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.

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 FROM2020-21 TO 2024-25
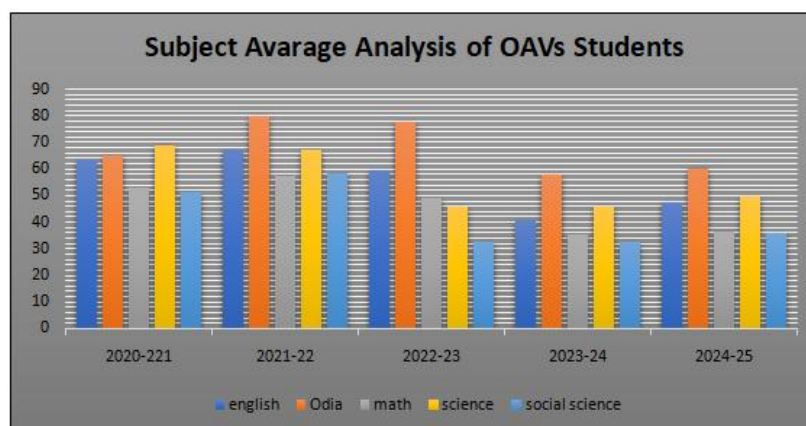

FIGURE 2: SUBJECT AVERAGE ANALYSIS OF CLASS-X STUDENTS' ACADEMIC SESSION FROM 2020-21 TO 2024-25

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	Apeared	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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