



AN EVALUATIVE STUDY OF INFRASTRUCTURE, LEARNING PRACTICES AND ACHIEVEMENTS OF ODISHA ADARSHA VIDYALAYA: A CASE STUDY OF OAV RAJAPUR, BEGUNIAPADA, GANJAM DISTRICT

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Abstract: Odisha Adarsha Vidyalaya (OAV) is a flagship school reform launched by the Government of Odisha in 2016 to provide free, English-medium, CBSE-affiliated schooling to talented children from rural and tribal backgrounds. Although the scheme has expanded to more than three hundred blocks of the state, independent, school-level evidence on how individual OAVs actually function remains scarce. The present article reports a descriptive case study of OAV Rajapur, situated in Beguniapada block of Ganjam district, undertaken to examine its infrastructural facilities, student enrolment pattern, classroom practices and academic outcomes. Data were gathered through a self-prepared information sheet, a structured questionnaire administered to the principal and teachers, classroom observation and focus group discussion, and were analysed using simple frequency and percentage methods supplemented by qualitative description. The findings indicate that the school possesses reasonably adequate physical infrastructure, follows an inclusive admission policy that predominantly benefits Scheduled Caste, Scheduled Tribe and Other Backward Class learners, and records consistently high pass percentages at the Class X and Class XII CBSE board examinations. Teachers reported use of the 5E instructional model, ICT-supported and blended teaching, and art-integrated pedagogy. Persistent constraints include the absence of a boys' hostel, shortage of an auditorium or multipurpose hall, and a language gap faced by first-generation, Odia-medium entrants transitioning to an English medium of instruction. The study concludes with practical recommendations for strengthening residential provision, bridge-language support and locally contextualised teacher orientation.

Keywords: Odisha Adarsha Vidyalaya, school infrastructure, rural education, teaching-learning practices, academic achievement, Ganjam district

1. INTRODUCTION

Education functions as the principal instrument of individual empowerment and national progress, and in a country as socially and geographically diverse as India its equitable delivery has remained a continuing policy priority since independence. Constitutional guarantees such as Article 21A on the Right to Education, together with the Right of Children to Free and Compulsory Education Act of 2009, embody the state's commitment to universal schooling (Ministry of Education [MoE], 2020). Successive national initiatives, from the Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan to the more recent Samagra Shiksha and the National Education Policy of 2020, have progressively widened access while placing renewed emphasis on quality, equity and foundational learning (MoE, 2020; MHRD, 2020). Within this broader national reform trajectory, individual states have devised their own context-specific interventions to address local disparities in access and outcomes.

The State of Odisha, where a considerable proportion of the school-going population resides in rural, tribal and economically disadvantaged areas, has pursued a series of targeted schemes under its broader 5T governance framework of Teamwork, Technology, Transparency, Transformation and Time-limit (Government of Odisha, 2023). Among these interventions, the Odisha Adarsha Vidyalaya (OAV) scheme, launched in 2016 by the Department of School and Mass Education, occupies a distinctive place. Administered by the Odisha Adarsha Vidyalaya Sangathan, a registered society, the scheme envisages one fully residential, CBSE-affiliated, English-medium model school in every block of the state, offering free education from Class VI to Class XII to meritorious children selected through a block-level entrance examination (Government of Odisha, 2015). The underlying rationale is to provide rural and tribal learners an opportunity comparable to that available in Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas, thereby narrowing the rural-urban divide in the quality of school education.

By 2024 the scheme had expanded to more than three hundred blocks, including twenty-two Odisha Adarsha Vidyalayas functioning across the blocks of Ganjam district. While policy documents and annual reports describe the scheme's stated objectives and coverage in broad terms, independent school-level evidence on how individual institutions actually translate the policy into practice, in terms of infrastructure adequacy, classroom pedagogy and measurable student outcomes, remains limited. Existing published work on the scheme has largely relied on questionnaire surveys covering multiple schools or teachers' opinions in the aggregate (Tripathy, 2023; Jyotirani, 2021), leaving relatively little descriptive, ground-level documentation of a single institution's functioning across infrastructural, pedagogical and outcome dimensions together. The present article addresses this gap through an in-depth case study of OAV Rajapur, located in Beguniapada block of Ganjam district, examining its infrastructural facilities, enrolment profile, teaching-learning practices, co-curricular engagement and board examination performance, and drawing out the issues that continue to constrain the school from realising its stated vision.

2. REVIEW OF RELATED LITERATURE

Research specifically focused on the Odisha Adarsha Vidyalaya scheme is still sparse, though the small body of available work offers a broadly consistent picture. (Jyotirani, 2021) conducted a case study of OAV Badadeuli in Mayurbhanj district and reported that the school maintained a relatively strong girl-to-boy enrolment ratio, that infrastructural facilities such as laboratories, a library and a common room were reasonably well developed, but that the absence of a boys' hostel and inadequate transport connectivity during the rainy season adversely affected attendance, particularly among students residing far from the school. In a comparable evaluative study covering multiple OAVs, (Tripathy, 2023) found that a majority of teachers were satisfied with infrastructural provisions such as drinking water, toilets and library facilities, yet accessibility of information and communication technology in routine teaching was endorsed by only about a third of the teachers surveyed, and transportation for day-scholars was flagged as a recurring difficulty; nonetheless, a large majority of respondents considered the scheme comparable in spirit to the Kendriya Vidyalaya model.

(Nayak, Panda, 2019) examined the relationship between socio-economic status and study habits among Class VIII learners across ten Adarsha Vidyalayas of Bargarh, Bolangir and Sambalpur districts and reported no statistically significant relationship between socio-economic background and academic achievement, suggesting that the residential, resource-supported environment of these schools may partially offset home-background disadvantages. A wider assessment of school education quality in the state by (Panda, 2021) situated such interventions against the backdrop of persistent infrastructural gaps across Odisha's government school system as a whole, noting that a substantial share of schools still lacked

functional science laboratories, libraries or computer rooms, and that foundational learning levels recorded by large-scale assessments such as those conducted by Pratham remained a serious concern; the ASER-type findings he reviewed indicated that a considerable proportion of upper-primary and secondary-stage students in the state struggled with basic reading, arithmetic and application-based tasks, underscoring why model-school interventions of the OAV kind were considered necessary.

Studies of comparable residential school models offer additional context. (Geddam, 2015) evaluated the functioning of Ekalavya Model Residential Schools in Andhra Pradesh and observed that implementation frequently departed from prescribed guidelines. (Dash, 2018) compared English-language achievement among tribal students enrolled in Ekalavya Model Residential Schools, Jawahar Navodaya Vidyalayas and ordinary Scheduled Caste and Scheduled Tribe schools, and found that Navodaya students consistently outperformed their peers in the other two categories, with the gap most pronounced in English language attainment. (Honakeri, 2018) similarly documented that residential Ashram Schools, whatever their limitations, provided free boarding, lodging and a comparatively secure learning environment for tribal children who would otherwise face considerable barriers to schooling. Earlier work by (Varghese, 1995) on Madhya Pradesh schools had already established a systematic positive association between the quality of physical facilities and student achievement scores, a relationship that subsequent case-based evidence on Navodaya Vidyalayas by (Khaprde, Srivastava, Meganathan, 2005) extended to school-level management practices, reporting that participative governance, delegated autonomy with accountability, and innovative pedagogy characterised the more successful institutions. (Haridas, 1992) had earlier found that Navodaya Vidyalayas contributed meaningfully to the objective of national integration during the early years of that scheme, while evaluative work on Navodaya Vidyalayas in Maharashtra and Gujarat by (Gulhane, 2002) reported that the model was effective specifically in the inculcation of values among students. Beyond the school stage, (Sahney, 2002) examined total quality management in Indian higher education institutions and argued that clear policies, strategic planning and effective leadership are essential design elements of quality educational institutions generally, a proposition consistent with the infrastructural and governance themes recurring in the school-level literature reviewed above.

General texts on educational planning, administration and policy analysis (Dash, 2007; Mohanty, 2007; Rao, 2009) similarly emphasise that physical infrastructure, trained personnel and sound classroom practice together, rather than any single factor in isolation, determine the quality of schooling outcomes, while sociological analyses of Indian education (Mathur, 2000; Tilak, 2003) situate such school-level factors within wider questions of equity and social justice. Government data compiled through the Unified District Information System for Education (DISE (UDISE+), 2022) and the School Education Quality Index of the NITI Aayog (NITI Aayog, 2021) corroborate the persistence of infrastructural shortfalls and learning-outcome gaps in Odisha relative to national averages, reinforcing the rationale for targeted, model-school interventions such as OAV. More recent empirical work on OAVs specifically (Panda, Behera, 2019; Mishra, 2021; Sahoo, Patra, 2020; Nayak, 2022; Mohanty, 2018) has begun to document infrastructure quality, ICT integration, blended-learning practices and academic-achievement patterns across model schools in the state, though, as noted above, mostly at an aggregate, multi-school level rather than through sustained, single-institution case description.

Research Gap and Implications for the Present Study

The literature reviewed above establishes that the Odisha Adarsha Vidyalaya scheme has been examined from several angles, infrastructure, teacher opinion, socio-economic correlates of achievement and comparison with cognate residential school models, yet a detailed, single-school case study integrating infrastructural, pedagogical and outcome data for a specific OAV in Ganjam district has not previously been undertaken. This gap justifies a focused examination of OAV Rajapur, which allows the infrastructural facilities, enrolment pattern, classroom practices and board examination outcomes of one institution to be documented in sufficient depth to be of practical use to school administrators and policy makers, while acknowledging that findings from a single school cannot be generalised to the scheme as a whole.

3. OBJECTIVES OF THE STUDY

- To study the infrastructural facilities available at OAV, Rajapur, Beguniapada.
- To examine the pattern of student enrolment across social background categories at OAV, Rajapur.
- To identify the teaching-learning practices adopted at the school to ensure quality education to rural talents.
- To study the co-curricular and extra-curricular activities organised for the holistic development of students.
- To document the major academic achievements of the school since its establishment.
- To identify the principal issues and challenges confronting the school in delivering quality education.

4. RESEARCH QUESTIONS

1. Is OAV, Rajapur, Beguniapada, adequately equipped with learning facilities for students?
2. How far do the available infrastructural facilities support students and teachers in the teaching-learning process?
3. Is the school inclusive in terms of enrolment and classroom practice?
4. In which areas has the school recorded notable achievements since its establishment?
5. What scholastic and co-scholastic activities are organised for the holistic progress of students?
6. What are the principal issues and challenges the school faces in providing quality education?

5. RESEARCH METHODOLOGY

5.1 Research Design

The study followed the Descriptive Survey Method, appropriate for documenting the existing state of infrastructure, enrolment and classroom practice in a single institution without manipulating any variable.

5.2 Population and Sample

All Odisha Adarsha Vidyalayas of Ganjam district, together with their stakeholders, constituted the population of the study. Using purposive sampling, the investigator selected OAV Rajapur of Beguniapada block, along with its students, teachers and the principal, as the sample.

5.3 Data Collection Tools

Data were gathered using a self-prepared information sheet, a self-prepared structured questionnaire administered to the principal and teachers, and focus group discussion with teachers and students. The investigator additionally carried out direct classroom observation, visited the science laboratories during practical sessions, and interacted informally with students to understand teaching strategies and the issues and challenges faced by the school.

5.4 Data Analysis

Quantitative data on infrastructure, enrolment and examination performance were analysed using simple frequency distribution and percentage. Qualitative information relating to classroom management and teaching skills, such as lesson introduction, questioning technique and use of illustrative examples, was analysed descriptively.

5.5 Delimitation

The study was delimited to OAV Rajapur of Beguniapada block and to the students, teachers and parents associated with that school. Findings should accordingly be read as descriptive of this single institution rather than as generalisable to all Odisha Adarsha Vidyalayas.

6. RESULTS AND DISCUSSION

6.1 Location and Infrastructural Facilities

OAV Rajapur was established in 2016 and is situated in Beguniapada block on a campus of approximately 12.055 acres. At the time of the study the school was staffed by twelve regular and five contractual teachers under the Principal, Sri Milan Kumar Purohit, with two teaching posts lying vacant. Table 1 summarises the physical infrastructure recorded through direct observation and office records.

Table 1: Infrastructural facilities available at OAV, Rajapur, Beguniapada

Sl. No.	Infrastructure	Number	Remarks
1	Classrooms	13	Spacious, well-furnished
2	Conference / multipurpose hall	Nil	Not available
3	Sports room	1	Adequate but limited capacity
4	Staff room	2	For teaching staff
5	Principal's chamber / office	1 + 1	Well-equipped
6	Laboratories	4	Physics, Chemistry, Biology, ATL
7	Library	1	About 1,200 books; 18 computers
8	Playground	Available	Large in size
9	Toilets	6	2 boys, 2 girls, 2 staff
10	Hostels	2	Girls (100 seats); boys under construction

Source: Office of the Principal, OAV, Rajapur, Beguniapada, and field observation.

The infrastructural profile suggests that OAV Rajapur possesses a reasonably adequate physical base for quality secondary education, a pattern consistent with the infrastructural satisfaction reported by teachers in (Tripathy, 2023) across a wider sample of OAVs. The library, with roughly 1,200 books spanning textbooks, reference material, journals and general reading in Odia, English and Hindi, together with a dedicated reading period supervised by rotating teachers, appears designed to cultivate independent reading habits among students. The four subject laboratories, including a dedicated Atal Tinkering Laboratory, indicate an emphasis on experiential science learning consistent with the competency-based orientation of the National Education Policy 2020 (MoE, 2020). The most significant infrastructural gap is residential: only one hostel, meant exclusively for girls with an intake capacity of about one hundred, currently exists, while the boys' hostel remained under construction at the time of the study. This finding closely mirrors that of (Jyotirani, 2021) at OAV Badadeuli, where the complete absence of boarding facilities for boys was similarly identified as a constraint on attendance and retention for students residing at a distance from the school. The absence of a multipurpose hall or auditorium was also flagged by stakeholders as limiting the scale at which literary, cultural and exhibition activities can be organised.

6.2 Student Enrolment and Profile

The Odisha Adarsha Vidyalaya scheme mandates inclusive enrolment across gender, social category and children with special needs, and this principle is reflected in the enrolment pattern recorded at OAV Rajapur for the 2025-26 academic session, summarised in Table 2.

Table 2: Class-wise students' strength in OAV, Rajapur, Beguniapada (2025-26)

Class	Boys	Girls	General	SC	ST	OBC	Total
VI	38	40	06	17	02	50	78
VII	37	42	14	18	03	44	79
VIII	22	58	16	21	--	43	80
IX	23	53	12	17	02	49	80
X	31	49	49	14	04	13	80
XI Science	01	02	02	01	--	--	03
XII Science	03	04	01	01	--	05	07
Total	155	252	103	89	11	204	407

Source: Office of the Principal, OAV, Rajapur, Beguniapada.

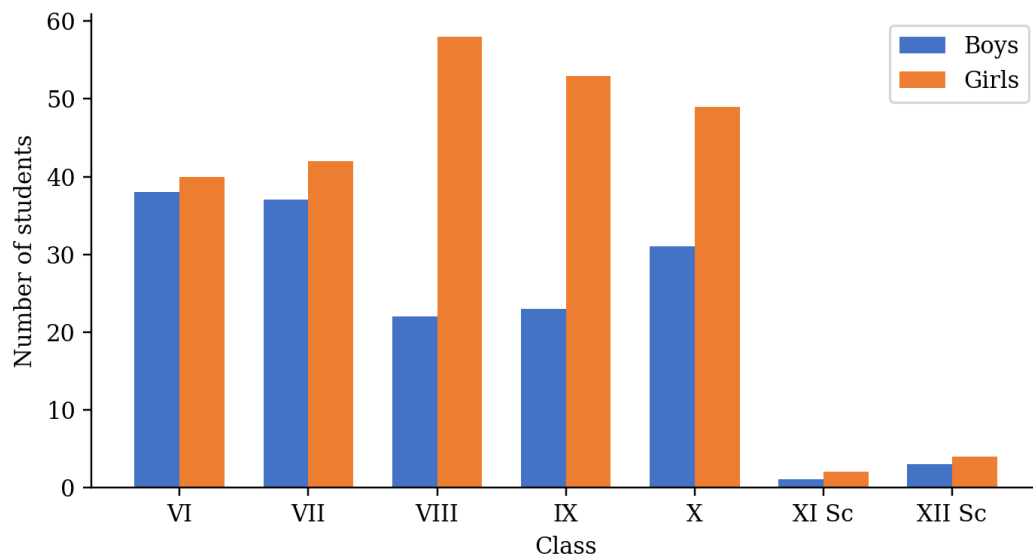


Figure 1: class-wise distribution of boys and girls at OAV, Rajapur (2025-26)

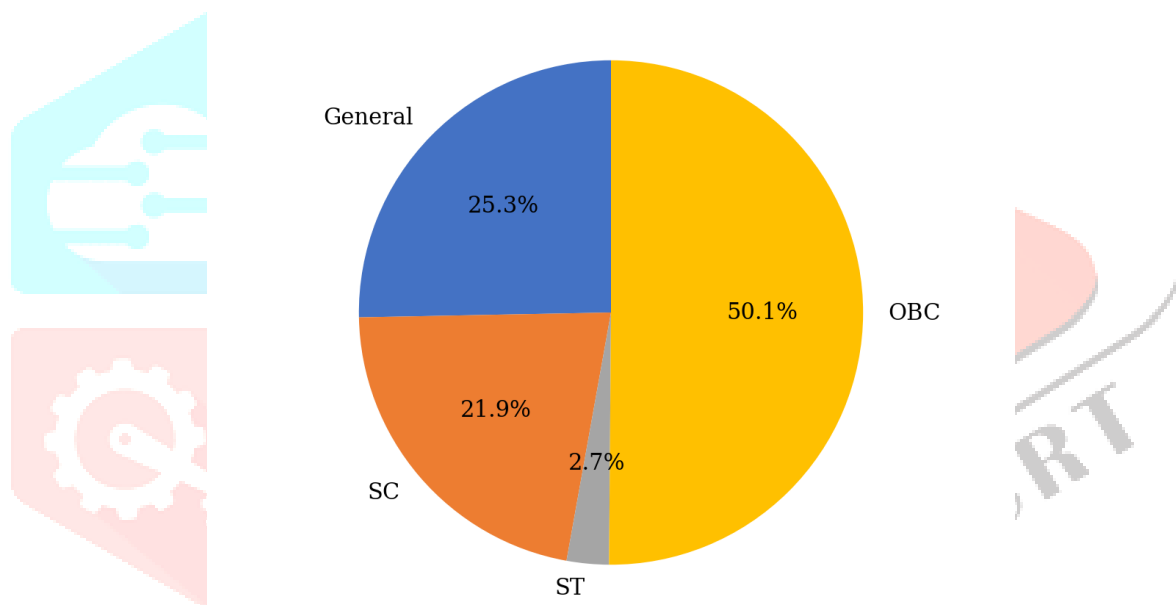


Figure 2: social-category-wise distribution of students at OAV, Rajapur (2025-26)

A total of 407 students were enrolled across Classes VI to XII (Science stream) during the 2025-26 session, of whom 252 (61.9 per cent) were girls and 155 (38.1 per cent) were boys, indicating that the school has succeeded in attracting and retaining a majority-girl enrolment, a pattern also reported by (Jyotirani, 2021) at OAV Badadeuli. Examined by social category, 304 of 407 students (74.7 per cent) belonged to Scheduled Caste, Scheduled Tribe or Other Backward Class categories, against 103 students (25.3 per cent) from the general category, confirming that the school's admission process, which is reserved in favour of Scheduled Caste, Scheduled Tribe, girls and children with special needs, functions in practice as intended and channels the benefits of model-school education predominantly toward marginalised groups. This finding is consistent with the equity objective underlying the scheme's design (Government of Odisha, 2015) and with the broader emphasis on inclusion articulated in national policy.

6.3 Teacher Profile

Table 3 presents the demographic and professional profile of teachers in position at OAV Rajapur at the time of the study.

Table 3: Teachers' demographic profile at OAV, Rajapur (2025-26)

Variable	Category	Number	Total
Gender	Male	09	17
	Female	08	
Nature of appointment	Regular	12	17
	Contractual	05	
Post	TGT	11	17
	PGT	05	
	PET	01	
Training status	Trained	17	17
	Untrained	00	
Qualification	UG with B.Ed.	12	17
	PG with B.Ed.	05	

Source: Office of the Principal, OAV, Rajapur, Beguniapada.

Seventeen teachers were in position against a sanctioned strength of nineteen, leaving two posts, one Post Graduate Teacher in Physics and one in English, vacant. All seventeen teachers were professionally trained, holding either an undergraduate or postgraduate degree together with a Bachelor of Education qualification, and eleven were appointed on a regular basis by the Odisha Adarsha Vidyalaya Sangathan while five held contractual appointments made by the district administration to meet immediate staffing needs. This broadly trained and qualified teaching cadre is consistent with the rigorous, merit-based recruitment process, comprising written examination, demonstration class and interview, that the scheme prescribes.

6.4 Teaching-Learning Practices

Classroom observation and teacher interviews indicated that instruction at OAV Rajapur draws on four broad approaches. The 5E instructional model, comprising the phases of Engage, Explore, Explain, Elaborate and Evaluate, was reported as the dominant pedagogical framework, particularly in science teaching, and aligns with the constructivist, competency-based orientation promoted under the National Education Policy 2020 (MoE, 2020). Second, information and communication technology was used to support smart-classroom instruction, consistent with the broader digital-education push through platforms such as DIKSHA and SWAYAM at the national level and the Madhu application at the state level (MoE, 2020). Third, teachers reported adopting blended learning strategies that combine face-to-face instruction with digital resources to give students greater control over the pace of learning. Fourth, art-integrated learning, in which subjects such as biology and social science are taught through model-making, drawing, drama and other creative media, was used to make abstract concepts more tangible; student-made anatomical and environmental models displayed in the science laboratory were cited as evidence of this practice. These findings are broadly consistent with the ICT-integration and blended-learning patterns documented across Odisha's model schools by (Mishra, 2021) and (Sahoo, Patra, 2020), though the present case study indicates that such practices were embedded relatively systematically at OAV Rajapur rather than applied only intermittently.

6.5 Co-curricular and Extra-curricular Activities

In keeping with the scheme's stated commitment to holistic development, OAV Rajapur organises literary competitions such as essay writing, debate, elocution, group discussion and quiz; a rotating wall magazine produced by four student houses named after the rivers Mahanadi, Brahmani, Subarnarekha and Bansadhara; subject-wise science, mathematics and social science exhibitions extending to block, district and state levels; daily indoor and outdoor sports supervised by a physical education teacher; an annual athletic meet; cultural functions including music, dance and drama; and extension activities through the National Cadet Corps, Scouts, Guides and an Eco-club that carry awareness campaigns on issues such as child labour, early marriage and substance abuse into surrounding villages. Community participation is additionally built into Parent-Teacher Meetings, Annual Day and Foundation Day celebrations.

6.6 Academic Achievements

Board examination results for Classes X and XII over the two most recent academic years for which data were available are presented in Table 4 and Figure 3.

Table 4: Class X and Class XII CBSE board examination results at OAV, Rajapur (2024 and 2025)

Year	Class	Appeared	Boys passed	Girls passed	Pass %
2024	X	80	30 / 30	50 / 50	100.00
2025	X	78	31 / 31	56 / 57	98.71
2024	XII	22	4 / 7	13 / 15	77.27
2025	XII	13	5 / 5	6 / 8	84.61

Source: Office of the Principal, OAV, Rajapur, Beguniapada.

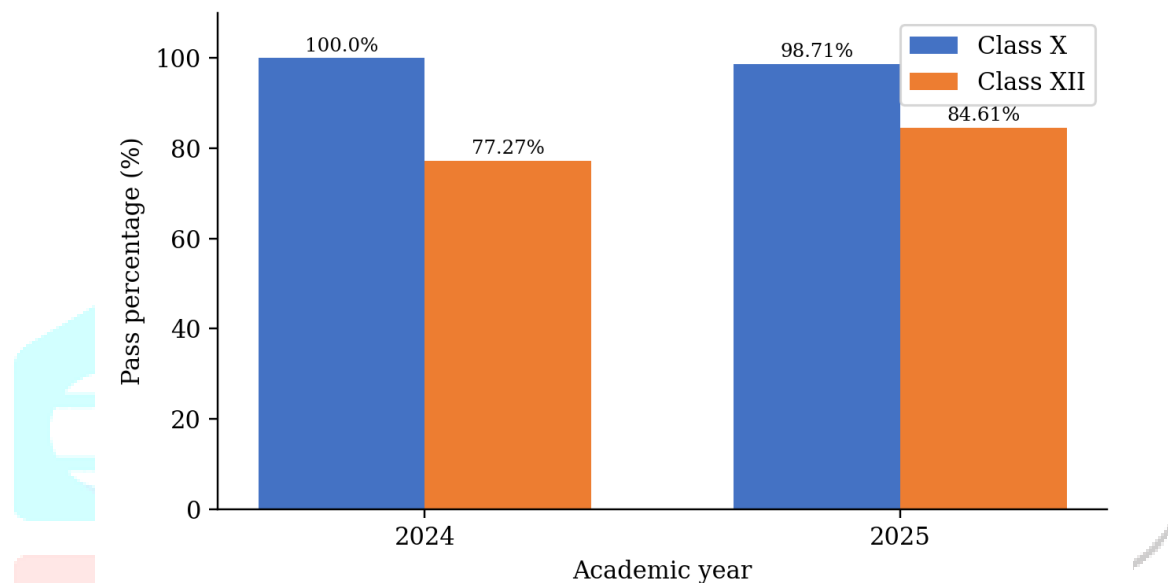


Figure 3: pass percentage of OAV Rajapur students in Class X and Class XII CBSE board examinations, 2024-2025

The school recorded a full 100 per cent pass rate in the Class X examination of 2024 and a 98.71 per cent pass rate in 2025, with eleven of seventy-eight candidates scoring above ninety per cent in the latter year. Performance at the Class XII level was comparatively more modest, at 77.27 per cent in 2024 and 84.61 per cent in 2025, though it showed an improving trend across the two years. Boys recorded a full pass rate in Class XII in both years, while girls' pass rates of 75 and 87.5 per cent in the respective years, though still creditable, indicate scope for more targeted support at the senior secondary stage. Overall, the consistently strong Class X performance corroborates the high level of teacher- and principal-reported satisfaction with student achievement documented in the wider OAV evaluation by (Tripathy, 2023), in which ninety per cent of surveyed teachers expressed satisfaction with student performance.

6.7 Hostel Facilities

Only twenty-four of the roughly one hundred available seats in the girls' hostel were occupied at the time of the study, a pattern the principal attributed to the school's remote location and the absence of dedicated coaching support for competitive examinations, both of which appear to reduce boarders' willingness to enrol despite otherwise satisfactory hostel management, balanced diet and regular health check facilities. The complete absence of hostel accommodation for boys remains the more pressing gap, forcing male day-scholars from distant villages to commute daily, a hardship that plausibly aggravates the attendance and punctuality difficulties reported by students during the rainy season, and echoes the transport-related constraint identified for OAVs generally by both (Jyotirani, 2021) and (Tripathy, 2023).

6.8 Major Issues and Challenges

Consultation with teachers, students and the principal identified several recurring constraints. Most entrants arrive from Odia-medium government primary schools and consequently face conceptual difficulty coping with Mathematics and Science content delivered in English, an obstacle compounded by the fact that a majority of students are first-generation learners whose families are often engaged in manual labour and are

unable to provide substantial academic support at home. The absence of a multipurpose hall or auditorium constrains the scale at which lectures, seminars and cultural events can be organised. Financial hardship among families, together with the absence of a boys' hostel, was cited as a factor pushing some eligible students toward nearer, lower-cost schooling options instead. Teachers further reported a need for locality-specific orientation and training to integrate local context more effectively into classroom transaction. These challenges closely parallel those reported for OAV Badadeuli by (Jyotirani, 2021) and for the wider set of government and government-aided schools in Odisha described by (Panda, 2021), suggesting that they reflect structural features of rural schooling in the state rather than circumstances peculiar to a single institution.

7. MAJOR FINDINGS

- Infrastructural facilities at OAV, Rajapur, including classrooms, laboratories, library and playground, are comparatively satisfactory, though a multipurpose hall and a boys' hostel remain conspicuously absent.
- Enrolment is genuinely inclusive: girls constitute nearly 62 per cent and Scheduled Caste, Scheduled Tribe and Other Backward Class students together constitute close to 75 per cent of total enrolment.
- The academic performance of students, examined across gender and social category, is broadly comparable, with both boys and girls performing creditably in Class X and Class XII CBSE board examinations.
- Teachers report the routine use of innovative pedagogical practices, notably the 5E model, ICT-supported and blended instruction, and art-integrated learning, for delivering quality education.
- The school organises a wide range of curricular and co-curricular activities that contribute to the holistic development of students and have earned recognition at block, district and state levels.
- The principal constraints identified are the absence of boys' hostel accommodation, the lack of a multipurpose hall, and the language transition difficulty faced by first-generation, Odia-medium entrants.

8. SUGGESTIONS AND RECOMMENDATIONS

- Construction of a boys' hostel, ideally with at least one hundred seats, should be prioritised to enhance enrolment, attendance and retention among male students residing at a distance from the school.
- A multipurpose hall or auditorium with adequate seating capacity should be provided to enable large-scale literary, cultural and academic events.
- A structured bridge course should be developed to help students transition gradually from Odia-medium instruction to the English-medium CBSE curriculum, introducing subject-specific terminology in Mathematics, Science and Social Science before content instruction begins, particularly at the Class VI entry point.
- Remedial classes for low achievers and enrichment or doubt-clearing sessions for high achievers should be conducted regularly beyond routine school hours.
- Regular Parent-Teacher Meetings and structured student counselling should be institutionalised to strengthen home-school linkages, particularly given the high proportion of first-generation learners.
- Locality-specific, need-based orientation and capacity-building programmes should be organised for teachers to help them integrate local context into classroom transaction more effectively.

9. CONCLUSION

The Odisha Adarsha Vidyalaya scheme represents a deliberate state-level effort to extend model-school quality education to rural and tribal talent on a free, residential, English-medium, CBSE-affiliated basis. The present case study of OAV Rajapur, Beguniapada, indicates that the school is substantially fulfilling this mandate: infrastructural provision is reasonably adequate, enrolment is genuinely inclusive across gender and social category, teaching-learning practice draws on contemporary pedagogical approaches consistent with the National Education Policy 2020, and board examination outcomes at both Class X and Class XII are creditable. At the same time, the absence of a boys' hostel, the lack of a multipurpose hall, and the language transition difficulty faced by first-generation, Odia-medium entrants constitute genuine and addressable constraints. Because the study is confined to a single institution with a comparatively small sample, its findings cannot be generalised across all Odisha Adarsha Vidyalayas; nevertheless, given the broad structural similarity in infrastructure, teacher recruitment policy, admission criteria and pedagogical

guidelines across the scheme, it is reasonable to expect that many of the patterns and challenges documented here recur at other OAV campuses. Further multi-site studies covering a larger number of Odisha Adarsha Vidyalayas across districts would be valuable to establish the extent to which the present findings hold more broadly and to inform system-level policy refinement.

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