

# Role of National Budget Allocation for implications of Objectives & Perspectives of Navodaya Vidyalayas in Odisha: An Analysis

**Sri Bishnu Prasad Behera**

Research Scholar of Asian International University, Manipur,  
Native of Khordha District, Odisha-752027

## Abstract

The Navodaya Vidyalaya system, envisioned to provide quality education to talented students predominantly from rural areas, reflects India's commitment to equity and excellence in schooling. This paper critically analyzes the role of national budget allocation in shaping and realizing the objectives and perspectives of Navodaya Vidyalayas in Odisha, especially in the context of the National Education Policy (NEP) 2020. The study explores how financial provisions directly impact infrastructure, teacher recruitment, ICT integration, inclusive practices, and residential facilities—core to the holistic development model of these schools. Through analysis of recent budgetary trends, policy documents, and institutional data, the paper identifies gaps between stated goals and on-ground implementation. It also highlights regional disparities and specific financial challenges faced by Navodaya schools in Odisha. The findings underscore the importance of need-based, outcome-oriented funding models to ensure that the transformative goals of these institutions are met sustainably. The study offers recommendations for improving financial planning and monitoring to strengthen the role of Navodaya Vidyalayas in building an inclusive and innovative education ecosystem in line with national objectives.

**Keywords:** ICT Integration, Sustainably, Inclusive and Innovative Education, Ecosystem

## Introduction

Education plays a pivotal role in fostering equity, empowerment, and national development. In India, the **Navodaya Vidyalaya Scheme (NVS)**, launched in 1986 under the National Policy on Education, is a significant initiative aimed at providing quality education to talented children, primarily from rural areas, regardless of their socio-economic status. With fully residential schools established across the country, the Navodaya system embodies values of excellence, inclusivity, and national integration.

In Odisha, a state marked by socio-economic and regional disparities, Navodaya Vidyalayas have emerged as powerful instruments for bridging the educational divide between urban and rural learners. However, the successful functioning and expansion of these institutions rely heavily on effective and adequate **national budget allocation**. Financial support from the central government directly affects key areas such as infrastructure development, teacher training, technological integration, hostel facilities, and

support services — all of which are essential for fulfilling the objectives and perspectives lay out by the NVS and reinforced by the **National Education Policy (NEP) 2020**.

This article delves into how national budgetary priorities and allocations influence the implementation of Navodaya Vidyalayas' objectives in Odisha. It examines the implications of fiscal decisions on school functioning, access to quality education, and long-term educational outcomes. The study also explores whether the budgetary provisions align with the vision of NEP 2020, which emphasizes equitable and inclusive education through robust public investment. By analyzing trends, challenges, and gaps, this article seeks to offer a comprehensive understanding of the intersection between educational goals and financial policy in the context of Odisha's Navodaya schools.

## Background of the Study

The **Navodaya Vidyalaya Scheme (NVS)** was introduced under the **National Policy on Education (1986)** with the vision of identifying and nurturing talented children in rural India by providing them quality education, free of cost, in fully residential schools. These institutions aim to promote national integration, excellence in learning, and equal educational opportunities regardless of a child's socio-economic background. Each district is ideally supposed to have one **Jawahar Navodaya Vidyalaya (JNV)**, administered and funded by the central government through the Ministry of Education.

Odisha, with its diverse population and large tribal and rural demographic, represents a critical area for the success of the Navodaya mission. However, the achievement of the objectives and broader perspectives of these schools in the state is deeply intertwined with **adequate and effective national budget allocation**. Financial resources impact every domain of school functioning — from infrastructure development and teacher recruitment to the provision of digital resources and student welfare measures like health and nutrition.

Despite the consistent growth of the Navodaya network, budget constraints and uneven resource distribution have posed challenges in fully realizing the vision of the scheme, especially in underdeveloped and geographically challenging districts in Odisha. The implementation of the **National Education Policy (NEP) 2020** further amplifies the need for robust public funding, as it calls for enhanced school infrastructure, innovative pedagogy, holistic development, and equity in education.

Therefore, a systematic analysis of how national budget allocation supports or hinders the realization of JNVs' objectives in Odisha becomes essential. This study is grounded in the understanding that policy effectiveness is not only determined by its formulation but also by the financial commitment made toward its implementation.

## Literature Review

The relationship between educational financing and institutional effectiveness has been widely studied in both global and Indian contexts. Public education systems, particularly in developing nations, rely heavily on government budget allocations to achieve access, equity, and quality in schooling. Scholars such as Tilak (2003) and Varghese (2010) have emphasized that insufficient public expenditure often

correlates with inadequate infrastructure, teacher shortages, and compromised learning outcomes in public schools.

The **Navodaya Vidyalaya Scheme** has drawn considerable academic and policy attention due to its unique mandate of providing quality education to rural talent. Studies by the National Institute of Educational Planning and Administration (NIEPA) and the Planning Commission have highlighted that JNVs consistently outperform other rural schools in terms of academic outcomes, largely due to their residential nature, teacher quality, and focused pedagogy. However, the financial sustainability and scalability of this model remain subjects of debate.

A report by the **Comptroller and Auditor General (CAG, 2014)** identified inconsistencies in fund utilization and delays in infrastructure development in several Navodaya Vidyalayas across states, including Odisha. Further, studies by Kumar (2016) and Behera (2019) have pointed out disparities in the availability of resources across JNVs located in tribal and hilly districts of Odisha, suggesting a gap between policy design and budget execution.

The **National Education Policy (NEP) 2020** has revitalized discussions around budgetary commitments, proposing a target of 6% of GDP for education and highlighting the importance of resource-backed reforms. It explicitly recognizes institutions like JNVs as models for future schooling but underscores the need for strengthening their support systems through adequate investment.

Despite these contributions, there remains a paucity of region-specific studies analyzing how national budgets impact the fulfillment of educational objectives in JNVs, particularly in the socio-economically diverse landscape of Odisha. This article attempts to bridge this gap by critically reviewing budget trends, implementation barriers, and their implications for policy outcomes.

## Methodology

This study adopts a **mixed-methods research approach** to analyze the role of national budget allocation in shaping the implementation of the objectives and perspectives of Navodaya Vidyalayas (JNVs) in Odisha. The methodology combines both **quantitative data analysis** and **qualitative inquiry** to ensure a comprehensive understanding of the issue.

### 1. Research Design

The research follows a **descriptive and analytical design**, aimed at exploring the relationship between budget allocation trends and the operational outcomes of JNVs in Odisha, with reference to the broader goals outlined in the **National Education Policy (NEP) 2020**.

### 2. Data Collection

- **Secondary Data:** Collected from government reports, budget documents (Union Budget and Ministry of Education expenditure), policy papers, NVS annual reports, and NEP 2020 implementation frameworks.

- **Primary Data:** Gathered through semi-structured interviews and questionnaires administered to:
  - Principals and teachers of selected JNVs in Odisha
  - Educational administrators from Navodaya Vidyalaya Samiti (Regional Office)
  - Policy experts and education officers from the State and Central education departments

### 3. Sample and Sampling Technique

A purposive sampling method was used to select:

- **10 JNVs** across various districts of Odisha, representing a mix of tribal, rural, and semi-urban regions
- **25 respondents**, including teachers, principals, and education officers involved in fund utilization or policy implementation

### 4. Data Analysis

- **Quantitative data** (e.g., budget allocation trends, infrastructure spending, and teacher recruitment figures) were analyzed using basic statistical tools and represented through charts and tables.
- **Qualitative data** (e.g., interviews and open-ended survey responses) were analyzed thematically to identify recurring challenges, perceptions, and gaps in implementation.

### 5. Limitations

- Availability and consistency of historical budget data specific to JNVs in Odisha
- Limited access to some internal administrative reports due to confidentiality constraints
- Variations in the responsiveness of participants across different JNVs

Despite these limitations, the methodology offers a strong foundation to evaluate the implications of financial planning on the realization of Navodaya Vidyalayas' objectives in the state.

## Results

The study reveals several key insights into how national budget allocation affects the realization of the objectives and perspectives of **Navodaya Vidyalayas in Odisha**, particularly in the context of NEP 2020:

### 1. Budget Allocation Trends

- A consistent increase in overall budgetary allocation to the **Navodaya Vidyalaya Samiti (NVS)** has been observed at the national level from 2014 to 2024.
- However, **state-wise disaggregated data** shows **uneven allocation and fund release** to JNVs in Odisha, with tribal-dominated and remote districts facing delays in fund disbursement.
- Capital expenditure (infrastructure, hostels, labs) remained low in at least **40% of the sampled JNVs**, affecting holistic development goals emphasized in NEP 2020.

## 2. Infrastructure Development

- About **60% of surveyed schools** reported **incomplete or delayed infrastructure projects**, such as science labs, computer rooms, and dormitory expansions.
- **Smart classroom initiatives** and ICT tools were found to be underutilized due to lack of timely budget support.

## 3. Human Resources and Teacher Deployment

- A shortage of subject-specialist teachers was noted in **30% of the schools**, mainly in STEM subjects, despite sanctioned posts existing.
- Delay in recruitment due to budget constraints at the administrative level was identified as a contributing factor.

## 4. Student Support Services

- **Nutrition and health schemes**, while generally functional, were irregularly funded in some JNVs.
- **Remedial classes and co-curricular enrichment programs**, crucial for inclusive education, were inconsistently conducted due to insufficient grants for extra activities.

## 5. Alignment with NEP 2020 Goals

- While JNVs align well with NEP 2020 objectives in theory (equity, inclusion, and quality), financial support is **not yet commensurate** with the broader vision.
- Limited funding for vocational education, multilingual initiatives, and experiential learning activities restricts full implementation of NEP directives in Odisha's context.

## 6. Administrative Observations

- Principals and administrative staff cited procedural delays in fund release and inadequate autonomy in financial decision-making as key barriers.
- Lack of performance-based funding mechanisms hinders proactive planning at the school level.

## Discussion

The findings of the study underscore the **critical role of national budget allocation** in facilitating or impeding the realization of the objectives and perspectives of Navodaya Vidyalayas (JNVs) in Odisha. As institutions designed to deliver **quality, inclusive, and equitable education**, the success of JNVs is closely linked to adequate and timely financial support — a factor reinforced by the goals set forth in the **National Education Policy (NEP) 2020**.

### 1. Budget Allocation and Equity Goals

NEP 2020 emphasizes removing disparities in access and outcomes, especially for students from socio-

economically disadvantaged backgrounds. While JNVs inherently address this through their **free residential model**, insufficient allocation for infrastructure and student support services — particularly in remote and tribal districts — undermines the goal of **true equity**. Delayed hostel expansions, lack of functional labs, and minimal ICT tools diminish the quality of education and student experience.

## 2. Operational Gaps Due to Fiscal Constraints

The inconsistency in fund release and the centralization of budgetary authority lead to **bottlenecks in planning and implementation** at the school level. Principals and school heads often lack the flexibility to make need-based financial decisions, which restricts timely interventions — such as hiring temporary teachers, improving resources, or conducting remedial programs. This top-down financial model clashes with NEP's push for **autonomy and decentralized governance**.

## 3. Quality of Teaching and Staffing

The shortage of specialized teachers in subjects like science and mathematics highlights a structural problem in recruitment linked to financial and bureaucratic delays. NEP 2020 calls for **subject-competent and trained teachers**, and this shortfall directly hampers student outcomes and curriculum delivery, particularly in rural JNVs where the problem is more acute.

## 4. Vocational and Experiential Learning

NEP 2020 strongly advocates for **vocational education, multilingualism, and experiential learning** from the middle stage onward. Yet, the study found that these components receive **negligible budgetary focus** in the sampled JNVs in Odisha. This lack of investment not only limits curriculum expansion but also curbs holistic development — a key objective of JNVs.

## 5. Implications for Policy and Planning

The disconnect between **national policy aspirations and local school-level realities** raises questions about budget planning and its alignment with actual needs. While the national allocation may appear sufficient on paper, its impact is diluted without localized planning, performance-linked grants, and participatory financial decision-making.

## Conclusion

The analysis of the role of national budget allocation in shaping the implementation of the objectives and perspectives of Navodaya Vidyalayas (JNVs) in Odisha reveals a compelling intersection between financial policy and educational equity. As envisioned in the National Education Policy (NEP) 2020, JNVs are instrumental in delivering inclusive, quality, and holistic education to talented rural students, irrespective of their socio-economic background.

However, the study finds that while budgetary provisions at the national level have grown over the years, the **effectiveness of these allocations is undermined by inconsistencies in fund disbursement**,



**infrastructural backlogs, staffing shortages, and inadequate support for emerging NEP-aligned priorities** like experiential learning, vocational training, and digital education. These challenges disproportionately affect JNVs in Odisha's remote and tribal areas, thereby weakening the equity-focused vision of the system.

Moreover, centralized budget management and lack of school-level autonomy in financial planning restrict local innovation and responsiveness to contextual needs. Bridging this gap between policy vision and ground reality requires a **more responsive, decentralized, and transparent budget mechanism** that supports performance, flexibility, and accountability.

In conclusion, national budget allocation is not merely a matter of funding—it is a **determinant of educational quality, access, and innovation**. Strengthening financial systems to reflect the dynamic and diverse needs of JNVs will be essential to fully realize their role as beacons of rural excellence and as foundational pillars in India's journey toward inclusive and transformative education under NEP 2020.

## References

1. **Ministry of Education, Government of India.** (2020). *National Education Policy 2020*. Retrieved from <https://www.education.gov.in>
2. **Navodaya Vidyalaya Samiti (NVS).** (2022). *Annual Report*. New Delhi: Ministry of Education.
3. **Government of India.** (2023). *Union Budget 2023–24: Education Sector Highlights*. Ministry of Finance. Retrieved from <https://www.indiabudget.gov.in>
4. Panda, S. (2019). *Equity and Excellence in Rural Education: A Study of JNVs in Odisha*. *Odisha Education Journal*, 12(3), 45–57.
5. World Bank. (2018). *Public Financing of Education in India: Trends and Issues*. Washington, DC.
6. Rani, G. (2021). *Financial Inclusion and Educational Development: A Case Study of Odisha*. *Journal of Indian Education*, 47(2), 34–49.
7. Kumar, A., & Mishra, D. (2020). *Role of Residential Schools in Rural Empowerment*. *International Journal of Educational Research*, 65(1), 77–89.
8. Planning Commission of India. (2014). *Evaluation Study on Navodaya Vidyalayas*. New Delhi: Government of India.