

A Conceptual Framework of OAVs for Quality and Equitable Learning Ecosystems

Nilanchala Rajhans

Research Scholar, School of Education Mizoram University, Aizawl, India

*Corresponding author: nilanchalarajhans@gmail.com

Received: 12-10-2025

Revised: 02-11-2025

Accepted: 26-11-2025

ABSTRACT

Odisha Adarsha Vidyalaya is the brainchild of the government. Of Odisha. Nowadays, it is comparable to Kendriya Vidyalaya in terms of curriculum and academic excellence. In this article, the Q–HI Model (Quality–Holistic–Inclusive) framework is introduced to provide an understanding of the Odisha Adarsha Vidyalaya (OAV), an innovative secondary education initiative in Odisha, India. Built on three pillars—Quality Learning Environment, Holistic Development, and Inclusive Participation—the model draws on Constructivist Learning Theory, Human Capital Theory, and Social Justice Theory. It highlights how OAVs reduce educational inequalities by providing equitable opportunities for underprivileged students.

Keyword: Quality Education, Odisha Adarsha Vidyalaya (OAV), Inclusive Participation, Holistic Development, Educational Inequalities, Equitable Learning Ecosystem

If The Poor Boy Can Not Come To Education, Education Must Go To Him

— Swami Vivekananda

Education plays a crucial role in a constructive human society, transcending barriers of gender, caste, colour, sex, socio-economic status, and background. It empowers individuals to develop critical reasoning skills, make sound judgments, display kindness, maintain discipline, and uphold values, norms, and morality. Education promotes knowledge and adaptability, equipping individuals to handle any situation by fostering a deeper understanding of the world, regardless of time or location. Every girl and boy in India has the fundamental right to quality education—a form of education that helps them gain basic literacy and numeracy, enjoy learning without fear, and feel valued and included, regardless of their background (UNICEF, 2021).

The Odisha Adarsha Vidyalaya (OAV) program, initiated by the Odisha government in 2015, aims to provide quality education in rural areas. It targets gifted students from disadvantaged

backgrounds. These model schools prioritise academic achievement and overall student growth. They aim to lessen the educational gaps created by social and economic challenges, as well as geographic factors. With a curriculum that follows CBSE standards and inclusive teaching methods, they try to close the education gap between rural and urban areas. As OAV schools expand across different districts, they promote inclusivity and strive to empower students as Odisha reforms its education system. Currently, there are 314 OAVs, 5 OMAVs, and one Iconic OAV operating under the OAV Sangathan, which works with the Department of School and Mass Education.

How to cite this article: Rajhans, N. (2025). A Conceptual Framework of OAVs for Quality and Equitable Learning Ecosystems. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 16(03): 333-341.

Source of Support: None; **Conflict of Interest:** None



1. Background of Odisha Adarsha Vidyalaya in Odisha

The initiative began as a ‘Model School’ under the Central Assistance Scheme launched by the Government of India in 2010-2011. It was separated from this central support starting in 2015-16. Afterwards, the Government of Odisha expanded the project, incorporating extra features, and formally established it as a society on September 19, 2015, under “The Society Registration Act of 1860.”

2. Reviews of related literature

Secondary education is the middle path to higher education, but it is still severely neglected. The Rastriya Madhyamik Shiksha Abhiyan (RMSA) aimed to improve secondary schools by the end of the 11th Five-Year Plan. While the availability of secondary institutions is deemed adequate, the quality of facilities is poor (Kour, 2014). Additionally, teaching aids significantly hinder the teaching process, ultimately impacting students’ academic performance (Choudhry, 2014). Learning difficulties, exam anxiety, teacher behaviour, dissatisfaction, and peer issues can harm student performance and well-being. Addressing these with support is vital for a supportive learning environment (Choudhry, 2016). Low due to insufficient teaching staff and a lack of culturally relevant content, which can hinder student engagement (Swain, 2016). There was no staff nurse or doctor, and the stipends were inadequate to cover boarding costs. Support staff, professional coaching, and teacher training were lacking (Patra, 2018). Lack of discipline, poor attention, poor attendance, and addiction to Smoking are also other problems faced by the teachers of secondary school (Barman, 2020). But in the infrastructure facilities are available in accordance with the guidelines of the Ekalavya Model Residential School (Biswal & Dansan, 2021) Odisha Adarsha Vidyalaya has all the necessary physical facilities, including the principal’s office, staff room, music and art room, biology lab, ICT lab, library, sports room, and a hostel specifically for girls (Jyoti Rani, 2021) OAVs is readily fulfilling his promises and perfectly follow his vision (Tripathy, 2023) in support of all the curricular and extra-curricular activities OAVs is meant to meet the academic excellency (Suna, Dash, Das, Rout, & Dash 2024). Despite several issues and challenges

in secondary level education, Odisha proposed a new experimental school called OAV, which aims to make students future-ready. Incorporating all the prescribed manuals of OAV, the research introduced a framework for academic excellence in Odisha’s OAV.

3. Objectives

- ❑ To develop a framework of academic excellence in the OAV of Odisha.

4. Conceptual understanding of framework:

(a) *Quality in Education*

According to UNESCO (2021), quality education includes learner-centred teaching, the development of life skills, and equitable opportunities for everyone. The main objectives of the OAV are to provide quality education (Nandi & Giri, 2024) that enhances academic performance and promotes critical thinking, to ensure an effective teaching and learning process, to encourage the use of technology and innovation, and to cultivate essential life skills and values.

(b) *Holistic Development in Education*

Holistic development education ensures that every child, regardless of their gender, caste, language, or socioeconomic background, has the opportunity to learn and grow. The NEP-2020 emphasises that inclusion is about more than just allowing physical access; it also means fostering emotional support and academic engagement. OAVs play a vital role in this journey, aiding students from diverse communities, including Scheduled Castes (SC), Scheduled Tribes (ST), and those from economically weaker sections, in gaining admission to higher education institutions. This approach promotes fair admission practices, ensuring that all students have equal opportunities to participate in both academic and extracurricular activities.

(c) *Equitable Learning Ecosystem*

NEP-2020 stated that an equitable learning ecosystem is a balanced and interconnected environment that fosters growth for all learners. This ecosystem encompasses teachers, peers, families, resources, and school culture (Aiman, 2024). In the context of OAVs, this specifically involves a supportive

hostel environment, building strong friendships among peers, inspiring well-trained teachers, leadership that promotes teamwork and new ideas, and keeping parents and the community actively engaged in students' education.

5. Theoretical foundation of the conceptual framework

(a) Constructivist Learning Theory (Jean Piaget & Vygotsky)

Learning is an active process. Students build their understanding through experiences and social interactions. Constructivism is based on the idea that individuals create their own knowledge. Their learning experiences shape their view of reality. Learners use what they already know as a foundation and add to it as they gain new information (Chand, 2024). Constructivist Learning Theory highlights this idea. Piaget focuses on individual cognitive development, while Vygotsky emphasises the importance of collaboration and social context. Both support environments encourage exploration. OAVs utilise activity-based learning and discussions to enhance student engagement and foster critical thinking.

(b) Human Capital Theory (Schultz, 1961)

Education is a valuable investment that builds skills and promotes personal and societal growth. Human Capital Theory, introduced by Schultz in 1961, emphasises the importance of viewing education as an investment in people, with its outcomes treated as a form of human capital. Since education becomes a key part of the individual who receives it (Holden & Biddle, 2017), it is crucial for developing skills that aid both personal and shared progress. Human Capital Theory argues that investments in education or training, much like investments in physical capital, are made with the hope of returns. The interest in measuring returns to education arises from its impact on efficiency, fairness, and funding (Eliud & Josephine, 2020). In Odisha, the establishment of Odisha Adarsha Vidyalayas (OAVs) prepares students for higher education and employment, thereby enhancing the region's human capital. This intense focus on education, training, and health enhances productivity, encourages economic growth, and provides individuals with

better earning opportunities, while also promoting innovation and competition in society.

(c) Social Justice Theory (John Rawls, 1971)

Every child deserves an equal opportunity to succeed, regardless of their background. This idea, as explained by John Rawls in 1971, emphasises fairness and equality in how society distributes resources and opportunities. Rawls introduced important concepts like the "veil of ignorance" and the "difference principle." These concepts suggest organising social and economic resources to help the most disadvantaged members of society. The OAV model aims to address educational inequality by providing high-quality education in rural areas.

From the above discussion of the theories, it is acknowledged that Combining Constructivist Learning Theory, Human Capital Theory, and Social Justice Theory creates a strong foundation for developing the Q-HI (Quality-Holistic-Inclusive) Model in Odisha Adarsha Vidyalayas (OAVs). Constructivist Learning emphasises the joy of active, social learning. It creates inviting environments that encourage exploration and critical thinking. Human Capital Theory views education as a valuable investment in skills that enable individuals to thrive and society to progress. This viewpoint aligns well with the OAVs' goal of expanding educational opportunities and preparing students for successful futures. At the same time, Social Justice Theory promotes fair access to resources and opportunities. It ensures that every child, regardless of their background, has a genuine opportunity to succeed. Together, these ideas shape the Q-HI Model, which argues that academic excellence comes from a Quality Learning Environment, Holistic Development, and Inclusive Participation. This welcoming approach seeks to reduce educational inequality and support sustainable growth in the region.

Foundation of Framework: The "Q-HI" Model

After reviewing three theories, this article introduces the Q-HI Model (Quality-Holistic-Inclusive Model) as a framework for enhancing academic excellence in Odisha Adarsha Vidyalayas. The model links Quality, Holistic Development, and Inclusiveness as three pillars of educational transformation.

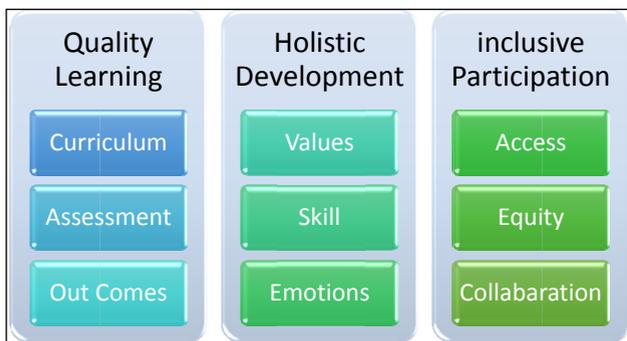


Fig. 1: Pillars Of Educational Transformation

(c) Pillar 1 – Quality Learning Environment

Quality in OAVs depends not only on the teaching and learning process, where students utilise the facilities and take exams for class promotion, but also on the overall experience. It also fosters a supportive learning environment that encourages enjoyment through experimentation. This setup fosters intellectual growth, as well as the overall development of both students and teachers, which is crucial for the institution’s progress. Pillar 1 covers three main aspects: curriculum, assessment, and outcomes.

- ❑ **CPD through Online Training:** In line with the NEP 2020, which emphasises the importance of continuous professional development, teachers are required to complete 50 hours of training through various online platforms, including DIKSHA, Digital India, Skill India, and SWAYAM. Within the context of OAVs, a rigorous selection process is employed for TGT and PGT teachers. These educators undergo extensive training and typically possess a Bachelor of Education (B.Ed.) degree. Selection is based on entrance examinations, demonstration teaching sessions, and interviews.

- ❑ **English-medium, CBSE-aligned curriculum:** The curriculum of OAVs aligns with the national-level curriculum, following the CBSE pattern as prescribed by the NCERT. It integrates national standards with local relevance. The curriculum is flexible, community-oriented, and friendly.

OAV students mainly come from rural backgrounds and study in Odia medium. To remove the barrier between Odia and English media, OAVs provide a bridge course material called “Sanjog” in both English and Odia,

which helps students catch up with the new course of study on time.

- ❑ **Coaching of Meritorious students:** To prepare meritorious students of Class X for various national-level competitions, including NEET, IIT-JEE, and Defence Examinations, Online coaching is being provided at Iconic OAV Bhubaneswar.
- ❑ **T4K Programme:** OAVs provide STEM laboratories in collaboration with the Deenabandhu Trust to engage students in practical sessions and impart to them practical knowledge of concepts and methods.
- ❑ **Teaching learning process in OAVs:** In OAVs, instructional delivery is through the use of innovative technology. To provide students with real-world experience, the teacher uses a Smartboard, employing innovative pedagogical practices and teaching aids.
- ❑ **Extra-curricular activity:** For extracurricular activities, the music club, dance club, mathematics club, astronomy club, quiz club, debate club, solo act, drawing club, painting club, eco club, and sports club are part of the OAVs. They hold a weekly UN mock session to discuss national and international issues. They have a four-house system named after rivers: Mahanadi House, Brahmani House, Subarnarekha House, and Bansadhara House. The house leader is responsible for organising daily activities and extracurricular activities on Sunday.
- ❑ **Technology-enabled classrooms:** In each OAV, a smart board with a digital learning tool is available. A separate computer lab with E-library facilities is provided for students, supporting interactive learning that enhances their skill development and academic growth performance.

Assessment

- ❑ **Regular assessment and feedback:** In each OAV, periodic assessments—including unit, quarterly, and half-yearly tests—are conducted to promote mastery learning and support continuous comprehensive evaluation. In addition to VST tests, practical exams, and annual assessments, extra improvements are

introduced to boost academic credibility. As a result, OAVs mark a move away from rote memorisation toward a competency-based education model that highlights understanding, reasoning, and creative application.

Outcome: To determine the achievement performance of OAV students over the four academic years, the data highlights below reflect the academic performance of these years.

Table 1: Overall achievement of OAVs over four academic years

Year	90%	75%	60%	Passed
2024-25	0.39%	2.92%	23.02%	75.67%
2023-24	0%	1.34%	20.09%	67.64%
2022-23	4.44	21.90%	48.09%	95.70%
2021-22	8.27%	33.43%	63.88%	98.02%

Source: https://oav.edu.in/oavs-result-10th.php?type=&GROUP_CODE=OAVS.

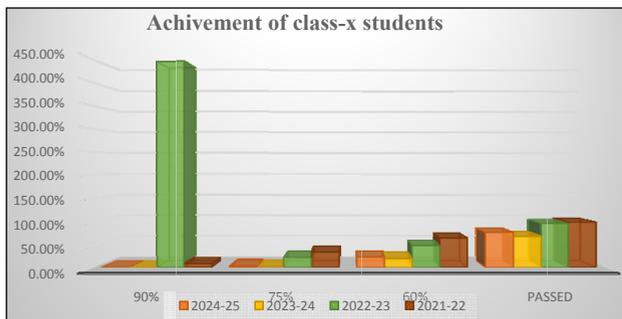


Fig. 2: overall achievement of OAVs over four academic years

(d) Pillar 2-Holistic development

The approach to OAVs encompasses a comprehensive strategy that goes beyond conventional academic learning. It aims to cultivate the intellectual, emotional, and practical dimensions of every learner, providing a well-rounded education that equips students to tackle real-world challenges effectively. This multifaceted development is crucial for nurturing responsible, creative, and skilled individuals. The holistic aspect includes several key components:

UN Mock Assembly: School is a mirror of society; all social activities are reflected within it. Each OAV organises a UN Mock Assembly to address national issues, including climate change, population as both a challenge and an opportunity, pollution,

sustainable development, terrorism, and sustainable health and education. It also considers the distinction between policy and politics, as well as the role of peace within the mind and the nation. The program promotes social values, skill development, and emotional growth among students.



Fig. 3

Leadership and Value Education: A total of 11 club activities is integrated with four house systems in OAVs to inculcate leadership skills and creative thinking among students through individual and community participation in a healthy academic atmosphere.

Life Skills Education: A focal point of holistic development is life skills education, which encompasses essential competencies such as effective communication, emotional intelligence, resilience, and sound decision-making. By equipping students with these skills, OAVs prepare them to navigate life’s complexities, thereby enhancing their adaptability and problem-solving abilities in various situations. These skills lay a foundation for personal and professional success, enabling students to manage stress and foster healthy relationships.

Each one teaches one: Kothari Commission (1964-66) said, “destiny of India is being shaped in her classroom.” Today, schools strive to develop the character of children, preparing them to become responsible citizens of the nation for tomorrow. As education becomes his right, he also bears some responsibility towards his community and society. OAV motivates each OAVian to be socially and morally responsible, encouraging them to teach at least one person in their family or community who needs to improve their literacy skills.

Green campus: OAV observes the *Van Mahotsav* Day to encourage green campuses across all locations and to educate students on conserving nature, supporting their journey towards a sustainable lifestyle. An awareness campaign has been carried out at all OAVs.



Fig. 4

Awareness programme: From time to time, OAV organises social awareness programs focused on road safety, campaigns against tobacco, alcohol, and drugs (*Nishka Mukta Bharat Abhiyan*), as well as initiatives like “save trees save lives” and “*Beti Bachao, Beti Padhao*” to raise society’s awareness about safety and livelihood well-being.



Fig. 5

Yoga: OAVs play a crucial role in promoting physical and mental health by encouraging yoga and sports activities, fostering interpersonal relationships among students, and helping them alleviate feelings of negativity through various yoga and sports events at the district, state, and national levels.



Fig. 6

Recognition and Achievement: The OAVians are awarded at the regional, district, and state levels. In the current scenario, OAVs serve as an exemplary model of holistic child development, based on both curricular and extracurricular activities.



Fig. 7

(d) Pillar 3 – Inclusive Participation

The Odisha Adarsha Vidyalaya (OAV) is genuinely dedicated to creating an inclusive and friendly atmosphere where every student feels valued and respected, regardless of their background. OAVs take the initiative to implement measures designed to give each student a fair chance to succeed academically. Let us take a closer look at how this spirit of inclusiveness is beautifully embodied within the OAV community:

Fair admission: The best practice of OAV is fair admission, where Class V students are selected through an entrance test in each block. Those who qualify are granted direct entry to OAVs. Additionally, there is a lateral entry provision that allows interested students to join Class VI, VII, VIII, or IX, based on the availability of vacant seats in their respective OAVs.

Equitable Access for Rural and Marginalised Children: Ensuring that rural and marginalised children have equal access to quality resources is a key part of OAV's inclusive approach. This entails providing necessary educational materials, access to technology, and suitable learning facilities. OAVs run programs that focus on rural areas, ensuring these students receive the same quality of education as those in cities. By prioritising resource distribution in underserved regions, OAVs seek to close the educational gap and support marginalised communities.

No fees: OAVS does not charge any admission, examination, cultural activity, study tour, bus fare, or certificate fees. Rural talent is always encouraged to join us. Regardless of background, if the child is deserving, he will receive all the facilities of OAV. OAV distributes free textbooks, school uniforms, school belts, scout uniforms, and mid-day meals to the students.

Disabled friendly environment: It is designed to accommodate children with diverse abilities, allowing them to access all OAV facilities. The construction plan prioritises the needs of disabled children from the beginning of the model.

Promoting Safety and Empowerment for Girl Students: Creating a gender-sensitive environment is essential for promoting safety and empowerment among girl students. Focusing on the needs of disabled children from the start of the year helps prevent harassment and encourages girls to participate in all school activities. This includes mentorship programs, skill-building workshops, and initiatives that celebrate the achievements of women. By creating a space where girls feel safe and supported, OAVs enhance their confidence and engagement, ultimately leading to improved educational outcomes.

Community Engagement Involving Parents, Local Leaders, and School Management Committees (SMCs): Inclusive participation goes beyond the classroom and includes the community in education. OAVs collaborate with parents, local leaders, and School Management Committees (SMCs) to ensure the community's voices are heard. They also involve them in shaping school rules and practices. Regular meetings, workshops, and events are held to engage these stakeholders. This helps create a sense of

ownership and teamwork. Such involvement not only strengthens the link between schools and communities but also improves accountability and support for students.

Individual Learning Support for Students Needing Academic or Emotional Guidance: OAVs offer personalised support tailored to meet each student's unique academic and emotional needs. This includes tutoring, remedial classes, counselling, and resources for students with learning disabilities. By focusing on both academic and emotional support, they create an environment where students feel valued and capable. This leads to better educational experiences and outcomes.

OAVs promote inclusive participation by highlighting equity, safety, community involvement, and personalised help. These methods build a diverse and inclusive learning environment, allowing students to reach their full potential. As a result, they support a fairer education system and a brighter future for all communities.

6. The conceptual framework: "Q-HI Model"

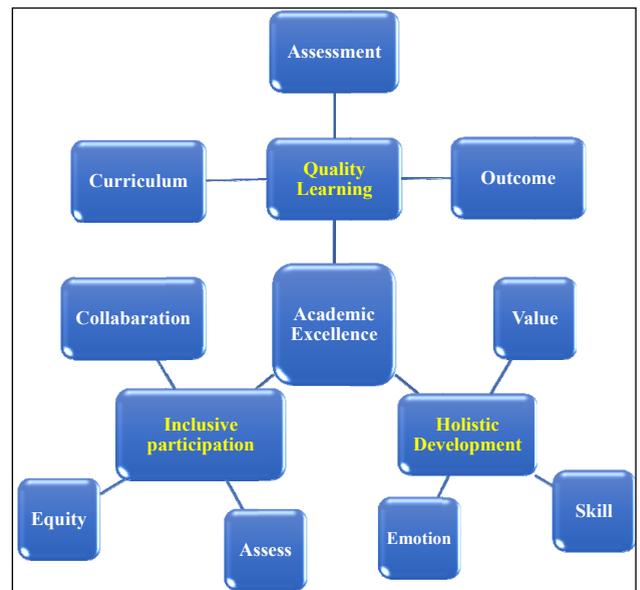


Fig. 8

Interconnection of Components

The blend of quality, complete development, and inclusiveness creates a supportive and nurturing atmosphere. Quality education attracts dedicated teachers who care about student success. Complete initiatives enrich learning and keep students

engaged, while inclusive policies make sure no one is left out. Together, these factors create a robust educational system that fosters academic success and enables students to reach their full potential.

DISCUSSION

The Odisha Adarsha Vidyalaya (OAV) initiative is one of the most significant developments in public secondary education in the state of Odisha. Using the Q-HI (Quality-Holistic-Inclusive) framework, we can see how these schools have successfully combined excellence with fairness to create a balanced learning environment.

Odisha Adarsha Vidyalayas (OAVs) challenge the notion that quality education in India is limited to urban and private institutions. They offer outstanding educational opportunities in rural areas. These schools have strong infrastructure, well-trained teachers, and modern teaching methods. They also include co-curricular activities that encourage creativity and important life skills.

OAVs prioritise inclusivity by ensuring that diverse communities are represented and by cultivating a supportive environment for all students. This model demonstrates how quality and fairness can coexist in the education system, serving as an inspiring example for other regions. To maintain their progress, OAVs need to continue innovating, secure sufficient funding, and align with national education policies.

Implications of the framework model

The findings and insights from this research have significant implications in several areas, including policy development, educational practice, and future research opportunities. Each category provides essential points that can improve the effectiveness and reach of the OAV educational model.

Policy Implications

The OAV (Odisha Adarsha Vidyalaya) model offers a robust framework that can guide the development of inclusive schools across different states. This flexibility is important because it supports fair education and ensures quality learning that fits local needs. Policymakers should recognise and leverage state-led models that prioritise not only academic success but also social inclusion and fairness in

education. Additionally, there is a pressing need to increase investment in key areas, particularly in teacher training programs that develop innovative teaching methods, mentoring systems that support professional growth, and the adoption of modern digital learning tools. These components are crucial for upholding the high standards established by the OAV model.

Research Implications

The findings of this study present numerous opportunities for future research. Scholars should test the Q-HI Model using various methods, including both quantitative and mixed-method approaches, to evaluate its effectiveness in different educational settings. Comparing OAVs with other well-established models, such as Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas, may provide valuable insights into the strengths and weaknesses of these educational approaches. It is also crucial to conduct long-term research to understand the lasting impact of the OAV education model on students' academic achievement and personal development. These studies can provide valuable insights into the long-term effects of educational benefits, informing policymakers and resource allocation decisions.

In summary, the implications discussed show how the OAV model affects educational policy, practices, and research. By focusing on inclusive, fair, and high-quality education, all stakeholders can contribute to creating a more effective and better educational system.

CONCLUSION

Odisha Adarsha Vidyalayas mark a significant change in India's education system. They blend academic excellence with social inclusion. These schools show that a clear vision, dedicated teachers, and effective practices can raise public education to a level of aspiration and dignity. The model is based on three theories, which form three pillars that shape the framework. The proposed Q-HI (Quality-Holistic-Inclusive) model provides a framework for understanding and replicating this success. If this model is carefully adopted and modified, it could guide India toward fulfilling the vision in NEP-2020: "Education for All, with Quality for All."

REFERENCES

- Chaudhary, D. 2014. A Study of Teaching Related Problems Experienced by Secondary School Teachers of Kheda District. *International Journals of Multidisciplinary Research*, 3(7). IJRE_2014_vol03_issue_07_06.pdf.
- Kaur, S. 2014. Secondary Education in India: An Analysis of Status and Accessibility, *Educational Quest: An International Journal of Education and Applied Social Sciences*, 5(1): 77-80.
- Chaoudhury, D. 2016. A Study of Institution-Related Problems Encountered by Students at the higher secondary stage in relation to teachers, Peer Groups, and management. *The International Journal of Indian Psychology*, 3(4): 181 -190.
- Holden, L. and Biddle, J. 2017. The Introduction of Human Capital Theory into Education Policy in the United States. *History of Political Economy*, 49: 537–574.
- Patra, S. 2018. Educational Status of Tribal Children in Ekalavya Model Residential Schools in Odia Language: Strengths, Concerns, and Consolidated Framework for Advanced Implementation. *Online International Interdisciplinary Research Journal*, 8(6).
- Eliud, N. and Josephine, O. 2020. "Human Capital and Returns to Education. Review of literature", *International Journal of Current Research*, 12(09): 13922–13929.
- Jyotirani, S. 2021. Functioning of Odisha Adarsha Vidyalaya: A case study. *International Journal of Multidisciplinary Educational Research*, 10,7(7): 4-13.
- Biswal, S. and Dansana, A. 2021. Functioning of the Ekalavya Model Residential School, Rayagada, Odisha. *An international Journal of Education and Applied Social Science*, 12(02): 73-76.
- Tripathy, 2023. The effectiveness of Odisha Adarsha Vidyalaya Sangathan (OAVS): an evaluative study, *International Journal of Research and Technology*, 5(8): 62-66.
- Suna, G., Dash, R., Das, T., Rout, K. and Dash, A. 2024. Perceiving Challenges of OAVS Students of Sambalpur District in Relation to the Quality Education: A Case Study. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 14(2): 8- 17.
- Constructivism in Piaget and Vygotsky, 2024. *Foundation Magazine*, <http://fountainmagazine.com/2004/issue-48-october-december-2004/constructivism-in-piaget-and-vygotsky>.
- Chand, S. 2024. Constructivism in Education: Exploring the Contributions of Piaget, Vygotsky and Bruner. *International Journal of Science and Research (IJSR)*, 12: 274–278.
- Quality education, UNICEF, <https://www.unicef.org/india/what-we-do/quality-education>.
- Odisha Adarsha Vidyalaya Sanghathan, 2016. <https://oav.edu.in/>
- Board of Secondary Education, Odisha, <https://bseodisha.nic.in/>
- <https://sme.odisha.gov.in/about-us/overview/secondary-education>

