

ODISHA ADARSHA VIDYALAYAS: AN EVALUATIVE STUDY

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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PHILOSOPHY**

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**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
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I **NILANCHALA RAJHANS**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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CHAPTER-I

INTRODUCTION

“Education in its real sense is the pursuit of truth. It is an endless journey through knowledge and enlightenment. Such a journey opens up new vistas of development of humanism where there is neither scope nor room for pettiness, disharmony, jealousy, hatred or enmity. It transforms a human being into a wholesome whole, a noble soul and an asset to the universe. Real education enhances the dignity of a human being and increases their self-respect. If only the real sense of education could be realised by each individual, and carried forward in every field of human activity, the world would be so much a better place to live in.”

- Dr. APJ Abdul Kalam (Former President of India)

1.0 Introduction:

School is the body, students are the heart, curriculum is the mind, and teachers are the nervous system, while education is the breath and soul of that body. This structure supports the survival of the heart through the soul and breath, in turn supporting the mind and nervous system to make the body ideal and complete. School is the hub of wisdom, with educational practices that foster knowledge. Education is crucial in shaping society by influencing national development and encouraging good citizenship. It supports a child's overall growth, enabling them to realise their full potential. Education benefits both individuals and society, leading us toward a more promising future.

In our rapidly changing world with advances in science and technology, education enables us to tackle complex challenges. It is essential to adjust to any place, time and situation. Education fosters critical thinking, rationality in resource use, and a deeper understanding of the world. Creating a conducive environment is crucial for fostering meaningful learning, particularly when supporting foundational skills such as reading, writing, and arithmetic. Historical examples, such as the Gurukul and Buddhist monasteries, Maktab, Madrasa, Nalanda, Takshasila, and Vikramshila in

India, demonstrate that education cultivates not only knowledge but also wisdom, social skills, character, discipline, and economic resilience. Supportive environments truly inspire all people to face real-life challenges with confidence, underscoring the importance of education in our society. When children feel proud and excited about starting to learn, their curiosity grows, and they become more knowledgeable. Ultimately, learning is an exciting journey, with education serving as our guide, and knowledge being the wonderful treasure we discover along the way.

As education begins in the mother's womb, it formally starts at the elementary level. Formal schooling education begins in a preschool centre, where he develops the basic habit of attending school and differentiates between his home life and his play school. After that, he advances to the elementary level, where students learn the basic foundational knowledge. He develops the practice of reading, writing, calculating, and understanding the relationships and presence of things around him, which supports the learner in moving towards the secondary education level. It entirely depends on how well elementary education prepares the child for the secondary level. They develop a sense of socialisation, humanity, morality, and a dynamic personality. At this stage, they are curious to learn about unknown things. This stage is crucial and has a profound impact on his entire life. The secondary stage prepared his future journey and influenced every aspect of his life.

Secondary education plays a crucial role in nurturing both academic knowledge and personal growth. It helps students build essential skills for their future, inspires perseverance and focus, and supports well-rounded development. These experiences also foster a sense of responsible citizenship and practical teaching, preparing students for the road ahead. (Kapur, 2021) promotes building a just, sustainable nation as a hub of knowledge, drawing on India's rich historical legacy and contributions in fields such as mathematics, astronomy, metallurgy, medicine, surgery, engineering, architecture, shipbuilding, navigation, yoga, the arts, and chess. These form the pillars of India's educational growth. (Kumar & Kalimuthu, 2020).

1.1 History of Secondary Education:

The Indian education system boasts a rich and fascinating history. In its early days, it was lively and centred around a variety of other interesting fields of knowledge. India was the storehouse of wisdom. The medium of instruction was Sanskrit, Hindi, Pali, Urdu, and our own mother tongue. From the 12th century onward, during Muslim rule, Madrasas were established to provide secondary education, with a primary focus on religious teachings. Today, the way education is organised and approached has been significantly influenced by British colonial history.

The British East India Company arrived in India in 1607 for trade purposes. Due to the diversity of India, they gradually began to rule our country. They needed to educate Indian youth to serve as servants. So far, the British have introduced formal education, influenced by Western ideas, to meet their administrative needs. The medium of instruction was English, and access was mostly limited to the elite. In 1835, Lord Macaulay introduced the Macaulay Minute, proposing that English be the medium of instruction, with the company allocating 1 lakh for the education sector, mainly in urban India. Wood's Dispatch of 1854 marked an important step in expanding access to secondary education.

It encouraged the development of a nationwide network of schools and laid the foundation for higher education institutions such as universities. Many new schools were opened, making education more accessible, especially in cities and for students from upper castes. By 1852, the country had only 52 secondary schools (Kapur, 2019). Since India gained independence in 1947, the country has been dedicated to making education more accessible and inclusive for everyone. The Kothari Commission (1964-1966) made a significant contribution to expanding secondary education by supporting the establishment of additional schools, enhancing curricula, and training teachers. During the 1960s and 1970s, efforts were made to increase opportunities, especially for girls and children in rural areas, to ensure no one was left out. The 1986 National Policy on Education emphasised the importance of vocational training in helping students secure employment, offering a range of courses in carpentry, electronics, hospitality, and other related fields.

As we move further into the 21st century, Article 45 of the Constitution, along with the Right to Education (RTE) Act of 2009, primarily highlights the importance of primary education. As a result, there are currently no specific constitutional requirements for secondary education for all children. Currently, there is no official plan in place to ensure nationwide access to secondary education. However, thanks to the remarkable successes of the Sarva Shiksha Abhiyan (SSA) in primary education, we have seen a growing demand for secondary education. In response, the Government of India set up a committee on 'Universalisation of Secondary Education' under the Central Advisory Board of Education (CABE) in September 2004. This committee shared its recommendations in 2005, suggesting that each state should develop a detailed, long-term plan to make secondary education universally accessible. To help achieve this, a strong Secondary Education Management Information System (SEMIS) was proposed, aimed at gathering data on girls, Scheduled Castes/Scheduled Tribes (SC/ST), Other Backwards Classes (OBC), minorities, and children with disabilities.

As a result, two major initiatives were launched nationwide: first, the Rastriya Madhyamik Shiksha Abhiyan (RMSA) in March 2009, which was a collaborative effort between the Government of India and state governments; and second, the development and launch of SEMIS by the National University of Educational Planning and Administration (NUEPA) in the 2009-10 fiscal year. Since then, SEMIS has been adopted across all states and union territories, making secondary education more accessible to all. The main aim of this effort is to raise enrolment rates at this level from 52.26% in 2005-06 to 75% by the end of the 12th Five-Year Plan, striving for universal retention by 2020 (Dash, 2015). Since the 2009-10 fiscal year, the RMSA program has been fully implemented in all states and union territories, covering every district. Its primary goal is to provide quality education that is accessible, available, and affordable for all youth aged 14 to 18 (Kaur, 2012).

The National Education Policy 2020 (NEP, 2020) outlines a transformative framework for India's secondary education, emphasising flexibility, inclusivity, and holistic development. It reorganises the system into a 5+3+3+4 model for grades 9

through 12. During this stage, students will adopt a subject-focused approach that promotes depth, flexibility, critical thinking, and helps them consider their life aspirations. The policy advocates for a multidisciplinary curriculum integrating academic and vocational subjects, thereby encouraging students to explore diverse interests without rigid stream restrictions. Reforms in assessment shift the focus from rote memorisation to conceptual understanding, with board examinations designed to permit multiple attempts and facilitate continuous learning. Vocational training begins in grade 6, with the intention of exposing 50% of students to practical training by 2025. Furthermore, the policy seeks to ensure universal access to secondary education by 2030 through initiatives such as the Gender Inclusion Fund and Special Education Zones. Teacher development is prioritised through merit-based recruitment and ongoing professional development, while digital tools are employed to enhance teaching and bridge educational gaps. Overall, these measures aim to establish a learner-centred, equitable, and future-ready secondary education system.

1.2 Current Educational Status of India

Educational development plays a key role in advancing a nation's overall progress. It is widely understood that to nurture human resources, education must be accessible to everyone. Secondary education serves as a crucial link between elementary and higher education, playing a vital role in this transition (Kaur, 2014). The RMSA initiative is dedicated to increasing enrolment in classes IX and X by ensuring that a secondary school is within a reasonable distance of every community. Additionally, the program aims to improve the quality of education at this level by ensuring that all secondary schools meet established standards and norms.

It aims to eliminate barriers related to gender, socioeconomic status, and disabilities, thereby achieving universal access to secondary education by the end of the 12th Five-Year Plan in 2017. This program was launched in 2009 (RMSA,2013). The total number of government schools is 10,133,222, with a total student enrolment of 648,091,53 in secondary schools. The gross enrolment ratio at the secondary level in India is 68.5%. Specifically, the gross enrolment ratio among Scheduled Castes is 70.8%, and among Scheduled Tribes, it is 66.9%. The dropout rate at the secondary

level is 8.2%. The pupil-teacher ratio is 1:21, and the retention rate from middle to secondary education is 47.2%.

Education consistently sets the benchmark for the country's overall progress. National development is a lengthy process that begins in the classroom, where students develop their minds to contribute to the country's comprehensive growth and development.

Table 1: Status of Secondary Schools in India

Sl no	Categories of school	Number of schools	Number of teachers			Number of students		
			Male	Female	Total	Boys	Girls	Total
1.	Govt.	1013322	2821520	2328251	5149771	59101438	62488473	121589911
2.	Govt. added	79349	400761	356863	757624	12626564	12134962	24761526
3.	Private unaided recognised	339583	1291084	2671030	3962114	53357460	42499250	95856710
4.	others	39219	127438	125473	252911	2513056	2211477	4724533

(Source: UDISE+ 2024-25)

The data on secondary schools in India offers a detailed look at the educational landscape across various categories. According to the recorded data, the Unified District Information System for Education Plus is an educational management information system operated by the Department of School Education & Literacy, Ministry of Education, Government of India. There are an impressive 1,013,322 government schools, staffed by approximately 2,821,520 male teachers and 2,328,251 female teachers, totalling roughly 5,149,771 dedicated educators. These teachers support a large student population of approximately 121,589,911 students, including around 59,101,438 boys and 62,488,473 girls, showing a slight edge for female students. In the category of government-added schools, there are 79,349

institutions with 400,761 male teachers and 356,863 female teachers, totalling 757,624 educators. The student numbers in these schools are also quite remarkable, with total enrolments reaching 24,761,526, including 12,626,564 boys and 12,134,962 girls, reflecting a balanced gender ratio.

Private unadded recognised schools have established themselves as a significant segment within the educational framework, with 339,583 schools employing 1,291,084 male teachers and 2,671,030 female teachers, resulting in a total of 3,962,114 teachers. This category serves a large student population of 95,856,710, including 53,357,460 boys and 42,499,250 girls, further highlighting the vital role of private institutions in education. The 'others' category, which includes various types of schools not specifically classified, comprises 39,219 institutions. This category employs 127,438 male teachers and 125,473 female teachers, totalling 252,911. The student enrolment in these schools is relatively lower compared to other categories, standing at 4,724,533, with 2,513,056 boys and 2,211,477 girls, reflecting a more balanced distribution.

The data shows that government schools serve the majority of students and highlights the contributions of private schools across India. Gender ratios vary: government schools enrol more girls, private schools more boys. This emphasises the importance of providing balanced educational opportunities for all genders across all types of schools.

1.3 Status of Secondary Education in Odisha:

The School & Mass Education Department was established as a separate entity in January 1993 to address issues related to elementary education, secondary education, teachers' training, Sanskrit education, computer education, special education, and mass education within the state. There is a total of 61,565 schools in Odisha, including 49,072 government schools. Among these are 5,868 government-aided schools, 6,107 privately managed recognised schools, and 965 other schools. In Odisha, the total number of schools is 61,556, comprising 48,625 government schools, 5,868 government-aided schools, 6,107 private, unaided, recognised schools,

and 965 other schools. Additionally, there are 12,306 secondary schools in the state of Odisha.

The School & Mass Education Department was established as an independent entity in January 1993 to tackle issues related to elementary and secondary education, teacher training, Sanskrit education, computer education, special education, and mass education within the state. Odisha is home to a total of 61,565 schools, which include 49,072 government schools. These comprise 5,868 government-aided schools, 6,107 privately managed recognised schools, and 965 other institutions.

Table 2: Status of Secondary Schools in Odisha

Compo nents	Govern ment School	KV S	NV S	Oth er cent ral govt	State govt.	Govt. adde d	Private added an unrecog nised school	Other scho ol	Total
School	48625	67	31	13	4851 4	5868	6107	965	61565
Teacher	218162	207 9	744	253	2150 86	3276 1	85435	7758	344116
Student	5046239	634 96	161 80	563 3	4960 930	9501 54	1560528	8713 1	764405 2
Boys' enrolment	2517878	333 65	919 5	333 8	2471 980	4733 99	861698	5016 6	390314 1
Girls' enrolment	2528361	301 31	698 5	229 5	2488 950	4767 55	698830	3696 5	374091 1

(Sources UDISE Report 2024-25)

The above table presents a warm and inviting glimpse into Odisha's vibrant educational landscape, highlighting the diversity and dedication of schools, teachers, and students. There are a total of 61,565 schools, comprising 48,625 government schools, 67 Kendriya Vidyalayas, 31 Navodaya Vidyalayas, and 5,868 government-aided schools, among others. The teaching staff consists of 344,116 passionate teachers, with 218,162 working in government schools and 125,954 in private recognised schools. In total, about 7.64 million students are enrolled, with 5.04

million in government schools, 63,496 in Kendriya Vidyalayas, and 950,154 in government-aided schools. The data also highlights gender participation, showing that boys number 3,903,141, while girls total 3,740,911. This information illustrates Odisha's inspiring educational journey and emphasises the ongoing efforts to improve access and quality, especially for underrepresented groups.

1.4 Background of the Model School in India:

Until the tenth-year plan, the Indian government hadn't rolled out many large-scale projects for secondary school education. They tried some smaller initiatives, but these didn't quite manage to make education both high-quality and accessible for everyone. The Ministry of Human Resource Development (MHRD) mainly focuses on things like providing good hostel facilities for girls, integrating ICT into schools, promoting open and distance learning (ODL), and expanding vocational training. Overall, there's a shared challenge of low admissions at the secondary and higher secondary levels, along with the usual dropout rates. The 1992 revision of the National Policy on Education addressed many of these issues, emphasising the importance of expanding access and increasing enrolment of girls, Scheduled Castes (SCs), and Scheduled Tribes (STs), particularly in science, commerce, and vocational courses.

In September 2004, the constitution for the universalisation of secondary education was adopted by the deliberative committee, known as the Central Advisory Board of Education (CABE). The committee prepared a report and submitted it in June 2005, which clearly recommends norms for facilities in secondary education, similar to those in Kendriya Vidyalaya. Additionally, it advocates promoting a public school system that adheres to comparable norms, standards, and quality as Kendriya Vidyalaya.

By the end of the 11th Five-Year Plan, the Government of India is committed to making secondary education accessible, affordable, and available to all students nationwide. A standardised norm has been established to ensure there is a secondary school within every 5 kilometres and a higher secondary school within 8 kilometres

of students' residences. The primary focus is on achieving not only universal enrolment but also universal retention and satisfactory learning quality. The main goal of the government was to achieve the universalisation of secondary education, with improvements in quality as a result. The Gross Enrolment Ratio (GER) for secondary education is targeted to increase from 52% in 2004-05 to 75% in 2011-12. Similarly, the GER for higher secondary level is aimed to rise from 28% to between 45% and 50% during the 11th Plan. In 2007, the Prime Minister delivered a speech on Independence Day, announcing that every state should proactively strive to strengthen the educational foundation to foster a progressive and prosperous society. The government will coordinate efforts to establish 6,000 high-quality, standard schools within each administrative block across the country, aiming to achieve a level of excellence comparable to that of other leading educational institutions in the region.

In the early 2000s, Odisha's government recognised a gap in providing high-quality, comprehensive education accessible to students from various socio-economic backgrounds. This issue was especially severe in rural areas, where access to quality education remained a significant challenge (Nandi & Giri, 2024). The Government of Odisha also plans to introduce an improved education system featuring a curriculum aligned with the CBSE syllabus, with English as the primary language of instruction (Sahoo & Sahoo, 2024). The Odisha government launched this initiative under the leadership of the Hon'ble Chief Minister Naveen Patnaik on September 19 2015.

1.5 Purpose of model school in Odisha:

Adarsha, meaning 'Ideals,' signifies the high principles needed for success, while Vidyalaya, meaning 'school,' represents a student's first society and second home. Efforts to reduce poverty through education focus on rural development, aiming for equitable access for all and gender equality. Addressing this requires comprehensive policies across all education levels. As technology and globalization grow, enhancing education and training is vital for sustaining livelihoods and boosting rural economies.

According to the 12th Five-Year Plan (FYP), it has been observed that dropout rates among Scheduled Castes (SCs) and other marginalized groups are significantly higher than the overall national average. The Planning Commission (2011) emphasises the need to specifically address this issue and work towards reducing the number of students dropping out of school (Pandey, 2024). More than half of the world's population and over 70% of the impoverished reside in rural areas, where issues such as hunger, low literacy rates, and poor academic achievement are prevalent.

The program emphasises nurturing students' innate skills like creativity, critical thinking, and problem-solving, vital for today's success. Its main goal is to inspire a passion for higher education in children and families by assessing how well OAVs align with their mission, the impact of their teaching methods, and comparing these practices with those of similar institutions.

1.6. About Odisha Adarsha Vidyalaya Project

The School and Mass Education Department, in its letter No. 16412 dated August 27, 2021, approved the construction of the Odisha Adarsha Vidyalaya (OAV), a School of Excellence, in Andharua, Bhubaneswar, with a budget of ₹100.05 crore. Currently, 314 OAVs operate across the state, and top-performing students will be selected after their Class X exams to attend the prestigious ICONIC OAV. This school aims to integrate students from small towns and villages into mainstream education. About 500 talented students from across the state-wide Adarsha Vidyalayas will receive coaching for medical, engineering, and other entrance exams.

The school will feature modern, state-of-the-art facilities. Andharua, a village in the Bhubaneswar block of Khurda district, is approximately 18 km from Bhubaneswar Airport and 15 km from Bhubaneswar Railway Station. The building design is simple yet modern, incorporating local architectural elements that blend seamlessly with the surrounding landscape. Thoughtful zoning has been implemented to ensure smooth movement within the campus, with buildings positioned to maximise natural

light and promote social interaction. Ample greenery and open spaces will create a bright, cheerful environment.

OAVs are designed to be easily accessible, especially for individuals with limited mobility. The campus is divided into two zones: the educational zone and the sports zone, both of which support comprehensive student development. The educational zone includes an Academic Block, Hostel, Staff Quarters, Central Kitchen, and parking facilities. The sports zone focuses on enhancing student health and well-being. In pursuit of sustainability, the ICONIC OAV will be a GRIHA 3-star-rated green building, incorporating solar energy and rainwater harvesting to help protect the environment.

The project spans 25 acres, including a G+2 Administrative and Academic Block that accommodates 1,000 students. The block features 26 classrooms, labs, a library, staff rooms, an infirmary, an audio-visual room, a resource centre, an exam room, and offices. Laboratories are well-equipped. The G+2 hostel facilities, which house boys and girls, each accommodate 1,000 students in 68 rooms, wardens' quarters, and toilet blocks, with a central kitchen serving 352 people. The separate dormitories accommodate 35 residents, and a three-story guest house features 11 rooms. Staff quarters include parking, a multipurpose hall, and apartments. A 12-acre sports complex features a variety of facilities. Planned roads will have pavers and landscaping. Infrastructure includes backup power, with plans for solar and waste management. (Odisha bridge & construction corporation limited,2024).

1.7. Different OAVs Functioning in Odisha:

In Odisha, there are a total of 320 OAV schools, comprising 314 general Adarsha Vidyalaya schools and one iconic school. Plus, there are five Odisha Mining Adarsha Vidyalayas. For the academic year 2023-24, about 4,545 dedicated teachers are working across these schools. The young learners in Odisha Adarsha Vidyalayas number approximately 109,442, comprising 46,862 boys and 62,580 girls, all of whom contribute to a vibrant educational community.

1.7.1 Odisha Mining Adarsha Vidyalaya:

Odisha is one of India's richest states in minerals. On May 16, 1956, the Odisha Mining Corporation Limited (OMC) was formed as a joint venture between the Government of Odisha and the Government of India to explore, extract, and improve the state's mineral resources. Later, on November 17, 1961, OMC became a fully owned subsidiary of the Odisha government. This change highlighted its importance in the region.

OMC plays a crucial role in iron production, significantly impacting both Odisha's industrial landscape and local communities. The organisation is committed to giving back to society. They have started a project to bring hope and ambition to children living near their sites, working with the Odisha Adarsha Vidyalaya Sanghathan. Through this partnership, they have established five fully residential schools, known as Odisha Mining Adarsha Vidyalaya, across the state.

Currently, three temporary campuses are operating, offering students a quality education. Plans are underway to build new, modern facilities, including upgraded residential schools that aim to create a lively learning environment and provide students with a well-rounded education. This initiative is expected to benefit about 100 villagers and over 100,000 others by providing access to CBSE-affiliated English-medium schools. The Odisha Mining Adarsha Vidyalaya network includes five schools in Kaliapani, Barbil, Suakati, Rourkela, and Joypur, all established in 2023. These schools aim to support approximately 3,000 students. Odisha Mining Adarsha Vidyalaya does more than generate resources; it uncovers potential and shapes a future where education is viewed not just as a privilege but as a promise to be fulfilled.

1.7.2 The Iconic Odisha Adarsha Vidyalaya

In 2021, the school and mass education minister declared an Iconic OAV with a 100-crore project. The project is situated on 25 acres of land in **Andharua**, on the outskirts of the city. The foundation stone will be laid on Teachers' Day, which falls on a Sunday (Times of India, 2021). It is only available for higher secondary school

students. In the Iconic OAV, 500 students will be admitted at a time; in total, 1000 students will study in both classes XI and XII. The students will be selected from the 314 OAVs based on their best performances in the 10th board examinations. All digital and high-tech facilities will be provided to the students. Additionally, various coaching facilities will be available to help students succeed in national-level tests. No costs will be charged to the students of the Iconic OAV. The state government will cover all accommodation, food, study, and coaching arrangements, all free of charge.

The iconic OAV was officially inaugurated by the former Chief Minister of Odisha, Sri Naveen Patnaik, on February 11, 2020. The facility encompasses an administrative and academic block, hostel facilities for both boys and girls, a central kitchen with a seating capacity of 352 for dining, dormitories, a guest house, and staff quarters. Additionally, a sports complex covering 12 acres of land has been developed. The infrastructure includes a DG set and transformer to ensure a continuous 24/7 power supply.

1.7.3. The Odisha Adarsha Vidyalaya:

The Cabinet Committee on Economic Affairs has approved the establishment of 3500 model schools in Educationally Backward Blocks (EBBs) across 27 States and Union Territories, with some modifications. This initiative is part of the scheme to establish 6000 model schools at the block level as a standard of excellence, similar to Kendriya Vidyalaya. OAV was established on September 19, 2015, but has been operating since the 2016-17 academic year. The first Odisha Adarsha Vidyalaya opened in Sanmouda in 2016 by the Department of School and Mass Education. The primary goal of OAVs is to open a model school in each block. Adarsha Vidyalaya was established to meet the current educational needs of the state and to serve as a model school among all other types of schools in Odisha (Sahoo & Sahoo, 2024). Presently, the Adarsha Vidyalaya serve a vital function in delivering progressive education to children in isolated areas of the state, while also connecting students from small towns and villages to mainstream educational opportunities (Jyotirani, 2021).

1.8. Concept of Odisha Adarsha Vidyalaya

Odisha Adarsha Vidyalaya (OAV) provides free, high-quality education based on the CBSE system, mainly for students from semi-urban and rural areas. Its objective is to nurture rural talent with key skills for the 21st century. The school employs a well-rounded approach to support students' physical, artistic, and academic growth. Established in all 314 Blocks at the Block Headquarters, this co-educational school offers classes from VI to XII at both secondary and senior secondary levels. The first Odisha Adarsha Vidyalaya (OAV) was founded in Sanmouda, Rairangpur, in the Mayurbhanj district, in 2016. It was launched by the Department of School and Mass Education, Government of Odisha. The school plays a vital role in bringing modern education to remote areas and helping students from small towns and villages join the mainstream education system.(Odisha Adarsha Vidyalaya Sanghathan, 2015).

1.9 Genesis of Odisha Adarsha Vidyalaya Sangathan

The Odisha Adarsha Vidyalaya Sangathan became a 'Model School' when the Indian government recognised it in 2010-2011 under the Central Assistance Scheme, but it lost funding in 2015-16. The Odisha government improved it by establishing it as a society on September 19, 2015, under "The Society Registration Act 1860" and expanding its features. The General Body of the Sangathan is led by the Minister of School and Mass Education, while the Executive Body is headed by the Advisor or President. The Management Body is overseen by the Development Commissioner or Additional Chief Secretary as Chairman, and the Academic Executive Body is led by the School and Mass Education Secretary. Every OAV has a Vidyalaya Management and Development Committee (VMDC) to address school issues.

The Sangathan aims to establish one OAV in each block of the state, and this goal has been achieved, with 314 schools now operational. The first Odisha Adarsha Vidyalaya opened in Sanmouda, Rairangpur, in Mayurbhanj district in 2016, initiated by the Department of School and Mass Education, Government of Odisha. Higher classes are gradually being added, and each year, only new students are admitted to Class VI. (Source: website of Odisha Adarsha Vidyalaya Sangathan)

1.10. Key Features Of OAV:

- All the OAVs are administered through Odisha Adarsha Vidyalaya Sangathan.
- The Vidyalaya will have classes from VI to XII, with two sections in each class, each having an intake capacity of 40 students.
- Admission is through the Entrance Test, and students can join in Class VI or through lateral entry into VII, VIII, or IX as per existing vacancies.
- The test is primarily non-verbal and objective, designed to avoid disadvantaging children from rural areas.
- The teacher-to-pupil ratio is 1:25.
- Fifty per cent of the seats are reserved for girls in each category during admission.
- Seat reservations will align with the percentage of SC/ST population in the respective blocks.
- Bridge course materials are developed to support the transition from the Odia medium to the English medium.
- English is the primary mode of instruction, with Odia as the second language.
- Uniformity in logo, school uniform, and badge is adopted to foster respect, pride, and a sense of community among students.

(Source: Website of Odisha Adarsha Vidyalaya Sangathan)

1.11. Vision of OAV

OAV's vision is to foster excellence among rural children through quality English-medium education that respects local culture and traditions. It aims to develop future-ready citizens for national development, emphasising equity, inclusiveness, and innovation (Odisha Adarsha Vidyalaya Sangathan, 2019)

1.12. Mission of OAV:

The mission of OAV is to provide equitable educational opportunities to talented rural children, primarily from disadvantaged groups. To establish at least one model school in each block of the state with modern facilities, qualified teachers, and residential options. Prepare students for national-level competitive exams, higher education, and employment. Instil values of discipline, cooperation, scientific temper, and respect for cultural heritage. (Government of Odisha, 2015; OAVS, 2019).

1.13. Primary Objectives of OAVS:

The objectives of OAVS are:

- To establish a Model CBSE-English Medium School in each Block.
- To standardise the teaching and learning process through well-defined manuals and Standard Operating Procedures (SOPs).
- To provide holistic education with a focus on the overall development of children.
- To emphasise academics, sports, personality, and career development.
- To train children in life skills and survival skills.
- To ensure adequate and quality infrastructure facilities with ICT in each school.
- To serve as a Lead School and support neighbouring schools.
- To enable children from low-income families to access quality English-medium education.
- To focus on the comprehensive development of each child, emphasising output and outcomes.
- To build a replicable and scalable educational model for the entire country to adopt.
- To introduce the best educational practices from across the country and worldwide.

- To provide students with proper exposure to achieve their career goals (OAVS, 2019).

1.14. Hon'ble Chief Minister's 10-Point Action Agenda for OAVS:

The Odisha Adarsha Vidyalaya (OAV) initiative was launched by the former Hon'ble Chief Minister, Shri Naveen Patnaik, in Odisha to support the talents of students from rural and semi-urban areas through quality education. Odisha Adarsha Vidyalaya is also known as the brainchild of Naveen Patnaik.

According to him, education is the soul of society, so quality education has been our priority all along. His dream was “*OAVs: Transforming Education through Future Ready Odisha*”. OAVs are an innovative educational project and a new approach to learning. This initiative presents a valuable opportunity for today's generation, enabling them to prepare for the future.

He proposed a 10-point action agenda for OAVs, outlined as follows:

1. OAVs will serve as talent centres and will have at least one student qualifying for a national examination each year.
2. All OAVs will be on a green campus and meet the net-zero emission standard by 2025.
3. All OAVs will organise at least one blood donation camp with Rotary and Lions Club, following government COVID-19 rules.
4. OAVs will hold a mock UN session to highlight global issues and interconnections in sustainable climate planning.
5. OAVians will perform community service of “Each One Teach One” to gain practical experience in the field of education.
6. Skilling in schooling will be promoted for people in need.
7. Each OAV will have a 10-year vision document or roadmap outlining its goals over the next decade.
8. Every OAV will maintain an interactive and dynamic webpage serving as a platform for learning and expression for teachers and students.
9. OAVs will publish a monthly newsletter called OAVS News or OAVians.

10. OAV will encourage yoga, sports, games, and healthy living.

1.15. Organogram of Odisha Adarsha Vidyalaya:

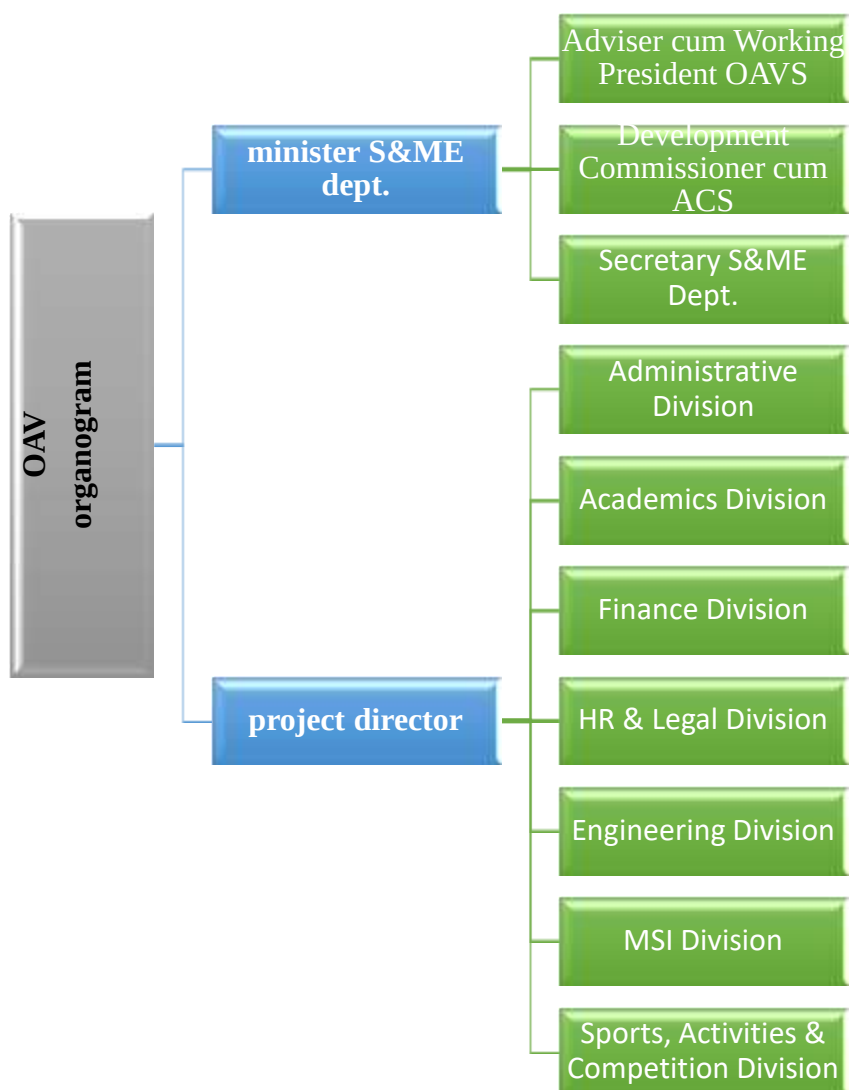


Figure 1: Organogram of Odisha Adarsha Vidyalaya

The Odisha Adarsha Vidyalaya Sangathan (OAVS) manages the Odisha Adarsha Vidyalayas (OAVs) under the Department of School and Mass Education. The government oversees planning, policy, funding, and supervision to ensure that educational standards are maintained. The OAVS project director directly leads the organisation to ensure effective operations and quality education.

1.16. Governing Body of Odisha Adarsha Vidyalaya Sangathan

The Odisha Adarsha Vidyalaya Sangathan (OAVS) Executive Body features a governance system with political leaders and experienced bureaucrats. The Minister of Education is the President, demonstrating the government's commitment. An Advisor-cum-Working President serves as Vice President, handling operations and policy. Representatives from Finance, Law, higher education, Rural Development, and other sectors promote cross-sector collaboration that links education to economic growth.

The governing body of OAVS oversees policy, standards, resources, and the quality of education, with the Minister of School & Mass Education as President and various officials and representatives as members. The Executive Committee divides responsibilities between administrative, financial, and academic sectors, led by the President with support from vice chairpersons, department representatives, educational leaders, and regional officers. This structure promotes strategic planning and operational effectiveness in Odisha's schools.

1.17. Rationale of the Study

Rationale of the Study:

Secondary education is crucial for laying the foundation for students' academic growth, career development, and emotional well-being. It links elementary education with higher studies, enabling further learning. Since independence, the Indian government has placed greater emphasis on secondary education. However, India remains a developing country, and its education system continues to evolve and find its identity. Historically, India has been a centre for knowledge, a hub for new ideas,

and a source of wisdom. Various studies highlight challenges in secondary education and the standards set by the National Education Policy 2020. Recently, the policy emphasised the need for reforms and improvements in the system (Suna, Dash, Das, Dash & Rout, 2024). Multiple studies have shown that infrastructure influences student enrolment and engagement. Majhi and Mallick (2019) found that proper facilities significantly improve attendance in primary schools in Odisha. They also observed that male students tend to attend school less frequently than female students (Jyotirani, 2021). Similarly, Biswal and Dansana (2021) highlighted the importance of well-maintained EMRS infrastructure for smooth operation. However, issues such as high dropout rates persist, especially in underdeveloped areas like Koraput, Kalahandi, and Balangir (Mohanty, 2018). This highlights the importance of combining robust infrastructure with strong academic programs and adequate administrative support to attract and retain students.

Research on Odisha's administrative structure shows weaknesses in School Management Committees (Dash, 2018) and Village Education Committees (Mishra & Gartia, 2013). These problems could obstruct the effective implementation of policy. The findings stress the importance of evaluating whether new systems lead to positive change. Research outside Odisha also offers valuable insights. Studies in Telangana (Kumar, 2022) and Assam (Parbin, 2022) demonstrate that model schools enhance access; however, they continue to face challenges related to teacher quality, infrastructure, and outdated assessment methods, which hinder progress. Choudhury (2021) noted that science teachers in Assam's model schools are moderately effective. Ongoing issues with job satisfaction and security affect sustainability, accountability, and motivation. OAVs encourage collaboration among policymakers and communities to create supportive environments for language learning and cultural understanding (Rout, 2024). There is a slight connection between socioeconomic status and study habits. However, eighth graders at Adarsha Vidyalaya show no significant differences based on socioeconomic background (Nayak & Panda, 2019). Boys and girls generally perform similarly because of comparable study habits (Raj & Pradhan, 2024).

Despite these challenges, OAVs face similar issues to those of other institutions. Previous studies provide valuable insights, but they do not specifically focus on Odisha Adarsha Vidyalayas. These schools aim to deliver high-quality English-medium education in underserved areas. It is crucial to evaluate their infrastructure, management, teaching methods, and student outcomes. This review is timely and seeks to determine if OAVs effectively bridge the rural-urban educational gap and meet the expectations of parents and students across Odisha. The curriculum, combined with strong infrastructure and innovative teaching approaches (Nandi & Giri, 2024), is commendable. However, implementation shortcomings have limited the schools' potential (Suna, Dash, Das, Dash & Rout, 2024). Students express various concerns regarding the quality of education, infrastructure, communication channels, hostel facilities, and academic performance within OAVs (Suna, Dash, Das, Dash, & Rout, 2024). Official manuals indicate that addressing practical issues, such as staffing and hostel facilities, remains a significant challenge (Sahoo & Sahoo, 2024).

Odisha is renowned for its rich agriculture, unique architecture, and vibrant culture. The western region of Odisha is globally recognised for its cultural heritage, art, scenic beauty, handloom industry, and traditional significance. A socio-economic gap exists between the coastal and western districts of Odisha. This disparity stems from unbalanced policy priorities, low investment, and weak institutional frameworks that aim to promote regional equity (Sundar, 2004). Over the years, people in western Odisha have struggled to achieve a satisfactory standard of living. Conversely, coastal districts have seen improvements in infrastructure, industrial growth, and government investment. Residents of western Odisha, particularly in districts like Kalahandi, Nuapada, Balangir, and Bargarh, face unequal access to infrastructure, low human development indices, and limited employment opportunities (Sethi, 2025). Another perspective suggests that western Odisha has experienced administrative neglect, poor infrastructure, and low human development indicators compared to the coastal region, widening the development gap (Mishra, 2010). Limited political representation exacerbates the situation, leading to fewer government-led development initiatives. Many residents from western Odisha,

especially in Kalahandi, Balangir, and Koraput (KBK), often migrate elsewhere in search of basic livelihoods, adding to the region's socio-economic challenges. Ultimately, these issues underscore a significant problem: the lack of accessible, quality education for all eligible students in western Odisha. As the researcher focused on western Odisha for WODC, an assessment of regional development shows that out of 87 blocks, only five are classified as developed, 25 as developing, another 25 as backward, and 32 as extremely backward. Only 5.7% of these blocks are considered developed, while 36.78% of the most backward blocks are located within WODC districts. Poverty, underemployment, and infrastructure shortages in western Odisha have fueled movements demanding a separate state called Koshal, which would include all districts in western Odisha. Given these urgent issues, the researcher became interested in examining the educational system in western Odisha. Consequently, the researcher conducted an evaluative study on model schools in western Odisha, titled “Odisha Adarsha Vidyalayas: An Evaluative Study”

1.18. Statement of the Problem

Odisha Adarsha Vidyalaya (OAV) stands as a beacon of innovative education in the vibrant state of Odisha, having flourished for nine consecutive academic years, culminating in the 2024-25 academic year. In exploring the literature on OAVs, it became evident that the teaching-learning process and overall functioning of these remarkable institutions have yet to be assessed. This realisation has sparked the researcher's passion to undertake an inspiring study titled **“Odisha Adarsha Vidyalaya: An Evaluative Study.”**

1.19. Research Questions

1. What are the Infrastructural, Instructional, and Human resources facilities available at Odisha Adarsha Vidyalaya (OAVS) in Western Odisha?
2. What are the teaching-learning processes of Odisha Adarsha Vidyalayas (OAVs) in Western Odisha?
3. What are the student support services available at Odisha Adarsha Vidyalayas in Western Odisha?

4. What do Odisha Adarsha Vidyalayas (OAVs) in Western Odisha face in terms of administrative, managerial, and financial constraints?
5. What are the problems faced by the stakeholders of Odisha Adarsha Vidyalaya in Western Odisha?
6. What is the academic excellence of Odisha Adarsha Vidyalaya in Western Odisha?

1.20. Objective of the Study

1. To examine the Infrastructural, Instructional, and Human resources facilities available in the Odisha Adarsha Vidyalayas of Western Odisha.
2. To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha.
3. To evaluate the student support services available at Odisha Adarsha Vidyalayas in Western Odisha.
4. To find out the administrative, managerial, and financial constraints faced by Odisha Adarsha Vidyalaya in Western Odisha.
5. To analyse the problem faced by the stakeholders of Odisha Adarsha Vidyalaya in Western Odisha.
6. To study the academic excellence of Odisha Adarsha Vidyalayas in Western Odisha.

1.21. Operational Definitions of the Terms Used in the Study

OAVs: The Odisha Adarsha Vidyalaya (OAV) is a government initiative in the state of Odisha. It started in the 2015-16 academic year. The initiative provides free, high-quality CBSE-affiliated schools to students in every block level, particularly those from semi-urban and rural areas in the state. The Adarsha Vidyalaya aims to support the development of rural talent. It provides education to secondary and senior secondary students. It employs a comprehensive and holistic approach that prioritises

physical, aesthetic, and academic excellence. In the present study, OAVs established in western Odisha are selected for study purposes.

1.1. Delimitations of the Study:

1. The present study is delimited to Odisha Adarsha Vidyalaya of Western Odisha only.
2. The study is delimited to class IX of OAVs only.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature is crucial in the research process. Its primary purpose is to gather detailed information, findings, and recommendations concerning the problem. This process broadens the researcher's knowledge, skills, and understanding of research methods. It also offers valuable insights into both past and present experiences related to the topic. Carefully reviewing existing literature is essential for gaining a comprehensive understanding that will guide the researcher's future investigations.

Additionally, it clarifies the relationship between various sources of information and the current study, thereby enhancing the overall understanding and context. Typically, the literature review helps in formulating research objectives, hypotheses, and conclusions. It outlines the best approach for researchers and identifies gaps in previous research that require further exploration. McMillan and Schumacher (1993, p. 113) noted that related literature is closely connected to earlier references, including theoretical frameworks, empirical testing, and studies of similar practices.

Primary and secondary sources are vital for identifying previous research studies. A primary source presents the author's original work directly, often found in research articles, books, monographs, dissertations, or theses. These sources offer in-depth insights not available elsewhere, supporting the author's evaluation of the research. In contrast, secondary sources compile and summarise findings from others' work, offering interpretations of those results. Researchers generally aim to include all significant studies in a particular area, as documented in encyclopedias of education, educational indexes, abstracts, bibliographies, and other reference materials. Secondary sources reflect someone else's evaluation of the study's importance and relevance.

2.1 Importance of Review of Literature in the Present Study

The purpose of reviewing related literature is to act as a roadmap for the research journey. It helps in planning and executing the study by systematically searching and reviewing previous work (Mangal, S.K., 2013: 238). This process enables researchers to identify existing research and pinpoint areas that still require attention. It also offers useful information for measuring a specific concept, providing insights and tools for making research decisions. Additionally, it outlines guidelines for creating strong research hypotheses, choosing suitable methods, confirming the reliability and validity of the study, and drawing valid conclusions.

In this study, efforts were made to look at various relevant sources, including references, government records, publications, national research abstracts on education, monographs, encyclopaedias on education, journals, and magazines. Many studies have analysed different aspects of school education. This chapter reviews the important literature related to the current investigation.

Odisha Adarsha Vidyalaya is a government school that mainly focuses on rural talent. Priority is given to education provided at the block level. The present study was conducted by the Western Odisha Development Council, which consists of 10 districts and 74 blocks. It faces severe problems, including administrative neglect, poor infrastructure, low human development indicators, and substandard education.

To make education accessible and standard for the children of western Odisha, it is an urgent task to provide a platform for better teaching and learning experiences, progress, and academic excellence.

This chapter is divided into five sections as follows:

2.2: Challenges for providing quality education for secondary level students

2.3: Odisha Adarsha Vidyalaya and academic excellence

2.4: Teaching and learning process in the secondary education level

2.5: Challenges of the Western Odisha Development Council.

2.3: Challenges for Providing Quality Education for Secondary Level Students

In the years following India's independence, one major challenge for policymakers was creating a clear and practical framework for the education system. Secondary education is a key stage in a student's growth. It plays a crucial role in developing informed and responsible citizens who can make meaningful contributions to society. Understanding its significance, we must prioritise delivering quality education during this important time. This will help young people gain the knowledge, skills, and values they need to thrive in a changing world. In this section, the researcher will look at the challenges of providing quality education.

Manjhi, Singh, Ali, and Skhawat (2025) studied *Teaching Beyond the Rules: Gender, Grammar, and Language Diversity in EFL/ESL Classrooms*. They found that teachers with stronger grammar skills had clearer teaching preferences and faced fewer challenges with prescriptive grammar. Gender differences were evident in how teachers perceived dialects and slang. Female teachers often viewed these nonstandard forms as inclusive and engaging teaching tools, whereas male teachers typically avoided them. Additionally, female educators recognised more potential in descriptive grammar, focusing on student participation and real-world relevance. Overall, the findings underscore the need to enhance grammar skills in teacher training by integrating both prescriptive and descriptive approaches, while also promoting gender-sensitive practices. This research contributes to global discussions on effective grammar teaching in more diverse classrooms.

Laniya (2025) conducted a study comparing school infrastructure facilities in India, specifically in the state of Gujarat. The goals of this study were to examine digital infrastructure in schools in both India and Gujarat, as well as to compare the facilities available in schools in the two regions. The study found that the computer facilities in all schools in Gujarat were 35.73% higher than those in India during the 2018-19 school year. In Gujarat, this percentage increased to 50.5% in the year 2021-22. The internet facilities in all schools were 71.2% higher in Gujarat than in India from

2018-19, while in Gujarat, the percentage was 47.87% higher in 2021-22. Functional desktop PCs in all schools in Gujarat were 36.1% higher than in India in the 2021-22 fiscal year. The number of functional tablets in schools was 63.5% higher in Gujarat than in India in the 2021-22 fiscal year. Finally, the percentage of functional projectors in schools was 21.8% higher in Gujarat than in India for the 2021-22 fiscal year.

Mandal, Bordikar, & Surti (2024) examined the poor infrastructure in government schools in India, with a focus on Dadra and Nagar Haveli. This study aims to enhance educational infrastructure, impart practical knowledge, and ensure access to adequate school sanitation facilities. The current study demonstrates that management is making significant efforts to deliver quality education with the available resources, despite the inadequate infrastructure in government schools in Dadra and Nagar Haveli. Additionally, top management oversees the correct implementation of policies and the appropriate use of resources allocated to the school. They promote sanitation and take measures to manage waste effectively. The school also aims to raise students' awareness of the technological world by incorporating computer education into the curriculum. Once the building is fully completed, the school plans to add more classrooms.

Katakya & Chaliha (2024). Conducted a study on academic achievement motivation and academic achievement of the class X students of Dibrugarh district, Assam. Study results underscore the importance of identifying and fostering students' motivation for academic achievement. The future scope encompasses several avenues of research and practical interventions to further enhance understanding and address the complex dynamics of academic achievement motivation and academic performance among Class X students in Dibrugarh district, Assam.

Manguib (2024) studied the management skills of school leaders and the teaching methods of public kindergarten teachers in Davao Oriental Division. The results show that school leaders often demonstrate strong management skills, especially in human resource management. The analysis of all seven statements consistently reveals high competence. In particular, the three items with the highest mean

scores—getting teachers involved in school improvement decisions, organising seminars and workshops for teachers' professional growth, and evaluating staff to improve their job performance—highlight the ability of school leaders to manage human resources effectively.

Meena and Koushik (2024) did a case study on Kasturba Gandhi Valika Vidyalaya in Jaipur District. This study aims to look at academic achievement, personality development, health facilities for students in KGBVs, teachers' attitudes towards girls' education, and the availability of basic facilities, amenities, and security in KGBVs. The study found that students in KGBVs have higher-than-average academic achievement, personality development, and access to better health facilities. Teacher attitudes are also positive, according to stakeholders. There are no significant differences in educational outcomes across social categories. Most computer labs are not in use due to a shortage of computers. Other facilities besides the computer lab are usually available. However, there are issues with outdated VCRs and the lack of midday meal programs. Teacher selection involves testing and training; teachers are generally satisfied but often feel frustrated with their leave policies. There are no bridge courses or admission assessments for girls. Girls are provided with books, stationery, sports, and vocational training, along with remedial classes for those needing extra help. Food is available, but it is often of low quality. Parents are happy with the teaching, learning, and safety, but girls feel unsafe.

Sandha& Pradhan (2024) conducted a study on "A Case Study of an Effective Secondary School Head." The study's findings revealed that the head teacher exhibits a positive attitude towards his profession, is enthusiastic, innovative, knowledgeable, techno-savvy, honest, and sincere in his duties. He demonstrates a positive attitude towards his profession, as well as towards all staff members, students, and the community. The head teacher was excellent in encouraging students' participation and promoting cleanliness in the school environment. He was quite competent in organising student development activities in his school. However, there is still a need for improvement in certain areas, such as providing guidance and counselling. The head teacher has an excellent level of managerial competencies in maintaining

student discipline in an impartial manner. He was found to be excellent in ensuring that all classes are engaging, interactive, and motivating, thereby encouraging students to improve their learning levels. The head teacher was competent in creating a healthy academic environment for school improvement. The relationship with the school community was found to be satisfactory, but there is room for improvement in fostering effective communication and collaboration between the school and the community. The head teacher possesses sound knowledge of teaching methods and techniques for various subjects. He is effective in managing human resources available in his schools and excels in prioritizing financial allocations and preparing budgets for school activities.

Pooja and Yadab (2023) conducted a study titled "The Role of Kasturba Gandhi Balika Vidyalaya in Girls' Education: A Study of Haryana State." This research examines the role of KGBVs in promoting girls' education, focusing on both enrolment and retention rates of female students. The findings show that students at Kasturba Gandhi Balika Vidyalaya, which is run by various administrative bodies, acquire a range of skills, including life skills, vocational skills, learning abilities, and the opportunity to participate in diverse extracurricular activities. Initially, female students are often unaware of the numerous programs and activities available to them, which limits their ability to engage positively. However, by the end of their studies, students show greater awareness of the programs organised by the school administration and understand their importance. This difference explains the significant change in attitudes toward skills development activities between students in the early (class 6) and later (class 8) stages of their education.

Ekka (2023) studied Education and Human Resource Development (HRD) through the lens of the National Education Policy (NEP) 2020 in India. The study aimed to link human resource development with the education system. This research shows how NEP 2020 and education work together to support teachers. The study identified a strong connection between HRD and education, showing that both are related and share common responsibilities.

Rana and Kumar (2023) investigated teacher effectiveness among Kendriya Vidyalaya and Navodaya Vidyalaya teachers in relation to the school's climate. The study focused on the connection between teacher effectiveness and the school's environment. It also looked at this connection for teachers from both types of schools. The findings showed a strong and positive link between teacher effectiveness and the school climate for secondary school teachers. Furthermore, it highlighted a similar positive relationship between teacher effectiveness and the climates of Kendriya Vidyalaya and Navodaya Vidyalaya teachers.

Nayak & Jena (2022). The study examined teachers' health information-seeking behaviour at Odisha Adarsha Vidyalaya Sangathan (OAVS) during the COVID-19 pandemic. Its goal was to identify what health information teachers needed and how they sought it during this period. Researchers carried out a cross-sectional study using an online questionnaire. Invitations with a self-guided link were distributed via WhatsApp and email, following a stratified sampling method. Data analysis involved descriptive statistics, including frequencies, percentages, and means. The findings indicated that teachers mainly relied on mass media, print media, social media, government websites, and search engines for COVID-19 information. This enabled them to gain a better understanding of the disease, its transmission, prevention strategies, and available medications. Teachers were also familiar with various government COVID-19 websites. Since teachers serve as vital information agents, the study emphasises the necessity of a health literacy program. Such a program could enhance awareness of COVID-19 guidelines, advisories, and vaccination information among teachers, students, and parents in nearby communities.

Sangma & Subudhi (2022). A Study on Socio-Economic Status Among Secondary School Teachers in North Garo Hills District, Meghalaya. This paper examines the differences in socio-economic status between male and female, as well as rural and urban secondary school teachers in the North Garo Hills district of Meghalaya. Data were collected using a standardised tool, the Socio-Economic Status Scale developed by Rajbir Singh, Radhey Shyam, and Satish Kumar (2006), involving a sample of 368 secondary school teachers from the region. Statistical analyses, including mean,

standard deviation, and t-test, were employed in this study. The findings indicate significant differences in socio-economic status between male and female teachers, as well as between urban and rural secondary school teachers.

Parbin (2022) studied the Problems and Prospects of Secondary Education in Assam. The present study finds that in some secondary schools in rural areas of Assam, the school buildings are small in terms of the number of students and are in poor condition. The infrastructure is insufficient, which hampers the teaching-learning process and disrupts children's mental activity. In turn, it affects their intellectual development. There is little scope for the total development of personality. A lack of adequately qualified and trained teachers. Does not provide opportunities for leadership training for students. The evaluation system has been found defective. Evaluations are confirmed only by the bookish examination pattern, which cannot develop the student's skills and abilities.

Mallick (2022) studied the quality of secondary education in Odisha under Rastriya Madhyamik Shiksha Abhiyan. A review of 48 articles (2012-2023) underscores the significance of a robust secondary education system in a nation's success. RMSA aims to improve access, infrastructure, and governance via School Management Development Committees (SMDC). The findings offer valuable insights for policymakers, teachers, and education officers to effectively implement RMSA, with a focus on training, improving learning outcomes, increasing enrolment and retention of SC, ST, and female students, and enhancing leadership quality. These insights support addressing challenges and refining strategies to promote quality secondary education.

Kumar (2022) conducted a study on the present educational status of Telangana. The study's findings indicate that during 2013-14, there were enough primary and upper primary schools. The teacher-pupil ratios for primary, upper primary, and high school levels are 29, 24, and 24, respectively. Conventional science, arts, commerce, and vocational courses are offered with assistance from the MHRD. Approximately 65% of India's funding comes from RUSA, with the Telangana government bearing the remaining 35%.

Choudhury's (2021) study on the Effectiveness of Science Teachers in Model Schools of Assam. The study was conducted to determine the effectiveness of science teachers in secondary model schools of Assam in preparation and planning for teaching, classroom management, subject matter knowledge, teacher characteristics, interpersonal relations, and professional qualifications. It also aimed to assess the effectiveness of science teaching and the job satisfaction of science teachers in model schools. The hypothesis was analysed using graphical representation, mean, standard deviation, and t-test, and it was found that teachers of model schools are moderately effective. Additionally, a significant difference was observed in teacher effectiveness based on their professional qualification. Regarding job satisfaction and security, teachers feel unsatisfied and insecure.

Kerai & Suna (2021) examined the accessibility of education and its influence on tribal girls in Mayurbhanj, Odisha. Their findings indicate that literacy levels remain relatively low; the 2011 census reported a literacy rate of 63.2% in Mayurbhanj, with 73.8% among males and 52.7% among females. The literacy rate among Scheduled Tribes is 53.1%, which is lower than that of the Scheduled Castes at 66.1%. Rural areas have a literacy rate of 61.2%, compared to 85.5% in urban regions. The overall literacy rate in Odisha stands at 72.9%, with males at 81.6% and females at 64.0%, thereby underscoring gender disparities. Among the Scheduled Tribes, the literacy rate is 52.2%, whereas among the Scheduled Castes, it is 69.0%. Urban literacy rates generally surpass those in rural areas. Enrolment figures decline from primary to secondary education; primary enrolment is 42,77,710, but decreases to 20,65,810 at the secondary level. Girls' enrolment decreases from 20,65,810 at the primary level to 5,99,312 at the secondary level. Dropout rates are approximately 2.6% in Odisha and Mayurbhanj, with higher rates observed among tribal populations (4.77%). Specifically, in Mayurbhanj, 9.16% of girls and 5.35% of boys drop out of education.

Rejimon & Smitha (2021). This study aims to explore the role of Model Residential Schools in the educational development of scheduled caste pupils in Kerala, particularly in addressing the high dropout rate among these students. The main findings include: 1) Model Residential Schools provide quality education to talented

but economically disadvantaged scheduled caste students; 2) These schools have helped reduce the dropout rate of scheduled caste students (from 12% in 2013-14 to 8% in 2017-18); 3) The residential school system helps overcome social barriers by creating an environment where students live and study together; 4) The schools provide a safe space free from discrimination where students can develop confidence; 5) Only about 10% of students achieve permanent employment despite the educational support.

Kumar & Tripathy (2021) conducted a study on the problems teachers and students face in online teaching and learning at the upper primary level. The study revealed that technical issues pose a challenge not only to students but also to teachers. Both groups face problems such as technical difficulties, issues related to e-content, teaching aids, and mental stress. While online instruction offers many potential benefits, technical challenges remain a significant drawback. The research used self-made statistics, statements for data collection, hypotheses, and data analysis. The findings contribute to our understanding of online teaching and learning.

Panda & Behera (2021) conducted a study on Mo School Abhiyan in Odisha: Towards Development of School Education. The study reveals that engaging with alums is appealing due to the emotional bonds they form with the institution. Reputable alums can influence current students, inspire them, and raise educational standards. They can also contribute financially and intellectually by sharing their experiences and resources, such as new technologies and facilities. However, challenges in initiatives like 'Mo School Abhiyan' must be addressed to ensure the goal of transforming school education through active alumni participation is achieved.

Biswal & Dansana (2021). Functioning of Ekalavya Model Residential School, Rayagada, Odisha. This study aims to determine the utilisation and availability of EMRS infrastructure facilities. A purposive sampling technique, an observation schedule, a questionnaire, a checklist, and an interview schedule were employed to collect data. According to the study's findings, the infrastructure facilities are available in accordance with the guidelines of the Ekalavya Model Residential

School.

Durgesham&Kamraju (2020) studied educational status and school-related abilities in model high schools at Osmania University, Hyderabad. This study aims to analyze school-related abilities and welfare schemes in the study area, as well as enrollment and tenth-class results in model high schools. The study revealed that the enrollment rate in primary classes (I-V) is much lower than in secondary classes (VI-X). The average enrollment rate in class I was 5.22% from 2015 to 2019. However, the rate increased to 13.79% for class VI during the same period. The school was well-equipped with a spacious area of approximately 3.33 acres. There were approximately 17 teaching faculty members and five non-teaching staff members. The school features a library, science labs (including chemistry, physics, biology, and mathematics), a sports room, a First Aid room, and a computer lab. The washroom was very unhygienic because it was not cleaned regularly.

Barman (2020) conducted a study on problems faced by teachers at the secondary level under the Ganeshguri Municipality of Kamrup District. The objectives are to study the socio-economic profile, facilities, and difficulties faced by teachers at the secondary level. The researcher found a lack of Infrastructure facilities; only 56.67% have Infrastructure facilities. Only 33.33% of the equipment is found in the secondary schools. The library is an essential tool for study, but 20.00% still answered that secondary schools have no proper library facility. There is no separate standard room for women teachers. Only 50.00% teachers are trained; there is a lack of qualified teachers. Only 46.66% have the outgoing facility for field work. Secondary school teachers faced lots of difficulties. One of the major problems faced by secondary school teachers is the low participation of parents; only 6.66% of parents are involved in their students' matters, while the other 93.33% are not. Most of the government school-going students came from low-income families, with 73.33% of the students hailing from economically disadvantaged backgrounds. Due to their poor financial backgrounds, most students could not afford the project the teacher gave. Lack of discipline, poor attention, poor attendance, and addiction to Smoking are also other problems faced by the teachers of secondary school.

Kapur (2019). This study examines the historical evolution of secondary education in India, concentrating on the system's structure, development, and core objectives. It emphasizes the necessity for teachers to employ modern, scientific, and innovative teaching methods, strategies, and materials to enhance student learning and foster their overall development. The paper thoroughly examines the relevant committees, commissions, and policies, as well as the key objectives of secondary education. Ongoing improvements across the country in the secondary education system play a significant role in facilitating student progress.

Mokta (2019) conducted a study on the guidance needs of adolescents at Jawahar Navodaya Vidyalaya in Kuniyar, District Solan, Himachal Pradesh. The objectives were to compare the guidance needs of male and female adolescents and to examine differences between students in science and arts streams across various areas of interest. The study found that male and female adolescents in Jawahar Navodaya Vidyalayas show no significant differences in their guidance needs in physical, social, psychological, educational, vocational, and overall domains. Similarly, students in arts and science streams do not exhibit notable differences within these guidance areas.

Majhi and Mallick (2019) analyse enrollment in primary education in Odisha and infrastructure development. This study aims to assess the current status and functioning of infrastructure in primary education. The study found that encouraging participation at the elementary level depends significantly on physical infrastructure. However, areas with limited infrastructure and high enrolment include Kandhamala and Mayurbhanj. There is no correlation between elementary school enrollment and the availability of suitable infrastructure facilities.

Samantaroy & Rath (2019) conducted a study analyzing Kasturba Gandhi Balika Vidyalaya (KGBV) in Ganjam District. The study aimed to examine the enrolment status, the lives of hostelers, infrastructural facilities, and vocational training at Kendriya Vidyalaya School. It was found that the enrolment status of the selected KGBVs in five blocks was in accordance with the guidelines; however, the enrollment numbers for SC, ST, OBC, minority communities, and BPL students did

not meet the guidelines. There were no dropout students in the selected KGBVs of the five blocks during 2014. However, dropout students other than those in the KGBV were enrolled in Ramachandrapur KGBV and Kukudakhandi KGBV. The students of KGBV attended various vocational training programmes. The students of the five KGBVs were provided with food facilities according to the menu; the pattern of living facilities aligned with the chart provided by the government.

Patra (2018) studied the educational status of tribal children in Ekalavya Model Residential Schools (EMRSs), focusing on strengths, concerns, and the implementation framework. The study used two EMRSs as samples, comparing them with JNV and SSD schools from districts with the highest and lowest literacy rates, as reported in the 2011 census. One EMRS from each district was selected, along with two SC & ST schools and one JNV from the district with the lowest literacy rate. The sample consisted of forty teachers and fifty-two students, employing a descriptive survey method. The findings showed the implementation of annual special coaching for competitive exams, continuous student evaluation, co-curricular activities, and educational tours. CBSE pattern education in Hindi and English was adopted, with activities like debates and writing competitions to foster competitiveness and develop students' moral, physical, and mental skills. EMRS helped students uncover their inner qualities through activities such as sports, games, and cultural events. There was no staff nurse or doctor, and the stipends were inadequate to cover boarding costs. Support staff, professional coaching, and teacher training were lacking. Students struggled with English. Teachers received poor salaries and had no service conditions or summer vacations.

Dash (2018) examined the principals' attitudes toward the functioning of School Management Committees (SMCs) in eight Educated Middle Residential Schools (EMRSs) across different districts in Odisha. It found that principals have a generally favourable view of SMCs' management of financial matters and their role in creating an environment conducive to academic and overall child development. Attitudes towards SMC performance in educational matters varied between 23% to 100%. Overall, principals expressed positive sentiments regarding the effectiveness of SMC

in campus development and technology integration within the schools.

Mohanty (2018) conducted a study on primary education dropout in Odisha, based on secondary data from the District Information System of Education (DISE). The study aimed to determine the district-wise dropout rate and identify the district with the highest dropout rate in the state of Odisha. The findings showed that the Northern region has a high dropout rate due to factors such as backwardness and distance from schools. Conversely, the districts of Sonpur and Koraput also have high dropout rates in primary education, with Koraput having a higher dropout rate compared to Sonpur district.

Acharya and Maharjan (2017) examined Instructional Facilities in secondary-level schools of Banke District, Nepal. The study employed a descriptive and exploratory research design. A total of 674 students from both public and private secondary schools were selected for the study. Data was collected through structured questionnaire surveys. The results show that, comparatively, instructional facilities were better in private schools than in public schools. Private schools had better management of computer-aided teaching systems, separate computer labs, and science labs than public schools. Considering the better results in final exams, private schools also provided more additional coaching classes than public schools. Public schools are service-oriented and supported by the Nepal government, so the government should be responsible for improving the quality of teaching, learning, and infrastructure development to meet the demands of modern teaching systems.

Maharana & Nayak (2017) conducted a study on the educational status of particularly vulnerable tribal groups in Odisha. The objectives of this study are to determine the educational status among the Hill Kharia in Kumdabadi and Badjhilli villages in the Jashipur block of Mayurbhanj district, and to understand people's perceptions of the reasons behind the poor educational status of children. The results of this study, on the educational status of the Hill Kharia tribal groups in Kumdabadi and Badjhilli villages of the Jashipur block in Mayurbhanj district, revealed significant challenges. A staggering 73% of males and 92% of females are illiterate, highlighting the urgent need for educational intervention. Among children, only

16.44% attended Anganwadi regularly, and just 28.08% are enrolled in primary education, with 13.70% of males and 14.38% of females attending. The matriculation rate is alarmingly low at 10.95%, with 6.16% of males and 4.79% of females achieving this level. Furthermore, only 9.80% of children are enrolled in middle school (5.48% males and 4.32% females), and only one female has completed an intermediate course. The overall illiteracy rate stands at 39.73%, particularly high among the 16-25 and 36-45 age groups. Moreover, a mere 4.11% of the population can write their names, indicating a significant lack of basic literacy skills. This study highlights the pressing barriers to education within the Hill Kharia community, underscoring a critical need for targeted educational support.

Manhas (2017) studied infrastructural facilities in higher secondary schools in the Jammu district. The study aims to assess the infrastructural facilities available for secondary education in Jammu. The present study revealed that in secondary schools of Jammu, the condition of blackboards is cracked or half-broken, and some are not suitable for use. Dusters are damaged, and fans are not cleaned regularly. There is not a single classroom with a smartboard. Only 20% of schools use display boards. Schools often lack basic amenities such as dustbins, clocks, and a multi-purpose hall. Excellent electricity facilities are available in every school, but only 65% of schools have playgrounds, and 15% have sports kits. None of the schools has transport facilities for students, and they are not disability-friendly. Overall, secondary schools in Jammu are struggling to provide quality education due to inadequate infrastructure facilities.

Swain (2016) conducted a study on Education of Scheduled Tribe Students in Odisha: Problems and Prospects. In this study, the researcher discusses concerns related to problems, educational facilities, and government initiatives for students from the Scheduled Caste and Scheduled Tribe communities in the state of Odisha. He examines government schemes, scholarships, significant projects, and the challenges of providing quality education.

Chodhury (2016) conducted a study examining the challenges faced by higher secondary students, focusing on issues related to teachers, peer groups, and

management. This study aims to identify institution-related problems that students encounter at this level. It was conducted with 400 students from various degree colleges and higher secondary schools in Kamrup District, Assam. The findings suggest that students encounter multiple challenges within their educational settings. Key issues include learning difficulties, examination anxiety, teacher behaviour, dissatisfaction with institutional management, and adjustment problems with peers.

Gogoi & Goswami (2015a) examine the effectiveness of Kasturba Gandhi Balika Vidyalaya (KGBV) in Assam on students' academic performance. The study indicates that the learning needs of girls present both challenges and opportunities. Many girls experience interruptions in their education due to family circumstances or other factors, often stemming from remote villages. As a result, these girls may experience academic lag. However, there is considerable potential for improvement, particularly within the KGBV program, which offers a three-year residential experience with ample teaching resources, flexible methodologies, and motivated students and families. To help these girls achieve grade-level competency, teachers, wardens, and program officers should implement innovative techniques and utilise a diverse range of materials. By investing greater effort and creativity, teachers can significantly enhance the academic performance of these girls throughout the three-year program.

Gogoi & Goswami (2015 b) conducted a study on Infrastructure Facilities in Kasturba Gandhi Balika Vidyalaya in Assam for drop-out and never-enrolled adolescent Girls. The objective is to evaluate the infrastructure facilities in Kasturba Gandhi Balika Vidyalaya in Assam. This study found that 44.44% of the KGBVs were in their own buildings, and 55.55% were in rented accommodation. Although they have permission to have their own building, it was either under construction or had yet to begin due to several administrative problems. Infrastructural facilities and KGBV buildings need reconsideration. The girls and teachers require a larger number of rooms to ensure a comfortable stay in KGBV.

Mohanty (2018) conducted a case study on dropout rates in primary education in Odisha, aiming to analyse the trends in dropout rates across different districts and

identify areas with both high and low rates. The findings reveal that the dropout rate in Odisha decreased from 38.19% to 7% by 2010, notably lower than the national average for that year. At that time, Odisha was effectively managing its dropout rates. The study also examined three distinct regions of Odisha: the southern, northern, and coastal areas, noting that the dropout rate was higher in the northern region while being lower in the coastal region.

Fagbohunka (2017). The paper examined the influence of infrastructural facilities on students' academic performance at Adekunle Ajasin University, Akungba Akoko. Universities play a crucial role in society through their contributions to knowledge, teaching, and research, which are vital for societal development. Effective teaching and research depend on sound infrastructure. The study found a positive correlation between power supply and students' performance, with access to water and health facilities also contributing significantly to this relationship. Internet and transportation facilities showed an insignificant impact. Despite infrastructure shortcomings, a chi-square test indicated a strong positive effect on performance. Infrastructure remains a significant obstacle to universities' regional socio-economic contributions. The study emphasises the urgent need to improve internet and transportation facilities to enable students to compete globally. Students' success and socio-economic contributions depend on the development of infrastructure.

Manhas (2017) conducted a study on the infrastructure of secondary schools in the Jammu district. The results showed that all higher secondary schools in Jammu had tables, chairs, blackboards, chalk, and fans. Most schools had dusters, teachers' tables, dustbins, cupboards, a regular supply of electricity, and proper lighting and ventilation. However, none of the schools had smart boards or power backups, and very few had display boards. All higher secondary schools had a principal's office, staff rooms, science laboratories, administrative offices, and toilets for boys, girls, and staff. Most schools had a library, but only a few had computer laboratories, medical rooms, arts and crafts rooms, sports rooms, music rooms, and counselling rooms. None of the schools had language laboratories, examination halls, or hostel facilities. The results also indicated that most libraries in higher secondary schools

had textbooks, but very few contained reference books, newspapers, or storybooks. None of the schools had encyclopedias or periodicals. Higher secondary schools did not have canteens, sports kits, fire extinguishers, or first aid kits. All schools had drinking water facilities. None of the schools had a stationery shop, transport facilities, or disability-friendly infrastructure. It is recommended that all facilities be made available to students to improve the teaching and learning process.

Kaur (2014) conducted an in-depth study on the status and accessibility of secondary education in India. This scholarly work assesses the current landscape of secondary education in the country, succinctly summarising the initiatives implemented under schemes such as the Rastriya Madhyamik Shiksha Abhiyan (RMSA), which aims to enhance secondary schools across India, up to the conclusion of the 11th Five-Year Plan. While access—defined as the availability of secondary educational institutions—is considered adequate, the quality of facilities within these schools remains subpar. Although there is a sufficient number of teachers, the pupil-teacher ratio is unfortunately unfavourable. Furthermore, the shortage of trained teachers in secondary schools poses a significant management challenge. All data referenced in this study are sourced from the Secondary Education Management Information System (SEMIS) for the academic year 2009-10. The paper is organised into three sections: the first provides an introduction and overview of the evolution of secondary education; the second explores access to secondary education; and the final section offers concluding observations and policy recommendations.

Mishra and Gartia (2013) conducted a study on the administration of elementary schools in Odisha, with a particular focus on the role of the Village Education Committee (VEC). They employed a multi-stage sampling technique to select VEC members and utilized semi-structured interviews, an interest inventory, and an observation schedule to collect data. The analysis involved descriptive statistics, including the mean and standard deviation. The study's findings revealed a significant gap between VEC members' perceptions of their roles and their actual effectiveness in performing those roles, particularly in maintaining school facilities,

engaging parents in the teaching-learning process, implementing government programs, and managing administrative tasks within the school. Moreover, most VEC members recognized the necessity for additional training to fulfil these responsibilities more effectively.

Baruah (2013) examined the education of marginalized social groups, with a particular emphasis on girls' education in the Tinsukia District through the KGBV initiative, employing a field study approach. The objective of this paper is to highlight the contributions of KGBVs to girls' education and women's empowerment at the elementary level in the underdeveloped areas and communities of Tinsukia District. The detailed findings regarding students in the three KGBVs are presented in the following tables, categorized by age, class, and caste. The student population in these schools includes individuals from the ST, SC, OBC/MOBC, and tea tribal communities. Generally, the classes offered are VI, VII, and VIII; however, in some instances, class V is also retained for educationally disadvantaged girls. In the KGBV schools located in the Itakhuli Block and the Guijan Block, I observed that they have their own school buildings. The kitchen and restroom facilities are found to be quite satisfactory, while the classrooms and standard rooms for teachers meet the requirements for both students and staff.

Jacob, & Lehner, S. (2011). This study examines the evolving role of secondary education in developing countries, highlighting its importance for human development, employability, and social stability. Situated between primary and higher education, it is crucial in equipping young people with the knowledge and skills necessary for adult life. The paper reviews global trends, challenges, and reforms, with a focus on workforce development and rebuilding education in conflict-affected areas. Despite significant enrolment growth, access remains unequal, with nearly 40% of adolescents—especially girls and marginalised groups—still excluded. Increasing access often strains resources, reducing curriculum quality and misaligning labour market needs. Reform efforts are increasingly focused on more inclusive, skills-based education rather than purely academic routes, although vocational programs suffer from low funding and limited

societal recognition. In fragile and post-conflict settings, secondary education is a key element in peacebuilding and recovery; however, financial and structural challenges hinder progress.

Farajollahi and Moenikia (2010) examined the correlation between student support services and academic achievement among distance learners. They identified a positive and statistically significant relationship: increased services correlate with higher success rates. Payame Noor University offers print-based courses, tutorials, laboratories, and television and radio broadcasts to promote higher education and reach societal groups that are unable to attend traditional universities. The university has experienced substantial growth, increased student enrolment, and transitioned from conventional to electronic systems.

Rani (2007) examined the development of secondary education in India, revealing an increase in the number of institutions and enrollment, particularly at the secondary level. Despite the growth, only 39% of children eligible in 2003-04 enrolled, and just 14% passed the qualifying examination. The study developed educational development indices across states from the 1990s to 2003-04, showing that Bihar, Uttar Pradesh, Rajasthan, and Madhya Pradesh consistently underperformed, despite improvements in upper primary enrollment in Rajasthan and Madhya Pradesh. Besides Kerala, states such as Haryana, Maharashtra, Andhra Pradesh, Punjab, Himachal Pradesh, and Karnataka achieved higher scores, particularly in the 2003-04 period.

2.3: Odisha Adarsha Vidyalaya and Academic Excellence

Odisha Adarsha Vidyalaya is a commendable government initiative in Odisha that provides free, quality education at CBSE-affiliated schools in every block. This program, which began in the 2015-16 academic year, is making a real difference in the lives of students by ensuring they have access to excellent learning opportunities.

Nandi and Giri (2024) conducted a comprehensive study titled "Navigating Excellence: An In-Depth Analysis of Odisha Adarsha Vidyalayas." The study

investigates the operational framework and educational outcomes of Odisha Adarsha Vidyalayas (OAVs), which aim to provide quality education to diverse socio-economic groups. It analyses key aspects, including foundational principles, curriculum design, teaching methodologies, infrastructure, and student performance, supplemented by case studies and comparisons with similar institutions. Findings indicate a need for improvements, particularly in the curriculum's emphasis on practical applications to enhance conceptual understanding. Recommendations include integrating project-based learning and real-world examples, as well as implementing interdisciplinary learning to foster connections across subjects. While teaching methodologies are generally effective, there is a continuous need for professional development among educators to keep pace with contemporary pedagogical advancements. The study also highlights the necessity for regular infrastructure maintenance and upgrading, given some observable wear and tear. Furthermore, increased investment in technology and digital resources is advocated to enrich the educational experience.

The study also delves into three case studies: Patharchepa block in Balangir, Tarando block in Kendrapara, and Talasankara block in Sundargarh. It was found that the schools encountered significant challenges, particularly related to infrastructure and resource allocation. The physical state of the school building necessitates maintenance, alongside a demand for enhanced learning materials and equipment. Nevertheless, through the resilience and commitment of both staff and students, the institution has successfully maintained high educational standards. The second institution faced hurdles regarding teacher training and the provision of student support services. Despite these obstacles, it continues to strive for excellence, driven by its commitment to providing quality education to all learners. At OAV Talasankara in Sundargarh, students have consistently demonstrated strong academic and extracurricular performance, reflecting the school's effective teaching and learning practices. However, challenges persist, especially concerning accessibility to educational resources and the engagement of the local community. Notwithstanding these barriers, the institution remains devoted to its mission of providing quality

education, continually striving for improvement in student outcomes and community involvement.

Vitoria, Ramli, Johar, and Mawarpury (2024) explain that many factors affect students' academic success. These factors include various internal influences, each with a different level of impact. Identifying the main factors is very helpful for creating and applying strategies to improve students' academic performance. The current study used a systematic literature review to identify these primary influences. The findings indicate that four primary factors influence students' academic performance: academic motivation, emotional intelligence, teacher support, and peer influence. This result highlights the multifaceted nature of the factors influencing students' academic achievement, encompassing both internal and external factors. While other factors are also important, this research suggests that schools and parents should concentrate on these key influences to improve students' performance.

Sahoo & Sahoo (2024) studied Odisha Adarsha Vidyalayas in Jajpur's Korai block, focusing on aspects such as student-teacher ratios, extracurricular activities, and quality of education. The study found that 61% of teachers are male, primarily aged 28 to 35 years (60%) and 35 to 42 years (40%). Teacher qualifications include 33% with a Bachelor of Arts and a B.Ed., 16% with a Master of Science and a B.Ed., another 16% with a Bachelor of Science and a B.Ed., and 33% with a Master of Arts and an M.Ed. Remedial classes are held after lunch, along with study sessions from 6:45 to 7:45 PM and night lessons from 9:15 PM to 10:30 PM. While there are no scholarships for SC, ST, or OBC students, education is free. Weekly Parent-Teacher Association meetings are organised. The schools, managed by the Odisha Adarsha Vidyalaya Sangathan, lack hostel facilities and have a teacher-to-student ratio of 1:5 to 1:15, with enrolments ranging from 250 to 300. Mandatory CBSE entrance exams reserve 75% of seats for rural students, and the medium of instruction is English. Facilities include classrooms, laboratories, a library, sports grounds, and computer labs, all of which follow the CBSE curriculum.

Rout (2024) conducted a study on Curriculum and Pedagogy in Multilingual Contexts: Rethinking the Language Issue in Odisha Adarsha Vidyalaya. This study

focused on the practical implications of language dynamics in the classroom and the language environment for OAV students. It also examines what students learn and how they acquire this knowledge. These study findings suggest that a teacher training program should equip teachers with the necessary knowledge and skills, including the development of multilingual learning materials such as textbooks, worksheets, and other resources. Additionally, providing instruction in key concepts, visuals, and graphics requires collaboration among educators, policymakers, and the local community to create a framework that fosters language acquisition and a deeper understanding of the world through one's own language and cultural experience. Rethinking language in OAVs is not just about communication; it is about unlocking every learner's full potential and ensuring equitable access to quality education.

Pradhan and Raj (2024) conducted a study involving students at Odisha Adarsha Vidyalaya, focusing on the relationship between academic achievement, study habits, gender, and tribal status. The findings indicated that there were no statistically significant differences in achievement or study habits between male and female students or between tribal and non-tribal groups. Students at OAV demonstrated an above-average level of academic achievement and study habits, likely due to the correlation between these two factors. Both boys and girls exhibited similar levels of educational achievement owing to their comparable study habits. Similarly, tribal and non-tribal students achieved at similar levels. Furthermore, boys and girls shared equivalent study habits, and both tribal and non-tribal students displayed comparable patterns in their study habits. Overall, there is a positive and moderate correlation between academic achievement and study habits among the students at OAV.

Suna et al (2024) conducted a case study on the Perceptions of Challenges by OAVS Students in Sambalpur District in Relation to Quality Education. The investigator purposefully selected Jujumar OAV's school. For the present study, the investigator used the case study method, simple percentages, and descriptive statistics for data analysis. The results revealed that OAVs face numerous problems and challenges. The study identified various issues affecting the educational experience at Jujumura OAV School in the Sambalpur District. These include infrastructure, communication,

hostel facilities, and academic performance concerns. Although the school has principal and staff rooms, laboratories, a library, sports and music/art rooms, an Eco Club, NCC/Scouts, and a House, it lacks hostel facilities for boys. As a result, students are required to live in private hostels, which adds financial burdens and sometimes leads to students dropping out mid-term. Teachers regularly administer tests to reinforce learning and use teaching materials; however, none incorporate ICT or provide specialised classes to meet diverse student needs. These factors collectively influence students' academic performance.

Chung and Khandhadia (2024) investigated the impact of awards on academic success in schools affiliated with the Global Schools Group. They found that GSG's schools have gained high recognition and success through these awards. This shows the commitment of these institutions to building a culture of excellence within their academic communities. The study found significant differences in academic success based on demographic factors, including country of origin, respondent type, and program. These differences reveal the diverse perspectives and experiences within the GSG network, underscoring the importance of considering demographic factors when assessing academic achievement. The analysis revealed a strong positive correlation between awards and academic success, with all award-related factors exhibiting significant connections to academic performance. The multiple regression analysis confirmed that awards reliably predict academic excellence, with the status and reputation of the awards being the strongest predictors.

Tripathy (2023) examined an evaluative study of the effectiveness of Odisha Adarsha Vidyalaya Sangathan (OAVS). This research aimed to assess the smooth operation of Odisha Adarsha Vidyalaya Sangathan by evaluating educational quality through infrastructure, teaching practices, examination and evaluation methods, as well as curricular and co-curricular activities. The findings of the present study revealed that, on average, over 55% of teachers agreed that proper infrastructural facilities, such as toilets, drinking water, gardens, and libraries, are provided in OAVs. Teaching and learning practices, such as the accessibility of ICT, were accepted by only 34% of teachers, whereas 42% agreed with the availability of

sufficient TLMs. It was observed that 44% of teachers stated that OAVs also organise science fairs. Ninety per cent of teachers expressed satisfaction with students' performance, which is notably commendable. Transportation facilities for students are impacted, as 62% of teachers acknowledged this issue. Ninety-six per cent of teachers participated in in-service teacher training programs, reflecting a positive step toward enhancing quality education. The results indicated that the OAVS scheme has the potential to fulfil its objectives, as 96% of teachers concurred that OAVs are comparable to those of KV, and 88% supported the idea that quality education in OAVs is beneficial.

Rathour and Kumar (2022) conducted a study on the academic achievements of higher secondary school students in Uttar Pradesh. The main goal of the study was to assess the academic performance of these students. The researchers found no significant relationship with the students' academic achievements. The study also showed that there was an insignificant connection between the academic achievements of students from lower socioeconomic backgrounds.

Jyoti Rani (2021) conducted a case study on the functioning of Odisha Adarsha Vidyalaya in Badadeuli Block, Mayurbhanj district, Odisha, focusing on unutilized facilities, classroom interactions, transportation options, and instructor qualification requirements. The study found that most students are female and do not have accommodation facilities for male students. The teacher uses discussion, textbook methods, question-and-answer sessions, and demonstration exercises in classroom interactions. Odisha Adarsha Vidyalaya has all the necessary physical facilities, including the principal's office, staff room, music and art room, biology lab, ICT lab, library, sports room, and a hostel specifically for girls.

Nayak & Panda (2019) conducted a study on the influence of socio-economic status on the study habits of students at Adarsha Vidyalaya in Odisha. A child's socioeconomic status is usually determined by the educational level and occupational status of their parents, as well as their income. It influences overall human functioning, including mental and physical health. Conversely, study habits are essential for academic success at all education levels. However, previous research

suggests that students' study habits are significantly influenced by their socioeconomic status. The primary objective of this study is to determine the mean difference in study habits among Class VIII students at Adarsha Vidyalaya from high, middle, and low socioeconomic backgrounds. A sample of 500 Class VIII students from 10 Adarsha Vidyalayas in Bargarh, Bolangir, and Sambalpur districts of Odisha was selected for this research. The researcher employed purposive and simple random sampling methods to select the sample. Data were gathered using the Socio-Economic Status Scale, developed by Dr R.L. Bharadwaj, and the Test of Study Habits and Attitudes, developed by Dr C.P. Mathur. The findings show a slight positive correlation between socioeconomic status and study habits; however, there was no significant difference in study habits among students from high, middle, and low socioeconomic groups within the sample of Class VIII students at Adarsha Vidyalaya.

Nayak and Panda (2019) studied how Socio-Economic Status influences students' academic achievements at Adarsha Vidyalaya in Odisha. This research examined the mean differences in academic performance among eighth-grade students from high, average, and low socio-economic backgrounds at Adarsha Vidyalaya. A sample of 500 eighth-grade students from ten Adarsha Vidyalayas located in the districts of Bargarh, Bolangir, and Sambalpur in Odisha was chosen. The researchers used purposive and simple random sampling techniques to select participants. The study employed the Socio-Economic Status Scale developed by Dr R.L. Bharadwaj and a self-designed academic achievement test explicitly made for eighth-grade students. Results showed a low positive correlation between socio-economic status and academic achievement. However, no statistically significant differences in academic performance were found among students from high-, average-, and low-socioeconomic groups at Adarsha Vidyalaya.

Panigrahi (2019). The study found that education helps improve the living conditions of tribal women. The Aggregate model schools have started working on education for tribal girls in remote villages. However, there is still a long way to go in addressing the double marginalization of these women and girls caused by racial and

gender discrimination, as well as in helping them join mainstream society. The following issues create significant challenges for the Aggregate model schools in achieving full literacy and educational development among tribal women: Some key barriers to educating tribal girls include poorly motivated and unqualified government school teachers, parents who cannot monitor their children's learning, high poverty levels, and negative incentives for education—like work in the fields, housework, or wage labor. There is also the belief that daughters are needed for help at home. Linguistic barriers exist, too. In tribal areas, many communities speak languages different from the mainstream Odia, which makes it hard for children to keep up with school. Teachers often overlook these language differences. Special measures are necessary to support these children in learning the mainstream language. The lack of female teachers is another problem; tribal parents are uncomfortable sending their daughters to schools with only male teachers. This situation contributes to high dropout rates after class V. Furthermore, many schools lack girls' toilets. Although the government provides grants for building these facilities, many schools still do not have them. Tribes typically use forest areas for daily rituals and believe that having personal household facilities is enough. However, when schools don't have toilets, parents are reluctant to send their girls to those schools.

Mohanty (2018) conducted a case study on dropout in primary education in Odisha to analyse the district-wise trend of dropout in the state and to identify areas with high and low dropout rates. This study finds that the dropout rate in Odisha has declined from 38.19% to 7% in 2010, which is lower than the national average in the same year. Odisha was successfully controlling the dropout rate at that time. The study also encompasses three regions of Odisha: the southern, northern, and coastal regions. The dropout rate is higher in the Northern region and lower in the coastal area.

2.5: Teaching and Learning Process in Secondary Education Level

The Rastriya Madhyamik Shiksha Abhiyan (RMSA) is a significant initiative aimed at universalising secondary education by ensuring that high-quality education is

made available, accessible, and affordable to all children aged 14 to 18 years. This program places a strong emphasis on principles of gender, equity, and justice, recognising the importance of inclusivity in educational access and outcomes. Achieving student success is intricately linked to the effectiveness of the interactive teaching and learning process. Recent reforms in secondary education have focused on overhauling pedagogical approaches to enhance not only content delivery but also student comprehension and understanding. These changes are intended to foster an engaging and participatory learning environment, which is essential for cultivating informed and responsible citizens who can navigate the complexities of contemporary society. The ongoing evolution of secondary education underscores the critical need to prioritise quality instruction and innovative teaching methodologies to enhance educational outcomes.

Mandal & Sarkar (2024) examine the Effective Teaching Learning Process in the English Curriculum at the Secondary Level in West Bengal. The objectives include analysing the current English curriculum and comparing teaching strategies to improve effectiveness. The study also highlights advanced educational technologies and techniques needed to make English classrooms more engaging and motivating for teachers and students. It reveals the percentage and geographical distribution of students' perceptions of effective teaching and learning. The findings show that 75% of students view English solely as a subject, while 67% report a lack of access to any form of language laboratory. Additionally, all students indicate they only have their English textbook, with no supplementary course books or workbooks. Furthermore, 55% note no verbal communication in their term-based assessments. Conversely, 70% feel comfortable communicating in English, and 57% have participated in workshops, seminars, or group discussions. However, 62% admit they are unprepared to use English effectively in real-world situations. More than half of students and teachers emphasise the importance of properly implementing modern strategies within the WBBSE English curriculum to enhance teaching and learning.

Parida, Meher, and Belarsingh (2024) examined the learning of Class IX science in Balangir, Odisha. The findings indicate that students instructed through the

constructivist approach demonstrated superior academic progress compared to those taught using traditional methods. Their attitudes towards science remained consistent across different instructional strategies. Implementing constructivist teaching significantly enhanced science achievement, with no discernible influence from gender or the interaction between treatment and gender. These results imply that the instructional method benefits students irrespective of gender. This study advocates for stakeholders to adopt constructivist pedagogies and to foster scientific attitudes within educational environments.

Mohanty & Acharya (2024) examined teaching and learning practices across various elementary schools in Odisha, each functioning under differing management structures. Their objectives encompassed identifying infrastructural facilities, assessing teaching resources, scrutinising pedagogical methodologies, evaluating co-curricular activities, and analysing assessment techniques. The findings revealed that the four institutions are situated in peaceful and disciplined areas. The Jawahar Navodaya Vidyalaya (JNV) possesses twenty classrooms, the Odisha Adarsha Vidyalaya (OAV) has fourteen, the Saraswati Shishu Vidya Mandir has twelve, and the Chandi Prasad U. P. School has five, indicating a deficiency in classroom availability. JNV, OAV, and Saraswati Shishu Vidya Mandir are equipped with libraries; however, Chandi Prasad U. P. School lacks a library, storing books in an almirah. JNV has five toilets, while OAV and Saraswati Shishu Vidya Mandir each have four. Chandi Prasad U. P. School also has four, all of which are clean and water-enabled, except for Chandi Prasad, which is unhygienic and lacks water facilities. Teaching resources, such as blackboards, maps, charts, globes, and ICT tools, are available; however, there is some variability. Shortages of teaching staff can adversely affect the quality of education. The primary pedagogical approaches include lectures and demonstrations, with some teachers employing play, storytelling, or experiments, while students favour play and demonstrations. Principals evaluate teaching performance, monitor student progress, engage with parents, and conduct meetings. Schools organise sports, debates, cultural events, and science projects, frequently involving external instructors. Participation in these activities is voluntary, and schools maintain close communication with guardians

through meetings. Student assessments are conducted via tests, Q&A sessions, and group work; however, certain schools lack adequate assessment facilities.

Patil, Nikam, and Rasal (2022) present a conference paper on the Awareness Model for Improving the Teaching-Learning Process in Selected Schools. The objective is to analyse the current state of the educational system, evaluate teaching and learning processes, and develop a model to enhance academic outcomes. Integrating Information and Communication Technology (ICT) has significantly advanced education, fostering greater confidence among students and educators, positively impacting daily life and the social environment. Numerous platforms enable multiple users to update data simultaneously, thereby improving system performance and response times; however, this can lead to data inconsistencies due to concurrent modifications. Information technology has profoundly transformed our world, shifting from manual tasks to computerised systems capable of executing actions with a single click. ICT-enabled services help streamline school operations and provide real-time, up-to-date information. They also make communication more cost-effective, rapid, and efficient, enabling global connectivity through text messages or emails with near-instant responses. Furthermore, the internet has facilitated face-to-face communication across different regions through video conferencing.

Chatterjee et al (2020) conducted an empirical study examining the adoption of mobile applications in the teaching and learning processes of rural girls' schools in India. This research examines the factors that influence the use of mobile applications within educational institutions for girls in rural areas of India. It develops a conceptual framework that is empirically validated through a sample of 271 respondents. The results reveal that various factors affect students' behavioural intentions; however, the 'price value' aspect did not have a significant impact. The sample size is relatively small compared to the larger population, and the model considers only a limited number of predictors, suggesting potential for improvement beyond its current explanatory power of 81%. These findings provide valuable insights for policymakers, developers, and administrators aiming to enhance mobile

learning opportunities for rural girls. Notably, there is a lack of studies exploring the effects of mobile applications on education in the context of rural Indian girls' schools. Constructs such as Perceived Usefulness, Perceived Ease of Use, and Effort Expectancy exert a strong positive influence on Behavioural Intention. Conversely, Perceived Risk has a significant yet negative effect on behavioural intention. The construct of Price Value shows no considerable influence on Behavioural Intention. Furthermore, behavioural intention has a significant impact on the primary objective of this research. While the model is relatively straightforward, it appears to be effective, as demonstrated by its high explanatory capacity of 81%.

Vellaichamy (2019) conducted a study on barriers in the learning process of mathematics at the secondary level. The study aims to evaluate the extent of obstacles in secondary school mathematics instruction and learning. The study's findings reveal significant barriers in secondary school mathematics education, including substantial challenges in teaching and learning. Gender influences students' attitudes and performance, while residence affects access to resources and learning experiences. Additionally, obstacles vary across different grade levels, and the language of instruction impacts comprehension and engagement. These insights highlight the complexity of challenges in mathematics education, suggesting that effective solutions must address these diverse factors.

Singh (2018) examined modern pedagogical methods for secondary education, demonstrating how the Internet and technological advances have transformed access to content and communication. The findings highlight that modern pedagogical methods for secondary education are being significantly altered by the Internet and technological advances, which enhance access to content and facilitate communication. Despite a decline in library book usage, a survey reveals that 85% of students prioritise digital skills, underscoring the value of technology in education. While MOOCs are often met with scepticism, online education is increasingly recognised as a disruptive innovation. The importance of the e-learning model is underscored, with a focus on collaboration between students and teachers, as well as the development of essential skills such as basic computer literacy. Several countries

are exploring digital content approaches to enhance skill development in programming, educational modules, and the use of technological tools, including social media and IDEs.

Saroh (2015) researched the academic performance of elementary school students in the East Siang District of Arunachal Pradesh. The findings revealed no significant difference in the academic achievements of male and female students in subjects such as English, Hindi, mathematics, and social studies. In most subjects, boys had slightly higher average scores than girls, except in Hindi and social studies. The average scores for both boys and girls in mathematics were notably low. A significant difference appeared in science, where boys had a mean score that was somewhat higher than that of girls. The study highlighted the overall low academic achievements of students in various subjects within the selected district of Arunachal Pradesh. Additionally, the results showed very low academic achievement levels in mathematics for both male and female students.

Chaudhary (2014) conducted a study on the teaching-related challenges faced by secondary school teachers in the Kheda District. The objectives of the study were to identify various issues encountered by these educators and to propose potential solutions. The findings suggest that the lack of adequate teaching aids significantly hinders the teaching process, ultimately impacting students' academic performance.

2:5 Role of the Western Odisha Development Council in Educational Excellence.

Western Odisha faces challenges to academic excellence due to socio-economic disparities, poor agricultural development, high unemployment, inadequate infrastructure, and corruption. These issues limit access to educational resources and quality, while out-migration leads to brain drain. Addressing these interconnected problems requires coordinated efforts from policymakers, educators, and the community to foster sustainable development in the region.

Behera (2025) examines the growth of women's education in the undivided Sambalpur district of Odisha from 1950 to 1992. The study examines the history of secondary and higher education in Sambalpur district following India's independence. It highlights that the period from 1950 to 1992 saw significant changes in women's education and social consciousness in Sambalpur. After 1950, when the Constitution of free India was adopted, the government implemented various reforms to promote educational development for women in Sambalpur. The number of primary schools in rural areas increased notably. Regarding primary education, there should be no controversy over co-education; boys and girls aged 6-11 may study together. The number of secondary schools also began to increase considerably. Despite significant barriers, including deep-rooted orthodoxy, a scarcity of qualified female teachers, and general apathy towards women's education, notable progress was made.

Das (2025) studied Educational Challenges Among Left-Behind Children: Insights from Western Odisha. The objectives of the study are to identify the main educational challenges faced by left-behind children in Western Odisha, the impact of parental absence on school attendance, academic performance, and emotional wellbeing, the role of schools, local governance bodies, and community networks in supporting these children, the institutional gaps in tracking and addressing their needs, and to recommend policy measures and community-based interventions for improving educational outcomes among left-behind children. The study reveals that left-behind children in Western Odisha have significantly lower school attendance rates, estimated to be 20–30% lower than those of their peers. Girls are especially vulnerable, with higher dropout rates due to additional household responsibilities and social norms. Emotional well-being is a key factor influencing classroom participation, as children experiencing loneliness or anxiety tend to be less engaged in learning activities. Although some policy measures exist to support these children, their implementation at the grassroots level remains inconsistent and insufficient, limiting their overall effectiveness.

Sethi (2025) studied regional disparity and developmental interventions: a study of WODC in Western Odisha. The study examines the factors contributing to the development of Western Odisha. The findings reveal notable improvements in connectivity, educational access, irrigation, and healthcare, but also highlight persistent challenges, including a lack of autonomy, uneven resource distribution, inadequate monitoring, and limited community participation. The paper concludes that structural reforms, enhanced participatory planning, and greater financial independence are essential for WODC to effectively promote balanced regional development and social justice in Western Odisha.

Mallik & Barpanda (2023) examined elementary education in rural western Odisha, evaluating the status, prospects, and constraints of schools. All primary and upper primary institutions are coeducational, exhibiting high enrolment rates (99-100%) with a nearly equitable gender distribution. The student-teacher ratio stands at 1:27, whereas the school-teacher ratio is 1:5. Most schools are equipped with structures, libraries, and facilities such as ramps and boundary walls; however, only 19% possess playgrounds, and 37% have play equipment. A limited number of schools have access to electricity (29%), computers (21%), or reliable road connectivity (30%). Furniture availability is scarce, with 80% having educational materials. Community participation remains low; many principals cite parental illiteracy and disinterest as contributing factors. Cultural beliefs, poverty, child labour, and lack of awareness present significant barriers to attendance, particularly for girls. Schools are also challenged by inadequate infrastructure, a shortage of trained female teachers, and insufficient oversight by authorities. These issues substantially hinder the delivery of elementary education within the region.

Biswal (2020) conducted a study on access to quality education: a dream for the children of seasonal migrants of western Odisha, India. This study aims to investigate the effects of seasonal migration on the education of Scheduled Caste children, as well as the obstacles to attending school and the better the organizational climate, the higher the teacher effectiveness,” whereas “the poorer the organizational environment, the less have their names in the school register, they leave after four to

five months to assist their parents financially in migratory jobs. Education issues include the teacher-to-student ratio, infrequent supervision, and longer delays in delivering textbooks and materials. Most importantly, the school lacks adequate information about the seasonal migrant students. When students return to class after doing seasonal labour, they struggle to understand the material and interact with their peers.

2.6 Research Gap:

Quality in secondary education is essential for developing human resources and advancing the nation. Quality encompasses the overall growth of learners, encompassing value-based education, creativity, and social skills (Mishra, 2020; Panda, 2021; Nanda, 2022). The National Education Policy (NEP) 2020 emphasises the importance of inclusive and equitable quality education, viewing secondary education as a crucial bridge between basic learning and higher education. However, there are still significant challenges, including disparities in infrastructure, teacher skills, and learning opportunities, particularly between urban and rural areas (Patra, 2022; Behera, 2023). Effective teaching methods and motivated teachers are crucial for successful teaching and learning (Das, 2019; Mohapatra, 2023); however, inconsistent professional development hinders teaching success (Mohanty, 2021). Ignoring co-curricular activities can negatively impact the overall educational experience (Pradhan, 2020; Tripathy, 2022). This study will evaluate how OAVs manage curricular and co-curricular programs. Effective school management is vital, but government schools often face administrative issues (Panda, 2020; Patra, 2022). The governance model of OAVs needs further study regarding its management and impact. Current evaluations focus on numbers over qualitative insights (Patnaik, 2022). This research aims to create a framework using the CIPP Model (Context, Input, Process, Product) to better understand OAV effectiveness and enhance discussions on educational quality in Odisha.

Most studies reviewed (Mishra, 2020; Panda, 2021; Patra, 2022; Behera, 2023) show that OAVs effectively create a positive learning environment through improved infrastructure, qualified teachers, and residential facilities. These schools feature well-furnished classrooms, science labs, libraries, computer labs, and hostels, which set them apart from other government schools in Odisha. This positively influences attendance and academic performance, particularly among rural and marginalised students. However, some research (Mohanty, 2021; Patnaik, 2022) indicates that infrastructure gaps still exist between districts. Some newly established OAVs remain under construction and struggle with poor internet connectivity. Therefore, even though the OAV model aims for improved infrastructure, achieving uniform implementation remains challenging. In the teaching and learning processes, Das (2019) and Behera (2022) report that OAV teachers have strong subject knowledge and a commitment to student learning. The use of ICT tools and English as the medium of instruction has enhanced students' communication skills. Still, local studies (Mohapatra, 2023; Panda, 2021) suggest that traditional lecture methods continue to dominate, and the lack of training in innovative teaching practices highlights a gap between modern goals and actual classroom practices. Concerning curricular and co-curricular activities, Pradhan (2020) and Tripathy (2022) praise OAVs for balancing academics, sports, cultural events, and art education, with students frequently representing OAVs at state competitions. However, differences in co-curricular participation based on available resources and teacher motivation suggest a need for better planning and oversight. The management and administration of OAVs, as noted by Panda (2020), Patra (2022), and Behera (2023), benefit from a decentralised structure that clarifies hiring, supervision, and performance evaluation processes. Nevertheless, problems like inconsistent administrative efficiency, slow fund distribution, and a lack of non-teaching staff persist. Limited involvement from the community and parents further reduces accountability and connections between schools and the community. Evaluation studies (Patnaik, 2022; Mohapatra, 2023) indicate that OAV students outperform their peers in board exams and exhibit higher retention rates. However, no complete evaluative framework that covers all aspects—such as infrastructure, teaching, management, and student success—has been established. Most evaluations remain

descriptive or focused on one area, failing to give a comprehensive view of the effectiveness of the OAV system.

The success of OAVs as model institutions is essential for supporting the state's educational reform agenda in NEP-2020 and SDG-4. However, we still lack enough evidence about their impact. This research, titled ***“Odisha Adarsha Vidyalaya: An Evaluative Study,”*** aims to close the gap between policy and practice by carefully examining how effective OAVs are in reaching their main goals of quality, equity, and excellence in secondary education. This study will provide policymakers, administrators, and educators with important insights based on the data. These insights will help improve the functioning of OAVs and raise the overall quality of secondary education in Odisha.

CHAPTER-III METHODOLOGY

Research design is a plan, structure, and strategy of investigations so conceived as to obtain answers to research questions or problems

- ***Kerlinger***

3.0.Introduction

Methodology is a crucial part of all types of research. It is the planned documentation of how to conduct the research. This section gives an overview of the methodology, which is shaped by the specific nature and goals of the problem being studied. The primary purpose of any method is to describe, explore, or explain a phenomenon. This chapter presents the techniques and procedures employed to achieve the study's objectives and address its research questions. It provides a systematic approach for examining the issue at hand. It establishes a framework for data analysis that encompasses research methods, study design, target population, sample selection, tool development, data collection instruments, data gathering techniques, and statistical methods for analysing the data.

Research methods encompass a range of techniques designed to ensure the accuracy of results. These methods, which include theoretical approaches, numerical techniques, experimental procedures, and other relevant data and tools, are essential for identifying and choosing materials related to our study. Their primary goal is to collect relevant information and verify the data obtained, ensuring the study's validity and reliability.

Descriptive research studies aim to gather accurate information about phenomena and draw valid conclusions from the collected data. These studies involve measuring, classifying, analysing, comparing, and interpreting information. They typically focus on three types of information: existing knowledge about variables or conditions, standards for comparison, and methods for achieving goals based on experience or expert opinion. The methodology not only outlines the current state but also identifies relationships, tests hypotheses, and develops generalisations, principles, or theories that are valid (Best & Kahn, 2010).

This chapter gives a clear overview of the structure of the research process that the study is based on. It explains the basic framework guiding how the research is done and organized. After examining related literature and materials to understand existing knowledge, a research design is finalized for this study. The objectives focus on the operational status of Odisha Adarsha Vidyalaya. It describes the methods used in the study, the sample, and the tools employed for the research. It also outlines the procedure followed for data collection, as well as the analysis and interpretation of the data. The researcher conducted this study to identify the status, problems, and achievements using the appropriate tool.

3.1 Design of the Study

A research Design is the planning framework and arrangement of a study in a systematic way within a structure. Good research is always carefully planned. Think of this design as a blueprint that guides the researcher in executing the study effectively. Russell (1961) describes research design as the planning of various phases and procedures related to the formulation of research efforts. He further explains it as an arrangement of the essential conditions for collecting and analysing data in a way that combines relevance to the research purpose with efficiency in the process. According to Kerlinger (1976),

“Research design is a plan, structure, and strategy of investigations so conceived as to obtain answers and to research questions or problems.”

The research design is based on the nature of the problem (title), and the objectives are framed accordingly. It involves the operation, outline, scheme, and framework of the variables. The strategy is more specific than the plan. It includes the methods to be used and explains how objectives are to be achieved, as well as how to address the problems encountered during the research. The research design of the study defines the problems to be addressed, identifies the study population, and selects the right sample design and size to gather relevant and accurate information. It also details the process of data collection and how the data will be analysed.

The present study is a descriptive research design. The aim of this study is to examine the functional status of Odisha Adarsha Vidyalaya, including the teaching and learning processes adopted by both students and teachers, the support services

available, and the problems faced by principals, teachers, students, and non-teaching staff. Similarly, the academic excellence of OAV Rathapur in western Odisha.

3.2 Method and procedure of the study:

A descriptive survey method collects data through questionnaires aimed at individuals about various issues and challenges. This research employs a descriptive survey method, complemented by a mixed-methods research design. This study investigates and interprets existing conditions in the current context. In addition to the mixed research approach, the researcher will gather both qualitative and quantitative data to assess the present functional status of Odisha Adarsha Vidyalaya in Western Odisha.

3.3 Population and Sample:

A population encompasses any collection of a specified group of individuals or non-human entities, which may include objects, educational institutions, time units, geographical regions, market prices such as wheat, or the salaries of individuals (Koul, 2023, p. 219).

In the state of Odisha, there are 30 districts, with Western Odisha comprising districts such as Sambalpur, Jharsuguda, Sundargarh, Bargarh, Balangir, Subarnapur, Nuapada, Kalahandi, Deogarh, and Boudh. OAVs have been established and are functioning under the government of Odisha. The population in this study includes all Odisha Adarsha Vidyalayas (OAVs) operating in the western region of Odisha. The research is limited to Western Odisha. For this study, the population consists of all officially functioning OAV institutions in Western Odisha and their academic stakeholders, as outlined by the research objectives. Therefore, the population includes students enrolled in these Odisha Adarsha Vidyalayas, non-teaching staff working in the OAVs, teachers working in the OAVs, and school principals at the selected institutions during data collection.

The population of the study is clearly defined and restricted to Odisha Adarsha Vidyalayas in Western Odisha and their related stakeholders. This forms the population from which the research sample is drawn.

The geographical map of Western Odisha is given below.



Figure 2: The geographical map of western Odisha

The study population comprises 10 districts and 88 blocks, where 88 OAVs are functioning in Western Odisha. Table 4 represents the total study population.

Table 3: Total Population of This Study

Sl./No	Dist.	Block	Name of the School	Number of Teachers	Number of Students
1	BARGARH	Rajbora sambar	OAV Bandhupali	20	416
2		Attabira	OAV Bhoipura	10	314
3		Gaisilet	OAV Gaisilet	16	486
4		Jharbandh	OAV Balidhipa	10	228
5		Bhatli	OAV Keshaipali	14	382
6		Bheden	OAV Barpadar	14	401
7		Paikmal	OAV Frezorpur	17	341
8		Sohella	OAV Kangaon	13	406
9		Ambabhona	OAV Ambabhona	14	361

10		Bargarh	OAV Govindapur	20	391
11		Barpali	OAV Barpali	10	319
12		Bijepur	OAV M. Gandapali	14	391
13	BALANGIR	Khaparakhhol	OAV Khaprakhhol	18	386
14		Deogaon	OAV Chandrapur	12	313
15		Puintala	OAV Mahimunda	19	509
16		Titilagarh	OAV Kursud	19	306
17		Turekela	OAV Jharni	14	379
18		Loisingha	OAV Jharmunda	17	436
19		Gudvella	OAV Tentulikhunti	14	374
20		Muribahal	OAV Muribahal	21	371
21		Bolangir	OAV Pathachepa	20	437
22		Patnagarh	OAV Bhainsa	16	330
23		Belpara	OAV Bharuamunda	14	391
24		Bangomunda	OAV Bhalumunda	19	427
25		Agalpur	OAV Duduka	13	243
26		Saintala	OAV Bibina	19	444
27	BOUDH	Harbhanga	OAV Manipur	19	413
28		Kantamal	OAV Ainlachuan	15	330
29		Boudh	OAV Tetelenga	19	505
30	DEOGARH	Reamal	OAV Budhapal	15	471
31		Tileibeni	OAV Tileibeni	15	300
32		Barkote	OAV Barkote	13	405
33	JHARSUGU	Laikera	OAV Mudrajore	08	240
34	DA	Jharsuguda	OAV Katapali	20	437
35		Kirimira	OAV Kirmira	07	281
36		Lakhanpur	OAV Lakhanpur	09	224

37		Kolabira	OAV Patrapali	09	309
38	KALAHAN	Kesinga	OAV	20	394
	DI		Masanimunda		
39		Narla	OAV	18	327
			Chapatkhanda		
40		Dharmagarh	OAV Parla	18	422
41		M rampur	OAV Madanpur	18	448
42		Karlamunda	OAV Regeda	18	301
43		Jaipatna	OAV	14	352
			Chancharapada		
44		Junagarh	OAV Junagarh	20	412
45		Lanjigarh	OAV Dhanurbhata	14	289
46		Kalampur	OAV Kalampur	16	278
47		Koksara	OAV	18	368
			Bongomunda		
48		Golamunda	OAV Golamunda	18	273
49		Th Rampur	OAV Th Rampur	17	191
50		Bhawanipatna	OAV Musiguda	22	903
51	NUAPADA	Komna	OAV Jhagrahi	13	456
52		Sinapali	OAV Timanpur	15	339
53		Boden	OAV Keshrajapur	15	369
54		Khariar	OAV Badi	15	316
55		Nuapada	OAV Negipalli	22	613
56	SAMBALPU	Rengali	OAV Rengali	17	498
57	R	Rairakhol	OAV Rampur	07	227
58		Jamankira	OAV Chinimahul	13	358
59		Jujumura	OavJujumura	16	240
60		Maneswar	OavParmanpur	14	314
61		Dhankauda	OavBadsinghari	16	358
62		Kuchinda	OAV Kusumi	11	339

63		Bamara	OAV	15	78
			Dumgermudabad		
64		Naktideul	OAV Penthabahal	09	314
65	SUBARNAP	Tarabha	OAV Jamkani	17	313
66	UR	Dunguripali	OAV Fatamunda	12	317
67	(SONEPUR)	Ulunda	OAV Jharbahali	16	412
68		Birmaharajpur	OAV Rathapur	18	334
69		Binka	OAV Binika	12	304
70		Sonepur	OAV Pipilipali	21	214
71	Sundargarh	Koira	OAV Kusumdihi	18	338
72		Banaigarh	OAV	12	400
			Babunuagaon		
73		Bargaon	OAV Bhoipali	08	319
74		Kutra	OAV Budakata	07	302
75		Gurundia	OAV Gurundia	16	400
76		Nuagaon	OAV Jaharitoli	17	424
77		Hemgiri	OAV Kamalaga	10	328
78		Lathikata	OAV Latyhekata	20	317
79		Lephripada	OAV Lephripada	11	356
80		Lahunipara	OAV Paragaposh	17	316
81		Rajgangpur	OAV Rajgangpur	17	338
82		Subdega	OAV Simdega	15	239
83		Balisankara	OAV Talasara	08	229
84		Sundargarh	OAV Talsankara	14	368
85		Kuarmunda	OAV Teliposh	19	419
86		Tangarpalli	OAV Ujalpur	09	291
87		Bisra	OAV, Mahipani	19	79
88		Rourkela	OMAV Rourkela	04	158

Source: Odisha Adarsha Vidyalaya Sangathan

This table shows the total 88 OAV functions in western Odisha. In the total population, there are 88 OAV schools, **1,322** teachers, and **30,989** students studying in Odisha Adarsha Vidyalaya in western Odisha.

3.4 Sample of the study:

Sample size, often called "n," refers to the total number of participants or observations in a study. It is essential for assessing the accuracy of estimates and determining the statistical power needed to draw valid conclusions. Essentially, the sample is a manageable subset of the larger population, selected to reflect its characteristics. A sample design is a plan for choosing a sample from a specific population. It outlines the methods a researcher will use to select items for the sample. The sample design may also specify the number of items to include, known as the sample size. Developing the sample design before data collection is important (Kothari, 2004, p. 55). When populations are too large for full study, researchers use sampling to collect representative data efficiently. A good sample enhances statistical reliability and relevance. This study employed a multi-stage approach, combining purposive and convenience sampling.

At the first stage, Western Odisha was purposively selected as the study area, as all 88 Odisha Adarsha Vidyalayas, functioning in 88 blocks of Western Odisha, constituted the study population. The purposive selection ensured that the population was directly aligned with the nature of the study.

At the second stage, a total of 88 Odisha Adarsha Vidyalayas were selected from the total population, with two OAVs from each district chosen using convenience sampling, resulting in a sample of 20 Odisha Adarsha Vidyalayas. Convenience sampling was employed at this stage due to practical considerations, including geographical accessibility, time constraints, and administrative feasibility, which are commonly encountered in large-scale field-based educational research.

At the final stage, teachers, students, principals, and non-teaching staff were selected from each sampled school using purposive sampling, based on their roles, subject specialisation, and direct involvement in the academic and administrative functioning of the schools. This ensured the inclusion of respondents who could provide relevant and meaningful information to achieve the study's objectives.

There are 88 OAVs in 88 blocks in Western Odisha, which is the population of this study. Two schools from each district, resulting in 20 OAVs, were selected, which are convenient for this study. Five teachers (two science teachers, two arts teachers, and one physical education teacher), ten students (in class IX), including the principal and two non-teaching staff members from each school, were purposively selected as a sample for the study. The combination of purposive and convenience sampling in a multi-stage framework effectively manages a large population while ensuring relevance, feasibility, and data depth. The study employed a multi-stage sampling design, utilising purposive sampling for relevance and convenience sampling for feasibility, which is suitable for the present study.

The following table presents the description of the sample for this study.

Table 4: Total Sample used in this study

Sl/no	Block	School	Princi pal	No of teac hers	No of Non- teaching Staff	No of students
1.	Rajbora sambar	OAVBandhupali	1	5	2	10
2.	Bheden	OAV Barpadar	1	5	2	10
3.	Belpara	OAV Bharuamunda	1	5	2	10
4.	Khoprakhol	OAV Khoprakhol	1	5	2	10
5.	Boudh	OAV Tetelenga	1	5	2	10
6.	Harbhanga	OAV Manipur	1	5	2	10
7.	Barkote	OAV Barkote	1	5	2	10
8.	Reamal	OAV Budhapal	1	5	2	10
9.	Kolabira	OAV Patrapali	1	5	2	10
10.	Kirmira	OAV Kirimira	1	5	2	10
11.	Golmunda	OAV Golmunda	1	5	2	10
12.	Junagarh	OAV Junagarh	1	5	2	10
13.	Nuapada	OAV Negipali	1	5	2	10
14.	Kamna	OAV Jhagrahi	1	5	2	10
15.	Naktideul	OAV Penthabahal	1	5	2	10

16.	Jamankira	OAV Chinimahul	1	5	2	10
17.	Birmaharajpur	OAV Rathapur	1	5	2	10
18.	Binka	OAV Binika	1	5	2	10
19.	Bargaon	OAV Bhoipali	1	5	2	10
20.	Sundargarh	OAV Talasankara	1	5	2	10
Total			20	100	40	200

3.5 Tools used in this study:

The following 6 tools were used in this study. The tools were developed through an online workshop. Experts from various universities, including Sambalpur University, Mizoram University, G.M. University, and IGNTU, Amarkantak, who work in the field of OAVs, participated in the online workshop through Google Meet. Their collective expertise contributed to the development of various tools and techniques, which were then employed in this study.

- 1) **Tool 1** - An information schedule with a checklist has been created for the OAVs to gather data on teaching and teaching staff profiles, student profile availability, and infrastructural, instructional, and hostel facilities in OAVs of western Odisha. This tool comprises four key components: A - class-wise and year-wise enrolment and dropout rates for four academic years, from 2020-21 to 2023-24; B – infrastructure and instructional facilities available in OAVs; C - the status of human resources, including teaching and non-teaching staff; and D - information related to hostel facilities.
- 2) **Tool 2** - An observation schedule was developed for the researcher to observe classroom teaching and learning practices. Using this tool, the researcher only observes the Math, Science, Literature, and Social Science subjects in OAVS in Western Odisha.
- 3) **Tool 3** - The semi-structured interview schedule was designed for the principals of OAVs to explore various aspects of professional development, including the administrative, managerial, and financial constraints faced, as well as the condition of infrastructure, the availability of facilities, and initiatives aimed at the continuous professional development of teachers. It also addresses hostel facilities, monitoring and supervision of school activities, available resources, and challenges

encountered in maintaining quality control. This interview schedule comprises 41 items, grouped into five sections, which include the profiles of the principals, the administrative, managerial, and financial aspects, and problems faced during the monitoring and supervision of the school.

- 4) **Tool 4**– To gather insights into the problems faced by teachers, students, and non-teaching staff in their academic lives, a semi-structured interview schedule was developed. The semi-structured interview schedule for teachers includes six parts and 86 items, covering teacher profiles, teaching adaptation procedures, pedagogy used by teachers, professional development, extracurricular activities organised in the school, and evaluation procedures. Similarly, the semi-structured interview schedule for students has five parts, focusing on student profiles, student support services, healthcare and safety measures, teaching and learning practices adopted by students, and assessment and evaluation. A detailed interview schedule was also developed for non-teaching staff to explore their involvement in school activities, perceptions of the Odisha Adarsha Vidyalayas (OAVs), and their relationships with both the teaching staff and the local community. This questionnaire is divided into two sections and contains a total of 20 items.
- 5) **Tool- 5** Focus Group Discussions (FGDs) organised to collect the data from students and teachers
- 6) **Tool 6**- Rubric developed for the principal of Rathapur OAV to find out the academic excellence

3.6 Validity of the Tools

Once the initial draft of the semi-structured interview schedule, checklist, and observation schedule was crafted by the researcher, the next crucial step involved assessing the validity of these measurement tools. Validity testing is essential as it ensures that the tools accurately measure what they are intended to measure. The validity of a tool refers to how accurately it measures what it's supposed to measure. To establish the validity of the above tools, the researcher consulted with experts, professors, and educationists. These individuals were tasked with correcting any errors in the sentences, words, ethics, and biases present in the questionnaire and interview schedule. They were also asked to add or remove items as necessary, categorise and arrange items to fit the study, and ensure that the items in the tools are

aligned with the study's objectives. Subsequently, all drafted schedules and rubrics were reviewed by experts, educators, and professors to suggest improvements and ensure relevance to the study objectives. After incorporating valuable feedback, necessary corrections were made to the drafts, resulting in a satisfactory level of content validity.

Table 5: Dimensions Captured through Information and Interview Schedules and FGD

<i>Schedules</i>	<i>Dimensions captured</i>
School Information Schedule	Physical infrastructure of the school, classrooms and laboratories; School and classroom instructional climate; Facilities for students; Teaching-learning materials and equipment; Student enrolment, attendance and retention; Curricular, co-curricular and student development activities; Student evaluation practices; Educational achievement level of students; Student success rate; Profiles of teaching and non-teaching staff; Vacancy positions; Capacity building of staff; Community-school linkage; Monitoring and supervision
Hostel Information Schedule	Hostel infrastructure and facilities; Hostel environment; Mess management; Kitchen and food; Capacity building of hostel staff; Monitoring and supervision
Interview Schedule for the principal	Feedback on Programme strength; School and hostel environment; Quality of meals; Curricular and co-curricular activities; Teaching-Learning conditions; Student empowerment and success rate; Service conditions and incentive plans; Capacity building initiatives; Emergency preparedness, Community participation, Monitoring and supervision; Measures to strengthen programme
Interview Schedule for Teachers	Feedback on programme strength; Curricular and co-curricular activities; Student evaluation practices; Service conditions and incentive plans; Capacity building initiatives;

	Student empowerment and success rate; Community participation, Measures to strengthen programme
Interview Schedule for Students	Feedback on school environment; Curricular and co-curricular activities; Hostel facilities; Relationship of teachers with students; Role in school and hostel management; Features in school liked or disliked
Interview Schedule for non-Teaching Staff	Feedback on Participation in curricular and co-curricular activities; Capacity building initiatives; Incentive plans; Relationship with employees and community members; Difficulties experienced: Measures for strengthening the program
FGD with Students	Discussion on school and infrastructure facilities; Quality of teaching; Co-curricular and development activities and student participation; Teachers' interaction with students; Interpersonal relationships; Measures for improvement
Rubrics	For the principle of Rathapur OAVs

3.6.1 Reliability of Tools

Since interviews are qualitative tools, reliability refers to the consistency, stability, and dependability of responses across participants and situations. The following procedures are used to check the reliability:

Expert Review (Content Reliability) was done by the researcher with the help of experts for clarity of questions, relevance to research objectives, and appropriateness of language and sequencing. This strengthens content reliability by ensuring that questions elicit consistent types of information. Rubrics are often used for rating performance, leadership behaviour, competencies, and other aspects. Reliability ensures that the scoring is consistent across rates and contexts. Hence, the researcher used a standard format of a rubric and sent it to five raters of the government of Odisha, who used the same rubric to score a subset of responses/performance. The researchers found that 83% raters agree with most of the indicators, which shows high reliability of the Rubric.

3.6.2 Detailed Description of the Tools:

The following table shows the Framework of tools:

Table 6: Objective-wise framework of research

Sl/no	objectives	Tools	Data source	Data analysis
1.	To examine the status of Odisha Adarsha Vidyalayas in Western Odisha.	Information schedule	Institutions (OAVs)	Qualitative
2.	To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha	Observation schedule Questionnaire for students & Teacher	Class room students	Qualitative
3.	To evaluate the Infrastructural, Instructional, and Human resources facilities available in the Odisha Adarsha Vidyalayas of Western Odisha.	Checklist list Focus group discussion with teachers Observation schedule	Institutions (OAVs)	Qualitative
4.	To find out the administrative, managerial, and financial constraints faced by Odisha Adarsha Vidyalaya in Western Odisha.	Semi-structured interview for the principal	(Institution) OAVs Office	
5.	To analyse the problem faced by the students and teachers of Odisha Adarsha Vidyalayas in Western Odisha.	Interview schedule of students	Institutions Students	
6.	To study the academic excellence of Odisha Adarsha Vidyalayas in Western Odisha.	Rubrics		Qualitative

3.7 Procedure of Data Collection

The present study employed a qualitative evaluative approach to examine how Odisha Adarsha Vidyalayas in Western Odisha operate, their challenges, and their academic performance. The researcher obtained the necessary permission from the heads of the selected schools for data collection. The principals introduced the researcher to both staff and students. The purpose and significance of the study were clearly explained to all participants. Ethical considerations, including informed consent, confidentiality, and anonymity, were strictly adhered to throughout the process. The researcher personally collected the data using various qualitative tools to ensure authenticity, depth, and triangulation of the information.

To examine the status of Odisha Adarsha Vidyalayas in Western Odisha, a data collection schedule was used at the school level. Relevant information regarding the school's profile, enrolment and dropout rates, and overall functioning was gathered from school records completed by the junior assistant at each school under the guidance and supervision of the principals. Similarly, to assess the infrastructural, instructional, and human resource facilities available in the Odisha Adarsha Vidyalayas, a checklist and observation schedule were employed during school visits to record the availability, adequacy, and utilisation of facilities.

The teaching–learning process in the selected Odisha Adarsha Vidyalayas was examined through classroom observations and questionnaires administered to teachers and students. Classroom observations were conducted during regular teaching periods to study instructional strategies, classroom interaction, learner engagement, and the overall learning environment. The Researcher observed three classes from each OAV during the data collection period. Each school was allocated three days for the researcher, and the program proceeded smoothly as planned. To identify the administrative, managerial, and financial challenges faced by Odisha Adarsha Vidyalayas, the researcher conducted semi-structured interviews with the principals of the selected schools and the OAV offices. The researcher collected data on support services, healthcare facilities, scholastic and non-scholastic activities, and problems faced by students using a semi-structured interview schedule. Teachers' problems were identified through a questionnaire administered. Information from

non-teaching staff was gathered via structured interviews. These interactions focused on academic difficulties, institutional issues, support services, and adjustment-related challenges.

Three focus group discussions were conducted for teachers and three for students to investigate various aspects of the educational environment, including resource adequacy, the efficacy of the teaching and learning process, the availability of co-curricular and extracurricular activities, community involvement, and the organisation and management of the school. Additionally, the discussion aimed to address safety, security, and transportation facilities within the educational context. The researcher carefully planned the focus group setting to create a friendly and supportive atmosphere that encourages open discussion. for gathering relevant data, allowing participants to share their insights and experiences about the different factors that influence education. By employing this discussion, the study aimed to gain a comprehensive understanding of the challenges and successes that schools encounter. This would provide valuable information for further analysis and interpretation. The rubric was administered to the principal of OAV Rathapur. *All the criteria developed by Tong A., Sainsbury P., Craig J. (2007) for reporting qualitative research, i.e. Consolidated criteria for Reporting Qualitative research (COREQ):* a 32-item checklist for interviews and focus group discussions, were adopted for the collection of data.

3.8 Procedure of Data Analysis

After data collection was completed, a comprehensive analytical process was conducted to extract meaningful insights and interpretations from the gathered data. The study used quantitative analysis, such as simple percentages. Qualitative data were analyzed through a thematic analysis process.

3.9 Limitations of the study

Studying the status of OAVs in western Odisha is both a very challenging and important topic in the current scenario. Several limitations have arisen while analyzing this particular issue. Firstly, the populations studied do not always answer

honestly, even though they are allowed to respond freely. Although the students were well informed that this study is intended solely for educational purposes and that their identities will not be revealed, some students still hesitate to provide truthful answers due to reasons such as fear of being teased by their friends or fear of their teachers.

Since the students had limited free time during school hours, there were certain challenges when conducting a focus group discussion, as it was very difficult to gather students during their free time. Some students were not attentive, some were too shy to open up in front of friends, while others were afraid of group discussions. Some hesitated to speak honestly, fearing they might face problems later. However, they were assured that their identities would remain confidential, what happened in the room would stay in the room, and their friends were asked to promise not to disclose what was said.

Certain problems also arose during interviews with teachers and Government officials. While some were very cooperative and took the interviews seriously, others were in a hurry and could not allocate enough time to discuss the issues, their causes, and possible solutions. They wanted to conclude the interviews quickly, which made the interviewer feel very uncomfortable.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter analyses data using statistical methods, emphasising descriptive analysis, which is crucial in education research. It organises and interprets data through techniques like measures of central tendency, dispersion, normal distribution, standard scores, correlations, and standard error (Best & Khan, 2002, p. 272).

This chapter provides a detailed analysis, interpretation, and discussion of the primary data collected for the study. The relevant data were sourced from various stakeholders involved in the study.

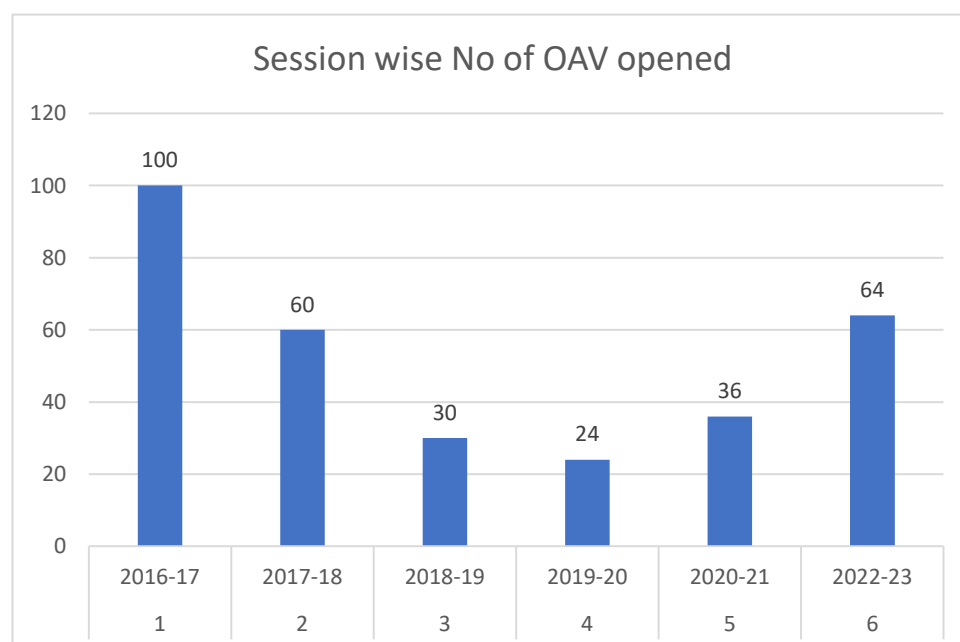
Objective-1: To examine the Status of Odisha Adarsha Vidyalayas in Western Odisha with respect to human resources facilities, infrastructure, and instructional facilities.

4.1. Session-wise Establishment of Odisha Adarsha Vidyala in Odisha:

OAVs were designated as a 'Model School' by the Government of India under the Central Assistance Scheme in the 2010-2011 fiscal year, but were excluded from the program in 2015-16. The Government of Odisha continued and enhanced the initiative, officially establishing it as a society under “The Society Registration Act 1860” on September 19, 2015.

Table 7: Session-wise Establishment of OAVs in Odisha

Phase	session	Number of OAV opened
1	2016-17	100
2	2017-18	60
3	2018-19	30
4	2019-20	24
5	2020-21	36
6	2022-23	64

**Figure 3: Session-wise Establishment of OAVS in Western Odisha**

The Odisha Adarsha Vidyalaya Sangathan (OAVS) was officially established on September 19, 2015, and began its educational operations in the 2016–17 academic year. This initiative aimed to improve the quality of education in Odisha and meet the educational needs of students in underserved areas. Initially, the program launched 100 schools across 13 districts, effectively reaching 100 blocks.

The distribution of schools among the districts was as follows: Balangir received 10 schools, Bargarh 3, Deogarh 2, Gajapati 4, Ganjam 15, Kalahandi 3, Kandhamal 3,

Keonjhar 9, Koraput 14, Malkangiri 4, Mayurbhanj 10, Nabarangpur 4, Nuapada 5, and Subarnapur 4. This strategic allocation aimed to enhance accessibility to quality education and ensure that students from diverse socio-economic backgrounds could benefit from a comprehensive educational framework.

By the 2022–23 academic year, the OAVS program had significantly expanded its reach, establishing 314 schools across 313 blocks in Odisha, demonstrating a strong commitment to educational development. Notably, the Pattangi block in the Koraput district houses two schools — one in Kotia and another in Pattangi — reflecting the program’s dedication to addressing diverse geographical needs and challenges.

Interestingly, despite being the bustling state capital, the Bhubaneswar block in Khordha district doesn't have an OAV. Instead, it proudly hosts an Iconic Adarsha Vidyalaya, a wonderful model school dedicated to offering top-notch education. This school can welcome 1,000 students for Class XI and 500 for Class XII. Getting into Class XI here is quite competitive, depending on how well students perform in the CBSE Class X exam. It’s inspiring to see such quality educational options in the area!

In western Odisha, the OAV system comprises 88 operational OAV schools, staffed by 1,322 dedicated teachers and serving a total enrolment of 30,989 students. This ongoing expansion reflects the OAVS's commitment to fostering educational excellence and inclusivity throughout the state.

The Odisha Adarsha Vidyalaya Sangathan (OAVS), established on 19 September 2015, began its academic operations in 2016–17 to enhance quality education across Odisha, especially in underserved regions. Initially launching 100 schools in 13 districts, OAVS expanded rapidly, reaching 314 schools across 313 blocks by 2022–23. Notably, Pottangi block in Koraput hosts two OAVs, while Bhubaneswar features an Iconic Adarsha Vidyalaya offering competitive Class XI and XII admissions. In western Odisha, 88 OAVs serve nearly 31,000 students with over 1,300 teachers, reflecting the state’s commitment to accessible and equitable education.

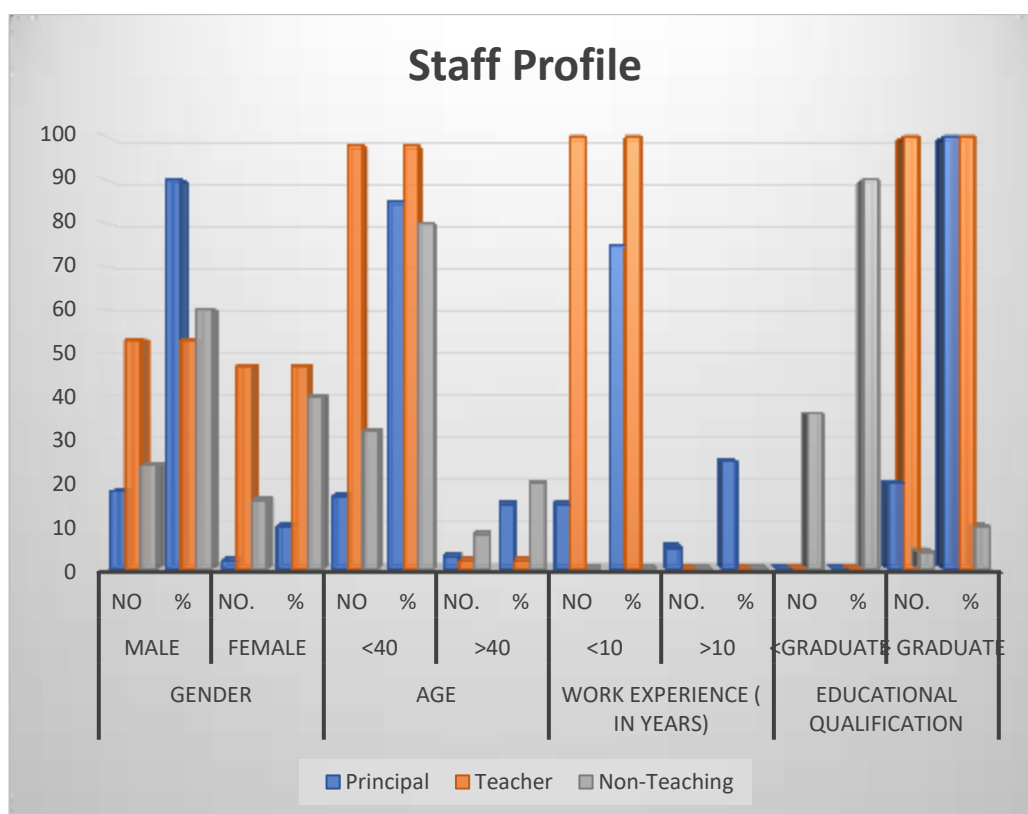
4.2. General Profile of Teaching and Non-Teaching Staff in OAVs of Western Odisha:

Understanding the profiles of principals, teaching, and non-teaching staff, including their gender, age, experience, academic qualifications, and marital status, is essential, as it helps contextualise their impact on school outcomes. This data is sourced from principals within the Odisha Adarsha Vidyalaya system in Western Odisha. This section also provides insights into the profiles of both teaching and non-teaching staff at OAVs in Western Odisha.

Table 8: Staff Profile of the Teaching and Non-Teaching Staff in OAVs of Western Odisha

									Work Experience				Educational			
	Gender				Age				(in years)				Qualification			
	Fema				<Gradu				Graduat							
	Male		le		<40		>40		<10		>10		ate		e	
	N	N	N	N	N	N	N	N	No	No	No	No	N	N	N	N
STAFF	o	%	o.	%	o	%	o	%	No	%	.	%	o	%	o	%
	1	9		1	1	8		1								
Principal	8	0	2	0	7	5	3	5	15	75	5	25	0	0	20	100
	5	5	4	4	9	9				10					10	
Teacher	3	3	7	7	8	8	2	2	100	0	0	0	00	00	0	100
Non-																
Teachin	2	6	1	4	3	8		2								
g	4	0	6	0	2	0	8	0	0	0	0	0	36	90	4	10

Figure 4: Staff Profile of the Teaching and Non-teaching Staff in OAVs of Western Odisha



The table offers a detailed overview of the principal staff's composition, categorized by gender, age, work experience, and educational qualifications. There are a total of 20 principals, with 18 males (90%) and two females (10%). The majority of the principals (85%) are under 40 years old, while 15% are over 40. Regarding work experience, 75% have less than 10 years, and 25% have more than 10 years in OAVs. All principals hold graduate degrees, indicating they are well-trained and capable of leading the institutions.

Similarly, the demographic profiles of the teaching staff are 53% male and 47% female. Regarding age, 98% of teachers are under 40, with only 2% over that age. All teachers also hold graduate degrees, such as their B.Ed., indicating they are well-

trained and capable. Moreover, the absence of teachers with over 10 years of experience suggests a relatively young workforce capable of introducing new ideas.

Among the 40 non-teaching staff members, there are 24 males (60%) and 16 females (40%). A majority (80%) are under 40 years old, while 20% are above that age, reflecting a diverse age range. Most of the non-teaching staff, 90%, have under 10 years of experience, indicating a young and possibly less experienced team in administrative or support positions. Sincerely, a majority—90%—are graduates, and 10% possess higher qualifications, underscoring the growing importance of formal education beyond academic roles.

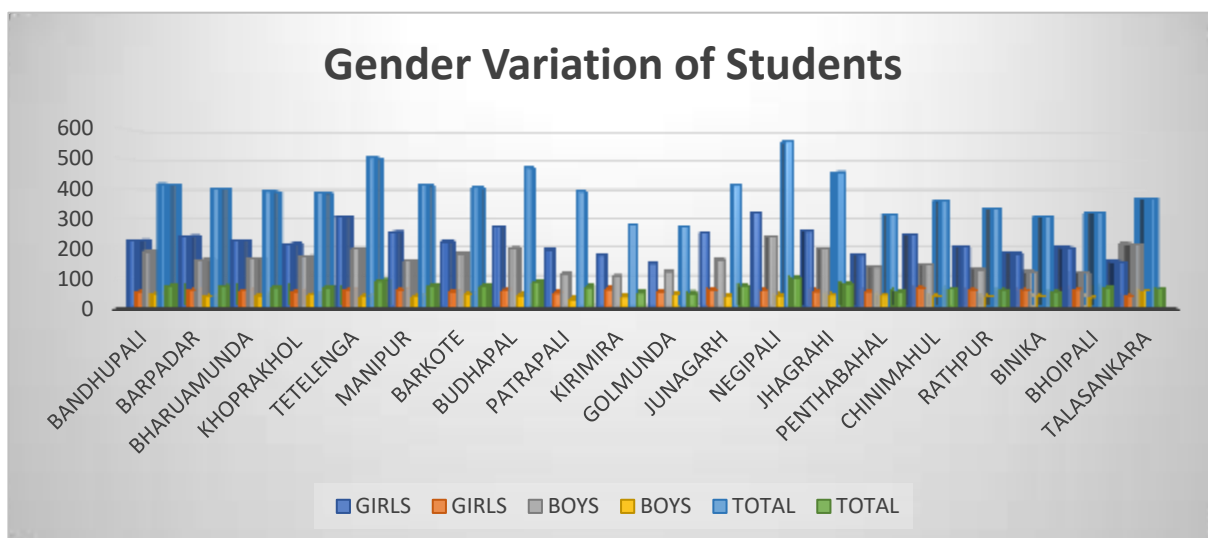
From the above discussion, it is clear that most principals are young and have limited experience in managing institutions, as 75% of them have less than 10 years of academic experience. In OAVs, principals are selected based on their academic seniority. The teaching staff are well-trained but need further capacity building and professional development to improve their skills. The non-teaching staff are well-educated and supportive. The data suggest that the institution is characterized by a young, educated, and evolving workforce. This profile holds potential for innovation and adaptability but also highlights the need for capacity building, mentorship, and leadership development to ensure long-term sustainability and growth.

The data indicate that OAVs are led and supported by a predominantly young workforce across principals, teachers, and non-teaching staff. Most principals are under 40 and have less than 10 years of experience having enthusiasm to work in OAVs. Teachers are also young, professionally qualified, and capable in teaching, and to enhance instructional quality. Non-teaching staff are largely graduates with limited experience, reflecting an emerging administrative team. Overall, the institution benefits from an energetic and educated workforce. Researcher interpret that in order to sustained the quality, professional development, mentoring, and leadership strengthening are essential for long-term institutional effectiveness and growth

4.3 Gender Wise Variation of Students of OAVs in Western Odisha:

Table 9: Gender-Wise Variation of OAVs in Western Odisha

OAVS	GIRLS		BOYS		TOTAL	
	NO	%	NO	%	NO	%
OAV Bandhupali	227	54.5673	189	47.5962	416	74.2857
OAV Barpadar	241	60.0998	160	39.9002	401	71.6071
OAV Bharuamunda	226	57.8005	165	42.1995	391	69.8214
OAV Khoprakhol	214	55.4404	172	44.5596	386	68.9286
OAV Tetelenga	307	60.7921	198	39.2079	505	90.1786
OAV Manipur	255	61.7433	158	38.2567	413	73.75
OAV Barkote	222	54.8148	183	45.1852	405	72.3214
OAV Budhapal	271	57.5372	200	42.4628	471	83.9286
OAV Patrapali	196	50.1279	113	28.9003	391	69.8214
OAV Kirimira	177	62.9893	104	37.0107	281	50.1786
OAV Golmunda	150	54.9451	123	45.0549	273	48.75
OAV Junagarh	251	60.9223	161	39.0777	412	73.5714
OAV Negipali	320	57.1429	240	42.8571	560	100
OAV Jhagrahi	257	56.3596	199	43.6404	456	81.4286
OAV Penthahal	177	56.3694	137	43.6306	314	56.0714
OAV Chinimahul	244	68.1564	144	40.2235	358	63.9286
OAV Rathpur	205	61.3772	129	38.6228	334	59.6429
OAV Binika	183	60.1974	121	39.8026	304	54.2857
OAV Bhoipali	202	63.3229	117	36.6771	319	69.6429
OAV Talasankara	154	41.8478	214	58.1522	368	65.7143
TOTAL	4479		3227		7706	

Figure 5: Gender-wise variation of students

The table presents gender-wise data on total OAVs in Western Odisha. Overall, OAV Bandhupali, OAV Barpadar, OAV Tetelenga, OAV Manipur, OAV Barkote, OAV Budhupal, OAV Junagarh, OAV Negipali, and OAV Jhagrahi have more than 400 students enrolled. The highest number of girls studies in OAV Tetelenga, with 307 students, and the highest number of boys studies in OAV Negipali, with 240 students. The highest total number of students is in OAV Negipali, with 560 students. The lowest number of students is in OAV Golmunda, with 273 students. Gender-wise trends highlight that OAV Tetelenga has the highest enrolment of girls(307), suggesting favourable conditions for female students in that region. In contrast, OAV Negipali records the highest number of boys (240)and thehighest total enrolment (560), showing overall high demand for this school.

4.4 Enrolment Status of Students in OAVS of Western Odisha

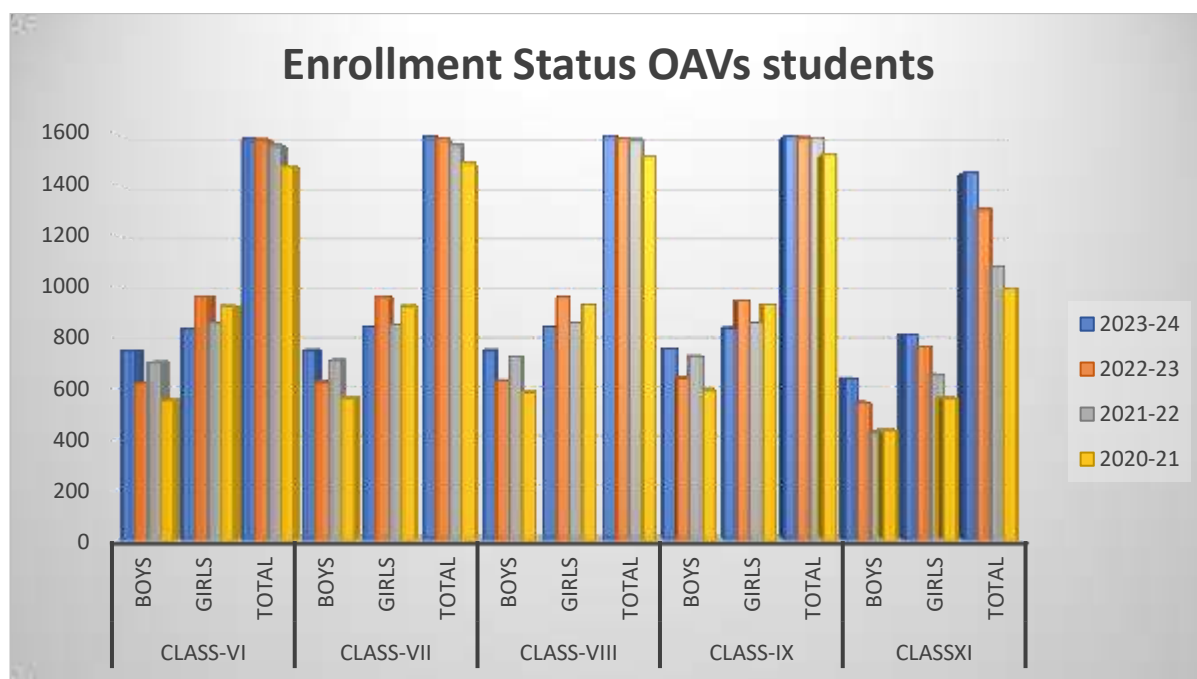
In OAVs, there are two types of admission systems. The primary entry point is Class VI, and students can join then or laterally into Classes VII, VIII, or IX if spots are available through entrance examinations. Admission to Class VI and lateral entries depends on seat availability, in accordance with CBSE regulations. The Student Profiles section provides comprehensive information about enrolled students. Over

four academic years, data on their enrolment and dropout rates were collected. The researcher analysed this information and gathered data from the sample school.

Table 9: Enrolment of Students From (2020-21,2021-22,2022-23, And 2023-24)

	CLASS-VI			CLASS-VII			CLASS-VIII			CLASS-IX			CLASSXI		
YEAR	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2023-24	748	836	1584	751	843	1594	751	843	1594	756	839	1595	638	811	1449
2022-23	619	962	1581	626	960	1584	630	960	1588	641	948	1589	542	764	1306
2021-22	703	856	1559	711	853	1564	724	857	1581	727	858	1585	426	654	1080
2020-21	551	926	1477	562	926	1488	583	932	1515	591	932	1523	434	561	995

Figure 6: Enrolment Of Students From(2020-21,2021-22,2022-23, And 2023-24)



The table above shows enrolment in the Odisha Adarsha Vidyalayas (OAVs) in western Odisha. It's encouraging to see rising numbers each academic year. Class VI enrolment increased from 1,477 to 1,584 (2020-21 to 2023-24), with equal interest from boys and girls. Class VII grew from 1,488 to 1,594, reflecting balanced growth. Class VIII went up from 1,515 to 1,594, maintaining gender equality. Class IX increased modestly from 1,523 to 1,595, indicating good retention. Class XI varied, with numbers rising from 1,306 to 1,449.

This suggests that the popularity of OAVs is increasing each year. In the last academic year, 2023-24, there was the highest enrolment. Enrolment among girls is rising daily. This is a positive sign for a progressive society.

From the above analysis it is interpreted that the enrolment pattern across classes in OAVs from 2020–21 to 2023–24 shows a steady and positive upward trend, reflecting growing trust in the OAV system. Each academic year records incremental growth, with Class VI, VII, VIII, and IX showing consistent rises in enrolment and maintaining gender parity, indicating equal interest from boys and girls. Class XI enrolment shows some fluctuations but still displays an overall upward trend, suggesting increased demand for higher secondary education within OAVs. The highest overall enrolment appears in 2023–24, confirming the expanding popularity of these schools. A notable pattern is the continuous rise in girls' enrolment, which signals improving societal attitudes towards girls' education and enhanced parental confidence in OAVs as safe, high-quality institutions. Overall, the trend reflects strengthening public trust, improved accessibility, and growing academic reputation of OAVs across Western Odisha.

4.5 Dropout of Students in OAVs of Western Odisha in the Academic Years (2020-21, 2021-22, 2022-23, 2023-24)

A dropout is a student who leaves school for any reason, other than death, before completing their education. The dropout rate shows the percentage of students who do not finish their course of study. The investigator collected dropout data from

school records for the academic years 2020-2021 to 2023-2024. The following table presents the dropout rates by year.

Table 8 below indicates that dropout is not a significant issue in OAVs of western Odisha. In the 2021-22 academic year, 12 female students dropped out of OAV, the highest number. The table also shows that there were no dropout cases among boys across the four academic years. The researcher found out from the principals that students transfer to another OAV because their parents migrate for work. Language is a significant concern, sometimes causing students to drop out during classes. The principal said that nowadays, dropout is a very rare issue in OAVs, and language is no longer considered a challenge for students.

Table 10: Dropout Rate of Students of OAVs in Western Odisha

	CLASS- VI			CLASS- VII			CLASS- VIII			CLASS- IX			CLASS- XI		
YEAR	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2023- 24	0	0	0	0	0	0	0	0	0	0	4	4	0	0	0
2022- 23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021- 22	0	0	0	0	3	3	0	0	0	0	2	12	0	0	0
2020- 21	0	0	0	0	0	0	0	12	12	0	0	0	0	0	0

4.6. Infrastructure Facilities in OAVs of Western Odisha

The availability of physical infrastructure is essential in an educational institution, reflecting its standard. Infrastructure facilities for staff and students significantly impact the institution's effectiveness and productivity. Currently, modern technological infrastructure makes the school more efficient. Physical infrastructure should be properly maintained, promptly, and easily accessible to students. OAV is in the established phase, and sufficient physical and technological infrastructure remains available and accessible. The researcher collected data on the availability of physical and technological infrastructure in OAVs of Western Odisha.

4.6.1. Foundational Infrastructural Facilities:

These are the key components and minimum requirements for operating a school and creating a suitable learning environment. All physical infrastructure is part of the foundational infrastructure facilities. The table shows the infrastructure condition: 'adequate' means it is available, 'inadequate' indicates unavailable, and 'manageable' signifies its presence but not in the best state.

Table 11: Foundational Infrastructural Facilities

Items	Adequate		In-adequate		Manageable	
	no	%	no	%	no	%
Principal Room	17	70	0	0	3	15
Office	17	85	0	0	3	15
Staff Common Room	18	90	0	0	2	10
Auditorium	0	0	20	100	0	0
Store Room	16	80	0	0	4	20
Staff Quarter	0	0	20	100	0	0
Boundary Wall	16	80	1	5	3	15
School Gate	19	95	1	5	0	0
Classroom	20	100	0	0	0	0

Smart Board	20	100	0	0	0	0
Projector	4	20	14	70	2	10
Staff Toilet	18	90	0	0	2	10
Handwash	20	100	0	0	0	0
Water Facilities	19	95	0	0	1	5
Alternative Water Source	0	0	18	90	2	10
CCTV	20	100	0	0	0	0
Electricity	20	100	0	0	0	0
Extra Power Backup	6	30	14	70	0	0

The above table indicates the physical infrastructure available in the OAVs of Western Odisha. Data was collected from 20 principals, with responses received from 17 of them. The rooms are well-structured and available, with three principal rooms being manageable. One room has a water leakage issue; one has no toilet facility; and one room is connected to the office room, where the principal also sits. Seventeen office rooms are in good condition, while three are in manageable condition. Each OAV has a staff common room; however, 18 staff rooms are adequate, and two are manageable. The researcher found that no toilet facility is available in the attached staff common rooms. In the 20 sample schools, there are no auditorium facilities, meeting halls, or separate discussion rooms. Regarding store rooms, used for storing equipment, gardening tools, and assistive gadgets, 16 schools have proper store rooms, while four are manageable. No staff quarters are provided for principals, teaching, and non-teaching staff in OAVs. Sixteen OAVs have proper school boundaries; one has no boundary, and three have boundaries that are not in the best condition but are manageable. The school gate, which enhances the school's appearance, is present in 19 OAVs; one school has no gate as construction work is currently underway.

Adequate classroom facilities, smartboards, and other amenities are available in every school in Western Odisha, and CCTV cameras are properly installed in each school. Water facilities are available in all schools, along with hand-washing stations. Four schools have projectors; 14 OAVs do not have projectors; and two schools have manageable projectors, which are vital teaching aids for visual presentations. Regarding toilet facilities, 18 schools have toilets, and two OAVs have toilets in manageable condition. Out of the 20 OAVs, 18 schools lack alternative resources, and two OAVs have manageable water resources. The water situation is not a major problem for OAVs in Western Odisha. Six schools have power backup, while 14 lack backup electricity facilities. This overview indicates that many schools are still in the third phase; consequently, the overall infrastructure is satisfactory, and development efforts are ongoing.

The infrastructure data from 20 OAVs in Western Odisha shows that most schools have developed basic facilities but still face notable gaps. Principal rooms, office rooms, and staff common rooms are mostly adequate, though a few require repairs due to issues like leakage or lack of toilets. The absence of auditoriums, meeting halls, and discussion rooms highlights limitations in spaces for collaborative and co-curricular activities. While classrooms, smartboards, CCTV, and water facilities are consistently available, resources such as projectors, staff quarters, and power backup remain inadequate in many schools. Overall, the schools display satisfactory infrastructure, but continued investment and upgrades are essential for creating fully equipped, student-friendly learning environments.

4.6.2. Technological Infrastructure in OAVs of Western Odisha

Modern educational institutions necessitate the use of effective technology to enrich hands-on learning experiences and create a more engaging environment for students. This technology supports personalised instruction, allowing each student to progress at their own pace through tailored lessons. Additionally, it helps students develop crucial digital skills essential for their future careers, enhances operational efficiency for teachers, and keeps parents well-informed. By investing in reliable technology, schools foster a more engaging and inclusive atmosphere for everyone.

Table 12: Technological infrastructure in OAVs of Western Odisha

Items	Adequate		Inadequate		Manageable	
	no	%	no	%	no	%
School Management Software	20	85	0	0	0	0
Digital Classrooms	20	100	0	0	0	0
Biomatrics	0	0	20	0	0	0
High-Speed Internet	16	80	0	0	4	20
Wi-Fi Facilities	6	30	14	70	0	0

The table offers a detailed overview of the digital infrastructure in Odisha Adarsha Vidyalayas located in Western Odisha. Each OAV has its own website, which is directly linked to the headquarters' website and is regularly updated with all relevant information. Every OAV is equipped with modern digital classrooms. Internet connectivity is a key issue for these digital classrooms. Sixteen OAVs have high-speed internet, while four have manageable internet facilities. Some schools have wifi connections, but 14 schools do not, which affects the digital classroom experience. Additionally, there is no biometric attendance system in the OAVs of Western Odisha.

The above discussion demonstrates that all OAVs aim to provide digital facilities to teachers and students, enabling them to effectively utilise the digital classroom and e-library, which directly supports their academic achievement.

4.7. Instructional Facilities available in the OAVs of Western Odisha

The learning process is a vital part of educational institutions. An instructional facility is meant to directly support the academic needs of students and teachers. The researcher collected information about whether the instructional facilities in OAVs are adequate or inadequate. Adequate means the facilities are satisfactory, inadequate means the facilities are not provided, and manageable means the facilities are used but not properly maintained.

Table 13: Instructional Facilities of OAVs of Western Odisha

Items	Adequate		Inadequate		Manageable	
	no	%	no	%	no	%
Information Board	20	100	0	0	0	0
Black Board	20	5	0	0	0	0
Smartboard	20	100	0	0	0	0
Bulletin Board	20	100	0	0	0	0
Map	20	100	0	0	0	0
Globe	20	100	0	0	0	0
Chart	20	100	0	0	0	0
Diagram	20	100	0	0	0	0
Computer	20	100	0	0	0	0
Radio	0	0	20	100	0	0
Television	0	0	20	100	0	0
Additional Learning Material	7	35	0	0	13	65
Study Material	20	100	0	0	0	0
Test Book	20	100	0	0	0	0
Wall Magazine	20	100	0	0	0	0
TLM Corner in Classrooms	20	100	0	0	0	0
Library Cum Reading Room	20	100	0	0	0	0
Games And Sports Equipment	15	75	0	0	5	25
Suggestion Box	0	0	20	100	0	0
Dictionary	20	100	0	0	0	0
Biographies	18	90	2	10	0	0
Encyclopaedia	11	55	9	45	0	0
Meaningful Story Book	20	100	0	0	0	0
Journal	20	100	0	0	0	0
Newspaper	20	100	0	0	0	0
Calander	20	100	0	0	0	0
Book Bank	4	20	0	0	16	80
Performing Stage	19	95	0	0	1	5
Physics	20	100	0	0	0	0
Chemistry	20	100	0	0	0	0
Biology	20	100	0	0	0	0
ICT Lab	20	100	0	0	0	0
Music &Dance Lab	20	100	0	0	0	0

The above table shows that the availability and use of instructional facilities such as the Information Board, Black Board, Smart board, Bulletin Board (displaying visual learning materials), Map, Globe, Chart, Diagram, Study Material, Test Book, Wall

Magazine, TLM Corner in Classrooms, Library Cum Reading Room, Computer, Dictionary, Meaningful Story Book, Journal, Newspaper, and Academic Calendar achieved a perfect 100%. This indicates that these instructional facilities are available in the OAVs of Western Odisha. Game equipment is available in 75% of the OAVs, while 25% have insufficient sports equipment.

In OAVs, audiovisual aids like radio and television are absent. Additional learning materials are available in 35% of schools and manageable in 65%, highlighting a shortage of supplementary learning resources that presents a challenge. Biographies are included in 90% of OAVs, while 10% do not maintain biographies in their libraries. Additionally, 55% of OAVs store an encyclopedia, while 45% do not. A book bank is available in 20% of OAVs, whereas 80% do not have one. Every OAV has a performing stage, but in one case, the stage is only manageable after repairs. No suggestion box is available in any OAVs.

OAVs focus on laboratories, featuring advanced facilities for Physics, Chemistry, Biology, and Computer Science that support hands-on learning, following CBSE guidelines to enhance understanding. Each OAV has integrated Physics, Chemistry, Biology, and ICT, with labs that are effectively equipped.

Based on the discussion, it's clear that although many key resources are highly available, some areas need improvement. Addressing these gaps will help create a more effective and supportive educational environment for everyone.

The data shows that OAVs in Western Odisha have strong availability of core instructional resources, with items like blackboards, smart boards, charts, maps, study materials, computers, libraries, and TLM corners present in 100% of schools. This reflects a solid foundation for teaching and learning. However, certain areas need attention. Sports equipment is insufficient in a quarter of the schools, while supplementary learning materials are limited in most OAVs. Although biographies and encyclopaedias are widely available, book banks are poorly developed. Audiovisual aids such as radios and televisions are completely absent. Laboratories for science and ICT are well equipped, which supports experiential learning.

Overall, while key facilities are in place, strengthening sports resources, supplementary materials, and library diversity would further enrich the learning environment.

4.8. Hostel facilities in OAVs in Western Odisha

In Western Odisha, there are currently 13 girls' hostels and one boys' hostel. Additionally, six boys' hostels are under construction. A total of 13 boys' hostels have been completed and will be operational for the next academic year. Among the 13 girls' hostels, three are under construction, while four have been handed over and are expected to be functional by the next academic year.

However, in four of the girls' hostels, transformers have not been installed, resulting in a power shortage. Furthermore, one hostel lacks a borewell and is currently facing water supply issues. Each hostel is managed by a warden who oversees operations and reports any issues or concerns affecting the residents' comfort to the principal. The resident rooms are equipped with essential amenities, including a cot, chair, study table, rack, and a wall-mounted almirah. The hostels accommodate students from classes VI to XII.

Students are provided with two meals and two tiffin services daily. Additionally, the government offers scholarships along with a monthly stipend of 100 rupees. The primary objective of the hostels is to promote the holistic development of each child. Infrastructure facilities in hostels play a crucial role in helping students feel at home. As a second home, it is vital to provide high-quality amenities. The most essential aspects are the fundamental infrastructure features. Through the OAV initiatives, we aim to enhance accommodations and improve the overall facilities available to students.

Table 14: Hostel Infrastructural Facilities

Items	yes		NO	
	No	%	no	%
Building whitewashed	13	65	7	35
Cleanliness of the hostel campus	13	65	7	35
Cleanliness of hostel rooms	13	65	7	35
Light and ventilation in hostel rooms	13	65	7	35
Garbage disposal pit	13	65	7	35
Dustbin in hostel rooms	13	65	7	35
Proper drainage system	13	65	7	35
Kitchen	13	65	7	35
Food Hygiene maintenance	13	65	7	35
Kitchen Garden	13	65	7	35
Drinking Water	13	65	7	35
Electricity	13	65	7	35
Wi-Fi	0	100	7	35
Waiting Hall for guardians	13	65	7	35
Study Hall	13	65	7	35
CC Tv	0	0	20	0
Boundary Wall	18	90	2	10

The table highlights the conditions of hostel facilities. It shows that 65% of the hostels have clean campuses and rooms, good lighting, and essential amenities like dustbins and kitchens. However, 35% of the hostels lack these areas. All hostels have access to drinking water; however, concerns remain about electricity and food hygiene in some cases. Notably, none of the hostels currently offer Wi-Fi, which is a significant gap, and none have CCTV for security, raising safety concerns. On a positive note, 90% of the hostels have boundary walls for added security, though 10% do not. Overall

Qualitative analysis:

A focus group discussion was conducted with 10 students from the OAV schools, who expressed their appreciation for the overall infrastructure provided by their institution. However, there is a notable concern regarding the facilities for the 4th, 5th, and 6th phase OAVs, with students themselves highlighting the significant shortcomings in this area.

The school has been thoughtfully designed to be inclusive, accommodating the needs of students with disabilities and ensuring that everyone can navigate the environment with ease. One student expressed that the school's physical infrastructure is very good. We are enjoying the environment of OAVs.

Objective 2: To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha.

The teaching and learning process entails the transfer of knowledge from teachers to students. This process encompasses several key components, including teachers adapting their instructional methods, students modifying their learning strategies, activities aimed at promoting academic excellence, and various assessment methods. Teachers must consider the unique learning needs of their students when delivering instruction.

4.9 Teaching Learning Process Adopted by the Teachers of OAVs in Western Odisha

The prominent role of a teacher is to remain **self-motivated** in their teaching approach and to consistently provide **best practices** for students. When teachers demonstrate intrinsic motivation—through enthusiasm, preparation, and a positive attitude—they create a dynamic and engaging learning environment. This motivation influences the way lessons are planned, delivered, and adapted to meet the diverse needs of learners.

By employing effective pedagogical strategies, such as interactive activities, real-life examples, inquiry-based learning, and differentiated instruction, teachers encourage students to take an active interest in the subject matter. These best practices not only enhance comprehension but also stimulate curiosity, prompting learners to ask questions, explore concepts more deeply, and participate meaningfully in classroom discussions. Ultimately, a teacher's self-motivation and commitment to quality teaching practices play a crucial role in shaping the teaching-learning process, making learning more enjoyable, relevant, and intellectually stimulating for students.

Table 15: Teaching Learning Adaptation Procedure by the Teachers

Classroom practice	Yes	%	No	%
	No		No	
Using the Lesson Plan	100	100	0	0
Finish Syllabus on Time	100	100	0	0
Using Smart Board	100	100	0	0
Taking class regularly	100	100	0	0
Provide a group project/assignment.	100	100	0	0
Giving regular homework	100	100	0	0
Regularly Checking Homework	100	100	0	0
Giving feedback to students	100	100		
Allow students to ask questions.	100	100	0	0
Listening to Students' Grievances	100	100	0	0
Sharing Results with Guardians	100	100	0	0
Satisfied With Students' Results	76	76	24	24
Provide Remedial Class	100	100	0	0
Provide Counselling Session	76	76	24	24

The researcher visited 20 sample schools to observe the mathematics, science, literature, and social science subjects of class IX students. The researcher observed a high level of commitment to Classroom management among teachers in classes IX of science, social science, and literature subjects at Odisha Adarsha Vidyalaya in western Odisha. The research found in OAVs that the classes are structured, child-centred, disciplined and a friendly learning environment.

The researcher observes that 100% teachers are using the lesson plan. This represents a greater devotion and structured plan towards teaching and learning practices. Every

teacher was young and a master of their content, coming to class well-prepared. All 100% science teachers using the smartboard teach students with E-content. Teachers are 100% conducting interactive classes with a friendly nature. Every teacher is integrating ICT into their teaching and learning practices, showcasing the content developed to meet the modern teaching needs of OAV students in western Odisha.

In OAVs, 100% teachers come to class on time and take class regularly. Teachers clearly define the objectives of the content or the class's purpose for that day, generally outlining what students will learn. To encourage active academic involvement, 100% of teachers provide regular homework to students and regularly check their notebooks, making necessary corrections. Usually, due to the significant difficulty in content knowledge, 100% of teachers take remedial measures and offer extra classes, which demonstrates a sincere effort towards lower-performing students. In terms of homework, the teacher assigns group projects to students to encourage collaborative learning. Most teachers provide feedback to students on their performance and to boost their learning experience.

Each teacher of OAVs in Western Odisha allows students to ask questions in class during teaching practice, and 100% of the teachers create an active, communicative, responsive, child-centred, and open environment for students' academic growth and development.

The researcher finds in the discussion that minor issues exist in two areas, specifically the fact that only 76% of teachers are satisfied with student achievement, which highlights learning challenges that require further attention. The same 76% provide counselling sessions, suggesting a need for training in guidance and counselling to better support all learners. Overall, the observation schedule presents a highly effective, responsible, and well-organised teaching environment, with a few key areas needing improvement to enhance student outcomes and psychosocial support.

Qualitative analysis:

In the OAV programme, Western Orisha, each teacher follows a lesson plan to ensure their course is completed within the designated timetable, aligning with the class schedule set in advance. They assign daily homework and correct any mistakes as necessary. Mr P(actual name is not written) noted that not all students take the time to review remedial measures, even though the homework serves as a foundation for in-depth discussions among students, which fosters a comprehensive understanding of the concepts.

Mr A from Sambalpur district mentioned that he assigns both homework and group projects to his students. After this, students are divided into two groups: one formulates questions while the other analyses the answers.

Mrs S highlighted that when teaching a new concept, the assigned homework focuses on connecting that concept to real-life situations. Before moving on to the next topic, students engage in discussions to share their perspectives and insights.

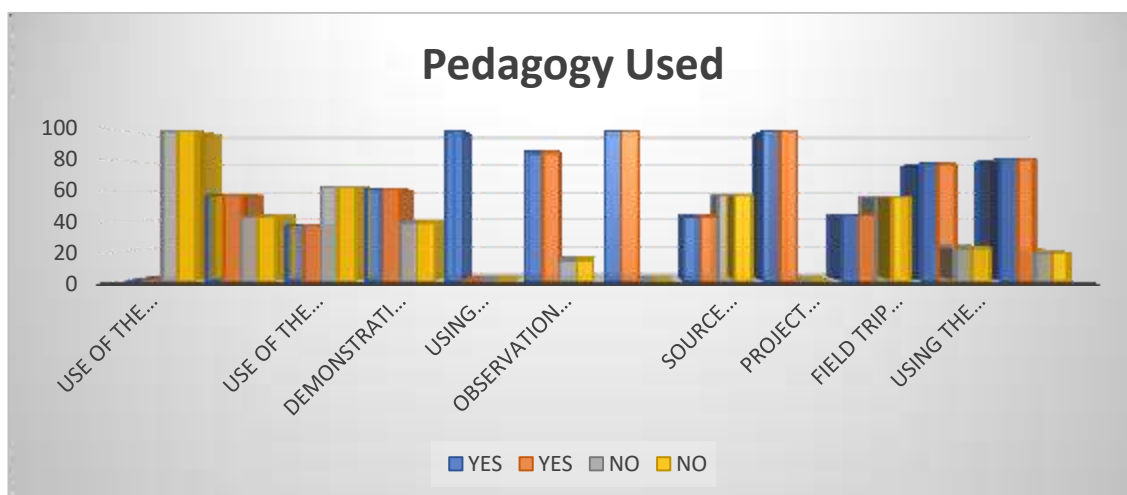
Mr C observed that students tend to perform better on group projects compared to individual homework assignments.

4.10. Pedagogy used by the Teachers of OAVs in Western Odisha

Pedagogy refers to the method of engaging with students through reciprocal communication, aimed at facilitating the comprehension of concepts in a manner that is both enjoyable and accessible. The table below describes the methods used to deliver the instruction.

Table 16: Pedagogy Used by the Teacher

PEDAGOGY	YES		NO	
	No	%	No	%
Use of the Lecture Method	0	00	100	100
Using the Activity Method	57	57	43	43
Use of the Dramatization /Role play Method	37	37	63	63
Demonstration & Illustration Method	61	61	39	39
Using Inductive Deductive Methods	100	0	0	0
Observation /experiment	86	86	14	14
Narration-cum-discussion	100	100	0	0
Source methods	43	43	57	57
Project methods	100	100	0	0
Field trip method	44	44	56	56
Using the Constructivist Approach	78	78	22	22
Use by the lingual method	81	81	19	19

Figure 7: Pedagogy Used by the Teacher

The researcher observes that most teachers of OAVs in western Odisha are well-trained and possess sufficient knowledge in their subject matter. All teachers are masters at engaging and entertaining the class. In OAVs of western Odisha, 100% teachers deliver their content with easy-to-complex methods with realistic examples in a systematic way. All the teachers are actively involved with their students to make the class interactive and maintain an engaging classroom environment.

The researcher observed that the teaching environment mainly relies on participatory and student-centred practices, though there are noticeable differences in the methods used. Generally, 100% teachers are not using Traditional lecture-based teaching. This suggests a clear move away from passive teaching strategies.

There are high adoption rates for narration-cum-discussion, project-based methods, and inductive-deductive approaches, each approaching full utilisation. This highlights a strong focus on reasoning, collaborative learning, and practical understanding. Activity-based learning occurs in 57% of cases, demonstration and illustration in 61% of cases, and observation or experimentation in 86% of cases. These indicate that hands-on strategies play a significant role in classroom practice.

However, some constructivist and exploratory methods, such as dramatization at 37%, source method at 43%, and field trips at 44%, have lower adoption rates. This points to a lack of integration of more creative, inquiry-based teaching methods. Overall, the researcher clearly observes that the classroom of OAVs that effectively utilises various active-learning approaches still has room to improve methods that promote real-world exposure, learner independence, and multimodal engagement.

The researcher observed that classes are well-disciplined and that no outside noise hampers classroom practices. Lastly, the teacher summarises the content, and then asks some questions about it and its implications in daily life. The students are also taking an active part in the classroom, answering questions and receiving homework from the teachers.

Qualitative Analysis:

From FGD, it is found that in OAVs of western Odisha, they take the teaching learning process seriously.

Mrs Behera teaches English. He said that it is difficult for class VI to grasp a concept, so he focuses more on grammar and translation, using both the lingual method in Odia and English. He uses the Odia language more than English, and mainly uses the narration cum discussion method in classroom practice.

- Bilingual method
- Narration Method
- Power point
- YouTube
- Dramatization
- 5E model
- Activity-based method

Mr Kerketa teaches social science to students. He said that he prefers to use a PowerPoint presentation with narration cum discussion method. He also uses the bilingual method to teach the students.

Mrs Nayak, Mr Panda, and Mr Dalei said that they use YouTube to teach students about current issues and challenges, documentaries, and great national leaders. Mr Behera noted that he uses YouTube to show students a realistic image of society, such as the different lifestyles of rural and urban life.

Mrs Bhue teaches life science and sometimes tries to go out of the classroom to provide a realistic experience and understanding of plants.

Mr Rana uses the role-play and dramatization method of teaching Odia, mostly in “Galpa& Akan Kika”.

Mrs Rout said that she is very friendly with students. She mentioned that I used unique methods of teaching, where I had my students read the concept for 10 minutes before I introduced it. In case of any doubt, she wrote it on the smart board. After that, she narrated the topic, using these doubts and including examples, which helped them read, revise, and understand the material.

Mr Sahoo said, “I mostly used the constructivist approach to teach social science through the 5E model of teaching, where I divided the students into four categories. Give problems to students, and he acts as a facilitator to help them grasp the concept more easily.

Mr Sukla said that before I take classes, I should ensure I am prepared with my teaching aids. He used pictures, PPT, and the required teaching as per the concept ID's concern. He teaches English to the students and tries to make the concept as simple as possible.

Mr Meher, a social science teacher, said that he uses the storytelling method. Mostly, his class period is in the second half of the day. Storytelling for social science is necessary to engage the students. Prefer the discussion method to the exchange of knowledge.

Mr Sahoo said that to understand a concept, students need three rules: (1) discipline, (2) daily revision, and (3) raising questions every day. He uses an inductive approach to teaching.

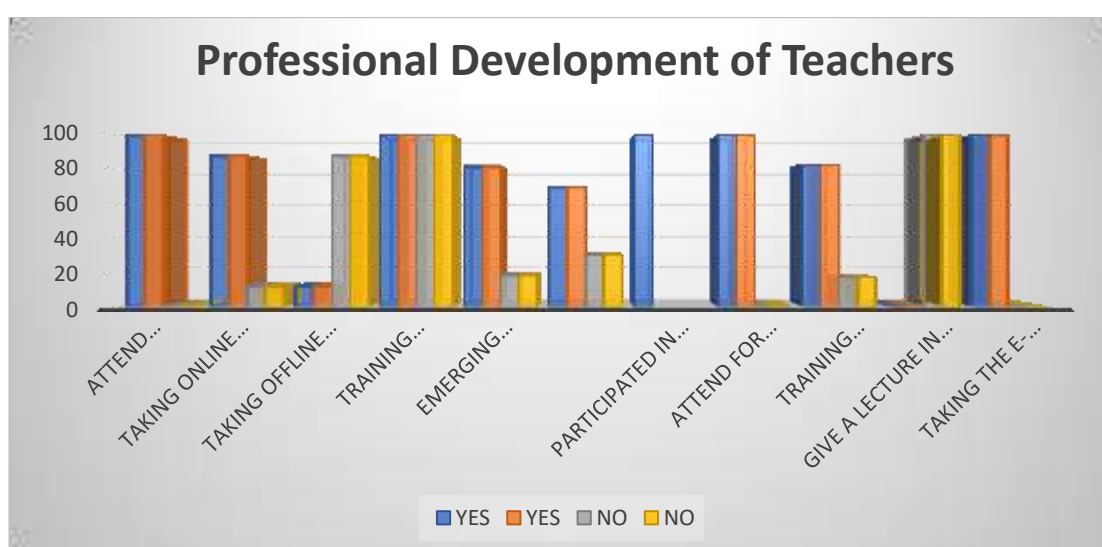
From the above discussion, the researcher realised that every teacher has a unique way to motivate their students. Notably, teachers are utilising innovative teaching aids to engage students and ensure conceptual clarity. They mostly use visual representations of concepts.

4.11. Professional Development of Teachers in OAVs of Western Odisha

Teachers are encouraged to engage in ongoing professional development to stay current with the latest teaching strategies and technological advancements. According to NEP 2020, each teacher should devote 50 hours a year to this development. Through numerous government websites and portals, they can access a range of training opportunities to enhance their knowledge and skills.

Table 17: Professional Development of Teachers

Professional development of teachers	Yes		No	
	no	%	no	%
Taking Online Professional Development Training	88	88	12	12
Taking Offline Professional Development Training	12	12	88	88
Training Through DKSHYA	100	100	100	100
Emerging Techno Pedagogy through DIKSHYA	82	82	18	18
Training for the Activity-based method	70	70	30	30
Participated In NISTHA	100	100	0	0
Attend For Digital Literacy	100	100	0	0
Training Through Swayam	83	83	17	17
Give a Lecture in Another OAVs (Exchange Lecture)	00	00	100	100
Taking The E-Book Service	100	100	00	00

Figure 8: Professional Development of Teachers in OAVs, Western Odisha

The table above shows that the professional development programs for teachers in the Odisha Adarsha Vidyalayas (OAVs) provide crucial details on the opportunities for educators to grow professionally and receive training. Remarkably, every teacher attended orientation courses, demonstrating a structure that included self-defence training and yoga, which was appreciated. Emphasising convenient learning venues was expressed by 88% of respondents who participated in online professional development courses. However, only 12% of educators participated in offline professional development workshops, suggesting a significant shift toward digital learning environments.

Every teacher registers themselves on the DIKSGYA online portal. They receive training in innovative teaching practices and leadership skills. They are trained in literacy and numeracy development. They also receive training to engage with the community, improving literacy rates and conducting awareness programs.

Eighty two of teachers are already trained in innovative techno-pedagogy and know how to use technology to deliver instruction. 18% have not yet received training in techno pedagogy. As OAVs are popular for their smart classes and digital instructional transformation, all teachers need to be trained to upgrade their skills and use new technology in the classroom.

Activity-based training is delivered through the SWAYAM, DHIKSHYA, and NISHTHA digital initiatives. About 70% of teachers are well-trained in activity-based classroom practices. This method will be incorporated into every course, so all teachers must attend these programmes.

All teaching staff are registered in NISHTHA for both online and face-to-face training programs. All teachers of OAVs in Western Odisha participate in literacy and numeracy training. Eighty-three per cent of teachers are trained using the SWAYAM portal, while 17% have not yet joined. No teachers of OAVs of Western Odisha have participated in the exchange lecture program, which is a part of the continuous professional development program. All teachers are utilising the E-Book service in OAVs of western Odisha.

Qualitative analysis:

In FGD, it is found that the initiative taken by the government of Odisha to enhance teachers' competencies through technical integration, collaborative learning, inclusive education, skill development, and mentorship opportunities is appropriate. To help principals and teachers of OAVs familiarise themselves with modern teaching methodologies that incorporate technology, various training sessions are conducted in partnership with institutions such as IISC Karnataka and RIESI Karnataka. Teachers expressed that efforts are underway to collaborate with CBSE, IIT Bhubaneswar, NISER Bhubaneswar, and IIM Sambalpur to organise capacity-building and leadership programs for educators.

4.12 Curriculum of Odisha Adarsha Vidyalaya

The FGD evaluates the curriculum's effectiveness across several key areas, emphasising both its strengths and potential room for growth. What's truly encouraging is that every single criterion—such as flexible content delivery, inspiring a love for learning, and promoting creativity and character—received full support and involvement. This strong consensus underscores a shared understanding of the curriculum's capacity to foster a stimulating and supportive educational environment. The curriculum includes essential educational elements that promote practical learning and are praised for their clear and concise language. It engages students, aiding understanding and retention, and fosters curiosity, critical thinking, and awareness—key skills in a connected world. A focus group discussed its features, digital tools, and future. The Skill Science Education program emphasises critical thinking and hands-on skills. The mathematics curriculum develops problem-solving, while the Social Science covers history, geography, and civics for societal understanding. Environmental Studies promote sustainability, Vocational Training

- *Flexible*
- *creativity and personality development*
- *Language of the textbooks is Simple, Lucid, and Precise*
- *encourages learning by doing*
- *increases curiosity and the power of reasoning and observation*
- *Community friendly*

imparts career skills, and Physical Education encourages health and teamwork. Art and Culture foster creativity, and Value Education supports moral growth. Teachers believe that the curriculum promotes holistic development, encompassing academic, personal, and social responsibility.

In the view of teachers, the curriculum is flexible in nature. Design it in a way that fosters creativity and supports personal growth and development. The language of the textbook is precise, simple, and lucid. The majority of courses support learning through hands-on experiences, experimentation, and activity-based methods. The curriculum is also community-friendly.

The teacher's response was very positive. The course material is available in E-Patha Sala, Khan Academy, PM E-Vidya, and the National Digital Library, which are supportive e-learning resources that students can access. Teachers have responded positively, saying this curriculum is the best preparation for any type of future competitive examination. The students need to go through it and revise at their own pace. Definitely, it will help to get a job in any sector.

The summary of the above discussion indicates that, while the current curriculum is primarily practical compared to theories, there is a significant opportunity to better integrate technology to meet modern educational needs. Overall, the feedback is positive about the curriculum's effectiveness, and emphasising the importance of enhancing its technological aspects can lead to a more well-rounded educational experience.

The findings show that OAVs in Western Odisha offer strong opportunities for teacher development, with all teachers participating in orientation programmes, DIKSHA training, and literacy and numeracy initiatives. Most educators are trained in innovative pedagogy and activity-based learning through platforms like SWAYAM, NISHTHA, and DIKSHA; however, a small percentage still require techno-pedagogy training. Teachers appreciate government efforts to build skills through digital tools, collaborative learning, and partnerships with institutions like IISc and RIESI. The curriculum is viewed as flexible, practical, student-friendly, and rich in hands-on

learning. Teachers value its clarity, relevance, and alignment with future competitive needs. While overall feedback is positive, integrating more technology can further strengthen the learning experience and support holistic development.

4.13. Sanjog:

Sanjog is the bridge course material provided in both Odia and English. It is especially important for class VI students, who often come from rural backgrounds and have attended Odia-medium schools. To bridge the language gap, OAVs offer free Bridge course materials, known as Sanjog, to Class VI students. This initiative helps ensure a smoother transition from Odia to English instruction. Sanjog, developed by the English Language Teaching Institute in Bhubaneswar, Odisha, and published by the Odisha Adarsha Vidyalaya Sangathan under the Department of School and Mass Education, Odisha, is a bilingual resource designed for the bridge course.

Most teachers agree that although there is “Sonjog” in both languages, it presents a significant challenge, especially in Odia and Hindi-medium schools, and particularly in rural areas. Students from Odia and English-medium backgrounds often struggle to understand the CBSE curriculum. The teacher responded, 'This is not only a challenge for Class VI students but also for all class students.'

4.14. VAJRA Scheme:

The VAJRA scheme is based on solidarity, with willing contributors voluntarily donating the equivalent of one day's salary each year. These donations are deposited into an SBI account in the name of OAVS. In return, this fund provides immediate financial assistance to families of participants facing the hardships of death or permanent disability. Overall, the data reflect strong support for the VAJRA scheme and demonstrate a commendable commitment to helping one another within the community.

In the discussion, we spoke about the VARJA scheme with the teacher, who responded positively. However, most staff members agree they will not donate their salary to the VARJA scheme, although they are willing to donate.

4.15. Relationship:

In terms of relationships between teachers and other stakeholders—such as students, school principals, colleagues, non-teaching staff, guardians, and the local community—all respondents shared positive views, with no negative feedback noted. All participants are involved and share their opinions, such as appreciating self-defence training and yoga, which is emphasised for each student in their institution. Their goal is to make it an ideal school in the state.

4.16. Extra-curricular activities in OAVs of Western Odisha:

Extracurricular activities are essential for student development because they foster personal growth, improve social skills, and promote effective time management. These activities also support emotional well-being, academic progress, leadership development, civic engagement, physical health, cultural understanding, and professional networking. They help build confidence, promote teamwork, instil responsibility, and foster resilience, ultimately preparing students for comprehensive growth and success in their future pursuits. The table highlights the extracurricular activities organised in the OAVs in western Odisha.

Table 19: Extra Activities in OAVs Of Western Odisha

Items	YES		NO	
	no	%	no	%
Encourage Co-Curricular Activities	100	100	0	0
The Timetable Given Is Sufficient for Curricular Activities	80	80	20	20
Morning Assembly	100	100	0	0
Sufficient Sports Equipment	80	80	20	20
Encourage For Sports	100	100	0	0
Football	100	100	0	0
Basketball	60	60	40	40
Kabbadi	100	100	0	0

Kho Kho	100	100	0	0
Volley Ball	100	100	0	0
Cricket	100	100	0	0
Badminton	100	100	0	0
Hockey	60	60	40	40
Encourage Students for Music	100	100	0	0
Separate Music Room	20	0	80	80
Musical Instruments	100	100	0	0
Music Club	100	100	0	0
Dance Club	100	100	0	0
Eco-Environmental Clun	100	100	0	0
Debate Club	100	100	0	0
Astronomy Club	0	0	100	100
Math Club	10	10	0	0
Quizzing Club	100	100	0	0
NCC/SCOUT	100	100	0	0
Painting	100	100	0	0
Essay Writing	100	100	0	0
Dialogue WRITING	20	20	80	80
Yoga	100	100	0	0
Blood Donation Camp	100	100	0	0
Tree Plantation	100	100	0	0
Awareness Programme	100	100	0	0
Annual Function	40	40	60	60
Cultural Activity	100	100	0	0
Inter School Competition	100	100	0	0
Giving Self Defence Training	100	100	0	0
Field Visit/Trip, Exhibition	20	20	80	80
Training For Vocational /Skills Education	60	60	40	40
Career Counselling Program	60	60	40	40
Adolescent Sexual Reproductive Health Education	35	35	65	65
Health Check Up Camps	100	100	0	0
Celebration Birthday Of the Great Leader	100	100	0	0
Celebration Of National Holiday	100	100	0	0

The teacher's response regarding extracurricular activities indicates that they have a very positive view of the school's numerous initiatives and programs. Co-curricular activities receive clear and enthusiastic support, with all teachers recognising their importance and believing that these activities are vital for student development. Most instructors feel well-supported in managing these programs, as indicated by their 80% agreement that the current schedule works well for curricular activities and their

80% confidence that there is sufficient sports equipment available. Sports like basketball and hockey receive slightly less support at 60%, indicating areas that need improvement. In contrast, popular sports such as football, kabaddi, khokho, volleyball, and cricket receive strong backing at 100%.

There is also significant support for music and dance activities. However, some teachers have raised concerns about the absence of a dedicated music room, with 80% feeling this is inadequate. Clubs such as the eco-environmental and debate clubs are highly valued and receive unanimous approval. The astronomy club currently lacks support, but it has potential for growth.

Teachers strongly support social initiatives, as the feedback highlights a strong commitment to extracurricular activities, reflecting a shared dedication to community service. Opinions on annual functions and field trips vary; 60% and 80% express dissatisfaction, indicating a need for review. Activities such as self-defence training and yoga are appreciated, emphasising student well-being. Support for adolescent sexual health education is low at 35%, with 65% opposed, suggesting discomfort or lack of readiness. Overall, feedback highlights strong support for extracurricular but reveals areas for improvement, guiding future planning.

Teachers express a strongly positive outlook on extracurricular activities in OAVs, recognising their importance in fostering student growth. Most feel well-supported, with 80% agreeing that the schedule effectively accommodates co-curricular activities and that sports equipment is generally adequate. Popular sports such as football, kabaddi, khokho, volleyball, and cricket receive full support, while basketball and hockey require improvement. Music and dance are appreciated, though the lack of a dedicated music room is a concern for 80% of teachers. Clubs like eco-environment and debate receive unanimous approval, while the astronomy club shows potential but lacks engagement. Teachers value social initiatives, yoga, and self-defence training. However, dissatisfaction with annual functions (60%) and field trips (80%) indicates areas that need attention. Low support for adolescent sexual health education (35%) suggests hesitation or limited preparedness. Overall,

teachers strongly support extracurricular programs but identify clear gaps for future improvement.

4.17. Procedure adopted by the students in the learning process:

Learners are the core of the educational process. In an academic institution, the primary goal is to develop students' intellects and motivate them to contribute to the nation. During the teaching and learning process, students require a suitable learning environment, assurance of access to qualified teachers, a standardised curriculum, a non-punitive atmosphere, and extracurricular activities to support their physical, mental, spiritual, and aesthetic development. The table below discusses the learning environment for students.

Table 20: Learning Process Adoption by Students

Classroom practice	YES		NO	
	no	%	no	%
The Learning Environment Is Conducive	176	88	24	12
Adequate Classroom Furniture	200	100	0	0
Clean School Environment	187	93.5	13	6.5
Finish The Syllabus On Time	167	83.5	33	16.5
Bridge Course	200	100	0	0
Home Assignment Is Given	200	100	0	0
Group Project Is Given	200	100	0	0
Check Homework In Regular Basics	200	100	0	0
Correction For Improvement	200	100	0	0
Supportive Teacher	200	100	0	0
Activity-Based Teaching	200	100	0	0
Practical Experience in Learning	200	100	0	0
Group Activity in the Classroom	200	100	0	0
Daily Class According to The Timetable	173	86.5	27	13.5
Freely Ask Questions	192	96	8	4
Class Is Entertaining	183	91.5	17	8.5
Classes are interactive	200	100	0	0
Remedial Class	200	100	0	0
Doubt Clearance Any Time	200	100	0	0
ICT labs				
Sufficient Laboratories	120	60	80	40

Counselling Class	110	55	90	45
Online Coaching for Professional Course	0	0	200	100
Skill/Vocational Training	200	100	0	0

The table gives an overview of the school's classroom practices and resources. An impressive 88% of respondents feel that the learning environment is supportive. Everyone agrees that there is enough classroom furniture and other essential resources, such as group projects, regular homework checks, and supportive teachers.

Most respondents think the school is clean, with 93.5% expressing this view. Additionally, 83.5% believe that the syllabus is mostly completed on time. Students also feel engaged, with 96% saying they can ask questions freely and 91.5% finding classes entertaining.

However, some areas need improvement. Only 60% think there are enough ICT labs, and just 55% support the availability of counselling classes. On a positive note, there is a strong emphasis on practical learning and group activities, which provide a solid foundation for student success.

4.18. Evaluation procedure in OAVs of Western Odisha

The evaluation process at Odisha Adarsha Vidyalayas (OAVs) in Western Odisha is thoughtfully designed to recognise each student's overall growth and development. It includes all types of possible evaluations for students.

Table 21: Teacher Response to the Evaluation Procedure in OAVs of Western Odisha:

Evaluation procedure	YES		NO	
	No	%	no	%
Periodic Test	100	100	0	0
Unit Test	100	100	0	0
Half-Yearly	100	100	0	0
Pre-Board	100	100	0	0
Practical Exam	100	100	0	0
VST Test	100	100	0	0
Annual Examination	100	100	0	0

The evaluation process in the table shows strong performance in many areas. Every test, including the Periodic Test, Unit Test, Half-Yearly Test, Pre-Board Test, Practical Exam, VST Test, and Annual Examination, achieved a perfect 100% approval rate. This means all students successfully met the standards. It is particularly encouraging that no failures were recorded in any assessments, as shown by the absence of "NO" responses and zero percentages in that column. This indicates a solid understanding and mastery of the material among the students. It also highlights the effectiveness of the teaching methods and the students' readiness for their exams. The high scores across different tests suggest that students are excelling in individual assessments and are also building a strong foundation for cumulative evaluations throughout the year.

The evaluation process shows that students responded well across all assessments. Every student gave a thumbs-up and achieved a perfect 100% 'YES' rate. There were no negative responses, with 0% 'NO', which reflects student engagement and confidence. Overall, the data demonstrate a successful evaluation process, indicating effective teaching and student commitment.

Qualitative analysis:

*During focus group discussions with teachers, one shared how they try out some innovative assessment strategies in the classroom. They mentioned that occasionally, **surprise tests** are given to assess how well students understand the material and to keep them engaged. Teachers are also in regular contact with parents, working together to support students' learning at home.*

*Mr Sarangi shared his unique approach to conducting evaluations. He organises **group seminars** in which students research specific topics. Each group carefully divides the topic among its members, and the next day, a chosen group leader presents their findings, helping students build teamwork and communication skills.*

On the other hand, conversations with students offered more insight into how assessment works in the Odisha Adarsha Vidyalayas (OAVs) in western Odisha.

Besides the techniques mentioned earlier, students shared that they experience various assessment styles, including **oral tests, written exams, and class-practical tests**. These various methods contribute to building a comprehensive understanding of students' knowledge and abilities.

Objective 3: To evaluate the student support services available at Odisha Adarsha Vidyalayas in Western Odisha.

4.19. Students' support services in OAVs of western Odisha

Student support services encompass a variety of facilities and activities designed to make learning both easier and more engaging for students. These services are essential in fostering academic success, serving as a fundamental need within educational institutions. They provide both direct and indirect support for students' academic adjustment and growth, playing a crucial role in their overall development.

Table 22: Students' support services in OAVs of western Odisha

Support Services	YES		NO	
	no	%	no	%
Boys Common Room	0	0	200	100
Girls Common Room	0	0	200	100
Mid-Day Meal	200	100	0	0
Free Text Book	200	100	0	0
Uniform & School Bag	200	100	0	0
Reading Writing Materials	0	0	200	100
Academic Calendar	200	100	0	0
Timely Notice	200	100	0	0
Skill And Vocational Training	200	100	0	0
Toilet Facilities for Boys	200	100	0	0
Toilet Facilities for Girls	200	100	0	0
Drinking Water Facilities	200	100	0	0
Hostel Facilities	108	54	92	46
Library	200	100	0	0
ICT Lab	200	100	0	0
Reading Room in Hostels	200	100	0	0
Security	0	0	200	100

Medical Facilities	0	0	200	100
Ambulance	0	0	200	100
Fire Exist	200	100	0	0
Post-Office Facilities	0	0	200	100
Bank on Campus	0	0	200	100
Bus Service	152	76	48	24
Scholarship	200	100	0	0
Grievance & Redressal Mechanism	200	100	0	0
Sexual Harassment Cell	0	0	200	100
Guidance Service	0	0	200	100
Career Counselling Cell	200	100	0	0
Disciplinary Committee	200	100	0	0
Anti-Raging Cell	0	0	200	100
Students' Development Cell	200	100	0	0

The table showcasing support services provides a warm and inviting overview of the different facilities and resources available, categorised by their availability as 'Yes' or 'No.' It is heartening to see a strong presence of essential educational resources, with many services enjoying full approval from respondents. For example, key offerings such as the Mid-Day Meal, Free Textbooks, uniforms, and school bags, along with skill and vocational training, all received 100% support, ensuring that every student can access these essential supports.

However, the data also highlights some areas that need attention. There is a noticeable lack of support in areas such as Boys and Girls Common Rooms, Reading and Writing Materials, and several health and safety facilities, where no respondents reported availability. This highlights a gap that could affect students' overall well-being and their opportunities to socialise and unwind.

The responses regarding hostel facilities show a mix, with 54% of respondents stating that these facilities are available, while 46% say they are not—indicating varied experiences among students. Similarly, services related to security, medical support, and transportation, such as the Bus Service, show differing levels of access. For example, while most students (76%) can use the bus, a significant 24% cannot, pointing to ongoing transportation challenges for some.

Support services, such as counselling and grievance mechanisms, are viewed in a positive light, with facilities like the Career Counselling Cell and Students' Development Cell receiving full support. Nevertheless, concerns about limited support in areas such as the Anti-Ragging and Sexual Harassment Cells underscore ongoing safety issues and the importance of strengthening grievance redressal systems.

4.20. Health Care and Safety Measures:

The role of the students support service is to provide better health care for students during school hours. The school should have basic health care facilities available in case of emergencies. The school is also prepared with safety measures, as students need to go to school and return home on time with proper safety and security.

Table 23: Health Care and Safety Measures

ITEMS	YES		NO	
	no	%	no	%
First-aid box	17	100	0	0
Fire safety	6	35.29	11	64.70
Children's hygienic habits	17	100	0	0
Health check-up	0	0	17	100
ANM/Health worker available	0	0	17	100

The table clearly presents the results of a health and safety assessment, highlighting the availability and enforcement of various health provisions. In terms of first aid kits and the promotion of hygienic practices among children, the findings are unequivocal: 100% of respondents—17 out of 17—confirmed the presence of a first aid kit and actively encouraged hygienic habits. This reflects a commendable commitment to essential health and safety standards in these areas. The responses concerning fire safety measures reveal a troubling discrepancy. Only 35.29% of respondents confirmed the presence of fire safety precautions, while a significant 64.71% indicated their absence. This situation highlights the urgent need to enhance

safety preparations in this critical area. There is an apparent deficiency in health examinations and the availability of Auxiliary Nurse Midwives (ANMs) or healthcare personnel, with all respondents acknowledging the absence of these essential services. This shortfall significantly hampers health surveillance and access to professional healthcare, thereby risking the safety and well-being of the entire community.

Qualitative analysis:

Focus group discussions with students reveal that in OAVs of Western Odisha, they receive a variety of free offerings, including textbooks, school uniforms, belts, and school bags. They have their academic calendar and receive notices of examinations and holidays on time. They get scholarships every year promptly. They have proper laboratories, libraries, and reading rooms. They also have better toilets and drinking water facilities. Most schools lack bus services, hostel facilities for boys, and standard rooms for both boys and girls. Additionally, there are no post offices, banks, or medical facilities within the campus boundary.

Mid-day meals at these schools are nourishing, protein-rich, and carefully inspected by the Vidyalaya Management Committee to ensure they meet high standards of quality, cleanliness, and proper distribution. The school generously provides students with free textbooks, uniforms, belts, and backpacks. However, they do not currently receive reading or writing materials. All schools follow the same academic calendar, and friendly notices about holidays, exam dates, and cultural events are shared with parents and students through notices on dedicated boards. Students also enjoy skill and vocational training, including computer skills, personality development, and communication skills, which take place on Saturdays. During these sessions, students are encouraged to maintain quiet and focus, making for a peaceful learning environment.

Although some health measures are working well, it is crucial to take prompt action to enhance fire safety and staffing. Addressing these issues is crucial to maintaining good health and safety standards for everyone.

4.22. Students Development activities

In addition to classroom teaching, students also require activities that support their personal and professional development. Table --- presents a set of selected development activities for students and the status of OAVs of western Odisha on those activities.

Table-24: Student Development Activities in OAVs in Western Odisha

Sl No	Name of OAVs	Remedial coaching	Counselling	Coaching for professional courses	Self-defence training	Coaching for sports and games	Different life skill training	Training for musical and artistic talents	Training on vocational and work education
1.	Bandhupali	√	√	x	√	√	√	√	√
2.	Barpadar	√	√	x	√	√	√	√	√
3.	Bharuamunda	√	√	x	√	√	√	√	√
4.	Khoprakhol	√	√	x	√	√	√	√	√
5.	Teteleng	√	√	x	√	√	√	√	√
6.	Manipur	√	√	x	√	√	√	√	√
7.	Barkote	√	√	x	√	√	√	√	√
8.	Budhapali	√	√	x	√	√	√	√	√
9.	Patrapali	√	√	x	√	√	√	√	√
10.	Kirimira	√	√	x	√	√	√	√	√
11.	Golmund	√	√	x	√	√	√	√	√
12.	Junagarh	√	√	x	√	√	√	√	√
13.	Negipali	√	√	x	√	√	√	√	√
14.	Jhagrahi	√	√	x	√	√	√	√	√
15.	Penthahal	√	√	x	√	√	√	√	√
16.	Chinimahul	√	√	x	√	√	√	√	√
17.	Rathpur	√	√	x	√	√	√	√	√

18.	Binika	√	√	x	√	√	√	√	√
19.	Bhoipali	√	√	x	√	√	√	√	√
20.	Talasank ara	√	√	x	√	√	√	√	√

Students' participation is crucial in their development activities, encouraging them to be socialised and grow, as well as develop their personality, while supporting academic achievement. In case of difficulty in understanding the concept, the teacher provides a remedial class to the students after lunch. Some Vidyalayas use the last second class as a remedial class, while others use the first class after lunch for this purpose. The remedial class is provided only to students who are in need. At that time, other students were involved in art classes. In a remedial class, teachers prefer to use the smart classroom, and students are also interested in clearing their concepts, doubts and misconceptions.

Every Vidyalaya provides counselling classes to students in classes IX, X, and XII. Career counselling, personal counselling, and educational counselling are provided to students. Some schools are conducting online counselling. Some schools invite a counselling expert to the school, and this program is arranged and organised openly in the performing stage. The counsellor shares ideas about the streams and disciplines they will choose after the 10th board examination and the 12th board examination. The best career opportunities are after secondary education and higher secondary education. The counselling facility organises quarterly sessions throughout the year in OAVs of western Odisha.

Under the Samagra Shiksha and Rani Laxmi Bai Atma Raksha Prashikshya scheme, self-defence training is specifically provided to female students in OAVs. Trained the girl students in techniques to develop physical strength, self-confidence, and belief in their ability to protect themselves. In every school, it is organised once a year.

Physical activities are an important part of schools. Sports attract students to the institution. In OAVs, numerous sports clubs support students' physical and mental

development. Participating in sports is associated with improved academic performance. Being involved in sports and developing a sports mindset improves cognitive skills, memory, focus, and discipline in students. Each of the 20 sample schools has a dedicated Physical Education Teacher responsible for coaching sports. In every OAV, various sports such as football, basketball, kabaddi, khokho, volleyball, cricket, badminton, hockey, and athletics are conducted, and students actively participate in their favourite games.

In OAV, students receive life skill training to develop their psychosocial and interpersonal skills. This training helps students improve their critical thinking and problem-solving abilities. Life skills education also teaches them vital skills, such as effective communication, empathy, cooperation, and teamwork. It increases their awareness of future careers and helps them manage their time effectively. Life skill education has a great impact on their academic life, as well as on where they prepare themselves with a visionary setting.

Music helps children develop their brains better, boosts creativity, improves reading comprehension, and enhances listening skills. Each Adarsha Vidyalaya has a dedicated music room where students learn to play instruments such as the harmonium, tabla, and keyboard, as well as participate in vocal and dance lessons. OAV has set up clubs to encourage student participation in co-curricular activities, which helps build confidence and teamwork. The clubs include the Music Club, Dance Club, Eco & Environment Club, Debate Club, Astronomy Club, Maths Club, and Quizzing Club. OAV has a dedicated teacher to train students in their areas of interest.

OAV invited a guest expert for a lecture talk focused on organising different vocational and work skills education for students' welfare. This covered the trade system, banking system, paramedical training, and other programs. The Skill India and Digital India initiatives from the government regularly offer training and certification for students. Lectures from experts in various fields are arranged to raise awareness about vocational and work skills, which help prepare students for their future careers.

Besides these, OAV does not offer coaching for national-level school examinations. However, there is a provision in OAV: students who score 90% or higher and rank among the top 500 students across all OAVs will receive professional coaching along with all facilities, including free residential and food accommodations.

Objectives 4: To find out the administrative, managerial, and financial constraints faced by Odisha Adarsha Vidyalaya in Western Odisha

A semi-structured interview was conducted with 20 school principals who serve as heads of administration, management, and financial oversight. Since OAVs are a new initiative launched by the Odisha state government, the researcher hopes to understand the main challenges faced by these leaders. These include overseeing control, monitoring, supervision, and coordinating supporting staff. These responsibilities also include student admissions, retention, follow-up activities, and awarding final degrees.

4.23. Administrative Constraints Faced by Principals of OAVs of Western Odisha

Principals in Odisha Adarsha Vidyalayas (OAVs) provide leadership, staff support, and community ties. They evaluate programs, manage budgets, and promote innovative, culturally relevant teaching to prepare students for success. The table below outlines their administrative constraints.

Table 25: Administrative Constraints Faced by Principals of OAVs of Western Odisha

Statement	YES		NO	
	no	%	no	%
Managing both administrative and academic duties is challenging.	20	100	0	0
There is a shortage of non-teaching/support staff in the school.	3	15	17	85

Excessive documentation and reporting impede efficient operation.	20	100	0	0
Able to admit all applicants	20	100	0	0
Problems in document verification	0	0	20	100
Participation in the requirement of teachers	0	0	20	100
Frequent changes in departmental instructions confuse.	4	20	16	80
Lack of autonomy affects the efficiency of administrative decisions.	11	55	9	45
Communication with higher authorities is often delayed.	20	100	0	0
Administrative workload affects time for academic supervision	20	100	0	0
Maintaining coordination among staff members can be challenging at times.	13	65	7	35
Government orders and circulars are not always clear and timely	0	0	20	100
Need any training to perform well	20	100	0	0
Satisfied with administrative duty	20	100	0	0
Periodic reports consume excessive time.	0	0	20	100

The table outlines the administrative challenges faced by principals in OAVs. All respondents, 100%, agreed that managing both administrative and academic responsibilities is challenging; they struggle to handle these tasks simultaneously. Participants noted that excessive paperwork and reporting hinder effective functioning. This makes tasks overwhelming and diverts attention from educational oversight. There is also an apparent concern about a perceived lack of support staff. Only 15% of respondents confirmed this issue, while 85% disagreed, suggesting that many principals feel they receive adequate support in this area. Conversely, issues like document verification and encouraging teacher participation received unanimous

negative feedback. Twenty per cent of respondents found changes in departmental instructions confusing, while 80% did not think they were a big issue. This relates to concerns about a lack of autonomy in decision-making. Fifty-five per cent said it hinders efficiency, while 45% felt it does not significantly affect their work. Communication delays with authorities and the impact of workload on supervising academics were recognised as significant concerns. Approximately 65% of respondents encountered staff coordination challenges, while 35% did not. Many government orders and circulars are often unclear and arrive late, complicating tasks. Training was seen as valuable, and many expressed satisfaction with their roles, achieving 100% approval. Time spent on periodic reports was not an issue. Despite some challenges, principals find specific administrative tasks manageable and rewarding.

This data reveals that all principals share a similar perspective on the administrative challenges associated with academic activities in OAVs. Their comments reflect the difficulties they face, particularly regarding the shortage of teaching and non-teaching staff. They often feel they lack decision-making autonomy and depend on the head office (OAVs and the Department of School and Mass Education). Nevertheless, they still find joy and fulfilment in their roles at their schools.

4.16 Management constraints faced by principals of OAVs of Western Odisha.

Managing and supervising school activities can be a significant challenge for authorities, who must also fulfil administrative duties, teach and supervise classes, manage the hostel, and remain constantly active and engaged.

Table 26: Management constraints faced by principals of OAVs of Western Odisha.

Statements	YES		NO	
	no	%	no	%
Insufficient number of teachers	20	100	0	0
Teacher absenteeism poses a challenge.	20	100	0	0
Coordination issue between teachers and the authority	13	65	7	35
Motivating teachers for co-curricular activities				
Is difficult.	8	40	12	60
Inadequate delegation of duties affects the smooth functioning.	20	100	0	0
Lack of teamwork among staff affects the school climate.	20	100	0	0
Managing hostel discipline requires additional effort and time.	20	100	0	0
Parental involvement in school activities				
Is insufficient.	0	0	20	100
Student enrolment and retention are difficult				
In remote areas.	6	30	14	70
Monitoring and evaluation systems are not effectively implemented.	0	0	20	100
Supervision of teaching-learning activities				
Is time-consuming	5	25	15	75
Difficult to handle the in-disciplined students	0	0	20	100

The data in the table shows key challenges that educators face. First, there is total agreement (100%) on the problems of insufficient teachers, teacher absenteeism, poor task delegation, lack of teamwork, and the challenges of managing hostel discipline. This suggests that these issues are urgent and need immediate attention.

Sixty-five per cent of respondents noted a national problem between teachers and authorities, hinting at a concerning divide that could affect school environments. Opinions are divided on motivating teachers to participate in co-curricular activities; 40% say it is difficult, while 60% believe it is not a major issue.

Parental involvement is also a major concern, with 100% reporting it as insufficient. Additionally, 70% consider issues with student enrolment and retention in remote

areas to be problematic. There is a clear lack of effective monitoring and evaluation systems, with a strong consensus on this issue.

Seventy-five per cent of respondents view the supervision of teaching and learning as time-consuming, although some still consider it manageable. The data suggest that, despite several concerns, collaboration could enhance the school environment for both staff and students.

The data highlights significant challenges for principals, including teacher shortages, absenteeism, issues with task delegation, and difficulties with teamwork, all of which require urgent attention. The disconnect between teachers and authorities, combined with shared worries about parental involvement, emphasises the need for better cooperation. Problems such as student enrolment and retention in remote areas, along with poor monitoring, add to the challenges. While views differ on motivating students for co-curricular activities and supervising teaching, working together could help create a more positive school environment.

Table 27: Supervision by the principals of OAVs in western Odisha

statements	YES		NO	
	no	%	no	%
Balancing administrative and instructional supervision duties is difficult.	12	60	8	40
adequate time for classroom observation and the learning process	0	0	20	100
Administrative meetings and record-keeping can reduce the time available for academic focus.	20	100	0	0
Unplanned duties or visits disturb school schedules.	20	100	0	0
Monitoring the MDM Regularly	20	100	0	0
visited & dealt with hostel problems	20	100	0	0

The data shows the challenges principals encounter in their supervisory roles. Sixty per cent find it hard to balance administrative and instructional tasks. This illustrates the various responsibilities they manage on a daily basis. All principals agree that administrative duties, such as meetings and record-keeping, often consume time that

could be better spent improving academic quality. This can impact the outcomes of teaching and learning. The table indicates that unexpected duties or visits can disrupt schedules, impacting the educational environment. On a positive note, principals remain committed to monitoring the Mid-Day Meal (MDM) program and addressing hostel issues. This demonstrates their strong commitment to student welfare, even in the face of administrative challenges.

4.18 Financial Constraints Faced by the Principal

For a principal, things become much smoother when financial support is readily available and sufficient. The financial challenges faced by principals in OAVs are outlined below, helping to identify the areas where support is needed most.

Table 28: Financial Constraints Faced by the Principals of OAVs of Western Odisha

Statements	YES		NO	
	no	%	no	%
Delay in fund release	20	100	0	0
Budget allocation is insufficient	13	65	7	35
Funds for co-curricular activities are insufficient	20	100	0	0
Financial approval is lengthy and bureaucratic.	20	100	0	0
Difficulty in utilising funds within the prescribed time limit.	20	100	0	0
Lack of autonomy in financial decisions affects efficiency.	20	100	0	0
Inadequate funds for laboratory and library development.	20	100	0	0
Delay in refund causes financial stress.	20	100	0	0
School development funds are insufficient	20	100	0	0
Strict financial rules.	20	100	0	0

The financial constraints table clearly shows important concerns from respondents about how funding affects school operations. Notably, all participants indicated that

delays in releasing funds harm school functionality. This highlights a key issue in managing finances within educational institutions. Furthermore, 65% recognized that the budget for maintenance is too low, pointing to an urgent need to reassess finances for the proper upkeep of school facilities.

The lack of funding for co-curricular and enrichment activities is another major concern. All respondents stated that current resources are not enough to support student growth. Delays in reimbursements for expenses are seen as a financial burden for schools, adding to the problems caused by strict financial regulations that everyone considers overwhelming. Together, these insights highlight the urgent need for a more flexible and responsive financial system in education to effectively address these issues.

The above discussion emphasises that Principals lead with passion, shaping the school culture and setting high standards. They focus on students' needs, ensuring a safe and welcoming environment. They build strong community relationships with parents and local groups to create support networks. Using data, they assess and improve educational programs to enhance learning. Effective financial management allows principals to utilise resources efficiently for educational purposes and facility maintenance. They promote innovative teaching and technology, keeping schools engaging and up-to-date. In Odisha, local culture is incorporated into education, enriching the learning experience. Their efforts foster vibrant and inclusive schools that inspire students for the future.

Objectives 5: To analyse the problem faced by stakeholders of Odisha Adarsha Vidyalayas in Western Odisha.

4.19 Problems faced by the principals:

Principals, teachers, and students have provided valuable insights on OAVs in Western Odisha. The program features better infrastructure, free textbooks, plenty of resources, sports, and fun activities. Its dedicated staff and focus on gender and social equity truly improve its success. However, some areas still need attention, like low

staff salaries, tough working conditions, and hostel maintenance. Ongoing challenges include issues with water, electricity, sanitation, community involvement, and teacher training.

While OAVs are a commendable model in Odisha, it is common to face some problems and challenges within educational institutions. These issues can impact principals, teachers, students, and non-teaching staff. Research has pointed out key problems in the Western Odisha OAVs,

It is found that a major challenge for OAV principals is the issue of vacant teaching positions. This situation adds extra pressure to the remaining staff and can disrupt academic balance and the quality of education. Low salaries, compared to their responsibilities and reliance on temporary staff create instability, making it hard to hire and retain qualified personnel.

1. Lack of a transparent transfer policy

Most of the principals (N=16) said that the absence of clarity in transfers policy for teaching staff leads to uncertainty among teachers, affecting morale, retention, and continuity of academic planning. It may also result in an unequal distribution of qualified staff.

2. Water shortages during the summer, and Unreliable electricity supply with frequent load shedding

In most schools, principals face problems regarding irregular water supply, which disrupts daily school operations, sanitation, and hostel functioning. It directly affects students' health, hygiene, and overall well-being. Similarly, Power instability hampers ICT-based teaching, digital assessments, and the functioning of smart classrooms and laboratories, reducing the effectiveness of modern pedagogy.

3. Inadequate healthcare services due to limited ANMs

Almost all the principals said that insufficient medical staff compromises timely health support, emergency care, and routine health monitoring for students living in hostels.

4. Delayed administrative response due to multi-department involvement

Similarly, all principals opined that overlapping departmental responsibilities create bureaucratic delays, affecting resource allocation, maintenance, and issue resolution at the school level.

5. Absence of staff quarters and Poor Road connectivity between the school and the main road

All sample schools are located in rural areas that lack residential facilities, and teachers ' staying on campus affects punctuality and limits availability for extra classes or student support. Similarly, non-concrete roads make transportation difficult, especially during monsoons, affecting attendance, supply delivery, and access to emergency services, are opined by no of principals (12)

6. Low parental and community involvement

It is found that minimal engagement from parents and weak community participation in almost all the OAVs, as opined by the principals(14), reduces monitoring of student progress, weakens the home–school partnership, and affects students' motivation and behavioural outcomes. Similarly, reduces local support for school initiatives, resource mobilisation, and shared ownership of the school's development.

7. No regular appointment of non-teaching staff (e.g., junior clerks)

Almost all the principals said that the contractual appointment of non-teaching staff creates administrative burdens that fall on teaching staff, reducing instructional time and efficiency in school management.

8 .Lack of autonomy or administrative power for schools

All principals said that they have limited decision-making power to address local needs promptly and implement contextualised improvements.

Many OAVs are located in rural areas, facing issues such as unreliable electricity, water shortages, connectivity problems, and inadequate transportation infrastructure. Limited involvement from parents and the community restricts support and can lead to challenges like water disruptions. Logistical issues, especially during exams, such as seating shortages, further complicate operations. All these factors make it difficult for principals to promote effective teaching and learning. Addressing these systemic issues requires teamwork among all stakeholders to improve educational outcomes.

Problems Faced by the Teachers

Teachers working in OAV schools face a wide range of academic, administrative, and infrastructural challenges that directly impact their effectiveness in the classroom. As they strive to meet curriculum goals and support diverse learners, teachers often encounter difficulties related to language barriers, classroom management, student engagement, and irregular attendance. These challenges are compounded by limited parental involvement, inadequate facilities, a shortage of support staff, and frequent changes in the curriculum. The points that follow highlight the key problems faced by teachers in such contexts, reflecting their day-to-day experiences and the structural constraints that affect teaching–learning processes and overall student achievement.

1. Language barriers for students from Odia and Hindi backgrounds

Most (69%) of the teachers stated that students entering Class VI with limited English proficiency struggle to understand lessons. This affects comprehension, participation, and overall academic performance in the initial months. Many students struggle with both spoken and written English, which affects their achievement across subjects, particularly in science and mathematics.

2. Classroom management and Student engagement

Most teachers (63%) stated that large, diverse classrooms and mixed learning levels make it difficult for them to maintain discipline and ensure a smooth instructional flow. Similarly, low interest, language issues, and limited exposure to interactive activities reduce participation, affecting learning outcomes, as stated by 56% of teachers. Teachers face difficulty completing the syllabus due to additional responsibilities, remedial needs, and extracurricular schedules.

5. Low parental involvement

Most (73%) of the teachers of OAVs minimal communication between parents and school leads to poor monitoring of students' learning and behaviour at home.

7. Inadequate electricity and irregular power supply

Maximum teachers of OAVs opined that smart boards and ICT tools cannot be used effectively, reducing the quality of digital teaching and planned lessons due to inadequate electricity and irregular power supply.

8. Extra-curricular activities affecting academic schedule

A number of teachers (72) opined that frequent organising events and competitions disrupt teaching hours, causing delays in syllabus completion. Similarly, students face difficulties regarding much conceptual clarity when they rush to finish the course

9. Lack of staff quarters and transportation

Maximum no of teachers (69) stated that they faced difficulties in commuting and staying near the school, especially in remote areas, leading to fatigue and reduced availability.

10. Lack of staff quarters and transportation

Maximum (83%) teachers of OAVs opined that limited internet access makes difficult to use smart board, online resources and restricting ICT-enabled learning.

Problems faced by the students

From the perspective of students, the school environment plays a crucial role in shaping their learning experiences, comfort, motivation, and overall development. However, many students in the sampled schools face several challenges that hinder their academic progress and daily routines. Understanding these challenges from the students' point of view is essential for improving school facilities, ensuring student welfare, and strengthening the academic environment. The following section analyses these concerns to highlight the areas that require immediate attention to enhance the overall schooling experience.

1. Lack of remedial classes

Although it is not evident in all the OAVs, students from two schools reported facing a lack of remedial classes, which suggests gaps in academic support, particularly for slow learners or students performing below grade level.

2. Lack of transport facilities

Most (73%) of the students faced transportation problems. The absence of school transport impacts accessibility and student punctuality. Students from distant or remote areas often face difficulties in commuting, resulting in irregular attendance and fatigue, which can disrupt learning continuity.

3. Poor quality of hostel meals and cleanness

With regards to hostel meal and cleanness most (72%) of the students said that meal quality is very poor which negatively influences students' health, satisfaction, and overall well-being. This can also lower morale and reduce concentration, directly

affecting academic performance. Similarly, Unclean toilets discourage usage, especially among girls, and contribute to health risks. This leads to discomfort, absenteeism, and a decline in student satisfaction with the school environment reported by (68%) of students of OAVs of western Odisha

4. Shortage of sports equipment

Avery few Students (12%) said that they face insufficient sports materials in their schools.

5. More theory-based teaching with fewer practical classes

Maximum (73%) students said that they have of limited practical exposure for clarification of science application-oriented knowledge, and its absence results in rote-based learning.

Problems faced by the non-teaching staff

1. Non-teaching staff earning below government standards

Many (37) non-teaching employees said that they are paid wages lower than the official government norms, especially when hired through external agencies. In some cases, the staff experienced a pay cut of nearly ₹5,000 because the agency did not fulfil the salary commitments made during recruitment. This situation raises serious concerns about fairness, transparency, and ethical employment practices. Inadequate compensation affects employee morale, motivation, and productivity, ultimately influencing the smooth functioning of the school.

2. Long-term contractual employment without regularization

A significant number of non-teaching staff members have been serving the institution for 6 to 7 years on a contractual basis. Despite their long service and consistent contributions, they have not been granted permanent status. This creates anxiety about job security and financial stability. The prolonged absence of regularization reflects administrative gaps and highlights the need for policy-level interventions to ensure the dignity and welfare of long-serving employees.

4.30. Suggestions Based on Stakeholders' Issues

1. Develop a transparent teacher transfer policy

The Government of Odisha should create clear guidelines and timelines for transfers, ensure transfers are need-based and equitable across schools, and use digital platforms for transparency and teacher preferences for transfer of teachers.

2. Improve water supply and electricity and Internet infrastructure

The government should take the initiative with the help of local community members for the installation of bore wells, water purifiers, and storage tanks for mitigating the scarcity of water in OAVs of western Odisha. Similarly, Principal may take initiative to procure backup generators/solar power systems for uninterrupted power and strengthen coordination with local authorities for timely maintenance. Provide solar-powered smart classrooms. Schools should be connected through broadband or 5G routers.

3. Enhance healthcare services in hostels

Principals should take the initiative, in consultation with the state government and the nearby hospital, to depute ANMs or pharmacists to each OAV once a week to assess the medical problems of students and provide training on emergency medical kits and first aid to hostel staff. Additionally, they should ensure regular health check-ups with the district health departments.

4. Streamline administrative processes

The Government of Odisha should create a single-window system for approvals, repairs, and paperwork related to OAVs of Odisha. Similarly, a nodal officer should be appointed to reduce multi-department delays.

5. **Provide staff quarters and improve road connectivity**

Staff quarters should be constructed in each OAV on a Priority basis. Roads and approach roads should be repaired with the help of the Block Development Officer.

6. **Strengthen parental and community involvement**

Principal with the help of teachers should organise regular Parent–Teacher Meetings (PTMs) in accessible formats. Awareness drives on students’ welfare and school development should be conducted in each OAV. Arrange workshops for parents on supporting learning at home.

7. **Ensure regular appointment of non-teaching staff**

Government of Odisha should create permanent sanctioned posts for junior clerks, lab assistants, and hostel support staff with training for administrative efficiency. Align salaries with government norms and monitor private agencies to prevent salary cuts.

8. **Increase the administrative autonomy of schools**

Government of Odisha should allow principals to make school-level decisions on minor expenditure, repairs, and academic planning. Flexibility in timetable adjustments and academic innovations should be provided, and a decentralised fund model for immediate necessities should be introduced.

9. **Address language barriers**

In order to address language barriers among the students of OAVs a bridge courses in English for Class VI students should be introduced and professional training in ESL pedagogy should be provided.

10. **Improve classroom management and engagement**

Activity-based learning, group tasks, and peer tutoring should be promoted in the classroom situations and training in inclusive and differentiated instruction should be provided

11. **Balance extra-curricular activities and academics**

An annual calendar with the scheme of the study should be prepared by the concerned class teacher to avoid academic disruption and a limited number of events during exam months. Allocate dedicated funds for sports equipment

12. **Introduce systematic remedial classes**

Schools should conduct daily 1-hour remedial sessions for weak learners, use diagnostic tests to identify learning gaps and assign subject mentors for personalised support.

12. **Improve hostel meal quality and sanitation**

The principal, with the help of the hostel warden, should establish a committee to monitor meals through weekly checks. Additionally, hygienic kitchen equipment should be installed, and the hostel staff should be trained.

13. **Strengthen practical learning**

Principals of OAVs should upgrade science labs and ensure regular lab periods. Provide low-cost models and digital simulations and make practical assessments compulsory for science learning.

Conclusion

Improving OAVs requires a **multi-layered approach** addressing academic, infrastructural, administrative, and welfare-related issues. Strengthening school autonomy, enhancing teacher support, ensuring student welfare, and recognising

non-teaching staff contributions will significantly improve the overall functioning and effectiveness of OAVs. Collaboration among the government, school authorities, parents, and communities is essential for creating strong, equitable, and high-performing schools.

CHAPTER -V

ACADEMIC EXCELLENCE OF OAV RATHAPUR

Academic excellence is a central indicator of a school's effectiveness and its ability to fulfil its educational mission. In the context of Odisha Adarsha Vidyalayas (OAVs), which were established with the vision of providing quality education to rural and disadvantaged students, academic excellence represents not only scholastic achievement but also the holistic development of learners. As model schools designed to bridge educational disparities, OAVs are expected to uphold high standards in teaching–learning processes, governance, infrastructure, and student support systems. Understanding how these elements come together to shape academic performance is therefore essential for evaluating their success and identifying areas for enhancement.

This chapter focuses on the academic excellence of OAV Rathapur, examining the institutional practices, learning environment, instructional quality, and student outcomes that collectively contribute to its academic profile. OAV Rathapur serves a diverse student population and operates within the larger framework of the OAVS (Odisha Adarsha Vidyalaya Sangathan), which emphasises competency-based learning, inclusive education, and the integration of technology in classroom processes. As such, the school provides an important case for understanding how policy intentions are translated into practical realities at the institutional level.

The chapter presents an analysis of key indicators of academic excellence, including scholastic performance, co-scholastic development, teacher qualifications and professional practices, pedagogical innovations, curricular implementation, availability of learning resources, and leadership and governance mechanisms. Special attention is given to how these factors interact to foster a culture of high expectations, academic rigour, and continuous improvement within the school.

Through the evaluation of these dimensions, the chapter aims to offer a comprehensive picture of the academic strengths and challenges of OAV Rathapur.

The insights derived will not only contribute to understanding the school's overall effectiveness but will also help identify strategies that can be replicated across other OAVs to enhance educational quality state-wide.

Objectives 6: Examine the academic excellence of Odisha Adarsha Vidyalaya in Western Odisha.

For the present study, the researcher selected Odisha Adarsha Vidyalaya Rathapur. A case study approach was employed to assess the academic excellence of Odisha Adarsha Vidyalaya in Western Odisha.

5.1 Brief about the OAV Rathapur:

The Subarnapur kingdom merged with the Odisha province on January 1, 1948, becoming part of the Bolangir District. On April 1, 1993, Subarnapur became the district headquarters. It is a large town situated on the left bank of the Mahanadi River. The total area of Subarnapur is 2,284.89 sq.km. It is approximately 229 km from the state capital, Bhubaneswar. Subarnapur has six blocks: Binika, Dunugipali, Subarnapur, Tarava, Birmaharajpur, and Ullunda. Birmaharajpur is the most notable block, located 19 km east of the district headquarters. The Birmaharajpur subdivision oversees 13 gram panchayats and 181 villages, based on the 2011 census data. It is bordered by Boudh district to the south, Binika tehsil to the west, Rairakhol tehsil to the north, Angul district to the east, and Sonepur tehsil to the southwest. Nearby cities include Phulabani, Balangir, Sambalpur, Burla, and Angul.

Odisha Adarsha Vidyalaya (OAV) Rathapur is located in Rathapur village, within the Kumarkeli postal office area, Birmaharajpur block of Subarnapur district. The school was established in the first phase (Phase 1) in 2016. The CBSE affiliation number is 1520022. The school code is 17185. The total campus area of the school covers 16,193.3 square meters. The Odisha Adarsha Vidyalaya Sanghathan and the Department of School and Mass Education, Odisha, administer the school. The school is affiliated with CBSE, New Delhi.

5.2 Profile of Staff Members in OAV Rathapur:

The Society Odisha Adarsha Vidyalaya Sangathan appoints or engages the teaching and non-teaching staff of Model School (Adarsha Vidyalaya) in accordance with the standards periodically approved by the State Government. In OAV Rathapur, a total of 17 teaching staff, including 5 PGT teachers, 9 TGT teachers, one art teacher, 1 P.E.T. teacher, one computer teacher and four non-teaching staff—including one junior clerk or accountant, one office peon, one science lab attendant, and 1 night watchman are working for the academic and administrative excellence of the school.

Table No.29: Teachers' profile of OAV Rathapur:

Sl.	Name	Designation	Qualification
1.	Bishnu Prasad Jena	Vice-Principal	MSc, MPhil, B.Ed.
2.	Swasati Nayak	PGT-Engilish	M.A., B.Ed.
3.	Minakshi Parhi	PGT-Math	M.Sc., B.Ed.
4.	Balmiki Jagadala	PGT-Biology	M.Sc., B.Ed.
5.	Rajat Kumar Pradhan	PGT-Computer Sc.	M.Sc., MPhil.
6.	Narendra Kumar Barik	TGT-Hindi	M.A.B.Ed.
7.	Sabitree Burma	TGT-Sanskrit	M.A.B.Ed.
8.	Jaladeb Beriha	TGT-Odia	M.A.B.Ed.
9.	Pradyumana Kumar Dip	TGT-English	M.A.B.Ed.
10.	Siba Sankar Mahananda	TGT-English	M.A.B.Ed.
11.	Monalisa Gaigaria	TGT-MATH	M.Sc., B.Ed.
12.	Padmalochan Mishra	TGT-SC.	M.Sc., B.Ed.
13.	Hemanta Narayana Singhdeo	TGT-SST	M.A.B.Ed.
14.	Nandi Kishor Sabar	TGT-SST	M.A., B.Ed.
15.	Sabyasachi Pattanayak	Art Teacher	B.V.A(UUC)
16.	Shanta Samata	PET	B.P.Ed., M.P.Ed.
17.	Prabin Kumar Deep	Computer Teacher	BCA, MBA
18.	Sushreeta Mishra	JR. Clack / Accountant	M.A., B.Ed.
19.	Dusmanta Rtha	Office pean	10 th Pass
20.	Arti Mandili	Sc. Lab. Attendant	10 th Pass
21.	Patel Mahanta	Night Watchman	+2 Pass

To study academic excellence, the researcher developed a rubric with the assistance of experts.

5.3 Development of Rubric on Academic Excellency

The researcher employed CBSE/NCERT quality standards and the School Excellence Framework (SEF) to develop a high-quality rubric. Before going to develop the rubric researcher created the indicators aligning with the quality standard of School Excellence Framework (SEF), national standards (NEP-2020, NCF-2023, OAV guidelines) with a clarification of the aspects of academic excellence researcher want to measure, who will use the rubric (teachers, principals, evaluators, external monitors) and how the results will be used (monitoring, improvement, ranking, training needs). Based on the above frameworks, the researcher identified 12 domains to develop the rubrics, which are given below. The initial draft was sent to various experts, listed in the Appendix, including those working at NCERT, JMI New Delhi, CBSE, New Delhi, Education Officers from Odisha, and the Principal of OAVs. The comments of different experts were incorporated. Some items were deleted, while others were included. After finalisation, 9 domains, each with 2–5 specific indicators, are retained in the rubric, which is listed below. The details given in the Appendix -

1. ***Student Learning Outcomes (SLOs)***
2. ***Teaching–Learning Processes***
3. ***Teacher Competency and Professional Development***
4. ***Assessment Quality & Academic Integrity***
5. ***Curriculum Enrichment & Co-scholastic Activities***
6. ***Student Support & Inclusion***
7. ***Infrastructure & Learning Resources***
8. ***School Leadership & Governance***

9. *Parental & Community Engagement*

Each domain has a 4-point scale with a total maximum score of 36 points. Researcher categorised with range 10-15(Needs Improvement), 20-25(Basic), 26-30 (Proficient) and 31–36 (Exemplary).

Table- 30:Range of the Rubric

Sl. No	Range	Interpretation	Suggested Action
1	10–15 (Needs Improvement)	Major improvement required	Immediate academic intervention
2	20–25(Basic)	Meets minimum standards	Strengthening plan needed
3	26–30 (Proficient)	Good academic performance	Sustain & improve
4	31–36 (Exemplary)	High-performing OAV	Model for replication

The researcher collected the results of the last 4 years from the school principal, and it is reflected in the table given below

Table- 31:Last five-year results of Result of OAV Rathapur

Year	Appeared	passed	60%	75%	90%	percentage
2020-21	60	4	32	23	0	98
2021-22	54	7	21	24	2	100
2022-23	74	4	35	31	4	100
2023-24	76	6	24	36	6	94
2024-25	77	5	23	43	4	97

According to the table above, the school has consistently demonstrated impressive academic performance over the past five years, with pass percentages ranging from 94% to 100%. The number of students appearing for the board examination has steadily increased from 60 in 2020–21 to 77 in 2024–25, yet the high success rate has been maintained without compromising quality. A notable improvement is observed in the number of high achievers: the percentage of students scoring 60% and above

increased from 32% to 43%, while those scoring above 75% rose substantially from 23% to 43% over the same period. The emergence of top performers is particularly encouraging; the school recorded no students in the 90% category in 2020–21, but this number grew to six in 2023–24 and remained strong at four in 2024–25. Although there was a minor dip in performance in 2023–24, the overall trend reflects strong academic growth, effective teaching, and a learner-centred learning environment that nurtures both average and high-performing students.

From the above analysis, it is evident that the school exhibits steady growth in academic excellence, with increasing numbers of high achievers and consistently high pass rates, indicating strong instructional quality and a positive learning environment.

Table 32. Student Learning Outcomes (SLOs)

Indicator	1	2	3	4
Board Exam Performance				>90% pass; strong 75%+ & 90%+ category
Classroom Engagement indicator				Significant year-on-year improvement
Competency Mastery				>80% competent; strong higher-order skills

From the above table, it is seen that the performance of the Board exam was above 90% and some students achieved a position in the annual examinations. Similarly, it is found that the internal assessment results, marked by significant year-on-year improvement, suggest that learning progress is being systematically monitored and that interventions, remediation, and enrichment strategies are functioning effectively.

This consistent upward trend in internal evaluations indicates active teacher engagement and ongoing academic support. Students are not only performing well in tests but are also able to apply, analyse, and solve problems, reflecting the effectiveness of competency-based teaching approaches.

Overall, these indicators place the school in the highest performance category, demonstrating academic excellence, meaningful learning outcomes, and readiness for future educational challenges.

Table 33: Teaching–Learning Process (Pedagogy)

Indicator	1	2	3	4
Lesson Planning & Execution			Regular structured plans	
Learner-Centered Methods	Some activities		Frequent group/project work	Inquiry-based, experiential
Classroom Engagement				Highly engaging, student-driven

From the above table, it is seen that the indicators collectively reflect a highly effective and learner-centred instructional environment. In the area of Lesson Planning and Execution, the presence of regular and structured plans at Level 3 signals that teachers consistently design lessons with clear objectives, logical sequencing, and purposeful activities. Such systematic planning enables coherent delivery and ensures that learning outcomes are met across sessions.

In OAV, Rathapur teachers are well-trained and qualified. Teachers are preparing lesson plans effectively and efficiently using the constructivist approach and the 5E model, as well as the ICON (Interpretation Construction) Model, in the learning process. They are using the digital board and audiovisual teaching aids. Teachers are employing diverse, innovative pedagogical approaches, including the activity-based method, the problem-solving method, and collaborative learning.

Teachers are focused on bilingual methods that will make it easy to understand the concept. Providing homework and assignments, checking them regularly, and ensuring students' improvement towards academic success.

In OAV Rathapur, there are 18 classrooms, of which 14 are equipped with smart technology. A well-supported information technology lab where 40 students can be at

a time and access the computers for learning. It facilitates the biology, chemistry and physics labs for students. A well-supported library is available, offering additional learning materials, magazines, biographies of notable personalities, and a daily newspaper to students.

With respect to Learner-Centered Methods, marked by frequent group work, project-based tasks, and inquiry-driven or experiential learning, demonstrate a shift from traditional teacher-led instruction to a more participatory and constructivist approach. This indicates that students are actively involved in exploring concepts, engaging in hands-on activities, and collaboratively constructing knowledge, which enhances their more profound understanding and critical thinking.

The indicator on Classroom Engagement, described as highly engaging and student-driven, reinforces this pattern of effective pedagogy. This level of engagement is typically achieved in classrooms where teachers facilitate rather than dominate, encourage autonomy, and cultivate an inclusive environment.

Based on the above analysis, it can be inferred that the OAV demonstrates strong pedagogical practices, high student involvement, and meaningful, holistic learning experiences.

Table34: Teacher Competence & Professional Development

<i>Indicator</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Qualification & Subject Expertise			Appropriate qualifications	Subject experts
Professional Development		5–10 days/year		
Instructional Innovation		Some technology use	Regular use of ICT & modern pedagogy	

The above table describes about the teacher's competence and professional development. In terms of Qualification and Subject Expertise, teachers of Rathapur

OAV are recognized as subject experts, demonstrating deep content knowledge and the ability to connect concepts to real-world applications.

In OAV Rathapur, a total of 17 teaching staff members is employed, including 5 PGT teachers, 9 TGT teachers, one art teacher, one P.E.T. teacher, and one computer teacher. All subject experts are available at OAV Rathapur. Continuous professional development (CPD) enables teachers to learn innovative teaching practices and meet challenges in the rapidly changing technological world through the Dikshya portal and SWAYAM, ensuring the quality, effectiveness, and learner-friendliness of the teaching-learning process.

The Professional Development (PD) indicator reflects that teachers of Rathapur OAV have received 5-10 days of content-appropriate pedagogical training per year. It also demonstrates that teachers are actively engaged in ongoing professional development. Consistent participation in workshops, seminars, and advanced training programmes.

Regarding Instructional Innovation, the regular and purposeful use of ICT tools is found in OAV Rathapur.

Overall, these indicators collectively reveal a highly capable teaching workforce that is knowledgeable, continually improving, and leveraging technology and innovative pedagogies to enhance student learning outcomes.

Table 35:Assessment Quality & Academic Integrity

<i>Indicator</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Quality of Question Papers				Highly analytical, competency-based
Assessment Practices			Regular item/data analysis	
Exam Integrity			Proper exam conduct	Zero malpractice; robust monitoring

From the above table it is found that the Question Papers developed by Board, is highly analytical and competency-based (Level-4) This level of question design ensures that assessments genuinely measure student understanding and mastery of competencies rather than memorization.

In the area of Assessment Practices, regular item analysis and data-based review signify a systematic approach to evaluating student performance. Teachers not only check correctness but also analyse question difficulty, student misconceptions, and trend patterns.

In OAV Rathapur, teachers prefer the continuous comprehensive evaluation, where they conduct subject-wise monthly tests and give group assignments to students to develop their critical thinking and problem-solving abilities. The teacher provides regular homework for students and offers daily corrections. Teachers conduct the periodic test, the monthly exam, the half-yearly examination, the very similar test (VST), and the annual examination.

A very similar test is used only for 10th and 12th class students, along with their teachers, who use 'GYAN KOSHA' for the previous year's question papers. For biology, physics, chemistry, and computer science, teachers conduct practical examinations. Teachers often use surprise tests during their class period. The teacher maintains the students' performance records and notifies parents of the records at the parents' teacher meeting.

The Exam Integrity indicator at Level 4—marked by zero malpractice and strong monitoring systems—demonstrates a highly ethical and transparent examination culture.

Overall, the Level 4 indicators highlight an assessment ecosystem that is rigorous, analytical, fair, and aligned with modern competency-based education, ultimately contributing to improved learning outcomes and trust in the evaluation process.

Table 36: Curriculum Enrichment & Co-scholastic Activities

Indicator	1	2	3	4
Clubs & Activities				Vibrant ecosystem with competitions
Projects & Experiential Learning			Regular project integration	
Life Skills & Values Education			Regular sessions	Integrated across the curriculum

The Odisha Adarsha Vidyalaya Sangathan (OAVS) schools are affiliated with the Central Board of Secondary Education (CBSE) in New Delhi. Offer Secondary and Senior Secondary programs of CBSE in all subjects. The CBSE is a national board of education in India. The Union Government of India manages it and follows the curriculum set by the National Council of Educational Research and Training (NCERT). OAV Rathapur is aligned with the CBSE prescribed by the NCERT. The curriculum is flexible, easy to understand and community-friendly. The curriculum integrates skills-based learning, promoting critical thinking, problem-solving, and creativity. Updated and relevant learning materials are available in the CBSE academic unit, Dikshya portal, Khan Academy, NCERT learning materials, and E-Pathasala.

From the table above, it is evident that the Clubs and Activities indicator, which highlights a vibrant ecosystem with regular competitions, demonstrates that students are provided with diverse platforms to explore their interests, build confidence, and cultivate leadership and teamwork skills.

In terms of **Projects and Experiential Learning (level-3)**, the regular integration of project-based activities suggests that learning extends beyond textbooks and classrooms. Students engage in hands-on tasks, field-based activities, research projects, and practical problem-solving experiences.

The **Life Skills and Values Education** indicator, which is fully integrated across the curriculum, reflects a holistic approach to student development. Instead of being limited to standalone sessions, values such as integrity, empathy, responsibility, and decision-making are integrated into daily teaching and learning processes. This ensures that students naturally internalise essential life skills through continuous exposure and practice.

OAV Rathapur places a strong emphasis on co-curricular activities, which are an integral part of the school, to ensure the holistic development of its students. OAV Rathapur organises various types of sports in school, along with subject-specific clubs, including the Music Club, Dance Club, Eco & Environment Club, Debate Club, Maths Club, and Quizzing Club. The school organises the UN Mock session, where four house representatives participate in discussions on serious national issues. In OAV Rathapur, life skills education, self-defence programs, blood donation camps, social awareness programs, food exhibitions, and leadership programs are organised to prepare students for the future.

Overall, these Level 4 indicators demonstrate a well-rounded educational system that fosters intellectual, emotional, social, and ethical development, preparing students for both academic success and responsible citizenship.

Table 37: Student Support & Inclusion

<i>Indicator</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Remedial Support			Structured remedial classes	Data-driven interventions, counselling
Support for CWSN				Full inclusion + specialized resources
Wellbeing & Safety				Excellent pastoral care & wellbeing system

From the table above, it is evident that structured remedial classes were organised in the school. The inclusion of counselling further strengthens emotional and motivational support, ensuring that struggling students receive comprehensive guidance.

For **Support for Children with Special Needs (CWSN)**, full inclusion accompanied by specialised resources indicates a mature and responsive inclusive education system. This includes assistive devices, resource teachers, individualised education plans (IEPs), adapted learning materials, and supportive classroom practices. The indicator on **Wellbeing and Safety** reflects the presence of a highly effective pastoral care system in OAV Rathapur.

Overall, these Level 4 indicators demonstrate that Rathapur OAV prioritises equity, care, and student-centred support, ensuring that every learner—regardless of ability or need—thrives academically, emotionally, and socially.

Table 38: Infrastructure & Learning Resources

Indicator	1	2	3	4
Classrooms & Labs			Fully functional	Model labs & smart classrooms
Library Resources			Good stock & usage	
ICT Availability			Regular access	Smart lab, ICT-enabled pedagogy daily

The indicators in Table 5.10 highlight the infrastructure & learning resources available in OAV Rathapur with strong, well-developed physical and digital learning environments. The Classrooms and Labs at Level 4, described as model labs and smart classrooms, reflect an advanced infrastructure that supports interactive and technology-enhanced learning in OAV Rathapur. Library Resources rated at Level 3 indicate a well-stocked collection of books with regular usage, suggesting that reading habits and academic research are adequately supported. The ICT Availability indicator at Level 4 demonstrates a highly digitalised learning environment, where the daily use of ICT, combined with the presence of a smart lab, ensures the seamless integration of technology into pedagogy. Overall, the school demonstrates a strong foundation in infrastructure, particularly in terms of digital readiness and technologically advanced classrooms.

Table 39: School Leadership & Governance

Indicator	1	2	3	4
Vision & Planning				Outstanding academic vision & execution
Monitoring & Feedback				Continuous improvement culture
Stakeholder Coordination				Highly collaborative & transparent

At the state level, all decisions are made by the minister of the Department of School and Mass Education. Advisor-cum-Working President works closely with the executive body to provide guidance and leadership. The state project director is actively involved in implementing and administering policies, ensuring the smooth management of schools. Administrative and financial decisions are taken by the Advisor-cum-Working President and the Commissioner-cum-Secretary to the Government, S&ME Department. The Secretary is responsible for academic activities to the Government, School & Mass Education Department, Government of Odisha, and the Director of Secondary Education, Odisha.

At the school level, the principal is responsible for overseeing administration, monitoring teaching standards, ensuring syllabus completion for the CBSE curriculum, and promoting new teaching methods. The Vidyalaya Management and Development Committee manage the school's infrastructure, safety, and overall development.

Table 5.11 shows a robust leadership structure characterized by clarity of vision and active governance in Rathapur OAV. The Vision and Planning indicator at Level 4 reflects an outstanding academic vision supported by effective implementation strategies. The Monitoring and Feedback system, also at Level 4, indicates a culture of continuous improvement, where student performance, teacher practices, and school processes of Rathapur OAV are regularly reviewed and refined.

Table 40: Parental & Community Engagement

Indicator	1	2	3	4
Parent–Teacher Communication			Regular PTMs	Active communication channels
Community Participation			Moderate involvement	
Outreach Programs			Regular awareness activities	

OAV Rathapur is committed to promoting equity, inclusiveness, and holistic development. The school maintains its infrastructure and student support services in accordance with Kendriya Vidyalaya norms. Curricular and extracurricular activities are designed to foster the holistic development of students. Students enjoy the teaching and learning process, which incorporates innovative features and activity-based, interactive learning. As OAV Rathapur is situated in a village area, although the students come from rural backgrounds and disadvantaged groups, English is not a problem for them.

The indicators in Table 5.12 reveal active yet evolving engagement with parents and the Rathapur OAV community. In terms of Parent–Teacher Communication, the presence of regular PTMs and active communication channels (Level 4) indicates strong collaboration between home and school, enabling timely academic updates, shared responsibilities, and aligned expectations for student development.

Community Participation, placed at Level 3, shows moderate involvement from local stakeholders, suggesting scope for increasing partnerships in areas such as resource support, cultural enrichment, and vocational exposure.

The Outreach Programs, rated at Level 3, reflect the school's regular efforts in organising awareness activities, promoting social responsibility, and strengthening school–community relationships.

Overall, parental engagement is strong, while community participation is functional but has potential to grow further, enhancing school development.

Table 41: Overall Assessment of OAV Rathapur

<i>Sl No</i>	<i>Domains</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1.	Student Learning Outcomes (SLOs)				√
2.	Teaching–Learning Processes				√
3.	Teacher Competency and Professional Development				√
4.	Assessment Quality & Academic Integrity				√
5.	Curriculum Enrichment & Co-scholastic Activities				√
6.	Student Support & Inclusion			√	
7.	Infrastructure & Learning Resources				√
8.	School Leadership & Governance			√	
9.	Parental & Community Engagement			√	

From the above table, it is found that the overall score of the OAV Rathapur is $24+9=33$. As per Table 5.2, it comes under the 31–36 (Exemplary) category, which has a high-performing OAV Model for replication.

Conclusion

This chapter assessed the academic excellence of OAV Rathapur across nine key domains. The analysis reveals that the school performs exceptionally well, with most indicators positioned at Level 4, indicating a strong culture of quality, innovation, and continuous improvement. Student Learning Outcomes are highly commendable, with over 90% success in Board examinations and consistent improvement in internal assessments. Students demonstrate strong competency mastery, indicating effective teaching and robust academic support.

The teaching–learning process is learner-centred, supported by structured lesson plans, smart classrooms, laboratories, and diverse pedagogical strategies such as inquiry-based and activity-based learning. Teachers are well-qualified, subject-matter experts who regularly participate in professional development and effectively integrate ICT into instruction. Assessment practices are rigorous and data-driven, ensuring fairness, transparency, and academic integrity.

Co-scholastic activities, clubs, projects, and life skills education contribute to the holistic development of students. The school provides strong remedial support, inclusive education for CWSN, and effective wellbeing systems. The infrastructure is modern and well-maintained, while leadership and governance demonstrate a clear vision, efficient planning, and continuous monitoring. Parental engagement is strong, with moderate but growing community involvement. With an overall score of 33, OAV Rathapur falls under the Exemplary category, making it a high-performing model school suitable for replication.

CHAPTER-VI

SUMMARY AND CONCLUSION

This chapter is divided into two sections. A summary of the study, including the rationale, objectives, research questions, methodology, and significant findings, is presented in Section 6.1, and the conclusion is discussed in Section 6.2.

6.1 summary:

Secondary education is crucial for laying the foundation for students' academic growth, career development, and emotional well-being. It links elementary education with higher studies, enabling further learning. Since independence, the Indian government has placed greater emphasis on secondary education. However, India remains a developing country, and its education system continues to evolve and find its identity. Historically, India has been a centre for knowledge, a hub for new ideas, and a source of wisdom. Various studies highlight challenges in secondary education and the standards set by the National Education Policy 2020. Recently, the policy emphasised the need for reforms and improvements in the system (Suna, Dash, Das, Dash & Rout, 2024). Multiple studies have shown that infrastructure influences student enrolment and engagement. Majhi and Mallick (2019) found that proper facilities significantly improve attendance in primary schools in Odisha. They also observed that male students tend to attend school less frequently than female students (Jyotirani, 2021). Similarly, Biswal and Dansana (2021) highlighted the importance of well-maintained EMRS infrastructure for smooth operation. However, issues such as high dropout rates persist, especially in underdeveloped areas like Koraput, Kalahandi, and Balangir (Mohanty, 2018). This highlights the importance of combining robust infrastructure with strong academic programs and adequate administrative support to attract and retain students.

Research on Odisha's administrative structure shows weaknesses in School Management Committees (Dash, 2018) and Village Education Committees (Mishra & Gartia, 2013). These problems could obstruct the effective implementation of policy. The findings stress the importance of evaluating whether new systems lead to positive change. Research outside Odisha also offers valuable insights. Studies in

Telangana (Kumar, 2022) and Assam (Parbin, 2022) demonstrate that model schools enhance access; however, they continue to face challenges related to teacher quality, infrastructure, and outdated assessment methods, which hinder progress. Choudhury (2021) noted that science teachers in Assam's model schools are moderately effective. Ongoing issues with job satisfaction and security affect sustainability, accountability, and motivation. OAVs encourage collaboration among policymakers and communities to create supportive environments for language learning and cultural understanding (Rout, 2024). There is a slight connection between socioeconomic status and study habits. However, eighth graders at Adarsha Vidyalaya show no significant differences based on socioeconomic background (Nayak & Panda, 2019). Boys and girls generally perform similarly because of comparable study habits (Raj & Pradhan, 2024).

Despite these challenges, OAVs face similar issues to those of other institutions. Previous studies provide valuable insights, but they do not specifically focus on Odisha Adarsha Vidyalayas. These schools aim to deliver high-quality English-medium education in underserved areas. It is crucial to evaluate their infrastructure, management, teaching methods, and student outcomes. This review is timely and seeks to determine if OAVs effectively bridge the rural-urban educational gap and meet the expectations of parents and students across Odisha. The curriculum, combined with strong infrastructure and innovative teaching approaches (Nandi & Giri, 2024), is commendable. However, implementation shortcomings have limited the schools' potential (Suna, Dash, Das, Dash & Rout, 2024). Students express various concerns regarding the quality of education, infrastructure, communication channels, hostel facilities, and academic performance within OAVs (Suna, Dash, Das, Dash, & Rout, 2024). Official manuals indicate that addressing practical issues, such as staffing and hostel facilities, remains a significant challenge (Sahoo & Sahoo, 2024).

Odisha is renowned for its rich agriculture, unique architecture, and vibrant culture. The western region of Odisha is globally recognised for its cultural heritage, art, scenic beauty, handloom industry, and traditional significance. A socio-economic gap exists between the coastal and western districts of Odisha. This disparity stems

from unbalanced policy priorities, low investment, and weak institutional frameworks that aim to promote regional equity (Sundar, 2004). Over the years, people in western Odisha have struggled to achieve a satisfactory standard of living. Conversely, coastal districts have seen improvements in infrastructure, industrial growth, and government investment. Residents of western Odisha, particularly in districts like Kalahandi, Nuapada, Balangir, and Bargarh, face unequal access to infrastructure, low human development indices, and limited employment opportunities (Sethi, 2025). Another perspective suggests that western Odisha has experienced administrative neglect, poor infrastructure, and low human development indicators compared to the coastal region, widening the development gap (Mishra, 2010). Limited political representation exacerbates the situation, leading to fewer government-led development initiatives. Many residents from western Odisha, especially in Kalahandi, Balangir, and Koraput (KBK), often migrate elsewhere in search of basic livelihoods, adding to the region's socio-economic challenges. Ultimately, these issues underscore a significant problem: the lack of accessible, quality education for all eligible students in western Odisha. As the researcher focused on western Odisha for WODC, an assessment of regional development shows that out of 87 blocks, only five are classified as developed, 25 as developing, another 25 as backward, and 32 as extremely backward. Only 5.7% of these blocks are considered developed, while 36.78% of the most backward blocks are located within WODC districts. Poverty, underemployment, and infrastructure shortages in western Odisha have fueled movements demanding a separate state called Koshal, which would include all districts in western Odisha. Given these urgent issues, the researcher became interested in examining the educational system in western Odisha. Consequently, the researcher conducted an evaluative study on model schools in western Odisha, titled “Odisha Adarsha Vidyalayas: An Evaluative Study”

Statement of the Problem:

Odisha Adarsha Vidyalaya (OAV) stands as a beacon of innovative education in the vibrant state of Odisha, having flourished for nine consecutive academic years, culminating in the 2024-25 academic year. In exploring the literature on OAVs, it became evident that the teaching-learning process and overall functioning of these

remarkable institutions have yet to be assessed. This realisation has sparked the researcher's passion to undertake an inspiring study titled.

Odisha Adarsha Vidyalaya: An Evaluative Study

Research Questions:

1. What are the Infrastructural, Instructional, and Human resources facilities available at Odisha Adarsha Vidyalaya (OAVS) in Western Odisha?
2. What are the teaching-learning processes of Odisha Adarsha Vidyalayas (OAVs) in Western Odisha?
3. What are the student support services available at Odisha Adarsha Vidyalayas in Western Odisha?
4. What do Odisha Adarsha Vidyalayas(OAVs) in Western Odisha face in terms of administrative, managerial, and financial constraints?
5. What are the problems faced by the stakeholders of Odisha Adarsha Vidyalaya in Western Odisha?
6. What is the academic excellence of Odisha Adarsha Vidyalaya in Western Odisha?

Objective of the Study:

1. To examine the Infrastructural, Instructional, and Human resources facilities available in the Odisha Adarsha Vidyalayas of Western Odisha.
2. To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha.
3. To evaluate the student support services available at Odisha Adarsha Vidyalayas in Western Odisha.
4. To find out the administrative, managerial, and financial constraints faced by Odisha Adarsha Vidyalaya in Western Odisha.
5. To analyse the problem faced by the stakeholders of Odisha Adarsha Vidyalaya in Western Odisha.

6. To study the academic excellence of Odisha Adarsha Vidyalayas in Western Odisha.

DELIMITATION OF THE STUDY:

The present study is delimited to Odisha Adarsha Vidyalaya of Western Odisha only. The study is delimited to class IX of OAVs only.

REVIEWS OF RELATED LITERATURE:

A total of 75 related studies from 2000 to 2025 were reviewed in the present study. The literature review is organised into four areas in relation to

- a) Challenges for providing quality education for secondary-level students
- b) Odisha Adarsha Vidyalaya & the academic excellence of
- c) The teaching and learning process at the secondary education level
- d) Educational status & Challenges of the Western Odisha Development Council.

Methodology:

The present study is a descriptive research design. This study aims to examine the functional status of Odisha Adarsha Vidyalaya, including the teaching and learning processes adopted by both students and teachers, the support services available, and the problems faced by principals, teachers, students, and non-teaching staff, as well as the academic excellence of OAV Rathapur in western Odisha.

This research employs a descriptive survey method, complemented by a mixed-methods research design. This study investigates and interprets existing conditions in the current context. In addition to the mixed research approach, the researcher will gather both qualitative and quantitative data to assess the present functional status of Odisha Adarsha Vidyalaya in Western Odisha.

Population and Sample:

In Odisha, there are 30 districts, with Western Odisha including districts such as Sambalpur, Jharsuguda, Sundargarh, Bargarh, Balangir, Subarnapur, Nuapada,

Kalahandi, Deogarh, and Boudh. OAVs, established and operating under the Odisha government, serve the population in this study, which includes all OAVs in Western Odisha. The research focuses solely on this region. The population encompasses all operational OAVs of Western Odisha and their academic stakeholders—students, non-teaching staff, teachers, and principals—during data collection.

Sample of the study:

There are 88 OAVs in 88 blocks in Western Odisha, which is the population of this study. Two schools from each district, resulting in 20 OAVs, were selected, which are convenient for this study. Five teachers (two science teachers, two arts teachers, and one physical education teacher), ten students (in class IX), including the principal and two non-teaching staff members from each school, were purposively selected as a sample for the study. The combination of purposive and convenience sampling in a multi-stage framework effectively manages a large population while ensuring relevance, feasibility, and data depth. The study employed a multi-stage sampling design, utilising purposive sampling for relevance and convenience sampling for feasibility, which is suitable for the present study.

Tools used in this study:

The following 6 tools were used in this study. The tools were developed through an online workshop. Experts from various universities, including Sambalpur University, Mizoram University, G.M. University, and IGNTU, Amarkantak, who work in the field of OAVs, participated in the online workshop through Google Meet. Their collective expertise contributed to the development of various tools and techniques, which were then employed in this study.

Validity of the Tools

Once the initial draft of the semi-structured interview schedule, checklist, and observation schedule was crafted by the researcher, the next crucial step involved assessing the validity of these measurement tools. Validity testing is essential as it ensures that the tools accurately measure what they are intended to measure. The validity of a tool refers to how accurately it measures what it's supposed to measure. To establish the validity of the above tools, the researcher consulted with experts, professors, and educationists. These individuals were tasked with correcting any

errors in the sentences, words, ethics, and biases present in the questionnaire and interview schedule. They were also asked to add or remove items as necessary, categorise and arrange items to fit the study, and ensure that the items in the tools are aligned with the study's objectives. Subsequently, all drafted schedules and rubrics were reviewed by experts, educators, and professors to suggest improvements and ensure relevance to the study objectives. After incorporating valuable feedback, necessary corrections were made to the drafts, resulting in a satisfactory level of content validity.

Dimensions Captured through Information and Interview Schedules and FGD

<i>Schedules</i>	<i>Dimensions captured</i>
School Information Schedule	Physical infrastructure of the school, classrooms and laboratories; School and classroom instructional climate; Facilities for students; Teaching-learning materials and equipment; Student enrolment, attendance and retention; Curricular, co-curricular and student development activities; Student evaluation practices; Educational achievement level of students; Student success rate; Profiles of teaching and non-teaching staff; Vacancy positions; Capacity building of staff; Community-school linkage; Monitoring and supervision
Hostel Information Schedule	Hostel infrastructure and facilities; Hostel environment; Mess management; Kitchen and food; Capacity building of hostel staff; Monitoring and supervision
Interview Schedule for the principal	Feedback on Programme strength; School and hostel environment; Quality of meals; Curricular and co-curricular activities; Teaching-Learning conditions; Student empowerment and success rate; Service conditions and incentive plans; Capacity building initiatives; Emergency preparedness, Community participation, Monitoring and supervision; Measures to strengthen programme
Interview Schedule for Teachers	Feedback on programme strength; Curricular and co-curricular activities; Student evaluation practices; Service conditions and incentive plans; Capacity building initiatives; Student empowerment and success rate; Community participation,

	Measures to strengthen programme
Interview Schedule for Students	Feedback on school environment; Curricular and co-curricular activities; Hostel facilities; Relationship of teachers with students; Role in school and hostel management; Features in school liked or disliked
Interview Schedule for non-Teaching Staff	Feedback on Participation in curricular and co-curricular activities; Capacity building initiatives; Incentive plans; Relationship with employees and community members; Difficulties experienced: Measures for strengthening the program
FGD with Students	Discussion on school and infrastructure facilities; Quality of teaching; Co-curricular and development activities and student participation; Teachers' interaction with students; Interpersonal relationships; Measures for improvement
Rubrics	For the principle of Rathapur OAVs

Details description of the Objectives-wise framework of the research:

Sl/no	objectives	Tools	Data source	Data analysis
7.	To examine the status of Odisha Adarsha Vidyalayas in Western Odisha.	Information schedule	Institutions (OAVs)	Qualitative
8.	To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha	Observation schedule Questionnaire for students & Teacher	Class room students	Qualitative
9.	To evaluate the Infrastructural, Instructional, and Human resources facilities available in the Odisha Adarsha Vidyalayas of Western Odisha.	Checklist list Focus group discussion with teachers Observation schedule	Institutions (OAVs)	Qualitative
10.	To find out the administrative, managerial, and financial constraints faced by Odisha Adarsha Vidyalaya	Semi-structured interview for the principal	(Institution) OAVs Office	

	in Western Odisha.		
11.	To analyse the problem faced by the students and teachers of Odisha Adarsha Vidyalayas in Western Odisha.	Interview schedule of students	Institutions Students
12.	To study the academic excellence of Odisha Adarsha Vidyalayas in Western Odisha.	Rubrics	Qualitative

Procedure of Data Collection

The present study employed a qualitative evaluative approach to examine how Odisha Adarsha Vidyalayas in Western Odisha operate, their challenges, and their academic performance. The researcher obtained the necessary permission from the heads of the selected schools for data collection. The principals introduced the researcher to both staff and students. The purpose and significance of the study were clearly explained to all participants. Ethical considerations, including informed consent, confidentiality, and anonymity, were strictly adhered to throughout the process. The researcher personally collected the data using various qualitative tools to ensure authenticity, depth, and triangulation of the information.

To examine the status of Odisha Adarsha Vidyalayas in Western Odisha, a data collection schedule was used at the school level. Relevant information regarding the school's profile, enrolment and dropout rates, and overall functioning was gathered from school records completed by the junior assistant at each school under the guidance and supervision of the principals. Similarly, to assess the infrastructural, instructional, and human resource facilities available in the Odisha Adarsha Vidyalayas, a checklist and observation schedule were employed during school visits to record the availability, adequacy, and utilisation of facilities.

The teaching–learning process in the selected Odisha Adarsha Vidyalayas was examined through classroom observations and questionnaires administered to teachers and students. Classroom observations were conducted during regular teaching periods to study instructional strategies, classroom interaction, learner

engagement, and the overall learning environment. The Researcher observed three classes from each OAV during the data collection period. Each school was allocated three days for the researcher, and the program proceeded smoothly as planned. To identify the administrative, managerial, and financial challenges faced by Odisha Adarsha Vidyalayas, the researcher conducted semi-structured interviews with the principals of the selected schools and the OAV offices. The researcher collected data on support services, healthcare facilities, scholastic and non-scholastic activities, and problems faced by students using a semi-structured interview schedule. Teachers' problems were identified through a questionnaire administered. Information from non-teaching staff was gathered via structured interviews. These interactions focused on academic difficulties, institutional issues, support services, and adjustment-related challenges.

Three focus group discussions were conducted for teachers and three for students to investigate various aspects of the educational environment, including resource adequacy, the efficacy of the teaching and learning process, the availability of co-curricular and extracurricular activities, community involvement, and the organisation and management of the school. Additionally, the discussion aimed to address safety, security, and transportation facilities within the educational context. The researcher carefully planned the focus group setting to create a friendly and supportive atmosphere that encourages open discussion. for gathering relevant data, allowing participants to share their insights and experiences about the different factors that influence education. By employing this discussion, the study aimed to gain a comprehensive understanding of the challenges and successes that schools encounter. This would provide valuable information for further analysis and interpretation. The rubric was administered to the principal of OAV Rathapur. ***All the criteria developed by Tong A., Sainsbury P., Craig J. (2007) for reporting qualitative research, i.e. Consolidated criteria for Reporting Qualitative research (COREQ):*** a 32-item checklist for interviews and focus group discussions, were adopted for the collection of data

Procedure of Data Analysis

After data collection was completed, a comprehensive analytical process was conducted to extract meaningful insights and interpretations from the gathered data. The study employed quantitative analysis, including simple percentages. Qualitative data were analysed through a thematic analysis process.

6.2 Major Findings

Findings of Objective-1: To examine the Status of Odisha Adarsha Vidyalayas in Western Odisha with respect to human resources facilities, infrastructure, and instructional facilities.

1. In western Odisha, 88 OAVs serve nearly 31,000 students with over 1,300 teachers, reflecting the state's commitment to accessible and equitable education.
2. The highest number of girls studies in OAV Tetelenga, with 307 students, and the highest number of boys studies in OAV Negipali, with 240 students. The highest total number of students is in OAV Negipali, with 560 students. The lowest number of students is in OAV Golmunda, with 273 students.
3. The data indicate that OAVs are led and supported by a predominantly young workforce across principals, teachers, and non-teaching staff. Most principals are under 40 and have less than 10 years of experience, with enthusiasm to work in OAVs. Teachers are also young, professionally qualified, and capable of teaching, and they can enhance instructional quality. Non-teaching staff are largely graduates with limited experience, reflecting the emergence of an administrative team. Overall, the institution benefits from an energetic and educated workforce. Researchers believe that to sustain quality, professional development, mentoring, and leadership strengthening are essential for long-term institutional effectiveness and growth.
4. In terms of the enrolment pattern across classes in OAVs from 2020–21 to 2023–24, it shows a steady and positive upward trend, reflecting growing trust in the OAV system. Each academic year records incremental growth, with Classes VI, VII, VIII, and IX showing consistent increases in enrolment

and maintaining gender parity, indicating equal interest from boys and girls. Class XI enrolment shows some fluctuations but still displays an overall upward trend, suggesting increased demand for higher secondary education within OAVs. The highest overall enrolment appears in 2023–24, confirming the expanding popularity of these schools.

5. A notable pattern is the continuous rise in girls' enrolment, which signals improving societal attitudes towards girls' education and enhanced parental confidence in OAVs as safe, high-quality institutions. Overall, the trend reflects a strengthening of public trust, improved accessibility, and a growing academic reputation of OAVs across Western Odisha.
6. Similarly, dropout is not a major concern in OAVs of western Odisha. In the 2021-22 academic year, 12 female students dropped out of OAV, the highest number. There were no dropout cases among boys across the four academic years.
7. In 20 OAVs, infrastructure is generally adequate. Most rooms are well-structured. Seventeen office rooms are in good condition, and three are in manageable condition. All staff rooms are available; however, only 90% are adequate, and two are manageable. Most schools have proper boundaries and gates, except for one that has no boundary and another that is under construction. All schools have adequate classrooms, smartboards, CCTV systems, access to water, and hand-washing stations.
8. Four schools have projectors; two have manageable ones. Eighteen schools have toilets; two are manageable. 90% lack alternative water resources, but water isn't a major issue. Power backup is available in six schools, while 70% lack it.
9. No schools have auditoriums, meeting halls, or separate discussion rooms. Sixteen schools have proper store rooms; four are manageable. No staff quarters are provided. Notably, no toilets are provided in the attached staff rooms. Many schools are in the third phase of development, with satisfactory infrastructure and ongoing improvements.

10. Similarly, the digital infrastructure in Odisha Adarsha Vidyalayas has its own website, which is directly linked to the headquarters' website and is regularly updated with all relevant information. Every OAV is equipped with modern digital classrooms. There is high-speed Internet connectivity and Wi-Fi facilities available, but only 80% of schools have high-speed Internet, and 30% have proper Wi-Fi facilities, which negatively impacts the digital classroom experience. Additionally, there is no biometric attendance system in the OAVs of Western Odisha.
11. Each OAV has 100% The instructional facilities, such as Information Boards, Black Boards, Smart Boards, Bulletin Boards, Maps, Globes, Charts, Diagrams, and Computers, study material, wall magazine, TLM, dictionary, biography, story book, journal, newspaper, Calendar and book bank.
12. Each OAV has a library with 40 seating arrangements for students to access the computer, and 100% of biology, chemistry, and physics laboratories with advanced features, appropriate and efficient teaching and learning materials.
13. In Western Odisha, there are currently 13 girls' hostels and one boys' hostel. Additionally, six boys' hostels are under construction. A total of 13 boys' hostels has been completed and will be operational for the next academic year.
14. Among the 13 girls' hostels, three are under construction, while four have been handed over and are expected to be functional by the next academic year. However, in four of the girls' hostels, transformers have not been installed, resulting in a power shortage. Furthermore, one hostel lacks a borewell and is currently facing water supply issues.
15. Each hostel is managed by a warden who oversees operations and reports any issues or concerns affecting the residents' comfort to the principal. The resident rooms are equipped with essential amenities, including a cot, chair, study table, rack, and a wall-mounted almirah. The hostels accommodate students from classes VI to XII. Students are provided with two meals and two tiffin services daily.

16. From the discussion, students agree that they are happy with the hostel infrastructure, and they have no issues with the hostel timetable, food, or hygiene maintenance.

Objective 2: To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha.

1. The researcher observed a high level of commitment to Classroom management among teachers in classes IX of science, social science, and literature subjects at Odisha Adarsha Vidyalaya in western Odisha. The research found in OAVs that the classes are structured, child-centred, disciplined and a friendly learning environment.
2. Based on classroom observations, the researcher found that effective classroom management and teaching practices greatly contribute to creating a suitable teaching and learning environment.
3. Teachers who are consistently prepared and follow a lesson plan can organise classroom activities systematically and ensure that they complete the syllabus on time.
4. Regularly teaching classes and using technology, like smart boards, improves student engagement and clarity of concepts. Providing group projects and assignments encourages students to learn together and participate actively.
5. Teachers are sincerely assigning regular homework, checking it consistently, and giving constructive feedback to help monitor students' academic progress and reinforce their learning.
6. Similarly, allowing students to ask questions freely and listen to their concerns creates an atmosphere of trust, openness, and emotional safety in the classroom.
7. After every periodic examination, sharing students' academic results with guardians further strengthens collaboration and accountability between school and home. Altogether, these practices foster discipline, interaction, and motivation, thereby transforming classroom management into an effective and supportive environment for teaching and learning.

8. During the classroom observations, the researcher revealed that teachers at Odisha Adarsha Vidyalayas (OAVs) do not rely on traditional lectures for instruction. Instead, they primarily employ specific teaching methods to enhance student engagement and understanding. Science teachers often utilise activity-based methods, observation, and experimentation, along with demonstration and illustration techniques to support hands-on and inquiry-based learning. Dramatisation and role-play methods are also employed, especially to make abstract concepts easier to grasp and to promote active participation.
9. Mathematics teachers prefer to use inductive and deductive methods. These techniques help students think logically, transitioning from specific examples to general principles and vice versa, thereby enhancing their reasoning and problem-solving abilities. Social science teachers usually employ a narration-cum-discussion approach, along with source methods, project work, and field trips. This enables students to relate theoretical knowledge to real-life situations and historical or social contexts.
10. In all subjects, teachers consistently adopt a constructivist approach. They encourage students to build knowledge through interaction, reflection, and their prior experiences. Additionally, teachers effectively leverage the lingual method during instruction to ensure clear communication, thorough understanding of concepts, and meaningful classroom interactions. Overall, these teaching practices foster a learner-centred environment that promotes active learning, critical thinking, and comprehensive student development.
11. During the discussion, (A) it was noted that not all students take the time to review remedial measures, even though the homework serves as a foundation for in-depth discussions among students, which foster a comprehensive understanding of the concepts. (X) assigns both homework and group projects to his students. After this, students are divided into two groups: one formulates questions while the other analyses the answers. (Mrs. S) highlighted that when teaching a new concept, the assigned homework focuses on connecting that concept to real-life situations. Before moving on to the next topic, students engage in discussions to share their perspectives and insights. (C) observed that

students tend to perform better on group projects compared to individual homework assignments.

12. In focus group discussions, the teacher expressed that OAVs teachers use learner-centred, technology-integrated methods to enhance education. They often employ a bilingual approach to aid students from various language backgrounds. The narration method explains content clearly, especially in conceptual and theoretical subjects. Teachers utilise PowerPoint, YouTube videos, and dramatisation to make lessons engaging and understandable, fostering hands-on, participatory learning. The 5E model—Engage, Explore, Explain, Elaborate, evaluate—encourages inquiry and deep understanding. Activity-based methods promote critical thinking and active participation. These strategies reflect teachers' commitment to an inclusive, interactive, and constructive learning environment.
13. In terms of continuous professional development (OAVs), teachers attended orientation programs, including self-defence and yoga, which were appreciated. Eighty-eight per cent of respondents preferred online professional development, while only 12% participated in offline workshops, indicating a shift toward digital learning. Eighty-two teachers are trained in techno-pedagogy, with 18% still needing training; all teachers require skill upgrades. About 70% are skilled in activity-based practices. All teachers are registered in NISHTHA for online and face-to-face training. Teachers in Western Odisha participate in literacy and numeracy training. 83% are trained via SWAYAM, 17% not yet. No teachers have participated in exchange lecture programs, but all use the E-Book service.
14. In FGD, it is found that the initiative taken by the government of Odisha to enhance teachers' competencies through technical integration, collaborative learning, inclusive education, skill development, and mentorship opportunities is appropriate. To help principals and teachers of OAVs familiarise themselves with modern teaching methodologies that incorporate technology, various training sessions are conducted in partnership with institutions such as IISC Karnataka and RIESI Karnataka. Teachers have expressed that efforts are underway to

collaborate with CBSE, IIT Bhubaneswar, NISER Bhubaneswar, and IIM Sambalpur to organise capacity-building and leadership programs for educators.

15. Teachers at Odisha Adarsha Vidyalayas (OAVs) express that the curriculum is flexible, fostering creativity and overall personality development. They praise the simple, clear language in textbooks, aiding effective understanding. The curriculum encourages hands-on learning, active participation, and boosts curiosity, reasoning, and observation skills. Teachers also see it as community-friendly, connecting classroom learning with local contexts. Overall, they believe it supports holistic growth and nurtures students' intellectual, social, and creative abilities.
16. Most teachers agree that although there is Sanjog in both languages, it presents a significant challenge, especially in Odia and Hindi-medium schools, and particularly in rural areas. Students from Odia and English-medium backgrounds often struggle to understand the CBSE curriculum.
17. Teachers who expressed their opinions about the VARJA scheme responded positively. However, most staff members agree that they will not donate their salary to the VARJA scheme, although they are willing to make a donation.
18. In terms of relationships, teachers express that they have good relations with principals, colleagues, students, and guardians.
19. Teachers express a strongly positive outlook on extracurricular activities in OAVs, recognising their importance in fostering student growth.
20. Most feel well-supported, with 80% agreeing that the schedule effectively accommodates co-curricular activities and that sports equipment is generally adequate.
21. Popular sports such as football, kabaddi, khokho, volleyball, and cricket receive full support, while basketball and hockey require improvement. Music and dance are appreciated, though the lack of a dedicated music room is a concern for 80% of teachers.
22. . Clubs like eco-environment and debate receive unanimous approval, while the astronomy club shows potential but lacks engagement. Teachers value social

initiatives, yoga, and self-defence training. However, dissatisfaction with annual functions (60%) and field trips (80%) indicates areas that need attention.

23. Low support for adolescent sexual health education (35%) suggests hesitation or limited preparedness. Overall, 115 teachers strongly support extracurricular programs but identify clear gaps for future improvement.
24. In terms of students' response to the learning process, the school's classroom practices and resources. An impressive 88% of respondents feel that the learning environment is supportive. Everyone agrees that there is enough classroom furniture and other essential resources, such as group projects, regular homework checks, and supportive teachers. Most respondents think the school is clean, with 93.5% expressing this view. Additionally, 83.5% believe that the syllabus is mostly completed on time.
25. Students also feel engaged, with 96% saying they can ask questions freely and 91.5% finding classes entertaining. However, some areas need improvement. Only 60% think there are enough ICT labs, and just 55% support the availability of counselling classes. On a positive note, there is a strong emphasis on practical learning and group activities, which provide a solid foundation for student success.
26. The evaluation process shows strong agreement with every test, including the Periodic Test, Unit Test, Half-Yearly Test, Pre-Board Test, Practical Exam, VST Test, and Annual Examination, achieving a perfect 100% approval rate.
27. During focus group discussions with teachers, they expressed that innovative assessment strategies in the classroom include surprise tests and organised group seminars. Teachers are also in regular contact with parents, working together to support students' learning at home. Students shared that they experience various assessment styles, including oral tests, written exams, and practical tests in class. These different methods contribute to building a comprehensive understanding of students' knowledge and abilities.

Findings on Objective 3: To evaluate the student support services available at Odisha Adarsha Vidyalayas in Western Odisha.

1. In Western Odisha's Odarsha Vidyalayas (OAVs), student support services are fully available. They include welfare provisions such as the Mid-Day Meal, free textbooks, uniforms, and school bags. These help promote fairness and reduce financial burdens.
2. Students respond with 100% that Academic support provides a structured calendar, timely notifications, and skill development to enhance competencies. The infrastructure features separate toilets, safe drinking water, libraries, ICT labs, and hostel reading rooms, which create a supportive learning environment. Safety measures include fire exits, grievance mechanisms, and disciplinary committees.
3. Institutional support systems, such as the Career Counselling Cell and Students' Development Cell, fully assist students with their academic, personal, and professional growth. Overall, these services demonstrate OAVs' commitment to comprehensive and inclusive development education.
4. Each OAV has its own first aid box for emergency health issues, and 36% of schools have fire safety facilities. Similarly, there are no health check-ups or ANM/health workers available in OAVs of western Odisha.
5. Focus group discussions with students reveal that in OAVs of Western Odisha, they receive a variety of free offerings, including textbooks, school uniforms, belts, and school bags. They have their academic calendar and receive notices of examinations and holidays on time. They get scholarships every year promptly. They have proper laboratories, libraries, and reading rooms. They also have better toilets and drinking water facilities. Mid-day meals are nutritious and packed with protein to fuel everyone's day. They are prepared with care, maintaining high standards of quality and cleanliness, and are thoughtfully distributed, all overseen by the dedicated Vidyalaya Management Committee. Most schools lack bus services, hostel facilities for boys, and standard rooms for both boys and girls. Additionally, there are no post offices, banks, or medical facilities within the campus boundary.

6. All Odisha Adarsha Vidyalayas (OAVs) offer various student development activities to support the overall growth of learners. These include remedial coaching for students who find academics challenging, self-defence training to enhance safety and confidence, and specialised coaching for sports and games to improve physical fitness and teamwork. Students also participate in diverse life skills training programs that promote personal and social development, as well as opportunities to nurture their musical and artistic talents. OAVs emphasise vocational and work education, equipping students with practical skills necessary for future employment and self-reliance.
7. However, counselling or coaching services for professional courses related to national-level competitive exams are not available in the OAVs.

Findings of the Objectives 4: To find out the administrative, managerial, and financial constraints faced by Odisha Adarsha Vidyalaya in Western Odisha.

1. The views of principals of Odisha Adarsha Vidyalayas (OAVs) reveal several key administrative challenges. All respondents, 100%, agreed that managing both administrative and academic responsibilities simultaneously is difficult, as principals must juggle multiple roles.
2. A large majority of principals, 85%, reported a serious shortage of support staff, which affects their ability to handle office tasks and organise co-curricular and extracurricular activities.
3. More than half of the principals, 55%, expressed concerns about limited decision-making authority, which restricts their administrative independence.
4. Additionally, 20% of respondents found departmental instructions confusing at times, complicating administrative duties. Nearly two-thirds of the principals (65%) stated that maintaining effective coordination among staff can be challenging at times.
5. However, principals acknowledged the value of training programs and expressed complete satisfaction with their roles, reflected in the 100% approval rating. They also noted that preparing periodic reports is not a major difficulty. Overall, despite some administrative challenges, principals

consider many of their tasks manageable and find their roles professionally fulfilling.

6. The managerial issues faced by principals show total agreement (100%) on problems such as insufficient teachers, teacher absenteeism, poor task delegation, lack of teamwork, and challenges in managing hostel discipline. Sixty-five percent of principals respond that coordination problems exist between authority and staff members.
7. Principals with 40% assure that there is difficulty in motivating staff to take responsibility for extracurricular activities. Parental involvement is also a major concern, with 100% reporting it as insufficient. Additionally, 70% of respondents face issues with student enrolment and retention in remote areas. There is a clear lack of effective monitoring and evaluation systems, with a strong consensus on this issue.
8. Seventy-five per cent of respondents view the supervision of teaching and learning as time-consuming, although some still consider it manageable. The data suggest that, despite several concerns, collaboration could enhance the school environment for both staff and students.
9. All the principals agree that financial issues include delays in fund release, not enough money for co-curricular activities, long financial approval processes, challenges in using funds on time, a lack of control over financial decisions, insufficient funds for lab and library development, delays in refunds causing financial stress, inadequate school development funds, and strict financial rules. Their consistent responses underscore the seriousness and prevalence of these challenges within the institution's financial system.
10. The only area with differing views is budget allocation sufficiency, where 65% agree and 35% disagree. This indicates some differences in perception based on departmental or contextual needs.

Findings on Objective 5: To analyse the problem faced by stakeholders of Odisha Adarsha Vidyalayas in Western Odisha.

8. Lack of a transparent transfer policy

Most of the principals (N=16) said that the absence of clarity in transfers policy for teaching staff leads to uncertainty among teachers, affecting morale, retention, and continuity of academic planning. It may also result in an unequal distribution of qualified staff.

9. Water shortages during the summer, and Unreliable electricity supply with frequent load shedding

In most schools, principals face problems regarding irregular water supply, which disrupts daily school operations, sanitation, and hostel functioning. It directly affects students' health, hygiene, and overall well-being. Similarly, Power instability hampers ICT-based teaching, digital assessments, and the functioning of smart classrooms and laboratories, reducing the effectiveness of modern pedagogy.

10. Inadequate healthcare services due to limited ANMs

Almost all the principals said that insufficient medical staff compromises timely health support, emergency care, and routine health monitoring for students living in hostels.

11. Delayed administrative response due to multi-department involvement

Similarly, all principals opined that overlapping departmental responsibilities create bureaucratic delays, affecting resource allocation, maintenance, and issue resolution at the school level.

12. Absence of staff quarters and Poor Road connectivity between the school and the main road

All sample schools are located in rural areas that lack residential facilities, and teachers ' staying on campus affects punctuality and limits availability for extra classes or student support. Similarly, non-concrete roads make transportation

difficult, especially during monsoons, affecting attendance, supply delivery, and access to emergency services, are opined by no of principals (12)

13. Low parental and community involvement

It is found that minimal engagement from parents and weak community participation in almost all the OAVs, as opined by the principals(14), reduces monitoring of student progress, weakens the home–school partnership, and affects students’ motivation and behavioural outcomes. Similarly, reduces local support for school initiatives, resource mobilisation, and shared ownership of the school’s development.

14. No regular appointment of non-teaching staff (e.g., junior clerks)

Almost all the principals said that the contractual appointment of non-teaching staff creates administrative burdens that fall on teaching staff, reducing instructional time and efficiency in school management.

8 . Lack of autonomy or administrative power for schools

All principals said that they have limited decision-making power to address local needs promptly and implement contextualised improvements.

Problems faced by the teachers of OAVs in western Odisha:

1. Language barriers for students from Odia and Hindi backgrounds

Most (69%) of the teachers stated that students entering Class VI with limited English proficiency struggle to understand lessons. This affects comprehension, participation, and overall academic performance in the initial months. Many students struggle with both spoken and written English, which affects their achievement across subjects, particularly in science and mathematics.

2. Classroom management and Student engagement

Most teachers (63%) stated that large, diverse classrooms and mixed learning levels make it difficult for them to maintain discipline and ensure a smooth instructional flow. Similarly, low interest, language issues, and limited exposure to interactive activities reduce participation, which in turn affects learning outcomes, as stated by

56% of teachers. Teachers often face difficulty in completing the syllabus due to additional responsibilities, remedial needs, and extracurricular activities.

5. Low parental involvement

Most (73%) of the teachers of OAVs believe that minimal communication between parents and school leads to poor monitoring of students' learning and behaviour at home.

7. Inadequate electricity and irregular power supply

Most teachers of OAVs opined that smartboards and ICT tools cannot be used effectively, as they reduce the quality of digital teaching and planned lessons due to inadequate electricity and irregular power supply.

8. Extra-curricular activities affecting academic schedule

A number of teachers (72) opined that frequent organising of events and competitions disrupts teaching hours, causing delays in syllabus completion. Similarly, students face difficulties with much conceptual clarity when they rush to finish the course.

9. Lack of staff quarters and transportation

The maximum no of teachers (69) stated that they faced difficulties in commuting and staying near the school, especially in remote areas, leading to fatigue and reduced availability.

10. Lack of staff quarters and transportation

A maximum (83%) of teachers of OAVs opined that limited internet access makes it difficult to use smart boards, online resources, and restricts ICT-enabled learning.

Problems faced by the students of OAVs of western Odisha:

6. Lack of remedial classes

Although it is not evident in all the OAVs, students from two schools reported facing a lack of remedial classes, which suggests gaps in academic support, particularly for slow learners or students performing below grade level.

7. Lack of transport facilities

Most (73%) of the students faced transportation problems. The absence of school transport impacts accessibility and student punctuality. Students from distant or remote areas often face difficulties in commuting, resulting in irregular attendance and fatigue, which can disrupt the continuity of their learning.

8. Poor quality of hostel meals and cleanness

With regards to hostel meals and cleanness, most (72%) of the students said that meal quality is very poor, which negatively influences students' health, satisfaction, and overall well-being. This can also lower morale and reduce concentration, directly affecting academic performance. Similarly, Unclean toilets discourage usage, especially among girls, and contribute to health risks. This leads to discomfort, absenteeism, and a decline in student satisfaction with the school environment reported by (68%) of students of OAVs of western Odisha

9. Shortage of sports equipment

Avery few Students (12%) said that they face insufficient sports materials in their schools.

10. More theory-based teaching with fewer practical classes

A maximum of 73% of students said that they have limited practical exposure for clarification of science application-oriented knowledge, and its absence results in rote-based learning.

Problems faced by the non-teaching staff

1. Non-teaching staff earning below government standards

Many (37) non-teaching employees said that they are paid wages lower than the official government norms, especially when hired through external agencies. In some cases, the staff experienced a pay cut of nearly ₹5,000 because the agency did

not fulfil the salary commitments made during recruitment. This situation raises serious concerns about fairness, transparency, and ethical employment practices. Inadequate compensation affects employee morale, motivation, and productivity, ultimately influencing the smooth functioning of the school.

2. Long-term contractual employment without regularisation

A significant number of non-teaching staff members have been serving the institution for 6 to 7 years on a contractual basis. Despite their long service and consistent contributions, they have not been granted permanent status. This creates anxiety about job security and financial stability. The prolonged absence of regularisation reflects administrative gaps and highlights the need for policy-level interventions to ensure the dignity and welfare of long-serving employees.

Suggestions based on the issues of stakeholders:

13. Develop a transparent teacher transfer policy

The Government of Odisha should establish clear guidelines and timelines for transfers, ensure that transfers are need-based and equitable across schools, and utilise digital platforms to promote transparency and facilitate teacher preferences for transfers.

14. Improve water supply and electricity, and Internet infrastructure

The government should take the initiative, with the help of local community members, to install bore wells, water purifiers, and storage tanks to reduce water scarcity in OAVs of western Odisha. Similarly, the Principal may take the initiative to procure backup generators or solar power systems for uninterrupted electricity and improve coordination with local authorities for timely maintenance. Provide solar-powered smart classrooms. Schools should be connected through broadband or 5G routers.

15. Enhance healthcare services in hostels

Principals should take the initiative, in consultation with the state government and the nearby hospital, to depute ANMs or pharmacists to each OAV once a week to assess the medical problems of students and provide training on emergency medical kits and first aid to hostel staff. Additionally, they should ensure regular health check-ups with their local district health department.

16. Streamline administrative processes

The Government of Odisha should create a single-window system for approvals, repairs, and paperwork related to OAVs of Odisha. Similarly, a nodal officer should be appointed to reduce multi-department delays.

17. Provide staff quarters and improve road connectivity

Staff quarters should be constructed in each OAV on a Priority basis. Roads and approach roads should be repaired with the help of the Block Development Officer.

18. Strengthen parental and community involvement

The principal, with the help of teachers, should organise regular Parent–Teacher Meetings (PTMs) in accessible formats. Awareness drives on students’ welfare and school development should be conducted in each OAV. Arrange workshops for parents on supporting learning at home.

19. Ensure regular appointment of non-teaching staff

The Government of Odisha should create permanent sanctioned posts for junior clerks, lab assistants, and hostel support staff with training for administrative efficiency. Align salaries with government norms and monitor private agencies to prevent salary cuts.

20. Increase the administrative autonomy of schools

The Government of Odisha should allow principals to make school-level decisions on minor expenditure, repairs, and academic planning. Flexibility in timetable

adjustments and academic innovations should be provided, and a decentralised fund model for immediate necessities should be introduced.

21. Address language barriers

In order to address **language barriers among the students of OAVs** a bridge courses in English for Class VI students should be introduced and professional training in ESL pedagogy should be provided.

22. Improve classroom management and engagement

Activity-based learning, group tasks, and peer tutoring should be promoted in the classroom situations and training in inclusive and differentiated instruction should be provided

23. Balance extra-curricular activities and academics

An annual calendar with the scheme of the study should be prepared by the concerned class teacher to avoid academic disruption and a limited number of events during exam months. Allocate dedicated funds for sports equipment

12 Introduce systematic remedial classes

Schools should conduct daily 1-hour remedial sessions for weak learners, use diagnostic tests to identify learning gaps and assign subject mentors for personalised support.

24. Improve hostel meal quality and sanitation

The principal, with the help of the hostel warden, should establish a committee to monitor meals through weekly checks. Additionally, hygienic kitchen equipment should be installed, and the hostel staff should be trained.

14 Strengthen practical learning

Principals of OAVs should upgrade science labs and ensure regular lab periods. Provide low-cost models and digital simulations, and make practical assessments compulsory for science learning.

Finding On Objective 6: Academic Excellence of OAV Rathapur

- 1 Odisha Adarsha Vidyalaya (OAV) Rathapur is located in Rathapur village, Birmaharajpur block of Subarnapur district. The school was established in the first phase (Phase 1) in 2016.
- 2 In OAV Rathapur, a total of 17 teaching staff, including 5 PGT teachers, 9 TGT teachers, one art teacher, 1 P.E.T. teacher, one computer teacher and four non-teaching staff—including one junior clerk or accountant, one office peon, one science lab attendant, and 1 night watchman is working for the smooth management of academic and administrative excellence of the school.
- 3 OAV Rathapur demonstrates consistent advancement in academic excellence, evidenced by the rising number of high achievers and persistently high pass rates, which reflect robust instructional quality and a conducive learning environment.
- 4 OAV Rathapur ranks in the highest performance category, showcasing academic excellence, meaningful learning outcomes, and preparedness for future educational challenges.
- 5 The Classroom Engagement indicator, described as highly engaging and student-driven, reinforces this pattern of effective pedagogy. This level of engagement is typically achieved in classrooms where teachers facilitate rather than dominate, encourage autonomy, and cultivate an inclusive environment. It can be inferred that the OAV demonstrates strong pedagogical practices, high student involvement, and meaningful, holistic learning experiences.
- 6 Teacher Competence & Professional Development reveals a highly capable teaching workforce that is knowledgeable, continually improving, and leveraging technology and innovative pedagogies to enhance student learning outcomes.

- 7 Assessment Quality & Academic Integrity in OAV Rathapur demonstrates that a rigorous, analytical, fair assessment ecosystem aligned with modern competency-based education ultimately enhances learning outcomes and fosters trust in the evaluation process.
- 8 Curriculum Enrichment & Co-scholastic Activities of OAV Rathapur demonstrate a well-rounded educational system that fosters intellectual, emotional, social, and ethical development, preparing students for both academic success and responsible citizenship.
- 9 Student Support & Inclusion in OAV Rathapur indicators show that Rathapur OAV emphasises equity, care, and student-centred support, ensuring that every learner—regardless of ability or need—thrives academically, emotionally, and socially.
- 10 OAV Rathapur demonstrates a strong foundation in infrastructure, particularly in terms of digital readiness and technologically advanced classrooms.
- 11 OAV Rathapur demonstrates strong leadership with a clear vision and active governance. The Vision and Planning indicator shows an outstanding academic vision supported by effective implementation strategies. The Monitoring and Feedback system reflects a culture of continuous improvement, where student performance, teacher practices, and school processes at Rathapur OAV are regularly reviewed and refined.
- 12 In terms of Parent–Teacher Communication, the presence of regular PTMs and active communication channels indicates strong collaboration between home and school, enabling timely academic updates, shared responsibilities, and aligned expectations for student development.
- 13 Community Participation shows moderate involvement from local stakeholders, suggesting scope for increasing partnerships in areas such as resource support, cultural enrichment, and vocational exposure.
- 14 The Outreach Programs reflect the school's ongoing efforts in organising awareness activities, promoting social responsibility, and strengthening school–community relationships. Overall, parental engagement is strong, while

community participation is functional but has potential to grow further, enhancing school development.

6.2 Conclusion:

The study consisting of 20 Odisha Adarsha Vidyalaya functioning in western Odisha prior to providing quality, accessible, equitable, and affordable education to rural and semi-urban students was analyzed during the 2024-25 period based on several parameters from the perspectives of principals, teachers, non-teaching staff, students, infrastructure, teaching-learning process, evaluation system, guidance and supervision, student support services, and problems faced by stakeholders. The study also examines the academic excellence of OAV Rathapur. The study aimed to explore academic excellence and compare it with that of model schools, such as Navodaya Vidyalaya, Kendriya Vidyalaya, Ekalavya Model Residential School, and Kasturba Gandhi Balika Vidyalaya. The OAV is in the spotlight for its academic achievements and extracurricular activities nationwide.

It is a model and ideal school project by the Odisha government to extend the CBSE pattern English medium education to every corner of the country. The school conducts entrance examinations for classes VI, VII, VIII, and IX. Students can gain direct entry through the entrance exam into class VI, and there is also lateral entry into classes VII, VIII, and IX. Admission is completely free, with no fees charged. The students of OAVs benefit from the best teaching and learning practices, as well as training in sports and athletics. In OAVs, various new approaches are adopted, such as the four-house system. Students are future leaders, so house leaders take responsibility for extracurricular activities, including participation, organisation, and smooth operation of programs. OAVs also organise various extracurricular activities like social awareness programs, blood donation camps, health check-ups, tree plantation drives, 'each one teach one' initiatives, and every Saturday, a UN Mock Session is held to discuss global issues.

OAVs are committed to students' holistic development, encompassing both scholastic and non-scholastic areas. The students are performing excellently, and in just nine years, OAVs has become competitive with Kendriya Vidyalaya in terms of academic success. Along with their academic achievements, OAV students are

excelling in various areas, including painting, drawing, essay writing, debates, quizzes, sports, and athletics, at both the state and national levels. Those students who excel academically are further selected for the Iconic OAV, where they will receive free residence and coaching for various national competitive examinations.

The OAVs have a significant contribution to the secondary education of Odisha. They provide special reservations for girl children, marginalised groups, special children, and students from Scheduled Tribes. For the development of the school, active involvement and participation by community members positively support the institution in operating smoothly.

Furthermore, the study also highlights the issues and challenges faced by stakeholders, particularly regarding the government's failure to appoint regular teachers. Many teachers, including contractual teachers who have served for the last ten years, have not been regularised by the government. The majority of computer teachers and PET teachers are contractual, and those who have served for a decade remain without regular appointment, often receiving lower salaries.

Non-teaching staff are hired by NGOs and do not get a direct salary from the government. They are not viewed as regular faculty members and work on a contractual basis, which means they lack job security.

The study addresses various challenges that need to be addressed for the holistic development of the school and achieving the primary objectives, as well as the vision and mission. The findings are expected to provide empirical insights for effective policy formulation, contributing to improvements not only in the school but also in other types of schools in Odisha and across India.

APPENDICES

Interview schedule for the principal

Dear Sir/Madam,

The investigator has undertaken a research thesis entitled “Odisha Adarsha Vidyalaya: An Evaluative Study” for the degree of Doctor of Philosophy in Education at Mizoram University, Aizawl, under the supervision of Dr Lokanath Mishra, a professor of education at Mizoram University, Aizawl. This information schedule is prepared to share some updates regarding the status of your school. Please respond to all the questions in the schedule appropriately. In some cases, you may need to provide additional information and suggestions. The information you provide will be kept confidential and used solely for research purposes. Kindly complete the questionnaire and return it to the investigator on time.

Part-A

1. Name of the respondent:
2. Name of the school:
3. Name of the block:
4. Name of the district:
5. Age:
6. Teaching experience
7. Experience as head of the institutions (in years):
8. Qualifications:
9. Establishment year and phase: -
10. Gender:
11. Marital status:

PART-B

The questions are given below. In 4 parts: (1) administrative constraint, (2) management constraint, (3) monitoring and supervision, (4) Financial Constraint faced by the principals of OAVs of western Odisha. Please answer each question carefully and tick (✓) the mark according to your preference.

Sl.	STATEMENT	Yes	No
1.	Managing both administrative and academic duties is challenging for you?		
2.	There is a shortage of non-teaching/support staff in the school.		
3.	Excessive documentation and reporting impede efficient operation.		
4.	Able to admit all applicants		
5.	Problems in document verification		
6.	Participation in the requirement of teachers		
7.	Frequent changes in departmental instructions confuse.		
8.	Lack of autonomy affects the efficiency of administrative decisions.		

9.	Communication with higher authorities is often delayed.		
10.	Administrative workload affects time for academic supervision		
11.	Maintaining coordination among staff members can be challenging at times.		
12.	Periodic reports consume excessive time.		
13.	Need any training to perform well		
14.	Satisfied with administrative duty		

Part-C

Management constraint by the principals of OAVs in western Odisha. Please answer each question carefully and mark (✓) according to your preference.

Sl.	STATEMENT	YES	NO
15.	Insufficient number of teachers		
16.	Teacher absenteeism poses a challenge		
17.	Cordi national issue between teachers and the authority		
18.	Motivating teachers for co-curricular activities is difficult.		
19.	Inadequate delegation of duties affects the smooth Functioning.		
20.	Lack of teamwork among staff affects The school climate.		
21.	Managing hostel discipline requires Additional effort and time.		
22.	Parental involvement in school activities Is insufficient.		
23.	Student enrolment and retention are difficult In remote areas.		
24.	Monitoring and evaluation systems are not		

	Effectively implemented.		
25.	Supervision of teaching-learning activities Is time-consuming		
26.	Difficult to handle the in-disciplined students		

Part-D

Supervision constraint by the principals of OAVs in western Odisha. Please answer each question carefully and mark (✓) according to your preference.

Sl.	STATEMENTS	YES	NO
27.	Balancing administrative and instructional supervision duties is difficult		
28.	adequate time for classroom observation and the learning process Administrative meetings and record-keeping can reduce the time available for academic focus.		
29.	Unplanned duties or visits disturb school schedules.		
30.	Monitoring the MDM Regularly		
31.	visited & dealt with hostel problems		

PART-E

Financial constraint by the principals of OAVs in western Odisha. Please answer each question carefully and mark (✓) according to your preference.

Sl.	Statements	YES	NO
32.	Delay in fund release		
33.	Budget allocation is insufficient		
34.	Funds for co-curricular activities are insufficient		
35.	Financial approval is lengthy and bureaucratic.		
36.	Difficulty in utilising funds within the prescribed time limit.		
37.	Lack of autonomy in financial decisions affects efficiency		
38.	Inadequate funds for laboratory and library development		
39.	Delay in refund causes financial stress.		
40.	School development funds are insufficient		
41.	Strict financial rules in sanction money from authority.		

INTERVIEW SCHEDULE FOR TEACHERS:

Respeted sir / Mam

The investigator has undertaken a research thesis titled “Odisha Adarsha Vidyalaya: An Evaluative Study” for the degree of Doctor of Philosophy in Education at Mizoram University, Aizawl, under the supervision of Dr Lokanath Mishra, professor of education at Mizoram University, Aizawl. This information schedule is prepared to share updates regarding the status of your school. Please respond to the questions in the schedule honestly and appropriately. In some cases, you may need to provide additional information and suggestions. The information you provide will be kept confidential and used solely for research purposes. Kindly complete the questionnaire and return it to the investigator promptly.

PART-1:

1. Name of the respondent:
2. Name of the school:
3. Year of establishment:
4. Block:
5. District:
6. Professional qualification:
7. Designation:
8. Male /female:
9. Age:
10. Teaching experience:
 - a. 0-5 years

- b. 5-10 years
 - c. Above the years
11. Training:
- a. Trained
 - b. Untrained
12. Nature of appointment:
- a. Regular
 - b. Contractual
13. Monthly emoluments:

Part-B

The questions are given below regarding the Teaching Learning Adaptation Procedure by the Teachers western Odisha. Please answer each question carefully and tick (✓) the mark according to your preference.

SL.	STATEMENT	Yes	No
1.	Are you using the Lesson Plan before teaching?		
2.	Finish Syllabus on Time		
3.	Finish Syllabus on Time		
4.	Taking class regularly		
5.	Provide a group project/assignment		
6.	Giving regular homework		
7.	Regularly Checking Homework		
8.	Giving feedback to students		
9.	Allow students to ask questions.		
10.	Listening to Students' Grievances		
11.	Sharing Results with Guardians		
12.	Satisfied With Students' Results		
13.	Provide Remedial Class		
14.	Provide Counselling Session		

PART-C

Pedagogy used by the Teachers of OAVs in Western Odisha

SL.	Statements	Yes	No
15.	Use of the Lecture Method		
16.	Using the Activity Method		
17.	Use of the Dramatization /Role play Method		
18.	Demonstration & Illustration Method		
19.	Using Inductive Deductive Methods		
20.	Observation /experiment		
21.	Narration-cum-discussion		
22.	Source methods		
23.	Project methods		
24.	Field trip method		
25.	Using the Constructivist Approach		
26.	Use by the lingual method		

Part-D**Professional Development of Teachers in OAVs of Western Odisha**

Sl.	Statement	Yes	No
27.	Continuous professional development		
28.	Taking Online Professional Development Training		
29.	Taking Offline Professional Development Training		
30.	Training Through DKSHYA		
31.	Emerging Techno Pedagogy through DIKSHYA		
32.	Training for the Activity-based method		
33.	Participated In NISTHA		
34.	Attend For Digital Literacy		
35.	Training Through Swayam		
36.	Give a Lecture in Another OAVs (Exchange Lecture)		
37.	Taking The E-Book Service		

PART-E**Extra Activities in OAVs Of Western Odisha**

Sl.	Statement	Yes	No
38.	Encourage Co-Curricular Activities		
39.	The Timetable Given Is Sufficient for Curricular Activities		
40.	Morning Assembly		
41.	Sufficient Sports Equipment		
42.	Encourage For Sports		
43.	Football		
44.	Basketball		
45.	Kabbadi		
46.	Kho Kho		
47.	Cricket		
48.	Volley Ball		
49.	Badminton		
50.	Hockey		
51.	Encourage Students for Music		
52.	Separate Music Room		
53.	Musical Instruments		

54.	Music Club		
55.	Dance Club		
56.	Eco-Environmental Club		
57.	Debate Club		
58.	Astronomy Club		
59.	Math Club		
60.	Quizzing Club		
61.	NCC/SCOUT		
62.	Painting		
63.	Essay Writing		
64.	Dialogue WRITING		
65.	Yoga		
66.	Blood Donation Camp		
67.	Tree Plantation		
68.	Awareness Programme		
69.	Annual Function		
70.	Cultural Activity		
71.	Inter School Competition		
72.	Giving Self Defence Training		

73.	Field Visit/Trip, Exhibition		
74.	Training For Vocational /Skills Education		
75.	Career Counselling Program		
76.	Adolescent Sexual Reproductive Health Education		
77.	Health Check Up Camps		
78.	Celebration Birthday of the Great Leader		
79.	Celebration Of National Holiday		

PART-F**Teacher response Evaluation procedure in OAVs of Western Odisha**

Sl.	Statement	Yes	No
80.	Periodic Test		
81.	Unit Test		
82.	Half-Yearly		
83.	Pre-Board		
84.	Practical Exam		
85.	VST Test		
86.	Annual Examination		

QUESTIONNAIRE FOR STUDENTS

Dear students,

The investigator has undertaken a research thesis titled “Odisha Adarsha Vidyalaya: An Evaluative Study” for the degree of Doctor of Philosophy in Education at Mizoram University, Aizawl, under the supervision of Dr Lokanath Mishra, professor of education at Mizoram University, Aizawl. This information schedule is prepared to share some details regarding the status of your school. You are requested to respond to the questions in the schedule in a manner that you find appropriate; for some questions, you may need to provide additional information and suggestions. The information you provide will be kept confidential and used solely for research purposes.

Part-1:

1. Name of the respondent:
2. Name of the school:
3. Name of the block:
4. Name of the district:
5. Class:
6. Male/female:
7. Age:
 - a. 8-10
 - b. 1-13
 - c. 14-16
 - d. 17-19
8. Category:

SC		S.T.		OBC.		General	

Part-2

The questions are given below regarding the Students' support service is available in OAVs in western Odisha. Please answer each question carefully and tick (√) the mark according to your preference.

Sl.	Statement	Yes	No
1.	Boys Common Room		
2.	Girls Common Room		
3.	Mid-Day Meal		
4.	Free Text Book		
5.	Uniform & School Bag		
6.	Reading Writing Materials		
7.	Academic Calendar		
8.	Timely Notice		
9.	Skill And Vocational Training		
10.	Toilet Facilities for Boys		
11.	Toilet Facilities for Girls		
12.	Drinking Water Facilities		
13.	Hostel Facilities		
14.	Library		
15.	ICT Lab		

16.	Reading Room in Hostels		
17.	Security		
18.	Medical Facilities		
19.	Ambulance service		
20.	Fire Exist		
21.	Post-Office Facilities		
22.	Bank on Campus		
23.	Bus Service		
24.	Scholarship		
25.	Grievance & Redressal Mechanism		
26.	Sexual Harassment Cell		
27.	Guidance Service		
28.	Career Counselling Cell		
29.	Disciplinary Committee		
30.	Anti-Raging Cell		
31.	Students' Development Cell		

Part-C

Health Care and Safety Measures

Sl.	Statements	Yes	No
32.	First-aid box		
33.	Fire safety		
34.	Children's hygienic habits		
35.	Health check-up		
36.	ANM/Health worker available		

Part-D**Teaching Learning Process Adoption by Students**

Sl.	Statement	Yes	No
37.	The Learning Environment Is Conducive		
38.	Adequate Classroom Furniture		
39.	Clean School Environment		
40.	Clean School Environment		
41.	Finish The Syllabus on Time		
42.	Bridge Course		
43.	Home Assignment Is Given		
44.	Group Project Is Given		
45.	Check Homework In Regular Basics		
46.	Correction For Improvement		
47.	Supportive Teacher		
48.	Activity-Based Teaching		
49.	Practical Experience in Learning		
50.	Group Activity in the Classroom		
51.	Daily Class According to The Timetable		

52.	Freely Ask Questions		
53.	Class Is Entertaining		
54.	Classes are interactive		
55.	Remedial Class		
56.	Doubt Clearance Any Time		
57.	ICT labs/Sufficient Laboratories		
58.	Counselling Class		
59.	Online Coaching for Professional Course		
60.	Skill/Vocational Training		

PART-E**Evaluation procedure in OAVs of Western Odisha**

Sl.	Statement	Yes	No
61.	Periodic Test		
62.	Unit Test		
63.	Half-Yearly		
64.	Pre-Board		
65.	Practical Exam		
66.	VST Test		
67.	Annual Examination		

Interview Schedule for Non-teaching Staff

Dear Sir/Madam,

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Part-A

PART-1:

1. Name of the respondent:
2. Name of the school:
3. Year of establishment:
4. Block:
5. Professional qualification:
6. Designation:
7. Male /female:
8. Age:
 - a. 21-25 years
 - b. 25-30 years

- c. 30-35 years
- d. 35-40 years
- e. 40-45 years
- f. 45-50 years

PART-B

Please answer each question carefully and tick (✓) the mark according to your preference.

ITEMS	yes	No
Engagement in learning activities of students		
Involvement in cocurricular activities		
Condition for performing duties		
Relationship with principals & teachers		
Relation with students		
Relationship with guardians and community members		
Service condition		
Living quarter		
Getting insensitive		
Any professional development training		
Any TA/DA from the school		
Getting maternity and paternity leave		
Participation in local events		
Feel any discrimination		
Getting a salary as per the government provision		

Participated in VMDC		
Participate in school management		
Any specific training required		
Happy with work in OAV		

Part-A

[illegible][illegible]

PART-B**3. Infrastructure facilities available in the school**

Items	Adequate	Inadequate	manageable
Principal Room			
Office			
Staff Common Room			
Auditorium			
Store Room			
Staff Quarter			
Boundary Wall			
School Gate			
Classroom			
Smart Board			
Projector			
Staff Toilet			
Handwash			
Water Facilities			
Alternative Water Source			

CCTV			
Electricity			
Extra Power Backup			
Technological infrastructure			
School Management Software			
Digital Classrooms			
Biomatrices			
High-Speed Internet			
Wi-Fi Facilities			

4. Instructional Facilities available in the OAVs of Western Odisha

Items	Adequate	Inadequate	Manageable
Information Board			
Black Board			
Smartboard			
Bulletin Board			
Map			
Globe			

Chart			
Diagram			
Computer			
Radio			
Television			
Additional Learning Material			
Study Material			
Test Book			
Wall Magazine			
TLM Corner in Classrooms			
Library Cum Reading Room			
Games And Sports Equipment			
Suggestion Box			
Dictionary			
Biographies			
Encyclopaedia			
Meaningful Story Book			
Journal			
Newspaper			

Calander			
Book Bank			
Performing Stage			
Physics			
Chemistry			
Biology			
ICT Lab			
Music &Dance Lab			

PART-D

7. Hostel facilities in OAVs in Western Odisha

Items	Yes	No
Building whitewashed		
Cleanliness of the hostel campus		
Cleanliness of hostel rooms		
Light and ventilation in hostel rooms		
Garbage disposal pit		
Dustbin in hostel rooms		
Proper drainage system		
Kitchen		
Food Hygiene maintenance		
Kitchen Garden		
Drinking Water		
Electricity		
Wi-Fi		
Waiting Hall for guardians		
Study Hall		
CC Tv		
Boundary Wall		

- e. Attendant yesN\
- f. Any other, please mention_____

13. Please tick mark (✓) the facilities available in the resident rooms.

- a. Chair
 - b. Table
 - c. Rack
 - d. Cot
 - e. Watch
 - f. Any other, please mention
-

14. Please tick mark(✓) the room type in the hostel.

- a. Single-seated
 - b. Dormitory
 - c. Halls
 - d. Any other, please mention_____
-

FOCUS GROUP DISCUSSION (FGD) TOOL

For Teachers of Odisha Adarsha Vidyalayas in Western Odisha

Basic Information

- **Name of School (OAV):**
- **District:**
- **Date of FGD:**
- **Total Participants:**
- **Facilitator Name:**

Initial Questions:

1. How long have you been part of this Odisha Adarsha Vidyalaya?
2. What do you like most about your school?

A. Infrastructure & Physical Environment

1. How do you describe the school infrastructure (classrooms, hostels, library, labs, sports facilities)?
2. Are classrooms well-maintained, ventilated, and suitable for learning?
3. How adequate are drinking water, washrooms, and electricity facilities?
4. What improvements do you suggest for the school environment?

B. Instructional Facilities & Resources

1. Are textbooks, lab equipment, ICT tools, and teaching materials adequate?
2. Do teachers/students get enough digital resources (smart class, projectors, internet)?
3. How often are ICT facilities actually used in teaching?
4. What additional teaching-learning aids do you need?

C. Teaching & Learning Process

For Teachers

1. What teaching methods do you commonly use (activity-based, experiential, discussion, ICT-based)?
2. How do you adjust teaching strategies for slow learners?
3. What challenges do you face in implementing student-centric teaching?

Focus Group Discussion with Students

1. How does your teacher explain new topics?
2. Do you feel comfortable asking questions in class?
3. Are classroom activities interesting and engaging?

D. Evaluation & Assessment

1. Are the internal assessments and examinations conducted effectively?
2. How fair and transparent is the evaluation process?
3. Do you receive feedback on your performance?
4. What difficulties do students face in exams?

E. Student Support Services

(Hostel, Health, Guidance, Counselling, Co-curricular)

1. How do you find the hostel facilities (food, safety, caretakers)?
2. Are health services like first aid and routine checkups available?
3. Does the school have career guidance, mentoring, or counselling services?
Are they helpful?
4. Are co-curricular activities (sports, arts, clubs) regular and beneficial?

F. Problems & Challenges

1. What major challenges do students/teachers face in day-to-day functioning?
2. Are there challenges related to discipline, workload, pressure, or academic stress?
3. What administrative or management-related problems exist?
4. What changes would improve the overall functioning of the school?

5. Closing Questions

1. If you had the power to change **one thing** in the school, what would it be and why?
2. Is there anything else you want to share that we didn't discuss?

Rubrics for OAV Rathapur

Respected sir,

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1. Student Learning Outcomes (SLOs)

Indicator	1	2	3	4
Board Exam Performance	<70% pass rate	70–80% pass, low high-scorers	80–90% pass, some high achievers	>90% pass; strong 75%+ & 90%+ category
Internal Assessment Results	The majority score below average	Mixed performance, limited growth	Steady improvement across subjects	Significant year-on-year improvement
Competency Mastery	<40% meet grade-level competencies	40–60% competent	60–80% competent	>80% competent; strong higher-order skills

2. Teaching–Learning Process (Pedagogy)

Indicator	1	2	3	4
Lesson Planning & Execution	No structured plans	Irregular plans	Regular structured plans	Highly reflective, competency-linked plans
Learner-Centered Methods	Mostly lecture	Some activities	Frequent group/project work	Inquiry-based, experiential, NEP-aligned
Classroom Engagement	Low participation	Moderate	Consistent participation	Highly engaging, student-driven

3. Teacher Competence & Professional Development

Indicator	1	2	3	4
Qualification & Subject Expertise	Out-of-field teaching	Some mismatch	Appropriate qualifications	Subject experts with advanced PD
Professional Development	<5 days/year PD	5–10 days/year	10–20 days/year	>20 days/year + mentoring/peer observation
Instructional Innovation	Rarely applies new methods	Some technology use	Regular use of ICT & modern pedagogy	Model classrooms; shares best practices

4. Assessment Quality & Academic Integrity

Indicator	1	2	3	4
Quality of Question Papers	Mostly recall-based	Limited variety	Balanced with HOTS	Highly analytical, competency-based
Assessment Practices	No item analysis	Basic analysis	Regular item/data analysis	Data-driven remediation & tracking
Exam Integrity	Frequent issues	Occasional issues	Proper exam conduct	Zero malpractice; robust monitoring

5. Curriculum Enrichment & Co-scholastic Activities

Indicator	1	2	3	4
Clubs & Activities	Minimal	Few active clubs	Active clubs in multiple areas	Vibrant ecosystem with competitions
Projects & Experiential Learning	No project work	Limited participation	Regular project integration	Community-based, interdisciplinary
Life Skills & Values Education	Poor implementation	Occasional	Regular sessions	Integrated across curriculum

6. Student Support & Inclusion

Indicator	1	2	3	4

Indicator	1	2	3	4
Remedial Support	Not available	Irregular	Structured remedial classes	Data-driven interventions, counselling
Support for CWSN	No provisions	Basic support	Functional support	Full inclusion + specialised resources
Wellbeing & Safety	Gaps in monitoring	Basic SOPs	Safe, child-friendly environment	Excellent pastoral care & wellbeing system

7. Infrastructure & Learning Resources

Indicator	1	2	3	4
Classrooms & Labs	Poorly equipped	Partially functional	Fully functional	Model labs & smart classrooms
Library Resources	Minimal books	Moderate	Good stock & usage	Rich resources, digital library
ICT Availability	Very limited	Partial access	Regular access	Smart lab, ICT-enabled pedagogy daily

8. School Leadership & Governance

Indicator	1	2	3	4
Vision & Planning	No School Improvement Plan	Basic SIP	Data-informed SIP	Outstanding academic vision & execution
Monitoring & Feedback	Rare monitoring	Occasional	Regular review meetings	Continuous improvement culture
Stakeholder Coordination	Weak communication	Limited involvement	Active coordination	Highly collaborative & transparent

9. Parental & Community Engagement

Indicator	1	2	3	4
Parent–Teacher Communication	Very irregular	Only during exams	Regular PTMs	Active communication channels
Community Participation	None	Minimal	Moderate involvement	Strong partnerships, local resource use

Indicator	1	2	3	4
Outreach Programs	No outreach	Occasional	Regular awareness activities	Community-driven initiatives & SL projects

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ACADEMIC EXCELLENCE AND LEARNING OUTCOMES IN ODISHA ADARSHA VIDYALAYAS: AN ANALYSIS

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ABSTRACT:

Odisha Adarsha Vidyalayas (OAVs) is an innovative experiment by the government of Odisha, which began operation in the 2015-16 academic year. OAVS is committed to providing quality education to rural and disadvantaged students through residential schooling. Nowadays, OAV is in the limelight for its academic success and extracurricular achievements nationwide. This study examines the five-year trend in academic performance at OAVs. It uses data from BSE Odisha examination results, UDISE+ school statistics, and official OAV reports. A descriptive design and trend analysis approach helped explore overall pass percentages, subject achievement, and performance by gender from 2019-20 to 2024-25. The findings reveal consistent improvement in academic outcomes, with pass rates rising over time. English is the top subject, while Mathematics has shown the most significant gains. Girls performed slightly better than boys over the five years, indicating stable gender patterns. The study finds that OAVs have truly boosted academic excellence, and it's clear that some districts might need a little more support to reach their full potential.

KEYWORDS:

ODISHA ADARSHA VIDYALAYA, ACADEMIC EXCELLENCE, LEARNING OUTCOMES.

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1.0. INTRODUCTION:

Academic excellence involves students performing well, achieving their goals, and succeeding in both academic and extracurricular activities. Odisha Adarsha Vidyalayas (OAVs), initiated by the Odisha Government, offer free, CBSE curriculum-based education to rural talent, with 314 schools across Odisha making English-medium education accessible. The primary goal is to develop 21st-century skills through holistic growth, encompassing physical, aesthetic, and academic aspects. Serving Classes VI to XII, OAVs promote modern education in remote areas and link students from small towns and villages to mainstream education. Operated by the Odisha Adarsha Vidyalaya Sangathan, each school has two sections per grade, with a maximum of 40 students per section. Admission is through a non-verbal, multiple-choice entrance test, with some seats reserved for girls and based on SC/ST population percentages. Bridge courses help students transition from Odia to English, with English serving as the primary language and Odia as the secondary language. Schools follow uniform policies to promote a sense of community and pride.

OVERVIEW OF OAV IN ODISHA:

In Odisha, there are 320 OAV in total, where 314 are Odisha Adarsha Vidyalaya, 5 Odisha Mining Adarsha Vidyalaya and 1 Iconic Adarsha Vidyalaya. The Odisha Adarsha Vidyalaya Sangha and the Department of School and Mass Education, Government of Odisha, operate it. In

OAVS 4,545 teachers are facilitating education to students. There are a total of 109,535 students enrolled, comprising 62,632 girls and 46,903 boys. (OAVS, <https://oav.edu.in/>).

1.1 REVIEWS RELATED LITERATURE:

To make Odisha Adarsha Vidyalaya a role model for the country (**OAVs, 2020**). Bala & Shaafiu (2016) found no significant difference between male and female students in academic achievement, problem-solving, or examination anxiety. They also found a positive link between achievement and problem-solving, and a negative link between anxiety and achievement. **Jain & Kumar (2024)** revealed that the academic achievement of private and urban school students is significantly higher than that of government and rural students. **Shajimon & Joseph (2016)** showed no significant difference in achievement based on gender or locale, indicating these factors do not influence student performance. **Rajeeva & Venkatesha (2021)** found no difference in achievement between students with high and low anxiety, nor between government and private school students. However, there was a significant difference between male and female students, as well as between rural and urban students. The study discusses implications and calls for further research. **Kaur, Rai, & Kaur (2024)** found no interaction between Learning Styles and Study Habits on achievement; however, a significant relationship exists between these factors, with study habits positively impacting academic

success (Meena & Koushik, 2024). The study shows that KGBV students excel academically, in terms of personality, health, and teacher attitudes, which are rated positively by stakeholders, with no differences observed across social groups. Computer labs are currently inactive due to a lack of computers; alternative facilities are available. Teachers are selected through testing and training, and are generally satisfied but often frustrated with their leave policies, which include no bridge courses or admission tests for girls. Girls get books, stationery, sports, vocational, and remedial classes. Food is often poor. Parents approve of safety and teaching, but girls feel unsafe. Rout (2024) OAVs is not just about communication; it's about unlocking every learner's full potential and ensuring equitable access to quality education. Suna, Dash, Das, Rout, & Dash (2024). In OAVs, the school features principal and staff rooms, labs, a library, sports facilities, music/art rooms, an Eco Club, a NCC/Scouts unit, and a House. It lacks hostel facilities for boys, forcing students to resort to private hostels, which increases costs and dropouts. Teachers administer tests and use materials, but none incorporate ICT or offer specialised classes to meet students' diverse needs, affecting their academic performance. Nandi & Giri (2024). The paper examines different aspects of OAVs, including their founding, curriculum, teaching methods, infrastructure, and student performance. OAVs maintain the standard to meet all set objectives. Tripathy (2023). The results indicated that the OAVS scheme has the potential to fulfil its goals, as 96% of teachers concurred that OAVs are comparable to those of KV, and 88% supported the idea that quality education in OAVs is beneficial.

The above discussion clearly highlights that in secondary education, OAVs' performance is progressive and sets a landmark of quality education in Odisha. The researcher is interested in studying the academic performance of students in OAVs over a four-year period. So, the research study is entitled "Academic Excellence and learning Outcomes in Odisha Adarsha Vidyalayas: An Analysis".

1.2 OBJECTIVES OF THE STUDY:

1. To study the overall academic achievement of students over the last 5 years.
2. To study the district-wise performance of OAVs in the last 5 years.

1.3. METHODOLOGY:

This study employed a descriptive research design and collected secondary data from the Odisha Adarsha Vidyalaya (OAV) Portal, BSE Odisha examination records, and the UDISE+ database. The researcher gathered five years of academic performance data, including pass percentages, grade distribution, and subject- or gender-wise results, when available, for analysis.

1.4. ANALYSIS OF OBJECTIVES:

The data were quantitatively analysed using simple percentages and trend analysis to identify patterns, improvements, and gaps in academic achievement. We

used tables and graphs to present the findings clearly and facilitate interpretation.

OBJECTIVES 1: STUDY THE SCHOLASTIC PERFORMANCE OF OAV STUDENTS OVER THE LAST FIVE ACADEMIC YEARS.

1.4.1 Students' academic achievement from the 2020-21 to the 2024-25 session.

Year	90%	75%	60%	Pass
2020-21	5.63%	22.55%	48.66%	98.41%
2021-22	8.27%	33.43%	63.88%	98.02%
2022-23	4.44	21.09	48.09	95.07%
2023-24	0	1.34	20.09	67.54%
2024-25	0.39%	2.92%	23.02%	75.67%

TABLE 1: STUDENTS ' ACADEMIC ACHIEVEMENT FROM 2020-21 TO 2024-25 SESSIONS



(FIGURE 1: STUDENTS ' ACADEMIC ACHIEVEMENT FROM THE 2020-21 TO THE 2024-25 SESSIONS)

Academic performance improved from 2020 to 2021, with notable increases in achievement categories and over 63% of students scoring above 60%. However, from 2022-23, there was a significant decline: high achievers in the 90% range dropped from 8.27% to 4.44%, and the 75% category fell from 33.43% to 21.09%. The percentage of students scoring above 60% decreased from 63.88% to 48.09%, with pass rates dropping from over 98% to 95.07%. In 2023, high achievers were nearly absent, with 0% in the 90% range and only 1.34% in the 75% category. The pass rate fell to 67.54%, indicating issues such as learning loss, decline in engagement, teacher shortages, a challenging curriculum, or systemic disruptions. Although 2024 shows some recovery, achievement remains below that of previous years, with a pass rate of 75.67% and those scoring above 60% at 23.02%, indicating progress but requiring further effort.

Overall, the data indicate that student achievement peaked in 2021, declined to a crisis point in 2023, and showed a slight improvement in 2024, suggesting an early recovery. Continued support and targeted help are needed to restore performance. This emphasises improving teaching, providing remedial programs, monitoring progress, and assisting struggling students.

1.4.2. SUBJECT-WISE ANALYSIS OF ACADEMIC ACHIEVEMENT OF CLASS-X STUDENTS IN 2020-21 TO 2024-25

Year	English	Odia	Math	Science	Social Science
2020-21	63.45	65.06	53.18	68.67	51.36
2021-22	67.31	80.01	57.37	67.41	58.39
2022-23	59.5	77.81	49.39	45.71	32.81
2023-24	41.11	58.04	35.39	45.71	32.81
2024-25	47.71	60.32	36.53	49.76	36.16

TABLE 2: SUBJECT-WISE ANALYSIS OF ACADEMIC ACHIEVEMENT OF CLASS-X STUDENTS FROM 2020-21 TO 2024-25

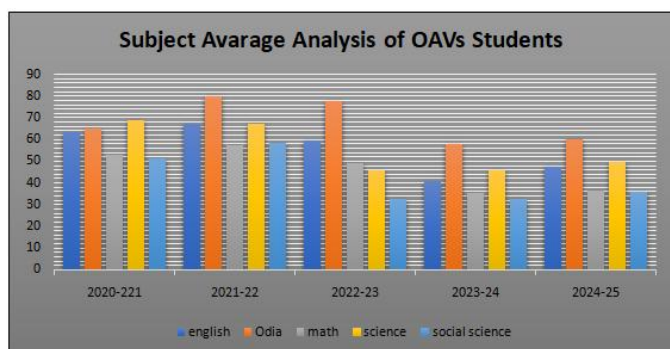


FIGURE 2: SUBJECT AVERAGE ANALYSIS OF CLASS-X STUDENTS' ACADEMIC SESSION FROM 2020-21 TO 2024-25

The analysis of the subject-wise average achievement over the five years reveals an initial improvement, followed by a sharp decline in performance and only partial recovery in the final year. Performance in all subjects reached its peak in the 2021-22 academic year. This indicates a time of strong teaching support and effective student engagement. However, from 2022-23 onward, all subjects saw a notable decline, with the most significant drops recorded in Mathematics, Science, and Social Science. The worst point appears to be in 2023-24, when the averages for all subjects reached their lowest levels. This suggests serious learning gaps, reduced academic continuity, or problems in teaching and learning. Although the 2024-25 results show a slight upward trend across subjects, achievement levels remain significantly lower than in earlier years, indicating only partial recovery. Among the subjects, Odia stands out as the strongest performer, while Mathematics and Social Science remain the weakest. Overall, the data indicate a clear need for targeted academic support, enhanced teaching methods, and ongoing evaluation to restore and sustain student learning outcomes.

OBJECTIVE 2: TO STUDY THE DISTRICT-WISE PERFORMANCE OF OAVS IN THE LAST 5 YEARS.

1.4.3. District-wise pass average of OAV students:

District	2020-21		2021-22		2022-23		2023-24		2024-25	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
Anugul	50	50	209	209	203	201	354	286	419	354
Boudh	196	196	188	183	200	193	207	179	218	164
Balangir	541	533	642	630	656	639	749	508	748	530
Bargarh	201	201	275	274	449	400	281	273	586	530
Balasore			68	67	68	68	194		209	204
Bhadrak			77	77	75	75	228	196	303	270
Cuttack			219	219	215	215	448	399	644	574
Deogarh	94	94	172	172	188	188	189	153	195	165
Dhenkanal	133	133	131	129	124	122	240	208	285	233
Gangam	1040	1038	1449	1446	1582	1574	1692	1389	1712	1497
Gajapati	370	370	414	404	464	437	487	231	466	233
Jarsuguda									155	126
Jajpur	332	332	415	415	432	430	423	358	579	486
Jagatsinghapur			64	64	70	70	74	56	72	59
Khordha			82	82	77	77	146	136	594	470

Kendujhar	543	534	742	731	765	736	835	627	900	694
Kalahandi	773	753	853	834	1034	906	860	506	758	496
Kandhamala	529	518	546	539	590	571	563	310	661	470
Koraput	819	774	847	806	923	867	867	432	813	452
Kendrapada			74	74	74	73	83	71	83	77
Malkangiri	379	378	429	415	414	374	391	139	392	251
Mayurnhanja	1405	1391	1529	1494	1617	1573	1468	1025	1492	1120
Nabarangapur	623	602	626	539	638	617	680	325	691	494
Nayagarh	75	75	81	81	81	81	234	215	482	450
Nuapada	289	280	322	319	328	315	366	210	276	195
Puri							149	138	159	154
Rayagada	532	520	756	726	810	746	784	316	658	355
Sambalpur			151	149	155	154	177	112	562	367
Subarnapur	224	223	237	237	293	290			222	198
Sundargarh	468	468	742	725	797	757	827	449	850	555
Total	9616	9463	12340	12040	13322	12749	13996	9247	16184	12223

TABLE 3: DISTRICT-WISE PASS AVERAGE OF STUDENTS OF OAVS IN ODISHA

The data on the number of students who appeared and passed across districts over the past five years shows a diverse pattern of growth, fluctuations, and notable declines in different regions. Districts like Ganjam, Kalahandi, Koraput, Mayurbhanj, Kendujhar, and Sundargarh have consistently reported the highest numbers of students appearing, indicating higher school enrollment and a greater presence of educational institutions in these areas. In the earlier years, particularly from 2020 to 2023, these districts also maintained high pass rates, with the number of students passing closely matching the total number of students who appeared for the examination.

However, starting in 2024, a sharp decline became evident as many districts encountered a significant drop in their pass numbers, even though the number of students appearing remained stable or increased. For example, the number of passes in Mayurbhanj fell from 1,573 in 2023 to 1,025 in 2024, Kalahandi dropped from 906 to 506, and Koraput's figures decreased from 867 to 432. Districts such as Gajapati, Nabarangpur, Malkangiri, and Rayagada also experienced significant declines in pass rates, underscoring the serious academic challenges faced in tribal and rural areas. On the other hand, some districts with fewer students, such as Deogarh, Boudh, and Nayagarh, showed relatively stable performance in the early years but later experienced moderate declines.

Newer districts, such as Jarsuguda and Puri, had lower overall student participation, but the pass rates revealed apparent gaps between appearances and actual successes. The data suggest that, although pass rates were nearly

100% in earlier years, a significant statewide academic decline began in 2024, affecting almost all districts regardless of size. This widespread decrease suggests systemic issues, such as rising academic challenges, learning losses, or variations in teaching quality. It highlights the need for targeted, district-specific interventions to improve learning outcomes and restore academic stability across the state.

1.5. FINDINGS AND DISCUSSION:

Over the past five years, student achievements have varied. In 2020-21, despite lockdowns, 5.63% scored 90% or higher, 22.55% scored 75% or higher, 48.66% scored 60% or higher, and 98.41% passed. In 2021-22, 8.27% scored above 90%, but no students from OAVs scored 90% or higher in 2023-24. The highest pass rates were in 2021-22, while the lowest were in 2023-24. Overall, students performed best in the 2021-22 academic year and less well in the 2023-24 academic year. The subject analysis reveals that Odia is the strongest subject, while Math and Social Science are the weakest, with Science experiencing the most significant decline. These trends indicate a period of growth, a sharp decline, and a slight recovery, highlighting the need for focused support in Math and Social Science to improve student outcomes. District-wise data reveals high pass rates from 2020 to 2022, with many districts approaching 100%. Larger districts, such as Ganjam, Mayurbhanj, Kalahandi, Koraput, and Kendujhar, consistently had the highest number of exam takers. Pass rates declined from 2022 onward, with notable drops in districts such as Kalahandi, Mayurbhanj,

Koraput, Gajapati, and Naba Rangpur, highlighting ongoing academic challenges. Some improvement was noted in 2024; however, overall pass rates remain lower, indicating an urgent need for educational support.

CONCLUSION:

Odisha Adarsha Vidyalaya is quickly improving in both academic and non-academic areas. It is a young school that consistently achieves excellence. Students from OAVs are directly chosen for the prestigious OAV for higher secondary education. There, they will have better accommodation and access to coaching facilities. The residential coaching is completely free, allowing students to prepare for national competitive exams. The teachers and administration aim to provide high-quality education. The students want to prepare themselves for the future society. If this progress continues, OAV will become a model academic institution not only in Odisha but throughout the country.

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Assessing The Educational Outcomes Of Odisha Adarsha Vidyalayas: A Systematic Review

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1.1 Abstract

The Odisha Adarsha Vidyalaya (OAV) initiative, launched in 2015 by the Government of Odisha, aims to provide quality education to students from economically disadvantaged backgrounds, particularly in rural areas. This systematic review evaluates the educational outcomes associated with OAVs, focusing on academic performance, student engagement, teacher training, community involvement, and the socio-economic factors influencing these outcomes. The findings indicate that OAVs have made significant strides in enhancing educational access and quality, with positive impacts on student performance and retention rates. However, challenges such as socioeconomic disparities, policy implementation issues, and sustainability concerns persist. Practical teacher training and innovative teaching methodologies have been instrumental in fostering student engagement, while active community involvement plays a crucial role in supporting educational success. To maximize the potential of OAVs, a holistic approach is necessary, one that addresses existing challenges through strategic interventions, robust monitoring systems, and strong partnerships between schools and communities. This review underscores the importance of the OAV initiative in transforming the educational landscape of Odisha and highlights the need for continued commitment to improving educational outcomes for marginalized communities.

Keywords: Odisha Adarsha Vidyalaya, Educational Outcomes, Academic Performance, Student Engagement, Teacher Training, Socioeconomic Disparities.

1.2 Introduction

As such, the introduction of 20 Odisha Adarsha Vidyalayas (OAVs), or model schools, by the Government of Odisha in 2015 is another step forward toward equitable education in India. Focused on delivering quality education to children from socio-economically backward communities, the OAVs are concept schools that provide free and English-medium education from classes VI to XII. This scheme will prove to be rather crucial in any state, let alone Odisha, where accessing quality educational resources is often problematic owing to socio-economic disparity. OAVs have been established to cater to the educational gap between urban and rural areas. Urban centers may have more advanced educational facilities and resources, but rural areas are often short on schooling. OAVs are spread across all 314 blocks of Odisha to provide quality education, free of cost—with both result-oriented and empathetic teaching—to deserving children from the most disadvantaged backgrounds.

1.2. Purpose

Odisha Adarsha Vidyalaya (OAV) initiative aims to impart quality education. It has also been felt, keeping in mind that more than 80% of the student population comes from rural backgrounds/ underprivileged sections, so the scheme plays a significant role in bringing about social equity and narrowing the educational gap in Odisha. Odisha Adarsha Vidyalayas (OAV) was established by the government of Odisha in 2015 with

the vision to create a society where all children, irrespective of their family background as far as economic status is concerned, are able to get quality education. The philosophy behind this program is that education could be among the most effective tools against social injustice and poverty. The whole of school life needs to be carefully woven around the well-being of students, which is clearly visible in OAVs having IOC as its design module, thus making OAV an ideal school. This involves nurturing them in their natural-born skills and talents, including creativity, critical thinking, and problem-solving — all a must-have to survive today. One of the overarching purposes of the program is to create an aspiration for higher education among kids and families. Research investigating the mechanisms of OAVs aims to assess success in these goals, describe limitations, and identify potential areas for improvement. Examples include evaluating how well OAVs adhere to mission and vision attributes, examining the effect of their pedagogical methods on student learning, and making organization–context comparisons with institutions that are pretty similar. We might then consider the ways in which OAVs can be practical and play a role in public education improvement in Odisha by analyzing these aspects in detail.

1.2. Odisha Adarsha Vidyalayas

Odisha Adarsha Vidyalayas (OAVs) is a game-changer initiative of the Government of Odisha to bring in high-quality education for a crowded segment of EWS children — the rural population. There is also a project of model schools, which are English medium free schools from class VI to XII, started by then-education minister Amit Shah in 2015. The OAV strives to bridge the urban-rural gap in the field of education so that educated children from disadvantaged sections can access Quality Education through OAVS School. Classic, each OAV is endowed with up-to-date infrastructure on the traces of Kendriya Vidyalayas, such as well-ventilated classrooms, science labs, libraries, and sports amenities. These schools set up a marvelous student-teacher ratio and center around magnificent learning with the assistance of technology and an interactive way of teaching. Through these initiatives, Onboarding Acceleration Vehicles (OAVs) have been able to raise enrollment levels of marginalized groups, et al. female). As an example, in many schools like Badadeuli OAV, the percentage of girls was more than 56%, which is a clear indication of the success of the initiative to improve gender equity in education. Continuous professional development for teachers is emphasized, with 96% of educators participating in in-service training programs. This commitment to teacher competency is crucial for maintaining educational quality. Programs like the "Mo School" Abhiyan connect schools with alumni and local communities, fostering collaboration and financial contributions for school development.

1.3 Review of Related Literature

Sahoo, A. K., & Sahoo, R.R.(2024) The present study discusses the current status and functioning of Odisha Adarsh Vidyalaya in the Korai block of Jajpur district. The investigator collected data from one particular school, which functions under the school and mass education department of the government of Odisha. The detailed activities conducted in the school were recorded in Case study format. The schools were set up as model schools in the state to provide quality school education. The chain of schools was the first of its kind to be affiliated with the CBSE board by the government of Odisha. The findings suggest that the infrastructural facilities, Teaching and non-teaching staff, and students met the high standards set by other private schools in the state. However, there is still scope for improvement in terms of different disciplines, such as commerce and humanities, that need to be added to the curriculum. Hostel facilities can also be provided to students for a better quality of education.

Nandi, R.K., & Giri S.K.(2024) The Odisha Adarsha Vidyalayas (OAVs) are a system of schools in Odisha, India, set up by the state government to provide an excellent education to kids from all walks of life. The OAVs are never seen as being more than a tool, and this study goes into detail about how they betray character. This comprehensive examination delves into OAV origins, curriculum, pedagogy, infrastructure, and student outcomes, among other things. It also benchmarks these OAVs against other players in the space and highlights a few of their case studies. The results of the investigation shed light on OAVs' function and could help efforts to improve these systems in the future.

Jyotirani, S.(2021) This study was centered around a case study (Badadeuli Odisha Adarsha Vidyalaya (OAV), Mayurbhanj District). This study aimed to (i) Find geographical locations of the physical infrastructures of Badadeuli Odisha Adarsha Vidyalaya (OAV). This is to understand the teacher needs, selection process, and vacancies in Badadeuli Odisha Adarsha Vidyalaya (OAV). After all, the aim here is to learn about classroom transactions. To understand how students travel to and from school and what modes of transport are involved.

This investigation used a case study approach. Class 9 pupils from Badadeuli School, as well as their principal and all secondary school instructors, made up the sample for this research. The researcher used the following instruments to gather pertinent data from both instructors and pupils: 1. a school information blank 2. Teacher Inquiry Form Schedule for observing a classroom 3. Group conversation with a focus. The study's main conclusions were as follows: i. There are 346 pupils enrolled in grades 6–10 at the Badadeuli Odisha Adarsh Vidyalaya School (OAV) in the Mayurbhanj district. The gender breakdown is as follows: 152 boys (43.93%) and 194 girls (56.07%). The fact that there are more female students than male pupils is encouraging. 2. The hostel at Badadeuli Odisha Adarsha Vidyalaya (OAV) can only accommodate one hundred female students from sixth to tenth grade. Once again, there are no dorms for male students. Day students have a tough time making it to school on time since it is so far away from their homes. 3. There are 346 students enrolled there, with 100 of them living at the hostel and the others commuting to class via various means of transportation. Similarly, about 98 students (or 39.83%) arrive at OAV within 5 kilometers. Within 5-10 km, out of 74 total, 30.08 percent are female, and 24.39 percent are male. Within a range of 10-15 k.m., out of 54 pupils (21.96%), 45 are male (18.29%) and 29 are female (11.78%). Within 15 kilometers above the ground, out of 20 pupils (8.13%), 31 (12.60%) are male and 23 (9.34%) are female. The student body consists of 19 males (7.72%) and 1 female (0.41%). Four-hundredths of a percent arrive by car, twenty-seven percent by bike, forty percent by four-wheeler, and thirty-six percent on foot.

Nayak, C. & Panda, S. K. (2019) They investigated the impact of socioeconomic status on the academic performance of Odisha's Adarsha Vidyalaya pupils. One of the primary goals of the research was to look at how the socioeconomic level of Adarsha Vidyalaya students in Class VIII correlated with their academic performance. (ii) to compare the academic performance of children from Class V at Adarsha Vidyalaya who come from affluent and low-income backgrounds. The research included 500 students in the thirteenth grade from ten different Adarsha Vidyalayas in the Bargarh, Bolangir, and Sambalpur districts of Odisha. The researcher selected the sample using a combination of simple random selection and selective sampling. The research used a self-administered academic achievement exam for pupils in Class V and a socio-economic status scale created by Dr. R. L. Bharadwaj. This research found that (i) among Adarsha Vidyalaya students in Class VIII, there is no correlation between students' socioeconomic position and their academic performance. (ii) Students from high and poor socioeconomic backgrounds in Class VIII at Adarsha Vidyalaya do not vary significantly on average in terms of their academic performance.

Satyasavetri, V. B. & Honakeri, P. M. (2018) They investigated the difficulties and effects of tribal education in India via the Ashram Schools. One of the primary goals of the research was to identify the most challenging obstacles to tribal education in India. (ii) to learn how Ashram Schools have affected education among indigenous communities. A variety of socio-psychological issues hinder access to education for a portion of the indigenous population in both rural and urban areas. The researcher selected the sample using a combination of simple random selection and selective sampling. The literacy condition of various socioeconomic and tribal groups in India is once again shown via a graph. According to the study's results, tribal education in India is facing a number of new and complex challenges. What a difference ashram schools can make by providing a supportive learning atmosphere and accessible housing for students.

Dash, N. (2018) Examined research on the English language educational situation of tribal students attending Ekalavya Model Residential Schools (EMRS); identified implementation strengths, issues, and obstacles. The research set out to do two primary things: (i) compare the English language proficiency of tribal students in EMRS, JNVs, and SC/ST schools, and (ii) identify the benefits, drawbacks, and difficulties of implementing the EMRS Programme. The school was chosen based on the academic performance of one EMRS student from each of the two districts. The researcher employed a schedule of interviews with instructors and an accomplishment exam in English Language (class VIII) as part of the study's materials. Consistent with the pattern shown in the aggregate data, the study's results showed that... The JNV pupils outperformed their SC and ST school peers across the board, with the most significant disparity being in English proficiency.

1.4 Objectives of OAVs

- To review the educational outcomes of Odisha Adarsha Vidyalayas.

1.5 Methodology

This systematic review was undertaken to assimilate the existing literature and evidence studies about the initiative of Odisha Adarsha Vidyalayas (OAVs) for gathering insights into its educational outcomes-methodology, including critical steps involving the selection of relevant studies, data extraction, and analysis.

1.5. Search Strategy

The search strategy followed for carrying out this systematic review of relevant literature to understand the empirical work done on educational outcomes of Odisha Adarsha Vidyalayas (OAVs) was both a comprehensive and an organized one. The investigation was directed by questions related to the viability and impact of OAVs: whether gender parity had been accomplished, variations in achievement based on socio-economic factors, challenges with such institutions (if any), etc. Abstract: This paper describes one phase of the process used for finding literature relevant to this topic by means of a snowballing approach through the use of databases such as Google Scholar, JSTOR, ERIC (Education Resources Information Center), and ResearchGate. These databases were selected due to their scope of coverage of educational research and access to peer-reviewed articles. We used searches for the following keywords and phrases: "Odisha Adarsha Vidyalayas," "education outcomes," "school performance," gender in education, "socioeconomic impact on education," and challenges OAVs faced.

1.5. Inclusion Criteria

A systematic review of educational impact requires clearly defined inclusion and exclusion criteria to determine the eligibility of studies on Odisha Adarsha Vidyalayas (OAVs). The inclusion/exclusion criteria are as follows in order to seek appropriate and quality data from all included studies. Selection criteria: We included only peer-reviewed empirical research articles, reports, and studies addressing OAVs in Odisha. Doing this guarantees that the review will rest on credible and scientifically validated sources. Studies should include participants from OAVs, namely students learning at these schools. Research featuring teachers, administrators, or community impact may also be considered if it helps illustrate an outcome relevant to education. To ensure the review reflects the most contemporary data and trends associated with OAV since its inception, only studies published between 2018 and 2024 were considered.

1.5. Data Extraction

Relevant data extraction included academic performance metrics, attendance and participation/engagement indicators, and qualitative assessments of the educational environment in OAVs.

1.6 Educational Outcomes

Odisha Adarsha Vidyalayas (OAVs) is a multi-pronged initiative to improve student learning outcomes in the state for many, especially low-SES students. The examination of OAVs delves into several vital aspects like academic achievement, infrastructure, pedagogy, and holistic development of students.

1.6. Academic Performance

Studies show that OAV students generally achieve academically. The things showing these are that in one study it is shown that 90% of the teacher were satisfied with the results of their student, saying they always clear board examinations and competitive exams. Research supports this positive result as the implemented teaching practices and learning environment meet students where they are, allowing them to be more engaged and motivated to learn. OAV has implemented strategies like personalized learning plans to help students struggling with school, further boosting student academic success.

1.6. Student Engagement

English Student engagement is an essential element of success in the education system and even more so in Odisha Adarsha Vidyalayas (OAVs). The OAV program focuses, first and foremost, on fostering student engagement by creating an inviting and dynamic classroom environment. Besides enhancing pupils' actual performance, this approach is all about their personal development.

1.6. Skill Development

Skills development is one of the most critical components of the education tile nowadays- especially as we seek to prepare students for jobs and life beyond formal schooling settings. This includes the following abilities: soft skills (communication, critical thinking, and teamwork) and hard skills that involve technical proficiency and specialized knowledge. One of the key components in preparing students to become great

personalities that will work — where we can understand how contemporary society works — is skill training, which should be included in the curriculum.

1.7 Factors Influencing Outcomes

The interplay of a myriad of interrelated factors determines the educational outcomes of students studying in Odisha Adarsha Vidyalayas (OAVs). That knowledge becomes most crucial to improving the effectiveness of these institutions and their mission of providing quality higher education at an affordable price-point for disadvantaged communities.

1.7. Infrastructure and Facilities

The infrastructure and facilities of OAVs are critical as they take a significant reflection on the learning experience. Onboard amenities can involve brand-new age group school spaces, research labs for all disciplines associated with scientific research, public libraries, PC facilities, and athletics arenas. However, such facilities are not without challenges, with concerns around upkeep and the requirement for additional upgrades to enable them to stay productive spaces for learning. However, many schools have greatly improved since that report and now need regular maintenance to keep the wear and tear from becoming a significant flaw in the improvement effort.

1.7. Teacher Training

Teacher training is an integral part of the OAV initiative to improve the quality of education offered to students. The quality of instruction has direct implications for students' classroom participation, academic performance, and educational outcomes. The OAVs have done a number of things to ensure teachers can meet their students' diverse needs.

They do regular capacity-building sessions for teachers to develop their pedagogy and subject matter. Those are the sessions related to professional development, contemporary teaching strategies, classroom management, and technology integration in lessons. The best practices in education are continually evolving, as are content and curricular demands, and continuous training helps to keep educators aligned with these changes. To assist new teachers, many schools pair them with veteran teachers who can serve as mentors to guide them through the first several years of teaching. Such mentorship leads to an atmosphere of collaboration, giving inexperienced teachers exposure to the experience and professionalism of seasoned ones while increasing confidence and efficacy in the classroom.

Training programs emphasize students' 21st-century skills, such as critical thinking, creativity, collaboration, and communication. Educators are trained to embed these skills into their lesson plans so that students can meet the challenges of tomorrow. As the education sector is getting more technology-driven, OAVs ensure the training of digital tools in regard to teaching and learning processes. A critical aspect of this is getting used to the online platforms that you would use for virtual learning, which became a necessity since classrooms had to be closed and opened only during the COVID-19 pandemic. Feedback plays a crucial role as the practice of peer and supervisor feedback is encouraged in order to help teachers identify aspects where they could improve. It also fosters a culture of ongoing learning and adapting among the community of practice in OAVs.

1.7. Community Involvement

The success of Odisha Adarsha Vidyalayas depends heavily on community involvement, the school working with the families, and other local groups. It creates an atmosphere conducive to working with the students academically if the community is involved. OAVs also encourage very much to meet parents to develop involvement in their kid's schooling with a series of meetings, workshops, and events. When you are an engaged parent, your child will be motivated towards academics and feel optimistic about education at home.

Partnerships with local community businesses or organizations and university collaboration help to provide more resources and support for OAVs. These partnerships might be guest lecturers, student internships, or sponsorship for out-of-class activities. OAVs usually arm the community with knowledge on why education is essential, especially for girls and minorities. Through these initiatives, the goal is to boost enrollment rates by eliminating cultural barriers that discourage them from participating in education and decrease dropout rates. When community partners help make decisions, the voices of families in the surrounding neighborhoods are heard when determining school policies and practices. It thus provides an element of participation and ownership over their local schools. Local and Indigenous culture in the curriculum creates local complexity in the education provided to the students, as well as making the school-community tie stronger. Focusing on local

festivals, traditions, and history is likely another catalyst for students to identify with and feel a sense of belonging at home.

1.8 Challenges

The challenges of socio-economic background, policy implementation, and sustainability are all interlinked in the quality education offered through Odisha Adarsha Vidyalayas (OAVs). Insights on this challenge are key to improving the educational outcomes of OAVs.

1.8. Socioeconomic Factors

Income Disparities: There are many barriers in place preventing students from low-income families from getting a proper education. Lack of access to financial resources can limit their potential to access educational materials, attend extracurricular activities, or receive tutoring from others.

Parental Education: The educational background of parents has a major effect on student success. Higher levels of education among parents can lead to valuing education and providing support, while lower levels may leave some parents unaware of how to help their children succeed.

Cultural Barriers: Social expectations and norms often affect education goals, especially for females. In several societies, there is a traditional mindset that hands marriage more significance than education, resulting in higher dropouts among female pupils.

1.8. Policy Implementation

Clarity of Policy Goals: A good statement makes clear what is sought after. Unclear Policy Goals Could Confuse Educators and Stakeholders, Interfering with Initiatives to Improve Educational Results

Resource Limitations: Educational policies cannot be implemented due to a lack of funds. Due to strained budgets, there often needs to be more provision for teaching resources, infrastructure upgrades, and staff development programs.

Bureaucratic Hurdles: Corruption and bureaucratic inefficiencies may slow the implementation process, which can lead to delays in the implementation of policy fortification effectiveness. These challenges can facilitate a context in which policies are not effectuated as designed.

Lack of Monitoring and Feedback: To ensure its best implementation, it needs to be continuously tracked or receive feedback on the value gained. Without robust monitoring systems, there may be accountability failures, and policies cannot be altered at the margin as the world is experienced.

1.8. Sustainability

Long-Term Funding: To help ensure that the quality of education provided by OAVs is maintained in the long term, sustainable funding to support these institutions must be guaranteed. Such political will can turn in another direction, jeopardizing existing programs working to improve access and quality of education.

Community Engagement: Community continued engagement is essential for OAVs' long-term viability. Parental involvement and support or local organizations directly help the majority of the schools, but as time goes by, these sectors are disinterested in assisting students.

Teacher Retention: A significant issue in education is the high turnover rates among teachers, which influence the continuity of education and negatively impact student learning. Retention of qualified educators is directly tied to job satisfaction, which can be ensured by providing professional development opportunities and paying them well.

1.9 Conclusion

The Odisha Adarsha Vidyalaya (OAV) scheme is a step towards better access and quality of school education for underprivileged students in the state. Through OAVs, indeed, they are aiming to create model schools in various regions, which would help bridge the gap of education among urban and rural areas through a free English medium that is open to all and helps empower the marginalized sections of society. Major factors affecting education in OAVs are demonstrated in this systemic review. Real-world teaching practices and other progressive teaching techniques help attract students, creating an environment that necessitates better performance. Moreover, local involvement is critical in establishing a conducive atmosphere for learners, as intervention by parents and societal agencies can significantly enhance the success of learners. Even so, there are challenges that need to be solved first before OAVs can reach their full potential. Students, especially from poorer backgrounds and some ethnic minorities, are still hindered in their education by socio-economic issues such as wider incomes. Barrier of Implementation: Things like lack of human and material resources to implement the education policies and bureaucratic lethargy. The long-term issues of funding and keeping

teachers are also formidable sustainability worries that require strategic attention. In order for the OAVs to remain successful, a broader approach needs to be taken to deal with these challenges. Efforts should focus on building effective collaborations among schools and communities, providing sufficient resources for infrastructure and training, and putting in place strong monitoring mechanisms to gauge progress. Focus on these aspects enables various stakeholders to play their role in improving the learning of every child in Odisha Adarsha Vidyalaya. OAV scheme can change Odisha's education scenario by providing quality learning where it is required the most. Given the consistent commitment and strategic interventions, OAVs may thus not only facilitate significant individual-level improvement of students but also contribute to broader social and economic development in the region.

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TITLE OF THESIS	:ODISHA ADARSHA VIDYALAYA:AN EVALUATIVE STUDY
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ABSTRACT

ODISHA ADARSHA VIDYALAYAS: AN EVALUATIVE STUDY

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

NILANCHALA RAJHANS

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DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION

DECEMBER, 2025

ODISHA ADARSHA VIDYALAYAS: AN EVALUATIVE STUDY

BY

**NILANCHALA RAJHANS
DEPARTMENT OF EDUCATION**

SUPERVISOR

PROF. LOKANATH MISHRA

Submitted

**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education of Mizoram University, Aizawl.**

Abstract

Rationale of the study:

Secondary education is crucial for laying the foundation for students' academic growth, career development, and emotional well-being. It links elementary education with higher studies, enabling further learning. Since independence, the Indian government has placed greater emphasis on secondary education. However, India remains a developing country, and its education system continues to evolve and find its identity. Historically, India has been a centre for knowledge, a hub for new ideas, and a source of wisdom. Various studies highlight challenges in secondary education and the standards set by the National Education Policy 2020. Recently, the policy emphasised the need for reforms and improvements in the system (Suna, Dash, Das, Dash & Rout, 2024). Multiple studies have shown that infrastructure influences student enrolment and engagement. Majhi and Mallick (2019) found that proper facilities significantly improve attendance in primary schools in Odisha. They also observed that male students tend to attend school less frequently than female students (Jyotirani, 2021). Similarly, Biswal and Dansana (2021) highlighted the importance of well-maintained EMRS infrastructure for smooth operation. However, issues such as high dropout rates persist, especially in underdeveloped areas like Koraput, Kalahandi, and Balangir (Mohanty, 2018). This highlights the importance of combining robust infrastructure with strong academic programs and adequate administrative support to attract and retain students.

Research on Odisha's administrative structure shows weaknesses in School Management Committees (Dash, 2018) and Village Education Committees (Mishra & Gartia, 2013). These problems could obstruct the effective implementation of policy. The findings stress the importance of evaluating whether new systems lead to positive change. Research outside Odisha also offers valuable insights. Studies in Telangana (Kumar, 2022) and Assam (Parbin, 2022) demonstrate that model schools enhance access; however, they continue to face challenges related to teacher quality, infrastructure, and outdated assessment methods, which hinder progress. Choudhury (2021) noted that science teachers in Assam's model schools are moderately

effective. Ongoing issues with job satisfaction and security affect sustainability, accountability, and motivation. OAVs encourage collaboration among policymakers and communities to create supportive environments for language learning and cultural understanding (Rout, 2024). There is a slight connection between socioeconomic status and study habits. However, eighth graders at Adarsha Vidyalaya show no significant differences based on socioeconomic background (Nayak & Panda, 2019). Boys and girls generally perform similarly because of comparable study habits (Raj & Pradhan, 2024).

Despite these challenges, OAVs face similar issues to those of other institutions. Previous studies provide valuable insights, but they do not specifically focus on Odisha Adarsha Vidyalayas. These schools aim to deliver high-quality English-medium education in underserved areas. It is crucial to evaluate their infrastructure, management, teaching methods, and student outcomes. This review is timely and seeks to determine if OAVs effectively bridge the rural-urban educational gap and meet the expectations of parents and students across Odisha. The curriculum, combined with strong infrastructure and innovative teaching approaches (Nandi & Giri, 2024), is commendable. However, implementation shortcomings have limited the schools' potential (Suna, Dash, Das, Dash & Rout, 2024). Students express various concerns regarding the quality of education, infrastructure, communication channels, hostel facilities, and academic performance within OAVs (Suna, Dash, Das, Dash, & Rout, 2024). Official manuals indicate that addressing practical issues, such as staffing and hostel facilities, remains a significant challenge (Sahoo & Sahoo, 2024).

Odisha is renowned for its rich agriculture, unique architecture, and vibrant culture. The western region of Odisha is globally recognised for its cultural heritage, art, scenic beauty, handloom industry, and traditional significance. A socio-economic gap exists between the coastal and western districts of Odisha. This disparity stems from unbalanced policy priorities, low investment, and weak institutional frameworks that aim to promote regional equity (Sundar, 2004). Over the years, people in western Odisha have struggled to achieve a satisfactory standard of living.

Conversely, coastal districts have seen improvements in infrastructure, industrial growth, and government investment. Residents of western Odisha, particularly in districts like Kalahandi, Nuapada, Balangir, and Bargarh, face unequal access to infrastructure, low human development indices, and limited employment opportunities (Sethi, 2025). Another perspective suggests that western Odisha has experienced administrative neglect, poor infrastructure, and low human development indicators compared to the coastal region, widening the development gap (Mishra, 2010). Limited political representation exacerbates the situation, leading to fewer government-led development initiatives. Many residents from western Odisha, especially in Kalahandi, Balangir, and Koraput (KBK), often migrate elsewhere in search of basic livelihoods, adding to the region's socio-economic challenges. Ultimately, these issues underscore a significant problem: the lack of accessible, quality education for all eligible students in western Odisha. As the researcher focused on western Odisha for WODC, an assessment of regional development shows that out of 87 blocks, only five are classified as developed, 25 as developing, another 25 as backward, and 32 as extremely backward. Only 5.7% of these blocks are considered developed, while 36.78% of the most backward blocks are located within WODC districts. Poverty, underemployment, and infrastructure shortages in western Odisha have fueled movements demanding a separate state called Koshal, which would include all districts in western Odisha. Given these urgent issues, the researcher became interested in examining the educational system in western Odisha. Consequently, the researcher conducted an evaluative study on model schools in western Odisha, titled “Odisha Adarsha Vidyalayas: An Evaluative Study”

Statement of the Problem:

Odisha Adarsha Vidyalaya (OAV) stands as a beacon of innovative education in the vibrant state of Odisha, having flourished for nine consecutive academic years, culminating in the 2024-25 academic year. In exploring the literature on OAVs, it became evident that the teaching-learning process and overall functioning of these remarkable institutions have yet to be assessed. This realisation has sparked the researcher's passion to undertake an inspiring study titled.

Odisha Adarsha Vidyalaya: An Evaluative Study

Research Questions:

1. What are the Infrastructural, Instructional, and Human resources facilities available at Odisha Adarsha Vidyalaya (OAVS) in Western Odisha?
2. What are the teaching-learning processes of Odisha Adarsha Vidyalayas (OAVs) in Western Odisha?
3. What are the student support services available at Odisha Adarsha Vidyalayas in Western Odisha?
4. What do Odisha Adarsha Vidyalayas(OAVs) in Western Odisha face in terms of administrative, managerial, and financial constraints?
5. What are the problems faced by the stakeholders of Odisha Adarsha Vidyalaya in Western Odisha?
6. What is the academic excellence of Odisha Adarsha Vidyalaya in Western Odisha?

Objective of the Study:

1. To examine the Infrastructural, Instructional, and Human resources facilities available in the Odisha Adarsha Vidyalayas of Western Odisha.
2. To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha.
3. To evaluate the student support services available at Odisha Adarsha Vidyalayas in Western Odisha.
4. To find out the administrative, managerial, and financial constraints faced by Odisha Adarsha Vidyalaya in Western Odisha.
5. To analyse the problem faced by the stakeholders of Odisha Adarsha Vidyalaya in Western Odisha.

6. To study the academic excellence of Odisha Adarsha Vidyalayas in Western Odisha.

DELIMITATION OF THE STUDY:

The present study is delimited to Odisha Adarsha Vidyalaya of Western Odisha only. The study is delimited to class IX of OAVs only.

REVIEWS OF RELATED LITERATURE:

A total of 75 related studies from 2000 to 2025 were reviewed in the present study. The literature review is organised into four areas in relation to

- a) Challenges for providing quality education for secondary-level students
- b) Odisha Adarsha Vidyalaya & the academic excellence of
- c) The teaching and learning process at the secondary education level
- d) Educational status & Challenges of the Western Odisha Development Council.

Methodology:

The present study is a descriptive research design. This study aims to examine the functional status of Odisha Adarsha Vidyalaya, including the teaching and learning processes adopted by both students and teachers, the support services available, and the problems faced by principals, teachers, students, and non-teaching staff, as well as the academic excellence of OAV Rathapur in western Odisha.

This research employs a descriptive survey method, complemented by a mixed-methods research design. This study investigates and interprets existing conditions in the current context. In addition to the mixed research approach, the researcher will gather both qualitative and quantitative data to assess the present functional status of Odisha Adarsha Vidyalaya in Western Odisha.

Population and Sample:

In Odisha, there are 30 districts, with Western Odisha including districts such as Sambalpur, Jharsuguda, Sundargarh, Bargarh, Balangir, Subarnapur, Nuapada, Kalahandi, Deogarh, and Boudh. OAVs, established and operating under the Odisha government, serve the population in this study, which includes all OAVs in Western Odisha. The research focuses solely on this region. The population encompasses all operational OAVs of Western Odisha and their academic stakeholders—students, non-teaching staff, teachers, and principals—during data collection.

Sample of the study:

There are 88 OAVs in 88 blocks in Western Odisha, which is the population of this study. Two schools from each district, resulting in 20 OAVs, were selected, which are convenient for this study. Five teachers (two science teachers, two arts teachers, and one physical education teacher), ten students (in class IX), including the principal and two non-teaching staff members from each school, were purposively selected as a sample for the study. The combination of purposive and convenience sampling in a multi-stage framework effectively manages a large population while ensuring relevance, feasibility, and data depth. The study employed a multi-stage sampling design, utilising purposive sampling for relevance and convenience sampling for feasibility, which is suitable for the present study.

Tools used in this study:

The following 6 tools were used in this study. The tools were developed through an online workshop. Experts from various universities, including Sambalpur University, Mizoram University, G.M. University, and IGNTU, Amarkantak, who work in the field of OAVs, participated in the online workshop through Google Meet. Their collective expertise contributed to the development of various tools and techniques, which were then employed in this study.

Validity of the Tools

Once the initial draft of the semi-structured interview schedule, checklist, and observation schedule was crafted by the researcher, the next crucial step involved assessing the validity of these measurement tools. Validity testing is essential as it ensures that the tools accurately measure what they are intended to measure. The validity of a tool refers to how accurately it measures what it's supposed to measure. To establish the validity of the above tools, the researcher consulted with experts, professors, and educationists. These individuals were tasked with correcting any errors in the sentences, words, ethics, and biases present in the questionnaire and interview schedule. They were also asked to add or remove items as necessary, categorise and arrange items to fit the study, and ensure that the items in the tools are aligned with the study's objectives. Subsequently, all drafted schedules and rubrics were reviewed by experts, educators, and professors to suggest improvements and ensure relevance to the study objectives. After incorporating valuable feedback, necessary corrections were made to the drafts, resulting in a satisfactory level of content validity.

Dimensions Captured through Information and Interview Schedules and FGD

<i>Schedules</i>	<i>Dimensions captured</i>
School Information Schedule	Physical infrastructure of the school, classrooms and laboratories; School and classroom instructional climate; Facilities for students; Teaching-learning materials and equipment; Student enrolment, attendance and retention; Curricular, co-curricular and student development activities; Student evaluation practices; Educational achievement level of students; Student success rate; Profiles of teaching and non-teaching staff; Vacancy positions; Capacity building of staff; Community-school linkage; Monitoring and supervision

Hostel Information Schedule	Hostel infrastructure and facilities; Hostel environment; Mess management; Kitchen and food; Capacity building of hostel staff; Monitoring and supervision
Interview Schedule for the principal	Feedback on Programme strength; School and hostel environment; Quality of meals; Curricular and co-curricular activities; Teaching-Learning conditions; Student empowerment and success rate; Service conditions and incentive plans; Capacity building initiatives; Emergency preparedness, Community participation, Monitoring and supervision; Measures to strengthen programme
Interview Schedule for Teachers	Feedback on programme strength; Curricular and co- curricular activities; Student evaluation practices; Service conditions and incentive plans; Capacity building initiatives; Student empowerment and success rate; Community participation, Measures to strengthen programme
Interview Schedule for Students	Feedback on school environment; Curricular and co- curricular activities; Hostel facilities; Relationship of teachers with students; Role in school and hostel management; Features in school liked or disliked
Interview Schedule for non-Teaching Staff	Feedback on Participation in curricular and co-curricular activities; Capacity building initiatives; Incentive plans; Relationship with employees and community members; Difficulties experienced: Measures for strengthening the program
FGD with Students	Discussion on school and infrastructure facilities; Quality of teaching; Co-curricular and development activities and student participation; Teachers' interaction with students;

	Interpersonal relationships; Measures for improvement
Rubrics	For the principle of Rathapur OAVs

Details description of the Objectives-wise framework of the research:

Sl/no	objectives	Tools	Data source	Data analysis
1.	To examine the status of Odisha Adarsha Vidyalayas in Western Odisha.	Information schedule	Institutions (OAVs)	Qualitative
2.	To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha	Observation schedule Questionnaire for students & Teacher	Class room students	Qualitative
3.	To evaluate the Infrastructural, Instructional, and Human resources facilities available in the Odisha Adarsha Vidyalayas of Western Odisha.	Checklist list Focus group discussion with teachers Observation schedule	Institutions (OAVs)	Qualitative
4.	To find out the administrative, managerial, and	Semi-structured interview for	(Institution) OAVs Office	

	financial constraints faced by Odisha Adarsha Vidyalaya in Western Odisha.	the principal	
5.	To analyse the problem faced by the students and teachers of Odisha Adarsha Vidyalayas in Western Odisha.	Interview schedule of students	Institutions Students
6.	To study the academic excellence of Odisha Adarsha Vidyalayas in Western Odisha.	Rubrics	Qualitative

Procedure of Data Collection

The present study employed a qualitative evaluative approach to examine how Odisha Adarsha Vidyalayas in Western Odisha operate, their challenges, and their academic performance. The researcher obtained the necessary permission from the heads of the selected schools for data collection. The principals introduced the researcher to both staff and students. The purpose and significance of the study were clearly explained to all participants. Ethical considerations, including informed consent, confidentiality, and anonymity, were strictly adhered to throughout the process. The researcher personally collected the data using various qualitative tools to ensure authenticity, depth, and triangulation of the information.

To examine the status of Odisha Adarsha Vidyalayas in Western Odisha, a data collection schedule was used at the school level. Relevant information regarding the school's profile, enrolment and dropout rates, and overall functioning was gathered

from school records completed by the junior assistant at each school under the guidance and supervision of the principals. Similarly, to assess the infrastructural, instructional, and human resource facilities available in the Odisha Adarsha Vidyalayas, a checklist and observation schedule were employed during school visits to record the availability, adequacy, and utilisation of facilities.

The teaching–learning process in the selected Odisha Adarsha Vidyalayas was examined through classroom observations and questionnaires administered to teachers and students. Classroom observations were conducted during regular teaching periods to study instructional strategies, classroom interaction, learner engagement, and the overall learning environment. The Researcher observed three classes from each OAV during the data collection period. Each school was allocated three days for the researcher, and the program proceeded smoothly as planned. To identify the administrative, managerial, and financial challenges faced by Odisha Adarsha Vidyalayas, the researcher conducted semi-structured interviews with the principals of the selected schools and the OAV offices. The researcher collected data on support services, healthcare facilities, scholastic and non-scholastic activities, and problems faced by students using a semi-structured interview schedule. Teachers' problems were identified through a questionnaire administered. Information from non-teaching staff was gathered via structured interviews. These interactions focused on academic difficulties, institutional issues, support services, and adjustment-related challenges.

Three focus group discussions were conducted for teachers and three for students to investigate various aspects of the educational environment, including resource adequacy, the efficacy of the teaching and learning process, the availability of co-curricular and extracurricular activities, community involvement, and the organisation and management of the school. Additionally, the discussion aimed to address safety, security, and transportation facilities within the educational context.

The researcher carefully planned the focus group setting to create a friendly and supportive atmosphere that encourages open discussion. for gathering relevant data, allowing participants to share their insights and experiences about the different

factors that influence education. By employing this discussion, the study aimed to gain a comprehensive understanding of the challenges and successes that schools encounter. This would provide valuable information for further analysis and interpretation. The rubric was administered to the principal of OAV Rathapur. ***All the criteria developed by Tong A., Sainsbury P., Craig J. (2007) for reporting qualitative research, i.e. Consolidated criteria for Reporting Qualitative research (COREQ):*** a 32-item checklist for interviews and focus group discussions, were adopted for the collection of data

Procedure of Data Analysis

After data collection was completed, a comprehensive analytical process was conducted to extract meaningful insights and interpretations from the gathered data. The study employed quantitative analysis, including simple percentages. Qualitative data were analysed through a thematic analysis process.

6.2 Major Findings

Findings of Objective-1: To examine the Status of Odisha Adarsha Vidyalayas in Western Odisha with respect to human resources facilities, infrastructure, and instructional facilities.

1. In western Odisha, 88 OAVs serve nearly 31,000 students with over 1,300 teachers, reflecting the state's commitment to accessible and equitable education.
2. The highest number of girls studies in OAV Tetelenga, with 307 students, and the highest number of boys studies in OAV Negipali, with 240 students. The highest total number of students is in OAV Negipali, with 560 students. The lowest number of students is in OAV Golmunda, with 273 students.
3. The data indicate that OAVs are led and supported by a predominantly young workforce across principals, teachers, and non-teaching staff. Most principals are under 40 and have less than 10 years of experience, with enthusiasm to work in OAVs. Teachers are also young, professionally qualified, and capable of teaching, and they can enhance instructional quality. Non-teaching

staff are largely graduates with limited experience, reflecting the emergence of an administrative team. Overall, the institution benefits from an energetic and educated workforce. Researchers believe that to sustain quality, professional development, mentoring, and leadership strengthening are essential for long-term institutional effectiveness and growth.

4. In terms of the enrolment pattern across classes in OAVs from 2020–21 to 2023–24, it shows a steady and positive upward trend, reflecting growing trust in the OAV system. Each academic year records incremental growth, with Classes VI, VII, VIII, and IX showing consistent increases in enrolment and maintaining gender parity, indicating equal interest from boys and girls. Class XI enrolment shows some fluctuations but still displays an overall upward trend, suggesting increased demand for higher secondary education within OAVs. The highest overall enrolment appears in 2023–24, confirming the expanding popularity of these schools.
5. A notable pattern is the continuous rise in girls' enrolment, which signals improving societal attitudes towards girls' education and enhanced parental confidence in OAVs as safe, high-quality institutions. Overall, the trend reflects a strengthening of public trust, improved accessibility, and a growing academic reputation of OAVs across Western Odisha.
6. Similarly, dropout is not a major concern in OAVs of western Odisha. In the 2021-22 academic year, 12 female students dropped out of OAV, the highest number. There were no dropout cases among boys across the four academic years.
7. In 20 OAVs, infrastructure is generally adequate. Most rooms are well-structured. Seventeen office rooms are in good condition, and three are in manageable condition. All staff rooms are available; however, only 90% are adequate, and two are manageable. Most schools have proper boundaries and gates, except for one that has no boundary and another that is under construction. All schools have adequate classrooms, smartboards, CCTV systems, access to water, and hand-washing stations.
8. Four schools have projectors; two have manageable ones. Eighteen schools have toilets; two are manageable. 90% lack alternative water resources, but

water isn't a major issue. Power backup is available in six schools, while 70% lack it.

9. No schools have auditoriums, meeting halls, or separate discussion rooms. Sixteen schools have proper store rooms; four are manageable. No staff quarters are provided. Notably, no toilets are provided in the attached staff rooms. Many schools are in the third phase of development, with satisfactory infrastructure and ongoing improvements.
10. Similarly, the digital infrastructure in Odisha Adarsha Vidyalayas has its own website, which is directly linked to the headquarters' website and is regularly updated with all relevant information. Every OAV is equipped with modern digital classrooms. There is high-speed Internet connectivity and Wi-Fi facilities available, but only 80% of schools have high-speed Internet, and 30% have proper Wi-Fi facilities, which negatively impacts the digital classroom experience. Additionally, there is no biometric attendance system in the OAVs of Western Odisha.
11. Each OAV has 100% The instructional facilities, such as Information Boards, Black Boards, Smart Boards, Bulletin Boards, Maps, Globes, Charts, Diagrams, and Computers, study material, wall magazine, TLM, dictionary, biography, story book, journal, newspaper, Calendar and book bank.
12. Each OAV has a library with 40 seating arrangements for students to access the computer, and 100% of biology, chemistry, and physics laboratories with advanced features, appropriate and efficient teaching and learning materials.
13. In Western Odisha, there are currently 13 girls' hostels and one boys' hostel. Additionally, six boys' hostels are under construction. A total of 13 boys' hostels has been completed and will be operational for the next academic year.
14. Among the 13 girls' hostels, three are under construction, while four have been handed over and are expected to be functional by the next academic year. However, in four of the girls' hostels, transformers have not been installed, resulting in a power shortage. Furthermore, one hostel lacks a borewell and is currently facing water supply issues.

15. Each hostel is managed by a warden who oversees operations and reports any issues or concerns affecting the residents' comfort to the principal. The resident rooms are equipped with essential amenities, including a cot, chair, study table, rack, and a wall-mounted almirah. The hostels accommodate students from classes VI to XII. Students are provided with two meals and two tiffin services daily.
16. From the discussion, students agree that they are happy with the hostel infrastructure, and they have no issues with the hostel timetable, food, or hygiene maintenance.

Objective 2: To examine the teaching-learning process of Odisha Adarsha Vidyalayas in Western Odisha.

1. The researcher observed a high level of commitment to Classroom management among teachers in classes IX of science, social science, and literature subjects at Odisha Adarsha Vidyalaya in western Odisha. The research found in OAVs that the classes are structured, child-centred, disciplined and a friendly learning environment.
2. Based on classroom observations, the researcher found that effective classroom management and teaching practices greatly contribute to creating a suitable teaching and learning environment.
3. Teachers who are consistently prepared and follow a lesson plan can organise classroom activities systematically and ensure that they complete the syllabus on time.
4. Regularly teaching classes and using technology, like smart boards, improves student engagement and clarity of concepts. Providing group projects and assignments encourages students to learn together and participate actively.
5. Teachers are sincerely assigning regular homework, checking it consistently, and giving constructive feedback to help monitor students' academic progress and reinforce their learning.
6. Similarly, allowing students to ask questions freely and listen to their concerns creates an atmosphere of trust, openness, and emotional safety in the classroom.

7. After every periodic examination, sharing students' academic results with guardians further strengthens collaboration and accountability between school and home. Altogether, these practices foster discipline, interaction, and motivation, thereby transforming classroom management into an effective and supportive environment for teaching and learning.
8. During the classroom observations, the researcher revealed that teachers at Odisha Adarsha Vidyalayas (OAVs) do not rely on traditional lectures for instruction. Instead, they primarily employ specific teaching methods to enhance student engagement and understanding. Science teachers often utilise activity-based methods, observation, and experimentation, along with demonstration and illustration techniques to support hands-on and inquiry-based learning. Dramatisation and role-play methods are also employed, especially to make abstract concepts easier to grasp and to promote active participation.
9. Mathematics teachers prefer to use inductive and deductive methods. These techniques help students think logically, transitioning from specific examples to general principles and vice versa, thereby enhancing their reasoning and problem-solving abilities. Social science teachers usually employ a narration-cum-discussion approach, along with source methods, project work, and field trips. This enables students to relate theoretical knowledge to real-life situations and historical or social contexts.
10. In all subjects, teachers consistently adopt a constructivist approach. They encourage students to build knowledge through interaction, reflection, and their prior experiences. Additionally, teachers effectively leverage the lingual method during instruction to ensure clear communication, thorough understanding of concepts, and meaningful classroom interactions. Overall, these teaching practices foster a learner-centred environment that promotes active learning, critical thinking, and comprehensive student development.
11. During the discussion, (A) it was noted that not all students take the time to review remedial measures, even though the homework serves as a foundation for

in-depth discussions among students, which foster a comprehensive understanding of the concepts. (X) assigns both homework and group projects to his students. After this, students are divided into two groups: one formulates questions while the other analyses the answers. (Mrs. S) highlighted that when teaching a new concept, the assigned homework focuses on connecting that concept to real-life situations. Before moving on to the next topic, students engage in discussions to share their perspectives and insights. (C) observed that students tend to perform better on group projects compared to individual homework assignments.

12. In focus group discussions, the teacher expressed that OAVs teachers use learner-centred, technology-integrated methods to enhance education. They often employ a bilingual approach to aid students from various language backgrounds. The narration method explains content clearly, especially in conceptual and theoretical subjects. Teachers utilise PowerPoint, YouTube videos, and dramatisation to make lessons engaging and understandable, fostering hands-on, participatory learning. The 5E model—Engage, Explore, Explain, Elaborate, evaluate—encourages inquiry and deep understanding. Activity-based methods promote critical thinking and active participation. These strategies reflect teachers' commitment to an inclusive, interactive, and constructive learning environment.
13. In terms of continuous professional development (OAVs), teachers attended orientation programs, including self-defence and yoga, which were appreciated. Eighty-eight per cent of respondents preferred online professional development, while only 12% participated in offline workshops, indicating a shift toward digital learning. Eighty-two teachers are trained in techno-pedagogy, with 18% still needing training; all teachers require skill upgrades. About 70% are skilled in activity-based practices. All teachers are registered in NISHTHA for online and face-to-face training. Teachers in Western Odisha participate in literacy and numeracy training. 83% are trained via SWAYAM, 17% not yet. No teachers have participated in exchange lecture programs, but all use the E-Book service.

14. In FGD, it is found that the initiative taken by the government of Odisha to enhance teachers' competencies through technical integration, collaborative learning, inclusive education, skill development, and mentorship opportunities is appropriate. To help principals and teachers of OAVs familiarise themselves with modern teaching methodologies that incorporate technology, various training sessions are conducted in partnership with institutions such as IISC Karnataka and RIESI Karnataka. Teachers have expressed that efforts are underway to collaborate with CBSE, IIT Bhubaneswar, NISER Bhubaneswar, and IIM Sambalpur to organise capacity-building and leadership programs for educators.
15. Teachers at Odisha Adarsha Vidyalayas (OAVs) express that the curriculum is flexible, fostering creativity and overall personality development. They praise the simple, clear language in textbooks, aiding effective understanding. The curriculum encourages hands-on learning, active participation, and boosts curiosity, reasoning, and observation skills. Teachers also see it as community-friendly, connecting classroom learning with local contexts. Overall, they believe it supports holistic growth and nurtures students' intellectual, social, and creative abilities.
16. Most teachers agree that although there is Sanjog in both languages, it presents a significant challenge, especially in Odia and Hindi-medium schools, and particularly in rural areas. Students from Odia and English-medium backgrounds often struggle to understand the CBSE curriculum.
17. Teachers who expressed their opinions about the VARJA scheme responded positively. However, most staff members agree that they will not donate their salary to the VARJA scheme, although they are willing to make a donation.
18. In terms of relationships, teachers express that they have good relations with principals, colleagues, students, and guardians.
19. Teachers express a strongly positive outlook on extracurricular activities in OAVs, recognising their importance in fostering student growth.

20. Most feel well-supported, with 80% agreeing that the schedule effectively accommodates co-curricular activities and that sports equipment is generally adequate.
21. Popular sports such as football, kabaddi, khokho, volleyball, and cricket receive full support, while basketball and hockey require improvement. Music and dance are appreciated, though the lack of a dedicated music room is a concern for 80% of teachers
22. . Clubs like eco-environment and debate receive unanimous approval, while the astronomy club shows potential but lacks engagement. Teachers value social initiatives, yoga, and self-defence training. However, dissatisfaction with annual functions (60%) and field trips (80%) indicates areas that need attention.
23. Low support for adolescent sexual health education (35%) suggests hesitation or limited preparedness. Overall, 115 teachers strongly support extracurricular programs but identify clear gaps for future improvement.
24. In terms of students' response to the learning process, the school's classroom practices and resources. An impressive 88% of respondents feel that the learning environment is supportive. Everyone agrees that there is enough classroom furniture and other essential resources, such as group projects, regular homework checks, and supportive teachers. Most respondents think the school is clean, with 93.5% expressing this view. Additionally, 83.5% believe that the syllabus is mostly completed on time.
25. Students also feel engaged, with 96% saying they can ask questions freely and 91.5% finding classes entertaining. However, some areas need improvement. Only 60% think there are enough ICT labs, and just 55% support the availability of counselling classes. On a positive note, there is a strong emphasis on practical learning and group activities, which provide a solid foundation for student success.
26. The evaluation process shows strong agreement with every test, including the Periodic Test, Unit Test, Half-Yearly Test, Pre-Board Test, Practical Exam, VST Test, and Annual Examination, achieving a perfect 100% approval rate.

27. During focus group discussions with teachers, they expressed that innovative assessment strategies in the classroom include surprise tests and organised group seminars. Teachers are also in regular contact with parents, working together to support students' learning at home. Students shared that they experience various assessment styles, including oral tests, written exams, and practical tests in class. These different methods contribute to building a comprehensive understanding of students' knowledge and abilities.

Findings on Objective 3: To evaluate the student support services available at Odisha Adarsha Vidyalayas in Western Odisha.

1. In Western Odisha's Odarsha Vidyalayas (OAVs), student support services are fully available. They include welfare provisions such as the Mid-Day Meal, free textbooks, uniforms, and school bags. These help promote fairness and reduce financial burdens.
2. Students respond with 100% that Academic support provides a structured calendar, timely notifications, and skill development to enhance competencies. The infrastructure features separate toilets, safe drinking water, libraries, ICT labs, and hostel reading rooms, which create a supportive learning environment. Safety measures include fire exits, grievance mechanisms, and disciplinary committees.
3. Institutional support systems, such as the Career Counselling Cell and Students' Development Cell, fully assist students with their academic, personal, and professional growth. Overall, these services demonstrate OAVs' commitment to comprehensive and inclusive development education.
4. Each OAV has its own first aid box for emergency health issues, and 36% of schools have fire safety facilities. Similarly, there are no health check-ups or ANM/health workers available in OAVs of western Odisha.
5. Focus group discussions with students reveal that in OAVs of Western Odisha, they receive a variety of free offerings, including textbooks, school uniforms, belts, and school bags. They have their academic calendar and receive notices of examinations and holidays on time. They get scholarships every year promptly.

They have proper laboratories, libraries, and reading rooms. They also have better toilets and drinking water facilities. Mid-day meals are nutritious and packed with protein to fuel everyone's day. They are prepared with care, maintaining high standards of quality and cleanliness, and are thoughtfully distributed, all overseen by the dedicated Vidyalaya Management Committee. Most schools lack bus services, hostel facilities for boys, and standard rooms for both boys and girls. Additionally, there are no post offices, banks, or medical facilities within the campus boundary.

6. All Odisha Adarsha Vidyalayas (OAVs) offer various student development activities to support the overall growth of learners. These include remedial coaching for students who find academics challenging, self-defence training to enhance safety and confidence, and specialised coaching for sports and games to improve physical fitness and teamwork. Students also participate in diverse life skills training programs that promote personal and social development, as well as opportunities to nurture their musical and artistic talents. OAVs emphasise vocational and work education, equipping students with practical skills necessary for future employment and self-reliance.
7. However, counselling or coaching services for professional courses related to national-level competitive exams are not available in the OAVs.

Findings of the Objectives 4: To find out the administrative, managerial, and financial constraints faced by Odisha Adarsha Vidyalaya in Western Odisha.

1. The views of principals of Odisha Adarsha Vidyalayas (OAVs) reveal several key administrative challenges. All respondents, 100%, agreed that managing both administrative and academic responsibilities simultaneously is difficult, as principals must juggle multiple roles.
2. A large majority of principals, 85%, reported a serious shortage of support staff, which affects their ability to handle office tasks and organise co-curricular and extracurricular activities.

3. More than half of the principals, 55%, expressed concerns about limited decision-making authority, which restricts their administrative independence.
4. Additionally, 20% of respondents found departmental instructions confusing at times, complicating administrative duties. Nearly two-thirds of the principals (65%) stated that maintaining effective coordination among staff can be challenging at times.
5. However, principals acknowledged the value of training programs and expressed complete satisfaction with their roles, reflected in the 100% approval rating. They also noted that preparing periodic reports is not a major difficulty. Overall, despite some administrative challenges, principals consider many of their tasks manageable and find their roles professionally fulfilling.
6. The managerial issues faced by principals show total agreement (100%) on problems such as insufficient teachers, teacher absenteeism, poor task delegation, lack of teamwork, and challenges in managing hostel discipline. Sixty-five percent of principals respond that coordination problems exist between authority and staff members.
7. Principals with 40% assure that there is difficulty in motivating staff to take responsibility for extracurricular activities. Parental involvement is also a major concern, with 100% reporting it as insufficient. Additionally, 70% of respondents face issues with student enrolment and retention in remote areas. There is an apparent lack of effective monitoring and evaluation systems, with a strong consensus on this issue.
8. Seventy-five per cent of respondents view the supervision of teaching and learning as time-consuming, although some still consider it manageable. The data suggest that, despite several concerns, collaboration could enhance the school environment for both staff and students.

9. All the principals agree that financial issues include delays in fund release, not enough money for co-curricular activities, long financial approval processes, challenges in using funds on time, a lack of control over financial decisions, insufficient funds for lab and library development, delays in refunds causing financial stress, inadequate school development funds, and strict financial rules. Their consistent responses underscore the seriousness and prevalence of these challenges within the institution's financial system.
10. The only area with differing views is budget allocation sufficiency, where 65% agree and 35% disagree. This indicates some differences in perception based on departmental or contextual needs.

Findings on Objective 5: To analyse the problem faced by stakeholders of Odisha Adarsha Vidyalayas in Western Odisha.

1. Lack of a transparent transfer policy

Most of the principals (N = 16) stated that the lack of clarity in the transfer policy for teaching staff leads to uncertainty among teachers, which in turn affects their morale, retention, and continuity of academic planning. It may also result in an unequal distribution of qualified staff.

2. Water shortages during the summer, and Unreliable electricity supply with frequent load shedding

In most schools, principals face problems regarding irregular water supply, which disrupts daily school operations, sanitation, and hostel functioning. It directly affects students' health, hygiene, and overall well-being. Similarly, Power instability hampers ICT-based teaching, digital assessments, and the functioning of smart classrooms and laboratories, reducing the effectiveness of modern pedagogy.

3. Inadequate healthcare services due to limited ANMs

Almost all the principals said that insufficient medical staff compromises timely health support, emergency care, and routine health monitoring for students living in hostels.

4. Delayed administrative response due to multi-department involvement

Similarly, all principals opined that overlapping departmental responsibilities create bureaucratic delays, affecting resource allocation, maintenance, and issue resolution at the school level.

5. Absence of staff quarters and Poor Road connectivity between the school and the main road

All sample schools are located in rural areas that lack residential facilities, and teachers ' staying on campus affects punctuality and limits availability for extra classes or student support. Similarly, non-concrete roads make transportation difficult, especially during monsoons, affecting attendance, supply delivery, and access to emergency services, as opined by several principals (12)

6. Low parental and community involvement

It is found that minimal engagement from parents and weak community participation in almost all the OAVs, as opined by the principals (14), reduces monitoring of student progress, weakens the home–school partnership, and affects students' motivation and behavioural outcomes. Similarly, reduces local support for school initiatives, resource mobilisation, and shared ownership of the school's development.

7. No regular appointment of non-teaching staff (e.g., junior clerks)

Almost all the principals said that the contractual appointment of non-teaching staff creates administrative burdens that fall on teaching staff, reducing instructional time and efficiency in school management.

8. Lack of autonomy or administrative power for schools

All principals said that they have limited decision-making power to address local needs promptly and implement contextualised improvements.

Problems faced by the teachers of OAVs in western Odisha:

1. Language barriers for students from Odia and Hindi backgrounds

Most (69%) of the teachers stated that students entering Class VI with limited English proficiency struggle to understand lessons. This affects comprehension, participation, and overall academic performance in the initial months. Many students struggle with both spoken and written English, which affects their achievement across subjects, particularly in science and mathematics.

2. Classroom management and Student engagement

Most teachers (63%) stated that large, diverse classrooms and mixed learning levels make it difficult for them to maintain discipline and ensure a smooth instructional flow. Similarly, low interest, language issues, and limited exposure to interactive activities reduce participation, which in turn affects learning outcomes, as stated by 56% of teachers. Teachers often face difficulty in completing the syllabus due to additional responsibilities, remedial needs, and extracurricular activities.

5. Low parental involvement

Most (73%) of the teachers of OAVs believe that minimal communication between parents and school leads to poor monitoring of students' learning and behaviour at home.

7. Inadequate electricity and irregular power supply

Most teachers of OAVs opined that smartboards and ICT tools cannot be used effectively, as they reduce the quality of digital teaching and planned lessons due to inadequate electricity and irregular power supply.

8. Extra-curricular activities affecting academic schedule

Several teachers (72) opined that frequent organising of events and competitions disrupts teaching hours, causing delays in syllabus completion. Similarly, students face difficulties with much conceptual clarity when they rush to finish the course.

9. Lack of staff quarters and transportation

The maximum no of teachers (69) stated that they faced difficulties in commuting and staying near the school, especially in remote areas, leading to fatigue and reduced availability.

10. Lack of staff quarters and transportation

A maximum (83%) of teachers of OAVs opined that limited internet access makes it difficult to use smart boards, online resources, and restricts ICT-enabled learning.

Problems faced by the students of OAVs of western Odisha:

1. Lack of remedial classes

Although it is not evident in all the OAVs, students from two schools reported lacking remedial classes, indicating gaps in academic support, especially for slow learners or students performing below grade level.

2. Lack of transport facilities

Most (73%) of the students faced transportation problems. The absence of school transport impacts accessibility and student punctuality. Students from distant or remote areas often face difficulties in commuting, resulting in irregular attendance and fatigue, which can disrupt the continuity of their learning.

3. Poor quality of hostel meals and cleanliness

Regarding hostel meals and cleanliness, most (72%) of the students said that the meal quality is inferior, which negatively affects students' health, satisfaction, and overall well-being. This can also lower morale and reduce concentration, directly impacting academic performance. Similarly, unclean toilets discourage usage, especially among girls, and contribute to health risks. This leads to discomfort, absenteeism, and a decline in student satisfaction with the school environment, reported by 68% of students of OAVs of western Odisha.

4. Shortage of sports equipment

Avery few Students (12%) said that they face insufficient sports materials in their schools.

5. More theory-based teaching with fewer practical classes

Up to 73% of students reported having limited practical exposure for clarifying science application-oriented knowledge, and its absence leads to rote-based learning.

Problems faced by the non-teaching staff

1. Non-teaching staff earning below government standards

Many (37) non-teaching employees said that they are paid wages lower than the official government norms, especially when hired through external agencies. In some cases, the staff experienced a pay cut of nearly ₹5,000 because the agency did not fulfil the salary commitments made during recruitment. This situation raises serious concerns about fairness, transparency, and ethical employment practices. Inadequate compensation affects employee morale, motivation, and productivity, ultimately influencing the smooth functioning of the school.

2. Long-term contractual employment without regularisation

A significant number of non-teaching staff members have been serving the institution for 6 to 7 years on a contractual basis. Despite their long service and consistent contributions, they have not been granted permanent status. This creates anxiety about job security and financial stability. The prolonged absence of regularisation reflects administrative gaps and highlights the need for policy-level interventions to ensure the dignity and welfare of long-serving employees.

Suggestions based on the issues of stakeholders:

1. Develop a transparent teacher transfer policy

The Government of Odisha should establish clear guidelines and timelines for transfers, ensure that transfers are need-based and equitable across schools, and utilise digital platforms to promote transparency and facilitate teacher preferences for transfers.

2. Improve water supply, electricity, and Internet infrastructure

The government should take the initiative, with help from local community members, to install bore wells, water purifiers, and storage tanks to reduce water scarcity in OAVs of western Odisha. Similarly, the Principal may initiate the procurement of backup generators or solar power systems to ensure uninterrupted electricity and improve coordination with local authorities for timely maintenance. Provide solar-powered smart classrooms. Schools should be connected through broadband or 5G routers.

3. Enhance healthcare services in hostels

Principals should take the initiative, in consultation with the state government and the nearby hospital, to depute ANMs or pharmacists to each OAV once a week to assess the medical problems of students and provide training on emergency medical kits and first aid to hostel staff. Additionally, they should ensure regular health check-ups with their local district health department.

4. Streamline administrative processes

The Government of Odisha should create a single-window system for approvals, repairs, and paperwork related to OAVs of Odisha. Similarly, a nodal officer should be appointed to reduce multi-department delays.

5. Provide staff quarters and improve road connectivity

Staff quarters should be constructed in each OAV on a Priority basis. Roads and approach roads should be repaired with the help of the Block Development Officer.

6. Strengthen parental and community involvement

The principal, with the help of teachers, should organise regular Parent–Teacher Meetings (PTMs) in accessible formats. Awareness drives on students’ welfare and school development should be conducted in each OAV. Arrange workshops for parents on supporting learning at home.

7. Ensure regular appointment of non-teaching staff

The Government of Odisha should establish permanent, sanctioned positions for junior clerks, laboratory assistants, and hostel support staff, along with providing training to enhance administrative efficiency. Align salaries with government standards and oversee private agencies to prevent salary reductions.

8. Increase the administrative autonomy of schools

The Government of Odisha should empower principals to make school-level decisions on minor expenditures, repairs, and academic planning. Flexibility in timetable adjustments and academic innovations should be granted, and a decentralised fund model for urgent needs should be implemented.

9. Address language barriers

To address language barriers among OAV students, a bridge course in English for Class VI students should be introduced, and professional training in ESL pedagogy should be provided.

10. Improve classroom management and engagement

Activity-based learning, group tasks, and peer tutoring should be promoted in the classroom situations, and training in inclusive and differentiated instruction should be provided

11. Balance extra-curricular activities and academics

The concerned class teacher should prepare an annual calendar with a study schedule to avoid academic disruptions and limit the number of events during exam months. Allocate dedicated funds for sports equipment

12 Introduce systematic remedial classes

Schools should conduct daily 1-hour remedial sessions for weak learners, use diagnostic tests to identify learning gaps and assign subject mentors for personalised support.

12. Improve hostel meal quality and sanitation

The principal, with the help of the hostel warden, should establish a committee to monitor meals through weekly checks. Additionally, hygienic kitchen equipment should be installed, and the hostel staff should be trained.

13 Strengthen practical learning

Principals of OAVs should upgrade science labs and ensure regular lab periods. Provide low-cost models and digital simulations, and make practical assessments compulsory for science learning.

Finding On Objective 6: Academic Excellence of OAV Rathapur

- 1 Odisha Adarsha Vidyalaya (OAV) Rathapur is located in Rathapur village, Birmaharajpur block of Subarnapur district. The school was established in the first phase (Phase 1) in 2016.
- 2 In OAV Rathapur, a total of 17 teaching staff, including 5 PGT teachers, 9 TGT teachers, one art teacher, 1 P.E.T. teacher, one computer teacher and four non-teaching staff—including one junior clerk or accountant, one office peon, one science lab attendant, and 1 night watchman is working for the smooth management of academic and administrative excellence of the school.
- 3 OAV Rathapur demonstrates consistent advancement in academic excellence, evidenced by the rising number of high achievers and persistently high pass rates, which reflect robust instructional quality and a conducive learning environment.
- 4 OAV Rathapur ranks in the highest performance category, showcasing academic excellence, meaningful learning outcomes, and preparedness for future educational challenges.
- 5 The Classroom Engagement indicator, described as highly engaging and student-driven, reinforces this pattern of effective pedagogy. This level of engagement is typically achieved in classrooms where teachers facilitate rather than dominate, encourage autonomy, and cultivate an inclusive environment. It can be inferred that the OAV demonstrates strong pedagogical practices, high student involvement, and meaningful, holistic learning experiences.
- 6 Teacher Competence & Professional Development reveals a competent and knowledgeable teaching workforce, continually improving, and leveraging technology and innovative pedagogies to enhance student learning outcomes.
- 7 Assessment Quality & Academic Integrity in OAV Rathapur demonstrates that a rigorous, analytical, fair assessment ecosystem aligned with modern competency-

based education ultimately enhances learning outcomes and fosters trust in the evaluation process.

- 8 Curriculum Enrichment & Co-scholastic Activities of OAV Rathapur demonstrate a well-rounded educational system that fosters intellectual, emotional, social, and ethical development, preparing students for both academic success and responsible citizenship.
- 9 Student Support & Inclusion in OAV Rathapur indicators show that Rathapur OAV emphasises equity, care, and student-centred support, ensuring that every learner—regardless of ability or need—thrives academically, emotionally, and socially.
- 10 OAV Rathapur demonstrates a strong foundation in infrastructure, particularly in terms of digital readiness and technologically advanced classrooms.
- 11 OAV Rathapur demonstrates strong leadership with a clear vision and active governance. The Vision and Planning indicator shows an outstanding academic vision supported by effective implementation strategies. The Monitoring and Feedback system reflects a culture of continuous improvement, where student performance, teacher practices, and school processes at Rathapur OAV are regularly reviewed and refined.
- 12 In terms of Parent–Teacher Communication, the presence of regular PTMs and active communication channels indicates strong collaboration between home and school, enabling timely academic updates, shared responsibilities, and aligned expectations for student development.
- 13 Community Participation shows moderate involvement from local stakeholders, suggesting scope for increasing partnerships in areas such as resource support, cultural enrichment, and vocational exposure.
- 14 The Outreach Programs reflect the school's ongoing efforts in organising awareness activities, promoting social responsibility, and strengthening school–community relationships. Overall, parental engagement is strong, while

community participation is functional but has potential to grow further, enhancing school development.

Conclusion:

The study analysed 20 Odisha Adarsha Vidyalaya schools in western Odisha before providing quality, accessible, equitable, and affordable education to rural and semi-urban students during 2024-25. It was based on several parameters, including the perspectives of principals, teachers, non-teaching staff, students, infrastructure, the teaching-learning process, evaluation system, guidance and supervision, student support services, and the challenges faced by stakeholders. The study also examines the academic excellence of OAV Rathapur. It aimed to explore academic performance and compare it with that of model schools, such as Navodaya Vidyalaya, Kendriya Vidyalaya, Ekalavya Model Residential School, and Kasturba Gandhi Balika Vidyalaya. The OAV is recognised nationally for its academic achievements and extracurricular activities.

It is a model and ideal school project initiated by the Odisha government to extend the CBSE pattern of English medium education to every corner of the country. The school conducts entrance examinations for classes VI, VII, VIII, and IX. Students can gain direct entry into class VI through the entrance exam, and there is also lateral entry into classes VII, VIII, and IX. Admission is entirely free, with no fees charged. The students of OAVs benefit from the best teaching and learning practices, as well as training in sports and athletics. In OAVs, various new approaches are adopted, such as the four-house system. Since students are future leaders, house leaders take responsibility for extracurricular activities, including participation, organisation, and smooth operation of programs. OAVs also organise various extracurricular activities like social awareness programs, blood donation camps, health check-ups, tree plantation drives, 'each one teach one' initiatives, and every Saturday, a UN Mock Session is held to discuss global issues. OAVs are committed to students' holistic development, encompassing both academic and non-academic areas. The students are performing excellently, and in just nine years, OAVs has become competitive with Kendriya Vidyalaya in terms of academic success. Along with their academic achievements, OAV students excel in various fields, including painting, drawing,

essay writing, debates, quizzes, sports, and athletics, at both the state and national levels. Students who excel academically are further selected for the Iconic OAV, where they receive free residence and coaching for various national competitive examinations. OAVs have made a significant contribution to secondary education in Odisha. They offer special reservations for girl children, marginalised groups, students with disabilities, and students from Scheduled Tribes. For the development of the school, active involvement and participation by community members positively support the institution's smooth operation.

Furthermore, the study also highlights issues and challenges faced by stakeholders, particularly regarding the government's failure to appoint regular teachers. Many teachers, including contractual teachers who have served for the last ten years, have not been regularised by the government. The majority of computer teachers and PET teachers are contractual, and those who have served for a decade remain without regular appointments, often earning lower salaries.

NGOs hire non-teaching staff and do not receive salaries directly from the government. They are not considered regular faculty members and work on a contractual basis, which means they lack job security.

The study addresses various challenges that need to be overcome for the holistic development of the school and the achievement of its primary objectives, as well as the vision and mission. The findings are expected to provide empirical insights for effective policy formulation, contributing to improvements not only in this school but also in other types of schools in Odisha and across India.

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