

***THE EFFECTIVENESS OF ODISHA ADARSHA VIDYALAYA SANGATHAN(OAVS):
AN EVALUATIVE STUDY***

Ms. Prangyarani Tripathy
Students, Int. B.Ed-M.Ed, School of Education
MSCB University, Odisha

Abstract:

The purpose of this research study focused on to find out the smooth conduction of Odisha Adarsha Vidyalaya Sangathan under the guidance of state government by observing the quality education with respect to different facets like infrastructural facilities available in schools,teaching-learning practices conducting in schools,examination systems and evaluation method to measure the performance of students and teachers along with curricular and co-curricular activities practiced throughout the year in schools. The sample for this study consisted of 50 teachers who were randomly selected from 10 Odisha Adarsha Vidyalayas of Nabarangapur district of Odisha. Tools like interview schedule was made for teachers to study the appropriate pace setting activities in schools along with the quality education by providing holistic educational environment and well-structured education system followed by Odisha Adarsha Vidyalayas. The result of this study showed that well infrastructural facilities along with high class teaching learning practices and effective examination system brings a positive effect on learning of students.It proves as a successful project of Government of Odisha to provide quality education in English medium at low costto rural children.

Key words: Effectiveness, Odisha Adarsha Vidyalaya Sangathan.

Introduction:

Education is very much important for healthy growth and development of the society. To upgrade the whole society, development should occur from its grassroot level. Holistic development of children is only possible if the school provide equitable quality education for all.Now in this first growing world,digitalization of education connects each otherby facilitating collaboration and helps to learn in a shared environment.English is the mostly speaking international language,so English medium of instruction in schools allow children to communicate more effectively with others throughout the world.Talent students from rural areas can not expose to modern world due to their language problem and proper way to expose. So, Government of Odisha has taken an enormous step by providing quality education in English medium in rural areas at a reasonable cost for all. It helps the children to expose their hidden talent globally and increase their critical thinking ability.Due to this step,a child belongs to poor family can also get quality education without any burden of paying a heavy amount for it in his locality.

Education is considered to be the most vital and powerful instrument in achieving rapid development, technological progress and creating a social order founded on values of freedom,socio-economic justice and with equal opportunities for all in all fields(Tyagi and Sengupta, 2016).Accordingto NCTE(2001),besides required number of quality of teachers,it is desirable to improve the quality of teacher educators and teacher education institutions. It is also urgently necessary to introduce compulsory pre-service and in-service training of teachers at all levels of school of education. Private sector has played very important role in delivering quality education. The private sector has the innovative and different type of management structures where as the public sector has homologous and traditional type of

management structure at secondary level(Mushtaq, 2014). Chief task of education is above all to shape man or to guide the evolving dynamism through which a man forms himself as a man.The question of integration covers in a sense almost everything in life,above all,covers education.This is basic(Shame and Babita, 2018). Whole system of education revolves around the academic achievement of the students.Thus, a lot of time and efforts are being utilized in helping students to achieve better in their scholastic endeavors(Shame and Babita, 2018).

It clarifies that a healthy society can only possible if the potential of each individual is used properly by improving the standards of education in every discipline.

Odisha Adarsha Vidyalaya Sangathan(OAVS):

OAVS is a statutory body functioning under school and mass education department,Odisha.OAVS was established on September 19,2015 with an objective to provide all physical, social and academic facilities of the same standard as kendriyavidyalayas. As of now, there are 314 OAV are functioning in block headquarters and its number is still growing with each passing year.Each OAV has class 6th to 12th with every class has two sections and 40 students in every section.It maintains proper pupil-teacher ratio. Students are selected through entrance exam which is conducted every year for class 6th.There will be 50% reservation for girls and other percentage of reservation also strictly followed by OAVs. Each school has well-ventilated classrooms,labs for different streams,sports facilities,drinking water and toilet facilities. There are staff rooms,medical room art and craft room and administrative block attach with other facilities in every OAV.

Methods:

Participants:

The sample for this study consisted of 50 teachers who were randomly selected from 10 Odisha Adarsha Vidyalayas of Nabarangapur district of Odisha.

Instruments:

Self-developed interview schedule for teachers was used for data collection which included 20 questions in the format of yes/No type questions.

Analysis and Interpretation:

The descriptive data was analyzed with the help of table graph and interpreted by using statistical technique like percentage analysis.

Table-1:Percentage analysis of infrastructural facilities in OAVs.

SL NO.	STATEMENT	YES	NO
1	Do you have library facility for students?	35(70%)	15(30%)
2	Do you have drinking water facility for students?	29(58%)	21(42%)
3	Do you have clean toilet facility?	27(54%)	23(46%)
4	Are there separate toilets for boys and girls?	45(90%)	5(10%)
5	Are there any garden in this school?	29(58%)	21(42%)

It is revealed from the table-1 that 70%teachers agree with library facilities for students but 30% are not agreed with it. 58% teachers agree with drinking water facilities in school

whereas 42% are not agreed with it. Similarly, 54% teachers are agreed with toilet facilities and also 90% teachers are said yes for separate toilet facilities but 10% teachers are not agreed for later. 58% teacher are said that they have garden facility where as rest denied for it.

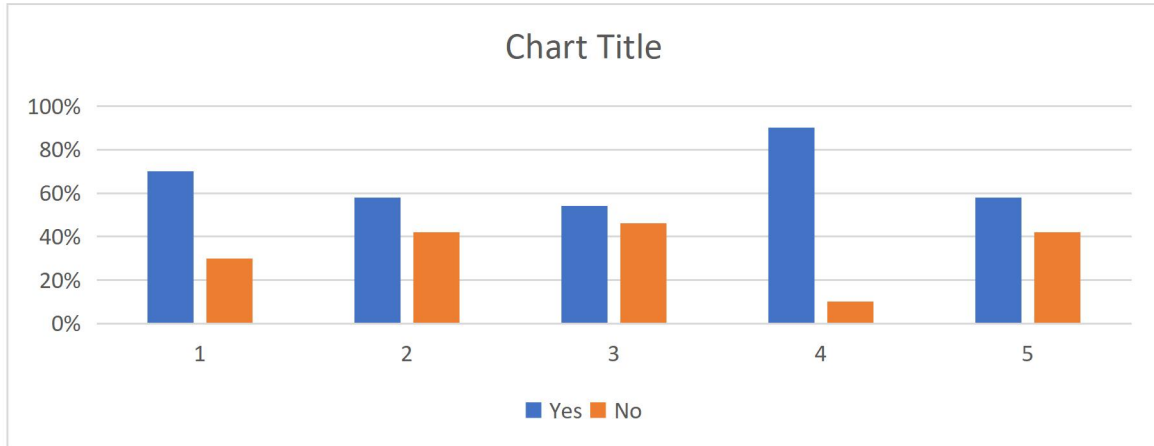


Figure: Table-1

Table-2: Percentage analysis of teaching learning practices in OAVs.

SL NO.	STATEMENT	YES	NO
6	Is your classroom teaching joyful?	34(68%)	16(32%)
7	Are there accessibility of ICT for teaching learning practices?	17(34%)	33(66%)
8	Are there sufficient teaching learning materials available?	21(42%)	29(58%)
9	Do you provide study tour or science fare?	22(44%)	28(56%)
10	Do you encourage the students for conducting research?	12(24%)	38(76%)

Table-2 indicates that 68% teachers agree that classroom teaching is joyful but 32% are not agreed with it. 34% teachers have said yes for accessibility of ICT for teaching learning practices but 66% teacher denied it. Similarly, 42% teachers agree for sufficient TLMs available but 58% teachers are not agreed with it. 44% teachers have agreed for providing science fair or study tour but 56% teachers are not agreed with it. At last, 24% teachers are agreed for encouraging students for conducting research but rest are not agreed with it.

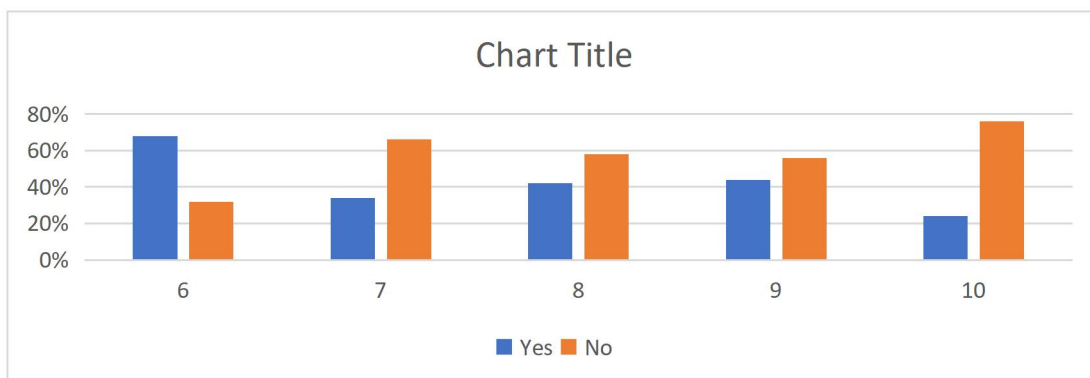


Figure: Table-2

Table-3:Percentage analysis of examination system and performance of students and teachers in OAVs.

SL NO.	STATEMENT	YES	NO
11	Any state level or district level program attended by the students during last 4 years?	36(72%)	14(28%)
12	Is there any transportation facility for students?	19(38%)	31(62%)
13	Are you satisfied with the performance of students?	45(90%)	5(10%)
14	Do you attain in-service training program?	48(96%)	2(4%)
15	Do you provide remedial facility to the learners?	27(54%)	23(46%)

It is revealed from the table 3 that 72% teachers have said that students participate in state or district level program but 28% teachers have denied for that.38%teachers have said that school arrange transportation facility where as 62% teachers have not agreed.90% teachers are satisfied with their students where as 10% teachers are not satisfied.similarly,96%teachers attain in-service training program but 4% teachers do not agreed with it.54% teachers agree that they provide remedial facility to the learners but rest are denied with it.

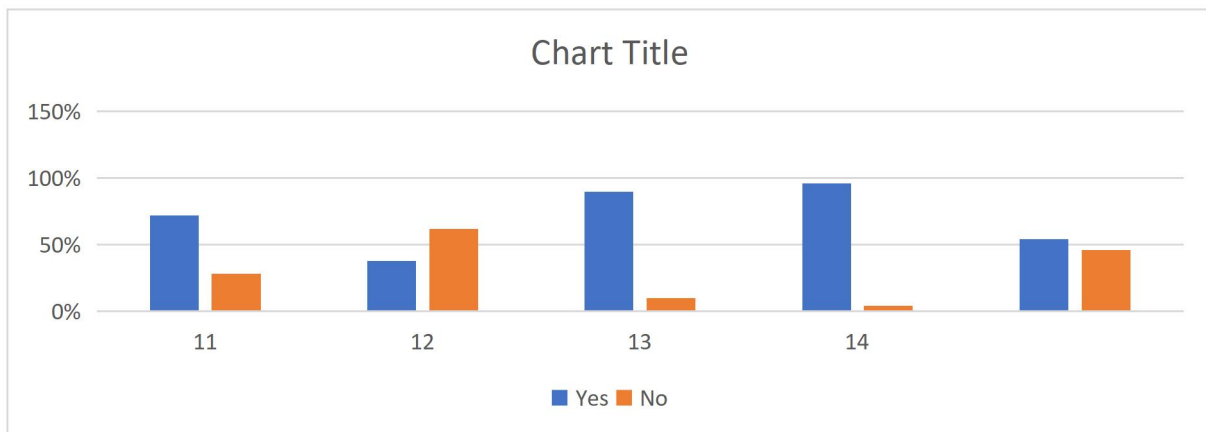


Figure:Table-3

Table-4:Percentage analysis of curricular and co-curricular activities in OAVs.

SL NO.	STATEMENT	YES	NO
16	Does the school organize cultural program?	41(82%)	9(18%)
17	Does the school organize annual sports?	39(78%)	11(22%)
18	Are there any similarity between OAVs and KV?	48(96%)	2(4%)
19	Is there any parent teacher meeting organized by school?	40(80%)	10(20%)
20	Quality education in OAVs is fruitful?	44(88%)	6(12%)

Table-4 indicates that 82%teachers have agreed that school organize cultural program but 18% teachers have denied for it.78% teachers have greed that school organizes annual sports but 22% teachers have not agreed for it.similarly,96%teachers have said that OAVS is slightly similar with KV whereas rest of them have denied it.80% teachers have agreed that PTA meeting is organized by school whereas rest 20% teacher do not agree with it.88% teacher have realized that quality education in OAVs is fruitful but rest have denied for it.

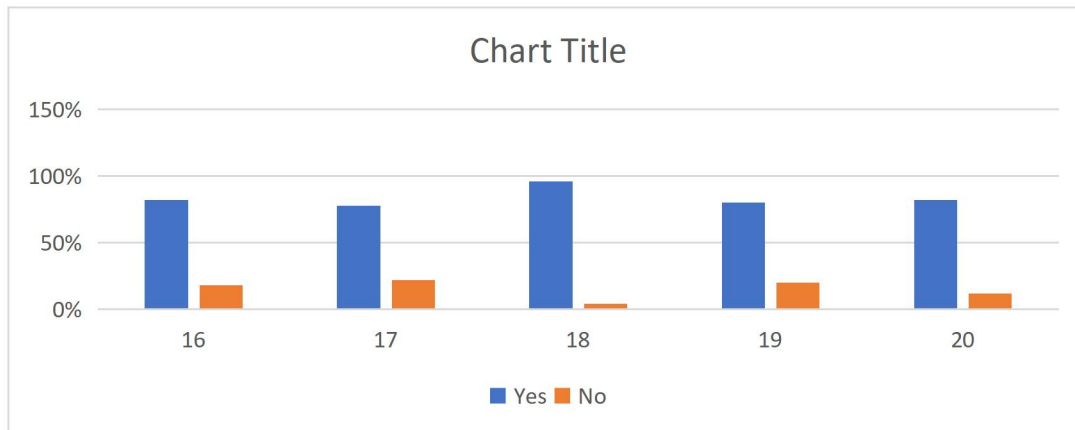


Figure: Table-4

Conclusion:

the findings of the present study revealed that more than 55% teachers on average were agreed with the proper infrastructural facilities like toilets, drinking water, garden and library facilities are provided in OAVs. Teaching learning practices like accessibility of ICT was accepted by only 34% of teachers whereas 42% of teachers agreed with availability of sufficient TLMs. it was observed that 44% of teachers said that OAVs also organize science fare. 90% teachers were satisfied with the performance of students which is quite impressive. Transportation facility for students is affected as 62% teachers agreed with this drawback. 96% teachers were attending in-service teacher training program which is a good step towards proving quality education. The result showed that OAVS scheme may fulfill its objectives as 96% teachers agreed that OAVs shows similarity with that of KV and also 88% teachers supported that quality education in OAVs is fruitful.

The finding of the study may be helpful for planners, policy makers, researchers, administrators to take appropriate steps for improving the quality education by irradicating the problems pointed out in most of the schools for better output and make the scheme more successful.

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