଉ 15.  ହଁ, ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କୁ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ପୁସ୍ତକ ଦିଆଯିବ ।

ପ୍ର 16.  କେବେ LRP ର ମଧ୍ୟବର୍ତ୍ତୀ କାଳୀନ ପରୀକ୍ଷା ହେବ ?

ଉ 16.  LRP Class ଆରମ୍ଭ ହେବାର ଠିକ 25ଦିନ ପରେ ମଧ୍ୟବର୍ତ୍ତୀ ପରୀକ୍ଷା ହେବ, ଯେଉଁଥିରେ ତୃତୀୟ ରୁ ପଞ୍ଚମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 25 ମୂଲ୍ୟାଙ୍କର ପ୍ରଶ୍ନପତ୍ର ହେବ ଏବଂ ଷଷ୍ଠ ରୁ ନବମ ଶ୍ରେଣୀର ପିଲାଙ୍କ ପାଇଁ 50 ମୂଲ୍ୟାଙ୍କର ପ୍ରଶ୍ନପତ୍ର ହେବ ।

ପ୍ର 17.  କେବେ LRP ର ଶେଷ ପରୀକ୍ଷା ହେବ ?

ଉ 17.  LRP Class ଆରମ୍ଭ ହେବାର ଠିକ 50ଦିନ ପରେ ଶେଷ ପରୀକ୍ଷା ହେବ, ଯେଉଁଥିରେ ତୃତୀୟ ରୁ ପଞ୍ଚମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 25 ମୂଲ୍ୟାଙ୍କର ପ୍ରଶ୍ନପତ୍ର ହେବ ଏବଂ ଷଷ୍ଠ ରୁ ନବମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 50 ମୂଲ୍ୟାଙ୍କର ପ୍ରଶ୍ନପତ୍ର ହେବ ।

## ANNEXURE E

**TRAINING MODULES FOR TEACHERS**

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ

### ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

# ପୃଷ୍ଠଭୂମି

"ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ" ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ ର ଏକ ମହତ୍ବପୂର୍ଣ୍ଣ ଅଙ୍ଗ । ପ୍ରଶିକ୍ଷଣ ଦେବାକୁ ଯାଉଥିବା ସମସ୍ତ ସାଧନକର୍ମୀ ତଥା ପ୍ରଶିକ୍ଷକ (**Resource Person cum Trainer**) ଙ୍କ ପାଇଁ ଏହି ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ(**module**) ଉଦ୍ଦିଷ୍ଟ । ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ କାର୍ଯ୍ୟକ୍ରମରେ ପ୍ରଶିକ୍ଷକମାନଙ୍କୁ ଅଧିବେଶନ ଅନୁସାରେ ତାଲିମ କାର୍ଯ୍ୟ ସୁଚାରୁରୂପେ ସମ୍ପାଦନ କରିବାରେ ଏହା ସହାୟକ ହେବ । ଏହାକୁ ଆଧାର କରି ପ୍ରଶିକ୍ଷକ ଏକ ଶୃଙ୍ଖଳିତ ଢଙ୍ଗରେ, ସୀମିତ ସମୟରେ, ଉପଯୁକ୍ତ ପ୍ରଣାଳୀ ଅବଲମ୍ବନ କରି ତାଲିମ କାର୍ଯ୍ୟ ପରିଚାଳନା କରିବେ । ଏହାକୁ ଆଧାରକରି ପ୍ରଶିକ୍ଷକ,ଶିକ୍ଷକମାନଙ୍କୁ କଥୋପ-କଥନ, ପ୍ରଶ୍ନୋତ୍ତର ମାଧ୍ୟମରେ ସେମାନଙ୍କର ଚିନ୍ତାଧାରା, ଭାବନାର ପରିପ୍ରକାଶ କରିବା ପାଇଁ ପ୍ରେରିତ କରିବେ । ଏହାଦ୍ୱାରା ପ୍ରଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ କାର୍ଯ୍ୟକ୍ରମର ସଫଳ ପରିଚାଳନା ପାଇଁ ନିଜକୁ ପ୍ରସ୍ତୁତ କରିବେ ଏବଂ ଏହାର ଲକ୍ଷ୍ୟ ହାସଲ ହେତୁ ଯତ୍ନବାନ ହେବେ ।

**ODISHA KNOWLEDGE CORPORATION LIMITED**

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ

### ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

## ପ୍ରଶିକ୍ଷଣ ସମୟ ସାରଣୀ

| ଅଧିବେଶନ (Session) ସଂଖ୍ୟା | ସମୟ | ବିଷୟ |
|---|---|---|
| ଅଧିବେଶନ (Session )1. | 20 ମିନିଟ୍ | ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମର ପୃଷ୍ଠଭୂମି ଏବଂ ଉଦ୍ଦେଶ୍ୟ- ଏହା କ'ଣ, କାହିଁକି ,କିପରି ହେବ , କିଏ କରିବେ ଆଉ କେବେ କରିବେ- ସେ ବିଷୟରେ ବିସ୍ତୃତ ବିବରଣୀ |
| ଅଧିବେଶନ (Session) 2. | 30 ମିନିଟ୍ | **ଶିକ୍ଷଣ ଫଳାଫଳ** ଏବଂ ଏହି ଫଳାଫଳ ହାସଲ ନିମିତ୍ତ **ଶିକ୍ଷଣ କାର୍ଯ୍ୟ**ର ପର୍ଯ୍ୟାଲୋଚନା <br><br> • ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ମହତ୍ତ୍ୱ <br> • ଶ୍ରେଣୀ/ବିଷୟ ଦ୍ୱାରା **ଶିକ୍ଷଣ ଫଳାଫଳ** ବିଷୟରେ ଆଲୋଚନା <br> • ଦିବସ ହିସାବରେ ବିଷୟ ବିଭାଗୀକରଣ ଏବଂ ଦିବସ ଆଧାରିତ ସମୟ ସାରଣୀ ର ପ୍ରସ୍ତୁତ ପ୍ରଣାଳୀ ବିଷୟରେ କାର୍ଯ୍ୟ <br> • ଏହି ଫଳାଫଳ ହାସଲ ନିମିତ୍ତ **ଶିକ୍ଷଣ କାର୍ଯ୍ୟ** ବିଷୟରେ ଆଲୋଚନା |
| ଅଧିବେଶନ (Session ) 3. | 30 ମିନିଟ୍ | ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ଏବଂ ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା ମଧ୍ୟରେ ସମ୍ବନ୍ଧ ବିଷୟରେ ଆଲୋଚନା <br><br> • ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକାରେ ଥିବା ଶିକ୍ଷଣ ଫଳାଫଳ ସହ ଶିକ୍ଷଣ କାର୍ଯ୍ୟର ସମ୍ପର୍କ <br> • ଶ୍ରେଣୀ/ବିଷୟ ଦ୍ୱାରା ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା ବିଷୟରେ ଆଲୋଚନା |
| ଅଧିବେଶନ (Session) 4. | 10 ମିନିଟ୍ | ପ୍ରଶ୍ନୋତ୍ତର <br><br> • ଶିକ୍ଷକ ମାନଙ୍କ ପାଇଁ ଆବଶ୍ୟକ ସୂଚନା <br><br> • ପ୍ରଶିକ୍ଷଣ ସାରାଂଶ ଏବଂ ସମାପ୍ତି |

**ODISHA KNOWLEDGE CORPORATION LIMITED**

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ

## ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

**ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ କାର୍ଯ୍ୟକ୍ରମ:**

ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ "ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ କାର୍ଯ୍ୟକ୍ରମ" ଏକ ମହତ୍ଵପୂର୍ଣ୍ଣ ପଦକ୍ଷେପ । କରୋନା ମହାମାରୀ ହେତୁ ପିଲାମାନଙ୍କର ବିଗତ ଦୁଇ ବର୍ଷର ଶିକ୍ଷଣ ଜନିତ କ୍ଷତିପୂରଣ ସହିତ ସେମାନଙ୍କୁ ଶ୍ରେଣୀ ଉପଯୋଗୀ ଶିକ୍ଷଣ ସ୍ତରକୁ ଆଣିବା ନିମିର ଉଦ୍ଦିଷ୍ଟ ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମର ଏହି ଗୁରୁତ୍ଵପୂର୍ଣ୍ଣ ପ୍ରୟାସକୁ ପରିପୂର୍ଣ୍ଣ କରିବାରେ ଶିକ୍ଷକମାନଙ୍କୁ ଗୁରୁଦାୟିତ୍ଵ ଦିଆଯାଇଅଛି । "ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ" ମାଧ୍ୟମରେ ଶିକ୍ଷକମାନଙ୍କୁ LRPର ପୃଷ୍ଠଭୂମି , ବିଶେଷତ୍ଵ ଏବଂ କାର୍ଯ୍ୟକ୍ରମ ସମ୍ବନ୍ଧିତ ସୂଚନା, ଶ୍ରେଣୀକାର୍ଯ୍ୟରେ ବିଗତ ଦୁଇ ବର୍ଷର ଶିକ୍ଷଣ ଫଳାଫଳକୁ ଆଧାରିତ କରି ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପ୍ରସ୍ତୁତ ହେତୁ ଗୁରୁତ୍ଵ , ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା - ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକାର ବିଶେଷତ୍ଵ ଇତ୍ୟାଦି ବିଷୟକୁ ସୁଚାରୁରୂପେ ଅବଗତ କରାଇବାର ଲକ୍ଷ୍ୟ ନିର୍ଦ୍ଧାରିତ କରାଯାଇଅଛି ।

> **ଅଧ୍ୱେଶନ (Session)1.**
> **ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମର ପୃଷ୍ଠଭୂମି ଏବଂ ଉଦ୍ଦେଶ୍ୟ- ଏହା କଣ, କାହିଁକି ,କିପରି ହେବ , କିଏ କରିବେ ଆଉ କେବେ କରିବେ- ସେ ବିଷୟରେ ବିସ୍ତୃତ ବିବରଣୀ:**

ଏହି ଅଧ୍ୱେଶନ (session) ରେ ପ୍ରଶିକ୍ଷକ ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ ବିଷୟରେ କହିବେ ।

କରୋନା ମହାମାରୀ ସମୟରେ ହୋଇଥିବା ବିଗତ ଦୁଇ ବର୍ଷର ଶିକ୍ଷଣ କ୍ଷତିର ପରିପୂରଣ ପାଇଁ "ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ" ରାଜ୍ୟ ସରକାରଙ୍କର **School and Mass Education** ବିଭାଗ ଅଧୀନସ୍ଥ **Odisha School Education Programme Authority (OSEPA)** ଦ୍ୱାରା ଏକ ଅଭିନବ ପ୍ରୟାସ । ଏହି ମହାମାରୀ ଫଳରେ ପିଲାମାନେ ବୟସ ଉପଯୋଗୀ ହୋଇଥିଲେ ମଧ ଶ୍ରେଣୀ ଉପଯୋଗୀ ଜ୍ଞାନ ଏବଂ କ୍ଷମତା ହାସଲ କରିବାରେ ଅସମର୍ଥ ହୋଇଛନ୍ତି । ଏବେ ଯେତେବେଳେ ଆମେ ତାଙ୍କୁ ବୟସ ଏବଂ ଶ୍ରେଣୀ ଉପଯୋଗୀ ବିଷୟ ଜ୍ଞାନ ଦେବାକୁ ପ୍ରୟାସ କରୁଛେ ,ସେମାନେ ଏହାକୁ ଗ୍ରହଣ କରିବାରେ ସକ୍ଷମ ନାହାଁନ୍ତି । ଦୁଇବର୍ଷ ବିଦ୍ୟାଳୟ ବନ୍ଦ ହେବା ଫଳରେ ପିଲାମାନେ ନିମ୍ନଲିଖିତ ସମସ୍ୟାର ଶୀକାର ହୋଇଛନ୍ତି । ସେଥିପାଇଁ ପ୍ରଶିକ୍ଷକ ପ୍ରଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କୁ ଏହି ପ୍ରଶ୍ନଟି ପଚାରିବେ –

**କରୋନା ମହାମାରୀ ସମୟରେ ବିଦ୍ୟାଳୟ ବନ୍ଦ ହେବା ଦ୍ୱାରା ପିଲାଟିର କଣ କଣ କ୍ଷତି ହୋଇଛି?**

ସେଥିପାଇଁ ପ୍ରଶିକ୍ଷକଙ୍କ ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ ମତାମତକୁ ଗୋଟିଏ ଜାଗାରେ ଲେଖିବେ ଏବଂ ପରେ ନିମ୍ନଲିଖିତ ବିନ୍ଦୁକୁ ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ ସମ୍ମୁଖରେ ବ୍ୟବସ୍ଥିତ ଢଙ୍ଗରେ ଚାର୍ଟ ପେପର/ ବ୍ଲାକବୋର୍ଡ ମାଧ୍ୟମରେ ଉପସ୍ଥାପିତ କରିବେ ।

**ODISHA KNOWLEDGE CORPORATION LIMITED**

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ
## ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

ତାପରେ" ପିଲାଟି ଯେତେବେଳେ ଦୁଇ ବର୍ଷର ପାଠ ପଢ଼ି ନ ପାରି ବୟସ ଉପଯୋଗୀ ଶ୍ରେଣୀରେ ପହଞ୍ଚିଯାଇଛି , ସିଏ କେଉଁକେଉଁ ସମସ୍ୟାର ସମ୍ମୁଖୀନ ହେଉଛି - ଅଥବା ବିଗତ ଦୁଇବର୍ଷ ବିଦ୍ୟାଳୟ ବନ୍ଦ ହେବ ଫଳରେ ପିଲାଟିର ବର୍ତ୍ତମାନରେ ପଢ଼ୁଥିବା ଶ୍ରେଣୀରେ କେଉଁ ସମସ୍ୟାର ସମ୍ମୁଖୀନ ହେଉଛି? ପାଠ ନ ଜାଣିଥିବାରୁ ତା ମାନସପଟରେ କି ପ୍ରକାର ଭାବନା ସବୁ ଉଙ୍କି ମାରୁଛି?

| | | |
|---|---|---|
| ପାଠ ପ୍ରତି ଭୟ | ହୀନମନ୍ୟତା | ମାନସିକ ବିଷାଦ |
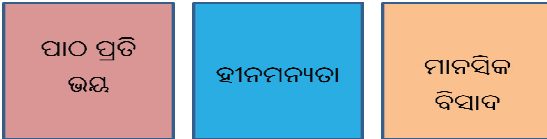
ସେଥିପାଇଁ ପ୍ରଶିକ୍ଷକ ନିମ୍ନଲିଖିତ ବିନ୍ଦୁକୁ ଚାର୍ଟ ପେପର/ ବ୍ଲାକବୋର୍ଡ଼ ମାଧ୍ୟମରେ ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ ସହାୟତାରେ ଆଣିବାକୁ ପ୍ରଚେଷ୍ଟା କରିବେ । ଏହି କ୍ଷତିର ପରିପୂରଣ ହାସଲ ନହେଲେ ପିଲାମାନେ ଶ୍ରେଣୀ ଉପଯୋଗୀ ଦକ୍ଷତା ତଥା ଫଳାଫଳ ହାସଲ କରିବାରେ ସମର୍ଥ ହୋଇପାରିବେ ନାହିଁ । ତେଣୁ ପିଲାଟିର ବୈଷୟିକ, ଜ୍ଞାନ ଭିତ୍ତିକ ଏବଂ ମାନସିକ ଦୃଷ୍ଟିକୋଣକୁ ବିଚାରକୁ ନେଇ ରାଜ୍ୟ ସରକାରଙ୍କ ଦ୍ୱାରା ଏହି ମହତ୍ତ୍ୱପୂର୍ଣ୍ଣ କାର୍ଯ୍ୟକ୍ରମ ପୁରାପ୍ରଦେଶରେ କାର୍ଯ୍ୟାନ୍ୱୟନ କରାଯାଇଅଛି ।

ଏହାପରେ ପ୍ରଶିକ୍ଷକ ଏହି ପ୍ରୋଗ୍ରାମ ବିଷୟରେ ନିମ୍ନଲିଖିତ ବିନ୍ଦୁ ଉପରେ ଶିକ୍ଷକ -ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ ଧ୍ୟାନ ଆକର୍ଷଣ କରିବେ ।

| ଶ୍ରେଣୀ | ପାଠ୍ୟକ୍ରମ |
|---|---|
| ତୃତୀୟ | ପ୍ରଥମ ଏବଂ ଦ୍ୱିତୀୟ |
| ଚତୁର୍ଥ | ଦ୍ୱିତୀୟ ଏବଂ ତୃତୀୟ |
| ପଞ୍ଚମ | ତୃତୀୟ ଏବଂ ଚତୁର୍ଥ |
| ଷଷ୍ଠ | ଚତୁର୍ଥ ଏବଂ ପଞ୍ଚମ |
| ସପ୍ତମ | ପଞ୍ଚମ ଏବଂ ଷଷ୍ଠ |
| ଅଷ୍ଟମ | ଷଷ୍ଠ ଏବଂ ସପ୍ତମ |
| ନବମ | ସପ୍ତମ ଏବଂ ଅଷ୍ଟମ |

- "ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ" ବିଗତ ଦୁଇ ବର୍ଷର ପାଠ୍ୟକ୍ରମ କୁ ଆଧାରିତ କରି ତିଆରି କରାଯାଇଛି ଉଦାହରଣ ସ୍ୱରୂପ,ଚତୁର୍ଥ ଶ୍ରେଣୀ ଛାତ୍ର ଛାତ୍ରୀ ମାନଙ୍କ ପାଇଁ ଦ୍ୱିତୀୟ ଶ୍ରେଣୀ ଏବଂ ତୃତୀୟ ଶ୍ରେଣୀ ର ପାଠ୍ୟକ୍ରମ କୁ ଆଧାରିତ କରାଯିବ । ପ୍ରଶିକ୍ଷକ, ପାର୍ଶ୍ୱରେ ଦିଆଯାଇଥିବା ସୂଚନା ଚାର୍ଟ କୁ ବ୍ୟବହାର କରିବେ ।
- "ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ" 100 ଦିନର କାର୍ଯ୍ୟକ୍ରମ, ଯେଉଁଥିରେ କି 50 ଦିନ ଶ୍ରେଣୀରେ ପାଠପଢ଼ା ହବ । ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀରେ ଦିନକୁ ଦୁଇଟି period ହିସାବରେ ସମୁଦାୟ 100 ଟି period ହେବ । ବିଷୟ ପ୍ରତି ହାରାହାରି 33 ଟି period ହିସାବରେ ତିନୋଟି ବିଷୟ ପାଇଁ 100 ଟି period ରଖାଯାଇଅଛି ।
- ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ଶ୍ରେଣୀ 3ରୁ ଶ୍ରେଣୀ 9 ପର୍ଯ୍ୟନ୍ତ ପ୍ରତିଦିନ 2 ଟି period ହେବ, ପ୍ରତି ବିଷୟରେ ସାପ୍ତାହିକ 4 ଟି period, ସମୁଦାୟ ସାପ୍ତାହିକ 12ଟି period ହେବ ।

| ଶ୍ରେଣୀ | ବିଷୟ |
|---|---|
| ତୃତୀୟ ଶ୍ରେଣୀରେ | ଓଡ଼ିଆ, ଗଣିତ, ପରିବେଶ ବିଜ୍ଞାନ |
| ଚତୁର୍ଥ | ଇଂରାଜୀ, ଗଣିତ,ପରିବେଶ ବିଜ୍ଞାନ |
| ପଞ୍ଚମ | ଇଂରାଜୀ, ଗଣିତ,ପରିବେଶ ବିଜ୍ଞାନ |
| ଷଷ୍ଠ | ଇଂରାଜୀ, ଗଣିତ, ବିଜ୍ଞାନ |
| ସପ୍ତମ | ଇଂରାଜୀ, ଗଣିତ, ବିଜ୍ଞାନ |
| ଅଷ୍ଟମ | ଇଂରାଜୀ, ଗଣିତ, ବିଜ୍ଞାନ |
| ନବମ | ଇଂରାଜୀ, ଗଣିତ, ବିଜ୍ଞାନ |

- ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀରେ କେଉଁ କେଉଁ ବିଷୟରେ ପାଠପଢ଼ା ହେବ, ତାହା ପାର୍ଶ୍ୱରେ ଦିଆଯାଇଥିବା table ର ସହାୟତାରେ ପ୍ରଶିକ୍ଷକ ଶିକ୍ଷକମାନଙ୍କୁ ସୂଚନା ଦେବେ ।
- ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ଶିକ୍ଷକ-ଶିକ୍ଷୟତ୍ରୀମାନଙ୍କୁ ଏକ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ଏବଂ ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀର ଛାତ୍ର - ଛାତ୍ରୀମାନଙ୍କୁ ଗୋଟିଏ ଅଭ୍ୟାସ ପୁସ୍ତିକା ମିଳିବ ।
- LRP class ଆରମ୍ଭ ହେବାର ଠିକ 25 ଦିନ ପରେ ମଧ୍ୟବର୍ତ୍ତୀ ପରୀକ୍ଷା ହବ, ଯେଉଁଥିରେ ତୃତୀୟ ରୁ ପଞ୍ଚମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 25 marks ର ପ୍ରଶ୍ନପତ୍ର ହବ ଏବଂ ଷଷ୍ଠ ରୁ ନବମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 50 marks ର ପ୍ରଶ୍ନପତ୍ର ହେବ ।
- LRP class ଆରମ୍ଭ ହେବାର ଠିକ 50 ଦିନ ପରେ ଶେଷ ପରୀକ୍ଷା ହବ, ଯେଉଁଥିରେ ତୃତୀୟ ରୁ ପଞ୍ଚମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 25 marks ର ପ୍ରଶ୍ନପତ୍ର ହବ ଏବଂ ଷଷ୍ଠ ରୁ ନବମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 50 marks ର ପ୍ରଶ୍ନପତ୍ର ହେବ ।

ଏହା ସହିତ ଏହି ଅଧିବେଶନ(session) ଶେଷ ହେବ ।

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ
## ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

**ଅଧିବେଶନ (Session) 2.**
**ଶିକ୍ଷଣ ଫଳାଫଳ କଣ ଏବଂ ଏହି ଫଳାଫଳ ହାସଲ ନିମିତ୍ତ ଶିକ୍ଷଣ କାର୍ଯ୍ୟର ପର୍ଯ୍ୟାଲୋଚନା:**

ଏହି ଅଧିବେଶନରେ ପ୍ରଶିକ୍ଷକ ସର୍ବପ୍ରଥମେ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିଟି ବିଷୟରେ ଶିକ୍ଷକ- ଶିକ୍ଷୟିତ୍ରୀଙ୍କୁ ଅବଗତ କରାଇବେ। ଏହି ବହିଟିକୁ କିଛି ସମୟ ନିରୀକ୍ଷଣ କରିବା ପାଇଁ କହିବେ ଏବଂ ବହିଟିରେ କଣ କଣ ଦେଖୁଛନ୍ତି କହିବାକୁ ପ୍ରେରିତ କରିବେ, କିଛି ଶିକ୍ଷକଙ୍କ ଉତ୍ତର ଶୁଣିଲା ପରେ ନିଜେ ପ୍ରଶିକ୍ଷକ ଏହି ବହିର ମହତ୍ତ୍ୱ ନିମ୍ନପ୍ରକାର କହିବେ।

**ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକାର ମହତ୍ତ୍ୱ:**

- **LRP** କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ ଶ୍ରେଣୀ 3ରୁ ଶ୍ରେଣୀ 9ରେ ଉଦ୍ଦିଷ୍ଟ ବିଷୟରେ ଶିକ୍ଷାଦାନ କରୁଥିବା ପ୍ରତ୍ୟେକ ଶିକ୍ଷକଙ୍କ ପାଇଁ ଏହି ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ଏକ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ପୁସ୍ତିକା।
- ଏହାପରେ ପ୍ରଶିକ୍ଷକ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିଟିର ମହତ୍ତ୍ୱ ବିଷୟରେ ସୂଚନା ଦେବେ , ଉକ୍ତ ବହି କୁ ଆଧାର କରି ଶିକ୍ଷକ **ଶ୍ରେଣୀ କାର୍ଯ୍ୟ** ଏବଂ **ଶିକ୍ଷଣ କାର୍ଯ୍ୟ** ପରିଚାଳନା କରିପାରିବେ।
- ଏଥିରେ ଥିବା **ଦୈନନ୍ଦିନ କାର୍ଯ୍ୟ ପରିଚାଳନା ସୂଚୀ** ଶିକ୍ଷକ ମାନଙ୍କୁ ପ୍ରତ୍ୟେକ ଦିନର ଶିକ୍ଷଣ ପଳାଫଳ ଆଧାରିତ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପରିଚାଳନାରେ ସହାୟକ ହେବ।

ଏହାପରେ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ପୃଷ୍ଠା- 6 କୁ ଖୋଲିବା ପାଇଁ କହିବେ ଏବଂ ଏହି ପୃଷ୍ଠାରୁ ସେମାନେ କଣ ବୁଝୁଛନ୍ତି ପଚାରିବେ? କିଛି ଶିକ୍ଷକଙ୍କ ଉତ୍ତର ଶୁଣିଲା ପରେ ନିଜ ବକ୍ତବ୍ୟ ରଖିବେ ଏବଂ ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ ବିଷୟ ଏବଂ ପ୍ରତି ବିଷୟରେ ଆବଣ୍ଟିତ ଶ୍ରେଣୀସଂଖ୍ୟା ଉପରେ ଆଲୋକପାତ କରିବେ। ଏହି ପୃଷ୍ଠାର ବିଶେଷତାକୁ ଏହିପରି ବୁଝାଇବେ।

ଅର୍ଥାତ, ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ ତିନୋଟି ବିଷୟରେ ଆବଣ୍ଟିତ ଶ୍ରେଣୀସଂଖ୍ୟା ର ଯୋଗଫଳ 100। ଏହାର ଅର୍ଥ ଦିନକୁ ଦୁଇଟି ପିରିଅଡ ହିସାବରେ 50 ଦିନରେ 100 ଟି ପିରିଅଡ ଏହି କାର୍ଯ୍ୟକ୍ରମ ପାଇଁ ଉଦ୍ଦର୍ଗୀକୃତ। ପ୍ରତ୍ୟେକ ଦିନ ବିଦ୍ୟାଲୟରେ ନିର୍ଦ୍ଧାରିତ ପିରିଅଡ ମଧ୍ୟରୁ ଦୁଇଟି ପିରିଅଡ **LRP class** ପାଇଁ ଅନିବାର୍ଯ୍ୟ।

ସର୍ବଶେଷରେ ଲେଖାଯାଇଥିବା ପାଠ୍ୟକ୍ରମ ଉପରେ ମଧ୍ୟ ସମସ୍ତଙ୍କ ଧ୍ୟାନ କେନ୍ଦ୍ରିତ କରିବେ। ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀ ପାଇଁ ପୂର୍ବ ୨ ବର୍ଷର ପାଠ୍ୟକ୍ରମକୁ ଆଧାରକରି ଶିକ୍ଷାଦାନ ଏବଂ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ କରାଯାଇଛି ବୋଲି ସୂଚନା ଦେବେ।

ପରେପରେ ପ୍ରଶିକ୍ଷକ ଶିକ୍ଷକଙ୍କୁ ପ୍ରଶ୍ନ କରିବେ - ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ପୃଷ୍ଠା 7 ରୁ ଆରମ୍ଭ ହୋଇଥିବା ଦୈନନ୍ଦିନ କାର୍ଯ୍ୟସୂଚୀରେ କଣ ଦେଖୁଛନ୍ତି? ଏହା କେଉଁ ଶ୍ରେଣୀର ଏବଂ କେଉଁ ବିଷୟର? ଦିବସରେ କଣ ଦେଖୁଛନ୍ତି? ଉଦାହରଣ ସ୍ୱରୂପ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ପୃଷ୍ଠା 7ରେ ଏଠି ଦିବସରେ 1,3 ଏବଂ 4,6 ଏମିତି କାହିଁକି ଲେଖା ହୋଇଛି?

**ପ୍ରଶିକ୍ଷଣ କାର୍ଯ୍ୟ:    ସମୟ - 5 ମିନିଟ**

ଯଦି ସମ୍ଭବ ହୁଏ,ତେବେ ଶିକ୍ଷକଙ୍କୁ ଏହି କାର୍ଯ୍ୟଟିକୁ ଭଲ କରି ବୁଝିବା ପାଇଁ 5 ମିନିଟର ଗୋଟିଏ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ଦେବା। ତା ପାଇଁ ପ୍ରଶିକ୍ଷକ ନିମ୍ନଲିଖିତ ନିର୍ଦ୍ଦେଶ ଦେବେ।

ସେଥିପାଇଁ ପ୍ରଶିକ୍ଷକ କହିବେ, ଆସନ୍ତୁ ଆମେ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ପୃଷ୍ଠା 7 ରେ ଥିବା ଦିବସ ଗୁଡ଼ିକୁ ସଜାଇବା ଅର୍ଥାତ, ସେହି ପୃଷ୍ଠାରେ ଦିଆଯାଇଥିବା ଦିବସ ସଂଖ୍ୟାକୁ ଆପଣଙ୍କ ଖାତାରେ ଗୋଟିଏ ସପ୍ତାହ ପାଇଁ ସଜ଼ାନ୍ତୁ।

ଠିକ୍ 5 ମିନିଟ ପରେ କିଛି ଶିକ୍ଷକ ଦିବସଗୁଡ଼ିକୁ କିପରି ସଜାଇଛନ୍ତି ତାହା ଦୁଇ ତିନି ଜଣ ଶିକ୍ଷକଙ୍କ ଉତ୍ତର ପାଇସାରିଲାପରେ ପ୍ରଶିକ୍ଷକ ଏହି ଦିବସର ଉଦାହରଣ ନିମ୍ନ table ହିସାବରେ ଦେବେ ଏବଂ ବୁଝାଇଦେବେ।

**ODISHA KNOWLEDGE CORPORATION LIMITED**

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ

## ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

| ଶ୍ରେଣୀ - 3 | | | | | | | |
|---|---|---|---|---|---|---|---|
| ବିଷୟ | ଦିବସ-1 | ଦିବସ -2 | ଦିବସ-3 | ଦିବସ-4 | ଦିବସ-5 | ଦିବସ-6 | |
| ଗଣିତ | M104 | M104 | | M104 | M201 | | 4 |
| ପରିବେଶ ବିଜ୍ଞାନ | | EVS101 | EVS101 | | EVS101 | EVS201 | 4 |
| ଓଡ଼ିଆ | OD 105 | | OD 105 | OD 104 | | OD 104 | 4 |
| | | | | | | | |

ସମସ୍ତଙ୍କର ଉତ୍ତର ଶୁଣିସାରିଲାପରେ ପ୍ରଶିକ୍ଷକଙ୍କୁ ଏହା ବୁଝାଇବାକୁ ହେବ ଯେ, ଯେହେତୁ **LRP** ଅନ୍ତର୍ଗତ ଦିନକୁ ମାତ୍ର ଦୁଇଟି ପିରିୟଡ୍ ହେଉଛି, ପୃଷ୍ଠା 7-10 ପର୍ଯ୍ୟନ୍ତ ତୃତୀୟ ଶ୍ରେଣୀର ତିନୋଟି ବିଷୟକୁ ଯଦି ଆମେ ସଜାଇବା ତାହାଲେ ଆମେ ଏଇ **table** ଭଳି ସାପ୍ତାହିକ ସମୟ ସାରଣୀ ପାଇବା ।

ସେହିପରି ଯେଉଁ ଶ୍ରେଣୀର ଯେଉଁ ବିଷୟରେ ଉଦାହରଣ ଦେବେ ସେ ପୃଷ୍ଠାରେ ଯାହା ଲେଖାହୋଇଥିବ ସେବିଷୟରେ ଭଲ କରି ବୁଝାଇବେ । ତାପରେ ତୃତୀୟ ଶ୍ରେଣୀର ଏହି ସାପ୍ତାହିକ ସାରଣୀ ରେ କଣ ନିରୀକ୍ଷଣ କରୁଛନ୍ତି ପଚାରିବେ । ଏହାକୁ ଭଲକରି ଜାଣିବା ପାଇଁ ପ୍ରଶିକ୍ଷକ ପ୍ରଶ୍ନ କରିବେ ସାରଣୀରେ ଥିବା **M 104, EVS 101, OD105** ରୁ ଆପଣମାନେ କଣ ବୁଝୁଛନ୍ତି ? ସେଥିପାଇଁ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ଦିବସ ପରେ ଥିବା ସଂଖ୍ୟକୁ ଦେଖନ୍ତୁ ଏବଂ କଣ ଲେଖାଯାଇଅଛି କୁହନ୍ତୁ ?

ଶିକ୍ଷକଙ୍କ ଠାରୁ "ଶିକ୍ଷଣ ଫଳାଫଳ" ଉତ୍ତର ପାଇଲାପରେ ପ୍ରଶିକ୍ଷକ ଶିକ୍ଷଣ ଫଳାଫଳ ବିଷୟରେ ପ୍ରଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କୁ ଏହି ବିଷୟସଙ୍ଗତ ଆଲୋଚନା କରିବା ପାଇଁ ନିମ୍ନଲିଖିତ ପ୍ରଶ୍ନର ସାହାଯ୍ୟ ନେବେ।

### ତାହାଲେ ଶିକ୍ଷଣ ଫଳାଫଳ କଣ ?

ଏହି ପ୍ରଶ୍ନଟି ପଚାରିଲା ପରେ ପ୍ରଶିକ୍ଷକ, ଶିକ୍ଷକ -ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ ଉତ୍ତର ଦେବା ପାଇଁ ପ୍ରେରିତ କରିବେ। ଦୁଇ ତିନି ଜଣଙ୍କର ଉତ୍ତର ଶୁଣିସାରିଲା ପରେ ଏହାର ଏକ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ନିଜେ ନିମ୍ନ ପ୍ରକାର ଦେବେ-

"ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଶିକ୍ଷାଦାନ ଏବଂ ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା ଓ କାର୍ଯ୍ୟକ୍ରମ ରୁ ଉପଲବ୍ଧ ହେଉଥିବା ଶୈକ୍ଷିକ ଜ୍ଞାନ, କୌଶଳ, ମୂଲ୍ୟବୋଧକୁ ଶିକ୍ଷଣ ଫଳାଫଳ କୁହାଯାଏ"। ଶିକ୍ଷଣ ଫଳାଫଳକୁ ପ୍ରାପ୍ତ କରିବା ପାଇଁ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ଏକ ଅତ୍ୟାଧୁନିକ ପ୍ରକ୍ରିୟା ।

- **NCERT** ଏବଂ **SCERT** ଦ୍ୱାରା ନିର୍ଦ୍ଦିଷ୍ଟ ଶିକ୍ଷଣ ଫଳାଫଳ ମଧ୍ୟରୁ ପ୍ରତ୍ୟେକ ବିଷୟରେ ସବୁ ଶିକ୍ଷଣ ଫଳାଫଳ ଏଠାରେ ଉଲ୍ଲେଖ ନାହିଁ, କେବଳ ସେହି ଶିକ୍ଷଣ ଫଳାଫଳକୁ ଏଠାରେ ଉଲ୍ଲେଖ କରାଯାଇଅଛି ଯେଉଁଗୁଡ଼ିକର ଆବଶ୍ୟକତା ପିଲାମାନଙ୍କର ବର୍ତ୍ତମାନ ଶ୍ରେଣୀର ପାଠ୍ୟକ୍ରମ ସହ ସମୃଦ୍ଧ ଅଛି ।
- ଶିକ୍ଷଣ ଫଳାଫଳକୁ ବିଚାରକୁ ନେଇ ଅନ୍ତର୍ଭୁକ୍ତ କରାଯାଇଥିବା ଶିକ୍ଷଣ କାର୍ଯ୍ୟଗୁଡ଼ିକରେ ଶିକ୍ଷକମାନେ ଆବଶ୍ୟକ ପରିବର୍ତ୍ତନ କରିପାରିବେ ।
- ଶିକ୍ଷଣ ଫଳାଫଳ କ୍ରମାଗତ ଭାବରେ ଏଠାରେ ଦିଆଯାଇ ନାହିଁ । ପିଲାମାନଙ୍କୁ ପ୍ରଥମେ ସହଜ ଶିକ୍ଷଣ ଫଳାଫଳ କୁ ହାସଲ କରିବା ପାଇଁ ପ୍ରଚେଷ୍ଟା କରି ଧୀରେ ଧୀରେ କଷ୍ଟସାଧ୍ୟ ଫଳାଫଳକୁ ପ୍ରାପ୍ତ କରିବା ପାଇଁ କ୍ରମାଙ୍କ ରେ ପରିବର୍ତ୍ତନ କରାଯାଇଅଛି।
- ଗୋଟିଏ ଫଳାଫଳକୁ ପାଇବା ପାଇଁ ଏକ ବା ଏକାଧିକ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ଏବଂ ଏକ ବା ଏକାଧିକ ଦିବସ ଲାଗିପାରେ (ଉଦାହରଣସ୍ୱରୂପ ଉପରେ ଦିଆଯାଇଥିବା ଚତୁର୍ଥଶ୍ରେଣୀର ସମୟ-ସାରଣୀର **EVS** ବିଷୟ କୁ ନିଅନ୍ତୁ ) ।

**ODISHA KNOWLEDGE CORPORATION LIMITED**

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ

## ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

- **ଶିକ୍ଷଣ ଫଳାଫଳ ର କୋଡ଼ (କ୍ରମାଙ୍କ ) କୁ କେମିତି ବୁଝିବା?**

ଏହାପରେ ଏହି କୋଡ଼ ବିଷୟରେ ଭଲ ଭାବେ ବୁଝାଇବେ। ଶିକ୍ଷଣ ଫଳାଫଳରେ ବ୍ୟବହାର ହୋଇଥିବା କୋଡ଼ ପାର୍ଶ୍ୱରେ ଥିବା **table** ର ସହାୟତା ନେଇ ସୂଚନା ଦେବେ । ପ୍ରଥମେ ଲେଖା ହୋଇଥିବା ଅକ୍ଷର ବିଷୟକୁ ବୁଝାଏ,ଠିକ ପରେ ଲେଖାହୋଇଥିବା ସଂଖ୍ୟା ଶ୍ରେଣୀକୁ ବୁଝାଏ ଏବଂ ପରବର୍ତ୍ତୀ ଦୁଇଟି ସଂଖ୍ୟା ଶିକ୍ଷଣ ଫଳାଫଳ ସଂଖ୍ୟା କୁ ବୁଝାଏ । ଉଦାହରଣ ସ୍ୱରୂପ - **EN 402** ମାନେ- **EN**-ଇଂରାଜୀ , 4- ଚତୁର୍ଥ ଶ୍ରେଣୀ ,02 - ଶିକ୍ଷଣ ଫଳାଫଳ ସଂଖ୍ୟା **02** ଅର୍ଥାତ- ଚତୁର୍ଥ ଶ୍ରେଣୀ ଇଂରାଜୀ ର ଶିକ୍ଷଣ ଫଳାଫଳ ସଂଖ୍ୟା 2 କୁ ବୁଝାଏ ।

ଏହା ପରେ ପ୍ରଶିକ୍ଷକମାନେ ନିମ୍ନ ପ୍ରଶ୍ନ ପଚାରିବେ । LRP କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ ଶ୍ରେଣୀ 3 ରୁ ଶ୍ରେଣୀ 9 ପର୍ଯ୍ୟନ୍ତ ପିଲାମାନଙ୍କୁ ପଢ଼ାଇବାର ନିର୍ଦ୍ଦେଶ ସତ୍ତ୍ୱେ **ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିରେ ଆମେ ଶ୍ରେଣୀ 1 ରୁ ଶ୍ରେଣୀ 8 ର ଶିକ୍ଷଣ ଫଳାଫଳ**

| ବିଷୟ | କୋଡ଼ | ଶ୍ରେଣୀ ଭାରି କୋଡ଼ ସଂଖ୍ୟା | ଶିକ୍ଷଣ ଫଳାଫଳ କୋଡ଼ ସଂଖ୍ୟା |
|---|---|---|---|
| ଓଡ଼ିଆ | OD | ପ୍ରଥମ ଶ୍ରେଣୀ - 1 | 1, 2, 3, 4…… |
| ଇଂରାଜୀ | EN | ଦ୍ୱିତୀୟ ଶ୍ରେଣୀ - 2 | |
| ଗଣିତ | M | ତୃତୀୟ ଶ୍ରେଣୀ - 3 | |
| ପରିବେଶ ବିଜ୍ଞାନ | EVS | ଚତୁର୍ଥ ଶ୍ରେଣୀ - 4 | |
| | | ପଞ୍ଚମ ଶ୍ରେଣୀ - 5 | |
| ବିଜ୍ଞାନ | SC | ଷଷ୍ଠ ଶ୍ରେଣୀ - 6 | |
| | | ସପ୍ତମ ଶ୍ରେଣୀ - 7 | |
| | | ଅଷ୍ଟମ ଶ୍ରେଣୀ - 8 | |

ନେଇଛେ,ତାର କାରଣ କଣ କିଏ କହି ପାରିବେ କି ?କିଛି ଶିକ୍ଷକଙ୍କ ଉତ୍ତର ଜାଣିଲା ପରେ ପ୍ରଶିକ୍ଷକ ଉତ୍ତରକୁ କହିବେ- ଯେହେତୁ କାର୍ଯ୍ୟକ୍ରମରେ ଆମେ ବିଗତ ଦୁଇ ବର୍ଷର ପାଠ୍ୟକ୍ରମକୁ ଆଧାର କରିଛେ, ସେହେତୁ ଆମେ ବିଗତ ଦୁଇବର୍ଷ ର ଶିକ୍ଷଣ ଫଳାଫଳ କୁ ହାସଲ କରିବା ପାଇଁ ଏଠାରେ ଲକ୍ଷ୍ୟ ରଖିଛେ ।

---

ତାପରେ ଶିକ୍ଷଣ ଫଳାଫଳ କ୍ରମାଙ୍କର ଅର୍ଥ ସଠିକ ବୁଝିଛନ୍ତି କି ନାହିଁ ଜାଣିବା ପାଇଁ ଆମେ ନିମ୍ନଲିଖିତ ପ୍ରଶ୍ନଗୁଡିକର ସାହାଯ୍ୟ ନେବା -
**OD 304** ଆମ କେଉଁ ଶ୍ରେଣୀର ବହିରେ ମିଳିବ?
ଚତୁର୍ଥ ଶ୍ରେଣୀ ଇଂରାଜୀରେ **LO code** କଣ କଣ ଥିବ କିଏ କହି ପାରିବେ?
ଯଦି ତୃତୀୟ ଶ୍ରେଣୀରେ ଇଂରାଜୀ ପଢ଼ାଯାଇଛି, ତାହାଲେ **LRP** କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ ତୃତୀୟ ଶ୍ରେଣୀରେ ଇଂରାଜୀ କାହିଁକି ନିଆଯାଇନାହିଁ ?

---

ପୁଣି ପ୍ରଶ୍ନ କରିବେ - ସେଇ ପ୍ରଶ୍ନରେ ଶିକ୍ଷଣ ଫଳାଫଳ କ୍ରମାଙ୍କ ପରେ କଣ ଲେଖାଯାଇଅଛି କୁହନ୍ତୁ ?

ଶିକ୍ଷକମାନେ "ଶିକ୍ଷକ କାର୍ଯ୍ୟର କ୍ରମାଙ୍କ " ଉତ୍ତର ଦେଲାପରେ ପୁଣି ପ୍ରଶ୍ନ କରିବେ - ତାହାଲେ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ କଣ ?

ସେହିପରି ଦୁଇ ତିନି ଜଣଙ୍କର ଉତ୍ତର ଶୁଣିସାରିଲା ପରେ ଏହାର ଏକ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ପ୍ରଶିକ୍ଷକ ନିଜେ ନିମ୍ନ ପ୍ରକାର ଦେବେ- "ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଶୈକ୍ଷିକ ଉଦ୍ଦେଶ୍ୟ ସମ୍ବଳିତ କାର୍ଯ୍ୟକୁ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ" କୁହାଯାଏ । "ଶିକ୍ଷଣ କାର୍ଯ୍ୟଟି ଉଦ୍ଦେଶ୍ୟଭିଭିକ, ଆନନ୍ଦଦାୟକ , ଆହ୍ୱାନପୂର୍ବକ, ସ୍ୱତଃସ୍ଫୂତ ଅଂଶଗ୍ରହଣକାରୀ " ହେବା ଆବଶ୍ୟକ ।

ପ୍ରଶିକ୍ଷକ ଏହି **ଶବ୍ଦଗୁଡିକ** ଉପରେ ଗୁରୁତ୍ୱଦେଇ ଶିକ୍ଷଣକାର୍ଯ୍ୟରେ ଏହାର ବିଶେଷତାକୁ ଆଲୋଚନା କରିବେ ଏବଂ ଶିକ୍ଷକମାନଙ୍କୁ ଶିକ୍ଷଣ କାର୍ଯ୍ୟଗୁଡିକୁ ଏହିପରି କରିବା ପାଇଁ ପ୍ରେରିତ କରିବେ ।

ଏହା ସହିତ ଏହି ଅଧିବେଶନ(session) ଶେଷ ହେବ ।

---

**ODISHA KNOWLEDGE CORPORATION LIMITED**

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ

## ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

**ଅଧିବେଶନ (Session) 3.**
ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ଏବଂ ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା ମଧ୍ୟରେ ସମ୍ବନ୍ଧ ବିଷୟରେ ଆଲୋଚନା

ପୂର୍ବ ଅଧିବେଶନର ବିଷୟ ବସ୍ତୁକୁ ଆଧାର କରି ପ୍ରଶିକ୍ଷକ ପ୍ରଶ୍ନ କରିବେ

ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ପୃଷ୍ଠା ସଂଖ୍ୟା **9** ରେ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ କ୍ରମାଙ୍କରେ ଆପଣମାନେ କଣ ଦେଖୁଛନ୍ତି ?

ସେଥିରେ ଲେଖାଯାଇଥିବା **1,2,3,4, 5** ର ଅର୍ଥ କଣ ?

ଶିକ୍ଷଣ ଫଳାଫଳ ସହିତ ସହିତ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ କ୍ରମାଙ୍କର କିଛି ସମ୍ପର୍କ ଅଛି କି ?

ଉଦ୍ଦିଷ୍ଟ ଶିକ୍ଷଣ ଫଳାଫଳକୁ ହାସଲ କରିବାପାଇଁ ପରବର୍ତ୍ତୀ ସାରଣୀରେ କି ପ୍ରକାର ଅଭ୍ୟାସ କାର୍ଯ୍ୟ ନିଆଯାଇଅଛି ?

ତାହେଲେ କୁହନ୍ତୁ, କେଉଁ ଶ୍ରେଣୀର "ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା"ରେ ଏହା ମିଳିବ ଏବଂ କେଉଁ ପୃଷ୍ଠାରେ ? ଏବଂ କିପରି ଜାଣିବା ?

ଶିକ୍ଷକଙ୍କ ଠାରୁ ଉତ୍ତର ପାଇଲା ପରେ ପ୍ରଶିକ୍ଷକ ପ୍ରଶ୍ନ କରିବେ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ପୃଷ୍ଠା ସଂଖ୍ୟା ୨  କେଉଁ ଶ୍ରେଣୀର ଏବଂ କେଉଁ ବିଷୟର ? - ତୃତୀୟ ଶ୍ରେଣୀ ଗଣିତ ବିଷୟର ଉତ୍ତର ପାଇଲା ପରେ ତୃତୀୟ ଶ୍ରେଣୀ "ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା"ର ଏହା କେଉଁ ପୃଷ୍ଠାରେ ମିଳିବ ଏବଂ ଏହି ପୃଷ୍ଠାରେ କିପରି ପହଞ୍ଚିବେ ତା ବିଷୟରେ ପ୍ରଶିକ୍ଷକ ଆଲୋଚନା କରିବେ । ଏହି କ୍ରମରେ କହିବେ, ତୃତୀୟର ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକାର ଗଣିତ ବିଷୟର ସୂଚୀପତ୍ର ଖୋଲନ୍ତୁ ।

ସୂଚୀପତ୍ରରେ କଣ ଦେଖୁଛନ୍ତି ? ଏହା କେଉଁ ଶ୍ରେଣୀର ପାଠ୍ୟକ୍ରମକୁ ଆଧାରିତ କରାଯାଇଛି ତା ବିଷୟରେ କିଛି ସୂଚନା ଅଛି କି ? **M 104** ପାଇବା ପାଇଁ ପୃଷ୍ଠା **30** କୁ ଯାଆନ୍ତୁ ।

ଏହି ପୃଷ୍ଠାର ଶୀର୍ଷରେ କଣ ଲେଖାହୋଇଛି ?

ଶିକ୍ଷଣ ଫଳାଫଳ **M 104** ଲେଖାହୋଇଛି ଏବଂ ଏହି **"ଶିକ୍ଷଣ ଫଳାଫଳର ବ୍ୟାଖ୍ୟା"** ଦିଆଯାଇଛି -

ଅର୍ଥାତ, ଶିକ୍ଷଣ ଫଳାଫଳ କ୍ରମାଙ୍କ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକାରେ ଦିଆଯାଇଥିବା ବେଳେ ଏହାର ବ୍ୟାଖ୍ୟା ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା ରେ ଦିଆଯାଇଅଛି । ଉତ୍ତର ପାଇଲା ପରେ ପ୍ରଶିକ୍ଷକ ପ୍ରଶ୍ନ କରିବେ- ଏହା କେଉଁଶ୍ରେଣୀର ପାଠ୍ୟକ୍ରମ ?

**M 104** ବ୍ୟତୀତ ଆଉ କେଉଁଟି ଲେଖାହୋଇଅଛି ଏହା ପ୍ରଥମ ଶ୍ରେଣୀର ? ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକାର ପୃଷ୍ଠା-30ରେ ଶିକ୍ଷଣ ଫଳାଫଳର ଠିକ୍ ତଳେ । ତାହାଲେ ସେଇଟି ଆଉ କଣ ଲେଖାହୋଇଛି? ପ୍ରସଙ୍ଗରେ କଣ ଲେଖାହୋଇଛି ? ପ୍ରସଙ୍ଗ : " ମୁନି ଯାଇଥିଲା ହାଟକୁ........ ଇତ୍ୟାଦି" ଉତ୍ତର ପାଇଲା ପରେ ପ୍ରଶିକ୍ଷକ ପୁଣି ପ୍ରଶ୍ନ କରିବେ-

ତାପରେ ଥିବା ବକ୍ସ (box)ରେ କଣ ଲେଖାହୋଇଛି ?

ଉତ୍ତର ପାଇଲା ପରେ "ପ୍ରସଙ୍ଗଭିତ୍ତିକ ପ୍ରାକ ଆଲୋଚନା" ଉପରେ ବିଶେଷ ଧ୍ୟାନ ଦେଇ ପ୍ରଶିକ୍ଷକ ପଚାରିବେ -

"ପ୍ରସଙ୍ଗଭିତ୍ତିକ ପ୍ରାକ - ଆଲୋଚନା"-ଏହା କଣ? ଯଦି ଜଣେ ଶିକ୍ଷକ ପ୍ରସଙ୍ଗଭିତ୍ତିକ ପ୍ରାକ ଆଲୋଚନା ନ କରନ୍ତି , ତାହାଲେ କି ପ୍ରକାର ଶୈକ୍ଷିକ ଅସୁବିଧା ହେବ?

ଯେଉଁମାନେ ପ୍ରଥମରୁ କିଛିଭି ଉତ୍ତର ଦେଇନାହାନ୍ତି, ପ୍ରଶିକ୍ଷକ ସେମାନଙ୍କୁ ପ୍ରେରିତ କରିବେ ଉତ୍ତର ଦେବାପାଇଁ, ଦୁଇ ତିନି ଜଣଙ୍କର ଉତ୍ତର ଶୁଣିସାରିଲା ପରେ ପ୍ରଶିକ୍ଷକ କହିବେ-

**ODISHA KNOWLEDGE CORPORATION LIMITED**

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ

## ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

- ଶ୍ରେଣୀରେ ପ୍ରାକ ଆଲୋଚନା ପାଇଁ ଶିକ୍ଷକଙ୍କୁ ପୂର୍ବ ଦୁଇବର୍ଷର ପାଠ୍ୟକ୍ରମର ବିଷୟବସ୍ତୁକୁ ଭଲଭାବରେ ପଢ଼ି ପ୍ରସ୍ତୁତ ହେବା  ନିତ୍ୟାନ୍ତ ଆବଶ୍ୟକ ।
- ପ୍ରସଙ୍ଗ ଭିତ୍ତିକ ପ୍ରାକ ଆଲୋଚନା ନକଲେ ପିଲାମାନେ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ /ଅଭ୍ୟାସ କାର୍ଯ୍ୟ କରିପାରିବେ ନାହିଁ ।
- ପ୍ରାକ ଆଲୋଚନା ନ କଲେ ଉଦ୍ଦିଷ୍ଟ ଶିକ୍ଷଣ ଫଳାଫଳ ହାସଲ କରିବାରେ ଅସମର୍ଥ ହେବା ।

ତେଣୁ ପ୍ରସଙ୍ଗ ବିଷୟରେ ଆଲୋଚନା କଲାପରେ ହିଁ ଶିକ୍ଷାର୍ଥୀମାନେ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ / ଅଭ୍ୟାସ କାର୍ଯ୍ୟ କରିବାରେ ସମର୍ଥ ହେବେ ଏବଂ ଶିକ୍ଷଣ ଫଳାଫଳ ସଫଳତାପୂର୍ବକ ହାସଲ କରିପାରିବେ ।

ଏହାପରେ ପ୍ରଶିକ୍ଷକ, ଶିକ୍ଷକମାନଙ୍କୁ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ବହିର ପୃଷ୍ଠା **32-38** ରେ ଆଲୋକପାତ କରିବା ପାଇଁ କହିବେ ଏବଂ ଏହି ପୃଷ୍ଠାରେ ସେମାନେ କଣ ନିରୀକ୍ଷଣ କଲେ ତାହା ବର୍ଣ୍ଣନା କରିବା ପାଇଁ କହିବେ । ଏହି ପୃଷ୍ଠାରେ ଦିଆଯାଇଥିବା ବିଷୟବସ୍ତୁ ଶିକ୍ଷକମାନଙ୍କ ପାଇଁ ଶ୍ରେଣୀରେ ବିଷୟଭିତ୍ତିକ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପରିଚାଳନାରେ ସହାୟକ ହେବ । ଏହି କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ ସବୁ ବିଷୟରେ ଗୋଟିଏ ଗୋଟିଏ ନମୁନା ଏହି ପୃଷ୍ଠାଗୁଡ଼ିକରେ ଦିଆଯାଇଛି, ଶିକ୍ଷକମାନେ ଏହାକୁ ଅନୁସରଣ କରି ପଢ଼ାଇବାକୁ ଥିବା ପ୍ରସଙ୍ଗ କାର୍ଯ୍ୟ ପ୍ରସ୍ତୁତ କରିବେ ।

ଏହା ପରେ ପ୍ରଶିକ୍ଷକ ପୁନଃ ପ୍ରଶ୍ନ କରିବେ - ତାହାଲେ ଏବେ କୁହନ୍ତୁ ଏହି ଦୁଇଟି ବହିର କିଛି ଅଛି ସମ୍ବନ୍ଧ କି?

କିଛି ଶିକ୍ଷକଙ୍କ ଉତ୍ତର ପାଇଲା ପରେ ପ୍ରଶିକ୍ଷକ କହିବେ- ଏହି ଦୁଇଟି ବହି ପରସ୍ପର ପରିପୂରକ । ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକାରେ ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀର ଶିକ୍ଷଣ ଫଳାଫଳ, ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ଇତ୍ୟାଦିର ଦୈନନ୍ଦିନ କାର୍ଯ୍ୟସୂଚୀ ଦିଆଯାଇଥିବା ବେଳେ, ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକାରେ ସେହି ଶ୍ରେଣୀର ଶିକ୍ଷଣ ଫଳାଫଳର ବ୍ୟାଖ୍ୟା ସହିତ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ଅନ୍ତର୍ଗତ ପ୍ରସଙ୍ଗ ଆଲୋଚନା ଏବଂ ଶିକ୍ଷାର୍ଥୀଙ୍କ ପାଇଁ ସେହି ପ୍ରସଙ୍ଗ ସମ୍ବନ୍ଧିତ ଅଭ୍ୟାସ କାର୍ଯ୍ୟ ଦିଆଯାଇଅଛି, ଯାହା ଶିକ୍ଷକଙ୍କ ତତ୍ତ୍ୱାବଧାନରେ ଶିକ୍ଷାର୍ଥୀମାନେ ଶ୍ରେଣୀରେ ଅଭ୍ୟାସ କରିବେ ।

ଏହାପରେ ପ୍ରଶିକ୍ଷକ ସୂଚନା ଦେବେ- ପରବର୍ତ୍ତୀ ସମୟରେ ବିଭାଗ ଦ୍ୱାରା **LRP SOFTWARE** ର ଅନୁମୋଦନ ପ୍ରାପ୍ତିପରେ କାର୍ଯ୍ୟକ୍ରମ ସମ୍ବନ୍ଧିତ ତଥ୍ୟଗୁଡ଼ିକ ଯଥା- ବିଦ୍ୟାଳୟରେ **LRP** ସମ୍ବନ୍ଧିତ ପ୍ରତିଦିନ କେଉଁ ଶ୍ରେଣୀରେ କେତୋଟି period ହେଲା, କେଉଁ କେଉଁ ବିଷୟରେ class ହେଲା, କେଉଁ ଶ୍ରେଣୀରେ କେତେ ଛାତ୍ର - ଛାତ୍ରୀ ଉପସ୍ଥିତ ଥିଲେ ତଥ୍ୟକୁ LRP ଅନ୍ତର୍ଗତ software ରେ ଶିକ୍ଷକମାନେ ଭରିବା ଏକାନ୍ତ ଅପରିହାର୍ଯ୍ୟ ଯାହା BEO ଏବଂ  DEO  ସ୍ତରରେ monitor ହେବ, ଏବଂ ବିଭାଗ ସ୍ତରରେ ମଧ୍ୟ ଏହାର ବିବରଣୀ ଦିଆଯିବ ।

ଏହାପରେ LRP  କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ ମୂଲ୍ୟାୟନ ବିଷୟରେ ପ୍ରଶିକ୍ଷକ ଶିକ୍ଷକଙ୍କୁ  ସୂଚନା ଦେବେ ।

ସମୁଦାୟ ଦୁଇଟି ମୂଲ୍ୟାୟନ ହେବ - LRP ଶ୍ରେଣୀ ଆରମ୍ଭ ହବାର ଠିକ୍ 25 ଦିନ ପରେ ମଧ୍ୟବର୍ତ୍ତୀ ପରୀକ୍ଷା ହେବ, ଏବଂ ମଧ୍ୟବର୍ତ୍ତୀ ପରୀକ୍ଷା ଠିକ୍ 25 ଦିନ ପରେ ଶେଷ ପରୀକ୍ଷା ହେବ , ଦୁଇଟି ଯାକ ପରୀକ୍ଷାରେ ତୃତୀୟରୁ ପଞ୍ଚମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 25 marks ର ପ୍ରଶ୍ନପତ୍ର ହେବ ଏବଂ ଷଷ୍ଠରୁ ନବମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 50 marksର ପ୍ରଶ୍ନପତ୍ର ହେବ ।

ଏହାପରେ ଶିକ୍ଷକ ମାନଙ୍କ ତରଫରୁ ଯଦି କିଛି ପ୍ରଶ୍ନଥାଏ ତାହାର ସଠିକ ଉତ୍ତର ଦେବେ । ପ୍ରଶିକ୍ଷକ ଯେଉଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଜାଣିନାହାନ୍ତି , ତାହାର ଉତ୍ତର ଦେବେନି ଏବଂ ସଠିକ ଉତ୍ତର ସଂଗ୍ରହ କରି ପରବର୍ତ୍ତୀ ସମୟରେ ତାଙ୍କୁ ଜଣାଇବାକୁ କହିବେ ଏବଂ ସମସ୍ତଙ୍କୁ ପ୍ରଶିକ୍ଷଣରେ ଭାଗ ନେଇଥିବାରୁ ଧନ୍ୟବାଦ ଦେଇ ପ୍ରଶିକ୍ଷଣ ସମାପ୍ତ କରିବେ ।

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ

## ଶିକ୍ଷକ ପ୍ରଶିକ୍ଷଣ ମଡ୍ୟୁଲ୍

**ଶିକ୍ଷକଙ୍କ ପାଇଁ ଆବଶ୍ୟକୀୟ ସୂଚନା:**

- ସରକାରଙ୍କର ନିର୍ଦ୍ଦେଶାନୁସାରେ ଶିକ୍ଷକ ପ୍ରତି ଶ୍ରେଣୀରେ ଦୈନିକ ଦୁଇଟି LRP Period ସୁନିଶ୍ଚିତ କରିବେ ।
- ଶିକ୍ଷକ ଯେ କୌଣସି ଶ୍ରେଣୀରେ ପଢ଼ାଉଥିବା ବିଷୟ ସମ୍ବନ୍ଧିତ ପାଠ ପାଇଁ, ତାର ପୂର୍ବବର୍ତ୍ତୀ ଦୁଇଟି ଶ୍ରେଣୀର ଶିକ୍ଷଣ ଫଳାଫଳ ସମୂହ (chart)କୁ ଭଲଭାବେ ପଢିବେ ।
- ଶିକ୍ଷକ, ପଢ଼ାଉଥିବା ଶ୍ରେଣୀରେ LRP କାର୍ଯ୍ୟକ୍ରମରେ ନିଆଯାଇଥିବା ଶିକ୍ଷଣ ଫଳାଫଳର ଗୁରୁତ୍ୱକୁ ବୁଝିବେ ।
- ଯେହେତୁ ଏହି କାର୍ଯ୍ୟକ୍ରମଟି ଶିକ୍ଷଣ ଫଳାଫଳ ଭିତ୍ତିକ, "ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା" ପୁସ୍ତିକାକୁ ଆଧାର କରି ଶିକ୍ଷଣ ଫଳାଫଳର ହାସଲ ନିମନ୍ତେ ଶିକ୍ଷକ ଯତ୍ନବାନ ହେବେ ।
- ଶିକ୍ଷଣ ଫଳାଫଳକୁ ଆଧାର କରି ଉଦ୍ଦିଷ୍ଟ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପରିଚାଳନାଗତ କୌଶଳକୁ ହାସଲ କରିବେ ,ଉକ୍ତ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ସମ୍ପର୍କିତ ପ୍ରାକ ଆଲୋଚନା ନିମନ୍ତେ ସମ୍ବନ୍ଧିତ ବିଗତ ଦୁଇ ଶ୍ରେଣୀର ପ୍ରସଙ୍ଗଗୁଡ଼ିକୁ ନେଇ ପ୍ରସ୍ତୁତ ହେବେ ।
- ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପାଇଁ ଆବଶ୍ୟକୀୟ ଶିକ୍ଷଣ ସାଧନ ସାମଗ୍ରୀ ସଂଗ୍ରହ କରିବେ ।
- ଶିକ୍ଷାଦାନ-ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟାରେ ଶିକ୍ଷଣକାର୍ଯ୍ୟଭିତ୍ତିକ ସଫଳ ମାଧ୍ୟମକୁ ଅବଲମ୍ବନ କରିବେ ।
- ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପ୍ରସ୍ତୁତି ସମୟରେ ତାହାର ଉପାଦାନ ଗୁଡ଼ିକ ଯଥା **"ଉଦ୍ଦେଶ୍ୟଭିତ୍ତିକ, ଆନନ୍ଦଦାୟକ , ଆହ୍ୱାନପୂର୍ବକ, ସ୍ୱତଃସ୍ଫୁର୍ତ ଅଂଶଗ୍ରହଣକାରୀ"** ପ୍ରତି ଯତ୍ନବାନ ହେବେ ।
- **LRP** ଅନ୍ତର୍ଗତ **software** ରେ ଆବଶ୍ୟକୀୟ ତଥ୍ୟ ନିୟମିତ **entry** କରିବେ ।
- **LRP** ସମ୍ବନ୍ଧିତ ମୂଲ୍ୟାଙ୍କନର ପ୍ରଶ୍ନପତ୍ର ଏବଂ ଉତ୍ତର ବିଦ୍ୟାଳୟର ପ୍ରଧାନଶିକ୍ଷକଙ୍କ ତତ୍ତ୍ୱାବଧାନରେ ରହିବ ଏବଂ ପ୍ରଧାନଶିକ୍ଷକ ଏହାପ୍ରତି ଦାୟିତ୍ୱବାନ ଏବଂ ଯତ୍ନବାନ ହେବେ,ଏବଂ ସମୟାନୁସାରେ ବିଦ୍ୟାଳୟରେ ପରୀକ୍ଷା କରାଇବେ ।

**ODISHA KNOWLEDGE CORPORATION LIMITED**

## ANNEXURE F
### IMPORTANT INFORMATION FOR TEACHERS

# ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ
### ଶିକ୍ଷକଙ୍କ ପାଇଁ ଆବଶ୍ୟକ ସୂଚନା

"ଶିକ୍ଷଣ ପରିପୂରଣ କାର୍ଯ୍ୟକ୍ରମ" ନାମରେ ପରିଚିତ ଏହି କାର୍ଯ୍ୟକ୍ରମ କରୋନା  ମହାମାରୀ ହେତୁ ବିଦ୍ୟାଳୟ ବନ୍ଦ ହେବା କାରଣରୁ ଦୁଇବର୍ଷର ଶିକ୍ଷଣଜନିତ କ୍ଷତିର ପରିପୂରଣ ନିମିତ୍ତ ଉଦ୍ଦିଷ୍ଟ । ଏହା ରାଜ୍ୟ ସରକାରଙ୍କର School and Mass Education ବିଭାଗ ଅଧୀନସ୍ଥ Odisha School Education Programme Authority (OSEPA ) ଦ୍ୱାରା ଏକ ଅଭିନବ ପ୍ରୟାସ ।

- ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ସରକାରୀ ବିଦ୍ୟାଳୟ ଏବଂ ସରକାରୀ ସହାୟତାପ୍ରାପ୍ତ ବିଦ୍ୟାଳୟରେ ପଢ଼ୁ ଥିବା ତୃତୀୟରୁ ନବମ ଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀ ଉପକୃତ ହେବେ ।

- ଏହି କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ ପାଠ୍ୟକ୍ରମ ବିଗତ 2 ବର୍ଷର ପାଠ୍ୟକ୍ରମକୁ ଆଧାରିତ କରି ତିଆରି କରାଯାଇଛି ଉଦାହରଣ ସ୍ୱରୂପ ଚତୁର୍ଥ ଶ୍ରେଣୀର ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ପାଇଁ ଦ୍ୱିତୀୟ ଏବଂ ତୃତୀୟ ଶ୍ରେଣୀର ପାଠ୍ୟକ୍ରମକୁ ଆଧାରିତ କରାଯାଇଛି ।

- ଏହି କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ ମୁଖ୍ୟ ବିଷୟ :-ତୃତୀୟ ଶ୍ରେଣୀରେ- ଓଡ଼ିଆ, ଗଣିତ ଏବଂ ପରିବେଶ ବିଜ୍ଞାନ, ଚତୁର୍ଥ ରୁ ପଞ୍ଚମ ଶ୍ରେଣୀ ପର୍ଯ୍ୟନ୍ତ -ଇଂରାଜୀ, ଗଣିତ ଏବଂ ପରିବେଶ ବିଜ୍ଞାନ, ଷଷ୍ଠରୁ ନବମ ଶ୍ରେଣୀ  ପର୍ଯ୍ୟନ୍ତ ଇଂରାଜୀ, ଗଣିତ ଏବଂ ବିଜ୍ଞାନ ପଢ଼ାହେବ ।

- ଏହା ଏକ ସମୟଭିତ୍ତିକ କାର୍ଯ୍ୟକ୍ରମ । 100 ଦିନର ଏହି କାର୍ଯ୍ୟକ୍ରମରେ 50 ଦିନ, ଶ୍ରେଣୀରେ ପାଠପଢ଼ା ହେବ ।

- ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀରେ ଦିନକୁ ଦୁଇଟି LRP  period ହିସାବରେ ସମୁଦାୟ 100 ଟି period ହେବ । ବିଷୟ  ପ୍ରତି ହାରାହାରି 33 ଟି  period ରହିବ ।

- ପ୍ରତି ଶ୍ରେଣୀରେ ଦୈନିକ 2ଟି LRP period, ପ୍ରତି ବିଷୟରେ ସାପ୍ତାହିକ 4 ଟି  period,  ସମୁଦାୟ ସାପ୍ତାହିକ 12 ଟି period ହେବ ।

- LRP class ଆରମ୍ଭ ହେବାର ଠିକ୍ 25 ଦିନ ପରେ ମଧ୍ୟବର୍ତ୍ତୀ ପରୀକ୍ଷା ଏବଂ ମଧ୍ୟବର୍ତ୍ତୀ ପରୀକ୍ଷାର ଠିକ୍ 25 ଦିନ ପରେ ଶେଷ ପରୀକ୍ଷା ହେବ ।

- ଉକ୍ତ ପରୀକ୍ଷାରେ ତୃତୀୟରୁ ପଞ୍ଚମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 25 marksର ଏବଂ ଷଷ୍ଠରୁ ନବମ ଶ୍ରେଣୀ ପିଲାଙ୍କ ପାଇଁ 50 marksର ପ୍ରଶ୍ନପତ୍ର ରହିବ ।

- ଏହି ପ୍ରୋଗ୍ରାମ ଅନ୍ତର୍ଗତ ଶିକ୍ଷକ-ଶିକ୍ଷୟତ୍ରୀମାନଙ୍କୁ ଏକ ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା ଏବଂ ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀର ଛାତ୍ର - ଛାତ୍ରୀମାନଙ୍କୁ ଗୋଟିଏ ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକା ମିଳିବ ।ଏହି ଦୁଇଟି ବହି ପରସ୍ପର ପରିପୂରକ ।

- ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକାରେ ପ୍ରତ୍ୟେକ ଶ୍ରେଣୀର ଶିକ୍ଷଣ ଫଳାଫଳ, ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ଇତ୍ୟାଦିର ଦୈନନ୍ଦିନ କାର୍ଯ୍ୟସୂଚୀ ଦିଆଯାଇଥିବା ବେଳେ, ଶିକ୍ଷାର୍ଥୀ ଅଭ୍ୟାସ ପୁସ୍ତିକାରେ ସେହି ଶ୍ରେଣୀର ଶିକ୍ଷଣ ଫଳାଫଳର ବ୍ୟାଖ୍ୟା ସହିତ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ଅନ୍ତର୍ଗତ ପ୍ରସଙ୍ଗ ଆଲୋଚନା ଏବଂ ଶିକ୍ଷାର୍ଥୀଙ୍କ ପାଇଁ ସେହି ପ୍ରସଙ୍ଗ ସମ୍ବନ୍ଧିତ ଅଭ୍ୟାସ କାର୍ଯ୍ୟ ଦିଆଯାଇଅଛି, ଯାହା ଶିକ୍ଷକଙ୍କ ତତ୍ତ୍ୱାବଧାନରେ ଶିକ୍ଷାର୍ଥୀମାନେ ଶ୍ରେଣୀରେ ଅଭ୍ୟାସ କରିବେ ।

- ସରକାରଙ୍କର ନିର୍ଦ୍ଦେଶାନୁସାରେ  ଶିକ୍ଷକ ପ୍ରତି ଶ୍ରେଣୀରେ ଦୈନିକ ଦୁଇଟି LRP Period  ସୁନିଶ୍ଚିତ କରିବେ ।

- ଶିକ୍ଷକ ଯେ କୌଣସି ଶ୍ରେଣୀରେ ପଢ଼ାଉଥିବା ବିଷୟ ସମ୍ବନ୍ଧିତ ପାଠ ପାଇଁ, ତାର ପୂର୍ବବର୍ତ୍ତୀ ଦୁଇଟି ଶ୍ରେଣୀର ଶିକ୍ଷଣ ଫଳାଫଳ ସମୂହ (chart)କୁ ଭଲଭାବେ ପଢ଼ିବେ ।

- ଶିକ୍ଷକ, ପଢ଼ାଉଥିବା ଶ୍ରେଣୀରେ LRP କାର୍ଯ୍ୟକ୍ରମରେ ନିଆଯାଇଥିବା ଶିକ୍ଷଣ ଫଳାଫଳର ଗୁରୁତ୍ୱକୁ ବୁଝିବେ ।

- ଯେହେତୁ ଏହି କାର୍ଯ୍ୟକ୍ରମଟି ଶିକ୍ଷଣ ଫଳାଫଳ ଭିତ୍ତିକ, "ଶିକ୍ଷକ ମାର୍ଗଦର୍ଶିକା" ପୁସ୍ତିକାକୁ ଆଧାର କରି ଶିକ୍ଷଣ ଫଳାଫଳାର ହାସଲ ନିମନ୍ତେ ଶିକ୍ଷକ ଯତ୍ନବାନ ହେବେ ।

- ଶିକ୍ଷଣ ଫଳାଫଳକୁ ଆଧାର କରି ଉଦ୍ଦିଷ୍ଟ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପରିଚାଳନାଗତ କୌଶଳକୁ ହାସଲ କରିବେ ,ଉକ୍ତ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ସମ୍ପର୍କିତ ପ୍ରାକ୍ ଆଲୋଚନା ନିମନ୍ତେ ସମ୍ବନ୍ଧିତ ବିଗତ ଦୁଇ ଶ୍ରେଣୀର ପ୍ରସଙ୍ଗଗୁଡ଼ିକ ନେଇ ପ୍ରସ୍ତୁତ ହେବେ ।

- ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପାଇଁ ଆବଶ୍ୟକୀୟ ଶିକ୍ଷଣ ସାଧନ ସାମଗ୍ରୀ ସଂଗ୍ରହ କରିବେ ।

- ଶିକ୍ଷାଦାନ-ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟାରେ ଶିକ୍ଷଣକାର୍ଯ୍ୟଭିତ୍ତିକ ସଫଳ ମାଧ୍ୟମକୁ ଅବଲମ୍ବନ କରିବେ ।

- ଶିକ୍ଷଣ କାର୍ଯ୍ୟ ପ୍ରସ୍ତୁତି ସମୟରେ ତାହାର ଉପାଦାନ ଗୁଡ଼ିକ ଯଥା **"ଉଦ୍ଦେଶ୍ୟଭିତ୍ତିକ, ଆନନ୍ଦଦାୟକ  , ଆହ୍ୱାନପୂର୍ବକ, ସ୍ୱତଃସ୍ୱତ ଅଂଶଗ୍ରହଣକାରୀ"** ପ୍ରତି ଯତ୍ନବାନ ହେବେ ।

- LRP  ଅନ୍ତର୍ଗତ software ରେ ଆବଶ୍ୟକୀୟ ତଥ୍ୟ ନିୟମିତ entry  କରିବେ ।

- LRP ସମ୍ବନ୍ଧିତ ମୂଲ୍ୟାଙ୍କନର ପ୍ରଶ୍ନପତ୍ର ଏବଂ ଉତ୍ତର ବିଦ୍ୟାଳୟର ପ୍ରଧାନଶିକ୍ଷକଙ୍କ ତତ୍ତ୍ୱାବଧାନରେ ରହିବ ଏବଂ ପ୍ରଧାନଶିକ୍ଷକ ଏହାପ୍ରତି ଦାୟିତ୍ୱବାନ ଏବଂ ଯତ୍ନବାନ ହେବେ ,ଏବଂ ସମୟାନୁସାରେ ବିଦ୍ୟାଳୟରେ ପରୀକ୍ଷା କରାଇବେ ।

**\*\*\***

## ODISHA KNOWLEDGE CORPORATION LTD.

# ANNEXURE G

## LRP MICROPLAN FOR TEACHERS

**Daily Class Schedule for LRP - CLASS 3**

| Date | Day | Math | EVS | Odia | Classes/ Day |
|------|------|------|------|------|------|
| | Day-1 | M 104 | | OD 105 | 2 |
| | Day-2 | M 104 | EVS 101 | | 2 |
| | Day-3 | | EVS 101 | OD 105 | 2 |
| | Day-4 | M 104 | | OD 104 | 2 |
| | Day-5 | M 201 | EVS 101 | | 2 |
| | Day-6 | | EVS 201 | OD 104 | 2 |
| | Day-7 | M 201 | | OD 101 | 2 |
| | Day-8 | M 201 | EVS 201 | | 2 |
| | Day-9 | | EVS 201 | OD 101 | 2 |
| | Day-10 | M 202 | | OD 101 | 2 |
| | Day-11 | M 202 | EVS 201 | | 2 |
| | Day-12 | | EVS 102 | OD 113 | 2 |
| | Day-13 | M 202 | | OD 103 | 2 |
| | Day-14 | M 103 | EVS 102 | | 2 |
| | Day-15 | | EVS 102 | OD 103 | 2 |
| | Day-16 | M 103 | | OD 112 | 2 |
| | Day-17 | M 103 | EVS 202 | | 2 |
| | Day-18 | | EVS 202 | OD 109 | 2 |
| | Day-19 | M 103 | | OD 211 | 2 |
| | Day-20 | M 103 | EVS 202 | | 2 |
| | Day-21 | | EVS 202 | OD 211 | 2 |
| | Day-22 | M 103 | | OD 107 | 2 |
| | Day-23 | M 204 | EVS 103 | | 2 |
| | Day-24 | | EVS 103 | OD 107 | 2 |
| | Day-25 | Mid-Term | | | |
| | Day-26 | | Mid-Term | Mid-Term | |

| Daily Class Schedule for LRP - CLASS 3 | | | | | |
|---|---|---|---|---|---|
| Date | Day | Math | EVS | Odia | Classes/ Day |
|  | Day-27 | M 204 |  | OD 107 | 2 |
|  | Day-28 | M 204 | EVS 103 |  | 2 |
|  | Day-29 |  | EVS 203 | OD 110 | 2 |
|  | Day-30 | M 204 |  | OD 210 | 2 |
|  | Day-31 | M 204 | EVS 203 |  | 2 |
|  | Day-32 |  | EVS 203 | OD 210 | 2 |
|  | Day-33 | M 204 |  | OD 102 | 2 |
|  | Day-34 | M 205 | EVS 203 |  | 2 |
|  | Day-35 |  | EVS 104 | OD 111 | 2 |
|  | Day-36 | M 205 |  | OD 213 | 2 |
|  | Day-37 | M 205 | EVS 104 |  | 2 |
|  | Day-38 |  | EVS 104 | OD 213 | 2 |
|  | Day-39 | M 205 |  | OD 201 | 2 |
|  | Day-40 | M 205 | EVS 204 |  | 2 |
|  | Day-41 |  | EVS 204 | OD 202 | 2 |
|  | Day-42 | M 206 |  | OD 202 | 2 |
|  | Day-43 | M 206 | EVS 204 |  | 2 |
|  | Day-44 |  | EVS 105 | OD 205 | 2 |
|  | Day-45 | M 206 |  | OD 205 | 2 |
|  | Day-46 | M 207 | EVS 105 |  | 2 |
|  | Day-47 |  | EVS 205 | OD 212 | 2 |
|  | Day-48 | M 207 |  | OD 212 | 2 |
|  | Day-49 | M 210 | EVS 205 |  | 2 |
|  | Day-50 |  | EVS 205 | OD 217 | 2 |
|  | Day-51 | M 210 |  | OD 203 | 2 |
|  | Day-52 | M 210 | EVS 205 |  | 2 |
|  | Day-53 |  | End-Term | End-Term |  |
|  | Day-54 | End-Term |  |  |  |
| Total Classes |  | 34 | 33 | 33 | 100 |

**Daily Class Schedule for LRP - CLASS 4**

| Date | Day | Math | EVS | English | Classes/ Day |
|------|------|------|------|---------|---------|
|  | Day-1 | M 210 |  | EN 306 | 2 |
|  | Day-2 | M 210 | EVS 206 |  | 2 |
|  | Day-3 |  | EVS 206 | EN 306 | 2 |
|  | Day-4 | M 312 |  | EN 307 | 2 |
|  | Day-5 | M 312 | EVS 206 |  | 2 |
|  | Day-6 |  | EVS 206 | EN 307 | 2 |
|  | Day-7 | M 312 |  | EN 301 | 2 |
|  | Day-8 | M 211 | EVS 301 |  | 2 |
|  | Day-9 |  | EVS 301 | EN 301 | 2 |
|  | Day-10 | M 211 |  | EN 301 | 2 |
|  | Day-11 | M 211 | EVS 301 |  | 2 |
|  | Day-12 |  | EVS 203 | EN 301 | 2 |
|  | Day-13 | M 313 |  | EN 304 | 2 |
|  | Day-14 | M 313 | EVS 203 |  | 2 |
|  | Day-15 |  | EVS 203 | EN 305 EN 306 | 2 |
|  | Day-16 | M 313 |  | EN 314 | 2 |
|  | Day-17 | M 213 | EVS 203 |  | 2 |
|  | Day-18 |  | EVS 302 | EN 309 | 2 |
|  | Day-19 | M 213 |  | EN 309 | 2 |
|  | Day-20 | M 317 | EVS 302 |  | 2 |
|  | Day-21 |  | EVS 302 | EN 302 | 2 |
|  | Day-22 | M 317 |  | EN 302 | 2 |
|  | Day-23 | M 214 | EVS 302 |  | 2 |
|  | Day-24 |  | EVS 207 | EN 318 | 2 |
|  | Day-25 | Mid-Term |  |  |  |
|  | Day-26 |  | Mid-Term | Mid-Term |  |

| Date | Day | Math | EVS | English | Classes/ Day |
|------|-----|------|-----|---------|-------------|
| | | **Daily Class Schedule for LRP - CLASS 4** | | | |
| | Day-27 | M 214 | | EN 318 | 2 |
| | Day-28 | M 319 | EVS 207 | | 2 |
| | Day-29 | | EVS 207 | EN 318 | 2 |
| | Day-30 | M 319 | | EN 303 | 2 |
| | Day-31 | M 304 | EVS 207 | | 2 |
| | Day-32 | | EVS 207 | EN 303 | 2 |
| | Day-33 | M 304 | | EN 303 | 2 |
| | Day-34 | M 306 | EVS 305 | | 2 |
| | Day-35 | | EVS 305 | EN 311 | 2 |
| | Day-36 | M 306 | | EN 311 | 2 |
| | Day-37 | M 307 | EVS 305 | | 2 |
| | Day-38 | | EVS 305 | EN 311 | 2 |
| | Day-39 | M 207 | | EN 318 | 2 |
| | Day-40 | M 207 | EVS 305 | | 2 |
| | Day-41 | | EVS 307 | EN 318 | 2 |
| | Day-42 | M 309 | | EN 318 | 2 |
| | Day-43 | M 309 | EVS 307 | | 2 |
| | Day-44 | | EVS 307 | EN 318 | 2 |
| | Day-45 | M 310 | | EN 318 | 2 |
| | Day-46 | M 310 | EVS 307 | | 2 |
| | Day-47 | | EVS 208 | EN 318 | 2 |
| | Day-48 | M 310 | | EN 318 | 2 |
| | Day-49 | M 206 | EVS 208 | | 2 |
| | Day-50 | | EVS 311 | EN 312, EN 313 | 2 |
| | Day-51 | M 206 | | EN 316 | 2 |
| | Day-52 | M 206 | EVS 311 | | 2 |
| | Day-53 | | End-Term | End-Term | |
| | Day-54 | End-Term | | | |
| **Total Classes** | | **34** | **33** | **33** | **100** |

**Daily Class Schedule for LRP - CLASS 5**

| Date | Day | Math | EVS | English | Classes/ Day |
|---|---|---|---|---|---|
| | Day-1 | M 301 | EVS 301 | | 2 |
| | Day-2 | | EVS 301 | EN 301 | 2 |
| | Day-3 | M 301 | | EN 302 | 2 |
| | Day-4 | M 301 | EVS 301 | | 2 |
| | Day-5 | | EVS 401 | EN 303 | 2 |
| | Day-6 | M 303 | | EN 303 | 2 |
| | Day-7 | M 303 | EVS 401 | | 2 |
| | Day-8 | | EVS 401 | EN 303 | 2 |
| | Day-9 | M 401 | | EN 305 | 2 |
| | Day-10 | M 401 | EVS 401 | | 2 |
| | Day-11 | | EVS 302 | EN 307 | 2 |
| | Day-12 | M 304 | | EN 316 | 2 |
| | Day-13 | M 304 | EVS 302 | | 2 |
| | Day-14 | | EVS 302 | EN 316 | 2 |
| | Day-15 | M 402 | | EN 317 | 2 |
| | Day-16 | M 402 | EVS 402 | | 2 |
| | Day-17 | | EVS 402 | EN 318 | 2 |
| | Day-18 | M 306 | | EN 318 | 2 |
| | Day-19 | M 306 | EVS 402 | | 2 |
| | Day-20 | | EVS 402 | EN 402 | 2 |
| | Day-21 | M 404 | | EN 403 | 2 |
| | Day-22 | M 404 | EVS 402 | | 2 |
| | Day-23 | | EVS 402 | EN 403 | 2 |
| | Day-24 | M 405 | | EN 404, EN 408 | 2 |
| | Day-25 | Mid-Term | | | |
| | Day-26 | | Mid-Term | Mid-Term | |

| Daily Class Schedule for LRP - CLASS 5 | | | | | |
|---|---|---|---|---|---|
| **Date** | **Day** | **Math** | **EVS** | **English** | **Classes/Day** |
| | **Day-27** | M 405 | EVS 305 | | 2 |
| | **Day-28** | M 406 | | EN 408 | 2 |
| | **Day-29** | | EVS 406 | EN 405, EN 417 | 2 |
| | **Day-30** | M 406 | EVS 415 | | 2 |
| | **Day-31** | M 410 | | EN 417 | 2 |
| | **Day-32** | | EVS 415 | EN 405 | 2 |
| | **Day-33** | M 410 | EVS 415 | | 2 |
| | **Day-34** | M 312 | | EN 407 | 2 |
| | **Day-35** | | EVS 415 | EN 406 | 2 |
| | **Day-36** | M 312 | EVS 415 | | 2 |
| | **Day-37** | M 415 | | EN 412 | 2 |
| | **Day-38** | | EVS 415 | EN 412 | 2 |
| | **Day-39** | M 415 | EVS 406 | | 2 |
| | **Day-40** | M 313 | | EN 412 | 2 |
| | **Day-41** | | EVS 406 | EN 412 | 2 |
| | **Day-42** | M 313 | EVS 406 | | 2 |
| | **Day-43** | M 414 | | EN 413 | 2 |
| | **Day-44** | | EVS 406 | EN 411 | 2 |
| | **Day-45** | M 414 | EVS 406 | | 2 |
| | **Day-46** | M 414 | | EN 411 | 2 |
| | **Day-47** | | EVS 307, EVS 409 | EN 416 | 2 |
| | **Day-48** | M 319 | | EN 420 | 2 |
| | **Day-49** | M 319 | EVS 307, EVS 409 | | 2 |
| | **Day-50** | | EVS 409 | EN 421 | 2 |
| | **Day-51** | M 421 | | EN 419 | 2 |
| | **Day-52** | M 421 | EVS 409 | | 2 |
| | **Day-53** | | End-Term | End-Term | |
| | **Day-54** | End-Term | | | |
| **Total Classes** | | **34** | **33** | **33** | **100** |

**Daily Class Schedule for LRP - CLASS 6**

| Date | Day | Math | Science | English | Classes/Day |
|---|---|---|---|---|---|
| | **Day-1** | M 409 | | EN 404 | 2 |
| | **Day-2** | M 409 | EVS 401 | | 2 |
| | **Day-3** | | EVS 401 | EN 404 | 2 |
| | **Day-4** | M 420 | | EN 408 | 2 |
| | **Day-5** | M 420 | EVS 401 | | 2 |
| | **Day-6** | | EVS 401 | EN 408 | 2 |
| | **Day-7** | M 412 | | EN 409 | 2 |
| | **Day-8** | M 412 | EVS 402 | | 2 |
| | **Day-9** | | EVS 402 | EN 405 | 2 |
| | **Day-10** | M 412 | | EN 406 | 2 |
| | **Day-11** | M 403 | EVS 402 | | 2 |
| | **Day-12** | | EVS 402 | EN 406 | 2 |
| | **Day-13** | M 403 | | EN 411 | 2 |
| | **Day-14** | M 403 | EVS 501 | | 2 |
| | **Day-15** | | EVS 501 | EN 411 | 2 |
| | **Day-16** | M 421 | | EN 411 | 2 |
| | **Day-17** | M 421 | EVS 501 | | 2 |
| | **Day-18** | | EVS 501 | EN 413 | 2 |
| | **Day-19** | M 507 | | EN 413 | 2 |
| | **Day-20** | M 507 | EVS 513 | | 2 |
| | **Day-21** | | EVS 513 | EN 418 | 2 |
| | **Day-22** | M 507 | | EN 410 | 2 |
| | **Day-23** | M 505 | EVS 513 | | 2 |
| | **Day-24** | | EVS 513 | EN 414 | 2 |
| | **Day-25** | Mid-Term | | | |
| | **Day-26** | | Mid-Term | Mid-Term | |

| Daily Class Schedule for LRP - CLASS 6 | | | | | |
|---|---|---|---|---|---|
| **Date** | **Day** | **Math** | **Science** | **English** | **Classes/ Day** |
| | **Day-27** | M 505 | | EN 420 | 2 |
| | **Day-28** | M 505 | EVS 513 | | 2 |
| | **Day-29** | | EVS 409 | EN 504 | 2 |
| | **Day-30** | M 405 | | EN 504 | 2 |
| | **Day-31** | M 405 | EVS 409 | | 2 |
| | **Day-32** | | EVS 409 | EN 501 | 2 |
| | **Day-33** | M 405 | | EN 506 | 2 |
| | **Day-34** | M 516 | EVS 409 | | 2 |
| | **Day-35** | | EVS 409 | EN 506 | 2 |
| | **Day-36** | M 516 | | EN 502 | 2 |
| | **Day-37** | M 516 | EVS 508 | | 2 |
| | **Day-38** | | EVS 508 | EN 502 | 2 |
| | **Day-39** | M 508 | | EN 517 | 2 |
| | **Day-40** | M 508 | EVS 508 | | 2 |
| | **Day-41** | | EVS 508 | EN 517 | 2 |
| | **Day-42** | M 508 | | EN 507 | 2 |
| | **Day-43** | M 508 | EVS 503 | | 2 |
| | **Day-44** | | EVS 503 | EN 507 | 2 |
| | **Day-45** | M 401 | | EN 503 | 2 |
| | **Day-46** | M 401 | EVS 503 | | 2 |
| | **Day-47** | | EVS 503 | EN 510, EN 515 | 2 |
| | **Day-48** | M 510 | | EN 513, EN 520 | 2 |
| | **Day-49** | M 510 | EVS 503 | | 2 |
| | **Day-50** | | EVS 503 | EN 520 | 2 |
| | **Day-51** | M 509 | | EN 520 | 2 |
| | **Day-52** | M 509 | EVS 503 | | 2 |
| | **Day-53** | | End-Term | End-Term | |
| | **Day-54** | End-Term | | | |
| **Total Classes** | | **34** | **33** | **33** | **100** |

## Daily Class Schedule for LRP - CLASS 7

| Date | Day | Math | Science | English | Classes/Day |
|------|-----|------|---------|---------|-------------|
| | Day-1 | M 604 | | EN 501 | 2 |
| | Day-2 | M 604 | EVS 513 | | 2 |
| | Day-3 | | EVS 513 | EN 506 | 2 |
| | Day-4 | M 604 | | EN 506 | 2 |
| | Day-5 | M 604 | EVS 513 | | 2 |
| | Day-6 | | EVS 513 | EN 502 | 2 |
| | Day-7 | M 508 | | EN 502 | 2 |
| | Day-8 | M 508 | EVS 513 | | 2 |
| | Day-9 | | EVS 513 | EN 502 | 2 |
| | Day-10 | M 508 | | EN 503 | 2 |
| | Day-11 | M 606 | EVS 513 | | 2 |
| | Day-12 | | EVS 513 | EN 515 | 2 |
| | Day-13 | M 606 | | EN 504 | 2 |
| | Day-14 | M 606 | SC 611 | | 2 |
| | Day-15 | | SC 611 | EN 504 | 2 |
| | Day-16 | M 607 | | EN 504 | 2 |
| | Day-17 | M 607 | SC 611 | | 2 |
| | Day-18 | | EVS 513 | EN 504 | 2 |
| | Day-19 | M 506 | | EN 508 EN 510 | 2 |
| | Day-20 | M 506 | EVS 513 | | 2 |
| | Day-21 | | EVS 513 | EN 507 | 2 |
| | Day-22 | M 506 | | EN 507 | 2 |
| | Day-23 | M 608 | SC 608 | | 2 |
| | Day-24 | | SC 608 | EN 507 | 2 |
| | Day-25 | Mid-Term | | | |
| | Day-26 | | Mid-Term | Mid-Term | |

| Daily Class Schedule for LRP - CLASS 7 | | | | | |
|---|---|---|---|---|---|
| **Date** | **Day** | **Math** | **Science** | **English** | **Classes/ Day** |
| | **Day-27** | M 608 | SC 608 | | 2 |
| | **Day-28** | M 608 | | EN 513 | 2 |
| | **Day-29** | | EVS 513 | EN 513 | 2 |
| | **Day-30** | M 608 | EVS 513 | | 2 |
| | **Day-31** | M 608 | | EN 601 | 2 |
| | **Day-32** | | EVS 509 | EN 601 | 2 |
| | **Day-33** | M 509 | EVS 509 | | 2 |
| | **Day-34** | M 509 | | EN 602 | 2 |
| | **Day-35** | | SC 610 | EN 602 | 2 |
| | **Day-36** | M 509 | SC 610 | | 2 |
| | **Day-37** | M 509 | | EN 603 | 2 |
| | **Day-38** | | EVS 513 | EN 608 | 2 |
| | **Day-39** | M 613 | EVS 513 | | 2 |
| | **Day-40** | M 613 | | EN 608 | 2 |
| | **Day-41** | | SC 605 | EN 609 | 2 |
| | **Day-42** | M 613 | SC 605 | | 2 |
| | **Day-43** | M 616 | | EN 612 | 2 |
| | **Day-44** | | SC 605 | EN 615 | 2 |
| | **Day-45** | M 616 | SC 609 | | 2 |
| | **Day-46** | M 620 | | EN 615 | 2 |
| | **Day-47** | | SC 609 | EN 618 | 2 |
| | **Day-48** | M 620 | SC 609 | | 2 |
| | **Day-49** | M 620 | | EN 616 | 2 |
| | **Day-50** | | EVS 509 | EN 621 | 2 |
| | **Day-51** | M 621 | EVS 509 | | 2 |
| | **Day-52** | M 621 | | EN 621 | 2 |
| | **Day-53** | | End-Term | End-Term | |
| | **Day-54** | End-Term | | | |
| **Total Classes** | | **34** | **33** | **33** | **100** |

**Daily Class Schedule for LRP - CLASS 8**

| Date | Day | Math | Science | English | Classes/Day |
|------|-----|------|---------|---------|-------------|
| | Day-1 | M 607 | | EN 601 | 2 |
| | Day-2 | | SC 601 | EN 601 | 2 |
| | Day-3 | M 607 | SC 601 | | 2 |
| | Day-4 | M 705 | | EN 609 | 2 |
| | Day-5 | | SC 701 | EN 602 | 2 |
| | Day-6 | M 705 | SC 701 | | 2 |
| | Day-7 | M 705 | | EN 602 | 2 |
| | Day-8 | | SC 702 | EN 603 | 2 |
| | Day-9 | M 706 | SC 702 | | 2 |
| | Day-10 | M 706 | | EN 603 | 2 |
| | Day-11 | | SC 702 | EN 608 | 2 |
| | Day-12 | M 706 | SC 702 | | 2 |
| | Day-13 | M 708 | | EN 608 | 2 |
| | Day-14 | | SC 603 | EN 609 | 2 |
| | Day-15 | M 708 | SC 603 | | 2 |
| | Day-16 | M 711 | | EN 607 | 2 |
| | Day-17 | | SC 703 | EN 607 | 2 |
| | Day-18 | M 711 | SC 703 | | 2 |
| | Day-19 | M 711 | | EN 607 | 2 |
| | Day-20 | | SC 603 | EN 616 | 2 |
| | Day-21 | M 714 | SC 606 | | 2 |
| | Day-22 | M 714 | | EN 616 | 2 |
| | Day-23 | | SC 702 | EN 616 | 2 |
| | Day-24 | M 714 | SC 702 | | 2 |
| | Day-25 | Mid-Term | | | |
| | Day-26 | | Mid-Term | Mid-Term | |

| Daily Class Schedule for LRP - CLASS 8 | | | | | |
|---|---|---|---|---|---|
| **Date** | **Day** | **Math** | **Science** | **English** | **Classes/ Day** |
| | **Day-27** | M 617 | | EN 612, EN 617 | 2 |
| | **Day-28** | M 617 | SC 605 | | 2 |
| | **Day-29** | | SC 713 | EN 612, EN 617 | 2 |
| | **Day-30** | M 618 | | EN 612, EN 617 | 2 |
| | **Day-31** | M 618 | SC 714 | | 2 |
| | **Day-32** | | SC 607 | EN 707 | 2 |
| | **Day-33** | M 618 | | EN 707 | 2 |
| | **Day-34** | M 716 | SC 607 | | 2 |
| | **Day-35** | | SC 708 | EN 704 | 2 |
| | **Day-36** | M 716 | | EN 704 | 2 |
| | **Day-37** | M 717 | SC 708 | | 2 |
| | **Day-38** | | SC 608 | EN 704 | 2 |
| | **Day-39** | M 717 | | EN 713 | 2 |
| | **Day-40** | M 717 | SC 709 | | 2 |
| | **Day-41** | | SC 709 | EN 713 | 2 |
| | **Day-42** | M 619 | | EN 714 | 2 |
| | **Day-43** | M 619 | SC 610 | | 2 |
| | **Day-44** | | SC 706 | EN 716 | 2 |
| | **Day-45** | M 619 | | EN 701, EN 707 | 2 |
| | **Day-46** | M 620 | SC 611, SC 714 | | 2 |
| | **Day-47** | | SC 702 | EN 701, EN 707 | 2 |
| | **Day-48** | M 718 | | EN 710 | 2 |
| | **Day-49** | M 621 | SC 702 | | 2 |
| | **Day-50** | | SC 707 | EN 710 | 2 |
| | **Day-51** | M 621 | | EN 710 | 2 |
| | **Day-52** | M 621 | SC 715 | | 2 |
| | **Day-53** | | End-Term | End-Term | |
| | **Day-54** | End-Term | | | |
| **Total Classes** | | **34** | **33** | **33** | **100** |

**Daily Class Schedule for LRP - CLASS 9**

| Date | Day | Math | Science | English | Classes/Day |
|---|---|---|---|---|---|
| | Day-1 | M 705 | | EN 701 | 2 |
| | Day-2 | M 705 | SC 705 | | 2 |
| | Day-3 | | SC 802 | EN 701 | 2 |
| | Day-4 | M 801 | | EN 701 | 2 |
| | Day-5 | M 801 | SC 811 | | 2 |
| | Day-6 | | SC 714 | EN 702 | 2 |
| | Day-7 | M 802 | | EN 703 | 2 |
| | Day-8 | M 802 | SC 813 | | 2 |
| | Day-9 | | SC 813 | EN 704 | 2 |
| | Day-10 | M 802 | | EN 704 | 2 |
| | Day-11 | M 707 | SC 703 | | 2 |
| | Day-12 | | SC 801 | EN 704 | 2 |
| | Day-13 | M 707 | | EN 705 | 2 |
| | Day-14 | M 707 | SC 801 | | 2 |
| | Day-15 | | SC 707 | EN 705 | 2 |
| | Day-16 | M 808 | | EN 707 | 2 |
| | Day-17 | M 808 | SC 806 | | 2 |
| | Day-18 | | SC 702 | EN 708 | 2 |
| | Day-19 | M 709 | | EN 709, EN 710 | 2 |
| | Day-20 | M 709 | SC 805 | | 2 |
| | Day-21 | | SC 709 | EN 711 | 2 |
| | Day-22 | M 709 | | EN 716 | 2 |
| | Day-23 | M 721 | SC 709 | | 2 |
| | Day-24 | | SC 802 | EN 716 | 2 |
| | Day-25 | Mid-Term | | | |
| | Day-26 | | Mid-Term | Mid-Term | |

| Date | Day | Math | Science | English | Classes/Day |
|---|---|---|---|---|---|
| | Day-27 | M 721 | | EN 717 | 2 |
| | Day-28 | M 720 | SC 802 | | 2 |
| | Day-29 | | SC 809 | EN 718 | 2 |
| | Day-30 | M 720 | | EN 720 | 2 |
| | Day-31 | M 712 | SC 809 | | 2 |
| | Day-32 | | SC 802 | EN 803 | 2 |
| | Day-33 | M 811 | | EN 809 | 2 |
| | Day-34 | M 811 | SC 802 | | 2 |
| | Day-35 | | SC 709 | EN 809 | 2 |
| | Day-36 | M 713 | | EN 804 | 2 |
| | Day-37 | M 713 | SC 709 | | 2 |
| | Day-38 | | SC 709 | EN 805 | 2 |
| | Day-39 | M 812 | | EN 806, EN 808 | 2 |
| | Day-40 | M 812 | SC 706 | | 2 |
| | Day-41 | | SC 706 | EN 818 | 2 |
| | Day-42 | M 812 | | EN 815 | 2 |
| | Day-43 | M 812 | SC 706 | | 2 |
| | Day-44 | | SC 706 | EN 816, EN 817 | 2 |
| | Day-45 | M 718 | | EN 821, EN 823 | 2 |
| | Day-46 | M 818 | SC 805 | | 2 |
| | Day-47 | | SC 805 | EN 824 | 2 |
| | Day-48 | M 717 | | EN 824 | 2 |
| | Day-49 | M 717 | SC 715 | | 2 |
| | Day-50 | | SC 815 | EN 824 | 2 |
| | Day-51 | M 815 | | EN 824 | 2 |
| | Day-52 | M 815 | SC 815 | | 2 |
| | Day-53 | | End-Term | End-Term | |
| | Day-54 | End-Term | | | |
| Total Classes | | 34 | 33 | 33 | 100 |

**Daily Class Schedule for LRP - CLASS 9**

# ANNEXURE H
## SCHOOL VISIT MONITORING PLAN

ଶିଶୁ ପାଠପଢ଼ା ଯାତ୍ରା
### Learning Recovery Programme(LRP)
**Odisha Knowledge Corporation Limited**
**Checklist for Monitoring**

District :                        Block :                        Date:

School UDISE Code :              School :

Name of Monitoring team / Official:    Designation: CPMT / CDC / PC / RP ( √ )

**The Monitoring Officials will observe the following LRP Activities:**

| LRP Activities | Put Tick Mark ( √ ) |
|---|---|
| Practice of the Students' workbook | |
| Use of Teachers' Manual by Teachers'. | |
| Regular LRP Classes | |
| Daily 2 LRP Periods | |
| Progress of LRP as per the Microplan | |
| Use of LRP software | |

Note : RPs /PCs are instructed to visit assigned schools to monitor the LRP.

# ANNEXURE I
## LRP MONITORING FORMAT

ଶିଶୁ ପାଠପଢ଼ା ପୁନରୁଦ୍ଧାର

Learning Recovery Programme(LRP)

**Monitoring Report – Odisha Knowledge Corporation Limited**

**District :**

**Block :**

**Date:**

**School UDISE Code :**

**School :**

**Name of Monitoring team / Official:**

**Designation:** CPMT / CDC / PC / RP (Pl. ✓ )

**HM / Teacher Name :**

| LRP Activities | Remark (Yes / No) |
|---|---|
| Students are practicing the workbook | |
| Teachers know about LRP, Learning Outcomes (LO) & 50 days school level LRP activities | |
| Teachers are teaching as per the LRP guidelines | |
| Progress of LRP is satisfactory | |
| Use of LRP software by Teachers / HM | |

Signature of HM / Teacher