

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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